

Sir Francis Drake High School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2016-17)

School Contact Information	
School Name	Sir Francis Drake High School
Street	1327 Sir Francis Drake Blvd.
City, State, Zip	San Anselmo, CA 94960
Phone Number	(415) 458-3410
Principal	Liz Seabury
E-mail Address	lseabury@tamdistrict.org
Web Site	www.tamdistrict.org/drake
CDS Code	21-65482-2131340

District Contact Information	
District Name	Tamalpais Union High School District
Phone Number	(415) 945-3720
Superintendent	Dr. David Yoshihara
E-mail Address	dyoshihara@tamdistrict.org
Web Site	www.tamdistrict.org

School Description and Mission Statement (School Year 2016-17)

Sir Francis Drake high School is a comprehensive high school with a broad spectrum of curricular choices to prepare students for post high school plans including attending a university, preparing for a career, success in the workplace and informed civic participation. The educational experience strives to personalize students' learning, engage and challenge students in critical thinking to prepare them for university work and provide both academic and emotional support for all students. Our purpose statement is: We are a community of learners dedicated to academic growth. We are innovative and creative. We challenge all learners to be hard working, daring and committed. We create a respectful, responsible, and reflective community. We empower to make a difference locally and globally.

Opened in 1951, Sir Francis Drake High School is the second school opened in the Tamalpais Union High School District. The current enrollment is 1143, which allows for a strong commitment to meet the learning needs of all our students. The school population at Drake comes from several communities in the Ross Valley and West Marin.

One of the main elements of Drake High School is the Small Learning Communities, established for all 9th/10th grade students. Core academic teachers in these communities work together to plan instruction that is rigorous and relevant to meet students' needs. The Small Learning Communities are built around the values of personalization, collaboration, academic rigor and integrated project-based learning. Drake High School also offers Academies for eleventh and twelfth grade students choosing deeper courses of study in specific areas such as communications and environmental studies.

Sir Francis Drake offers a wide variety of elective programs for students to participate in. The school offers both variety and high division courses for on-going study and skill development within one field. Advanced Placement Courses are offered in mathematics, social studies, English, science, Spanish and the arts. There are over twelve courses offered for students in Advanced Placement and Honors level course work.

Over the past 15 years, Drake High School has been recognized for several honorary distinctions, including the California Distinguished Schools Award in 1999, 2005 and 2009. Several of the academies have also been recognized by the Golden Bell Awards. Both these distinctions recognize the high level of academic performance and ongoing commitment to student achievement.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 9	327
Grade 10	264
Grade 11	257
Grade 12	229
Total Enrollment	1,077

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	2
American Indian or Alaska Native	0.2
Asian	3.2
Filipino	0.3
Hispanic or Latino	10.7
Native Hawaiian or Pacific Islander	0.5
White	77.3
Two or More Races	1.7
Socioeconomically Disadvantaged	7.5
English Learners	1.2
Students with Disabilities	9.7
Foster Youth	0

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	60	66	78	
Without Full Credential	0	0	0	
Teaching Outside Subject Area of Competence (with full credential)	0	1	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	1	1	0
Total Teacher Misassignments *	1	1	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	100.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: 12/16

The district uses a curriculum review and development process that ensures all district curriculum is compared to state content standards at least every five years. The selection and evaluation of the instructional materials is coordinated with the process for curriculum development. This curriculum cycle also provides opportunity to update supplementary and electronic instructional materials. All students in the district are provided copies of and access to standards-aligned textbooks and other instructional resources, which have been adopted by the governing board of the Tamalpais Union High School District and curriculum frameworks are consistent with those adopted by the California State Board of Education in the core areas of English Language Arts, Mathematics, Science, Social Science, World Language and Health. TUHSD is currently investigating and piloting materials in Mathematics and English aligned to the new Common Core state standards.

The district's textbook and instructional materials purchase process assures that student enrollments, by course, are used to determine the numbers of copies of books to order so that each student has his/her own materials to use at school and at home. Instructional materials are selected after courses of study are reviewed and updated, to ensure that they are aligned with the state content and performance standards for that course. The district also has established a standard equipment list for all science classes to ensure that each science lab is equitably equipped with the necessary laboratory equipment.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Adopted in accordance with Curriculum Cycle	Yes	NONE
Mathematics	Adopted in accordance with Curriculum Cycle	Yes	NONE
Science	under review	Yes	NONE
History-Social Science	Adopted in accordance with Curriculum Cycle	Yes	NONE
Foreign Language	Adopted in accordance with Curriculum Cycle	Yes	NONE
Health	Adopted in accordance with Curriculum Cycle	Yes	NONE
Visual and Performing Arts	Adopted in accordance with Curriculum Cycle	Yes	NONE
Science Laboratory Equipment (grades 9-12)	under review	Yes	NONE

School Facility Conditions and Planned Improvements (Most Recent Year)

The District makes considerable efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a school facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the at the district office.

