

# Novato Unified School District

## Novato High

### 2021-2022 School Accountability Report Card

#### SCHOOL ADMINISTRATION

Mark Brewer  
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#### SCHOOL INFORMATION

21654172132272  
625 Arthur Street  
Novato, CA 94947  
(415) 898-2125  
<http://www.nUSD.org>

#### SUPERINTENDENT

Dr. Jan La Torre-Derby  
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#### DISTRICT INFORMATION

Novato Unified School District  
1015 Seventh Street  
Novato, CA 94945  
(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

Jan La Torre-Derby, Ed. D.  
Superintendent  
Lois Standing  
Assistant Superintendent,  
Business & Operations  
Jennifer Larson  
Assistant Superintendent,  
Education Services  
Leslie Benjamin  
Director, Communications  
& Community Engagement  
Francesca Whitcomb,  
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.

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

#### 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>.



NOVATO  
UNIFIED  
SCHOOL  
DISTRICT



## 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	
2021-22	Percentage
Female	49.6
Male	49.8
Non-Binary	0.6
American Indian or Alaska Native	1.1
Asian	5.3
Black or African American	2.9
Filipino	0.9
Hispanic or Latino	44.1
Native Hawaiian or Pacific Islander	0.3
White	39.5
Two or More Races	5.3
EL Students	12.6
Foster Youth	0.1
Homeless	0.6
Military	
Socioeconomically Disadvantaged	38.7
Migrant Education	
Students with Disabilities	8.8

#### ENROLLMENT BY GRADE

The charts display student enrollment broken down by grade.

Enrollment by Grade Level	
2021-22	Count
9th	370
10th	378
11th	370
12th	330
Total	1,448

#### 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)	56.9	86.2	282.7	79.0	228,366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	3.5	1.0	4,205.9	1.5
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.1	3.2	29.5	8.3	11,216.7	4.1
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	3.2	4.8	7.8	2.2	12,115.8	4.4
Unknown	3.8	5.8	34.4	9.6	18,854.3	6.9
Total Teaching Positions	66.0	100.0	358.1	100.0	274,759.1	100.0

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)	N/A	N/A	N/A	N/A	N/A	N/A
Intern Credential Holders Properly Assigned	N/A	N/A	N/A	N/A	N/A	N/A
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	N/A	N/A	N/A	N/A	N/A	N/A
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	N/A	N/A	N/A	N/A	N/A	N/A
Unknown	N/A	N/A	N/A	N/A	N/A	N/A
Total Teaching Positions	N/A	N/A	N/A	N/A	N/A	N/A

Teachers Without Credentials and Misassignments		
	2020-21	2021-22
Permits and Waivers	0.0	N/A
Misassignments	2.1	N/A
Vacant Positions	0.0	N/A
Total Teachers Without Credentials and Misassignments	2.1	N/A

Credentialed Teachers Assigned Out-of-Field		
	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	3.2	N/A
Local Assignment Options	0.0	N/A
Total Out-of-Field Teachers	3.2	N/A

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)	3.9	N/A
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0	N/A

#### 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.

2022-23 School Facility Inspection Summary	
Date of Last Inspection:	11/22/2022
Data Collected:	November 2022
Overall Summary of School Facility Conditions:	Fair

School Facility Inspection Results		
Category	Rating	Repair Needed and Action Taken or Planned
SYSTEMS: Gas Leaks, Mechanical/HVAC, Sewer	Good	Grounds: Replace gas valve outside 3202.
INTERIOR: Interior Surfaces	Fair	3102: Five missing ceiling tiles. 3402: Stained ceiling tiles east side wall.
CLEANLINESS: Overall Cleanliness, Pest/Vermin Infestation	Good	
ELECTRICAL: Electrical	Poor	Gym: Three light fixtures need replacement bulbs. 2803: Permanent use of extension cord., 3602: Lights out and light switch broken.
RESTROOMS/FOUNTAINS: Restrooms, Sinks/ Fountains	Good	
SAFETY: Fire Safety, Hazardous Materials	Good	2801: Interior surface covered with various materials, hazardous materials (paint) needs to be kept in a non-flammable container.
STRUCTURAL: Structural Damage, Roofs	Good	
EXTERNAL: Playground/School Grounds, Windows/ Doors/Gates/Fences	Poor	Grounds: Oak trees need trimming around interior of campus.

#### 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 September 20, 2022, 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 September 2022 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.

