

# Tomales High School

## 2023-2024 School Accountability Report Card (Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

#### 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.

<b>Admission Requirements for the University of California (UC)</b>	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <a href="https://admission.universityofcalifornia.edu/">https://admission.universityofcalifornia.edu/</a> .
<b>Admission Requirements for the California State University (CSU)</b>	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <a href="https://www2.calstate.edu/">https://www2.calstate.edu/</a> .

### 2024-25 School Contact Information

<b>School Name</b>	Tomales High School
<b>Street</b>	3850 Irvin Rd.
<b>City, State, Zip</b>	Tomales, CA 94971
<b>Phone Number</b>	(707) 878-2286
<b>Principal</b>	Francisco Manriquez
<b>Email Address</b>	francisco.manriquez@shorelineunified.org
<b>School Website</b>	<a href="https://tomaleshs.shorelineunified.org/">https://tomaleshs.shorelineunified.org/</a>
<b>Grade Span</b>	9-12
<b>County-District-School (CDS) Code</b>	21 73361 2134310

### 2024-25 District Contact Information

<b>District Name</b>	Shoreline Unified School District
<b>Phone Number</b>	(707) 878-2225
<b>Superintendent</b>	Adam Jennings
<b>Email Address</b>	adam.jennings@shorelineunified.org
<b>District Website</b>	<a href="http://shorelineunified.org">http://shorelineunified.org</a>

### 2024-25 School Description and Mission Statement

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 508 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 2018 is as follows: Upon graduation, Tomales High School students will be prepared

## 2024-25 School Description and Mission Statement

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 this School

### 2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	31
Grade 10	36
Grade 11	33
Grade 12	32
Total Enrollment	132

### 2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	38.6
Male	60.6
Non-Binary	0.8
American Indian or Alaska Native	1.5
Asian	2.3
Hispanic or Latino	62.9
Two or More Races	2.3
White	30.3
English Learners	23.5
Homeless	0.8
Migrant	4.5
Socioeconomically Disadvantaged	56.1
Students with Disabilities	24.2

## 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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	11.60	78.90	39.60	84.78	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.30	8.99	4.30	9.25	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	0.00	0.00	12115.80	4.41
<b>Unknown/Incomplete/NA</b>	1.70	12.10	2.70	5.96	18854.30	6.86
<b>Total Teaching Positions</b>	14.70	100.00	46.70	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	14.10	89.24	44.80	94.32	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.40	2.53	1.30	2.93	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	0.00	0.00	11953.10	4.28
<b>Unknown/Incomplete/NA</b>	1.30	8.23	1.30	2.74	15831.90	5.67
<b>Total Teaching Positions</b>	15.80	100.00	47.50	100.00	279044.80	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.

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	14.80	93.67	44.10	95.66	231142.40	83.24
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	5566.40	2.00
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.00	6.33	1.00	2.17	14938.30	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	0.00	0.00	11746.90	4.23
<b>Unknown/Incomplete/NA</b>	0.00	0.00	1.00	2.17	14303.80	5.15
<b>Total Teaching Positions</b>	15.80	100.00	46.10	100.00	277698.00	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.

### Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
<b>Permits and Waivers</b>	0.00	0.00	0
<b>Misassignments</b>	1.30	0.40	1
<b>Vacant Positions</b>	0.00	0.00	0
<b>Total Teachers Without Credentials and Misassignments</b>	1.30	0.40	1

### Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22	2022-23
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0.00	0
<b>Local Assignment Options</b>	0.00	0.00	0
<b>Total Out-of-Field Teachers</b>	0.00	0.00	0

## Class Assignments

Indicator	2020-21	2021-22	2022-23
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	9.50	2.9	7.6
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected: January 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	1984 - English 4 Alice in Wonderland - AP Lit Catcher in the Rye - English 2 Macbeth - English 2 The Great Gatsby - sometimes AP Lang (or English 3) Oedipus the King (The Oedipus Plays of Sophocles) - AP Lit The Complete MAUS - English 2 Monster - English 2 Their Eyes Were Watching God - AP Lit The things they carried-English 3 The Absolutely True Diary of a Part-Time Indian - English 1 Pride and Prejudice - AP Lit Beloved - sometimes AP Lit The Crucible English 3 Persepolis - AP Lang Hamlet - AP Lit Frankenstein - AP Lit Enrique's Journey - English 4 The Handmaid's Tale - sometimes English 3 or 4 or AP The Distance Between Us - English 1 Romeo and Juliet - English 1 Common Lit 360 Novel Studies	Yes	0
<b>Mathematics</b>	Open up Resources for IM1, IM2, & IM3 Precalculus - Enhanced with Graphing Utilities Calculus for AP Stats - Modeling the World	Yes	0
<b>Science</b>	Marine Science - The Dynamic Ocean Discovery Education digital Science - Chemistry & Physics Pearson Physics	Yes	0

