



Novato Unified San Marin High School



2022-2023 School Accountability Report Card

SCHOOL ADMINISTRATION

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SCHOOL INFORMATION

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Novato, CA 94945-1117
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SUPERINTENDENT

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DISTRICT INFORMATION

Novato Unified
1015 Seventh St.
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(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

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

Our goal is that all students will become:

CRITICAL THINKERS WHO:

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

EFFECTIVE COMMUNICATORS WHO:

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

COLLABORATIVE WORKERS WHO:

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

CULTURALLY INVOLVED AND SOCIALLY RESPONSIBLE INDIVIDUALS WHO:

- *Understand various viewpoints, belief systems, lifestyles and cultures.
- *Appreciate, critically evaluate, and participate in the arts.
- *Take responsibility for their own health and wellness.
- *Understand how their behavior affects themselves and others in the community
- *Contribute their time, energies and talents to improve the quality of life in our schools, communities, nation and world.
- *Learn living skills and establish and accomplish personal goals.

Principal's Message

San Marin is committed to providing students with the highest quality education, rigor and opportunities to explore interests in academic, athletic, artistic, and extracurricular areas. Our goal is to provide rigorous and challenging curricula in all programs that align with Common Core State Standards and Next Generation Science Standards in a supportive learning environment for all students. San Marin also provides a safe and nurturing environment within which to learn, explore, create and think. San Marin maintains high behavioral expectations for all students. These expectations are clearly communicated and reinforced throughout the year with consistency and fairness in order to create the best learning environment possible. The school follows the NUSD mission, vision, and values. They are listed here: Mission - Engage, inspire and empower all students, in a rapidly changing world, to realize their life goals. 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. NUSD Values of Innovation, Equity, Caring, Inclusion, and Collaboration. SMHS utilized the Graduate Profile to measure student mastery of academic content and to determine student progress on NUSD's values.

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	43.80
Male	56.00
Non-Binary	0.20
American Indian or Alaska Native	0.40
Asian	6.70
Black or African American	1.10
Filipino	1.20
Hispanic or Latino	29.90
Native Hawaiian or Pacific Islander	0.20
White	53.80
Two or More Races	6.50
EL Students	6.70
Foster Youth	0.20
Homeless	0.30
Military	
Socioeconomically Disadvantaged	23.80
Migrant Education	
Students with Disabilities	9.20

ENROLLMENT BY GRADE

The charts display student enrollment broken down by grade.

Enrollment by Grade Level	
2022-23	Count
9th	312
10th	301
11th	284
12th	247
Total	1144

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)	43.50	81.27	282.70	78.95	228,366.10	83.12
Intern Credential Holders Properly Assigned	1.50	2.80	3.50	0.98	4,205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.40	2.78	29.50	8.26	11,216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.50	2.80	7.80	2.20	12,115.80	4.41
Unknown	5.50	10.31	34.40	9.61	18,854.30	6.86
Total Teaching Positions	53.50	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)	48.90	89.15	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)	1.60	3.06	21.60	5.94	12,001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.90	1.64	12.80	3.53	11,953.10	4.28
Unknown	3.30	6.14	15.90	4.37	15,831.90	5.67
Total Teaching Positions	54.90	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	1.40	0.60
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.40	1.60

Credentialed Teachers Assigned Out-of-Field		
	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.60	0.90
Local Assignment Options	0.80	0.00
Total Out-of-Field Teachers	1.50	0.90

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)	5.50	1.30
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	5.00	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:	11/21/2023
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	Fair	Café: 4: Door missing muluín on south east door (missing collar).
CLEANLINESS: Overall Cleanliness, Pest/Vermin Infestation	Good	Library: 5: Library needs deep clean. Grounds: 6: Gophers and pests.
ELECTRICAL: Electrical	Good	Admin: 7: Missing light covers in restroom.
RESTROOMS/FOUNTAINS: Restrooms, Sinks/ Fountains	Fair	Grounds: 9: Possible fountain needs to be removed by 200 building valve off.
SAFETY: Fire Safety, Hazardous Materials	Good	Admin: 10: Strobe light hanging in the office.
STRUCTURAL: Structural Damage, Roofs	Good	303: 12: Floor tile needs replacing.
EXTERNAL: Playground/ School Grounds, Windows/ Doors/ Gates/ Fences	Good	

