



San Marin High School

Adam Littlefield,
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2013-2014 School Accountability Report Card

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**Novato Unified
School District**

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SARC Information

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

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

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 Common Core State Standards in a supportive learning environment for all students. San Marin also provides a safe and nurturing environment within which to learn, explore, create and think. San Marin maintains high behavioral expectations for all students. These expectations are clearly communicated and reinforced throughout the year with consistency and fairness in order to create the best learning environment possible.

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 become:

CRITICAL THINKERS WHO:

- Pursue academic excellence.
- Acquire reliable and valid information from print, electronic media, and personal interviews.
- Interpret, understand, and analyze information from the above sources, evaluating source bias and credibility.
- Appreciate, integrate, and apply knowledge across multiple subject areas
- Apply information and knowledge to influence choices and decisions resulting in positive personal and social behavior.
- Extend knowledge in our core academic areas through attendance at a post-secondary institution, work-based learning opportunity, or career exploration

EFFECTIVE COMMUNICATORS WHO:

- Carefully read or listen and comprehend information.
- Write logically and clearly using standard academic English across all disciplines.
- Speak and present with poise, clear enunciation, and command of standard academic English.
- Understand and use up-to-date technology to assist in communication, presentations and writing, and research.

COLLABORATIVE WORKERS WHO:

- Successfully work, write, and present information in teams and groups.
- Effectively manage time and resources.
- Demonstrate a strong work ethic.

CULTURALLY INVOLVED AND SOCIALLY RESPONSIBLE INDIVIDUALS WHO:

- Understand various viewpoints, belief systems, lifestyles and cultures.
- Appreciate, critically evaluate, and participate in the arts.

- Take responsibility for their own health and wellness.
- Understand how their behavior affects themselves and others in the community
- Contribute their time, energies and talents to improve the quality of life in our schools, communities, nation and world.
- Learn living skills and establish and accomplish personal goals.

School Profile (School Year 2014-15)

San Marin High is one of two 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 were awarded numerous honors. 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 2013-14 school year, 932 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 2016.

San Marin's graduating seniors are accepted at prestigious colleges and universities throughout the state and country. Out of 218 graduates in 2014, 45% plan to attend 4-year colleges; 45% plan to attend 2-year colleges; 10% plan to go into the military, workforce, or travel. Students are encouraged to take the most rigorous academic path possible to open their options beyond high school.

Enrollment By Ethnicity Or Student Group (School Year 2013-14)

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

Enrollment by Student Group	
2013-14	
	Percentage
African American	3.6%
American Indian	1.0%
Asian	5.2%
Filipino	1.0%
Hispanic or Latino	24.2%
Pacific Islander	0.3%
White	61.8%
Two or More	2.9%
None Reported	-
English Learners	6.7%
Socioeconomically Disadvantaged	25.4%
Students with Disabilities	10.7%

Enrollment By Grade (School Year 2013-14)

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

Enrollment Trend by Grade Level

	2011-12	2012-13	2013-14
9th	225	272	241
10th	234	225	278
11th	220	214	208
12th	189	202	205

Conditions of Learning State Priority: Basic

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

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

Highly Qualified Teachers (School Year 2013-14)

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". Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. For more information, see the CDE Improving Teacher and Principal Quality Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>.

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

NCLB Compliant Teachers

	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	87.0%	12.9%
District	82.5%	17.5%
High-Poverty Schools in District	87.0%	13.0%
Low-Poverty Schools in District	80.7%	19.3%

Teacher Assignments

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

Teacher Credential Status

	School			District
	12-13	13-14	14-15	14-15
Fully Credentialed	49	51	51	378
Without Full Credentials	0	0	0	0
Working Outside Subject	0	0	0	0

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

Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire semester or year.

Misassignments/Vacancies			
	12-13	13-14	14-15
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	0	0	0

Instructional Materials (School Year 2014-15)

Novato Unified held a public hearing on October 7, 2014 and determined that each school within the district had 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. A list of current District Instructional Materials is available on the district website under Curriculum & Instruction. 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 chart displays information collected in October 2014 about the quality, currency and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
9th-12th	Algebra I	College Preparatory Math	2014	Yes	0.0%
9th-12th	Algebra II	College Preparatory Math	2014	Yes	0.0%
9th-10th	Earth Science	Pearson/ Prentice Hall	2008	Yes	0.0%
9th-12th	English Language Development	Sopris West	2009	Yes	0.0%
9th-12th	English/ Language Arts	Holt, Rinehart & Winston	2003	Yes	0.0%
9th-12th	Geometry	College Preparatory Math	2014	Yes	0.0%
12th	United States Government	Glencoe	2006	Yes	0.0%
11th	United States History	McDougal Littell	2006	Yes	0.0%
9th	World Geography	McDougal Littell	2002	Yes	0.0%
10th	World History	McDougal Littell	2006	Yes	0.0%

