



Tamalpais High School

2017 - 2018

MID-CYCLE PROGRESS REPORT

700 Miller Avenue, Mill Valley, CA 94941

Tamalpais Union High School District

March 19th - 20th

Accrediting Commission for Schools

Western Association of Schools and Colleges

CONTENTS

I:	Student/Community Profile Data.....	2
II:	Significant Changes and Developments.....	68
III:	Ongoing School Improvement.....	75
IV:	Progress on Critical Areas for Follow-up/Schoolwide Action Plan.....	75
V:	Schoolwide Action Plan Refinements.....	78

I: Student/Community Profile Data

Include the following:

An updated student/community profile that includes the following:

- a brief, general description of the school and its programs;
- the school's vision, mission, and learner outcomes;
- student and faculty/staff demographics;
- student achievement data for a three-year period;
- an updated summary of data with implications,
- identified critical learner needs, and important questions for staff discussion
- *Suggestion from TUHSD - also include a summary of recommendations by visiting committee

Overview of Tamalpais High School:

Tamalpais High School was founded in 1908 and is the oldest of the 3 comprehensive high schools in the district. The school serves students in grades nine through twelve. The school 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 approximately 1592 students, of whom 69% are White not Hispanic, 11% are Hispanic, 4% are African-American, 9% are Asian, and 7% other. Currently 6% of the students are eligible for free or reduced lunch (i.e. low socioeconomic status), 9% receive Special Education services, and 2% are English Learners. Tam has experienced significant enrollment growth over the last 3 years and is expected to reach over 1700 students by the 2020 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 with two subsidiary fundraising bodies that support the fine arts: (PATH) Patrons of the Arts at Tam High and (THUMB) Tam High United Music Boosters; the Parent Teacher Student Association (PTSA); and the Athletic Boosters. These organizations help to build a culture that rewards strong teaching practices and creative ways to help foster student learning in addition to providing multiple opportunities for our student athletes, visual and performing artists, and musicians.

Tamalpais High School is fortunate to have a host of specialized support programs for the 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 adjust to high school life. This year Tam renamed the transition program “Tam Ascent.” The Tam Ascent program offers support for students from smaller feeder schools in the areas of English Language Arts and Mathematics. Field trips and relationship building activities were added to make the Tam Ascent program more robust. 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 developing 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 spent the first month of school receiving training on how to mentor and tutor students. This program is now flourishing, providing great support for academically and socially challenged students. The lead teachers are working collaboratively to support all students at Tam High and increase student engagement. These programs continue into the 2017-18 school year, offering continued support to our at-risk students.

The school’s master schedule accommodates students’ needs in terms of having two hours per week for tutorial time. During tutorial, students report to a homeroom teacher and are able to receive academic support and/or time to complete assignments. During tutorial periods, students may be required to meet with a specific teacher for more intense intervention, remediation, or differentiation of material to experience success in the classroom. The site needs to review the use of the tutorial program to see how to more effectively support struggling students on a larger scale and to build students’ capacity to seek out help and self-advocate. It is also our intention to teach students to be self-reliant and independent learners during this time.

The mathematics department has historically offered a tutorial program for students before school, during lunch, and after school to support students experiences challenges with the content. Our library remains open after school until 7:00 p.m., Monday through Friday, and until 4:00 on Fridays. A credentialed math teacher also offers tutorial support for students during these after school hours.

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 outcome 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. In 2017, the Core program was awarded the California Gold Ribbon award for an innovative approach to closing the achievement gap.

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 enhances the acquisition of skills and content through team-teaching and the integration of English, social studies, and media studies - with a special emphasis on the production of documentary films. AIM's curriculum is built around essential questions, common themes and common projects. Multimedia serves as a vehicle for the integration of curricula and as a communicative tool.

AVID (Advancement Via Individual Determination) is a new elective at Tam which emphasizes college readiness. AVID targets students that are in the academic middle (2.0- 3.5 gpa) that benefit from skill development in support of college readiness. AVID began in 2017 with 10th grade students being enrolled in the AVID elective.

CTE (Conservatory Theatre Ensemble) is an award-winning 4-year comprehensive drama program focusing on acting, directing, design, technical theatre, and playwriting. Teachers collaborate with professional guest artists to deliver in depth instruction. The program is non audition and open to any interested student. CTE presents eight main stage projects over 55 evenings each 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.

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.

In 2012 modernization projects concluded at Tam High School. As a result of these projects, teachers and students have benefited from classrooms that have been outfitted for 21st century learning. In addition to the physical transformations of a number of classrooms, the site has been equipped with wireless capabilities that enable learners to have continuous access to the internet and information technology. The following areas have also been updated: Keyser Hall, the pool, field house, tennis courts, football field, track, and classroom 2020. In 2016, the Facilities Master Plan engaged

stakeholders to assess the current Tam facilities and develop potential solutions for the future. As enrollment at Tam continues to rise, additional portable housing will be added.

Tamalpais has historically served the majority of English Language Learners in the district with a dedicated ELL 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 indicating mainstreamed English learners 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 ELL students increased exposure to academic instruction in English. The ELL students have been placed in mainstream classrooms and supported with an English Language development course, a language informed paraeducator and an ELL coordinator and counselor who monitors students' academic progress and serves as their advocate with general education teachers. In 2017 Tam continued to evaluate the effectiveness of the English Language Learner program and strategized to ensure that all students' needs were met.

Tamalpais High is committed to the continuous improvement of its staff and leadership body. Professional development has been targeted to provide the staff with training in the areas of Equity, school culture and climate, facilitation, guiding critical conversations, development of collaboration, culturally responsive teaching, and the implementation of intervention plans.

Staff Description and Conditions of Learning - December 2017

Certificated

School	Total Staff	Male	Female	African American	American Indian	Asian	Filipino	Hisp	PI	White	Unknown
Redwood	110	44	66	1	0	1	0	12	0	83	13
San Andreas	8	5	3	0	0	0	0	1	0	3	4
Sir Francis Drake	77	32	45	0	1	0	0	6	0	59	13
Tamalpais	95	45	50	0	0	2	2	7	0	64	21
Tamiscal	17	9	8	0	0	0	1	1	0	11	4
School	Total Staff	Male	Female	African American	American Indian	Asian	Filipino	Hisp	PI	White	Unknown
Redwood	110	40%	60%	1%	0%	1%	0%	11%	0%	75%	12%
San Andreas	8	63%	38%	0%	0%	0%	0%	13%	0%	38%	50%
Sir Francis Drake	77	42%	58%	0%	1%	0%	0%	8%	0%	77%	17%
Tamalpais	95	47%	53%	0%	0%	2%	2%	7%	0%	67%	22%
Tamiscal	17	53%	47%	0%	0%	0%	6%	6%	0%	65%	24%
School	Total Staff	National Board Certified	Teaching outside Credential	Advanced Degrees	Over 20 y Teaching Experience	Over 10 y Teaching Experience	CLAD Certified	BTSA	New Teacher Induction		
Redwood	110	5	0	48	36	79	109	0	14		
San Andreas	8	0	0	5	1	5	7	2	4		
Sir Francis Drake	77	3	0	42	29	60	76	1	9		
Tamalpais	95	3	0	49	21	65	94	7	22		
Tamiscal	17	0	0	11	7	5	13	2	2		
School	Total Staff	National Board Certified	Teaching outside Credential	Advanced Degrees	Over 20 y Teaching Experience	Over 10 y Teaching Experience	CLAD Certified	BTSA	New Teacher Induction		
Redwood	110	5%	0%	44%	33%	72%	99%	0%	13%		
San Andreas	8	0%	0%	63%	13%	63%	88%	25%	50%		
Sir Francis Drake	77	4%	0%	55%	38%	78%	99%	1%	12%		
Tamalpais	95	3%	0%	52%	22%	68%	99%	7%	23%		
Tamiscal	17	0%	0%	65%	41%	29%	76%	12%	12%		

Tamalpais High School Enrollment Data

Enrollment Summary 2013-2018																			
School	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18													
Redwood	1534	1603	1662	1776	1799	1851													
San Andreas	60	72	49	80	85	73													
Sir Francis Drake	985	978	986	1078	1142	1205													
Tamalpais	1233	1285	1332	1418	1528	1586													
Tamiscal	86	107	124	118	108	110													
NPS	15	18	17	20	22	12													
Total	3913	4063	4170	4490	4684	4837													
Demographic Data - September 2017																			
School	Total Enrollment	# Male	# Female	# Spec ED	# Low SES	# EL	# African American	# American Indian	# Asian	# Filipino	# Hispanic	# PI	# White	# Other	9th	10th	11th	12th	
Redwood	1851	985	866	156	145	41	22	7	127	19	233	10	1354	79	517	444	470	420	
San Andreas	73	35	38	16	37	1	12	0	3	0	21	4	30	3	0	1	22	50	
Sir Francis Drake	1205	596	609	125	127	18	18	10	52	7	159	6	899	54	330	327	316	232	
Tamalpais	1586	778	808	139	148	32	59	8	125	21	164	7	1109	93	409	425	384	368	
Tamiscal	110	32	78	20	13	0	5	0	6	1	14	1	80	3	7	18	38	47	
NPS	12	7	5	12	3	0	1	0	0	0	2	0	9	0	0	4	5	3	
Total District	4837	2433	2404	468	473	92	117	25	313	48	593	28	3481	232	1263	1219	1235	1120	
School	Total Enrollment	% Male	% Female	% Spec ED	% Low SES	% EL	% African American	% American Indian	% Asian	% Filipino	% Hispanic	% PI	% White	% Other	% 9th	% 10th	% 11th	% 12th	
Redwood	1851	52%	48%	6%	4%	2%	1%	0%	7%	1%	12%	0%	74%	4%	27%	25%	25%	23%	
San Andreas	73	53%	47%	27%	38%	0%	17%	0%	2%	0%	23%	3%	50%	5%	0%	2%	23%	75%	
Sir Francis Drake	1205	49%	51%	8%	5%	1%	1%	1%	4%	1%	13%	0%	75%	5%	27%	27%	26%	19%	
Tamalpais	1586	49%	51%	6%	6%	2%	4%	0%	8%	1%	10%	1%	70%	6%	26%	27%	24%	23%	
Tamiscal	110	30%	70%	16%	7%	0%	3%	0%	4%	1%	14%	1%	72%	4%	4%	14%	38%	44%	
NPS	12	71%	29%	93%	14%	0%	7%	0%	7%	0%	14%	0%	71%	0%	7%	29%	43%	21%	
Total District	4837	50%	50%	10%	10%	2%	2%	1%	6%	1%	12%	1%	72%	5%	26%	25%	26%	23%	

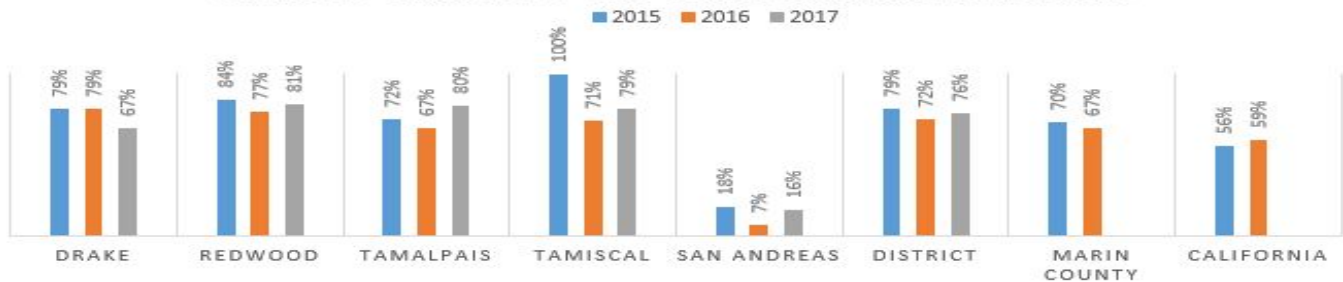
Tamalpais has experienced consistent enrollment growth over the past 5 years. Enrollment currently sits at 1592 students and is expected to grow to approximately 1750 students within the next three years. White students remain the overwhelming majority at Tam representing 70% percent of the total student population. Hispanic students constitute 10% of the student population while Asian students represent 8%. African-Americans make up 4% of the population at Tam. English Language Learners make up 2% of the population. Tam has 6% of its population as Low Socio-Economic Status students. Special education students comprise 6% of the population.

Smarter Balanced Data

Standardized Tests Results by Year

2017 ELA Participation	Drake	Redwood	Tamalpais	Tamiscal	San Andreas	District	Marin	CA
Enrolled	214	398	349	43	38	1042		
# Tested	209	392	344	43	37	1025		
% Tested	98%	98%	99%	100%	97%	98%		

SMARTER BALANCED - ELA : % AT OR ABOVE STANDARD



2017 Math Participation	Drake	Redwood	Tamalpais	Tamiscal	San Andreas	District	Marin	CA
Enrolled	214	398	349	43	38	1042		
# Tested	210	386	343	43	37	1019		
% Tested	98%	97%	98%	100%	97%	98%		

SMARTER BALANCED - MATH : % AT OR ABOVE STANDARD



Smarter Balanced - ELA : % At or Above Standard

School	2015	2016	2017
Drake	79%	79%	67%
Redwood	84%	77%	81%
Tamalpais	72%	67%	80%
Tamiscal	100%	71%	79%
San Andreas	18%	7%	16%
District	79%	72%	76%
Marin County	70%	67%	
California	56%	59%	

Smarter Balanced - Mathematics : % At or Above Standard

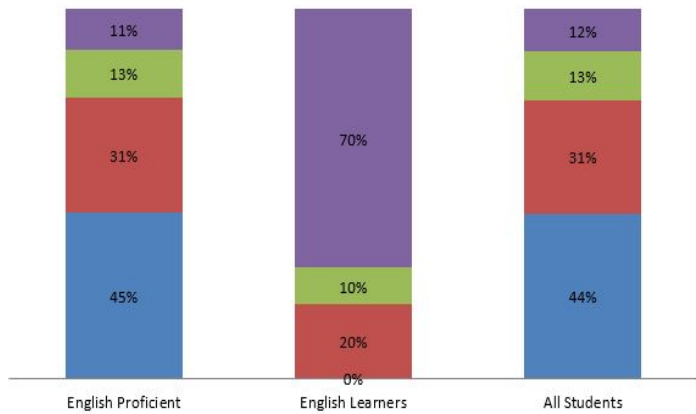
School	2015	2016	2017
Drake	65%	56%	61%
Redwood	70%	67%	66%
Tamalpais	52%	49%	58%
Tamiscal	63%	45%	51%
San Andreas	13%	8%	8%
District	61%	56%	60%
Marin County	48%	47%	
California	29%	33%	

Smarter Balanced - ELA 2017

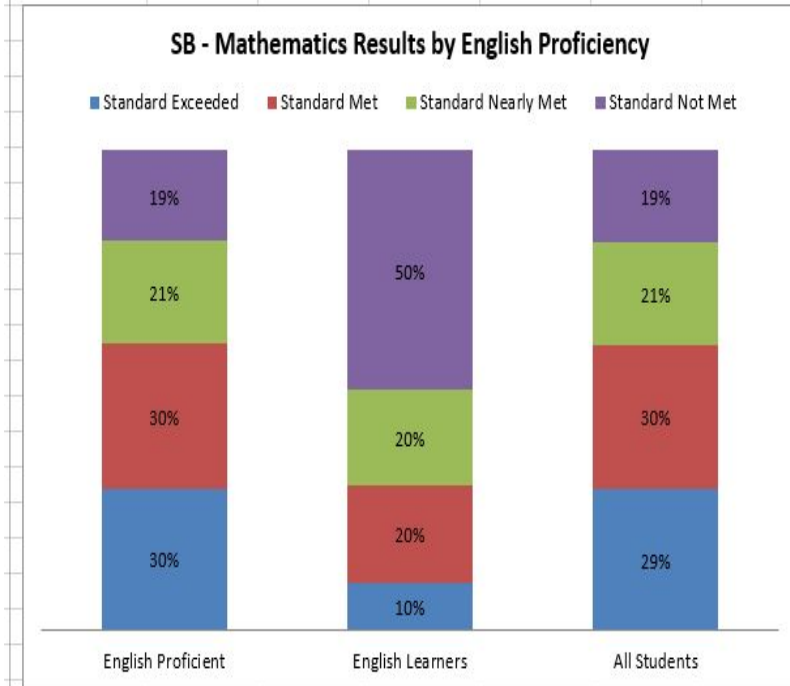
English Proficiency	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded	At or Above Standard	Enrollment	Not Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
English Proficient	1016	11%	13%	31%	45%	76%	1034	18	112	132	316	456
English Learners	10	70%	10%	20%	0%	20%	10		7	1	2	
All Students	1026	12%	13%	31%	44%	75%	1044	18	119	133	318	456

SB - ELA Results by English Proficiency

■ Standard Exceeded ■ Standard Met ■ Standard Nearly Met ■ Standard Not Met



Smarter Balanced - Mathematics 2017													
English Proficiency	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded	At or Above Standard		Enrollment	Not Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
English Proficient	1010	19%	21%	30%	30%	60%		1034	24	192	214	305	299
English Learners	10	50%	20%	20%	10%	30%		10		5	2	2	1
All Students	1020	19%	21%	30%	29%	60%		1044	24	197	216	307	300



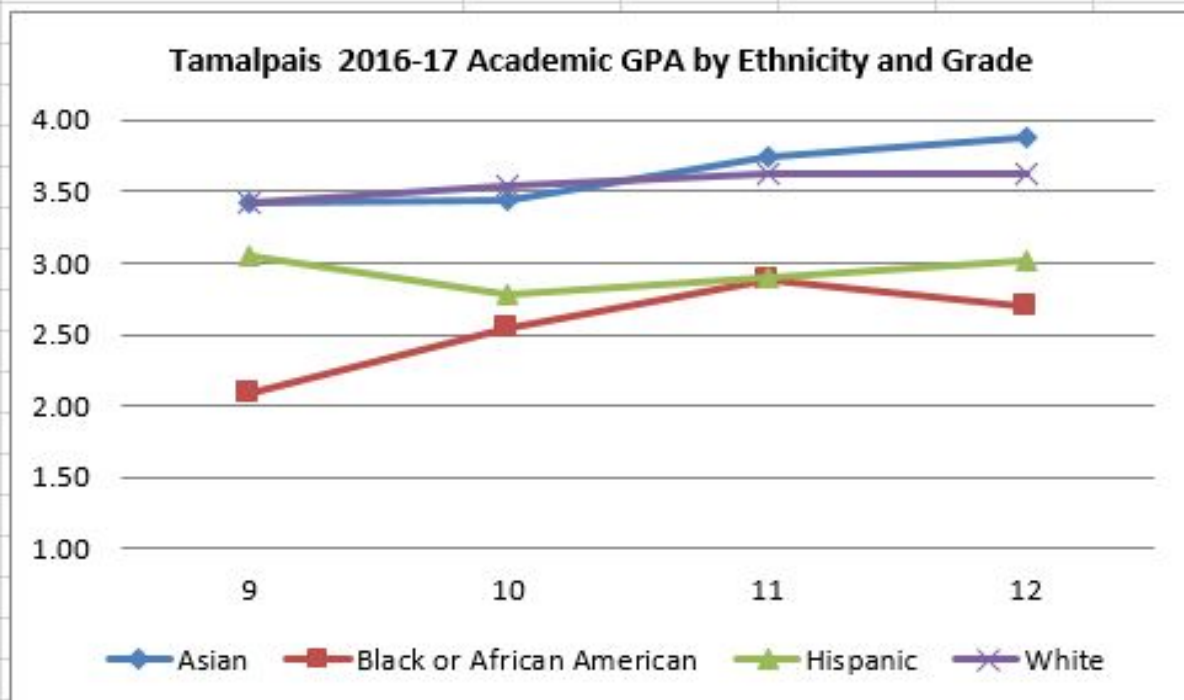
The Smarter Balance data indicates 80% of student at or above proficiency in English Language Arts and 58% at or above proficiency in Mathematics. This represents an increase in both ELA and Math since the 2015 WASC report. While these percentages represent modest gains in the areas of ELA and Math, the performance of English Language Learners lags behind.

There remains growth opportunities for the English Language Learner subgroup and a need for continuous improvement in the area of Mathematics.

Academic GPA

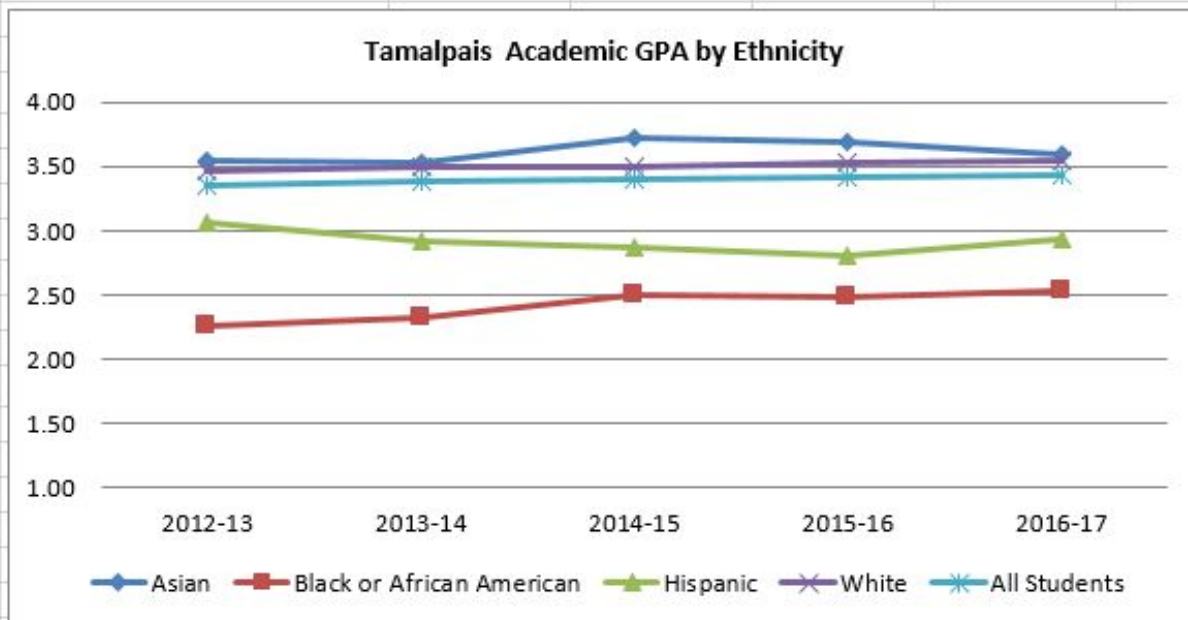
Tamalpais High School
2016-17 Academic Grade Point Average by Ethnicity

	9	10	11	12	All Grade Levels
Asian	3.42	3.43	3.74	3.87	3.59
Black or African American	2.09	2.55	2.88	2.69	2.53
Hispanic	3.04	2.79	2.90	3.02	2.93
White	3.43	3.53	3.62	3.63	3.54
All Students	3.33	3.39	3.52	3.53	3.44



Tamalpais High School
Academic Grade Point Average by Ethnicity

	2012-13	2013-14	2014-15	2015-16	2016-17
Asian	3.55	3.53	3.72	3.69	3.59
Black or African American	2.26	2.33	2.50	2.49	2.53
Hispanic	3.06	2.92	2.87	2.81	2.93
White	3.47	3.50	3.50	3.53	3.54
All Students	3.36	3.39	3.40	3.41	3.44

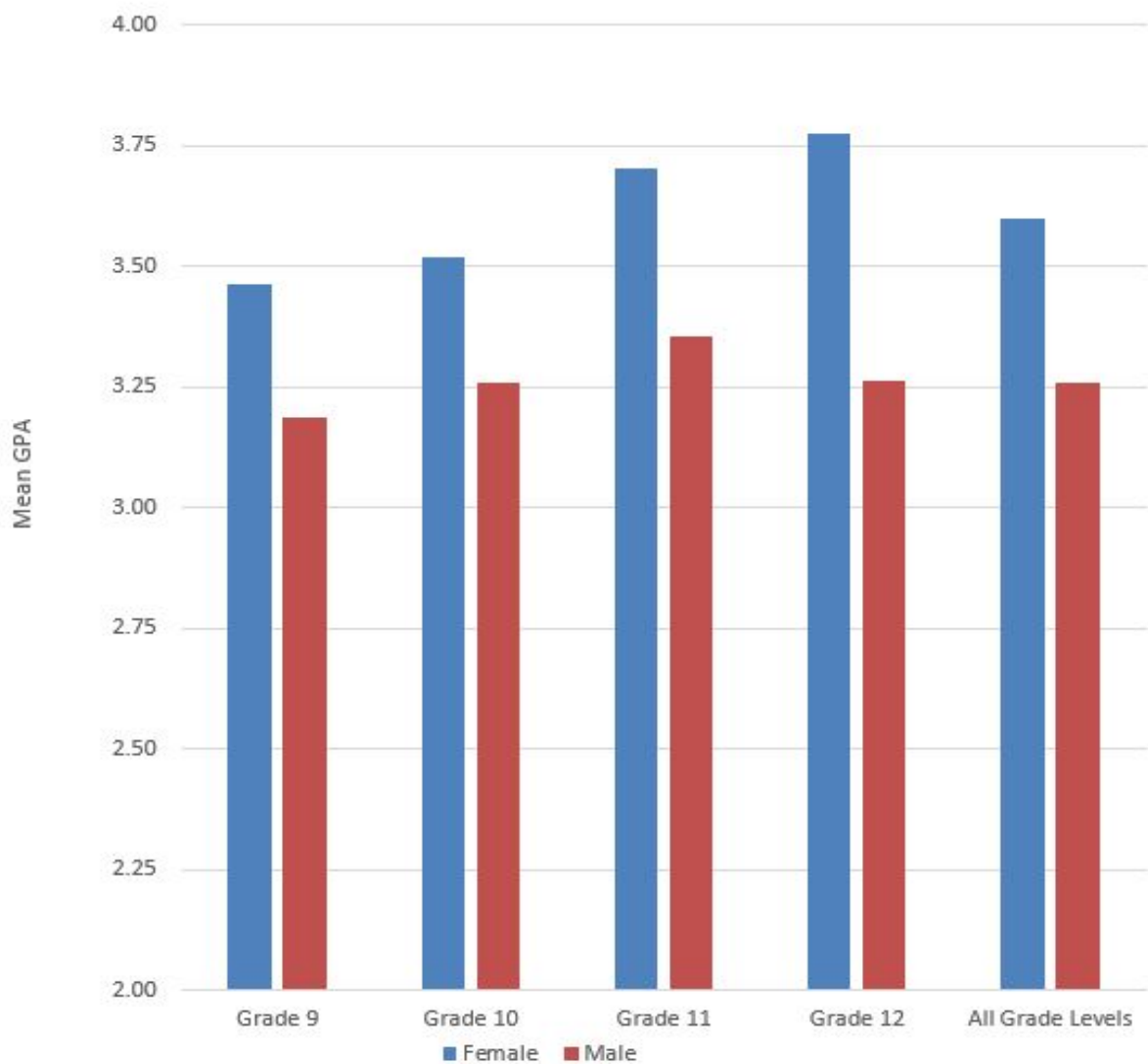


Tamalpais High School

2016-17 Academic Grade Point Average by Gender

	Grade 9	Grade 10	Grade 11	Grade 12	All Grade Levels
Female	3.46	3.52	3.70	3.77	3.60
Male	3.19	3.26	3.35	3.26	3.26
All Students	3.33	3.39	3.52	3.53	3.44

