

# **Tamiscal Alternative High School**

## **School Accountability Report Card**

### **Reported Using Data from the 2019-2020 School Year**

#### **Published During 2020-2021**

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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://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 <https://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).

#### **California School Dashboard**

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

## About This School

### School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Tamiscal Alternative High School
Street	305 Doherty Drive
City, State, Zip	Larkspur, CA 94939
Phone Number	(415) 945-3750
Principal	Kim Stiffler
Email Address	kstiffler@tamdistrict.org
Website	www.tamiscal.org
County-District-School (CDS) Code	21-65482-2130078

### District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Tamalpais Union High School District
Phone Number	(415) 945-1020
Superintendent	Dr. Tara Taupier
Email Address	ttaupier@tamdistrict.org
Website	www.tamdistrict.org

### School Description and Mission Statement (School Year 2020-2021)

Tamiscal High School is a fully accredited small high school with 4 programs on campus, which, when full, reaches a maximum size of 177 total students. The largest of the four programs combines independent study and small group instruction for approximately 90 students who participate in an academic program designed to meet high school graduation and college entrance requirements. An additional 24 students are enrolled in Team, an experiential education program for juniors, which enhances academic coursework with internships, leadership, and wilderness experience. Lastly, 48 students are enrolled in Pathways, an alternative program for seniors, where students take the few remaining TUHSD graduation course requirements left with their teacher (typically English and Economics/Government), take 2-3 local community college courses, and a career-oriented internship or job. Tamiscal also houses one Counseling Enriched Classroom (CEC) of 15 students, which aims to encourage high academic achievement combined with social-emotional wellness for our most at-risk students by providing a learning environment structured to accommodate the unique needs of each student while providing the intensive therapeutic support necessary for individual success.

Mission Statement: Tamiscal High School's strong academic environment fosters collaborative learning and builds opportunities for meaningful student/teacher relationships. Through independent study and experiential learning, we provide an environment where students actively learn within the framework of the district's courses of study and the state standards.

Our Vision: As life-long learners our students:

- assume personal responsibility for their learning and time management
- think critically and independently
- time management and organization
- solve problems analytically
- develop research abilities
- present their ideas thoughtfully and clearly
- develop a positive self-image and high level of integrity link high school to post- secondary opportunities through school- to- career

### Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Grade 9	9
Grade 10	14
Grade 11	44
Grade 12	80
<b>Total Enrollment</b>	<b>147</b>

### Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	0.7
Asian	7.5
Hispanic or Latino	15
White	73.5
Two or More Races	2
Socioeconomically Disadvantaged	6.8
English Learners	0.7
Students with Disabilities	26.5
Homeless	

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	14	14	13	0
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	1	0	0

## Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	1	0
Total Teacher Misassignments*	0	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.

## Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: 12/20

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 an 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 recently adopted materials in Mathematics and English aligned to the new Common Core state standards. The science district department made curricular and course adjustments to align to the Next Generation Science Standards (NGSS). The Social Studies district department reviewed the new Next Generation Science state standards released.

The district's textbook and instructional materials purchase process assure 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. In the fall of 2018 we adopted new Government and US History textbooks. In the fall of 2019, we piloted science textbooks aligned to the new NGSS standards.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Adopted in accordance with Curriculum Cycle	Yes	0
Mathematics	Adopted in accordance with Curriculum Cycle	Yes	0
Science	Adopted in accordance with Curriculum Cycle	Yes	0
History-Social Science	Adopted in accordance with Curriculum Cycle	Yes	0
Foreign Language	Adopted in accordance with Curriculum Cycle	Yes	0
Health	Adopted in accordance with Curriculum Cycle	Yes	0
Visual and Performing Arts	Adopted in accordance with Curriculum Cycle	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Science Laboratory Equipment (grades 9-12)</b>	Adopted in accordance with Curriculum Cycle	Yes	0

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

## School Facility Conditions and Planned Improvements

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.

