



Novato Unified Marin Oaks High School



2022-2023 School Accountability Report Card

SCHOOL ADMINISTRATION

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SCHOOL INFORMATION

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SUPERINTENDENT

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DISTRICT INFORMATION

Novato Unified
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Novato, CA 94945-2205
(415) 897-4201

BOARD OF EDUCATION

Debbie Butler, President
Julie Jacobson, Vice President/Clerk
Diane Gasson, Trustee
Magali Limeta, Trustee
Greg Mack, Trustee
Ross Millerick, Trustee
Abbey Picus, Trustee

DISTRICT ADMINISTRATION

Dr. Tracy Smith
Superintendent
Joshua Braff
Chief Financial Officer
Julia Snyard
Executive Director, Education Services
Leslie Benjamin
Director, Communications
& Community Engagement
Francesca Whitcomb,
Executive Director, Human Resources

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.

- Visit the CDE CDE SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>, for more information about SARC requirements.

- Visit the CDE LCFF Webpage at <http://www.cde.ca.gov/fg/aa/lc/>, for more information about the LCFF or LCAP.

- For additional information about the school, parents and community members should contact the school principal or the district office.

DATAQUEST

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

CALIFORNIA SCHOOL DASHBOARD

The California School Dashboard (Dashboard) reflects California's new accountability and continuous improvement system and provides information about how districts and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of districts, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement. The Dashboard can be accessed at <https://www.caschooldashboard.org>.

DISTRICT STATEMENTS

District Motto

Engage, Inspire, Empower

District Mission

Engage, inspire and empower all students, in a rapidly changing world, to realize their life goals.

District Vision

NUSD will provide an innovative and personalized learning experience for every student in a caring and supportive environment to develop the knowledge and skills necessary to be successful and productive citizens. NUSD will engage parents, teachers, and our community to actively support our students' growth and learning.

SCHOOL STATEMENTS

School Mission

The mission of Marin Oaks High School is to provide a small learning environment that fosters a collaborative culture that focuses on credit recovery and academics to help build the bridge to post-secondary education.

Principal's Message

Marin Oaks is a unique learning community that changes each year as students graduate and new ones enroll. We provide a stable, caring, "family" atmosphere where students can cultivate an appreciation for diversity and life-long learning while striving to achieve their full potential. Our small-school environment, friendly and caring staff, shortened day, and emphasis on quality rather than quantity of work allow the students to experience a relevant, student-centered and supportive atmosphere. Our goal is to help build bridges to college and encourage our students to continue their academic journey by attending a junior college after graduation. If you would like more information about Marin Oaks, please call (415) 892-8733.

SCHOOL PROFILE

Caring and dedicated administrators, teachers, and school staff put their hearts and souls into going that extra mile to make the school the best learning environment for their students. All decisions are based upon the students' academic, social, and emotional needs, supporting student efforts in acquiring the knowledge and skills necessary to be successful in their future endeavors. The school is committed to providing a rigorous and challenging academic program.

ENROLLMENT BY STUDENT GROUP

The charts display student enrollment broken down by student group.

Enrollment by Student Group	
2022-23	Percentage
Female	43.50
Male	55.30
Non-Binary	1.20
American Indian or Alaska Native	1.20
Asian	1.20
Black or African American	5.90
Filipino	
Hispanic or Latino	71.80
Native Hawaiian or Pacific Islander	
White	16.50
Two or More Races	3.50
EL Students	31.80
Foster Youth	1.20
Homeless	
Military	
Socioeconomically Disadvantaged	71.80
Migrant Education	
Students with Disabilities	18.80

ENROLLMENT BY GRADE

The charts display student enrollment broken down by grade.

Enrollment by Grade Level	
2022-23	Count
10th	5
11th	28
12th	52
Total	85

CONDITIONS OF LEARNING

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

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

TEACHER ASSIGNMENT

The tables below display information regarding teacher preparation and placement, teachers without credentials and misassignments (considered “ineffective” under ESSA), credentialed teachers who are assigned out-of-field (considered “out-of-field” under ESSA); and class assignments. The data is collected and provided through an exchange with the Commission on Teacher Credentialing (CTC) and its California State Assignment Accountability System (CalSAAS). More information about the definitions used to determine the displayed data is available on the CDE’s Updated Teacher Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

Teacher Preparation and Placement						
2020-21	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	4.80	75.12	282.70	78.95	228,366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	3.50	0.98	4,205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	29.50	8.26	11,216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.50	8.96	7.80	2.20	12,115.80	4.41
Unknown	1.00	15.77	34.40	9.61	18,854.30	6.86
Total Teaching Positions	6.40	100.00	358.10	100.00	274,759.10	100.00

Teacher Preparation and Placement						
2021-22	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	5.30	82.42	311.50	85.58	234,405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	2.10	0.58	4,853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	15.29	21.60	5.94	12,001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.10	2.29	12.80	3.53	11,953.10	4.28
Unknown	0.00	0.00	15.90	4.37	15,831.90	5.67
Total Teaching Positions	6.50	100.00	364.00	100.00	279,044.80	100.00

Teachers Without Credentials and Misassignments		
	2020-21	2021-22
Permits and Waivers	0.00	1.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	1.00

Credentialed Teachers Assigned Out-of-Field		
	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.50	0.10
Total Out-of-Field Teachers	0.50	0.10

Class Assignments		
	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0.00
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0.00

FACILITY INSPECTION RESULTS

The chart displays the results of the most recent facilities inspection at the school. While reviewing this report, please note that even minor discrepancies are reported in the inspection process.

