

**ACCREDITING COMMISSION FOR SCHOOLS
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES
CALIFORNIA STATE DEPARTMENT OF EDUCATION
SELF-STUDY VISITING COMMITTEE REPORT**

FOR



San Andreas & Tamiscal High Schools

**Tamalpais Union High School District
Larkspur, CA 94939**

April 19-22, 2015

Visiting Committee Members

**Dr. Odie J. Douglas, Chairperson
Dr. Linda Boykins
Dr. Gerry Catanzarite
Ms. Barbara Evans**

**Western Association of Schools and Colleges
Focus on Learning Visiting Committee
San Andreas & Tamiscal High Schools**

Dr. Odie J. Douglas, Chairperson
Assistant Superintendent
Pleasanton Unified School District
Pleasanton, CA 94566

Dr. Linda Boykins
Fremont, CA

Dr. Gerry Catanzarite
Fresno, CA

Ms. Barbara L. Evans
Elk Grove, CA

WASC FOCUS ON LEARNING VISITING COMMITTEE REPORT

Chapter I: Student/Community Profile

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.

Tamiscal High School is one of five high schools in the Tamalpais Union High School District (TUHSD). Tamiscal is purposefully small with 107 students. It has a singular personality, combining an experiential learning program, independent study, and small seminar-style weekly courses. Tamiscal students are a diverse group. The common denominator is a desire to learn in an environment that meets their individual needs. Many of the students have an alternative learning style, many have special talents, some have medical conditions, and others have unique reasons to apply.

Tamiscal is located in the community of Larkspur and students come from several southern Marin County communities that feed into the Tam District including: Belvedere, Bolinas, Corte Madera, Fairfax, Greenbrae, Kentfield, Lagunitas, Larkspur, Marin City, Mill Valley, Nicasio, Ross, San Anselmo, the San Geronimo Valley, Sausalito, Stinson Beach, Muir Woods, Muir Beach and Tiburon. These communities form ten feeder Districts. Tamiscal is 29% male and 71% female. The demographic makeup of Tamiscal is 5% African American, 5% Asian, 2% Filipino, 9% Hispanic, 79% White, and 1% unknown.

San Andreas High School is the continuation school in the Tamalpais Union High School District in Marin County. San Andreas is located in the community of Larkspur adjacent to Redwood High School, one of three comprehensive high schools in the District.

The students at San Andreas come from the entire attendance area of the District. Geographically, this covers most of the central and southern part of Marin County and extends from the Pacific Coast to the San Francisco Bay. This attendance area includes pockets of disadvantaged students *and neighborhoods* of great affluence. San Andreas High School has a maximum enrollment of 140.

The 2014 CBEDS reported an enrollment of 62 students: 46% White not Hispanic, 18% African-American, 22% Hispanic, 3% American Indian, 1% Asian and Pacific Islanders

and 3% unknown. The number of students who identified themselves in ethnic groups other than White has increased over the previous five years. Currently, 20% of the students are eligible for free or reduced lunch.

Students are referred to San Andreas from the District's three comprehensive high schools and occasionally from other schools and programs in Marin County. They come for a variety of reasons: credit deficiency, difficulty adjusting to a traditional school, emotional stress, a need to work and earn money, and difficulty relating to other students.

District Student Demographics

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

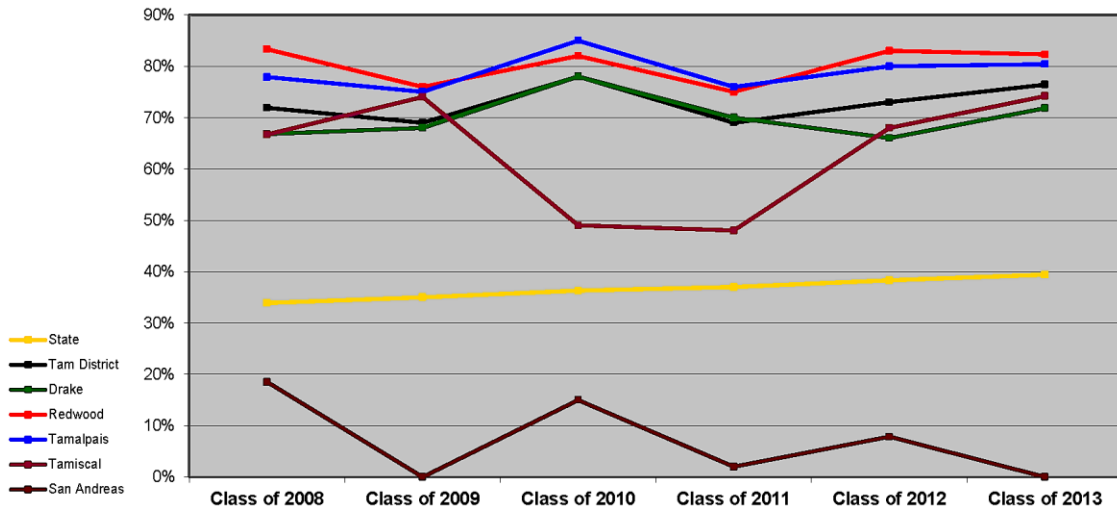
School	Total Enrollment	% Male	% Female	% Spec ED	% Low SES	% EL	% African American	% American Indian	% Asian	% Filipino	% Hisp	% PI	% White	% Unknown
Redwood	1662	51%	49%	7%	5%	1%	2%	0%	7%	1%	10%	0%	76%	3%
San Andreas	49	51%	49%	24%	47%	0%	18%	2%	0%	0%	24%	6%	49%	0%
Sir Francis Drake	986	50%	50%	10%	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%

Student Performance Data

**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



When compared with the student data from the entire District, both Tamiscal and San Andreas student achievement data show similar access, achievement and opportunity gaps for 1) all students in terms of opportunity and access to grade level instruction, higher level course offerings (AP and honors) and college and career options in the 21st century, for 2) sub-group student populations (low SES, African-American and Hispanic ethnic groups) across subject areas, and for 3) all students in mathematics achievement for the general student population and particularly for the same sub-group student populations (low SES, African-American and Hispanic ethnic groups).