	Living in the Environment / AP Edition The Living Earth- CA Student Edition Welding Principles and Applications Agricultural Mechanics - Fundamentals & Applications Briggs and Stratton Repair Manual: 130G00, 131G00, 13R200, 13U100, 13U200 Single Cylinder OHV Air Cooled Engines Small Engines (Fourth Edition) by R. Bruse Radcliff from Briggs and Stratton Soil Science and Management		
<b>History-Social Science</b>	National Geographic: America Through the Lens (U.S. History) McGraw Hill: IMPACT Principles of American Democracy (Civics) McGraw Hill: IMPACT Principles of Economics (Economics) National Geographic: World History Voyages of Exploration Pearson: Out of Many Vol 1 and Vol 2 Princeton Review: AP US History Exam Prep Thinking about Psychology 3rd Ed.	Yes	0
<b>Foreign Language</b>	SS1- Galería 1 + Cajas de Cartón SS2 - Galería 2 + Senderos Fronterizos AP Spanish- Temas Avancemos Levels 1, 2, 3	Yes	0

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

## School Facility Conditions and Planned Improvements

A complete facilities review was completed in December, 2024

**Year and month of the most recent FIT report**

12/12/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer		X		Main Building: Library and Classroom Shop heaters were replaced in Fall of 2024. We have planned to inspect classroom heaters, boys and girls locker room heaters and maintain all other heaters in the main building on a yearly basis.
<b>Interior:</b> Interior Surfaces		X		The floor in the cafeteria/stage needs to be replaced as there are floor tiles that are in getting to the poor condition category. The plan is to get an estimated costs to repair or replace this floor area.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X	X		There is a plan to repair or replace one outdoor water fountain near the outdoor student restrooms.
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X	X		

## School Facility Conditions and Planned Improvements

<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X	Softball field needs a wind barrier to be replaced. The Tennis courts also need wind barriers to be replaced. Both barriers attach to chain link fence on perimeter of the fields. There is a plan to replace both wind barriers. There is a plan to replace two outdoor water fountains near the softball and baseball fields.
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## Overall Facility Rate

Exemplary	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] 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).

#### 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.

## 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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	41	67	40	40	46	47
<b>Mathematics</b> (grades 3-8 and 11)	30	22	25	24	34	35

## 2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	31	27	87.10	12.90	66.67
<b>Female</b>	12	8	66.67	33.33	--
<b>Male</b>	17	17	100.00	0.00	58.82
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	18	16	88.89	11.11	62.50
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--

White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	18	16	88.89	11.11	68.75
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

## 2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	31	27	87.10	12.90	22.22
Female	12	8	66.67	33.33	--
Male	17	17	100.00	0.00	23.53
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	18	16	88.89	11.11	18.75
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0

<b>Socioeconomically Disadvantaged</b>	18	16	88.89	11.11	12.50
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## 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.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

<b>Subject</b>	<b>School 2022-23</b>	<b>School 2023-24</b>	<b>District 2022-23</b>	<b>District 2023-24</b>	<b>State 2022-23</b>	<b>State 2023-24</b>
<b>Science</b> (grades 5, 8 and high school)	13.43	32.73	18.38	23.93	30.29	30.73

## 2023-24 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
<b>All Students</b>	65	55	84.62	15.38	32.73
<b>Female</b>	27	23	85.19	14.81	26.09
<b>Male</b>	36	30	83.33	16.67	33.33
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	37	33	89.19	10.81	18.18
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	22	17	77.27	22.73	58.82
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	31	27	87.10	12.90	29.63
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	15	10	66.67	33.33	--

## 2023-24 Career Technical Education Programs

Our Career Technical Education (CTE) program focuses on two key areas: Agricultural Sciences and Agricultural Mechanics. The program offers two complete pathways, with three courses in each pathway. In the Agricultural Science pathway, we currently offer an Agricultural Biology course and a Soil Chemistry course, and an Honors Ag Systems Management course. These courses all meet the "D" Science requirement for UC Approved courses. Floral Design and Ag Leadership are also offered to students as CTE electives. In addition, we currently offer a Welding and Fabrication pathway for students beginning with Ag Mechanics, and followed by Beginning Ag Welding, Advanced Ag Welding, and Project Fabrication. We also offer a Small Engines and a Woodshop course which serve as CTE electives. Students enrolled in either pathway have the opportunity to enhance leadership skills through oral presentations, class-based community service activities, the development of an Supervised Agricultural Experience, and participation in our FFA chapter.

The goal of both of these programs is to offer students hands-on learning experiences that are relevant to their future career goals. We want our students to leave our school with the knowledge necessary to be successful in their futures, whether at the university level or entering the trades. Articulation agreements are in place with the Santa Rosa Junior College, and previously with the College of Marin. Our Ag Advisory Board, made up of community volunteers from local industries such as agri-business and production agriculture, offer a real world perspective to decision making regarding the operations and growth of the program. We also have an active booster group, Tomales Friends of Agriculture, that help to support our FFA chapter and

## 2023-24 Career Technical Education Programs

ag department.

