



# Tomales High School

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

Adam Jennings, Principal

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## 2015-16 School Accountability Report Card Published During the 2016-17 School Year

### Shoreline Unified School District

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

### District Governing Board

Tim Kehoe  
Vonda Jensen  
Jill Manning Sartori  
Jane Healy  
Jim Lino  
Avito Miranda  
Clairette McDonald

### District Administration

Bob Raines  
**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 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 <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 principal or the district office.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	42
Grade 10	33
Grade 11	44
Grade 12	37
<b>Total Enrollment</b>	<b>156</b>

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	0.6
Asian	0.6
Filipino	0
Hispanic or Latino	60.3
Native Hawaiian or Pacific Islander	1.3
White	35.3
Two or More Races	1.3
Socioeconomically Disadvantaged	59.6
English Learners	16
Students with Disabilities	14.1
Foster Youth	0

## 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	14-15	15-16	16-17
<b>With Full Credential</b>			15
<b>Without Full Credential</b>	0		1
<b>Teaching Outside Subject Area of Competence</b>	0		
Shoreline Unified School District	14-15	15-16	16-17
<b>With Full Credential</b>	♦	♦	
<b>Without Full Credential</b>	♦	♦	
<b>Teaching Outside Subject Area of Competence</b>	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Tomales High School	14-15	15-16	16-17
<b>Teachers of English Learners</b>	0		0
<b>Total Teacher Misassignments</b>	0		0
<b>Vacant Teacher Positions</b>	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

2015-16 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	100.0	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 2016-17)**

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 December 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	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer			X	
<b>Interior:</b> Interior Surfaces			X	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical		X		
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X		
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs			X	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences			X	
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
		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] 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 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		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	55	41	48	63	64	56	60	56	54

\* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. 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.

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	12.5	20	35

\* 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.

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	52	56	46	48	44	48
Math	52	38	39	36	34	36

\* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	33	29	87.9	48.3
Male	11	10	90.9	40.0
Female	22	19	86.4	52.6
Hispanic or Latino	21	17	81.0	41.2
Socioeconomically Disadvantaged	20	16	80.0	31.3

\* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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 2015-16 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 Met or Exceeded
All Students	11	43	41	95.3	55.6
Male	11	15	15	100.0	53.3
Female	11	28	26	92.9	57.1
Black or African American	11	--	--	--	--

**School Year 2015-16 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 Met or Exceeded
Hispanic or Latino	11	26	25	96.2	56.5
White	11	15	14	93.3	58.3
Socioeconomically Disadvantaged	11	28	26	92.9	56.5
English Learners	11	--	--	--	--
Students with Disabilities	11	--	--	--	--
Students Receiving Migrant Education Services	11	--	--	--	--
Foster Youth	11	--	--	--	--

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 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.

**School Year 2015-16 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 Met or Exceeded
All Students	11	42	39	92.9	38.2
Male	11	14	12	85.7	40.0
Female	11	28	27	96.4	37.5
Black or African American	11	--	--	--	--
Hispanic or Latino	11	25	25	100.0	27.3
White	11	15	12	80.0	54.5
Socioeconomically Disadvantaged	11	27	25	92.6	31.8
English Learners	11	--	--	--	--
Students with Disabilities	11	--	--	--	--
Students Receiving Migrant Education Services	11	--	--	--	--
Foster Youth	11	--	--	--	--

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 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.

## 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 (School Year 2016-17)

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	2013-14	2014-15	2015-16
Suspensions Rate	10.4	2.9	9.3
Expulsions Rate	0.0	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	4.2	1.8	3.7
Expulsions Rate	0.0	0.2	0.0
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

## 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.

2016-17 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	Not in PI	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		60.0

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	Provided as
Speech/Language/Hearing Specialist	Provided as
Resource Specialist	1.0
Other	
Average Number of Students per Staff Member	
Academic Counselor	155

\* 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.

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

Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
English	10	12	12	19	16	16	1	1	1			
Mathematics	14	15	15	14	10	10		2	2			
Science	17	15	15	7	8	8	1					
Social Science	13	16	16	9	7	7	1	2	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.

**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 there 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 Changes in EL Standards, Vertical Alignment in Mathematics, 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. Every 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 in the second year of implementing the findings from our 2015 self-study report and action plan, a component of which will be a process and structure for ongoing collaboration.

**FY 2014-15 Teacher and Administrative Salaries**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		\$40,430
Mid-Range Teacher Salary		\$58,909
Highest Teacher Salary		\$77,358
Average Principal Salary (ES)		\$94,634
Average Principal Salary (MS)		\$97,839
Average Principal Salary (HS)		\$100,453
Superintendent Salary		\$123,728
<b>Percent of District Budget</b>		
Teacher Salaries	31%	32%
Administrative Salaries	6%	6%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

**FY 2014-15 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	
State	♦	♦	\$5,677	\$60,705
<b>Percent Difference: School Site/District</b>			29.6	11.4
<b>Percent Difference: School Site/ State</b>			159.8	43.5

\* Cells with ♦ do not require data.

**Types of Services Funded**

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

Tomales High School	2011-12	2013-14	2014-15
Dropout Rate	0.00	2.50	5.70
Graduation Rate	96.15	95.00	92.45
Shoreline Unified School District	2011-12	2013-14	2014-15
Dropout Rate	0.00	2.50	5.70
Graduation Rate	96.15	95.00	92.45
California	2011-12	2013-14	2014-15
Dropout Rate	11.40	11.50	10.70
Graduation Rate	80.44	80.95	82.27

**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%

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2015-16 Students Enrolled in Courses Required for UC/CSU Admission	100
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	44.9

\* Where there are student course enrollments.

2015-16 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		◆
English	2	◆
Fine and Performing Arts	1	◆
Foreign Language	1	◆
Mathematics	1	◆
Science	1	◆
Social Science	1	◆
All courses	7	1.6

Completion of High School Graduation Requirements			
Group	Graduating Class of 2015		
	School	District	State
All Students	91	91	86
Black or African American	0	0	78
American Indian or Alaska Native	0	0	78
Asian	0	0	93
Filipino	0	0	93
Hispanic or Latino	89	89	83
Native Hawaiian/Pacific Islander	100	100	85
White	92	92	91
Two or More Races	100	100	89
Socioeconomically Disadvantaged	100	100	66
English Learners	75	75	54
Students with Disabilities	50	50	78

### Career Technical Education Programs

Our Career Technical Education programs are offered through our Future Farmers of America program and focus on two key areas: Agricultural Sciences and Agricultural Mechanics. The program offers two complete pathways, with the goal to offer three courses in each pathway. In Agricultural Sciences, we currently offer and an Agricultural Biology course and a Soil Chemistry course, with the goal to expand to an Ag Systems Management course in 2017-2018. These courses all meet the "D" Science requirement for UC Approved courses. In addition, we currently offer a welding and fabrication pathway for students beginning with Ag Mechanics and followed in succession by Beginning Ag Welding, Advanced Ag Welding, and Project Fabrication.

The Ag Mechanics program is designed to offer multiple onramps for students post-graduation. Some students leave our welding program and move directly into the workforce. Others advance to certificate programs or university level engineering programs. Our welding program is articulated with the welding program at the College of Marin, and student in this program are able to earn community college credit for their work in our program. The goal of both of these programs is to offer students hands on learning experience is relevant career fields that are important to our local economy. We want our students to be career ready, but also to leave our schools with the knowledge necessary to be successful at the university level. Our Ag Advisory Board, made up of community volunteers from local industries such as Building and Trade, Agri-Business, and Ag Production, offer a real world perspective to decision making regarding the operations and growth of the program.

### 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 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.