

# Single Plan for Student Achievement

## Tamalpais High School – 2022



### **SPSA Purpose**

The purpose of the SPSA is to coordinate all educational services at the school. The SPSA shall, at a minimum, address how funds provided to the school through any of the sources identified in *EC* Section 64000 will be used to improve the academic performance of all pupils to the level of the performance goals, as established by the API. The SPSA must integrate the purposes and requirements of all state and federal categorical programs in which the school participates.

The SPSA serves as the organizer for an individual school's improvement process. The plan should be developed with a deep understanding of root causes of student academic challenges and identify and implement research-based instructional strategies to raise the achievement of students who are not yet proficient by state standards. A well-developed SPSA can ensure that students are better equipped to meet the Common Core State Standards in English and math.

The SPSA is strategically aligned to WASC report and LCAP goals.



## **Tamalpais High School**

Tamalpais Union High School District

County-District School (CDS) Code: 21-654822133692

Principal: J.C. Farr

Date of this revision: May 16, 2022

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California *Education Code* sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA. For additional information on school programs and how you may become involved locally, please contact the following person:

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The District Governing Board approved this revision of the SPSA on June 14, 2022.

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## Overview of Tamalpais High School:

Tamalpais High School was founded in 1908 and is the oldest of the 3 comprehensive high schools in the district. The school serves students in grades nine through twelve. The school is fortunate to be steeped in a rich tradition of academic success, historical significance, and tremendous pride. Members of the Tam Family boast of the numerous and varied opportunities students experience as a result of the supportive and caring communities that surround the site. Students who attend Tamalpais High School reside in one of three unique communities in southern Marin: Mill Valley, Sausalito/Marin City, and Bolinas/Stinson Beach. Tam's current enrollment is 1642 students, of whom 69% are White not Hispanic, 11% are Hispanic, 4% are African-American, 9% are Asian, and 7% other. Currently 8% of the students are eligible for free or reduced lunch (i.e. low socioeconomic status), 10% receive Special Education services, and 2% are English Learners. Tam's enrollment has peaked in the 2021-2022 school year and is expected to experience a decline in the coming years.

The site experiences significant support and participation from the parents and the community. The community is extremely generous in terms of both financial support and time, in order to ensure the students at Tam are experiencing the most innovative and rigorous academic experience possible. The site is fortunate to partner with very active school connected organizations including: the Tam High Foundation with two subsidiary fundraising bodies that support the fine arts: (PATH) Patrons of the Arts at Tam High and (THUMB) Tam High United Music Boosters, the Parent Teacher Student Association (PTSA), and the Athletic Boosters. These organizations help to build a culture that rewards strong teaching practices and creative ways to help bolster student learning in addition to providing multiple opportunities for our student athletes, visual and performing artists, and musicians.

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

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

In the 2014-2015 school year, the Leadership, Peer Resource, and Strategic Peer Mentoring teachers created a new vision for how to develop student leaders and increase opportunities for students to feel connected to Tam High. The Strategic Peer Mentoring Program was created with the mission to support 9th and 10th grade students who were exhibiting either academic or social challenges early in the school year. Upperclassmen spend the first month of school receiving training on how to mentor and tutor students. The three teachers are working collaboratively to support all students at Tam High and increase student engagement. These programs continue into the 2022 school year, offering continued support to our at-risk students.

The Success Network is an equity initiative driven by the collaboration of both school and community partners. The success network is dedicated to accelerating the achievement of historically underserved youth at Tam High. The success network utilizes data, early intervention, communication, streamlined services, and team effort to overcome the many barriers faced by students. The success network coordinates advocacy and closely monitors a historically underserved group of students in order to address needs as they arise. The success network pairs frequent data tracking with the leveraging of already existing services to make a collective impact that better serves the students and also allows each provider to reach their potential impact as well. The success network's focus is on working collaboratively with the community based organizations, in hopes of disrupting the systems of racism and poverty that have affected these students and give them the opportunity to succeed.

An addition to the Success Network initiative, is the Success Network Mentoring program. Teachers and staff at Tam volunteered to mentor students, providing weekly support and intervention. Success mentors received weekly data reports, outlining students' attendance, grades/missed assignments, as well as other important information that can help focus conversations with students.

