

TAMALPAIS HIGH SCHOOL

SELF-STUDY REPORT

700 MILLER AVENUE
MILL VALLEY, CA 94941

Tamalpais Union High School District

April, 2015

WASC Focus on Learning Accreditation Manual, 2014 Edition

Tamalpais Union High School District, WASC Self-Study Report - Tamalpais High School
Site Administration

Julie Synyard	Principal
Brian Lynch	Assistant Principal
Leah Herrera	Assistant Principal
Wendy Stratton	Assistant Principal

Site Teacher Leaders

Grace Aviles	Counseling
David Tarpinian	English
Lisa Ouse-Hicks	Fine Arts
David Wetzel	Mathematics
Lorna Sturgeon	Physical Education
Mary Wuerth	Science
Jennifer Dolan	Social Studies
Preston Picus	Special Education
Susan Malanche	World Languages
Geo Monley	Applied Technology

District Administration

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

Tamalpais Union High School District, WASC Self-Study Report - Tamalpais High School
Tamalpais Federation of Teachers (TFT)

Cory Demars	President
Anne Jaime	Vice President

California School Employees Association (CSEA)

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

Board of Trustees

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

Board of Trustees Student Representatives

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

TABLE OF CONTENTS

Chapter I: Student/Community Profile and Supporting Data and Findings	11
Chapter II: Progress Report	76
Chapter III: Student/Community Profile – Overall Summary from Analysis of Profile Data and Progress	97
Chapter IV: Self-Study Findings	
Category A: Organization: Vision and Purpose	109
Category B: Standards-based Student Learning: Curriculum	151
Category C: Standards-based Student Learning: Instruction	178
Category D: Standards-based Student Learning: Assessment	190
Category E: School Culture and Student Support	216
Chapter V: Schoolwide Action Plan	242
Appendices	
District Items:	
● Mission and Strategic Priorities	1
● Achievement Report	2
● Guaranteed and Viable Curriculum	18
● Local Control Accountability Plan	136
● Hiring Guide	192
● English Language Learner Report	213
● Governance Handbook	222
● Budget Report	237
● Graduation Requirements	287
● Professional Development	288
● WASC Self Study and Surveys	289
● Achievement Data Composite	294
● California Healthy Kids Survey	330
● California School Climate Survey	388

Tamalpais Union High School District, WASC Self-Study Report - Tamalpais High School

Site Items:

● School Quality Snapshot	1
● School Accountability Report Card	3
● California Basic Education System	18
● Intervention Plan	20
● Master Schedule	28
● Bell Schedule	34
● Student Input Summary	35
● Parent Input Summary	40
● Budget Pages	43
● <i>Additional Parent and Student Input (if applicable)</i>	xx

Preface

TUHSD Overview and Self-Study Process

TUHSD Mission Statement

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

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

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

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

Tamalpais Union High School District, WASC Self-Study Report - Tamalpais High School

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

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

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

Tamalpais Union High School District, WASC Self-Study Report - Tamalpais High School

The TUHSD mission is anchored in supporting the whole child through academic, behavioral, social and emotional support. TUHSD counselors agreed to focus on a common goal across the system for the purposes of continuous improvement and systematic support for TUHSD students. In addition, each TUHSD counselor was involved in the WASC *Focus on Learning* process by collaborating to provide students support in accordance with this common goal: *Students will recognize and access resources to explore personal, academic and career goals.* All counselors collected evidence from students on progress towards this goal, reported student progress/perspective, and reflected on the process by outlining and recording areas of strength, and areas for growth. In response, each TUHSD counselor used this information to determine next steps in supporting students in their behavioral, emotional and academic growth.

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

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

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

- Site and district administration engaged in multiple aspects of the self-study process by reflecting on past WASC recommendations, reviewing student achievement data and evaluating educational and support services in order to determine system-wide areas for growth (critical learner needs).
- Site and district administration drafted several aspects of the WASC *Focus on*

Tamalpais Union High School District, WASC Self-Study Report - Tamalpais High School

Learning reports, as determined by knowledge-base, speciality and position.

- Site and district administration operated in Critical Friends Groups to provide input and feedback on both process and product.
- Site and district administration communicated all pertinent aspects of the TUHSD/WASC *Focus on Learning* process to key stakeholders in many settings (i.e. Leadership, Expanded Leadership, Teacher Leader meetings, parent and student meetings, public, open session board meetings) while gathering and eliciting feedback.
- Participation in Focus Groups during the WASC visit.

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

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

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

- Participation in Focus Groups during the WASC visit.
- Other as determined by sites

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

Organizational Performance

In light of the TUHSD Mission Statement...

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

Parental Involvement

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

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

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

- Parent Focus Groups
- Focus Groups and Home Groups during the WASC visit.
- LCAP survey
- Other as determined by sites

Chapter I: District and Student/Community Profile and Supporting Data and Findings

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

District Response:

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

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

TUHSD has a tradition of excellence as marked by college acceptance rates, aggregate student grade point averages (GPA), Advanced Placement (AP) participation and performance, and summative state standardized test performance. In addition, a longitudinal review of TUHSD's student performance on these measures indicates relative growth in student learning with respect to certain disciplines over time. Simultaneously, TUHSD has continued to show substantial discrepancies in performance as it relates to academic opportunities, progress, and proficiency for certain student populations and within certain domain areas.

To ameliorate discrepancies in both opportunity and achievement, to improve overall

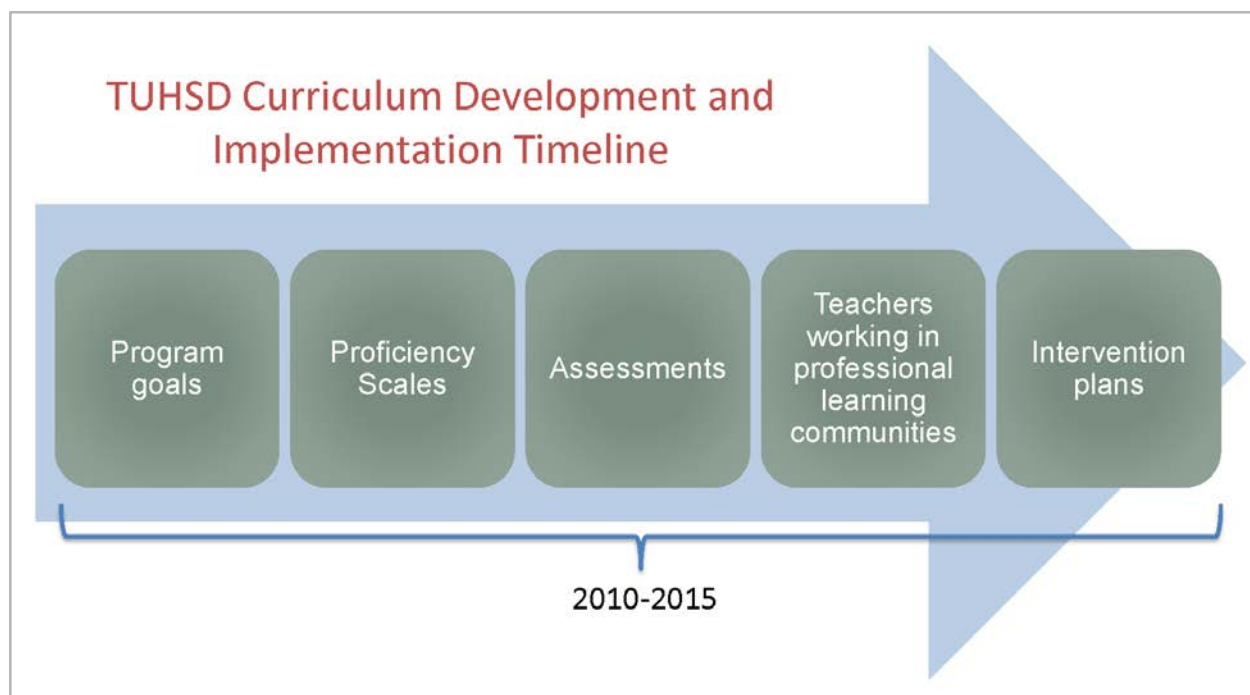
Tamalpais Union High School District, WASC Self-Study Report - Tamalpais High School

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

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

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

- I. What is it we want our students to learn? What knowledge, skills, and dispositions do we expect them to acquire as a result of this course, this grade level, and this unit of instruction?
- II. How will we know if each student is learning each of the skills, concepts, and dispositions we have deemed most essential?
- III. How will we respond when some of our students do and do not learn? What process will we put in place to ensure students receive additional time and support for learning in a way that is timely, precise, diagnostic, directive, and systematic? How will we enrich and extend the learning for students who are already proficient?



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

To address question I, TLC members worked with site and district department teams to identify the essential knowledge and skill outcomes (i.e. program goals) that were required for all students to know and be able to do before graduating high school. In the literature, this work is referred to as creating a guaranteed and viable curriculum, defined as a

Tamalpais Union High School District, WASC Self-Study Report - Tamalpais High School

curriculum that assures all mission-based outcomes are taught regardless of the teacher to whom a student is assigned and that sufficient instructional time is available to teach and learn the content identified as important, (Marzano, 2003). A guaranteed and viable curriculum is considered the first step in building and sustaining an equitable, academically rigorous and appropriate educational program (Buffum et al, 2012; Wiliam, 2011; Marzano and Waters, 2005; Robinson, 2011).

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

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

TUHSD utilizes proficiency scales as a tool that articulates student performance and is commonly shared and understood by stakeholders. Furthermore, the proficiency scale provides a greater level of teacher autonomy and appreciation for the complexity of the classroom by focusing collective alignment on the interpretation of an assessment score rather than the assessment itself. Lastly, the use of proficiency scales to measure student learning across a learning progression or learning hierarchy adheres to the philosophical tenets of the Common Core and represents the progression levels of assessment tasks on the adaptive tests (i.e. Smarter Balanced) being proposed by the California Department of Education.

In June of 2013, TUHSD developed the first professional draft of a district-wide guaranteed

Tamalpais Union High School District, WASC Self-Study Report - Tamalpais High School

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

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

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

As a sub-set to the larger district-wide work, TUHSD is working with various stakeholders to update course documentation (i.e. Course Review Sub-Committee) to ensure that courses and instructional materials align with the established guaranteed and viable curriculum, state and national standards and 21st Century learning outcomes. Moreover, the district will continue to work with TLC leaders to ensure all students are receiving grade level instruction and that students are being exposed to a variety of learning experiences through diverse instructional approaches and course options.

WASC Accreditation

District Response:

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

Site Response:

Tamalpais High School received a six-year accreditation from WASC with a three year mid-term review in March of 2010.

General Background, History and Demographics:

History and Overview

District Response:

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

Site Response:

Tamalpais Union High School District, WASC Self-Study Report - Tamalpais High School

Tamalpais High School was founded in 1908 and is the oldest of the three comprehensive high schools in the district. 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.

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 that 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: Patrons of the Arts at Tam High (PATH) and Tam High United Music Boosters (THUMB), the Parent Teacher Student Association (PTSA), and the Athletic Boosters. These organizations help to build a culture that rewards strong teaching practices and supports creative ways to bolster student learning in addition to providing multiple opportunities for our student athletes, visual and performing artists, and musicians.

Tamalpais High School offers a number of specialized academic programs to develop and foster student engagement.

CORE is a two-year English and Social Studies program in which 9th and 10th grade students are paired with the same English and Social Studies teachers for two years 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 students for two years to ensure they are well-prepared to communicate effectively in both a written and oral format, think critically, analyze complex information and work collaboratively.

AIM (Academy of Integrated Humanities and New Media) is a highly competitive two-year Social Studies and English program using a multi-media approach. The program emphasizes academic, professional, technological and documentary film skills. The program emphasizes collaboration and project based learning.

Tamalpais Union High School District, WASC Self-Study Report - Tamalpais High School

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

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

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.

Facilities and Finance

District Response:

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

Tamalpais Union High School District, WASC Self-Study Report - Tamalpais High School

comfortable, and nurturing environments for staff, students, and our school community. The dedication to our facilities strongly reflects the mission of our District and our commitment to excellence.

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

Site Response:

In 2012, Tam High School's modernization projects were completed. 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. Since the last WASC visit, the following areas have been updated: Keyser Hall, the pool, field house, tennis courts, football field and track, and Classroom 2020.

Student Demographic Data

District Response:

Tamalpais Union High School District, WASC Self-Study Report - Tamalpais High School
Enrollment Summary 2009-2015

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

Demographic Data - September, 2014

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

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

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

Tamalpais Union High School District, WASC Self-Study Report - Tamalpais High School

students are referred to from the larger comprehensive high schools for a variety of reasons. During 2013-2014, Tamalpais High School, Drake High School and San Andreas High School received Title 1 funding.

Site Response:

The site concurs with the district response.

English Language Learners

District Response:

Tamalpais Union High School District, WASC Self-Study Report - Tamalpais High School

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

A very small percentage (1.5% in 2013) of TUHSD students are classified as English Language Learners (EL), and these students enter the system with a range of CELDT levels. There has been a steady decline in the overall numbers of EL students attending TUHSD

Tamalpais Union High School District, WASC Self-Study Report - Tamalpais High School

over the past five years. The following table details the number of EL students at each school site along with 2013-2014 CELDT levels (36 students total).

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

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

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

- 80% of the English language learners advanced one ELD level on the CELDT in a given year.
- 80% of the English language learners have been redesignated as "fluent" after four years of ELD services in the District.

Tamalpais Union High School District, WASC Self-Study Report - Tamalpais High School

- 80% of the English language learners received passing grades in their academic subjects in the given year.
- 80% of the English language learners passed the California High School Exit Exam by their senior year.

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

Findings

(see English Language Learner Report, 2013-2014)

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

- **80% of the English language learners advanced one ELD level on the CELDT in a given year.**

BENCHMARK UNMET: Twenty-seven students took the CELDT as an annual assessment; of those twenty-seven EL students, 41% advanced one level on CELDT.

- **80% of the English language learners have been reclassified as "fluent" after four years of ELD services in the District.**

BENCHMARK MET: One hundred percent of the students were either reclassified as "fluent" or met reclassification requirements through graduation during their four years in the District. Eight EL students met the criteria and were reclassified as fluent (R-FEP). Over four years, all students meet reclassification requirements.

- **80% of the English language learners received passing grades in all of their academic subjects in the given year.**

BENCHMARK UNMET (yet very close): Seventy-eight percent of the EL students

Tamalpais Union High School District, WASC Self-Study Report - Tamalpais High School
had passing grades in their academic subjects.

- **80% of the English language learners passed the California High School Exit Exam by their senior year.**

BENCHMARK UNMET (yet very close): Seventy-eight percent of the EL seniors passed CAHSEE ELA. Seventy-four percent of the EL seniors passed CAHSEE Math.

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

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

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

Site Response:

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

Tamalpais Union High School District, WASC Self-Study Report - Tamalpais High School

CELDT scores. All sheltered courses were disbanded to address this disparity and allow our ELL students increased exposure to academic instruction in English. There is an Independent Study Mathematics class that does support some of our ELL students as we transition to placing all ELL students into mainstream courses. The EL students have been placed in mainstream classrooms and supported with an English Language development course, a bilingual para-educator and an EL coordinator and counselor who monitors students' academic progress and serves as their advocate with general education teachers.

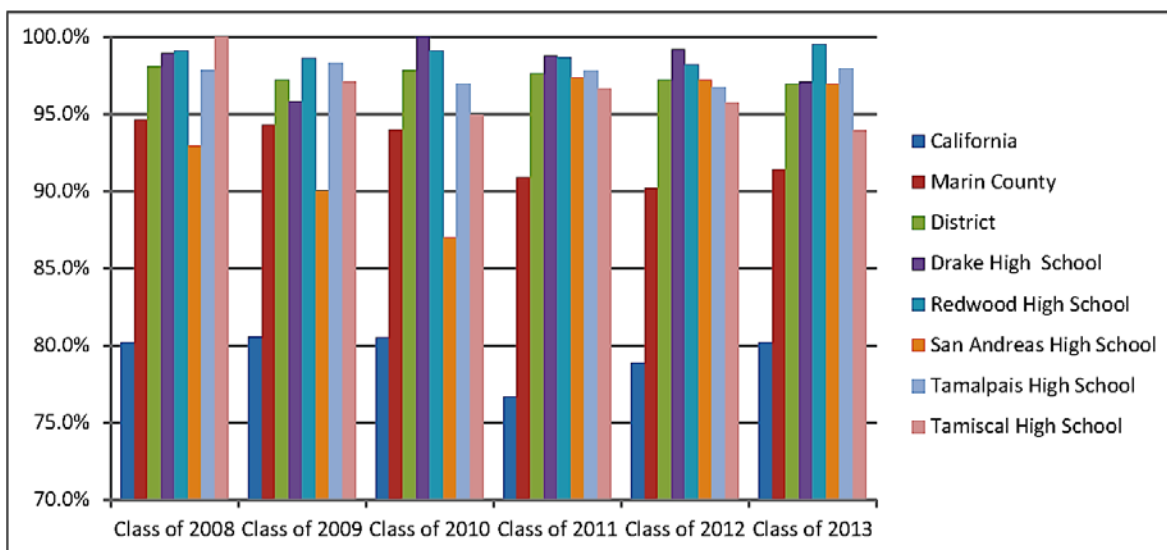
College Readiness

District Response:

Graduation and Dropout Rates

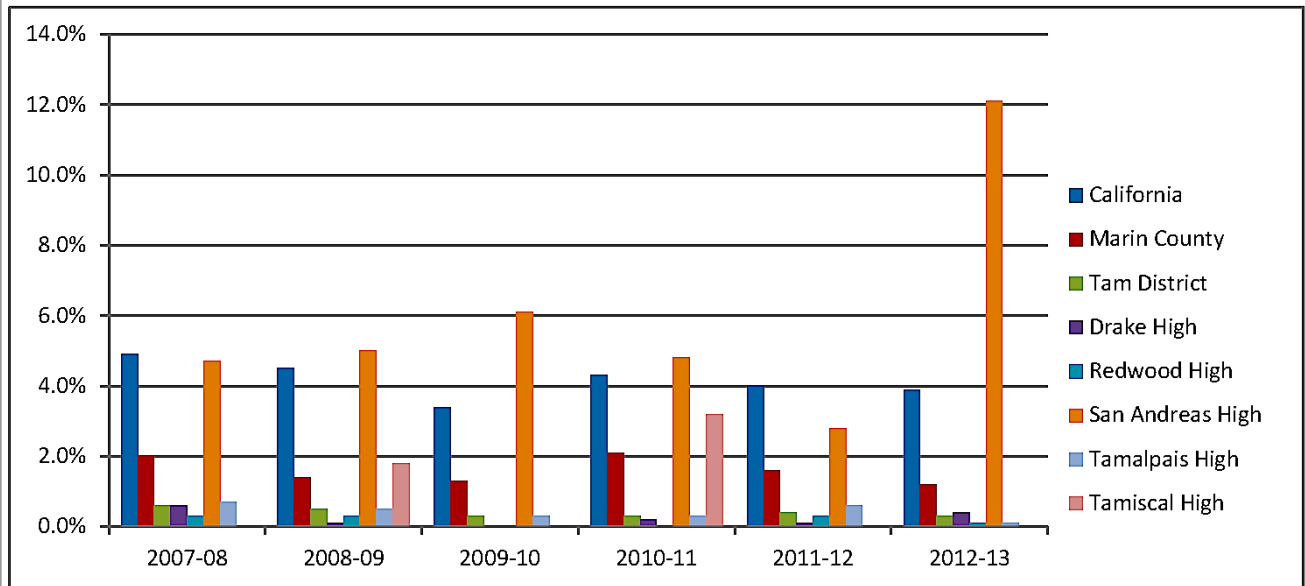
**Tamalpais Union High School District
Graduation Rates by Academic Year**

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



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

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



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

Site Response:

We concur with the district's response. Tam High School has seen a significant decrease in the number of students transferring to our continuation school, San Andreas. However, the data below should be considered when analyzing Tam High School's dropout rates. Six

Tamalpais Union High School District, WASC Self-Study Report - Tamalpais High School

years ago, twenty-five Tam students transferred to San Andreas; they may have not graduated from Tam had they remained.

School	Year	#Transfers to SAH
THS	2008	25
THS	2009	21
THS	2010	14
THS	2011	14
THS	2012	13
THS	2013	15
THS	2014	19

UC/CSU Eligibility

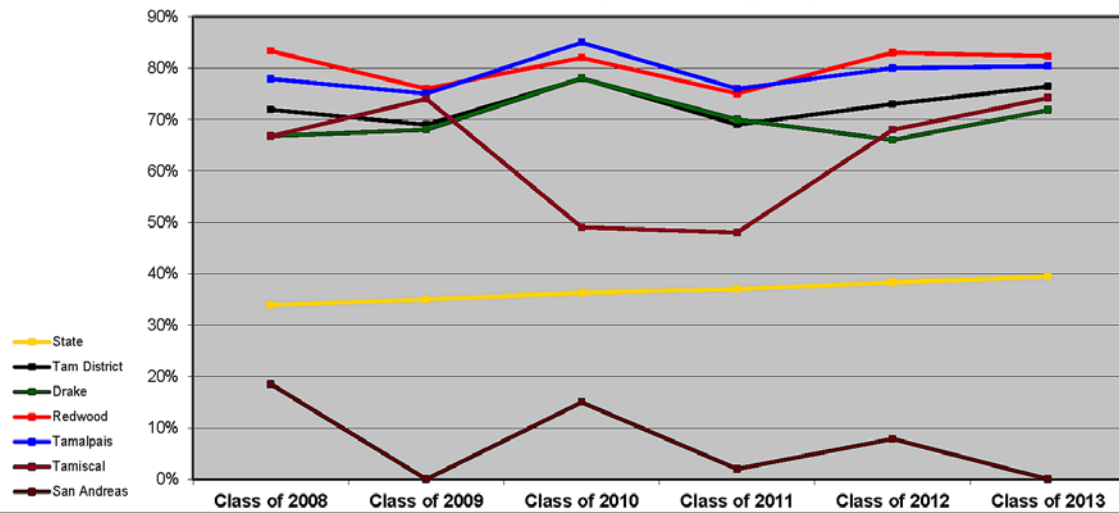
District Response:

Tamalpais Union High School District, WASC Self-Study Report - **Tamalpais High School**

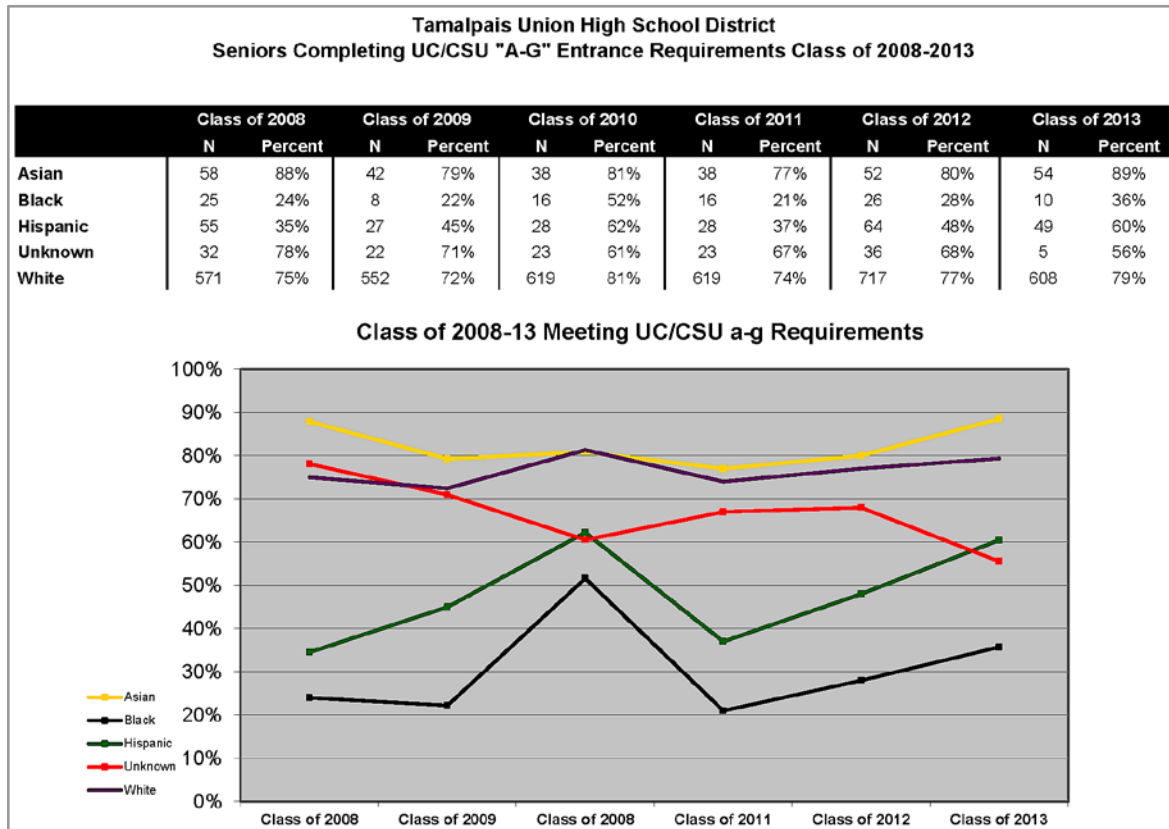
Tamalpais Union High School District
Seniors Completing UC/CSU "A-G" Entrance Requirements Class of 2008-2013

	Class of 2008		Class of 2009		Class of 2010		Class of 2011		Class of 2012		Class of 2013	
	N	Percent	N	Percent	N	Percent	N	Percent	N	Percent	N	Percent
State	127,594	34%	135,379	35%	147,071	36%	164,598	37%	160,494	38%	166,521	39.40%
Tam District	681	72%	655	69%	727	78%	629	69%	674	73%	733	76%
Sir Francis Drake High School	175	67%	156	68%	182	78%	171	70%	159	66%	171	72%
Redwood High School	289	83%	260	76%	285	82%	278	75%	264	83%	303	82%
Tamalpais High School	173	78%	214	75%	236	85%	166	76%	232	80%	236	80%
Tamiscal High School	32	67%	25	74%	18	49%	13	48%	15	68%	23	74%
San Andreas High School	12	19%	0	0%	6	15%	1	2%	4	8%	0	0%

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



Tamalpais Union High School District, WASC Self-Study Report - Tamalpais High School



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

Site Response:

We concur with the district's response and see that our African-American and Hispanic students at Tam are consistently underprepared to attend four-year colleges. We see minority students overrepresented in our transfers to San Andreas. When looking at data related to students meeting UC/CSU "A-G" requirements, the students who transfer to San Andreas from Tam increase the number of our students who do not meet those requirements.

Colleges Attended and Degrees Earned

District Response:

StudentTracker for High Schools
Aggregate Report
TAMALPAIS UNION HIGH SCHOOL DISTRICT

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

Effective Date = November 14, 2013

Class of	2007	2008	2009	2010	2011	2012	2013
Total in the Class	955	938	955	938	903	925	955
Total Enrolled	79%	78%	78%	84%	79%	81%	80%
Total in Public	60%	59%	59%	63%	59%	58%	59%
Total in Private	19%	18%	19%	21%	20%	23%	22%
Total in 4-Year	58%	60%	56%	62%	55%	58%	60%
Total in 2-Year	22%	18%	22%	22%	25%	23%	21%
Total In-State	58%	54%	54%	56%	51%	52%	50%
Total Out-of-State	22%	24%	24%	28%	29%	29%	30%

High School Graduates of Class 2007 with a College Degree

Effective Date = November 14, 2013

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

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

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

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

Tamalpais Union High School District, WASC Self-Study Report - Tamalpais High School

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

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

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

Student Enrolled in Algebra

District Response:

Tamalpais Union High School District, WASC Self-Study Report - Tamalpais High School

Total District

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

Enrollment in Algebra I by Grade

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

Correlation between Mathematics Placement and College Readiness

Students starting in Algebra P1-P2

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

Students starting in Algebra P3-P4

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

Students Starting in Geometry

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

In 2013, 52% of 9th grade students were enrolled in an algebra course; 48% were enrolled in courses higher than algebra, or not enrolled in a math class. In the same year, 10% of freshmen were enrolled in a course called Algebra P1-P2, the first year in a two-year sequence which satisfies the algebra requirement. Students enrolled in P1 - P2 take two years at minimum to complete the algebra requirement. In addition, 22% of TUHSD 10-12th graders in 2013 were enrolled in a first-year algebra course, indicating they were not at grade level (i.e. learning second year algebra content standards at grade 11 or earlier to align with state assessments). Aggregate district data confirm these enrollment patterns as a trend consistent over the last five years. By the time they graduate, on average, only 17%

Tamalpais Union High School District, WASC Self-Study Report - Tamalpais High School

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

Site Response:

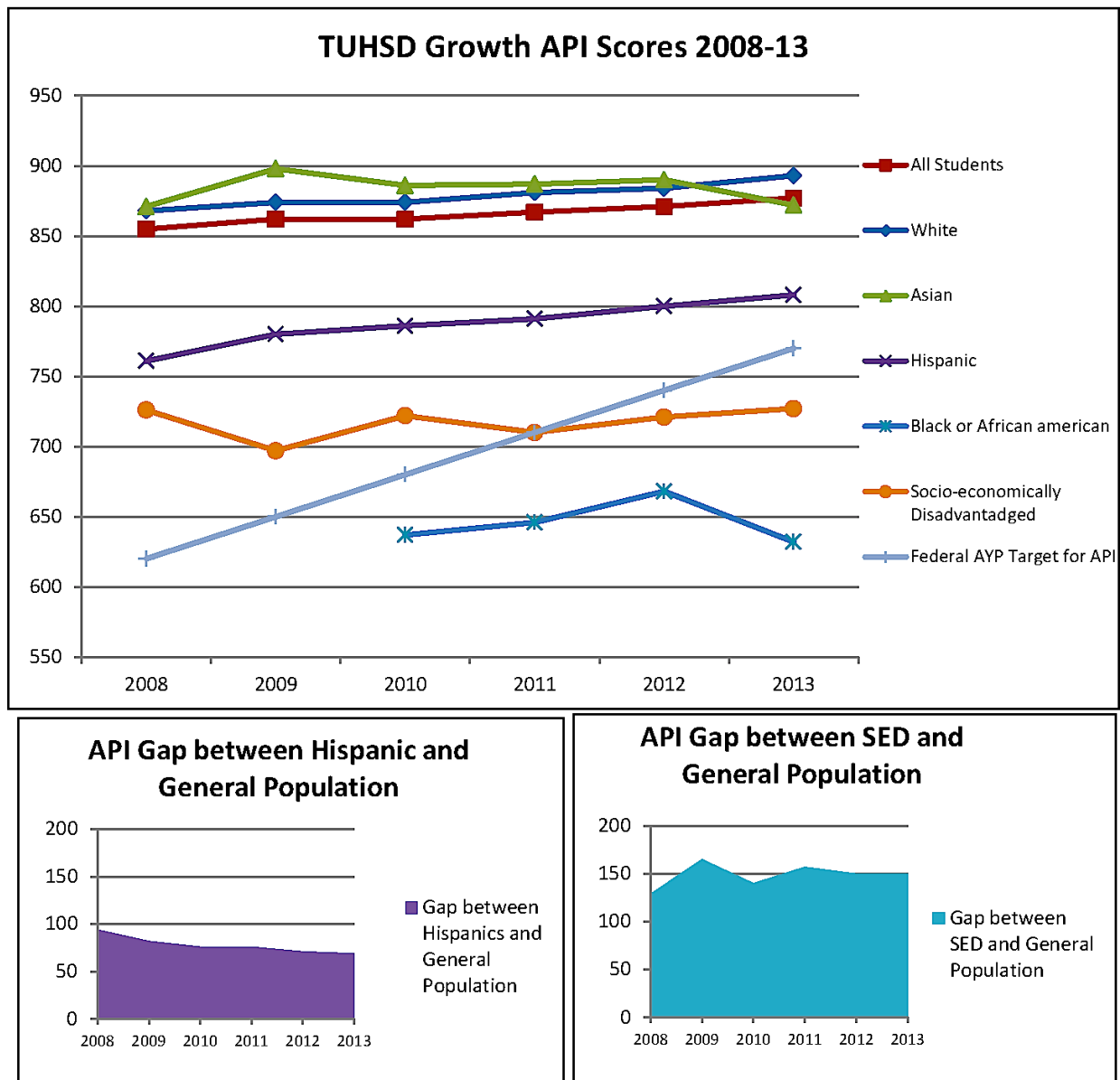
The site concurs with the district response.

Student Performance Data

Academic Performance Index

District Response:

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



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

Tamalpais Union High School District, WASC Self-Study Report - Tamalpais High School

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

Site Response:

The site concurs with the district response.

California Standards Tests (CSTs)

District Response:

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

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

Tamalpais Union High School District, WASC Self-Study Report - Tamalpais High School

Life Science Results 2011-2014

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

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

Site Response:

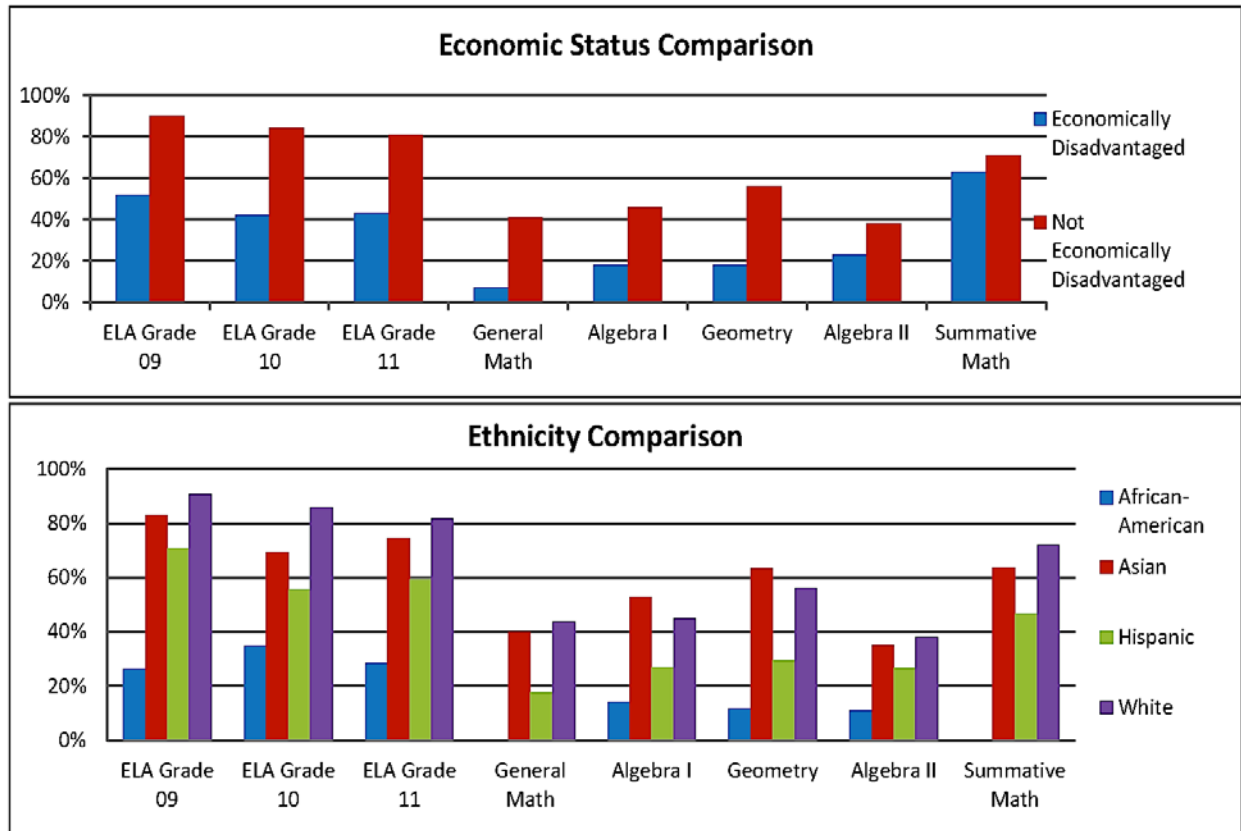
The site concurs with the district response.

District Response:

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

Percent "Proficient" or "Advanced"

Tamalpais Union High School District, WASC Self-Study Report - Tamalpais High School



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

Site Response:

The site concurs with the district response.

California High School Exit Exam (CAHSEE)

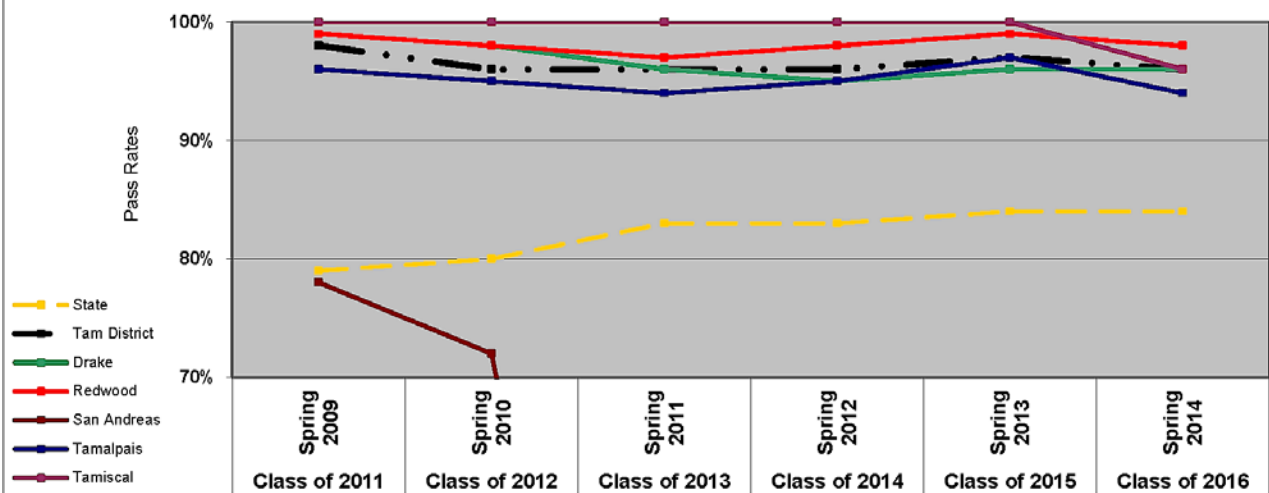
District Response:

Tamalpais Union High School District, WASC Self-Study Report - **Tamalpais High School**

Tamalpais Union High School District
CAHSEE 10th Grade Census Pass Rates - English-Language Arts

English-Language Arts Percent Pass Rates						
	Class of 2011	Class of 2012	Class of 2013	Class of 2014	Class of 2015	Class of 2016
	Spring 2009	Spring 2010	Spring 2011	Spring 2012	Spring 2013	Spring 2014
State	79%	80%	83%	83%	84%	84%
Tam District	98%	96%	96%	96%	97%	96%
Drake	99%	98%	96%	95%	96%	96%
Redwood	99%	98%	97%	98%	99%	98%
San Andreas	78%	72%	NA	NA	NA	NA
Tamalpais	96%	95%	94%	95%	97%	94%
Tamiscal	100%	100%	100%	100%	100%	96%

CAHSEE Census Administration
ELA Pass Rates



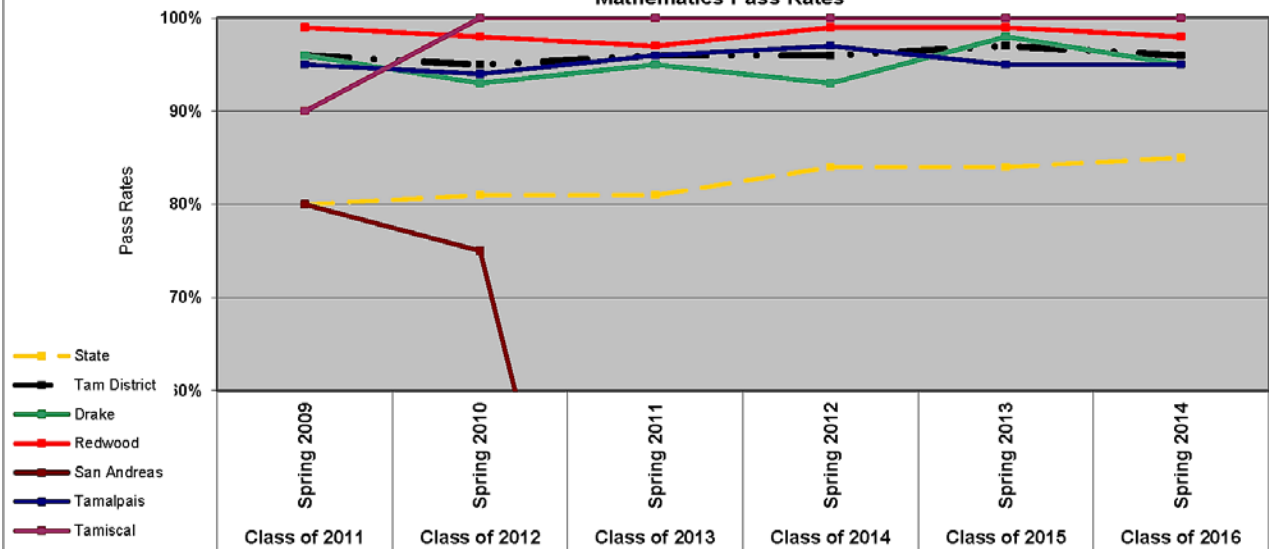
Tamalpais Union High School District, WASC Self-Study Report - **Tamalpais High School**

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

Mathematics Percent Pass Rates

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

**CAHSEE Census Administration
Mathematics Pass Rates**

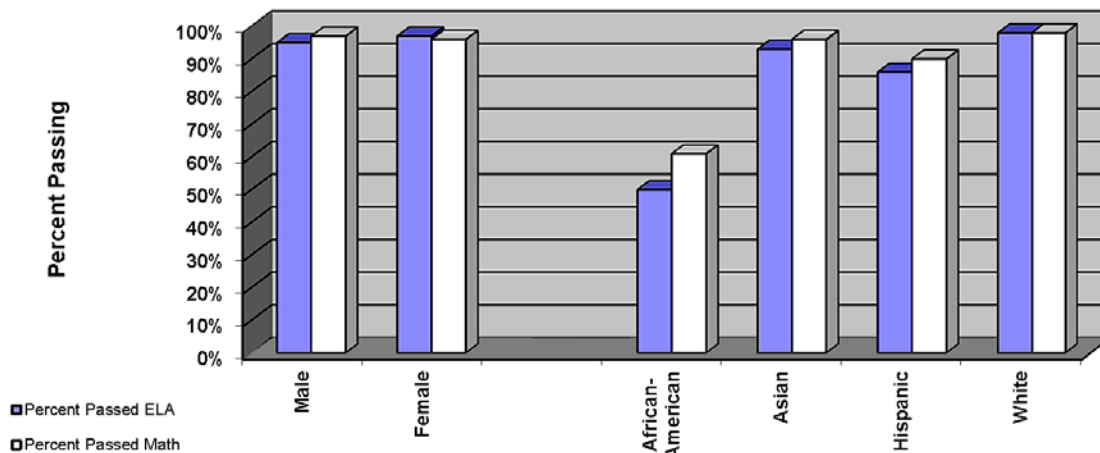


Tamalpais Union High School District, WASC Self-Study Report - **Tamalpais High School**

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

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

**CAHSEE Census Administration
ELA and Mathematics Pass Rates**



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

**To protect students, N/A is reported when the test scores are based on fewer than 10 students.*

Site Response:

We concur with the district response.

Academic Yearly Progress

Tamalpais Union High School District, WASC Self-Study Report - Tamalpais High School

District Response:

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

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

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

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

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

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

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

Tamalpais Union High School District, WASC Self-Study Report - **Tamalpais High School**

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

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

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

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

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

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

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

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

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

Source: California Department of Education

Tamalpais Union High School District, WASC Self-Study Report - Tamalpais High School

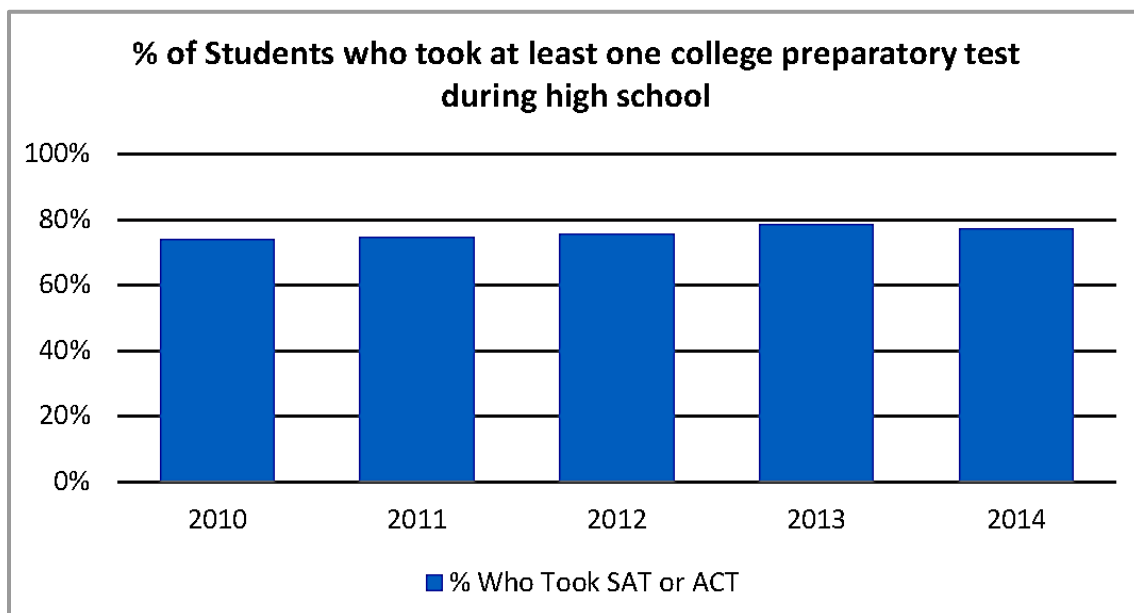
In 2013, TUHSD met ten out of twelve AYP targets, this result is an anomaly when looking at longitudinal data. We did not meet targets in the percentage of students scoring proficient in Mathematics overall and in subgroups over 100 students, in this case, White students. Redwood High School and Tamiscal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

Site Response:

The site concurs with the district response. Although Tam High School did not meet the Annual Measurable Objective in 2013, we did meet it in 2014.

Scholastic Aptitude Test (SAT)

District Response:



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

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

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

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

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

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

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

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

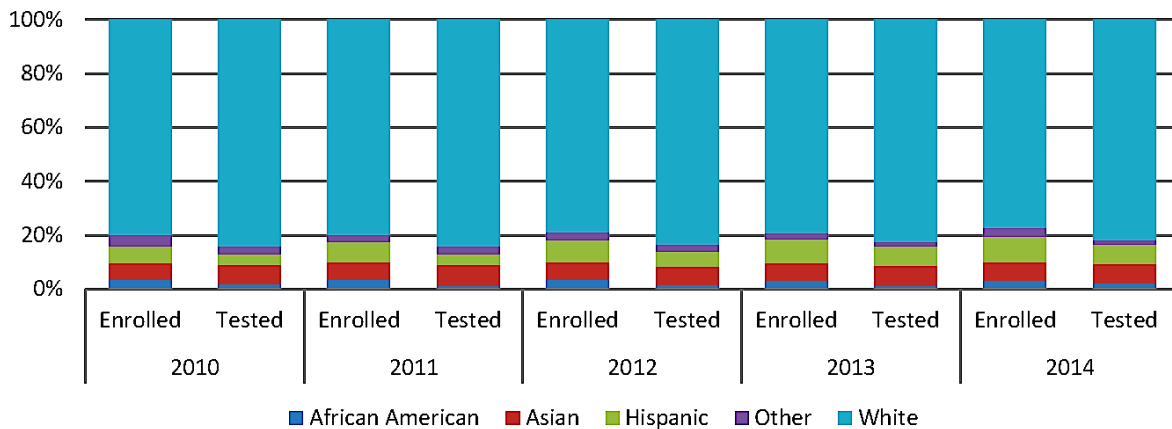
The six-year trends show that between 68-73% of all students participate in SAT tests at TUHSD. This is higher than state averages which fluctuate between 35% and 50% over the same time period. The percentage of students taking the SAT or ACT has increased by 3% over the past five years indicating college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

Tamalpais Union High School District - SAT 2010-2014

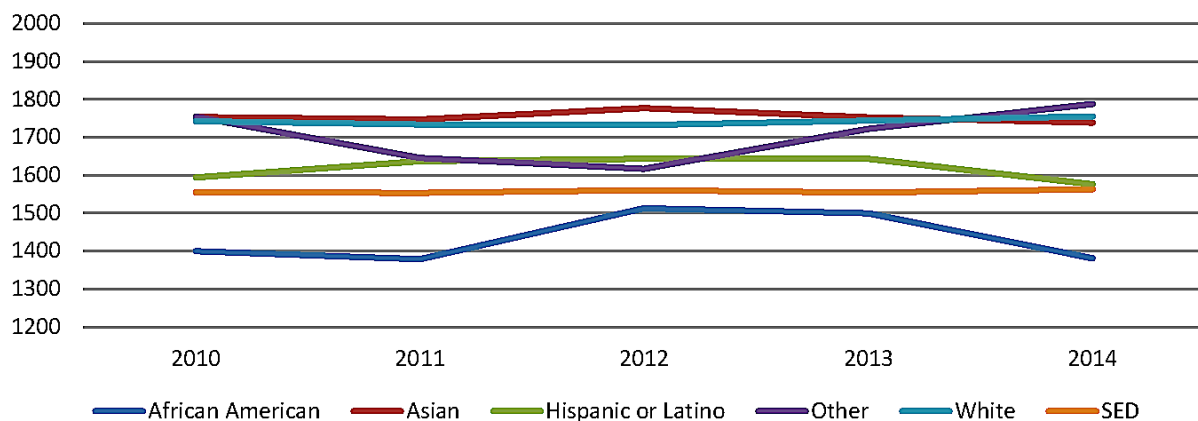
SAT Participation Rates By Ethnicity

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

SAT Participation by Ethnicity



SAT Average Total Score



Data reflect that the rates of participation for sub-groups are not evenly distributed. White students are over-represented, while African-American/Black students and Hispanic students are underrepresented. In addition, African-American and Hispanic subgroups and students designated as low SES score lower on the SAT as compared to the general

Tamalpais Union High School District, WASC Self-Study Report - Tamalpais High School

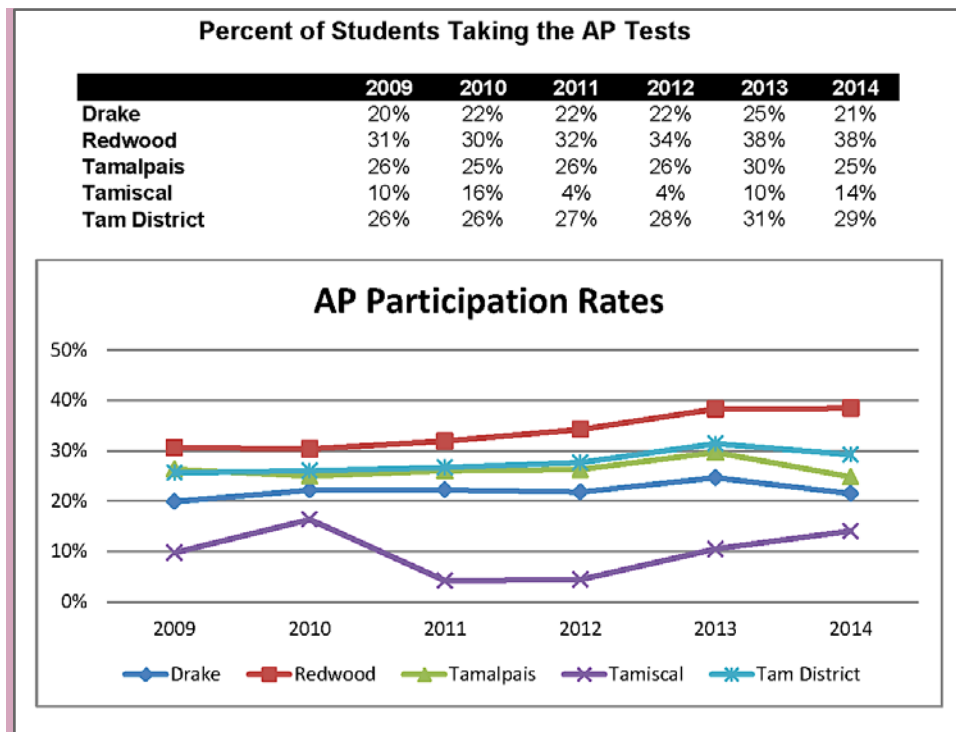
population. An analysis of the past five years suggest these trends are consistent over time. Gender comparisons do not show any significant differences between the performance of females vs. males at TUHSD.

Site Response:

The site concurs with the district response.

Advanced Placement

District Response:

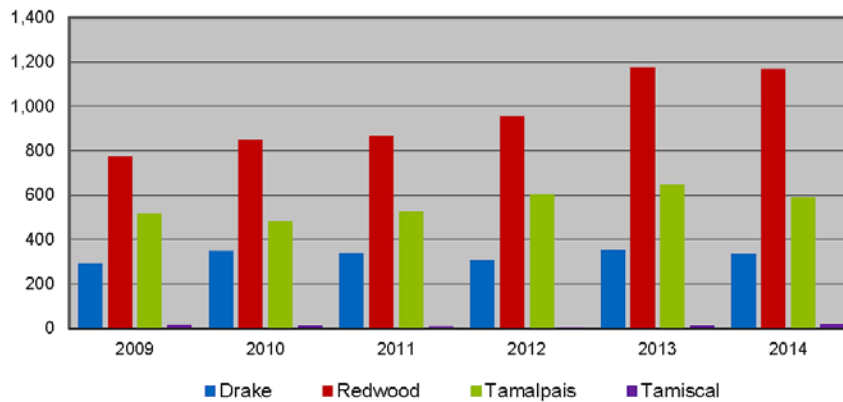


Tamalpais Union High School District, WASC Self-Study Report - Tamalpais High School

Total Number of AP Tests Taken

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

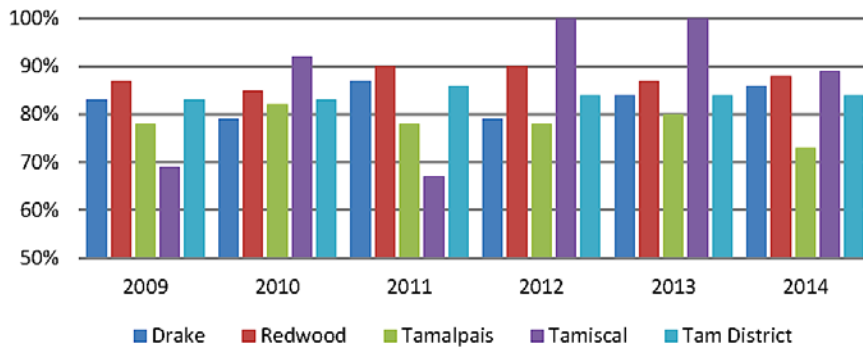
Number of AP Tests by Year



Percentage of AP Test Scores of 3 or Higher

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

Percentage of AP Test Scores of 3 or Higher

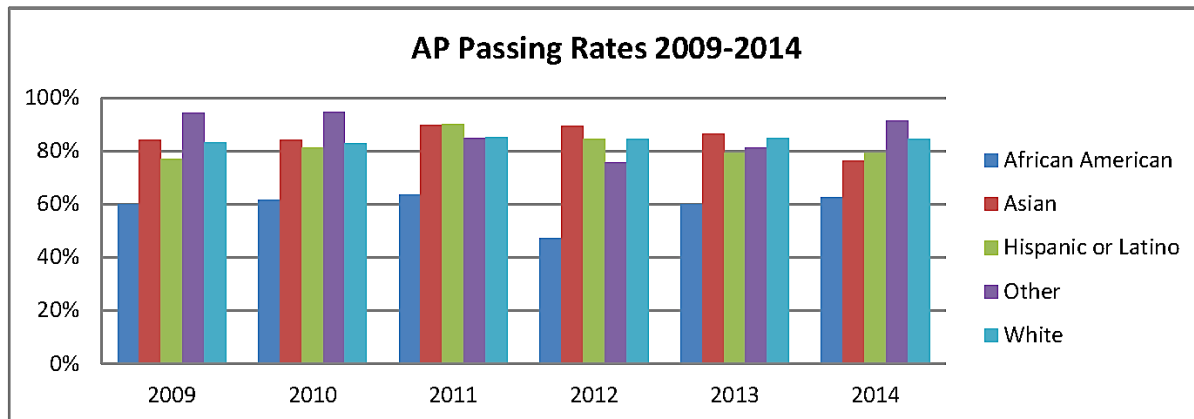


Participation rates in Advanced Placement exams at TUHSD trend relatively flat over the past six years. There was a 5% increase between 2010-2013, but the participation rate

Tamalpais Union High School District, WASC Self-Study Report - Tamalpais High School

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

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



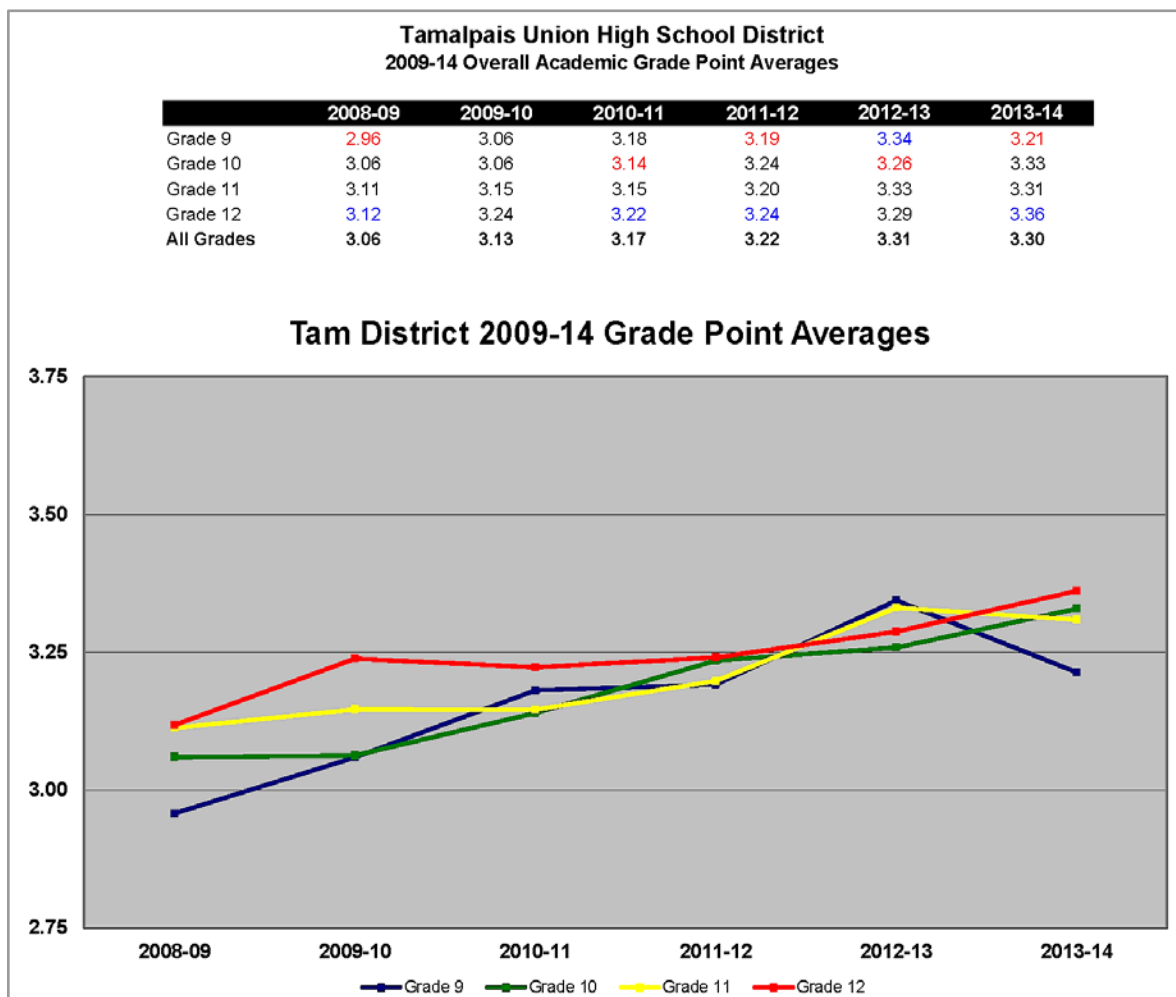
Participation rates for African-American and Hispanic students are disproportionate, with a smaller percentage of students taking tests, than the percentage of students enrolled. In 2014, 1% of African-American students took an AP exam, but that subgroup comprised 3% of the TUHSD population. In 2014,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

Site Response:

The site concurs with the district response, seeing similar percentages in minority students' participation and passing rates. The number of exams given at Tam has increased each year in the previous past five years, and our pass rate has held steady, ranging from 78% to 82%, but in 2014 there was an anomalous decrease both in the number of students testing and in the number of students passing with a score of "3" or higher.

Local Assessment and GPA Data

District Response:



TUHSD has maintained high grade point averages (GPA) over the past six years, and GPAs have increased, on average, over the last six years from 3.06 to 3.30. Data disaggregated by ethnicity again show that African-American and Hispanic students have lower GPAs on average as compared to their White and Asian counterparts (see appendix). Local assessment data through the use of grades is unlikely to provide accurate and consistent data related to aggregate student performance due to a myriad of factors. TUHSD teachers use a range of grading scales across the system (2014 research found twenty-four different grading scales on EschoolPlus; this represented 65% of all courses). In addition, course policies indicate variations in factors used to calculate and determine grades (i.e. behaviors vs. outcomes learned; different grading scales) across teachers, courses and schools. Inconsistencies also exist in the use of traditional approaches to grading (i.e. averages to determine grades) versus grades that represent learning aligned to outcomes (i.e. standards based or criterion referenced). TUHSD teachers have full autonomy over the grading practices they choose to use and agreement does not exist around philosophy and practices related to late work, extra credit, retakes, and zeros to measure student progress and proficiency. In addition, TUHSD teachers do not universally use the same learning management system (i.e. ESchoolPlus, Haiku Learning, Echo, other) to track and report student achievement, and parental and student access to this information is also variable.

Site Response:

The site concurs with the district response. Tam High School has seen GPAs increase over the last six years from 3.08 to 3.39. We experienced a spike in 9th grade GPAs in 2012-2013 to 3.43 from a 3.17 in 2011-2012. We see significant differences in GPAs among our different ethnic populations. Notably, our Black or African-American students average (across all grades) a 2.33, which is more than a full GPA point below the school average of a 3.39. Additionally, our Hispanic students are earning, on average, at a 2.92 GPA, almost .50 below the average.

Staff Description, Qualifications and Support

District Response:

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

Tamalpais Union High School District, WASC Self-Study Report - Tamalpais High School

Staff Description and Conditions of Learning - September 2014
Certificated

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

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

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

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

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

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

Tamalpais Union High School District, WASC Self-Study Report - Tamalpais High School

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

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

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

Tamalpais Union High School District, WASC Self-Study Report - Tamalpais High School

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

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

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

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

Classified employees are an integral part of school communities. TUHSD currently employs and strongly values its 124 highly qualified and capable classified staff. Demographic data reveals TUHSD employees 11% more female classified staff as compared to males. In addition, TUHSD classified staff is diverse and the percentage of classified employees who

Tamalpais Union High School District, WASC Self-Study Report - Tamalpais High School

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

Site Response:

Tamalpais High School has recently experienced a growth in its student population and as a result has been able to hire a number of new teachers. With a series of retirements, non-reelects, and reduced teaching caseloads due to the Brown Act, there are currently a number of probationary teachers on staff. The site is working with the mentor teacher, Teacher Leaders, and the district office support staff to help these probationary teachers experience success. Professional Development opportunities are abundant for both newly hired and veteran staff to support professional practice and to develop instructional strategies of the staff.

Student Services and Support

District Response:

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

Several key changes in staffing and responsibilities have occurred in the Student Services Office since the last WASC accreditation cycle in order to more effectively address student needs. In the fall of 2013, the position of Director of Special Education was replaced by two positions: Senior Director of Student Services and Assistant Director of Student Services. The new Senior Director of Student Services position consolidated the responsibilities for student services-related activities that were shared by several site and district-level

Tamalpais Union High School District, WASC Self-Study Report - Tamalpais High School

administrators. Centralizing the management of these key services/initiatives – including *equity and special programs, discipline, Special Education oversight, attendance and school safety* – provides the efficiency of a single contact point for key stakeholders and the focused attention of one person that these important functions deserve. Based on the Strategic Priorities of TUHSD, specifically related to Community Relations and Instructional Programs & Practices, equity and student learning are the guiding themes of this position.

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

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

Site Response:

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

Tamalpais Union High School District, WASC Self-Study Report - Tamalpais High School

emphasis on freshman orientation and the introduction of the academic and social life at the site. For several years a one to three week summer school program called “The Transition Program” has helped students from our smaller feeder schools experience a sampling of the curricular expectations and social adjustments necessary to assimilate to high school life. In addition to this program, all 9th grade students are partnered with an upperclassman and supported through the Link Crew Program. Throughout the year, the Link Crew student leaders monitor their 9th grade students and help them acclimate to the rigor and time demands. The Link Crew Leaders provide academic and social guidance for their students, and help the 9th graders navigate high school life.

In the 2014-2015 school year, the Leadership, Peer Resource, and Strategic Peer Mentoring teachers created a new vision for how to develop student leaders and increase opportunities for students to feel connected to Tam High. The Strategic Peer Mentoring Program was created with the mission to support 9th and 10th grade students who were exhibiting either academic or social challenges early in the school year. Upperclassmen spent the first month of school receiving training on how to mentor and tutor students. This program is in its infancy and to date is showing great promise. These three teachers are working collaboratively to support all students at Tam High and increase student engagement.

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 utilize teacher time to support struggling students on a larger scale and to build students’ capacity to seek out help and advocate for themselves. 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 in difficulty. Our library remains open after school until 7:00 p.m., Monday through Thursday, and until 4:00 on Fridays. A paraprofessional offers tutorial support for students during these after school hours.

Discipline

Tamalpais Union High School District, WASC Self-Study Report - Tamalpais High School

At Tamalpais High the move to a discipline system that utilizes a more restorative rather than punitive stance has met with some concern by members of the staff. In the 2013-2014 school year, this shift in stance resulted in a significant reduction in the number of suspensions and their duration. Some staff members believe the administration is not enforcing school rules and policies, and this is an area that will require further investigation, discussion, and communication from all members of the staff. The administration is looking at alternative means to address student misbehavior. The ultimate goal of discipline is to change a student's behavior and provide an opportunity to learn from a mistake. While the days of suspension have been reduced, the additional supports surrounding a discipline incident have increased. Students who are suspended meet the administration, with a Bay Area Resource Counselor (BACR) with parental consent, and meet with Keith Jackson, the founder of Dynamic Solutions for Youth, a community service program that promotes positive choices and healthy living to help students make better decisions when confronted with challenging situations.

Tamalpais Union High School District, WASC Self-Study Report - Tamalpais High School

Number of Suspensions by Gender and Grade Level

2009-10

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

2010-11

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

2011-12

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

2012-13

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

2013-14

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

Tamalpais Union High School District, WASC Self-Study Report - Tamalpais High School

Percent of Enrollment and Percent of Suspensions by Ethnicity

2012-13

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

2013-14

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

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

Attendance

District Response:

Unexcused absences:

Tamalpais Union High School District, WASC Self-Study Report - Tamalpais High School

Student Attendance Data 2009-2014

Each unexcused period is counted as one absence

Drake

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

Redwood

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

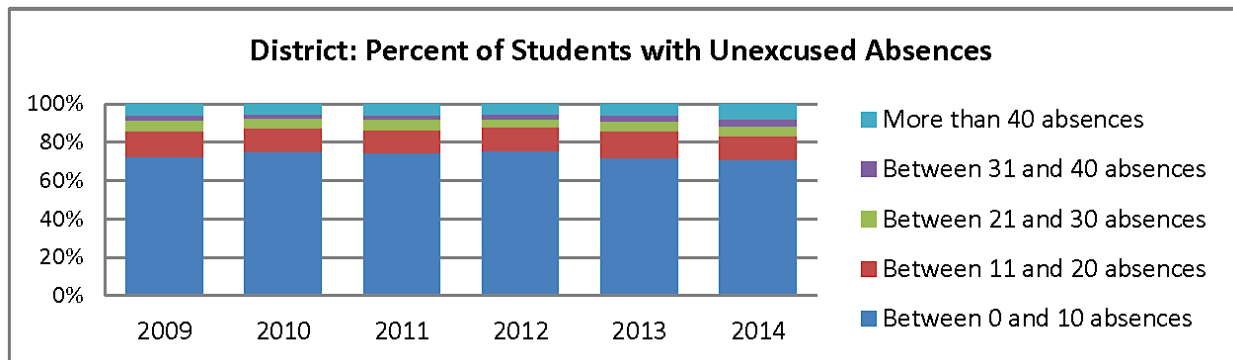
Tamalpais

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

San Andreas

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

Tamalpais Union High School District, WASC Self-Study Report - Tamalpais High School



Tardies:

Tamalpais Union High School District, WASC Self-Study Report - Tamalpais High School

Student Tardy Data 2009-2014

Drake

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

Redwood

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

Tamalpais

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

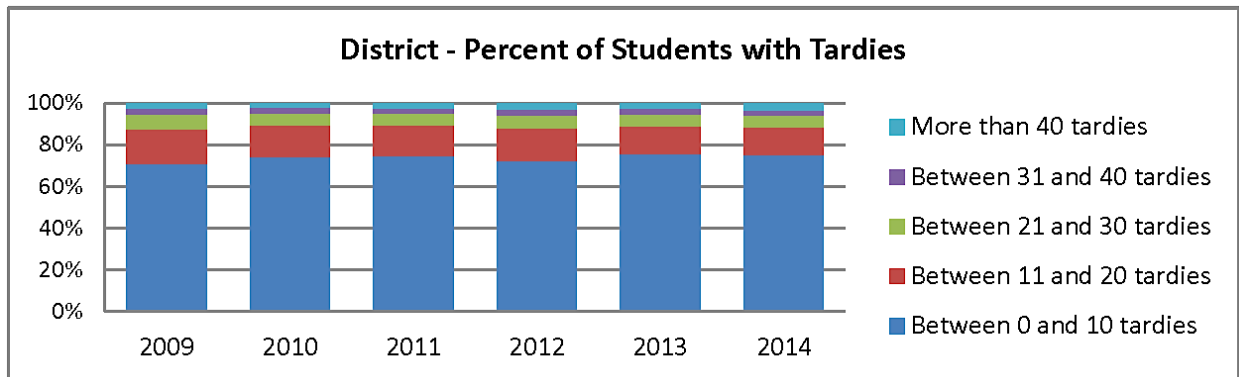
San Andreas

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

District

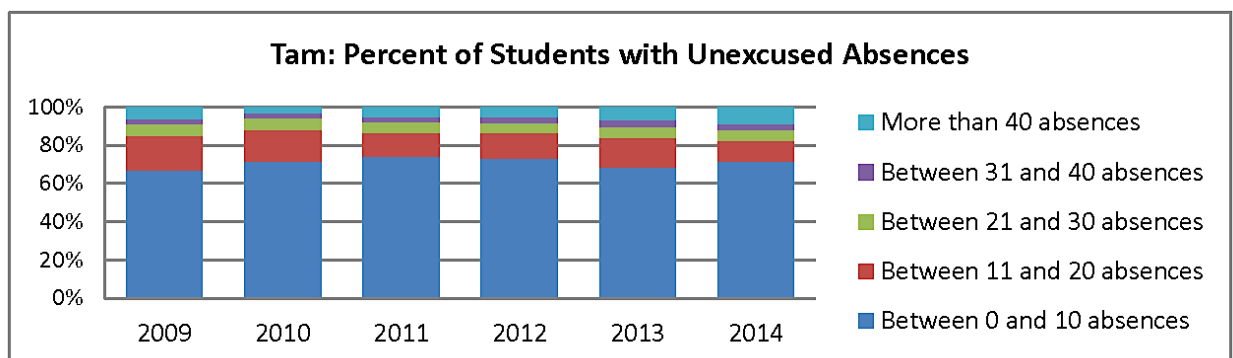
% of Students with tardies	2009	2010	2011	2012	2013	2014
Between 0 and 10 tardies	71%	74%	75%	72%	76%	75%
Between 11 and 20 tardies	17%	15%	15%	15%	13%	14%
Between 21 and 30 tardies	7%	6%	6%	7%	6%	5%
Between 31 and 40 tardies	3%	3%	2%	3%	2%	3%
More than 40 tardies	3%	2%	2%	3%	3%	3%

Tamalpais Union High School District, WASC Self-Study Report - Tamalpais High School

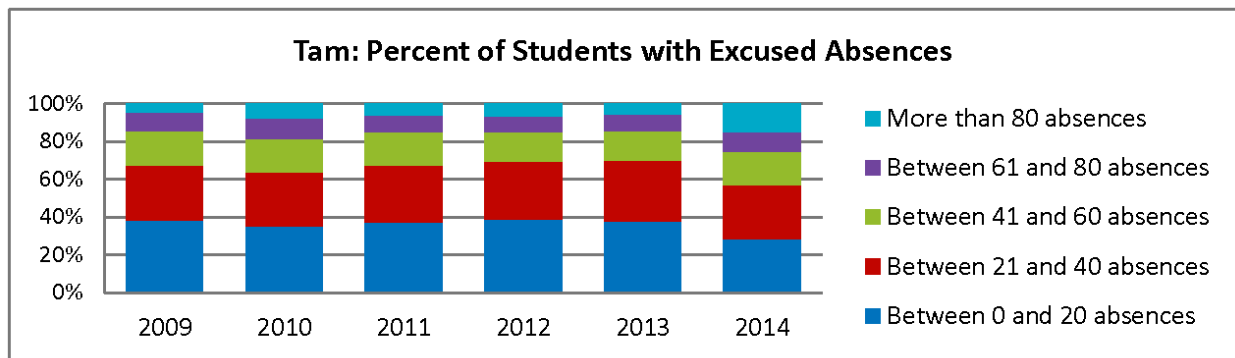
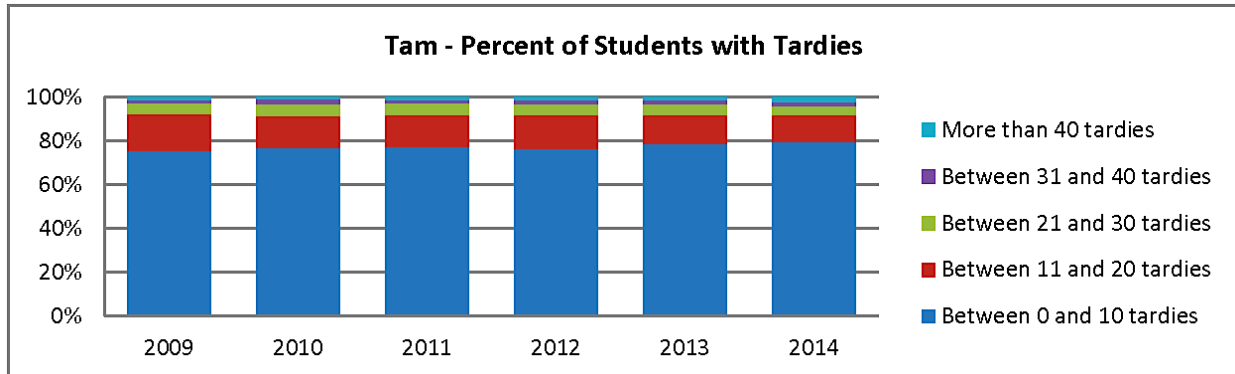


Data indicate a wide variance in attendance and tardy rates across TUHSD schools but relatively consistent longitudinal trends at each school site. On average, 71% of TUHSD students who attended comprehensive high schools (Tamalpais, Redwood, Drake) in 2013-2014 school year had ten or fewer unexcused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

Site Response:



Tamalpais Union High School District, WASC Self-Study Report - Tamalpais High School



Site Response:

Attendance at Tamalpais High School is a primary concern and area of focus. While the attendance pattern has remained relatively consistent for the past six years, in the last three years, there has been a slight increase in the percentage of students experiencing forty or more absences. The administration believes it is best to keep students at Tam HS who historically would have been transferred to alternative schools in the district or county. The administration is currently reviewing our attendance policies and wants to work with the staff to increase student attendance. The administration surmises that students who are more than ten minutes late to class choose not to attend because they are marked absent even if they arrive 11 minutes into the class period. With the exception of Mondays, all periods are 90 minutes long. The punitive consequences levied on students who are tardy or absent have been relatively ineffective in changing student behavior. Tam is looking to partner with the Boys and Girls Club juvenile delinquency program to help address some of the changes in behavior that are desired. The administration is working collaboratively with the campus supervisors and staff to generate alternative means to address the issues of absences and tardies.

Local Control Accountability Plan (LCAP)

District Response

The TUHSD Mission Statement and associated strategic priorities were developed with significant input from an array of stakeholder groups to ensure that the perspectives of the diverse communities that reside within the district were recognized, considered and utilized. TUHSD engaged the community in the development of the Mission Statement to ensure collective understanding. Interest and input identified the academic, social and civic learner outcomes, dispositions and attributes, and experiences necessary for students to be successful in the 21st Century. Since the inception of the Mission Statement, TUHSD has used community forums, committees, annual update presentations and revision processes to ensure community involvement in strategic planning and action. See full LCAP report in appendix.

Involvement Process (LCAP Section 1):

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

between May 28th and June 25th.

- LCAP approved by Board of Trustees on June 25, 2014.

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

Identified Need and Metric 1: Local data indicate that with-school and between-school variance related to the implementation of a guaranteed and viable curriculum is commonplace within TUHSD. Moreover, certain sub-groups are provided with tiered or tracked course-work that limits exposure to a guaranteed and viable curriculum that adheres to college and career requirements. Such data mean that variance in learner outcomes, proportion of surface and deep level knowledge and skill requirements, metrics to assess and grade content and 21st Century skills, and means to intervene when students are struggling exists, within and between departments and school sites across TUHSD.

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

Tamalpais Union High School District, WASC Self-Study Report - Tamalpais High School

actualized descriptions within teacher syllabi, dialogue that ensued within multiple district-wide department meetings, results from Summer School Report 2011, and the TUHSD Achievement Reports from 2011-2012 and 2012-2013.

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

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

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

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

Identified Need and Metric 3: Research supports teachers working collectively to review and analyze data in order to understand and improve their impact on student learning. Local data indicate there are twenty-six different grading scales and an undetermined

Tamalpais Union High School District, WASC Self-Study Report - Tamalpais High School

number of weighting systems utilized across the district. Furthermore, current grading systems combine attendance, behavior, academic and non-academic outcomes. Additionally, there are inconsistent outcomes within and between schools for the same course.

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

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

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

Tamalpais Union High School District, WASC Self-Study Report - Tamalpais High School

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

Chapter II: Progress Report

Summary of Changes and Progress since 2007:

District Response:

TUHSD has made several significant developments in the system since the 2007 action plans and recommendations from the WASC visiting committees. These developments are outlined in depth in Chapter 1 and summarized below:

- Changes in district and site administrative leadership structure.
 - New Superintendent of TUHSD hired in 2008.
 - Senior Director positions created overseeing Student Services, Instructional Technology and Staff Development, Curriculum and Instruction.
 - Assistant Superintendent of Finance and Facilities, Associate Superintendent of Instructional and Personnel Services; Assistant Director of Student Services.
 - Assistant Principal positions created at Tamalpais High School and Alternative Education.
 - Administrative liaisons support subject specific teacher leader teams in the areas of leadership development, curriculum, instruction, assessment and student support.
- Changes in teacher and counselor leadership structure.
 - Operationalization of a distributed teacher and counselor leadership model and the Tamalpais Leadership Collaborative (TLC) to lead and implement district strategic priorities.
- Changes in leadership at the school board level.
 - Three seats turned over in the 2013-2014 school year and one position in the fall of 2014.
- Alignment of school leadership and vision in Alternative Education.
 - One principal now oversees both San Andreas and Tamiscal Independent Study schools, along with Adult Education.
- Development of the TUHSD Mission Statement involving key stakeholders, in 2009, and subsequent alignment of school visions across TUHSD with focus on core competencies and 21st Century learning outcomes.
- Creation and implementation of strategic priorities aligned to TUHSD mission in the areas of Curriculum and Assessment Systems, Instructional Programs and Practices, Human Resources, Leadership Development, Governance, Community Relations, Finance and Facilities.
- Dissolution of several graduation requirements in 2010 (i.e. Core Literacy Portfolio, Direct Write). Suspension and revision of the technology graduation requirement

Tamalpais Union High School District, WASC Self-Study Report - Tamalpais High School

with goal to provide clear and systematic outcomes for 21st century learners.

- Dissolution of Summer School program in 2012.
- Development and implementation of a Guaranteed and Viable Curriculum, and common assessment tools in courses required for graduation, 2010 to present.
- Development and implementation of consistent hiring practices (i.e. Hiring Guide) across the system in 2010.
- Instructional Facilitators were hired in 2010 to augment the existing Mentor program to support first and second year teachers across TUHSD. The primary aim of TUHSD's teacher induction program is to ensure that teachers are able to assess the learning and learning needs of every student and provide appropriate interventions to substantially enhance student learning of critical content and skill outcomes. The new teacher program uses *Understanding by Design* and the learning process as frameworks and also includes sound grading practices and formative assessment strategies.
- Formation of the Course Revision Sub-Committee in 2011 (a subgroup of the TLC) whose purpose is to vet, approve and revise courses of study to reflect changes in learning goals aligned to a guaranteed and viable curriculum.
- Establishment of the Instructional Technology Teacher Collaborative (ITTC) in 2012, whose purpose is to enhance teachers' ability to employ innovative methodologies that substantially impact student learning and leverage students' and teachers' intrinsic motivation through the process of problem solving, product development, and implementation and integration of content, 21st Century skills (e.g. collaboration) and technology.
- Formation and operationalization of professional learning communities (PLCs) who collectively review and respond to student performance data, in addition to sharing practices and strategies related to curriculum, instruction and assessment (2011-present).
- Development and implementation of site based intervention plans using the Response to Intervention model (2012-present).

Tamalpais Union High School District

Summary of Common Recommendations for Improvement and Action Steps

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

	Recommendations	Action Steps Taken
A. Vision and	Ensure the learning and	Development and implementation of the TUHSD Mission

Tamalpais Union High School District, WASC Self-Study Report - Tamalpais High School

Purpose	engagement of all students	Statement and strategic priorities Development and implementation of a guaranteed and viable curriculum and intervention plans Tamalpais Leadership Collaborative (TLC) Administrative Liaisons
	Use student achievement data to drive the learning process	Implementation of professional learning communities
	Align professional development to areas of need	Wide range of professional development provided and aligned to the work of professional learning communities and standards based approaches to teaching and learning Tamalpais Leadership Collaborative and Teacher Leader Model New Teacher Induction Program
B. Curriculum	Address the achievement gap (focus on literacy and math)	Development and implementation of a guaranteed and viable curriculum and intervention plans Implementation of professional learning communities Professional development
	Increase the participation of subgroups in AP/honors courses	Formation of a Course Revision Subcommittee to lead processes in the creation and revision of courses of study
	Provide collaboration time for staff	Bell schedules and master schedules provide time for teacher collaboration Release time for teachers and teacher leaders to work on courses of study and guaranteed and viable curriculum
	Support English Language Learners	Development and implementation of a guaranteed and viable curriculum and intervention plans ELD Coordinator

Tamalpais Union High School District, WASC Self-Study Report - Tamalpais High School

		<p>Highly qualified staff (SDAIE)</p> <p>Professional development</p> <p>Access to core curriculum</p>
C. Instruction	Increase implementation of differentiated instruction	<p>Development and implementation of a guaranteed and viable curriculum and intervention plans</p> <p>Implementation of professional learning communities</p> <p>Professional development</p> <p>Technology integration</p> <p>Highly qualified staff</p>
D. Assessment	Use assessments to modify and enhance the teaching and learning process	<p>Implementation of professional learning communities</p> <p>Professional development</p>
E. Culture	Increased support for students who are disengaged and/or achieving lower than their peers or grade level	<p>Development and implementation of a guaranteed and viable curriculum</p> <p>Site specific intervention plans</p> <p>Professional development</p> <p>Student Services and Wellness</p> <p>Clear and common outcomes for TUHSD counselors, alignment of services</p>

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

Tamalpais Union High School District, WASC Self-Study Report - Tamalpais High School

Laboratory, Rick and Rebecca DuFour, Jay McTighe and Grant Wiggins, Michael Fullan, Michael Mattos and many more.

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

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

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

TUHSD believes in broader learning and choices for all students which includes the key life skills that prepare students for a future of possibilities. The TUHSD Mission Statement

Tamalpais Union High School District, WASC Self-Study Report - Tamalpais High School

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

TUHSD is addressing these inconsistencies through the implementation of TUHSD strategic priorities, through the frequent and consistent engagement and development of teachers, counselors and administrators as instructional and support leaders (i.e. the TLC), targeted professional development, and by constant conversations and communication among TUHSD staff members and stakeholders. In addition, TUHSD is engaging stakeholders via community forums, TUHSD Board Meetings, parent and student advisory committees, site councils, blogs, newsletters and other means as determined by district and site teams.

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

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

Site Response:

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

Tamalpais High School has experienced a number of significant developments that have had a major impact on the school and specific curricular programs since the last full visit. There has been substantial growth in the student population which has led to the hiring of teachers and the sharing of teacher classrooms. The administrative team has experienced turnover and growth as well. Tam currently has four site administrators and three campus supervisors. The site endured a loss of classified positions in 2010, and there has been, for a variety of reasons, changes in the classified office staff as well. The current administrative team, the majority of the office staff, and approximately 29 teachers are new hires since the last full visit.

With new people come new ideas, questions, and challenges to institutional structures. In the 2010 school year, the English and Social Studies departments came together and created the CORE program which paired 9th and 10th grade teachers and their students for two consecutive years. The intention was to create strong academic and social relationships amongst the teachers and their students in order to foster an understanding of student learning and create a diverse cohort of learners that would support the students during their four year academic careers. The staff proposed a series of new courses that would help prepare students for college and career, including Marine Biology, Principles of Technology (a Maker Course), and the return of Computer Programming/AP Computer Programming.

The English department introduced a variety of courses in the eleventh and twelfth grade years to provide students with additional choices for instructional content. The Leadership program evolved to be more inclusive and incorporates the Peer Resource class and a strategic peer mentoring program that pairs students experiencing academic or social difficulty with upperclassmen, and this inclusivity has helped to coordinate student activities.

Certain courses have been eliminated from the site including Algebra P1-P2, Geometry 1A-2A, Intermediate Algebra, Sheltered Math, Sheltered World History and Sheltered

Tamalpais Union High School District, WASC Self-Study Report - Tamalpais High School

Integrated Science. The administration believed these courses to be barriers to students' eligibility to four year colleges.

Tam has also spent considerable energy trying to make connections to the businesses, community, and agencies it serves to help improve services and supports for the students. To that end, Tam is partnering with the Marin County Probation Services, the Boys and Girls Club of America, Dynamic Solution, Bridge the Gap, and the Hannah Project to address academic and attendance issues with our students. Tam administrators have built relationships with the School Law Enforcement Partnership and Healthy Living Coalition to address health and safety issues for our students in and out of the school day.

TAMALPAIS HIGH SCHOOL

WASC REPORT OF STRENGTHS AND IMPROVEMENTS

July 17, 2014 (Summary of March 2007 Report)

	Areas of Strengths	Improvements
A. Vision and Purpose	The school and district have established clear and concise student outcomes that align with state standards.	Student achievement data need to be utilized and analyzed more effectively to design and drive implementation of programs and to determine an ongoing professional development plan for all teachers.
	The district provides funding for the school to assist with low achieving students through a portfolio support program and the at-risk program.	Ninth grade transition needs to be better developed including more assessment work prior to high school.
	Parent support organizations, such as the Boosters Club and the Tam High Foundation, provide extra funding for programs.	Training and support for staff will be needed to implement the new student information system.
	New teachers are well-supported through a Two Year Teacher Program designed at the district level as well as through BTSA.	Campus modernization has created a sense of isolation among all. More effort is needed to develop staff cohesiveness.
	9 th Grade Support Collaborative provides students with	

Tamalpais Union High School District, WASC Self-Study Report - Tamalpais High School

	mentors/advisors/programs for students at risk.	
B. Curriculum	District and school commitment to students' meetings Outcomes 1, 2, 3, and 5	Develop alternative curricular pathways for non-college bound student populations in order to promote higher academic achievement as well as increased engagement and personalization in instruction.
	Clear and concise student outcomes that align with state standards	Diversify curricular models to provide greater connections and enrichment experiences for minority populations in order to close the ever-widening achievement gap
	Variety of support programs for students who need assistance in meeting standards	Increase minority student preparation for and participation in AP/Honors courses, AIM, Drama and Global Studies
	Increased efforts to support underserved youth	Provide collaboration time for staff to participate in staff development opportunities linked to improving student achievement
	Articulation with feeder schools and outreach to minority communities	
C. Instruction	Tamalpais High School provides challenging and rigorous courses.	Tamalpais needs to develop a formal staff development program and increase opportunities/time for teacher collaboration and planning.
	There is widespread use of student-centered instruction to engage students in the learning process.	Teachers need to create more authentic instruction to help students connect lessons to the outside world.
	Students engage in higher order thinking skills through creative and varied instruction.	Although some teachers are using differentiated instruction in their classes, it is important to increase implementation of differentiated instruction to assist in closing the achievement gap.
	Tamalpais has good academic support	There is a need to ensure consistent

Tamalpais Union High School District, WASC Self-Study Report - Tamalpais High School

	programs in place to further assist students.	content, instruction and assessment of the same course as presented by different instructors.
D. Assessment	Tamalpais High School and the Tamalpais Union High School District have developed comprehensive program of student assessments.	Communication of assessment results to parents should fully explain the scope and significance of the data collected with special attention made to parents of low-achieving students.
	Teachers in all curricular areas employ a wide variety of assessment strategies to evaluate student learning.	Once the assessment results are communicated to staff, parents and stakeholders, there needs to be a clear plan of how Tamalpais High School will address the areas of student needs.
	Tamalpais High School has a number of programs in place to address the needs of students identified through district and site assessments who are not yet proficient in core curricular areas.	Although excellent use of assessments is evident throughout the academic program, there should be coordination of the information these assessments provide to modify and enhance the teaching/learning process.
		Staff development activities should be designed to provide teachers time to analyze assessments to differentiate curriculum and modify instruction to meet the needs of students.
E. Culture	The school is a safe and secure place for learning where students are treated respectfully	Continuation of efforts to ensure that non-English speaking students and parents feel welcome at the school
	Staff is committed to improving students' literacy skills	Additional communication and explanation of assessment results and plans for addressing achievement gaps (to parents and community members)
	District funding is provided for the support and to assist low-achieving students (e.g., portfolio support program and at-risk program)	Continue addressing homophobia, sexism, and racism on campus

Tamalpais Union High School District, WASC Self-Study Report - Tamalpais High School

	The Ninth Grade Support Collaborative provides mentors, advisors, and programs for students at risk	Consistent enforcement of school rules and policies regarding tardies, tutorial, and expectations for student conduct
	There is genuine care and concern for the personal well-being of Tamalpais High students on the part of all staff	Consistent content, instruction, and assessment of the same course as presented by different instructors
	There is administrative support for teachers, staff and programs that allows for creativity and risk-taking in classroom activities and extracurricular organizations	Development of a school-wide staff development plan to build trusting and professional relationships among staff members that includes time for Tamalpais High teachers to collaborate and connect with teachers from within and outside their own department
	A high level of two-way communication between staff and parents is evident.	Creation of additional support programs for underachieving students and for non-college bound students that includes employability skills in a variety of careers
F. Schoolwide Synthesis	Tamalpais High School and Tamalpais Union High School District have established clear and concise student outcomes that align with state standards, along with a comprehensive program of student assessments to address these outcomes.	There is a need to reduce the achievement gap between subgroups of students in state and local assessments as well as within courses, especially in the areas of reading, writing, and math.
	Tamalpais High School provides challenging and rigorous courses.	Student achievement data needs to be utilized and analyzed more effectively to design and drive implementation of programs and to determine an ongoing professional development plan for all teachers.
	Teachers in all curricular areas employ a wide variety of instructional and assessment strategies for student learning.	There is a need to increase opportunities for students to connect academic content to real world settings in order to enhance the relevance of learning and to prepare for life beyond high school through activities and structures such as internships, shadowing, career academies,

Tamalpais Union High School District, WASC Self-Study Report - Tamalpais High School

		and/or career pathways.
	Tamalpais High School has numerous programs in place to address the academic and personal needs of students.	There is a need to increase equity of opportunity and access to all programs and classes at Tamalpais High School so there is proportional representation among all subgroups of students.
	Tamalpais High School students are well supported by a strong and caring staff.	There is a need to develop a formal staff development program and increase opportunities/time for teacher collaboration and planning.
	The school is a safe and secure place for learning where students are treated with respect.	There is a need for consistent content, instruction, and assessment of the same course as presented by different instructors.

The Schoolwide Synthesis of WASC Recommendations for School Improvement for Tamalpais High School are listed in Section F in the table above. In 2007, Tam High decided on the following goals/objectives, outlined them in their *WASC Focus on Learning* action plans (2007 and 2010) and have used them as a focus for continuous improvement.

Goal #1

Reduce the achievement gap between subgroups of students in state and local assessments as well as within courses, especially in the areas of reading, writing, and mathematics.

Rationale: Critical Need

Analysis of students achievement data including CST, GPAs, CAHSEE, and district assessments indicate a significant and growing gap between the higher achieving students and those achieving at lower levels.

Supporting 2006 data: Increase in number of students both in advanced/proficient bands and those in below/far below basic bands on CST. GPA analysis shows students from MLK Academy earn 1.2 lower GPAs than those from other feeder schools and private schools. Tenth grade EL students have lower pass rates on CAHSEE when compared to general

Growth Targets:

2007-08: CST: 20% of students of students in basic, below basic, and far below basic bands will move up at least one level. Decrease of 15% of students from MLK with semester GPA below 2.0.

20% increase of students passing CAHSEE by end of junior year.

2008-09: CST: Additional 10% of students in lowest three bands will move up at least one level.

Additional decrease of 15% of students from MLK with below 2.0 semester GPA.

Impact on student learning of academic standards and district student outcomes:

Direct impact on student achievement with incremental progress of academically at risk students toward meeting graduation requirements.

Goal #2:

Increase the collaboration of staff through the creation or expansion of staff development opportunities linked to student achievement.

Rationale: Critical Need

Discussions within focus groups and departments as well as analysis of student achievement data indicate a need to increase collaboration among staff to address academic and personal needs of all students.

Growth targets:

2007-08: Conduct baseline survey of staff regarding staff development activities and options.

Explore structures and practices such as professional learning communities to increase collaboration.

2008-09: Conduct follow up survey with 25% increase of positive responses with regard to the new activities.

Create, enhance, or restructure collaboration opportunities with a focus on increased student academic achievement.

Impact on Student Learning of academic standards and district learning outcomes:

Direct and indirect impact on student learning through greater collaboration of staff, greater curricular cohesion, and increased personalization.

Goal #3:

Increase opportunities for students to connect academic content to real world settings in order to enhance the relevance of learning and to prepare for life beyond high school through activities and structures such as internships, shadowing, career academies, and/or career pathways.

Rationale: Critical Need

Analysis of perception survey data and school to career participation results show that students are getting limited exposure to career exploration activities including those directly linked to academic classes.

Supporting 2006 Data:

According to 2005 perception survey results, fewer than two-thirds of Tamalpais High School students feel prepared for the world of work and to make informed career choices. The 2006 school to career report shows that fewer than 25% of Tamalpais High School students participate in workplace experiences outside of school.

Growth Targets:

2007-08: Increase of 15% of students in grades 10-12 in workplace experiences.

Explore and develop or expand one additional career pathway/academy for grades 11-12.

2008-09: Additional increase of 15% of students in workplace experiences.

Implement new or expanded pathway/academy.

2009-2010: Additional increase of 15% of students in workplace experiences.

Enhance viability of new or expanded pathway/academy.

Impact on student learning of academic knowledge and district student outcomes:

Increased relevance of academic content will have a direct impact on subject matter retention and development of critical thinking skills.

Goal #4:

Increase equity of opportunity and access to all programs and classes at Tamalpais High School so there is proportional representation among all subgroups of students.

Rationale: Critical Need

Analysis of enrollment data shows a lack of representation among subgroups in many programs and capstone classes at Tamalpais High School such as AP/Honors, CTE, AIM, fine arts, and other advanced elective courses.

Supporting 2006 data: Course enrollment data, AP test results.

Growth Targets:

2008-09: Investigation of programs such as AVID to address AP/Honors courses.

Plan developed for targeted preparation/recruitment/retention of subgroup students in school programs.

10% increase of proportional representation in upper division programs/classes.

2009-10: Implementation of AVID type program to prepare underrepresented populations for high level academic courses. Implementation of program to recruit and retain students in underrepresented groups for upper division programs/classes.

Additional 10% increase of proportional representation in upper division programs.

2010-11: Additional 20% increase in proportional representation of underrepresented populations.

Impact on student learning of academic knowledge and district student outcomes:

Direct impact on high student achievement of standards and outcomes along with potentially higher percentage of students from underrepresented populations meeting a-g requirements and passing AP exams.

3. Describe the process used to implement the action plan listed above. How were the goals reviewed and discussed by staff/stakeholders?

As stated above in the district response, TUHSD has focused the bulk of our work on the

Tamalpais Union High School District, WASC Self-Study Report - Tamalpais High School

alignment of all five schools in TUHSD through a common mission and strategic priorities, the development and implementation of learning outcomes related to subject specific core competencies, the formation and operationalizing of a teacher and counselor leadership model, implementation of professional learning communities and the development of site specific intervention plans. We believe these steps were critical in addressing the concerns of the previous WASC visiting committee.

Some teacher teams at Tam use designated PLC time to its fullest extent by discussing curriculum, instruction and assessment strategies, analyzing and responding to student performance data for the purpose of improving proficiency levels and growth for all students. Many teachers are finding this process valuable and are seeing the impact of this practice on students in their classrooms. However, complete buy-in and system-wide operationalization of PLCs across Tam has not yet been reached. Some teams/team members are trying out the process, completing one or two cycles per semester, some are not entirely invested in the PLC process, others still question the value of collaboration, the time constraints involved with working with colleagues, and in providing extra time and support to students when they don't learn the first time.

During the 2013-2014 school year, Tam developed site-specific tiered intervention plans (i.e. quality first instruction for all, supplemental instruction for some, intensive intervention for some). At Tam, we are in the initial phases of implementing these intervention plans and are focusing on Tier 1. We believe it is our top priority to focus on providing effective core instruction that is differentiated to meet learning needs and capitalize upon prior knowledge. Teachers have been tasked to focus on Tier 1 instruction and intervention in their classroom. Administrators, special education professionals, counselors and support staff are working with appropriate staff on intervening at the Tier 2 and 3 levels, with particular focus on behavior and attendance.

Furthermore, the TUHSD Mission Statement states our system will guarantee students are educated in 21st century skills (i.e. communication, collaboration, problem solving, critical thinking, creativity etc.) and are prepared for the college and/or career of their choosing. Innovation, experimentation, integration and application are alive in Tam classrooms, as evidenced by project and assignment completion. The implementation of these 21st century skills need to happen more systematically across our campus.

Tam is addressing these inconsistencies through the implementation of TUHSD strategic priorities, through the frequent and consistent engagement and development of teachers,

Tamalpais Union High School District, WASC Self-Study Report - Tamalpais High School

counselors and administrators as instructional leaders, targeted professional development, and by conversations among Tam staff members and stakeholders. The Tamalpais Leadership Collaborative, including Tam Teacher/Counselor Leaders and administrators, is actively engaged in professional development and is learning how to model and lead their teams on identified strategic priorities. Administrators have been deliberate in facilitating the development of our site leaders through the use of models and protocols in weekly Teacher Leader meetings, in order to help the teachers lead and work with their fellow department members.

As this work has progressed through the years, Tam has engaged our stakeholders in a variety of ways - through Site Council, Parent Teacher Student Advisory (PTSA), Tam Foundation and Boosters meetings, Student Advisory Council, Parent Advisory Council, Tam Talks, Leadership and Peer Resource classes, Parent Meetings held in Marin City, and our monthly newsletter.

4. **Review Section F (Schoolwide Synthesis of WASC Recommendations) in the Summary Chart above AND Action Plan Goals from last WASC Report: To what extent have these been met (or not met) since the last visit?**

Goal #1

Reduce the achievement gap between subgroups of students in state and local assessments as well as within courses, especially in the areas of reading, writing, and mathematics.

Goal #1 has not been met. National (SAT, AP), State (CAHSEE, CST), and local (GPA) data points indicate a significant achievement gap.

Evidence of progress and actions taken in service of meeting Goal #1:

- The Tam Math department created the Math Assistance Program, whereby teachers make themselves available for student support before school, during lunch and after school.
- In 2008, a math transition program that focused on 8th grade students attending a local feeder school (Martin Luther King) was ended. This program placed a Tam math teacher at MLK for daily differentiated instruction. The students then transitioned to their designated math level courses once they began attending Tam High in their freshman year with the same math instructor.
- We have established flexible tutorials for one English teacher and one math teacher,

Tamalpais Union High School District, WASC Self-Study Report - Tamalpais High School

so that they can provide more targeted support for students in a one-on-one or small group format.

- The CORE program was established as a two-year interdisciplinary program for all ninth and tenth grade students that fosters a deeper understanding of English and social studies themes by using a collaborative instructional approach that builds academic skills, positive relationships and a supportive community.
- Targeted support during lunch and tutorial is provided by an English and Math teacher to support eleventh and twelfth grade students who did not pass the ELA and/or Math portions on the CAHSEE.
- We have placed all students, beginning in 2014-2015, in grade level math courses.
- We have offered independent study course options for students who have not been successful in completing required core classes.
- We have placed English Language Learners in mainstream science, English, and social studies courses.

Goal #2:

Increase the collaboration of staff through the creation or expansion of staff development opportunities linked to student achievement.

Goal #2 has been met. Over the last several years, all staff meetings, site and district staff development days have been deliberately designed to increase collaboration among staff in direct service of student achievement.

Evidence that Goal #2 has been met:

- Master Schedule has repeatedly been designed to offer shared prep time for teachers. (English/Social Studies CORE partners, subject specific, AIM, etc.).
- Site teacher leader meetings shifting from covering nuts and bolts to a focus on teaching and learning with an embedded release period for meetings and support.
- Site teacher leader meetings structured to model use of protocols and build facilitation skills of teacher leaders. There is also a focus of modeling the work of professional learning communities (making data driven decisions, analyzing instructional methodologies, reflecting upon practice, etc).
- Weekly meeting time for staff focused on PLC work. Three out of four meetings a month are dedicated to PLC work, where teachers are using data to help each other develop instructional and intervention plans.
- District staff development days designed to allow collaboration of district department members. Teachers, in their specific discipline, spent the last five years developing program goals, proficiency scales and learning progressions for courses.

Tamalpais Union High School District, WASC Self-Study Report - Tamalpais High School

Teachers are provided time to reflect and review program and proficiency scales.

- Site staff development days focus on professional learning communities designed to provide targeted support for teachers on curriculum, instruction, intervention, and school culture led by site and district personnel, as well as, outside facilitators. Site workshop topics included: developing program goals and proficiency scales, aligning assessments to proficiency scales, engaging in crucial conversations, reviewing sound grading practices, understanding different instructional strategies, and exploring different learning management systems (eSchool, moodle, haiku).
- Release days have been provided for departments and teacher teams to focus on alignment of work in their classrooms.
- AP teachers attending AP curriculum workshops. Teachers in World Language, Science, Social Studies, Fine Arts and English attend annual conferences and trainings.
- Mentor teacher is given a release period to collaborate with and support first and second year teachers at Tam.
- First and second year teachers, in cohorts, collaborate with each other on instructional design and implementation, using UbD framework.
- Summer transition program for incoming eighth graders to help marginalized students become familiar with the site and some of their teachers prior to the start of their academic careers at Tam.

Goal #3:

Increase opportunities for students to connect academic content to real world settings in order to enhance the relevance of learning and to prepare for life beyond high school through activities and structures such as internships, shadowing, career academies, and/or career pathways.

Goal #3 has been met, but should be a continued area of focus.

Evidence Goal #3 has been met:

- Conservatory Theatre Ensemble (CTE) program allows students to engage in every aspect of theater life - acting, production and business and marketing. Additionally, students regularly interface with theater professionals (guest artists) during class and in productions.
- Academy of Integrated Humanities and New Media (AIM) program allows students to apply what they learn in their English and Social Studies courses through documentary film making. Students submit their work for review and consideration with the National Academy of Television Arts and Sciences.

Tamalpais Union High School District, WASC Self-Study Report - Tamalpais High School

- Courses, such as Marine Biology, Environmental Science, Street Law, Independent Living and American Government, have students regularly present to authentic audiences of professionals in their respective field.
- We have many teachers across our campus participating in ITTC, a professional development program, facilitated by our district, intended on incorporating project and problem-based learning, with technology, into classrooms. One of the intended outcomes of this program is to make learning more relevant and introduce instructional technology into the classroom and curriculum.
- Tamalpais High School is part of the Marin County Pathways Trust Grant application, The goal of the group submitting the application is to build career pathway programs at our high school. The Applied Tech program currently offers these courses: Automotive Technology, Construction Technology, Engineering Design and Documentary and Integrated Media Studies.
- Through the Marin County Office of Education, Tamalpais High School has a School to Career Liaison who works with students in finding internship and job shadowing opportunities in areas students have interest and/or aptitude.
- Our student-run journalism program (Tam News) continues to win local and national awards for their articles. Additionally, in the 2013-2014 school-year, the print journalism program expanded and added the Tam Broadcasting Network, a student run broadcast journalism program.
- Our music program brings students annually to national competitions where individual students and student groups continue to win awards and recognition.
- Students with IEPs are eligible to take part in a workability program through the Marin County Office of Education, and students in the SDC and CEC special education classes are eligible to participate in a workplace learning class that pairs students with local employers and businesses for employment experiences.
- The College and Career Specialist helps students prepare for post high school options and provides numerous opportunities for students to engage with college and career information (Naviance, college representative visits, job board, volunteer and service events, and career inventories).
- The Strategic Peer Mentoring Program prepares upperclassmen to become tutors for students in academic difficulty.

Goal #4:

Increase equity of opportunity and access to all programs and classes at Tamalpais High School so there is proportional representation among all subgroups of students.

Goal #4 has not been met, some progress has been made.

Evidence of progress and actions taken in service of meeting Goal #4:

- Embedded Honors World History in CORE during the sophomore year has enabled more students to have access to honors curriculum without any barriers to enrolling in the course.
- Last year, we graduated a diverse group of students who were assigned to their CORE cohort and English and social studies teachers for all four years. In doing so, all of the students took AP English Language Composition and AP English Literature during their junior and senior years.
- We have begun building working relationships with community organizations to increase the attendance and engagement at school of our underrepresented populations. We are working with Boys & Girls Club of America, Marin County Probation, 10,000 Degrees, College of Marin, Bay Area Community Resources, the Hannah Project Center and Bridge the Gap. To this end, we hope to directly increase the number of students becoming eligible for and attending four-year universities.
- We are offering grade level instruction in our mathematics courses. We have removed courses that were non-college preparatory so there would be increased accessibility to UC and CSUs A-G required courses.
- Special education resource teachers have concentrated on ensuring students with IEPs are completing the A-G eligibility requirements.
- We have removed barriers, such as specific grade requirements and teacher recommendations, to allow greater access in AP English courses.
- CTE has been deliberate in attracting and maintaining a significant number of our underrepresented students to take drama courses and continue into advanced courses in the program through targeted intervention, differentiation and student choice.
- Link Crew has been deliberate in attracting and maintaining a significant number of our underrepresented populations to be Link Crew Leaders through personal teacher invitation and outreach.

Chapter III: Student /Community Profile — Overall Summary from Analysis of Profile Data and Progress

Implication of Data and Growth Areas:

District Response:

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

Organization

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

Student Achievement

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

Tamalpais Union High School District, WASC Self-Study Report - Tamalpais High School

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

College and Career Readiness

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

When the data are disaggregated the story begins to unfold differently. While many TUHSD students are performing at high levels and are prepared for the college and career of their choice, this is not the case for all students. A substantial achievement gap has been maintained at TUHSD for many years when looking at certain subgroups of the student population. In particular, students on free and reduced lunch, or low socioeconomic status (low SES), are underperforming significantly as compared to their high-SES counterparts. Looking at a wide range of data sets related to student achievement and college readiness, African-American students face the largest achievement gap of all subgroups, as compared

Tamalpais Union High School District, WASC Self-Study Report - Tamalpais High School

to the general population and White and Asian students. There is also a significant gap between Hispanic students as compared to the general population, though this gap narrowed over the past five years. A gap is also present in TUHSD discipline data, where African-American and Hispanic students are suspended at disproportionate rates.

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

Student Opportunity and Achievement Gaps

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

Tamalpais Union High School District, WASC Self-Study Report - Tamalpais High School

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

Tamalpais Union High School District, WASC Self-Study Report - Tamalpais High School

underprepared to attend four-year colleges as compared to the general population. In 2013, 36% of African-American students and 60% of Hispanic students were eligible to attend four-year colleges upon graduation, as compared to 89% of Asian students and 79% of White students.

- A gap exists in TUHSD student opportunity and performance in mathematics as compared to other subject areas.
 - CST
 - TUHSD students consistently score lower in mathematics on CSTs than in the other subject areas (aggregate scores proficient or advanced, looking at five-year averages: ELA 80%, Math 46%, Science 69%, Social Studies 72%).
 - GPA
 - TUHSD student earn a lower percentage of A's and a higher percentage of D's and F's in math as compared to other subjects.
 - Placement
 - Students placed in non-grade level math instruction (P1-P2) as 9th graders have a much lower chance of completing Advanced Algebra, and being college ready by the time they graduate (17%, as compared to 80% (P3-P4) and 98% (Geometry).

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

TUHSD Critical Learner Needs are identified as:

1. Provide all students opportunity and access to grade level instruction, higher level course offerings (AP and honors) and college and career options in the 21st century.
2. Reduce the gap in performance between students who are economically disadvantaged, students of color and the general population.
3. Increase student achievement in mathematics.

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 students who are economically disadvantaged, students of color, and the general population?

Specifically:

Access:

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

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

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

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

Equity:

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

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

Mathematics:

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

Site Response:

Almost identical to the District's findings, we see the student population at Tam performing well beyond the external expectations of the state and federal government. The general population consistently performs above county and state averages on standardized tests; nearly all Tam students earn diplomas after four years; there are very low dropout rates; and, Tam graduates attend a wide range of colleges across the country. The predictions of future performance based on current trend data signals continued success for Tam. This is evidenced by the following summary of trends from aggregate by Tam data:

Student Achievement

- Over the past five years, Tam has maintained very high pass rates on the California High School Exit Exam (CAHSEE) in both English (97%) and Math (95%). In 2014, Tam averages were 10% higher than state averages.
- Over the past five years, the number of students (grades 9-11) who earn proficient or advanced has fluctuated on the ELA portion of the CST; however, our percentage of students earning proficient or advanced has been higher (approximately 29%) than state averages (grades 9-11).
- Tam trends consistently higher than the county and state in CST English Language Arts, Science, and Social Studies.
- Tam's Academic Performance Index (API) is consistently higher than state averages (866 vs. 757 in 2013).
- Tam has maintained high grade point averages over the past five years and GPAs have increased on average by .31 points.

College and Career Readiness

- Tam graduation rates are consistent and high; 97.9% in 2013 which was 6.5% higher than county averages and 17.7% higher than state averages.
- Tam consistently trends higher than state averages in seniors eligible to attend UC/CSU colleges.
- Participation rates in the Scholastic Aptitude Test (SAT) are fairly consistent and consistently higher than state averages (77% TUHSD as compared to 48% state in 2014).
- SAT scores are consistently higher than state and national averages in reading, writing and math.
- Tam students perform better than their state and national counterparts in the following subject tests for the SAT: Biology(Ecology), Biology(Molecular), French, Literature and US History.
- Over a five year time period, Tam has seen an increase in the number of students

Tamalpais Union High School District, WASC Self-Study Report - Tamalpais High School
taking AP exams (517 in 2009 compared to 591 in 2014)

Almost identical to the district, our site finds achievement and opportunity issues for specific populations when we disaggregate the data. Most particularly, we have discovered student performance rates on local and state assessments, are considerably lower for our low SES, African American and Hispanic students compared to our high SES White and Asian populations. Evidence of these findings can be found in the following summary of trends:

Student Opportunity and Achievement Gaps

- A gap exists in the opportunity all Tam students have for college and career options.
 - TUHSD graduation requirements are not the same as the entrance requirements for UC and CSU colleges (“A-G” List), so that a student can earn a diploma without being prepared to attend these schools.
 - Tam graduation rates do not match rates of students who are eligible to attend four year colleges upon graduation. On average, over the past six years, Tam is graduating 97% of its students, but only 73% of TUHSD graduates have completed UC/CSU “A-G” entrance requirements
 - Tam began tracking graduates in 2007 and that data shows 59% of 2007 graduates earned a degree (55% from a four-year college/university, 4% from a 2 year college) in a six year period of time; 41% did not complete a program or earn a degree.
 - Tam courses are not open to all students and barriers exist to honors and AP level courses in the form of entrance requirements, tests and teacher recommendations.
 - A disproportionate percentage of African-American and Hispanic students take the SAT than are enrolled in Tam, as compared to the general population. The same is true for low SES students.
 - A disproportionate percentage of African-American and Hispanic students take AP courses and tests than are enrolled in Tam, as compared to the general population. The same is true for low SES students.
- A gap exists in the performance of low SES students as compared to high SES students:
 - CST
 - In 2013, averaged across all grade levels of ELA, 45% of low SES students scored proficient or advanced, as compared to 85% of high

Tamalpais Union High School District, WASC Self-Study Report - Tamalpais High School

- SES students.
 - In 2013, averaged across Algebra, Geometry and Algebra II, 20% of low SES students scored proficient or advanced, as compared to 47% of high SES students.
 - Economically disadvantaged students also performed significantly lower on all Science and Social Studies CSTs.
- API
 - Longitudinal data indicates TUHSD has not closed the gap between economically disadvantaged students and the general population over the past six years.
- A gap exists in the performance of certain racial subgroups of our student population.
 - CST
 - African-American and Hispanic students underperform as compared to White and Asian students in all subject areas of the CST.
 - CAHSEE
 - The passing rate of African-American students on the High School Exit Exam for 2014 graduates was dramatically below other subgroups (35% passed ELA, 53% passed Math). These rates range between 80% and 90% percent passing for other subgroups.
 - API
 - TUHSD has narrowed the gap between Hispanic students and the general population over the past six years, but a gap still exists. The gap between African-American students and the general population has been maintained over this period of time.
 - GPA
 - During 2013-2014, African-American students earned an average GPA of 2.33, whereby the whole school average GPA is 3.39.
 - During 2013-2014, Hispanic students earned an average GPA of 2.92, whereby the whole school average GPA is 3.39 .
 - Other
 - While gains have been made over the past three years, longitudinal data indicate that African-American and Hispanic students are underprepared to attend four year colleges as compared to the general population. In 2013, 36% of African-American students and 60% of Hispanic students were eligible to attend four year colleges upon graduation, as compared to 89% of Asian students and 79% of

White students.

- A gap exists in Tam student opportunity and performance in mathematics as compared to other subject areas.
 - CST
 - Tam students consistently score lower in mathematics exams on CSTs than in the other subject areas (aggregate scores proficient or advanced, looking at five year averages: ELA 78%, Math 46%, Science 74%, Social Studies 73%).
 - Whereby Tam is above state averages in all other subject areas, Tam students score on par with local and state populations in the areas of Algebra and Algebra 2.
 - GPA
 - Tam students earn a lower percentage of A's and a higher percentage of D's and F's in math as compared to other subjects.
 - Placement
 - (Prior to 2014-2015 school year, only grade level instruction was provided in math) Students placed in non-grade level math instruction (P1-P2) as ninth graders completed Advanced Algebra at a very low rate, and therefore were unable to meet all the prerequisite courses to be eligible to apply and enroll in a four-year college by the time they graduated (17% compared to 80% (P3-P4) and 98% (Geometry).)

Process by which Critical Learner needs were identified

Tamalpais High School engaged in the process of identifying our “Critical Learning Needs” through a variety of meetings, focus groups and discussions with the Teacher Leader body and the entire certificated and some members of the classified staff. At our initial meeting with administrators and the Teacher Leader body in August, the team reviewed Tamalpais High School’s performance data and arrived at three distinct areas of focus. Specifically, issues surrounding access and completion of higher level courses (AP/Honors) for all students, equity concerns related to policies and practices institutionalized by the site with unintended consequences, and evidence of a lack of student achievement in the area of mathematics were surfaced by the team.

This data review process was replicated at a staff meeting in October where teachers were provided a packet (soft copy and hard copies) of all significant data for perusal prior to the

Tamalpais Union High School District, WASC Self-Study Report - Tamalpais High School

meeting. The data were then broken into categories and teachers selected the categories they wished to analyze. Teacher teams observed trends and patterns in the data and reported their findings. Their discoveries concurred with the TLC's findings from August which related to access, equity, and achievement concerns in mathematics.

At a site Teacher Leader meeting, in November, the critical learning needs were solidified and reviewed with the TL body. Once again, the critical learning needs echoed the findings of the district and are as follows:

Tam Critical Learner Needs are identified as:

1. Provide all students access to grade level instruction and core competencies, higher level course offerings (AP and honors) and college and career options in the 21st century.
2. Reduce the gap in performance between economically disadvantaged students, students of color and the general population.
3. Increase student achievement in Mathematics.

Focusing Question:

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

How can Tam increase the number of students who are UC/CSU eligible?

How can Tam infuse the teaching and learning of 21st century skills into all classes so that all students are prepared for college and career in the 21st century?

How can Tam provide professional development for teachers to support all students who now have access to grade level instruction?

How can Tam increase participation rates of underrepresented populations in participation in SAT, ACT exams and AP/honors courses?

Equity:

How can Tam address student achievement and opportunity gaps so race and economic status are no longer a predictor of academic success or failure in our classrooms?

How can Tam support underrepresented populations academically, socially and emotionally so they are able to attend and participate in their classes?

Mathematics:

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

Chapter IV: District and School Self-Study Findings

For each criterion, respond to the indicators and related prompts for each criterion and note the supporting evidence. Refer to the areas to analyze and examine in determining the degree to which the criterion is being met.

For each category, provide the following: (1) the identification of strengths and (2) the identification of prioritized growth areas.

Note: The five criteria categories are:

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

A1. Organization Criterion

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

Indicators with Prompts

Vision – Mission – Schoolwide Learner Outcomes – Profile

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

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

Findings	Supporting Evidence
<p><i>District Response:</i></p> <p><i>The TUHSD Mission Statement reads: THE TAMALPAIS UNION HIGH SCHOOL DISTRICT is dedicated to the development of creative, passionate, and self-motivated learners. Upon</i></p>	<p>TUHSD Mission Statement</p>

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).

Student Achievement
Data

Student Achievement
Reports

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

Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes

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

Prompt: Evaluate the effectiveness of the processes.

Findings

Supporting Evidence

District Response:

The mission of the Tamalpais Union High School District was developed in 2009 with input from students, parents, teachers,

TUHSD Mission
Statement

administrators and community members. Strategic priorities were developed to focus the work of TUHSD in the areas of Curriculum and Assessment, Instructional Programs and Practices, Human Resources, Leadership Development, Governance, Community Relations and Finance & Facilities, in service of the mission. Strategic Priorities are reviewed and updated annually by the Superintendent and Board of Trustees. TUHSD is using the WASC Focus on Learning process to gather input from parents and students on how well we are meeting the mission for the students and community we serve. While the initial process was effective in capturing a snapshot of what the board and community wanted TUHSD to accomplish in 2009, it is time to conduct a more extensive review process of the TUHSD mission to determine if the mission needs to be augmented or refined to serve our current community and Board of Trustees.

Site Response:

The site concurs with the district response.

Understanding of Vision, Mission, and Schoolwide Learner Outcomes

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

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

Findings	Supporting Evidence
<i><u>District Response:</u></i>	
<i>The TUHSD Mission Statement and work related to the implementation of strategic priorities are communicated to students, parents and other members of the school's community in a variety of ways. The district's leadership team, the Tamalpais Leadership Collaborative (TLC), leads the work of implementing key strategic priorities each year</i>	<p>TUHSD Mission and Strategic Priorities</p> <p>Student Achievement Reports</p>

Tamalpais Union High School District, WASC Self-Study Report - Tamalpais High School

in an effort to further the mission of TUHSD. Key priorities for the 2014-2015 school year are to (1) Utilize a routine approach to collectively review and respond to student performance while enhancing the district's organizational culture and climate and (2) Implement a system of intervention to support the academic and behavioral success of all students. The mission and strategic priorities are communicated via Superintendent's blogs, district and site websites, newsletters, presentations to the Board of Trustees (i.e. student achievement reports, updates on curriculum/instruction, personnel services and finance/facilities), student advisory groups, parent advisory groups, staff meetings, teacher leader meetings, district and department meetings, new teacher induction program, professional development etc. The extent to which the district ensures stakeholder commitment to the mission and strategic priorities is gathered mainly through direct conversation and observation around the implementation of the work TUHSD is engaging in with teacher leadership, a guaranteed and viable curriculum, professional learning communities and site-based interventions.

Meeting Agendas, Notes and Presentations (Board, TLC, TL, Site, Department)

Blogs, Newsletters, Websites

Advisory Groups (Parent and Student)

Site Response:

Tamalpais High School has experienced a change in administration, and the current administration is working to develop relationships with the parents, students, teachers, and community to make the district's mission and strategic priorities evident in the daily functioning of the school site. Through formal and informal meetings with stakeholders, student interactions, newsletters, parent meetings, staff meetings, and community meetings, the site is attempting to define and explain the school's vision, mission, and schoolwide learner outcomes while implementing a guaranteed and viable curriculum for all students with the appropriate academic and social supports to ensure student success. Focusing on determining which appropriate academic and social supports are needed to ensure student success.

Regular Review and Revision

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

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

Findings	Supporting Evidence
<p><i>District Response:</i></p> <p><i>As previously stated, district strategic priorities, which act as a road map for accomplishing the mission of TUHSD for all students, are reviewed and updated annually by district office administrators and the Board of Trustees in public, open session meetings which can be attended and commented on by the community at large. Updates are communicated to pertinent stakeholders annually and the process seems to be effective.</i></p> <p><i>Site Response:</i></p> <p>There are a number of teachers and key stakeholders at Tam who are interested in revisiting and evaluating the district's Mission Statement. While the core tenants of supporting all students in learning remains consistent, there are disagreements among the staff regarding these supports and how/if to implement particular programs. There is also disagreement among some staff members regarding the goals of the Mission Statement. Some of the Tam staff feels it is time to revisit the Mission Statement and would like to participate in its revision.</p>	<p>TUHSD Mission and Strategic Priorities</p>

A2. Governance Criterion

The district governing board (a) has policies and bylaws that are aligned with the school's purpose and support the achievement of the schoolwide learner outcomes and academic, college, and career standards based on data-driven instructional decisions for the school;

Tamalpais Union High School District, WASC Self-Study Report - Tamalpais High School

(b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan and its relationship to the Local Educational Agency (LEA) and the Local Control Accountability Plan (LCAP).

Indicators with Prompts

Governing Board

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

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

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

Tamalpais Union High School District, WASC Self-Study Report - Tamalpais High School

Handbook, along with board policies are made available to all stakeholders via the district website.

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

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

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

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

Site Response:

It is the responsibility of the site and all stakeholders to work collaboratively with the superintendent and Board of Trustees to address policy concerns that are not in the best interest of students or impede student learning. These concerns need to be shared in a respectful fashion that promotes productive dialogue and critical analysis of such policies.

Understanding the Role of the Governing Board

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

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

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

Site Response:

Currently, parents are involved in school connected organizations such as the Tam High Foundation, PATH, THUMB, Boosters and PTSA. Parents are involved in Site Council and ELAC. This is a continued area of growth for Tam High. There should be greater outreach to parents regarding opportunities to be involved in their children's high school experience.

Governing Board's Involvement in the Review and Refinement

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

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

Findings	Supporting Evidence
<p><i>District Response:</i></p> <p><i>Important work of the TUHSD Board of Trustees is the ability to track progress over time. Setting goals toward meeting the mission ensures the work of the district is focused. Progress towards strategic goals is reported and modifications are made to the district strategic plan annually at an open session meeting.</i></p>	<p>TUHSD Board Meeting Agendas</p> <p>TUHSD Strategic Priorities</p> <p>TUHSD Board Governance Handbook</p>

Professional Staff and Governing Board

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

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

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

District Response:

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

TUHSD Governance Handbook

Site Response:

The Governing Board has developed Strategic Priorities, and it is the responsibility of site administration and staff to implement these priorities in an appropriate manner that serves our students and community. There is a need to have our staff review the priorities and to be reminded of the board's role and responsibilities for our district. The site welcomes discussion and interaction with board members.

Board's Evaluation/Monitoring Procedures

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

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

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

District Response:

TUHSD Board Meeting

Tamalpais Union High School District, WASC Self-Study Report - Tamalpais High School

District and site administration, teachers, parents, classified members and students keep the board regularly updated on academic progress, college and career readiness, attendance and discipline, culture and wellness, finance and facilities, hiring and professional development, progress towards strategic priorities. Administrators provide specialized presentations and update reports on the aforementioned topics in public open session board meetings approximately every 2 weeks. Supporting materials, including resources, budgets, presentations and proposals, are made available to the public and board in advance of the meetings. Student representatives from each school site keep the board informed on happenings at the sites in site reports at every school board meeting. Parents provide updates at parent outreach events and during public comments at board meetings. Board members conduct frequent tours of schools and classrooms, are present at school events (i.e. parent outreach nights, open houses, back to school nights) and are members of school and district committees (i.e. Wellness, Athletic Council, Golden Bell, Negotiations, JLAC etc.)

Agendas and Supplemental Materials
Outreach Events, Site Events and School Visits

Site Response:

The site concurs with the district response.

Complaint and Conflict Resolution Procedures

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

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

Findings	Supporting Evidence
<p><i>District Response:</i></p> <p><i>The board wishes to be accessible, consistent and fair in dealings with complaints and concerns from members of the community. The board represents the community and their role in hearing complaints and concerns is as a listener and to</i></p>	<p>TUHSD Governance Handbook</p> <p>Agreement Between the Governing Board of the</p>

provide education that empowers a community member with potential next steps. Employee complaint procedures are clearly outlined in the contract between the governing board of TUHSD and the Tamalpais Federation of Teachers (TFT), and in the contract between the governing board and the California School Employees Association (CSEA). These processes are agreed upon/negotiated by both parties and seem to be effective in resolving issues that arise.

Tamalpais Union High School District and the Tamalpais Federation of Teachers- TFT Agreement Between the Governing Board of the Tamalpais Union High School District and the California School Employees Association

Site Response:

The site concurs with the district response.

A3. Leadership and Staff Criterion

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

Indicators with Prompts

Broad-Based and Collaborative

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

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

Findings	Supporting Evidence
<p><i>District Response:</i></p> <p><i>In an effort to develop commitment to the mission-based work of the district and related school sites, TUHSD has strategically focused on involvement of stakeholders in development, implementation, and inspection of strategic planning and execution processes. This posit is evidenced by the Mission</i></p>	<p>TUHSD Mission and Strategic Priorities</p> <p>Agreement Between the Governing Board of the</p>

Tamalpais Union High School District, WASC Self-Study Report - Tamalpais High School

Statement development process, the establishment of the teacher leader program and the investment in developing teacher capacity in approaching strategic work in a collaborative, broad-based manner. Furthermore, site and district officials regularly solicit feedback from internal and external stakeholders through various means in order to problem solve in a collaborative manner.

Tamalpais Union High School District and the Tamalpais Federation of Teachers- TFT Term July 1, 2009- June 30, 2012
Appendix V (p. 115-118)

TUHSD administrators made the conscious decision to involve every educator in the process of creating a guaranteed and viable curriculum accessible to all students. Such a collaborative process required facilitators to move large groups of people to agreement on core outcomes and measurements. The Teacher Leaders were those facilitators. The Teacher Leaders continue to work in site and district based teams alongside administrators, to implement strategic priorities, most specifically those within the curriculum and instruction category.

TUHSD Mission
Statement and Strategic
Priorities

Tamalpais Leadership
Collaborative (TLC)
Meeting Agendas and
Feedback

Foundation Meeting
Agendas and Minutes

Beyond teacher leadership, TUHSD has established inter-district and site based committees that provide district engagement opportunities. These committees include parents, teachers, classified staff, administrators and students (i.e. calendar committee, parent and student advisory committees, course revision subcommittee, site councils etc.). Moreover, the Superintendent of Schools established advisory committees involving students, staff, and parents to review current progress, share new approaches, and receive feedback and solicit for advice on other approaches to meet mission-based outcomes. School sites have leveraged existing stakeholder committee structures to maximize collaborative problem solving in meeting the mission-based outcomes of the school and district.

Parent, Teacher, Student
Association Meeting
Agendas and Minutes

Site Council Meeting
Agendas and Minutes

Site Response:

This fostering of commitment to the decisions made through the school and district's planning process is an area of growth

for Tamalpais High School. There is much discussion regarding where input ends and decision making lies. It is the role of the board to set priorities and it is the responsibility of the site to operationalize those priorities. The site administration needs to work on communication and inclusion of diverse opinions while making decisions and adhering to the outcomes set forth by the board.

School Plan Correlated to Student Learning

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

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

Findings	Supporting Evidence
<i>District Response:</i>	
<i>School and district goals are directly related to the improvement of student progress and proficiency on academic, social, and emotional outcomes. The primary delivery system for TUHSD and related school sites to ensure students are improving in established outcomes, that plans are crafted to address areas of improvement, and that implementation efforts in the areas of curriculum, instruction, and assessment is the Tamalpais Leadership Collaborative (TLC). The TLC is comprised of teacher and counselor leaders as well as site and district administrators.</i>	TUHSD Mission and Strategic Priorities (i.e. Curriculum, Instruction, and Assessment) Local Control Accountability Plan (LCAP) Student Achievement Reports
<i>The Teacher Leader works collaboratively with teachers and administrators at the site and district level to organize and direct the instructional program for a department so that it may more effectively achieve school and district goals. Furthermore, the job description includes the</i>	Professional Learning Communities Tamalpais Leadership Collaborative (TLC)

Tamalpais Union High School District, WASC Self-Study Report - Tamalpais High School

following requirements at the “District” level, “Facilitates the development of programs and monitors implementation of curriculum that meets the needs of all students.” Lastly, the job description includes, at the “School” level, “works collaborative to plan and facilitate professional development within department and school sites.”

Agreement Between the Governing Board of the Tamalpais Union High School District and the Tamalpais Federation of Teachers- TFT Term July 1, 2009- June 30, 2012
Appendix V (p. 115-118)

Each site team drafted site specific, tiered intervention plans during the 2013-2014. These plans outline processes for ensuring all students are provided the proper support in order to meet all learning outcomes and be college and career ready upon graduation. Teachers at each site had the opportunity to provide feedback on the site RtI plan.

Tamalpais Leadership Collaborative (TLC)
Meeting Agendas and Feedback

Site Response:

Department teams are continuing work on program goals and proficiency scales aligned to state standards and student outcomes to guide instruction. In addition, Tam continues to refine and ameliorate the Response to Intervention plan to address the academic and social emotional needs of all students.

Site RtI Plans

Correlation between All Resources, Schoolwide Learner Outcomes, and Plan

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

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

Findings

Supporting Evidence

District Response:

TUHSD allocates resources based on the Mission and Strategic priorities. District and site based budgets are zero based and all expenditures must be justified according to impact on student learning. The Office of Educational

TUHSD Strategic Priorities
Local Control
Accountability Plan (LCAP)

Services provides a comprehensive plan to the Board of Trustees each spring that outlines the plan for addressing the strategic priorities within Curriculum and Assessment, Instructional Programs and Practices, and Leadership Development. Within this plan is the forecasted budget required to provide appropriate supports and services to achieve the desired learner outcomes. The District formalized these plans in the Local Control Accountability Plan (LCAP) in the spring of 2014.

TUHSD Budget Pages
TUHSD Board Meeting
Agendas and Supplemental
Materials
Consolidated Application

Site Response:

The site works with and makes requests to the district office to develop a budget that meets the needs of students and addresses areas of focus in the SPCA, LCAP and LEA plans.

A4. Leadership and Staff Criterion

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

Indicators with Prompts

Employment Policies and Practices

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

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

Findings

Supporting Evidence

District Response:

As evidenced by supporting documentation, TUHSD has clear and consistent employment policies and practices. In order to assure clarity and consistency of practice in

Collective Bargaining
Agreement between the
Governing Board of the

Tamalpais Union High School District, WASC Self-Study Report - Tamalpais High School

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

Site Response:

There has been discussion from a few parents and some staff members regarding the current district hiring practices. These concerns have arisen from the use of Target Success, an organization that uses researched-based questions that are designed to predict teacher performance. These concerns arise from the perception of a centralized hiring approach at the district level. The use of Target Success was a change from previous hiring practices in which the screening of applicants was completed by Teacher Leaders and the candidates were required to teach sample lessons to the hiring committee.

Qualifications of Staff

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

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

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

Findings

Supporting Evidence

District Response:

The Tamalpais Union High School District Hiring Guide outlines specific procedures to ensure staff are qualified based on background, training, preparations for the roles and responsibilities of the job. In order to assure clarity and consistency of practice in hiring the highest quality staff for the schools of the district, the hiring guide has been developed and utilized to serve as a resource for any person involved in the recruitment and selection of employees. This guide codifies effective practices from the past, clarifies required practices and adds new elements as policy, law or research indicates. In regards to ensuring new staff members are qualified, the human resources department follows, with fidelity, the following steps of the Hiring Guide for all employee groups:

Tamalpais Union High School District Hiring Guide

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

The procedure has been utilized effectively for the past three years and 59 (out of 279 total) teachers and counselors have been hired using this process. Moreover, all administrators

Tamalpais Union High School District, WASC Self-Study Report - Tamalpais High School

receive professional development services in the area of structured interviewing. TUHSD believes the key to ensuring high levels of learning for students is to recruit, hire, retain and develop the best possible teachers for our students. 100% of TUHSD teachers are highly qualified, 5% are Nationally Board Certified, 95% are CLAD certified and 46% have advanced degrees. All first and second year teachers new to our district receive intensive coaching, mentoring and support in unit design, collaboration and instructional approaches. Classified employees are an integral part of school communities. TUHSD currently employs and strongly values its 124 highly qualified and capable classified staff. TUHSD classified school employees provide valuable services to the schools and students they serve on a daily basis in the areas of academic and behavioral support, finance and facilities, school safety, technology support, food services and additional clerical and administrative duties. Finally, TUHSD employs only highly qualified administrative staff who are student centered, collaborative and mission driven.

Maximum Use of Staff Expertise

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

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

Findings	Supporting Evidence
<p><i>District Response:</i></p> <p><i>TUHSD values diversity, effort and excellence in all staff members and they are assigned to their roles based on experience, expertise and qualifications. TUHSD supports teachers in a variety of ways through targeted professional development, new teacher induction program, BTSA, and mentor programs. The purpose of the new teacher induction program at TUHSD is to build a collaborative culture that is student centered and growth minded. To that end, TUHSD designed and implemented a robust induction program that is centered on student learning for all first and second year teachers in the district. Teachers who are new to the</i></p>	<p>TUHSD Hiring Guide</p> <p>BTSA</p> <p>New Teacher Induction Program</p> <p>New Teacher Orientation</p> <p>Classified Trainings</p>

profession also participate in Beginning Teacher Support and Assessment (BTSA) program through the Marin County Office of Education. Furthermore, the District conducts a three day new teacher orientation at the beginning of each year. During these three days staff are provided an introduction and orientation to the school and district facilities, are provided secure access to our network, and given instruction on the use of our student information system (eSchoolPLUS), as well as other systems such as Follet for textbook tracking. TUHSD invests in classified staff by providing targeted professional development and training in areas related to their job specifications.

Site Response:

The site concurs with the district response. The Tam administration needs to do more to support new teachers and help them transition to the site. As the administrative team is relatively new, greater emphasis and attention needs to be given to developing relationships with the teachers and teacher mentor. The site also needs to develop a robust induction program for new teachers in conjunction with the support they receive from their district mentor teacher.

Defining and Understanding Practices/Relationships

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

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

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

District Response:

Written documentation that outlines responsibilities, TUHSD Board Policies

Tamalpais Union High School District, WASC Self-Study Report - Tamalpais High School

operational practices, decision-making processes, and organizational structures are clearly understood by administration and faculty. This level of comprehension is established through collaborative development of policies, routine reviews of board policy, negotiations, employment contracts, orientation processes, parent-student handbooks, training sessions, organizational charts, job descriptions and via direct, frequent and open conversations.

Job Descriptions
Organizational Charts
Negotiations Meetings
New Teacher Orientation

Site Response:

There is documentation that clearly outlines written policies, responsibilities, operational practices, and decision making policies. There has been discussion among the administration and the staff as to whether these policies best meet the needs of the current students. Changes have been made in policies (discipline, attendance, tutorial), and these changes require further investigation, study, and discussion to determine their effectiveness. The staff has requested clear guidelines, procedures, and objectives/outcomes of these changes. Tam will continue to review policies and engage in dialogue to promote a more coherent and better understanding of changes.

Parent-Student
Handbooks
Contracts

Internal Communication and Planning

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

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

Findings	Supporting Evidence
<p><i>District Response:</i></p> <p><i>Historically, TUHSD has received mixed feedback on internal communication and resolving differences between various stakeholder groups. The means for measuring internal communication and planning is best found in the efforts</i></p>	<p>WASC Report 1987-1988; Section III- Steering Committee Summary Tamalpais Union High School District memo to Certificated</p>

Tamalpais Union High School District, WASC Self-Study Report - Tamalpais High School

taken by management, labor, and external stakeholder groups to reconcile differences and identifying more effective means for structuring internal conversations. Contract topics are negotiated annually with teams of representatives and updates are made accordingly. Department, site and district level meetings are held regularly to discuss topics pertaining to operations, leadership, site and district goals, student and staff safety, rules, regulations and policies etc. Teachers receive regularly scheduled time weekly to collaborate and conduct department business. Teacher Leaders, teachers and administrators have received trainings on how to hold productive conversations to resolve conflict, how to focus conversations using structured protocols and how to establish and maintain community agreements during meetings.

staff members, From: Walter Buster and Norm Rogers, Subject: Negotiations 1988, July 27, 1988

WASC Action Plan- Visiting Committee 2000

WASC Major Recommendations WASC Report 1993-1994

Professional Development (Crucial Conversations, National School Reform Faculty, 5 Dysfunctions of a Team)

Site Response:

There is great opportunity to review the existing structures to resolve differences, engage internal communication, and develop plans for the site. There are several factions at Tam that have expressed concern with the administration, fellow colleagues, and the decision making process as it affects the classroom. These concerns definitely warrant a review of current internal structures and the way we deal with issues and concerns. In terms of internal communication, the primary forms of disseminating information include weekly memos, Teacher Leader meetings, staff/department/PLC meetings, email, newsletters, and TFT Union meetings. In order to engage in planning for the site, Tam relies upon Teacher Leader meetings, teacher release days, administrative meetings, and meetings with our district liaison to structure professional development days and hone our focus upon teaching and learning. When it comes to resolving issues, this is a definite area of growth. The site relies heavily upon the teacher union and the site representatives to help facilitate issues between the administration and teachers ,

Department, Site and District Level Meeting Agendas

and in terms of student/parent/teacher conflicts, the administration facilitates these challenging conversations. The area of focus for Tam needs to be how teachers and administrators navigate personal conflict and mediation. There needs to be a systemic cultural shift in the way the adults in the organization deal with disagreements, conflict, and criticism. As the role models at the site, we need to engage in a culture of mutual respect and collegiality while establishing structures in which we can address our problems and concerns that do not detract from our ultimate goal of student achievement.

