



NOVATO HIGH SCHOOL

625 Arthur Street, Novato, CA 94947 • (415) 898.2125

Rey Mayoral, Principal

School Accountability Report Card

Principal's Message

Novato High is a community of learners. NHS has a long tradition of excellence and academic vision. NHS believes that every student has the potential to advance to academic pursuits beyond the high school experience. It is our objective that all students who attend Novato High School are engaged in a rigorous, academically focused, challenging curriculum. It is also our goal that students are placed with teachers who are motivational, inspiring, and who challenge all students to improve. Our faculty is extremely knowledgeable in regards to state standards. Standards have been imbedded into the curriculum with a clear focus by teachers who are extremely dedicated to their students.

There are numerous opportunities for students to excel in a multitude of areas of interest including the arts, honors courses, advanced placement courses, clubs, athletics, extra-curricular opportunities, Marin School of the Arts, and community service to name a few.

The guidance and counseling staff at Novato High School are dedicated professionals who guide students into coursework that directs their focus to the future and the challenges that lie beyond. Students leave NHS prepared for any of the goals they decide to pursue. This past year and in previous years, our graduating seniors have been awarded over a million dollars in scholarships, based on their outstanding academic performance.

Many of our juniors and seniors take more than one or two Advanced Placement courses simultaneously. Many students are engaged in activities that support their community through the efforts and knowledge of our counseling team, who value and understand the opportunities within our own community and the world at large.

Our Air Force JROTC program provides students with direction and purpose within a four year curriculum to become college ready, be actively involved in their community, and flourish within a structured, encouraging environment.

Parents work to create one school and one community. Our parent groups and organizations are active participants in shaping the direction, supporting the programs, and working closely with administration, staff and students. These volunteers work tirelessly on beautification projects, supporting our sports, music, drama programs, with countless contributions of time, fund raising, and hard work.

Ultimately, it is not enough simply to raise expectations, increase the academic content, or add new and innovative courses. We must all work together to inspire students to pursue rigorous academic work. Teachers and staff must recognize that each student has unlimited potential. We at Novato High School are committed to learning and developing new ways to improve outstanding achievement for all students.

I welcome students to an educational environment that fully supports and prepares students for life beyond Novato High School.

Contact Info

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the Novato High at 415-898-2125.

School Profile

Novato High School educated 1,236 students in grades 9-12 during the 2007-2008 school year. The school continues to build upon the solid educational foundation created by a dedicated teaching staff. New staff members, coupled with a growing student population, have generated excitement and interest in embarking in new directions to meet the changing needs of the student population.

Novato High is very proud of its expanding menu of program offerings. Its program includes college preparatory courses, Honors and Advanced Placement classes, fine and performing arts, technology and industrial arts courses. Continuing for 2007-2008 is the Marin School of the Arts, regional performing arts academy supported by non-profit corporation founded in 2004 as well as the Novato Unified School District, parents and community. The school also has an award-winning Air Force Junior ROTC program that provides a curriculum centering on aerospace and science. The AFJROTC program also provides mentor-ships, tutoring, academic competition, social events and fund-raisers.

Novato High students have a number of extracurricular and co-curricular activities available to them: The school fields teams in more than two dozen sports and has a wide range of student clubs with social, service and recreational purposes. Novato High Student Body officers are enrolled in a leadership class to plan and implement a variety of student activities throughout the school year. We are proud of our diverse population.

Student Enrollment by Ethnic Group

| | Percentage |
|-------------------------|------------|
| African American | 4.9% |
| American Indian | 0.0% |
| Asian | 6.3% |
| Caucasian | 59.4% |
| Filipino | 1.3% |
| Hispanic or Latino | 27.0% |
| Pacific Islander | 0.5% |
| Multiple or No Response | 0.7% |

Mission Statement

The mission of Novato High School is to educate and inspire our students, instill respect for themselves and others, and foster an appreciation for learning in a safe and positive learning environment. Novato High School will prepare students for post-secondary education, economic self-sufficiency, and effective citizenship in a culturally diverse democratic society.

Parent Involvement

Novato High School believes that parental involvement in students' academic and social progress is as important in high school as was your involvement in elementary and middle school. We encourage and welcome your suggestions and recommendations for ongoing school improvement. We invite your participation and support to sustain and augment all of our programs. Hundreds of parents and community members support Novato High School in many different and valuable ways. Volunteers participate in the School Leadership Team, Parent-Teacher-Student Association, MSA Boosters, Music

Boosters, Athletic Boosters and an ELAC group. Parents serve as volunteers on field trips, at music festivals and athletic events; they raise funds for programs; sponsor Safe Grad night; beautify the school and much more.

