

Tamiscal Alternative High School

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	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
School Website	https://www.tamdistrict.org/tamiscal
County-District-School (CDS) Code	21-65482-2130078

2021-22 District Contact Information

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

2021-22 School Overview

Tamiscal High School is one of five high schools in the Tamalpais Union High School District (TUHSD). Tamiscal has an enrollment cap of 140 students across its distinct programs (independent study, Pathways & the Counseling Enriched Classroom), and as of Spring 2021 there are 120 students enrolled at Tamiscal. Tamiscal is located in the community of Larkspur. Students come from several southern Marin County communities that feed into the Tam District including: Belvedere, Bolinas, Corte Madera, Fairfax, Greenbrae, Kentfield, Lagunitas, Larkspur, Marin City, Mill Valley, Nicasio, Ross, San Anselmo, the San Geronimo Valley, Sausalito, Stinson Beach, Muir Woods, Muir Beach and Tiburon. These communities form ten feeder districts.

Tamiscal holds the same high academic standards as other district schools, has the same graduation requirements and uses the same board-approved courses of study. Tamiscal's independent study program is the largest of the 3 programs on campus, serving at a maximum, 78 students from across all 4 grade levels. Students in the independent study program meet 1-2 hours/week/academic course and also complete 5 hours/course/week of independent work either at home or on campus in Tamiscal's computer lab. Students meet with a Core teacher 1 hour per week in one-on-one or in pairs to learn English and social studies content. Additionally, we offer science, math, Spanish, art, and other electives in small groups where classes do not exceed 15 students. This is truly a personalized learning environment where all students can excel. Students who are best served through independent study are motivated and can effectively manage their time with less classes/week and less structure. Students are attracted to Tamiscal's independent study program due to personal, professional, medical, and academic needs warrant a more flexible and personalized approach to their education. Entrance into Tamiscal's IS program is through referral from the comprehensive home school (i.e. Archie Williams, Tam, or Redwood).

Tamiscal's Pathways program is open to all TUHSD seniors across the district and admittance to the program is through application and stratified lottery process. It provides a flexible schedule that enables students to complete their remaining high school graduation requirements while enrolling in College of Marin courses and/or ROP courses as well as an internship in the field of their choice. By enrolling in community college courses and participating in an internship, students have the opportunity to gain real-world experience, explore their passions, and "make real" the post-graduation opportunities that are available to them. Through the identification of areas of interest, enrollment in College of Marin courses, and placement in an internship, students see the connection between the world of work and the education necessary to achieve that goal. The program has significantly impacted students by helping them to envision a future for themselves and giving them the tools to successfully transition from high school to college and the world of work. Pathways has 2 cohorts of 25 12th grade students each, totaling

2021-22 School Overview

50 students served district-wide, team-taught by 2 Tamiscal teachers.

The Counseling Enriched Classroom (CEC) at Tamiscal Independent High School is a structured and nurturing environment that aims to encourage high academic achievement combined with social-emotional wellness in a small, personalized setting. Students are admitted via their IEP (individualized education plan) and must qualify for these services through special education. Tamiscal's CEC is an inclusive environment with a resource teacher, full-time psychologist and push in math/science support. Most of the academics are taught/learned using online college prep courseware. Our program helps students develop the emotional, social, and academic skills necessary to succeed in the general education environment, workplace, and postsecondary education environments.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	4
Grade 10	24
Grade 11	26
Grade 12	62
Total Enrollment	116

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	62.9
Male	37.1
Asian	6
Black or African American	0.9
Hispanic or Latino	16.4
Two or More Races	3.4
White	69
English Learners	0.9
Socioeconomically Disadvantaged	10.3
Students with Disabilities	26.7

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 are 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 number 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.

The school site is also conducting equity audits to ensure a diverse representation of voices, perspectives, genders, ethnicities, races, and sexual orientations, in line with board policies and expectations. The district also recently formed a committee to revise our 9th-grade social studies curriculum to include an ethnic studies course requirement to be implemented in fall 2023.

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 with regular cleaning and annual inspections of the conditions of district facilities. The district is conducting a facilities master plan (FMP) process with a range of stakeholder input and associated bond measures. If supported, funded, there is a desire to replace all buildings on Tamiscal's campus in the next 3-5 years. 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 online Maintenance Work Order system has been implemented to report and monitor the status of maintenance requests.

