



MARIN OAKS HIGH SCHOOL

611 Arthur Street, Novato CA 94947 • (415) 829-8733

Deidre Shannon, Principal

School Accountability Report Card

Principal's Message

Marin Oaks is a unique learning community that changes each year as students graduate and new ones enroll. We provide a stable, caring, "family" atmosphere where students can cultivate an appreciation for diversity and life-long learning while striving to achieve their full potential. Our small-school environment, friendly and caring staff, shortened day, non-competitive grading, and emphasis on quality rather than quantity of work allow the students to experience a relevant, student-centered and supportive atmosphere.

If you would like more information about Marin Oaks, please call 892-8733.

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the Marin Oaks High at 415-892-8733.

School Profile

Marin Oaks High School provides an alternative educational program for students that have been unsuccessful in the regular comprehensive high school. The school serves 70 students in grades 10-12 who benefit from individualized instruction, flexible hours, and the opportunity to earn variable credits in a small school setting. Marin Oaks is designed to provide a safe and challenging environment where students can earn the necessary credits for graduation. The program promotes resiliency and responsibility among its students. Moreover, it provides the alternative learning situations needed to foster and support academic, social, and emotional growth. The program strives to cultivate a joy of learning while challenging the students to reach their full potential. Standards-based projects, analyzing data, common assessments and service learning projects are utilized to promote academic achievement.

The original continuation high school, North Marin High School, was established in 1965 as an alternative to the comprehensive high school programs. In the fall of 2001-2002, the continuation program was moved to the Novato High School campus and renamed Marin Oaks High School. The close proximity to Novato High School allows Marin Oaks students to take elective classes at Novato High School, offering Marin Oaks students further flexibility to achieve and earn credits.

Marin Oaks is continuously changing and improving. Progress indicators include attendance, STAR results and students assessments. These indicators are analyzed and reviewed annually.

Student Enrollment by Ethnic Group

2006-07	
	Percentage
African American	15.6%
American Indian	0.0%
Asian	0.0%
Caucasian	49.4%
Filipino	0.0%
Hispanic	32.5%
Pacific Islander	1.3%
Multiple or No Response	1.3%

Mission Statement

The mission of Marin Oaks High School is to promote resilient, caring and responsible young adults. Students will develop their social, emotional and academic skills in a safe and nurturing environment. Students will cultivate an appreciation for diversity and life-long learning while striving to achieve their full potential.

Parent Involvement

Parental involvement is a major component of Marin Oaks High School. Parents participate as members of our Site Leadership Team, representing Marin Oaks on district committees. The small nature of our school enables parents to participate in all fundraisers, events, award ceremonies, field trips and graduation. Marin Oaks benefits from community partnerships with Ignacio Novato Rotary, Marin Education Foundation, School to Career as well as tutors and counselors for the Novato Elementary Schools.

Enrollment By Grade

This chart illustrates the enrollment trend by grade level for the past 3 school years.

Enrollment Trend by Grade Level

	2004-05	2005-06	2006-07
9th		1	5
10th	6	5	19
11th	23	22	20
12th	36	44	33

Enrollment By Program

During the 2006/07 school year 77 students were enrolled at Marin Oaks High, of which 22.1% were students with disabilities, 13.0% were English Learners, and 41.6% were socioeconomically disadvantaged.

Class Size

Average class sizes vary by grade level and subject area taught. In addition to credentialed teachers, students receive assistance in the classroom from an instructional assistant and STAR and CAHSEE intervention teachers.

	Class Size Distribution													
	Average Class Size			Classrooms Containing:										
	05	06	07	1-20 Students			21-32 Students			33+ Students				
English	15	14	13	8	7	9	-	1	-	-	-	-	-	-
Mathematics	7	11	12	1	4	5	-	-	-	-	-	-	-	-
Science	18	16	14	2	2	3	-	-	-	-	-	-	-	-
Social Science	13	17	17	7	6	6	-	1	-	-	-	-	-	-

Safe School Plan

The School Safety Plan is reviewed yearly. The process for review includes the following:

- Site Leadership Team meets to assess the revised plan and upon adoption, schedules calendar dates for monitoring the implementation of the plan.
- The Safety Plan is reviewed with staff, and drills are held in accordance with the schedule specified in the plan.