The school's master schedule is driven by student needs and is designed via a committee process. The priorities of the schedule is to design an academic program that increases the achievement of all students while accelerating the growth of students of color, students with low SES, English Language Learners, SPED students, and foster youth. A committee of teachers and administrators collaborate to audit curricular offerings to ensure that we have a program that *promotes diversity, inclusion, equity and social justice*. As a result of the committee audit of our course offerings, we have included a social and environmental justice academy at both 11 and 12th grade and decreased barriers to access in all of our Advanced Placement course offerings. Additionally, we have been able to schedule academic support courses across our school day, which will provide access to tutoring, goal setting and progress monitoring under the guidance of a teacher/adult mentor.

The mathematics department has historically offered a tutorial program for students before school, during lunch, and after school to support students in difficulty. Our library remains open after school until 7:00 p.m., Monday through Friday, and until 4:00 on Fridays. A paraprofessional offers tutorial support for students during these after school hours.

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

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

AVID (Advancement Via Individual Determination) is an elective at Tam which emphasizes college readiness. AVID targets students in the academic middle (2.0-3.5 GPA) that benefit from skill development in support of college readiness. AVID will have 4 sections in 2022-23 with 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup> and 12th grade students being enrolled in the AVID elective.

COMPASS (*College of Marin Providing Access and Supporting Success*) is the College of Marin's primary tool in its efforts to end educational inequity in Marin County. It is a comprehensive dual-enrollment partnership between students, parents, high schools, and College of Marin. COMPASS students concurrently enroll in College of Marin courses all four

years of high school. Students will graduate from high school college-ready, with a deep understanding of the expectations of a successful college student, more than 20 units of transferable college credit, and free attendance for the first year if they attend COM. In 2022 AVID and COMPASS programs will work collaboratively to support students in the AVID program. The programs will complement one another and provide students with an increased level of support.

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

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

Academic Workshop: These classes are designed to provide supplemental instruction in knowledge, skills, habits and attitudes necessary for academic success. The courses are intended to focus highly on individualized students' academic needs. Counselors assign students to Academic Workshop according to their academic needs. Academic workshop teachers have worked collaboratively to take a systematic approach to improving outcomes for students that participate in the intervention.

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

The Tam Wellness Program: The Wellness program at Tam opened in the spring semester of 2018. The program's three areas of focus are: mental health, substance use and abuse and sexual health. The Wellness Program offers coordinated health, mental health, substance use/abuse and sexual health services to all students on campus. The Wellness program offers both direct student services (1:1 and group support) as well as school wide prevention/education in classrooms and throughout the community with students, staff

and parents. A student Advisory board helps to direct the Coordinator and Wellness providers on how to best meet the students' needs and continue to develop the program.

In 2012 modernization projects concluded at Tam High School. As a result of these projects, teachers and students have benefited from classrooms that have been outfitted for 21st century learning. In addition to the physical transformation of a number of classrooms, the site has been equipped with wireless capabilities that enable learners to have continuous access to the internet and information technology. The following areas have also been updated: Keyser Hall, the pool, field house, tennis courts, football field and track, and classroom 2020. During 2016, the Facilities Master Plan engaged stakeholders to assess the current Tam facilities and develop potential solutions for the future. The 2021-2022 Facilities Master Plan has created several facilities updates for Tam that will significantly address the facilities challenges that Tam High currently faces.

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

There are currently two EL focused Academic Workshop classes and a Mathematics focused Academic Workshop class to support our EL students as we transition EL students into mainstream courses. The EL students have been placed in mainstream classrooms and supported with an English Language Development course, a dedicated paraeducator, an ELL coordinator and dedicated counselor monitoring students' academic progress while serving as their advocates with general education teachers. The ELD site team and teachers are primarily composed of second language acquisition specialists and almost all will be AVID trained by Fall 2021. In the Spring of 2021, Tamalpais initiated a functional English Learner Advisory Committee (ELAC), a committee for families, teachers, students and other community members who want to advocate for English Learners. In 2022-2023 Tam continues to evaluate the effectiveness of the English Language Learner program and strategies to ensure that all students' needs are met.



Tamalpais High is committed to the continuous improvement of its staff and leadership body. In 2020-21, Tam High partnered with Mills Teacher Scholars to develop 9 department focused teaching staff members' capacity to be teacher leaders of adult learning, with a focus on design, facilitation, and adult coaching skills. Through teacher leadership, we work to develop staff capacity to use student learning data in order to evaluate their own effectiveness and improve teaching. The work with Mills Teachers Scholars will continue into 2022-2023, expanding work to further influence professional development and department work. Additional professional development has been targeted to provide the staff with training in the areas of school culture and climate, restorative justice, facilitation, guiding critical conversations, leadership of professional learning communities, development of continuous cycles of inquiry, and the implementation of intervention plans.