Consistent with TUHSD District-wide trends, here are some specific TUHSD and Alternative Schools data points that further highlight these issues:

- A gap exists in the performance of certain subgroups of our student population
 - For CST TUHSD results, African-American and Hispanic students underperform as compared to White and Asian students in all subject areas of the CST.
 - For the Class of 2015 CAHSEE results, African-American students have a pass rate of 82% on the ELA exam and 73% on the math exam. Hispanic students have a pass rate of 89% on the ELA exam and 92% on the math exam. All of the results are significantly lower than White students with ELA and math pass rates of 99% and 99%, respectively.
- A gap exists in the performance of low SES students as compared to high SES students:
 - For CST results, Economically Disadvantaged students perform significantly below Not Economically Disadvantaged groups. See all 2013 CST ELA and math exam scores for Economically Disadvantaged and Not Economically Disadvantaged subgroups, which demonstrate this performance gap between these two subgroups.
- A gap exists in San Andreas and Tamiscal student achievement in mathematics as compared to other subject areas.
 - CST Results
 - For Algebra II, the 5-Year Average for students scoring proficient or better is 17% at Tamiscal. At San Andreas, the sample size was statistically insignificant.
 - For Geometry, the 5-Year Average for students scoring proficient or better is 16% at Tamiscal and 4% at San Andreas.
 - For Algebra I, the 5-Year Average for students scoring proficient or better is 30% at Tamiscal and 5% at San Andreas.
 - For Grade 11 ELA results, the 5-Year Average for students scoring proficient or better is 86% at Tamiscal and 33% at San Andreas.
 - For Earth Science results, the 5-Year Average for students scoring proficient or better is 75% at Tamiscal and 38% at San Andreas.
 - For US History results, the 5-Year Average for students scoring proficient or better is 77% at Tamiscal and 29% at San Andreas.

Critical Learner Needs

The vision and mission of TUHSD are 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.

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 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?

Chapter II: Progress Report

The schools used Focus on Learning as the protocol for its last WASC visit. The major changes and follow-up that have occurred at San Andreas and Tamiscal High Schools, in addition to one principal and assistant principal overseeing both schools including Adult Education, since their last WASC visit in 2007 include the following:

San Andreas

- Creation of Pathways for seniors from across the District to provide students enhanced opportunities to take College of Marin (COM) community college courses and participate in a job or internship in addition to taking their TUHSD coursework for graduation.
- Significant turnover in the teaching staff.
- Major change in the bell schedule to lengthen the school day and create a block schedule.
- Creation of Academic and Community Enrichment Period (ACE) four days per week for academic intervention and community building.
- Implementation of practice to adhere with policy regarding San Andreas students being 16 years of age or older to attend the continuation school.
- Monitoring of Special Education enrollment to reduce significant disproportionality relative to overall student enrollment.
- Offering Spanish courses on campus (four years) to increase access to UC eligibility for students.

Tamiscal

- Significant turnover in highly qualified administrative, teaching, and support staff.
- Independent Study has been at full enrollment over the past three years with a wait-list, at times.
- Increase in hours provided for SIS (Supervised Independent Study) Tutor and BACR (Bay Area Community Resources) therapist.
- Change in delivery of Special Education services from two hours per week of special education teacher “consult service” support to a broader and more flexible delivery model. This includes both consulting and direct services, and daily instruction in an Academic Workshop taught by a special education teacher. These services are provided either on the San Andreas campus or the comprehensive high school campuses.
- Change in Team program selection process from interview-based to stratified lottery to ensure proportionality to TUHSD demographics.

The critical areas for follow-up that have occurred at both schools include the following:

- Student advisory period
- Guaranteed and viable curriculum created
- Teachers involved in Professional Learning Communities
- Establishment of an ACE period with targeted interventions
- Multiple training opportunities have been provided
- Alternative schools tours with the comprehensive high schools counselors and assistant principals

Since the last WASC accreditation cycle, the District and both of the alternative schools have gone through significant changes and developed new structures to improve student outcomes. The Board of Trustees engaged all stakeholders in the community in creating a Mission Statement for all students, staff, and members of our community. This Mission Statement informed the strategic priorities and engaged the school community in making changes to improve the learning outcomes for all students.

A new teacher leadership model was created at all school sites so that teachers had a voice in how to lead their departments and sites in achieving the strategic priorities set forth by the Board of Trustees. The Teacher Leadership Collaborative (TLC) was created so that teacher leaders and members of the management team had a regular forum to discuss how to implement the strategic priorities.

Chapter III: Self-Study Process

To ensure the success of 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.

Schoolwide Learner Outcomes

At all 5 school sites, the common school wide learner outcomes are the components of the District Mission Statement and Strategic Priorities. TUHSD approaches the mission of universal attainment of learning outcomes through the development, execution, and overall evaluation of strategic priorities. However, there is not a systemic process to measure the outcomes.

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).

Strategic Priorities

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?

1. Inclusiveness: The involvement and collaboration of all staff and other stakeholders to support student achievement.

The school leadership involved key staff members in developing the Self-Study. Discussions, planning, and presentations occurred on a regular basis. However, the school experienced challenges with actively involving many of the parents/guardians in the development of the Self-Study.

Information was synthesized into common themes, included in WASC reports, and considered by staff when writing Schoolwide Action Plans. Parents/guardians 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

- Parent Advisory Meetings with the Principal at both Tamiscal (including Team) and San Andreas (including Pathways)

The Self-Study report was developed with input from the Focus Groups. Data results collected through the Self-Study process have assisted the faculty and staff members to reflect on such things as successful instructional practices and the role of the Guaranteed Viable Curriculum (GVC) in relationship to the full implementation of the Common Core State Statements for all students. The school used the Self-Study process to foster schoolwide collaboration. The ongoing analysis of formative and summative student achievement data results to further improve the teaching and learning for individual students needs to continue be a major area of focus.

2. Purposefulness: The clarification and measurement of what all students should know, understand, and be able to do through schoolwide learner outcomes and academic standards

The schoolwide learner outcomes are integrated within the District Mission Statement and Strategic Priorities that are communicated to staff and parents/guardians. Staff members indicate a lack of systemic measurements to evaluate student progress towards achieving the learner outcomes. This remains a work in progress.

Through this process of continuous improvement, staff members engaged in multiple aspects of the Self-Study process by reflecting on past WASC recommendations, reviewing disaggregated student achievement data results to identify the opportunity/achievement gap 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.

The school leadership supports the need to continue working with the instructional staff to systemically evaluate and analyze disaggregated student performance data and engage in equity discussions to eliminate the opportunity/achievement gap. The Focus on Learning process has assisted the staff in acquiring a better understanding of the impact of the school's curricular programs on student learning. The school leadership is committed to regularly collaborate with the staff to make sure that the District Mission and Strategic Priorities are a reality for every student. The school leadership plans to

work with staff to consistently use formative assessment data results to improve instructional practices.