Annual safety inspections for facilities and grounds are conducted, as are drills such as fire (monthly), earthquake, intruder on campus, bomb threat and evacuation. Lockdown drills are held twice a year.

Students are supervised before and after school by certificated and classified staff and the principal supervise students during lunch. Certificated and classified staff help with supervision during lunch and break periods.

Visitors check in with the office for a visitor pass. Board Policy 1250: Visitors/Outsiders is available on the district website.

Discipline & Climate for Learning

Students at Marin Oaks High School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. The goal of the Marin Oaks High School discipline program is to follow a positive discipline approach that teaches students appropriate behavior while providing a safe environment for all students to learn. Parents and students are informed of school rules and discipline policies through the parent/student handbook.

Students are encouraged to participate in a variety of opportunities in the community. Students work in local businesses and participate in mentorship programs, career fairs, and peer and elementary student tutoring. Guest speakers and presenters, as well as student field trips, broaden and educate students about career and future opportunities for establishing healthy and productive lifestyles. In addition, the Career Center at Novato High School provides information about colleges and scholarships. A variety of multicultural activities including world awareness exercises, class discussions on current events, and group projects are integrated into the curriculum and occur on a regular basis.

At the end of each quarter, students earning a 3.0 or above are recognized for honor roll status. In addition, students may earn perfect attendance awards. Students are selected each month for Student of the Month recognition, and their names and photos placed on a perpetual plaque.

Students at Marin Oaks are held accountable to the same behavior standards as other students in the Novato Unified School District. Counseling services, provided through a School Link Services grant, are readily available to those in need.

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	Suspensions & Expulsions					
	School			District		
	04-05	05-06	06-07	04-05	05-06	06-07
Suspensions	79	79	86	935	959	1446
Suspension Rate				11.96%	12.06%	17.87%
Expulsions	0	0	1	25	33	32
Expulsion Rate	0.00%	0.00%	1.30%	0.32%	0.41%	0.40%

School Facilities

Marin Oaks High School is located in two buildings on the south side of the Novato High School campus. It has five permanent classrooms and a computer lab within one of the classrooms that houses 7 computers. Science lab facilities are contained in the Science classroom and allow for experiments and hands-on activities. The school also includes men and women's bathroom facilities.

Cleaning Process:

The principal works daily with the custodial staff to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards are available at the district office for review.

Maintenance and Repair District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority are given to emergency repairs. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

Deferred Maintenance Budget The district participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems.

During the 2006/07 school year, the district contribution to deferred maintenance was \$295,496 which is 0.50% of our budget.



School Facility Conditions				
Date of Last Inspection: 4-19-2007				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates/Fences (Interior and Exterior)	X			
Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)	X			
Hazardous Materials (Interior and Exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (Interior and Exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (Inside and Outside)	X			
Restrooms	X			
Sewer	X			
Roofs (observed from the ground, inside/outside the building)	X			
Playground/School Grounds	X			
Overall Cleanliness	X			

Teacher Assignment

Novato Unified recruits and employs the most qualified credentialed teachers. For the 2006/07 school year, Marin Oaks High had five (5) fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

Teacher Credential Status				
	School			District
	04-05	05-06	06-07	06-07
Fully Credentialed	4	7	5	416
Without Full Credentials	0	0	0	11
Working Outside Subject	0	0	0	0

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year. For the 2005/06 school year, the most current data are reported.

Misassignments/Vacancies			
	05-06	06-07	07-08
Misassignments of Teachers of English Learners	1	1	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	1	1	0
Vacant Teacher Positions	0	0	0

Substitute Teachers

The Novato Unified District has an adequate pool of fully credentialed and qualified substitutes in order to maintain continuity of instruction at Marin Oaks High. Generally, the district does not experience any problems finding qualified substitute teachers. When a substitute teacher is not available for an absent teacher, the principal and site teachers assume the role of the substitute.

Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2006-07 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	100.00%	0.00%
District	17.00%	83.00%
High-Poverty Schools in District	0.00%	0.00%
Low-Poverty Schools in District	10.00%	90.00%

Teacher Evaluation

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Temporary and probationary teachers are evaluated annually and tenured teachers are evaluated every other year. Evaluations are conducted by the principal who has been trained and certified for competency to perform teacher evaluations. Teachers are evaluated on the following criteria: Engaging and Supporting All Students in Learning, Understanding and Organizing Subject Matter for Student Learning, Assessing Student Learning, Creating and Maintaining Effective Environments for Student Learning, Planning Instruction and Designing Learning Experiences for All Students and Developing as a Professional Educator.

Novato Unified offers programs to assist teachers, such as Beginning Teacher Support and Training (BTSA) and Peer Assistance and Review (PAR). BTSA is for new, credentialed teachers.

Peer Assistance and Review is designed to assist permanent teachers in need of support in subject matter knowledge or teaching methods for the purpose of improving instruction. This may occur voluntarily or as a result of a less than satisfactory evaluation. The program allows for exemplary teachers to provide support for permanent teachers in need of professional development.

Individualized Instruction

Marin Oaks High provides special education services to students who are assessed and found to be eligible for special education. Programs and services designed to meet the student's needs are identified in the Individualized Education Plan (IEP). The Resource Specialist Program serves students with exceptional needs who are able to function in the regular classroom for the majority of the day. They receive individual, small group, or classroom instruction designed to meet their identified needs.

Designated Instructional Services are provided to students who are eligible for Occupational Therapy, Speech Therapy, or other services.

At Risk Interventions

Marin Oaks High School provides after-school tutoring in English/Language Arts and Mathematics for those students performing below grade-level standards or who are at risk of retention. Other intervention programs offered at Marin Oaks High School include: CAHSEE intervention classes during the school day in English and math.

English Language Learners

Marin Oaks High offers our English Language Learner (ELL) students assistance through an ELD program.

Counseling & Support Staff

It is the goal of Marin Oaks High to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. The counselor to pupil ratio is 1:20.

The table lists the support service personnel available at Marin Oaks High.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Counselor	1	.4
Nurse	1	.1
Psychologist	1	.3
Resource Specialist	1	.8
Social Worker	1	.2

Curriculum Development

All curriculum development in the Novato Unified School District is aligned to the California State Frameworks and Content Standards using state and district adopted instructional programs. Annually, a comprehensive data analysis of student achievement is conducted to establish SMART Goals (Strategic/specific, Measureable, Attainable, Results-oriented, Timebound) aimed at raising academic performance for all students. Course outlines and benchmarks are updated regularly to align with the state standards, district goals, and the district-wide assessment program. During the 2006/07, curriculum program additions included: adoption of new 9-12 History Social Science Programs; adoption of grade 11 English Anthology; approval for 9-12 sheltered English classes; approval for purchase of supplementary materials for the English Learner program.

Instructional Materials

Novato Unified held a Public Hearing on October 18, 2006, and determined that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the State Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks				
Grade Levels	Subject	Publisher	Adoption Year	Sufficient
10th-12th	English Language Development	Globe Fearson	1999	Yes
10th-12th	English Language Development	Sopris West	2002	Yes
10th-12th	English Language Development	SRA/McGraw-Hill	2000	Yes
10th-12th	English/ Language Arts	Great Source	2003	Yes
12th	English/ Language Arts	Harcourt	2003	Yes
12th	English/ Language Arts	Prentice Hall	2003	Yes
10th-12th	English/ Language Arts	Warriner's	2003	Yes
12th	History/Social Science	Glencoe	2006	Yes
10th-12th	History/Social Science	Globe Fearson	2002	Yes
12th	History/Social Science	Holt, Rinehart & Winston	2006	Yes
10th-11th	History/Social Science	McDougal Littell	2006	Yes
10th-12th	Mathematics	McDougal Littell	2002	Yes
10th-12th	Mathematics	Prentice Hall	2002	Yes

District Expenditures

Novato Unified spent an average of \$7,732 to educate each student, based on 2005-06 FY audited financial statements. The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$7,809
From Restricted Sources	\$880
From Unrestricted Sources	\$6,929
District	
From Unrestricted Sources	\$5,682
Percentage of Variation between School & District	21.95%
State	
From Unrestricted Sources	\$4,943
Percentage of Variation between School & State	40.18%



District Revenue Sources

In addition to general state funding, Marin Oaks High receives state and federal funding for the following categorical funds and other support programs: (enter information from consolidated application)

CATEGORICAL PROGRAMS: FEDERAL

• **Title I:**

Supports our targeted assistance schools in improving teaching and learning to help low achieving students meet the same challenging state standards that apply to all students.

