



# Novato High School

Matthew Baldwin,  
Principal  
mbaldwin@nUSD.org

## 2015-2016 School Accountability Report Card

**School Address:**  
625 Arthur Street  
Novato, CA 94947  
(415) 898-2125  
CDS Code:  
21-65417-2132272

**Novato Unified  
School District**

Jim Hogeboom  
*Superintendent*  
jhogeboom@nUSD.org

**Board Members**

Maria Aguila  
Debbie Butler  
Greg Mack  
Thomas Cooper  
Derek Knell  
Ross Millerick  
Shelly Scott

**District Address:**  
1015 Seventh Street  
Novato, CA 94945  
(415) 897-4201

[www.nUSD.org](http://www.nUSD.org)

### **SARC Information**

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1st of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all Local Educational Agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in a LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- To view this SARC online at the school and/or LEA websites.
- For more information about the LCFF or LCAP, see the CDE LCFF Webpage at <http://www.cde.ca.gov/fg/aa/cl/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### **School Profile (School Year 2016-17)**

Novato High School educated 1,296 students in 2015-2016. The graduation rate was 97.5% for 2014-15. Approximately 67% of our students graduated having fulfilled the a-g requirements for UC admission. The teaching staff was fully credentialed and CLAD certified. BTSA was funded for all new teachers.

Students at Novato High, in addition to the many college prep, AP and Honors classes, have a diverse offering of programs to choose from. The Marin School of the Arts, with visual, writing and performance domains, brings professional working artists to teach master classes and work with individuals. Student artists take two periods of their chosen domain each day and regularly perform at regional and state competitions. The Air Force Junior ROTC focuses on service, community, and leadership attracts students from all over Marin County. This program provides tutoring, social events, and mentorships. The burgeoning Marin Design Center attracts students interested in product design, coding and programming. Eight teachers were trained in ELD methodology with the Kevin Clark Consulting group in preparation of the rollout of this three level program in 2015-2016; a new ELD department with a Department Chair who oversees all ELD placements and testing was also established.

Novato High students participated in a variety of co-curricular and extracurricular activities. Students compete in twenty-one CIF sanctioned sports. Student clubs, created and led by students, focus on recreational, service and cultural interests. The Associated Student Body (ASB) is composed of elected student leaders representing all four grades and they have a daily class period to plan events. This Body organized student dances, the club fair and several school wide rallies throughout the school year. Classes compete for Spirit Points all year as a way to promote class unity as well as overall school spirit. In the Spring of 2015, two teachers were trained to run the LINK CREW program. Student LINK leaders were recruited and trained to serve as mentors to the incoming 9th graders.

## Mission Statement

**Mission** At NHS, students become critical thinkers, skilled readers, writers, and speakers, through rigorous and relevant instruction. Students grow personally through vibrant and varied co-curricular and extracurricular programs in athletics, the arts, and via community service. Students leave college and career ready, prepared to excel and contribute in our communities.

**Vision** Novato High School will promote a life-long passion for learning that inspires our students to challenge, create and think in a 21st century global society.

### Novato High School Expected School Wide Learning Results

#### Every graduate at Novato High School will be:

A successful communicator who...

- writes effective papers
- gives and evaluates oral presentations
- reads critically and analytically in all subjects
- uses and understands academic language

A complex thinker who...

- analyzes and understands complex problems and issues, and be able to develop and apply creative solutions when necessary
- completes projects requiring the gathering and analysis of data and draw conclusions.
- applies higher level thinking skills and problem solving
- completes assignments requiring multiple perspectives

An academic achiever who...

- demonstrates an understanding of the content of our core academic areas, and be able to integrate and apply them successfully
- accesses information utilizing research skills and strategies
- demonstrates readiness to enter post-secondary education and/or the work force
- accesses electives, Honors and AP courses that are intellectually, technologically and/or artistically challenging
- understands and appreciates various skills, disciplines, media, activities and art forms as a fundamental part of life experience
- participates in or attend artistic and extra-curricular activities
- pursues independent, life-long learning

Healthy and responsible citizens who...