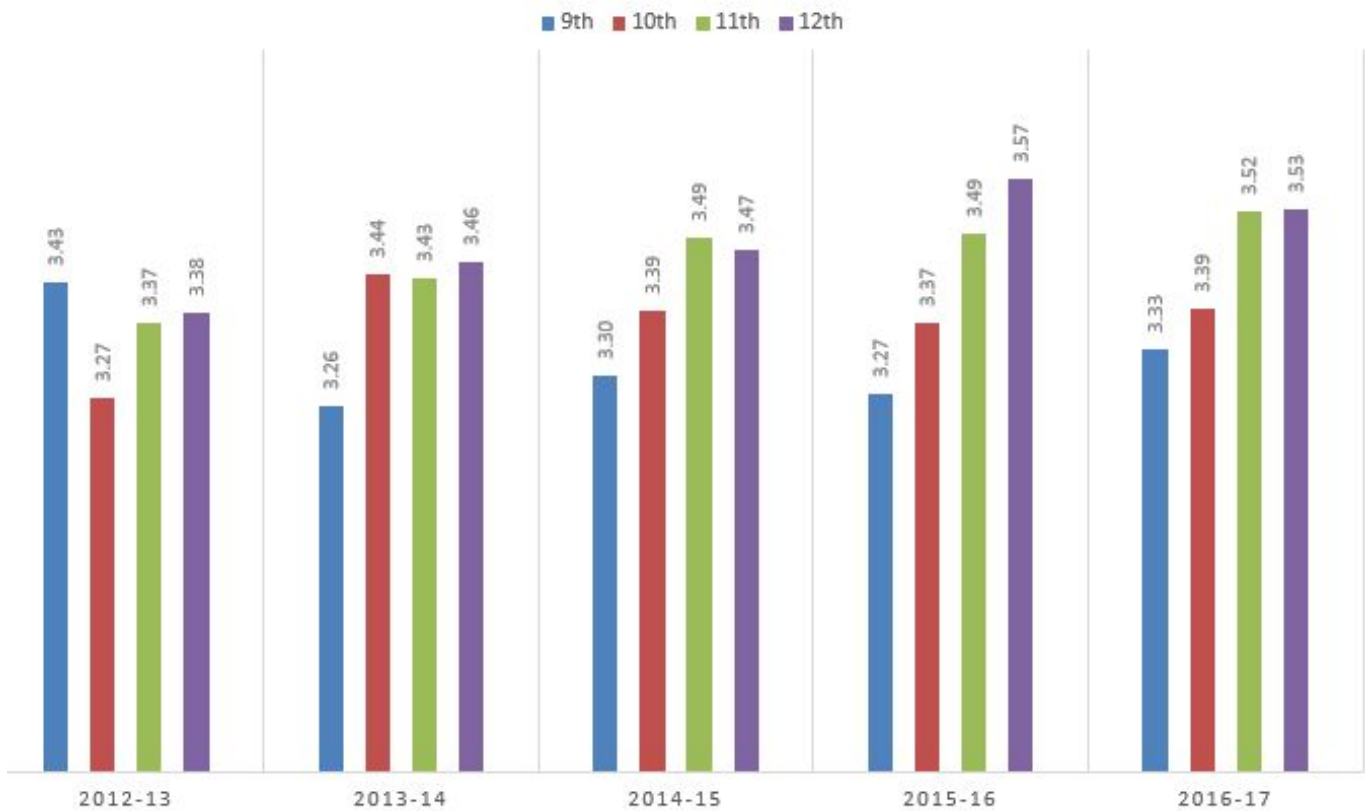
Tamalpais High 2016-17 Grade Point Averages by Gender



Tamalpais High School
2013-17 Academic GPA by Grade

	2012-13	2013-14	2014-15	2015-16	2016-17
9th	3.43	3.26	3.30	3.27	3.33
10th	3.27	3.44	3.39	3.37	3.39
11th	3.37	3.43	3.49	3.49	3.52
12th	3.38	3.46	3.47	3.57	3.53
All Grades	3.36	3.39	3.40	3.41	3.44

TAM ACADEMIC GPA BY YEAR AND GRADE



Tamalpais High School

2016-17 Academic Grade Point Average by Socio-Economic Status

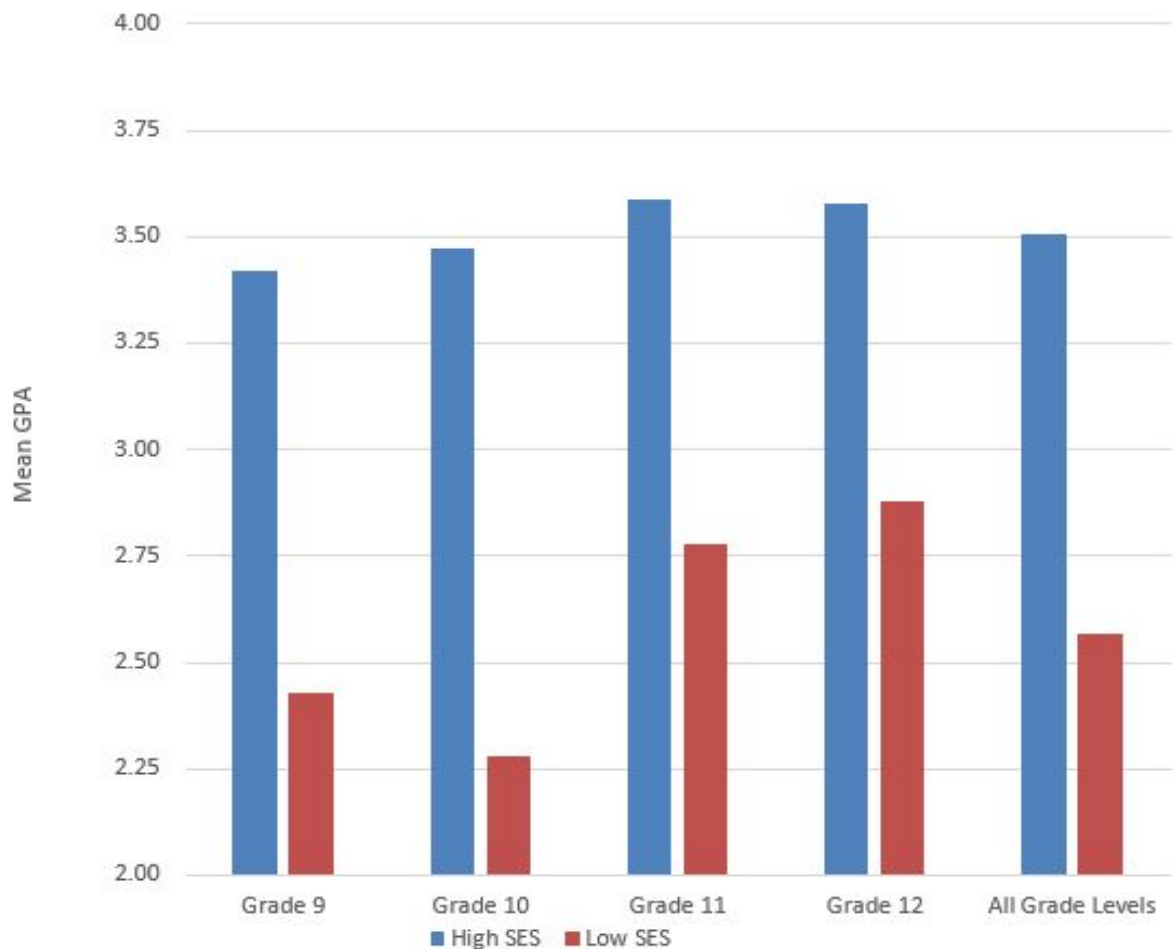
Enrollment by SES

	Grade 9	Grade 10	Grade 11	Grade 12	All Grade Levels
High SES	400	373	346	306	1425
Low SES	27	28	26	22	103
All Students	427	401	372	328	1528

Academic GPA by SES

	Grade 9	Grade 10	Grade 11	Grade 12	All Grade Levels
High SES	3.42	3.47	3.59	3.58	3.51
Low SES	2.43	2.28	2.78	2.88	2.57
All Students	3.33	3.39	3.52	3.53	3.44

Tamalpais High 2016-17 Grade Point Averages by SES



Tamalpais High School

Academic Grade Point Average by Socio-Economic Status

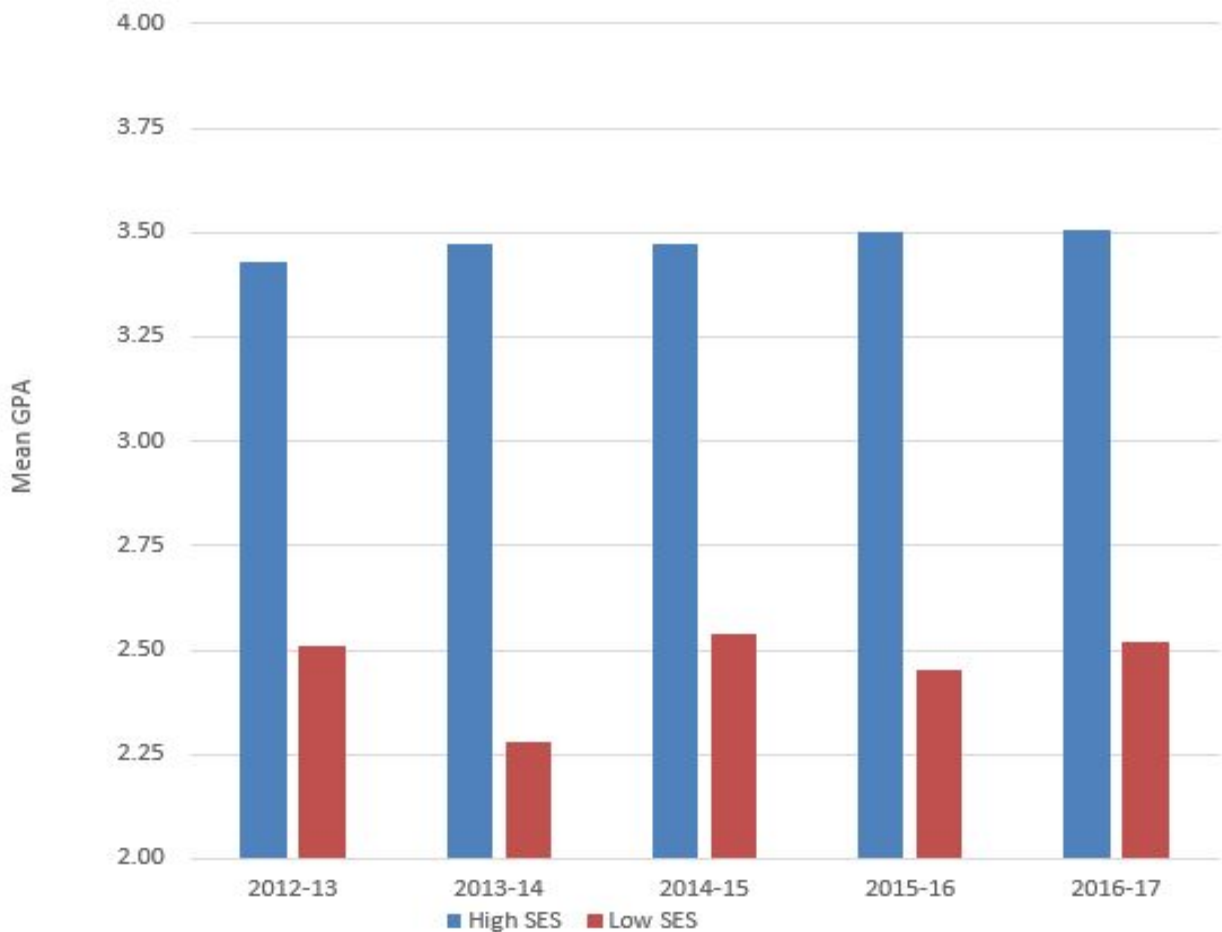
Enrollment by SES

	2012-13	2013-14	2014-15	2015-16	2016-17
High SES	1142	1184	1222	1308	1425
Low SES	91	101	100	110	103
All Students	1233	1285	1322	1418	1528

Academic GPA by SES

	2012-13	2013-14	2014-15	2015-16	2016-17
High SES	3.43	3.47	3.47	3.50	3.51
Low SES	2.51	2.28	2.54	2.45	2.52
All Students	3.36	3.39	3.40	3.41	3.44

Tamalpais High Grade Point Averages by SES



All Grade by Department

Tamalpais Union High School District							
Department Grade Distributions 2016-17							
English							
	N	Average GPA	% A	% B	% C	% D	% F
Sir Francis Drake High School	2,349	3.23	47%	34%	13%	4%	1%
Redwood High School	3,903	3.34	53%	32%	11%	2%	1%
Tamalpais High School	3,276	3.25	49%	33%	13%	3%	2%
San Andreas High School	196	2.98	34%	31%	35%	0%	0%
Tamiscal High School	228	3.26	45%	38%	16%	1%	0%
District	9,952	3.27	50%	33%	13%	3%	1%
Mathematics							
	N	Average GPA	% A	% B	% C	% D	% F
Sir Francis Drake High School	2,278	3.04	39%	34%	21%	4%	2%
Redwood High School	3,496	3.04	40%	34%	19%	5%	2%
Tamalpais High School	2,882	2.97	41%	31%	16%	6%	5%
San Andreas High School	139	2.78	20%	45%	29%	6%	0%
Tamiscal High School	214	3.07	39%	33%	26%	2%	0%
District	9,009	3.02	40%	33%	19%	5%	3%
Science							
	N	Average GPA	% A	% B	% C	% D	% F
Sir Francis Drake High School	2,512	3.20	46%	35%	14%	3%	1%
Redwood High School	4,098	3.21	46%	35%	15%	3%	1%
Tamalpais High School	3,712	3.30	53%	30%	12%	3%	2%
San Andreas High School	47	2.74	26%	26%	47%	2%	0%
Tamiscal High School	111	3.17	38%	44%	15%	3%	0%
District	10,480	3.24	48%	33%	14%	3%	1%
Social Studies							
	N	Average GPA	% A	% B	% C	% D	% F
Sir Francis Drake High School	2,415	3.22	48%	33%	14%	4%	1%
Redwood High School	3,935	3.19	45%	36%	14%	3%	2%
Tamalpais High School	3,354	3.31	54%	29%	12%	4%	2%
San Andreas High School	196	2.71	37%	20%	20%	22%	0%
Tamiscal High School	237	3.19	39%	42%	19%	0%	0%
District	10,137	3.23	48%	33%	14%	4%	1%

World Language							
	N	Average GPA	% A	% B	% C	% D	% F
Sir Francis Drake High School	1,457	3.34	53%	32%	12%	2%	1%
Redwood High School	2,336	3.48	63%	25%	10%	1%	1%
Tamalpais High School	2,084	3.52	67%	24%	5%	1%	2%
Tamiscal High School	34	3.62	65%	32%	3%	0%	0%
District	5,911	3.46	62%	27%	9%	1%	1%
Physical Education							
	N	Average GPA	% A	% B	% C	% D	% F
Sir Francis Drake High School	1,385	3.84	88%	8%	2%	1%	0%
Redwood High School	1,889	3.85	90%	7%	3%	0%	0%
Tamalpais High School	1,542	3.53	69%	19%	7%	3%	1%
San Andreas High School	1	4.00	100%	0%	0%	0%	0%
Tamiscal High School	49	3.96	98%	0%	2%	0%	0%
District	4,866	3.75	83%	11%	4%	1%	1%
Fine Arts							
	N	Average GPA	% A	% B	% C	% D	% F
Sir Francis Drake High School	1,466	3.61	70%	23%	5%	1%	0%
Redwood High School	2,151	3.72	80%	14%	5%	1%	0%
Tamalpais High School	2,111	3.70	79%	15%	4%	1%	1%
San Andreas High School	37	3.46	54%	38%	8%	0%	0%
Tamiscal High School	18	2.89	28%	44%	17%	11%	0%
District	5,783	3.68	77%	17%	5%	1%	1%
Applied Technology							
	N	Average GPA	% A	% B	% C	% D	% F
Sir Francis Drake High School	590	3.53	68%	20%	9%	2%	1%
Redwood High School	583	3.70	78%	16%	5%	2%	0%
Tamalpais High School	474	3.65	73%	20%	4%	2%	0%
San Andreas High School	22	3.59	64%	32%	5%	0%	0%
Tamiscal High School	46	3.07	43%	35%	11%	7%	4%
District	1,715	3.61	72%	19%	6%	2%	0%

Tamalpais Union High School District
Department Grade Distributions 2016-17 by Rank Order

Tamalpais Union High School District

	N	Average GPA	% A	% B	% C	% D	% F
Physical Education	4,866	3.75	83%	11%	4%	1%	1%
Fine Arts	5,783	3.68	77%	17%	5%	1%	1%
Applied Technology	1,715	3.61	72%	19%	6%	2%	0%
World Language	5,911	3.46	62%	27%	9%	1%	1%
English	9,952	3.27	50%	33%	13%	3%	1%
Science	10,480	3.24	48%	33%	14%	3%	1%
Social Studies	10,137	3.23	48%	33%	14%	4%	1%
Mathematics	9,009	3.02	40%	33%	19%	5%	3%

Sir Francis Drake High School

	N	Average GPA	% A	% B	% C	% D	% F
Physical Education	1,385	3.84	88%	8%	2%	1%	0%
Fine Arts	1,466	3.61	70%	23%	5%	1%	0%
Applied Technology	590	3.53	68%	20%	9%	2%	1%
World Language	1,457	3.34	53%	32%	12%	2%	1%
English	2,349	3.23	47%	34%	13%	4%	1%
Social Studies	2,415	3.22	48%	33%	14%	4%	1%
Science	2,512	3.20	46%	35%	14%	3%	1%
Mathematics	2,278	3.04	39%	34%	21%	4%	2%

Redwood High School

	N	Average GPA	% A	% B	% C	% D	% F
Physical Education	1,889	3.85	90%	7%	3%	0%	0%
Fine Arts	2,151	3.72	80%	14%	5%	1%	0%
Applied Technology	583	3.70	78%	16%	5%	2%	0%
World Language	2,336	3.48	63%	25%	10%	1%	1%
English	3,903	3.34	53%	32%	11%	2%	1%
Science	4,098	3.21	46%	35%	15%	3%	1%
Social Studies	3,935	3.19	45%	36%	14%	3%	2%
Mathematics	3,496	3.04	40%	34%	19%	5%	2%

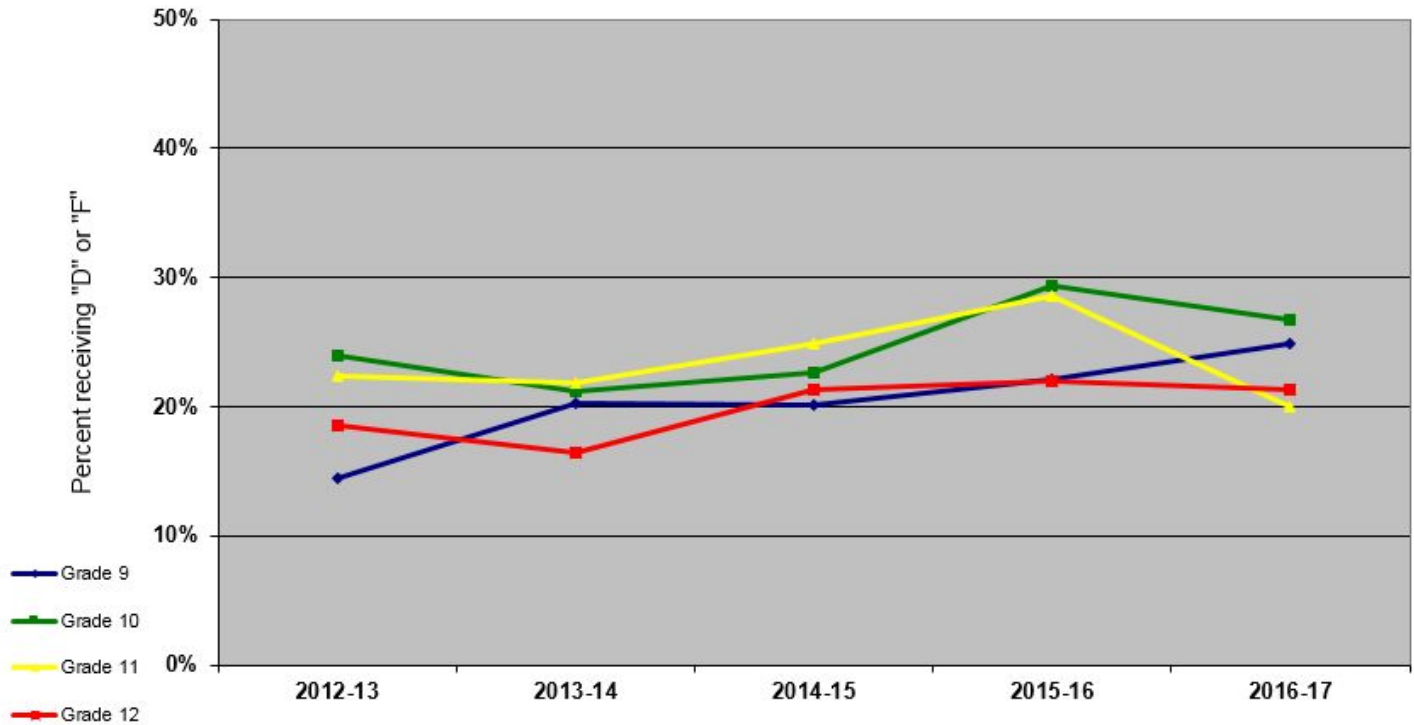
Tamalpais High School							
	N	Average GPA	% A	% B	% C	% D	% F
Fine Arts	2,111	3.70	79%	15%	4%	1%	1%
Applied Technology	474	3.65	73%	20%	4%	2%	0%
Physical Education	1,542	3.53	69%	19%	7%	3%	1%
World Language	2,084	3.52	67%	24%	5%	1%	2%
Social Studies	3,354	3.31	54%	29%	12%	4%	2%
Science	3,712	3.30	53%	30%	12%	3%	2%
English	3,276	3.25	49%	33%	13%	3%	2%
Mathematics	2,882	2.97	41%	31%	16%	6%	5%
San Andreas High School							
	N	Average GPA	% A	% B	% C	% D	% F
Physical Education	1	4.00	100%	0%	0%	0%	0%
Applied Technology	22	3.59	64%	32%	5%	0%	0%
Fine Arts	37	3.46	54%	38%	8%	0%	0%
English	196	2.98	34%	31%	35%	0%	0%
Mathematics	139	2.78	20%	45%	29%	6%	0%
Science	47	2.74	26%	26%	47%	2%	0%
Social Studies	196	2.71	37%	20%	20%	22%	0%
Tamiscal High School							
	N	Average GPA	% A	% B	% C	% D	% F
Physical Education	49	3.96	98%	0%	2%	0%	0%
World Language	34	3.62	65%	32%	3%	0%	0%
English	228	3.26	45%	38%	16%	1%	0%
Social Studies	237	3.19	39%	42%	19%	0%	0%
Science	111	3.17	38%	44%	15%	3%	0%
Mathematics	214	3.07	39%	33%	26%	2%	0%
Applied Technology	46	3.07	43%	35%	11%	7%	4%
Fine Arts	18	2.89	28%	44%	17%	11%	0%

While grade point average trends have experienced slight increases and decreases across the grade levels and content areas, disaggregating the data by race and socio-economic status reveals an achievement gap. White and Asian student GPA's are almost a full point higher than their Latino and African-American counterparts. Analyzing the data according to socio-economic status also reveals the same trends. Students from high SES are a full grade point higher than students from low SES. A considerable achievement gap remains for GPA's of Tam students.

D-F Report

	Percent of Students Receiving "D" or "F"				
	2012-13	2013-14	2014-15	2015-16	2016-17
Grade 9	14%	20%	20%	22%	25%
Grade 10	24%	21%	23%	29%	27%
Grade 11	22%	22%	25%	29%	20%
Grade 12	18%	16%	21%	22%	21%
All Grades	20%	20%	22%	26%	23%

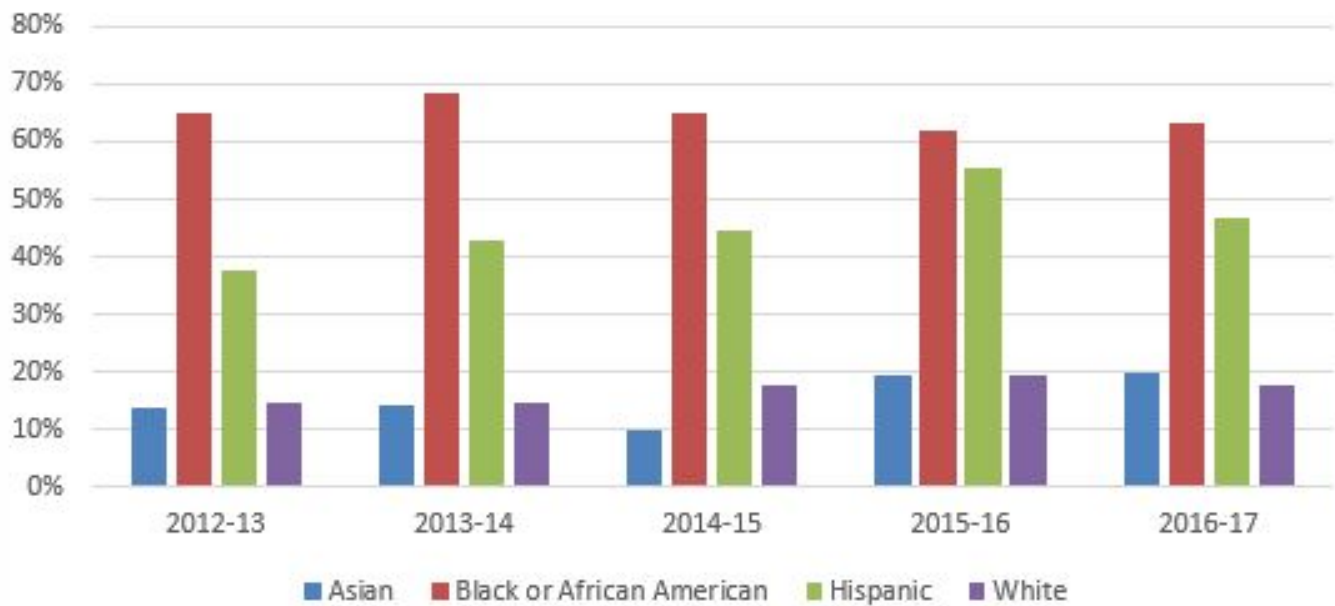
Tam High "D" and "F" Report



Tamalpais High School "D" or "F" Report by Ethnicity

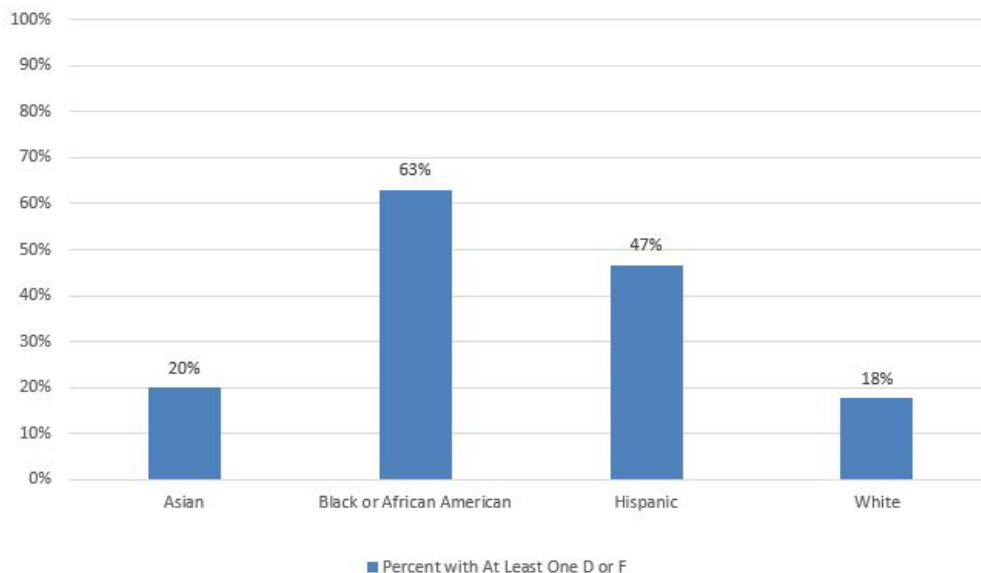
Ethnicity	2012-13	2013-14	2014-15	2015-16	2016-17
Asian	14%	14%	10%	20%	20%
Black or African American	65%	68%	65%	62%	63%
Hispanic	38%	43%	45%	55%	47%
White	15%	15%	18%	19%	18%

Percent of D-F students by Ethnicity and Year



Tamalpais High School									
"D" or "F" Gender and Ethnicity Report 2016-17									
Grade Level	Total Students	Number with At Least One D or F	Percent with At Least One D or F					Percent with At Least One D or F	
Grade 9	427	106	25%					Grade 9	25%
Grade 10	409	109	27%					Grade 10	27%
Grade 11	380	76	20%					Grade 11	20%
Grade 12	337	72	21%					Grade 12	21%
Total	1553	363	23%					Total	23%
Gender				Percent with At Least One D or F					
Female	802	146	18%						
Male	751	217	29%						
Ethnicity				Percent with At Least One D or F					
American Indian or Alaska Native	6	1	17%						
Asian	135	27	20%						
Black or African American	65	41	63%						
Filipino	19	9	47%						
Hispanic	163	76	47%						
Pacific Islander	5	3	60%						
Unknown/Declined	94	18	19%						
White	1066	188	18%						

Tamalpais High Percent with At Least One "D" or "F"



The D and F data indicates Tam's systemic problems regarding the achievement gap. 63% of African-Americans, and 47% percent of Latino students receive at least one D or F. In comparison, 20% of Asian and 18% of White students receive at least one D or F. This data indicates a systematic issue regarding the achievement of black and brown students. Tam must continue to analyze data on a consistent basis to address the systemic underperformance of black and brown students.

