



# Novato Unified Novato High School



## 2022-2023 School Accountability Report Card

### SCHOOL ADMINISTRATION

Liz Seabury  
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### SCHOOL INFORMATION

21654172132272  
625 Arthur St.  
Novato, CA 94947-4499  
(415) 898-2125  
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### SUPERINTENDENT

Tracy Smith  
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### DISTRICT INFORMATION

Novato Unified  
1015 Seventh St.  
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 Synyard  
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

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

### School Vision

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

### Graduate Profile Indicators

Novato High School graduates will meet the Graduate Profile indicators or 6C's: A successful communicator who...

- \* Listens actively
- \* Expresses thoughts and ideas clearly
- \* Supports claims and ideas with valid evidence
- \* Engages an audience appropriately
- \* Willingness to engage in difficult conversations A critical thinker who...
- \* Uses evidence and reasoning to guide decision making
- \* Analyzes digital and print sources to determine validity and biases
- \* Synthesizes existing and new knowledge to generate creative solutions and ideas
- \* Recognizes multiple ways of solving problems A conscientious learner who...
- \* Sets and monitors goals for continuous growth
- \* Manages time effectively
- \* Embraces challenges with a growth mindset
- \* Advocates for self and takes responsibility for learning
- \* Practices self-reflection and self-regulation A collaborator who...
- \* Contributes to the success of the team
- \* Takes ownership for responsibilities within the team
- \* Maintains a positive and empathetic attitude Is culturally competent and...
- \* Engages in ongoing cultural self-awareness
- \* Understands global worldviews
- \* Takes action to contribute positively to the local, national, and/or global community
- \* Seeks and considers multiple perspectives Exhibits good character ...
- \* Possesses strong values and takes appropriate action
- \* Models integrity and honesty
- \* Respects others

### Principal's Message

The Novato High community collaborates to provide our students the opportunity to achieve academic success in an environment that promotes wellness, and the skills to access post-secondary options. This dedicated group of stakeholders sustains a safe and supportive environment for all students. The teaching staff delivers personalized learning in concert with student interests. The teachers and counselors attend athletic and student performances which promotes positive rapport with students which connects students to the school community. The Novato High teachers focus on effective pedagogy, essential standards and student feedback to improve student outcomes. We continue the implementation of Proficiency Based Education, which supports the use of formative and summative assessments that are aligned between classes and teachers to inform instructional practice. Our professional development continues to focus on proficiency-based education, campus wellness, MTSS and ELL strategies to support student success.

### 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	49.10
Male	49.50
Non-Binary	1.40
American Indian or Alaska Native	0.70
Asian	4.90
Black or African American	2.10
Filipino	1.00
Hispanic or Latino	45.90
Native Hawaiian or Pacific Islander	0.30
White	38.30
Two or More Races	6.20
EL Students	12.30
Foster Youth	0.30
Homeless	0.20
Military	
Socioeconomically Disadvantaged	39.00
Migrant Education	
Students with Disabilities	9.10

#### ENROLLMENT BY GRADE

The charts display student enrollment broken down by grade.

Enrollment by Grade Level	
2022-23	Count
9th	366
10th	370
11th	374
12th	348
Total	1458

#### 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>.

<b>Teacher Preparation and Placement</b>						
<b>2020-21</b>	<b>School Number</b>	<b>School Percent</b>	<b>District Number</b>	<b>District Percent</b>	<b>State Number</b>	<b>State Percent</b>
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	56.90	86.16	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)	2.10	3.22	29.50	8.26	11,216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.20	4.84	7.80	2.20	12,115.80	4.41
Unknown	3.80	5.75	34.40	9.61	18,854.30	6.86
<b>Total Teaching Positions</b>	<b>66.00</b>	<b>100.00</b>	<b>358.10</b>	<b>100.00</b>	<b>274,759.10</b>	<b>100.00</b>