Enrollment by Grade Level

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

| Enrollment Trend by Grade Level | | | |
|---------------------------------|---------|---------|---------|
| | 2005-06 | 2006-07 | 2007-08 |
| 9th | 329 | 351 | 280 |
| 10th | 313 | 323 | 376 |
| 11th | 285 | 303 | 299 |
| 12th | 257 | 259 | 274 |

Enrollment by Program

During the 2007/08 school year 1231 students were enrolled at Novato High, of which 9.5% were English Learners, and 24.5% 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: parent volunteers, the Marin County Volunteer Program and local college interns.

| | Class Size Distribution | | | | | | | | | | | |
|----------------|-------------------------|----|----|------------------------|----|----|----------------|----|----|--------------|---|---|
| | Average Class Size | | | Classrooms Containing: | | | | | | | | |
| | 06 | 07 | 08 | 1-20 Students | | | 21-32 Students | | | 33+ Students | | |
| English | 27 | 24 | 23 | 10 | 20 | 31 | 28 | 33 | 23 | 9 | 2 | 6 |
| Mathematics | 28 | 26 | 25 | 4 | 13 | 22 | 27 | 26 | 19 | 9 | 7 | 7 |
| Science | 26 | 26 | 26 | 9 | 10 | 9 | 28 | 27 | 24 | 3 | 3 | 2 |
| Social Science | 30 | 29 | 27 | 3 | 2 | 9 | 22 | 34 | 27 | 11 | 6 | 6 |

Discipline & Climate for Learning

All Novato students are supported in their learning by a comprehensive network of programs and services designed to facilitate a successful school experience. Listed below are some of these programs and services.

The school discipline policy is mailed home to parents as a part of our Student/Parent Handbook and presented and reviewed by teachers. In addition, the site administrators conduct a school wide assembly by grade level in September to discuss the behavior standards with students. Also, continuing reminders of school rules and expectations are systemic. NHS has developed and posted in every classroom our "Non Negotiables." School rules that each staff member has agreed to enforce in the classroom.

The counseling staff meets with 10th grade students and their families for half-hour appointments yearly to review individual goals, monitor academic progress and prepare for education and training beyond high school.

Individual and group counseling is available to all students from the three school counselors (full-time), school psychologist (two days per week) and representatives from community agency counseling services Bay Area Community Resources (BACR). (The following counseling groups were available for student support: Girls Group, Young Men's Group, Healthy Eating Habits Group, ELL Support Groups, and School Linked Services.)

College and Career Center helps each student to stay focused in school in preparation for life after high school. The center sponsors the following programs:

- Representatives from colleges, vocation and technical schools and military recruiters advise students to requirements and opportunities for post high school education.

- School to Career Program provides mock interviews and resume writing workshops

- All 9th graders receive one hour of orientation to the opportunities available in the College and Career Center

- The College and Career Center works in collaboration with the Marin Educational Foundation to support college bound students.

Latino/Hispanic college visits are scheduled to promote college opportunities for Latino/Hispanic students. Tutoring for Latino students is also available every day after school. A bilingual Instructional Assistance monitors student progress and provided needed support.

| | Suspensions & Expulsions | | | | | |
|-----------------|--------------------------|-------|-------|-------|-------|-------|
| | 05-06 | 06-07 | 07-08 | 05-06 | 06-07 | 07-08 |
| Suspensions | 193 | 328 | 155 | 959 | 1446 | 650 |
| Suspension Rate | 16.3% | 26.5% | 12.6% | 12.1% | 17.9% | 8.2% |
| Expulsions | 10 | 11 | 11 | 33 | 32 | 27 |
| Expulsion Rate | 0.8% | 0.9% | 0.9% | 0.4% | 0.4% | 0.3% |

Safe School Plan

The school safety plan is reviewed yearly. The process for review includes the following:

- Safety committee (certificated & classified staff, parents, students and administrators) meets to consider modification in staff assignment, schedule for drills and revision to procedures and practices. This is done early in Fall of 2007-2008, and every year.

- Site Leadership Team meets to assess the revised plan and upon adoption schedule calendar dates for monitoring the implementation of the safety plan.

- 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.

