

Archie Williams 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	Archie Williams High School
Street	1327 Sir Francis Drake Blvd.
City, State, Zip	San Anselmo, CA 94960
Phone Number	(415) 458-3400
Principal	LaSandra White
Email Address	lwhite@tamdistrict.org
School Website	https://www.tamdistrict.org/archiewilliams
County-District-School (CDS) Code	21-65482-2131340

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

Archie Williams High School is a comprehensive high school with a broad spectrum of curricular choices to prepare students for post high school plans including attending a university, preparing for a career, success in the workplace and informed civic participation. The educational experience strives to personalize students' learning, engage and challenge students in critical thinking to prepare them for university work and provide both academic and emotional support for all students. Our vision statement is: Archie Williams High School ensures an inclusive, supportive, and safe environment so all students, especially those from marginalized groups, achieve at high levels socially and academically.

Opened in 1951 with the name Sir Francis Drake High School is the second school opened in the Tamalpais Union High School District. The current enrollment is 1250, which allows for a strong commitment to meet the learning needs of all our students. The school population comes from several communities in the Ross Valley and West Marin.

One of the main elements of Archie Williams is the Small Learning Communities, established for all 9th/10th grade students. Core academic teachers in these communities work together to plan instruction that is rigorous and relevant to meet students' needs. The Small Learning Communities are built around the values of personalization, collaboration, academic rigor and integrated project-based learning. Archie Williams also offers Academies for eleventh and twelfth grade students choosing deeper courses of study in specific areas such as communications, environmental studies and an experiential learning model.

We also offer a wide variety of elective programs for students to participate in. The school offers both variety and upper division courses for on-going study and skill development within one field. Advanced Placement Courses are offered in mathematics, social studies, English, science, Spanish and the arts. There are over eighteen courses offered for students in Advanced Placement and Honors level course work.

Over the past 15 years, Archie Williams has been recognized for several honorary distinctions, including the California Distinguished Schools Award in 1999, 2005 and 2009 and a California Gold Ribbon School in 2017, acknowledging our Wellness Program. Several of the academies have also been recognized by the Golden Bell Awards. Both these distinctions recognize the high level of academic performance and ongoing commitment to student achievement.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	291
Grade 10	329
Grade 11	314
Grade 12	341
Total Enrollment	1,275

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.5
Male	52.4
American Indian or Alaska Native	0.0
Asian	2.4
Black or African American	0.3
Filipino	0.4
Hispanic or Latino	13.3
Native Hawaiian or Pacific Islander	0.2
Two or More Races	5.7
White	75.0
English Learners	2.0
Foster Youth	0.1
Homeless	0.1
Migrant	0.0
Socioeconomically Disadvantaged	11.4
Students with Disabilities	14.1

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)	58.60	84.51	231.10	86.46	228366.10	83.12
Intern Credential Holders Properly Assigned	0.40	0.58	2.60	0.97	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4.90	7.06	13.50	5.06	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	3.20	1.22	12115.80	4.41
Unknown	5.40	7.84	16.70	6.28	18854.30	6.86
Total Teaching Positions	69.40	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	4.90	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	4.90	

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	0.00	
Total Out-of-Field Teachers	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.

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)	16.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.90	

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 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 has adopted materials in Science aligned to the Next Generation Science 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.

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	NONE
Mathematics	Adopted in accordance with Curriculum Cycle	Yes	NONE
Science	Adopted in accordance with Curriculum Cycle	Yes	NONE
History-Social Science	Adopted in accordance with Curriculum Cycle	Yes	NONE
Foreign Language	Adopted in accordance with Curriculum Cycle	Yes	NONE
Health	Adopted in accordance with Curriculum Cycle	Yes	NONE
Visual and Performing Arts	Adopted in accordance with Curriculum Cycle	Yes	NONE
Science Laboratory Equipment (grades 9-12)	Adopted in accordance with Curriculum Cycle	Yes	NONE

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. Our district is also currently working on a Facilities Master Plan which has included input from students, staff and community to address infrastructure issues.

Archie Williams High School's 21 acre campus has 62 classrooms, a library, performing arts center, an administration building, swimming pool, and athletics fields.

Archie Williams High School completed major modernization as part of a \$121 million dollar facilities bond in the past decade. Approximately thirty-one million dollars was spent remodeling classrooms, building the new student center, refurbishing the gymnasium and performing arts center, and installing new athletics fields. Modernization also 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.