2023-24 School Facility Inspection Summary	
Date of Last Inspection:	1/5/2024
Data Collected:	January 2024
Overall Summary of School Facility Conditions:	Good

School Facility Inspection Results		
Category	Rating	Repair Needed and Action Taken or Planned
SYSTEMS: Gas Leaks, Mechanical/HVAC, Sewer	Good	34: 2: Thermostat not working
INTERIOR: Interior Surfaces	Good	
CLEANLINESS: Overall Cleanliness, Pest/Vermin Infestation	Good	
ELECTRICAL: Electrical	Good	
RESTROOMS/FOUNTAINS: Restrooms, Sinks/ Fountains	Fair	22: 9: Water to the sink turned off.
SAFETY: Fire Safety, Hazardous Materials	Fair	Library: 10: Extinguisher in storage room expired and extinguisher sign covered. 20, 23: 10: Need fire extinguisher sign.
STRUCTURAL: Structural Damage, Roofs	Good	
EXTERNAL: Playground/ School Grounds, Windows/ Doors/ Gates/ Fences	Poor	MPR: 15: Cracked window.

SCHOOL FACILITIES

The school provides a safe, clean environment for students, staff, and volunteers. The school includes a multi-purpose room, library, office, classrooms, and ample outdoor space for students.

Cleaning Process and Schedule

The district has adopted adequate school cleaning standards. A summary of these standards is available at the office. School administration works with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Maintenance and Repair

Safety concerns are the number one priority of the district. Proactive inspections are conducted on a continual basis. Repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

INSTRUCTIONAL MATERIALS

On October 3, 2023, Novato Unified held a public hearing and determined that each school within the district had sufficient and high quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams Act. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects. A list of current District Instructional Materials is available on the district website under Education Services. All materials, including those approved for use by the State, are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The chart displays information collected in October 2023 about the quality, currency and availability of the standards-aligned textbooks and other instructional materials used at the school.

TEXTBOOKS

The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

2023-24 Instructional Materials			
Subject	Textbooks and Other Instructional Materials / Year of Adoption	From Most Recent Adoption ?	Percent of Students Lacking Own Assigned Copy
English / Language Arts	Grades: 9th-12th / Course: English/Language Arts / Publisher: Holt, Rinehart & Winston / Series: Warriner's Grammar and Composition / Adoption: 2003	Yes	0
	Grades: 12th / Course: English/Language Arts / Publisher: California State University / Series: Expository Reading & Writing Course: Semester One & Two / Adoption: 2007	Yes	0
	Grades: 9th-12th / Course: English Language Arts / Publisher: Great Source / Series: Writer's Workshop / Adoption: 2003	Yes	0
	Grades: 9th-12th / Course: English Language Arts / Publisher: Prentice Hall / Series: Grammar and Composition / Adoption: 2003	Yes	0
	Grades: 9th-12th / Course: Workshop / Publisher: Globe Fearon / Series: Reading in the Content Area / Adoption: 2000	Yes	0
	Grades: 9th / Course: English / Publisher: Pearson Higher Education / Series: Coming of Age: Short Stories About Youth & Adolescence / Adoption: 2003	Yes	0
	Grades: 9th / Course: English / Publisher: Holt, Rinehart & Winston / Series: Developing Writing Skills / Adoption: 2003	Yes	0
	Grades: 9th / Course: English / Publisher: Holt, Rinehart & Winston / Series: Elements of Literature / Adoption: 2003	Yes	0
	Grades: 9th-12th / Course: English / Publisher: Sopris West / Series: LANGUAGE! California (4th Edition) Focus on English Learning / Adoption: 2009	Yes	0
	Grades: 9th-12th / Course: English / Publisher: SRA/McGraw-Hill / Series: Corrective Reading / Adoption: 2000	Yes	0
	Grades: 11th / Course: American Literature / Publisher: Holt, Rinehart & Winston / Series: Elements of Literature / Adoption: 2007	Yes	0
	Grades: 12th / Course: English / Publisher: Sopris West / Series: Language! (2nd Edition): A Literacy Intervention Curriculum / Adoption: 2002	Yes	0
	Grades: 12th / Course: British and Modern World Literature / Publisher: Harcourt / Series: Adventures in English Lit / Adoption: 2003	Yes	0
	Grades: 12th / Course: British and Modern World Literature / Publisher: Prentice Hall / Series: Anthology / Adoption: 2003	Yes	0
	Grades: 9th-12th / Course: English Language Development / Publisher: Pearson / Series: Language Central / Adoption: 2012	Yes	0
	Grades: 9th-12th / Course: English Language Development / Publisher: Sopris West / Series: LANGUAGE! California (4th Edition) Focus on English Learning / Adoption: 2009	Yes	0
	Grades: 9th-12th / Course: English Language Development / Publisher: Rosetta Stone / Series: English Levels 1,2,3 / Adoption: 2007	Yes	0
	Grades: 9th-12th / Course: English Language Development / Publisher: Sopris West / Series: Language! (3rd Edition) / Adoption: 2007	Yes	0
	Grades: 9th-12th / Course: English Language Development / Publisher: Hampton Brown / Series: High Point / Adoption: 2001	Yes	0
	Grades: 9th-12th / Course: AVID / Publisher: AVID Press / Series: AVID High School Curriculum / Adoption: 2008	Yes	0
Mathematics	Grades: 9th-12th / Course: Algebra I / Publisher: College Preparatory Math / Series: Algebra 1 / Adoption: 2014	Yes	0
	Grades: 9th-12th / Course: Algebra II / Publisher: College Preparatory Math / Series: Algebra II / Adoption: 2014	Yes	0
	Grades: 9th-12th / Course: Geometry / Publisher: College Preparatory Math / Series: Geometry / Adoption: 2014	Yes	0
	Grades: 9th-12th / Course: Mathematics / Publisher: College Preparatory Math / Series: Core Connections / Adoption: 2014	Yes	0
	Grades: 9th-12th / Course: Business Math / Publisher: Southwestern / Series: Applied Business Math / Adoption: 2002	Yes	0
	Grades: 9th-12th / Course: Intervention / Publisher: Peoples Education / Series: Measuring Up / Adoption: 2007	Yes	0
	Grades: 9th-12th / Course: Pre-Calculus / Publisher: Cengage Learning / Series: Pre-Calculus / Adoption: 2014	Yes	0
	Grades: 9th-12th / Course: Calculus / Publisher: WH Freeman & Company / Series: Calculus AP Edition / Adoption: 2014	Yes	0

