

# Novato Unified School District

# Marin Oaks High School

## 2008-2009 School Accountability Report Card

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Principal**

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**[do.nusd.org/  
index.htm](http://do.nusd.org/index.htm)**

### 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, and emphasis on quality rather than quantity of work allow the students to experience a relevant, student-centered and supportive atmosphere. Our goal is to help build bridges to college and encourage our students to continue their academic journey by attending a junior college after graduation.

If you would like more information about Marin Oaks, please call (415) 892-8733.

### Contact Information

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

### School Profile

Marin Oaks High School provides an alternative educational program for students that have been unsuccessful in the traditional high school. The school serves 65 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 setting 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 traditional 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.

Marin Oaks is continuously changing and improving. Progress indicators include attendance, credit completion rate, graduation rate, STAR results and student assessments. These indicators are analyzed and reviewed annually. The past two years, 2007-2008 and 2008-2009, Marin Oaks has held the highest attendance percentage rate in the entire district at 99.98%

### 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.

#### Student Enrollment by Ethnic Group

2008-09

	Percentage
African American	10.7%
American Indian	0.0%
Asian	0.0%
Caucasian	44.0%
Filipino	0.0%
Hispanic or Latino	40.0%
Pacific Islander	1.3%
Multiple or No Response	4.0%

## School Leadership

Leadership at Marin Oaks High School is a responsibility shared among district administration, the assistant 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.

Leadership duties are assumed by the assistant principal in charge. 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 quarterly 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.

## 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. In the spring of 2008 the first Marin Oaks PTSA was established. Parents are encouraged to become a PTSA member and help give back to Marin Oaks.

## 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.

	Suspensions & Expulsions					
	School			District		
	06-07	07-08	08-09	06-07	07-08	08-09
Suspensions	86	33	8	1446	650	841
Suspension Rate	111.7%	50.8%	10.7%	17.9%	8.2%	10.6%
Expulsions	1	1	0	32	27	14
Expulsion Rate	1.3%	1.5%	0.0%	0.4%	0.3%	0.2%

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 and our academic counselor also works with students to provide them with the necessary information to succeed in college. 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 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.

## 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 can be found on the district website.

## 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 each classroom has a designated amount of computers for student use. 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.

School Facility Conditions				
Date of Last Inspection: 01/23/2008				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior	X			
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

**Cleaning Process:** The assistant principal works daily with the custodial staff to ensure that the cleaning of the school is maintained to provide 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.

The District Maintenance staff helps to ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used to ensure efficient service is given with the highest priority to emergency repairs. While reviewing this report, please note that even minor discrepancies are reported in the inspection process.

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.

During the 2008/09 school year, the district contribution to deferred maintenance was \$144,114 which is .25% of the district budget.

## Enrollment By Grade

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

Enrollment Trend by Grade Level			
	2006-07	2007-08	2008-09
9th	5	4	2
10th	19	20	20
11th	20	31	24
12th	33	10	29

## Enrollment By Program

During the 2008/09 school year 75 students were enrolled at Marin Oaks High, of which 8.0% were English Learners, and 54.9% 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 receive additional help for STAR and CAHSEE from a support service provider.

Class Size Distribution												
	Average Class Size			Classrooms Containing:								
				1-20 Students			21-32 Students			33+ Students		
	07	08	09	07	08	09	07	08	09	07	08	09
English	13	17	17	9	6	5	-	-	-	-	-	-
Mathematics	12	16	10	5	4	6	-	-	-	-	-	-
Science	14	13	12	3	4	4	-	-	-	-	-	-
Social Science	17	18	17	6	5	4	-	1	2	-	-	-

## 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.

## Library Information

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

## Technology Resources

All classrooms have at least one computer that is 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			
	06-07	07-08	08-09
Computers	8	20	21
Students per computer	9.6	3.3	3.6
Classrooms connected to Internet	5	5	5

## Instructional Materials

Novato Unified held a Public Hearing on October 6, 2009, 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. Current District adopted Instructional Materials are available at <http://do.nusd.org/Curriculum/Instruction/currmain.html>

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

## Counseling & Support Staff

It is the goal of Marin Oaks High to assist students in their academics as well as in their social and personal development. 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 table lists the support service personnel available at Marin Oaks High.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Academic Counselor	1	.4
Psychologist	1	As Needed
Resource Specialist	1	.8



## Teacher Assignment

Novato Unified recruits and employs the most qualified credentialed teachers. For the 2008/09 school year, Marin Oaks High had 5.2 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

	Teacher Credential Status			
	School			District
	06-07	07-08	08-09	08-09
Fully Credentialed	5	5	5	413
Without Full Credentials	0	0	0	0
Working Outside Subject	0	1	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 2009/10 school year, the most current data are reported.