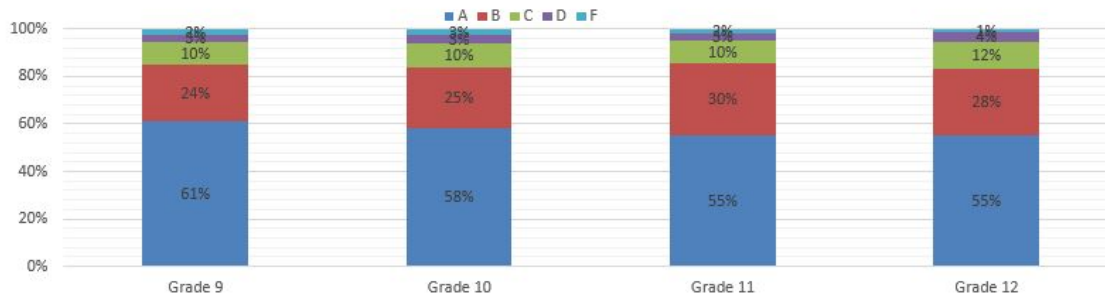
Letter Grade Distribution

Tamalpais High School
Letter Grade Distributions 2016-17

Grade Level	A		B		C		D		F		Total Grades
	N	Percent	N	Percent	N	Percent	N	Percent	N	Percent	N
Grade 9	3,597	61.0%	1,425	24.1%	564	9.6%	178	3.0%	137	2.3%	5,901
Grade 10	3,246	58.3%	1,417	25.4%	583	10.5%	178	3.2%	145	2.6%	5,569
Grade 11	2,581	55.3%	1,413	30.3%	452	9.7%	124	2.7%	94	2.0%	4,664
Grade 12	2,167	55.5%	1,087	27.8%	452	11.6%	157	4.0%	43	1.1%	3,906
Total Grades	11,591	57.8%	5,342	26.7%	2,051	10.2%	637	3.2%	419	2.1%	20,040

Gender	A		B		C		D		F		
Female	6847	65.6%	2446	23.4%	729	7.0%	211	2.0%	199	1.9%	10432
Male	4744	49.4%	2896	30.1%	1322	13.8%	426	4.4%	220	2.3%	9608

Tam High Grade Distributions by Grade Level



	A	B	C	D	F
Grade 9	61%	24%	10%	3%	2%
Grade 10	58%	25%	10%	3%	3%
Grade 11	55%	30%	10%	3%	2%
Grade 12	55%	28%	12%	4%	1%
Total Grades	58%	27%	10%	3%	2%

Tamalpais High School
Letter Grade Distributions 2016-17

Ethnicity	A		B		C		D		F	
American Indian or Alaska Native	41	47.7%	26	30.2%	17	19.8%	2	2.3%	0	0.0%
Asian	1,083	60.0%	483	26.7%	165	9.1%	42	2.3%	33	1.8%
Black or African American	237	31.1%	204	26.7%	156	20.4%	103	13.5%	63	8.3%
Filipino	101	40.7%	77	31.0%	32	12.9%	31	12.5%	7	2.8%
Hispanic	894	43.4%	584	28.4%	321	15.6%	138	6.7%	121	5.9%
Pacific Islander	21	35.0%	17	28.3%	13	21.7%	3	5.0%	6	10.0%
Unknown/Declined	794	64.4%	270	21.9%	124	10.1%	29	2.4%	15	1.2%
White	8,420	61.1%	3,681	26.7%	1,223	8.9%	289	2.1%	174	1.3%

Tam High Grade Distributions by Ethnicity

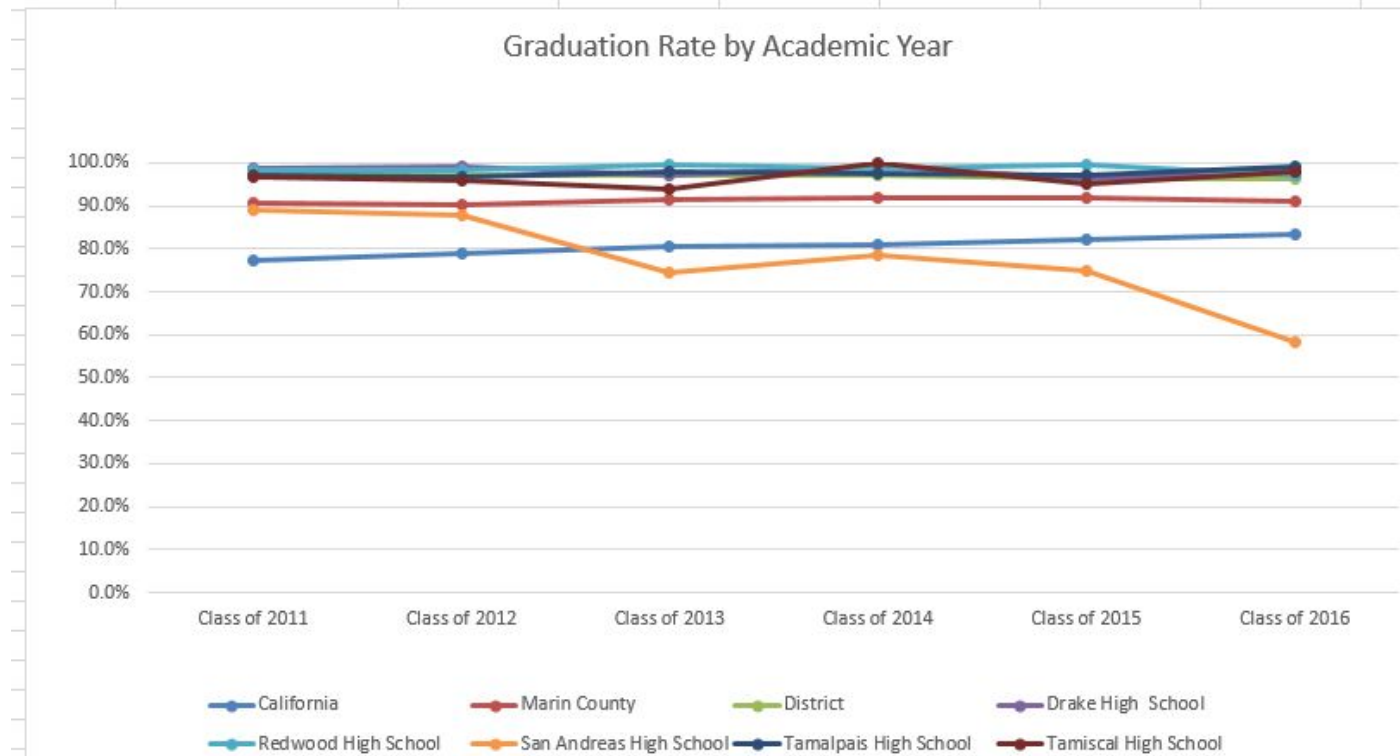


Ethnicity	A	B	C	D	F
American Indian or Alaska Native	48%	30%	20%	2%	0%
Asian	60%	27%	9%	2%	2%
Black or African American	31%	27%	20%	13%	8%
Filipino	41%	31%	13%	13%	3%
Hispanic	43%	28%	16%	7%	6%
Pacific Islander	35%	28%	22%	5%	10%
Unknown/Declined	64%	22%	10%	2%	1%
White	61%	27%	9%	2%	1%

Data indicates that over 85% of the grades earned at Tam at “A’s” or “B’s.” The data also indicates a disproportionate amount of “D’s” and “F’s” earned by students of color. A steady achievement gap remains.

Graduation Rate

Tamalpais Union High School District Graduation Rates by Academic Year						
	Class of 2011	Class of 2012	Class of 2013	Class of 2014	Class of 2015	Class of 2016
California	77.1%	78.9%	80.4%	81.0%	82.3%	83.2%
Marin County	90.8%	90.2%	91.4%	91.8%	91.9%	90.9%
District	97.3%	97.2%	96.9%	97.3%	96.4%	96.2%
Drake High School	98.8%	99.2%	97.1%	99.1%	96.1%	98.2%
Redwood High School	98.4%	98.2%	99.5%	98.9%	99.4%	97.0%
San Andreas High School	88.9%	87.7%	74.5%	78.3%	75.0%	58.1%
Tamalpais High School	96.9%	96.7%	97.9%	97.5%	97.1%	99.0%
Tamiscal High School	96.6%	95.7%	93.9%	100.0%	95.0%	98.0%



Source:

<http://dq.cde.ca.gov/dataquest/cohortmulti/CohortMultiYear.aspx>

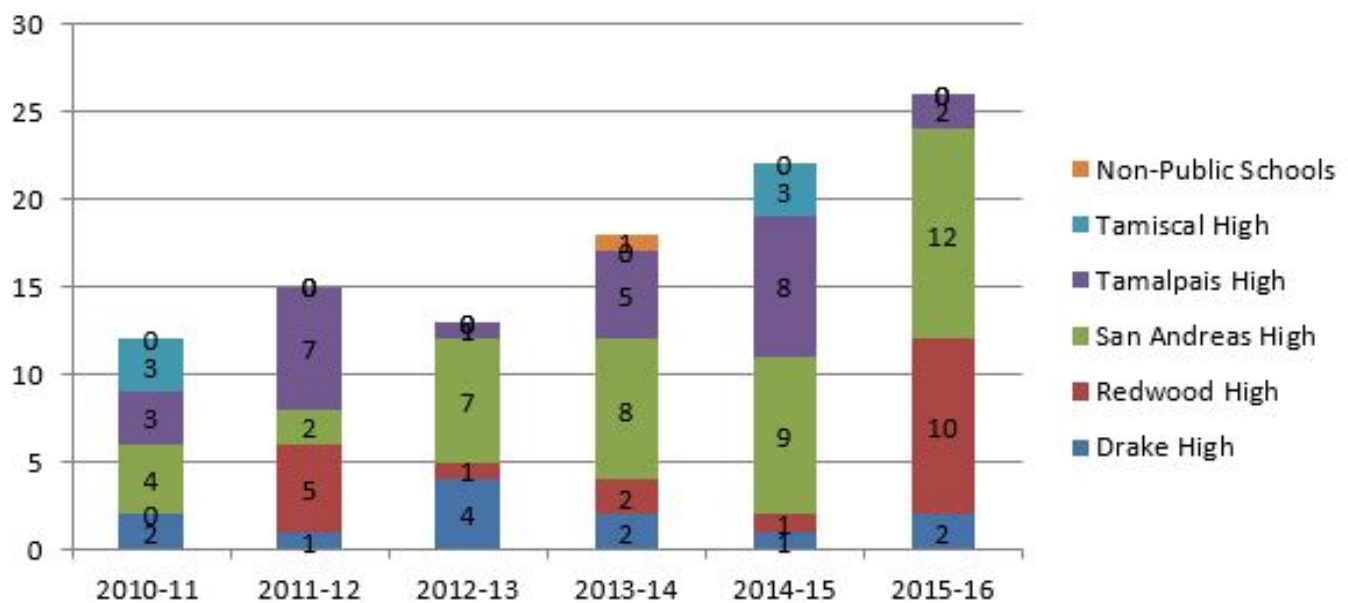
The Tam High graduation rate reached a high of 99%. This represents an increase of 2.1 % since 2011. The graduation rate outpaces the 83.2% for the state of California and the 90% of Marin County. Tam has steadily increased its graduation rate over the last 5 years.

Dropout Rate

**Tamalpais Union High School District
School Dropout Numbers by Academic Year**

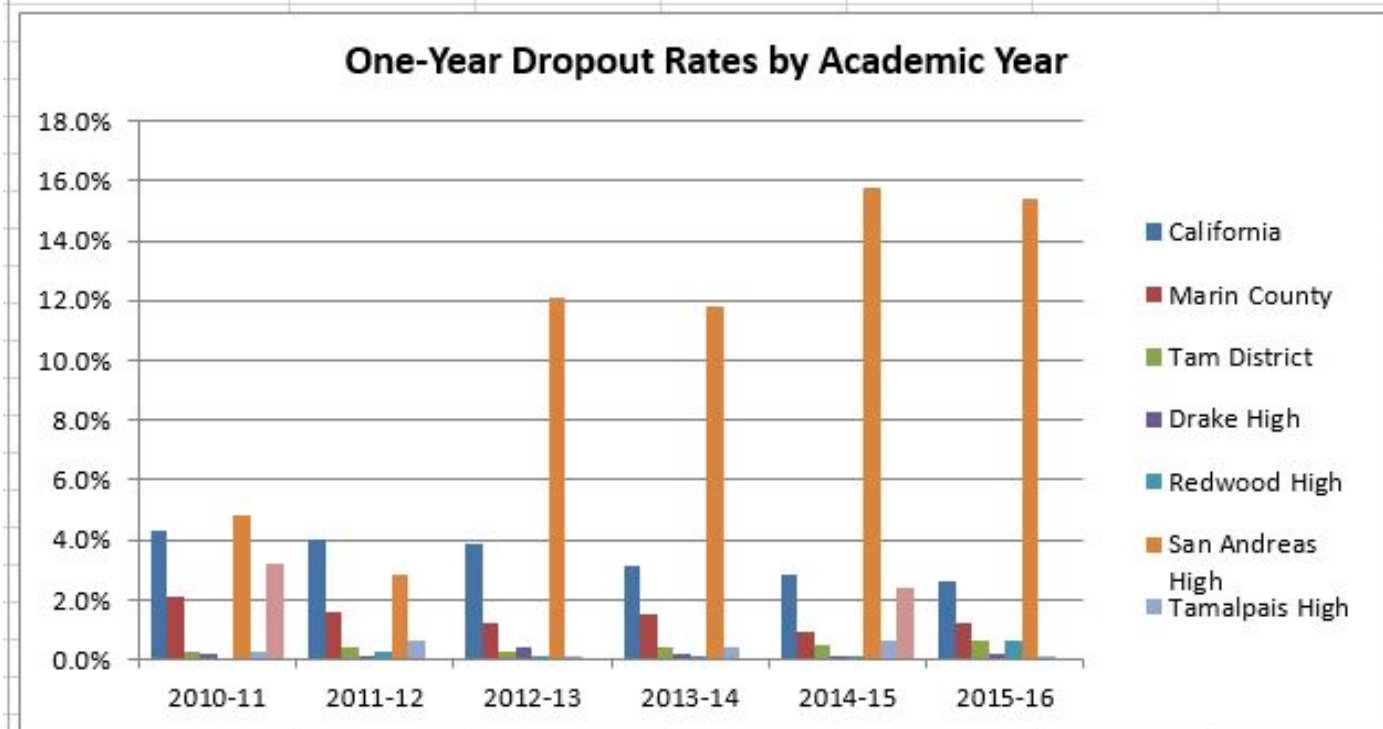
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Drake High	2	1	4	2	1	2
Redwood High	0	5	1	2	1	10
San Andreas High	4	2	7	8	9	12
Tamalpais High	3	7	1	5	8	2
Tamiscal High	3	0	0	0	3	0
Non-Public Schools	0	0	0	1	0	0
Tam District	12	15	13	18	22	26

School Dropout Numbers by Academic Year



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

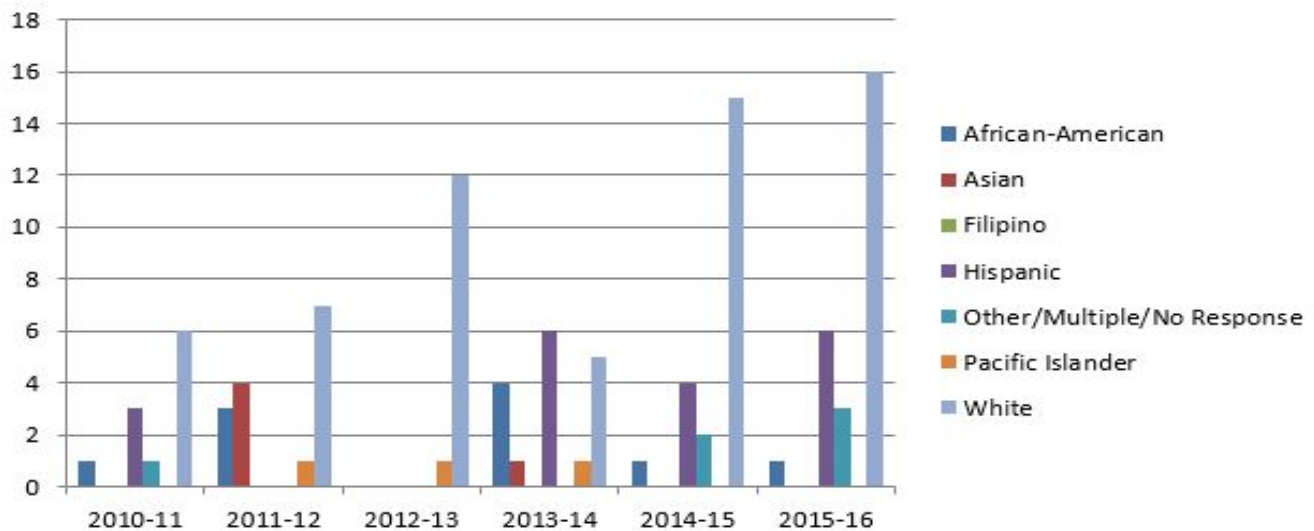
One-Year Dropout Rate						
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
California	4.3%	4.0%	3.9%	3.1%	2.8%	2.6%
Marin County	2.1%	1.6%	1.2%	1.5%	0.9%	1.2%
Tam District	0.3%	0.4%	0.3%	0.4%	0.5%	0.6%
Drake High	0.2%	0.1%	0.4%	0.2%	0.1%	0.2%
Redwood High	0.0%	0.3%	0.1%	0.1%	0.1%	0.6%
San Andreas High	4.8%	2.8%	12.1%	11.8%	15.8%	15.4%
Tamalpais High	0.3%	0.6%	0.1%	0.4%	0.6%	0.1%
Tamiscal High	3.2%	0.0%	0.0%	0.0%	2.4%	0.0%

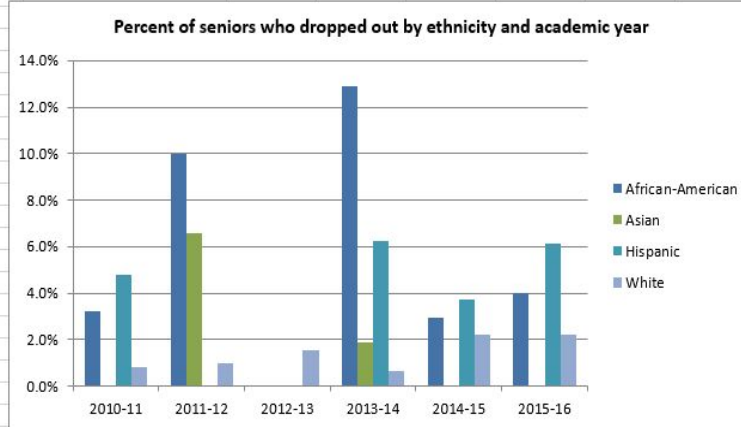


Tamalpais Union High School District
Number of Dropout Students by Ethnicity and Academic Year

Drop-out students by Year						
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
African-American	1	3	0	4	1	1
American Indian	1	0	0	1	0	0
Asian	0	4	0	1	0	0
Filipino	0	0	0	0	0	0
Hispanic	3	0	0	6	4	6
Pacific Islander	0	1	1	1	0	0
White	6	7	12	5	15	16
Other/Multiple/No Response	1	0	0	0	2	3
All Students	10	12	13	14	19	22

Number of Dropout Students by Ethnicity and Academic Year





Enrollment by Year						
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
African-American	31	30	31	31	34	25
American Indian	2	2	1	2	1	2
Asian	62	61	54	54	37	51
Filipino	7	5	4	3	8	6
Hispanic	63	67	86	96	108	98
Pacific Islander	4	3	5	5	3	2
White	736	715	766	765	684	729
Other/Multiple/No Response	8	59	34	53	63	91
All Students	913	942	981	1009	938	1004
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
African-American	3.2%	10.0%	0.0%	12.9%	2.9%	4.0%
American Indian	50.0%	0.0%	0.0%	50.0%	0.0%	0.0%
Asian	0.0%	6.6%	0.0%	1.9%	0.0%	0.0%
Filipino	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic	4.8%	0.0%	0.0%	6.3%	3.7%	6.1%
Pacific Islander	0.0%	33.3%	20.0%	20.0%	0.0%	0.0%
White	0.8%	1.0%	1.6%	0.7%	2.2%	2.2%
Other/Multiple/No Response	12.5%	0.0%	0.0%	0.0%	3.2%	3.3%
All Students	1.1%	1.3%	1.3%	1.4%	2.0%	2.2%

[de=2165482000000&Level=District&TheReport=EthSex&ProgramName=All&cYear=2011-12&cAggSum=DTotGrade&cGender=B](#)

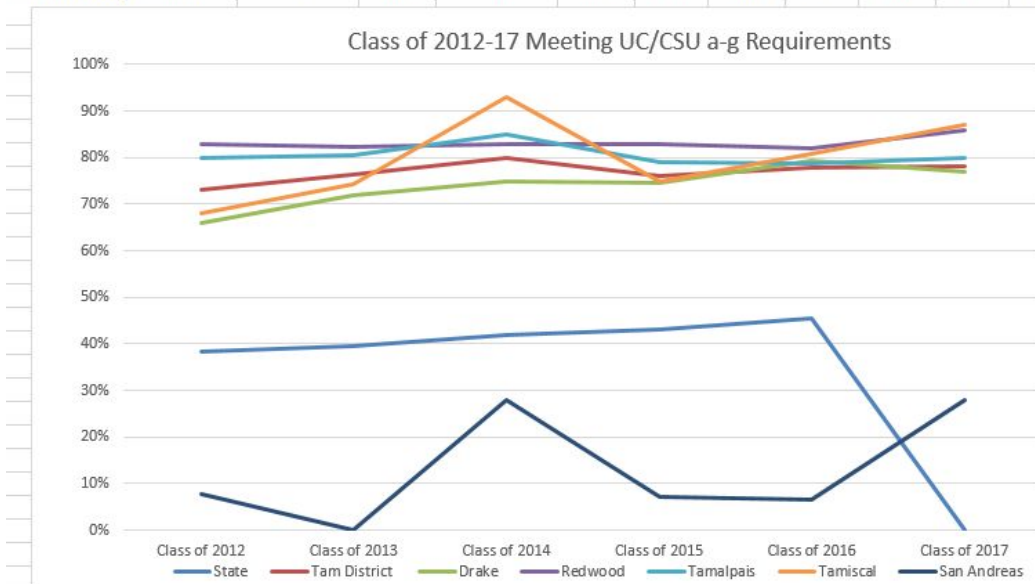
Dropout rates across the district has shown a slight increase yearly since 2011 with a peak of 22 students in the 2015-16 school year. The number of white students that have dropped out has increased from 6 in 2010 to 16 in 2015-16. Additional analysis is needed to determine factors leading to the increase across the district.

ALL UC-CSU A-G Rates

	Class of 2012	Class of 2013	Class of 2014	Class of 2015	Class of 2016	Class of 2017
State	38%	39%	42%	43%	45%	0%
Tam District	73%	76%	80%	76%	78%	78%
Drake	66%	72%	75%	74%	79%	77%
Redwood	83%	82%	83%	83%	82%	86%
Tamalpais	80%	80%	85%	79%	79%	80%
Tamiscal	68%	74%	93%	75%	81%	87%
San Andreas	8%	0%	28%	7%	7%	28%

Tamalpais Union High School District
Seniors Completing UC/CSU "A-G" Entrance Requirements Class of 2012-2017

	Class of 2012		Class of 2013		Class of 2014		Class of 2015		Class of 2016		Class of 2017	
	N	Percent	N	Percent	N	Percent	N	Percent	N	Percent	N	Percent
State	160,494	38%	166,521	39.40%	176,688	42%	185,179	43.00%	194,698	45.40%		
Tam District	674	73%	733	76%	762	80%	680	76%	759	78%	817	78%
Sir Francis Drake High School	159	66%	171	72%	162	75%	146	74%	175	79%	181	77%
Redwood High School	264	83%	303	82%	300	83%	288	83%	321	82%	334	86%
Tamalpais High School	232	80%	236	80%	263	85%	274	79%	223	79%	255	80%
Tamiscal High School	15	68%	23	74%	27	93%	30	75%	38	81%	34	87%
San Andreas High School	4	8%	0	0%	10	28%	3	7%	2	7%	13	28%



The data indicates that Tam continues to outperform state and county percentages of students UC-CSU eligible. Each year Tam percentages are slightly above both state and county percentages. This area of success would likely change if data was disaggregated by race.

