

Tamalpais High School, Mill Valley, CA

2021-2022 School Accountability Report Card

(Published During the 2022-2023 School Year)

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 <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



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

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.

2022-23 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) 380-3511
Principal	Dr. JC Farr, III
Email Address	jcfarr@tamdistrict.org
School Website	https://tamdistrict.org/tamalpais
County-District-School (CDS) Code	21-65482-2133692

2022-23 District Contact Information

District Name	Tamalpais Union High School District (TUHSD)
Phone Number	(415) 945-1021
Superintendent	Dr. Tara Taupier
Email Address	ttaupier@tamdistrict.org
District Website Address	www.tamdistrict.org

2022-23 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 1539 students attending the site come from various cities including Marin City, Bolinas-Stinson, Mill Valley, and Sausalito. As a member of 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

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	439
Grade 10	399
Grade 11	387
Grade 12	419
Total Enrollment	1,644

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.5
Male	53.4
American Indian or Alaska Native	0.2
Asian	5.4
Black or African American	3.7
Filipino	0.4
Hispanic or Latino	11.5
Native Hawaiian or Pacific Islander	0.3
Two or More Races	7.4
White	67.7
English Learners	1.9
Foster Youth	0.2
Homeless	0.0
Migrant	0.0
Socioeconomically Disadvantaged	10.7
Students with Disabilities	12.0

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	73.20	90.92	231.10	86.46	228366.10	83.12
Intern Credential Holders Properly Assigned	1.10	1.48	2.60	0.97	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.80	3.55	13.50	5.06	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.10	0.21	3.20	1.22	12115.80	4.41
Unknown	3.00	3.81	16.70	6.28	18854.30	6.86
Total Teaching Positions	80.60	100.00	267.30	100.00	274759.10	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
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						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	2.80	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	2.80	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.10	
Total Out-of-Field Teachers	0.10	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	4.90	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.60	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The district uses a curriculum review and development process that ensures all district curriculum is updated 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 to be utilized in classrooms. Students have one to one access to these technological devices throughout the school day.

Year and month in which the data were collected

12/21

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 District has conducted Facilities Master Planning, gathering input from multiple stakeholders regarding future facilities plans. The Tam High Foundation has recently finished renovation on the Student Center and funds facility related requests in collaboration with the Tam High Administration.

School Facility Conditions and Planned Improvements

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

1/25/2023

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	

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).
4. **College and Career Ready**
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.

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 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 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 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	79	N/A	76	N/A	47
Mathematics (grades 3-8 and 11)	N/A	60	N/A	59	N/A	33

2021-22 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.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	376	268	71.28	28.72	78.73
Female	188	132	70.21	29.79	80.30
Male	188	136	72.34	27.66	77.21
American Indian or Alaska Native	--	--	--	--	--
Asian	19	17	89.47	10.53	58.82
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	48	32	66.67	33.33	68.75
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	34	26	76.47	23.53	80.77
White	261	184	70.50	29.50	83.15
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	41	25	60.98	39.02	44.00
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	39	20	51.28	48.72	40.00

2021-22 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.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	376	243	64.63	35.37	59.67
Female	188	117	62.23	37.77	54.70
Male	188	126	67.02	32.98	64.29
American Indian or Alaska Native	--	--	--	--	--
Asian	19	16	84.21	15.79	43.75
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	48	27	56.25	43.75	33.33
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	34	24	70.59	29.41	62.50
White	261	168	64.37	35.63	66.07
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	41	20	48.78	51.22	25.00
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	39	21	53.85	46.15	28.57

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	52.61	59.44	56.11	61.04	28.5	29.47

2021-22 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. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	414	286	69.08	30.92	59.44
Female	183	128	69.95	30.05	57.03
Male	231	158	68.4	31.6	61.39
American Indian or Alaska Native	0	0	0	0	0
Asian	31	20	64.52	35.48	45
Black or African American	18	13	72.22	27.78	15.38
Filipino	--	--	--	--	--
Hispanic or Latino	46	27	58.7	41.3	40.74
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	40	27	67.5	32.5	70.37
White	276	197	71.38	28.62	64.97
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	42	28	66.67	33.33	28.57
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	61	25	40.98	59.02	28

2021-22 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, computer science principles, automotive repair/technology, architectural design, construction technology and engineering design.

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	78
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
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	99.94
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	79.05

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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	228	418	418	418	421

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.