	Misassignments/Vacancies		
	07-08	08-09	09-10
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
<b>Total Misassignments of Teachers</b>	<b>0</b>	<b>0</b>	<b>0</b>
Vacant Teacher Positions	0	0	0

## 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	76.9%	23.1%
District	93.1%	6.9%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	95.1%	4.9%

## 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.

## 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. Qualifying tenured teachers are on five year evaluation cycles.

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.

## 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 years the district has dedicated 3 staff development days throughout the school year to help teachers work collaboratively.

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.

## 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 mandatory tutorial for any student receiving a C- or below in any academic course. During tutorial, students are given an opportunity to receive 1:1 tutoring, small group tutoring sessions or retake low scoring quizzes or re-do assignments. Other intervention programs offered at Marin Oaks High School include: CAHSEE intervention classes during the school day in English and math.

## 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.

## Gifted and Talented Education (GATE)

The Novato Unified School District Gifted and Talented Program is designed to meet the needs and learning styles unique to gifted children. The differentiated curriculum provides experiences and activities that vary in acceleration, depth, complexity, and degree of novelty. It is a program designed to foster enthusiasm for learning, insight into ideas and problems, responsible citizenship, leadership, critical and creative thinking, and career awareness.

The goals of the program are to:

- Provide differentiated opportunities for learning
- Develop critical thinking skills
- Promote sensitivity and responsibility to others
- Foster a commitment to constructive ethical standards
- Encourage a healthy self-concept
- Inspire life-long learning

More information about Novato's Gifted and Talented Education Programs are available at <http://do.nusd.org/CurriculumInstruction/gate.html>

## English Language Learners

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

## 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)									
Subject	School			District			State		
	2007	2008	2009	2007	2008	2009	2007	2008	2009
English/Language Arts	24	24	32	61	61	64	43	46	50
Mathematics	*	12	8	57	60	60	40	43	46
Science	7	30	29	55	61	64	38	46	50
History/Social Science	35	14	32	50	52	58	33	36	41

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

California Standards Test (CST)				
Subject	Subgroups			
	English/ Language Arts	Mathematics	Science	History/ Social Science
African American	*	*	*	*
American Indian	*	*	*	*
Asian	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	19	*	*	27
Pacific Islander	*	*	*	*
Caucasian	42	9	*	45
Males	38	5	42	38
Females	*	*	*	*
Socioeconomically Disadvantaged	28	5	8	32
English Learners	*	*	*	*
Students with Disabilities	*	*	*	*
Migrant Education	*	*	*	*

\*Scores are not disclosed 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.

## 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.

## National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English language learners (ELL) is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress Web page at <http://nces.ed.gov/nationsreportcard/>.

The first table displays the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight by scale score and achievement level.

The second table displays the participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) by students with disabilities and/or English language learners for grades four and eight.

**NOTE:** Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school.

### API School Results

	06-07	07-08	08-09	2009 API Growth Score
Statewide Rank	B	B	B	
Similar Schools Rank	B	B	B	
All Students				
Actual Growth	133	-63	-3	635

*B - This is 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.*

### Adequate Yearly Progress (AYP)

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

### National Assessment of Educational Progress

#### Reading and Mathematics Results for Grades 4 & 8

##### By Performance Level - All Students

	Average Scale Score		% at Each Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007 Grade 4	209	220	30	18	5
Reading 2007 Grade 8	251	261	41	20	2
Math 2009 Grade 4	232	239	41	25	5
Math 2009 Grade 8	270	282	36	18	5

### National Assessment of Educational Progress

#### Reading and Mathematics Results for Students with Disabilities (SD) and/or English Language Learners (ELL)

##### By Grades 4 & 8 and Participation Rate - All Students

	Participation Rate			
	State		National	
	SD	ELL	SD	ELL
Reading 2007 Grade 4	74	93	65	80
Reading 2007 Grade 8	78	92	66	77
Math 2009 Grade 4	79	96	84	94
Math 2009 Grade 8	85	96	78	92

## 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	In PI
First Year in PI	-	2009-2010
Year in PI (2009-10)	-	Year 1
# of Schools Currently in PI	-	3
% of Schools Identified for PI	-	17.65%

## 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: summer school and concurrent enrollment through adult education.

