Tamalpais High School, Mill Valley, CA
2021 School Accountability Report Card

General Information about the School Accountability Report Card (SARC)

SARC Overview	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 www.cde.ca.gov/ta/ac/sa/ For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2021-22 School Contact Information

School Name	Tamalpais High School, Mill Valley, CA
Street	700 Miller Avenue
City, State, Zip	Mill Valley, CA 94941
Phone Number	(415) 380-3510
Principal	JC Farr, III
Email Address	jcfarr@tamdistrict.org
School Website	https://tamdistrict.org/tamalpais
County-District-School (CDS) Code	21-65482-2133692

2021-22 District Contact Information

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

2021-22 School Overview

Tamalpais High School was opened in 1908 and has a long history of providing an excellent education to generations of young people in Southern Marin. Tam's 1640 students attending the site come from Marin City, Bolinas-Stinson, Mill Valley, and Sausalito. As a member of the the Tamalpais Union High School District, the school 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.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	398
Grade 10	406
Grade 11	427
Grade 12	379
Total Enrollment	1,610

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.1
Male	50.6
American Indian or Alaska Native	0.1
Asian	5.8
Black or African American	3.7
Filipino	0.6
Hispanic or Latino	12.3
Native Hawaiian or Pacific Islander	0.5
Two or More Races	5.4
White	67.8
English Learners	1.6
Foster Youth	0.1
Socioeconomically Disadvantaged	11.4
Students with Disabilities	10.7

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

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	
Unknown	
Total Teaching Positions	

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

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

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

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
Science Laboratory Equipment (grades 9-12)	Adopted in accordance with Curriculum Cycle	Yes	0

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 District Office.

Tamalpais High School is a 26.8 acre campus which has 60 classrooms, a student center (multipurpose room), a library, an administration building, swimming pool, and athletics fields. The original campus was built in 1908. Tamalpais High School recently completed major modernization as part of a $121 million dollar facilities bond measure. Approximately sixty million dollars was spent to remodel classrooms, refurbished the gymnasium, build a performing arts center, and install new athletics fields. During the 2008-09 school year, the campus constructed a new 22 classroom building (Keyser), a new pool, field house, and student drop off area. 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. The Tam High Foundation has finished renovation on the Student Center.

The Director of Maintenance 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.

The four campus supervisors and four 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.

Year and month of the most recent FIT report	9/25/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		X		
Electrical			X	
Restrooms/Fountains: Restrooms, Sinks/ Fountains			X	
Safety: Fire Safety, Hazardous Materials		X		
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
			X

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	420	322	76.67	23.33	76.18
Female	188	148	78.72	21.28	77.55
Male	232	174	75	25	75
American Indian or Alaska Native	0	0	0	0	0
Asian	31	26	83.87	16.13	66.67
Black or African American	19	8	42.11	57.89	--
Filipino	--	--	--	--	--
Hispanic or Latino	51	33	64.71	35.29	69.7
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	39	31	79.49	20.51	83.87
White	277	221	79.78	20.22	77.27
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	38	23	60.53	39.47	47.83
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	60	26	43.33	56.67	46.15

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	420	302	71.90	28.10	62.54
Female	188	138	73.40	26.60	61.31
Male	232	164	70.69	29.31	63.58
American Indian or Alaska Native	0	0	0	0	0
Asian	31	21	67.74	32.26	71.43
Black or African American	19	8	42.11	57.89	--
Filipino	--	--	--	--	--
Hispanic or Latino	51	26	50.98	49.02	46.15
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	39	30	76.92	23.08	56.67
White	277	215	77.62	22.38	65.09
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	38	18	47.37	52.63	56.25
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	60	22	36.67	63.33	33.33

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	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

Student Groups					
Black or African American	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
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	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
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	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
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	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
Black or African American	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
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	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
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	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

Students with Disabilities	N/A	N/A	N/A	N/A	N/A

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	52.61	N/A	56.11	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	376	269	71.54	28.46	52.61
Female	195	143	73.33	26.67	54.23
Male	179	124	69.27	30.73	50.81
American Indian or Alaska Native	--	--	--	--	--
Asian	18	14	77.78	22.22	57.14
Black or African American	14	5	35.71	64.29	--
Filipino	--	--	--	--	--
Hispanic or Latino	37	24	64.86	35.14	45.83
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	28	18	64.29	35.71	55.56
White	271	203	74.91	25.09	53.96
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	43	26	60.47	39.53	38.46
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	36	15	41.67	58.33	20.00