History / Social Science	Grades: 9th / Course: Psychology / Publisher: W.H. Freeman / Series: Invitation to Psychology / Adoption: 2008	Yes	0
	Grades: 10th / Course: World History / Publisher: McDougal Littell / Series: World History: Modern Times / Adoption: 2006	Yes	0
	Grades: 10th / Course: World History / Publisher: Globe Fearon / Series: Pacemaker / Adoption: 2002	Yes	0
	Grades: 11th / Course: History/Social Science / Publisher: Bedford, Freeman & Worth / Series: America's History for AP* / Adoption: 2006	Yes	0
	Grades: 11th / Course: History/Social Science / Publisher: Houghton Mifflin / Series: American Pageant / Adoption: 2000	Yes	0
	Grades: 11th / Course: United States History / Publisher: McDougal Littell / Series: US History: Modern America / Adoption: 2006	Yes	0
	Grades: 11th / Course: United States History / Publisher: Globe Fearon / Series: Pacemaker / Adoption: 2002	Yes	0
	Grades: 12th / Course: American Government / Publisher: Glencoe / Series: U.S. Government: Democracy in Action / Adoption: 2006	Yes	0
	Grades: 12th / Course: American Government / Publisher: Globe Fearon / Series: Pacemaker / Adoption: 2002	Yes	0
	Grades: 12th / Course: Economics / Publisher: Holt Rinehart / Series: Economics / Adoption: 2006	Yes	0
Grades: 12th / Course: Economics / Publisher: Globe Fearon / Series: Pacemaker / Adoption: 2002	Yes	0	
Science	Grades: 9th-10th / Course: Life Science / Publisher: Globe Fearon / Series: Concepts and Challenges: Life Science / Adoption: 2008	Yes	0
	Grades: 9th-10th / Course: Earth Science / Publisher: Pearson/Prentice Hall / Series: Earth Science / Adoption: 2008	Yes	0
	Grades: 9th-10th / Course: Earth Science / Publisher: Globe Fearon / Series: Earth Science / Adoption: 2008	Yes	0
	Grades: 9th-10th / Course: Earth Science / Publisher: Globe Fearon / Series: Concepts and Challenges: Earth Science / Adoption: 2008	Yes	0
	Grades: 9th-10th / Course: Biology / Publisher: Pearson/Prentice Hall / Series: Biology / Adoption: 2008	Yes	0
	Grades: 10th / Course: Biology / Publisher: Pearson/Prentice Hall / Series: Biology, AP / Adoption: 2008	Yes	0
	Grades: 11th / Course: Chemistry / Publisher: Holt, Rinehart & Winston / Series: Chemistry / Adoption: 2008	Yes	0
	Grades: 11th / Course: Chemistry / Publisher: Pearson/Prentice Hall / Series: Chemistry: The Central Science AP / Adoption: 2008	Yes	0
	Grades: 11th-12th / Course: Anatomy / Publisher: McGraw-Hill Higher Education / Series: Human Anatomy & Physiology / Adoption: 2008	Yes	0
	Grades: 11th-12th / Course: Physics / Publisher: Pearson/Prentice Hall / Series: Physics / Adoption: 2008	Yes	0
Grades: 11th-12th / Course: Physics / Publisher: Pearson/Prentice Hall / Series: Conceptual Physics / Adoption: 2008	Yes	0	
Foreign Language	Grades: 9th-12th / Course: Spanish / Publisher: EMC Publishing / Series: Que Chevere Level 1, 2, 3, 4, and 5 / Adoption: 2017	0	0
	Grades: 9th-12th / Course: French / Publisher: EMC Publishing / Series: Que Chevere Level 1, 2, 3, 4, and 5 / Adoption: 2018	0	0
	Grades: 9th-12th / Course: French / Publisher: EMC Publishing / Series: T'es branché? / Adoption: 2017	0	0
Visual / Performing Arts	N/A	N/A	N/A
Health Education	Grades: 9th / Course: Health / Publisher: University of Southern California / Series: Project Toward No Drug Abuse / Adoption: 2007	Yes	0
	Grades: 9th / Course: Health / Publisher: American National Red Cross / Series: Positive Prevention HIV/STD Education / Adoption: 2007	Yes	0
	Grades: 9th / Course: Health / Publisher: Glencoe / Series: A Guide to Wellness and Quest and Quandaries / Adoption: 2002	Yes	0