School Facilities (School Year 2014-15)

San Marin High School was originally constructed in 1968 and is comprised of 50 classrooms, 2 dedicated physical science laboratories, 2 gyms, 1 student center, 1 library, 1 College and Career Center, 1 computer labs, a school cafeteria, 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 priorities are given to emergency repairs. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

Deferred Maintenance Budget

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

During the 2013-14 school year, the district contributed \$262,484 to the deferred maintenance program which is equal to .396% of the total General Fund expenditures plus other outgo. Although no longer a requirement under LCFF, the NUSD Board of Trustees continues to provide funding to the Deferred Maintenance program. The State's 2009-10 budget gave schools the flexibility not to make a contribution to the Deferred Maintenance program for 2009-10 through 2012-13 and the NUSD Board of Trustees chose this flexibility option 2009-2011.

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

Construction of a new cafeteria began in the spring of 2013 with a completion date in January 2014.

School Facility Conditions				
Date of Last Inspection: 11/19/2014				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior	X			
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			Replace walk off mats site wide. "Ground squirrel infestation-severe," wood siding at gym 400, 500 and 800 wing need attention. Wood haunches site wide need repair.

Pupil Outcomes State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its predecessor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

California Assessment of Student Performance and Progress/Standardized Testing and Reporting Results

California EC Section 60640 authorized the replacement of the Standardized Testing and Reporting (STAR) Program with a new assessment program, referred to as the CAASPP. On March 7, 2014, the U.S Department of Education (ED) approved California's waiver request for flexibility in assessment and accountability provisions of Title I of the Elementary and Secondary Education Act (ESEA). Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

The first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in science (for grades 5, 8, and 10), for the most recent three-year period.

California Assessment of Student Performance and Progress									
Subject	School			District			State		
	2012	2013	2014	2012	2013	2014	2012	2013	2014
Science	69	59	68	73	67	70	60	59	60

The second table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

California Assessment of Student Performance and Progress	
Subgroups	
Subject	Science
District	70
School	68
Males	68
Females	69
African American/Black	*
American Indian	*
Asian	93
Filipino	*
Hispanic	47
Pacific Islander	*
White	78
Socioeconomically Disadvantaged	47
Students with Disabilities	14
Migrant Education	*
Two or More Races	*

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

California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards).

The table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English/language arts, mathematics, and social science, for the most recent three-year period. NOTE: CST was last administered in 2012-13.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

California Standards Test (CST)									
Subject	School			District			State		
	2011	2012	2013	2011	2012	2013	2011	2012	2013
English/Language Arts	56	57	58	65	67	65	54	56	55
Mathematics	29	29	27	60	61	57	49	50	50
History/Social Science	55	56	56	59	58	57	48	49	49

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

Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. 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.

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

The table displays the school's API ranks and actual API point changes by student group for the past three years.

API School Results			
	2011	2012	2013
Statewide	8	7	7
Similar Schools	2	3	4
Group	10-11	11-12	12-13
All Students at the School			
Actual API Change	17	-2	-15
Hispanic or Latino			
Actual API Change	48	-11	-12
White			
Actual API Change	13	-1	-11
Socioeconomically Disadvantaged			
Actual API Change	22	-17	20
English Learners			
Actual API Change	-	-	9

Science Lab Equipment

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

State Priority: Other Pupil Achievement

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

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

Physical Fitness (School Year 2013-14)

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

Percentage of Students in Healthy Fitness Zone			
2013-14			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	14.8%	36.9%	22.5%

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

Engagement State Priority: Parental Involvement

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

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

Parent Involvement (School Year 2014-15)

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 Teacher Student Association, All 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 Safe & Sober 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

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).