2022-23 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 PTSA provides parents with meaningful opportunities to volunteer on campus to assist in the implementation of various events. The Tam High Foundation (THF) provides monetary support in bolstering Tam's academic and extracurricular programs through a grants based application process. Elected 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. Parents are engaged in every level of schooling, from school climate, to data-informed decision making. Tam High recognizes the importance of parent engagement and parent contributions to the positive experiences of both students and staff.

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 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		2.1	1		1.8	0.9		8.9	7.8
Graduation Rate		95.7	98.8		95.8	98.1		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 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	417	412	98.8
Female	187	186	99.5
Male	230	226	98.3
American Indian or Alaska Native	0	0	0.0
Asian	32	31	96.9
Black or African American	19	19	100.0
Filipino	--	--	--
Hispanic or Latino	47	46	97.9
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	22	22	100.0
White	277	274	98.9
English Learners	13	11	84.6
Foster Youth	0	0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	63	60	95.2
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	63	63	100.0

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1676	1661	247	14.9
Female	779	770	117	15.2
Male	896	890	130	14.6
American Indian or Alaska Native	5	4	1	25.0
Asian	91	90	14	15.6
Black or African American	62	62	19	30.6
Filipino	6	6	2	33.3
Hispanic or Latino	197	194	43	22.2
Native Hawaiian or Pacific Islander	5	5	1	20.0
Two or More Races	140	136	19	14.0
White	1152	1146	145	12.7
English Learners	32	31	8	25.8
Foster Youth	4	4	2	50.0
Homeless	2	2	0	0.0
Socioeconomically Disadvantaged	201	198	65	32.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	216	214	54	25.2

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 February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 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

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.18	0.54	0.19	0.81	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.54	0.00
Female	0.39	0.00
Male	0.67	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	0.51	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.71	0.00
White	0.61	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.50	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.46	0.00

2022-23 School Safety Plan

The school's Emergency Plan is on file in the principal's office and was recently updated in 2022-23. 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 was modified during the 2021 school year to include the School Site Specific Protection Plan (SSSPP) for COVID 19 with strategies and protocols to mitigate the impact of the virus. As the pandemic has continued to impact school, Tam had adapted to protocols recommended by the Marin Health Services.

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

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	22	24	50	6
Mathematics	21	30	43	5
Science	22	26	49	8
Social Science	22	26	52	10

2021-22 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	283.45

2021-22 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)	5.8
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	2.0
Social Worker	
Nurse	1.0
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.2

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher 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	17,535.91	5,548.39	11,987.52	107160
District	N/A	N/A	12,304.36	\$107,908
Percent Difference - School Site and District	N/A	N/A	-2.6	-0.7
State	N/A	N/A	\$6,594	\$94,126
Percent Difference - School Site and State	N/A	N/A	58.1	13.0

2021-22 Types of Services Funded

Title I funds are designated to pay for additional personnel specifically with Title 1 students. This year the district experienced an audit which helped to ensure funds were allocated to strictly support 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.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	\$64,006	\$55,947
Mid-Range Teacher Salary	\$99,832	\$90,080
Highest Teacher Salary	\$122,117	\$117,121
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		\$146,364
Average Principal Salary (High)	\$180,550	\$164,633
Superintendent Salary	\$230,625	\$261,984
Percent of Budget for Teacher Salaries	33%	31%
Percent of Budget for Administrative Salaries	4%	5%

2021-22 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	39.4
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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	6
English	20
Fine and Performing Arts	7
Foreign Language	4
Mathematics	8
Science	9
Social Science	5
Total AP Courses Offered Where there are student course enrollments of at least one student.	59

Professional Development

The Tamalpais Union High School District annually schedules two full-day and two minimum day staff development days during each school year. Teachers are also compensated for 7 hours of professional development to complete at their discretion. These days are instituted to support the schools vision of college readiness for ALL student. TUHSD is committed to building district capacity around pedagogical practices that support all learners. We believe professional growth is an ongoing process necessary for educators throughout their career.

The focus of district PD will be to meet our TUHSD Equity Vision and Non-negotiables, our LCAP Goals, our Racial Equity Board Policy and our newly adopted Tam4Ward Plan which focuses on practices, beliefs, and behaviors:

- to cultivate resilience, independence, and social-emotional growth in all students (Multi-Tiered System of Support Blueprint, 2020).
- to provide consistent and aligned systems of support across TUHSD schools.
- to ensure all students receive research-based high impact instructional practices using the resources found in the Instructional Toolkit.
- to create accountability for each school to place intervention support as a top priority and build a community where trauma is met with compassion and each individual feels safe, valued, and known.

Throughout the district, there has been a concerted effort to focus on Educational Equity. The focus on Educational 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	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	8	4	4