

NOVATO UNIFIED SCHOOL DISTRICT REQUEST FOR PROPOSALS CONSULTANT SERVICES ATTENDANCE BOUNDARY AND DEMOGRAPHICS STUDY
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The Novato Unified School District (“District”) is soliciting proposals and qualifications from qualified persons, firms, partnerships corporations, associations, or professional organizations for the following services (“Project”):

CONSULTANT FOR ATTENDANCE BOUNDARY AND DEMOGRAPHICS STUDY

Any entity retained as a result of this request for proposal (“RFP”) shall be required to work in conjunction with the District for the Project, as well as other entities or consultants retained by the District pursuant to this RFP.

PROCESS FOR SUBMISSION OF PROPOSALS

Proposals must be received at Novato Unified School District, 1015 Seventh Street, Novato, CA 94945 ATTN: Chief Financial Officer, **by 4:00 p.m., on Monday, August 15, 2011**. Each proposal should be in a sealed envelope and should include the name of the entity submitting the proposal.

Any inquiries should be directed in writing to Cyndee Cannon at ccannon@nUSD.org. Oral communications by department officers and employees concerning the RFP shall not be binding on the Novato Unified School District and shall in no way excuse the bidder of the obligations set forth in this RFP.

During the two week period of June 30-July 14, 2011, interested bidders may contact Cyndee Cannon for visits to the District for purposes of familiarization and evaluation of current processes. Visits shall be by appointment only during normal business hours. Visits will be permitted to the extent that they do not unduly interfere with the conduct of business.

The selected entity(s) will be required to sign an agreement prepared by the District.

LIMITATIONS

This RFP is neither a formal request for bids, nor an offer by the District to contract with any party responding to this RFP. This RFP does not commit the District to award a contract or to reimburse any applicant for costs incurred in submitting a proposal. The District, in its sole discretion, reserves the right: to reject any or all proposals submitted; to choose any combination of proposals; to interview any, all, or none of the respondents; to negotiate with any respondent; to extend the deadline to submit a proposal; or to amend or cancel in part or in its entirety this RFP.

PROPOSAL REQUIREMENTS

1. Scope of Work for Consultant

There are two distinct areas of need for the district that are to be responded to separately by the vendor:

PART ONE: Attendance Boundary and Demographics Analysis

The consultant shall be qualified to conduct necessary studies and prepare required reports to assist the District in evaluating alternative attendance boundary scenarios. The Consultant must be prepared to render recommendations on attendance boundary issues, including, but not limited to:

- a. Develop enrollment projections for ten years commencing with the 2012-13 school year through 2023 using existing boundaries that define all schools as neighborhood schools with the exception of Rancho Elementary School, a district-wide school, henceforth termed “status quo”.
- b. Develop enrollment projections for ten years commencing with the 2012-13 school year through 2023 using boundaries that define all schools as neighborhood schools
- c. Develop demographic data both by 1) status quo and 2) neighborhood school. This data will include at least the following, as well as other data deemed pertinent to the responder:
 1. Compilation of socio-economic data
 2. Evaluation of the future impact of anticipated local housing trends
 3. Compilation of ethnicity
 4. Verification of current school capacities, both for facilities purposes and to meet the various program needs, proposing both a minimum and maximum loading by school site and program
 5. Consideration of student safety and safe walking routes to neighborhood schools
 6. Consideration of student continuity, i.e., maximizing the number of students who stay together as they matriculate from elementary to middle to high school
- d. Provide certification (preferred) or interface capability with GIS or DSS systems with Aeries.
- e. Using the data gathered, develop Preliminary Boundary Recommendations that meet the following defined goals and objectives of the District. Information helpful to the responder to be used in developing these preliminary recommendations is posted at the following web location:
<http://www.nusd.org>
 1. Consolidation Committee Report of 2011
 2. Facility Master Plan of 2008 (includes information on school capacity prior to the closure of Hill Middle School at the end of 2010-11)
 3. Cultural Audit Summary – Individual School Action Plans (2011)
 4. NUSD Schools Attended by Address
 5. NUSD Elementary School Boundaries
 6. NUSD Middle School Boundaries (2011-12)
 7. NUSD High School Boundaries
 8. Enrollment Projection Report
- f. This information is due within three (3) months of receiving Notice to Proceed by the District. The data will be submitted in electronic format (i.e. maps, grids, data in graphs and tables) and summarized in a narrative report. The narrative summary

should be provided in both electronic and hard copy, with twenty five (25) copies printed for the Board and public.

PART TWO: Assist With Discussion and Direction Setting

- a. Develop and present the data and Preliminary Boundary Recommendations to stakeholder groups, district staff, and a representative(s) of the Board of Trustees in a workshop setting of 6-8 hours in length.
- b. At the workshop, obtain feedback, and direction in order to prepare Proposed Boundary Recommendation within two weeks after the workshop
- c. Develop different scenarios, as deemed necessary, of various implementation dates of the Proposed Boundary Recommendation, including the pros and cons of each
- d. Submit the Proposed Boundary Recommendation in presentation-ready document that can be used by the district as tool to educate the public, community and stakeholders regarding the outcomes of the study.

2. Qualifications of Consultant

Respondent must state its qualifications for the anticipated scope of work and its experience with projects of comparable size and complexity. In particular, respondent shall provide any experience applicable to school demographics, enrollment projections and attendance boundary realignment projects. Each proposal must also include evidence that the respondent is properly licensed for the scope of work for which the proposal is submitted.

Respondent shall identify and provide resumes for the key personnel that will staff the Project, including any sub-consultants anticipated to be needed to meet the Project requirements.

3. Relationship to Outside Governmental Agencies

Depending upon the scope of work, respondent may be required to assist the District in working with various outside governmental agencies, in particular, the applicable City or County Planning Commissions, any other state or local agencies having jurisdiction over the type of services for which the Consultant is retained. Respondent shall discuss its experience with each of these agencies.

4. References

Respondent shall describe its work in the past five (5) years that is similar or comparable, and include copies of reports and other applicable documents. Respondent shall provide as references a primary contact person, with current address and telephone number, for each project of equivalent size on which applicant has provided consulting services within the past three (3) years. Respondent shall have no less than five (5) relevant references of past clients. Not all references need to be within the past three (3) years, but a reference must be provided for each project within the past three (3) years. References may be contacted to attest to the respondent's ability to perform the described services.

5. Time for Performance

Respondent shall include a proposed schedule and timeline for performing that respondent's scope of work.

6. Fees

Each respondent shall include a fee proposal for all consultant services required to complete the scope of work outlined above in Part One and Part Two of the Scope of Work. The fee proposal may be a flat fee, an hourly rate, or a combination of an hourly rate with a not-to-exceed cap.

The district hereby advises the responder that it may or may not require the services of Part Two and will likely make that determination after having received and reviewed the work submitted for Part One.

CRITERIA

Criteria for selection of each respondent will include the following without limitation:

1. Experience with similar school projects of comparable scope and complexity;
2. Availability for staffing of the Project;
3. Cost of the services;
4. Ability to maintain positive interpersonal relationships with all the Project and school community participants;
5. If the respondent is a firm, whether the District will deal with principals of the firm throughout the project.

CONFLICT OF INTEREST

Respondent shall certify that no official or employee of the District, nor any business entity in which an official of the District has an interest, has been employed or retained to solicit or assist in the procuring of the resulting contract, nor that any such person will be employed in the performance of such contract without immediate divulgence of such fact to the District.

ASSIGNMENT

Any contract resulting from this RFP and any amendments or supplements thereto shall not be assignable by the successful bidder either voluntarily or by operation of law without the written approval of the District.

OTHER GENERAL REQUIREMENTS

EQUAL OPPORTUNITY

The bidder must be an Equal Opportunity Employer and shall certify that he/she is compliant with the Civil Rights Act of 1964, The State Fair Employment Practice Act, and all other applicable Federal and State laws and regulations relating to equal opportunity employment, including Executive Order No. 11246 of September 24, 1965.

ERRORS AND OMISSIONS

If a bidder discovers an ambiguity, conflict, discrepancy, omission, or other error in the RFP, he shall immediately notify Novato Unified School District of such error in writing and request clarification or modification of the document. Modifications will be made by addenda. Such clarification shall be given by written notice to all parties who have been furnished an RFP for bidding purposes, without divulging the source of the request for the same. Insofar as practicable, Novato Unified School District will give such notice to other interested parties, but Novato Unified School District shall not be responsible therefore.

If a bidder fails to notify the District, prior to the date fixed for submission of the bids of an error in the RFP known to him or her, or an error that reasonably should have been known to him or her, he/she shall bid at his own risk; and if the he/she is awarded the contract, he/she shall not be entitled to additional compensation or time by reason of the error or its later correction.

The bidder should carefully examine the entire RFP and early addenda thereto, and all related materials and data referenced in the RFP or otherwise available to him/her, and should become fully aware of the nature and location of the work, and the conditions to be encountered in performing the work.

BIDDER AGREEMENT

In compliance with this request for proposal, the bidder will propose and agree to furnish all labor, materials, transportation and services for the work described and the specifications and for the items listed herein.

A bid is subject to acceptance at any time, within sixty (60) days after opening of same, unless otherwise stipulated. Bids cannot be corrected, altered, signed, or withdrawn after the public opening.

BID SIGNEE

If the bidder is an individual or an individual doing business under a firm name, the bid must, in addition to the firm name, be signed by the individual; if the bidder is a partnership, the bid should be signed with the partnership name by one of the partners; if the bidder is a corporation, with the name of the corporation by an officer authorized to execute a bid on behalf of the corporation.

BIDDER'S UNDERSTANDING

It is understood and agreed that the bidder has, by careful examinations, satisfied himself or herself as to the nature and location of the work, the character and quantity of the materials to be encountered, the character of equipment and facilities needed preliminary to and during the prosecution of the work, and the general and local conditions, and all other matters that can in any way affect the work done under this contract. No verbal agreement or conversation with any officer, agent, or employee of the Novato Unified School District, either before or after the execution of this contract, shall affect or modify any of the terms or obligations herein contained.

INTENT OF PLAN AND SPECIFICATIONS

All work that may be called for in the specifications shall be executed and furnished by the successful bidder and should any work or materials be required which are not denoted in the specifications, either directly or indirectly, but which are nevertheless necessary for the execution

of the contract, the bidder is to understand the same to be implied and required, and shall perform all such work and furnish any such material as fully as if it were particularly delineated or described.

EXTRA WORK

No bill or claim for extra work or materials shall be allowed or paid unless the doing of such extra work or the furnishing of such extra materials has been authorized in writing by the Novato Unified School District.

INDEMNIFICATION

Pursuant to the contract to be executed by the District and each selected respondent, the District will require each selected respondent to indemnify, defend and hold harmless the District, its Board of Education, its officers, agents and employees from and against all acts arising out of that respondent's work pursuant to the contract between the District and that respondent. The selected respondent will be required to agree to defend, indemnify and hold harmless the District, its employees, officers, and agents, from any and all claims, demands, damages, costs, expenses, judgments or liability of any nature whatsoever including but not limited to reasonable attorneys' fees which may result from the contract between the District and the respondent except for claims, demands, damages, costs, expenses or judgments resulting wholly from the sole negligence or willful misconduct of the District.

INSURANCE

The selected respondent will be required to provide insurance coverage in the amount of one million dollars (\$1,000,000) of Commercial General Liability Insurance for each occurrence with coverage of owned and non-owned vehicles included, one million dollars (\$1,000,000) of Employers' Liability Insurance, one million dollars (\$1,000,000) of Professional Liability Insurance to cover all services provided, if available, and Workers' Compensation coverage in the statutory amount. This amount of insurance coverage shall be reflected in the respondent's professional fee.

DISPOSITION OF PROPOSALS

All materials submitted in response to this RFP will become the property of Novato Unified School District and will be returned only at the option of the Novato Unified School District and at the bidder's expense. The Original Copy shall be retained for the official files and will become a public record after the date and time for the Final Bid submission as specified. However, confidential financial information submitted in support of the requirements will be returned upon request. Bidders are asked not to include tax identification number in the documents provided as part of the RFP.

NOVATO UNIFIED SCHOOL DISTRICT SUPERINTENDENT

TO: Board of Trustees

FROM: Dr. Jan La Torre-Derby, Superintendent

DATE: January 11, 2011

RE: Discussion/Action: Consolidation Committee and Citizen's Advisory
Recommendations Regarding School Closure and/or
Restructuring

Objective:

To provide trustees with an overview of the NUSD Consolidation Committee/Citizen's Advisory recommendations regarding consolidation and equity. (*Board Goal: Facilities #2 – Provide facilities that support program needs; Facilities #3 – Organize land and space use*)

Background:

On February 23, 2010, Trustees directed the formation of a district Consolidation Committee and Citizen's Advisory to study potential school closure/consolidation options. The primary focus was to determine potential cost savings to NUSD. Trustees approved specific criteria for the citizens, parents, principals, directors, NFT, and CSEA representatives to review. The presentations aligned with each criteria as listed.

- | | |
|---------------------------------------|-------------------------------------|
| 1. Enrollment Trends | 12. Aesthetics |
| 2. Facility Capacity | 13. Vandalism |
| 3. Access to Facilities | 14. Academic Success |
| 4. Proximity to Public Transportation | 15. Effective Academic Programs |
| 5. Traffic and Safety | 16. Elective Offerings |
| 6. Proximity to Nearby School | 17. School to Career |
| 7. Facility Flexibility to Convert | 18. Character Education |
| 8. Operational Costs | 19. Ability to Access Federal Funds |
| 9. Capital Outlay Needs | 20. Socioeconomic Status |
| 10. Adequacy of Existing Facility | 21. Race and Ethnic Balance |
| 11. Alternate Use of Facility | 22. Equitable Distribution |

Each member of the committee scored each category. An individual score, individual recommendations and group recommendations are submitted for review.

Additionally, the National Equity Project presented to both groups and trustees. A recommendation to address equity is also submitted by each group.

Each group has submitted recommendations regarding:

1. Items 1-22 Criteria
2. Group response to Consolidation Recommendations
3. Group Response to Equity Input

The recommendations from each team are attached for your review and will be formally presented on January 11, 2011. Team Membership is listed as follows.

Citizen's Advisory Members

1. Alan Harris
2. John Stuber
3. Jim White
4. Patsy White
5. Ginny Schultz

Team 1

1. Kathy Marshall (Ex Dir Instruction)
2. Doug Pickford(NM Council PTA)
3. Bob Vieth (SMHS Principal)
4. Nanci Boyd (SN PTA)
5. Nancy Kawata (RN Principal)
6. Tanya Webster (NM Council PTA)
7. Eileen Smith (LV Principal)
8. Cassie Alciati (HM PTA)
9. Beth Mason (LW PTA)

Team 2

1. Marla Blackledge (CFO)
2. Ruthanne Bexton (HM Principal)
3. Denise McIntyre (LV PTA)
4. Frank Gorman (LS Principal)
5. Susan Hunter (NFT)
6. Eric Winkler (SJ PTA)
7. Terry Gavin-Brown (PV Principal)
8. MJ Lonson (NHS PTSA)
9. Chona Killeen (HL Principal)

Team 3

1. Raquel Rose (Dir Student Services)
2. Mary Pritchard (SN Principal)
3. Brad O'Brien (OL PTA)
4. Jane White (SR PTA)
5. Leslie Benjamin (Public Information)
6. Kessa Early (MO Principal)
7. Cathe Anderson (RN PTA)
8. Rey Mayoral (NHS Principal)
9. Lynn Erikson (Coord Alt. Ed NOVA)
10. Azella Metzger (HL PTA)

Team 4

1. Pam Conklin (Dir HR)
2. Linda Blum (PV PTA)
3. Kate McDougall (SR Principal)
4. Robin Rodi(LS PTA)
5. Rick van Adelsberg (LW Principal)
6. Mark Miller (CSEA)
7. Jeff King (SJ Principal)
8. Alison Gardner (OL Principal)
9. Sue McQuinn (SMHS PTSA)

Funding Source/Cost:

TBD

Recommendation:

Superintendent/staff recommend review of each group's findings and to provide direction to staff on the areas that are common to all groups as listed below. Further, review of individual recommendations is also of great value. Staff will need direction on any other areas, beyond the common areas, that are to be considered.

Priority for review

1. Common recommendations from all groups. (Equity and Consolidation)
2. Individual recommendations (Consolidation)
3. Timely action on common recommendations to implement as needed.
4. Direction on any recommendations that warrant additional review or action as determined by Trustees.

Superintendent recommends taking action on the following recommendations.

Common Recommendations Among all Groups Consolidation Recommendations

1. Consolidate NUSD middle schools from three to two comparably sized campuses.
2. Expand to an additional K-8 school option in NUSD to accommodate choice for middle school.
3. Create a centralized Alternative Education center in a single location.

Common Recommendations Among all Groups Equity Recommendations

1. Ensure equity in decisions and policies
2. Create equity in resources, programs, and demographics.
3. Embrace equitable and quality learning for all students.
4. Promote all NUSD schools as excellent options.

The concepts listed above are the overarching goals. Action steps are needed for each to ensure quality implementation based on equity. Several ideas surfaced as listed in each group's recommendations. Should trustees approve the recommendations above, additional refinement is needed for action steps.

NOVATO UNIFIED SCHOOL DISTRICT
ACHIEVEMENT FOR ALL...OUR CALL TO ACTION

Citizen's Advisory Consolidation Recommendations
January 11, 2011

Citizen's Advisory Equity Input

Members: Alan Harris	John Stuber	Patsy White
Ginny Schultz	Jim White	

1. Consider expansion of the K-8 model. (Phase in model as Hamilton implemented)
2. As middle school enrollment decreases, a middle school site may be used for other purposes.
3. Consider sale of the NUSD Corporation yard and relocate it to Hamilton Parcel 1A
4. Consider sale of San Andreas site.

**NOVATO UNIFIED SCHOOL DISTRICT
CONSOLIDATION COMMITTEE**

**ACHIEVEMENT FOR ALL...OUR CALL TO ACTION
Consolidation Recommendations
January 11, 2011**

Team 1 Kathy Marshall - Facilitator

Presenters: Doug Pickford (NM Council PTA)

Members: Nanci Boyd (SN)

Beth Mason (LW)

Tanya Webster (NM Council PTA)

Bob Vieth (SM)

Nancy Kawata (RN)

Eileen Smith (LV)

Cassie Alciati (HM)

1. Create an Alternative Ed Center in a single location.
2. Improve program options in grade 6-8 by consolidating middle schools from 3 schools to 2
3. Expand K-8 model(s) based on programmatic needs.

**NOVATO UNIFIED SCHOOL DISTRICT
CONSOLIDATION COMMITTEE**

**ACHIEVEMENT FOR ALL...OUR CALL TO ACTION
Consolidation Recommendations
January 11, 2011**

Team 2 Marla Blackledge - Facilitator

Presenters: Ruthanne Bexton (HM)

Denise McIntyre (LV)

Members: Frank Gorman (LS)

Susan Hunter (NFT)

Eric Winkler (SJ)

Chona Killeen (HL)

Terry Gavin-Brown (PV)

MJ Lonson (NHS)

1. Equitable programmatic improvement and expansion for all students should be the driving force behind all decisions regarding restructuring, consolidation, and/or school closure
2. All decisions regarding restructuring, consolidations, and/or school closure need to be fiscally sound
3. Close a middle school only if it can be done in a way that doesn't create "have and have not" schools
 - need to look at PI issues and subgroups
4. If middle school is closed, use the site as an alternative education site, bringing all alternative education programs together:
 - offer a community day program
 - offer in-house suspension
 - explore on-line learning options
 - explore possibility of moving District Office to alternative education center and possibility of leasing/selling current education center
5. Look at restructuring an elementary on north end of district into a K-8
6. Horizontal articulation between high schools so that all high school students have equal opportunities
 - same bell schedule so teachers with specialties can teach at both sites

**NOVATO UNIFIED SCHOOL DISTRICT
CONSOLIDATION COMMITTEE**

**ACHIEVEMENT FOR ALL...OUR CALL TO ACTION
Consolidation Recommendations
January 11, 2011**

Team 3 Raquel Rose – Facilitator

Presenters: Mary Pritchard (SN)	Brad O'Brien (OL)
Members: Jane White (SR)	Leslie Benjamin (DO)
Kessa Early (MO)	Cathe Anderson (RN)
Rey Mayoral (NHS)	Lynn Erikson (NOVA)
Azella Metzger (HL)	

Opening Statement:

We would like to acknowledge that school closure does not have a significant impact on cost savings for the District, however based on information provided it is recommended that restructuring of the District be studied.

1. Consolidate the three middle schools to two campuses due to enrollment distribution changes (i.e. Hamilton change to K-8 model drawing students from San Jose). This 6-8 consolidation fits within the capacity for each site and is also within the enrollment range recommended for middle school's presented by Schrader and Associates.
2. Establish boundaries for all schools to provide equity and diversity among school campuses.
 - a. Prior to implementation ensure appropriate study has been administered to address/consider existing schools and community impact.
3. Develop a Pre-K through Post-Secondary Alternative Education Center at closed Middle School campus to provide opportunities for NUSD students and create an additional revenue source for the District.
4. Restructure the K-5 schools to support equity by reflecting the demographic make-up of the Novato Community and school programmatic needs.

Provide criteria for restructuring to address demographic breakdown, equitable programs, and proximity to sites.

Some ideas include:

1. Consolidate Pleasant Valley and Lu Sutton to create a lower (K-2) and upper (3-5) campus.
2. Consolidate Rancho and Lynwood creating a lower (K-2) and upper (3-5) campus Consolidating these schools addresses equity and the extended Kindergarten program not currently available at Pleasant Valley and Rancho.

**NOVATO UNIFIED SCHOOL DISTRICT
CONSOLIDATION COMMITTEE**

**ACHIEVEMENT FOR ALL...OUR CALL TO ACTION
Consolidation Recommendations
January 11, 2011**

Team 4 Pam Conklin – Facilitator

Presenters: Linda Blum (PV)

Members: Robin Rodi (LS)

Mark Miller (CSEA)

Alison Gardner (OL)

Kate McDougall (SR)

Rick van Adelsberg (LW)

Jeff King (SJ)

Sue McQuinn (SMHS)

Consolidation is the opportunity to create value-added, balanced, robust, rigorous, equitable programs at all schools which ensure that all children will achieve. This can be accomplished through the following recommendations:

1. Create all neighborhood schools at the elementary level
2. Close a middle school to create two schools of comparable size to allow for equitable programs
3. Create an alternative education center at the closed middle school site
4. Explore a K-8 option at Olive

Consolidation Team 1 2 3 4

**NOVATO UNIFIED SCHOOL DISTRICT
CITIZEN'S ADVISORY**

ACHIEVEMENT FOR ALL...OUR CALL TO ACTION

**Equity Recommendations
January 11, 2011**

Citizen's Advisory Equity Input

Members: Alan Harris	John Stuber	Patsy White
Ginny Schultz	Jim White	

1. Do not discuss school closure, but rather site closure
2. Specific site closures decisions are best left to the Board
3. The K-8 model is gaining considerable support and is producing very positive educational outcomes. It could/should be expanded to more sites.
4. Decreasing enrollment at 6th, 7th, and 8th classes at neighborhood school sites would reduce the need for 3 middle schools. This allows one middle school site to be used for other districtwide purposes.
5. NUSD has excellent and improving educational outcomes which are documented in many statistical measurements. This success is greatly facilitated by several programs which create individual student commitment and motivation to academic achievement and respectful behaviors. District financial support for these programs is of paramount importance.

**NOVATO UNIFIED SCHOOL DISTRICT
CONSOLIDATION COMMITTEE**

**ACHIEVEMENT FOR ALL...OUR CALL TO ACTION
Equity Recommendations
January 11, 2011**

Team 1 Kathy Marshall - Facilitator
Presenters: Doug Pickford (NM Council PTA) Bob Vieth (SMHS Principal)
Members: Nanci Boyd (SN) Nancy Kawata (RN)
Beth Mason (LW) Eileen Smith (LV)
Nancy Boyd (SN PTA) no response Cassie Alciati (HM)
Tanya Webster (NM Council PTA) no response

1. Recommendation

Ensure equity drives every decision and every policy.

Action

- a. Provide equal access to programs
- b. Provide opportunities to have neighborhood students have access to neighborhood schools
- c. Redraw school boundaries
- d. Revise intradistrict policy and choice policy
- e. Restructure identification processes for program inclusion (GATE, MSA, AP, Honors, Academies)
- f. Create equitable way to transfer staff if consolidation occurs

2. Recommendation

Create opportunities for all students to have access to resources regardless of the school they attend.

Action

- a. Create schools reflective of district demographics
- b. Provide equitable access to funds and programs
- c. Create equitable demographic distribution across feeder schools: elementary → middle school → high school to create personalization

3. Recommendation

Craft school consolidation to inspire parents and staff to embrace the change in the name of increased student achievement for all students.

Action

- a. Establish a core foundation of clear consistent communication and outreach that is focused on the positive outcomes
 1. Develop common and coordinated communication system about restructuring/consolidation
 2. Create site based community forums for the purpose of informing a common message and empowering the stakeholders to take on leadership roles in the transitional process
 3. Develop common talking points about the consolidation/restructure for the media, staff, parents, community, and incoming parents to NUSD

Team 2

Marla Blackledge - Facilitator

Presenters: Ruthanne Bexton (HM)

Members: Frank Gorman (LS)

Eric Winkler (SJ)

Terry Gavin-Brown (PV)

Denise McIntyre (LV)

Susan Hunter (NFT)

Chona Killeen (HL)

MJ Lonson (NHS)

1. Recommendation

Address the equity (diversity) issue or it will just become bigger.

Action

- a. Create equity (diversity) in demographics if any school is to close
- b. Use demographic software program to “map” any boundary changes to begin building a more diversified population of students
- c. Use/revise intra-district policy to prevent more equity problems

2. Recommendation

Address the myths that exist about our schools and equitably promote all the schools.

Action

- a. Create a strategic public relations plan to debunk myths about schools districtwide, and promote all NUSD schools

3. Recommendation

Create equitable programmatic opportunities for all students at all sites to ease parent concerns and ensure the diverse needs of students are met at all school sites

Action

- a. At parent meetings: ELAC, SLT, and PTA list and discuss successful programs that parents want implemented at any school their student may attend
- b. Expand programs like AVID, EL Academy, MESA, and Marin Oaks, and create new programs to engage, inspire, and support students who are struggling academically at 6-12 schools (e.g. Farming, Culinary Arts, Vocational Education, Vocational Technology)

4. Recommendation

Manage the risk of depersonalization on large campuses if one middle school is closed

Action

- a. Create a plan to ensure that all middle school students are recognized by name by at least one of the following: the principal, assistant principals, or dean
- b. Have teaching teams develop a plan to divide the responsibility of monitoring counseling students, so every student has one teacher who knows them that they can go to for guidance and support

5. Recommendation

Develop inclusive school communities

Action

- a. Host a variety of events that inspire attendance and collaboration of all families
- b. Publicly celebrate and recognize individual(s') efforts and contributions

Team 3

Raquel Rose – Facilitator

Presenters: Mary Pritchard (SN)

Members: Jane White (SR)

Kessa Early (MO)

Rey Mayoral (NHS)

Azella Metzger (HL)

Brad O'Brien (OL)

Leslie Benjamin (DO)

Cathe Anderson (RN)

Lynn Erikson (NOVA)

1. Recommendation

Reorganize school district boundaries to ensure student body equity based on demographic composition of community

Action

- a. Define boundaries for all schools
- b. Conduct a study to create demographically balanced K-12 school sites. (Study to be conducted by an unbiased, outside organization.) – Incl. how similar actions effect school district and community
- c. Re-define school district boundaries based on outcomes of study.

2. Recommendation

Revise Intradistrict Transfer Policy 5116.1 Administrative Regulations protocols that address open enrollment applicants to provide access to neighborhood schools and ensure demographic equity. In addition, provide definition of the lottery system to be used at each school, as needed.

Action

- a. Imbed a set of transfer protocols for intradistrict transfer approval for all schools
For example:
 1. Intradistrict transfer priority shall be: Priority 1: Siblings of current students and children of staff members; Priority 2: Children living in the area of attendance; Priority 3: Children living within the school district; Priority 4: Children outside school district
 2. Students residing within the boundary of their neighborhood school shall have priority of attendance. For schools with a high number of intradistrict transfer applications, the site shall hold a lottery with all eligible students residing within the school's boundary automatically placed in the lottery along with all intradistrict transfer applicants.
 3. For every third resident enrolled in the school, an intradistrict transfer applicant is offered placement at the school. Intradistrict transfer applicants are prioritized based on a lottery system outlined in the Intradistrict Transfer Policy 5116.1 Administrative Regulations.

3. Recommendation

Create demographic equity in Program Improvement by considering reorganization of schools to provide greater demographic equity and increase access to funding.

Action

- a. Reorganize school configuration
For example:
 1. Combine a non-Title I school with Title I school creating a lower and upper campus, e.g. Rancho/Lynwood K-2 & 3-5

2. Combine a non-Program Improvement site with Program Improvement site creating a lower and upper campus, e.g. Hill/Lu Sutton K-4 & 5-8

4. Recommendation

Ensure all specialized school programs are available at all similar grade-level school sites.

Action

- a. Provide similar programs at all elementary sites (e.g. GATE, ext. K)
- b. Provide MSA program at all high school sites
- c. Consider language immersion program (e.g., Mandarin, Spanish, etc.)

Team 4

Pam Conklin – Facilitator

Presenters: Linda Blum (PV)

Members: Robin Rodi (LS)

Mark Miller (CSEA)

Alison Gardner (OL)

Kate McDougall (SR)

Rick van Adelsberg (LW)

Jeff Kind (SJ)

Sue McQuinn (SMHS)

1. Recommendation

Create Parent Choice option equally and easily accessible by all parents in NUSD

Action

- a. Create all neighborhood schools with open enrollment (residents have priority)

2. Recommendation

Increase classroom equity

Action

- a. Eliminate the teacher request policy

3. Recommendation

Provide quality instruction for all students

Action

- a. Ensure professional development is implemented consistently across all sites
- b. Ensure that every student receives a challenging curricular experience appropriate to their academic abilities
- c. District and site leadership will regularly communicate to all families and the community information about the academic programs that are being implemented to address student achievement

NOVATO UNIFIED SCHOOL DISTRICT SUPERINTENDENT

TO: Board of Trustees

FROM: Dr. Jan La Torre-Derby, Superintendent

DATE: February 1, 2011

RE: Discussion/Action: Equity Recommendations from Consolidation Committee

Objective:

To provide trustees with more detailed information regarding Novato Unified School District's Consolidation Committee Equity recommendations (*Board Goal: Community and Culture #1 - Provide equal opportunity for all students in a safe, respectful learning environment*)

Background:

On January 11, 2011, Trustees approved the Consolidation Committee recommendations as follows:

1. Consolidate NUSD middle schools from three to two comparably sized campuses.
2. Create an Alternative Education Center at a single location
3. Expand to an additional K-8 model in 2012-13.

Additionally, trustees approved four equity concepts with a request for more clarity and specificity at a future meeting. The concepts approved were as follows:

1. Ensure equity in discussions and policies
2. Create equity in resources, programs, and demographics
3. Embrace equitable and quality learning for all students
4. Promote all NUSD schools as excellent options

All four Consolidation teams reviewed and refined their recommendations which are documented in this report.

Trustees were clear and directive in creating middle school program equity in developing two comprehensive middle schools. The equity recommendations from the NUSD Consolidation Committee continue to explore the concepts of equity in program, demographics, policies, and procedures.

It is clear that a more comprehensive plan is needed to provide technical operational practices (policies, procedures, program) and relational practices to address community building.

Several of the recommendations fall into either operational or relational categories. It is evident that more time and development is needed to create a comprehensive plan to present to Trustees.

Continuing the work of the NUSD Consolidation Committee to develop a comprehensive plan is essential. A plan could be presented to Trustees by January 2012 to implement Trustee approved components for the 2012-13 school year.

Review of the current recommendations and direction to staff on the concepts to analyze and include in the comprehensive plan is essential to determine at this time.

Both Total School Solutions and the National Equity Project have agreed to work with NUSD on developing a comprehensive Equity Plan.

Funding Source/Cost:

NA

Recommendation:

Superintendent recommends the following:

1. Identify of NUSD Consolidation Committee recommendations to analyze and include in the study of a comprehensive equity plan
2. Assign continued work of the NUSD Consolidation Committee to address operational and relational components of a comprehensive plan to be developed
3. Approve continued work with Total School Solutions on a demographic study and the National Equity Project on equity
4. Assign the NUSD Consolidation Committee to complete a comprehensive plan by December 2011, with a presentation to Trustees by January 2012 for implementation of approved components for the 2012-13 school year

**NOVATO UNIFIED SCHOOL DISTRICT
CITIZEN'S ADVISORY**

ACHIEVEMENT FOR ALL...OUR CALL TO ACTION

Equity Recommendations

January 11, 2011

Citizen's Advisory Equity Input

Members: Alan Harris John Stuber Patsy White
 Ginny Schultz Jim White

1. Do not discuss school closure, but rather site closure
2. Specific site closures decisions are best left to the Board
3. The K-8 model is gaining considerable support and is producing very positive educational outcomes. It could/should be expanded to more sites.
4. Decreasing enrollment at 6th, 7th, and 8th classes at neighborhood school sites would reduce the need for 3 middle schools. This allows one middle school site to be used for other districtwide purposes.
5. NUSD has excellent and improving educational outcomes which are documented in many statistical measurements. This success is greatly facilitated by several programs which create individual student commitment and motivation to academic achievement and respectful behaviors. District financial support for these programs is of paramount importance.

**NOVATO UNIFIED SCHOOL DISTRICT
CONSOLIDATION COMMITTEE**

ACHIEVEMENT FOR ALL...OUR CALL TO ACTION

Equity Recommendations

February 1, 2011

Team 1

Kathy Marshall - Facilitator

Presenters: Doug Pickford (NM Council PTA) Bob Vieth (SMHS Principal)

Members: Nanci Boyd (SN)

Nancy Kawata (RN)

Beth Mason (LW)

Eileen Smith (LV)

Nancy Boyd (SN PTA) no response

Cassie Alciati (HM)

Tanya Webster (NM Council PTA) no response

1. Ensure equity in decisions and policy

- a. **Provide equal access to programs** by providing access to the same instructional program regardless of site (ie - full day kindergarten programs at all sites; GATE)
- b. Provide opportunities to have neighborhood students have access to neighborhood schools by allowing neighborhood students top priority in the Rancho lottery
- c. Redraw school boundaries by
 - developing K-12 pathways for feeder schools to share the same students: 4 elementary schools to 1 MS to 1 HS. Revisit boundaries every three to five years
 - to create balanced middle schools that are socioeconomically similar
- d. Restructure identification processes for program inclusion to include more students of color and lower socioeconomic groups by
 - improving the process used for GATE testing and expanding services to all schools
 - improving the application process for MSA program
 - providing access to Honors and AP courses
- e. Revise Policies
 1. Intradistrict Open Enrollment # 5116.1 /Interdistrict Policy 5117 to ensure schools are ethnically balanced at all schools
 2. Class Assignment Policy 6152 by prioritizing class assignments to be based on balance in equity and specific student needs.

2. Create equity in resources, programs and demographics

- a. Create schools reflective of district demographics by redrawing boundaries to reflect district demographics at each school
- b. Provide equitable access to funds, and programs by creating schools where eligibility to federal and state funding is comparable
- c. Create equitable demographic distribution across feeder schools – elementary – middle – high

3. Embrace equitable and quality learning for all students

- a. Create equitable way to transfer staff if consolidation occurs by following the equitable distribution plan and setting criteria for transfers based on student needs at each site

4. Promote all NUSD schools as excellent options **by providing:**
 - a. Create clear, consistent outreach focused on positive outcomes
 - b. Site-based community forums
 - c. Creating common talking points for the media, staff, parents, community, and incoming parents to NUSD
 - d. Developing common language and coordinated communication system about restructuring/ consolidation

**NOVATO UNIFIED SCHOOL DISTRICT
CONSOLIDATION COMMITTEE**

ACHIEVEMENT FOR ALL...OUR CALL TO ACTION

Equity Recommendations

February 1, 2011

Team 2

Marla Blackledge - Facilitator

Presenters: Ruthanne Bexton (HM)

Members: Frank Gorman (LS)

Eric Winkler (SJ)

Terry Gavin-Brown (PV)

Denise McIntyre (LV)

Susan Hunter (NFT)

Chona Killeen (HL)

MJ Lonson (NHS)

1. Recommendation

Address the equity (diversity) issue or it will just become bigger.

Action

- a. Create equity (diversity) in demographics if any school is to close (see b. below)
- b. Use demographic software program to “map” any boundary changes to begin building a more diversified population of students
- c. Use/revise intra-district policy to support equitable distribution of subgroups to prevent more equity problems

2. Recommendation

Address the myths that exist about our schools and equitably promote all the schools.

Action

- a. Working with the Public Information Officer and School Administration, create a strategic public relations plan to debunk myths about schools districtwide, and promote all NUSD schools.

3. Recommendation

Create equitable programmatic opportunities for all students at all sites to ease parent concerns and ensure the diverse needs of students are met at all school sites

Action

- a. At parent meetings: ELAC, SLT, and PTA list and discuss successful programs (as evidenced at other district schools and other school districts) that parents want implemented at any school their student may attend
- b. Expand programs like AVID, EL Academy, MESA, and Marin Oaks, and create new programs to engage, inspire, and support students who are struggling academically at 6-12 schools (e.g. Farming, Culinary Arts, Vocational Education, Vocational Technology)

4. Recommendation

Manage the risk of depersonalization on large campuses if one middle school is closed

Action

- a. **Working with school site staff**, create a plan to ensure that all middle school students are recognized by name by at least one of the following: the principal, assistant principals, or dean
- b. Have teaching teams develop a plan to divide the responsibility of monitoring counseling students, so every student has one teacher who knows them that they can go to for guidance and support

5. Recommendation

Develop inclusive school communities

Action

- a. Host a variety of events that inspire attendance and collaboration of all families (**see 3.a. and b. above**)
- b. **School staff and parents** publicly celebrate and recognize individual(s') efforts and contributions

**NOVATO UNIFIED SCHOOL DISTRICT
CONSOLIDATION COMMITTEE**

ACHIEVEMENT FOR ALL...OUR CALL TO ACTION

Equity Recommendations

February 1, 2011

Team 3

Raquel Rose – Facilitator

Presenters: Mary Pritchard (SN)

Brad O'Brien (OL)

Members: Jane White (SR)

Leslie Benjamin (DO)

Kessa Early (MO)

Cathe Anderson (RN)

Rey Mayoral (NHS)

Lynn Erikson (NOVA)

1. Recommendation

Reorganize school district boundaries to ensure student body equity. Equity should be based on demographic composition of community

Action

- a. Define boundaries for all **NUSD** schools
- b. Conduct a study to create demographically balanced K-12 school sites. (Study to be conducted by an unbiased, outside organization.) – **Include** how similar actions **implemented in other communities** effected school district and **greater** community
- c. Re-define school district boundaries based on outcomes of study.

2. Recommendation

Revise Intradistrict Transfer Policy 5116.1 Administrative Regulations protocols that address open enrollment applicants to provide access to neighborhood schools and ensure demographic equity. In addition, provide definition of the lottery system to be used at each school, as needed.

Action

- a. Imbed a set of transfer protocols for intradistrict transfer approval for all schools

For example:

1. Intradistrict transfer priority shall be: Priority 1: Siblings of current students and children of staff members; Priority 2: Children living in the area of attendance; Priority 3: Children living within the school district; Priority 4: Children outside school district
2. Students residing within the boundary of their neighborhood school shall have priority of attendance. For schools with a high number of intradistrict transfer applications, the site shall hold a lottery with all eligible students residing within the school's boundary automatically placed in the lottery along with all intradistrict transfer applicants.
3. For every third resident enrolled in the school, an intradistrict transfer applicant is offered placement at the school. Intradistrict transfer applicants are prioritized based on a lottery system outlined in the Intradistrict Transfer Policy 5116.1 Administrative Regulations.

3. Recommendation

Create demographic equity in Program Improvement by considering reorganization of schools to provide greater demographic equity and increase access to funding.

Action

- a. Reorganize school configuration

For example:

1. Combine a non-Title I school with Title I school creating a lower and upper campus, e.g. Rancho/Lynwood K-2 & 3-5
2. Combine a non-Program Improvement site with Program Improvement site creating a lower and upper campus, e.g. Hill/Lu Sutton K-4 & 5-8

4. Recommendation

Ensure all specialized school programs (such as GATE, MSA, etc.) are available at all similar grade-level school sites.

Action

- a. Provide similar programs at all elementary sites (e.g. GATE, ext. K)
- b. Provide MSA program at all high school sites
- c. Consider language immersion program (e.g., Mandarin, Spanish, etc.)

**NOVATO UNIFIED SCHOOL DISTRICT
CONSOLIDATION COMMITTEE**

ACHIEVEMENT FOR ALL...OUR CALL TO ACTION

Equity Recommendations

February 1, 2011

Team 4

Pam Conklin – Facilitator

Presenters: Linda Blum (PV)

Members: Robin Rodi (LS)

Mark Miller (CSEA)

Alison Gardner (OL)

Kate McDougall (SR)

Rick van Adelsberg (LW)

Jeff Kind (SJ)

Sue McQuinn (SMHS)

1. Recommendation

Create Parent Choice option equally and easily accessible by all parents in NUSD

Revise the Teacher Request/Student Assignment policy.

Action

- a. Create all neighborhood schools with open enrollment (residents have priority)
Explore boundary changes to create schools that are neighborhood schools.

2. Recommendation

Increase classroom equity

Action

- a. Eliminate the teacher request policy

3. Recommendation

Provide quality instruction for all students

Provide professional development for all staff consistently across all sites

Implement challenging curriculum for all students

Action

- a. Ensure professional development is implemented consistently across all sites
- b. Ensure that every student receives a challenging curricular experience appropriate to their academic abilities
- c. District and site leadership will regularly communicate to all families and the community information about the academic programs that are being implemented to address student achievement

NOVATO UNIFIED SCHOOL DISTRICT



FACILITIES MASTER PLAN

November 2008



**TOTAL SCHOOL SOLUTIONS
4751 MANGELS BOULEVARD
FAIRFIELD, CA 94534**

Novato Unified School District

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August 1, 2008

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TABLE OF CONTENTS

I.	EXECUTIVE SUMMARY	1
II.	EDUCATIONAL SPECIFICATIONS.....	8
A.	Educational Specifications Development Process	8
B.	Site Standards.....	11
C.	Building Standards	13
III.	ENROLLMENT PROJECTIONS	24
A.	Introduction.....	24
B.	Historical Enrollment (CBEDS)	24
C.	Births and Kindergarten Trends.....	25
E.	Enrollment Projections.....	28
IV.	REAL PROPERTY INVENTORY	31
V.	FACILITY EQUITY STUDY.....	32
VI.	SHARED USE OF FACILITIES ANALYSIS	35
A.	Shared Joint-Use Partners vs. Operational Partners	35
B.	Potential State Funding for Joint Use Projects	35
C.	Initial Cost Estimates for Potential Joint Use Projects	38
D.	Existing Cost Sharing Arrangements.....	39
E.	General Fund Impact	39
VII.	SCHOOL CAPACITY AND UTILIZATION	40
A.	Local Standards	40
B.	State Funding Eligibility	40
C.	Enrollment Projections.....	41

D.	Relocatable (Portable) Classrooms	41
E.	Capacity Data Considerations	41
VIII.	NEEDS ASSESSMENT.....	46
A.	Introduction.....	46
B.	Health and Safety	46
C.	ADA Upgrades	58
D.	Building Envelope	63
E.	Electrical Systems	68
F.	Mechanical Systems.....	72
G.	Renovations	76
I.	Summary of Facilities Needs.....	87
J.	Project Costs.....	90
IX.	PROJECT LIST.....	92
A.	Elementary Schools.....	92
B.	Middle Schools	95
C.	High Schools	96
D.	Alternative Education Programs.....	97
E.	Other Facilities	98
F.	District Technology Upgrades ¹	98
X.	FACILITY COSTS AND FINANCING OPTIONS	99
A.	Summary.....	99
B.	Cost Analysis	99
C.	Financing Options/Funding Sources.....	101
D.	Other Potential School Facility Program Funding Sources.....	103

XI. SCHEDULE.....	105
XII. APPENDICES	106
EXHIBIT A.....	141
Converged Safety Security System Report.....	141

I. EXECUTIVE SUMMARY

Introduction

The Novato Unified School District (NUSD) engaged the services of Total School Solutions (TSS) to develop a facilities master plan to inform and guide facilities related decision making at NUSD over the next ten year period.

The facilities master plan includes key components and data that affect facilities planning from the conceptual stages through the implementation of specific projects. At the conceptual stage, educational specifications help the district identify how instructional spaces are best used to meet the educational purposes for students before facilities are conceptualized, designed, and constructed. An enrollment forecast helps ensure adequate student capacity over time and helps prevent costly surplus capacity. An inventory of facilities, examination of equity among schools at each grade level, an analysis of capacity and utilization, and a needs assessment based on current conditions are all elements that contribute to the development of a project list for the facilities master plan. Finally, the facilities financing plan and a program schedule are assembled to ensure identified projects can be funded, scheduled, and completed.

In 2001, the Novato Unified School District conducted a successful bond election (Measure A) that provided \$107 million for facility improvements. In preparation for that measure, the District prepared a needs assessment which indicated a total need of \$265 million. The District prioritized the work to be included in the Measure A project list. Work identified in the initial needs assessment and included in the Measure A projects has been indicated as Phase I work. Work included in the initial needs assessment and not included in the Measure A projects has been referred to as Phase II. Since the passage of Measure A, facility needs have continued to expand beyond the scope of the bond measure and the original needs list. The district has recognized the need to reexamine its facilities needs and to identify methods to address those needs through the development of a facilities master plan.

This ten-year facilities master plan identifies key areas that will assist the district in making informed decisions on options and strategies to meet current and future facilities needs. The key areas addressed in this plan include the following:

- Educational specifications
- Student enrollment projections
- Real property inventory
- Facility equity analysis
- Shared use of facilities analysis
- School capacity and utilization analysis
- Facilities needs assessment

The district should revisit this document periodically to determine which aspects of the plan may require modifications as a result of changing conditions within the district. Such ongoing monitoring and periodic adjustments will help ensure the optimal utilization of resources for the implementation of the plan.

SECTION II. Educational Specifications

The facility infrastructure must support the district's educational priorities as determined by the Board of Education, with input from key stakeholders throughout the District. As such, the first section of the Facilities Master Plan focuses on educational specifications.

This section also discusses the concepts of site and building standards, which provide objective criteria for overall facilities development.

- To gather input from teachers, school- and district-level administrators, and community members, TSS staff conducted a series of meetings in the district. Meeting details and stakeholder input are included in the appendices. TSS asked participants to share their views on the educational programs and services they believe would be of critical importance to the district as the District conceptualizes facilities needs to support educational programs in the future.
 - Schedule of meetings.....Page 8
 - Summary of Comments, Appendices.....Page 107
- Standards for site size; parking and access; utilities; playfields; playgrounds and hard court areas; P.E. programs; and security and traffic management are established.....Page 11
- Building Standards are established
 - Standards for the following types of academic teaching stations are established:
 - Kindergarten – The District is transitioning from double session kindergarten to single session kindergarten. Additional kindergarten classrooms and facilities are needed at sites that have completed that transition.....Page 14
 - 1-3, 4-5, 6-8 and 9-12 level teaching stations are established.....Page 14
 - Science at all levels.....Page 15
 - Arts programs for all levels.....Page 16
 - Standards for the following support facilities are established:
 - Physical Education facilities for all levels Page 17
 - Standards for Library/Media Center facilities for all levels are established Page 18
 - Standards for administrative spaces at all levels are established.....Page 19
 - Technology needs are summarized based on the District's Technology Plan:
 - Summary.....Page 20
 - Technology Budget.....Page 145
 - Standard for dining facilities are established. It is the District's intent to establish a central kitchen and convert all site kitchens to service kitchens.....Page 20
 - Standards for assembly at all levels are discussed. Elementary schools and middle schools will utilize the multipurpose spaces with stage and sound systems. The high schools will utilize the gymnasiums and the performing arts facilities for assembly.....Page 21
- The District's plans for an alternative education facility to consolidate all the alternative education activities in one location at the Hamilton Triangle site are discussed. ...Page 22

- The District's central services needs are discussed on page 22. This includes the intent to develop a central kitchen at the Hamilton Triangle site and to move the Maintenance and Operations functions to this site as well. The Transportation functions will remain at the Olive Ave site until future joint use opportunities can be explored and an alternative can be defined.
- The needs of the Education Center are also discussed here. Options include remaining at the present location or building a new facility at the Hamilton Triangle site. Prior to making any decision in this respect we strongly recommend that the District conduct an in-depth study of the needs of the District administration and the community.

SECTION III. Student Enrollment Projections

Student enrollment projections determine future facility needs for student housing based on changes in enrollment. This section indicates that the district's student enrollment will increase slightly during the next five years. The five years following indicate a slight decrease in enrollment. Overall, enrollment during the ten-year span is projected to decrease by 56 students when compared to the October 2007 CBEDS. Although the student population is not increasing significantly, the enrollment is shifting in location. Development is occurring in the southern areas of the District and the enrollments are increasing in that area while declining in other areas.

SECTION IV. Real Property Inventory

The facilities master plan also includes an inventory of all real property owned by the district, including addresses, size, and use of property. This inventory helps guide the district in addressing educational specifications and future facilities in an academically sound, cost-effective manner. The complete inventory can be found in Table 12.

SECTION V. Facilities Equity Analysis

This analysis compares the current facility space at each existing school, including square footage standards for each category of use. In addition to classrooms and office areas, elementary school non-classroom facilities include the following: multipurpose rooms, stages, libraries, computer labs, music rooms, teachers' break rooms, staff work rooms, art and science rooms. Similarly, middle school facilities include gymnasiums, locker rooms, multipurpose rooms, stages, libraries, performing arts facilities, and music facilities. High school facilities include gymnasiums, locker rooms, multipurpose rooms, libraries, performing arts facilities, music facilities, cafeterias, and swimming pool facilities.

General findings include:

- Less than standard area for parking at all elementary and high school sites;
- Less than standard playfield area at Olive Elementary, San Jose Middle School and both high schools;
- Less than standard playground space (hard court) at all schools;
- Less than standard acreage for physical education activities at all sites except Lu Sutton, Rancho, San Ramon and Sinaloa schools;
- Multipurpose space was considerably lower than standard at San Ramon Elementary and Hill Middle School. This was also the case at the high schools;
- The elementary schools are in need of stages for the multipurpose facilities;
- The high schools are in need of performing arts facilities.

See tables 13A through 15B for details.

SECTION VI. Shared Use of Facilities Analysis

This section provides information on the potential for development of joint use facilities and outlines the requirements associated with accessing the State School Facilities Program Joint Use funds. It also provides guidance for selection of appropriate partners and the maximum state funds available from this program.

Based on a meeting between District representatives and the City of Novato representatives on July 10, 2008, the greatest potential for joint use is with a new 15,000 to 20,000 sq. ft. multi-use gymnasium facility to be located at the Hamilton Elementary School site. The City has partial funding for this project and would like to team with the District to fund and construct this project. Other projects may be considered in the future, however, funding availability for the City is limited and additional projects may not be considered for several years.

SECTION VII. School Capacity and Utilization Analysis

This section provides an analysis of enrollment capacity for each school and class sizes based on current local standards. These standards include such factors as educational objectives, collective bargaining agreements, general fund limitations, specialty programs, among other items. For example, primary classroom capacity is set at 20:1 based on the K-3 class size reduction program at all elementary schools with the exception of Pleasant Valley and Ranch elementary schools. Those two schools have double session kindergarten, one session in the morning and one in the afternoon. The total daily loading factor for kindergarten at those campuses is 40 students. Another set of standards considered in this section are from the State School Facilities Program, which determines State facility funding eligibility. The district can utilize the information provided in this section to consider alternative uses of space and the consequences of such use.

The capacity indicated in this study is based on the physical capacity of the facilities and not the operational or program capacity. Physical capacity is only one component site administrators use to determine the actual ability to house students.

Based on 2007 CBEDS enrollment data, this capacity study indicates that the District has the capacity to house 445 additional students at the elementary level, 872 students at the middle school level and 814 students at the high school level.

SECTION VIII. Facilities Needs Assessment

Current facility needs are identified and presented in the following categories: health and safety; ADA compliance; building envelope; electrical systems; mechanical systems; renovations; site improvements; and project related costs. The scope of work identified as needs prior to Measure A but not completed as a part of that program is included in the charts and identified as Phase II work. A summary of the cost of the total facilities needs is identified in Table 49A. A summary of the work in the Phase II projects is included on Table 49B. The information in Table 49A is then escalated to current construction costs; soft costs, interim housing costs, and project contingency is calculated in added to the total. The total estimated cost of repairs and upgrades to the existing facilities is \$125,984,670.

SECTION IX. Project List

This section summarizes the costs of the current needs on each site and adds the cost of projects anticipated for each site. The projects indicated here were not included in the Measure A Phase I or Phase II lists. These projects include:

Hamilton Elementary School

- A new multipurpose room (MPR);
- Remodel of the existing MPR into a library;
- New joint use gymnasium;
- Remodel of the existing Library / Office into new kindergarten classrooms;
- New administrative offices.

Loma Verde Elementary School

- Remodel of the existing MPR;
- The addition of a stage to the existing MPR;
- Remodel and expand the existing administration facilities;
- Remodel of the existing Kitchen;
- Convert 3 classrooms to 2 kindergarten.