In September of 2020, the Tam High Union District Board of Trustees passed the resolution in support of Anti-racist Education. The board established several commitments that can be found [here](#). Tam High continues to examine our curriculum, policies, and practices to ensure

### **TUHSD Mission Statement**

Tamalpais Union High School District is committed to educating students to be critical thinkers who are caring, collaborative, and knowledgeable community members. Our students will work to improve a diverse and dynamic society.

### **[Tam District Graduate Profile](#)**

*Adopted by the Board of Trustees May 10, 2022*

### **Tamalpais High School Mission Statement**

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

### **WASC Student Learning Outcomes:**

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

*Tamalpais High School will provide and promote an environment that increases the racial consciousness of students while supporting the social, emotional well-being of students.*

*Tamalpais High School will implement the Tam 4ward Multi Tiered System of Support Plan to intentionally and strategically use evidence to support students academically, social-emotionally, and behaviorally that will increase the graduation rate of our students enrolled in Academic Workshops and AVID and will increase the UC A-G eligibility of African American students from 50% to 85% and Latinx students from 46% to 85%.*

### **TUHSD LCAP Goals Updated for 2021-24**

**Goal #1: Guarantee all students have access to rigorous, relevant and engaging curriculum in all content areas in clean, well functioning facilities.**

**Goal #2: Improve the learning outcomes of all students while narrowing the opportunity gaps among our student groups**

**Goal #3: Improve communication and relationship with the community and stakeholder groups**

**Goal #4: Cultivate resilience, independence and social-emotional growth in all students through a comprehensive system of intervention focused on building a community where trauma is met with compassion and each individual feels safe, valued, and known**

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

### **Tamalpais High School Site Goals for 2022-2023:**

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

#### **Rationale for Goal:**

We will focus on the needs of our students of color, low-SES students, English Learners, SPED students, and foster youth to increase academic success for our marginalized youth and all students through improved instruction, curriculum, and classroom practices.

**Objectives:**

**A1:** Build relationships with each student to best identify how to meet their academic needs.

**A2:** Using high impact tier one instructional practices, teachers will use cycles of collaborative inquiry to improve instructional practices to increase academic success and student engagement and connectivity.

**A3:** Align curriculum to support anti racism, student access, and relevance to student lives.

**A4:** Support low-SES families and those of BIPOC students to eliminate the barriers to success. Specifically, the barriers to consider include language and financial disadvantage.

**A5:** Development of a school-wide academic culture that supports all learners.

**Goal B:** Tamalpais High School will provide and promote an environment that increases the racial consciousness of students while supporting the social, emotional well-being of students.

**Rationale for Goal:**

If instructional staff build an environment that supports the social and emotional well-being of students, then there will be an increase in equitable experiences for all students as well as improvement in student learning.

**Objectives:**

**B1:** Develop and foster a culture of anti racism on campus in all aspects of campus life.

**B2:** Curriculum development in targeted courses on racial consciousness for students at every grade level.

**B2:** Curriculum development in targeted courses on racial consciousness for students at every grade level.

**B3:** Professional development opportunities for all staff to build a deeper racial self-consciousness (as reported by staff) capacity to handle racial incidents with students and the use of culturally relevant and equity-minded pedagogy (as reported by student input).

**B4:** Students will report fewer incidents of overt racism / discrimination and microaggressions.

**Goal C: Tamalpais High School will implement the Tam 4ward Multi Tiered System of Support Plan to intentionally and strategically use evidence to support students**

**academically, social-emotionally, and behaviorally that will increase the graduation rate of our students enrolled in Academic Workshops and AVID and will increase the UC A-G eligibility of African American students from 50% to 85% and Latinx students from 46% to 85%.**

**Rationale for Goal:**

Data shows that many of our students that are struggling will benefit from targeted Tier 1, Tier 2 and tier 3 interventions. These students tend to be over-represented in English Learners, Special Education, Foster Youth, and students of color.

