

# TAMALPAIS

Union High School District



# Report to the Community 2012

# From the Superintendent

## DISTRICT OFFICE ADMINISTRATIVE TEAM

**Dr. Laurie Kimbrel**  
*Superintendent*

**Dr. Michael McDowell**  
*Assistant Superintendent of  
Educational Services*

**Ms. Lori Parrish**  
*Assistant Superintendent for  
Finance and Facilities*

**Mr. John Carroll**  
*Assistant Superintendent of  
Human Resources*

**Ms. Tara Taupier**  
*Senior Director of Instructional  
Technology and Professional  
Development*

**Ms. Rose Chavira**  
*Director of IT Operations*

**Ms. Karen Mates**  
*Director of Special Education*

**Ms. Louise Aliano**  
*Director of Special Projects*



Dear Community Member,

Thank you for taking the time to read our first annual “Report to the Community”! At the Tamalpais Union High School District, we are proud to be part of a community that values our youth and public education. In order to continue to earn your support, we know that it’s important to offer multiple opportunities for you to learn about our schools.

There is no doubt that our schools have earned their great reputations. We have a tradition of success that few other districts in our state can match. We are proud of what we have accomplished but we believe that we are obligated to pursue continuous improvement of our programs in order to ensure that every student is well prepared to contribute to life in the 21<sup>st</sup> century.

Several years ago, we held a series of forums designed to give us opportunities to hear from our community members about what high school “should be.” We asked you to define success, and you responded with many thoughts and ideas that were used to create a district mission statement. The mission reflects the belief that quality high schools ensure that EVERY student learns and grows EVERY day. Evidence of our pursuit of the mission is reflected throughout this report. Our mission, developed from your input, guides all aspects of our work from financial decisions to academic programming to extra-curricular opportunities.

Our continued success is only possible because of the enthusiastic support of our community. We look forward to working with you as our partners in education.

Sincerely,

A handwritten signature in cursive script that reads "Laurie Kimbrel". The signature is written in black ink on a white background.

Laurie Kimbrel, Ed. D.  
Superintendent, Tamalpais Union High School District

# TUHSD Board of Trustees



## Tamalpais Union High School District Mission Statement

*The Tamalpais Union High School District is dedicated to the development of creative, passionate, and self-motivated learners. Upon graduation, students will be prepared for engaged citizenship and able to contribute individually and collaboratively in order to address the challenges of a dynamic and diverse world. To these ends, all students will demonstrate mastery of core competencies and will be offered meaningful learning experiences to enable them to access and critically analyze information, pose substantive questions, and communicate effectively.*

## Board Meeting Schedule

Tamalpais Union High School District board meetings are held on Tuesdays. Meetings start at 7:00 p.m. in the Kreps Conference Center, on the Redwood High School campus.

Upcoming regular meetings\*:

March 20, 2012	August 28, 2012	March 12, 2013
April 3, 2012	September 11, 2012	March 26, 2013
April 24, 2012	October 9, 2012	April 16, 2013
May 8, 2012	October 23, 2012	April 30, 2013
May 22, 2012	November 13, 2012	May 14, 2013
June 12, 2012	December 11, 2012	May 28, 2013
June 26, 2012	January 8, 2013	June 11, 2013
July 17, 2012	January 22, 2013	June 25, 2013
August 14, 2012	February 12, 2013	

To view board meeting agendas and supporting materials, please go to our Agenda Online website:

<http://tamusd.csbaagendaonline.net>

*\*Additional meetings may be scheduled; please go to our Agenda Online website for the most up-to-date information.*

## TRUSTEES

Monica Bonny

Cindy McCauley

Susan Schmidt

Bob Walter

John Wright

*To learn more about the role and responsibilities of the Board of Trustees, the TUHSD Governance Handbook is available at:*

[www.tamdistrict.org/domain/807](http://www.tamdistrict.org/domain/807)



# School Profiles



## **Redwood High School**

**Principal: David Sondheim**

**Enrollment: 1460**

Redwood High School opened in 1958 and has a solid tradition of academic performance resulting from high expectations for students, dedicated teachers and staff, and visible parent support. Redwood is a National Blue Ribbon School and has received the California Distinguished School award four times. 96% of Redwood students stated intentions to attend college. Redwood's public feeder school districts are: Kentfield, Larkspur-Corte Madera, Reed, and Ross.

## **Tamalpais High School**

**Principal: Tom Drescher**

**Enrollment: 1206**

Tamalpais High School opened in 1908 and is a school rich in history, tradition, and pride. For 100 years, Tamalpais High School's school-wide emphasis has been on safety, personalization, active learning, and interdisciplinary instruction. The school has received the California Distinguished School award four times. 95% of Tam High students stated intentions to attend college. Tam's public feeder school districts are: Bolinas-Stinson, Mill Valley, and Sausalito-Marin City.



