

Novato Unified School District

San Marin High School

2008-2009 School Accountability Report Card

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Principal**

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

Principal's Message

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 898-2121 (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 visual and performing arts 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 throughout the state of California, and the drama program was invited to participate in the Fringe Festival in Edinburgh, Scotland in August 2009. 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 2008/09, 982 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 2014.

San Marin has successfully used technology as a tool to support learning for all students. Our Computer Applications and Multimedia classes are taught in a state-of-the-art new building and has modeled how technology and a variety of media support student learning through 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 245 graduates in 2008, 50% attended 4-year colleges; 44% attended 2-year colleges; 3% went into various vocations; and 3% 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.

Student Enrollment by Ethnic Group

2008-09	
	Percentage
African American	2.6%
American Indian	0.3%
Asian	5.4%
Caucasian	70.8%
Filipino	1.2%
Hispanic or Latino	18.4%
Pacific Islander	0.0%
Multiple or No Response	1.2%

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

School Leadership

Leadership at San Marin High School is a responsibility shared between the district administration, the principal, two assistant principals, 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 2008/09 school year, leadership duties were shared by Principal Dr. Robert Vieth, 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.

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, Art 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, and the ROP, (Regional Occupation Program). The school also benefits from several community partnerships, including School Fuel. The parents also sponsor events such as Grad Night that allow for further parental involvement.

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

	2006-07	2007-08	2008-09
9th	242	263	230
10th	284	255	257
11th	272	275	236
12th	241	257	259

Enrollment By Program

During the 2008-09 school year 982 students were enrolled at San Marin High, of which 5.3% were English Learners, and 17.1% 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.

- The school discipline policy is mailed home to parents, is available online through the San Marin High School website, and is presented and reviewed by classroom teachers. In addition, the site administrators held grade level assemblies 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) and one intern counselor, 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, ELL Support Groups and Anger Management Group.
- 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.
- All students are encouraged to sign up for a PrepHQ account where they can receive regular updates of information about careers, colleges, scholarships, and much more.
- 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.

Suspensions & Expulsions

	School			District		
	06-07	07-08	08-09	06-07	07-08	08-09
Suspensions	186	126	126	1446	650	841
Suspension Rate	17.9%	12.0%	12.8%	17.9%	8.2%	10.6%
Expulsions	7	8	8	32	27	14
Expulsion Rate	0.7%	0.8%	0.8%	0.4%	0.3%	0.2%

Instructional Time (includes Minimum days)

For the 2008/09, San Marin High offered 180 days of instruction, comprised of 172 regular days. The additional 8 minimum days were utilized for Final Exams. All instructional time either meets or exceeded the daily instructional minute requirements specified in the California Education Code.



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 30, 2008, 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. 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 College and Career Center, 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 with the custodial staff of 3 full-time (one day custodian and two night custodians) to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards are available at the district office for review.

Maintenance and Repair: District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority is given to emergency repairs. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

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

During the 2008-09 school year, the district contribution to deferred maintenance was \$144,114 which is 0.25% of our budget.

Between 2002 and 2008, 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 fire alarm and signal system
- Improved exterior lighting
- Classrooms/labs modernized
- Improved access for fire protection
- Installed synthetic turf field and all-weather track facility
- Restroom renovations
- Site accessibility improvements per (ADA) requirements
- Library modernization
- Installed visitor bleachers at sports stadium
- Upgraded electrical system
- Renovated playing fields
- Paved pathways and parking areas
- Restrooms renovated
- Paved pathways and parking areas
- Classroom modernization
- Structural repairs
- T building replacement
- Science building modernization

Class Size

Average class sizes vary by grade level and subject area taught. The overall average class size for 2008/09 was 25:1. 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.