- are responsible, contributing members of the school and greater community
- participate successfully in academics, co-curricular activities and/or sports
- demonstrate an awareness and appreciation of individual and cultural diversity
- work productively and collaboratively to accomplish tasks and assignments
- complete a meaningful community service project
- understand and practice the sound care of the their bodies
- understand the dynamics of healthy relationships

Skilled workers who...

- utilize technology responsibly and ethically
- develop technology skills to enhance productivity and work output

## Principal's Message

The community that is Novato High---parents, staff, community---works together to provide our students with challenging academic and social opportunities that allow for growth, knowledge and skills for all post-secondary options. This dedicated cohort of stakeholders has created a safe and supportive environment to a very diverse group of learners. Our teaching staff strives to make instruction student-centered and in concert with student interests. Many teachers and counselors attend athletic and student performances and shows; as a result, they have great rapport with students who then welcome the increasing rigor demanded by the Common Core Standards. Our staff consistently engages students academically by focusing instruction on skills using student relevant curriculum, projects, research topics and discussions.

The implementation of a district-wide student data system, EADMS, will make the use of formative and summative assessments more aligned between and among classes and teachers. Our professional development stressed reading and writing skills and teachers' work both within departments and across departments is consistent with the skills we believe our students must have to succeed as contributing members of the community, be it local or global.

## Enrollment By Grade (School Year 2015-16)

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

### Enrollment Trend by Grade Level

	2013-14	2014-15	2015-16
9th	343	355	362
10th	327	338	352
11th	351	310	306
12th	337	319	276

## Enrollment By Ethnicity Or Student Group (School Year 2015-16)

This chart illustrates the enrollment trend by ethnicity or student group.

### Enrollment by Student Group

2015-16	
	Percentage
Black or African American	3.2%
American Indian or Alaska Native	0.6%
Asian	4.0%
Filipino	1.1%
Hispanic or Latino	36.0%
Native Hawaiian or Pacific Islander	0.4%
White	49.9%
Two or More Races	4.8%
EL Students	9.0%
Socioeconomically Disadvantaged	34.7%
Students with Disabilities	7.6%
Foster Youth	0.2%

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

## Teacher Assignment

The district recruits and employs the most qualified credentialed teachers. This chart shows information about teacher credentials.

### Teacher Credential Status

	School			District
	14-15	15-16	16-17	16-17
Fully Credentialed	73	0	74	407
Without Full Credentials	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Misassignments refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

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 semester or year.

Misassignments/Vacancies			
	14-15	15-16	16-17
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
<b>Total Misassignments of Teachers</b>	<b>0</b>	<b>0</b>	<b>0</b>
Vacant Teacher Positions	0	0	0

### Highly Qualified Teachers (School Year 2015-16)

Federal law requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified." Minimum qualifications include:

- Possession of a Bachelor's Degree;
- Possession of an appropriate California teaching credential; and
- Demonstrated competence in core academic subjects.

For more information, see the CDE Improving Teacher and Principal Quality Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>.

Note: High-poverty schools have student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools have student eligibility of approximately 39 percent or less.

Highly Qualified Teachers		
	% of Core Academic Courses Taught By Highly Qualified Teachers	% of Core Academic Courses Taught By Non-Highly Qualified Teachers
School	82.1%	17.9%
All Schools in District	85.3%	14.7%
High-Poverty Schools in District	93.6%	6.4%
Low-Poverty Schools in District	83.8%	16.2%

### School Facilities (School Year 2016-17)

Novato High School was originally constructed in 1956 and is comprised of 56 classrooms, 2 gyms, multipurpose room/cafeteria, 1 library, 4 computer classrooms, Performing Arts Center, AFJROTC, Broadcast Studio and multiple athletic fields and facilities. The handicap accessible swimming pool was remodeled and opened in the fall of 2014. A new Athletic Director's office was build adjacent to the pool complex. The tennis courts were resurfaced. The Marin Design Center was refurbished to house the Product Design classes. The library was the recipient of the annual school fundraiser, The Black and Gold, and after the submission of student designs, plans for a redesigned space with Chromebooks, 3D printers and a maker's space began to take shape in the summer of 2015.