2022-23 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
Science Laboratory Materials	N/A	N/A	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	District	State
	2021-22	2021-22	2021-22
English Language Arts/Literacy (Grades 3-8 and 11)	70	56	47
Mathematics (Grades 3-8 and 11)	35	40	33
Science (Grades 5, 8, and 10)	35	36	29

Assessment Results by Student Group - English Language Arts					
2021-22	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	360	316	87.78	12.22	70.16
Male	189	164	86.77	13.23	65.03
Female	169	151	89.35	10.65	75.50
Non-Binary					
American Indian or Alaska Native	--	--	--	--	--
Asian	22	21	95.45	4.55	76.19
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	139	112	80.58	19.42	48.65
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	158	144	91.14	8.86	84.72
Two or More Races	24	24	100.00	0.00	91.67
EL Students	47	22	46.81	53.19	0.00
Foster Youth	--	--	--	--	--
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	135	111	82.22	17.78	45.45
Migrant Education	0	0	0.00	0.00	0.00
Students with Disabilities	20	15	75.00	25.00	28.57



Assessment Results by Student Group - Mathematics					
2021-22	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	359	335	93.31	6.69	34.63
Male	189	174	92.06	7.94	34.48
Female	168	159	94.64	5.36	34.59
Non-Binary					
American Indian or Alaska Native	--	--	--	--	--
Asian	22	22	100.00	0.00	59.09
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	139	131	94.24	5.76	16.03
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	158	143	90.51	9.49	46.15
Two or More Races	24	24	100.00	0.00	54.17
EL Students	47	42	89.36	10.64	0.00
Foster Youth	--	--	--	--	--
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	134	123	91.79	8.21	17.07
Migrant Education	0	0	0.00	0.00	0.00
Students with Disabilities	20	14	70.00	30.00	0.00

Assessment Results by Student Group - Science					
2021-22	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	322	298	92.55	7.45	34.90
Male	161	150	93.17	6.83	29.33
Female	160	147	91.88	8.12	40.82
Non-Binary					
American Indian or Alaska Native	--	--	--	--	--
Asian	18	18	100.00	0.00	66.67
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	140	129	92.14	7.86	17.83
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
White	132	122	92.42	7.58	48.36
Two or More Races	--	--	--	--	--
EL Students	40	35	87.50	12.50	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	144	131	90.97	9.03	16.79
Migrant Education	0	0	0.00	0.00	0.00
Students with Disabilities	24	16	66.67	33.33	6.25

## 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 2021-22	99.66
Graduates Who Completed All Courses Required for UC/CSU Admission 2020-21	69.36

## CAREER TECHNICAL EDUCATION PARTICIPATION

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

2021-22 Career Technical Education Participation	
How many of the school's pupils participated in CTE programs?	422
What percentage of the school's pupils completed a CTE program and earned a high school diploma?	
What percentage of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	

## CAREER TECHNICAL EDUCATION PROGRAMS

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

## OTHER OUTCOMES

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

- Pupil outcomes in the subject area of physical education

## PHYSICAL FITNESS ASSESSMENT

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

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

2021-22 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	1	2	2	2	2

## 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)				
2021-22	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate (Percentage)
All Students	1,515	1,490	227	15.2
Female	753	739	123	16.6
Male	750	739	103	13.9
Non-Binary				
American Indian or Alaska Native	17	17	5	29.4
Asian	79	77	3	3.9
Black or African American	45	42	11	26.2
Filipino	13	13	2	15.4
Hispanic or Latino	675	666	115	17.3
Native Hawaiian or Pacific Islander	7	7	4	57.1
White	591	582	75	12.9
Two or More Races	80	78	11	14.1
EL Students	227	226	55	24.3
Foster Youth	5	5	2	40
Homeless	10	10	4	40
Military				
Socioeconomically Disadvantaged	699	686	142	20.7
Migrant Education	0	0	0	0
Students with Disabilities	133	132	46	34.8

**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		
	2019-20	2020-21	2021-22	2019-20	2020-21	2021-22
School	1.9	2.0	5.6	94.5	96.6	91.4
District	3.5	4.0	5	91.7	93.1	90.5
State	8.9	9.4	7.8	84.2	83.6	87.0

Graduation Rates by Student Group			
2021-22	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	339	310	91.4
Female	164	156	95.1
Male	174	153	87.9
Non-Binary	--	--	--
American Indian or Alaska Native	--	--	--
Asian	19	18	94.7
Black or African American	11	9	81.8
Filipino	--	--	--
Hispanic or Latino	152	129	84.9
Native Hawaiian or Pacific Islander	0	0	0
White	135	132	97.8
Two or More Races	--	--	--
EL Students	55	40	72.7
Foster Youth	--	--	--
Homeless	--	--	--
Military			
Socioeconomically Disadvantaged	175	151	86.3
Migrant Education	0	0	0
Students with Disabilities	26	19	73.1

#### 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

The school safety plan was reviewed with staff and parents in September 2021. The safety committee (certificated and classified staff, parents, students and administrators) led by an Assistant Principal meets annually to consider modification in staff assignments, schedule for drills and revision to procedures and practices. The PTSA provides funding for training in safety emergency preparedness, in conjunction with state and county agencies. Parents, administrators, staff and students are prepared for coordinated actions in case of emergencies. The PTSA has purchased a 40-foot container to store emergency preparedness equipment and supplies. NHS participates in the statewide Great Shakeout during October 2022. NHS uses the text and email service InTouch to communicate with families when urgent communication is necessary and has newfound access to the Stop It App.