**Tamalpais High School will implement the Tam 4ward Multi Tiered System of Support District Plan. (See Tam 4ward MTSS Plan link) In the implementation of the Tam 4ward MTSS plan, there will be specific implementation processes taken at Tam High School to ensure this goal is met, measured, and students are improving in the indicators identified above.**

**Planned Improvements in Student Performance**

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

<p><b>THS School-wide Goal 1:</b> Tamalpais High School will increase academic achievement for all students and accelerate academic growth of students of color, students with low SES, English Learners, SPED students, and foster youth.</p> <ul style="list-style-type: none"> <li>•</li> </ul>	
<p><b>Rationale for Goal:</b> We will focus on the needs of our students of color, low-SES students, English Learners, SPED students, and foster youth to increase academic success for our marginalized youth and all students through improved instruction, curriculum, and classroom practices.</p>	<p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>● Number of students with D, F or I, not disproportionately students of color, students with low SES, English Language Learners, SPED students, and foster youth..</li> <li>● Number of students transferred to San Andreas for credit-redemption is not disproportionately students of color, students with low SES, English Language Learners, SPED students, and foster youth.</li> </ul>

<p><b>Evidence of Success:</b> There is a measured increase in the % of students who demonstrate proficiency and show progress towards identified learning outcomes.</p>		<p><b>Means to Monitor Progress:</b> Gather and analyze data and discuss effective teaching practices in professional learning communities. Discuss progress in site and teacher leader meetings using the following:</p> <ul style="list-style-type: none"> <li>● D,F, I data</li> <li>● CAASPP data</li> <li>● San Andreas transfer rates data</li> <li>● Graduation rates</li> <li>● A-G eligibility rates</li> </ul>		
Objective	Action Steps	Resources/Support Needed	Timeline/ Funding	Person(s) Responsible
<p><b>A1:</b> Build relationships with each student to best identify how to meet their academic needs.</p> <p>LCAP #1 LCAP #2 LCAP #5</p>	<ul style="list-style-type: none"> <li>● Continue relationship building focus in every class with every student.</li> <li>● Develop a restorative practices approach to school culture that allows for skills and focus on relationship building as a top value in the school culture.</li> <li>● Provide professional learning opportunities on building relationships in class to create a meaningful and connected learning environment for all students.</li> <li>● Identify kids <u>early</u>, then set them up with the resources they need to succeed (See WASC Goal C)</li> <li>● Identify barriers to learning. Provide intervention resources as needed (See WASC Goal C)</li> <li>● Recognizing students who need class time for practice and direct support from the teacher and provide instruction as needed.</li> </ul>	<p>-Time allocated for instructional teams to meet to review data and determine the appropriate instructional supports</p> <p>-Funding for professional development</p> <p>-Explore staff training opportunities for strengthening interventions</p>	<p>2022 &amp; Ongoing</p>	<p>Teachers</p> <p>ILT (Teacher Leaders)</p> <p>Administration</p> <p>All staff</p>
<p>A2: Using high impact</p>	<p>Identification and training in high impact instructional practices</p>	<p>Tier One Instructional Tool Kit</p>	<p>Tam Admin Monthly course</p>	<p>Ed Services</p>

<p>tier one instructional practices, teachers will use cycles of collaborative inquiry to improve instructional practices to increase academic success and student engagement and connectivity.</p> <p>LCAP #1 LCAP #2 LCAP #5</p>	<p>(HIIP) for all teachers. Ensure math HIIP training. Use of HIIP in all classes to implement tier one instruction. Use of antiracist instructional practices in all classes. Use of a collaborative cycle of inquiry around HIIP to improve instruction. Targeted use of HIIP with students identified needing tier one support. Monitoring of students to engage other HIIP to support learning if needed. Use of student feedback data to ensure engagement and connectivity. Analyze student work and student experience as a regular part of data analysis during collaborative inquiry.</p>	<p>Including AVID WICOR strategies and ELD strategies (See Tam 4ward MTSS Goal 3)</p> <p>CI Cycle(Lead Learners model)</p> <p>Monitoring of students academic improvement (grades)</p> <p>Monitoring of student engagement and connectivity data.</p> <p>Professional development workshops.</p> <ul style="list-style-type: none"> <li>● Collaborative Learning Team norms and working outcomes development.</li> <li>● HIIP Instruction</li> <li>● AVID WICOR</li> <li>● Antiracist teaching</li> <li>● Teaching while White</li> <li>● Collaborative Inquiry- Lead Learners</li> <li>● ELD strategies</li> </ul>	<p>alike collaboration times as scheduled in yearly PD calendar.</p> <p>District early release days - October/February - to present HIIP.</p>	<p>Administration Teachers</p>
<p>A3: Align curriculum to support antiracism, student access, and relevance to student lives.</p> <p>LCAP #1 LCAP #2 LCAP #4 LCAP #5</p>	<p>Collaboration between teachers to update and align curriculum across course alike through the development of common assessments to be given and monitored for all students. Identify essential learning outcomes and proficiency scales for each course. Use an equity audit to monitor curriculum alignment. Update all curriculum to include an active antiracist perspective in all classes (see WASC Goal B)</p> <p>Include local and relevant</p>	<p>District Course of Studies.</p> <p>State framework and standards.</p> <p>Localized content for student engagement</p> <p>Professional development workshops.</p> <ul style="list-style-type: none"> <li>● Collaborative Learning Team norms and working outcomes development.</li> <li>● HIIP Instruction</li> <li>● Antiracist teaching</li> <li>● Teaching while White</li> <li>● Collaborative Inquiry-</li> </ul>	<p>January 2022- May 2024</p>	<p>Ed Services Administration Teachers ILT</p>