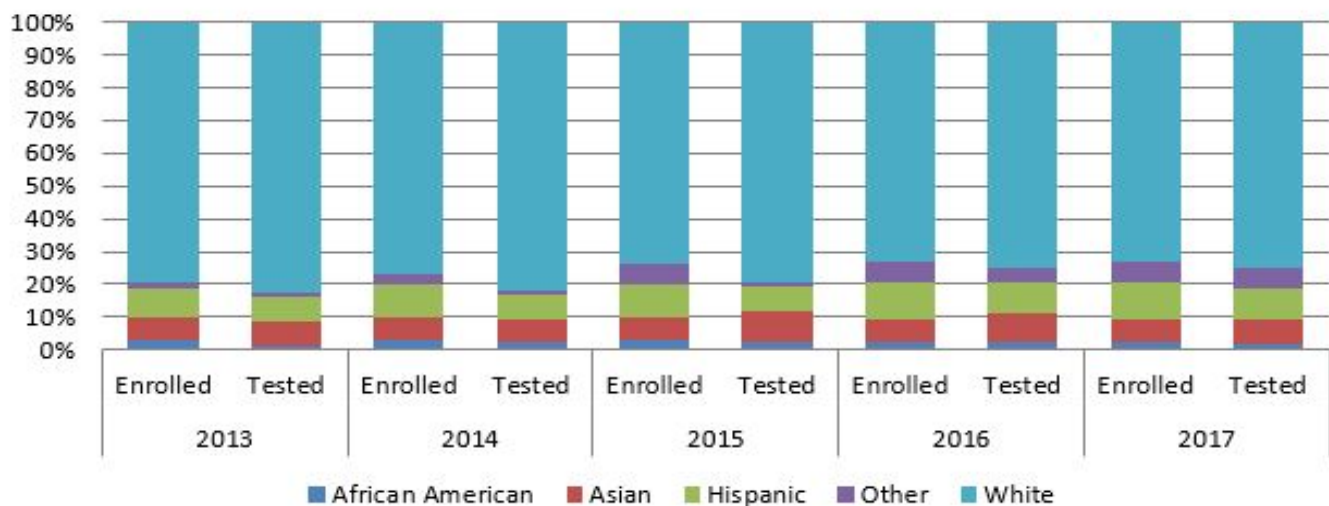
ALL SAT I

Tamalpais Union High School District - SAT 2013-2017

SAT Participation Rates By Ethnicity

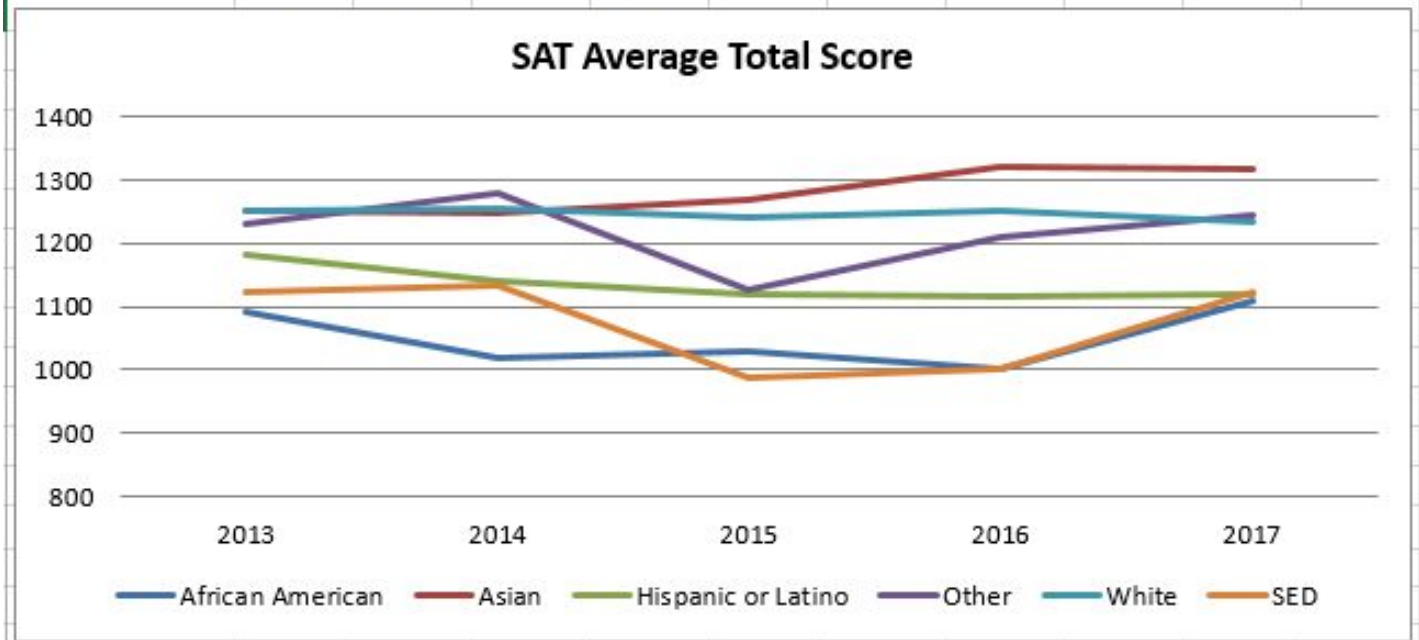
Ethnicity	2013		2014		2015		2016		2017	
	Enrolled	Tested	Enrolled	Tested	Enrolled	Tested	Enrolled	Tested	Enrolled	Tested
African American	3%	1%	3%	2%	3%	2%	2%	3%	3%	1%
Asian	7%	8%	7%	7%	7%	9%	7%	9%	7%	8%
Hispanic	9%	7%	10%	7%	10%	8%	11%	9%	11%	9%
Other	2%	2%	3%	1%	6%	1%	7%	4%	7%	6%
White	79%	82%	77%	82%	74%	79%	73%	75%	73%	75%
SED	7%	2%	7%	3%	6%	2%	8%	5%	6%	4%

SAT Participation by Ethnicity



SAT Average Total Score

Ethnicity	2013	2014	2015	2016	2017
African American	1090	1020	1030	1000	1110
Asian	1252	1248	1267	1320	1318
Hispanic or Latino	1183	1140	1120	1116	1120
Other	1232	1278	1127	1210	1243
White	1250	1255	1242	1250	1234
SED	1124	1133	989	1000	1122



TestYear	Ethnicity	% of Enrollment	% of Tested	% subgroup	AvgOfR	AvgOfM	AvgOfW	Total	# tested	Total Tested	#Students	Total Students
2013	African American	3.7%	1.3%	9%	519	472	511	1499	13	1039	144	3848
2013	Asian	6.4%	7.6%	32%	577	604	574	1752	79	1039	248	3848
2013	Hispanic	8.2%	7.0%	23%	537	564	545	1643	73	1039	315	3848
2013	Other	2.8%	1.7%	17%	553	599	576	1722	18	1039	106	3848
2013	White	78.9%	82.4%	28%	583	583	583	1744	856	1039	3035	3848
2013	SED	9.8%	1.7%	5%	523	531	501	1554	18	1039	377	3848
2014	African American	3.3%	2.3%	16%	474	450	458	1380	21	905	128	3913
2014	Asian	6.6%	7.2%	25%	579	602	562	1738	65	905	260	3913
2014	Hispanic	8.7%	7.2%	19%	524	533	521	1576	65	905	341	3913
2014	Other	2.2%	1.4%	15%	589	622	584	1788	13	905	87	3913
2014	White	79.1%	81.9%	24%	586	587	587	1755	741	905	3097	3913
2014	SED	7.0%	3.4%	11%	535.5	506.45	1562.6	1563	31	905	273	3913
2015	African American	3.3%	2.2%	13%	474	474	458	1406	17	768	134	4063
2015	Asian	6.7%	9.4%	27%	582	617	574	1767	72	768	271	4063
2015	Hispanic	9.7%	7.8%	15%	512	522	514	1541	60	768	394	4063
2015	Other	3.3%	1.3%	8%	499	549	509	1557	10	768	133	4063
2015	White	77.1%	79.3%	19%	585	577	576	1732	609	768	3131	4063
2015	SED	7.1%	2.0%	5%	432	480	427	1339	15	768	290	4063
2016	African American	2.8%	2.7%	14%	492	497	437	1350	18	674	126	4490
2016	Asian	6.8%	8.6%	19%	621	641	608	1857	58	674	307	4490
2016	Hispanic	10.5%	9.1%	13%	537	525	513	1536	61	674	470	4490
2016	Other	6.0%	4.5%	11%	607	602	560	1684	30	674	270	4490
2016	White	73.9%	75.2%	15%	605	593	582	1747	507	674	3317	4490
2016	SED	6.1%	5.2%	13%	498	489	439	1360	35	674	275	4490
2017	African American	2.5%	1.5%	6%	559	551		1110	7	467	118	4684
2017	Asian	6.8%	7.9%	12%	655	660		1318	37	467	317	4684
2017	Hispanic	11.3%	9.4%	8%	562	556		1120	44	467	530	4684
2017	Other	6.5%	6.0%	9%	634	606		1243	28	467	305	4684
2017	White	72.9%	75.2%	10%	624	610		1234	351	467	3414	4684
2017	SED	6.3%	4.3%	7%	573	548		1122	20	467	294	4684

**Tamalpais Union High School District
2013-17**

SAT Evidence Based Reading/ Writing Mean Scores

	2012-13		2013-14		2014-15		2015-16		2016-17	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Nation	550	550	550	550	545	550	540	550		
California	558	550	559	550	551	550	548	543		
District	630	593	630	589	634	633	630	630	623	618
Drake	610	630	610	628	618	640	620	628	617	606
Redwood	635	650	638	640	640	633	630	630	630	638
Tamalpais	640	640	636	640	640	630	640	620	621	610

SAT Mathematics Mean Scores

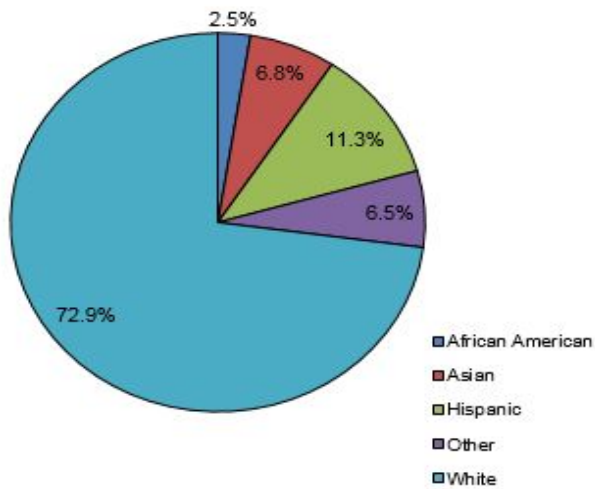
	2012-13		2013-14		2014-15		2015-16		2016-17	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Nation	561	529	560	529	557	526	554	524		
California	564	524	562	522	557	518	550	515		
District	631	598	624	598	628	590	630	583	628	590
Drake	604	577	604	590	600	598	604	577	617	581
Redwood	641	613	642	607	638	605	651	593	642	616
Tamalpais	640	601	619	594	638	575	624	576	620	575

**Tamalpais Union High School District
SAT Reasoning By Ethnicity 2017**

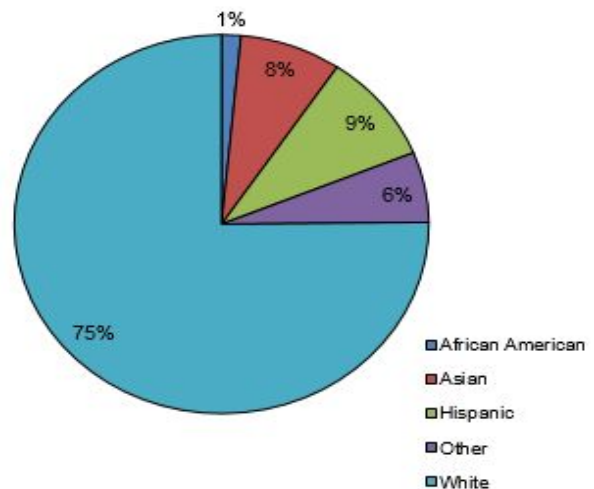
DISTRICT

Ethnicity	District Enrollment	Number of Total SAT Tested Students	Percent of Total SAT Tested Students	EBRW Scaled Score	Math Scaled Score
African American	2.5%	7	1%	559	551
Asian	6.8%	37	8%	655	660
Hispanic	11.3%	44	9%	562	556
Other	6.5%	28	6%	634	606
White	72.9%	351	75%	624	610
District Totals	100%	467	100%	620	608

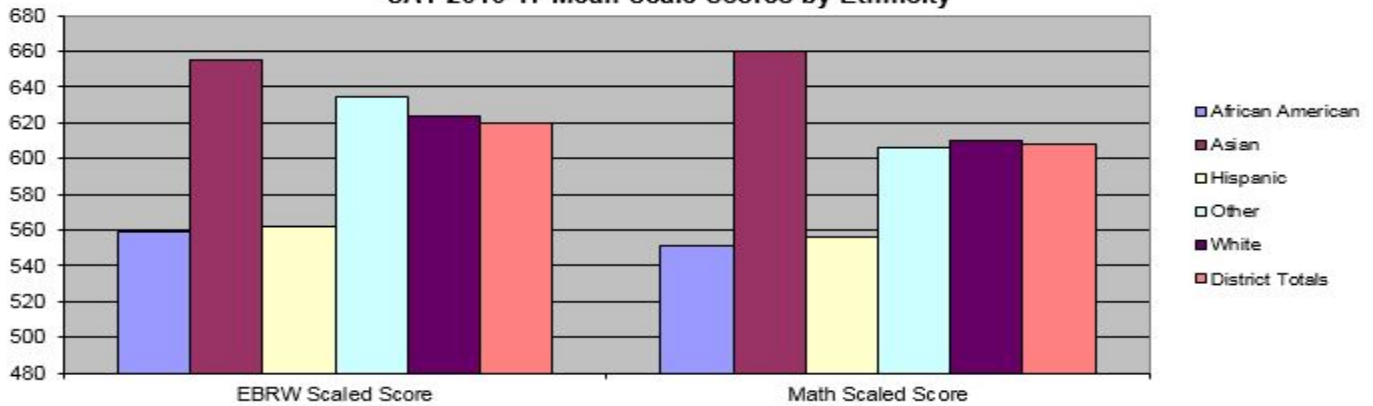
2016-17 District Enrollment by Ethnicity



Students Taking the SAT in 2016-17 by Ethnicity



SAT 2016-17 Mean Scale Scores by Ethnicity

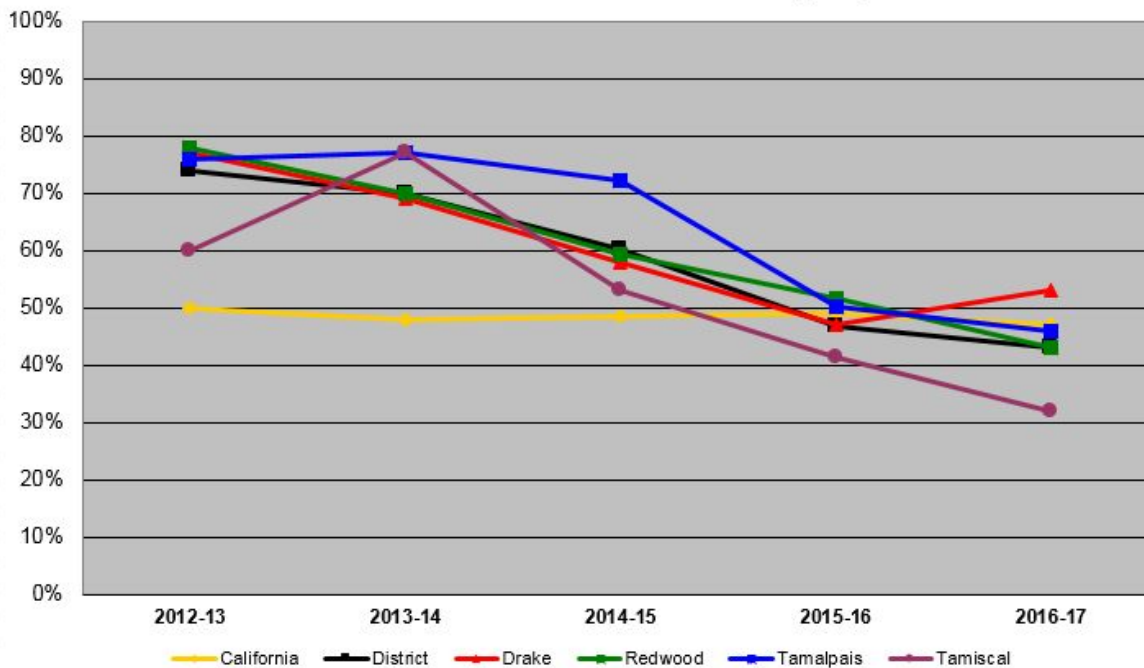


2017										
Ethnicity	% of Enrollment	% of Tested	% of Subgroup	AvgOfR	AvgOfM	Total	# tested	Total Tested	#Students	Total Students
African American	2.5%	1.5%	6%	559	551	1110	7	467	118	4684
Asian	6.8%	7.9%	12%	655	660	1318	37	467	317	4684
Hispanic	11.3%	9.4%	8%	562	556	1120	44	467	530	4684
Other	6.5%	6.0%	9%	634	606	1243	28	467	305	4684
White	72.9%	75.2%	10%	624	610	1234	351	467	3414	4684
SED	6.3%	4.3%	7%	573	548	1122	20	467	294	4684

**Tamalpais Union High School District
SAT Participation Rates 2013 to 2017**

	2012-13	2013-14	2014-15	2015-16	2016-17
California	50%	48%	49%	49%	47%
District	74%	70%	60%	47%	43%
Drake	77%	69%	58%	47%	53%
Redwood	78%	70%	59%	51%	43%
Tamalpais	76%	77%	72%	50%	46%
Tamiscal	60%	77%	53%	41%	32%

Percent of Seniors who took the SAT during High School

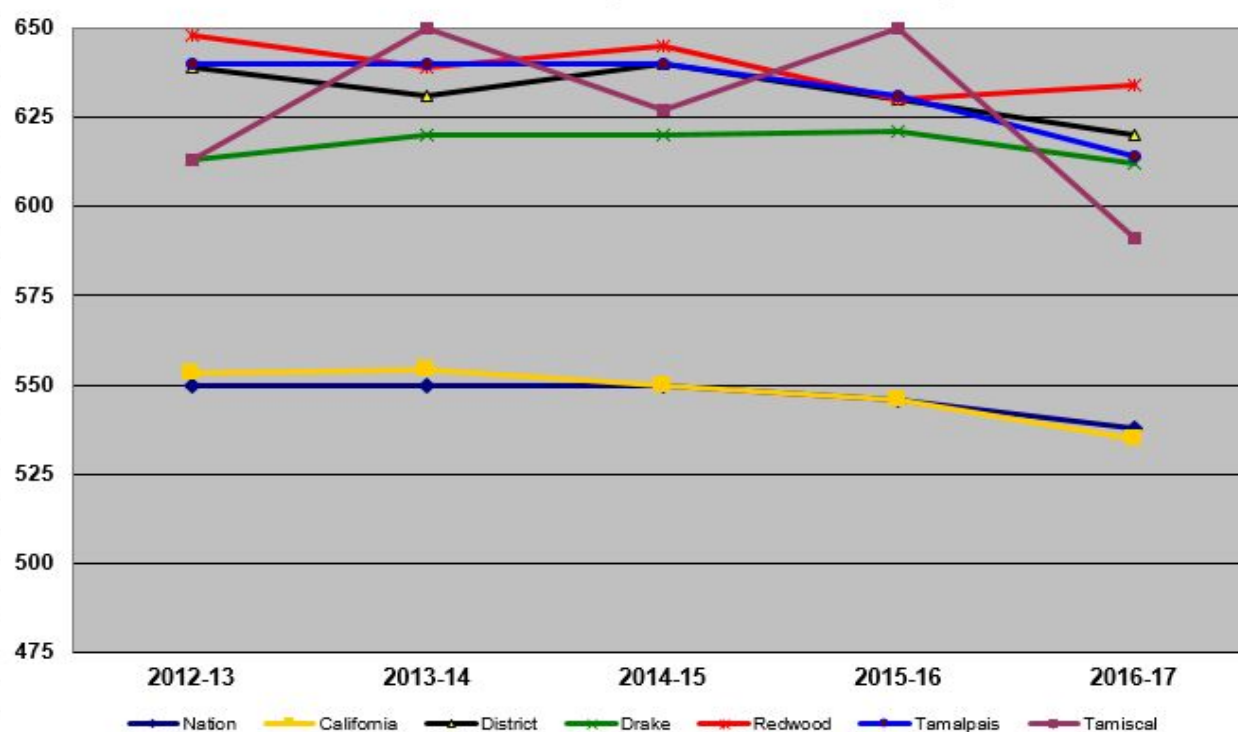


2017	# Seniors	Took Test	
CA	472260	221601	47%
District	1079	468	43%
Drake	240	128	53%
Redwood	405	174	43%
Tamalpais	328	150	46%
Tamiscal	47	15	32%

Tamalpais Union High School District
SAT Reasoning - Critical Reading Mean Scores 2013-2017

	2012-13	2013-14	2014-15	2015-16	2016-17	Five-Year Growth
Nation	550	550	550	546	538	-12
California	553	554	550	546	535	-18
District	639	631	640	630	620	-19
Drake	613	620	620	621	612	-1
Redwood	648	639	645	630	634	-14
Tamalpais	640	640	640	631	614	-26
Tamiscal	613	650	627	650	591	-22

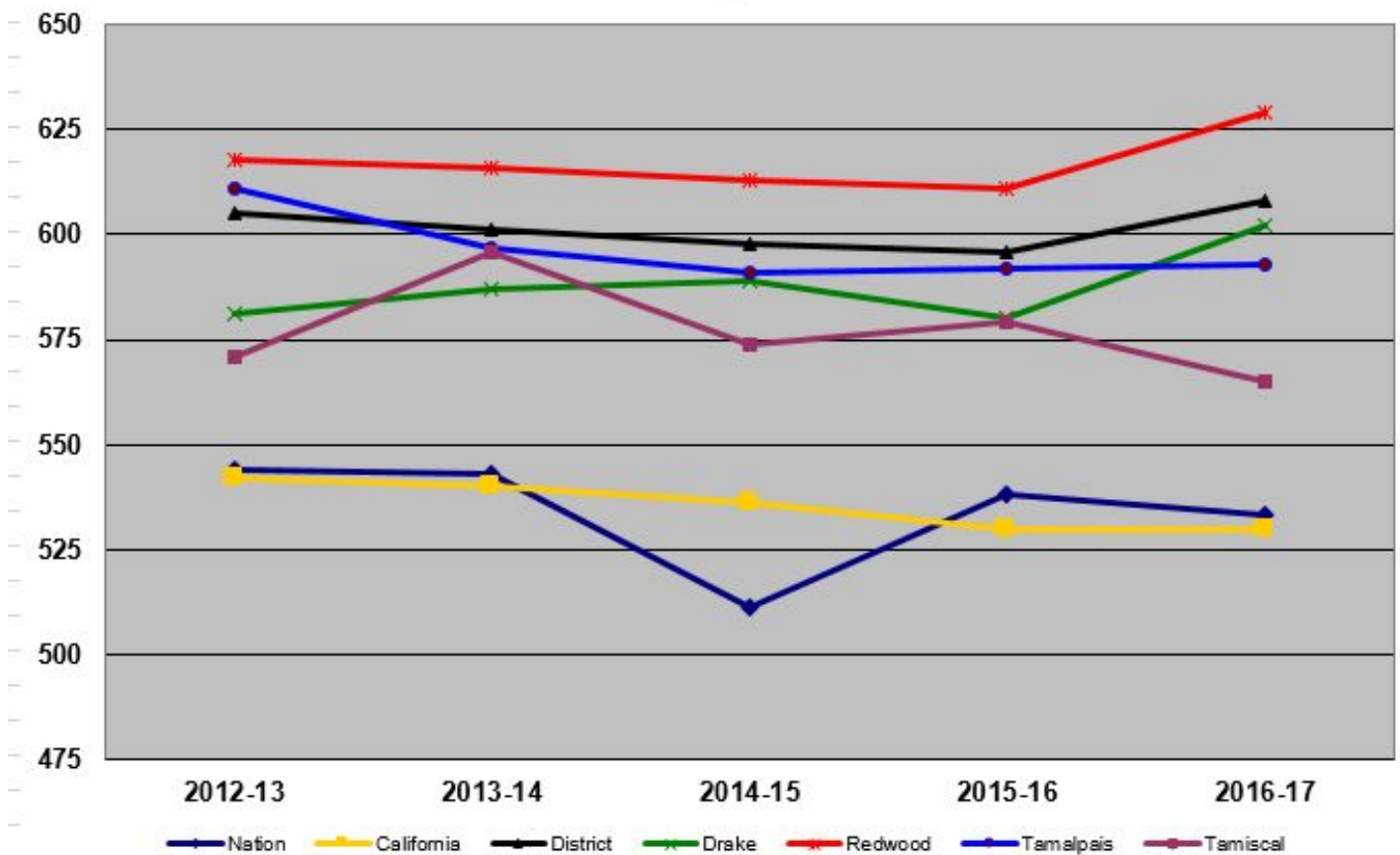
SAT Reasoning Critical Reading



**Tamalpais Union High School District
SAT Reasoning - Math Mean Scores 2013-2017**

	2012-13	2013-14	2014-15	2015-16	2016-17	Six-Year Growth
Nation	544	543	511	538	533	-11
California	542	540	536	530	530	-12
District	605	601	598	596	608	3
Drake	581	587	589	580	602	21
Redwood	618	616	613	611	629	11
Tamalpais	611	597	591	592	593	-18
Tamiscal	571	596	574	579	565	-6

SAT Reasoning Mathematics



SAT data reflects a declining participation rate for students at Tam High. In 2016, 46% of student participated in the SAT down from 72% in 2014-15. The data also reflects a decrease in the mean score in both Math and Reading. Tam will have to further examine the causes for the decline in scoring. Disaggregating the data by race, reveals an achievement gap between African-American and Latino students, with their White and Asian counterparts.

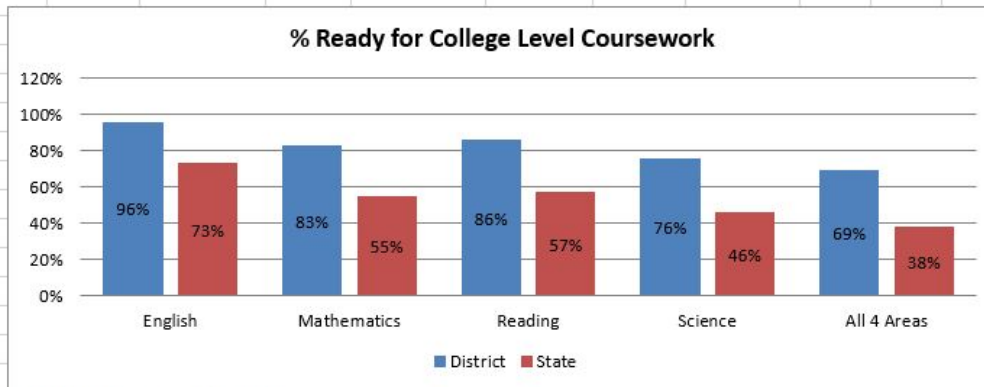
Tamalpais Union High School District

Average ACT Scores

Graduation Year	Total Tested		English		Mathematics		Reading		Science		Composite	
	District	State	District	State	District	State	District	State	District	State	District	State
2013	414	107243	26.3	21.6	25.9	22.8	26.0	22.3	24.6	21.5	25.8	22.2
2014	458	113732	26.8	21.8	26.2	22.8	26.8	22.3	25.3	21.7	26.4	22.3
2015	431	121815	26.8	22.1	25.8	22.7	26.9	22.6	25.3	22.0	26.3	22.5
2016	547	127225	27.3	22.1	26.3	22.7	27.5	22.9	26.1	22.1	26.9	22.6
2016	623	130665	27.6	22.5	26.3	22.7	27.7	23.1	26.2	22.2	27.1	22.8

Percent of ACT-Tested Graduates of 2017 who are Ready for College-Level Coursework

	English	Mathematics	Reading	Science	All 4 Areas
District	96%	83%	86%	76%	69%
State	73%	55%	57%	46%	38%



College readiness benchmark* scores:

English Composition: 18 on ACT English

College Algebra: 22 on ACT Math

Social Science: 22 on ACT Reading

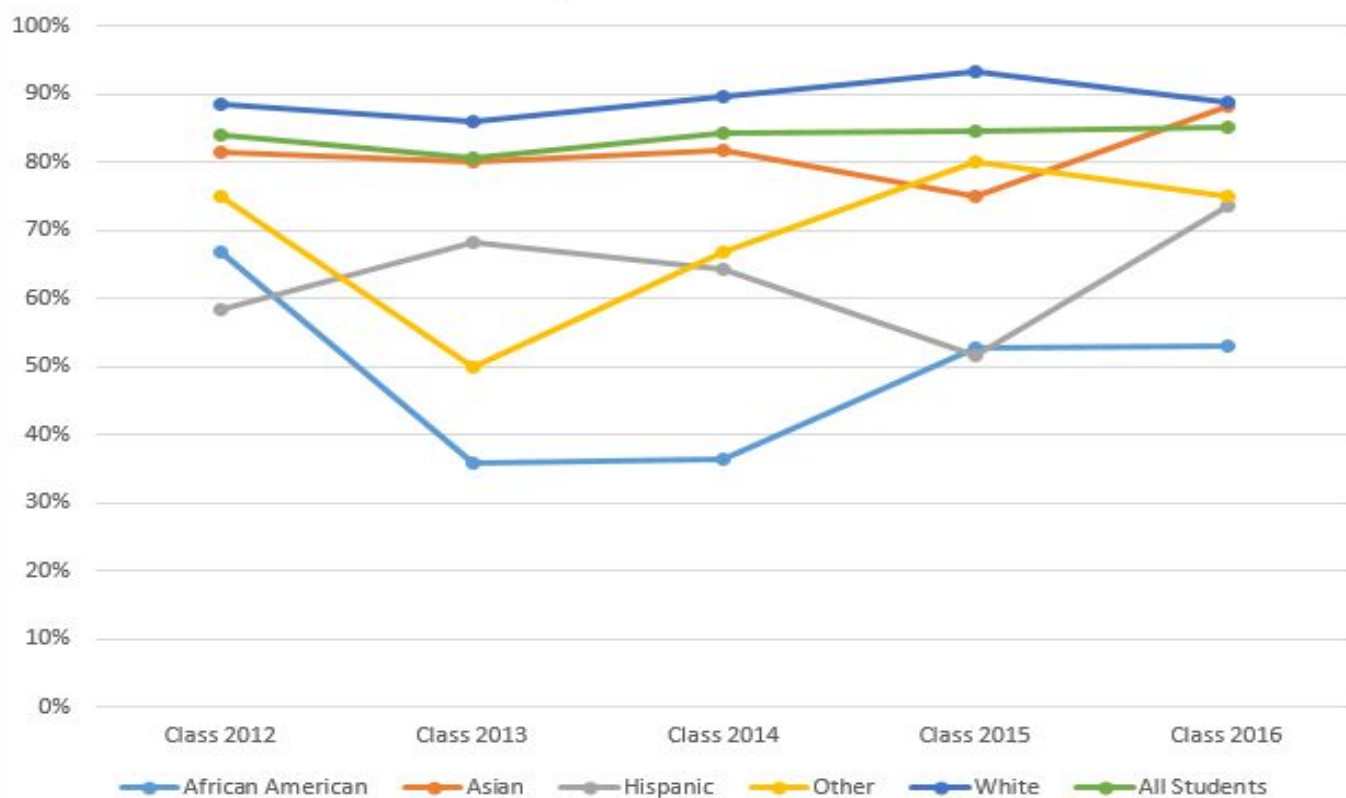
Biology: 23 on ACT Science

* A benchmark score is the minimum score needed on an ACT subject-area test to indicate a 50% chance of obtaining at least a B or about 75% chance of obtaining at least a C in the corresponding college courses.