## **San Andreas High School**

**Principal: Gerald Austin**

**Enrollment: 79**

San Andreas High School is the accredited small continuation high school for the Tamalpais Union High School District. San Andreas is for students ages 16-18 who have experienced difficulty attending a traditional high school. The curriculum at San Andreas follows California state standards and Tamalpais Union High School District courses of study. Instruction is primarily in small groups. San Andreas students come from all three TUHSD comprehensive schools, and must be referred by their guidance counselors.



## **Sir Francis Drake High School**

**Principal: Don Drake**

**Enrollment: 970**

Drake High School was established in 1951 as the second high school in the Tamalpais Union High School District. In 1999 and 2005, Drake was designated a California Distinguished School and was recognized by the U.S. Department of Education as a New American High School. In 2000, Drake received a Smaller Learning Communities Grant to implement the ninth grade cluster programs, and in 2003, Drake was recognized as the nation's first Bay Area Green Business School for its environmental enhancements to the school's campus. 89% of Drake students stated intentions to attend college. Drake's public feeder school districts are: Lagunitas, Nicasio, & Ross Valley.



## **Tamiscal High School**

**Principal: Corbett Elsen**

**Enrollment: 89**

Tamiscal High School is an accredited small alternative high school that combines independent study and small group instruction for approximately 90 students (most of whom are juniors and seniors) who participate in an academic program designed to meet high school graduation and college entrance requirements. Annually, an additional 24 students are enrolled in Team, an experiential program for juniors, which enhances academic coursework with internships, leadership, and wilderness experience. Tamiscal students come from all three TUHSD comprehensive schools, and must be referred by their guidance counselors.



## **Tamalpais Adult School**

**Principal: Corbett Elsen**

The Tamalpais Adult School has served southern and central Marin since 1932 by providing educational opportunities to adults in our community. The school is fully accredited by the Western Association of Schools and Colleges. Tamalpais Adult School's high school diploma program offers adults the opportunity to complete graduation requirements in small classes while also pursuing employment opportunities. Some students choose to take the General Education Development (GED) test instead of completing the diploma program; the test is a nationally-recognized exam that certifies high school subject equivalency and knowledge.



# Teacher Leadership

Instructional leadership at the teacher level is one of the most important elements of high achieving high schools. In recognition of this fact, a new Tamalpais

Union High School District teacher leader model was implemented during the 2010-2011 school year. Many of our most talented and respected teachers stepped up and agreed to take on new leadership positions in order to ensure that all our students have access to the best possible curriculum and instruction.

Our teacher leaders are working together as school site teams and as a district team to answer three important questions:

- What should each student know and be able to do as the result of taking a course or a sequence of courses?
- How do we know each student deeply understands each of the essential course elements identified in the previous question?
- What response do we have when students don't understand or are unable to do what we have identified as essential, and how do we respond when they do understand and are able to do what we have identified as essential?

A teacher leader works collaboratively with faculty to organize and direct the instructional program for a department so that it may more effectively achieve school and district goals. The work of our teacher leaders is integral towards fulfillment of our mission for every student.

## Tam District Teacher Leaders

### *Comprehensive High Schools*

**Tam:** Augusto Andres (Social Studies), Evelyn Dorsett (Counseling), Lisa Fredericks (Special Ed.), John Ginsburg (Science), Lynne Klein (Fine Arts), Lorna Sturgeon (P.E.), Catherine Welter (World Languages), and David Wetzel (Mathematics)

**Drake:** Tristan Bodle (World Languages), Mary Boston (P.E.), Mary Buchanan (Science), Martha Cederstrom (Fine Arts), Andrew Leist (Special Ed.), Brian Lynch (Counseling), Lori Martz (Mathematics), Rod Milstead (Applied Technology), Raquel Nelson (Social Studies), Cathy Sarkisian (English)

**Redwood:** Deb Bendinelli (Special Ed.), Erik Berkowitz (Fine Arts), John Blaber (English), Lisa Kemp (Social Studies), Debbie McCrea (World Languages), Julie Norwood (Mathematics), Katie Paulsen (Counseling), Todd Samet (Science), Wendy Stratton (P.E.)