Lu Sutton Elementary School

- Remodel of the existing MPR;
- The addition of a stage to the existing MPR;
- Remodel and expand the existing administration facilities;
- Remodel of the existing Kitchen;
- Convert 3 classrooms to 2 kindergarten.

Lynwood Elementary School

- Remodel of the existing MPR;
- Remodel and expand the existing administration facilities;
- Convert 3 classrooms to 2 kindergarten.

Olive Elementary School

- Expansion of the existing MPR;
- Remodel of the existing Kitchen;
- Remodel and expand the existing administration facilities;
- Convert 3 classrooms to 2 kindergarten.

Pleasant Valley Elementary School

- Remodel of the existing MPR;
- Remodel of the existing Kitchen;
- Remodel and expand the existing administration facilities;
- Convert 3 classrooms to 2 kindergarten.

Rancho Elementary School

- Remodel of the existing MPR;
- Remodel of the existing library;
- Remodel of the existing administration facilities;
- Add two new kindergarten classrooms.

San Ramon Elementary School

- Addition of a new MPR;
- Remodel of the existing library;
- Remodel of the existing administration facilities.

Hill Middle School

- Remodel of the existing MPR and stage;
- Remodel of the existing administrative facilities.

San Jose Middle School

- Remodel of the existing gymnasium;
- Addition of an new MPR with a stage and serving kitchen;
- Remodel of the existing administration facilities.

Sinaloa Middle School

- Addition of a new MPR with stage;
- Remodel of the existing gymnasium;
- Remodel of the existing administration facilities.

Novato High School

- Addition of the new Performing Arts Facility;
- Add new swimming pool;
- Remodel of the old gym;
- The addition of new team rooms;
- Remodel of the new gymnasium;
- Remodel of the existing administration facilities, add new area;
- Remodel of the cafeteria;
- Remodel of the existing field house and the addition of team rooms and a snack bar;
- Remodel the staff / counseling building;
- Remodel the staff room;
- Replace 9 portables with permanent facilities.

San Marin High School

- Addition of a new performing arts facility;
- Addition of a swimming pool;
- Addition of the second gymnasium;
- Remodel of the mini-gym to a cafeteria;
- The replacement of 5 portable classrooms with permanent facilities;
- The addition of covered walks;
- The addition of a new field house with restrooms, snack bar and team rooms.

Alternative Education Center

- Remodel of the Hamilton property to include a 15,000 sq.ft. Alternative Education Center;
- The addition of a new multipurpose facility on the Triangle site.

Charter School

- Portable replacement and parking upgrade.

Maintenance & Operations Facility

- Remodel of the Hamilton property;
- Upgrades to the 819 Olive Ave site.

Central Kitchen

- Remodel of the Hamilton property to include a 10,000 sq.ft. Central Kitchen.

Technology Upgrades

- District wide technology upgrades.

SECTION X. FACILITY COSTS AND FINANCING OPTIONS

This Facilities Master Plan has identified just under \$265 million in facilities needs over the next 10 years. These needs include an estimated \$3,663,110 in technology upgrades, \$750,000 in District security needs, and \$6 million for furniture and equipment. Potential funding sources are outlined in this section. The most promising funding sources for the projects listed in this FMP are the uncommitted funds from Measure A and funds made available from future local bond measures.

SECTION XI. SCHEDULE

This section will be completed as funding sources are identified and the scope of specific projects is determined.

SECTION XII. APPENDICES

This section includes a summary of the comments made at site meetings during the development of the educational specifications. Also included is a copy of the District's Technology Budget and the Converged Safety Security System study developed by Total School Solutions in 2007.

II. EDUCATIONAL SPECIFICATIONS

In November 2001, the Novato Unified School District conducted a successful bond election in which the community approved Measure A, a \$107 million school bond measure. Measure A funds have provided many facility improvements on a priority basis to help meet the most compelling facility needs identified since 2001. While Measure A provided assistance with facilities improvements, the District has other existing facility needs as well as anticipated future needs.

The first step in facilities master plan development is the identification of educational specifications which is how spaces are best used instructionally to meet identified educational purposes. The educational specifications describe the facilities necessary to deliver the educational program in sufficient detail to allow the design team to develop new facilities designs or to determine the necessary modifications to the existing campuses. Key district stakeholders should determine educational specifications before the District begins to conceptualize and construct facilities. The educational program drives the educational specifications and, in turn, determines the planning and enhancement of District's facilities to support current and future students' needs.

Educational specifications support the facilities master plan by communicating instructional priorities and physical requirements to the architect, the public, and other interested parties. The architect and design professionals use the educational specifications to develop the design and construction contract documents that delineate the construction materials, methods, and systems necessary to construct a project. The educational specifications for each project should contain a site specific element addressing site configuration, topography and access issues. For future projects, these elements should be added as they become known.

To develop the educational specifications for the NUSD, TSS conducted a series of district meetings to gather input from school staff, school and district administrators, and members of the community. Community members unable to attend the community meetings were encouraged to submit their suggestions via e-mail. The results of the meeting discussions and e-mail responses serve as the foundation for the educational specifications detailed in II.A.2 of this report.

A. Educational Specifications Development Process

1. Schedule of Meetings

The schedule of meetings held to obtain input for the educational specifications is included in Table 1. The first set of meetings included both school site and district-level administrators. TSS staff met separately with each district administrator listed in Table 1. TSS met with school administrators in groups based on the schools they oversee (e.g., elementary principals, middle school principals, comprehensive high school principals, and alternative school principals/directors). Input from these meetings was presented to the board at its regular meeting on November 27, 2007, and is included in A.2 of this report.

In addition, TSS held public meetings for community members to provide their input on January 9, 2008, and January 14, 2008. Twenty-five participants attended the two meetings. TSS received 41 e-mails from community members who could not attend the public meetings.

After the community meetings, TSS held meetings at each school site in January and February 2008 to solicit input from the instructional staff. Discussions were held in small groups to allow each staff member an opportunity to share his or her interests and ideas. Summarized information from those meetings is included in tables in this chapter. It should be noted that, in general, discussions with staff, administrations, and the community and community e-mails addressed the same areas with respect to needs, interests, and ideas.

Table 1. Facilities Master Plan Meeting Schedule for Input for Educational Specifications

Meeting Individual or Group	Date
Administrators	
Directors of Secondary Programs	November 13, 2007
Food Services Director	November 13, 2007
Superintendent	November 13, 2007
Director of Accountability	November 13, 2007
Director of Instructional Technology	November 13, 2007
Director of Student Services	November 13, 2007
Chief Business Official	November 15, 2007
Executive Director of Curriculum and Instruction	November 15, 2007
Elementary School Principals	November 15, 2007
Middle School Principals	November 15, 2007
Comprehensive High School Principals	November 15, 2007
Alternative School Principals /Directors	November 15, 2007
Board of Trustees¹	November 27, 2007
Community²	January 9 and 14, 2008
School Staffs³	
Hamilton Elementary	February 6, 2008
Loma Verde Elementary	January 23, 2008
Lu Sutton Elementary	February 6, 2008
Lynwood Elementary	January 23, 2008
Olive Elementary	February 6, 2008
Pleasant Valley Elementary	February 6, 2008
Rancho Elementary	January 23, 2008
San Ramon Elementary	February 6, 2008
Hill Middle	January 16, 2008
San Jose Middle	February 6, 2008
Sinaloa Middle	February 6, 2008
Novato High	January 16, 2008
San Marin High	January 30, 2008
Marin Oaks High	January 23, 2008
Nexus	January 23, 2008
NOVA	January 23, 2008

¹On November 27, 2007, the Board of Trustees received a report of the administrators' input and provided direction for obtaining additional input from school staff and from the community.

²Twenty-five community members attended the two meetings. Community members were also invited to submit input through e-mails. TSS received 41 e-mails.

³Marin School of the Arts staff was invited to provide input but did attend a meeting or provide written information.

2. Summary of Meeting Results

The tables presented in the appendices (Section XII) provide lists of key facility-related areas identified during the discussions and through e-mails. For example, Table 54 is a composite of input from all elementary school staff, with the school-specific detail provided in Tables 55 through 60. (Tables 61–64 and tables 65–67 provide, respectively, staff information for the middle schools and high schools.) Since each alternative program is unique, this report does not combine alternative schools needs into a composite table. Information on NOVA, Nexus, and Marin Oaks High School is listed, respectively, in tables 68, 69, and 70.

Information from the community is provided in Table 71 (from the meetings) and Table 72 (from e-mails). Information in the community tables supports the key areas identified by school staff at the school-site and at the collective level.

The final tables in the appendices represent input from site-level and district administrators. This information was provided to the Board of Trustees at its meeting on November 27, 2007, and is included for reference in this plan.

B. Site Standards

To guide decisions for meeting future facility needs, particularly as student enrollment declines, it is important to identify and apply consistent standards for various facility-related areas, including those described below.

1. Location and Description

Based on the district's enrollment projections of a slight increase followed by a slowly declining enrollment pattern during the next ten years, it is assumed that the district will not need to construct any new comprehensive school sites during that period of time and that the schools will remain at their current locations.

The standard applied for site acreage is 10 acres for elementary schools, 20 acres for middle schools, and 40 acres for high schools. At a minimum, school sites should meet the minimum size acreage standards established by the California Department of Education (CDE), as published in the *Guide to School Site Analysis and Development*. (Table 2.) These site capacity and acreage amounts are based on approximate school enrollments. If the district substantially alters a school's enrollment beyond the levels indicated in the table, then it should consult the CDE guide for additional information.

Table 2. CDE Capacity and Usable Acreage Guide for Public Schools

Grade Level	Capacity	Usable Acres
Elementary Schools (Grades K-5) ¹	343 – 680	10.0
Middle Schools (Grades 6-8) ²	451 – 600	17.4
High Schools (Grades 9-12)	1,001 – 1,200	35.0
Community/Continuation	61 – 90	2.2

¹With K-3 Class Size Reduction applied.

²CDE recommendation with track and football fields

2. Parking and Access

The standard for parking capacity is based on the school grade level and student capacity. Table 3 provides general standards for parking at each classification of school.

Table 3. Parking and Access, By School Classification

Grade Level	Acres for Parking
Elementary Schools	1.2
Middle Schools	0.4
High Schools	6.4
Community and Day Schools	0.8

In addition, the district should develop site plans to allow parking on hard court playgrounds for special events (outside of the school day).

3. Utilities

All utilities should be delivered underground, except when temporary services are needed for construction, interim student housing, and other such uses. Utilities include the following:

- Electricity
- Water
- Sanitary Sewer
- Natural gas
- Fire Alarms
- Intercoms
- Telecommunications
- Data
- Storm Drain

4. Playfields

Planning for each school should include the following by grade level:

- Elementary schools – 172,370 square feet (3.96 acres) of total field area.
- Middle schools – 229,920 square feet (5.28 acres) of total field area if no track and football fields are included.
- Middle Schools – 506,640 square feet (11.63 acres) of total field area if track and football fields are included.
- High schools – 736,560 square feet (16.9 acres) of total field area.

5. Playgrounds/Hard Court Areas

Planning for each school should include playgrounds and hard court areas appropriate for each grade level, as summarized in Table 4.

Table 4. Playground and Hard Court Areas, by School Classification

School Level	Hard Court Area	Hard Court Acres	Apparatus Area	Apparatus Area-Acres	Total Acres
Elementary Schools	61,600 square feet	1.41	24,120 square feet	0.55	1.96
Middle Schools	72,000 square feet	1.65	3,600 square feet	0.08	1.73
High Schools	122,400 square Feet	2.8	4,800 square feet	0.11	2.91

In addition to the areas outlined in Table 4, each school should have a shaded outdoor eating/assembly area.

The standards below also apply to the number of usable acres required for Physical Education needs, including the hard court and playfield standards discussed above.

Table 5. Acreage for Physical Education Programs, by School Classification

School Level	Acreage Required
Elementary Schools	5.7
Middle Schools	7.0
High Schools	19.8
Community and Day Schools	0.8

6. Security and Traffic Management

School campuses should be designed to be secured after-hours to discourage vandalism while balancing the need to have public use areas accessible during non-school times. Playfields should have unrestricted pedestrian access. Outdoor night lighting should be available in all inner campus areas and parking areas for use, as appropriate, during non-school hours.

Access to school for student arrival and departure and the associated traffic should be examined based on the needs of pedestrians, bicycles¹, automobiles, and buses. The greatest emphasis should be placed on student/pedestrian safety when determining traffic patterns.

¹Whenever possible pedestrian/bicycle traffic should not cross vehicular traffic.

C. Building Standards

1. General

Building standards are derived, in part, from the educational specifications identified by staff and the community, by the California Department of Education standards related to school facilities, and by an examination of existing school facilities.

The facilities master plan employs the following assumptions with respect to future building standards:

- Compliance with California Code of Regulations, Title 24, structural requirements.
- Compliance with California Code of Regulations, Title 24, accessibility requirements.
- Compliance with California Code of Regulations, Title 24, fire and life safety requirements.
- Compliance with California Code of Regulations, Title 5 (CDE) requirements.
- Community use of the district's assembly and athletic facilities.
- Heating, Ventilation, and Air Conditioning for all spaces except storage rooms and student restrooms.
- Appropriate acoustical treatment designed to meet the needs of the individual spaces.
- Lighting systems matched to the intended use of the room or space.
- Compliance with the district's technology plan, including power distribution and appropriate electrical capacity.
- Comprehensive storage needs at the school site level.
- Sufficient student and adult restrooms placed in appropriate locations.

2. Academic Classrooms

Kindergarten

The District has transitioned to single session kindergarten at all sites with the exception of Rancho and Pleasant Valley elementary schools. These two schools will continue to operate a double session. Single session kindergarten is referred to as extended day in this study and is loaded at 20 students per teacher per classroom. When schools transition from double session to single session kindergarten and serve the same number of students, several issues must be addressed. Additional classrooms are required to be equipped as indicated below. The most critical of these is the addition of toilet facilities which have direct supervision from the teachers. Also critical is the outside play area. Additional space will need to be added for turf, hardcourt and apparatus areas or outside play times can be staggered.

Kindergarten classrooms should be approximately 1,350 square feet. In typical schools, kindergarten rooms will be paired, with an adjoining workroom. The workroom should include storage cabinetry, work counter space, a sink, refrigerator, and a cooking appliance (stovetop and or/oven). The kindergarten classrooms should include a self-contained outdoor play area of approximately 2,500 square feet with an age-appropriate play structure that meets the playground standards described above. Each kindergarten room should include the following components:

- One sink
- Two toilet rooms which are easily supervised
- 30 cubbies
- Carpet and vinyl floor finishes
- Windows
- Storage cabinetry
- Work Counter
- Tackable wall finishes for display of student work
- Minimum of 64 square feet marker board

Grades 1–3

Primary classrooms should be a minimum of 960 square feet, with the following design components:

- One sink
- 30 cubbies
- Carpet and vinyl floor finishes
- Windows
- Storage cabinetry
- Work Counter
- Tackable wall finishes for display of student work
- Minimum 64 square feet marker board

Grades 4–5

Upper grade classrooms should be a minimum of 960 square feet with the following design components:

- One sink

- 34 cubbies
- Carpet and vinyl floor finishes
- Windows
- Storage cabinetry
- Work Counter
- Tackable wall finishes for display of student work
- Minimum 64 square feet marker board

Grades 6–8

Middle school classrooms (excluding specialty classrooms) should be approximately 960 square feet with the following design components:

- Carpet or vinyl floor finishes
- Windows
- Storage cabinetry
- Tackable wall finishes for display of student work
- Minimum 64 square feet marker board

Grades 9–12

High school classrooms (excluding specialty classrooms) should be approximately 960 square feet with the following design components:

- Carpet or vinyl floor finishes
- Windows
- Storage cabinetry
- Tackable wall finishes for display of student work
- Minimum 64 square feet marker board

3. Science

Elementary Schools

Elementary schools should have an allocation of one specialty room, such as a science room or an art classroom depending on the educational priorities, to be used as a pullout room available for all classes.

The science classroom should have the following design components:

- 1,200 square feet
- Vinyl floor finish
- Work counter at three sides with overhead storage cabinets
- Six student sinks in the work counters
- One teacher's station with sink, gas, data, and electricity

Middle Schools

Middle schools should have sufficient science labs to allow 50 percent of the students to be enrolled in a science class at any given time. Since many science classes are taught in a “dry lab” classroom, or a space without water, gas or compressed air at each station, it is only necessary to accommodate 25 percent of the students enrolled with a traditional laboratory at any given time.

For NUSD middle schools, this equates to one laboratory per school. The science labs should have the following design components:

- 1,200 square feet
- Vinyl floor covering
- 8 – 4 student workstations
- Each workstation should have access to data, power, compressed air, gas, and a sink.
- Tackable wall covering where possible

Comprehensive High Schools

High schools should have sufficient science labs to allow all students to be enrolled in a science class at any given time. However, since many of the science classes are taught in a “dry lab” classroom, it is only necessary to accommodate 50 percent of the students enrolled in science class with a traditional laboratory at any given time. For NUSD high schools, this equates to four laboratories per school. The science labs should have the following design components:

- 1,200 square feet
- Vinyl floor covering
- 8 – 4 student workstations
- Each workstation should have access to data, power, compressed air, gas and a sink.
- Tackable wall covering where possible
- Each lab should have a separate adjacent storage/preparation room of not less than 320 square feet.

4. Arts Programs

Visual (Studio) Arts

Elementary Schools

Studio arts in the elementary schools should be taught in academic classrooms. As indicated above, one room at each site may be made available for art instruction as a pullout space. Each school will have one 8’ x 8’ kiln room adjacent to this pullout space.

Middle Schools

Studio arts in middle schools should be taught in academic classrooms. Each school should have one 8’ x 8’ kiln room.

Comprehensive High Schools

High school studio arts should be taught in studios of approximately 1,200 square feet, properly equipped for the intended artistic medium (e.g., pottery, painting, etc.).

Performing Arts

Elementary Schools

Elementary school performing arts should be taught in academic classrooms and supported by the school’s multi-use space. (See below for details on multi-use functions and uses.)

Middle Schools

Performing arts in the middle schools should be taught in academic classrooms and supported by a multi-use building.

Comprehensive High Schools

Performing Arts in a comprehensive high school should be taught in facilities specifically designed for those functions. These spaces should have the following design features:

- Theater with 500 person seating capacity.
- Proscenium opening wide enough for audience view of full stage.
- Orchestra pit (with lift function optional).
- Full fly loft above stage for scenery.
- Scene shop for construction of scenery.
- Technical stage classroom.
- Storage under entire stage.
- Music room for band, orchestra and choral music practice with appropriate instrument and equipment storage.
- Dance studio with mirrored walls and hardwood floor.
- Male and female dressing rooms.
- Sound system capable of future expansion.
- Lighting system capable of future expansion.
- Floor plan that allows direct back stage access to dressing rooms and classroom spaces during performances.
- Ticket booth.
- Truck access to scene shop at the rear of the stage.

5. Physical Education

Elementary Schools

Elementary school physical education should be taught, as appropriate, in academic classrooms, in the multi-purpose building, on the playground, and on the playfield.

Middle Schools

Middle school physical education should be taught, as appropriate, in academic classrooms, in the gymnasium, on playgrounds, and on playfields. These locations should have access to boys' and girls' locker rooms. Gymnasiums should have the following design and equipment components:

- 8,000 square feet
- Bleachers for 500 spectators
- Hardwood floors
- Basketball backboards for full court and 4 side courts
- Sleeves for volleyball and badminton nets
- Scoreboard
- P.A. System

Comprehensive High Schools

High school physical education may be taught in academic classrooms, in gymnasiums, on playgrounds, and on playfields. These locations should have access to boys' and girls' locker rooms. The gymnasiums should include the following features:

- 10,000 square feet
- Bleachers for 1,000 spectators
- Hardwood floors
- Basketball backboards for full court and 4 side courts
- Sleeves for volleyball and badminton nets
- Scoreboard
- P.A. System

In addition, the two NUSD comprehensive high schools will be equipped with competition-size swimming pools. These pools will be adjacent to locker facilities when possible.

6. Library/Media Center

Elementary Schools

Elementary schools should be equipped with a library/media center of approximately 1,920 square feet. Whenever it is possible, the school computer lab will be adjacent to, and accessible from, the library. The library/media center design features include the following:

- Open space with tables and chairs sufficient for a full upper-grade class.
- Checkout counter positioned for optimal student supervision.
- Computer stations with visual access from the checkout counter.
- As much natural light as reasonably available. The day-lighting system should be designed so that the books in the collection are not exposed to direct sunlight.

Middle Schools

Middle schools' library/media centers will have approximately 3,000 square feet. The school computer lab should be adjacent to, and accessible from, the library if feasible. The library/media center should include the following design components:

- Open space with tables and chairs sufficient for a full class of 35 students.
- Checkout counter positioned for optimal supervision of stacks, computer stations and seating area.
- Computer stations for 35 students.
- As much natural light as reasonably available. The day-lighting system should be designed so the books in the collection are not exposed to direct sunlight.
- Staff workroom
- Audio/visual storage
- Librarian's office
- Conference room
- Video production room (est. 500 square feet)
- Text repair and storage room (est. 200 square feet)

Comprehensive High Schools

High school library/media centers should have approximately 4,000 square feet. Whenever possible, the school computer lab should be adjacent to, and accessible from, the library. The library/media center should include the following design components:

- Open space with tables and chairs sufficient for a full class of 35 students.
- Checkout counter positioned for optimal supervision of stacks, computer stations and seating area.
- Computer stations for 35 students.
- As much natural light as reasonably available. The day-lighting system should be designed so the books in the collection are not exposed to direct sunlight.
- Staff workroom
- Audio/visual storage
- Librarian's office
- Conference room
- Video production room (est. 500 square feet)
- Text repair and storage room (est. 200 square feet)

7. Administration

Elementary Schools

Each elementary school should include the following spaces for administrative functions:

- Reception and clerical area. Workstations for 3 clerical positions should be included. Seating for 4 people in the reception area with service counter meeting accessibility standards.
- A principal's office with an adjacent conference room.
- A Nurse's station with adjacent single accommodation toilet, sink and lockable storage cabinet for medical supplies. This area should have a cot for ill students which can be easily supervised by the clerical staff.
- Staff toilets. Two single accommodation facilities.
- Staff workroom with counter space, overhead and under counter storage, space for duplication equipment, FAX machines, and mailboxes for the teachers.

Middle Schools

In addition to the spaces included for the elementary schools, middle schools should include the following spaces:

- Vice Principal's office.
- 2 Counselor's offices
- Office for department heads within the spaces of each department.
- A small workspace adjacent to each department head office.

Comprehensive High Schools

In addition to the spaces included for the elementary schools and middle schools, high school campuses should include the following spaces:

- Attendance office with service windows at which students can check in.
- Career Center with a small library of career and college entrance material.
- 4 additional Counselor's offices.

8. Technology

All Grades

The district should develop and maintain a current technology plan. Changes in technology occur rapidly, making it impractical to include detailed technology standards in this document. Elementary schools may be equipped with a computer lab to be used on a pullout basis for all classes. Middle and high schools may convert academic classrooms to computer labs in the quantity as determined by the Technology Plan.

Each classroom in the District should be equipped with a digital overhead projector mounted to the ceiling. Power will be required at the ceiling location. Each school will be provided with a wireless network. Each site should be provided with an on-demand digital media system capable of distributing digital media throughout the campus. Each site should also have digital video conferencing capability. Data network cabling should be added to ensure that each classroom in the District has at least 2 data ports per classroom. Voice over IP telephone systems should be added to all sites to assist in call processing and management. Security systems should be added and updated to prevent unauthorized access to District and site information. Finally, UPS systems should be added throughout the District to prevent loss of data during times of power outages or failures.

9. Dining

Elementary Schools

Elementary schools should have a multipurpose space to serve as a dining facility for the school. This space should have the following features:

- Dining capacity for at least 50 percent of the student population.
- A serving kitchen.
- Meal-serving capacity sufficient to serve 50 percent of the student population within one-half of the lunch period.
- In-wall table bench assemblies sufficient to seat 50 percent of the student population.
- Accessibility for deliveries and garbage service. Vehicular access to this area should not in any way conflict with the student and other pedestrian travel.
- One set of restrooms for daily and performance use. These facilities should include 50 percent of the code requirements for the campus and provide access to the general public without allowing access the other areas of the campus.

Middle Schools

Middle schools should have a multipurpose building with the following features:

- Dining capacity for at least 50 percent of the student population.
- A serving kitchen.
- Meal-serving capacity sufficient to serve 50 percent of the student population within one-half of the lunch period.
- In-wall table bench assemblies sufficient to seat 50 percent of the student population.
- Accessibility for deliveries and garbage service. Vehicular access to this area should not in any way conflict with student and other pedestrian travel.

- One set of restrooms for daily and performance use. These facilities should include 50 percent of the code requirements for the campus and provide access to the general public without allowing access the other areas of the campus.

Comprehensive High Schools

High schools should be equipped with a Student Commons with the following features:

- Dining capacity for at least 50 percent of the student population.
- A serving kitchen.
- Food court with provisions for 4 separate serving lines with differing themes.
- Meal-serving capacity sufficient to serve 50 percent of the student population within one-half of the lunch period.
- Sufficient dining area to seat 50 percent of the student population.
- Accessibility for deliveries and garbage service. Vehicular access to this area should not in any way conflict with student and other pedestrian travel.
- One set of restrooms for daily use. These facilities should include 50 percent of the code requirements for the campus and provide access to the general public without allowing access the other areas of the campus.

10. Assembly

Elementary Schools

The multipurpose space in each elementary school shall also serve as the assembly space for the school with the following features to support curricular and extracurricular programs. These features are in addition to those listed above:

- A stage with lighting and sound components, both capable of future expansion. The District currently uses collapsible stages at many sites. Where space allows, new stages should be added to these multipurpose buildings.
- An attached music classroom to the rear of the stage designed to double as a green room during performances.
- Chair storage room sufficient to store seating for 500 people.
- Accessibility to and from the parking area during night performances without providing access to other portions of the campus.

Middle Schools

The multipurpose space in each middle school should have the following features to support curricular and extracurricular programs:

- A stage with lighting and sound components, both capable of future expansion.
- An attached music classroom to the rear of the stage designed to double as a green room during performances.
- Chair storage room sufficient to store seating for 600 people.
- Accessibility to and from parking during night performances without providing access to other areas of the campus.

Comprehensive High Schools

Assembly functions for the high schools will take place in the theatre or the gymnasium. The commons area will not be used for assembly. [For more information, see [Performing Arts](#) and [Physical Education](#) sections of this document].

11. Special Education

At this time, special education is adequately served in current facilities. However, proper compliance must be ensured through regular monitoring of needs based on new IEPs and changing caseloads.

12. Alternative Education

The district should develop an alternative education center capable of housing the Marin Oaks continuation high school, Nexus Academy community day school, NOVA, and other alternative education programs the District may wish to consider. The center will provide access to shared resources, thereby fostering a more cost-effective system of program delivery. As per the Education Code, these functions must be separate from the comprehensive high school. The District intends to relocate all alternative education functions to the Hamilton triangle site and renovate the existing building on that site to provide approximately 14,000 square feet of space for these functions. Specific requirements for those spaces have not yet been developed.

13. Central Services

Student Nutrition Services

In order to provide nutritious meals in an economical manner and comply with State of California Wellness Standards, the district should construct a central kitchen with the capability of producing all student meals from a remote location and delivered by a vehicle equipped for food transportation to the schools. The District intends to locate this function at the Hamilton triangle site, renovating a portion of the existing building at that location. Kitchens at the individual school sites should be renovated to provide warming and serving functions only. The Central Kitchen should have the capacity to prepare approximately 9,600 meals per day.

Maintenance, Operations and Transportation

Maintenance, operations, and transportation should be consolidated into one location to improve efficiency of all three departments. The District intends to consolidate the maintenance and operations functions at the Hamilton triangle site. 7,000 square feet of space in the existing building will be renovated to serve as a warehouse for the District. An additional 4,000 square feet of space will be renovated for use as a maintenance facility. Transportation will remain at the Olive site.

District Education Center

The District Education Center at 1015 Seventh Street was built in 1958 and has gone through one expansion. The entire facility is approved by the Division of the State Architect which allows the District several advantages. Without this approval, District sponsored educational programs for students could not take place in these facilities. Also, Deferred Maintenance is not allowed to be used on non-DSA approved (nonconforming) facilities.

There are no State wide established standards for administrative facilities for school districts in California and, without an in-depth study of the District's administrative organization, structure, and operating procedures, it is difficult to determine the adequacy of the Educational Center for the functions performed. In addition, community functions such as the community TV and community meetings (including the Novato City Council) take place in this facility.

There has been some discussion on the cost effectiveness of building a new Education Center on Parcels 1A and 1B of the Hamilton Property and leasing or selling the existing site. No decision has been made in this regard. However, before a decision is made on this issue, an in-depth programming study of the District administrative functions should be conducted and a cost/benefit analysis completed. Elements to consider in this study would be the continued cost and adequacy of the remaining in the current location; the costs and benefit from the sale or lease of the current facility in conjunction with moving to a new location; that cost and feasibility of building a new facility on the Hamilton property to house all of the current functions; consideration of additional functions or uses of an Education Center to better serve the community.

Security Systems

All major projects shall include a security system consistent with the district's Converged Safety Security Systems analysis and recommendations dated February 20, 2007. See Exhibit A for complete copy of Converged Safety Security Systems Analysis.

14. Sustainability

The District should adopt standards for energy conservation, sustainability and high performance in the building program and in everyday operations. Model standards include the Collaborative for High Performance Schools (CHPS) and LEED (Leadership in Energy and Environmental Design) for Schools. The CHPS model was created for California schools and was used as the basis for the international LEED for Schools program. These standards address building practices, material use and daily operations that will reduce the impact on the environment and on nonrenewable resources. They also address the health, safety and comfort of the buildings occupants and the impact of the environment on the learning process. Investing in high performance schools may add cost to the construction of the facilities, however, that cost will be repaid in operational savings and enhanced student performance. An analysis should be done on the long term cost effectiveness of these standards.

III. ENROLLMENT PROJECTIONS

Introduction

An important component of a facilities master plan is a study of enrollment trends that includes past enrollment data and enrollment projections in upcoming years. The demographic study conducted as part of this facility master plan is less comprehensive than a standard study, as the board directed staff to narrow the scope of this component based on its belief that district enrollment is fairly predictable. Accordingly, only a summary analysis of data is included as a part of the study.

The scope of information and enrollment projections in this chapter are based on a fairly predictable enrollment trend. Data in the study include historical enrollment, births and kindergarten trends, residential development, and enrollment projections through the school year 2017-18.

B. Historical Enrollment (CBEDS)

The district's historical enrollment for the past six years is presented in Table 6.

Table 6. Novato Unified School District Historical Enrollment (Source: 2007 CBEDS¹)

Academic Year	2002-03	2003-04		2004-05		2005-06		2006-07		2007-08	
Grade	Baseline	Enrollment	Yearly Differential	Enrollment	Yearly Differential	Enrollment	Yearly Differential	Enrollment	Yearly Differential	Enrollment	Yearly Differential
K	548	550		541		564		587		647	
1	541	528	-20	546	-4	532	-9	552	-12	571	-16
2	559	525	-16	526	-2	551	5	552	20	549	-3
3	536	547	-12	535	10	542	16	573	22	548	-4
4	571	537	1	549	2	554	19	569	27	590	17
5	600	557	-14	535	-2	554	5	569	15	569	0
6	604	632	32	562	5	562	27	595	41	575	6
7	635	623	19	634	2	580	18	581	19	604	9
8	636	636	1	636	13	643	9	586	6	566	-15
9	635	591	-45	591	-45	608	-28	616	-27	562	-24
10	589	614	-21	606	15	629	38	648	40	668	52
11	582	569	-20	587	-27	580	-26	612	-17	629	-19
12	539	559	-23	552	-17	583	-4	559	-21	577	-35
Subtotal	7,575	7,468	-118	7,400	-50	7,482	70	7,599	113	7,655	-32
Novato Charter	219	234		240		233		237		236	
Marin School of Arts		111		178		237		256			
Total	7,794	7,813		7,818		7,952		8,092		7,891	

¹Grade-by-grade enrollments exclude Novato Charter School, which began operations in 1996-97. Grade-by-grade enrollments also exclude Marin School of Arts and Technology, which began operations in 2003-04 and ceased operations after the 2006-07 school year when it moved to San Francisco.

Table 6 indicates several trends; those trends and their likely causes are as follows:

- Total enrollment has increased slightly in recent years due to the combined impact of incoming kindergarten enrollment exceeding the prior year's twelfth grade enrollment and cohort growth due to new residential construction.
- Enrollment losses occur consistently from kindergarten to first grade and gains occur from fifth to sixth grade due to private schools located in Novato. The three private schools in Novato that create this impact are as follows:

Good Shepherd Lutheran School	Pre-K to 8
Our Lady of Loretto School	K-8
Novato SDA Christian School	K-8

- Enrollment losses occur from the eighth to ninth grade, which may be due to students' attending the Marin School of Arts and Technology, which is excluded from grade-by-grade totals.
- High school enrollment losses generally occur after ninth grade, depending on cohort growth offsets at tenth grade, due to attrition factors (e.g., dropouts, etc.).

C. Births and Kindergarten Trends

Historical births in Marin County for 1990 through 2006 and projected births through 2016 are presented in Table 7. District kindergarten enrollments and district kindergarten enrollment as a percentage of county births five years earlier are juxtaposed with the birth rates in the same table.

Table 7. Births and Kindergarten Trends in Marin County and Novato Unified School District

Marin County		Novato Unified School District		
Year (Historical)	Births To Residents	Year (Historical)	Kindergarten¹	Births/ Kindergarten Correlation
1990 (peak)	3,042	1995 (peak)	630	0.207
1991	2,967	1996	555	0.187
1992	2,918	1997	565	0.194
1993	2,801	1998	566	0.202
1994	2,750	1999	536	0.195
1995	2,614	2000	530	0.203
1996	2,642	2001	541	0.205
1997	2,651	2002	548	0.207
1998	2,569	2003	550	0.214
1999	2,650	2004	541	0.204
2000	2,824	2005	564	0.200
2001	2,865	2006	587	0.205
2002	2,772	2007 (peak)	647	0.233
		5-year weighted average =		0.218
Historical		Projected		
2003	2,830	2008	5	0.218
2004	2,792	2009	609	0.218
2005	2,785	2010	607	0.218
2006	2,734	2011	596	0.218
2007	2,556	2012	557	0.218
Projected		Projected		0.218
2008	2,372	2013	517	0.218
2009	2,192	2014	478	0.218
2010 (low)	2,189	2015 (low)	477	0.218
2011	2,216	2016	483	0.218
2012	2,279	2017	497	0.218
2013	2,364	2018	515	0.218
2014	2,461	2019	536	0.218
2015	2,571	2020	560	0.218

Source: Historical births through 2006, California Department of Health Services, Center for Health Statistics. Projected births, California Department of Finance, Demographic Research Unit, 2007.

¹Excludes Novato Charter School, which began operation in 1996-97.

Table 7 indicates that Marin County births peaked in 1990, have generally declined since 1990, and are projected to hit a low in 2010 before rising again.

Recently, kindergarten enrollment has increased slightly due to new residential construction. District kindergarten enrollment, as a percentage of Marin County births, has increased from a low of 18.7 percent in 1996 to 23.3 percent in 2007 due to local residential growth exceeding county growth. District kindergarten enrollment is projected to peak during the 2007-08 school year. The last peak occurred in 1995, matching the 1990 birth peak.

Assuming a continuation of residential construction similar to the recent past, the district kindergarten should decrease to a low of 477 in 2015, matching the county's projected birth low in 2010, before once again increasing.

Residential Development

The city of Novato's General Plan (adopted March 8, 1996; revised March 25, 2003) addresses land use (Section I) and housing (Section III) to the year 2020 and at build-out. Table 8 outlines the General Plan's number of dwelling units (DU) from 1995 and the estimated DUs at build-out.

Table 8. Residential Dwelling Units and Estimated Build-Out

Residential Dwelling Units in the City of Novato and Estimated Build-Out Existing Built and Vested 1995 ¹	1996 General Plan Total Estimated Buildout²	Increase
21,044	26,509	5,465

¹Figure includes development under construction as of May 1995 and development that is 'vested' as guaranteed by a Development Agreement or other means.

²Build-out estimates include development on all vacant or underdeveloped land not publicly owned. The figures show the estimated maximum development allowed under the Plan; actual development may be considerably less. Maximum potential is used to ensure worst-case assessment of environmental impacts and other environmental constraints.

The major land areas to be developed in the future include the following: (1) approximately 400 acres east of Highway 101, north of Route 37, and south and west of Novato Creek; and (2) approximately 1,099 acres in the "Hamilton Reuse Plan," which includes 1,208 housing units.

The Housing Section of the General Plan estimates households in five-year increments, as follows:

Table 9. Housing Estimates in Novato (Source: General Plan)

Year	Households¹	5-Year Change
1995	20,520	-
2000	20,503	-17
2005	21,200	697
2010	22,550	1,350
2015	23,550	1,000
2020	24,450	900

¹These numbers are at variance with the Land use section estimate of 21,044 Dwelling Units in 1995.

Assuming these estimates from March 2003 will be realized as estimated, residential construction will increase until 2010 and then increase thereafter toward build-out at a slower pace. Assuming that build-out occurs close to the projection, approximately 2,000 DU's could be built after the year 2020.

The data above and the drop in single-family building permits indicate that the economic downturn in housing in 2007 has impacted, and will continue to impact, the city of Novato. It is possible that annual building permits issued in Novato may hold steady for several years but could fall off significantly from those issued in the recent past, as Table 10 indicates.

Table 10. Single-Family Building Permits, City of Novato

Year	Single-Family Permits
1996	46
1997	41
1998	276
1999	497
2000	268
2001	55
2002	133
2003	457
2004	366
2005	319
2006	242
Total	2,700

(Source: <http://www.city-data.com/city/Novato-California.html>)

By starting with the land use estimate of 21,044 DU's in 1995, there would be approximately 23,744 DU's existing in 2006, leaving fewer than 1,000 housing units to be built by 2020 and fewer than 3,000 housing units to be added by build-out.

E. Enrollment Projections

1. Assumptions

The primary assumptions used in the preparation of enrollment projections are explained below. These assumptions may differ from events that may unfold, and it is, therefore, important to monitor changing conditions, adjust assumptions and revise projections to fit new circumstances.

a. Residential Construction

It is assumed that the level of residential construction of the past five years will continue in the near future, reflected in the projected enrollment growth numbers. However, it is cautioned that the past trend may not hold due to the economic downturn in the housing market and the limited number of potential new housing units.

b. Cohort¹

It is assumed that average cohort numbers for the past four years would hold for the future. These cohort numbers were used to prepare projections accordingly.

c. Births/Kindergarten

It is assumed that the birth trend would result in a correlated kindergarten enrollment five years later.

d. Private School/Charter School Enrollment

It is assumed that there will be no significant change to transfers of district students to private schools or charter schools in the future.

e. Grade 8 to Grade 9 Student Loss

It is assumed that the historical student losses from grade 8 to grade 9 will continue in the future due to the combined impact of students returning from Novato SDA Christian School. This loss has been consistent over time and is, therefore, accounted for in the cohort system.

f. High School Attrition Rates

It is assumed that the attrition rate (i.e., net student losses due to dropouts, transfers, etc.) for grades 10-12 will continue at their historical average.

¹Cohort is the term used to indicate the change in enrollment from one grade level in one school year to the next higher grade level the following year. It represents the net change in enrollment due to all causes combined: in-migration, out-migration, retention of students, growth, home-schooled students and the movement of students into and out of other public and private schools

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2. District Projections

By distributing the cohort growth factors throughout the grades based on historical trends, TSS has derived the enrollment projections listed below. The resultant projections are presented in Table 11.

Table 11. District Projections, Based on Growth Factors

Grade	Cohort Change	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
K		617	609	607	596	557	517	478	477	483	497
1	-10	637	607	599	597	586	547	507	468	467	473
2	5	576	642	612	604	602	591	552	512	473	472
3	11	560	587	653	623	615	613	603	563	523	484
4	16	564	576	603	669	639	631	629	619	579	539
5	5	595	569	581	608	674	644	636	634	624	584
6	20	589	615	589	601	628	694	664	656	654	644
7	12	587	601	627	601	613	640	706	676	668	666
8	3	607	590	604	630	604	616	643	709	679	671
9	-31	535	576	559	573	599	573	585	612	678	648
10	36	598	571	612	595	609	635	609	621	648	714
11	-22	646	576	549	590	573	587	613	587	599	626
12	-19	610	627	557	530	571	554	568	594	568	580
Subtotal	26	7,721	7,746	7,752	7,817	7,870	7,842	7,793	7,728	7,643	7,598
Novato Charter		237	237	237	237	237	237	237	237	237	237
Total	26	7,958	7,983	7,989	8,054	8,107	8,079	8,030	7,965	7,880	7,835

IV. REAL PROPERTY INVENTORY

An inventory of all real property owned by the district is another source of information needed to develop the facilities master plan. Table 12 encapsulates all district-owned real property.

Table 12. District Real Property

Name	Address (within Novato, CA)	Size (Acres)	Sq. Ft.	Use
Hamilton Meadow Park Elementary Transferred with restrictions ¹	One Main Gate Rd.	25.18*	52,413	Elementary School
Hill Middle School ²	720 Diablo Avenue	5.61*	34,068	Middle School
Loma Verde Elementary	399 Alameda de la Loma	12.33*	33,800	Elementary School
Lu Sutton Elementary	1800 Center Road	10.15*	33,884	Elementary School
Lynwood Elementary	1320 Lynwood Drive	10.08*	38,519	Elementary School
Parcel 2 (Novato Charter) Transferred with restrictions ¹	936 C Street	7.63	14,440	Charter School
Novato High	625 Arthur Street	37.3*	133,462	High School
Olive Elementary	629 Plum Street	12.75*	33,345	Elementary School
Pleasant Valley Elementary	755 Sutro Avenue	12.8*	30,378	Elementary School
Rancho Elementary	1430 Johnson Street	10.21*	32,061	Elementary School
San Jose Middle	1000 Sunset Parkway	17.62*	56,937	Middle School
San Marin High	15 San Marin Drive	39.63*	110,678	High School
San Ramon Elementary	45 San Ramon Way	10.79*	41,828	Elementary School
Sinaloa Middle	2045 Vineyard	24.18*	61,171	Middle School
Corporation Yard	819 Olive Avenue	1.42*	19,559	MO&T
District Education Center	1015 7 th Street	1.48*	18,556	Administration
San Andreas		21.58*	0.0	Site originally acquired as a potential future middle school site
		260.73		
Potential Property				
Hamilton Property (Parcel 1A, 1B)		12.36		
Transfer from USN not complete				
Totals		273.09	745,099	

¹The use of properties transferred from the Department of the Navy are subject to restrictions regulated by the US Department of Education.

²Playfields used by the school are owned by the City and covered under a reciprocal use agreement. Not included in the total acreage.

*Based on County Assessor's Parcel Maps

V. FACILITY EQUITY STUDY

The tables below compare each site's designated educational spaces against industry standards for such spaces.

Table 13A. Site Equity Standards, Elementary Schools

School	Acreage	Capacity	Parking	Playfields	Playgrounds	P.E. Acreage
Standard	10.0	343-680	1.2	3.96	1.96	5.7
Hamilton	25.18	589	1.07	2.7	1.54	4.24
Loma Verde	12.33	470	0.44	3.45	0.99	4.44
Lu Sutton	10.15	467	0.36	5.3	0.83	6.13
Lynwood	10.08	445	0.74	4.34	0.85	5.19
Olive	12.75	455	0.96	1.67	0.86	2.53
Pleasant Valley	12.8	480	0.69	3.65	1.42	5.07
Rancho	10.21	500	0.81	5.33	1.02	6.35
San Ramon	10.79	499	0.38	6.10	1.69	7.79

Table 13B. Building Equity Standards, Elementary Schools

School	MPR	Stage	Library	Computer Lab	Music Room	Staff Room	Workroom	Art or Science
Standard	3,000	500	1,920	960	960	480	220	1,280
Hamilton	2,400	0	1,199	960	1,226	436	316	-
Loma Verde	3,071	0	1,265	960	960	470	109	-
Lu Sutton	3,055	0	1,224	960	960	336	144	-
Lynwood	3,455	0	1,443	960	960	452	280	-
Olive	2,430	0	1,377	960	960	344	313	-
Pleasant Valley	3,138	0	1,190	960	960	660	165	500 (science)
Rancho	3,080	0	1,024	960	960	540	85	-
San Ramon ¹	1,720	0	2,976	960	960	589	441 ²	-

¹Portable construction; not adequate as a permanent multipurpose facility.

²One room in each pod; total 441 sq.ft.

Table 14A. Site Equity Standards, Middle Schools

School	Acreage	Capacity	Parking	Playfields	Playgrounds	P.E. Acreage
Standard	17.4	451-600	0.4	5.28	1.73	7.0
Hill Middle ¹	5.61	830	1.12	0	0.68	0.68
San Jose Middle	17.62	911	0.92	3.99	0.67	4.66
Sinaloa Middle	24.18	849	1.05	6.37	0.66	7.03

¹Does not include City of Novato park property available for use by the school under a reciprocal use agreement.

Table 14B. Building Equity Standards, Middle Schools

School	Gym	Boys Locker Room	Girls Locker Room	MPR	Stage	Library	Music
Standard	8,000	3,000	3,000	5,000	1,000	1,500	4,000
Hill Middle	City -owned	2,154	2,154	2,514	753	4,100	2,697
San Jose Middle	5,525	2,300	2,300	-	-	3,758	3,251
Sinaloa Middle	6,112	4,428	4,428	-	-	4,032	3,985

	Staff Room	Work Room	Art Rooms	Science Rooms	Administration
Standard	600	175	1,200	1,200	1,750
Hill Middle	566	139	1,597 (1)	4,221 (3)	1,600
San Jose Middle	473	177	2,675 (2)	2,895 (3)	2,300
Sinaloa Middle	640	160	1,760 (1)	3,374 (3)	2,143

Table 15A. Site Equity Standards, High Schools

School	Acreage	Capacity	Parking	Playfields	Playgrounds	P.E. Acreage
Standard	35.0	1,001-1,200	6.4	16.9	2.91	19.8
Novato High	37.3	1,612	4.75	10.01	.23	10.24
San Marin High	39.63	1,395	3.37	6.84	.54	7.38

Table 15B. Building Equity Standards, High Schools

	Gym	Boys Locker Room	Girls Locker Room	Experimental Theatre	Library	Pool	Performing Arts	Music	Cafeteria
Standard	10,000	5,000	5,000	5,000	4,800	Yes	500 Seats		
Novato	10,413 8,733	3,103	2,931	5,020	4,405	Yes	n/a	5.562	3,492
San Marin	9,706 3,840*	5,122	5,122	5,911	6,456	No	n/a	4,730 (3)	-

*Modular gym; Not adequate for permanent gymnasium.

	Teachers Room	Staff Work Room	Art Rooms	Science Rooms	Administration
Standard	960	500	1,200 EA	1,200 EA	4,000
Novato	1,013	564	5,680 (4)	10,344 (7)	3,647
San Marin	882	288	4,976 (3)	11,144 (9)	5,617

VI. SHARED USE OF FACILITIES ANALYSIS

On July 10, 2003, the District met with representatives from the City Manager's office and the Parks and Recreation office to discuss the potential for joint use of facilities. Many opportunities were discussed in concept, the most promising of which is a gymnasium for the Hamilton area. The District needs a new gym for the Hamilton Elementary School and the City has had plans for a 15,000 to 20,000 square foot Multi-use gymnasium in that same area. The City has partial funding available for this project through a grant from the State of California. However, the timelines required by the State program are relatively short and the project must begin soon to take advantage of the funding. The District may have funding to complete this project. Subject to School Board and City Council approval, this project will take priority in the joint use efforts. Also of interest to both parties were performing arts facilities, however, the City has existing facilities that need to be renovated and the interest in the joint development of new performing arts facilities is a longer term goal for the City. Both the City and the District agreed to continue the dialogue on this issue and to actively explore the development of the Hamilton area gymnasium.

A. Shared Joint-Use Partners vs. Operational Partners

To consider potential partners for joint-use projects, it is necessary to separate potential joint-use partners from potential operational partners. Joint-use partners are those who contribute a significant percentage of the construction cost to a project. For this contribution, the partner usually expects to receive a vested right to use the facility. In general, a contract defines the amount of the contribution, the terms of use, and the distribution of operational and maintenance costs.

Operational partners are those who want to use the facility but, in general, do not have the resources needed to be a capital improvement partner. These organizations often use various facilities through a facilities use permit, and their use is governed by the rules and regulations that control that process. Under certain circumstances, however, an operational partnership can be used to access State Joint Use Facilities funds. (See section B below.)

The information below describes the processes and amounts needed to qualify for the funding of a project under the Joint Use Program of the State School Facilities Program, including types of projects and prospective partners.

B. Potential State Funding for Joint Use Projects

The information in this section comes from the *School Facility Program Handbook (July 2007)*, published by the Office of Public School Construction. The state and local contribution to a joint-use project is 50/50. However, the Joint-Use Partner contribution has been reduced to a minimum of 25 percent of the eligible joint-use project costs, with the remaining local contribution coming from any other district source that would not otherwise be available to the State Allocation Board (SAB). If the school district has passed a local bond measure that indicates specifically that the bond monies can be used for joint use projects, the district may contribute the full 50 percent local share.

The district does not need to have the entire 25 percent joint-use partner contribution on deposit at the time the project approval is made. However, when the district requests a release of project funds, the district must certify that the local matching share has been deposited in the County School Facility Fund and has been or will be expended by the district for the project prior to the Notice of Completion for the project. The district representative should be aware that, regardless of when the share is contributed to the project, the district must be able to show that 25 percent of the project's expenditures were from funds provided by the joint-use partner at closeout. The state share will always be a maximum of 50 percent of the eligible project costs. If the district is unable to demonstrate the expenditure requirement, the state will reduce the apportionment accordingly. The state does not provide financial hardship assistance toward the matching share for financial hardship districts under this program. Project costs beyond eligible project costs can be paid by the district, joint-use partner, or any other local source.

The state Joint Use Program provides a maximum of \$1.0 million for elementary school projects, a maximum of \$1.5 million for middle school projects and a maximum of \$2.0 for high school projects. The program allows a school district to utilize funds from a joint-use partner to build a joint-use project the district would not otherwise be able to build due to lack of financial resources. The district may apply for two types of joint-use projects, referred to as Type I and Type II.

A Type I joint-use project is part of a qualifying new construction project in the state School Facility Program (SFP) that increases the physical size, creates extra costs, or does both beyond that which is necessary for school use. These projects include the following kinds of facilities:

- Multipurpose rooms
- Gymnasiums
- Childcare facilities
- Libraries
- Teacher education facilities

A Type II joint-use project is a project which is not a part of a School Facility Program New Construction project or part of an SFP Modernization project located at a school site. Type II projects do not currently have the type of facility being proposed on the existing campus or have an existing facility that is inadequate. If existing facilities are being modified, the program will provide funding to reconfigure¹ existing school buildings, construct new school buildings, or both to provide for:

- Multipurpose rooms
- Gymnasiums
- Childcare facilities
- Libraries
- Teacher education facilities
- Pupil academic achievement facilities

¹Reconfigure means remodeling an existing school building within its current confines and/or the expansion of the square footage of the existing building and any necessary replacement of displaced classrooms or other Minimum

Essential Facility (MEF) as established in the California Department of Education Title 5 regulations. Reconfiguring an existing school building must not reduce the district's capacity or displace another MEF. An inadequate MEF must not be constructed to replace a reconfigured MEF. In any case involving the replacement of lost capacity or a minimum essential facility due to the reconfiguration of an existing building, the replacement must be a part of the plans submitted in support of the joint-use application, must occur concurrently, and cannot be part of a new construction application under the SFP.

The state provides funding for joint-use projects in the form of grants and is subject to limitations on total program funds provided in the statewide bonds. Proposition 1D in 2006 provided \$29 million for this program. Most grants are comprised of a base grant and a number of supplemental grants. For a Type I (Extra Cost) project, however, the grant is an exact dollar amount based upon the cost estimate. The district must have joint-use eligibility and square footage eligibility (except for a Type I, Extra Cost) for the type of project for which it is applying before it can request state funding. The district representative should contact the Office of Public School Construction (OPSC) project manager to discuss specific project details.

Before a district can submit an application for funding, the project must have project eligibility. Project eligibility is different for the two types of joint-use projects.

Type I Project Eligibility

To qualify as a Type I joint-use project, the district must meet the following criteria:

- The Joint-Use Partner is a governmental agency, an institution of higher education, or a nonprofit organization.
- The project increases the size, creates extra cost, or does both for one of the following kinds of facilities:
 - Multipurpose room
 - Gymnasium
 - Childcare facility
 - Library
 - Teacher education facility
- The district has entered into an approvable Joint-Use Agreement that meets the criteria of Education Code, Section 17077.42.
 - The joint-use project is part of a qualifying SFP new construction application.
 - The project has square footage eligibility as specified in SFP Regulations, Section 1859.124 (except a Type I Extra Cost project).
 - The facility is located at the school site of the SFP project.
 - The construction contract was executed after April 29, 2002.
 - The project has Division of State Architect (DSA) approved plans.
 - The project has California Department of Education (CDE) approval of the plans.