2020-21 Career Technical Education Programs

Tamalpais High School offers a variety of Career Technical Education (CTE) courses through the Applied Technology Department and The Regional Occupational Program (ROP). The Applied Technology Department offers a wide variety of courses that prepare students for the technological expectations of college and the workplace. ROP offers tuition-free occupational training to Marin County residents 16 years of age and over. 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, computer programming, automotive repair, architectural design, construction technology and engineering design.

2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	50
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	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	99.63
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	0

B. Pupil Outcomes

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 area of physical education.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

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
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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 regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

Tamalpais High School encourages parental involvement in a variety of ways. The site is fortunate to partner with active school connected parent led organizations including the Tam High Foundation (THF) with three subsidiary parent-student-teacher organizations (CTE (drama), PATH (art) and THUMB (music)), the Parent Teacher Student Association (PTSA), and a Tam Athletic Boosters organization to support athletics. The Tam High PTSA provides parent education series that features a variety of topics that supports students both academically and socio-emotionally. The Tam High Foundation (THF) provides monetary support in bolstering Tam's academic and extracurricular programs through a grants based application process. Parents also serve on the Site Council, a Parent Advisory Committee, and WASC focus groups. Parent feedback is routinely sought out regarding the progress and direction of the school, on a variety of school committees, and in the hiring interview process for Administrative positions.

C. Engagement	State Priority: Pupil Engagement
	The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):
	• High school dropout rates; • High school graduation rates; and • Chronic Absenteeism

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

Indicator	School 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate	1.6	2.1	0.8	1.8	1.8	1.4	9.0	8.9	9.4
Graduation Rate	97.6	95.7	98.4	94.8	95.8	97.6	84.5	84.2	83.6

2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	381	375	98.4
Female	197	194	98.5
Male	182	179	98.4
American Indian or Alaska Native	--	--	--
Asian	18	18	100.0
Black or African American	14	14	100.0

Filipino	--	--	--
Hispanic or Latino	37	36	97.3
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	15	15	100.0
White	275	270	98.2
English Learners	12	12	100.0
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	73	72	98.6
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	39	38	97.4

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1629	1618	0	0.0
Female	797	793	0	0.0
Male	828	821	0	0.0
American Indian or Alaska Native	3	3	0	0.0
Asian	95	95	0	0.0
Black or African American	61	59	0	0.0
Filipino	10	10	0	0.0
Hispanic or Latino	202	201	0	0.0
Native Hawaiian or Pacific Islander	8	8	0	0.0
Two or More Races	88	88	0	0.0
White	1100	1094	0	0.0
English Learners	30	30	0	0.0
Foster Youth	3	3	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	243	240	0	0.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	192	187	0	0.0

C. Engagement	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

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	3.79	0.18	2.61	0.19	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other 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 other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.49	1.01	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.18	0.00
Female	0.00	0.00
Male	0.36	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.50	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	1.14	0.00
White	0.09	0.00
English Learners	3.33	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.04	0.00

2021-22 School Safety Plan

The school's Emergency Plan is on file in the principal's office and was recently updated in 2021. Practice safety drills are held annually to prepare staff and students for various kinds of emergency situations (fire, lock-down, earthquake). Each classroom has a school disaster pack with food, basic first aid supplies, and equipment. The safety plan is reviewed with staff in detail to support comprehension of safety measures. Tam staff and administration have a strong working relationship with local law enforcement and emergency services in Mill Valley. The relationship ensures clear channels of communication and up-to-date information. Crisis counseling can be provided as needed by Tamalpais staff and adjunct support services, such as Bay Area Community Resources.

The school safety plan has been modified this year to include the School Site Specific Protection Plan (SSSPP) for COVID 19 with strategies and protocols to mitigate the impact of the virus.