<b>Teacher Preparation and Placement</b>						
<b>2021-22</b>	<b>School Number</b>	<b>School Percent</b>	<b>District Number</b>	<b>District Percent</b>	<b>State Number</b>	<b>State Percent</b>
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	56.80	88.74	311.50	85.58	234,405.20	84.00
Intern Credential Holders Properly Assigned	1.10	1.72	2.10	0.58	4,853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.20	5.05	21.60	5.94	12,001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.00	1.56	12.80	3.53	11,953.10	4.28
Unknown	1.80	2.92	15.90	4.37	15,831.90	5.67
<b>Total Teaching Positions</b>	<b>64.00</b>	<b>100.00</b>	<b>364.00</b>	<b>100.00</b>	<b>279,044.80</b>	<b>100.00</b>

<b>Teachers Without Credentials and Misassignments</b>		
	<b>2020-21</b>	<b>2021-22</b>
Permits and Waivers	0.00	0.80
Misassignments	2.10	2.40
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	<b>2.10</b>	<b>3.20</b>

<b>Credentialed Teachers Assigned Out-of-Field</b>		
	<b>2020-21</b>	<b>2021-22</b>
Credentialed Teachers Authorized on a Permit or Waiver	3.20	1.00
Local Assignment Options	0.00	0.00
<b>Total Out-of-Field Teachers</b>	<b>3.20</b>	<b>1.00</b>

<b>Class Assignments</b>		
	<b>2020-21</b>	<b>2021-22</b>
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	3.90	3.40
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:	1/4/2024
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	
INTERIOR: Interior Surfaces	Poor	2604: 4: Hole in ceiling tile. 2406: 4: Need to change ceiling tiles.
CLEANLINESS: Overall Cleanliness, Pest/ Vermin Infestation	Good	Admin: 5: Carpet needs cleaning. 2103, 2105: 5: Floors need cleaning. Grounds: Gum all over walkways. Grounds: 6: Gophers.
ELECTRICAL: Electrical	Good	
RESTROOMS/FOUNTAINS: Restrooms, Sinks/ Fountains	Good	
SAFETY: Fire Safety, Hazardous Materials	Fair	Admin: 10: Ground fault on fire panel. 2406, 2604: 10: no extinguisher.
STRUCTURAL: Structural Damage, Roofs	Good	
EXTERNAL: Playground/ School Grounds, Windows/ Doors/ Gates/ Fences	Good	Gordon Gym: 14: Hoops need to be replaced.

**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).

<b>Assessment Results by Subject</b>						
	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)	70	60	56	53	47	46
Mathematics (Grades 3-8 and 11)	35	29	40	41	33	34
Science (Grades 5, 8, and 10)	35	35	36	36	29	30

<b>Assessment Results by Student Group - English Language Arts</b>					
2022-23	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	368	347	94.29	5.71	60.23
Male	180	168	93.33	6.67	55.36
Female	185	176	95.14	4.86	64.2
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	20	20	100	0	95
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	179	160	89.39	10.61	43.13
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	134	134	100	0	72.39
Two or More Races	23	23	100	0	69.57
EL Students	54	36	66.67	33.33	0
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	136	120	88.24	11.76	39.17
Migrant Education	0	0	0	0	0
Students with Disabilities	36	34	94.44	5.56	26.47



**Assessment Results by Student Group - Mathematics**

<b>2022-23</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>% Met or Exceeded Standard</b>
All Students	366	346	94.54	5.46	29.48
Male	179	172	96.09	3.91	31.98
Female	184	171	92.93	7.07	26.32
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	20	19	95.00	5.00	57.89
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	178	165	92.70	7.30	14.55
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	134	130	97.01	2.99	44.62
Two or More Races	22	22	100.00	0.00	27.27
EL Students	54	46	85.19	14.81	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	136	124	91.18	8.82	11.29
Migrant Education	0	0	0	0	0
Students with Disabilities	35	31	88.57	11.43	9.68