School Facilities

Novato High School was originally constructed in 1956 and is comprised of 56 classrooms, 2 gyms, multipurpose room/cafeteria, 1 library, 1 staff lounge, 3 computer classrooms, and multiple playgrounds.

Cleaning Process: The principal works daily with the custodial staff of 3 full-time (one day custodian and two night custodians) 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 is 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 2007/08 school year, the district contribution to deferred maintenance was \$309,765 which is 0.50% of our budget.

Between 2002 and 2007, the Measure A Bond and state funding through modernization and the deferred maintenance program have provided the funds to upgrade and modernize facilities at Novato High School including:

- Upgraded fire alarm and signal systems

- Renovated playing fields
- Replaced gymnasium roofing
- Improved exterior lighting
- Upgraded electrical system
- Improved access for fire protection
- Paved pathways and parking areas
- Repaired and painted exteriors
- Structural repairs
- Classrooms/labs modernized
- Restrooms renovated
- Locker rooms renovated
- Upgraded heating system
- Site accessibility addressed per (ADA) requirements
- Installed synthetic turf field and all-weather track facility
- Installed bleachers
- Replaced roofing
- Roofing repairs
- Art wing and performing arts center

Future projects include: music wing, woodshop and former portable computer lab

| School Facility Conditions | | | | |
|---|---|--|--|--|
| Date of Last Inspection: 01/23/2008 | | | | |
| Overall Summary of School Facility Conditions: Exemplary | | | | |
| | | | | |
| 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 | | | |

Substitute Teachers

The Novato Unified district has an adequate pool of fully credentialed and qualified substitutes in order to maintain continuity of instruction at Novato 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 RSP Teacher, Principal, Vice-Principal or available teachers on their prep assume the role of 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. Teacher 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.

Physical Fitness

In the spring of each year, San Marin 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.

| Percentage of Students in Healthy Fitness Zone 2007-08 Test Results | |
|--|-------|
| School | |
| School Overall | 47.4% |
| School (Boys) | 53.9% |
| School (Girls) | 39.2% |
| District | |
| District Overall | 41.1% |
| District (Boys) | 40.8% |
| District (Girls) | 41.4% |
| State | |
| State Overall | 35.6% |
| State (Boys) | 36.7% |
| State (Girls) | 34.5% |
| *Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup. | |

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>.

Federal Intervention Programs

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 (2008-09) | - | - |
| # of Schools Currently in PI | - | 1 |
| % of Schools Identified for PI | - | 5.26% |

Individualized Instruction

Novato 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.

Special Day Classes are available to students who require special education more than 50% of the school day.

At Risk Interventions

Novato 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 Novato High School include: CAHSEE Intervention, Homework Club, Marin Oaks, Counseling and Tutoring, lunch and after school tutoring as well as summer school.

California Standards Test (CST)