PUPIL ACHIEVEMENT AND OUTCOMES

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS

The California Assessment of Student Performance and Progress (CAASPP) is a collection of tests used statewide to provide teachers, students and parents with information about how students are doing in school. The assessment system utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. Summative assessment results include student scores, achievement levels, and descriptors that describe performance. Information regarding the CAASPP test results of mathematics for each grade and achievement standards can be found on the CDE CAASPP-ELPAC Results website at <https://www.caaspp-elpac.cde.ca.gov/caaspp/>. The CAASPP System consists of the following assessments:

- Smarter Balanced English language arts/literacy (ELA) and mathematics
- California Alternate Assessments for ELA, mathematics, and science
- California Science Test (CAST)
- California Spanish Assessment (CSA)
- Smarter Balanced Interim Assessments

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

Note: The value "N/T" indicates that students were not tested, and therefore no scores are available at this time.

ASSESSMENT RESULTS

The table displays the percent of students who met or exceeded state standards in English Language Arts/Literacy (grades 3-8 and 11), Mathematics (grades 3-8 and 11), and Science (Grades 5, 8, and high school).

Assessment Results by Subject						
	School	School	District	District	State	State
	2021-22	2022-23	2021-22	2022-23	2021-22	2022-23
English Language Arts/Literacy (Grades 3-8 and 11)	19	26	56	53	47	46
Mathematics (Grades 3-8 and 11)	3	2	40	41	33	34
Science (Grades 5, 8, and 10)	12	7	36	36	29	30

Assessment Results by Student Group - English Language Arts					
2022-23	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	46	43	93.48	6.52	25.58
Male	24	21	87.5	12.5	23.81
Female	22	22	100	0	27.27
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	31	28	90.32	9.68	21.43
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
EL Students	12	9	75	25	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	30	27	90	10	14.81
Migrant Education	0	0	0	0	0
Students with Disabilities	15	13	86.67	13.33	23.08

Assessment Results by Student Group - Mathematics

2022-23	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	46	43	93.48	6.52	2.33
Male	24	21	87.50	12.50	4.76
Female	22	22	100.00	0.00	0.00
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	31	28	90.32	9.68	3.57
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
EL Students	12	9	75.00	25.00	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	30	27	90.00	10.00	3.70
Migrant Education	0	0	0	0	0
Students with Disabilities	15	13	86.67	13.33	0.00

Assessment Results by Student Group - Science

2022-23	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	32	27	84.38	15.62	7.41
Male	22	18	81.82	18.18	11.11
Female	--	--	--	--	--
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	23	20	86.96	13.04	5.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
EL Students	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	24	22	91.67	8.33	4.55
Migrant Education	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

COLLEGE ENTRANCE REQUIREMENTS

- University of California (UC)

Admission requirements for the 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 website at <https://admission.universityofcalifornia.edu/>.

- California State University (CSU)

Eligibility for admission to the CSU is determined by the three factors of specific high school courses, grades in specified courses and test scores, and 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 website at <https://www2.calstate.edu/>.

UC/CSU COURSE COMPLETION

Students are encouraged to take University of California/California State University courses if they plan to attend a four-year university. All students must pass each course with a grade of "C" or better each semester.

UC/CSU Course Enrollment	
Students Enrolled in Courses Required for UC/CSU Admission 2022-23	98.82
Graduates Who Completed All Courses Required for UC/CSU Admission 2021-22	0

CAREER TECHNICAL EDUCATION PARTICIPATION

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

2022-23 Career Technical Education Participation	
How many of the school's pupils participated in CTE programs?	12
What percentage of the school's pupils completed a CTE program and earned a high school diploma?	-
What percentage of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	-

CAREER TECHNICAL EDUCATION PROGRAMS

Novato Unified School District Career Technical Education (CTE) programs prepare students to succeed in real-world environments through the development of conceptual thinking, effective communication, and the ability to apply knowledge and skills learned in the classroom. Instructors at Novato High School, San Marin High School, and Marin Oaks High School have directed efforts toward establishing school-to-work structures within each curricular area for all students, including those with special needs. Advisors/Guidance Counselors offer additional support through various programs, including: Internships, Job Shadows, Regional Occupation Program (ROP), Career Exploration, and access to the College/Career Center.