Drake High School's 21 acre campus has 62 classrooms, a library, performing arts center, an administration building, swimming pool, and athletics fields.

Drake High School has completed major modernization as part of a \$121 million dollar facilities bond measure approved by the Tam District voters in 2002. Approximately thirty-one million dollars has been spent remodeling classrooms, building new student center, refurbishing the gymnasium and performing arts center, and installing new athletics fields. The current status of the District modernization work can be checked at the tamdistrict.org website. Modernization has included replacement of the major infrastructures (heating, lights, electrical, plumbing), painting, new floors, lockers, and furniture.) Technology networking has been upgraded and is accessible in all instructional spaces.

In 2006 a second facilities bond measure was approved by voters for continued improvements to Drake facilities. Improvements have been made to the gymnasium. A new 40 meter swim complex has been built. An announcer's booth has been installed on the football field. The tennis courts have been resurfaced and upgraded. Six additional classrooms were opened in the Spring of 2010. In addition, a computer lab/classroom space was created to allow teachers the opportunity to explore new technologies, classroom management and instructional strategies. Outfitted with innovations in mobility, technology and created with learning at the center of classroom design, this environment will have an influence on how we outfit classrooms in the future, and how teachers work within these rooms.

The Director of Maintenance has established a regular standard for cleaning all district facilities. A custodial staff with assigned routes cleans and maintains all campus areas on a regular basis. Classrooms, offices and restrooms are cleaned every day. An on-line Maintenance Work Order system has been implemented to report and monitor status of maintenance requests.

The District participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis to assist school districts with expenditures for major repair or replacement of existing school building components. Roofing, plumbing, paving, heating, painting are typical projects funded in this manner. The district's five-year deferred maintenance plan is available from the Director of Maintenance and Operations.

Campus Staff Assistants and administrators are on duty supervising the campus before, during, and after school. They routinely monitor the entire campus, including surrounding streets. The school has a system for visitor check-in with signs posted to direct the public to the office. Procedures are in place to handle unauthorized access during the school day.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 11/09/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 11/09/2016				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	78	80	79	71	44	48
Mathematics	64	56	62	55	34	36

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	248	231	93.2	79.6
Male	11	128	119	93.0	72.3
Female	11	120	112	93.3	87.4
Hispanic or Latino	11	23	22	95.7	59.1
White	11	195	184	94.4	83.2
Socioeconomically Disadvantaged	11	18	14	77.8	64.3
Students with Disabilities	11	22	17	77.3	50.0

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	248	231	93.2	56.3
Male	11	128	118	92.2	58.5
Female	11	120	113	94.2	54.0
Hispanic or Latino	11	23	22	95.7	40.9
White	11	195	184	94.4	59.8
Socioeconomically Disadvantaged	11	18	16	88.9	50.0
Students with Disabilities	11	22	17	77.3	

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	79	75	77	84	83	83	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)**

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	257	219	85.2	76.7
Male	129	104	80.6	76.9
Female	128	115	89.8	76.5
Asian	12	10	83.3	100.0
Hispanic or Latino	29	25	86.2	56.0
White	192	165	85.9	80.6
Socioeconomically Disadvantaged	24	17	70.8	58.8
Students with Disabilities	29	18	62.1	38.9

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The “Proficient or Advanced” is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Career Technical Education Programs (School Year 2015-16)

Drake High School provides programs for non-college bound students. The Regional Occupational Program (ROP), sponsored by the Marin County Office of Education, is an extension of Drake’s Applied Technology Department. The ROP offers tuition-free occupational training to Marin County residents 16 years of age and over. The ROP works closely with local business to provide students with on-the-job training and to encourage a high potential for student employment in every training course offered. Students can take courses in fields of computer applications, business and marketing pathway, health and biosciences, service occupations and technology and engineering.

Our School to Career Liaison works with local businesses to provide internships and job shadowing for students to help them explore a multitude of career possibilities. Our Computer Graphics, Web Design and Computer Programming classes provide students with skills necessary to enter the work force. Our junior/senior academies, Communications Academy, Engineering Academy and Studies of the Environment Academy also provide students with the education and knowledge to can assist the in entering their particular fields of interest after graduation.

Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of pupils participating in CTE	180
% of pupils completing a CTE program and earning a high school diploma	39%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	25%

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	98.38
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	73.7

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	8.8	18.4	66.2

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

Parent support is strong at Drake High School. There are two formal avenues for parents to be involved with the school. The Drake Fund is a parent organization focused on supporting the school through financial and climate support. They raise money for the academic, athletic and community needs of the school, as well as, work with the school staff to provide support to the teachers and students through luncheons, school-wide barbeques and other events. Parents may also participate in the Drake Leadership Council, which is the school's site council.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	1.60	0.90	1.50	1.60	1.50	2.10	11.40	11.50	10.70
Graduation Rate	97.14	99.08	96.10	96.86	97.34	96.42	80.44	80.95	82.27

Completion of High School Graduation Requirements - Graduating Class of 2015 (One-Year Rate)

Group	Graduating Class of 2015		
	School	District	State
All Students	95	96	86
Black or African American	100	85	78
American Indian or Alaska Native	0	100	78
Asian	100	97	93
Filipino	100	88	93
Hispanic or Latino	89	92	83
Native Hawaiian/Pacific Islander	0	100	85
White	97	97	91
Two or More Races	80	97	89
Socioeconomically Disadvantaged	100	94	66
English Learners	100	46	54
Students with Disabilities	100	100	78

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	4.0	2.8	1.6	2.8	1.3	2.2	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.1	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

The school's Emergency Plan is on file in the Assistant Principals' office. Drills are held throughout the school year to prepare staff and students for various kinds of emergency situations. Each classroom has a school disaster pack with food, basic first aid supplies, and equipment. The school has a strong working relationship with local law enforcement and emergency services in both San Anselmo and Fairfax. The relationship ensures clear channels of communication and up-to-date information. Crisis counseling can be provided as needed by Drake staff and adjunct support services, such as Bay Area Community Resources.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2014-2015
Year in Program Improvement*		Year 1
Number of Schools Currently in Program Improvement	N/A	0
Percent of Schools Currently in Program Improvement	N/A	.0

Note: Cells with N/A values do not require data.

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	26	11	22	6	19	34	10	2	19	34	10	2
Mathematics	20	27	20	2	21	22	23	1	21	22	23	1
Science	24	17	19	7	21	24	23	3	21	24	23	3
Social Science	27	17	20	5	25	17	30	2	25	17	30	2

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	3.6	295
Counselor (Social/Behavioral or Career Development)	1	N/A
Library Media Teacher (Librarian)	1	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	1	N/A
Social Worker	0	N/A
Nurse	.2	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist	0	N/A
Other	2	N/A

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	12808.69	2052.92	10755.77	101344
District	N/A	N/A	10242.36	95740
Percent Difference: School Site and District	N/A	N/A	5.0	5.9
State	N/A	N/A	\$5,677	\$75,859
Percent Difference: School Site and State	N/A	N/A	89.5	33.6

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2015-16)

Each comprehensive high school has a Health Specialist, two technology support staff, and a Library/Media Teacher on site. English Language Learners have access to a full program of ELD, and sheltered core academic subjects within the district. An extensive array of supplemental instructional services is provided and short term workshops and one-to-one assistance on assessments required for graduation. In 2015 Drake High School began developing a Wellness program in line with the district Wellness goals: 1) All students at Drake have opportunities to receive education and prevention around physical, emotional and sexual health and substance use and abuse. 2) All students at Drake will have opportunities to engage in, provide voice about and leadership in the promotion of Wellness events, prevention education and supporting students in their own and others' wellness. 3) All students will have access to coordinated services focused on physical, mental, and reproductive health and substance use/abuse through a campus Wellness Center. (There is also a goal that ties the Counseling services to the work around wellness for students and is not covered in this application.) The district contracts with community agencies to provide extra drug/alcohol and mental health counseling. A full interscholastic athletic program is supported. Students have access to a wide variety of co-and extra- curricular activities including drama, music, journalism, clubs, and other activities. The per pupil allocation also covers the cost of all instructional materials and equipment, including technology.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$56,013	\$45,265
Mid-Range Teacher Salary	\$87,365	\$72,281
Highest Teacher Salary	\$106,865	\$94,342
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)	\$151,610	\$127,317
Superintendent Salary	\$213,282	\$168,625
Percent of Budget for Teacher Salaries	36%	34%
Percent of Budget for Administrative Salaries	5%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Advanced Placement (AP) Courses (School Year 2015-16)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	8	N/A
Fine and Performing Arts		N/A
Foreign Language	2	N/A
Mathematics	3	N/A
Science	4	N/A
Social Science	1	N/A
All courses	18	.6

Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

The Tamalpais Union High School District annually schedules four full-day professional development days and two minimum professional development days for the sites to plan activities that meet the professional development outcomes for the year. Over the past three years, TUHSD has focused the professional development work around the development of curriculum and assessment criteria which will allow for stronger intervention programs to assist all students. This work involves all teachers developing the program goals for each subject area. Each subject area also has learning progressions and proficiency scales to aid students and teachers in understanding what students have learned. The continued work will include developing the intervention plan that outlines what assistance a student needs if they have not learned the material. This work has been coordinated through the Tamalpais Leadership Collaborative. This group of teacher leaders from each site in each subject area have collectively planned and implemented the series of professional development opportunities for the teachers in the district. This work has been augmented by guest speakers and site-level focus that is leading towards the work of curriculum, assessment and intervention improvements for the whole district.