**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.

**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 priorities are given to emergency repairs.

While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

School Facility Conditions				
Date of Last Inspection: 01/19/2016				
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			Both gyms have ongoing roof leaks.
External (Grounds, Windows, Doors, Gates, Fences)	X			IAQ, walk off mats site wide require replacement.

**Deferred Maintenance Budget:** The district participates in the State School 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 2015-16 school year, the district contributed \$262,484 to the deferred maintenance program which is equal to .3208% of the total General Fund expenditures plus other outgo. Although no longer a requirement under LCFF, the NUSD Board of Trustees continues to provide funding to the Deferred Maintenance program. The State's 2009-10 budget gave schools the flexibility not to make a contribution to the Deferred Maintenance program for 2009-10 through 2012-13 and the NUSD Board of Trustees chose this flexibility option 2009-2011.

In November 2016 the Bond Measure passed in the amount of \$222 million and is slated to be used for some updates and repairs to buildings, roofs, and systems. The remaining bond proceeds will be used to enhance, redesign and improve learning spaces to support teaching and learning necessary for 21st Century students including science and math classrooms, performing arts learning centers, multi-purpose rooms, libraries, playing fields and classroom technology. Additionally, funds are designated to improve the safety systems at all schools. Bonds will be issued in series beginning in 2017 through 2025 with 25-year maturities; short-term bonds with 5-year maturities will be issued to fund technology purchases.

### Science Lab Equipment

The school stocks an adequate supply of equipment for its students. Inventory includes, but is not limited to: microscopes, slides, ring stands, clamps, support rings, utility clamps, test tubes, test tube holders and brushes, tongs, flasks, beakers, and Bunsen burners. For more information, please call the school office.

## Instructional Materials (School Year 2016-17)

On October 4, 2016 Novato Unified held a public hearing on October and determined that each school within the district had sufficient and high quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams Act. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects. A list of current District Instructional Materials is available on the district website under Curriculum & Instruction. All materials, including those 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 chart displays information collected in October 2016 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	Algebra I	College Preparatory Math	2014	Yes	0.0%
9th-12th	Algebra II	College Preparatory Math	2014	Yes	0.0%
9th-10th	Earth Science	Pearson/Prentice Hall	2008	Yes	0.0%
9th-12th	English Language Development	Sopris West	2009	Yes	0.0%
9th-12th	English/Language Arts	Holt, Rinehart & Winston	2003	Yes	0.0%
9th-12th	Geometry	College Preparatory Math	2014	Yes	0.0%
11th	United States History	McDougal Littell	2006	Yes	0.0%
9th	World Geography	McDougal Littell	2002	Yes	0.0%
10th	World History	McDougal Littell	2006	Yes	0.0%

For a complete list, visit [http://www.axiomadvisors.net/livesarc/files/21654172132272Textbooks\\_1.pdf](http://www.axiomadvisors.net/livesarc/files/21654172132272Textbooks_1.pdf)

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

### California Assessment of Student Performance and Progress

The California Assessment of Student Performance and Progress (CAASPP) includes computer-based and paper-pencil assessments. The computer-based assessments are the Smarter Balanced English Language Arts/Literacy (ELA) and Mathematics tests, administered to grades three through eight and eleven. The paper-pencil assessments include the Science assessments for grades five, eight, and ten: the California Standards Tests (CSTs) for Science, the California Modified Assessment (CMA) for Science, and California Alternate Performance Assessment (CAPA) for Science. There is also the optional Standards-based Tests in Spanish (STS) for Reading/Language Arts (RLA).

The Smarter Balanced Assessment System utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. Smarter Balanced summative assessment results include student scores, achievement levels, and descriptors that describe performance. These assessment results are only one of several tools used to measure a student's academic performance in ELA/Literacy and mathematics. Smarter Balanced assessment results are most appropriately interpreted alongside other available information about a student's academic achievement, including such measures as classroom assignments and grades, classrooms tests, report cards, and teacher feedback.