Tam Participation in SAT or ACT by Graduating Class and Ethnicity

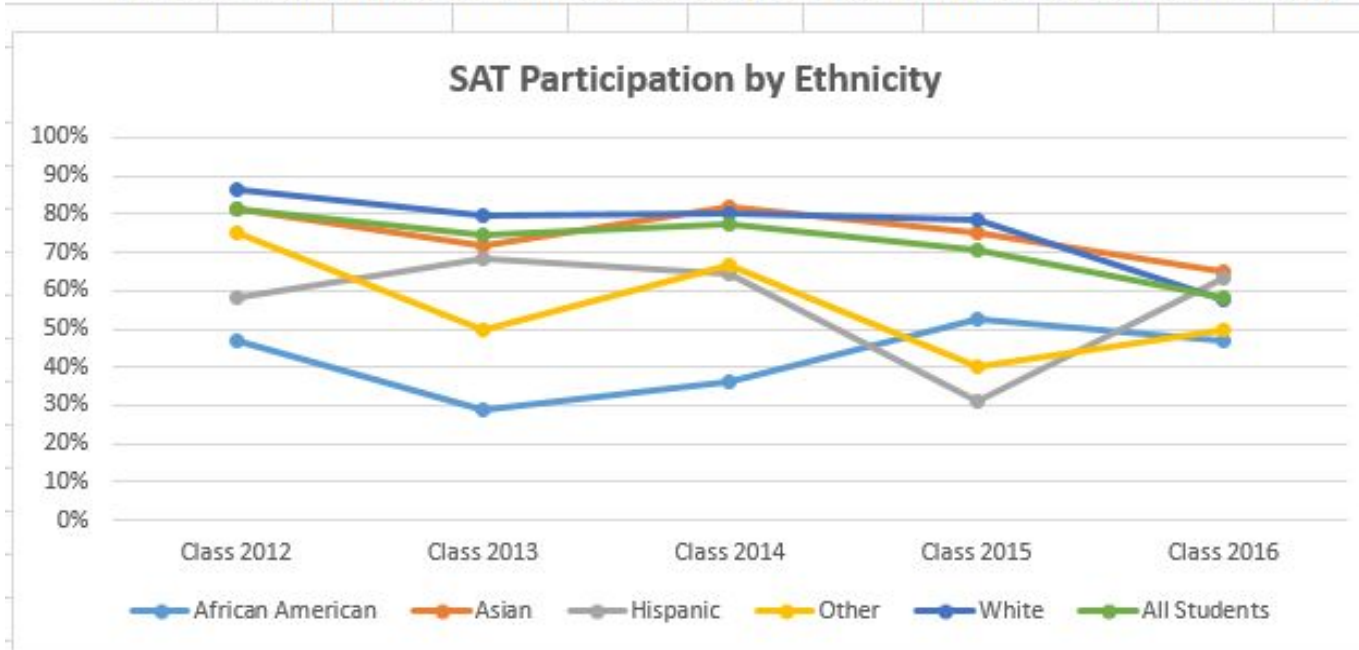
Ethnicity	Participation in SAT or ACT					Enrollment by Graduating Class				
	Class 2012	Class 2013	Class 2014	Class 2015	Class 2016	Class 2012	Class 2013	Class 2014	Class 2015	Class 2016
African American	67%	36%	36%	53%	53%	15	14	11	19	17
Asian	81%	80%	82%	75%	88%	27	25	33	20	34
Hispanic	58%	68%	64%	52%	74%	24	22	28	29	19
Other	75%	50%	67%	80%	75%	8	8	6	5	8
White	89%	86%	90%	93%	89%	218	220	242	205	204
All Students	84%	81%	84%	85%	85%	292	289	320	278	282

Participation in SAT or ACT



	GradYear	Ethnicity	# Students	ACT or SAT	SAT	SAT Read	SAT Math	ACT	ACT Composite	Took ACT or SAT	Took SAT	Took ACT				
School	GradYear	Ethnicity	# Students	ACT or SAT	SAT	SAT Read	SAT Math	ACT	Composite	SAT	SAT	ACT				
2133692	2012	African American	15	10	7	434	441	6	19.00	67%	47%	40%				
2133692	2012	Asian	27	22	22	570	639	9	28.00	81%	81%	33%				
2133692	2012	Hispanic	24	14	14	531	525	2	21.00	58%	58%	8%				
2133692	2012	Other	8	6	6	527	520	2	26.00	75%	75%	25%				
2133692	2012	white	218	193	189	588	592	85	26.34	89%	87%	39%				
2133692	2013	African American	14	5	4	465	528	3	23.67	36%	29%	21%				
2133692	2013	Asian	25	20	18	614	629	11	26.82	80%	72%	44%				
2133692	2013	Hispanic	22	15	15	516	571	6	23.67	68%	68%	27%				
2133692	2013	Other	8	4	4	615	620	1	28.00	50%	50%	13%				
2133692	2013	white	220	189	175	599	601	86	26.95	86%	80%	39%				
2133692	2014	African American	11	4	4	503	430	2	21.50	36%	36%	18%				
2133692	2014	Asian	33	27	27	584	616	14	27.64	82%	82%	42%				
2133692	2014	Hispanic	28	18	18	551	555	5	22.20	64%	64%	18%				
2133692	2014	Other	6	4	4	623	623	2	22.50	67%	67%	33%				
2133692	2014	white	242	217	194	603	588	122	26.24	90%	80%	50%				
2133692	2015	African American	19	10	10	438	428	2	23.00	53%	53%	11%				
2133692	2015	Asian	20	15	15	585	599	7	26.57	75%	75%	35%				
2133692	2015	Hispanic	29	15	9	560	518	10	22.50	52%	31%	34%				
2133692	2015	Other	5	4	2	515	565	3	30.33	80%	40%	60%				
2133692	2015	white	205	191	161	601	594	107	26.95	93%	79%	52%				
2133692	2016	African American	17	9	8	444	449	2	17.00	53%	47%	12%				
2133692	2016	Asian	34	30	22	559	610	20	26.40	88%	65%	59%				
2133692	2016	Hispanic	19	14	12	519	492	7	24.57	74%	63%	37%				
2133692	2016	Other	8	6	4	520	550	2	25.00	75%	50%	25%				
2133692	2016	white	204	181	118	613	598	123	27.73	89%	58%	60%				
School	GradYear	# Students	ACT or SAT	SAT	SAT Read	SAT Math	ACT	ACT Composite	Took ACT or SAT	Took SAT	Took ACT					
2133692	2012	292	245	238	577	586	104	25.95	84%	82%	36%		0.78	0.73	0.38	
2133692	2013	289	233	216	592	600	107	26.67	81%	75%	37%		0.81	0.74	0.4	
2133692	2014	320	270	247	596	587	145	26.12	84%	77%	45%		0.81	0.7	0.46	
2133692	2015	278	235	197	588	582	129	26.60	85%	71%	46%		0.81	0.64	0.48	
2133692	2016	282	240	164	588	583	154	27.24	85%	58%	55%		0.83	0.51	0.56	

Tam SAT Participation and Scores by Graduating Class and Ethnicity



Ethnicity	Participation in SAT									
	Class 2012	Class 2013	Class 2014	Class 2015	Class 2016					
African American	47%	29%	36%	53%	47%					
Asian	81%	72%	82%	75%	65%					
Hispanic	58%	68%	64%	31%	63%					
Other	75%	50%	67%	40%	50%					
White	87%	80%	80%	79%	58%					
All Students	82%	75%	77%	71%	58%					
Ethnicity	Read					Math				
	Class 2012	Class 2013	Class 2014	Class 2015	Class 2016	Class 2012	Class 2013	Class 2014	Class 2015	Class 2016
African American	434	465	503	438	444	441	528	430	428	449
Asian	570	614	584	585	559	639	629	616	599	610
Hispanic	531	516	551	560	519	525	571	555	518	492
Other	527	615	623	515	520	520	620	623	565	550
White	588	599	603	601	613	592	601	588	594	598
All Students	577	592	596	588	588	586	600	587	582	583

SAT MEAN READING SCORES BY ETHNICITY

■ African American ■ Asian ■ Hispanic ■ White



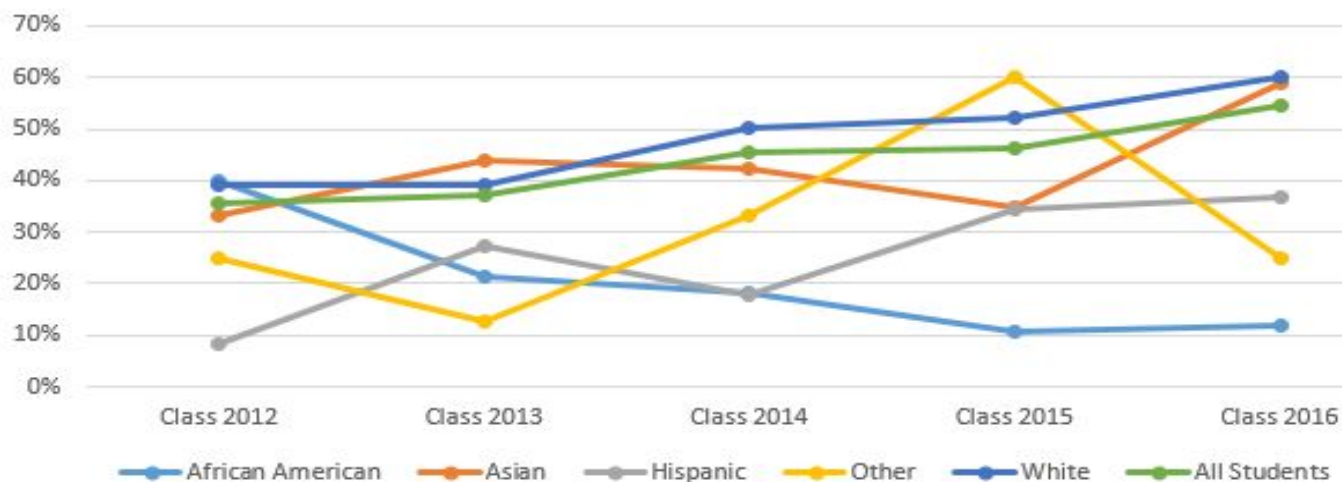
SAT MEAN MATH SCORES BY ETHNICITY

■ African American ■ Asian ■ Hispanic ■ White

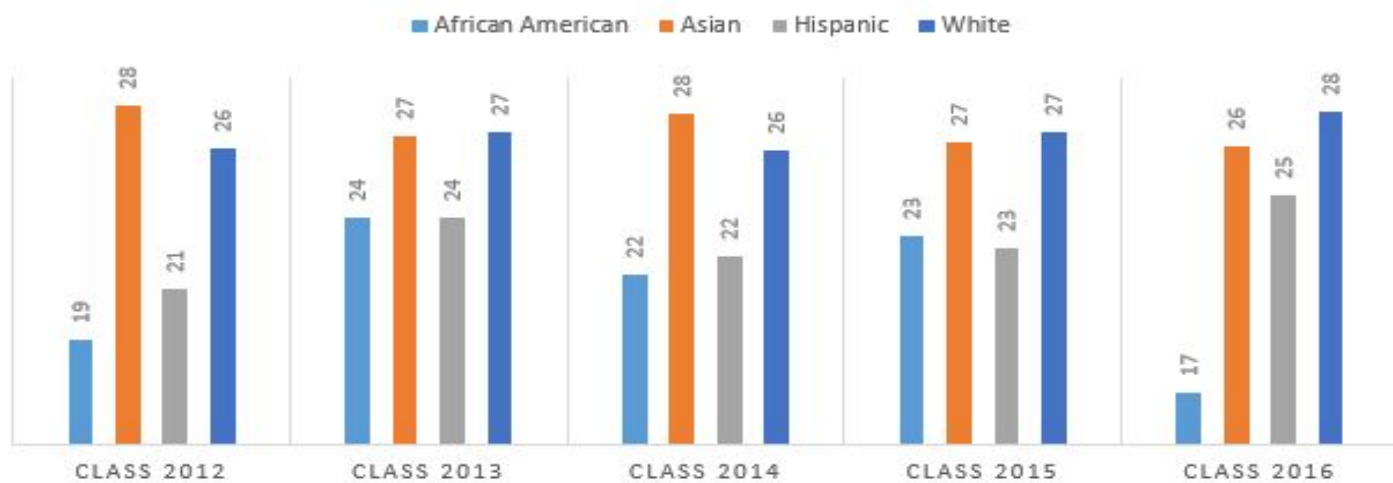


Tam ACT Participation and Scores by Graduating Class and Ethnicity

ACT Participation by Ethnicity



ACT MEAN COMPOSITE SCORES BY ETHNICITY

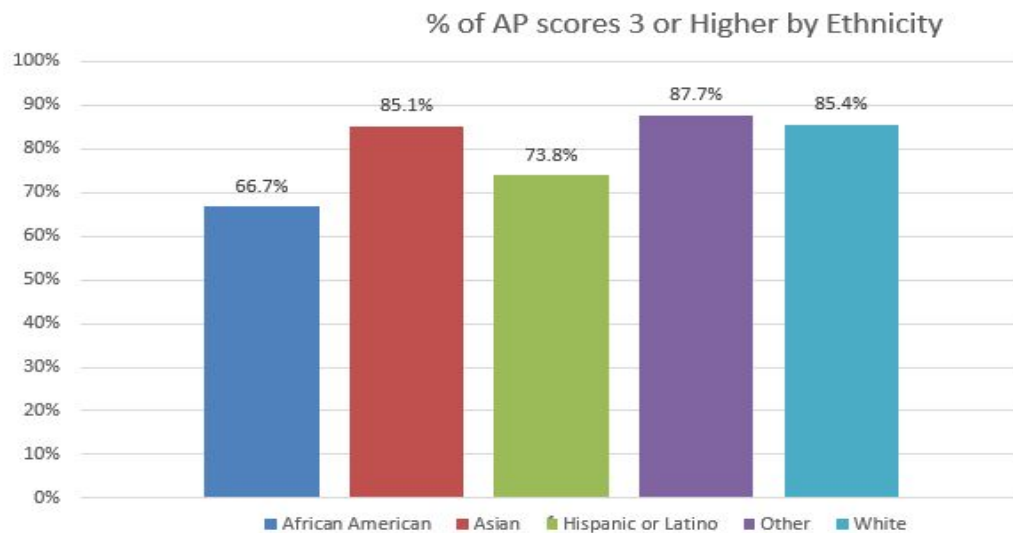
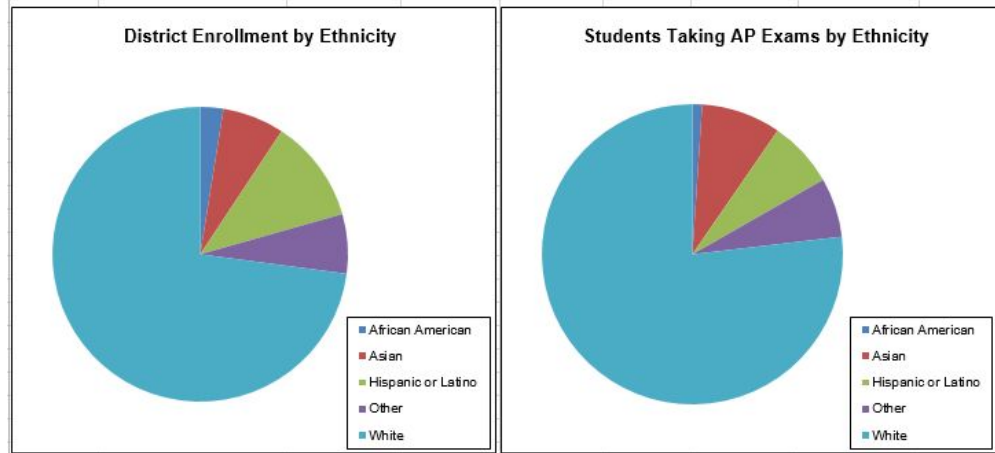


	Participation in ACT				
Ethnicity	Class 2012	Class 2013	Class 2014	Class 2015	Class 2016
African American	40%	21%	18%	11%	12%
Asian	33%	44%	42%	35%	59%
Hispanic	8%	27%	18%	34%	37%
Other	25%	13%	33%	60%	25%
White	39%	39%	50%	52%	60%
All Students	36%	37%	45%	46%	55%
	Average ACT				
Ethnicity	Class 2012	Class 2013	Class 2014	Class 2015	Class 2016
African American	19	24	22	23	17
Asian	28	27	28	27	26
Hispanic	21	24	22	23	25
Other	26	28	23	30	25
White	26	27	26	27	28
All Students	26	27	26	27	27

The data indicates the percentage of African-American students participating in the ACT has dramatically decreased since 2012 from 40% to 12% for the class of 2016. During the same period white student participation in the ACT has increased to 60%. The average score for the ACT also reflects a glaring achievement gap. In 2016, African-American students scored an average of 17 on the ACT, while white students scored 28.

Advancement Placement

Tamalpais Union High School District						
Advanced Placement Examination 2017 by Ethnicity						
DISTRICT						
Ethnicity	Percent of District Enrollment	Percent of AP Tested Students	Number AP of Tested Students	Number of AP Tests	Number of AP Tests Passed	AP Passing Rate
African American	2.5%	1.0%	15	21	14	66.7%
Asian	6.8%	8.5%	123	262	223	85.1%
Hispanic or Latino	11.3%	7.2%	103	168	124	73.8%
Other	6.5%	6.4%	92	179	157	87.7%
White	72.9%	76.9%	1107	2,140	1,828	85.4%
District Totals	100%	100%	1440	2,770	2,346	84.7%



TAM

Ethnicity	Percent of Tam High Enrollment	Percent of AP Tested Students	Number AP of Tested Students	Number of AP Tests	Number of AP Tests Passed	AP Passing Rate
African American	4.0%	1.9%	8	10	6	60.0%
Asian	8.8%	11.0%	47	100	78	78.0%
Hispanic or Latino	10.5%	6.8%	29	48	36	75.0%
Other	8.2%	7.9%	34	68	61	89.7%
White	68.4%	72.5%	311	609	491	80.6%
Tam Totals	100%	100%	429	835	672	80.5%

SchoolName	Ethnicity	#Students		SchoolName	Ethnicity	TestTakers	#Tests	#Passed
Tamalpais High School	African American	61	1528	Tamalpais High School	African American	8	10	6
Tamalpais High School	Asian	135	1528	Tamalpais High School	Asian	47	100	78
Tamalpais High School	Hispanic	161	1528	Tamalpais High School	Hispanic	29	48	36
Tamalpais High School	Other	126	1528	Tamalpais High School	Other	34	68	61
Tamalpais High School	White	1045	1528	Tamalpais High School	White	311	609	491
		1528				429	835	672

Total Number of AP Tests Taken													
	2012	2013	2014	2015	2016	2017							
							School	Year	TestTakers	#Tests	#Passed	Passing rate	
Drake	305	352	334	407	461	481	DHS	17	278	481	398	83%	
Redwood	953	1,174	1,167	1,246	1,298	1,428	RHS	17	713	1428	1254	88%	
Tamalpais	602	645	591	625	723	835	THS	17	429	835	672	80%	
Tamiscal	4	11	18	11	15	26	TIH	17	20	26	22	85%	
Tam District	1,482	1,596	1,736	2,289	2,497	2,770	District		1440	2770	2346	85%	

Tamalpais Union High School District

Total Number of Students Taking the AP Tests

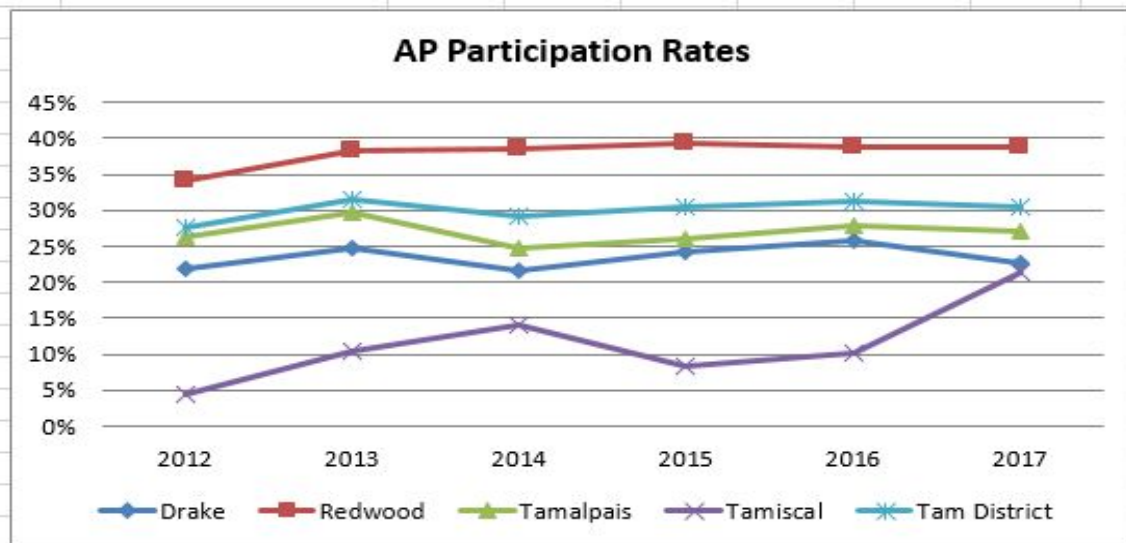
	2012	2013	2014	2015	2016	2017
Drake High School	213	243	210	236	278	278
Redwood High School	499	587	616	653	689	713
Tamalpais High School	325	366	319	345	395	429
Tamiscal High School	4	9	15	10	12	20
Tam District	1041	1,205	1,160	1,244	1,374	1,440

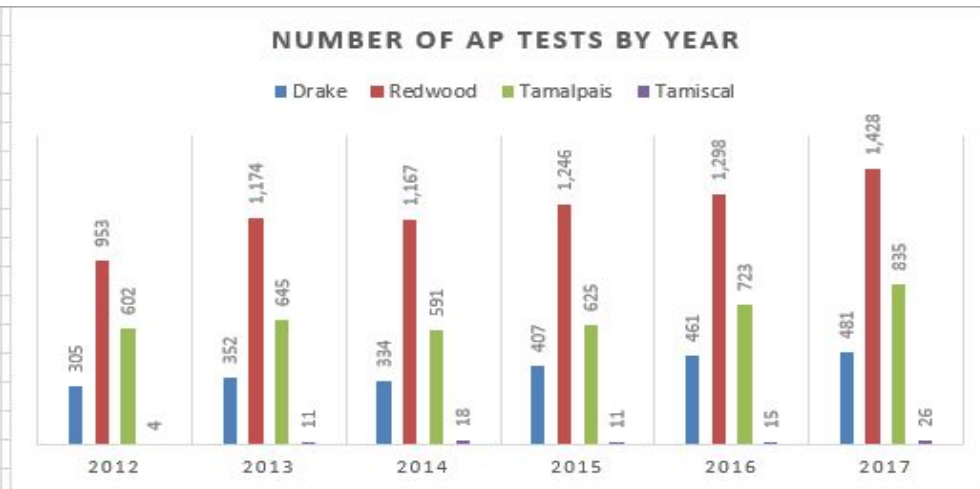
Total Enrollment

School	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Sir Francis Drake	979	985	978	980	1078	1222
Redwood	1459	1534	1603	1661	1776	1840
Tamalpais	1237	1233	1285	1321	1418	1592
Tamiscal	91	86	107	121	118	94
Total	3766	3838	3973	4083	4390	4748

Percent of Students Taking the AP Tests

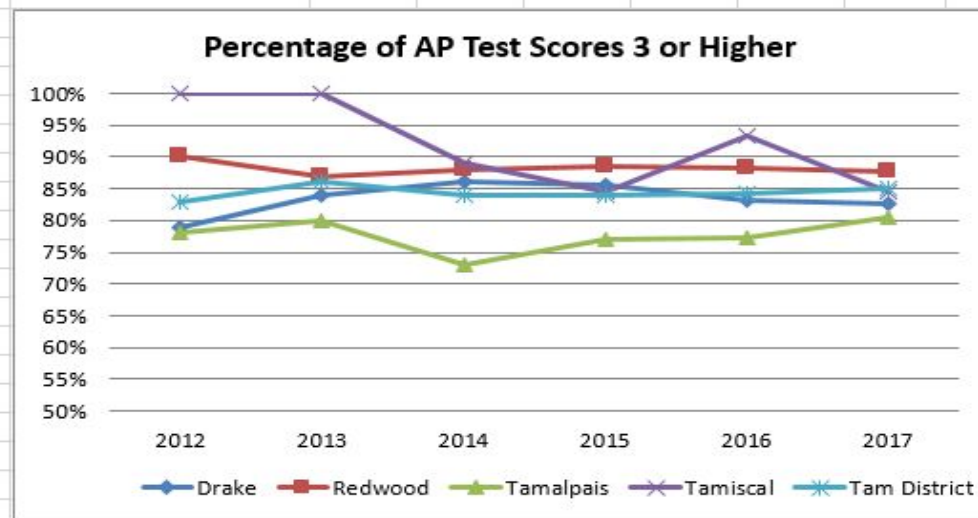
	2012	2013	2014	2015	2016	2017
Drake	22%	25%	21%	24%	26%	23%
Redwood	34%	38%	38%	39%	39%	39%
Tamalpais	26%	30%	25%	26%	28%	27%
Tamiscal	4%	10%	14%	8%	10%	21%
Tam District	28%	31%	29%	30%	31%	30%





Percentage of AP Test Scores 3 or Higher

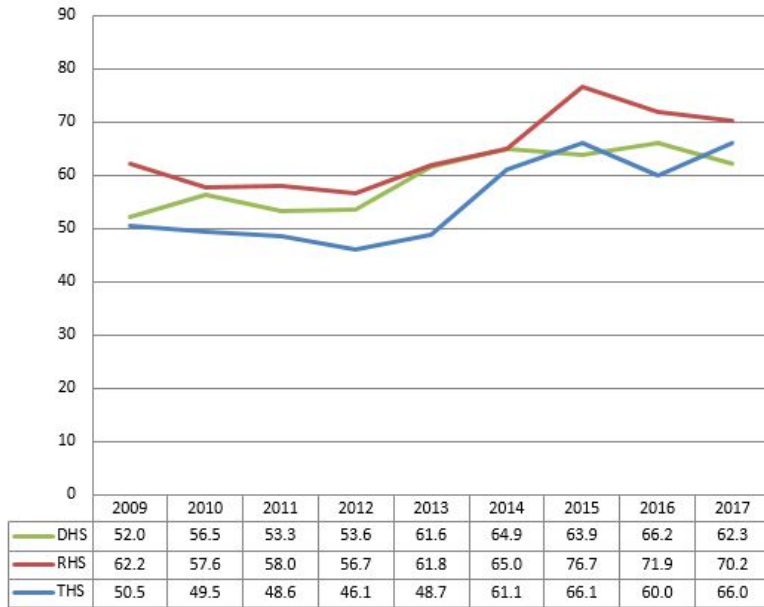
	2012	2013	2014	2015	2016	2017
Drake	79%	84%	86%	86%	83%	83%
Redwood	90%	87%	88%	88%	88%	88%
Tamalpais	78%	80%	73%	77%	77%	80%
Tamiscal	100%	100%	89%	85%	93%	85%
Tam District	83%	86%	84%	84%	84%	85%



Data indicates that the percentage of students participating in the AP test has hovered between 26%-27%. The number of overall tests taken has increased. The percentage of students scoring 3 or higher on the AP test has increased slightly to 80%. Disaggregating the data by race, African-American students composed 1.9% of students taking AP test, compared to 72% for white students.