Combined % of Students Scoring at Proficient and Advanced Levels

| | 9 | | | 10 | | | 11 | | | 10 | | | 11 | | |
|---------------|--|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| | 06 | 07 | 08 | 06 | 07 | 08 | 06 | 07 | 08 | 06 | 07 | 08 | 06 | 07 | 08 |
| | All Students | | | | | | | | | | | | | | |
| School | 58 | 69 | 62 | 49 | 55 | 53 | 51 | 56 | 58 | 41 | 46 | 49 | 52 | 53 | 57 |
| District | 61 | 66 | 62 | 52 | 53 | 51 | 47 | 53 | 55 | 47 | 44 | 50 | 52 | 50 | 52 |
| State | 44 | 47 | 49 | 37 | 37 | 41 | 36 | 37 | 37 | 30 | 29 | 33 | 35 | 35 | 38 |
| | Males | | | | | | | | | | | | | | |
| School | 52 | 66 | 57 | 46 | 49 | 50 | 44 | 48 | 49 | 44 | 50 | 53 | 50 | 51 | 59 |
| District | 55 | 60 | 55 | 45 | 46 | 44 | 41 | 46 | 46 | 48 | 45 | 51 | 52 | 52 | 53 |
| State | 40 | 43 | 45 | 33 | 33 | 37 | 33 | 33 | 33 | 33 | 34 | 38 | 37 | 37 | 40 |
| | Females | | | | | | | | | | | | | | |
| School | 64 | 75 | 69 | 54 | 63 | 59 | 57 | 64 | 67 | 39 | 43 | 40 | 53 | 54 | 55 |
| District | 68 | 76 | 70 | 60 | 59 | 62 | 54 | 60 | 64 | 45 | 42 | 49 | 52 | 48 | 51 |
| State | 48 | 53 | 53 | 42 | 41 | 45 | 39 | 41 | 41 | 27 | 26 | 29 | 34 | 33 | 36 |
| | Socioeconomically Disadvantaged | | | | | | | | | | | | | | |
| School | 25 | 41 | 12 | 13 | 21 | 28 | 17 | 9 | 13 | 10 | 22 | 24 | 17 | 17 | 8 |
| District | 28 | 36 | 20 | 16 | 18 | 22 | 18 | 17 | 11 | 12 | 19 | 22 | 24 | 20 | 14 |
| State | 27 | 32 | 33 | 21 | 21 | 26 | 21 | 22 | 22 | 17 | 17 | 20 | 21 | 22 | 24 |
| | African American | | | | | | | | | | | | | | |
| School | 24 | 33 | 17 | * | 15 | 14 | * | * | 25 | * | 0 | 7 | * | * | 15 |
| District | 25 | 35 | 25 | 25 | 16 | 13 | 18 | 27 | 22 | 26 | 4 | 9 | 24 | 20 | 16 |
| State | 28 | 33 | 34 | 22 | 23 | 26 | 21 | 22 | 22 | 15 | 15 | 19 | 19 | 19 | 21 |
| | Asian | | | | | | | | | | | | | | |
| School | 81 | 86 | 71 | 56 | 88 | 66 | 53 | 67 | 88 | 44 | 75 | 61 | 59 | 56 | 76 |
| District | 77 | 78 | 77 | 61 | 78 | 62 | 50 | 57 | 73 | 56 | 69 | 64 | 61 | 52 | 69 |
| State | 65 | 71 | 73 | 58 | 58 | 64 | 55 | 57 | 58 | 53 | 51 | 55 | 54 | 54 | 58 |
| | Hispanic or Latino | | | | | | | | | | | | | | |
| School | 22 | 47 | 39 | 11 | 15 | 28 | 17 | 15 | 17 | 12 | 14 | 23 | 20 | 21 | 24 |
| District | 25 | 41 | 34 | 15 | 19 | 24 | 27 | 17 | 14 | 17 | 16 | 22 | 30 | 23 | 23 |
| State | 28 | 32 | 34 | 21 | 23 | 27 | 21 | 23 | 22 | 17 | 18 | 21 | 21 | 22 | 25 |
| | Caucasian | | | | | | | | | | | | | | |
| School | 73 | 82 | 79 | 68 | 71 | 68 | 59 | 74 | 74 | 56 | 61 | 63 | 59 | 67 | 72 |
| District | 75 | 76 | 76 | 65 | 64 | 62 | 53 | 64 | 68 | 57 | 54 | 62 | 57 | 60 | 63 |
| State | 63 | 66 | 68 | 54 | 55 | 57 | 50 | 52 | 53 | 45 | 44 | 49 | 48 | 48 | 51 |
| | Students with Disabilities | | | | | | | | | | | | | | |
| School | 11 | 11 | 31 | 0 | * | 29 | 8 | 6 | * | 0 | * | 29 | 8 | 0 | * |
| District | 6 | 12 | 30 | 11 | 3 | 30 | 11 | 17 | 8 | 9 | 0 | 37 | 11 | 17 | 16 |
| State | 9 | 10 | 11 | 6 | 7 | 7 | 6 | 6 | 6 | 8 | 8 | 11 | 8 | 9 | 10 |
| | English Learners | | | | | | | | | | | | | | |
| School | 8 | 6 | 4 | 3 | 3 | 9 | 4 | 0 | 10 | 5 | 3 | 3 | 7 | 3 | 10 |
| District | 8 | 4 | 2 | 3 | 2 | 8 | 7 | 0 | 8 | 5 | 6 | 4 | 15 | 2 | 13 |
| State | 7 | 10 | 9 | 4 | 4 | 6 | 4 | 4 | 4 | 5 | 6 | 6 | 7 | 6 | 7 |

*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.

Scholastic Aptitude Test

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.