In 1998, the district’s Long Range Facilities Planning Committee developed specific standards for all district facilities in the areas of building integrity, mechanical and plumbing systems, electrical system, structural safety, accessibility, educational technology, and instructional facilities (classrooms, science labs, libraries, multi-use facilities, visual arts rooms, gyms, athletic fields,) teacher work areas, food service, paving and drainage, landscape and irrigation. The results of this study are published in the District Facilities Master Plan.

Tamiscal High School was modernized as part of a \$121 million dollar facilities bond measure approved by the Tam District voters. Approximately two million dollars was spent to complete the project, and the new Tamiscal campus opened in November 2002. The nine room campus includes a computer lab, science lab, commons area, conference rooms and individual teacher offices. The TEAM program has two classrooms. In the fall of 2017, 2 new portables were added to the Tamiscal campus which currently house our Pathways and CEC programs. The current status of all the District modernization work can be checked at the tamdistrict.org website. Modernization includes replacement of some the buildings along with major infrastructures (heating, lights, electrical, plumbing), painting, new floors, and furniture. Technology networking will also be upgraded and accessible in all instructional spaces. In summer of 2019, a new chromebook cart was added to our computer lab along with some circular tables facilitating a more collaborative space for students. Additionally, a larger space for our special education classroom was created by merging 2 smaller offices together.

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.

An administrator is on duty supervising the campus before, during, and after school. They routinely monitor the entire campus. 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. The entire campus was painted during the summer of 2018, and new signs were placed to identify restrooms and classrooms.

In Summer 2020, it is planned and board approved to retrofit our existing science classroom 6 to serve as a chemistry classroom with the addition of gas, chemical storage, and a fume hood due to the district's new requirement that all students must take chemistry to earn a diploma starting with the class of 2022. Additionally, the district is going to add an EV (electric vehicle) charging station to our back parking lot as a part of this remodel.

### School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

**Year and month of the most recent FIT report:** 12/01/2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems: Gas Leaks, Mechanical/HVAC, Sewer</b>	Good	New exhaust fan in classroom 6
<b>Interior: Interior Surfaces</b>	Good	New floor covering in Classroom 1 and 6 and 7
<b>Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation</b>	Good	
<b>Electrical: Electrical</b>	Good	
<b>Restrooms/Fountains: Restrooms, Sinks/ Fountains</b>	Good	Convert the drinking fountain to a bottle filling station
<b>Safety: Fire Safety, Hazardous Materials</b>	Good	
<b>Structural: Structural Damage, Roofs</b>	Good	
<b>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</b>	Good	
<b>Overall Rating</b>	Good	

## 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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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 ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	64	N/A	72	N/A	50	N/A
Mathematics (grades 3-8 and 11)	35	N/A	58	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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.

Note: ELA and 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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.



**CAASPP Test Results in Science for All Students**  
**Grades Five, Eight, and High School**  
**Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	29	N/A	47	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

**CAASPP Test Results in Science by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

## Career Technical Education Programs (School Year 2019-2020)

Tamiscal encourages and provides institutional support for students to participate in work experience activities. All members of the experiential/ outdoor education program, Team, are required to participate in long- term supervised community service during the fall semester. During the spring, each student is placed as an intern in a field in which he or she is interested. As with the community service experience, the internships are closely monitored by a teacher. Students are given academic credit for their work in both experiences.

Many independent study students are also placed in supervised internships or complete a Senior Project that is related to a field of interest. Near the end of the semester, students must present and/or prepare a written report to showcase their experience for teachers and their peers. Tamiscal also offers a program called Pathways that students can take in their Senior year. Pathways students use work experience and college classes to prepare them for the future career aspirations. The CEC students receive direct support from the Marin County Office of Education (MCOE) school-to-career liaison.

### Career Technical Education (CTE) Participation (School Year 2019-2020)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

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

UC/CSU Course Measure	Percent
2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission	99.32
2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission	72.92

### State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

### California Physical Fitness Test Results (School Year 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

## C. Engagement

### State Priority: Parental Involvement

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

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

### Opportunities for Parental Involvement (School Year 2020-2021)

Parents are key partners along with the staff and students in maintaining an academically challenging rigorous program within a positive school environment. Parents serve on School Site Council/Parent Advisory Committee and volunteer in a variety of ways to enrich the school experience. Communication is open and welcome, and parents are encouraged to become involved with the school and with their children's progress and planning for post-secondary options.