School Facility Conditions				
Date of Last Inspection: 01/23/2008				
Overall Summary of School Facility Conditions: Fair				
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	San Marin High School - Entire campus.mini gym roof needs replacing, leaks often during rain storms.
External (Grounds, Windows, Doors, Gates, Fences)	X			

Class Size Distribution												
	Average Class Size			Classrooms Containing:								
	07	08	09	1-20 Students			21-32 Students			33+ Students		
	07	08	09	07	08	09	07	08	09	07	08	09
English	23	22	26	20	30	14	26	20	22	-	1	5
Mathematics	24	24	23	19	14	20	18	22	16	2	3	2
Science	29	26	25	-	7	5	31	26	26	-	1	-
Social Science	28	25	28	5	13	7	29	24	19	2	3	8

Instructional Materials

Novato Unified held a Public Hearing on October 6, 2009, and determined that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home.

Textbooks and supplementary materials are adopted according to a cycle developed by the State Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. Current District adopted Instructional Materials are available at <http://do.nusd.org/CurriculumInstruction/currmain.html>

Additional Internet Access/ Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located in the city of Novato, which contain numerous computer workstations.

District-Adopted Textbooks

Grade Levels	Subject	Publisher	Adoption Year	Sufficient
9th-12th	ELD	Hampton Brown	2001	Yes
12th	English/Language Arts	Harcourt	2003	Yes
11th	English/Language Arts	Holt, Rinehart & Winston	2007	Yes
9th-12th	English/Language Arts	Warriner's	2003	Yes
9th-12th	Foreign Language	McDougal Littell	2004	Yes
9th-12th	Health	Glencoe	2002	Yes
12th	History/Social Science	Glencoe	2006	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-11th	History/Social Science	McDougal Littell	2006	Yes
9th-12th	Mathematics	Houghton Mifflin	2002	Yes
9th-12th	Mathematics	McDougal Littell	2002	Yes
9th-12th	Mathematics	Prentice Hall	2002	Yes
9th-12th	Science	Holt	2002	Yes
9th-12th	Science	Prentice Hall	2002	Yes

For a complete list, visit http://www.axiomadvisors.net/livesarc/files/21654172133056Textbooks_1.pdf or http://www.axiomadvisors.net/livesarc/files/21654172133056Textbooks_1.pdf

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. Forty-two computer workstations within the library are connected to the Internet so students are able to access resources and information online.

Technology 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 a library technician 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

	06-07	07-08	08-09
Computers	187	204	160
Students per computer	5.6	5.2	6.1
Classrooms connected to Internet	45	51	49

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	3	2.8
Counselor Intern	1	.4
Librarian/library media teacher	1	.2
Mental Health Counselors	2	.4
Nurse	1	.1
Psychologist	1	.5
Resource Specialist	3	2.6
Speech/Language/Hearing Specialist	1	.2

Teacher Assignment

Novato Unified recruits and employs the most qualified credentialed teachers. For the 2008/09 school year, San Marin High had 58 members of the certificated staff (53.1 FTE), 95% of which were deemed Highly Qualified, under No Child Left Behind.

Misassignments/Vacancies			
	07-08	08-09	09-10
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	2	0	0

Highly Qualified Teachers

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

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.

Teacher Evaluation

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Temporary and probationary teachers are evaluated annually and tenured teachers are evaluated every other year. Qualifying tenured teachers are on five year evaluation cycles.

Evaluations are conducted by the principal who has been trained and certified for competency to perform teacher evaluations. Teacher are evaluated on the following criteria: Engaging and Supporting All Students in Learning, Understanding and Organizing Subject Matter for Student Learning, Assessing Student Learning, Creating and Maintaining Effective Environments for Student Learning, Planning Instruction and Designing Learning Experiences for All Students and Developing as a Professional Educator.

Novato Unified offers programs to assist teachers, such as Beginning Teacher Support and Training (BTSA) and Peer Assistance and Review (PAR). BTSA is for new, credentialed teachers.