API School Results

| API School Results | | | |
|---------------------------------|----|----|---|
| Statewide Rank | 8 | 9 | 9 |
| Similar Schools Rank | 7 | 7 | 6 |
| All Students | | | |
| Actual Growth | 0 | 15 | - |
| Socioeconomically Disadvantaged | | | |
| Actual Growth | -4 | 16 | - |
| Hispanic or Latino | | | |
| Actual Growth | 2 | 3 | - |
| Caucasian | | | |
| Actual Growth | 9 | 31 | - |

Adequate Yearly Progress (AYP)

| Made AYP Overall | School | | District | |
|--------------------|--------|-----|----------|-----|
| | Yes | No | Yes | No |
| Participation Rate | Yes | Yes | Yes | Yes |
| Percent Proficient | No | Yes | No | Yes |
| API School Results | No | | Yes | |
| Graduation Rate | Yes | | Yes | |

SAT I Test Results

| | Grade 12 Enrollment | % Seniors Tested | Average Verbal | Average Math | Average Writing |
|----------|---------------------|------------------|----------------|--------------|-----------------|
| School | | | | | |
| 04-05 | 259 | 59.5% | 539 | 543 | 0 |
| 05-06 | 257 | 65.8% | 534 | 542 | 537 |
| 06-07 | 259 | 61.8% | 537 | 542 | 534 |
| 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 | 411,036 | 35.6% | 500 | 522 | 0 |
| 05-06 | 384,878 | 40.4% | 495 | 516 | 496 |
| 06-07 | 442,895 | 36.8% | 493 | 513 | 492 |

Teacher Assignment

Novato Unified recruits and employs the most qualified credentialed teachers. For the 2007-2008 school year, Novato High had 53 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

| Teacher Credential Status | | | | |
|---------------------------|-------|-------|-------|-------|
| | 05-06 | 06-07 | 07-08 | 07-08 |
| Fully Credentialed | 51 | 61 | 65 | 428 |
| Without Full Credentials | 2 | 2 | 2 | 8 |
| Working Outside Subject | 0 | 0 | 8 | 22 |

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.

| Misassignments/Vacancies | | | |
|--|-------|-------|-------|
| | 05-06 | 06-07 | 07-08 |
| Misassignments of Teachers of English Learners | 13 | 13 | 0 |
| Misassignments of Teachers (other) | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 1 |

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 | 88.7% | 11.3% |
| District | 88.7% | 11.3% |
| High-Poverty Schools in District | 0.0% | 0.0% |
| Low-Poverty Schools in District | 87.9% | 12.1% |

Dropout & Graduation Rates

Novato 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: Tutoring, Homework Club, Extra-Curricular Activities, Leadership Opportunities, Parent Support, Counseling, Drug and Alcohol Intervention, Bilingual Tutoring, and joint PTSA/ELAC and PSP Parent training, Social/Emotional Support, and a mandatory tutorial afterschool program for all football athletes.

| Graduation & Dropout Rates | | | |
|----------------------------|--------|--------|--------|
| | 04-05 | 05-06 | 06-07 |
| Dropout Rate | 0.44% | 1.94% | 1.21% |
| Graduation Rate | 95.90% | 93.80% | 93.00% |

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 | | | | | | | | | |
|-------------------|---------|----------|-------|-------------|----------|-------|---------|----------|-------|
| | English | | | Mathematics | | | Science | | |
| | School | District | State | School | District | State | School | District | State |
| English | 65.5 | 69.9 | 51.1 | 62.5 | 64.6 | 48.6 | 59.0 | 63.2 | 52.9 |
| Mathematics | 61.8 | 64.4 | 46.8 | 66.4 | 67.6 | 49.9 | 61.9 | 63.5 | 51.3 |

| CAHSEE By Student Group | | | | | | |
|---------------------------------|----------------|------------|----------|----------------|------------|----------|
| | English | | | Mathematics | | |
| | Not Proficient | Proficient | Advanced | Not Proficient | Proficient | Advanced |
| All Students | 41.0 | 43.6 | 15.5 | 38.1 | 42.4 | 19.5 |
| Male | 45.5 | 41.8 | 12.7 | 35.5 | 43.2 | 21.4 |
| Female | 33.3 | 46.5 | 20.2 | 42.6 | 41.1 | 16.3 |
| African American | 73.3 | 20.0 | 6.7 | 73.3 | 13.3 | 13.3 |
| Asian | 28.6 | 39.3 | 32.1 | 17.9 | 50.0 | 32.1 |
| Hispanic or Latino | 67.6 | 27.5 | 4.9 | 65.7 | 28.4 | 5.9 |
| White | 26.5 | 54.0 | 19.5 | 24.0 | 51.0 | 25.0 |
| English Learners | 68.1 | 27.5 | 4.4 | 59.3 | 30.8 | 9.9 |
| Socioeconomically Disadvantaged | 75.0 | 15.6 | 9.4 | 66.7 | 25.0 | 8.3 |

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.