3. Student-focused efforts: The gathering and analysis of data about students and student achievement.

The school staff gathers several sources of student achievement data to evaluate the progress of all students. Teachers use a variety of assessment strategies to evaluate students and modify their curriculum. These include formal and informal methods to evaluate student knowledge, presentations, group discussions, labs, and essays. The school leadership conducts formal and informal observations to evaluate the implementation of a standards-based curriculum.

Based on disaggregated student achievement data results, intervention classes are provided to identified students. Students are provided several opportunities to master the subject matter. However, staff indicates additional systemic interventions are needed to assist them in further eliminating the opportunity/achievement gap.

With each Focus Group looking at particular areas, all school programs were reviewed and discussed in the Self-Study process. When questions arose regarding a particular element of a program, questions were directed to individuals who could provide the desired information. In this way, the Focus Groups were able to construct an accurate picture of the program's strengths and also identify areas where work is needed in the future.

4. Action-oriented: The assessment of the entire school program and its impact on student learning in relation to the schoolwide learner outcomes, academic standards, and ACS WASC/CDE criteria

The leadership team is committed to evaluating the schoolwide learner outcomes that are integrated in the District Mission and Strategic Priorities in relationship to the implementation of the Common Core State Standards (CCSS) and student preparation for the Smarter Balanced Assessment Consortium (SBAC) exams.

The schools are encouraged to continue refining the schoolwide measurement tools related to how each of the learner outcomes impacts student learning and how they will be measured. The schools need to continue evaluating the rigor and relevance of the academic curriculum and instructional strategies based upon learning styles of individual students. As a result of the Visiting Committee's meetings with the Focus Groups and classroom observations at both Tamiscal and San Andreas High Schools, a further understanding on how to effectively use formative assessments and disaggregated student achievement data results to improve teaching and learning remain a significant area of need.

5. Accountability: The alignment of a long-range action plan to the school's areas of need; the capacity to implement and monitor the accomplishment of the plan.

The Schoolwide Action Plan was developed with input from the school staff. The leadership team reviewed the areas of growth and strengths identified by each Focus Group. Weaknesses were prioritized and consolidated into major areas according to the WASC criterion.

The school leadership is committed to providing continued assistance, training, and direction in the use of disaggregated student performance data collection and analysis for guiding instruction and improving student achievement. Teachers use assessments to evaluate student performance. The assessments include teacher made tests, oral performances, projects, written assignments, standardized and criterion-referenced tests, and group work. Ongoing engagement in challenging learning experiences for all students is strongly encouraged through the use of diversified instructional strategies and culturally responsive curricular resources.

The school leadership and instructional staff are encouraged to do the following:

- Work collaboratively to establish measurable academic achievement targets for individual students who need additional support.
- Examine ways to make the academic instructional program more rigorous and relevant to the students' lives at San Andreas High School.

- Include in the Schoolwide Action Plan a well-defined follow-up process, accountability, and monitoring plan to determine whether or not there is sufficient support and resources (human, material, physical and financial resources, etc.) to address the identified schoolwide growth areas.

Chapter IV: Quality of the School's Program

Part A: What Currently Exists:

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

A1. Organization Criterion

To what extent does the school have 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?

To what extent is the school's purpose supported by the governing board and the central administration and further by schoolwide learner outcomes and the academic standards?

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

Vision – Mission – Schoolwide Learner Outcomes – Profile: The school has established a clear, coherent vision and mission (purpose) of what students should know and perform; 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.

Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes: The processes to ensure involvement of representatives from the entire community in the development/refinement of the vision, mission, and schoolwide learner outcomes are effective.

Understanding of Vision, Mission, and Schoolwide Learner Outcomes: Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, and the schoolwide learner outcomes.

Regular Review and Revision: The school is implementing an effective process for regular review/revision of the school vision, mission, and the schoolwide learner outcomes based on student needs, global, national and local needs, and community conditions.

The district and schools have a clearly stated vision and mission based on its needs, current educational research, and the belief that all students can achieve at high academic levels. However, there are different approaches used by the two schools.

The schools are supported by high quality standards and is congruent with research, practices, the students/ community profile data, and a belief that all students can learn and be college and career ready.

The students themselves indicated that because of the responsibility and flexibility of having an individualized plan enabled them to manage their time better and see the benefits of organizing their time to prepare for the real world.

A2. Governance Criterion

To what extent does the governing board have 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?

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

To what extent does the governing board monitor regularly results and approve the single schoolwide action plan and its relationship to the Local Educational Agency (LEA) plan?

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

Governing Board: 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.

Relationship of Governance to Vision, Mission, and Schoolwide Learner Outcomes: The governing board's policies are directly connected to the school's vision, mission, and schoolwide learner outcomes.

Understanding the Role of Governing Board: The school and business community understands the governing board's role, including how parents can participate in the school's governance.

Governing Board's Involvement in Review and Refinement: The governing board is involved in the regular review and refinement of the school's vision, mission, and schoolwide learner outcomes.

Professional Staff and Governing Board: There is clear understanding about the relationship between the governing board and the responsibilities of the professional staff.

Board's Evaluation/Monitoring Procedures: 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.

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 academic, college and career standards based data driven instructional decisions for the school; b) delegates implementation of these policies to the professional staff; and 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).

A3. Leadership and Staff Criterion

To what extent based on student achievement data, does the 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?

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

Broad-Based and Collaborative: The school's planning process is broad-based, collaborative, and has commitment of the stakeholders, including the staff, students, parents, and business community.

School Plan Correlated to Student Learning: The school's Single Plan for Student Achievement is 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.

Correlation between All Resources, Schoolwide Learner Outcomes, and Plan: There is correlation between allocation of time/fiscal/personnel/material resources and the implementation, monitoring, and accomplishing of the Single Plan for Student Achievement.

The schools annually monitors and refines the single schoolwide action plan based on analysis of data to ensure alignment with student needs. The school's planning processes are broad-based, with some collaboration and commitment of the stakeholders, including the staff, the students, parents and business community.

A4. Leadership and Staff Criterion

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

Employment Policies and Practices: The school has clear employment policies/practices related to qualification requirements of staff.

Qualifications of Staff: The school has procedures to ensure that staff members are qualified based on staff background, training, and preparation.

Maximum Use of Staff Expertise: The school has a process to assign staff members and provide appropriate orientation for all assignments, including online instruction and specialized programs so that the expertise of the staff members is maximized in relation to the impact on quality student learning.

Defining and Understanding Practices/Relationships: The school has clear administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

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

Staff Actions/Accountability to Support Learning: The school evaluates 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.

Evaluation of Existing Processes: The school leadership regularly reviews the existing processes to determine the degree to which actions of the leadership and staff focus on successful student learning.