### *Alternative High Schools*

**San Andreas:** Candace Curtis

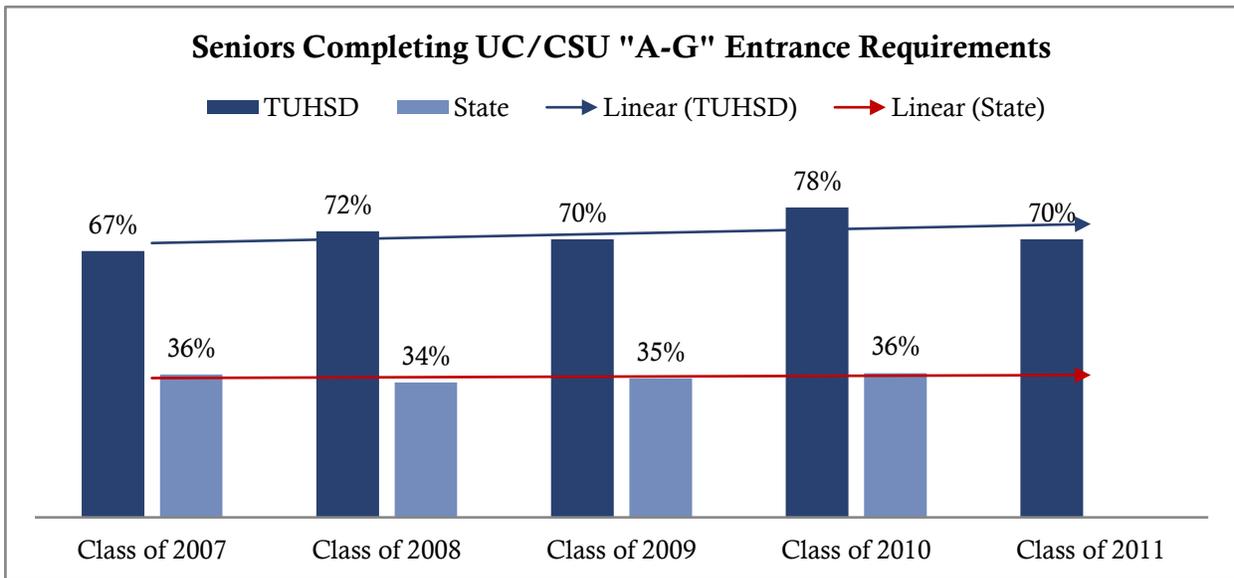
**Tamiscal:** Susan Berkhout, Mary Ruane

# Student Achievement →

- 2007
- 2008
- 2009
- 2010
- 2011

## Seniors Completing UC/CSU "A-G" Entrance Requirements Class of 2007-2011

	Class of 2007		Class of 2008		Class of 2009		Class of 2010		Class of 2011	
	#	Percent								
<b>TUHSD</b>	642	67%	678	72%	629	70%	724	78%	629	70%
<b>State</b>	126,516	36%	127,594	34%	135,379	35%	147,071	36%	NA	

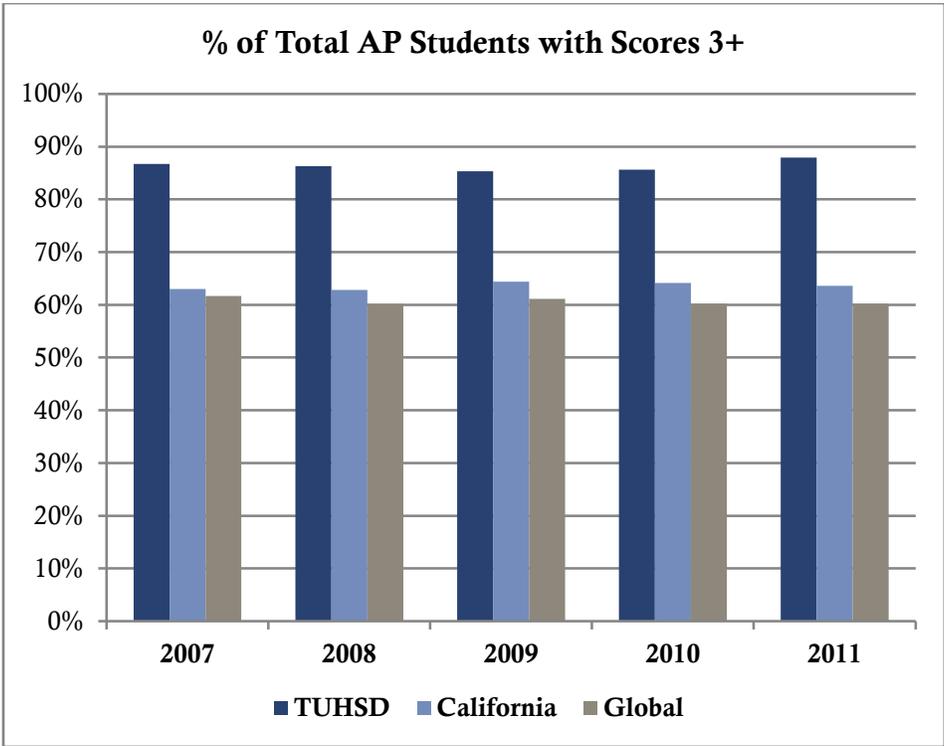


## University of California & California State University Entrance Requirements

The University of California and California State University (UC/CSU) systems provide requisite high school subject area requirements for entry into their institutions. Each system presumes that the completion of the expected subject requirements provides students with the body of knowledge and skills required to successfully participate in a first year course of study at any one of the UC/CSU institutions.