Peer Assistance and Review is designed to assist permanent teachers in need of support in subject matter knowledge or teaching methods for the purpose of improving instruction. This may occur voluntarily or as a result of a less than satisfactory evaluation. The program allows for exemplary teachers to provide support for permanent teachers in need of professional development.

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.

There were three (3) Staff Development Days in 2008/09.

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.

The Blended Program offers services for emotionally disturbed students. Students participate in counseling services during the school day through Community Mental Health.

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.

Teacher Credential Status

	School			District
	06-07	07-08	08-09	08-09
Fully Credentialed	51	57	52	413
Without Full Credentials	3	2	0	0
Working Outside Subject	0	8	0	0

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year. For the 2009/10 school year, the most current data are reported.

NCLB Compliant Teachers

	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	98.5%	1.5%
District	93.1%	6.9%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	95.1%	4.9%

At Risk Interventions

Intervention programs offered at San Marin High School include: CAHSEE Intervention Classes and tutoring during lunch and after school, as well as after school tutoring that was available to all students during the 2008/09 school year. In addition, students have the opportunity to be enrolled in the AVID program.

Curriculum Development

All curriculum development in the Novato Unified School District is aligned to the California State Frameworks and Content Standards using state and district adopted instructional programs. Annually, a comprehensive data analysis of student achievement is conducted to establish SMART Goals (Strategic/specific, Measureable, Attainable, Results-oriented, Timebound) aimed at raising academic performance for all students. Course outlines and benchmarks are updated regularly to align with the state standards, district goals, and the district-wide assessment program.

Gifted and Talented Education (GATE)

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

The goals of the program are to:

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

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

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.

English Language Learners

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

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			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	10.6%	27.5%	56.9%

Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

API School Results				
	06-07	07-08	08-09	2009 API Growth Score
Statewide Rank	9	-	8	
Similar Schools Rank	5	-	2	
All Students				
Actual Growth	-	B	4	792
Hispanic or Latino				
Actual Growth	-	-	27	647
Caucasian				
Actual Growth	-	-	9	828

B - This is an Alternative Schools Accountability Model (ASAM) school. Schools participating in the ASAM do not currently receive growth, target information, or statewide or similar schools rankings on this report in recognition of their markedly different educational missions and populations served. ASAM schools are covered under the Alternative Accountability system as required by Education Code Section 52052 and not the API accountability system. However, API information is needed to comply with the federal No Child Left Behind (NCLB) law. Growth, target, and rank information are not applicable to LEAs.

California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, Social Science, Science, for the most recent three-year period, is shown. Summative scores are not available for Math (grades 8-11), Science (available for grades 5 and 8 only), and grade 9 Social Science. For results on course specific tests, please see <http://star.cde.ca.gov>.

California Standards Test (CST)									
Subject	School			District			State		
	2007	2008	2009	2007	2008	2009	2007	2008	2009
English/Language Arts	56	57	60	61	61	64	43	46	50
Mathematics	47	43	41	57	60	60	40	43	46
Science	*	61	62	55	61	64	38	46	50
History/Social Science	46	52	60	50	52	58	33	36	41

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

California Standards Test (CST)				
Subgroups				
Subject	English/ Language Arts	Mathematics	Science	History/ Social Science
African American	33	33	*	*
American Indian	*	*	*	*
Asian	74	68	91	69
Filipino	*	*	*	*
Hispanic or Latino	27	25	30	31
Pacific Islander	*	*	*	*
Caucasian	68	42	72	68
Males	53	40	60	59
Females	67	41	65	61
Socioeconomically Disadvantaged	29	26	33	24
English Learners	*	8	*	*
Students with Disabilities	16	8	30	15
Migrant Education	*	*	*	*

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

National Assessment of Educational Progress

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

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

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

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

National Assessment of Educational Progress Reading and Mathematics Results for Grades 4 & 8 By Performance Level - All Students

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

National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities (SD) and/or English Language Learners (ELL) By Grades 4 & 8 and Participation Rate - All Students