State Priority: Pupil Engagement

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

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

State Priority: School Climate

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

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

UC/CSU Classes

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	
	Percentage
Student Enrolled in Courses Required for UC/CSU Admission (2013-14)	78.8%
Graduates Who Completed All Courses Required for UC/CSU Admission (2012-13)	56.4%

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

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 available online through the San Marin High School website, included in the SMHS Student Handbook, and is presented and reviewed by school staff. In addition, the site administrators hold 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, one school psychologist and representatives from community agency counseling services such as Novato Youth Center and Novato Family Services Agency.
- 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-now Link Crew) 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.
- SMHS offers an Advisory period for all students. The components for Advisory include building community, academic achievement and success, post-secondary planning, and social and emotional learning.
- The California Scholarship Federation provides peer tutoring as a "community service" to San Marin High School students.

The three-year statewide suspension rates for comparison are as follows:

2011-12: 5.7%
 2012-13: 5.1%
 2013-14: 4.4%

The statewide expulsion rate has been 0.1% for each of the last three years.

	Suspensions & Expulsions					
	School			District		
	11-12	12-13	13-14	11-12	12-13	13-14
Suspensions	91	70	59	620	461	306
Suspension Rate	10.5%	7.7%	6.3%	7.8%	5.7%	3.8%
Expulsions	1	0	1	9	3	2
Expulsion Rate	0.1%	0.0%	0.1%	0.1%	0.0%	0.0%

Career Technical Education (CTE) Programs (School Year 2013-14)

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

CTE Programs				
Title of Career Preparation Course	Who offers the course	How do these classes support student achievement	How does the school address the needs of all students in career preparation	How are the courses evaluated for effectiveness
Automotive Technology 1, 2 and 3	SMHS			
Biotechnology 1 and 2	SMHS			
Early Childhood Education	SMHS			
Journalism 1, 2, and 3	SMHS			
Musical Theatre 1, 2, 3, and 4H	SMHS			
Principals of Engineering	SMHS			
Technical Theatre 1, 2 and 3	SMHS			

Safe School Plan (School Year 2014-15)

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 and 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.

Parents are encouraged to visit the school and classrooms. The school requires 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.

Other SARC Information

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

Career Technical Education Participation (School Year 2013-14)

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?	456
What percent of the school's pupils complete a CTE program and earn a high school diploma?	100.0%
What percent of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	93.0%

Adequate Yearly Progress (School Year 2013-14)

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

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

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

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

Federal Intervention Program (School Year 2014-15)

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.

For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	In PI
First Year in PI	-	2009-2010
Year in PI (2014-15)	-	Year 3
# of Schools Currently in PI	-	6
% of Schools Identified for PI	-	85.7%

California High School Exit Examination (CAHSEE) Results for All Grade Ten Students (School Year 2013-14)

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 for All Grade Ten Students									
	2011-12			2012-13			2013-14		
	School	District	State	School	District	State	School	District	State
English	61	65	56	64	63	57	64	36	56
Mathematics	58	63	58	60	65	60	68	37	62

CAHSEE By Student Group for All Grade Ten Students						
	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students District	34	25	41	31	41	28
All Students School	36	27	37	32	46	22
Male	41	29	30	29	49	22
Female	31	25	45	35	43	22
Asian	14	21	64	0	36	64
Hispanic or Latino	57	28	15	53	40	7
White	26	25	49	22	51	26
English Learners	100	0	0	82	18	0
Socioeconomically Disadvantaged	64	21	14	60	33	7
Students with Disabilities	86	9	5	73	23	5

Class Size

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

Class Size Distribution												
Average Class Size	Classrooms Containing:											
	1-20 Students			21-32 Students			33+ Students					
	12	13	14	12	13	14	12	13	14			
By Subject Area												
English	28	26	24	5	11	8	17	22	31	8	5	3
Mathematics	25	26	23	9	7	13	13	17	21	9	10	5
Science	27	27	26	4	5	4	16	17	23	4	7	2
Social Science	24	23	25	7	13	7	16	17	21	5	8	10

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.

Leadership duties are shared by Principal Adam Littlefield, and Assistant Principals Michael Casper and Leslie Norinsky. 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.

Counseling & Support Staff (School Year 2013-14)

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
Librarian/library media teacher	1	.2
Mental Health Counselors	3	2
Nurse	1	.1
Psychologist	1	1
Resource Specialist	3	2.2
Speech/Language/Hearing Specialist	1	.2

English Language Learners

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

Dropout & Graduation Rates (Four-Year Cohort Rate)

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.

Note: The National Center for Education Statistics graduation rate as reported in AYP is provided in the table.

Graduation & Dropout Rates			
	10-11	11-12	12-13
Dropout Rate	4.3%	2.6%	1.5%
Graduation Rate	94.2%	96.3%	97.5%

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.