**Assessment Results by Student Group - Science**

<b>2022-23</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>% Met or Exceeded Standard</b>
All Students	341	282	82.70	17.30	35.11
Male	177	142	80.23	19.77	35.21
Female	162	139	85.80	14.20	34.53
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	21	19	90.48	9.52	57.89
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	132	102	77.27	22.73	19.61
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	149	130	87.25	12.75	43.08
Two or More Races	25	19	76.00	24.00	57.89
EL Students	38	23	60.53	39.47	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	104	80	76.92	23.08	13.75
Migrant Education	0	0	0	0	0
Students with Disabilities	16	8	50.00	50.00	--

## 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	99.66
Graduates Who Completed All Courses Required for UC/CSU Admission 2021-22	55.99

## CAREER TECHNICAL EDUCATION PARTICIPATION

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

Novato High School is proud to offer a variety of CTE programs to students as an opportunity to develop academic and technical skills while exploring potential future careers in which they may pursue into adulthood. These programs are available to students as early as ninth grade. While reviewing the table, please note that the table first references all pupils who participated in any CTE program and then those who went on to take all classes available within a pathway and graduated. Novato High School staff prioritizes each student accessing and building their own personal enrichment path. A student who has many interests may complete a variety of CTE classes, yet not complete a specific CTE pathway. Students are encouraged to explore any and all avenues in which they have interest.

2022-23 Career Technical Education Participation	
How many of the school's pupils participated in CTE programs?	501
What percentage of the school's pupils completed a CTE program and earned a high school diploma?	40
What percentage of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	5.0

## 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	78	79	80	77	80

**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.

<b>Chronic Absenteeism Rate (Percentage)</b>				
<b>2022-23</b>	<b>Cumulative Enrollment</b>	<b>Chronic Absenteeism Eligible Enrollment</b>	<b>Chronic Absenteeism Count</b>	<b>Chronic Absenteeism Rate (Percentage)</b>
All Students	1524	1504	266	17.7
Female	745	733	125	17.1
Male	755	748	132	17.6
Non-Binary	24	23	9	39.1
American Indian or Alaska Native	10	10	2	20.0
Asian	71	71	3	4.2
Black or African American	33	32	8	25.0
Filipino	15	15	2	13.3
Hispanic or Latino	713	703	143	20.3
Native Hawaiian or Pacific Islander	5	4	0	0.0
White	576	570	85	14.9
Two or More Races	92	91	21	23.1
EL Students	228	219	47	21.5
Foster Youth	10	9	3	33.3
Homeless	15	14	5	35.7
Military	--	--	--	--
Socioeconomically Disadvantaged	652	639	140	21.9
Migrant Education	0	0	0	0.0
Students with Disabilities	142	140	47	33.6

**DROPOUT AND GRADUATION RATES**

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

<b>Dropout and Graduation Rates</b>						
	<b>Dropout Rates</b>			<b>Graduation Rates</b>		
	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
School	2	5.6	4.8	96.6	91.4	94.1
District	4	5	5.3	93.1	90.5	93.9
State	9.4	7.8	8.2	83.6	87	86.2

<b>Graduation Rates by Student Group</b>			
<b>2022-23</b>	<b>Number of Students in Cohort</b>	<b>Number of Cohort Graduates</b>	<b>Cohort Graduation Rate</b>
All Students	353	332	94.1
Female	168	160	95.2
Male	183	170	92.9
Non-Binary	--	--	--
American Indian or Alaska Native	--	--	--
Asian	21	21	100.0
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	137	126	92.0
Native Hawaiian or Pacific Islander	--	--	--
White	157	149	94.9
Two or More Races	22	22	100.0
EL Students	49	35	71.4
Foster Youth	--	--	--
Homeless	--	--	--
Military	--	--	--
Socioeconomically Disadvantaged	149	135	90.6
Migrant Education	0.0	0.0	0.0
Students with Disabilities	18	15	83.3

**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 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.

<b>Suspension and Expulsion Rates</b>						
	<b>Suspensions</b>			<b>Expulsions</b>		
	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
School	0.20	2.71	3.41	0.00	0.00	0.26
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