This table displays the percent of students who met or exceeded state standards in English Language Arts/Literacy (grades 3-8 and 11) and Math (grades 3-8 and 11) for the past two school years and Science for the last three years.

Subject	California Assessment of Student Performance and Progress								
	Percent of Students Meeting or Exceeding the State Standards								
	School			District			State		
	2014	2015	2016	2014	2015	2016	2014	2015	2016
English Language Arts/Literacy (Grades 3-8 and 11)	--	75	83	--	57	60	--	44	48
Mathematics (Grades 3-8 and 11)	--	52	52	--	49	51	--	34	36
Science (Grades 5, 8, and 10)	70	61	--	69	65	63	60	56	54

The following table displays school-wide data for all students who took the Science assessment in grades five, eight, and and/or ten, broken down by student group. At time of publication, scores had not been released.

The following tables display information on student achievement by student groups for the school in ELA and Mathematics for grades three through eight and eleven.

Note: ELA test results include the Smarter Balanced Summative Assessment and the California Alternate Assessment. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

California Assessment of Student Performance and Progress - Grade 11							
Student Groups	English-Language Arts				Mathematics		
	Total Enrollment	Number Tested	Percent Tested	% Met or Exceeded CA Standard	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	296	279	94.26	82.73	280	94.59	52.33
Male	131	124	94.66	81.45	125	95.42	52.8
Female	165	155	93.94	83.77	155	93.94	51.95
Hispanic or Latino	106	99	93.4	65.31	100	94.34	25.25
White	157	149	94.9	92.62	149	94.9	69.8
Tow or More Races	11	10	90.91	100	10	90.91	70
Socioeconomically Disadvantaged	94	89	94.68	65.91	90	95.74	25.84
English Learners	24	21	87.5	5	21	87.5	--
Students with Disabilities	19	16	84.21	43.75	16	84.21	6.25

## Admission Requirements for California's Public Universities

### University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the UC Admissions Information Web page at <http://www.universityofcalifornia.edu/admissions/>.

### California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU Web page at <http://www.calstate.edu/admission/admission.shtml>.

## 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	
	Percentage
Students Enrolled in Courses Required for UC/CSU Admission (2015-16)	99.0%
Graduates Who Completed All Courses Required for UC/CSU Admission (2014-15)	48.0%

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

## Career Technical Education Programs(CTE) (School Year 2015-16)

Novato Unified School District Career Technical Education (CTE) programs prepare students to succeed in real-world environments through the development of conceptual thinking, effective communication, and the ability to apply knowledge and skills learned in the classroom. Instructors at Novato High School and San Marin High School 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, Regional Occupation Program (ROP), Career Exploration, and access to the College/Career Center.

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
Digital Art and Design	NHS			
Multimedia	NHS			
Digital Art and Photo	NHS	Courses in the fields of Business/ Business Office	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.	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.
Journalism/ Photojournalism	NHS	Systems are articulated with the College of Marin	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.	
Film as Video	NHS			
Engineering/ Product Design	NHS			

## Career Technical Education Participation (School Year 2015-16)

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 participated in CTE programs?	257
What percentage of the school's pupils completed a CTE program and earned a high school diploma?	4.2%
What percentage of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	23.0%

## State Priority: Other Pupil Achievement

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject area of physical education

## Physical Fitness (School Year 2015-16)

In the spring of each year, Novato Unified schools are required by the state to administer a physical fitness test to all students in grade five, seven and 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			
2015-16			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	15.4%	25.1%	39.9%

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

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

## Parent Involvement (School Year 2016-17)

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, ELAC, and Academic Boosters. 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..

## 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.

## State Priority: Pupil Engagement

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates; and
- High school graduation rates.