English Language Learners

Novato High School offers our English Language Learner (ELL) students the assistance through the following programs: Sheltered Instruction, ELL Classes, ELAC, Parental Support, Bilingual Tutoring, Instructional Assistants, Budget Support and various support classes.

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.

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 | 92.3% | 93.5% | * |
| African American | 85.7% | 94.1% | * |
| Asian | 71.4% | 94.1% | * |
| Filipino | 100.0% | 100.0% | * |
| Hispanic or Latino | 79.2% | 81.4% | * |
| Pacific Islander | 100.0% | 100.0% | * |
| Caucasian | 96.2% | 96.7% | * |

* Data was not available at the time of publication.

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? | 596 |
| 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? | 67.0 |

UC/CSU Classes

Students at Novato 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 | 72.7% |
| % of Graduates Who Completed All Courses Required for UC/CSU Admission | 38.1% |

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

ADVANCED PLACEMENT CLASSES

Novato High encourages students to continue their education beyond high school. Novato High offers Advanced Placement (AP) courses for those students seeking to qualify for college credit. Juniors and seniors achieving a score of three, four, or five on the final AP exams qualify for college credit at most of the nation's colleges.

During the 2007/08, students took 296 exams in one or more of 10 content areas.

Advanced Placement Classes

| | # of Courses | Enrollment |
|-----------------------------------|--------------|------------|
| English | 2 | 88 |
| Foreign Language | 1 | 29 |
| Mathematics | 2 | 78 |
| Science | 2 | 95 |
| Social Science | 2 | 58 |
| Totals | 9 | 348 |
| Percent of Students in AP Courses | | 5.0% |

Counseling & Support Staff

It is the goal of Novato 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 table lists the support service personnel available at Novato High.

Counseling & Support Services Staff

| | Number of Staff | Full Time Equivalent |
|-------------------------------------|-----------------|----------------------|
| Counselor | 3 | 3 |
| Librarian/library media teacher | 1 | .8 |
| Library Clerk | 1 | 1 |
| Nurse | 1 | As Needed |
| Outreach Counselor | 1 | .2 |
| Psychologist | 1 | .4 |
| Resource Specialist | 4 | 4 |
| Speech/Language/ Hearing Specialist | 2 | .2 |

Career Technical Education Programs (CTE)

Novato High 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 Novato High have directed efforts toward establishing school-to-work structures within each curricular area for all students, including those with special needs. Advisors/Guidance Counselors offer additional support through various programs, including: Internships, Job Shadows, ROP, Career Exploration, and access to a College/Career Center.

Novato High has completed and submitted two CTE grants to create a broadcast television studio and supplement the engineering and construction technology program.

School Leadership

The Novato High School staff, in concert with the District Office, has established a rigorous curriculum that is aligned with the state standards. In addition, via the WASC (Western Association of Schools and Colleges) process, the staff identified Expected School-wide Learning Results (ESLRS) in the areas of academic proficiency, problem solving/critical thinking, human interacting skills, computer technology, and aesthetic appreciation. Each year all curricular departments review and assess student progress and write new goals, activities and assessments to allow every student to be optimally challenged.

Qualifying students with special needs receive additional support services through an IEP created in a student study team or an outcome of a parent-teacher conference. Accommodations, enrichment and/or remediation are provided depending upon the individual needs of the student. Continuous and yearly evaluations are conducted school wide to determine areas of strengths and weaknesses.

Teachers employ a variety of assessment strategies to monitor and evaluate student performance. Students are taught to use the assessment results to modify their learning in order to enhance their educational progress. The staff is committed to develop and revise a range of traditional and innovative assessment tools and strategies. The art, music, industrial education and science departments rely heavily on performance assessments to evaluate student learning. In history, math and English, students demonstrate what they know and are able to do through textbook publisher tests, alternative readings, lecture-made exams, and standardized tests such as AP, SAT, ACT, Golden State, STAR etc. Norm referenced test results are regularly reported in the San Francisco Chronicle, the Novato Advance, and The Marin Independent Journal.