<b>Suspension &amp; Expulsion Rates by Student Group</b>		
<b>2022-23</b>	<b>Suspensions</b>	<b>Expulsions</b>
All Students	3.41	0.26
Female	2.82	0.00
Male	4.11	0.53
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	3.03	3.03
Filipino	6.67	0.00
Hispanic or Latino	6.45	0.42
Native Hawaiian or Pacific Islander	0.00	0.00
White	0.17	0.00
Two or More Races	2.17	0.00
EL Students	11.40	0.44
Foster Youth	0.00	0.00
Homeless	20.00	0.00
Military	--	--
Socioeconomically Disadvantaged	6.29	0.15
Migrant Education	0.00	0.00
Students with Disabilities	5.63	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.

<b>2022-23 Ratio of Number of Pupils per Academic Counselor</b>	
Academic Counselor(s)	316.96

**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.

<b>Counseling and Support Staff</b>	
<b>2022-23</b>	<b>Full Time Equivalent</b>
Counselor (Academic, Social/Behavioral or Career Development)	4.6
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1
Psychologist	
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.

<b>Class Size Distribution By Subject</b>												
	<b>Average Class Size</b>			<b>1-20 Students</b>			<b>21-32 Students</b>			<b>33+ Students</b>		
	<b>21</b>	<b>22</b>	<b>23</b>	<b>21</b>	<b>22</b>	<b>23</b>	<b>21</b>	<b>22</b>	<b>23</b>	<b>21</b>	<b>22</b>	<b>23</b>
English	22	26	26	19	21	27	26	30	35		16	24
Mathematics	20	30	27	20	6	15	20	17	25		24	26
Science	20	31	32	16	3	5	20	17	12		20	33
Social Science	22	30	30	9	5	7	33	22	20		14	27



**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.

<b>Advanced Placement Classes</b>	
<b>2022-23</b>	<b>Number of Courses</b>
Computer Science	0
English	3
Fine and Performing Arts	6
Foreign Language	1
Mathematics	8
Science	7
Social Science	14
Totals	39
Percent of Students in AP Courses	35.3

**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>.

<b>2021-22 Expenditures per Pupil</b>	
School: Total Expenditures Per Pupil	\$ 8,147.00
School: From Supplemental/Restricted Sources	\$ 1,493.00
School: From Basic/Unrestricted Sources	\$ 6,653.00
District: From Basic/Unrestricted Sources	\$ 7,137.00
Percentage of Variation between School & District	-6.78 %
State: From Basic/Unrestricted Sources	\$ 7,606.62
Percentage of Variation between School & State	-12.54 %

**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.

<b>2021-22 Average Salary Information</b>		
	<b>District</b>	<b>State</b>
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.

<b>2021-22 Average Teacher Salary</b>	
School	\$ 79,632.00
District	\$ 83,664.00
Percentage of Variation between School & District	-4.82 %
All Similar School Districts	\$ 87,362.00
Percentage of Variation between School & State	-8.85 %

**PROFESSIONAL DEVELOPMENT DAYS OFFERED**

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

<b>Professional Development Days</b>			
	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>
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

The school discipline policy is detailed in our Student/Parent Handbook and the newly created Code of Conduct (both visible on the home page of Novato High). Both documents are emailed out to parents annually in the month of August before each school year begins. It is available in hard copy and on the school web site. These documents detail the plagiarism/cheating policy, dress code, dances and in the first weeks of each school year, administrators visit grade level classes to discuss behavior, academic standards and to answer questions. In lieu of suspensions, Novato High School offers restorative practices for students; facilitated by a new restorative practices employee who works 30 hours a week in the East Annex Wellness area and connects with students for circles and support groups, etc.