## Dropout & Graduation Rates (Four-Year Cohort Rate)

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					
	Dropout			Graduation		
	12-13	13-14	14-15	12-13	13-14	14-15
School	4.3%	6.3%	2.3%	93.1%	92.6%	97.1%
District	4.2%	5.1%	2.7%	92.5%	92.8%	95.5%
State	11.4%	11.5%	10.7%	80.4%	81.0%	82.3%

## Completion of High School Graduation Requirements

To receive a high school diploma, students must fulfill state and district graduation requirements. The minimum state course requirements for graduation include:

- Three years of English
- Two years of mathematics (including Algebra I)
- Three years of social science (including U.S. history and geography; world history, culture, and geography; one semester of American government; and one semester of economics)
- Two years of science (including biology and physical science)
- Two years of physical education
- The choice of: one year of foreign language; visual and performing arts; or career technical education. For purpose of satisfying the minimum course requirement, a course in American Sign Language shall be deemed a course in foreign language

Students who successfully complete Algebra I in middle school must still complete a minimum of two years of mathematics in high school. Recognizing that these 13 courses of preparation are state minimum requirements, local school boards often set local graduation requirements that exceed the state-mandated requirements

For students who began the school year in the 12th grade, the table displays the percent of students who met all state and local graduation requirements.

### Completion of High School Graduation Requirements

	School	District	State
All Students	88.1%	95.3%	85.7%
African American/Black	66.7%	80%	76.9%
American Indian or Alaska Native	0%	60%	74.9%
Asian	111.8%	96.9%	92.8%
Filipino	40%	50%	96.8%
Hispanic or Latino	76.8%	94.1%	84.5%
Native Hawaiian or Pacific Islander	0%	0%	84.9%
White	97.3%	97.8%	87.2%
Two or More Races	80%	108.3%	91.4%
English Learners	28.6%	42.6%	50.9%
Socioeconomically Disadvantaged	85.9%	98.2%	76.6%
Students with Disabilities	109.1%	91.8%	68.4%

## State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates and expulsion rates; and
- Other local measures on the sense of safety.

## Discipline & Climate for Learning

All Novato High 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.)

Novato High School offers restorative practices for students in lieu of suspension. Twice a week peer court meets to hear the cases and to assign consequences for students.

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 four full time counselors plus one school psychologist. Counselors make annual presentations to each grade level to inform students about the different courses available to them, graduation and college requirements. After the full class presentations, the counselors also meet individually with the students to develop their schedule based on their needs.

Additional student support is provided to at risk students with behavior issues through the Squires and Insight Out program. This 10 session after school program partners reformed prisoners from San Quentin with professional counselors to help students become more successful academically and in terms of managing behavioral issues.

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.

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.

#### Suspensions & Expulsions

	Suspensions			Expulsions		
	13-14	14-15	15-16	13-14	14-15	15-16
School	2.02	3.58	3.15	0.07	0.21	0.00
District	3.19	2.71	2.57	0.02	0.07	0.00
State	4.36	3.80	3.65	0.10	0.09	0.09

### Safe School Plan (School Year 2016-17)

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 2016, and is updated yearly. The PTSA provides funding for training in emergency preparedness, in conjunction with state and county agencies. Parents, administrators, staff and students are prepared for coordinated actions in case of emergencies. The PTSA has purchased a 40 foot container to store emergency preparedness equipment and supplies.
- The Site Council 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.

### D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Federal Intervention Program (School Year 2016-17)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not meet federal Annual Measurable Objective targets for two consecutive years in the same area or indicator, including English/Language Arts and Math testing participation rates, attendance rates, and graduation rates. After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not meet those goals. For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

#### Federal Intervention Programs

	School	District
Program Improvement (PI) Status	Not in PI	In PI
First Year in PI	-	2009-2010
Year in PI	-	Year 3
# of Title I Schools Currently In PI	-	6
% of Title I Schools Currently In PI	-	75.0%

### Class Size

The table indicates the average class size by grade level or subject area, as well as the number of classrooms that fall into each size category.