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)	72	70	56	53	47	46
Mathematics (Grades 3-8 and 11)	46	40	40	41	33	34
Science (Grades 5, 8, and 10)	41	45	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	275	257	93.45	6.55	69.92
Male	152	143	94.08	5.92	64.79
Female	121	112	92.56	7.44	75.89
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	21	21	100	0	76.19
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	80	70	87.5	12.5	50
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	151	144	95.36	4.64	77.08
Two or More Races	16	16	100	0	87.5
EL Students	20	14	70	30	7.14
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	76	68	89.47	10.53	53.73
Migrant Education	0	0	0	0	0
Students with Disabilities	30	23	76.67	23.33	13.64

Assessment Results by Student Group - Mathematics

2022-23	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	275	261	94.91	5.09	39.85
Male	152	147	96.71	3.29	35.37
Female	121	112	92.56	7.44	46.43
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	21	21	100.00	0.00	71.43
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	80	75	93.75	6.25	12.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	151	144	95.36	4.64	49.31
Two or More Races	16	16	100.00	0.00	50.00
EL Students	20	18	90.00	10.00	5.56
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	76	72	94.74	5.26	15.28
Migrant Education	0	0	0	0	0
Students with Disabilities	30	24	80.00	20.00	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	249	236	94.78	5.22	44.92
Male	138	130	94.20	5.80	46.92
Female	111	106	95.50	4.50	42.45
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	83	81	97.59	2.41	19.75
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	134	124	92.54	7.46	54.84
Two or More Races	12	11	91.67	8.33	72.73
EL Students	23	21	91.30	8.70	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	66	60	90.91	9.09	16.67
Migrant Education	0	0	0	0	0
Students with Disabilities	13	8	61.54	38.46	--

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	99.65
Graduates Who Completed All Courses Required for UC/CSU Admission 2021-22	74.73

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?	374
What percentage of the school's pupils completed a CTE program and earned a high school diploma?	98.9
What percentage of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	10.0

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	92	93	93	73	93

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	1189	1174	167	14.2
Female	525	516	76	14.7
Male	661	655	91	13.9
Non-Binary	3	3	0	0.0
American Indian or Alaska Native	7	5	0	0.0
Asian	78	77	4	5.2
Black or African American	13	13	3	23.1
Filipino	14	14	1	7.1
Hispanic or Latino	375	369	76	20.6
Native Hawaiian or Pacific Islander	2	2	0	0.0
White	621	615	74	12.0
Two or More Races	75	75	9	12.0
EL Students	99	94	22	23.4
Foster Youth	3	3	2	66.7
Homeless	8	8	3	37.5
Military	--	--	--	--
Socioeconomically Disadvantaged	333	323	78	24.1
Migrant Education	0	0	0	0.0
Students with Disabilities	114	111	27	24.3

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	0.8	3.8	2.4	96.9	94.5	97.6
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	248	242	97.6
Female	110	108	98.2
Male	138	134	97.1
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	81	79	97.5
Native Hawaiian or Pacific Islander	0	0	0.00
White	138	135	97.8
Two or More Races	--	--	--
EL Students	24	22	91.7
Foster Youth	--	--	--
Homeless	--	--	--
Military	--	--	--
Socioeconomically Disadvantaged	90	87	96.7
Migrant Education	0.0	0.0	0.0
Students with Disabilities	15	15	100.0

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	0.17	1.78	2.35	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	2.35	0.00
Female	0.95	0.00
Male	3.48	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	1.28	0.00
Black or African American	0.00	0.00
Filipino	7.14	0.00
Hispanic or Latino	2.93	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
White	1.93	0.00
Two or More Races	4.00	0.00
EL Students	5.05	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Military	--	--
Socioeconomically Disadvantaged	3.90	0.00
Migrant Education	0.00	0.00
Students with Disabilities	6.14	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)	381.33

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)	3
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
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	15	21	24	59	23	18	11	30	14	1	5	21
Mathematics	19	21	25	28	20	8	20	23	22		8	12
Science	17	26	26	36	12	11	9	24	20		10	17
Social Science	20	25	23	22	8	13	17	21	17		8	11

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	2
English	6
Fine and Performing Arts	2
Foreign Language	3
Mathematics	3
Science	6
Social Science	12
Totals	34
Percent of Students in AP Courses	43.8