Teachers met in groups to work on Common Core to set up goals/proficiency sales based on the new requirements. Teachers meet in small groups to plan interventions and discuss professional development; however, they provide most of their own professional development.

A5. Leadership and Staff Criterion

To what extent are leadership and staff involved in ongoing research or data-based correlated professional development that focuses on identified student learning needs?

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

Support of Professional Development: The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college, and career readiness standards and the schoolwide learner outcomes.

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

Measurable Effect of Professional Development: There are effective operating processes that determine the measurable effect of professional development, coaching, and mentoring on student performance.

There are effective operating processes that determine the measurable effect of professional development, coaching, and mentoring on student performance. Staff members have participated in the Professional Learning Communities in Action Conference and Marzano Research Laboratories workshops on aligning assessments to program goals and proficiency scales.

A6. Resources Criterion

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

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

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

Practices: 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.)

Facilities: 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.

Instructional Materials and Equipment: 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.

Well-Qualified Staff: 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.

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

There is a relationship between the decisions about resource allocations, the district and the school's vision, mission, and student achievement of 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. The Tamiscal Parents Advisory Council has a small discretionary fund that is used to make supplementary purchases.

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

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

- Students and teachers have mutual respect
- Same essential education with other schools
- District wants to replicate programs
- Principal Advisory Council exists at both schools
- Dedicated teachers

Key issues for Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources (if any):

- Strengthen relationship and articulation with feeder Districts and comprehensive high schools
- Professional development
- Learner outcomes are not systemically measured
- Staff need more planning and collaboration time
- Students want more space and social networking

Important evidence from the self-study and the visit that supports these strengths and key issues include the following:

- TUHSD Mission Statement
- Student Achievement Reports
- Meetings agenda
- Notes and presentations (Board TLC, TL, Site, Department).
- Governance Handbook
- TUHSD Board Policy, Board of Trustee Meetings
- TUHSD Strategic Priorities

- Focus Group meetings held at the school in which students, parents, teachers, classified staff and others participated

CATEGORY B. STANDARDS-BASED STUDENT LEARNING: CURRICULUM

B1. Curriculum Criterion

To what extent do 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?

To what extent through standards-based learning (what is taught and how it is taught), are the schoolwide learner outcomes accomplished?

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

Current Educational Research and Thinking: The school provides examples that document the use of current educational research related to the curricular areas in order to maintain a viable, meaningful instructional program that prepares students for college, career, and life.

Academic and College- and Career Readiness Standards for Each Area: The school has 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.

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

Student Work — Engagement in Learning: 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.

Accessibility of All Students to Curriculum: A rigorous, relevant, and coherent curriculum to all students is accessible to all students through all courses/programs offered. The school examines the demographics and situation of students throughout the class offerings. The school’s instructional practices and other activities facilitate access and success for special needs students.

Integration among Disciplines: 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.

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

Policies — Rigorous, Relevant, Coherent Curriculum: The school assesses the curriculum and its rigor, relevancy, and coherency after examination of policies regarding course completion, credits, grading policies, homework, etc.

Articulation and Follow-up Studies: The school articulates 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.

Tamiscal is using three key bodies of research to guide their work. These bodies of research include Robert Marzano's Proficiency Scales, John Hattie's Effect Size, and a wide variety of Professional Learning Communities (PLCs) research. Tamiscal teachers use proficiency scales aligned to their content areas. The use of these proficiency scales to inform their content area is inconsistent across the school. Teachers participated in a multi-year long process in which all teachers across the district created program goals aligned with proficiency scales (a process inspired by Marzano's research).

Tamiscal teachers have received professional development related to Effect Size; however, the understanding and use of this research is not widespread across the school. All teachers have received general professional development regarding PLC's and have superficial knowledge of the intent, purpose, and process to engage in PLCs. All teachers have engaged in PLC cycles with a collaborative team to identify a goal, deliver instruction, and analyze those results. There has been some growth in staff buy-in and implementation.

Program goals and proficiency scales have been developed for all subject areas and implemented at Tamiscal. However, the daily use of the program goals and scales is intermittent. All teachers also participated in a Graduate Profile protocol to identify the knowledge, skills, and attributes required for graduates to be successful in the post-secondary world. In line with the District learner outcomes, the Common Core State Standards are represented in the program goals and proficiency scales. The intermittent use of these program goals and scales suggests that teachers use standards, but that their use is not comprehensive.

Tamiscal is unique in its ability to provide success and access for all students. Three features of our instruction encourage student success: one-on-one classes, small classes, and supervised independent study. Such structures allow teachers to know well the learning needs of each student, adjust instruction accordingly, and then provide additional support for those who are falling behind.

By examining student data from the PLC process, teachers were able to design opportunities for students to reach high levels of learning, levels defined by the district-developed proficiency scales. For example, a level four describes the ability

of a student to apply understanding to a new context. More than a few students were able to reach this level of learning while more students reached proficiency, a level of learning guaranteed by the district.

To ensure that all students have access to “a-g” requirements, students may co-enroll at one of the comprehensive high schools in the district, College of Marin, or may also co-enroll at San Andreas High School for credit redemption to complete courses.

Over the course of the last five years, San Andreas staff has utilized a variety of educational research to guide their work. San Andreas teachers participated in a multi-year process in which all teachers across the district created program goals aligned with proficiency scales (a process inspired by Marzano’s research). However, the use of program goals and scales to guide instruction and student learning is intermittent across the disciplines at San Andreas.

Based on Mike Mattos’ research on Response to Intervention, San Andreas staff decided to modify the school bell schedule to incorporate a Response to Intervention (RtI) Period and Academic and Community Enrichment, known as ACE. All staff have had access to research and discussion on John Hattie’s effect size. A John Hattie inspired “Learning Effects Measurement” spreadsheet was developed by a San Andreas teacher and provided to all teachers on campus.. The use of the measurement worksheet is sporadic.

At this point, all San Andreas staff members have had access to research and professional development, but the use of research in guiding planning, instruction, and student learning has not yet become cemented in everyday practice across the school.

Program goals and scales continue to be a work in progress and are not used schoolwide. All teachers participated in a Graduate Profile protocol to identify the knowledge, skills, and attributes required for a graduate to be successful in the postsecondary world. The Graduate Profile is still under development and has not been implemented. Although course offerings are limited at San Andreas, they have added new courses to ensure that students have access to UC "a-g"

requirements. Pathways, a small learning community, is an additional opportunity for students to access "a-g" requirements.