OTHER OUTCOMES

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

- Pupil outcomes in the subject area of physical education

PHYSICAL FITNESS ASSESSMENT

In the spring of each year, all California schools are required by the state to administer a physical fitness test to students in the fifth, seventh, and ninth grades. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in five major areas. The five major areas are Aerobic Capacity, Abdominal Strength and Endurance, Extensor and Strength and Flexibility, Upper Body Strength and Endurance, and Flexibility.

The table displays the percentage of students participating in each of the five fitness evaluations by grade. Detailed information regarding this test may be found at the CDE website at <http://www.cde.ca.gov/ta/tg/pf/>.

2022-23 Physical Fitness Test Participation					
Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
9th	N/A	N/A	N/A	N/A	N/A

PUPIL ENGAGEMENT

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

- High school dropout and graduation rates
- Chronic absenteeism rates

CHRONIC ABSENTEEISM

Attendance is critical to academic achievement. Regular daily attendance is a priority and is expected for students. A student who is absent on 10 percent or more of the school days in the school year is considered to be a “chronic absentee”. Chronic absenteeism negatively impacts student learning and achievement and is closely monitored by school staff and the district. Rates of chronic absenteeism for the school are displayed below.

Chronic Absenteeism Rate (Percentage)				
2022-23	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate (Percentage)
All Students	129	128	70	54.7
Female	56	55	34	61.8
Male	72	72	35	48.6
Non-Binary	1	1	1	100.0
American Indian or Alaska Native	1	1	0	0.0
Asian	1	1	1	100.0
Black or African American	6	6	4	66.7
Filipino	0	0	0	0.0
Hispanic or Latino	90	89	50	56.2
Native Hawaiian or Pacific Islander	0	0	0	0.0
White	23	23	12	52.2
Two or More Races	8	8	3	37.5
EL Students	37	36	25	69.4
Foster Youth	1	1	1	100.0
Homeless	0	0	0	0.0
Military	--	--	--	--
Socioeconomically Disadvantaged	98	97	54	55.7
Migrant Education	0	0	0	0.0
Students with Disabilities	24	24	16	66.7

DROPOUT AND GRADUATION RATES

The chart displays dropout and graduation rates for the most recent three-year period.

Dropout and Graduation Rates						
	Dropout Rates			Graduation Rates		
	2020-21	2021-22	2022-23	2020-21	2021-22	2022-23
School	13.3	8.7	14.3	71.1	67.4	83.7
District	4	5	5.3	93.1	90.5	93.9
State	9.4	7.8	8.2	83.6	87	86.2

Graduation Rates by Student Group			
2022-23	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	49	41	83.7
Female	16	14	87.5
Male	33	27	81.8
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	--	--	--
Filipino	0	0	0.00
Hispanic or Latino	33	26	78.8
Native Hawaiian or Pacific Islander	0	0	0.00
White	--	--	--
Two or More Races	--	--	--
EL Students	13	9	69.2
Foster Youth	--	--	--
Homeless	--	--	--
Military	--	--	--
Socioeconomically Disadvantaged	45	37	82.2
Migrant Education	0.0	0.0	0.0
Students with Disabilities	--	--	--

DROPOUT PREVENTION

Intervention strategies used to promote attendance and reduce dropout rates include parent conferences, credit recovery opportunities, intervention, School Attendance Review Board (SARB), independent study, and referral to continuation high schools.

PARENT ENGAGEMENT

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

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

PARENT INVOLVEMENT

Parents are encouraged to become involved in the school’s learning community. Each year, annual events such as Back to School Night provide opportunities for parents to interact with the staff while supporting their child’s academic programs. Parents are encouraged to support their student and the school by helping with or attending performances and events. A variety of councils and clubs provide opportunities for parents to have input on curricular programs and financial planning. School-to-home communication is frequent through phone calls, emails, and physical letters.

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.

SCHOOL SAFETY

Safety of students and staff is a primary concern of the school. 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 is reviewed and updated annually by the School Safety Committee. All revisions are 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, lockdown, and disaster drills are conducted on a regular basis throughout the school year. There is a designated area for student drop off and pick up. Additionally, visitors must check in at the school office before entering the school campus.

SUSPENSIONS AND EXPULSIONS

The table displays the suspension and expulsion rates at the school, in the district, and throughout the state. Expulsions occur only when required by law or when all other alternatives are exhausted. Due to the COVID-19 pandemic, the 2020-2021 rate data is not comparable. In instances where there was not in-person learning for the entire school year, it would be inappropriate to make any comparisons of the suspension and expulsion rates to school years that offered in-person learning for the entire school year.

Suspension and Expulsion Rates						
	Suspensions			Expulsions		
	2020-21	2021-22	2022-23	2020-21	2021-22	2022-23
School	2.83	11.61	10.08	0.00	0.00	0.00
District	0.31	2.23	2.59	0.01	0.00	0.10
State	0.20	3.17	3.60	0.00	0.07	0.08

Suspension & Expulsion Rates by Student Group		
2022-23	Suspensions	Expulsions
All Students	10.08	0.00
Female	14.29	0.00
Male	6.94	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	11.11	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
White	0.00	0.00
Two or More Races	0.00	0.00
EL Students	8.11	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Military	--	--
Socioeconomically Disadvantaged	10.20	0.00
Migrant Education	0.00	0.00
Students with Disabilities	4.17	0.00

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.

