



# SAN MARIN HIGH SCHOOL

15 San Marin Drive, Novato, CA 94945 • (415) 898-2121

Rod Hollander, Principal

## School Accountability Report Card

### Principal's Message

San Marin is committed to providing students with the highest quality education, rigor and opportunities to explore interests in academic, athletic, artistic, and extracurricular areas. Our goal is to provide rigorous and challenging curricula in all programs that align with California State Standards. San Marin will also provide a safe and nurturing environment within which to learn, explore, create and think. San Marin will maintain high behavioral expectations for all students. These expectations will be clearly communicated and reinforced throughout the year with consistency and fairness in order to create the best learning environment possible.

### Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact San Marin High at 898-2123 (Janice Blair) or 898-2121 (Francine Cunnie).

### School Profile

San Marin High is one of 2 comprehensive high schools in the Novato Unified School District. Novato is a community of 50,000 people, located 30 miles north of San Francisco. Curriculum is focused on student success. The school supports cultural awareness on a daily basis through its diverse literature selections and offering a wide range of courses to both meet student interest and academic needs. San Marin takes pride in its many award-winning programs in the areas of academics, athletics, and fine arts. Many of our students attend the most prestigious and outstanding colleges and universities in the country.

Because of our outstanding sports and music program, many San Marin students have been recruited by major colleges and universities and have been the recipients of numerous scholarships. Participants in our drama and music programs, among the finest in Northern California, have recently performed at Carnegie Hall and Disneyland. All of these exceptional programs are a result of strong support from the San Marin students, staff, administration, parents and the community. Our comprehensive athletic program involves more than half our students participating on 44 teams.

During the 2006/07, 1,039 9th -12th grade students were enrolled at the school, with classes arranged on a traditional schedule calendar. San Marin High School receives accreditation from the Western Association of Schools and Colleges, and is accredited through June 2008. (The original term of accreditation was through June 2007, however with changes in administration a deferral was granted and a visit scheduled for the spring of 2008).

San Marin has successfully used technology as a tool to support learning for all students. Our communications and multimedia academy, located in a state-of-the-art new building, has modeled how technology and a variety of media, support student learning via inquiry-based and project-based instructional activities.

San Marin's graduating seniors are accepted at prestigious colleges and universities throughout the state and country. Out of 218 graduates in 2007, 49% attended 4-year colleges; 42% attended 2-year colleges; 3% went into various vocations; 2% went on to Military/work and 5% were unsure of their plans. Students are encouraged to take the most rigorous academic path possible to open their options beyond high school. Each student at San Marin is encouraged to complete 25 hours of school or community service each year.

### Mission Statement

San Marin High School is committed to providing an environment that promotes critical thinking, optimal learning, and achievement for all students. Our goal is that all students will:

- Be effective readers, writers, critical thinkers, and creative problem solvers
- Acquire information, knowledge and skills, and express ideas using a variety of methods
- Be self-directed, independent, collaborative and productive learners
- Manage time and resources, individuals and ideas, lifestyles and cultures, arts and aesthetics
- Be informed and aware of their personal well-being, social responsibility and role as world citizens

### Parent Involvement

San Marin High greatly benefits from its supportive parents who donate thousands of hours of volunteer time, allowing for greater student success. The school has a strong base of parent volunteers who take advantage of the multiple opportunities for parental involvement. Parents are also welcome to join any of our organizations including Site Leadership Team, Parent Teachers Association, Sports Boosters Club, Music Boosters Club, and the Drama Boosters Club. These groups meet on a monthly basis to both advise and make decisions with the site administration on school goals, policies and procedures and allocation of resources. In addition, there are many informal opportunities for parent participation in terms of utilizing parent skills and knowledge and experience via the College and Career Center, the ROP, (Regional Occupation Program), the Communications Academy and the school beautification program. The school also benefits from several community partnerships, including School Fuel. The school also sponsors events such as Grad Night that allow for further parental involvement.

#### Student Enrollment by Ethnic Group

2006-07

	Percentage
African American	2.3%
American Indian	0.4%
Asian	5.5%
Caucasian	73.6%
Filipino	0.8%
Hispanic	14.9%
Pacific Islander	0.2%
Multiple or No Response	2.3%

The approximate number of parent volunteer hours from these various groups is listed as follows

- Site Leadership Team – 250 hours
- PTSA – 5,000 hours
- Sports Boosters – 10,000 hours
- Music Boosters – 10,000 hours
- Drama Boosters – 500 hours
- College and Career Center – 470 hours

## Enrollment By Grade

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

Enrollment Trend by Grade Level			
	2004-05	2005-06	2006-07
9th	289	268	242
10th	262	300	284
11th	271	252	272
12th	229	258	241

## Enrollment By Program

During the 2006/07 school year 1,039 students were enrolled at San Marin High, of which 8.1% were students with disabilities, 4.2% were English Learners, and 14.0% were socioeconomically disadvantaged.