**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 2019–2020 and 2020-2021 suspension and expulsion rate data are not comparable to prior year data. 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		
	2019-20	2020-21	2021-22	2019-20	2020-21	2021-22
School	3.81	0.2	2.71	0.2	0	0
District	1.94	0.31	2.23	0.07	0.01	0
State	2.45	0.2	3.17	0.05	0	0.07

Suspension & Expulsion Rates by Student Group		
2021-22	Suspensions	Expulsions
All Students	2.71	0
Female	0.93	0
Male	4.53	0
Non-Binary	0	0
American Indian or Alaska Native	5.88	0
Asian	0	0
Black or African American	8.89	0
Filipino	0	0
Hispanic or Latino	5.04	0
Native Hawaiian or Pacific Islander	0	0
White	0.34	0
Two or More Races	0	0
EL Students	8.37	0
Foster Youth	0	0
Homeless	0	0
Military		
Socioeconomically Disadvantaged	4.72	0
Migrant Education	0	0
Students with Disabilities	6.77	0

**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.

**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.

**PROFESSIONAL DEVELOPMENT**

Professional development in the Novato Unified School District focuses on establishing and supporting our values: Engage, Inspire, and Empower. The district provides learning opportunities to enhance growth and best practices in education. These opportunities are offered in a variety of settings. District-wide professional development days allow staff members to collaborate, calibrate expectations, and refine systems and instructional practices. In addition, targeted training is provided for smaller teams throughout the year. Not all professional development events are required for all staff members. Many are designed to meet the needs of a focused area of learning. Different opportunities are offered to staff throughout the year based on job description and duties of individual sites and departments.

During the 2022-2023 school year, professional development opportunities include 39 full days and 119 partial days. Topics for continuous development and learning available to staff during the 2022-2023 school year include:

- Equity Training with Dr. Anthony Muhammad and Dr. Nancy Dome
- Teacher Leadership Proficiency Based Education (Standards Based Grading) Social Studies curriculum best practices
- NGSS Elementary Instruction
- Effective Use of Benchmark Data
- Trauma Informed Instruction

CPI training  
 Technology Integration  
 Data Cycles and Analysis  
 Restorative Practices  
 Differentiation Strategies English Language Development  
 Alcohol, and Other Drugs Training  
 Social-Emotional Wellness  
 Suicide Prevention, and Response  
 AVID Strategies  
 GLAD Training  
 Health Education Training  
 Imagine Language and Literacy training

**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			
	2020-21	2021-22	2022-23
Number of Professional Development Days	136	152	158

**ACADEMIC COUNSELOR TO PUPIL RATIO**

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

2021-22 Academic Counselor to Pupil Academic Counselor(s)	
Academic Counselor(s)	344.76

**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	
2021-22	Full Time Equivalent
Counselor (Academic, Social/Behavioral or Career Development)	4.2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2.0

**COUNSELING AND SUPPORT SERVICES**

Novato High strives to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure.

Individual and group counseling is available to all students from the four full time counselors, and one part-time counselor plus one on site school psychologist. Counselors make annual presentations to each grade level to inform students about the different courses available to them, graduation and college requirements. After the full class presentations, the counselors also meet individually with the students to develop their schedule based on their needs. The counselors conduct junior and senior meetings in January – February 2021 with students and their families for half-hour appointments to review individual goals, monitor academic progress and prepare for education and training beyond high school. Counselors, administrators and the school psychologist meet every other week for SRT (student referral/review team); detailed notes and follow-up reminders are collected in a common binder and noted in Aeries under the tab interventions. The College and Career Center helps ensure the success of each student while preparing them for life after high school. All students have Naviance accounts and can use this on line tool to research careers and post-secondary education, make and review their four year plans, and use the Common Application for the college admission process. A variety of colleges, vocational school and military make campus presentations for students during school day. During each semester's Final Exam week, parent volunteers distribute "Finals Fuel": granola bars and snacks to students on their way into exams in December and June; however with a remote fall 2020 semester this was not possible as students were studying remotely from home for the entire first semester of classes.