Over the past several years, the Tamalpais Union High School District has prepared approximately twice the number of students to enter the UC/CSU institutions as comparison districts have across the state. The UC/CSU eligibility information is one of many data points to consider when reviewing district-wide programs and practices related to student achievement and overall preparedness for post-secondary education.

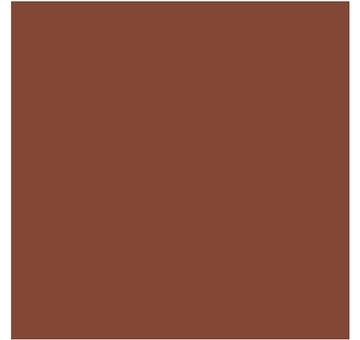
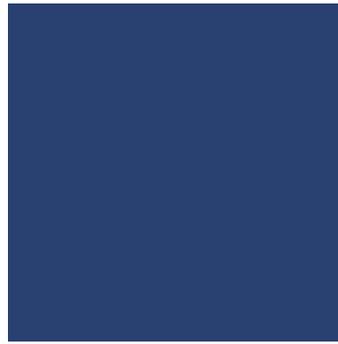
# Advanced Placement Test Scores of 3 and Above



	2007	2008	2009	2010	2011
<b>TUHSD</b>					
Total AP Students	796	833	920	969	1000
Number of Exams	1413	1491	1606	1691	1748
AP Students with Scores 3+	690	719	785	830	879
% of Total AP Students with scores 3+	86.7%	86.3%	85.3%	85.7%	87.9%
<b>California</b>					
Total AP Students	239,333	252,099	265,107	282,819	299,851
Number of Exams	435,064	457,163	481,161	518,476	551,039
AP Students with Scores 3+	150,808	158,298	170,633	181,485	190,726
% of Total AP Students with scores 3+	63.0%	62.8%	64.4%	64.2%	63.6%
<b>Global</b>					
Total AP Students	1,470,987	1,588,530	1,698,133	1,855,310	1,974,306
Number of Exams	2,548,761	2,754,327	2,944,031	3,236,335	3,457,502
AP Students with Scores 3+	907,192	955,312	1,038,383	1,116,959	1,188,876
% of Total AP Students with scores 3+	61.7%	60.1%	61.1%	60.2%	60.2%

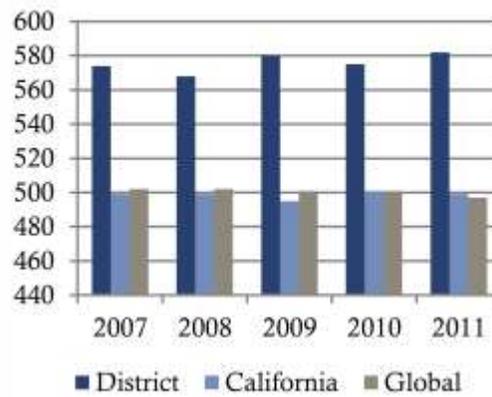
Advanced Placement (AP) courses provide students with the opportunity to experience college level academic rigor and pacing within their high school schedule. Students who participate in an AP course can take a qualifying exam at the end of the course to potentially earn credit and/or placement at higher educational institutions across the United States.

The AP exam is scored out of five points with a three being the typical “pass” score for students to receive credit at higher educational institutions. Using the typical pass rate, the Tam District continues to outperform state and international averages on student performance related to AP exams.