Leadership Team

The Novato High School Leadership Team guides comprehensive school-based programs. It has authority over the development of the school plan and allocates discretionary site funds to support the goals outlined in the plan. In addition, the leadership team monitors and evaluates program effectiveness relative to district and school goals for student learning. Because of the importance of their decision-making authority, leadership teams are accountable for the decisions they make. The Board annually reviews and approves or disapproves all school plans. The plans are amended annually and whenever there are material changes that affect the academic programs for students.

The main focus of their collaborative decisions and discussions is the development of ways to support student learning. Team members solicit input from the groups they represent and provide information regarding available community services and parenting skills. In addition, they are to develop and model effective group processes that can be emulated by students and staff.

Leadership team roles and responsibilities do not extend to specific or confidential matters related to personnel, nor to school site management relative to the day operation of the school and student discipline or established curriculum prescribed by the Board of Trustees.

The School leadership team is made up of the principal, classroom teachers, school personnel, parents/guardians of students and/or community members and students. The selection process is done according to state guidelines.

In September 2003, the district received permission to waive Education Code Section 52852, in order to have equal numbers of school staff and parent/community members, plus up to two students on the Novato High School leadership team.

| 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, 2, Auto Collision-Advanced | College of Marin | In Advanced Automobile Technology and Advanced Collision Repair, 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. |
| Multimedia, Digital Arts & Design, Web Design, Animation, Video Production, Broadcasting | College of Marin | Courses in Multimedia Studies are articulated with the College of Marin | Students obtain knowledge and skills required for seamless progression to entry-level employment in various fields of media. Students are provided opportunities workplace experience and mentorship. Students are prepared for post-secondary vocational education with the ability to get a head start toward degrees and careers specific skill certificates in all courses. | 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. |
| Computerized Accounting 1, Computerized Accounting 2, Computer Applications, Computer Media Applications, Computer Applications Advanced | College of Marin | How do these classes support Student Achievement? | Students obtain knowledge and skills required for seamless progression to entry-level employment in various fields of Business/Business Office Systems. Students are provided opportunities workplace experience and mentorship. Students are prepared for post-secondary vocational education with the ability to get a head start toward degrees and careers specific skill certificates in all courses. | 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. |
| Computer Software, Programming 2, Programming C++, Word Processing - Beg, Int, Adv | College of Marin | Courses in the fields of Business/ Business Office Systems are articulated with the College of Marin | Students obtain knowledge and skills required for seamless progression to entry-level employment in various fields of Business/Business Office Systems. Students are provided opportunities workplace experience and mentorship. Students are prepared for post-secondary vocational education with the ability to get a head start toward degrees and careers specific skill certificates in all courses. | 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. |

Instructional Time

For the 2007-2008, Novato High offered 180 days of instruction, comprised of 170 regular days. The additional 3 minimum days were utilized for: Staff Development, preparation, common planning time and PLCs.

All instructional time either met or exceeded the daily instructional minute requirements specified in the California Education Code.

| Instructional Minutes By Grade Level | | |
|--------------------------------------|------------------|----------------|
| | Minutes Required | Actual Minutes |
| 9th-12th | 64,800 | 66,975 |

Computer Resources

All classrooms have at least 1 computer that is connected to the Internet. Novato High School also has 4 computer classrooms with at least 25 computers in each. The computer classrooms are staffed by teachers. Computer skills and concepts are integrated throughout standard curriculum which helps to prepare students for technological growth and other opportunities. Students receive instruction in computer applications, systems, multimedia, video production, MSA Film and computer applications.

| Computer Resources | | | |
|----------------------------------|-------|-------|-------|
| | 05-06 | 06-07 | 07-08 |
| Computers | 195 | 200 | 219 |
| Students per computer | 6.1 | 6.2 | 5.6 |
| Classrooms connected to Internet | 52 | 60 | 63 |

Library Information

The school's library, staffed by a full-time Library Media Clerk and full time library clerk, provides an extensive variety of reference and special interest materials, in addition to hundreds of educational and recreational books. Students visit the library on a daily/weekly basis with their classes and are encouraged to visit before and after school. There are 16 computer workstations within the library that are connected to the Internet so students are able to access resources and information online.

Staff Development

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

Extensive training occurred in and continuing in Professional Learning Communities, 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. Department Coordinators coordinated efforts to disaggregated data and analysis was completed to determine student needs.

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

In addition, the staff participated in 3 minimum day staff development days in 2007-2008.