## SCHOOL LEADERSHIP

A specific administrative organizational system ensures an administrator is involved with athletic events, Marin School of the Arts performances, and parent meetings such as PTSA, ELAC, and School Site Council. The Department Chair Team (formerly known as the Instructional Leadership Team), works collaboratively with the new District TLT (Teacher Leadership Team) composed of teachers and administrators. They meet once or twice a month during the school year, to increase the leadership capacity as well as support pedagogical and curricular innovations campus wide. Teachers represent the site at district wide committees. The monthly department chair meeting is run by a rotating schedule of department chairs who develop the agenda. This group helps set professional development activities for the school year, collaborates on school wide transformation, and advises the administration on school issues. Classified staff attend regular meetings with administration to collaborate and establish a shared vision for the school; and have a site rep they can counsel with daily. The 14 community and parent member Marin School of the Arts Foundation is a community-based fundraising organization that supports the activities, festivals, field trips and master artist teachers needed to successfully implement the program. This also serves as an informal advisory board for Marin School of the Arts; which educates 500-550 students a year on average for the last 5 years.

## LIBRARY SERVICES

The school's library and staff provide an extensive variety of reference and special interest materials, in addition to hundreds of educational and recreational books. Students visit the library on a daily/weekly basis with their classes and are encouraged to visit before and after school. There are computer workstations within the library that are connected to the Internet where students are able to access resources and information online. Students can also utilize their individual Chromebooks to access the internet and electronic library resources, as every student in the district grades 9-12 is provided with a laptop.

## TECHNOLOGICAL RESOURCES

Students have been issued personal Chromebooks as part of the One-to-World technology initiative. All classrooms have access to wireless internet. Computer skills and concepts are integrated throughout standard curriculum which helps to prepare students for technological growth and other opportunities. Students receive instruction in computer applications, systems, multimedia, video production, MSA Film, digital arts, graphic design and computer applications. Each department also has its own Chromebook cart of 40 devices; larger departments have two Chromebook carts. In addition, the 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.

## AT-RISK INTERVENTIONS

Novato High School provides Office Hours daily for two periods/day in course subjects for students. This includes all classes taken by students, which includes but is not limited to English/Language Arts, Sciences, World Languages, the Arts, Yoga, Dance, Special Education, Counseling Enriched Classes, Mathematics and Social Sciences. Other intervention programs offered at Novato High School include: Counseling, BACR/MFT therapists in the East Annex wing, Tutoring, Saturday Academy, summer school, SST and 504 meetings. Restorative Practices, which holds a student accountable for his or her actions, focuses on repairing the harm done to the community, and assigns consequences that help the student contribute to reconnect with the community and make better decisions in the future. The referral to our Restorative practices employee is at the Assistant Principal's discretion, and the student/respondent and his or her parents must voluntarily choose the restorative justice alternative (including the restorative consequences) to traditional suspension. Choosing to participate in process is an alternative to an at home suspension consequence for a student. For the last 5 years, Novato High has provided a Saturday Academy sessions from 8:30am-12:45pm with credentialed teachers in multiple subject areas, including but not limited to Math, World Languages, Arts, Sciences, Health, English and/or Social Studies. These Saturday Academy sessions are designed for students who have missed school days. NHS teachers run small group tutorials in their content areas based on curriculum in their respective areas of instruction. Specific Saturdays were created for the juniors and freshmen for their respective Research Papers (JRP and FRP) and for sophomores for sophomore speeches. Specially designed intervention programs support the educational needs of students. EL Beginning and Language Workshop help EL students to gain critical skills to help them develop solid foundational skills. There is one workshop available per grade at Novato High.

## INDIVIDUALIZED INSTRUCTION

Novato High teachers utilize personalized learning strategies in all classes. Novato High provides special education services to students who are assessed and designated as eligible for special education. Programs and services designed to meet the student's needs are identified in the Individualized Education Plan (IEP). The Resource Specialist Program serves students with exceptional needs who are able to function in the regular classroom for the majority of the day. They receive individual, small group, or classroom instruction designed to meet their identified needs. Designated Instructional Services are provided to students who are eligible for Occupational Therapy, Speech Therapy, or other services. Special Day Classes are available to students who require special education more than 50% of the school day. Counseling Enriched Classes are also offered at NHS and students from both high school attend. This flourishing program supports students in the 3200 wing.

## 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.