

Tomales Elementary

40 John St. • Tomales, CA 94971 • (707) 878-2214 • Grades K-8

Jim Patterson, Principal

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

Shoreline Unified

10 John St.

Tomales, CA 94971

(707) 878-2266

<http://shoreline.marin.k12.ca.us>

District Governing Board

Tim Kehoe

Vonda Jensen

Jill Manning Satori

Jane Healy

Jim Lino

Avito Miranda

Clairette MacDonald

District Administration

Bob Raines

Superintendent

Jim Patterson

Interim Principal

Adam Jennings

Principal

Matt Nagle

Principal

Nancy Wolf

Interim Principal

School Description

Tomales Elementary School is a K-8 elementary operating on a traditional calendar. The students are served by 12 regular classroom teachers and one Special Day Class teacher. All teachers are certified in the field in which they instruct. Several Instructional Assistants or Paraeducators provide support services to the students. Students receive weekly music and physical education instruction from additional certificated staff. They also visit the library and computer lab every week. The school is fortunate to be able to take the students on many fieldtrips throughout the school year. Tomales Elementary School has an active PTA, School Site Council and English Learners Advisory Committee.

Mission Statement: To create an environment that fosters:

- respect for self and others
- awareness of academic, social, and community responsibility
- appreciation of diversity within our community
- affirmation of high standards
- addressing individual learning styles/needs

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 |
| Kindergarten | 18 |
| Grade 1 | 14 |
| Grade 2 | 14 |
| Grade 3 | 15 |
| Grade 4 | 18 |
| Grade 5 | 16 |
| Grade 6 | 30 |
| Grade 7 | 25 |
| Grade 8 | 27 |
| Total Enrollment | 177 |

| 2015-16 Student Enrollment by Group | |
|-------------------------------------|-----------------------------|
| Group | Percent of Total Enrollment |
| Black or African American | 0 |
| American Indian or Alaska Native | 1.7 |
| Asian | 1.1 |
| Filipino | 0 |
| Hispanic or Latino | 55.4 |
| Native Hawaiian or Pacific Islander | 0.6 |
| White | 40.1 |
| Two or More Races | 0 |
| Socioeconomically Disadvantaged | 62.1 |
| English Learners | 45.8 |
| Students with Disabilities | 15.8 |
| Foster Youth | 1.1 |

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 Elementary | 14-15 | 15-16 | 16-17 |
| With Full Credential | 15.6 | 14.4 | 14.4 |
| Without Full Credential | 0 | 0 | 0 |
| Teaching Outside Subject Area of Competence | 0 | 0 | 0 |
| Shoreline Unified | 14-15 | 15-16 | 16-17 |
| With Full Credential | ♦ | ♦ | |
| Without Full Credential | ♦ | ♦ | |
| Teaching Outside Subject Area of Competence | ♦ | ♦ | |

| Teacher Misassignments and Vacant Teacher Positions at this School | | | |
|--|-------|-------|-------|
| Tomales Elementary | 14-15 | 15-16 | 16-17 |
| Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 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: not necessary at elementary | |
|---|---|
| Core Curriculum Area | Textbooks and Instructional Materials/Year of Adoption |
| Reading/Language Arts | California Treasures 11/12 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |
| Mathematics | Pearson Investigations Mcgraw Hill Everyday Mathematics Saxon Prentice Hall McDougal Littell The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |
| Science | CA Treasures Houghton Mifflin Holt The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |
| History-Social Science | CA Treasures Houghton Mifflin History Alive The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |
| Foreign Language | Realidades Pearson Prentice Hall Percent of students lacking their own assigned textbook: 0 |

School Facility Conditions and Planned Improvements (Most Recent Year)

Safety, cleanliness and maintenance of facilities are a high priority. A comprehensive review of the interior and exterior facility was completed in June 2016 a report will be provided to the facilities committee for further action.

| 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 | walls need painted |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | X | | | |
| Electrical: Electrical | X | | | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | X | | | |
| Safety: Fire Safety, Hazardous Materials | X | | | |

