

Sir Francis Drake High School

School Accountability Report Card

Reported Using Data from the 2011-12 School Year

Published During 2012-13

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

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

I. Data and Access

EdData Partnership Web Site

EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible. 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.

II. About This School

Contact Information (School Year 2012-13)

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) 453-8770
Principal	Liz Seabury
E-mail Address	lseabury@tamdistrict.org
CDS Code	21-65482-2131340

District Contact Information	
District Name	Tamalpais Union High School District
Phone Number	(415) 945-3720
Web Site	www.tamdistrict.org
Superintendent	Laurie Kimbrel
E-mail Address	lkimbrel@tamdistrict.org

School Description and Mission Statement (School Year 2011-12)

This section provides information about the school, its programs and its goals.

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. As a community of learners, we foster knowledgeable, creative, self-directed, ethical students who think critically and express themselves effectively.

Opened in 1951, Sir Francis Drake High School is the second school opened in the Tamalpais Union High School District. The current enrollment is 986, 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 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 interdisciplinary project-based learning. Drake High School also offers several Academies for eleventh and twelfth grade students choosing deeper courses of study in specific areas, such as engineering, 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 ten courses offered for students in AP 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.

Opportunities for Parental Involvement (School Year 2011-12)

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

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 barbecues and other events. Parents may also participate in the Drake Leadership Council, which is the school's site council.

Student Enrollment by Grade Level (School Year 2011-12)

Grade Level	Number of Students
Grade 9	237
Grade 10	249
Grade 11	251
Grade 12	242
Total Enrollment	979

Student Enrollment by Group (School Year 2011-12)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	0.9	White	82.8
American Indian or Alaska Native	0.4	Two or More Races	4.4
Asian	2.5	Socioeconomically Disadvantaged	9.7
Filipino	0.4	English Learners	1.4
Hispanic or Latino	7	Students with Disabilities	10.2
Native Hawaiian/Pacific Islander	0.1		

Average Class Size and Class Size Distribution (Secondary)

Subject	2009-10				2010-11				2011-12			
	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	25.1	18	15	7	24	14	19	6	23.6	12	20	6
Mathematics	22.3	19	24	0	19.5	21	25	1	18.3	23	26	0
Science	23.12	21	16	6	19.8	24	16	5	19.8	26	15	5
Social Science	29.17	12	18	5	24.2	19	20	7	25.7	16	21	5

* 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.

III. School Climate

School Safety Plan (School Year 2011-12)

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

The school's Emergency Plan is on file in the 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.

Suspensions and Expulsions

Rate*	School			District		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Suspensions	7.44	8.5	3.68	7.08	6.67	6.05
Expulsions	0.67	0.49	0.10	0.45	0.55	0.18

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2012-13)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected: 4/17/12

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 are being 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 (School Year 2012-13)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	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 Rating	[]	[X]	[]	[]	

V. Teachers

Teacher Credentials

Teachers	School			District
	2009-10	2010-11	2011-12	2011-12
With Full Credential	62	61	61	278
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	0	0	0	---

Teacher Misassignments and Vacant Teacher Positions

Indicator	2010-11	2011-12	2012-13
Misassignments of Teachers of English Learners	0	3	0
Total Teacher Misassignments	1	4	0
Vacant Teacher Positions	0	0	0

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

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2011-12)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100	0
All Schools in District	99.19	0.81
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	99.17	0.83

* 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 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2011-12)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	3.4	286
Counselor (Social/Behavioral or Career Development)	1	---
Library Media Teacher (Librarian)	1	---
Library Media Services Staff (Paraprofessional)	1	---
Psychologist	1	---
Social Worker	0	---
Nurse	0	---
Speech/Language/Hearing Specialist	0	---
Resource Specialist	0	---
Other	0	---

* 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.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012-13)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: 10/12

The state uses a seven-year cycle which means textbooks are reviewed and/or replaced more often in the Tam District than required by the state.

All students at Drake High School have copies of standards-aligned textbooks and other instructional materials, which have been adopted by the governing board of Tam District for grades nine through twelve and which are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education, in the core curriculum areas of reading/language arts, mathematics, science, and history-social science; foreign language and health; and science laboratory equipment for grades nine through twelve as appropriate.

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

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Adopted within the last five years	Yes	NONE
Mathematics	Adopted within the last five years	Yes	NONE
Science	Adopted within the last five years	Yes	NONE
History-Social Science	Adopted within the last five years	Yes	NONE
Foreign Language	Adopted within the last five years	Yes	NONE
Health	Adopted within the last five years	Yes	NONE
Visual and Performing Arts	Adopted within the last five years	Yes	NONE
Science Laboratory Equipment (grades 9-12)	Adopted within the last five years	Yes	NONE

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010-11)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$11,198	\$951	\$10,247	\$91,622
District	---	---	\$12,117	\$88,277
Percent Difference: School Site and District	---	---	-18.2%	3.8%
State	---	---	\$5,455	\$69,265
Percent Difference: School Site and State	---	---	87.8%	32.3%

* **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

** **Basic/Unrestricted expenditures** are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2011-12)

This section provides specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

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. 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 2010-11)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$50,707	\$41,866
Mid-Range Teacher Salary	\$79,095	\$66,197
Highest Teacher Salary	\$96,746	\$85,232
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)	\$135,561	\$116,591
Superintendent Salary	\$185,000	\$151,264
Percent of Budget for Teacher Salaries	36%	36%
Percent of Budget for Administrative Salaries	5%	6%