#### Class Size Distribution

	Classrooms Containing:											
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	14	15	16	14	15	16	14	15	16	14	15	16
By Subject Area												
English	27	26	24	11	18	31	29	27	36	15	12	-
Mathematics	27	27	28	11	6	23	24	33	32	15	10	34
Science	27	26	23	8	9	10	28	28	29	12	5	-
Social Science	28	29	29	5	5	-	28	28	11	13	11	-

### Counseling & Support Staff (School Year 2015-16)

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. Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

#### Counseling & Support Services Staff

	Number of Staff	Full Time Equivalent
Counselor	5	4
Library Clerk	1	1
Nurse	1	As Needed
Psychologist	1	.8
Resource Specialist	3	3
Speech/Language/Hearing Specialist	1	1



## Advanced Placement Classes (School Year 2015-16)

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. The Number of AP classes offered at the school has increased steadily over the last three years.

### Advanced Placement Classes

	# of Courses
Fine and Performing Arts	10
Computer Science	-
English	4
Foreign Language	3
Mathematics	5
Music	-
Science	3
Social Science	-
Totals	25
Percent of Students in AP Courses	13%

## Teacher & Administrative Salaries (School Year 2014-15)

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 district's 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 2014-15

	District	State
Beginning Teachers	\$41,697	\$43,821
Mid-Range Teachers	\$63,219	\$69,131
Highest Teachers	\$86,592	\$89,259
Elementary School Principals	\$116,533	\$108,566
Middle School Principals	\$124,457	\$115,375
High School Principals	\$134,747	\$125,650
Superintendent	\$206,936	\$198,772
<b>Salaries as a Percentage of Total Budget</b>		
Teacher Salaries	37.0%	37.0%
Administrative Salaries	6.0%	6.0%

## School Site Teacher Salaries (Fiscal Year 2014-15)

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state.

Average Teacher Salaries	
School & District	
School	\$64,636
District	\$66,698
Percentage of Variation	-3.1%
School & State	
All Unified School Districts	\$71,517
Percentage of Variation	-9.6%

## District Expenditures (Fiscal Year 2014-15)

Novato Unified spent an average of \$9,719 to educate each student, based on (2014-15 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	\$6,708
From Supplemental/Restricted Sources	\$1,303
From Basic/Unrestricted Sources	\$5,405
District	
From Basic/Unrestricted Sources	-
Percentage of Variation between School & District	-
State	
From Basic/Unrestricted Sources	\$5,677
Percentage of Variation between School & State	-4.8%

## District Revenue Sources (Fiscal Year 2015-16)

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

### Federal Programs

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.

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: Provides funding for vocational education and technical programs.

### State Programs

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

TIER III - State Categorical Flexibility: The 2008-09 Budget Act gives LEA flexibility to transfer funds from identified programs for other educational purposes.

TIER III Programs: Adult Education/Arts & Music Block Grant/CAHSEE Intervention Grants/Community Based Tutoring (CBET)/Gifted and Talented Education (GATE)/Pupil Retention Block Grant/School and

Library Improvement Block Grant/Targeted Instructional Improvement Block Grant

Additional Resources

Parcel Tax: Helps to support libraries, performing arts programs, athletics, counseling services for secondary students and class size reduction.

## **Measure G Facilities Bond**

### **Bond Projects**

In November 2016, the Bond Measure passed in the amount of \$222 million and is slated to be used for some updates and repairs to buildings, roofs, and systems. The remaining bond proceeds will be used to enhance, redesign and improve learning spaces to support teaching and learning necessary for 21st Century students including science and math classrooms, performing arts learning centers, multi-purpose rooms, libraries, playing fields and classroom technology. Additionally, funds are designated to improve the safety systems at all schools. Bonds will be issued in series beginning in 2017 through 2025 with 25-year maturities; short-term bonds with 5-year maturities will be issued to fund technology purchases.

## **A+ for Kids Parcel Tax**

Novato voters have supported schools since 1993 with parcel taxes (A+ for Kids). The most recent parcel tax was passed in May 2014 for 7 years for \$251 per parcel per year.

Novato schools are grateful to the Novato community for their continued support. The parcel tax provided over \$4,176,310 million per year to our schools in 2015-16.