Instructional Materials

Novato Unified held a Public Hearing on October 16, 2007, 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 | % Lacking |
| 9th-12th | Foreign Language | McDougal Littell | 2004 | Yes | 0.0% |
| 9th | Health | Glencoe | 2002 | Yes | 0.0% |
| 9th-12th | History/Social Science | Globe Fearon | 2002 | Yes | 0.0% |
| 12th | History/Social Science | Holt, Rinehart & Winston | 2000 | Yes | 0.0% |
| 11th | History/Social Science | Houghton Mifflin | 2000 | Yes | 0.0% |
| 9th-12th | History/Social Science | McDougal Littell | 2000 | Yes | 0.0% |
| 11th | History/Social Science | Prentice Hall | 2000 | Yes | 0.0% |
| 12th | History/Social Science | West Publishing | 1999 | Yes | 0.0% |
| 9th-12th | Mathematics | Houghton Mifflin | 2002 | Yes | 0.0% |
| 9th-12th | Mathematics | McDougal Littell | 2002 | Yes | 0.0% |
| 9th-12th | Mathematics | Prentice Hall | 2002 | Yes | 0.0% |
| 12th | Reading/ Language Arts | Harcourt | 2003 | Yes | 0.0% |
| 9th-12th | Reading/ Language Arts | Holt, Rinehart & Winston | 2003 | Yes | 0.0% |
| 9th-12th | Reading/ Language Arts | Prentice Hall | 2003 | Yes | 0.0% |
| 9th-12th | Reading/ Language Arts | Writer's Inc. | 2003 | Yes | 0.0% |
| 9th-12th | Reading/ Language Arts/ELD | Globe Fearon | 2003 | Yes | 0.0% |
| 9th-12th | Reading/ Language Arts/ELD | McGraw-Hill | 2003 | Yes | 0.0% |
| 9th-12th | Reading/ Language Arts/ELD | Sopris West | 2003 | Yes | 0.0% |
| 9th-12th | Science | Holt | 2002 | Yes | 0.0% |
| 9th-12th | Science | Kendall/Hunt | 2002 | Yes | 0.0% |
| 9th-12th | Science | Prentice Hall | 2002 | Yes | 0.0% |

District Expenditures

Novato Unified spent an average of \$8,654 to educate each student, based on 2006-07 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 | \$5,464 |
| From Restricted Sources | \$1,342 |
| From Unrestricted Sources | \$4,122 |
| District | |
| From Unrestricted Sources | \$6,380 |
| Percentage of Variation between School & District | 35.39% |
| State | |
| From Unrestricted Sources | \$5,300 |
| Percentage of Variation between School & State | 22.23% |

District Revenue Sources

In addition to general state funding, Novato High receives state and federal funding for the following categorical funds and other support programs:

CATEGORICAL PROGRAMS: FEDERAL

- **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 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.

- **Carl Perkins Vocational Applied Technology Grant (CTE) Career Technical Education:** Supplies funding for vocational education and technical programs.

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.

- **10th Grade Counseling:**

Ensures that each student, along with his/her parents, meets during the sophomore year with a counselor in order to determine success in school to date and to develop plans to address areas of need

- **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.

GRANTS:

- **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.

Parent Service Project/Family Fund (PSP): provides workshops and materials for all parents to encourage them to become more involved in their children's education by helping them help their children with schoolwork.

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.

Teacher & Administrative Salaries

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 | | |
| 2006-07 | | |
| | District | State |
| Beginning Teachers | \$39,289 | \$39,692 |
| Mid-Range Teachers | \$58,084 | \$62,830 |
| Highest Teachers | \$73,046 | \$80,472 |
| Elementary School Principals | \$93,603 | \$98,460 |
| Middle School Principals | \$98,899 | \$104,522 |
| High School Principals | \$107,121 | \$114,549 |
| Superintendent | \$165,644 | \$166,547 |
| Salaries as a Percentage of Total Budget | | |
| Teacher Salaries | 39.3% | 40.2% |
| Administrative Salaries | 6.8% | 5.8% |

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 | \$53,707 |
| District | \$57,364 |
| Percentage of Variation | 6.38% |
| School & State | |
| All Unified School Districts | \$62,157 |
| Percentage of Variation | 13.60% |

Governing Board Members

During the 2007/08 the Novato Unified was governed by the following Board of Education Members:

- Debbie Butler
- Cindi Clinton
- Thomas Cooper
- 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 \$99 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
- heating, ventilation and air conditioning systems (existing systems)
- electrical plugs and fire alarm 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 performing arts programs are provided in elementary, middle, and high school
- technical support is provided for our secondary schools

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.

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.