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

Federal Intervention Program

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

Federal Intervention Programs

	School	District
Program Improvement (PI) Status	Not in PI	In PI
First Year in PI	-	2009-2010
Year in PI (2009-10)	-	Year 1
# of Schools Currently in PI	-	3
% of Schools Identified for PI	-	17.65%

California High School Exit Exam (CAHSEE)

The California High School Exit Exam is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the Federal No Child Left Behind (NCLB) law. The CAHSEE has an English language-arts section and a math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. The score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement. The first table displays the percent of students achieving at the Proficient or Advanced level for the past three years. The second table displays the percent of students, by group, achieving at each performance level in English language-arts and math separately for the most recent testing period.

CAHSEE By Subject

	2006-07			2007-08			2008-09		
	School	District	State	School	District	State	School	District	State
English	67.8	64.6	48.6	72.1	63.2	52.9	68.4	64.8	52.0
Mathematics	71.8	67.6	49.9	69.4	63.5	51.3	66.9	63.6	53.3

CAHSEE By Student Group

	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	31.6	25.1	43.3	33.1	44.5	22.4
Males	43.0	21.5	35.6	34.3	43.3	22.4
Females	17.9	29.5	52.7	31.5	45.9	22.5
Asian	-	27.3	72.7	-	54.5	45.5
Hispanic or Latino	69.2	21.2	9.6	76.5	23.5	-
Caucasian	20.8	26.0	53.2	20.9	50.0	29.1
English Learners	77.1	20.0	2.9	82.9	14.3	2.9
Socioeconomically Disadvantaged	73.9	10.9	15.2	68.9	28.9	2.2
Students with Disabilities	65.2	21.7	13.0	59.1	31.8	9.1

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.

Graduation & Dropout Rates			
	05-06	06-07	07-08
Dropout Rate	1.40%	1.70%	1.00%
Graduation Rate	95.10%	95.50%	97.10%

College Entrance Info

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

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

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

UC/CSU Course 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'. Data for 2008-09 is shown in the table.

UC/CSU Course Enrollment	
	Percentage
% of Student Enrollment in Courses Required for UC/CSU Admission	80.0%
% of Graduates Who Completed All Courses Required for UC/CSU Admission	57.1%

** 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 2008/09, students took 370 exams in one or more of 11 content areas.

Advanced Placement Classes		
	# of Courses	Enrollment
Science	1	49
Social Science	3	95
English	2	111
Foreign Language	1	20
Mathematics	2	69
Totals	9	344
Percent of Students in AP Courses		6.5%

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, Multimedia and Video Production, 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
Multimedia, Digital Arts & Design, Web Design, Animation, Video Production, Broadcasting	College of Marin	Courses in Multimedia Studies are articulated with the College of Marin	Students obtain knowledge and skills required for seamless progression to entry-level employment in various fields of media. Students are provided opportunities workplace experience and mentorship. Students are prepared for post-secondary vocational education with the ability to get a head start toward degrees and careers specific skill certificates in all courses.	The district Career Technical Education Advisory Committee and the advisory committee for the Marin County Regional Occupational Program with representation from the College of Marin and industry/business partners regularly review the quality, consistency, and student performance standards of each course.
Early Childhood Occupations	College of Marin	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 through an extension agreement with College of Marin.	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, Auto Collision-Advanced	College of Marin	In Advanced Automobile Technology and Advanced Collision Repair, students focus on specialized advanced procedures and techniques in auto repair and maintenance. Emphasis is placed on exploring the latest advances in automotive technologies, as well as diagnostic equipment and procedures necessary for maintenance and repair.	Students are required to demonstrate mastery of employable skills utilizing technical equipment and tools. Industry standard performance assessments are developed through the Regional Occupational Program.	The district Career Technical Education Advisory Committee and the advisory committee for the Marin County Regional Occupational Program with representation from the College of Marin and industry/business partners regularly review the quality, consistency, and student performance standards of each course.
Computerized Accounting 1, Computerized Accounting 2, Computer Applications, Computer Media Applications, Computer Applications Advanced	College of Marin	Courses in the fields of Business/Business Office Systems are articulated with the College of Marin	Students obtain knowledge and skills required for seamless progression to entry-level employment in various fields of Business/Business Office Systems. Students are provided opportunities workplace experience and mentorship. Students are prepared for post-secondary vocational education with the ability to get a head start toward degrees and careers specific skill certificates in all courses.	The district Career Technical Education Advisory Committee and the advisory committee for the Marin County Regional Occupational Program with representation from the College of Marin and industry/business partners regularly review the quality, consistency, and student performance standards of each course.
Computer Software, Programming 2, Programming C++, Word Processing - Beg, Int, Adv	College of Marin	Courses in the fields of Business/Business Office Systems are articulated with the College of Marin	Students obtain knowledge and skills required for seamless progression to entry-level employment in various fields of Business/Business Office Systems. Students are provided opportunities workplace experience and mentorship. Students are prepared for post-secondary vocational education with the ability to get a head start toward degrees and careers specific skill certificates in all courses.	The district Career Technical Education Advisory Committee and the advisory committee for the Marin County Regional Occupational Program with representation from the College of Marin and industry/business partners regularly review the quality, consistency, and student performance standards of each course.