Thanks to the Parcel Tax Funds, NUSD is able to:

- Minimize layoffs for qualified and experienced teachers and school employees
- Avoid significant increases in class sizes in all grades
- Maintain outstanding instructional programs that help students succeed, such as competitive science and math programs
- Maintain computers and classroom technology
- Keep school libraries open and staffed
- Protect programs and services that help students qualify for college and prepare students for good jobs
- Protect music, art, and athletic programs that provide a well-rounded education for district kids
- Keep school counselors

## **School Leadership**

The Novato High School staff, in collaboration 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.

The Novato High School Site Council 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 Site Council monitors and evaluates program effectiveness relative to district and school goals for student learning. Because of the importance of their decision-making authority, the Site Council is 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 Site Council 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 Council'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 Council 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.

## **Curriculum Development**

All curriculum in the Novato Unified School District is developed in alignment with California State Standards and Frameworks. Curriculum is updated regularly to align with the state standards, district goals, and the statewide assessment program.

## **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 20 computer workstations within the library that are connected to the Internet where students are able to access resources and information online.

## **Technology Resources**

All classrooms have at least 1 computer that is connected to the Internet. Novato High School also has 6 computer classrooms with at least 20 computers in each. The computer classrooms are staffed by teachers. A fully functional drop in 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. NHS also boasts a state-of-the-art MAC Lab as part of the new Television Studio. Through the use of general funds and PTSA support NHS now has two class sets of iPads that are used daily on rotation in the English and math departments. The school is making plans to purchase additional computers in order to prepare for Common Core State Standards testing. NHS has wireless internet throughout the school.

## **English Language Learners**

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

Novato High School participated in a Summer EL Academy during the summer of 2016 for newcomer students. The program included many NHS newcomer students as well as students from the other high schools and middle schools in the district. The summer intensive provides students with a focused program of applied, grammar-based language teaching. The program is customized to meet the needs of the students, to accelerate student English learning in a variety of ways including pronunciation, verb tense control, sentence structure, and a variety of vocabulary.

## **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: Homework Club, Counseling and Tutoring, lunch and after school tutoring as well as summer school and 504 meetings.

Peer Court/Restorative Justice, which holds a student accountable for his or her actions, focuses on repairing the harm done to the community, and assigns consequences that help the student contribute to reconnect with the community and make better decisions in the future. The referral to Peer Court is at the Assistant Principal's discretion, and the student/respondent and his or her parents must voluntarily choose the restorative justice alternative (including the restorative consequences) to traditional suspension. Choosing to participate in the Peer Court process removes the disciplinary action from the student's record.

Link Crew is a new program that started in the Fall. The program trains upper grade student mentors to support the incoming 9th graders. The program was designed to support incoming 9th graders in their transition to high school and help to ensure that students were prepared, knowledgeable and informed about school procedures, expectations and policies.

Novato High provides an after school tutorial managed by a credentialed teacher four days per week from 7:15 to 8:00am and 3:00 to 4:30pm. Student assistants, students from local colleges and retired community members help students who need additional support in all academic subject areas. Additional student support is given by teachers and departments at lunch, after school and in the evenings. Special "boot camps" are offered on weekends to help students prepare for AP testing. AVID and ROTC offer after school tutoring programs after school.

Specially designed intervention programs support the educational needs of students. EL Beginning and Language Workshop help EL students to gain critical skills to help them develop solid foundational skills.

## **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, English Language Learning, departmental curriculum planning, AVID "school wide" strategies 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 Chairs 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.

We are currently developing a staff development plan that aligns with the WASC Action Plans.

## **Substitute Teachers**

Novato Unified School District has an adequate pool of fully credentialed and qualified substitutes in order to maintain continuity of instruction at all school sites. There are occasions when the District has problems finding qualified substitute teachers. When a substitute teacher is not available for an absent teacher, the RSP Teacher, Principal, Assistant Principal or available teachers on their prep assume the role of substitute. Students are always safe and under the supervision of a credentialed school employee.

## **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 may be on a five-year evaluation cycle.

Evaluations are conducted by the principal or assistant principal who has been trained for competency to perform teacher evaluations. Teachers are evaluated on the following criteria: Lesson and Curriculum Planning; Effective Elements of Teaching that Positively impact Student Learning and the Learning Environment; Student Learning; and Professional Effectiveness.

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.