Type II Project Eligibility

To qualify as a Type II joint-use project, the district must meet the following criteria:

- The Joint-Use Partner is a governmental agency, institution of higher education, or a nonprofit organization.
- The project reconfigures existing school buildings, constructs new buildings, or both to for the following kinds of facilities:
 - Multipurpose room
 - Gymnasium
 - Childcare facility
 - Library
 - Teacher education facility
 - Pupil academic achievement facility
- The district has entered into an approvable Joint-Use Agreement that meets the criteria of Education Code, Section 17077.42.
- The project to be reconfigured or new building to be constructed is a stand-alone project located on a public K–12 school site.
- The project has square footage eligibility as specified in SFP Regulations, Section 1859.124
- The school site does not have the type of facility or the existing facility is inadequate.
- The construction contract was executed after April 29, 2002.
- The project has DSA approved plans and CDE final plan approval if the project is part of a SFP new construction or modernization application, or
- The project has preliminary plans and CDE approval of the preliminary plans if it is a stand-alone project.

C. Initial Cost Estimates for Potential Joint Use Projects

Once the square footage eligibility for a joint-use project is established, the state grant can be determined. The base grant is calculated by computing the following:

- \$260 for toilet square footage in the facility
- \$143 for non-toilet square footage in the facility

The grant amounts will be adjusted each January by the State Allocation Board. Each project has a maximum state contribution of \$1 million for an elementary school, \$1.5 million for a middle school, and \$2 million for a high school. In general, the cost of a facility will exceed the state formula calculation. As such, the percentage designations between state and local share are applicable only for purposes of calculating the state's contribution. Table 16 provides a list of potential projects and the maximum anticipated state contribution if the projects ultimately qualify for funding.

As indicated above, the City and the District have agreed to make the Hamilton Multiuse Gymnasium a priority at this time. Other projects may be considered in the future.

Table 16. Potential State Joint-Use Projects in the Novato Unified School District

Project	Estimated Square Footage	Current Project Cost Estimate	Maximum SFP Joint Use Funding
Hamilton Multiuse Gymnasium	15,000	\$4,500,000	\$500,500
Loma Verde MPR	3,500	\$2,475,300	\$500,500
Lu Sutton MPR	3,500	\$2,475,300	\$500,500
Olive MPR	3,500	\$2,475,300	\$500,500
San Ramon MPR	3,500	\$2,475,300	\$500,500
San Jose Gym	6,000	\$4,243,500	\$858,000
Sinaloa MPR	5,000	\$3,356,250	\$715,000
Sinaloa Gym	6,000	\$4,243,500	\$858,000
Novato Performing Arts Bldg	16,000	\$17,681,250	\$2,000,000
San Marin Performing Arts Bldg	16,000	\$17,681,250	\$2,000,000
San Marin Gym	6,000	\$4,243,500	\$858,000
TOTAL			\$9,076,500

D. Existing Cost Sharing Arrangements

The district collects minimal fees from some outside users for various facilities. The largest shared use participant is the City of Novato. However, the arrangement is based on reciprocal use and benefit without any exchange of finances. The current contract between the city and the district is under review.

E. General Fund Impact

The impact on the General fund will depend on the content of the joint-use agreement(s) entered into by the district. The district should assume that custodial services, utilities, and maintenance costs will increase at least proportionate to the average cost per square foot for other similar district facilities in any new facility. Excess costs attributable to a joint use partner should be passed through to that user as a general principle.

VII. SCHOOL CAPACITY AND UTILIZATION

A. Local Standards

School capacity used in this Facilities Master Plan is based on local standards and actual loading. Local standards that affect class size include the following: educational objectives, general fund budget limitations, revenue enhancements, Education Code provisions, collective bargaining agreements, programs that require specialty instructional space, and other local considerations. Table 17 provides basic loading factors for classrooms.

Table 17. Basic Classroom Loading, By Grade Level

Type Of Classroom	Students Per Classroom
Grades K-3	20
Grades 4-5	30 ²
Grades 6-12 ¹	31
Special Education Non-Severe	13
Special Education Severe	9

¹155 students divided by 5 teaching periods equals 31.

²30 students per classroom is typically used by the District for grades 4-5 and is used in this document. 28 students per teacher is indicated in the teachers' contract. This factor can be exceeded under certain conditions. See Contract between the Governing Board of the Novato Unified School District and the Novato Federation of Teachers, Local 1986, CTF/AFT/AFL-CIO

In all elementary schools with the exception of Pleasant Valley and Rancho, kindergarten classes are single session, loaded at a total of 20 students per classroom per day. In the NUSD this is referred to as extended day kindergarten. At Pleasant Valley and Rancho, the kindergarten classrooms are double session and are loaded at 40 students per day per classroom.

Local standard calculations do not include physical education facilities and core facilities (e.g., libraries, multipurpose rooms, administrative space, etc.).

B. State Funding Eligibility

The state School Facility Program (SFP) uses an alternate method to determine a district's school capacity and the amount of state funding a district may receive for construction projects. The loading standards currently in use for the SFP appear in Table 18.

Table 18. SFP Classroom Loading Standards

Type Of Classroom	Students Per Classroom
Grades K-6	25
Grades 7-12	27
Special Education Non-Severe	13
Special Education Severe	9

SFP capacity calculations do not include physical education facilities and core facilities (e.g., libraries, multipurpose rooms, administrative space, etc.). The number of students per classroom in Table 18 is applied to the number of existing classrooms at the site. There are other factors that impact this calculation. For example, the SFP does not always include all relocatable classrooms. Furthermore, it does not incorporate local programs and factors that may affect district class sizes. The lower loading factor at K-6 was created in law as an average for class size reduction (20:1) classrooms at the K-3 levels and standard (30-33:1) classrooms at the 4-6 levels.

Capacity analysis, using different calculation methods, produces data useful in forecasting future State revenues based on State School Facilities Program (SFP) calculations; planning actual future student loading; and planning capital facilities projects based on actual need.

C. Enrollment Projections

Based on October 2007 CBEDS, Novato Unified School District has a total of 7,655 K-12 students, excluding charter schools. Using the enrollment projection data provided in this facilities master plan, ten-year enrollment projections indicate very slight growth over the next five years (less than 2 percent growth) and then a gradual decline over the following five years (approximately 3 percent decline). Overall, for the next ten years, the forecast indicates very little change with a net decrease of 56 students by the 2017-18 school year. The data indicates that enrollment changes are not a significant consideration for the purposes of this Facilities Master Plan and that new facilities will not need to be added to house students.

D. Relocatable (Portable) Classrooms

The district currently has 38 relocatables, 36 district-owned and two leased. Most relocatables are located on playgrounds and fields. School capacity in this Facilities Master Plan is presented for both permanent and relocatable classrooms.

E. Capacity Data Considerations

Tables 19 to 24 utilize local loading standards to analyze capacity. Because State School Facility Program standards are used to determine eligibility and State funding only, they are excluded from these tables. (Note: Funding eligibility may be affected by using local capacity standards instead of SFP calculations in an overall facilities financing plan. In applying local loading standards, the district should also examine the potential effect on the budget.)

The following criteria have been used to develop the capacity analysis to serve educational needs and requirements of the local community:

- Local use of classrooms for music, computer labs, libraries, and other similar “non-loaded” uses is included in the capacity calculation.
- Elementary schools are adjusted for special education by state special education standards based on actual programs present at the time of development of this plan. The number of these programs may change from time to time based on caseload and need. SDC classes are loaded at 13:1 for non-severe and 9:1 for severe. RSP classrooms are not included in loading formulas because this program serves students on a pullout basis.

- Kindergarten classrooms are loaded at 40:1 for school sites with double session and 20:1 for sites with single session or extended day programs. Double session allows a morning section of 20:1 and an afternoon section of 20:1. All elementary schools in the District with the exception of Rancho and Pleasant Valley are on single session kindergarten.
- Regular academic classrooms are loaded consistent with Article IX of the Collective Bargaining Agreement between the Novato Unified School District and the Novato Federation of Teachers.

Table 19. Capacity Analysis, Elementary Schools

School	Classrooms Kindergarten	Classrooms Grades 1-3	Classrooms Grades 4-5	SDC	RSP	# Rooms Computer Lab/Music/ Title 1/Other	Not Currently Loaded ¹	Owned Relocatables	Leased Relocatables	Total Local Standards Capacity
Hamilton	5/100	12/240	6/180	2/24	2/0	3/0	3/0 ³	1	0	31/544
Loma Verde	5/100	10/200	4/120	0/0	1/0	3/25	1/0 ⁴	4	0	24/445
Lu Sutton	4/80	10/200	5/150	1/12	1/0	3/25	0/0	3	0	24/467
Lynwood	3/60	9/180	6/180	0/0	1/0	3/25	0/0	4	0	22/445
Olive	4/80	10/200	5/150	0/0	0/0	2/0	1/0	2	0	22/430
Pleasant Valley	2/80	9/180	4/120	0/0	1/0	4/0	4/0 ²	1	0	24/380
Rancho	2/80	12/240	6/180	0/0	1/0	2/0	0/0	3	0	23/500
San Ramon	4/80	11/220	5/150	2/24	1/0	3/25	0/0	4	0	26/499
TOTAL	29/660	83/1,660	40/1,230	5/60	7/0	23/100	9/0	22	0	196/3,710

¹Teaching stations not currently in use as a full time classroom are “loaded” 25:1. The actual number cannot be determined until it is known if the room would be used for a kindergarten (20:1 or 40:1), grades 1-3 (20:1), or grades 4-5 (28:1)

²The four classrooms shown as “Not Currently Loaded” and the one relocatable are currently being used by the Marin County Office of Education (MCOE).

³Three rooms are currently being used by MCOE.

⁴This room is currently being used by MCOE.

Table 20. Capacity Analysis, Middle Schools

School	Teaching Stations/ Capacity	SDC	Other Uses, Counseling, Speech, etc.	Not Currently Loaded	Owned Relocatables	Leased Relocatables	Total Local Standards Capacity
Hill Middle School	24/744	2/24	2/0	2/62	0	0	30/830
San Jose Middle School	27/837	1/12	2/0	2/62	0	0	32/911
Sinaloa Middle School	27/837	1/12	3/0	0	0	0	31/849
TOTAL	78/2,418	4/48	7/0	4/124	0	0	93/2,590

Table 21. Capacity Analysis, High Schools

School	Teaching Stations/ Capacity	SDC	Other Uses, Counseling, Speech, etc.	Rooms Not Loaded ¹	Owned Relocatables	Leased Relocatables	Total Local Standards Capacity
Marin Oaks High School		Included in the Novato High School data					
Marin School of Arts		Included in the Novato High School data					
Novato High School	52/1,612		-	-	8	2	52/1,612
San Marin High School	44/1,309	2/24	3/0	2/62	6	0	51/1,395
TOTAL	102/3,162				14	2	102/3,162

¹Includes MCOE, dance studio, AutoCAD lab, Marin Oaks classrooms, and ROTC classrooms.

Table 22. Elementary School Student Capacity Comparison

School	Oct. 2007 CBEDS	Local Standards Capacity	Capacity Surplus/ (Shortfall)
Hamilton Meadow Park	508	589	81
Loma Verde	395	470	75
Lu Sutton	422	467	45
Lynwood	388	445	57
Olive	409	455	46
Pleasant Valley	380	480	100
Rancho	500	500	0
San Ramon	458	499	41
TOTAL	3,460	3,905	445

Table 23. Middle School Student Capacity Comparison

School	Oct. 2007 CBEDS	Local Standards Capacity	Capacity Surplus/ (Shortfall)
Hill Middle School	566	830	264
San Jose Middle School	523	911	388
Sinaloa Middle School	629	849	220
TOTAL	1,718	2,590	872

Table 24. High School Student Capacity Comparison

School	Oct. 2007 CBEDS	Local Standards Capacity	Capacity Surplus/ (Shortfall)
Novato High School	1,297 ¹	1,612	315
San Marin High School	1,051	1,395	344
TOTAL	2,348	3,162	814

¹Includes Marin Oaks High School and Marin School of the Arts, which are housed at Novato High School.

VIII. NEEDS ASSESSMENT

A. Introduction

During the 2001-02 fiscal year, the Novato Unified School District developed a school modernization program that identified the district's most critical facility needs. The plan included \$200 million in improvements, which were categorized into two phases. The Phase I list of projects was used to prepare the budget for the passage of Measure A, which provided \$107 million to meet the most critical needs of Novato's 14 neighborhood schools. Implementation and construction of Phase I started in 2001. At present, the majority of the Phase I projects are either complete or under construction. Phase II includes a list of lower-priority projects deferred for future implementation, pending the availability of funding.

The list of needs below consists primarily of projects listed under Phase II of the School Modernization Program. The district has identified new critical needs, which have been added to the list to bring the remaining buildings at each school site up to a condition comparable to buildings modernized under Phase I. Preliminary construction cost estimates are based on typical unit and costs for similar types of work at similar facilities in the district or elsewhere. During implementation of Phase II, a detailed scope of work and design specifications should be developed for each project to reflect actual needs, costs, and conditions at the time work begins. Some items listed below were originally listed as part of Phase I but were not completed. These items are listed as carryover and escalation is included to current costs.

The facilities needs described in this chapter are organized into the following categories:

- Health and Safety
- Americans with Disabilities Act (ADA) Upgrades
- Building Envelope
- Electrical Systems
- Mechanical Systems
- Renovations
- Site Improvements

A summary of the facilities construction costs are included and contingency, soft costs, escalation and interim housing costs added to complete the project costs.

B. Health and Safety

- 1) **Structural Repairs.** Repairs to structural members in the instructional buildings were listed and accomplished in Phase I of the school modernization program. Current needs for Phase II include non-instructional buildings, such as administration buildings, multiuse buildings, kitchens, gymnasiums, and other facilities. The estimated costs include removal and replacement of damaged structural members due to dry rot and termite infestation in buildings listed for renovation in Table 25. The scope also includes costs related to framing and structural upgrades for repartitioning of spaces to adapt to new functions and utilization of buildings scheduled for renovation.

Estimated Construction Costs: \$10.50/SF

- 2) ***Fire Alarm, Hydrants and Roads.*** Upgrades to the fire alarm systems and repairs/replacements to the fire hydrants and roads were listed and accomplished during Phase I of the school modernization program. New needs identified in this assessment include the conversion of existing manual fire alarm systems into fully automatic systems at Lynwood Elementary School. The scope of work includes (1) the removal of existing wires, devices, fixtures, and control panels; and (2) the installation of new wiring, automatic and addressable detection devices, annunciation devices, and fire control panels.

Estimated Construction Cost: \$2.00/SF

Another need identified is the installation of new fire hydrant loop and fire lane at Novato High School. Estimated cost includes replacement of old underground piping and installation of new fire hydrants.

Estimated Construction Cost: \$125.00 per linear foot (LF)

- 3) ***Public Address and Intercom Systems.*** Upgrades to the public address and intercom systems were listed in Phase I of the school modernization program. The estimated costs include upgrading and/or replacing old phone systems in the identified school sites. The scope of work includes the removal of existing wiring, equipment and devices, and the installation of new wiring, phones, speakers, junction boxes and central equipment systems. Table 25 lists costs to replace or upgrade all obsolete phone and PA systems in all school sites.

Estimated Construction Cost: \$1,350/classroom/office space.

- 4) ***Hazardous Materials Abatement.*** Abatement and removal of hazardous materials in instructional buildings were listed and accomplished in Phase I of the school modernization program. Current needs include non-instructional buildings such as administration buildings, multiuse buildings, kitchens, gymnasiums, and other facilities. The estimated costs include the removal, abatement or encapsulation of hazardous building materials, such as asbestos, which are present in the Vinyl Asbestos Tile (VAT) floors, wall mastics, transite panels, and pipe lagging. It also includes lead abatement which could be present in the old paint used in buildings listed for renovation. The scope of work includes the containment of affected spaces, removal/abatement of hazardous materials, continuous monitoring, air testing, and clearance.

Estimated Construction Cost: \$2.50/SF

- 5) **Exterior Lighting.** Upgrades to the exterior lighting systems were listed in Phase I of the school modernization program. The estimated costs include the installation of new parking lot lighting and exterior lighting systems. The list includes school sites without current parking lot and exterior lighting or with insufficient or inadequate lighting. The scope of work includes demolition and disposal of existing systems; trenching; and installation of conduits, cable runs, power hookup, poles, fixtures, switches, and controls.

Estimated Construction Cost: Parking Lot Lighting = \$3.00/SF
Field lighting = \$15/SF
Perimeter lighting = \$10.50/SF

- 6) **Security Fencing.** Fences around the campuses are generally in good condition except for some sections that need repair or replacement. The estimated costs include the repair or replacement of sections of perimeter fencing, usually chain link fencing, which are rusted, deteriorated, or damaged. The scope includes removal and replacement of poles and chain link fabric and gates. Most items were identified during previous site assessment surveys, with new items added.

Estimated Construction Cost: Carryover Phase II estimates with cost escalation for inflation.

- 7) **Paving and Athletic Fields.** Paving includes staff and visitors parking areas, driveways, drop-offs, and fire lanes. The estimated costs include minor repairs and seal coating/slurry application to protect or impede deterioration of new and existing pavement that currently are in good condition, removal and replacement of existing pavement that is damaged or in advanced stages of deterioration, and construction of new parking areas and driveways on school sites that currently do not have them.

Athletic fields include playfields, grass areas, and landscaped areas of school sites. The estimated costs include repairs and replacements to existing grass areas, landscaped areas around the buildings, and playfields. The scope of work also includes repair and replacement of irrigation systems in fields and landscaped areas. Identified schools are generally those that currently lack or have poor or inefficient irrigation systems.

Estimated Construction Cost: Seal & Slurry = \$0.50/SF
Remove & Replace Existing Pavement = \$5.00/SF
Construct New Parking and Driveways = \$5.50/SF
Grass Area = \$3.50/SF

- 8) ***Playground Equipment and Surfacing.*** This item applies to elementary schools only. Most elementary schools have three sets of playground equipment. One set is standard play equipment designed for kindergarten students while the other two sets are standard play equipment designed for lower-grade and upper-grade students. Schools with high enrollment numbers should have more than three sets of standard playground equipment.

Estimated Construction Cost: Carryover Phase II estimates with cost escalation for inflation.

Table 25. Health and Safety (Part 1), Elementary Schools

School	Structural Repairs	Amount	Fire Alarm, Hydrants & Roads	Amount	Public Address / Intercom System	Amount	Hazardous Materials Abatement	Amount	Total Cost
Hamilton	Administration and Multiuse Buildings	\$81,113		\$0	School-wide	\$72,900	Administration and Multiuse Buildings	\$19,313	\$173,325
Loma Verde	Administration and Multiuse Buildings	70,392		0	School-wide	54,000	Administration and Multiuse Buildings	16,760	\$141,152
Lu Sutton	Administration and Multiuse Buildings	58,632		0	School-wide	48,600	Administration and Multiuse Buildings	13,960	\$121,192
Lynwood	Administration and Multiuse Buildings	78,519	School-wide	63,902	School-wide	52,650	Administration and Multiuse Buildings	18,695	\$213,766
Olive	Administration and Multiuse Buildings	55,566		0	School-wide	55,350	Administration and Multiuse Buildings	13,230	\$124,146
Pleasant Valley	Administration and Multiuse Buildings	85,701		0	School-wide	63,450	Administration and Multiuse buildings	20,405	\$169,556
Rancho	Administration and Multiuse Buildings	64,187		0	School-wide	52,650	Administration and Multiuse Buildings	11,225	\$128,062
San Ramon		\$0		\$0	School-wide	\$52,650		\$0	\$52,650

Table 26. Health and Safety (Part 1), Middle Schools

School	Structural Repairs	Amount	Fire Alarm, Hydrants & Roads	Amount	Public Address / Intercom System	Amount	Hazardous Materials Abatement	Amount	Total Cost
Hill	Administration /Multiuse Building and Locker Rooms	\$146,087		\$0	School-wide	\$121,500	Administration/ Multiuse Building & Locker Rooms	\$34,783	\$302,370
San Jose	Administration, Multiuse, Wood Shop and Dome	158,676		0	School-wide	113,400	Administration, Multiuse, Wood Shop and Dome	37,780	309,856
Sinaloa	Gymnasium Building	\$198,692		\$0	School-wide	\$110,700	Gymnasium Building	\$47,308	356,700

Table 27. Health and Safety (Part 1), High Schools, Other District Facilities, and Totals

School/ Site	Structural Repairs	Amount	Fire Alarm, Hydrants & Roads	Amount	Public Address/ Intercom System	Amount	Hazardous Materials Abatement	Amount	Total Cost
<i>High Schools</i>									
Novato	Administration, Music, Cafeteria, Staff, Auto shops, Old Gym and Gordon gym. All buildings have masonry/brick faced walls.	\$124,827	East of campus Need new separate fire hydrant loop system and access road east of campus.	\$291,250	School-wide	\$183,600	Administration, Music, Cafeteria, Staff, Auto shops, Old Gym and Gordon gym. Exterior siding panels and window panels of the old gymnasium building are transite material. Encapsulate or abate whichever is applicable.	\$793,125	\$1,392,802
San Marin	Administration, Academy/Auto Shop, Mini-Gym and Portables.	80,367		0	School-wide	225,450	Administration, Academy/Auto Shop, Mini-Gym and Portables.	66,973	\$372,790
<i>Other Facilities</i>									
Charter School									\$0
District Office		0		0		0		0	0
M & O Facility		3,438		0		0		525	\$3,963
District Totals		\$1,206,197		\$355,152		\$1,206,900		\$1,094,082	\$3,862,331

Table 28. Health and Safety (Part 2), Elementary Schools

			PHASE II						
School	Exterior Lighting	Amount	Perimeter Security Fencing Phase II	Amount	Paving and Athletic Fields	Amount	Playground Equipment and Surfacing	Amount	Total Cost
Hamilton	Parking lot and walkway lighting	\$70,500	School-wide	\$250,000	School-wide walkways between wings need replacement. Meadows parking area /traffic flow problems - redesign/rebuild.	\$1,100,000	3 sets of play apparatus Bark boxes need repair/refilling. Kinder playground need upgrades 3 sets of play equipment need replacement in the future	\$295,313	\$1,715,813
Loma Verde	Parking lot lighting School has only two parking lot lights in front of Bldg. G. Need lighting around the parking lot.	\$60,000	School-wide	\$27,500	Fire lane repair, walkways, etc. Front parking and driveway need seal/slurry coat. Driveway/ fire lane west of campus fully deteriorated - need repair/ replacement. Amphitheater grass area to be replaced with concrete to be more useful.	\$962,500	3 sets of play apparatus	\$164,063	\$1,214,063

			PHASE II						
School	Exterior Lighting	Amount	Perimeter Security Fencing Phase II	Amount	Paving and Athletic Fields	Amount	Playground Equipment and Surfacing	Amount	Total Cost
Lu Sutton	Additional parking lot lighting is needed	\$30,000		\$0	School-wide Interior grass and planter areas need automatic irrigation system. Parking area needs overlay and sealing. Number of parking stalls inadequate for size of school. Fields were done recently.	\$60,000	3 sets of play apparatus Upper grade playground equipment needs immediate replacement. Bark boxes need refilling.	\$196,875	\$286,875
Lynwood	Parking lot and walkway lighting	100,000	School-wide	140,000		0	3 sets of play apparatus	164,063	404,063
Olive	Walkway lighting	43,313	School-wide	75,000	School-wide Grass and planter areas between buildings need irrigation.	82,966	3 sets of play equipment All 3 sets of playground equipment are old and need replacement. Bark boxes need repairs and refilling.	118,810	320,089
Pleasant Valley	Walkway Lighting	\$69,875	School-wide	\$60,000		\$0	3 sets of play apparatus 2 sets of playground equipment are very old and need immediate replacement.	\$196,875	\$326,750

			PHASE II						
School	Exterior Lighting	Amount	Perimeter Security Fencing Phase II	Amount	Paving and Athletic Fields	Amount	Playground Equipment and Surfacing	Amount	Total Cost
Rancho	Walkway lighting	\$62,000	School-wide Chain link fencing is old and need replacement.	\$40,000	School-wide Play fields need irrigation upgrades/ grass replacement Major traffic flow problems at peak hours of school. Only Johnson Street used to access and exit the school campus.	\$120,000	3 sets of play apparatus 3 sets of playground equipment not too old. Replace in the future.	\$164,063	\$386,063
San Ramon	Parking lot and walkway lighting	\$38,875	School-wide	\$30,000	School-wide	\$50,000	3 sets of play apparatus playground equipment are old and need replacement	\$65,625	\$184,500

Table 29. Health and Safety (Part 2), Middle Schools

			PHASE II						
School	Exterior Lighting	Amount	Perimeter Security Fencing Phase II	Amount	Paving and Athletic Fields	Amount	Playground Equipment and Surfacing	Amount	Total Cost
Hill	Parking lot and walkway lighting Parking lot needs additional lighting.	\$100,000		\$0	School-wide Front parking area needs overlay/ resurfacing. School has no playfields. Gymnasium has joint-use agreement with city to use city gym and fields.	\$0		\$0	\$100,000
San Jose	Parking lot lighting.	\$70,000		\$0	Grass and fields, driveways & parking Front grass and planter areas need automatic irrigation. Fields were done 2 years ago, but football field needs more work Driveways and parking need overlay/ resurfacing	\$250,000		\$0	\$320,000

			PHASE II						
School	Exterior Lighting	Amount	Perimeter Security Fencing Phase II	Amount	Paving and Athletic Fields	Amount	Playground Equipment and Surfacing	Amount	Total Cost
Sinaloa	Parking lot lighting.	\$30,000		\$0	School-wide Track facility needs complete restoration, including surface drainage, ADA access, and accessible bleachers. Driveway to the fields need repairs/repaving. Bridges need wood board replacements and metal repainting. Interior grass and planter areas	\$398,878		\$0	\$428,878

Table 30. Health and Safety (Part 2), High Schools and Other District Facilities

			PHASE II						
School/Site	Exterior Lighting	Amount	Perimeter Security Fencing Phase II	Amount	Paving and Athletic Fields	Amount	Playground Equipment and Surfacing	Amount	Total Cost
High Schools									
Novato	Field and parking lot lighting New synthetic track and football, soccer, baseball and other playfields don't have field lighting. Tennis courts already have lighting. Parking areas on east side of school. Second softball / baseball field and tennis courts have no lighting.	\$270,000	School-wide Replace sections of deteriorated chain link fencing.	\$100,000		\$0		\$0	\$370,000
San Marin	School-wide New athletic fields have no lighting. Front and south parking areas have no lighting. Tennis Courts have no lighting.	420,000	School-wide chain link perimeter fencing rusted in some areas/sections.	75,000	School-wide Most grass and planter areas in the courtyards have no irrigation. Walkways may need upgrades in width and routing.	102,500		0	597,500
Other Facilities									
Charter School									\$0
District Office		0		0					0
M & O Facility		0		0		0		0	0
District Totals		\$1,383,000		\$797,500		\$3,126,844		\$1,365,687	\$6,673,032

C. ADA Upgrades

- 1) **Restroom Upgrades.** Upgrades to restrooms in the instructional buildings were listed and accomplished in Phase I of the school modernization program. Current needs include restrooms in non-instructional areas such as administration buildings, multiuse buildings, kitchens, gymnasiums, and other facilities. The estimated costs include the replacement of wall, floor and ceiling finishes, toilet fixtures, and partitions. It also includes alterations to restroom spaces and other upgrades necessary to comply with ADA requirements.

Estimated Construction Cost: \$132/SF

- 2) **Category I.** ADA upgrades to instructional buildings were listed and accomplished in Phase I of the school modernization program. Current needs include upgrades in non-instructional areas such as administration buildings, multiuse buildings, kitchens, gymnasiums, and other facilities. This category includes the removal of barriers and construction or installation of components and devices that will make facilities or programs accessible to individuals with disabilities. The scope of work includes replacements and installation of ramps, paved walkways, thresholds, signage, and other accessibility features.

Estimated Construction Cost: Proportionate remainder of Phase I estimates allocated to buildings on Phase II Renovation List.

- 3) **Category II & III.** The estimated costs include similar items listed under Category I except that the existing noncompliance does not render the facility or program inaccessible to an individual with a disability. Installation or construction of upgrades will improve the access and usage of the facility for individuals with disabilities.

Estimated Construction Cost: Carryover Phase II estimates with cost escalation for inflation

Table 31. ADA Upgrades, Elementary Schools

			PHASE II				
Schools	Restroom Upgrades	Amount	Category I	Amount	Category II & III	Amount	Total Cost
Hamilton	Administration and Multiuse Buildings Kitchen has non-ADA restroom.	\$31,920	Administration and Multiuse Buildings Multiuse Bldg has ADA accessibility problems. Landings around doors have deep undercuts.	\$38,101	School-wide	\$227,813	\$297,834
Loma Verde	Administration and Multiuse Buildings	31,464	Administration and Multiuse Buildings	37,695	School-wide Backdoor landings of Bldg B classrooms need interconnecting walkways leading to the play areas. Access ramps to the access road at the back of campus need replacement.	125,000	\$194,159
Lu Sutton	Administration and Multiuse Buildings	28,880	Administration and Multiuse Buildings	12,141	School-wide Bark boxes are above ground and needs ADA accessible ramp.	108,125	\$149,146
Lynwood	Administration and Multiuse Buildings	\$32,984	Administration and Multiuse Buildings	\$13,990	School-wide	\$125,250	\$172,224

			PHASE II				
Schools	Restroom Upgrades	Amount	Category I	Amount	Category II & III	Amount	Total Cost
Olive	Administration and Multiuse Buildings Nurses room needs upgrade on non-ADA compliant restroom.	\$19,760	Administration, Multiuse Buildings and Portable Classrooms	\$64,798	School-wide Need new ADA compliant access ramps to play equipment area areas.	\$253,125	\$337,683
Pleasant Valley	Administration and Multiuse buildings	70,832	Administration and Multiuse Buildings and Portable Classrooms	35,926	School-wide Playfields need ADA access improvements.	97,875	\$204,633
Rancho	Administration and Multiuse Buildings	81,312	Administration, Multiuse and Library Buildings	16,136	School-wide	126,063	\$223,511
San Ramon		\$0		\$0		\$0	\$0

Table 32. ADA Upgrades, Middle Schools

			PHASE II				
School	Restroom Upgrades	Amount	Category I	Amount	Category II & III	Amount	Total Cost
Hill	Administration/Multi-use Building Non-ADA compliant restroom in kitchen needs upgrades.	\$87,648	Administration/Multiuse Building and Locker Rooms	\$33,693	School-wide	\$54,375	\$175,716
San Jose	Administration and Multiuse building	110,352	Administration, Multiuse building and Dome	42,645	School-wide	133,938	\$286,935
Sinaloa	Administration office area and Gymnasium building Nurses toilet non-ADA compliant	\$51,348	Administration office area and Gymnasium	\$100,268	School-wide	\$147,375	\$298,991

Table 33. ADA Upgrades, High Schools and Other District Facilities

			PHASE II				
School/Site	Restroom Upgrades	Amount	Category I	Amount	Category II & III	Amount	Total Cost
High Schools							
Novato	Administration, Music, Cafeteria, Staff, Auto shops, Old Gym and Gordon gym. Playfield restrooms (field house) need complete ADA upgrades and expansion to increase capacity. Bldg. 1600 restroom needs to be gut out and repartitioned New gymnasium restrooms need ADA upgrades.	\$154,308	Administration, Music, Cafeteria, Staff, Auto shops, Old Gym and Gordon gym. Second tennis courts are not ADA accessible - needs ramp system.	\$176,618	School-wide	\$310,375	\$641,301
San Marin	Administration, Academy/Auto Shop, Mini-Gym and Portables. No restroom facilities in the track and athletic playfields.	109,304	Administration, Academy/Auto Shop, Mini-Gym and Portables	146,086	School-wide	251,188	\$506,578
Other Facilities							
Charter School							\$0
District Office		123,463		2,628		15,375	\$141,466
M & O Facility		15,731		1,875		55,313	\$72,919
District Totals		\$949,306		\$722,601		\$2,031,188	\$3,703,094

D. Building Envelope

- 1) **Roofing.** Reroofing work was completed during Phase I of the school modernization program. Additional reroofing work identified includes the old relocatable classrooms (portables) on all school sites; buildings A, B, C, D, and E of San Ramon Elementary School; and buildings J and F of San Marin High School.

Estimated Construction Cost: Portable Classrooms = \$10,000/unit
Permanent Buildings = \$10.00/SF

- 2) **Siding and Exterior Painting.** Repairs and replacements to sidings were completed on identified buildings under Phase I of the school modernization program. Additional repair and replacement needs for siding have been identified and include the following: Lynwood Elementary School, Hill Elementary School, and Sinaloa Middle School. Both high schools have a critical need for siding replacements due to the type of wood siding construction. The cost estimates include the removal of dry rot or termite-damaged areas and replacement with new wood siding and repainting.

Estimated Construction Cost: Proportionate remainder of Phase I estimates allocated to buildings on Phase II Renovation list. Carryover Phase II estimates with cost escalation for inflation.

- 3) **Waterproofing.** The cost estimates include repairs to wall and other components that have failed and caused failures to internal structures and finishes.

Estimated Construction Cost: Carryover Phase II estimates with cost escalation for inflation.

- 4) **Doors and Windows.** The cost estimates include replacing inefficient windows and deficient doors, including door hardware, in identified school sites. Critical needs include the replacement of inoperable opening mechanisms for existing high windows at Olive Elementary School; ineffective high louvers at Pleasant Valley Elementary School; and the full height windows at Rancho Elementary School. The scope of work includes demolition and disposal of existing windows, louvers or doors; and installation of new doors and hardware, window frames, opening mechanisms, glazing, shades, blinds, and coverings.

Estimated Construction Cost: Carryover Phase II estimates with cost escalation for inflation.

Table 34. Building Envelope, Elementary Schools

			PHASE II						
School	Roofing	Amount	Siding and Exterior Painting	Amount	Waterproofing	Amount	Doors & Windows	Amount	Total Cost
Hamilton		\$0	Administration and Multiuse Buildings	\$71,296	Administration and Multiuse Buildings	\$16,000	School-wide	\$616,563	\$703,859
Loma Verde	Portable classrooms	40,000	Administration and Multiuse Buildings	62,478	Administration and Multiuse Buildings	47,656	School-wide	309,625	459,759
Lu Sutton	Portable classrooms	40,000	Administration and Multiuse Buildings	60,280		0	School-wide	457,938	558,217
Lynwood	Portable Classrooms	30,000	All buildings All buildings have wood exterior sidings. Repair/replace sections due to dry rot or termite damage and repaint	293,484	All buildings	35,500	School-wide	561,750	920,734
Olive	Administration, Multiuse Buildings and Portable Classrooms	\$42,520	Administration, Multiuse Buildings and Portable Classrooms	\$129,985		\$0	School-wide High windows are inoperable. Replace complete operating mechanism and or window system.	\$736,500	\$909,005
Pleasant Valley	Portable Classroom	\$10,000	Administration and Multiuse Buildings and Portable Classrooms	\$56,892	Administration and Multiuse Buildings and Portable Classrooms	\$25,000	School-wide MPR: remove high louvers and replace with high windows.	\$348,813	\$440,705

			PHASE II						
School	Roofing	Amount	Siding and Exterior Painting	Amount	Waterproofing	Amount	Doors & Windows	Amount	Total Cost
Rancho	Portable classrooms	30,000	Administration, Multiuse and Library Buildings	64,606		0	School-wide MPR: front full height windows need replacement with new smaller and more efficient system.	332,688	427,294
San Ramon	All buildings Roofs need replacement and top dome screen repair/ replacement.	\$443,820		\$0	School-wide	\$31,000	School-wide	\$110,313	\$585,133

Table 35. Building Envelope, Middle Schools

			PHASE II						
School	Roofing	Amount	Siding and Exterior Painting	Amount	Waterproofing	Amount	Doors & Windows	Amount	Total Cost
Hill		\$0	All buildings Wood sidings throughout campus need dry rot repairs/replacement.	\$684,384	All buildings	\$50,000	School-wide	\$779,750	\$1,514,134
San Jose		0	Administration and Multiuse building	40,881		0	Administration, Library, Multiuse, Music and Wood Shops Windows need complete replacement.	443,000	483,881
Sinaloa		\$0	All buildings All wood sidings of buildings on campus need replacement due to dry rot damage.	\$347,103		\$0	School-wide	\$96,938	\$444,040

Table 36. Building Envelope, High Schools and Other District Facilities

			PHASE II						
School/Site	Roofing	Amount	Siding and Exterior Painting	Amount	Waterproofing	Amount	Doors & Windows	Amount	Total Cost
High Schools									
Novato		\$0	Administration, Music, Cafeteria, Staff, Auto shops, Old Gym and Gordon gym.	\$293,510		\$0	School-wide	\$1,322,925	\$1,616,435
San Marin	Academy/Auto Shops, Mini-Gym and T-Portables Mini Gym needs metal roof repairs/replacements.	203,130	All buildings Wood board sidings around buildings need replacement due to dry rot.	435,520		0	School-wide	673,813	1,312,463
Other Facilities									
Charter School									0
District Office		0		0				0	0
M & O Facility		0		11,133				23,063	34,195
District Total		\$839,470		\$2,551,552		\$205,156		\$6,813,679	\$10,409,857

E. Electrical Systems

- 1) ***Distribution System.*** Replacement and upgrading of the distribution systems were completed during Phase I of the school modernization program. School sites that currently have problems with existing equipment and/or electric power capacity are Rancho and San Ramon elementary schools, Hill Middle School, and Novato High School. The estimated costs include the demolition and replacement of existing main service transformers, switchgears, panel boards, and feeders.

Estimated Construction Cost: \$1.82/SF

- 2) ***Interior Lighting.*** The cost estimates include replacement of inefficient lighting systems in identified school sites. The scope of work includes demolition and disposal of existing lighting fixtures, wiring and lighting control panels, as well as the installation of new energy-efficient lighting fixtures, wires, sensors, switches, and lighting controls in the classrooms, offices, libraries, and other areas.

Estimated Construction Cost: Proportionate remainder of Phase I estimates allocated to buildings on Phase II Renovation List

- 3) ***Education Technology.*** The cost estimates include upgrades to, and/or replacement of, data and network equipment and wiring systems in all school sites to meet current district technology standards. The scope of work includes removal of existing wiring and equipment and the installation of new wire molds, wiring, power receptacles, data drops, and other multimedia equipment (e.g., audio/video system, projectors, cable, network data, feeders, printers, etc.) in classrooms, offices, and libraries.

Estimated Construction Cost: Carryover Phase II estimates with cost escalation for inflation

- 4) ***Security Systems.*** The cost estimates include upgrades to the existing system and/or installation of new intrusion/security system equipment, as well as wiring in identified school sites. The scope of work includes removal of existing systems and equipment and the installation of new wiring, detection devices, alarms, and controls.

Estimated Construction Cost: \$1,500/classroom or office

Table 37. Electrical Systems, Elementary Schools

			PHASE II						
School	Distribution System	Amount	Interior Lighting	Amount	Education Technology	Amount	Security Systems	Amount	Total Cost
Hamilton		\$0	Administration and Multiuse Buildings	\$88,974	School-wide	\$567,375	School-wide	\$81,000	\$737,349
Loma Verde		0	Administration and Multiuse Buildings	54,987	School-wide	393,610	School-wide	60,000	508,597
Lu Sutton		0	Administration and Multiuse Buildings	60,280	School-wide	300,019	School-wide	54,000	414,298
Lynwood		0	Administration and Multiuse Buildings	61,692	School-wide	386,923	School-wide	58,500	507,114
Olive		0	Administration, Multiuse Buildings and Portable Classrooms	42,350	School-wide	454,156	School-wide	61,500	558,007
Pleasant Valley		0	Administration and Multiuse Buildings and Portable Classrooms	64,274	School-wide	402,069	School-wide	70,500	536,842
Rancho	Main service upgrade Upgrade/ replace main service and feeder system	55,641	Administration, Multiuse and Library Buildings	24,745	School-wide	341,944	School-wide	58,500	480,829
San Ramon	Replace main service Upgrade/ replace main service and feeder system	\$75,315	Administration/ Office area	\$38,580	School-wide	\$478,594	School-wide	\$78,000	\$670,489

Table 38. Electrical Systems, Middle Schools

			PHASE II						
School	Distribution System	Amount	Interior Lighting	Amount	Education Technology	Amount	Security Systems *	Amount	Total Cost
Hill	Replace main service. Main service located in the MPR needs upgrade/ switchgear replacement.	\$105,970	Administration/ Multiuse Building	\$64,588	School-wide	\$689,110	School-wide	\$135,000	\$994,668
San Jose		0	Administration, Multiuse, Wood Shop and Dome/Gazebo needs new lighting fixtures.	132,885	School-wide	726,073	School-wide	126,000	984,957
Sinaloa		\$0	Administration office area and gymnasium	\$147,613	School-wide	\$777,735	School-wide	\$123,000	\$1,048,348

Table 39. Electrical Systems, High Schools and Other Facilities

			PHASE II						
School/Site	Distribution System	Amount	Interior Lighting	Amount	Education Technology	Amount	Security Systems *	Amount	Total Cost
High Schools									
Novato	Cafeteria and Teachers Resource Center building. Upgrade or install new power service and distribution panels, etc.	\$83,100	Administration, Music, Cafeteria, Staff, Auto shops, Old Gym and Gordon gym.	\$320,669	School-wide	\$1,666,588	School-wide	\$204,000	\$2,274,357
San Marin		0	Administration, Academy/Auto Shop, Mini-Gym and Portables. Problems encountered with lighting circuits and distribution redesign/ rewire.	338,909	School-wide	1,321,619	School-wide	250,500	1,911,027
Other Facilities									
Charter School									\$0
District Office		0		0		0		0	0
M & O Facility		65,119		28,463		19,900		5,175	\$118,656
District Totals		\$385,145		\$1,469,009		\$8,525,715		\$1,365,675	\$11,745,544

F. Mechanical Systems

- 1) ***Heating, AC and Ventilation Systems.*** HVAC upgrades to instructional buildings were listed and accomplished in Phase I of the school modernization program. Current needs include upgrades in non-instructional areas such as administration buildings, multiuse buildings, kitchens, gymnasiums, and other facilities. The estimated costs include upgrades and replacements for heating, ventilating and air conditioning equipment. School sites included in the list currently have equipment beyond their expected economic life span of 15 to 20 years. The scope of work covers the removal and replacement of old inefficient equipment, including associated ductwork and power hookups as needed.

**Estimated Construction Cost: \$7,500/Portable Classroom
Permanent Buildings = \$14.25/SF**

- 2) ***Underground Piping Systems.*** The estimated costs include repairs or replacements of old deteriorated underground piping systems based upon previous investigations and district staff's observations.

Estimated Construction Cost: Carryover Phase II estimates with cost escalation for inflation

- 3) ***Energy Management Systems.*** The estimated costs include the installation of, and/or upgrades to, systems that will enable the district to monitor and control the operation of all district HVAC equipment remotely from a central location, such as the Maintenance and Transportation office. The scope of work includes the installation of modules for each unit of field equipment, wiring, booster panels, network setup, and main control panel.

Estimated Construction Cost: Carryover Phase II estimates with cost escalation for inflation.

Table 40. Mechanical Systems, Elementary Schools

			PHASE II				
School	Heating/ AC Ventilation	Amount	Underground Piping	Amount	Energy Management System	Amount	Total Cost
Hamilton	Administration and Multiuse Buildings	\$110,081	School-wide	\$648,125	School-wide	\$175,500	\$933,706
Loma Verde	Administration and Multiuse Buildings	30,000	School-wide	149,375	School-wide	120,563	299,938
Lu Sutton	Administration and Multiuse Buildings Only the Library and Computer Lab have air conditioning. All others have heating only.	109,572	School-wide	148,750	School-wide	120,075	378,397
Lynwood	Administration and Multiuse Buildings All buildings have heating only - no air conditioning.	105,563	School-wide Replaced sewer line from Multiuse bldg to Bldg B on emergency. Need to complete sewer replacement all the way to the sewer mains.	180,625	School-wide	119,813	406,001
Olive	Administration, Multiuse Buildings and Portable Classrooms All buildings have heating only - no air conditioning.	19,100	School-wide Storm drain replacements.	191,250	School-wide	108,375	318,725
Pleasant Valley	Administration and Multiuse Buildings and Portable Classrooms	123,809	School-wide	192,813	School-wide	124,725	441,346
Rancho	Administration, Multiuse and Library Buildings	83,510	School-wide	170,000	School-wide	105,225	358,735
San Ramon		\$0	School-wide	\$148,750	School-wide	\$148,125	\$296,875

Table 41. Mechanical Systems, Middle Schools

			PHASE II				
School	Heating/ AC Ventilation	Amount	Underground Piping	Amount	Energy Management System	Amount	Total Cost
Hill	Administration/Multiuse Building Office, computer lab/ library and music room has A/C. All others have heaters only.	\$136,871	School-wide	\$148,750	School-wide	\$213,563	\$499,184
San Jose	Administration, Multiuse and Wood Shop	215,346	School-wide	148,750	School-wide	222,713	586,809
Sinaloa	Administration office areas and gymnasium	\$302,471	School-wide	\$122,500	School-wide	\$246,563	\$671,533

Table 42. Mechanical Systems, High Schools and Other Facilities

			PHASE II				
School/Site	Heating/ AC Ventilation	Amount	Underground Piping	Amount	Energy Management System	Amount	Total Cost
High Schools							
Novato	Administration, Music, Cafeteria, Staff, Auto shops, Old Gym and Gordon gym. Old gymnasium needs new heaters or Air conditioning units.	\$485,854	School-wide	\$1,275,000	School-wide	\$445,650	\$2,206,504
San Marin	Administration, Academy/Auto Shop, Mini-Gym and Portables.	288,434	School-wide	150,000	School-wide	413,025	851,459
Other Facilities							
Charter School							0
District Office		0		0		0	0
M & O Facility		145,250		21,250		0	166,500
District Total		\$2,155,861		\$3,695,938		\$2,563,915	\$8,415,714

G. Renovations

- 1) **Instructional Facilities.** All instructional spaces (classrooms, science labs, library / multimedia and other instructional spaces) in all school sites were modernized or are currently being modernized under Phase I of the school modernization program. The renovation scope of work includes the replacement of wall, floor, ceiling finishes, window coverings, casework, science laboratory equipment, and other instructional spaces. New needs identified also include portable classrooms.
- 2) **Non-instructional Facilities.** Administration buildings and other offices, multipurpose rooms (MPRs), kitchens (prep/serving areas, eating areas and cold/dry storage areas), gymnasiums, and other support facilities in all school sites are listed for upgrades or renovation under Phase II of the school modernization program. The scope of work for renovation includes the replacement of wall systems, floor systems, ceiling finishes, window coverings, casework, bleachers, plumbing systems, stage systems, and other areas.

Estimated Construction Cost: \$80/SF

This category also includes the installation of additional or new shade structures / lunch shelters or outside eating areas at each school site. The school sites included on the list are those without existing shade structures or with deficient outdoor eating areas or shelters. Elementary schools will be provided with a standard 30 ft x 50 ft gable roof structure with tubular steel columns and frames. Middle schools and high schools will have a 20 ft x 40 ft structure in addition to the standard 30 ft x 50 ft unit.

Estimated Construction Cost: 30ft x 50ft = \$60,000/unit
20ft x 40ft = \$40,000/unit

Table 43. Renovations, Elementary Schools

			PHASE II		
School	Instructional Facilities	Amount	Support Facilities(Non-instructional)	Amount	Total Cost
Hamilton		\$0	Administration and Multiuse Buildings Administration: replace non-ADA doors, refinish floors & walls. Need special treatment on open beam ceilings. Multiuse Bldg: skylights don't work, walls, floors, ceilings need upgrades, need chair/table storage, dedicated science classroom and offices need upgrades. Kitchen has non-ADA compliant restroom; equipment is old and needs replacement. Good space, but walls, floors, and ceilings need upgrades.	\$658,000	\$658,000
Loma Verde		\$0	Administration and Multiuse Buildings Administration: windows need replacement, restroom ADA upgrades; floor, wall, ceiling and lighting replacements. Multiuse: pullout stage, pullout tables and double doors / hardware need replacement; small classroom need air conditioning. Kitchen: Have very small space. Needs new equipment, floor, wall, ceiling and lighting upgrades. A shade structure is needed next for the bus loading/unloading areas.	\$576,320	\$576,320
Lu Sutton		\$0	Administration and Multiuse Buildings Administration: floor, wall, ceiling, casework and lighting replacements. Multiuse: needs new pullout stage, backboards with motorized lifting mechanism, and black out curtains. Kitchen: needs new VCT floors, walls; ceiling and lighting fixtures. Upgrade non-ADA compliant restroom.	\$486,720	\$486,720

			PHASE II		
School	Instructional Facilities	Amount	Support Facilities(Non-instructional)	Amount	Total Cost
Lynwood		\$0	Administration and Multiuse Buildings Administration Bldg.: Needs floors, walls, ceilings, casework and lighting fixtures. Nurse's room needs upgrade on non-ADA compliant restroom. Multiuse: skylights and lighting fixtures, walls, and windows need upgrades. Kitchen: serves Lynwood and other district schools. Needs new floors, walls, ceilings and lighting fixtures. Walk-in freezer and chiller units are in poor condition and need replacement. Existing cooking/preparation equipment is old and need replacement.	\$638,240	\$638,240
Olive		\$0	Administration, Multiuse Buildings and Portable Classrooms Administration Bldg.: needs new doors/hardware, floors, walls, ceilings, casework and lighting fixtures. Multiuse: needs new lighting fixtures, floors, walls and window upgrades. Kitchen: Needs new floors, walls, ceilings and lighting fixtures. Existing cooking/preparation equipment are old and need replacement.	\$463,360	\$463,360
Pleasant Valley		0	Administration and Multiuse Buildings and Portable Classrooms Administration Offices: Very small office space. Needs new doors/hardware, floors, walls, ceilings, casework, and lighting fixtures. Multiuse: needs new lighting fixtures, floors, walls (refinish wood panels) and ceiling upgrades. Need new pullout stage system. Kitchen: very small space with little equipment.	692,960	692,960

			PHASE II		
School	Instructional Facilities	Amount	Support Facilities(Non-instructional)	Amount	Total Cost
Rancho		0	Administration, Multiuse, and Library Buildings Administration Offices: may only need new lighting fixtures. Most upgrades were accomplished through volunteer work. Multiuse: needs floors, walls, and ceiling upgrades. Need new pullout stage system. Kitchen: Very small kitchen. Need complete floor, wall, ceiling and lighting upgrades.	610,960	610,960
San Ramon		\$0	Shade structures School has no MPR/cafeteria space and badly needs shade structure/ lunch shelter for outside eating area.	\$80,000	\$80,000

Table 44. Renovations, Middle Schools

			PHASE II		
School	Instructional Facilities	Amount	Support Facilities(Non-instructional)	Amount	Total Cost
Hill		\$0	Administration, Multiuse Building and Locker Room Building Multiuse: need wall, floor, ceiling finishes, and new lighting fixtures. Stage needs upgrades. Backboards need replacement/retrofitting with motorized lifting/ lowering mechanism. Kitchen: good-sized with two serving counters and a snack bar. Need floor, wall, ceiling, and lighting fixtures. Equipment needs replacement.	\$1,213,040	\$1,213,040
San Jose		0	Administration, Multiuse and woodshops. Offices/Admin: need new floors, walls, ceilings, and lighting fixtures. Multiuse: need new floors, walls, ceilings, lighting fixtures, doors and hardware. Old pullout stage needs to be replaced. Showers/lockers rooms were modernized in 2006. Kitchen: needs new floor, wall, ceiling, and lighting fixtures.	1,308,960	1,308,960
Sinaloa		\$0	Admin office areas and gymnasium Offices/Administration: need new floors, walls, ceilings, and lighting fixtures. Some offices need repartitioning to improve space use. MPR/Gym: need skylights for natural lighting. Need wall and floor upgrades. Existing open ceilings/unpainted beam/trusses need repainting or new finish. Outside covered eating area has a longitudinal crack on concrete floor – need structural investigation on probable need for soil /hillside stabilization. Kitchen area: very small space intended for serving only. Need wall, floor, ceiling, plumbing, and lighting upgrades.	\$1,798,080	\$1,798,080

Table 45. Renovations, High Schools and Other Facilities

			PHASE II		
School/Site	Instructional Facilities	Amount	Support Facilities(Non-instructional)	Amount	Total Cost
High Schools					
Novato		\$0	Administration, Music, Cafeteria, Staff, Auto shops, Old Gym, and Gordon gym. Admin: needs new floors, walls, ceilings, lighting fixtures, and casework. Old Gym: needs new wood flooring, walls, ceilings, lighting fixtures, and bleachers. New Gym needs new wood floors, wall and ceiling finishes, bleachers, and backboards. Kitchen/Cafeteria needs new floors, walls, ceiling, plumbing and lighting upgrades. Kitchen equipment also needs replacement.	\$3,831,360	\$3,831,360
San Marin	Portable Classrooms	190,400	Administration, Academy/Auto Shop, Mini-Gym and Portable classrooms. Administration: need new walls, floor, ceilings, and lighting fixtures. Attendance area may need repartitioning to improve circulation. Gymnasium: need new wood floor system, lockers, bleachers, wall and ceiling finishes. Mini Gym: needs new floors, walls, ceilings, and lighting fixtures. T-Portables need new floors, walls, ceilings, casework, and lighting fixtures. Playfields need a snack shack/ concession stand facility.	3,795,120	3,985,520
Other Facilities					
Charter School					
District Office		0		900,500	1,181,125
M & O Facility				187,500	187,500
District Totals		\$190,400		\$16,340,620	\$16,531,020

H. Site Improvements

- 1) ***Athletic Equipment Fencing.*** The estimated costs include the repair or replacement of damaged or deteriorated perimeter fencing around athletic and playfields, access gates, backstops, boxes, cages, and other field improvements.