### 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		
	20	21	22	20	21	22	20	21	22	20	21	22
English	29	22	26	9	19	21	31	26	30	19		16
Mathematics	26	20	30	15	20	6	22	20	17	17		24
Science	30	20	31	4	16	20	22	20	17	17		20
Social Science	27	22	30	10	9	5	16	33	22	21		14

### 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	
2021-22	Number of Courses
Computer Science	1
English	5
Fine and Performing Arts	4
Foreign Language	1
Mathematics	3
Science	4
Social Science	11
Totals	29
Percent of Students in AP Courses	32.5

### 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. The California Department of Education issued guidance to the district in August 2018 regarding how to calculate school-level per-pupil expenditures.

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>.

2020-21 Expenditures per Pupil	
School: Total Expenditures Per Pupil	\$ 7,279
School: From Supplemental/Restricted Sources	\$ 1,521
School: From Basic/Unrestricted Sources	\$ 5,758
District: From Basic/Unrestricted Sources	\$ 7,728
Percentage of Variation between School & District	-25.49 %
State: From Basic/Unrestricted Sources	\$ 6,594
Percentage of Variation between School & State	-12.68 %

### 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.

2020-21 Average Salary Information		
	District	State
Beginning Teachers	\$ 48,488	\$ 52,478
Mid-Range Teachers	\$ 78,499	\$ 80,810
Highest Teachers	\$ 109,005	\$ 101,276
Elementary School Principals	\$ 124,629	\$ 127,080
Middle School Principals	\$ 136,514	\$ 134,264
High School Principals	\$ 153,097	\$ 147,200
Superintendent	\$ 232,000	\$ 242,351
Teacher Salaries	35 %	33 %
Administrative Salaries	6 %	6 %

### 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.

2020-21 Average Teacher Salary	
School	\$ 80,539
District	\$ 80,630
Percentage of Variation between School & District	-0.11 %
All Similar School Districts	\$ 83,102
Percentage of Variation between School & State	-3.08 %

### 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 2022, 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 criteria: Lesson and Curriculum Planning; Effective Elements of Teaching that Positively impact Student Learning and the Learning Environment; Student Learning; and Professional Effectiveness. Novato Unified offers programs to assist teachers, such as Beginning Teacher Support and Training (BTSA) and Peer Assistance and Review (PAR). BTSA is for new, credentialed teachers. Peer Assistance and Review is designed to assist permanent teachers in need of support in subject matter knowledge or teaching methods for the purpose of improving instruction. This may occur voluntarily or as a result of a less than satisfactory evaluation. The program allows for exemplary teachers to provide support for permanent teachers in need of professional development.

## BOND MEASURE FUNDING SOURCES

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

### DISTRICT-WIDE PROJECTS

Information Technology Infrastructure Update– This project upgrades the IT infrastructure at all school sites across the District, including new switching hardware, new copper/fiber cabling, and new site distribution systems. The fourth and final phase of upgrades will occur over the summer of 2023 at the Hill Education Center, District Office and the FANS and Transportation Building at 819 Olive Avenue.

Site Security Enhancement- This project improves site security at each campus. 2023 will see the installation and integration of a new security camera system at all NUSD sites.

Information Technology Classroom Toolkit- This project updates NUSD classrooms with a standard IT Technology package (display monitor, AppleTV, iPad with stylus and mirroring software). Classrooms that received the Information Technology Infrastructure Upgrades in 2020, 2021 and 2022 have received their technology toolkit. This project will install the IT Technology package to all classrooms undergoing the IT Infrastructure Upgrade this summer.

Classroom Furniture Outfitting – This project replaces old, worn classroom furniture with new flexible classroom furniture to support 21st century collaborative learning. All elementary schools received new classroom furniture in 2021 and 2022. The high school and middle school deployment is scheduled for summer of 2023.

### SITE-SPECIFIC PROJECTS

Clerestory Window Replacement, Teaching Garden and Parking Lot Replacement at Olive ES – These projects are the final elements of the campus wide modernization and new administration building projects finished respectively in 2021 and 2022. Replacement of all classroom clerestory windows and repair and replacement of the Olive Avenue parking lot will begin in June 2023 and are projected for completion in August 2023. Relocated Teaching Garden to be completed in Winter and Spring of 2023.

Kitchen Modernization at Pleasant Valley ES – This project constructs a new right-sized elementary school kitchen space in the existing Multi-Purpose Room and converts the old small kitchen space into a conference/resource room. Construction began June of 2022 and is scheduled for completion Winter 2023.