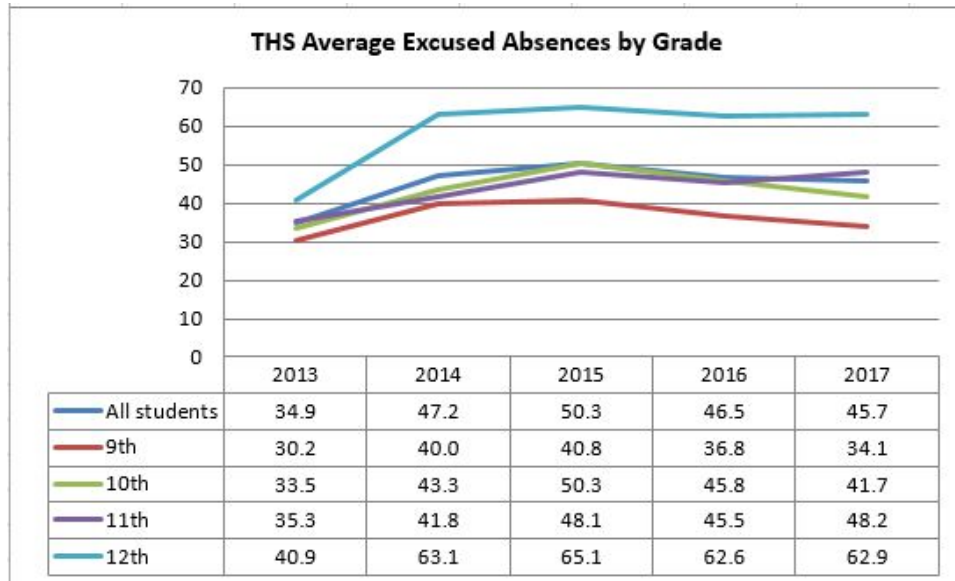
Attendance

Average Absences per Student by School and Year

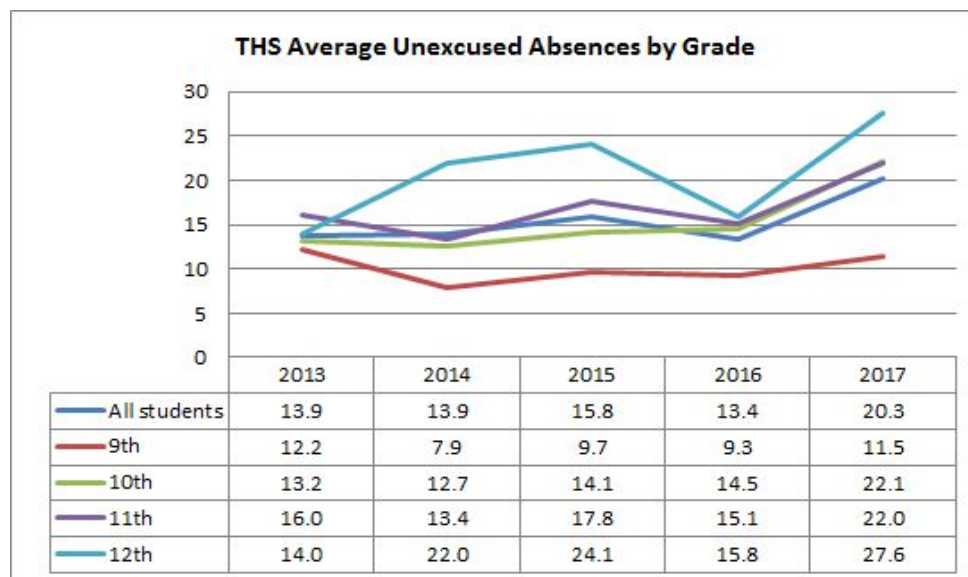


Year	Abs_DHS	Abs_RHS	Abs_THS	Enroll DHS	Enroll RHS	Enroll THS
2009	52932	87120	55020	1017	1400	1090
2010	59222	83752	55101	1049	1453	1113
2011	54562	84571	56814	1024	1458	1168
2012	52444	82710	56970	979	1459	1237
2013	60715	94816	60084	985	1534	1233
2014	63499	104249	78527	978	1603	1285
2015	62779	127342	87379	983	1660	1322
2016	71343	127615	85047	1078	1776	1418
2017	71101	126324	100883	1142	1799	1528

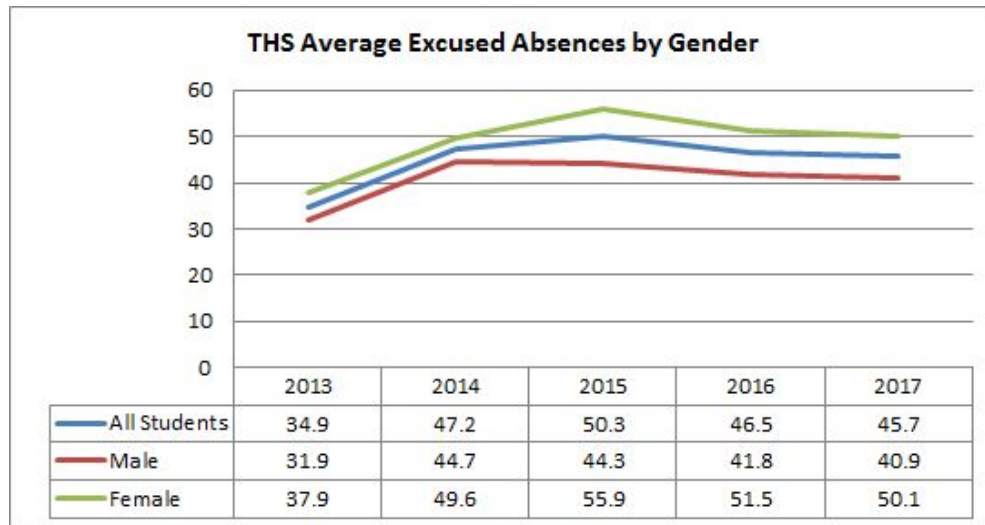
Year	DHS	RHS	THS
2009	52.0	62.2	50.5
2010	56.5	57.6	49.5
2011	53.3	58.0	48.6
2012	53.6	56.7	46.1
2013	61.6	61.8	48.7
2014	64.9	65.0	61.1
2015	63.9	76.7	66.1
2016	66.2	71.9	60.0
2017	62.3	70.2	66.0



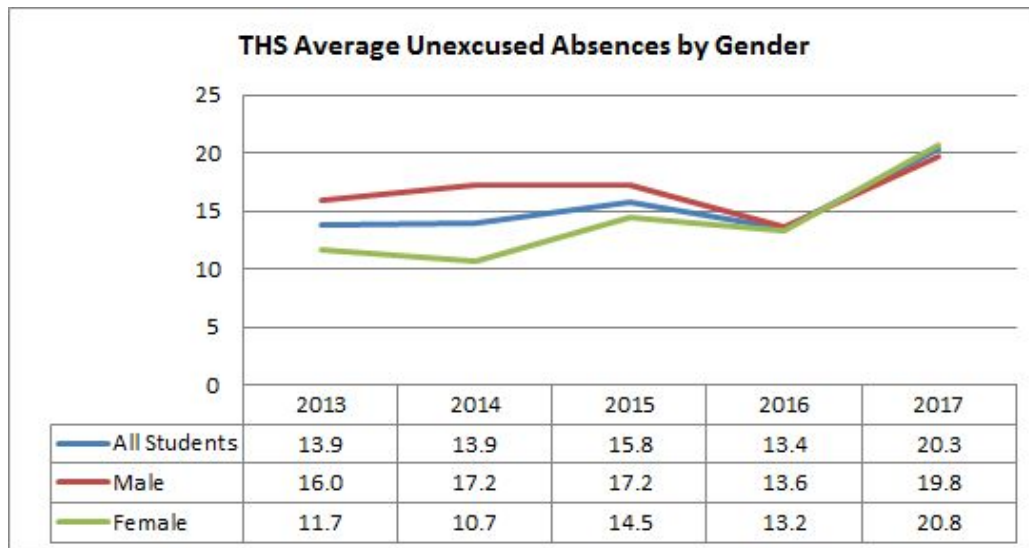
Year	All students	9th	10th	11th	12th	Total	9	10	11	12	Year	All students	9th	10th	11th	12th
2013	43002	9671	10150	11310	11871	1233	320	303	320	290	2013	34.9	30.2	33.5	35.3	40.9
2014	60609	13757	13981	11990	20881	1285	344	323	287	331	2014	47.2	40.0	43.3	41.8	63.1
2015	66447	15711	17693	14297	18746	1322	385	352	297	288	2015	50.3	40.8	50.3	48.1	65.1
2016	65990	14885	18168	15156	17781	1418	404	397	333	284	2016	46.5	36.8	45.8	45.5	62.6
2017	69862	14551	16739	17945	20627	1528	427	401	372	328	2017	45.7	34.1	41.7	48.2	62.9



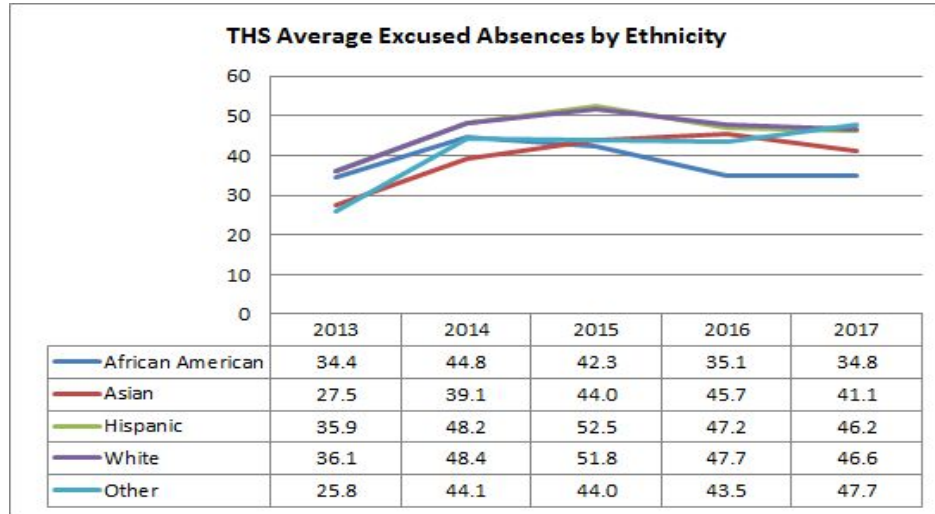
Year	All students	9th	10th	11th	12th	Total	09	10	11	12	Year	All students	9th	10th	11th	12th
2013	17082	3894	4013	5128	4047	1233	320	303	320	290	2013	13.9	12.2	13.2	16.0	14.0
2014	17918	2705	4095	3844	7274	1285	344	323	287	331	2014	13.9	7.9	12.7	13.4	22.0
2015	20932	3736	4970	5272	6954	1322	385	352	297	288	2015	15.8	9.7	14.1	17.8	24.1
2016	19057	3765	5759	5041	4492	1418	404	397	333	284	2016	13.4	9.3	14.5	15.1	15.8
2017	31021	4897	8873	8196	9055	1528	427	401	372	328	2017	20.3	11.5	22.1	22.0	27.6



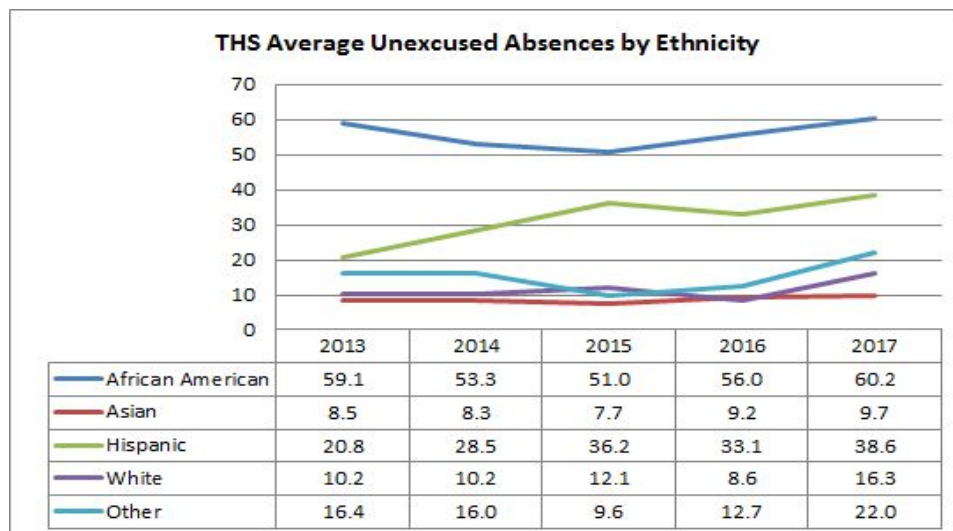
Year	#UnExcused	Male	Female	Enrollment	Male	Female	Year	All Students	Male	Female
2013	43002	19712	23290	1233	618	615	2013	34.9	31.9	37.9
2014	60609	28572	32037	1285	639	646	2014	47.2	44.7	49.6
2015	66447	28490	37957	1322	643	679	2015	50.3	44.3	55.9
2016	65990	30175	35815	1418	722	696	2016	46.5	41.8	51.5
2017	69862	30049	39813	1528	734	794	2017	45.7	40.9	50.1



Year	#UnExcused	Male	Female	Enrollment	Male	Female	Year	All Students	Male	Female
2013	17082	9861	7221	1233	618	615	2013	13.9	16.0	11.7
2014	17918	10979	6939	1285	639	646	2014	13.9	17.2	10.7
2015	20932	11083	9849	1322	643	679	2015	15.8	17.2	14.5
2016	19057	9839	9218	1418	722	696	2016	13.4	13.6	13.2
2017	31021	14520	16501	1528	734	794	2017	20.3	19.8	20.8

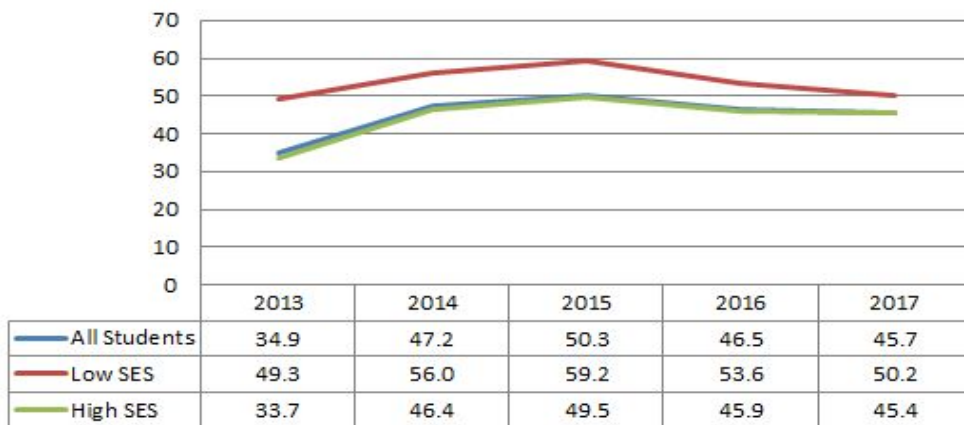


Year	#UnExcused	African American	Asian	Hispanic	White	Other	Enrollment	BL	AS	HS	WH	OTH	Year	All Students	African American	Asian	Hispanic	White	Other
2013	43002	2342	3160	3881	32663	956	1233	68	115	108	905	37	2013	34.9	34.4	27.5	35.9	36.1	25.8
2014	60609	2824	4692	5497	45522	2074	1285	63	120	114	941	47	2014	47.2	44.8	39.1	48.2	48.4	44.1
2015	66447	2790	4927	6669	48542	3519	1322	66	112	127	937	80	2015	50.3	42.3	44.0	52.5	51.8	44.0
2016	65990	2353	5525	6043	47287	4782	1418	67	121	128	992	110	2016	46.5	35.1	45.7	47.2	47.7	43.5
2017	69862	2122	5545	7438	48744	6013	1528	61	135	161	1045	126	2017	45.7	34.8	41.1	46.2	46.6	47.7



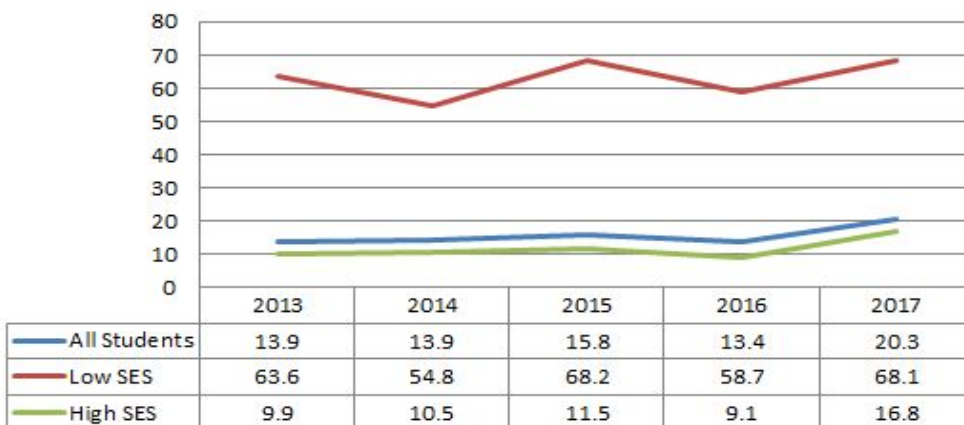
Year	#UnExcused	African American	Asian	Hispanic	White	Other	Enrollment	BL	AS	HS	WH	OTH	Year	All Students	African American	Asian	Hispanic	White	Other
2013	17082	4017	982	2245	9232	606	1233	68	115	108	905	37	2013	13.9	59.1	8.5	20.8	10.2	16.4
2014	17918	3357	1000	3247	9564	750	1285	63	120	114	941	47	2014	13.9	53.3	8.3	28.5	10.2	16.0
2015	20932	3363	860	4600	11344	765	1322	66	112	127	937	80	2015	15.8	51.0	7.7	36.2	12.1	9.6
2016	19057	3751	1119	4231	8556	1400	1418	67	121	128	992	110	2016	13.4	56.0	9.2	33.1	8.6	12.7
2017	31021	3672	1316	6215	17044	2774	1528	61	135	161	1045	126	2017	20.3	60.2	9.7	38.6	16.3	22.0

THS Average Excused Absences by Socio-Economic Status



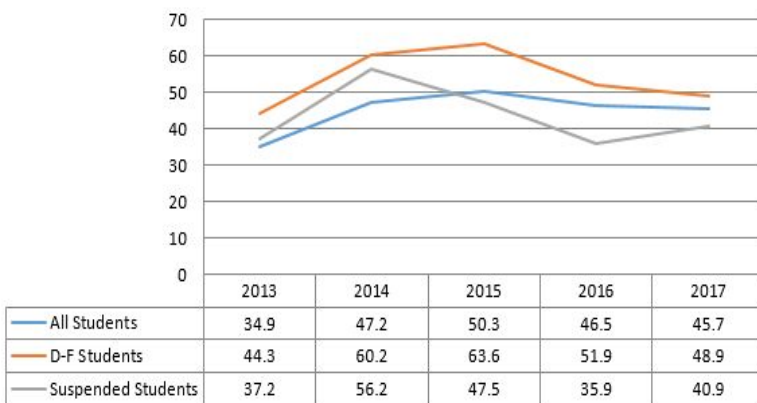
Year	#Excused	Low SES Excused	High SES Excused	Enrollment	Low SES	High SES	Year	All Students	Low SES	High SES
2013	43002	4488	38514	1233	91	1142	2013	34.9	49.3	33.7
2014	60609	5653	54956	1285	101	1184	2014	47.2	56.0	46.4
2015	66447	5922	60525	1322	100	1222	2015	50.3	59.2	49.5
2016	65990	6643	59347	1418	124	1294	2016	46.5	53.6	45.9
2017	69862	5175	64687	1528	103	1425	2017	45.7	50.2	45.4

THS Average Unexcused Absences by Socio-Economic Status



Year	#UnExcused	Low SES UnExcused	High SES UnExcused	Enrollment	Low SES	High SES	Year	All Students	Low SES	High SES
2013	17082	5790	11292	1233	91	1142	2013	13.9	63.6	9.9
2014	17918	5535	12383	1285	101	1184	2014	13.9	54.8	10.5
2015	20932	6820	14112	1322	100	1222	2015	15.8	68.2	11.5
2016	19057	7282	11775	1418	124	1294	2016	13.4	58.7	9.1
2017	31021	7014	24007	1528	103	1425	2017	20.3	68.1	16.8

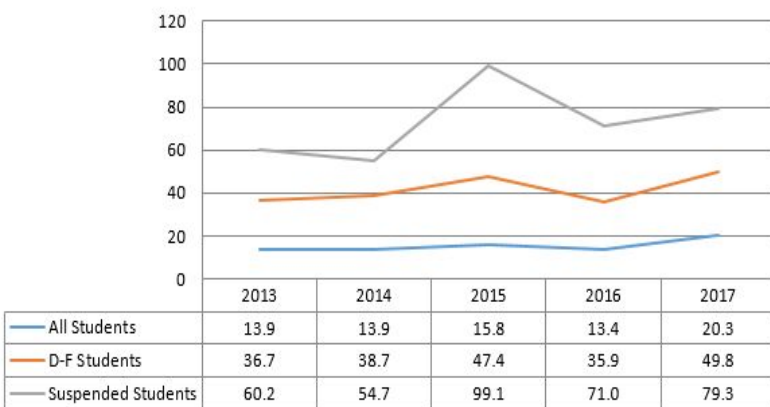
THS Average Excused Absences for students with D-Fs or Suspensions



Year	#Excused	D-F SES Excused	Suspended Excused	Enrollment	D-F Students	Suspended Students
2013	43002	11112	2418	1233	251	65
2014	60609	15599	2306	1285	259	41
2015	66447	17746	665	1322	279	14
2016	65990	18856	1508	1418	363	42
2017	69862	17831	2087	1528	365	51

Year	All Students	D-F Students	Suspended Students
2013	34.9	44.3	37.2
2014	47.2	60.2	56.2
2015	50.3	63.6	47.5
2016	46.5	51.9	35.9
2017	45.7	48.9	40.9

THS Average Unexcused Absences for students with D-Fs or Suspensions



Year	#UnExcused	D-F SES UnExcused	Suspended UnExcused	Enrollment	D-F Students	Suspended Students
2013	17082	9205	3911	1233	251	65
2014	17918	10022	2241	1285	259	41
2015	20932	13225	1387	1322	279	14
2016	19057	13039	2983	1418	363	42
2017	31021	18184	4044	1528	365	51

Year	All Students	D-F Students	Suspended Students
2013	13.9	36.7	60.2
2014	13.9	38.7	54.7
2015	15.8	47.4	99.1
2016	13.4	35.9	71.0
2017	20.3	49.8	79.3

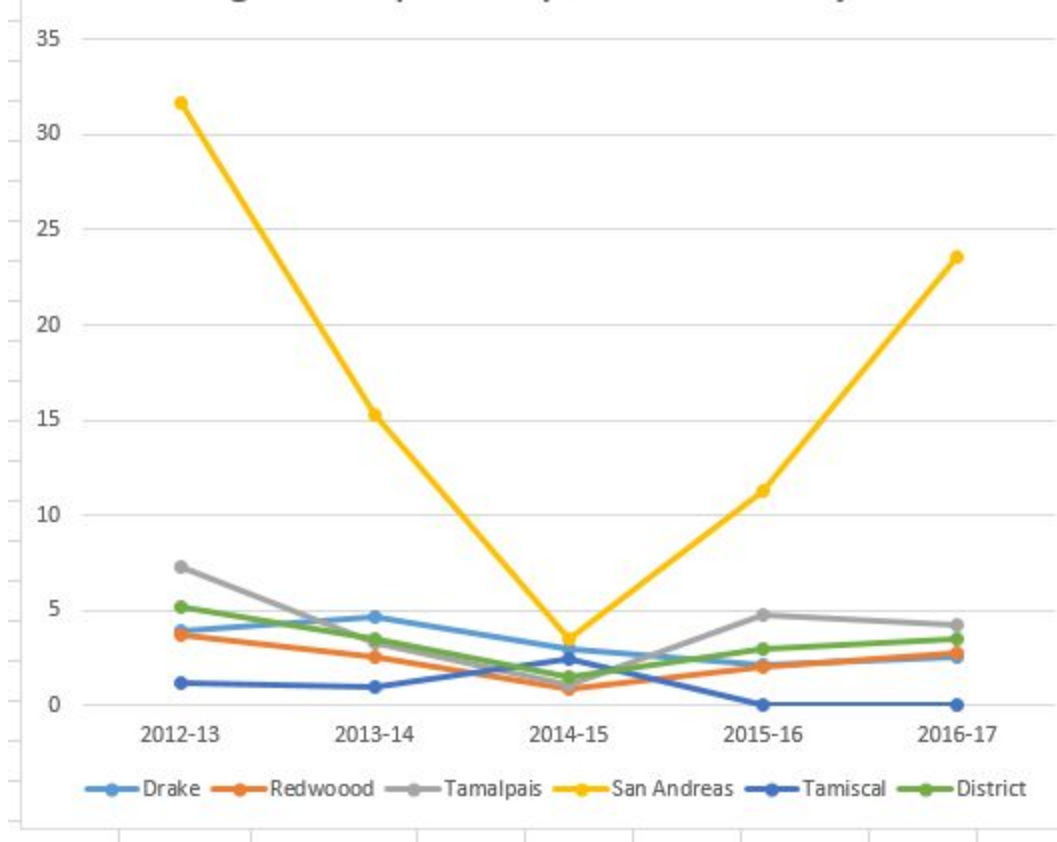
The attendance data shows an overall slight increase in attendance over the past two school years. While students of color and students who come from a low SES household have significantly more absences. Also, the data indicates that unexcused absences are down while excused absences are up. This accounts for the increase overall in attendance. The attendance data requires that Tam examine the root causes of absences within students from low SES as there appears to be correlation between the absences and lower grade point averages.