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 | | |
| Structural: Structural Damage, Roofs | | | X | | Main roof needs repaired/replaced |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | | Painting need done |
| Overall Rating | 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, 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 | 58 | 70 | 74 | 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 |
| 5 | 38.9 | 11.1 | 44.4 |
| 7 | 8.7 | 13 | 56.5 |

* 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 | 47 | 44 | 46 | 48 | 44 | 48 |
| Math | 33 | 28 | 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 | 46 | 42 | 91.3 | 73.8 |
| Male | 23 | 20 | 87.0 | 80.0 |
| Female | 23 | 22 | 95.7 | 68.2 |
| Hispanic or Latino | 21 | 20 | 95.2 | 55.0 |
| White | 22 | 21 | 95.5 | 90.5 |
| Socioeconomically Disadvantaged | 23 | 21 | 91.3 | 52.4 |
| English Learners | 12 | 11 | 91.7 | 45.5 |

* 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 | 3 | 13 | 12 | 92.3 | 41.7 |
| | 4 | 18 | 18 | 100.0 | 44.4 |
| | 5 | 18 | 18 | 100.0 | 50.0 |
| | 6 | 30 | 30 | 100.0 | 40.0 |
| | 7 | 25 | 25 | 100.0 | 28.0 |
| | 8 | 28 | 25 | 89.3 | 60.0 |
| Male | 3 | -- | -- | -- | -- |
| | 4 | -- | -- | -- | -- |
| | 5 | -- | -- | -- | -- |
| | 6 | 15 | 15 | 100.0 | 40.0 |
| | 7 | 15 | 15 | 100.0 | 33.3 |
| | 8 | 14 | 12 | 85.7 | 58.3 |
| Female | 3 | -- | -- | -- | -- |
| | 4 | 13 | 13 | 100.0 | 46.1 |
| | 5 | -- | -- | -- | -- |
| | 6 | 15 | 15 | 100.0 | 40.0 |
| | 7 | -- | -- | -- | -- |
| | 8 | 14 | 13 | 92.9 | 61.5 |
| American Indian or Alaska Native | 3 | -- | -- | -- | -- |
| | 4 | -- | -- | -- | -- |
| Asian | 3 | -- | -- | -- | -- |
| | 8 | -- | -- | -- | -- |

**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 | 3 | -- | -- | -- | -- |
| | 4 | -- | -- | -- | -- |
| | 5 | 11 | 11 | 100.0 | 36.4 |
| | 6 | 20 | 20 | 100.0 | 25.0 |
| | 7 | 19 | 19 | 100.0 | 31.6 |
| | 8 | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | 6 | -- | -- | -- | -- |
| White | 3 | -- | -- | -- | -- |
| | 4 | -- | -- | -- | -- |
| | 5 | -- | -- | -- | -- |
| | 6 | -- | -- | -- | -- |
| | 7 | -- | -- | -- | -- |
| | 8 | 15 | 14 | 93.3 | 78.6 |
| Socioeconomically Disadvantaged | 3 | -- | -- | -- | -- |
| | 4 | -- | -- | -- | -- |
| | 5 | 12 | 12 | 100.0 | 33.3 |
| | 6 | 21 | 21 | 100.0 | 33.3 |
| | 7 | 21 | 21 | 100.0 | 28.6 |
| | 8 | 11 | 10 | 90.9 | 30.0 |
| English Learners | 3 | -- | -- | -- | -- |
| | 4 | -- | -- | -- | -- |
| | 5 | -- | -- | -- | -- |
| | 6 | 14 | 14 | 100.0 | 21.4 |
| | 7 | -- | -- | -- | -- |
| | 8 | -- | -- | -- | -- |
| Students with Disabilities | 3 | -- | -- | -- | -- |
| | 4 | -- | -- | -- | -- |
| | 5 | -- | -- | -- | -- |
| | 6 | -- | -- | -- | -- |
| | 7 | -- | -- | -- | -- |
| | 8 | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | 4 | -- | -- | -- | -- |
| | 7 | -- | -- | -- | -- |
| | 8 | -- | -- | -- | -- |