• **Title II:**

Concentrates on upgrading the expertise of principals, teachers, and paraprofessionals through professional development based on a needs assessment to enable them to increase student academic achievement by improving teacher quality.

• **Title III:**

Provides supplemental programs and services for immigrant/ LEP students to enable them to meet grade level requirement; provides instruction and instructional support services to promote English language development and academic progress in the core curriculum

• **Title IV:**

Funds are to be used to carry out a comprehensive drug and violence prevention program which will decrease drug abuse and violence among our students.

• **Title V:**

Provides broad support for activities that encourage educational innovation and enhancement of learning through technology, library services, and instructional and media materials and to meet the needs of all students at-risk.

• **Special Education Program:**

Ensures that all students with exceptional needs are appropriately identified, assessed, and provided free appropriate public education programs and services designed to meet their unique needs.

CATEGORICAL PROGRAMS: STATE

• **English Language Learner Program (EIA):**

Develops fluency in English in each student as effectively and efficiently as possible and provides equal opportunity for academic achievement.

• **Art and Music Block Grant:**

Funding for staff and standards-aligned materials to support the implementation of sequential standards-aligned visual and performing arts instruction in kindergarten and grades one to 12.

• **Arts, Music and P.E. Equipment and Supplies Block Grant:**

Funding for instructional resources used in the delivery of sequential standards-based instruction in physical education and visual and performing arts.

• **One-Time Discretionary Block Grant:**

Funding to provide one-time resources to support a variety of uses that sites and districts may select

Grants:

• **Enhancing Education Thru Technology (EETT) Formula Grant:**

Provides additional computers and teacher training

• **Novato School Community Policing Partnership:** Funds are used to address the following issues faced by the Novato Community: violence, alcohol and drug abuse, gang violence, truancy, teen pregnancy, bullying, theft and vandalism.

Parcel Tax Funding:

• **A+:**

Helps to support quality library media centers, supplemental reading services, technology in all K-12 schools, and class size reduction.

Teacher & Administrative Salaries as a Percentage of Total Budget

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the districts budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site.

Average Salary Information Teachers - Principal - Superintendent 2005-06

	District	State
Beginning Teachers	\$36,685	\$38,479
Mid-Range Teachers	\$54,597	\$60,306
Highest Teachers	\$68,706	\$74,193
Elementary School Principals	\$98,933	\$92,985
Middle School Principals	\$105,632	\$98,305
High School Principals	\$116,776	\$107,384
Superintendent	\$155,525	\$155,314

Salaries as a Percentage of Total Budget

Teacher Salaries	39.2%	40.8%
Administrative Salaries	6.9%	5.7%

* Data unavailable from the State of California at the time of publication.

School Site Teacher Salaries

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state based on FY 2005-06 financial statements.

California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, Social Science, Science, for the most recent three-year period, is shown. Summative scores are not available for Math (grades 8-11), Science (available for grades 5 and 8 only), and grade 9 Social Science. For results on course specific tests, please see <http://star.cde.ca.gov>.

California Standards Test (CST)															
Combined % of Students Scoring at Proficient and Advanced Levels															
	Language Arts						Social Science								
	9		10		11		10		11						
	05	06	07	05	06	07	05	06	07	05	06	07			
All Students															
School	0	0	*	0	13	8	7	39	*	0	0	14	6	46	
District	60	61	66	49	52	53	54	47	53	50	47	44	54	52	50
State	43	44	47	36	37	37	36	36	37	31	30	29	37	35	35
Males															
School	*	*	*	*	*	0	6	*	*	*	*	9	6	*	
District	54	55	60	41	45	46	47	41	46	52	48	45	54	52	52
State	38	40	43	32	33	33	33	33	33	34	33	34	37	37	37
Caucasian															
School	*	*	*	*	*	10	11	*	*	*	*	14	11	*	
District	73	75	76	56	65	64	58	53	64	58	57	54	59	57	60
State	61	63	66	53	54	55	50	50	52	44	45	44	48	48	48

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and Mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP's, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the chart.