Graduation & Dropout Rates			
	05-06	06-07	07-08
Dropout Rate	13.90%	9.10%	4.50%
Graduation Rate	77.30%	91.70%	100.00%

## 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. **\*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?	66
What percent of the school's pupils complete a CTE program and earn a high school diploma?	93.0
What percent of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	50.0

## 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.

**Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.**

CAHSEE By Subject									
	2006-07			2007-08			2008-09		
	School	District	State	School	District	State	School	District	State
English	-	64.6	48.6	-	63.2	52.9	-	64.8	52.0
Mathematics	-	67.6	49.9	-	63.5	51.3	-	63.6	53.3

## UC/CSU Course Completion

Students at Marin Oaks High are encouraged to take University of California/California State University (UC/CSU) preparatory courses through concurrent enrollment at the comprehensive school or at the local junior college 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	
	Percentage
% of Student Enrollment in Courses Required for UC/CSU Admission	75.2%
% of Graduates Who Completed All Courses Required for UC/CSU Admission	-

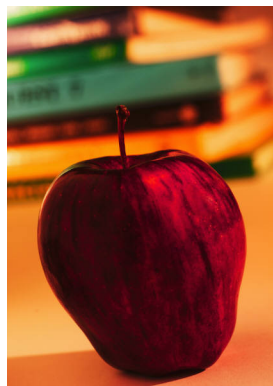
*\* Duplicated Count (one student can be enrolled in several courses).*

## 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](http://www.ucop.edu/pathways). To prepare for entrance to a CSU school, visit [www.csumentor.edu](http://www.csumentor.edu).



## 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		
2007-08		
	District	State
Beginning Teachers	\$39,289	\$40,917
Mid-Range Teachers	\$58,084	\$64,688
Highest Teachers	\$74,796	\$82,849
Elementary School Principals	\$105,126	\$102,130
Middle School Principals	\$109,748	\$108,050
High School Principals	\$125,559	\$117,805
Superintendent	\$181,082	\$176,845
Salaries as a Percentage of Total Budget		
Teacher Salaries	40.2%	40.3%
Administrative Salaries	7.4%	5.9%

## 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 2006/07 financial statements.

Average Teacher Salaries	
School & District	
School	\$57,159
District	\$57,694
Percentage of Variation	0.93%
School & State	
All Unified School Districts	\$64,246
Percentage of Variation	11.04%

## District Expenditures

Novato Unified spent an average of \$8,003 to educate each student, based on 2007-08 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	\$10,151
From Restricted Sources	\$1,994
From Unrestricted Sources	\$8,157
District	
From Unrestricted Sources	\$5,186
Percentage of Variation between School & District	57.29%
State	
From Unrestricted Sources	\$5,512
Percentage of Variation between School & State	47.99%

## 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:**

Funding supports targeted assistance schools to meet the educational needs of low-achieving students enrolled in highest poverty schools.

• **Title II:**

The purpose of the program is to increase academic achievement by improving teacher and principal quality.

• **Title III:**

The purpose of this program is to assist English learners acquire English and achieve grade-level standards. Funds are allocated according based on the R-30 Language Census.

• **Title IV:**

Funds are used to carry out a comprehensive drug and violence prevention program which will decrease drug abuse and violence among 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**

• **Economic Impact Aid - English Learner Program (EIA-LEP):** Provides supplemental funding to support additional programs and services for English learners.

• **Economic Impact Aid - School Compensatory Education (EIA-SCE):** Helps meet the needs of educationally disadvantaged youth who have yet to meet grade level proficiency in California Content Standards.

• **School and Library Improvement Block Grant:** Helps to meet the educational needs of all students as well as to support and sustain high quality professional development. Also provides school library materials.

• **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

• **One-Time Supplemental Instructional Materials for English Speakers:** Funds appropriated to purchase supplemental instructional materials for English learners in kindergarten through twelfth grade.

• **10th Grade Counseling:** The purpose of this program is to ensure that each pupil, upon reaching the age of sixteen or prior to the end of grade ten, whichever occurs first, has received a systematic review of his or her academic progress and counseling regarding the educational options available to the pupil during the final two years of high school.

### **Grants:**

• **Education Technology K-12 Voucher Program:** Funds are used to implement and support educational technology that fosters effective teaching and motivates students.

• **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.

### **Other Funding:**

• **Parcel Tax Funding:** Helps to support quality library media centers, performing arts programs, technology in secondary schools, counseling services for secondary students and class size reduction for K-3 and 9th grade students.

## Measure A Facilities Bond

### Bond Projects

- 16 schools have been modernized and upgraded for Americans with Disabilities Act (ADA) compliance and safety
- modernized 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 \$28 million, resulting in a \$137 million facility program for our schools. To date, about \$107 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
- ceilings and lighting
- paint and tackable wall surfaces
- cabinets
- learning wall, a casework system that includes rolling whiteboards
- replacement of heating, ventilation and air conditioning systems (existing systems)
- additional electrical plugs and replaced fire alarm systems
- installation of 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 June 2009 for 6 years for \$251 per parcel per year.

Novato schools are grateful to the Novato community for their continued support. The parcel tax provided over \$2,700,000 per year to our schools in 2008-09.

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 performing arts programs are provided in elementary, middle, and high school
- technical support is provided for our secondary schools

## **Data Sources**

Data within the SARC was provided by Novato Unified School District, retrieved from the 2007-08 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.