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 |
| Foster Youth | 3 | -- | -- | -- | -- |
| | 4 | -- | -- | -- | -- |
| | 5 | -- | -- | -- | -- |
| | 6 | -- | -- | -- | -- |
| | 7 | -- | -- | -- | -- |
| | 8 | -- | -- | -- | -- |

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 | 3 | 13 | 12 | 92.3 | 41.7 |
| | 4 | 18 | 18 | 100.0 | 27.8 |
| | 5 | 18 | 18 | 100.0 | 33.3 |
| | 6 | 30 | 30 | 100.0 | 20.0 |
| | 7 | 25 | 25 | 100.0 | 28.0 |
| | 8 | 28 | 25 | 89.3 | 28.0 |
| Male | 3 | -- | -- | -- | -- |
| | 4 | -- | -- | -- | -- |
| | 5 | -- | -- | -- | -- |
| | 6 | 15 | 15 | 100.0 | 20.0 |
| | 7 | 15 | 15 | 100.0 | 46.7 |
| | 8 | 14 | 12 | 85.7 | 50.0 |
| Female | 3 | -- | -- | -- | -- |
| | 4 | 13 | 13 | 100.0 | 23.1 |
| | 5 | -- | -- | -- | -- |
| | 6 | 15 | 15 | 100.0 | 20.0 |
| | 7 | -- | -- | -- | -- |
| | 8 | 14 | 13 | 92.9 | 7.7 |
| American Indian or Alaska Native | 3 | -- | -- | -- | -- |
| | 4 | -- | -- | -- | -- |
| Asian | 3 | -- | -- | -- | -- |
| | 8 | -- | -- | -- | -- |

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 |
| Hispanic or Latino | 3 | -- | -- | -- | -- |
| | 4 | -- | -- | -- | -- |
| | 5 | 11 | 11 | 100.0 | 18.2 |
| | 6 | 20 | 20 | 100.0 | 10.0 |
| | 7 | 19 | 19 | 100.0 | 21.1 |
| | 8 | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | 6 | -- | -- | -- | -- |
| White | 3 | -- | -- | -- | -- |
| | 4 | -- | -- | -- | -- |
| | 5 | -- | -- | -- | -- |
| | 6 | -- | -- | -- | -- |
| | 7 | -- | -- | -- | -- |
| | 8 | 15 | 14 | 93.3 | 42.9 |
| Socioeconomically Disadvantaged | 3 | -- | -- | -- | -- |
| | 4 | -- | -- | -- | -- |
| | 5 | 12 | 12 | 100.0 | 25.0 |
| | 6 | 21 | 21 | 100.0 | 9.5 |
| | 7 | 21 | 21 | 100.0 | 19.1 |
| | 8 | 11 | 10 | 90.9 | 10.0 |
| English Learners | 3 | -- | -- | -- | -- |
| | 4 | -- | -- | -- | -- |
| | 5 | -- | -- | -- | -- |
| | 6 | 14 | 14 | 100.0 | 7.1 |
| | 7 | -- | -- | -- | -- |
| | 8 | -- | -- | -- | -- |
| Students with Disabilities | 3 | -- | -- | -- | -- |
| | 4 | -- | -- | -- | -- |
| | 5 | -- | -- | -- | -- |
| | 6 | -- | -- | -- | -- |
| | 7 | -- | -- | -- | -- |
| | 8 | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | 4 | -- | -- | -- | -- |
| | 7 | -- | -- | -- | -- |
| | 8 | -- | -- | -- | -- |

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 |
| Foster Youth | 3 | -- | -- | -- | -- |
| | 4 | -- | -- | -- | -- |
| | 5 | -- | -- | -- | -- |
| | 6 | -- | -- | -- | -- |
| | 7 | -- | -- | -- | -- |
| | 8 | -- | -- | -- | -- |

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 Elementary has three active parent organizations. The PTA parents support the school through fundraising, organizing school wide activities and task forces which work on such areas as after school activities for students and family get togethers. The ELAC has been instrumental in encouraging parent involvement. The committee organizes activities for the students and encourages educational opportunities for parents. School Site Council oversees the Single Plan for Student Achievement and advises school personnel on policies and programs. We also have a Family Engagement Committee which works toward establishing a more open and welcoming campus. Parents have also joined our Pk-3 Literacy Grant Design team. This team works together to improve student's experience at school.