Estimated Construction Cost: Carryover Phase II estimates with cost escalation for inflation

- 2) ***Hard Courts.*** Facilities include all paved areas for basketball courts, volleyball, tetherball, and other play areas. The estimated costs include minor repairs and seal coating/slurry application in order to protect and slow down deterioration of pavement, whether new or older. Costs also include the removal and replacement of existing pavement that is structurally damaged or in advanced stages of deterioration.

Estimated Construction Cost: Carryover Phase II estimates with cost escalation for inflation

- 3) ***Pavements and Drainage.*** Facilities include paved areas between buildings, as well as interconnecting walkways, sidewalks and non-landscaped areas. The estimated costs include minor repairs and seal coating/ slurry application to protect and slow down deterioration of pavement, whether new or older, and the removal and replacement of existing pavement that is damaged or in advanced stages of deterioration. It also includes construction of new parking areas, upgrades to surface drainage systems, and stabilization of hillsides and non-landscaped areas.

Estimated Construction Cost: Carryover Phase II estimates with cost escalation for inflation

Table 46. Site Improvements, Elementary Schools

	PHASE II						
School	Athletic Field & Equipment Fencing	Amount	Hard Court Areas	Amount	Paving and Drainage	Amount	Total Cost
Hamilton	School-wide	\$30,000	School-wide basketball backboards need replacement. Hard courts need seal/slurry treatment, resurfacing, etc.	\$329,854	School-wide	\$300,625	\$660,479
Loma Verde	School-wide	30,000	School-wide Replace basketball backboards & poles. Play courts need patch repairs and resurfacing, seal/slurry treatment.	221,000	School-wide Many areas of hillside need stabilization. Walkways and courtyard pavers need wood insert replacement, grinding, re-leveling of concrete due to tripping hazards.	168,338	419,338
Lu Sutton	School-wide	65,125	School-wide Basketball backboards and poles need replacement.	184,273	School-wide Install new spacers in concrete block paving or replace paving or level paving.	304,963	554,360
Lynwood	School-wide	20,625	School-wide	195,086	School-wide	304,319	520,030
Olive	School-wide	\$46,875	School-wide	\$243,858	School-wide Repair or replace storm/surface drainage system on the northwest corner of school. Several hillside/sloped areas need soil stabilization . Area in front of D building need soil stabilization and landscaping where trees were removed.	\$166,525	\$457,258

	PHASE II						
School	Athletic Field & Equipment Fencing	Amount	Hard Court Areas	Amount	Paving and Drainage	Amount	Total Cost
Pleasant Valley	School-wide	\$85,688	School-wide Hard court areas need overlay or resurfacing. Basketball backboards and poles need replacement.	\$272,985	School-wide Need soil stabilization of hillside and upgrades to steps/accessibility from hillside to school grounds.	\$138,219	\$496,891
Rancho	School-wide	\$26,250	School-wide Hard court areas and driveways need overlay and resurfacing. Basketball backboards and poles need replacement.	\$230,173	School-wide Courtyard concrete needs wood spacer, insert, replacement, and re-leveling to eliminate tripping hazards.	\$447,456	\$703,879
San Ramon	School-wide	\$13,125	School-wide Basketball backboards and some wood benches need replacement. Also need resurfacing and resealing of hard court areas.	\$313,316	School-wide. Need repairs and overlay, resurfacing in paved areas around buildings due to root damage, etc.	\$189,963	\$516,404

Table 47. Site Improvements, Middle Schools

School	PHASE II						
	Athletic Field & Equipment Fencing	Amount	Hard Court Areas	Amount	Paving and Drainage	Amount	Total Cost
Hill	School-wide	\$75,000	School-wide Hard courts need overlay/resurfacing. Basketball backboards and some poles need replacement.	\$180,844	School-wide Pavement between buildings needs overlay and resurfacing	\$475,729	\$731,573
San Jose	School-wide	132,000	School-wide Hard courts need seal/slurry and resurfacing. Backboards need replacements.	100,461	School-wide Sidewalks around front of school and between buildings need repairs and/or replacement.	50,625	283,086
Sinaloa	School-wide Fencing around east playfields and courts.	\$302,350	School-wide Basketball backboards and athletic goal posts need replacement. Hard courts need seal/slurry and resurfacing.	\$216,141	School- wide Retaining walls along banks of creek that runs across school campus need repairs and replacements. Four bridges across creek need wood board replacement and metal frame/structure, repainting, and rust treatment. Concrete pavement in courtyard and front of school needs wood spacer, replacement, and re-leveling to eliminate tripping hazards.	\$301,081	\$819,573

Table 48. Site Improvements, High Schools and Other Facilities

	PHASE II						
School/Site	Athletic Field & Equipment Fencing	Amount	Hard Court Areas	Amount	Paving and Drainage	Amount	Total Cost
<i>High Schools</i>							
Novato	School-wide	\$468,750	School-wide	\$227,719	School-wide	\$1,069,558	\$1,766,026
San Marin	School-wide	263,125	School-wide Pavement and walkways around the student center need overlay/resurfacing. Tennis courts and road to tennis courts need repairs/resurfacing.	230,304	School-wide Hillsides/sloped areas around the playfields need stabilization.	532,734	1,026,163
<i>Other Facilities</i>							
Charter School							0
District Office		0		0		0	0
M & O Facility		0		0		209,000	209,000
District Total		\$1,558,913		\$2,946,013		\$4,659,135	\$9,164,062

I. Summary of Facilities Needs

All facility needs and costs identified in tables 25-48 are summarized in Table 49. The estimated costs represent construction costs only. Allowances for contingencies and unforeseen conditions—such as scope changes, interim housing, architectural and engineering fees, DSA fees, program management, construction management, inspections and tests, permits, and other associated costs are shown in Table 50 as project costs.

Construction of the district charter school was included in the list of Phase II projects of the school modernization program. The school district will need to provide charter school students within the district boundaries equal access to the education offered to students enrolled in the traditional schools. The Novato Charter School is currently located on the property referred to as the Hamilton Triangle at 936 C Street. This facility does not include a multipurpose facility. Current District plans include adding a new multipurpose building to serve the site. Total project cost for this facility is estimated to be \$2,382,800 and included in Section IX, Project List.

Table 49A. Summary of All Facilities Needs Based on Current Conditions

School/Facility	IA Health & Safety (1)	IB Health & Safety (2)	II ADA Upgrades	III Building Envelope	IV Electrical Systems	V Mechanical Systems	VI Renovations	VII Site Improvements	Construction Costs
A. Elementary Schools									
Hamilton	\$173,325	\$1,715,813	\$297,834	\$703,859	\$737,349	\$933,706	\$658,000	\$660,479	\$5,880,364
Loma Verde	141,152	1,214,063	194,159	459,759	508,597	299,938	576,320	419,338	3,813,325
Lu Sutton	121,192	286,875	149,146	558,217	414,298	378,397	486,720	554,360	2,949,206
Lynwood	213,766	404,063	172,224	920,734	507,114	406,001	638,240	520,030	3,782,171
Olive	124,146	320,089	337,683	909,005	558,007	318,725	463,360	457,258	3,488,271
Pleasant Valley	169,556	326,750	204,633	440,705	536,842	441,346	692,960	496,891	3,309,683
Rancho	128,062	386,063	223,511	427,294	480,829	358,735	610,960	703,879	3,319,331
San Ramon	52,650	184,500	0	585,133	670,489	296,875	80,000	516,404	2,386,050
SUBTOTAL	\$1,123,849	\$4,838,214	\$1,579,190	\$5,004,704	\$4,413,526	\$3,433,722	\$4,206,560	\$4,328,638	\$28,928,401
B. Middle Schools									
Hill	\$302,369	\$100,000	\$175,716	\$1,514,134	\$994,668	\$499,184	\$1,213,040	\$731,573	\$5,530,683
San Jose	309,856	320,000	286,935	483,881	984,957	586,809	1,308,960	283,086	4,564,484
Sinaloa	356,699	428,878	298,991	444,040	1,048,348	671,533	1,798,080	819,573	5,866,141
SUBTOTAL	\$968,924	\$848,878	\$761,642	\$2,442,055	\$3,027,973	\$1,757,525	\$4,320,080	\$1,834,231	\$15,961,308
C. High Schools									
Novato	\$1,392,802	\$370,000	\$641,301	\$1,616,435	\$2,274,357	\$2,206,504	\$3,831,360	\$1,766,026	\$14,098,785
San Marin	372,790	597,500	506,578	1,312,463	1,911,027	851,459	3,985,520	1,026,163	10,563,499
SUBTOTAL	\$1,765,592	\$967,500	\$1,147,878	\$2,928,898	\$4,185,384	\$3,057,963	\$7,816,880	\$2,792,189	\$24,662,284
D. Other Facilities									
Charter School	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
District Office	0	0	141,466	0	0	0	0	0	141,466
M & O Facility	3,963	0	72,919	34,195	118,656	166,500	187,500	209,000	792,733
SUBTOTAL	\$3,963	\$0	\$214,384	\$34,196	\$118,656	\$166,500	\$187,500	\$209,000	\$934,200
TOTAL	\$3,862,331	\$6,654,594	\$3,703,094	\$10,409,857	\$11,745,544	\$8,415,710	\$16,531,020	\$9,164,062	\$70,486,212

Table 49B. Summary of Total Facilities Needs For Phase II Projects Only

School/Facility	IA Health & Safety (1)	IB Health & Safety (2)	II ADA Upgrades	III Building Envelope	IV Electrical Systems	V Mechanical Systems	VI Renovations	VII Site Improvements	Construction Costs
A. Elementary Schools									
Hamilton	0	\$545,313	\$265,914	\$632,563	\$737,349	\$823,625	\$658,000	\$300,625	\$4,293,243
Loma Verde	0	191,563	162,695	357,281	508,597	269,938	576,300	168,338	2,455,712
Lu Sutton	0	196,875	120,266	457,935	414,299	268,825	486,720	304,963	2,434,159
Lynwood	0	304,063	139,240	597,250	506,615	300,438	638,240	304,319	2,985,251
Olive	0	193,810	317,923	736,500	558,006	299,625	463,360	166,525	2,979,607
Pleasant Valley	0	256,875	133,801	373,813	536,843	317,538	692,960	138,219	2,723,034
Rancho	0	204,063	142,199	332,688	425,189	275,225	610,960	447,456	2,667,953
San Ramon	0	95,625	0	141,313	595,174	296,875	80,000	189,963	1,712,266
SUBTOTAL	\$0	\$1,988,187	\$1,282,038	\$3,629,346	\$4,282,072	\$2,852,089	\$4,206,540	\$2,020,408	\$22,251,225
B. Middle Schools									
Hill	\$0	\$0	\$88,068	\$829,750	\$888,698	\$362,313	\$1,213,040	\$475,729	\$4,038,442
San Jose	0	0	176,583	443,000	984,958	371,463	1,308,960	50,625	3,436,050
Sinaloa	0	0	247,643	96,938	1,048,348	369,063	1,798,080	301,081	4,077,294
SUBTOTAL	\$0	\$0	\$512,294	\$1,369,688	2,922,004	\$1,102,839	\$4,320,080	\$827,435	\$11,551,786
C. High Schools									
Novato	\$0	\$100,000	\$486,993	\$1,322,925	\$2,191,257	\$1,720,650	\$3,831,360	\$1,069,558	\$10,950,462
San Marin	0	75,000	397,274	673,813	1,911,028	563,025	3,795,120	532,734	8,178,298
SUBTOTAL	\$0	\$175,000	\$884,267	\$1,996,738	\$4,102,285	\$2,283,675	\$7,626,480	\$1,602,292	\$19,128,760
D. Other Facilities									
Charter School	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
District Office	0	0	\$18,003	0	0	0	900,500	0	918,503
M & O Facility	0	0	\$57,188	23,063	53,538	21,250	187,500	209,000	551,539
SUBTOTAL	\$0	\$0	\$75,191	\$23,063	\$53,538	\$21,250	\$1,088,000	\$209,000	\$1,470,042
TOTAL	\$0	\$2,163,187	\$2,753,790	\$7,018,835	\$11,359,899	\$6,259,853	\$17,241,100	\$4,659,135	\$54,401,813

J. Project Costs

Construction contingency costs and soft costs are added to full project costs to develop comprehensive project budgets. Contingency costs of 25 percent are added to construction costs to account for unforeseen conditions that could arise during construction. Soft costs of 23 percent cover non-construction costs during the design and construction processes, including the following: architectural and engineering fees (A&E); construction management (CM); and inspection fees for inspectors of record (IOR), DSA, CDE, and other permit fees.

The escalation factor assumes an average of two years for plan development and bidding. As such, all costs must be escalated for two years. Table 50 uses an escalation factor of 15 percent for this purpose.

Renovation work on the multipurpose buildings, kitchens, administration, and other spaces displaces students and staff during construction. The district must also add costs for interim housing for temporary offices or other necessary facilities during construction periods; these costs are also included in Table 50.

Table 50. Project Costs¹

School/Facility	Construction Cost	Project Contingency (25%)	Soft Costs (23%)	Interim Housing	Escalation	Total Project Cost
A. Elementary Schools						
Hamilton	\$5,880,363	\$1,470,090	\$1,690,604	\$87,500	\$1,369,283	\$10,497,842
Loma Verde	3,813,325	953,331	1,096,331	75,000	890,698	6,828,685
Lu Sutton	2,949,206	737,302	847,897	75,000	691,411	5,300,815
Lynwood	3,782,171	945,543	1,087,374	75,000	883,513	6,773,601
Olive	3,488,271	872,068	1,002,878	75,000	815,732	6,253,949
Pleasant Valley	3,309,683	827,421	951,534	75,000	774,546	5,938,184
Rancho	3,319,331	829,833	954,308	75,000	776,771	5,955,242
San Ramon	2,386,050	596,513	685,989	75,000	561,533	4,305,085
SUBTOTAL	\$28,928,401	\$7,232,100	\$8,316,915	\$612,500	\$6,763,488	\$51,853,404
B. Middle Schools						
Hill	\$5,530,683	\$1,382,671	\$1,590,071	\$93,750	\$1,289,576	\$9,886,751
San Jose	4,564,484	1,141,121	1,312,289	93,750	1,066,747	8,118,391
Sinaloa	5,866,141	1,466,535	1,686,516	125,000	1,371,629	10,515,820
SUBTOTAL	\$15,961,308	\$3,990,327	\$4,588,876	\$312,500	\$3,727,952	\$28,580,962
C. High Schools						
Novato	\$14,098,785	\$3,524,696	\$4,053,401	\$112,500	\$3,268,407	\$25,057,789
San Marin	10,563,499	2,640,875	3,037,006	150,000	2,458,707	18,850,086
SUBTOTAL	\$24,662,284	\$6,165,571	\$7,090,407	\$262,500	\$5,727,114	\$43,907,875
D. Other Facilities						
Nexus						
NOVA						
Marin Oaks						
Charter School	\$0	\$0	\$0	\$0	\$0	\$0
District Office	141,466	35,367	32,537	0	31,405	240,775
M & O Facility	792,733	198,183	227,911	0	182,824	1,401,651
SUBTOTAL	\$934,200	\$233,550	\$260,448	\$0	\$214,229	\$1,642,427
TOTAL	\$70,486,212	\$17,621,548	\$20,256,646	\$1,187,500	\$16,432,783	\$125,984,670

¹ These estimates are based on square foot costs of generic system repairs and replacements. Detailed design, product selection and installation requirements have not been developed.

Estimates are based on historical data consistent with industry standards and cannot anticipate fluctuations in material, labor or overall construction costs that will have an impact on the program in the future.

IX. PROJECT LIST

The needs assessment section of the Facilities Master Plan lists eight categories of needs organized by site. The last table in that section, Table 50, expands construction cost estimates by adding associated costs to include total project cost for all categories of work by site.

The project list assumes relatively stable enrollment as indicated in the Enrollment Projections. New construction and remodeling of existing space are included in the project list which is intended to provide all schools with facilities meeting educational standards and reflecting a status of good condition and repair.

The projects listed below are extracted from data from the educational specifications, the equity analysis, and the needs assessment sections of this facilities master plan. For various reasons, it may be necessary to organize the work components for bid purposes in a manner different from the lists below. These lists present projects in a way that could be considered reasonable “bid packages” at this time. Future changes should be expected as variables change over time or new information becomes available.

A. Elementary Schools

Hamilton

Item	Construction Cost	Project Contingency	Soft Costs	Interim Housing	Escalation	Total Project Cost
Needs List Total	\$5,880,364	\$1,470,091	\$1,690,605	\$87,500	\$1,369,294	\$10,497,854
New MPR	1,400,000	350,000	402,500	0	322,875	2,475,375
Remodel Existing MPR to Library	675,000	168,750	194,062	0	155,671	1,193,484
New Joint Use Gymnasium	\$2,926,829	731,707	841,463	0	675,000	5,175,000
Remodel Existing Library/Office to Kindergarten	480,000	120,000	138,000	0	110,700	848,700
New Administration Offices	600,000	150,000	172,500		138,375	1,060,875
Total						\$21,251,278

Loma Verde

Item	Construction Cost	Project Contingency	Soft Costs	Interim Housing	Escalation	Total Project Cost
Needs List Total	\$3,813,325	\$953,331	\$1,096,331	\$75,000	\$890,698	\$6,828,685
Remodel Existing MPR	614,200	153,559	176,582	0	141,650	1,085,991
Add Stage to Existing MPR	300,000	75,000	69,000	0	55,350	424,350
Remodel and Expand Existing Administration	379,840	94,960	87,360	0	84,324	646,488
Remodel Kitchen	41,000	10,250	9,430	0	9,102	69,782
Convert 3 Classrooms to 2 Kindergarten	345,600	86,400	99,360		79,782	611,064
Total						\$8,525,732

Lu Sutton

Item	Construction Cost	Project Contingency	Soft Costs	Interim Housing	Escalation	Total Project Cost
Needs List Total	\$2,949,206	\$737,302	\$847,897	\$75,000	\$691,411	\$5,300,816
Remodel Existing MPR	611,000	152,750	176,662	0	140,912	1,081,324
Add Stage to Existing MPR	300,000	75,000	69,000	0	55,350	499,350
Remodel and Expand Existing Administration	268,800	67,200	61,824	0	59,674	457,498
Remodel Kitchen	48,000	12,000	11,040	0	10,656	81,696
Convert 3 Classrooms to 2 Kindergarten	345,600	86,400	99,360		79,704	611,064
Total						\$8,082,783

Lynwood

Item	Construction Cost	Project Contingency	Soft Costs	Interim Housing	Escalation	Total Project Cost
Needs List Total	\$3,782,171	\$945,543	\$1,087,374	\$75,000	\$883,513	\$6,773,601
Remodel MPR	734,800	183,700	211,255	0	169,463	1,299,218
Remodel and Expand Administration	260,160	65,040	56,837	0	57,756	439,793
Convert 3 Classrooms to 2 Kindergarten	345,600	86,400	99,360		79,704	611,064
Total						\$9,143,879

Olive

Item	Construction Cost	Project Contingency	Soft Costs	Interim Housing	Escalation	Total Project Cost
Needs List Total	\$3,488,271	\$872,068	\$1,002,878	\$75,000	\$815,732	\$6,253,949
Expand Existing MPR	650,400	162,600	186,990	0	149,999	1,149,989
Remodel Existing Kitchen	162,800	40,700	37,444	0	36,142	277,086
Remodel and Expand Existing Administration	326,400	81,600	93,840	0	75,276	577,116
Convert 3 Classrooms to 2 Kindergarten	345,600	86,400	99,360		79,704	611,064
Total						\$8,879,968

Pleasant Valley

Item	Construction Cost	Project Contingency	Soft Costs	Interim Housing	Escalation	Total Project Cost
Needs List Total	\$3,309,683	\$827,421	\$951,534	\$75,000	\$774,546	\$5,938,184
Remodel Existing MPR	842,800	206,200	237,130	0	190,219	1,476,349
Remodel Existing Serving Kitchen	34,600	8,650	7,958	0	7,681	58,889
Remodel and Expand Existing Administration	564,050	141,013	162,164	0	130,084	997,311
Convert 3 Classrooms to 2 Kindergarten	345,600	86,400	99,360		79,704	611,064
Total						\$9,097,911

Rancho

Item	Construction Cost	Project Contingency	Soft Costs	Interim Housing	Escalation	Total Project Cost
Needs List Total	\$3,319,331	\$829,833	\$954,308	\$75,000	\$776,771	\$5,955,242
Remodel Existing MPR	862,000	215,500	247,825	0	198,799	1,524,124
Remodel Existing Library	163,840	40,960	37,683	0	36,372	278,855
Remodel Existing Administration	288,480	72,120	82,938	0	66,531	510,069
Two New Kindergarten Classrooms	588,000	147,000	169,050		135,608	1,039,658
Total						\$9,318,782

San Ramon

Item	Construction Cost	Project Contingency	Soft Costs	Interim Housing	Escalation	Total Project Cost
Needs List Total	\$2,386,050	\$596,513	\$685,989	\$75,000	\$561,533	\$4,305,085
New MPR	1,400,000	350,000	402,500	0	322,800	2,475,300
Remodel Existing Library	595,200	148,800	171,120	0	137,268	1,052,388
Remodel Existing Administration	404,480	101,120	93,030	0	89,795	688,425
Total						\$8,521,198

B. Middle Schools***Hill***

Item	Construction Cost	Project Contingency	Soft Costs	Interim Housing	Escalation	Total Project Cost
Needs List Total	\$5,530,683	\$1,382,671	\$1,590,071	\$93,750	\$1,289,576	\$9,886,751
Remodel Existing MPR and Stage	731,360	182,840	168,212	0	162,362	1,244,774
Remodel Existing Admin	267,125	66,781	76,798	0	61,606	472,310
Total						\$11,652,198

San Jose

Item	Construction Cost	Project Contingency	Soft Costs	Interim Housing	Escalation	Total Project Cost
Needs List Total	\$4,564,484	\$1,141,121	\$1,312,289	\$93,750	\$1,006,747	\$8,118,391
Remodel Existing Gym	1,620,160	405,040	372,637	0	359,676	2,757,513
New MPR w/ Stage and Serving Kitchen	1,440,000	360,000	331,200	0	319,680	2,450,880
Remodel Existing Administration	368,160	92,040	84,677	0	81,732	626,609
Total						\$13,953,393

Sinaloa

Item	Construction Cost	Project Contingency	Soft Costs	Interim Housing	Escalation	Total Project Cost
Needs List Total	\$5,866,141	\$1,466,535	\$1,686,516	\$125,000	\$1,371,629	\$10,515,821
New MPR with Stage	2,000,000	500,000	575,000	0	461,250	3,536,250
Remodel Existing Gym	977,920	244,480	244,922	0	217,098	1,684,420
Remodel Existing Administration	654,560	163,640	150,549	0	145,312	1,114,061
Total						\$16,850,552

C. High Schools

Novato

Item	Construction Cost	Project Contingency	Soft Costs	Interim Housing	Escalation	Total Project Cost
Needs List Total	\$14,098,785	\$3,524,696	\$4,053,401	\$112,500	\$3,286,407	\$25,075,789
Add Performing Arts Building	10,000,000	2,500,000	2,875,000	0	2,306,250	17,681,250
New Swimming Pool	1,200,000	300,000	345,000		276,750	2,121,750
Remodel Old Gym	1,702,560	425,640	489,486	0	392,653	3,010,339
Remodel Boys' / Girls' Locker Rooms / Add New Team Rooms	912,480	228,120	262,338	0	210,441	1,613,379
Remodel New Gym	2,135,520	533,880	613,962	0	492,504	3,775,866
Remodel Existing Administration / Add New Area	833,520	208,380	239,637	0	192,231	1,473,768
Remodel Cafeteria	805,280	201,320	231,518	0	185,718	1,423,8360
Remodel Field House – Add Team Rooms and Snack Bar	145,450	36,363	41,817	0	33,544	257,174
Remodel Staff / Counseling Bldg.	420,000	105,000	120,750		96,863	742,613
Remodel Staff Room	90,150	22,538	25,918		20,791	159,396
Replace 9 Portables with Permanent	2,160,000	540,000	621,000		498,150	3,819,150
Total						\$61,154,309

San Marin

Item	Construction Cost	Project Contingency	Soft Costs	Interim Housing	Escalation	Total Project Cost
Needs List Total	\$10,563,499	\$2,640,875	\$3,037,006	\$150,000	\$2,458,707	\$18,850,087
Add Performing Arts Building	10,000,000	2,500,000	2,875,000	0	2,306,250	17,681,250
Add Swimming Pool	1,200,000	300,000	345,000		276,750	2,121,750
Add Second Gym	2,400,000	600,000	690,000	0	553,500	4,243,500
Remodel Mini-Gym to Cafe	780,000	195,000	224,250	0	179,888	1,379,138
Replace 5 Portable Classrooms with Permanent	1,680,000	420,000	483,000	0	387,450	2,970,450
Add Covered Walks	288,000	72,000	82,800	0	66,420	509,220
Add New Field House w/ Restrooms, Snack Bar	595,000	148,750	171,063	0	137,222	1,052,034
Total						\$48,807,429

D. Alternative Education Programs***Alternative Education Center***

Item	Construction Cost	Project Contingency	Soft Costs	Interim Housing	Escalation	Total Project Cost
Remodel Hamilton property to include 15,000 sq ft. Alternative Ed Center + Sitework	\$3,750,000	\$1,500,000	\$1,207,500	\$0	\$968,625	\$7,426,125
Total						\$7,426,125

Alternative Education Center Multipurpose

Item	Construction Cost	Project Contingency	Soft Costs	Interim Housing	Escalation	Total Project Cost
New Multipurpose on Triangle Site	\$1,400,000	\$350,000	\$322,000	\$0	\$310,800	\$2,382,800
Total						\$2,382,800

E. Other Facilities

Charter School (Phase II)

Item	Construction Cost	Project Contingency	Soft Costs	Interim Housing	Escalation	Total Project Cost
Portable Replacement and Parking Upgrade	\$1,400,000	\$350,000	\$402,500	\$0	\$322,875	\$2,475,375
Total						\$2,475,375

District Education Center

Item	Construction Cost	Project Contingency	Soft Costs	Interim Housing	Escalation	Total Project Cost
Needs List Total	\$141,466	\$35,367	\$40,671	\$0	\$32,626	\$250,130
Total						\$250,130

Maintenance & Operations Facility

Item	Construction Cost	Project Contingency	Soft Costs	Interim Housing	Escalation	Total Project Cost
Remodel of Hamilton Property	\$1,200,000	\$300,000	\$345,000	\$0	\$276,750	\$2,121,750
Upgrades to 819 Olive Street Property	200,000	50,000	46,000	0	44,400	353,625
Total						\$2,475,375

Central Kitchen

Item	Construction Cost	Project Contingency	Soft Costs	Interim Housing	Escalation	Total Project Cost
Central Kitchen-Remodel 10,000 sq ft of Hamilton Property	\$2,250,000	\$562,500	\$646,875	\$0	\$518,906	\$3,978,281
Total						\$3,978,281

F. District Technology Upgrades¹

Item	Construction Cost	Project Contingency	Soft Costs	Interim Housing	Escalation	Total Project Cost
District wide Technology Upgrades						\$3,663,110

¹ Project list and associated costs provided by the District. See Table 75 for details.

X. FACILITY COSTS AND FINANCING OPTIONS

A. Summary

The estimated total cost of general facility upgrades and enhancements for existing capacity is approximately \$133.4 million, and the total estimated cost of all facility needs over the ten-year period is \$265 million.

The district's top priority is health and safety of all students and staff, and its top educational priority is to develop facilities to support a rich performing arts program.

Major project cost components for the facilities program include the following:

- New multipurpose facilities at San Ramon Elementary, Hamilton Elementary, Sinaloa Middle, and San Jose Middle schools and remodeling of the multipurpose facilities at all other sites;
- Remodeling the existing gyms at the middle and high schools;
- Adding a second gym at San Marin High School;
- Adding new performing arts complexes at both comprehensive high schools.

The primary sources of funds for the district's facility needs are (1) local bond measures (if passed by voters), (2) the State School Facility Program, (3) Certificate of Participation (COP) financing, and (4) Developer Fees and Individual Mitigation Agreements.

The district anticipates using all projected revenues to offset the cost of facilities for priority projects. The district has not yet identified sufficient revenues over the ten-year planning period to fund all projects identified in this plan.

B. Cost Analysis

1. Facilities Master Plan

The total cost of the facilities master plan is currently estimated to be \$265 million for current and future facility needs as outlined in the Projects List section. Cost estimates are based on assumed scope of work and include estimated contingencies and soft costs.

2. Total Modernization and Renovation Costs

Cost estimates for meeting the district's modernization needs over the next ten-year period are identified in Table 50 in the Needs Assessment section.

The district may incur costs in acquiring additional interim housing portable classrooms for use during modernization projects. The interim housing costs are quantified in this plan but should be considered estimates until specific projects are developed.

3. District Wide Technology Upgrades

The District has conducted an analysis of the technology needs for all sites and for the District wide infrastructure. Those needs are included in the Appendix of this document. The total needs for the District are estimated to be \$3,663,110.

4. District Wide Security System

An individual line item is provided in Table 51 for the purpose of implementing the District Converged Safety Security System.

5. District Wide Furniture and Equipment

In this Facilities Master Plan it is assumed that there will be a need to provide furniture, equipment, student computers, and other similar items in order to fully utilize new and upgraded facilities. The estimated total amount needed for this purpose is \$6,000,000.

6. Total Facility Cost

The total estimated facilities cost of \$265 million is itemized by each school and category in Table 51. The property listed as “Hamilton Property” is listed with an estimated project cost TBD.

Table 51. Estimated Total Facility Costs, By Site

School/District Site/Purpose	Estimated Project Cost
Hamilton Elementary	\$21,251,278
Loma Verde Elementary	8,525,732
Lu Sutton Elementary	8,082,783
Lynwood Elementary	9,143,879
Olive Elementary	8,879,968
Pleasant Valley Elementary	9,097,911
Rancho Elementary	9,318,782
San Ramon Elementary	8,521,198
Hill Middle	11,652,198
San Jose Middle	13,953,393
Sinaloa Middle	16,850,552
Novato High	61,154,309
San Marin High	48,807,429
Alternative Education Center	7,426,125
Alternative Education Multipurpose	2,382,800
Charter School	2,475,375
District Office	250,130
Maintenance and Operations	2,475,375
Central Kitchen	3,978,281
District Wide Technology Upgrades	3,663,110
Furniture and Equipment, including student computers	6,000,000
District Security System	750,000
Total	\$264,640,608

C. Financing Options/Funding Sources

The State School Facility Program (SFP) is a likely but limited source of funding for the district. Multiple programs are allocated through the SFP, including new construction, modernization, Overcrowding Relief Grant Program, Critically Overcrowded Schools Program, and the Career Technical Education Program. These programs are summarized below and are subject to change by the State Allocation Board. The OPSC regulations and program handbook should be consulted for updates in these programs prior to filing applications.

1. State School Facility Program – New Construction Funding

The State School Facility Program (SFP) calculates enrollment projections and facility capacities based on formulas in state law. The level of SFP funding available to districts is determined by (1) subtracting projected enrollment from capacity to determine the number of unhoused students in a district and (2) multiplying unhoused students by per pupil grant amounts. The formulas used in the SFP to determine enrollment projections and facility capacities do not correlate with local needs for school facilities and should not be used for long-term facilities planning purposes. The SFP is simply a funding source driven by a predefined formula, which, in most cases, only finances part of a district's comprehensive facilities program.

As a result of enrollment declines, the district does not, at this time, generate new construction eligibility under the SFP enrollment projection methodology. In considerations of the current enrollment projections, it is unlikely that the district will qualify for new construction projects over the next few years.

As an alternative to the standard SFP enrollment projection formulas, AB 1014 (Bass) was chaptered into law as of October 2007. This law provides districts an opportunity to review alternative enrollment projection methodologies. Once implementation of this law is final, the district should incorporate a review of alternative enrollment projections to determine if new construction eligibility can be generated for any new capacity projects that may be required.

2. School Facility Program – Overcrowding Relief Grant Program

As an alternative to the SFP new construction program, the district generates eligibility for state funding under the Overcrowding Relief Grant (ORG) Program. The ORG program provides new construction funding to replace portables with permanent classrooms, including the construction of new school sites. A district is eligible based on school sites that exceed a certain pupil density and the number of eligible portables that exist within the district. No traditional new construction eligibility is required under the ORG program; ORG funding is based on the SFP new construction per pupil grant amount.

The ORG program may provide the district with an opportunity to take advantage of the reduced capacity needs of the district by reducing the number of district portables and replacing them with permanent facilities. As the replacement does not create new capacity, the ORG program can provide a funding method to decrease portables within the district without creating excess capacity. Portables receiving ORG funding must be removed from the site and from K-12 classroom use within the district.

The ORG Program is a competitive program. The first funding cycle deadline was January 1, 2008 with five hundred million dollars available. The second funding cycle consists of \$300 million, with a program deadline of July 31, 2008. The third funding cycle will consist of \$200 million, plus any additional remaining funds from the first two funding cycles; the third program application deadline is January 30, 2009. Similar to new construction, ORG is a 50/50 funding

program, with 50 percent of the eligible costs covered by the state and the other 50 percent covered by the district.

To request funding, the district must obtain CDE confirmation of eligibility and obtain all necessary state agency approvals of the plans for each portable replacement project prior to submittal to OPSC. The ORG program is not a guaranteed source of funding.

3. School Facility Program – Modernization Funding

This section estimates the modernization funding available to the district assuming that the state will have modernization funds available in the years the district is likely to apply for funding. The SSFP modernization program requires a local match of 40 percent of the project request. State funding provides the remaining 60 percent of the project request. Eligibility for funding is established on a per-school site basis and should be reexamined annually, or when the program changes.

Unlike new construction, modernization eligibility is only reduced as a result of modernization projects completed at the site. As a result, modernization eligibility may be generated from past CBEDS years without any updates required. An annual review of the age of the District's facilities and the enrollment at each site will indicate any increases in the modernization funding eligibility. Funding under the SFP modernization program is available when the district has Division of the State Architect (DSA) approved construction plans.

The District has expended all of their eligibility in the State SFP Modernization Program with the modernization projects complete or underway.

4. School Facility Program – Career Technical Education (CTE) Program

This program provides up to \$3 million per project for new construction of Career Technical facilities and up to \$1.5 million per project for modernization of Career Technical facilities. A CTE project request may also consist entirely of equipment. Funding will be provided on a square foot basis and *does not* require traditional SFP eligibility (i.e., through new construction nor modernization). This is a 50/50 funding program for all project requests (including modernization).

This competitive program requires specific curriculum criteria under recognized industry sectors. CDE's second funding cycle deadline was February 1, 2008.

D. Other Potential School Facility Program Funding Sources

Developer Fees and Mitigation Agreements

The district currently collects \$0.42 per square foot on commercial/industrial development and \$2.63 per square foot of residential development. At the January, 2008 meeting the SAB approved an increase in the allowable fees to \$0.47 per square foot on commercial/industrial development and \$2.97 per square foot of residential development. The district should continue to collect the maximum fees allowed by law and should reexamine development trends annually.

Projected revenues from developer fees and mitigation agreements are expected to be approximately \$2.5 million over the next five-year planning period. Decreases are anticipated beyond the five-year time period due to the decline in residential construction. The district anticipates using this revenue on the district's projects outlined in this plan.

2. General Obligation (G.O.) Bonds

In 2001, the district passed a \$107 million bond for modernization and new construction. The district has virtually no general obligation bond funds remaining. The district has used the bond funds to match state funding on previous construction projects and to modernize facilities at existing school campuses. The district may explore a future ballot measure to provide funding to (1) construct new facilities, (2) provide funding for other district facility needs, and (3) renovate existing facilities as outlined in this plan.

3. Other Agency Joint Participation/State Joint-Use Program

Other agencies that have similar needs may be willing to share the cost of providing new or modernized facilities in exchange for joint use. The district may be able to enter into a joint-use agreement with the city of Novato for parks and recreational facilities.

In some cases, state funding may be available for qualifying multipurpose buildings or gymnasium projects at the district's elementary schools. The state joint-use program provides 50 percent funding for qualifying joint-use projects, with a maximum of \$1 million at elementary schools, \$1.5 million at middle schools, and \$2 million at high schools. State funding is currently limited, but additional funds may be made available in the future. Refer to the Shared Use of Facilities section for details.

4. Asset Management

The district has not identified any unused assets that might be used to generate revenue for facilities funding. However, the district may explore leveraging or selling district-owned properties as a potential source of revenue for school facilities.

5. Debt Financing

The district could utilize municipal leases and certificates of participation (COPs) to finance some facilities. This form of debt financing should only be used as "bridge" funding until permanent funding becomes available. The district should be cautious about using municipal leases, COPs, and other debt financing instruments, as they typically rely on assumptions of development growth or other future anticipated funding that, if not realized, may impact the district's general fund.

Qualified Zone Academy Bond Program

The Qualified Zone Academy Bond (QZAB) Program is a federal loan program provided for renovation of certain academy program facilities. The district accessed this program in previous authorization years at the high school level. Funding under this program may be renewed and could be considered for appropriate renovation projects.

Seismic Mitigation Program

AB 300 provides for Proposition 1D to supply up to \$199.5 million for seismic mitigation. Funds are targeted for the most vulnerable facilities—a “Category 2” facility—as defined by Division of State Architect (DSA), and which pose an unacceptable risk of injury during a seismic event (Category 2). As of April, 2008, program regulations are still being developed. It was anticipated that the program would be available starting in late 2007. Currently, there are no filing deadlines for project submittal.

“Most vulnerable” facilities are defined by the DSA. The definition is based on the type of construction, the proximity to known faults and the potential for ground movement that would cause potential failure in these types of buildings.

As of the September 2007 State Allocation Board (SAB) meeting, all seismic funding, including ancillary costs, will come from the \$199.5 million Seismic Mitigation funds. The costs of structural reports are allowable expenditures for funded projects funded. Project funding will be for the minimum work necessary to gain DSA approval. Replacement funding is a cost-share program (50 percent district/50 percent state). The modernization baseline of a site will be adjusted for classrooms demolished or replaced as a result of Seismic Mitigation. Districts must submit a structural report for DSA concurrence. Should the DSA concur with the report, the district will be able to submit an application to the OPSC.

A seismic review of the Novato Unified School District’s facilities should be conducted to determine any buildings that may qualify under this program as an additional funding source for repair costs.

XI. SCHEDULE

NOTE TO READER OF THIS DOCUMENT

It is impractical to develop a program schedule until the financing and project list are finalized. Once the Board has indicated its preferences in these two areas, a Program Schedule will be developed and included in the Plan.

XII. APPENDICES

This section includes details on input provided during meetings with staff and community members. It also includes input provided through e-mails from community members who were unable to attend meetings. The information contained in the tables was used to help develop the educational specifications for this facilities master plan. The comments are included as they were presented by the participants.

Table 54. Composite of Staff Input for Educational Specifications, Elementary Schools

Area	Hamilton	Loma Verde	Lu Sutton	Lynwood	Olive	Pleasant Valley	Rancho	San Ramon
Administration	x	x	x			x		
Library/Media Center	x	x	x	x		x	x	
Computer lab/ Technology	x	x		x		x	x	x
Multipurpose Room/Cafeteria	x		x	x	x	x	x	x
Auditorium/Theater	x	x	x	x	x	x		
Designated Instructional Rooms	x	x	x	x	x	x	x	X
Conference/Meeting Rooms		x		x	x	x		X
Staff Work/Lounge	x	x	x	x	x	x	x	
Parking	x	x				x		
Playfields/ Playground	x	x	x			x		
Safety/Security	x				x	x		x
Storage	x	x	x	x	x	x	x	x
Bookshelves	x		x	x	x		x	x
Outdoor Shade Area(s)	x	x	x	x	x			
Other Areas	Fencing; Quiet Area; Quad Area; School Garden	Kiln; School Garden; Adjoining interior doors	Air conditioning; Electrical outlets	Air conditioning	Air conditioning; Kinder ramp	Green facility; Nature center; Daycare facility; Art gallery	Air conditioning; Separate K classrooms; School garden	—

Table 55. Facilities Master Plan – Educational Specifications, Hamilton Elementary

Meeting Date February 6, 2008

Areas of Concern	• Multiuse room expanded/updated with larger, multifunctioning industrial kitchen • Fencing for school garden area • Fencing for the perimeter of the school • Lighting for both parking lot areas and school yard • Security camera and motion-sensitive lighting • Permanent shade structure for lower yard lunch area • Office, library, multiuse room, and computer lab moved to a centralized location • Parking areas expanded • Additional storage areas • Working area with equipment(copier, etc.) in each wing • Extra classrooms for use as needed for small groups of special events • Separate cafeteria/multiuse room • Landscaped area with benches for quiet reading/activities for students • Outdoor, covered eating area with tables • Auditorium/performing arts center • A listening center area in each wing • Larger library with media • Media center in each classroom, including computers, TV, overheads, LCD projector, and DVD players • Larger teacher workroom • “Private” teacher lunchroom/lounge • Central, well-organized curriculum/supply room (ideally connected to a teacher workroom) • Science room • Music room • Art room • Central “Quad” area • Outdoor lined playing fields • Wing storage facilities • Designated garden area • Speech lab • Counseling/psychologist office • Full-size gym and stage with bleachers (to hold entire school population) • Secondary computer lab
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Table 56. Facilities Master Plan – Educational Specifications, Lu Sutton Elementary

Meeting Date	February 6, 2008
Areas of Concern	• More shelving/larger library • Larger teacher lunch room • More built-in bookshelves • Playground bark/foam under playground equipment • Covered outside eating area • Separate inside eating area for students • All portables should have built-in storage like regular classrooms. • Need more outlets in all classrooms (regular and portable) • Need A/C in regular classrooms • Room needed for intervention groups, occupational therapy, music, psychologists, life skills, etc. • Lunchroom (in addition to multipurpose room) • New multiuse room (with sound system, stage renovation, high ceiling) • Cafeteria • Play structures • Modernized kitchen separate from cafeteria • Additional portables for intervention, science, and art • Modernize and upgrade main office

Table 57. Facilities Master Plan – Educational Specifications, Olive Elementary

Meeting Date February 6, 2008

- | | |
|-------------------------|--|
| Areas of Concern | <ul style="list-style-type: none">• Air conditioning• Supply room for shared curriculum materials• Shelves for books• Cabinets• Covered walkways to upper classrooms• Cafeteria• Kindergarten needs ramp connected to playground.• Break out room for small groups etc. in each wing• Shade structure for both wings• Multipurpose that will house all the classes• Science lab/art room/same size as classroom• Outdoor theater area• Rain protection• Staffroom for entire staff including work space• Centrally located rooms for the following:<ul style="list-style-type: none">• RSP• ESL/ELL• SLP• Counseling• Nurse• Psychologist |
|-------------------------|--|
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Table 58. Facilities Master Plan – Educational Specifications, Pleasant Valley Elementary

Meeting Date	February 6, 2008
Areas of Concern	• Complete green facility • Expanded, inviting office entry area • Performing arts center • Outdoor lighting • Artificial grass • Increase parking • Additional and upgraded playground equipment • Replace tan bark with rubber bark or pads • Nature center • Daycare facilities • Expand library facilities (media center) • Campus security video monitors and alarm • More teacher storage and counter space • Streamlined student drop off in front of every school • Video monitors in every classroom • Technology infrastructure (e.g., screens, projectors, and projector charts) • More storage for educational supplies (e.g., grade-level science supplies, manipulatives, etc.) • Lunch tables that easily fold into the walls • Dedicated P.E. space • Dedicated music space • Conference rooms • Art gallery for students • Remodeling office/nurse room, teachers' staff room • Security and light systems in all schools • Art classroom/music classroom • Technology infrastructure (screens and projectors), teacher computer projected on TV • Storage for P.E. equipment • New staff kitchen • Remodeled multipurpose (including stage and cafeteria) • More space for small group learning and instruction

Table 59. Facilities Master Plan – Educational Specifications, Rancho Elementary

Meeting Date January 23, 2008

Areas of Concern	• Science lab/science resource room • Portables – for all-day kindergarten • Air conditioning • Bigger library with LCD projector and screen • Storage space • Music room • Art room • LCD projector and computer for every classroom • Teacher workspace in each wing • More storage space in classrooms • Covered outdoor work areas • School garden area with instructional area, compost station, planter boxes, and green house • Individual classrooms for kindergarten • Multipurpose room that entire school can fit into – or indoor eating area • Teacher workroom the size of classroom, with appropriate equipment
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Table 60. Facilities Master Plan – Educational Specifications, San Ramon Elementary

Meeting Date	February 6, 2008
Areas of Concern	• Multiuse room/cafeteria - o With stage and storage • Science room (standard classroom) - o Sinks and storage • Art room (St. classroom) - o Sinks, storage, and kiln • Rain/shade canopy on playground • Security system – lights and cameras • 21st century computer lab – 32 students and teacher – and classroom computers on site (with support) and at least six per classroom • School-wide broadcasting (TV and video feed; we had it at one point) • Occupational therapist/psychologist room • Science materials storage area • Reading materials/books storage area • Meeting room for 8-10 people • Reading room - o Seating 5 max - o Literacy volunteer spot and school-wide storage for books • PE portable - o Storage and use on bad weather days

Table 61. Composite of Staff Input for Educational Specifications, Middle Schools

Area	Hill M. S.	San Jose M. S.	Sinaloa M. S.
Administration			x
Library/Media Center			x
Computer Lab/ Technology	x	x	x
Gym/P.E. Facility	x	x	x
Locker/P.E. Storage	x		
Auditorium/Theater	x	x	x
Cafeteria/Food Service	x	x	x
Designated Instructional Rooms	x	x	x
Conference/Meeting Rooms			x
Home Economics		x	
Industrial Arts/Voc.		x	
Staff Work/Lounge	x		x
Parking			x
Playfields	x	x	x
Safety/Security	x		
Storage			x
Other Areas	Green schools Air conditioning Electrical outlets	Covered walkways	Swimming pool Announcement board Covered walkways

Table 62. Facilities Master Plan – Educational Specifications, Hill Middle School

Meeting Date	January 16, 2008
Areas of Concern	• Green schools – lighting, solar panels, A/C, skylights, optional energy sources • Laptops – Wireless Internet Access • Safety/security system with limited access to campus by public • Video cameras in every classroom and outside • Grassy fields surrounding campuses to use for sports, events, etc. • A proper auditorium for all students with stage and seating for assemblies and performances • A separate gymnasium facility • A fully equipped kitchen for students and teachers to use • Large faculty area • Student lockers • Air conditioning • Weight room • More electrical outlets in classrooms • All weather track; football field with turf (not grass), soccer goals, and volleyball nets • Student eating area (indoor) • Project rooms – a place to go with students to do group projects • Office for teachers (in classroom) • Project / workroom for staff with copier, etc. • Performance auditorium • Lab counters→Science computer lab and lab facilities • Place for indoor P.E. for sixth graders

Table 63. Facilities Master Plan – Educational Specifications, San Jose Middle School

Meeting Date	February 6, 2008
Areas of Concern	• Music facility • Gym that fits the entire school – 550 people • Track – all weather • Wireless access • TV/DVD/VCR in all classes • LCD projectors mounted and protected (above/middle of class with plugs and wires out of the way, not along the floor) • Additional storage/bookshelves • Woodshop with new machines and maintenance program • Home economics classroom(cooking/cleaning) • State of the art computer lab • Separate science lab with state-of-the-art equipment • Conference room • Math lab with PCs for regular and intervention classes • Cafeteria for students – weather-protected • Continuous covered pathways at entry to school and central dome • Auditorium with a stage, seats for the entire school and parents • Staff room that can fit all staff at one seating • Language lab with computers and headsets

Table 64. Facilities Master Plan – Educational Specifications, Sinaloa Middle School

Meeting Date February 6, 2008

Areas of Concern	• Amphitheater • More covered areas for eating • More public announcement boards – covered • More teacher parking at front – bigger circle driveway • Staff room remodel • Indoor facility with stage for theater, drama, etc. • Multipurpose room for indoor eating when it rains and lunchtime clubs • Library conference room for testing, committee meetings, and peer coaching • Sixth grade indoor P.E. facility • Second computer lab • Pool • Tennis courts • Conference rooms • Larger administration rooms • Staff room upgrade/insulation – microwave, stove, counters, sink • Storage that looks like our buildings • Covers for walkways • Track – new surface • LCD projector mounts (ceiling) • Multiuse rooms • Wired for newscasts/bulletin • Wireless • Math lab with supporting software • Enlarged kitchen • Fitness center/circuit course
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Table 65. Composite of Staff Input for Educational Specifications, Comprehensive High Schools

Area	Novato High School	San Marin High School
Library/Media Center	x	x
Computer Lab/ Technology	x	x
Gym/P.E. Facility (including pool)	x	x
Locker/P.E. Storage	x	x
Auditorium/Theater	x	x
Cafeteria/Food Service	x	x
Designated Instructional Rooms	x	x
Designated Program Rooms (e.g., study hall, in-house suspension, testing room)	x	x
Conference/Counseling Meeting Rooms	x	x
Staff Work/Lounge	x	x
Parking	x	x
Safety/Security	x	x
Storage	x	x
Student Center	x	x
Outdoor Grounds	x	x
Energy Efficiency	x	x
Athletics Facilities/Grounds	x	x
College/Career Center	x	x
Broadcasting facility with TV/radio wiring	x	x
Other Areas	Art display area; Air conditioned classrooms	Renovated administration building; One classroom per teacher; Information kiosk; Art gallery; Tech/prep center

Table 66. Facilities Master Plan – Educational Specifications, Novato High School

Meeting Date	January 16, 2008
Areas of Concern	• High-tech, up-to-date auto shop and detached storage • Three simultaneously functioning computer labs with on-site tech support • Dedicated science lab room • Completely wireless campus • Student union with comfortable seating • Soundproof practice rooms (music) • Security cameras • Large teacher/staff lounge • Quiet zones (for students making up tests, assessing students, and small group work) • Computer lab for teachers to take classes to • Grounds improvement (More space for eating lunch; covered/uncovered picnic tables; landscaping; clean paint) • Built-in closed circuit TV in classrooms • Digital projection in all classes • Nighttime safety issues (lights in halls/parking lot) • Energy-efficient classrooms (e.g., windows, weather stripping on doors) • Food services program / cafeteria that meets needs of whole school • Air-conditioned classrooms • Separate and improved fitness center/weight rooms • Bathrooms at football field • Concession stands in the foyer • Snack shack at the football field • Locker room next to football field • Softball field improvements (Stands, dugouts, etc.) • Enclosed pool / indoor • Bookrooms for all departments. • Conference rooms for collaboration • Rebuilt old gym • Indoor student lockers • Separate career counseling center • P.E. locker room (re-evaluate theft, girls/boys space) • Places to go when it's rainy or cold • Individual department workrooms • Individual office for supplies, deliveries, and mailbox room • LCD projector on ceiling of classrooms • Each classroom with a few (10) computers for students • High-quality art display cases • Teacher offices • Library (expanded) • Alternative power – green • Lecture hall • Supply room • Modular seating in classroom for flexibility • Broadcasting facility for radio, TV, and Internet • Full-size theater/auditorium • Journalism lab • Redesigned campus with large center to unify • Foreign language labs • College and career center with high-tech equipment and meeting space • Math wing and tutorial center

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- Full-size and full service staff lounge
 - Space for ROTC Program
 - Turf fields for all sports
 - Tech and copy center and storage for each department
 - In-house suspension program and facility
 - Academic / social emotional behavioral center
 - Library / technology center and expansion
 - High-tech center in each room
 - Good cafeteria connected to culinary academy
 - Organic vegetable garden
-

Table 67. Facilities Master Plan – Educational Specifications, San Marin High School

Meeting Date	January 30, 2008
Areas of Concern	• Language lab and necessary equipment • Study hall building • Second gym • Practice field • Copy facility – staff and prep facility • Weight room • Wellness center for students with nurse office • Dance studio • Classroom for all teachers • TV studio – TVs and wiring for all classrooms • Wood and metal shop – tech center – ROP – trades • Home economics • Culinary training kitchen and restaurant • All-purpose turf on every field – redo track • Counseling offices in all areas for access • Distance learning equipment • Drought-tolerant and eco-friendly landscaping • Recycling center and equipment • Robotic center • Learning center – tutor center • Student services (confidential rooms for nurse, guidance, psychologist) • Teacher workroom • Building overhangs • Information kiosk • Improved lighting around campus/sound system/video security system • More student lockers • Storage facilities for art, theater...everywhere • Add cafeteria and/or covered area with adjacent faculty area, and possibly multipurpose meeting room • Additional swimming pool, gym space, and other facilities throughout the school to achieve parity with comparable schools • Renovated administration building to meet district standards and accommodate storage and work-area needs; ADA bathroom, etc. • Incorporate modern technology to update and maintain wired and wireless communications audio-visual and electrical systems throughout school • Writing lab with computers • Renovate mini-gym • Faculty lounge/lunchroom facilities • Lighted sports facilities • Server upgrade • Tennis center expansion • Security camera system school-wide • Gym foyer • Art gallery/venue • Covered walkways • Green house/agriculture area • Industrial arts/wood shop • Closed circuit security system • Computer lab for students • Student center

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- LCDs mounted on ceilings
 - More parking (paved)
 - A performing arts center and all the equipment needed to run auditorium – with attached music and drama facilities
 - College and career center
 - Larger attendance office
 - Green facilities – solar panels, garden, composting
 - Dance studio with dance floor
 - Ceiling mounted projectors connected to teacher's computers
-

Table 68. Facilities Master Plan – Educational Specifications, NOVA Program

Meeting Date	January 23, 2008
Areas of Concern	• NOVA is moving to a different space at Hill M.S. next year that is not adequate for NOVA needs. • Need private spaces for 1:1 counseling/teaching. • Additional smaller spaces for small groups needed; not big open classrooms. • Spaces need to be versatile and flexible – used for different purposes on different days. • Wherever we end up, we need better phones and Internet access (wireless best) and air conditioning. • Need a computer lab; can be scattered around the space, doesn't have to be a lab setting, but needs to be accessible to wheelchairs and in a place with proper supervision. • Need one space that is large enough for group meetings and interactions, but won't need to use it every day. • Need storage space. • Need better environmental conditions – windows, skylights • Updated furniture, fixtures, and lighting would be great; we get the hand-me-downs now. • Need access to outdoor space. Hill M.S. outdoor area is not available. Need to have P.E. space available for some students. • A video room for about 15 kids would be good; kids could watch a video and discuss. • Need some sort of science lab. • Need a staff room with small kitchen. • Need interactive whiteboards so information can be posted later to the Web site and students can access information from home. • Bathrooms need to be for NOVA only – not shared with Hill M.S. or other school student populations. Some families come to NOVA for cultural reasons and don't want their students mixing with the general population. • NOVA needs to be within biking distance of one of the high schools. It needs to be in the center of Novato; most of our kids don't drive, so being out at Hamilton is not a good option. Parents can't get the kids there, and it can't be reached via bicycle. Only about five elementary kids in program. Most students are H.S. kids; they need to be able to access high school clubs, music groups, sports, etc. • Need access to high school counseling services – don't need our own counselor – just access. • Sharing with NEXUS and Marin Oaks is a public relations problem for NOVA. NOVA is not a school for bad kids – perception that NOVA is just like Marin Oaks is wrong! Families will leave and enrollment will drop if co-located with these other programs. • Central location is really important. • NOVA works for people who choose it – not for kids whom the district puts there. NOVA's future is college preparatory. District wants us to grow, but we can't do that without reasonable space and without access to high school. • Need a sign for our school – no one knows where we are.