	<p>context to curriculum to ensure all students feel connected to content and to see applicability in their lives.</p> <p>Develop common assessments and pre-assessments to be used by all teachers with students in all classes. Data to be used in collaborative inquiry for both instructional inquiry and curriculum alignment across classrooms.</p> <p>Identify the books and texts needed to support aligned curriculum and culturally relevant texts, use core pairings to collaborate on strategies effective for such students.</p> <p>Bi-annual collaboration meeting with main middle school partners to align curriculum vertically.</p>	<p>Lead Learners</p> <p>A Curriculum Equity Audit Tool</p>		
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<p>A4: Support low-SES families and those of BIPOC students to eliminate the barriers to success. Specifically, the barriers to consider include...language, financial disadvantage...</p> <p>LCAP #3</p>	<p>Identify what the barriers to success are and make them known to the stakeholders</p> <p>Periodic outreach by administrators and counselors including check-ins before BTSN, open house, and spring scheduling</p> <p>Counselors and Admin support teachers to identify and then provide targeted interventions for students of color and low SES students.</p>	<p>Compensation for data entry tracking contact with families.</p>	<p>Outreach: Sept. and January</p> <p>Admin &amp; Counselor communication at beginning of R2 and R5.</p>	<p>Counselors</p> <p>Teachers</p> <p>Classified</p> <p>Administrators</p>
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<p>A5: Development of a school-wide academic culture that supports all learners.</p> <p>LCAP #1 LCAP #2 LCAP #5</p>	<p>Common academic behavior norms in all classes (regarding cell phone/ Chromebook use, etc.)</p> <p>Common approach to attendance monitoring and building positive attendance behavior.</p> <p>Use of AVID WICOR strategies across classes to build a common set of academic skills for all students.</p> <p>AP and advanced coursework open to all students with support provided.</p>	<p>Professional Development: AVID strategies</p> <p>An attendance monitoring and improvement plan</p>	<p>Attendance Plan Pilot begins R5 2022. May 2022- Evaluate August 2022 Adopt system with modifications</p>	<p>Teachers</p> <p>Administrators</p> <p>Counselors</p>
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**THS School-wide Goal 2:** Tamalpais High School will provide and promote an environment that increases the racial consciousness of students while supporting the social, emotional well-being of students.

**Rationale for Goal:** If instructional staff build an environment that supports the social and emotional well-being of students, then there will be an increase in equitable experiences for all students as well as improvement in student learning.

**Evidence:** Tamalpais High School’s student population is predominantly white and middle to upper class and experience school within this dominant culture. Students of color continue to experience harm on Tam’s campus through racially biased incidents in and out of the classroom.

**Evidence of Success:** During the evaluation and reflection process during each Cycle of Continuous Improvement, teachers report trying new strategies, approaches and angles.

- Admin, teachers and counselors adopt practices that have worked for other teachers and abandon those that have fallen short.

**Means to Monitor Progress:**

- Staff meeting debriefs
- Staff responses in Healthy Kids and YouthTruth Surveys
- Staff reflection regarding progress
- Student feedback
- Number of reported racial incidents

Objective	Action Steps	Resources/Support Needed	Timeline/Funding (Year)	Person(s) Responsible
B1: Develop and foster a culture of antiracism on campus in all aspects of campus life.  LCAP #1 LCAP #2 LCAP #4 LCAP #5	Provide campus activities that promote and celebrate the culturally diverse and the social-emotional well being of our diverse demographic of students  Tutorial: school wide workshops and activities  Experiential learning opportunities beyond the classroom Inclusive recruitment of all students into campus organizations/activities. Support the development of specific programs/events	Circle Up Education  Utilize current student organizations to plan  Utilize wellness for planning  Funds for these school wide activities  Anti-racist audit tool  TUHSD Anti-Racist Classroom Walkthrough Tool  TUHSD Anti-Racist Instructional Tool	August-May 2022-2024	Administrators  Teachers  Classified Staff  Counselors  Students