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

Staff met in the early fall to plan a drill for the Great California Shakeout. We have a disaster preparedness coordinator who organizes all supplies and materials. She attends a staff meeting to review our plan annually. Because there are no local police services we understand that we need to try to prepare to be on our own for awhile in the event of an emergency. Marin County Office of Education provides all schools with "What to do in case of..." document that is put to use in all Marin County Schools. Staff was provided a lanyard and key for use in the case of emergency. Emergency supplies are stocked in an on site storage shed. Fire drills are conducted regularly. Students are supervised by certificated and classified staff during breaks and recesses.

| Suspensions and Expulsions | | | |
|----------------------------|---------|---------|---------|
| School | 2013-14 | 2014-15 | 2015-16 |
| Suspensions Rate | 2.1 | 2.2 | 2.7 |
| Expulsions Rate | 0.0 | 0.6 | 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 | In PI | In PI |
| First Year of Program Improvement | 2010-2011 | 2013-2014 |
| Year in Program Improvement | Year 4 | 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 | |
| Counselor (Social/Behavioral or Career Development) | .5 |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | .4 |
| Psychologist | .2 |
| Social Worker | |
| Nurse | .15 |
| Speech/Language/Hearing Specialist | .4 |
| Resource Specialist | .8 |
| Other | |
| Average Number of Students per Staff Member | |
| 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.

| Average Class Size and Class Size Distribution (Elementary) | | | | | | | | | | | | |
|---|--------------------|---------|---------|-----------------------|---------|---------|---------|---------|---------|---------|---------|---------|
| Grade | Average Class Size | | | Number of Classrooms* | | | | | | | | |
| | | | | 1-20 | | | 21-32 | | | 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 |
| K | 19 | 17 | 17 | 1 | 1 | 1 | | | | | | |
| 1 | 18 | 15 | 15 | 1 | 1 | 1 | | | | | | |
| 2 | 11 | 12 | 12 | 1 | 1 | 1 | | | | | | |
| 3 | 15 | 14 | 14 | 1 | 1 | 1 | | | | | | |
| 4 | 20 | 14 | 14 | 1 | 1 | 1 | | | | | | |
| 5 | 16 | 19 | 19 | 1 | 1 | 1 | | | | | | |
| 6 | 26 | 19 | 19 | | 1 | 1 | 1 | | | | | |

Professional Development provided for Teachers

There are two areas of focus for staff development: Cultural Proficiency and Common Core State Standards (CCSS). The focus on cultural proficiency is a result of a "listening campaign" conducted by the National Equity Project. The district's PreK-third grade staff has also participated in staff development regarding cultural proficiency through a grant from the Marin Community Foundation. Common Core training is dictated by the state of California. Tomales staff is using West Ed and Making a Difference Consulting to prepare for CCSS implementation. There are three staff development days scheduled throughout the school year. Training also takes place at selected staff meetings. The Making a Difference Consultant is available on site at designated times throughout the school year for individual and group coaching.

| 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 |
| Percent of District Budget | | |
| 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/.

Types of Services Funded

Salaries for classroom teachers and Instructional Assistants/Paraeducator is provided by the district. Instruction for music, physical education, art, computer instruction and library time come from a local parcel tax with the exception of physical education. Grant money is used to fund an intervention tutor and a school counselor.

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.

| FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries | | | | |
|--|------------------------|------------|--------------|------------------------|
| Level | Expenditures Per Pupil | | | Average Teacher Salary |
| | Total | Restricted | Unrestricted | |
| School Site | \$14,650 | \$2,652 | \$10,284 | \$82,207 |
| District | ♦ | ♦ | \$12,190 | \$82,515 |
| State | ♦ | ♦ | \$5,677 | \$60,705 |
| Percent Difference: School Site/District | | | -15.6 | -0.4 |
| Percent Difference: School Site/ State | | | 81.2 | 35.4 |

* Cells with ♦ do not require data.