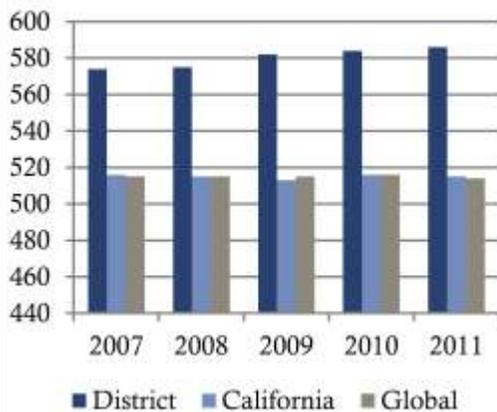


# SAT Average Scores

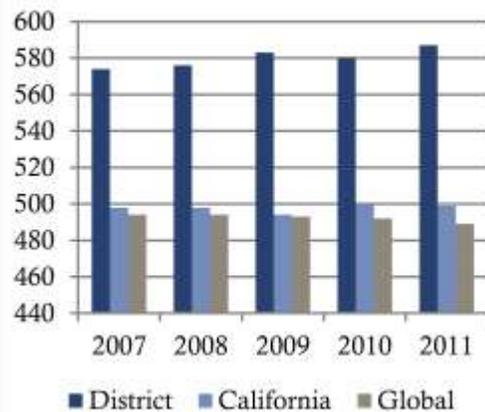
**SAT - Critical Reading Scores**

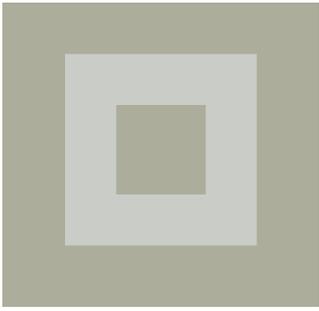


**SAT - Mathematics Scores**



**SAT - Writing Scores**





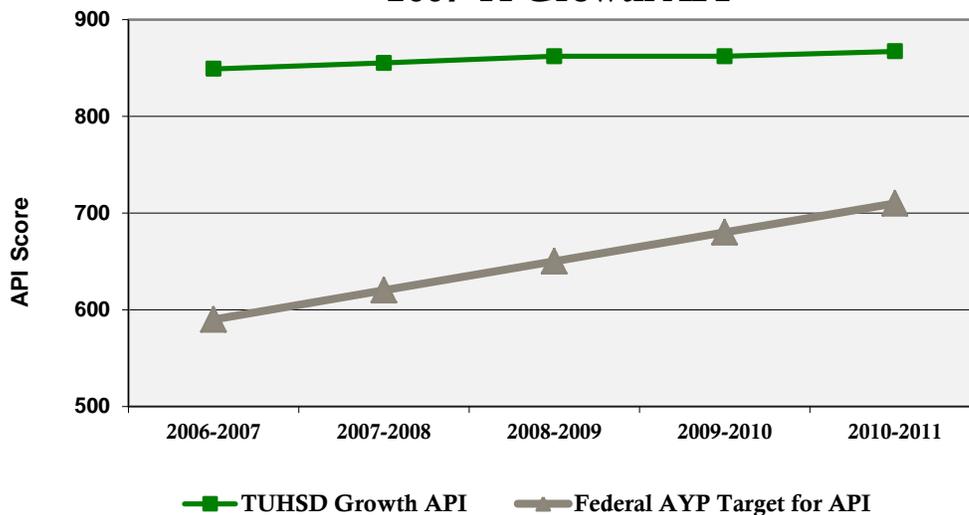
# Academic Performance Index – API

Under the federal Reauthorization of the Elementary and Secondary Education Act of 2001 (ESEA) (i.e., No Child Left Behind), and the California Public Schools Accountability Act (PSAA) of 1999, the Tamalpais Union High School District is expected to meet specific performance goals for all students.

The PSAA established the Academic Performance Index (API), a measure that utilizes statewide testing results, for identifying district, school, and specific subgroup performance.

In addition, the API is one component of the federal government’s Adequate Yearly Progress (AYP) requirements found within the reauthorization of the ESEA (i.e., No Child Left Behind). The Tamalpais Union High School District continues to exceed the federal and state student performance goals.

**Tamalpais Union High School District  
2007-11 Growth API**



## Academic Performance Index

School Year	TUHSD Growth API	Federal AYP Target for API
<b>2006-2007</b>	849	590
<b>2007-2008</b>	855	620
<b>2008-2009</b>	862	650
<b>2009-2010</b>	862	680
<b>2010-2011</b>	867	710

# Recognition of Excellence

## National Blue Ribbon School

*Redwood High School*

## California Distinguished School

*Redwood High School*

*Sir Francis Drake High School*

*Tamalpais High School*

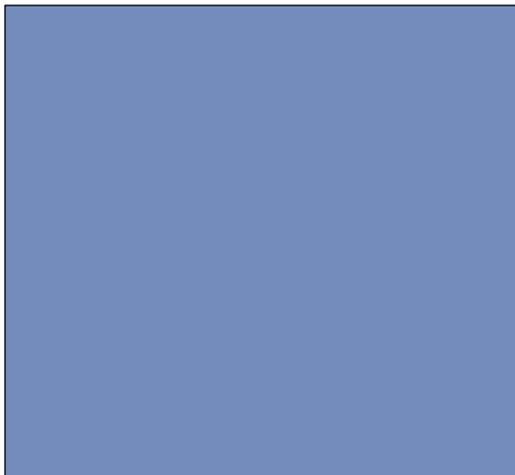
*Tamiscal High School*

## Exemplary Independent Study Recognition Award

*Tamiscal High School*

## California Model School

*San Andreas High School*



## **All Tam District Schools are Fully Accredited by the Western Association of Schools and Colleges**

The Western Association of Schools and Colleges is a regional accreditation body that is responsible for evaluating the quality and effectiveness of schools across the state of California. The purpose of the accreditation process is to ensure that public primary and secondary schools are providing the level of academic challenge and skill development required for students to be prepared for post-secondary education. In addition, the accreditation process ensures that schools are demonstrating continued self-improvement.