By examining student data from the PLC process, teachers were able to design opportunities for students to reach high levels of learning, levels defined by the district-developed proficiency scales. For example, a level four describes the ability of a student to apply understanding to a new context. More than a few students were able to reach this level of learning while more students reached proficiency, a level of learning guaranteed by the district.

To ensure that all students have access to "a-g" requirements, students may co-enroll at one of the comprehensive high schools in the district.

B2. Curriculum Criterion

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

Variety of Programs — Full Range of Choices: All students have opportunities 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.

Student-Parent-Staff Collaboration: Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan, based upon a student's learning style and college/career, and/or other educational goals. (This includes the evaluation of whether online instruction matches the student's learning style.)

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

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

Career planning is an ongoing process that allows students to rethink and reevaluate themselves and their career options as they have experiences and grow and develop. The Tamalpais High School District offers the Naviance Program that is used by students to help students discover the types of work activities and careers that match their interests and help uncover talents and potential strengths. Additionally, during the third year, the Counselor and College and Career Specialist meet with each junior and

their parents. The purpose of this conference is to review student course work and determine the best way to meet the requirements necessary to graduate and either apply to a four-year college, a community college, a certificated program or begin the job search.

Each semester, core teachers meet with parents and students individually for an intake meeting. At this time, teachers review the student's schedule and discuss their outside activities to plan for the semester and manage their time.

Both the academic counselor and the college and career counselor meet with juniors and their parents both as a group and with individual families to discuss post-secondary goals. There are also individual Senior Chats between students and their counselors.

The Tamiscal staff meets twice per semester for intervention meetings in which teachers, counselors, and administrators confer regarding students who are not meeting their academic goals. Individual teachers initiate the conversation about a particular student and, as a group, members decide on the best process to move forward to help that student obtain success.

San Andreas has a small teacher to student ratio that enables all teachers to also be an advisor to ten to fifteen students. The role of advisory and this advisor/advisee relationship is give students access and opportunity to make appropriate choices and to pursue a full range of realistic college and career options and other education opportunities available.

At San Andreas, staff, students, and their families collaborate to develop and monitor students' personal learning plans and their college/career and/or educational goals. Student Review meetings take place at least once a month, and all staff (teachers, administration and support staff) attend.

IEP and 504 meetings are attended by the Resource Specialist, counselor, administration, teachers, the student and their families. IEP and 504 meetings afford the opportunity for parents and the student to have their voice heard on the appropriateness and effectiveness of a student's learning plan (scheduling, coursework,

success in the classroom, etc.). If any changes or modifications need to be made, these are handled through the IEP and 504 processes.

B3. Curriculum Criterion

To what extent are students able to meet all the requirements of graduation upon completion of the high school program and are they prepared for college, career, and life?

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

Real World Applications — Curriculum: 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.

Meeting Graduation Requirements: The school implements academic, college- and career-readiness support programs to ensure students are meeting all requirements, including the CAHSEE.

Tamiscal students have access to a Guaranteed Viable Curriculum (GVC) through the District's programs goals and proficiency scales. This curriculum is standards based and aligned to the Common Core. While all students have access, it does not mean that all students are prepared. Due to the nature of the variety of health and medical reasons students are enrolled at Tamiscal, students with access do not always succeed. It is a growth area for Tamiscal to increase service and real world applications to students who are not sick enough to be on Home and Hospital, but are attending school intermittently due to health reasons.

Other students attend Tamiscal because they are already deeply involved in real world experiences outside of school. Some of these experiences include pre-professional paths in visual and performing arts. Many of these students are already working toward their college and career goals after high school.

Independent study students have greater opportunities for experiencing real world applications to their learning. Students are able to meet individually on site with the District's School-to-Career director. Through conversations with students, he is able to arrange for job shadows and internship opportunities that connect to their interests and goals.

Independent Living course provides an opportunity to work in a career field through an internship. Senior Project course provides students with an additional opportunity to pursue career, artistic, or service learning paths. Tamiscal students can earn credits through Workplace Learning and Work Experience courses.

Most Tamiscal students are highly prepared for College and Career readiness. All Tamiscal students passed CAHSEE.

Students have access to rigorous and relevant curriculum through the implementation of a GVC through Program Goals and Scales. These goals focus on moving students through an appropriate learning progression (building knowledge, making meaning, and real world applications). However, the daily implementation of the GVC is not schoolwide.

CATEGORY B: STANDARDS-BASED STUDENT LEARNING: CURRICULUM

Areas of strength for Standards-Based Student Learning: Curriculum (if any):

- College and career support services
- Project-based learning
- Working with individual students on curricular needs
- Personalized curriculum for each individual student

Key issues for Standards-Based Student Learning: Curriculum (if any):

- School-wide implementation of the Guaranteed Viable Curriculum
- PLC's need to be further defined (increase depth and impact)
- Professional development implementation
- Outcomes of intervention meetings should be incorporated into the classroom
- More instructional time with some students as appropriate
- Align curriculum to support Rtl and PLC's

Important evidence from the self-study and the visit that supports these strengths and key issues include the following:

- Self-study document
- Observing individual and small group instruction
- Dialogue with focus groups and key stakeholders
- Student work that provide insight regarding the use of critical thinking skills and application of learning
- Summary comments by staff that explain analysis of representative student work
- Extended dialogue with Leadership Team
- Classroom observation

CATEGORY C. STANDARDS-BASED STUDENT LEARNING: INSTRUCTION

C1. Instruction Criterion

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

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

Results of Student Observations and Examining Work: 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.

Student Understanding of Learning Expectations: The students know the standards/expected performance levels for each area of study.

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

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

The effectiveness of school level student-teacher interactions was evaluated by student interviews, dialogues, and results from a student survey. As a part of the school PLC process, students shared their opinions of teachers' strengths and weaknesses of their courses and instruction. Through school site intake procedures, all students/families are made aware of the District/School/program standards/expected performance levels for each area of study.

C2. Instruction Criterion

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

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

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

Examination of Student Work: 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.

Representative samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, project, discussions, and debates and inquiries related to investigation.

Representative samples of student work demonstrate that students use technology to assist them in achieving the academic standards and the schoolwide learner outcomes.

Representative samples of student work demonstrate student use of materials and resources beyond the textbook, such as use and availability of library/multimedia resources and services; availability of and opportunities to access data-based, original source documents and computer information networks; and experiences, activities and resources which link students to the real world.

Real World Experiences: 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.

Teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasizing critical thinking skills, and fostering higher levels of success. Many students have the tools to gather and create knowledge and have opportunities to use skills to research, inquire, gather, discover, and invent knowledge on their own as demonstrated by independent student projects, Team Program assignments and projects, Senior Projects, Senior Mock Supreme Court Project, community and private internships, as well as many project based assignments that are an integral part of general Independent Study assignments. Teachers design Independent Study packet assignments to be researched-based, including the integration and use of multimedia and technology. Through conversations with students, they welcome, enjoy and appreciate the challenge of interesting, relevant, and rigorous assignments.

CATEGORY C: STANDARDS-BASED STUDENT LEARNING: INSTRUCTION

Areas of strength for Standards-Based Student Learning: Instruction (if any):

- Individualized instruction
- Real world elective classes
- Successful Independent Learner Poster at Tamiscal
- Implementation of Team and Pathway programs
- Differentiated instruction to meet individual student needs
- Student class schedules are paralleled to college track preparation
- Increased levels of student accountability
- Small teacher student ratio which helps to ensure individual student needs are met through differentiated instruction
- All teachers have some training in the PLC process

Key issues for Standards-Based Student Learning: Instruction (if any):

- Increase the variety of instructional strategies for students who are not independent learners
- Lack of initial systemic assessments to determine student needs
- Need more teacher time for collaboration
- Continue more ways to explore alternative models of delivery to engage students.
- More school wide inclusive professional development to deepen skills and knowledge to assist in assuring that special needs, diverse learning modalities are better addressed.

Important evidence from the self-study and the visit that supports these strengths and key issues include the following:

- Self-study document
- Observing individual and small group instruction
- Dialogue with focus groups and key stakeholders
- Student work that provide insight regarding the use of critical thinking skills and application of learning
- Summary comments by staff that explain analysis of representative student work
- Extended dialogue with Leadership Team
- Classroom observation

CATEGORY D. STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY

D1. Assessment and Accountability Criterion

To what extent does the school use a professionally acceptable assessment process to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders of the school community?

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

Professionally Acceptable Assessment Process: The school staff uses effective assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders.

Basis for Determination of Performance Levels: The school staff has 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.

Teachers, counselors and administrators have access to eSchool, which has all transcript information, grades, and attendance. This information is accessible to students, teachers, administrators and families. Teachers use the eSchool grading platform in varying degrees; some use it to track progress, assessments and establish summative grading. Some use it only as a summative way to report grades and comments. During Focus Group meetings, teachers indicated using data results to personalize the instructional delivery for their assigned students.

D2. Assessment and Accountability Criterion

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

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

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

Appropriate Assessment Strategies: Teachers use appropriate assessment strategies to measure student progress toward acquiring a specific body of knowledge or skills such as essays, portfolios, individual or group projects, tests, etc.

Demonstration of Student Achievement: A range of examples of student work and other assessments demonstrate student achievement of the academic standards and the schoolwide learner outcomes, including those with special needs.

Curriculum-Embedded Assessments: 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.

Student Feedback: 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.

Modification of the Teaching/Learning Process: 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.

Monitoring of Student Growth: 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.

Group classes assess students during class time. Informal assessments happen on a daily basis. More formal assessments consist of tests, quizzes, presentations, and projects. Proctoring of tests is performed by the site test coordinator. Teachers use rubrics, proficiency scales, surveys, and grades to assess student knowledge.

Teachers look at the accommodations for special needs students to ensure they are receiving the necessary support for obtaining the best possible outcomes. The school is in the beginning stages of implementing the PLC process. Teachers report that more experience in this process should lead to better, more utilized, better-targeted student feedback.

D3. Assessment and Accountability Criterion

To what extent does the school, with the support of the District and community, have 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: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

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

Reporting Student Progress: 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.

The schools with support of the district and community has a schoolwide learner outcome tracking system that monitors students progress towards achievement of achievement of academic, college and career readiness. Progress reports are reported every six weeks and the data is used to determine if there needs to be an intervention.

Teachers, administration, and the counseling department meet twice per marking period in intervention meetings to discuss mutual students who are having difficulty and design a plan to help the student obtain success.

Local assessments are generated by teachers who review the data in order to plan interventions for those who need them. Teachers inform parents, through email and phone calls, if a student is in danger of failing, though a formal system for this is not in place.

Student attendance is regularly reviewed by administration; students who are seen as having attendance issues and their families are contacted and SARB meetings are held to assess and create a plan for the issues.

College and career readiness is regularly reviewed by the counselor. The college and career counselor is available on campus for students to consult with, and provides workshops to assist with FAFSA and the application process to College of Marin.

D4. Assessment and Accountability Criterion

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

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

Teachers indicate that some of the changes the district has made have not been supported by some teachers and staff. For example, the elimination of summer school with no additional support for credit redemption was one such decision. This is a major equity problem.

With few benchmark assessments across the district, teachers in the same discipline no longer have data to discuss and help improve their instructional strategies for student writing. District departments are given limited time to meet and discuss curriculum and data provided by student work. Staff development time has been focused on site collaboration rather than by subject area.

CATEGORY D. STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY

Areas of strength for Standards-Based Student Learning: Assessment and Accountability (if any):

- Variety of assessments to evaluate student growth and the progress - formal and informal.
- Teachers use rubrics and professional scales to assess student knowledge
- Student Intake meetings

Key issues for Standards-Based Student Learning: Assessment and Accountability (if any):

- Use of disaggregated assessment results to address the opportunity and achievement gaps
- Lack of systemic formative assessments
- Student intervention to promote equity and access
- Limited time to meet to discuss and collaborate on student progress

Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:

- TUHSD Board Policy
- Annual Student Achievement Reports
- Board Meeting Agendas and Minutes
- School Accountability Report Cards
- School Quality Snapshots
- Website
- Self-Study Evidence
- IEP and 504 Plans
- eSchool Plus
- PLC process.

CATEGORY E. SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

E1. School Culture and Student Support Criterion

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

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

Regular Parent Involvement: The school implements strategies and processes for the regular involvement of parents and the community, including being active partners in the teaching/learning process. The school involves non-English speaking parents.

Use of Community Resources: The school uses community resources to support students, such as professional services, business partnerships, and speakers.

Parent/Community and Student Achievement: 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.

Tamiscal High School strives to involve parents in many ways. Back-to-School Night, Open House, College and Career Night for Juniors, Senior Parent Night, Junior Conferences and Senior Chats, Intake Meetings, and Team Program parent events occur a few times throughout the year. School Site Council meetings and evaluation meetings occur regularly throughout the year.

All parents are welcomed to the school via an intake meeting. This is a meeting with the students, parents or guardians, and the school staff. Intake meetings are an opportunity for the school to learn more about the family and for the family to learn how they can support their student's educational process while their student is at Tamiscal.