Staff Actions/Accountability to Support Learning

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

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

Findings	Supporting Evidence
<p><i>District Response:</i></p> <p><i>The site staff meet regularly in Professional Learning Communities (PLCs) to engage in teaching and learning processes. PLCs meet for a variety of reasons based on student and teacher needs including but not limited to: sharing student data and/or work, reflection on student learning, curriculum design and lesson planning, assessment design and implementation strategies, sharing best instructional practices and curricular resources, and collaborating on support for students. The PLCs also identify students who may need more</i></p>	<p>PLCs</p> <p>Site Intervention Plans</p> <p>Site Teacher Leader Meetings</p> <p>Student/Parent notification of “in danger of failing” status</p>

Tamalpais Union High School District, WASC Self-Study Report - Tamalpais High School

support, potentially at the Tier 2 and Tier 3 level. Those students are referred to the administration and/or student support teams for further intervention. Each site has developed a site-based intervention plan based on the Response to Intervention model, which outlines steps of intervention for students.

6 Week Progress Reports
D, F, I Lists
Student Success Tracker

Each site's Teacher Leader body meets regularly to discuss implementation of PLC processes and other site-based and strategic priorities. Specifically, Teacher Leaders are responsible to supporting their department members in effective engagement in student data collection and review in PLCs. The Teacher Leaders meet to discuss where their department members are in the process and what, if any, support may be needed.

Teachers are required to provide progress reports for students and parents every 6 weeks and they issue semester grades at the end of fall and spring semesters. Teachers contact the parent/guardian of each student who receives a grade of D, F or I (incomplete) at the end of each grading period to inform them of progress (or lack thereof). Students and parents/guardians must be notified if a student is deemed in danger of failing a course.

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

Site Response:

The site concurs with the district's response however the need for shared responsibility at Tam requires further development. The administration needs to take greater responsibility for empowering the Teacher Leader body and teachers in taking ownership for student learning and professional development. The new administrative team has

been very prescriptive in the way it has planned staff development to support student achievement and the way it has organized staff meetings and PLC time. The Teacher Leader body needs support in working with their department members to bring the district strategic priorities to fruition. There have been numerous questions regarding the development of the RtI plan, and staff has requested a clear explanation and delineation of roles and responsibilities for student interventions and supports. There has also been great concern by administration and teachers regarding the collegial strategies used to implement innovations and encourage improvement. There is great hope to develop a culture that invites peer shadowing, coaching, observations, mentoring, and the sharing of best practices, but that culture does not currently exist throughout the site. There are groups of teachers and some departments that engage in collaboration, but there is still a fracture within the staff. Administrators and teachers need to model the desired behaviors we want our students to emulate, and we need to address internal issues in a respectful fashion. As stated previously, the site needs to establish protocols for disagreement and conflict resolution. Tam needs to become a cohesive site that addresses challenges professionally, recognizes both veteran and novice teacher contributions to student learning, and actualizes the process of truly becoming the “Tam Family.”

Evaluation of Existing Processes

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

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

Findings

Supporting Evidence

District Response:

Accountability of processes to determine the degree to which actions of the leadership and staff focus on successful student learning occurs through Leadership meeting feedback, Site Councils, LCAP review, and Teacher Leader feedback. Each year, site administration and Teacher Leaders undergo evaluations which includes feedback from staff via survey means. Imbedded in the surveys are questions regarding leadership model, effectiveness and impact on student learning. These surveys are formative in nature and meant solely for the recipient of the feedback to improve and enhance their practice in service of students.

Leadership Meeting
Critical Friends
Feedback
Site Council
LCAP Review
Administrator 360
Survey
Teacher Leader Survey

Site Response:

During the past year and a half there have been issues that have diverted our complete focus from student learning. Despite these issues, there has been a great deal of conversation surrounding structures that impact student learning, and these conversations have been both challenging and difficult. A number of changes have been implemented and these changes have not been supported by some members of the staff. Questions have continuously arisen as to where decision making lies, and there are some teachers who have expressed frustration and concern because they feel that their expertise and input has been ignored. Changes have been implemented despite great resistance, and these changes have yet to produce the desired results hoped for by the administration. The administration has concerns because data has been gathered showing lack of improvement, but there has been little discussion regarding the changes in instructional practices to best support students, and there is only one semester of data. The administration is concerned that the structure of a particular program is receiving too much attention rather than a stronger focus on the strategies and instructional practices required to support diverse learners. Ideas are beginning to be discussed and there is a strong desire to continue to engage in further dialogue. The administration and certain teachers disagree on the best way to support

student learning, and this has been a significant challenge. With continued conversations and working collaboratively, the site will develop a robust support program for all students. The site will also have to establish more opportunity for staff and administration to review and discuss actions that have been taken and their impact on student learning.

A5. Leadership and Staff Criterion

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

Indicators with Prompts

Support of Professional Development

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

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

Findings	Supporting Evidence
<p><i>District Response:</i></p> <p><i>The District allocates professional development resources based on the mission and strategic priorities. The professional development offerings from the district align directly to the work of effectively implementing standards based instruction and learning. Over the past five years the district has utilized internal and external resources in order to provide meaningful, ongoing professional development to staff. TUHSD currently provides five structured release days each year for professional development in addition to a wide range of supplemental offerings, all aligned to our strategic priorities and mission.</i></p> <p><i>The review and revision process of core competencies that all students are expected to know and be able to do (i.e. guaranteed and viable curriculum/GVC) that has occurred over the past several years speaks to the effectiveness of the</i></p>	<p>Professional Learning Communities in Action Conference</p> <p>Marzano Research Laboratories workshops on aligning assessments to program goals and proficiency scales and writing valid and reliable assessments</p> <p>Mike Mattos workshop on developing effective Response to Intervention Plans</p>

Tamalpais Union High School District, WASC Self-Study Report - Tamalpais High School

professional development provided to the staff. As the staff underwent the process of creating program goals and proficiency scales and then engaging in the PLC process to determine effectiveness, areas of need for professional development emerged. In response, the office of Educational Services sought out researched based professional development that aligned with the work of the district and needs of the staff. As an organization we believe that professional development must be timely, serve the direct needs of the staff, be sustained and evaluated. To that end TUHSD solicited feedback from the staff on what professional development they would like to participate in and we balanced that with our own observations of need. After each professional development offering, the district solicited feedback from the participants in order to inform future professional development offerings and design.

Tom Schimmer workshop on Standards Based Instruction and Standards Based Grading

Think Forward Institute for Problem and Project Based Learning

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

Dan Meyer workshop on effective mathematics instruction

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

Solution Tree workshop on implementing Common Core State Standards for mathematics

Macheo Payne workshop on Culturally Responsive Discipline

The District also has an internal, sustained professional development program for staff. The Instructional Technology Teacher Collaborative (ITTC) is a 2 year long program that provides ongoing professional development in problem and project based learning and instructional technology integration. The program relies on researched based strategies for adult learners.

Staff-led Workshops

ITTC

Site Response:

The professional development provided by the district has made an impact on student learning. There has been an

emphasis on utilizing technology as an instructional tool, and numerous teachers have implemented technology into their classrooms as a way to teach 21st century skills. Additionally, the teachers that demonstrate proficiency with this technology integration are invaluable resources for the staff as they can model their expertise for the entire staff. There is a great request by many members of the staff to increase the access to technology for all students. The discussions in PLC meetings revolve around how to best support students and increase student achievement, and the staff has received significant training on how to conduct conversations in a Professional Learning Community. The district provided training in “Crucial Conversations”, and the staff is having truly difficult conversations surrounding student learning and the best way to support students on a daily basis. The site could utilize more staff expertise to provide professional development and modeling of best practices.

There is some questioning by staff members regarding who receives particular staff development and how those individuals are selected to receive training. Greater transparency on the part of site administration has been requested by the staff as it relates to the selection of individuals for particular conferences, trainings and workshops.

Supervision and Evaluation

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

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

Findings

Supporting Evidence

District Response:

The District has clear guidelines for effective teaching practices outlined in The Tamalpais Teacher. This document was created in collaboration with the teacher’s union and is largely based on the California Standards for Teaching. This

Collective Bargaining Agreement between the Governing Board of the Tamalpais Union

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

Site Response:

Some teachers have expressed concern with the clarity of the evaluation process. Some teachers feel that expectations are unclear and that probationary teachers may be non re-elected without opportunities to improve their practice. There is concern that there is a misalignment between the evaluation process and the re-election process. In addition, some teachers in the math department are concerned with administrator content knowledge when providing feedback regarding mathematical content.

Measurable Effect of Professional Development

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

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

Findings	Supporting Evidence
<p><i>District Response:</i></p> <p><i>The main procedure for determining the impact of professional development, coaching and mentoring on student learning is examining local data through professional learning community (PLC) processes. Via this mechanism, teachers use student assessment data paired with qualitative observations to determine progress and proficiency towards identified learning goals. While TUHSD examines state and national student performance and college readiness data, we believe student progress and proficiency towards clearly identified goals is the most powerful determinant of effective instructional practices and subsequent student performance. As an additional means of gathering input, the District and sites gather input from professional development participants in the form of staff feedback forms after site and district professional development days. This survey data is formative and used to determine relevancy and impact of the professional development and to plan future offerings.</i></p> <p><i>Site Response:</i></p> <p>The site concurs with the district response. In addition, the site has used the PLC process to determine where gaps are occurring in terms of effective student learning and achievement, and has created areas of focus for additional professional development. These areas of focus include the delivery of effective instruction for English Language Learners, differentiated instruction for all students, support for implementation of the Common Core State Standards, and deliberate trainings to work with culturally relevant materials for a diverse student population. The site needs to continue to gather targeted student achievement data after specific professional development has been implemented to see if the desired outcome or objective was obtained.</p>	<p>PLC Processes</p> <p>Professional Development Input/Feedback</p>

A6. Resources Criterion

Tamalpais Union High School District, WASC Self-Study Report - Tamalpais High School

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

Indicators with Prompts

Allocation Decisions

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

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

Findings	Supporting Evidence
<p><i>District Response:</i></p> <p><i>TUHSD educates 4,100 students with an annual budget of approximately \$63,000,000. This equates to approximately \$16,000 per student of which \$12,000 to \$14,000 goes directly to the school sites for staff and other instructional needs. Seventy-seven percent of the District's revenue is received from local property tax, 3% from state, and 15% from local parcel tax. All fiscal resources are budgeted and spent in support of the mission and strategic priorities of TUHSD and budgets are reviewed annually with interim reports and updates made to the Board of Trustees in public meetings. Recruiting, hiring and retaining highly qualified teachers and maintaining/enhancing quality learning environments is a top priority for TUHSD and resources are allocated accordingly.</i></p> <p><i>TUHSD uses a zero-based budgeting system, whereby site administrators build site budgets based on prioritized student and staff needs as they align to district and site goals in the areas of curriculum, instruction, personnel, facilities and staff development etc. Site principals ultimately oversee the</i></p>	<p>Zero-Based Budgets</p> <p>Budget Approval Process (Leadership Meeting Agendas)</p> <p>Budget Approval (Board Meetings, Agendas)</p> <p>Foundation Grants Process</p> <p>Consolidated Application</p> <p>Perkins Funds ASB</p>

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

Site Response:

The site concurs with the district response. The staff has been very vocal regarding areas for desired improvement as related to our critical learning needs. The administration and Teacher Leader body will discuss the areas of concerns and develop strategies and action plans to target these needs. These needs will be of the utmost priority when establishing budgeting plans.

Practices

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

Tamalpais Union High School District, WASC Self-Study Report - Tamalpais High School

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

Findings	Supporting Evidence
<p><i>District Response:</i></p> <p><i>The Tamalpais Union High School District maintains a 7 person business office in the areas of accounts, payroll, budgets and administrative support services. Each of the three comprehensive school sites have a Budget Secretary, whose main responsibilities are to provide support for both the site's General Fund budget and Associated Student Body budget. The smaller two sites each have a secretary that is responsible for the site's General Fund budget.</i></p>	<p>Annual Budgets</p> <p>Leadership Meeting Agendas</p> <p>TUHSD Board of Trustees Agendas and Supplemental Materials</p>
<p><u><i>Budget Development</i></u></p> <p><i>The TUHSD budget process flows smoothly. In December, enrollment projections are completed with estimates for the budget year broken down by site. Class enrollment is determined by student selection of courses. This process is completed in March, thus, allowing sites time to prepare staffing projections by April at which time the Board approves our Staffing Guidelines. The District Office provides per student allocations to our sites for their budget development. Additionally, sites are responsible for "zero-based" budgeting five areas:</i></p> <ul style="list-style-type: none"> <i>a. Professional Development</i> <i>b. Instructional Improvement</i> <i>c. Instructional Materials</i> <i>d. Peer Tutoring</i> <i>e. Link Crew</i> <p><i>The sites are not responsible for staffing costs. Controllable costs as determined based upon Line 3 are the responsibility of the sites and there is every expectation</i></p>	<p>Annual Audits</p>

that there will be no budgets overspent. The District's financial system does not allow a purchase requisition to be created unless there is sufficient funding. The sites have been given the ability to make budget transfers within their given set of accounts. The budgeting process meets the needs of the District.

Annual Audit

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

Facilities

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

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

Findings	Supporting Evidence
<p><i>District Response:</i></p> <p><i>Tamalpais Union High School District is dedicated to ensuring district and school facilities are conducive to meeting the mission of TUHSD and maintains clean, safe, well equipped learning environments for students and staff. TUHSD has undergone major renovations as part of a modernization program that began with the passing of Bond Measure A in March 2001 and a second bond Measure A in June 2006 (see</i></p>	<p>Highly Qualified Staff</p> <p>Student-Parent Handbooks</p> <p>Board Policies</p> <p>Modernization</p>

Chapter 1 for specifics). This past summer the district informational technology team completed a comprehensive overhaul of the district wired and wireless network and upgraded much of the hardware and software within the district. The District recognizes that these physical improvements are vital to creating safe, comfortable, and nurturing environments for staff, students, and our school community. The dedication to our facilities strongly reflects the mission of our District and our commitment to excellence.

Safety Plans
Campus Maps

Site Response:

The site works closely with the district Director of Maintenance to ensure the facility supports the mission, vision, and educational program of Tamalpais High School. Through biweekly meetings with an assistant principal, the district and site communicate regularly and discuss any issues that arise. School safety is of the utmost priority and both site and district administrators work to address concerns and needs. The site partners with the district and the Marin County Office of Education in regards to safety trainings and school safety plan protocols.

Instructional Materials and Equipment

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

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

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

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

District Response:

Tamalpais Union High School District, WASC Self-Study Report - Tamalpais High School

Tamalpais Union High School district complies fully with the Williams Act that requires all students to have equal access to instructional materials, facilities and teachers. Instructional materials resources are allocated at the district and site level to ensure teachers and staff have access to appropriate instructional materials such as textbooks, supplemental texts, manipulatives and other. Each year, district teacher leaders and site administration are provided a student growth projection, which is used to order materials for the coming year. Any purchase that is greater than \$7500 is approved by the board of trustees. If a department wishes to adopt new instructional materials, they update the course of study for the corresponding course to ensure it still meets state and district standards for equity and excellence. Once the course of study has been revised, district departments research and choose a few text to pilot. The text is usually piloted for a semester while data is gathered on its accessibility, accuracy, and interest level. The district department teachers choose from among the piloted text and submit a proposal for new text adoption to the Board of Trustees for approval.

Williams Act
Student Enrollment Data
New Text Approval Process
Instructional Materials Request process
Course Revision Process
Enterprise Network (wired and wireless network across entire district)
Student to Device Ratios
Technology Inventory, Labs and Carts

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

IT Department
Online Software Request Form

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

The district maintains an Information Technology Department of 7.5 employees. The IT Director manages our network and systems and oversees three network specialists, 3.5 systems support persons and a purchasing secretary. The Director of IT maintains the IT budget, ensures quality control, maintains relationships with our third party vendors, and manages the direct IT staff. The IT Director also researches best practices and advises the Board of Trustees and leadership team on best practices.

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

Site Response:

The site concurs with the district, and there is a strong desire from a majority of the staff to ensure that all students have access to a wireless device. The impact of instructional technology has inspired both students and teachers, and the possibility of all students having 1:1 access is a definite topic of discussion. Tam's largest partner school, Mill Valley Middle School, has currently introduced a 1:1 environment for their 8th graders, and Tam would like to continue with that trajectory of access of technology for all of the students. There is also a need to clarify procedures for the staff when they require additional or supplemental instructional materials. The administration and Teacher Leader Body should establish more effective protocols and guidelines for acquiring needed materials.

Well-Qualified Staff

Tamalpais Union High School District, WASC Self-Study Report - Tamalpais High School

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

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

Findings	Supporting Evidence
<i>District Response:</i>	
<i>The District has a board approved process that is used to hire all faculty and staff. This is a transparent and inclusive process that allows TUHSD to use clear criteria against which to measure candidates. The District uses Edjoin and our website to advertise our employment opportunities, as well as district staff attending certain educational job fairs.</i>	Hiring Guide Edjoin New Teacher Induction Program
<i>Once hired, teachers new to the district partake in a two year induction program, regardless of their teaching experience. The program is led by the Senior Director of Staff Development, who works collaboratively with 3 mentors, 1 for each comprehensive site, and 2 instructional facilitators. The mentors and instructional facilitators are experienced teachers in the district who are each paid a stipend to design and implement ongoing professional development for teachers who are in their first 2 years working in the district. Each mentor is also provided a .2 release in order to have sufficient time to observe and meet with the first and second year teachers. The focus of the new teacher induction program is high quality instructional strategies and curriculum development. The District utilizes Understanding by Design as a framework for grounding effective instruction that has a potential high impact on learning.</i>	Understanding by Design Beginning Teacher Support and Assessment
<i>Teachers who are new to the profession are also supported through the county Beginning Teacher Support and Assessment induction program (BTSA). Experienced teachers in our district act as specialized mentors to BTSA participants</i>	

and they are paid a stipend by the district for this work.

Site Response:

The site concurs with the district's response. There are adequate resources to provide ongoing professional development for a well-qualified staff. Both new and veteran staff have experienced targeted professional development support. Teachers at Tam have been very deliberate in their requests for professional development. The site budget has allocated significant funds to support professional development requests. These requests include Advanced Placement Trainings, site visits to schools that are engaged in innovative teaching practices, Common Core trainings, PLC conferences, Solution Tree conferences, STEM conferences, and teacher release days in which teachers collaborate with both district and site administrators to discuss student performance data and develop curriculum. These release days partner teachers with various experience and expertise to strengthen instructional delivery, the development of new curriculum, and the use of best practices.

Long-Range Planning

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

Prompt: Evaluate the effectiveness of these processes.

Findings	Supporting Evidence
<i>District Response</i>	
<i>The District employs 5 year student enrollment projections along with property tax projections in order to determine potential budget shortfalls. By projecting our both enrollment and tax base the district can ensure appropriate resources are available to ensure all</i>	Budget Forecasting 5 year Student Enrollment Projections

students have the opportunity to achieve at high levels. The District values teaching and learning above all else and budgets its resource to manifest the highest impact on those areas.

Site Response:

The site is committed to focusing upon the Critical Learner Needs to help improve student achievement. To ensure these goals are met, we will allocate site resources to address the needs and seek support from the district to supplement additional areas of growth. In order to evaluate improvement in our identified areas of need we will collect data and review student outcomes. In addition, we will focus upon implementing the strategies set forth in our action plan. We will use the PLC process and gather information from our departments to determine student achievement and levels of improvement related to the strategies. We will work to continually build upon our successes and reflect upon data and instructional delivery that does not produce or deliver our expected outcomes and revise accordingly. The site administration and teachers will continue to engage in dialogue to move students forward and prepare them for college and career.

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

Strengths and Growth Needs

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

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

Tamalpais Union High School District, WASC Self-Study Report - Tamalpais High School

District Response:

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

Site Response:

- Tam has attempted to implement the strategic priorities of the district with fidelity.
- Tam has a highly qualified staff that is focused upon teaching and learning.
- Tam has provided professional development to build teachers, administrators, and staff capacity to help students achieve success
- Tam has utilized its financial resources to support student learning in order to impact student achievement.
- Tam is committed to continue to apply its financial resources to support the Critical Learner Needs.

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

District Response:

The District has some legacy policies that are not aligned with the current mission, vision and strategic priorities. While some policies have been updated, this remains an area of growth for the district. As the strategic priorities are the means through which the mission is operationalized, engaging stakeholders in the process of reviewing and revising them is essential. While the District has taken steps to reach out to stakeholders, the efforts have not always proven fruitful. The District must take further measures to engage stakeholders in the annual processes of evaluating the extent to which strategic priorities have been met or not and revising accordingly or setting new priorities. The Mission Statement was drafted almost 6 years ago in 2009. It is likely time that the District consider revisiting the mission to ensure it still represents what we want for our students and community.

Site Response:

- Tam needs to continue to foster its commitment and align the work of the site to the

Tamalpais Union High School District, WASC Self-Study Report - Tamalpais High School

district strategic priorities in order to operationalize those objectives.

- Tam needs to continue to involve stakeholders in the understanding of the district's mission and vision
- Tam needs to review and refine policies to support student learning
- Tam should continue to work on communication and the dissemination of information with its stakeholders
- Tam should continue to seek opportunities to address internal conflict and develop ways to mediate concerns

Chapter V: "Schoolwide Action Plan"

Task 5: Revise the comprehensive schoolwide action plan; define schoolwide and subgroup growth targets; establish an ongoing follow-up process to monitor implementation and accomplishment of the schoolwide action plan

Note: The product is a revised Single School Plan for Student Achievement based on the results of the self-study. The school integrates the school initiatives into one overall plan. (See the comparison chart in this task.) See www.cde.ca.gov/nclb/sr/le/singleplan.asp, *2013 Single Plan for Student Achievement: A Guide and Template for Creating/Updating the Single Plan for Student Achievement*, especially Appendix G.

Chapter 5 Action Plan Template (modified Intervention Plans)

Chapter 4 - Self Study Sections B-E

Category B: Standards-based Student Learning: Curriculum

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

B1. Curriculum Criterion

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

Indicators with Prompts

Current Educational Research and Thinking

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

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

Findings	Supporting Evidence
<i>District Response:</i> <i>TUHSD has spent the past five years developing a guaranteed and viable curriculum that is accessible to all students in courses required for graduation. Different departments are in different stages with this work, but the goal is common courses of study that outline access to national and state standards. This work uses research from Marzano Research Laboratories, Rick and Rebecca DuFour, John Hattie, Michael Mattos and many others. In addition, department teams in English and Mathematics have aligned their courses of study to the Common Core State Standards and the Smarter Balanced Assessments. These standards will be implemented in forty-six states across the country and will help to internationally benchmark student achievement for TUHSD. TUHSD is aligning curriculum frameworks and instructional materials with the expectations of the state of California through a subset of the Tamalpais</i>	Guaranteed and Viable Curriculum (GVC) Courses of Study Course Revision Subcommittee - Process and Product Professional Development aligned to Common Core and Development of a GVC Common Core State

Leadership Collaborative called the Course Revision Subcommittee. This team has developed a process for the creation and revision of courses of study and is updating our curriculum cycle. District science teachers are about to begin the alignment of their learning outcomes to the Next Generation Science Standards. Teachers stay current by becoming consumers of educational literature and research, through professional development at the district and site level, through Teacher Leadership and through the development and revision of courses of study.

Site Response :

The site has focused on creating curriculum that is grounded in current research. Teachers have based curriculum development on the Understanding by Design framework and the research from Marzano Research Laboratories that emphasize clear learning outcomes for students and proficiency scales which articulate how proficiency and mastery can be measured. Teachers have worked collaboratively to identify and design curriculum that adheres to the Common Core State Standards (CCSS), and the science department is reviewing the Next Generation Science Standards to implement in its program. Teachers are in varied places utilizing program goals and proficiency scales for a variety of reasons. Once program goals are utilized, they may be in need of revision or further scrutiny, discussion and additional trials to ensure alignment with CCSS. Program goals will continually need to be reviewed to ensure they are appropriately rigorous and aligned with student learning needs. This continuous revision needs to occur within site PLC teams and district department discussions. Some teachers are also focussing on the use of common assessments and measures. Some teachers have expressed the notion that without common assessments it may be more difficult to determine if all students truly have equal access to our Guaranteed and Viable Curriculum.

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

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

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

Findings	Supporting Evidence
<p><i>District Response:</i></p> <p><i>Tamalpais Union High School District offers a wide-ranging, relevant and thorough academic program that reaches out to a broad spectrum of students, supporting a variety of pathways to higher learning. Courses taught within TUHSD meet and exceed state standards and a guaranteed and viable curriculum has been developed in courses required for graduation, identifying clear learning outcomes aligned to national and state standards.</i></p> <p><i>The curriculum within TUHSD is college preparatory and UC approved. All AP Classes adhere to the standards set by the College Board and have approved audits. District-wide courses of study are linked to the state standards, and the process by which new courses are designed and approved is rigorous and founded on the guiding principles described in the state standards for the different subject areas.</i></p> <p><i>To meet graduation requirements for TUHSD, students must successfully complete 220 credits in specific subject areas, exceeding the 200 credits required by the State of California. TUHSD graduation requirements exceed UC/CSU “a-g” requirements in social science and electives. The graduation requirements of TUHSD meet UC/CSU “a-g” requirements for college admission in English and Visual and Performing Arts. There are three areas in which the TUHSD graduation requirements differ from the UC/CSU “a-g” subject requirements for college admission. TUHSD does not require students to take a world language to meet graduation requirements, whereas “a-g” requires two years of a language other than English. For math, TUHSD does not require</i></p>	<p>Graduation Requirements</p> <p>Course Guides</p> <p>“a-g” Lists</p>

advanced algebra to graduate, yet advanced algebra is required in one of the three years of college preparatory mathematics required by UC/CSU. Finally, only one year of “a-g” laboratory science credit is given for completion of the total of two years of Integrated Science TUHSD requires for graduation. Therefore, students must complete at least one additional year of lab science to be UC/CSU eligible.

Site Response:

Tam High School offers a robust educational experience for its students and focuses upon ensuring that all students become UC/CSU eligible upon graduation. The site concurs with the district response but would like to reiterate that it is the collective responsibility of all staff to ensure that all of our students have the option to be eligible for the UC/CSU systems. The school is currently reviewing our master schedule, policies, and procedures to highlight any barriers or obstacles that may keep students from being eligible to meet the “a-g” requirements. This review has led to the removal of non-grade level courses and the implementation of our Rtl policy.

There is discussion and debate among staff members if being UC/CSU eligible is an agreed upon expectation. A number of teachers are advocating changing our graduation requirements to completely align to “a-g” UC/CSU eligibility requirements, while others have expressed concerns regarding the focus on UC/CSU eligibility to the detriment of career preparation and the ability to engage in career technical education courses. Some members are not supportive of the removal of non grade level courses as they view the courses as academic interventions and supports for grade level course work in the future. The administration and some staff members do not believe that career readiness and college readiness are mutually exclusive, and we are working to address the philosophical concerns. We want to ensure all students are college and career ready upon graduation.

Congruence

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

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

Findings	Supporting Evidence
<i>District Response</i> <i>The TUHSD mission statement outlines that upon graduation, all students will be prepared to:</i> <ul style="list-style-type: none">● <i>Master Core Competencies</i>● <i>Be Engaged Citizens</i>● <i>Access and Critically Analyze Information</i>● <i>Pose Substantive Questions</i>● <i>Communicate Effectively</i> <i>TUHSD has made significant progress in aligning academic standards in content specific areas across our system over the past five years with the development and implementation of a Guaranteed and Viable Curriculum. However, this GVC is not yet complete and is not yet being systematically implemented in all classrooms for a variety of reasons. The key skills of communication, analysis etc. outlined in the TUHSD mission statement are being taught and learned in pockets across TUHSD, but they are not being implemented in a systematic way. In terms of college and career readiness, 73% of TUHSD students are eligible to attend UC/CSU upon graduation while TUHSD graduates 97% of its students. TUHSD graduation outcomes are not inclusive of the expectations the UC and CSU colleges have for their students. There is room for growth in these areas.</i>	TUHSD Mission Statement GVC Graduation Requirements UC/CSU “a-g” List
<i>Site Response:</i> The site has worked diligently to actualize the schoolwide learning outcomes that have been specified in the district’s Mission Statement. While the implementation of 21st century skills in all classrooms is still a work in progress, the site is working toward congruence with concepts, standards, and	

outcomes. Departments work tirelessly to address the essential standards/program goals within the allotted time of the school year. This too is an area that demands review and reflection. Through the use of the PLC process, teachers will continuously review this alignment and make the necessary academic adjustments.

The site must also specify the 21st century skills a graduate from Tam High must possess and teach those skills to the students. This specification derived from the Mission Statement will be an area of focus in the coming years. The site must be clear with its objectives surrounding career readiness skills and how to embed them in the rigorous curriculum that is provided to the students in all of our courses. Our courses should address opportunities for students to engage in real world application of these 21st century skills.

Student Work — Engagement in Learning

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

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

Findings	Supporting Evidence		
<p>Site Response:</p> <p>Building a standards-based curriculum will help us identify where students are in their learning and alert us to how we can support them in gaining proficiency.</p> <p>The student data submitted by PLC groups demonstrate varied levels of understanding in terms of the implementation of a standards based curriculum. Students' work samples as evidenced by the data displayed on the S-Drive show students' work that needs improvement, has met expectations, and has surpassed expectations based on criteria outlined in program goals and proficiency scales. This data inform us that we need to differentiate</p>	PLC	Student	Work
	submissions		

instruction to support all learners to reach proficiency on every program goal and learning standard. Student work also indicates that we need to be more deliberate in how we teach and assess the outcomes expressed in our Mission Statement.

Accessibility of All Students to Curriculum

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

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

Findings	Supporting Evidence
<p><i>District Response:</i></p> <p><i>All students have access to courses required for graduation from TUHSD; however, completing graduation requirements does not make students eligible for UC/CSU colleges. TUHSD believes it is our responsibility to provide students the choice to attend a four-year college upon graduation. All TUHSD students do not have access to grade level instruction because courses still exist that track students into below grade level pathways (i.e. Algebra P1-P2, Geometry A, Intermediate Algebra). Students enrolled in these classes are disproportionately students of color, students receiving free and reduced lunch and students receiving Special Education services. All students at TUHSD do not have access to upper division elective, honors and Advanced Placement courses and barriers exist to enrollment in the form of grades, course prerequisites, teacher recommendations and entrance exams. A smaller percentage of low SES and students of color take AP exams than are enrolled in our schools. Students must first have access to courses in order to have access to the instructional practices of teachers and other activities that facilitate success for students and instructional practices vary classroom to classroom (i.e. opportunities to redo assignments based on feedback, acceptance</i></p>	<p>Courses of Study</p> <p>Demographics</p> <p>Distribution in Courses</p> <p>Graduation Requirements</p> <p>Teacher Course Policies</p> <p>Classroom Observations</p> <p>Department and PLC Meetings</p>

*of late work, differentiated approaches to teaching and learning).
There is room for growth in this area.*

In addition to above:

Site Response:

Master Schedule

The site concurs with the district's response; however, Tam has begun the process of removing barriers of access for our students. While removal of these barriers has met with some resistance, this resistance comes from a place of concern among the staff. Tam receives students from six different feeder schools with varied backgrounds and knowledge bases. We need to work towards supporting all students in heterogeneous classrooms. Many teachers have requested assistance in helping to differentiate for their students and find additional time to support the students' learning. There are prerequisite classes for certain courses and we are reviewing those courses to guarantee access for all students. We are discussing the use of testing requirements for our advanced courses and reviewing these testing procedures to determine if they are preventing students from challenging themselves with the more advanced curriculum/courses. Currently we test in mathematics, science, and the social sciences for course placement. We are assessing our testing practices and systems to ensure that we are receiving accurate information regarding student success while also encouraging students to take more rigorous coursework. Current systems allow students who do not meet entrance requirements for AP or honors courses to appeal to administration for entry into said course.

AP/Honors Matrix

There are a number of instructional practices and activities that are helping to facilitate access and success for all students. These instructional practices include extended time for assignment completion; re-taking exams or postponement of an exam until a student is prepared to be assessed; assignment accommodations; re-teaching during tutorial, before school, lunch, and after school; workshop opportunities to improve a desired skill set; the use of incompletes instead of an F for additional time in a course; and grading policies that allow for mastery of standards. These instructional practices are not uniform throughout the site so we need to be cognizant of the numerous expectations students have placed upon them by their various teachers. Through the PLC

process, teachers are working to derive strategies to help support all learners.

Integration Among Disciplines

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

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

Findings	Supporting Evidence
<p><i>Site Response:</i></p> <p>The site is continuously working on integrating curriculum throughout all disciplines. There are a number of teachers who are investigating how to collaborate and work with peers in various departments to support student learning and engagement. The site has a number of specific programs CORE (the freshman/sophomore English and social studies program), Academy of Integrated Humanities and New Media (AIM), and Conservatory Theatre Ensemble (CTE), that have integration built into their programs. Additionally teachers in all disciplines work to enhance their curriculum by bringing in guest speakers, guest artists, community members and experts into the classroom. Teachers take students on field trips for experiential learning activities and authentic learning. The integration of course concepts has allowed are faculty to embed 21st century skills into the curriculum.</p>	<p>CORE program</p> <p>AIM</p> <p>CTE</p> <p>Global Studies program</p>

Curricular Development, Evaluation, and Revisions

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

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

Findings	Supporting Evidence
<p><i>District Response:</i></p> <p><i>TUHSD formed a Course Revision Subcommittee four years ago as a subset of the Tamalpais Leadership Collaborative (TLC) and includes administrators at the site and district level as well as Teacher Leader representatives from each district department to serve as curriculum and content experts. The purpose of this committee for 2014-2015 is to:</i></p> <ol style="list-style-type: none"> <i>1. Provide input and feedback on all new and revised Courses of Study that are submitted.</i> <i>2. Develop a new timeline and cycle for instructional materials/curriculum.</i> <i>3. Develop and execute a plan to ensure all courses required for graduation are updated, to incorporate program goals and proficiency scales.</i> <i>4. Develop a plan and cycle for examining existing Courses of Study to ensure all students access and opportunity to learn.</i> <p><i>This team will review processes to ensure that students' needs are being met through the curriculum, and that courses are aligned to state and national standards and accessible to all students. The school board will play a role in that they will have the final approval on new and revised Courses of Study and instructional materials. School sites are responsible for discussions around homework policies and grading practices. These decisions reside with individual teachers and TUHSD encourages teachers to align policies and practices to support, enhance and represent learning.</i></p>	<p>Course Revision Subcommittee Agendas</p> <p>Courses of Study</p> <p>Teacher Course Policies</p> <p>Classroom Observations</p> <p>Department and PLC Meetings</p> <p>TUHSD Board Meetings</p>
<p><i>Site Response:</i></p> <p>There has been a concern among staff members in regards to the changes in courses during the 2014-2015 school year, especially in the mathematics and English Language Learner/Sheltered arenas. Staff members have questions about decision making regarding curriculum development and curriculum evaluation. While discussions did occur regarding curricular changes with stakeholders, the</p>	<p>Teacher Course Policies</p> <p>Classroom Observations</p> <p>Department and PLC Meetings</p> <p>Student and Parent Input</p>

decisions made by the site principal were not agreed upon by all. There continues to be disagreement around these changes. The site principal will continue to engage in discourse surrounding curriculum with teachers, students and community members, but decisions will continue to be made in the best interest of students based upon data and input. The site needs to utilize the PLC process to a greater extent to communicate changes and new developments.

At Tam, departments review curriculum in department discussions or PLC meetings, but major curriculum changes are handled at the district department level. In addition, the parent and student community want to have a larger role in determining the site's curricular and course offerings. Tam will need to improve its involvement of key stakeholders in the discussions surrounding curriculum review, revisions, and rationale for change in the future to ensure we are supporting students' academic needs.

Policies — Rigorous, Relevant, Coherent Curriculum

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

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

Findings	Supporting Evidence
<p><i>District Response:</i></p> <p><i>The District has undergone a curriculum revision over the past three years. The purpose of the revision was to ensure our curriculum was designed to deliver high levels of learning for all students, as our mission and strategic priorities require. Specifically we wanted to ensure that all students had equal access to the same learning outcomes no matter what school within the district they attended.</i></p>	<p>Guaranteed and Viable Curriculum</p> <p>Staff Development</p> <p>Course Creation and Revision Process</p>

The curriculum revision included every teacher in the district, working collaboratively to determine what every student must know and be able to do upon completing a course or sequence of courses within the specific discipline. To that end, each district department spent time identifying key learning outcomes (i.e. program goals), and common ways of measuring student progress towards proficiency on those specific outcomes (i.e. proficiency scales). This work was collectively reviewed by all department members and members of the site and district leadership teams.

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

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

As the District was developing its revised curriculum, we launched a professional development program designed to build teacher capacity around educational technology implementation. The Instructional Technology Teacher Collaborative (ITTC) is a two-year program open to all teachers who have a least one year teaching experience in the district. ITTC provides teachers with approximately thirty-two hours of professional development time, within a year, to build their capacity in technology integration and problem and project-based learning. Each year's cohort is comprised of teachers from each discipline and from each school site.

ITTC was developed as a strategy for implementing and evaluating the integration of technology in the classroom. The first year served as a pilot with five teacher participants. Last year the number of participants increased to thirty-six and this year we have an additional thirty-five teachers participating in the program. The interest and participation rate indicates that teachers find this a valuable opportunity to work collaboratively to develop rigorous, relevant and engaging curriculum that includes the thoughtful integration of technology.

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

In addition to above:

Feedback from Staff,
Teacher Leader,

Department and PLC
meetings

Site Response:

The site concurs with the district's response but wants to reiterate that Tam needs to develop better strategies to solicit teacher input regarding the effectiveness of the program goals. The site would like to utilize the PLC process to a greater extent to evaluate the curriculum to ensure it is in alignment with the district's strategic priorities and learning objectives. Teachers would appreciate more flexibility in establishing a process to alter program goals once they have been implemented in order to better meet the learning needs of the students.

Teachers are integrating technology in their classrooms at various levels. Many teachers are highly proficient at technology integration within their curriculum while others are novice learners. The ITTC has supported a substantial number of teachers at Tam to build their capacity to integrate technology into the student learning process. Teachers have also attended professional development conferences held by Google, Yahoo, and ISTE.

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

Findings	Supporting Evidence
<p><i>District Response:</i></p> <p><i>The District does not use any outsourced curriculum as a primary source of instruction. There is limited use of online curriculum for support in areas of math and English language arts. The District uses two primary online curriculum providers for these purposes: Plato, which is a product of Edmentum, and Assessment and Learning Knowledge Spaces (ALEKS), which is a McGraw Hill Company product. Both of these providers align their curriculum and resources to the Common Core State Standards. Furthermore, we have our faculty review and evaluate the products for appropriateness and effectiveness.</i></p> <p><i>All students are provided unique, secure usernames and passwords. The programs we use allow us to monitor student activity and progress for security purposes. Passwords are required to be updated regularly to ensure security. Furthermore, we use a Lightweight Directory Access Protocol (LDAP) authentication system. All students have unique, secure login credentials in order to access our network and files.</i></p>	<p>Plato</p> <p>ALEKS</p> <p>LDAP for secure authentication</p>
<p><i>Site Response:</i></p> <p>The site concurs with the district's response but has also utilized online learning opportunities from BYU, Soloquest, and Stanford Online Learning.</p>	<p>Online Learning: BYU, Soloquest, Stanford</p>

Articulation and Follow-up Studies

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

Prompt: Share examples of articulation with feeder schools and local colleges and universities and technical schools, including comments on the regularity and effectiveness

of these effects. What has been revealed through the follow-up studies of graduates and others regarding the effectiveness of the curricular program?

Findings	Supporting Evidence
<p><i>District Response:</i></p> <p><i>The District has multiple partnerships with feeder schools and the local community college, College of Marin (COM). The partnerships include Talk 12, a mathematics articulation partnership with all eleven feeder districts and the TUHSD. The District also participates in the COMPASS program with COM. This program identifies resources and partners with districts to better prepare students who may otherwise not attend college. Furthermore, the District participates in a longitudinal study with the National Student Clearinghouse, which provides data on four- and six-year college completion rates.</i></p> <p><i>By clearly identifying our success criteria for Algebra 1 and sharing that information our feeder schools (i.e. Talk 12 partnership), we are better able to serve all of our students and ensure articulated grade level instruction with appropriate support. Our local data show that students who enter our system into Algebra P1-2 have less than a 20% chance of being college ready after four years. By entering our system one course up, Algebra P3-4, students chances of being college ready in 4 years increases to over 70%. One of our comprehensive high schools eliminated a below grade level Algebra preparation course, Algebra P1-P2 for the 2014-2015 school year. This is the first year of implementing this approach, so we do not yet have conclusive data on the impact on student learning.</i></p> <p><i>The COMPASS program is in its inaugural year so we do not have data on its effectiveness, although we are excited about some of the participation criteria, such as increasing the number of student who take the PSAT and SAT tests for college entrance. Such tangible goals will allow us to collect specific data. We plan to have all 11th grade students take the PSAT during school hours. Recent research by the College Board</i></p>	<p>Talk Twelve Partnership</p> <p>COMPASS program</p> <p>National Student Clearinghouse Data</p>

shows that students who take the PSAT have higher SAT scores than those who do not take the PSAT and are more aware of college as a post-secondary option.

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

Community Organizations

National Student
Clearinghouse Data

Site Response:

The site concurs with the district's response and in addition, the site administration is attempting to develop stronger relationships/partnerships with our feeder schools and community organizations such as Bridge the Gap, Boys and Girls Club, and the Hannah Project Center to support students through additional tutoring and more intensive social/emotional interventions. The site will continue to monitor the National Student Clearinghouse Data to look for trends and help refine our curricular delivery to ensure all students are college and career ready.

B2. Curriculum Criterion

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

Indicators with Prompts

Variety of Programs — Full Range of Choices

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

Prompt: How effective are the processes to allow all students to make appropriate choices and pursue a full range of realistic college/career and/or other educational options?

Discuss how the school ensures effective opportunities for career exploration, preparation for postsecondary education, and pre-technical training for all students.

Findings	Supporting Evidence
<p><i>Site Response:</i></p> <p>Tam ensures effective opportunities for career exploration, preparation for postsecondary education, and pre-technical training for all students in a variety of ways. Elective courses, ROP courses, “a-g” courses, and internships offered at the site provide students ample opportunity to engage in pre-technical training, career exploration, and postsecondary preparation.</p> <p>The counseling staff takes numerous measures to expose students to college and career options beginning prior to the start of a student’s academic career at Tam. Eighth grade students are invited to an orientation in February prior to enrollment in which they are provided with an overview of graduation requirements, UC-CSU requirements, course offerings, and programs. In the students’ ninth grade year, counselors review the presentation from the orientation and discuss opportunities to meet with them. Counselors meet individually with students to develop a four year plan when they first arrive at Tam. In the tenth grade year, the counselors introduce the students to Naviance, and the students complete an Interest Index Survey. In the eleventh grade, students have another individual conference with their counselors to discuss postsecondary options and the counselors hold a Junior College Night. Finally, in the twelfth grade year, the counselors hold college application nights and work in conjunction with our College and Career Specialist to hold informative parent and student panels regarding the college application process and workshops surrounding completing the FAFSA.</p> <p>The teachers are dedicated to supporting students and preparing them for postsecondary education through rigorous course offerings, curriculum, instruction, and experiential activities. While this dedication is evident, it is also an area of focus based upon the postsecondary graduation data provided by the National Clearinghouse. We</p>	<p>Counselor Presentations and Meetings regarding scheduling</p> <p>8th grade Registration Day</p> <p>Courses of Study and class syllabi</p>

need to ensure that we are teaching students 21st century skills that will allow them to transfer and apply the skills they learn at Tam to various future academic and workplace settings to encourage graduation completion and job retention.

Student-Parent-Staff Collaboration

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

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

Findings	Supporting Evidence
<p><i>Site Response:</i></p> <p>The extent to which parents, students, and staff collaborate in developing and monitoring a student's educational goals is an area that can always be improved. To that end, the site tries to develop strong relationships among the students, counselors, teachers, parents and administrators. Students are assigned to a guidance counselor who follows them throughout their academic career at Tam. In addition, administrators are assigned specific grade levels and remain with those specific grade levels in order to promote dialogue and positive relationships with the students and parents. Counselors, teachers, and administrators make themselves available to the parents to discuss any concerns, issues or deviations from established educational goals. Grades are reviewed frequently and a list of students who received Ds, Fs, or Incompletes(D/F/I) in any class is generated and monitored in order to begin conversations with students who are struggling academically. Parents are contacted when academic, social, or emotional needs surface.</p> <p>The counseling department organizes multiple informative parent nights to discuss post high school planning and strategies for successful academic careers while at Tam. Counselors meet with juniors and their parents to discuss class schedules, graduation status, college and career options, testing information,</p>	<p>Counselor individual meetings</p> <p>Counselor/College and Career programs and presentations</p> <p>Administrative assignments</p> <p>IEP meetings</p>

and how to navigate the college application process. Counselors are constantly monitoring their students academic and social needs and involving administration when appropriate.

Our special education teachers meet at least once a year with parents to discuss students' academic and transition needs, and they are continually monitoring their students' academic progress.

Monitoring/Changing Student Plans

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

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

Findings	Supporting Evidence
<p><i>Site Response:</i></p> <p>The school has gone to tremendous lengths to evaluate and monitor students and make appropriate changes in students' academic programs. While this is an area of strength, it is also an area of concern. Special education case managers, counselors, teachers, and administrators regularly make adjustments to students' schedules to ensure they are having their academic and social-emotional needs met. Students with IEPs, 504 plans, English Language Learner classifications, and students with general education accommodation plans are supported and monitored. There has been a tendency for students to transfer to the continuation school (San Andreas) as an option for credit recovery and change of placement. Teachers, counselors, and administrators are doing their utmost to keep these student transfers to a minimum through constant discussion, communications, and accommodations agreed upon by the academic team. In the 2014-2015 school year, an additional counselor was hired to monitor at risk students in the ninth grade and work</p>	<p>Counselors monitor the D/F/I lists</p> <p>IEP meetings/504 Meetings</p> <p>Case Review/APT meetings</p> <p>Monitoring of general education accommodations</p> <p>Strategic Peer Mentoring</p> <p>Link Crew</p> <p>Academic Workshop</p>

with teachers to help support our struggling learners.

Post High School Transitions

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

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

Findings	Supporting Evidence
<p><i>Site Response:</i></p> <p>Tam High’s counseling staff, college and career specialist, and special education teachers employ a number of strategies to facilitate transitions to college, career, and postsecondary high school options. These strategies are effective and include multiple individual meetings with students and their families. When students are juniors, they meet with their counselors and parents to discuss postsecondary options. These meetings include a review of the student’s transcript to ensure he/she is on track for graduation, a discussion regarding courses selected for the senior year, a discussion about post high school plans, a synopsis of the college research process and the testing requirements, and a discussion of how to ask for letters of recommendation from the staff. In the students’ junior and senior years, the students and their parents experience a number of informative evening meetings to address college entrance requirements, college searches, financial aid planning, and important timelines in the students’ academic career. The counselors also host CSU/UC/Common Application workshops and essay writing workshops to support the students and their families.</p> <p>The special education case managers begin discussing their students’ transition plan in IEP meetings in the ninth grade. The case managers help the students and their parents begin to plan for postsecondary options early in the</p>	<p>Counseling program</p> <p>College & Career Center specialist</p> <p>College & Vocational program Representative visits</p> <p>College application workshops</p> <p>Transition IEP meetings</p>

students careers and then adapt those transition plans when appropriate or necessary.

More needs to be done for students who are selecting to enter the workforce after high school. The administration needs to work with the College and Career Specialist to investigate ways to bring career options to light for the students. The site needs to look at holding a career fair or providing opportunities for professionals to come and speak to the students about potential careers.

B3. Curriculum Criterion

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

Indicators with Prompts

Real World Applications — Curriculum

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

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

Findings	Supporting Evidence
<p><i>Site Response:</i></p> <p>The school strives to ensure that all students have access to a rigorous and relevant curriculum that includes real world applications and prepares them for success in college, career, and life. To that end, we are currently reviewing all of our policies and practices to address access issues that have arisen because of testing requirements, prerequisite courses, or non-grade level classes. In terms of providing opportunities for students to engage in real world applications, a number of our programs specialize in these applications. We have outstanding programs including CTE, AIM, journalism, automotive technology, and applied technology that provide real world applications in the curriculum. Students are able to get “hands on” experience working with the latest technology in the</p>	<p>Courses of Study</p> <p>ROP Courses</p> <p>AIM</p> <p>CTE</p> <p>Journalism program</p>

classroom and in the industry. Students upon completion of the automotive technology courses are prepared to immediately enter the workforce and engage in automotive repair. Students in applied technology courses are able to learn Autodesk Rivet, Autodesk Inventor, SketchUp, CAD and In Design. Students also have access to laser cutters and a 3-D printer. The applied technology courses expose students to woodworking, architectural design, and engineering. Students in CTE experience all aspects of theater production. They write, direct, act, stage manage, design, create sets and analyze plays. Students in our journalism program learn to conduct interviews, critical investigations regarding relevant issues that impact students, develop a critical lens around media and media bias, and improve oral and written communication skills. AIM prepares students to excel in college and the world of work by emphasizing the academic, professional and technological skills students need to succeed in high school and beyond. Students use industry-standard technology in the application of traditional curriculum and skills to produce short documentary films focusing on contemporary issues. While producing documentary films in small groups, students learn and practice the authentic application of directing, cinematography, writing, research, editing and producing. Students use these acquired skills in local internships, work, and college courses.

Meeting Graduation Requirements

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

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

Findings	Supporting Evidence
<i>District Response:</i>	Course Guide
<i>Tamalpais Union High School District staff work hard to ensure that all students are on track to graduate at the completion of their high school program. Any student completing the academic program meets the graduation requirements and will receive a diploma upon passing both sections of the CAHSEE.</i>	Master Schedule
	A-G List

TUHSD offers a variety of support programs. Each program is unique in nature, but all have the common objectives of graduation and preparation for post-secondary pursuits after leaving high school.

Student Parent
Handbooks

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

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

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

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

community service experiences.

The District pass rate for the CAHSEE over the past 5 years has averaged 99.9%. The District provides preparation assistance for students who did not pass part or all of the CAHSEE the first time in order to ensure eventual success on the exam.

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

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

English Language Learners receive a range of supports, including direct instruction in English (ELD), SDAIE strategies by CLAD certified teachers, administrative and counseling support, district ELD coordinator.

Site Response:

The site concurs with the district response. The staff at Tam is focused upon all students meeting graduation requirements and being prepared for postsecondary education and career. To

this end, counselors, teachers, and administrators work tirelessly to ensure all students graduate with a high school diploma. Numerous intervention strategies are implemented to assist students with passing the CAHSEE including enrollment in Academic Workshops with targeted instruction, class work in the ELD course, and after school/lunch tutoring sessions prior to the examination.. The site is currently reviewing options for professional development to help teachers work with struggling learners and English Language Learners. Teachers are trained in SDAIE strategies, but there is room for improvement in this area.

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

Strengths and Growth Needs

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

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

District Response:

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

Site Response:

- Teachers/Admin/Counselors are concerned with student success and engage in conversations about how to support students academically
- Teachers/Admin/Counselors review student progress and make curricular and programmatic changes when necessary
- Teachers review their curriculum through the PLC process to determine the impact on student learning
- Teachers/Admin/Counselors invite the parents and students to partner with them to ensure student success
- Teachers have developed a GVC to ensure students are receiving equitable learning experiences

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

District Response:

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

Site Response:

Areas for growth with regard to Tam's curriculum (within the context of standards-based student learning) include the following initiatives. Each statement is directly associated with our site critical learner needs.

- Develop teacher capacity to differentiate the curriculum to serve heterogeneous classrooms in support of our site critical learner need to reduce the gap in performance between economically disadvantaged students, and students of color and the general population
- Create more opportunities for key stakeholders to provide suggestions and input regarding curriculum, course offerings, and revisions. Growth in this area supports our critical learner need to reduce the gap in performance between economically disadvantaged students, and students of color and the general population
- Strengthen the PLC process to engage in challenging discussions surrounding curriculum and student progress. This focus supports our site critical learner need

to reduce the gap in performance between economically disadvantaged students, and students of color and the general population.

- In an effort to meet our critical learner need of reducing the achievement gap we need all classes to adopt the district-wide Guaranteed and Viable Curriculum that provides aligned and clear learning outcomes for every course. With all teachers using shared learning outcomes with fidelity, the process of creating assessments, designing instruction and working collaboratively in PLCs will be enhanced and will meet our students' needs in a more targeted way.
- Establish procedures for feedback to revise and fine-tune the Guaranteed and Viable curriculum, which consists of district-wide program goals and proficiency scales, at the site level to bring to the district department teams. Growth in this area supports our critical learner needs for access and equity in so far as it facilitates the development of a responsive and appropriate curriculum for students to access.
- Systematically integrate the learning of 21st century skills into our curriculum in order to meet our critical learner need to provide all students access to college and career options in the 21st century.
- Develop relationships with feeder schools and community organizations to articulate and enhance curricular opportunities at Tam. Growth in this area supports our critical learner need to reduce the gap in performance between economically disadvantaged students, and students of color and the general population. Additionally, working with feeder schools to articulate mathematics outcomes at each level supports our site critical learner need to increase student achievement in mathematics.

Category C: Standards-based Student Learning: Instruction

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

C1. Instruction Criterion

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

Indicators with Prompts

Results of Student Observations and Examining Work

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

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

Findings	Supporting Evidence
<i>Site Response:</i> Across departments, students are involved in challenging and rigorous learning. In addition to the content standards in each department, students are given opportunities to practice 21st century skills. ● All students have access to grade level math instruction. ● By implementing an extended core program, teachers from different departments are able to share common students. As a result, teachers are able to focus on specific 21st century learning skills being taught and assessed. This also allows for directed data collection	Program Goals Professional Learning Communities

to better inform teaching practices

- Teachers are utilizing structures that support collaboration and academic discourse.
- 9th grade requirement of community service/outreach in Social Issues
- Access to internship opportunities through the College and Career Center. Although an explicit part of our district strategic plan and Mission Statement, 21st century skills are not implemented as curricular learning goals system-wide.
- Counselors use Naviance to help students track and monitor their progress towards college- and career-readiness standards.

Student Understanding of Learning Expectations

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

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

Findings	Supporting Evidence
<p><i>Site Response:</i></p> <p>The primary focus of our weekly staff development time is the PLC process which is committed to implementing program goals and District expectations. That said, Tam teachers are at different places when it comes to making standards clear to the students at the beginning of a unit. Many teachers report making the standards explicitly clear. These teachers base units of study around essential questions, post program goals and proficiency scales around the room, incorporate goals and scales on handouts, and refer frequently to them. Teachers use the goals and scales to provide student feedback to move students to the next level of learning. Other teachers reported not making the standards as explicit to their students as they would like in their reflections and have made this a goal for themselves in the future. Yet another</p>	<p>PLC Teacher Evidence (Reflections)</p>

group of teachers struggles with making the standards available to students because no District program goals yet exist in their curricular areas. Finally, some teachers do not see the merit in making expectations and standards clear to their students and have not made this a priority.

Differentiation of Instruction

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

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

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

Site Response:

Evidence that teachers make differentiation a priority varies from department to department. Many teachers have shown evidence that they differentiate at multiple levels of instruction. Many teachers report providing materials that differentiate based on reading level as well as interest level, offering choice in the type of assessment (written, oral, etc.), supplementing course materials with additional resources, providing directions in a variety of ways, etc. Some teachers allow students to place themselves at the proficiency level where they feel they belong, other teachers meet with students outside of the regular class time to provide additional instruction. In math, there are teachers who are differentiating by providing materials that extend learning and/or give students additional time to master key skills. There is also some evidence that teachers are differentiating their assessments. Many teachers also report that wider access to technology (such as a 1:1 device to student ratio) would greatly enhance their ability to provide differentiated instruction to their students.

PLC Teacher Evidence

Student Perceptions

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

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

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

<p><i>Site Response:</i></p> <p>This is an area of growth for students, teachers, and administrators at Tam. Students have shared that they feel there is a tremendous focus on college readiness at Tam. Although there is variation among teachers regarding how they explicitly make connections between the daily instruction and preparation for college, career, and life, the students believe for the most part that the teachers are preparing them for their postsecondary experiences. There is definite need to involve the students to a greater extent by soliciting their feedback regarding courses and instructional delivery on a regular basis. Some teachers use feedback forms for students to share likes, wonders, and next steps for modifying current project and implementing future projects, but this is not a systemwide practice. Students would appreciate greater communication and opportunities for this type of input. The students also expressed interest in being able to suggest changes to course offerings and particular graduation requirements. There was concern among the students that they have not had courses in computer programming and that two years of Integrated Science kept students from taking more science courses and electives. Students also asked for more guidance regarding course selections and college preparation beginning in the freshman year.</p>	<p>PLC Teacher Evidence</p>
--	-----------------------------

C2. Instruction Criterion

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

Indicators with Prompts

Current Knowledge

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

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

Findings	Supporting Evidence
<p><i>Site Response:</i></p> <p>When the technology is available, most teachers report that integrating technology into their curriculum is ultimately very helpful to students. In most cases, students prefer to word process written responses instead of handwriting them, and many teachers use Google Drive to comment on student work and give timely, constructive feedback while students are working on assignments. In addition to English, social studies and science, who all regularly incorporate device-based research into their curriculum, world language classes, either have one-to-one technology in their classrooms or go to the Language Lab once a week so that students can practice their speaking skills and teachers can assess their students' oral comprehension and speaking capabilities. Music students record themselves playing their instruments on their phones and send it to the teacher for feedback, art students create art using iPads, drama relies on technology to synchronize lighting and sound for their plays. Technology is also utilized as a practice tool to record and revise performances, as well as build stages. Math teachers use websites to post notes, course materials, and provide links to additional instructional materials. A few math teachers use technology, such as graphing features and ipads, as a way to investigate concepts and to extend learning. Most math teachers use HD monitors, elmos, and projectors as tools to display learning objectives, anticipatory sets, and worksheets. Physical education teachers use technology to monitor individual student progress in meeting state standards or program goals. They also use Youtube and other videos to model techniques in various sports.</p>	<p>PLC Teacher Evidence</p>

The biggest stumbling block is a lack of working technology that is available for teachers to use. Tam's computer labs are almost always booked, and there are difficulties using the lab because of limited battery life, issues with network connectivity, and the years of use. Most teachers rely on students being able to pull out their smart phones, but this, of course, is an equity issue as not all students have them. Most teachers continue to express a strong desire for accessible technology.

In social studies, many teachers are turning to standards-based grading, project-based learning and/or problem-based learning to enhance the creation and application of knowledge. The CORE structure in ninth and tenth grade facilitates student learning across English & social studies. A subset of teachers is piloting different learning management systems and platforms such as Haiku, and a number of teachers use programs such as Moodle and Google Docs.

Teachers as Coaches

Indicator: Teachers work as coaches to facilitate learning for all students.

Prompt: Evaluate and comment on the extent to which teachers work as coaches to facilitate learning for all students. Provide examples.

Findings	Supporting Evidence
<p><i>Site Response:</i></p> <p>Most teachers at Tam see their role as facilitators and coaches, rather than that of the “sage on the stage.” An increasing number of teachers are moving towards standards-based grading, which necessitates giving students continual feedback and encourages reassessment until students have reached proficiency. Teachers who use traditional methods of grading show evidence of using pre-assessments to establish a baseline of student knowledge and then differentiating instruction along the way to enable each individual student to reach high levels of proficiency. Some teachers are piloting the Haiku grading system to allow them to better communicate formative</p>	<p>PLC Teacher Evidence and Student Surveys</p> <p>Math Assistance Program (MAP)</p> <p>Strategic Peer Mentoring</p>

grades to students. Many teachers are using Google Drive as a way to provide immediate feedback on student work. Almost all teachers meet with students at Tutorial (or outside of class time - lunch, after school, on the weekends) to provide individualized instruction or allow students to reassess or complete missing work. In addition, some Tam math teachers are available for students before school. Tam's Physical Education Department has a cohesive and comprehensive set of program goals, proficiency scales, and pre- and post- assessments. Tam's PE students frequently refer to the program goal they are learning and know exactly where they are on the proficiency scale. A number of teachers have focused on the notion of developing a growth mindset for both staff and students. There has been a great deal of discussion surrounding fostering an attitude of taking academic risks and allowing students to grow from these risks and mistakes without grade penalties.

In addition to teachers, the new Strategic Peer Mentoring Program is training a class of juniors and seniors to act as mentors, both academically as well as socially, to ninth and tenth grade students who have been identified as being potentially at-risk or needing additional support.

Examination of Student Work

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

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

Findings

Supporting Evidence

Site Response:

PLC Teacher and Student
Work

In the art and science programs, students are given the opportunity to revisit their work to improve upon or continue exploration in subject specific areas of interest. Through self-reflection and peer feedback, students gain an understanding of what they have learned and are asked to develop further their knowledge and skills. Students are encouraged to get to a point where they are directing their own learning, asking their own questions, and finding their own answers. In math, students are given the opportunity to process their performance on tests by doing test corrections. They are then allowed to reassess.

In one social studies class, Social Issues, students are presented with tools and practice social studies skills in order to develop proficiency in inquiry, research, critical thinking, and persuasive writing. Each of these tools and skills is taught individually in class through integrating course content objectives. These acted as instruction/practice for students, as well as opportunities for formative assessment and coaching/feedback. As a final assessment, students engaged in a social action art project designed to integrate all of these skills and demonstrate proficiency. Students chose their own "social issue" based on their personal interest and class content to take charge of their learning. They research this issue, take a position, support their position with evidence and analysis in the form an essay. Additionally, students develop an "art" piece that serves as social action to deliver their call to action around their issue to the greater community.

On a broader scale, the Social Studies Department utilizes program goals and proficiency scales in order to assess and provide feedback to students regarding their level of skill acquisition, content knowledge, and areas for growth. Students are able to self-assess using rubrics, proficiency scales and program goals, and are often presented choices in how they demonstrate their learning.

In English, students are consistently drawing on prior

knowledge and building on current skills in order to complete written assignments. Teachers provide general and student-specific feedback based on student performance which students use when completing assignments. This occurs within each course and over the course of the four years of the English curriculum when focusing on skills like expository and persuasive writing which is emphasized across the curriculum.

In drama, the preparation for and production of performances require students to research, inquire, gather, discover, and invent knowledge on their own and communicate this.

In the mathematics courses, many of the skills and content understanding build upon prior acquisition of knowledge to generalize and think critically when addressing new concepts. This application of knowledge to new problems is essential for 21st century skill development. Teachers help students develop strong foundational knowledge with the expectation that they will apply and transfer this learning.

Real World Experiences

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

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

Findings	Supporting Evidence
<p><i>Site Response:</i></p> <p>Several of our departments offer students real world opportunities in which the students can interact with the public through performance, exhibits and observations of other cultures. Students' ability to show growth in personal responsibility and global awareness is apparent when they have been involved in these programs.</p>	<p>CCC - internships Science -Marine Biology, Environmental Science Tam Journalism Program Applied Technology Automotive Technology PLC Teacher Evidence</p>

Teachers in varying departments are implementing problem and project based learning, which allows for contextualized instruction and occupational exposure.	CTE AIM Music Visual Arts - exhibits Intentional Curricular Design and Classroom-Business Partnerships
---	--

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

Findings

Supporting Evidence

District Response:

The District does not currently use any online instructional resources for primary curriculum delivery. Certainly, as online instruction platforms become more robust and provide rich learning experiences for students, the District will evaluate the potential implementation of such programs.

WASC Category C. Standards-based Student Learning: Instruction:

Strengths and Growth Needs

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

Category C. Standards-based Student Learning: Instruction: Areas of Strength

Site Response:

Several teachers work individually and collaboratively to design standards-driven instruction. These teachers select a program goal (district standard) and an associated proficiency scale prior to creating assessments and instruction. Provided with clear learning targets, students in these classes are able to determine their current level of proficiency and necessary next steps. Teachers use assessment data to design instruction throughout the learning process. Those that use standards driven instruction are able to be very clear with students, teachers and parents with regard to the specific strengths and

areas for development for each of their students. Teachers working in PLC teams discuss the impact of their standards based instruction in order to gather input from colleagues regarding how to proceed with struggling students and/or how to provide enhanced opportunities for students who have reached proficiency. Often as a result of PLC work, teachers explore new instructional approaches that include offering a more differentiated curriculum to support student learning. Tam's Core Teachers collaborate in their design of instruction associated with the integration of 21st century learning curriculum. Teacher leaders in some departments have worked with their teams this past semester to support teachers in their efforts to align instruction (and assessment) with the program goals (standards).

Our first and second year teachers attend a two-year induction program. They learn how to design unit plans driven by program-goals using the Understanding by Design (UbD) approach. These teachers discuss their plans in detail. Using the UbD approach, teachers articulate the desired results for their units, select appropriate evidence of learning, and determine the activities, experiences and lessons that will lead to student understanding and achievement. These unit plans are shared department wide and support PLC teams as they attempt to select effective instructional strategies aligned with student assessment results and levels of proficiency. Students, parents and teachers have expressed appreciation for the highly focused conversations they are able to have as a result of the use of standards-based instruction and assessment.

Lastly, as teachers collaborate they build capacity to experiment with technological applications which provide students with more frequent and timely feedback to support the learning process.

Evidence: Course of Study, PLC team pre/post assessment data and growth measure documentation. Core teachers, members of the PE Department, some teachers from math, science, social studies and fine arts team with one another. Use of IPADS teaching and learning applications (through ITTC work).

Category C. Standards-based Student Learning: Instruction: Areas of Growth

Site Response:

Areas for growth with regard to instruction (within the context of standards-based student learning) include the following initiatives. Each input is either directly or indirectly associated with our site critical learner needs.

There is a need for growth in the area of making learning outcomes visible to students. Clearly communicating the program goal (or learning target) including success criteria, and/or proficiency scale for students prior to instruction is critical for the student learning process. This area for growth addresses our site critical learner need to reduce the gap in performance between economically disadvantaged students, students of color and the general population, as well as our critical learner need to increase student achievement in mathematics.

Teachers need capacity building (through PLC work, and professional development) in order to embed more assessments in their daily lessons to inform instructional decisions. Using student assessment to guide instruction implies a more flexible and differentiated approach. This area for growth addresses the critical learner need to reduce the gap in performance between economically disadvantaged students, students of color and the general population, as well as the critical learner need to increase student achievement in mathematics. Systematically, designing learning opportunities based on assessment data also has implications for our critical learner need associated with providing all students opportunity and access to grade level instruction and core competencies, higher level course offerings and college and career options in the 21st century.

Developing Tam teachers' ability to integrate technology into the instructional process as a way to engage in knowledge, rather than simply as a tool for research and computation is yet another area for growth at Tam. More exploration needs to be done in order to ascertain how technology use can impact student learning. Tech tools that increase the quality and timeliness of feedback have the potential to accelerate student learning. This area for growth addresses the critical learner need to reduce the gap in performance between economically disadvantaged students, students of color and the general population, as well as the critical learner need to increase student achievement in mathematics. Employing technology that supports the learning process could also support student opportunity and access to grade level instruction.

An additional area for growth within the realm of instruction involves building teacher-leader and teacher capacity to facilitate professional learning communities which use growth data to inform discussions regarding the use of targeted instruction and differentiated approaches. This area for growth addresses the critical learner need to reduce the gap in performance between economically disadvantaged students, students of color and the general population, as well as the critical learner need to increase student achievement in mathematics. Data-driven PLC work also supports student opportunity and access to grade level instruction.

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

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

D1. Assessment and Accountability Criterion

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

Indicators with Prompts

Professionally Acceptable Assessment Process

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

Prompt: Evaluate the effectiveness of the assessment processes.

Findings	Supporting Evidence
<i>District Response:</i> <i>TUHSD administers state and local assessments as outlined by the California Department of Education and TUHSD Board Policy. The California High School Exit Exam is administered annually to all tenth grade students; for students who did not pass the first time there are additional opportunities when they are juniors and seniors. The California Standards Tests (STAR) were also administered annually to all ninth - eleventh graders up until 2014 when the Smarter Balanced Assessment was piloted in its place. The CELDT exam is administered to English Language Learners annually, and the Physical Fitness Test is given to all ninth grade students each year. Once TUHSD receives scores for these assessments, we report them out to parents, staff and the community in timely ways via hard copy letters, uploaded into our student record system and via email as deemed appropriate. Student achievement data reports (i.e. Achievement Reports, see appendix) are written annually and presented to the Board of Trustees, and posted on the district website. School Accountability Report Cards (SARC, see appendix) and School Quality Snapshots (SQS, see appendix) also include summaries of pertinent student achievement data and</i>	TUHSD Board Policy Annual Student Achievement Reports TUHSD Board Meeting Agendas and Minutes Blog Postings School Accountability Report Cards School Quality Snapshots Websites Self-Study Evidence IEP and 504 plans

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

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

Site Response:

The site concurs with the district response. GPA data is reported to parents and guardians every five to six weeks in the form of progress reports and semester grades. Throughout the semester, teachers update their students' online grade following each grade-worthy performance task or assessment. Some teachers update their grades more frequently than others. Student and parent feedback regarding the variety of teacher practices surrounding grade reporting, in between formal progress periods, suggests there

is much variability regarding the frequency of teacher updates. Most of our teachers participate in professional learning communities to reflect upon and respond to student performance data and reported out student performance and growth data to school staff and students and most importantly used it formatively in their classrooms to both improve and enhance learning. Teachers frequently use formative and summative assessment data to inform and drive instruction in their classrooms and learn from each other so they can meet the needs of all students.

Student assessment and achievement are topics of discussion at parent meetings and Tam Talks. Tam Talks were established to provide opportunities for parents and community members to listen to and discuss student achievement, as well as our programmatic responses to student achievement data. Dr. Synyard also facilitates monthly student advisory group discussions in which students have the opportunity to discuss their performance and critique the accessibility of our online grade access among other topics of interest and relevance to students. Both parents and students have requested that all teachers utilize the Home Access Center for timely information regarding assessments and student progress. Students and parents want to partner with the staff to ensure students are on track with their assignment completion and academic responsibilities.

Basis for Determination of Performance Levels

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

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

Findings

Supporting Evidence

District Response:

In a coordinated district-wide effort, TUHSD worked with teachers to create and utilize an assessment tool to measure

TUHSD Board Policy

student attainment and progress towards established program goals (i.e. proficiency scales). TUHSD established criteria for assessment tools including the requirements to have reliable and valid assessment data. Additionally, TUHSD assessment tools adhere to a progression of learning or hierarchy to measure student cognitive development, and common tools are being used in professional learning communities across TUHSD. To ensure that all stakeholders can understand assessment results, scoring guides share a common appearance, scale and language. Common tools for ascertaining student performance are essential for team-based conversations to determine student performance needs, review instructional methods, and capture best practices. While common assessment tools are being used across TUHSD, grading practices are variable, despite board policy which asks for comparable practices. TUHSD Board Policy 5121 states "Grading of students in a given subject area should be comparable from teacher to teacher and from school to school within the district. It is the professional responsibility of the individual teacher to establish and maintain grading standards which will be appropriate for his/her subject. A student's grade in a course should be a reflection of that student's work in all aspects of a course, and throughout a grading period." Currently, twenty-six different grading scales exist in our student data system (ESchool) and practices and philosophies about what constitutes a grade differ from classroom to classroom and school to school.

Guaranteed and Viable Curriculum
Annual Student Achievement Report
E-School Grading Scales
Student Grades
Course Policies

Site Response:

The site staff at Tam has determined the basis upon which students' grades and their growth and performance levels are determined, and they use that information to strengthen achievement of all students.

-Guaranteed and Viable Curriculum (GVC)
-Course of Study
-Program Goals
-Proficiency Scales
-Assessment Tools
-Professional Learning Community (PLC)

Having established a guaranteed and viable curriculum ("GVC") that includes program goals (or essential outcomes) for each course district-wide, teachers at our site use program goals which answer the question "What do my students need to know and do?" As a district, teacher teams also established proficiency scales for each program goal. Some teachers at Tam use these scales to identify what the evidence of student learning will look like at each level of proficiency. Proficiency scales serve to answer the question, "How will we know if they know it?" Some teachers at Tam use proficiency scales with their students to drive the teaching and learning process that forms the basis of students' grades and determines performance levels. Teachers work both individually and collaboratively to create assessment tools to gauge student level of proficiency. Many Tam teachers use pre/post assessments that are aligned with the proficiency scales to determine both student growth and the impact of their instruction. Teachers analyze results of assessments for learning to drive their instruction and differentiate according to individual student learning needs. Some teachers at Tam, (including representatives from every department on campus) have found that using proficiency scales generates increasingly focused feedback for students and parents, particularly when student's grades suggest the student is struggling. Conversations about next steps for students include specific explanations of students' skills and knowledge and what they need to do to improve. Finally, teachers use professional learning communities to share growth data from pre/post assessments. Within professional learning communities, teachers collectively answer the question, "What will we do if students do or don't learn?" In a PLC, teachers identify students who are not yet proficient and discuss the impact of their instruction on each student individually. Teachers share data, and those experiencing a greater impact on learning support their colleagues by identifying more effective instructional approaches. In these PLC teams, teachers build upon each other's strengths to increase their own capacity to support student performance

-Intervention (RTI Plan)

and achievement. Aligning grading practices and interpreting rubrics are among the discussions that occur during PLCs.

Many teachers at Tam (some in each content area) are grading solely on the basis of the achievement of proficiency for each program goal. Teachers have found through of practice of having clear learning targets with clearly articulated proficiency scales, that the focus on learning becomes magnified. Thus they can clearly identify their impact on student learning and students can always know where they are in their learning process and what they need to do to grow.

D2. Assessment and Accountability Criterion

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

Indicators with Prompts

Appropriate Assessment Strategies

Indicator: Teachers use appropriate formative and summative strategies to measure student progress toward acquiring a specific body of knowledge or skills such as essays, portfolios, individual or group projects, tests, etc.

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

Findings	Supporting Evidence
<p><i>Site Response:</i></p> <p>Many Tam teachers support one another through professional learning communities to continually increase their capacity to use appropriate and effective formative and summative assessment strategies to measure student progress toward reaching proficiency in each program goal (or standard). Within professional learning communities teachers use assessment data to evaluate the</p>	<p>PLC Teams</p>

effectiveness, reliability and appropriateness of the assessment tool selected by the teacher.

Some teachers design assessment tools that are tightly aligned with the proficiency scales associated with each program goal. One way many teachers ensure the appropriateness of their assessment strategy is to reflect on how effectively and accurately the tool measured each student's level of proficiency. Oftentimes, a teacher will refine their tool, based on student feedback or use issues. Generally, it is understood that the assessment process is highly dynamic and requires constant tinkering to meet each learner's needs in order to be effective.

Teachers use a variety of formative and summative strategies to measure student learning. Identifying a student's prior exposure through a pre-assessment is generally accepted as a best-practice to establish a benchmark to measure student growth, guide instructional decisions and determine what types of formative assessment strategies should be employed. Teachers at Tam use a variety of pre-assessment techniques. Simple, more informal strategies include, but are not limited to, thumbs up and thumbs down, five fingers, red light/green light, exit cards, short quizzes, warm-ups, and authentic observation to name a few.

Throughout each learning sequence, the teaching and learning process is informed by a variety of assessment strategies. A plethora of appropriate and effective assessment techniques are employed to gauge student learning. Again, Teachers use proficiency scales to create appropriately aligned assessments.

Some teachers at Tam encourage student ownership of the assessment process through problem-based learning and project-based learning events which incorporate the content of the program goals. The summative assessment for these projects generally involves an authentic

audience and real-life application with community members, local businesses, non-profit organizations and fellow Tam students.

Many teachers at Tam create highly engaging performance assessments to ignite student interest and passion for mastering the program goal. Some of those assessments include multi-media presentations, physical products, documentary films, new-reporting, persuasive arguments, problem solving real world issues, portfolios, one act plays, urban plans, essays, debates, and more traditional assessments on paper that include constructed response, and multiple choice items. Throughout these assessment processes teachers evaluate the effectiveness and appropriateness of the assessment tools they select.

Many Tam teachers design assessments that are tightly aligned with the proficiency scales associated with each program goal. One way many teachers ensure the appropriateness of their assessment strategy is to reflect on how effectively and accurately the tool measured each student's level of proficiency.

Demonstration of Student Achievement

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

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

Findings	Supporting Evidence
<p><i>Site Response:</i></p> <p>Student work and other assessments frequently demonstrate student achievement of the academic standards (program goals), the college and career readiness standards and schoolwide learner outcomes. Teachers from all content areas use a variety of performance assessments in order to</p>	<p>PLC Teacher and Student Work</p>

determine student achievement of their program goals. Teachers who use project-based learning embed multiple performance assessments in the project design process. Student products, and performances are guided by rubrics and proficiency scales which guide student learning and inform their final products. Both students and teachers are able to gauge student acquisition of the academic standards through the level of performance on the assessment.

Teachers at Tam often work in teams to ascertain how to appropriately align the evidence of mastery of various learning goals with a performance assessment. The Fine Arts Department, including the performing arts, the Physical Education Department and several others showcase visible student products and performances. These examples of student work allow the entire school community to witness that students have achieved the standards. An impressive range of student work (that reflects acquisition of learning goals) is noticeable through a variety of venues on campus. The student news is posted online, and reflects the standards of our journalism program. In the Autoshop, student can be viewed completing a performance assessment on a vehicle. In many classrooms on campus, student products are exhibited on the walls and reflect proficiency within the content area of focus. An underwater roving vehicle with a camera, developed and designed by students can be seen in the marine science classroom. Often times student performances meet industry standards of excellence.

- 71% of Tam students complete the UC/CSU “a-g” requirements..
- In some courses performance assessments align with industry standards.
- Many teachers use project-based learning as an instructional approach which engages collaborative efforts, problem solving skills and communication skills (in preparation for college and career).

Curriculum-Embedded Assessments

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

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

Findings	Supporting Evidence
<p><i>Site Response:</i></p> <p>Standard-based curriculum-embedded assessments in English language and math, (including performance examination of student whose primary language is not English) are used to inform the teaching/learning process. Several teachers in many content areas use formative assessments and growth data from multiple assessments in order to inform focused and differentiated instruction. Some teacher use unobtrusive assessments for learning on a daily basis, which inform both the student and the teacher about the student's progress towards proficiency and mastery of the learning goals. Through the use of PLC teams, more math and English teachers are embedding formative assessment tools into the learning sequence. When these assessments identify students who need additional support, our teacher teams come together to create appropriate interventions and strategies to differentiate instruction to reach the range of learners in the class.</p> <p>The effectiveness of the assessment process depends heavily up on what the individual teacher does with the data he or she has gathered. If adjustments are made and reteaching occurs, the assessment tool was effective. If instructional decisions are not based on assessment results, then the assessment tool was useless.</p>	<p>Sample assessments on S drive English & Math</p>

This is the first year in which sheltered classes for English Learners (EL) have been eliminated. This decision was made after reviewing GPA data and CAHSEE data from district EL data. EL students at Redwood High School were outperforming EL students at Tam, and the Redwood students were not experiencing sheltered classes. The decision was made to integrate ELL students into general education classrooms while maintaining an English Language Development course.

The number of EL students at Tam is relatively small and teachers are currently engaged in discussions with the EL coordinator regarding how to best support and assess these students. This is a definite area of growth for Tam.

Student Feedback

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

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

Findings	Supporting Evidence
<p><i>Site Response:</i></p> <p>Student feedback plays a critical role in the learning process at Tam High. Tam teachers intentionally gather student feedback in multiple ways and for a variety of purposes in order to monitor student progress. Most Tam teachers use assessment in order to determine the impact and effectiveness that their instructional approach had on their students. Student performance on an assessment is a form of student feedback for the teacher and the student regarding the learning process. Within the teaching and learning process, the role of feedback is central to monitoring progress and determining next steps. Most teachers and students at Tam seek and provide feedback throughout the learning process. At the beginning of a learning</p>	<p>PLC Submission of Student Work</p> <p>Student Input Summary</p>

sequence many teachers will attempt to discover their students' familiarity with the content to be addressed. These teachers will often contour their selection of content and instructional approach based on student feedback. Tam teachers also seek student feedback regarding what they know and how they feel about the content they are addressing. Following a lesson, teachers assess their impact on student learning using a variety of tools.

There are some teachers at Tam who routinely survey their students about the learning experience in their class. Most teachers are receptive to student feedback and will work with students as partners in learning.

In addition to routinely solicited feedback from students in class, the teacher evaluation process includes a comprehensive student feedback form. Student are asked multiple choice and open-ended questions about their learning experience with their teacher. Teachers and administrators review the student feedback in order to support continuous teacher development.

Modification of the Learning/Teaching Process

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

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

Findings	Supporting Evidence
<p><i>Site Response:</i></p> <p>Many Tam teachers collect and analyze assessment data in order to make decisions and changes in the curricular and instructional approaches to ensure students are prepared for success. Tam teachers use pre-assessment data to make appropriate decisions about selecting curriculum and sequencing instruction. Throughout their units teachers use multiple assessments (or as many as needed for all students to reach proficiency) to make decisions and provide appropriate levels of instructional rigor. Tam</p>	<p>Teacher Practice and PLC process</p> <p>Weekly Teacher Leadership Meeting Agendas</p> <p>Teaching and Learning Process Graphic</p>

teachers use their analysis to identify the specific learning needs of each student. Teachers employ or seek support with the use of appropriate interventions that are aligned to individual student learning needs. When assessment data shows student mastery of the learning goals, Tam teachers often use extension activities to continually engage and enrich each student's growth. Tam's teacher leadership team monitors the progress of the cycle of inquiry process that their department members use to examine and reflect on assessment and growth data. Teacher leaders reflect on the PLC process and best practices during weekly teacher leader meetings. Tam teacher leaders are in the process of comprehending the PLC process and are discovering how working collectively can serve our students in a more targeted manner than working in isolation. A member of the teacher leadership team coined the phrase, "teachers helping teachers help students," to describe the purpose of PLCs.

Monitoring of Student Growth

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

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

Findings	Supporting Evidence
<p><i>Site Response:</i></p> <p>Tam High has a system to monitor student progress toward meeting the program goals (academic standard), and the college and career readiness standards. Individual teachers and teacher teams regularly review data from formative and summative assessments. In PLC teams teachers monitor assessment data in order to determine next steps instructionally for each student. Teachers at Tam enjoy the professional discretion to design and use common formative and summative assessment tools that are tightly aligned to</p>	<p>PLC Process</p> <p>Program Goals and Proficiency Scales</p>

the formally developed (district level) proficiency scales for each program goal. Many teachers offer students multiple opportunities to assess and will provide students with individualized support to reach proficiency.

Progress grades are reported every six weeks. Teachers communicate with guardians of any student who is at risk for failure. Additionally, Tam's administrators and counselors review the DFI list each progress period and meet with students on the list to discuss possible supports. Tam High administrators and the teacher leadership team developed a site intervention plan in order to create a more systematic response to intervene when students are failing to meet proficiency. The responses range from classroom level interventions, that include teacher responses, to more intensive interventions that involve administrators, counselors and supports outside of the classroom.

Student Grades

DFI Lists

Tam Attendance Policy
Board Policy

Administrators at Tam monitor student attendance in order to ensure all students are making progress toward meeting academic standards. Administrators review weekly attendance reports and send truancy letters to guardians of students who have a specified number of unexcused absences or tardies. Administrators meet with students and contact guardians in order to support a behavioral change.

- Our student information system, eSchoolPLUS, has a transcript section that shows all completed courses and grades. All graduation requirements are tracked in the student information system, eSchoolPLUS
- Teachers, counselors, administrators, parents and students are able to access all progress/grades of students across current courses enrolled along with reflecting on entire academic transcript.
- Additional resources/grading systems and websites are used in conjunction to monitor progress and provide timely feedback to students to track their progress.

D3. Assessment and Accountability Criterion

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

Indicators with Prompts

Assessment and Monitoring Process

Indicator:

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

Findings	Supporting Evidence
<i>District Response:</i>	
<i>Student learning is assessed and monitored using multiple data points from national, state and local assessments. National and state data are made available to the various stakeholder groups each year through the annual Student Achievement report. This report is presented to the Board of Trustees at a public meeting.</i>	Annual Student Achievement Report SAT Data Advanced Placement Test Data
<i>National assessment data include Advanced Placement pass rates, SAT participation and achievement rates, and SAT subject tests participation and achievement rates. These data are shared publically, so that our community members have the opportunity to discuss student achievement rates and provide input.</i>	Student Grades Proficiency Scales PLC processes
<i>Local assessments are generated by our teachers who review the data in professional learning communities in order to plan how to respond to each student. As part of the “tight/loose” decision making model utilized by TUHSD, departments have the professional discretion to create and use common assessments or not, but all departments are required to use common criteria for measuring student progress towards proficiency on program goals (proficiency scales). Each PLC reviews assessment tools and student data to ensure high quality assessments are being utilized. Furthermore, many students are provided multiple opportunities to demonstrate</i>	DFI lists and analysis Site Intervention Plans Parent Advisory Groups Absence and Tardy Reports

proficiency using a variety of modalities. Progress grades are reported approximately every six weeks. During each progress reporting period, teachers are required to inform parents and guardians if their student is in danger of failing a course.

Counselor/student/
parent conferences

Internships

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

Community service
requirement

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

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

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

TUHSD currently has multiple opportunities for students to engage in internships and community service. The District

requires ten hours of community service as part of the graduation requirement, embedded in Social Issues classes. Internships and community service provide students with real world experience and exposure to the knowledge and skills necessary to succeed in a profession of interest. Although we have these opportunities, we feel this is an area of growth for us.

In addition to above:

Site Response:

District, board, staff, students, parents, and the business and industry community are all involved in the process of monitoring student progress. As indicated in the district response multiple data points from national, state and local assessments are available for stakeholder analysis. National and state data are made available to the various groups each year through the Annual Student Achievement report. This report is presented to the Board of Trustees at a public meeting. National assessment data include Advanced Placement pass rates, SAT participation and achievement rates, SAT II tests participation and achievement rates. These data are shared publically, so that our community members have the opportunity to discuss student achievement rates and provide input. Tam staff review student annual assessment data to determine the alignment and impact of instruction. Additionally, teachers use assessment data to reflect on the level of rigor in their curriculum, to make decisions about how to best meet student learning needs, and to programmatically evolve.

SARC

Parent involvement (Tam talks, Boosters, Tam High Foundation, PTSA, THUMB)

Site Council

The Tam parent community is very interested in the process of assessing and monitoring student progress. During Tam Talks with the Tam administrative team, Tam parents, and community members often refer to data to discuss the strengths and challenges of Tam. For example, a discussion regarding rates of students taking and passing AP tests resulted in an acknowledgement that the Tam community would like to see more students of color and more students from low SES backgrounds enroll in AP classes and take AP tests.

At Tam we believe stakeholder involvement in assessing and monitoring student progress is central to the development of appropriate and cutting edge programming.

Reporting Student Progress

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

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

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

Achievement report. This report provides in-depth information regarding student progress and proficiency levels. The annual Student Achievement Report is shared with the Board of Trustees at a public meeting of the organization. By sharing this information at a public meeting, the District provides the public opportunity to view and comment on the report. The report is used to set new strategic priorities and establish professional development plans for the coming year.

- participation rates
- Advance Placement passing rates
- CST data
- California Fitness Test
- PLC processes

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

- Theatre Guest artist program
- CTE construction partnerships with local carpenters

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

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

Site Response:

The site concurs with the district response which highlights the venues we use to inform appropriate stakeholders (governing board members, teachers, students, parents, business/industry community) about student achievement of the academic standards, the college and career-readiness standards, and the schoolwide learner outcomes. Communication is key to informing the appropriate stakeholders and Tam relies heavily upon support from the community.

Tam High's practices in this regard are driven by the district Mission Statement, *and* the district wide Strategic Priorities described above. Specifically, our eSchoolPLUS student information system, Home Access Center parent portal in eSchoolPLUS, Home Access Center student portal in eSchoolPLUS, progress grades, semester grades, Annual Student Achievement Report, SAT participation data, Advanced Placement participation rates, Advance Placement passing rates, CST data, and finally the California Fitness Test inform stakeholders about student achievement.

Tam High's Theatre Guest Artist Program and the Conservatory Theatre Ensemble Construction Partnership with local carpenters provide our students with a network of area professionals who model appropriate industry standards.

D4. Assessment and Accountability Criterion

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

Indicators with Prompts

Modifications Based on Assessment Results

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

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

Findings	Supporting Evidence
<i>District Response</i>	
<i>TUHSD mission calls for a culture of continuous improvement. As a district that has been successful on traditional measures of student achievement, it was vitally important to analyze the data disaggregated to determine specific areas for improvement.</i>	Mission and Strategic Priorities Program Goals and Proficiency Scales
<i>For data to be meaningful and useful, there must be common learning goals and means of measuring student progress towards proficiency on those goals. TUHSD's GVC allows the district staff to collect and analyze data by student, by standard. This local data will be the driving force informing program, resource allocation and professional development needs. TUHSD is in its first year of implementation of our GVC and the use of student level data to drive decision making. The district has allocated much of its professional development resources on building teacher capacity to design standards-based curriculum and assessments that align with the program goals and proficiency scales of the GVC. Specifically, the district has partnered with Marzano Research Laboratories, Solution Tree, Mike Mattos, and Tom Schimmer for professional development in standards-based curriculum, assessment, intervention and standards based grading. TUHSD also invested resources in building teacher and administrator capacity to implement professional learning community processes to analyze and respond to student data.</i>	PLC processes Professional Development Resource Allocation Algebra Course Offerings Solution Tree Mathematics Professional Development Advanced Placement participation and pass rates Instructional Technology Teacher Collaborative (ITTC)
<i>Programmatically, TUHSD used data to make changes to the algebra course offerings. This year, each site within the district reduced the number of students who participate in</i>	

the lowest level algebra course, or completely eliminated the course and replaced it with grade level instruction with appropriate support in order to increase college eligibility.

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

Student access to Advanced Placement classes has also increased through the District's use of data. By opening access to certain courses, the Advanced Placement participation rate has increased while the high pass rate for district students has remained steady at or above 80%.

Three years ago, TUHSD explored a new model for professional development. The Instructional Technology Teacher Collaborative (ITTC) was created in order to provide meaningful, sustained professional development that was researched based with the potential to have a high impact on classroom instruction and hence learning. The idea germinated from an informal survey that showed a majority of teachers in the district wanted further training in effective implementation of instructional technology and that many relied heavily on direct instruction for delivery of content. ITTC provides one year of sustained professional development with three days of intensive workshops, over the summer, on problem and project based learning methodology. All participants post their work to a commonly shared site such as Edmodo for critical friends review. ITTC is in its third year. Each year we survey participants for effectiveness of the program and to determine the impact it may be having on teaching and learning. Approximately seventy-eight teachers have participated in ITTC thus far. We do not have any quantitative data on impact on learning at this point. We will mine for this data as the program progresses.

Site response:

Tam concurs with the district response. Tam High School makes changes in the school program, professional development activities, and resource allocations based on assessment results. Just as most Tam teachers make changes to their daily instruction using assessment data, our school programming and PD activities are informed and developed based on our continuous assessment of student achievement. During PLCs our teachers use the growth data that surfaces during a learning sequence to reflect on their impact and determine areas for development. Some teachers express an interest in learning more about using different pedagogical strategies, while others seek out additional content knowledge in order to professionally develop. Some teachers have sought National Board Certification as a means to reflect on their strengths and weaknesses as teachers and to increase their impact on student learning. Through the process of assessment and data collection, we become increasingly focused on meeting the needs of our students and staff members in very targeted ways. Some of our teachers participate in the district Instructional Technology Teaching Collaborative in order to develop a larger repertoire of instructional approaches. Based on educational research, it is understood that the teachers' instructional approach is the number one factor determining student engagement. Teachers are provided time to participate reflectively in professional learning communities. The data based conversations that take place in that setting lead to decisions about what types of programmatic changes may be necessary to increase student achievement.

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

Strengths and Growth Needs

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

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

District Response:

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

Site Response:

Tam concurs with the district response. Tam's general population performs above county and state averages on standardized tests and our graduates attend a wide range of colleges across the nation. Having a clearly articulated guaranteed and viable curriculum, inclusive of program goals and proficiency scales, provides our teachers and students with a shared language around learning and assessment. Teachers, students, guardians, counselors and administrators often have focused conversations that target where the learner is in their acquisition of each learning goal and what his or her next steps should be in order to achieve mastery. Many students are experiencing increased ownership of the learning process and can identify their own level of proficiency associated with each learning target.

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

District Response:

The area of growth for TUHSD is removing barriers for students to access high level courses such as honors and Advanced Placement. While there have been great strides made in this area, we still have disproportionate representation of high socioeconomic and white students

in Advanced Placement and honors courses. Furthermore, there remains an opportunity gap within TUHSD. There are predictable patterns of achievement and underachievement that suggest inequitable access to high levels of learning for specific populations. Aggregate student performance data (API, AP, SAT) indicate that the general population has not exhibited growth over time and are plateauing. Finally, grading practices and philosophies differ from classroom to classroom and school to school, making the use of GPA data difficult to use to draw valid conclusions regarding student learning and effective intervention practices.

Site Response:

Tam concurs with the district response and the areas we have specified here for growth are in direct response to the concerns listed above. With regards to the use of high quality assessment tools within the framework of standards-based student learning, Tam teachers have differing degrees of pedagogical knowledge and skill, as well as exposure to standards-based instructional design. Many teachers co-plan and develop their instruction and assessment tools together. With increased collaboration, we anticipate more teachers will be exposed to the process of backward design implied by Standards Based Instructional Design and teachers will share strategies to increase the frequency of checks for understanding and formative assessment.

Areas for growth with regard to assessment (within the context of standards-based student learning) include the following initiatives. Each input is either directly or indirectly associated with our site critical learner needs.

A continual area for growth is to build teacher capacity both individually and collaboratively (in PLCs) to systematically use assessment data to drive both instructional reflection and instructional adjustments. The practice of tightly aligning instructional responses to student performance data, on a daily basis, will support our site in our effort to address all three of our critical learner needs. Specifically, the use of formative assessment data in instruction can reduce the achievement gap, increase student achievement in mathematics, and increase the opportunity of all students to access grade level instruction and core competencies.

To address our first area for growth, we must develop teachers' capacity to use assessment data to identify students in need of additional time and support. Support may include developing alternative assessment tools that gauge student proficiency in a manner that builds on the student's strengths, yet still measures the same criteria. Potentially, professional learning communities can offer teachers opportunities to exchange and learn best practices. Developing flexible assessment practices and timelines for students addresses all three of our site critical learner needs. Research indicates that building teacher capacity to use multiple assessment tools to determine levels of proficiency and

inform feedback can narrow the achievement gap, increase student achievement in mathematics, and increase the opportunity of all students to access grade level instruction and core competencies.

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

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

E1. School Culture and Student Support Criterion

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

Indicators with Prompts

Regular Parent Involvement

Indicator: The district and the school implements strategies and processes for the regular involvement of family, business, industry, and the community, including being active partners in the learning/teaching process for all programs. The school involves parents of non-English speaking, special needs and online students.

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

Findings	Supporting Evidence
<i>District Response:</i> <i>The Tamalpais Union High School District has utilized community forums, committees, annual update presentations and revision processes to ensure community involvement in strategic planning and action. For example, TUHSD annually reviews and revises strategic priorities to ensure community input, accountability of results and involvement in the academic planning process. This past spring (2014), the community engaged in the development of the Local Control Accountability Plan (LCAP). TUHSD began communicating with the community about the LCAP and Local Control Funding Formula in January with an explanation of district status under the new funding law. The initial communication included parents, staff and the "key communicator network" of approximately 1500</i>	LCAP Parent Survey - Students with Special Needs eSchool Plus Superintendent and Principal Advisory Councils Parent Meetings

community leaders. In total, the survey was sent to approximately 9,000 people.

Parents and community members may access the TUHSD District website for information about our schools, board meetings and upcoming events. Each school website contains a portal to eSchool, which is used by parents to stay informed of student achievement/grades, as well as attendance information.

TUHSD strives to create many opportunities for parental involvement in various facets of TUHSD life. There are several organizations that involve parents and the community on an ongoing basis such as school site councils, Superintendent's Advisory Council, Principals' Advisory Councils, sports booster organizations, school foundations and a wide variety of parent education offerings throughout the year.

The Superintendent's Advisory Council has been in existence for two years and meets four times per year. This forum allows the superintendent to meet with parents and community members to hear their voices and discuss current District issues.

Annually, parents of all students with special needs have the opportunity to complete a perception survey on how well they feel their students are being served by TUHSD. For the 2013-2014 school year, 25% of all parents of Special Ed students completed this survey. Results indicated 85% feel their child is receiving services in accordance with their IEP; 80% feel the District facilitates parent involvement as a means of improving services and results for their child; 95% of parents indicated any concerns parents had were considered when planning and writing the IEP for their child.

Site Response:

Tamalpais High School ensures community involvement by providing frequent opportunities for parents and the community to be engaged in many aspects of the school

community, including the teaching/learning process. The parent advisory council offers parents a forum to provide feedback and generate ideas for our site to continuously improve. Engaging parents in two-way conversations has been a priority of this administration. A communication plan was created to support this exchange. Tam Talks, a monthly newsletter from the principal, and invitations from the administration to parents to engage in various site events have encouraged this conversation. The Tam admin team used these forums to increase parent awareness of how to navigate their student's time at Tam, as well as how proficiency scales can be used to support students and parents in understanding achievement levels and the steps necessary for mastery.

Many parents have voiced interest in improving how we communicate scheduled events and opportunities for involvement. Parents are routinely encouraged to participate in a number of essential roles which bring to life the vision and mission of Tam High. The PTSA, the Boosters, the Tam High Foundation and multiple other parents forums partner with our site administrators and teachers to support positive student experiences at Tam High School. Our Athletic Boosters raise funds and support the development of our robust athletic program which nurtures the student athlete. This year, efforts were made to create an ELAC cohort to support English language learners and their families connect to the larger school community.

Tam parents who engage in these opportunities are incredibly valuable partners in the effort to continuously improve Tam High.

Many teachers have established programs that operate at the level of industry standards. Many of these programs partner with businesses and professionals on a regular basis. These partnerships provide students with access to advanced learning opportunities and increasingly authentic engagement in the content of focus. An example

- Parent Advisory Council
- 8th grade registration
- Boosters
- Tam High Foundation
- PTSA
- PATH
- THUMB
- ELAC

of such a partnership is the work of the AIM program, wherein students develop documentaries which are shown at the Mill Valley Theatre to real audiences. Additionally, our auto-shop teacher provides students the opportunity to refurbish vehicles and showcase them at local auto shows. Further, the wood shop program provides opportunities for students to learn vocational skills and be exposed to industry levels of precision. Our special education teacher has facilitated a non-profit organization called Running for Change. This program offers special education students the opportunity to give presentations at local book stores to raise funds for the students to participate in a marathon in London. The local running shop provided running shoes for the small group of students who continue to learn about what it means to persevere, physically and mentally. Parent involvement and community partnership are viewed as critical building blocks to creating a cutting edge learning environment.



Use of Community Resources

Indicator: The district and the school use business, industry, and community resources to support students, such as professional services, business partnerships, guest speakers, job fairs, field trips to local employers, and evaluation of student projects and classroom presentations.

Prompt: How effective is the district and the school use of community resources to support students?

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

District Response:

TUHSD is entering into a partnership with the Marin County Office of Education (i.e. Northern California Career Pathways Alliance) to receive funding in order to promote career tech pathways that will provide students college and career readiness in high wage industries within our region, particularly in the computer programming and engineering fields. Each school site uses a range of community resources to support students, as described below.

Career Technology
Pathways Grant

Site Response:

Tam High School is highly effective at connecting students and families to resources, as well as with bringing resources into the classroom to create authentic learning opportunities. We need to ensure all students have equal access to the plethora of resources available on and off campus and have the support to utilize them. Additionally, Tam needs to ensure that when students are accessing multiple resources, there is a higher level of coordination so that the supports students are accessing are not duplicated or conflicting. Additionally, Tam needs to ensure that all of our teachers and classrooms are bringing in resources from the community to enhance the learning process for all students. The school connected organizations that are parent run also provide a great deal of support both financially and in terms of volunteerism to the students at Tam. Their generous donations help students in numerous ways both academically and emotionally.

Partner with mental health professionals
Greg Davison-internship/job shadowing
C&CC specialist - job postings, community service opportunities
BACR
Partnerships with Bridge the Gap, Boys & Girls Club, 10,000 degrees, COM, County Probation
Tutoring agencies
Tam High Foundation
Tam PTSA/Parent Education Events
Tam High Athletic Boosters

Parent/Community and Student Achievement

Indicator: The district and the school ensures that the parents and school community understand student achievement of the academic standards/schoolwide learner outcomes through the curricular/co-curricular program .

Prompt: Determine the adequacy and effectiveness of the school's strategies to ensure that parents and school community understand student achievement of the academic standards/schoolwide learner outcomes through the curricular/co-curricular program.

Findings	Supporting Evidence
<i>District Response:</i> <i>TUHSD engaged the community in a process for developing the TUHSD Mission Statement in 2009. From that Mission Statement, and using further input from key stakeholders, a map of strategic priorities was drafted and key elements are being implemented across the system. The mission and strategic priorities guide the work of TUHSD and are communicated to staff, students, parents and the community via newsletters, blogs, emails and school and district websites. In addition, TUHSD uses key strategic priorities to focus staff development and as conversation topics at parent meetings and events at the district and sites. TUHSD administrators and teachers frequently take opportunities to dialogue with parents, the School Board and the community around the use of program goals, proficiency scales, 21st century learning and interventions in TUHSD classrooms, and subsequent indicators of student learning. The guaranteed and viable curriculum created by district teachers is made available to students, parents and feeder school districts and updated Courses of Study are posted on the district website. TUHSD engages in professional development with teachers around sound grading practices and encourages teachers to report grades as representative of what a student knows related to identified learning outcomes and skills. Student achievement for individual students is reported to parents and guardians every six weeks in the form of progress reports and semester grades. In addition, trends in student achievement data are reported to the community and school board in annual Student</i>	<p>TUHSD Mission and Strategic Priorities</p> <p>Newsletters, Blogs, Websites, Email</p> <p>TUHSD Board Meetings, Agendas, Presentations</p> <p>Superintendent Advisory Council Meetings</p> <p>Community Forums at Sites</p> <p>Grade Reports</p> <p>Achievement Reports</p> <p>Guaranteed and Viable Curriculum (GVC)</p> <p>Evidence:</p> <p>Counseling/College & Career:</p> <ul style="list-style-type: none">● Counseling Parent Nights● Junior Conferences● Partner with mental health professionals

Achievement Reports.

Site Response:

In addition to the district wide process of involving stakeholders, Tam uses multiple paths to ensure that parents understand their student's level of achievement. These pathways include: Progress reports, semester grade reports, 504 and IEP meetings in which student achievement is discussed, informal conversations with parents, email, counselor presentations, School Attendance Review Boards, teacher phone calls home, home access center, Moodle, learning management systems (Haiku), presentations to the parent community, Back to School Night and Open House.

- Greg Davison-
internship/ job
shadowing
- C&CC specialist
junior-senior meetings
- BACR

Administration:

- Parent Advisory
Council
- 8th grade registration
- Boosters
- Tam High Foundation
- PTSA
- ELAC

Special Ed:

- 8th grade transition
meetings
- IEP/504/SST
- campus visits for
incoming students
- Workplace Learning

Community Partnerships:

- Healthy Living
Coalition
- School & Law
Enforcement
- Partnerships with
Bridge the Gap, B & GC,
10,000 degrees, COM,
County Probation
- Tutoring agencies

E2. School Culture and Student Support Criterion

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

Indicators with Prompts

Safe, Clean, and Orderly Environment

Indicator: The district and the school have existing policies, regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety.

Prompt: Comment on the effectiveness of a) the existing policies and use of resources to ensure a safe, clean, and orderly place that nurtures learning, and b) all aspects of the school with respect to safety regulations including effective operating procedures for internet safety.

Findings	Supporting Evidence
<p><i>Tam District has clear policies that maintain the safety and cleanliness of the district and school facilities. Specifically, all visitors to any site must register with the main office and obtain a visitor's pass. This practice allows our sites to control who has access to our facilities and students. Each school site also has security cameras that monitor and record all activities in the public spaces of the schools. Only administrators have access to review camera footage. Furthermore, the Tam District has an extensive custodial staff who maintain a high level of cleanliness and maintenance for all facilities and buildings and a clear process in place for requesting repairs. At the District level, the office of Business Services (Finance and Facilities) oversees this arena.</i></p>	<p>Campus Access Policy</p> <p>Student/Parent Handbook</p> <p>Safety Procedures</p> <p>Security Cameras</p> <p>Custodial Staff</p> <p>Finance and Facilities Department</p> <p>Internet Filtering System</p> <p>Network Protections</p>
<p><i>Each school site updates and publishes a student parent handbook annually that outlines rules, regulations and procedures for student and adult conduct in an effort to maintain safe learning environments for staff and students. School sites have clear emergency procedures in place and practice drills on an annual basis (i.e. campus lockdown, fire, earthquake etc). All school sites work closely with local law enforcement and campus supervisors to make sure all students and staff are safe while on campus.</i></p>	<p>Acceptable Use Policy</p>

The District's internet policies fully comply with the Children's Internet Protection Act. The District's internet access is filtered for all students limiting access to content that is not categorized into unfit categories or may be a risk to the network. The District maintains a "content filter committee" that is comprised of administrators, teachers and classified staff. This committee meets occasionally to review the filtering practices of the district and provides input on any adjustments that may need to be made.

Each student in the District is required to sign a Computer Acceptable Use policy that outlines the proper usage of technology including the network.

Site Response:

Tamalpais High School feels it is our responsibility to support the whole child. As such, we have a lot of supports in place to meet the social and emotional needs of our students.

Most staff create an atmosphere of trust and behave professionally in service of creating a suitable learning environment for students

Policies concerning attendance and behavior are currently under review, and this review has created some discomfort for students and staff. The focus on restorative discipline practices will continue to require more study and training, and policies will need to be adjusted for the culture to shift and reflect these practices.

Students must all sign a technology use agreement form, and student behavior is managed and monitored by administration and teachers. If there are significant issues, a student's access may be revoked.

Facilities updates have created ideal learning environments in and out of the classroom, creating a college-like campus

- BACR
- Low Counselor/Student ratio
- Teacher access (email, Home Access Center , class websites)
- Student/Parent Handbook
- Technology - User agreement form all students sign

High Expectations/Concern for Students

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

Prompt: Evaluate the school's work to ensure the effectiveness of an atmosphere of caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.

Findings	Supporting Evidence
<i>Site Response:</i> Tam has put emphasis on the area of developing relationships. Counselors and special education resource specialists work with the same caseload of students for four years, allowing for the development and growth of successful relationships. In addition, we implemented a Core Program, which is designed to provide students with the same teachers and classmates for two years in their English and social studies courses, fostering deeper relationships and creating a more personalized and caring educational climate. Other programs on campus, such as CTE, the music program and AIM, allow teachers to work with students for multiple years. By working with students over a longer period of time, strong relationships are built and teachers are able to understand students' abilities more clearly and develop instruction and assessments that are tailored to their specific needs to achieve at high levels.	Counseling program & assignments CORE program AIM CTE Music program APT Case Review
For students in crisis and with a higher level of need, Assessment Planning Team (APT) and CASE Review gather team members to discuss students who are at risk. Students are then referred to a variety of resources both in school and in the community. Several leadership programs, including Link Crew and Strategic Peer Mentoring, foster a caring atmosphere in peer-to-peer relations amongst students.	

Tam fosters high expectations for student achievement.

Beginning at the eighth grade registration all students will be on the diploma track and have the opportunity to be eligible for the four year college track. Students have a plan in place to meet college entrance requirements, as well as diploma requirements, and many students are provided the opportunity to retake tests and show mastery for a number of classes. Being involved in our school culture through sports and clubs is part of the expectation of our school. Site administrators and teachers work to support clubs, the arts and drama. The staff helps with supervision at Prom and Homecoming, and some staff act as coaches and advisors to extracurricular sports and clubs.

There are places at Tam for growth in care. There is discussion around graduation requirements and their alignment with “a-g” requirements for four year college/universities. There are barriers that exist in terms of access to AP and higher level classes, and there is some difficulty for students to form caring relationships with individual teachers.

Atmosphere of Trust, Respect and Professionalism

Indicator: The school has an atmosphere of trust, respect, and professionalism.

Prompt: To what degree is there evidence of an atmosphere of trust, respect, and professionalism?

Findings	Supporting Evidence
<p><i>Site Response:</i></p> <p>Respectful and trusting relationships do take place on our campus and have a positive impact on student learning. Some departments are more cohesive than others, and members have worked together in constructive ways to build trust, hold difficult professional conversations, acknowledge differences and unite in support of students. There is a prevailing feeling that the students are all OUR students, we consult with one another, we listen to one another, and</p>	<p>Classroom Observation</p> <p>Counseling program</p> <p>PLC process</p>

frequent communication between teachers regarding students, especially between special education caseload managers, teachers, and counselors regarding individual students fosters a trusting atmosphere.

Counseling builds trust and respect with both teachers and students. The administration is working to be transparent and organized in a way that allows all teachers on campus to be heard around important school policies and decisions. The PLC process creates a structure for teachers to work in small groups and allows teachers to be vulnerable and share student data while getting support and advice from their colleagues which improves their teaching practice. The majority of the feedback on professional development that allows teachers to work in small groups has been overwhelmingly positive.

Challenges: An increase in the school population will lead to hiring new teachers which will require building new relationships. This will also require more room sharing and shared utilization of teaching spaces. As we continue, PLC teams need to develop how teachers can best support one another and hold each other accountable for the continued improvement for all students. There is still a need to work on trust among our teachers and between teachers and site administrators.

E3 & E4. School Culture and Student Support Criteria

All students receive appropriate support along with an individualized learning plan to help ensure academic and college- and career-readiness success.

Students have access to a system of personal support services, activities, and opportunities at the school and within the community.

Indicators with Prompts

Adequate Personalized Support

Indicator: The district and the school have available adequate services, including referral services, to support students in such areas as health, career, and personal counseling and academic assistance, including an individualized learning plan.

Prompt: Evaluate the availability and the adequacy of services, including referral services, to support students in such areas as health, career, and personal counseling and academic assistance, including an individualized learning plan.

Findings	Supporting Evidence
<p><i>District Response:</i></p> <p><i>Students who need additional academic assistance are supported through tiered intervention plans at each school site. Services can include peer tutoring, general education academic workshop classes, intervention during tutorial or "SMART" periods, after school tutoring etc.</i></p>	<p>Site Intervention Plan</p> <p>Academic Workshop</p> <p>504 and IEP Plans</p>
<p><i>All students are supported on via individualized learning plans by being assigned to a counselor who meets regularly with students and parents to advise on course choices, college and career options, jobs and internships. Academic counselors follow students during all 4 years in order to build effective relationships and partnerships with families. Students also have access to College and Career Centers on each campus.</i></p>	<p>Counseling Services</p> <p>APT/SST Meetings</p> <p>College and Career Center</p> <p>Wellness Center</p>
<p><i>Students needing specialized social, emotional or behavioral support receive it through school counselors, administrators, psychologists, therapists (i.e. Bay Area Community Resources), Case Review/Student Intervention Team, school health specialists and the new district Wellness program.</i></p>	<ul style="list-style-type: none"> ● Incoming ninth grade registration day presentation to parents and students, with link tours.
<p><i>Students suspected of a needing additional support through an IEP or 504 plan are referred for a testing in the area of suspected disability. If a team assesses the student and determines they are eligible for services through Special Education services or a 504 plan, then an individualized plan is developed and appropriate services are provided and reviewed annually.</i></p>	<ul style="list-style-type: none"> ● One-to-one counseling, formal and informal student, parent, teacher conferences, and meeting with students with academic risks via
<p><i>Site Response:</i></p> <p>The availability and the adequacy of services to support</p>	

students at Tam is sufficient. APT meets to discuss students who have been referred for assessment for special education services. The team reviews the student's educational history, gathers background data, and performs assessments when appropriate. In addition, the IEP team develops and implements individualized education plans for students receiving special education services.

From the counseling perspective, counselors offer individual, personal, academic, crisis, and referral services to students throughout their entire high school career. Students have equal access to assistance as they pursue their academic, personal and school-to-career goals.

Area for improvement: Systematizing our efforts to support students; utilizing Boys and Girls Club, probation, mentors, Link Crew and other local resources that enable student to pursue their learning goals with increased commitment and agency.

- progress reports.
- Ninth grade small classroom presentation.
- Tenth grade small classroom advisory/planning.
- Eleventh grade junior conferences with student and parent.
- Twelfth grade meeting regarding diploma and college planning.
- Evening programs for juniors, seniors, financial aid and testing admissions.
- BACR support as needed including referrals for outside support.
- Develop General Educational Plan as needed and attend 504/IEP team meetings.
- College, Career Specialist meets with students in tenth grade to introduce them to Naviance, a tool for college exploration and planning, in addition to parent/student meetings in

eleventh and twelfth.

- Students work with our school to career liaison in securing internships and job shadowing in the community.

Direct Connections

Indicator: The district and the school demonstrate direct connections between academic standards, college- and career-readiness standards, and schoolwide learner outcomes, and the allocation of resources to student support services, such as counseling/advisory services, articulation services, and psychological and health services, or referral services.

Prompt: Evaluate the ways that there are direct connections between academic standards, college- and career-readiness standards, and schoolwide learner outcomes and the allocation of resources to student support services, such as counseling/advisory services, articulation services, and psychological and health services, or referral services.

Findings	Supporting Evidence
<p><i>District Response:</i></p> <p><i>The District's graduation outcomes closely align with career and college readiness. Approximately 73% of the District's students graduate UC/CSU eligible. Furthermore, the District's ROP courses are based on industry standards. In an effort to ensure all students have access to the proper information necessary to make informed decisions regarding career and college, the district employs College and Career counselors at each comprehensive site. This position is dedicated to providing services to students and parents around decision making throughout the four years of high school in order to have as many choices available upon graduation. The District has maintained its dedication to upholding high quality career and college counseling and in doing so has recently reclassified the position of College and Career Counselor to a higher salary. Each site also has a designated College and Career Center with resources available to students and parents. One major resource</i></p>	<p>73% of graduates each year are UC/CSU eligible.</p> <p>College and Career Counselors</p> <p>College and Career Centers</p> <p>Naviance</p> <p>School Psychologists</p> <p>BACR</p> <p>Evidence:</p> <ul style="list-style-type: none"> ● IEP documentation

available through the College and Career Centers is the software, Naviance. This software helps students and parents explore post secondary options based on student interest, achievement level and resources. Scholarship and student loan information is also made available.

The District employs school psychologists at each school site. The psychologists work closely with the counseling and administrative team to identify and support students in need of services. The District also contracts with Bay Area Community Resources (BACR) for social/emotional support of our students. Each site has multiple BACR counselors available for students throughout the school year on an as needed basis.

Site Response:

The school's RtI plan details the tiers of intervention and resources required for ensuring students are receiving the necessary supports and instruction that lead to becoming proficient in academic standards, college and career readiness standards, and schoolwide learner outcomes.

Students with special education needs utilize the IEP team, process, and documents created during annual, triennial and informal meetings to receive necessary supports. Transition plans for students are created and aligned with existing goals and curricular standards. Students are interviewed to determine personal goals and expectations for postsecondary careers, teachers and counselors are consulted and parent input is solicited. From this, the team determines transition goals and develops a plan of action to support the student in meeting those goals.

Transition pages on the IEP indicate the connection between current goals and postsecondary opportunities; meeting with the college and career specialist allows for a more robust discussion regarding student achievement in regards to career-readiness.

- Naviance
- Junior Conferences
- Senior Meetings with Counselors
- Counselor overseeing at risk 9th grade students
- Boys and Girls Club
- Dynamic Solutions
- APT/Case Review
- RtI Plan
- Formal/Informal Student and Parent Conferences with Staff

Strategies Used for Student Growth/Development

Indicator: Strategies are used by the school leadership and staff to develop personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum. Examples of strategies include: level of teacher involvement with all students, a curriculum that promotes inclusion, processes for regular review of student and schoolwide profiles, and processes and procedures for interventions that address retention and redirection.

Prompt: Evaluate the effectiveness of the types of strategies used by the school leadership and staff to develop personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum.

Findings

Supporting Evidence

Site Response:

The school leadership and staff strive to personalize the educational experience for every student at Tam. To that end, student/teacher, student/counselor, student/administrator relationships are developed and fostered so that the students feel that they have mentors among the staff when dealing with challenging academic, social, emotional, and discipline issues. It is important for students to understand they can seek support from the staff.

We are generally effective at developing and implementing alternative instruction. Most teachers are doing informal and formal accommodations to meet student learning needs, according to a variety of learning plans, including general education plan, 504 plan, IEP, while all students are offered alternative education settings through a variety of programs.

- PLC work
- Teachers in ITTC
- IEP development and implementation
- adoption of standards based grading
- project based learning as an instructional strategy allows students to have a more personalized approach Academic Workshop
- online classes allow alternate setting for intervention.

Support Services and Learning

Indicator: The district and the school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning, e.g., within and outside the classroom, for all students, including the EL, GATE, special education, and other programs.

Prompt: Evaluate the extent to which the district and the school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning, e.g., within and outside the classroom. Evaluate the processes that are used to identify under-performing or struggling students and the interventions to address these identified student learning needs.

Findings	Supporting Evidence
<i>Site Response:</i>	Special Ed program
The Special Education teachers have spent time analyzing and understanding the program goals and proficiency scales of the core content areas in order to provide individualized support for students in the Academic Workshop or SDC/CEC setting. Constant communication between case managers and teachers, counselors and parents ensures that struggling students are identified early, and appropriate accommodations and resources are provided in order to support the students. For general education students who struggle, teachers communicate concerns across a variety of channels. These concerns may result in a formal request for assessment for special education services. The Assessment Planning Team fields several dozen such requests each year. Teachers work with the English Language Development Coordinator and the counselors regarding concerns surrounding the English Language Learners.	Counseling program APT Case Review EL Coordinator D/F/I lists
Counselors meet with students to directly support those who are underperforming or exhibit areas of struggle. Counselors encourage and support students to acquire self-advocacy skills. DFI lists alert counselors to students who are in need of increased support to access their learning.	
Counselors and administrators use weekly attendance reports from the attendance clerk, and	

special education and case review team referrals in a systematic way. The referral process leads to information gathering and results in targeted intervention. Informally, teachers and staff members bring students of concern to the attention of counselors and/or administrators when concerned about needed student support.

Areas of strength and room for improvement:

Tam should continue to evaluate current systematic approaches to strengthen its coordination of both site and community interventions. Tam also should analyze how to enhance the identification of students in difficulty and our inventory of on and off site interventions. Tam must continue to develop instructional practices that support English Language Learners.

Equal Access to Curriculum and Support

Indicator: All students have access to a challenging, relevant, and coherent curriculum. Schools regularly examine the demographics and distribution of students throughout the class offerings (e.g., master class schedule and class enrollments) and the types of alternative schedules available for repeat or accelerated classes (e.g., summer, class periods beyond the traditional school day).

Prompt: What have you learned about the accessibility of a challenging, relevant, and coherent curriculum? What have you learned from examining the demographics and distribution of students throughout the class offerings (e.g., master class schedule and class enrollments)? Evaluate the impact of the types of alternative schedules available for repeat or accelerated classes (e.g., summer, class periods beyond the traditional school day) on student achievement.

Findings	Supporting Evidence
<i>District Response</i>	
<i>As mentioned, TUHSD has developed a guaranteed and viable curriculum in courses required for graduation</i>	Guaranteed Curriculum and Viable

and is in the process of revising Courses of Study for these courses. Once board approved, these courses will be implemented across TUHSD and all students will be guaranteed access to and understanding of the identified core competencies. That said, all students do not have access to all courses. Some courses are taught at below grade level (i.e. Algebra P1, Geometry A, Intermediate Algebra), barriers exist to advanced level courses (i.e. teacher recommendations, grade requirements, placement tests) and some specialized programs at some campuses have application and interview processes for admittance. Again, when examining demographic composition of courses, one is likely to find proportionately more students of color and economically disadvantaged students enrolled in below-grade level courses and proportionately fewer of these students enrolled in AP and honors courses. Master schedules are reviewed annually by site administration and the district encourages site administrators to make decisions they feel will positively impact students and provide opportunities and access for all. In the absence of summer school, students who need to repeat courses must do so during the school year by repeating the course, completing independent study, or other online options. Some courses are offered before or after school at some sites. (i.e., Leadership, Drama, Music, Physical Education). All students have access to additional academic support through the implementation of site-based intervention plans and by teachers customizing and differentiating instruction in TUHSD classrooms.

Courses of Study
Master Schedules

Site Response:

We have learned through our data that not all students have access to AP and higher level classes due to restrictions based on teacher recommendations and placement testing.

We have to create new paths of opportunity for students to have equal access to the higher levels of curriculum.

The master schedule was engineered to allow students to access multiple programs on campus, i.e. AIM students can still take AP classes, drama students can participate in journalism, etc. There is some concern over the number of elective choices, but overall the master schedule is student-driven.

The elimination of summer school has required students to seek remediation of courses through online options. With the elimination of summer school, without many in-house options for remediation, we wonder if more inequities have been created. In the meantime, many of our teachers have been working together (through PLCs) to build their capacity to help students in their classrooms to prevent students from having to repeat courses.

Co-Curricular Activities

Indicator: School leadership and staff link curricular and co-curricular activities to the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

Prompt: Evaluate the extent of the availability and link of curricular and co-curricular activities for all students to the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. How effective are these efforts?

Findings	Supporting Evidence
<p><i>Site Response:</i></p> <p>Tamalpais High School has a wide variety of options to ensure all of our students are meeting academic standards, are preparing for post-high school options and are building and honing the skills necessary for successfully navigating the world in the 21st century.</p>	<ul style="list-style-type: none"> ● Leadership ● Peer Resource ● Link Crew ● Strategic Mentoring ● CTE ● Journalism ● AIM ● Athletics ● Global Studies <p>Peer</p>

- Music Program
- Fine Arts Program
- Clubs
- Peer Tutoring
- Internships/Job Shadowing/
- Workplace Learning

Student Involvement in Curricular/Co-Curricular Activities

Indicator: The school has an effective process for regularly evaluating the level of student involvement in curricular/co-curricular activities and student use of support services.

Prompt: Evaluate the effectiveness of the school process for regularly evaluating the level of student involvement in curricular/co-curricular activities and student use of support services.

Findings	Supporting Evidence
<p><i>Site Response :</i></p> <p>We need to be more systematic in evaluating our programs regarding the level of student involvement in curricular/co-curricular activities and use of support services. We currently have information available to monitor student access of support services, interventions, and extracurricular activities. While we possess this information, we could be more proactive and effective in ensuring greater levels of access and intervention. The Case Review Team meets to discuss students in difficulty and provides suggestions/recommendations/contacts for student supports. Through greater implementation of our Rtl plan we will have more data regarding student outcomes. With greater academic success we would like to engage students in activities outside of the classroom.</p>	<ul style="list-style-type: none"> ● Eschool ● Leadership Club Rosters ● Sports Rosters ● Login sheets for attendance with support services (Boys and Girls Club, Dynamic Solutions, BACR Sessions)

Student Perceptions

Indicator: The school is aware of the student view of student support services through such approaches as interviewing and dialoguing with student representatives of the school population.

Prompt: Comment on the student view about the effectiveness of student support services after interviewing and dialoguing with student representatives of the school population.

Findings	Supporting Evidence
<p><i>Site Response:</i></p> <p>Students' views about the effectiveness of student support services at Tam are varied. Some students reported that the level of support at Tam was incredible while others responded that they were not familiar with the support systems Tam offered. In general, students who were upperclassmen stated that the counselors and the College and Career Specialist were extremely helpful and they knew how to seek help for both emotional and academic issues. Underclassmen typically had not had significant contact with their counselors and were unfamiliar with avenues to gain additional help. Students reported that the Link Crew, individual teachers, school counselors, and the BACR counselors helped them feel supported. Students requested that Tam do a better job communicating, explaining, and promoting services provided. Students asked for greater teacher communication and consistent reporting through the Home Access web platform, and more opportunities to meet with teachers outside of tutorial times. Students also asked for greater guidance regarding course selections, information about careers, and information concerning SAT/ACT exams and college essay preparation.</p>	<ul style="list-style-type: none"> ● TUHSD Counselor Self Study ● Student Advisory Council Input ● Link Crew ● Strategic Peer Mentoring ● Peer Resource ● BACR Counselors ● School Counselors ● College and Career Specialist ● Individual Teachers

WASC Category E. School Culture and Support for Student Personal and Academic Growth: Strengths and Growth Needs

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

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

Areas of Strength

Site Response:

Tamalpais High School staff deeply care about our students. There is a great focus on developing personal relationships between students and staff in and out of the classroom. Great energy is spent by adults on campus to try and personalize a student's high school experience academically and through extra-curricular experiences. There are many additional supports for students academically, socially and emotionally here on campus and through referrals to outside community agencies.

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

Site Response:

Areas for growth with regard to school culture and student personal and academic growth include the following initiative.

There is a significant need to develop and foster trusting, positive relationships. Building a strong school culture is indirectly associated with our critical learner needs to the extent that improving relationships and teacher morale implies the potential for more highly functioning staff with increased capacity to address our three critical learner needs.

Rapport needs to be developed among the administrative team and the staff as well as among teachers themselves. Approaches to building relationships among all staff need to be explored. By cultivating a culture that supports adult and student learners, Tam can increase the focus on our critical learner needs.

Prioritized Areas of Growth Needs from Categories A through E

Prioritize the growth areas from the five categories from a district and school perspective.

Site Response:

Organization: Prioritized Areas for Growth

- Tam needs to continue to foster its commitment and align the work of the site to the district strategic priorities in order to operationalize those objectives.
- Tam should continue to work on communication and the dissemination of information with its stakeholders
- Tam should continue to seek opportunities to address internal conflict and develop ways to mediate concerns

Curriculum: Prioritized Areas for Growth

In an effort to meet our critical learner need of reducing the achievement gap we need all classes to establish a district-wide Guaranteed and Viable Curriculum that provides aligned

and clear learning outcomes for every course. With all teachers using shared learning outcomes with fidelity, the process of creating assessments, designing instruction and working collaboratively in PLCs will be enhanced and will meet our students' needs in a more targeted way.

Establish procedures for feedback to revise and fine-tune the Guaranteed and Viable curriculum, which consists of district-wide program goals and proficiency scales, at the site level to bring to the district department teams. Growth in this area supports our critical learner needs for access and equity in so far as it facilitates the development of a responsive and appropriate curriculum for students to access.

Instruction: Prioritized Areas for Growth

There is a need for growth in the area of building teacher capacity to implement the Guaranteed and Viable Curriculum through a backward design process. This would entail making learning outcomes visible to students. Clearly communicating the program goal (or learning target) including success criteria, and/or proficiency scale for students prior to instruction is critical for the student learning process. This area for growth addresses our site critical learner need to reduce the gap in performance between economically disadvantaged students, students of color and the general population, as well as our critical learner need to increase student achievement in mathematics.

Assessment: Prioritized Areas for Growth

A continual area for growth is to build teacher capacity both individually and collaboratively (in PLCs) to systematically develop reliable and valid assessment tools and use assessment data to drive both instructional reflection and instructional adjustments. The practice of tightly aligning instructional responses to student performance data, on a daily basis, will support our site in our effort to address all three of our critical learner needs. Specifically, the use of formative assessment data in instruction can reduce the achievement gap, increase student achievement in mathematics, and increase the opportunity of all students to access grade level instruction and core competencies.

School Culture: Prioritized Areas for Growth

There is a significant need to develop and foster trusting, positive relationships. Building a strong school culture is indirectly associated with our critical learner needs to the extent that improving relationships and the morale of students and teachers will result in an increased capacity to address our three critical learner needs.

Chapter V: Schoolwide Action Plan

- A. Revise the single schoolwide action plan, i.e., Single Plan for Student Achievement and ensure alignment with the district's LCAP and LEA.
- B. State any additional specific strategies to be used by staff within each subject area/support program to support sections of the schoolwide action plan.
- C. Describe the school's follow-up process, ensuring an ongoing improvement process.

Formal action plans from each Home Group are not necessary; the critical emphasis is the consensus and commitment from all stakeholders to implementing the various sections of the schoolwide action plan.

Appendices:

Tamalpais High School Action Plan

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

Alignment to the TUHSD Mission: The TUHSD Mission Statement states that “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.” Our action plan addresses both the promise within our Mission Statement to graduate students who have mastered core competencies, and the identified areas of critical need. Critically, our first goal is to ensure effective core instruction in order to support all students. We believe that the primary level of student impact is at the Tier 1 level, and that this goal fundamentally addresses our math achievement, our achievement gap and our student access concerns. Our action plan also includes Tier 2 and Tier 3 goals to reinforce and support our Tier 1 goal (increased effectiveness of core instruction that is differentiated). We believe our critical learner needs will require the continued development of a systematic Tier 1-3 intervention plan that compels collective responsibility.

Purpose: This plan outlines academic, behavioral and attendance supports we will implement across our system so all students have access to grade level or higher curriculum and instruction, a climate conducive to learning and a positive school culture and achieve the knowledge and skills they need to succeed in the 21st century.

Beliefs:

- All students can learn and learn at high levels (high school plus, grade level plus)
- All students should be prepared for post---secondary options in the 21st century
- It is is our collective responsibility to ensure this happens
- All students and staff should continually improve through targeted support and professional development

Related TUHSD Strategic Priorities:

Curriculum and Assessment

- Establish district wide curriculum that is coherent from the learner’s perspective using the Understanding by Design frameworks
- Identify what students should know and be able to do in a given course or series of courses and a criteria for measuring progress (program goals and proficiency scales)
- Develop and use quality assessments to guide instruction
- Support the development of cornerstone assessments that measure students’ understanding and transfer of knowledge within and across courses in a discipline
- Ensure student mastery of 21st century skills
- Strategically evaluate current and future course offerings to ensure alignment with the district mission, instructional programs and practices
- Expand the use of effective instructional delivery models to ensure high levels of learning for all students
- Develop system wide responses to support the academic success of all students
- Support students’ emotional and social growth, working toward a community where all students feel safe and valued
- Guarantee students access to rigorous, relevant and engaging courses
- Ensure special education programs that meet the needs of all identified students

Critical Learner Need/ Action Plan Alignment

Critical Learner Need	Locations in Action Plan
1. Provide all students opportunity and access to grade level instruction, higher level course offerings (AP and honors) and college and career options in the 21st Century.	Goal 1, objectives 1-4 Goal 4, all objectives
2. Reduce the gap in performance between students who are economically disadvantaged, students of color and the general population.	Goal 1, all objectives Goal 2, all objectives Goal 3, all objectives
3. Increase student achievement in mathematics.	Goal 1, objectives 1-4 Goal 2, all objectives

	<p>-Additional academic support in general education classes by para-educator</p> <p>-Provide planning time/funding for co-teaching effort between math and special education teachers.</p> <p>-Provide resources for curriculum development and teaching of supplemental courses before and/or after school.</p>				
2. Assess student learning and the effectiveness of instruction	<p>-Use data to inform/drive the instructional process</p> <p>-Reflect upon instructional practices to ensure they support student learning and adjust as needed</p> <p>-Identify students in need of additional time and support</p>	Ongoing	Teachers	<p>Equity</p> <p>Math</p>	--Pre/post assessment data reflecting evidence of student growth on the proficiency scale for each program goal
3. Communicate and collaborate to ensure high levels of learning for all students	<p>-Solicit feedback from all stakeholders about the effectiveness of instruction and impact on student learning</p> <p>-Utilize the PLC process to engage in a continuous effort to improve curriculum, instruction, instructional delivery, and review of student achievement data.</p>	Ongoing	Teachers Counselors Administration Teacher Leaders Support Staff	<p>Equity</p> <p>Math</p>	<p>--Pre/post assessment data reflecting evidence of student growth on the proficiency scale for each program goal</p> <p>-Input from stakeholders</p>
4. Participate in customized professional development aligned to district strategic priorities	<p>-Support teachers in their participation in site and district offerings, including ITTC</p> <p>-Support teachers in professional development options that will have an impact on student learning (differentiation, intervention)</p> <p>-Develop and implement professional development for teachers to reinforce and build S.D.A.I.E. expertise.</p> <p>-Support teachers in the use of technology to to differentiate instruction and provide tailored instructional resources for students</p>	Ongoing	Teachers Administration Teacher Leaders Counselors Support Staff	<p>Access</p> <p>Equity</p> <p>Math</p>	<p>-Number of teachers participating in professional development opportunities and related impact on student learning/staff growth</p> <p>-Teacher share out at staff meetings regarding the impact of the PD and what was learned</p> <p>-Teacher PLC process reviewing growth data following instructional use of technology to impact learning</p>

5. Create and maintain a classroom culture and environment where students and teachers feel safe and connected	<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 	Ongoing 2014--- 2015	Teachers Administration Counselors Teacher Leaders Students	Equity	<ul style="list-style-type: none"> --Pre/post assessment data reflecting evidence of student growth on the proficiency scale for each program goal -Student input data -Revised policies and practices that support learning and positive culture
Resources Needed: Time allocated for professional learning communities to meet to review data and determine the appropriate response. Funding for professional development/staff training in RtI and/or tier 1-3 interventions.					

Tier 2					
Goal 2: Ensuring Supplemental Instruction and Supports for Some Students					
Rationale For Goal: All students are not demonstrating proficiency in identified learning outcomes (i.e. program goals)			Evidence: The disaggregation of data in Chapter 3, brought to light that our students of color and low SES students were achieving at a significantly lower level than the larger student population. Additionally, a gap exists in Tam student opportunity and performance in Mathematics as compared to other subject areas. Data can be found in Chapter 3 pages 102-104. Analysis of student work, as referenced in Chapter 4, indicate varying levels of mastery of program goals.		
Evidence of Success: There is a measured increase in the % of students who demonstrate proficiency and show progress towards identified learning outcomes. Fewer students need Tier 2 and Tier 3 interventions because of effective Tier 1 instructional support.			Means to Progress Monitor: Gather and analyze data and discuss effective teaching practices in professional learning communities. Discuss progress in site and teacher leader meetings		
Objective	Action Steps	Timeline	Responsible	Critical Learner Need Addressed	Success Measure
6. Provide supplemental core instruction for students needing additional time and/or support	<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 	Ongoing	Teachers Administration Teacher Leaders Counselors	<i>Equity</i> <i>Math</i>	<ul style="list-style-type: none"> -Pre/post assessment data reflecting evidence of student growth on the proficiency scale for each program goal -Progress monitoring before, during and after instruction/interventions -Reduced referrals to alternative education programs -Increased graduation rates -Increased number of students who are UC/CSU a---g eligible

7. Assess student learning and the effectiveness of instruction	-Use data to inform/drive the instructional process in professional learning communities; intervene by student by standard	Ongoing	Teachers	Equity Math	-Teachers meet in PLC teams and review pre/post assessment data reflecting evidence of student growth on the proficiency scale for each program goal -Student learning data
8. Communicate and collaborate to ensure high levels of learning for all students	-Solicit feedback from all stakeholders about the effectiveness of instruction and impact on student learning -Partner with parents, community groups and agencies to support the academic success of students (ex. Bridge the Gap)	Ongoing	Teachers Counselors Administration Teacher Leaders Support Staff	Equity Math	--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
9. Routinely evaluate and monitor the effectiveness of intervention structures	-Routinely review student performance data and make adjustments as needed	Ongoing	Administration	Equity Math	--Pre/post assessment data reflecting evidence of student growth on the proficiency scale for each program goal -Use multiple year data collection to evaluate progress of students, particularly from 6th/7th/8th grade to high school.
Resources Needed: Time for teachers to meet in professional learning communities. Identify and purchase resources to support high level learning for second language learners.					

Tier 3	
Goal 3: Providing Intensive Instruction and Supports for Some Students	
Rationale For Goal: All students are not demonstrating proficiency in identified learning outcomes (i.e. program goals)	Evidence: The disaggregation of data in Chapter 3, brought to light that our students of color and low SES students were achieving at a significantly lower level than the larger student population. Additionally, a gap exists in Tam student opportunity and performance in Mathematics as compared to other subject areas. Data can be found in Chapter 3 pages 102-104. Analysis of student work, as referenced in Chapter 4, indicate varying levels of mastery of program goals.
Evidence of Success: There is a measured increase in the % of students who demonstrate proficiency and show progress towards identified learning	Means to Progress Monitor: Gather and analyze data and discuss effective teaching practices in professional learning communities. Discuss progress in site and teacher

outcomes. Fewer students need Tier 2 and Tier 3 interventions because of effective Tier 1 instructional support.		leader meetings			
Objective	Action Steps	Timeline	Responsible	Critical Learner Need Addressed	Success Measure
10. Provide intensive and targeted supports for students who are not successful academically	<ul style="list-style-type: none"> -Work in teams to diagnose the cause of poor academic achievement and respond according to the students unique needs -Communicate recommendations to pertinent stakeholders 	Ongoing	Team will be created based on individual needs of student	Equity Math	<ul style="list-style-type: none"> -Pre/post assessment data showing student growth on the proficiency scale for each program goal -Progress monitoring before, during and after instruction/intervention
11. Provide alternative means for students to meet graduation requirements	<ul style="list-style-type: none"> -Alternative means will be customized to meet the students' unique needs and may include independent study, referral to alternative schools, online courses, reduced courseload, college courses, etc. -Communicate recommendations to pertinent stakeholders 	Ongoing	Team will be created based on individual needs of student	Equity	<ul style="list-style-type: none"> -Increased graduation rates -Increased number of students who are UC/CSU a---g eligible
12. Provide and/or assess for academic accommodations and modifications as needed	<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 	Ongoing	Team will be created based on individual needs of student	Equity	<ul style="list-style-type: none"> -Pre/post assessment data showing student growth on the proficiency scale for each program goal

13. Routinely evaluate the effectiveness of interventions and monitor student progress	-Use data to inform/drive the intervention process to determine if strategies and supports are working.	Ongoing	Administration	Equity	-Pre/post assessment data showing student growth on the proficiency scale for each program goal
Resources Needed: Online learning platforms, alternative means to meet requirements, funding for teachers to provide intensive academic support					

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.					
Rationale For Goal: All students are not demonstrating proficiency in identified learning outcomes (i.e. program goals)		Evidence: The disaggregation of data in Chapter 3, brought to light that our students of color and low SES students were achieving at a significantly lower level than the larger student population. Additionally, a gap exists in Tam student opportunity and performance in Mathematics as compared to other subject areas. Data can be found in Chapter 3 pages 102-104. Analysis of student work, as referenced in Chapter 4, indicate varying levels of mastery of program goals.			
Evidence of Success: There is a measured increase in the % of students who demonstrate proficiency and show progress towards identified learning outcomes. Fewer students need Tier 2 and Tier 3 interventions because of effective Tier 1 instructional support.		Means to Progress Monitor: Gather and analyze data and discuss effective teaching practices in professional learning communities. Discuss progress in site and teacher leader meetings			
Objective	Action Steps	Timeline	Responsible	Critical Learner Need Addressed	Success Measure
14. Provide effective core instruction that is differentiated to meet learning needs/prior knowledge. (Grade level)	<ul style="list-style-type: none"> -Routinely review programs and practices to ensure all students have access to and are successful in grade level courses and elective options -Review Master Schedule and course offerings to ensure all classes are at grade level or higher -Review curriculum and materials to ensure they culturally inclusive 	Ongoing	Teachers Administration Teacher Leaders Counselors	Access	<ul style="list-style-type: none"> -Pre/post assessment data showing student growth on the proficiency scale for each program goal -Reduced referrals to alternative education programs -Increased graduation rates

					-Increased number of students who are UC/CSU a---g eligible
15. Access for all students to high level course offerings	-Remove barriers to access AP and honors courses by evaluating current practices and procedures that may block access to higher level course offerings	Ongoing	Teachers Administration Counselors	Access	-Increased numbers of students from all segments of the Tam student body (low SES, students of color, ELL, SPED, etc.) enrolled and passing honors and AP courses.
16. College and Career Options for the 21st Century	-Evaluate curriculum and instruction through the 4 C's (communication, creativity, critical thinking, and collaboration) lens	Ongoing	Teachers Counselors Administration Teacher Leaders Support Staff	Access	-Pre/post assessment data showing student growth on the proficiency scale for each program goal
Resources Needed: Time allocated for professional learning communities to meet to review data and determine the appropriate response. Funding for professional development/staff training in RtI and/or tier 1-3 interventions.					