## Discipline & Climate for Learning

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

	Suspensions & Expulsions					
	School			District		
	04-05	05-06	06-07	04-05	05-06	06-07
Suspensions	252	243	186	935	959	1446
Suspension Rate	23.98%	22.54%	17.90%	11.96%	12.06%	17.87%
Expulsions	9	6	7	25	33	32
Expulsion Rate	0.86%	0.56%	0.67%	0.32%	0.41%	0.40%

- The school discipline policy is mailed home to parents and presented and reviewed by classroom teachers. In addition, the site administrators visit each classroom in September to discuss the behavior standards with students.
- The counseling staff meets with students regularly and their families as requested to review individual goals, monitor academic progress and prepare for education and training beyond high school.
- Individual and group counseling is available to all students from the three school counselors (full-time), school psychologist (two days per week) and representatives from community agency counseling services such as Novato Youth Center and Novato Family Services Agency. The following counseling groups were available for student support: Self Esteem Group, Young Men's Group, Healthy Eating Habits Group, ELL Support Groups
- College and Career Center helps each student to stay focused in school in preparation for life after high school. The center sponsors the following programs.
  - Rotary Scholars – mentors from Rotary work with 15-20 students and their parents on a yearly basis to recruit and support first generation college bound students
  - Representatives from colleges, vocational and technical schools and military recruiters advise students to requirements and opportunities for post high school education.
  - School to Career Program provides mock interviews and resume writing workshops
  - All 9th graders receive one hour of orientation to the opportunities available in the college and Career Center

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

• The Mustangs In Training (MIT) program promotes positive attitudes and behavior in students by facilitating a support network of upper classroom to freshmen. Incoming freshmen are "linked up" with juniors and seniors who have been selected through faculty nominations as good peer models.

• The California Scholarship Federation provides peer tutoring as a "community service" to San Marin High School students.

## 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 Instructional Assistants. The table indicates the average class size by grade level or subject area, as well as the number of classes offered in reference to their enrollment.

	Class Size Distribution											
	Average Class Size			Classrooms Containing:								
	05	06	07	1-20 Students			21-32 Students			33+ Students		
English	27	27	23	10	6	20	23	25	26	7	8	-
Mathematics	25	28	24	6	4	19	15	21	18	2	10	2
Science	27	28	29	4	4	-	23	16	31	2	7	-
Social Science	27	28	28	3	5	5	28	24	29	5	5	2

## Safe School Plan

Safety of students and staff is a primary concern of San Marin High. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards.

The School Site Safety plan was updated on August 21, 2006 by Mike Casper, Assistant Principal who is in charge of the School Safety Committee, and is reviewed monthly. All revisions were communicated to the both the classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year. Lockdown drills are held twice a year, and/or as needed.

Students are supervised before and after school by classified staff (three campus supervisors) and administration and classified staff and administrators supervise students during lunch. As needed, certificated staff also assist with supervision during lunch and break periods. There is a designated area for student drop off and pick up.

We invite and encourage parents to visit the school and classrooms. We do require that visitors register in the front office first and pick up a visitor's pass. For the protection of our students it is important for the school to know who is on campus. Board Policy 1250: Visitors/Outsiders is available on the district website.

## School Facilities

San Marin High School was originally constructed in 1968 and is comprised of 50 classrooms, 1 dedicated physical science laboratory, 2 gyms, 1 student center, 1 library, 1 staff lounge, 2 computer labs, and athletic facilities. Recent remodeling included an on-going three step modernization project involving every building on campus, except the administration building.

Cleaning Process: The principal works daily with the custodial staff of 3 full-time (one day custodian and two night custodians) to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards are available at the district office for review.

Maintenance and Repair District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner.