Adequate Yearly Progress (AYP)				
Made AYP Overall	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Met AYP Criteria	Yes	Yes	Yes	Yes
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	Yes
API School Results	Yes		Yes	
Graduation Rate	No		Yes	

Average Teacher Salaries

School & District	
School	\$56,416
District	\$53,951
Percentage of Variation	4.56%
School & State	
All Unified School Districts	\$58,776
Percentage of Variation	4.02%

Physical Fitness

In the spring of each year, Marin Oaks High is required by the state to administer a physical fitness test to all students in grade nine. The physical fitness test is a standardized evaluation that tracks the development of high-quality fitness programs and assists students in establishing physical activity as part of their daily lives. Results of student performance are compared to other students statewide who took the test. *Scores are not displayed when fewer than 10 students are tested in a grade level and/or subgroup.

Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet. Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school). Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

API School Results

	04-05	05-06	06-07	2007 API Growth Score
Statewide Rank	B	B	B	
Similar Schools Rank	B	B	B	
All Students				
Actual Growth	135	-61	133	701

B - This is either an LEA or an Alternative Schools Accountability Model (ASAM) school. Schools participating in the ASAM do not currently receive growth, target information, or statewide or similar schools rankings on this report in recognition of their markedly different educational missions and populations served. ASAM schools are covered under the Alternative Accountability system as required by Education Code Section 52052 and not the API accountability system. However, API information is needed to comply with the federal No Child Left Behind (NCLB) law. Growth, target, and rank information are not applicable to LEAs.

Only numerically significant subgroups for each reporting period are required to be presented in this report card. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 15% of the school population tested and contains at least 50 students with valid scores.



Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2007-08)	-	-
# of Schools Currently in PI	-	1
% of Schools Identified for PI	-	5.26%

Dropout & Graduation Rates

Marin Oaks High believes that effective instruction consists of the continuous building of new concepts upon existing ones and requires regular attendance and participation. In hopes of preventing and reducing dropouts, the following programs are made available to students: On-line courses, summer school, independent study, and supplementary adult education classes.

Graduation & Dropout Rates			
	03-04	04-05	05-06
Dropout Rate	1.69%	4.62%	13.89%
Graduation Rate	95.70%	93.50%	75.60%

Completion of High School Graduation Requirements

Beginning with the graduating class of 2006, students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2005-06 school year in the 12th grade, the table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>. Note: "N/A" means that the student group is not numerically significant.

Completion of High School Graduation Requirements			
	School	District	State
All Students	42.0%	97.0%	*
African American	100.0%	88.0%	*
Hispanic	100.0%	92.0%	*
Caucasian	100.0%	97.0%	*

* Statewide data was not available at the time of publication.

Career Technical Education (CTE) Programs

Marin Oaks career planning program prepares students to succeed in real-world contexts through the development of conceptual thinking, effective communication, and the ability to apply knowledge and skills learned in the classroom. Instructors at Marin Oaks High have directed efforts toward establishing school-to-work structures within each curricular area for all students, including those with special needs. Advisors offer additional support through various programs, including: Career Day, Internships, meetings with the School to Career Counselor, and ROP career classes.

CTE Programs				
Title of Career Preparation Course	Who offers the course	How do these classes support student achievement	How does the school address the needs of all students in career preparation	How are the courses evaluated for effectiveness
Auto Technology-Advanced	College of Marin	In Advanced automobile technology, students focus on specialized advanced procedures and techniques in auto repair and maintenance. Emphasis is placed on exploring the latest advances in automotive technologies, as well as diagnostic equipment and procedures necessary for maintenance and repair.	Students are required to demonstrate mastery of employable skills utilizing technical equipment and tools. Industry standard performance assessments are developed through the Regional Occupational Program.	The district Career Technical Education Advisory Committee and the advisory committee for the Marin County Regional Occupational Program with representation from the College of Marin and industry/business partners regularly review the quality, consistency, and student performance standards of each course.