Table 69. Facilities Master Plan – Educational Specifications, NEXUS Program

Meeting Date	January 23, 2008
Areas of Concern	• Science lab would be great – nothing now. Need water and equipment. • Small kitchen space – could do some culinary teaching. • Currently at capacity in space. Program is designed for 45 students, but we are maxed out at 30 students. • Shape and size of these portables really limits activities. • If we were co-located with other small programs, we could share library space, P.E. space, kitchen space, group meeting space, outdoor field spaces, and lunch area. • Library now has one bookcase. It would be great to have room for five or six bookcases for the library, but area needs to be secure; books tend to get stolen. • Current location is very hard to reach. Not on a main mass transit route. Not very accessible for parents. • Our kids need outdoor P.E. activities – we only use the parking lot now. Basketball, football, soccer – these kids need a physical outlet! • Need one large space that is available for indoor eating on rainy days, school assemblies, ability to have a drama class/production. Would not need it all the time – could be shared space. • Need computer area for about 15 kids. Can be used for other uses too; doesn't need to be a dedicated lab. • RSP teacher can only meet with one to two kids at a time – space not large enough for RSP group. Need to be able to run an intervention class for five to six kids at a time if possible. • We have mandatory 1:1 counseling for students; need a private space; students need to know that it is confidential • Transportation issues for students and parents now.

Table 70. Facilities Master Plan – Educational Specifications, Marin Oaks High School

Meeting Date January 23, 2008

Areas of Concern *Combine alternative schools*

- Marin Oaks will become more like regular comprehensive school.
- What do you feel like an alternative school is?
 - o Supposed to be short-term
- MOHS could easily increase students from 60+ to double if we had space and staff.

Wish List

- Storage space
 - Classroom space with sinks
 - Staff room
 - Walls
 - Office space
 - P.E. space
 - Locker room
 - Designated computer lab
 - Cafeteria and food
 - Counseling office
 - Facilities appropriate to fulfill all graduation requirements
 - Multipurpose room – space for conferences
 - Feeling that high school students need own area, NOT combined with middle/elementary (age appropriate)
 - Need ESL space
 - Full technology
-

Table 71. Facilities Master Plan – Educational Specifications, Community Meetings

Meeting Date	January 9 and 14, 2008
Areas of Concern	• Facilities at the high schools (Athletic Programs) • Parity of facilities in place. • Field lighting to maximize field use in all weather/season • Traffic issues / problems around the high schools and some elementary schools • Parking areas need expansion • Need for more athletic fields (including artificial turf) and indoor facilities for student and community use. • Building joint use facility with city (e.g., Performing Arts Center, Pool, Central Kitchen) • Build new separate central kitchen to support instructional programs • Upgrade existing serving kitchens • Insufficient cafeteria facilities (kitchen & eating area) in all school sites. Construction of outside covered eating areas / shelters. • Covered walkways for San Marin – Bet buildings • District-wide security and access control system (theft, vandalism, etc.) • Educational pullout programs are being conducted in “closets” – inadequate space. Old storage areas converted into pullout program space. Setup (ventilation, etc.) reading, psychology, etc. • One classroom per FTE. Minimize movement of teachers from one room to another between classes, prep. time, etc. • At elementary schools, provide space for band, music, and other programs. • Two world-class performing arts centers—one at each high school that can seat the entire student body, including: • Recording studio; prop and costume storage; separate changing system; excellent sound system; parking for theater attendance at both schools. • The theaters should also be able to provide for smaller theater experience of approximately 400 people as well as large theater experience for the entire student body. • Each middle school needs auditorium for performances (instead of using gyms). • Robotics at high school level: need room to build and store robots; high ceilings approximately 20'x30' plus room for spectators—need computers. • Art: kilns for pottery, pottery wheels, room for sculpture, photography, computers, etc. • Need constant upgrade of computers and technology. This includes tech support; need to be current; digital projections, wireless systems. • Have facilities that are diverse and can be used for different functions—rent out during the summer or have summer programs. Increase fees for use of athletic fields by community. City-used school pools in summer—run programs and get fees. • Foreign language labs • Broadcasting facilities • Multiuse room at San Ramon with kitchen facility; pull down tables for cafeteria use. • San Andreas site: Performing arts/athletic facility similar to Margret Todd Center; usage fee generated by community use; for elementary/middle school use • Emergency preparedness: Monitored fire alarm system for every site (currently there are only local alarms) to be used for security also. Silent alarm system connected to authorities; CPR/first aid training for each site every two years; training for light search & rescue; emergency parent contact system with emergency contact and medical info; hardcopy printed by D.O. • Green Building: all new and renovated facilities should follow best green building standards and practices; see usgbc.org (US Green Building Council); www.sustainablenovato.org, info@sustainablenovato.org (e.g., elements=indoor air quality, rigorous energy efficiency, renewable power, (passive active solar, day lighting), nontoxic materials, water efficiency, conservatism, zero waste)

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- Remote schooling: use new computer and software technology to provide “home schooling” via webcase, etc.
 - More storage facilities
-

Table 72. Facilities Master Plan – Educational Specifications, Community E-mail Input

Meeting Date	Not applicable
Areas of Concern	• NOVA should have sufficient space, be centrally located, and have quality facilities/equipment, including technology. • San Marin High School should have a performing arts center for music and drama productions. • San Marin High School should have a cafeteria or room where students can eat lunch comfortably and an additional basketball/gymnasium/sports facility. • San Marin High School should have a swimming pool, tennis courts and new baseball bleachers. • San Marin High School should have outdoor lighting at the back of the school (for safety during evenings). • Sinaloa Middle School should have a performing arts center. • San Ramon Elementary School should have a multipurpose room. • Elements in Green Building should be included (i.e., renewable energy, energy efficiency, water and energy conservation, zero waste, resource efficiency, indoor air quality, nontoxic materials, day lighting). • Monitored fire alarm systems, security alarm systems, system-wide automated emergency contact system (for parent contact). • Upgraded track and field facilities at San Jose Middle School and at Sinaloa Middle School • State-of-the-Art central kitchen • Facilities at each site for physical education classes (for activities during bad weather and so lunchtime P.E. classes don't compete with the MPR lunchtime crowd). • For outside physical education activities, elementary schools should have field turf (synthetic) with a track around the turf field and a nearby power source. • Music teachers should have their own room, so they don't have to search for alternative space when the multipurpose room is being used. • Outdoor education facilities for hands-on outdoor learning. • Utilize elementary/middle schools for extended daycare after hours.

NOVATO UNIFIED SCHOOL DISTRICT
Facilities Master Plan – Preliminary Educational Specifications Information Chart
November 27, 2007

Attachment 1

(The following Areas of Interest in this document are listed in no particular priority order.)

Area of Interest	Discussion Participants	Pros	Cons	Existing Opportunities and/or Facilities	Project Planning and Construction Costs
Dedicated Elementary school science classrooms	Elementary School Principals	1. Reduces lab preparation time for teachers. 2. Creates more wall space, counter space and other spatial opportunities for visual materials and manipulatives for teaching science. 3. Provides sufficient storage for science equipment and materials.	1. The facilities will need to compete with other needs the District is trying to meet with limited resources.	Classrooms used for most subject areas currently provide the instructional space for teaching science, not dedicated science classrooms.	In all Areas of Interest listed in this document, the planning and construction costs will be determined and provided later for the Board's consideration.
Elementary School multi-purpose room, cafeteria and/or outdoor eating spaces	Elementary School Principals	1. Provides equitable facilities for students regardless of school site. 2. Provides appropriate school wide instructional activities to support performing arts with stage, lighting, sound systems, seating, etc. 3. Reduces/eliminates conflicts for space with other instructional activities, such as but not limited to PE, given that the single use of MPR for food precludes use of MPR for some periods of time before and after lunch. 4. Increases time available to use MPR for instructional and school wide activities. 5. Provides helpful activity and ensures continuous proximate supervision when inclement weather precludes use of unprotected outdoors during lunch times. 6. Provides weather protection to all children, from hot sun to storms. 7. Provides rest room facilities appropriate in number for staff on a daily basis and for MPR activities.	1. Costs will need to compete with other needs the District is trying to meet with limited resources.	Current MPRs also function as cafeterias, but square footage and cafeteria staffing limit entire student bodies from using the MPR as a cafeteria at the same time. Consideration will be given to developing with Novato staff a set of district wide equity standards for MPR facilities, eating facilities, and weather protection options, with a subsequent comparison of each site to those standards. Special considerations will be needed when a site does not have a MPR.	

NOVATO UNIFIED SCHOOL DISTRICT
Facilities Master Plan – Preliminary Educational Specifications Information Chart
November 27, 2007

Attachment 1

Area of Interest	Discussion Participants	Pros	Cons	Existing Opportunities and/or Facilities	Project Planning and Construction Costs
Dedicated Music instruction space	Elementary School Principals	1. Provides dedicated music space and equitable facilities for students regardless of school site. 2. Reduces/eliminates conflicts for space with other instructional activities that want to use the MPR. 3. Increases instructional time for music by decreasing the transition time required when in a multi use room, such as MPR. 4. Reduces interference from music instruction with non-music instructional activities occurring in neighboring classrooms. 5. Provides appropriate performing areas, with stage, lights and sound systems (see MPR area of interest section). 6. Better support to meet state Visual and Performing Arts Standards	1. The facilities will need to compete with other needs the District is trying to meet with limited resources.	How best to respond to this need will be part of an assessment on a site by site basis. Consideration will be given to developing with Novato staff a set of district wide equity standards, with a subsequent comparison of each site to those standards. Note that assessment of this area of interest will be integrated with the assessment of the discussion of MPR spaces.	In all Areas of Interest listed in this document, the planning and construction costs will be determined and provided later for the Board's consideration.
Exterior hallway and parking area lighting	Elementary School Principals	1. Increases sense of safety after dark. 2. Meets requested need from instructional staff. 3. May reduce damage in schools that occurs after dark.	1. The facilities will need to compete with other needs the District is trying to meet with limited resources.	Given the varying lighting conditions that now exist, an assessment will be completed on a site by site basis. Consideration will be given to developing with Novato staff a set of district wide equity standards, informed by normal standards of the industry, with a subsequent comparison of each site to those locally agreed upon standards.	

NOVATO UNIFIED SCHOOL DISTRICT
Facilities Master Plan – Preliminary Educational Specifications Information Chart
November 27, 2007

Attachment 1

Area of Interest	Discussion Participants	Pros	Cons	Existing Opportunities and/or Facilities	Project Planning and Construction Costs
Special education instructional spaces	Elementary and Secondary School Principals	- Proactively creates spaces with appropriate equipment (e.g., occupational therapy) and for interventions by specialists (e.g., speech and language, Occupational Therapists), consistent with planned program expansions and student needs. - Proactively responds to mandated services. - Integrates with needs of all other students at each school site.	With mandated services described in each IEP, the facility needs might be greater based on providing these services. Facilities in excess of the IEP and the mandated services will need to compete with other needs the District is trying to meet with limited resources.	Facility capacities, types of special education students and instructional needs vary from site to site. An assessment will be completed on a site by site basis of changing numbers and types of special education needs. Consideration will be given to developing with Novato staff a set of district wide equity standards developed in relation to the varying numbers, types of special education students and special education programs at a given school site, with a subsequent comparison of each site to those standards.	In all Areas of Interest listed in this document, the planning and construction costs will be determined and provided later for the Board's consideration.
Library; dedicated computer lab classroom on site; and access to computers in the main classroom	Elementary and Secondary School Principals	- Teach entire class in one time span within one computer lab classroom, possibly within the library, providing more efficient instruction that is efficiently supervised. - Provides sufficient square footage to allow entire class instructional unit in library, while sufficient library space exists to allow appropriate library use by other students and teachers. - Meets requested need from teachers and principals - Provides students in standard classrooms continuous opportunity to use computers and associated software in a way integrated with teacher's lesson during normal classroom instructional time. - Provides for differentiated instruction, both in the lab and in the standard classroom.	The facilities will need to compete with other needs the District is trying to meet with limited resources.	Consideration will be given to developing with Novato staff a set of district wide equity standards, including needed square footage, electrical power and access by students and staff, informed by normal standards of the contemporary technology industry for best instructional use of computers at a school site, with a subsequent comparison of each site to those locally agreed upon standards.	In all Areas of Interest listed in this document, the planning and construction costs will be determined and provided later for the Board's consideration.

NOVATO UNIFIED SCHOOL DISTRICT
Facilities Master Plan – Preliminary Educational Specifications Information Chart
November 27, 2007

Attachment 1

Area of Interest	Discussion Participants	Pros	Cons	Existing Opportunities and/or Facilities	
Storage	Elementary and Secondary School Principals	1. Supports efficient use of materials and equipment by site staff, at the secondary schools especially in the area of PE. 2. Improves aesthetics of schools. 3. Better preserves items being stored, now being stored in cabinets, boxes, ocean going storage containers (e.g., ten at Novato High School), etc.	1. The facilities will need to compete with other needs the District is trying to meet with limited resources.	Consideration will be given to developing with Novato staff a set of district wide equity standards, including adjustment for program variety, with a subsequent comparison of each site to those locally agreed upon standards.	
Area of Interest	Discussion Participants	Pros	Cons	Existing Opportunities and/or Facilities	Project Planning and Construction Costs
Improve main office school site spaces	Elementary and Secondary School Principals	1. Improves/provides confidentiality for staff and parents/students 2. Improves security for school site staff 3. Provides sufficient opportunities for the many small group/individual meetings essential to conduct, such as IEP's, assessment of students individually including English learners, student discipline issues, individual parent meetings, specialized student support meetings/activities (e.g., career counseling), specialized instructional groupings such as for English learners, differentiated instructional groupings, special education, etc. (Some of these could be located in other places than the main office.) 4. Provides sufficient restroom facilities, especially at elementary schools (See also the section for the MPR area of interest). 5. Provides improved teacher work areas for using equipment and centralized supplies to prepare instructional materials and activities. 6. Provides common staff area for more informal community, such as common and large enough areas for eating (adjacent to school cafeteria for high schools), working together, etc.	1. Costs will need to compete with other needs the District is trying to meet with limited resources.	How best to respond to this need will be part of an assessment on a site by site basis. Consideration will be given to developing with Novato staff a set of district wide equity standards, with a subsequent comparison of each site to those standards.	In all Areas of Interest listed in this document, the planning and construction costs will be determined and provided later for the Board's consideration.

NOVATO UNIFIED SCHOOL DISTRICT
Facilities Master Plan – Preliminary Educational Specifications Information Chart
November 27, 2007

Attachment 1

Plumbing and irrigation piping at Novato High School	Novato High School Principal	- Provides needed water to grounds, thus maintaining landscaping. - Provides consistent quality for plumbing flows involving buildings.	This need will compete with others; however, preliminary information indicates this area as a high priority need, possibly addressed within an augmented M&O budget.	A fuller assessment of the magnitude and corrections is needed and will be included in the facilities progress report and plan.	
Area of Interest	Discussion Participants	Pros	Cons	Existing Opportunities and/or Facilities	Project Planning and Construction Costs
Career-technical education	High School Principals	- Provides engaging, hands-on, academic rigorous educational programs to meet needs of secondary school students not as fully engaged with traditional learning as desired, but attending school and classes and achieving adequately. - Responds to interests of district, parents, and community for meeting needs of all students. - Supports state wide efforts to provide continuum of educational paths that are successful in fulfilling School to Career state goals (e.g., Bio-technology; studio television production; construction; drafting; CISCO certification; engineering)	The facilities will need to compete with other needs the District is trying to meet with limited resources.	A variety of facilities on each high school campus currently supports some of these areas; however, those facilities were based on needs many years ago, not necessarily contemporary employment trends. A more detailed assessment of programs envisioned and facilities needed to support the educational vision and plan will be developed.	In all Areas of Interest listed in this document, the planning and construction costs will be determined and provided later for the Board's consideration.
Athletic and physical education facilities	Comprehensive High School Principals	- Provides equity standard of two gyms for San Marin students. - Provides equity for students at Novato High in the areas of team rooms, training rooms, weight room, and girls' locker room. - Provides lights for stadium fields - Provides equitable facilities for stadium bathrooms, snack bar. - Provides equity standard at San Marin for competitive swimming pool. This may become a joint-venture project with city/community, potentially with a larger scale than a swimming pool for only a high school. If a joint venture is feasible, may provide additional opportunities for specialized grants, thus increasing funding income from outside the community. - Provides increased number of athletic fields to accommodate a number of teams.	- The facilities will need to compete with other needs the District is trying to meet with limited resources. - Maintenance of another swimming pool would be an additional ongoing cost for the district's maintenance budget.	Each high school has a variety of excellent facilities, some facilities needing renovation and in some cases facilities not existent. How best to respond to this area of interests/needs will be part of an assessment at each high school. Consideration will be given to developing with high school staffs a set of district wide equity standards, with a subsequent comparison of each high school to those standards. An initial draft priority ranking of items where equity is not occurring will be developed in collaboration with the high school principals.	

NOVATO UNIFIED SCHOOL DISTRICT
Facilities Master Plan – Preliminary Educational Specifications Information Chart
November 27, 2007

Attachment 1

Area of Interest	Discussion Participants	Pros and Cons	Existing Opportunities and/or Facilities	Project Planning and Construction Costs
High school lockers: Option 1 would assign one well-maintained locker to each student	High School Principals; Director of Facilities	Pros: - Students would continue to have the option of conveniently storing on campus school related materials and books. - Students would continue to have lockers to store personal items. - Conventional practices maintained, probably resulting in fewer complaints. Cons: - Costs compete with other facility funds and needs the District is trying to meet with limited resources for facilities. - Facilities would need to be developed to protect lockers from inclement weather, increasing the costs to the facilities master plan. - Issues of inappropriate materials being stored in lockers would occur (e.g., spoiled food, etc.) - Potential for misuse of lockers would exist, potentially disrupting classroom time, and/or diverting staff time to attend to any such misuse. - Staff time required to assign and maintain lockers, including time to maintain lockers in good condition and time to respond to requests for another locker, lost locks, lost combinations, etc.	Other options may be developed such as assigning one locker to more than one student, providing limited lockers on the basis of some criteria, (not recommended) requiring students to use back packs for all books and school materials needed for the day. The pros and cons for these or other options can be developed if requested.	In all Areas of Interest listed in this document, the planning and construction costs will be determined and provided later for the Board's consideration.
High school lockers: Option 2 would no longer have lockers. Textbooks would be purchased for in-class/in-school use, and each student would receive a text to be kept at home.	High School Principals; Director of Facilities	Pros: - More facilities and maintenance & operations funds available for other needs. (See section below "Cons" # 1"). - Savings in staff time now being spent on locker issues. - Less wear and tear on books. - Fewer lost books. - Better student access whenever at home to have texts for homework. Cons: - Initial start up (one time) cost to provide textbook sets for classrooms would compete with other uses for instructional material and/or unrestricted general fund options. (Note: Same course in different periods often taught in one classroom; thus, cost is not double the normal cost of textbooks.) Estimates can be developed; one site administrator suggested an initial one time cost of \$450,000, plus about 30% more textbooks costs each time such texts are adopted (usually every 7 years.) - Increased cost for in class texts if a given course is assigned in the master schedule to be taught in more classrooms than the start up year. - Increased staff time required to move in class texts when course assigned to be taught in a classroom different than the year prior.		

NOVATO UNIFIED SCHOOL DISTRICT
Facilities Master Plan – Preliminary Educational Specifications Information Chart
November 27, 2007

Attachment 1

Area of Interest	Discussion Participants	Pros and Cons	Existing Opportunities and/or Facilities	Project Planning and Construction Costs
Performing arts theater for each comprehensive high school	High School Principals; Directors of Curriculum and Instruction	Pros: 1. Provides more opportunities to expand and deepen student achievement in area of performing arts. 2. Provides more and better opportunities for school community to view student achievements. 3. Increases and improves opportunities for school community events inside. 4. Provides equity between two comprehensive high schools. 5. May provide increased number of performance venues available to community groups. 6. May provide joint-venture project with city/community, potentially at larger scale than for only a high school. If this option is chosen, may provide additional opportunities for specialized grants, thus increasing funding income from outside the community. 7. Could provide increased economy of scale from rentals to support performing arts building coordinator position, maintenance, etc. 8. May allow for increased opportunities for district's K-8 programs. 9. May provide appropriate venue for district wide activities, including but not limited to district wide staff meetings, or at least all district staff meetings by grade level span. 10. Provides practice rooms 11. Provides for appropriate "black box" theater space 12. Provides larger instructional space for drama at San Marin HS. Cons: 1. Expense would be a major competitor for other facility needs that the District is trying to meet with limited resources. 2. If a joint use facility or joint use of land-facility is chosen as the option, would probably increase planning time, with some delayed use of new facility.	Current city owned acreage adjacent to San Marin High School might be a potential site, but would need to be explored further with city as to feasibility.	In all Areas of Interest listed in this document, the planning and construction costs will be determined and provided later for the Board's consideration.

NOVATO UNIFIED SCHOOL DISTRICT
Facilities Master Plan – Preliminary Educational Specifications Information Chart
November 27, 2007

Attachment 1

Area of Interest	Discussion Participants	Pros and Cons	Existing Opportunities and/or Facilities	Project Planning and Construction Costs
Alternative education center	Alternative Education Principals; District Office Staff	Pros: 1. Provides all alternative education programs more specialized facilities, large and small, and equipment for all programs, given the economies of scale obtained by being at one physical location. Examples: TV studio with tech editing computers and software, science lab classroom, etc. 2. Facility could provide specialized programs, such as school to career, that would meet the needs of most students in each of the programs, but which would be difficult to accomplish alone by each of several smaller programs. 3. Staff could operate as a collaborative team of instructional experts, supporting one another, without the impediments of time and travel. 4. Staff associated with one program could offer their expertise to the students in another program conveniently, thus more easily allowing for employment of full time staff with in-depth expertise in certain areas, such as science, math, trades, technology, etc. 5. May provide an additional community asset to support community interests, given the provision of modern technology and audio-visual equipment. 6. Proximity of staff that specializes in creative and autonomous programs could generate of a greater variety of alternative education programs that could effectively engage other students. 7. Slightly expanded physical space for each program in a center can accommodate increased enrollments in those programs when desired (Example: Marin Oaks High School currently has a waiting list of about 15 students needing to enroll so that they can graduate on time.) 8. It might be feasible to consolidate program oversight by establishing a single alternative education center. Cons: 1. The facilities will need to compete with other needs the District is trying to meet with limited resources. 2. Designing such a facility for distinctly different types of students will require creativity, and designs that establish physically separate programs, with an intermingling of staff or students by conscious choice of staff for the different programs. 3. Depending upon site selected, transportation for students could be difficult, transport to and from comprehensive high school could be difficult.	Currently, each alternative education program has its own facility and separate faculty and administration. Ample land space exists for one program. Housing an alternative education program on the site of a comprehensive school occurs, but from a student services and programmatic perspective, this is not generally considered good. Sharing a campus with an alternative education high school is not favored by the high school principals.	In all Areas of Interest listed in this document, the planning and construction costs will be determined and provided later for the Board's consideration.

NOVATO UNIFIED SCHOOL DISTRICT
Facilities Master Plan – Preliminary Educational Specifications Information Chart
November 27, 2007

Attachment 1

Area of Interest	Discussion Participants	Pros and Cons	Existing Opportunities and/or Facilities	Project Planning and Construction Costs
Professional development center	Executive Director, Curriculum and Instruction	Pros: - Provides state of the art technology equipment to support student instruction and staff development in use of technology - Provides efficient opportunities for district wide staff development - Provides increased opportunity for centralized staff collaboration and increased staff development generally. - Supports concept of a district wide Professional Learning Community. Cons: - The facilities will need to compete with other needs the District is trying to meet with limited resources.	School sites have various provisions for staff development and technology facilities. Many of these are limited in size and not conducive to systematic district wide staff development initiatives. An assessment of such facilities throughout the district will need to be done to better develop this area of interest for the board's consideration.	In all Areas of Interest listed in this document, the planning and construction costs will be determined and provided later for the Board's consideration.
Central kitchen with culinary arts career tech program	Director of Student Nutrition Services	Pros: - New facility would provide an opportunity for Career Tech course offering in Culinary Arts. - It will help meet Health mandates and state requirements. - It may provide opportunities for the program to grow and meet school community needs such as PTA, Booster Clubs etc. - If the board desires, the facility could be rented to generate revenues for the General Fund and/or the Food Services program by serving catering events. - Potential of increasing student participation in the lunch program. - Will provide adequate space for storage and food prep. Cons: - The facilities will need to compete with other needs the District is trying to meet with limited resources. - The transportation issues regarding the distribution of food will need to be resolved.	The land and possibly a building shell can be acquired at the Hamilton Air Force Base. In that case, the cost of constructing and equipping a Central Kitchen Facility will be substantially less. Some information suggests sufficient employment positions do not exist to warrant capital expense for a student culinary training program. A programmatic/employment needs assessment may be useful, similar to what ROP does when deciding a course to offer.	
Area of Interest	Discussion Participants	Issue (No Pros or Cons Identified At This Point)	Existing Opportunities and/or Facilities	Project Planning and Construction Costs
Technology	All	The District Technology Plan will be reviewed and incorporated by reference or as an attachment to the Facilities Master Plan. Given that, no further detail is included on this page. Each Novato person interviewed has emphasized strong support for a robust instructional technology capability district wide.	To be determined	In all Areas of Interest listed in this document, the planning and construction costs will be determined and provided later for the Board's consideration.

Table 74

Attachment 2

NOVATO UNIFIED SCHOOL DISTRICT

Facilities Master Plan – Preliminary Educational Specification Information: Additional Areas of Interest To Develop

November 27, 2007

During the first round of discussions with individuals and groups in Novato, several summary documents were generated, each titled “Area of Interest.” These precede this section of this initial progress report to the Board of Trustees. Additional areas of interest about facilities will still be developed, especially with the benefit of discussions with the Board of Trustees.

In addition to the Areas of Interests that have their own section (Attachment 1), the below areas of interest were also noted and will be developed further with the benefit of more time with those familiar with those areas.

Some of these interest areas only apply to one or two sites, although the need/interest may become a high priority for the district to address in the master plan. Others generated a general interest, but without sufficient information and detail to develop a separate sheet titled “Area of Interest.”

Others generated strong interest, such as summer school, but additionally involved policy issues substantially separate from what a facilities master plan would normally address. Nonetheless, for those interest areas, some problem solving discussions can occur. In those cases, a separate addendum to the facilities master plan report may define those areas for the district to consider in venue(s) associated with, but separate from the facilities master plan.

Additional Areas of Interest

1. Air conditioning
2. Summer school occupancy of schools, K-12.
3. Areas for math manipulatives, including storage
4. High school classroom capacity would be affected if additional 20-1 program implemented.
5. Solarize, make energy efficient and further “green” the schools, especially any new construction, including if a second pool is constructed.
6. Renovate Novato High School cafeteria
7. Make all facilities wireless
8. Establish contemporary technology equipment in each classroom of the district (e.g., projector mounted from the ceiling; remote hand held with teacher, etc.)
9. Cafeteria at SMHS inadequate to meet the sheltering of all students during inclement weather.
10. Equip high schools for distance learning.
11. PE facilities for sixth graders at middle schools need to be addressed.

12. Number of classrooms at each comprehensive high school slightly too few to enable each teacher to have his/her own classroom; a few teachers travel each year.
13. High quality after school child care/programs, ala KIPP model perhaps needed in some places. Assess number and adequacy of facilities relative to program needs at individual elementary schools.
14. District office complex needs modernization.
15. NHS classrooms vary in size; assess needs relative to equity standards of 960 sq.ft.
16. Secure storage spaces for tests needed at sites and at district office.
17. Nexus needs full court for basketball.
18. Overhangs or other overhead protection from the rain is acutely needed in some schools, especially San Marin HS. This interest area will be developed and included in the final report.
19. Relocate the Grounds Department from NHS to another location, freeing up room at NHS.
20. Establish aesthetically pleasing security fencing around schools, especially elementary schools.
21. Establish equity standards for parking lots and outdoor PE spaces; then, assess each school relative to the standard.

Table 75

TECHNOLOGY BUDGET

Equipment Items	Hardware & Software	Professional Services	Notes
Data Network	\$437,500	\$91,410	Switches, Voice-Enabled Routers
Zone Server	10,000	2,500	Secure DNS Server Implementation
Data Network Cabling (800 new ports)	45,500	45,500	Adding 2 ports / classroom
Wireless Network	150,000	22,500	Adding 150 Wireless Access Points
Wireless Cabling	18,750	18,750	Cable run and chase for each Access Point
IP Telephony	325,000	118,887	Call Processing/Management, 500 phones
Conferencing Solution	135,800	58,200	Meeting Place Server, 18 Video Phones
Security Solution	20,000	3,000	Firewall, Network Authorization
UPS Hardware	100,000	10,000	Assume each closet supported by battery
Digital Media Solution	200,000	50,000	DMM, Video Portal and Media Servers
Classroom Digital Overhead Projector	682,500	227,500	Dell Overhead Projectors
Electrical Power to Projector	45,500	68,250	Power run to each overhead projector
Computer Replacement (455 units)	364,000	91,000	One desktop computer per classroom
Sales Tax (8.75%)	221,773	N/A	
Shipping Estimate	\$23,192	N/A	
1st Year Maintenance for Solution	N/A	\$76,098	Cisco SMARTNET support for key Hardware

Total Price

Equipment Hardware & Software	\$ 2,779,515
Professional Services	883,595.23
Grand Total:	\$ 3,663,110
	↓
Annual Payment with a 5-Year Lease:	\$ 751,705

EXHIBIT A

Converged Safety Security System Report

NOVATO UNIFIED SCHOOL DISTRICT

Converged Safety Security System

FEBRUARY 20, 2007



**TOTAL SCHOOL SOLUTIONS
4751 MANGELS BOULEVARD
FAIRFIELD, CA 94534**

TABLE OF CONTENTS

Section	Page
Design Recommendation for Novato Unified School District	1
Objective	1
Proposal	1
Benefits of a Converged IP Enabled Safety Security System	2
CSSS Design Recommendation	2
Access Control	2
Video Surveillance	2
Application Management Software	3
Image (Data) Storage Retrieval	3
Mobility	3
Network Infrastructure	3
Monitoring	4
False Alarms	4
Cost Estimates	4
Enhanced Capabilities	5
Pilot	5
Assumptions	6
Management Considerations	6
Project Management and Implementation Team	7
Exhibits	
Exhibit A– Securing the Schoolyard” by Michael A. Gips, Associate Editor Security Management Magazine	8
Exhibit B– Grossmont Union High School District, “Taking Secure Measures in the Wake of a Tragedy”, Cisco Systems Customer Profile	15
Exhibit C- California High School Uses Video to Improve Campus Safety, Cisco Systems Customer Case Study	20
Exhibit D- Cisco Systems IP Network-Centric Video Surveillance, Cisco Systems Technology White Paper	24
Exhibit E- Typical Converged (IP Based) Safety Security System	38
Exhibit F- DIVR Systems, Inc. Typical Converged (IP Based) LAN WAN Safety Security System with mobile wireless capability.	40



Converged Safety Security System (CSSS) Design Recommendation for Novato Unified School District

The Novato Unified School District engaged the firm Total School Solutions (TSS) to conduct an assessment of the existing safety and security systems at their 14 campuses, and to provide a proposal for an integrated system that will ensure students and staff are safe and instructional facilities are protected.

Creating and maintaining an environment that is conducive to student learning and academic achievement is a key goal of the district. A safety and security system that will keep students safe and protect the instructional environment will provide Novato Unified with another tool to ensure the district maintains a high standard of academic excellence.

For purposes of illustration, during the period of June 2005 to January 2007, there have been incidents of vandalism and theft on 8 of the 14 Novato campuses, which resulted in more than \$190,000 in out of pocket costs to the district in deductible payments or cost of replacement payments for under-deductible losses. These costs reflect actual property or damage losses only and do not include all the staff time that is spent dealing with these incidents; the negative financial impact on future insurance premiums and loss fund contributions; and most especially the education and instructional time which is lost due to these incidents.

Objective

Design a scalable, intuitive and interactive safety and security system. Provide a proactive tool to assist Novato Unified School District's administrative decision makers in protecting their students, faculty, and administrative personnel, and securing their instructional facilities, and district assets.

Proposal

A Converged Safety Security System (CSSS) utilizing industry standard best practices to provide robust security coverage for the entire district, to act as a deterrent for vandalism, as well as provide a valuable tool in identifying perpetrators when they do commit acts of vandalism on campus. The ability to identify perpetrators will allow the police department to take swift action against them and will allow the district to seek restitution for any damage or losses incurred.

Deploy a phased district-wide CSSS that will address two key areas:

- Video Surveillance Oversight (safety & protection)
- Perimeter Access Control (intrusion alarm)

Total School Solutions has been informed by the district that the most pressing district need is access control, due to the fact that a number of the school sites have limited or no intrusion alarm system in place to protect district assets from burglary or vandalism. Per direction from the district's Executive Director of Facilities/Construction, the attached CSSS design recommendation will address first access control and secondarily video surveillance.

Benefits of a Converged IP Enabled Safety Security System (see Exhibit A)

- Student and staff safety increased
- Reduction in vandalism and theft
- Insurance cost savings/decreased insurance premiums
- Increase in perpetrator apprehension
- Perpetrators prosecuted with definitive evidence
- Reduction in number of student fights (system acts as a deterrent)
- Reduction in gang activity
- Illegal drug transaction intervention
- Risk Mitigation: As a truly impartial silent witness, the system will document, archive and “watermark” school activity by day, hour, minute, or even per second to give an accurate account of any disputed event.
- Enhanced Capabilities: Next generation converged IP enabled safety security solutions offer true scalability and can adapt and change as the district’s needs evolve and change.
- Cost Reduction: Ease of installation and reduction in associated costs resulting from the use of the district’s existing network infrastructure.

CSSS Design Recommendation

Access Control

Access control is imperative in protecting the district’s facilities against unauthorized entry into buildings and campuses. The access control solution should be able to remotely identify unauthorized entry and report the incident so that appropriate action can be taken by school facilities personnel or law enforcement personnel. It must also be flexible enough to address even mundane requests such as remotely unlocking doors for custodial personnel during off hours and weekends.

The access control portion of the CSSS should consist of one device per classroom or administrative office area. The device will be a motion detection enabled camera, a conventional motion detection sensor, or an electronic door strike type mechanism. The device should be IP enabled with “power over ethernet” (where applicable) and RJ45 “female” network connection. The device will be connected via category five (5) cable and/or fiber to the nearest network hub or switch device.

Video Surveillance

To ensure the safety of students, staff and instructional facilities, an intuitive, flexible and portable surveillance solution should be deployed. The video surveillance system should be

proactive and even anticipate events as they occur, alerting district personnel so that the appropriate actions may be taken in advance. This system should also have the ability to archive identified visual events and retrieve the information for potential viewing by district safety personnel, risk management or law enforcement officials. The surveillance system should have portability so that camera management and manipulation for event viewing can take place remotely via a Personal Data Assistant (PDA), wireless laptop computer or via the internet.

The video surveillance portion of the CSSS should consist of one device per classroom, administrative office area or other defined campus geographic area. The device should be a motion detection enabled Pan Tel Zoom (PTZ) camera. Motion detection can be accomplished via an attached motion sensor device connected to the camera or through “pixel-ization” movement detection through the camera lens. The camera should be IP enabled with “power over Ethernet” and a RJ45 “female” network connection. The device should be connected via category five (5) cable to the nearest network hub or switch device which is typically located in the campus Intermediate Distribution Frame (IDF). Exterior mounted cameras should be installed in accordance with industry best practices for camera location panning coverage. All exterior cameras should be housed in the appropriate inclement weather and vandalism protection enclosures.

Application Management Software

Application management software for the CSSS will manage and manipulate devices and video imagery via a personal computer (PC). The PC station can be non-dedicated and deployed anywhere in the network infrastructure. Application management software should be based on industry standards in architecture, so as to interface with IP based data archival mass storage platforms; should have a “windows” oriented graphical user interface (GUI) for access via the internet; should have audio and video imagery capabilities (M-peg 4); and the software must maintain a robust database of “triggered events” for retrieval of previously recorded imagery or access control event registry.

Image (Data) Storage and Retrieval

Archived video event and access control imagery for the CSSS should be stored in an IP industry-standard mass data storage system, i.e. network attached storage (NAS) or storage area network (SAN). This imagery should be available for retrieval from any authorized PC station or node on the network.

Mobility

The CSSS will have the capability to port to mobile devices for viewing and camera management via wireless notebook or PDA. Retrieved imagery should have the ability to be converted to m-peg, j-peg, motion j-peg or pdf files for distribution via email.

Network Infrastructure

The District has in place single mode fiber to all campuses, with the exception of the NEXUS facility which currently has T-1 lines. All WAN/MAN fiber connections ultimately terminate and converge at the district’s data center, located in the District headquarters. All camera servers and associated video imagery mass storage systems should be stored at the District data center.

CSSS traffic and network bandwidth load should be managed via V-LANS and the district's network device management software program.

Monitoring

Incident response methodology is typically formulated after meetings with district personnel to determine an incident reporting hierarchy during the initial pilot. Outside monitoring firms can be expensive and may not understand the school district's unique needs and personnel. Outside monitoring firms are most cost effective when used in large school districts. Given the relative size of NUSD our recommendation is to consider localized distributed monitoring.

An IP enabled system is flexible in nature so that you will not need a traditional centralized monitoring facility on or off campus. The district's own security and/or safety personnel can monitor the system overall utilizing its portability via PDA's or notebook PC's when they are mobile, or any desk top PC that is in their vicinity when they are visiting campuses. Our recommendation is that passive monitoring should be distributed across the district departmentally.

As an example, M&O would be monitored passively by the M&O Director (a small window on his or her PC) and department supervisors during business hours. The district's security personnel would have direct active oversight and could monitor the M&O facility from anywhere in the district, if there is an incident or "triggered event". After hours the system would be linked to local law enforcement for intrusion alarm response and they would monitor visually only if there was a triggered event (incident). Generally, the system comes online and records only when there is a triggered event. The M&O Director (or whoever he or she assigns to be on call after hours) is alerted by the system via email, PDA or cell phone, that an incident has taken place. That individual would determine whether law enforcement should be dispatched. They would do this by going remotely into the system to view imagery or the system could send "snapshots" of the incident to the on-call person.

False Alarms

Legacy security systems by their very nature are typically "blind." Without a video surveillance component in the design they cannot determine whether a triggered event is a bonafide incident or merely a custodian entering a facility to perform duties. Next generation IP enabled systems, like the CSSS proposal, are very intuitive. They can distinguish between a cat crossing a hallway or a burglar with a crowbar going through a window. The incidence of "false positives" is greatly reduced with the deployment of these systems.

Communication with local law enforcement regarding the installation of this system should be included in the implementation plan, so that decisions regarding response to false alarms can be discussed in advance.

Cost Estimates

The estimated average cost per device installed is approximately \$1,500.00. This estimate includes hardware, materials, software and installation labor. This cost estimate does not include mass archival storage platforms and associated internetworking hardware. To accurately determine what the costs of the storage and internetworking hardware will be, the pilot process will allow a measurement of the amount of mass storage volume needed. This measurement is

based on the actual number of devices and average recording times. Once tabulated, the size of the Storage Area Network (SAN) or Network Attached Storage (NAS) can be calculated and priced accordingly. Internetworking hardware costs are determined by the number of IP enabled devices (cameras, motion detectors, access control devices) installed district-wide throughout the system. Depending on the manufacturer of network switch product selected, it is typically tabulated on a “price per port” basis.

- **Average Cost Per School Campus** – The average cost per school campus is estimated to be \$33,000.00. This cost is based on an average number of twenty-two (22) devices installed per campus.

Note that the number of devices per campus may vary and will ultimately depend upon campus layout, type of campus (Elementary, Middle School, High School, etc.), and the security goal(s) at that campus. Devices installed can be cameras (PTZ or Fixed), access control (intrusion alarm), motion detection, or any combination of these devices.

Enhanced Capabilities

Although the CSSS’s core responsibility will be to provide protection of the district’s students, personnel and assets, because of the IP architecture the CSSS will be able to provide additional benefits to the District in the future as well. These enhanced capabilities may include the following features:

- Attendance Verification
- Distance Learning
- Campus to Campus Collaboration
- Remote Tutoring
- Visual Archiving of Strategic Campus Events
- Library Archiving

Information on these additional capabilities can be provided under separate cover upon request.

Pilot

- The school site selected for the initial pilot is San Marin High School. This site was selected by John Silvestrini, Executive Director of Facilities/Construction, based on information provided during a discovery meeting conducted with Tom Hill, Supervisor of Maintenance and Operations NUSD, Patrick Ekoue-Totou, Information Systems Supervisor NUSD and Lonnie Poindexter, Project Manager for Total School Solutions. Justification for this site selection was based on the following; a) due to the remote geographic location of San Marin High School this site is a frequent location for drug and alcohol use after hours; b) the site has incurred significant damage due to vandalism; and c) the only intrusion alarm system currently installed San Marin is in the Administration building and this has proven to be inadequate.
- The Pilot school installation will act as a “proof of concept.” Once installed, the prerequisite performance results and confirmation of fixed costs per campus will determine the implementation schedule for district-wide deployment. The pilot will be known as Phase One of the general implementation schedule of the CSSS.

- Pilot installation and proof of concept project duration and confirmation:
 - Approx. 45 to 60 days
- Pilot performance criteria for confirmation of proof of concept:
 - Network Backbone - percentage utilization of available bandwidth study
 - Application response time performance study
 - Set up of V-LANs for segregation of bandwidth
 - Set up of archived imagery storage platform
 - Measurement for anticipated and needed archival storage drive space
 - Set up of CSSS software application administration policies
 - Set up and confirmation of the general implementation schedule for the CSSS Phase two, three, etc, respectively
 - Training of district personnel on CSSS

Assumptions

- There is sufficient bandwidth on the district's network backbone to accommodate CSSS payload and traffic.
- There is a minimum of 100 megabits bandwidth (gigabit preferable) on each leg of the district's Metropolitan Area Network (MAN) network backbone.
- District will purchase Cisco's Switch Router Network Management Software suite.
- There is sufficient budget immediately available to complete Phase One of the CSSS installation.
- District will make available one employee for cross-training on installation and maintenance of CSSS cameras and peripheral devices.
- District IT Department will maintain CSSS management application software and the PC station wherever it will reside.
- District IT Department will maintain the mass storage platform where CSSS imagery data will be stored.
- CSSS will ultimately port to and connect with any district legacy safety and security systems where applicable. The district's legacy systems are proprietary or "closed" in design. Any of the existing district systems that have "forwards compatibility" to next generation IP based systems (via network uplinks) should work in theory, with the proposed CSSS. However, compatibility testing should be performed on any legacy system before inter-operability is confirmed.

Management Considerations

Gathering support for the plan from school communities via discussions with faculty groups, parent groups, site councils and other interested parties is an important component to a successful implementation.

Be prepared to respond to community questions about the need (i.e. big brother/privacy concerns) and cost justification.

Review all necessary legal notification requirements and ensure they are implemented and monitored for any changes.

Determine which district staff members will have access to the system and limit access to those identified only. Communicate how information will be collected and utilized and by whom, to the school community.

Evaluate pilot installation fully before moving forward with additional installations. Ensure the system meets the needs of the district before expansion.

Project Management and Implementation Team

- John Silvestrini – Executive Director, Facilities, Maintenance & Operations
Novato Unified School District
- Patrick Ekoue-Totou – Information Systems Supervisor
Novato Unified School District
- Tina Burkhart - Director of District Support Services
Total School Solutions
- Romeo Tabaranza - Project Manager
Total School Solutions
- Lonnie Poindexter - Project Manager
Total School Solutions

EXHIBIT A
School Security

School Security Securing the Schoolyard

By Michael A. Gips

Cameras are rolling in schoolhouses across the nation, not just in the hands of students with dreams of Hollywood, but also in security monitoring locations, protecting students, faculty, and school property from harm.

Carolyn Foster, a business teacher in Lynnville, Tennessee, was fifty-eight when it happened to her. Quentin Gamble was a senior at a vocational school in Queens, New York. Dale Breitlow was a forty-six-year-old assistant principal at Wauwatosa West High School in Wisconsin. Steven Watkins, nineteen, was a special education student in Detroit. Jeremy Bullock, an eleven-year-old, was attending Margaret Leary Elementary School in Butte, Montana. Peter Christopher was a forty-one-year old custodian at Wickliffe Middle School, Wickliffe, Ohio.

What could such seemingly disparate people have in common? They were all gunned down on school property--just a few of the more than one hundred lives lost to violent incidents in schools over the last five years.

The nation's schools, in an effort to shelter children from the societal forces that buffet them, are waging a daily battle against crime. It is an uphill fight. Eighty-two percent of the 720 school districts responding to a 1994 National School Boards Association survey reported an increase in violence over the previous five years. But security technology, in combination with creative policies, is helping schools gain ground.

Some schools now require all students, faculty, and staff to wear picture IDs. The number of access points are being limited and entrances are being monitored. In addition, more schools are using metal detectors, says Robert Rusting, editor and publisher of the newsletter *School Security Report*.

Ronald Stephens, executive director of the National School Safety Center (NSSC)--a partnership of the departments of Justice and Education that promotes safe schools--says that school systems in Long Beach and Oakland, California, and elsewhere have been requiring students to wear uniforms. "Kids tend to behave the way they're dressed," he says.

Schools are also forging partnerships with court officials, probation officers, and other professionals. Court officials provide administrators with information on convicted criminals returning to school, and probation officers are invited to monitor their charges on campus.

Video surveillance is another security solution being adapted to the public school environment--and the results are encouraging. CCTV installations in conjunction with other security measures have led to a significant drop in fights and violent crime, according to some of the schools interviewed for this article. School officials around the country also credit CCTV surveillance with significantly reducing property crime such as break-ins, theft, and vandalism.

Farragut High School on Chicago's West Side experienced about 100 fights per year--sometimes four or five per day--before installing CCTV equipment and metal detectors, adding security officers, and establishing a dress code to eliminate gang attire. In the year since these measures were put in place only three fights have occurred, according to Frank Valadez, the school's administrator. Other violence, such as stabbings, has also disappeared.

In addition, the school went from frequent problems with theft to seeing locker break-ins, vandalism, and other minor crimes cease almost entirely. Painting over graffiti, which in the past had cost \$35,000 per year, cost only about \$2,000 for the first half of the current school year. The dollars saved have been redirected to school beautification projects.

The school had been losing students to other institutions for several years. Now enrollment at Farragut is up 700 students from last year--to about 2,300--which Valadez largely credits to the parents' perception of a safer environment.

Similarly, after installing CCTV monitors at Independence High in Columbus, Ohio, officials saw break-ins drop from ten to zero over two comparable six month periods--one preceding the installation and the other following it.

From 1986 through 1995, the Huntsville, Alabama, school system has used an elaborate microwave-based camera surveillance setup for its more than forty schools. "Prior to our system going online, we were experiencing anywhere from ten to thirty burglaries per month," says Operations Director Don Sadler. "Now we might have five a year and we have about a 99 percent apprehension rate."

Sadler explains that the Huntsville security system was installed "to protect the facilities after hours because we were losing so much money in fire, theft, and vandalism." In the five years prior to installation, he says, the school system suffered \$6 million worth of such losses. In the years since, losses have been "little, if any." In addition, as a result of the reduction in crime, the school's insurance premiums declined significantly, yielding savings of \$700,000 in the first two years alone.

The number and location of cameras used by schools varies depending on the availability of resources and the nature of the problems. In the Renton School District in Washington State, where violent crime is low and the major concerns are car prowls, trespassing, drug dealing, and graffiti, three high schools have four cameras each. The cameras monitor parking lots and the school exterior.

In Clark County, Nevada, where schools range from rural to inner-city and problems run the gamut, two cameras are used at elementary schools while up to ten are used at secondary schools. Despite severe budget constraints, twenty high schools in Prince Georges County, Maryland, are wired to support twenty cameras each. Euclid High School, outside Cleveland, now uses more than thirty surveillance cameras to watch its 2,000 students.

The recently opened Townview Magnet Center in Dallas uses thirty-seven cameras for its approximately 2,200 pupils. And the Norfolk school system tries to limit its schools to sixteen cameras, because additional cameras would require the purchase of more multiplexers and other related equipment.

The Clark County School District supplements its stationary surveillance cameras with handheld video recorders. The school police department's gang unit carries the portable cameras to capture gang fights among students on film. School officials can then show the videos to parents to help convince them that their children are involved in gangs, explains Dr. Jack Lazzarotto, the district's director of school police services. Further, Lazzarotto says, Clark County has successfully used CCTV videotapes in court to prosecute individuals caught breaking the law on school property. And Valadez says Farragut has twice used videotapes from stationary cameras to prosecute students who broke into lockers.

CCTV is particularly well suited to schools because of the captive population: the same students, faculty, and staff are there every day, making identification, apprehension, and punishment more likely than in an environment with an ever changing population, such as a convenience store.

But cameras have their limitations. Henri Bérubé, a constable with the Peel Regional Police in Brampton, Ontario, cites studies showing that unmonitored cameras are one of the least effective deterrents to robberies in banks and convenience stores. And he notes that the presence of expensive and easily removed computer equipment is making schools more attractive to professional burglars. He questions whether over time unmonitored CCTV will deter these types of burglaries on school properties.

Legal concerns

While the use of CCTV equipment in schools could eventually raise concerns over privacy rights, the policies have thus far not encountered concerted opposition. But some attorneys see the potential for legal problems.

"Surveillance at a government school, depending on the nature of the surveillance, is a search and seizure," says Don Haines, legislative counsel specializing in privacy issues for the national office of the American Civil Liberties Union (ACLU). As such, it would require particularized evidence of a crime by a specific person.

Moreover, he says, surveillance can infringe on the rights of students (as well as faculty and staff) to association and free speech. An example would be school administrators monitoring student missionaries or activists whose messages they oppose. Additional concerns arise if the surveillance is recorded and kept, he says.

"But it's not the ACLU's position that in every single conceivable instance the use of video camera surveillance is a bad idea, bad policy, or unconstitutional," Haines clarifies. Video surveillance may be warranted in cases where there is an immediate threat to public safety or assets, he says, but it would have to be narrowly tailored.

For example, it may be unobjectionable to train a camera directly on an office safe where few people pass by, but only if there is no audio, the transmissions aren't recorded, there is careful control of who monitors it, and notice is given, he says.

Other attorneys say that video surveillance of public areas is not an invasion of privacy where any given person's actions can be expected to be seen by many people anyway.

A more obvious potential infringement occurs with surveillance in areas where students have a clear expectation of privacy. Attorneys point out that surveillance that intrudes upon a bathroom or locker room may well give rise to invasion of privacy claims.

Of the schools surveyed for this article, many used outdoor cameras to monitor entranceways and parking lots, as well as indoor cameras for common areas such as hallways, stairwells, and cafeterias. No cameras were in use in private areas such as locker rooms and bathrooms. The NSSC's Stephens says that he has not seen many cameras in use in school classrooms, except to monitor students on detention or particularly disruptive students.

In schools where access control is a concern, as at Norfolk elementary schools, cameras are placed at entrances. Clark County's Lazzarotto stresses that the camera placement decision should be made with the help of security, teachers, administrators, and technical experts. For example, security may know where fights tend to break out, teachers and administrators may know where students loiter, smoke, or drink alcohol, and technicians can assess the feasibility of camera use at a particular location. Philadelphia's Martin Luther King High School took this approach one step further by giving students a say in camera placement.

Oregon's Centennial School District, which has had little violent crime but significant vandalism, relocates cameras in response to security needs. According to Carol Thornberry, a Centennial administrative assistant, most cameras are posted at the district high school, but portable units can also be placed at trouble spots in the middle school or any of the five elementary schools if circumstances require. Thornberry says this system has been effective in catching and deterring criminals and unruly students.