Suspension

Average # of Suspensions per 100 Students by School

School	2012-13	2013-14	2014-15	2015-16	2016-17
Drake	3.9	4.6	3.0	2.1	2.5
Redwood	3.7	2.5	0.8	2.0	2.7
Tamalpais	7.2	3.3	1.1	4.7	4.2
San Andreas	31.7	15.3	3.4	11.3	23.5
Tamiscal	1.2	0.9	2.5	0.0	0.0
District	5.2	3.5	1.5	3.0	3.5

Average # of Suspensions per 100 Students by School

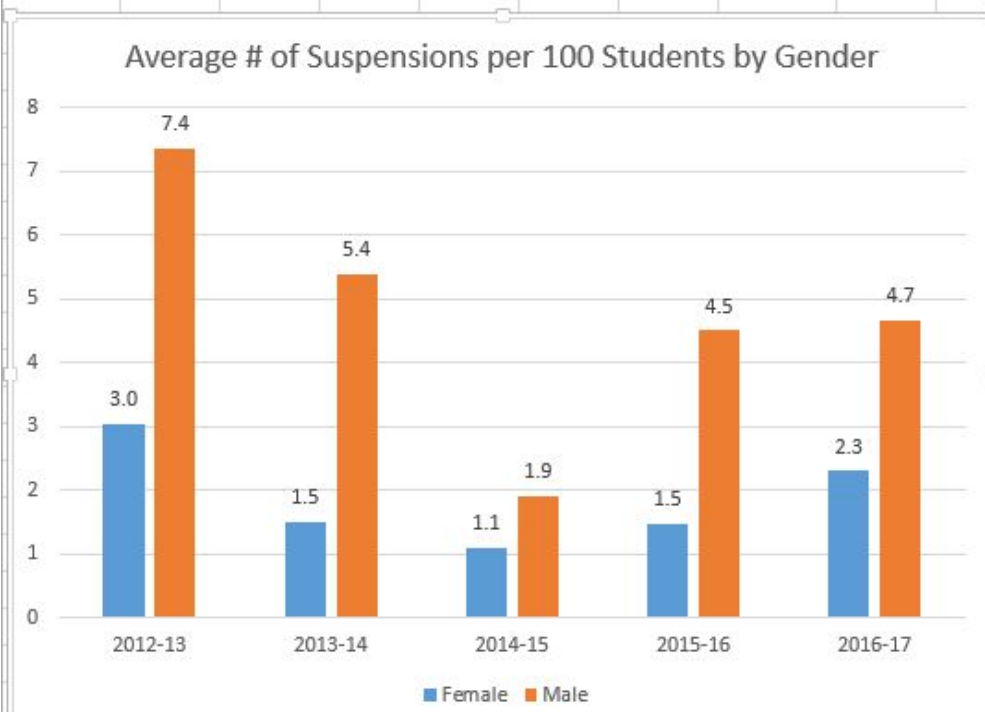


School	Enrollment					# of Suspensions				
	2012-13	2013-14	2014-15	2015-16	2016-17	2012-13	2013-14	2014-15	2015-16	2016-17
Drake	985	978	983	1078	1142	38	45	29	23	29
Redwood	1534	1609	1660	1779	1799	56	41	14	35	49
Tamalpais	1233	1287	1322	1418	1528	89	42	14	67	64
San Andreas	60	72	58	80	85	19	11	2	9	20
Tamiscal	86	107	121	118	108	1	1	3	0	0
District	3898	4053	4144	4473	4662	203	140	62	134	162

Average # of Suspensions per 100 Students by Gender

Gender	2012-13	2013-14	2014-15	2015-16	2016-17
Female	3.0	1.5	1.1	1.5	2.3
Male	7.4	5.4	1.9	4.5	4.7

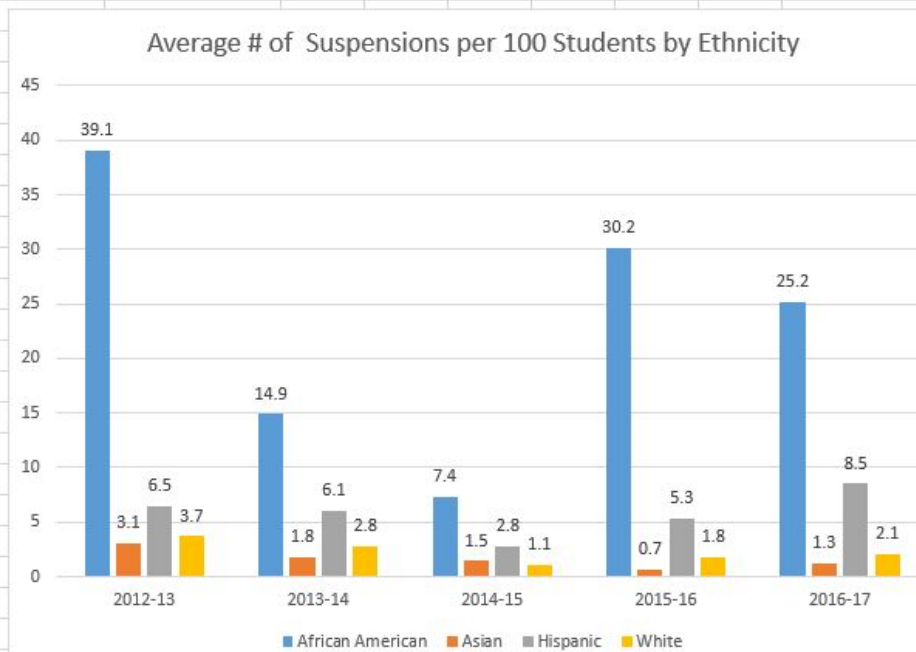
Gender	Enrollment					# Suspensions				
	2012-13	2013-14	2014-15	2015-16	2016-17	2012-13	2013-14	2014-15	2015-16	2016-17
Female	1944	2006	2099	2231	2351	59	30	23	33	54
Male	1954	2039	2045	2239	2311	144	110	39	101	108



Average # of Suspensions per 100 Students by Ethnicity

Ethnicity	2012-13	2013-14	2014-15	2015-16	2016-17
African American	39.1	14.9	7.4	30.2	25.2
Asian	3.1	1.8	1.5	0.7	1.3
Hispanic	6.5	6.1	2.8	5.3	8.5
White	3.7	2.8	1.1	1.8	2.1

Ethnicity	Enrollment					# Suspensions				
	2012-13	2013-14	2014-15	2015-16	2016-17	2012-13	2013-14	2014-15	2015-16	2016-17
African American	128	134	136	126	115	50	20	10	38	29
Asian	259	271	271	306	316	8	5	4	2	4
Hispanic	340	396	429	468	528	22	24	12	25	45
White	3084	3119	3114	3303	3398	114	86	34	61	70



Number of Suspensions by Gender and Grade Level

2011-12												
	Drake		Redwood		San Andreas		Tamalpais		Tamiscal		TOTAL	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
9	7	7	2	11	0	0	7	26	0	0	16	44
10	2	2	6	14	2	1	3	17	1	0	14	34
11	1	9	4	17	5	5	6	27	0	0	16	58
12	3	5	6	11	2	10	2	11	0	0	13	37
TOTAL	13	23	18	53	9	16	18	81	1	0	59	173
2012-13												
	Drake		Redwood		San Andreas		Tamalpais		Tamiscal		TOTAL	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
9	1	15	0	7	0	0	6	14	0	0	7	36
10	2	4	5	7	2	0	6	20	0	0	15	31
11	3	1	8	7	5	5	5	19	0	1	21	33
12	1	11	6	16	3	4	6	13	0	0	16	44
TOTAL	7	31	19	37	10	9	23	66	0	1	59	144
2013-14												
	Drake		Redwood		San Andreas		Tamalpais		Tamiscal		TOTAL	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
9	1	12	1	11	0	0	0	13	0	0	2	36
10	3	14	6	3	0	2	5	9	1	0	15	28
11	2	6	0	6	2	2	2	6	0	0	6	20
12	1	6	4	7	1	4	1	6	0	0	7	23
TOTAL	7	38	11	27	3	8	8	34	1	0	30	107
2014-15												
	Drake		Redwood		San Andreas		Tamalpais		Tamiscal		TOTAL	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
9	3	0	1	2	0	0	2	2	0	0	6	4
10	5	10	1	3	0	0	2	2	0	0	8	15
11	2	5	0	4	0	0	0	1	0	1	2	11
12	2	2	2	1	0	2	3	2	0	2	7	9
TOTAL	12	17	4	10	0	2	7	7	0	3	23	39

2015-16												
	Drake		Redwood		San Andreas		Tamalpais		Tamiscal		TOTAL	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
9	5	4	1	5	0	0	5	17	0	0	11	26
10	2	4	2	4	0	0	2	16	0	0	6	24
11	1	5	1	8	2	7	10	10	0	0	14	30
12	1	1	0	14	0	0	1	6	0	0	2	21
TOTAL	9	14	4	31	2	7	18	49	0	0	33	101
2016-17												
	Drake		Redwood		San Andreas		Tamalpais		Tamiscal		TOTAL	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
9	2	10	3	11	0	0	8	6	0	0	13	27
10	3	12	4	13	0	3	22	12	0	0	29	40
11	0	1	7	5	0	5	1	4	0	0	8	15
12	1	0	0	6	1	11	2	9	0	0	4	26
TOTAL	6	23	14	35	1	19	33	31	0	0	54	108

Number of Suspensions by Grade Level												
2011-12												
	Drake	Redwood		San Andreas		Tamalpais		Tamiscal		TOTAL		
9	14	39%	13	18%	0	0%	33	33%	0	0%	60	26%
10	4	11%	20	28%	3	12%	20	20%	1	100%	48	21%
11	10	28%	21	30%	10	40%	33	33%	0	0%	74	32%
12	8	22%	17	24%	12	48%	13	13%	0	0%	50	22%
TOTAL	36	100%	71	100%	25	100%	99	100%	1	100%	232	100%
2012-13												
	Drake	Redwood		San Andreas		Tamalpais		Tamiscal		TOTAL		
9	16	42%	7	13%	0	0%	20	22%	0	0%	43	21%
10	6	16%	12	21%	2	11%	26	29%	0	0%	46	23%
11	4	11%	15	27%	10	53%	24	27%	1	100%	54	27%
12	12	32%	22	39%	7	37%	19	21%	0	0%	60	30%
TOTAL	38	100%	56	100%	19	100%	89	100%	1	100%	203	100%
2013-14												
	Drake	Redwood		San Andreas		Tamalpais		Tamiscal		TOTAL		
9	13	29%	12	32%	0	0%	13	31%	0	0%	38	28%
10	17	38%	9	24%	2	18%	14	33%	1	100%	42	31%
11	8	18%	6	16%	4	36%	8	19%	0	0%	27	20%
12	7	16%	11	29%	5	45%	7	17%	0	0%	30	22%
TOTAL	45	100%	38	100%	11	100%	42	100%	1	0%	137	100%

2014-15												
	Drake		Redwood		San Andreas		Tamalpais		Tamiscal		TOTAL	
9	3	10%	3	21%	0	0%	4	29%	0	0%	10	16%
10	15	52%	4	29%	0	0%	4	29%	0	0%	23	37%
11	7	24%	4	29%	0	0%	1	7%	1	33%	13	21%
12	4	14%	3	21%	2	100%	5	36%	2	67%	16	26%
TOTAL	29	100%	14	100%	2	100%	14	100%	3	100%	62	100%
2015-16												
	Drake		Redwood		San Andreas		Tamalpais		Tamiscal		TOTAL	
9	9	39%	6	17%	0	0%	22	33%	0	0%	37	28%
10	6	26%	6	17%	0	0%	18	27%	0	0%	30	22%
11	6	26%	9	26%	9	100%	20	30%	0	0%	44	33%
12	2	9%	14	40%	0	0%	7	10%	0	0%	23	17%
TOTAL	23	100%	35	100%	9	100%	67	100%	0	0%	134	100%
2016-17												
	Drake		Redwood		San Andreas		Tamalpais		Tamiscal		TOTAL	
9	12	41%	14	29%	0	0%	14	22%	0	0%	40	25%
10	15	52%	17	35%	3	15%	34	53%	0	0%	69	43%
11	1	3%	12	24%	5	25%	5	8%	0	0%	23	14%
12	1	3%	6	12%	12	60%	11	17%	0	0%	30	19%
TOTAL	29	100%	49	100%	20	100%	64	100%	0	0%	162	100%

Discipline trends indicate that Male students are suspended at higher rates than female students. The data also indicates that African-American students are suspended disproportionately more than their White and Asian counterparts. Discipline data has been inconsistent at Tam over the past 3 years. We believe that this is due to changes at the Administrative level from 2015 to the current administrative staff. Although there has been moderate attempts to implement restorative practices, Tam has not seen a decrease in student disciplinary incidents. In order to address disciplinary issues, Tam has sought the consultancy of restorative practitioners to increase our collective capacity to implement restorative practices as part of our disciplinary model. The site reports that decreases in disciplinary incidents in the 2014-2015 school year, was a direct result of Administration not reporting in-school suspensions. This led to the reporting of a decrease in the number of suspensions. That number has increased in 2016 and 2017 as in-school suspensions are currently counted as accurate description of current disciplinary practices that have been enforced at the site.

College Enrollment

StudentTracker for High Schools

Aggregate Report

TAMALPAIS UNION HIGH SCHOOL DISTRICT

Count of Students Enrolled in College the Fall Immediately After High School

Effective Date = November 17, 2016

Class of	2010	2011	2012	2013	2014	2015	2016
Total in the Class	938	903	925	959	986	898	922
Total Enrolled	84%	79%	81%	81%	79%	78%	81%
Total in Public	63%	59%	58%	59%	54%	55%	58%
Total in Private	21%	20%	23%	21%	25%	23%	23%
Total in 4-Year	62%	55%	58%	59%	60%	59%	62%
Total in 2-Year	22%	25%	23%	21%	18%	19%	19%
Total In-State	56%	51%	51%	51%	45%	46%	48%
Total Out-of-State	28%	29%	29%	30%	33%	33%	32%

938	903	925	959	986	898	922	6531
790	717	747	775	776	703	745	5253
592	533	535	570	528	498	532	3788
198	184	212	205	248	205	213	1465
584	494	534	569	595	531	569	3876
206	223	213	206	181	172	176	1377
524	458	476	487	446	410	447	3248
266	259	271	288	330	293	298	2005

High School Graduates of Classes 2007 to 2010 with a College Degree

Class of	2007 # of Students	2007 % of Students	2008 # of Students	2008 % of Students	2009 # of Students	2009 % of Students	2010 # of Students	2010 % of Students
Total in the Class	955	100%	938	100%	955	100%	938	100%
Total With a Degree	561	59%	536	57%	571	60%	594	63%
Total from Public	374	39%	368	39%	383	40%	391	42%
Total from Private	187	20%	168	18%	188	20%	203	22%
Total from 4-Year	523	55%	500	53%	517	54%	548	58%
Total from 2-Year	38	4%	36	4%	54	6%	46	5%
Total In-State	366	38%	342	36%	344	36%	360	38%
Total Out-Of-State	195	20%	194	21%	227	24%	234	25%

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

Class of	2007 # of Students	2007 % of Students	2008 # of Students	2008 % of Students	2009 # of Students	2009 % of Students	2010 # of Students	2010 % of Students
Total In the Class	955	100%	938	100%	955	100%	938	100%
Graduated in 2 Years or Less	6	1%	1	0%	6	1%	7	1%
Graduated in 3 Years	17	2%	15	2%	21	2%	20	2%
Graduated in 4 Years	295	31%	299	32%	337	35%	364	39%
Graduated in 5 Years	176	18%	158	17%	153	16%	156	17%
Graduated in 6 Years	67	7%	63	7%	54	6%	47	5%

**Most Common Institutions of Enrollment in the Fall Immediately following
High School Graduation for All Classes by Number of Students**

Name	Rank	State	Level	Type	Total	% of Grads
COLLEGE OF MARIN	1	CA	2-year	Public	974	14.8%
UNIVERSITY OF CALIFORNIA-SANTA CRUZ	2	CA	4-year	Public	212	3.2%
CALIFORNIA POLYTECHNIC STATE UNIVERSITY	3	CA	4-year	Public	205	3.1%
UNIVERSITY OF COLORADO BOULDER	4	CO	4-year	Public	180	2.7%
UNIVERSITY OF CALIFORNIA-DAVIS	5	CA	4-year	Public	168	2.6%
UNIVERSITY OF CALIFORNIA-SANTA BARBARA	6	CA	4-year	Public	167	2.5%
UNIVERSITY OF CALIFORNIA-LOS ANGELES	7	CA	4-year	Public	166	2.5%
UNIVERSITY OF CALIFORNIA - BERKELEY	8	CA	4-year	Public	162	2.5%
SANTA BARBARA CITY COLLEGE	9	CA	2-year	Public	159	2.4%
UNIVERSITY OF OREGON	10	OR	4-year	Public	159	2.4%
SANTA ROSA JUNIOR COLLEGE	11	CA	2-year	Public	139	2.1%
SONOMA STATE UNIVERSITY	12	CA	4-year	Public	138	2.1%
UNIVERSITY OF ARIZONA	13	AZ	4-year	Public	86	1.3%
SAN FRANCISCO STATE UNIVERSITY	14	CA	4-year	Public	79	1.2%
CALIFORNIA STATE UNIVERSITY - CHICO	15	CA	4-year	Public	76	1.2%
CHAPMAN UNIVERSITY-ORANGE	16	CA	4-year	Private	75	1.1%
UNIVERSITY OF WASHINGTON - SEATTLE	17	WA	4-year	Public	75	1.1%
CUESTA COLLEGE	18	CA	2-year	Public	64	1.0%
HUMBOLDT STATE UNIVERSITY	19	CA	4-year	Public	61	0.9%
UNIVERSITY OF MICHIGAN	20	MI	4-year	Public	60	0.9%
UNIVERSITY OF SOUTHERN CALIFORNIA	21	CA	4-year	Private	58	0.9%
NEW YORK UNIVERSITY	22	NY	4-year	Private	57	0.9%
CABRILLO COLLEGE	23	CA	2-year	Public	54	0.8%
SAN DIEGO STATE	24	CA	4-year	Public	53	0.8%

District CELDT

Tamalpais Union High School District CELDT Results 2012-16						
Percent of Students by Overall Proficiency Levels						
Overall Proficiency		9	10	11	12	Total
Advanced	2012	21%	0%	17%	0%	14%
	2013	30%	19%	27%	20%	24%
	2014	44%	15%	10%	8%	19%
	2015	31%	25%	21%	29%	26%
	2016	18%	23%	29%	15%	21%
Early Advanced	2012	50%	40%	25%	25%	40%
	2013	30%	44%	27%	47%	36%
	2014	31%	35%	50%	33%	38%
	2015	19%	31%	46%	41%	36%
	2016	30%	23%	33%	54%	34%
Intermediate	2012	13%	20%	25%	25%	18%
	2013	20%	13%	27%	13%	18%
	2014	6%	35%	25%	42%	26%
	2015	13%	19%	21%	24%	19%
	2016	20%	13%	27%	13%	18%
Early Intermediate	2012	0%	30%	33%	25%	16%
	2013	5%	6%	20%	13%	11%
	2014	6%	10%	5%	17%	9%
	2015	6%	13%	0%	6%	5%
	2016	9%	31%	10%	8%	13%
Beginning	2012	17%	10%	0%	25%	12%
	2013	15%	19%	0%	7%	12%
	2014	13%	5%	10%	0%	7%
	2015	31%	13%	13%	0%	14%
	2016	12%	23%	5%	0%	10%
Number Tested	2012	24	10	12	4	50
	2013	20	16	15	15	66
	2014	16	20	20	12	68
	2015	16	16	24	17	73
	2016	33	13	21	13	80

Resources from TUHSD, (not WASC)

TUHSD Mission Statement

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

Learner Outcomes from TUHSD Mission:

- creative, passionate, self-motivated learners
- engaged citizens
- able to contribute individually and collaboratively
- able to address the challenges of a dynamic and diverse world
- demonstrate mastery of core competencies
- access and critically analyze information
- pose substantive questions, communicate effectively

WASC 2014 TUHSD Critical Learner Needs were identified as:

1. Access - Provide all students opportunity and access to grade level instruction, higher level course offerings (AP and honors) and college and career options in the 21st Century.
2. Equity - Reduce the gap in performance between economically disadvantaged students, students of color and the general population, while raising student achievement for all students.
3. Math - Increase student achievement in Mathematics.

The data analysis raised the following key questions that can be used by staff members during the Self-Study and drafting of site-specific action plans:

Focusing Question:

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

Specifically:

Access:

How can TUHSD ensure all students have access to grade level instruction?

How can TUHSD increase student access to higher level courses, including electives, honors and Advanced Placement courses?

How can TUHSD increase college and career options and pathways so more graduates are UC/CSU eligible?

How can TUHSD increase participation rates of low SES students and students of color in SAT, ACT and AP tests?

Equity:

How can TUHSD address student achievement and opportunity gaps so race and economic status are no longer a predictor of academic success or failure in a range of identified areas?

How can TUHSD address the needs of subgroups who have plateaued (not shown growth), even though they may trend higher than county and state averages?

Mathematics:

How can TUHSD increase student achievement in mathematics, specifically in Algebra, Geometry and Advanced Algebra content, so there is no longer a gap between how students perform in mathematics as compared to other subject areas?

II: Significant Changes and Developments

- Describe any significant changes and/or developments since the last full visit, i.e., program additions, changes in student enrollment, staffing changes
- Describe the impact these changes and/or developments have had on the school and/or specific curricular programs

Staffing - Staffing changes at Tam have included turnover in Administration. Dr. Julie Synyard resigned the Principal position in the fall of 2015. An interim principal, Dr. David Brown finished the remainder of the 2015-16 school year. In June 2016, Principal J.C. Farr was hired as Principal at Tam. Mr. Farr began in August of 2016 with Assistant Principal David Rice also joining the Administrative team. J.C., David, and Assistant Principals Wendy Stratton and Leah Herrera formed the Administrative team for the 2016-17 school year. At the end of the 2017 school year, Leah Herrera resigned the Assistant Principal position with Angela Gramlick joining the Tam administrative team for 2017-18. The changes in Administration has led to a lack of continuity of the plans that emerged from the 2015 WASC visit. The administration has suffered many starts and stops that has slowed down advancement of the strategic plans created during previous leadership teams.

Changes at the District Administrative level has also had a profound impact at the site. A new superintendent, two new assistant superintendents, and changes in organizational structure has significantly changed strategic plans across the district. The last WASC report was infused with many ideas generated at the district level regarding Professional Learning Communities and strong intervention plans to support student achievement. While these ideas were widely represented in plans, implementation at the site lagged behind. Teachers have yet to receive the adequate training to make the action steps of the plans a reality. Thus PLC's and tiered intervention systems have not been implemented at the site. While collaborative structures are in place at Tam, further investigation of effective practices and use of the collaboration is the current reality.

Along with changes at the Administrative level, Tam has also had considerable changes within the teaching ranks. Over the course of the last 3 years, Tam has hired approximately 40 new teachers. The influx of new teachers has helped to usher in a positive climate at Tam. This positive climate is indicated by the open communication between teachers and site administration and low teacher turnover. The teacher leaders and site administration has created a space for open dialogue regarding school improvement and built a climate of mutual respect. Dialogue regarding effective use of collaboration has occurred throughout the school year with focus on creating cycles of inquiry centered on student achievement as a means to improve teaching and learning.

Enrollment Growth - The Tam High enrollment has continually increased since the last WASC visit. This year enrollment has grown to approximately 1600 students with continued growth expected over the next 5 years. The increase in enrollment has strained facilities at Tam causing teachers to share classes. This year, two additional classrooms were added to the student parking lot as temporary housing. Additional student housing will be considered for the 2018 school year. A decrease in teacher workspace has been one of the impacts of the facilities strain, creating more need for teachers to discuss how to share the classroom space effectively.

Algebra Foundations - The year-long Algebra Foundations course prepares students to be successful in Algebra 1. The course is designed to have an emphasis on solving equations, graphing, and linear models. Algebra Foundations serves as a pre-Algebra intervention course to support students that transitioned into high school demonstrating a need to develop their math skills.

AVID - (Advancement Via Individual Determination)- One of the major additions to the Tam High campus was the implementation of AVID for the 2017-18 school year. Early in 2017 the AVID site team was formed consisting of 5 teachers, 2 administrators, and 1 counselor. The AVID site team attended the AVID summer institute in Dallas, Texas creating goals for the site and developing the Tam AVID program. Currently AVID is an elective offering for sophomores at Tam, consisting of 23 students. Students in AVID learn organizational skills, self-advocacy, and start to build their path towards college. AVID students must maintain at least a 2.0 throughout the school year. Observing the success of the AVID elective during the first semester in 2017, the site team has decided to create additional electives at the 9th and 11th grade levels, with a goal of having 75 students enrolled in the AVID program. In reviewing data from the first semester reporting period, 21 of the 23 students enrolled in the AVID program showed an increase in grade point average. Recruitment of additional staff to the AVID site team is necessary to continue to expand the AVID program. The AVID national program requires that programs demonstrate growth and meet the criteria for validation of the program. This is the next step in the natural progress of the AVID program to school-wide effectiveness. The AVID program holds great promise in closing the achievement gap at Tam and increasing the number of students of color accessing the honors and advancement placement curriculum.

Bridge The Gap - A significant addition to Tam is the transition of Bridge the Gap, A Community Based Organization, establishing an office on the Tam High campus. This transition has allowed Andy Robles, Bridge the Gap Director, to establish a presence on campus to push in and support students during the school day. The support of BTG allows for increased intervention and support for our underserved youth from Marin City.

COMPASS Program - One of the major developments in 2016-17 was the implementation of the COMPASS program. 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 programs serves as a confidence building program with hopes that as students experience success, they will then move more towards college readiness.

Core Program - The Tam Core Program collaborative between the English Language Arts and Social Studies department for students in grades 9 and 10 has continued to develop. The Core program was awarded a Gold Ribbon for its continued success in providing a strong foundation for students transitioning to Tam.

Equity Team - At the beginning of the 2016 school year, Tam High solicited volunteers to form a Site Equity Team. The Tam High Equity team is constructed of both teachers and administrators. The Tam High Equity team's mission is to address systemic explicit/implicit biases that create institutionalized racism and oppression by providing action-oriented suggestions and solutions through both a student centered and systematic lens in order to create a successful environment for all students. The primary goal of the team is to close the achievement gap at Tam, ensuring fair equality of opportunity for all students.

Peer Resource - The reinvigoration of the Peer Resource program has helped to strengthen our offerings here at Tam. Peer Resource is a year long course that takes an active approach to educate and empower students to make healthy life choices. Peer Resource students develop peer education workshops, presentations, campaigns, videos and school-wide events that reach thousands of students annually. The class is designed to develop the social-emotional intelligence of Peer Resource students through reflection, sharing, mindfulness, active listening, education, trainings and outreach. The class provides a non-judgmental and confidential setting for students to explore their own personal choices, challenges, and feelings in hopes of gaining a better understanding of themselves, their influences, inspirations and pressures. After this reflection time and adequate training, Peer Resource students educate their peers on a variety of youth-related issues including: informed decision-making, active listening, mindfulness, substance use, sexuality, sexual health, healthy relationships, body image, stress management, and mental health.

The 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 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 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.

The Tam Counseling and Wellness program - will officially open in the spring semester of 2018, although services have been being implemented since the hiring of our Wellness Coordinator in August 2017. The program is broken down into three buckets: Education, Support, and Access. Each of these buckets offer coordinated health, mental health, substance use/abuse and sexual health services for students on campus. The Counseling and Wellness program offers both direct student services (1:1 and group support) as well as school wide prevention/education in classrooms and throughout the community with students, staff and parents.

A student Advisory board is being formed to help direct the Coordinator and Counselors on how to best meet the students' needs and continue to develop the program. Tam is the third and final school of a three year roll out in the district to launch their Wellness Program.