Kitchen, Gymnasium and Exterior Finish Modernization at Sinaloa MS – This project will construct a new right-sized middle school kitchen space in the existing gym, renovate the existing gym space, upgrade the existing campus fire alarm/clock bell system, and repair existing wood siding and add a stucco coating to every building on site. Construction began June of 2022 and is scheduled for completion Winter 2023.

Kitchen Modernization, Exterior Painting and Fire Alarm Upgrade Project at San Jose MS – This project modernizes San Jose MS's kitchen area and snack bar, upgrades the existing campus fire alarm, and provides for campus wide exterior painting. Scheduled for a June 2023 construction start.

Air Conditioning Installation at Novato HS and Lu Sutton ES– This project removes the existing gas heating unit/furnace from each classroom and replaces them with a new energy-efficient heat pump and exterior condensing unit that provides both heating and cooling capacity in each classroom. Construction begins June 2023.

Air Conditioning Installation and Roof Replacement Project at Marin Oaks/Hill Education Center– This project removes the existing gas heating unit/furnace from each classroom and replaces them with a new energy-efficient heat pump and exterior condensing unit that provides both heating and cooling capacity in each classroom. It also includes removal of the existing built up roof, repair of any damaged roof sheathing and installation of a new "cool" roof system. Construction begins June 2023.

San Jose MS and Sinaloa MS Athletic Field and Track Replacement – this project constructs new synthetic turf multi-sport fields and tracks on the San Jose and Sinaloa campuses. Construction to begin June 2023.

### MEASURE G COMPLETED PROJECTS

San Ramon ES Roof Replacement

Novato HS, Olive ES & San Ramon ES Sewer Repairs

Loma Verde ES, Lynwood ES & Olive ES Air Conditioning Installation

Novato HS Gordon Gym Roof, San Jose MS Gazebo and Lynwood ES Skylight Replacement

San Marin HS Stadium Field Renovation

San Marin HS Stadium Sound System

San Jose MS Air Conditioning Installation

Novato HS Stadium Field Renovation

Food and Nutritional Services (FANS) Distribution Center

Maintenance, Operations & Grounds Facility

Novato HS Old Gym and 819 Olive Avenue Roof Replacement

Information Technology Infrastructure Update – Phase 1, Phase 2 and Phase 3

Information Technology Classroom Toolkit – Phase 1, Phase 2 and Phase 3

Information Technology One to World Chromebooks

Novato HS Center for the Arts

Novato HS Center for the Sciences

Novato HS Athletic Field Complex

San Marin HS Performing Arts Center

San Marin HS STEM Building

San Marin HS Exterior Siding Replacement

San Marin HS Baseball and Softball Fields Replacement

Lynwood ES Campus Wide Classroom Modernization and New Kitchen

Olive ES Campus Wide Classroom Modernization and New Administration Building

Rancho ES Air Conditioning Installation and Roof Replacement

San Jose MS and Hamilton School Roof Replacement

Classroom Furniture – All Elementary School Classrooms

Loma Verde ES Exterior Paint Project

Lu Sutton ES Exterior Paint Project

Olive ES, San Jose MS, Hamilton School and Loma Verde ES Sewer Repair

#### 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 May 2014 for 7 years for \$251 per parcel per year.

Novato schools are grateful to the Novato community for their continued support. The parcel tax provided over \$4,046,941 million per year to our schools in 2021-22.

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

- \*Minimize layoffs for qualified and experienced teachers and school employees
- \*Avoid significant increases in class sizes in all grades
- \*Keep school libraries open and staffed
- \*Protect programs and services that help students qualify for college and prepare students for good jobs
- \*Protect music, art, and athletic programs that provide a well-rounded education for district kids
- \*Keep school counselors

#### 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

In the summer leading up to the 2019-20 school year, many teachers attended AP conferences, took curriculum courses at local universities, Math seminars, and attended advanced Project Based Learning trainings. The Assistant Principals realigned their responsibilities to oversee specific departments as well as Athletics, Activities, curriculum and instruction, and Marin School of the Arts program. 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

Novato High School offers English Language Learner (ELL) students assistance through the following programs: EL Classes, EL Support Classes, ELAC, Parental Support, Bilingual Tutoring, Instructional Assistants, and various support classes and new curriculum. Since 2018-2021 Novato High School staff has participated in a Summer EL Academy for newcomer students. The program included many NHS newcomer students as well as students from the other high schools and middle schools in the district.

The summer intensive provides students with a focused program of applied, grammar-based language teaching. The program is customized to meet the needs of the students, to accelerate student English learning in a variety of ways including pronunciation, verb tense control, sentence structure, and a variety of vocabulary.