## 2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	44
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0
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
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	36.36

## 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.

## 2023-24 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. The administration of the PFT requires only participation results 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	28	28	28	28	28

## 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.

## 2024-25 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 support school activities such as sporting events, and our Fall Feast. 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. Our Back to School Night and our Open House invite parents on campus for a meal and campus tour to learn more about our school programs. Please contact our main office at 707-878-2286 if you would like more information, or would like to get involved.

## 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 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
<b>Dropout Rate</b>	4.9	4.8	5.6	4.9	4.7	5.6	7.8	8.2	8.9
<b>Graduation Rate</b>	92.7	92.9	94.4	92.7	93.0	94.4	87.0	86.2	86.4

#### 2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 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](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	36	34	94.4
<b>Female</b>	17	16	94.1
<b>Male</b>	19	18	94.7
<b>Non-Binary</b>	0.0	0.0	0.0
<b>American Indian or Alaska Native</b>	--	--	--
<b>Asian</b>	--	--	--
<b>Black or African American</b>	0	0	0.00
<b>Filipino</b>	0	0	0.00
<b>Hispanic or Latino</b>	21	20	95.2
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00
<b>Two or More Races</b>	0	0	0.00
<b>White</b>	13	12	92.3
<b>English Learners</b>	--	--	--
<b>Foster Youth</b>	--	--	--
<b>Homeless</b>	--	--	--
<b>Socioeconomically Disadvantaged</b>	29	28	96.6
<b>Students Receiving Migrant Education Services</b>	--	--	--
<b>Students with Disabilities</b>	11	10	90.9

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	143	140	48	34.3
Female	55	54	17	31.5
Male	86	84	30	35.7
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	91	88	20	22.7
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	41	41	20	48.8
English Learners	40	39	10	25.6
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	90	87	27	31.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	34	34	20	58.8

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

### 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 data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
6.71	6	4.9	3.37	4.82	2.69	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0	0	0	0.07	0.08	0.07

## 2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.90	0.00
Female	3.64	0.00
Male	5.81	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	5.49	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	2.44	0.00
English Learners	10.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	5.56	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	14.71	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 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, Secure the campus, Power Outage, and School Closure, as well as our Evacuation plan.

## 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	11	14		
Mathematics	12	12		
Science	9	11		
Social Science	13	10		

## 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	11	15		
Mathematics	12	12		
Science	8	11		
Social Science	13	9		

## 2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	10	14		
Mathematics	11	11		
Science	9	10		
Social Science	12	9		

## 2023-24 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
<b>Pupils to Academic Counselor</b>	132

## 2023-24 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	1
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	
<b>Social Worker</b>	
<b>Nurse</b>	
<b>Speech/Language/Hearing Specialist</b>	
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	

## Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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
<b>School Site</b>	\$19,314	\$1,794	\$17,520	\$85,035
<b>District</b>	N/A	N/A	\$23,416	\$95,375
<b>Percent Difference - School Site and District</b>	N/A	N/A	-28.8	-11.5
<b>State</b>	N/A	N/A	\$10,771	\$78,673
<b>Percent Difference - School Site and State</b>	N/A	N/A	47.7	7.8

## Fiscal Year 2023-24 Types of Services Funded

Tomales High School partners with 10,000 Degrees to support college access programming for 9th and 12th graders. Petaluma Community Health Center and the Coastal Health Alliance provide a school based mental health counselor to work with our students in partnership with our school guidance counselor. Marin Promise funds the Student Success Network at THS to bring together school and community partners to find ways to support struggling students. Bridge the Gap provides after

## Fiscal Year 2023-24 Types of Services Funded

school tutoring and push in tutoring in targeted classes during the school day while also providing college and career support to students.

## Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	\$62,267	\$50,757
Mid-Range Teacher Salary	\$89,553	\$75,693
Highest Teacher Salary	\$119,267	\$105,687
Average Principal Salary (Elementary)	\$138,492	\$121,443
Average Principal Salary (Middle)	\$0	\$132,509
Average Principal Salary (High)	\$144,415	\$133,106
Superintendent Salary	\$170,000	\$167,660
Percent of Budget for Teacher Salaries	26.91	25.51
Percent of Budget for Administrative Salaries	6.4	5.93

## 2023-24 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	26.5
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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	1
Fine and Performing Arts	2
Foreign Language	1
Mathematics	1
Science	1
Social Science	1
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	10

## Professional Development

Our District has offered three full days of professional development each year for staff over the last 3 years. Starting with the 2024-2025 school year the district has implemented a professional development schedule which allows for additional meetings of 1-2 hours per week to take place focusing on topics such as multilingual learners, special education, and data review to name a few. Teacher directed time has also been implemented to support teachers with individualized planning or collaboration with other team members. For Tomales High School, major focus areas have included supports for multilingual students, special education, and the school wide action plan.

Staff meets weekly for either site or district staff meetings, or for committee and collaboration work. 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 updating our action plan to begin implementation for the 2025-26 school year.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2022-23	2023-24	2024-25
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	3	3	3