Signs. Signs apprising students of video surveillance are not legally necessary, according to Jon Groussman, an attorney with Liability Consultants Inc. of Framingham, Massachusetts, as long as cameras are placed in areas where there is no expectation of privacy. However, he adds, if signs are posted, they should be accurate; for example, they should indicate that the surveillance is monitored only if it is indeed monitored.

Norfolk schools do not post signs indicating that surveillance is taking place, because cameras are used only in "public" areas, according to Dr. Barry Hylton, head of security for the Norfolk Public School System. Students, faculty, staff, and parents should be informed when the systems go in, he says, but he does not feel the need for posted warnings.

Placebo cameras. Some schools use dummy cameras to give passersby the impression that they are under surveillance when, in fact, they are not. Administrators at these schools claim that dummy cameras provide the same deterrence at much less cost.

Attorneys, however, warn that this practice creates liability. The risk is that a student will be attacked or injured in range of what appears to be a functional camera but is not. Groussman argues that fake cameras give the impression of security when none is present. A plaintiff threatened or

attacked in range of a camera, he says, could contend that he or she reasonably expected school security to respond. Schools that use bogus cameras, he says, are "rolling the dice."

Student attitudes

The NSSC's Stephens says that student reaction to surveillance has been positive, especially when administrators present surveillance as a safety issue. Stephens stresses the importance of explaining to students, parents, and faculty why cameras are necessary. To minimize disruption, he suggests installing cameras before a new school year starts rather than midyear.

Clark County's Lazzarotto has conducted interviews with students to assess their perceptions of the cameras. For the most part, he says, they are enthusiastic about them and feel safer in school, which in turn improves the learning environment.

According to John J. McLees, executive director for school safety, School District of Philadelphia, installation of CCTV at Martin Luther King High School--just days after a teacher was raped there--has been "greeted with open arms" by students and faculty.

In fact, students and teachers at some schools have been clamoring for surveillance cameras and other measures to help make their environment safer. According to Russ Tedesco, director of security services for Prince Georges County (Maryland) Schools, days after a classmate was shot and killed in late December 1995, a group of students at Maryland's Oxon Hill High School protested the school's lax security.

Some students at a few schools have objected to video surveillance as "Orwellian." According to *Capital Times*, a Madison, Wisconsin, newspaper, students at Middleton High objected when their campus paper reported the use of a covert surveillance camera in the boy's locker room. The new principal reportedly credited a prior administration with the installation and immediately had the camera removed.

Students have also bristled at other measures. For example, according to a December 1995 story in the *Boston Globe*, students at Somerville High School, just outside of Boston, resent having to wear photo ID badges. But Robert Snow, district administrator for curriculum and instruction for Somerville Public Schools, says that this sentiment is not widespread and that the school council has voted to retain the badge policy. Tedesco reports similar hostility to ID badges among some students at Prince Georges County schools.

Expense

Schools intent on installing CCTV equipment may have avoided legal challenges and student opposition, but one battle they must all fight is the one for scarce fiscal resources. The purchase of surveillance equipment further strains notoriously paltry school budgets. For example, Independence High spent about \$23,000 for twelve black and white cameras, two monitors, a VCR, and a multiplexer. The school is paying for the system on a five year lease-purchase agreement.

Of course, the more elaborate the system the higher the cost. Huntsville's microwave-based security system cost \$1.7 million to install and required licensing by the Federal Communications Commission. To improve quality and escape transmission and regulatory hassles, the school district has recently replaced its microwave system with an Integrated Services Digital Network (ISDN), a system that has three channels that can be used to send video, data, and voice transmissions simultaneously. Communications links for the security system, including hardware and software, cost about \$150,000.

A much cheaper solution is to use hand-held cameras, but they cost man-hours and may expose operators to attack.

The use of color cameras in lieu of black and white also increases costs. But color cameras may be worthwhile because of their effectiveness in identifying the color of clothing, skin tone, and any objects a student may be carrying. Fred Zagurski, CPP, an Edmonds, Washington, security consultant who helped the Renton school district design and install its surveillance system, advocates using color cameras indoors and black and white cameras outside, since black and white cameras operate in a wider range of lighting.

Systems have ongoing maintenance and personnel costs as well. Hardware alone is not enough, says Norfolk's Hylton. Sufficient and appropriate personnel must be hired to work with it, a further expense.

Safety is probably the primary motivating factor for funneling limited school dollars in this direction, but school officials can also point to the savings from protecting property as proof that the system ultimately pays for itself. As mentioned earlier, savings can be significant both in property saved from theft and vandalism and in smaller insurance premiums.

As evidence mounts that CCTV helps reduce crime and save money, schools are becoming less camera shy. "Video cameras are a part of life, in the bank, in the grocery stores, in the malls, everywhere," says James Osborne of Columbus's Independence High. "Why should it be any different at a schoolhouse?"

Michael A. Gips is associate editor of Security Management.

EXHIBIT B



Grossmont Union High School District

Taking Secure Measures in the Wake of Tragedy

No school district should ever experience the violence, terror, and shock of an on-campus shooting. And certainly, no school district should ever suffer a second shooting—only weeks after the first. Sadly, that's what happened to the Grossmont Union High School District in March of 2001, when it became the first district in the United States to have two shootings at its high schools.

These tragic incidents, which occurred just 17 days apart, left the district and the community reeling—and searching for answers. “We always felt that our schools were sanctuaries, and we’ve discovered that, in fact, we suffer the same shocking events that happen in the rest of the community,” says Dr. Granger B. Ward, Superintendent of the Grossmont Union High School District. “And we have to address that and be better prepared.”

Security Challenges

Located in La Mesa, California, east of San Diego, the Grossmont Union High School District is made up of 11 high schools, with 24,000 students taught by 1,200 teachers. An additional 20,000 students attend the district's regional

occupational programs. Grossmont also has a strong adult education program, with some 35,000 students. The district is one of the largest in California.

Like most school districts across the United States, Grossmont immediately stepped up its security measures after the shootings at Columbine High School. “Making sure our kids are safe is a number-one priority for us,” emphasizes Ward. “We had agreements with the Sheriff's Department and local law enforcement to have officers on campuses part time. We also brought in campus supervisors, adults who monitor the activities of students and people coming onto campus. We talked to kids in their classes about warning us if they hear any student talking about doing something harmful.”

The district worked with local law enforcement to develop site and contingency plans for an emergency. “We were prepared in the sense that our staff knew what to do,” explains Ward. “There was an emergency plan in place, getting kids out of the hallway, getting into the rooms, locking down the campus. We had run through all of those drills, but like any drill, you do it, never thinking it'll be real at some point.”





The Shootings

No drill could have fully prepared the district for the events of March 5, 2001. That day, a student at Santana High School pulled out a .22 caliber gun, and began firing at students during the passing period. Two students were killed and 13 were wounded before local law enforcement apprehended the gunman.

"Any school shooting is a total surprise to any community," states Ward. "These shootings historically happen in suburban districts like ours, not urban districts. But you still don't expect it. We were in total shock that any student would come onto a campus with a weapon and take lives. And we were doubly shocked when it happened again less than three weeks later."

Only 17 days later, on March 21, a student, wielding a shotgun and a pistol, opened fire on the students at Granite Hills High School. This assailant was taken into custody by police only 90 seconds later. Although eight people were wounded, this time, there were no fatalities.

"When the radio begins to crackle of another shooting that has occurred, you're almost in disbelief," exclaims James R. Davis, Chief of Police. You say, 'how does this happen twice in a very good high school district with a lot of good people and concerned parents?'"

The District Responds

In the days and weeks immediately after the shootings, Grossmont's teachers, staff, and students struggled to cope with the resulting shock and grief. "We suspended our normal jobs, and moved into a support role," recalls Warren Williams, the district's Assistant Superintendent for Information and Technology Services. "The press was everywhere, and teachers had a hard time working on campus."

To prevent such tragic events from happening again—and to improve response time if they did—the district searched long and hard for solutions. A "Lessons Commission" of community leaders

was formed, and it recommended improved surveillance and connecting students to parents. "Our police department, along with the sheriff's department and another police department, worked together on a joint recommendation to the school district for security technology, including video surveillance," adds Davis.

Two years earlier, the district had upgraded to a Cisco IP-based converged network. Now, Williams, Ward, and other district personnel decided that an IP video surveillance system should be installed to run over this network. "IP video gives the school and district office direct, instantaneous access to what's going on at a campus, plus the ability to review what has happened," says Ward.

One important surveillance feature the district needed was for authorized personnel to be able to view the video remotely with wireless handheld devices. Packet Video's Skywitness solution was chosen to display the images and to control the cameras. "Packet Video uses an MPEG4 encoder, and the video image requires a much smaller bandwidth stream," notes Williams. "As a result, this image can be ported over our Cisco wireless technology to a PDA or cell phone, so our security personnel and police can view it." The video resolution quality is high, so it can be seen clearly on even the smallest of screens.

The video images are obtained by Sony cameras, which can look over a large area in static mode, or pan, tilt, and zoom into classrooms if needed. "We put these cameras in strategic places so that you get a full view of the campus," explains Williams. The cameras all connect directly to the converged network's Cisco line-powered switches.

Advantages of IP Video Surveillance

The IP video surveillance system will help police officers do their jobs even better in the event that another security problem occurs. "Normally, when we go into these situations, our SWAT teams



"There is no way to put a price tag on **student safety**.
There is no way to put a price tag on peace of mind."

have very little or no information about the location of potential suspects," says Chief of Police James R. Davis. "If you have the ability to look at a scene or look inside a building from a remote location, that's very helpful."

"With cameras on campus, a school becomes a safer place to be," notes Williams. Ward points out that the surveillance system has been a real deterrent to graffiti, theft, and vandalism. "Staff, students, and administration all know that we can review the video of whatever happens on campus. We've presented the recordings as evidence to students and their families, and said, 'Here's the video of you in action.' We've seen a dramatic decrease in property damage on our campuses, and it really gives our staff a sense that they're being watched over and protected. We've also seen fewer kids getting into physical confrontations, because it's very obvious who is the initiator. This system makes kids think twice before doing something they shouldn't, because they'll get caught."

Additional Safety Through IP Telephony

Prior to the installation of the video surveillance system, the district had implemented Cisco IP telephony. "We wanted to guarantee instantaneous communication from any part of our campus or any classroom," recalls Ward. The Cisco IP Phone system can be set up for one-button 911 emergency calls, and can be used to contact the office and pinpoint the location of a security incident. Today, every classroom has a Cisco IP Phone. And the transition to this new system was smooth and seamless. "We put in over 250 tele-

phones in the front office, and did not have one single complaint about changing from the old telephone system to the new telephone system," exclaims Williams.

One year after its initial installation, the Cisco IP Phone system is providing a rapid return on investment. "Our older telephone system was costing us a great deal of money in maintenance and in paying for local long distance charges across our own community," explains Williams. "We had to pay for an individual line for each classroom, plus pay for services. Now, we manage our own phone system, and there are no charges for intra-district calls. Also, we figure after four-and-a-half years, we'll begin to make money for the district, because we'll no longer be investing in IP telephony itself."

Funding Solutions

How has the district obtained funds for this security technology? "We put a bond strategy together," says Williams. "We also use E-rate extensively."

"We're able to fund this, not only through local funds and some state funding, but through working with corporations here in the district," notes Ward. "These corporations include Cisco, which has been incredibly supportive of our district in trying to help us get to the highest safety and security level possible."

Ultimately, the importance of the security system to the district, community, and local law enforcement helped ensure funding. Superintendent Ward states it best: "There is no way to put a price tag on student safety. There is no way to put a price tag on peace of mind."

Teaming Up with Cisco

Williams and his staff have benefited from a good working relationship with Cisco, as well as a high level of product quality. "We wanted industry standard devices that would serve the district for a long time," he explains. "And Cisco technology itself is sound and demonstrated." Equally important is the fact that

Cisco is partnering with the district in student education. "The Cisco Networking Academy" is nationally renowned for its ability to train students in real-world applications and get them jobs out of high school, and we wanted to bring that capacity to the district." Finally, Cisco engineers showed that they would be there from day one—and for the long run. "Cisco brought the entire organization to bear on any implementation problems. Their engineers trained our staff to assume the responsibilities for our network, which is tremendously important to us. Cisco hasn't disappeared to this day, even though we're well beyond implementing their products."



Corporate Headquarters

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EXHIBIT C



Customer Case Study

California High School Uses Video to Improve Campus Security

Executive Summary

Customer Name

Garden Grove Unified School District

- Garden Grove, California
- Nearly 80,000 students and 5000 employees in 70 schools
- 2100 students at Santiago High School

Industry

Education

Business Challenge

- Increase safety for students and staff.
- Help administrators and the school security officer respond effectively to incidents.
- Reduce graffiti, vandalism, and theft on the school campus.

Network Solution

- Network switch provides power and connects the IP cameras and video servers to the school LAN.
- Security appliance helps to protect the school network from unauthorized external access.
- Wireless access points, used for classroom instruction, can also support access to the video system.

Business Results

- Increased feeling of safety contributed to improved student learning and test scores.
- Video files helped to solve an automobile break-in and other incidents.
- Graffiti reduced to almost zero, saving the costs of repainting.
- Video cameras and server connected to the existing network for cost savings compared to alternatives.

Garden Grove Unified School District reduces vandalism and enhances safety with Cisco network support for IP video.

Business Challenge

A school environment that is safe for students, staff, and property is vital for learning. For schools that have a large campus, increasing safety and security in all areas and at all times can be difficult. The Garden Grove Unified School District (USD) in California has found one way to improve campus safety. In a pilot project at Santiago High School, the district installed an IP-based video surveillance system that operates over the school's network, which is based on Cisco Systems® technology.

"We chose Santiago as the pilot site because we felt this solution would make the greatest impact there in terms of reducing graffiti tagging and other incidents, as well as improving safety," says Rick Nakano, director of business services for the district.



"We were experiencing the kinds of problems that are fairly typical in a high school, like a lot of graffiti on weekends and in the summer, some vandalism and theft, especially in portable classrooms that are easier to break into, and some fights," explains Ben Wolf, principal at Santiago High School. "We struggle with finding solutions just like any school does. So, when the district approached me with the idea of having a camera system, we were all for it." The cameras were placed in areas where they would not disrupt classroom instruction or other school activities.

Network Solution

Cisco support for video over IP allows multiple security cameras to be placed across the Santiago campus, then monitored centrally via the IP network with high-quality images and secure access. "We looked at other video systems that were not IP-based, but the cost would have been a lot more because we could not utilize what we had already implemented in the schools," says Ricardo Rodriguez, director of information systems for Garden Grove USD. The district was able to add the video systems to the Santiago network without installing special network equipment or cabling.

Product List

Routing and Switching

- Cisco Catalyst 3600 Series Multiservice Platform
- Cisco Catalyst 3550-24 PWR Switch

Security and VPN

- Cisco PIX 500 Series Security Appliance

Wireless

- Cisco Aironet 350 Series Wireless Access Points

A high-capacity fiber backbone and Cisco Catalyst® 3550-24 PWR switches connect the 16 video cameras to a server that stores video files for future reference. The network and server allow password-protected access to real-time and stored video streams from a PC.

Using the video surveillance system, school administrators and the campus security officer can view the entire campus through multiple camera feeds that appear in adjacent windows on the PC monitor. The staff can closely monitor specific areas or activities by controlling zoom and panning features of the cameras in real-time. "The clarity of the cameras is extremely reliable and the quality of the picture is very defined," notes Rodriguez. Officials have the option of accessing the video system wirelessly through the school's Cisco Aironet® 350 Series access points.

Using Cisco Power over Ethernet (PoE), the school's Cisco Catalyst 3550-24 PWR switch provides electrical power directly to each camera over the network cable. PoE support makes

it easy to place cameras in locations where electrical power may not be available. Cisco quality of service (QoS) prioritizes, segments, and secures the video traffic over the school network, which in turn is protected from external access by a Cisco PIX® 500 Series Security Appliance. "If we wanted, we could even send video files over our wide-area network, which is based on Cisco products as well, back to our district office," says Rodriguez.

The district received assistance for planning and implementation of the cameras and video systems from Cisco Systems and from Network Infrastructure Corporation, a Cisco Gold-Certified Channel Partner.

"We know that if we can give students a safer environment, it will help those students learn and increase their achievement."

— Rick Nakano, Director of Business Services, Garden Grove Unified School District

Business Results

"Since Santiago had a Cisco infrastructure that can support IP video, it was very easy to implement and it can be managed easily by administrators and district office IT staff. That was part of the value of using a Cisco end-to-end solution," notes Rodriguez.

For Santiago High School, a reduction in costly security incidents and enhanced safety have been the primary benefits of the video surveillance system. Rodriguez notes, "One of the biggest value points has been that having cameras on the campus creates a significant deterrent factor."

"Graffiti on the exterior of the school buildings has almost gone down to zero, saving us a considerable amount of money because we were repainting almost on a weekly basis before the cameras were installed," says Wolf. Support in the Cisco network for IP video and PoE also allowed the district to avoid the expense of installing dedicated network and power cabling for the cameras.

Everyone associated with the school has an improved feeling of safety. "The students and teachers can feel comfortable coming to the school. I can work late at night and not be afraid to be here," says Vicky Miller, a Santiago teacher. Adds Wolf, "The cameras and stored video also helped us to identify students who were involved in vehicle break-ins and other incidents that otherwise would have gone unsolved."

The relationship between the school and the local police department has also been positive. Officers helped with planning camera placement and can receive video files from the school on a CD-ROM or via e-mail.

"Parents feel better about the community, about the school, and about the district because they know their child is going to a safer school," remarks Nakano. "We know that if we can give students a safer environment, it will help those students learn and increase their achievement."

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Page 2 of 5



School officials believe the atmosphere at Santiago High School has played a part in sustaining the school's dramatically higher scores on standardized tests. Through many efforts, test scores for Santiago students have improved at a rate more than double the average of all high schools in California. As a reflection of these results, the Garden Grove USD won the 2004 Broad Prize for Urban Education. The Broad Prize showcases urban school districts across the United States that have the greatest success in raising overall test scores while reducing achievement gaps across ethnic lines and income levels.

Next Steps

With the success of the pilot project at Santiago, Garden Grove USD plans to install video surveillance systems in additional schools, as well as selected other facilities.

For More Information

To find out more about Cisco solutions and services, go to: <http://www.cisco.com>.

To find out more about Cisco Education Solutions, go to: <http://www.cisco.com/go/education>.

To find out more about Cisco Voice and IP Communications Solutions, go to: <http://www.cisco.com/go/voice>.

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This customer story is based on information provided by the Garden Grove Unified School District and describes how that particular organization benefits from the deployment of Cisco products. Many factors may have contributed to the results and benefits described; Cisco does not guarantee comparable results elsewhere.

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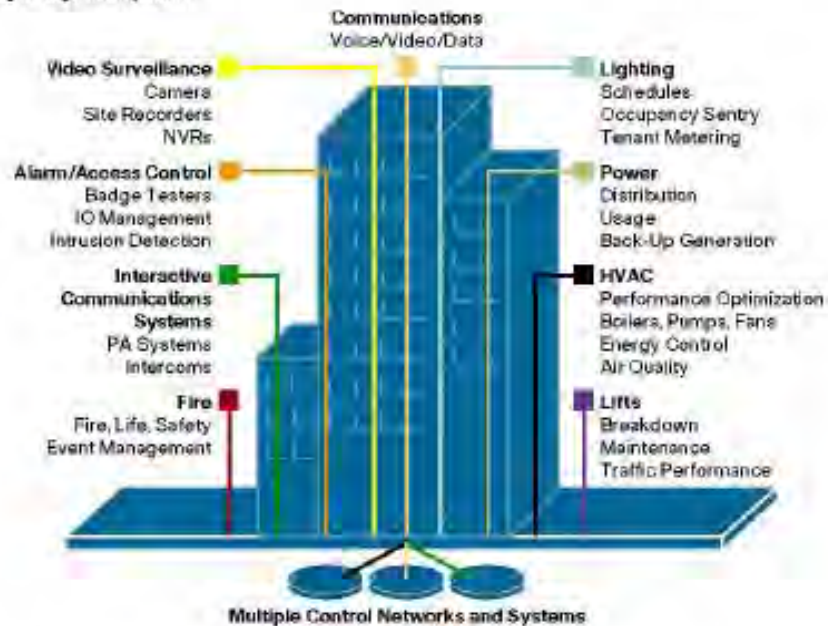
EXHIBIT D

Video Surveillance, One of Many Silo'd Building Management Systems

Video Surveillance, similar to several other Building Management Systems, has typically been deployed as a silo'd system that is separately designed, procured, supplied, deployed, and supported by its own application/user group. These disparate systems do not communicate with each other, despite synergistic opportunities. As a result, system owners and operators suffer from a lack of operational consistency, interoperability, and capability that result in higher capital and operational costs as well as limit the return on their system investments.

Consider the amount of capital and operating expenses for an organization that needs to deploy and maintain independent, disparate video surveillance, access control, intrusion and alarm, HVAC, power, lighting, and life safety systems in each of its many facilities (Figure 1).

Figure 1
Disparate Building Management Systems

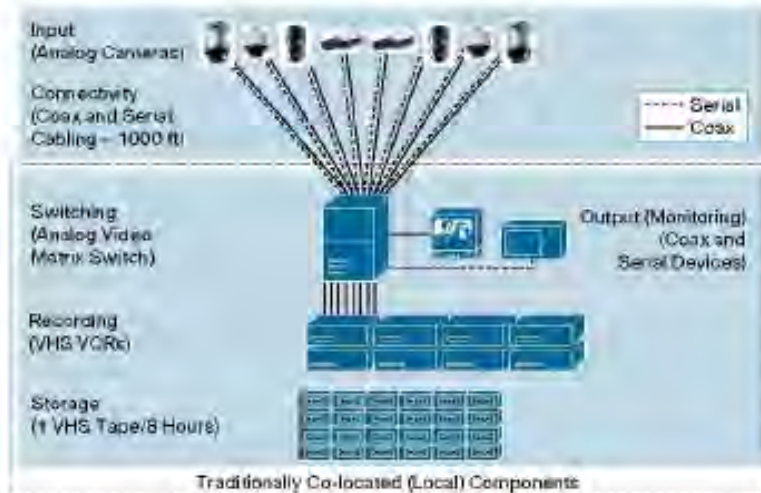


Each of these systems has its own cable plant, proprietary communications protocols, and management platforms. Interoperability between disparate systems is not available – or it requires an expensive and lengthy customization process.

Baseline Video Surveillance Functions

Typical video surveillance systems, especially those found in higher-security environments such as airports, casinos, military sites, correctional facilities, and many corporate headquarters, have the basic system component functions shown in Figure 2.

Figure 2
Analog Video Surveillance System



- **Input devices:** Cameras (fixed and/or pan tilt and zoom [PTZ]) that are available in either black and white or color are covertly or openly deployed.
- **Connectivity:** Multiple, parallel cable plants are necessary to deploy video surveillance solutions: coaxial cables for NTSC/PAL video transmission; low-voltage, ring-oriented RS-485 cable plants for serial PTZ command and control, and dedicated fiber-optic cabling for video transmission and PTZ command and control between buildings in a campus setting. Some installations convert the coaxial media to and from unshielded twisted pair (UTP) cabling or use wireless transmission systems, such as microwave.
- **Switching (video stream management):** Real-time central command and control monitoring of video streams is provided. Monitoring station personnel can direct a transmission or aggregation device (commonly referred to as a matrix switch) to switch from one camera feed to another in order to display the scene on a monitor. Switching is traditionally supported by matrix switches that come in many sizes, scaling from tens of cameras to thousands of cameras.
- **Monitoring:** Viewing live video. Operators select the desired video feed and specify where the video is to be displayed. For larger installations, a special-purpose keyboard controls which camera video feed is displayed over an RS-232 connection that sends vendor-specific or proprietary commands to the matrix switch. The requested video stream is delivered to the monitor over a coaxial connection that supports the analog (NTSC/PAL) video signal. Unlike a typical PC keyboard, the layout and operation of the video surveillance keyboard is specific to the video surveillance market. This special-purpose keyboard references cameras by simple numbering schemes (01 = camera 1, 104 = camera 104, etc.). In some installations, PCs can be used instead of special-purpose keyboards and displays but many operators prefer the special purpose monitoring stations and keyboard/joystick controls.

- **Recording:** Independent from monitoring functions, recording has been historically accomplished using videocassette recorders (VCRs) or, more recently, digital video recorders (DVRs).
- **Storage:** Based upon regulatory and other organization requirements, recorded video may be archived for a few days, weeks, or months. This facilitates the investigation of events that may have occurred or need to be correlated with other events.

Most manufacturers of cameras, fiber-optic transmission equipment, matrix switches, and monitoring keyboards have their own proprietary communications protocols and languages to interconnect these systems. This approach has locked the customer into a single-vendor solution, increasing equipment costs and decreasing the customer's ability to pick best-in-class solutions.

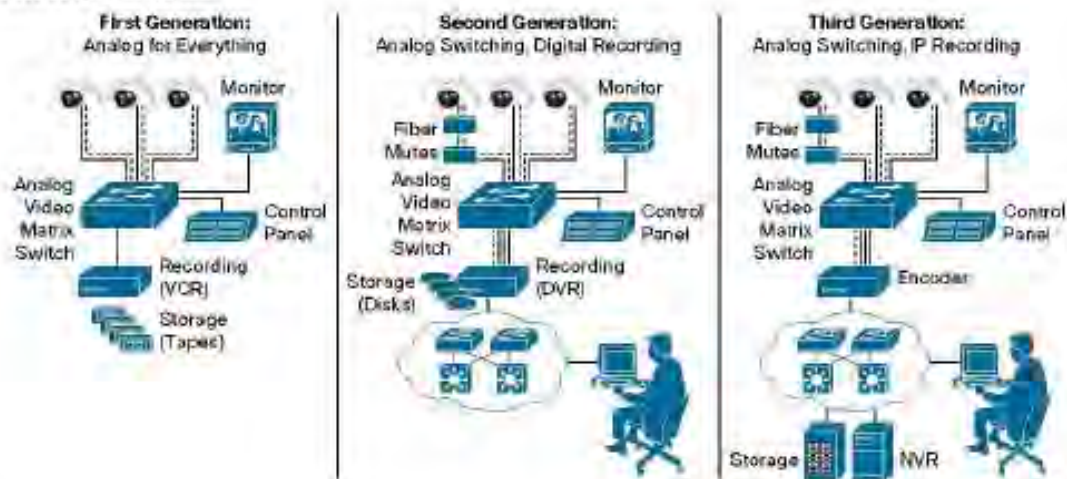
Video Surveillance System Evolution

With proprietary solutions, the video surveillance market has seen limited innovation compared to the open, standards-based IT industry. However, various technologies have been so compelling in their ability to solve significant video surveillance user challenges, such that this field has begun to evolve, catching up with many other systems and applications.

Figure 3 shows second- and third-generation video surveillance system deployments, which incorporate newer methods of video recording and storage.

Figure 3

Video Surveillance Evolution



First-Generation Video Surveillance

First-generation video surveillance systems are entirely analog. Cameras are controlled and transmitted video in an analog format. These video streams are aggregated, switched, and dispersed to monitoring displays using analog matrix switching technology. The matrix switch also provides the video stream to analog VCRs for recording purposes.

While these analog devices provide basic monitoring and recording capabilities, they do have several operational drawbacks. VCR-based recording does not facilitate simultaneous recording and playback of video; separate record and playback (review) components are required in order to record video during the investigation process. Moreover, the recording process is prone to human error: replacing blank media or ensuring that recording was activated, for example. From a reliability and system availability perspective, any failure of the recording system can go undetected for an extended period.

Storage and access are also issues. Because videos can be required for future investigation, tapes must be manually stored and indexed unless used in a jukebox type VCR device. These consume a significant amount of size and power, and generate quite a bit of heat.

The viewing of live or recorded video is limited to specific operations and investigation centers. To review recorded video from a remote location requires the appropriate tape to be located and sent to the investigation center.

In virtually all cases, video surveillance system operations are based on proprietary signaling and format protocols; best-in-class component interoperability is not an option for video surveillance customers without extensive and costly customization.

Second-Generation Video Surveillance

Second-generation systems are also based on analog camera (input), fiber or coaxial connectivity, with video switching provided by an analog video matrix switch. However, recording functions are enhanced.

Second-generation systems primarily focus on addressing recording and storage problems. Proprietary DVRs replace analog VCRs. DVRs convert the analog video feeds into a digital format and save the resulting digitized video on internal hard disk drives or on locally direct attached storage (for example, digital tapes, disk drives, or DVDs). Thus, many manual efforts associated with VCRs are eliminated or reduced in frequency. Additionally, the DVR's internal database reduces video retrieval time during investigations.

While DVRs offer longer operation life than VCRs, they can pose recording system availability problems. In the event of a DVR failure, the DVR has to be replaced, generally resulting in a loss of video unless an N+1 redundancy system was offered, such as the failover capability enabled in Cisco Systems' Stream Manager Storage Administration Failover Software. Some DVRs use personal computer operating systems which can be subject to tampering and virus propagation; thus, DVRs should be included in a prophylactic maintenance program with regular virus protection and security mechanism configuration. Moreover, since many DVRs tie the software-based video stream/storage management value into a hardware- (vendor-) specific platform, a generic server/storage device with a considerably lower price may not be available.

Frequently, the DVR software is accessed and controlled by a vendor-specific user interface often running as a set of administrator and operator applications on a personal computer (PC). As such, second-generation DVRs frequently require a PC viewing client. The use of client software offers some trade-offs; it can limit access to recorded video on a local basis, which may be desirable, but it also can impose problems in emergency situations where remote viewing, over an IP network may be helpful.

Some DVRs can be accessed via a network-connected PC to further reduce the time associated with video archiving and retrieval. On-demand access to archived video accelerates evidence review and improves evidence control. It also saves time and effort; investigators do not have to travel to other facilities to perform investigations. To preserve remote-location WAN bandwidth, the video can be pulled over the network on an on-demand basis.

Third-Generation Video Surveillance

As with first- and second-generation video surveillance deployments, third-generation deployments are primarily based on analog camera (input), fiber or coaxial connectivity, and video switching is provided by an analog video matrix switch. However, accessibility of live and recorded video is enhanced.

As observed, second-generation DVRs typically require video to be viewed by PC, which affects video surveillance operator efficiency. Some vendors, including Cisco, offer IP-to-analog video gateway decoders (IP gateway decoders) as part of a third-generation video surveillance solution that allows operators to view recorded video from their analog monitoring stations. By using familiar video surveillance PTZ joystick controls, operators can select the video associated with a specific camera, rewind the video, and review it over analog monitors. This enables faster response and investigation of events, eliminating the need for a PC and the associated delay. Moreover, in multi-display environments, the operator can continue to monitor other camera video while investigating a recorded event. Cisco decoders provide a higher degree of vendor interoperability; operators can use their preferred keyboard and joystick from one vendor while viewing video using another vendor's cameras. Cisco IP gateways provide any-to-any vendor interoperability, and protect investments in analog video surveillance cameras and monitoring stations.

Many third-generation systems frequently unbundle the DVR; discrete encoders or high-density, rack-mountable, chassis-based encoders provide the conversion from analog to digital and use the network to a greater extent. Thus recording becomes a separate function from video digital encoding.

Encoders serve as analog-to-IP gateways and as a connection point to the network. The IP network transports the video streams to monitoring and recording locations. Encoders digitize analog video; typically, they compress the digital video using various compression algorithms, including the same ones used for production-quality motion picture DVDs, and transmit the compressed digital video over a frame-based (Ethernet) or packet-based (IP) network.

Some encoders, such as Cisco IP Gateway Encoders, provide additional features that allow them to operate with a wide variety of analog cameras. This gives video surveillance operators more control over their analog vendor camera selection process by offering a greater degree of multi-vendor keyboard/camera interoperability. This aspect becomes even more important when PTZ cameras are used, many of which have proprietary camera control signaling.

Encoders can also be differentiated by the latency induced by the digitization and compression algorithm implementation. The lowest-latency, high-video-quality encoders generally have less than 200 ms of latency. A lag of more than 200 ms can be problematic for video surveillance operators using PTZ cameras – they commonly overshoot the intended item to monitor (zoom in too far or pass the given object). Cisco IP Gateway encoders are hardware- and digital signal processing (DSP)-based platforms with high-quality, low-latency compression algorithm implementations; latencies are negligible for most operations environments.

Another benefit from unbundling the DVR and using encoders is that the recording (stream and storage management) function, sometimes referred to as a network video recorder (NVR), can be fully independent of storage. The NVR can be located anywhere on the network, often in the data center with other server systems. Moreover, the NVR software can run on lower-cost, common off the shelf (COTS) servers.

In first- and second-generation deployments, surveillance cameras must be within 1000 feet of the recording device when connecting over coaxial, or require fiber connections for longer distances. Now that encoding occurs in a separate device, the NVR can be located anywhere on the network – at an organization's headquarters, for example, or using servers in two data centers – to simplify management and increase availability. Physically separating the encoding device from the server has another advantage as well: the server no longer needs to devote compute cycles to managing video cards and compression. Cisco corporate physical security operations personnel observed that by moving to third-generation NVR technology, each server can manage 32 cameras compared to the 8 to 16 they previously managed, reducing server hardware requirements from more than 300 to 172, or by 40 percent.

Many organizations have resorted to maintaining a separate database for each remote DVR. However, when using NVRs that can be deployed anywhere on the network, it is possible to centralize the closed circuit television CCTV database into fewer distinct geographic database environments that can be replicated back to the organization's central safety and security operations center. This partitioning and semi-centralization of databases further simplifies video surveillance system management and reduces equipment costs.

This partitioning of system functions also helps improve operational efficiency. An organization's IT group can be tasked with the responsibility of maintaining the video surveillance servers and storage, as well as protecting them along with other mission-critical servers. This allows security personnel to focus on security issues, not maintenance of storage devices. As a result, it is possible to reduce not only redundant capital infrastructure investment by using the network for transport and access of the video, but also optimize operational roles and responsibilities.

It should be recognized this model of separate but complementary functional responsibilities is quite common in most organizations today. For example, human resources is responsible for personnel issues, yet uses the power and flexibility of the IT-supported network to run networked human resource applications. The same is true of other mission-critical and business-sensitive applications, including finance, engineering development, and sales. The organization's IT group ensures that edge devices are properly connected to the network and servers are properly maintained (including virus protection), and provides constant monitoring of these networked assets. Moreover, IT works with these user groups to ensure appropriate security policies are in place to provide appropriate access to restricted resources.

NVR deployments offer several other advantages compared to second-generation deployments using DVRs. Recording and storage component availability is further increased – the failure of a storage device can be almost instantly remedied by having the NVR direct the video stream to another network-connected server or storage device. The use of superior long life (higher MTBF) storage devices also helps increase video surveillance system availability.

As mentioned, NVRs offer both video stream management and video stream storage management. Storage management can be an important factor for users with high 24-hour "record everything" storage requirements. NVRs that can prune stored video based on motion or other criteria (i.e. first in first out) can further minimize regular maintenance tasks and potentially reduce the amount of storage needed to meet long-term retention requirements.

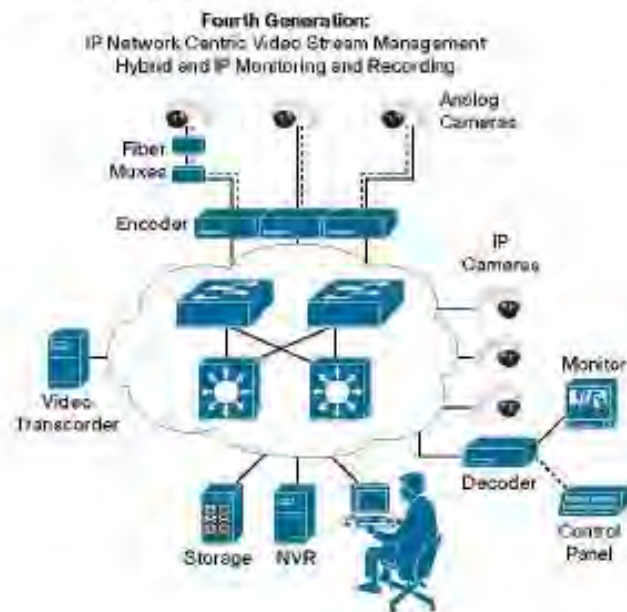
One cautionary note: many current video surveillance component and system vendor "network-connected" products tunnel their proprietary communications over Ethernet to maintain a strong, single vendor-lock on customer deployments. These components cannot harness the intelligence or true interoperability of the standards-based IP network infrastructure.

Fourth-Generation Video Surveillance

Collapsing video switching functions onto an existing Ethernet switched environment further reduces the complexity and lowers the cost of deploying video surveillance. It also provides video surveillance system owners with the flexibility to design solutions tailored to their unique requirements. Furthermore, as part of an open network, operators can create policies allowing the inherent value of the video, as a source of information, to be used by other safety and security applications, as well as other nontraditional business applications.

Cisco's own experience in converging various applications and technologies on the IP network and in operating a large global video surveillance system over the network shows that it is feasible to adopt such deployments. Fourth-generation video surveillance provides additional benefits and advantages over preceding generations (Figure 4). It expands and extends the capability of video surveillance gateways (enhanced encoders and decoders) and the NVR, which allows the matrix switch to be replaced by standard and typically lower-cost Ethernet switching platforms.

Figure 4
Fourth-Generation IP Network-Centric Video Surveillance



When used with PCs for monitoring and reviewing video, some NVRs offer matrix switch-like functions, allowing the matrix switch to be eliminated. The switching is provided by the network infrastructure with the video stream management provided by the NVR. Without the matrix switch, encoders can be either centralized in multipoint configurations to support home-run cabling schemes or located closer to the camera. By situating the encoder closer to the camera, the encoder can use the pervasive IP network cabling infrastructure, further reducing the cost of redundant cabling infrastructures.

For pre-existing long-range camera deployments, fiber multiplexers and distribution amplifiers can continue to coexist with encoders. Of course, for new deployments it may be possible to eliminate the need for fiber multiplexers and distribution amplifiers entirely, thereby further reducing deployment costs.

Video Stream Manager software supported on Cisco video surveillance IP Gateway encoders and IP Gateway decoders as well as Services Platforms can provide true matrix switch functionality that supports not only analog cameras and PCs but also the highly specialized video surveillance keyboard controllers and monitors. This true matrix switch capability provides full multivendor best of breed mix and match interoperability.



Video surveillance system gateways convert or translate proprietary vendor-specific video signals and formats into a common format and then to the same or other vendor-specific formats. This level of interoperability provides the ability to share video information with other systems via the common format. For example, this enables the integration of video surveillance with access control and intrusion detection without the need for a centralized server, which would represent a single point of failure. The ability to integrate, or unify, the surveillance system with alarm systems would increase the effectiveness of security operations personnel and cut the expense of responding to false alarms. This unification would also reduce the false alarm rate, which exceeds 90 percent in most organizations. For instance, with video surveillance, a security officer could determine that the source of a “door-forced alarm” was a gust of wind, not an intruder.

A common format for video and control signals that is transmitted across the IP network also provides the ability to add new functions such as video analytics anywhere in the network. Video analytics offer the ability to automatically monitor surveillance video for violations (that is, package left alone, presence after building closure, going in the wrong direction). Therefore, it is a tool for prevention and early detection. No matter where this function is deemed “best” to run – at the edge of the network, embedded in the camera, in the encoder, or centralized in monitoring center – a common format enables the same video analytics program to be used or varied based on specific circumstances. Most video analytics vendors suggest the optimal frame rate for current programs is no more than 15 frames per second. This frame rate is excessive:

- There is very little difference in the movement of an object between frames sent and analyzed every 1/15 of a second versus 1/30 of a second.
- Given current server CPU performance, it would be more desirable to analyze more video streams than to waste CPU cycles on images with very little difference between them.

When the NVR also supports a Web-browser-based graphical user interface and is sometimes complemented with video transcoding capabilities, video surveillance monitoring and reviewing can become highly mobile activities that provide first responders and their centralized safety and security command infrastructure with an unparalleled level of information and collaborative capabilities.

Bandwidth Challenges – Sorting Fact and Fiction

The video surveillance market has been flooded with misconceptions regarding bandwidth requirements of video surveillance running over a digital IP network infrastructure. Several aspects should be considered:

- Compression and DSP technology improvements
- Typical LAN link bandwidth is 100 Mbps to 1000 Gbps
- Number of video streams coming over a single link
- Where are these video streams being aggregated – is this aggregation point a choke point based on device performance?
- Is the video running over a dedicated or shared link?
- What is the wide-area network available bandwidth?
- What kind of streaming is being used: multicast or unicast?

Video Compression and DSP Evolution

The rapid advancement of compression algorithms has been very helpful in mitigating video bandwidth demand on the network. While just a few years ago MPEG-2 created a 4 to 5 Mbps video stream from a 30 frames per second D1 720x480 resolution (NTSC) video camera, the cost-effective and more recently introduced MPEG-4 algorithms cut the video stream down to approximately 3.5 Mbps. This improvement in compression ratios comes with no discernable change from MPEG-2 compression. Other compression technologies promise to further reduce bandwidth requirements with the same or greater video fidelity of today’s technologies. Moreover, thanks to ever cheaper and more powerful semiconductors, the necessary DSPs are very affordable. H.264 compression offers to further reduce video bandwidth requirements.

Network Bandwidth

Contrary to popular misconception, there is typically plenty of bandwidth in a LAN connection. For the last 10 years, organizations have deployed switched (point-to-point) 100-Mbps links to user desktops and other edge-connected devices. The effective throughput of each of these links is approximately 50 Mbps. Given the compression ratios above, a single LAN-edge link can support 40, 3-Mbps video surveillance streams. Many enterprises and some other organizations have been purchasing switches that support 1000 Mbps or 1 Gigabit to the desktop for several years given "Gigabit per port" prices have approached 100-Mbps price per port. In these cases, with overhead, the throughput of a single 1000-Mbps link would support 400, 3-Mbps video streams.

In practical terms, most video surveillance deployments only carry hundreds of video streams when aggregated across many network switches as the video traffic traversed the core of the network where multiple gigabit or 10-gigabit links are now deployed. Thus, it is unlikely that video surveillance would put a strain on a typical organization's LAN. Figure 5 shows the number of video streams supported using various compression algorithms as opposed to common LAN and WAN link speeds.

Figure 5
Popular IP Network Switch Bandwidth

Common Network Platforms: Ample Bandwidth for Physical Security Needs		
Switching Platform	Ports	Maximum System Capacity Recommended Streams**
Cisco Catalyst 3750G-48PS 	48 10/100/1000 Ports 4 GbE (Uplink)	32 Gbps/ 4750 Streams
Cisco Catalyst 6513 Supervisor Engine 720 	576 10/100/1000 Ports 4-21 10 GbE Ports (Uplink)	720 Gbps/ 54750 Streams

** - Assumes 3.5Mbps/Stream
• 64 Bytes/Packet (Typical Video Payloads Would Be Larger)

When looking at WAN connectivity from remote locations, video may pose some challenges. However, as observed in third- and fourth-generation deployments, several approaches are available to minimize bandwidth consumption. These include:

- Onsite recording (does not affect WAN speeds as video is recorded locally, over the LAN)
- On-demand-only monitoring (video stream requests)
- Video transmission increased or transmitted only upon prescribed events (motion, perimeter alarm, video analytics rule violation, etc.)

Multicast Saves Bandwidth

A single video camera produces a single "unicast" video stream. However, when the stream must be monitored and recorded, two streams, which may or may not be at the same frame rate, must be provided, for example, two unicast streams are provided. If more than one person wishes to view the same video stream simultaneously, this would be yet a third unicast stream. Sending multiple copies of video across a

network is inefficient. And today, many IP cameras or encoders have a limited amount of power and cannot support more than one or two high-quality video streams.

This problem was solved many years ago in networking when the same information was to be sent or offered to multiple users or devices using “multicast” technology. Multicast provides a single copy that can be offered by way of subscription to as many users as desired. The benefit for video surveillance is that a camera or encoder must only produce a single multicast stream, regardless of the number of devices for all users who wish to view the video. The network infrastructure, preferably at the point closest to each subscriber, handles the replication of the video to multiple devices, thereby minimizing bandwidth over shared links. Transcoding of frame rates can be provided at the IP camera, encoder or once again at the point closest to the subscriber, maximizing the value of a single multicast stream.

In summary, several practical solutions can address any legitimate video surveillance bandwidth challenges, which would only be a concern across remote WAN links.

Business Case for Deploying Network-Centric Video Surveillance

While no two video surveillance deployments are identical, the Cisco safety and security group has migrated to a large-scale, network-centric third- and fourth-generation video surveillance deployment. It has a mix of analog and IP cameras; most are analog. The cameras are located in more than 300 facilities around the world. The safety and security group has reported impressive results; much of their efforts preceded general availability of third- or fourth-generation video surveillance components. As compared to Cisco first- and second-generation video surveillance deployments, third- and fourth-generation benefits include:

Results

Migrating to IP network-based video surveillance has yielded the following benefits for Cisco:

- Cut storage requirements by 60 percent, representing US\$500,000 in savings. The new system reduces storage volume requirements because it has the intelligence to store video only if motion is detected.
- Reduced number of servers by 40 percent, representing \$200,000 in savings. Servers can support nearly double the number of cameras they did previously because they no longer need to devote compute cycles to video encoding.
- Improved video quality. At four frames per second, the ability to recognize faces is vastly improved over the previous system’s two frames per second.
- Gained ability to unify the CCTV system with other security systems, such as alarm detection and access control systems.
- Reduced false alarms in areas covered by video surveillance cameras by an anticipated 90 percent by giving security personnel the ability to view the associated video in real time.
- Mitigated risk by expediting maintenance and repair. When a proprietary box broke, a third-party technician was required. Many of these technicians were unfamiliar with Cisco site requirements and working with in-house video system technicians. As a result, remediation that used to take five days or longer has been reduced to a two-hour response and 24-hour turnaround for repair.
- Less time required to investigate security incidents. Security operations center and other authorized safety and security personnel can view stored or real-time CCTV video from any camera around the world, responding more quickly and appropriately to incidents. Investigation is further accelerated because investigators can retrieve more video at one time. Second-generation DVRs limited the amount of video Cisco could pull on demand to one hour’s worth. Now, Cisco can easily pull 24 hours’ worth of video at a time. To speed investigations still further, the NVR software allows Cisco security operations to highlight only the changes to a particular area of the video footage, such as a desktop.

- **Reduced maintenance costs by 20 percent.** Cisco IT has economies of scale and spends less time monitoring and maintaining servers than those of Cisco's physical security team.
- **Increased security.** The standards-based system is more secure. Network protection and virus definitions are implemented as soon as they become available.
- **Return on investment.** The system has paid for itself more than once by enabling the safety and security department to apprehend equipment thieves and then recover the stolen property.

Lessons Learned

The chief lessons learned from the transition to digital CCTV pertain to making the best use of Cisco IT resources. In order for physical security to become a mission-critical application that operates on the IP network, both physical security and IT groups must work together for maximum benefit. When Cisco's physical security managed the servers, a hardware or software problem was a serious issue for the department. Now physical security operations personnel generate a case/work order and IT uses its technical resources and expertise to resolve the issue. Cisco physical security had to shift its culture and allow IT to do the work and run through its own processes. For a truly successful partnership, IT has to fully understand and agree with the project goals.

Finally, a successful CCTV over IP deployment involves planning. Agree on physical security operational responsibilities and IT responsibilities. For global deployments, it is helpful to work with someone with the authority to approve the project worldwide, thus avoiding the need to negotiate with various regional entities – but recognize that they must also be supportive.

All parties at Cisco agree that the culture change required to partner with IT yielded positive results. The increased reliability, increased accuracy, and allowing security staff to focus on their key responsibility – the safety of people and the security of the organization's assets, resulting from the deployment of a fourth-generation video surveillance solution completely offset the costs of the deployment.

Moving Forward

Network-centric video surveillance will continue to evolve. Pure IP-based products are already available. These products may be attractive for new construction, "greenfield" deployments. However, many video surveillance deployments are already in place and can be enhanced with innovations enabled by open standards-based products, such as those offered by Cisco. Rather than looking at a massive "forklift upgrade" to the video surveillance system, many organizations will have hybrid deployments for many years to come, which will have a mix of analog and IP-based video surveillance products. Cisco any-to-any-for-any video surveillance and network infrastructure products provide a high degree of vendor interoperability to realize best-in-class deployments. As a result, greater accessibility to video is provided from almost anywhere.

Physical security as a network application is mission-critical, and must be accessible only by authorized parties. It is important that physical security resources are properly segmented and secured. Cisco's wide range of network platforms (routers, switches, firewalls, intrusion prevention) can provide the appropriate level of security.

Cisco delivers a networked and unified video surveillance solution. Given the role of the IP network in most organizations today, and its presence in video surveillance vendors' product roadmaps, Cisco expertise and experience in network convergence provides an obvious mediation point for legacy and new video surveillance devices and applications. It is important to work with vendors that truly understand what it means to provide world-class, network-centric solutions. Through innovation and internal R&D process, shared across all of its technology groups, Cisco will continue to evolve a standards-based intelligent and resilient network that customers can rely on for their most mission- and business-critical operations. This level of intelligence allows customers to rapidly deploy new devices and roll out new business processes and applications that are supported by policies governing end-user access, device connection, and stream management.

For more information on Cisco video surveillance products, visit: <http://www.cisco.com/eu/US/products/bw/vpmdevc/index.html> or <http://www.cisco.com/go/videosurveillance>.



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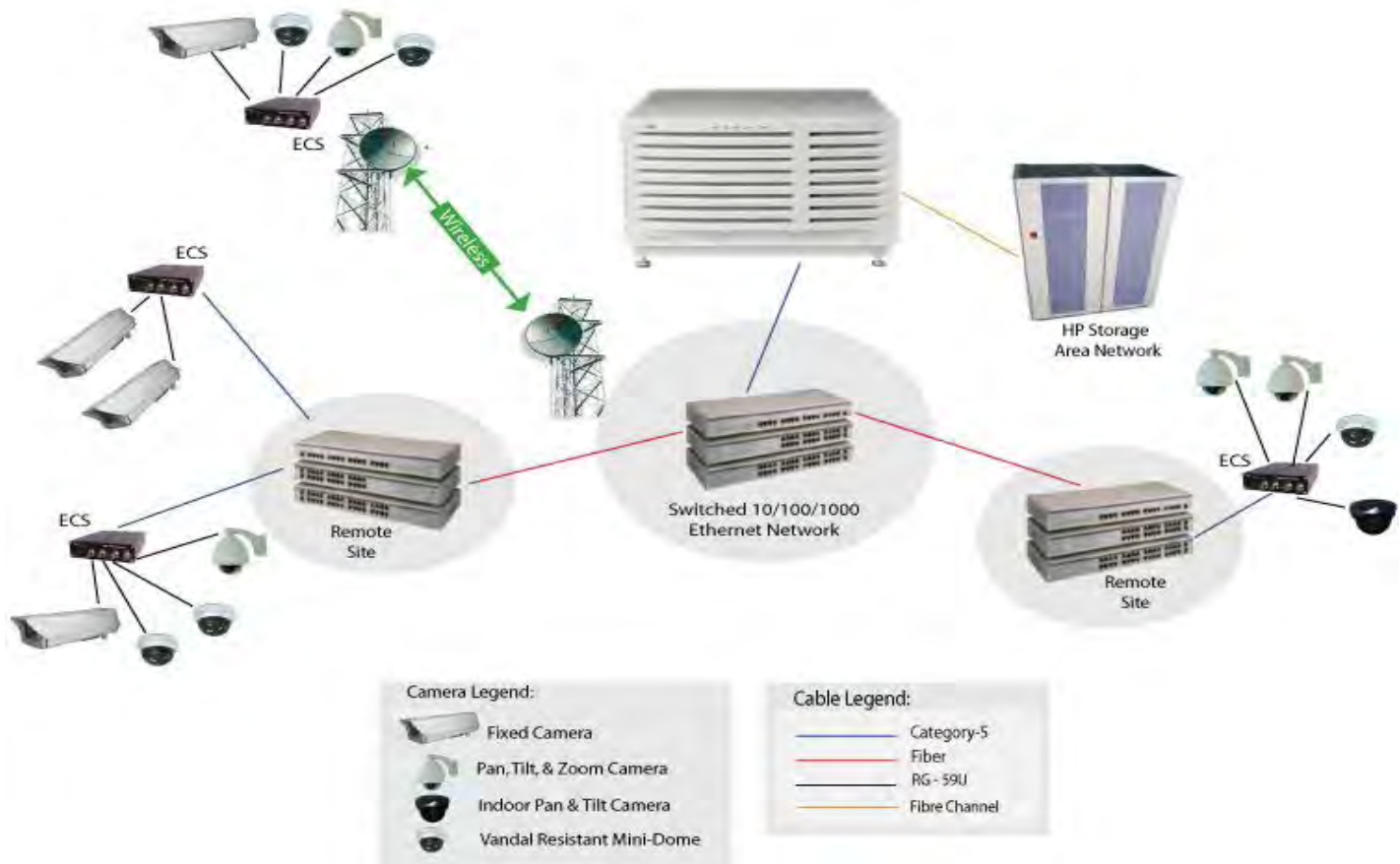
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APPENDIX E

Typical Converged (IP Based) Safety Security System

Camera Server with
Resident Camera & Access Control
Management Software

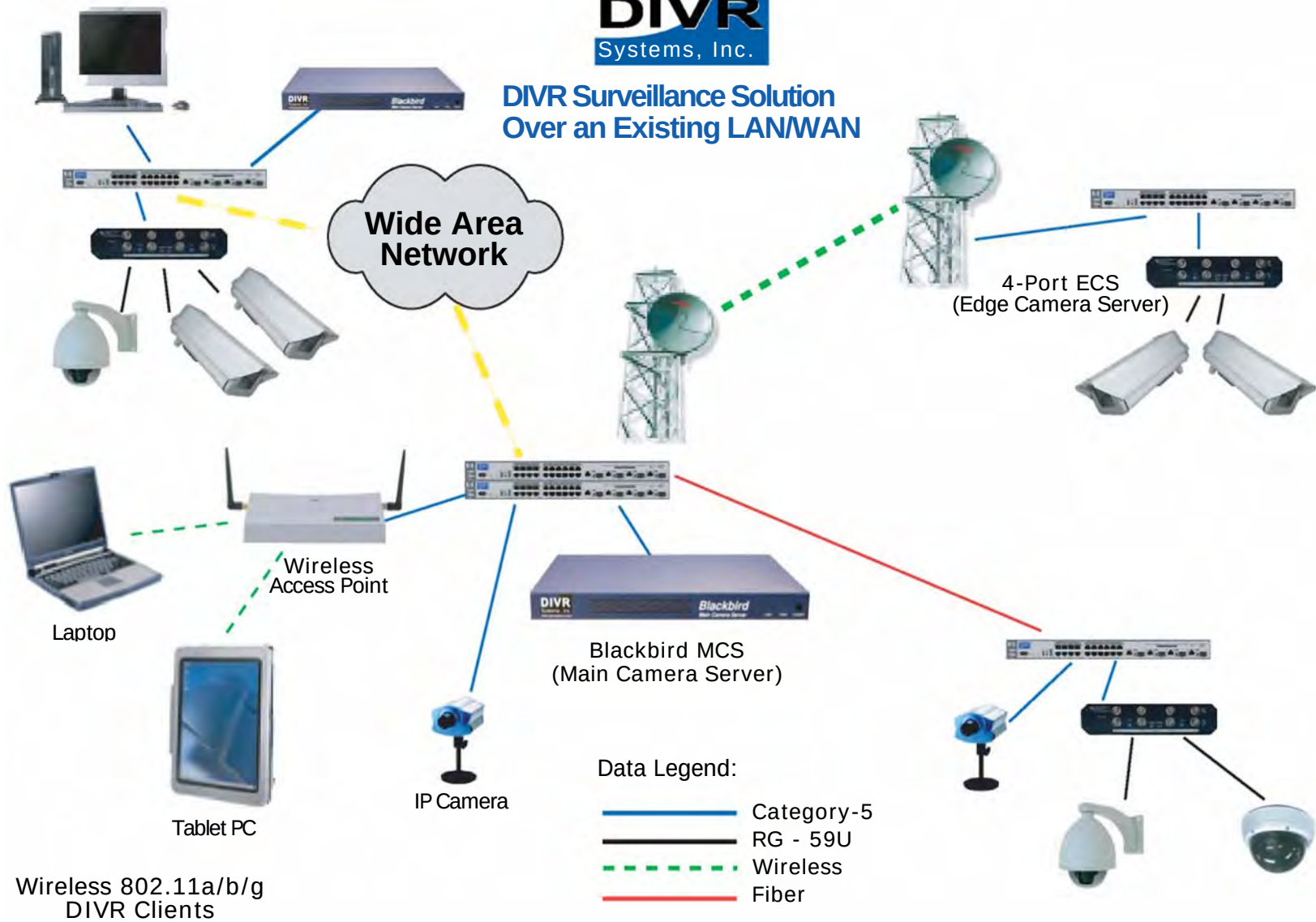


- Diagram above depicts a Converged IP Based Safety Security System with wireless, legacy, IP based cameras and access control (not shown) attached.
- Camera Imagery (data) is captured and forwarded across the switched Ethernet network infrastructure to the Camera Server for immediate retrieval and then permanently stored in the Storage Area Network (SAN) for permanent archiving.
- System uses existing network infrastructure. All devices are treated as network attached nodes or appliances.
- Camera Server and SAN are located in Districts Data Center.