ACADEMIC COUNSELOR TO PUPIL RATIO

The chart displays the ratio of pupils to academic counselor at the school.

2022-23 Ratio of Number of Pupils per Academic Counselor	
Academic Counselor(s)	85

AVAILABLE COUNSELING AND SUPPORT STAFF

The chart displays the support staff available to students at the school. Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Counseling and Support Staff	
2022-23	Full Time Equivalent
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1
Psychologist	0.2
Social Worker	
Nurse	0.2
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

CLASS SIZE DISTRIBUTION

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.

*Please note that the "Other" category may display data for multi-grade level classes.

Class Size Distribution By Subject												
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	21	22	23	21	22	23	21	22	23	21	22	23
English	4	3	7	18	20	14						
Mathematics	8	5	9	5	5	5						
Science	8	10	14	5	5	5						
Social Science	12	10	18	7	8	5			1			

ADVANCED PLACEMENT

Advanced placement (AP) programs give students an opportunity to take college-level courses and exams while still in high school. Students who receive a 3, 4, or 5 on their final AP exams qualify for college credit at most of the nation’s colleges.

Advanced Placement Classes	
2022-23	Number of Courses
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Totals	0
Percent of Students in AP Courses	0

DISTRICT REVENUE SOURCES

In addition to general state funding, Hamilton Meadow Park receives state and federal funding for the following categorical funds and other support programs:

Federal Programs

Title I: Funding supports eligible schools to meet the educational needs of low-achieving students enrolled in highest poverty schools.

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.

Title IV: The purpose of this program is to increase capacity to provide all students with access to a well-rounded education, improve conditions for student learning, and improve use of technology to improve the academic achievement and digital literacy of all students.

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.

State Programs

California State Preschool Program: CSPP funds are used to provide services for age eligible three and four-year-old California children.

Additional Resources

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

Marin Community Foundation/Joanne and Peter Haas Jr. Fund - Early Childhood Success: Grant to promote success for Pre-K to third grade students.

SCHOOL AND DISTRICT EXPENDITURES

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. Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/Unrestricted expenditures, except for general guidelines, are not controlled by law or donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

2021-22 Expenditures per Pupil	
School: Total Expenditures Per Pupil	\$ 12,180.00
School: From Supplemental/Restricted Sources	\$ 2,728.00
School: From Basic/Unrestricted Sources	\$ 9,452.00
District: From Basic/Unrestricted Sources	\$ 7,137.00
Percentage of Variation between School & District	32.44 %
State: From Basic/Unrestricted Sources	\$ 7,606.62
Percentage of Variation between School & State	24.26 %

TEACHER AND ADMINISTRATIVE SALARIES

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

2021-22 Average Salary Information		
	District	State
Beginning Teachers	\$ 51,254.00	\$ 54,190.13
Mid-Range Teachers	\$ 80,854.00	\$ 85,111.12
Highest Teachers	\$ 110,215.00	\$ 104,998.96
Elementary School Principals	\$ 133,241.00	\$ 132,492.38
Middle School Principals	\$ 150,624.00	\$ 140,986.75
High School Principals	\$ 164,114.00	\$ 153,884.46
Superintendent	\$ 280,000.00	\$ 255,502.97
Teacher Salaries	36.61 %	32.09 %
Administrative Salaries	5.99 %	5.25 %

SCHOOL SITE TEACHER SALARIES

The Average Teacher Salaries table illustrates the average teacher salary at the school and compares it to the average teacher salary at the District and throughout the State.

2021-22 Average Teacher Salary	
School	\$ 74,926.00
District	\$ 83,664.00
Percentage of Variation between School & District	-10.44 %
All Similar School Districts	\$ 87,362.00
Percentage of Variation between School & State	-14.24 %

PROFESSIONAL DEVELOPMENT DAYS OFFERED

The table displays the number of annual professional development days offered during the most recent three-year period.

Professional Development Days			
	2021-22	2022-23	2023-24
Number of Professional Development Days	152	158	144

PROFESSIONAL DEVELOPMENT

In the Novato Unified School District, professional development continues to center on our core values: Engage, Inspire, and Empower. We offer diverse learning opportunities through district-wide collaboration days and targeted training for smaller teams, tailored to specific roles and responsibilities. This approach embodies our commitment to fostering continuous growth and promoting the best educational practices among our staff.

