

# Tamiscal Alternative High School

## School Accountability Report Card

### Reported Using Data from the 2018-19 School Year

#### Published During 2019-20

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, 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 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).

#### **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.

## **About This School**

### **School Contact Information (School Year 2019-20)**

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

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

### School Description and Mission Statement (School Year 2019-20)

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

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

Our Vision: As life-long learners our students:

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

### Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
<b>Grade 9</b>	8
<b>Grade 10</b>	21
<b>Grade 11</b>	50
<b>Grade 12</b>	45
<b>Total Enrollment</b>	124

## Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.8
Asian	4
Filipino	1.6
Hispanic or Latino	12.9
White	75.8
Two or More Races	0.8
Socioeconomically Disadvantaged	6.5
Students with Disabilities	25
Homeless	

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

### Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	14	14	14	
Without Full Credential	0	0	0	
Teaching Outside Subject Area of Competence (with full credential)	0	0	1	

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	1
Total Teacher Misassignments*	0	0	1
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: 12/19

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

The district's textbook and instructional materials purchase process assure that student enrollments, by course, are used to determine the numbers of copies of books to order so that each student has his/her own materials to use at school and at home. Instructional materials are selected after courses of study are reviewed and updated, to ensure that they are aligned with the state content and performance standards for that course. The district also has established a standard equipment list for all science classes to ensure that each science lab is equitably equipped with the necessary laboratory equipment. In the fall of 2018 we adopted new Government and US History textbooks. In the fall of 2019, we piloted science textbooks aligned to the new NGSS standards.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Adopted in accordance with Curriculum Cycle	Yes	0
Mathematics	Adopted in accordance with Curriculum Cycle	Yes	0
Science	Under review	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)	Under review	Yes	0

## School Facility Conditions and Planned Improvements (Most Recent Year)

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The District makes considerable efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a school facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the at the district office.

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

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

The Director of Maintenance has established a regular standard for cleaning all district facilities. A custodial staff with assigned routes cleans and maintains all campus areas on a regular basis. Classrooms, offices and restrooms are cleaned every day. An on-line Maintenance Work Order system has been implemented to report and monitor status of maintenance requests.

The District participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis to assist school districts with expenditures for major repair or replacement of existing school building components. Roofing, plumbing, paving, heating, painting are typical projects funded in this manner. The district's five-year deferred maintenance plan is available from the Director of Maintenance and Operations.

An administrator is on duty supervising the campus before, during, and after school. They routinely monitor the entire campus. The school has a system for visitor check-in with signs posted to direct the public to the office. Procedures are in place to handle unauthorized access during the school day. The entire campus was painted during the summer of 2018, and new signs were placed to identify restrooms and classrooms.

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

### School Facility Good Repair Status (Most Recent Year)

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

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

**Year and month of the most recent FIT report:** 01/27/2020

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

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

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

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	66	64	72	72	50	50
Mathematics (grades 3-8 and 11)	38	35	56	58	38	39

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

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

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	59	56	94.92	5.08	64.29
Male	19	18	94.74	5.26	55.56
Female	40	38	95.00	5.00	68.42
Black or African American					
American Indian or Alaska Native					
Filipino					
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander					
White	48	45	93.75	6.25	71.11
Two or More Races					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Socioeconomically Disadvantaged	--	--	--	--	--
English Learners	--	--	--	--	--
Students with Disabilities	14	13	92.86	7.14	30.77
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

Note: 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.

Note: 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.

Note: 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 Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	59	55	93.22	6.78	34.55
Male	19	18	94.74	5.26	27.78
Female	40	37	92.50	7.50	37.84
Black or African American					
American Indian or Alaska Native					
Filipino					
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander					
White	48	44	91.67	8.33	40.91
Two or More Races					
Socioeconomically Disadvantaged	--	--	--	--	--
English Learners	--	--	--	--	--
Students with Disabilities	14	12	85.71	14.29	8.33
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					



Note: 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.

Note: 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.

Note: 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 Test Results in Science for All Students  
Grades Five, Eight, and Ten  
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

**Career Technical Education Programs (School Year 2018-19)**

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

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

**Career Technical Education Participation (School Year 2018-19)**

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

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

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	99.19
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	74

### State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

#### California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5			

Note: 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.

### C. Engagement

#### State Priority: Parental Involvement

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

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

#### Opportunities for Parental Involvement (School Year 2019-20)

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

#### State Priority: Pupil Engagement

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

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

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

Indicator	School 2015-16	School 2016-17	School 2017-18	District 2015-16	District 2016-17	District 2017-18	State 2015-16	State 2016-17	State 2017-18
Dropout Rate	2	0	2	2.6	2.3	2.5	9.7	9.1	9.6
Graduation Rate	98	97.7	95.9	96.1	95.2	94.3	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

## 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

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
<b>Suspensions</b>	0.0	0.0	0.0	2.5	2.5	2.6	3.6	3.5	3.5
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

### School Safety Plan (School Year 2019-20)

The school's Emergency Plan is on file in the Principal's office. Drills are held regularly to prepare staff and students for various kinds of emergency situations, including campus lockdown. Each classroom has a school disaster pack with food, basic first aid supplies, and equipment. The school has a strong working relationship with local law enforcement and emergency services in both Larkspur and Corte Madera. The relationship ensures clear channels of communication and up-to-date information. Crisis counseling can be provided as needed by Tamiscal staff and adjunct support services, such as Bay Area Community Resources. Tamiscal students also access wellness services both on campus and through the Wellness Center at Redwood High School.

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

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+
<b>English</b>	8	14	1		6	15	1		6	21	2	
<b>Mathematics</b>	7	13			5	16			5	20		
<b>Science</b>	14	3	1		7	9	1		8	11	1	
<b>Social Science</b>	7	14	1		7	14	1		6	20	2	

\*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
<b>Academic Counselors*</b>	155.0

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

### Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	.8
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (Paraprofessional)</b>	

Title	Number of FTE* Assigned to School
Psychologist	1.0
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	33,983.00	8557.00	25426.00	105955
District	N/A	N/A	13725.00	\$100,859.00
Percent Difference - School Site and District	N/A	N/A	59.8	4.9
State	N/A	N/A	\$7,506.64	\$88,538.00
Percent Difference - School Site and State	N/A	N/A	108.8	17.9

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

### Types of Services Funded (Fiscal Year 2018-19)

The district provides funding for certificated teachers and counselors, a certificated administrator and classified support staff. Support staff includes clerical, custodial, and grounds/maintenance personnel. Tamiscal has one Technology support staff member, a college/career specialist and 3 paraeducators on site. We also have a full-time psychologist who provides mental health services to students in the CEC program. An extensive array of supplemental instructional services is provided including short term workshops and one-to-one assistance on assessments required for graduation. The district contracts with community agencies to provide extra drug/alcohol and mental health counseling.

### Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$60,316	\$52,466
Mid-Range Teacher Salary	\$94,077	\$87,373
Highest Teacher Salary	\$115,075	\$109,803
Average Principal Salary (Elementary)	\$0	\$
Average Principal Salary (Middle)	\$0	\$142,025
Average Principal Salary (High)	\$166,747	\$153,904
Superintendent Salary	\$231,750	\$241,221
Percent of Budget for Teacher Salaries	35%	33%
Percent of Budget for Administrative Salaries	4%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

### Advanced Placement (AP) Courses (School Year 2018-19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	3	N/A
Fine and Performing Arts	1	N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses	4	7.3

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

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

### Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	6	4	4

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