EXHIBIT F



DIVR Surveillance Solution Over an Existing LAN/WAN



CULTURAL AUDIT SUMMARY

Dr. Anthony Muhammad

Loma Verde Elementary School

1.1 Culture is safe and orderly

<u>Goal Areas</u>	<u>Action Plans</u>
1. Include all students and parents within the school culture	1.1 Expand on Monday parent chat group. 1.2 Create PTA agenda that includes regular, formal talk time between staff and parents to share ideas, discuss perceptions, and areas of concern. 1.3 Include parents on Bullying Committee, Technology Committee and Emergency Preparedness Committee.
2. Resolve disproportionate suspension for subgroups	2.1 Refer more students to Doc of the Day. 2.2 Expand on classroom instructional assistant program and provide more training for yard supervisors for monitoring and praising positive behaviors. Tone of voice training with yard supervisors.
3. Demonstrate respect for cultural diversity	3.1 Include signage in both English and Spanish 3.2 Provide an inclusive environment by incorporating parents in all programs 3.3 Identify role models and support them by involving them in Watch DOGS, Parent Chat Group and classroom activities. 3.4 Involve representatives from all subgroups in ELAC, PTA and Site Leadership Team
4. Address subcultures that discourage academic achievement	4.1 Provide role models of success that reflect the culture of the community by including speakers at PTA and ELAC meetings. 4.2 Provide diverse public displays of success in Bear Tales, e-news and student newspaper.

5. Provide instructional support for disconnected students *	5.1 Establish class goals and individual student goals for personal and academic successes 5.2 Implement Progress Monitoring Team 5.3 Grade level teams will focus on analyzing assessments and revising curriculum as needed
6. Create substantive college prep evidence	6.1 Classroom teachers will provide an environment that emphasizes goals and importance of attending college. 6.2 Fall family barbeque will include college kick – off event. 6.3 Provide ELAC family with speakers explaining their college experience. 6.4 Expand classroom college adoption program.
7. Establish school norms for all students to adhere to while at school. (code switching)	7.1 Teach norms through Tribes and through GLAD strategies 7.2 Provide consistent enforcement of established norms by training Yard Supervisors in Tribes. 7.3 Develop student led School Culture Committee to develop student leadership and promote the word of the month.
8. Establish and monitor respectful language, and defiant behavior *	8.1 Set consistent standards and respond as a school staff to non respectful dialogue and behavior 8.2 Continue to implement Tribes program 8.3 Collaborate with Partners and Doc of the Day program to provide counseling for students and life skills groups

1.2 Belief that all children can learn	
<u>Goal Areas</u>	<u>Action Plans</u>
1. Ensure universal commitment to college readiness	1.1 Sign a Commitment to Excellence Pledge for all staff 1.2 Share the concept of Commitment to Excellence at Back-to-School Night and parent events
2. Ensure inclusion of all parents and students	2.1 100% parent and student participation in signing student contract 2.2 Provide 3 meetings for parents to sign contracts
3. Address achievement / GPA and correlation of GPA/CST for subgroups	3.1 Set individual student goals and class goals 3.2 Implement formal progress monitoring
4. Ensure school environment reflects academic achievement	4.1 Continue to have monthly assemblies honoring Student of the Month and Citizen of the Month 4.2 Grade levels will honor students for mastering math facts, AR goals, Study Island Blue Ribbons and any other grade level academic goals.
5. Provide effective intervention strategies*	5.1 Develop data driven pyramid of interventions 5.2 Monitor effectiveness of intervention programs and adjust as needed
6. Ensure all school showcases are updated regularly	6.1 All showcases will continue to reflect diversity and high student expectations 6.2 Involve students in promoting student achievement in student newspaper.
7. Ensure demonstrable evidence that there is belief in every student	7.1 Monitor student achievement and ensure supports are in place to succeed, including both class and student goals. Expand one on one tutoring program. 7.2 Tribes activities at the classroom and school level Include students of diversity in all programs including Masters Program, Journalism, Mathletes and Student Council

8. Address academics for poor performing students*	8.1 Define and implement individual student goals 8.2 Document and celebrate benchmarks and goals achieved both in classrooms and through school wide assemblies 8.3 Implement Progress Monitoring Team including a grade level representative at each grade level.
9. Ensure that parents are informed of all available interventions	9.1 Provide information at PTA and ELAC meetings about interventions in place 9.2 Advise through Bear Tales and e-news of interventions available for all students
10. Celebrate publicly student academic growth equally with traditional methods	10.1 Acknowledge students publicly at assemblies and in classroom celebrations that demonstrate growth with MAPS, Ten Marks, DIBEL scores and Study Island.
11. Ensure staff is focused on academic support vs. academic responsibility without support systems in place	11.1 Progress Monitoring Team will provide grade level representatives with detailed information on support systems

1.3 High expectations for academics and behavior

<u>Goal Areas</u>	<u>Action Plans</u>
1. Ensure high expectations for all students *	1.1 Establish School wide Commitment to Excellence 1.2 Establish school wide grade level and individual goals for identified students 1.3 Progress Monitoring team will review subgroups to ensure equitable high expectations

2. Provide rich and varied instructional strategies *	2.1 Observe and document teachers using instructional strategies and provide support as needed 2.2 Provide staff with GLAD follow up training to ensure teachers have support and on- going coaching with strategies. 2.3 Provide grade levels with PLC time to review evidence of effectiveness of instructional strategies
3. Establish a sense of urgency for effective program design for all subgroups *	3.1 Analyze data and establish intervention and differentiation programs based on need. 3.2 Re-evaluate flex groups frequently based on evidence of achievement 3.3 Provide awards for achievement of goals for all programs, such as mastering math facts, AR goals and Study Island Blue Ribbons 3.4 Monitor progress and intervention practices to ensure program effectiveness
4. Provide culturally responsive teaching methods	4.1 Implement and commit to culturally responsive teaching methods and staff development. Provide students time to incorporate their cultural beliefs into their writing and personal projects. Have all teachers attend GLAD training. 4.2 Monitor through frequent classroom observations and allow time for reflective discussions with teachers. 4.3 Incorporate cultural competency tools into staff meetings and student assemblies
5. Ensure the elimination of a passive aggressive subculture	5.1 Identify students in need of support and provide effective intervention and personalization

	5.2 Require student accountability system
6. Align systems that demonstrate increased academic achievement with student support systems	6.1 Review each student's progress toward intended goals and provide one on one tutoring or access to intervention programs if needed.
7. Address no growth for subgroups over a three-year period, by ensuring effective intervention and support	7.1 Monitor student intervention and adjust to ensure achievements and goals meet 7.2 Develop individual student goals to increase academic achievement, monitor, and revise as needed

1.4 Collaboration and Shared Decision Making	
<u>Goal Areas</u>	<u>Action Plans</u>
1. Ensure needed decisions are handled with open communication and transparency for all groups affected by the change *	1.1 Discuss needed decisions based on change with all constituents, address concerns, and develop clear facts and outcomes of proposed programs. 1.2 Provide and communicate on-going honest feedback with all staff 1.3 Provide anonymous question/suggestion jar in staff room
2. Ensure collaboration within grade level teams and school wide between and among colleagues and administration (classified and certificated)*	2.1 Set agendas and provide feedback sheets to ensure collaboration 2.2 Revisit items on staff meeting agenda to another staff meeting if full understanding and collaboration is not reached by all 2.3 Administrators engage in constructive conversation with staff regarding practices, student progress, and collaboration among team to build trust

	2.4 Encourage, support and include all staff participation at staff meetings.
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1.5 Parent Communication	
<u>Goal Areas</u>	<u>Action Plans</u>
1. Provide bilingual communication as required by state and federal law	1.1 Translate pertinent parent publications through site translation services 1.2 Provide professional oral translations at parent meetings and events through the Community Liaison.
2. Promote inclusion of parents of all subgroups*	2.1 Encourage all parents to participate in PTA, College Kick-off, Kermes, ELAC end of year celebrations and field trips. 2.2 Increase volunteerism at Loma Verde by encouraging all families to be involved with Watch DOGS.
3. Involve parents as partners in problem-solving academic and behavior issues and growth in academic achievement*	3.1 Develop school documents on who and how to contact school personnel for information or to express concerns 3.2 Ensure student handbook has parent procedures well defined and translated as required
4. Provide parent training to address academic and social, emotional achievement *	4.1 Provide parent training through ELAC and PTA. Broaden agendas to include topics related to academic achievement and social/emotional needs.
5. Provide a welcoming and inclusive environment in the décor of the school to demonstrate parent inclusion	5.1 Information will be readily available in the office on upcoming events and posted in displays
6. Develop systems of communication for parents of all subgroups	6.1 Provide frequent updates through e-news and Bear Tales

1.6 Staff care about students and inspire learning	
<u>Goal Areas</u>	<u>Action Plans</u>
1. Promote school wide themes evident in every classroom (focus on learning for all in a respectful environment)	1.1 Display common values through Tribes posters and displays, word of the month, college décor. 1.2 Ensure participation by all staff
2. Display symbols of respect for diversity and promote staff understanding and acceptance *	2.1 Display flags of other counties in the multi -purpose room 2.2 Ensure all staff use Tribes activities and emphasize word of the month
3. Ensure all subgroups are making annual progress	3.1 Ensure a variety of instructional strategies, interventions, monitor goals and achievement of goals 3.2 Ensure all staff are using agreed upon programs and monitoring systems including Open Court, AR, MAPS and DIBELS (grade level appropriate)
4. Ensure analysis of effectiveness of intervention programs and adjustments as needed	4.1 Monitor all interventions by using pre and post assessments and make modifications if student achievement is not increasing. 4.2 Implement parent/teacher conference 4.3 Expand use of one on one tutoring, homework club and open lab more for students to use Tenmarks, Study Island and other programs
5. Provide staff development to work effectively with students in need of support*	5.1 Provide GLAD training to all 21 classroom teachers
6. Ensure resources and policies support student access and achievement	6.1 Progress Monitoring Team will review MAP data and benchmark assessments to make certain that all students not achieving standards are provided resources such as morning interventions, one on one tutoring, and Honors Academy. 6.2 Ensure that the Doc of the Day program provides support for teachers and students

1.7 Student achievement is valued and celebrated	
<u>Goal Areas</u>	<u>Action Plans</u>
1. Provide evidence that outward message is reflected in student academic growth	1.1 Focus PLC time on reviewing evidence of academic growth and revising curriculum accordingly 1.2 Focus interventions and differentiation programs on academic achievement. 1.3 Celebrate short-term goals with students and teachers 1.4 Celebrate long-term academic growth achieved with students at “Improvement Award Assembly”
2. Display student work and provide welcoming student environment *	2.1 Alternate student display by grade level by highlighting students work through “museums” and bulletin boards. 2.2 Encourage classes to visit other classes to view interactive performances, museums, etc.
3. Promote academic celebrations	3.1 Continue to implement student, staff, and parent celebrations for academic achievement and growth through College Kick off night, assemblies and classroom events 3.2 Recognize students for MAP, STAR, AR growth

1.8 Commitment to Equity	
<u>Goal Areas</u>	<u>Action Plans</u>
1. Provide inclusion for struggling students and commitment by all staff to provide academic support systems	1.1 Involve parent and staff partnerships to provide support systems for struggling students to achieve academically including involvement in homework club, one on one tutoring and Study Island Computer Nights.

2. Acknowledge and act in a sense of urgency to address the academic achievement of all subgroups	2.1 Develop a formal progress monitoring process and analyze progress and intervention needed. 2.2 Set goals for students and when met, add new goals, to ensure academic achievement 2.3 Celebrate achievement publicly
3. Develop procedures to connect parents of diverse language and cultures (DELAC, Diversity Advisory)	3.1 Increase ELAC parent education
4. Ensure diversity and English language resources, and that resources are easily accessible at each school and districtwide	4.1 Document and inventory instructional materials and their uses 4.2 Provide diversity staff development 4.3 Implement diversity staff development
5. Ensure the master schedule reflects a world-view and inclusion	5.1 Identify and use examples of culturally responsive master schedules to inform changes to current master schedule 5.2 Review and document the inclusionary opportunities in the master schedule 5.3 Adopt courses and content to include culture and language diversity 5.4 Develop ongoing formalized, documented systems to monitor progress toward ELD standards

CULTURE AUDIT SUMMARY

Lu Sutton Elementary School

Single Plan for Student Achievement

2010-2011

1.1 Culture is safe and orderly

Goal Areas	Action Plans
1. Include all students and parents within the school culture	1.1 Provide regular opportunities right after monthly community time for "chats" between principal and parents to share ideas and concerns. 1.2 Share student achievements with the entire community through articles in the weekly Cheetah Chatter newsletter.
2. Resolve disproportionate suspension for subgroup	2.1 Develop alternatives to suspension using progress discipline as specified within the behavioral pyramid of interventions. 2.2 Analyze monthly all referrals to determine if there is a disproportionate number of subgroup referrals.
3. Demonstrate respect for cultural diversity.	3.1 Provide an inclusive school-wide environment through a variety of events such as International Day and student concerts that include music from various cultures. 3.2 Encourage participation in leadership opportunities by students in subgroups through teacher and administrator referral and 1:1 conversations with students and parents about participating in leadership activities such as conflict managers, special buddies program, Lu Sutton based scouting program. 3.3 Review classroom materials and library collection to be sure that there are materials

	and books that represent the various cultures that comprise the school.
4. Address subcultures that discourage academic achievement.	4.1 Provide role models of success by inviting adult students who have successfully navigated high school and college to share with current students. 4.2 Provide culturally diverse adult mentors to students who have disengaged themselves from learning and/or have challenging social behavior.
5. Provide instructional support for disconnected students	5.1 Based on MAP results; provide students with appropriate curriculum and instructional materials to reach their goals. 5.2 Based on MAP results, and other classroom formative data, provide targeted interventions such as 1:1 before school tutoring, small group tutoring during the school day, more reading time at home, earning more AR points.
6. Create substantive college prep evidence	6.1 Implement the No Excuses College Prep program. 6.2 Conduct two "College Night" presentations that are presented in both English and Spanish. The presentations will provide parents and students with information regarding college readiness.
7. Establish school norms for all students to adhere to while at school.	7.1 Implement a school-wide set of student behaviors known as the Lu Sutton Code of Conduct. 7.2 Monitor, on a monthly basis, student behavior by reviewing student achievement data and behavior data. 7.3 Provide monthly recognition to students who follow the code of conduct.
8. Establish and monitor respectful language	8.1 Enforce the school-wide code of conduct.

and defiant behavior	8.2 Continue to train all students in conflict resolution skills. 8.3 Continue the use of student conflict managers during recess. 8.4 Encourage all teachers to have classroom doors open between classes and to informally monitor students during passing periods. 8.5 Continue to conduct student surveys on bullying and safety and use referral data to inform necessary changes.
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1.2 Belief That All Children Can Learn

Goal Area	Action Plans
1. Ensure universal commitment to college readiness	1.1 Continue implementation of the No Excuses College Prep program. 1.2 Conduct two "College Night" presentations that are presented in both English and Spanish. The presentations will provide parents and students with information regarding college readiness. 1.3 Highlight staff academic successes by having a map that indicates what colleges/universities staff graduated from.
2. Ensure inclusion of all parents and students.	2.1 Provide translation at all conferences, ELAC meetings, parent education nights, or other community meetings. 2.2 Provide all flyers, bulletins, newsletters, and other communications in both English and Spanish. And all above correspondence is sent home in the appropriate language.
3. Address achievement/GPA and correlation of GPA/CST for subgroups.	3.1 Provide additional support to staff on how to use MAP data to inform instruction and set student goals.

	3.2 Use MAP results to establish academic goals. The goals are reviewed with the student's parents. 3.3 Review weekly student progress toward reaching their academic goals. 3.4 Parents receive weekly progress reports.
4. Ensure school environment reflects academic achievement.	4.1 Publish in the Cheetah Chatter the names of all students who have reached their MAP goals or who have made the honor roll. 4.2 Recognize the above students with certificates during community time. 4.3 Post on the main bulletin board the pictures of each student receiving an award.
5. Provide effective intervention strategies.	5.1 Develop a data driven pyramid of interventions. 5.2 Using MAP results provide targeted intervention such as 1:1 before school tutoring, small group tutoring during the school day, more reading time at home, earning more AR points. 5.3 Teachers review weekly the effect of intervention by analyzing formative data on each of their students who are receiving intervention.
6. Ensure all school showcases are updated regularly	6.1 Assign one staff member to update the main bulletin board with subject matter information. 6.2 Display academic successes data and student work on the main bulletin board.
7. Ensure demonstrable evidence that there is belief in every student	7.1 Monitor, on a weekly basis, student achievement and modify instruction to ensure student success (principal and teachers).

	7.2 Develop a system that helps connect students to adults (mentor) with special focus on disengaged/at-risk students. 7.3 Develop a "No Excuses" policy regarding missing assignments by requiring completion even if late. Provide school-wide recognition for students who complete their homework. 7.4 Spend 15 minutes at each monthly staff meeting reflecting on the following statement. "I believe that every student at Lu Sutton is capable of achieving a high level of academic performance."
8. Address academics for poor performing students.	8.1 Develop a data driven pyramid of interventions. 8.2 Using MAP results provide targeted intervention. 8.3 Monitor on a weekly basis effect of intervention by reviewing formative data on each students that is receiving intervention (principal, teacher).
9. Update student handbook to include available support systems	9.1 Revise student handbook to include a description of all support systems available at school (principal).
10. Celebrate publicly student academic growth equally with traditional methods.	10.1 Display school-wide academic growth on the main bulletin board. 10.2 At the end of each trimester have an evening awards night to individually recognize all of the achievements for that trimester. 10.3 Recognize in the Cheetah Chatter all contest winners (i.e. spelling bee, speech contest, art contest, etc.)
11. Ensure staff is focused on academic support vs. academic responsibility without	11.1 Provide teachers a breakdown of MAP results so they can design and deliver instruction which results in academic

support systems in place.	achievement of all students (principal, literacy coach). 11.2 Develop a pyramid of intervention for the social/emotional behavior. 11.3 Provide counseling and support to targeted students and families.
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1.3 High expectations for academics and behavior

1. Ensure high expectations for all students	1.1 Establish individual academic goals for all students. 1.2 Continue use of student planners and goal-setting.
2. Provide rich and varied instructional strategies.	2.1 Identify and monitor effective instructional strategies that involve all modalities and intelligences. 2.2 Provide staff development to enhance instructional strategies that increase student engagement.
3. Establish a sense of urgency for effective program design for all subgroups.	3.1 Monitor assessments, analyze data, and establish programs based on needs identified in data. 3.2 Monitor progress and intervention programs for effectiveness by using pre- and post-assessments. 3.3 Provide teachers with monthly formative assessment data as to the current level of academic performance of the various sub groups.
4. Provide culturally responsive teaching methods.	4.1 Employ effective teaching strategies that address learning needs of sub-groups (SDAIE, CLAD, AVID, GLAD).
5. Ensure the elimination of a passive aggressive subculture.	5.1 Address bullying behaviors in a timely manner using consistent discipline.

	5.2 Provide positive reinforcements with use of positive referrals and cheetah pats. 5.3 Identify students in need of support and identify staff that can make connections with these students and see that needed supports are in place.
6. Align systems that demonstrate increased academic achievement with student support systems.	6.1 Monitor student goal-setting for progress and provide adjusted intervention to support areas of continued need. 6.2 Monitor on a monthly basis the use of Pyramid of Intervention to assure that the best targeted support is being provided to each student.
7. Address no growth for subgroups over a three-year period by ensuring effective intervention and support.	7.1 Develop data driven pyramid of interventions. 7.2 Based on MAP results provide targeted intervention by having individual teachers review formative data on each of their students who are receiving intervention. 7.3 Monitor the effect of intervention on a weekly basis by having individual teachers review formative data on each of their students who are receiving intervention.

1.4 Collaboration and Shared Decision-Making

Goal Areas	Action Plans
1. Ensure needed change is handled with open communication and transparency for all groups.	1.1 Provide a standing agenda item for each staff meeting where questions about change issues can be discussed. 1.2 Use a variety of ways to communicate with parent community: weekly Cheetah Chatter, weekly staff bulletins, monthly parent chats after community time. Standing item on SLT agenda and ELAC agenda for sharing of information and

	discussion of change efforts.
2. Ensure collaboration within and across grade levels /department and school-wide between and among colleagues and principal	2.1 Set agendas and provide feedback sheets for all meetings. 2.2 Principal attends at least one grade level meeting a week. 2.3 Principal meets with grade level reps at least twice a month.

1.5 Parent Communication

1. Provide bilingual communication as required by state and federal law	1.1 Provide translation at all conferences, ELAC meetings, parent education nights, or other community meetings. 1.2 Provide all flyers, bulletins, newsletters, and other communications in both English and Spanish. And all above correspondence is sent home in the appropriate language.
2. Promote inclusion of parents of all subgroups	2.1 Continue to provide inclusion of parents through ELAC committee and joint quarterly, ELAC/PTA meetings. 2.2 Hold informational meetings for parents with translations to explain school policies and procedures, how to use Aeries, and how to support their children's academic progress.
3. Involve parents as partners in problem-solving academic and behavior issues and growth in academic achievement.	3.1 Provide bi-lingual community liaison to help with parent/teacher conferences and daily communication as needed. 3.2 Continue to hold parent/teacher/ student conferences to develop plans to support students' behavior and academic achievement. 3.3 Provide teachers with pertinent information on EL students (CELDT levels, RFP status, STAR scores) and special education students (STAR scores, IEP

	accommodations) as soon as possible.
4. Provide parent training to address academic and social, emotional achievement.	4.1 Offer principal/staff chats on topics of importance. 4.2 Offer training for parents of EL students through ELAC.
5. Provide a welcoming and inclusive environment in the decor of the school to demonstrate parent inclusion	5.1 Principal greets students and parents both in the morning and at the end of school. 5.2 Bilingual community liaison greets students and parents and is available as a resource to help parents with their needs.
6. Develop systems of communication for parents of all subgroups.	6.1 Continue to include in the weekly Cheetah Chatter articles regarding parenting, child development, and/or community resources for families. 6.2 Continue to have an active ELAC committee to support parents of EL students.

1.6 Staff Care About Students and Inspire Learning

Goal Areas	Action Plans
1. Promote school-wide themes evident in every classroom (focus on learning for all in a respectful environment.	1.1 Continue the Traits of Excellence program. 1.2 Provide college-themed visuals in every classroom.
2. Display symbols of respect for diversity and promote staff understanding and acceptance.	2.1 Display in main bulletin board photos of all students that represent all groups. 2.2 Focus throughout the curriculum on material or events which exemplify diversity.
3. Ensure all subgroups are making annual progress	3.1 Use MAP and STAR results to determine progress of students in subgroups - Disseminate information to teachers - Develop intervention plans for students not showing progress

	3.2 Monitor progress of students throughout the year. • Set goals based on STAR and MAP • Monitor goals and adjust interventions as needed.
4. Ensure analysis of effectiveness of intervention programs and adjustments as needed	4.1 Increase use of data collection and analysis of results to be used to inform instruction by providing classroom teachers with weekly formative assessment data from the intervention programs.
5. Provide staff development to work effectively with students in need of support	5.1 Continue to provide GLAD strategies in the classroom. 5.2 Provide staff development in differentiated instruction. 5.3 Begin the practice of conducting "rounds" at least on a monthly basis.
6. Ensure resources and policies support student access and achievement.	6.1 Develop with ELAC, SLT, and grade level reps, a program that will promote connectedness, advocacy, monitoring, and support for students in need.

1.7 Student Achievement is Valued and Celebrated

Goal Areas	Action Plans
1. Provide evidence that outward message is reflected in student academic growth.	1.1 Focus PLC meetings on academic growth of students using data collected through MAP, unit tests, and other identified common assessments. 1.2 Celebrate success with short-term and long-term goals within classrooms and school-wide.
2. Display student work and provide welcoming student environment.	2.1 Use the school's outside bulletin boards to display photos of current school events. 2.2 Display student achievements on bulletin boards.

3. Promote academic celebrations	3.1 Continue current awards opportunities – student of the month, quarterly awards Cheetah Pats, positive referrals based on behavior and academic growth.
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1.8 Commitment to Equity

Goal Areas	Action Plans
1. Provide inclusion for struggling students and commitment by all staff to provide academic support systems.	1.1 Develop data driven pyramid of interventions. 1.2 Based on MAP results data provide targeted intervention. 1.3 Monitor the effect of intervention on a weekly basis
2. Acknowledge and act in a sense of urgency to address the academic achievement of all subgroups	2.1 Identify academically at-risk students, develop individual intervention plans and goals, monitor progress and adjust as needed. 2.2 Identify areas of low achievement school-wide and in each subgroup; develop goals, assessment and action plans to address instructional weakness.
3. Develop procedures to connect parents of diverse language and cultures (DELAC, Diversity Advisory)	3.1 Strengthen ELAC leadership by providing trainings. 3.2 Meet with ELAC steering committee to identify ways to increase membership.
4. Ensure diversity and English language resources, and that resources are easily accessible at each school and district-wide.	4.1 Work with district to identify all resources available across the district so schools can have access to all research- based, pertinent materials that can support diverse student populations.
5. Ensure the master schedule reflects a world-view and inclusion.	5.1 Using MAP reading scores create leveled reading groups for grades one

through five.

5.2 Schedule before the first recess the primary reading groups. These groups will meet for 90 minutes a day/five days a week.

5.3 Schedule after the first recess the upper grade reading groups. These groups will meet for 90 minutes a day/five days a week.

CULTURAL AUDIT SUMMARIES

Dr. Anthony Muhammad
Lynwood Elementary School

1.1 Culture is safe and orderly	
<u>Goal Areas</u>	<u>Action Plans</u>
1. Include all students and parents within the school culture	1.1 Agendize a number of topics relevant to parents at PTA, ELAC and Site Leadership meetings). For example, share API results for subgroups. 1.2 Report to the community regarding individual student accomplishments such as high place finishers in the Marin County Spelling Bee.
2. Resolve disproportionate suspension for subgroups	2.1 Utilize in school suspension (as opposed to home suspension) in all but a few cases of inappropriate student behavior. If infractions occur, students are housed in classrooms other than their own, and have to complete written assignments and follow a rubric to “earn” their way back into the classroom. 2.2 Correct behavior verbally, with Tigeriffics and Tiger Bucks that can be redeemed monthly for prizes in the Tiger Store. 2.3 Recognize appropriate behavior, excellent attendance and citizenship in classroom during visits.
3. Demonstrate respect for cultural diversity	3.1 Hold PTA/ELAC and Site leadership meetings once per month. Develop the agenda collaboratively between the principal and parent leaders. Provide translations and child care at all meetings. 3.2 Ensure that parent groups collaborate on school initiatives such as yard supervision, Safe Routes to School, and school safety and bullying in general.
4. Address subcultures that discourage academic achievement	4.1 Provide positive, successful student role models that reflect the culture of the community. For example, the new student

	leadership model is inclusive. It identifies natural leaders by eliminating restrictive barriers to participation (i. e., high grades, perfect attendance, no behavioral referrals). 4.2 Provided outreach to parents by scheduling conferences as needed. Invite parents to evening workshops and encourage parent attendance at various meetings. 4.3 Infuse the College Going “No Excuses University” philosophy in the community by making it a regular talking point in all principal presentations. 4.4 Encourage parents via regular communication tools (i. e., Tiger Tales, e-blasts, information at meetings) to collaborate with the counselors in the Doc of the Day counseling program.
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5. Provide instructional support for disconnected students	5.1 Use MAP, STAR, Dibels, CELDT data and formative assessments during formal PLC time, staff meetings and grade level meetings to guide discussions about using best strategies and materials to support student learning. 5.2 Design individualized learning and behavior contracts based on ongoing, bi-weekly Academic Success Team meetings.
6. Create substantive college prep evidence	6.1 Provide parent/student beginning of the year kick off regarding college information. Emphasize the importance of college as a long term goal. 6.2 Expand “All in One Day” registration and orientation process to emphasize college awareness and include parents in support of students going to college. One example is the purchase of t-shirts at the beginning of each year with the college date of graduation on the t-shirt. Continue this as a PTA supported activity.
7. Establish school norms for all students to adhere to while at school. (code switching)	7.1 Identify, create and teach common expectations and norms for students to follow instead of teasing, bullying and the

	use of physical force. Use Partners' strategies and language as a common template and starting point. 7.2 Conduct workshops for teachers and staff to embed the common language, strategies and set of expectations. 7.3 Train students to use the established strategies and language instead of hands and feet for solving problems. 7.4 Conduct monthly student citizenship assemblies to reinforce appropriate norms of behavior. Provide parent workshops in the New Year. 7.5 Provide consistent training and enforcement of established norms per the activities listed above and throughout the school year. Explore student conflict managers as an additional tool to support students on campus.
8. Establish and monitor respectful language, and defiant behavior	8.1 Identify, create and teach common expectations and norms for students to follow instead of teasing, bullying and the use of physical force. Use Partners' strategies and language as a common template and starting point. 8.2 Conduct workshops for teachers and staff to embed the common language, strategies and set of expectations. 8.3 Train students to use the established strategies and language instead of hands and feet for solving problems. 8.4 Conduct monthly student citizenship assemblies to reinforce appropriate norms of behavior. Provide parent workshops in the New Year. 8.5 Teach character education in all classrooms and at monthly assembly programs.

1.2 Belief that all children can learn

<u>Goal Areas</u>	<u>Action Plans</u>
1. Ensure universal commitment to college readiness	1.1 Develop a Commitment to Excellence Pledge signed by all staff and post on the main door of the school. 1.2 Foster the concept of Commitment to Excellence at Back-to-School Night and parent events. Include as part of the agenda at general assembly portion of the evening and within the context of the classroom presentations. Parents will sign the “No Excuses University” commitment.
2. Ensure inclusion of all parents and students	2.1 Ensure that an active parent volunteer program solicits from all groups within the school community. 2.2 Ensure parents are partners with the school in various formats, whether by written commitment, conferencing or attendance at workshops or meetings. 2.3 Provide simultaneous translation at all parent meetings and conferences throughout the school year.
3. Address achievement / GPA and correlation of GPA/CST for subgroups	3.1 Analyze STAR, MAP, Dibels, CELDT and other data regularly in grade level meeting. 3.2 Use PLC meetings and informal grade level meetings for data analysis. Re-design intervention programs using these collaborative efforts.
4. Ensure school environment reflects academic achievement	4.1 Display classroom work in all rooms and common areas.
5. Provide effective intervention strategies	5.1 Implement data driven pyramid of interventions via the newly formed Academic Success Team (AST) process. 5.2 Meet on a bi-weekly basis to review the progress of all students monitored via the AST. Review data on a regular basis to assess the appropriateness of intervention strategies. 5.3 Implement Language!4 at 4th and 5th grades

	and use associated assessments to monitor student progress.
6. Ensure all school showcases are updated regularly	6.1 Display student work in classrooms. Display school norms outside the classrooms. Maintain display cases regularly.
7. Ensure demonstrable evidence that there is belief in every student	7.1 Re-design intervention activities based on mastery. Implement systems that allow students to exit intervention classes once they have mastered requisite skills. 7.2 Implement the AST process that individualizes and reinforces the approach that if a student is not being successful, adults must find other strategies to ensure student success. 7.3 Introduce A Commitment to Excellence Pledge signed by all staff. Post on the main door of the school. 7.4 Foster the concept of Commitment to Excellence at Back-to-School Night and parent events. Include as part of the agenda at general assembly portion of the evening and within the context of the classroom presentations. Parents will sign the “No Excuses University” commitment.

8. Address academics for poor performing students	8.1 Ensure that individual student goals are effectively addressed in the classroom and via the AST process 8.2 Celebrate achievement of benchmarks and goals in a variety of ways via a weekly newsletter to staff, a weekly parent newsletter and at parent conferences and meetings. 8.3 Offer professional development in pyramid of intervention at staff meetings and in curriculum leadership meetings.
9. Update student handbook to include available support systems	9.1 Re-design the parent handbook to include support systems and how to access support at school. Clarify systems in the 2011 student handbook and translate into

	Spanish. 9.2 Make the handbook accessible to all members of the school community.
10. Celebrate publicly student academic growth equally with traditional methods	10.1 Celebrate academic growth school-wide in assemblies, in the classroom, in the weekly newsletter and at parent conferences.
11. Ensure staff is focused on academic support vs. academic responsibility without support systems in place	11.1 Use Academic Success Team (AST) model to evaluate student needs and develop individual support contracts. 11.2 Provide ongoing staff development to expand staff awareness of the RtI model and what resources (i.e., teaching strategies, intervention classes, sensory integration, after school programs, etc.) are available for teachers to support students.

1.3 High expectations for academics and behavior

<u>Goal Areas</u>	<u>Action Plans</u>
1. Ensure high expectations for all students	1.1 Establish a school-wide commitment to excellence and verify that contracts with students and parents are signed at Back to School night. Reinforce at the first Citizenship Assembly with a teacher ceremonial sign-off, the commitment to excellent and post on the front door entrance. 1.2 Ensure that school-wide, grade/department standards-based goals and individual student goals are developed in grade level teams and verified in teacher goal setting conferences. Make a commitment that all students will be proficient in reading, language arts and math by third grade.
2. Provide rich and varied instructional strategies	2.1 Exchange best practices on PLC Wednesdays 2-3 times per month. 2.2 Enroll teachers in staff development opportunities such as GLAD. Train eleven

	more teachers in March, bringing the total number of GLAD trained teachers to 17. Other trainings including Dibels, FOSS science, and sensory integration have been well attended this year. 2.3 Explore the possibility of participation in AVID training in the summer of 2011. 2.4 Send teachers to the CA. Association of the Gifted Annual Conference for project-based learning approaches.
3. Establish a sense of urgency for effective program design for all subgroups	3.1 Re-evaluate the math intervention program. Revise delivery of intervention instruction to better meet the needs of sub-groups in the below basic STAR achievement category. 3.2 Place 4th and 5th graders who are significantly below grade level in Language!4. Complete re-grouping of the 4/5th language arts program by reorganizing classes for better instructional delivery. 3.3 Re-group students and re-teach based on MAP and DIBELS data to promote student achievement at all grade levels. 3.4 Monitor program effectiveness and instructional integrity via the AST process, in grade level discussions and in full staff meeting discussions.
4. Provide culturally responsive teaching methods	4.1 Define culturally responsive teaching methods and train staff based on a needs assessment. Hold staff meetings and follow up workshops held to develop a common frame of reference and common language for positively reinforcing appropriate student behaviors. 4.2 Monitor and ensure that students remain in the classroom and are not referred to the office for inappropriate or less than compelling reasons. Respond quickly and resolve classroom referrals with a minimum loss of instructional time.

5. Ensure the elimination of a passive aggressive subculture	5.1 Address bullying behaviors in a timely manner using consistent discipline. 5.2 Provide positive reinforcements using positive referrals, Tigerrific cards and Tiger Bucks. 5.3 Identify students in need of support and identify staff who will make connections with students to ensure appropriate support.
6. Align systems that demonstrate increased academic achievement with student support systems	6.1 Monitor newly established academic and behavioral systems. Collect and analyze data and evaluate regularly.
7. Address no growth for subgroups over a three-year period, by ensuring effective intervention and support	7.1 Ensure continued growth in the achievement of sub-groups by monitoring, for example, RtI intervention strategies, positive college- going environment, collaboration related to best practices and use of data to guide instruction, etc.

1.4 Collaboration and Shared Decision Making	
<u>Goal Areas</u>	<u>Action Plans</u>
1. Ensure needed change is handled with open communication and transparency for all groups	1.1 Promote a culture that embraces change and outside the box thinking. Design staff meetings as forums to evaluate new ideas and initiatives. Utilize the staff leadership team to communicate changes, activities, policies at each grade level. Include parent groups in the change process. 1.2 Create agendas for parent meetings in collaboration with the principal. Design meetings as open forums for parents to ask questions, express concerns and receive updates on school progress. 1.3 Promote honesty and transparency in professional relationships to increase trust, integrity and sustainability in all school programs.

2. Ensure collaboration within a grade/ department and school-wide between and among colleagues and administration (classified and certificated)	2.1 Promote a culture that embraces change and outside the box thinking. Design staff meetings as forums to evaluate new ideas and initiatives. Utilize the staff leadership team to communicate changes, activities, policies at each grade level. Include parent groups in the change process. 2.2 Create agendas for meetings in collaboration with the principal. Design meetings as open forums for staff to ask questions, express concerns and receive updates on school progress. 2.3 Promote honesty and transparency in professional relationships to increase trust, integrity and sustainability in all school \ programs.
1.5 Parent Communication	
<u>Goal Areas</u>	<u>Action Plans</u>
1. Provide bilingual communication as required by state and federal law	1.1 Translate all parent publications. Provide professional oral translations at all parent meetings and events.
2. Promote inclusion of parents of all subgroups	2.1 Model inclusive leadership to ensure respectful input and communication with parents of all subgroups. 2.2 Value parents by providing child care at all parent meetings and functions.
3. Involve parents as partners in problem-solving academic and behavior issues and growth in academic achievement	3.1 Develop school documents that describe how to contact school personnel for information and to whom to express concerns. Include these documents in the 2011-12 Parent handbook. 3.2 Review and revise the Parent/Student Handbook via an inclusive process that includes staff and parents. Share a draft of the handbook at PTA, ELAC and Site Leadership meetings for feedback before final publication.

4. Provide parent training to address academic and social, emotional achievement	4.1 Plan a series of workshops for the second semester. 4.2 Continue to involve parents in the elimination of bullying project begun in 2010-11.
5. Provide a welcoming and inclusive environment in the décor of the school to demonstrate parent inclusion	5.1 Encourage parent participation by maintenance of the message board in the front of the school and by posting events via the front office in an attractive and easy to read manner.
6. Develop systems of communication for parents of all subgroups	6.1 Include school communication to parents using: • Phone call out system • Weekly parent newsletter • E-mail blasts • Frequent calls from parents • Friday folders • Monthly parent meetings (PTA, ELAC, Site Leadership) • Translation of all major documents

1.6 Staff care about students and inspire learning

<u>Goal Areas</u>	<u>Action Plans</u>
1. Promote school-wide themes evident in every classroom (focus on learning for all in a respectful environment)	1.1 Continue school-wide commitment to “no excuses” related to academic performance, eliminating bullying, good citizenship, and establishing a positive, college going environment.
2. Display symbols of respect for diversity and promote staff understanding and acceptance	2.1 Continue to display symbols, themes and classroom activities in reading, discussions and writing to promote cultural diversity.
3. Ensure all subgroups are making annual progress	3.1 Use data analysis to design instruction for subgroups. 3.2 Continue to evaluate student progress in all subgroups.
4. Ensure analysis of effectiveness of intervention programs and adjustments	4.1 Expand the AST program to evaluate and monitor individual student needs as well as

as needed	provide ongoing staff professional development in RtI. Meet bi-weekly and on an as needed basis. Meet regularly with intervention teachers to assess effectiveness of instruction, exchange ideas and explore additional support options for students. 4.2 Conduct parent/teacher conferences annually. 4.3 Create tutorials and after school homework clubs. Investigate the AVID tutorial model for upper grades students.
5. Provide staff development to work effectively with students in need of support	5.1 Exchange best instructional practices during PLC time 2-3 times per month. 5.2 Enroll teachers in staff development opportunities such as GLAD. Train eleven more teachers by March 2011 to bring the total number of GLAD trained teachers to 17. Other trainings including Dibels, FOSS science, and sensory integration have been well attended this year. 5.3 Explore the possibility of participation in AVID training in the summer of 2011. 5.4 Send teachers to attend the upcoming CA. Association of the Gifted Annual Conference for project-based learning.
6. Ensure resources and policies support student access and achievement	6.1 Continue the AST process created this year. 6.2 Employ a counseling program called Doc of the Day to support students on an individual and group basis.

1.7 Student achievement is valued and celebrated

<u>Goal Areas</u>	<u>Action Plans</u>
1. Provide evidence that outward message is reflected in student academic growth	1.1 Celebrate weekly in the classrooms and monthly in Citizenship assemblies. 1.2 Celebrate good attendance monthly in each classroom. 1.3 Continue to reinforce positive behavior with Tigerriffics and Tiger Bucks that are redeemed in a Tiger Store every 4-5 weeks.

2. Display student work and provide welcoming student environment	2.1 Display student academic achievement prominently in all classrooms. Regularly update displays.
3. Promote academic celebrations	3.1 Conduct Citizenship Assemblies monthly. Conduct attendance recognition monthly in classrooms.

1.8 Commitment to Equity	
<u>Goal Areas</u>	<u>Action Plans</u>
1. Provide inclusion for struggling students and commitment by all staff to provide academic support systems	1.1 Create parent and staff partnerships to provide support systems for struggling students via parent/teacher conferences, student study teams, and parent workshops to encourage increased participation at school. 1.2 Conduct outreach with parents to provide home activities parents can do with their children, including activities that second language parents can do.
2. Acknowledge and act in a sense of urgency to address the academic achievement of all subgroups	2.1 Work to ensure that all students are proficient by third grade. Provide appropriate intervention for 4th and 5th graders who are achieving below grade level with a variety of interventions including: • Language! • Math intervention groups • RtI model interventions recommended via the AST process • After school reading club • After school individual tutoring
3. Develop procedures to connect parents of diverse language and cultures (DELAC, Diversity Advisory)	3.1 Encourage continued ELAC parent participation and meeting attendance. 3.2 Continue to encourage parents from subgroups to participate at school during the day and to provide assistance or participate at major school activities. 3.3 Encourage parents to use the internet at

	school to access the weekly newsletter.
4. Ensure diversity and English language resources, and that resources are easily accessible at each school and district-wide	4.1 Inventory and evaluate instructional materials for their accessibility and cultural sensitivity. Investigate professional resources that address the topic diversity.
5. Ensure the master schedule reflects a world-view and inclusion	5.1 Expose all students to a challenging core curriculum that is culturally sensitive and appropriate based on grade level standards and themes.

Cultural Audit Summaries
Olive Elementary

1.1 Culture is safe and orderly	
<u>Goal Areas</u>	<u>Action Plans</u>
1. Include all students and parents within the school culture	1.1 Continue to implement Principal's chat, Town Hall meetings and encourage informal communication among all stakeholders. 1.2 Utilize community liaison and bilingual administrator to encourage parents to be involved in classrooms and school events. 1.3 Promote diversity through class discussions and activities and school-wide events such as the Multi-Cultural Festival and family nights.
2. Resolve disproportionate suspension for subgroups	2.1 Standardize school rules and expectations and enforce them uniformly for all students. 2.2 Track and develop alternatives to suspension using a pyramid of interventions for behaviors. 2.3 Implement parent education nights to create supportive teamwork between school and home to help the whole child succeed.
3. Demonstrate respect for cultural diversity	3.1 Work to include all groups in site leadership (PTA, ELAC, SLT) through bilingual meetings, translated fliers, and sharing among parents. 3.2 Celebrate diversity through Youth in Arts, Multicultural festival, ELAC cake walk, Music Program. 3.3 Identify role models at school and in the community and ensure leadership opportunities for all groups through staff discussion and training.
4. Address subcultures that discourage	4.1 Plan ELAC/PTA presentations on

academic achievement	college readiness. 4.2 Continue the College Bound/No Excuses University activities throughout the year with motivational assemblies, career days and dedicated discussions about college prep.
5. Provide instructional support for disconnected students	5.1 Use community liaison to help parents understand and help with homework. 5.2 Provide teachers with phrases and suggestions to use with non-English speaking parents. 5.3 Continue with targeted, small group Tier 2 interventions to meet individual needs and fill in gaps in learning and continue to serve students through the <i>Language! 4</i> program.
6. Create substantive college prep evidence	6.1 Continue membership in <i>No Excuses University</i> and continue promoting college readiness for all students. 6.2 Motivational plaques adorn hallways and classrooms and college bulletin boards are posted in each classroom. 6.3 Continue to develop College-bound culture where classrooms adopt-a-college, learn college cheers and facts about going to college. 6.4 Host Career day.
7. Establish school norms for all students to adhere to while at school. (code switching)	7.1 Develop school-wide norms and post in all locations: Show respect Solve problems Make good decisions 7.2 Invite students to describe and take ownership of the norms during class discussions. 7.3 Share norms at student assemblies and parent meetings to encourage collaborative effort of college-bound

	behavior.
8. Establish and monitor respectful language, and defiant behavior	8.1 Use established system of CROC (caring, responsible Olive citizen) cards to encourage and reward respectful behavior. 8.2 Implement consistent system of behavior alerts to monitor misbehavior and help change behavior. 8.3 Use Student Council as <i>Peacekeepers</i> during recesses to help with conflict resolution.

1.2 Belief that all children can learn	
<u>Goal Areas</u>	<u>Action Plans</u>
1. Ensure universal commitment to college readiness	1.1 Each classroom adopted a college, learned a fight song cheer, and created a college bound bulletin board, so students are surrounded by college information. 1.2 Teachers will teach students to set and strive to meet personal and academic goals through guided lessons. 1.3 Share commitment to excellence at school-wide assemblies and parent/family events.
2. Ensure inclusion of all parents and students	2.1 Continue to develop role of community liaison to assist in bringing Spanish-speaking parents into the school setting. 2.2 Begin Principal's chats in Spanish. 2.3 Use multiple means of communication to include all parents: emails, newsletters (bilingual), signs and marquee. 2.4 Utilize peers in class as partners and leaders to help all students feel valued

	part of the Olive School family.
3. Address achievement / GPA and correlation of GPA/CST for subgroups	3.1 Share achievement data with all parent groups at PTA, ELAC, Back-to-School night and conferences. 3.2 Use progress monitoring and RtI strategies to focus intervention groups and improve student achievement. 3.3 Use MAP to set individual student goals and provide targeted intervention to increase student achievement.
4. Ensure school environment reflects academic achievement	4.1 Encourage students to be college-bound through inspirational signs in hallways. 4.2 Maintain positive school-wide motivational assemblies to celebrate students who demonstrate character traits that lead to academic success. 4.3 Continue promoting college readiness and NO EXCUSES University in class and school-wide.
5. Provide effective intervention strategies	5.1 Deepen use of RtI and GLAD strategies through grade level collaboration and staff meetings. 5.2 Continue to use Differentiated Instruction and grouping based on need to ensure students receive appropriate interventions. 5.3 Use Study Island to improve student achievement on an individual basis. 5.4 Provide targeted intervention in math and ELA for grades 2-5 before and after school classes.
6. Ensure all school showcases are updated regularly	6.1 Utilize bulletin boards and window boxes in office to honor and display student work and achievements. 6.2 Continue to celebrate successes in <i>What's Up at Olive</i> emails.

	6.3 Display academic successes (e.g. Principal's Challenge encouraging students to read 1,000,000 words in Accelerated Reader).
7. Ensure demonstrable evidence that there is belief in every student	7.1 Verbal encouragement for every student by all adults on campus, and positive reinforcements in class for academic growth, effort, and personal successes. 7.2 Share academic and social successes with parents during formal and informal conferences, through teacher/parent/student contact, and by displaying exceptional work around the school and at the district office. 7.3 Monitor student achievement and hold all students to high standards. 7.4 Develop a school-wide BHAG (Big, Hairy, Audacious goal) focused on Olive's high academic expectations for all students. 7.5 Award CROC cards and hold Character Trait celebration assemblies.
8. Address academics for poor performing students	8.1 Collaborate as a PLC to share ideas for helping struggling students. 8.2 Differentiate strategies, assignments, and interventions. 8.3 Analyze data and design specific student goals.
9. Update student handbook to include available support systems	9.1 Review current handbook to ensure support systems are listed. 9.2 Conduct parent survey of needs. 9.3 Ensure that all information is available in Spanish.
10. Celebrate publicly student academic growth equally with traditional methods	10.1 Continue with awards and recognition assemblies. 10.2 Share successes in parent newsletters.

	10.3 Display student work school-wide.
11. Ensure staff is focused on academic support vs. academic responsibility without support systems in place	11.1 Continue grade level collaboration. 11.2 Review use of support staff to ensure an academic focus.

1.3 High expectations for academics and behavior	
<u>Goal Areas</u>	<u>Action Plans</u>
1. Ensure high expectations for all students	1.1 Continue to implement No Excuses University/ College Bound. 1.2 Develop a school-wide BHAG (Big, Hairy, Audacious goal) focused on Olive's high academic expectations for all students. 1.3 Plan and implement instructional activities to meet all needs and that promote high expectations for all learners.
2. Provide rich and varied instructional strategies	2.1 Continue to use technology to enhance student achievement: Study Island, Reading Eggs, and Accelerated Reader. 2.2 Provide quality staff development to enhance effective instructional strategies: GLAD, student engagement strategies, inquiry-based learning, and curriculum integration. 2.3 Integrate language arts and FOSS science curriculum through a partnership and training with BaySci (Lawrence Hall of Science and the Exploratorium).
3. Establish a sense of urgency for effective program design for all subgroups	3.1 Use MAP and other assessments to analyze data, determine student needs, and establish programs to meet those needs such as targeting in-class small group intervention and before-school math and language arts classes.