	<p>that will focus on and celebrate the diversity of our campus and surrounding communities.</p> <p>Provide affinity spaces in organizations for students to connect within similar students.</p> <p>Develop a restorative practice approach to school culture that provides for student ownership and leadership in addressing racial incidents in a restorative and just manner.</p> <p>Develop systematic approach to report racially motivated or biased incidents that occur on campus</p> <p>Revisit the protocols on how students and staff can report racial incidents so it's clear. Publish the data so everyone can see it. Follow up.</p> <p>Audit of school policies and practices that allow for an application of antiracist and equity principles to be applied to all aspects of school systems, structures, and institutional knowledge.</p> <p>Actively encourage more diversity representation in positions of leadership at Tam High and on committees for both students and staff.</p>			
<p><b>B2: Curriculum development in targeted courses on racial consciousness</b></p>	<p><b>NEW</b> - 9th grade Core seminar (ethnic studies/world cultures/social issues) AND redesign of Social Studies curriculum to create antiracist and</p>	<p>Collaboration amongst staff to align curriculum and pedagogy Resources for more diverse materials AVID NEP</p>	<p>January 2022- May 2024</p>	<p>Teachers  Administrative Team</p>

<p><b>s for students at every grade level.</b></p>	<p>ethnic studies driven courses. Professional development on culturally responsive pedagogy including AVID materials.</p> <p>Revise reading lists to ensure representation of BIPOC authors.</p> <p>Counter narratives are specifically identified and named as such.</p> <p>Continue to use real world events to generate lessons in CORE/social studies and literature that harness the energy of current affairs</p> <p>Expand our Social &amp; Environmental Justice/Action Academy to include other core/elective subjects</p> <p>Conduct a curriculum audit across each department to analyze current materials, instructional practices using district equity audits and rubrics in all subjects and disciplines</p> <p>Development of restorative practices into classrooms to provide for inclusive and restorative approaches to racial and other forms of discrimination incidents.</p>	<p>Equity Audit Tool</p>		
<p>B3: Professional development opportunities for all staff to build a</p>	<p>All teachers and staff will understand their own racial identity and</p>	<p>Professional development opportunities in Courage</p>	<p>January 2022- May 2024</p>	<p>Administrators Teachers All Staff</p>

<p>deeper racial self-consciousness (as reported by staff) capacity to handle racial incidents with students and the use of culturally relevant and equity-minded pedagogy (as reported by student input).</p>	<p>consciousness and how one's racial understating impacts their classroom practices and relationships with students</p> <p>All staff will knowing act with clarity and timeliness when racism takes place on campus, in class, and within our school community</p> <p>Teachers will audit grading policies to determine if these policies perpetuate expected unequitable outcomes and will work to develop more equitable grading practices</p>	<p>Conversations, Teaching While White, CircleUp</p> <p>SOAR Scenarios, Epoch Education RIR protocol cards</p> <p>Book: Grading for Equity – Joe Feldman</p> <p>Self Assessment Tool</p>		<p>ILT Equity Team representatives</p>
<p>B4: Students will report fewer incidents of overt racism / discrimination and microaggressions.</p>	<p>Develop and share reporting protocols and procedures</p> <p>Use of restorative circles for school wide conversations to discuss racism, microaggressions and school community expectations including white allyships</p> <p>Provide anti-racism training for all students in leadership programs</p> <p>Develop system to increase student voice on campus in both English and Spanish</p>	<p>CircleUP SLAM with Dr Watson</p>	<p>January 2022- May 2024</p>	<p>Administrative Team Teachers Counselors Specific Student Groups (SOAR, BSU, SOC, Link Crew, Leadership)</p>

**THS School-wide Goal 3:** Tamalpais High School will implement the Tam 4ward Multi Tiered System of Support Plan to intentionally and strategically use evidence to support students academically, social-emotionally, and behaviorally that will increase the graduation rate of our students enrolled in Academic Workshops and AVID and will increase the UC A-G eligibility of African American students from 50% to 85% and Latinx students from 46% to 85%.

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

**Form B: Centralized Services for Planned Improvements in Student Performance**

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

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

Actions to be Taken to Reach This Goal <sup>1</sup>	Start Date <sup>2</sup>	Proposed Expenditures	Estimat	Funding
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<sup>1</sup> See Appendix A: Chart of Legal Specifics for the Single Plan for Student Achievement for content required by each program or funding source supporting this goal.