TAMALPAIS UNION HIGH SCHOOL DISTRICT MISSION STATEMENT

November 13, 2013

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.

STRATEGIC PRIORITIES

Curriculum & Assessment System

- ✓ Establish district wide curriculum that is coherent from the learner's perspective using the Understanding by Design frameworks
- ✓ Identify what each student should know and be able to do in each department or program and create courses or series of courses that align with established program goals
- ✓ Provide all students with access to an established guaranteed and viable curriculum
- ✓ Develop and use quality assessments that align to proficiency scales and guide instruction in all courses
- ✓ Support the development of cornerstone assessments that measures each student's understanding & transfer of knowledge within and across disciplines
- ✓ Ensure student mastery of 21st century skills
- ✓ Create accurate and consistent grading and reporting practices across TUHSD to support all learners in developing content and 21st century skill proficiency
- ✓ Strategically evaluate current and future course offerings to ensure alignment with the mission

Instructional Programs & Practices

- ✓ Develop a system of intervention to support the academic and behavioral success of all students
- ✓ Develop a routine approach to collectively review and respond to student performance while enhancing the district's organizational culture and climate
- ✓ Utilize SMART goals to create short- and long-term system, site, and team plans
- ✓ Support each student's emotional and social growth and work towards a community where all students feel safe and valued
- ✓ Guarantee student access to rigorous, relevant, and engaging courses
- ✓ Develop inclusive special education model that meets the needs of identified students

Human Resources

- ✓ Recruit a diverse applicant pool through innovative methods; assess effectiveness of earlier efforts, adjust planning and actions as necessary
- ✓ Improve HR department communications with all stakeholders; focus on two-way communication and soliciting input
- ✓ Promote and ensure a culture of appreciation, support, and understanding in which all staff members feel valued
- ✓ Collaborate with Educational Services department to support implementation of staff development plans

Leadership Development

- ✓ Actively recruit and hire teachers with leadership capacity and values aligned with the district mission
- ✓ Provide sustained and mission-focused coaching, professional, and leadership development for staff
- ✓ Continue to train and support Teacher Leaders as they work to facilitate the review and response to student data in collaborative groups
- ✓ Utilize Teacher Leader evaluation system to ensure growth and accountability of each leader
- ✓ Provide targeted training and support to develop the capacity of individual administrators at all levels and functions

1

Governance

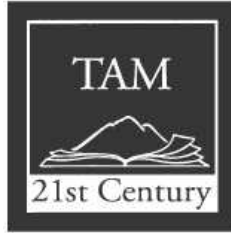
- ✓ Provide direction and support for the superintendent and administrative team
- ✓ Continue to educate stakeholders regarding the role and work of the governance team
- ✓ Support mission-driven programs and practices through allocation of adequate resources
- ✓ Explore, develop, and implement appropriate opportunities for two-way communication and engagement with stakeholders
- ✓ Ensure smooth transition of the governance team as new members are elected and seated on the Board of Trustees

Community Relations

- ✓ Utilize the most effective means of communication with the district's internal and external stakeholders including websites and social media
- ✓ Develop understanding of the school district in all aspects of its operations by providing an honest, consistent, and comprehensive flow of information about policies, programs, and progress of the schools
- ✓ Actively seek information from the community regarding expectations and aspirations for our schools
- ✓ Bring about community understanding of the need for continuous improvement and what must be done to facilitate that improvement

Finance & Facilities

- ✓ Ensure long-term fiscal health of the district and maintain a balanced budget
- ✓ Continue active leadership role in the county and state to advocate for adequate school funding
- ✓ Develop short-term and long-term plans for the operational impact of increasing enrollment
- ✓ Maximize the remaining bond funds by developing and implementing a plan for the completion of the modernization program
- ✓ Develop and implement a comprehensive post-modernization maintenance plan to ensure safe school environments
- ✓ Develop agreements among school and community organizations for sharing resources and increasing efficiency
- ✓ Develop and implement a process to ensure community and staff awareness of the financial condition of the district



TAMALPAIS UNION HIGH SCHOOL DISTRICT
Office of Educational Services
Michael McDowell, Ed.D.

TUHSD 2012-2013 Spring Achievement Update

A Perspective on the Advancement of Systemic Reform within TUHSD

Executive Summary

TUHSD continues to progress towards the establishment of a system-wide learning system infrastructure (LSI) to ensure *all* students progress towards and reach proficiency of outcomes required for post-secondary college and career opportunities. Such an infrastructure requires the establishment of progressively rigorous standards that adhere to international, national, state, and local requirements. Moreover, an LSI requires reliable and valid means for capturing student progress and proficiency information so that all stakeholders are able to continually improve the teaching and learning process.

Simultaneously, TUHSD has embarked on new forms of pedagogy, means of collaboration, and technology utilization across and between classrooms. Such an emergence is identified by governance, human resources, and budgetary sectors that are all embedded within TUHSD's learning system infrastructure. This juxtaposition of standardization and customization provides the school system with a rigorous systematic process of utilizing the research gleaned from learning, teaching, and organizational sciences to substantially enhance student learning while deeply appreciating and supporting the artistic, innovative, and complex nature of the teaching and learning process.

Such a development of a juxtaposing a compressive standardized system while encouraging a customized approach to the teaching and learning process has required a substantial amount of foundational knowledge, capacity building, disciplined implementation approach, and accountability. This process is largely driven by a multitude of roles including board members, administrators, teachers, and counselors. The process is approached by balancing the importance facets of tactical and relational domains of organizational work.

As the development of an LSI and the diverse manifestation of its implementation is underway, emerging trends (e.g. Common Core State Standards and Technology), local context (e.g. community profile), human capital (e.g. professional capacity of teachers and leaders), student data pilots (e.g. professional learning community work), and contemporary

research (e.g. focus on learning rather than teaching) have formatively shaped implementation and innovation efforts.

With respect to such powerful factors, TUHSD has engaged in a multi-faceted, dynamic, customized, and ever-evolving approach to the teaching and learning process that involves substantial professional development in new forms of pedagogy, collaboration, and technology that align to TUHSD's LSI. These approaches have created an exponential demand in professional development and teaching customization that has fundamentally changed the way teachers teach and students engage in the learning process. While the customized approaches that taken immediate root into

As of 2013-2014, program goals and proficiency scales have been developed for every department within TUHSD. Moreover, teachers across the system have initiated the goals and scales with students and are currently refining such curricular components for universal deployment in 2014-2015. In addition, school sites have spent substantial time working to engage teachers in student data discussions. Such work requires substantial investment in developing a knowledge-base related to curriculum, instruction, assessment, interpersonal communication, group dynamics and facilitation, emotional intelligence, and data interpretation and analysis. School sites have also engaged in the initial phases of planning a system of intervention plan to address comportment and achievement needs of students.

These implementation efforts are paramount as not all students have been provided with the opportunity and the time to learn the outcomes required for college and career access. Many students continue to engage in below college-readiness level courses and such classes are overrepresented by minority and socio-economically disadvantaged students. Moreover, students are not provided with reliable and valid means of assessment (e.g. grades) due to the multitude of assessment systems and approaches that are utilized in individual classrooms. The absence of the opportunity to access a college and career ready curriculum and the utilization of inaccurate and unreliable grading systems inhibits students, let alone a system, to discuss progress and proficiency and effectively provide appropriate (e.g. targeted and directive) strategies to improve learning. When such academic practices are compounded with administrative policies that permit reductions in grades, credit earns, and removal from the academic environment, the ability for TUHSD to abide by the tenets and, overall, meet the mission-based outcomes is improbable.

The co-existence of equity and excellence, standardization and customization, the importance of surface level and deep level knowledge, district and teacher leadership, are powerful paradoxes that when appropriately understood may address the paramount issues

of learning while creating a dynamic and enjoyable experience for students and practitioners. This perspective serves one path to navigate the complex world of systems-thinking from a paradoxical framing. Though senses have limitations, they serve for future dialogue and provide a deeper narrative rationale for TUHSD's approach to systematic engagement and improvement.

Introduction

The juxtaposition of Equity and Excellence

We stand in a turmoil of contradictions without having the faintest idea how to handle them: Law/Freedom; Rich/Poor; Right/Left; Love/Hate- the list seems endless. Paradoxes lives and moves in this realm; it is the art of balancing opposites in such a way that they do not cancel each other but shoot sparks of light across their points of polarity. It looks at our desperate either/ors and tells us they are really both/ands- that life is larger than any of our concepts and can, if we let it, embrace our contradictions - Mary C. Morrison, 1983

The Tamalpais Union High School District (TUHSD) mission statement clearly states that *all* students are expected to reach mastery of core competencies within required academic disciplines in addition to skills and knowledge that permeate traditional academic boundaries and are requisite for future employment, citizenship, and postsecondary education. The rationale for universal attainment of core competencies is based on the economic, cultural, and educational demands of the 21st Century. For example, the American Diploma project states, "that the needs of the workplace are "increasingly indistinguishable" from the knowledge and skills needed for college success. The U.S. Chamber of Commerce calls these studies "right on target" (Schmoker, p. 27).

As Schmoker (2009) and Buffum et al (2012) assert, it is not our decision on whether students attend college or not, we are responsible for providing students with the opportunity to make that choice when they are adults. To make this choice, clearly all students must reach mastery of identified and agreed upon knowledge and skills. This requires a collaborative effort from all stakeholders to identify clear learning goals, measure student progress against those established goals, systematically intervene and accelerate learning, provide diverse modes of instruction, involve students in the learning process to cultivate ownership and advocacy, measure the impact of instruction in light of student evidence, and respond collaboratively.

TUHSD has a tradition of excellence as marked by college acceptance rates, aggregate student grade point averages (GPA), Advanced Placement (AP) participation and performance, and state standardized test performance. In addition, a longitudinal review of TUHSD's student performance on the aforementioned measures indicates substantial growth in student learning over time. Over the past six years community data (e.g. Listening Campaign Data, Focus Groups) received by teachers, leaders, and external stakeholders has illuminated the fact that continuous improvement is a deeply embedded community value. This value requires all stakeholders to review discrepancies between current performance and the ideal outcome of *all* students meeting established academic and skill-based outcomes. Moreover, this community value positions stakeholders to take any and all discrepancy and identify collective actions that are ethically, socially, and pedagogically sound in order to improve the learning of adults and students. The following report is intended to serve as a means to gauge our progress, identify discrepancies, and offer strategic guidance to maintain such successes between mission-based expectations and our current realities in the classroom, department, school, and system.

An inherent goal of the Tamalpais Union High School District mission statement is to eliminate the opportunity and achievement gap between Caucasian and high socio-economic status (high SES) students and students of color and low socio-economic status (low SES). By opportunity gap, TUHSD refers to inequities that racial minority and low socio-economic students face in public education. As Bourdieu (1970) contends, not all racial minorities and classes possess the same political position, occupy similar cultures, and relate to the American psyche in the same way and these differences relate to variances in the experiences and opportunities provided to students in the educational system. As such, school systems, such as TUHSD, must approach student learning from an equity perspective. This is, perhaps, best defined by contrasting equity and equality. Decuir and Dixson (2004) distinguish equity from equality in the following way:

In seeking *equality* rather than *equity*, the processes, structures, and ideologies that justify inequity are not addressed and dismantled. Remedies based on equality assume that citizens have the *same* opportunities and experiences. Race, and experiences based on race, are not equal. Thus, the experiences that people of color have with respect to race and racism create an unequal situation. *Equity*, however, recognizes that the playing field is *unequal* and attempts to address the inequality. (p.24)

Although, not an exhaustive list, the differences in opportunity between racial minorities and/or low-income students and Caucasian and high SES students may be best explored by reviewing language of schooling, tracking, and access to a guaranteed and viable curriculum and the relationship of these concepts with current policy and practice within the boundaries of TUHSD.

Clinton, Hattie, and Dixon (2007) identified the “language of schooling” (e.g. ways parents advocate for their children in school) as an example of the variance in cultural capital between racial minority students and their white counter-parts. In their study, low SES and racial minority students’ support providers (i.e. parents) had a different affinity towards and relationship with the dominant culture of the school and as such had a different experience in advocating and advocating successfully for their child.

In two recent reports (Summer School Report 2010 and 2011), TUHSD found an over-representation of minority and low SES students enrolled in the one credit redemption¹ course in summer school (see Appendix A for data displaying credit loss due to poor attendance). One report stated that, “...these findings suggest that certain populations miss more classes for reasons that are inexcusable, which leads one to question the reasons behind these absences and those of other subgroups who do not have an over-representation of poor attendance” (McDowell, 2011). One consideration is that racial minority and low SES students lack a support structure that is willing and/or able to challenge attendance issues. Consider the research on tracking, or ability grouping that has found “students of average ability from advantaged families are more likely to be assigned to higher tracks because of actions by their parents, who are often effective managers of their children’s schooling (Alexander, Cook & McDill, 1978, Baker & Stevenson, 1986, Dornbusch, 1994).

Of all effects on student achievement, tracking or ability grouping provides, perhaps, the most vivid example of an approach to schooling that illustrates the development and preservation of the opportunity gap. Supporters of tracking, or arranging students in ability groups, argue that grouping students is driven by prior performance and by aggregating students of similar ability into classes, teachers will enhance overall student achievement. On the contrary, the research shows a minimal

¹ AR 5121 delineates that schools are authorized to establish attendance and tardy policies resulting in the loss of one semester credit per semester for five unexcused absences. The policy is directly associated with seat time rather than that of student learning. In other words, students who lose credit due to absences have received a passing grade in the course signaling students have completed, at minimum, the foundation requirements of the course

effect on achievement and a negative effect relating to equity (Hattie, 2009). Oakes et al (1993) argued that tracking limits students schooling opportunities, achievements, and ultimately chances to be successful in life.

TUHSD policy (BP, AR 6141.1) states that tracking is not intended nor exists in the schools that reside within its boundaries. Of the 714 sections of English, Social Studies, Math, and English provided at the three comprehensive high schools across the district, 20% of the classes are “low” level courses, 60% are “regular” level courses, and 20% are “high” level courses. These were determined by descriptors of classes (e.g. honors, AP, sheltered², Alpha). By utilizing the empirical rule, that is that approximately 68% of values would fall within one standard deviation from the average, one can reasonably assume that the number of sections provided within TUHSD resembles a normal distribution curve. Clearly, TUHSD tracks, and the research findings indicate that there is minimal gain in achievement and devastating results in regards to equity.

One of the greatest challenges facing racial minorities and low SES students is the absence of an “opportunity to learn” the essential outcomes established by a school system. Husen (1967) found that there is a direct relationship between student learning of content and exposure to content. Marzano (2003) found that in the United States, there is no guarantee that all students have the opportunity to learn the essential concepts. As Hirsch (2003) contends,

“we know of course, that there exists no national curriculum, but we assume, quite reasonably, that agreement has been reached locally regarding what should be taught to children at each grade level-if not within the whole district, then certainly within an individual school...The idea that there exists a coherent plan for teaching content within the local district, or even within the individual school, is a gravely misleading myth Cited in Marzano and Dufour, 2011, p. 90

Likewise, when professional learning communities have not created established agreements on essential knowledge for all students, individual teachers select topics that they think are important and omit topics that are of less importance (Stevenson and Stigler, 1992). This is catalyzed by the private nature of the teaching profession. The problem, of course, is that students do not operate with only one teacher over twelve to thirteen years and therefore subsequent teachers may expect prior knowledge of material that was not taught to all students. Anecdotal data taken from informal conversations with teachers across the system, particularly with those teachers who have taught summer school and are teaching intervention courses (e.g. Academic workshops) agree that students taking the same class with different teachers are found to have learned different concepts and, even more, concepts varied greatly across low, medium, and high tracks.

To alleviate the opportunity gap, all educational systems must create a guaranteed curriculum that provides all students with the opportunities to learn the important content agreed upon by all faculty within an educational system (i.e. district). Beyond the opportunity to learn knowledge and skills, teachers and students need time to teach and learn the concepts. This is primarily a cognitive requirement. Learning takes time. Students need multiple exposures to concepts and spaced practice to understand, relate, and extend their understanding of content and skills (Nuthall, 2007). With the additional demands of the Common Core standards, students will be required to extend the learning of concepts to various contexts and this requires adequate time to learn.

In the literature, a curriculum that provides adequate time to teach and learn is considered viable. Collectively, a guaranteed and viable curriculum is considered the first of a series of steps in building

² The English Language Learner Progress Report 2011-2012 found that when comparing GPA, CELDT progress, and standardized test scores, students who were Intermediate to Advanced regarding CELDT levels performed similarly regardless of attendance in sheltered or unsheltered courses (McDowell and Levinson, 2012)

and sustaining an equitable, academically rigorous and appropriate educational program (Buffum et al, 2012; Wiliam, 2011; Marzano and Waters, 2005; Robinson, 2011).

The achievement gap traditionally refers to the difference in student performance of a sub-group (race, social status, and gender) against the norm group (usually white, high SES). The challenge of utilizing this terminology is the potential recycling of the ideology that certain sub-groups have cultural, intellectual, and or moral deficiencies (Hillard, 2003). In other words, the achievement gap is an inference-laden term that has the potential to deflect the consideration of policies, procedures, and practices at the site and orients stakeholders to a deficit theory of student performance based on external factors (intellect, parental support and expectations).

This inference is dangerous for three primary reasons. One, the comparison of one student to another student, or one group of students to another group of students, fails to recognize performance levels to outcomes and only to one another. This is the cornerstone of ineffective assessment practices. As Reeves (2007) states, “Those who fail to “beat” their neighbors are labeled inferior, even when proficient, and those who do beat their neighbors are labeled superior, no matter how inadequate their performance. Its impact is as insidious for poor, disadvantaged, and minority students as for historically advantaged students.” Second, when a sub-group is compared to the dominant sub-group, systems of education orient success to marginal gains towards the dominant sub-group creating an “unconscious assumption that traditional low performing students cannot surpass-merely approach- the performance of the norm group” (Hillard, 2003, What do we mean by the gap? Section, para. 13)

Third, when the term “achievement gap” is utilized, stakeholders (parents, teachers, community members, students, leaders) assume that in order to reduce the gap, a system must focus their efforts on one group (the low achieving students) and not provide effective services to another group or fear that the entire system will result in a general reduction in quality (i.e. “lowering the bar”). This is clearly articulated by Wiliam (2011),

The problem with thinking about this as an issue of “gaps” is that one can reduce the gap either by improving the performance of the lowest achievers or by reducing the achievement of the highest achievers. This leads back to the traditional, and now discredited, thinking that equity is the enemy of excellence. Rather than thinking about narrowing the gap, we should set a goal of proficiency for all, excellence for many, with all student groups fairly represented in the excellent” (The impact of teacher quality section, para. 12).

This orientation towards dichotomous framing of problems is commonly referred to as the “tyranny of or”. In essence, organizations that frame problems in an either/or mindset cannot easily accept paradoxes with two seemingly contradictory forces and have a difficult time realizing how various ideas, strategies, and approaches may operate simultaneously (Collins and Porras, 1997, p. 44). Effective education systems reside in a paradoxical environment and must look at challenges through a lens of “both/and” rather than “either/or.” For example, TUHSD expects growth in learning and mastery of learning outcomes by all students while specifically targeting students who are not meeting or not showing substantial growth in relation to course or program expectations. This has been referred to in the research literature as “targeted universalism” (Powell, 2008); all students must show growth while specific supports are provided for students who are struggling to meet expectations. This is a description of the operating principle of equity; “provide whatever level of support is needed to whichever students require it” (Singleton, and Linton, 2006 p. 47).

TUHSD is required by law to identify the performance of student sub-groups in relation to the norm group. Currently, TUHSD is working to orient internal assessment systems to evaluate student performance against established criteria. TUHSD recognizes the potential of deficit thinking associated with the traditional viewing of the achievement gap and continues to work to eliminate that perception through the continual planning and execution of policies, procedures, and practices that eliminate opportunity and achievement between various sub-groups. Clearly, a systematic effort

to eliminate the opportunity gap, the achievement gap, and the beliefs and practices associated with both gaps are critical for meeting the mission statement.

In conclusion, the core purpose of TUHSD is to ensure that all students reach mastery of the core content and skills that will be required for college entrance, civic duty, and the work force. Moreover, to achieve the stated mission, TUHSD must embrace the concept of “targeted universalism” by providing a rigorous curriculum that is guaranteed for all students and that provides enough time for all students to gain the competency necessary to transfer learned content and skills to varying contexts. This will require each stakeholder to systematically confront beliefs, policies, structures, and instructional practices that directly or indirectly create inequitable circumstances and disenfranchise students of color and in poverty. This will require TUHSD to rely on the value of continuous improvement and, as foreign as it may seem to many, this will require all educators, from district administrators and board members to site administrators and teachers to work together to implement an educational system that confronts the achievement and opportunity gaps head on and, at the same time, expect growth and mastery for all.

*A systematic approach
The juxtaposition of rationalization and customization*

An effective educational system meets the equity and excellence paradox by recognizing that a preponderance of research has shown that particular teaching and leadership practices and corresponding beliefs have a greater effect on student achievement than demographic factors alone (Hattie, 2009, 2011). Moreover, a multitude of research has illuminated the fact that student achievement is substantially influenced not by a particular school but by the classroom teacher. As Konstantopoulos (2005) argued, “It appears that the teachers students are assigned to may be more important than the schools they attend” (p. 36). Put another way, “it could be argued that effective schools are only effective to the extent that they have effective teachers” (Rowe and Rowe, 1993, p. 15). In essence, effective schools are a collection of effective classrooms.

Effective districts may then be considered a collection of effective schools. The claim in this report is that district systems are effective to the extent that students are showing substantial gains over time (at or above the international average) on content and skill outcomes as well as increasing the number of students reaching proficiency levels in specified outcomes. The challenge to this claim is the common assumption that district leadership, and leadership in general, has a negligible impact on student learning. Anderson and Louis (2012) state the following on past understandings and actions of systems,

“Throughout the twentieth century, North American school districts were more concerned with school finances, administration, and supervision of compliance with district and government policies than with leadership and technical support for curriculum, teaching, and learning...there has been an ongoing debate nationally and internationally, however, as to whether school district-level policies and actions actually make much difference in the quality of teaching and learning” (p. 183-184).

Marzano and Waters (2005) found that district leadership, increased the average student achievement across the system by 9.5 percentile points when system leaders,

- Ensured collaborative goal setting
- Established nonnegotiable goals for achievement and instruction
- Created board alignment with and support of district goals
- Monitored achievement and instruction goals

- Allocated resources to support the goals for achievement and instruction

Robinson (2011) identified similar site-based leadership actions that enhanced student achievement at the school level,

- Establishing goals and expectations for achievement and instruction
- Resourcing strategically
- Ensuring quality teaching
- Leading teacher and learning development

TUHSD approaches universal attainment of student mastery of learning outcomes through the development, execution, and overall evaluation of strategic priorities. In essence, strategic priorities operationalize the district's mission statement and serve as a filter through which to align services, resources, professional development, and evaluation. Strategic priorities are written as short-term (1-3 year) goals to be met by the organization. Strategic priorities are arranged by defined functions of the organization; Human Resources, Finance and Facilities, Governance, Curriculum and Assessment Systems, Instructional Programs and Practices, Community Relations, and Leadership Development.

In the past five years, TUHSD has sequenced the constellation of strategic priorities to effectively approach the desired outcomes of the mission statement. TUHSD has sequenced the strategic priorities within the areas of Curriculum and Assessment Systems and Instructional Programs and Practices through a rigorous exploration of research related to highly effective public and private sector organizations. Bellamy, Crawford, Marshall, and Coulter (2005) reasoned that effective systems have the following characteristics:

- Clear goals and constant monitoring of the extent to which goals are being met
- An understanding of the necessary conditions under which these goals are met
- Immediate corrective action when goals are not being met.

Similar research from Weick (1976, 1982) and Glassman (1973) found that the aforementioned characteristics were critical for effective organizations. Interestingly, the majority of educational organizations were found to not possess such characteristics, especially in relation to teaching and learning (Marzano and Waters, 2005). The aforementioned research (Marzano and Waters, 2005, Robinson, 2011) align with the systematic recommendations of Bellamy et al. (2005) and serve as TUHSD's scope and sequence of executing established strategic priorities.

A precondition to meeting curriculum, instruction, and assessment priorities is that a collaborative approach involving representative stakeholders to implement and sustain effective system characteristics is needed (Fullan, 2011; Dufour, 2012). As Leithwood (2012) concludes, "Leader efficacy has been the focus of attention in research on leadership in non-school sectors but has received modest attention in educational research. While individual efficacy has positive effects in schools, it is collective efficacy that appears to be among the most powerful sources of influence that districts can exercise on schools and students" (p. 230).

To adhere to these recommendations, TUHSD developed a distributed leadership model to meet strategic priorities that directly impact student achievement. This distributed leadership model, entitled the Tamalpais Leadership Collaborative (TLC), operates within a simultaneous loose and tight paradigm providing autonomous decisions amongst teachers, counselors, and site and district leaders within well-defined parameters (i.e. strategic priorities; Curriculum and Assessment Systems, Instructional Programs and Practices). This leadership model serves as a template for site and department level teams and their operational functions: service delivery, service evaluation and

service augmentation/calibration. In education, curricular teams that operate within a simultaneous loose and tight paradigm to make decisions associated with curriculum, instruction, and assessment in light of the evidence of student learning are referred to as *teacher teams* or *professional learning communities* (Wiliam, 2011, Dufour, 2012).

For the past three years, the TLC and the teaching and counseling community have taken part in a systematic process of creating a guaranteed and viable curriculum. This has required all teachers, counselors, and administrators to identify essential knowledge and skills that all students must learn at high levels. In the current school year, 2013-2014, teachers have begun implementing program goals and measuring and utilizing student progress to celebrate and improve the teaching and learning process. As these goals begin to solidify, courses of study are being established.

Currently, the TUHSD teaching and leadership community is working on a common way to measure student performance on agreed upon learning outcomes. By developing an assessment tool that is reliable, valid, and has a common appearance, scale, and language all stakeholders will have a clear method for understanding and responding to student performance as well as developing effective assessments, and aligning curriculum, instruction, and assessment. Correspondingly, this approach mirrors the philosophy, development, and utilization of the Common Core assessments.

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

Future organizational priorities include not only the guarantee that the students are being taught the material and that we can systematically measure and understand their performance but that they learn the material and are progressing at a rate that meets or exceeds the international average of student growth per year (Hattie, 2012). This requires a system of intervention; a systematic response to student learning through targeted, team-based, multi-dimensional approaches to enhance learning for all. This is the core essence of PLC work and of highly reliable organizations (Dufour and Marzano, 2011; Bellamy, Crawford, Marshall, and Coulter, 2005). Lastly, it requires a universal commitment to constant review and improvement of practice through action-research at every level. TUHSD's latent value of continuous improvement will be relied upon for years to come.

Interestingly, TUHSD has taken a novel approach of balancing the key outcomes required for student success with a customized approach for meeting such outcomes.

Lessons from the Field

Tensions are growing between, on the one hand, an urge to tighten the focus around standards and, on the other hand, a tendency to allow digital innovations to flourish. The capacity to navigate, indeed to help others navigate these troubled waters will require a new kind of leadership. We will see that this new view of leadership has the advantage of being more in harmony with the human condition. Humans are fundamentally motivated by two factors: doing things that are intrinsically meaningful to themselves, and working with others—peers, for example—in accomplishing worthwhile goals never before reached. Fullan, Michael (2014-01-24). *The Principal: Three Keys to Maximizing Impact* (p. 7). Wiley. Kindle Edition.

Community Challenge: The Price of Privilege

There is a set of advantages that have to do with material resources, and there is a set that have to do with the absence of material resources— and the reason underdogs win as often as they do is that the latter is sometimes every bit the equal of the former.

Gladwell, Malcolm (2013-10-01). *David and Goliath: Underdogs, Misfits, and the Art of Battling Giants* (Kindle Locations 227-229).

PISA showcase the story of underdog success- how the students of countries that most Americans would consider to be an unfair comparison (probably due to resource abundance) outperform their own children across all income levels.

Gladwell (2013) sheds light on perhaps the greatest reason for such a rise and drastic outperformance in student achievement and that is underdogs challenge the typical perceived "advantages" of the powerful Goliaths. In essence, they challenge, by necessity, the sacred assumptions of the traditional school system.

The American system has a suite of material advantages that are built into federal (higher expenditures) and state policy (e.g. California k-3 class size reduction).

The sacred assumptions of the American school system are difficult to challenge, let alone discuss.

First, saturation of reform. Second Lortie's research (apprenticeship of observation & success). Third, protection

Underdogs don't have this problem-

They are not able to rest on their laurels as we are....Though America has spent substantial time and resources looking for international comparisons to glean strategies, they have largely looked for advantages of comparison countries (e.g. China) and that align with prior conceptions of advantage- mainly material in nature (smaller class sizes, increased instructional time, punitive accountability)

The advantage story in most local American communities goes- create smaller classes, leave teachers alone, separate students into tracks, give more money, and success will occur. PISA, along with the preponderance of decades of research, shows this just isn't the right formula.

For example, why has Poland accelerated their PISA scores in a relatively short amount of time? Guess: Well it's not class size and tracking...overall, structures did not have a great impact.

Actually, Poland did the substantial leg work required- 1) they created a core curriculum that had fewer goals, went deeper in required understanding (what do we expect all students to know and be able to do?), 2) introduced regular student learning inspections (how are students doing?), 3) extended core academics and prevented "tracking", and 4) provided greater levels of autonomy for teachers and administrators at the local level.

By 2009, Poland was outperforming the United States in math and science, despite spending less than half as much money per student. In reading and math, Poland's poorest kids outscored the poorest kids in the United States. That was a remarkable feat, given that they were worse off, socioeconomically, than the poorest American kids. The results suggested a radical possibility for the rest of the world: perhaps poor kids could learn more than they were learning. Perhaps all was not lost. Most impressively, 85 percent of Polish students graduated from high school that year, compared to 76 percent in the United States....Poland had made a breakthrough nevertheless. It had proven that even troubled countries could do better for their children in just a few years. Rigor could be cultivated. It didn't have to appear organically. In fact, there was no evidence that it ever had, in any country. Expectations

could be raised. Bold leaders who didn't know better could help to raise an entire generation of smarter kids.

Ripley, Amanda (2013-08-13). *The Smartest Kids in the World: And How They Got That Way* (Kindle Locations 1960-1964). Simon & Schuster. Kindle Edition.

This doesn't mean that material resources aren't important, they are, though much less than we think (see [Hattie's TED Talk](#) or read his fantastic books), rather they have a relative impact. Too much and they become a deficit to student learning, and obviously, not enough would be a challenge. Therefore, a "sweet spot" must be found with regards to resource advantages- you need just enough and the fact is that most schools in the U.S., especially well resourced schools have the materials required.

But more importantly, the underdogs understand the most important aspect of the educational equation- the focus is on the learning. Deprivation creates clarity, basic needs, Maslov 101.

This may seem cliché...take a look at the following film-

What are those children thinking about? - on a minute by minute, day by day basis? As Daniel Willingham states, "memory is the residue of thought." What are your children or students thinking about? Take a listen to the conversations of the students in Indiana, India, and China in 2 million minutes. What is "on top" for kids?

These countries realize that the causal factor is student learning and any action by stakeholders are in service to that variable.

How will your structural initiatives and your individual and collective thoughts on next steps in your educational institutions influence student learning?

We must be agnostic in instructional methods just like countries approaches to material advantages (in meeting learning progress. The caveat is you have to have a base line but most industrialized countries and school districts in this country have met the material advantage threshold.

It comes down to the outcome- different pathways same outcomes. And the outcome is learning. This seems naive and simplistic right?

I guess I'm saying- I don't care if you take the Finnish approach, the Polish approach, or the Hong Kong approach...they all have the right idea. But we are blinded, blinded by the inability to see that we have maximized the advantage equation.

We have slipped into the perils of the boiling frog and our only strategy to get out is "more of the same" and finding districts and schools that do more of the same...

Sizer- breaking ranks.

Take a look at between school variance research on student learning related to school-based variables and (you will find negligible differences in this country). Yet, these are the most debated, are the easiest to argue for (extremely concrete), are normalized in our every day life (we have all experienced this system through our k-12 experience; see Lortie), and are reinforced in our normal confirmation bias (we look for ways to confirm such a story).

Moreover, take a look at the the reporting systems of NCLB which reflects the performance of student achievement by the proportion of students reaching certain achievement levels. Affluence does have an impact on student achievement and when a school district has a high proportion of highly affluent students, the specific reporting systems of NCLB will showcase a higher level of students that meet a given cut score (Marzano and Waters, 2009). Notice, this is a summative test so growth is not showcased nor the quality of the educational system.

This fact reinforces the idea of greater material advantages. People will say, well the school down the road has 29 students per class ours has 28, so that's why we rock! Nope.

What if, students are not performing as well as they should? What if, as PISA shows, countries that are using underdog strategies, such as focusing on those teaching and leadership strategies that have a substantial effect on student learning, are surpassing traditionally successful U.S. school systems, particularly "highly resourced" districts? What if, we do not have readily available information and the perceived need for such data to inform teaching practices?

Stories have a tremendous power over our daily lives; our emotions, our actions, our beliefs. Stories are a series of assumptions that we derive from our observations. A powerful story that exists in education is the power of privilege in school systems prevails over all actions that can occur in the classroom. That is schools that are heavily financed as they sit in lovely suburban areas with high home values and subsequently high property taxes, have heavily involved patrons, and have 'prepared kids' will always perform better than other school systems. The story fits...We see power with wealth, we see the kids who get into the best schools, and say, aha they have what we need. But, what if this story, the advantage that we see is in many ways a disadvantage to the education of children and to the reform efforts needed in today's educational environment.

Leaders of American school districts, particularly in heavily resourced districts have unique challenges and should consider the following:

1. We have material advantage (we can reduce class size)- Spend less time here. Yes, if you have classes that are outside a typical range of 18-30, you should make changes. Work with your union. This should not be your platform, key strategic priorities, or what you spend the majority of your time on.

2. We have maximized such an advantage yet perpetuated the same story (we don't see the U shape curve)- the idea of power is that it has limits and those limits are laden and latent within our implicit assumptions. The idea is for educators to bring forward such "sacred cows" and examine such limits.

3. We have political, social, and personal investment to reinforce past practice (we were successful in this game)- "Every reform hurts. People want peace. When you're used to something, it's better when nothing is happening." The work of what it takes to be high performing, is tough. Understanding complex problem solving, having difficult conversations, and having a vast understanding of student learning (in all facets) is required to lead.

4. Focusing on finance and class size moves us away from difficult conversations (we can't say "we can't". We have to say "we won't" and then provide a rationale)- This is where mission, vision, values, priorities come to life. Do you really believe what you have written on a document? How do you move from "we don't have the money" (which you may if you allocated resources differently) to "we aren't going to spend money on reducing class size because...."

5. The much more difficult change efforts required is taxing and difficult to execute over time- The type of work that will really advance student learning at a substantial level is hard, is not glamorous (a nice new building for "21st Century learning" is much more exciting than assessment for learning practices implemented in 3rd grade classrooms), and is perhaps different than past work. The real question is are you ready to do the hard work every day, every minute of your professional career. It is way easier to look the part...

It makes no sense, unless you think back to Lawrence's long march across the desert to Aqaba. It is easier to dress soldiers in bright uniforms and have them march to the sound of a fife-and-drum corps than it is to have them ride six hundred miles through snake-infested desert on the back of camels. It is easier and far more satisfying to retreat and compose yourself after every score—and execute perfectly choreographed plays— than to swarm about, arms flailing, and contest every inch of the basketball court.

Underdog strategies are hard.

Gladwell, Malcolm (2013-10-01). *David and Goliath: Underdogs, Misfits, and the Art of Battling Giants* (Kindle Locations 316-319). Little, Brown and Company. Kindle Edition.

Blogs should have the post script available so here it is

There is a pedagogy of privilege that exists in highly resourced districts that masks the lack of high yield or, more accurately, high yield practices in classrooms. I would go so far as to say that teachers can really do whatever they want and get away with anything...there are, of course, really, really good teachers that shine light on incredible practices that for a lucky few create a fantastic learning experience. But, there is no place on earth that is more unteathered by the burden of facts than a system of privilege.

The flip side of Haberman...

I'm going Macklemore on this one, "Change the game, don't let the game change you."

Overview of District Wide Accountability

Know thy impact – John Hattie (2011)

In order to meet the goal of universal attainment and uphold the tenet that all children can and will learn at high levels, the district utilizes a suite of internal and external assessment data to serve as indicators for identifying current progress and developing appropriate actions to improve student learning.

Under the federal Reauthorization of the Elementary and Secondary Education Act (ESEA) (i.e. No Child Left Behind) of 2001, and the California Public Schools Accountability Act (PSAA) of 1999, the Tamalpais Union High School District is expected to meet specific performance goals for all students. The PSAA established the Academic Performance Index (API), a measure that utilizes statewide testing results, for identifying LEP, school, and specific subgroup performance. The API scores consist of student performance on California State Tests as well as the California High School Exit Exam (CAHSEE). The API is one component of the federal government's Adequate Yearly Progress (AYP) requirements found within the reauthorization of the ESEA (i.e. No Child Left Behind). Under ESEA, LEAs, schools, and related sub-groups must show progress in meeting requirements set by the federal and state government. These requirements include student participation rates on statewide tests, percentage of students scoring at the proficient level or above in English-language arts and mathematics on statewide tests, Growth API, and graduation rates.

Internal accountability measures that are currently utilized to identify areas of strengths and challenges within and between schools include participation and pass rates of exams outside of federal and state requirements (e.g. SAT, AP), and student GPA. For information regarding specific school performance, please see Appendix B (i.e. 2011- 2012 School Quality Snapshot).

Local assessment data through the use of grades is unlikely to provide accurate and consistent data related to aggregate student performance. As reported in the 2010-2011 Achievement Report, these data points (i.e. grades) are unreliable and inaccurate due to a myriad of factors, including:

- The utilization of various grading scales (2010-2011 research found 22 different grading scales on EschoolPLUS; this represented 65% of all courses) across the system,
- The utilization of various grading schemes between teachers and between courses which include outcomes outside of content literacy (e.g. behavior) and that are then reflected in one overall grade (i.e. omnibus grade),
- The utilization of one or primary use of only one measure of central tendency, (e.g. the average), within and between multiple outcomes,
- Inconsistent utilization of a universal grading system (EschoolPlus) to review student performance over time,
- Inconsistent utilization of criterion, measures, and scales in which to measure student performance,
- A lack of a guaranteed and viable curriculum within and between courses,
- A lack of a progression of complexity of student learning associated with goals/outcomes,
- The utilization of “grading on the curve” or assigning grades based on a student’s achievement in comparison to other students while other professionals utilize standards-based grading or criterion-based grading,
- The utilization of extra credit or bonus point on a variety of outcomes,
- The utilization of the zero to determine student performance,
- The inherent reliability issues associated with the 100 point scale,

As was reported last year, “Collectively, these factors contribute to our inability, as a district, to reliably and accurately ascertain student performance on an individual, class, or systems level” (McDowell, 2011, p. 3). Dressel (1957) argues, “A grade can be regarded only as an inadequate report of an inaccurate judgment by a biased and variable judge of the extent to which a student has attained an undefined level of mastery of an unknown proportion of an indefinite material (p.6)” Wiggins (2012) echoes these sentiments by stating, “The most ubiquitous form of evaluation, grading, is so much a part of the school landscape that we easily overlook its utter uselessness as actionable feedback.”

Grades are likely the primary assessment tool for students, parents, teachers, and leaders to identify student performance over time. Moreover, grades are presumably, a key method for providing feedback to students and teachers on performance. Remarkably, grades have no positive impact on student learning (Kohn, 1994; Wiliam, 2011). Reeves (2009), however, offers grades as a possible means for providing effective feedback, if, and only if, grading is framed around quality feedback criteria, such as:

- *Accuracy*- different observers including other teachers, student peers, and students themselves, understand the criteria used by the teacher to provide feedback,
- *Fair*- Feedback is not influenced by the gender, ethnicity, socioeconomic status, or other characteristics of the students, and, teachers do not seek to compensate for biases in other tests by displaying reverse bias or awarding higher grades for lower performances by disadvantaged students
- *Specific*- Boundaries are distinguished from judgment calls
- *Timely*- Feedback is delivered incrementally, at precisely the time when students can use it.

(p. 30)

Due to the inconsistency found in overall grades across the TUHSD system, specifically in the areas of *Accuracy* and *Boundaries*, generalized conclusions are impractical and would be inaccurate and inconsistent for student performance analysis, conclusions, and recommendations. Furthermore, a 2012 analysis of the relationship between GPA and CST scores showed an average correlation of .48 in ELA, .53 in Math, and .49 in Science indicating only a moderate relationship between a student's grade and their performance on state assessments.

Intriguingly, state level summative data (e.g. CST) have a relatively low reliability level at the school and classroom level. As argued by Marzano and Waters (2005), "large scale status-oriented summative assessments appear to be relatively ineffective in providing information that can be used to make instructional decisions regarding individual students." Cizek (2007) argues that score reliability on standardized tests decreases as leaders and teachers begin to explore student performance on subscale scores for tested dimensions of a subject. As Abrams (2007) reasons, summative exams, such as the CST, are designed to hold schools accountable and therefore provide reliable data only at the school level.

Moreover, due to the nature of the exam, in that state exams reflect the proportion of students who are at specific levels of achievement on a given scale and that research has shown a strong relationship between a student's economic status and student achievement, high income districts will have a higher percentage of students reaching a given cut score than their lower-income counterpart. This is particularly important when considering the large proportion of high socio-economic status students within the boundaries of TUHSD. Marzano and Waters argue (2005), "...this disparity might have nothing to do with the quality of the education provided. The district or school with a majority of low income students might be superior in the education it provides, but when judged by status-oriented assessment system that employs summative assessments, it will be perceived as inferior to its high-income counterpart" (p. 26). Clearly, any and all data that are utilized in the following achievement report are to be considered cautiously.

Research Questions

- In the past five years, what progress has TUHSD made in meeting state and federal student performance requirements?
- In the past five years, what progress has TUHSD made in reducing the achievement gap between low- SES and high-SES students?
- In the past five years, what progress has TUHSD made in reducing the achievement gap between students of color and the overall student body?
- What progress has been made in increasing participation rates for students of color and low-SES in AP courses and SAT exams?

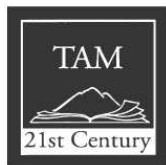
Overview of Data

College Enrollment and Completion Rates
College Readiness Trends and Patterns
High School Performance Indicators
Opportunity Discrepancies
Localized Data Sets

Teacher teams are the main source of internal accountability and data is utilized as formative in the process of improvement. Teachers, leaders, students, and parents engage in a process whereby various approaches to improving the teaching and learning process are encouraged and warranted when localized and external data are viewed as complementary and supportive of such efforts.

For example, the Common Core State Standards continue to rise and fall in popular demand due to national and state rhetoric and policy. TUHSD takes the approach that the CCSS have valuable information regarding deep learning goals that should be considered as a compliment to our current guaranteed and viable curriculum work. In other words, TUHSD considers, proactively the need to investigate the underlying principles of the CCSS rather than passively implementing a document that may be substantially augmented by forces outside the boundaries of TUHSD. In regards to technology,

Tamalpais Union High School District



Curriculum, Instruction, and Assessment Update
First Professional Draft: TUHSD Guaranteed & Viable Curriculum

8.5.13

Table of Contents

Introduction	p. 3
Next Steps	p. 6
Template	p. 7
English Language Arts	p. 8
Math	p. 20
Fine/Performing Arts	p. 39
Applied Technology	p. 52
Physical Education	p. 57
Science	p. 70
Social Studies	p. 87
World Language	p. 103
Appendix	p. 109

Introduction

The Tamalpais Union High School District (TUHSD) mission statement asserts that all students are expected to reach mastery of core competencies within required academic disciplines in addition to the skills and knowledge that permeate traditional academic boundaries and are requisite for future employment, citizenship, and postsecondary education. The rationale for universal attainment of core competencies is based on the economic, cultural, and educational demands of the 21st Century. For instance, the American Diploma project states, “that the needs of the workplace are “increasingly indistinguishable” from the knowledge and skills needed for college success. The U.S. Chamber of Commerce calls these studies “right on target” (Schmoker, p. 27).

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

TUHSD has a tradition of excellence as marked by college acceptance rates, aggregate student grade point averages (GPA), Advanced Placement (AP) participation and performance, and summative state standardized test performance. In addition, a longitudinal review of TUHSD’s student performance on the aforementioned measures indicates relative growth in student learning with respect to certain disciplines over time. Simultaneously, TUHSD has continued to show substantial discrepancies in performance as it relates to academic opportunities, progress, and proficiency for certain student populations and within certain domain areas. Furthermore, TUHSD has self-identified the absence of systematic data collection, review, and response as it relates to localized student performance information resulting in an incomplete understanding of student performance.

To ameliorate opportunity and achievement discrepancies, to improve overall academic progress and proficiency levels across all sites and to effectively understand and respond to student achievement data, TUHSD has strategically focused system-wide actions on ensuring collaborative goal setting, establishing nonnegotiable goals for achievement and instruction, creating board alignment with and support of district goals, monitoring achievement and instruction goals, allocating resources to support the goals for achievement and instruction at all levels of the organization (Marzano and Waters, 2009; Bellamy, Crawford, Marshall, Coulter, 2005, Weick 1976, 1982 and Glassman, 1973). A preponderance of research suggests that when educational systems utilize the aforementioned leadership practices among all systematic levels the aggregate effect on student achievement is greater than demographic factors alone (Hattie, 2009, 2011; Robinson, 2011).

TUHSD approaches the mission of universal attainment of student mastery of learning outcomes through the development, execution, and overall evaluation of strategic priorities (see Appendix A). Strategic priorities are established to operationalize the district’s mission statement by identifying and focus on limited initiatives, aligning services, resources, and professional development to meet TUHSD’s mission. Strategic priorities are short-term (1-3 year) goals that are to be achieved by system-level departments (i.e. Human Resources, Finance and Facilities, Governance, Curriculum and Assessment Systems, Instructional Programs and Practices, Community Relations, and Leadership Development).

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

- I. What is it we want our students to learn? What knowledge, skills, and dispositions do we expect them to acquire as a result of this course, this grade level, and this unit of instruction?
- II. How will we know if each student is learning each of the skills, concepts, and dispositions we have deemed most essential?
- III. How will we respond when some of our students do not learn? What process will we put in place to ensure students receive additional time and support for learning in a way that is timely, precise, diagnostic, directive, and systematic?
- IV. How will we enrich and extend the learning for students who are already proficient?

To meet strategic priorities in the areas of Curriculum and Assessment Systems and Instructional Programs and Practices, TUHSD utilizes a collaborative distributed leadership group. This distributed leadership group, entitled the Tamalpais Leadership Collaborative (TLC), operates within a simultaneous loose and tight paradigm providing autonomous decisions amongst teachers, counselors, and site and district leaders within well-defined parameters (i.e. establishing nonnegotiable goals for achievement and instruction and monitoring achievement and instruction goals).

This leadership group is comprised of several multi-functional team leaders across various teaching and administrative positions that serve in multiple facilitative, instructional, and organizational leadership roles within their respective sites and departments. The primary purpose of the Tamalpais Leadership Collaborative is to meet strategic priorities established within the areas of curriculum, instruction, and assessment.

Over the past three years (2011-2012, 2012-2013, 2013-2014), the TLC has lead district-wide efforts to meet Curriculum and Assessment and Instructional Program strategic priorities. To address question I, TLC members worked with site and district department teams to identify the essential knowledge and skill outcomes (i.e. program goals) that were required for all students to know and be able to do before graduating high school. In the literature this work is referred to as creating a guaranteed and viable curriculum. A guaranteed and viable curriculum may be defined as a curriculum that assures all mission-based outcomes are taught regardless of the teacher to whom a student is assigned and that there is enough instructional time available to teach and learn the content identified as important. A guaranteed and viable curriculum is considered the first of a series of steps in building and sustaining an equitable, academically rigorous and appropriate educational program (Buffum et al, 2012; Wiliam, 2011; Marzano and Waters, 2005; Robinson, 2011).

In a coordinated district-wide response to address question II, TUHSD worked with TLC members to utilize an assessment tool to measure student attainment and progress towards established program goals. TUHSD established criteria for assessment tools including the requirements to have reliable and valid assessment data. Additionally, TUHSD expected that assessment tools would adhere to a learning progression or hierarchy to measure student cognitive development. TUHSD took particular care for contextually appropriate learning progression typologies, such as

Understanding by Design (e.g. acquisition, meaning, and transfer) when considering assessment instrumentation. Moreover, as a pre-condition to addressing question III, TUHSD required an approach to assessment that created a high level of clarity of student performance through a common appearance, scale, and language so that all stakeholders may review and respond to student learning and teaching practice.

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

TUHSD utilized proficiency scales as a tool that met the aforementioned pre-condition. Furthermore, the proficiency scale provides a greater level of teacher autonomy and appreciation for the complexity of the classroom by focusing collective alignment on the interpretation of an assessment score rather than the assessment itself. Lastly, the utilization of proficiency scales to measure student learning across a learning progression or learning hierarchy adheres to the philosophical tenets of the Common Core and represents the progression levels of assessment tasks on the adaptive tests (i.e. Smarter Balance) being proposed by the California Department of Education.

The first professional draft of a district-wide guaranteed and viable curriculum including a summative template (i.e. matrix) of all outcomes following a detailed scale is provided for each outcome is provided below. Each proficiency scale was created with teacher input from *all* TUHSD teachers and vetted by utilizing teacher voice through critical friends protocols and by using established proficiency scale criteria. Proficiency scale criteria (developed by Marzano Research Laboratories) include:

Specificity: *The language of each level of the scale is clear (and will be to an objective user)*

Progression: *Verbs are present and these verbs and corresponding context represent a progression of complexity.*

Unidimensionality: *The proficiency scale is doable. It has enough depth, yet not so much to warrant an additional scale. Each level on the scale includes 1 (rarely 2) expectations.*

Measurability: *Each expectation is observable and quantifiable.*

Format: *Each expectation is written with the verb first to provide focus on what the student should know or be able to do.*

Vocabulary: *Key vocabulary has been identified at the score 2.0 (basic) level.*

Alignment: *Aligned vertically with previous and/or subsequent grade level/courses.*

In June of 2013, TUHSD developed the first professional draft of a district-wide guaranteed and viable curriculum. This curriculum is comprised of eight department level knowledge and skill outcomes, which include aligned proficiency scales (Social Studies, English Language Arts, Mathematics, Science, Fine/Performing Arts, Physical Education, World Languages, and Applied Technology). These outcomes and scales will serve as the basis for all teaching, learning, assessing, and intervention within TUHSD.

Future organizational priorities include the systematic effort to guarantee that all students are learning the guaranteed and viable curriculum through evaluating growth and attainment data. International benchmarks have been established in the area of student growth rates and as a high performing school district, TUHSD expects that all students are meeting or exceeding the international average

of student growth per year (Hattie, 2012). This requires a system of intervention; a systematic response to student learning through targeted, team-based, multi-dimensional approaches to enhance learning for all. This is the core essence of PLC work and of highly reliable organizations (Dufour and Marzano, 2011; Bellamy, Crawford, Marshall, and Coulter, 2005). Thus, it requires a universal commitment to constant review and improvement of practice through action-research at every level.

Next Steps

Know thy impact – Hattie (2011)

Start with heart- Patterson, Grenny, McMillan, and Switzer (2012)

During the 2013-2014 school year, TUHSD will support TLC members in the establishment, improvement, and sustainment of professional learning community processes by providing sustained professional development, resource allocation, and action research. The TLC will be working collectively to utilize the guaranteed and viable curriculum and associated proficiency scales to review student progress and proficiency data throughout the school year. This review process will serve as the key driver for identifying and capturing successes, understanding and addressing challenges, and creating appropriate interventions in the areas of teaching and learning.

In addition to supporting professional learning communities, TUHSD will provide similar support to site leaders in their development of a site-based intervention plan to support all departments in providing the time and instructional and behavioral provisions required for all students to meet mission-based outcomes.

TUHSD has worked with community stakeholders, reviewed current research, and participated in substantial and sustained professional development to provide the resources and professional development support required to engage in professional learning communities and develop system-wide intervention plans. Over the course of three academic years, TUHSD has worked with site leaders and TLC members to understand organizational priorities and recommended research based strategies, pilot initiatives in certain areas of the organization, build capacity for full scale implementation, and implement key organizational outcomes with fidelity to principal and flexibility in implementation given contextual nuance. Moreover, TUHSD has approached each initiative and subsequent action steps from a facilitative, organizational, and tactical lens. In other words, TUHSD realizes the requisite knowledge and skills required of leaders to engage stakeholders in these initiatives, which include problem solving, competency in initiatives, competency in organizational learning and change, and facilitating teams (See Appendix D). An overview of TLC expectations, timelines, and professional development may be found in Appendix F.

As a sub-set to the larger district-wide work, TUHSD will work with various stakeholders to update course documentation to ensure that courses align with the established guaranteed and viable curriculum. Moreover, the district will work with TLC leaders to ensure all students are receiving grade level instruction and that students are being exposed to a variety of learning experiences through diverse instructional approaches and course options.

Template

<i>Program Goal</i>	<i>Emerging 0-----2.0</i>	<i>Proficient 2.5-----3.0</i>	<i>Advanced 3.5-----4.0</i>
	The student: •	The student: •	The student: •
	The student: •	The student: •	The student: •
	The student: •	The student: •	The student: •
	The student: •	The student: •	The student: •
	The student: •	The student: •	The student: •
	The student: •	The student: •	The student: •
	The student: •	The student: •	The student: •
	The student: •	The student: •	The student: •

Goal:		
Proficiency Scale		Tasks
4.0	The student: •	
	3.5 No major errors or omissions regarding 3.0 content and partial knowledge of the 4.0 content	
3.0	The student: •	
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
2.0	The student: •	
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	
	.5 With help, a partial utilization at the 2.0 skill but not the 3.0 skill	
0.0	Even with help, no understanding or skill demonstrated	

English Language Arts

Reading Fiction	The student: <ul style="list-style-type: none"> • Comprehends literal meaning of text • Identifies main characters • Identifies major ideas and/or themes in text • Cites examples to support analysis of what the text says • Determines meaning of words and phrases • Notices the structure of the text 	The student: <ul style="list-style-type: none"> • Comprehends what the text says through inference • Understands how characters develop and interact • Notices the presence of a theme over the course of the text • Cites textual evidence (quotations) to support analysis of what the text says • Determines figurative and connotative meanings of words and phrases 	When reading novels, plays, and poetry, the student: <ul style="list-style-type: none"> • Analyzes how characters advance plot or develop theme • Analyzes the development of a theme over the course of the text • Analyzes how language contributes to a sense of time and place, and how it sets a tone • Cites strong and thorough textual evidence in to support analysis • Analyzes how an author's choices about structure create effects such as mystery, tension or surprise
Reading Non-Fiction	The student: <ul style="list-style-type: none"> • Recognizes the author's point of view • Determines the central idea of the text • Can summarize the main points of the text • Determines the meanings of words as they are used in context cites examples from the text 	The student: <ul style="list-style-type: none"> • Recognizes the author's purpose and audience • Determines how central ideas develop over the course of the text • Understands the order in which points are made • Determines connotative and/or technical meanings of words in context • Cites quoted, specific evidence from the text 	When reading essays, articles, textbooks, and instructions, the student: <ul style="list-style-type: none"> • Analyzes how an author uses rhetoric to achieve his/her purpose and address his/her particular audience • Analyzes how the author introduces and develops an analysis or series of ideas or events, and the connections the author makes between them • Analyzes how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). • Analyzes the overall impact of specific word choices on meaning and tone • Cites strong, specific quoted evidence from the text
Argument	The student: <ul style="list-style-type: none"> • Formulates and states a clear thesis and claims • Uses evidence to support claims • Develops a logical organization • Uses few transitional words or phrases • Shows awareness of purpose and audience • Has clear, correct sentences • Makes some errors 	The student: <ul style="list-style-type: none"> • Formulates and states a clear, defensible thesis and claims • Uses detailed evidence • Uses claim, context, quotation/evidence, commentary (CCQC) to create an organization that establishes relationships among claims, evidence and analysis • Uses words, phrases and clauses to create transitions • Maintains appropriate tone for purpose and audience • Uses some sentence variety • Makes few errors 	The student: <ul style="list-style-type: none"> • Formulates a provocative, original thesis • Uses pointed, persuasive evidence • Creates a cohesive organization that establishes clear relationships among claims, evidence and analysis • Maintains formal style and objective tone that shows clear understanding of purpose, audience and discipline • Uses meaningfully varied sentences • Makes no errors

Informative/ Expository Texts	The student: <ul style="list-style-type: none"> Organizes ideas, concepts and information logically Uses some facts, definitions, details, quotations or other information and examples related to topic Uses few transitions Uses correct language Shows awareness of purpose and audience Provides a concluding statement or section 	The student: <ul style="list-style-type: none"> Organizes ideas, concepts and information to clarify comprehension of topic Develops the topic with sufficient facts, definitions, details, quotations or other information and examples Uses appropriate transitions to link ideas and concepts Uses clear language Establishes a style and tone appropriate to audience and purpose Provides a concluding statement or section that follows from the information and explains significance 	The student: <ul style="list-style-type: none"> Organizes complex ideas, concepts and information to enhance comprehension of topic Develops the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples Uses appropriate and varied transitions to create cohesion and clarify the relationships among complex ideas and concepts Uses precise language Establishes a style and tone compelling to the audience and strengthening purpose Provides a concluding statement or section that follows from the information and explains significance and implications of the topic
Writing Narratives	The student: <ul style="list-style-type: none"> Sets up a situation, problem or observation Establishes a point of view and introduces characters Uses some narrative techniques* to develop experiences, events, and/or characters Sequences events logically Uses sensory details, words and phrases to show experiences, events, setting, and/or characters. Provides a conclusion that follows from the rest of the story. 	The student: <ul style="list-style-type: none"> Clearly orients in the reader in the set-up Chooses an effective point of view Uses several narrative techniques* Uses language** to create a picture of the experience, events, setting and/or characters Creates a smooth progression of events Provides a conclusion that reflects on what is experienced, observed, or resolved over the course of the narrative 	The student: <ul style="list-style-type: none"> Engages the reader in the set-up Uses point of view with sophistication Uses multiple narrative techniques* Uses language** to convey a vivid picture of the experiences, events, setting, and/or characters. Uses a variety of techniques to sequence events so that they build on one another to create a coherent whole. Provides a conclusion that reflects insightfully on what is experienced, observed, or resolved over the course of the narrative
Language Conventions	The student: <ul style="list-style-type: none"> Spells correctly Uses parallel elements correctly Uses some sentence variety (simple/compound) Uses commas correctly 	The student: <ul style="list-style-type: none"> Spells correctly Uses some parallel structures Uses clauses and phrases for sentence variety Uses colons and semicolons correctly 	The student: <ul style="list-style-type: none"> Spells correctly Uses parallel structures to emphasize points and build momentum Uses a variety of phrases and clauses to convey specific meanings and add variety and interest to writing or presentations. Uses colons, and semicolons skillfully
Vocabulary Acquisition & Use	The student: <ul style="list-style-type: none"> Sometimes uses context as a clue to understanding unfamiliar words Sometimes consults reference materials to understand meaning of words Acquires and uses some new words and phrases 	The student: <ul style="list-style-type: none"> Uses context as a clue to understanding unfamiliar words Frequently consults reference materials to understand meaning, usage and pronunciation of words Acquires and uses accurately words and phrases at grade level 	The student: <ul style="list-style-type: none"> Expertly uses context to understand unfamiliar words Routinely consults reference materials to clarify precise meaning, usage, etymology and pronunciation of words Acquires and uses accurately words and phrases beyond grade level

Conversations and Collaborations	The student: <ul style="list-style-type: none"> • Comes to discussion prepared, having read material • Speaks in turn • Listens to others actively • Expresses opinions 	The student: <ul style="list-style-type: none"> • Refers to evidence from reading in discussion • Poses and responds to questions • Occasionally incorporates others into discussion • Expresses opinions clearly 	In discussion with peers and teacher, in groups of varying size, the student: <ul style="list-style-type: none"> • Directs discussion toward quoted evidence from reading • Poses and responds to questions relating the current discussion to larger themes or ideas • Actively incorporates others into discussion; responds to diverse perspectives; summarizes points of agreement and disagreement; qualifies or justifies own views and makes new connections in light of discussion. • Expresses opinions persuasively
Speaking Presentation	The student: <ul style="list-style-type: none"> • Presents information clearly • Organizes presentation appropriately for purpose, audience and task • Uses appropriate speaking style, including body language • Uses appropriate language • Makes adequate use of digital media 	The student: <ul style="list-style-type: none"> • Presents information clearly and logically • Organizes and develops information, findings and supporting evidence appropriately for purpose, audience and task • Uses elements of speaking style such as consistent eye contact, varied tone, and body language to maintain audience interest • Adapts language to audience and task • Makes purposeful use of digital media to clarify understanding 	The student: <ul style="list-style-type: none"> • Presents information clearly, concisely and logically • Organizes and develops information, findings and supporting evidence so that audience can follow a clear line of reasoning • Skillfully uses elements of speaking style such as consistent eye contact, varied volume and tone, and confident body language to engage audience • Skillfully adapts language to audience and task • Skillfully selects and uses digital media to enhance presentation

Goal: Reading Fiction

Proficiency Scale		Tasks
4.0	When reading novels, plays, and poetry, the student: <ul style="list-style-type: none"> Analyzes how characters advance plot or develop theme Analyzes the development of a theme over the course of the text Analyzes how language contributes to a sense of time and place, and how it sets a tone Cites strong and thorough textual evidence in to support analysis Analyzes how an author’s choices about structure create effects such as mystery, tension or surprise 	
3.5	No major errors or omissions regarding 3.0 content and partial knowledge of the 4.0 content	
3.0	The student: <ul style="list-style-type: none"> Comprehends what the text says through inference Understands how characters develop and interact Notifies the presence of a theme over the course of the text Cites textual evidence (quotations) to support analysis of what the text says Determines figurative and connotative meanings of words and phrases 	
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
2.0	The student: <ul style="list-style-type: none"> Comprehends literal meaning of text Identifies main characters Identifies major ideas and/or themes in text Cites examples to support analysis of what the text says Determines meaning of words and phrases Notifies the structure of the text 	
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	
.5	With help, a partial utilization at the 2.0 skill but not the 3.0 skill	
0.0	Even with help, no understanding or skill demonstrated	

Goal: Reading non-fiction

Proficiency Scale			Tasks
4.0	When reading essays, articles, textbooks, and instructions, the student: <ul style="list-style-type: none"> Analyzes how an author uses rhetoric to achieve his/her purpose and address his/her particular audience Analyzes how the author introduces and develops an analysis or series of ideas or events, and the connections the author makes between them Analyzes how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). Analyzes the overall impact of specific word choices on meaning and tone Sites strong, specific quoted evidence from the text 		
3.5	No major errors or omissions regarding 3.0 content and partial knowledge of the 4.0 content		
3.0	The student: <ul style="list-style-type: none"> Recognizes the author's purpose and audience Determines how central ideas develop over the course of the text Understands the order in which points are made Determines connotative and/or technical meanings of words in context Cites quoted, specific evidence from the text 		
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content		
2.0	The student: <ul style="list-style-type: none"> Recognizes the author's point of view Determines the central idea of the text Can summarize the main points of the text Determines the meanings of words as they are used in context cites examples from the text 		
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content		
1.0	With help, partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.		
.5	With help, a partial utilization at the 2.0 skill but not the 3.0 skill		
0.0	Even with help, no understanding or skill demonstrated		

Goal: Argument

Proficiency Scale		Tasks
4.0	The student: <ul style="list-style-type: none"> Formulates a provocative, original thesis Uses pointed, persuasive evidence Creates a cohesive organization that establishes clear relationships among claims, evidence and analysis Maintains formal style and objective tone that shows clear understanding of purpose, audience and discipline Uses meaningfully varied sentences Makes no errors 	
3.5	No major errors or omissions regarding 3.0 content and partial knowledge of the 4.0 content	
3.0	The student: <ul style="list-style-type: none"> Formulates and states a clear, defensible thesis and claims Uses detailed evidence Uses claim, context, quotation/evidence, commentary (CCQC) to create an organization that establishes relationships among claims, evidence and analysis Uses words, phrases and clauses to create transitions Maintains appropriate tone for purpose and audience Uses some sentence variety Makes few errors 	
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
2.0	The student: <ul style="list-style-type: none"> Formulates and states a clear thesis and claims Uses evidence to support claims Develops a logical organization Uses few transitional words or phrases Shows awareness of purpose and audience Has clear, correct sentences Makes some errors 	
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	
.5	With help, a partial utilization at the 2.0 skill but not the 3.0 skill	
0.0	Even with help, no understanding or skill demonstrated	

Goal: Informative / Expository Texts		
Proficiency Scale		Tasks
4.0	The student: <ul style="list-style-type: none"> Organizes complex ideas, concepts and information to enhance comprehension of topic Develops the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples Uses appropriate and varied transitions to create cohesion and clarify the relationships among complex ideas and concepts Uses precise language Establishes a style and tone compelling to the audience and strengthening purpose Provides a concluding statement or section that follows from the information and explains significance and implications of the topic 	
	3.5 No major errors or omissions regarding 3.0 content and partial knowledge of the 4.0 content	
3.0	The student: <ul style="list-style-type: none"> Organizes ideas, concepts and information to clarify comprehension of topic Develops the topic with sufficient facts, definitions, details, quotations or other information and examples Uses appropriate transitions to link ideas and concepts Uses clear language Establishes a style and tone appropriate to audience and purpose Provides a concluding statement or section that follows from the information and explains significance 	
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
2.0	The student: <ul style="list-style-type: none"> Organizes ideas, concepts and information logically Uses some facts, definitions, details, quotations or other information and examples related to topic Uses few transitions Uses correct language Shows awareness of purpose and audience Provides a concluding statement or section 	
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
	1.0 With help, partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	
	.5 With help, a partial utilization at the 2.0 skill but not the 3.0 skill	
0.0	Even with help, no understanding or skill demonstrated	

Goal: Writing Narratives

Proficiency Scale		Tasks
4.0	The student: <ul style="list-style-type: none"> Engages the reader in the set-up Uses point of view with sophistication Uses multiple narrative techniques* Uses language** to convey a vivid picture of the experiences, events, setting, and/or characters. Uses a variety of techniques to sequence events so that they build on one another to create a coherent whole. Provides a conclusion that reflects insightfully on what is experienced, observed, or resolved over the course of the narrative 	
3.5	No major errors or omissions regarding 3.0 content and partial knowledge of the 4.0 content	
3.0	The student: <ul style="list-style-type: none"> Clearly orients the reader in the set-up Chooses an effective point of view Uses several narrative techniques* Uses language** to create a picture of the experience, events, setting and/or characters Creates a smooth progression of events Provides a conclusion that reflects on what is experienced, observed, or resolved over the course of the narrative 	
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
2.0	The student: <ul style="list-style-type: none"> Sets up a situation, problem or observation Establishes a point of view and introduces characters Uses some narrative techniques* to develop experiences, events, and/or characters Sequences events logically Uses sensory details, words and phrases to show experiences, events, setting, and/or characters. Provides a conclusion that follows from the rest of the story. 	
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	
.5	With help, a partial utilization at the 2.0 skill but not the 3.0 skill	
0.0	Even with help, no understanding or skill demonstrated	

Goal: Language Conventions

Proficiency Scale			Tasks
4.0	The student: <ul style="list-style-type: none"> • Spells correctly • Uses parallel structures to emphasize points and build momentum • Uses a variety of phrases and clauses to convey specific meanings and add variety and interest to writing or presentations. • Uses colons, and semicolons skillfully 		
	3.5	No major errors or omissions regarding 3.0 content and partial knowledge of the 4.0 content	
3.0	The student: <ul style="list-style-type: none"> • Spells correctly • Uses some parallel structures • Uses clauses and phrases for sentence variety • Uses colons and semicolons correctly 		
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
2.0	The student: <ul style="list-style-type: none"> • Spells correctly • Uses parallel elements correctly • Uses some sentence variety (simple/compound) • Uses commas correctly 		
	1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.		
	.5	With help, a partial utilization at the 2.0 skill but not the 3.0 skill	
0.0	Even with help, no understanding or skill demonstrated		

Goal: Vocabulary Acquisition & Use

Proficiency Scale			Tasks
4.0	The student: <ul style="list-style-type: none"> Expertly uses context to understand unfamiliar words Routinely consults reference materials to clarify precise meaning, usage, etymology and pronunciation of words Acquires and uses accurately words and phrases beyond grade level 		
	3.5	No major errors or omissions regarding 3.0 content and partial knowledge of the 4.0 content	
3.0	The student: <ul style="list-style-type: none"> Uses context as a clue to understanding unfamiliar words Frequently consults reference materials to understand meaning, usage and pronunciation of words Acquires and uses accurately words and phrases at grade level 		
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
2.0	The student: <ul style="list-style-type: none"> Sometimes uses context as a clue to understanding unfamiliar words Sometimes consults reference materials to understand meaning of words Acquires and uses some new words and phrases 		
	1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.		
	.5	With help, a partial utilization at the 2.0 skill but not the 3.0 skill	
0.0	Even with help, no understanding or skill demonstrated		

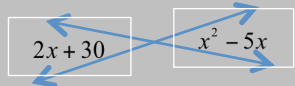
Goal: Conversations and Collaborations		
Proficiency Scale		Tasks
4.0	In discussion with peers and teacher, in groups of varying size, the student: <ul style="list-style-type: none"> • Directs discussion toward quoted evidence from reading • Poses and responds to questions relating the current discussion to larger themes or ideas • Actively incorporates others into discussion; responds to diverse perspectives; summarizes points of agreement and disagreement; qualifies or justifies own views and makes new connections in light of discussion. • Expresses opinions persuasively 	
3.5	No major errors or omissions regarding 3.0 content and partial knowledge of the 4.0 content	
3.0	The student: <ul style="list-style-type: none"> • Refers to evidence from reading in discussion • Poses and responds to questions • Occasionally incorporates others into discussion • Expresses opinions clearly 	
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
2.0	The student: <ul style="list-style-type: none"> • Comes to discussion prepared, having read material • Speaks in turn • Listens to others actively • Expresses opinions 	
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	
.5	With help, a partial utilization at the 2.0 skill but not the 3.0 skill	
0.0	Even with help, no understanding or skill demonstrated	

Goal: Speaking Presentation		
Proficiency Scale		Tasks
4.0	The student: <ul style="list-style-type: none"> • Presents information clearly, concisely and logically • Organizes and develops information, findings and supporting evidence so that audience can follow a clear line of reasoning • Skillfully uses elements of speaking style such as consistent eye contact, varied volume and tone, and confident body language to engage audience • Skillfully adapts language to audience and task • Skillfully selects and uses digital media to enhance presentation 	
	3.5 No major errors or omissions regarding 3.0 content and partial knowledge of the 4.0 content	
3.0	The student: <ul style="list-style-type: none"> • Presents information clearly and logically • Organizes and develops information, findings and supporting evidence appropriately for purpose, audience and task • Uses elements of speaking style such as consistent eye contact, varied tone, and body language to maintain audience interest • Adapts language to audience and task • Makes purposeful use of digital media to clarify understanding 	
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
2.0	The student: <ul style="list-style-type: none"> • Presents information clearly • Organizes presentation appropriately for purpose, audience and task • Uses appropriate speaking style, including body language • Uses appropriate language • Makes adequate use of digital media 	
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	
	.5 With help, a partial utilization at the 2.0 skill but not the 3.0 skill	
0.0	Even with help, no understanding or skill demonstrated	

Mathematics

<i>Program Goal</i>	<i>Emerging</i> 0-----2.0	<i>Proficient</i> 2.5-----3.0	<i>Advanced</i> 3.5-----4.0
Students will have the ability to interpret key features of a graph. Key features include: intercepts; intervals where the function is increasing, decreasing, positive or negative; relative maxs and mins; symmetry, end behavior, periodicity.	The student: <ul style="list-style-type: none"> Visually identifies key features of a graph without symbolic notation. 	The student: <ul style="list-style-type: none"> Finds key features of a given graph. Features must be given using the correct notation. 	The student: <ul style="list-style-type: none"> Interprets a graph that models a “real life” situation and answer question relating to this situation. Understands that “real life” examples often have restricted domains and ranges.
Students will have the ability to graph, interpret and write equations of linear functions.	The student: <ul style="list-style-type: none"> Writes the equation of a line that is already graphed. Graphs a line whose equation is given in any form. Calculates the slope from points or a graph, including slope that is zero or undefined. 	The student: <ul style="list-style-type: none"> Interprets the slope and y-intercept of a given equation in context to a scenario. Determines whether or not a set of data is linear. Writes the equation of a line through 2-points. 	The student: <ul style="list-style-type: none"> Given a set of “real life” linear data graphs and finds an equation that models the data. Interprets the meaning of the slope and y-intercept as well as answer relevant questions pertaining to the problem.
Students will be able to use various methods for solving systems of equations.	The student: <ul style="list-style-type: none"> Understands that a solution to a system could be a finite set of points, infinitely many points, or no points. Solves systems of linear equations using an algebraic method or by graphing. 	The student: <ul style="list-style-type: none"> Algebraically solves a system of two lines, two quadratics, or a line and a quadratic. Graphically solves a system of two lines, two quadratics, or a line and a quadratic. Set ups, solves, and interprets systems of linear equations that solve a “real life” situation. 	The student: <ul style="list-style-type: none"> Writes equations that are linear or quadratic that models a “real life” situation. Finds the points of intersection using algebra techniques and the graphing calculator. Interprets the meaning of the point(s) of intersection and understand when one or more than one solution is not possible.
Students will be able to solve and graph a quadratic equation.	The student: <ul style="list-style-type: none"> Recognizes a quadratic function. Understands that the graph of a quadratic function will be a parabola. Given the graph of a quadratic function, is able to identify the key features including the vertex, the x- and y- intercepts, and the axis of symmetry. 	The student: <ul style="list-style-type: none"> Solves quadratic equations by different methods including factoring and the quadratic formula. Graphs a quadratic function that is given in any form. Identifies the domain and range of a graphed quadratic equation. 	The student: <ul style="list-style-type: none"> Writes quadratic equations that model “real life” situations. Interprets and answers questions about these situations.

Students will have the ability to graph, interpret, and write equations of exponential functions.	The student: <ul style="list-style-type: none"> Understands the difference between exponential growth and decay. Understands each variable in the equation $f(x)=ar^x$ 	The student: <ul style="list-style-type: none"> Given a set of data, clearly explains whether the data models linear or exponential growth. Writes the equation of an exponential function from a graph, table, or situation. Graphs an exponential function given an equation, table, or situation. Identifies the domain and range from an exponential graph. 	The student: <ul style="list-style-type: none"> Given multiple sets of linear and/or exponential “real life” data, can write equations, graph the data on the same axis, and use their equations and graph to answer comparative questions.
Students will have the ability to graph, summarize and analyze data on a single count or measurement variable.	The student: <ul style="list-style-type: none"> Represents data with plots on the real number line (dot plots, stem-and-leaf plots, histograms, box plots). Identifies variables as categorical or numerical and select and appropriate display for the data. 	The student: <ul style="list-style-type: none"> Identifies and interprets key features of graphical displays for numeric data including shape, center, spread, gaps, clusters and extreme points. Determines mean, standard deviation and five-number summaries for data sets. They can also recognize which measures are appropriate given the shape of a distribution. 	The student: <ul style="list-style-type: none"> Compares and contrasts the key feature of a distribution for two or more group (populations). Understands how making changes to a data set affects the key features of its distribution.
Students will graph and interpret a regression line between two quantities.	The student: <ul style="list-style-type: none"> Summarizes categorical data for two variables using frequency tables. Represents data on a scatterplot then estimate and interpret a trend line. 	The student: <ul style="list-style-type: none"> Given summary statistics for two quantitative variables (r, s_y, s_x, x, y) finds the least squares line in point-slope and slope-intercept form. Graphs and interprets the least squares line. Determines the strength and direction of the linear association between two variables. 	The student: <ul style="list-style-type: none"> Utilizes a graphing calculator to find summary statistics and write the least squares equation. Uses the least squares line to find and interpret residuals.
Students will solve problems using the surface area and volume of three-dimensional figures.	The student: <ul style="list-style-type: none"> Draws each surface of a solid as individual polygons (as a net.) Uses a given formula to calculate the surface area and volume of a shape with given dimensions. 	The student: <ul style="list-style-type: none"> Determines whether a model involves surface area vs volume (leather to make a baseball vs. air to fill a balloon.) Uses the formulas to calculate surface area and volume of solids. Some dimensions must be calculated using right triangles, trigonometry, and/or other provided information such as circumference. 	The student: <ul style="list-style-type: none"> Extends the calculation of surface area and volume to comparisons or combinations of multiple solids. Calculates surface area and volume using non-routine shapes and values (i.e.: 20-gon, oblique, icosahedron) and non-routine modeling situations involving cost, quantity of materials, etc.

<p>Students will be able to make valid conclusions about relationships between lines and angles.</p>	<p>The student:</p> <ul style="list-style-type: none"> Identifies, visualizes, and sketches the following objects and knows their relationships: parallel, perpendicular, and skew lines, complementary, supplementary, vertical, and linear pair angles, angle bisectors, perpendicular bisectors. (ie: Students can sketch a linear pair and know the angles are supplementary.) Determines missing angle measures based on given information. Understands the triangle sum theorem. 	<p>The student:</p> <ul style="list-style-type: none"> Writes algebraic equations involving angle and segment relationships. (ie: A-Solve B-Three times the complement of an angle is 14 more than the supplement.)  <ul style="list-style-type: none"> Finds the sum of the interior and exterior angle measures for polygons. As well and find individual measures for regular polygons. 	<p>The student:</p> <ul style="list-style-type: none"> Solves for missing angles/segment lengths when provided with minimal information with more elaborate diagrams. More advanced algebra will be used.
<p>Students will use deductive reasoning to communicate logical arguments and formulate proof.</p>	<p>The student:</p> <ul style="list-style-type: none"> Fills in missing statements or reasons to complete a proof (either flow or two-column format). Recognizes the structure of proof formats, identifying critical components of the proof (given hypothesis, conclusion, statements, reasons, etc.) Given all statements and reasons to a proof without order, is able to place them in a logical sequence. Judge the validity of a simple logical argument or logic chain (converse isn't always true). If not true, be able to provide a counterexample. 	<p>The student:</p> <ul style="list-style-type: none"> Given a picture, the given and prove, is able to write persuasive and valid proof (Students may choose two column, flow or narrative). Identifies one or more mistakes in a presented proof. Justifies their conclusions using postulates, theorems, properties or definitions. 	<p>The student:</p> <ul style="list-style-type: none"> Designs and writes a complete proof. This may prove a theorem, or conjecture. Students should be competent in all forms of proof including two-column, narrative, flow symbolic or proof by contradiction. Constructs viable arguments and critique the reasoning of other arguments. Given a situation, both select and use the appropriate type of reasoning to justify their conclusion.
<p>Students will have the ability to identify and justify congruence of objects and/or their parts.</p>	<p>The student:</p> <ul style="list-style-type: none"> Fills in missing statements or reasons to complete a proof (either flow or two-column format). Recognize the structure of proof formats, identifying critical components of the proof (given hypothesis, conclusion, statements, reasons, etc.) Given all statements and reasons to a proof without order, places them in a 	<p>The student:</p> <ul style="list-style-type: none"> Given a picture, the given and prove, writes persuasive and valid proofs (Students may choose two column, flow or narrative). Identifies one or more mistakes in a presented proof. Justifies their conclusions using postulates, theorems, properties or definitions. 	<p>The student:</p> <ul style="list-style-type: none"> Designs and write a complete proof. This may prove a theorem, or a conjecture. Students should be competent in all forms of proofs including two-column narrative, flow, symbolic or proof by contradiction. Construct viable arguments and critique the reasoning of other arguments. Given a situation, both select and use the appropriate type of reasoning to justify their conclusion.

	<p>logical sequence.</p> <ul style="list-style-type: none"> Judges the validity of a simple logical argument or logic chain (converse isn't always true). If not true, be provides a counterexample. 		
Students will use proportional reasoning to identify and justify similarity between objects including right triangles and trigonometry.	<p>The student:</p> <ul style="list-style-type: none"> Identifies opposite, adjacent, and hypotenuse sides of a right triangle Defines trigonometric ratios (SOHCAHTOA) Understands the basic concept of similarity through defining the concept, identifying corresponding sides of polygons, and writing corresponding side length proportions 	<p>The student:</p> <ul style="list-style-type: none"> Understand what sine, cosine, and tangent represent conceptually (i.e. all triangles with congruent angles have similar side length ratios) Uses similarity postulates to <ul style="list-style-type: none"> identify similar polygons (For triangles, use SSS, SAS, AA, H-L) and, find missing sides and angles (Demonstrates similarity using proportions) Finds missing sides and angles within a right triangle using: <ul style="list-style-type: none"> Trigonometric ratios (sine, cosine, tangent) Special Right Triangle ratios (30-60-90, 45-45-90) 	<p>The student:</p> <ul style="list-style-type: none"> Proves similar polygons using similarity postulates Applies trigonometric ratios to real world modeling
Students will have the ability to use coordinate geometry including slope, distance, and midpoint formulas to verify geometric relationships.	<p>The student:</p> <ul style="list-style-type: none"> Fills in missing statements or reasons to complete a proof (either flow or two-column format). Recognizes the structure of proof formats, identifying critical components of the proof (given hypothesis, conclusion, statements, reasons, etc.) Given all statements and reasons to a proof without order, students place them in a logical sequence. Judges the validity of a simple logical argument or logic chain (converse isn't always true). If not true, be able to provide a counterexample. 	<p>The student:</p> <ul style="list-style-type: none"> Determines the type of quadrilateral given the coordinates of the four vertices. Determines the type of triangle given the coordinates of the three vertices (right, isosceles, acute, obtuse, equilateral triangle). Solves multi-step area and perimeter problems (composite figures) 	<p>The student:</p> <ul style="list-style-type: none"> Uses the properties of quadrilaterals to solve multi-step problems. Solves problems include non-integer coordinates. Finds the circumcenter of a triangle given the 3 vertices (perpendicular bisectors of two sides, intersection of perpendicular bisectors). Finds the area of a triangle given the coordinates of the three vertices, find the altitude of the triangle (perpendicular segment through opposite vertex) Uses the midsegment of a trapezoid in multi step problem.

Students will have the ability to analyze and solve problems involving circle relationships including lines, segments, angles, arcs, and sectors.	The student: <ul style="list-style-type: none"> Calculates arc length and sector area using appropriate formulas. 	The student: <ul style="list-style-type: none"> calculates angle measures and segment lengths for figures on, inside, and outside circles. Include examples. Calculates area for portions of circles. (sectors – triangles, circumscribed/inscribed polygons) 	The student: <ul style="list-style-type: none"> Solves more complex, multi-step problems including circle relationships (such as adding auxiliary lines, three dimensional figures, trig ratios, inscribed or circumscribed polygons)
Students will adapt right triangles to create a unit circle and model periodic phenomena with trigonometric functions.	The student: <ul style="list-style-type: none"> Demonstrates conversions between radians and degrees in multiples of 45 degrees Uses the Pythagorean Identity Finds sine, cosine, or tangent given one , and also find the quadrant 	The student: <ul style="list-style-type: none"> Demonstrates converting between degrees and radians of any angle by setting up a proportion Uses vocabulary: initial ray, terminal ray, coterminal angles Uses convention of positive (counterclockwise) vs. negative (clockwise) angle measure interprets angles with measure $> 2\pi$ Proves the Pythagorean Identity Given one of sine, cosine or tangent, finds the others (difference = use tangent, and prove the identity) 	The student: <ul style="list-style-type: none"> Labels an angle with a general solution vs. a specific solution limited to a given domain (ie, $\pi/6$ vs $\pi/6 + 2\pi n$) Given a cosine, finds the two answers for sine
Students will analyze and graph polynomial functions.	The student: <ul style="list-style-type: none"> Determines how the degree and leading coefficient affect the shape of a polynomial. Finds the x and y intercepts of a polynomial function given in factored form. Given a graph, determines the degree of the polynomial and determine whether or not the leading coefficient is positive or negative. 	The student: <ul style="list-style-type: none"> Graphs a polynomial given in standard form that has at least one rational zero. Additional zeros can be rational, irrational or imaginary. 	The student: <ul style="list-style-type: none"> Uses a polynomial function to describe and answer questions about a “real life situation. Students may use technology.
Students will analyze and graph polynomials by performing algebraic operations (including complex numbers)	The student: <ul style="list-style-type: none"> Performs algebraic operations with polynomials; simplify, add, subtract, multiply and divide. 		

Students will construct, compare, and analyze linear, quadratic, and exponential models and solve problems.	The student: <ul style="list-style-type: none"> Solves equations and inequalities in one variable. Creates equations in two variables to represent relationships between quantities. Graphs equations on coordinate axes with label and scales. Represents constraints by equations or inequalities, and by systems of equations and/or inequalities. Rearranges formulas to highlight a quantity of interest, using the same reasoning as in solving equations. 	The student: <ul style="list-style-type: none"> Creates equations and inequalities in one variable and use them to solve problems. Creates equations in two variables to represent relationships between quantities. Graphs functions including linear, quadratic, square root, cube root and exponential equations. Graphs equations on coordinate axes with label and scales. Represents constraints by equations or inequalities and by systems of equations and/or inequalities and interpret solutions as viable or non-viable options in a modeling context. Rearranges formulas to highlight a quantity of interest, using the same reasoning as in solving equations. 	
Students will summarize, represent, and interpret data on single count or measurement variable.	The student: <ul style="list-style-type: none"> Uses the mean and standard deviation of a data set to create a distribution curve. Uses calculators, spreadsheets or tables to estimate areas under the curve. 	The student: <ul style="list-style-type: none"> Uses the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognizes that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve. 	The student: <ul style="list-style-type: none"> Recognizes when data sets may have been drawn from a population that was not normally distributed. Identify factors which affect normality and then normalize where possible. (ie. Outliers, shape of histogram and comparing mean to median.)
Students will make inferences and justify conclusions from sample surveys, experiments, and observational studies.	The student: <ul style="list-style-type: none"> Identifies, recognizes, and explains the purposes, similarities, and differences among sample designs, experiments, and observational studies. 	The student: <ul style="list-style-type: none"> Uses the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognizes that there are data sets for which such a procedure is not appropriate. Uses calculators, spreadsheets, and tables to estimate areas under the normal curve. 	The student: <ul style="list-style-type: none"> Recognizes when data sets may have been drawn from a population that was not normally distributed. Identifies factors, which affect normality and then normalize where possible. (ie. Outliers, shape of histogram and comparing mean to median.)

Goal: Students will have the ability to interpret key features of a graph. Key features include: intercepts; intervals where the function is increasing, decreasing, positive or negative; relative maxs and mins; symmetry, end behavior, periodicity.

Proficiency Scale		Tasks
4.0	The student: <ul style="list-style-type: none"> Interprets a graph that models a “real life” situation and answer questions relating to this situation. Understands that “real life” examples often have restricted domains and ranges. 	
	3.5 No major errors or omissions regarding 3.0 content and partial knowledge of the 4.0 content	
3.0	The student: <ul style="list-style-type: none"> Finds key features of a given graph. Features must be given using the correct notation. 	
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
2.0	The student: <ul style="list-style-type: none"> Visually identifies key features of a graph without symbolic notation. 	
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	
	.5 With help, a partial utilization at the 2.0 skill but not the 3.0 skill	
0.0	Even with help, no understanding or skill demonstrated	

Goal: Students will have the ability to graph, interpret and write equations of linear functions.

Proficiency Scale		Tasks
4.0	The student: <ul style="list-style-type: none"> Given a set of “real life” linear data, graphs and finds an equation that models the data. Interprets the meaning of the slope and y-intercept as well as answer relevant questions pertaining to the problem. 	
	3.5 No major errors or omissions regarding 3.0 content and partial knowledge of the 4.0 content	
3.0	The student: <ul style="list-style-type: none"> Interprets the slope and y-intercept of a given equation in context to a scenario. Determines whether or not a set of data is linear. Writes the equation of a line through 2-points. 	
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
2.0	The student: <ul style="list-style-type: none"> Writes the equation of a line that is already graphed. Graphs a line whose equation is given in any form. Calculates the slope from points or a graph, including slope that is zero or undefined. 	
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	
	.5 With help, a partial utilization at the 2.0 skill but not the 3.0 skill	
0.0	Even with help, no understanding or skill demonstrated	

Goal: Students will be able to use various methods for solving systems of equations.		
Proficiency Scale		Tasks
4.0	The student: <ul style="list-style-type: none"> Writes equations that are linear or quadratic that models a “real life” situation. Finds the points of intersection using algebra techniques and the graphing calculator. Interprets the meaning of the point(s) of intersection and understand when one or more than one solution is not possible. 	
	3.5 No major errors or omissions regarding 3.0 content and partial knowledge of the 4.0 content	
3.0	The student: <ul style="list-style-type: none"> Algebraically solves a system of two lines, two quadratics, or a line and a quadratic. Graphically solves a system of two lines, two quadratics, or a line and a quadratic. Set ups, solves, and interprets systems of linear equations that solve a “real life” situation. 	
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
2.0	The student: <ul style="list-style-type: none"> Understands that a solution to a system could be a finite set of points, infinitely many points, or no points. Solves systems of linear equations using an algebraic method or by graphing. 	
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	
	.5 With help, a partial utilization at the 2.0 skill but not the 3.0 skill	
0.0	Even with help, no understanding or skill demonstrated	

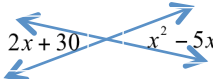
Goal: Students will be able to solve and graph a quadratic equation		
Proficiency Scale		Tasks
4.0	The student: <ul style="list-style-type: none"> Writes quadratic equations that model “real life” situation. Interprets and answers questions about these situations. 	
	3.5 No major errors or omissions regarding 3.0 content and partial knowledge of the 4.0 content	
3.0	The student: <ul style="list-style-type: none"> Solves quadratic equations by different methods including factoring and the quadratic formula. Graphs a quadratic function that is given in any form. Identifies the domain and range of a graphed quadratic equation. 	
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
2.0	The student: <ul style="list-style-type: none"> Recognizes a quadratic function. Understands that the graph of a quadratic function will be a parabola. Given the graph of a quadratic function, is able to identify the key features including the vertex, the x- and y-intercepts, and the axis of symmetry. 	
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	
	.5 With help, a partial utilization at the 2.0 skill but not the 3.0 skill	
0.0	Even with help, no understanding or skill demonstrated	

Goal: Students will have the ability to graph, interpret, and write equations of exponential functions.		
Proficiency Scale		Tasks
4.0	The student: <ul style="list-style-type: none"> Given multiple sets of linear and/or exponential “real life” data, can write equations, graph the data on the same axis, and use their equations and graphs to answer comparative questions. 	
3.5	No major errors or omissions regarding 3.0 content and partial knowledge of the 4.0 content	
3.0	The student: <ul style="list-style-type: none"> Given a set of data, clearly explains whether the data models linear or exponential growth. Writes the equation of an exponential function from a graph, table, or situation. Graphs an exponential function given an equation, table, or situation. Identifies the domain and range from an exponential graph. 	
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
2.0	The student: <ul style="list-style-type: none"> Understands the difference between exponential growth and decay. Understands each variable in the equation $f(x)=ar^x$ 	
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	
.5	With help, a partial utilization at the 2.0 skill but not the 3.0 skill	
0.0	Even with help, no understanding or skill demonstrated	

Goal: Students will have the ability to graph, summarize and analyze data on a single count or measurement variable.		
Proficiency Scale		Tasks
4.0	The student: <ul style="list-style-type: none"> Compares and contrasts the key features of a distribution for two or more groups (populations). Understands how making changes to a data set affects the key features of its distribution. 	
3.5	No major errors or omissions regarding 3.0 content and partial knowledge of the 4.0 content	
3.0	The student: <ul style="list-style-type: none"> Identifies and interprets key features of graphical displays for numeric data including shape, center, spread, gaps, clusters and extreme points. Determines mean, standard deviation and five-number summaries for data sets. They can also recognize which measures are appropriate given the shape of a distribution. 	
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
2.0	The student: <ul style="list-style-type: none"> Represents data with plots on the real number line (dot plots, stem-and-leaf plots, histograms, box plots). Identifies variables as categorical or numerical and select and appropriate display for the data. 	
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	
.5	With help, a partial utilization at the 2.0 skill but not the 3.0 skill	
0.0	Even with help, no understanding or skill demonstrated	

Goal: Students will graph and interpret a regression line between two quantities.		
Proficiency Scale		Tasks
4.0	The student: <ul style="list-style-type: none"> Utilizes a graphing calculator to find summary statistics and write the least squares equation. Uses the least squares line to find and interpret residuals. 	
	3.5 No major errors or omissions regarding 3.0 content and partial knowledge of the 4.0 content	
3.0	The student: <ul style="list-style-type: none"> Given summary statistics for two quantitative variables (r, s_y, s_x, x, y) finds the least squares line in point-slope and slope-intercept form. Graphs and interprets the least squares line. Determines the strength and direction of the linear association between two variables. 	
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
2.0	The student: <ul style="list-style-type: none"> Summarizes categorical data for two variables using frequency tables. Represents data on a scatterplot then estimate and interpret a trend line. 	
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	
	.5 With help, a partial utilization at the 2.0 skill but not the 3.0 skill	
0.0	Even with help, no understanding or skill demonstrated	

Goal: Students will solve problems using the surface area and volume of three-dimensional figures.		
Proficiency Scale		Tasks
4.0	The student: <ul style="list-style-type: none"> Extends the calculation of surface area and volume to comparisons or combinations of multiple solids. Calculates surface area and volume using non-routine shapes and values (i.e.: 20-gon, oblique, icosahedron) and non-routine modeling situations involving cost, quantity of materials, etc. 	
	3.5 No major errors or omissions regarding 3.0 content and partial knowledge of the 4.0 content	
3.0	The student: <ul style="list-style-type: none"> Determines whether a model involves surface area vs volume (leather to make a baseball vs. air to fill a balloon.) Uses the formulas to calculate surface area and volume of solids. Some dimensions must be calculated using right triangles, trigonometry, and/or other provided information such as circumference. 	
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
2.0	The student: <ul style="list-style-type: none"> Draws each surface of a solid as individual polygons (as a net.) Uses a given formula to calculate the surface area and volume of a shape with given dimensions. 	
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	
	.5 With help, a partial utilization at the 2.0 skill but not the 3.0 skill	
0.0	Even with help, no understanding or skill demonstrated	

Goal: Students will be able to make valid conclusions about relationships between lines and angles.			
Proficiency Scale			Tasks
4.0	The student: <ul style="list-style-type: none"> Solves for missing angles/segment lengths when provided with minimal information with more elaborate diagrams. More advanced algebra will be used. 		
3.5	No major errors or omissions regarding 3.0 content and partial knowledge of the 4.0 content		
3.0	The student: <ul style="list-style-type: none"> Writes algebraic equations involving angle and segment relationships. (ie: A-Solve $2x + 30$ B-Three times the complement of an angle is 14 more than the supplement.) Finds the sum of the interior and exterior angle measures for polygons. As well and find individual measures for regular polygons. 		
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content		
2.0	The student: <ul style="list-style-type: none"> Identifies, visualizes, and sketches the following objects and knows their relationships: parallel, perpendicular, and skew lines, complementary, supplementary, vertical, and linear pair angles, angle bisectors, perpendicular bisectors. (ie: Students can sketch a linear pair and know the angles are supplementary.) Determines missing angle measures based on given information. Understands the triangle sum theorem. 		
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content		
1.0	With help, partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.		
.5	With help, a partial utilization at the 2.0 skill but not the 3.0 skill		
0.0	Even with help, no understanding or skill demonstrated		

Goal: Students will use deductive reasoning to communicate logical arguments and formulate proof.		
Proficiency Scale		Tasks
4.0	The student: <ul style="list-style-type: none"> • Designs and writes a complete proof. This may prove a theorem, or a conjecture. Students should be competent in all forms of proofs including two-column, narrative, flow, symbolic or proof by contradiction. • Constructs viable arguments and critique the reasoning of other arguments. • Given a situation, both select and use the appropriate type of reasoning to justify their conclusion. 	
	3.5 No major errors or omissions regarding 3.0 content and partial knowledge of the 4.0 content	
3.0	The student: <ul style="list-style-type: none"> • Given a picture, the given and prove, is able to write persuasive and valid proof (Students may choose two column, flow or narrative). • Identifies one or more mistakes in a presented proof. • Justifies their conclusions using postulates, theorems, properties or definitions. 	
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
2.0	The student: <ul style="list-style-type: none"> • Fills in missing statements or reasons to complete a proof (either flow or two-column format). • Recognizes the structure of proof formats, identifying critical components of the proof (given hypothesis, conclusion, statements, reasons, etc.) • Given all statements and reasons to a proof without order, is able to place them in a logical sequence. • Judge the validity of a simple logical argument or logic chain (converse isn't always true). If not true, be able to provide a counterexample. 	
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	
	.5 With help, a partial utilization at the 2.0 skill but not the 3.0 skill	
0.0	Even with help, no understanding or skill demonstrated	

Goal: Students will have the ability to identify and justify congruence of objects and/or their parts.		
Proficiency Scale		Tasks
4.0	The student: <ul style="list-style-type: none"> • Designs and write a complete proof. This may prove a theorem, or a conjecture. Students should be competent in all forms of proofs including two-column, narrative, flow, symbolic or proof by contradiction. • Construct viable arguments and critique the reasoning of other arguments. • Given a situation, both select and use the appropriate type of reasoning to justify their conclusion. 	
	3.5 No major errors or omissions regarding 3.0 content and partial knowledge of the 4.0 content	
3.0	The student: <ul style="list-style-type: none"> • Given a picture, the given and prove, writes persuasive and valid proofs (Students may choose two column, flow or narrative). • Identifies one or more mistakes in a presented proof. • Justifies their conclusions using postulates, theorems, properties or definitions. 	
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
2.0	The student: <ul style="list-style-type: none"> • Fills in missing statements or reasons to complete a proof (either flow or two-column format). • Recognize the structure of proof formats, identifying critical components of the proof (given hypothesis, conclusion, statements, reasons, etc.) • Given all statements and reasons to a proof without order, places them in a logical sequence. • Judges the validity of a simple logical argument or logic chain (converse isn't always true). If not true, be provides a counterexample. 	
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
	1.0 With help, partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	
	.5 With help, a partial utilization at the 2.0 skill but not the 3.0 skill	
0.0	Even with help, no understanding or skill demonstrated	

Goal: Students will use proportional reasoning to identify and justify similarity between objects including right triangles and trigonometry.		
Proficiency Scale		Tasks
4.0	The student: <ul style="list-style-type: none"> Proves similar polygons using similarity postulates Applies trigonometric ratios to real-world modeling 	
	3.5 No major errors or omissions regarding 3.0 content and partial knowledge of the 4.0 content	
3.0	The student: <ul style="list-style-type: none"> Understand what sine, cosine, and tangent represent conceptually (i.e. all triangles with congruent angles have similar side length ratios) Uses similarity postulates to <ul style="list-style-type: none"> identify similar polygons (For triangles, use SSS, SAS, AA, H-L) and, find missing sides and angles (Demonstrates similarity using proportions) Finds missing sides and angles within a right triangle using: <ul style="list-style-type: none"> Trigonometric ratios (sine, cosine, tangent) Special Right Triangle ratios (30-60-90, 45-45-90) 	
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
2.0	The student: <ul style="list-style-type: none"> Identifies opposite, adjacent, and hypotenuse sides of a right triangle Defines trigonometric ratios (SOHCAHTOA) Understands the basic concept of similarity through defining the concept, identifying corresponding sides of polygons, and writing corresponding side length proportions 	
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	
	.5 With help, a partial utilization at the 2.0 skill but not the 3.0 skill	
0.0	Even with help, no understanding or skill demonstrated	

Goal: Students will have the ability to use coordinate geometry including slope, distance, and midpoint formulas to verify geometric relationships.		
Proficiency Scale		Tasks
4.0	The student: <ul style="list-style-type: none"> • Uses the properties of quadrilaterals to solve multi-step problems. • Solves problems include non-integer coordinates. • Finds the circumcenter of a triangle given the 3 vertices (perpendicular bisectors of two sides, intersection of perpendicular bisectors). • Finds the area of a triangle given the coordinates of the three vertices, find the altitude of the triangle (perpendicular segment through opposite vertex) • Uses the midsegment of a trapezoid in a multi step problem. 	
3.5	No major errors or omissions regarding 3.0 content and partial knowledge of the 4.0 content	
3.0	The student: <ul style="list-style-type: none"> • Determines the type of quadrilateral given the coordinates of the four vertices. • Determines the type of triangle given the coordinates of the three vertices (right, isosceles, acute, obtuse, equilateral triangle). • Solves multi-step area and perimeter problems (composite figures) 	
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
2.0	The student: <ul style="list-style-type: none"> • Fills in missing statements or reasons to complete a proof (either flow or two-column format). • Recognizes the structure of proof formats, identifying critical components of the proof (given hypothesis, conclusion, statements, reasons, etc.) • Given all statements and reasons to a proof without order, students place them in a logical sequence. • Judges the validity of a simple logical argument or logic chain (converse isn't always true). If not true, be able to provide a counterexample. 	
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	
.5	With help, a partial utilization at the 2.0 skill but not the 3.0 skill	
0.0	Even with help, no understanding or skill demonstrated	

Goal: Students will have the ability to analyze and solve problems involving circle relationships including lines, segments, angles, arcs, and sectors.		
Proficiency Scale		Tasks
4.0	The student: <ul style="list-style-type: none"> Solves more complex, multi-step problems including circle relationships (such as adding auxiliary lines, three dimensional figures, trig ratios, inscribed or circumscribed polygons) 	
3.5	No major errors or omissions regarding 3.0 content and partial knowledge of the 4.0 content	
3.0	The student: <ul style="list-style-type: none"> Calculates angle measures and segment lengths for figures on, inside, and outside circles. Include examples. Calculates area for portions of circles. (sectors – triangles, circumscribed/inscribed polygons) 	
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
2.0	The student: <ul style="list-style-type: none"> Calculates arc length and sector area using appropriate formulas. 	
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	
.5	With help, a partial utilization at the 2.0 skill but not the 3.0 skill	
0.0	Even with help, no understanding or skill demonstrated	

Goal: Students will adapt right triangles to create a unit circle and model periodic phenomena with trigonometric functions.		
Proficiency Scale		Tasks
4.0	The student: <ul style="list-style-type: none"> Labels an angle with a general solution vs. a specific solution limited to a given domain (ie, $\pi/6$ vs $\pi/6 + 2\pi n$) Given a cosine, finds the two answers for sine 	
3.5	No major errors or omissions regarding 3.0 content and partial knowledge of the 4.0 content	
3.0	The student: <ul style="list-style-type: none"> Demonstrates converting between degrees and radians of any angle by setting up a proportion Uses vocabulary: initial ray, terminal ray, coterminal angles Uses convention of positive (counterclockwise) vs. negative (clockwise) angle measure interprets angles with measure $> 2\pi$ Proves the Pythagorean Identity Given one of sine, cosine or tangent, finds the others (difference = use tangent, and prove the identity) 	
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
2.0	The student: <ul style="list-style-type: none"> Demonstrates conversions between radians and degrees in multiples of 45 degrees Uses the Pythagorean Identity Finds sine, cosine, or tangent given one, and also find the quadrant 	
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	
.5	With help, a partial utilization at the 2.0 skill but not the 3.0 skill	
0.0	Even with help, no understanding or skill demonstrated	

Goal: Students will analyze and graph polynomial functions.		
Proficiency Scale		Tasks
4.0	The student: <ul style="list-style-type: none"> Uses a polynomial function to describe and answer questions about a “real life” situation. Students may use technology. 	
	3.5 No major errors or omissions regarding 3.0 content and partial knowledge of the 4.0 content	
3.0	The student: <ul style="list-style-type: none"> Graphs a polynomial given in standard form that has at least one rational zero. Additional zeros can be rational, irrational or imaginary. 	
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
2.0	The student: <ul style="list-style-type: none"> Determines how the degree and leading coefficient affect the shape of a polynomial. Finds the x and y intercepts of a polynomial function given in factored form. Given a graph, determines the degree of the polynomial and determine whether or not the leading coefficient is positive or negative. 	
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	
	.5 With help, a partial utilization at the 2.0 skill but not the 3.0 skill	
0.0	Even with help, no understanding or skill demonstrated	

Goal: Students will analyze and graph polynomials by performing algebraic operations (including complex numbers)		
Proficiency Scale		Tasks
4.0	The student:	
	3.5 No major errors or omissions regarding 3.0 content and partial knowledge of the 4.0 content	
3.0	The student: <ul style="list-style-type: none"> Performs algebraic operations with polynomials; simplify, add, subtract, multiply and divide. 	
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
2.0	The student: <ul style="list-style-type: none"> 	
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	
	.5 With help, a partial utilization at the 2.0 skill but not the 3.0 skill	
0.0	Even with help, no understanding or skill demonstrated	

Goal: Students will construct, compare, and analyze linear, quadratic, and exponential models and solve problems.		
Proficiency Scale		Tasks
4.0	The student:	
	3.5	No major errors or omissions regarding 3.0 content and partial knowledge of the 4.0 content
3.0	The student:	
		<ul style="list-style-type: none"> Creates equations and inequalities in one variable and use them to solve problems. Creates equations in two variables to represent relationships between quantities. Graphs functions including linear, quadratic, square root, cube root and exponential equations. Graphs equations on coordinate axes with label and scales. Represents constraints by equations or inequalities and by systems of equations and/or inequalities and interpret solutions as viable or non-viable options in a modeling context. Rearranges formulas to highlight a quantity if interest, using the same reasoning as in solving equations.
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content
2.0	The student:	
		<ul style="list-style-type: none"> Solves equations and inequalities in one variable. Creates equations in two variables to represent relationships between quantities. Graphs equations on coordinate axes with label and scales. Represents constraints by equations or inequalities, and by systems of equations and/or inequalities. Rearranges formulas to highlight a quantity if interest, using the same reasoning as in solving equations.
	1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content
1.0	With help, partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	
	.5	With help, a partial utilization at the 2.0 skill but not the 3.0 skill
0.0	Even with help, no understanding or skill demonstrated	

Goal: Students will summarize, represent, and interpret data on single count or measurement variable.		
Proficiency Scale		Tasks
4.0	The student:	
		<ul style="list-style-type: none"> Recognizes when data sets may have been drawn from a population that was not normally distributed. Identify factors which affect normality and then normalize where possible. (ie. Outliers, shape of histogram and comparing mean to median.)
	3.5	No major errors or omissions regarding 3.0 content and partial knowledge of the 4.0 content
3.0	The student:	
		<ul style="list-style-type: none"> Uses the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognizes that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve.
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content
2.0	The student:	
		<ul style="list-style-type: none"> Uses the mean and standard deviation of a data set to create a distribution curve. Uses calculators, spreadsheets or tables to estimate areas under the curve.
	1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content
1.0	With help, partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	
	.5	With help, a partial utilization at the 2.0 skill but not the 3.0 skill
0.0	Even with help, no understanding or skill demonstrated	

Goal: Students will make inferences and justify conclusions from sample surveys, experiments, and observational studies.		
Proficiency Scale		Tasks
4.0	The student: <ul style="list-style-type: none"> Recognizes when data sets may have been drawn from a population that was not normally distributed. Identifies factors, which affect normality and then normalize where possible. (ie. Outliers, shape of histogram and comparing mean to median.) 	
	3.5 No major errors or omissions regarding 3.0 content and partial knowledge of the 4.0 content	
3.0	The student: <ul style="list-style-type: none"> Uses the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognizes that there are data sets for which such a procedure is not appropriate. Uses calculators, spreadsheets, and tables to estimate areas under the normal curve. 	
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
2.0	The student: <ul style="list-style-type: none"> Identifies, recognizes, and explains the purposes, similarities, and differences among sample designs, experiments, and observational studies. 	
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	
	.5 With help, a partial utilization at the 2.0 skill but not the 3.0 skill	
0.0	Even with help, no understanding or skill demonstrated	

Fine and Performing Arts

<i>Program Goal</i>	<i>Emerging 0-----2.0</i>	<i>Proficient 2.5-----3.0</i>	<i>Advanced 3.5-----4.0</i>
Craftsmanship	The student: <ul style="list-style-type: none"> Rushed. Directions not followed. Inconsistent use of materials 	The student: <ul style="list-style-type: none"> Care has been taken and shows pride in ownership. Shows evidence of following directions and appropriate use of materials. 	The student: <ul style="list-style-type: none"> Materials are used skillfully to enhance artwork and communicate artists' intent. Exhibit quality.
Composition	The student: <ul style="list-style-type: none"> My images have okay compositions. Some parts work while other parts need revision. It lacks unity. There are areas of my work that are out of balance. I attempted to create a focal point but was not completely successful. 	The student: <ul style="list-style-type: none"> My image composition is competent. There is balance and shapes and lines used to create visual movement and unity within the entire picture plane. There are some elements that are distracting. I considered the figure/ground relationship. I could have improved my artwork with slight compositional changes. 	The student: <ul style="list-style-type: none"> My image confidently uses the picture plane to full advantage. My composition is unified, balanced and strong. The focal points are not in the center of my artwork. The placement of subject matter or design elements engages the viewer.
Illusion of Space	The student: <ul style="list-style-type: none"> I used one or two simple techniques for developing depth (overlap, change of size, change of position, change of detail, change of color). May have attempted linear perspective. Missing a foreground, middle ground or background. Attempted to use value to create form. 	The student: <ul style="list-style-type: none"> I used one or two simple techniques for developing depth (overlap, change of size, change of position, change of detail, change of color). May have attempted linear perspective. Missing a foreground, middle ground or background. Attempted to use value to create form. 	The student: <ul style="list-style-type: none"> I have creatively used spatial systems to enhance my artwork. I may have included foreshortening as one of the techniques. There is a clearly defined light source, which gives a strong sense of light and shadow. Foreground, middle ground and background are essential to the overall image.
Studio Conduct/Process	The student: <ul style="list-style-type: none"> Can be off task. Needs reminders to get to work and remain engaged. Doesn't always know what the current assignment is. Does not always clean up and put away materials and artwork. 	The student: <ul style="list-style-type: none"> On task the majority of the time. Engaged in their work. Work and workspace is clean, neat, organized and safe. Use of materials is appropriate. Does not need encouragement to get started. Pride in their work. 	The student: <ul style="list-style-type: none"> Contributes to a positive studio environment without being asked. Helps others. Documents and cares for finished work. Materials are consistently put away, cleaned and respected.
Reflection	The student: <ul style="list-style-type: none"> I made some changes to my artwork based on teacher feedback. I can explain how the changes improved my artwork using some art vocabulary 	The student: <p>I know that I successfully completed the assignment and can articulate verbally and in writing what works and what doesn't. My artwork is the result of personal revisions based on my knowledge of the elements and principles.</p>	The student: <p>I can take what works and doesn't work in this piece and apply that to future art works. I can clearly articulate verbally and in writing the relevance of my artwork (Describe, Analyze, Interpret, Evaluate). I can see personal improvement (artistic growth).</p>

Content (Subject Clarity)	The student: <ul style="list-style-type: none"> The content and subjects of the work are mostly clear. The subjects are possibly cliché and of some interest. The content feels somewhat rushed as if the assignment was rushed. The work is lacking clarity. 	The student: <ul style="list-style-type: none"> The subjects are strong and interesting. The subjects of each photo are readily discernible. The content is not cliché or boring. The content is exciting and intelligent. 	The student: <ul style="list-style-type: none"> The subjects are inspired. The subject hold strong interest for a wide range of viewers. The work transcends the assignment and has a keen quality of intelligence and perception. The subject of each photo is absolutely clear. NO high-school photography
Craftsmanship	The student: <ul style="list-style-type: none"> The images are somewhat clean and clear. There is some dodging and burning, which may not be well done. The brightness and contrast of the work may not be finished or proper. The images still need quite a bit of work. 	The student: <ul style="list-style-type: none"> The images are clean and well made. The image contrast and brightness are mostly perfect. There is good dodging and burning present. This is strong work which needs one or two adjustments to become perfect 	The student: <ul style="list-style-type: none"> The images are outstanding and clear. The images have the best possible contrast and brightness. They are properly dodged, burned and spotted. This is clean work, which displays attention and care. This work can be shown publicly.
Composition	The student: <ul style="list-style-type: none"> The images have okay compositions. There are areas that are out of balance. There are distracting elements present. The space is unclear and can lack unity. There is some line, shape and balance present. 	The student: <ul style="list-style-type: none"> The images compositions are strong. There is balance and shapes and lines used to create movement and unity within the rectangle of the frame. The pictorial space is well used. Some pictures may lack compositional clarity and still need cropping or re-shooting. 	The student: <ul style="list-style-type: none"> The images confidently use pictorial space to full advantage. The compositions are unified, balanced, strong and bolster the content of the work. The compositions are beautiful. The pictorial space is interesting from corner to corner with line, shape and balance.
Light Quality	The student: <ul style="list-style-type: none"> Images have not used light very well. I did not consider the direction or even-ness of light when I was shooting and it shows. There are strong areas of just white or black in my work that is out of balance with the rest of the work. The subjects of my work are visible, however, and the light is not totally distracting in the work. 	The student: <ul style="list-style-type: none"> Images have a strong sense of light and shadow. The light or patterns of light and shadow is mostly balanced across the 2-dimensional surface. The light in some of my images could be better. I may have chosen a poor direction to photograph producing an uneven distribution of light in some of my work. 	The student: <ul style="list-style-type: none"> Images have even, interesting, clear light. Light is bolstering the subject matter of my work. Light is clarifying my work. The brightness/darkness in my work is balanced and even across the pictorial plane.
Forming	The student: <ul style="list-style-type: none"> Walls uneven, pieces are heavy for size, attachments fall off, lack of relationship of water to workability in clay. No understanding of proportions. 	The student: <ul style="list-style-type: none"> Achieving even wall thickness, pieces are lighter for size, attachments are secure, understanding relationship of water to workability in clay, beginning to understand proportions 	The student: <ul style="list-style-type: none"> Adept at controlling thickness of clay pieces are almost weightless attachments are secure and incorporated in design, full understanding of the stages of clay, beautiful proportions

Surface	The student: <ul style="list-style-type: none"> Surfaces are simple, not planned or with forethought 	The student: <ul style="list-style-type: none"> Students use a variety of techniques, may include patterns, textures, oxides, under glazes and glazes 	The student: <ul style="list-style-type: none"> Surface treatments are exciting and appropriate for the function of the piece. Student experiments with patterns, textures, underglazes, oxides, glazes and layering
Craftsmanship	The student: <ul style="list-style-type: none"> Unfinished rough edges and surfaces attachments fall off, pieces dry before they are completed, glazes stick to shelves or unevenly applied 	The student: <ul style="list-style-type: none"> Edges are clean, Attachments stay on, surfaces attended to, trimming attempted, glazes wiped off bottoms, basic glazing competence, 	The student: <ul style="list-style-type: none"> Edges and seams smooth when appropriate, attachments strong and clean, pieces beautifully trimmed, attention paid to overall thicknesses, excellent use of surface materials
Participated in revision and process and critique	The student: <ul style="list-style-type: none"> Hesitant to sketch plan ideas and tends not to revise work. Minimal reflection or participation in critique 	The student: <ul style="list-style-type: none"> Sketches ideas and can revise. Reflects and participates in critiques with guidance 	The student: <ul style="list-style-type: none"> Comfortable sketching ideas. Frequently revises work in process. In-depth reflection supports onward transfer. Engages in critique
Participated in studio art class	The student: <ul style="list-style-type: none"> Could take better care of materials and tools. Better use of class time. To be on – task would improve quality and completion. Needs to clean up completely 	The student: <ul style="list-style-type: none"> Takes adequate care of materials and tools. Generally is on-task and uses most of the class time well. Adequately cleans-up work area and materials. Occasionally helps with studio maintenance i.e. recycling or unloading kilns 	The student: <ul style="list-style-type: none"> Actively and conscientiously cares for material and tools. Consistently on-task and uses class time fully. Always cleans up their work area and tools. Frequently helps with studio maintenance.
To be at their best in public performance	The student: <ul style="list-style-type: none"> Musical concept the idea of being excellent. 	The student: <ul style="list-style-type: none"> Grade 3 level music. Developing pre-requisite skills. 	The student: <ul style="list-style-type: none"> Grade 4-5 level. Music repertoire highly developed skills.
Repertoire	The student: <ul style="list-style-type: none"> Musical selection is lacking in regard to ability/genre/time period. Poor understanding of stylistic elements in relation to repertoire. Relationship to time period is inappropriate. 	The student: <ul style="list-style-type: none"> Musical selection is somewhat appropriate to ability/genre/time period. Good understanding of stylistic elements in relation to repertoire. Relationship to time period is somewhat appropriate. 	The student: <ul style="list-style-type: none"> Musical selection is appropriate to ability/genre/time period. Strong understanding of stylistic elements in relation to repertoire. Relationship to time period is appropriate.
Technique	The student: <ul style="list-style-type: none"> Notes & rhythms somewhat correctly, Tone inconsistent. Posture inconsistent. 	The student: <ul style="list-style-type: none"> Most notes & rhythms executed correctly. Good tone. Good posture held through most of performance. 	The student: <ul style="list-style-type: none"> All notes & rhythms perfectly executed. Beautiful tone. Posture consistently excellent.

Musicianship	The student: <ul style="list-style-type: none"> Dynamics & phrasing interpreted occasionally throughout concert, Articulation performed somewhat in relation to music/genre/composer intent, timbre somewhat related to context & consistent with ensemble, mood seldom appropriate to changing pieces in concert, and little sense of ensemble awareness throughout concert. 	The student: <ul style="list-style-type: none"> Dynamics & phrasing interpreted well throughout concert, Articulation performed somewhat consistently in relation to music/genre/composer intent, timbre often appropriate to context & consistent with ensemble, mood appropriate to most pieces in concert, good sense of ensemble awareness throughout concert. 	The student: <ul style="list-style-type: none"> Dynamics & phrasing interpreted precisely throughout concert, Articulation performed throughout a reflected in music/genre/composer intent, timbre appropriate to context & consistent with ensemble, mood appropriate to changing pieces in concert, appropriate sense of ensemble awareness throughout concert.
---------------------	---	--	---

Goal: Craftsmanship		
Proficiency Scale		Tasks
4.0	The student: <ul style="list-style-type: none"> Materials are used skillfully to enhance artwork and communicate artists' intent. Exhibit quality. 	
	3.5 No major errors or omissions regarding 3.0 content and partial knowledge of the 4.0 content	
3.0	The student: <ul style="list-style-type: none"> Care has been taken and shows pride in ownership. Shows evidence of following directions and appropriate use of materials. 	
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
2.0	The student: <ul style="list-style-type: none"> Rushed. Directions not followed. Inconsistent use of materials 	
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
	1.0 With help, partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	
	.5 With help, a partial utilization at the 2.0 skill but not the 3.0 skill	
0.0	Even with help, no understanding or skill demonstrated	

Goal: Composition		
Proficiency Scale		Tasks
4.0	The student: <ul style="list-style-type: none"> My image confidently uses the picture plane to full advantage. My composition is unified, balanced and strong. The focal points are not in the center of my artwork. The placement of subject matter or design elements engages the viewer. 	
	3.5 No major errors or omissions regarding 3.0 content and partial knowledge of the 4.0 content	
3.0	The student: <ul style="list-style-type: none"> My image composition is competent. There is balance and shapes and lines used to create visual movement and unity within the entire picture plane. There are some elements that are distracting. I considered the figure/ground relationship. I could have improved my artwork with slight compositional changes. 	
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
2.0	The student: <ul style="list-style-type: none"> My images have okay compositions. Some parts work while other parts need revision. It lacks unity. There are areas of my work that are out of balance. I attempted to create a focal point but was not completely successful. 	
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	
	.5 With help, a partial utilization at the 2.0 skill but not the 3.0 skill	
0.0	Even with help, no understanding or skill demonstrated	

Goal: Illusion of Space		
Proficiency Scale		Tasks
4.0	The student: <ul style="list-style-type: none"> I have creatively used spatial systems to enhance my artwork. I may have included foreshortening as one of the techniques. There is a clearly defined light source, which gives a strong sense of light and shadow. Foreground, middle ground and background are essential to the overall image. 	
	3.5 No major errors or omissions regarding 3.0 content and partial knowledge of the 4.0 content	
3.0	The student: <ul style="list-style-type: none"> I used one or two simple techniques for developing depth (overlap, change of size, change of position, change of detail, change of color). May have attempted linear perspective. Missing a foreground, middle ground or background. Attempted to use value to create form. 	
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
2.0	The student: <ul style="list-style-type: none"> I used one or two simple techniques for developing depth (overlap, change of size, change of position, change of detail, change of color). May have attempted linear perspective. Missing a foreground, middle ground or background. Attempted to use value to create form. 	
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	
	.5 With help, a partial utilization at the 2.0 skill but not the 3.0 skill	
0.0	Even with help, no understanding or skill demonstrated	

Goal: Studio Conduct/Process		
Proficiency Scale		Tasks
4.0	The student: <ul style="list-style-type: none"> Contributes to a positive studio environment with out being asked. Helps others. Documents and cares for finished work. Materials are consistently put away, cleaned and respected. 	
3.5	No major errors or omissions regarding 3.0 content and partial knowledge of the 4.0 content	
3.0	The student: <ul style="list-style-type: none"> On task the majority of the time. Engaged in their work. Work and workspace is clean, neat, organized and safe. Use of materials is appropriate. Does not need encouragement to get started. Pride in their work. 	
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
2.0	The student: <ul style="list-style-type: none"> Can be off task. Needs reminders to get to work and remain engaged. Doesn't always know what the current assignment is. Does not always clean up and put away materials and artwork. 	
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	
.5	With help, a partial utilization at the 2.0 skill but not the 3.0 skill	
0.0	Even with help, no understanding or skill demonstrated	

Goal:		
Reflection		
Proficiency Scale		Tasks
4.0	The student: <ul style="list-style-type: none"> I can take what works and doesn't work in this piece and apply that to future art works. I can clearly articulate verbally and in writing the relevance of my artwork (Describe, Analyze, Interpret, Evaluate). I can see personal improvement (artistic growth). 	
3.5	No major errors or omissions regarding 3.0 content and partial knowledge of the 4.0 content	
3.0	The student: <p>I know that I successfully completed the assignment and can articulate verbally and in writing what works and what doesn't. My artwork is the result of personal revisions based on my knowledge of the elements and principles.</p>	
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
2.0	The student: <ul style="list-style-type: none"> I made some changes to my artwork based on teacher feedback. I can explain how the changes improved my artwork using some art vocabulary 	
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	
.5	With help, a partial utilization at the 2.0 skill but not the 3.0 skill	
0.0	Even with help, no understanding or skill demonstrated	

Goal: Content (Subject Clarity)		
Proficiency Scale		Tasks
4.0	The student: <ul style="list-style-type: none"> The subjects are inspired. The subjects hold strong interest for a wide range of viewers. The work transcends the assignment and has a keen quality of intelligence and perception. The subject of each photo is absolutely clear. NOT high-school photography 	
	3.5 No major errors or omissions regarding 3.0 content and partial knowledge of the 4.0 content	
3.0	The student: <ul style="list-style-type: none"> The subjects are strong and interesting. The subjects of each photo are readily discernible. The content is not cliché or boring. The content is exciting and intelligent. 	
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
2.0	The student: <ul style="list-style-type: none"> The content and subjects of the work are mostly clear. The subjects are possibly cliché and of some interest. The content feels somewhat rushed as if the assignment was rushed. The work is lacking clarity. 	
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	
	.5 With help, a partial utilization at the 2.0 skill but not the 3.0 skill	
0.0	Even with help, no understanding or skill demonstrated	

Goal: Craftsmanship		
Proficiency Scale		Tasks
4.0	The student: <ul style="list-style-type: none"> The images are outstanding and clear. The images have the best possible contrast and brightness. They are properly dodged, burned and spotted. This is clean work, which displays attention and care. This work can be shown publically. 	
	3.5 No major errors or omissions regarding 3.0 content and partial knowledge of the 4.0 content	
3.0	The student: <ul style="list-style-type: none"> The images are clean and well made. The image contrast and brightness are mostly perfect. There is good dodging and burning present. This is strong work which needs one or two adjustments to become perfect 	
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
2.0	The student: <ul style="list-style-type: none"> The images are somewhat clean and clear. There is some dodging and burning, which may not be well done. The brightness and contrast of the work may not be finished or proper. The images still need quite a bit of work. 	
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	
	.5 With help, a partial utilization at the 2.0 skill but not the 3.0 skill	
0.0	Even with help, no understanding or skill demonstrated	

Goal: Composition		
Proficiency Scale		Tasks
4.0	The student: <ul style="list-style-type: none"> The images confidently use pictorial space to full advantage. The composition are unified, balanced, strong and bolster the content of the work. The compositions are beautiful. The pictorial space is interesting from corner to corner with line, shape and balance 	
	3.5 No major errors or omissions regarding 3.0 content and partial knowledge of the 4.0 content	
3.0	The student: <ul style="list-style-type: none"> The images compositions are strong. There is balance and shapes and lines used to create movement and unity within the rectangle of the frame. The pictorial space is well used. Some pictures may lack compositional clarity and still need cropping or re-shooting. 	
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
2.0	The student: <ul style="list-style-type: none"> The images have okay compositions. There are areas that are out of balance. There are distracting elements preset. The space is unclear and can lack unity. There is some line, shape and balance present. 	
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	
	.5 With help, a partial utilization at the 2.0 skill but not the 3.0 skill	
0.0	Even with help, no understanding or skill demonstrated	

Goal: Light Quality		
Proficiency Scale		Tasks
4.0	The student: <ul style="list-style-type: none"> Images have even, interesting, clear light. Light is bolstering the subject matter of my work. Light is clarifying my work. The brightness/darkness in my work is balanced and even across the picture plane. 	
	3.5 No major errors or omissions regarding 3.0 content and partial knowledge of the 4.0 content	
3.0	The student: <ul style="list-style-type: none"> Images have a strong sense of light and shadow. The light or patterns of light and shadow is mostly balanced across the 2-dimensional surface. The light in some of my images could be better. I may have chosen a poor direction to photograph producing an uneven distribution of light in some of my work. 	
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
2.0	The student: <ul style="list-style-type: none"> Images have not used light very well. I did not consider the direction or even-ness of light when I was shooting and it shows. There are strong areas of just white or black in my work that is out of balance with the rest of the work. The subjects of my work are visible, however, and the light is not totally distracting in the work. 	
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	
	.5 With help, a partial utilization at the 2.0 skill but not the 3.0 skill	
0.0	Even with help, no understanding or skill demonstrated	

Goal: Forming		
Proficiency Scale		Tasks
4.0	The student: <ul style="list-style-type: none"> Adept at controlling thickness of clay, pieces are almost weightless, attachments are secure and incorporated in design, full understanding of the stages of clay, beautiful proportions 	
3.5	No major errors or omissions regarding 3.0 content and partial knowledge of the 4.0 content	
3.0	The student: <ul style="list-style-type: none"> Achieving even wall thickness, pieces are lighter for size, attachments are secure, understanding relationship of water to workability in clay, beginning to understand proportions 	
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
2.0	The student: <ul style="list-style-type: none"> Walls uneven, pieces are heavy for size, attachments fall off, lack of relationship of water to workability in class. No understanding of proportions. 	
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	
.5	With help, a partial utilization at the 2.0 skill but not the 3.0 skill	
0.0	Even with help, no understanding or skill demonstrated	

Goal: Surface		
Proficiency Scale		Tasks
4.0	The student: <ul style="list-style-type: none"> Surface treatments are exciting and appropriate for the function of the piece. Student experiments with patterns, textures, underglazes, oxides, glazes and layering 	
3.5	No major errors or omissions regarding 3.0 content and partial knowledge of the 4.0 content	
3.0	The student: <ul style="list-style-type: none"> Students use a variety of techniques, may include patterns, textures, oxides, under glazes and glazes 	
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
2.0	The student: <ul style="list-style-type: none"> Surfaces are simple, not planned or with forethought 	
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	
.5	With help, a partial utilization at the 2.0 skill but not the 3.0 skill	
0.0	Even with help, no understanding or skill demonstrated	

Goal: Craftsmanship		
Proficiency Scale		Tasks
4.0	The student: <ul style="list-style-type: none"> Edges and seams smooth where appropriate, attachments strong and clean, pieces beautifully trimmed, attention paid to overall thicknesses, excellent use of surface materials 	
3.5	No major errors or omissions regarding 3.0 content and partial knowledge of the 4.0 content	
3.0	The student: <ul style="list-style-type: none"> Edges are clean, Attachments stay on, surfaces attended to, trimming attempted, glazes wiped off bottoms, basic glazing competence, 	
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
2.0	The student: <ul style="list-style-type: none"> Unfinished rough edges and surfaces attachments fall off, pieces dry before they are completed, glazes stick to shelves or unevenly applied 	
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	
.5	With help, a partial utilization at the 2.0 skill but not the 3.0 skill	
0.0	Even with help, no understanding or skill demonstrated	

Goal: Participated in revision and process and critique		
Proficiency Scale		Tasks
4.0	The student: <ul style="list-style-type: none"> Comfortable sketching ideas. Frequently revises work in process. In-depth reflection supports onward transfer. Engages in critique 	
3.5	No major errors or omissions regarding 3.0 content and partial knowledge of the 4.0 content	
3.0	The student: <ul style="list-style-type: none"> Sketches ideas and can revise. Reflects and participates in critiques with guidance 	
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
2.0	The student: <ul style="list-style-type: none"> Hesitant to sketch plan ideas and tends not to revise work. Minimal reflection or participation in critique 	
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	
.5	With help, a partial utilization at the 2.0 skill but not the 3.0 skill	
0.0	Even with help, no understanding or skill demonstrated	

Goal: Participated in studio art class		
Proficiency Scale		Tasks
4.0	The student: <ul style="list-style-type: none"> Actively and conscientiously cares for material and tools. Consistently on-task and uses class time fully. Always cleans up their work area and tools. Frequently helps with studio maintenance. 	
	3.5 No major errors or omissions regarding 3.0 content and partial knowledge of the 4.0 content	
3.0	The student: <ul style="list-style-type: none"> Takes adequate care of materials and tools. Generally is on-task and uses most of the class time well. Adequately cleans-up work area and materials. Occasionally helps with studio maintenance i.e. recycling or unloading kilns 	
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
2.0	The student: <ul style="list-style-type: none"> Could take better care of materials and tools. Better use of class time. To be on –task would improve quality and completion. Needs to clean up completely 	
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
	1.0 With help, partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	
	.5 With help, a partial utilization at the 2.0 skill but not the 3.0 skill	
0.0	Even with help, no understanding or skill demonstrated	

Goal: To be at their best in public performance		
Proficiency Scale		Tasks
4.0	The student: <ul style="list-style-type: none"> Grade 4-5 level. Music repertoire highly developed skills. 	
	3.5 No major errors or omissions regarding 3.0 content and partial knowledge of the 4.0 content	
3.0	The student: <ul style="list-style-type: none"> Grade 3 level music. Developing pre-requisite skills. 	
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
2.0	The student: <ul style="list-style-type: none"> Musical concept the idea of being excellent. 	
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
	1.0 With help, partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	
	.5 With help, a partial utilization at the 2.0 skill but not the 3.0 skill	
0.0	Even with help, no understanding or skill demonstrated	

Goal: Repertoire		
Proficiency Scale		Tasks
4.0	The student: <ul style="list-style-type: none"> Musical selection is appropriate to ability/genre/time period. Strong understanding of stylistic elements in relation to repertoire. Relationship to time period is appropriate. 	
3.5	No major errors or omissions regarding 3.0 content and partial knowledge of the 4.0 content	
3.0	The student: <ul style="list-style-type: none"> Musical selection is somewhat appropriate to ability/genre/time period. Good understanding of stylistic elements in relation to repertoire. Relationship to time period is somewhat appropriate. 	
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
2.0	The student: <ul style="list-style-type: none"> Musical selection is lacking in regard to ability/genre/time period. Poor understanding of stylistic elements in relation to repertoire. Relationship to time period is inappropriate. 	
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	
.5	With help, a partial utilization at the 2.0 skill but not the 3.0 skill	
0.0	Even with help, no understanding or skill demonstrated	

Goal: Technique		
Proficiency Scale		Tasks
4.0	The student: <ul style="list-style-type: none"> All notes & rhythms perfectly executed. Beautiful tone. Posture consistently excellent. 	
3.5	No major errors or omissions regarding 3.0 content and partial knowledge of the 4.0 content	
3.0	The student: <ul style="list-style-type: none"> Most notes & rhythms executed correctly. Good tone. Good posture held through most of performance. 	
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
2.0	The student: <ul style="list-style-type: none"> Notes & rhythms somewhat correctly, Tone inconsistent. Posture inconsistent. 	
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	
.5	With help, a partial utilization at the 2.0 skill but not the 3.0 skill	
0.0	Even with help, no understanding or skill demonstrated	

Goal: Membership		
Proficiency Scale		Tasks
4.0	The student: <ul style="list-style-type: none"> Dynamics & phrasing interpreted precisely throughout concert, Articulation performed throughout as reflected in music/genre/composer intent, timbre appropriate to context & consistent with ensemble, mood appropriate to changing pieces in concert, appropriate sense of ensemble awareness throughout concert. 	
	3.5 No major errors or omissions regarding 3.0 content and partial knowledge of the 4.0 content	
3.0	The student: <ul style="list-style-type: none"> Dynamics & phrasing interpreted well throughout concert, Articulation performed somewhat consistently in relation to music/genre/composer intent, timbre often appropriate to context & consistent with ensemble, mood appropriate to most pieces in concert, good sense of ensemble awareness throughout concert. 	
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
2.0	The student: <ul style="list-style-type: none"> Dynamics & phrasing interpreted occasionally throughout concert, Articulation performed somewhat in relation to music/genre/composer intent, timbre somewhat related to context & consistent with ensemble, mood seldom appropriate to changing pieces in concert, and little sense of ensemble awareness throughout concert. 	
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	
	.5 With help, a partial utilization at the 2.0 skill but not the 3.0 skill	
0.0	Even with help, no understanding or skill demonstrated	

Applied Technology

<i>Program Goal</i>	<i>Emerging 0-----2.0</i>	<i>Proficient 2.5-----3.0</i>	<i>Advanced 3.5-----4.0</i>
Students develop original products and processes using tools and technology.	The student: <ul style="list-style-type: none"> Develops an original product based on an existing template or model 	The student: <ul style="list-style-type: none"> Develops original products and processes using tools and technology without use of a template or pre-existing form. 	The student: <ul style="list-style-type: none"> Develops original products and processes through synthesis of multiple sources, or by design of a model that can be used by others, or is multi-functional.
Students contribute, participate, share and interact with peers, project teams, experts, or others	The student: <ul style="list-style-type: none"> Participates, contribute and collaborates with peers, project teams, experts, or others with prompting and teacher direction. 	The student: <ul style="list-style-type: none"> Actively participates, contribute and collaborate with peers, project teams, experts, or others without prompting. 	The student: <ul style="list-style-type: none"> Actively participate, contribute and collaborate with peers, project teams, experts, or others, in a self-directed manner, both inside and outside the classroom.
<i>Students exchange information and ideas effectively to/with multiple audiences using a variety of media and interactive formats</i>	The student: <ul style="list-style-type: none"> Communicates information and ideas effectively to peers using media and formats with prompting and teacher direction. 	The student: <ul style="list-style-type: none"> Communicates information and ideas effectively to peers and teachers using a variety of student-selected media and formats with a feedback component. 	The student: <ul style="list-style-type: none"> Communicates information and ideas effectively to an authentic audience with an interactive component, using a variety of student-selected media and formats.
<i>Students collect and analyze evidence that is pertinent to a topic from a variety of relevant, validated sources.</i>	The student: <ul style="list-style-type: none"> Collects evidence that is pertinent to a topic from a pre-determined set of sources with minor errors 	The student: <ul style="list-style-type: none"> Collects evidence that is pertinent to a topic from a variety of relevant and validated sources. 	The student: <ul style="list-style-type: none"> Publish relevant, validated evidence to a public archive or database for cataloguing and future reference.
<i>Students use appropriate tools and resources to explore problems and make informed decisions.</i>	The student: <ul style="list-style-type: none"> Uses teacher-defined tools and resources to explore problems and make informed decisions. 	The student: <ul style="list-style-type: none"> Uses appropriate tools and resources to explore problems and make informed decisions. 	The student: <ul style="list-style-type: none"> Uses appropriate tools and resources to explore problems, make informed decisions Communicates findings to an authentic audience.
<i>Student demonstrates responsible use of physical and digital resources, shared media, and information.</i>	The student: <ul style="list-style-type: none"> Demonstrates responsible use of physical and digital resources, shared media, information with prompting 	The student: <ul style="list-style-type: none"> Demonstrates responsible use of physical and digital resources, shared media, and information without prompting. 	The student: <ul style="list-style-type: none"> Adds value to the physical and digital resources, shared media, and information.
<i>Students select and use tools, peripherals, or applications effectively and productively</i>	The student: <ul style="list-style-type: none"> 	The student: <ul style="list-style-type: none"> 	The student: <ul style="list-style-type: none">

Goal: Students develop original products and processes using tools and technology.		
Proficiency Scale		Tasks
4.0	The student: <ul style="list-style-type: none"> Develops original products and processes through synthesis of multiple sources, or by design of a model that can be used by others, or is multi-functional. 	
	3.5 No major errors or omissions regarding 3.0 content and partial knowledge of the 4.0 content	
3.0	The student: <ul style="list-style-type: none"> Develops original products and processes using tools and technology without use of a template or pre-existing form. 	
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
2.0	The student: <ul style="list-style-type: none"> Develops an original product based on an existing template or model 	
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	
	.5 With help, a partial utilization at the 2.0 skill but not the 3.0 skill	
0.0	Even with help, no understanding or skill demonstrated	

Goal: Students contribute, participate, share and interact with peers, project teams, experts, or others		
Proficiency Scale		Tasks
4.0	The student: <ul style="list-style-type: none"> Actively participate, contribute and collaborate with peers, project teams, experts, or others, in a self-directed manner, both inside and outside the classroom. 	
	3.5 No major errors or omissions regarding 3.0 content and partial knowledge of the 4.0 content	
3.0	The student: <ul style="list-style-type: none"> Actively participates, contribute and collaborate with peers, project teams, experts, or others without prompting. 	
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
2.0	The student: <ul style="list-style-type: none"> Participates, contribute and collaborates with peers, project teams, experts, or others with prompting and teacher direction. 	
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	
	.5 With help, a partial utilization at the 2.0 skill but not the 3.0 skill	
0.0	Even with help, no understanding or skill demonstrated	

Goal: Students exchange information and ideas effectively to/with multiple audiences using a variety of media and interactive formats		
Proficiency Scale		Tasks
4.0	The student: <ul style="list-style-type: none"> Communicates information and ideas effectively to an authentic audience with an interactive component, using a variety of student-selected media and formats. 	
3.5	No major errors or omissions regarding 3.0 content and partial knowledge of the 4.0 content	
3.0	The student: <ul style="list-style-type: none"> Communicates information and ideas effectively to peers and teachers using a variety of student-selected media and formats with a feedback component. 	
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
2.0	The student: <ul style="list-style-type: none"> Communicates information and ideas effectively to peers using media and formats with prompting and teacher direction. 	
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	
.5	With help, a partial utilization at the 2.0 skill but not the 3.0 skill	
0.0	Even with help, no understanding or skill demonstrated	

Goal: Students collect and analyze evidence that is pertinent to a topic from a variety of relevant, validated sources.		
Proficiency Scale		Tasks
4.0	The student: <ul style="list-style-type: none"> Publish relevant, validated evidence to a public archive or database for cataloguing and future reference. 	
3.5	No major errors or omissions regarding 3.0 content and partial knowledge of the 4.0 content	
3.0	The student: <ul style="list-style-type: none"> Communicates information and ideas effectively to peers and teachers using a variety of student-selected media and formats with a feedback component. 	
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
2.0	The student: <ul style="list-style-type: none"> Collects evidence that is pertinent to a topic from a pre-determined set of sources with minor errors 	
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	
.5	With help, a partial utilization at the 2.0 skill but not the 3.0 skill	
0.0	Even with help, no understanding or skill demonstrated	

Goal: <i>Students use appropriate tools and resources to explore problems and make informed decisions.</i>		
Proficiency Scale		Tasks
4.0	The student: <ul style="list-style-type: none"> Uses appropriate tools and resources to explore problems, make informed decisions Communicates findings to an authentic audience. 	
	3.5 No major errors or omissions regarding 3.0 content and partial knowledge of the 4.0 content	
3.0	The student: <ul style="list-style-type: none"> Uses appropriate tools and resources to explore problems and make informed decisions. 	
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
2.0	The student: <ul style="list-style-type: none"> Uses teacher-defined tools and resources to explore problems and make informed decisions. 	
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	
	.5 With help, a partial utilization at the 2.0 skill but not the 3.0 skill	
0.0	Even with help, no understanding or skill demonstrated	

Goal: <i>Student demonstrates responsible use of physical and digital resources, shared media, and information.</i>		
Proficiency Scale		Tasks
4.0	The student: <ul style="list-style-type: none"> Adds value to the physical and digital resources, shared media, and information. 	
	3.5 No major errors or omissions regarding 3.0 content and partial knowledge of the 4.0 content	
3.0	The student: <ul style="list-style-type: none"> Demonstrates responsible use of physical and digital resources, shared media, and information without prompting. 	
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
2.0	The student: <ul style="list-style-type: none"> Demonstrates responsible use of physical and digital resources, shared media, information with prompting 	
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	
	.5 With help, a partial utilization at the 2.0 skill but not the 3.0 skill	
0.0	Even with help, no understanding or skill demonstrated	

Goal: <i>Students select and use tools, peripherals, or applications effectively and productively</i>		
Proficiency Scale		Tasks
4.0	The student: •	
	3.5 No major errors or omissions regarding 3.0 content and partial knowledge of the 4.0 content	
3.0	The student: •	
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
2.0	The student: •	
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	
	.5 With help, a partial utilization at the 2.0 skill but not the 3.0 skill	
0.0	Even with help, no understanding or skill demonstrated	

Physical Education

<i>Program Goal</i>	<i>Emerging 0-----2.0</i>	<i>Proficient 2.5-----3.0</i>	<i>Advanced 3.5-----4.0</i>
Knowledge of movement patterns, simple to complex	The student: <ul style="list-style-type: none"> Defines simple and complex movement patterns 	The student: <ul style="list-style-type: none"> Relates simple to complex movement patterns and recognizes shared simple and complex movement patterns in two or more contexts 	The student: <ul style="list-style-type: none"> Transfers knowledge of simple to complex movement patterns in multiple contexts and is able to extend the concepts to a higher level of abstraction
Performances of movement patterns simple to complex	The student: <ul style="list-style-type: none"> Performs simple to complex movement patterns in closed environments, and does not yet perform the movement patterns in an authentic context. 	The student: <ul style="list-style-type: none"> Performs simple to complex movement patterns in different contexts in increasingly open environments. 	The student: <ul style="list-style-type: none"> Performs complex movement patterns in open environments, and in situation with high levels of distraction. For example, the student can perform the increasingly complex patterns that make up advanced performances and can perform the movement pattern against a defender in a game situation.
Knowledge of the 6 skill-related components of fitness	The student: <ul style="list-style-type: none"> Defines all skill-related components of fitness but does not yet identify relationships between them 	The student: <ul style="list-style-type: none"> Differentiates between the various skill-related components of fitness. Relates skill-related components of fitness as well as their relationship to different activities. Analyzes the various components within a specific activity as well as how those movements relate to other activities 	The student: <ul style="list-style-type: none"> Transfers knowledge of the skill-related components of fitness into an authentic scenario and is able to generalize the concepts to a higher level of understanding
Performance of the six skill-related components of fitness	The student: <ul style="list-style-type: none"> Performs all six skill-related components of fitness in closed environments 	The student: <ul style="list-style-type: none"> Combines and applies the six skill-related components of fitness in a controlled environment. 	The student: <ul style="list-style-type: none"> Performs the six skill-related components of fitness in an open environment and is able to selectively apply the skill-related components of fitness to achieve high levels of performance
Knowledge of feedback types to support learning and enhance performance	The student: <ul style="list-style-type: none"> Defines the Feedback types: Prescriptive, Descriptive, Program and Parameter 	The student: <ul style="list-style-type: none"> Understands the relationship between different types of feedback and how they can support learning and enhance performance 	The student: <ul style="list-style-type: none"> Applies knowledge of feedback types for use in multiple contexts to support learning and enhance performance

Understanding the five components of health-related fitness (flexibility, body composition, muscular strength, muscular endurance, and cardiovascular endurance)	The student: <ul style="list-style-type: none"> Identifies and defines the five components of health-related fitness in isolation 	The student: <ul style="list-style-type: none"> Relates the five fitness components to overall health and performances in a variety of contexts 	The student: <ul style="list-style-type: none"> Transfers knowledge of the five components of health-related fitness in multiple contexts and extends the concepts to a higher level of abstraction
Use and analyze scientifically based data and protocols to assess oneself and set goals in each of the five components of health-related physical fitness	The student: <ul style="list-style-type: none"> Defines current fitness levels in each of the five components of health-related fitness 	The student: <ul style="list-style-type: none"> Relates current fitness levels to scientifically based data and outlines a plan to use data to assess self in all 5 components of fitness 	The student: <ul style="list-style-type: none"> Assesses effectiveness of plan and adjusts goals once achieved
Improve and maintain physical health independently according to the Principles of Fitness	The student: <ul style="list-style-type: none"> Defines the Principles of Fitness including the basic principles of physical activity (overload, progression, specificity), the FITT formula (Frequency, Intensity, Time and Type), and body types (ectomorph, mesomorph, and endomorph) 	The student: <ul style="list-style-type: none"> Relates the Principles of Fitness (as indicated in column to the left) to personal fitness levels, physical characteristics, and goals in order to improve and maintain physical health 	The student: <ul style="list-style-type: none"> Applies Principles of Fitness (as indicated) in order to create sustainable fitness plan, independently adjusting physical fitness activity levels
Knowledge of the critical elements of essential nutrients and their relationship to healthy eating	The student: <ul style="list-style-type: none"> Defines the essential nutrients; carbs, fat, protein, water, vitamins and minerals 	The student: <ul style="list-style-type: none"> Relates each essential nutrient to healthy eating 	The student: <ul style="list-style-type: none"> Transfers knowledge of the essential nutrients to needs and preference throughout life
Assessing valid information about healthy food to make informed nutritional choices	The student: <ul style="list-style-type: none"> Defines current reliable healthy nutritional sources 	The student: <ul style="list-style-type: none"> Identifies relationships between current health related research and healthy nutritional choices 	The student: <ul style="list-style-type: none"> Transfers knowledge of accessing valid information about healthy foods into a balanced nutritional plan
Knowledge of accepting personal responsibility to maintain a physically and emotionally safe and non-threatening learning environment	The student: <ul style="list-style-type: none"> Defines “personal responsibility” and characteristics of an “emotionally” safe and “physically” safe “learning environment” 	The student: <ul style="list-style-type: none"> Relates physically and emotionally safe and non-threatening learning environment to responsible personal and social behaviors 	The student: <ul style="list-style-type: none"> Transfers their understanding of establishing a safe learning environment through responsible behaviors and is able to generalize concepts to a higher level of abstraction
Application of accepting personal responsibility to maintain a physically and emotionally safe and non-threatening learning environment	The student: <ul style="list-style-type: none"> Demonstrates personal responsibility to maintain a <u>physically</u> safe and non-threatening learning environment 	The student: <ul style="list-style-type: none"> Within a physically safe environment, demonstrates personal responsibility to maintain an <u>emotionally</u> safe and non-threatening learning environment 	The student: <ul style="list-style-type: none"> Demonstrates personal responsibility to maintain physically and emotionally safe and non-threatening learning environments in a variety of learning situations
Knowledge of psychological benefits derived from regular participation in physical activity	The student: <ul style="list-style-type: none"> Defines the mental & emotional benefits derived from regular participation in physical activity 	The student: <ul style="list-style-type: none"> Defines the mental & emotional benefits derived from regular participation in physical activity 	The student: <ul style="list-style-type: none"> Transfers their understanding of the mental and emotional benefits derived from regular participation in physical activity and is able to generalize concepts to a higher level of abstraction.

