

Tamiscal Alternative High School

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	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

2022-23 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

2022-23 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 2022 there are 137 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, 73 students from across all four 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 one-on-one or in pairs to learn English and social studies content. Additionally, we offer science, math, Spanish, art, AVID, 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. Students are attracted to Tamiscal's independent study program due to personal, professional, medical, and academic needs warranting 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

2022-23 School Overview

transition from high school to college and the world of work. Pathways has 2 cohorts of 25 12th-grade students each, totaling 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 and more and more students are pushing out into group classes in the general education setting. 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

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	10
Grade 10	14
Grade 11	26
Grade 12	69
Total Enrollment	119

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	60.5
Male	38.7
American Indian or Alaska Native	0.0
Asian	5.9
Black or African American	0.8
Filipino	0.8
Hispanic or Latino	15.1
Native Hawaiian or Pacific Islander	0.8
Two or More Races	5.0
White	70.6
English Learners	1.7
Foster Youth	0.0
Homeless	0.0
Migrant	0.0
Socioeconomically Disadvantaged	8.4
Students with Disabilities	21.0

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)	5.60	55.00	231.10	86.46	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	2.60	0.97	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	13.50	5.06	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.40	24.20	3.20	1.22	12115.80	4.41
Unknown	2.10	20.70	16.70	6.28	18854.30	6.86
Total Teaching Positions	10.20	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	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.00	

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	2.40	
Total Out-of-Field Teachers	2.40	

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)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

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 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 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 2020, we adopted 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. Recent upgrades from 2020 to present include new and staff and student desks in rooms 1, 2, 4, 7 and in the main office; a new special education office; new flooring in room 1, 6 and 7; A new science lab with upgraded chemical storage, fume hood, gas, lights, plumbing, paint, floor, and furniture and a new office for our wellness coordinator. Looking back further, In the fall of 2017, 2 new portables were added to the Tamiscal campus which currently house our Pathways and CEC programs. 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

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	Buildings are decades old and in need of replacement. Many leaks were identified during recent rainfall.
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	75	N/A	76	N/A	47
Mathematics (grades 3-8 and 11)	N/A	25	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	33	20	60.61	39.39	75.00
Female	23	14	60.87	39.13	78.57
Male	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0.00	0.00	0.00
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	23	15	65.22	34.78	80.00
English Learners	0	0	0.00	0.00	0.00
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	--	--	--	--	--

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	33	20	60.61	39.39	25.00
Female	23	13	56.52	43.48	15.38
Male	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0.00	0.00	0.00
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	23	15	65.22	34.78	33.33
English Learners	0	0	0.00	0.00	0.00
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	--	--	--	--	--

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)	38.3	51.72	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	65	58	89.23	10.77	51.72
Female	38	32	84.21	15.79	50
Male	27	26	96.3	3.7	53.85
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	47	41	87.23	12.77	48.78
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	--	--	--	--	--

2021-22 Career Technical Education Programs

Tamiscal encourages and provides institutional support for students to participate in work experience activities. Students in Tamiscal's Pathways program use internships, work experience, ROP, and college classes to prepare them for future career aspirations. The district funds an internship coordinator that all district students can access to support career experience while in high school, and students in Tamiscal's CEC program receive direct support from the Marin County Office of Education (MCOE) school-to-career liaison.

2021-22 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
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	100.00
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	77.78

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	0	0	0	0	0

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

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 that 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 via junior and senior nights and personal family conferences.

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		1.2	0		1.8	0.9		8.9	7.8
Graduation Rate		93.8	97.1		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	70	68	97.1
Female	42	41	97.6
Male	28	27	96.4
American Indian or Alaska Native	0	0	0.0
Asian	--	--	--
Black or African American	0	0	0.0
Filipino	--	--	--
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	--	--	--
White	52	50	96.2
English Learners	0	0	0.0
Foster Youth	0	0	0.0
Homeless	0	0	0.0
Socioeconomically Disadvantaged	--	--	--
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	12	12	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	144	142	6	4.2
Female	90	88	4	4.5
Male	53	53	2	3.8
American Indian or Alaska Native	1	1	0	0.0
Asian	7	7	0	0.0
Black or African American	2	2	0	0.0
Filipino	2	1	0	0.0
Hispanic or Latino	19	19	1	5.3
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	12	12	0	0.0
White	100	99	5	5.1
English Learners	2	2	0	0.0
Foster Youth	0	0	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	11	11	1	9.1
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	34	34	2	5.9

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	0.00	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	0.00	0.00	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	0.00	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

2022-23 School Safety Plan

Tamiscal has a history of very low discipline issues and a positive and safe school environment. 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. According to Youth Truth data collected in October of 2022, Tamiscal is in the 89th percentile nationally for students reporting that discipline is fair, and 96th percentile for students reporting feeling safe at school. Students report in the 97th percentile or higher for staff respecting students of different religions, sexual orientations, races, gender identities, income levels, and countries of origin.

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 lockdowns. 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. Communication has been enhanced this year with the use of the Share911 app which increases the ease and timeliness of reporting emergencies to the authorities and others on campus.

Tamiscal students access mental health and wellness services on campus via a .5 wellness coordinator, .8 counselor, and BACR therapist 2 days/week. A Confidential Tip Line records information and allows staff to follow up on these anonymous tips and an online racial equity form to report incidents of discrimination or hate violence at our school or in our community. 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.

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	

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	9	12	2	
Mathematics	5	16		
Science	5	13		
Social Science	7	18	1	

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	119

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

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	25,961.46	8,437.01	17,524.45	114878
District	N/A	N/A	12,304.36	\$107,908
Percent Difference - School Site and District	N/A	N/A	35.0	6.3
State	N/A	N/A	\$6,594	\$94,126
Percent Difference - School Site and State	N/A	N/A	90.6	19.9

2021-22 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 4 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, in addition to our wellness coordinator and school counselor. We also have a part-time intervention coordinator and AVID teacher on site for supplemental academic support.

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	0
--	---

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 Where there are student course enrollments of at least one student.	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 on instruction, equity, and continuous improvement processes. Site-based staff weekly meetings are used for collaboration in instructional teams and student intervention meetings. We also have a leadership team that meets weekly and optional staff development on Friday mornings with the support of our teacher leaders and 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	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	