For TUHSD, the WASC accreditation process provides each school site with external validation for successes, critical reflection of current challenges, and insight into potential solutions that are evidence based, collaboratively created, and contextually appropriate. Beyond the necessity of self-reflection and external feedback, WASC accreditation symbolizes to the community at-large the efficacy of each school as a center of learning for all students.

# Strategic Priorities

## Tamalpais Union High School District Mission Statement

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Curriculum & Assessment System	Human Resources	Leadership Development
<ul style="list-style-type: none"> <li>✓ Establish district wide curriculum that is coherent from the learner's perspective using the Understanding by Design frameworks</li> <li>✓ Identify what students should know and be able to do in a given course or series of courses</li> <li>✓ Develop and use quality assessments to guide instruction</li> <li>✓ Support the development of cornerstone assessments that measure students' understanding and transfer of knowledge within and across courses in a discipline</li> <li>✓ Ensure student mastery of 21st century skills</li> <li>✓ Strategically evaluate current and future course offerings to ensure alignment with the mission</li> </ul>	<ul style="list-style-type: none"> <li>✓ Develop and implement comprehensive system to ensure adequate staffing levels for increasing student enrollment</li> <li>✓ Recruit a diverse applicant pool through innovative methods</li> <li>✓ Establish an interview process that is uniform and research-based</li> <li>✓ Develop and implement a system for student-teacher selection and placement</li> <li>✓ Improve HR department communication with all stakeholders</li> <li>✓ Create professional development plans for all staff that incorporate district mission and strategic priorities</li> <li>✓ Promote and ensure a culture of appreciation, support, and understanding in which all staff members feel valued</li> </ul>	<ul style="list-style-type: none"> <li>✓ Establish systems that ensure the administrative team works collaboratively to foster and sustain a climate of professionalism, respect, trust, and high expectations</li> <li>✓ Provide sustained and focused coaching and professional development for administrators and teachers</li> <li>✓ Continue to improve the Teacher Leader model in order to support development of guaranteed and viable curriculum, equitable outcomes, and high quality instruction</li> <li>✓ Assess current administrator and teacher leader evaluation processes to ensure focus on both growth and accountability for each leader</li> <li>✓ Continue to recruit and hire high quality candidates for all Teacher Leader and administrative openings</li> <li>✓ Utilize the most effective means of communication with district's internal and external stakeholders</li> </ul>
<h3>Instructional Programs &amp; Practices</h3>		
<ul style="list-style-type: none"> <li>✓ Expand use of effective instructional delivery models to ensure high levels of learning for all students</li> <li>✓ Develop system wide responses to support the academic success of all students</li> <li>✓ Support students' emotional and social growth and work towards a community where all students feel safe and valued</li> <li>✓ Guarantee student access to rigorous, relevant, and engaging courses</li> <li>✓ Ensure special education programs that meet the needs of all identified students</li> </ul>		

# Strategic Priorities

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### Governance

- ✓ Set district strategic goals based on data and stakeholder input
- ✓ Create governance team handbook to formalize:
  - Unity of purpose including mission, vision, and values that drive decision making
  - Protocols for how the Governance Team works together and operates
- ✓ Provide direction and support for the superintendent and administrative team
- ✓ Develop a communication plan regarding:
  - The role and the work of the Governance Team
  - How and why the Governance Team works on behalf of all TUHSD students
- ✓ Develop a feedback and communication process for reflective board self-evaluation for purpose of continuous improvement
- ✓ Construct a policy audit process to review district BPs and ARs through the lens of equity and the mission to begin with review of high leverage policies
- ✓ Support mission driven programs and practices through allocation of adequate resources

### Finance & Facilities

- ✓ Ensure the long-term fiscal health of the District and maintain a balanced budget
- ✓ Continue active leadership role in the county and state to advocate for adequate school funding
- ✓ Develop short-term and long-term plans for the operational impact of increasing enrollment
- ✓ Maximize the remaining bond funds by developing and implementing a plan for the completion of the modernization program
- ✓ Develop and implement comprehensive post-modernization maintenance plan to ensure safe school environments
- ✓ Develop agreements among school and community organizations for sharing resources and increasing efficiency
- ✓ Develop and implement a process to ensure community and staff awareness of the financial condition of the District

