

Novato Unified School District

Novato High School

2008-2009 School Accountability Report Card

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Principal**

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

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 content standards. Standards have been imbedded into the curriculum with a clear focus by teachers who are extremely dedicated to their students. Our recent additional work with common, formative and summative assessments has been a boost to our curriculum, teachers and 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 (MSA), and community service just 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 two and a half million dollars in scholarships, based on their outstanding academic performance.

Many of our juniors and seniors take more than one Advanced Placement course in a given year. Many students are engaged in activities that support their community through the efforts and knowledge of our counselors, who value and understand the opportunities within our own community and the world at large. MSA requires 20 hours of community service per year and our students work with underprivileged students at Lynwood Elementary School.

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. They have also worked together to create an after-school tutorial program for struggling students.

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 Novato High at 415-898-2125.

School Profile

Novato High School educated 1,287 students in grades 9-12 during the 2008-2009 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 upon 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. Marin School of the Arts is a regional performing arts academy supported by non-profit corporation founded in 2004. The program and students have won many prestigious awards. The award-winning Air Force Junior ROTC program provides a curriculum centering on aerospace and science. The AFJROTC program also provides mentorships, tutoring, academic competition, social events and fundraisers.

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	
2008-09	
	Percentage
African American	5.1%
American Indian	0.1%
Asian	6.6%
Caucasian	58.0%
Filipino	0.9%
Hispanic or Latino	26.4%
Pacific Islander	0.2%
Multiple or No Response	2.8%

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.

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 (e.g., common assessments and MAPS) 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 such as formative, common and summative assessments. 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 Site Leadership Team (SLT) 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 SLT monitors and evaluates program effectiveness relative to district and school goals for student learning. Because of the importance of their decision-making authority, SLT's are accountable for the decisions they make. The Board annually reviews and approves or disapproves all school plans. The plans are revised annually and amended whenever there are material changes that affect the academic programs.

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

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

The SLT 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 SLT.

Parent Involvement

Novato High School believes that parental involvement in students' academic and social progress is as important in high school as in elementary and middle school. We encourage and welcome parent suggestions and recommendations for ongoing school improvement. We invite parent 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, Dance Boosters, Arts & Video 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.

Discipline & Climate for Learning

All Novato students are supported in their learning by comprehensive 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 school wide assemblies by grade level in September to discuss behavior, academic standards and preparation for college with students. Ongoing reminders of school rules and expectations are systemic. NHS has developed and posted in every classroom our "Student Non Negotiables." (School rules that each staff member has agreed to enforce in the classroom.)

	Suspensions & Expulsions					
	School			District		
	06-07	07-08	08-09	06-07	07-08	08-09
Suspensions	328	155	180	1446	650	841
Suspension Rate	26.5%	12.6%	14.0%	17.9%	8.2%	10.6%
Expulsions	11	11	2	32	27	14
Expulsion Rate	0.9%	0.9%	0.2%	0.4%	0.3%	0.2%

The counseling staff meets with 10th grade students and their families for half-hour appointments 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 full time and one half time counselors,, school psychologist (two days per week).

The College and Career Center helps ensure the success of each student while preparing them 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 a one-hour orientation regarding the use and support 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 and African American college visits are scheduled to promote college opportunities for Latino/Hispanic students. Tutoring for Latino students is available every day after school. A bilingual Instructional Assistant monitors student progress and provides needed support.

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 assignments, schedule for drills and revision to procedures and practices. This was done early in the Fall of 2008-2009, and updated yearly.
- The Site Leadership Team meets to assess the revised school safety 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 plans specified time line.

Annual safety inspections for facilities and grounds are conducted, as are emergency drills that include 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, 4 computer classrooms, Performing Arts Center and multiple athletic fields and 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 principal works daily with the custodial staff of five full-time (two day custodian and three night custodians) 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 and Repair staff ensures that work orders are completed in a timely manner and repairs necessary to maintain the school are completed. A work order process is used to ensure efficient service with the 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.

During the 2008-09 school year, the district contribution to deferred maintenance was \$144,114 which is .25% 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
- Remodeled music wing, woodshop and former portable computer lab
- Replaced low voltage bell and communication system

Future projects include a broadcast television studio.