Explain and analyze the role of growth mindset, self-motivation, and determination in achieving personal satisfaction from challenging physical endeavors	The student: <ul style="list-style-type: none">Identifies the role of self-motivation in achieving personal satisfaction from challenging physical endeavors.	The student: <ul style="list-style-type: none">Analyzes the role of self-motivation in achieving personal satisfaction from challenging physical endeavors.	The student: <ul style="list-style-type: none">Evaluates the role of self-motivation in achieving personal satisfaction from challenging physical endeavors.
Identify leadership skills, perform planned leadership assignments, and assume spontaneous leadership roles.	The student: <ul style="list-style-type: none">Defines and identifies leadership skills.	The student: <ul style="list-style-type: none">Models leadership skills.	The student: <ul style="list-style-type: none">Assumes spontaneous leadership roles.
Demonstrate collaborative, supportive and inclusive behaviors towards individuals of our diverse world.	The student: <ul style="list-style-type: none">Defines “collaborative”, “supportive” and “inclusive” behaviors in isolation.	The student: <ul style="list-style-type: none">Relates “collaborative, supportive and inclusive behaviors” with experiences on a team.	The student: <ul style="list-style-type: none">Extends understanding of the importance of collaborative, supportive and inclusive behavior.
Recognize and respond appropriately to emergency situations on land and in the water, using knowledge of First Aid/CPR and water safety.	The student: <ul style="list-style-type: none">Recognizes emergency situation and understands the emergency action steps Check, Call, Care.	The student: <ul style="list-style-type: none">Dramatizes appropriate responses to emergency situations.	The student: <ul style="list-style-type: none">Applies knowledge of First Aid/CPR in order to recognize and respond appropriately to emergency situations on land and in the water.
Demonstrate independent learning of a movement skill	The student: <ul style="list-style-type: none">Identifies a personal goal associated with the learning of a movement skill	The student: <ul style="list-style-type: none">Practices the skill and modifies approaches to improve performance	The student: <ul style="list-style-type: none">Teaches/critiques a movement skill.
Analyze movement through the lens of biomechanics	We need to identify specific biomechanical principles to address here in order to assess this eventually		
Knowledge of biomechanics to achieve advanced performance	The student: <ul style="list-style-type: none">Defines leverage, force, inertia, rotary motion, and opposition in isolation	The student: <ul style="list-style-type: none">Relates principles to improved performances	The student: <ul style="list-style-type: none">Extends understanding of biomechanical principles employed in advanced performances in a variety of contexts

Goal: Knowledge of movement patterns, simple to complex		
Proficiency Scale		Tasks
4.0	The student: <ul style="list-style-type: none"> Transfers knowledge of simple to complex movement patterns in multiple contexts and is able to extend the concepts to a higher level of abstraction 	
3.5	No major errors or omissions regarding 3.0 content and partial knowledge of the 4.0 content	
3.0	The student: <ul style="list-style-type: none"> Relates simple to complex movement patterns and recognizes shared simple and complex movement patterns in two or more contexts 	
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
2.0	The student: <ul style="list-style-type: none"> Defines simple and complex movement patterns 	
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	
.5	With help, a partial utilization at the 2.0 skill but not the 3.0 skill	
0.0	Even with help, no understanding or skill demonstrated	

Goal: Performances of movement patterns simple to complex		
Proficiency Scale		Tasks
4.0	The student: <ul style="list-style-type: none"> Performs complex movement patterns in open environments, and in situations with high levels of distraction. For example, the student can perform the increasingly complex patterns that make up advanced performances and can perform the movement pattern against a defender in a game situation. 	
	3.5 No major errors or omissions regarding 3.0 content and partial knowledge of the 4.0 content	
3.0	The student: <ul style="list-style-type: none"> Performs simple to complex movement patterns in different contexts in increasingly open environments. 	
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
2.0	The student: <ul style="list-style-type: none"> Performs simple to complex movement patterns in closed environments, and does not yet perform the movement patterns in an authentic context. 	
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	
	.5 With help, a partial utilization at the 2.0 skill but not the 3.0 skill	
0.0	Even with help, no understanding or skill demonstrated	

Goal: Knowledge of the 6 skill-related components of fitness		
Proficiency Scale		Tasks
4.0	The student: <ul style="list-style-type: none"> Transfers knowledge of simple to complex movement patterns in multiple contexts and is able to extend the concepts to a higher level of abstraction 	
	3.5 No major errors or omissions regarding 3.0 content and partial knowledge of the 4.0 content	
3.0	The student: <ul style="list-style-type: none"> Relates simple to complex movement patterns and recognizes shared simple and complex movement patterns in two or more contexts 	
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
2.0	The student: <ul style="list-style-type: none"> Defines simple and complex movement patterns 	
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	
	.5 With help, a partial utilization at the 2.0 skill but not the 3.0 skill	
0.0	Even with help, no understanding or skill demonstrated	

Goal: Performance of the six skill-related components of fitness		
Proficiency Scale		Tasks
4.0	The student: <ul style="list-style-type: none"> Performs the six skill-related components of fitness in an open environment and is able to selectively apply the skill-related components of fitness to achieve higher levels of performance 	
3.5	No major errors or omissions regarding 3.0 content and partial knowledge of the 4.0 content	
3.0	The student: <ul style="list-style-type: none"> Combines and applies the six skill-related components of fitness in a controlled environment. 	
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
2.0	The student: <ul style="list-style-type: none"> Performs all six skill-related components of fitness in closed environments 	
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	
.5	With help, a partial utilization at the 2.0 skill but not the 3.0 skill	
0.0	Even with help, no understanding or skill demonstrated	

Goal: Knowledge of feedback types to support learning and enhance performance		
Proficiency Scale		Tasks
4.0	The student: <ul style="list-style-type: none"> Applies knowledge of feedback types for use in multiple contexts to support learning and enhance performance 	
3.5	No major errors or omissions regarding 3.0 content and partial knowledge of the 4.0 content	
3.0	The student: <ul style="list-style-type: none"> Understands the relationship between different types of feedback and how they can support learning and enhance performance 	
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
2.0	The student: <ul style="list-style-type: none"> Defines the Feedback types: Prescriptive, Descriptive, Program and Parameter 	
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	
.5	With help, a partial utilization at the 2.0 skill but not the 3.0 skill	
0.0	Even with help, no understanding or skill demonstrated	

Goal: Understanding the five components of health-related fitness (flexibility, body composition, muscular strength, muscular endurance, and cardiovascular endurance)		
Proficiency Scale		Tasks
4.0	The student: <ul style="list-style-type: none"> Transfers knowledge of the five components of health-related fitness in multiple contexts and extends the concepts to a higher level of abstraction 	
	3.5 No major errors or omissions regarding 3.0 content and partial knowledge of the 4.0 content	
3.0	The student: <ul style="list-style-type: none"> Relates the five fitness components to overall health and performances in a variety of contexts 	
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
2.0	The student: <ul style="list-style-type: none"> Identifies and defines the five components of health-related fitness in isolation 	
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	
	.5 With help, a partial utilization at the 2.0 skill but not the 3.0 skill	
0.0	Even with help, no understanding or skill demonstrated	

Goal: Use and analyze scientifically based data and protocols to assess oneself and set goals in each of the five components of health-related physical fitness		
Proficiency Scale		Tasks
4.0	The student: <ul style="list-style-type: none"> Assesses effectiveness of plan and adjusts goals once achieved 	
	3.5 No major errors or omissions regarding 3.0 content and partial knowledge of the 4.0 content	
3.0	The student: <ul style="list-style-type: none"> Relates current fitness levels to scientifically based data and outlines a plan to use data to assess self in all 5 components of fitness 	
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
2.0	The student: <ul style="list-style-type: none"> Defines current fitness levels in each of the five components of health-related fitness 	
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	
	.5 With help, a partial utilization at the 2.0 skill but not the 3.0 skill	
0.0	Even with help, no understanding or skill demonstrated	

Goal: Improve and maintain physical health independently according to the Principles of Fitness		
Proficiency Scale		Tasks
4.0	The student: <ul style="list-style-type: none"> Applies Principles of Fitness (as indicated) in order to create a sustainable fitness plan, independently adjusting physical fitness activity levels 	
	3.5 No major errors or omissions regarding 3.0 content and partial knowledge of the 4.0 content	
3.0	The student: <ul style="list-style-type: none"> Relates the Principles of Fitness (as indicated in column to the left) to personal fitness levels, physical characteristics, and goals in order to improve and maintain physical health 	
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
2.0	The student: <ul style="list-style-type: none"> Defines the Principles of Fitness including the basic principles of physical activity (overload, progression, specificity), the FITT formula (Frequency, Intensity, Time and Type), and body types (ectomorph, mesomorph, and endomorph) 	
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	
	.5 With help, a partial utilization at the 2.0 skill but not the 3.0 skill	
0.0	Even with help, no understanding or skill demonstrated	

Goal: Knowledge of the critical elements of essential nutrients and their relationship to healthy eating		
Proficiency Scale		Tasks
4.0	The student: <ul style="list-style-type: none"> Transfers knowledge of the essential nutrients to needs and preferences throughout life 	
	3.5 No major errors or omissions regarding 3.0 content and partial knowledge of the 4.0 content	
3.0	The student: <ul style="list-style-type: none"> Relates each essential nutrient to healthy eating 	
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
2.0	The student: <ul style="list-style-type: none"> Defines the essential nutrients; carbs, fat, protein, water, vitamins and minerals 	
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	
	.5 With help, a partial utilization at the 2.0 skill but not the 3.0 skill	
0.0	Even with help, no understanding or skill demonstrated	

Goal: Assessing valid information about healthy food to make informed nutritional choices		
Proficiency Scale		Tasks
4.0	The student: <ul style="list-style-type: none"> Transfers knowledge of accessing valid information about healthy foods into a balanced nutritional plan 	
3.5	No major errors or omissions regarding 3.0 content and partial knowledge of the 4.0 content	
3.0	The student: <ul style="list-style-type: none"> Identifies relationships between current health related research and healthy nutritional choices 	
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
2.0	The student: <ul style="list-style-type: none"> Defines current reliable healthy nutritional sources 	
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	
.5	With help, a partial utilization at the 2.0 skill but not the 3.0 skill	
0.0	Even with help, no understanding or skill demonstrated	

Goal: Knowledge of accepting personal responsibility to maintain a physically and emotionally safe and non-threatening learning environment		
Proficiency Scale		Tasks
4.0	The student: <ul style="list-style-type: none"> Transfers their understanding of establishing a safe learning environment through responsible behaviors and is able to generalize concepts to a higher level of abstraction 	
3.5	No major errors or omissions regarding 3.0 content and partial knowledge of the 4.0 content	
3.0	The student: <ul style="list-style-type: none"> Relates physically and emotionally safe and non-threatening learning environment to responsible personal and social behaviors 	
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
2.0	The student: <ul style="list-style-type: none"> Defines “personal responsibility” and characteristics of an “emotionally” and “physically” safe “learning environment” 	
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	
.5	With help, a partial utilization at the 2.0 skill but not the 3.0 skill	
0.0	Even with help, no understanding or skill demonstrated	

Goal: Application of accepting personal responsibility to maintain a physically and emotionally safe and non-threatening learning environment		
Proficiency Scale		Tasks
4.0	The student: <ul style="list-style-type: none"> Demonstrates personal responsibility to maintain physically and emotionally safe and non-threatening learning environments in a variety of learning situations 	
	3.5 No major errors or omissions regarding 3.0 content and partial knowledge of the 4.0 content	
3.0	The student: <ul style="list-style-type: none"> Within a physically safe environment, demonstrates personal responsibility to maintain an <u>emotionally</u> safe and non-threatening learning environment 	
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
2.0	The student: <ul style="list-style-type: none"> Demonstrates personal responsibility to maintain a <u>physically</u> safe and non-threatening learning environment 	
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	
	.5 With help, a partial utilization at the 2.0 skill but not the 3.0 skill	
0.0	Even with help, no understanding or skill demonstrated	

Goal: Knowledge of psychological benefits derived from regular participation in physical activity		
Proficiency Scale		Tasks
4.0	The student: <ul style="list-style-type: none"> Transfers their understanding of the mental and emotional benefits derived from regular participation in physical activity and is able to generalize concepts to a higher level of abstraction. 	
	3.5 No major errors or omissions regarding 3.0 content and partial knowledge of the 4.0 content	
3.0	The student: <ul style="list-style-type: none"> Defines the mental & emotional benefits derived from regular participation in physical activity 	
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
2.0	The student: <ul style="list-style-type: none"> Defines the mental & emotional benefits derived from regular participation in physical activity 	
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	
	.5 With help, a partial utilization at the 2.0 skill but not the 3.0 skill	
0.0	Even with help, no understanding or skill demonstrated	

Goal: Explain and analyze the role of growth mindset, self-motivation, and determination in achieving personal satisfaction from challenging physical endeavors		
Proficiency Scale		Tasks
4.0	The student: <ul style="list-style-type: none"> Evaluates the role of self-motivation in achieving personal satisfaction from challenging physical endeavors. 	
	3.5 No major errors or omissions regarding 3.0 content and partial knowledge of the 4.0 content	
3.0	The student: <ul style="list-style-type: none"> Defines the mental & emotional benefits derived from regular participation in physical activity 	
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
2.0	The student: <ul style="list-style-type: none"> Identifies the role of self-motivation in achieving personal satisfaction from challenging physical endeavors. 	
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	
	.5 With help, a partial utilization at the 2.0 skill but not the 3.0 skill	
0.0	Even with help, no understanding or skill demonstrated	

Goal: Identify leadership skills, perform planned leadership assignments, and assume spontaneous leadership roles.		
Proficiency Scale		Tasks
4.0	The student: <ul style="list-style-type: none"> Assumes spontaneous leadership roles. 	
	3.5 No major errors or omissions regarding 3.0 content and partial knowledge of the 4.0 content	
3.0	The student: <ul style="list-style-type: none"> Models leadership skills 	
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
2.0	The student: <ul style="list-style-type: none"> Defines and identifies leadership skills. 	
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	
	.5 With help, a partial utilization at the 2.0 skill but not the 3.0 skill	
0.0	Even with help, no understanding or skill demonstrated	

Goal: Demonstrate collaborative, supportive and inclusive behaviors towards individuals of our diverse world.		
Proficiency Scale		Tasks
4.0	The student: <ul style="list-style-type: none"> Extends understanding of the importance of collaborative, supportive and inclusive behavior. 	
3.5	No major errors or omissions regarding 3.0 content and partial knowledge of the 4.0 content	
3.0	The student: <ul style="list-style-type: none"> Relates “collaborative, supportive and inclusive behaviors” with experiences on a team. 	
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
2.0	The student: <ul style="list-style-type: none"> Defines “collaborative”, “supportive” and “inclusive” behaviors in isolation. 	
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	
.5	With help, a partial utilization at the 2.0 skill but not the 3.0 skill	
0.0	Even with help, no understanding or skill demonstrated	

Goal: Recognize and respond appropriately to emergency situations on land and in the water, using knowledge of First Aid/CPR and water safety.		
Proficiency Scale		Tasks
4.0	The student: <ul style="list-style-type: none"> Applies knowledge of First Aid/CPR in order to recognize and respond appropriately to emergency situations on land and in the water. 	
3.5	No major errors or omissions regarding 3.0 content and partial knowledge of the 4.0 content	
3.0	The student: <ul style="list-style-type: none"> Dramatizes appropriate responses to emergency situations. 	
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
2.0	The student: <ul style="list-style-type: none"> Recognizes emergency situation and understands the emergency action steps Check, Call, Care. 	
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	
.5	With help, a partial utilization at the 2.0 skill but not the 3.0 skill	
0.0	Even with help, no understanding or skill demonstrated	

Goal: Demonstrate independent learning of a movement skill		
Proficiency Scale		Tasks
4.0	The student: <ul style="list-style-type: none"> Teaches/critiques a movement skill. 	
	3.5 No major errors or omissions regarding 3.0 content and partial knowledge of the 4.0 content	
3.0	The student: <ul style="list-style-type: none"> Practices the skill and modifies approaches to improve performance 	
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
2.0	The student: <ul style="list-style-type: none"> Identifies a personal goal associated with the learning of a movement skill 	
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	
	.5 With help, a partial utilization at the 2.0 skill but not the 3.0 skill	
0.0	Even with help, no understanding or skill demonstrated	

Goal: Analyze movement through the lens of biomechanics		
Proficiency Scale		Tasks
4.0	The student: <ul style="list-style-type: none"> 	
	3.5 No major errors or omissions regarding 3.0 content and partial knowledge of the 4.0 content	
3.0	The student: <ul style="list-style-type: none"> We need to identify specific biomechanical principles to address here in order to assess this eventually 	
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
2.0	The student: <ul style="list-style-type: none"> 	
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	
	.5 With help, a partial utilization at the 2.0 skill but not the 3.0 skill	
0.0	Even with help, no understanding or skill demonstrated	

Goal: Knowledge of biomechanics to achieve advanced performance		
Proficiency Scale		Tasks
4.0	The student: <ul style="list-style-type: none"> Extends understanding of biomechanical principles employed in advanced performances in a variety of contexts 	
	3.5 No major errors or omissions regarding 3.0 content and partial knowledge of the 4.0 content	
3.0	The student: <ul style="list-style-type: none"> Relates principles to improved performances 	
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
2.0	The student: <ul style="list-style-type: none"> Defines leverage, force, inertia, rotary motion, and opposition in isolation 	
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	
	.5 With help, a partial utilization at the 2.0 skill but not the 3.0 skill	
0.0	Even with help, no understanding or skill demonstrated	

Science

<i>Program Goal</i>	<i>Emerging 0-----2.0</i>	<i>Proficient 2.5-----3.0</i>	<i>Advanced 3.5-----4.0</i>
Investigation and Experimentation	The student: <ul style="list-style-type: none"> Identifies the steps of the scientific method. Uses scientific equipment appropriate to a given task. Reads data tables and graphs. Identifies the variables of an experiment. Conducts an experiment from a given set of procedures properly. 	The student: <ul style="list-style-type: none"> Distinguishes between scientific and non-scientific claims. Researches and cites relevant information from appropriate scientific sources. Creates and interprets data tables and graphs. Determines central tendency and variation in a data set. Designs a controlled experiment in response to a specific scientific question/problem. Analyzes the results of an experiment, evaluate the hypothesis and draw valid conclusions. 	The student: <ul style="list-style-type: none"> Independently and collaboratively designs conducts and quantitatively analyzes an experiment.
Matter Cycles	The student: <ul style="list-style-type: none"> Defines the law of conservation of matter. Defines and provides examples of biogeochemical cycles. Identifies human activities that impact biogeochemical cycles. 	The student: <ul style="list-style-type: none"> Uses the law of conservation of matter to explain a biogeochemical cycle. Describes how human activities impact a biogeochemical cycle. 	The student: <ul style="list-style-type: none"> Describes the chemical changes that occur from one stage of the cycle to another. Proposes strategies to mitigate human caused disruptions to a biogeochemical cycle (e.g. organic farming, install scrubbers in smoke stacks).
Energy Flow	The student: <ul style="list-style-type: none"> Defines and provides an example of the first law of thermodynamics (energy conversions). Defines and provides an example of the second law of thermodynamics (energy loss/inefficiency). Identifies different forms of energy, including mechanical, light, chemical, nuclear, and heat. Identifies renewable and nonrenewable energy resources used by humans. 	The student: <ul style="list-style-type: none"> Performs simple calculations for energy conversions and energy efficiency. Explains energy transformations and the loss of useful energy that occur as internal heat energy flows through Earth's systems. Explains energy transformations and the loss of useful energy that occur as incoming solar energy flows through Earth's systems. Explains energy transformations and the loss of useful energy that occur as humans use specific energy resources. 	The student: <ul style="list-style-type: none"> Traces the specific energy transformations, both qualitatively and quantitatively, that occur between human energy use and the ultimate source – either solar or internal heat – of that energy. Evaluates the relative costs and benefits of a specific human energy resource and make predictions about future use of that resource.

Interconnected Spheres	<p>The student:</p> <ul style="list-style-type: none"> Describes the role of radiation, conduction, and convection in the transfer of heat. Identifies the structure and composition of Earth's geosphere. Identifies the structure and composition of the hydrosphere. Identifies the structure and composition of the atmosphere. 	<p>The student:</p> <ul style="list-style-type: none"> Describes the properties of the geosphere and how these properties affect its structure. Explains the relationship between the structure of the geosphere and plate tectonics. Explains that temperature, salinity and density affect the structure and composition of the hydrosphere. Interprets the structure and composition of the atmosphere as it impacts weather and climate. Identifies and describes the interaction between the spheres at a specific location. 	<p>The student:</p> <p>Uses current trends in plate tectonics to predict the future geologic activity.</p> <p>Predicts how changes in temperature, salinity and density affect the structure and composition of the hydrosphere.</p> <p>Predicts how change in the structure and composition of the atmosphere affects weather and climate.</p>
Astronomy	<p>The student:</p> <ul style="list-style-type: none"> Defines: Big Bang, Nuclear fusion Identifies the planets in our solar system. Identifies the stages of a star's life cycle. Describes the structure of the Milky Way galaxy and Earth's location within it. 	<p>The student:</p> <ul style="list-style-type: none"> Describes the evidence for an expanding universe. Explains how stars, including the Sun, are formed and powered by nuclear reactions. Describes what the evidence from Earth and Moon rocks indicates about the formation of the solar system. Describes the similarities and differences between the Earth and Moon and other planets/ moons in our solar system. 	<p>The student:</p> <ul style="list-style-type: none"> Explains why small rocky planets are formed in the inner solar system and gas giants are found further from the sun. Uses emission spectra data or other data to determine the composition of a star and infer its life stage. Describes alternative theories about the behavior of the universe.
Levels of Organization	<p>The student:</p> <ul style="list-style-type: none"> Explains that cells act as building blocks to living things. Explains that macromolecules act as building blocks to cells. Defines: protein, carbohydrate, lipid, and nucleic acid Lists the functions of cellular organelles. 	<p>The student:</p> <ul style="list-style-type: none"> Describes protein synthesis and its relationship to cellular activity. Describes photosynthesis and its relationship to cellular activity. Describes cellular respiration and its relationship to cellular activity. Demonstrates how cellular organelles and macromolecules work to accomplish specific functions within a cell. 	<p>The student:</p> <ul style="list-style-type: none"> Predicts the effect of enzymes on cellular activity in varied environmental conditions. Explains the role of specific macromolecules in the homeostatic function of cellular membranes. Compares and contrasts the biochemical processes that drive photosynthesis and cellular respiration.
Homeostasis.	<p>The student:</p> <ul style="list-style-type: none"> Describes basic structure and function of a specific body system. Defines and give an example of homeostasis. Defines and give examples of stimuli from both the internal and external environments. 	<p>The student:</p> <ul style="list-style-type: none"> Demonstrates how two or more vertebrate organ systems maintain homeostasis in response to an internal stimulus. Demonstrates how two or more vertebrate organ systems maintain homeostasis in response to an external stimulus. 	<p>The student:</p> <ul style="list-style-type: none"> Compares and contrasts negative and positive feedback mechanisms. Describes how a specific genetic disease affects the maintenance of homeostasis.

Sexual Reproduction, Genetics and Evolution	The student: <ul style="list-style-type: none"> Defines: Meiosis, Haploid, Diploid Gamete, Allele, Gene, and Chromosomes Explains that genes are located on chromosomes. Describes the complete dominance pattern of genetic inheritance. Solves monohybrid crosses. 	The student: <ul style="list-style-type: none"> Distinguishes between different patterns of genetic inheritance. Solves genetic problems related to all patterns of genetic inheritance. Explains the process of meiosis, including crossing over and independent assortment. Describes the relationship between genetic variation and natural selection. 	The student: <ul style="list-style-type: none"> Describe the errors in meiosis that lead to specific genetic disorders. Explains the relationship between meiosis and dihybrid crosses.
Populations	The student: <ul style="list-style-type: none"> Defines: Immigration, Emigration Limiting factors, Carrying capacity, Exponential growth, Logistic growth and Growth rate Explains that populations are affected by their environment. Provides examples of limiting factors. Graphs population data. 	The student: <ul style="list-style-type: none"> Distinguishes between and provide examples of density-dependent and density-independent limiting factors. Describes the impact limiting factors have on population size and growth rate. Describes the relationship between carrying capacity and limiting factors. Calculates and interprets population growth rates. Interprets graphical models of population change. 	The student: <ul style="list-style-type: none"> Analyzes how developments in science and technology – such as agriculture, medicine or resource availability – impact the human population. Calculates growth rates to predict future population size.
Ecology	The student: <ul style="list-style-type: none"> Defines: Ecosystems, Biotic, Abiotic, Trophic levels, Producer Consumer, Decomposer, Food Web/Food Pyramid, Climatograms Distinguishes between and provides examples of abiotic and biotic factors Draws a food chain from a given set of organisms Describes an example of human impact on an ecosystem 	The student: <ul style="list-style-type: none"> Describes the relative abundance of organisms in different trophic levels of an ecosystem. Explains the interactions between organisms in different trophic levels of an ecosystem. Infers the abiotic factors of an ecosystem by examining the organisms that live there. Infers the types of organisms that are likely to live in a given location by examining the abiotic factors in that ecosystem. Explains the role and impact of human activity in a given ecosystem. 	The student: <ul style="list-style-type: none"> Predicts changes to an ecosystem's structure if the current human activity continues and if it changes.
Genetics, Traits and Evolution	The student: <ul style="list-style-type: none"> Explains that changes in DNA (mutation, recombination) plays a role in evolution. Explains that DNA and traits are related. Defines: variation, mutation, homology, vestigial structure Interprets simple cladograms. 	The student: <ul style="list-style-type: none"> Explains the relationship between changes in DNA structure, an organism's traits, and evolution. Analyzes differences in DNA and protein sequences to infer evolutionary relationships. Analyzes structural differences from both living and extinct organisms to infer evolutionary relationships. Constructs cladograms to represent evolutionary relationships. 	The student: <ul style="list-style-type: none"> Uses a molecular clock to construct a cladogram. Uses multiple types of evidence (molecular and organismal) to evaluate competing evolutionary hypotheses.

Mechanisms of Evolution	The student: <ul style="list-style-type: none"> Defines: Evolution, Variation Genes, Natural selection, Genetic drift, Fitness, and Mutation Explains that populations of organisms possess a variety of genes and traits. 	The student: <ul style="list-style-type: none"> Demonstrates the relationship between natural selection and evolution. Demonstrate the relationship between genetic drift and evolution. Compare and contrast natural selection and genetic drift, including specific examples of each. 	The student: <ul style="list-style-type: none"> Analyzes the evolutionary processes involved in a case study and subsequently make predictions about evolutionary outcomes.
Atoms and Molecules	The student: <ul style="list-style-type: none"> Distinguishes between physical and chemical properties and their changes. Distinguishes between protons, neutrons and electrons in terms of charge and location in the atom. Distinguishes between a neutral atom and an ion. Explains that molecules are formed from atoms bonding. 	The student: <ul style="list-style-type: none"> Describes the relationship between the atomic and molecular structure and the chemical and physical properties of a given type of matter. Describes how electrons are involved in covalent and ionic bonding and provide an example of each. Distinguishes between exothermic and endothermic chemical reactions and provide an example of each. Explains the relationship between the chemical and physical properties of a type of matter and its usefulness as a resource. 	The student: <ul style="list-style-type: none"> Makes predictions about the bonding properties of an atom. Describes patterns among the groups in the periodic table of elements. Compares the usefulness of two related resources in terms of their chemical and physical properties.
Chemistry of Life	The student: <ul style="list-style-type: none"> Knows that carbon, hydrogen, nitrogen, oxygen, phosphorus, and sulfur are the most abundant elements in proteins, carbohydrates, lipids, and nucleic acids. Knows the monomers of proteins, carbohydrates, and nucleic acids. 	The student: <ul style="list-style-type: none"> Describes the chemical properties of carbon and its relationship to proteins, carbohydrates, lipids, and nucleic acids. Describes the structure, properties, and functions of proteins, carbohydrates, lipids, and nucleic acids. 	The student: <ul style="list-style-type: none"> Distinguishes among different types of proteins, carbohydrates, or nucleic acids and their functions. Matches the structural formulas of monomers to proteins, carbohydrates, lipids, or nucleic acids. Describes the chemical reactions involved in synthesizing and decomposing proteins, carbohydrates, lipids, or nucleic acids.
Newton's Laws of Motion	The student: <ul style="list-style-type: none"> Defines Newton's Laws of Motion. Knows that gravity is a universal and fundamental force. Distinguishes between mass and weight. Performs basic unit conversion using metric units. 	The student: <ul style="list-style-type: none"> Describes the relationships between force, acceleration, and mass. Describes the relationship between mass, gravity, and weight. Performs calculations involving Newton's laws of motion. Describes how Newton's Laws apply to a particular situation. 	The student: <ul style="list-style-type: none"> Analyzes the forces involved in a particular situation and predict the result of changes in those forces.

Waves	The student:	The student:	The student:
	<ul style="list-style-type: none"> Distinguishes between a mechanical wave and electromagnetic wave and provide examples of each. Defines: wavelength, frequency, and amplitude Knows that waves transfer energy. Knows the sequence of electromagnetic waves, by wavelength, in the electromagnetic spectrum. Knows the units used to measure wavelength, frequency, and amplitude. 	<ul style="list-style-type: none"> Explains and provide examples of mechanical waves that occur in the geosphere, atmosphere, and hydrosphere. Describes the relationship between the properties of an electromagnetic waves and their position on the electromagnetic spectrum. Describes the relationship between wavelength, frequency, and amplitude. Performs calculations involving wavelength, frequency, and amplitude. 	<ul style="list-style-type: none"> Analyzes and make predictions about wave behavior in response to varying conditions. Identifies the source of a mechanical wave and explain the effects of the resulting wave. Identifies the source of an electromagnetic wave and explain the effects of the resulting wave.

Goal: Investigation and Experimentation: <i>Science is a way of knowing about who we are and where we live. Scientists work by observation and experimentation. Students will ask questions, design experiments, conduct experiments, analyze data, and report conclusions as part of a scientific investigation.</i>		
Proficiency Scale		Tasks
4.0	The student: <ul style="list-style-type: none"> Independently and collaboratively designs conducts and quantitatively analyzes an experiment. 	
3.5	No major errors or omissions regarding 3.0 content and partial knowledge of the 4.0 content	
3.0	The student: <ul style="list-style-type: none"> Distinguishes between scientific and non-scientific claims. Researches and cites relevant information from appropriate scientific sources. Creates and interprets data tables and graphs. Determines central tendency and variation in a data set. Designs a controlled experiment in response to a specific scientific question/problem. Analyzes the results of an experiment, evaluate the hypothesis and draw valid conclusions. 	
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
2.0	The student: <ul style="list-style-type: none"> Identifies the steps of the scientific method. Uses scientific equipment appropriate to a given task. Reads data tables and graphs. Identifies the variables of an experiment. Conducts an experiment from a given set of procedures properly. 	
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	
.5	With help, a partial utilization at the 2.0 skill but not the 3.0 skill	
0.0	Even with help, no understanding or skill demonstrated	

Goal: Matter Cycles: *Earth is a series of interconnected systems that change over time. One group of systems involves the cycling of matter. Students will follow a specific type of matter (i.e water, carbon, nitrogen) through an entire biogeochemical cycle, including an analysis of human interactions with that cycle.*

Proficiency Scale		Tasks
4.0	The student: <ul style="list-style-type: none"> Describes the chemical changes that occur from one stage of the cycle to another. Proposes strategies to mitigate human caused disruptions to a biogeochemical cycle (e.g. organic farming, install scrubbers in smoke stacks). 	
	3.5 No major errors or omissions regarding 3.0 content and partial knowledge of the 4.0 content	
3.0	The student: <ul style="list-style-type: none"> Uses the law of conservation of matter to explain a biogeochemical cycle. Describes how human activities impact a biogeochemical cycle. 	
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
2.0	The student: <ul style="list-style-type: none"> Defines the law of conservation of matter. Defines and provides examples of biogeochemical cycles. Identifies human activities that impact biogeochemical cycles. 	
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	
	.5 With help, a partial utilization at the 2.0 skill but not the 3.0 skill	
0.0	Even with help, no understanding or skill demonstrated	

Goal: Energy Flow: *Earth is a series of interconnected systems that change over time. One group of systems involves the flow of energy. Students will describe the flow of energy through a variety of transformations that involve internal heat energy from the Earth, incoming solar energy and human energy use.*

Proficiency Scale		Tasks
4.0	The student: <ul style="list-style-type: none"> Traces the specific energy transformations, both qualitatively and quantitatively, that occur between human energy use and the ultimate source – either solar or internal heat – of that energy. Evaluates the relative costs and benefits of a specific human energy resource and make predictions about future use of that resource. 	
	3.5 No major errors or omissions regarding 3.0 content and partial knowledge of the 4.0 content	
3.0	The student: <ul style="list-style-type: none"> Performs simple calculations for energy conversions and energy efficiency. Explains energy transformations and the loss of useful energy that occur as internal heat energy flows through Earth's systems. Explains energy transformations and the loss of useful energy that occur as incoming solar energy flows through Earth's systems. Explains energy transformations and the loss of useful energy that occur as humans use specific energy resources. 	
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
2.0	The student: <ul style="list-style-type: none"> Defines and provides an example of the first law of thermodynamics (energy conversions). Defines and provides an example of the second law of thermodynamics (energy loss/inefficiency). Identifies different forms of energy, including mechanical, light, chemical, nuclear, and heat. Identifies renewable and nonrenewable energy resources used by humans. 	
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	
	.5 With help, a partial utilization at the 2.0 skill but not the 3.0 skill	
0.0	Even with help, no understanding or skill demonstrated	

Goal: Interconnected Spheres: *Earth is a series of interconnected systems that change over time. One group of systems involves the different 'spheres' – geosphere, hydrosphere, atmosphere and biosphere. Students will understand the structure/composition of each sphere and they will analyze the interaction between these spheres at a specific location on the Earth's surface.*

Proficiency Scale		Tasks
4.0	The student: <ul style="list-style-type: none"> • Uses current trends in plate tectonics to predict the future geologic activity. • Predicts how changes in temperature, salinity and density affect the structure and composition of the hydrosphere. • Predicts how change in the structure and composition of the atmosphere affects weather and climate. 	
3.5	No major errors or omissions regarding 3.0 content and partial knowledge of the 4.0 content	
3.0	The student: <ul style="list-style-type: none"> • Describes the properties of the geosphere and how these properties affect its structure. • Explains the relationship between the structure of the geosphere and plate tectonics. • Explains that temperature, salinity and density affect the structure and composition of the hydrosphere. • Interprets the structure and composition of the atmosphere as it impacts weather and climate. • Identifies and describes the interaction between the spheres at a specific location. 	
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
2.0	The student: <ul style="list-style-type: none"> • Describes the role of radiation, conduction, and convection in the transfer of heat. • Identifies the structure and composition of Earth's geosphere. • Identifies the structure and composition of the hydrosphere. • Identifies the structure and composition of the atmosphere. 	
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	
.5	With help, a partial utilization at the 2.0 skill but not the 3.0 skill	
0.0	Even with help, no understanding or skill demonstrated	

Goal: Astronomy: *Earth is part of a larger series of systems that change over time – the solar system, galaxy, and universe. Students will understand and explain the Earth's place within these systems and within the evolution of those systems.*

Proficiency Scale		Tasks
4.0	The student: <ul style="list-style-type: none"> Explains why small rocky planets are formed in the inner solar system and gas giants are found further from the sun. Uses emission spectra data or other data to determine the composition of a star and infer its life stage. Describes alternative theories about the behavior of the universe. 	
	3.5 No major errors or omissions regarding 3.0 content and partial knowledge of the 4.0 content	
3.0	The student: <ul style="list-style-type: none"> Describes the evidence for an expanding universe. Explains how stars, including the Sun, are formed and powered by nuclear reactions. Describes what the evidence from Earth and Moon rocks indicates about the formation of the solar system. Describes the similarities and differences between the Earth and Moon and other planets/ moons in our solar system. 	
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
2.0	The student: <ul style="list-style-type: none"> Defines: Big Bang, Nuclear fusion Identifies the planets in our solar system. Identifies the stages of a star's life cycle. Describes the structure of the Milky Way galaxy and Earth's location within it. 	
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	
	.5 With help, a partial utilization at the 2.0 skill but not the 3.0 skill	
0.0	Even with help, no understanding or skill demonstrated	

Goal: Levels of Organization: *Living organisms are complex structures with interconnected levels of organization. Students will analyze the interactions between the biochemical and cellular levels of organization in a specific organism.*

Proficiency Scale		Tasks
4.0	The student: <ul style="list-style-type: none"> Predicts the effect of enzymes on cellular activity in varied environmental conditions. Explains the role of specific macromolecules in the homeostatic function of cellular membranes. Compares and contrasts the biochemical processes that drive photosynthesis and cellular respiration. 	
3.5	No major errors or omissions regarding 3.0 content and partial knowledge of the 4.0 content	
3.0	The student: <ul style="list-style-type: none"> Describes protein synthesis and its relationship to cellular activity. Describes photosynthesis and its relationship to cellular activity. Describes cellular respiration and its relationship to cellular activity. Demonstrates how cellular organelles and macromolecules work to accomplish specific functions within a cell. 	
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
2.0	The student: <ul style="list-style-type: none"> Explains that cells act as building blocks to living things. Explains that macromolecules act as building blocks to cells. Defines: protein, carbohydrate, lipid, and nucleic acid Lists the functions of cellular organelles. 	
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	
.5	With help, a partial utilization at the 2.0 skill but not the 3.0 skill	
0.0	Even with help, no understanding or skill demonstrated	

Goal: Homeostasis: *Living organisms are complex structures that respond to their environment. Organisms maintain homeostasis by adjusting to changes in both their internal and external environments. Students will explain a specific example of homeostasis.*

Proficiency Scale		Tasks
4.0	The student: <ul style="list-style-type: none"> Compares and contrasts negative and positive feedback mechanisms. Describes how a specific genetic disease affects the maintenance of homeostasis. 	
3.5	No major errors or omissions regarding 3.0 content and partial knowledge of the 4.0 content	
3.0	The student: <ul style="list-style-type: none"> Demonstrates how two or more vertebrate organ systems maintain homeostasis in response to an internal stimulus. Demonstrates how two or more vertebrate organ systems maintain homeostasis in response to an external stimulus. 	
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
2.0	The student: <ul style="list-style-type: none"> Describes basic structure and function of a specific body system. Defines and give an example of homeostasis. Defines and give examples of stimuli from both the internal and external environments. 	
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	
.5	With help, a partial utilization at the 2.0 skill but not the 3.0 skill	
0.0	Even with help, no understanding or skill demonstrated	

Goal: Sexual Reproduction, Genetics and Evolution: *Sexual reproduction results in offspring that are similar, but not identical to, their parents. Students will understand how both the similarities and differences are produced and how the differences are important to evolution.*

Proficiency Scale		Tasks
4.0	The student: <ul style="list-style-type: none"> Describe the errors in meiosis that lead to specific genetic disorders. Explains the relationship between meiosis and dihybrid crosses. 	
	3.5 No major errors or omissions regarding 3.0 content and partial knowledge of the 4.0 content	
3.0	The student: <ul style="list-style-type: none"> Distinguishes between different patterns of genetic inheritance. Solves genetic problems related to all patterns of genetic inheritance. Explains the process of meiosis, including crossing over and independent assortment. Describes the relationship between genetic variation and natural selection. 	
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
2.0	The student: <ul style="list-style-type: none"> Defines: Meiosis, Haploid, Diploid, Gamete, Allele, Gene, and Chromosomes Explains that genes are located on chromosomes. Describes the complete dominance pattern of genetic inheritance. Solves monohybrid crosses. 	
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	
	.5 With help, a partial utilization at the 2.0 skill but not the 3.0 skill	
0.0	Even with help, no understanding or skill demonstrated	

Goal: Populations: *A population is a group of individuals of the same species that live in a similar geographical area. These populations grow or shrink in response to factors both within and outside of the population. Students will make predictions about the change in population size when given a specific set of these factors.*

Proficiency Scale		Tasks
4.0	The student: <ul style="list-style-type: none"> Analyzes how developments in science and technology – such as agriculture, medicine or resource availability – impact the human population. Calculates growth rates to predict future population size. 	
3.5	No major errors or omissions regarding 3.0 content and partial knowledge of the 4.0 content	
3.0	The student: <ul style="list-style-type: none"> Distinguishes between and provide examples of density-dependent and density-independent limiting factors. Describes the impact limiting factors have on population size and growth rate. Describes the relationship between carrying capacity and limiting factors. Calculates and interprets population growth rates. Interprets graphical models of population change. 	
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
2.0	The student: <ul style="list-style-type: none"> Defines:Immigration,Emigration, Limiting factors, Carrying capacity, Exponential growth, Logistic growth and Growth rate Explains that populations are affected by their environment. Provides examples of limiting factors. Graphs population data. 	
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	
.5	With help, a partial utilization at the 2.0 skill but not the 3.0 skill	
0.0	Even with help, no understanding or skill demonstrated	

Goal: Ecology: *Living organisms interact with other living organisms and with non-living aspects of their environment. Students will analyze these biotic and abiotic relationships within a given ecosystem, including the specific role of humans in that ecosystem.*

Proficiency Scale		Tasks
4.0	The student: <ul style="list-style-type: none"> Predicts changes to an ecosystem's structure if the current human activity continues and if it changes. 	
	3.5 No major errors or omissions regarding 3.0 content and partial knowledge of the 4.0 content	
3.0	The student: <ul style="list-style-type: none"> Describes the relative abundance of organisms in different trophic levels of an ecosystem. Explains the interactions between organisms in different trophic levels of an ecosystem. Infers the abiotic factors of an ecosystem by examining the organisms that live there. Infers the types of organisms that are likely to live in a given location by examining the abiotic factors in that ecosystem. Explains the role and impact of human activity in a given ecosystem. 	
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
2.0	The student: <ul style="list-style-type: none"> Defines: Ecosystems, Biotic, Abiotic, Trophic levels, Producer Consumer, Decomposer, Food Web/Food Pyramid, Climatograms Distinguishes between and provides examples of abiotic and biotic factors Draws a food chain from a given set of organisms Describes an example of human impact on an ecosystem 	
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	
	.5 With help, a partial utilization at the 2.0 skill but not the 3.0 skill	
0.0	Even with help, no understanding or skill demonstrated	

Goal: Genetics, Traits and Evolution: *Groups of living organisms change over time. These evolutionary changes occur at both the molecular/genetic and organismal levels of organization. Students will interpret evidence from each level of organization to explain a specific example of evolutionary change.*

Proficiency Scale		Tasks
4.0	The student: <ul style="list-style-type: none"> Uses a molecular clock to construct a cladogram. Uses multiple types of evidence (molecular and organismal) to evaluate competing evolutionary 	
3.5	No major errors or omissions regarding 3.0 content and partial knowledge of the 4.0 content	
3.0	The student: <ul style="list-style-type: none"> Explains the relationship between changes in DNA structure, an organism's traits, and evolution. Analyzes differences in DNA and protein sequences to infer evolutionary relationships. Analyzes structural differences from both living and extinct organisms to infer evolutionary relationships. Constructs cladograms to represent evolutionary relationships. 	
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
2.0	The student: <ul style="list-style-type: none"> Explains that changes in DNA (mutation, recombination) plays a role in evolution. Explains that DNA and traits are related. Defines: variation, mutation, homology, vestigial structure Interprets simple cladograms. 	
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	
.5	With help, a partial utilization at the 2.0 skill but not the 3.0 skill	
0.0	Even with help, no understanding or skill demonstrated	

Goal: Mechanisms of Evolution: *Groups of living organisms change over time. This evolutionary change occurs as a result of several different processes. Students will compare and contrast evolution by natural selection and evolution by genetic drift, as well as providing specific examples of each process.*

Proficiency Scale		Tasks
4.0	The student: <ul style="list-style-type: none"> Analyzes the evolutionary processes involved in a case study and subsequently make predictions about evolutionary outcomes. 	
3.5	No major errors or omissions regarding 3.0 content and partial knowledge of the 4.0 content	
3.0	The student: <ul style="list-style-type: none"> Demonstrates the relationship between natural selection and evolution. Demonstrate the relationship between genetic drift and evolution. Compare and contrast natural selection and genetic drift, including specific examples of each. 	
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
2.0	The student: <ul style="list-style-type: none"> Defines: Evolution, Variation Genes, Natural selection, Genetic drift, Fitness, and Mutation Explains that populations of organisms possess a variety of genes and traits. 	
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	
.5	With help, a partial utilization at the 2.0 skill but not the 3.0 skill	
0.0	Even with help, no understanding or skill demonstrated	

Goal: Atoms and Molecules: *The fundamental structures of matter influence the properties and reactions of all living and physical systems. Students will describe the structure of matter at the atomic and molecular levels. They will explain how different types of matter serve as resources for humans.*

Proficiency Scale		Tasks
4.0	The student: <ul style="list-style-type: none"> Makes predictions about the bonding properties of an atom. Describes patterns among the groups in the periodic table of elements. Compares the usefulness of two related resources in terms of their chemical and physical properties. 	
3.5	No major errors or omissions regarding 3.0 content and partial knowledge of the 4.0 content	
3.0	The student: <ul style="list-style-type: none"> Describes the relationship between the atomic and molecular structure and the chemical and physical properties of a given type of matter. Describes how electrons are involved in covalent and ionic bonding and provide an example of each. Distinguishes between exothermic and endothermic chemical reactions and provide an example of each. Explains the relationship between the chemical and physical properties of a type of matter and its usefulness as a resource. 	
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
2.0	The student: <ul style="list-style-type: none"> Distinguishes between physical and chemical properties and their changes. Distinguishes between protons, neutrons and electrons in terms of charge and location in the atom. Distinguishes between a neutral atom and an ion. Explains that molecules are formed from atoms bonding. 	
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	
.5	With help, a partial utilization at the 2.0 skill but not the 3.0 skill	
0.0	Even with help, no understanding or skill demonstrated	

Goal: Chemistry of Life: *Living systems are made of carbon-based molecules and have fundamental structures. Students will be able to identify and describe the important structures, properties and uses of molecules such as proteins, carbohydrates, lipids and nucleic acids.*

Proficiency Scale		Tasks
4.0	The student: <ul style="list-style-type: none"> Distinguishes among different types of proteins, carbohydrates, or nucleic acids and their functions. Matches the structural formulas of monomers to proteins, carbohydrates, lipids, or nucleic acids. Describes the chemical reactions involved in synthesizing and decomposing proteins, carbohydrates, lipids, or nucleic acids. 	
3.5	No major errors or omissions regarding 3.0 content and partial knowledge of the 4.0 content	
3.0	The student: <ul style="list-style-type: none"> Describes the chemical properties of carbon and its relationship to proteins, carbohydrates, lipids, and nucleic acids. Describes the structure, properties, and functions of proteins, carbohydrates, lipids, and nucleic acids. 	
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
2.0	The student: <ul style="list-style-type: none"> Knows that carbon, hydrogen, nitrogen, oxygen, phosphorus, and sulfur are the most abundant elements in proteins, carbohydrates, lipids, and nucleic acids. Knows the monomers of proteins, carbohydrates, and nucleic acids 	
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	
.5	With help, a partial utilization at the 2.0 skill but not the 3.0 skill	
0.0	Even with help, no understanding or skill demonstrated	

Goal: Newton's Laws of Motion: *Objects in the universe move and interact in predictable ways. These movements and interactions can be understood using Newton's laws. Students will calculate, analyze, and predict the motion of individual objects, as well as how multiple objects interact in a system.*

Proficiency Scale		Tasks
4.0	The student: <ul style="list-style-type: none"> Analyzes the forces involved in a particular situation and predict the result of changes in those forces. 	
3.5	No major errors or omissions regarding 3.0 content and partial knowledge of the 4.0 content	
3.0	The student: <ul style="list-style-type: none"> Describes the relationships between force, acceleration, and mass. Describes the relationship between mass, gravity, and weight. Performs calculations involving Newton's laws of motion. Describes how Newton's Laws apply to a particular situation. 	
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
2.0	The student: <ul style="list-style-type: none"> Defines Newton's Laws of Motion. Knows that gravity is a universal and fundamental force. Distinguishes between mass and weight. Performs basic unit conversion using metric units. 	
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	
.5	With help, a partial utilization at the 2.0 skill but not the 3.0 skill	
0.0	Even with help, no understanding or skill demonstrated	

Goal: Waves: *Waves are one way to transfer energy from one location to another. There are different types of waves, including mechanical and electromagnetic waves. Students will distinguish between different types of waves. They will describe the characteristics of waves and explain how variations in these characteristics affect the energy of waves.*

Proficiency Scale		Tasks
4.0	The student: <ul style="list-style-type: none"> Analyzes and make predictions about wave behavior in response to varying conditions. Identifies the source of a mechanical wave and explain the effects of the resulting wave. Identifies the source of an electromagnetic wave and explain the effects of the resulting wave. 	
3.5	No major errors or omissions regarding 3.0 content and partial knowledge of the 4.0 content	
3.0	The student: <ul style="list-style-type: none"> Explains and provide examples of mechanical waves that occur in the geosphere, atmosphere, and hydrosphere. Describes the relationship between the properties of an electromagnetic waves and their position on the electromagnetic spectrum. Describes the relationship between wavelength, frequency, and amplitude. Performs calculations involving wavelength, frequency, and amplitude. 	
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
2.0	The student: <ul style="list-style-type: none"> Distinguishes between a mechanical wave and electromagnetic wave and provide examples of each. Defines: wavelength, frequency, and amplitude Knows that waves transfer energy. Knows the sequence of electromagnetic waves, by wavelength, in the electromagnetic spectrum. Knows the units used to measure wavelength, frequency, and amplitude.	
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	
.5	With help, a partial utilization at the 2.0 skill but not the 3.0 skill	
0.0	Even with help, no understanding or skill demonstrated	

Social Studies

<i>Program Goal</i>	<i>Emerging 0-----2.0</i>	<i>Proficient 2.5-----3.0</i>	<i>Advanced 3.5-----4.0</i>
World Cultures and Geography: Cultural convergence and human interaction with the environment	The student: <ul style="list-style-type: none"> Predicts/analyzes possible outcomes of cultural convergence or environmental interaction for new case studies based on themes/lessons learned from class case studies 	The student: <ul style="list-style-type: none"> Explains causes and effects of different ways that cultures converge with each other and interact with the environment 	The student: <ul style="list-style-type: none"> Predicts/analyzes possible outcomes of cultural convergence or environmental interaction for new case studies based on themes/lessons learned from class case studies
World Cultures and Geography: Ethnocentricity and cultural bias shape our perceptions of the behaviors and traditions of other cultures	The student: <ul style="list-style-type: none"> Defines ethnocentrism and identifies examples of cultural bias. Recognizes an example of one's own ethnocentrism. 	The student: <ul style="list-style-type: none"> Analyzes how their own ethnocentric bias influences perceptions and behaviors of other cultures 	The student: <ul style="list-style-type: none"> Analyzes perspectives on current and past events through points of view of different participants
World Cultures and Geography: Culture develops as a result of human needs and concerns	The student: <ul style="list-style-type: none"> Identifies 7 elements of culture Identifies how basic human needs in a society are addressed 	The student: <ul style="list-style-type: none"> Explains with specific examples how the culture of a society develops in response to human needs and concerns of that society covered in class 	The student: <ul style="list-style-type: none"> Compares analytically the development of societies in response to their human needs/concerns to other societies
World Cultures and Geography: Culture is often shaped by the natural environment	The student: <ul style="list-style-type: none"> Describes examples of 7 elements of culture for a given place Defines with examples the 5 Themes of Physical Geography for a given place 	The student: <ul style="list-style-type: none"> Explains how elements of the natural environment of a place influence the culture of its inhabitants 	The student: <ul style="list-style-type: none"> Analyzes environmental effects on cultures for places not covered explicitly in class
World History: The Industrial Revolution- Occurring at different rates in different parts of the world, industrialization had positive and negative consequences which irreversibly affected nations and the international community as a whole	The student: <ul style="list-style-type: none"> Understands why this period has been called the "Gilded Age" and what the underlying challenges were Identifies ways in which the problems of the Gilded Age led to the Progressive Era Identifies what types of reform took place during the Progressive Era 	The student: <ul style="list-style-type: none"> Analyzes the causes, characteristics, and effects of the Industrial Revolution 	The student: <ul style="list-style-type: none"> Evaluates the extent to which the IR instigated both innovation and imperialism; Applies cause/effects of Industrial Revolution to present day cases of industrialization; Analyzes different dynamics of industrialization worldwide; Evaluates pros & cons of Industrialization with regard to society
World History: Political Revolutions- Political revolutions in France, the United States and many Latin American countries changed traditional sources of power and structures of authority as well as redefined the individual's role in society	The student: <ul style="list-style-type: none"> Understands the causes (ideological, economic, social and political) of the French Revolution Understands the successes and failures of the FR 	The student: <ul style="list-style-type: none"> Analyzes the ideas, factors, conditions and goals that led to the French Revolution and one other political revolution 	The student: <ul style="list-style-type: none"> Applies key concepts of French Revolution to another political revolution; OR Assesses/predicts contemporary sources of Revolution; OR Explores different historical interpretations of the French Revolution; OR Engages in an in-depth exploration of the dynamics of the French Revolution (political clubs; phases; extension under Napoleon)
World History: Imperialism- The industrialized nations' desire for abundant resources and new markets for their goods coupled with feelings of cultural superiority (such as Social Darwinism), and increased military power allowed for and encouraged imperial expansion. Imperialism had lasting positive and negative effects.	The student: <ul style="list-style-type: none"> Understands the political, economic and social reasons that European countries took over other nations. 	The student: <ul style="list-style-type: none"> Analyzes the causes, characteristics, and effects of 19th century European imperialism, making evaluations of specific countries' imperialistic actions 	The student: <ul style="list-style-type: none"> Analyzes historians' written assessments of the era and draw conclusions and infer possible outcomes as they relate to similar geopolitical actions today; OR Analyzes the present day legacy of imperialism in at least one region of the world; OR Applies lessons of imperialism to the contemporary global economy; OR Evaluates the positive AND negative effects of Imperialism

World History: WWI-The long term causes of WWI included: militarism, the system of alliances, imperialism and nationalism. Total war; including new technology, the expansion of government, and the inclusion of the home-front forever changed the nature of war. The Treaty of Versailles was a flawed peace treaty	The student: <ul style="list-style-type: none"> Identifies causes of WWI and understands the human impact of WWI 	The student: <ul style="list-style-type: none"> Explains inter-connected causes of WWI (M.A.I.N.) and Analyzes the characteristics, and effects of WWI 	The student: <ul style="list-style-type: none"> Analyzes historians' written assessments of the era and draw conclusions and infer possible outcomes as they relate to similar geopolitical actions today; OR Analyzes the present day legacy of imperialism in at least one region of the world; OR Applies lessons of imperialism to the contemporary global economy; OR Evaluates the positive AND negative effects of Imperialism
World History: WWII- The failure of appeasement coupled with aggressive totalitarian dictators led to WWII. 20th Century technological advancements resulted in mass destruction of soldiers and civilians alike. Racist ideologies permitted genocide of unprecedented scale	The student: <ul style="list-style-type: none"> Identifies the characteristics of totalitarian governments and how their expansionist policies sparked WWII Identifies the main players in the war; understands human impact of the war 	The student: <ul style="list-style-type: none"> Analyzes the causes, characteristics, and human costs of WWII and the Holocaust 	The student: <ul style="list-style-type: none"> Evaluates the role of ideology in the justification of WWII; OR Applies lessons of the Holocaust to the contemporary world. OR Applies lessons of WWII (such as appeasement, isolationism or weapons of mass destruction) to contemporary world conflicts.
World History Post WWII Era- The Cold War dominated international policy for many countries of the world after WWII.	The student: <ul style="list-style-type: none"> Identifies the origins of the Cold War and understands motivations of both sides 	The student: <ul style="list-style-type: none"> Analyzes economic, political and social transformations post WWII in the global arena beyond the US 	The student: <ul style="list-style-type: none"> Evaluates the lessons of countries' struggle for independence; OR Applies lessons of countries' struggle for independence to the contemporary world; OR Evaluates the contemporary legacy of the Cold War; OR Evaluates consequences of the collapse of the Soviet Union; OR Evaluates the social and political implications of the spread of democracy after the Cold War
US History: Progressive Era reforms addressed the problems generated by the Gilded Age	The student: <ul style="list-style-type: none"> Understands why this period has been called the "Gilded Age" and what the underlying challenges were. Identifies ways in which the problems of the Gilded Age led to the Progressive Era. Identifies what types of reform took place during the Progressive Era 	The student: <ul style="list-style-type: none"> Explains how reforms of the Progressive Era addressed problems of the Gilded Age and evaluate the extent to which those reforms were progressive 	The student: <ul style="list-style-type: none"> Evaluates the effectiveness of political reforms such as the 19th Amendment on social problems such as alcohol abuse
US History: The US Age of Imperialism directly impacted US involvement in WWI	The student: <ul style="list-style-type: none"> Understands why and where the US pursued an expansionist foreign policy in the period 1890-1920 Identifies major consequences of US foreign policy in the period 1890-1920 	The student: <ul style="list-style-type: none"> Explains the relationship between US acts of imperialism between 1898 and 1916 and the US involvement in WWI 	The student: <ul style="list-style-type: none"> Evaluates the relationship between US foreign policy from 1898 to 1914 and the rise of the United States as a global power by 1919
US History: The 1920s in the US were shaped by specific social, political and economic circumstances	The student: <ul style="list-style-type: none"> Identifies major social political and economic trends of the 1920s Distinguishes between trends that were based on traditional values and those that represented modern ideals 	The student: <ul style="list-style-type: none"> Explains and analyzes the social, political, and economic forces that shaped American society in the 1920s 	The student: <ul style="list-style-type: none"> Evaluates the extent to which the societal conflicts such as those with regard to science or religion were a result of the clash between traditional ideals and modern beliefs
US History: The role of the government in the US transitioned during the Great Depression	The student: <ul style="list-style-type: none"> Identifies causes and effects of the Great Depression 	The student: <ul style="list-style-type: none"> Explains the transition in the role of government that was exemplified during the Great Depression 	The student: <ul style="list-style-type: none"> Evaluates the impact of Roosevelt's New Deal policies on the economy and society

US History: WWII had a dramatic economic, social and political impact on the domestic landscape	The student: <ul style="list-style-type: none"> Understands why the US joined the allied war effort in WWII Understands the impacts of US participation in WWII militarily and politically Identifies social and economic impacts of WWII on the home front 	The student: <ul style="list-style-type: none"> Explains and analyzes the economic, social and political impact of WWII on the domestic landscape 	The student: <ul style="list-style-type: none"> Explains why the war had long term effects on society but shorter term economic benefits And/or Explains why the war created new political problems
US History: The Cold War dominated US Foreign policy and had domestic ramifications	The student: <ul style="list-style-type: none"> Understands how the Cold War shaped US foreign policy Identifies domestic ramifications of the Cold War 	The student: <ul style="list-style-type: none"> Analyzes the origins, characteristics, and geopolitical consequences (foreign and domestic) of the Cold War 	The student: <ul style="list-style-type: none"> Evaluates the detailed relationships among elements that characterized the Cold War such as US interventions abroad in describing the political, social and economic policies and geopolitical consequences (foreign and domestic) of the Cold War
US History: The Civil Rights movement was a result of unfulfilled promises of the Civil War and Reconstruction, as well as modern social, political and economic conditions in the US during the 1950s and 1960s	The student <ul style="list-style-type: none"> Identifies the social, political and economic problems that faced marginalized groups of Americans in the mid-20th Century. Understands how civil rights activists made progress meeting these challenges 	The student <ul style="list-style-type: none"> Explains the causes (including unfulfilled promises of the Civil War and Reconstruction) and effects of the Civil Rights Movement 	The student <ul style="list-style-type: none"> Evaluates the causes of and impact of the Civil Rights Movement in today's society, OR Compares and contrasts African-American attainment of civil rights with one other social movement in the 21st century
US Government: The federal government is limited by principles which are meant to check power in order to promote order and guarantee civil liberties	The student <ul style="list-style-type: none"> Defines federalism, judicial review, popular sovereignty, checks, and civil rights 	The student <ul style="list-style-type: none"> Explains how the federal government uses federalism, judicial review, popular sovereignty, explicit powers and checks to promote order and guarantee civil rights and civil liberties 	The student <ul style="list-style-type: none"> Applies the principles of federalism, judicial review, popular sovereignty, explicit power and checks to past and current problems and issues in policy making
US Government: The US government is made up of 3 branches each with distinct responsibilities and powers	The student: <ul style="list-style-type: none"> Identifies the expressed and implied powers of the legislative, judicial and executive branches of government Defines and identifies: checks of each branch on other branches, role of the media as a check, elections as a check, implied and explicit powers, commerce clause, commander-in-chief, judicial review, presidential and judicial precedence 	The student: <ul style="list-style-type: none"> Explains the role and duties of each of the three branches of the federal government and how they interact in the democratic process. Recognizes and provide examples of implied powers as opposed to explicit powers of the executive and legislative branches 	The student: <ul style="list-style-type: none"> Evaluates the legitimacy of executive power by the legislative, judicial or executive branch as measured against the words and intentions of the Constitution
Economics	The student: <ul style="list-style-type: none"> Defines or give examples of: scarcity, opportunity cost/benefit, cost-benefit analysis, incentives, externalities and trade-offs, economic goals and economic systems 	The student: <ul style="list-style-type: none"> Identifies and explains the connections between the basic economic concepts of scarcity, opportunity cost/benefit, cost-benefit analysis, incentives, externalities and trade-offs 	The student: <ul style="list-style-type: none"> Given an economic dilemma, analyzes the dilemma using basic economic concepts and draw and justify conclusions to the dilemma using these theories and concepts. <i>The economic dilemma can be a real world dilemma or a personal decision making dilemma</i> Analyzes and evaluates how different economic systems solve economic problems Illustrates how the actions of one person can create a direct or indirect cost or benefit to others in the economy

Economics: Economic trends can be explained by factors of the market such as supply and demand	The student: <ul style="list-style-type: none"> Identifies the laws of supply and demand Defines price, profit and equilibrium Identifies the determinants of supply and demand vs. change in price distinguishes between shortage & surplus 	The student: <ul style="list-style-type: none"> Explains how the interaction of buyers and sellers affects price, supply and demand, and labor in a variety of domestic and global markets, including detailed explanation of the determinants of supply and demand to a graph Explains traditional (GDP, unemployment, inflation) as well as nontraditional (poverty rate, infant mortality, literacy, underemployment) means of measuring economic growth and national well-being. Explains how economic indicators serve as a “dashboard” or gauge for the direction of an economy 	The student: <ul style="list-style-type: none"> applies theories and laws of supply and demand to solve real world economic problems (ex: rising price of oil, labor market shortages, using price to correct social problems: ie- obesity and cigarettes) debates effects of the minimum wage on supply and demand
Economics: The economy is measured by multiple traditional and nontraditional variants	The student: <ul style="list-style-type: none"> Defines the following Economic measures: traditional (GDP, unemployment, inflation) , nontraditional, i.e. (poverty rate, infant mortality, literacy, underemployment) Measures economic growth and national well-being by multiple means 	The student <ul style="list-style-type: none"> Explains traditional (GDP, unemployment, inflation) as well as nontraditional (poverty rate, infant mortality, literacy, underemployment) means of measuring economic growth and national well-being. Explains how economic indicators serve as a “dashboard” or gauge for the direction of an economy 	The student <ul style="list-style-type: none"> Gathers and Evaluates a series of data indicators to identify the state of an economy. Draws and justifies conclusions about the significance of individual indicators and how they connect/relate to each other to paint a picture of national wellbeing. Evaluates conflict within the growth of certain indicators (ie; GDP and the environment)
Economics: The federal government has means of manipulate the economy in order to achieve economic objectives	The student: <ul style="list-style-type: none"> Identifies problems in the economy: Unemployment (types), inflation (types), GDP, Consumer Confidence, and economic tools like interest rates 	The student: <ul style="list-style-type: none"> Explains how the federal government uses fiscal and monetary policy to achieve its economic objectives. Explains how fiscal policy is used to correct unemployment and inflation Explains how monetary policy is used to correct unemployment and inflation 	The student: <ul style="list-style-type: none"> Given a real world macro-economic problem applies the tools of fiscal and monetary policy to solve the problem. In devising a solution the student will justify his/her decision by analyzing multiple options and evaluating the economic costs and benefits of each

Goal: World Cultures and Geography: <i>Cultural convergence and human interaction with the environment</i>		
Proficiency Scale		Tasks
4.0	The student: <ul style="list-style-type: none"> Predicts/analyzes possible outcomes of cultural convergence or environmental interaction for new case studies based on themes/lessons learned from class case studies 	
3.5	No major errors or omissions regarding 3.0 content and partial knowledge of the 4.0 content	
3.0	The student: <ul style="list-style-type: none"> Explains causes and effects of different ways that cultures converge with each other and interact with the environment 	
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
2.0	The student: <ul style="list-style-type: none"> Predicts/analyzes possible outcomes of cultural convergence or environmental interaction for new case studies based on themes/lessons learned from class case studies 	
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	
.5	With help, a partial utilization at the 2.0 skill but not the 3.0 skill	
0.0	Even with help, no understanding or skill demonstrated	

Goal: World Cultures and Geography: <i>Ethnocentricity and cultural bias shape our perceptions of the behaviors and traditions of other cultures</i>		
Proficiency Scale		Tasks
4.0	The student: <ul style="list-style-type: none"> Analyzes perspectives on current and past events through points of view of different participants 	
3.5	No major errors or omissions regarding 3.0 content and partial knowledge of the 4.0 content	
3.0	The student: <ul style="list-style-type: none"> Analyzes how their own ethnocentric bias influences perceptions and behaviors of other cultures 	
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
2.0	The student: <ul style="list-style-type: none"> Defines ethnocentrism and identifies examples of cultural bias. Recognizes an example of one's own ethnocentrism. 	
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	
.5	With help, a partial utilization at the 2.0 skill but not the 3.0 skill	
0.0	Even with help, no understanding or skill demonstrated	

Goal: World Cultures and Geography: <i>Culture develops as a result of human needs and concerns</i>		
Proficiency Scale		
		Tasks
4.0	The student: <ul style="list-style-type: none"> Compares analytically the development of societies in response to their human needs/concerns to other societies 	
3.5	No major errors or omissions regarding 3.0 content and partial knowledge of the 4.0 content	
3.0	The student: <ul style="list-style-type: none"> Explains with specific examples how the culture of a society develops in response to human needs and concerns of that society covered in class 	
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
2.0	The student: <ul style="list-style-type: none"> Identifies 7 elements of culture Identifies how basic human needs in a society are addressed 	
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	
.5	With help, a partial utilization at the 2.0 skill but not the 3.0 skill	
0.0	Even with help, no understanding or skill demonstrated	

Goal: World Cultures and Geography: <i>Culture is often shaped by the natural environment</i>		
Proficiency Scale		
		Tasks
4.0	The student: <ul style="list-style-type: none"> Analyzes environmental effects on cultures for places not covered explicitly in class 	
3.5	No major errors or omissions regarding 3.0 content and partial knowledge of the 4.0 content	
3.0	The student: <ul style="list-style-type: none"> Explains how elements of the natural environment of a place influence the culture of its inhabitants 	
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
2.0	The student: <ul style="list-style-type: none"> Describes examples of 7 elements of culture for a given place Defines with examples the 5 Themes of Physical Geography for a given place 	
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	
.5	With help, a partial utilization at the 2.0 skill but not the 3.0 skill	
0.0	Even with help, no understanding or skill demonstrated	

Goal: World History: The Industrial Revolution- Occurring at different rates in different parts of the world, industrialization had positive and negative consequences which irreversibly affected nations and the international community as a whole

Proficiency Scale		Tasks
4.0	The student: <ul style="list-style-type: none"> Evaluates the extent to which the IR instigated both innovation and imperialism; Applies cause/effects of Industrial Revolution to present day cases of industrialization; Analyzes different dynamics of industrialization worldwide; Evaluates pros & cons of Industrialization with regard to society 	
	3.5 No major errors or omissions regarding 3.0 content and partial knowledge of the 4.0 content	
3.0	The student: <ul style="list-style-type: none"> Analyzes the causes, characteristics, and effects of the Industrial Revolution 	
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
2.0	The student: <ul style="list-style-type: none"> Understands why this period has been called the “Gilded Age” and what the underlying challenges were Identifies ways in which the problems of the Gilded Age led to the Progressive Era Identifies what types of reform took place during the Progressive Era 	
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	
	.5 With help, a partial utilization at the 2.0 skill but not the 3.0 skill	
0.0	Even with help, no understanding or skill demonstrated	

Goal: World History: Political Revolutions-Political revolutions in France, the United States and many Latin American countries changed traditional sources of power and structures of authority as well as redefined the individual’s role in society

Proficiency Scale		Tasks
4.0	The student: <ul style="list-style-type: none"> Applies key concepts of French Revolution to another political revolution; OR Assesses/predicts contemporary sources of Revolution; OR Explores different historical interpretations of the French Revolution; OR Engages in an in-depth exploration of the dynamics of the French Revolution (political clubs; phases; extension under Napoleon) 	
	3.5 No major errors or omissions regarding 3.0 content and partial knowledge of the 4.0 content	
3.0	The student: <ul style="list-style-type: none"> Analyzes the ideas, factors, conditions and goals that led to the French Revolution and one other political revolution 	
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
2.0	The student: <ul style="list-style-type: none"> Understands the causes (ideological, economic, social and political) of the French Revolution Understands the successes and failures of the FR 	
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	
	.5 With help, a partial utilization at the 2.0 skill but not the 3.0 skill	
0.0	Even with help, no understanding or skill demonstrated	

Goal: World History: Imperialism- *The industrialized nations' desire for abundant resources and new markets for their goods coupled with feelings of cultural superiority (such as Social Darwinism), and increased military power allowed for and encouraged imperial expansion. Imperialism had lasting positive and negative effects.*

Proficiency Scale		Tasks
4.0	The student: <ul style="list-style-type: none"> Analyzes historians' written assessments of the era and draw conclusions and infer possible outcomes as they relate to similar geopolitical actions today; OR Analyzes the present day legacy of imperialism in at least one region of the world; OR Applies lessons of imperialism to the contemporary global economy; OR Evaluates the positive AND negative effects of Imperialism 	
3.5	No major errors or omissions regarding 3.0 content and partial knowledge of the 4.0 content	
3.0	The student: <ul style="list-style-type: none"> Analyzes the causes, characteristics, and effects of 19th century European imperialism, making evaluations of specific countries' imperialistic actions 	
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
2.0	The student: <ul style="list-style-type: none"> Understands the political, economic and social reasons that European countries took over other nations. 	
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	
.5	With help, a partial utilization at the 2.0 skill but not the 3.0 skill	
0.0	Even with help, no understanding or skill demonstrated	

Goal: World History: WWI- *The long term causes of WWI included: militarism, the system of alliances, imperialism and nationalism. Total war; including new technology, the expansion of government, and the inclusion of the home-front forever changed the nature of war. The Treaty of Versailles was a flawed peace treaty*

Proficiency Scale		Tasks
4.0	The student: <ul style="list-style-type: none"> Analyzes historians' written assessments of the era and draw conclusions and infer possible outcomes as they relate to similar geopolitical actions today; OR Analyzes the present day legacy of imperialism in at least one region of the world; OR Applies lessons of imperialism to the contemporary global economy; OR Evaluates the positive AND negative effects of Imperialism 	
3.5	No major errors or omissions regarding 3.0 content and partial knowledge of the 4.0 content	
3.0	The student: <ul style="list-style-type: none"> Explains inter-connected causes of WWI (M.A.I.N.) and Analyzes the characteristics, and effects of WWI 	
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
2.0	The student: <ul style="list-style-type: none"> Identifies causes of WWI and understands the human impact of WWI 	
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	
.5	With help, a partial utilization at the 2.0 skill but not the 3.0 skill	
0.0	Even with help, no understanding or skill demonstrated	

Goal: World History: WWII- *The failure of appeasement coupled with aggressive totalitarian dictators led to WWII. 20th Century technological advancements resulted in mass destruction of soldiers and civilians alike. Racist ideologies permitted genocide of unprecedented scale*

Proficiency Scale		Tasks
4.0	The student: <ul style="list-style-type: none"> Evaluates the role of ideology in the justification of WWII; OR Applies lessons of the Holocaust to contemporary world. OR Applies lessons of WWII (such as appeasement, isolationism or weapons of mass destruction) to contemporary world conflicts. 	
3.5	No major errors or omissions regarding 3.0 content and partial knowledge of the 4.0 content	
3.0	The student: <ul style="list-style-type: none"> Analyzes the causes, characteristics, and human costs of WWII and the Holocaust 	
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
2.0	The student: <ul style="list-style-type: none"> Identifies the characteristics of totalitarian governments and how their expansionist policies sparked WWII Identifies the main players in the war; understands human impact of the war 	
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	
.5	With help, a partial utilization at the 2.0 skill but not the 3.0 skill	
0.0	Even with help, no understanding or skill demonstrated	

Goal: World History Post WWII Era- *The Cold War dominated international policy for many countries of the world after WWII.*

Proficiency Scale		Tasks
4.0	The student: <ul style="list-style-type: none"> Evaluates the lessons of countries' struggles for independence; OR Applies lessons of countries' struggle for independence to the contemporary world; OR Evaluates the contemporary legacy of the Cold War; OR Evaluates consequences of the collapse of the Soviet Union; OR Evaluates the social and political implications of the spread of democracy after the Cold War 	
3.5	No major errors or omissions regarding 3.0 content and partial knowledge of the 4.0 content	
3.0	The student: <ul style="list-style-type: none"> Analyzes economic, political and social transformations post WWII in the global arena beyond the US 	
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
2.0	The student: <ul style="list-style-type: none"> Identifies the origins of the Cold War and understands motivations of both sides 	
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	
.5	With help, a partial utilization at the 2.0 skill but not the 3.0 skill	
0.0	Even with help, no understanding or skill demonstrated	

Goal: US History: <i>Progressive Era reforms addressed the problems generated by the Gilded Age</i>		
Proficiency Scale		Tasks
4.0	The student: <ul style="list-style-type: none"> Evaluates the effectiveness of political reforms such as the 19th Amendment on social problems such as alcohol abuse 	
3.5	No major errors or omissions regarding 3.0 content and partial knowledge of the 4.0 content	
3.0	The student: <ul style="list-style-type: none"> Explains how reforms of the Progressive Era addressed problems of the Gilded Age and evaluate the extent to which those reforms were progressive 	
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
2.0	The student: <ul style="list-style-type: none"> Understands why this period has been called the “Gilded Age” and what the underlying challenges were. Identifies ways in which the problems of the Gilded Age led to the Progressive Era. Identifies what types of reform took place during the Progressive Era 	
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	
.5	With help, a partial utilization at the 2.0 skill but not the 3.0 skill	
0.0	Even with help, no understanding or skill demonstrated	

Goal: US History: <i>The US Age of Imperialism directly impacted US involvement in WWI</i>		
Proficiency Scale		Tasks
4.0	The student: <ul style="list-style-type: none"> Evaluates the relationship between US foreign policy from 1898 to 1914 and the rise of the United States as a global power by 1919 	
3.5	No major errors or omissions regarding 3.0 content and partial knowledge of the 4.0 content	
3.0	The student: <ul style="list-style-type: none"> Explains the relationship between US acts of imperialism between 1898 and 1916 and the US involvement in WWI 	
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
2.0	The student: <ul style="list-style-type: none"> Understands why and where the US pursued an expansionist foreign policy in the period 1890-1920 Identifies major consequences of US foreign policy in the period 1890-1920 	
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	
.5	With help, a partial utilization at the 2.0 skill but not the 3.0 skill	
0.0	Even with help, no understanding or skill demonstrated	

Goal: US History: <i>The 1920s in the US were shaped by specific social, political and economic circumstances</i>		
Proficiency Scale		Tasks
4.0	The student: <ul style="list-style-type: none"> Evaluates the extent to which the societal conflicts such as those with regard to science or religion were a result of the clash between traditional ideals and modern beliefs 	
3.5	No major errors or omissions regarding 3.0 content and partial knowledge of the 4.0 content	
3.0	The student: <ul style="list-style-type: none"> Explains and analyzes the social, political, and economic forces that shaped American society in the 1920s 	
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
2.0	The student: <ul style="list-style-type: none"> Identifies major social political and economic trends of the 1920s Distinguishes between trends that were based on traditional values and those that represented modern ideals 	
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	
.5	With help, a partial utilization at the 2.0 skill but not the 3.0 skill	
0.0	Even with help, no understanding or skill demonstrated	

Goal: US History: <i>The role of the government in the US transitioned during the Great Depression</i>		
Proficiency Scale		Tasks
4.0	The student: <ul style="list-style-type: none"> Evaluates the impact of Roosevelt's New Deal policies on the economy and society 	
3.5	No major errors or omissions regarding 3.0 content and partial knowledge of the 4.0 content	
3.0	The student: <ul style="list-style-type: none"> Explains the transition in the role of government that was exemplified during the Great Depression 	
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
2.0	The student: <ul style="list-style-type: none"> Identifies causes and effects of the Great Depression 	
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	
.5	With help, a partial utilization at the 2.0 skill but not the 3.0 skill	
0.0	Even with help, no understanding or skill demonstrated	

Goal: US History: WWII had a dramatic economic, social and political impact on the domestic landscape		
Proficiency Scale		Tasks
4.0	The student: <ul style="list-style-type: none"> Explains why the war had long term effects on society but shorter term economic benefits; And/or Explains why the war created new political problems 	
3.5	No major errors or omissions regarding 3.0 content and partial knowledge of the 4.0 content	
3.0	The student: <ul style="list-style-type: none"> Explains and analyzes the economic, social and political impact of WWII on the domestic landscape 	
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
2.0	The student: <ul style="list-style-type: none"> Understands why the US joined the allied war effort in WWII Understands the impacts of US participation in WWII militarily and politically Identifies social and economic impacts of WWII on the home front 	
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	
.5	With help, a partial utilization at the 2.0 skill but not the 3.0 skill	
0.0	Even with help, no understanding or skill demonstrated	

Goal: US History: The Cold War dominated US Foreign policy and had domestic ramifications		
Proficiency Scale		Tasks
4.0	The student: <ul style="list-style-type: none"> Evaluates the detailed relationships among elements that characterized the Cold War such as US interventions abroad in describing the political, social and economic policies and geopolitical consequences (foreign and domestic) of the Cold War 	
3.5	No major errors or omissions regarding 3.0 content and partial knowledge of the 4.0 content	
3.0	The student: <ul style="list-style-type: none"> Analyzes the origins, characteristics, and geopolitical consequences (foreign and domestic) of the Cold War 	
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
2.0	The student: <ul style="list-style-type: none"> Understands how the Cold War shaped US foreign policy Identifies domestic ramifications of the Cold War 	
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	
.5	With help, a partial utilization at the 2.0 skill but not the 3.0 skill	
0.0	Even with help, no understanding or skill demonstrated	

Goal: US History: *The Civil Rights movement was a result of unfulfilled promises of the Civil War and Reconstruction, as well as modern social, political and economic conditions in the US during the 1950s and 1960s*

Proficiency Scale		Tasks
4.0	The student: <ul style="list-style-type: none"> Evaluates the causes of and impact of the Civil Rights Movement in today's society, OR Compares and contrasts African-American attainment of civil rights with one other social movement in the 21st century 	
3.5	No major errors or omissions regarding 3.0 content and partial knowledge of the 4.0 content	
3.0	The student: <ul style="list-style-type: none"> Explains the causes (including unfulfilled promises of the Civil War and Reconstruction) and effects of the Civil Rights Movement 	
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
2.0	The student: <ul style="list-style-type: none"> Identifies the social, political and economic problems that faced marginalized groups of Americans in the mid-20th Century. Understands how civil rights activists made progress meeting these challenges 	
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	
.5	With help, a partial utilization at the 2.0 skill but not the 3.0 skill	
0.0	Even with help, no understanding or skill demonstrated	

Goal: US Government: *The federal government is limited by principles which are meant to check power in order to promote order and guarantee civil liberties*

Proficiency Scale		Tasks
4.0	The student: <ul style="list-style-type: none"> Applies the principles of federalism, judicial review, popular sovereignty, explicit powers and checks to past and current problems and issues in policy making 	
3.5	No major errors or omissions regarding 3.0 content and partial knowledge of the 4.0 content	
3.0	The student: <ul style="list-style-type: none"> Explains how the federal government uses federalism, judicial review, popular sovereignty, explicit powers and checks to promote order and guarantee civil rights and civil liberties 	
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
2.0	The student: <ul style="list-style-type: none"> Defines federalism, judicial review, popular sovereignty, checks, and civil rights 	
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	
.5	With help, a partial utilization at the 2.0 skill but not the 3.0 skill	
0.0	Even with help, no understanding or skill demonstrated	

Goal: US Government: <i>The US government is made up of 3 branches each with distinct responsibilities and powers</i>		
Proficiency Scale		Tasks
4.0	The student: <ul style="list-style-type: none"> Evaluates the legitimacy of executions of power by the legislative, judicial or executive branch as measured against the words and intentions of the Constitution 	
3.5	No major errors or omissions regarding 3.0 content and partial knowledge of the 4.0 content	
3.0	The student: <ul style="list-style-type: none"> Explains the role and duties of each of the three branches of the federal government and how they interact in the democratic process. Recognizes and provide examples of implied powers as opposed to explicit powers of the executive and legislative branches 	
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
2.0	The student: <ul style="list-style-type: none"> Identifies the expressed and implied powers of the legislative, judicial and executive branches of government Defines and identifies: checks of each branch on other branches, role of the media as a check, elections as a check, implied and explicit powers, commerce clause, commander-in-chief, judicial review, presidential and judicial precedence 	
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	
.5	With help, a partial utilization at the 2.0 skill but not the 3.0 skill	
0.0	Even with help, no understanding or skill demonstrated	

Goal: Economics		
Proficiency Scale		Tasks
4.0	The student: <ul style="list-style-type: none"> Given an economic dilemma, analyzes the dilemma using basic economic concepts and draw and justify conclusions to the dilemma using these theories and concepts. <i>The economic dilemma can be a real world dilemma or a personal decision making dilemma</i> Analyzes and evaluates how different economic systems solve economic problems Illustrates how the actions of one person can create a direct or indirect cost or benefit to others in the economy 	
3.5	No major errors or omissions regarding 3.0 content and partial knowledge of the 4.0 content	
3.0	The student: <ul style="list-style-type: none"> Identifies and explains the connections between the basic economic concepts of scarcity, opportunity cost/benefit, cost-benefit analysis, incentives, externalities and trade-offs 	
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
2.0	The student: <ul style="list-style-type: none"> Defines or give examples of: scarcity, opportunity cost/benefit, cost-benefit analysis, incentives, externalities and trade-offs, economic goals and economic systems 	
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	
.5	With help, a partial utilization at the 2.0 skill but not the 3.0 skill	
0.0	Even with help, no understanding or skill demonstrated	

Goal: Economics: <i>Economic trends can be explained by factors of the market such as supply and demand</i>		
Proficiency Scale		Tasks
4.0	The student: <ul style="list-style-type: none"> Applies theories and laws of supply and demand to solve real world economic problems (ex: rising price of oil, labor market shortages, using price to correct social problems: ie- obesity and cigarettes) Debates effects of the minimum wage on supply and demand 	
3.5	No major errors or omissions regarding 3.0 content and partial knowledge of the 4.0 content	
3.0	The student: <ul style="list-style-type: none"> Explains how the interaction of buyers and sellers affects price, supply and demand, and labor in a variety of domestic and global markets, including detailed explanation of the determinants of supply and demand to a graph Explains traditional (GDP, unemployment, inflation) as well as nontraditional (poverty rate, infant mortality, literacy, underemployment) means of measuring economic growth and national well-being. Explains how economic indicators serve as a “dashboard” or gauge for the direction of an economy 	
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
2.0	The student: <ul style="list-style-type: none"> Identifies the laws of supply and demand Defines price, profit and equilibrium Identifies the determinants of supply and demand vs. change in price distinguishes between shortage & surplus 	
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	
.5	With help, a partial utilization at the 2.0 skill but not the 3.0 skill	
0.0	Even with help, no understanding or skill demonstrated	

Goal: Economics: <i>The economy is measured by multiple traditional and nontraditional variants</i>		
Proficiency Scale		Tasks
4.0	The student: <ul style="list-style-type: none"> Gathers and Evaluates a series of data indicators to identify the state of an economy. Draws and justifies conclusions about the significance of individual indicators and how they connect/relate to each other to paint a picture of national wellbeing. Evaluates conflict within the growth of certain indicators (ie; GDP and the environment) 	
3.5	No major errors or omissions regarding 3.0 content and partial knowledge of the 4.0 content	
3.0	The student: <ul style="list-style-type: none"> Explains traditional (GDP, unemployment, inflation) as well as nontraditional (poverty rate, infant mortality, literacy, underemployment) means of measuring economic growth and national well-being. Explains how economic indicators serve as a “dashboard” or gauge for the direction of an economy 	
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
2.0	The student: <ul style="list-style-type: none"> Defines the following Economic measures: traditional (GDP, unemployment, inflation) , nontraditional, i.e. (poverty rate, infant mortality, literacy, underemployment) Measures economic growth and national well-being by multiple means 	
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	
.5	With help, a partial utilization at the 2.0 skill but not the 3.0 skill	
0.0	Even with help, no understanding or skill demonstrated	

Goal: Economics: <i>The federal government has means of manipulate the economy in order to achieve economic objectives</i>		
Proficiency Scale		Tasks
4.0	The student: <ul style="list-style-type: none"> Given a real world macro-economic problem, applies the tools of fiscal and monetary policy to solve the problem. In devising a solution the student will justify his/her decision by analyzing multiple options and evaluating the economic costs and benefits of each 	
	3.5 No major errors or omissions regarding 3.0 content and partial knowledge of the 4.0 content	
3.0	The student: <ul style="list-style-type: none"> Explains how the federal government uses fiscal and monetary policy to achieve its economic objectives. Explains how fiscal policy is used to correct unemployment and inflation Explains how monetary policy is used to correct unemployment and inflation 	
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
2.0	The student: <ul style="list-style-type: none"> Identifies problems in the economy: Unemployment (types), inflation (types), GDP, Consumer Confidence, and economic tools like interest rates 	
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	
	.5 With help, a partial utilization at the 2.0 skill but not the 3.0 skill	
0.0	Even with help, no understanding or skill demonstrated	

World Languages

<i>Program Goal</i>	<i>Emerging 0-----2.0</i>	<i>Proficient 2.5-----3.0</i>	<i>Advanced 3.5-----4.0</i>
Spanish 1-2: Content/Structure Students will identify actors in present tense verbs (not “ser”)	The student: <ul style="list-style-type: none"> Articulates that different subjects are shown through verb endings but not able to consistently identify who the actor is 	The student: <ul style="list-style-type: none"> Reads a story from class text or class novel and identify actors by verb endings with 100% accuracy. 	The student: <ul style="list-style-type: none"> Produces (written) sentences with learned vocabulary correctly demonstrating identification of a variety of subjects (actors)
Spanish 1-2: Content/Structures Students understand that the position of the subject pronoun is flexible	The student: <ul style="list-style-type: none"> Articulates that different subjects are shown through verb endings but not able to consistently identify who the actor is. 	The student: <ul style="list-style-type: none"> 	The student: <ul style="list-style-type: none"> Produces (written) sentences with learned vocabulary correctly Demonstrates identification of a variety of subjects (actors).
Spanish 3-4: Content/Structures Students will manipulate the preterit and imperfect verb tenses in order to comprehend and communicate	The student: <ul style="list-style-type: none"> Demonstrates basic recognition of the rules governing use of preterit and imperfect and identifies the correct form/use of the verb in structured activities 	The student: <ul style="list-style-type: none"> Produces correct forms of preterit and imperfect in the appropriate context in practiced situations. 	The student: <ul style="list-style-type: none"> Accurately uses the forms of the preterit and the imperfect in new/novel situations that requires he/she to make inferences and utilize verbs not previously learned
Spanish 5-6: Communication – Presentational	The student: <ul style="list-style-type: none"> Creates simple statements based on familiar material. There may be basic errors in grammar, word choice, punctuation and spelling 	The student: <ul style="list-style-type: none"> Retells a familiar/reviewed story in the past/present tense (orally and written) Translates reading texts from Spanish to English. Uses correct English translations of the Spanish Imperfect, Preterit and Present. 	The student: <ul style="list-style-type: none"> Orally produces correct uses of the preterit and imperfect, present tenses. Writes short compositions in present and past tenses demonstrating correct conjugations and when to use both past tenses. Produces non-rehearsed free response answers
Spanish 5-6: Content/Structures Students will manipulate the preterit and imperfect verb tenses in order to comprehend and communicate.	The student: <ul style="list-style-type: none"> Recognizes the endings of past tenses vs. present tense, but has difficulty in explaining when to use preterit vs. imperfect 	The student: <ul style="list-style-type: none"> Identifies and explains uses of the preterit and imperfect in familiar rehearsed scenarios. Manipulates different tenses with some degree of consistency. Commits no major errors or omissions and occasional errors do not interfere with overall comprehensibility 	The student: <ul style="list-style-type: none"> Accurately produces forms of the preterit and the imperfect along with differentiating when to use each tense. Makes inferences and utilizes verbs not previously used.
Spanish 7-8: Content/Structures Students will understand and manipulate the three moods of Spanish – Indicative, Imperative, Subjunctive	The student: <ul style="list-style-type: none"> Demonstrates an understanding/recognition that there exist three moods in Spanish. Understands that each mood communicates about a situation differently (what is happening, what you ask to happen, what might happen). Is aware of mechanics of conjugations 	The student: <ul style="list-style-type: none"> Can demonstrate basic recognition of the three moods and is able to identify and use the correct form/use of the verb in structured activities. 	The student: <ul style="list-style-type: none"> Accurately use forms of the 3 moods in new/novel situations without a given context that requires making inferences and utilizing verbs not previously learned.

French 5-6: Content/Structures Direct and Indirect Object Pronouns	The student: <ul style="list-style-type: none"> Understands the difference between direct and indirect objects in French and English Uses me, te, nous and vous with 70% correctness. Understands that the DO and IO comes before the conjugated verb. still has difficulties creating correct original sentences in speaking or writing. With repetition and scaffolding student can respond correctly 	The student: <ul style="list-style-type: none"> Understands and can reproduce the difference between DO and IO in writing and in speaking with ONE object pronoun in the negative and the passé composé. Is aware that there can be two object pronouns but cannot yet use them proficiently. 	The student: <ul style="list-style-type: none"> Uses both DO and IO correctly 80% of the time. Responds quickly and correctly to basic questions using DO and IO. The listening and reading comprehension is very high approaching 100% while speaking and writing are generally correct but may require more time
French 5-6: Content/Structures Passé Composé/Imparfait	The student: <ul style="list-style-type: none"> Understands the basic structure of PC (that it is a helping verb and a past participle.) Understands what a past participle is and they know how to form it with –er, –ir and –re verbs. Knows that irregular past participles exist but make errors when attempting to use them. Knows that some verbs are conjugated with avoir and some with être but continue to make errors in speaking and writing. Knows that the imparfait is also a past tense and is used in some contexts, but cannot use it proficiently. Knows how to form it but not always when to use it. 	The student: <ul style="list-style-type: none"> Knows how to form the PC. Knows the difference between être and avoir verbs, all irregular past participles and can speak, and write and can recognize the verbs in various contexts. Knows how to form the imparfait and use it correctly 80% of the time. Makes correct connections from analyzing context clues 	The student: <ul style="list-style-type: none"> Knows how to form PC and imparfait. They know the être verbs and make correct agreement. Knows all the irregular past participles and uses them correctly in writing, speaking, reading and listening 90% of the time. Uses the tenses together in a sentence and consistently differentiate between PC and imparfait

Goal: Spanish 1-2: Content/Structure Students will identify actors in present tense verbs (not “ser”)		
Proficiency Scale		Tasks
4.0	The student: <ul style="list-style-type: none"> Produces (written) sentences with learned vocabulary correctly demonstrating identification of a variety of subjects (actors). 	
3.5	No major errors or omissions regarding 3.0 content and partial knowledge of the 4.0 content	
3.0	The student: <ul style="list-style-type: none"> Reads a story from class text or class novel and identify actors by verb endings with 100% accuracy. 	
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
2.0	The student: <ul style="list-style-type: none"> Articulates that different subjects are shown through verb endings but not able to consistently identify who the actor is 	
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	
.5	With help, a partial utilization at the 2.0 skill but not the 3.0 skill	
0.0	Even with help, no understanding or skill demonstrated	

Goal: Spanish 1-2: <u>Content/Structures</u> <i>Students understand that the position of the subject pronoun is flexible</i>		
Proficiency Scale		Tasks
4.0	The student: <ul style="list-style-type: none"> Produces (written) sentences with learned vocabulary correctly Demonstrates identification of a variety of subjects (actors). 	
	3.5 No major errors or omissions regarding 3.0 content and partial knowledge of the 4.0 content	
3.0	The student: <ul style="list-style-type: none"> 	
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
2.0	The student: <ul style="list-style-type: none"> Articulates that different subjects are shown through verb endings but not able to consistently identify who the actor is. 	
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	
	.5 With help, a partial utilization at the 2.0 skill but not the 3.0 skill	
0.0	Even with help, no understanding or skill demonstrated	

Goal: Spanish 3-4: <u>Content/Structures</u> <i>Students will manipulate the preterit and imperfect verb tenses in order to comprehend and communicate</i>		
Proficiency Scale		Tasks
4.0	The student: <ul style="list-style-type: none"> Accurately uses the forms of the preterit and the imperfect in new/novel situations that requires he/she to make inferences and utilize verbs not previously learned 	
	3.5 No major errors or omissions regarding 3.0 content and partial knowledge of the 4.0 content	
3.0	The student: <ul style="list-style-type: none"> Produces correct forms of preterit and imperfect in the appropriate context in practiced situations. 	
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
2.0	The student: <ul style="list-style-type: none"> Demonstrates basic recognition of the rules governing use of preterit and imperfect and identifies the correct form/use of the verb in structured activities 	
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	
	.5 With help, a partial utilization at the 2.0 skill but not the 3.0 skill	
0.0	Even with help, no understanding or skill demonstrated	

Goal: Spanish 5-6: Communication – Presentational		
Proficiency Scale		Tasks
4.0	The student: <ul style="list-style-type: none"> Orally produces correct uses of the preterit, imperfect, present tenses. Writes short compositions in present and past tenses demonstrating correct conjugations and when to use both past tenses. Produces non-rehearsed free response answers 	
3.5	No major errors or omissions regarding 3.0 content and partial knowledge of the 4.0 content	
3.0	The student: <ul style="list-style-type: none"> Retells a familiar/reviewed story in the past/present tense (orally and written) Translates reading texts from Spanish to English. Uses correct English translations of the Spanish Imperfect, Preterit and Present. 	
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
2.0	The student: <ul style="list-style-type: none"> Creates simple statements based on familiar material. There may be basic errors in grammar, word choice, punctuation and spelling 	
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	
.5	With help, a partial utilization at the 2.0 skill but not the 3.0 skill	
0.0	Even with help, no understanding or skill demonstrated	

Goal: Spanish 5-6:Content/Structures <i>Students will manipulate the preterit and imperfect verb tenses in order to comprehend and communicate.</i>		
Proficiency Scale		Tasks
4.0	The student: <ul style="list-style-type: none"> Accurately produces forms of the preterit and the imperfect along with differentiating on when to use each tense. Makes inferences and utilize verbs not previously used. 	
3.5	No major errors or omissions regarding 3.0 content and partial knowledge of the 4.0 content	
3.0	The student: <ul style="list-style-type: none"> Identifies and explains uses of the preterit and imperfect in familiar rehearsed scenarios. Manipulates different tenses with some degree of consistency. Commits no major errors or omissions and occasional errors do not interfere with overall comprehensibility 	
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
2.0	The student: <ul style="list-style-type: none"> Recognizes the endings of past tenses vs. present tense, but has difficulty in explaining when to use preterit vs. imperfect 	
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	
.5	With help, a partial utilization at the 2.0 skill but not the 3.0 skill	
0.0	Even with help, no understanding or skill demonstrated	

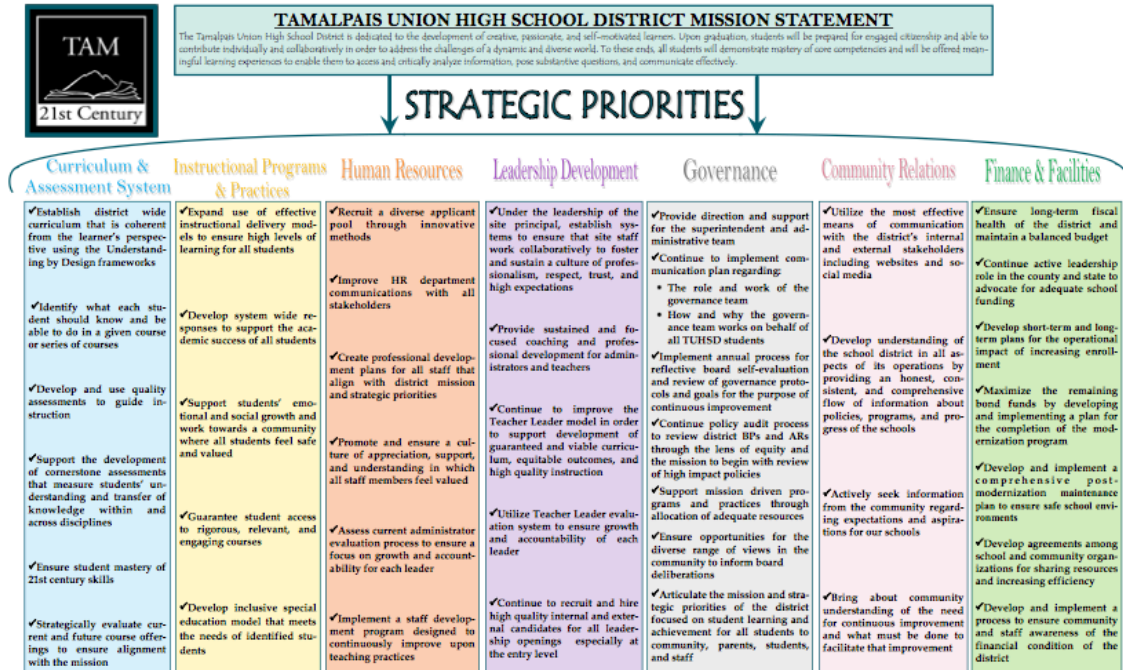
Goal: Spanish 7-8: <u>Content/Structures</u> <i>Students will understand and manipulate the three moods of Spanish – Indicative, Imperative, Subjunctive</i>		
Proficiency Scale		Tasks
4.0	The student: <ul style="list-style-type: none"> Accurately use forms of the 3 moods in new/novel situations without a given context that requires making inferences and utilizing verbs not previously learned. 	
3.5	No major errors or omissions regarding 3.0 content and partial knowledge of the 4.0 content	
3.0	The student: <ul style="list-style-type: none"> Can demonstrate basic recognition of the three moods and is able to identify and use the correct form/use of the verb in structured activities. 	
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
2.0	The student: <ul style="list-style-type: none"> Demonstrates an understanding/ recognition that there exist three moods in Spanish. Understands that each mood communicates about a situation differently (what is happening, what you ask to happen, what might happen). Is aware of mechanics of conjugations 	
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	
.5	With help, a partial utilization at the 2.0 skill but not the 3.0 skill	
0.0	Even with help, no understanding or skill demonstrated	

Goal: French 5-6: <u>Content/Structures</u> <i>Direct and Indirect Object Pronouns</i>		
Proficiency Scale		Tasks
4.0	The student: <ul style="list-style-type: none"> Uses both DO and IO correctly 80% of the time. Responds quickly and correctly to basic questions using DO and IO. The listening and reading comprehension is very high, approaching 100% while speaking and writing are generally correct but may require more time 	
3.5	No major errors or omissions regarding 3.0 content and partial knowledge of the 4.0 content	
3.0	The student: <ul style="list-style-type: none"> Understands and can reproduce the difference between DO and IO in writing and in speaking with ONE object pronoun in the negative and the passé composé. Is aware that there can be two object pronouns but cannot yet use them proficiently. 	
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
2.0	The student: <ul style="list-style-type: none"> Understands the difference between direct and indirect objects in French and English Uses me, te, nous and vous with 70% correctness. Understands that the DO and IO comes before the conjugated verb. 	
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	
.5	With help, a partial utilization at the 2.0 skill but not the 3.0 skill	
0.0	Even with help, no understanding or skill demonstrated	

Goal: French 5-6: Content/Structures *Passé Composé/Imparfait*

Proficiency Scale			Tasks
4.0	The student: <ul style="list-style-type: none"> Knows how to form PC and imparfait. They know the être verbs and make correct agreement. Knows all the irregular past participles and use them correctly in writing, speaking, reading and listening 90% of the time. Uses the tenses together in a sentence and consistently differentiate between PC and imparfait 		
	3.5	No major errors or omissions regarding 3.0 content and partial knowledge of the 4.0 content	
3.0	The student: <ul style="list-style-type: none"> Knows how to form the PC. Knows the difference between être and avoir verbs, all irregular past participles and can speak, and write and can recognize the verbs in various contexts. Knows how to form the imparfait and use it correctly 80% of the time. Makes correct connections from analyzing context clues 		
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
2.0	The student: <ul style="list-style-type: none"> Understands the basic structure of PC (that it is a helping verb and a past participle.) Understands what a past participle is and they know how to form it with –er, -ir and –re verbs. Knows that irregular past participles exist but make errors when attempting to use them. Knows that some verbs are conjugated with avoir and some with être but continue to make errors in speaking and writing. Knows that the imparfait is also a past tense and is used in some contexts, but cannot use it proficiently. Knows how to form it but not always when to use it. 		
	1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.		
	.5	With help, a partial utilization at the 2.0 skill but not the 3.0 skill	
0.0	Even with help, no understanding or skill demonstrated		

Appendix A: TUHSD Strategic Priorities



Appendix B: *Theoretical and practical coherence of Educational Services strategic priorities*

System Effectiveness Characteristics	Leadership Characteristics	Questions	Research Initiative Recommendations	TUHSD Strategic Priorities
<ul style="list-style-type: none"> Clear goals 	<ul style="list-style-type: none"> Established nonnegotiable goals for achievement and instruction 	<p>What is it we want our students to learn?</p> <p>What knowledge, skills, and dispositions do we expect them to acquire as a result of this course, this grade level, and this unit of instruction?</p>	<ul style="list-style-type: none"> Guaranteed and Viable Curriculum 	<ul style="list-style-type: none"> Identify what each student should know and be able to do in a given course or series of courses Guarantee student access to rigorous, relevant, and engaging courses Strategically evaluate current and future course offerings to ensure alignment with the mission
<ul style="list-style-type: none"> Constant monitoring of the extent to which goals are being met 	<ul style="list-style-type: none"> Monitored achievement and instruction goals 	<p>How will we know if each student is learning each of the skills, concepts, and dispositions we have deemed most essential?</p>	<ul style="list-style-type: none"> Proficiency Scales Assessment for Learning Professional Learning Community Process 	<ul style="list-style-type: none"> Develop and use quality assessments to guide instruction
<ul style="list-style-type: none"> An understanding of the necessary conditions under which these goals are met 	<ul style="list-style-type: none"> Ensuring quality teaching Leading teacher and learning development 	<p>How will we respond when some of our students do not learn? What process will we put in place to ensure students receive additional time and support for learning in a way that is timely, precise, diagnostic, directive, and systematic?</p> <p>How will we enrich and extend the learning for students who are already proficient?</p>	<ul style="list-style-type: none"> Quality Curriculum, Instruction, and Assessment Professional Development Action Research 	<ul style="list-style-type: none"> Establish district wide curriculum that is coherent from the learner's perspective using the Understanding by Design framework Expand use of effective instructional delivery models to ensure high levels of learning for all students
<ul style="list-style-type: none"> Immediate corrective action when goals are not being met. 	<ul style="list-style-type: none"> Allocated resources to support the goals for achievement and instruction Resourcing strategically Ensuring quality teaching 	<p>How will we respond when some of our students do not learn? What process will we put in place to ensure students receive additional time and support for learning in a way that is timely, precise, diagnostic, directive, and systematic?</p> <p>How will we enrich and extend the learning for students who are already proficient?</p>	<ul style="list-style-type: none"> Response to Intervention Differentiation 	<ul style="list-style-type: none"> Develop system wide responses to support the academic success of all students Support students' emotional and social growth and work towards a community where all students feel safe and valued

Key Definitions

Belief Definitions

- *“All means All”* Any student who will be expected to live as a financially independent adult someday. For these students, achieving anything less than “high school plus” will make it virtually impossible to thrive as an adult.
- *“High Levels of Learning”* We, as educators, recognize that all students can learn at high levels given the time and support required. We define high levels of learning as a student’s ability to understand and apply knowledge and skills to solve complex problems through critical thinking, creativity, collaboration, and communication. We understand that the knowledge and skills required of citizenship and future careers are akin to the requisite knowledge and skills for entering higher education institutions and students should have the choice on whether they decide to attend any or all post-secondary options.
- *“Collective Responsibility”* We, as educators, must accept responsibility to ensure high levels of learning for every child. While parental, societal, and economic forces impact student learning, the actions of educators ultimately determine each child’s success in school. The underlying beliefs that all students can and will achieve success are passed on to others in overt and covert ways and they create policies, practices, and procedures that support these beliefs. Thinking is guided by the question, Why are we here?
- *Moral Purpose-* “Acting with the intention of making a positive difference in the lives of employees, customers, and society as a whole” (Fullan, 2001, p.3) Fullan lists a commitment to moral purpose as a critical element of effective leadership and contends leadership must be ultimately assessed by the extent to which it awakens and mobilizes the moral purpose of those within the organization.
- *Toxic Culture-* Toxic school cultures believe that student success is based solely upon a student’s level of concern, attentiveness, prior knowledge, and the willingness to comply with the demands of school and they pass that belief on to others in overt and covert ways. Toxic cultures also create policies, practices, and procedures that support their belief in the impossibility of universal achievement (Cromwell, 2002; Muhammad, 2011).
- *High Expectation-* Positive inferences teachers make about the future academic achievement of their students based on what they know about their students (Good & Brophy, 2002). “High expectations for success will be judged, not only by the initial staff beliefs and behaviors, but also by the organization’s response when some students do not learn” (Lezotte, 1991, p. 4).

Instructional Definitions

- *Concentrated Instruction*- A systematic process of identifying essential knowledge and skills that all students must master to learn at high levels, and determining the specific learning needs for each child to get there. Thinking is guided by the question, Where do we need to go?
- *Guaranteed and Viable Curriculum*- A curriculum that assures all mission-based outcomes are taught regardless of the teacher to whom a student is assigned and that there is enough instructional time available to teach and learn the content identified as important.
- *Convergent Assessment*- An ongoing process of collectively analyzing targeted evidence to determine the specific learning needs of each child and the effectiveness of the instruction the child receives in meeting these needs. Thinking is guided by the question, Where are we now?
- *Certain Access*- A systematic process that guarantees every student will receive the time and support needed to learn at high levels. Thinking is guided by the question, How do we get every child there?

Leadership Definitions

- *Defined Autonomy*- A leadership concept in which leaders encourage autonomy and creativity (loose) within well defined parameters and priorities that must be honored (tight). The concept has also been referred to as “directed empowerment” (Waterman, 1987), a culture of discipline with an ethic of entrepreneurship” (Collins, 2001, p. 124) and “defined autonomy” (Marzano & Waters, 2009). TUHSD is tight on developing and maintaining the collective responsibility of all stakeholders to provide certain access for all students to meet community defined essential knowledge and skills as measured by convergent assessments and the utilization of instructional practices that have a high effect size on increasing student learning growth over time.
- *Tyranny of Or*- “The rational view that cannot easily accept paradox, that cannot live with two seemingly contradictory forces at the same time. We must be A or B but not both” (Collins & Porras, 1997, p. 44). Ineffective organizations fall victim to the Tyranny of Or. See *Simultaneous loose and tight leadership* for a counter-example to the Tyranny of Or.
- *Consensus*- Consensus is achieved when (1) all points of view have not only been heard but also solicited, and (2) the will of the group is evident even to those who most oppose it.
- *Results Orientation*- A focus on outcomes rather than inputs or intentions. In PLCs, members are committed to achieving desired results and are hungry for evidence that their efforts are producing the intended outcomes.

Appendix D: *TLC Proficiency Scales*

Key Outcome: The Leader utilizes communication strategies to enhance team (classroom/department) and organizational (school/district) health		
4.0	In addition to meeting proficiency levels, the teacher leader: <ul style="list-style-type: none"> • Supports other members of the team in reviewing and uphold communication norms and agreements • Sequences professional development time in appropriate meetings to practice and reflect on communication strategies to enhance team learning • Transfers collaborative practices to the classroom and other contexts. • Utilizes protocols to enhance dialogue (convergent) and discussion (divergent); positions inquiries and statements into appropriate meeting types 	
	3.5	In addition to score 3.0 performance,
3.0	The leader: <ul style="list-style-type: none"> • Aligns meeting structures and agendas to meet goals and outcomes • Utilizes, with fidelity, a suite of communication protocols to address inquiries or challenges that emerge within teams • Utilizes communication tactics that maintain respect and purpose. • Establishes, reviews, and upholds established communication norms/agreements • Identifies team understanding of outcomes, current progress, and next steps through assessment for learning techniques. • Clarifies decision-making boundaries and where choice resides; articulates decisions with clear rationale • Test assumptions of assertions made by all individuals The leader exhibits no major errors or omissions	
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content
2.0	The Teacher Leader understands... <ul style="list-style-type: none"> • Communication norms to enhance team dynamics • Different meeting structures and meeting agenda orientations to enhance team development • Communication protocols to address communication and tactical challenges that emerge in teams. • Different theories related to team dynamics, adult learning, and intrapersonal and interpersonal communication 	
	1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content
1.0	With help, partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	
	.5	With help, a partial utilization at the 2.0 skill but not the 3.0 skill
0.0	Even with help, no understanding or skill demonstrated	

Key Outcome: <i>The leader utilizes tactical strategies to meet professional learning communities expectations</i>		
4.0	In addition to meeting proficient levels, the teacher leader... <ul style="list-style-type: none"> • Presents successes, challenges, and next steps to TLC site and district team • Recommends strategies to enhance site and district level work to enhance student, teacher, and administrative learning • Routinely practices skills to enhance individual and collective development • Routinely shares reflections on “mindsets” and facilitation “assumptions” prior to and after department meetings 	
	3.5	In addition to score 3.0 performance,
3.0	The leader <ul style="list-style-type: none"> • Conducts routine meetings that utilize appropriate protocols to review and respond to student progress and proficiency as related to program goals and proficiency scales • Focuses all collaborative time on established, measurable goals related to student achievement and intervenes when other interests emerge • Measures success of collaborative work based on student results rather than intentions • Routinely utilizes research-based evidence to support or challenge local experience The leader exhibits no major errors or omissions	
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content
2.0	The leader... <ul style="list-style-type: none"> • Understands the four critical questions that drive the professional learning community inquiry process • Understands how the four critical questions drive the work of TUHSD and that TLC members lead the delivery of curriculum, instruction, and assessment work. • Understands key definitions of PLCs and is able to relate those definitions to TUHSD strategic priorities. • Understands how program goals and proficiency scale are the foundational elements to first two essential questions of a PLC • Understands protocols to review and response student performance data • Understands protocols to review and respond to curriculum study and observational rounds • Understands key research in variables that have a substantial impact on student learning (<i>what works v. what works best</i>) 	
	1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content
1.0	With help, partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	
	.5	With help, a partial utilization at the 2.0 skill but not the 3.0 skill
0.0	Even with help, no understanding or skill demonstrated	

Key Outcome: <i>The school has developed system of intervention that meet research-based criteria and leverages the local context for appropriate solutions</i>		
4.0	In addition to proficient levels, the leadership team has developed a system of intervention that... <ul style="list-style-type: none"> Provides students with flexible, performance-based alternatives, to make up core content (by student, by program goal) Provides a system of intervention that anticipates students success rate, provides “just in time” support, and provides targeted support for lost credit or failed goals. Aligns grading practices with assessment practices Supports mastery-based learning approaches (students have multiple opportunities to meet the program goal) Develops and implements innovative intervention programs that are tested and reviewed by staff(e.g. blended learning) Utilizes external partners to support “out of class time” interventions Leverages external partners as part of a review process for intervention efficacy Expands interventions to students who have met proficiency yet struggle with meeting growth targets Expands interventions to students who struggle with 21st Century skills and mathematical practices Provides internal professional development to stakeholders in light of student performance data Utilizes technology to enable transparency of student performance across classrooms to support all stakeholders in timely information to respond effectively Compiles action research on efficacy of instruction strategies to create a contextually based instructional model to enhance staff capacity and inform future professional development 	
3.5	In addition to score 3.0 performance, the leadership team	
3.0	The leadership team has developed a plan that ... <ul style="list-style-type: none"> Positively correlates intensity of intervention with student needs (frequency, duration, ratio of personnel to student, target, and training of staff) Is research based Provides direct interventions for academic and behavioral needs. Provides targeted interventions for academic and behavioral needs. Provides “just in time” intervention. Provides time and space for staff to collaborate and intervene Provides the most experienced and knowledgeable staff to work with students in interventions Involves staff in contributing to the plan and establishing clear decision-making boundaries. 	
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
2.0	The leadership team has developed a plan... <ul style="list-style-type: none"> That guarantees all students will receive grade level instruction at their institution That provides Tier II and Tier III intervention supports for students who need <i>additional</i> support outside of core instruction 	
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	
.5	With help, a partial utilization at the 2.0 skill but not the 3.0 skill	
0.0	Even with help, no understanding or skill demonstrated	

Appendix F: *TLC Advanced Organizer*

TLC Advanced Organizer 2013-2014

Primary Strategic Priorities 2013-2014

- I. Develop a system of intervention to support the academic and behavioral success of all students
- II. Develop a routine approach to collectively review and respond to student performance while enhancing the district's organizational culture and climate.

Outcomes

- Sites will develop a report on organizational morale and student progress and proficiency that will include key conclusions and recommendations. These reports will be presented to the BOT once per semester.
- Sites will develop a plan that articulates systematic responses to enhance student behavior and academic performance

Culminating Events

Deliverable I

- December BOT meeting- Progress report will be presented to BOT
- March Presentation to Community on RTI/PLC
- April BOT meeting- Progress report will be presented to BOT

Deliverable II

- April BOT meeting- RTI plans will be presented to the Board of Trustees by site representatives

Community Events

- September 16th - Site Based
- October 21st - District Convening (Sub-Committee Work/Develop Program Goals)
- January 7th - Site Based
- March 17th - District Convening (Critical Friends Review; 8:30-12:30 p.m.)/Site-based 12:30-3:30 p.m.

2013-2014 TLC Meeting Schedule

Date	Tentative Time	Purpose
June-August (asynchronous work 3 days) <i>New TL Member August 7th-8th</i>	8:00-3:30 p.m.	<ul style="list-style-type: none"> Tactical and Cultural Professional Development Crucial Conversations Professional Development
All TL Members August 9 th	8:00-3:30 p.m.	<ul style="list-style-type: none"> Preparation for PLC work (pre/post assessment review, conversational strategies and tactics 8/12)
September 11 th (Tam) September 12 th (Redwood), September 13 th (Drake et al)	12:00-3:30 p.m.	<ul style="list-style-type: none"> Review progress, practice PLC work, CFG protocol reviews, Crucial Conversations Practice
October 28 th (Math/Science/Sp.ed./Electives), October 29 th (ELA/S.S., P.E., W.L.)	12:00-3:30 p.m.	<ul style="list-style-type: none"> Review progress, practice PLC work, CFG protocol reviews, Crucial Conversations Practice
November 20 th (Tam), November 21 st (Redwood), November 22 nd (Drake et al)	12:00-3:30 p.m.	<ul style="list-style-type: none"> Review progress, practice PLC work, CFG protocol reviews, Crucial Conversations Practice
December 2 nd	8:00-3:30 p.m.	<ul style="list-style-type: none"> CFG Intervention Plans Tuning Protocol on Student Progress Reports
January 28 th (Math/Electives/S.S., SPED) January 29 th (ELA. W.L., P.E., Science)	12:00-3:30 p.m.	<ul style="list-style-type: none"> Review progress, practice PLC work, CFG protocol reviews, Crucial Conversations Practice
March 12 th	8:00-3:30 p.m.	<ul style="list-style-type: none"> Preparations for March 17th P.D. Rubric CFG (8-12), Possible Solutions (1-3)
June 17 th	8:00-3:30 p.m.	<ul style="list-style-type: none"> Review Progress

Secondary Strategic Priorities

- I. Expand use of effective instructional delivery models to ensure high levels of learning for all students
- II. Strategically evaluate current and future course offerings to ensure alignment with mission.

Secondary Goals

- I. 30% of courses of study will be revised to meet program goals and proficiency scales
- II. 20% of students will experience 1:1 computing, problem/project based learning.
- III. 100% of 21st Century skill and mathematical practice program goals and proficiency scales are developed

Sub-Committee

Strategic Priorities

- I. Strategically evaluate current and future course offerings to ensure alignment with mission
- II. Guarantee student access to rigorous, relevant, and engaging courses

Outcome

TLC curriculum sub-committee will review and revise 9th and 10th grade courses to align with program goals and proficiency scales, Non a-g courses will be reviewed and revised to align with college requirements

Actions

October 21st 8:00-12:00 p.m. District P.D. day involves all teachers in course development, alignment, and revision
9/5, 10/21 2:30-4:00 p.m. departments will work on preparing for District P.D. day; Administrative Liaisons will coordinate with teacher leaders to plan for October 21st

§ 15497. Local Control and Accountability Plan and Annual Update Template.

Introduction:

LEA: Tamalpais Union High Contact: Laurie Kimbrel, Superintendent, lkimbrel@tamdistrict.org, (415) 945-3600 LCAP Year: 2013-14

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and annual update template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs should comply with instructions and use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)

Implementation of State Standards: implementation of academic content and performance standards adopted by the state board for all pupils, including English learners. (Priority 2)

Course access: pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)

Expelled pupils (for county offices of education only): coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)

Foster youth (for county offices of education only): coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)

B. Pupil Outcomes:

Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

C. Engagement:

Parent involvement: efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions

- 1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, community organizations representing English learners, and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process?

- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representative parents of pupils identified in Education Code section 42238.01?
- 6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	Impact on LCAP
<p>The TUHSD mission statement and associated strategic priorities were developed with significant input from an array of stakeholder groups to ensure the perspectives of the diverse communities that reside within district boundaries were recognized, considered, and utilized. TUHSD engaged the community in the development of the mission statement to ensure collective understanding, interest, and input were utilized to identify the academic, social, and civic learner outcomes, dispositions, and attributes, and experiences necessary for students to be successful in the 21st Century.</p> <p>Since the inception of the mission statement, TUHSD has utilized community forums, committees, annual update presentations and revision processes to ensure community involvement in strategic planning and action. For example, TUHSD annually reviews and revises strategic priorities to ensure community input, accountability of results, and involvement in the action planning process. Currently, the community is engaging in the development of the Local Control Accountability Plan (LCAP). TUHSD began communicating with the community about the LCAP and Local Contract Funding Formula in January 2014 with an explanation of district status under the new funding law. The initial communication included parents, staff, and the "key communicator network" of approximately 1,500 community leaders. Further communication included:</p> <p>LCAP Process, timeline and survey overview presented at open session meeting of the Board of Trustees on April 9, 2014.</p> <p>LCAP survey posted on district website from April 10, 2014 through May 12, 2014. Blog regarding LCAP survey posted on superintendent blog site on April 22, 2014.</p> <p>Emails with a link to the LCAP survey sent to parents of all 8th - 12th graders, staff and approximately 1,500 community leaders on April 22, 2014. In total, the survey was sent to approximately 9,000 people.</p>	<p>Survey results considered in LCAP draft.</p> <p>Input from LCAP draft considered in final draft.</p> <p>Input from unions considered in final draft.</p> <p>Input from parent and classified advisory councils considered in final draft.</p>

Involvement Process	Impact on LCAP
<p>Emails with a link to the LCAP survey sent to were students by site principals the week of May 5, 2014.</p> <p>There were 532 total respondents to the survey (5.6% community response rate). 269 parents, 202 students, 29 classroom teachers, 14 community members, 8 site administrators, 4 classified staff members, 3 district office administrators, 2 trustees and 1 counselor.</p> <p>CSEA presented to the Board of Trustees on May 14, 2014. This presentation was at the request of CSEA in order to giving "meaningful input" to the LCAP.</p> <p>LCAP draft was posted on district website from May 19-May 28 with e-mail input accepted from any stakeholder .</p> <p>LCAP draft was shared with parent and classified advisory councils for input on May 20, 2014.</p> <p>LCAP public hearing was held on May 28, 2014.</p> <p>Community feedback was submitted, reviewed, and utilized in LCAP revisions between May 28th and June 25th</p> <p>LCAP approval by Board of Trustees will occur on June 25, 2014.</p>	

Section 2: Goals and Progress Indicators

*For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, for **each** state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.*

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart below to align with the term of the charter school’s budget that is submitted to the school’s authorizer pursuant to Education Code section 47604.33. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Guiding Questions

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to “Engagement” (e.g., pupil and parent)?
- 4) What are the LEA’s goal(s) to address locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA’s goals for all pupils?
- 7) What are the specific predicted outcomes/metrics/noticeable changes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority and/or to review progress toward goals in the annual update?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2013-14	Year 2: 2014-15	Year 3: 2015-16	
Local data indicate that within-school and between-school variance related to a guaranteed and viable curriculum is commonplace within TUHSD. Moreover, certain sub-groups are provided with tiered or tracked coursework that limits exposure to a guaranteed and viable curriculum that	1) To establish and provide all students access to district wide guaranteed and viable curriculum that includes content and 21st Century skill standards, is coherent from the learner's perspective, and includes a description of what all students should know and be able to do (program goals)	---ALL Students--	Tamiscal High (Alternative) Sir Francis Drake High Redwood High Tamalpais High San Andreas High (Continuation)	Not Applicable - 2013 is the first year for the LCAP so there will be no information to input in this section.	Not Applicable - 2013 is the first year for the LCAP so there will be no information to input in this section.	Algebra, Geometry, Algebra II, 9th and 10th grade English courses of study developed and UC/CSU approved. Students enrolled in these courses will have access to the district curricula that will be aligned to the common core standards and will be measured by district	9th and 10 grade social studies and 9th and 10th grade science courses of study developed and UC/CSU approved. Students enrolled in these courses will have access to the district curricula that will be aligned to the common core standards and will be measured by district	Basic State Standards Implementation Course Access Pupil Achievement Other Pupil Outcomes

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2013-14	Year 2: 2014-15	Year 3: 2015-16	
adheres to college and career requirements. Such data mean that variance in learner outcomes, proportion of surface and deep level knowledge and skill requirements, metrics to assess and grade content and 21st Century skills, and means to intervene when students are	and high quality assessments aligned to proficiency scales. (Goals 1, 2, 3, 4, 6 from the Curriculum and Assessment System of the Strategic Plan)					generated proficiency scales. In addition, students will indicate awareness and understanding of course outcomes and expectations. All teachers will have appropriate credentials for the courses to which they are assigned. 11th graders will take the new California Assessment	generated proficiency scales. In addition, students will indicate awareness and understanding of course outcomes and expectations. All teachers will have appropriate credentials for the courses to which they are assigned. 11th graders will take the new California Assessment	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2013-14	Year 2: 2014-15	Year 3: 2015-16	
struggling exists within and between all departments and school sites across TUHSD. Data were drawn from a three year review and revision process of core outcomes (i.e. program goals) and consistent and accurate means of measuring student performance						(SBAC) in spring 2015 to establish baseline performance.	(SBAC) in spring 2016 and improvement will be shown over previous year results.	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2013-14	Year 2: 2014-15	Year 3: 2015-16	
(i.e. proficiency scales). This data set included course of study templates, actualized descriptions within teacher syllabi, and the efforts that ensued within multiple district-wide department meetings. Such data illuminated to teachers and administrators that not all sections of								

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2013-14	Year 2: 2014-15	Year 3: 2015-16	
each course, at each school, across all teachers were aligned to provide the same opportunity and time to learn and teach key outcomes at the same expectation levels. As such, a revision and review process ensued requiring teachers within each district department to identify								

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2013-14	Year 2: 2014-15	Year 3: 2015-16	
outcomes and identical means of ascertaining student performance and setting criteria for student proficiency levels. In addition, 21st Century skill outcomes, standards and appropriate measures have not been established across the district. This information was gleaned								

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2013-14	Year 2: 2014-15	Year 3: 2015-16	
from course of study templates, actualized descriptions within teacher syllabi, the efforts that ensued among multiple district-wide department meetings, and district/school policies. Furthermore, review of tiered or tracked coursework (e.g. Algebra P1-P2, Geometry A, and								

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2013-14	Year 2: 2014-15	Year 3: 2015-16	
Intermediate Algebra) indicated that certain student sub-groups have not been provided with a guaranteed and viable curriculum. Such courses have provided different expectations in terms of outcomes, assessments, and grades for students. These tiered courses and, in some cases,								

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2013-14	Year 2: 2014-15	Year 3: 2015-16	
pathways, resulted in quantitatively different results for students (e.g., 75% of high socio-economic status (SES) students are UC eligible compared to 33% of low SES students are UC eligible, 8-19% of students who participate in non-UC 9th grade math courses are UC eligible within 4 years, Student								

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2013-14	Year 2: 2014-15	Year 3: 2015-16	
Clearinghouse data (2007 Cohort) indicates that 41.2% of students did not receive a college degree within six years). Other information came from course of study templates, actualized descriptions within teacher syllabi, dialogue that ensued within multiple district-wide								

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2013-14	Year 2: 2014-15	Year 3: 2015-16	
department meetings, results from Summer School Report 2011, and the TUHSD Achievement Reports from 2011-2012 and 2012-2013. Moreover, the 2014 LCAP stakeholder survey results support this goal. The following categories were rated as extremely high priority by the								

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2013-14	Year 2: 2014-15	Year 3: 2015-16	
majority of respondents: (1) Ensure all students have access to the same content and skill outcomes across the district, (2) Ensure all students are clear on the outcomes of the class, (3) Ensure that all students have the same opportunity to learn the same outcomes in the same course,								

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2013-14	Year 2: 2014-15	Year 3: 2015-16	
regardless of teacher or school, (4) Ensure that students have access to educational technology, (5) Increase student achievement in mathematics and English Language Arts, and (6) Ensure students are learning collaboration, critical thinking, and communication skills in class.								

