

Tomales High School

3850 Irvin Rd. • Tomales, CA 94971 • (707) 878-2286 • Grades 9-12

Adam Jennings, Principal

adam.jennings@shorelineunified.org

2014-15 School Accountability Report Card Published During the 2015-16 School Year

Shoreline Unified School District

10 John St.
Tomales, CA 94971
(707) 878-2266
<http://shorelineunified.org>

District Governing Board

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Monique Moretti
Jill Manning Sartori
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District Administration

Thomas Stubbs
Superintendent
Adam Jennings
Principal, Tomales High School
Matt Nagle
**Principal, West Marin/Inverness
Schools**
James Patterson
**Principal, Tomales Elementary
School**
Nancy Wolfe
Principal, Bodega Bay School

School Description

Established 1912, Tomales High School is the sole comprehensive high school in the Shoreline Unified School District located in the town of Tomales, California, in the northwestern part of Marin County. A rural school district with a total enrollment of 520 students, Shoreline Unified School District is one of the smallest enrollments of any school district in California. However, it draws its students from approximately 450 square miles of pristine California coastal lands from the south beginning in the town of Olema, amidst ranch and dairy land, through the fishing village of Bodega Bay and up to the Russian River.

Our School Vision Statement, updated in 2014 is as follows: Upon graduation, Tomales High School students will be prepared for the world they encounter with the skills necessary for future success. They will be socially aware, independent thinkers who are motivated to tackle and solve real world problems through communication, analysis, and collaboration.

About the SARC

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 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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school at (707) 878-2286 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	32
Grade 10	46
Grade 11	39
Grade 12	54
Total Enrollment	171

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.6
Hispanic or Latino	57.3
Native Hawaiian or Pacific Islander	1.2
White	39.8
Two or More Races	1.2
Socioeconomically Disadvantaged	66.1
English Learners	15.8
Students with Disabilities	14.6

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			
Tomales High School	13-14	14-15	15-16
With Full Credential	15	16	
Without Full Credential	0	0	
Teaching Outside Subject Area of Competence	0	0	
Shoreline Unified School District	13-14	14-15	15-16
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Tomales High School	13-14	14-15	15-16
Teachers of English Learners	0	0	
Total Teacher Misassignments	0	0	
Vacant Teacher Positions	0	0	

* "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.

Core Academic Classes Taught by Highly Qualified Teachers

2014-15 Percent of Classes in Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	100.0	0.0
High-Poverty Schools	100.0	0.0
Low-Poverty Schools	0.0	0.0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Textbooks and Instructional Materials Year and month in which data were collected: 12/14	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Literature Grade 9/January 2011; Literature Grade 10 Allen, January 2011 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Geometry/September 2012; Algebra 2/September 2012; Common Core Math/September 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Spectrum Physical Science/February, 2007; California Biology/2006; The Science of Agriculture, A Biological Approach, 2007/February, 2007; Holt Physics/2007; Chemistry/January, 2007; Agriculture Earth Science/2011 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Modern World History"/January 2007; "America Pathways to the Present"/January, 2007; Principles in Action"/2007; Magruder's American Government The Words We Live By – Your Annotated Guide to the Constitution/2007; AP US History/2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Foreign Language	Realidades/2005; Nuevas Vistas/2012 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Visual and Performing Arts	October 2002 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

School Facility Conditions and Planned Improvements (Most Recent Year)

A complete facilities review was completed in June 2016. Results will be reported to the facilities committee for action in 2016-17.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: December 2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X		
Interior: Interior Surfaces		X		
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation			X	
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X	X		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X	
Overall Rating	Exemplary	Good	Fair	Poor

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: December 2015

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils 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

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	14.30	46.40	25.00

* 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.

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	47	46	44
Math	47	38	33

* 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.

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	64
All Student at the School	41
Male	64
Female	28
Black or African American	--
Hispanic or Latino	23
White	64
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	34
Students Receiving Migrant Education Services	--
Foster Youth	--

* Scores are not shown 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.

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	49	55	41	60	63	64	59	60	56

* Results are for grades 5, 8, and 10. Scores are not shown 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.

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	38	36	94.7	14	31	31	17
Male	11		18	47.4	17	39	22	17
Female	11		18	47.4	11	22	39	17
Hispanic or Latino	11		21	55.3	5	48	38	10
Native Hawaiian or Pacific Islander	11		1	2.6	--	--	--	--
White	11		13	34.2	31	8	8	31
Two or More Races	11		1	2.6	--	--	--	--

**School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Socioeconomically Disadvantaged	11		24	63.2	13	33	38	13
English Learners	11		2	5.3	--	--	--	--
Students with Disabilities	11		6	15.8	--	--	--	--
Foster Youth	11		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

**School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	38	36	94.7	33	11	39	8
Male	11		18	47.4	39	6	33	11
Female	11		18	47.4	28	17	44	6
Hispanic or Latino	11		21	55.3	29	19	33	10
Native Hawaiian or Pacific Islander	11		1	2.6	--	--	--	--
White	11		13	34.2	38	0	46	8
Two or More Races	11		1	2.6	--	--	--	--
Socioeconomically Disadvantaged	11		25	65.8	32	16	36	8
English Learners	11		2	5.3	--	--	--	--
Students with Disabilities	11		6	15.8	--	--	--	--
Foster Youth	11		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement

Tomales High School believes that parental involvement in students' academic and social progress is critical to student achievement. Parents are invited to participate in school activities such as field trips and tutoring. Volunteers are encouraged to become active in School Site Council, Athletic Boosters, English Learner Advisory Committee (ELAC), Project Graduation Grad Night Planning, and Friends of Agriculture. Tomales High School hosts multiple information nights to involve parents in academic and college planning for their students, throughout the year. Please contact our main office at 707-878-2286 if you would like more information, or would like to get involved.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates, pupil expulsion rates; and other local measures on the sense of safety.