<sup>2</sup> List the date an action will be taken, or will begin, and the date it will be completed.

Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Completion Date		ed Cost	Source (itemize for each source)
Support the professional development of teachers in the areas of curriculum, instruction and assessment, aligned to state and national standards, in order to support the goals of WASC and LCAP	2022-2023	<ul style="list-style-type: none"> <li>• Conferences and Training (i.e. Advanced Placement, TPRS etc.)</li> </ul>	District Level	Title II
		<ul style="list-style-type: none"> <li>• District Workshops, Courses, Guest Speakers/Presenters (TBD)</li> </ul>	District Level	Title II
		<ul style="list-style-type: none"> <li>• Stipends for Instructional Facilitators</li> </ul>	District Level	Title II
		<ul style="list-style-type: none"> <li>• Books and Reference Materials (new teachers, UbD)</li> </ul>	District Level	Title II
Ensure proper supports for English Language Learners, in order to support the goals of WASC and LCAP	2022-2023	<ul style="list-style-type: none"> <li>• Technology (IPADS), to support translations, apps, etc.</li> </ul>	District Level	Title III
		<ul style="list-style-type: none"> <li>• Books and reference Materials (students)</li> </ul>	District Level	Title III
		<ul style="list-style-type: none"> <li>• Books and Reference Materials (teachers)</li> </ul>	District Level	Title III

**Form C: Programs Included in this Plan**

Check the box for each state and federal program in which the school participates. Enter the amounts allocated for each program in which the school participates and, if applicable, check the box indicating that the program’s funds are being consolidated as part of operating a school wide program (SWP). The plan must describe the activities to be conducted at the school for each of the state and federal programs in which the school participates. The totals on these pages should match the cost estimates in Form A and the school’s allocation from the ConApp.

Note: For many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility), which are described at <http://www.cde.ca.gov/fg/aa/co/ca12sguiappcatprog.asp>.

**Of the four following options, please select the one that describes this school site:**

- This site operates as a targeted assistance school (TAS), not as a school wide program (SWP).**
- This site operates a SWP but does not consolidate its funds as part of operating a SWP.**
- This site operates a SWP and consolidates only applicable federal funds as part of operating a SWP.**
- This site operates a SWP and consolidates all applicable funds as part of operating a SWP.**

<b>State Programs</b>	<b>Allocation</b>	<b>Consolidated in the SWP</b>
<input checked="" type="checkbox"/> <b>Local Control Funding Formula (LCFF) – Base Grant</b> Purpose: To provide flexibility in the use of state and local funds by LEAs and schools	\$0	<input type="checkbox"/>
<input type="checkbox"/> <b>LCFF – Supplemental Grant</b> Purpose: To provide a supplemental grant equal to 20 percent of the adjusted LCFF base grant for targeted disadvantaged students	\$	<input type="checkbox"/>
<input type="checkbox"/> <b>LCFF – Concentration Grant</b> Purpose: To provide an additional concentration grant equal to 50 percent of the adjusted LCFF base grant for targeted students exceeding 55 percent of an LEA’s enrollment	\$	<input type="checkbox"/>
<input type="checkbox"/> <b>California School Age Families Education (Carryover only)</b>	\$	<input type="checkbox"/>



	Purpose: Assist expectant and parenting students to succeed in school		
<input type="checkbox"/>	<b>Economic Impact Aid/State Compensatory Education (EIA-SCE) (Carryover only)</b> Purpose: Help educationally disadvantaged students succeed in the regular program	\$	<input type="checkbox"/>
<input type="checkbox"/>	<b>Economic Impact Aid/Limited English Proficient (EIA-LEP) (Carryover only)</b> Purpose: Develop fluency in English and academic proficiency of English learners		<input type="checkbox"/>
<input type="checkbox"/>	<b>Peer Assistance and Review (Carryover only)</b> Purpose: Assist teachers through coaching and mentoring	\$	<input type="checkbox"/>
<input type="checkbox"/>	<b>Professional Development Block Grant (Carryover only)</b> Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	\$	<input type="checkbox"/>
<input type="checkbox"/>	<b>Pupil Retention Block Grant (Carryover only)</b> Purpose: Prevent students from dropping out of school	\$	<input type="checkbox"/>
<input type="checkbox"/>	<b>Quality Education Investment Act (QEIA)</b> Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement	\$	<input type="checkbox"/>
<input type="checkbox"/>	<b>School and Library Improvement Program Block Grant (Carryover only)</b> Purpose: Improve library and other school programs	\$	<input type="checkbox"/>
<input type="checkbox"/>	<b>School Safety and Violence Prevention Act (Carryover only)</b> Purpose: Increase school safety	\$	<input type="checkbox"/>
<input type="checkbox"/>	<b>Tobacco-Use Prevention Education</b> Purpose: Eliminate tobacco use among students	\$	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<b>List and Describe Other State or Local Funds</b> (e.g., Career and Technical Education [CTE], etc.) <i>*The district anticipates receiving \$120,000 for 2015-2016 from Northern California Career Pathways Alliance to support CTE pathways.</i> <i>*The district anticipates receiving approximately \$70,000 for 2015-2016 in Perkins funds to support CTE pathways</i>	\$0	<input type="checkbox"/>
	Total amount of state categorical funds allocated to this		