Career Technical Education Participation

This table displays information about participation in the school's Career Technical Education (CTE) programs.

Enrollment & Program Completion in Career/ Technical Education (CTE) Programs (Carl Perkins Vocational and Technical Education Act)	
Question	Response
How many of the school's pupils participate in CTE?	36
What percent of the school's pupils complete a CTE program and earn a high school diploma?	98.7
What percent of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	100.0

UC/CSU Course Completion

Students at Marin Oaks High are encouraged to take University of California/California State University (UC/CSU) preparatory courses if they plan to attend a four-year university. All students must pass each course with a grade no lower than a 'C'.

UC/CSU Course Enrollment	
% of Student Enrollment in Courses Required for UC/CSU Admission	% of Graduates Who Completed All Courses Required for UC/CSU Admission
76.9%	0.0%

* Duplicated Count (one student can be enrolled in several courses).

SAT-1

Each year students have the opportunity to participate in the SAT, which is designed to assess many of the skills that are important to a student's success in college and their general educational development.

The table displays the percent of the school's 12th grade students who voluntarily took the SAT Reasoning Test for college entrance, and average verbal, math, and writing scores of those students. Detailed information regarding SAT results, and comparisons of these average scores to the district and state levels, can be found at the CDE Web site.

SAT I Test Results					
	Grade 12 Enrollment	% Seniors Tested	Average Verbal	Average Math	Average Writing
School					
04-05	36	0.0%	0	0	0
05-06	44	6.8%			
06-07	33	0.0%	0	0	0
District					
04-05	552	0.53%	537	549	0
05-06	583	0.55%	530	542	536
06-07	629	0.55%	532	539	530
State					
04-05	409,576	35.7%	500	522	0
05-06	383,460	40.5%	495	516	496
06-07	441,198	36.9%	493	513	492

School Leadership

Leadership at Marin Oaks High School is a responsibility shared among district administration, the principal, instructional staff, students, and parents. The district's emphasis is on a well-balanced and rigorous core curriculum at all grade levels. Instructional programs are aligned with State and District Standards.

For the past two years, leadership duties were assumed by the acting Principal. Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the educational plan to ensure their instructional programs are consistent with students' needs and comply with district goals. Leadership teams include: Assistant Principal, parents and staff. The Marin Oaks Site Leadership Team meets monthly to discuss and approve site categorical expenditures. Decisions focus on providing an optimal learning environment for our students.

Marin Oaks High School attempts to individualize the learning experience for each of the students. Students who enter Marin Oaks are normally deficient in credits and need greater flexibility in their academic schedules. All students are enrolled in a rigorous core curriculum based on the State Standards and District-adopted programs. Teachers differentiate the curriculum to meet the unique learning needs of each of their students. Classes are offered in each of the core subjects and in elective classes. This assists students in making up deficiencies and meeting the Novato Unified School District graduation requirements.

Staff Development

Staff members build teaching skills and concepts by participating in conferences and workshops throughout the year, then sharing their experiences and knowledge with school and district colleagues. For the past three years the district has dedicated 3 staff development days throughout the school year.

Extensive training occurred in the areas of WASC Accreditation, STAR data review; English Language Learning, Departmental curriculum planning, and standards based math and science, strategies for second language learners.

The areas of focus were selected to adequately address closing the achievement gap for all learners. Extensive disaggregated data analysis was completed to determine student need. Staff development was designed to address specific learning needs and adapt instruction accordingly.

Continuing discussions regarding alternative strategies that allow greater flexibility to support alternative, up to date models for instruction that include student grouping, advisories and focus areas of study are on-going.

Instructional Time (includes Minimum days)

For the 2006/07, Marin Oaks High offered 180 days of instruction, comprised of regular days. The additional eight (8) minimum days were utilized for staff development with focus on closing the achievement gap.