A work order process is used to ensure efficient service and highest priority is given to emergency repairs. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

School Facility Conditions				
Date of Last Inspection: 4-19-2007				
Overall Summary of School Facility Conditions: Good				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates/Fences (Interior and Exterior)	X			
Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)	X			
Hazardous Materials (Interior and Exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (Interior and Exterior)			X	Entire Campus - Lighting is inadequate everywhere but in the administration building. A new system is needed.
Pest/Vermin Infestation	X			
Drinking Fountains (Inside and Outside)	X			
Restrooms	X			
Sewer	X			
Roofs (observed from the ground, inside/outside the building)			X	Entire Campus - Mini Gym roof needs replacing, leaks often during rain storms.
Playground/School Grounds	X			
Overall Cleanliness	X			

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

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

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 San Marin High School including:

- Upgraded heating system
- Upgraded electrical system
- Upgraded fire alarm and signal system
- Renovated playing fields
- Improved exterior lighting
- Paved pathways and parking areas
- Classrooms/labs modernized
- Restrooms renovated
- Improved access for fire protection
- Paved pathways and parking areas
- Installed synthetic turf field and all-weather track facility
- Classroom modernization
- Restroom renovations
- Structural repairs
- Site accessibility improvements per (ADA) requirements
- T building replacement
- Library modernization
- Science building modernization

Future projects include: visitor bleacher installation

## Teacher Assignment

Novato Unified recruits and employs the most qualified credentialed teachers. For the 2005/06 school year, San Marin High had 51 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

	School			District
	04-05	05-06	06-07	06-07
Fully Credentialed	46	47	51	416
Without Full Credentials	0	1	3	11
Working Outside Subject	0	0	0	0

Teacher mis-assignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year. For the 2007/08 school year, the most current data are reported.

	Misassignments/Vacancies		
	05-06	06-07	07-08
Misassignments of Teachers of English Learners	7	6	0
Misassignments of Teachers (other)	0	0	0
<b>Total Misassignments of Teachers</b>	<b>7</b>	<b>6</b>	<b>0</b>
Vacant Teacher Positions	0	0	2

## Highly Qualified Teachers

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

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

## Substitute Teachers

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

## At Risk Interventions

San Marin 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. Intersession courses are offered during vacation periods when necessary. Other intervention programs offered at San Marin High School include: CAHSEE Intervention Classes and tutoring during lunch and after school.

## 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>.

## Physical Fitness

In the spring of each year, San Marin High is required by the state to administer a physical fitness test to all students in grade nine. The physical fitness test is a standardized evaluation that tracks the development of high-quality fitness programs and assists students in establishing physical activity as part of their daily lives. Results of student performance are compared to other students statewide who took the test.

### Percentage of Students in Healthy Fitness Zone

#### 2006-07 Test Results

##### 9th Grade

School	
School Overall	55.8%
School (Boys)	51.4%
School (Girls)	59.8%
District	
District Overall	53.7%
District (Boys)	51.6%
District (Girls)	56.6%
State	
State Overall	29.3%
State (Boys)	30.1%
State (Girls)	28.4%

## Academic Performance Index

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

### API School Results

	04-05	05-06	06-07	2007 API Growth Score
	Statewide Rank	9	9	
Similar Schools Rank	5	9	5	
All Students				
Actual Growth	20	-13	-	-
Hispanic				
Actual Growth	-	-	-	-
Caucasian				
Actual Growth	25	0	-	-