Enrollment by Grade Level

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	351	280	419
10th	323	376	309
11th	303	299	297
12th	259	274	262

Enrollment by Program

During the 2008-09 school year 1,287 students were enrolled at Novato High, of which 9.1% were English Learners, and 25.8% were socioeconomically disadvantaged.

Instructional Time

For the 2008-2009, Novato High offered 180 days of instruction, comprised of 170 regular days. Two additional minimum days were utilized for: preparation, common planning time and Professional Learning Communities.

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:								
	07	08	09	1-20 Students			21-32 Students			33+ Students		
	07	08	09	07	08	09	07	08	09	07	08	09
English	24	23	25	20	31	21	33	23	33	2	6	2
Mathematics	26	25	28	13	22	9	26	19	29	7	7	6
Science	26	26	30	10	9	2	27	24	25	3	2	5
Social Science	29	27	29	2	9	1	34	27	40	6	6	1

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/CurriculumInstruction/currmain.html>

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

The school's library, staffed by a 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 17 computer workstations within the library that are connected to the Internet where students are able to access resources and information online.



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. A fully functional computer lab has been added this year. 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, digital arts, graphic design and computer applications.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	
9th-12th	Foreign Language	McDougal Littell	2004	Yes	
9th	Health	Glencoe	2002	Yes	
9th-12th	History/Social Science	Globe Fearon	2002	Yes	
12th	History/Social Science	Holt, Rinehart & Winston	2000	Yes	
11th	History/Social Science	Houghton Mifflin	2000	Yes	
9th-12th	History/Social Science	McDougal Littell	2000	Yes	
11th	History/Social Science	Prentice Hall	2000	Yes	
12th	History/Social Science	West Publishing	1999	Yes	
9th-12th	Mathematics	Houghton Mifflin	2002	Yes	
9th-12th	Mathematics	McDougal Littell	2002	Yes	
9th-12th	Mathematics	Prentice Hall	2002	Yes	
12th	Reading/Language Arts	Harcourt	2003	Yes	
9th-12th	Reading/Language Arts	Holt, Rinehart & Winston	2003	Yes	
9th-12th	Reading/Language Arts	Prentice Hall	2003	Yes	
9th-12th	Reading/Language Arts	Writer's Inc.	2003	Yes	
9th-12th	Reading/Language Arts/ELD	Globe Fearon	2003	Yes	
9th-12th	Reading/Language Arts/ELD	McGraw-Hill	2003	Yes	
9th-12th	Reading/Language Arts/ELD	Sopris West	2003	Yes	
9th-12th	Science	Holt	2002	Yes	
9th-12th	Science	Kendall/Hunt	2002	Yes	
9th-12th	Science	Prentice Hall	2002	Yes	

Computer Resources			
	06-07	07-08	08-09
Computers	200	219	169
Students per computer	6.2	5.6	7.6
Classrooms connected to Internet	60	63	60

Teacher Assignment

Novato Unified recruits and employs the most qualified credentialed teachers. For the 2008-2009 school year, Novato High had 53 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	61	65	63	413
Without Full Credentials	2	2	0	0
Working Outside Subject	0	8	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.

	Misassignments/Vacancies		
	07-08	08-09	09-10
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	1	0	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.

	Number of Staff	Full Time Equivalent
Counselor	4	3.5
Librarian/library media teacher	1	.2
Library Clerk	1	1
Nurse	1	As Needed
Psychologist	1	.5
Resource Specialist	4	4
Speech/Language/Hearing Specialist	2	.5

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 disaggregate 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.

High 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.

	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	97.0%	3.0%
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 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.

Individualized Instruction

Novato High provides special education services to students who are assessed and designated as 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, Counseling and Tutoring, lunch and after school tutoring as well as summer school and 504 meetings.

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

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

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.