Career Technical Education Participation

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

Enrollment & Program Completion in Career/Technical Education (CTE) Programs (Carl Perkins Vocational and Technical Education Act)

Question	Response
How many of the school's pupils participate in CTE?	421
What percent of the school's pupils complete a CTE program and earn a high school diploma?	93.0
What percent of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	60.0

Teacher & Administrative Salaries as a Percentage of Total Budget

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

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

School Site Teacher Salaries

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state based on FY 2006-07 financial statements.

Average Teacher Salaries	
School & District	
School	\$53,790
District	\$57,694
Percentage of Variation	6.77%
School & State	
All Unified School Districts	\$64,246
Percentage of Variation	16.28%

District Expenditures

Novato Unified spent an average of \$8,003 to educate each student, based on 2007-08 FY audited financial statements. The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$6,254
From Restricted Sources	\$1,705
From Unrestricted Sources	\$4,549
District	
From Unrestricted Sources	\$5,186
Percentage of Variation between School & District	12.28%
State	
From Unrestricted Sources	\$5,512
Percentage of Variation between School & State	17.47%

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:

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

Title III:

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

Title IV:

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

Title V:

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

Special Education Program:

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

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

CATEGORICAL PROGRAMS - STATE:

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

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

• School and Library Improvement Block Grant:

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

• **Art and Music Block Grant:** Funding for staff and standards-aligned materials to support the implementation of sequential standards-aligned visual and performing arts instruction in kindergarten and grades one to 12.

• **Arts, Music and P.E. Equipment and Supplies Block Grant:** Funding for instructional resources used in the delivery of sequential standards-based instruction in physical education and visual and performing arts.

• **One-Time Discretionary Block Grant:** Funding to provide one-time resources to support a variety of uses that sites and districts may select.

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

10th Grade Counseling:

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

OTHER FUNDING:

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

Measure A Facilities Bond

Bond Projects

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

The Measure A facility bond approved by Novato voters in 2001 provided \$107 million for the improvement of all school campuses in the Novato Unified School District. State matching funds and interest earnings will provide another \$28 million, resulting in a \$137 million facility program for our schools. To date, about \$107 million of these dollars have been spent.

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

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

A+ for Kids Parcel Tax

A+ for Kids Parcel Tax Funding:

Novato voters have supported schools since 1993 with parcel taxes (A+ for Kids). The most recent parcel tax was passed in June 2009 for 6 years for \$251 per parcel per year.

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

Thanks to the Parcel Tax Funds:

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

Data Sources

Data within the SARC was provided by Novato Unified School District, retrieved from the 2007-08 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>).

Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