During the 2023-2024 school year, professional development opportunities include 32 full days and 112 partial days. Topics for continuous development and learning available to staff during the 2023-2024 school year include:

- Equity Training with Dr. Anthony Muhammad
- Teacher Leadership Proficiency Based Education
- Science of Reading
- NOAA Summer Institute
- Trauma Informed Instruction
- CPI training
- Technology Integration
- Data Cycles and Analysis
- Restorative Practices
- Alcohol, and Other Drugs Training
- Social-Emotional Wellness
- Suicide Prevention, and Response
- AVID Strategies
- Health Education Training

Imagine Language and Literacy training
d.CAN Training
Homeless and Foster Youth Training
Dora Dome (Expulsion) Training
Restorative Practices Training Threat Assessment Training
Childhood Apraxia training
F3 Legal Symposium
Defensible Evaluations and Reports
Curriculum Training: SPED elementary/secondary
Curriculum Training: TK teachers
Curriculum Training: Units of Study - Elementary Teachers
Curriculum Training; Heggerty
Instructional Strategies for Gifted Learners
High Leverage Instructional Strategies
Orton Gillingham Training
Dual Immersion Instruction
Proficiency Based Education

ADDITIONAL INTERNET AND PUBLIC LIBRARY ACCESS

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.

STUDENT ATTENDANCE

Attendance is critical to academic achievement, and regular daily attendance is a priority for the district. Attendance, tardiness, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Parents are advised of their responsibilities, including proper notification of when and why students are absent. Parents are informed of absences through phone calls and letters sent home. NUSD works closely with the Marin Office of Education, Marin Public Health and the California Department of Public Health to ensure the safety of all students and staff with regards to COVID-19.

SUBSTITUTE TEACHERS

Novato Unified School District has an adequate pool of fully credentialed and qualified substitutes in order to maintain continuity of instruction at all school sites. There are occasions when the District has problems finding qualified substitute teachers. When a substitute teacher is not available for an absent teacher, the RSP Teacher, Principal, Assistant Principal or available teachers on their prep assume the role of substitute. Students are always safe and under the supervision of a credentialed school employee. In October of 2023, the Novato Unified School District increased its substitute daily rate to \$230 per day to be competitive with surrounding districts.

TEACHER EVALUATION

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Temporary and probationary teachers are evaluated annually and tenured teachers are evaluated every other year. Qualifying tenured teachers may be on a five-year evaluation cycle. Evaluations are conducted by the principal or assistant principal who has been trained for competency to perform teacher evaluations. Teachers are evaluated on the following five (5) overarching performance standards for effective teaching: Lesson and Curriculum Planning; Effective Elements of Teaching Through the Learning Environment; Effective Elements of Teaching Through the Instruction; Student Learning; and Increasing Professional Effectiveness. Novato Unified offers programs to assist teachers, such as New Teacher Induction (in partnership with the Marin County Office of Education) and Peer Assistance and Review (PAR). Induction is for newly credentialed teachers. Peer Assistance and Review is designed to utilize the district's exemplary teachers 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 (and is subject to available funding).

BOND MEASURE FUNDING SOURCES

In the eighth year of Measure G, there are several projects currently under construction, in the planning phases and completed. Below is their current status:

DISTRICT-WIDE PROJECTS

Site Security Enhancement - This project improves/updates site security at each campus.

- Phase 1 (Ocularis), 2 & 3 (Verkada) have been completed.
- Ocularis – 86 Ocularis cameras replaced across 6 sites.
- Verkada – cameras installed at grounds & M&O and upgrade of camera systems at Novato & San Marin High Schools.
- Phase 4 which is for the elementary and middle schools is in the design stage with Bid Package estimated to be completed in March 2024.

Classroom Furniture Outfitting

- New furniture has been installed to support 21st century collaborative learning.
- Staff is working on a furniture inventory system for accountability and planning purposes. Anticipated completion December 2023.

SITE-SPECIFIC PROJECTS

Clerestory Window Replacement, Teaching Garden and Parking Lot Replacement at Olive ES –

- 139 windows replaced in 4 buildings (including framing, trim and painting).

- Window shades installed in each classroom.
- 22,500 sq. ft. of pavement removed and replaced. Subgrade fabric and plug paving was part of the process to control deflection in the soft yielding subgrade. Parking striping layout was revised to current standards.
- DSA Certification of Compliance - PENDING

Kitchen, Gymnasium and Exterior Finish Modernization at Sinaloa MS

- New school kitchen space constructed in existing gymnasium.
- Renovate existing gym space.
- Upgrade existing fire alarm/clock bell system.
- Repair wood siding and add stucco coating to every building.
- DSA Certificate of Compliance – PENDING

Kitchen Modernization, Exterior Painting and Fire Alarm Upgrade Project at San Jose MS

- Kitchen A & G demolished and replaced (new floors, walls, ceilings, windows, hardware & equipment).
- Upgrade HVAC.
- School exterior repaired, where needed, and repainted bringing campus colors current and consistent.
- Numerous sections of walkways replaced with new due to existing damage and/or work associated with the kitchen upgrades.
- New parking spaces and curbs provided in upper and lower parking lot to bring existing conditions to code as well as providing a dedicated drop off/pick up zone.
- DSA Certificate of Compliance - PENDING

Air Conditioning Installation at Novato HS and Lu Sutton ES

- Remove existing gas-powered units from each classroom and replace with new energy-efficient heat pump and exterior condensing unit to provide both heating and cooling capacity in each classroom.
- Construction began in June 2023 and anticipated completion March 2024.