The Tam-Unity Committee - The Tam-Unity Committee was created in 2017 in response to an unfortunate racial incident that occurred on the Tam campus in the summer of 2017. As part of the school's response to the incident a committee was formed consisting of Administration, Students, and Staff. The committee's purpose was to develop programs and events that create unity on the campus with a emphasis on diversity and inclusion. Of the many bright spots that have emerged from the committee was the introduction of the "TAMHAWK" acronym, which consists of the values that we emphasize as members of the community. Another great addition was the creation of quarterly Tam-Unity days which emphasize building of community by focusing on wellness and relationships. The Tam-Unity days have done great work in helping to foster a positive climate and culture throughout Tam high.

NGSS and Common Core - During the 2016 school year the Tam district commissioned a task force of teachers and administrators across the sites to facilitate the implementation of the Next Generation Science Standards. The task force created an implementation plan which helped to bring the district in compliance with the new NGSS standards. Part of the work of the task force also focused on developing new course sequencing and revisions to the curriculum. The NGSS work has continued this year with a teacher on special assignment with the purpose of new course creation. The new science courses and course sequences are set for implementation in the 2019 school year.

The Tam district has also commissioned a task force for the implementation of the Next Generation Social Sciences standards. In the spring of 2017, teachers and administrators from across the district gathered to analyze the new framework and create a plan for implementation. That work has continued throughout the year with unpacking the new framework, building knowledge of the historical thinking skills. The work of the task force continues with introduction of an Ethnic Studies class set for 2018.

Evolution of TUHSD ELL Support Programs

Over the past few years, the district has changed its philosophy and structure for how to provide instructional support for English Language Learners. The following table details those changes.

Changes in structure of TUHSD English Language Learner Program over a 5 year period.

<u>Year</u>	<u>TUHSD</u>	<u>Tamalpais</u>
2011-2012	ELD District Coordinator with release period	<ul style="list-style-type: none"> · ELD course · SDAIE English 1 · SDAIE English 2 · SDAIE Math · SDAIE Social Studies · SDAIE Integrated Science · Sheltered Subject · Part time paraeducator · Dedicated EL Counselor
2012-2013	<ul style="list-style-type: none"> · ELD District Coordinator with release period 	<ul style="list-style-type: none"> · ELD course · SDAIE English 1 · SDAIE English 2 · SDAIE Math · SDAIE Social Studies · SDAIE Integrated Science · Sheltered Subjects · Part time paraeducator · Dedicated EL Counselor

2013-2014	<ul style="list-style-type: none"> · ELD District Coordinator with release period 	<ul style="list-style-type: none"> · ELD course · SDAIE English 1 · SDAIE Math · SDAIE Social Studies · SDAIE Integrated Science · Part time paraeducator · Dedicated EL Counselor
2014-2015	<ul style="list-style-type: none"> · ELD District Coordinator with release period 	<ul style="list-style-type: none"> · ELD course · SDAIE Math · Part time paraeducator · Dedicated EL Counselor
2015-2016	<ul style="list-style-type: none"> · ELD District Coordinator with release period 	<ul style="list-style-type: none"> · ELD Course · Part time paraeducator · Dedicated EL Counselor
2016-2017	<ul style="list-style-type: none"> · No additional supports 	<ul style="list-style-type: none"> · ELD Course · Academic Language Support Course · ELD Coordinator release period · Dedicated EL Counselor · Part time paraeducator

To summarize, over time, TUHSD has reduced the use of Sheltered/SDAIE courses and mainstreamed English Learners in general classes, in response to federal guidelines to reduce segregation of English Learners. Additionally, the Sheltered program at Tam was dismantled and more students are staying at their home schools rather than transferring to Tamalpais High School. Additionally, our numbers of EL students are increasing across the district. Improvements needed to be made to better address the needs of English Language Learners in mainstream classes and at multiple school sites.

In the Spring of 2016, Kim Stiffler brought together a district English Language Learner support team comprised of educators from the three comprehensive school sites. The support team worked to design a new structure during the 2016-2017 school year. The following are explanations of the support at each school site:

ELD Courses at All Comprehensive Sites: Sir Francis Drake, Tamalpais, and Redwood High School all offer an English Language Development course. At Sir Francis Drake, the courses taught by Eugenia Ives, at Tamalpais by Leah Ramsey, and at Redwood by Debbie McCrea. The district added the additional ELD at Sir Francis Drake to ensure that all students have access to intensive English instruction. The ELD course of study is Common Core aligned.

EL Coordinators at All Comprehensive Sites: Rather than one district ELD Coordinator, Sir Francis

Drake, Tamalpais, and Redwood High School all have a coordinator who will coordinate CELDT and case management at each individual school site. At Sir Francis Drake, the coordinator is Rene Ayala, at Tamalpais coordinator is Mike Levinson, and at Redwood coordinator is Debbie McCrea. As the majority of students are no longer in a single support program at Tamalpais High School, the district added the additional coordinator positions so that each school site could provide more accessible and immediate interventions and assistance to both teachers and students.

Dedicated Counselor at All Comprehensive Sites: Sir Francis Drake, Tamalpais, and Redwood High School all have a dedicated counselor who supports all of the ELLs as part of his or her caseload. The counselors are Kyle Kassebaum, Candace Gulden, and Brian Napolitano.

Academic Support Classes: At Redwood and Tamalpais High Schools, the district added academic language support courses taught by Catherine Flores Marsh and Angela Hopper, respectively. The English Language Learners struggle immensely to master the academic vocabulary in their courses, and this course provides additional instruction time to build academic vocabulary and support students in their mainstream courses.

Paraeducator Support at All Comprehensive Sites: At Redwood and Sir Francis Drake high schools, the district added part time paraeducators to work with students in ESL courses and mainstream courses. Manny Mier recently vacated this position at Tamalpais High and has yet to be replaced.

Designated Administrative Support at All Comprehensive Sites: JC Farr at Tam; David Sondheim at Redwood; and Liz Seabury at Drake.

All of these changes were made at the recommendation of the English Language Learner support team. Each school site started the semester with an immediate effort to identify students who need intervention support.

In addition to structural changes, the district is continuing to focus on staff development. Liz Seabury, Leah Ramsey, Debbie McCrea, Eugenia Ives, Rene Ayala, and Mike Levinson, all members of the English Language Learner support team, recently went to meet with Welton Kwong, the director of curriculum and teacher leadership for the Fremont Union High School. Welton provided leadership in the development of the district's English Language Development program, and he shared valuable curriculum, resources, and organizational support strategies used in his district. Members of the English Language Learner support team are identifying staff development opportunities to build our expertise throughout the school year.

English Language Development (ELD) UC Approval: Debbie McCrea, Mike Levinson, and Kim Stiffler worked together in revising the ELD course description, organizing the course around language development and Common Core ELD standards. The University of California approved the course revisions, and ELD now meets UC requirements as a content course, rather than as an elective.

III: Ongoing School Improvement

- Describe the process of engagement of all stakeholders in review of the student achievement data and the implementation and monitoring of the schoolwide action plan.
- Describe the process used to prepare the progress report.

To begin the year, student performance data was presented to staff for review. Small collaborative teams were asked to review data and develop intervention plans for students. During subsequent staff meetings, the small groups reconvened to further analyze data to inform strategic plans. Teacher leaders also reviewed and analyzed data along with school administration. Throughout the fall, data analysis and feedback occurred in various formats with consistent review of school goals. Part of the ongoing improvement efforts involve an increase to parent voice through the school site council. Stakeholders within the school site council reviewed the achievement data from the previous chapter, and indicated successes and areas for improvement. The school site council was able to provide analysis of the school data and make recommendations for inclusion in future planning.

The 2017 progress report was authored by the school administration with support from the school site council, staff, and teacher leaders. Teacher leaders were asked to review the document and provide feedback and revisions before being shared and approved through the school site council.

IV: Progress on Critical Areas for Follow-up/Schoolwide Action Plan

- Provide analytical comments on the accomplishment of each schoolwide action plan section referencing the critical areas for follow-up addressed through each section; provide supporting evidence, including how each area has impacted student achievement.
- If any critical areas for follow-up were not included in the school's action plan, indicate what actions have been taken to address this issue and provide supporting evidence, including the impact on student achievement.

Analysis

Careful analysis of numerous data points for Tam has indicated minimal progress of achievement according to the critical areas of need noted in previous WASC report. In short, the achievement gap between white students, and students of color (Latino and African-American) persists throughout the data. Despite various efforts to address the achievement of students of color, Tam has made minimal progress. Tam students of color continue to be underrepresented in both Advanced Placement and Honors classes.

Math achievement at Tam experienced a slight increase according to the 2016-17 SBAC data. 58 percent of Tam students scored at or above proficiency, which is 9 percent higher than the previous years scores. This increase follows years of upward and downward movement. Math achievement continues to be a challenge

based on the number of D's and F's that students receive in Math. Tam must continue to evaluate the effectiveness of the Math program to determine what changes need to be made to positively impact student achievement.

Visiting Committee – School-wide Critical Areas for Follow-Up

Teachers should continue to develop differentiated instructional strategies to help all students succeed academically and facilitate equitable access as evidenced by formative assessment data.	
<u>Accomplishments</u> Increases programs that offer differentiated instruction to a diverse group of students Development of AVID Compass program Success Network Staff-led professional development Differentiated test created by teachers for students with various needs	<u>Evidence</u> Currently 23 students enrolled in the AVID program. 21 of the 23 students has shown improvement. 45 students are enrolled in the Compass program in collaboration with the college of Marin 20 students enrolled in Success Network in collaboration with community based organizations.
All staff need to develop ways to communicate constructively in the interest of meeting the needs of all students: teachers-teachers, administration-teachers, teachers-administration. An area of particular concern is communication regarding the collection, analysis, and use of data from assessments as it pertains to decisions regarding curriculum and instruction.	
<u>Accomplishment</u> Increased communication between stakeholders Development of trusting relationships between administration and teachers. Coaching conversation with teachers Courageous conversations with teachers The drama department tracking of alumni data to inform curriculum	<u>Evidence</u> Staff participation in professional development Open dialogue to address site problems. Introduction of the courageous conversations agreements and protocols.
District and site administration need to address site technology issues that have hindered 21 st century real world applications in all curricular areas.	
<u>Accomplishment</u> Tam High Foundation has funded chrome-carts across departments Increase in wi-fi coverage throughout campus. Integration of new equipment	<u>Evidence</u> World Language Lab to increase students access to technology in support of learning world languages Updated equipment for electives including Journalism, photography, marine biology, and Drama

While site leadership communicates well with parents and students, site administration needs to develop systematic and effective communication methods to ensure sharing of ideas and feedback options with the teaching staff.

Accomplishment

Daily Bulletin
Principal's weekly memo
Squawking Hawk Newsletter
Quarterly athletics update

Evidence

Administrative assistant e-mails daily communication to staff with important announcement and calendar of events.
The "Farr-cyde" - the principal's weekly memo highlighting instruction, staff accomplishments, and important announcements including calendar of events for each month.
Quarterly Newsletter sent home to parents

In preparing to address the long term action items of the Visiting Committee report, the site administration should develop a broad based leadership team, which represents all stakeholders.

Accomplishment

Increase of distributed leadership and shared decision making amongst stakeholders.

Evidence

School site council agendas and minutes.
Teacher Leader agenda and minutes.

Implications:

In review of the progress towards the critical areas for follow up, there has been significant progress made in the area of differentiated instruction. This has come in the addition of programs to support students that have been traditionally underserved by the system. Teachers have also sought professional development opportunities to increase the collective capacity to meet all students needs through differentiated instructional practices.

The constructive communication between all stakeholders has improved since 2015. There is evidence of communication from administration to staff regarding developing situations at the school level. Daily bulletins and the weekly principal's memo has created more information sharing throughout the organization. A remaining potential area for improvement is developing a mechanism for two-way communication. Staff and Administration need to develop a system whereby exchange of ideas and information can be shared on a consistent basis.

Another potential area remaining for improvement involves implementing a broad based leadership team. This would mean creating a decision making team that involves the teacher leaders and the school site council. The idea would create quarterly meeting which would bring pertinent issues to the forefront for discussion and decision making.

Note: The school's schoolwide action plan should have incorporated all the critical areas of follow-up or major recommendations that were stated in the last self-study visiting committee report.

V: Schoolwide Action Plan Refinements

- Comment on the refinements made to the single schoolwide action plan since the last self-study visit to reflect schoolwide progress and/or newly identified issues.
- Include a copy of the school's latest updated schoolwide action plan.

Refinements to the action plan

Since the last WASC visit, minimal changes were made to the school site plan. Though some of the changes reflect a departure from the formalized professional learning community process, many of the concepts remain. Many of the changes to the school site, including the addition of AVID were made after the revision of the school site plan. Thus the following additions and deletions were made to the school site plan for the 2017 school year:

Additions

- Focus on developing the racial consciousness of staff through the use of the "Courageous Conversation" protocols.
- Introduction of mindfulness and restorative practices.
- Review of the curriculum to ensure that content is culturally inclusive.
- Focus on the development of culturally relevant teaching practices
- Review of tutorial to examine the effectiveness of the intervention for our most challenged students.
- Support of explicit work focused on equity

Deletions

- A focus on developing program goals and proficiency scales associated with professional learning communities
- Explicit use of the language of professional learning communities
- Explicit use of a RTI and tiered intervention system.

Implications

The changes made to the school site plan represent a shift to developing the racial consciousness of staff as it relates to students of color and the achievement gap. By focusing on developing racial consciousness and culturally relevant instruction, we felt that the development of instructional skill would help to meet the needs of students of color, whom has been underserved by our system.

Tamalpais High School Site Goals for 2017-2018:

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

1) Provide effective core instruction that is culturally relevant, engaging, and differentiated to meet student learning needs

2) Create and maintain a classroom culture and school environment where students and teachers feel valued, safe, and connected

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

3) Provide supplemental core instruction for students needing additional time and/or support

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

4) Provide intensive and targeted supports for students who are not successful academically

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

In reviewing our progress toward reaching established goals, we recognized that there needed to be a concerted effort to address the instruction for all students. Specifically we identified a need to address the culture of our students by identifying and implementing culturally relevant teaching strategies. It is our hope that through the focus on culturally relevant teaching practices, we can begin to develop the appropriate programs and strategies to effectively address the long standing achievement gap that we have faced as a school.

We have also continued to recognize the need to provide our students with extra time. We currently have a tutorial period twice a week during our instructional day. This period is designed so that students have access within the school day to receive additional support from the teaching staff. To complement tutorial, some students are assigned an academic workshop period.

The achievement gap at Tam continues to be a major focus. Programs such as AVID, Compass, and the Success Network are born directly out of our need to provide additional support for students that have been traditionally underserved by our system. The goals acknowledge that systematic changes to programming are necessary to increase our efforts to meet the needs of all students toward equitable outcomes.

Examining our policies and procedures are necessary steps to creating open access to AP and Honors classes at Tam. There is a considerable need to examine the barriers and impediments to increasing access to the rigorous courses that are offered. In Science and Social Science, we have seen an improvement with reducing some of the barriers, allowing students to attain signatures from their teacher to allow entrance into some AP classes instead of taking placement tests or prerequisite courses. The Science department has also begun to address these concerns by evaluating the requirements and procedures that have restricted access previously. Tam also must increase the supports needed for students to not only access the programs, but maintain a high level of performance within given classes.

Planned Improvements in Student Performance

The School Site Council has analyzed 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

- *By June 2018, 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 2018, an increased participation rate of students of low SES and English language learners in college prep courses.*
- *By June 2018, 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 2018, there will be a 100 percent graduation rate*
- *In the 2017-18 school year, all sophomores will take the PSAT*
- *By June 2018, student CELDT scores will increase*

Rationale for Goal: All students are not demonstrating proficiency in identified learning outcomes.

Evidence:

Students of color and of low SES are achieving at a significantly lower level than the larger student population.

GPA

Longitudinal college graduation rate data

Additionally, a gap exists at Tam in student opportunity and performance in Mathematics as compared to other subject areas.

SAT participation rates

AP participation rates

Analysis of student work indicates varying levels of mastery of program goals.

AW Grades

PSAT Scores

SBAC participation rates and scores

DFI List

CELDT Scores

Attendance data

Celebrating growth on standardized tests

Demographically proportional referrals

Evidence of Success: There is a measured increase in the % of students who demonstrate proficiency and show progress towards identified learning outcomes.

Means to Monitor Progress:

Gather and analyze data on student performance and discuss effective teaching practices in during collaboration. Discuss progress in site and teacher leader meetings.

Objective	Critical Learner Needs	Action Steps	Resources/Support Needed	Timeline / Funding	Person(s) Responsible
2) Assess student learning and the effectiveness of instruction	Equity Math	<ul style="list-style-type: none"> -Use data to inform/drive the instructional process -Reflect upon instructional practices to ensure they support student learning and adjust as needed -Identify students in need of additional time and support 	<ul style="list-style-type: none"> -Time allocated for professional learning communities to meet to review data and determine the appropriate instructional supports -Funding for professional development -Explore staff training opportunities for strengthening interventions 	2018 & Ongoing	Teachers, Administrators
3) Communicate and collaborate to ensure high levels of learning for all students	Equity Math	<ul style="list-style-type: none"> -Solicit feedback from all stakeholders about the effectiveness of instruction and impact on student learning -Utilize collaboration to engage in a continuous effort to improve curriculum, instruction, instructional delivery, and review of student achievement data. 	<ul style="list-style-type: none"> -Time allocated for professional learning communities to meet to review data and determine the appropriate instructional supports -Funding for professional development -Explore staff training opportunities to strengthen interventions 	2018 & Ongoing	Teacher use of growth data (pre/post assessments) reflecting evidence of student growth on the proficiency scale for each program goal -Input from stakeholders

4) Participate in customized professional development aligned to district strategic priorities	Access Equity Math	<ul style="list-style-type: none"> -Support teachers in their participation in site and district offerings, including equity focused professional development -Support teachers in professional development options that will have an impact on student learning (differentiation, intervention, equity, culturally responsive teaching practices) -Develop and implement professional development for teachers to reinforce and build S.D.A.I.E. expertise -Support teachers in the use of technology to differentiate instruction and provide tailored instructional resources for students 	<ul style="list-style-type: none"> -Time allocated for professional learning communities to meet to review data and determine the appropriate instructional supports -Funding for professional development -Explore staff training opportunities to strengthen interventions 	2017-2020	<ul style="list-style-type: none"> -Number of teachers participating in professional development opportunities and related impact on student learning/staff growth -Teacher share out at staff meetings regarding the impact of the PD and what was learned -Teacher collaboration process reviewing growth data following instructional use of technology to impact learning
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5) Create and maintain a classroom culture and school environment where students and teachers feel valued, safe, and connected	Access Equity Math	<ul style="list-style-type: none"> -Build positive relationships with students, staff and parents -Empower students to help shape the positive learning environment -Provide professional development to teachers around equity, cultural responsiveness, inclusion and pedagogy -Create community agreements and clear behavioral expectations in all classrooms -Model desired behaviors that support a positive culture -Introduce mindful practices and restorative circles 	<ul style="list-style-type: none"> -Time allocated for clearly defined professional learning communities to meet to review data and determine the appropriate instructional supports -Funding for professional development 	2017-2020	Teachers Administration Counselors Teacher Leaders Students
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THS School-wide Goal 2: Ensuring Supplemental Instruction and Supports for Some Students

- *By June 2018, 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*

Rationale for Goal: All students are not demonstrating proficiency in identified learning outcomes.

Evidence:
Students of color and of low SES are achieving at a significantly lower level than the larger student population.
GPA
Longitudinal college graduation rate data
Additionally, a gap exists at Tam in student opportunity and performance in Mathematics as compared to other subject areas.
SAT participation rates
AP participation rates
A-G Completion
Increase in participation in Leadership, Link Crew, WISE Mentoring, etc.
Increased participation through activities

Evidence of Success: There is a measured increase in the % of students who demonstrate proficiency and show progress towards identified learning outcomes.

Means to Monitor Progress: Gather and analyze data and discuss effective teaching practices in professional learning communities. Discuss progress in site and teacher leader meetings

Objective	Critical Learner Needs	Action Steps	Resources/Support Needed	Timeline /Funding (Year)	Person(s) Responsible
6. Provide supplemental core instruction for students needing additional time and/or support.	Equity Math	<ul style="list-style-type: none"> -Prioritize tutorial, academic workshop and other times to re-teach material to students not demonstrating growth -Provide additional time for students showing growth but not yet proficient in program goals -Refer students to academic peer support programs (Link Crew, Strategic Peer Mentoring, AP Chemistry tutors) -Utilize Special Education teachers to collaborate with general education teachers in working with and supporting students with learning challenges -Provide opportunities for students to work with teachers after school to address learning gaps 	Time for teachers to meet during collaboration. Identify and purchase resources to support high level learning for second language learners.	Ongoing (2017-2020)	Admin Teachers Counselors Paraeducators Tutors

7) Assess student learning and the effectiveness of instruction	Equity Math	-Use data to inform/drive the instructional process during collaboration; intervene by student by standard	Time for teachers to meet during collaboration. Identify and purchase resources to support high level learning for second language learners.	Ongoing (2017-2020)	-Teachers meet in collaborative teams and review pre/post assessment data reflecting evidence of student growth on the proficiency scale for each program goal
8) Communicate and collaborate to ensure high levels of learning for all students	Equity Math	-Solicit feedback from all stakeholders about the effectiveness of instruction and impact on student learning -Partner with parents, community based organizations and agencies to support the academic success of students (ex. Bridge the Gap, 10,000 degrees)	Time for teachers to meet during collaboration. Identify and purchase resources to support high level learning for second language learners.	Ongoing (2017-2020)	--Pre/post assessment data reflecting evidence of student growth on the proficiency scale for each program goal -Systematized intervention program including a teacher referral form, and a way to track students as they gain proficiency in targeted areas of need -Input from stakeholders

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

● *By June 2018, an increase in school/community partnerships to support academic and behavioral interventions.*

Rationale for Goal:

All students are not demonstrating proficiency in identified learning outcomes.

Evidence:

Students of color and of low SES are achieving at a significantly lower level than the larger student population.

A-G Completion

GPA

Longitudinal college graduation rate data

Additionally, a gap exists at Tam in student opportunity and performance in Mathematics as compared to other subject areas.

The Marin High School Success Network (AVID, Compass, Wise Mentoring for Girls, 10,000 Degrees, Tam Administrator, Counselor, Bridge the Gap, Dynamic Solutions, and Hanna Project,) will monitor and track the following data points:

SAT participation rates

AP participation rates

Graduation rate

AW Grades

DFI List

CELDT Scores

SBAC participation rates and scores

Evidence of Success:

There is a measured increase in the % of students who demonstrate proficiency and show progress towards identified learning outcomes.

Means to Monitor Progress:

Gather and analyze data and discuss effective teaching practices in professional learning communities. Discuss progress in site and teacher leader meetings.

Objective	Critical Learner Needs) Addressed	Action Steps	Resources/ Support Needed	Timeline (Year)	Person(s) Responsible
10. Provide intensive and targeted supports for students who are not successful academically	Equity Math	-Work in teams to diagnose the cause of poor academic achievement and respond according to the student's unique needs -Communicate recommendations to pertinent stakeholders	Online learning platforms, alternative means to meet requirements, funding for teachers to provide intensive academic support	2017 and Ongoing	Team will be created based on individual needs of student

11. Provide alternative means for students to meet graduation requirements	Equity	<ul style="list-style-type: none"> -Alternative means will be customized to meet the student's unique needs and may include independent study, referral to alternative schools, online courses, reduced course load, college courses, etc. -Communicate recommendations to pertinent stakeholders 	Online learning platforms, alternative means to meet requirements, funding for teachers to provide intensive academic support	2017-20	Team will be created based on individual needs of student
12. Provide and/or assess for academic accommodations and modifications as needed	Equity Math	<ul style="list-style-type: none"> -Referral to Student Study Team and Assessment -Planning Team as deemed necessary -Develop General Education and 504 plans as needed -Align instruction/differentiate instruction according to student IEP or 504 plans -Review and revise existing IEPs and 504 plans 	Online learning platforms, alternative means to meet requirements, funding for teachers to provide intensive academic support	2017-2020	Team will be created based on individual needs of student
13. Routinely evaluate the effectiveness of interventions and monitor student progress	Equity	<ul style="list-style-type: none"> -Use data to inform/drive the intervention process to determine if strategies and supports are working. 	Online learning platforms, alternative means to meet requirements, funding for teachers to provide intensive academic support	2017-2020	Admin Counselor Teachers

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

- *By June 2018, 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 2018, decreased barriers and increased access to higher level courses for all students.*
- *By June 2018, increased school and local community partnerships to expose students to college and career options in the 21st century.*

Rationale for Goal:

All students are not demonstrating proficiency in identified learning outcomes.

Evidence:

Students of color and of low SES are achieving at a significantly lower level than the larger student population.

GPA

Longitudinal college graduation rate data

Additionally, a gap exists at Tam in student opportunity and performance in Mathematics as compared to other subject areas.

SAT participation rates

AP participation rates

Evidence of Success:

There is a measured increase in the % of students who demonstrate proficiency and show progress towards identified learning outcomes.

Means to Monitor Progress:

Gather and analyze data and discuss effective teaching practices during collaboration... Discuss progress in site and teacher leader meetings.

Objective	Critical Learner Needs Addressed	Action Steps	Resources/ Support Needed	Timeline (Year)	Person(s) Responsible
14. Provide effective core instruction that is differentiated to meet learning needs/prior knowledge. (Grade level)	Access	<p>-Routinely review programs and practices to ensure all students have access to and are successful in grade level courses and elective options</p> <p>-Review Master Schedule and course offerings to ensure all classes are at grade level or higher (program audit)</p> <p>-Review curriculum and materials to ensure they culturally inclusive</p>	Time allocated for collaborative teams to meet to review data and determine the appropriate response. Funding for professional development to strengthen interventions.	2017-2020	Teachers Administration Teacher Leaders Counselors

15. Access for all students to high level course offerings	Access	-Remove barriers to access AP and honors courses by evaluating current practices and procedures that may block access to higher level course offerings	Time allocated for collaborative teams to meet to review data and determine the appropriate response. Funding for professional development to strengthen interventions.	2017-2020	Teachers Administration Teacher Leaders Counselors
16. College and Career Options for the 21st Century	Access	-Evaluate curriculum and instruction and develop 504 plans as needed -Align instruction/differentiate instruction according to student IEP or 504 plans -Review and revise existing IEPs and 504 plans -Develop partnerships to increase student exposure to potential careers in the 21 st century (Business and industry)	Time allocated for professional learning communities to meet to review data and determine the appropriate response. Funding for professional development to strengthen interventions.	2017-2020	Teachers Administration Teacher Leaders Counselors Partnering with community based organizations (Bridge the Gap, 10,000 Degrees)

Form B: Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in Form B must be aligned with the Consolidated Application.

These centralized Services are intended to support all Site Goals of ensuring access, equity and achievement for all students across the District.

Actions to be Taken to Reach This Goal ^[1] Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date ^[2] Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
Support the professional development of teachers in the areas of curriculum, instruction and assessment, aligned to state and national standards, in order to support the goals of WASC and LCAP	2017-2018	Conferences and Training (i.e. Advanced Placement, TPRS etc.)	District Level	Title II
		District Workshops, Courses, Guest Speakers/Presenters (TBD)	District Level	Title II
		● Stipends for Instructional Facilitators	District Level	Title II
		● Books and Reference Materials (new teachers, UbD)	District Level	Title II
Ensure proper supports for English Language Learners, in order to support the goals of WASC and LCAP	2017-2018	● Technology (IPADS), to support translations, apps, etc.	District Level	Title III
		● Books and reference Materials (students)	District Level	Title III
		● Books and Reference Materials (teachers)	District Level	Title III

^[1] See Appendix A: Chart of Legal Specifics for the Single Plan for Student Achievement for content required by each program or funding source supporting this goal.

^[2] List the date an action will be taken, or will begin, and the date it will be completed.