Tamiscal Evaluation conferences can be intermittent or regular depending on the students' needs. Evaluation conferences are part of the school's intervention strategy. This conference is an opportunity for parents/guardians, school staff, and the student to come together to problem solve their challenges and build on their strengths to create more success at school.

San Andreas implements a variety of strategies and processes for regular involvement of members of the San Andreas community. All parents are invited to Back to School Night and Open House. Approximately every six weeks, San Andreas hosts a Parent Advisory Meeting. All parents are welcome to attend these meetings. A quarterly

newsletter is sent to all families in the alternative education community. The newsletter gives a snapshot of events that have taken place, publishes examples of student work, and has a letter from the principal updating families on San Andreas and the other alternative education programs.

Both the student and his or her family are involved in the admission process to San Andreas. Other meetings that require parents' involvement take place throughout the year. Examples of these are Student Study Team Meetings, and Student Attendance Review Board (SARB). Additionally, the counselor holds regular and frequent parent/student meetings to discuss and proactively address in a confidential setting those issues that are impacting the students' performance in the program. San Andreas parents wished they had more communication, especially from teachers.

E2. School Culture and Student Support Criterion

To what extent is the school a safe, clean, and orderly place that nurtures learning?

To what extent is the culture of the school characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement?

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

Safe, Clean, and Orderly Environment: The school has existing policies, regulations and uses its resources to ensure a safe, clean and orderly place that nurtures learning, including internet safety.

High Expectations/Concern for Students: The school demonstrates caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.

Atmosphere of Trust, Respect and Professionalism: The school has an atmosphere of trust, respect, and professionalism.

Tamiscal follows all District policies and safety regulations and procedures. Tamiscal has its own unique safety manual tailored specifically to the school site. The plan was written in partnership with local law enforcement and the fire department. The plan follows California Education Code. Tamiscal runs regular safety drills to ensure staff are trained and prepared for emergencies on campus. The school site administration also attends the District Safety Committee meetings to ensure that the school is up-to-date on all safety procedures. Tamiscal also has a relationship with local law enforcement.

As an independent study school, Tamiscal caters to the individual student. Students work one-on-one with their Core teachers in English and social studies and have small class sizes for all other classes. This allows teachers to respond to individual differences and create optimal conditions for learning.

All students have access to counseling intervention, both clinical and academic. All students can access counseling through the school counselor or the BACR counselor.

San Andreas follows all District safety regulations and other policies, and has created a manual tailored to the environment of San Andreas. For example, the specific evacuation route that San Andreas staff and students should take in the case of a fire. All staff and students have practiced safety drills (fire drills, lockdown drills, etc.). Additionally, student-run groups like Leadership and Peer Resource have addressed issues of safety, attendance, closed campus, smoking policy, drug use and talk, classroom management, and other issues related to safety and the learning environment.

San Andreas also has a full-time Campus Supervisor and a Student Resource Officer that play integral roles in informing and implementing safety procedures. All staff members have created common agreements related to behavioral expectations. A poster that details those agreements hangs in every classroom on campus.

During the 2014-2015 school year, San Andreas added the position of an assistant principal. This individual plays an integral role in informing and implementing safety protocols. San Andreas has a closed campus to ensure student safety. All students have access to counseling intervention, both clinical and academic.

E3. School Culture and Student Support Criterion

To what extent do all students receive appropriate support along with an individualized learning plan to help ensure academic and college- and career-readiness success?

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

Adequate Personalized Support: The school has 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.

Direct Connections: The school demonstrates direct connections between academic 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.

Strategies Used for Student Growth/Development: 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.

Support Services and Learning: 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.

Equal Access to Curriculum and Support: All students have access to a challenging, relevant, and coherent curriculum to all students. 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).

Tamiscal provides a long list of college and career services to students throughout the school year, and they continually evaluate the effectiveness of these services and make changes as necessary. Along with these, the school provides access to academic and personal counseling to all students.

San Andreas implements a variety of programs to support students in areas of health, career, and personal counseling and academic assistance, including an individualized learning plan. All students have access to counseling through either the school counselor (both academic and clinical counseling) as well as the BACR counselor. Additionally, San Andreas has partnered with Huckleberry to provide one-on-one and small group drug abuse counseling to both students and their families.

E4. School Culture and Student Support Criterion

To what extent do students have access to a system of personal support services, activities, and opportunities at the school and with business, industry, and the community?

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

Co-Curricular Activities: 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.

Student Involvement in Curricular/Co-Curricular Activities: 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.

Student Perceptions: 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.

While these activities are limited at Tamiscal, our students are involved in sports, drama clubs, band and a variety of other activities at the other high schools in the district. These students have full access to all the support services and are accepted and treated as a resident student. Tamiscal is made aware in the rare event that a problem occurs. The Tamiscal counselor is regularly in contact with the counselors at the comprehensive sites about at risk students at the time of their referral to Tamiscal and for follow up.

Academic Student Support Services at San Andreas consist of College and Career assistance with a focus on the college/vocational program application process from start to finish; School to Career Liaison assistance with a focus on access and facilitation of apprentice and internship opportunities; Academic Guidance assistance with the focus on high school course selection as it relates to 2yr/4yr/vocational post-HS planning; collaboration with College of Marin with a focus on the areas of course access, concurrent enrollment, and placement testing services. For those students who take advantage of these services, they are seen as extremely valuable in providing opportunity as well as offering assistance in managing these aspects of post-secondary planning.

Clinical Student Support Services consist of individual, group, & family counseling provided by the school counselor, our on-site BACR counselor, and TUHSD school psychologist. All have training and credentials in child and family counseling and offer an array of short and long term individual counseling, group and family counseling, drug and alcohol intervention, crisis-intervention, and social work assistance for our homeless and foster care students.

CATEGORY E: SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

Areas of strength for School Culture and Support for Student Personal and Academic Growth (if any):

- School responds to individual student needs
- Parent events
- Student intake meetings

Key issues for School Culture and Support for Student Personal and Academic Growth (if any):

- Parental involvement
- Staff collaboration
- Opportunities for student social interactions

Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:

- Self-study document
- Observing individual and small group instruction
- Dialogue with focus groups and key stakeholders
- Student work that provide insight regarding the use of critical thinking skills and application of learning
- Summary comments by staff that explain analysis of representative student work
- Extended dialogue with Leadership Team
- Classroom observation

Part B: Schoolwide Strengths and Critical Areas for Follow-up

The leadership team and instructional staff at San Andreas and Tamiscal High Schools are to be commended for their reflection and analysis of the major schoolwide strengths and areas of growth. They have collaborated as a staff on the WASC Focus on Learning process. It has assisted them in refining their schoolwide goals for improved student performance. The school used many methods to study the school including analyzing disaggregated student achievement data results, collecting evidence such as samples of student work, reviewing staff, student, and parent surveys, and conducting classroom observations.