During the COVID pandemic, all filters in the HVAC system were upgraded and replaced, and portable air filtration systems were placed in every classroom/office. Student desks and collaborative spaces were upgraded in rooms 2, 4, 7 and in the main office in the summers of 2020 and 2021. New floors were laid in rooms 1, 6 and 7 in summer 2020. A new science lab with upgraded chemical storage, fume hood, gas, lights, plumbing, paint, floor, and furniture was completed in summer 2020 to accommodate new graduation requirements of chemistry in line with next-generation science standards. In the fall of 2017, 2 new portables were added to the Tamiscal campus which currently house our Pathways and CEC programs. Additionally, a larger space for our special education classroom was created by merging 2 smaller offices together. The entire campus was painted during the summer of 2018, and new signs were placed to identify restrooms and classrooms, including all-gender restrooms. The district has video surveillance cameras and 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

9/26/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			New hydronic boiler installed to serve the Ruby Scott Gymnasium
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		New fence installed on the west side of the campus along Homestead

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	27	17	62.96	37.04	70.59
Female	19	12	63.16	36.84	83.33
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	20	12	60	40	58.33
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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	27	16	59.26	40.74	37.50
Female	19	12	63.16	36.84	41.67
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	20	11	55.00	45.00	18.18
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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

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
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*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	38.30	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	61	47	77.05	22.95	38.30
Female	39	28	71.79	28.21	39.29
Male	22	19	86.36	13.64	36.84
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	12	7	58.33	41.67	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	37	30	81.08	18.92	30.00
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	14	11	78.57	21.43	36.36

2020-21 Career Technical Education Programs

Tamisal encourages and provides institutional support for students to participate in work experience activities. 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. Tamisal 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 future career aspirations. The CEC students receive direct support from the Marin County Office of Education (MCOE) school-to-career liaison.

2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	3
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	100
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

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. Our Tamiscal Alternative School Foundation, (TASF) provides support for a variety of school programs and activities which contribute to academic programs in the school. 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.

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	2.0	1.2	3.0	1.8	1.8	1.4	9.0	8.9	9.4
Graduation Rate	88.2	93.8	92.4	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	66	61	92.4
Female	40	39	97.5
Male	26	22	84.6
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	--	--	--
Filipino	0	0	0.00
Hispanic or Latino	12	12	100.0

Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	41	37	90.2
English Learners	0.0	0.0	0.0
Foster Youth	0.0	0.0	0.0
Homeless	0.0	0.0	0.0
Socioeconomically Disadvantaged	16	15	93.8
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	14	14	100.0

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	124	121	0	0.0
Female	75	75	0	0.0
Male	49	46	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	7	7	0	0.0
Black or African American	1	1	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	20	20	0	0.0
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	5	4	0	0.0
White	85	83	0	0.0
English Learners	1	1	0	0.0
Foster Youth	0	0	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	17	17	0	0.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	35	35	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	0.00	0.00	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	0.00	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	0.00	0.00
Female	0.00	0.00
Male	0.00	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	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	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	0.00	0.00

2021-22 School Safety Plan

Tamiscal has a history of very low discipline issues and a positive and safe school environment. According to Youth Truth data collected in October of 2021, with 90% of students responding, only 1% of students reported YES to being bullied or harassed on campus that school year. Tamiscal is in the 94th percentile nationally for parents/guardians reporting their families believe this school is a safe place for students (Youth Truth, 2021). Staff report students are safe from violence at our school (97th percentile nationally, Youth Truth 2021). Additionally, staff report the school's policies are administered fairly and consistently (93rd percentile nationally, Youth Truth, 2021). Tamiscal is also above national and state medians in reporting they agree or strongly agree they feel comfortable talking about their religious beliefs (67%), sexual orientation (68%), disability status (67%), gender identity (73%), race and ethnicity (79%), and where their family is from (84%) (Youth Truth, 2021). Tamiscal has reported zero suspensions/year consistently for many years. We attribute this to our small close-knit community, positive teacher-student relationships, school culture, and restorative approaches to behavior management.

The school's Site Safety Plan is on file in the Principal's office and posted on the website. 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. Wellness support is also available to students Friday's on campus. A Confidential Tip Line records information and allows staff to follow up on these anonymous tips. The *2021-22 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.

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	6	21	2	
Mathematics	5	20		
Science	8	11	1	
Social Science	6	20	2	

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	8	16	3	
Mathematics	5	21		
Science	5	12		
Social Science	6	25	3	

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	8	13	1	
Mathematics	7	14		
Science	7	13		
Social Science	8	15	1	

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	116

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)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	1
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	23272	6786	16486	107609
District	N/A	N/A	12170	106250
Percent Difference - School Site and District	N/A	N/A	30.1	1.3
State			\$8,444	\$92,222
Percent Difference - School Site and State	N/A	N/A	64.5	15.4

2020-21 Types of Services Funded

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.

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

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	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered	0

Professional Development

The Tamalpais Union High School District annually schedules 2 full-day and two minimum day staff development days during each school year for collaboration and professional development at the school site. At Tamiscal High School, we are focusing equity, wellness and social-emotional support, and improvements to teaching and learning. Site-based staff weekly meetings are used for collaboration in instructional teams. We also have a leadership team that meets 1x/month and optional staff development on Friday mornings with the support of an instructional coach. The district also offers curriculum-related support through district content-based task forces in math, science, English and social studies.

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	4	4	

Tamalpais Union High School District 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 Student 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
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