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

IX. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
English-Language Arts	78	79	79	77	79	80	52	54	56
Mathematics	40	50	50	45	50	50	48	50	51
Science	73	80	81	78	79	84	54	57	60
History-Social Science	68	69	58	72	72	68	44	48	49

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

Standardized Testing and Reporting Results by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	80	50	84	68
All Student at the School	79	50	81	58
Male	71	50	76	59
Female	88	50	86	56
Black or African American				
American Indian or Alaska Native				
Asian	69	53		
Filipino				
Hispanic or Latino	61	26	76	35
Native Hawaiian/Pacific Islander				
White	82	52	82	60
Two or More Races	78	63	85	
Socioeconomically Disadvantaged	44	22	59	26
English Learners				
Students with Disabilities	33	16	42	12
Students Receiving Migrant Education Services				

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

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB.

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

California High School Exit Examination Results for All Students - Three-Year Comparison

Subject	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
English-Language Arts	86	88	80	86	86	85	54	59	56
Mathematics	78	79	79	82	81	85	54	56	58

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

California High School Exit Examination Grade Ten Results by Student Group - Most Recent Year

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	15	21	63	15	42	43
All Students at the School	20	20	60	21	41	37
Male	26	23	50	23	41	36
Female	13	18	69	19	42	39
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino	37	26	37	53	32	16
Native Hawaiian/Pacific Islander						
White	18	19	63	18	44	38
Two or More Races	8	15	77	15	15	69
Socioeconomically Disadvantaged	52	22	26	46	46	8
English Learners						
Students with Disabilities	83	7	10	84	13	3
Students Receiving Migrant Education Services						

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

California Physical Fitness Test Results (School Year 2011-12)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	9.2	18.8	65.9

* 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.

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched “similar schools.” A similar schools rank of 1 means that the school’s academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school’s academic performance is better than at least 90 of the 100 similar schools.

API Rank	2009	2010	2011
Statewide	10	9	9
Similar Schools	4	4	4

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	2009-10	2010-11	2011-12
All Students at the School	1	6	-7
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White	-2	15	-5
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group - 2012 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2012 Growth API at the school, district, and state level.

Group	2012 Growth API					
	School		District		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	653	850	2,725	871	4,664,264	788
Black or African American	4		69	668	313,201	710
American Indian or Alaska Native	2		3		31,606	742
Asian	16	783	139	890	404,670	905
Filipino	2		9		124,824	869
Hispanic or Latino	46	760	225	800	2,425,230	740
Native Hawaiian/Pacific Islander	1		9		26,563	775
White	555	862	2,119	884	1,221,860	853
Two or More Races	27	872	134	898	88,428	849
Socioeconomically Disadvantaged	54	711	234	721	2,779,680	737
English Learners	13	567	77	700	1,530,297	716
Students with Disabilities	70	602	216	639	530,935	607

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) webpage at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2011-12)

AYP Criteria	School	District
Made AYP Overall	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	Yes	Yes
Met Percent Proficient: Mathematics	Yes	Yes
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	Yes	Yes

Federal Intervention Program (School Year 2012-13)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations webpage: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	---	0
Percent of Schools Currently in Program Improvement	---	0

XI. School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the UC Admissions Information webpage at <http://www.universityofcalifornia.edu/admissions/>. (Outside source)

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU webpage at <http://www.calstate.edu/admission/admission.shtml>. (Outside source)

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Dropout Rate (1-year)	0.1	0.4	0.8	0.6	1.3	1.5	5.7	16.6	14.4
Graduation Rate	95.80	100.0	98.79	97.14	97.81	97.63	78.59	80.53	76.26

* The National Center for Education Statistics graduation rate as reported in AYP is provided in this table.

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2011-12 school year in grade twelve and were a part of the school's most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2012		
	School	District	State
All Students	98.76	95.97	---
Black or African American	100	78.38	---
American Indian or Alaska Native	100	66.67	---
Asian	100	94.12	---
Filipino	100	100	---
Hispanic or Latino	100	91.3	---
Native Hawaiian/Pacific Islander	100	100	---
White	98.99	97.68	---
Two or More Races	91.67	91.67	---
Socioeconomically Disadvantaged	100	88.39	---
English Learners	N/D	71.43	---
Students with Disabilities	87.5	78.38	---

* "N/D" means that no data were available to the CDE or LEA to report.

Career Technical Education Programs (School Year 2011-12)

This section provides information about Career Technical Education (CTE) programs including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district’s CTE advisory committee and the industries represented on the committee

Drake High School provides a variety of 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 them in entering their particular fields of interest after graduation.

Career Technical Education Participation (School Year 2011-12)

Measure	CTE Program Participation
Number of pupils participating in CTE	157
% of pupils completing a CTE program and earning a high school diploma	45%
% of CTE courses sequenced/articulated between the school/institutions of postsecondary education	25%

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2011-12 Students Enrolled in Courses Required for UC/CSU Admission	78.2
2010-11 Graduates Who Completed All Courses Required for UC/CSU Admission	69.8

Advanced Placement Courses (School Year 2011–12)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	---
English	7	---
Fine and Performing Arts	3	---
Foreign Language	1	---
Mathematics	3	---
Science	3	---
Social Science	1	---
All courses	18	5.2

* Where there are student course enrollments.

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance, and data reporting, etc.)?

The Tamalpais Union High School District annually schedules four full-day 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 a learning progression and proficiency scale 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.