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2013-14	Year 2: 2014-15	Year 3: 2015-16	
Local data indicate that certain sub-groups are not provided access to college preparatory curriculum (a-g). According to local data, 75% of High Socio Economic Status students are UC eligible compared to 33% of low Socio Economic Status students who are UC eligible. Only 8	2) Guarantee student access to rigorous, relevant and engaging courses. (Goal 5 from Instructional Programs and Practices section of TUHSD Strategic Plan)	---ALL Students--	Tamiscal High (Alternative) Sir Francis Drake High Redwood High Tamalpais High San Andreas High (Continuation)	Not Applicable - 2013 is the first year for the LCAP so there will be no information to input in this section.	Not Applicable - 2013 is the first year for the LCAP so there will be no information to input in this section.	80% of High Socio Economic Status students will be UC eligible 40% of low Socio Economic Status students will be UC eligible. Total number and percentage of students who participate in Advanced Placement program will increase. Total number and percentage of minority students who	82% of High Socio Economic Status students will be UC eligible. 45% of low Socio Economic Status students will be UC eligible. Total number and percentage of students who participate in Advanced Placement program will increase. Total number of minority students who participate in	Course Access Pupil Achievement Pupil Engagement School Climate

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2013-14	Year 2: 2014-15	Year 3: 2015-16	
-19% (depending on the school of attendance) of students who participate in non-UC 9th grade math courses are UC eligible within 4 years. Student Clearinghouse data (2007 Cohort) indicates that 41.2% of students did not receive a degree within six years of high school graduation.						participate in Advanced Placement program will increase. Total number and percentage of students who are concurrently enrolled in college courses will increase.	Advanced Placement program will increase. Total number of students who are concurrently enrolled in college courses will increase.	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2013-14	Year 2: 2014-15	Year 3: 2015-16	
Lastly, 27.4% of the student body in 2012 participated in advanced placement classes. LCAP survey results support this goal. The following categories were rated as an "extremely high priority": Ensure all students have access to University of California a-g requirements and								

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2013-14	Year 2: 2014-15	Year 3: 2015-16	
increase AP/honors/college course access to all students.								
Research supports teachers working collectively to review and analyze data in order to understand and improve their impact on student learning. Local data	3) Teachers will work in "professional learning communities" to collectively review and respond to student achievement data, to assist one another in advancing student	---ALL Students---	Tamiscal High (Alternative) Sir Francis Drake High Redwood High Tamalpais High San Andreas High (Continuation)	Not Applicable - 2013 is the first year for the LCAP so there will be no information to input in this section.	Not Applicable - 2013 is the first year for the LCAP so there will be no information to input in this section.	District developed curriculum and proficiency scales will be utilized by 30% of teaching staff. Teacher teams will meet in professional learning communities to	District developed curriculum and proficiency scales will be utilized by 40% of teaching staff. Teachers will meet in professional learning communities to	Pupil Achievement Other Pupil Outcomes Parent Involvement Pupil Engagement

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2013-14	Year 2: 2014-15	Year 3: 2015-16	
indicate there are 22 different grading scales and an undetermined amount of weighting systems utilized across the district. Furthermore, current grading systems combine attendance, behavior, academic, and non-academic outcomes. Additionally, there are inconsistent	learning through the improvement of instruction and to align grading practices so that they are accurate, consistent, and supportive of student learning. (Goal 7 from the Curriculum and Assessment System and Goal 2 from Instructional Programs and Practices sections of the TUHSD Strategic					review student data at least twice per semester. Data to be reviewed include statewide assessments (including SBAC), pupil success on completion of UC/CSU and/or CTE requirements, percentages of EL pupils making progress towards proficiency (via CELDT) and	review student data at least three times per semester. Data to be reviewed include statewide assessments (including SBAC), pupil success on completion of UC/CSU and/or CTE requirements, percentages of EL pupils making progress towards proficiency (via CELDT) and	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2013-14	Year 2: 2014-15	Year 3: 2015-16	
outcomes within and between schools for the same course. Interest among certificated staff to engage in professional learning networks that include infusion of instructional technology, new pedagogies (including problem and project based learning), and creating	Plan)					reaching reclassification , percent of pupils enrolled in AP courses, AP tests, and passing AP exams (scores of 3-5), and the percentage of students reaching college preparedness (as identified through various state exams, college course completion) 60% of teachers present grades	reaching reclassification , percent of pupils enrolled in AP courses, AP tests, and passing AP exams (scores of 3-5), and the percentage of students reaching college preparedness (as identified through various state exams, college course completion) 70% of teachers present grades	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2013-14	Year 2: 2014-15	Year 3: 2015-16	
classroom and staff cultures and climates that more aptly mirror the demands and desires of the 21st Century has grown exponentially. For example, staff enrollment for a district professional development program, the Instructional Technology Teacher Collaborative, grew from 5 to 76 teachers						in online systems every at least every 3 weeks.	in online systems every at least every 3 weeks.	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2013-14	Year 2: 2014-15	Year 3: 2015-16	
between August 2012-March 2014. Finally, the LCAP survey responses support this goal. The following statements were rated as an extremely high priority by the majority of respondents:(1) Ensure all students are graded fairly, accurately and consistently across the								

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2013-14	Year 2: 2014-15	Year 3: 2015-16	
district, and (2) Ensure faculty members are routinely meeting to review student work and to determine next steps instructionally in light of student performance.								
Community understanding and support is of great importance to all school districts but because we are	4) Improve community relations by: utilizing the most effective means of communication with the	---ALL Students--	--- LEA Wide/All Schools ---	Not Applicable - 2013 is the first year for the LCAP so there will be no information to input in this section.	Not Applicable - 2013 is the first year for the LCAP so there will be no information to input in this section.	Sites will have regular newsletters sent by principals. Superintendent blog will continue and will be sent to	Sites will have regular newsletters sent by principals. Superintendent blog will continue and will be sent to	Parent Involvement Pupil Engagement School Climate

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2013-14	Year 2: 2014-15	Year 3: 2015-16	
a community funded district, it rises to an even greater level of importance. The district has made great strides in the past several years to enhance the level and quality of its communications with the community. The LCAP survey indicates that the majority of respondents	district's internal and external stakeholders including websites, blogs, and social media; actively seeking information from the community regarding expectations and aspirations for our schools; bringing about community understanding the need for continuous improvement in					parents, key-communicators, staff. Parent, student and staff advisory councils continue at the district and site level. Board meetings will be held at both district office and sites to facilitate community involvement. Sites and districts expand social media presence. Principals will	parents, key-communicators, staff. Parent, student and staff advisory councils continue at the district and site level. Board meetings will be held at both district office and sites to facilitate community involvement. Sites and districts expand social media presence. Principals will	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2013-14	Year 2: 2014-15	Year 3: 2015-16	
feel that it is of moderate to high importance for parents to be involved in district and site decision making (Out of 524 total respondents, 131 indicated that it is an extremely high priority, 150 indicated that it is a high priority and 158 indicated that it is a moderate priority).	our schools and what must be done to facilitate that involvement. (Goals 1, 2, 3 & 4 of the Community Relations Section of the TUHSD Strategic Plan)					expand community outreach through parent meetings and forums. Town Hall Style Board meeting will be held on topic of curriculum and instruction. Ongoing surveys will be submitted to stakeholders to understand perception of school connectedness and school safety. Data will	expand community outreach through parent meetings and forums. Ongoing surveys will be submitted to stakeholders to understand perception of school connectedness and school safety. Data will be utilized as part of continuous improvement process	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2013-14	Year 2: 2014-15	Year 3: 2015-16	
Additionally, the LCAP survey indicated support for ensuring that students have voice and choice for how they are taught and assessed. (Out of 524 total respondents, 195 indicated it as an extremely high priority, 135 indicated that it is a high priority, and 113 indicated that it is a						be utilized as part of continuous improvement process		

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2013-14	Year 2: 2014-15	Year 3: 2015-16	
moderate priority).								
The following priorities were rated as extremely high by the majority of LCAP survey respondents: (1) Ensure that a system of intervention is in place to support the academic and behavioral needs of students, and (2) Ensure support of each student's	5) Support each student's emotional and social growth and work towards a community where all students feel safe and valued and develop a system of intervention to support the academic and behavioral success of all students.	---ALL Students--	Tamiscal High (Alternative) Sir Francis Drake High Redwood High Tamalpais High San Andreas High (Continuation)	Not Applicable - 2013 is the first year for the LCAP so there will be no information to input in this section.	Not Applicable - 2013 is the first year for the LCAP so there will be no information to input in this section.	Gains will be shown on the CA Healthy Kids Survey, local surveys and polls related to school connectedness and school safety will be utilized to inform strategic planning, and other key data areas (i.e. school attendance rates, chronic absenteeism,	Gains will be shown on the CA Healthy Kids Survey, local surveys and polls related to school connectedness and school safety will be utilized to inform strategic planning, and other key data areas (i.e. school attendance rates, chronic absenteeism,	State Standards Implementation Pupil Achievement Pupil Engagement School Climate

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2013-14	Year 2: 2014-15	Year 3: 2015-16	
emotional and social growth. According to the 2014 Marin County Grand Jury report, high schools in Marin have continued to show disproportionate rates of suspension for students of color and low income subgroups. The 2014 Grand Jury recommends that high	(Goals 1 & 4 from Instructional Programs and Practices of TUHSD Strategic Plan)					drop out rates, suspension and expulsion rates, and graduation rates) will be utilized to improve student academic and social well-being including: 9th graders and 11th graders who feel strongly that there are opportunities for meaningful participation at school. 9th graders and 11th graders feel that they	drop out rates, suspension and expulsion rates, and graduation rates) will be utilized to improve student academic and social well-being including: 9th graders and 11th graders who feel strongly that there are opportunities for meaningful participation at school. 9th graders and 11th graders feel that they	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2013-14	Year 2: 2014-15	Year 3: 2015-16	
schools discontinue "willful defiance" as a reason to suspend students. Furthermore, data highlighted in LCAP goals 1-3 suggest a need for providing timely and consistent support for student academic achievement. Currently, TUHSD schools do not have a						have a caring relationship with an adult at school. 9th graders and 11th graders who feel happy at school. 9th graders and 11th graders who feel like a part of their school. Each school site will create a system of intervention which includes three tiers of Intervention. Tier 1 - Each site will align	have a caring relationship with an adult at school. 9th graders and 11th graders who feel happy at school. 9th graders and 11th graders who feel like a part of their school. Each school site will implement a system of intervention which includes three tiers of Intervention. Suspension and expulsion rates	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2013-14	Year 2: 2014-15	Year 3: 2015-16	
<p>system in place to provide immediate and consistent interventions for individual students who need behavioral, attendance or academic support.</p> <p>Additionally, the most recent (2011-2012) CA Healthy Kids Survey: 21% of 9th graders and 26% of 11th graders feel strongly that</p>						all 2015-2016 (year 2) programming to ensure that all students has access to rigorous, grade-level curriculum and highly effective initial teaching. Tier 2 - Each site will identify interventions that are timely, structured, and mandatory; focused on the cause of a student's struggles rather than on a	will decrease for students of color and low income students. Students will not be suspended for "willful defiance".	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2013-14	Year 2: 2014-15	Year 3: 2015-16	
there are opportunities for meaningful participation at school; 47% of 9th graders and 56% of 11th graders feel that they have a caring relationship with an adult at school; 21% of 9th graders and 23% of 11th graders do not feel happy at school; 30% of 9th graders and 30% of 11th graders do not feel like a part						symptom (for example, a letter grade); administered by a trained professional; and part of a system that guarantees that these practices apply no matter which teacher a student is assigned to. Tier 3 - Each site will create a system of intensive support for students to receive in addition to core		

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2013-14	Year 2: 2014-15	Year 3: 2015-16	
of their school.						instruction— not in place of it. Because Tier 3 students often have multiple needs, intensive help must be individualized, based on a problem-solving approach Suspension and expulsion rates will decrease for students of color and low income students. Students will not be suspended for		

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2013-14	Year 2: 2014-15	Year 3: 2015-16	
						"willful defiance".		

Section 3: Actions, Services, and Expenditures

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions

- 1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 2) How do these actions/services link to identified goals and performance indicators?
- 3) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?
- 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 5) In the annual update, how have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
- 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?

A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2013-14	Year 2: 2014-15	Year 3: 2015-16
1) To establish and provide all students access to district wide guaranteed and viable curriculum that includes content and 21st Century skill standards, is coherent from the learner's perspective, and includes a description of what all students should know and be able to do (program goals) and high quality assessments aligned to	Basic State Standards Implementation Pupil Achievement Other Pupil Outcomes	1) Have an adequate number of teachers and classified staff to provide high quality classroom instruction to students and maintain teacher to student ratios required by contract. Continue to support Teachers Leaders in their ability to facilitate the development of curriculum with all district teachers. Purchase textbook	Tamiscal High (Alternative) Sir Francis Drake High Redwood High Tamalpais High San Andreas High (Continuation)	Not Applicable - 2013 is the first year for the LCAP so there will be no information to input in this section.	Classroom teachers salaries & benefits: \$27,300,000 Classroom para-educators salaries & benefits: \$1,228,000 Classroom teachers and para-educators are categorized by functions (1000-1130) and objects (1110, 2110 and 3XXX). Funding is provided by the Local Property and Parcel Tax, Educational Protection Act,	Classroom teachers salaries & benefits: \$27,300,000 Classroom para-educators salaries & benefits: \$1,228,000 Classroom teachers and para-educators are categorized by functions (1000-1130) and objects (1110, 2110 and 3XXX). Funding is provided by the Local Property and Parcel Tax, Educational Protection Act,	Classroom teachers salaries & benefits: \$27,300,000 Classroom para-educators salaries & benefits: \$1,228,000 Classroom teachers and para-educators are categorized by functions (1000-1130) and objects (1110, 2110 and 3XXX). Funding is provided by the Local Property and Parcel Tax, Educational Protection Act,

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2013-14	Year 2: 2014-15	Year 3: 2015-16
proficiency scales. (Goals 1, 2, 3, 4, 6 from the Curriculum and Assessment System of the Strategic Plan)		and classroom resources. Develop courses of study aligned to the district curriculum and common core standards. Allow teachers to experiment with the use of a Standards Based Grading Platform Provide professional development for teachers in the areas of curriculum development, grading practices and improvement of classroom instruction.			<p>Lottery, Special Education AB602 Funding, Title I, Parent Foundation.</p> <p>Tamalpais Leadership Collaborative stipends, hourly work, substitute and food costs: \$341,000 Categorized by DD2 (008). Funding provided by Local Property Tax.</p> <p>Textbooks and other instructional materials: \$1,071,000 Categorized by Resource (0221, 6300, 7405). Funding provided by State Aid "Hold Harmless", Lottery</p>	<p>Lottery, Special Education AB602 Funding, Title I, Parent Foundation.</p> <p>Tamalpais Leadership Collaborative stipends, hourly work, substitute and food costs: \$341,000 Categorized by DD2 (008). Funding provided by Local Property Tax.</p> <p>Textbooks and other instructional materials: \$1,071,000 Categorized by Resource (0221, 6300, 7405). Funding provided by State Aid "Hold Harmless", Lottery</p>	<p>Lottery, Special Education AB602 Funding, Title I, Parent Foundation.</p> <p>Tamalpais Leadership Collaborative stipends, hourly work, substitute and food costs: \$341,000 Categorized by DD2 (008). Funding provided by Local Property Tax.</p> <p>Textbooks and other instructional materials: \$1,071,000 Categorized by Resource (0221, 6300, 7405). Funding provided by State Aid "Hold Harmless", Lottery</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2013-14	Year 2: 2014-15	Year 3: 2015-16
					<p>-Instructional Materials, and Common Core.</p> <p>Curriculum development performed teachers and paid at the hourly rate of pay: \$28,000 Categorized by function (2130) and objects (1130,1150, and 3XXX). Funding provided by Local Property Tax.</p> <p>Tamalpais Leadership Collaborative stipends, hourly work, substitute and food costs: \$341,000 Categorized by DD2 (008). Funding provided by Local Property</p>	<p>-Instructional Materials, and Common Core.</p> <p>Curriculum development performed teachers and paid at the hourly rate of pay: \$28,000 Categorized by function (2130) and objects (1130,1150, and 3XXX). Funding provided by Local Property Tax.</p> <p>Tamalpais Leadership Collaborative stipends, hourly work, substitute and food costs: \$341,000 Categorized by DD2 (008). Funding provided by Local Property</p>	<p>-Instructional Materials, and Common Core.</p> <p>Curriculum development performed teachers and paid at the hourly rate of pay: \$28,000 Categorized by function (2130) and objects (1130,1150, and 3XXX). Funding provided by Local Property Tax.</p> <p>Tamalpais Leadership Collaborative stipends, hourly work, substitute and food costs: \$341,000 Categorized by DD2 (008). Funding provided by Local Property</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2013-14	Year 2: 2014-15	Year 3: 2015-16
					Tax. Professional Development: Instructional Design Facilitators: \$11,000 Conferences: \$23,000 Professional Consultants (In-house staff development): \$38,000 Categorized by Resource (4035). Funding provided by Title II Teacher Quality	Tax. Professional Development: Instructional Design Facilitators: \$11,000 Conferences: \$23,000 Professional Consultants (In-house staff development): \$38,000 Categorized by Resource (4035). Funding provided by Title II Teacher Quality	Tax. Professional Development: Instructional Design Facilitators: \$11,000 Conferences: \$23,000 Professional Consultants (In-house staff development): \$38,000 Categorized by Resource (4035). Funding provided by Title II Teacher Quality

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2013-14	Year 2: 2014-15	Year 3: 2015-16
					LCFF Basic (0000),LCFF Supplemental (0000),LCFF Concentration (0000),Lottery (1100),Lottery Instructional Materials (6300),Title I Basic (3010), EPA (1400),Common	LCFF Basic (0000),LCFF Supplemental (0000),LCFF Concentration (0000),Lottery (1100),Lottery Instructional Materials (6300),Title I Basic (3010), EPA (1400),Common	LCFF Basic (0000),LCFF Supplemental (0000),LCFF Concentration (0000),Lottery (1100),Lottery Instructional Materials (6300),Title I Basic (3010), EPA (1400),Common

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2013-14	Year 2: 2014-15	Year 3: 2015-16
					Core (7405)	Core (7405)	Core (7405)
2) Guarantee student access to rigorous, relevant and engaging courses. (Goal 5 from Instructional Programs and Practices section of TUHSD Strategic Plan)	Course Access Pupil Achievement Pupil Engagement School Climate	1) Increase numbers of students who are college and career ready by adding additional sections of UC/CSU A-G approved courses while maintaining class size ratios required by collective bargaining agreements. 14-15 - increase 50 sections and 10 teaching FTEs. 15-16 - increase 75 sections and 15 teaching FTEs. 16-17 - increase 55 sections and 11 teaching FTEs.	Tamiscal High (Alternative) Sir Francis Drake High Redwood High Tamalpais High San Andreas High (Continuation)	Not Applicable - 2013 is the first year for the LCAP so there will be no information to input in this section.	2014/15 salaries & benefits for ten (10) classroom teacher FTE's: \$1,035,000 2015/16 salaries & benefits for fifteen (15) classroom teacher FTE's: \$1,550,000 2016/17 salaries & benefits for eleven (11) classroom teacher FTE's: \$1,150,000 All amounts are estimated based upon 2013/14 Second Interim and 2014/15 Staffing Plan. Categorized with object (1110). Funding provided by Local Property	2014/15 salaries & benefits for ten (10) classroom teacher FTE's: \$1,035,000 2015/16 salaries & benefits for fifteen (15) classroom teacher FTE's: \$1,550,000 2016/17 salaries & benefits for eleven (11) classroom teacher FTE's: \$1,150,000 All amounts are estimated based upon 2013/14 Second Interim and 2014/15 Staffing Plan. Categorized with object (1110). Funding provided by Local Property	2014/15 salaries & benefits for ten (10) classroom teacher FTE's: \$1,035,000 2015/16 salaries & benefits for fifteen (15) classroom teacher FTE's: \$1,550,000 2016/17 salaries & benefits for eleven (11) classroom teacher FTE's: \$1,150,000 All amounts are estimated based upon 2013/14 Second Interim and 2014/15 Staffing Plan. Categorized with object (1110). Funding provided by Local Property

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2013-14	Year 2: 2014-15	Year 3: 2015-16
					and Parcel Tax, Lottery, Educational Protection Act and Special Education AB602. Lottery (1100), EPA (1400),Other	and Parcel Tax, Lottery, Educational Protection Act and Special Education AB602. Lottery (1100), EPA (1400),Other	and Parcel Tax, Lottery, Educational Protection Act and Special Education AB602. Lottery (1100), EPA (1400),Other
	Course Access Pupil Achievement Pupil Engagement School Climate	2) Increase student access to honors and Advanced Placement courses by increasing sections of those courses. Increased sections cause a need for hiring additional teachers. Total number of additional teachers that will be added in the next three years are estimated as	Tamiscal High (Alternative) Sir Francis Drake High Redwood High Tamalpais High San Andreas High (Continuation)	Not Applicable - 2013 is the first year for the LCAP so there will be no information to input in this section.	2014-2015 Salaries and benefits for 10.0 FTE: \$1,032,304 2015-2016 Salaries and benefits for 15.0 FTE: \$1,548,456 2016-2017 Salaries and benefits for 11.0 FTE: \$1,135,534 Categorized by object (1110) and resources (0000,1100,1400, 6500). Funding provided by Local Property and Parcel Tax,	2014-2015 Salaries and benefits for 10.0 FTE: \$1,032,304 2015-2016 Salaries and benefits for 15.0 FTE: \$1,548,456 2016-2017 Salaries and benefits for 11.0 FTE: \$1,135,534 Categorized by object (1110) and resources (0000,1100,1400, 6500). Funding provided by Local Property and Parcel Tax,	2014-2015 Salaries and benefits for 10.0 FTE: \$1,032,304 2015-2016 Salaries and benefits for 15.0 FTE: \$1,548,456 2016-2017 Salaries and benefits for 11.0 FTE: \$1,135,534 Categorized by object (1110) and resources (0000,1100,1400, 6500). Funding provided by Local Property and Parcel Tax,

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2013-14	Year 2: 2014-15	Year 3: 2015-16
		follows: 2014-2015 - 10.0 FTE 2015-2016 - 15.0 FTE 2016-2017 - 11.0 FTE			Lottery, EPA, Special Education AB602. Lottery (1100), EPA (1400),Other	Lottery, EPA, Special Education AB602. Lottery (1100), EPA (1400),Other	Lottery, EPA, Special Education AB602. Lottery (1100), EPA (1400),Other
3) Teachers will work in "professional learning communities" to collectively review and respond to student achievement data, to assist one another in advancing student learning through the improvement of instruction and to align grading practices so that they are accurate, consistent, and supportive of	Pupil Achievement Other Pupil Outcomes Pupil Engagement	1) Professional development - grading Professional development - 21st century learning and assessment, integration of technology into instruction Professional development and coaching - common core mathematics implementation professional development total	Tamiscal High (Alternative) Sir Francis Drake High Redwood High Tamalpais High San Andreas High (Continuation)	Not Applicable - 2013 is the first year for the LCAP so there will be no information to input in this section.	Professional Development Consultants (\$60,000) with resource (7405). Funding provided by Common Core. Common Core (7405),Other	Professional Development Consultants (\$60,000) with resource (7405). Funding provided by Common Core. Common Core (7405),Other	Professional Development Consultants (\$60,000) with resource (7405). Funding provided by Common Core. Common Core (7405),Other

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2013-14	Year 2: 2014-15	Year 3: 2015-16
student learning. (Goal 7 from the Curriculum and Assessment System and Goal 2 from Instructional Programs and Practices sections of the TUHSD Strategic Plan)							
	Pupil Achievement Other Pupil Outcomes Pupil Engagement	2) 1. Provide sustained coaching and formative evaluations to improve the professional learning process and to ensure consistency of assessment and grading practices	Tamiscal High (Alternative) Sir Francis Drake High Redwood High Tamalpais High San Andreas High (Continuation)	Not Applicable - 2013 is the first year for the LCAP so there will be no information to input in this section.	TUHSD will utilize general funds to meet Goal 3. Other	TUHSD will utilize general funds to meet Goal 3. Other	TUHSD will utilize general funds to meet Goal 3. Other
4) Improve community relations by: utilizing the most	Parent Involvement	1) Employ Web-site coordinators to regularly update and	--- LEA Wide/All Schools ---	Not Applicable - 2013 is the first year for the LCAP so there will be no	Web Page Coordinator stipend: \$17,000 Categorized as an	Web Page Coordinator stipend: \$17,000 Categorized as an	Web Page Coordinator stipend: \$17,000 Categorized as an

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2013-14	Year 2: 2014-15	Year 3: 2015-16
effective means of communication with the district's internal and external stakeholders including websites, blogs, and social media; actively seeking information from the community regarding expectations and aspirations for our schools; bringing about community understanding the need for continuous improvement in our schools and what must be done to facilitate that involvement. (Goals 1, 2, 3 & 4 of the Community Relations Section of the TUHSD		improve district and site websites. Engage consultant to develop and implement public relations plan.		information to input in this section.	extra service stipend per the TFT CBA, by object (1130). Funding provided by Local Property Tax. Consulting services: \$12,000 Categorized by function (7180). Funding provided by Local Property Tax. Other	extra service stipend per the TFT CBA, by object (1130). Funding provided by Local Property Tax. Consulting services: \$12,000 Categorized by function (7180). Funding provided by Local Property Tax. Other	extra service stipend per the TFT CBA, by object (1130). Funding provided by Local Property Tax. Consulting services: \$12,000 Categorized by function (7180). Funding provided by Local Property Tax. Other

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2013-14	Year 2: 2014-15	Year 3: 2015-16
Strategic Plan)							
5) Support each student's emotional and social growth and work towards a community where all students feel safe and valued and develop a system of intervention to support the academic and behavioral success of all students. (Goals 1 & 4 from Instructional Programs and Practices of TUHSD Strategic Plan)	Pupil Engagement School Climate	1) Employ Bay Area Community Resources Counselors to provide counseling to students. Implement Teen Screen assessment to determine students who need counseling services. Employ district Wellness Coordinator and implement Wellness program. Contract with Dynamic Solutions for Youth to provide community service opportunity for suspended	Tamiscal High (Alternative) Sir Francis Drake High Redwood High Tamalpais High San Andreas High (Continuation)	Not Applicable - 2013 is the first year for the LCAP so there will be no information to input in this section.	Bay Area Community Resources: \$375,000 Teen Screen (Family Service Agency): \$24,000 Dynamic Solutions for Youth: \$55,000 Center for Restorative Justice: \$5,000 Categorized by object (5849) and function (3900). Funding provided by Local Property Tax. Health Services: \$121,000 Categorized by function (3140). Funding provided by Local Property Tax.	Bay Area Community Resources: \$375,000 Teen Screen (Family Service Agency): \$24,000 Dynamic Solutions for Youth: \$55,000 Center for Restorative Justice: \$5,000 Categorized by object (5849) and function (3900). Funding provided by Local Property Tax. Health Services: \$121,000 Categorized by function (3140). Funding provided by Local Property Tax.	Bay Area Community Resources: \$375,000 Teen Screen (Family Service Agency): \$24,000 Dynamic Solutions for Youth: \$55,000 Center for Restorative Justice: \$5,000 Categorized by object (5849) and function (3900). Funding provided by Local Property Tax. Health Services: \$121,000 Categorized by function (3140). Funding provided by Local Property Tax.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2013-14	Year 2: 2014-15	Year 3: 2015-16
		students. Contract with Center for Restorative Justice to provide restorative justice training for staff.			2014-2015 (Additional) Wellness Coordinator and implementation of Wellness program: \$145,000 Categorized by function (3140). Funding provided by Local Property Tax. Private,Other	2014-2015 (Additional) Wellness Coordinator and implementation of Wellness program: \$145,000 Categorized by function (3140). Funding provided by Local Property Tax. Private,Other	2014-2015 (Additional) Wellness Coordinator and implementation of Wellness program: \$145,000 Categorized by function (3140). Funding provided by Local Property Tax. Private,Other

B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2013-14	Year 2: 2014-15	Year 3: 2015-16

- C. Describe the LEA's increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state priority areas. (See 5 CCR 15496(b) for guidance.)

TUHSD is a "basic aid" district and will not experience an increase of funds. The changes indicated per the LCFF calculator are as follows:

2014-2015 \$168,920

2015-2016 \$222,180

2016-2017 \$151,408

No additional funds will be received. Expenditures will be made per goals previously described for ALL students.

Expenses related to services for targeted subgroups far exceed the proportionality requirements in 5 CCR 15496(b).

D. Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

For Low Income

- Provide targeted academic and behavioral support systems to meet student academic needs through site based intervention plans as described in LCAP goal #5.
- Provide all students with rigorous courses that are college and career ready as described in LCAP goal #1 and #3.

For English Learners

- Provide coordinated administrative support for EL Services. This is an ongoing position at TUHSD.
- Provide mandatory workshops (e.g. Academic Language Development) for teachers within teacher professional development programs
- Embed EL services in site RTI plans as described in LCAP goal #5.
- Increase inclusionary support services for English Language Learners that receive instruction in mainstream classes.

For Foster Youth

- Provide coordinated administrative support for Foster Youth. This is an ongoing administrative responsibility at TUHSD.
- Provide mandatory workshops (e.g. Academic Language Development) for teachers within teacher professional development programs
-

The percentages are as follows:
2014-2015 .58%

2015-2016 .65%
2016-2017 .41%

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

Tamalpais Union High School District

Hiring Guide

Prepared by:

John Carroll

Assistant Superintendent, Human Resources

Contents

Introduction	3
--------------------	---

SECTION 1: CERTIFICATED HIRING

<u>Step 1</u>	Open or Vacant Positions	4
<u>Step 2</u>	Determining Qualifications	5
<u>Step 3</u>	Recruiting Process	5
<u>Step 4</u>	Posting Openings	6
<u>Step 5</u>	Application Review	6
<u>Step 6</u>	Interviewing Candidates	7
<u>Step 7</u>	Determining Qualified Candidates	9
<u>Step 8</u>	Checking Background and References	9
<u>Step 9</u>	Offers of Employment	10
<u>Step 10</u>	Finalizing Selection	10

SECTION 2: CLASSIFIED HIRING

<u>Step 1</u>	Open or Vacant Positions	11
<u>Step 2</u>	Determining Qualifications and Classification	11
<u>Step 3</u>	Posting and Recruiting	11
<u>Step 4</u>	Application and Review	12
<u>Step 5</u>	Interviewing Candidates	12
<u>Step 6</u>	Determining Qualified Candidates	13
<u>Step 7</u>	Checking Background and References	14
<u>Step 8</u>	Offers of Employment	14
<u>Step 9</u>	Finalizing Selection	14

SECTION 3: ADMINISTRATIVE HIRING

<u>Step 1</u>	Administrative Vacancies	15
<u>Step 2</u>	Determining Qualifications and Process	15
<u>Step 3</u>	Recruiting Process	15
<u>Step 4</u>	Posting Openings	16
<u>Step 5</u>	Application Review	16
<u>Step 6</u>	Developing a Profile	16
<u>Step 7</u>	Interviewing Candidates	16
<u>Step 8</u>	Determining Qualified Candidates	17
<u>Step 9</u>	Checking Background and References	18
<u>Step 10</u>	Offers of Employment	18
<u>Step 11</u>	Finalizing Selection	19

SECTION 4: MISCELLANEOUS POSITIONS

Teacher Leaders	19
Volunteers and Guest Artists	19
Coaches	20
Student Teachers	20

Introduction

In order to assure clarity and consistency of practice in hiring the highest quality staff for the Schools of the Tamalpais High School District, this Hiring Guide has been developed to serve as a resource for any person who is involved in the recruitment and selection of employees. This guide codifies effective practices from the past, clarifies required practices and adds new elements as policy, law or research indicate.

Thus, the Hiring Guide should be seen as a dynamic document that will require adjustment from time to time and that should be reviewed and updated annually.

The Hiring Guide follows a step-by-step format that includes definitions of terms within the text as well as the chronological process to be used in hiring for *certificated, certificated management, classified, classified management and miscellaneous positions including Teacher Leaders, Coaches, Student Teachers and Volunteers*.

SECTION 1: CERTIFICATED HIRING

Step 1: Open or Vacant Positions

An open position (or vacancy) is any position in which the District plans to employ a person in the immediate future, usually at or before the beginning of the next semester. Vacancies occur when a new position is created or when a current employee ends his or her employment for any of the following reasons:

- Approved leave
- Retirement
- Resignation
- Non-reelection
- Termination
- Death of the employee
- Non-renewal of a contract

Regardless of the reason for the employee ending his or her employment, the employee should fill out a *Separation Form* that will be provided by the Human Resources Office. (Appendix A)

Approved leaves are defined in the collective bargaining agreement (CBA hereafter). Each type of leave is subject to particular notification and approval requirements that may be found in Article IV or in Article V, section II (Willie Brown Act) of the CBA. Employees requesting leaves must notify the HR department before January 10 or by the variable deadline indicated for leaves such as maternity or child-rearing.

Retirement (or retirement / resignation) is when an employee chooses to end his or her employment in the District and applies for district-provided, post-employment benefits as defined in the CBA (Article V, section III). Employees who wish to retire must notify the HR office before December 10 of the year prior to the school year in which their service will end.

NOTE: Retirement with the State Teachers Retirement System (CalSTRS) is the prerogative of the employee and outside the scope of the hiring guide.

Resignation is the process by which an employee voluntarily terminates his or her employment with the District before he or she is eligible to retire as per the CBA. Although there is no contractual obligation to do so, employees who wish to resign should notify their site administrator as soon as possible before they end their service with the district. In most cases, the expectation is that resignations would be effective at the start of the following semester.

Non-reelection is the process by which the District terminates a teacher or counselor's employment without cause prior to that person completing his or her two-year probationary period. Principals should work closely with the HR department throughout the probationary period for each teacher and counselor in order to make an appropriate recommendation for non-reelection or for continued employment. The District must notify any certificated employee of his or her non-reelection before March 15 of the school year in which the term of employment will be ended.

Termination is when the District dismisses an employee for cause. That may occur at any time throughout the school year and must be preceded by due process and done only with the advice or other assistance of legal counsel.

Non-renewal of a contract is when the District does not offer an employee continuing employment after the term of his or her contract has ended. That occurs most often in the case of temporary teachers who are working in place of teachers on leave but also may occur with management employees who are employed under limited-term contracts.

Death of an Employee: When an employee dies while in active status, the site administrator should notify the HR department as soon as practical so that matters of compensation, life insurance and associated tasks can be completed.

New positions are created when the number of certificated staff is less than the FTE required to meet staffing needs for the following year. The creation of new positions is a function of the *Staffing Plan* and occurs only after all tasks associated with the *Staffing Plan* have been completed.

Step 2: Determining Qualifications

Once an administrator has determined that a position will be vacant, he or she should complete a *Staffing Requisition Form (Appendix B)* and submit it to the HR office as soon as possible.

The form will include:

1. Job Title
2. Job description*
3. Job qualifications including credential requirements
4. Special skills, demands and working conditions as needed.
5. Temporary or probationary status of the position.

The HR office will review the form and approve or amend job qualifications as needed.

* In many cases job descriptions are on file in the HR office and may be added when HR receives the form. In cases where there is no clear job description, HR will work with site administrators to develop one.

Step 3: Recruiting Process

General Pool- Building

Throughout the year the District will work to expand the pool of potential applicants through a variety of means. Whether or not specific vacancies exist at a given time, the Human Resources office will work to increase and improve the district's profile as an employer by

- Participating in regional or university job fairs.
- Working with university teacher-placement offices throughout the U.S.
- Maintaining active relationships with university staff who work with or train new teachers

- Participating in Human resources forums and events such as those offered by AASPA or ACSA.
- Posting all positions on EdJoin.org and the Marin County Office of Education job board as soon as possible.

Specific positions

The District recruits for certificated openings by using the following resources

1. Posting each vacancy on EdJoin.org. (EdJoin serves over 1,800 school districts and is a primary starting place for teachers and administrators who are looking for jobs.)
2. Posting each vacancy on the district website.
3. Posting each vacancy on the MCOE website / job hotline
4. Using on-line services such as university job boards HBCU, etc.
5. Posting each vacancy at all sites.
6. Sending postings for particular positions to administrators in other districts
7. Contacting subject matter associations or consultants for recruiting positions that are difficult to hire.
8. Using social media associated with professional organizations such as AASPA.
9. Posting in Industry-specific print media such as EdCal as needed.
10. Word of mouth.

Step 4: Posting Openings

Certificated job openings are subject to the transfer process as defined in the CBA (Article III). If a teacher transfers into a vacant position, his or her former position will likewise, become open to transfer. That process will continue until a vacancy remains or until it is determined that the transfer process has eliminated the need for a position without hiring a new employee. (For example: If a teacher transfers from one site to another and the former site realizes a drop in enrollment and does not need to fill a position.)

After the transfer process has been completed in accordance with the CBA, the district will open vacant positions to the general public. As soon as it is determined that a vacancy should be posted publically, the HR office will post it on EdJoin.org, the district web site and the MCOE job board using the information from the *Staffing Requisition Form*. A printed version of the posting will also be placed at each site and in the HR office.

NOTE: All certificated vacancies regardless of subject matter, temporary, probationary or long-term substitute status will be posted by the HR office on Edjoin.org.

Step 5: Application Review

The District contracts with Target Success for our primary screening tool, the *Sketch Screener*. All certificated applicants must complete an on-line survey as part of the EdJoin.org application process. The *Sketch Screener* is research-based and provides a numerical score that indicates an applicant's long-term likelihood of success as an educator. The tool is not used to select final candidates but as a preliminary tool to screen applicants based on their relative likelihood of success. The HR office will collect and review scores from all applicants and share them with site administrators as they review applications.

The HR office will also review all applications to ensure that candidates possess requisite credentials, transcripts and other documents necessary to be considered for employment. The HR office will screen and reject applications that do not meet the minimum qualifications for the particular position. Site administrators will then be provided with access to EdJoin and will further screen remaining applications by reviewing letters, experience, education and supporting documents.

Site administrators will submit to the HR office lists of candidates for interviews for each vacant position. The HR office will then arrange first-round interviews.

Step 6: Interviewing Candidates

We want to remain mindful that when we interview candidates that we are providing (in many cases) their first impression of our schools and our district. Not only are we assessing their suitability for employment in the district but we are also communicating to them the values that underpin our work. Our goal is for all candidates, regardless of outcome, to conclude the process recognizing that we treat people professionally, respectfully and fairly and that our work is driven by a shared desire to assure that all students learn.

Preliminary Interview

Beginning in spring of 2012, the District will be using the *Target Success Structured Interview* as the primary way to determine candidates' suitability for employment in the district. The HR office will appoint trained administrators to conduct the structured interviews one-to-one with each interview candidate.

The *Structured Interview* is a research-based method of determining a candidate's likelihood for long-term success as an educator. It provides objective information on candidates' focus, attitude toward students, orientation toward creating a learning environment and likelihood of continuing to improve his or her practice. Combined with thorough application screening, the *Structured Interview* will provide us with groups of finalists who meet or exceed the level of quality we seek in newly-hired teachers.

NOTE: there is not a *Structured Interview* for counselors.

Final Interviews

Composition of the committee: The site Principal will convene a committee to participate in interviews for each vacancy at his or her school site. The committee should ideally be comprised of no fewer than three people and should include an administrator, a teacher leader from the department with the vacancy, a teacher with knowledge specific to the assignment, a representative from the Collective Bargaining Unit, and any other person with knowledge that may pertain to the vacancy.

Location: In most cases, interviews should be conducted at the site with the vacancy and in a location that is indicative of the school culture to the greatest extent possible. In cases when openings exist at more than one site, the HR office will work with sites to determine the most appropriate location. The goal is to provide a setting that gives the candidate as accurate a perception of the work environment that can be provided in the course of an interview.

Ground Rules: All participants in interviews must understand and agree to the following:

1. Interviews are confidential. Neither their content nor the committee member's opinion is to be discussed outside of the interview setting.
2. Interviews are consistent. Committee members must adhere to pre-determined questions and not ask questions of one candidate that another did not have a chance to answer.
3. Interviews are legal. Committee members must understand and abide by laws that restrict the type of questions that may be asked. In addition, members must also avoid giving the impression that the District is in any way trying to gather information that we cannot legally obtain through an interview. The HR office will provide legal guidelines to interview committees. (Appendix C)

Interview goals and strategies: The primary goal of the interview is to predict how likely it is that the candidate will be successful in the position. In order to make such a prediction, our focus should be on things related to the position rather on extraneous factors. That seems obvious, however research shows that many well-intended interviewers are consciously or unconsciously distracted by irrelevant details such as the candidates' mannerisms, style of dress, attitudes about unrelated matters or how much the candidate reminds them of someone else. It is, in fact, a monumentally difficult task to make a judgment about someone's suitability for a job without letting one's prejudices influence the decision.

The usual format for employment interviews is as follows:

1. Create a setting that is comfortable and that allows the candidate to relax to the extent possible.
2. The interview chair says something to put the candidate at ease as much as possible.
3. Introduce committee members.
4. Questions that allow candidates to speak about something they know very well.
5. Questions that demonstrate their attitudes, likely behaviors and responses.
6. An opportunity to ask questions of the committee or chair.
7. A description of how the interview process will conclude including an estimated timeline
8. A writing sample based on a meaningful prompt related to the opening.

Determination of Interview Questions: The HR office maintains copies of interview questions for various positions. Before an interview, the committee chair may review the questions with the committee and edit them as necessary for the particular position. Questions may be added, deleted or changed prior to the first interview but must remain unchanged after the first candidate has been interviewed.

Normally in a 30-minute interview, a candidate can be expected to answer approximately 10 to 12 questions. The questions should not require the candidate to speculate about future events nor should they be focused on details of the candidate's experience and training. Instead questions should be designed to allow the candidate to reveal his or her attitudes, beliefs and behaviors. Questions about past experience are permissible but should be framed so as to be indicative of the person's way of assessing and responding to situations or issues.

The District prohibits asking any question that would be likely to encourage a candidate to reveal information pertaining to:

- Race, ethnicity, lineage, national origin, nationality and citizenship
- Marital status, marriage plans, domestic partnership, divorce

- Parenthood, pregnancy or family planning
- Sexual orientation or sexual identity
- Religion or spiritual inclination
- Disability
- Financial or housing status
- Political affiliation or beliefs

Step 7: Determining Qualified Candidates

After final interviews have been conducted, the committee chair (usually the Principal) will discuss each candidate with the committee. The conversation will center on each candidate's perceived strengths, weaknesses and any questions that remain about his or her suitability for the position. **Candidates will not be rated or compared with one another.** The committee chair will remind the committee members that their input is advisory and that the final recommendation will come from the chair and that all appointments are pending board approval.

The Principal will then make two determinations, first which if any of the candidates are qualified to fill the open position and then which of those qualified candidates should be considered the first choice. He or she will then inform the HR office of those two determinations.

Step 8: Checking Background and References

Once a final candidate has been selected, the District will conduct a thorough reference check by calling three recent references including the candidate's current supervisor. In addition, the District will make an effort to call a reference that the candidate did not name.

A district administrator (in most cases the Assistant Superintendent for Human Resources) will call the current supervisor and ask about the candidate's general job performance, relations with other employees, community members and supervisors, ability to work as a member of a team and his or her focus on student growth and learning.

The HR department may also complete an on-line background check to gather additional information.

In the event the reference and background check does not indicate that the candidate should be hired, the Assistant Superintendent for HR will inform the Principal, discuss other qualified finalists, if any, and conduct additional reference and background checks for subsequent final candidates.

If, after step 7 in the hiring process, no final candidates have been chosen, the Assistant Superintendent for HR and the Principal will meet to determine next steps and re-post the position as necessary.

When a background and reference check supports hiring the candidate, a job offer (see next section) will be made.

Candidates not selected will be notified through the EdJoin.org system that the position has been filled.

(Job offers will be made pending a Department of Justice and FBI fingerprint screening and a TB test.)

Step 9: Offers of Employment

NOTE: Only the Superintendent and the Assistant Superintendent for Human Resources are authorized to make offers of employment. Under no circumstances will offers be made by other members of the organization.

After all subsequent steps have been completed and a final candidate has been selected, the Assistant Superintendent for Human Resources (or in some cases the Superintendent) will meet with or call the candidate and offer the position. The offer will include the following:

- Position title
- Location
- FTE
- Temporary, Probationary or Long-term sub status
- Anticipated support to be provided (BTSA, etc.)
- Anticipated pay range pending transcript review and verification of years of service
- Benefit summary
- Solicitation of further questions
- Formal offer of employment contingent on approval by the Board of Trustees, successful criminal background check and TB test
- Contact information for the site (if offer is accepted)
- An appointment to visit the HR office to fill out paperwork.

Step 10: Finalizing Selection

Once a candidate has accepted an offer of employment, the HR office will add his or her name to the Board of Trustees agenda for approval. The candidate will come to the HR office and complete all necessary paperwork including:

- Employment contract
- Health care enrollment paperwork if eligible (mandatory for new employees)
- Vision and Dental enrollment paperwork if eligible
- BTSA induction paperwork if needed
- Signature page verifying receipt of various notifications (attached)

The HR office will review all paperwork and the level of new-teacher support will be determined and the HR office will communicate with the Education Services Department to arrange support in advance.

The appointment of new employees will be announced (pending Board approval) at the site where the employee will work and then district-wide at an appropriate time. Site announcements may be made by the Principal pending Board approval and after being cleared by the Assistant Superintendent for Human Resources.

SECTION 2: CLASSIFIED HIRING

Step 1: Open or Vacant Positions

An open position or a vacancy is any position in which the District plans to employ a person in the immediate future. Vacancies occur when a new position is created or when a current employee ends his or her employment for any of the following reasons:

- Approved leave
- Retirement
- Resignation
- Dismissal / release during probationary period
- Death of the employee

When a supervisor determines that a classified vacancy exists, he or she will complete a Staffing Requisition Form (Appendix B) and submit it to the HR office.

Step 2: Determining Qualifications and Classification

The Assistant Superintendent of Human Resources will discuss the vacancy with the management team member in whose department or school site the vacancy occurs and will determine the classification of the position and any other special qualifications that would be desirable in a candidate who fills it. The Assistant Superintendent of Human Resources will discuss the vacancy with other district office administrators, as needed, to determine when and if the position would be filled.

Step 3: Posting and Recruiting

As necessary, the HR office will advertise employment opportunities on the District website, MCOE job hotline and by posting openings at sites. The HR office will also maintain a list of substitute employees that may be contacted personally when an opening occurs in their area of interest.

When a vacancy occurs, the HR office will implement the requirements and time lines of the Collective Bargaining Agreement as follows:

- Consult the 39 and 64 month re-employment lists and offer the position to qualified employees on those lists in order of seniority.
- If no laid-off employees are reemployed, current qualified employees in the same classification will be offered the position in order of seniority.
- If no employee wishes to transfer, the position will be open to current employees to apply through the promotion or voluntary demotion process. Those employees will be interviewed and offered the new position if qualified.
- If no laid-off, transferred, promoted or demoted employees are selected to fill the vacancy, the position will be posted to the general public.

Step 4: Application and Review

All applicants for classified vacancies will submit an application and provide any other background material necessary for the position. Applications are available in the HR office and are accepted during regular business hours.

The Assistant Superintendent for Human Resources will review applications and provide the position supervisor with applications from candidates who meet the minimum qualifications. The supervisor will screen the applications and develop a list of candidates to interview.

The HR office, in cooperation with sites and departments, will arrange interviews and contact candidates. In general, classified interviews should be held at the location where the vacancy exists and must include the following people on the interview committee:

- The position supervisor
- An employee in the same classification
- An employee from another school site
- A representative of CSEA Chapter 549
- The Director of Special Education (for paraeducator interviews)

Other members of the committee may include as needed:

- Additional site or district administrators
- Teachers
- Students
- Classified employees who lead or work with people in the vacant position.

Step 5: Interviewing Candidates

We want to remain mindful that when we interview candidates we are providing (in many cases) their first impression of our schools and our district. Not only are we assessing their suitability for employment in the District but we are also communicating to them the values that underpin our work. Our goal is for all candidates, regardless of outcome, to conclude the process recognizing that we treat people professionally, respectfully and fairly and that our work is driven by a shared desire to assure that all students learn.

Ground Rules: All committee members must understand and agree to the following:

- Interviews are confidential. Neither their content nor the committee member's opinion is to be discussed outside of the interview setting.
- Interviews are consistent. Committee members must do their best to adhere to pre-determined questions and not ask questions of one candidate that another did not have a chance to answer.
- Interviews are legal. Committee members must understand and abide by laws that restrict the type of questions we can ask. In addition, members must also avoid giving the impression that we are in any way trying to gather information that we cannot legally obtain through an interview. The HR office will supply guidelines to interview committees that will serve to guide their questioning. (Appendix C.)

Interview Goals and Strategies: The primary goal of the interview is to predict how likely it is that the candidate will be successful in the position. In order to make such a prediction, our focus should be on information related to the position rather on extraneous factors. It is a difficult task to make a judgment about someone's suitability for a job without letting one's prejudices influence the decision. Thus, committee members must do their best to keep their prejudices in check.

The usual format for employment interviews is as follows:

1. Create a setting that is comfortable and that allows the candidate to relax to the extent possible.
2. The interview chair says something to put the candidate at ease.
3. Introduce committee members.
4. Ask a question that allows candidates to speak about something they know very well.
5. Ask job-related questions that demonstrate attitudes, likely behaviors, skills and knowledge base.
6. Provide an opportunity to ask questions of the committee or chair.
7. A description of how the interview process will conclude including an estimated timeline
8. A writing sample based on a meaningful prompt related to the opening (if appropriate).

Determination of Interview Questions: The District maintains copies of interview questions for various positions in the HR office. Before an interview, the committee chair may review the questions with the committee and edit them as necessary for the particular position. Questions may be added deleted or changed prior to the first interview but must remain unchanged after the first candidate has been interviewed.

Normally in a 30 minute interview, a candidate can be expected to answer approximately 10 to 12 questions. The questions should not require the candidate to speculate about future events nor should they be focused on details of the candidate's experience and training. Instead questions should be designed to allow the candidate to reveal his or her attitudes, beliefs and behaviors. Questions about past experience are fine but should be framed so as to be indicative of the person's way of assessing and responding to situations or issues.

The District prohibits asking any question that would be likely to encourage a candidate to reveal information pertaining to:

- Race, ethnicity, lineage, national origin, nationality and citizenship
- Marital status, marriage plans, domestic partnership, divorce
- Parenthood, pregnancy or family planning
- Sexual orientation or sexual identity
- Religion or spiritual inclination
- Disability
- Financial or housing status
- Political affiliation or beliefs

Step 6: Determining Qualified Candidates

After final interviews have been conducted, the committee chair (usually the Principal) will discuss each candidate with the committee. The conversation should center on the candidate's perceived strengths, weaknesses and any questions that remain about his or her suitability for the position. The committee chair should remind the committee members that their input is advisory

and that the final recommendation will come from him or her and that all appointments are pending Board approval.

The Principal will then make two determinations. First, which if any of the candidates are qualified to fill the open position based on the job description and then which of those qualified candidates should be considered the first choice. He or she will then inform the HR office of those two determinations.

Step 7: Checking Background and References

Once a final candidate has been selected, the District will conduct a thorough reference check by calling three recent references including the candidate's current supervisor if possible.

The HR department may also do an on-line background check to gather additional information.

Step 8: Offers of Employment

NOTE: Only the Superintendent and the Assistant Superintendent for Human Resources are authorized to make offers of employment. Under no circumstances will offers be made by others members of the organization.

After all subsequent steps have been completed and a final candidate has been selected, the Assistant Superintendent for Human Resources or in rare cases, his designee will meet with or call the candidate and offer the position. The offer will include the following:

- Position title
- Location
- FTE
- Pay range
- Benefit summary
- Solicitation of further questions
- Formal offer of employment contingent on approval by the Board of Trustees, successful criminal background check and TB test.
- Contact information for the site (if offer is accepted)
- An appointment to visit the HR Office to fill out paperwork.

Step 9: Finalizing Selection

Once a candidate has accepted an offer of employment, the HR office will add his or her name to the Board of Trustees agenda for approval. The candidate will come to the HR office and complete all necessary paperwork including:

- Employment contract
- Health care enrollment paperwork if eligible (mandatory for new employees)
- Vision and Dental enrollment paperwork if eligible

The appointment of new employees will be announced (pending Board approval) at the site where the employee will work and then district-wide at an appropriate time. Site announcements

may be made by the Principal pending Board approval and after being cleared by the Assistant Superintendent for Human Resources.

SECTION 3: ADMINISTRATIVE HIRING

NOTE: The Superintendent and the Board of Trustees reserve the right to make any administrative appointment as provided by law and policy, including the unilateral appointment of qualified candidates.

Step 1: Administrative Vacancies

The Superintendent, in collaboration with District Office administrators will determine certificated or classified administrative vacancies.

Step 2: Determining Qualifications and Process

The Superintendent will discuss open administrative positions and desired qualifications with District Office administrators. The HR office will create a hiring timeline for each vacancy.

Step 3: Recruiting Process

General Pool- Building

Throughout the year the District will work to expand the pool of potential applicants through a variety of means. Whether or not specific vacancies exist at a given time, the HR office will work to increase and improve the District's profile as an employer by:

- Participating in regional or university job fairs.
- Participating in Human Resources forums and events such as those offered by AASPA or ACSA.
- Posting all positions on EdJoin.org and the Marin County Office of Education job board as soon as possible.

Specific positions

The District recruits for administrative openings by using the following resources:

1. Posting each vacancy on EdJoin.org. (EdJoin serves over 1,800 school districts and is a primary starting place for teachers and administrators who are looking for jobs.)
2. Posting each vacancy on the District website.
3. Posting each vacancy on the MCOE website / job hotline
4. Using on-line services such as university job boards.
5. Posting each vacancy at all sites.
6. Sending postings for particular positions to administrators in other districts
7. Using social media associated with professional organizations such as AASPA or ACSA.
8. Posting in industry-specific print media such as EdCal as needed.
9. Word of mouth.

Step 4: Posting Openings

Administrative positions are not subject to collective bargaining and are, therefore, not open to a lateral transfer process. However, qualified internal candidates will be encouraged to apply for open positions.

Vacancies will be posted on EdJoin.org, the District website, at sites and in appropriate trade publications such as *EdCal* and *EdWeek*. In some instances, the Board may elect to retain a search firm to manage or assist with the process.

All applications will be submitted through EdJoin.org.

Step 5: Application Review

Applications for certificated administrative positions will be accepted through EdJoin.org.

The HR office will review applications to ensure that candidates possess requisite credentials, licenses, letters, transcripts and other documents.

The HR office will screen all applications, reject those that do not meet the minimum qualifications and notify those applicants electronically through EdJoin.

Step 6: Developing a Profile

The HR office will solicit input from stakeholder groups including students, staff, community, district administration and the governing board and use that information to create a profile that will serve as the standard by which candidates will be evaluated throughout the entire hiring process. The profile will be the anchor of a criteria-based hiring process; forced rankings or any other type of norm-based decision making will not be used.

Step 7: Interviewing Candidates

Interviews provide (in many cases) the candidate's first impression of our schools and our district. Through interviews we communicate the values that underpin our work. Our desire is for all candidates, regardless of outcome, to conclude the process recognizing that we treat all people professionally, respectfully and fairly and that our work is driven by a shared desire to assure that all students learn.

Preliminary Interview

Preliminary interviews will be conducted by a team of District Office and site administrators selected by the Superintendent and the Assistant Superintendent of Human Resources for the purpose of developing a small pool of final candidates all of whom fulfill the minimum requirements for the position and meet the criteria established in the candidate profile.

In most cases the preliminary interview will be conducted in the District Office and under conditions similar to those described in the Certificated Hiring section of the Hiring Guide (Page 7).

Final Interviews

Final candidates for administrative positions will participate in one or two final interviews depending on the type of vacancy.

- Minimally, each candidate will be interviewed by the district Management Team as a group chaired by the Superintendent.
- Candidates for certificated management and some classified management positions will also participate in a large-group interview with a variety of stakeholders appointed by the Superintendent including teachers, classified staff, students, community members as well as representatives appointed by both bargaining units.

Determination of Interview Questions:

The HR office will develop a list of questions based on the candidate profile and will provide those questions to the committee members prior to the interview.

Normally in a 30-minute interview, a candidate can be expected to answer approximately 10 to 12 questions. The questions should not require the candidate to speculate about future events nor should they be focused on details of the candidate's experience and training. Instead, questions should be designed to allow the candidate to reveal his or her attitudes, beliefs and behaviors. Questions about past experience are permissible but should be framed so as to be indicative of the person's way of assessing and responding to situations or issues.

The District prohibits asking any question that would be likely to encourage a candidate to reveal information pertaining to:

- Race, ethnicity, lineage, national origin, nationality and citizenship
- Marital status, marriage plans, domestic partnership, divorce
- Parenthood, pregnancy or family planning
- Sexual orientation or sexual identity
- Religion or spiritual inclination
- Disability
- Financial or housing status
- Political affiliation or beliefs

Step 8: Determining Qualified Candidates

After final interviews have been conducted, the chair will discuss each candidate with the committee. The conversation will center on each candidate's perceived strengths, weaknesses and any questions that remain about his or her suitability for the position. **Candidates will not be rated or compared with one another and a forced ranking will not be used.** The committee chair will remind the committee members that their input is advisory and that the final recommendation will come from the Superintendent and Assistant Superintendent of Human Resources who will then make two determinations. First, which if any of the candidates are qualified to fill the open position and then which of those candidates should be considered the first choice.

Step 9: Checking Background and References

If no final candidates have been chosen, the Assistant Superintendent for Human Resources and the Superintendent will meet to determine next steps and re-post the position as necessary.

If a final candidate has been selected, the District will conduct a thorough reference check by calling three recent references including the candidate's current supervisor and at least one reference not provided by the candidate.

A District administrator (in most cases the Assistant Superintendent for Human Resources) will call the current supervisor and ask about the candidate's general job performance, relations with other employees, community members and supervisors, ability to work as a member of a team, focus on student growth and learning and any other factors that may influence a decision.

The HR department may also complete an on-line background check to gather additional information.

In the event the reference and background check does not indicate that the candidate should be hired, the Assistant Superintendent for Human Resources and the Superintendent will discuss other qualified finalists if any and conduct additional reference and background checks for subsequent final candidates.

When a background and reference check supports hiring the candidate, a job offer will be made (see next step).

Candidates not selected will be notified through the EdJoin.org system that the position has been filled.

(Job offers will be made pending a Department of Justice and FBI fingerprint screening and a TB test.)

Step 10: Offers of Employment

NOTE: Only the Superintendent and the Assistant Superintendent for Human Resources are authorized to make offers of employment. Under no circumstances will offers be made by others members of the organization.

After all subsequent steps have been completed and a final candidate has been selected, the Assistant Superintendent for Human Resources (or in some cases the Superintendent) will meet with or call the candidate and offer the position. The offer will include the following:

- Position title
- Location
- Work year
- Permanent, Probationary or interim status
- Anticipated pay range pending transcript review and verification of years of service
- Benefit summary
- Solicitation of further questions
- Formal offer of employment contingent on approval by the Board of Trustees, successful criminal background check and TB test.
- An appointment to visit the HR office to fill out paperwork.

Step 11: Finalizing Selection

Once a candidate has accepted an offer of employment, the HR office will add his or her name to the Board of Trustees agenda for approval. The candidate will come to the HR office and complete all necessary paperwork including:

- Employment contract
- Health care enrollment paperwork if eligible (mandatory for new employees)
- Vision and Dental enrollment paperwork if eligible
- Signature page verifying receipt or various notifications (attached)

The appointment of new employees will be announced (pending Board approval) at the site where the employee will work and then district-wide at an appropriate time. Site announcements may be made by the Principal pending Board approval and after being cleared by the Assistant Superintendent for Human Resources.

SECTION 4: MISCELLANEOUS POSITIONS

Teacher Leaders:

- Teacher Leader positions will be filled in accordance with the Collective Bargaining Agreement (Article II, Section IV).
- When a site principal becomes aware of a Teacher Leader vacancy, he or she will complete a Staffing Requisition Form and forward it to the HR office.
- The HR office will notify the Assistant Superintendent of Education Services and send postings to all members of the department in which the vacancy occurs.
- The vacancy will be posted at each site.
- Within the posted deadline, applicants will submit a letter of interest to the site principal.
- The principal will work collaboratively with the HR office to arrange interviews. The interview committee will include at a minimum, the Principal, one member from the district department in which the vacancy occurs, a person appointed by TFT, a District Office Administrator.
- The Principal will serve as the interview chair and will make a decision after considering input from the other members of the committee. Upon making the decision, he or she will forward a recommendation to the HR office.

Volunteers & Guest Artists

- A volunteer or a guest artist is any person who works with students on an on-going basis. All volunteers must receive permission from the Principal and from the HR office.
- All volunteers and guest artists must pass a criminal background investigation *prior* to working with students. (Those volunteers who hold valid California Teaching Credentials or Student Activity Credential may in some cases be exempt from further screening.)
- One-time guest speakers selected by individual staff members may make presentations to classes or teams provided the instructor is present for the duration of the presentation and provided that the Principal has granted permission.

Coaches

- Coaches will be hired in accordance with TFT collective bargaining agreement
- Coaching vacancies will be posted district-wide
- Applications will be made by letter of interest to the site Principal.
- The Principal will consult with the Athletic Director and (for assistant coach positions) the head coach of the sport in which the vacancy occurs and determine which candidates are to be interviewed.
- The Principal will arrange interviews with qualified candidates and (minimally) the Athletic Director and head coach if the opening is for an assistant coach. Interview committees may also include other assistant coaches, players, and school staff as determined by the Principal. The interview committee chair will make a recommendation to the Principal who will notify the HR office.
- Before being appointed, candidates must pass a criminal background investigation and a TB screening.
- HR will add coach appointments to the Board of Trustees agenda for approval.

Student Teachers

- Student teachers will request placement from the Principal for both the observation and practice teaching phases of their student teaching assignment.
- The Principal will interview the student teaching candidate to determine if he or she would be a suitable student teacher at the particular site.
- Principals will consult with the Assistant Superintendent for Human Resources to determine the following: (a) whether a suitable supervising teacher is available at the site, (b) whether the student teacher is enrolled in a university that has a current signed agreement with the District that would allow student teaching and (c) whether the presence of a student teacher in the proposed position would create significant difficulty for students or other stakeholders.
- Upon approval from the HR office, the Principal will propose a specific placement to the student teacher who may accept or reject the position.



TAMALPAIS UNION HIGH SCHOOL DISTRICT

Prepared by:

Michael Levinson

English Language Development Coordinator

English Language Learner Board Report

2013-2014 Overview

During the 2013-2014 school year, there were thirty-seven students designated as English Language Learners (ELL) within the five high schools of the Tamalpais Union High School District (TUHSD) boundaries. Their primary languages were Russian, Mandarin, Korean, Japanese, Gujarati, Farsi (Persian), Dutch, Indonesian, French, Portuguese, German, Fijian, Spanish, and Mongolian. These students came with a wide range of educational backgrounds and primary language literacy levels, and five students were designated as Special Education. A large majority of the district's EL students came directly from their countries.

Federal law (Title III of the Elementary and Secondary Education Act [ESEA]) and state law (Education Code [EC] sections 313 and 60810 through 60812) require a statewide English language proficiency test that local educational agencies (LEAs) must administer to students in kindergarten through grade twelve whose primary language is not English and to students previously identified as English learners (ELs) who have not been reclassified as fluent English proficient (RFEP). California Code of Regulations, Title 5, Section 10510, defines the test as the California English Language Development Test (CELDT). Mike Levinson administers the California English Language Development Test (CELDT) to all new and returning EL students.

The CELDT allows TUHSD to identify students with limited English proficiency, determine the level of English language proficiency of those students, and assess the progress of limited English-proficient students in acquiring the skills of listening, speaking, reading, and writing in English. There are 5 levels of CELDT proficiency:

1. Beginning – Students performing at this level of English-language proficiency may demonstrate little or no receptive or productive English skills. They are beginning to understand a few concrete details during unmodified instruction. They may be able to respond to some communication and learning demands, but with many errors. Oral and written production is usually limited to disconnected words and memorized statements and questions. Frequent errors make communication difficult.

2. Early Intermediate – Students performing at this level of English-language proficiency continue to develop receptive and productive English skills. They are able to identify and understand more concrete details during unmodified instruction. They may be able to respond with increasing ease to more varied communication and learning demands with a reduced number of errors. Oral and written production is

usually limited to phrases and memorized statements and questions. Frequent errors still reduce communication.

3. Intermediate – Students performing at this level of English-language proficiency begin to tailor their English-language skills to meet communication and learning demands with increasing accuracy. They are able to identify and understand more concrete details and some major abstract concepts during unmodified instruction. They are able to respond with increasing ease to more varied communication and learning demands with a reduced number of errors. Oral and written production has usually expanded to sentences, paragraphs, and original statements and questions. Errors still complicate communication.

4. Early Advanced – Students performing at this level of English-language proficiency begin to combine the elements of the English language in complex, cognitively demanding situations and are able to use English as a means for learning in content areas.

They are able to identify and summarize most concrete details and abstract concepts during unmodified instruction in most content areas. Oral and written production is characterized by more elaborate discourse and fully-developed paragraphs and compositions. Errors are less frequent and rarely complicate communication.

5. Advanced – Students performing at this level of English-language proficiency communicate effectively with various audiences on a wide range of familiar and new topics to meet social and learning demands. In order for students at this level to attain the

English-proficiency level of their native English-speaking peers, further linguistic enhancement and refinement are still necessary. Students at this level are able to identify and summarize concrete details and abstract concepts during unmodified instruction in all content areas. Oral and written production reflects discourse appropriate for content areas. Errors are infrequent and do not reduce communication.

The following table details the number of EL students at each school site along with 2013-2014 CELDT levels.

Table 1: Number of EL students and CELDT levels for 2013-2014 school year

School	Total Number of Active EL Students	Students at the <i>Beginning or Early Intermediate</i> level on the CELDT test	Students at the <i>Intermediate, Early Advanced, or Advanced</i> level on the CELDT test
Redwood	12	1	11
Sir Francis Drake	3	0	3
Tamalpais	22	8	14
San Andreas	0	0	0
Tamiscal	0	0	0
Total TUHSD	37	9	28

For the 2013-2014 school year, there were 152 students who were designated initially fluent English proficient (IFEP) and 126 students who were designated reclassified fluent English proficient (RFEP) either prior to or after arriving to our district. For 2014-2015, there were 140 students who were designated initially fluent English proficient (IFEP) and 157 students who were designated reclassified fluent English proficient (RFEP). Most of these students are designated as fluent prior to or immediately upon arriving in the district.

Students are reclassified as fluent (RFEP) when they have met the district criteria that include:

- an overall score of *Early Advanced* on the CELDT no score lower than *Early Advanced* in each test segment: Reading, writing, listening, speaking
- grades of “C” or better in social studies, English and science; and
- Basic scores for the ELA section of the STAR exam or a passing score on the CAHSEE ELA.
- Parent acknowledgement of recommendation to reclassify

Redwood’s EL population consisted of 12 students. Redwood offered one period of ELD (English Language Development) taught by Debbie McCrea who provided English development instruction and supported students in mainstream classes. According to the CELDT scores, 1 student was at the *Beginning* to *Early Intermediate* level and 11 students were at the *Intermediate*, *Early Advanced* or *Advanced* level. Six students from the Redwood attendance area chose to attend Tam in order to attend a more comprehensive English Language Learner (ELL) program.

Drake had 3 EL students. All students were at the *Early Advanced* and *Advanced* levels. Drake did not offer extra support to the EL students beyond mainstream classes with S.D.A.I.E. instruction and an EL specific counselor. Two students from the Drake attendance area chose to attend Tam in order to attend a more comprehensive English Language Learner program. Drake has a designated counselor working with English Language Learners.

Tamalpais high school had 22 EL students. Tam offered the following classes: English Language Development (ELD), sheltered. English 1, sheltered world history, and sheltered Integrated Science. 19 of the 22 EL students at Tam were enrolled in at least one sheltered class. Tam had 8 students at the *Beginning* to *Early Intermediate* level, and 14 at the *Intermediate to Advanced Level*. A part-time instructional aide provides support in S.D.A.I.E. classes at Tam. Tamiscal and San Andreas had no EL students during the 2013-2014 school year.

The following table details the number of EL students at each school site along with CELDT levels as of November 2014.

Table 2: Number of EL students and CELDT levels as of November 2014

School	Total Number of Active EL Students	Students at the <i>Beginning or Early Intermediate</i> level on the CELDT test	Students at the <i>Intermediate, Early Advanced, or Advanced</i> level on the CELDT test
Redwood	13	3	10
Sir Francis Drake	4	0	4
Tamalpais	22	8	14
San Andreas	0	0	0
Tamiscal	0	0	0
Total TUHSD	39	11	28

For the 2014-2015 school year, there are reductions in the EL course offerings at Tam. Tam currently offers one period of English Language Development (ELD) and no sheltered courses. Tam has a designated counselor working with English Language Learners and continues to provide support via a part-time instructional aide, SDAIE strategies and through site based intervention plans.

There are currently 39 EL students enrolled in the district and at least 5 students are on track for reclassification by the end of the semester. There has been a steady decline in the overall numbers of our EL population over the past 5 years. Our goal is to have at least 80% become reclassified as fluent after four years of ELD services in the District.

Evaluation Criteria

EL Program Goals

In conjunction with the district's mission and our goal of providing a guaranteed viable curriculum for all students, the following are program goals for the EL program.

Goal 1: English language learners will develop proficiency in English as rapidly and effectively as possible.

Goal 2: Students will develop Academic Language Proficiency throughout their four-year tenure.

Goal 3: English language learners will experience a positive psychological adjustment to our complex multicultural society, with a strong self-image as well as identification with both the school and the home cultures.

Goal 4: English language learners will have access to the District's core curriculum and instruction as rapidly and effectively as possible.

Findings

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

- **80 % of the English language learners advanced one ELD level on the CELDT in a given year.**

BENCHMARK UNMET.

27 students took the CELDT as an annual assessment; of those 27 EL students, 41% advanced one level on CELDT.

We fell significantly below the benchmark set for growth on the CELDT exam. Several students at the beginning level made progress in language development but struggled to improve on the CELDT exam. Additionally, more students at levels 3-5 on CELDT did not show growth on CELDT. Students are reaching re-designation requirements when in the district for four years; so over time, students are meeting growth expectations, but they are not meeting short terms goals. We will address the short term growth by working to embed CELDT benchmarks and Academic Language Development into EL curriculum. In addition, we will look at the possibility of a CELDT re-administration in the spring.

- **80% of the English language learners have been reclassified as “fluent” after four years of ELD services in the District.**

BENCHMARK MET.

100 % of the students were either reclassified as “fluent” or met reclassification requirements through graduation within their four years in the District. 8 EL students met the criteria and were reclassified as fluent (R-FEP).

Over 4 years, all students are meeting reclassification requirements.

- **80 % of the English language learners received passing grades in all of their academic subjects in the given year.**

BENCHMARK UNMET.

78% of the EL students had passing grades in their academic subjects.

Of the eight students who had a D and/or F in their academic subjects, three had multiples Ds and/or Fs. Although many EL students are achieving with a C- or better in academic courses according to spring, 2014 report cards, we need to focus on early identification of students who are struggling and in danger of not passing in order to provide appropriate interventions.

- **80 % of the English language learners passed the California High School Exit Exam by their senior year.**

BENCHMARK UNMET:

79 % of the EL seniors passed CAHSEE ELA.

74 % of the EL seniors passed CAHSEE Math.

Of the students who did not pass the CAHSEE, 2 were in the district for two or more years. We provided additional support, including one on one tutoring, to all students who needed assistance on the CAHSEE. The students who did not meet the requirements of the exam struggled specifically in academic language acquisition. This is where additional interventions should be provided.

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

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

Recommendations and ongoing support for the current school year

1. The ELD coordinator, counselors, teachers, and administrators will work to ensure that all EL, IFEP, and RFEP students are meeting program goals. If students are not meeting goals, ELD coordinator, Senior Director of Curriculum and Instruction, counselors, teachers, and administrators will develop an appropriate intervention plan.
2. The ELD coordinator will work with the Senior Director of Curriculum and Instruction and the ELD teachers to align the ELD course curriculum with CELDT, CAHSEE, and the need for Academic Language Development. We will review CELDT benchmarks (see final pages of report) with students and staff.
3. The EL coordinator will work with the Senior Director of Curriculum and Instruction and the Teacher Leaders to develop model lessons in Language Arts, Mathematics, Social Studies, and Science that are differentiated according to CELDT levels.
4. Sites will be specific and targeted in how they plan to support English Language Learners through site based intervention plans.
5. Sites will increase focus on academic language development in mainstream and ELD classes.
6. The sites, district and ELD coordinator will provide professional development to teachers to ensure they are prepared to meet the unique needs of English Language Learners.
7. The Associate Superintendent of Curriculum and Personnel Services will monitor teacher credentials to ensure all teachers have their CLAD certification and will work with the few district teachers who do not have this certification to get it.

CELDT Benchmarks – What do you need to be able to do to improve on the CELDT?

I want to exit beginning level EL	I want to exit early intermediate level EL	I want to exit intermediate level EL
<p>Listening and Speaking:</p> <ol style="list-style-type: none">1. I can meet and greet people with the correct language (hello, how are you, nice to meet you, etc....)2. I can show that I understand what the teacher is saying by using simple words and phrases and non-verbal responses3. I can ask simple questions4. I can describe people and things5. I can understand words that are used a lot in certain situations <p>Reading:</p> <ol style="list-style-type: none">1. I can understand and say most English sounds when I read2. I can read and write a response to questions about what I have read3. I can make a list of words I am learning4. I can read and follow simple directions5. I can use a chart or map to show information6. I can understand the function of a table of contents, index, and glossary <p>Writing:</p> <ol style="list-style-type: none">1. I can write simple sentences from a list of words2. I can write a short story by watching how my teacher writes3. I can write briefly about my life4. I can complete basic forms that require information (e.g. name, address, telephone number)	<p>Listening and Speaking:</p> <ol style="list-style-type: none">1. I can understand instructions the teacher says that have 2-3 steps2. I can say what I need and want3. I can ask and answer questions in simple sentences4. I can give a short oral presentation5. I can use simple sentences to say what an oral presentation was about <p>Reading:</p> <ol style="list-style-type: none">1. I can use common words to understand the parts of unknown words2. I can understand some words I don't know by using context clues3. I can self correct some of my mistakes when I read aloud4. I can read independently and answer questions about what I read using simple sentences5. I can read and identify parts of a story such as plot, setting, and theme6. I can describe a characters thoughts and actions <p>Writing</p> <ol style="list-style-type: none">1. I can write a paragraph with supporting details by using a model2. I can write a response to literature that shows my understanding3. I can write about my life (autobiographical piece) using descriptive language	<p>Listening and Speaking:</p> <ol style="list-style-type: none">1. I can begin to use correct grammar when I speak2. I can explain the main ideas of an oral presentation3. I can understand the main concepts of different subjects (science, history, etc...)4. I can plan and deliver short presentations using a variety of information/sources <p>Reading</p> <ol style="list-style-type: none">1. I can use my knowledge of English word parts when I read to determine the meaning of unknown words2. I can use knowledge of literature to understand words when reading3. I can monitor and make corrections when I read aloud4. I can answer questions using detailed sentences about literature and text5. I can read and explain basic elements of stories (e.g. characterization, point of view, foreshadowing)6. I can compare and contrast a character's reactions and motivations <p>Writing:</p> <ol style="list-style-type: none">1. I can draw conclusions, make predictions, and for opinions in writing2. I can take notes, create an outline, and use the writing process to write a simple essay3. I can research a topic and write a report

5. I can correct basic grammar	4. I can complete a job application 5. With help, I can revise writing to clarify meaning and edit 6. I can write a simple summary of a story or article	using sources 4. I can write about literature and connect to my own experiences 5. I can write a friendly letter, thank you note, and invitation 6. I can edit and revise writing, checking for spelling, punctuation, word choice, and transitions
--------------------------------	--	--

CELDT Benchmarks – What do you need to be able to do to improve on the CELDT?

I want to exit early advanced level EL	I want to exit advanced level EL
<p>Listening and Speaking</p> <ol style="list-style-type: none"> 1. I can tell stories in detail 2. I can communicate for different purposes, formally and informally 3. I can identify the main points and details when I listen to subject area presentations (science, history, math, English, electives) 4. I can use figurative language and idioms to communicate ideas 5. I can prepare and deliver presentations with few errors using a variety of sources <p>Reading</p> <ol style="list-style-type: none"> 1. I can use knowledge of word roots to derive meaning 2. I can use context to determine the meaning of words with more than one meaning, unknown words, or idioms 3. I can read independently and construct ideas and meaning in response to what I have read 4. I can identify and analyze elements of literature and main idea and critical details in subject area texts 5. I can identify literary devices (tone, symbolism, irony) and themes in a variety of texts 6. I can compare and contrast similar themes 7. I can generate thoughtful questions while reading <p>Writing</p>	<p>Listening and Speaking:</p> <ol style="list-style-type: none"> 1. I can show my understanding of figurative language and idioms by responding and using them appropriately 2. I can prepare and deliver presentations in all content areas that use standard English and include purpose, point of view, an introduction and conclusion 3. I can use the appropriate conventions for different types of communication <p>Reading</p> <ol style="list-style-type: none"> 1. I can use knowledge of word roots to derive meaning 2. I can demonstrate increasing ability to use context to determine the meaning of words with more than one meaning, unknown words, idiomatic expressions, metaphors, similes, and analogies 3. I can identify and analyze elements of literature and main idea and critical details in subject area texts 4. I can compare and contrast similar themes across several genres <p>Writing</p> <ol style="list-style-type: none"> 1. I can develop a cohesive essay or report that uses information and original ideas, including references and a bibliography 2. I can write persuasive or expository compositions that include a clear thesis with various rhetorical devices 3. I can write with consideration to various elements of discourse

<ol style="list-style-type: none"> 1. I can write an essay or report that has original ideas and uses standard grammatical forms 2. I can write persuasive or expository compositions that include a clear thesis with supporting evidence 3. I can write response to literature and texts in the appropriate form for each subject area 4. I can revise for paragraphs, transitions, and word choice 5. I can edit grammar and punctuation 	<p>including purpose, speaker, audience, and form</p> <ol style="list-style-type: none"> 4. I can write responses to literature that develop interpretations and cite text 5. I can revise writing for word choice, organization, audience, appropriate structures, and standard grammatical forms
--	--

Tamalpais Union High School District

Governance Team Protocols and Procedures

WE, the undersigned, agree that we have read and will abide by the protocols and procedures established by the Tamalpais Union High School District Board of Trustees, along with Dr. Laurie Kimbrel, as discussed at the governance team workshop on March 9, 2014, and as detailed in the *Tamalpais Union High School District Governance Handbook 2014*.

Signed, this 9th day of April, 2014:

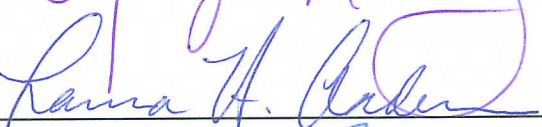
Bob Walter, President




Cindy McCauley, Clerk



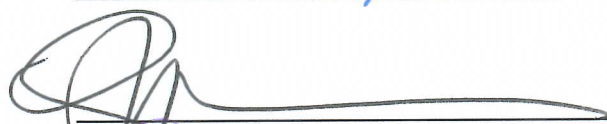
Laura Anderson, Trustee



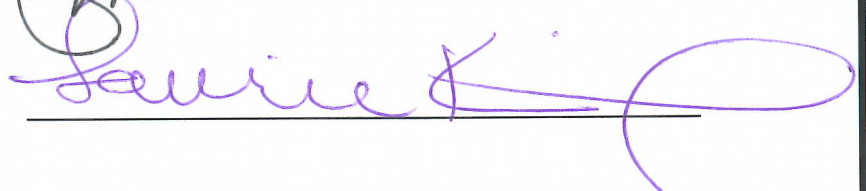
Chuck Ford, Trustee

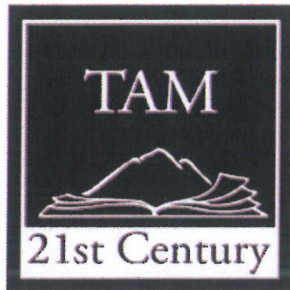


Sheri Mowbray, Trustee



Laurie Kimbrel, Superintendent





TAMALPAIS UNION HIGH SCHOOL DISTRICT

Governance Handbook 2014

Board of Trustees

Bob Walter, President
Cindy McCauley, Clerk
Laura Anderson, Trustee
Chuck Ford, Trustee
Sheri Mowbray, Trustee

Superintendent

Laurie Kimbrel

Table of Contents

Elements of Effective Governance	3
Definition of Governance	3
Unity of Purpose	3
Tamalpais Union High School District Mission Statement	3
Governance Roles	4
Governance Structure and Processes	4
Agenda Questions Answered before a Board Meeting	4
Board Meeting Management – Effective Deliberation	5
Establishing Multi-Year Goals	6
Designated Spokesperson	6
Handling Complaints and Concerns from the Staff	7
Handling Complaints and Concerns from the Community	8
Visiting Schools	8
Board of Trustee Meeting Agenda Development	9
Board Governance Self Assessment	9
Closed Session Practices/Confidentiality	9
Meeting Preparation and Attendance	10
Board Member Request for Information	10
Appendices	
Appendix A – Governance Responsibilities	12
Appendix B – Mission Map	14

ELEMENTS OF EFFECTIVE GOVERNANCE

Governance – A Definition

School boards are the democratic representation of the community and are charged with the legal responsibility to ensure all children in their community have the opportunity to achieve an equitable and excellent education.

School district governance is the act of transforming the needs, wishes and desires of the community into policies that direct the community's schools.

There are three dimensions to effective governance. Governance tenets encompass the basic characteristics and behaviors that enable governance team members to effectively create a climate for excellence in a school district and maintain the focus on improved student learning and achievement. This Governance Handbook documents the governance responsibilities of the board and superintendent of the Tamalpais Union High School District within these three dimensions.

1. Governing as a unified team with a shared vision to lead and serve the community
2. Mutual support for roles and responsibilities
3. Creating and sustaining a positive governance leadership culture

UNITY OF PURPOSE

Unity of purpose of the governance team (trustees and superintendent) include a common focus, agreement on priority goals, and shared values about students, the district and public education that transcend individual differences and fulfill a greater purpose.

A unity of purpose exists when the commitment to achieving these goals becomes the guiding principle of all trustees and the superintendent. The focused efforts of the Tamalpais Union High School District are reflected in the mission and strategic plan adopted by the board.

The Tamalpais Union High School District 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.

GOVERNANCE ROLES

There are important distinctions to be made between the board's role and that of the superintendent and staff. All board members are equal under the law, and authority rests with the board as a whole, not with individual members. The Board of Trustees sets direction and operates at a governance level. The Board does not manage or become involved in the day-to-day operations of the district. Direction is given to the superintendent only at board meetings through actions taken by the board. It is important for the board members and the superintendent to understand and respect the separate roles, yet work together as a "governance team" taking collective responsibility for building unity and creating a positive organizational culture.

GOVERNANCE LEADERSHIP CULTURE

Perhaps the most important governance principle is the agreement on the procedures the board and superintendent will utilize to govern the district. Exceptional boards make governance intentional and invest in structures and practices that can be thoughtfully adapted to changing circumstances. Protocols are tools to strengthen the capacity of the board to engage in a constructive relationship with staff – one that is grounded in a mutual understanding of their respective roles and responsibilities. Explicit protocols, agreed to and upheld by the board and superintendent, provide transparency and stability in the governance relationship as the board carries out its roles and responsibilities.

The following protocols were developed to support and promote the effectiveness of the district governance team and to ensure a positive and productive working relationship among board members, the superintendent, district staff, students, and the community. The protocols were developed for and by the members of the governance team, and may be modified over time as needed.

Protocols to Facilitate Governance Leadership

Topic	Agenda Questions Answered before a Board Meeting
Rationale	<ul style="list-style-type: none">• Board members should be equally informed and knowledgeable on agenda items.• It is important that staff members know about and prepare to answer questions at the board meeting whenever possible.• Advance preparation by staff regarding informational questions from the board members enables board meeting time to be more effectively used.• All communications are a matter of public record, and must comply with the Brown Act and public meeting requirements.
Protocol	<ul style="list-style-type: none">• Trustees will make every attempt to ask substantive questions prior to the board meeting.• Trustees will contact the superintendent and/or assistant superintendent with questions. Trustees will always copy the superintendent when questions are

	<p>directed to other staff.</p> <ul style="list-style-type: none"> • Written answers to clarifying or consent agenda questions will be distributed to all trustees at the discretion of the superintendent or assistant superintendent. • Other questions from trustees will be included in the presentation to the board at the board meeting.
Topic	Board Meeting Management – Effective Deliberation
Rationale	<ul style="list-style-type: none"> • Well-run, efficient meetings model leadership, promote trust and confidence and provide opportunities to demonstrate strategically moving the district forward and planning for the future. • The board wants to keep the tone of meetings respectful, while maintaining the focus on district priorities. The board has established a clearly defined structure to guide the discussion, to support equal participation by all trustees and to hear from the community.
Protocol	<ul style="list-style-type: none"> • The board president, board clerk, and superintendent plan each board meeting agenda to promote and support thoughtful deliberation and effective use of time. • During the board meeting, the board president will remind the public, if appropriate, that the purpose of the meeting is to conduct the district business in public. • The board president facilitates the board meeting and manages the public input. • The president will refer to the public input guidelines on the board meeting agenda. Each action item has a 20-minute time limit. Three minutes of public input are allotted per person per action item. The board president may ask the public to limit their comments to new information. • The board president has discretion to add time to the discussion, if the majority of the board agrees to additional time. The board president may be liberal in exercising this discretion when there are relatively few individuals seeking to provide input. • Open session meetings will not go beyond four hours in length. This can be overridden by a supermajority vote of the board. <p><i>Managing Action items</i></p> <p>Step 1: The board president introduces the action item.</p> <p>Step 2: Staff presents the item, background information and a recommendation.</p> <p>Step 3: Board members and the student trustees ask clarification questions and/or make comments.</p> <p>Step 4: The board president thanks the presenter and the presenter returns to his/her seat.</p> <p>Step 5: The board president manages public input, inviting participants to the podium, asking them to introduce themselves and directing questions to the superintendent or board members, as appropriate.</p>

	<p>Step 6: The board discusses the item.</p> <p>Step 7: A motion and second are made.</p> <p>Step 8: The board votes.</p>
Topic	Establishing Multi - Year Goals
Rationale	<ul style="list-style-type: none"> Establishing district multi-year and annual goals is critical to a forward thinking, proactive board that is committed to continuous learning. Important to the work of the board is the ability to track progress over multiple years. Critical to governance work is data driven decision-making that promotes clarity of direction, focus and alignment. Setting goals ensures that the work of the district is focused.
Protocol	<ul style="list-style-type: none"> Progress towards strategic goals is updated annually at an open session meeting. Strategic goals are updated annually at an open session meeting.

Topic	Designated Spokesperson
Rationale	<ul style="list-style-type: none"> It is essential that important and accurate information be communicated to members of the board, the staff, and the community in as timely a fashion as possible. The governance team recognizes that some situations have legal or other considerations that may place restrictions on what may be told to the media or public.
Protocol	<p>The governance team commits to speaking with one voice. The designated spokesperson will vary depending on the issue or situation:</p> <ul style="list-style-type: none"> Crisis/Disaster: The superintendent is the primary spokesperson and may involve the board president at his or her discretion. Meeting Information (e.g. board meetings, agenda items, study sessions): The board president and the superintendent will serve as primary spokespersons or may choose a designee. Core Values /Vision / District Priorities / General District Information: All governance team members may serve as spokespersons utilizing developed and agreed upon key messages. <p>For requests via email:</p> <ul style="list-style-type: none"> If a trustee receives an email request from a member of the public, the trustee will respond and copy the board president and superintendent on the response. The trustee may elect to ask the board president to respond to the request. If the request is sent to the superintendent, she will copy the answer to all trustees.

	<ul style="list-style-type: none"> • If the e-mail is sent to some or all trustees, trustees will refer the request to the board president with a copy to the superintendent (if the superintendent is not already copied). The board president and superintendent will agree on which of them will respond. If the superintendent responds, she will copy all trustees. If the board president responds, he will copy the superintendent, and she will pass it on to all trustees. <p>For requests from the media:</p> <ul style="list-style-type: none"> • In general, the board president and superintendent will respond to requests from the media. This is especially important in the event of a controversial topic. • A trustee may answer a request from the media on a topic that is not controversial or recommend that the request be directed to the board president or the superintendent. If the trustee answers the request directly via e-mail, he/she will copy the superintendent and board president. If the trustee answers the request directly via conversation or phone call, he/she will inform the superintendent and board president. • The board clerk will perform the role of the board president if the board president is unavailable for an extended period.
--	--

Topic	Handling Complaints and Concerns from Staff
Rationale	<ul style="list-style-type: none"> • The board values open communication and timely resolution of issues. • The board wishes to be accessible, consistent, and fair in dealings with all complaints and concerns.
Protocol	<p>When approached with an issue or concern from staff, trustees agree to:</p> <ul style="list-style-type: none"> • Listen openly and with empathy, being careful to remain neutral. • To remind staff that no individual trustee has the authority to resolve the issue. • Ask the staff member to address their issue with the staff member who can most directly help them with their concern (teacher leader, principal, assistant superintendent, superintendent). • Notify the superintendent of the issue or concern. The superintendent will let the trustee know of the resolution. • If the concern is shared via e-mail, the trustee will copy the superintendent and board president on their response. <p>If a board member is approached for one on one meetings with staff off campus the board member will:</p> <ul style="list-style-type: none"> • Ask the staff member to address their issue with the staff member who can most directly help them with their concern (teacher leader, principal, assistant superintendent). • If the staff member has addressed their concern with the staff member most

	<p>directly related, the trustee will ask if the staff member has shared the issue or concern with the superintendent. If the answer is no, the trustee will ask the staff to talk with the superintendent first, prior to any meeting with a trustee. If the staff member has already shared their concern directly with the superintendent, the trustee will say, “Under our protocol I can meet with you as long as I notify our superintendent. Our superintendent may attend our meeting as well.”</p>
--	---

Topic	Handling Complaints and Concerns from Community
Rationale	<ul style="list-style-type: none"> • The board wishes to be accessible, consistent, and fair in dealings with complaints and concerns from members of the community. • The board values open communication and timely resolution of issues. • The board represents the community. The board’s role in hearing complaints and concerns is as a listener and to provide education that empowers a community member with potential next steps.
Protocol	<p>When approached with an issue or concern that is outside of the formal complaint process, trustees agree to:</p> <ul style="list-style-type: none"> • Listen openly, with empathy, being careful to remain neutral. • Remind community members that no individual trustee has the authority to solve the issue. • Validate the integrity of the complaint process. • Encourage addressing this with the person who can most directly help them with their concern, e.g. teacher, principal, superintendent. • Notify the superintendent of the issue or concern, as appropriate. The superintendent will let the trustee know of the resolution as appropriate.

Topic	Visiting Schools
Rationale	<ul style="list-style-type: none"> • The board wants to be visible to staff, and informed about instructional practices and the needs of the students and staff. • Visiting schools provides the opportunity to show appreciation and recognize staff for their work. Visits include school events, meetings, and classroom visits.
Protocol	<ul style="list-style-type: none"> • All trustees represent all constituents and will use their best efforts to visit each comprehensive high school campus at least twice a year and each small school campus once per year. • The superintendent will keep trustees informed of events and opportunities for board presence whenever possible. • As a professional courtesy, trustees will contact the principal and superintendent when they plan to visit a campus. • Trustees will give the principal a reasonable amount of lead time prior to the visit. • The purpose of classroom visits is not to evaluate teachers. Feedback regarding teaching practices will only be shared with the superintendent if there is a

Topic	Visiting Schools
	concern about student safety.

Topic	Board of Trustee Meeting Agenda Development
Rationale	<ul style="list-style-type: none"> • Effective meetings are the result of well-planned agendas. • Adequate time is needed for staff members to develop agenda items thoroughly and to post agendas in compliance with the Brown Act. • An established and transparent agenda development process enables all stakeholders to request that an item be agendized for board discussion or consideration.
Protocol	<ul style="list-style-type: none"> • All agenda items must be submitted to the Executive Assistant to the Superintendent and Board of Trustees by noon on Tuesday the week prior to a board meeting. • The board president, clerk, and superintendent will meet on the Tuesday prior to the board meeting to determine the closed, open, and consent agendas. • All back up material for agenda items must be submitted by 4:00 p.m. on the Wednesday prior to the board meeting. • All agendas must be publically posted 72 hours prior to the meetings. • All agendas and back up materials are posted on the district's Agenda Online website. A link is available on the front page of the district website. • Generally, agenda items will be discussed by the board at a meeting and brought back for action at a future meeting.

Topic	Board Governance Self-Assessment
Rationale	<ul style="list-style-type: none"> • Conducting a governance self-evaluation demonstrates accountability to the community and the willingness of the governance team to strengthen and improve governance practices.
Protocol	<ul style="list-style-type: none"> • The board supports continuous improvement through an evaluation of governance practices and effectiveness. • Annually, the board will schedule time to reflect on governance practices and participate in a self-evaluation process. • The process will identify commendations and recommendations for improvement. • The board may identify one or two annual governance goals for strengthening the governance team's performance.
Topic	Closed Session Practices/Confidentiality
Rationale	<ul style="list-style-type: none"> • The Brown Act established conditions for discussion of some board business in confidential, closed sessions. The Brown Act strongly supports the "public's right to know" but recognizes that some highly sensitive matters must be discussed in a confidential setting, in part to protect the

	<p>legal rights of other parties.</p> <ul style="list-style-type: none"> • The public's trust and the trust among board members are breached if confidential matters are shared in a public manner. • When closed session discussions are shared, there is potential for liability and violation of employee and student rights.
Protocol	<ul style="list-style-type: none"> • Only matters legally allowed by the Brown Act will be discussed in closed session. These matters include but are not limited to employee contract negotiations, district litigation, personnel matters, and the substance of the Superintendent evaluation. • The board will maintain confidentiality around all matters discussed in closed session. • If a board member violates the legal requirement to keep all closed session discussions confidential, the Board President and Superintendent will take immediate action to rectify the matter.
Topic	Meeting Preparation and Attendance
Rationale	<ul style="list-style-type: none"> • Individual trustees do not have authority to make decisions or give direction. A majority vote of the board at a board meeting provides direction to the superintendent. • The purpose of a board meeting is to conduct board business in public. • Regular attendance at board meetings allows the viewpoints of all trustees to be heard. • Issues are regularly discussed over a series of board meetings.
Protocol	<ul style="list-style-type: none"> • Board members will read board packets in order to come to meetings prepared to discuss and act on agenda items. • Board members will attend regularly scheduled board meetings unless an emergency situation occurs that makes attendance impossible. • Members will cooperate in scheduling special meetings and work sessions.

Topic	Board Member Request for Information
Rationale	<ul style="list-style-type: none"> • Oversight of the district is an important function of the Board of Trustees. • It is important for trustees to be well informed regarding student performance within programs and schools. • Trustees recognize that they have no power as individuals to direct staff actions. • Compiling information in response to trustee requests takes staff away from their duties of the day-to-day operations of schools and the district. • A protocol is necessary to balance these potentially competing interests.

Protocol

- Staff will make every effort to ensure that board agenda items include thorough background and information.
- Requests for further information regarding an agenda item will be sent to the Superintendent or appropriate Assistant Superintendent. If the request is sent to the Assistant Superintendent, the Superintendent will be copied.
- Staff will gather the requested information and distribute it to all trustees at the Board Meeting.
- Trustees should self-regulate the amount of requests for information regarding issues not on the board agenda. If these requests do occur, they should be sent to the Superintendent. The Superintendent will inform the other trustees so that they understand the context for the information that will later be provided to them by the administration in response to the request.
- All information provided by the administration in response to a request by a trustee shall be provided to all other trustees at the same time.
- A trustee, as any other citizen, has the right to request information available under the California Public Request for Information Act (e.g., existing documents and records) regardless of the amount of staff time required to produce the information. However, trustees will self-regulate these requests based on the understanding that such requests divert staff time from the day-to-day management of the district.

Appendix A

PERFORMING GOVERNANCE RESPONSIBILITIES

The California School Boards Association recommends the following descriptions of the responsibilities of school boards.

Set the direction for the community's schools

- Focus on student learning
- Assess needs/ obtain baseline data
- Generate, review or revise setting direction documents (beliefs, vision, priorities, strategic goals, success indicators)
- Ensure an appropriate inclusive process is used
- Ensure these documents are the driving force for all district efforts

Establish an effective and efficient structure for the school district

- Employ and support the superintendent; set policy for hiring of other personnel
- Oversee the development of and adopt policies
- Set a direction for and adopt the curriculum
- Establish budget priorities, adopt the budget and oversee facilities issues
- Provide direction for and vote to accept collective bargaining agreements

Provide support through our behavior and actions

- Act with professional demeanor that models the district's beliefs and vision
- Make decisions and provide resources that support mutually agreed upon priorities and goals
- Uphold district policies the board has approved
- Ensure a positive working climate exists
- Be knowledgeable about district efforts

Ensure accountability to the public

- Evaluate the superintendent
- Monitor, review and revise policies and serve as a judicial and appeals body
- Monitor student achievement and program effectiveness and require program changes as indicated
- Monitor and adjust district finances
- Monitor the collective bargaining process
- Develop and implement board self-evaluation

Demonstrate community leadership

- Speak with a common voice about district priorities, goals and issues
- Engage and involve the community in district schools and activities
- Communicate clear information about policies, programs and fiscal condition
- Educate the community and the media about the issues facing the district and public education
- Advocate for children, district programs and public education to the general public, community leaders and local, state and national leaders

TAMALPAIS UNION HIGH SCHOOL DISTRICT 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.

November 13, 2013

STRATEGIC PRIORITIES

Curriculum & Assessment System	Instructional Programs & Practices	Human Resources	Leadership Development	Governance	Community Relations	Finance & Facilities
<ul style="list-style-type: none"> ✓ Establish district wide curriculum that is coherent from the learner's perspective using the Understanding by Design frameworks ✓ Identify what each student should know and be able to do in each department or program and create courses or series of courses that align with established program goals ✓ Provide all students with access to an established guaranteed and viable curriculum ✓ Develop and use quality assessments that align to proficiency scales and guide instruction in all courses ✓ Support the development of cornerstone assessments that measures each student's understanding & transfer of knowledge within and across disciplines ✓ Ensure student mastery of 21st century skills ✓ Create accurate and consistent grading and reporting practices across TUHSD to support all learners in developing content and 21st century skill proficiency ✓ Strategically evaluate current and future course offerings to ensure alignment with the mission 	<ul style="list-style-type: none"> ✓ Develop a system of intervention to support the academic and behavioral success of all students ✓ Develop a routine approach to collectively review and respond to student performance while enhancing the district's organizational culture and climate ✓ Utilize SMART goals to create short- and long-term system, site, and team plans ✓ Support each student's emotional and social growth and work towards a community where all students feel safe and valued ✓ Guarantee student access to rigorous, relevant, and engaging courses ✓ Develop inclusive special education model that meets the needs of identified students 	<ul style="list-style-type: none"> ✓ Recruit a diverse applicant pool through innovative methods; assess effectiveness of earlier efforts, adjust planning and actions as necessary ✓ Improve HR department communications with all stakeholders; focus on two-way communication and soliciting input ✓ Promote and ensure a culture of appreciation, support, and understanding in which all staff members feel valued ✓ Collaborate with Educational Services department to support implementation of staff development plans 	<ul style="list-style-type: none"> ✓ Actively recruit and hire teachers with leadership capacity and values aligned with the district mission ✓ Provide sustained and mission-focused coaching, professional, and leadership development for staff ✓ Continue to train and support Teacher Leaders as they work to facilitate the review and response to student data in collaborative groups ✓ Utilize Teacher Leader evaluation system to ensure growth and accountability of each leader ✓ Provide targeted training and support to develop the capacity of individual administrators at all levels and functions 	<ul style="list-style-type: none"> ✓ Provide direction and support for the superintendent and administrative team ✓ Continue to educate stakeholders regarding the role and work of the governance team ✓ Support mission-driven programs and practices through allocation of adequate resources ✓ Explore, develop, and implement appropriate opportunities for two-way communication and engagement with stakeholders ✓ Ensure smooth transition of the governance team as new members are elected and seated on the Board of Trustees 	<ul style="list-style-type: none"> ✓ Utilize the most effective means of communication with the district's internal and external stakeholders including websites and social media ✓ Develop understanding of the school district in all aspects of its operations by providing an honest, consistent, and comprehensive flow of information about policies, programs, and progress of the schools ✓ Actively seek information from the community regarding expectations and aspirations for our schools ✓ Bring about community understanding of the need for continuous improvement and what must be done to facilitate that improvement 	<ul style="list-style-type: none"> ✓ Ensure long-term fiscal health of the district and maintain a balanced budget ✓ Continue active leadership role in the county and state to advocate for adequate school funding ✓ Develop short-term and long-term plans for the operational impact of increasing enrollment ✓ Maximize the remaining bond funds by developing and implementing a plan for the completion of the modernization program ✓ Develop and implement a comprehensive post-modernization maintenance plan to ensure safe school environment ✓ Develop agreements among school and community organizations for sharing resources and increasing efficiency ✓ Develop and implement a process to ensure community and staff awareness of the financial condition of the district

APPROVE FIRST INTERIM REPORT -
POSITIVE CERTIFICATION

ACTION AGENDA
BOARD OF TRUSTEES
December 9, 2014

Approve First Interim Report - Positive Certification

BACKGROUND

As required by Education Code Section 42130, districts must submit a First Interim Report to the governing board of the District stating their financial and budgetary position as of October 31, 2014.

No later than December 15, all districts' governing boards must approve the report and certify in writing whether the Districts will be able to meet their financial obligations for the remainder of the fiscal year and, based on current projections, for two subsequent fiscal years. The State of California requires that each district maintain a minimum reserve of 3% of its total operating budget.

INTRODUCTION

The First Interim Report is separated into three major sections of the District's General Fund: Unrestricted Funds, Restricted Funds and Combined Funds. Each is further separated to enable reader's access to the finer details of each of the object codes. Restricted funds are categorical funds with specific purposes and are not up to the District's discretion as far as spending. Fund administrators have to abide by State, Federal and Local laws in implementing each fund. Unrestricted funds are the District's discretionary money and can be used to pay any kind of district expenditure such as salaries, benefits, supplies, capital outlay, etc. Combined funds are simply the sum of both restricted and unrestricted funds.

Attached, please find:

- Comparison Report for the Unrestricted General Fund (**Appendix B**)
- Comparison Report for the Restricted General Fund (**Appendix B**)
- Comparison Report for the Combined General Fund (**Appendix B**)
- Multi-Year Projection for the General Fund with two columns that are projections of the next two fiscal years 2015/2016 and 2016/2017 (**Appendix A**)
- Supplemental – All Other Funds (**Appendix C**)
- Multi-Year Comparison – Special Education (**Appendix D**)
- Certificated Staffing Comparison 2014/2015 Adopted Budget vs. 2014/2015 Fall (**Appendix E**)
- Classified Staffing and Classified Staffing Clerical Detail – Comparison 2014/2015 Adopted Budget vs. 2014/2015 Fall (**Appendix F**)
- History of Property Tax Change (**Appendix G**)
- State Report to be submitted to MCOE (**Separate**)

UNRESTRICTED FUNDS (Appendix B)

The 2014/15 projected net decrease to the Unrestricted General Fund balance is \$740,661. This includes a decrease in fund balance of \$1,089,976 and the carryover from 2013/14 of \$349,315.

The TUHSD reserve is \$24,360,315. A school district's reserve is its account to fund unforeseen events or pay for multiyear needs. In 2008/09 the Board recognized the imminent fiscal crisis that the state, country and world were facing and chose to provide for the future. This was accomplished by designating any surplus to cover future deficits. The designation was \$3.3 million as of June 30, 2014.

SB 858 includes public hearing requirements for reserves in excess of minimum (3%). The funds included are the General and Special Reserve Fund for Other Than Capital Outlay Projects. A statement of reasons that substantiates the need for balances in excess of minimum recommended will be required each time a budget is adopted or revised.

RESTRICTED FUNDS (Appendix B)

The Restricted General Fund has been adjusted to reflect carryover from 2013/14 in the amount of \$1,686,026 of the total.

The contribution to Special Education has increased by approximately \$200,000. This is a result of an increase of 2.6 FTE's for para-educators. The following is a comparison of contributions in 2013/14 Actuals, 2014/15 Adopted and 2014/15 First Interim made from the Unrestricted General Fund to individual restricted programs:

Program	2013/14 Actuals	2014/15 Adopted	2014/15 1 st Interim
Special Education	\$5,204,089	\$6,082,150	\$6,272,695
Maintenance, Operations & Grounds	1,765,547	1,951,561	1,983,355
Total	\$6,969,636	\$8,033,711	\$8,256,050

MULTI -YEAR PROJECTIONS (Appendix A)

The following are the assumptions used for development of the multi-year projections:

- Increase in enrollment of 281 in 15/16 and an increase in enrollment of 201 in 16/17 are indicated by enrollment projections.
- Secured property tax revenue is assumed to increase 6% in each of the subsequent years.
- State revenue is projected to include only "hold harmless" amounts equal to those received in 14/15 plus Educational Protection Account at \$200 per student.
- Lottery is budgeted per the School Services of California at \$156.00 per student.
- Parcel tax revenue is projected to increase 3% each of the following projected years.
- Interest income has been conservatively projected at \$30,000 per year.
- Teaching staff to increase 11.0 FTE for 15/16 and 9.0 FTE for 16/17 to accommodate the increased projected enrollment.
- Step increase has been projected at 1.63% for certificated, 1.70% for classified, and 1.1% for management.

- The PERS employer rate will be increasing, rates will be as follows:

○ 2014-15	11.44%
○ 2015-16	12.60
○ 2016-17	15.00
○ 2017-18	16.60
○ 2018-19	18.20
○ 2019-20	19.90
○ 2020-21	20.40

Assuming Cost of Step at 1.5% and no salary increase after 15/16, projected cumulative change is \$850,000 by 20-21.

- The STRS employer rate will be increasing, rates will be as follows:

○ 2014-15	8.88%
○ 2015-16	10.73
○ 2016-17	12.58
○ 2017-18	14.43
○ 2018-19	16.28
○ 2019-20	18.13
○ 2020-21	19.10

Assuming Cost of Step at 1.5% and no salary or staffing increase after 15/16, projected cumulative change is \$3.6 Million by 20-21.

- Health and Welfare is assumed to increase 5% for each of the subsequent years.
- Books and Supplies and Operating Expenses have been adjusted projected upon the Consumer Price Index (CPI) of 2.3% in 15/16 and 2.5% in 16/17
- The contribution to the restricted programs is expected to increase over the next few years as a result of increased enrollment and adjustments to the Fiscal Allocation Funding per SELPA direction.
- Student Nutrition Services contribution has been projected to go to \$445,000 for each of the two projection years; Community Educations contribution has been projected to decline by \$15,000 in 15/16 and stay at approximately \$52,000. Special reserve fund contributions have remained unchanged for the subsequent years.

SUPPLEMENTAL – ALL OTHER FUNDS (Appendix C)

Attached to this presentation are budgets for all of the other funds.

Adult Education and Community Education

The Adult Education has a combination of funding and reserve to continue the program through 2014/15.

Community Education has had an increase in revenue in the first four months of the year. The increase is flat when compared to 12/13 and 13/14. If the current revenue trend continues without increased expense, Community Education will have no contribution for this year. Analysis is continuing in order to find the most financially beneficial combination of classes, camps, swimming, and rentals.

Student Nutrition Services Fund

The Student Nutrition Services Fund budget has been adjusted for actual staffing changes and the negotiated settlement with CSEA.

Deferred Maintenance

The District is continuing to fund Deferred Maintenance with a portion of the hold harmless funding from the state. The total contribution for 2014/15 is \$357,000. The ending fund balance is projected to be \$1,290,041.

Special Reserve for Non Capital Outlay Projects

This year the District will use \$200,000 from this fund to pay for the Other Post Employment Retirement Benefits contribution to irrevocable trust. Additionally, there is \$1,000,000 that is available for the needs that result from enrollment growth.

Bond

Both Bond program budgets were presented at a previous Board Meeting.

Special Reserve Fund for Capital Outlay

This fund is used by the Board to transfer funds for special projects or for replacement funds. Currently, \$270,000 will be funded for this year. The Field Replacement fund was paid through designation at the end of 2013/14. Annual funding is as follows:
Field Replacement \$175,000; Technology \$50,000; Furniture \$8,000; Copiers \$37,000

Consideration will be given to adjusting the Field Replacement Reserve when the new synthetic fields at Redwood and Tamalpais are completed.

Self-Insurance Fund

The fund is used to pay for insurance deductibles. The District has budgeted \$25,000 in the General Fund for insurance deductibles.

Tamalpais Scholarship Fund – Phillip J. Planert Scholarship Fund

Mr. Planert was a photographer in Mill Valley for many years. A donation of \$50,000 was received by the District in his name with the specifications that the interest received is granted to a photography student. There will be a limited amount of money to fund this year since interest rates are so low.

NEXT STEPS

In January the Governor's Budget will be proposed. The Second Interim Report will be for the period ending January 31, 2015 with approval prior to March 15, 2015.

Recommendation

...That the Board of Trustees approves the First Interim Report for 2014/15 with the positive certification of solvency projected for 2015/16 and 2016/17.

TAMALPAIS UNION HIGH SCHOOL DISTRICT												
2014-15 Multi-Year Projection												
		UNRESTRICTED				RESTRICTED				COMBINED		
Multi-year Projection		Budget 2014-15	Projected 2015-16	Projected 2016-17		Budget 2014-15	Projected 2015-16	Projected 2016-17		Budget 2014-15	Projected 2015-16	Projected 2016-17
	BEGINNING BALANCE	24,360,318	23,270,342	19,380,392		1,686,714	0	0		26,047,032	23,270,342	19,380,393
(+) REVENUES												
Revenue Limit Sources	8010-8099	49,401,158	52,245,998	55,312,981		0	0	0		49,401,158	52,245,998	55,312,981
Federal Revenues	8100-8299	0	0	0		1,224,490	1,103,429	1,103,429		1,224,490	1,103,429	1,103,429
State Revenues	8300-8599	1,004,504	750,104	785,388		519,636	523,675	532,076		1,524,140	1,273,779	1,317,464
Local Revenues	8600-8799	9,983,995	10,101,684	10,400,835		2,701,977	2,205,616	2,205,616		12,685,972	12,307,300	12,606,451
	TOTAL REVENUES	60,389,657	63,097,787	66,499,204		4,446,103	3,832,720	3,841,121		64,835,760	66,930,507	70,340,324
(-) EXPENDITURES												
Certificated Salaries		27,393,694	30,228,030	31,264,538		2,650,904	2,751,887	2,783,469		30,044,598	32,979,917	34,048,007
Classified Salaries		7,137,686	7,530,206	7,567,623		2,232,802	2,363,774	2,379,252		9,370,488	9,893,980	9,946,875
Employee Benefits		11,566,638	13,239,923	14,896,278		2,105,356	2,307,348	2,528,164		13,671,994	15,547,271	17,424,441
Books and Supplies		2,116,677	1,799,924	1,846,452		1,989,753	335,801	344,196		4,106,430	2,135,725	2,190,648
Other Operating Expenditures		5,212,162	5,452,272	5,475,829		3,546,949	2,978,425	3,052,885		8,759,111	8,430,697	8,528,714
Capital Outlay		68,636	70,215	71,970		319,175	178,449	182,910		387,811	248,664	254,880
Other Outgo		(663,117)	(650,000)	(650,000)		1,543,928	1,467,203	1,553,305		880,811	817,203	903,305
	TOTAL EXPENDITURES	52,832,376	57,670,570	60,472,690		14,388,867	12,382,886	12,824,181		67,221,243	70,053,456	73,296,870
Transfers In from Other Funds	8910-8929	200,000	0	0		0	0	0		200,000	0	0
Transfers Out to Other Funds	7610-7629	591,207	767,000	767,000		0	0	0		591,207	767,000	767,000
Other Sources	8930-8979	0	0	0		0	0	0		0	0	0
Other Uses	7630-7699	0	0	0		0				0	0	0
Contributions to Restricted	8980-8999	(8,256,050)	(8,550,167)	(8,983,062)		8,256,050	8,550,167	8,983,062		0	0	0
(+) Net Change in Fund Balance						(1,686,714)	0	0		(2,776,690)	(3,889,950)	(3,723,546)
(=)ENDING BALANCE		23,270,342	19,380,392	15,656,844		0	0	0		23,270,342	19,380,392	15,656,846
(-)	Revolving Fund Cash	12,000	12,000	12,000						12,000	12,000	12,000
(-)Unrestricted Reserve for												
Economic Uncertainty	Reserve-State 3%	2,034,374	2,124,614	2,221,916						2,034,374	2,124,614	2,221,916
(=)UNAPPROPRIATED Amount		21,223,968	17,243,779	13,422,928						21,223,968	17,243,778	13,422,930

**TAMALPAIS UNION HIGH SCHOOL DISTRICT
COMPARISON REPORT
UNRESTRICTED
General Fund**

J200 Budget Comparison Description	Object	2012-13 Audited Actuals	2013-14 Unaudited Actuals	2014-15 Adopted Budget	2014-15 First Interim
A REVENUES					
Revenue Limit Sources	8010-8099	44,056,090	46,834,575	49,326,254	49,401,158
Federal Revenues	8100-8299	0	0	0	0
Other State Revenue	8300-8599	948,750	786,399	733,242	1,004,504
Other Local Revenue	8600-8799	9,555,342	9,941,249	9,887,983	9,983,995
TOTAL REVENUES		54,560,182	57,562,223	59,947,479	60,389,657
B EXPENDITURES					
Certificated Salaries	1000-1999	24,206,249	25,327,289	27,693,331	27,393,694
Classified Salaries	2000-2999	6,444,517	6,567,976	6,837,562	7,137,719
Employee Benefits	3000-3999	10,466,801	10,772,598	11,569,234	11,566,605
Books and Supplies	4000-4999	1,656,211	1,931,885	1,908,386	2,117,834
Services, Other Op. Exp.	5000-5999	4,247,912	4,695,524	4,917,574	5,211,005
Capital Outlay	6000-6999	106,814	234,439	46,000	68,636
Other Outgoing	7100-7499	0	0	0	0
Direct Support Costs	7300-7399	(522,390)	(604,292)	(645,105)	(663,117)
TOTAL EXPENDITURES		46,606,114	48,925,419	52,326,982	52,832,376
C Excess (Deficiency) of Revenue over Expenditure Before Other Sources/Uses		7,954,068	8,636,804	7,620,497	7,557,281
D Other Sources/Uses					
Interfund Transfers					
Transfers In - Comm.Ed.	8910-8929	0	0	0	0
Transfers In - Special Reserve	8910-8929			200,000	200,000
Transfers In - Self Insurance Fund	8910-8929				
Transfers Out - Food Service	7610-7629	(322,506)	(368,848)	(401,567)	(428,630)
Transfer Out - Special Reserve-Capital		(270,000)	(445,000)	(95,000)	(95,000)
Transfer Out - Special Reserve-Non Capital		-	-	-	-
Transfers Out - Deferred Maintenance		-	-	-	-
Transfer Out - Comm. Ed.		(99,044)	(59,718)	(52,055)	(67,577)
Sources-Capital Lease	8930-8979	-	-	-	-
Contribution to Restricted Programs	8980-8999	(5,687,540)	(6,969,636)	(8,033,711)	(8,256,050)
TOTAL, OTHER SOURCES/USES		(6,379,090)	(7,843,202)	(8,382,333)	(8,647,257)
E Net Increase (Decrease) in FUND BALANCE		1,574,978	793,602	(761,836)	(1,089,976)
		(1,266,525)	(349,315)	-	349,315
		308,453	444,287	(761,836)	(740,661)

J200 Budget Comparison					
DESCRIPTION	Object	2012-13 Audited Actuals	2013-14 Unaudited Actuals	2014-15 Adopted Budget	2014-15 First Interim
F Fund Balance, Reserves					
Beginning Balance					
As of July 1-Unaudited		21,991,736	23,566,714	24,360,315	24,360,315
Audit Adjustments					
NET BEGINNING BALANCE		21,991,736	23,566,714	24,360,315	24,360,315
Fund Increase (Decrease)		1,574,978	793,602	(761,836)	(1,089,976)
Program Reserves (restricted for expend.)					
Adjustment for Restatement					
Restricted Program Balances					
ENDING FUND BALANCE		23,566,714	24,360,315	23,598,479	23,270,339
Components of Ending Balance					
Reserved Amounts					
Revolving Cash		12,000	12,000	12,000	12,000
Cash In Bank		0	0	0	0
Prepaid Expenditures			23,019		
Designated Amounts					
For economic Uncertainties (Required by State 3%)		1,738,224	1,838,428	1,930,727	2,025,901
Designation - 08/09,09/10,10/11,11/12,12/13, 13/14 Surplus		2,828,401	3,272,688	3,272,688	3,272,688
To Cover Future Deficits		-	-	-	-
Designation- Parcel Tax Renewal		-	-	-	-
Designation- Economic Uncertainty- Basic Aid		17,721,563	18,864,865	18,383,065	17,959,751
Tier III Fund Balance					
Site Carryovers, Tier III Fund Balance		1,266,525	349,315	0	0
Ending Balance		0	0	(0)	(0)

J200 Budget Comparison		2012-13	2013-14	2014-15	2014-15
DESCRIPTION	Object	Audited Actuals	Unaudited Actuals	Adopted Budget	First Interim
Revenue Limit Sources					
State Aid-Current Year/Hold Harmless	8011/19	(222,226)	256,758	266,746	266,746
Basic Aid Fair Share Reduction	8011	-	-	-	-
Educational Protection Act (Prop 30)	8012	750,278	775,690	810,872	776,086
Homeowners Exemption	8021	295,791	293,142	292,716	287,711
Other Subventions/RDA	8029/47	108,055	-	-	-
Secured Roll Taxes	8041	42,858,605	44,870,025	47,257,988	47,379,992
Unsecured Taxes	8042	941,403	957,844	1,018,518	1,011,209
Prior Year Taxes	8043	42,810	38,116	36,414	36,414
Transfers-Special Ed(Rev Limit) /Def Mntc/Adult Ed	8091	(718,626)	(357,000)	(357,000)	(357,000)
TOTAL: Rev. Limit Sources		44,056,090	46,834,575	49,326,254	49,401,158
Percent of Total Income		80.75%	81.36%	82.28%	81.80%
Federal Revenues					
Title VI - ECIA (RE 4110)	8290	0	0	0	0
Special Ed. PL 94-142	8181	0	0	0	0
Title II - Eisenhower (RE 4010)	8290	0	0	0	0
Drug Free (RE 3710)	8290	0	0	0	0
Vocational Education (RE 3550)	8290	0	0	0	0
Other Federal Income (D/A/T)	8290	0	0	0	0
TOTAL: Federal Revenue		0	0	0	0
Percent of Total Income		0.00%	0.00%	0.00%	0.00%
Other State Revenues					
BA Fair Share Red/HOLD HARMLESS	8590	(1,524,555)	59,291	-	-
Common Core	8590	-	-	-	-
Educational Protection Act	8590	-	-	-	-
Adult Education - Flexible (RE 214)	8590	1,630,122	-	-	-
Supplemental Instruction	8311/19/8590	124,740	-	-	-
GATE: Gifted & Talented (RE 7140/0220)	8311/8590	57,768	-	-	-
EIA: Economic Impact Aid (RE 7091)	8311	-	-	-	-
Class Size 9 - 12 (RE 1200/0201)	8435/8590	-	-	-	-
Mandated Costs Reimburse.	8550	113,879	208,011	215,100	472,311
State Lottery Revenue	8560	494,232	518,368	506,142	520,193
Library Grant (RE 7395/0241)	8590	-	-	-	-
Supplemental School Counseling (RE7080/0218)	8590	-	-	-	-
Inst'l Materials (RE 7156/0221)	8590	-	-	-	-
Peer Assistance Review (RE7271/0225)	8590	-	-	-	-
Math & Reading Professional Dev (RE0229)	8590	-	-	-	-
Instructional School Garden (RE0253)	8590	-	-	-	-
School Safety & Violence (RE 6405/0215)	8590	-	-	-	-
Pupil Retention Block Grant (RE7390/0236)	8590	-	-	-	-
Special Ed settlement - as mandated cost	8590	-	-	-	-
Art & Music Block Grant (RE 6760/0216)	8590	1,993	-	-	-
STAR Test/HS Exit Exam (RE 7055/0000/0217)	8590	50,571	729	12,000	12,000
Professional Development (RE7393/0239)	8590	-	-	-	-
TOTAL: Other State Revenue		948,750	786,399	733,242	1,004,504
Percent of Total Income		1.74%	1.37%	1.22%	1.66%

J200 Budget Comparison					
DESCRIPTION	Object	2012-13 Audited Actuals	2013-14 Unaudited Actuals	2014-15 Adopted Budget	2014-15 First Interim
Other Local Revenues					
Parcel Tax Income	8621	8,644,033	9,078,386	9,422,068	9,347,068
Sale of Publications/Other	8632/39	5,533	705	-	-
Leases and Rentals	8650	359,526	397,268	309,455	334,179
Interest Income	8660	27,986	28,331	25,000	25,000
Interagency Revenues ROP (RE 6350/0213)	8677	101,101	48,496	52,573	52,573
Home to School (DD2 053) - Golden Gate	8689	-	9,126	-	-
Home to School (DD2 053) - West Marin	8699	-	-	-	-
MTN / Martin Luther King/MPTA	8699	3,692	3,781	3,887	3,887
All Other Local Income	8699	351,394	375,156	75,000	194,428
Lacrosse Income	8699	-	-	-	-
E-Rate/Dental Refund/PG&E Refund	8699	62,077	-	-	26,860
TOTAL: Other Local Revenue		9,555,342	9,941,249	9,887,983	9,983,995
Percent of Total Income		17.51%	17.27%	16.49%	16.53%
TOTAL REVENUES		54,560,182	57,562,223	59,947,479	60,389,657

J200 Budget Comparison		2012-13	2013-14	2014-15	2014-15
DESCRIPTION	Object	Audited Actuals	Unaudited Actuals	Adopted Budget	First Interim
EXPENDITURES					
Certificated Salaries	1100-1199	19,799,036	20,877,007	22,917,079	22,637,514
Certificated Pupil Support Salaries	1200-1299	1,628,424	1,650,539	1,760,320	1,764,987
Supervisors & Administrators Salaries	1300-1399	2,436,372	2,475,822	2,683,490	2,644,952
Other Certificated Salaries	1900-1999	342,417	323,921	332,442	346,241
TOTAL: Certificated Salaries		24,206,249	25,327,289	27,693,331	27,393,694
Percent of Total Expenditures		51.94%	51.77%	52.92%	51.85%
CLASSIFIED SALARIES					
Instructional Aides	2100-2199	36,831	22,164	23,923	24,976
Classified Support Salaries	2200-2299	1,872,838	1,885,007	1,944,947	2,061,813
Classified Administrators' Salaries	2300-2399	355,620	366,278	364,951	368,555
Clerical and Office Salaries	2400-2499	3,216,385	3,390,397	3,568,907	3,696,870
Other Classified Salaries	2900-2999	962,843	904,130	934,834	985,505
TOTAL: Classified Salaries		6,444,517	6,567,976	6,837,562	7,137,719
Percent of Total Expenditures		13.83%	13.42%	13.07%	13.51%
EMPLOYEE BENEFITS					
STRS - Certificated Positions	3101	1,991,122	2,091,575	2,526,635	2,480,031
STRS - Classified Positions	3102	-	-	-	-
PERS - Certificated Positions	3201	-	-	-	-
PERS - Classified Positions	3202	1,104,456	1,118,455	1,201,514	1,242,357
OASDI - Certificated	3301	4,517	5,368	-	-
OASDI - Classified	3302	394,981	401,122	420,442	443,972
Medicare - Certificated	3311	348,432	363,958	400,954	397,141
Medicare - Classified	3312	93,666	95,241	99,312	103,872
Health & Welfare - Certificated	3401/3461	3,597,847	3,839,738	4,091,261	4,075,173
Health & Welfare - Classified	3402/3462	1,456,944	1,507,846	1,555,833	1,579,117
SUI - Certificated	3501	265,525	12,673	13,910	13,790
SUI - Classified	3502	69,103	3,293	3,392	3,615
Workers' Comp. - Certificated	3601	365,950	406,465	308,089	304,809
Workers' Comp. - Classified	3602	97,632	105,376	101,037	78,147
Retiree Benefits - Certificated	3701/51	473,739	633,887	654,052	653,856
Retiree Benefits - Classified	3702/52	202,887	187,601	192,803	190,725
Other Benefits	3901	-	-	-	-
Car Allowance - Certificated	3921	-	-	-	-
Car Allowance - Classified	3922	-	-	-	-
TOTAL: Employee Benefits		10,466,801	10,772,598	11,569,234	11,566,605
Percent of Total Expenditures		22.46%	22.02%	22.11%	21.89%
TOTAL: SALARIES AND BENEFITS		41,117,567	42,667,863	46,100,127	46,098,018
Percent of Total Expenditures		88.22%	87.21%	88.10%	87.25%

J200 Budget Comparison					
DESCRIPTION	Object	2012-13 Audited Actuals	2013-14 Unaudited Actuals	2014-15 Adopted Budget	2014-15 First Interim
EXPENDITURES (Cont.)					
BOOKS AND SUPPLIES					
Textbooks	4100	192,514	259,689	218,500	20,669
Books & Reference Materials	4200	66,824	85,944	143,409	110,122
Materials & Supplies/ Food / Bulk Paper	00/15/18/19/65	994,081	936,372	1,079,572	1,101,203
Gas, Oil & Diesel	4301	0	0	0	0
Office Supplies	4303	1,250	1,217	5,100	3,700
Periodicals & Magazines	4305	8,996	7,524	6,800	8,405
Software	4307	3,715	7,840	122,773	110,105
Classroom Supplies	4310/4306	10,556	0	0	0
Computer Supplies	4312	96,277	48,731	48,467	64,108
Transportation Tickets & Vehicle supplies	4314/4316	0	8,775	0	0
Carryover	4330	0	0	0	170,147
Non Capitalized Furniture & Equip.	4400	281,998	575,793	283,765	529,375
TOTAL: Books & Supplies		1,656,211	1,931,885	1,908,386	2,117,834
Percent of Total Expenditures		3.55%	3.95%	3.65%	4.01%
SERVICES & OTHER OPERATING					
Travel, Conference, In-Service, Mileage	5200	212,129	193,685	427,340	392,896
Dues and Memberships	5300	58,392	58,487	122,306	108,941
Insurance	5400/40/60	378,306	374,649	408,382	408,831
Gas	5505	2,977	3,281	3,700	3,200
Electricity	5510	685,982	726,775	670,000	721,233
SPURR	5515	229,040	277,415	260,000	275,000
Water	5535	316,077	353,753	361,000	353,332
Sewer	5540	67,270	117,776	143,000	160,435
Disposal/Garbage Removal	5550	243,536	251,509	254,000	251,500
Laundry,Pest Control,Waste Disposal	5500	63,990	73,252	75,117	70,117
Rents, Leases, Repairs	5600	129,755	175,666	253,440	240,262
Direct Costs, Interfund/Program	5700	(4,213)	(2,823)	0	0
Architect,Inspect.,Contracts,Permits,Sports	5800	609,798	637,112	656,600	697,346
Advertising	5803	4,681	387	7,000	3,041
Audit Fees	5809	48,575	49,514	50,000	50,000
Elections	5814	0	99,183	0	0
Field Trips	5819	37,330	42,099	9,175	30,824
Fingerprinting/Bank Fees	5821/11	9,989	11,874	13,750	13,750
Legal Service	5829	83,763	106,200	55,500	53,957
Printing	5841/5844	21,312	32,533	82,324	84,601
Personnel Agencies/Moving	5815/5845	9,209	462	0	1,000
Professional Consultant Contracts	5849	849,587	897,312	866,190	1,039,501
TB Testing/ X-rays	5847/5851	6,000	7,570	11,000	11,000
Unused School Site Payment	5853	-	-	-	-
Cell Phones	5920/21/22	41,117	46,919	53,000	53,800
Internet	5940	48,087	59,035	61,100	98,253
Pagers/satellite	5910/5950	166	167	200	200
Postage	5960	36,493	34,944	13,500	21,085
Telephone	5970	58,564	66,788	59,950	66,900
TOTAL: Services & Op. Exp.		4,247,912	4,695,524	4,917,574	5,211,005
Percent of Total Expenditures		9.11%	9.60%	9.40%	9.86%

J200 Budget Comparison					
DESCRIPTION	Object	2012-13 Audited Actuals	2013-14 Unaudited Actuals	2014-15 Adopted Budget	2014-15 First Interim
CAPITAL OUTLAY					
Sites & Improvement of sites	6100	0	0	0	0
Buildings & Improvement of Bldgs.	6200	14,675	42,056	0	12,372
Furniture & Equipment	6400	52,868	16,710	24,000	20,546
Equipment Replacement	6500	39,271	175,673	22,000	35,718
TOTAL: Capital Outlay		106,814	234,439	46,000	68,636
Percent of Total Expenditures		0.23%	0.48%	0.09%	0.13%
OTHER OUTGO					
Special Ed. Excess Costs	7142	0	0	0	0
State Special Schools-blind/deaf	7130	0	0	0	0
Transfer to MCOE - ROP	7222	0	0	0	0
Other Debt Service Payments - Capital Lease	7439/39	0	0	0	0
TOTAL: Other Outgo		0	0	0	0
Percent of Total Expenditures		0.00%	0.00%	0.00%	0.00%
TOTAL: Direct Support Costs	7300	(522,390)	(604,292)	(645,105)	(663,117)
Percent of Total Expenditures		-1.12%	-1.24%	-1.23%	-1.26%
TOTAL EXPENDITURES		46,606,114	48,925,419	52,326,982	52,832,376
C Excess (Deficiency) of Revenues over Expenditures Before Other Financing Sources and Uses		7,954,068	8,636,804	7,620,497	7,557,281

J200 Budget Comparison		2012-13	2013-14	2014-15	2014-15
DESCRIPTION	Object	Audited Actuals	Unaudited Actuals	Adopted Budget	First Interim
DETAIL OF CERTIFICATED SALARIES					
Teachers - T rack Adv / P/T Buy					
Back/Catastrophic Leave/Longevity	1110	10,952	22,233	40,000	43,700
Teachers	1110	-	-	-	-
Regular Teachers	1110	18,775,912	19,790,739	21,761,118	21,388,774
Regular Teachers - Curriculum Develop./Stipends	1900/70/60	-	-	-	-
Summer School Teacher (GO 1430)	1110	-	-	-	-
Home Instructors (GO 1270)	1110	30,470	22,750	27,061	27,061
Teachers - extra duty/assignment,teachers lead	1120/1130	436,286	467,674	574,911	615,862
Substitute Teachers - Illness	1140	99,142	88,140	102,100	102,100
Substitute Teachers - School Business	1150	168,274	205,258	152,889	166,002
Testing & Counseling - Substitute Costs	1240/1250	270	560	-	-
5th Periods & Brown Act & Instr.Imprv.stipends	1160	275,818	280,113	259,000	294,015
Other Cert. Pay - HW Pay,Supple.,Wasc.	1170	2,182	100	-	-
Counselor (all FN 3110)	1210	1,336,324	1,357,647	1,453,587	1,454,185
Librarians' Salary (all FN 2420)	1210	281,782	284,385	274,911	278,980
4th R, Testing extra duty	1230	9,288	7,267	22,822	22,822
Pupil Support - for Counselors	1220/1260	760	680	9,000	9,000
Principal	1311	662,346	664,700	547,850	548,961
Subs - Principal & AP's & Tech Support	1311/1312	79,147	36,125	34,000	34,000
Assistant Principal	1312	895,016	925,882	1,167,582	1,125,045
Superintendent	1313	209,400	213,582	213,582	213,582
Supe Salary - Expenses/Vacation	1313	14,219	14,407	4,800	4,800
Assistant/Associate Superintendent	1315	306,600	327,432	169,586	169,886
Director/Sr. Director	1317	220,704	286,534	540,090	542,678
Other Certified Supervisors	1322	48,940	7,160	6,000	6,000
Other Certificated - Salaries	1910	83,490	97,651	113,682	113,742
Other Cert. - misc.,AP,Athletics,Personnel	20/30/50/60/70	62,402	72,170	76,860	90,599
Professional Expert, Retiree Incentive	1970/1980	196,525	154,100	141,900	141,900
	Total	24,206,249	25,327,289	27,693,331	27,393,694

J200 Budget Comparison					
DESCRIPTION	Object	2012-13 Audited Actuals	2013-14 Unaudited Actuals	2014-15 Adopted Budget	2014-15 First Interim
DETAIL OF CLASSIFIED SALARIES					
Instructional Aide - Regular/Instr.Improv.	2110	34,042	21,921	22,085	23,138
Instructional Aide - Summer (GO 1430)	2110	0	0	0	0
Instructional Aide - Hourly	2120/2170	2,789	243	1,838	1,838
Health Technician (FN 3140)	2210	60,889	62,004	62,542	65,976
Delivery (FN 7540)	2210	57,122	58,246	58,121	61,305
Maintenance (FN 8110)	2210				
Ground (FN 8111)	2210				
Custodian (FN 8210)	2210	1,547,354	1,562,256	1,611,890	1,704,931
Library Aide (FN 2420)	2210	136,551	129,672	132,844	140,451
Extra Duty/OT - Custodian & Ground	2230/40/50	44,504	48,436	38,000	47,600
Substitute - Custodian, Maintenance	2260	5,813	21,575	27,050	27,050
Substitute - Custodian - Non Illness	2270	20,550	2,818	14,500	14,500
Other Pay	210/2280/2290	55	0	0	0
Assistant Superintendent	2312	166,560	173,670	169,585	169,885
Vacation pay out	2312	3,711			
Supervisor (Network Manager)	2313	0	0	0	0
Chief Financial Officer	2315	0	0	0	0
Directors (Fac/Tech)	2316	124,368	128,748	130,375	130,675
Classified Mgmt/Facilities Coord.	2322	56,857	58,860	59,741	62,745
Other Class. Support - Summer; API	2322	2,049	0	0	0
Board of Trustees	2322	2,075	5,000	5,250	5,250
Computer (FN7700/2420)	2400/2490	429,556	526,578	611,055	593,976
Print Shop (FN 7550) ***	2400	153,484	156,700	156,350	164,705
Clerical - with API money	2400	0	0	0	0
Clerical - incl. Cross-training	2401/2402	1,905,106	1,950,097	2,029,647	2,132,886
DO (FN5901,3900,7200,7150,7300,7400,7600)	2401	696,875	724,279	732,285	767,329
Clerical - Extra Hire	2430/2440	4,566	3,284	10,320	9,964
Overtime - Supt. Off;Pupil Test.;BO;Data Pros.	2450	20,298	22,959	18,250	17,010
Substitute for Clerical - Illness	2460	0	0	0	0
Substitute for Clerical - Non Illness	2470	0	0	0	0
Stipend - for Classified Leader	2480	6,500	6,500	11,000	11,000
Classified Support**** DISC ,Summer,Drake Power Out	210/3/6/2/4/3/7	4,796	9,189	1,300	3,615
Classified Literacy Coach	2910	0	0	0	0
Campus Supervisor (FN 8305)	2910	410,906	417,466	427,535	451,891
Staff Ass. & Healthy St.(FN 8305 DD2 040)	2910/2960	0	0	0	0
Textbook Inventory (FN 3910 DD2 097)	2912/20/40	1,714	0	0	0
Pool Cover Handlers (DD2 092)	2920	83,930	81,222	85,000	85,000
Athletics - Coach (GO 1130)	2910	339,950	340,859	330,999	341,999
Athletics - post season (GO 1130)	2920	0	0	0	0
Athletics - supervision (GO 1130)	2930	1,156	1,114	0	2,000
Athletics - O/T & substitutes (GO 1130)	2940/60/70	17,139	19,236	0	11,000
Vacation pay out - for Classified	2490/2980	0	0	0	0
Professional Expert, Retiree Incentive	2990	103,252	35,044	90,000	90,000
3% Tentative Salary Agreement	2990	-			
Total		6,444,517	6,567,976	6,837,562	7,137,719

**TAMALPAIS UNION HIGH SCHOOL DISTRICT
COMPARISON REPORT
RESTRICTED FUNDS**

General Fund					
J200 Budget Comparison Description	Object	2012-13 Audited Actuals	2013-14 Unaudited Actuals	2014-15 Adopted Budget	2014-15 First Interim
A REVENUES					
Revenue Limit Sources	8010-8099	718,626	0	0	0
Federal Revenues	8100-8299	1,327,386	965,131	956,168	1,224,490
Other State Revenue	8300-8599	551,588	1,396,771	519,636	519,636
Other Local Revenue	8600-8799	3,603,277	5,119,086	1,972,444	2,420,240
TOTAL REVENUES		6,200,877	7,480,988	3,448,248	4,164,366
B EXPENDITURES					
Certificated Salaries	1000-1999	2,510,238	2,504,436	2,619,149	2,651,337
Classified Salaries	2000-2999	1,853,373	1,949,977	2,029,523	2,231,802
Employee Benefits	3000-3999	1,790,231	1,917,386	2,040,644	2,105,405
Books and Supplies	4000-4999	659,306	1,448,634	387,016	1,767,935
Services, Other Op. Exp.	5000-5999	3,375,393	3,404,725	2,857,311	3,504,011
Capital Outlay	6000-6999	197,016	1,770,230	22,400	302,024
Other Outgoing	7000-7299	644,668	720,582	925,865	925,865
Direct Support Costs	7300-7399	471,065	553,586	600,051	618,063
TOTAL EXPENDITURES		11,501,290	14,269,556	11,481,959	14,106,442
C Excess (Deficiency) of Revenue over Expenditure Before Other Sources/Uses		(5,300,413)	(6,788,568)	(8,033,711)	(9,942,076)
D Other Sources/Uses					
Interfund Transfers					
Transfers In - From Bond (Redhill)	8910-8929	-	-	-	-
Transfers Out - Block Grant/Deferred Maintenance	7610-7629	(200,000)	-	-	-
Contributions to Restricted Programs	8980-8999	5,687,540	6,969,636	8,033,711	8,256,050
Restricted Programs - District Paid					
TOTAL, OTHER SOURCES/USES		5,487,540	6,969,636	8,033,711	8,256,050
E Net Increase (Decrease) in FUND BALANCE		187,127	181,068	0	(1,686,026)

J200 Budget Comparison	Object	2012-13 Audited Actuals	2013-14 Unaudited Actuals	2014-15 Adopted Budget	2014-15 First Interim
DESCRIPTION					
F Fund Balance, Reserves					
Beginning Balance					
As of July 1-Unaudited		1,317,831	1,504,958	1,686,026	1,686,026
Audit Adjustments		-	-	-	-
NET BEGINNING BALANCE		1,317,831	1,504,958	1,686,026	1,686,026
Fund Increase (Decrease)		187,127	181,068	-	(1,686,026)
Other Restatements (BASRC & SSP)					
PTSA Ending Balance from 1997/98 ***					
PTSA & Alumni carryover - 1998/99 ***					
ENDING FUND BALANCE		1,504,958	1,686,026	1,686,026	0
Components of District Paid Restricted Programs:					
Prepaid Expenditures					
ROC/P Revenue					
ROC/P Expenditures					
Vocational Education					
Marin Comm.Found - Add'l c/o					
Economic Impact Aid					
BASRC - Redwood					
Alumni Grant - Unrest. as RE 0001					
Staff Development Buy Back - on J390					
SB 1882 Staff Development - Timing					
Total District Paid Restricted Programs					

J200 Budget Comparison					
DESCRIPTION	Object	2012-13 Audited Actuals	2013-14 Unaudited Actuals	2014-15 Adopted Budget	2014-15 First Interim
Revenue Limit Sources					
State Aid-Current Year	8011	0	0	0	0
State Aid-Prior Year	8019	0	0	0	0
Homeowners Exemption	8021	0	0	0	0
Other Subventions/In-Lieu Taxes	8029	0	0	0	0
Secured Roll Taxes	8041	0	0	0	0
Unsecured Taxes	8042	0	0	0	0
Prior Year Taxes	8043	0	0	0	0
Revenue Limit Transfers - Special Ed	8091	718,626	-	-	-
Property Taxes Transfers - ERAF	8097	0	0	0	0
TOTAL: Rev. Limit Sources		718,626	0	0	0
Percent of Total Income		11.59%	0.00%	0.00%	0.00%
Federal Revenues					
Title V - Innovative Programs (RE 4110)	8290	0	0	0	0
Special Ed. PL 94-142	8181	459,617	455,536	486,863	486,863
Title I (RE 3010)	8290	147,443	259,139	191,000	262,057
Title II (RE 4010/4035/4045/4047)	8290	149,282	75,105	91,600	135,612
Drug Free (RE 3710)	8290	0	0	0	0
Vocational Education (RE 3550)	8290/8699	66,837	70,002	70,110	70,110
CSR/Immigrant Ed/LEP(RE 4135/4201/4203)	8290/8287	6,839	18,961	5,000	6,464
Special Education-ARRA	8181		0	0	0
Fiscal Stabilization/Federal Jobs	8290	288,609	0	0	0
Mental Health	8182	208,153	82,743	111,595	263,384
Sml Learning/McAuliff/Calif Health Science Educators/Testing	8290	606	3,645	0	0
TOTAL: Federal Revenue		1,327,386	965,131	956,168	1,224,490
Percent of Total Income		21.41%	12.90%	27.73%	29.40%