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	16	54	
Mathematics	21	29	47	
Science	22	29	53	
Social Science	23	21	61	1

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26	8	59	
Mathematics	25	18	37	7
Science	25	18	53	3
Social Science	26	7	41	4

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	23	19	56	
Mathematics	24	18	43	5
Science	23	21	55	6
Social Science	24	17	55	5

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	322

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	5
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	2.4
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	16087	4281	11806	103582
District	N/A	N/A	12170	106250
Percent Difference - School Site and District	N/A	N/A	-3.0	-2.5
State			$8,444	$92,222
Percent Difference - School Site and State	N/A	N/A	33.2	11.6

2020-21 Types of Services Funded

Title I funds are designated to pay for additional personnel. This year funds were allocated to support our Title I students through an initiative known as the Success Network. The Success Network supports students by creating a support network of Tam personnel in collaboration and partnership with Community Based Organizations. The success network coordinator tracks the data of the success network students, ensuring that a designated members within the network connects with the student to provide additional support (academic, socio-emotional). Title I funds were also used to secure one to one chromebooks for students along with wifi hot-spots to supports students with technology needs outside the classroom. Students were able to take equipment home and access the internet and google classroom, which many teachers use for submission of assignments. The remaining funds are designated for the salary of a part-time instructional assistant who supports our English Language Learners, as well as an AVID coordinator to support the successful implementation of the AVID program. This person supports EL students in self-contained and mainstream courses.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$62,752	$54,687
Mid-Range Teacher Salary	$97,874	$92,222
Highest Teacher Salary	$119,723	$114,208
Average Principal Salary (Elementary)	$0	$143,647
Average Principal Salary (Middle)	$0	$145,785
Average Principal Salary (High)	$176,207	$162,322
Superintendent Salary	$230,625	$258,950
Percent of Budget for Teacher Salaries	32%	32%
Percent of Budget for Administrative Salaries	4%	5%

2020-21 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	40.7

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	4
English	19
Fine and Performing Arts	5
Foreign Language	4
Mathematics	6
Science	9
Social Science	6
Total AP Courses Offered	53

Professional Development

The Tamalpais Union High School District annually schedules two full-day and two minimum day staff development days during each school year. These days are instituted to support the schools vision of college readiness for ALL student. Throughout the district, there has been a concerted effort to focus on Equity. The focus on Equity supports the districts mission to ensure that all students learn at high levels. District department professional development has focused on changes within the curriculum, ensuring that common core standards are adhered to. District days has also explored culturally relevant teaching, seeking to develop the skills needed to meet the needs of all students. Teachers in the district have collaborated to define specific learning outcomes for their courses of study, and have developed protocols to review student work and their teaching practices. At Tamalpais High School, the site level professional development have multiple purposes; portions of the days are used to explore race and racial consciousness, develop the mindset of culturally relevant instruction, investigate personal culture and implications for the classroom, to reflect on the way we think about our students and communicate expectations, articulate with feeder schools, discuss student performance, design lesson plans and units of study, and discuss school-wide issues. In addition, administrators, counselors, and teachers participate in numerous other staff development opportunities each school year.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	3	8	3

Tamalpais Union High School District (TUHSD)
2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview

On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

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

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1347	1049	77.88	22.12	77.85
Female	622	493	79.26	20.74	82.41
Male	719	552	76.77	23.23	73.64
American Indian or Alaska Native	--	--	--	--	--
Asian	73	62	84.93	15.07	78.33
Black or African American	30	15	50.00	50.00	53.33
Filipino	--	--	--	--	--
Hispanic or Latino	180	117	65.00	35.00	68.38
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	101	78	77.23	22.77	88.31
White	950	767	80.74	19.26	78.66
English Learners	22	12	54.55	45.45	8.33
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	132	75	56.82	43.18	58.11
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	190	86	45.26	54.74	52.94

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1347	994	73.79	26.21	62.39
Female	622	465	74.76	25.24	64.79
Male	719	525	73.02	26.98	59.96
American Indian or Alaska Native	--	--	--	--	--
Asian	73	55	75.34	24.66	80.00
Black or African American	30	15	50.00	50.00	26.67
Filipino	--	--	--	--	--
Hispanic or Latino	180	105	58.33	41.67	53.33
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	101	78	77.23	22.77	70.13
White	950	731	76.95		62.45
English Learners	22	7	31.82	68.18	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	132	63	47.73	52.27	43.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	190	78	41.05	58.95	25.97