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

## California Standards Test (CST)

### Combined % of Students Scoring at Proficient and Advanced Levels

	Language Arts									Social Science					
	9			10			11			10			11		
	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07
All Students															
School	67	66	66	55	56	52	59	47	52	61	54	42	62	59	50
District	60	61	66	49	52	53	54	47	53	50	47	44	54	52	50
State	43	44	47	36	37	37	36	36	37	31	30	29	37	35	35
Males															
School	59	58	53	45	47	46	48	41	46	61	55	42	56	60	55
District	54	55	60	41	45	46	47	41	46	52	48	45	54	52	52
State	38	40	43	32	33	33	33	33	33	34	33	34	37	37	37
Females															
School	77	74	79	67	67	59	73	54	58	62	53	41	69	57	45
District	66	68	76	59	60	59	61	54	60	49	45	42	54	52	48
State	48	48	53	41	42	41	39	39	41	28	27	26	36	34	33
Socioeconomically Disadvantaged															
School	32	30	24	19	22	18	38	21	29	22	17	14	40	43	23
District	24	28	36	19	16	18	22	18	17	21	12	19	24	24	20
State	26	27	32	20	21	21	21	21	22	18	17	17	23	21	22
African American															
School	*	27	*	*	*	18	*	*	*	*	*	9	*	*	*
District	27	25	35	12	25	16	30	18	27	8	26	4	47	24	20
State	27	28	33	22	22	23	21	21	22	15	15	15	22	19	19
Asian															
School	80	75	62	71	71	69	67	53	47	79	69	63	*	73	53
District	81	77	78	69	61	78	67	50	57	60	56	69	52	61	52
State	64	65	71	56	58	58	53	55	57	52	53	51	56	54	54
Hispanic															
School	30	28	29	29	22	24	43	40	26	34	26	18	41	48	26
District	22	25	41	22	15	19	30	27	17	24	17	16	27	30	23
State	26	28	32	20	21	23	21	21	23	17	17	18	23	21	22
Caucasian															
School	75	77	73	60	64	60	61	48	57	68	59	48	66	60	56
District	73	75	76	56	65	64	58	53	64	58	57	54	59	57	60
State	61	63	66	53	54	55	50	50	52	44	45	44	48	48	48
Students with Disabilities															
School	13	0	14	0	21	7	33	*	*	0	21	0	*	*	*
District	10	6	12	11	11	3	23	11	17	12	9	0	27	11	17
State	8	9	10	5	6	7	5	6	6	7	8	8	8	8	9
English Learners															
School	10	9	0	21	4	0	*	15	0	21	5	8	*	33	0
District	6	8	4	6	3	2	16	7	0	13	5	6	8	15	2
State	7	7	10	3	4	4	4	4	4	6	5	6	7	7	6

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

## Adequate Yearly Progress

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

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

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

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

## Federal Intervention Program

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

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

## Completion of High School Graduation Requirements

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

Completion of High School Graduation Requirements			
	School	District	State
All Students	95.0%	97.0%	*
African American	75.0%	100.0%	*
Asian	100.0%	100.0%	*
Hispanic	81.0%	92.0%	*
Caucasian	98.0%	97.0%	*

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

## SAT-1

Each year, students have the opportunity to participate in the SAT, which is designed to assess many of the skills that are important to a student's success in college and their general educational development. The San Marin High does not offer a college admission test preparation course, but does have information available to students regarding possible test preparation courses. The table displays the percent of the school's 12th grade students who voluntarily took the SAT Reasoning Test for college entrance, and average verbal, math, and writing scores of those students. Detailed information regarding SAT results, and comparisons of these average scores to the district and state levels, can be found at the CDE Web site.

SAT I Test Results					
	Grade 12 Enrollment	% Seniors Tested	Average Verbal	Average Math	Average Writing
School					
04-05	229	60.7%	538	559	0
05-06	258	55.8%	555	573	564
06-07	241	57.3%	526	547	528
District					
04-05	552	0.53%	537	549	0
05-06	583	0.55%	530	542	536
06-07	629	0.55%	532	539	530
State					
04-05	409,576	35.7%	500	522	0
05-06	383,460	40.5%	495	516	496
06-07	441,198	36.9%	493	513	492

## 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.

## College Entrance Info

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

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

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

## Dropout & Graduation Rates

San Marin High believes that effective instruction consists of the continuous building of new concepts upon existing ones and requires regular attendance and participation. In hopes of preventing and reducing dropouts, the following programs are made available to students: Alternative Education Settings, counseling on options to stay in school, or complete the high school equivalency.

## Career Technical Education Participation

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

## UC/CSU Course Completion

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

UC/CSU Course Enrollment	
% of Student Enrollment in Courses Required for UC/CSU Admission	% of Graduates Who Completed All Courses Required for UC/CSU Admission
77.8%	43.1%

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

## Advanced Placement Classes

San Marin High encourages students to continue their education past high school. San Marin High offers Advanced Placement (AP) courses for those students seeking to qualify for college credit. Juniors and seniors achieving a score of three, four, or five on the final AP exams qualify for college credit at most of the nation's colleges. During the 2006/07, students took 443 exams in one or more of 11 content areas.