### Community Relations

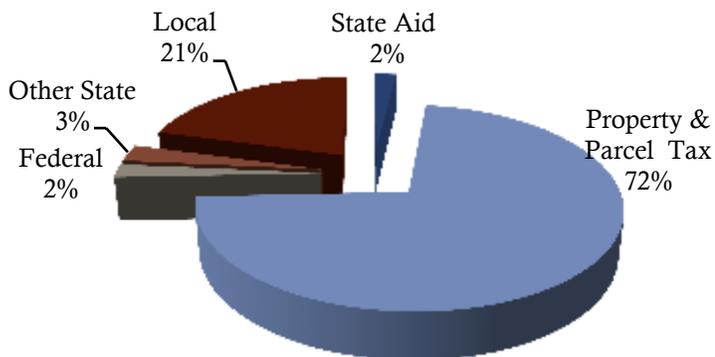
- ✓ Develop and implement a communication plan that utilizes the most effective means of communication with the district's internal and external stakeholders
- ✓ Develop citizen understanding of the school district in all aspects of its operations by providing an honest, consistent, and comprehensive flow of information about policies, programs, and progress of the schools
- ✓ Continue to seek information from the community regarding expectations and aspirations for our schools
- ✓ Bring about community understanding of the need for continuous improvement and what must be done to facilitate that improvement
- ✓ Secure adequate financial support from our communities for high quality educational programs that support the district mission

# Finance

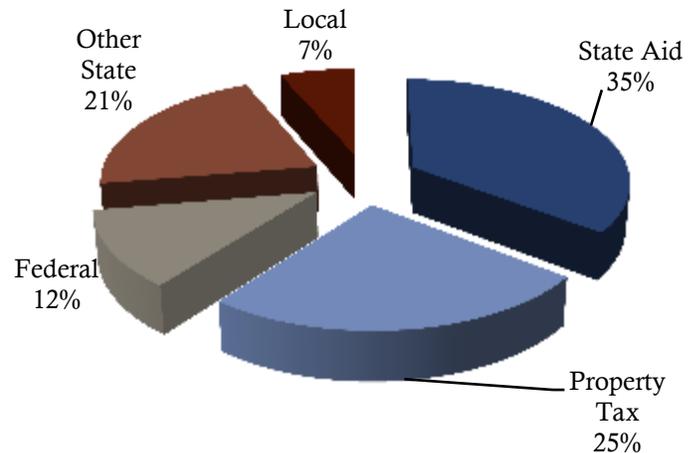
## TUHSD – A Community Funded District

The primary source of revenue for TUHSD is local property tax and parcel tax, making up 72%. The state average for property tax is only 25%. TUHSD is fortunate to have the strong support of our communities through property tax, parcel tax, and foundations.

**Tamalpais District Revenue**



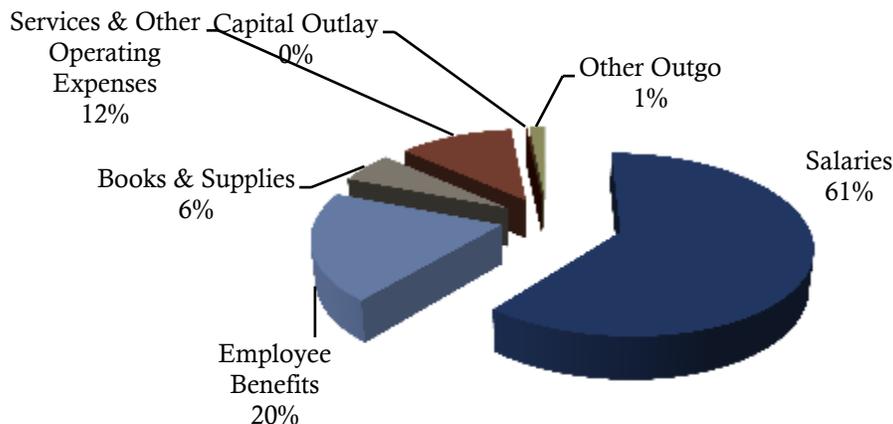
**Statewide District Revenue (Average)**



The charts above give detail regarding the means through which school districts acquire revenue. The chart on the left shows the percentage of each revenue source for TUHSD, while the chart on the right shows the average percentage from each revenue source for districts throughout the state.