J200 Budget Comparison	Object	2012-13	2013-14	2014-15	2014-15
DESCRIPTION		Audited Actuals	Unaudited Actuals	Adopted Budget	First Interim
Other State Revenues					
Basic Aid Fair Share Reduction		-	-	-	-
GATE: Gifted & Talented (RE 7140)	8311	0	0	0	0
EIA: Economic Impact Aid (RE 7091)	8311	82,296	0	0	0
Mental Health	8590	344,131	335,477	399,126	399,126
Core Curriculum RE: 7405/One-time Instr.Mat'l/Staff Dev RE 7186/	8590	0	785,161	0	0
Professional Dev Block Grant (RE 7393)	8590	0	0	0	0
Special Education/CAHSEE	8590	0	0	0	0
Library Grant (RE 6296)(RE 6292)(RE7395)	8590	0	0	0	0
Safety & Violence Prev. RE 6405	8590	0	0	0	0
Fiscal Solvency Plan (RE 7386)	8590	0	0	0	0
Prop 39 - Energy	8590	0	130,000	0	0
Ed Tech Grant (RE 7127)	8590	0	0	0	0
Instructional Materials(RE 7160/85/56/57)	8590	0	0	0	0
Ca Instructional School Garden (CISG) (RE 7026)	8590	0	0	0	0
Instructional Mat'l,Libr, & Ed Tech (RE7398)	8590	0	0	0	0
SB 1882: Staff Development (RE 7315) + c/o	8590	0	0	0	0
Tenth Grade Counseling (RE 7375/7390)	8590	0	0	0	0
Mentor (RE 7270) & Law Enforcement (RE 6315)	8590	0	0	0	0
PAR (RE 7271)	8590	0	0	0	0
Digital High School (RE 7100)	8590	0	0	0	0
School Secondary Program (RE 7370)	8590	0	0	0	0
CAHSEE Intensive Instr. & Serv (7055/7056)	8590	0	0	0	0
Readers for the Blind (RE 7810)	8590	0	0	0	0
California Arts Council (RE 9767)	8590	0	0	0	0
Supplemental School Counseling (RE 7080)	8590	0	0	0	0
Teacher Recruit & Student Support (RE 6275)	8590	0	0	0	0
Arts,Music, & PE Supply & Equipment(RE6761)	8590	0	0	0	0
Arts & Music Block Grant (RE 6760)	8590	0	0	0	0
Discretionary Block Grant-Sites (RE 7396)	8590	0	0	0	0
Discretionary Block Grant-Dist (RE 7397)	8590	0	0	0	0
Career Tech Ed Equip & Supplies (RE 6377)	8590	0	0	0	0
Lottery for Instr.Mat'l & SSP	8560/8590	125,161	146,133	120,510	120,510
TOTAL: Other State Revenue		551,588	1,396,771	519,636	519,636
Percent of Total Income		8.90%	18.67%	15.07%	12.48%

J200 Budget Comparison	Object	2012-13	2013-14	2014-15	2014-15
DESCRIPTION		Audited Actuals	Unaudited Actuals	Adopted Budget	First Interim
Other Local Revenues					
Site Institute @ Drake (RE 9763)	8699	0	0	0	0
Interest Income (categorical moneys)	8660	0	0	0	0
ROP	8677	0	0	0	0
PTSA (RE 9020)	8699	319,931	352,224	0	122,920
Ed Tech K-12 Voucher (Microsoft) (RE9150/55)	8699	0	0	0	0
Drake Virtual Tour (RE 9760)/	8699	6,000	0	0	0
Global Studies (RE 9765)	8699	295,326	263,574	0	21,525
Alicia Lee Memorial Fund (RE 9760)	8699	0	7,500	0	0
Tam Music (RE 9769) & Field Trips (RE 9116, 9775)	8699	84,648	48,400	0	17,699
Student Activies (RE 9772)	8699	263,598	286,025	0	0
Buck Institute - Tam Academy (RE 9773)	8699	15,993	9,171	0	6,153
Marin Cty Storm Prevention Grant (RE 9768)	8699	0	0	0	0
Foundations (RE 9030)	8699	549,822	428,545	0	160,757
Special Ed fr. SELPA (RE 6500)	8792/8699/8791	2,007,290	2,066,403	1,972,444	1,972,444
Other misc. grants/donations/modernization	8792/8699	60,669	1,657,244	-	118,742
TOTAL: Other Local Revenue		3,603,277	5,119,086	1,972,444	2,420,240
Percent of Total Income		58.11%	68.43%	57.20%	58.12%
TOTAL REVENUES		6,200,877	7,480,988	3,448,248	4,164,366

J200 Budget Comparison					
DESCRIPTION	Object	2012-13 Audited Actuals	2013-14 Unaudited Actuals	2014-15 Adopted Budget	2014-15 First Interim
EXPENDITURES					
CERTIFICATED SALARIES	1100-1199	1,702,147	1,697,532	1,765,797	1,799,849
Certificated Pupil Support Salaries	1200-1299	671,429	675,679	721,900	719,736
Supervisors & Administrators Salaries	1300-1399	136,662	131,225	131,452	131,752
Other Certificated Salaries	1900-1999	0	0	0	0
TOTAL: Certificated Salaries		2,510,238	2,504,436	2,619,149	2,651,337
Percent of Total Expenditures		21.83%	17.55%	22.81%	18.80%
CLASSIFIED SALARIES					
Instructional Aides	2100-2199	946,248	1,095,864	1,118,781	1,266,114
Classified Support Salaries	2200-2299	571,812	534,747	613,026	639,498
Classified Administrators' Salaries	2300-2399	137,994	140,748	140,748	140,748
Clerical and Office Salaries	2400-2499	158,231	155,436	156,104	164,458
Other Classified Salaries	2900-2999	39,088	23,182	864	20,984
TOTAL: Classified Salaries		1,853,373	1,949,977	2,029,523	2,231,802
Percent of Total Expenditures		16.11%	13.67%	17.68%	15.82%
EMPLOYEE BENEFITS					
STRS - Certificated Positions	3101	196,615	211,952	240,062	236,849
STRS - Classified Positions	3102	7,077	214	-	-
PERS - Certificated Positions	3201	47	-	-	-
PERS - Classified Positions	3202	333,473	356,836	374,213	410,763
OASDI - Certificated	3301	804	879	-	1,054
OASDI - Classified	3302	109,242	118,876	124,388	138,858
Medicare - Certificated	3311	36,088	36,051	38,145	38,459
Medicare - Classified	3312	26,770	28,304	29,438	32,485
Health & Welfare - Certificated	3401/3461	345,254	378,603	418,787	396,348
Health & Welfare - Classified	3402/3462	507,313	581,506	625,354	654,623
SUI - Certificated	3501	27,557	1,256	1,326	1,338
SUI - Classified	3502	19,885	983	1,027	1,132
Workers' Comp. - Certificated	3601	38,011	40,254	29,226	29,467
Workers' Comp. - Classified	3602	27,993	31,286	22,557	24,770
Retiree Benefits-Certificated	3701/3751	47,101	64,304	67,167	67,356
Retiree Benefits-Classified	3702/3752	67,001	66,082	68,954	71,903
Car Allowance - Certificated	3921	-	-	-	-
Car Allowance - Classified	3922	-	-	-	-
TOTAL: Employee Benefits		1,790,231	1,917,386	2,040,644	2,105,405
Percent of Total Expenditures		15.57%	13.44%	17.77%	14.93%
TOTAL: SALARIES AND BENEFITS		6,153,842	6,371,799	6,689,316	6,988,544
Percent of Total Expenditures		53.51%	44.65%	58.26%	49.54%

J200 Budget Comparison					
DESCRIPTION	Object	2012-13 Audited Actuals	2013-14 Unaudited Actuals	2014-15 Adopted Budget	2014-15 First Interim
EXPENDITURES (Cont.)					
BOOKS AND SUPPLIES					
Textbooks	4100	32,968	197,124	123,944	121,686
Books & Reference Materials	4200	33,276	23,579	0	6,760
Instructional Material & Supplies	4300	310,304	314,066	204,822	465,170
Gas, Oil & Diesel	4301	21,866	19,446	32,000	32,000
Office Supplies	4303	227	384	1,500	1,500
Periodicals & Magazine	4305	1,373	1,770	1,200	1,288
Software	4307	1,381	5,026	0	0
Classroom Supplies - In-lieu Fees	4310	0	0	0	0
Computer Supplies	4312	16,563	16,193	2,700	20,266
Transportation Tickets & Vehicle supplies	4314/4316	4,903	5,642	8,250	15,250
Carryover	4330	0	0	0	995,819
Non Capitalized Furniture & Equip.	4400	236,445	865,404	12,600	108,196
TOTAL: Books & Supplies		659,306	1,448,634	387,016	1,767,935
Percent of Total Expenditures		5.73%	10.15%	3.37%	12.53%
SERVICES & OTHER OPERATING					
Travel, Conference, In-Service	5200	68,703	109,385	78,542	173,788
Dues and Memberships	5300	1,291	1,745	800	800
Insurance	5400	2,888	1,840	0	0
Pest Control	5525	9,450	10,248	10,000	10,300
Rents, Leases, Repairs	5600	481,571	436,637	501,000	519,669
Direct Costs, Interfund/program	5700	2,000	1,963	0	0
Prof. Service & Outside Printing	5800	7,285	2,847	8,600	37,208
Field Trips	5819	393,015	300,787	0	38,276
Judgements	5825	199,500	241,674	170,000	314,500
Legal Service	5829	38,087	64,660	75,000	75,000
Consultant Contracts / MPTA	5837/39/49	702,019	633,441	157,400	548,772
NPS: Tuition, 1/1 aides, interpreters	5833/34/35/40	1,467,735	1,597,532	1,855,094	1,777,980
Postage and Telephone	5960 & 5970	1,849	1,966	875	7,720
TOTAL: Services & Op. Exp.		3,375,393	3,404,725	2,857,311	3,504,013
Percent of Total Expenditures		29.35%	23.86%	24.89%	24.84%

J200 Budget Comparison					
DESCRIPTION	Object	2012-13 Audited Actuals	2013-14 Unaudited Actuals	2014-15 Adopted Budget	2014-15 First Interim
EXPENDITURES (Cont.)					
CAPITAL OUTLAY					
Sites & Improvement of sites	6100				
Buildings & Improvement of Bldgs.	6200	47,209	1,608,211	0	66,799
Furniture & Equipment	6400	96,785	136,540	7,400	84,877
Equipment Replacement	6500	53,022	25,479	15,000	150,348
TOTAL: Capital Outlay		197,016	1,770,230	22,400	302,024
Percent of Total Expenditures		1.71%	12.41%	0.20%	2.14%
OTHER OUTGO					
State Special Schools	7130	-	-	-	-
Special Ed. Excess Costs	7142	351,027	387,119	497,940	497,940
Payment to MPTA	7143	293,641	333,463	427,925	427,925
Payment to JPA (Redhill)	7299	0	0	0	0
Pass Thru Revenue	7211	0	0	0	0
TOTAL: Other Outgo		644,668	720,582	925,865	925,865
Percent of Total Expenditures		5.61%	5.05%	8.06%	6.56%
TOTAL: Direct Support Costs	7300	471,065	553,586	600,051	618,063
Percent of Total Expenditures		4.10%	3.88%	5.23%	4.38%
TOTAL EXPENDITURES		11,501,290	14,269,556	11,481,959	14,106,444
C Excess (Deficiency) of Revenues over Expenditures Before Other Financing Sources and Uses		(5,300,413)	(6,788,568)	(8,033,711)	(9,942,078)

J200 Budget Comparison	Object	2012-13 Audited Actuals	2013-14 Unaudited Actuals	2014-15 Adopted Budget	2014-15 First Interim
DESCRIPTION					
DETAIL OF CERTIFICATED SALARIES					
Regular Teachers - track advancement	1100				
Regular Teachers	1110	1,496,475	1,497,647	1,688,690	1,685,742
Counselors	1210				
Certificated - Other Pay	1170/1322/1930/1960	127,156	91,320	0	0
Director	1317	136,662	131,225	131,452	131,752
Teachers - extra duty	1130	50,323	79,541	57,027	59,527
Subs - illness & hourly	1120/1140/1950	7,353	13,150	3,750	37,150
Substitute Teachers - School Business	1150	10,840	5,874	4,730	5,830
Substitute Teachers - Teacher support	1250	4,282	4,296	5,000	5,000
Certificated Stipend	1160	10,000	10,000	11,600	11,600
ESL & Site Institute stipends	1160	0	0	0	0
Special Ed Home Instructors	1200	5,700	19,520	20,000	20,000
Psychologists/Counselors	1210	615,908	604,856	628,400	624,216
Special Ed stipend & other	1230	12,089	9,968	15,500	17,520
Pupil Support - extra service & stipend	1240/60/70	33,450	37,039	53,000	53,000
	Total	2,510,238	2,504,436	2,619,149	2,651,337

J200 Budget Comparison	Object	2012-13 Audited Actuals	2013-14 Unaudited Actuals	2014-15 Adopted Budget	2014-15 First Interim
DESCRIPTION					
DETAIL OF CLASSIFIED SALARIES					
Instructional Aide	2110	914,635	1,070,732	1,093,381	1,240,714
Instructional Aide-Hrly, Sub, Extra Duty	2120-2170	31,613	25,132	25,400	25,400
Classified Support	2220-2270	4,013	21,504	2,200	3,200
Maintenance (FN 8110)	2210	329,488	315,795	379,044	397,861
Ground (FN 8111)	2210	238,311	197,448	231,782	238,437
Director	2316	137,994	140,748	140,748	140,748
Clerical	2400	0	0	0	0
Clerical - Voc Ed (RE 3550)	2240	0	0	0	0
Clerical	2401	157,610	155,254	154,704	163,058
Clerical	2440	108	182	200	200
BASRC, Subs, Extra Duty, Overtime	2470/80/30/50	513	0	1,200	1,200
Classified Support -Other	2910	29,822	15,015	0	15,320
Classified Support - Title I ,Small Learning, Summer School	2910	0	0	0	0
Other Classified - hourly & Extra duty	2920/2930	2,291	1,544	864	864
Other Class. - O/T & stipend	2940/2970	6,975	6,623	0	4,800
Vacation Buy out - Title I	2980	0	0	0	0
	Total	1,853,373	1,949,977	2,029,523	2,231,802

**TAMALPAIS UNION HIGH SCHOOL DISTRICT
COMPARISON REPORT
COMBINED**

General Fund					
J200 Budget Comparison	Object	2012-13 Audited Actuals	2013-14 Unaudited Actuals	2014-15 Adopted Budget	2014-15 First Interim
Description					
A REVENUES					
Revenue Limit Sources	8010-8099	44,774,716	46,834,575	49,326,254	49,401,158
Federal Revenues	8100-8299	1,327,386	965,131	956,168	1,224,490
Other State Revenue	8300-8599	1,500,338	2,183,170	1,252,878	1,524,140
Other Local Revenue	8600-8799	13,158,619	15,060,335	11,860,427	12,404,235
TOTAL REVENUES		60,761,059	65,043,211	63,395,727	64,554,023
B EXPENDITURES					
Certificated Salaries	1000-1999	26,716,487	27,831,725	30,312,480	30,045,031
Classified Salaries	2000-2999	8,297,890	8,517,953	8,867,085	9,369,521
Employee Benefits	3000-3999	12,257,032	12,689,984	13,609,878	13,672,010
Books and Supplies	4000-4999	2,315,517	3,380,519	2,295,402	3,885,769
Services, Other Op. Exp.	5000-5999	7,623,305	8,100,249	7,774,885	8,715,016
Capital Outlay	6000-6999	303,830	2,004,669	68,400	370,660
Other Outgoing	7000-7299	644,668	720,582	925,865	925,865
Direct Support Costs	7300-7399	(51,325)	(50,706)	(45,054)	(45,054)
TOTAL EXPENDITURES		58,107,404	63,194,975	63,808,941	66,938,818
C Excess (Deficiency) of Revenue over Expenditure Before Other Sources/Uses		2,653,655	1,848,236	(413,214)	(2,384,795)
D Other Sources/Uses					
Interfund Transfers					
Transfers In - Comm.Ed.	8910-8929	0	0	0	0
Transfers In - Special Reserve	8910-8929	0	0	200,000	200,000
Transfers In - Bond (Redhill)	8910-8929	0	0	0	0
Transfers In - Self Insurance Fund	8910-8929	0	0	0	0
Sources-Capital Lease	8930-8979	0	0	0	0
Transfers Out - Food Svs/Def Maint/Comm Ed	7610-7629	(891,550)	(873,566)	(548,622)	(591,207)
Contribution to Restricted Programs	8980-8999	0	0	0	0
Restricted Programs - District Paid		0	0	0	0
TOTAL, OTHER SOURCES/USES		(891,550)	(873,566)	(348,622)	(391,207)
E Net Increase (Decrease) in FUND BALANCE		1,762,105	974,670	(761,836)	(2,776,002)

974,670 (761,836) (2,776,002)

J200 Budget Comparison		Object	2012-13	2013-14	2014-15	2014-15
DESCRIPTION			Audited Actuals	Unaudited Actuals	Adopted Budget	First Interim
F	Fund Balance, Reserves					
	Beginning Balance					
	As of July 1-Unaudited		23,309,567	25,071,672	26,046,342	26,046,342
	Audit Adjustments		-	-	-	-
	NET BEGINNING BALANCE		23,309,567	25,071,672	26,046,342	26,046,342
	Fund Increase (Decrease)		1,762,105	974,670	(761,836)	(2,776,002)
	Program Reserves (restricted for expend.)		-	-	-	-
	Adjustment for Restatement					
	Restricted Program Balances		0	0	0	0
	PTSA Ending Balance from 1997/98		0	0	0	0
	PTSA and Alumni carryover - 1998/99		0	0	0	0
	ENDING FUND BALANCE		25,071,672	26,046,342	25,284,506	23,270,340
Components of Ending Balance						
Reserved Amounts						
	Revolving Cash		12,000	12,000	12,000	12,000
	Cash In Bank		0	0	0	0
	Prepaid Expenditures		0	23,019	0	0
Designated Amounts						
	For economic Uncertainties (Required by State 3%)		1,738,224	1,838,428	1,930,727	2,025,901
	Designation - 08/09, 09/10, 10/11, 11/12, 12/13 Surplus to Cover Future Deficits		2,828,401	3,272,688	2,828,401	2,828,401
	Designation- Parcel Tax Renewal		-	-	-	-
	Designation- Economic Uncertainty- Basic Aid Summer School 2011/12 and 2012/13		17,721,563	18,864,866	20,513,378	18,404,038
(Ending Balance recommended by FCMAT is 8 to 10% of total expenditures)			0	0	0	0
	Site Carryovers,Tier III Fund Balance		2,771,483	2,035,341	0	0
	Ending Balance		0	(0)	(0)	0

J200 Budget Comparison					
DESCRIPTION	Object	2012-13 Audited Actuals	2013-14 Unaudited Actuals	2014-15 Adopted Budget	2014-15 First Interim
Revenue Limit Sources					
State Aid-Current Year	8011	(222,226)	256,758	266,746	266,746
Education Protection Act (Prop 30)	8012		775,690	810,872	776,086
Supplemental Instruction	8311				
Rev Limit Deficit		-	-	-	-
Homeowners Exemption	8021	295,791	293,142	292,716	287,711
Other Subventions/In-Lieu Taxes	8029	108,055	0	0	0
Secured Roll Taxes	8041	42,858,605	44,870,025	47,257,988	47,379,992
Unsecured Taxes	8042	941,403	957,844	1,018,518	1,011,209
Prior Year Taxes	8043	42,810	38,116	36,414	36,414
Revenue Limit Transfers - Special Ed	8091	0	-357,000	-357,000	-357,000
Property Taxes Transfers - ERAF	8097	0	0	0	0
TOTAL: Rev. Limit Sources		44,024,438	46,834,575	49,326,254	49,401,158
Percent of Total Income		73.36%	72.01%	77.81%	76.53%
Federal Revenues					
Title V Innovative Education (RE 4110)	8290	0	0	0	0
Special Ed. PL 94-142	8181	459,617	455,536	486,863	486,863
Title I (RE 3010)	8290	147,443	259,139	191,000	262,057
Title II - Improving Teacher Quality/EETT (RE 4035)	8290	149,282	75,105	91,600	135,612
Drug Free (RE 3710)	8290	0	0	0	0
Vocational Education (RE 3550)	8290	66,837	70,002	70,110	70,110
CSR/Immig Ed/LEP (RE4135/4201/4203)	8290/8287	6,839	18,961	5,000	6,464
Federal (RE 4140) SFSF (3200) Jobs (3205)	8290	288,609	0	0	0
Mental Health	8287	208,153	82,743	111,595	263,384
Small Learning Comm. Grant/Ca Health Sciences (RE 58)	8290	606	3,645	0	0
Other Federal Revenue	8290	0	0	0	0
TOTAL: Federal Revenue		1,327,386	965,131	956,168	1,224,490
Percent of Total Income		2.21%	1.48%	1.51%	1.90%

J200 Budget Comparison		2012-13	2013-14	2014-15	2014-15
DESCRIPTION	Object	Audited Actuals	Unaudited Actuals	Adopted Budget	First Interim
Other State Revenues					
BA Fair Share Red/HOLD HARMLESS		(1,524,555)	59,291	0	0
Common Core			0	0	0
Educational Protection Act			0	0	0
Adult Education Flex (RE 0214)	8590	1,630,122	-	-	-
Supplemental Instruction	8311	124,740	0	0	0
GATE: Gifted & Talented (RE 7140)	8311	57,768	0	0	0
EIA: Economic Impact Aid (RE 7091)	8311	82,296	0	0	0
Mental Health	8537	344,131	335,477	399,126	399,126
Class Size 9 - 12	8435	0	0	0	0
Mandated Costs Reimburse.	8550	113,879	208,011	215,100	472,311
State Lottery Revenue	8560	494,232	518,368	506,142	520,193
Library Grant (RE 6296/7395)	8590	0	0	0	0
Special Education/CAHSEE	8590	0	0	0	0
Safety & Violence Prev. (RE 6405)	8590	0	0	0	0
Fiscal Solvency Plan (RE 7386)	8590	0	0	0	0
One-time Instr.Mat'l/Staff Dev (RE 7186)	8590	0	785,161	0	0
One-time Site Block Grant (RE 0041)	8590	0	0	0	0
Professional Dev Block Grant (RE 7393)	8590	0	0	0	0
Digital HS - Maintenance - RE 7101	8590	0	130,000	0	0
Ed Tech Grant (RE 7127)	8590	0	0	0	0
Instructional Materials (RE 7160/85/56/57)	8590	0	0	0	0
Inst'l Mat'l , Core/ One Time (RE7180/7398)	8590	0	0	0	0
Ca Instructional School Garden (CISG) (RE 7026)	8590	0	0	0	0
Math & Reading Professional Dev (RE 0229)	8590	0	0	0	0
Tenth Grade Counseling (RE 7375/7390)	8590	0	0	0	0
Mentor Teacher Program (RE 7270)	8590	0	0	0	0
PAR (RE 7271)	8590	0	0	0	0
MTN / Martin Luther King/MPTA	8590	0	0	0	0
STAR Test/HS Exit Exam (RE 7055/0000/0217)	8590	50,571	729	12,000	12,000
School Secondary Program (RE 7370)	8590	0	0	0	0
CAHSEE Intensive Instr. & Serv (7055/7056)	8590	0	0	0	0
Readers for the Blind (RE 7810)	8590	0	0	0	0
California Arts Council (RE 9767)	8590	0	0	0	0
Staff Development Buy Back (03-0015)	8590	0	0	0	0
Supplemental School Counseling (RE7088)	8590	0	0	0	0
Teacher Recruit & Student Support	8590	0	0	0	0
Arts,Music, & PE Supply & Equipment	8590	0	0	0	0
Arts & Music Block Grant (RE 6760)	8590	1,993	0	0	0
Discretionary Block Grant-Sites (RE 7396)	8590	0	0	0	0
Discretionary Block Grant-Dist (RE 7397)	8590	0	0	0	0
Career Tech Ed Equip & Supplies (RE 6377)	8590	0	0	0	0
Lottery for Instr.Mat'l & SSP (RE 6300)	8560/8590	125,161	146,133	120,510	120,510
TOTAL: Other State Revenue		1,500,338	2,183,170	1,252,878	1,524,140
Percent of Total Income		2.50%	3.36%	1.98%	2.36%

J200 Budget Comparison	Object	2012-13	2013-14	2014-15	2014-15
DESCRIPTION		Audited Actuals	Unaudited Actuals	Adopted Budget	First Interim
Other Local Revenues					
Site Institute	8699	0	0	0	0
Parcel Tax Income	8622	8,644,033	9,078,386	9,422,068	9,347,068
Other Sales	8639	5,533	705	0	0
Leases and Rentals	8650	359,526	397,268	309,455	334,179
Interest Income (incl.categorical moneys)	8660	27,986	28,331	25,000	25,000
Interagency Revenues ROP (RE 6350)	8677	101,101	48,496	52,573	52,573
Home to School (DD2 053) - Golden Gate	8689	0	9,126	0	0
Home to School (DD2 053) - West Marin	8699	0	0	0	0
PTSA - (RE 9020)	8699	319,931	352,224	0	122,920
Ed Tech K-12 Voucher (Microsoft) (RE 9150/55)	8699	0	0	0	0
Drake Virtual Grant (RE 9760)	8699	6,000	0	0	0
Parent Service Project (RE 9762)	8699	295,326	263,574	0	21,525
BASRC, ETF/MTN & Martin Luther King	8699	3,692	11,281	3,887	3,887
Student Activities (RE 9772)	8699	263,598	286,025	0	0
Buck Institute -Tam Academy (RE 9773)	8699	15,993	9,171	0	6,153
Tam Music Donation (RE 9769)	8699	84,648	48,400	0	17,699
Marin Cty Storm Prevention Gt. (RE 9768)	8699	0	0	0	0
Foundations (RE 9030)	8699	549,822	428,545	0	160,757
Other Local Income - Athletic,Drama receipts	8699	351,394	375,156	75,000	194,428
Special Ed fr. SELPA	8792/8699	2,007,290	2,066,403	1,972,444	1,972,444
Other Grants/Donations/Modernization/E-Rate	8699	122,746	1,657,244	0	145,602
TOTAL: Other Local Revenue		13,158,619	15,060,335	11,860,427	12,404,235
Percent of Total Income		21.93%	23.15%	18.71%	19.22%
TOTAL REVENUES		60,010,781	65,043,211	63,395,727	64,554,023

J200 Budget Comparison					
DESCRIPTION	Object	2012-13 Audited Actuals	2013-14 Unaudited Actuals	2014-15 Adopted Budget	2014-15 First Interim
EXPENDITURES					
CERTIFICATED SALARIES	1100-1199	21,501,183	22,574,539	24,682,876	24,437,363
Certificated Pupil Support Salaries	1200-1299	2,299,853	2,326,218	2,482,220	2,484,723
Supervisors & Administrators Salaries	1300-1399	2,573,034	2,607,047	2,814,942	2,776,704
Other Certificated Salaries	1900-1999	342,417	323,921	332,442	346,241
TOTAL: Certificated Salaries		26,716,487	27,831,725	30,312,480	30,045,031
Percent of Total Expenditures		45.98%	44.04%	47.51%	44.88%
 CLASSIFIED SALARIES					
Instructional Aides	2100-2199	983,079	1,118,028	1,142,704	1,291,090
Classified Support Salaries	2200-2299	2,444,650	2,419,754	2,557,973	2,701,311
Classified Administrators' Salaries	2300-2399	493,614	507,026	505,699	509,303
Clerical and Office Salaries	2400-2499	3,374,616	3,545,833	3,725,011	3,861,328
Other Classified Salaries	2900-2999	1,001,931	927,312	935,698	1,006,489
TOTAL: Classified Salaries		8,297,890	8,517,953	8,867,085	9,369,521
Percent of Total Expenditures		14.28%	13.48%	13.90%	14.00%
 EMPLOYEE BENEFITS					
STRS - Certificated Positions	3101	2,187,737	2,303,527	2,766,697	2,716,880
STRS - Classified Positions	3102	7,077	214	0	0
PERS - Certificated Positions	3201	47	0	0	0
PERS - Classified Positions	3202	1,437,929	1,475,291	1,575,727	1,653,120
OASDI - Certificated	3301	5,321	6,247	0	1,054
OASDI - Classified	3302	504,223	519,998	544,830	582,830
Medicare - Certificated	3311	384,520	400,009	439,099	435,600
Medicare - Classified	3312	120,436	123,545	128,750	136,357
Health & Welfare - Certificated	3401	3,943,101	4,218,341	4,510,045	4,471,518
Health & Welfare - Classified	3402	1,964,257	2,089,352	2,181,187	2,233,740
SUI - Certificated	3501	293,082	13,929	15,236	15,128
SUI - Classified	3502	88,988	4,276	4,419	4,747
Workers' Comp. - Certificated	3601	403,961	446,719	337,315	334,276
Workers' Comp. - Classified	3602	125,625	136,662	123,594	102,917
Retiree Benefits - Certificated	3701/51	520,840	698,191	721,219	721,212
Retiree Benefits - Classified	3702/52	269,888	253,683	261,757	262,628
	3901	0	0	0	0
Car Allowance - Certificated	3921	0	0	0	0
Car Allowance - Classified	3922	0	0	0	0
TOTAL: Employee Benefits		12,257,032	12,689,984	13,609,875	13,672,007
Percent of Total Expenditures		21.09%	20.08%	21.33%	20.42%
TOTAL: SALARIES AND BENEFITS		47,271,409	49,039,662	52,789,440	53,086,559
Percent of Total Expenditures		81.35%	77.60%	82.73%	79.31%

J200 Budget Comparison					
DESCRIPTION	Object	2012-13 Audited Actuals	2013-14 Unaudited Actuals	2014-15 Adopted Budget	2014-15 First Interim
EXPENDITURES (Cont.)					
BOOKS AND SUPPLIES					
Textbooks	4100	225,482	456,813	342,444	142,355
Books & Reference Materials	4200	100,100	109,523	143,409	116,882
Instructional Material & Supplies	4300	1,304,385	1,250,438	1,284,394	1,566,373
Gas, Oil & Diesel	4301	21,866	19,446	32,000	32,000
Office Supplies	4303	1,477	1,601	6,600	5,200
Periodicals & Magazine	4305	10,369	9,294	8,000	9,693
Software	4307	5,096	12,866	122,773	110,105
Classroom Supplies - In-lieu Fees	4310	10,556	0	0	0
Computer Supplies	4312	112,840	64,924	51,167	84,374
Transportation Tickets & Vehicle supplies	4314/4316	4,903	14,417	8,250	15,250
Carryover	4330	0	0	0	1,165,966
Non Capitalized Furniture & Equip.	4400	518,443	1,441,197	296,365	637,571
TOTAL: Books & Supplies		2,315,517	3,380,519	2,295,402	3,885,769
Percent of Total Expenditures		3.98%	5.35%	3.60%	5.80%

J200 Budget Comparison	Object	2012-13 Audited Actuals	2013-14 Unaudited Actuals	2014-15 Adopted Budget	2014-15 First Interim
DESCRIPTION					
EXPENDITURES (Cont.)					
SERVICES & OTHER OPERATING					
Travel, Conference, In-Service	5200	280,832	303,070	505,882	566,684
Dues and Memberships	5300	59,683	60,232	123,106	109,741
Insurance	5400	381,194	376,489	408,382	408,831
Gas	5505	2,977	3,281	3,700	3,200
Electricity	5510	685,982	726,775	670,000	721,233
SPURR	5515	229,040	277,415	260,000	275,000
Water	5535	316,077	353,753	361,000	353,332
Sewer	5540	67,270	117,776	143,000	160,435
Disposal/Garbage removal	5550	243,536	251,509	254,000	251,500
Laundry,Pest Control,Waste Disposal	5500	73,440	83,500	85,117	80,417
Rents, Leases, Repairs	5600	609,113	611,443	754,440	759,931
Architectural, Inspection, Contracts, permits	5800	617,083	639,959	665,200	734,554
Advertising	5803	4,681	387	7,000	3,041
Audit Fees	5809	48,575	49,514	50,000	50,000
Elections	5814	0	99,183	0	0
Field Trips	5819	430,345	342,886	9,175	69,100
Fingerprinting	5821	9,989	11,874	13,750	13,750
Judgements - Special Ed	5825	199,500	241,674	170,000	314,500
Legal Service	5829	121,850	170,860	130,500	128,957
Outside Printing - Kinko's	5841	21,312	32,533	82,324	84,601
Personnel Agencies	5845	9,209	462	0	1,000
Professional Consultant Contracts	5849	1,551,606	1,530,753	1,023,590	1,588,273
TB Testing/ X-rays	5851	6,000	7,570	11,000	11,000
Unused School Site Payment	5853	-	-	-	-
NPS/NPA - Tuition, 1/1 aides, interpreters	5833/5835	1,467,735	1,597,532	1,855,094	1,777,980
Cell Phones	5920	41,117	46,919	53,000	53,800
Internet	5940	48,087	59,035	61,100	98,253
Pagers	5950	166	167	200	200
Postage	5960	38,342	36,910	14,375	28,805
Telephone	5970	58,564	66,788	59,950	66,900
TOTAL: Services & Op. Exp.		7,623,305	8,100,249	7,774,885	8,715,018
Percent of Total Expenditures		13.12%	12.82%	12.18%	13.02%

J200 Budget Comparison	Object	2012-13	2013-14	2014-15	2014-15
DESCRIPTION		Audited Actuals	Unaudited Actuals	Adopted Budget	First Interim
EXPENDITURES (Cont.)					
CAPITAL OUTLAY					
Sites & Improvement of sites	6100	0	0	0	0
Buildings & Improvement of Bldgs.	6200	61,884	1,650,267	0	79,171
Furniture & Equipment	6400	149,653	153,250	31,400	105,423
Equipment Replacement	6500	92,293	201,152	37,000	186,066
TOTAL: Capital Outlay		303,830	2,004,669	68,400	370,660
Percent of Total Expenditures		0.52%	3.17%	0.11%	0.55%
OTHER OUTGO					
Special Ed. Excess Costs	7142	351,027	387,119	497,940	497,940
State Special Schools-blind/deaf	7130	0	0	0	0
Payment to MPTA	7143	293,641	333,463	427,925	427,925
Pass Thru Revenue	7222	0	0	0	0
Other Debt Service Payment	7439	0	0	0	0
TOTAL: Other Outgo		644,668	720,582	925,865	925,865
Percent of Total Expenditures		1.11%	1.14%	1.45%	1.38%
TOTAL: Direct Support Costs	7300	(51,325)	(50,706)	(45,054)	(45,054)
Percent of Total Expenditures		-0.09%	-0.08%	-0.07%	-0.07%
TOTAL EXPENDITURES		58,107,404	63,194,975	63,808,938	66,938,817
C Excess (Deficiency) of Revenues over Expenditures Before Other Financing Sources and Uses		1,903,377	1,848,236	(413,211)	(2,384,794)

J200 Budget Comparison	Object	2012-13 Audited Actuals	2013-14 Unaudited Actuals	2014-15 Adopted Budget	2014-15 First Interim
DESCRIPTION					
DETAIL OF CERTIFICATED SALARIES					
Regular Teachers - track advancement	1110	10,952	22,233	40,000	43,700
Teachers - set aside FTEs for growth	1110	0	0	0	0
Regular Teachers	1110	20,272,387	21,288,386	23,449,808	23,074,516
Regular Teachers - Curriculum Dev. & VEA	1900	0	0	0	0
Summer School Teacher (GO 1430)	1110	127,156	91,320	0	0
Home Instructors (FN 1270)	1110	167,132	153,975	158,513	158,813
Teachers - Extra Duty	1130	486,609	547,215	631,938	675,389
Substitute Teachers - illness	1140	106,495	101,290	105,850	139,250
Substitute Teachers - School Business	1150	179,114	211,132	157,619	171,832
Substitute Teachers - Teacher support	1250	4,552	4,856	5,000	5,000
5th Periods, Brown Act, Instr. Improv. Stipends	1160	285,818	290,113	270,600	305,615
Other Stipend (See details in Unrest.&Rest)	1160/1170	2,182	100	0	0
Special Ed Home Instructors	1200	5,700	19,520	20,000	20,000
Counselor (all FN 3110)	1210	1,336,324	1,357,647	1,453,587	1,454,185
Librarians' Salary (all FN 2420)	1210	281,782	284,385	274,911	278,980
Psychologists/Counselors	1210	615,908	604,856	628,400	624,216
Special Ed stipend & other	1230	21,377	17,235	38,322	40,342
Pupil Support - extra days for Counselors	1260	34,210	37,719	62,000	62,000
Principal	1311	662,346	664,700	547,850	548,961
Acting Principal	1311/1322	79,147	36,125	34,000	34,000
Assistant Principal	1312	895,016	925,882	1,167,582	1,125,045
Superintendent	1313	209,400	213,582	213,582	213,582
Supe Salary - Expenses/Vacation	1313	14,219	14,407	4,800	4,800
Assistant Superintendent	1315	306,600	327,432	169,586	169,886
Director - Std. Scvs., & Spec.Ed	1317/1318	220,704	286,534	540,090	542,678
Other Certificated Supervisors	1322	48,940	7,160	6,000	6,000
Other Certificate Salaries	1910	83,490	97,651	113,682	113,742
Other Certificate Subs/Placeholders	1930/1950	62,402	72,170	76,860	90,599
Retiree Incentive & Miscellaneous	1970	196,525	154,100	141,900	141,900
Total		26,716,487	27,831,725	30,312,480	30,045,031

J200 Budget Comparison					
DESCRIPTION	Object	2012-13 Audited Actuals	2013-14 Unaudited Actuals	2014-15 Adopted Budget	2014-15 First Interim
DETAIL OF CLASSIFIED SALARIES					
Instructional Aide - Regular	2110	948,677	1,092,653	1,115,466	1,263,852
Instructional sub - non illness	2170	31,613	25,132	25,400	25,400
Instructional Aide - Summer (GO 1430)	2110	0	0	0	0
Instructional Aide - Hourly	2120	2,789	243	1,838	1,838
Health Technician (FN 3140)	2210	60,889	62,004	62,542	65,976
Delivery (FN 7540)	2210	57,122	58,246	58,121	61,305
Maintenance (FN 8110)	2210	329,488	315,795	379,044	397,861
Ground (FN 8111)	2210	238,311	197,448	231,782	238,437
Custodian (FN 8210)	2210	1,547,354	1,562,256	1,611,890	1,704,931
Library Aide (FN 2420)	2210	136,551	129,672	132,844	140,451
Other Class. Support - Summer	2210	2,049	0	0	0
Overtime - Custodian & Ground	2250	44,504	48,436	38,000	47,600
Substitute - Custodian	2260	5,813	21,575	27,050	27,050
Substitute - Custodian - Non Illness	2270	20,550	2,818	14,500	14,500
Other Pay - Grounds & Custodian	2290	55	0	0	0
Assistant Superintendent-Human Resources	2312	166,560	173,670	169,585	169,885
Supervisor (Network Manager)	2313	0	0	0	0
Chief Financial Officer	2315	0	0	0	0
Directors(Maint. & Oper. & Fiscal Services)	2316	262,362	269,496	271,123	271,423
Classified Management (incl.property acct)	2322	56,857	58,860	59,741	62,745
Board of Trustees	2322	2,075	5,000	5,250	5,250
Computer (FN7700)	2400/2490	433,569	548,082	613,255	597,176
Print Shop (FN 7550) ***	2210/2401	153,484	156,700	156,350	164,705
Clerical - with API money	2400	0	0	0	0
Clerical	2401	2,062,716	2,105,351	2,184,351	2,295,944
DO Personnel (FN3900,7150,7300,7400)	2401	696,875	724,279	732,285	767,329
Clerical - Extra Hire	2440	4,674	3,466	10,520	10,164
Overtime - Supt. Office & Pupil Testing	2450	20,298	22,959	18,250	17,010
Substitute for Clerical - illness	2460	0	0	0	0
Substitute for Clerical - non illness	2470	0	0	0	0
Stipend - for Classified Leader & BASRC	2480	7,013	6,500	12,200	12,200
Classified Support ***** (DISC/Lit Coach)	2910	34,618	24,204	1,300	18,935
Campus Supervisor (FN 8305)	2910	410,906	417,466	427,535	451,891
Staff Ass. & Healthy St.(FN 8305 DD2 040)	2910	2,291	1,544	864	864
Textbook Inventory (FN 3910 DD2 097)	2910	1,714	0	0	0
Coach (GO 1130)	2910	339,950	340,859	330,999	341,999
Pool Cover Handlers	2920	83,930	81,222	85,000	85,000
Athletics - post season (GO 1130)	2920	0	0	0	0
Athletics - supervision (GO 1130)	2930	1,156	1,114	0	2,000
Other Class. - O/T & stipend	2940	6,975	6,623	0	4,800
Athletics - substitutes (GO 1130)	2960	17,139	19,236	0	11,000
Vacation payout	2980	0	0	0	0
Professional Expert	2990	110,227	41,667	90,000	94,800
3% Tentative Salary Agreement	2990	0	0	0	0
Total		8,301,154	8,524,576	8,867,085	9,374,321

**TAMALPAIS UNION HIGH SCHOOL DISTRICT
ADULT ED/COMMUNITY ED MULTI YEAR COMPARISON
2010/11 TO 2012/13 ACTUALS
2013/14 UNAUDITED ACTUALS, 2014/15 ADOPTED, FIRST INTERIM**

ADULT ED & COMMUNITY EDUCATION COMBINED - FUND 11

J202 Budget Comparison		2010/11	2011/12	2012/13	2013/14	2014/15	2014/15
Description	Object	Audited Actuals	Audited Actuals	Audited Actuals	Unaudited Actuals	Adopted Budget	First Interim
A REVENUES							
Revenue Limit Sources	8010-8099	0	0	0	0	0	0
Federal Revenue	8100-8299	68,937	60,348	90,297	78,901	0	77,521
Other State Revenue	8300-8599	86,946	122,492	115,301	111,026	105,144	105,144
Other Local Revenue	8600-8799	741,594	754,333	771,397	797,615	630,400	630,400
TOTAL REVENUES		897,477	937,173	976,995	987,542	735,544	813,065
B EXPENDITURES							
Certificated Salaries	1000-1999	286,296	253,874	257,106	264,501	194,463	268,960
Classified Salaries	2000-2999	667,169	635,994	669,851	676,881	570,210	584,744
Employee Benefits	3000-3999	259,909	251,443	253,894	231,510	220,420	235,597
Books and Supplies	4000-4999	28,177	35,788	35,518	33,018	27,200	21,679
Services, Other Op. Exp.	5000-5999	143,417	162,712	157,065	140,650	114,060	121,495
Capital Outlay	6000-6999	0	0	0	0	0	0
Other Outgoing	7000-7299	0	0	0	0	0	0
Direct Support Costs	7300-7399	52,614	51,103	51,325	50,706	45,054	45,054
TOTAL EXPENDITURES		1,437,581	1,390,915	1,424,759	1,397,267	1,171,407	1,277,529
C Excess (Deficiency) of Revenue Over Expenditure Before Other Sources/Uses		(540,105)	(453,742)	(447,765)	(409,724)	(435,863)	(464,464)
D Other Sources/Uses							
Interfund Transfers							
Tranfers In	8910-8929	153,436	79,760	99,044	59,718	52,055	67,577
Transfer Out	7610-7629	20,400	19,500	0	0	0	0
District Loan							
TOTAL, OTHER SOURCES		133,036	60,260	99,044	59,718	52,055	67,577
E Net Increase (Decrease) in FUND BALANCE		(407,069)	(393,483)	(348,720)	(350,006)	(383,808)	(396,887)

J202 Budget Comparison		2010/11	2011/12	2012/13	2013/14	2014/15	2014/15
Description	Object	Audited Actuals	Audited Actuals	Audited Actuals	Unaudited Actuals	Adopted Budget	First Interim
F Fund Balance, Reserves							
Beginning Balance							
As of July 1 - Unaudited		1,950,474	1,543,405	1,149,922	801,202	451,196	451,196
Audit Adjustments		0	0	0	0	0	0
NET BEGINNING BALANCE		1,950,474	1,543,405	1,149,922	801,202	451,196	451,196
Fund Increase (Decrease)		(407,069)	(393,483)	(348,720)	(350,006)	(383,808)	(396,887)
Program Reserves (restrict for possible expenditures)							
Restricted Program Balance							
ENDING BALANCE		1,543,405	1,149,922	801,202	451,196	67,388	54,309

**TAMALPAIS UNION HIGH SCHOOL DISTRICT
ADULT ED MULTI YEAR COMPARISON
2010/11 TO 2012/13 ACTUALS
2013/14 UNAUDITED ACTUALS, 2014/15 ADOPTED, FIRST INTERIM**

ADULT ED PROGRAM ONLY - FUND 11

J202 Budget Comparison		2010/11	2011/12	2012/13	2013/14	2014/15	2014/15
Description	Object	Audited Actuals	Audited Actuals	Audited Actuals	Unaudited Actuals	Adopted Budget	First Interim
A REVENUES							
Revenue Limit Sources	8010-8099	0	0	0	0	0	0
Federal Revenue	8100-8299	68,937	60,348	90,297	78,901	0	77,521
Other State Revenue	8300-8599	86,946	122,492	115,301	111,026	105,144	105,144
Other Local Revenue	8600-8799	88,298	62,002	47,057	42,931	30,400	30,400
TOTAL REVENUES		244,181	244,842	252,654	232,858	135,544	213,065
B EXPENDITURES							
Certificated Salaries	1000-1999	286,296	253,874	257,106	264,501	194,463	268,960
Classified Salaries	2000-2999	180,739	159,384	153,601	153,322	155,750	163,375
Employee Benefits	3000-3999	146,806	152,811	144,921	125,530	126,989	134,053
Books and Supplies	4000-4999	11,626	15,296	14,439	8,137	12,200	12,749
Services, Other Op. Exp.	5000-5999	23,028	15,187	11,940	11,991	9,975	10,540
Capital Outlay	6000-6999	0	0	0	0	0	0
Other Outgoing	7000-7299	0	0	0	0	0	0
Direct Support Costs	7300-7399	23,155	21,373	19,668	19,383	19,975	19,975
TOTAL EXPENDITURES		671,650	617,924	601,675	582,864	519,352	609,652
C Excess (Deficiency) of Revenue Over Expenditure Before Other Sources/Uses		(427,469)	(373,083)	(349,020)	(350,006)	(383,808)	(396,587)
D Other Sources/Uses							
Interfund Transfers							
Tranfers In	8910-8929			0	0	0	0
Transfer Out	7610-7629	0	0	0	0	0	0
Teeter Fund							
TOTAL, OTHER SOURCES		0	0	0	0	0	0
E Net Increase (Decrease) in FUND BALANCE		(427,469)	(373,083)	(349,020)	(350,006)	(383,808)	(396,587)

J202 Budget Comparison		2010/11	2011/12	2012/13	2013/14	2014/15	2014/15
Description	Object	Audited Actuals	Audited Actuals	Audited Actuals	Unaudited Actuals	Adopted Budget	First Interim
F Fund Balance, Reserves							
Beginning Balance							
As of July 1 - Unaudited		1,950,474	1,523,005	1,149,923	800,902	450,896	450,896
Audit Adjustments							
NET BEGINNING BALANCE		1,950,474	1,523,005	1,149,923	800,902	450,896	450,896
Fund Increase (Decrease)		(427,469)	(373,083)	(349,020)	(350,006)	(383,808)	(396,587)
Program Reserves (restrict for possible expenditures)							
Restricted Program Balance							
ENDING BALANCE		1,523,005	1,149,923	800,902	450,896	67,088	54,309

**TAMALPAIS UNION HIGH SCHOOL DISTRICT
COMMUNITY ED MULTI YEAR COMPARISON
2010/11 TO 2012/13 ACTUALS
2013/14 UNAUDITED ACTUALS, 2014/15 ADOPTED, FIRST INTERIM**

COMMUNITY ED PROGRAM ONLY - FUND 11 (RESOURCE 9019)

J202 Budget Comparison Description	Object	2010/11 Audited Actuals	2011/12 Audited Actuals	2012/13 Audited Actuals	2013/14 Unaudited Actuals	2014/15 Adopted Budget	2014/15 First Interim
A REVENUES							
Revenue Limit Sources	8010-8099	0	0	0	0	0	0
Federal Revenue	8100-8299	0	0	0	0	0	0
Other State Revenue	8300-8599	0	0	0	0	0	0
Other Local Revenue	8600-8799	653,295	692,331	724,340	754,685	600,000	600,000
TOTAL REVENUES		653,295	692,331	724,340	754,685	600,000	600,000
B EXPENDITURES							
Certificated Salaries	1000-1999	0	0	0	0	0	0
Classified Salaries	2000-2999	486,429	476,611	516,251	523,559	414,460	421,369
Employee Benefits	3000-3999	113,103	98,632	108,974	105,980	93,431	101,544
Books and Supplies	4000-4999	16,551	20,492	21,079	24,881	15,000	8,930
Services, Other Op. Exp.	5000-5999	120,389	147,525	145,124	128,659	104,085	110,955
Capital Outlay	6000-6999	0	0	0	0	0	0
Other Outgoing	7000-7299	0	0	0	0	0	0
Direct Support Costs	7300-7399	29,459	29,730	31,657	31,323	25,079	25,079
TOTAL EXPENDITURES		765,931	772,991	823,085	814,403	652,055	667,877
C Excess (Deficiency) of Revenue Over Expenditure Before Other Sources/Uses		(112,636)	(80,660)	(98,744)	(59,718)	(52,055)	(67,877)
D Other Sources/Uses							
Interfund Transfers							
Tranfers In	8910-8929	153,436	79,760	99,044	59,718	52,055	67,577
Transfer Out	7610-7629	20,400	19,500	0	0	0	0
District Loan							
TOTAL, OTHER SOURCES		133,036	60,260	99,044	59,718	52,055	67,577
E Net Increase (Decrease) in FUND BALANCE		20,400	(20,400)	300	0	0	(300)

J202 Budget Comparison Description	Object	2010/11 Audited Actuals	2011/12 Audited Actuals	2012/13 Audited Actuals	2013/14 Unaudited Actuals	2014/15 Adopted Budget	2014/15 First Interim
F Fund Balance, Reserves							
Beginning Balance							
As of July 1 - Unaudited		(0)	20,400	(0)	300	300	300
Audit Adjustments							
NET BEGINNING BALANCE		(0)	20,400	(0)	300	300	300
Fund Increase (Decrease)		20,400	(20,400)	300	0	0	(300)
Program Reserves (restrict for possible expenditures)							
Restricted Program Balance							
ENDING BALANCE		20,400	(0)	300	300	300	(0)

TAMALPAIS UNION HIGH SCHOOL DISTRICT
STUDENT NUTRITION SERVICES FUND MULTI YEAR COMPARISON
2010/11 TO 2012/13 ACTUALS
2013/14 UNAUDITED ACTUALS, 2014/15 ADOPTED, FIRST INTERIM

STUDENT NUTRITION SERVICES FUND - FUND 13

J202 Budget Comparison Description	Object	2010/11 Audited Actuals	2011/12 Audited Actuals	2012/13 Audited Actuals	2013/14 Unaudited Actuals	2014/15 Adopted Budget	2014/15 First Interim
A REVENUES							
Revenue Limit Sources	8010-8099	0	0	0	0	0	0
Federal Revenue	8100-8299	147,472	137,418	141,896	121,291	132,000	132,000
Other State Revenue	8300-8599	13,578	12,853	11,898	9,096	9,000	9,000
Other Local Revenue	8600-8799	539,395	527,482	549,973	542,926	524,100	524,100
TOTAL REVENUES		700,445	677,753	703,767	673,312	665,100	665,100
B EXPENDITURES							
Certificated Salaries	1000-1999	0	0	0	0	0	0
Classified Salaries	2000-2999	488,464	495,597	499,951	497,439	518,003	541,288
Employee Benefits	3000-3999	229,002	242,360	252,207	252,848	268,158	271,936
Books and Supplies	4000-4999	283,771	267,265	265,430	276,245	287,600	286,400
Services, Other Op. Exp.	5000-5999	6,274	7,701	8,684	9,783	10,051	11,251
Capital Outlay	6000-6999	0	0	0	0	0	0
Other Outgoing	7000-7299	0	0	0	0	0	0
Direct Support Costs	7300-7399	0	0	0	0	0	0
TOTAL EXPENDITURES		1,007,510	1,012,923	1,026,272	1,036,315	1,083,812	1,110,875
C Excess (Deficiency) of Revenue Over Expenditure Before Other Sources/Uses		(307,065)	(335,170)	(322,505)	(363,003)	(418,712)	(445,775)
D Other Sources/Uses							
Interfund Transfers							
Tranfers In	8910-8929	307,065	321,947	322,506	368,848	401,567	428,630
Transfer Out	7610-7629	0	0	0	0	0	0
Teeter Fund							
TOTAL, OTHER SOURCES		307,065	321,947	322,506	368,848	401,567	428,630
E Net Increase (Decrease) in FUND BALANCE		0	(13,223)	1	5,845	(17,145)	(17,145)

J202 Budget Comparison Description	Object	2010/11 Audited Actuals	2011/12 Audited Actuals	2012/13 Audited Actuals	2013/14 Unaudited Actuals	2014/15 Adopted Budget	2014/15 First Interim
F Fund Balance, Reserves							
Beginning Balance							
As of July 1 - Unaudited		39,276	39,276	26,053	26,053	31,899	31,899
Audit Adjustments		0	0	0	0	0	0
NET BEGINNING BALANCE		39,276	39,276	26,053	26,053	31,899	31,899
Fund Increase (Decrease)		0	(13,223)	1	5,845	(17,145)	(17,145)
Program Reserves (restrict for possible expenditures)							
Restricted Program Balance							
ENDING BALANCE		39,276	26,053	26,053	31,899	14,754	14,754

TAMALPAIS UNION HIGH SCHOOL DISTRICT
DEFERRED MAINTENANCE FUND MULTI YEAR COMPARISON
2010/11 TO 2012/13 ACTUALS
2013/14 UNAUDITED ACTUALS, 2014/15 ADOPTED, FIRST INTERIM

DEFERRED MAINTENANCE FUND - FUND 14

J202 Budget Comparison Description	Object	2010/11 Audited Actuals	2011/12 Audited Actuals	2012/13 Audited Actuals	2013/14 Unaudited Actuals	2014/15 Adopted Budget	2014/15 First Interim
A REVENUES							
Revenue Limit Sources	8010-8099	0	0	0	357,000	357,000	357,000
Federal Revenue	8100-8299	0	0	0	0	0	0
Other State Revenue	8300-8599	157,529	156,980	156,594	0		
Other Local Revenue	8600-8799	6,093	3,032	1,926	1,317	1,000	1,000
TOTAL REVENUES		163,622	160,012	158,520	358,317	358,000	358,000
B EXPENDITURES							
Certificated Salaries	1000-1999	0	0	0	0	0	0
Classified Salaries	2000-2999	0	0	0	0	0	0
Employee Benefits	3000-3999	0	0	0	0	0	0
Books and Supplies	4000-4999	0	0	0	0	0	0
Services, Other Op. Exp.	5000-5999	11,556	8,650	13,961	1,012	0	36,768
Capital Outlay	6000-6999	27,283	331,316	112,449	881,097	358,000	323,000
Other Outgoing	7000-7299	0	0	0	0	0	0
Direct Support Costs	7300-7399						
TOTAL EXPENDITURES		38,839	339,966	126,410	882,109	358,000	359,768
C Excess (Deficiency) of Revenue Over Expenditure Before Other Sources/Uses		124,783	(179,954)	32,110	(523,792)	0	(1,768)
D Other Sources/Uses							
Interfund Transfers							
Tranfers In	8910-8929	200,000	200,000	200,000	0	0	0
Transfer Out	7610-7629	0	0	0	0	0	0
Teeter Fund							
TOTAL, OTHER SOURCES		200,000	200,000	200,000	0	0	0
E Net Increase (Decrease) in FUND BALANCE		324,783	20,046	232,110	(523,792)	0	(1,768)

J202 Budget Comparison Description	Object	2010/11 Audited Actuals	2011/12 Audited Actuals	2012/13 Audited Actuals	2013/14 Unaudited Actuals	2014/15 Adopted Budget	2014/15 First Interim
F Fund Balance, Reserves							
Beginning Balance							
As of July 1 - Unaudited		1,238,661	1,563,445	1,583,491	1,815,601	1,291,809	1,291,809
Audit Adjustments/Restatements		0	0	0	0	0	0
NET BEGINNING BALANCE		1,238,661	1,563,445	1,583,491	1,815,601	1,291,809	1,291,809
Fund Increase (Decrease)		324,783	20,046	232,110	(523,792)	0	(1,768)
Program Reserves (restrict for possible expenditures)							
Restricted Program Balance							
ENDING BALANCE		1,563,445	1,583,491	1,815,601	1,291,809	1,291,809	1,290,041

TAMALPAIS UNION HIGH SCHOOL DISTRICT
SPECIAL RESERVES - NON CAPITAL OUTLAY MULTI YEAR COMPARISON
2010/11 TO 2012/13 ACTUALS
2013/14 UNAUDITED ACTUALS, 2014/15 ADOPTED, FIRST INTERIM

SPECIAL RESERVES - NON CAPITAL OUTLAY - FUND 17

J202 Budget Comparison Description	Object	2010/11 Audited Actuals	2011/12 Audited Actuals	2012/13 Audited Actuals	2013/14 Unaudited Actuals	2014/15 Adopted Budget	2014/15 First Interim
A REVENUES							
Revenue Limit Sources	8010-8099	0	0	0	0	0	0
Federal Revenue	8100-8299	0	0	0	0	0	0
Other State Revenue	8300-8599	0	0	0	0	0	0
Other Local Revenue	8600-8799	1,072	1,654	1,609	1,366	0	0
TOTAL REVENUES		1,072	1,654	1,609	1,366	0	0
B EXPENDITURES							
Certificated Salaries	1000-1999	0	0	0	0	0	0
Classified Salaries	2000-2999	0	0	0	0	0	0
Employee Benefits	3000-3999	0	0	0	0	0	0
Books and Supplies	4000-4999	0	0	0	0	0	0
Services, Other Op. Exp.	5000-5999	0	0	0	0	0	0
Capital Outlay	6000-6999	0	0	0	0	0	0
Other Outgoing	7000-7299	0	0	0	0	0	0
Direct Support Costs	7300-7399	0	0	0	0	0	0
TOTAL EXPENDITURES		0	0	0	0	0	0
C Excess (Deficiency) of Revenue Over Expenditure Before Other Sources/Uses		1,072	1,654	1,609	1,366	0	0
D Other Sources/Uses							
Interfund Transfers							
Tranfers In	8910-8929	1,000,000	0	0	0	0	0
Transfer Out	7610-7629	0	0	0	0	200,000	200,000
Teeter Fund							
TOTAL, OTHER SOURCES		1,000,000	0	0	0	(200,000)	(200,000)
E Net Increase (Decrease) in FUND BALANCE		1,001,072	1,654	1,609	1,366	(200,000)	(200,000)

J202 Budget Comparison Description	Object	2010/11 Audited Actuals	2011/12 Audited Actuals	2012/13 Audited Actuals	2013/14 Unaudited Actuals	2014/15 Adopted Budget	2014/15 First Interim
F Fund Balance, Reserves							
Beginning Balance							
As of July 1 - Unaudited		212,160	1,213,231	1,214,885	1,216,494	1,217,860	1,217,860
Audit Adjustments							
NET BEGINNING BALANCE		212,160	1,213,231	1,214,885	1,216,494	1,217,860	1,217,860
Fund Increase (Decrease)		1,001,072	1,654	1,609	1,366	(200,000)	(200,000)
Prepaid Expenditures							
Restricted Program Balance		1,213,231	1,214,431	1,214,431	1,214,431	1,214,431	1,214,431
ENDING BALANCE		1,213,231	1,214,885	1,216,494	1,217,860	1,017,860	1,017,860

First Interim 2014/15 - Other Funds

**TAMALPAIS UNION HIGH SCHOOL DISTRICT
BOND FUND MULTI YEAR COMPARISON
2010/11 TO 2013/14 ACTUALS
2013/14 ADOPTED, 2014/15 FIRST INTERIM**

2001 BOND FUND

J202 Budget Comparison Description	Object	2010/11 Audited Actuals	2011/12 Unaudited Actuals	2012/13 Audited Actuals	2013/14 Adopted Budget	2013/14 Audited Actuals	2014/15 First Interim
A REVENUES							
Revenue Limit Sources	8010-8099	0	0	0	0	0	0
Federal Revenue	8100-8299	0	0	0	0	0	0
Other State Revenue	8300-8599	0	0	0	0	0	0
Other Local Revenue	8600-8799	27,339	12,515	467,555	2,000	2,160	0
TOTAL REVENUES		27,339	12,515	467,555	2,000	2,160	0
B EXPENDITURES							
Certificated Salaries	1000-1999	0	0	0	0	0	0
Classified Salaries	2000-2999	0	0	0	0	0	0
Employee Benefits	3000-3999	0	0	0	0	0	0
Books and Supplies	4000-4999	9,761	159,885	10,488	0	0	0
Services, Other Op. Exp.	5000-5999	187,876	0	51,215	0	62,391	53,950
Capital Outlay	6000-6999	358,052	(1,576,839)	4,672,825	2,000	1,796,436	254,956
Other Outgoing	7000-7299	0	0	0	0	0	0
Direct Support Costs	7300-7399						
TOTAL EXPENDITURES		555,689	(1,416,954)	4,734,528	2,000	1,858,827	308,906
C Excess (Deficiency) of Revenue Over Expenditure Before Other Sources/Uses		(528,350)	1,429,469	(4,266,972)	0	(1,856,667)	(308,906)
D Other Sources/Uses							
Interfund Transfers							
Bonds Proceeds	8951	0	42,006,391	0	0	0	0
Transfer Out	7610-7629	0	42,006,391	0	0	0	0
Teeter Fund							
TOTAL, OTHER SOURCES		0	0	0	0	0	0
E Net Increase (Decrease) in FUND BALANCE		(528,350)	1,429,469	(4,266,972)	0	(1,856,667)	(308,906)

J202 Budget Comparison Description	Object	2010/11 Audited Actuals	2011/12 Unaudited Actuals	2012/13 Audited Actuals	2013/14 Adopted Budget	2013/14 Audited Actuals	2014/15 First Interim
F Fund Balance, Reserves							
Beginning Balance							
As of July 1 - Unaudited		5,531,426	5,003,076	6,432,545	2,165,573	2,165,573	308,906
Audit Adjustments/Restatements		0	0	0	0	0	0
NET BEGINNING BALANCE		5,531,426	5,003,076	6,432,545	2,165,573	2,165,573	308,906
Fund Increase (Decrease)		(528,350)	1,429,469	(4,266,972)	0	(1,856,667)	(308,906)
Program Reserves (restrict for possible expenditures)							
Restricted Program Balance							
ENDING BALANCE		5,003,076	6,432,545	2,165,573	2,165,573	308,906	0

First Interim 2014/15 - Other Funds

**TAMALPAIS UNION HIGH SCHOOL DISTRICT
BOND FUND MULTI YEAR COMPARISON
2010/11 TO 2013/14 ACTUALS
2013/14 ADOPTED, 2014/15 FIRST INTERIM**

2006 BOND FUND

J202 Budget Comparison		2010/11	2011/12	2012/13	2013/14	2013/14	2014/15
Description	Object	Audited Actuals	Audited Actuals	Audited Actuals	Adopted Budget	Audited Actuals	First Interim
A REVENUES							
Revenue Limit Sources	8010-8099						
Federal Revenue	8100-8299						
Other State Revenue	8300-8599						
Other Local Revenue	8600-8799	50,411	16,126	5,632	2,000	3,637	0
TOTAL REVENUES		50,411	16,126	5,632	2,000	3,637	0
B EXPENDITURES							
Certificated Salaries	1000-1999						
Classified Salaries	2000-2999	2,264	2,617	0	0	0	0
Employee Benefits	3000-3999	3,475	582	0	0	0	0
Books and Supplies	4000-4999	(18)	0	0	0	0	0
Services, Other Op. Exp.	5000-5999	26,513	52,006	26,163	0	28,252	48,966
Capital Outlay	6000-6999	2,323,985	2,695,063	1,203,470	2,000	1,563,288	2,470,546
Other Outgoing	7000-7299						
Direct Support Costs	7300-7399						
TOTAL EXPENDITURES		2,356,219	2,750,268	1,229,633	2,000	1,591,540	2,519,512
C Excess (Deficiency) of Revenue Over Expenditure Before Other Sources/Uses		(2,305,808)	(2,734,142)	(1,224,001)	0	(1,587,903)	(2,519,512)
D Other Sources/Uses							
Interfund Transfers							
Bonds Proceeds	8951						
Transfer Out	7610-7629						
Teeter Fund							
TOTAL, OTHER SOURCES		0	0	0	0	0	0
E Net Increase (Decrease) in FUND BALANCE		(2,305,808)	(2,734,142)	(1,224,001)	0	(1,587,903)	(2,519,512)

J202 Budget Comparison		2010/11	2011/12	2012/13	2013/14	2013/14	2014/15
Description	Object	Audited Actuals	Unaudited Actuals	Audited Actuals	Adopted Budget	Audited Actuals	First Interim
F Fund Balance, Reserves							
Beginning Balance							
As of July 1 - Unaudited		10,371,369	8,065,562	5,331,420	4,107,419	4,107,419	2,519,516
Audit Adjustments/Restatements		0	0	0	0	0	0
NET BEGINNING BALANCE		10,371,369	8,065,562	5,331,420	4,107,419	4,107,419	2,519,516
Fund Increase (Decrease)		(2,305,808)	(2,734,142)	(1,224,001)	0	(1,587,903)	(2,519,512)
Program Reserves (restrict for possible expenditures)							
Restricted Program Balance							
ENDING BALANCE		8,065,562	5,331,420	4,107,419	4,107,419	2,519,516	4

**TAMALPAIS UNION HIGH SCHOOL DISTRICT
SPECIAL RESERVE FUND MULTI YEAR COMPARISON
2010/11 TO 2012/13 ACTUALS
2013/14 UNAUDITED ACTUALS, 2014/15 ADOPTED, FIRST INTERIM**

SPECIAL RESERVE CAPITAL OUTLAY - FUND 40

J202 Budget Comparison		2010/11	2011/12	2012/13	2013/14	2014/15	2014/15
Description	Object	Audited Actuals	Audited Actuals	Audited Actuals	Unaudited Actuals	Adopted Budget	First Interim
A REVENUES							
Revenue Limit Sources	8010-8099	0	0	0	0	0	0
Federal Revenue	8100-8299	0	0	0	0	0	0
Other State Revenue	8300-8599	0	0	0	0	0	0
Other Local Revenue	8600-8799	0	0	0	0	0	0
TOTAL REVENUES		0	0	0	0	0	0
B EXPENDITURES							
Certificated Salaries	1000-1999	0	0	0	0	0	0
Classified Salaries	2000-2999	0	0	0	0	0	0
Employee Benefits	3000-3999	0	0	0	0	0	0
Books and Supplies	4000-4999	5,928	27,048	7,948	38,896	58,000	58,000
Services, Other Op. Exp.	5000-5999	0	21,512	8,611	49,100	0	13,750
Capital Outlay	6000-6999	60,491	98,264	18,694	30,633	37,000	37,000
Other Outgoing	7000-7299	0	0	0	0	0	0
Direct Support Costs	7300-7399						
TOTAL EXPENDITURES		66,419	146,824	35,253	118,629	95,000	108,750
C Excess (Deficiency) of Revenue Over Expenditure Before Other Sources/Uses		(66,419)	(146,824)	(35,253)	(118,629)	(95,000)	(108,750)
D Other Sources/Uses							
Interfund Transfers							
Tranfers In	8910-8929	770,000	270,000	270,000	445,000	95,000	95,000
Transfer Out	7610-7629	0	0	0	0	0	0
Teeter Fund							
TOTAL, OTHER SOURCES		770,000	270,000	270,000	445,000	95,000	95,000
E Net Increase (Decrease) in FUND BALANCE		703,581	123,176	234,747	326,371	0	(13,750)

J202 Budget Comparison		2010/11	2011/12	2012/13	2013/14	2014/15	2014/15
Description	Object	Audited Actuals	Audited Actuals	Audited Actuals	Unaudited Actuals	Adopted Budget	First Interim
F Fund Balance, Reserves							
Beginning Balance							
As of July 1 - Unaudited		1,017,660	1,721,240	1,844,416	2,079,163	2,405,534	2,405,534
Audit Adjustments		0	0	0	0	0	0
NET BEGINNING BALANCE		1,017,660	1,721,240	1,844,416	2,079,163	2,405,534	2,405,534
Fund Increase (Decrease)		703,581	123,176	234,747	326,371	0	(13,750)
Prepaid Expenditures							
Restricted Program Balance		1,719,437	1,894,437	1,894,437	1,894,437	1,894,437	1,894,437
ENDING BALANCE		1,721,240	1,844,416	2,079,163	2,405,534	2,405,534	2,391,784

**TAMALPAIS UNION HIGH SCHOOL DISTRICT
SELF INSURANCE FUND MULTI YEAR COMPARISON
2010/11 TO 2012/13 ACTUALS
2013/14 UNAUDITED ACTUALS, 2014/15 ADOPTED, FIRST INTERIM**

SELF INSURANCE FUND - FUND 67

J202 Budget Comparison		2010/11	2011/12	2012/13	2013/14	2014/15	2014/15
Description	Object	Audited Actuals	Audited Actuals	Audited Actuals	Unaudited Actuals	Adopted Budget	First Interim
A REVENUES							
Revenue Limit Sources	8010-8099	0	0	0	0	0	0
Federal Revenue	8100-8299	0	0	0	0	0	0
Other State Revenue	8300-8599	0	0	0	0	0	0
Other Local Revenue	8600-8799	50,141	6,077	6,297	339	25,050	25,050
TOTAL REVENUES		50,141	6,077	6,297	339	25,050	25,050
B EXPENDITURES							
Certificated Salaries	1000-1999	0	0	0	0	0	0
Classified Salaries	2000-2999	0	0	0	0	0	0
Employee Benefits	3000-3999	0	0	0	0	0	0
Books and Supplies	4000-4999	0	0	5,786	547	0	1,575
Services, Other Op. Exp.	5000-5999	23,367	1,000	2,264	21,269	20,000	18,425
Capital Outlay	6000-6999	0	0	0	0	0	0
Other Outgoing	7000-7299	0	0	0	0	0	0
Direct Support Costs	7300-7399						
TOTAL EXPENDITURES		23,367	1,000	8,050	21,816	20,000	20,000
C Excess (Deficiency) of Revenue Over Expenditure Before Other Sources/Uses		26,774	5,077	(1,753)	(21,477)	5,050	5,050
D Other Sources/Uses							
Interfund Transfers							
Tranfers In	8910-8929	0	0	0	0	0	0
Transfer Out	7610-7629	0	0	0	0	0	0
Teeter Fund							
TOTAL, OTHER SOURCES		0	0	0	0	0	0
E Net Increase (Decrease) in FUND BALANCE		26,774	5,077	(1,753)	(21,477)	5,050	5,050

J202 Budget Comparison		2010/11	2011/12	2012/13	2013/14	2014/15	2014/15
Description	Object	Audited Actuals	Audited Actuals	Audited Actuals	Unaudited Actuals	Adopted Budget	First Interim
F Fund Balance, Reserves							
Beginning Balance							
As of July 1 - Unaudited		20,955	47,729	52,805	51,052	29,576	29,576
Audit Adjustments		0	0	0	0	0	0
NET BEGINNING BALANCE		20,955	47,729	52,805	51,052	29,576	29,576
Fund Increase (Decrease)		26,774	5,077	(1,753)	(21,477)	5,050	5,050
Program Reserves (restrict for possible expenditures)							
Restricted Program Balance							
ENDING BALANCE		47,729	52,805	51,052	29,576	34,626	34,626

First Interim 2014/15 - Other Funds

**TAMALPAIS UNION HIGH SCHOOL DISTRICT
TAM SCHOLARSHIP FUND MULTI YEAR COMPARISON
2010/11 TO 2012/13 ACTUALS
2013/14 UNAUDITED ACTUALS, 2014/15 ADOPTED, FIRST INTERIM**

TAM SCHOLARSHIP FUND - FUND 19

J202 Budget Comparison		2010/11	2011/12	2012/13	2013/14	2014/15	2014/15
Description	Object	Audited Actuals	Audited Actuals	Audited Actuals	Unaudited Actuals	Adopted Budget	First Interim
A REVENUES							
Revenue Limit Sources	8010-8099	0	0	0	0	0	0
Federal Revenue	8100-8299	0	0	0	0	0	0
Other State Revenue	8300-8599	0	0	0	0	0	0
Other Local Revenue	8600-8799	254	114	65	57	50	50
TOTAL REVENUES		254	114	65	57	50	50
B EXPENDITURES							
Certificated Salaries	1000-1999	0	0	0	0	0	0
Classified Salaries	2000-2999	0	0	0	0	0	0
Employee Benefits	3000-3999	0	0	0	0	0	0
Books and Supplies	4000-4999	0	0	0	0	0	0
Services, Other Op. Exp.	5000-5999	581	0	0	0	0	0
Capital Outlay	6000-6999	0	0	0	0	0	0
Other Outgoing	7000-7299	0	0	0	0	0	0
Direct Support Costs	7300-7399	0	0	0	0	0	0
TOTAL EXPENDITURES		581	0	0	0	0	0
C Excess (Deficiency) of Revenue Over Expenditure Before Other Sources/Uses		(327)	114	65	57	50	50
D Other Sources/Uses							
Interfund Transfers							
Tranfers In	8910-8929	0	0	0	0	0	0
Transfer Out	7610-7629	0	0	0	0	0	0
Teeter Fund							
TOTAL, OTHER SOURCES		0	0	0	0	0	0
E Net Increase (Decrease) in FUND BALANCE		(327)	114	65	57	50	50

J202 Budget Comparison		2010/11	2011/12	2012/13	2013/14	2014/15	2014/15
Description	Object	Audited Actuals	Audited Actuals	Audited Actuals	Unaudited Actuals	Adopted Budget	First Interim
F Fund Balance, Reserves							
Beginning Balance							
As of July 1 - Unaudited		50,582	50,255	50,370	50,434	50,491	50,491
Audit Adjustments							
NET BEGINNING BALANCE		50,582	50,255	50,370	50,434	50,491	50,491
Fund Increase (Decrease)		(327)	114	65	57	50	50
Program Reserves (restrict for possible expenditures							
Restricted Program Balance							
ENDING BALANCE		50,255	50,370	50,434	50,491	50,541	50,541

First Interim 2014/15 - Other Funds

**TAMALPAIS UNION HIGH SCHOOL DISTRICT
MULTI YEAR COMPARISON - SPECIAL EDUCATION**

APPENDIX D

	Objects	2012-2013 Audited Actuals	2013-2014 Unaudited Actuals	2014-15 Adopted	2014-15 1st Interim
Revenue:					
Special Ed Rev. Limit ADA transfer from Unrestricted	8091	718,626		0	0
Special Ed Rev. Limit ADA transfer to MCOE					
Reimbursement from Bolinas Stinson and Lagunitas	8699	39,757	42,146	42,303	42,303
PL94-142 Allowance - Federal money	8181	432,799	455,536	486,863	486,863
ARRA/Special Ed	8181				
Mental Health - Federal	8287/8182	208,153	82,743	111,595	263,384
Mental Health - State	8587	344,131	335,477	399,126	399,126
Carryover	8590			0	86,020
Extended School Year	8699	8,225	8,225	8,225	8,225
Pre-Assessment Mental Health	8792				
Special Ed - NPS/LCI Set Aside	8792	21,245	16,946	0	0
Special Ed - NPA/NPS Prior yr	8329				
Low Incidence Reimbursement/Other Reimbursements		3,800	4,992	16,300	16,300
Donation			8,067	0	0
Special Ed - Prior Year		0		0	0
SELPA-ED Program	8792				
Special Ed - Facilities Use	8792	11,350	11,360		
Special Ed Fr. Cnty - AB602 block grant	8722/8792	1,949,730	1,975,088	1,905,616	1,901,968
Special Ed One-time Settlement	8792				
Total Revenue		3,737,816	2,940,580	2,970,028	3,204,189
Expenditures:					
Teachers	1110	1,338,716	1,460,956	1,670,205	1,667,257
Teachers/Substitutes	1140	860	3,309	7,500	7,500
Pupil Support-Psychologists	1200	621,608	624,376	648,400	644,216
Substitutes/Stipends/Extra Duty	1250/30/60	43,791	51,303	73,500	75,520
Director of Special Education/Sr & Asst. Dir. Student Services	1317	136,662	131,225	131,452	131,752
Staff Development					
Special Ed Pupil Services	1000				
Special Ed Instr. Aides/sign interpreter	2000				
Instructional Aide - Regular	2110	846,130	1,000,658	1,022,354	1,165,922
Instructional Aide Sub - Illness	2160	8,960	6,510	10,200	10,200
Instructional Aide Sub - Non Illness	2170	14,913	10,650	9,200	9,200
Clerical /Typewell Aide	2401	75,971	77,916	79,952	84,129
Salary Related Benefits	3000	1,293,052	1,457,994	1,557,451	1,609,703
Salaries & Benefits		4,380,663	4,824,896	5,210,214	5,405,399
Special Ed Supplies	4000	24,783	21,644	55,800	129,119
Legal Services	5829	37,989	60,792	75,000	65,000
Legal Judgements	5825	199,500	241,674	170,000	338,500
Special Ed Consultants	5837	0	3,075	15,000	8,000
MCOE Contract Services	5800.30	0		0	0
1:1 Aides	5840	247,175	98,891	199,500	191,947
Oth. Operating Svcs.- mileage,conference,printing	5000	166,942	213,023	155,975	222,420
Instructional Equipment	6000				6,514
Non Public School (NPS) tuition	5833	633,330	827,837	1,000,000	895,000
Mental Health Residential	5834	391,364	395,024	403,434	474,123
Non Public Agency (NPA) & 1:1 aides	5835	176,033	178,435	233,000	193,500
Transportation - taxi cabs etc	5230	21,533	20,544	34,500	36,507
Transportation - in-lieu	5200.05	0		0	0
Transportation - contract w/MPTA	7143	293,641	333,463	497,940	497,940
Special Ed Excess Cost - Bill Back	7142	351,027	431,445	427,925	427,925
State Special Schools	7130	0		0	0
Indirect Cost	7310	447,583	585,713	573,890	584,990
Non Personnel Expenditures		2,990,900	3,411,560	3,841,964	4,071,485
Total Special Education Budget		\$ 7,371,563	\$ 8,236,456	\$ 9,052,178	\$ 9,476,884
Contribution from the General Fund	8980	\$ (3,633,747)	\$ (5,295,876)	\$ (6,082,150)	\$ (6,272,695)

Certificated Staffing Comparison
2014/15 Adopted Budget vs. 2014/15 Fall

CERTIFICATED	2014/2015		
	FTE		
	Adopted	Fall 2014	Increase /
SITE	A	B	(Decrease)
Drake	59.7000	59.5000	(0.2000)
Redwood	100.3000	99.9000	(0.4000)
Tamalpais	82.1000	81.7000	(0.4000)
San Andreas	7.5750	7.9750	0.4000
Tamiscal	8.4000	8.2000	(0.2000)
DISTRICTWIDE			
Global Studies	0.2000	0.2000	0.0000
ESL Teacher	0.2000	0.2000	0.0000
TFT	0.2000	0.2000	0.0000
Ed Tech Coach	0.2000	0.2000	0.0000
Sub Total Unrestricted	258.8750	258.0750	(0.8000)
Title I (06-3010)	0.0000	0.2250	0.2250
EIA (06-7091)	0.2250	0.0000	(0.2250)
Sub Total Restricted	0.2250	0.2250	0.0000
TOTAL	259.1000	258.3000	(0.8000)
Fund 11	0.6000	0.6000	0.0000
TOTAL POSITION CONTROL	259.7000	258.9000	(0.8000)

**Classified Staffing Comparison
2014/2015 Adopted Budget vs. 2014/2015 Fall**

POSITION	2014/15 FTE Adopted	2014/15 FTE Fall
Paraeducator	0.450	0.450
Health Specialist	1.000	1.000
Delivery	1.000	1.000
Custodian	28.500	28.500
Library Specialist	3.000	3.000
Computer	7.500	7.500
Print Shop	2.000	2.000
Clerical	42.125	42.125
Campus Staff Assistant	10.000	10.000
Sub Total Unrestricted	95.575	95.575
Maintenance	5.000	5.000
Grounds	4.000	4.000
Clerical – M&O	1.000	1.000
Spec. Ed.-Paraeducator	22.075	24.250
Spec. Ed. -Secretary	1.000	1.000
Title I	1.000	1.450
EIA-LEP	0.000	0.000
Parent Funds	0.000	1.925
Sub Total Restricted	34.075	38.625
TOTAL	129.650	134.200

History of Property Tax Change

<u>Fiscal Year</u>	<u>Actual Taxes</u>	<u>Increase Over Prior Year</u>	
		\$	%

87-88	9,610,865		
88-89	10,596,636	985,771	10.3%
89-90	11,840,674	1,244,038	11.7%
90-91	12,666,884	826,210	7.0%
91-92	13,446,019	779,135	6.2%
92-93	14,619,350	1,173,331	8.7%
93-94	15,273,187	653,837	4.5%
94-95	15,822,799	549,612	3.6%
95-96	16,253,696	430,897	2.7%
96-97	16,994,860	741,164	4.6%
97-98	17,960,502	965,642	5.7%
98-99	19,152,625	1,192,123	6.6%
99-00	20,968,661	1,816,036	9.5%
00-01	23,042,765	2,074,104	9.9%
01-02	25,283,084	2,240,319	9.7%
02-03	27,310,472	2,027,388	8.0%
03-04	29,285,599	1,975,127	7.2%
04-05	31,470,427	2,184,828	7.5%
05-06	34,102,150	2,631,723	8.4%
06-07	37,045,816	2,943,666	8.6%
07-08	39,559,232	2,513,416	6.8%
08-09	41,933,227	2,373,995	6.0%
09-10	43,083,787	1,150,560	2.7%
10-11	42,635,597	(448,190)	-1.0%
11-12	43,125,248	489,651	1.1%
12-13	44,246,663	1,121,415	2.6%
13-14	46,159,127	1,912,464	4.3%
14-15	48,605,636	2,446,509	5.7%
14-15	48,715,326	2,556,199	5.8%

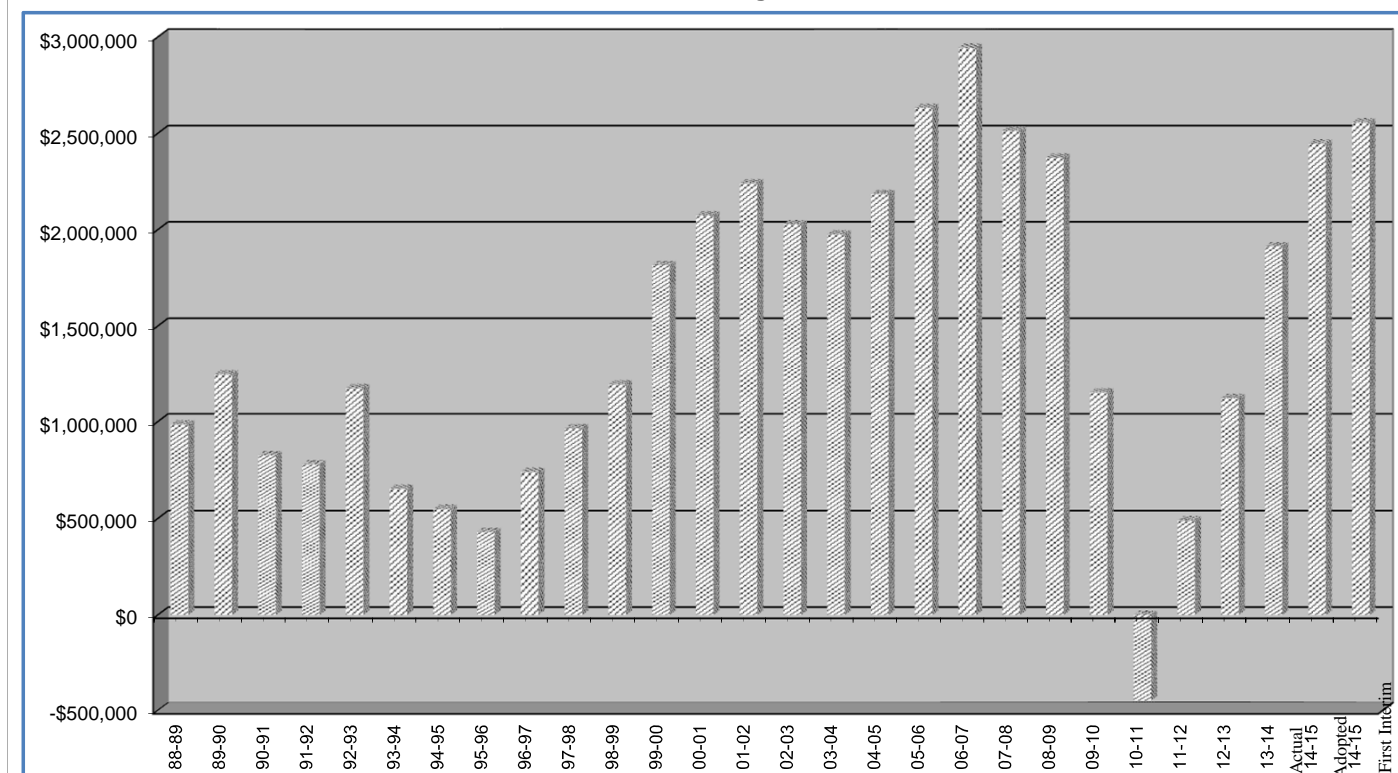
12-13 Actual

13-14 Actual

14-15 Adopted

14-15 1st Interim

**Actual Taxes Distributed
Dollar Change**



TUHSD Graduation Requirements

<u>Required Subject</u>	<u>Credits</u>	<u>Course Provisions</u>
English	40 credits	To include English 1-2, English 3-4
Social Studies	40 credits	To include World Cultures and Geography, Social Issues, World History 1-2, U.S. History 1-2, American Government, and Economics
Mathematics	30 credits	To include Algebra 1-2 or P1-P4
Science	20 credits	Integrated Science 1-4 Transfer students are required to have one year physical science & one year life science.
Physical Education	20 credits	Core 1, 2, 3, and 4
Fine Arts	10 credits	Art Exploration is required before taking any visual art elective.
Elective Credits	60 credits	
Required Minimum	220 credits	

PROFESSIONAL DEVELOPMENT OFFERINGS

Coaching - External Presenters/Facilitators	Conferences	Coaching - External Presenters/Facilitators	Coaching - Internal
<ul style="list-style-type: none"> • Solution Tree Common Core Math implementation • Tom Schimmer-Standards Based Grading • Mike Mattos - RTI • Jay McTighe and Grant Wiggins - Understanding by Design • Dan Meyer - Problem Based Learning • The Lencioni Group - Culture • Marzano Research Laboratories - Curriculum and Assessments • Macheo Payne – Culturally Responsive Discipline 	<ul style="list-style-type: none"> • CUE Conference • PLC Conference • AP Conference • Common Core • National Science Conferences • CADA - Student Activities • Yearbook • National Council of Teachers of English (NCTE) • Association for Supervision and Curriculum Development (ASCD) • International Society for Technology in Education (ISTE) • PLB World (Buck Institute for Education) • Sound Grading Practices Conference (Pearson) 	<ul style="list-style-type: none"> • Crucial Conversations – Communication • National School Reform Faculty – Facilitation • National Equity Project – Equity • The New Tech Network - Culture, Technology and Problem/Project Based Learning 	<ul style="list-style-type: none"> • New Teacher Program (UbD and BTSA) • ITTC (Instructional Technology Teacher Collaborative) • Staff-Led Workshops on Flipped Teaching, Assessment Design, Differentiated Instruction, Grading, Moodle, Using iPads in the Classroom, Culturally Relevant Pedagogy, Assessment for Learning Strategies • Professional Learning Communities

WASC Self Study Details

Student and Staff Surveys

TUHSD 2014

Part 1: Conducting the PLC Process and Measuring Impact. All teachers will implement a guaranteed and viable curriculum, analyze and respond to student performance data in professional learning communities, utilize effective intervention strategies and determine the impact instructional practices have on student learning. All teachers will evaluate their impact on Standards-Based Student Learning in the following WASC Criteria Areas:

Category B: Standards-based Student Learning: *Curriculum*

Category C: Standards-based Student Learning: *Instruction*

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

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

Consider: What do we know about the impact this part of the school's program and operation has on student learning?

Action Steps:

1. PLC Teams will engage continually in the process of looking at and responding to student performance data. See *PLC Proficiency Scales* for criteria.
2. PLC Teams will carefully document and collect evidence of the PLC process (at least 1 cycle) Include:
 - program goal(s) - ***If they don't exist yet, create one for this process*
 - proficiency scale(s) - ***If they don't exist yet, create one for this process*
 - assessment(s) - (pre and post)
 - instructional plan
 - relevant and related curriculum
 - student assessment data summary (no student names)
 - subsequent student work
 - intervention strategies implemented (if applicable)
3. PLC Teams will document and gather evidence of impact on student learning while considering TUHSD mission, strategic priorities and WASC Criteria (A-E).
4. PLC teams will utilize effective intervention practices to ensure student success.
5. Each teacher will complete the PLC Process Self-Reflection Check-List and write a reflection.

Part 2: Conducting the PLC Process and Measuring Impact. All teachers gather and utilize formative feedback from students on Standards-Based Student Learning in the following WASC Criteria Areas:

Category B: Standards-based Student Learning: *Curriculum*

Category C: Standards-based Student Learning: *Instruction*

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

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

Consider: What do we know about the impact this part of the school's program and operation has on student learning?

1. Each teacher will survey 1 section of their students on the impact of the PLC process. ****Note**, the self-reflection check-list and student survey are directly aligned to each other and to specific WASC criteria.
2. Each teacher will write a reflection on the impact their instructional practices had on student learning during the PLC process.

Reflection Prompts (for Parts 1 and 2):

Consider **both** teacher and student data and write 1 reflection for parts 1 and 2 of self study:

- What was successful in the areas of curriculum (WASC Criteria B), instruction (WASC Criteria C), assessment and accountability (WASC Criteria D) and culture/student support (WASC Criteria E)?
- What are areas for growth (in each WASC category listed above)?
- Where did my perception align with that of my students and where did discrepancies exist?
- What are my next steps (in each WASC category listed above) to address the needs of my students?
Consider: What do we know about the impact this part of the school's program and operation has on student learning? How will we respond?

Deliverable for Self-Study Parts 1 and 2:

Each department member at each site will submit: ****Omit teacher and student names.**

- Evidence of the PLC process
 - program goal(s) - ****If they don't exist yet, create one for this process**
 - proficiency scale(s) - ****If they don't exist yet, create one for this process**
 - assessment(s) - (pre and post)
 - instructional plan
 - relevant and related curriculum
 - student assessment data summary (no student names)
 - subsequent student work
 - intervention strategies implemented (if applicable)
- Reflections from each department member using student and teacher data and surveys: ****Omit teacher and student names.** Submit reflections only (raw survey data not needed).

Teacher Leaders will compile and bring to TLC Meeting on 12.5.14. This work will be collected and provided to the WASC Visiting Committee.

PLC Self-Reflection Check-List:

Source of WASC Criteria: A Focus on Learning – 2014 WASC edition

Category B: Standards-Based Student Learning: Curriculum

Summary of WASC Criteria:

- All students participate in a rigorous, relevant and coherent standards-based curriculum that supports the achievement of the academic standards, college-and career readiness standards and the school mission, have met all the requirements for graduation and are prepared for college and career options of their choice.

	Always	Often	Sometimes	Rarely
I make explicit connections between the concepts and skills taught in this class and the learning outcome (B1).				
I provide all students access to rigorous and relevant curriculum that includes real world applications in this class (B3).				

Category C: Standards-Based Student Learning: Instruction

Summary of WASC Criteria:

- All students are involved in challenging and relevant learning experiences, to achieve the standards (academic, college/career readiness, mission). Teachers use a variety of strategies and resources (including technology and experiences beyond the textbook) that actively engage students, emphasize higher order thinking skills and help all of them succeed at high levels.

	Always	Often	Sometimes	Rarely
I clearly communicate to students what I want them to know and be able to do as a result of being in this class (C1).				
I communicate learning outcomes to students (i.e. program goals, learning goals) before beginning a new area of study (C1).				
I differentiate my instructional approaches to meet the individual needs of all of my students (C1).				
I work as a coach to facilitate the learning process with my students (C2).				
My students use materials, resources and experiences beyond the textbook to connect what they are learning to the real world (C2).				
My students use technology to help them learn what is expected of them (C2).				
My students contribute both individually and collaboratively (activities, projects, debates, inquiries etc.) during class (C2).				

Category D: Standards-Based Student Learning: *Assessment and Accountability*

Summary of WASC Criteria:

- Teachers use formative and summative assessment strategies to evaluate their impact on student learning and respond to it by modifying their practices to improve learning for all students. Student performance data is collected, disaggregated, analyzed, monitored and reported to all stakeholders.

	Always	Often	Sometimes	Rarely
I ask students for feedback on how well they are learning and use this information to help them grow (D2).				
I use appropriate formative and summative strategies to measure student progress towards identified learning goals (D2).				
I use student assessment results to make changes to my teaching approaches (D4).				
I clearly communicate to students how their grade will be determined in this class (D1).				
Students' grades represent their performance and growth over time related to the learning goal(s) (D1).				

Category E: Standards-Based Student Learning: *School Culture and Student Support*

Summary of WASC Criteria:

- The school is a safe, clean and orderly place that nurtures learning and has a culture that is characterized by trust, professionalism, high expectations for all students and a focus on continuous improvement. All students receive appropriate support to help ensure academic success and college/career readiness.

	Always	Often	Sometimes	Rarely
The class policies and procedures foster a safe and nurturing learning environment (E2).				
I demonstrate care and concern for my students and honor their individual differences (E2).				
I have high expectations for all of my students (E2).				
I build an atmosphere of trust, respect and professionalism in the classroom (E2).				
Students can readily access academic assistance from me if they need it (E3).				
I provide extra time and support to my students if they need it to learn (E4).				

Student Input Template

Source of WASC Criteria: *A Focus on Learning – 2014 WASC edition*

Standards-Based Student Learning: *Curriculum*

	Always	Often	Sometimes	Rarely
I see the connections between the concepts and skills taught in this class and the learning outcome.				
I have access to rigorous and relevant curriculum that includes real world applications in this class.				

Standards-Based Student Learning: *Instruction*

	Always	Often	Sometimes	Rarely
I have a clear understanding of what the teacher expects me to know and be able to do in this class.				
The learning outcomes (i.e. program goals, learning goals) are made explicit to me before beginning a new area of study.				
My teacher personalizes (differentiates) their instructional approaches to meet my individual needs.				
My teacher works as a coach to facilitate my learning.				
I use materials, resources and experiences beyond the textbook to connect what I'm learning to the real world.				
I use technology to help me learn what is expected of me.				
I contribute both individually and collaboratively (activities, projects, debates, inquiries etc.) during class.				

Standards-Based Student Learning: *Assessment and Accountability*

	Always	Often	Sometimes	Rarely
My teacher asks me for feedback on how well I am learning and uses this information to help me grow.				
My teacher uses both formative and summative strategies to inform me of my progress.				
My teacher uses my assessment results to make changes to their teaching approaches.				
I have a clear understanding of how my grade is determined in this class.				
My grade represents my performance and growth over time related to the learning goal(s).				

Standards-Based Student Learning: *School Culture and Student Support*

	Always	Often	Sometimes	Rarely
The class policies and procedures make me feel safe and nurtures my learning.				
My teacher demonstrates care and concern for me and honors my individual differences.				
My teacher has high expectations of me.				
The classroom has an atmosphere of trust, respect and professionalism.				
I feel that I can readily access academic assistance if I need it.				
My teacher provides me extra time and support if I need it to learn.				

Enrollment Summary 2009-2015

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

Demographic Data - September, 2014

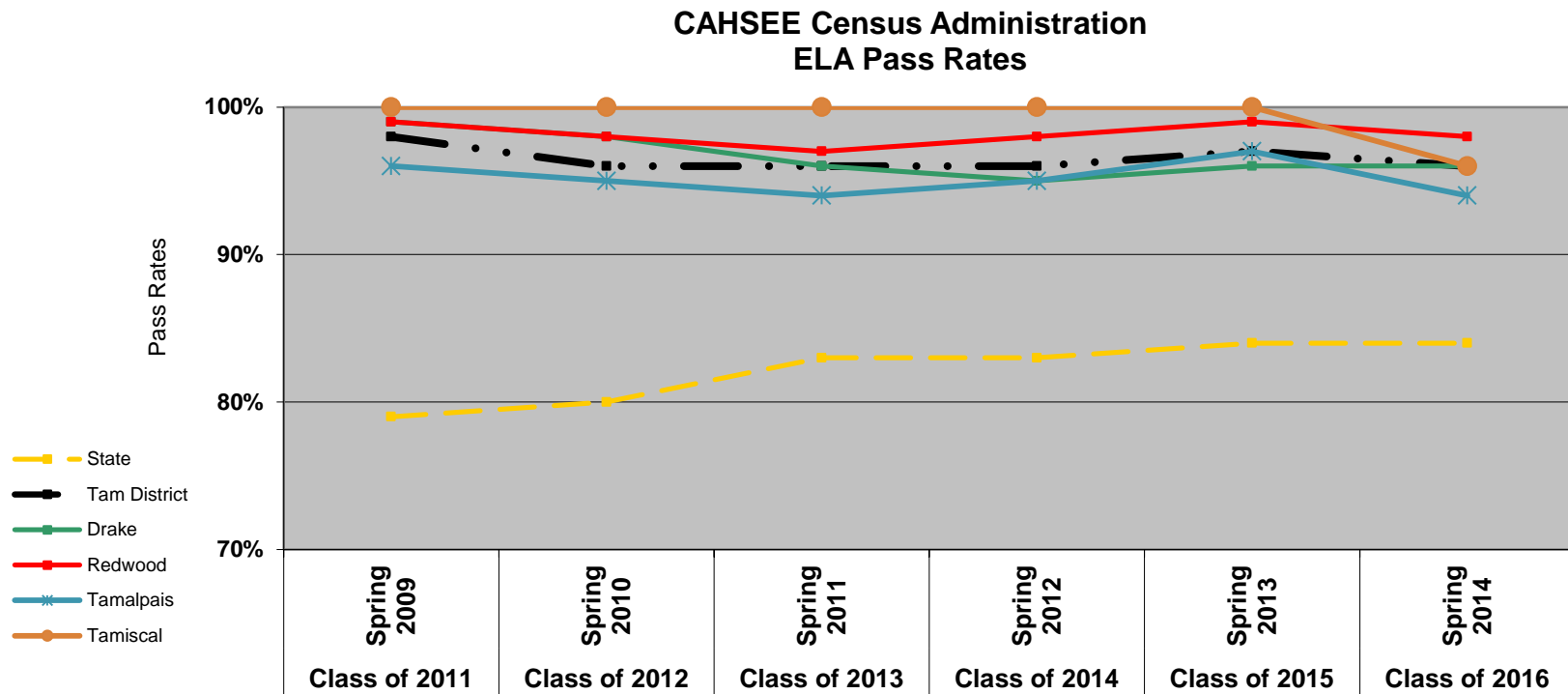
School	Total Enrollment	# Male	# Female	# Spec ED	# Low SES	# EL	# African American	# American Indian	# Asian	# Filipino	# Hisp	# PI	# White	# Unknown
Redwood	1662	841	821	118	75	12	35	6	117	16	172	6	1265	45
San Andreas	49	25	24	12	23	0	9	1	0	0	12	3	24	0
Sir Francis Drake	986	496	490	100	57	4	21	3	32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

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

Tamalpais Union High School District
CAHSEE 10th Grade Census Pass Rates - English-Language Arts

English-Language Arts Percent Pass Rates						
	Class of 2011	Class of 2012	Class of 2013	Class of 2014	Class of 2015	Class of 2016
	Spring 2009	Spring 2010	Spring 2011	Spring 2012	Spring 2013	Spring 2014
State	79%	80%	83%	83%	84%	84%
Tam District	98%	96%	96%	96%	97%	96%
Drake	99%	98%	96%	95%	96%	96%
Redwood	99%	98%	97%	98%	99%	98%
San Andreas	78%	72%	NA*	NA*	NA*	NA*
Tamalpais	96%	95%	94%	95%	97%	94%
Tamiscal	100%	100%	100%	100%	100%	96%

* Not reported because the number of students was lower than 10

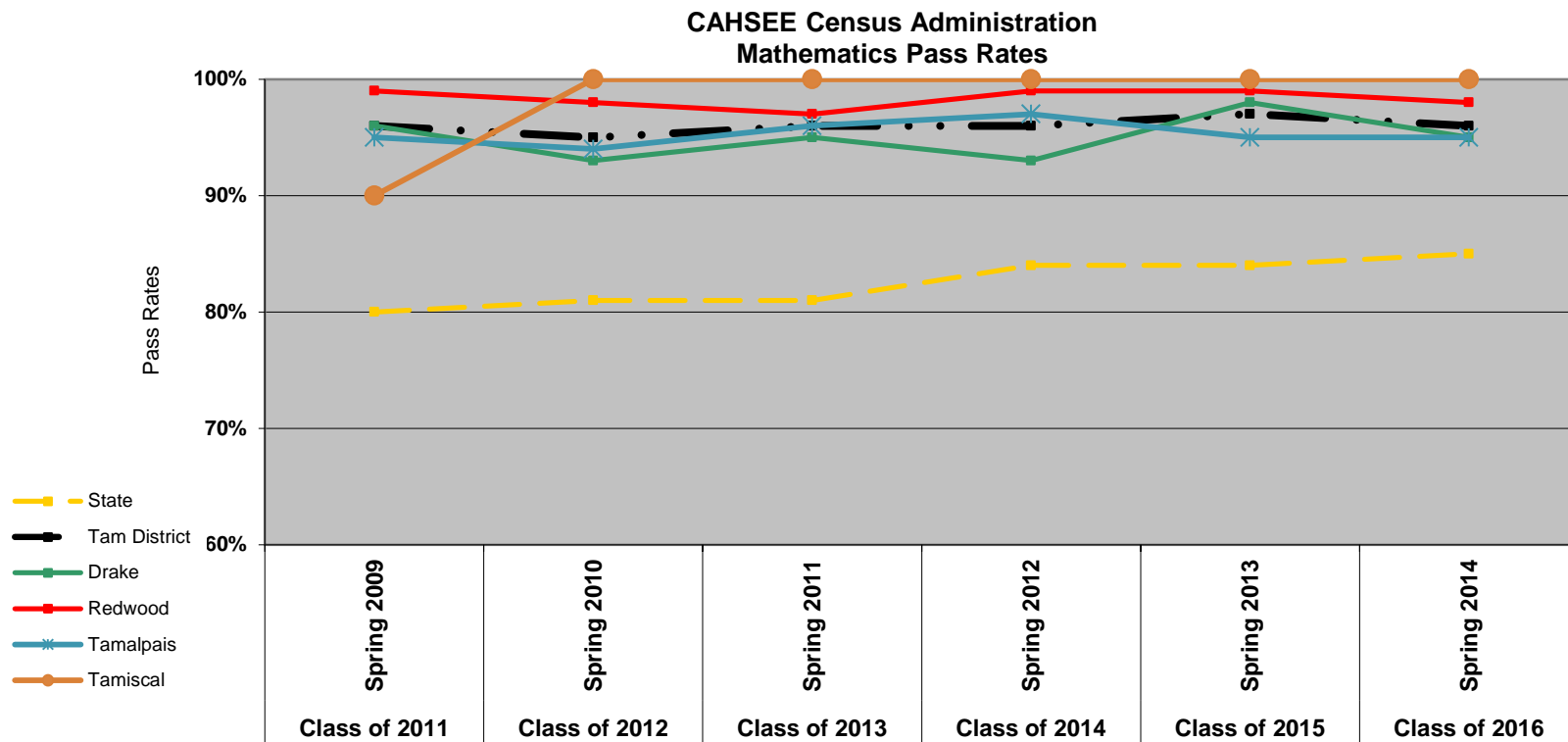


Tamalpais Union High School District CAHSEE 10th Grade Census Pass Rates - Mathematics

Mathematics Percent Pass Rates

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

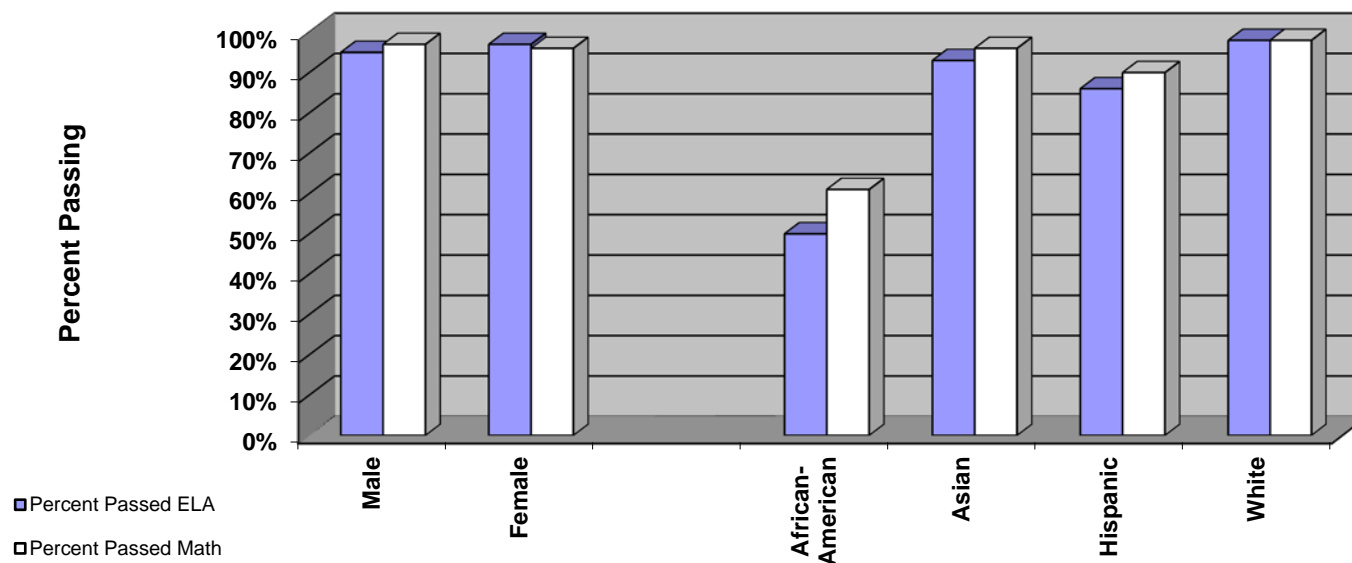
* Not reported because the number of students was lower than 10



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

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

**CAHSEE Census Administration
ELA and Mathematics Pass Rates**



**Tamalpais Union High School District
California Standards Tests (CSTs) 2009-2013**

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

Percent "proficient" or above

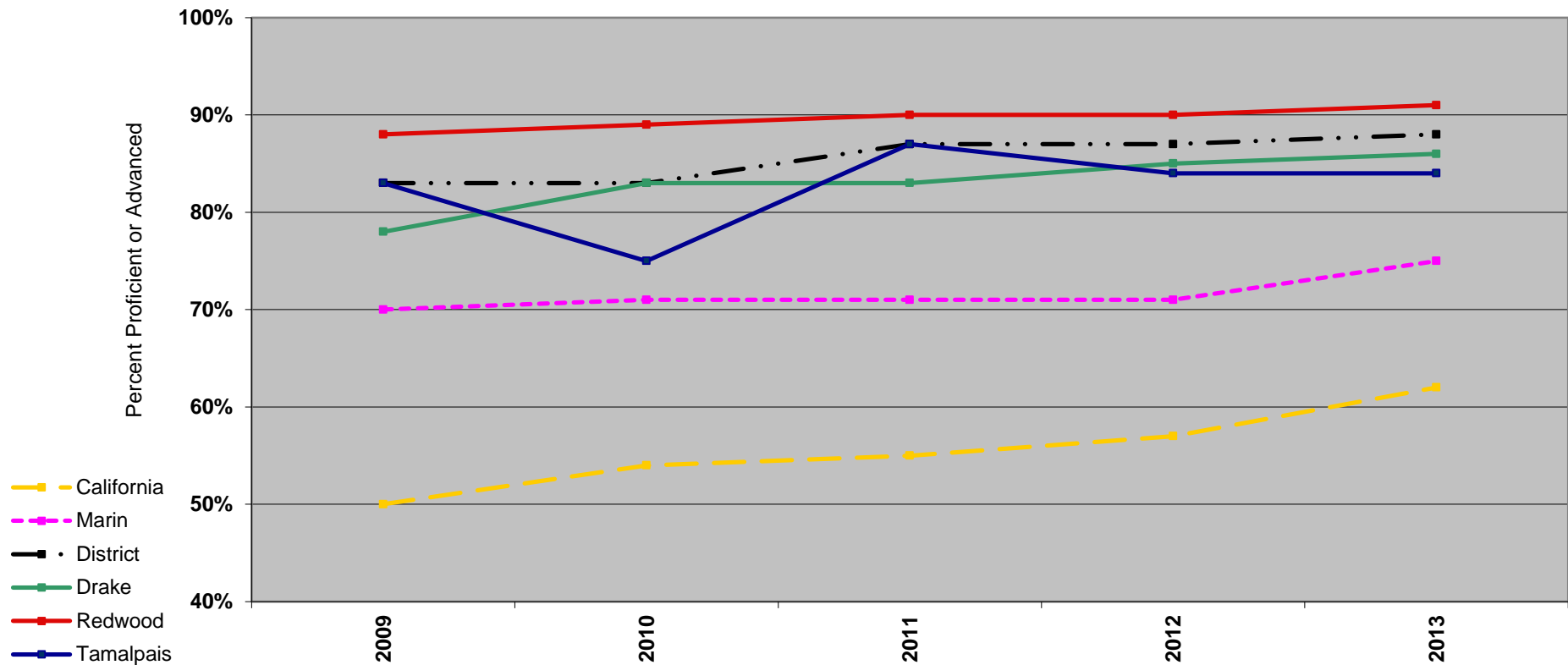
Tamalpais Union High School District California English-Language Arts Standards Test - Grade 9

	2009	2010	2011	2012	2013	Five-Year Average	2013 to Five-Year Average
California	50%	54%	55%	57%	62%	56%	6%
Marin	70%	71%	71%	71%	75%	72%	3%
District	83%	83%	87%	87%	88%	86%	2%
Drake	78%	83%	83%	85%	86%	83%	3%
Redwood	88%	89%	90%	90%	91%	90%	1%
Tamalpais	83%	75%	87%	84%	84%	83%	1%

Percent "Proficient" or "Advanced"

Schools and data not represented indicate fewer than 10 students tested

Grade 9 English-Language Arts CST Results



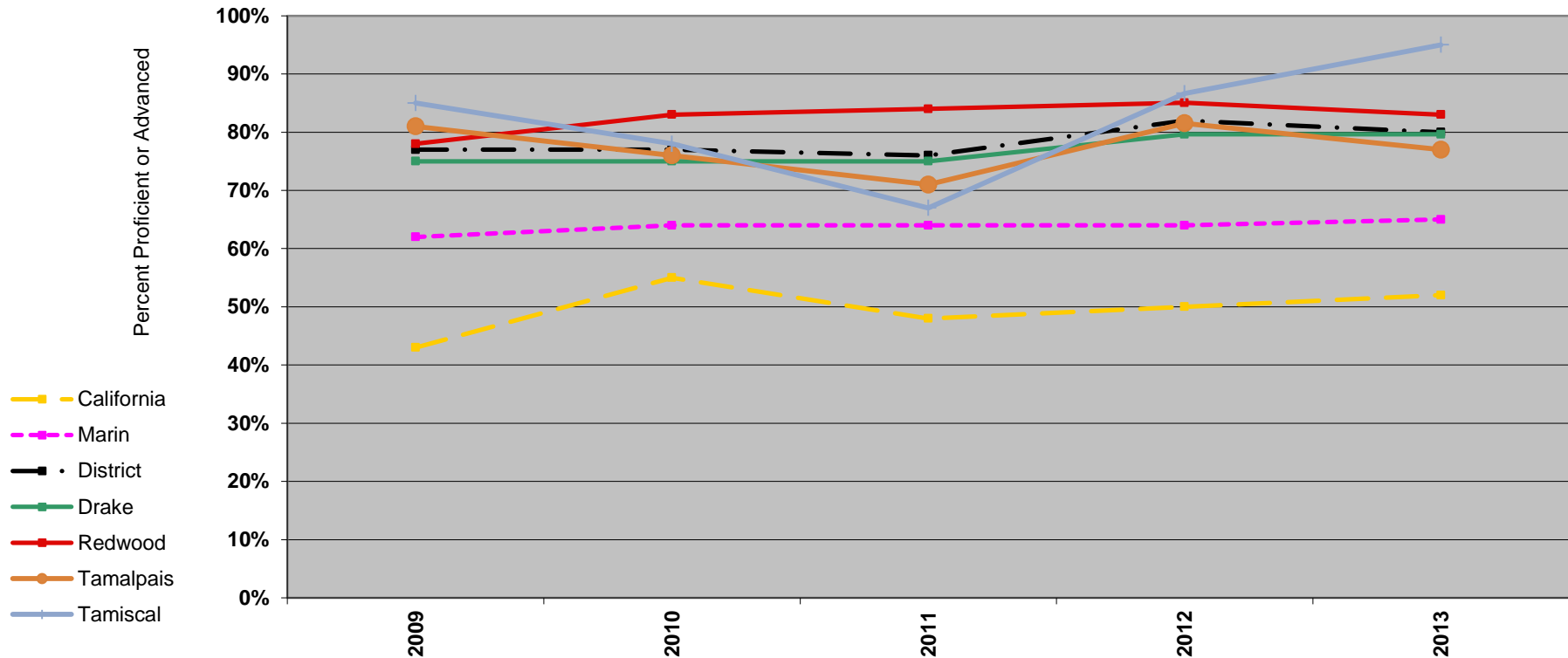
Tamalpais Union High School District California English-Language Arts Standards Test - Grade 10

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

Percent "Proficient" or "Advanced"

* Number of students tested was lower than 10

Grade 10 English-Language Arts CST Results

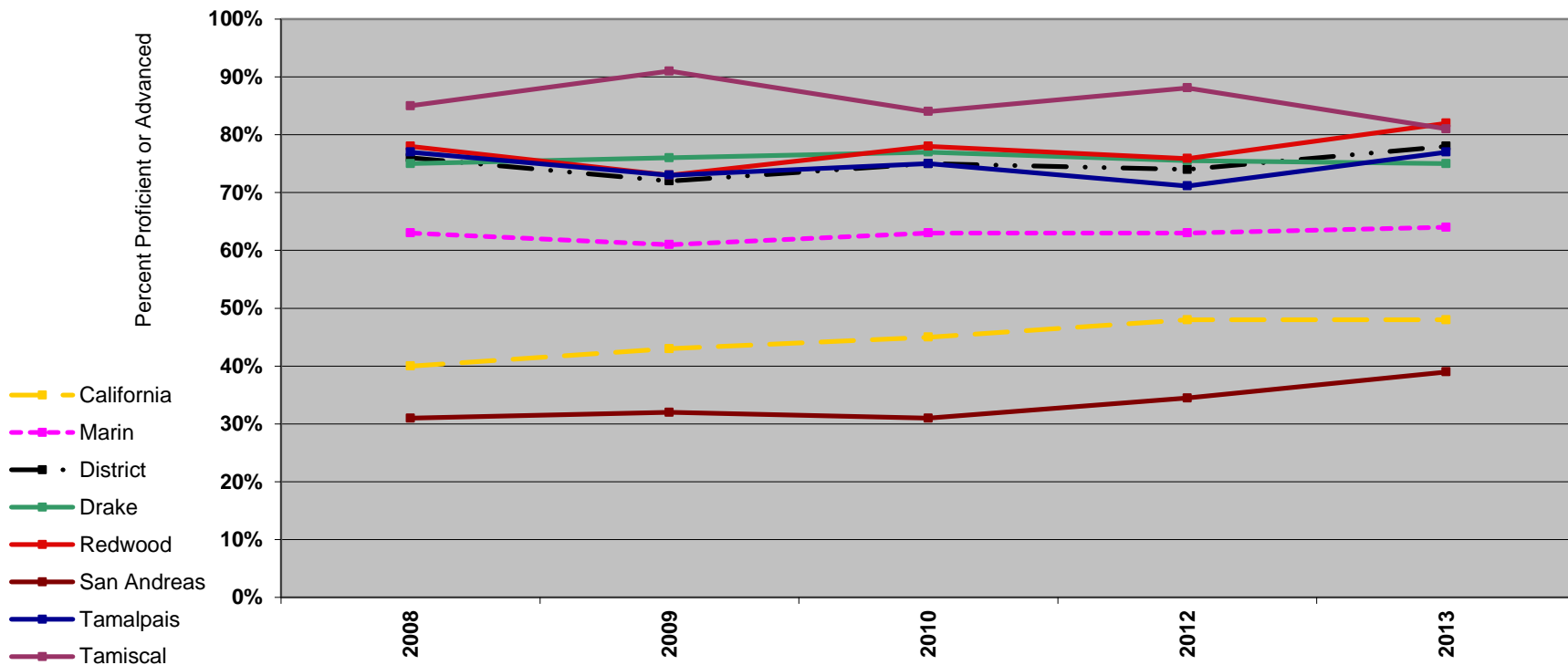


Tamalpais Union High School District California English-Language Arts Standards Test - Grade 11

	2008	2009	2010	2012	2013	Five-Year Average	2013 to Five-Year Average
California	40%	43%	45%	48%	48%	45%	3%
Marin	63%	61%	63%	63%	64%	63%	1%
District	76%	72%	75%	74%	78%	75%	3%
Drake	75%	76%	77%	76%	75%	76%	-1%
Redwood	78%	73%	78%	76%	82%	77%	5%
San Andreas	31%	32%	31%	34%	39%	33%	6%
Tamalpais	77%	73%	75%	71%	77%	75%	2%
Tamiscal	85%	91%	84%	88%	81%	86%	-5%

Percent "Proficient" or "Advanced"

Grade 11 English-Language Arts CST Results



Tamalpais Union High School District General Mathematics CST

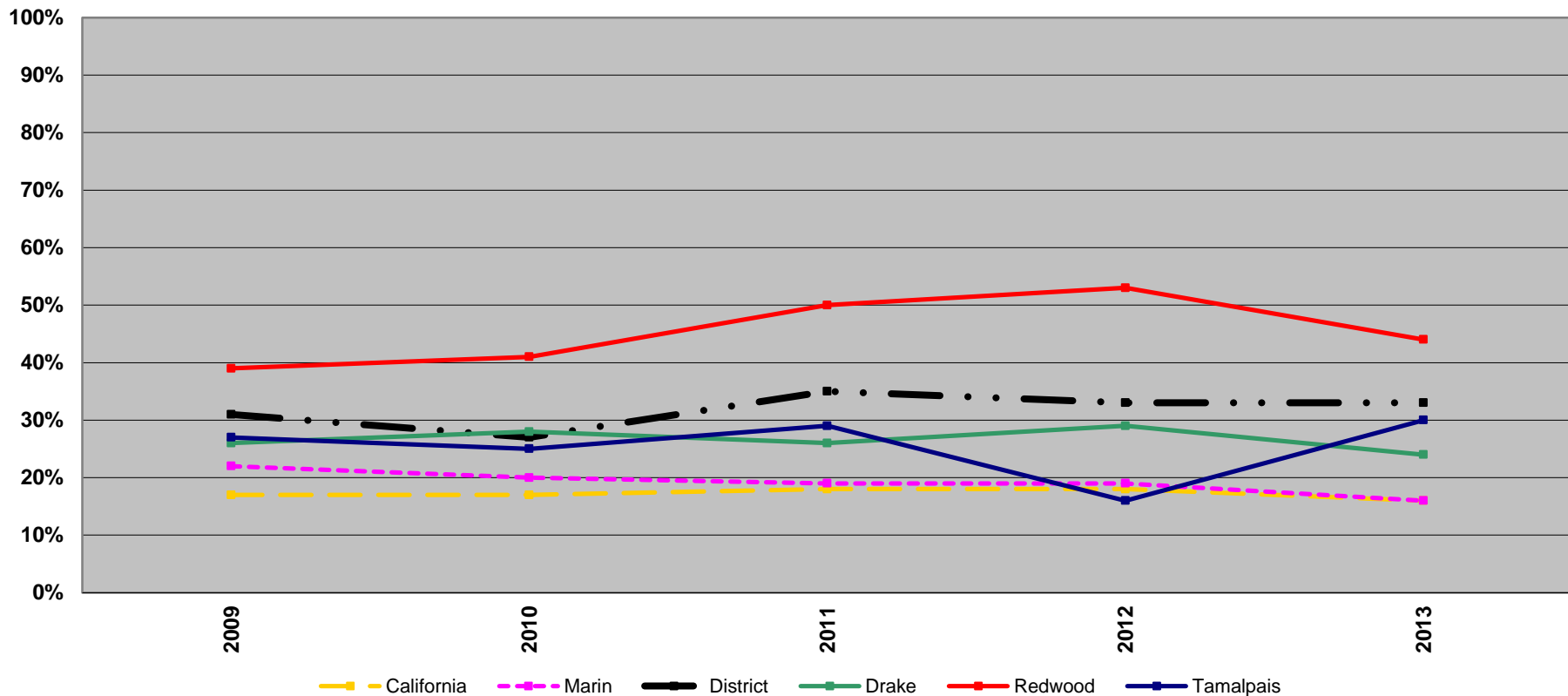
	2009	2010	2011	2012	2013	Five-Year Average	2013 to Five- Year Average
California	17%	17%	18%	18%	16%	17%	-1%
Marin	22%	20%	19%	19%	16%	19%	-3%
District	31%	27%	35%	33%	33%	32%	1%
Drake	26%	28%	26%	29%	24%	27%	-3%
Redwood	39%	41%	50%	53%	44%	45%	-1%
Tamalpais	27%	25%	29%	16%	30%	25%	5%

Percent "Proficient" or "Advanced" for grade 9

Students taking the test are 9th graders in P1-P2

Schools and data not represented indicate fewer than 10 students tested

General Mathematics CST Results



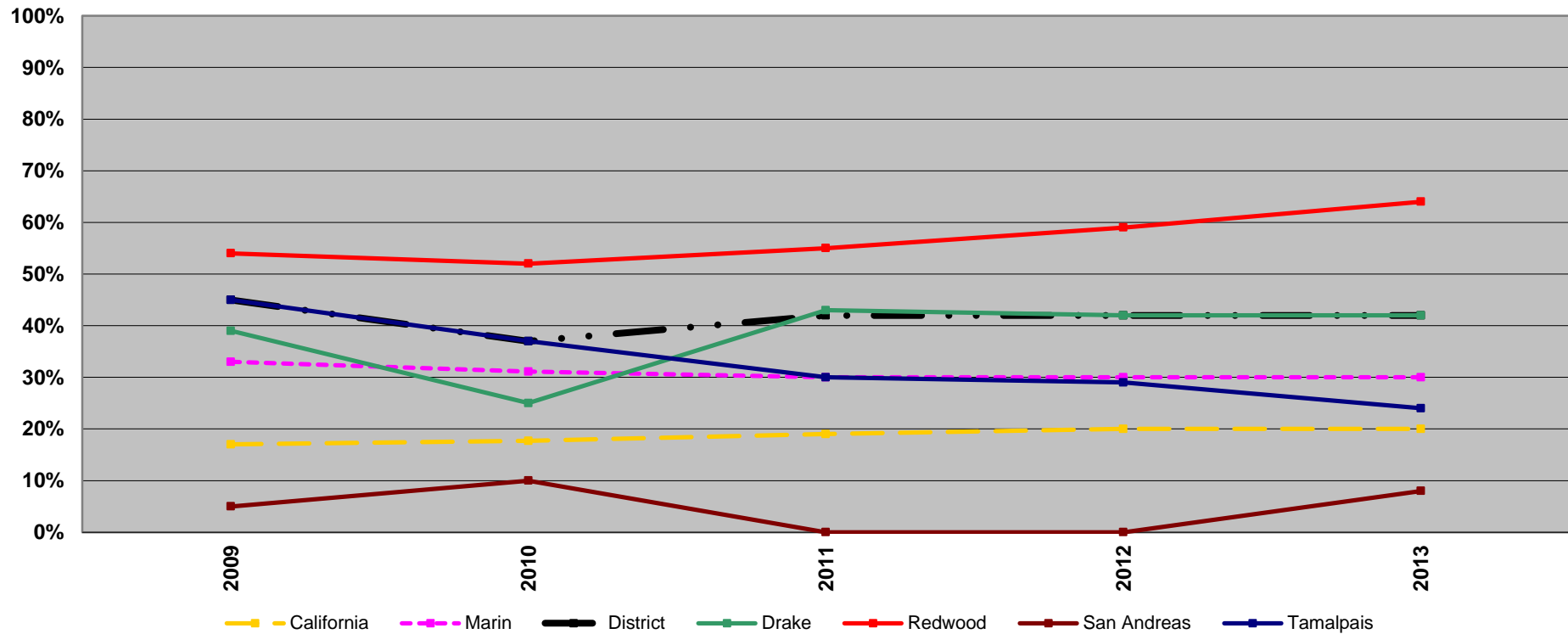
Tamalpais Union High School District Algebra I CST

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

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

Schools and data not represented indicate fewer than 10 students tested

Algebra I CST Results



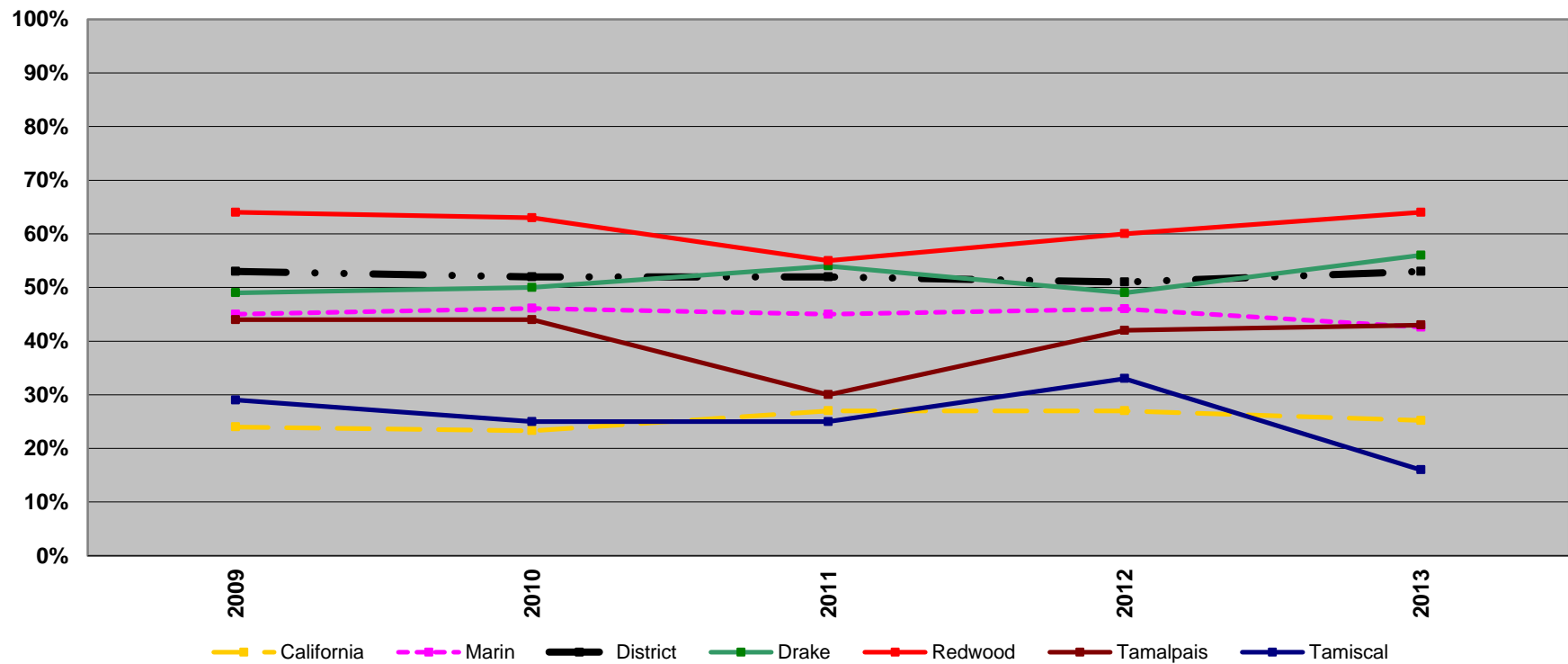
Tamalpais Union High School District Geometry CST Results

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

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

Schools and data not represented indicate fewer than 10 students tested

Geometry CST Results



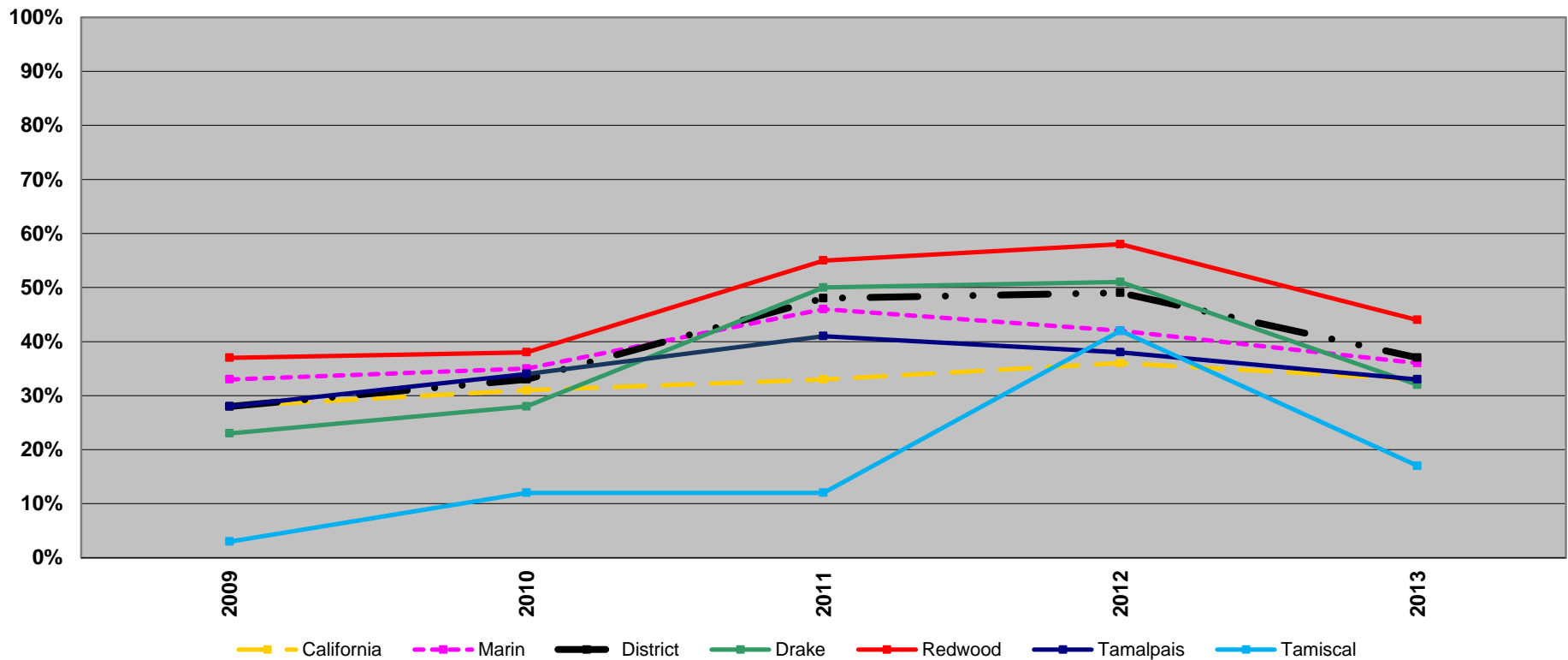
Tamalpais Union High School District Algebra II CST Results

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

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

Schools and data not represented indicate fewer than 10 students tested

Algebra II CST Results



Tamalpais Union High School District Summative Mathematics CST Results

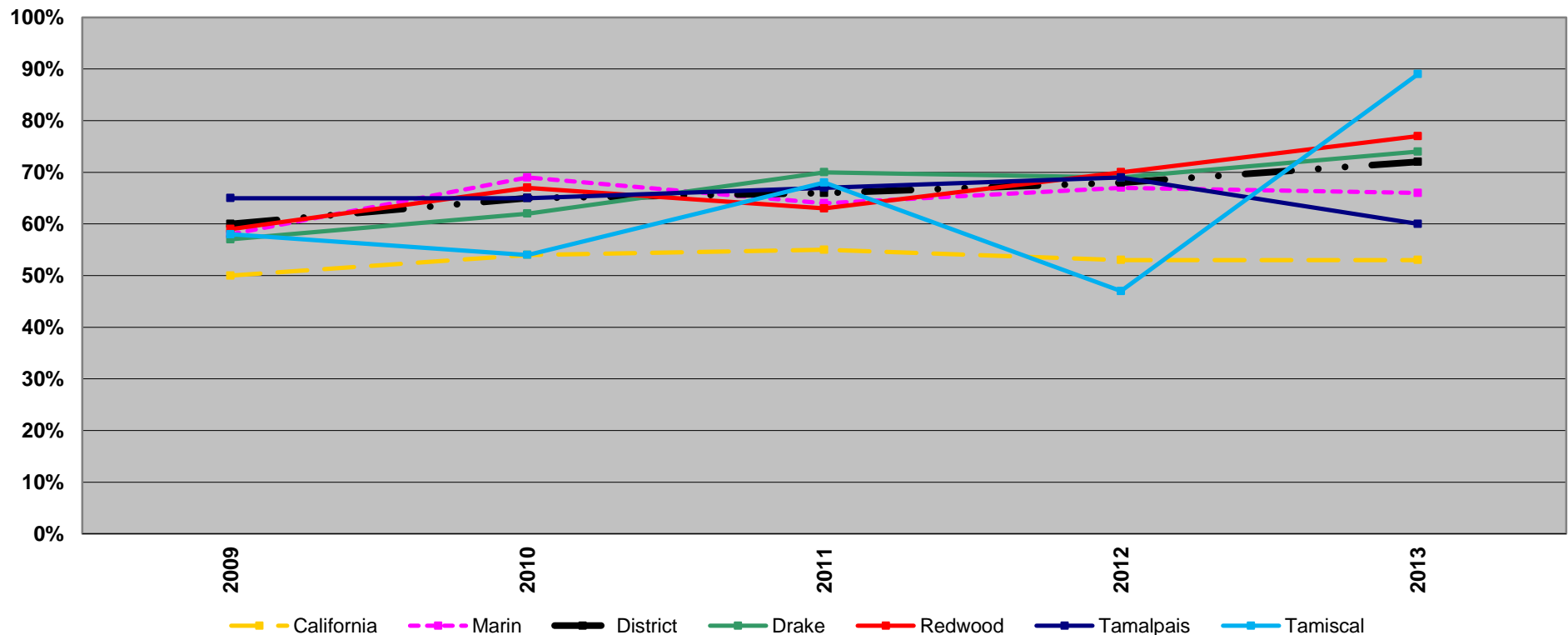
	2009	2010	2011	2012	2013	Five-Year Average	2013 to Five- Year Average
California	50%	54%	55%	53%	53%	53%	0%
Marin	58%	69%	64%	67%	66%	65%	1%
District	60%	65%	66%	68%	72%	66%	6%
Drake	57%	62%	70%	69%	74%	66%	8%
Redwood	59%	67%	63%	70%	77%	67%	10%
Tamalpais	65%	65%	67%	69%	60%	65%	-5%
Tamiscal	58%	54%	68%	47%	89%	63%	10%

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

Schools and data not represented indicate fewer than 10 students tested

Students taking the test have completed Advanced Algebra in a previous year

Summative Mathematics CST Results



Life Science Results 2011-2014

District	2011	2012	2013	2014
Students Tested	909	932	875	965
Students with Scores	904	928	874	963
Mean Scale Score	401.5	409.3	409.7	409.4
% Advanced	57%	58%	59%	59%
% Proficient	22%	26%	23%	25%
% Proficient or Advanced	79%	84%	82%	84%
% Basic	13%	10%	12%	10%
% Below Basic	4%	3%	3%	2%
% Far Below Basic	4%	2%	2%	4%

Drake	2011	2012	2013	2014
Students Tested	232	223	211	234
Students with Scores	228	220	210	234
Mean Scale Score	392.4	396.5	397.1	400.6
% Advanced	51%	48%	53%	51%
% Proficient	29%	33%	26%	29%
% Proficient or Advanced	80%	81%	79%	80%
% Basic	14%	14%	13%	9%
% Below Basic	3%	2%	5%	3%
% Far Below Basic	3%	3%	2%	9%

Redwood	2011	2012	2013	2014
Students Tested	357	373	338	403
Students with Scores	357	372	338	401
Mean Scale Score	415	421.3	417	412.8
% Advanced	67%	64%	61%	59%
% Proficient	17%	24%	24%	28%
% Proficient or Advanced	84%	88%	85%	87%
% Basic	11%	8%	11%	10%
% Below Basic	3%	2%	3%	2%
% Far Below Basic	2%	2%	1%	1%

Tam	2011	2012	2013	2014
Students Tested	290	315	296	299
Students with Scores	289	315	296	299
Mean Scale Score	397.2	406.9	412	412.5
% Advanced	53%	59%	63%	66%
% Proficient	21%	24%	19%	18%
% Proficient or Advanced	74%	83%	82%	84%
% Basic	15%	10%	13%	12%
% Below Basic	4%	4%	3%	2%
% Far Below Basic	6%	2%	3%	3%

Life Science Results 2011-2014

Tamiscal	2011	2012	2013	2014
Students Tested	21	15	20	24
Students with Scores	21	15	20	24
Mean Scale Score	382.6	401.5	421.2	415.5
% Advanced	29%	53%	60%	58%
% Proficient	57%	27%	35%	29%
% Proficient or Advanced	86%	80%	95%	87%
% Basic	5%	13%	5%	13%
% Below Basic	10%	7%	0%	0%
% Far Below Basic	0%	0%	0%	0%

San Andreas	2011	2012	2013	2014
Students Tested	6	6	9	3
Students with Scores	6	6	9	3
Mean Scale Score	*	*	*	*
% Advanced	*	*	*	*
% Proficient	*	*	*	*
% Basic	*	*	*	*
% Below Basic	*	*	*	*
% Far Below Basic	*	*	*	*