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

The Counseling Enriched Classroom offers services for emotionally disturbed students. Students participate in counseling services offered by the school psychologist.

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

Completion of High School Graduation Requirements - Class of 2014

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 2013-14 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	97.5%	95%	84.6%
African American/Black	100%	100%	75.9%
American Indian	100%	100%	77.8%
Asian	100%	97.1%	92.9%
Filipino	100%	100%	92.2%
Hispanic or Latino	95.9%	90.4%	80.8%
Pacific Islander	0%	0%	84.1%
White	97.7%	96.2%	90.2%
Two or More Races	100%	96.3%	89%
English Learners	69.2%	64.9%	53.7%
Socioeconomically Disadvantaged	88.4%	90.5%	82.6%
Students with Disabilities	95.5%	73.8%	60.3%

Library Information

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

Curriculum Development

All curriculum development in the Novato Unified School District is currently aligned with California State Content Standards and Frameworks for Social Studies, Common Core State Standards for English Language Arts and Mathematics and Next Generation Science Standards for Science. Curriculum guides are updated regularly to align with the state standards, district goals, and the statewide assessment program.

Instructional Time (includes Minimum days)

For the 2013-14 school year, San Marin High offered 180 days of instruction including 8 minimum days that were utilized for final examinations. All instructional time either meets or exceeded the daily instructional minute requirements specified in the California Education Code.

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 is available to all students. In addition, students have the opportunity to be enrolled in the AVID program.

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 2013-14. San Marin has a late start schedule on Wednesdays to allow for professional development and staff collaboration time.

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.

Admission Requirements for California's Public Universities

University of California

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

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

California State University

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

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

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

Advanced Placement Classes (School Year 2013-14)

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 2013-14, 251 students took 427 exams in one or more of 13 content areas.

Advanced Placement Classes

	<u># of Courses</u>
English	6
Foreign Language	1
Mathematics	2
Science	3
Social Science	7
Totals	19
Percent of Students in AP Courses	0.9%

Teacher Evaluation

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

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

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

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

Data Sources

Data within the SARC was provided by Novato Unified School District, retrieved from the 2013-14 SARC template, located on Dataquest (<http://data1.cde.ca.gov/dataquest>), and/or Ed-Data website.

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. Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

School Site Teacher Salaries (Fiscal Year 2012-13)

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

Average Teacher Salaries	
School & District	
School	\$62,471
District	\$63,402
Percentage of Variation	-1.5%
School & State	
All Unified School Districts	\$67,762
Percentage of Variation	-7.8%

Teacher & Administrative Salaries (School Year 2012-13)

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		
2012-13		
	District	State
Beginning Teachers	\$41,447	\$41,243
Mid-Range Teachers	\$63,849	\$64,893
Highest Teachers	\$82,342	\$83,507
Elementary School Principals	\$111,508	\$103,404
Middle School Principals	\$118,038	\$109,964
High School Principals	\$131,844	\$120,078
Superintendent	\$200,909	\$183,557
Salaries as a Percentage of Total Budget		
Teacher Salaries	41.0%	40.0%
Administrative Salaries	6.0%	6.0%

District Expenditures (Fiscal Year 2012-13)

Novato Unified spent an average of \$8,381 to educate each student, based on (2012-13 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	\$6,467
From Supplemental/Restricted Sources	\$1,644
From Basic/Unrestricted Sources	\$4,823
District	
From Basic/Unrestricted Sources	\$8,381
Percentage of Variation between School & District	-42.5%
State	
From Basic/Unrestricted Sources	\$4,690
Percentage of Variation between School & State	2.8%

District Revenue Sources (Fiscal Year 2013-14)

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

Federal Programs

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

Title III: The purpose of this program is to assist English learners acquire English and achieve grade-level standards.

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

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

State Programs

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

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

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

Additional Resources

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

Microsoft Settlement Education Technology K-12 Voucher Program: Funds are used to implement and support educational technology that fosters effective teaching and promotes student achievement in eligible schools.

Measure A Facilities Bond

Bond Projects

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

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, all monies 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
- additional electrical plugs and replaced fire alarm systems
- installation of computer connections 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 May 2014 for 7 years for \$251 per parcel per year.

Novato schools are grateful to the Novato community for their continued support. The parcel tax provided over \$4,247,677 million per year to our schools in 2013-14.

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

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