Physical Fitness

In the spring of each year, Novato 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			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	9.3%	25.5%	47.7%

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	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%

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	61	57	62	61	61	64	43	46	50
Mathematics	46	44	48	57	60	60	40	43	46
Science	50	51	59	55	61	64	38	46	50
History/Social Science	49	51	58	50	52	58	33	36	41

California Standards Test (CST)				
Subgroups				
Subject	English/ Language Arts	Mathematics	Science	History/ Social Science
African American	26	22	17	10
American Indian	*	*	*	*
Asian	72	61	54	65
Filipino	*	*	*	*
Hispanic or Latino	40	30	39	37
Pacific Islander	*	*	*	*
Caucasian	77	56	76	71
Males	57	47	57	61
Females	69	49	61	54
Socioeconomically Disadvantaged	34	29	34	25
English Learners	1	12	7	7
Students with Disabilities	19	21	17	27
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.

API School Results				
	06-07	07-08	08-09	2009 API Growth Score
Statewide Rank	9	9	8	
Similar Schools Rank	7	6	6	
All Students				
Actual Growth	15	-3	3	789
Socioeconomically Disadvantaged				
Actual Growth	16	-12	21	653
Hispanic or Latino				
Actual Growth	3	16	15	670
Caucasian				
Actual Growth	31	0	5	852

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.

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

Adequate Yearly Progress

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

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

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

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

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'.

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.

UC/CSU Course Enrollment	
	Percentage
% of Student Enrollment in Courses Required for UC/CSU Admission	75.7%
% of Graduates Who Completed All Courses Required for UC/CSU Admission	45.3%

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

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									
	2006-07			2007-08			2008-09		
	School	District	State	School	District	State	School	District	State
English	62.5	64.6	48.6	59.0	63.2	52.9	61.8	64.8	52.0
Mathematics	66.4	67.6	49.9	61.9	63.5	51.3	61.3	63.6	53.3

	CAHSEE By Student Group					
	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	38.2	18.0	43.8	38.7	37.6	23.6
Males	45.4	14.5	40.1	41.7	32.5	25.8
Females	29.2	22.5	48.3	35.0	44.2	20.8
African American	80.0	5.0	15.0	90.5	9.5	-
Asian	25.0	8.3	66.7	25.0	16.7	58.3
Hispanic or Latino	70.5	16.7	12.8	63.2	30.3	6.6
Caucasian	17.2	21.7	61.1	21.0	46.5	32.5
English Learners	92.3	3.8	3.8	84.0	16.0	-
Socioeconomically Disadvantaged	72.3	13.3	14.5	68.7	22.9	8.4
Students with Disabilities	78.3	17.4	4.3	82.6	13.0	4.3

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 time of publication.**

Dropout & Graduation Rates

Novato High believes that effective instruction consists of the continuous building of new concepts upon existing ones that 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		
	05-06	06-07	07-08
Dropout Rate	1.90%	1.20%	1.40%
Graduation Rate	96.60%	96.80%	95.30%

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 any final AP exam qualify for college credit at most of the nation's colleges.

During the 2008/09, students took almost 400 AP exams in one or more of 10 content areas.

	Advanced Placement Classes	
	# of Courses	Enrollment
Science	1	57
Social Science	3	98
English	2	89
Foreign Language	1	30
Mathematics	2	76
Totals	9	350
Percent of Students in AP Courses	4.8%	

Career Technical Education Programs(CTE)

Novato High career planning programs prepare 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 the College/Career Center.

Currently, Novato High has two approved CTE grants (broadcast television studio and supplement the engineering and construction technology program) awaiting State funding.

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.
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.

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

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.

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	\$57,193
District	\$57,694
Percentage of Variation	0.87%
School & State	
All Unified School Districts	\$64,246
Percentage of Variation	10.98%

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.

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:**

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 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:

- **Economic Impact Aid - English Learner Program (EIA-LEP):**

Provides supplemental funding to support additional programs and services for English learners.

- **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.

- **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.

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%

Expenditures per Pupil

School	
Total Expenditures Per Pupil	\$6,229
From Restricted Sources	\$1,612
From Unrestricted Sources	\$4,617
District	
From Unrestricted Sources	\$5,186
Percentage of Variation between School & District	10.97%
State	
From Unrestricted Sources	\$5,512
Percentage of Variation between School & State	16.24%

• **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:

• **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.