Instructional Minutes By Grade Level		
	Minutes Required	Actual Minutes
9th-12th	32,400	52,920

Computer Resources

All classrooms have at least one computer that are connected to the Internet. Marin Oaks High School offers a classroom/computer lab of 7 computers with on-line research capabilities and Internet access. Technology is implemented into the core curriculum. All students are expected to use technology in the presentation of student projects.

Computer Resources			
	04-05	05-06	06-07
Computers	15	13	8
Students per computer	4.3	5.5	9.6
Classrooms connected to Internet	5	1	5

Library Information

Marin Oaks students have access to the Novato High School library when accompanied by a teacher.

Governing Board Members

During the 2006/07 the Novato Unified was governed by the following Board of Education Members:

- Aaron Brown
- Debbie Butler
- Cindi Clinton
- Derek Knell
- Ross Millerick
- Leslie Schwarze
- Jennifer Treppa

Measure A Facilities Bond

Bond Projects

- 16 schools have been modernized and upgraded for Americans with Disabilities Act (ADA) compliance and safety
- state of the art classrooms, libraries, and computer labs are serving our students
- high school athletic fields are versatile and provide a venue for safe play

The Measure A facility bond approved by Novato voters in 2001 provided \$107 million for the improvement of all school campuses in the Novato Unified School District. State matching funds and interest earnings will provide another \$26 million, resulting in a \$133 million facility program for our schools. To date, about \$85 million of these dollars have been spent.

These funds have been utilized to provide for a variety of repairs, renovations and improvements, most significantly to address health and safety issues and to modernize classrooms. Classroom modernization typically includes the installation of:

- new flooring
- paint and tackable wall surfaces
- learning wall, a casework system that includes rolling whiteboards
- electrical plugs and fire alarm systems

- ceilings and lighting
- cabinets
- heating, ventilation and air conditioning systems (existing systems)
- computer connection for students and staff

A+ for Kids Parcel Tax

A+ for Kids Parcel Tax Funding:

Novato voters have supported schools since 1993 with parcel taxes (A+ for Kids). The most recent parcel tax was passed in March 2005 for 6 years for \$155 per parcel per year.

Novato schools are grateful to the Novato community for their continued support. The parcel tax provides over \$2,000,000 per year to our schools.

Thanks to the Parcel Tax Funds:

- our K-3 and 9th grade students learn in class sizes of 20:1
- our libraries are staffed by librarians and library clerks
- counseling services are available for our secondary students
- award winning music programs are provided in elementary, middle, and high school

Data Sources

Data within the SARC was provided by Novato Unified School District, retrieved from the 2006-07 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located in the city of Novato, which contain numerous computer workstations.

California High School Exit Exam (CAHSEE)

The California High School Exit Exam is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the Federal No Child Left Behind (NCLB) law. The CAHSEE has an English language-arts section and a math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. The score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement. The first table displays the percent of students achieving at the Proficient or Advanced level for the past three years. The second table displays the percent of students, by group, achieving at each performance level in English language-arts and math separately for the most recent testing period.

CAHSEE By Subject									
	2004-05			2005-06			2006-07		
	School	District	State	School	District	State	School	District	State
English	*	67.1	49.0	*	69.9	51.1	*	64.6	48.6
Mathematics	*	66.3	45.2	*	64.4	46.8	*	67.6	49.9

College Entrance Info

California high school students have two options for attending public universities in the State: Universities of California (UC), or California State Universities (CSU). There are eight UC campuses statewide, and 28 CSU schools. A college preparatory high school program includes a minimum of the following courses, referred to as the "A-G requirements."

- A: Two years of history/social science
- B: Four years of English
- C: Three years of college preparatory mathematics (Four recommended for UC)
- D: Two years of laboratory science (Three recommended for UC)
- E: Two years of a single language other than English (Three recommended for UC)
- F: One year of visual/performing arts
- G: One year of a college preparatory elective in one of the above subjects

All courses must be completed with a grade of "C" or better. The minimum GPA required for admission to a UC is 3.15, and 2.0 for the CSU system. For more information about admissions to UC schools, please visit www.ucop.edu/pathways. To prepare for entrance to a CSU school, visit www.csumentor.edu.