Air Conditioning Installation and Roof Replacement Project at Marin Oaks/Hill Education Center

- Remove existing gas-powered units from each classroom and replace with new energy-efficient heat pump and exterior condensing unit to provide both heating and cooling capacity in each classroom.
- Removal of built up roof, repair of any damaged roof sheathing and installation of new “cool” roof system.
- DSA Certificate of Compliance - PENDING

San Jose MS and Sinaloa MS Athletic Field and Track Replacement

- New synthetic turf, multi-sport fields and track.
- Construction began June 2023, anticipated completion December 2023

HVAC Replacements at San Marin HS, Pleasant Valley ES, San Ramon ES, & Hamilton School

- Replace existing furnace equipment with new equipment and upgraded connections.
- Construction to begin June 2024.
- LLB Contractor selection to Board – December 5, 2023

Hill EC and Rancho ES Paint & Siding

- Architect selection for design of upgrades and repairs to be presented at the December 5, 2023 Board meeting.

PARCEL TAX FUNDING SOURCES

Novato voters have supported schools since 1993 with parcel taxes (A+ for Kids). The most recent parcel tax was passed in March 2023 for 8 years for \$251 per parcel per year.

Novato schools are grateful to the Novato community for their continued support. The parcel tax provided over \$4,097,695 million per year to our schools in 2022-23.

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

- *Maintain quality education in core subjects: math, science, reading and writing
- *Support quality teaching
- *Preserve music and arts programs
- *Provide academic, college and career counseling as well as expand mental health counseling for all students
- *Support library staff and operating hours

DISCIPLINE AND CLIMATE FOR LEARNING

Students at Marin Oaks High School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. The goal of the Marin Oaks High School discipline program is to follow a positive discipline approach that teaches students appropriate behavior while providing a safe environment for all students to learn. Marin Oaks has a restorative circle committee that helps encourage students to accept responsibilities for breaking school rules and helps students take ownership in creating a plan to ensure they do not violate the same rule again. Parents and students are informed of school rules and discipline policies through the parent/student handbook. Students are encouraged to participate in a variety of opportunities in the community. Students work in local businesses and participate in mentorship programs, career fairs, and peer and elementary student tutoring. Guest speakers and presenters, community partnerships, as well as student field trips, broaden and educate students about career and future opportunities for establishing healthy and productive lifestyles. In addition, the School-to-Career Coordinator provides information about colleges and scholarships and works with students to provide them with the necessary information to succeed in college. Twice a year, students earning a 3.0 or above are recognized for honor roll status. In addition, students may earn perfect attendance awards. Students are selected each month for Student of the Month recognition as well as being selected members in College Club each month.

SCHOOL LEADERSHIP

Leadership at Marin Oaks High School is a responsibility shared among district administration, the principal, instructional staff, students (the leadership class), 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 assumed by the principal. Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the educational plan to ensure their instructional programs are consistent with students' needs and comply with district goals. Leadership teams include: principal, parents, students, and staff. The Hill Education Center Site Council meets quarterly to discuss and approve site categorical expenditures. Decisions focus on providing an optimal learning environment for the students. Marin Oaks High School attempts to individualize the learning experience for each of the students. Students who enter Marin Oaks are normally deficient in credits and need greater flexibility in their academic schedules. All students are enrolled in a rigorous core curriculum based on the State Standards and District-adopted programs. Teachers differentiate the curriculum to meet the unique learning needs of each of their students. Classes are offered in each of the core subjects and in elective classes. This assists students in making up deficiencies and meeting the Novato Unified School District graduation requirements.

LIBRARY SERVICES

The school's library provides a variety of reference and special interest materials in addition to hundreds of educational and recreational books.

TECHNOLOGICAL RESOURCES

Measure G Bond projects includes "One to World" Chromebooks for grades 3-12. In the 2019-20 school year, Chromebooks were distributed to all students in grades 3 through 12. All classrooms have at least one computer that is connected to the Internet and technology is implemented into the core curriculum. All students are expected to use technology in the presentation of student projects.

AT-RISK INTERVENTIONS

Marin Oaks High School provides mandatory tutorial for any student receiving a C- or below in any core course. During tutorial, students are given an opportunity to receive 1:1 tutoring, small group tutoring sessions or retake low scoring quizzes or re-do assignments. Other intervention programs offered at Marin Oaks High School include: morning and after school enrichment classes, counseling services, and small class sizes. Flex Friday was created to offer students an opportunity to take community college classes, receive additional support, and work on school projects.

INDIVIDUALIZED INSTRUCTION

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

DEVELOPMENT OF ENGLISH LANGUAGE LEARNERS

All school teachers are fully credentialed to provide instruction to English Learners. In addition to holding a SDAIE, or CLAD certification, all teachers have participated in additional site and/or district training to support EL students. Our EL students are given the Summative English Language Proficiency Assessments for California (ELPAC) annually to determine language proficiency. The EL students attend an EL language development class each day in place of an elective. This class supplements their other academic classes. A variety of curricular resources are used to aid students in the acquisition of the English language. As these students achieve proficiency, based on multiple measures, they are considered for reclassification. An active ELAC committee meets regularly and provides parents of EL learners an opportunity to become involved in their students' education and increase their participation in school activities.