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	\$ 8,865.00
School: From Supplemental/Restricted Sources	\$ 2,056.00
School: From Basic/Unrestricted Sources	\$ 6,809.00
District: From Basic/Unrestricted Sources	\$ 7,137.00
Percentage of Variation between School & District	-4.6 %
State: From Basic/Unrestricted Sources	\$ 7,606.62
Percentage of Variation between School & State	-10.49 %

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	\$ 80,102.00
District	\$ 83,664.00
Percentage of Variation between School & District	-4.26 %
All Similar School Districts	\$ 87,362.00
Percentage of Variation between School & State	-8.31 %

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

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

* The school discipline policy is available online through the San Marin High School website, included in the SMHS Student Handbook, and is presented and reviewed by school staff. In addition, the site administrators hold individual classroom meetings in September to discuss the behavior expectations with students and staff. This affords all students the opportunity to ask questions and clarify expectations for student behavior.

* The counseling staff meets with students regularly and their families as requested to review individual goals, monitor academic progress and prepare for education and training beyond high school. Formal student and parent meetings are held multiple times during the year as are afterschool grade level meetings for parents.

* Individual and group counseling is available to all students from the four school counselors, school psychologists and representatives from community agency counseling services such as Bay Area Community Resources.

* College and Career Center helps each student to stay focused in school in preparation for life after high school. The center sponsors the following programs.

- * Rotary Scholars – mentors from Rotary work with 15-20 students and their parents on a yearly basis to recruit and support first generation college bound students.
- * Representatives from colleges, vocational and technical schools and military recruiters advise students to requirements and opportunities for post high school education.
- * School-to-Career Program provides mock interviews and resume writing workshops.
- * One hour of orientation to the opportunities available in the College and Career Center.
- * The College and Career Center works in collaboration with the Marin Educational Foundation and 10,000 degrees to support college bound students.
- * The Link Crew program promotes positive attitudes and behavior in students by facilitating a support network of upper classroom to freshmen. Incoming freshmen are “linked up” with juniors and seniors who have been selected through faculty nominations as good peer models.

SCHOOL LEADERSHIP

Leadership at San Marin High School is a responsibility shared between the district administration, the principal, two assistant principals, an administrative coordinator, instructional staff, students, and parents. The district’s emphasis is on a well-balanced and rigorous core curriculum at all grade levels. Instructional programs are aligned with state and district standards. Leadership duties are shared by Principal Dr. Jennifer Larson, Assistant Principals Shawna Torres and Katie Waller. Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the educational plan to ensure instructional programs are consistent with students’ needs and comply with district goals. Leadership teams include: School Site Council and the Instructional Leadership Team, comprised of Department Chairs and other staff, as well as the teacher led Equity Team consisting of SMHS teaching staff.

LIBRARY SERVICES

The school’s library, staffed by a Library Media Clerk, provides an extensive variety of reference and special interest materials, in addition to hundreds of educational and recreational books. Students visit the library on a daily/weekly basis with their classes.

TECHNOLOGICAL RESOURCES

Most classrooms have at least one computer that is connected to the Internet. 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 3-12. Computer skills and concepts are integrated throughout standard curriculum which helps to prepare students for technological growth and other opportunities. Students have been trained to use the computers to prepare academic documents as well as search the Internet.

AT-RISK INTERVENTIONS

Intervention programs offered at San Marin High School include: tutoring during lunch and after school, as well as after school tutoring that is available to all students. Students have the opportunity to be enrolled in the AVID program. Tutoring is also available through the Biotechnology Academy. The Restorative Justice program offers alternatives to suspension and provided peer support groups to assist in counseling student. The program meets during lunch.

INDIVIDUALIZED INSTRUCTION

San Marin High provides special education services to students who are assessed and found to be eligible for special education. Programs and services designed to meet the student’s needs are identified in the Individualized Education Plan (IEP). The Resource Specialist Program serves students with exceptional needs who are able to function in the regular classroom for the majority of the day. They receive individual, small group, or classroom instruction designed to meet their identified needs. Currently, San Marin offer a co-teaching program and ELA and math serving students enrolled in ELA 9, Algebra I, and Geometry Special Day Classes are available to students who require special education more than 50% of the school day. San Marin hosts the Social Cognition program for student experiencing severe cognitive delays. The Counseling Enriched Classroom offers services for emotionally disturbed students. Students participate in counseling services offered by the school psychologist. Designated Instructional Services are provided to students who are eligible for Occupational Therapy, Speech Therapy, or other services.

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.