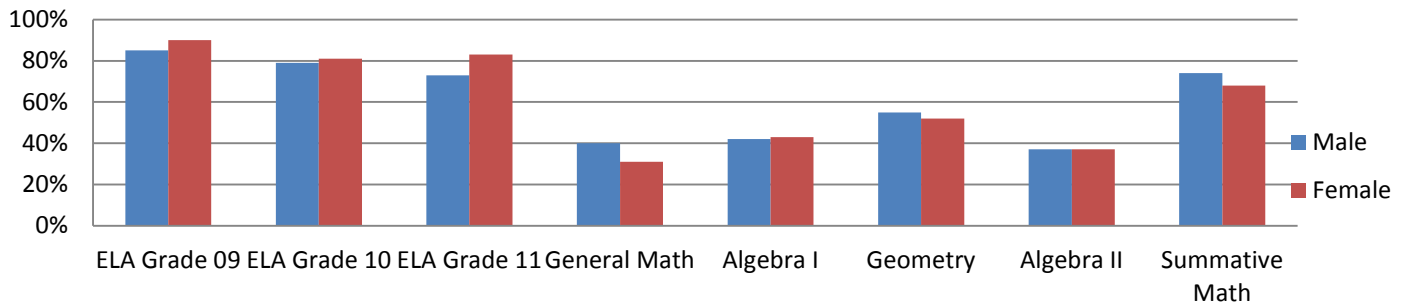
* Less than 10 students -No results available

Tamalpais Union High School District
CST Subgroups 2013 ELA and Mathematics Data

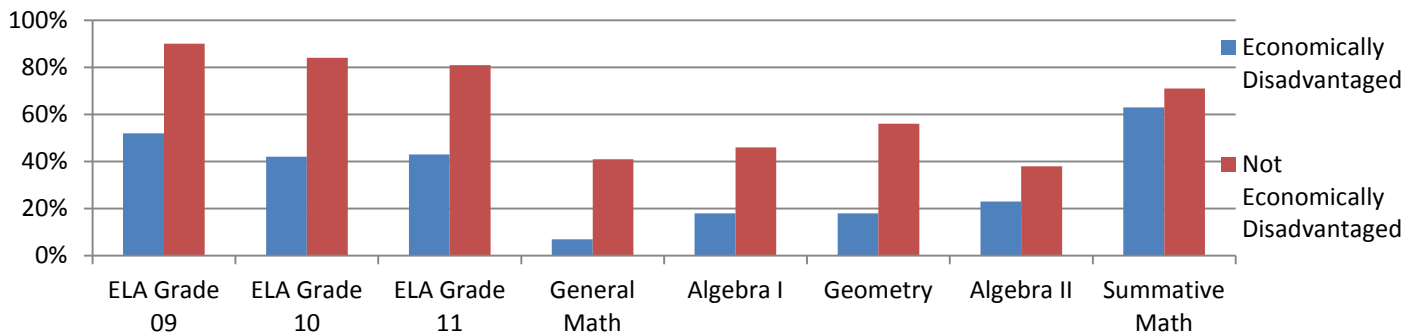
	ELA Grade 09	ELA Grade 10	ELA Grade 11	General Math	Algebra I	Geometry	Algebra II	Summative Math
Male	85%	79%	73%	40%	42%	55%	37%	74%
Female	90%	81%	83%	31%	43%	52%	37%	68%
Economically Disadvantaged	52%	42%	43%	7%	18%	18%	23%	63%
Not Economically Disadvantaged	90%	84%	81%	41%	46%	56%	38%	71%
African-American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

Percent "Proficient" or "Advanced"

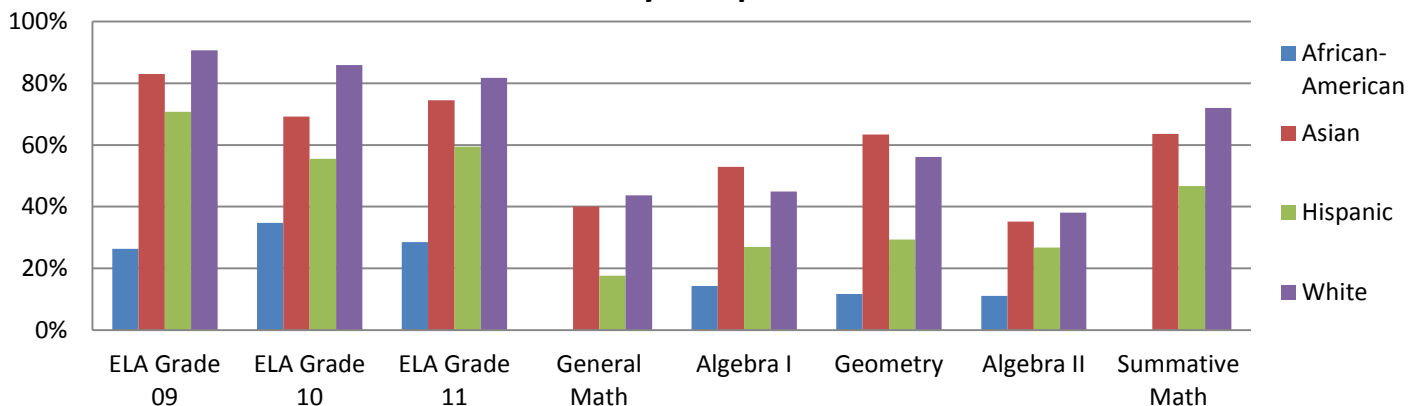
Gender Comparison



Economic Status Comparison



Ethnicity Comparison

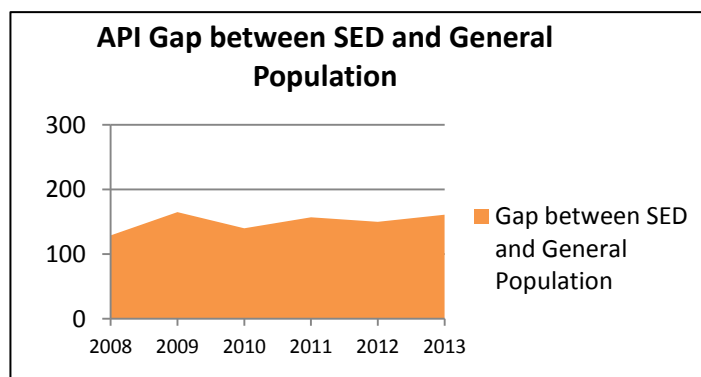
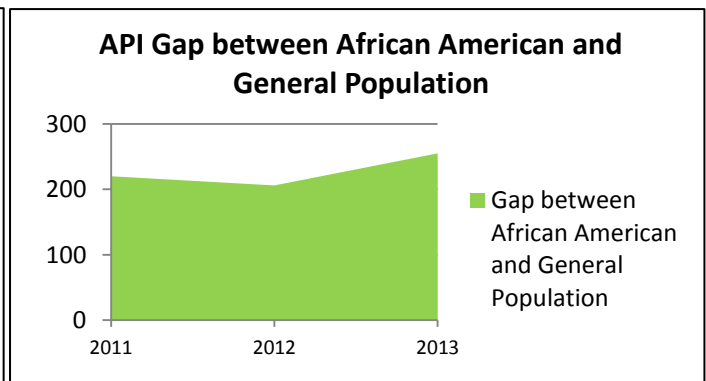
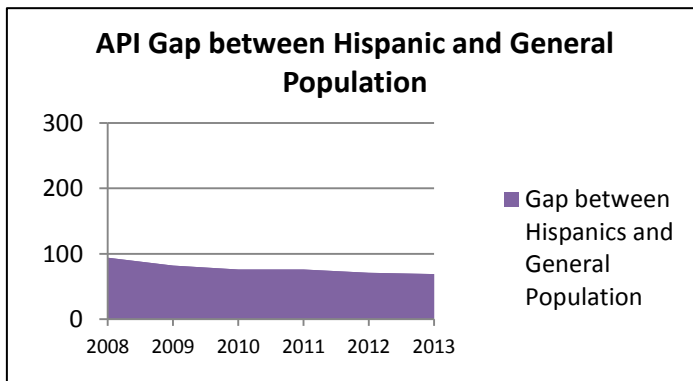
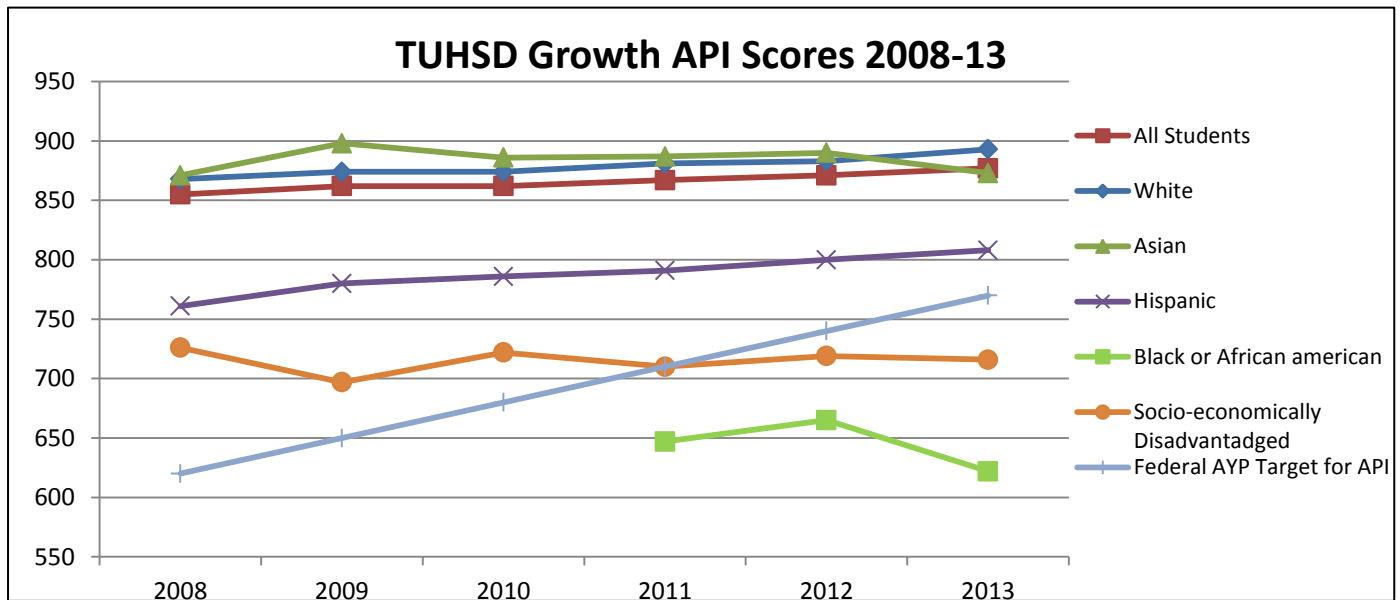


Tamalpais Union High School District

2008-2013 Academic Performance Index (API) Growth Scores

	2008	2009	2010	2011	2012	2013
All Students	855	862	862	867	871	877
White	868	874	874	881	883	893
Asian	871	898	886	887	890	873
Hispanic	761	780	786	791	800	808
Black or African american				647	665	622
Socio-economically Disadvantaged	726	697	722	710	719	716
Federal AYP Target for API	620	650	680	710	740	770

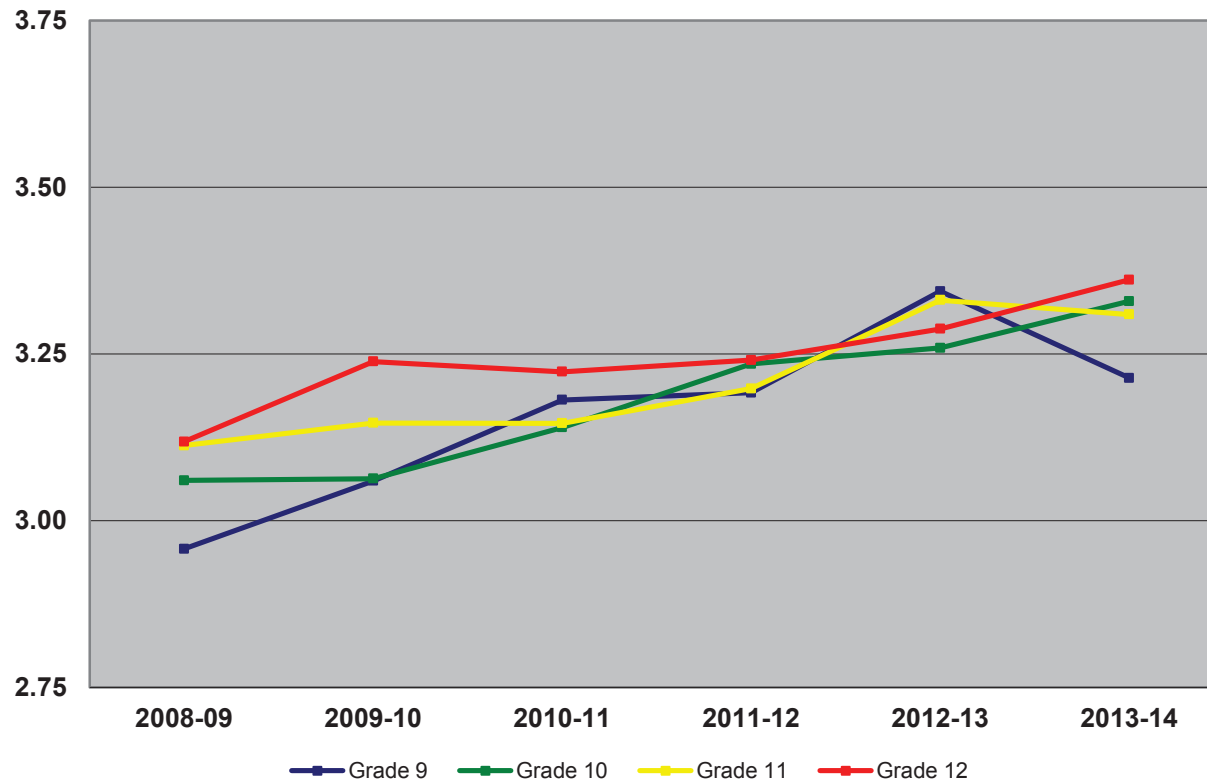
	2008	2009	2010	2011	2012	2013
Gap between Hispanics and General Population	94	82	76	76	71	69
Gap between African American and General Population				220	206	255
Gap between SED and General Population	129	165	140	157	150	161



**Tamalpais Union High School District
2009-14 Overall Academic Grade Point Averages**

	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Grade 9	2.96	3.06	3.18	3.19	3.34	3.21
Grade 10	3.06	3.06	3.14	3.24	3.26	3.33
Grade 11	3.11	3.15	3.15	3.20	3.33	3.31
Grade 12	3.12	3.24	3.22	3.24	3.29	3.36
All Grades	3.06	3.13	3.17	3.22	3.31	3.30

Tam District 2009-14 Grade Point Averages



Source: Tamalpais Union High School District
ESchoolPLUS Student System

**Tamalpais Union High School District
Department Grade Distributions 2013-14 by Rank Order**

Tamalpais Union High School District

	N	Average GPA	% A	% B	% C	% D	% F
Fine Arts	5,382	3.70	77%	17%	4%	1%	1%
Physical Education	4,238	3.68	78%	15%	5%	1%	1%
Applied Technology	1,668	3.63	73%	19%	6%	1%	0%
World Language	5,157	3.38	54%	32%	11%	2%	1%
English	8,512	3.21	46%	34%	15%	3%	1%
Science	8,712	3.18	44%	35%	16%	4%	1%
Social Studies	8,856	3.18	45%	35%	15%	4%	1%
Mathematics	7,815	2.94	35%	35%	23%	6%	2%

Sir Francis Drake High School

	N	Average GPA	% A	% B	% C	% D	% F
Physical Education	1,073	3.78	82%	14%	3%	1%	0%
Applied Technology	522	3.59	66%	28%	5%	0%	0%
Fine Arts	1,302	3.55	68%	24%	6%	1%	1%
World Language	1,304	3.27	47%	36%	13%	3%	1%
English	2,023	3.09	43%	32%	18%	5%	2%
Social Studies	2,096	3.07	43%	33%	16%	7%	2%
Science	1,967	3.03	38%	35%	21%	5%	1%
Mathematics	1,882	2.93	32%	36%	24%	6%	1%

Redwood High School

	N	Average GPA	% A	% B	% C	% D	% F
Physical Education	1,729	3.76	82%	14%	4%	1%	0%
Fine Arts	2,230	3.75	81%	14%	3%	1%	0%
Applied Technology	569	3.68	77%	15%	6%	2%	0%
World Language	2,198	3.40	56%	31%	11%	2%	0%
English	3,414	3.26	48%	35%	13%	3%	1%
Science	3,601	3.19	44%	36%	16%	3%	1%
Social Studies	3,494	3.17	43%	36%	16%	3%	1%
Mathematics	3,210	2.92	32%	37%	23%	6%	2%

Tamalpais High School

	N	Average GPA	% A	% B	% C	% D	% F
Fine Arts	1,765	3.75	82%	14%	3%	1%	1%
Applied Technology	506	3.69	78%	15%	5%	2%	0%
Physical Education	1,383	3.49	69%	19%	8%	2%	2%
World Language	1,606	3.44	58%	32%	9%	1%	1%
Science	2,989	3.29	50%	34%	12%	3%	1%
Social Studies	2,844	3.26	50%	33%	13%	3%	1%
English	2,649	3.25	48%	34%	14%	3%	1%
Mathematics	2,387	2.99	40%	31%	20%	7%	3%

San Andreas High School

	N	Average GPA	% A	% B	% C	% D	% F
Fine Arts	65	3.15	32%	51%	17%	0%	0%
Applied Technology	19	3.11	37%	37%	26%	0%	0%
Social Studies	188	3.07	27%	55%	18%	1%	0%
Mathematics	97	2.93	33%	36%	22%	9%	0%
English	203	2.89	28%	33%	38%	0%	0%
Science	58	2.71	17%	43%	33%	7%	0%

Tamiscal High School

	N	Average GPA	% A	% B	% C	% D	% F
Physical Education	53	3.96	96%	4%	0%	0%	0%
World Language	49	3.65	76%	18%	4%	0%	2%
Fine Arts	20	3.65	65%	35%	0%	0%	0%
Social Studies	234	3.21	43%	40%	12%	3%	1%
English	223	3.18	42%	39%	14%	4%	0%
Applied Technology	52	3.17	56%	19%	15%	6%	4%
Science	97	3.02	31%	42%	25%	2%	0%
Mathematics	239	2.97	35%	35%	25%	4%	1%

Tamalpais Union High School District Graduation Rates by Academic Year

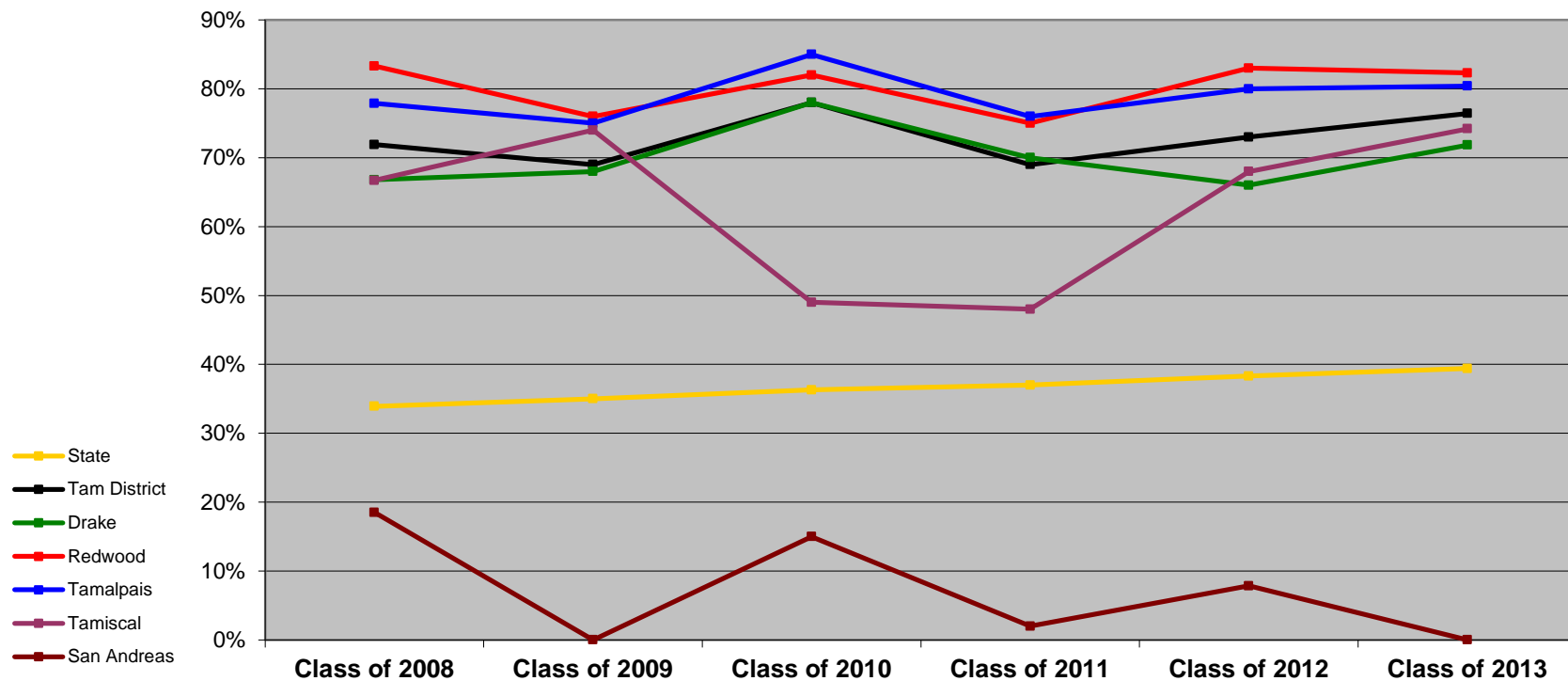
	Class of 2008	Class of 2009	Class of 2010	Class of 2011	Class of 2012	Class of 2013
California	80.2%	80.6%	80.5%	76.7%	78.9%	80.2%
Marin County	94.6%	94.3%	94.0%	90.9%	90.2%	91.4%
District	98.1%	97.2%	97.8%	97.6%	97.2%	96.9%
Drake High School	98.9%	95.8%	100.0%	98.8%	99.2%	97.1%
Redwood High School	99.1%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



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

	Class of 2008		Class of 2009		Class of 2010		Class of 2011		Class of 2012		Class of 2013	
	N	Percent	N	Percent	N	Percent	N	Percent	N	Percent	N	Percent
State	127,594	34%	135,379	35%	147,071	36%	164,598	37%	160,494	38%	166,521	39.40%
Tam District	681	72%	655	69%	727	78%	629	69%	674	73%	733	76%
Sir Francis Drake High School	175	67%	156	68%	182	78%	171	70%	159	66%	171	72%
Redwood High School	289	83%	260	76%	285	82%	278	75%	264	83%	303	82%
Tamalpais High School	173	78%	214	75%	236	85%	166	76%	232	80%	236	80%
Tamiscal High School	32	67%	25	74%	18	49%	13	48%	15	68%	23	74%
San Andreas High School	12	19%	0	0%	6	15%	1	2%	4	8%	0	0%

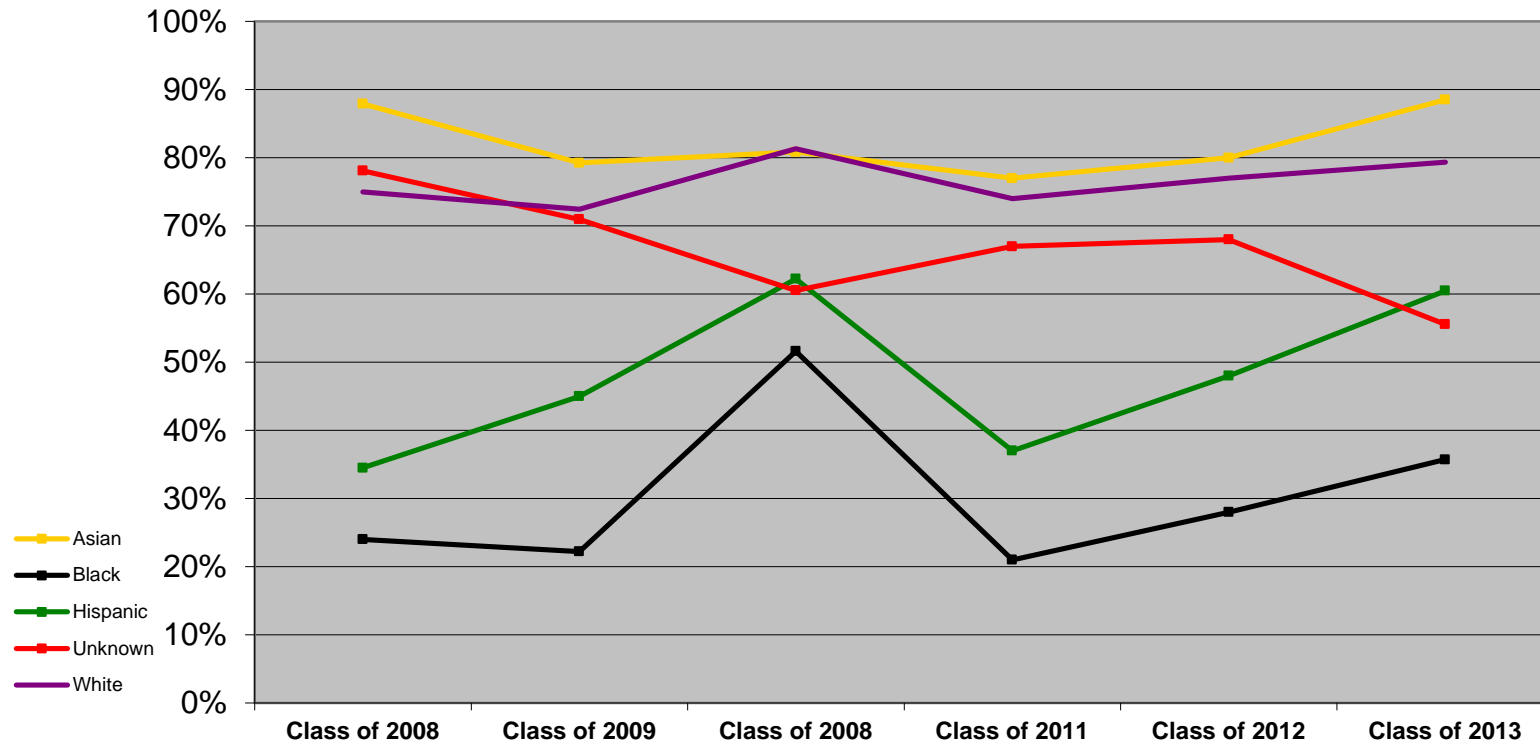
Class of 2008-13 Meeting UC/CSU a-g Requirements



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

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

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



Correlation between Mathematics Placement and College Readiness

Students starting in Algebra P1-P2

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

Students starting in Algebra P3-P4

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

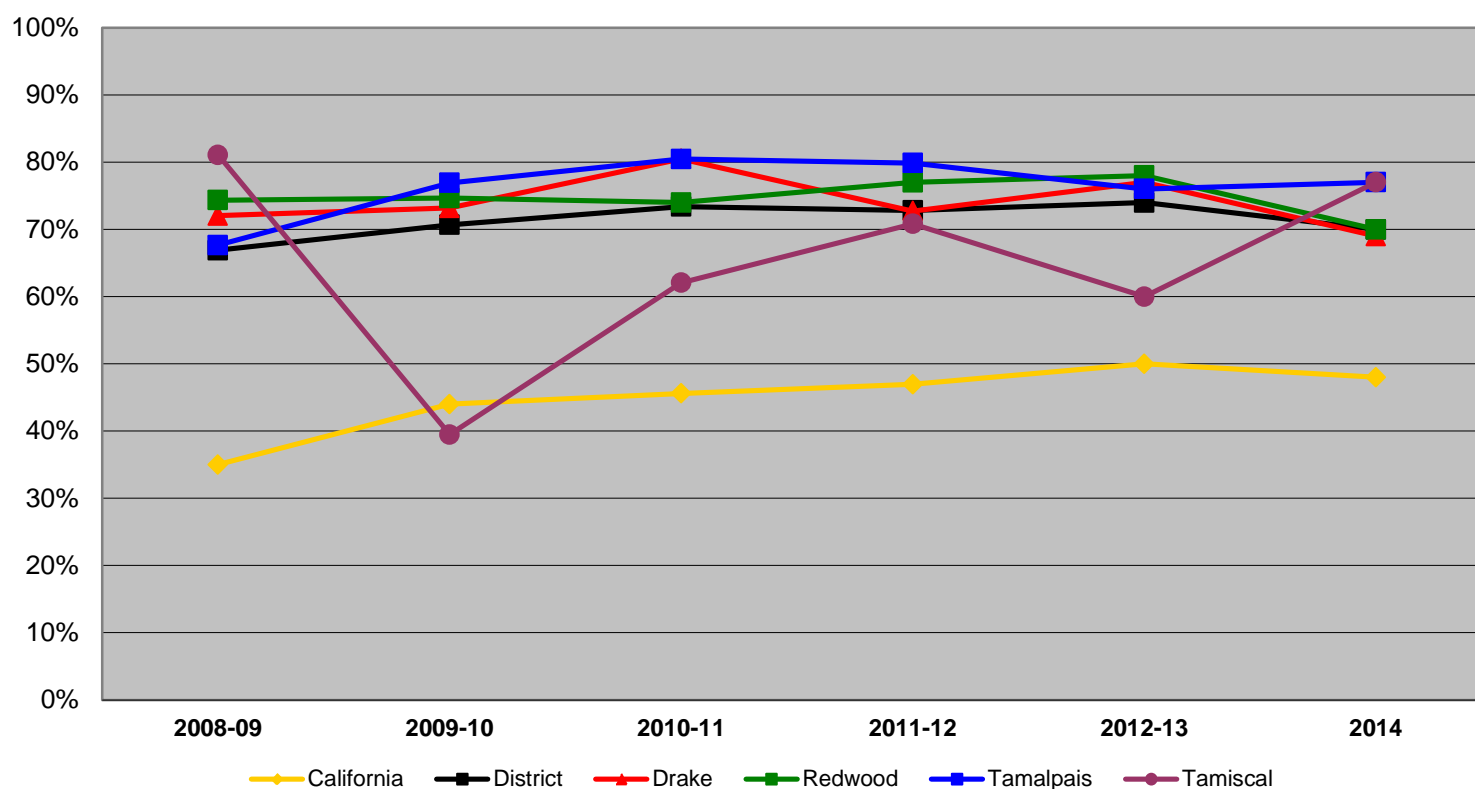
Students Starting in Geometry

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

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

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

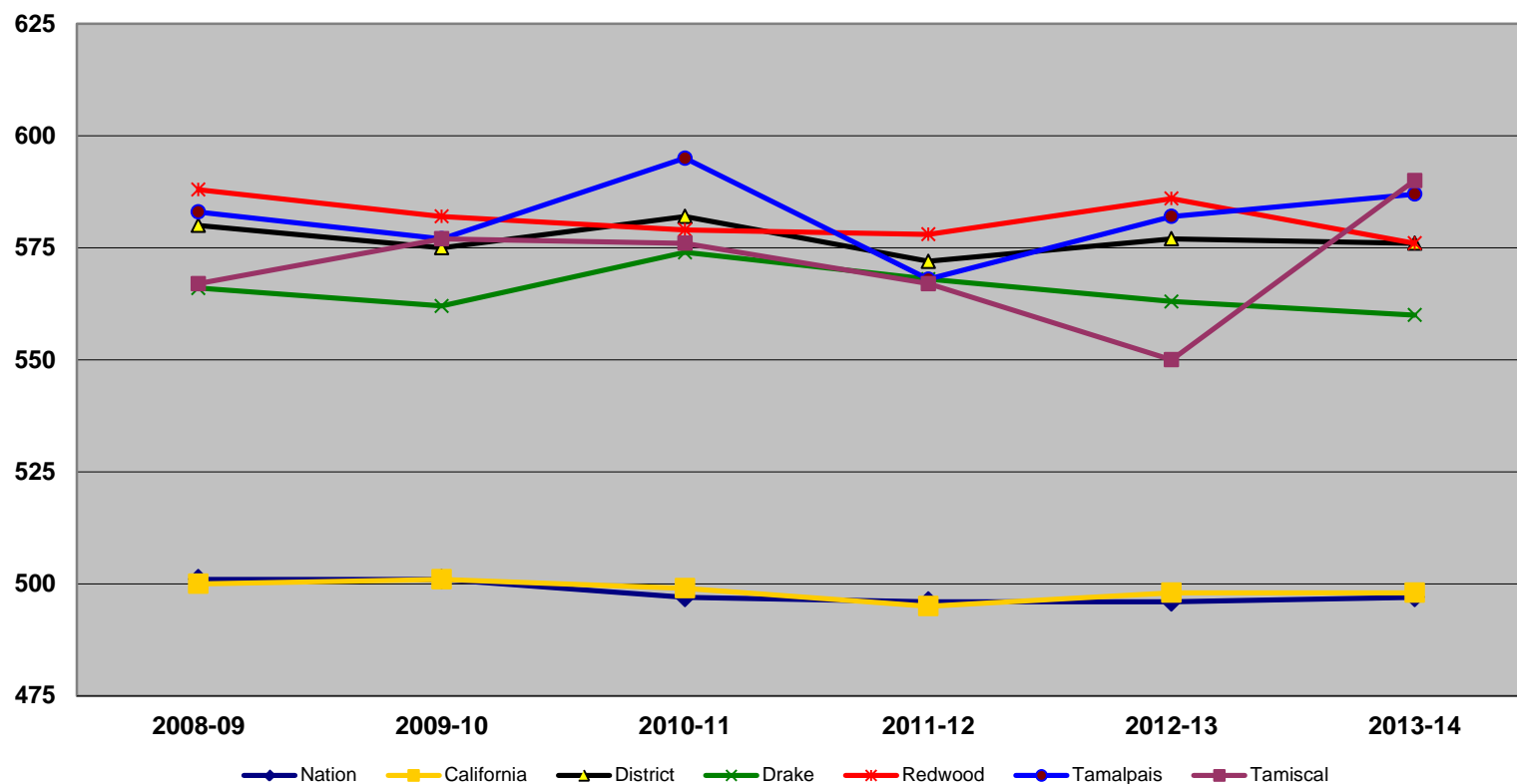
Percent of Seniors who took the SAT during High School



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

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

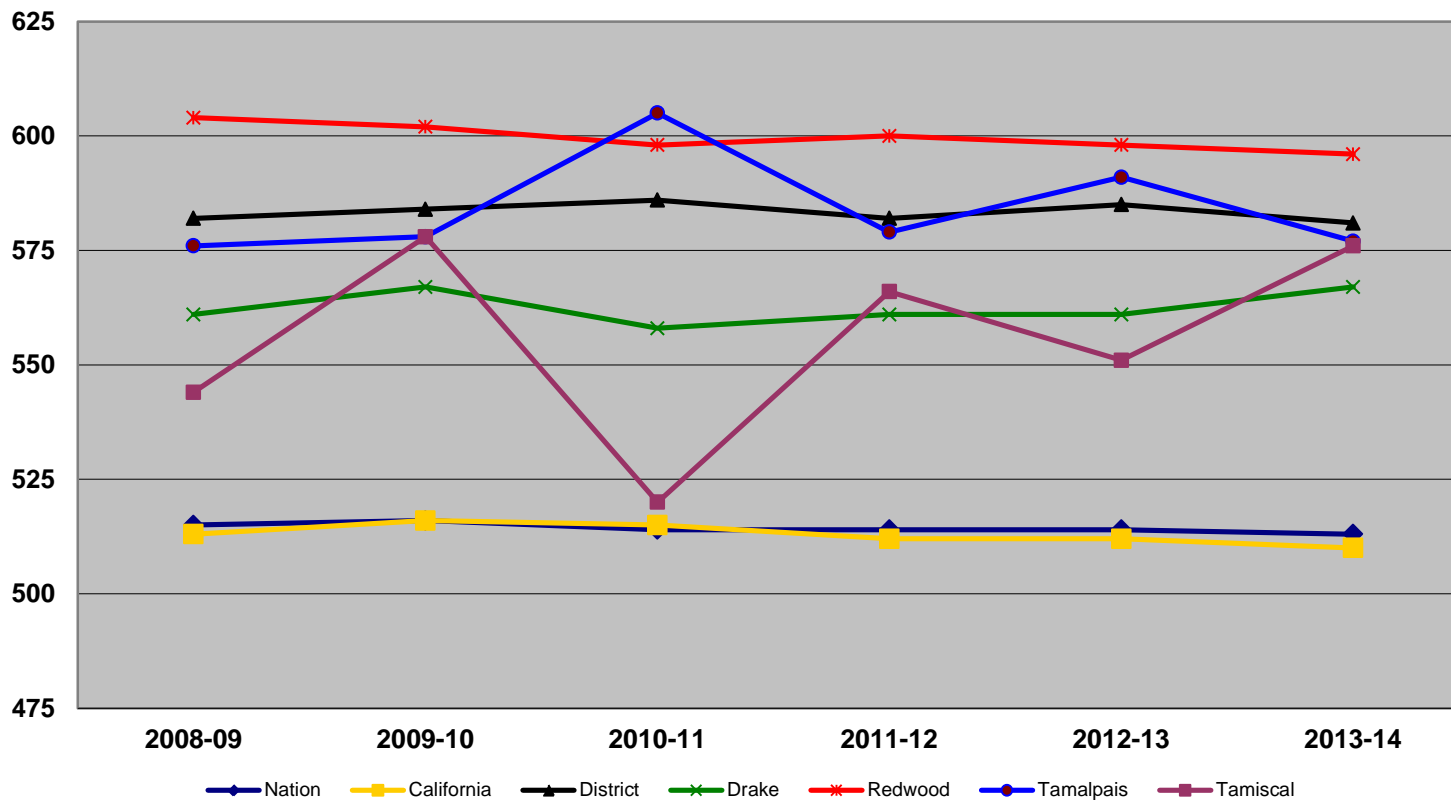
SAT Reasoning Critical Reading



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

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

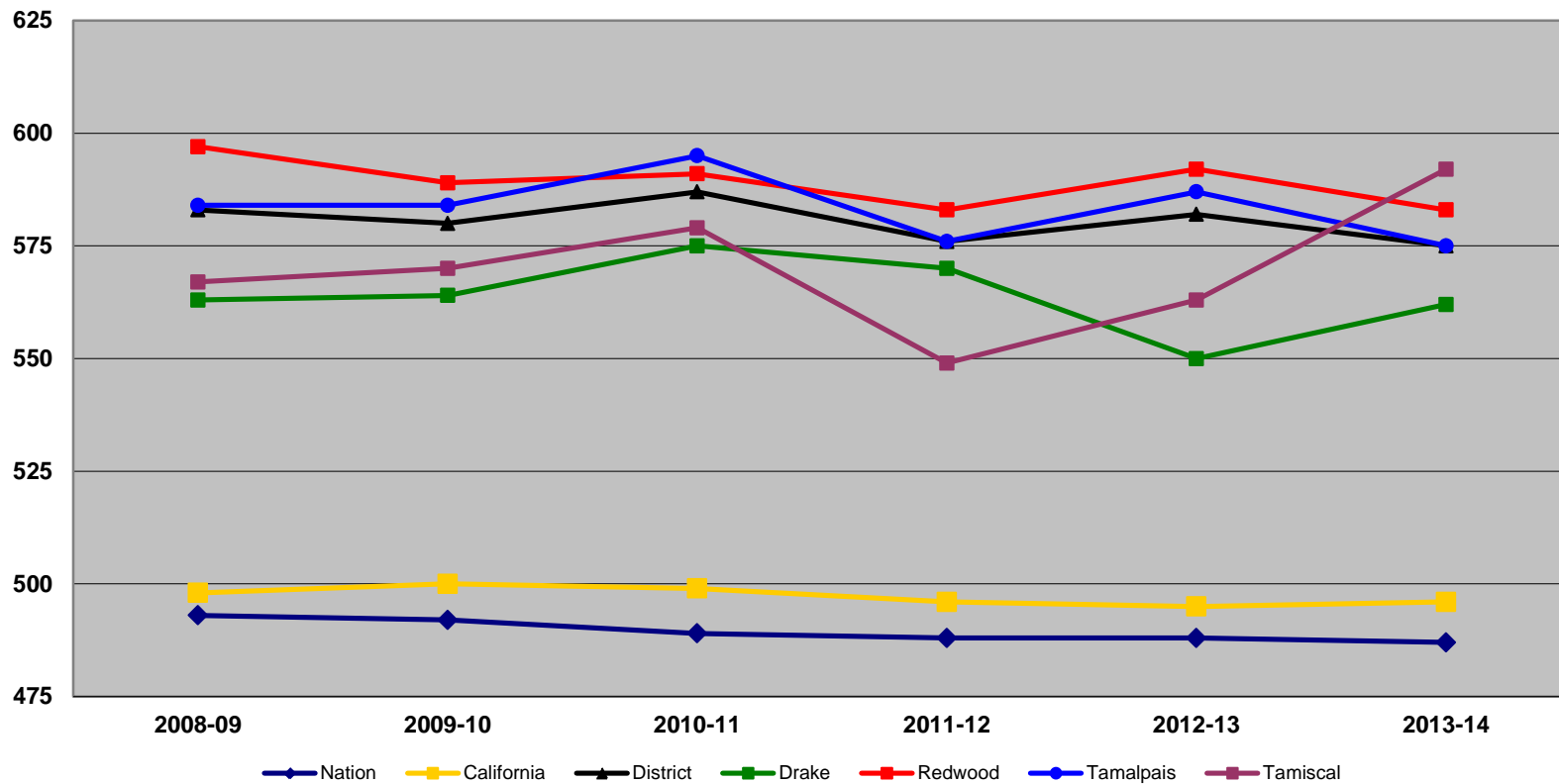
SAT Reasoning Mathematics



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

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

SAT Reasoning Writing

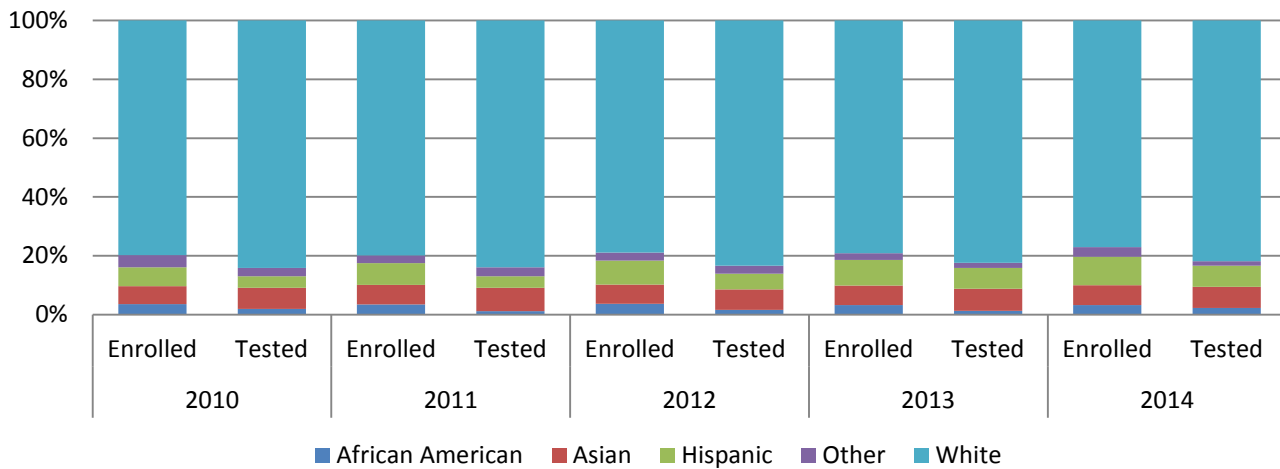


Tamalpais Union High School District - SAT 2010-2014

SAT Participation Rates By Ethnicity

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

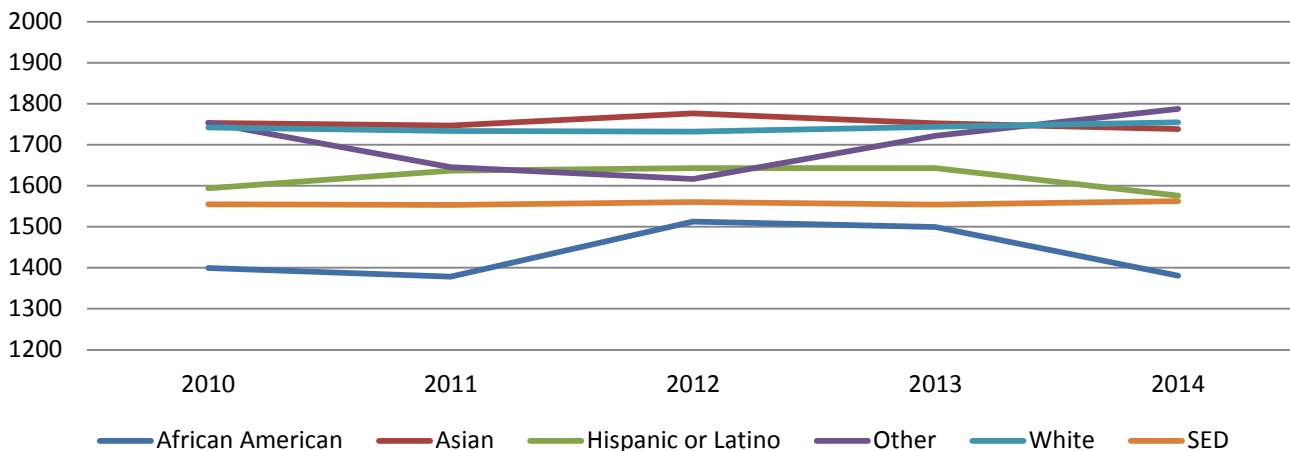
SAT Participation by Ethnicity



SAT Average Total Score

Ethnicity	2010	2011	2012	2013	2014
African American	1399	1378	1513	1499	1380
Asian	1754	1747	1777	1752	1738
Hispanic or Latino	1594	1637	1643	1643	1576
Other	1754	1646	1617	1722	1788
White	1742	1734	1732	1744	1755
SED	1555	1553	1560	1554	1563

SAT Average Total Score



Tamalpais Union High School District
SAT Reasoning By Gender 2009-2014

SAT Critical Reading Mean Scores

	2008-09		2009-10		2010-11		2011-12		2012-13		2013-14	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Nation	503	498	503	498	500	495	498	493	499	494	499	495
California	506	496	507	496	505	494	502	490	504	492	505	492
District	580	580	578	573	586	578	576	569	576	579	575	577
Drake	559	575	554	568	574	574	581	557	557	568	555	565
Redwood	588	587	587	577	588	573	579	577	579	592	578	574
Tamalpais	589	577	584	571	596	594	565	569	587	576	588	586
Tamiscal	563	569	560	591	611	553	550	576	na	531	na	604

SAT Mathematics Mean Scores

	2008-09		2009-10		2010-11		2011-12		2012-13		2013-14	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Nation	534	499	534	500	531	500	532	499	531	499	530	499
California	536	495	539	497	536	498	535	493	534	494	532	492
District	600	564	600	571	601	572	592	573	601	568	594	568
Drake	572	548	574	562	573	543	580	542	574	547	574	560
Redwood	620	588	621	583	624	577	606	596	611	583	612	577
Tamalpais	604	553	594	563	608	603	589	571	610	571	589	564
Tamiscal	561	536	564	590	547	503	535	584	na	529	na	581

SAT Writing Mean Scores

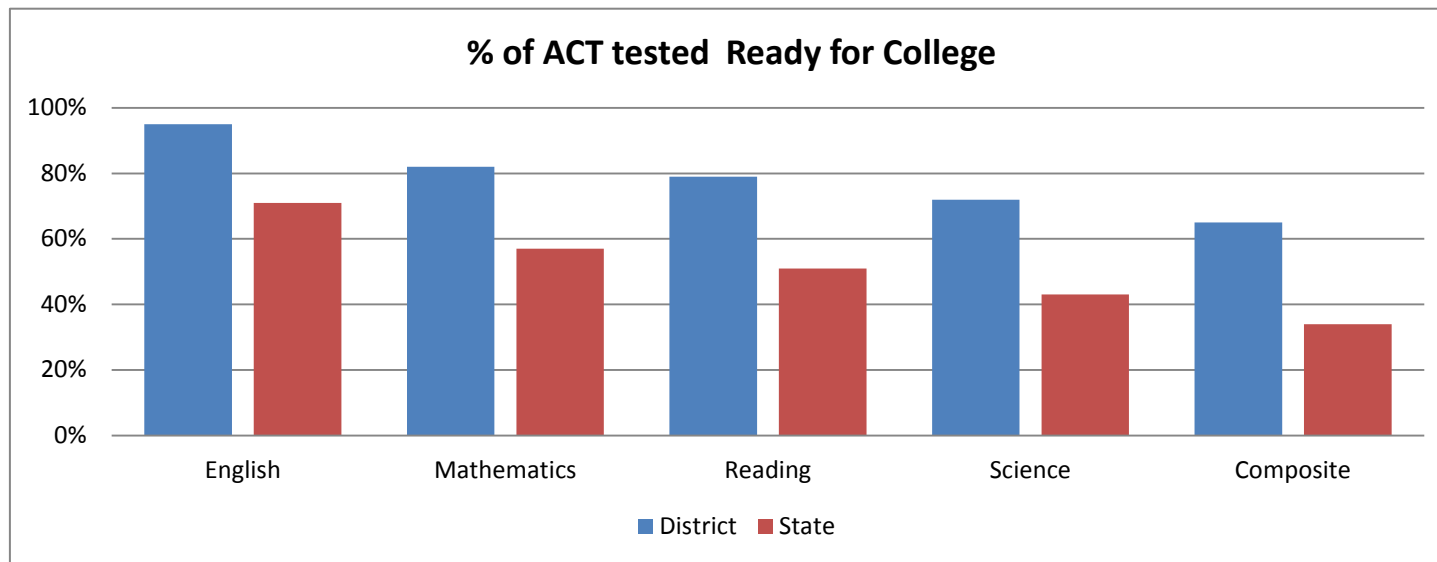
	2008-09		2009-10		2010-11		2011-12		2012-13		2013-14	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Nation	486	499	486	498	482	496	481	494	482	493	481	492
California	495	501	498	502	496	502	494	498	494	495	494	497
District	577	588	570	589	580	593	561	589	570	594	568	582
Drake	550	578	538	582	568	582	566	573	546	580	550	573
Redwood	589	605	584	594	585	596	567	597	576	608	580	587
Tamalpais	590	579	577	591	586	604	556	591	581	593	568	583
Tamiscal	543	579	554	584	599	567	478	588	na	557	na	604

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
2010	375	90371	26.3	21.7	26.2	22.9	26.1	22.3	24.6	21.5	25.9	22.2
2011	335	99002	26.7	21.6	26.4	22.7	26.3	22.0	24.9	21.4	26.2	22.1
2012	364	103024	26.1	21.6	26.2	22.8	26.0	22.1	24.8	21.5	25.9	22.1
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

Percent of ACT -Tested Students Ready for College-Level Coursework

	English	Mathematics	Reading	Science	Composite
District	95%	82%	79%	72%	65%
State	71%	57%	51%	43%	34%



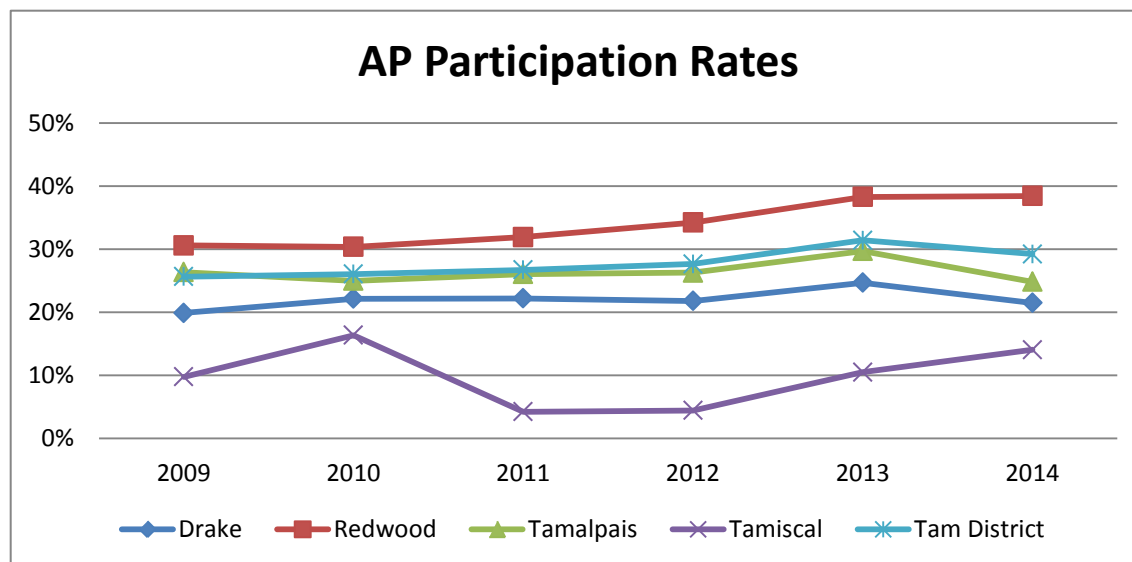
Tamalpais Union High School District

Total Number of Students Taking the AP Tests

	2009	2010	2011	2012	2013	2014
Drake High School	202	232	227	213	243	210
Redwood High School	428	441	465	499	587	616
Tamalpais High School	287	278	304	325	366	319
Tamiscal High School	11	16	4	4	9	15
Tam District	928	967	1,000	1,041	1,205	1,160

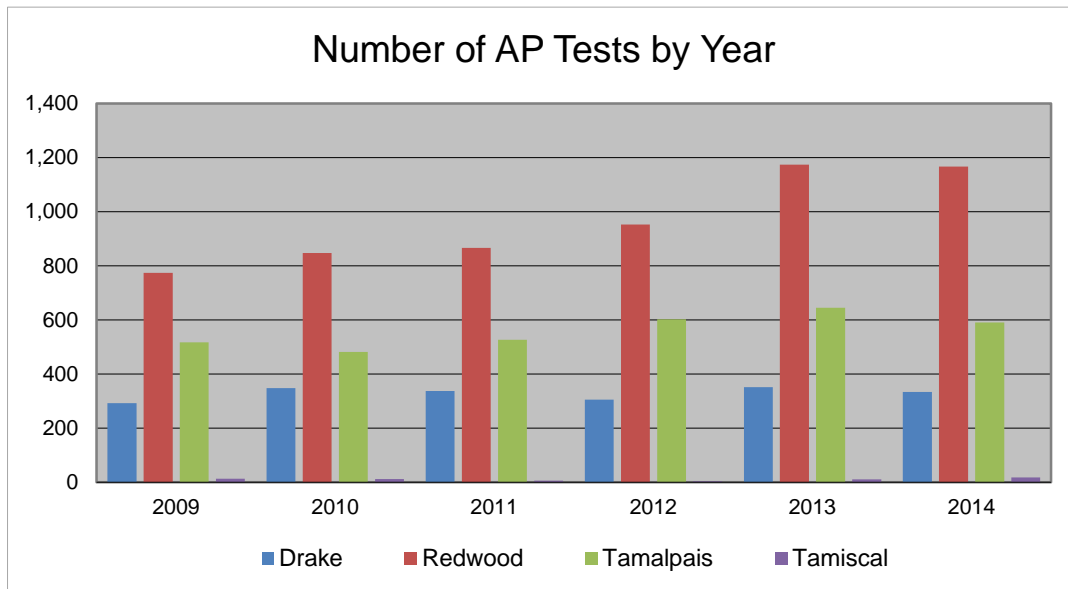
Percent of Students Taking the AP Tests

	2009	2010	2011	2012	2013	2014
Drake	20%	22%	22%	22%	25%	21%
Redwood	31%	30%	32%	34%	38%	38%
Tamalpais	26%	25%	26%	26%	30%	25%
Tamiscal	10%	16%	4%	4%	10%	14%
Tam District	26%	26%	27%	28%	31%	29%



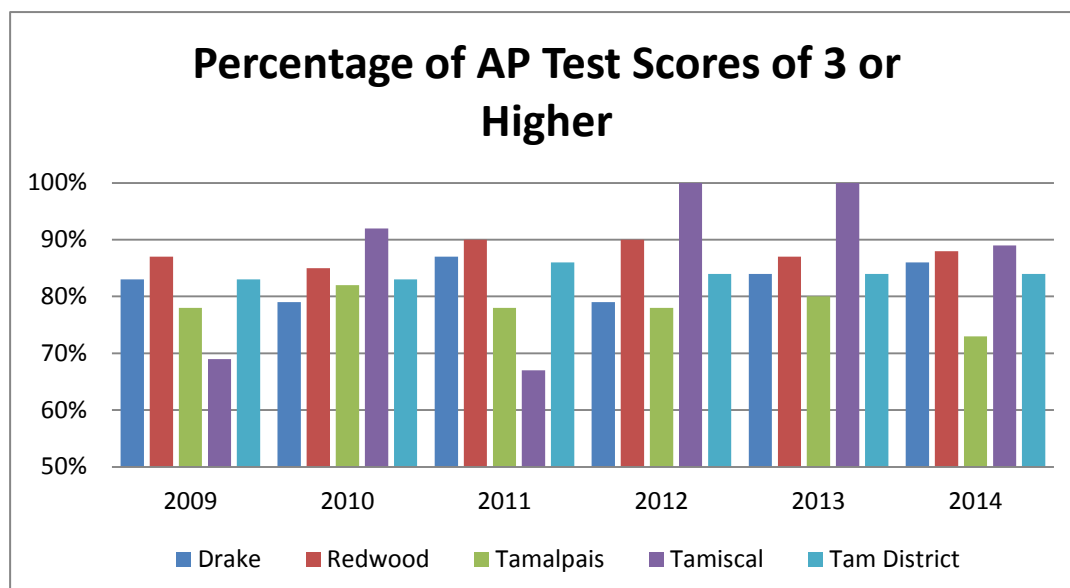
Total Number of AP Tests Taken

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



Percentage of AP Test Scores of 3 or Higher

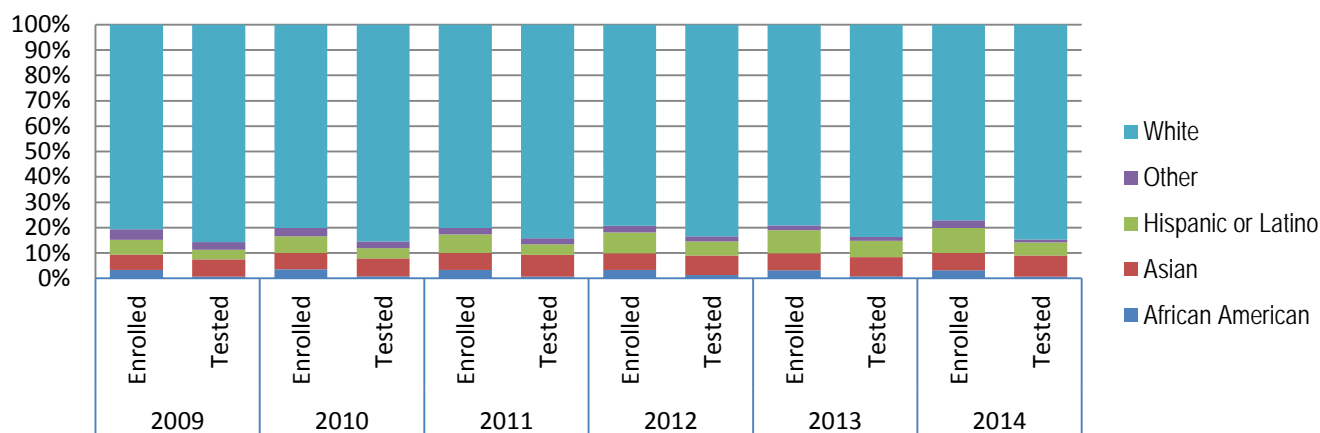
	2009	2010	2011	2012	2013	2014
Drake	83%	79%	87%	79%	84%	86%
Redwood	87%	85%	90%	90%	87%	88%
Tamalpais	78%	82%	78%	78%	80%	73%
Tamiscal	69%	92%	67%	100%	100%	89%
Tam District	83%	83%	86%	84%	84%	84%



Tamalpais Union High School District - Advanced Placement 2009-2014

Ethnicity	2009		2010		2011		2012		2013		2014	
	Enrolled	Tested	Enrolled	Tested	Enrolled	Tested	Enrolled	Tested	Enrolled	Tested	Enrolled	Tested
African American	3%	1%	4%	1%	3%	1%	3%	1%	3%	1%	3%	1%
Asian	6%	7%	6%	7%	7%	8%	7%	8%	7%	8%	7%	8%
Hispanic or Latino	6%	4%	7%	4%	7%	4%	8%	6%	9%	6%	10%	5%
Other	4%	3%	3%	3%	3%	2%	3%	2%	2%	1%	3%	1%
White	81%	86%	80%	86%	80%	84%	79%	83%	79%	84%	77%	85%
District Totals	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
SED	5%	2%	8%	2%	9%	3%	10%	3%	9%	4%	7%	2%

AP Participation Rates by Ethnicity



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

AP Passing Rates 2009-2014



StudentTracker for High Schools

Aggregate Report

TAMALPAIS UNION HIGH SCHOOL DISTRICT

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

Effective Date = November 14, 2013

Class of	2007	2008	2009	2010	2011	2012	2013
Total in the Class	955	938	955	938	903	925	955
Total Enrolled	79%	78%	78%	84%	79%	81%	80%
Total in Public	60%	59%	59%	63%	59%	58%	59%
Total in Private	19%	18%	19%	21%	20%	23%	22%
Total in 4-Year	58%	60%	56%	62%	55%	58%	60%
Total in 2-Year	22%	18%	22%	22%	25%	23%	21%
Total In-State	58%	54%	54%	56%	51%	52%	50%
Total Out-of-State	22%	24%	24%	28%	29%	29%	30%

High School Graduates of Class 2007 with a College Degree

Effective Date = November 14, 2013

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

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

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

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

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

CALIFORNIA HEALTHY KIDS SURVEY



Tamalpais Union High Secondary 2013-2014 Main Report

This report was prepared by WestEd, a research, development, and service agency, in collaboration with Duerr Evaluation Resources, under contract from the California Department of Education Coordinated School Health and Safety Office. For contract information, contact:

Hilva Chan
California Department of Education
Coordinated School Health and Safety Office
1430 N Street
Sacramento, CA 95814
hchan@cde.ca.gov

Recommended citation:

Tamalpais Union High School District. *California Healthy Kids Survey, 2013-14: Main Report*. San Francisco: WestEd Health & Human Development Program for the California Department of Education.

Date prepared: 14 Sep 2014
CDS code: 21654820000000

PREFACE

This report provides the detailed results for each question from this school/districts 2013–14 *California Healthy Kids Survey* (CHKS), presented in tables organized by topic. This year, the content of the survey was significantly revised to enhance the value of its data for guiding school improvement efforts and developing and monitoring the newly-required Local Control and Accountability Plan (LCAP), particularly in regard to the state priorities of enhancing school climate, pupil engagement, and parent involvement.

To help in understanding and interpreting these results, the *CHKS Guidebook* to survey content discusses the significance of each question.¹ Several other tools to help in data use are also available, as described below. For additional information and resources, visit the survey website: chks.wested.org.

The CHKS, along with its two companion surveys — *California School Climate Survey* (CSCS) for staff and the *California School Parent Survey* (CSPS) is a service of the California Department of Education (CDE). These three surveys form the *California School Climate, Health, and Learning Surveys* (*Cal-SCHLS*), the largest, most comprehensive effort in the nation to assess students, staff, and parents at the local level on a regular basis to provide key data on school climate, learning supports and barriers, stakeholder engagement; as well as overall youth development, health, and well-being.

The results of this student survey should be compared to those obtained from school staff and parent surveys. It is important to determine how consistent are student, staff, and parent perceptions and experiences. Appendix 5 of *Workbook for Improving School Climate* provides a crosswalk between student, staff, and parent survey questions to facilitate this comparison.²

SURVEY PURPOSE

The California Department of Education (CDE) has funded the CHKS since 1997 to provide data that would assist schools in: (1) fostering positive school climates and engagement in learning; (2) preventing youth health-risk behaviors and other barriers to academic achievement; and (3) promoting positive youth development, resilience, and well-being. A thorough understanding of the scope and nature of youth behaviors, attitudes, and learning conditions is essential to guide school improvement efforts and to also develop effective prevention, health, and youth development programs. These surveys grew out of CDE's commitment to helping schools promote the successful cognitive, social, and emotional development of all students and create more positive, engaging school environments for students, staff, and parents.

SURVEY CONTENT OVERVIEW

The secondary-school CHKS consists of a required general Core Module and a series of optional, supplementary topic-focused modules that districts can elect to administer. Districts may also add their own questions of local interest in a custom module. Table A1.1 indicates the modules administered by the district.

The Core Module consists of a broad range of key questions, identified by an expert advisory committee, that are considered most important for schools to administer to guide improvement of academic, health, and prevention programs and the promotion of student achievement, positive development, and well-

¹ *Guidebook to the California Healthy Kids Survey, Part II: Survey Content* (chks.wested.org/training_support)

² See californias3.wested.org/resources/schoolclimateworkbook-2ndedition_final.pdf.

being.³ The primary focus of the Core Module is assessing student perceptions and experiences related to school climate and engagement, learning supports, and health-related, non-academic learning barriers (e.g., substance use, bullying and violence, and poor physical and mental health). To further support school improvement efforts and the LCAP, a supplementary School Climate Module is also available.

School-Related Core Content

The great majority of all questions on the CHKS Core are school-specific. The survey provides self-reported data on:

- Student grades, truancy, reasons for missing school, learning motivation, and school connectedness, as indicators of engagement;
- The levels of students' three fundamental developmental supports (protective factors) that promote positive academic, social, and emotional outcomes: experiences of caring adult relationships, high expectations, and opportunities for meaningful participation at school;
- Perceived safety and the frequency of, type, and reasons for, harassment and bullying at school; and
- Levels of violence, substance use, and crime-related behavior (e.g., weapons possession) at school.

Supplementary School Climate Module

A supplementary School Climate Module provides additional data on student academic mindset, school academic supports, discipline/order, supports for social-emotional learning, bullying prevention and positive peer relationships, respect for diversity, and the quality of the physical environment. A companion Learning Conditions module can be added to the staff survey to compare their perceptions on the same constructs. Download: chks.wested.org/administer/supplemental1#clim.

Closing the Achievement Gap

Several tables are useful for helping districts identify and address student needs related to closing the state's persistent racial/ethnic achievement gap. On the CHKS, students are asked to indicate their racial/ethnic identity and to report whether they have experienced harassment because of their race/ethnicity. Summary tables provide key findings (e.g., harassment, developmental supports, school connectedness) disaggregated by race/ethnic categories. A supplementary module is available that assesses student attitudes and experiences related to equity, diversity, cultural sensitivity, and respect. Schools can request supplementary reports disaggregating all their CHKS results by the race/ethnicity of students.

SURVEY ADMINISTRATION AND SAMPLING

School staff administered the survey, following detailed instructions provided by CDE that were designed to assure the protection of all student and parental rights to privacy and to maintain confidentiality. Students were surveyed only with the consent of parents or guardians. Each student's participation was voluntary, anonymous, and confidential. Table A1.2 gives the target sample of students and the final number and percent of students who completed the survey (the participation response rate).

³ *Guidebook to the California Healthy Kids Survey, Part I: Administration* (chks.wested.org/training_support) provides detailed information about the content of all of the survey modules. The modules themselves can be downloaded from chks.wested.org/administer/download.

THE REPORT

The tables in the Main Report, organized by topic, provide the percentages responding to each question response option by grade level. Because it is just as important to identify the positive behaviors of youth as it is to identify the risks they face, the tables reporting risk-behavior data include the percentages of youth who responded negatively (did not engage in the behavior).

UNDERSTANDING AND USING THE DATA

Several guides, workshops, and other aids are available to help you understand and use the survey results. These are described and made available on the survey website. Three are particularly important:

- To help in understanding and interpreting these results, *Guidebook to the California Healthy Kids Survey, Part II: Survey Content* (chks.wested.org/training_support) provides a detailed explanation of each question and its significance (why it was asked) and the potential implications of the results for programs.
- The *Guidebook to the California Healthy Kids Survey, Part III: Data Use and Dissemination* (chks.wested.org/training_support) provides a step-by-step process for reviewing, analyzing, and disseminating survey results as part of a data-driven decision-making process for program improvement. Free call-in data use workshops are offered as well.
- The *Workbook for Improving School Climate and Closing the Achievement Gap* provides a practical guide to using the data in the framework of improving academic achievement and well-being among all students and closing the achievement gap. It provides examples of how to use the data to improve practice and policy.⁴

Care must be particularly taken to understand the factors that can impact the quality, validity, and generalizability of the results, such as changes that occur in survey content, administration, and/or sample characteristics between administrations. The following are a few of the key issues that should be kept in mind. A more detailed discussion of these topics can be found in the *CHKS Data Use and Dissemination Guidebook*.

Sample Characteristics

Among the most important factors affecting the quality of survey results is the level and type of student participation. The validity and representativeness of the results will be adversely affected if the student response rate is lower than 60%. One indication of the survey's representativeness is how accurately the sample reflects the gender and ethnic composition of the district's student enrollment. Even if the response rate is low, the results provide an indication of what those students who did respond felt about the school and their experiences and behavior.

Changes Between Surveys

Many factors besides real changes in behavior, attitudes, or experiences among students may account for changes in results from administration to administration. Changes may be due to differences over time in the characteristics or size of the sample of students who completed the survey, changes in the questions themselves, or differences between time periods in which the survey was administered (e.g., some risk behaviors tend to increase as students age, or may increase after holidays or social events).

⁴The Guidebooks may be downloaded from chks.wested.org/training_support, and the Workbook from chks.wested.org/about/ctag.

NEXT STEPS

Receiving this report is just a beginning step in a data-driven decision-making process. The following actions can be taken to analyze and use the results to support school and program improvement efforts.

Compare with Other Data Sources

CHKS results will be enriched if analyzed in the context of data from the CSCS and other sources, particularly in the context of identifying consistent patterns. Other data typically collected in effectiveness studies of school climate include numbers and kinds of discipline referrals, school demographic information, school vandalism costs, and behavioral observations in classrooms.

Discuss with Students, Staff, and Parents

Discuss the results with both students and staff to explore the meaning of the results in more depth and to obtain their input into how the school might better meet the needs identified. This is especially important because it communicates to students that you value their input into how to improve the school and gives them an opportunity for meaningful participation. This helps improve student perceptions of the developmental supports and opportunities that the school offers and enhances school connectedness. Cal-SCHLS staff can provide information on conducting structured group *Listening to Students* fishbowls designed to explore with students, as staff observe, the meaning of survey results and obtain their input on how to address the needs identified by the survey.

Equally important is communicating the results and your plans for making improvements to parents. This fosters parent involvement and collaboration in addressing the identified needs, and also support for the survey, important for improving student participation rates. The importance and value of this has been made even greater by the parent involvement requirements of the Local Control and Accountability Plan.

ACKNOWLEDGMENTS

The CHKS and this report were developed by WestEd, in collaboration with Duerr Evaluation Resources, under contract from the California Department of Education Coordinated School Health and Safety Office. For more information, call the toll-free helpline at 888.841.7536, or visit the website at chks.wested.org.

Gregory Austin, Ph.D.
WestEd

Tom Herman
Administrator, Coordinated School Health and Safety Office
California Department of Education

1. Introduction

Table A1.1

CHKS Survey Modules Administered

Survey Module	Administered
A. Core (Required)	X
B. AOD (Alcohol and Other Drugs)	
C. Building Healthy Communities (BHC) Module	
D. CalMHSA Module	
E. Closing the Achievement Gap (CTAG) Module	
F. District Afterschool Module (DASM)	
G. Drug Free Communities (DFC) Module	
H. Gang Risk Awareness Module	
I. Military Connected School Module	
J. Physical Health & Nutrition Module	
K. Resilience & Youth Development Module	
L. Safety & Violence Module	
M. School Climate Module	
N. Sexual Behavior Module	
O. Social Emotional Health Module	
P. Tobacco Module	
Z. Custom Questions	X

Table A1.2

Student Sample Characteristics

	Grade 7	Grade 9	Grade 11	NT ^A
<i>Student Sample Size</i>				
Target Sample	–	1,071	869	174
Final Number	–	905	588	68
Average Response Rate	–	85%	68%	39%

Note: ^ANT includes continuation, community day, and other alternative school types

2. Summary of Key Indicators of School Climate and Student Well-Being

Table A2.1

Key Indicators of School Climate and Student Well-Being

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
School Engagement and Supports					
School connectedness (high)	–	67	66	74	A4.4
Academic motivation (high)	–	30	23	27	A4.4
Truant more than a few times [†]	–	4	20	15	A4.2
Caring adult relationships (high)	–	41	50	68	A4.4
High expectations (high)	–	53	57	77	A4.4
Meaningful participation (high)	–	19	21	37	A4.4
School Safety and Substance Use					
School perceived as very safe or safe	–	88	91	95	A5.1
Experienced any harassment or bullying [†]	–	36	27	23	A5.4
Had mean rumors or lies spread about you [†]	–	37	29	18	A5.2
Been afraid of being beaten up [†]	–	8	5	5	A5.3
Been in a physical fight [†]	–	9	7	5	A5.3
Seen a weapon on campus [†]	–	20	13	18	A5.6
Been drunk or “high” on drugs at school, ever	–	9	33	34	A6.10
Mental and Physical Health					
Current alcohol or drug use [‡]	–	33	57	49	A6.5
Current binge drinking [‡]	–	12	38	30	A6.5
Very drunk or “high” 7 or more times	–	13	39	40	A6.7
Current cigarette smoking [‡]	–	5	17	20	A7.4
Experienced chronic sadness/hopelessness [‡]	–	26	34	45	A8.4
Considered suicide [‡]	na	17	20	30	A8.5

Notes: Cells are empty if there are less than 25 respondents.

[†]Past 12 month; [‡]Past 30 days; na—Not asked of middle school students.

3. Demographics

Table A3.1

Age of Sample

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
10 years or younger	–	0	0	1
11 years old	–	0	0	1
12 years old	–	0	0	0
13 years old	–	0	0	0
14 years old	–	45	0	7
15 years old	–	53	1	7
16 years old	–	2	44	38
17 years old	–	0	53	44
18 years old or older	–	0	2	0

Question HS/MS A.3: How old are you?

Note: Cells are empty if there are less than 25 respondents.

Table A3.2

Gender of Sample

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Male	–	51	49	36
Female	–	49	51	64

Question HS/MS A.4: What is your sex?

Note: Cells are empty if there are less than 25 respondents.

Table A3.3

Hispanic or Latino

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	–	88	86	84
Yes	–	12	14	16

Question HS/MS A.6: Are you of Hispanic or Latino origin?

Note: Cells are empty if there are less than 25 respondents.

Table A3.4***Race***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
American Indian or Alaska Native	–	1	1	1
Asian	–	4	5	7
Black or African American	–	2	4	4
Native Hawaiian or Pacific Islander	–	1	1	3
White	–	75	75	62
Mixed (two or more) races	–	16	15	22

Question HS/MS A.7: What is your race?

Note: Cells are empty if there are less than 25 respondents.

Table A3.5***Living Situation***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
A home with one or more parents or guardian	na	97	96	91
Other relative's home	na	1	1	3
A home with more than one family	na	1	1	1
Friend's home	na	0	1	1
Foster home, group care, or waiting placement	na	0	0	0
Hotel or motel	na	0	0	0
Shelter, car, campground, or other transitional or temporary housing	na	0	0	1
Other living arrangement	na	1	1	1

Question HS A.9: What best describes where you live? A home includes a house, apartment, trailer, or mobile home.

Notes: Cells are empty if there are less than 25 respondents.

na—Not asked of middle school students.

Table A3.6***Highest Education of Parents***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Did not finish high school	–	2	3	6
Graduated from high school	–	3	5	6
Attended college but did not complete four-year degree	–	5	6	7
Graduated from college	–	86	83	75
Don't know	–	4	4	6

Question HS A.10/MS A.9: What is the highest level of education your parents completed? (Mark the Educational Level Of The Parent Who Went the Furthest In School.)

Note: Cells are empty if there are less than 25 respondents.

Table A3.7***Sexual Identification***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Heterosexual (straight)	–	90	88	73
Gay or Lesbian or Bisexual	–	4	7	12
Transgender	–	1	1	2
Not sure	–	5	6	9
Decline to respond	–	2	2	5

Question HS A.112/MS A.100: Which of the following best describes you? (Mark All That Apply.)

Notes: Cells are empty if there are less than 25 respondents. Total percentages may exceed 100% for “mark all that apply” items.

Table A3.8***Military Connections***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	–	97	96	95
Yes	–	2	3	3
Don't know	–	1	1	2

Question HS A.111/MS A.99: Is your father, mother, or caretaker currently in the military (Army, Navy, Marines, Air Force, National Guard, or Reserves)?

Note: Cells are empty if there are less than 25 respondents.

4. School Performance, Supports and Engagements

Table A4.1

Grades, Past 12 months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Mostly A's	–	41	32	28
A's and B's	–	31	34	25
Mostly B's	–	8	11	10
B's and C's	–	11	14	21
Mostly C's	–	4	5	9
C's and D's	–	3	3	6
Mostly D's	–	1	0	0
Mostly F's	–	0	0	0

Question HS A.11/MS A.10: During the past 12 months, how would you describe the grades you mostly received in school?

Note: Cells are empty if there are less than 25 respondents.

Table A4.2

Truancy, Past 12 months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
0 times	–	65	39	51
1-2 times	–	20	20	16
A few times	–	11	21	18
Once a month	–	2	9	4
Once a week	–	1	7	7
More than once a week	–	2	4	3

Question HS A.12/MS A.11: During the past 12 months, about how many times did you skip school or cut classes?

Note: Cells are empty if there are less than 25 respondents.

Table A4.3***Reasons for Absence***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Does not apply, I didn't miss any school	–	32	25	30
Illness (feeling physically sick), including problems with breathing or your teeth	–	53	51	45
Felt very sad, hopeless, anxious, stressed, or angry	–	14	22	20
Didn't get enough sleep	–	18	31	15
Didn't feel safe at school	–	1	2	3
Had to work	–	0	2	2
Had to take care of or help a family member or friend	–	2	4	3
Wanted to spend time with friends who don't go to your school	–	2	5	9
Wanted to use alcohol or drugs	–	2	5	0
Were behind in schoolwork or weren't prepared for a test or class assignment	–	12	32	21
Were bored with or uninterested in school	–	7	16	8
Were suspended	–	1	1	0
Other reason	–	12	14	14

Question HS A.13/MS A.12: In the past 30 days, did you miss school for any of the following reasons? (Mark All That Apply.)

Notes: Cells are empty if there are less than 25 respondents. Total percentages may exceed 100% for “mark all that apply” items.

Table A4.4***School Developmental Supports, Connectedness and Academic Motivation***

Percent of students scoring High, Moderate, and Low (%)	Grade 7			Grade 9			Grade 11			NT		
	H	M	L	H	M	L	H	M	L	H	M	L
<i>School Environment</i>												
Total School Supports	—	—	—	40	51	9	44	48	7	64	33	3
Caring Adults in School	—	—	—	41	53	7	50	44	5	68	29	3
High Expectations-Adults in School	—	—	—	53	42	5	57	40	3	77	20	3
Meaningful Participation-Adults in School	—	—	—	19	54	27	21	52	28	37	42	22
<i>School Connectedness</i>	—	—	—	67	27	6	66	29	6	74	20	6
<i>Academic Motivation</i>	—	—	—	30	43	27	23	46	31	27	45	27

Note: Cells are empty if there are less than 25 respondents.

Table A4.5***School Connectedness Scale Questions***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I feel close to people at this school.				
Strongly Disagree	–	4	3	5
Disagree	–	6	10	17
Neither Disagree Nor Agree	–	13	15	20
Agree	–	41	34	23
Strongly Agree	–	34	38	36
I am happy to be at this school.				
Strongly Disagree	–	5	5	4
Disagree	–	5	7	1
Neither Disagree Nor Agree	–	16	16	18
Agree	–	41	40	24
Strongly Agree	–	33	31	52
I feel like I am part of this school.				
Strongly Disagree	–	5	5	3
Disagree	–	7	9	3
Neither Disagree Nor Agree	–	24	25	26
Agree	–	41	35	26
Strongly Agree	–	23	26	42
The teachers at this school treat students fairly.				
Strongly Disagree	–	4	4	5
Disagree	–	9	8	6
Neither Disagree Nor Agree	–	24	23	14
Agree	–	44	44	27
Strongly Agree	–	20	21	48
I feel safe in my school.				
Strongly Disagree	–	3	3	5
Disagree	–	2	1	0
Neither Disagree Nor Agree	–	11	8	6
Agree	–	45	35	20
Strongly Agree	–	39	53	69

Question HS A.14-18/MS A.13-17: I feel close to people at this school... I am happy to be at this school... I feel like I am part of this school... The teachers at this school treat students fairly... I feel safe in my school.

Note: Cells are empty if there are less than 25 respondents.

Table A4.6***Academic Motivation Scale Questions***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I try hard to make sure that I am good at my schoolwork.				
Strongly Disagree	–	3	3	6
Disagree	–	5	7	4
Neither Disagree Nor Agree	–	14	18	13
Agree	–	36	37	45
Strongly Agree	–	42	36	31
I try hard at school because I am interested in my work.				
Strongly Disagree	–	7	6	8
Disagree	–	14	17	18
Neither Disagree Nor Agree	–	26	29	26
Agree	–	35	32	26
Strongly Agree	–	18	16	23
I work hard to try to understand new things at school.				
Strongly Disagree	–	4	3	8
Disagree	–	6	8	6
Neither Disagree Nor Agree	–	21	24	12
Agree	–	41	41	46
Strongly Agree	–	28	24	28
I am always trying to do better in my schoolwork.				
Strongly Disagree	–	3	3	5
Disagree	–	6	8	3
Neither Disagree Nor Agree	–	18	21	23
Agree	–	40	41	38
Strongly Agree	–	33	26	31

Question HS A.19-22/MS A.18-21: I try hard to make sure that I am good at my schoolwork... I try hard at school because I am interested in my work... I work hard to try to understand new things at school... I am always trying to do better in my schoolwork.

Note: Cells are empty if there are less than 25 respondents.

Table A4.7

School Developmental Supports Scale Questions

At my school, there is a teacher or some other adult...	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<i>Caring Relationships</i>				
who really cares about me.				
Not At All True	–	7	5	5
A Little True	–	27	17	10
Pretty Much True	–	37	39	30
Very Much True	–	29	39	56
who notices when I'm not there.				
Not At All True	–	8	5	3
A Little True	–	25	20	9
Pretty Much True	–	37	38	29
Very Much True	–	31	38	58
who listens to me when I have something to say.				
Not At All True	–	4	4	3
A Little True	–	16	13	9
Pretty Much True	–	39	37	20
Very Much True	–	41	46	68
<i>High Expectations</i>				
who tells me when I do a good job.				
Not At All True	–	4	3	3
A Little True	–	18	15	8
Pretty Much True	–	38	36	22
Very Much True	–	40	45	67
who always wants me to do my best.				
Not At All True	–	3	2	3
A Little True	–	11	11	8
Pretty Much True	–	36	33	17
Very Much True	–	51	53	71
who believes that I will be a success.				
Not At All True	–	6	5	5
A Little True	–	17	15	8
Pretty Much True	–	36	34	28
Very Much True	–	40	46	59

Question HS A.23-28/MS A.22-27: At my school, there is a teacher or some other adult who...really cares about me... tells me when I do a good job... notices when I am not there... always wants me to do my best... listens to me when I have something to say... believes that I will be a success.

Note: Cells are empty if there are less than 25 respondents.

Table A4.7***School Developmental Supports Scale Questions - Continued***

At school...	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<i>Opportunities for Meaningful Participation</i>				
I do interesting activities.				
Not At All True	–	10	13	9
A Little True	–	26	24	29
Pretty Much True	–	31	30	29
Very Much True	–	33	32	32
I help decide things like class activities or rules.				
Not At All True	–	37	39	20
A Little True	–	34	30	31
Pretty Much True	–	19	18	25
Very Much True	–	10	13	25
I do things that make a difference.				
Not At All True	–	24	25	17
A Little True	–	36	34	25
Pretty Much True	–	26	25	30
Very Much True	–	14	17	27

Question HS A.29-31/MS A.28-30: At school... I do interesting activities... I help decide things like class activities or rules... I do things that make a difference.

Note: Cells are empty if there are less than 25 respondents.

5. School Violence, Victimization and Safety

Table A5.1

Perceived Safety at School

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very safe	–	36	57	80
Safe	–	51	34	16
Neither safe nor unsafe	–	11	6	5
Unsafe	–	1	1	0
Very unsafe	–	0	1	0

Question HS A.83/MS A.71: How safe do you feel when you are at school?

Note: Cells are empty if there are less than 25 respondents.

Table A5.2

Verbal Harassment

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<i>During the past 12 months, how many times on school property have you...</i>				
<i>had mean rumors or lies spread about you?</i>				
0 Times	–	63	71	82
1 Time	–	18	14	9
2 to 3 Times	–	13	8	5
4 or More Times	–	7	8	5
<i>had sexual jokes, comments, or gestures made to you?</i>				
0 Times	–	60	63	81
1 Time	–	15	9	8
2 to 3 Times	–	12	10	2
4 or More Times	–	14	18	10
<i>been made fun of because of your looks or the way you talk?</i>				
0 Times	–	64	75	78
1 Time	–	14	9	8
2 to 3 Times	–	12	7	5
4 or More Times	–	11	9	9
<i>been made fun of, insulted, or called names?</i>				
0 Times	–	57	69	77
1 Time	–	13	9	9
2 to 3 Times	–	13	9	8
4 or More Times	–	17	13	6

Question HS A.87-89, 98/MS A.76-78, 87: During the past 12 months, how many times on school property have you... had mean rumors or lies spread about you... had sexual jokes, comments, or gestures made to you... been made fun of because of your looks or the way you talk... been made fun of, insulted, or called names?

Note: Cells are empty if there are less than 25 respondents.

Table A5.3

Violence and Victimization on School Property, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
During the past 12 months, how many times on school property have you...				
been pushed, shoved, slapped, hit, or kicked by someone who wasn't just kidding around?				
0 Times	–	85	91	94
1 Time	–	9	5	2
2 to 3 Times	–	4	3	2
4 or More Times	–	2	2	3
been afraid of being beaten up?				
0 Times	–	92	95	95
1 Time	–	7	4	2
2 to 3 Times	–	1	1	3
4 or More Times	–	1	1	0
been in a physical fight?				
0 Times	–	91	93	95
1 Time	–	6	4	2
2 to 3 Times	–	2	2	2
4 or More Times	–	1	1	2
been threatened with harm or injury?				
0 Times	–	89	93	91
1 Time	–	6	3	6
2 to 3 Times	–	4	2	3
4 or More Times	–	1	2	0
been threatened or injured with a weapon (gun, knife, club, etc.)?				
0 Times	–	97	96	98
1 Time	–	1	2	2
2 to 3 Times	–	1	1	0
4 or More Times	–	0	1	0
been offered, sold, or given an illegal drug?				
0 Times	–	67	64	78
1 Time	–	11	10	6
2 to 3 Times	–	12	13	5
4 or More Times	–	10	13	11

Question HS A.84-86, 91, 95, 97/MS A.73-75, 80, 84, 86: During the past 12 months, how many times on school property have you... been pushed, shoved, slapped, hit, or kicked by someone who wasn't just kidding around... been afraid of being beaten up... been in a physical fight... been offered, sold, or given an illegal drug... been threatened or injured with a weapon (gun, knife, club, etc.) ... been threatened with harm or injury?

Note: Cells are empty if there are less than 25 respondents.

Table A5.4

Reasons for Harassment on School Property, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Race, ethnicity, or national origin				
0 Times	–	88	90	92
1 time	–	5	3	2
2 or more times	–	7	7	6
Religion				
0 Times	–	92	93	92
1 time	–	4	3	2
2 or more times	–	4	4	6
Gender (being male or female)				
0 Times	–	91	92	89
1 time	–	4	4	2
2 or more times	–	4	5	10
Because you are gay or lesbian or someone thought you were				
0 Times	–	92	96	94
1 time	–	3	1	2
2 or more times	–	4	3	5
A physical or mental disability				
0 Times	–	95	96	94
1 time	–	2	3	2
2 or more times	–	3	2	5
<i>Any of the above five hate-crime reasons</i>	–	26	20	17
Any other reason				
0 Times	–	77	84	85
1 time	–	9	6	6
2 or more times	–	14	9	9
<i>Any harassment</i>	–	36	27	23

Question HS A.99-104/MS A.88-93: During the past 12 months, how many times on school property were you harassed or bullied for any of the following reasons?

Note: Cells are empty if there are less than 25 respondents.

Table A5.5***Property Damage on School Property, Past 12 Months***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Had your property stolen or deliberately damaged				
0 Times	–	77	82	95
1 Time	–	16	10	3
2 to 3 Times	–	4	6	2
4 or More Times	–	2	2	0
Damaged school property on purpose				
0 Times	–	92	93	94
1 Time	–	5	4	2
2 to 3 Times	–	2	2	3
4 or More Times	–	1	2	2

Question HS A.90, 92/MS A.79, 81: During the past 12 months, how many times on school property have you... had your property stolen or deliberately damaged, such as your car, clothing, or books... damaged school property on purpose?

Note: Cells are empty if there are less than 25 respondents.

Table A5.6***Weapons Possession on School Property, Past 12 Months***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Carried a gun				
0 Times	–	99	98	97
1 Time	–	1	1	2
2 to 3 Times	–	0	0	2
4 or More Times	–	0	1	0
Carried any other weapon (such as a knife or club)				
0 Times	–	94	94	91
1 Time	–	2	2	3
2 to 3 Times	–	1	1	0
4 or More Times	–	2	3	6
Seen someone carrying a gun, knife, or other weapon				
0 Times	–	80	87	82
1 Time	–	10	6	2
2 to 3 Times	–	6	4	11
4 or More Times	–	4	2	6

Question HS A.93, 94, 96/MS A.82, 83, 85: During the past 12 months, how many times on school property have you... carried a gun... carried any other weapon (such as a knife or club)... seen someone carrying a gun, knife, or other weapon?

Note: Cells are empty if there are less than 25 respondents.

6. Alcohol and Other Drug Use

Table A6.1

Summary Measures of Level of AOD Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
Lifetime alcohol or drugs (excluding cold/cough medicines and prescription drugs)	–	49	77	70	A6.2
Current alcohol or drugs	–	33	57	49	A6.5
Current heavy drug users	–	11	27	33	A6.5
Current heavy alcohol user (binge drinker)	–	12	38	30	A6.5
Current alcohol or drug use on school property	–	5	10	7	A6.11

Note: Cells are empty if there are less than 25 respondents.

Table A6.2***Lifetime AOD Use***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol (one full drink)				
0 times	–	57	25	33
1 time	–	9	5	6
2 to 3 times	–	15	11	11
4 or more times	–	19	59	50
Marijuana				
0 times	–	70	40	40
1 time	–	5	6	6
2 to 3 times	–	6	9	4
4 or more times	–	19	45	49
Inhalants (to get “high”)				
0 times	–	95	92	93
1 time	–	3	3	1
2 to 3 times	–	1	2	1
4 or more times	–	1	3	4
Cocaine, Methamphetamine, or any amphetamines				
0 times	na	97	92	88
1 time	na	0	3	4
2 to 3 times	na	1	2	3
4 or more times	na	2	3	4
Ecstasy, LSD, or other psychedelics				
0 times	na	95	87	79
1 time	na	2	3	6
2 to 3 times	na	1	5	5
4 or more times	na	1	5	11
Any other drug, or pill, or medicine to get “high” or for other than medical reasons				
0 times	na	93	90	86
1 time	na	2	2	3
2 to 3 times	na	2	3	6
4 or more times	na	3	5	5
<i>Any of the above AOD use</i>	–	49	77	70

Question HS A.35-38, 40, 45/MS A.35-37: During your life, how many times have you used the following substances? One full drink of alcohol (such as a can of beer, glass of wine, wine cooler, or shot of liquor)... Marijuana (pot, weed, grass, hash, bud)... Inhalants (things you sniff, huff, or breathe to get “high” such as glue, paint, aerosol sprays, gasoline, poppers, gases)... Cocaine, Methamphetamine, or any amphetamines (meth, speed, crystal, crank, ice)... Ecstasy, LSD, or other psychedelics (acid, mescaline, peyote, mushrooms)... Any other drug, or pill, or medicine to get “high” or for other than medical reasons.

Notes: Cells are empty if there are less than 25 respondents.

na—Not asked of middle school students.

Table A6.2***Lifetime AOD Use – Continued***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Prescription pain killers , tranquilizers, or sedatives				
0 times	na	92	84	80
1 time	na	3	4	8
2 to 3 times	na	2	5	8
4 or more times	na	3	7	5
Diet Pills				
0 times	na	94	93	95
1 time	na	1	2	0
2 to 3 times	na	2	1	0
4 or more times	na	3	4	5
RitalinTM or AdderallTM or other prescription stimulant				
0 times	na	93	81	78
1 time	na	2	3	4
2 to 3 times	na	2	6	9
4 or more times	na	3	10	9
Cold/Cough Medicines or other over-the-counter medicines				
0 times	na	64	73	70
1 time	na	4	4	8
2 to 3 times	na	6	5	9
4 or more times	na	26	18	14

Question HS A.41-44: During your life, how many times have you used the following substances?... Prescription pain killers (VicodinTM, OxyContinTM, PercodanTM, LortabTM), tranquilizers, or sedatives (XanaxTM, AtivanTM)... Diet Pills (Didrex, Dexedrine, Zinadrine, Skittles, M&M's)... RitalinTM or AdderallTM (JIF, R-ball, Skippy) or other prescription stimulant... Cold/Cough Medicines (Triple-C's, Coricidin Cough, Sudafed, TheraFlu, Tylenol Cough) or other over-the-counter medicines.

Notes: Cells are empty if there are less than 25 respondents.

na—Not asked of middle school students.

Table A6.3**Summary of AOD Lifetime Use**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol	–	43	75	67
Marijuana	–	30	60	60
Inhalants	–	5	8	7
Cocaine	na	3	8	12
Ecstasy, LSD, or other psychedelics, lifetime	na	5	13	21
Prescription pain killers, Diet Pills, or other prescription stimulant	na	15	28	32

Notes: Cells are empty if there are less than 25 respondents.

na—Not asked of middle school students.

Table A6.4**Age of Onset – AOD Use**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol (one full drink)				
Never	–	53	24	31
10 or under	–	5	5	4
11-12 years old	–	8	7	12
13-14 years old	–	28	25	24
15-16 years old	–	6	38	27
17 years or older	–	0	2	1
Marijuana				
Never	–	71	41	44
10 or under	–	0	0	5
11-12 years old	–	5	4	6
13-14 years old	–	20	20	23
15-16 years old	–	4	31	20
17 years or older	–	0	3	3
Any other illegal drug or pill to get “high”				
Never	–	92	82	72
10 or under	–	0	0	2
11-12 years old	–	1	2	0
13-14 years old	–	5	4	5
15-16 years old	–	1	11	17
17 years or older	–	0	2	5

Question HS A.49, 52, 53/MS A.42, 45, 46: About how old were you the first time you did any of these things? Had a drink of an alcoholic beverage (other than a sip or two)... Used marijuana or hashish... Used any other illegal drug or pill to get “high”.

Note: Cells are empty if there are less than 25 respondents.

Table A6.5***Current AOD Use, Past 30 Days***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol (at least one drink)	–	25	51	41
Binge drinking (5 or more drinks in a row)	–	12	38	30
Marijuana	–	20	39	39
Inhalants	–	2	2	3
Prescription pain medications to get “high” or for reasons other than prescribed	na	3	7	8
Other drug, pill, or medicine to get “high” or for other than medical reasons	–	2	7	6
<i>Any drug use</i>	–	21	41	42
<i>Heavy drug user</i>	–	11	27	33
<i>Any AOD Use</i>	–	33	57	49
Two or more drugs at the same time	na	8	22	25

Question HS A.57-63/MS A.50-53, 54: During the past 30 days, on how many days did you use... one drink of alcohol... five or more drinks of alcohol in a row, that is, within a couple of hours... marijuana (pot, weed, grass, hash, bud)... inhalants (things you sniff, huff, or breathe to get “high”)... prescription pain medications to get “high” or for reasons other than prescribed (such as Vicodin™, OxyContin™, Percodan™, Ritalin™, Adderall™, Xanax™)... any other drug, pill, or medicine to get “high” or for other than medical reasons... two or more drugs at the same time (for example, alcohol with marijuana, ecstasy with mushrooms)?

Notes: Cells are empty if there are less than 25 respondents.

na—Not asked of middle school students.

Table A6.6***Frequency of Current AOD Use***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol (at least one drink)				
0 days	–	75	49	59
1 or 2 days	–	17	26	23
3 to 9 days	–	5	19	15
10 to 19 days	–	1	5	2
20 or more days	–	1	1	2
Binge drinking (5 or more drinks in a row)				
0 days	–	88	62	70
1 or 2 days	–	8	21	18
3 to 9 days	–	3	15	10
10 to 19 days	–	1	2	1
20 or more days	–	1	0	0
Marijuana				
0 days	–	80	61	61
1 or 2 days	–	10	16	14
3 to 9 days	–	5	13	8
10 to 19 days	–	2	5	6
20 or more days	–	3	6	12

Question HS A.57-59/MS A.50-52: During the past 30 days, on how many days did you use... one drink of alcohol... five or more drinks of alcohol in a row, that is, within a couple of hours... marijuana (pot, weed, grass, hash, bud)?

Note: Cells are empty if there are less than 25 respondents.

Table A6.7***Lifetime Drunk or “High”***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very drunk or sick after drinking alcohol				
0 times	–	78	46	44
1 to 2 times	–	13	23	17
3 to 6 times	–	6	12	20
7 or more times	–	3	18	19
“High” (loaded, stoned, or wasted) from using drugs				
0 times	–	73	44	45
1 to 2 times	–	9	10	6
3 to 6 times	–	6	10	12
7 or more times	–	13	36	37
Very drunk or “high” 7 or more times	–	13	39	40

Question HS A.46, 47/MS A.39, 40: During your life, how many times have you been... very drunk or sick after drinking alcohol... “high” (loaded, stoned, or wasted) from using drugs?

Note: Cells are empty if there are less than 25 respondents.

Table A6.8***Cessation Attempts***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol				
Does not apply, don’t use	na	79	50	52
0 times	na	18	43	29
1 time	na	2	4	12
2 to 3 times	na	1	3	3
4 or more times	na	0	0	3
Marijuana				
Does not apply, don’t use	na	77	53	56
0 times	na	18	32	27
1 time	na	3	8	8
2 to 3 times	na	2	4	3
4 or more times	na	1	2	6

Question HS A.80, 81: How many times have you tried to quit or stop using... alcohol... marijuana?

Notes: Cells are empty if there are less than 25 respondents.

na—Not asked of middle school students.

Table A6.9***Drink and Driving Involvement***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Driven a car when you had been drinking, or been in a car driven by a friend who had been drinking				
Never	na	87	72	65
1 time	na	6	10	15
2 times	na	4	6	9
3 to 6 times	na	2	9	8
7 or more times	na	1	3	3
Have ridden in a car driven by someone who had been drinking				
Never	—	na	na	na
1 time	—	na	na	na
2 times	—	na	na	na
3 to 6 times	—	na	na	na
7 or more times	—	na	na	na

Question HS A.82/MS A.70: During your life, how many times have you ever driven a car when you had been drinking alcohol, or been in a car driven by a friend when he or she had been drinking?... In your life, how many times have you ridden in a car driven by someone who had been drinking alcohol?

Notes: Cells are empty if there are less than 25 respondents.

na—Not asked of middle/high school students.

Table A6.10***Lifetime drunk or “High” on School Property***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
0 times	—	91	67	66
1 to 2 times	—	5	14	15
3 to 6 times	—	2	8	8
7 or more times	—	3	10	11

Question HS A.48/MS A.41: During your life, how many times have you been... drunk on alcohol or “high” on drugs on school property?

Note: Cells are empty if there are less than 25 respondents.

Table A6.11***Current AOD Use on School Property***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol				
0 days	–	97	94	97
1 to 2 days	–	2	4	1
3 or more days	–	1	2	1
Marijuana				
0 days	–	97	93	94
1 to 2 days	–	2	3	5
3 or more days	–	1	3	2
Any other illegal drug or pill to get “high”				
0 days	–	99	96	96
1 to 2 days	–	1	2	4
3 or more days	–	0	2	0
<i>Any of the above</i>	–	5	10	7

Question HS A.66-68/MS A.57-59: During the past 30 days, on how many days on school property did you... have at least one drink of alcohol... smoke marijuana... use any other illegal drug or pill to get “high”?

Note: Cells are empty if there are less than 25 respondents.

Table A6.12

Perceived Harm and Availability

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<i>Perceived Harm of Use...</i>				
Alcohol - drink occasionally				
Great	–	14	10	12
Moderate	–	21	18	17
Slight	–	48	50	52
None	–	17	22	20
Alcohol - 5 or more drinks once or twice a week				
Great	–	54	44	45
Moderate	–	32	37	37
Slight	–	10	14	6
None	–	3	5	12
Marijuana - smoke occasionally				
Great	–	19	12	18
Moderate	–	26	16	12
Slight	–	34	33	27
None	–	22	39	43
Marijuana - smoke once or twice a week				
Great	–	41	22	29
Moderate	–	29	26	21
Slight	–	18	28	18
None	–	12	24	32
<i>Perceived Difficulty of Obtaining...</i>				
Alcohol				
Very Difficult	–	2	2	6
Fairly Difficult	–	8	5	6
Fairly Easy	–	31	28	23
Very Easy	–	43	56	53
Don't Know	–	16	9	12
Marijuana				
Very Difficult	–	2	2	6
Fairly Difficult	–	6	3	3
Fairly Easy	–	30	18	18
Very Easy	–	43	66	56
Don't Know	–	19	10	17

Question HS A.71-74, 76, 77/MS A.62-65, 67, 68: How much do people risk harming themselves physically and in other ways when they do the following?... Drink alcohol occasionally... Have five or more drinks of an alcoholic beverage once or twice a week... Smoke marijuana occasionally... Smoke marijuana once or twice a week... How difficult is it for students in your grade to get any of the following substances if they really want them?... Alcohol... Marijuana.

Note: Cells are empty if there are less than 25 respondents.

7. Tobacco Use

Table A7.1

Summary of Key CHKS Tobacco Indicators

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
Use Prevalence and Patterns					
Ever smoked a whole cigarette	–	10	27	40	A7.2
Current cigarette smoking [‡]	–	5	17	20	A7.4
Current cigarette smoking on school property [‡]	–	1	4	3	A7.5
Ever tried smokeless tobacco	–	5	13	21	A7.2
Current smokeless tobacco use [‡]	–	2	7	9	A7.4
Attitudes and Correlates					
Occasional smoking great harm	–	22	23	22	A7.7
Smoking 1-2 packs per day great harm	–	87	87	82	A7.7
Strongly disapprove of peer smoking 1 or more packs of cigarettes a day	–	71	70	64	A7.6
Very easy to obtain cigarettes	–	25	49	45	A7.7

Notes: Cells are empty if there are less than 25 respondents.

[‡]Past 30 days.

Table A7.2***Lifetime Tobacco Use***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
A cigarette, even one or two puffs				
0 times	—	na	na	na
1 time	—	na	na	na
2 to 3 times	—	na	na	na
4 or more times	—	na	na	na
A whole cigarette				
0 times	—	90	73	60
1 time	—	4	4	6
2 to 3 times	—	3	7	3
4 or more times	—	4	16	31
Smokeless tobacco				
0 times	—	95	87	79
1 time	—	2	2	10
2 to 3 times	—	2	3	3
4 or more times	—	1	8	7
An electronic cigarette or any other nicotine delivery device				
0 times	—	72	61	52
1 time	—	6	7	4
2 to 3 times	—	8	11	7
4 or more times	—	14	22	36

Question HS A.32-34/MS A.31-34: During your life, how many times have you used the following substances? A cigarette, even one or two puffs... A whole cigarette... Smokeless tobacco (dip, chew, or snuff such as RedmanTM, SkoalTM, or BeechnutTM)... An electronic cigarette or any other nicotine delivery device.

Notes: Cells are empty if there are less than 25 respondents.

na—Not asked of high school students.

Table A7.3**Age of Onset – Tobacco Use**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Smoked part or all of a cigarette				
Never	–	87	69	58
10 or under	–	1	1	0
11-12 years old	–	2	3	3
13-14 years old	–	8	8	15
15-16 years old	–	2	18	23
17 years or older	–	0	2	2
Smokeless tobacco				
Never	–	91	78	70
10 or under	–	0	1	0
11-12 years old	–	1	1	0
13-14 years old	–	6	4	10
15-16 years old	–	2	14	16
17 years or older	–	0	2	3

Question HS A.50-51/MS A.43-44: About how old were you the first time you did any of these things? Had a drink of an alcoholic beverage (other than a sip or two)... Smoked part or all of a cigarette... Used smokeless tobacco or other tobacco products.

Note: Cells are empty if there are less than 25 respondents.

Table A7.4**Any Current Use and Daily Use**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cigarette				
Any	–	5	17	20
Daily (20 or more days)	–	0	2	3
Smokeless Tobacco				
Any	–	2	7	9
Daily (20 or more days)	–	0	1	2
Electronic cigarette				
Any	–	12	19	26
Daily (20 or more days)	–	1	1	5

Question HS A.54-56/MS A.47-79: During the past 30 days, on how many days did you use... cigarettes... smokeless tobacco (dip, chew or snuff)... an electronic cigarette or any other nicotine delivery device?

Note: Cells are empty if there are less than 25 respondents.

Table A7.5***Current Smoking on School Property, Past 30 Days***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cigarette				
0 days	–	99	96	97
1 or 2 days	–	1	2	3
3 to 9 days	–	0	1	0
10 to 19 days	–	0	1	0
20 or more days	–	0	0	0
Smokeless Tobacco				
0 days	–	99	96	96
1 or 2 days	–	1	2	3
3 to 9 days	–	0	1	0
10 to 19 days	–	0	1	1
20 or more days	–	0	0	0

Question HS A.64, 65/MS A.55, 56: During the past 30 days, on how many days on school property did you... smoke cigarettes... use smokeless tobacco?

Note: Cells are empty if there are less than 25 respondents.

Table A7.6***Personal Disapproval of Peer Cigarette Smoking, One or More Packs A Day***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Neither approve nor disapprove	–	13	17	17
Somewhat disapprove	–	16	12	20
Strongly disapprove	–	71	70	64

Question HS A.78/MS A.69: How do you feel about someone your age smoking one or more packs of cigarettes a day?

Note: Cells are empty if there are less than 25 respondents.

Table A7.7***Perceived Harm of Cigarette Smoking and Availability of Obtaining Cigarettes***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<i>Perceived Harm of Use...</i>				
Smoke cigarettes occasionally				
Great	–	22	23	22
Moderate	–	45	45	40
Slight	–	29	26	27
None	–	4	6	10
Smoke 1-2 packs of cigarettes a day				
Great	–	87	87	82
Moderate	–	7	6	3
Slight	–	2	3	3
None	–	3	3	12
<i>Perceived Difficulty of Obtaining...</i>				
Cigarettes				
Very Difficult	–	3	2	5
Fairly Difficult	–	12	4	5
Fairly Easy	–	34	25	29
Very Easy	–	25	49	45
Don't Know	–	26	19	17

Question HS A.69, 70, 75/MS A.60, 61, 66: How much do people risk harming themselves physically and in other ways when they do the following?... Smoke cigarettes occasionally... Smoke 1-2 packs of cigarettes each day... How difficult is it for students in your grade to get any of the following substances if they really want them?... Cigarettes.

Note: Cells are empty if there are less than 25 respondents.

8. Other Physical and Mental Health Risks

Table A8.1

Cyber Bullying, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
0 times (never)	—	81	86	89
1 time	—	11	7	6
2 to 3 times	—	5	5	3
4 or more times	—	3	2	2

Question HS A.105/MS A.94: During the past 12 months, how many times did other students spread mean rumors or lies about you on the internet (i.e., Facebook™, MySpace™, email, instant message)?

Note: Cells are empty if there are less than 25 respondents.

Table A8.2

Alone After School

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Never	—	na	na	na
1 day	—	na	na	na
2 days	—	na	na	na
3 days	—	na	na	na
4 days	—	na	na	na
5 days	—	na	na	na

Question MS A.72: In a normal week, how many days are you home after school for at least one hour without an adult there?

Notes: Cells are empty if there are less than 25 respondents.

na—Not asked of high school students.

Table A8.3

Eating of Breakfast

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	—	34	35	32
Yes	—	66	65	68

Question HS A.109/MS A.97: Did you eat breakfast today?

Note: Cells are empty if there are less than 25 respondents.

Table A8.4***Chronic Sad or Hopeless Feelings, Past 12 Months***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	–	74	66	55
Yes	–	26	34	45

Question HS A.107/MS A.96: During the past 12 months, did you ever feel so sad or hopeless almost every day for two weeks or more that you stopped doing some usual activities?

Note: Cells are empty if there are less than 25 respondents.

Table A8.5***Seriously Considered Attempting Suicide, Past 12 Months***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	na	83	80	70
Yes	na	17	20	30

Question HS A.108: During the past 12 months, did you ever seriously consider attempting suicide?

Notes: Cells are empty if there are less than 25 respondents.

na—Not asked of middle school students.

Table A8.6***Gang Involvement***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	–	95	92	95
Yes	–	5	8	5

Question HS A.106/MS A.95: Do you consider yourself a member of a gang?

Note: Cells are empty if there are less than 25 respondents.

9. Race/Ethnic Breakdowns

Table A9.1

School Developmental Supports and Connectedness by Race/Ethnicity - 7th Grade

Percent of students scoring High (%)	Grade 7						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
<i>School Environment</i>							
Total School Supports	-	-	-	-	-	-	-
Caring Adults in School	-	-	-	-	-	-	-
High Expectations-Adults in School	-	-	-	-	-	-	-
Meaningful Participation-Adults in School	-	-	-	-	-	-	-
<i>School Connectedness</i>	-	-	-	-	-	-	-
<i>Academic Motivation</i>	-	-	-	-	-	-	-

Notes: Cells are empty if there are less than 25 respondents. H/L: Hispanic or Latino; AI/AN: American Indian or Alaska Native; AA: Black or African American; NH/PI: Native Hawaiian or Pacific Islander; Mixed: Mixed (two or more) races.

Table A9.2

School Developmental Supports and Connectedness by Race/Ethnicity - 9th Grade

Percent of students scoring High (%)	Grade 9						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
<i>School Environment</i>							
Total School Supports	34		46			41	33
Caring Adults in School	36		38			43	37
High Expectations-Adults in School	46		50			56	46
Meaningful Participation-Adults in School	14		26			20	11
<i>School Connectedness</i>	54		74			70	62
<i>Academic Motivation</i>	24		49			29	28

Notes: Cells are empty if there are less than 25 respondents. H/L: Hispanic or Latino; AI/AN: American Indian or Alaska Native; AA: Black or African American; NH/PI: Native Hawaiian or Pacific Islander; Mixed: Mixed (two or more) races.

Table A9.3***School Developmental Supports and Connectedness by Race/Ethnicity - 11th Grade***

Percent of students scoring High (%)	Grade 11						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
<i>School Environment</i>							
Total School Supports	45		31			46	44
Caring Adults in School	44		38			54	42
High Expectations-Adults in School	55		42			60	52
Meaningful Participation-Adults in School	24		23			21	21
<i>School Connectedness</i>	63		73			69	57
<i>Academic Motivation</i>	16		31			24	22

Notes: Cells are empty if there are less than 25 respondents. H/L: Hispanic or Latino; AI/AN: American Indian or Alaska Native; AA: Black or African American; NH/PI: Native Hawaiian or Pacific Islander; Mixed: Mixed (two or more) races.

Table A9.4***School Developmental Supports and Connectedness by Race/Ethnicity - Non-traditional***

Percent of students scoring High (%)	NT						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
<i>School Environment</i>							
Total School Supports						68	
Caring Adults in School						72	
High Expectations-Adults in School						79	
Meaningful Participation-Adults in School						38	
<i>School Connectedness</i>						78	
<i>Academic Motivation</i>						37	

Notes: Cells are empty if there are less than 25 respondents. H/L: Hispanic or Latino; AI/AN: American Indian or Alaska Native; AA: Black or African American; NH/PI: Native Hawaiian or Pacific Islander; Mixed: Mixed (two or more) races.

Table A9.5***Current Cigarette Smoking, by Race/Ethnicity***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Smoked cigarettes in the past 30 days				
Hispanic or Latino	–	6	14	
American Indian or Alaska Native	–			
Asian	–	0	15	
Black or African American	–			
Native Hawaiian or Pacific Islander	–			
White	–	5	16	17
Mixed (two or more) races	–	6	22	

Notes: Cells are empty if there are less than 25 respondents.

10. Gender Breakdowns

Table A10.1

School Developmental Supports, Connectedness and Academic Motivation by Gender

Percent of Students Scoring High	Grade 7		Grade 9		Grade 11		NT	
	Female %	Male %	Female %	Male %	Female %	Male %	Female %	Male %
<i>School Environment</i>								
Total School Supports	–	–	39	40	45	44	63	
Caring Adults in School	–	–	39	43	49	52	66	
High Expectations-Adults in School	–	–	53	53	57	57	71	
Meaningful Participation-Adults in School	–	–	15	22	18	23	39	
<i>School Connectedness</i>	–	–	67	68	61	71	78	
<i>Academic Motivation</i>	–	–	33	27	27	19	29	

Note: Cells are empty if there are less than 25 respondents.

Table A10.2
Selected Alcohol and Drug Use Measures by Gender

	Grade 7		Grade 9		Grade 11		NT	
	Female %	Male %	Female %	Male %	Female %	Male %	Female %	Male %
Lifetime and Current AOD Use								
<i>During your life, did you ever...</i>								
drink alcohol (one full drink)?	—	—	43	44	79	71	69	
use inhalants?	—	—	5	6	7	8	9	
smoke marijuana?	—	—	32	29	60	60	63	
<i>During the past 30 days, did you...</i>								
drink alcohol (one full drink)?	—	—	26	24	55	47	44	
use inhalants?	—	—	1	3	2	3	5	
smoke marijuana?	—	—	21	19	38	41	43	
Level of Involvement (High Risk Patterns)								
<i>During your life, have you ever...</i>								
been very drunk or sick after drinking alcohol?	—	—	24	19	57	50	54	
been “high” from using drugs?	—	—	27	27	55	57	60	
During the past 30 days, did you drink 5 or more drinks of alcohol in a couple of hours?	—	—	14	11	38	38	33	
AOD Use at School								
During your life, have you ever been drunk or “high” on school property?	—	—	8	11	31	34	38	
During the past 30 days, did you use marijuana on school property?	—	—	3	3	5	9	10	
Perceived Harm								
<i>Frequent use of...is harmful.^A</i>								
alcohol (five or more drinks once or twice a week)	—	—	98	96	96	93	84	
marijuana (once or twice a week)	—	—	90	86	81	71	71	

Notes: Cells are empty if there are less than 25 respondents.

^ACombines Great, Moderate, and Slight.

Table A10.3
Selected Tobacco Use Measures by Gender

	Grade 7		Grade 9		Grade 11		NT	
	Female	Male	Female	Male	Female	Male	Female	Male
	%	%	%	%	%	%	%	%
During your life, did you ever smoke a cigarette?	—	—	10	10	28	25	44	
During the past 30 days, did you smoke a cigarette?	—	—	6	4	17	17	29	
During the past 30 days, did you smoke cigarettes daily?	—	—	0	0	2	2	5	
During the past 30 days, did you smoke cigarettes on school property?	—	—	1	1	4	4	5	
Frequent use of cigarettes is harmful. (1-2 packs a day) ^A	—	—	98	96	97	96	84	

Notes: Cells are empty if there are less than 25 respondents.

^A*Combines Great, Moderate, and Slight.*

Table A10.4
School Safety - Related Indicators by Gender

	Grade 7		Grade 9		Grade 11		NT	
	Female	Male	Female	Male	Female	Male	Female	Male
	%	%	%	%	%	%	%	%
<i>During the past 12 months at school, have you been harassed or bullied for any of the following reasons?</i>								
Race, ethnicity, or national origin	—	—	11	13	7	13	12	
Religion	—	—	7	8	5	8	10	
Gender	—	—	13	3	13	4	18	
Gay/lesbian, or someone thought you were	—	—	6	9	3	5	10	
Physical/mental disability	—	—	6	4	5	3	7	
Any other reason	—	—	23	23	16	15	14	
During the past 12 months at school, have you been in a physical fight?	—	—	3	15	5	9	7	
Feels safe at school	—	—	86	90	91	91	93	
Currently belong to a gang	—	—	3	7	6	9	7	

Note: Cells are empty if there are less than 25 respondents.

Table A10.5

Physical and Mental Health Measures by Gender

	Grade 7		Grade 9		Grade 11		NT	
	Female %	Male %	Female %	Male %	Female %	Male %	Female %	Male %
Eating of breakfast	–	–	60	72	64	66	71	
Chronic sad or hopeless feelings	–	–	37	16	41	26	45	

Note: Cells are empty if there are less than 25 respondents.

11. Healthy Marin Partnership

Table Z11.1

Teacher Encouragement

	Grade 9 %	Grade 11 %	NT %
Teachers and other adults encourage me to work hard in school so I can be successful in college or at the job I choose.			
Strongly Disagree	2	2	8
Disagree	5	4	2
Neither Disagree Nor Agree	13	13	5
Agree	48	45	25
Strongly Agree	33	35	62
The teachers and other adults work hard to help me with my schoolwork when I need it.			
Strongly Disagree	3	3	6
Disagree	6	6	3
Neither Disagree Nor Agree	19	19	11
Agree	48	47	29
Strongly Agree	23	25	51
Teachers give me a chance to take part in classroom discussions or activities.			
Strongly Disagree	2	3	9
Disagree	3	3	0
Neither Disagree Nor Agree	8	10	3
Agree	54	49	28
Strongly Agree	33	35	60

Question(s) **S233** - How strongly do you agree or disagree with the following statements? Teachers and other adults encourage me to work hard in school so I can be successful in college or at the job I choose., **S234** - How strongly do you agree or disagree with the following statements? The teachers and other adults work hard to help me with my schoolwork when I need it., **S236** - How strongly do you agree or disagree with the following statements? Teachers give me a chance to take part in classroom discussions or activities.

Note: Cells are empty if there are less than 25 respondents.

Table Z11.2

Fairness and Respect from Adults at School

	Grade 9	Grade 11	NT
	%	%	%
Teachers and other adults at this school treat all students with respect.			
Strongly Disagree	5	5	8
Disagree	10	13	3
Neither Disagree Nor Agree	15	18	8
Agree	49	45	33
Strongly Agree	19	19	48
All students are treated fairly when they break school rules.			
Strongly Disagree	11	11	11
Disagree	18	20	13
Neither Disagree Nor Agree	20	21	14
Agree	34	29	25
Strongly Agree	17	19	37

Question(s) **S232** - How strongly do you agree or disagree with the following statements? Teachers and other adults at this school treat all students with respect., **S238** - How strongly do you agree or disagree with the following statements? All students are treated fairly when they break school rules.

Note: Cells are empty if there are less than 25 respondents.

Table Z11.3

Race, Ethnicity, Culture

	Grade 9 %	Grade 11 %	NT %
The books and lessons in my classes include examples of my race or ethnic background.			
Strongly Disagree	7	6	6
Disagree	10	7	5
Neither Disagree Nor Agree	21	18	17
Agree	36	38	21
Strongly Agree	25	32	52
I have been disrespected or mistreated by an adult at this school because of my race, ethnicity, or nationality.			
Strongly Disagree	61	61	75
Disagree	19	14	6
Neither Disagree Nor Agree	8	10	5
Agree	7	7	3
Strongly Agree	6	7	11
There is a lot of tension in this school between different cultures, races, or ethnicities.			
Strongly Disagree	44	42	75
Disagree	28	26	14
Neither Disagree Nor Agree	16	16	3
Agree	7	9	3
Strongly Agree	5	7	5

Question(s) **S237** - How strongly do you agree or disagree with the following statements? The books and lessons in my classes include examples of my race or ethnic background., **S239** - How strongly do you agree or disagree with the following statements? I have been disrespected or mistreated by an adult at this school because of my race, ethnicity, or nationality., **S240** - How strongly do you agree or disagree with the following statements? There is a lot of tension in this school between different cultures, races, or ethnicities.

Note: Cells are empty if there are less than 25 respondents.

Table Z11.4

Resiliency and Youth Development

	Grade 9 %	Grade 11 %	NT %
I know where to go for help with a problem and I can find someone to talk with.			
Not At All True	7	7	5
A Little True	15	12	19
Pretty Much True	36	32	19
Very Much True	43	49	56
There are many things that I do well.			
Not At All True	7	6	5
A Little True	15	15	13
Pretty Much True	33	32	25
Very Much True	44	47	57

Question(s) **S650** - I know where to go for help with a problem and I can find someone to talk with., **S175** - How true do you feel these statements are about you personally? There are many things that I do well.

Note: Cells are empty if there are less than 25 respondents.

Table Z11.5

I Have a Friend My Own Age

	Grade 9	Grade 11	NT
	%	%	%
who really cares about me.			
Not At All True	5	4	6
A Little True	10	10	10
Pretty Much True	22	19	24
Very Much True	63	67	60

Question(s) **S185** - How true are these statements about your FRIENDS?

I have a friend about my own age ... who really cares about me.

Note: Cells are empty if there are less than 25 respondents.

Table Z11.6

There is a Parent or Another Adult in My Home

	Grade 9	Grade 11	NT
	%	%	%
who believes that I will be a success.			
Not At All True	4	3	2
A Little True	7	6	6
Pretty Much True	16	16	24
Very Much True	74	75	68
who listens to me when I have something to say.			
Not At All True	5	6	10
A Little True	10	8	5
Pretty Much True	24	19	18
Very Much True	61	67	68

Question(s) **S193** - How true are these statements about your HOME or the ADULTS WITH WHOM YOU LIVE?

*In my home, there is a parent or some other adult ... who believes that I will be a success***S196** - How true are these statements about your HOME or the ADULTS WITH WHOM YOU LIVE?

In my home, there is a parent or some other adult ... who listens to me when I have something to say.

Note: Cells are empty if there are less than 25 respondents.

Table Z11.7

On How Many of the Past 7 Days Did You

	Grade 9	Grade 11	NT
	%	%	%
exercise or do a physical activity for at least 20 minutes that made you sweat and breathe hard? (For example, basketball, soccer, running, swimming laps, fast bicycling, fast dancing, or similar aerobic activities.)			
0 days	6	14	14
1 day	4	8	11
2 days	9	9	13
3 days	12	13	11
4 days	9	9	14
5 days	17	18	6
6 days	17	11	13
7 days	25	18	17
participate in a physical activity for at least 30 minutes that did not make you sweat and breathe hard? (For example, fast walking, slow bicycling, shooting baskets, skating, raking leaves, or mopping floors.)			
0 days	10	16	16
1 day	10	10	8
2 days	12	13	11
3 days	9	11	9
4 days	10	8	14
5 days	10	11	11
6 days	9	7	5
7 days	31	24	27

Question(s) **S356** - On how many of the past 7 days did you ... exercise or do a physical activity for at least 20 minutes that made you sweat and breathe hard? (For example, basketball, soccer, running, swimming laps, fast bicycling, fast dancing, or similar aerobic activities.), **S357** - On how many of the past 7 days did you ... participate in a physical activity for at least 30 minutes that did not make you sweat and breathe hard? (For example, fast walking, slow bicycling, shooting baskets, skating, raking leaves, or mopping floors.)

Note: Cells are empty if there are less than 25 respondents.

Table Z11.8

Food Consumption, Past 24 Hours

	Grade 9	Grade 11	NT
	%	%	%
During the past 24 hours (yesterday), how many times did you eat fruits and vegetables, including salads or nonfried potatoes? (Do not count fruit juice.)			
0 times	6	8	9
1 times	10	9	9
2 times	21	16	9
3 times	23	21	22
4 times	17	18	15
5 times	10	14	12
6 times	4	4	6
7 times	10	9	17

Question(s) **S651** - During the past 24 hours (yesterday), how many times did you eat fruits and vegetables, including salads or nonfried potatoes? (Do not count fruit juice.)

Note: Cells are empty if there are less than 25 respondents.

Table Z11.9

Control Weight

	Grade 9	Grade 11	NT
	%	%	%
Which of the following are you trying to do about your weight?			
Lose weight	38	37	41
Gain weight	15	16	14
Stay the same weight	17	18	16
I am not trying to do anything about my weight	31	28	29

Question(s) **S366** - Which of the following are you trying to do about your weight?

Note: Cells are empty if there are less than 25 respondents.

Table Z11.10

Control Weight Last 30 Days

	Grade 9	Grade 11	NT
	%	%	%
During the past 30 days, did you do go without eating (fasting), eat less food, fewer calories, or foods low in fat?			
No	70	68	65
Yes	30	32	35
Exercise			
No	39	42	41
Yes	61	58	59
Take any diet pills, powders, or liquids without a doctor's advice (Do not include meal replacement products, such as Slim Fast.)			
No	96	93	92
Yes	4	7	8
Vomit or take laxatives			
No	93	93	89
Yes	7	7	11

Question(s) **S631** - During the past 30 days, did you do go without eating (fasting), eat less food, fewer calories, or foods low in fat?, **S367** - During the past 30 days, did you do any of the following things to lose weight or to keep from gaining weight? Exercise, **S370** - During the past 30 days, did you do any of the following things to lose weight or to keep from gaining weight? Take any diet pills, powders, or liquids without a doctor's advice (Do not include meal replacement products, such as Slim Fast.), **S371** - During the past 30 days, did you do any of the following things to lose weight or to keep from gaining weight? Vomit or take laxatives

Note: Cells are empty if there are less than 25 respondents.

Table Z11.11

Describe Weight

	Grade 9	Grade 11	NT
	%	%	%
How do you describe your weight?			
Very underweight	5	7	5
Slightly underweight	15	16	11
About the right weight	57	57	59
Slightly overweight	21	18	22
Very overweight	2	2	3

Question(s) **S372** - How do you describe your weight?

Note: Cells are empty if there are less than 25 respondents.

Table Z11.12

Have You Ever Intentionally...

	Grade 9 %	Grade 11 %	NT %
Cut, burned, or scratched yourself on purpose?			
No	77	74	60
Yes	23	26	40
Abused prescription medication?			
No	94	90	91
Yes	6	10	9
Attempted suicide?			
No	94	89	82
Yes	6	11	18

Question(s) **S652** - In your lifetime have you ever intentionally, or on purpose, done any of the following? Cut, burned, or scratched yourself on purpose?, **S653** - In your lifetime have you ever intentionally, or on purpose, done any of the following? Abused prescription medication?, **S654** - In your lifetime have you ever intentionally, or on purpose, done any of the following? Attempted suicide?

Note: Cells are empty if there are less than 25 respondents.

Table Z11.13

Bullied or Seen Someone Bullied

	Grade 9 %	Grade 11 %	NT %
If you saw another student being bullied, what would you do? (Select the main one)			
Tell an adult at school	58	59	81
Laugh and join in	3	5	2
Nothing	39	37	17
Have you ever threatened or bullied anyone at school?			
No	84	83	90
Yes	16	17	10

Question(s) **S655** - If you saw another student being bullied, what would you do? (Select the main one), **S656** - Have you ever threatened or bullied anyone at school?

Note: Cells are empty if there are less than 25 respondents.

Table Z11.14

Past 30 Days, Prescription Drug Use

	Grade 9 %	Grade 11 %	NT %
During the past 30 days have you used prescription drugs not prescribed to you?			
No	94	87	89
Yes	6	13	11

Question(s) **S338** - During the past 30 days have you used prescription drugs not prescribed to you?

Note: Cells are empty if there are less than 25 respondents.

Table Z11.15

Needed Counseling for AOD Use

	Grade 9	Grade 11	NT
	%	%	%
Have you ever felt that you needed help (such as counseling or treatment) for your alcohol or other drug use?			
I don't use alcohol or other drugs	76	48	56
No, but I do use	22	50	43
Yes, I felt like I needed help	1	3	2

Question(s) **S632** - Have you ever felt that you needed help (such as counseling or treatment) for your alcohol or other drug use?

Note: Cells are empty if there are less than 25 respondents.

Table Z11.16

Where Most Frequently Get Alcohol or Drugs

	Grade 9	Grade 11	NT
	%	%	%
If you drink alcohol or use drugs how do you most frequently get it? (Select the main one)			
At school or school events	3	4	3
At parties or events outside school	10	27	17
At your own home	5	5	6
From friends or another teenager at their home	15	22	24
From adults who give it or buy it for me	2	2	2
Buy it themselves from a store	0	4	3
Take it without paying for it from a store	1	1	2
At bars, restaurants, clubs or gambling casinos	0	0	0
Other	3	4	8
I don't drink alcohol	61	31	35

Question(s) **S657** - If you drink alcohol or use drugs how do you most frequently get it? (Select the main one)

Note: Cells are empty if there are less than 25 respondents.

Table Z11.17

Likelihood of Finding Help for Use

	Grade 9	Grade 11	NT
	%	%	%
In your opinion, how likely is it that a student would find help at your school from a counselor, teacher, other adult or a restorative program to stop or reduce using alcohol or other drugs?			
Very likely	19	24	18
Likely	25	23	34
Not Likely	37	33	32
Don't Know	18	20	16

Question(s) **S633** - In your opinion, how likely is it that a student would find help at your school from a counselor, teacher, other adult or a restorative program to stop or reduce using alcohol or other drugs?

Note: Cells are empty if there are less than 25 respondents.

Table Z11.18

How Wrong Would Your Parents Feel It Would Be For You To

	Grade 9 %	Grade 11 %	NT %
Drink beer, wine or hard liquor (for example, vodka, whiskey or gin) regularly?			
Very Wrong	69	44	52
A Little Bit Wrong	12	25	19
Wrong	17	23	19
Not At All Wrong	2	8	10
Smoke cigarettes?			
Very Wrong	88	80	76
A Little Bit Wrong	4	6	3
Wrong	7	11	19
Not At All Wrong	1	3	2
Smoke marijuana?			
Very Wrong	69	50	56
A little bit wrong	15	22	16
Wrong	13	18	16
Not at all wrong	3	9	13
Use prescription drugs that were not your own or for non-medical reasons?			
Very Wrong	91	84	76
A little bit wrong	3	4	3
Wrong	5	8	17
Not at all wrong	1	4	3

Question(s) **S658** - How wrong do your parents feel it would be for you to: Drink beer, wine or hard liquor (for example, vodka, whiskey or gin) regularly?, **S659** - How wrong do your parents feel it would be for you to: Smoke cigarettes?, **S634** - How wrong do your parents feel it would be for you to: Smoke marijuana?, **S635** - How wrong do your parents feel it would be for you to: Use prescription drugs that were not your own or for non-medical reasons?

Note: Cells are empty if there are less than 25 respondents.

Table Z11.19

Perceived Disapproval from Friends

	Grade 9	Grade 11	NT
	%	%	%
How wrong do your friends feel it would be for you to have one or two alcoholic drinks regularly?			
Very Wrong	36	14	24
A Little Bit Wrong	28	27	19
Wrong	16	15	14
Not At All Wrong	20	45	43
Smoke marijuana?			
Very Wrong	33	14	16
A little bit wrong	26	22	10
Wrong	12	8	13
Not at all wrong	29	56	62
Use prescription drugs that were not your own or for non- medical reasons?			
Very Wrong	58	44	40
A little bit wrong	16	18	23
Wrong	18	22	13
Not at all wrong	7	16	24

Question(s) **S660** - How wrong do your friends feel it would be for you to have one or two alcoholic drinks regularly?, **S636** - How wrong do your friends feel it would be for you to: Smoke marijuana?, **S637** - How wrong do your friends feel it would be for you to: Use prescription drugs that were not your own or for non- medical reasons?
 Note: Cells are empty if there are less than 25 respondents.

Table Z11.20

Past 30 Day Smoking

	Grade 9	Grade 11	NT
	%	%	%
During the past 30 days, on the days you smoked, how many cigarettes did you smoke per day?			
I did not smoke cigarettes during the past 30 days	95	84	76
Less than 1 cigarette per day	2	6	6
1 cigarette per day	1	5	11
2 to 5 cigarettes per day	2	3	6
6 to 10 cigarettes per day	0	0	0
11 to 20 cigarettes per day	0	1	0
More than 20 cigarettes per day	0	0	0

Question(s) **S114** - During the past 30 days, on the days you smoked, how many cigarettes did you smoke per day?
 Note: Cells are empty if there are less than 25 respondents.

Table Z11.21

Current Desire to Quit Smoking Cigarettes

	Grade 9 %	Grade 11 %	NT %
If you now smoke cigarettes, would you like to quit smoking?			
I don't smoke cigarettes; does not apply	95	89	82
No	3	8	10
Yes	2	3	8

Question(s) **S118** - If you now smoke cigarettes, would you like to quit smoking?

Note: Cells are empty if there are less than 25 respondents.

Table Z11.22

Perceived Ability to Refuse a Friend's Offer of Cigarettes

	Grade 9 %	Grade 11 %	NT %
How hard would it be for you to refuse or say "no" to a friend who offered you a cigarette to smoke?			
Very hard	3	4	5
Hard	4	6	8
Easy	31	20	22
Very easy	61	69	65

Question(s) **S125** - How hard would it be for you to refuse or say "no" to a friend who offered you a cigarette to smoke?

Note: Cells are empty if there are less than 25 respondents.

Table Z11.23

Lessons on Tobacco in School, Past 12 Months

	Grade 9 %	Grade 11 %	NT %
During the past 12 months, did you have lessons about tobacco and its effects on the body?			
Yes	70	35	34
No	17	46	40
Not sure	13	19	26

Question(s) **S638** - During the past 12 months, did you have lessons about tobacco and its effects on the body?

Note: Cells are empty if there are less than 25 respondents.

Table 11.24***Student Body Mass Index***

	Grade 9	Grade 11	NT
	%	%	%
Underweight	3	3	4
Healthy Weight	83	85	74
At risk of overweight	12	8	17
Overweight	3	5	6

Questions at End of Survey: How tall are you without your shoes on? How much do you weigh without your shoes on?

CALIFORNIA SCHOOL CLIMATE STAFF SURVEY



Tamalpais Union High 2013-2014 Main Report

This report was prepared by WestEd, a research, development, and service agency, in collaboration with Duerr Evaluation Resources, under contract from the California Department of Education Coordinated School Health and Safety Office. For contract information, contact:

Hilva Chan
California Department of Education
Coordinated School Health and Safety Office
1430 N Street
Sacramento, CA 95814
hchan@cde.ca.gov

Recommended citation:

Tamalpais Union High School District. *California School Climate Survey, 2013-14: Main Report*. San Francisco: WestEd Health & Human Development Program for the California Department of Education.

Date prepared: 26 Sep 2014
CDS code: 21654820000000

Table of Contents

Preface	iii
Survey Administration	1
A. Core Module (All Staff)	2
1. Survey Sample	2
2. Summary of Key Survey Indicators	3
3. Demographics	4
4. Learning and Working Environment.....	6
Student Learning Environment (Tables A4.3 - A4.9)	8
Staff Working Environment (Tables A4.10 - A4.17)	10
General Staff Supports (Tables A4.18 - A4.19)	13
Special Education Supports (Tables A4.20 - A4.21)	14
Perceived School Safety (Tables A4.22 - A4.23)	15
Facilities (Table A4.24)	16
Parent Involvement (Tables A4.25 - A4.26)	17
5. Student Developmental Supports and Opportunities	18
Caring Relationships (Tables A5.3 - A5.5)	19
High Expectations (Tables A5.6 - A5.7)	20
Opportunities for Meaningful Participation (Tables A5.8 - A5.11)	21
6. Respect, Equity, and Cultural Sensitivity	23
Tolerance Among Students (Tables A6.2 - A6.3)	24
Treating Students Fairly and Respectfully (Tables A6.4 - A6.5)	25
Cultural Sensitivity (Tables A6.6 - A6.8)	26
Instructional Equity (Tables A6.9 - A6.11)	27
7. Learning Readiness and Engagement	28
Learning Motivation and Truancy (Tables A7.2 - A7.4)	29
General Behavior (Tables A7.5 - A7.7)	30
8. Student Health and Risk Behavior	31
Perceived Physical and Mental Health (Tables A8.3 - A8.5)	32
Bullying and Fighting (Tables A8.6 - A8.7)	33
Delinquency (Tables A8.8 - A8.11)	33
Substance Use (Tables A8.12 - A8.13)	35
9. Discipline and Counseling	36
10. Professional Development Needs	39
Instruction and School Environment (Tables A10.2 - A10.5)	40
Addressing Needs of Diverse Populations (Tables A10.6 - A10.9)	41
Providing Support Services (Tables A10.10 - A10.11).....	42

B. Learning Conditions Module (Not Administered)	44
C. Learning Supports Module	45
1. Module Sample	45
2. Summary of Indicators of School Learning Supports	46
3. Discipline, Safety, and Behavior Management	48
4. Substance Use and Risk Behavior	51
5. Physical Health and Special Needs.....	53
6. Youth Development and Social-Emotional Health.....	54
D. Special Education Supports Module (Not Administered)	55
E. Military Connected Schools Module (Not Administered)	56

PREFACE

This report provides the detailed results provided by teachers, administrators, and other school staff on each question in your 2013-14 administration of the *California School Climate Survey* (CSCS), presented in tables organized by topic. In 2013-14, the content of the survey was significantly revised to enhance the value of its data for guiding the Local Control and Accountability Plan (LCAP) process, particularly in regard to the state priorities of enhancing school climate, pupil engagement, and parent involvement.

The CSCS, along with its companion student and parent surveys—the *California Healthy Kids Survey* (CHKS) and the *California School Parent Survey* (CSPS)—is a service of the California Department of Education (CDE). These three surveys form the California School Climate, Health, and Learning Survey (Cal-SCHLS) System, the largest, most comprehensive effort in the nation to assess students, staff, and parents at the *local* level on a regular basis to provide key data on school climate and culture, learning supports and barriers, and stakeholder engagement, as well as youth development, health, and well-being. For additional information and resources, visit the survey websites: cscs.wested.org and cal-schls.wested.org.

SURVEY PURPOSE

The CSCS was developed for CDE by WestEd in 2004, to fulfill the requirement in the *No Child Left Behind Act* of 2001, Title IV, that schools conduct an anonymous teacher survey related to student drug use and violence. Recognizing the opportunity this requirement presented, CDE expanded the content to collect other data to guide school improvement efforts and also made it possible for schools to add questions of their own choosing so that the survey could better meet local data needs. Because the results are anonymous and confidential, the survey provides staff with an opportunity to honestly communicate their perceptions about the school.

The CSCS, as well as the CHKS, grew out of CDE’s commitment to: (1) helping schools promote the successful cognitive, social, and emotional development of all students; and (2) fostering positive school working environments, particularly to help address the growing problem of low teacher retention. This CSCS report provides perspective on the degree to which staff perceive that their school has a learning and working environment that is safe, supportive, caring, collegial, challenging, and engaging, with norms and standards that encourage academic success. Taken as a whole, the survey questions map to three pillars emphasized by many school reform efforts—rigor, relevance, and relationships. In conjunction with CHKS student data, CSCS data enrich a school’s ability to create a positive school climate that promotes quality teaching, school connectedness, and academic achievement among students, and well-being among both students and staff.