		school	
<b>Federal Programs</b>		<b>Allocation</b>	<b>Consolidated in the SWP</b>
<input checked="" type="checkbox"/>	<b>Title I, Part A: Allocation</b> Purpose: To improve basic programs operated by local educational agencies (LEAs)	<b>\$2384.00</b>	<input type="checkbox"/>
<input type="checkbox"/>	<b>Title I, Part A: Parental Involvement</b> (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have the information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	N/A	<input type="checkbox"/>
<input type="checkbox"/>	<b>For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development</b> (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)	\$	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<b>Title II, Part A: Improving Teacher Quality</b> Purpose: Improve and increase the number of highly qualified teachers and principals <i>*The district receives this money and supports site goals aligned to LCAP and WASC, as outlined in Form B</i>	<b>17,800</b>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<b>Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students</b> Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards <i>*The district receives this money and supports site goals aligned to LCAP and WASC, as outlined in Form B</i>	<b>\$0.00</b>	Title III funds may not be consolidated as part of a SWP <sup>3</sup>

<sup>3</sup> Title III funds are not a school level allocation even if allocated by the district to a school site. The LEA is responsible for fiscal reporting and monitoring and cannot delegate their authority to a site at which the program is being implemented. If Title III funds are spent at a school site, they must be used for the purposes of Title III and only for those students the LEA has identified for services. For more information please contact the Language Policy and Leadership Office at 916-319-0845.

<input type="checkbox"/>	<b>Title VI, Part B: Rural Education Achievement Program</b> Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs	\$	<input type="checkbox"/>
<input type="checkbox"/>	<b>For School Improvement Schools only: School Improvement Grant (SIG)</b> Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement	\$	<input type="checkbox"/>
<input type="checkbox"/>	<b>Other federal funds</b> (list and describe)	\$	<input type="checkbox"/>
<input type="checkbox"/>	<b>Other federal funds</b> (list and describe)	\$	<input type="checkbox"/>
<input type="checkbox"/>	<b>Other federal funds</b> (list and describe)	\$	<input type="checkbox"/>
Total amount of federal categorical funds allocated to this school			
Total amount of state and federal categorical funds allocated to this school		\$ 20,184	

Note: Other Title I-supported activities that are not shown on this page may be included in the SPSA Action Plan.

**Form D: School Site Council Membership**

California *Education Code* describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.<sup>4</sup> The current make-up of the SSC is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
J.C. Farr	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shana Katzman	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Ben Cleaveland	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mary Krawczyk	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Natalie Bitton	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Laura Keaton	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Susan Malanche	<input type="checkbox"/>	X		<input type="checkbox"/>	<input type="checkbox"/>
Laura Erickson	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sylvia Mathews	<input type="checkbox"/>		X	<input type="checkbox"/>	<input type="checkbox"/>
Cynthia Joy Scully	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Adrian McCory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
McKenzie Holtzapple	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
Sophia Safrit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X

<sup>4</sup> EC Section 52852

Numbers of members in each category	1	4	2	3	3
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**Form E: Recommendations and Assurances**

The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.

3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan :

- English Learner Advisory Committee Signature
- Teacher Leader Body (secondary) Signature
- Other committees established by the school or district (list) Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

6. This SPSA was adopted by the SSC at a public meeting on: June 8, 2022.

Attested:

J.C. Farr  
 Typed name of School Principal

\_\_\_\_\_  
 Signature of School Principal Date

Shana Katzman  
 Typed name of SSC Chairperson

\_\_\_\_\_  
 Signature of SSC Chairperson Date