### State Priority: Pupil Engagement

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

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

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

Indicator	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Dropout Rate	0	2	2	2.3	2.5	1.8	9.1	9.6	9
Graduation Rate	97.7	95.9	88.2	95.2	94.3	94.8	82.7	83	84.5

### State Priority: School Climate

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

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

### Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.0	0.0	2.5	2.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

### Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions			
Expulsions			

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

## School Safety Plan (School Year 2020-2021)

The school's Emergency Plan is on file in the Principal's office. Drills are held regularly to prepare staff and students for various kinds of emergency situations, including campus lockdown. 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 Larkspur and Corte Madera. The relationship ensures clear channels of communication and up-to-date information. Crisis counseling can be provided as needed by Tamiscal staff and adjunct support services, such as Bay Area Community Resources. Tamiscal students also access wellness services both on campus and through the Wellness Center at Redwood High School. \*2020-21 Covid safety plan has been established. Tamiscal High School has completed the School Site-Specific Protection Plan with current information related to COVID-19 Protocols and Procedures. The full SSSPP is available for viewing or download at [www.tamdistrict.org](http://www.tamdistrict.org)

All activities are consistent with and will adjust to changing applicable state and local Public Health Orders. A multi-disciplinary Task Force has been established to develop and support this School Site-Specific Protection Plan, who meet regularly to monitor and adjust the plan based on input from all stakeholders.

1. A School Site-Specific Protection Plan outlining the above measures is completed, posted and shared with all stakeholders and updated as state and local Public Health guidance dictates.

Tamiscal High School's Emergency Plan has been updated to comply with current information related to COVID-19 Protocols and Procedures.

### Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
English Language Arts	6	15	1		6	21	2		8	16	3	
Mathematics	5	16			5	20			5	21		
Science	7	9	1		8	11	1		5	12		
Social Science	7	14	1		6	20	2		6	25	3	

\*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.

### Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	147

\*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.

### Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1

Title	Number of FTE* Assigned to School
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

\*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	28494	6960	21534	105955
District	N/A	N/A	13831	\$102,469
Percent Difference - School Site and District	N/A	N/A	43.6	3.3
State	N/A	N/A	\$7,750	\$90,287
Percent Difference - School Site and State	N/A	N/A	94.1	16.0

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

### Types of Services Funded (Fiscal Year 2019-2020)

The district provides funding for certificated teachers and counselors, a certificated administrator and classified support staff. Support staff includes clerical, custodial, and grounds/maintenance personnel. Tamiscal has one Technology support staff member, a college/career specialist and 3 paraeducators on site. We also have a full-time psychologist who provides mental health services to students in the CEC program. An extensive array of supplemental instructional services is provided including 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.

### Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$61,222	\$52,670
Mid-Range Teacher Salary	\$95,488	\$89,660
Highest Teacher Salary	\$116,803	\$112,761
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		\$142,638
Average Principal Salary (High)	\$171,146	\$158,074
Superintendent Salary	\$225,000	\$250,285
Percent of Budget for Teacher Salaries	32.0	32.0
Percent of Budget for Administrative Salaries	4.0	5.0

**Advanced Placement (AP) Courses (School Year 2019-2020)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	1	N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses	1	5.5

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

**Professional Development (Most Recent Three Years)**

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4

The Tamalpais Union High School District annually schedules 2 full-day and two minimum day staff development days during each school year, which is a reduction from prior years due to budgetary constraints, unfortunately limiting the amount of time to collaborate across schools and district departments. At Tamiscal High School, we are focusing on mental health and improvements to teaching and learning. Site-based staff weekly meetings are used for collaboration in instructional teams, all school discussions around site goals, building culture and community and organized around student interventions. We also have a leadership team that meets 1x/month.