School Facility Conditions and Planned Improvements

In 2006 a second facilities bond measure was approved by voters for continued improvements to our facilities. Improvements have been made to the gymnasium. A new 40 meter swim complex was built. An announcer's booth was installed on the football field. The tennis courts were resurfaced and upgraded. Six additional classrooms were opened in the Spring of 2010. In addition, a computer lab/classroom space was created to allow teachers the opportunity to explore new technologies, classroom management and instructional strategies. Outfitted with innovations in mobility, technology and created with learning at the center of classroom design, this environment will have an influence on how we outfit classrooms in the future, and how teachers work within these rooms. Lastly, the school district helped build a Red Hill Field and took ownership of the property.

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.

Campus Staff Assistants, administrators and Dean of Student Success are on duty supervising the campus before, during, and after school. They routinely monitor the entire campus, including surrounding areas. 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.

Our Covid/School Closure safety plan is linked here:

<https://docs.google.com/document/d/1t8UusTYkZcTporBzEqdEySLTWqzhwb83fs-W-9L8D2l/edit>

Year and month of the most recent FIT report

11/15/2022

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	69	N/A	76	N/A	47
Mathematics (grades 3-8 and 11)	N/A	54	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	312	244	78.21	21.79	68.85
Female	157	114	72.61	27.39	77.19
Male	155	130	83.87	16.13	61.54
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	45	35	77.78	22.22	57.14
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	19	18	94.74	5.26	88.89
White	235	180	76.60	23.40	69.44
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	49	30	61.22	38.78	40.00
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	36	18	50.00	50.00	27.78

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	312	241	77.24	22.76	54.36
Female	157	108	68.79	31.21	49.07
Male	155	133	85.81	14.19	58.65
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	45	33	73.33	26.67	30.30
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	19	18	94.74	5.26	66.67
White	235	179	76.17	23.83	58.66
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	49	29	59.18	40.82	31.03
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	36	16	44.44	55.56	6.25

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)	51.04	59.89	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	330	187	56.67	43.33	59.89
Female	147	82	55.78	44.22	67.07
Male	180	103	57.22	42.78	53.4
American Indian or Alaska Native	0	0	0	0	0
Asian	11	8	72.73	27.27	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	41	18	43.9	56.1	38.89
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	16	11	68.75	31.25	72.73
White	259	147	56.76	43.24	61.22
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	28	9	32.14	67.86	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	48	16	33.33	66.67	37.5

2021-22 Career Technical Education Programs

Archie Williams High School provides programs for non-college bound students. The Regional Occupational Program (ROP), sponsored by the Marin County Office of Education, is an extension of Archie Williams' Applied Technology Department. The ROP offers tuition-free occupational training to Marin County residents 16 years of age and over. The 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, business and marketing pathway, health and biosciences, service occupations and technology and engineering.

Our School to Career Liaison works with local businesses to provide internships and job shadowing for students to help them explore a multitude of career possibilities. Our Computer Graphics, Web Design and Computer Programming classes provide students with skills necessary to enter the work force. Our Applied Technology department also offers classes that focus on Engineering. Our junior/senior academies, Communications Academy, Engineering Academy and Studies of the Environment Academy also provide students with the education and knowledge to can assist the in entering their particular fields of interest after graduation.

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	2
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	99.06
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	72.20

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	281	280	284	280	283

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

Parent support is strong at Archie Williams High School. There are two formal avenues for parents to be involved with the school. The Archie Williams Falcon Foundation is a parent organization focused on supporting the school through financial and climate support. They raise money for the academic, athletic and community needs of the school, as well as, work with the school staff to provide support to the teachers and students through luncheons, school-wide barbeques and other events. The Falcon Foundation also organizes parent education programs and events to help build community. Parents may also participate in the Archie Williams Site Council and Familias en Accion.