	CAHSEE By Subject								
	2004-05			2005-06			2006-07		
	School	District	State	School	District	State	School	District	State
English	72.4	67.1	49.0	76.4	69.9	51.1	67.8	64.6	48.6
Mathematics	70.0	66.3	45.2	69.2	64.4	46.8	71.8	67.6	49.9

	CAHSEE By Student Group					
	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	32.2	27.5	40.3	28.2	43.6	28.2
Males	37.5	25.0	37.5	29.9	39.6	30.6
Females	26.4	30.2	43.4	26.4	48.1	25.6
African American	90.9	0	9.1	72.7	27.3	0
Asian	31.2	12.5	56.2	12.5	31.2	56.2
Hispanic	62.7	23.5	13.7	54.9	39.2	5.9
Caucasian	20.8	31.2	47.9	20.3	45.8	33.9
English Learners	77.1	14.3	8.6	62.9	25.7	11.4
Socioeconomically Disadvantaged	66.7	22.9	10.4	60.4	33.3	6.2
Students with Disabilities	92.9	7.1	0	85.7	14.3	0

## Graduation & Dropout Rates

	03-04	04-05	05-06
Dropout Rate	0.47%	0.10%	1.39%
Graduation Rate	99.20%	98.60%	93.90%

## 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?	642
What percent of the school's pupils complete a CTE program and earn a high school diploma?	62.0
What percent of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	67.0

## Advanced Placement Classes

	# of Courses	Enrollment
English	2	31
Foreign Language	1	24
Mathematics	2	45
Science	2	90
Social Science	1	39
Totals	8	229
Percent of Students in AP Courses		22.0%

## Career Technical Education (CTE) Programs

San Marin career planning program prepares students to succeed in real-world contexts through the development of conceptual thinking, effective communication, and the ability to apply knowledge and skills learned in the classroom. Instructors at San Marin 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: courses in Auto Technology, Computer Applications, Career Management, Childhood Occupations, and more.

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 Arts and Design 1, 2, 3, 4 and Multimedia 1, 2, Video 1,2,3, 4/ Video Production-Advanced	College of Marin	In Advanced Multimedia/ Video Production, students focus on specialized advanced procedures and techniques in digital arts/ multimedia/ and video production. Teaching staff from the high schools and College of Marin have met to articulate course objectives and student skill expectations.	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.
Early Childhood Occupations	College of Marin, San Francisco State University	This course covers childhood development, psychology, professionalism, discipline, lesson planning, employment opportunities, and advance training. Practicum experience is provided with children in a child care setting.	Students obtain knowledge and skills required for entry-level employment in the field of childcare. Students are provided firsthand experience in childcare placements. Students are prepared for post-secondary vocational education in the field.	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.
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.

## Teacher Evaluation

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Temporary and probationary teachers are evaluated annually and tenured teachers are evaluated every other year. Evaluations are conducted by the principal who has been trained and certified for competency to perform teacher evaluations. 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

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

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

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

## English Language Learners

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

## School Leadership

Leadership at San Marin High School is a responsibility shared between the district administration, the principal, instructional staff, students, and parents. The district's emphasis is on a well-balanced and rigorous core curriculum at all grade levels. Instructional programs are aligned with state and district standards. During the 2006/07 school year, leadership duties were shared by Interim Principal Rod Hollander, and Assistant Principals Michael Casper and Megan Pettis. Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the educational plan to ensure instructional programs are consistent with students' needs and comply with district goals. Leadership teams include: Site Leadership Team and Cabinet, comprised of Department Chairs.

## 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.

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

Number of Staff Development Days: Three days plus two minimum days for our WASC planning.

## Curriculum Development

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

## Counseling & Support Staff

It is the goal of San Marin High to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. The counselor to pupil ratio is 1:350. The table lists the support service personnel available at San Marin High.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Counselor	2	2.00
Librarian/library media teacher	1	.8
Nurse	1	.2
Psychologist	1	.2
Resource Specialist	3	3.0
Speech/Language/Hearing Specialist	1	.6

## Instructional Time (includes Minimum days)

For the 2006/07, San Marin High offered 178 days of instruction, comprised of 166 regular days. The additional 12 minimum days were utilized for: Final Exams and Staff Development. All instructional time either meets or exceeded the daily instructional minute requirements specified in the California Education Code.

Instructional Minutes By Grade Level		
	Minutes Required	Actual Minutes
9th-12th	64,800	66,700

## Library Information

The school's library, staffed by a full-time Library Media Clerk and a part-time Library Media Specialist, 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. 42 computer workstations within the library are connected to the Internet so students are able to access resources and information online.

## Computer Resources

Most classrooms have at least 1 computer that is connected to the Internet. San Marin High School also has 3 (Two classroom and one in the library) computer labs with at least 25 computers in each. The computer labs are staffed by the librarian or credentialed teacher. Computer skills and concepts are integrated throughout standard curriculum which helps to prepare students for technological growth and other opportunities. Students have been trained to use the computers to prepare academic documents as well as search the Internet.