## General Fund Expenditures

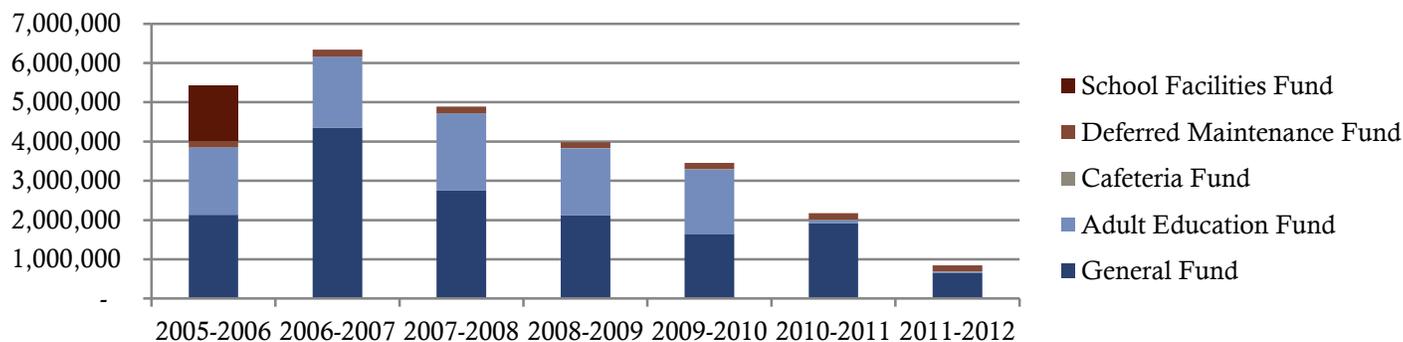
**Tam District Expenditures**



The chart above illustrates the district's expenditures. The largest expenditure is salaries, which made up 61% of all expenditures in 2010-2011, followed by benefits which equaled about 20% of expenditures. This reflects the district's understanding that hiring outstanding staff members is critical to providing an outstanding education for students. All certificated teachers are considered "highly qualified" by the state and federal governments.

## State of California School Funding – The Impact of Lost Revenue

### TUHSD State Revenue



The chart above illustrates the significant loss in state funding that TUHSD has experienced over the past five years. The total loss is approximately five million dollars, which has forced the district to pay with local revenues for the programs formerly funded by the state.

### The Impact of Increasing Student Enrollment – The Financial Future of TUHSD

Year	Tam	Drake	Redwood	San Andreas	Tamiscal	Total	Percent Increase
09/10	1,110	1,049	1,443	98	98	3,798	
10/11	1,153	1,000	1,440	83	98	3,774	-0.63%
11/12	1,231	980	1,458	71	87	3,827	1.40%
12/13	1,211	979	1,535	98	98	3,921	2.46%
13/14	1,258	993	1,584	98	98	4,031	2.81%
14/15	1,321	1,011	1,621	98	98	4,149	2.93%
15/16	1,373	1,118	1,710	98	98	4,397	9.08%
16/17	1,541	1,193	1,714	98	98	4,644	11.93%

The Tamalpais Union High School District closely monitors its student enrollment and regularly gathers data from our K-8 district partners in order to project future enrollment trends. In recent years, TUHSD property tax revenue has flattened, but the student enrollment has begun to grow. Enrollment is projected to increase steadily over the next 7-10 years. This means that the district has to provide for more students with the same revenue, resulting in declining per-student funding. This enrollment growth, coupled with the decrease in state revenue means that the district must maximize every dollar of revenue and carefully budget for the future.

### Frequently Asked Questions About “Community Funded” School Districts

<p><b>What is a “Community Funded” school district?</b>  <i>A Community Funded school district is one in which the district’s per-pupil property tax revenue exceeds the state’s minimum guarantee of funding per student. For these districts, the state does not provide any general purpose funding; instead, they receive all their funding from local property tax.</i></p>	<p><b>Does a “Community Funded” district control how much revenue it receives from property taxes?</b>  <i>Property tax collections vary from year to year, depending on local economic conditions, sales of property, and downward reassessments during down markets. School Districts have no control over these factors or the amount of property tax revenue they receive.</i></p>
<p><b>Does the state allocate any money to “Community Funded” districts?</b> <i>Most of the money that these districts receive from the state comes in the form of “categorical funding” which are monies allocated from the state for specific purposes such as class size reduction and textbooks.</i></p>	<p><b>Have “Community Funded” schools faced cuts from the state?</b> <i>Yes, in addition to any reductions in property tax revenues, community funded districts have been taking a “fair-share” revenue reduction, which is reduced from their categorical program funding.</i></p>

**Thank you to the Tam District community  
for the 2001 & 2006 Measure A Bonds!**

***Celebrating the completion of facilities  
modernization in the Tamalpais Union  
High School District.***

***Our community's support has helped us create quality  
learning environments for quality teaching and learning at  
every school in the Tam District.***



*For more information about the Tam District or TUHSD  
modernization projects, please visit our website at:*

[www.tamdistrict.org](http://www.tamdistrict.org)