Local Control and Accountability Plan Support

CSCS (and Cal-SCHLS overall) data are valuable for meeting four of the eight state priorities: *improving academic achievement, school climate, pupil engagement, and parent involvement*. It also provides data to determine whether a school fosters the supports, conditions, and specific competencies needed to meet a fifth priority: meeting Common Cores State Standards. For more information, see [Helpful Resources for Local Control and Accountability Plans and School Safety Plans](http://cal-schls.wested.org/resources/LCAP_Cal_SCHLS.pdf), available at cal-schls.wested.org/resources/LCAP_Cal_SCHLS.pdf.

Closing the Achievement Gap

Several questions specifically provide better data to advance efforts to close the state's persistent racial/ethnic achievement gap. These questions include assessment of respect shown to students, equity and diversity, and cultural sensitivity.

Comparison with CHKS Results

Another broad CSCS goal is to provide data from school staff that are comparable to student self-report information from the CHKS, to ascertain whether staff perceptions accurately reflect student behaviors and experiences. The [Guidebook to the California School Climate Survey Part II: Survey Content](https://cscs.wested.org/resources/cscs_guidebook_2_content.pdf) (cscs.wested.org/resources/cscs_guidebook_2_content.pdf) discusses how the CSCS and CHKS surveys might be compared, and an item crosswalk is posted on the website.¹ To enhance both survey administration efficiency and data comparability, schools are encouraged to administer the surveys at the same time.

SURVEY ADMINISTRATION AND SAMPLE

Schools were provided by CDE with detailed survey planning and administration instructions (see the [Guidebook to the California School Climate Survey Part I: Administration, 2011-12 Edition](https://cscs.wested.org/resources/cscs_guidebook_1_admin.pdf) available at cscs.wested.org/resources/cscs_guidebook_1_admin.pdf). CDE guidelines call for the CSCS to be administered online at the same time as the CHKS, among all staff in grades 5 and above.² Staff participation is totally voluntary, anonymous, and confidential. The tables in the Survey Sample and Demographics sections of this report provide the numbers of respondents who completed the core module; their roles at the school (e.g., teacher, administrator, counselor); the length of their employment at the school and in their positions; and their races/ethnicities. The number of respondents who completed each additional module is also provided at the beginning of the set of tables for that module.

SURVEY CONTENT OVERVIEW

The questions were selected with the assistance of an advisory committee to assess the key school climate variables that research and theory indicated are most associated with successful learning and teaching. Like most school climate surveys, it focuses on individual behaviors; patterns of communication and interactions; and professional and student supports. For a detailed discussion of the significance of each question, see the [Guidebook to the California School Climate Survey Part II: Survey Content, 2011-12 Edition](https://cscs.wested.org/resources/cscs_guidebook_2_content.pdf) (cscs.wested.org/resources/cscs_guidebook_2_content.pdf).

The main survey consists of three modules. The first Core section is answered by all staff. Two additional modules target staff with responsibilities for learning supports and for special education. These group-specific modules ask for program- and issue-specific information that might not be known to staff outside these groups, and are answered only by subsamples of all respondents.

Core Survey (Section A)

All staff answer the questions in the first part of the survey, which provides background information about the characteristics of the staff respondents who completed the survey and assesses the following main domains:

¹Crosswalks between all three Cal-SCHLS surveys for the school climate questions are included in [Making Sense of School Climate](https://californias3.wested.org/tools) (available at californias3.wested.org/tools).

²In some instances, the survey is administered on paper.

- How **supportive and inviting** the learning and working environment is in general;
- School **norms and standards** that promote achievement, including the rigor and relevance of instruction, and a shared sense of responsibility for school improvement;
- **Staff supports, professional respect, and collegiality** within the working environment, factors that surveys of California teachers have shown to be key to teacher retention;
- Staff and student **safety**;
- **Student developmental supports** in the school environment—caring staff/student relationships, high expectations, and opportunities for meaningful participation and decision-making—that resilience research has linked to school and life success;
- **Equity**, respect, and cultural sensitivity, which are particularly germane for closing the achievement gap;
- Student **behaviors that facilitate learning**, including the degree to which students are ready and motivated to learn and are well-behaved;
- The level of **problems the school experiences** that are related to fourteen student behaviors or conditions (e.g., truancy, violence, bullying, substance use, mental health, and physical health);
- The nature, communication, and enforcement of rules and policies related to **discipline**; and
- Staff **professional development** needs.

Learning Conditions Module (LCM)

The second section consists of a 33-question **Learning Conditions Module** that provides comparison data to key questions in the supplementary CHKS School Climate Module. This provides a more comprehensive assessment of overall school climate and related student and staff supports. The questions gauge five constructs:

- Support for Learning
- Discipline and Order
- Social, Emotional, and Behavioral Supports
- Positive Peer Relationships (anti-bullying related)
- Respect for Diversity

Learning Supports Module (LSM)

The **Learning Supports Module** consists of 22 questions that are answered only by staff who provide services or instruction related to health, prevention, discipline, safety, or counseling. These questions assess a school's programs, policies, supports, and services that address nonacademic barriers to learning and promote healthy youth development. The results can be compared to the level of student need as indicated by staff perceptions of problems (from the first section of the CSCS) and student report (from the CHKS).

Supplemental Modules

In addition, two supplementary modules are available that you can elect to add to your survey. For information, call the toll-free Cal-SCHLS Helpline at 888.841.7536.

- The **Special Education Supports Module** consists of 12 questions designed to be answered only by staff who have responsibilities for teaching or providing related support services to students with Individualized Education Programs (IEPs). It provides data to better understand issues involving (1) effectively meeting the needs of students with IEPs, and (2) recruiting and retaining special education staff. Districts can request custom reports that compare CSCS results reported by staff who have special education responsibilities to those reported by other staff.
- The **Military Connected Schools Module** allows schools to gather the views of staff about their schools related to the educational and other needs of students who have parents connected to the military, in order to foster more military-friendly and supportive school climates.

THE REPORT

Results for each school level (elementary, middle, high, and nontraditional schools) must be viewed separately. In this Main Report, results are provided in tables with data from all school levels assessed. The usual school levels are elementary (grades 1–6), middle (grades 7–8), high (grades 9–12), and nontraditional (ungraded, such as continuation high schools with 16 years being the earliest age of admittance), as appropriate.³

The tables are organized into topical sections, as outlined in the Table of Contents. They provide, by school level, the percentages of staff responding to each response option for each question. Percentages are rounded off to the nearest whole number. Summary tables at the beginning of each section provide a quick overview to key indicators, with a reference to the table where the detailed results can be found.

Supplemental Reports

On request, custom reports can be prepared that disaggregate the survey data and compare the results based on the characteristics of respondents (e.g., race/ethnicity), job responsibilities (e.g., special education compared to general education staff), or based on how staff responded to a particular question (e.g., whether they agreed or disagreed that the school had a supportive and inviting learning environment).

AIDS TO UNDERSTANDING AND USING THE DATA

Guidebooks

In addition to the [Guidebook to the California School Climate Survey Part II: Survey Content, 2011-12 Edition](http://cscs.wested.org/resources/cscs_guidebook_2_content.pdf) (cscs.wested.org/resources/cscs_guidebook_2_content.pdf), there are several other guides, workshops, and other aids to help schools understand and use survey results. Two are particularly important.

- The [CHKS Guidebook to Data Use and Dissemination](http://chks.wested.org/using_results) (chks.wested.org/using_results) describes a step-by-step process for reviewing, analyzing, and disseminating survey results as part of a data-driven decision-making process for program improvement. Although written for use with student data, the guidelines apply equally as well to staff survey data. Free call-in data use workshops are offered as well.

³For reporting purposes, K–8 schools are coded as elementary.

- The *Workbook for Improving School Climate: Using Your California School Climate Health & Learning Surveys Data* (cscs.wested.org/using_results/publications) helps school communities interpret and use data from the California Healthy Kids Survey, the California School Climate Survey for staff, and the California School Parent Survey. Worksheets help users walk through survey findings and identify the needs to be addressed to create supportive school climates, enhance stakeholder engagement, and improve student achievement.

ASSESSING THE DATA

Care must be taken to fully understand the survey; the context within which the data were collected; and the factors that can impact the quality, validity, and generalizability of the results. The following are a few of the key issues that should be kept in mind. A more detailed discussion of these topics can be found in the *CHKS Guidebook to Data Use and Dissemination* (chks.wested.org/using_results).

Representativeness

Among the most important factors affecting the quality of survey results is the level of staff participation. The validity and representativeness of the results will be adversely affected if the staff response rate is lower than 60%. One indication of the survey's representativeness is how accurately the characteristics of the sample (see Section 3) reflect the characteristics of the staff as indicated by personnel records. Even if the response rate is low, the results provide an indication of what those staff who did respond felt about the school and their experiences and behavior. Strategies for increasing participation are discussed below.

Changes Between Surveys

Many factors besides real changes in behavior, attitudes, or experiences among staff may account for changes in results from administration to administration. Changes may be due to differences over time in the characteristics or size of the sample of staff who completed the survey, changes in the questions themselves, or differences between time periods in which the survey was administered.

Data Comparisons

Comparing results to other local, county, and state data provides a broader context with which to assess the local situation. This can help you determine whether local changes are unique or may be part of a broader trend. Ultimately, however, the most fundamental concern should be what the survey results say about your schools and what improvements need to be made. Results from all schools in the state that conducted the CSCS may be downloaded from the CSCS website: cscs.wested.org/reports.

IMPROVING PARTICIPATION

The *CSCS Survey Administration Guidebook* (cscs.wested.org/resources/cscs_guidebook_1_admin.pdf) provides strategies for improving voluntary staff participation. One of the most important is raising awareness among staff of the value of the survey to the school and the value of staff perceptions to school improvement efforts. To that end, it is important that staff are informed about the results and any school-improvement efforts that are undertaken in response. Staff must perceive that their voices are heard and valued.

NEXT STEPS

Receiving this report is a beginning step in the process of using data to improve school climate. The following describes further actions that you can take.

Request School Reports

If the schools in the district vary significantly in demographics, programs, or other characteristics, consider requesting individual reports for each school (a fee applies).

Compare with Other Data Sources

CSCS results will be enriched if analyzed in the context of data from the CHKS and other sources, particularly in the context of identifying consistent patterns or disconnects that need to be further explored. Other data typically collected in effectiveness studies of school climate include numbers and kinds of discipline referrals, school demographic information, school vandalism costs, and behavioral observations in classrooms.

Discuss with Students and Staff

Discuss the results with both students and staff to explore the meaning of the results in more depth and to obtain their input into how the school might better meet the needs identified. This is especially important because it communicates to staff that you value their input, and it may help improve participation in the next survey. Cal-SCHLS staff can provide information on conducting structured group Listening to Students fishbowls designed to explore with students, with staff observers, the meaning of survey results and obtain their input on how to address the needs identified by the survey.

Conduct Additional Analyses

The complete dataset is available electronically for additional analysis (there is a small fee for preparation). The dataset enables analyses of patterns in the results, how they are interrelated, and how they vary by different subgroups of staff and across schools within a district.

Add Questions to Your Next Surveys

Determine what additional information is needed from staff to guide school improvement efforts and add questions to your next CSCS or CHKS. Both surveys were designed so that schools can add additional questions to help them conduct a more individualized and comprehensive assessment.

ACKNOWLEDGMENTS

The CSCS was developed, and this report was prepared, by WestEd, in collaboration with Duerr Evaluation Resources, under contract from CDE. For more survey information, call the toll-free helpline at 888.841.7536, or visit the website at cscs.wested.org.

Gregory Austin, Ph.D.
CHKS/CSCS Director, WestEd

Tom Herman, Administrator
Coordinated School Health and Safety Office, California Department of Education

Survey Administration

Table 1

CSCS Survey Modules Administered

Survey Module	Administered
A. Core (Required)	X
B. Learning Conditions	
C. Learning Supports	X
D. Special Education Supports	
E. Military Connected Schools	
Z. Custom Questions	

Section A. Core Module (All Staff)

1. Survey Sample

Table A1.1

Core Module Sample

	All	ES	MS	HS	NT ^A
Number of respondents	277	–	–	252	25

Note: ^ANT includes continuation, community day, and other alternative school types.

2. Summary of Key Survey Indicators

Table A2.1

Key Indicators of School Climate and Student Behavior

	All %	ES %	MS %	HS %	NT %	Table
Student Learning Environment						
Is a supportive and inviting place for students to learn [†]	34	–	–	32	60	A4.3
Sets high standards for academic performance for all [†]	32	–	–	34	16	A4.4
Nearly all adults believe every student can be a success	21	–	–	19	36	A5.7
Encourages opportunities for students to decide things [†]	12	–	–	11	20	A5.8
Is welcoming to and facilitates parent involvement	26	–	–	26	28	A4.25
Staff Working Environment						
Is a supportive and inviting place for staff to work [†]	22	–	–	22	24	A4.10
Promotes trust and collegiality among staff [†]	17	–	–	16	25	A4.13
Promotes personnel participation in decision making [†]	7	–	–	7	4	A4.15
Safety						
Is a safe place for staff [†]	33	–	–	33	32	A4.23
Is a safe place for students [†]	32	–	–	31	44	A4.22
Has sufficient resources to create a safe campus [†]	33	–	–	33	29	C3.2
Student Discipline and Support						
Handles discipline problems fairly [†]	14	–	–	13	20	A9.3
Provides adequate counseling and support services [†]	41	–	–	41	40	A9.5
Emphasizes helping students with social, emotional, behavioral problems [†]	21	–	–	19	44	C6.1
Positive Relationships						
Nearly all adults really care about every student	38	–	–	34	72	A5.3
Nearly all adults treat every student with respect	25	–	–	22	58	A6.5
Fosters an appreciation of student diversity and respect for each other [†]	26	–	–	24	40	A6.2
Has moderate/severe problem with harassment/bullying	26	–	–	28	12	A8.6
Student Behavior						
Nearly all/most students motivated to learn	76	–	–	79	48	A7.2
Nearly all/most students well-behaved	91	–	–	93	76	A7.5
Cutting classes or being truant moderate/severe problem	48	–	–	45	72	A7.4
Alcohol and drug use moderate/severe problem	77	–	–	78	64	A8.12

Notes: Cells are empty if there are less than 5 respondents. [†]Percent responding “Strongly Agree.”

3. Demographics

Table A3.1

Role (Job) at School

	All %	ES %	MS %	HS %	NT %
Teacher in grade 5 or above	63	–	–	64	48
Teacher in grade 4 or below	0	–	–	0	0
Special education teacher	5	–	–	5	8
Administrator	3	–	–	3	8
Prevention staff nurse or health aide	0	–	–	0	0
Counselor or psychologist	7	–	–	7	4
Police, resource officer, or safety personnel	1	–	–	1	4
Paraprofessional, teacher assistant, or instructional aide	5	–	–	5	4
Other certificated staff	1	–	–	1	0
Other classified staff	17	–	–	16	24
Other service provider	1	–	–	0	4

Question A.1: What is your role at this school? (Mark All That Apply.)

Notes: Cells are empty if there are less than 5 respondents. Total percentages may exceed 100% for “mark all that apply” items.

Table A3.2

Special Population Service Providers

	All %	ES %	MS %	HS %	NT %
Migrant education	13	–	–	12	28
Special education	72	–	–	71	80
English language learners	61	–	–	60	64
None of the above	20	–	–	21	16

Question A.2: Do you provide services to the following types of students? (Mark All That Apply.)

Notes: Cells are empty if there are less than 5 respondents. Total percentages may exceed 100% for “mark all that apply” items.

Table A3.3***Length of Employment at School***

	All %	ES %	MS %	HS %	NT %
Less than 1 year	9	–	–	9	8
1 to 2 years	11	–	–	11	16
3 to 5 years	13	–	–	12	16
6 to 10 years	24	–	–	23	28
Over 10 years	43	–	–	45	32

Question A.3: How many years have you worked, in any position, at this school?

Note: Cells are empty if there are less than 5 respondents.

Table A3.4***Overall Length of Employment in Position***

	All %	ES %	MS %	HS %	NT %
Less than 1 year	5	–	–	5	0
1 to 2 years	6	–	–	6	4
3 to 5 years	11	–	–	11	16
6 to 10 years	19	–	–	19	16
Over 10 years	59	–	–	59	64

Question A.4: How many years have you worked at any school in your current position (e.g., teacher, counselor, administrator, food service)?

Note: Cells are empty if there are less than 5 respondents.

Table A3.5***Race/Ethnicity of Respondents***

	All %	ES %	MS %	HS %	NT %
African American (not Hispanic)	1	–	–	1	0
American Indian or Alaska Native	0	–	–	0	0
Asian or Pacific Islander	1	–	–	1	4
White (not Hispanic)	86	–	–	86	83
Hispanic or Latino/a	6	–	–	6	4
Other or multi-ethnic	5	–	–	5	8

Question A.5: What is your race or ethnicity?

Note: Cells are empty if there are less than 5 respondents.

4. Learning and Working Environment

Table A4.1

Summary of Indicators for Positive Learning and Working Environment

This school...	Percent Strongly Agreeing					Table
	All %	ES %	MS %	HS %	NT %	
Learning Environment						
Is a supportive and inviting place for students to learn	34	–	–	32	60	A4.3
Sets high standards for academic performance for all	32	–	–	34	16	A4.4
Promotes academic success for all students	27	–	–	26	38	A4.5
Emphasizes helping students academically when they need it	37	–	–	34	63	A4.6
Emphasizes teaching lessons in ways relevant to students	25	–	–	24	32	A4.7
Working Environment						
Is a supportive and inviting place for staff to work	22	–	–	22	24	A4.10
Promotes trust and collegiality among staff	17	–	–	16	25	A4.13
Promotes participation in school decision making	7	–	–	7	4	A4.15
Works to minimize paper work	7	–	–	8	4	A4.16
Provides adequate benefits to support continued employment	42	–	–	43	36	A4.17
Provides the materials, resources, and training to do job effectively	25	–	–	25	20	A4.18
Provides relevant paraprofessional training	5	–	–	5	8	A4.19
Provides the materials, resources, and training to work with special education (IEP) students	17	–	–	17	20	A4.20
Provides complete state adopted instructional materials for students with IEPs	17	–	–	17	17	A4.21
Uses objective data in making school improvement decisions	8	–	–	9	4	A4.9
Safety, Facilities, and Parental Outreach						
Is a safe place for students	32	–	–	31	44	A4.22
Is a safe place for staff	33	–	–	33	32	A4.23
Has clean and well-maintained facilities and property	48	–	–	47	48	A4.24
Is welcoming to and facilitates parent involvement	26	–	–	26	28	A4.25
Encourages parents to be active partners in educating their child	16	–	–	16	16	A4.26

Notes: Cells are empty if there are less than 5 respondents.

Table A4.2***Summary of Indicators for Staff Collegiality and Sense of Mission***

How many adults at this school...	Percent Responding “Nearly All Adults”					Table
	All %	ES %	MS %	HS %	NT %	
Have close professional relationships with one another	10	–	–	9	16	A4.14
Support and treat each other with respect	14	–	–	13	24	A4.12
Feel a responsibility to improve the school	19	–	–	18	32	A4.11
Work hard to ensure a safe and supportive learning environment	29	–	–	28	42	A4.8

Notes: Cells are empty if there are less than 5 respondents.

Student Learning Environment

Table A4.3

Learning Environment is Supportive and Inviting

	All %	ES %	MS %	HS %	NT %
Strongly agree	34	–	–	32	60
Agree	59	–	–	62	40
Disagree	4	–	–	5	0
Strongly disagree	1	–	–	1	0
Not applicable	1	–	–	1	0

Question A.6: This school is a supportive and inviting place for students to learn.

Note: Cells are empty if there are less than 5 respondents.

Table A4.4

Sets High Standards for Academic Performance for All Students

	All %	ES %	MS %	HS %	NT %
Strongly agree	32	–	–	34	16
Agree	49	–	–	48	60
Disagree	14	–	–	13	24
Strongly disagree	2	–	–	3	0
Not applicable	2	–	–	2	0

Question A.7: This school sets high standards for academic performance for all students.

Note: Cells are empty if there are less than 5 respondents.

Table A4.5

Promotes Academic Success for All Students

	All %	ES %	MS %	HS %	NT %
Strongly agree	27	–	–	26	38
Agree	57	–	–	57	58
Disagree	12	–	–	13	4
Strongly disagree	3	–	–	3	0
Not applicable	2	–	–	2	0

Question A.8: The school promotes academic success for all students.

Note: Cells are empty if there are less than 5 respondents.

Table A4.6***Emphasizes Academic Help When Needed***

	All %	ES %	MS %	HS %	NT %
Strongly agree	37	–	–	34	63
Agree	55	–	–	57	38
Disagree	6	–	–	6	0
Strongly disagree	1	–	–	1	0
Not applicable	2	–	–	2	0

Question A.9: This school emphasizes helping students academically when they need it.

Note: Cells are empty if there are less than 5 respondents.

Table A4.7***Teaches Lessons Relevant to Students***

	All %	ES %	MS %	HS %	NT %
Strongly agree	25	–	–	24	32
Agree	59	–	–	58	64
Disagree	10	–	–	11	4
Strongly disagree	1	–	–	1	0
Not applicable	6	–	–	6	0

Question A.11: This school emphasizes teaching lessons in ways relevant to students.

Note: Cells are empty if there are less than 5 respondents.

Table A4.8***Adults At School Ensure Safe and Supportive Environment***

	All %	ES %	MS %	HS %	NT %
Nearly all adults	29	–	–	28	42
Most adults	54	–	–	54	50
Some adults	15	–	–	16	8
Few adults	2	–	–	2	0
Almost none	0	–	–	0	0

Question A.43: How many of the adults at this school work hard to ensure a safe and supportive learning environment?

Note: Cells are empty if there are less than 5 respondents.

Table A4.9***School Uses Objective Data in Decision Making***

	All %	ES %	MS %	HS %	NT %
Strongly agree	8	–	–	9	4
Agree	44	–	–	43	58
Disagree	23	–	–	23	21
Strongly disagree	13	–	–	14	0
Not applicable	12	–	–	11	17

Question A.75: This school uses objective data such as surveys, truancy counts, and test scores in making school improvement decisions.

Note: Cells are empty if there are less than 5 respondents.

Staff Working Environment

Table A4.10***Supportive and Inviting Place to Work***

	All %	ES %	MS %	HS %	NT %
Strongly agree	22	–	–	22	24
Agree	44	–	–	42	60
Disagree	16	–	–	17	12
Strongly disagree	17	–	–	19	4
Not applicable	0	–	–	0	0

Question A.12: This school is a supportive and inviting place for staff to work.

Note: Cells are empty if there are less than 5 respondents.

Table A4.11***Staff Feel Responsibility to Improve School***

	All %	ES %	MS %	HS %	NT %
Nearly all adults	19	–	–	18	32
Most adults	45	–	–	45	52
Some adults	29	–	–	30	16
Few adults	7	–	–	8	0
Almost none	0	–	–	0	0

Question A.42: How many adults at this school feel a responsibility to improve this school?

Note: Cells are empty if there are less than 5 respondents.

Table A4.12***Staff Support and Treat Each Other with Respect***

	All %	ES %	MS %	HS %	NT %
Nearly all adults	14	–	–	13	24
Most adults	49	–	–	49	48
Some adults	30	–	–	30	28
Few adults	7	–	–	8	0
Almost none	0	–	–	0	0

Question A.41: How many adults at this school support and treat each other with respect?

Note: Cells are empty if there are less than 5 respondents.

Table A4.13***Promotes Staff Trust and Collegiality***

	All %	ES %	MS %	HS %	NT %
Strongly agree	17	–	–	16	25
Agree	37	–	–	36	54
Disagree	22	–	–	22	17
Strongly disagree	23	–	–	25	4
Not applicable	1	–	–	1	0

Question A.13: This school promotes trust and collegiality among staff.

Note: Cells are empty if there are less than 5 respondents.

Table A4.14***Staff have Close Professional Relationships***

	All %	ES %	MS %	HS %	NT %
Nearly all adults	10	–	–	9	16
Most adults	40	–	–	39	44
Some adults	43	–	–	43	40
Few adults	7	–	–	8	0
Almost none	1	–	–	1	0

Question A.40: How many adults at this school have close professional relationships with one another?

Note: Cells are empty if there are less than 5 respondents.

Table A4.15***Staff Participate in Decision-Making***

	All %	ES %	MS %	HS %	NT %
Strongly agree	7	–	–	7	4
Agree	40	–	–	36	80
Disagree	22	–	–	22	16
Strongly disagree	30	–	–	33	0
Not applicable	2	–	–	2	0

Question A.71: This school promotes personnel participation in decision-making that affects school practices and policies.

Note: Cells are empty if there are less than 5 respondents.

Table A4.16***Works to Minimize Paper Work***

	All %	ES %	MS %	HS %	NT %
Strongly agree	7	–	–	8	4
Agree	51	–	–	52	38
Disagree	22	–	–	21	38
Strongly disagree	11	–	–	11	4
Not applicable	9	–	–	8	17

Question A.76: This school takes steps to minimize paper work.

Note: Cells are empty if there are less than 5 respondents.

Table A4.17***Provides Adequate Benefits***

	All %	ES %	MS %	HS %	NT %
Strongly agree	42	–	–	43	36
Agree	49	–	–	48	56
Disagree	5	–	–	6	0
Strongly disagree	1	–	–	1	0
Not applicable	3	–	–	2	8

Question A.77: This school provides adequate benefits (e.g., salary, fringe benefits and retirement options) to support my continued employment.

Note: Cells are empty if there are less than 5 respondents.

General Staff Supports

Table A4.18***Provides Staff Resources and Training to Do Job Effectively***

	All %	ES %	MS %	HS %	NT %
Strongly agree	25	–	–	25	20
Agree	45	–	–	43	64
Disagree	18	–	–	18	16
Strongly disagree	11	–	–	12	0
Not applicable	2	–	–	2	0

Question A.14: This school provides the materials, resources, and training (professional development) needed to do your job effectively.

Note: Cells are empty if there are less than 5 respondents.

Table A4.19***Provides Relevant Paraprofessional Training***

	All %	ES %	MS %	HS %	NT %
Strongly agree	5	–	–	5	8
Agree	34	–	–	32	44
Disagree	8	–	–	9	4
Strongly disagree	4	–	–	3	8
Not applicable	49	–	–	50	36

Question A.78: This school provides relevant training for paraprofessionals.

Note: Cells are empty if there are less than 5 respondents.

Special Education Supports

Table A4.20***Provides Resources and Training Needed to Work with Special Education (IEP) Students***

	All %	ES %	MS %	HS %	NT %
Strongly agree	17	–	–	17	20
Agree	44	–	–	44	44
Disagree	20	–	–	19	24
Strongly disagree	6	–	–	7	0
Not applicable	13	–	–	13	12

Question A.15: This school provides the materials, resources, and training (professional development) needed to work with special education (IEP) students.

Note: Cells are empty if there are less than 5 respondents.

Table A4.21***Provides Complete State Adopted Instructional Materials for Students with IEPs***

	All %	ES %	MS %	HS %	NT %
Strongly agree	17	–	–	17	17
Agree	42	–	–	42	50
Disagree	8	–	–	8	13
Strongly disagree	6	–	–	6	4
Not applicable	26	–	–	27	17

Question A.79: This school provides complete state adopted instructional materials for students with IEPs.

Note: Cells are empty if there are less than 5 respondents.

Perceived School Safety

Table A4.22***Safe Place for Students***

	All %	ES %	MS %	HS %	NT %
Strongly agree	32	–	–	31	44
Agree	59	–	–	60	52
Disagree	6	–	–	6	4
Strongly disagree	2	–	–	2	0
Not applicable	1	–	–	1	0

Question A.29: This school is a safe place for students.

Note: Cells are empty if there are less than 5 respondents.

Table A4.23***Safe Place for Staff***

	All %	ES %	MS %	HS %	NT %
Strongly agree	33	–	–	33	32
Agree	51	–	–	50	60
Disagree	10	–	–	11	8
Strongly disagree	5	–	–	6	0
Not applicable	0	–	–	0	0

Question A.30: This school is a safe place for staff.

Note: Cells are empty if there are less than 5 respondents.

Facilities

Table A4.24***Clean and Well-Maintained Facilities and Property***

	All %	ES %	MS %	HS %	NT %
Strongly agree	48	–	–	47	48
Agree	48	–	–	48	52
Disagree	3	–	–	4	0
Strongly disagree	0	–	–	0	0
Not applicable	0	–	–	0	0

Question A.32: This school has clean and well-maintained facilities and property.

Note: Cells are empty if there are less than 5 respondents.

Parent Involvement

Table A4.25

Encourages Parental Involvement

	All %	ES %	MS %	HS %	NT %
Strongly agree	26	–	–	26	28
Agree	58	–	–	58	60
Disagree	9	–	–	9	8
Strongly disagree	5	–	–	5	0
Not applicable	3	–	–	3	4

Question A.31: This school is welcoming to and facilitates parent involvement.

Note: Cells are empty if there are less than 5 respondents.

Table A4.26

Encourages Parental Partnership in Child's Education

	All %	ES %	MS %	HS %	NT %
Strongly agree	16	–	–	16	16
Agree	62	–	–	63	52
Disagree	13	–	–	12	20
Strongly disagree	4	–	–	4	0
Not applicable	5	–	–	5	12

Question A.74: This school encourages parents to be active partners in educating their child.

Note: Cells are empty if there are less than 5 respondents.

5. Student Developmental Supports and Opportunities

Table A5.1

Summary of Indicators for Opportunities for Meaningful Student Participation

This school provides/encourages students...	Percent Strongly Agreeing					Table
	All %	ES %	MS %	HS %	NT %	
Opportunities to decide things	12	–	–	11	20	A5.8
Equal opportunity for classroom participation	24	–	–	20	58	A5.9
Equal opportunity to participate in extracurricular and enrichment activities	32	–	–	32	36	A5.10
Opportunities to make a difference (help others)	29	–	–	29	28	A5.11

Notes: Cells are empty if there are less than 5 respondents.

Table A5.2

Summary of Indicators for Positive Staff-Student Relationships and High Expectations

	Percent Responding “Nearly All Adults”					Table
How many adults at this school...	All %	ES %	MS %	HS %	NT %	
Caring Relationships						
Really care about every student	38	–	–	34	72	A5.3
Acknowledge and pay attention to students	37	–	–	33	76	A5.4
Listen to what students have to say	25	–	–	21	68	A5.5
High Expectations						
Want every student to do their best	43	–	–	39	76	A5.6
Believe every student can be a success	21	–	–	19	36	A5.7

Notes: Cells are empty if there are less than 5 respondents.

Caring Relationships

Table A5.3

Adults Really Care About All Students

	All %	ES %	MS %	HS %	NT %
Nearly all adults	38	–	–	34	72
Most adults	53	–	–	56	28
Some adults	9	–	–	10	0
Few adults	0	–	–	0	0
Almost none	0	–	–	0	0

Question A.33: How many adults at this school really care about every student?

Note: Cells are empty if there are less than 5 respondents.

Table A5.4

Adults Acknowledge and Pay Attention to Students

	All %	ES %	MS %	HS %	NT %
Nearly all adults	37	–	–	33	76
Most adults	54	–	–	57	24
Some adults	9	–	–	10	0
Few adults	0	–	–	0	0
Almost none	0	–	–	0	0

Question A.34: How many adults at this school acknowledge and pay attention to students?

Note: Cells are empty if there are less than 5 respondents.

Table A5.5***Adults Listen to What Students Have to Say***

	All %	ES %	MS %	HS %	NT %
Nearly all adults	25	–	–	21	68
Most adults	58	–	–	61	32
Some adults	16	–	–	18	0
Few adults	1	–	–	1	0
Almost none	0	–	–	0	0

Question A.36: How many adults at this school listen to what students have to say?

Note: Cells are empty if there are less than 5 respondents.

High Expectations

Table A5.6***Adults Want All Students to Do Their Best***

	All %	ES %	MS %	HS %	NT %
Nearly all adults	43	–	–	39	76
Most adults	52	–	–	54	24
Some adults	5	–	–	6	0
Few adults	0	–	–	0	0
Almost none	0	–	–	0	0

Question A.35: How many adults at this school want every student to do their best?

Note: Cells are empty if there are less than 5 respondents.

Table A5.7***Adults Believe Every Student Can Be a Success***

	All %	ES %	MS %	HS %	NT %
Nearly all adults	21	–	–	19	36
Most adults	57	–	–	57	64
Some adults	20	–	–	22	0
Few adults	2	–	–	2	0
Almost none	0	–	–	0	0

Question A.37: How many adults at this school believe that every student can be a success?

Note: Cells are empty if there are less than 5 respondents.

Opportunities for Meaningful Participation

Table A5.8***Encourages Decision Opportunities for Students***

	All %	ES %	MS %	HS %	NT %
Strongly agree	12	–	–	11	20
Agree	53	–	–	51	64
Disagree	22	–	–	23	12
Strongly disagree	2	–	–	2	0
Not applicable	12	–	–	13	4

Question A.16: This school encourages opportunities for students to decide things like class activities or rules.

Note: Cells are empty if there are less than 5 respondents.

Table A5.9***Gives Equal Opportunity for Classroom Participation***

	All %	ES %	MS %	HS %	NT %
Strongly agree	24	–	–	20	58
Agree	55	–	–	57	38
Disagree	8	–	–	9	0
Strongly disagree	1	–	–	1	0
Not applicable	11	–	–	12	4

Question A.17: This school gives all students equal opportunity to participate in classroom discussions or activities.

Note: Cells are empty if there are less than 5 respondents.

Table A5.10***Gives Equal Access to Extracurricular and Enrichment Activities***

	All %	ES %	MS %	HS %	NT %
Strongly agree	32	–	–	32	36
Agree	49	–	–	51	32
Disagree	11	–	–	10	20
Strongly disagree	1	–	–	1	0
Not applicable	6	–	–	6	12

Question A.18: This school gives all students equal opportunity to participate in numerous extracurricular and enrichment activities.

Note: Cells are empty if there are less than 5 respondents.

Table A5.11***Gives Opportunities to Make A Difference (Help Others)***

	All %	ES %	MS %	HS %	NT %
Strongly agree	29	–	–	29	28
Agree	55	–	–	54	64
Disagree	9	–	–	10	4
Strongly disagree	2	–	–	2	0
Not applicable	6	–	–	6	4

Question A.19: This school gives students opportunities to “make a difference” by helping other people, the school, or the community (e.g., service learning).

Note: Cells are empty if there are less than 5 respondents.

6. Respect, Equity, and Cultural Sensitivity

Table A6.1

Summary of Indicators for Respect, Equity, and Cultural Sensitivity

	All %	ES %	MS %	HS %	NT %	Table
Fosters an appreciation of student diversity and respect for each other [†]	26	–	–	24	40	A6.2
Emphasizes showing respect for all students' cultural beliefs and practices [†]	31	–	–	28	56	A6.6
Emphasizes using instructional materials that reflect the culture or ethnicity of its students [†]	10	–	–	9	13	A6.7
Has staff examine their own cultural biases through professional development or other processes [†]	8	–	–	8	9	A6.8
Encourages equity in rigorous course enrollment [†]	34	–	–	36	16	A6.10
Considers closing the racial/ethnic achievement gap a high priority [†]	20	–	–	21	12	A6.9
Provides the supports needed for teaching culturally and linguistically diverse students [†]	6	–	–	6	4	A6.11
Treat all students fairly [‡]	20	–	–	18	36	A6.4
Treat every student with respect [‡]	25	–	–	22	58	A6.5

Notes: Cells are empty if there are less than 5 respondents.

[†]Strongly agree that this school... [‡]Report that nearly all adults at this school...

Tolerance Among Students

Table A6.2

Fosters Appreciation for Student Diversity and Mutual Respect

	All %	ES %	MS %	HS %	NT %
Strongly agree	26	–	–	24	40
Agree	52	–	–	52	52
Disagree	15	–	–	16	8
Strongly disagree	4	–	–	4	0
Not applicable	3	–	–	4	0

Question A.24: This school fosters an appreciation of student diversity and respect for each other.

Note: Cells are empty if there are less than 5 respondents.

Table A6.3

Racial/Ethnic Conflict Among Students is a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	47	–	–	45	68
Mild problem	44	–	–	45	28
Moderate problem	8	–	–	9	4
Severe problem	1	–	–	1	0

Question A.63: How much of a problem at this school is racial/ethnic conflict among students?

Note: Cells are empty if there are less than 5 respondents.

Treating Students Fairly and Respectfully

Table A6.4

Staff Treat All Students Fairly

	All %	ES %	MS %	HS %	NT %
Nearly all adults	20	–	–	18	36
Most adults	65	–	–	65	56
Some adults	16	–	–	16	8
Few adults	0	–	–	0	0
Almost none	0	–	–	0	0

Question A.38: How many adults at this school treat all students fairly?

Note: Cells are empty if there are less than 5 respondents.

Table A6.5

Staff Treat All Students with Respect

	All %	ES %	MS %	HS %	NT %
Nearly all adults	25	–	–	22	58
Most adults	60	–	–	63	33
Some adults	14	–	–	15	8
Few adults	1	–	–	1	0
Almost none	0	–	–	0	0

Question A.39: How many adults at this school treat every student with respect?

Note: Cells are empty if there are less than 5 respondents.

Cultural Sensitivity

Table A6.6

Students' Cultural Beliefs and Practices Respected

	All %	ES %	MS %	HS %	NT %
Strongly agree	31	–	–	28	56
Agree	48	–	–	50	36
Disagree	16	–	–	17	8
Strongly disagree	2	–	–	2	0
Not applicable	3	–	–	3	0

Question A.25: This school emphasizes showing respect for all students' cultural beliefs and practices.

Note: Cells are empty if there are less than 5 respondents.

Table A6.7

Uses Culturally Relevant Instructional Materials

	All %	ES %	MS %	HS %	NT %
Strongly agree	10	–	–	9	13
Agree	37	–	–	35	58
Disagree	34	–	–	36	13
Strongly disagree	3	–	–	3	0
Not applicable	16	–	–	16	17

Question A.21: This school emphasizes using instructional materials that reflect the culture or ethnicity of its students.

Note: Cells are empty if there are less than 5 respondents.

Table A6.8

Staff Examine Their Cultural Biases

	All %	ES %	MS %	HS %	NT %
Strongly agree	8	–	–	8	9
Agree	27	–	–	26	39
Disagree	45	–	–	46	35
Strongly disagree	12	–	–	13	4
Not applicable	8	–	–	7	13

Question A.22: This school has staff examine their own cultural biases through professional development or other processes.

Note: Cells are empty if there are less than 5 respondents.

Instructional Equity

Table A6.9

Closing the Achievement Gap is a High Priority

	All %	ES %	MS %	HS %	NT %
Strongly agree	20	–	–	21	12
Agree	44	–	–	43	52
Disagree	20	–	–	20	24
Strongly disagree	8	–	–	9	0
Not applicable	8	–	–	8	12

Question A.23: This school considers closing the racial/ethnic achievement gap a high priority.

Note: Cells are empty if there are less than 5 respondents.

Table A6.10

Encourages Equity in Rigorous Course Enrollment

	All %	ES %	MS %	HS %	NT %
Strongly agree	34	–	–	36	16
Agree	46	–	–	49	16
Disagree	10	–	–	8	24
Strongly disagree	2	–	–	2	4
Not applicable	8	–	–	5	40

Question A.20: This school encourages students to enroll in rigorous courses (such as honors and AP), regardless of their race, ethnicity, or nationality.

Note: Cells are empty if there are less than 5 respondents.

Table A6.11

Support Provided for Teaching Culturally and Linguistically Diverse Students

	All %	ES %	MS %	HS %	NT %
Strongly agree	6	–	–	6	4
Agree	45	–	–	42	72
Disagree	35	–	–	38	12
Strongly disagree	2	–	–	2	0
Not applicable	11	–	–	11	12

Question A.73: This school provides the supports needed for teaching culturally and linguistically diverse students.

Note: Cells are empty if there are less than 5 respondents.

7. Learning Readiness and Engagement

Table A7.1

Summary of Indicators for Student Learning Readiness and Engagement

	All %	ES %	MS %	HS %	NT %	Table
How many students at this school						
Are motivated to learn [†]	76	–	–	79	48	A7.2
Are well-behaved [†]	91	–	–	93	76	A7.5
This school...						
Motivates students to learn [‡]	17	–	–	16	20	A7.3
How much of a problem at this school is...						
Disruptive behavior [§]	23	–	–	21	40	A7.6
Cutting classes or being truant [§]	48	–	–	45	72	A7.4
Lack of respect of staff by students [§]	18	–	–	18	16	A7.7

Notes: Cells are empty if there are less than 5 respondents. [†]Percent responding “Most” or “Nearly all;”

[‡]Percent Responding “Strongly Agree;” [§]Percent Responding “Moderate problem” or “Severe problem.”

Learning Motivation and Truancy

Table A7.2

Students Are Motivated to Learn

	All %	ES %	MS %	HS %	NT %
Nearly all	8	–	–	8	12
Most	68	–	–	71	36
Some	22	–	–	20	44
Few	2	–	–	1	8
Almost none	0	–	–	0	0

Question A.56: Based on your experience, how many students at this school are motivated to learn?

Note: Cells are empty if there are less than 5 respondents.

Table A7.3

School Motivates Students to Learn

	All %	ES %	MS %	HS %	NT %
Strongly agree	17	–	–	16	20
Agree	71	–	–	70	80
Disagree	10	–	–	11	0
Strongly disagree	0	–	–	0	0
Not applicable	3	–	–	3	0

Question A.72: This school motivates students to learn.

Note: Cells are empty if there are less than 5 respondents.

Table A7.4

Cutting Class or Truancy is a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	13	–	–	13	4
Mild problem	40	–	–	41	24
Moderate problem	27	–	–	27	28
Severe problem	21	–	–	18	44

Question A.66: How much of a problem at this school is cutting classes or being truant?

Note: Cells are empty if there are less than 5 respondents.

General Behavior

Table A7.5

Students Are Well-Behaved

	All %	ES %	MS %	HS %	NT %
Nearly all	22	–	–	22	24
Most	69	–	–	71	52
Some	9	–	–	7	24
Few	0	–	–	0	0
Almost none	0	–	–	0	0

Question A.57: Based on your experience, how many students at this school are well-behaved?

Note: Cells are empty if there are less than 5 respondents.

Table A7.6

Disruptive Student Behavior is a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	27	–	–	27	24
Mild problem	50	–	–	52	36
Moderate problem	17	–	–	15	32
Severe problem	6	–	–	6	8

Question A.62: How much of a problem at this school is disruptive student behavior?

Note: Cells are empty if there are less than 5 respondents.

Table A7.7

Lack of Respect of Staff by Students is a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	45	–	–	46	36
Mild problem	37	–	–	36	48
Moderate problem	14	–	–	14	16
Severe problem	4	–	–	4	0

Question A.65: How much of a problem at this school is lack of respect of staff by students?

Note: Cells are empty if there are less than 5 respondents.

8. Student Health and Risk Behavior

Table A8.1

Summary of Indicators for Student Physical and Mental Health

	All %	ES %	MS %	HS %	NT %	Table
Perceived Physical and Mental Health						
Arrive at school alert and rested [†]	63	–	–	67	32	A8.3
Are healthy and physically fit [†]	90	–	–	94	44	A8.4
Depression or other mental health issues are moderate/severe problems	69	–	–	67	84	A8.5

Notes: Cells are empty if there are less than 5 respondents. [†]Percent responding “Most” or “Nearly all.”

Table A8.2

Summary of Indicators for Student Risk Behavior

How much of a problem at this school is...	All %	ES %	MS %	HS %	NT %	Table
Violence, Conflict, and Crime						
Harassment or bullying [‡]	26	–	–	28	12	A8.6
Physical fighting [‡]	4	–	–	4	0	A8.7
Gang activity [‡]	2	–	–	2	4	A8.10
Vandalism and graffiti [‡]	4	–	–	4	4	A8.8
Theft [‡]	25	–	–	26	16	A8.9
Weapons possession at school [‡]	1	–	–	1	4	A8.11
Substance Use						
Alcohol and drug use [‡]	77	–	–	78	64	A8.12
Tobacco use [‡]	23	–	–	20	48	A8.13

Notes: Cells are empty if there are less than 5 respondents. [‡]Percent Responding “Moderate problem” or “Severe problem.”

Perceived Physical and Mental Health

Table A8.3

Students Arrive at School Alert and Rested

	All %	ES %	MS %	HS %	NT %
Nearly all	6	–	–	7	0
Most	57	–	–	60	32
Some	30	–	–	27	52
Few	7	–	–	6	16
Almost none	0	–	–	0	0

Question A.55: Based on your experience, how many students at this school arrive at school alert and rested?

Note: Cells are empty if there are less than 5 respondents.

Table A8.4

Students Are Healthy and Physically Fit

	All %	ES %	MS %	HS %	NT %
Nearly all	26	–	–	28	4
Most	64	–	–	66	40
Some	10	–	–	5	52
Few	1	–	–	0	4
Almost none	0	–	–	0	0

Question A.54: Based on your experience, how many students at this school are healthy and physically fit?

Note: Cells are empty if there are less than 5 respondents.

Table A8.5

Student Depression or Other Mental Health Issues are a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	5	–	–	5	4
Mild problem	26	–	–	28	12
Moderate problem	39	–	–	38	48
Severe problem	30	–	–	30	36

Question A.64: How much of a problem at this school is student depression or other mental health problems?

Note: Cells are empty if there are less than 5 respondents.

Bullying and Fighting

Table A8.6

Harassment or Bullying Among Students is a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	18	–	–	15	44
Mild problem	56	–	–	58	44
Moderate problem	24	–	–	25	12
Severe problem	2	–	–	2	0

Question A.60: How much of a problem at this school is harassment or bullying among students?

Note: Cells are empty if there are less than 5 respondents.

Table A8.7

Physical Fighting Between Students is a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	66	–	–	64	80
Mild problem	30	–	–	31	20
Moderate problem	3	–	–	4	0
Severe problem	0	–	–	0	0

Question A.61: How much of a problem at this school is physical fighting between students?

Note: Cells are empty if there are less than 5 respondents.

Delinquency

Table A8.8

Vandalism (Including Graffiti) is a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	67	–	–	67	68
Mild problem	29	–	–	29	28
Moderate problem	4	–	–	4	4
Severe problem	0	–	–	0	0

Question A.69: How much of a problem at this school is vandalism (including graffiti)?

Note: Cells are empty if there are less than 5 respondents.

Table A8.9***Theft is a Problem***

	All %	ES %	MS %	HS %	NT %
Insignificant problem	29	–	–	27	44
Mild problem	47	–	–	47	40
Moderate problem	18	–	–	18	12
Severe problem	7	–	–	7	4

Question A.70: How much of a problem at this school is theft?

Note: Cells are empty if there are less than 5 respondents.

Table A8.10***Gang-Related Activity is a Problem***

	All %	ES %	MS %	HS %	NT %
Insignificant problem	91	–	–	93	80
Mild problem	7	–	–	6	16
Moderate problem	2	–	–	1	4
Severe problem	0	–	–	0	0

Question A.67: How much of a problem at this school is gang-related activity?

Note: Cells are empty if there are less than 5 respondents.

Table A8.11***Weapons Possession is a Problem***

	All %	ES %	MS %	HS %	NT %
Insignificant problem	93	–	–	94	88
Mild problem	6	–	–	6	8
Moderate problem	1	–	–	1	4
Severe problem	0	–	–	0	0

Question A.68: How much of a problem at this school is weapons possession?

Note: Cells are empty if there are less than 5 respondents.

Substance Use

Table A8.12

Student Alcohol and Drug Use is a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	3	–	–	3	8
Mild problem	20	–	–	19	28
Moderate problem	46	–	–	49	20
Severe problem	31	–	–	29	44

Question A.58: How much of a problem at this school is student alcohol and drug use?

Note: Cells are empty if there are less than 5 respondents.

Table A8.13

Student Tobacco Use is a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	30	–	–	31	28
Mild problem	47	–	–	49	24
Moderate problem	20	–	–	19	32
Severe problem	3	–	–	1	16

Question A.59: How much of a problem at this school is tobacco use?

Note: Cells are empty if there are less than 5 respondents.

9. Discipline and Counseling

Table A9.1

Summary of Indicators for Discipline and Counseling

This school...	<i>Percent Strongly Agreeing</i>					Table
	All %	ES %	MS %	HS %	NT %	
Clearly communicates to students consequences of breaking rules	14	–	–	13	24	A9.2
Handles discipline problems fairly	14	–	–	13	20	A9.3
Effectively handles student discipline and behavioral problems	12	–	–	11	16	A9.4
Provides adequate counseling and support services for students	41	–	–	41	40	A9.5

Notes: Cells are empty if there are less than 5 respondents.

Table A9.2***Clearly Communicates Consequences of Breaking Rules***

	All %	ES %	MS %	HS %	NT %
Strongly agree	14	–	–	13	24
Agree	39	–	–	39	44
Disagree	26	–	–	26	28
Strongly disagree	18	–	–	19	4
Not applicable	3	–	–	3	0

Question A.26: This school clearly communicates to students the consequences of breaking school rules.

Note: Cells are empty if there are less than 5 respondents.

Table A9.3***Handles Discipline Problems Fairly***

	All %	ES %	MS %	HS %	NT %
Strongly agree	14	–	–	13	20
Agree	45	–	–	46	40
Disagree	24	–	–	22	36
Strongly disagree	12	–	–	13	4
Not applicable	5	–	–	5	0

Question A.27: This school handles discipline problems fairly.

Note: Cells are empty if there are less than 5 respondents.

Table A9.4***Handles Student Discipline and Behavioral Problems Effectively***

	All %	ES %	MS %	HS %	NT %
Strongly agree	12	–	–	11	16
Agree	41	–	–	40	48
Disagree	27	–	–	26	36
Strongly disagree	16	–	–	18	0
Not applicable	5	–	–	5	0

Question A.28: This school effectively handles student discipline and behavioral problems.

Note: Cells are empty if there are less than 5 respondents.

Table A9.5***Provides Adequate Counseling and Support for Students***

	All %	ES %	MS %	HS %	NT %
Strongly agree	41	–	–	41	40
Agree	51	–	–	50	56
Disagree	6	–	–	6	4
Strongly disagree	1	–	–	1	0
Not applicable	1	–	–	1	0

Question A.10: This school provides adequate counseling and support services for students.

Note: Cells are empty if there are less than 5 respondents.

10. Professional Development Needs

Table A10.1

Summary of Indicators for Professional Development (PD) Needs

Perceive need for more PD in...	All %	ES %	MS %	HS %	NT %	Table
Instruction and School Environment						
Meeting academic standards	23	–	–	22	28	A10.2
Evidence-based methods of instruction	32	–	–	31	48	A10.3
Positive behavioral support and classroom management	25	–	–	24	30	A10.4
Creating a positive school climate	44	–	–	45	28	A10.5
Addressing Needs of Diverse Populations						
Working with diverse racial, ethnic, or cultural groups	40	–	–	39	46	A10.6
Culturally relevant pedagogy for the school's student population	37	–	–	35	56	A10.7
Serving English language learners	35	–	–	36	32	A10.8
Closing the achievement gap	45	–	–	45	48	A10.9
Providing Support Services						
Serving special education (IEP) students	41	–	–	40	48	A10.10
Meeting the social, emotional, and developmental needs of youth	56	–	–	56	52	A10.11

Notes: Cells are empty if there are less than 5 respondents.

Instruction and School Environment

Table A10.2

Need PD in Meeting Academic Standards

	All %	ES %	MS %	HS %	NT %
Yes	23	–	–	22	28
No	54	–	–	55	44
Not applicable	23	–	–	23	28

Question A.44: Do you feel that you need more professional development, training, mentorship or other support to do your job in any of the following areas... meeting academic standards?

Note: Cells are empty if there are less than 5 respondents.

Table A10.3

Need PD in Instructional Methods

	All %	ES %	MS %	HS %	NT %
Yes	32	–	–	31	48
No	42	–	–	45	20
Not applicable	25	–	–	25	32

Question A.45: Do you feel that you need more professional development, training, mentorship or other support to do your job in any of the following areas... evidence-based methods of instruction?

Note: Cells are empty if there are less than 5 respondents.

Table A10.4

Need PD on Positive Behavior Support and Classroom Management

	All %	ES %	MS %	HS %	NT %
Yes	25	–	–	24	30
No	56	–	–	57	48
Not applicable	19	–	–	19	22

Question A.46: Do you feel that you need more professional development, training, mentorship or other support to do your job in any of the following areas... positive behavioral support and classroom management?

Note: Cells are empty if there are less than 5 respondents.

Table A10.5***Need PD in Creating a Positive School Climate***

	All %	ES %	MS %	HS %	NT %
Yes	44	–	–	45	28
No	49	–	–	47	64
Not applicable	7	–	–	7	8

Question A.53: Do you feel that you need more professional development, training, mentorship or other support to do your job in any of the following areas... creating a positive school climate?

Note: Cells are empty if there are less than 5 respondents.

Addressing Needs of Diverse Populations

Table A10.6***Need PD on Working with Diverse Populations***

	All %	ES %	MS %	HS %	NT %
Yes	40	–	–	39	46
No	49	–	–	50	42
Not applicable	11	–	–	11	13

Question A.47: Do you feel that you need more professional development, training, mentorship or other support to do your job in any of the following areas... working with diverse racial, ethnic, or cultural groups?

Note: Cells are empty if there are less than 5 respondents.

Table A10.7***Need PD on Culturally Relevant Pedagogy***

	All %	ES %	MS %	HS %	NT %
Yes	37	–	–	35	56
No	47	–	–	49	32
Not applicable	16	–	–	16	12

Question A.48: Do you feel that you need more professional development, training, mentorship or other support to do your job in any of the following areas... culturally relevant pedagogy for the school's student population?

Note: Cells are empty if there are less than 5 respondents.

Table A10.8***Need PD on Serving English Language Learners***

	All %	ES %	MS %	HS %	NT %
Yes	35	–	–	36	32
No	48	–	–	48	52
Not applicable	16	–	–	16	16

Question A.49: Do you feel that you need more professional development, training, mentorship or other support to do your job in any of the following areas... serving English Language Learners?

Note: Cells are empty if there are less than 5 respondents.

Table A10.9***Need PD on Closing the Achievement Gap***

	All %	ES %	MS %	HS %	NT %
Yes	45	–	–	45	48
No	38	–	–	39	36
Not applicable	16	–	–	16	16

Question A.50: Do you feel that you need more professional development, training, mentorship or other support to do your job in any of the following areas... closing the achievement gap?

Note: Cells are empty if there are less than 5 respondents.

Providing Support Services

Table A10.10***Need PD for Serving Special Education (IEP) Students***

	All %	ES %	MS %	HS %	NT %
Yes	41	–	–	40	48
No	45	–	–	46	36
Not applicable	14	–	–	13	16

Question A.51: Do you feel that you need more professional development, training, mentorship or other support to do your job in any of the following areas... serving special education (IEP) students?

Note: Cells are empty if there are less than 5 respondents.

Table A10.11***Need PD on Meeting Social, Emotional, and Developmental Needs of Youth***

	All %	ES %	MS %	HS %	NT %
Yes	56	–	–	56	52
No	34	–	–	34	36
Not applicable	10	–	–	10	12

Question A.52: Do you feel that you need more professional development, training, mentorship or other support to do your job in any of the following areas... meeting the social, emotional, and developmental needs of youth (e.g., resilience promotion)?

Note: Cells are empty if there are less than 5 respondents.

Section B. Learning Conditions Module

Not Administered

Section C. Learning Supports Module

1. Module Sample

Table C1.1

Learning Supports Module Sample

	All	ES	MS	HS	NT
Number of respondents	249	–	–	224	25

2. Summary of Indicators of School Learning Supports

Table C2.1

Summary of Indicators of School Learning Supports

	All %	ES %	MS %	HS %	NT %	Table
Discipline, Safety, and Behavior Management						
Collaborates well with law enforcement organizations [‡]	22	–	–	21	32	C3.1
Punishes first-time violations of alcohol or other drug policies [‡]	9	–	–	9	4	C3.1
Enforces zero tolerance policies [‡]	6	–	–	7	0	C3.1
Considers sanctions for student violation of rules/policies on case-by-case basis [‡]	16	–	–	13	36	C3.1
Has sufficient resources to create a safe campus [‡]	33	–	–	33	29	C3.2
Seeks to maintain a secure campus [‡]	7	–	–	7	4	C3.2
Provides harassment or bullying prevention [†]	14	–	–	15	8	C3.3
Provides conflict resolution or behavior management instruction [†]	11	–	–	11	17	C3.3
Substance Use and Risk Behavior						
Considers substance abuse prevention an important goal [‡]	18	–	–	17	36	C4.1
Collaborates well with community organizations to address substance use or other problems [‡]	9	–	–	9	12	C4.1
Provides effective confidential support and referral services for students needing help due to substance abuse, violence, or other problems [‡]	27	–	–	27	28	C4.1
Provides alcohol or drug use prevention instruction [†]	12	–	–	14	0	C4.1
Provides tobacco use prevention instruction [†]	9	–	–	10	0	C4.1
Has sufficient resources to address substance use prevention needs [‡]	18	–	–	18	12	C4.1

Notes: Cells are empty if there are less than 5 respondents. [†]Percent responding “A lot;” [‡]Percent responding “Strongly Agree.”

Table C2.1***Summary of Indicators of School Learning Supports - Continued***

	All %	ES %	MS %	HS %	NT %	Table
Physical Health and Special Needs						
Provides healthy food choices for students [‡]	11	–	–	12	4	C5.1
Provides adequate health services for students [‡]	10	–	–	9	20	C5.1
Provides opportunities for physical education and activity [†]	55	–	–	61	4	C5.1
Provides nutritional instruction [†]	12	–	–	13	0	C5.1
Provides services for students with disabilities or other special needs [†]	57	–	–	59	38	C5.1
Youth Development and Social-Emotional Health						
Fosters youth development, resilience, or asset promotion [†]	11	–	–	10	17	C6.1
Provides character education [†]	9	–	–	9	4	C6.1
Emphasizes helping students with social, emotional, and behavioral problems [‡]	21	–	–	19	44	C6.1

Notes: Cells are empty if there are less than 5 respondents. [†]Percent responding “A lot;” [‡]Percent responding “Strongly Agree.”

3. Discipline, Safety, and Behavior Management

Table C3.1

Discipline Practice at School

	All %	ES %	MS %	HS %	NT %
Collaborates well with law enforcement organizations					
Strongly agree	22	—	—	21	32
Agree	55	—	—	56	52
Neither agree nor disagree	17	—	—	17	16
Disagree	4	—	—	4	0
Strongly disagree	1	—	—	1	0
Punishes first-time violations of alcohol or other drug policies by at least an out-of-school suspension					
Strongly agree	9	—	—	9	4
Agree	33	—	—	32	46
Neither agree nor disagree	29	—	—	30	13
Disagree	20	—	—	18	33
Strongly disagree	9	—	—	10	4
Enforces zero tolerance policies					
Strongly agree	6	—	—	7	0
Agree	24	—	—	22	43
Neither agree nor disagree	29	—	—	31	14
Disagree	24	—	—	24	33
Strongly disagree	16	—	—	17	10
Considers sanctions for student violation of rules/policies on case-by-case basis with a wide range of options					
Strongly agree	16	—	—	13	36
Agree	51	—	—	52	44
Neither agree nor disagree	20	—	—	20	16
Disagree	8	—	—	9	4
Strongly disagree	5	—	—	5	0

Question C2, 5-7: This school... collaborates well with law enforcement organizations... considers sanctions for student violations of rules and policies on a case-by-case basis with a wide range of options... punishes first-time violations of alcohol or other drug policies by at least an out-of-school suspension... enforces zero tolerance policies.

Note: Cells are empty if there are less than 5 respondents.

Table C3.2***Supports for Safety at School***

	All %	ES %	MS %	HS %	NT %
Has sufficient resources to create a safe campus					
Strongly agree	33	–	–	33	29
Agree	54	–	–	53	71
Neither agree nor disagree	8	–	–	9	0
Disagree	4	–	–	4	0
Strongly disagree	1	–	–	1	0
Seeks to maintain a secure campus					
Strongly agree	7	–	–	7	4
Agree	17	–	–	17	17
Neither agree nor disagree	21	–	–	21	25
Disagree	29	–	–	28	38
Strongly disagree	26	–	–	27	17

Question C3, 8: This school... has sufficient resources to create a safe campus... seeks to maintain a secure campus through such means as metal detectors, security guards, or personal searches.

Note: Cells are empty if there are less than 5 respondents.

Table C3.3***Behavior Management at School***

	All %	ES %	MS %	HS %	NT %
Provides harassment or bullying prevention					
A lot	14	–	–	15	8
Some	48	–	–	50	33
Not much	31	–	–	29	46
Not at all	7	–	–	6	13
Provides conflict resolution or behavior management instruction					
A lot	11	–	–	11	17
Some	53	–	–	53	54
Not much	31	–	–	31	25
Not at all	5	–	–	6	4

Question C19, 21: To what extent does this school... provide conflict resolution or behavior management instruction... provide harassment or bullying prevention.

Note: Cells are empty if there are less than 5 respondents.

4. Substance Use and Risk Behavior

Table C4.1

Substance Use Prevention

	All %	ES %	MS %	HS %	NT %
Considers substance abuse prevention an important goal					
Strongly agree	18	–	–	17	36
Agree	43	–	–	42	48
Neither agree nor disagree	20	–	–	21	12
Disagree	15	–	–	17	4
Strongly disagree	3	–	–	4	0
Collaborates well with community organizations to address substance use or other problems					
Strongly agree	9	–	–	9	12
Agree	43	–	–	42	56
Neither agree nor disagree	30	–	–	30	24
Disagree	14	–	–	14	8
Strongly disagree	4	–	–	5	0
Provides effective confidential support and referral services for students needing help					
Strongly agree	27	–	–	27	28
Agree	49	–	–	49	56
Neither agree nor disagree	16	–	–	17	4
Disagree	7	–	–	6	12
Strongly disagree	1	–	–	1	0

Question C1, 9, 10: This school... collaborates well with community organizations to help address substance use or other problems among youth... provides effective confidential support and referral services for students needing help because of substance abuse, violence, or other problems (e.g., a Student Assistance Program)... considers substance abuse prevention an important goal.

Note: Cells are empty if there are less than 5 respondents.

Table C4.1***Substance Use Prevention - Continued***

	All %	ES %	MS %	HS %	NT %
Provides alcohol or drug use prevention instruction					
A lot	12	–	–	14	0
Some	60	–	–	62	46
Not much	25	–	–	22	50
Not at all	2	–	–	2	4
Provides tobacco use prevention instruction					
A lot	9	–	–	10	0
Some	56	–	–	59	38
Not much	32	–	–	29	58
Not at all	2	–	–	2	4
Has sufficient resources to address substance use prevention needs					
Strongly agree	18	–	–	18	12
Agree	44	–	–	45	32
Neither agree nor disagree	21	–	–	20	32
Disagree	13	–	–	12	24
Strongly disagree	4	–	–	4	0

Question C4, 17, 18: This school... has sufficient resources to address substance use prevention needs... To what extent does this school... provide alcohol or drug use prevention instruction... provide tobacco use prevention instruction.

Note: Cells are empty if there are less than 5 respondents.

5. Physical Health and Special Needs

Table C5.1

Physical Health and Special Needs

	All %	ES %	MS %	HS %	NT %
Provides healthy food choices for students					
Strongly agree	11	–	–	12	4
Agree	45	–	–	48	13
Neither agree nor disagree	21	–	–	17	58
Disagree	16	–	–	15	21
Strongly disagree	7	–	–	8	4
Provides adequate health services for students					
Strongly agree	10	–	–	9	20
Agree	35	–	–	37	24
Neither agree nor disagree	30	–	–	30	28
Disagree	17	–	–	17	16
Strongly disagree	8	–	–	8	12
Provides opportunities for physical education and activity					
A lot	55	–	–	61	4
Some	37	–	–	37	33
Not much	7	–	–	2	46
Not at all	2	–	–	0	17
Provides nutritional instruction					
A lot	12	–	–	13	0
Some	56	–	–	58	42
Not much	26	–	–	25	42
Not at all	6	–	–	5	17
Provides services for students with disabilities or other special needs					
A lot	57	–	–	59	38
Some	39	–	–	37	58
Not much	4	–	–	4	4
Not at all	0	–	–	0	0

Question C11, 12, 15, 16, 22: This school... provides adequate health services for students... provides students with healthy food choices. To what extent does this school... provide nutritional instruction... provide opportunities for physical education and activity... provide services for students with disabilities or other special needs?

Note: Cells are empty if there are less than 5 respondents.

6. Youth Development and Social-Emotional Health

Table C6.1

Youth Development and Social-Emotional Health

	All %	ES %	MS %	HS %	NT %
Fosters youth development, resilience, or asset promotion					
A lot	11	–	–	10	17
Some	58	–	–	57	71
Not much	25	–	–	27	8
Not at all	6	–	–	6	4
Provides character education					
A lot	9	–	–	9	4
Some	38	–	–	37	54
Not much	39	–	–	40	33
Not at all	14	–	–	14	8
Emphasizes helping students with social, emotional, and behavioral problems					
Strongly agree	21	–	–	19	44
Agree	55	–	–	55	52
Neither agree nor disagree	16	–	–	18	0
Disagree	7	–	–	7	4
Strongly disagree	1	–	–	1	0

Question C13, 14, 20: This school... emphasizes helping students with their social, emotional, and behavioral problems... To what extent does this school... foster youth development, resilience, or asset promotion... provide character education.

Note: Cells are empty if there are less than 5 respondents.

Section D. Special Education Supports Module

Not Administered

Section E. Military Connected Schools Module

Not Administered



2009 Distinguished School

2012-13 School Quality Snapshot

Tamalpais High

Tamalpais Union High

700 Miller Ave., Mill Valley, CA 94941

Grades Offered: 9-12

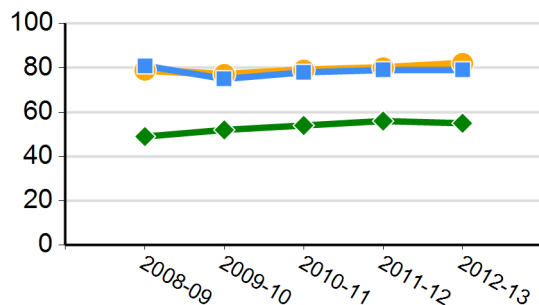
Enrollment: 1,229

Charter: No

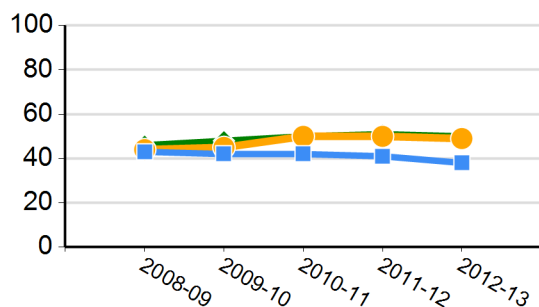
Title I Funded: Yes

CDS Code: 21-65482-2133692

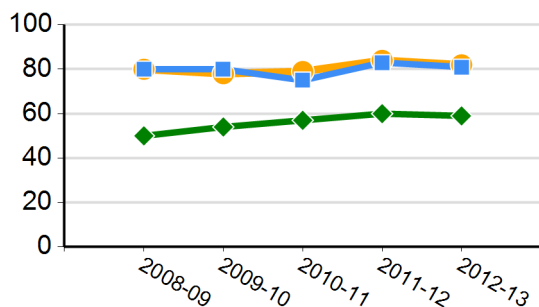
CST English-language Arts Results
(percent proficient and above)



CST Mathematics Results
(percent proficient and above)



CST Science Results
(percent proficient and above)



California's Academic Performance Index (API)

2013 Growth API	868
Growth from Prior to Current Year	2
Met Schoolwide Growth Target	Yes
All Student Groups Met Target	Yes
2012 Base API State Rank	9
2012 Base API Similar Schools Rank	2

API Subgroup Performance - 2013 API Growth

	Met Target	Growth
African American or Black		--
American Indian or Alaska Native		--
Asian		--
Filipino		--
Hispanic or Latino		--
Native Hawaiian or Pacific Islander		--
White	Yes	11
Two or More Races		--
English Learners		--
Socioeconomically Disadvantaged		--
Students with Disabilities		--

Green = Student group met target
Red = Student group did not meet target
Blue = Student group is not numerically significant
-- = Not enough students to report

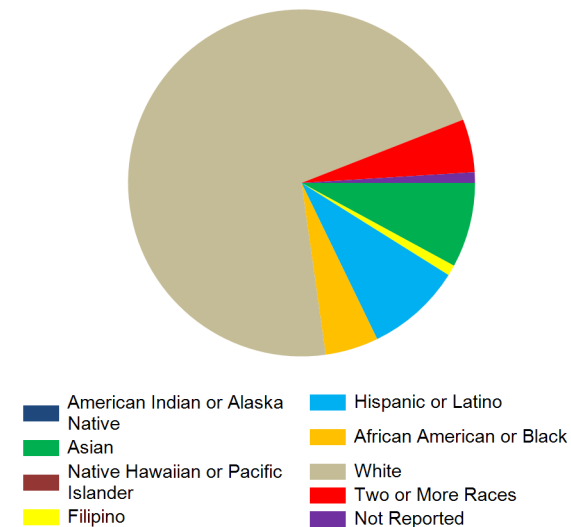
CHART LEGEND:

■ SCHOOL ● DISTRICT ◆ STATE

CST: CA Standards Test CDS: County-district-school

School and/or district information will not be displayed when data are not available or when data are representing fewer than 11 students.

2012-13 Enrollment by Race/Ethnicity



2012-13 Subgroup Enrollment

English Learners	5%
Socioeconomically Disadvantaged	10%
Students with Disabilities	9%

Average Class Size





2009 Distinguished School

2012-13 School Quality Snapshot

Tamalpais High

Tamalpais Union High

700 Miller Ave., Mill Valley, CA 94941

Grades Offered: 9-12

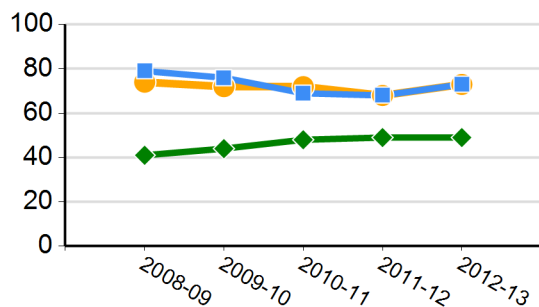
Enrollment: 1,229

Charter: No

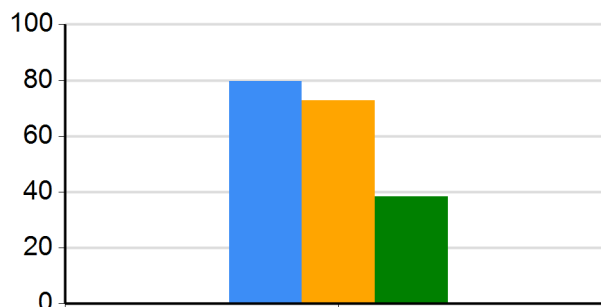
Title I Funded: Yes

CDS Code: 21-65482-2133692

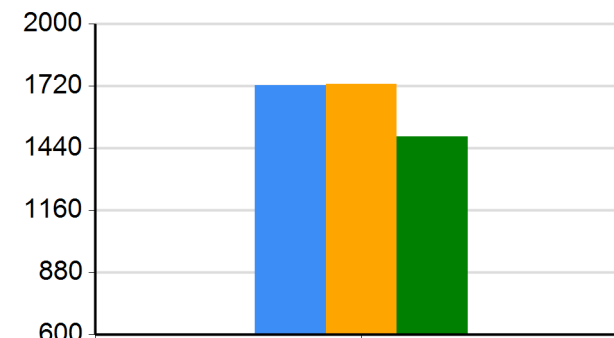
CST History/Social Science Results
(percent proficient and above)



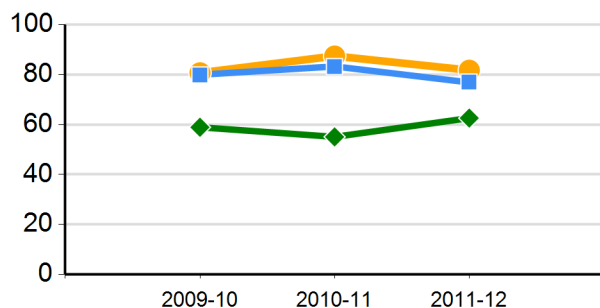
Percentage of 2011-12 Graduates Meeting
University of California "a-g" Requirements



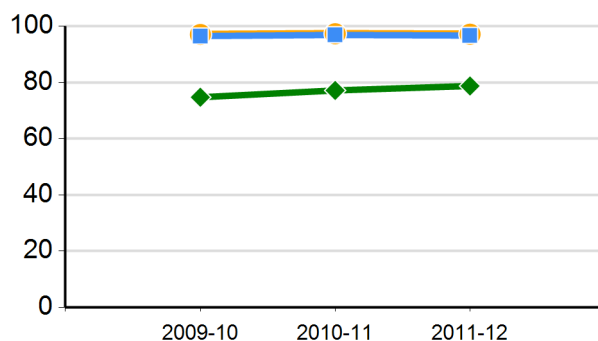
2011-12 Average SAT Score



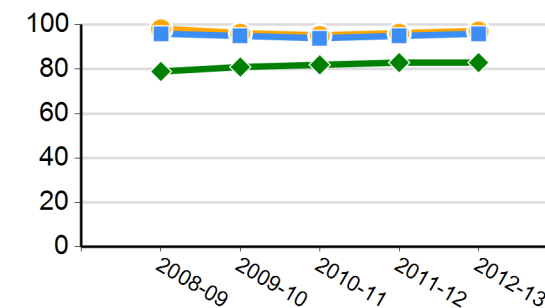
Percentage of English Learners Making
Progress in Learning English



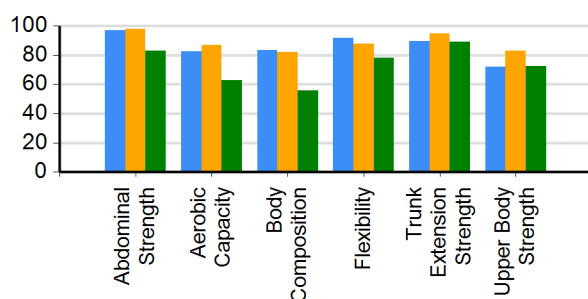
Cohort Graduation Rate*



CAHSEE English-Language Arts
Grade 10 Passing Rate



Percentage of Students in the
Healthy Fitness Zone in 2011-12



2011-12 Suspensions and Expulsions
as a Percentage of Enrolled Students

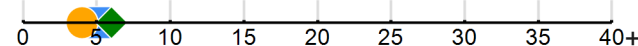


CHART LEGEND:

■ SCHOOL ● DISTRICT ◆ STATE

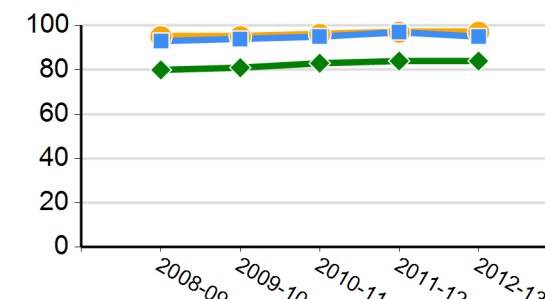
* Only three years of data are available

CAHSEE: CA High School Exit Examination

CST: CA Standards Test

School and/or district information will not be displayed when data are not available or when data are representing fewer than 11 students.

CAHSEE Mathematics
Grade 10 Passing Rate



Tamalpais High School, Mill Valley, CA

School Accountability Report Card

Reported Using Data from the 2012-13 School Year

Published During 2013-14

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012–13 Academic Performance Index Reports Information Guide located on the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

II. About This School

Contact Information (School Year 2013-14)

School Contact Information	
School Name	Tamalpais High School, Mill Valley, CA
Street	700 Miller Avenue
City, State, Zip	Mill Valley, CA 94941
Phone Number	(415) 388-3292
Principal	Julie Synyard
E-mail Address	jsynyard@tamdistrict.org
CDS Code	21-65482-2133692

District Contact Information	
District Name	Tamalpais Union High School District (TUHSD)
Phone Number	(415) 945-3720
Web Site	www.tamdistrict.org
Superintendent	Dr. Laurie Kimbrel
E-mail Address	lkimbrel@tamdistrict.org

School Description and Mission Statement (School Year 2012-13)

This section provides information about the school, its programs and its goals.

Tamalpais High School was opened in 1908 and has a long history of providing an excellent education to generations of young people in Southern Marin. Students attending the site come from Marin City, Bolinas-Stinson, Mill Valley, and Sausalito. As a member of the the Tamalpais Union High School District, the school is dedicated to the development of creative, passionate, and self-motivated learners. Upon graduation, students will be prepared for engaged citizenship and able to contribute individually and collaboratively in order to address the challenges of a dynamic and diverse world. To these ends, all students will demonstrate mastery of core competencies and will be offered meaningful learning experiences to enable them to access and critically analyze information, pose substantive questions, and communicate effectively.

Opportunities for Parental Involvement (School Year 2012-13)

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

Tamalpais High School encourages parental involvement in a variety of ways. Parent groups include an active PTSA as well as booster groups for athletics, fine arts, and music. The Tam High Foundation provides monetary support in bolstering Tam's academic and support programs. Parents also serve on the Site Council, WASC groups, the and on teacher hiring committees. Parent feedback is routinely sought regarding the progress and direction of the school, on a variety of school committees, and in the hiring interview process for Administration.

III. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	78	79	79	79	80	82	54	56	55
Mathematics	42	41	38	50	51	49	49	50	50
Science	75	83	81	79	85	82	57	60	59
History-Social Science	69	68	73	72	69	73	48	49	49

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

Standardized Testing and Reporting Results by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	82	49	82	73
All Student at the School	79	38	81	73
Male	76	40	88	76
Female	82	37	77	69
Black or African American	26	9	31	21
American Indian or Alaska Native				
Asian	71	45		71
Filipino				
Hispanic or Latino	58	19	61	49
Native Hawaiian/Pacific Islander				
White	86	41	88	80
Two or More Races	89	44	83	67
Socioeconomically Disadvantaged	40	16	50	31
English Learners		13		
Students with Disabilities	48	16	52	43
Students Receiving Migrant Education Services				

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

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB).

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	83	84	82	86	85	86	59	56	57
Mathematics	78	81	80	82	85	84	56	58	60

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

California High School Exit Examination Grade Ten Results by Student Group – Most Recent Year

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	15	22	64	16	40	43
All Students at the School	18	23	59	20	39	41
Male	23	23	54	13	45	42
Female	14	23	63	24	35	41
Black or African American	64	21	14	46	38	15
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino	39	30	30	48	36	15
Native Hawaiian/Pacific Islander						
White	9	22	68	14	41	45
Two or More Races	22	22	57	18	45	36
Socioeconomically Disadvantaged	55	25	20	47	37	16
English Learners						
Students with Disabilities	52	34	14	57	32	11
Students Receiving Migrant Education Services						

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

California Physical Fitness Test Results (School Year 2012-13)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	15.6	28.6	43.5

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

IV. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2010	2011	2012
Statewide	10	9	9
Similar Schools	4	2	2

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	-11	12	2
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White	-10	5	11
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API at the school, LEA, and state level.

Group	2013 Growth API					
	School		District		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	889	868	2,721	877	4,655,989	790
Black or African American	40	614	62	623	296,463	708
American Indian or Alaska Native	1		3		30,394	743
Asian	66	842	135	872	406,527	906
Filipino	4		9		121,054	867
Hispanic or Latino	79	802	240	808	2,438,951	744
Native Hawaiian/Pacific Islander	2		5		25,351	774
White	640	893	2,065	893	1,200,127	853
Two or More Races	55	899	198	891	125,025	824
Socioeconomically Disadvantaged	94	710	243	723	2,774,640	743
English Learners	38	717	94	766	1,482,316	721
Students with Disabilities	78	712	224	687	527,476	615

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	Yes
Met Percent Proficient: Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	Yes	Yes

Federal Intervention Program (School Year 2013-14)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	---	0
Percent of Schools Currently in Program Improvement	---	0.0

V. School Climate

Student Enrollment by Grade Level (School Year 2012-13)

Grade Level	Number of Students
Grade 9	318
Grade 10	303
Grade 11	317
Grade 12	291
Total Enrollment	1,229

Student Enrollment by Group (School Year 2012-13)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	4.8	White	71.8
American Indian or Alaska Native	0.1	Two or More Races	4.9
Asian	7.6	Socioeconomically Disadvantaged	10.2
Filipino	0.6	English Learners	4.8
Hispanic or Latino	9.0	Students with Disabilities	8.7
Native Hawaiian/Pacific Islander	0.4		

Average Class Size and Class Size Distribution (Secondary)

Subject	2010-11				2011-12				2012-13			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	21.5	20	22	1	20.4	13	28	0	22	16	36	1
Mathematics	20.9	17	30	0	21.6	18	31	0	21	24	30	2
Science	24.3	12	35	0	21.7	25	33	0	23	20	40	
Social Science	20.8	23	36	0	19.9	36	29	2	20	38	33	2

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

School Safety Plan (School Year 2012-13)

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

The school's Emergency Plan is on file in the principal's office. Practice safety drills are held annually to prepare staff and students for various kinds of emergency situations (fire, lock-down, earthquake). Each classroom has a school disaster pack with food, basic first aid supplies, and equipment. Tam staff and administration have a strong working relationship with local law enforcement and emergency services in Mill Valley. The relationship ensures clear channels of communication and up-to-date information. Crisis counseling can be provided as needed by Tamalpais staff and adjunct support services, such as Bay Area Community Resources.

Suspensions and Expulsions

Rate	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions	9.04	8.00	7.22	6.67	6.05	5.21
Expulsions	0.77	0.16	0	0.55	0.18	0.05

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

VI. School Facilities

School Facility Conditions and Planned Improvements (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- Description of any needed maintenance to ensure good repair

The District makes considerable efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a school facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the District Office.

Tamalpais High School is a 26.8 acre campus which has 60 classrooms, a student center (multipurpose room), a library, an administration building, swimming pool, and athletics fields. The original campus was built in 1908. Tamalpais High School recently completed major modernization as part of a \$121 million dollar facilities bond measure. Approximately sixty million dollars was spent to remodel classrooms, refurbished the gymnasium, build a performing arts center, and install new athletics fields. During the 2008-09 school year, the campus constructed a new 22 classroom building (Keyser), a new pool, field house, and student drop off area. The current status of the District modernization work can be checked at the tamdistrict.org website. Modernization has included replacement of the major infrastructures (heating, lights, electrical, plumbing), painting, new floors, lockers, and furniture. Technology networking has been upgraded and is accessible in all instructional spaces. The Tam High Foundation has recently finished phase 1 of a 3 phase renovation on the Student Center. Work should be completed in 2014.

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

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

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

School Facility Good Repair Status (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The Overall Rating

School Facility Good Repair Status (School Year 2013-14) Year and month in which data were collected: 11/26/13				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	
Interior: Interior Surfaces	[X]	[]	[]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	
Electrical: Electrical	[X]	[]	[]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]	
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	
Structural: Structural Damage, Roofs	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]	

Overall Facility Rate

	Exemplary	Good	Fair	Poor
Overall Rating	[]	[X]	[]	[]

VII. Teachers**Teacher Credentials**

Teachers	School			District
	2010-11	2011-12	2012-13	2012-13
With Full Credential	65.7	68	70	241
Without Full Credential	1	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	---

Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
Misassignments of Teachers of English Learners	2	0	0
Total Teacher Misassignments	2	0	0
Vacant Teacher Positions	0	0	1

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2012-13)

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE Improving Teacher and Principal Quality Web page at www.cde.ca.gov/nclb/sr/tq/.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	100.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

VIII. Support Staff

Academic Counselors and Other Support Staff (School Year 2012-13)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	4	279
Counselor (Social/Behavioral or Career Development)	1	---
Library Media Teacher (Librarian)	1	---
Library Media Services Staff (Paraprofessional)	1	---
Psychologist	1	---
Social Worker	0	---
Nurse	0	---
Speech/Language/Hearing Specialist	0	---
Resource Specialist	0	---
Other	0	---

Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

IX. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: 10/12

The district uses a five-year Curriculum Cycle to ensure that all courses of study are updated regularly. The District Curriculum Cycle can be reviewed at the District website on the instruction page: <http://www.tamdistrict.org/forstaff/curric/cycle/current.htm>. The state uses a seven-year cycle which means textbooks are reviewed and/or replaced more often in the Tam District than required by the state. The District Curriculum Cycle also provides opportunity to update supplementary instructional materials in all courses.

All students at Tamalpais High School have copies of standards-aligned textbooks and other instructional materials, which have been adopted by the governing board of Tam District for grades nine through twelve and which are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education, in the core curriculum areas of reading/language arts, mathematics, science, and history-social science; foreign language and health; and science laboratory equipment for grades nine through twelve as appropriate.

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

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Adopted within the last five years	Yes	0
Mathematics	Adopted within the last five years	Yes	0
Science	Adopted within the last five years	Yes	0
History-Social Science	Adopted within the last five years	Yes	0
Foreign Language	Adopted within the last five years	Yes	0
Health	Adopted within the last five years	Yes	0
Visual and Performing Arts	Adopted within the last five years	Yes	0
Science Laboratory Equipment (grades 9-12)	Adopted within the last five years	Yes	0

X. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$10,725	\$1,175	\$9,550	\$85,326
District	---	---	\$12,117	\$87,497
Percent Difference: School Site and District	---	---	-21.2	-2.5
State	---	---	\$5,537	\$69,602
Percent Difference: School Site and State	---	---	72.5	22.6

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2012-13)

This section provides specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

Title I funds are designated to pay for two support personnel. The bulk of funds pays the salary for a staff assistant who works predominantly with our African American students from Marin City. She provides academic support for these students and works as a liaison between the school and Marin City. The remaining funds are designated for the salary of a part-time instructional assistant who supports our English Language Learners. This person supports EL students in self-contained and mainstream course. Tam has the sole EL Program in the district, and all TUHSD ELL students have access to the program.

Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$51,766	\$41,956
Mid-Range Teacher Salary	\$80,744	\$66,299
Highest Teacher Salary	\$98,764	\$85,517
Average Principal Salary (Elementary)	\$0	
Average Principal Salary (Middle)	\$0	
Average Principal Salary (High)	\$136,905	\$118,994
Superintendent Salary	\$197,000	\$156,140
Percent of Budget for Teacher Salaries	36.8%	35.5%
Percent of Budget for Administrative Salaries	5.2%	6.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

XI. School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the UC Admissions Information Web page at <http://www.universityofcalifornia.edu/admissions/>.

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU Web page at <http://www.calstate.edu/admission/admission.shtml>.

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Dropout Rate	1.70	1.30	2.70	1.30	1.60	1.70	16.60	14.70	13.10
Graduation Rate	96.85	96.88	96.68	97.81	97.32	97.15	80.53	77.14	78.73

Completion of High School Graduation Requirements

This table displays, by student group, the number of students who were a part of the school's most recent graduating class for which CDE has available data and meet all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2012		
	School	District	State
All Students	291	925	418,598
Black or African American	14	23	28,078
American Indian or Alaska Native		1	3,123
Asian	27	58	41,700
Filipino	2	5	12,745
Hispanic or Latino	23	65	193,516
Native Hawaiian/Pacific Islander	2	4	2,585
White	218	714	127,801
Two or More Races	1	33	6,790
Socioeconomically Disadvantaged	35	111	217,915
English Learners	9	16	93,297
Students with Disabilities	17	60	31,683

Career Technical Education Programs (School Year 2012-13)

This section provides information about Career Technical Education (CTE) programs including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district's CTE advisory committee and the industries represented on the committee

Tamalpais High School offers a variety of Career Technical Education courses through the Applied Technology Department and The Regional Occupational Program (ROP). The Applied Technology Department offers a wide variety of courses that prepare students for the technological expectations of college and the workplace. The ROP offers tuition-free occupational training to Marin County residents 16 years of age and over. The ROP works closely with local business to provide students with on-the-job training and to encourage a high potential for student employment in every training course offered. Students can take courses in fields of computer applications, automotive repair, architectural design, and construction technology.

Career Technical Education Participation (School Year 2012-13)

Measure	CTE Program Participation
Number of pupils participating in CTE	226
% of pupils completing a CTE program and earning a high school diploma	42%
% of CTE courses sequenced/articulated between the school/institutions of postsecondary education	25%

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2012-13 Students Enrolled in Courses Required for UC/CSU Admission	79.7
2011-12 Graduates Who Completed All Courses Required for UC/CSU Admission	79.7

Advanced Placement Courses (School Year 2011-12)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		---
English	4	---
Fine and Performing Arts		---
Foreign Language	5	---
Mathematics	4	---
Science	4	---
Social Science	2	---
All courses	19	10.0

* Where there are student course enrollments.

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance, and data reporting, etc.)?

The Tamalpais Union High School District annually schedules four full-day and two minimum day staff development days during each school year. These days are instituted in primarily three ways: Districtwide, district department level, and school site staff development opportunities. Recently, the districtwide staff development days have been focused on the District's Mission statement, departmental program goals and objectives. The district is engaging in the work of ensuring that all students learn at high levels through the creation of a Guaranteed and Viable Curriculum that includes program goals and proficiency scales to help students take accountability of their learning. Teachers in the district have collaborated to define specific learning outcomes for their courses of study, and have developed protocols to review student work and their teaching practices. At Tamalpais High School, the site level days are used to articulate with feeder schools, discuss student performance, create common assessments, design lesson plans and units of study, discuss progress in meeting WASC recommendations, and discussion of school-wide issues. In addition, administrators, counselors, and teachers participate in numerous other staff development opportunities each school year.



California Department of Education
CALPADS/CBEDS/CDS Operations Office

2013-14 CBEDS - Online Reporting Application (CBEDS-ORA)

School Information Form (SIF)

[Edit](#) | [Reports](#) | [Submit/Certify Data](#) | [Advanced Features](#) | [CBEDS Resources](#) | [Main Menu](#) | [Logout](#)

CD Code: 2165482
District: Tamalpais Union High

School Code: 2133692
School: Tamalpais High

To view a report please select a school:

Tamalpais High

Section A. Number of Classified Staff

Description	American Indian or Alaska Native not Hispanic Male	Asian not Hispanic Male	Pacific Islander not Hispanic Male	Filipino not Hispanic Male	Hispanic or Latino of Any Race Male	African American not Hispanic Male	White not Hispanic Male	Two or More Races not Hispanic Male	American Indian or Alaska Native not Hispanic Female	Asian not Hispanic Female	Pacific Islander not Hispanic Female	Filipino not Hispanic Female	Hispanic or Latina of Any Race Female	African American not Hispanic Female	White not Hispanic Female	Two or More Races not Hispanic Female	Total
Full-time Paraprofessionals	0	0	0	0	0	0	3	0	0	0	0	0	0	1	6	0	10
Part-time Paraprofessionals	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Full-time Office/Clerical Staff	0	0	0	0	0	0	0	0	0	0	0	0	0	0	7	0	7
Part-time Office/Clerical Staff	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
Full-time Other Classified Staff	0	0	0	0	2	2	6	0	0	0	0	0	3	0	3	0	16
Part-time Other Classified Staff	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	2

Section A. Full Time Equivalent of Classified Staff

Description	American Indian or Alaska Native not Hispanic Male	Asian not Hispanic Male	Pacific Islander not Hispanic Male	Filipino not Hispanic Male	Hispanic or Latino of Any Race Male	African American not Hispanic Male	White not Hispanic Male	Two or More Races not Hispanic Male	American Indian or Alaska Native not Hispanic Female	Asian not Hispanic Female	Pacific Islander not Hispanic Female	Filipino not Hispanic Female	Hispanic or Latina of Any Race Female	African American not Hispanic Female	White not Hispanic Female	Two or More Races not Hispanic Female	Total
FTE Paraprofessionals	0.00	0.00	0.00	0.00	0.00	0.00	3.00	0.00	0.00	0.00	0.00	0.00	0.00	1.00	6.00	0.00	10.00
FTE Office/Clerical Staff	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	7.50	0.00	7.50
FTE Other Classified Staff	0.00	0.00	0.00	0.00	2.00	2.00	6.00	0.00	0.00	0.00	0.00	0.00	3.00	0.00	4.30	0.00	17.30

Section B. Educational Options/Independent Study/Online Education

Types of Educational Options	Number of Participating Students	
	K-8	9-12
Alternative Schools and Programs of Choice	0	82
Magnet Schools or Programs	0	0
Total (unduplicated) sum of rows 1-4	0	82
Independent Study/Online Education	Number of Participating Students	
	K-8	9-12
Independent Study: Taking one or more classes	0	10
Independent Study: Taking 50% or more of their classes	0	0
Online Education: Taking one or more classes	0	0
Online Education: Taking 50% or more of their classes	0	0
Total Modes (unduplicated total of 6 & 8)	0	10
Number of students who took one or more high school classes through independent study and graduated from high school during the 2012-13 school year.	10	

Section C. Technology

The number of computers less than 48 months old used for instruction-related purposes.	350
The number of instructional settings used for instruction-related purposes.	75

The number of instructional settings utilizing a high-speed Internet connection.

75

Section D. Educational Calendar

Traditional Calendar		Yes
Year-round Calendar	Single-track	
	Multitrack	
	60/20	
	90/30	
	Concept 6	
	Custom	
	60/15	
	45/15	
Single-track or multitrack only, the year-round calendar type.	Modified Concept	

Section E. Parental Exception Waiver

Number requested	0
Number granted	0

Section F. Bilingual Paraprofessionals (Aides)

There is no data submitted for Section F.

Section M. Truancy

Number of truant students	794
---------------------------	-----

Web Policy

Purpose: This plan outlines academic, behavioral and attendance supports we will implement across our system so all students have access to grade level or higher curriculum and instruction, a climate conducive to learning and a positive school culture and achieve the knowledge and skills they need to succeed in the 21st century.

Fundamental Beliefs:

All students can learn and learn at high levels (high school plus, grade level plus) All students should be prepared for post-secondary options in the 21st century It's is our collective responsibility to ensure this happens All students and staff should continually improve through targeted support and professional development

Related TUHSD Strategic Priorities:

Curriculum and Assessment

- Establish district wide curriculum that is coherent from the learner's perspective using the Understanding by Design frameworks
- Identify what students should know and be able to do in a given course or series of courses and a criteria for measuring progress (program goals and proficiency scales)
- Develop and use quality assessments to guide instruction
- Support the development of cornerstone assessments that measure students' understanding and transfer of knowledge within and across courses in a discipline
- Ensure student mastery of 21st century skills
- Strategically evaluate current and future course offerings to ensure alignment with the district mission, instructional programs and practices
- Expand the use of effective instructional delivery models to ensure high levels of learning for all students
- Develop system wide responses to support the academic success of all students
- Support students' emotional and social growth and work towards a community where all students feel safe and valued
- Guarantee students access to rigorous, relevant and engaging courses
- Ensure special education programs that meet the needs of all identified students

Tier 1				
<i>Behavioral Goal: Ensuring a Positive School Culture with Appropriate Behavioral Expectations for All Students</i>				
Objective	Action Steps	Timeline	Responsible	Success Measure
Create and maintain a suitable classroom culture and environment where students and teachers feel safe and connected	<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 	Ongoing 2014-2015	Teachers Administration Counselors Teacher Leaders Students	Student learning data for proficiency and growth on program goals Student input data Revised policies and practices that support learning and positive culture
Build a school culture of collective responsibility with clear expectations and accountability measures	<ul style="list-style-type: none"> • Facilitate conversations with teacher leaders to define and implement a positive school culture across all levels of the organization • Work with staff and students to develop expected behavioral norms and determine how the system will respond when they are not upheld • Revise the student parent handbook and update policies related to cell phone use, academic dishonesty and attendance etc. to support learning in the 21st century classroom • Model desired behaviors that support a positive culture 	2014-2015 Ongoing	Administration Teacher Leaders Teachers Counselors	Clearly defined school culture that is visible and viable across the system Updated parent-student handbook Use of technology to support learning
Create a discipline system that is relevant, respectful and related to adverse student behavior	<ul style="list-style-type: none"> • Develop and articulate a vision around student behavior and determine how to respond so the behavior is not repeated 	Ongoing	Administration Teachers Teacher Leaders Counselors	Discipline philosophy and response plan that supports learning
Resources Needed: Professional development on school culture, cultural responsiveness, discipline, education codes Time				

Tier 1				
<i>Attendance Goal: Ensuring Regular Classroom Attendance of All Students</i>				
Objective	Action Steps	Timeline	Responsible	Success Measure
Create and communicate clear expectations for student attendance so students are in classrooms learning	<ul style="list-style-type: none"> Review and revise the attendance policy so it is equitable and effective at addressing truancy and tardiness Review attendance data weekly and determine how to respond so the behavior is not repeated Contact parents regarding attendance expectations (newsletter, handbook, email, website) 	2014-2015 Ongoing	Teachers Administrators Teacher Leaders Counselors	Attendance philosophy and response plan that supports learning
Build a culture of collective responsibility for student attendance	<ul style="list-style-type: none"> Develop and articulate a vision around student attendance and tardiness Work with staff and students to develop expected attendance norms and determine how the system will respond when they are not upheld Communicate the importance of regular school attendance and its impact on student learning to all members of the system 	2014-2015		Attendance philosophy and response plan that supports learning Increased student attendance and improved academic success
Resources Needed: Time and Professional Development on effective attendance policies and practices				
Tier 2				
<i>Academic Goal: Ensuring Supplemental Instruction and Supports for Some Students</i>				
Objective	Action Steps	Timeline	Responsible	Success Measure
Provide supplemental core instruction for students needing additional time and/or support	<ul style="list-style-type: none"> Effectively utilize tutorial, academic workshop and other times to reteach 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 help general education teachers work with and support students with learning challenges Provide opportunities for students to work with teachers after school to address learning gaps 	Ongoing	Teachers Administrators Teacher Leaders Counselors	Student learning data for proficiency and growth on program goals Reduced referrals to alternative education programs Increased graduation rates Increased number of students who are UC/CSU a-g eligible

Assess student learning and the effectiveness of instruction	<ul style="list-style-type: none"> Use data to inform/drive the instructional process in professional learning communities; intervene by student by standard 	Ongoing	Teachers	Teachers routinely meet in PLCs Student learning data
Communicate and collaborate to ensure high levels of learning for all students	<ul style="list-style-type: none"> Solicit feedback from all stakeholders about the effectiveness of instruction and impact on student learning Partner with parents, community groups and agencies to support the academic success of students (ex. Bridge the Gap) 	Ongoing	Teachers Counselors Administrators Teacher Leaders Support Staff	Student learning data for proficiency and growth on program goals Input from stakeholders
Routinely evaluate and monitor the effectiveness of intervention structures	Routinely review student performance data and make adjustments as needed	Ongoing	Administration	Student learning data for proficiency and growth on program goals

Resources Needed: Time for teachers to meet in professional learning communities

Tier 2

Behavioral Goal: Providing Supplemental Behavioral Supports to Some Students

Objective	Action Steps	Timeline	Responsible	Success Measure
Provide targeted support for students who do not exhibit agreed upon behaviors in the classroom and/or at school	<ul style="list-style-type: none"> Evaluate and respond to behavioral impediments in the classroom Clarify classroom expectations for student Coach student on how to modify behavior so student can reengage in the learning process Involve students in the discipline process and empower them to be part of the solution Address discipline issues as a learning experience and a opportunity for growth Contact parents, counselors and/or administration if necessary 	Ongoing	Teachers	A reduction in the number of student referrals out of the classroom Student learning data for proficiency and growth on program goals
Create a discipline system that is relevant, respectful and related to adverse student behavior	<ul style="list-style-type: none"> Conference with student to determine why the behavior occurred and develop a customized plan to address it so the behavior is not repeated Use conferences, in-house suspensions and community service as a means to change behavior 	Ongoing	Administration Counselors	A reduction in the number of students suspended A reduction in the number of days students are removed from the

	<ul style="list-style-type: none"> Implement alternative discipline options and revised suspension procedures to reduce the number of days students are suspended Utilize restorative practices to bring about change in student behavior 			classroom Student learning data
Collaborate with parents, community groups and outside agencies as needed to support attendance success of students	<ul style="list-style-type: none"> Partner with Dynamic Solutions for Youth and other community groups to provide opportunities for community service as a consequence for poor behavior Contact parents regarding student tardiness and absences 	Ongoing	Community Groups Administration	Decreased rate of repeat behaviors
Resources Needed: Professional development on culturally responsive approaches to student discipline, restorative justice and peer court.				
Tier 2				
Attendance Goal: Providing Supplemental Attendance Supports to Some Students				
Objective	Action Steps	Timeline	Responsible	Success Measure
Provide targeted support for students who do not arrive to class on time and/or who are truant	<ul style="list-style-type: none"> Review attendance data weekly and meet with students to encourage and promote attendance; Create a plan and monitor progress Create alternative opportunities for students to receive additional support when class is missed (mandatory tutorials, study halls, homework sessions) 	Ongoing	Campus Supervisors Administrators Attendance Clerk	Increased student attendance and improved academic success Decrease in tardies
Collaborate with parents, community groups and outside agencies as needed to support attendance success of students	<ul style="list-style-type: none"> Partner with County Probation services to perform pre-SARB interventions Contact parents regarding student tardiness and absences 	Ongoing	Community Groups Administration	Reduced number of students referred to SARB
Resources Needed: Time and training on effective attendance interventions				

Tier 3

Academic Goal: Providing Intensive Instruction and Supports for Some Students

Objective	Action Steps	Timeline	Responsible	Success Measure
Provide intensive and targeted supports for students who are not successful academically	<ul style="list-style-type: none"> • Work in teams to diagnose the areas of skill deficiency and respond according to the students unique needs • Communicate recommendations to pertinent stakeholders 	Ongoing	Team will be created based on individual needs of student	Student learning data for proficiency and growth on program goals
Provide alternative means for students to meet graduation requirements	<ul style="list-style-type: none"> • Alternative means will be customized to meet the students unique needs and may include independent study, referral to alternative schools, online courses, reduced courseload, college courses etc. • Communicate recommendations to pertinent stakeholders 	Ongoing	Team will be created based on individual needs of student	<p>Increased graduation rates</p> <p>Increased number of students who are UC/CSU a-g eligible</p>
Provide and/or assess for academic accommodations and modifications as needed	<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 • Review and revise existing IEPs and 504 plans 	Ongoing	Team will be created based on individual needs of student	<p>SST Meetings</p> <p>APT Meetings</p> <p>Case Review Meetings</p>
Routinely evaluate the effectiveness of interventions and monitor student progress	<ul style="list-style-type: none"> • Use data to inform/drive the intervention process to determine if strategies and supports are working 		Administration	Student learning data for proficiency and growth on program goals
Resources Needed: Online learning platforms, alternative means to meet requirements, funding for teachers to provide intensive academic support				

Tier 3

Behavioral Goal: Providing Intensive Behavior Support for Some Students

Objective	Action Steps	Timeline	Responsible	Success Criteria
Provide targeted support for students who do not exhibit agreed upon behaviors in the classroom and/or at school, even after Tier 2 interventions have occurred	<ul style="list-style-type: none"> • Meet with student and parents and develop a comprehensive behavior plan designed to increase learning opportunities for the student and foster a safe learning environment for all • Teach students how to self-monitor, self-regulate and establish routines for best behavior 	Ongoing	Administration	Student learning data for proficiency and growth on program goals
Provide and/or assess for behavioral accommodations and modifications as needed	<ul style="list-style-type: none"> • Referral to Student Study Team, Case Review Team and Assessment Planning Team as deemed necessary • Review and revise existing IEPs and 504 plans 	Ongoing	Team will be created based on individual needs of student	SST Meetings APT Meetings Case Review Meetings
Routinely evaluate the effectiveness of interventions and monitor student progress	<ul style="list-style-type: none"> • Use data to inform/drive the intervention process to determine if strategies and supports are working 	Ongoing	Administration	Student learning data for proficiency and growth on program goals

Resources Needed: Time and training on effective behavioral supports and interventions

Tier 3

Attendance Goal: Providing Intensive Attendance Support for Some Students

Objective	Action Steps	Timeline	Responsible	Success Criteria
Provide targeted support for students who do not attend classes, even after Tier 2 interventions have occurred	<ul style="list-style-type: none"> • Refer student to SARB • Collaborate with County Probation to determine next steps • Contact parents regarding student tardiness and absences and inform them of their legal responsibility to ensure their student attends school 	Ongoing	Administration	Increased student attendance and improved academic success Decrease in tardies

Resources Needed: Time and training on effective attendance interventions

TAMALPAIS HIGH SCHOOL **FALL 2014 CLASS SCHEDULE**

Monday

1st 8:00-8:40
 2nd 8:50-9:35
 Break 9:35-9:40
 3rd 9:50 -10:30
 4th 10:40-11:20
 Lunch 11:20-11:55
 5th 12:05-12:45
 6th 12:55-1:35
 7th 1:45-2:25
 Mtgs. 2:40-4:00

Tuesday/Thursday

1st 8:00-9:30
 Break 9:30-9:40
 2nd 9:45 -11:20
 Lunch 11:20-12:05
 3rd 12:10-1:40
 Break 1:40-1:50
 4th 1:55-3:25

Wednesday/Friday

5th 8:00-9:30
 Break 9:30-9:40
 Tutorial 9:45-10:45
 Break 10:45-10:50
 6th 10:55 -12:25
 Lunch 12:25-1:10
 7th 1:15-2:45

***Note:** Teacher Leaders are indicated in **bold type**.

ACADEMY OF INTEGRATED HUMANITIES AND NEW MEDIA (AIM)

Teacher	Tutorial	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7
Goldstein, Michael Room 826, x5076	Yes	Conference	Psychology	Psychology	Conference	AIM Doc & Int. Media	AIM Doc & Int. Media	AIM Doc & Int. Media
Lavezzo, Michael Room 827, x5075	Yes	English 3-4	English 3-4	Conference	Conference	AIM Eng. Lit	AIM Eng Lit	AIM Eng Lit
Scharf, Sharilyn Room 803, x5019	Yes	Conference	Conference	Am Govt/Econ	Am Govt/Econ	AIM US History	AIM US History	AIM US History

APPLIED TECHNOLOGY

Teacher	Tutorial	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7
Miller, Lisa Auto Shop, x5585	Yes				Conference	ROP Adv & Auto Tech	ROP Adv & Auto Tech	ROP Adv & Auto Tech
Monley, Geo Room 416, x5577	Yes	Conference	Art Ex/Arch Design	Academic Wksh	Conference	Intro to Engineer	Architectural Design,	ROP Const Tech,

COUNSELING

Teacher	Tutorial	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7
Aviles, Grace Room 133, x3562	No				TL Release			
Dorsett, Evelyn Room 133, x3540	no							
Gordon, Sarah Room 133, x 3539	no							
Hunt, Alex Room 133, x3519	no							

COUNSELING/SUPPORT/LIBRARY

Teacher	Tutorial	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7
Blotter, Claire Room 155, x3503	No	Independent Study						
Bowman, Melissa Library 145, x3545	No	Library						

ENGLISH

Teacher	Tutorial	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7
Bah, Austin Room 334, x5009	Yes	Conference	AP English Lit	AP English Lit	AP Literature	Conference	AP Literature	AP Literature
Bruno, Cathryn Room 348, x5033	Yes	Conference	Ancient Lit/ Critical Thinking	Essay/Expo Lang of Humor	ELD	Yearbook	Essay/Expo Lang of Humor	Conference
Krause, Mike Room 349, x5045	Yes	AP Lang Comp	AP Lang Comp	AP Lang Comp	Conference	AP Literature	AP Literature	Conference
Kurita-Ditz, Barbara Room 151, x5318	Yes	Conference	English 3-4	English 3-4	English 3-4	Conference	AP Lang Comp	English 3-4
Lavezzo, Mike Room 827, x3587	Yes	English 3-4	English 3-4	Conference	Conference	AIM AP Eng Lit	AIM AP Eng Lit e	AIM AP Eng Lit
Levine, Abbey Room 150, x5219	Yes	0 period: Link Crew 1 st Strategic Peer	Conference	English 1-2	English 1-2	Conference	Conference	English 1-2
Levinson, Michael Room 332, x5029	Yes	English 3-4	English 3-4	Conference	EL Coordinator Release	Conference	English 3-4	English 3-4
Ortega, LoRayne Room 303/318, x 5036	Yes	Conference	Conference	English 1-2 Rm 318	AP Lang Comp Room 318	English 1-2 Room 303	English 1-2 Room 303	English 1-2 Room 303
Rieder, Eva Rm 907, x5095	Yes	Conference	conference	Math	Math	Poetry/ Short Stories	Humanities/ Science Fiction	Humanities/ Science Fiction
Springer, Chelsea Room 329, x5048	Yes	Academic Workshop	English 3-4	English 3-4	English 3-4	AP Lang Comp	Conference	Conference
Steinhart, Jonah Room 347, x3559	Yes	Adv. Journalism	Adv. Journalism	Conference	Adv. Journalism	Journalism release	AP Lang Comp	Conf.
Tarpinian, David Room 318, x5075	Yes	English 1-2	English 1-2	Conference	TL Release	English 1-2	English 1-2	Conference
Variz, Jessica Rm 303, x 5056	No	0 Period Leadership 1 st English 1-2	Conference	English 1-2	English 1-2	Leadership release	Conference	

FINE ARTS

Teacher	Tutorial	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7/8
Basarab, Heather Caldwell Thr, x 5040	Yes			Drama 3-4, Hon Thr Directing			Conference	7 th : Stagecrft 1-2 8 th : Drama 5-6
Brashear, Susan Caldwell Thr, x 3577	Yes		Conf.	Conf.	Drama 3-4 & Thr. Directing	Drama 1-2 & Hon Thr. Direct	Drama 3-4 & HrThr Direct	7 th : Adv Drama 7-8 8 th : Thr. Product.
Cleaveland, Ben Caldwell Thr, x3570	Yes	Drama 1-2 /Hon Thr. Directing	Drama 1-2 /Hon Thr. Directing	Drama 1-2/Hon Thr. Directing		Conference	conference	7 th : Stagecrft 1-2 8 th : Drama 7-8
Gamboa, Gabrielle Room 400/402, x5020	Yes				Art X/Ceramics Rm 402	Conference	Art X/ Draw- Paint rm 400	Art X/ Draw-Paint Rm 400
Gilmour, Zach Rms 400/510, x 5054	Yes Rm 400	AP Studio 2D AP Drawing	Art X/Graphic Design	Conference	Graphic Design Adv Graph D SP	Draw/Paint 1-4 Honors 2-3	Conference	Art X/Photo Rm 510
Krawczyk, Mary Photo 510, x5112	Yes	Conference	Photography 1	AP Photo	Honors Photo	Photo 2-3	Art X/Photo	Conference
Ouse-Hicks, Lisa Ceramics 402, x5047	Yes	Ceramics 1	Art X/Ceramics	Conference	TL Release	AP Studio 3-D/ Hon Ceramics	Ceramics 2-6	conference
Tsingaris, Spiro Band 516, x3557	Yes	0 period – Jazz 1 st period - Conf	Concert Choir	String Orchestra Advanced Band	Conference	Guitar/Percussion	Intermediate Band	

MATH

Teacher	Tutorial	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7
Best, Eric Room 344, x 5034	Yes	Math Academic Workshop	Adv Algebra	Adv Algebra	Algebra 1-2	Algebra 1-2	Conference	Conference
Brindley, Margie Room 909, x5092	Yes	Conference	Algebra 1-2	Algebra 1-2	Algebra 1-2	Adv Algebra	Advanced Algebra	Conference
Erlin, Chris Room 912, x5107	Yes	Pre-Calculus	Conference	Geometry	Geometry	Conference	Pre-Calculus	Geometry 1-2
Foster, Peter Room 914, x 5096	Yes	Advanced Algebra	Conference	AP Stats	Adv. Alg. 1-2	Adv Algebra	Pre-Calculus	Conference
Gebhard, Curt Room 915, x5097	Yes	Geometry 1-2	Geometry 1-2	Trig/Stats	Conference	Trig/Statistics	Geometry 1-2	Conference
Henn, Rebecca Room 913, x 5013	Yes	Algebra 1-2	Pre- Calculus	conference	Pre-Calculus	Algebra 1-2	Conference	Algebra 1-2
Jamison, Marcus Room 346, x5038	Yes	Geometry	Geometry 1-2	Conference	Conference	Geometry 1-2	Advanced Algebra	Advanced Algebra
Newcomb, Melissa Room 910/344, x5035	Yes in Rm 910	Conference	Algebra 1-2 Room 910	Geometry 1-2 Room 910	Geometry 1-2 Room 910	Conference	Geometry 1-2 Room 344	Algebra 1-2 Room 344
Proksch, Susan Room 906, x5094	Yes	Conference	AP Calculus AB	AP Calculus BC 1-2	AP Calculus AB	AP Calculus AB	Algebra 1-2	Conference
Rieder, Eva Room 907, x5095	Yes	Conference	Conference	Advanced Algebra	Advanced Algebra	English	English	English
Wetzel, David Room 910, x5093	No	Honors Pre- Calculus	Conference	Conference	TL Release	Honors Adv Algebra, Rm 910	Math Academic Wkshp, Rm 910	Sheltered Math Room 910

PHYSICAL EDUCATION

Teacher	Tutorial	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7
Amoroso, Christina Room 105, x3532	No	Core 1-2 Gus Gym	AD Release	AD Release	AD Release	AD Release	AD Release	AD release
Lapp, David Room 65, x5065	Yes	Science	Science	Science	Science	Weight Training	Conference	Conference
Lawley, Erin Ruby Gym, x5169	Yes	Core 3-4	Conference	Core 3-4	Core 3-4	Core 3-4	Core 3-4	Conference
Nygaard, Dustin Gus Gym, x5000	Yes	Core 1-2	Core 1-2	Conference	Core 1-2	Core 1-2	Core 1-2	Conference
Severin, Nate Gus Gym, x5167	Yes	Conference	Core 1-2	Core 1-2	Core 1-2	Core 1-2	conference	Core 1-2
Sturgeon, Lorna Ruby Scott, x3569	Yes	Core 3-4	Core 3-4	Core 3-4	TL Release	Conference	Conference	Core 3-4

SCIENCE

Teacher	Tutorial	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7
Ashley, Erin Room 63/60 x5025	Yes	Environmental Science, Rm 63	Environmental Science, Rm 63	Conference	Conference	Int. Science 3-4 Rm 60	Int. Science 3-4 Rm 60	Int. Science 3-4, Rm 60
Bartrug, William (Cody) Room 60/66, x5316	Yes	Int. Science 3-4 Rm 60	Int. Science 3-4 Rm 60	Conference	Int. Science 3-4 Rm 60	Conference	Chemistry 1-2 Room 66	Chemistry 1-2 Room 66
Black, Jon Room 64/65, x5053	Yes	Physiology Rm 64	Physiology Rm 64	Conference	Conference	Int Science 1-2 Rm 65	Int Science 1-2 Rm 65	Int Science 1-2 Rm 65
Brown, Jen Room 64, x5224	Yes	conference	Conference	Honors Physiology	Honors Physiology 1-2	Physiology	Physiology	Int Science 1-2
Corkrey, Lara Room 315/310, x5166	Yes	SPED Room 315	Integrated Science 1-2, 310	Integrated Science 1-2, 310	Integrated Science 1-2, 310	SPED Room 315	Conference	conference
Ginsburg, John Room 63, x5062	Yes	conference	Conference	AP Environ. Science 1-2	AP Environ. Science 1-2	Honors Int. Science 3-4	Honors Int. Science 3-4	Int. Science 3- 4
Hart, Leslie Room 66, x 5066	No	AP Chemistry	AP Chemistry	Chemistry				
Lapp, David Room 65, x5065	No	Physics	Honors Physics	Physics 1-2	Physics 1-2	Weight Training (in Wt. Rm)	Conference	Conference
O'Meara, Mick Room 316, x5163	Yes	Chemistry 1-2	Chemistry	Hon Chemistry	Conference	Chemistry 1-2	Conference	Honors Chemistry
Pender, Grace Room 85, x5164	Yes	Academic Workshop	Conference	Integrated Science 1-2	Conference	Integrated Science 1-2	Integrated Science 1-2	Integrated Science 1-2
Snow, Laurie Rm 62, x5028	Yes	Int. Science 1-2	Conference	Int. Science 1-2	Int. Science 1-2	Int. Science 3-4	Conference	Int. Science 3- 4
Tucker, April Room 311, x5063	Yes	Marine Science	Marine Science	Marine Science	Conference	Int Science 3-4	Int Science 3-4	Conference
Wuerth, Mary Room 310, x3561	Yes	AP Biology	conference	conference	Teacher Leader Release	AP Biology 1-2	AP Biology 1-2	AP Biology 1-2

SOCIAL STUDIES

Teacher	Tutorial	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7
Andres, Augusto Room 148, x5022	Yes	Conference	Independent Living	Contemporary Issues	Conference	Am Gov't/ Economics	Am Gov't/ Economics	Am Gov't/ Economics
Chamberlin, Luc Room 319, x5043	Yes	Am Gov't/ Economics	World History	World History	World History	Conference	Conference	World History
Dolan, Jennifer Room 150/153, x5014	No	Conference	Social Issues/ Wrld Cult.rm 150	Social Issues/ Wrld Cult.rm 153	TL Release	Conference	U S History Rm 150	Social Issues/ WCult.rm 153
Ernst, Claire Room 154, x5150	Yes	AP European History	Conference	World History	World History	conference	US History	World History
Garrett, Laura Room 157, x5223	Yes	Academic Workshop	APUSH	Conference	APUSH	US History	conference	US History
Goldstein, Michael Room 826, x5076	Yes	Conference	Psychology	Psychology	Conference	AIM	AIM	AIM
Hartquist, Jon Room 152, x5320	Yes	World History	World History	conference	Conference	Psychology	World History	World History
Morgan, Tim Rm 301, x 5046	No	0 - Peer Resource 1 – Social Issues	Conference	Social Issues/ World Cultures	Social Issues/ World Cultures	Peer Resource Ldr Release	Conference	
Mow, Bettina Room 99, x5110	No	Am Govt/ Economics	Am Govt/ Economics	Conference	Am Govt/ Economics			
Pribble, Aaron Room 153, x3579	Yes	World History	World History	Conference	Acad Workshop Room 152	Street Law	Street Law	Conference
Rawlins, Michael Room 320, x 5039	Yes	Social Issues/ World Cultures	Social Issues/ World Cultures	Conference	Conference	Social Issues/ World Cultures	Social Issues/ World Cultures	Conference
Scharf, Sharilyn Room 803, x5019	Yes	Conference	Conference	Am Govt/ Economics	Am Govt/ Economics	AIM US History	AIM US History	AIM US History
Snow, Jeff Rm 301/320, x5032	Yes	Conference	U. S. History Rm 301	Social Issues/ Wrld Cult rm 320	Conference	Social Issues/ Wrld Cultures rm301	Social Issues/Wd Cultures rm 301	Social Issues/ WCult. Rm301
Tierney, Matt Room 160, x5160	Yes	US History	Conference	US History	US History	Philosophy	Am Govt/ Economics	Conference

SPECIAL EDUCATION

Teacher	Tutorial	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7
Corkrey, Lara Room 315/310, x5166	Yes	Academic Workshop Rm 315	Integrated Science 1-2, 310	Integrated Science 1-2, 310	Integrated Science 1-2, 310	Academic Workshop Rm 315	Conference	conference
Duditch, Leslie Room 207/149, x3520	Yes	Academic Workshop rm207	Conference	Conference	Academic Workshop 207	Academic Workshop rm149	Academic Workshop 149	Academic Workshop 149
Eheart, Sarah, Rm 206, (458) 3489	Yes	@DHS	@DHS	@DHS	Conference	Academic Workshop	Academic Workshop	Academic Workshop
Franco, Isaias Rm 341, x5027	Yes	Conference	Modf Social Studies	Modified English	Workplace Learning	Modified Math/English	Modified Social Studies	Conference
Fredericks, Lisa Room 149, x3554	No	Math Push-in (Henn)	Academic Workshop	Academic Workshop	Academic Workshop			
Gruwell, Angela Room 207, x5055	Yes	CRT/APT	Modified Math	Modified Science	Conference	Conference	Modified English	Modified Social Studies
Kritz, Kate (John Martin) Room 206, x5026	No	Academic Workshop	Academic Workshop	Academic Workshop	Conference			
Lovejoy, Michael Room 808, x5080	No	Special Day	Special Day	Special Day	Special Day	Special Day	Special Day	Special Day
Picus, Preston Room 333, x5206	No	CRT/APT	Academic Workshop	Academic Workshop	TL Release	Conference	Academic Workshop	Conference

WORLD LANGUAGES

Teacher	Tutorial	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7
Anchordoqui, Jose Rm 147/201, x5037	Yes Rm 147					Spanish 5-6 Rm 147	Spanish 5-6 Rm 147	Spanish 5-6 Rm 201
Hicks, Marie-Noelle Room 200, x5222	Yes	AP Spanish Language	conference	AP Spanish Language	Spanish 5-6	Spanish 5-6	Conference	Spanish 5-6
Joseph, Ted Room 336/346, x 5051	Yes	Conference	Conference	Honors Spanish 7-8, Rm 346	Spanish 1-2 Rm 336	Honors Span 7-8, Rm 336	Spanish 1-2 Rm 336	Hon Span 7-8 Rm 336
Malanche, Susan Room 147, x5171	Tutorial in Stu Center	Spanish 5-6 Rm 147	Spanish 3-4 Rm 147	Spanish 3-4 Rm 147	TL Release	Conference	Conference	Spanish 3-4
Mochalski, Cheryl Room 201, x5024	Yes	Spanish 3-4	Spanish 1-2	Conference	Spanish 3-4	Spanish 1-2	Spanish 3-4	Conference
Pelletier, Nicole Room 321, x5030	Yes	Conference	Spanish 7-8	Spanish 3-4	Spanish 3-4	Spanish 7-8	Spanish 3-4	Conference
Welter, Catherine Room 336, x5290	No	French 7-8	French 9-10 & AP French	French 1-2	Mentor Release			
Zailian, Brian Room 335, x5052	Yes	Conference	Conference	French 3-4	French 5-6	Global Studies Release	French 5-6	French 3-4

As of August 29, 2014

Tam High 2014-15 Bell Schedules

Monday **345**

Period 1:	8:00-8:40 (40)	40
Period 2:	8:50-9:35 (45)	55
Break	9:35-9:40	
Period 3:	9:50-10:30 (40)	50
Period 4:	10:40-11:20 (40)	50
Lunch	11:20-11:55	
Period 5:	12:05-12:45 (40)	50
Period 6:	12:55-1:35 (40)	50
Period 7:	1:45-2:25 (40)	50

Tuesday/Thursday **395**

Period 1:	8:00-9:30 (90)	90
Break	9:30-9:35	
Period 2:	9:45-11:20 (95)	105
Lunch	11:20-12:00	
Period 3:	12:10-1:40 (90)	100
Break	1:40-1:45	
Period 4:	1:55-3:25 (90)	100

Wednesday/Friday **360**

Period 5:	8:00-9:30 (90)	90
Break	9:30-9:35	
tutorial:	9:45-10:45 (60)	70
Period 6:	10:55-12:25 (90)	100
Lunch	12:30-1:05	
Period 7:	1:15-2:45 (90)	100

Minimum Days Wednesday and Friday **260**

5°	8:00 - 9:20	80
6°	9:30 - 10:50	90
Break	10:50 - 11:10	
7°	11:15 - 12:35	90

Special Final exam **360**

exam	8:00 - 10:00	120
Break	10:00-10:15	
1°	10:25 - 10:55	30
2°	11:05 - 11:35	30
3°	11:45 - 12:15	30
Lunch	12:15-12:50	
4°	1:00 - 1:30	30
5°	1:40 - 2:10	30
6°	2:20 - 2:50	30

Final Exams **250**

8:00-10:00	120
Break 10:00-10:15	
10:25-12:25	130

Works Well

The systems and times that teachers have right now are great. Orientation, and more information about college for sophomores and juniors.

Schedule (1 1/2hr classes); tutorial

Block schedules; tutorial;

Different methods and teaching

Tutorials; When teachers give me the months plan in class; teachers w/ flexible times to offer help

Support of student initiatives; tutorial system; block classes

I can't think of bad things, so it's all good

The hour ½ classes; tutorial; free periods; career center

Tutorial, use how you want; block classes; free periods; Counselors

History Department

New College and Career Center Specialist

Not Well

Math Dept.; Teachers with too many subjects. Leadership communication. Teacher communication. Too many grading styles.

Communication; Daily Bulletin; Website Updates; Leadership Announcements; Specialized help for students that need a more structured environment

Not much school help and information about SAT, ACT and college essays

Teachers not giving enough time to help outside of tutorial.

Can't get the help needed choosing classes and what's right.

Student/Teacher Relationships

Teachers not helping during tutorial.

Student Teacher taking over for regular teacher

Journalism should count as an English credit.

The Math dept. just isn't working

Counselors aren't that helpful with college preparation.

Level out the playing field.

Take out the ELD Program. (Teachers don't really go over things that you don't understand)

If you are not naturally self-driven it is hard to get to the other extreme.

Motivating freshmen.

Not enough lower level math classes.

Bring back "Every 15 Minutes"

Home access is not phone compatible.

Math Dept.

Leadership Communication

Teacher Communication

Too many grading styles.

Better overall communication.

Freshmen Motivation

Impacted math classes

Not enough math class selections

More science classes

We want AP Physics and AP Comp

Different methods of teaching in different classes (lectures, notes, workbook etc.)

Change

Why integrated science? What about Bio & Chem?

PE sophomore year

More education about drugs, alcohol, LGBT, sex, etc.

Higher level (Honors & AP) freshman classes

Want a smartphone application for the school to improve communications avenues

Wider variety of sciences/more levels (AP Physics, Computer science)

Integrated Science is pretty pointless and keeps you from taking classes you want to take

More accountability for teachers who have been here a long time and yet are ineffective

PE, if you do sports you don't have to take it; parking

More rally like activities that don't revolve around sports

Community based events

Change the system in science department and give more options to students that are not very good at it.

Make world history, especially social issues, geography actually difficult & intellectually challenging. More communication about what Leadership is doing – they are student gov't – maybe we should have elected officials from tutorial to report on updates?

Parking situation is a mess

School energy

School workshops and tutoring help with SAT, ACT, and personal statement

Teacher having more open office hours besides tutorial for help

Reviewing homework and being graded on how right /correct your HW is.

Better communication between teachers and students.

Reviewing HW with teachers before it is graded.

Academic Support

I can get all the help and support I need, most teachers are available during tutorial or after school.

I feel comfortable with most of my teachers but some don't understand me.

Access academic support easily but if I didn't know the avenues I wouldn't know where to start.

There are a lot of programs but not a lot of publicity.

Academic support is available from teachers and peers.

Most teachers are supportive, others are not.

Teachers are willing to help through email.

I get support from my teachers if I ask for help.

Meeting with teachers during tutorial I am academically supported.

There should be a list of resources on the website.

Teachers on the most part are supportive

Most teachers are willing to work during tutorial.

Social and Emotional Support

Yes, counselors are great 100%

We are good with emotional support at this school

I feel like you could go to any of the counselors for support.

I feel like we have support from the counselors, teachers and peers

I feel like there could be more awareness that those mechanisms are in place

The BACR counselors should not have to contact parents and get their signatures

I believe there is help if the student wants it. In most cases the student doesn't reach out. Outreach to the students if you see them struggling.

I didn't even know we had emotional support?

I can get support from my counselor but the under classmen don't know there is support from the counselors.

Some counselors send you off to someone else to talk to. They favor some kids. Don't know how to deal with a grieving student.

Yes, you can get help but it might not be the help you need. If you don't ask for help they will overlook you.

I feel like I can't go talk to my counselor about emotional things especially to someone who I don't know.

I do believe I could access emotional support however I don't believe I could do it with my counselor. Especially drugs and alcohol.

College & Career

Yes, I think I have had a lot of help to prepare for college and choose a career.

I feel that I have prepared myself by taking specific classes that have prepared us for a collage career. The opportunities were certainly available but guidance to ensure that students with specific goals follow the right path is not readily provided.

No, I don't feel prepared. I think there should be more outreach to freshman to give the insight to the upcoming years will be like.

Everything but Math, Music teacher needs some help.

Higher level/more diverse math and sciences.

More lower level math classes as a bridge from middle school for lower achieving students

Yes and no prepared. I wish I could've taken a computer science course and Aps courses. However I couldn't take all the sciences I wanted to because of time and availability. I feel moderately prepared.

I don't really know yet but currently with what I want to study I feel like I'm on the track for learning what I need.

Yes, I feel independent to seek help when needed and find my interests at Tam.

Yes, my experiences here have been good preparation for future but I feel that I've only gotten to that point with taking very hard classes. Encourage kids to push themselves and take advantage of opportunities.

Yes, I feel like I am ready for the next step which is college Tam

Yes, I feel like I am ready for the next step which is college, Tam has helped me a lot.

Issues

More Music classes, Music History

Every 15 mins

Overwhelmed with class choices

Spanish classes more focused on speaking to actually give more knowledge of the language

No real humanity options for sophomore/ juniors more science offered

AP Philosophy, Psychology, Gov, Econ, & World History. We have regular version, but students (I) didn't take it because it was not AP level.

Parent Input Summary

What is working well for your child at school?

Safe environment

Teachers are supportive; positive relationships with students

Emotional support for student success

Curricular options

Transitional support for 9th graders (Link Crew, Freshmen Advisory, Strategic Peer Mentoring)

Strong teachers/counseling staff

Social aspects = strong sense of community among student body = supportive of one another (sports, drama, music, Link Crew, Peer Resources)

Students are excited by content

Extracurricular options

Library

Classes working well – specific classes/specific teachers

Teacher support to students – encouragement (caring) - being able to retake tests and learn content

Counseling

Personal and social development

Social atmosphere

Great facility/safe campus

Library resources

Involved Community

What is not working well for your child at school?

Too much homework

More access to tech in classrooms

Pressure placed on the student to achieve

Teacher inconsistencies/quality

Curriculum – concern with science sequence Integrated Science, math (comprehension, need to hire tutors, disengaged teachers, teaching students in the middle)

Need to listen to students – lack of student voice

Inconsistency with grading

Continue to improve communication (website, contact with student and parents)

School culture – friction between teachers and administrators

Use of Home Access

Problems with courses – Math (variety of responses)

Science sequence – IS – repeat of 7th grade

PE classroom time not enough movement

District – new programs – changing curriculum – New Tech

- Teacher morale
- Bullying of teachers at the district level
- Hiring process
- Negative culture from District office – command central environment
- No transparency – more transparency

Student morale – lost in the shuffle – lack of listening to students - overwhelmed, pressure to get into college

Some teachers not supportive, inconsistent grading practices/online grading, PB teaching/grading, home access

Classes less challenging than M.S.

Students are under/over challenged

Phone issues

Dead time in class – student sitting in class without anything to do

AIM/WL offerings limited

CORE – restricts access to teachers for two years

Teacher expectations differ by disciplines

Drug and alcohol use among students

Open campus

Articulation with feeder schools

Parent engagement needs to increase

**THS Monthly Budget
March 2015**

Mar-15					
Department	Account String	Working Budget	Exp/Rec	Encumbered	Balance
Administration	03-0000-0-????-00-0000-2700-432-002-000	\$ 71,454.00	\$ 53,174.55	\$ 6,026.05	\$ 12,253.40
Admin Facilities	03-0000-0-????-00-0000-2700-432-002-092	\$ 9,557.00	\$ 7,334.75	\$ 1,664.26	\$ 557.99
Admin Discretionary	03-0000-0-????-00-0000-2700-432-002-082	\$ 7,412.00	\$ 4,672.85	\$ 475.00	\$ 2,264.15
Asst. Principals	03-0000-0-????-00-0000-3900-432-002-000	\$ 1,700.00	\$ 375.57	\$ 1,324.43	\$ -
Athletics	03-0000-0-????-00-1130-4200-432-002-000	\$ 177,241.00	\$ 122,805.62	\$ 40,909.65	\$ 13,525.73
Auto Shop (Ind Arts)	03-0000-0-????-00-1474-1010-432-002-000	\$ 3,960.00	\$ 1,719.15	\$ 1,886.65	\$ 354.20
AIM Donations	06-9773-0-????-00-1110-1010-432-002-069	\$ 19,980.00	\$ 6,189.16	\$ 4,896.20	\$ 8,894.64
Career Center	03-0000-0-????-00-1110-3110-432-002-039	\$ 1,000.00	\$ 423.54	\$ 70.37	\$ 506.09
Ceramics	03-0000-0-????-00-1451-1010-432-002-058	\$ 8,715.00	\$ 5,519.71	\$ 1,887.26	\$ 1,308.03
Computer Education	03-0000-0-????-00-1150-1010-432-002-000	\$ 626.00			\$ 626.00
Counseling	03-0000-0-????-00-1110-3110-432-002-000	\$ 2,000.00	\$ 1,143.49	\$ 68.32	\$ 788.19
Data Processing	03-0000-0-????-00-1110-1010-432-002-083	\$ 1,500.00	\$ 1,098.72		\$ 401.28
Drama	03-0000-0-????-00-1453-1010-432-002-000	\$ 93,742.00	\$ 77,679.78	\$ 5,608.84	\$ 10,453.38
Drawing/Painting	03-0000-0-????-00-1451-1010-432-002-000	\$ 10,636.00	\$ 2,968.45	\$ 2,767.41	\$ 4,900.14
English	03-0000-0-????-00-1210-1010-432-002-000	\$ 3,000.00	\$ 988.02	\$ 536.88	\$ 1,475.10
Fine Arts (Dept)	03-0000-0-????-00-1450-1010-432-002-000	\$ 2,345.00			\$ 2,345.00
Graduation	03-0000-0-????-00-0000-2700-432-002-059	\$ 16,001.00	\$ 823.93	\$ 4,356.60	\$ 10,820.47
Independent Study	03-0000-0-4300.00-3300-1010-432-002-000	\$ 2,683.00	\$ 397.79	\$ 500.00	\$ 1,785.21
Independent Living	03-0000-0-4300.00-1410-1010-432-002-075	\$ 842.00	\$ 519.14	\$ 300.00	\$ 22.86
Instructional Improve	03-0000-0-????-00-1110-1010-432-002-018	\$ 10,000.00	\$ 11,469.38		\$ (1,469.38)
Inst Matrls – Fund 53	03-0221-0-????-00-1110-1010-432-002-000	\$ 11,150.00	\$ 7,841.96		\$ 3,308.04
Textbook/lost revenue	03-0221-0-8699.00-1110-1010-432-002-081	Acct inactive			
Journalism	03-0000-0-????-00-1212-1010-432-002-000	\$ 9,790.00	\$ 5,724.46	\$ 4,065.54	\$ -
Library	03-0000-0-????-00-1110-2420-432-002-000	\$ 29,248.00	\$ 17,141.04	\$ 8,853.78	\$ 3,253.18
Library/lost revenue	03-0000-0-8699.00-1110-2420-432-002-081	\$ 4,106.00			\$ 4,106.00
Link Crew (supplies)	03-0000-0-????-00-1110-1010-432-002-003	\$ 16,300.00	\$ 8,536.09	\$ 1,331.67	\$ 6,432.24
Math	03-0000-0-????-00-1310-1010-432-002-000	\$ 3,000.00	\$ 2,885.57	\$ 91.43	\$ 23.00
Music	03-0000-0-????-00-1454-1010-432-002-000	\$ 3,286.00	\$ 552.72	\$ 2,733.28	\$ -
Peer Tutoring	03-0000-0-????-00-1110-1010-432-002-090	\$ 6,000.00			\$ 6,000.00
Photography	03-0000-0-????-00-1458-1010-432-002-000	\$ 10,510.00	\$ 9,920.31	\$ 587.66	\$ 2.03
Physical Education	03-0000-0-????-00-1131-1010-432-002-000	\$ 4,000.00	\$ 53.44	\$ 3,374.61	\$ 571.95
PE (uniform sales)	03-0000-0-8699.00-1131-1010-432-002-082	\$ 3,364.00	\$ 28.21	\$ 2,839.69	\$ 496.10
Science	03-0000-0-????-00-1390-1010-432-002-000	\$ 40,986.00	\$ 28,444.78	\$ 7,814.48	\$ 4,726.74
Sci – Chem Safety	03-0000-0-????-00-0000-8110-432-002-048				\$ -
Social Studies	03-0000-0-????-00-1410-1010-432-002-000	\$ 3,000.00	963.1	\$ 1,536.90	\$ 500.00

**THS Monthly Budget
March 2015**

Spec Ed - Resource	06-6500-0-????-00-5771-1120-432-002-000	\$ 5,200.00	2938.79	\$ 536.38	\$ 1,724.83
Spec Ed - SDC	06-6500-0-????-00-5770-1110-432-002-000	\$ 2,600.00	622.8	\$ 400.00	\$ 1,577.20
Staff Development	03-0000-0-????-00-0000-2140-432-002-000	\$ 16,937.00	\$ 13,274.55	\$ -	\$ 3,662.45
Tam Foundation	06-9020-0-????-00-1110-1010-432-002-000	\$ 255,208.00	\$ 105,859.84	\$ 84,268.84	\$ 65,079.32
THF Payroll	06-9030-0-1110.00-1110-1010-432-002-000	\$ 20,539.00	\$ 13,093.72	\$ 7,605.58	\$ (160.30)
Transportation	03-0000-0-????-00-0000-3600-725-001-053				
Wood Shop	03-0000-0-????-00-1478-1010-432-002-000	\$ 2,376.30	\$ 1,470.60	\$ 857.30	\$ 48.40
World Languages	03-0000-0-????-00-1230-1010-432-002-000	\$ 2,000.00		\$ 374.90	\$ 1,625.10
WASC Accreditation	03-0000-0-????-00-0000-2700-432-002-024	\$ 820.00	\$ 820.00	\$ -	\$ -
ASB	06-9772-0-????-00-1420-4000-432-002-000	\$ 424.00	\$ 4,289.71	\$ 8,231.86	\$ (12,097.57)
Site Testing	06-9772-0-????-00-1420-4000-432-002-055	\$ 71,352.00	\$ 61,610.84		\$ 9,741.16
PATH	06-9769-0-8699.00-1110-1010-432-002-082	\$ 12,000.00	\$ 3,000.50	\$ 3,000.00	\$ 5,999.50
MUSIC Field Trip	06-9769-0-4330.00-1110-1010-432-002-000	\$ 3,275.00			\$ 3,275.00
SCIENCE Field Trip	06-9116-0-4330.00-1110-1010-432-002-104	\$ 1,350.00			\$ 1,350.00
Marine Science Field trips	06-9116-0-????-00-1110-1010-432-002-160	\$ 10,500.00	\$ 4,694.16	\$ 1,384.73	\$ 4,421.11
Environmental Science	06-9116-0-????-00-1110-1010-432-002-161	\$ 1,200.00	\$ 669.62		\$ 530.38
SDC Running 4 Change	06-9116-0-????-00-1110-1010-432-002-162	\$ 7,534.00	\$ 1,987.35		\$ 5,546.65
Shakespeare Trip	06-9116-0-????-00-1110-1010-432-002-163	\$ 20,150.00	\$ 6,600.00	\$ 13,095.00	\$ 455.00
Disc Block Grant	03-0254-0-????-00-1110-1010-432-002-000				\$ -
TOTALS	TOTALS	\$ 1,022,599.30	\$ 602,327.76	\$ 226,261.55	\$ 194,009.99