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		1.7	0.6		1.8	0.9		8.9	7.8
Graduation Rate		97	97.9		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	338	331	97.9
Female	150	148	98.7
Male	185	180	97.3
American Indian or Alaska Native	0	0	0.0
Asian	11	11	100.0
Black or African American	0	0	0.0
Filipino	--	--	--
Hispanic or Latino	45	42	93.3
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	13	13	100.0
White	264	260	98.5
English Learners	--	--	--
Foster Youth	0	0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	57	54	94.7
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	52	49	94.2

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1310	1296	190	14.7
Female	625	618	100	16.2
Male	682	675	88	13.0
American Indian or Alaska Native	0	0	0	0.0
Asian	30	30	2	6.7
Black or African American	5	5	0	0.0
Filipino	8	8	1	12.5
Hispanic or Latino	182	174	30	17.2
Native Hawaiian or Pacific Islander	3	3	0	0.0
Two or More Races	79	78	13	16.7
White	998	993	142	14.3
English Learners	32	29	1	3.4
Foster Youth	1	1	1	100.0
Homeless	2	2	1	50.0
Socioeconomically Disadvantaged	169	165	39	23.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	197	196	40	20.4

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	1.31	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	0.22	0.92	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	0.92	0.00
Female	0.16	0.00
Male	1.61	0.00
American Indian or Alaska Native	0.00	0.00
Asian	3.33	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.20	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	1.27	0.00
White	0.60	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.18	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.52	0.00

2022-23 School Safety Plan

The school's Emergency Plan is on file in the Assistant Principals' office. Drills are held throughout the school year to prepare staff and students for various kinds of emergency situations. 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 San Anselmo and Fairfax. The relationship ensures clear channels of communication and up-to-date information. Crisis counseling can be provided as needed by our staff and adjunct support services, such as Bay Area Community Resources.

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	17	54	25	2
Mathematics	20	24	39	4
Science	22	24	38	2
Social Science	19	25	21	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	16	73	19	5
Mathematics	19	32	35	5
Science	21	21	46	2
Social Science	22	27	40	7

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	16	61	10	8
Mathematics	23	22	30	4
Science	23	16	39	
Social Science	24	13	39	5

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	303.57

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)	4.2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.6
Social Worker	0.8
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	17837.60	5588.56	12249.04	108105
District	N/A	N/A	12304.36	\$107,908
Percent Difference - School Site and District	N/A	N/A	-0.5	0.2
State	N/A	N/A	\$6,594	\$94,126
Percent Difference - School Site and State	N/A	N/A	60.0	13.8

2021-22 Types of Services Funded

The district provides certificated teachers and counselors, certificated administrators, and classified support staff. Support staff includes clerical, custodial, campus supervisory, and ground/maintenance personnel. Each comprehensive high school has a Wellness Center and has a Health Specialist, one Technology Support staff member and a Library/Media Specialist on site. English Language Learners have access to an ELD class and support team of staff on campus to aid them in their instructional needs. The AVID (Advancement Via Individual Determination) program helps prepare motivated students in the academic for admission to a four year college or university. An extensive array of supplemental instructional services is provided and short term workshops and independent study. The Wellness Program coordinates and provides health, mental health, reproductive health and substance abuse services and programs for Archie Williams students. The District contracts with community agencies to provide extra drug/alcohol and mental health counseling. The Wellness program supports the district Wellness goals: 1) All students at Archie have opportunities to receive education and prevention around physical, emotional and sexual health and substance use and abuse. 2) All students at Archie will have opportunities to engage in, provide voice about and leadership in the promotion of Wellness events, prevention education and supporting students in their own and others' wellness. 3) All students will have access to coordinated services focused on physical, mental, and reproductive health and substance use/abuse through a campus Wellness Center. (There is also a goal that ties the Counseling services to the work around wellness for students and is not covered in this application.) A full interscholastic athletic program is supported. Students have access to a wide variety of co-and extra- curricular activities including drama, music, journalism, clubs, after school peer tutoring and other activities. The per pupil allocation also covers the cost of all instructional materials and equipment, including technology.

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	38.9
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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	3
English	14
Fine and Performing Arts	6
Foreign Language	1
Mathematics	6
Science	3
Social Science	5
Total AP Courses Offered Where there are student course enrollments of at least one student.	38

Professional Development

The Tamalpais Union High School District annually schedules two full-day professional development days and two minimum professional development days during each school year. The primary staff focus on been on equity/anti-racism, personal relationships and instructional strategies. Teachers collaborate to share experiences and review student data to inform their instructional practices and inform student support decisions. Additionally professional development time is used to review the course of study, select textbooks, develop new programs and participate in staff development training. Administrators, counselors and teachers participate in numerous other staff development opportunities each school year including leadership skills development, technology integration and equity training. TUHSD has also focused the professional development work around the development of curriculum and assessment criteria which will allow for stronger intervention programs to assist all students. This year we launched a Teacher/Counselor Leadership program which has the primary focus of leading the work to improve instruction, climate and culture on campus.

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	3	3	