School Safety Plan

The school safety plan is reviewed annually by the staff at our first staff meeting of the year. Fire, Earthquake, and Lockdown drills are completed annually, with at least one drill every school quarter. Our safety plan outlines procedures for Earthquake, Fire, Shelter-in-place, Power Outage, and School Closure, as well as our Evacuation plan.

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	6.84	10.44	2.89
Expulsions Rate	0.00	0.00	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	3.64	4.20	1.81
Expulsions Rate	0.00	0.00	0.18
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
English Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	Yes	Yes
Met Attendance Rate	N/A	Yes	Yes
Met Graduation Rate	N/A	N/A	Yes

2015-16 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2013-2014
Year in Program Improvement		Year 1
Number of Schools Currently in Program Improvement		3
Percent of Schools Currently in Program Improvement		75.0

Average Class Size and Class Size Distribution (Secondary)												
Average Class Size				Number of Classrooms*								
				1-22			23-32			33+		
Subject	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English	19	10	12	7	19	16	3	1	1			
Math	17	14	15	10	14	10	1		2			
Science	19	17	15	6	7	8	2	1				
SS	18	13	16	6	9	7	2	1	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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	1.0
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	.2
Social Worker	
Nurse	day per
Speech/Language/Hearing Specialist	as needed
Resource Specialist	.6
Other	
Average Number of Students per Staff Member	
Academic Counselor	171

* 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.

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,162	\$38,953
Mid-Range Teacher Salary	\$70,706	\$57,103
Highest Teacher Salary	\$94,166	\$74,127
Average Principal Salary (ES)	\$129,891	\$90,225
Average Principal Salary (MS)		\$98,146
Average Principal Salary (HS)	\$129,634	\$97,758
Superintendent Salary	\$151,941	\$117,803
Percent of District Budget		
Teacher Salaries	31%	34%
Administrative Salaries	6%	7%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

2014-15 California High School Exit Examination Grade Ten Results by Student Group						
Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	40	35	26	36	48	17
All Students at the School	40	35	26	36	48	17
Male	24	41	35	41	35	24
Female	50	31	19	32	56	12
Hispanic or Latino	52	36	12	42	50	8
White	18	35	47	24	47	29
Socioeconomically Disadvantaged	47	37	17	38	52	10
English Learners	82	18				

* 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.

Professional Development provided for Teachers

Our District has offered nine full days of professional development for staff over the last 3 years. In addition, each year their are up to ten additional collaboration sessions where staff participate in ongoing collaborative work related to the topics covered in professional development days. For Tomales High School, major focus areas have included Cultural Proficiency, Shift to the Common Core Standards, Integration of Technology, and Writing Across the curriculum. The most recent topics have been generated by our school-wide self-study process.

Staff meets for bi-monthly staff meetings and determine collaboration topics and areas of focus. Student data is reviewed to assess need, as well as effectiveness. In addition, staff is encouraged to attend off-site professional development opportunities related to these areas of focus. Ever staff member has participated in some off-site professional development opportunity related to our focus areas in the last two years.

School staff is currently finalizing our self-study report and action plan, a component of which will be a process and structure for ongoing collaboration.

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$17,169	\$2,785	\$14,384	\$84,115
District	♦	♦	\$11,098	\$79,806
State	♦	♦	\$5,348	\$59,460
Percent Difference: School Site/District			29.6	11.4
Percent Difference: School Site/ State			159.8	43.5

* Cells with ♦ do not require data.

CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced			
Tomales High School	2012-13	2013-14	2014-15
English-Language Arts	51	64	60
Mathematics	47	58	64
Shoreline Unified School District	2012-13	2013-14	2014-15
English-Language Arts	51	64	60
Mathematics	47	58	64
California	2012-13	2013-14	2014-15
English-Language Arts	57	56	58
Mathematics	60	62	59

* 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.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Tomales High School	2011-12	2012-13	2013-14
Dropout Rate	6.70	0.00	2.50
Graduation Rate	88.89	96.15	95.00
Shoreline Unified School District	2011-12	2012-13	2013-14
Dropout Rate	6.70	0.00	2.50
Graduation Rate	88.89	96.15	95.00
California	2011-12	2012-13	2013-14
Dropout Rate	13.10	11.40	11.50
Graduation Rate	78.87	80.44	80.95

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	111
% of pupils completing a CTE program and earning a high school diploma	28%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	5%

Career Technical Education Programs

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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.

Completion of High School Graduation Requirements			
Group	Graduating Class of 2014		
	School	District	State
All Students	95.24	95.24	84.6
Black or African American	100	100	76
American Indian or Alaska Native			78.07
Asian			92.62
Filipino			96.49
Hispanic or Latino	95.24	95.24	81.28
Native Hawaiian/Pacific Islander			83.58
White	95	95	89.93
Two or More Races			82.8
Socioeconomically Disadvantaged	100	100	61.28
English Learners	83.33	83.33	50.76
Students with Disabilities	91.3	91.3	81.36
Foster Youth	--	--	--

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	100
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	37.5

2014-15 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		♦
English	2	♦
Fine and Performing Arts		♦
Foreign Language	1	♦
Mathematics	2	♦
Science	1	♦
Social Science	1	♦
All courses	7	1.6

* Where there are student course enrollments.