The Focus on Learning process has included several of the stakeholders and has promoted a positive sense of collaboration. However, the school expressed a desire to recruit additional parents/guardians to actively participate in the WASC Self-Study process.

The school's WASC Self-Study reflects a comprehensive appraisal of the school's various academic and student support programs. The important evidence that supports both the schoolwide areas of strength and the critical areas of follow-up include: the school's WASC Self-Study report, evidence binder, meetings with members of the Schoolwide WASC Focus Groups, Board members, District office staff, Leadership Team, representatives from the school's parent group, observations of classrooms, examination of student work, interviews/discussions with students, classified staff, and teachers.

Schoolwide Areas of Strength

1. The instructional and support staff members provide a caring and personalized student centered learning environment that promotes a feeling of acceptance, respect, trust, and compassion for all students.
2. The parent community and students express sincere appreciation and gratitude for the dedicated, supportive, and welcoming staff members.
3. The school staff works collaboratively to provide a positive school culture for every student in a systemically emerging academically rigorous learning environment.
4. Small class sizes maximize opportunities for differentiated instruction and monitoring of performance so that needs of individual students are being met.
5. The instructional staff is committed to developing and integrating real world experiences in the overall academic curriculum.
6. The schools provide outstanding college and career readiness opportunities such as the College & Career Center outreach, Counseling services, and the Team and Pathways Programs.

The Visiting Committee agrees with the major growth areas identified by the school. The subsequent list of critical areas for follow-up is a synthesis of 1) growth areas addressed by the school in the Schoolwide Action Plan, 2) suggestions to strengthen these areas already identified in the Schoolwide Action Plan sections, and 3) additional areas identified by the Visiting Committee.

Schoolwide Critical Areas for Follow-up

1. The school leadership and instructional staff continue efforts to regularly analyze both formative and summative disaggregated assessment data results to further improve student performance and identify skill gaps for targeted instruction and intervention.
2. The school leadership should continue collaboration with the instructional and classified staff to prepare and implement a systemic professional development and monitoring plan supporting the goals outlined in the Schoolwide Action Plan including the following areas:
 - Fully implementing the Common Core State Standards across all curricular areas and aligning assessments to assist every student in being successful on the Smarter Balanced Assessments and acquiring 21st century learning skills
 - Using Professional Learning Communities to further improve teaching and learning and to achieve systemic equity goals
 - Using a variety of culturally relevant instructional strategies and curriculum to meet the diverse needs of students
 - Identifying and using research-evidenced academic interventions for identified students
3. The school leadership should continue working on further improving outreach and opportunities to increase parental and community involvement in the overall school activities.

4. The school leadership and instructional staff should increase opportunities for student socialization and extra/co-curricular activities participation such as clubs and an area on the campuses for them to meet.

Chapter V: Ongoing School Improvement

The Visiting Committee finds that the Schoolwide Action Plans developed by San Andreas and Tamiscal High Schools are an excellent beginning towards having a systemic plan to further improve the instructional program and support services provided to every student. It was developed with input from staff members. The leadership team reviewed the areas of growth and strengths identified by each Focus Group. Weaknesses were prioritized and consolidated.

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

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?

The Schoolwide Action Plan, as much as possible, should reflect the prioritized major areas of focus for each goal area, based upon quantitative and qualitative data results, and continue to incorporate the identified schoolwide learner outcomes. The school leadership should continue to promote and strengthen ongoing professional development activities to ensure that every student achieves the goals outlined in his/her individualized education plan.

Additionally, identified academic achievement targets for students who need additional assistance in mastering the curriculum standards and a well-defined follow-up process are critical to determine whether or not there are sufficient support and resources (human, time, money, etc.) to implement the improvement areas identified in the Schoolwide Action Plan.

Comments on school improvement issues

1. The school leadership, instructional and support staff, and the school community have expressed a desire and commitment to continue improving the overall academic program for all students.
2. The students and parents/guardians indicate that they like their school and feel supported by the teachers and school leadership.
3. The leadership team and instructional staff are willing to keep the needs for improving student learning first and foremost in the vision and mission of the school.
4. The ongoing participation and involvement of the school community and outside agencies in the overall support for the students are commendable.

Existing Factors that Support School Improvement

There is support and a professional commitment by the school leadership, instructional staff, and other stakeholders to implement the goals outlined in the Schoolwide Action Plan. The school leadership has acknowledged that the Focus on Learning process and the recommendations from the Visiting Committee will be used to further guide the schoolwide improvement efforts.

The staff and leadership have accepted the challenge to continue the Focus on Learning process as a means to increase the academic performance of every student. A commitment to academic excellence for every student is reflected in the school's vision and mission.

Impediments to School Improvement

The school leadership and instructional staff are dedicated to make sure the Schoolwide Action Plan addresses the specific areas of growth as mentioned by the WASC Focus Groups and the schoolwide critical areas expressed by the Visiting Committee. However, time and resources will need to be allocated and prioritized for this task. The budgetary limitations will continue to provide a challenge in providing adequate resources to achieve the desired goals to improve the teaching and learning for every student.

Lastly, to prevent the potential lack of follow-through on the steps identified in the Schoolwide Action Plan, there needs to be an ongoing monitoring and evaluation process of the improvement steps listed. The key to the successful implementation of the activities will be on how well the areas outlined in the plan become an integral part of the overall systemic improvement efforts that will be overseen by the school leadership.

Soundness of the Follow-up Process to Monitor Accomplishments of the Schoolwide Action Plan

The school leadership has articulated the need to further develop a monitoring and evaluation process to accomplish the steps listed in the Schoolwide Action Plan. They are aware that a well-defined follow-up process is critical to determine whether or not

there are sufficient support and commitment from all stakeholders to implement the necessary improvement areas identified in the action plans.

The school leadership will work collaboratively with the leadership team to monitor progress in areas identified as “critical areas for follow up” to ensure that all work and planning will translate to a quality education for every student. The administration is providing leadership, guidance, and resources to facilitate the Schoolwide Action Plan serving as a driving force to improve the academic achievement of all students. The instructional and support staff and school community have articulated a commitment to assist the school in this endeavor.

In conclusion, the Visiting Committee commends the school leadership, staff, and school community for their laser-like focus to provide all students a world class education in a supportive, caring, and nurturing learning environment.