Computer Resources			
	04-05	05-06	06-07
Computers	157	197	187
Students per computer	6.7	5.5	5.6
Classrooms connected to Internet	49	52	45

## Instructional Materials

Novato Unified held a Public Hearing on October 18, 2006, and determined that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home.

Textbooks and supplementary materials are adopted according to a cycle developed by the State Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks				
Grade Levels	Subject	Publisher	Adoption Year	Sufficient
12th	English/ Language Arts	Harcourt Brace	2003	Yes
9th	English/ Language Arts	Prentice Hall	2003	Yes
10th	English/ Language Arts	Warriner's	2003	Yes
10th-12th	English/ Language Arts	Writer's Inc.	2003	Yes
9th-12th	Foreign Language	McDougal Littell	2004	Yes
9th-12th	Health	Glencoe	2002	Yes
10th-12th	History/Social Science	Globe Fearson	2002	Yes
12th	History/Social Science	Holt, Rinehart & Winston	2000	Yes
11th	History/Social Science	Houghton Mifflin	2000	Yes
9th	History/Social Science	McDougal Littell	2002	Yes
10th	History/Social Science	McDougal Littell	2000	Yes
11th	History/Social Science	Prentice Hall	2000	Yes
12th	History/Social Science	West Publishing	1999	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	Science	Holt	2002	Yes
9th-12th	Science	Prentice Hall	2002	Yes

## 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.

## Governing Board Members

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

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

## Measure A Facilities Bond

### Bond Projects

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

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

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

- new flooring
- ceilings and lighting
- paint and tackable wall surfaces
- cabinets
- learning wall, a casework system that includes rolling whiteboards
- heating, ventilation and air conditioning systems (existing systems)
- electrical plugs and fire alarm systems
- computer connection for students and staff

## A+ for Kids Parcel Tax

### A+ for Kids Parcel Tax Funding:

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

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

### Thanks to the Parcel Tax Funds:

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

## District Expenditures

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

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$5,177
From Restricted Sources	\$4,128
From Unrestricted Sources	\$3,749
District	
From Unrestricted Sources	\$5,682
Percentage of Variation between School & District	34.02%
State	
From Unrestricted Sources	\$4,943
Percentage of Variation between School & State	24.16%

## District Revenue Sources

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

### CATEGORICAL PROGRAMS: FEDERAL

#### Title II:

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

#### Title III:

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

#### Title IV:

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

#### Title V:

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

### Special Education Program:

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

### CATEGORICAL PROGRAMS - STATE:

#### English Language Learner Program (EIA):

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

#### 10th Grade Counseling:

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

#### School and Library Improvement Block Grant:

Helps to meet the educational needs of all students as well as to support and sustain high quality professional development. Also provides school library materials.

### GRANTS:

#### Community Based English Tutoring (CBET):

Provides programs for English language instruction to parents or other members of the community who pledge to provide personal English language tutoring to limited English proficient (LEP) students. The program is intended to raise the general level of the English language in the community and in turn, support school-age students' acquisition skills in the English language and other subject areas.

#### 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

**Carl Perkins Vocational Applied Technology Grant (CTE) Career Technical Education:**

Supplies funding for vocational education and technical programs.

**Partnership Academy Model:** 10th-12th grade structured as a aschool within a school, incorporating many features of the high school reform movement, PLC, integrating career-technical educationl and establishing viable business partnerships. Empahsis is also placed on student achievement and positive post-secondary outcomes.

## Teacher & Administrative Salaries as a Percentage of Total Budget

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

Average Salary Information		
Teachers - Principal - Superintendent		
2005-06		
	District	State
Beginning Teachers	\$36,685	\$38,479
Mid-Range Teachers	\$54,597	\$60,306
Highest Teachers	\$68,706	\$74,193
Elementary School Principals	\$98,933	\$92,985
Middle School Principals	\$105,632	\$98,305
High School Principals	\$116,776	\$107,384
Superintendent	\$155,525	\$155,314
Salaries as a Percentage of Total Budget		
Teacher Salaries	39.2%	40.8%
Administrative Salaries	6.9%	5.7%
* Data unavailable from the State of California at the time of publication.		

## School Site Teacher Salaries

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

Average Teacher Salaries	
School & District	
School	\$54,256
District	\$53,951
Percentage of Variation	0.56%
School & State	
All Unified School Districts	\$58,776
Percentage of Variation	7.70%

## Data Sources

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