	3.2 Collaborate with staff and parents to help struggling students at school and at home through staff meetings, town hall meetings and staff development. 3.3 Continue to differentiate instruction to ensure that all students learn at high levels.
4. Provide culturally responsive teaching methods	4.1 Implement and commit to culturally responsive teaching methods such as GLAD that celebrate differences and encourage all types of learners to think at high levels. 4.2 Encourage students to use their primary language. 4.3 Incorporate cultural competency tools into staff meetings and student assemblies.
5. Ensure the elimination of a passive aggressive subculture	5.1 Be cognizant of and address the needs of the subculture through promoting conversations between parents and staff designed to promote a positive learning environment for all families. 5.2 Create a student accountability system that addresses and eliminates bullying issues in a timely manner. 5.3 Teachers identify struggling students in need of academic or emotional support and staff who can make positive connections with them. 5.4 Celebrate and embrace diversity through cultural activities and festivals, acknowledgements, and celebrations of talents and differences such as PTA Reflections and Olive Talent Show.
6. Align systems that demonstrate increased academic achievement with student support systems	6.1 Use MAP to set individual student goals. 6.2 Ensure that all students engage in instruction that leads to mastery of CA Standards.
7. Address no growth for subgroups over	7.1 Continue before/after school

a three-year period, by ensuring effective intervention and support	interventions for grades 2-5 in language arts and math. 7.2 Differentiate instruction to ensure students receive the instruction they need.
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1.4 Collaboration and Shared Decision Making	
<u>Goal Areas</u>	<u>Action Plans</u>
1. Ensure needed change is handled with open communication and transparency for all groups	1.1 Post rules and expectations. Share at student assemblies, in class and at parent meetings and encourage students' ideas and participation. 1.2 Administration will communicate honestly and in a timely manner with all stakeholders: students, parents, and staff. 1.3 Build leadership capacity among staff members by inviting teachers to present staff development to colleagues, creating a grade level leadership team and assigning various leadership roles to willing staff members.
2. Ensure collaboration within a grade/department and school-wide between and among colleagues and administration (classified and certificated)	2.1 Designate cross grade level planning time. 2.2 Schedule time to meet as a whole staff (classified and certificated). 2.3 Principal attends grade level team meetings. 2.4 Grade level leaders meet once a week to share student academic progress and problem solve. 2.5 Grade level teams meet to discuss student achievement, share concerns, brainstorm ideas and problem solve.

1.5 Parent Communication	
<u>Goal Areas</u>	<u>Action Plans</u>
1. Provide bilingual communication as required by state and federal law	1.1 Translation is provided for all home/school communication. 1.2 Provide professional oral translations at parent meetings and events. 1.3 Principal holds parent conversations in Spanish.
2. Promote inclusion of parents of all subgroups	2.1 Continue to encourage families to join ELAC and PTA through personal conversations, emails and newsletters. 2.2 Translation is provided for all home/school communication especially regarding Family Nights and events.
3. Involve parents as partners in problem-solving academic and behavior issues and growth in academic achievement	3.1 Teachers will meet with parents at formal and informal conferences to form a partnership for student success. 3.2 Hold Town Hall meetings to address concerns and solve problems together. Topics may include <i>homework tips, helping students succeed in school, making the most of your child's education, and how to be a partner with your child's teacher.</i> 3.3 Share student academic and behavior growth through progress reports. 3.4 Staff members communicate with parents when students make great growth or success.
4. Provide parent training to address academic and social, emotional achievement	4.1 Hold Town Hall meetings to address concerns and allow parents and staff to solve problems together. Topics may include <i>homework tips, helping students succeed in school, making the most of your child's education, and how to be a partner with your child's teacher.</i>

	4.2 Meet with parents at formal and informal conferences to form a partnership for student success. 4.3 Plan Family Nights and events that center on the curriculum and keep parents and students learning together such as a science festival and a gift book program.
5. Provide a welcoming and inclusive environment in the décor of the school to demonstrate parent inclusion	5.1 Post pictures from school and classroom events in office and around the school. 5.2 Create informational boards of upcoming events. 5.3 Place welcoming signs in the halls by PTA and ELAC. 5.4 Create a website that is user-friendly and contains resources for all parents.
6. Develop systems of communication for parents of all subgroups	6.1 Hold Town hall meetings, in English and Spanish, to address ways to help students succeed in school, tips for homework, and ways for parents to create partnerships for success. 6.2 Hold Title I and GATE meetings to share program information and keep parents informed of available programs. 6.3 Ensure newsletters and home/school communications are effective and reach as many families as possible by translating materials that are sent home, using multiple means of communication (paper and email), and checking in with parents to ensure the communication is effective. 6.4 Send progress reports, emails and notes to reach all parents.

1.6 Staff care about students and inspire learning	
<u>Goal Areas</u>	<u>Action Plans</u>
1. Promote schoolwide themes evident in every classroom (focus on learning for all in a respectful environment)	1.1 Continue monthly assemblies acknowledging character traits. 1.2 Teach college cheers and vocabulary. 1.3 Share common expectations and values throughout school: Show respect Make good decisions Solve problems
2. Display symbols of respect for diversity and promote staff understanding and acceptance	2.1 Display character signs and photos to promote diversity. 2.2 Create and distribute school expectations poster. 2.3 Provide staff development to learn more about teaching diverse groups.
3. Ensure all subgroups are making annual progress	3.1 Continue differentiated instruction to meet targeted needs of learners. 3.2 Employ GLAD and a variety of instructional strategies to reach all learners. 3.3 Identify and chart subgroups' academic progress, program participation and discipline issues to ensure all groups are progressing.
4. Ensure analysis of effectiveness of intervention programs and adjustments as needed	4.1 Continue fluid differentiated instruction groups designed to meet specific needs of learners. 4.2 Chart progress of interventions and student growth using Response to Intervention graphing models.
5. Provide staff development to work effectively with students in need of support	5.1 Ensure GLAD training for all to increase academic language and reach English Language learners. 5.2 Implement RTI faithfully to target needs.

6. Ensure resources and policies support student access and achievement	6.1 Review and revise resources and policies to ensure access and achievement. 6.2 Work with SLT to advocate connectedness to site activities, programs and high levels of academic achievement. 6.3 Work with grade level leaders to develop plan to monitor student achievement and intervention. 6.4 Use technology to promote achievement for all: Study Island Reading Eggs Accelerated Reader MAP
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1.7 Student achievement is valued and celebrated	
<u>Goal Areas</u>	<u>Action Plans</u>
1. Provide evidence that outward message is reflected in student academic growth	1.1 Share successes in Shark Bytes newsletter, on Olive website, on school marquee, and in District newsletter. 1.2 Celebrate student achievements and goals at board presentations. 1.3 Celebrate student and staff successes frequently and publicly.
2. Display student work and provide welcoming student environment	2.1 Work is displayed on office bulletin board, on Olive Ave turnaround marquee, on computer lab board, and in classrooms. 2.2 Find ways to display student work on website.

3. Promote academic celebrations	3.1 Plan and implement student, staff and parent celebrations for academic achievement and growth by the first month of school. 3.2 Continue recognition assemblies every month. 3.3 Recognize individual growth on STAR and MAP assessments.
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1.8 Commitment to Equity	
<u>Goal Areas</u>	<u>Action Plans</u>
1. Provide inclusion for struggling students and commitment by all staff to provide academic support systems	1.1 Provide before and after school intervention classes to serve struggling students in ELA and math. 1.2 Implement GLAD strategies throughout all classes to improve academic vocabulary for all students. 1.3 Create a comprehensive RtI program designed to target needs for all students.
2. Acknowledge and act in a sense of urgency to address the academic achievement of all subgroups	2.1 Add discussions of at-risk students, disadvantaged students and underrepresentation of certain groups at grade level meetings. 2.2 Incorporate learning how to reach all learners at school-wide meetings. 2.3 Collaborate with onsite resource personnel: speech, NYC counselors, RSP, Language! to ensure all students are encouraged to work to the highest levels.
3. Develop procedures to connect parents of diverse language and cultures (DELAC, Diversity Advisory)	3.1 Increase diverse parent participation in ELAC, PTA, SLT through conversations and personal invitations.

	3.2 Use community liaison to provide connections to Spanish speaking community.
4. Ensure diversity and English language resources, and that resources are easily accessible at each school and district-wide	4.1 Open computer lab before and after school to provide access to Study Island and other computer programs for students who do not have access at home. 4.2 Continue to increase translated materials. 4.3 Provide diversity staff development.
5. Ensure the master schedule reflects a world-view and inclusion	5.1 Continue to schedule intervention and differentiated instruction blocks, so teachers may group and trade students to meet their needs. 5.2 Look at time as flexible and variable and student success as constant.

CULTURAL AUDIT SUMMARY

ACTION PLAN for San Ramon Elementary

1.1 Culture is safe and orderly	
<u>Goal Areas</u>	<u>Action Plans</u>
1. Include all students and parents within the school culture	1.1 Support character building during Community Time and through weekly newsletter. Provide translations in Spanish for all home communication, through district liaison. 1.2 Continue to ensure that all students participate in school-wide events by increasing communication and classroom visits. 1.3 Hold two meetings to combining ELAC and PTA
2. Resolve disproportionate suspension for subgroups	2.1 Ensure that no subgroup is targeted for suspension by supporting a positive and progressive discipline system.
3. Demonstrate respect for cultural diversity	3.1 Emphasize respect for differences through Character Counts and Bully-proofing 3.2 Learn about expressive arts from other cultures in classroom and through special programs, such as Art Docents and Youth in Arts. 3.3 Include daily infusion of cultural acceptance through collaborative lesson plans.
4. Address subcultures that discourage academic achievement	4.1 Raise awareness of the socioeconomic divide that becomes evident in elementary school and provide equitable support for all students through differentiated instruction. 4.2 Continue to teach acceptance, inclusion of others, and bullying prevention through character building activities.

5. Provide instructional support for disconnected students	5.1 Provide multi-modal instructional practices in every classroom through differentiated instruction. 5.2 Ensure that students are able to make choices based on interest and/or learning style through open-ended lessons. 5.3 Ensure success and engagement through the use of full participation strategies.
6. Create substantive college prep evidence	6.1 Provide standards-based instruction to improve academic progress for all students 6.2 Ensure that the school mission statement and vision reflect academic focus through annual review.
7. Establish school norms for all students to adhere to while at school. (code switching)	7.1 Teach school-wide rules in every classroom through focused lesson and principal visits. 7.2 Implement progressive discipline that is consistent and fair through the use of behavior interventions. 7.3 Implement Character Counts throughout the year by addressing the pillars in Community Time, through classroom lessons, and in all school-to-home communication.
8. Establish and monitor respectful language, and defiant behavior	8.1 Implement Character Counts and Bully-Proofing curricula throughout the year by addressing the pillars in Community Time, through classroom lessons, and in all school-to-home communication.

1.2 Belief that all children can learn	
<u>Goal Areas</u>	<u>Action Plans</u>
1. Ensure universal commitment to college readiness	1.1 Keep standards and expectations high for all students, through targeted and appropriate interventions. 1.2 Connect students with higher levels of schooling through exposure to high school interns.

2. Ensure inclusion of all parents and students	2.1 Ensure that parents stay informed and feel welcome by maintaining open communication about all facets of the school. 2.2 Avoid exclusivity at school events through open communication and effective public relations strategies.
3. Address achievement / GPA and correlation of GPA/CST for subgroups	3.1 Report progress on the standards, using multiple measures of assessment. 3.2 Administer formative assessments and monitor achievement for subgroups, using MAP, local assessments, and adopted materials.
4. Ensure school environment reflects academic achievement	4.1 Provide standards-based instruction in all classrooms through collaborative planning, data analysis, and use of adopted materials. 4.2 Use formative and summative assessments in making curricular decisions through PLC. 4.3 Channel funds into best practices for staff development by sending teachers to GLAD and FOSS training.
5. Provide effective intervention strategies	5.1 Focus staff development on targeted intervention strategies throughout the school year. 5.2 Provide Tier I and II interventions during the school day through instructional assistants, literacy volunteers, literacy coaches, and high school interns. 5.3 Provide targeted intervention in math and ELA outside the school day using certificated staff.
6. Ensure all school showcases are updated regularly	6.1 Change class bulletin boards frequently to reflect curriculum and display student work 6.2 Display GLAD artifacts for the length of a unit and use continuously in direct instruction. 6.3 Establish a schedule for changing hallway displays.
7. Ensure demonstrable evidence that there is belief in every student	7.1 Celebrate all achievement and small steps in goal attainment through recognition events, parent conferences weekly newsletter, and equitable display of student work. 7.2 Provide rigorous interventions in an

	atmosphere of positive learning through PLC and conscientious team planning.
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8. Address academics for poor performing students	8.1 Provide increasingly targeted interventions based on formative assessment of individual students through team planning sessions. 8.2 Use Language! as a replacement curriculum for intensive intervention (Tier III) by strategic student selection and modifications to the master plan.
9. Update student handbook to include available support systems	9.1 Include information about agencies in student handbook, including Marin County Food Bank, Novato Human Needs, Novato Youth Center, Marin County Health.
10. Celebrate publicly student academic growth equally with traditional methods	10.1 Provide public acknowledgement of academic progress in the classroom through praise and wall displays. 10.2 Acknowledge students through achievement awards given at Community Time.
11. Ensure staff is focused on academic support vs. academic responsibility without support systems in place	11.1 Provide clear and appropriate academic support through the use of best instructional practices and planning time. 11.2 Provide leveled and differentiated instruction through the use of collaborative lesson plans, small group instruction, and formative assessment for flexible grouping.

1.3 High expectations for academics and behavior	
<u>Goal Areas</u>	<u>Action Plans</u>
1. Ensure high expectations for all students	1.1 Implement standards-based instruction and formative assessment through collaborative team planning, targeted staff development, and data analysis. 1.2 Involve students and parents in goal-setting during parent-teacher conferences and in classroom instruction.

2. Provide rich and varied instructional strategies	2.1 Enrich our classroom practices through the use of GLAD, FOSS, and EISS strategies. 2.2 Share and implement best instructional practices through collaborative team planning, targeted staff development, and data analysis.
3. Establish a sense of urgency for effective program design for all subgroups	3.1 Implement a Response to Instruction and Intervention plan that is based on formative assessment and delivers targeted instruction through classroom assistants and certificated staff. 3.2 Use curriculum planning time and resources to focus PLC work on interventions throughout the school year.
4. Provide culturally responsive teaching methods	4.1 Find and use multi-cultural content within the adopted material to teach lessons that are respectful of multiple cultures. 4.2 Ensure that multi-cultural information is accurate through analysis by grade level teams during curriculum planning time.
5. Ensure the elimination of a passive aggressive subculture	5.1 Ensure student buy-in by including families in the learning process through parent conferences, home learning opportunities, and volunteerism. 5.2 Establish a culture of learning through GLAD reward cards. 5.3 Learn the antecedents of behavior and implement appropriate modifications through progressive discipline and behavior plans.
6. Align systems that demonstrate increased academic achievement with student support systems	6.1 Help students develop as citizens through Character Counts and Bully-Proofing curricula.
7. Address no growth for subgroups over a three-year period, by ensuring effective intervention and support	7.1 Implement interventions early in the school year and use on formative assessments to determine targeted instruction.

1.4 Collaboration and Shared Decision Making	
<u>Goal Areas</u>	<u>Action Plans</u>
1. Ensure needed change is handled with open communication and transparency for all groups	1.1 Hold conversations about academic progress, interventions, and the Single Plan for Student Achievement with all stakeholders at PTA, Principal Chats, SPLASH, ELAC, SLT, staff meetings.
2. Ensure collaboration within a grade/department and school-wide between and among colleagues and administration (classified and certificated)	2.1 Use Professional Learning Community collaboration strategies among all school groups: certificated, classified, and administration. 2.2 Hold formal and informal meetings to update all educators on targeted interventions. 2.3 Spend grade level planning time on focused instruction and targeted interventions.
1.5 Parent Communication	
<u>Goal Areas</u>	<u>Action Plans</u>
1. Provide bilingual communication as required by state and federal law	1.1 Use district approved translators for all school communication, including parent conferences. 1.2 Provide translation at ELAC and PTA meetings, using district Latino liaison.
2. Promote inclusion of parents of all subgroups	2.1 Ensure that all forms of communication are available to all parents through Friday Folders and electronically. 2.2 Use district approved translators for all school communication, including parent conferences.
3. Involve parents as partners in problem-solving academic and behavior issues and growth in academic achievement	3.1 Review and Revise Single Plan of Student Achievement with SLT, PTA, and ELAC. 3.2 Elicit parent feedback through parent conferences, surveys or by invitation.
4. Provide parent training to address academic and social, emotional achievement	4.1 Provide information through principal chats, parent conferences, SST and in weekly communication.
5. Provide a welcoming and inclusive environment in the décor of the school to demonstrate parent inclusion	5.1 Display student art work on in the halls. 5.2 Display Character Counts Pillars 5.3 Dedicate classroom bulletin boards to recognizing different cultures.

6. Develop systems of communication for parents of all subgroups	6.1 Provide weekly newsletter in English and Spanish 6.2 Provide information in classroom newsletters, e-blasts, on the school marquee, and on the school website.
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1.6 Staff care about students and inspire learning	
<u>Goal Areas</u>	<u>Action Plans</u>
1. Promote school-wide themes evident in every classroom (focus on learning for all in a respectful environment)	1.1 Support character development by assigning calendar time to each pillar of character in the Character Counts program and promoting the theme in classroom instruction and during Community Time. 1.2 Implement GLAD strategies in classrooms to provide equal access to the curriculum and to successful performance.
2. Display symbols of respect for diversity and promote staff understanding and acceptance	2.1 Display Character Counts slogans in hallways and classrooms in order to have visual reminders constantly present. 2.2 Celebrate diversity and respect through displays of library books that represent a multi-cultural view.
3. Ensure all subgroups are making annual progress	3.1 Examine formative and summative assessments to make decisions about targeted intervention for subgroups. 3.2 Identify and implement best practices in each classroom in order to support all learners. 3.3 Differentiate the curricula based on assessments and student performance.
4. Ensure analysis of effectiveness of intervention programs and adjustments as needed	4.1 Use MAP, DIBELS, STAR, and AR assessments to assess academic progress for identified students.
5. Provide staff development to work effectively with students in need of support	5.1 Reach consensus on professional development focus (GLAD and FOSS) and align resources to set them in place. 5.2 Grade level meetings Focus PLC time every other Wednesday on appropriate and flexible interventions for all students in need.

6. Ensure resources and policies support student access and achievement	6.1 Provide Tier I and II interventions during the school day through instructional assistants, literacy volunteers, literacy coaches, and high school interns and by aligning resources to support this work. 6.2 Identify and fund rigorous classroom instructional practices and interventions through the Single Plan for Student Achievement.
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1.7 Student achievement is valued and celebrated

<u>Goal Areas</u>	<u>Action Plans</u>
1. Provide evidence that outward message is reflected in student academic growth	1.1 Provide small group or one-on-one support for all students through staff, instructional assistants, and literacy coaches. 1.2 Use multiple forms of frequent communication with parents, such as the SPLASH, e-mails, and parent conferences. 1.3 Implement multi-modal and multiple intelligences approaches to learning through collaborative planning.
2. Display student work and provide welcoming student environment	2.1 Display student work in classrooms and hallways. 2.2 Display Character Counts slogans and posters in hallways.
3. Promote academic celebrations	3.1 Use Community Time for academic celebrations. 3.2 Provide public displays of student work and goal attainment.

1.8 Commitment to Equity

<u>Goal Areas</u>	<u>Action Plans</u>
1. Provide inclusion for struggling students and commitment by all staff to provide academic support systems	1.1 Treat all students equally and provide equal access to the curriculum through focused intervention based on the Pyramid of Interventions for the school. 1.2 Provide struggling students timely and appropriate interventions based on formative assessment.

	1.3 Support all students in staying engaged and successful through the use of best instructional practices.
2. Acknowledge and act in a sense of urgency to address the academic achievement of all subgroups	2.1 Implement interventions earlier in the school year, based on available data. 2.2 Provide ELD, even during CELDT season.
3. Develop procedures to connect parents of diverse language and cultures (DELAC, Diversity Advisory)	3.1 Continue to hold ELAC meetings and generate interest through the district Latino liaison. 3.2 Hold PTA/ELAC collaborative sessions. 3.3 Provide translations at conferences, and for all home communication.
4. Ensure diversity and English language resources, and that resources are easily accessible at each school and districtwide	4.1 Maintain Spanish Language book collections in the library. 4.2 Make ELD materials and Rosetta Stone available to parents. 4.3 Provide translations in Spanish for Latino families.
5. Ensure the master schedule reflects a world-view and inclusion	5.1 Compose class lists with a view to equitable distribution of students. 5.2 Place English Learners in appropriate classes according to their CELDT levels.

CULTURAL AUDIT SUMMARY

ACTION PLAN FOR HILL MIDDLE SCHOOL

1.1 Culture is safe and orderly	
<u>Goal Areas</u>	<u>Action Plans</u>
1. Include all students and parents within the school culture	1.1 Organize regular, formal communications between staff and parents to share ideas, discuss perceptions, and areas of concern (e.g. Joint PTA/ELAC, Music Booster meetings, written communication in English and Spanish, parent education nights to learn about AVID, MESA, E3, consolidation issues) 1.2 Share student achievements with the entire school community. (e.g. Top 100 achievements, brochures, newsletters, website) 1.3 Promote inclusion of diverse grouping of students (e.g. introduce AVID, MESA and E3 to promote college readiness and achievement among all students)
2. Resolve disproportionate suspension for subgroups	2.1 Develop alternatives to suspension using a pyramid of intervention (e.g. Discipline Matrix includes non-suspension alternatives such as detentions, essay writing, parent "shadowing") 2.2 Use positive referrals/rewards system to reinforce appropriate behaviors and contact parents when students receive positive referrals 2.3 Continue student grade level assemblies to provide a comprehensive review of school rules and regulations.
3. Demonstrate respect for cultural diversity	3.1 Provide an inclusive environment (e.g. Joint meetings/activities with ELAC/PTA/Boosters) 3.2 Ensure leadership opportunities for all groups (e.g. expand student leadership to include appointed officers; ELAC rep on SLT)

4. Address subcultures that discourage academic achievement	4.1 Provide role models of success that reflect the culture of the community(e.g. invite former students and community leaders who have successfully navigated high school and college as guest speakers) 4.2 Provide diverse public displays of success (e.g. Top 100 brochure, bulletin boards, library, Hill Movie) 4.3 Invite parents and families to school celebrations of student achievement and improvement (e.g. Student of the Month, academic pep rally, Honor Roll)
5. Provide instructional support for disconnected students	5.1 Continue to provide Advisory Class and Study Hall (homework help) for disconnected students. 5.2 Establish student individual goals for personal and academic successes (e.g. E3 classes, AVID, MESA, <i>Language!</i>, Ramp up to Algebra with teacher and instructional aides) 5.3 Based on data, provide students with appropriate curriculum and instructional materials to reach individual goals (e.g. PLC including use of MAP, CST, grades and classroom assessments to develop goals and monitor student progress towards standards mastery)
6. Create substantive college prep evidence	6.1 Use display windows for college information/materials and initiate a College and Career Center 6.2 Continue Advanced Math Sequence to increase numbers of eligible students in advanced offerings such as Algebra and Geometry. 6.3 Develop formal post secondary plans and evidence of actions towards that goal (e.g. field trips, lessons, counseling and guidance presentations on a-g requirements and career goal setting) 6.4 Provide inclusive parent/student kick off and ongoing college information (e.g. AVID, E3, MESA

	parent nights and events). 6.5 Host college spirit days.
7. Establish school norms for all students to adhere to while at school. (code switching)	7.1 Teach and monitor established norms (e.g. Expectations Assemblies for all grade levels, Michael Pritchard; Anti-bullying Guidance Curriculum) 7.2 Provide consistent enforcement of established norms in and out of the classroom (e.g. Discipline Matrix) 7.3 Continue grade level assemblies to provide students with a comprehensive explanation of rules and regulations.
8. Establish and monitor respectful language, and defiant behavior	8.1 Set consistent standards and respond as a school staff to non respectful dialogue and behavior using district-wide discipline matrix. 8.2 Implement Let's Get Real Curriculum. 8.3 Utilize campus supervisors and administration to identify "hot spots" on campus and closely monitor those areas. 8.4 Encourage teachers to assist in supervision during passing periods, access and lunch as well as before and after school. 8.5 Establish an anti-bullying committee to conduct surveys and use data to inform of needed change.

1.2 Belief that all children can learn	
<u>Goal Areas</u>	<u>Action Plans</u>
1. Ensure universal commitment to college readiness	1.1 Develop a Commitment to Excellence Pledge for all staff 1.2 Share the concept of Commitment to Excellence at Back-to-School Night and parent events 1.3 Initiate and continue to support college readiness programs such as AVID, MESA and E3.
2. Ensure inclusion of all parents and students	2.1 Provide appropriate translations (e.g. Bilingual teacher, instructional assistants, district staff and ELAC officers) 2.2 Continue to support an active ELAC

	and promote joint meetings with other parent groups such as PTA and Music Boosters 2.3 Continue working with district and school staff to provide training for parents/families (e.g. navigating school system lessons by Novato Youth Center Representative, District Instruction Division and IT members and site staff)
3. Address achievement / GPA and correlation of GPA/CST for subgroups	3.1 Provide staff development to enable teachers to work with students to establish class MAP goals. 3.2 Site administration and Professional Learning Communities engage in data analysis to drive decision about classroom instructional practices, interventions and enrichment activities. 3.3 Site administration and teachers review grading policies for alignment with standards
4. Ensure school environment reflects academic achievement	4.1 Provide public academic displays to reflect the culture of the community (e.g. Top 100 brochure, bulletin boards, library, Hill Movie)
5. Provide effective intervention strategies	5.1 Develop data driven pyramid of interventions (e.g. SST, Before/After School Intervention, Friday Academic School, ELD, Resource Support, <i>Language!</i>, Ramp Up to Algebra, E3) 5.2 Create opportunities for teachers to develop curriculum for targeted intervention. 5.3 Monitor effectiveness of intervention programs and adjust as needed (e.g. site administration and teachers develop a rubric for effectiveness to check progress)
6. Ensure all school showcases are updated regularly	6.1 Rotate and assign showcase displays at least quarterly to keep current (e.g. student leadership works with administration and teacher to update displays to showcase student achievement) 6.2 Involve students in promoting student achievement in displays (e.g. Student leadership works with

	administration and teacher to update displays)
7. Ensure demonstrable evidence that there is belief in every student	7.1 Monitor student achievement and ensure supports are in place to succeed (e.g. Dean talks to D/F students; PLC discuss intervention strategies for students)
8. Address academics for poor performing students	8.1 Define and implement individual student goals (e.g. develop with administration, dean, teachers, parents especially at IEP and SST) 8.2 Document and celebrate benchmarks and goals achieved (e.g. Honor Roll; Student of Month; Academic Pep Rally) 8.3 Provide professional development in pyramid of intervention (e.g. teacher attended Language!, AVID, Ramp Up to Algebra and E3 training)
9. Update student handbook to include available support systems	9.1 Review student handbook to ensure "support" (e.g. site staff co-develop handbook with PTA)
10. Celebrate publicly student academic growth equally with traditional methods	10.1 Display academic growth school-wide (e.g. Top 100 brochure, bulletin boards, library, Hill Movie, develop with administration, dean, teachers, parents especially at IEP and SST) 10.2 Provide explicit and authentic formal and informal recognition (e.g. Honor Roll Academic Pep Rally, develop with administration, dean, teachers, parents especially at IEP and SST)
11. Ensure staff is focused on academic support vs. academic responsibility without support systems in place	11.1 Set up support systems for each student who may not be familiar or comfortable accessing the system (e.g. 6 th grade orientation; Dean/Counseling Interns, Student Leadership)

1.3 High expectations for academics and behavior

<u>Goal Areas</u>	<u>Action Plans</u>
1. Ensure high expectations for all students	1.1 Establish school-wide commitment to Excellence 1.2 Establish school-wide

	grade/department goals for identified students
2. Provide rich and varied instructional strategies	2.1 Monitor instructional strategies implemented and student achievement (e.g. site administration and teachers develop a rubric for effectiveness to check progress) 2.2 Provide staff development to enhance effective instructional strategies (e.g. teachers attended E3, AVID, Language! Ramp up to Algebra training) 2.3 Employ instructional strategies to ensure student engagement so knowledge is demonstrated (e.g. Marzano's Nine Effective Strategies, Hunter's Set to Closure; Bloom's Taxonomy, AVID strategies such as Cornell, WICR)
3. Establish a sense of urgency for effective program design for all subgroups	3.1 Analyze data and establish programs based on need; rotate frequently 3.2 Regroup and re-teach based on MAP data to promote achievement 3.3 Make progress public for students and teachers through celebrations as progress is made 3.4 Monitor progress and intervention practices to ensure program effectiveness (e.g. site administration and teachers develop a rubric for effectiveness to check progress)
4. Provide culturally responsive teaching methods	4.1 Implement and commit to culturally responsive teaching methods and staff development 4.2 Incorporate cultural competency tools into staff meetings and student assemblies
5. Ensure the elimination of a passive aggressive subculture	5.1 Identify students in need of support and provide effective intervention and personalization (e.g. anti-bullying assemblies; expectations for grade level; guest speakers; discipline matrix applied in fair, firm and consistent manner.

6. Align systems that demonstrate increased academic achievement with student support systems	6.1 Revise instructional programs and monitor delivery for progress 6.2 Teachers review each student's progress toward intended goals and adjust as needed
7. Address no growth for subgroups over a three-year period, by ensuring effective intervention and support	7.1 Monitor student intervention and adjust to ensure achievements and goals met (e.g. site administration and teachers develop a rubric for effectiveness to check progress) 7.2 Develop individual student goals to increase academic achievement, monitor and revise as needed (e.g. <i>Language!</i> and Ramp up to Algebra to support students struggling in ELA and Math; before and after school intervention) 7.3 Set aside funds for PI tutors

1.4 Collaboration and Shared Decision Making

<u>Goal Areas</u>	<u>Action Plans</u>
1. Ensure needed change is handled with open communication and transparency for all groups	1.1 Discuss needed change with all constituents, address concerns, and develop clear facts and outcomes 1.2 Provide and communicate on-going honest feedback with all staff
2. Ensure collaboration within a grade/ department and schoolwide between and among colleagues and administration (classified and certificated)	2.1 Set agendas and provide feedback sheets to ensure collaboration 2.2 Administrators attend collaboration meetings 2.3 Model collaboration between teachers and administration to close gap 2.4 Engage in constructive conversation (teachers and administration) regarding practices, student progress, and collaboration among team to build trust

1.5 Parent Communication

<u>Goal Areas</u>	<u>Action Plans</u>
1. Provide bilingual communication as required by state and federal law	1.1 Translate pertinent parent publications 1.2 Provide professional oral translations at parent meetings and events

2. Promote inclusion of parents of all subgroups	2.1 Continue to provide inclusion of parents through ELAC committee. 2.2 Facilitate joint meetings with parent groups---ELAC, PTA and Music Boosters. 2.3 Hold informational meetings with translations to explain school policies and procedures, how to use Aeries, and how to support their children's academic progress. 2.4 Ensure respectful input and communication to parents of all subgroups during meetings.
3. Involve parents as partners in problem-solving academic and behavior issues and growth in academic achievement	3.1 Develop school documents on "who and how to" contact school personnel for information or to express concerns 3.2 Ensure student handbook has parent procedures well defined and translated as required 3.3 Continue to hold parent/teacher/student conferences to develop plans to support students behavior and academic achievement 3.4 Provide teachers with information on EL students and special education students
4. Provide parent training to address academic and social, emotional achievement	4.1 Provide inclusion among parent groups (PTA, ELAC, Boosters) by hosting joint parent group meetings, facilitating collaborative activities (such as Ice Cream Social), and inviting guest speakers for all groups. 4.2 Offer training for parents of EL students through ELAC.
5. Provide a welcoming and inclusive environment in the décor of the school to demonstrate parent inclusion	5.1 Post parent inclusion opportunities on bulletin boards 5.2 Provide frequent updates
6. Develop systems of communication for parents of all subgroups	6.1 Continue outreach to parents of students with special needs 6.2 Ensure communication system from home/school is effective

1.6 Staff care about students and inspire learning	
<u>Goal Areas</u>	<u>Action Plans</u>
1. Promote schoolwide themes evident in every classroom (focus on learning for all in a respectful environment)	1.1 Display common values throughout school/classes 1.2 Ensure participation by all staff
2. Display symbols of respect for diversity and promote staff understanding and acceptance	2.1 Display photos and messages to promote diversity; remove stereotypical messages 2.2 Focus on current events which exemplify diversity in history classes.
3. Ensure all subgroups are making annual progress	3.1 Ensure a variety of instructional strategies, interventions, monitor goals and achievement of goals 3.2 Use MAP and STAR scores to determine progress of students in subgroups, disseminate information to teacher and develop intervention plans for students not showing progress 3.3 Monitor progress of students throughout the year by setting goals based on STAR and MAP, monitor progress on goals and adjust interventions as needed (e.g. site administration and teachers develop a rubric for effectiveness to check progress)
4. Ensure analysis of effectiveness of intervention programs and adjustments as needed	4.1 Implement intervention that is proven to achieve growth 4.2 Implement parent/teacher conference 4.3 Create tutorials
5. Provide staff development to work effectively with students in need of support	5.1 Provide training for GLAD, AVID and E3 strategies, as well as Response to Intervention, new adoptions, and tutorial training
6. Ensure resources and policies support student access and achievement	6.1 Review and revise resources and policy to ensure access and achievement 6.2 Institute advisory teams to promote connectedness, advocacy, monitoring, and support

1.7 Student achievement is valued and celebrated	
<u>Goal Areas</u>	<u>Action Plans</u>
1. Provide evidence that outward message is reflected in student academic growth	1.1 Focus departmental and grade level meetings on academic growth of students using data collected through MAP, unit tests, other identified common assessments. 1.2 Celebrate short-term goals with students and teachers 1.3 Celebrate long-term academic growth achieved with students and teachers
2. Display student work and provide welcoming student environment	2.1 Alternate student display by class, grade, department 2.2 Provide academic achievement displays
3. Promote academic celebrations	3.1 Plan and implement student, staff, and parent celebrations for academic achievement and growth by the first month of the school year 3.2 Implement college club 3.3 Provide recognition assemblies 3.4 Recognize students for MAP, STAR, GPA growth

1.8 Commitment to Equity	
<u>Goal Areas</u>	<u>Action Plans</u>
1. Provide inclusion for struggling students and commitment by all staff to provide academic support systems	1.1 Create parent and staff partnerships to provide support systems for struggling students to achieve academically (e.g. E3 parent support group and training) 1.2 Include in staff/department goal setting a focus on responding to perceptions of struggling students
2. Acknowledge and act in a sense of urgency to address the academic achievement of all subgroups	2.1 Develop a formal progress monitoring process and analyze progress and intervention needed 2.2 Set goals for students and when met, add new goals, to ensure academic achievement 2.3 Celebrate academic achievement publicly (e.g. academic pep rally,

	honor roll, 8 th grade promotion awards).
3. Develop procedures to connect parents of diverse language and cultures (DELAC, Diversity Advisory)	3.1 Increase ELAC parent education 3.2 Develop parent mentors 3.3 Purchase and utilize diverse materials to reflect culture inclusion
4. Ensure diversity and English language resources, and that resources are easily accessible at each school and district wide	4.1 Inventory instructional materials and their uses 4.2 Provide and implement diversity staff development
5. Ensure the master schedule reflects a world-view and inclusion	5.1 Identify and use examples of culturally responsive master schedules to inform changes to current master schedule 5.2 Review and document the inclusionary opportunities in the master schedule 5.3 Adopt courses and content to include culture and language diversity 5.4 Develop ongoing formalized, documents systems to monitor progress toward ELD standards

CULTURAL AUDIT SUMMARIES
San Jose Middle School
Dr. Anthony Muhammad

1.1 Culture Is Safe And Orderly	
<u>Goal Areas</u>	<u>Action Plans</u>
1. Include all students and parents within the school culture	1.1 Hold both regular (PTA, ELAC, SLT) and impromptu parent meetings where issues related to school culture and practice are discussed. 1.2 Personally seek out and engage students one-on-one around issues broadly related to achievement.
2. Resolve disproportionate suspension for subgroups	2.1 Teach every student to appropriately participate in his or her learning through personal, class, and morning announcement interactions. Hold students accountable for doing so. 2.2 Coach teachers individually and through staff meeting presentations on strategies that work well for those students who provide classroom challenges. Use resources such as <i>Teach Like a Champion</i> and the experiences of veteran teachers.
3. Demonstrate respect for cultural diversity	3.1 Bring in mentors of diverse backgrounds to provide after-school enrichment activities. Use the resources of E3 and also Chris Major who runs the Chess Club. 3.2 Empower second-language parents to engage assertively in the education of their children, and to participate comfortably in school activities that are appropriate for parent involvement. Begin by

	blending PTA and ELAC meetings.
4. Address subcultures that discourage academic achievement	4.1 Bring in mentors of diverse backgrounds to provide after-school enrichment activities. Use the resources of E3 and also Chris Major who runs our Chess Club.
5. Provide instructional support for disconnected students	5.1 Provide structured intervention classes for students who are not meeting academic standards. 5.2 Offer Credit Recovery classes three times each day for students who need immediate academic support.
6. Create substantive college prep evidence	6.1 Create structures within the school that support a college readiness culture, such as College Club, College Friday, college field trips, college classroom adoption, etc.
7. Establish school norms for all students to adhere to while at school. (code switching)	7.1 Teach and monitor established norms. 7.2 Provide consistent enforcement of established norms.
8. Establish and monitor respectful language and defiant behavior	8.1 Set consistent standards and respond immediately when allegations of disrespectful dialogue and behavior are made. 8.2 Create visual reminders of school values by means of posters, banners, and hanging signs.

1.2 Commitment That All Children Will Learn	
<u>Goal Areas</u>	<u>Action Plans</u>
1. Ensure universal commitment to college readiness	1.1 Invite all staff, parents and students to sign the school Commitment to Excellence. 1.2 Introduce the Commitment to Excellence at formally scheduled Mandatory Parent Meetings at the beginning of the school year.
2. Ensure inclusion of all parents and students	2.1 Provide appropriate written and oral translations, blend PTA and ELAC meetings, host multiple parent meetings, and offer group counseling sessions to students that teach social skills related to making and keeping friends.
3. Address achievement / GPA and correlation of GPA/CST for subgroups	3.1 Set classroom academic goals 3.2 Implement formal progress monitoring by reviewing MAP Assessment scores and grades. 3.3 Analyze data to address achievement deficiencies. 3.4 Clearly and regularly communicate to staff, students and parents the expectation for academic proficiency at the Proficient or Advanced levels for every student. 3.4 Promote fair and accurate grading policies, i.e. policies that use equal intervals.
4. Ensure school environment reflects academic achievement	4.1 Provide public academic displays to reflect the culture of the community. 4.2 Post classroom goals achieved and in

	progress.
5. Provide effective intervention strategies	5.1 Develop data driven pyramid of interventions. 5.2 Monitor effectiveness of intervention programs and adjust as needed.
6. Ensure all school showcases are updated regularly	6.1 Rotate and assign showcase displays at least quarterly to keep current. 6.2 Involve students in promoting student achievement in displays.
7. Ensure demonstrable evidence that there is belief in every student	7.1 All school employees will commit to mandating efforts from every student that demonstrates a commitment to becoming college ready.

8. Address academics for poor performing students	8.1 Be relentlessly persistent in demanding academic engagement and searching for different strategies to meet the learning needs of students who experience academic challenges. Principal to enforce these values during regular classroom visits, and teachers will enforce these values during class instruction.
9. Update student handbook to include available support systems	9.1 Include support systems and how to access support in the student handbook 9.2 Review handbook to ensure support.
10. Celebrate publicly student academic growth equally with traditional methods	10.1 Create a public display at the front of the school that clearly shows longitudinal academic achievement by subject and grade level.
11. Ensure staff is focused on academic support vs. academic responsibility without support systems in place	11.1 Teachers provide support systems for students that are external to the classroom, i.e. Credit Recovery classes and before- and after-school intervention classes.

1.3 High Expectations For Academics And Behavior

<u>Goal Areas</u>	<u>Action Plans</u>
1. Ensure high expectations for all students	1.1 Establish school-wide Commitment to Excellence 1.2 Establish classroom goals based on MAP performance.
2. Provide rich and varied instructional strategies	2.1 Provide staff development to enhance effective instructional strategies. 2.2 Identify and monitor specific effective instructional strategies.
3. Establish a sense of urgency for effective program design for all subgroups	3.3 Make longitudinal student progress public. 3.4 Make commitments on behalf of the staff to all parents.
4. Provide culturally responsive teaching methods	4.1 Offer E3 training to teachers. 4.2 Offer GLAD training to teachers. 4.3 Use <i>Teach Like a Champion</i> strategies.
5. Ensure the elimination of a passive aggressive subculture	5.1 Create a culture where striving for college readiness is considered cool and normal, thereby eliminating a passive-aggressive subculture.
6. Align systems that demonstrate increased academic achievement with student support systems	6.1 Use data to identify students who need academic support, and use data to monitor the impact of that support.
7. Address no growth for subgroups over a three-year period, by ensuring effective intervention and support	7.1 Continue using effective intervention activities and providing emotional and academic support.

1.4 Collaboration and Shared Decision Making	
<u>Goal Areas</u>	<u>Action Plans</u>
1. Ensure needed change is handled with open communication and transparency for all groups	1.1 Discuss significant change efforts with all constituents, address concerns, and develop clear facts and outcomes.
2. Ensure collaboration within a grade/ department and school-wide between and among colleagues and administration (classified and certificated)	2.1 Administrators engage in constructive conversation with staff regarding practices, student progress, and collaboration. 2.2 Coach teacher-leaders.

1.5 Parent Communication	
<u>Goal Areas</u>	<u>Action Plans</u>
1. Provide bilingual communication as required by state and federal law	1.1 Translate pertinent parent publications. 1.2 Provide competent oral translations at parent meetings and events.
2. Promote inclusion of parents of all subgroups	2.1 Ensure respectful input from parents of all subgroups.
3. Involve parents as partners in problem-solving academic and behavior issues and growth in academic achievement	3.1 Ensure student handbook has well designed procedures parents may follow to address academic and behavioral issues.
4. Provide parent training to address academic, social, and emotional achievement	4.1 Use parent group forums to address these issues.
5. Provide a welcoming and inclusive environment in the décor of the school to demonstrate parent inclusion	5.1 Take every opportunity to make parents feel legitimately valued and included.

6. Develop systems of communication for parents of all subgroups	6.1 Send specific electronic and written communication home in both English and Spanish.
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1.6 Staff Care About Students And Inspire Learning

<u>Goal Areas</u>	<u>Action Plans</u>
1. Promote school-wide themes evident in every classroom (focus on learning for all in a respectful environment)	1.1 Display common values throughout the school and in classrooms. 1.2 Make the support of these values a common theme of discussion at staff meetings.
2. Display symbols of respect for diversity and promote staff understanding and acceptance	2.1 Display photos and messages to promote diversity.
3. Ensure all subgroups are making annual progress	3.1 Monitor the academic achievement of every student, and intervene when necessary.
4. Ensure analysis of effectiveness of intervention programs and adjustments as needed	4.1 Review achievement data following interventions to determine the effectiveness of those efforts, and then modify instruction and interventions.
5. Provide staff development to work effectively with students in need of support	5.1 Provide opportunities for GLAD, AVID, new adoption, and E3 training.
6. Ensure resources and policies support student access and achievement	6.1 Review and revise resource allocations to ensure that money is being spent in ways that support student academic success.

1.7 Student Achievement Is Valued And Celebrated	
<u>Goal Areas</u>	<u>Action Plans</u>
1. Provide evidence that outward message is reflected in student academic growth	1.1 Use CST and MAP data to provide that evidence.
2. Display student work and provide welcoming student environment	2.1 Student work will be displayed in classrooms that are pleasant, organized and clean.
3. Promote academic celebrations	3.1 Hold academic achievement award assemblies twice each year. 3.2 Continue to support the College Club and College Fridays.

1.8 Commitment to Equity	
<u>Goal Areas</u>	<u>Action Plans</u>
1. Provide inclusion for struggling students and commitment by all staff to provide academic support systems	1.1 Provide counseling groups to teach students how to make and keep friends. Offer after-school activities such as Chess Club. Make classrooms and teachers available during lunchtime so students can have a place to drop in and socialize in safe settings. Make the College Lounge available two times each week during lunchtime.
2. Acknowledge and act in a sense of urgency to address the academic achievement of all subgroups	2.1 Utilize collaboration between administrators and teachers to develop schoolwide program initiatives (e.g. College Club and College Fridays) and implement instructional strategies (e.g. GLAD) that will have a direct positive impact on the achievement of students who are in need of additional academic support. Utilize a

	cycle of inquiry during staff meeting and PLC time to identify evidence of success of these programs and strategies, and work together to strengthen them as needed.
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3. Develop procedures to connect parents of diverse language and cultures (DELAC, Diversity Advisory)	3.1 Empower second-language parents to engage assertively in the education of their children, and to participate comfortably in school activities that are appropriate for parent involvement. Begin by blending PTA and ELAC meetings.
4. Ensure diversity and English language resources, and that resources are easily accessible at each school and district-wide	4.1 EIA funding is made available to San Jose Middle School, and the school spends that money on expenditures that meet federal guidelines. Examples include paying hourly expenses for before- and after-school intervention classes.
5. Ensure the master schedule reflects a world-view and inclusion	5.1 San Jose Middle School offers a music program that uses percussion instruments from around the world. It also presents examples of inclusion in social science classes. An example is when a speaker was brought in to teach our seventh-grade students about modern Islamic practices in support of the Middle Eastern unit of instruction.

CULTURE AUDIT SUMMARY – SPSA PLAN 2010/11

Sinaloa Middle School

1.1 Culture is safe and orderly

Goal Areas	Action Plans
1. Include all student and parents within the school culture	1.1 Provide regular opportunities for “chats” between staff and parents to share ideas and concerns. 1.2 Use monthly Sinaloa parent newsletters, website, and e-blasts to share student achievements.
2. Resolve disproportionate suspension for subgroup	2.1 Develop alternatives to suspension using progress discipline (pyramid of intervention). 2.2 Use positive referrals to reinforce appropriate behaviors and contact parents when students receive positive referrals.
3. Demonstrate respect for cultural diversity.	3.1 Provide an inclusive environment by continuing with newly formed ELAC. 3.2 Encourage participation in leadership opportunities by students in subgroups through teacher referrals and administration 1:1 conversations with students.
4. Address subcultures that discourage academic achievement.	4.1 Provide role-models of success by inviting students who have successfully navigated high school and college to share with students. 4.2 Celebrate successes of students who have disengaged themselves from learning and appropriate social behaviors.
5. Provide instructional support for disconnected students	5.1 Continue to provide Success class to most at-risk students – those who are disengaging from academic and/or social opportunities. 5.2 Increase connection with students in all

	general education classes who appear to be disconnected, through in-class support and intervention during Tutorial. 5.3 Provide AVID class as means to reach out to first-generation college bound students.
6. Create substantive college prep evidence	6.1 Sponsor college spirit days/week Use display windows for college information/materials 6.2 Increase percentage of students enrolled in Algebra (with focus on under-represented groups) 6.3 Display college posters (A-G requirements, etc) in classrooms 6.4 Showcase Sinaloa college graduates in a speakers' series 6.5 Discuss college in core classes and the preparation necessary.
7. Establish school norms for all students to adhere to while at school.	7.1 Post school and department norms in all classrooms and publish in student planner. 7.2 Review norms on a regular basis on KNOW morning announcements. 7.3 Implement Character Counts! and establish clear understanding of behaviors consistent with six pillars of character.
8. Establish and monitor respectful language and defiant behavior	8.1 Enforce Discipline and Behavior Guidelines as outlined in document with consistency. (Provide student training including STARS-Students Taking Actions Responsibly and Safely, student/administrator "chat", and Character Counts! implementation.) 8.2 Continue with STARS (Students Taking Action Responsibly and Safely) by

	providing training for all 6th grade students and review for all 7th and 8th grade students. 8.3 Implement <u>Let's Get Real</u> curriculum with all students. 8.4 Identify "hot spots" and closely monitor those areas. 8.5 Encourage all teachers to have classroom doors open between classes and to informally monitor students during passing periods. 8.6 Continue to conduct student surveys on bullying and safety and use data to inform necessary changes.
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1.2 Belief That All Children Can Learn

Goal Area	Action Plans
1. Ensure universal commitment to college readiness	1.1 Develop a commitment between stakeholders – students, parents, and teachers – to be signed by all stakeholders. (Commitment to Excellence). 1.2 Design and present to students a program that compares and contrasts the correlation between college and increased options and future earning power. 1.3 Tie in KNOW, Brown Bag announcements and Project Wisdom to higher education (e.g. "MLK, Jr., educated at Morehouse College, Crozer Theological Seminary and Boston University, etc.") 1.4 Highlight staff academic successes by having a map that indicates what colleges/universities staff graduated from.

2. Ensure inclusion of all parents and students.	2.1 Continue to provide an active ELAC committee. 2.2 Offer Principal/Staff/Parent Chats in the evening on topics pertinent to college preparation (3x/year). 2.3 Determine with I.T. department if Aeries can be translated into Spanish for Hispanic/Latino families. 2.4 Pursue possibility of emailing assignments through Aeries.
3. Address achievement/GPA and correlation of GPA/CST for subgroups.	3.1 Provide more instruction for staff on how to use MAP data to inform instruction and set student goals. 3.2 Establish academic goals for all students in the B/BB area using MAP results. 3.3 Discuss goal-setting on a monthly basis during KNOW morning announcements. 3.4 Implement more intervention during Tutorials.
4. Ensure school environment reflects academic achievement.	4.1 Publish and post honor roll lists using showcases. 4.2 Continue with recognition awards to highlight academic achievement and increase opportunities to recognize students making significant growth and improvement.
5. Provide effective intervention strategies.	5.1 Continue providing current successful interventions: SST, Tutorial, Language!, Algebra Readiness, Peer Coaching, ELD class, math intervention classes, Algebra Academy. 5.2 Develop data driven pyramid of interventions. 5.3 Provide math and language arts

	teachers with MAP training. 5.4 Create opportunities for teachers to develop intervention curriculum.
6. Ensure all school showcases are updated regularly	6.1 Assign each department a month to update a showcase with subject matter information. 6.2 Display academic successes (eg. Student reading 900 books) in showcases.
7. Ensure demonstrable evidence that there is belief in every student	7.1 Monitor student achievement and design interventions to support academic growth and success for each student. 7.2 Provide system that helps connect students to adults (mentor) with special focus on disengaged/at-risk students. 7.3 Develop a "No Excuses" policy regarding missing assignments by requiring completion even if late.
8. Address academics for poor performing students.	8.1 Provide interdepartmental meetings (grade level meetings) to discuss under-achieving (at-risk) students. Develop action plans based on MAP, CELDT, and STAR data that includes differentiation within classrooms and tutorial interventions. 8.2 Use SST meetings to determine interventions or assessment needs for most at-risk students. 8.3 Continue to provide Ramp Up to Algebra and Language!
9. Update student handbook to include available support systems	9.1 Review Student Planner to ensure that all information is updated and includes support systems available at school.
10. Celebrate publicly student academic growth equally with traditional methods.	10.1 Develop program that will provide for recognition of academic milestones for all students.

	10.2 Display academic growth school-wide (use showcases). 10.3 Have entire school attend awards assemblies, not just students receiving awards. 10.4 Announce all contest winners on KNOW (spelling bee, speech contest, mathletes, cross-country, Turkey Trot, etc.)
11. Ensure staff is focused on academic support vs. academic responsibility without support systems in place.	11.1 Provide easy to use, understandable breakdown of results for MAP so data can be used to support student academic achievement. 11.2 Create referral system for students who may profit from guidance counseling and help in accessing support (peer coaching, homework club, etc.)

1.3 High expectations for academics and behavior

1. Ensure high expectations for all students	1.1 Establish School-wide Commitment to Excellence for all stakeholders. 1.2 Establish individual academic goals for students (especially all BB students in core areas). 1.3 Continue use of student planners and goal-setting.
2. Provide rich and varied instructional strategies.	2.1 Identify and monitor effective instructional strategies that involve all modalities and intelligences. 2.2 Provide staff development to enhance instructional strategies that increase student engagement.
3. Establish a sense of urgency for effective program design for all subgroups.	3.1 Monitor assessments, analyze data, and establish programs based on needs identified in data.

	3.2 Monitor progress and intervention programs for effectiveness by using pre- and post-assessments.
4. Provide culturally responsive teaching methods.	4.1 Employ/increase effective teaching strategies that address learning needs of sub-groups (SDAIE, CLAD, AVID, GLAD) as evidenced in daily instruction.
5. Ensure the elimination of a passive aggressive subculture.	5.1 Address bullying behaviors in a timely manner using consistent discipline. 5.2 Provide positive reinforcements with use of positive referrals, Sainly Saint cards. 5.3 Identify students in need of support and identify staff who will make connections with these students and see that needed supports are in place.
6. Align systems that demonstrate increased academic achievement with student support systems.	6.1 Monitor student goal-setting for progress and provide adjusted intervention to support areas of continued need. ▫ At-risk students to be monitored by Dean ▫ All students to set goals that will be monitored by core teachers 6.2 Monitor use of Pyramid of Intervention for appropriate implementation and student progress.
7. Address no growth for subgroups over a three-year period by ensuring effective intervention and support.	7.1 Monitor students in subgroups that are showing no growth or minimal growth. 7.2 Identify areas of low achievement on STAR within subgroups not showing growth and develop intervention supports.

1.4 Collaboration and Shared Decision-Making

Goal Areas	Action Plans
1. Ensure needed change is handled with open communication and transparency for all groups.	1.1 Implement a variety of means to communicate information and provide input between administration and staff, department chairs and members of departments such as weekly staff bulletin, prep period meetings, department chair meetings, feedback forms with pertinent information requiring input. 1.2 Use a variety of ways to communicate with parent community: monthly newsletter, principal/staff/parent chats, e-mail blasts, etc.
2. Ensure collaboration within a grade/department and school-wide between and among colleagues and administration	2.1 Set agendas and provide feedback sheets to all involved to provide input. 2.2 Increase attendance by administration at all grade level and departmental meetings. 2.3 Schedule one-to-one meetings with department chair and administration on a quarterly basis.

1.5 Parent Communication

1. Provide bilingual communication as required by state and federal law	1.1 Translate key school communications for Hispanic/Latino families. (Not at this time required to provide bilingual communication but it is imperative for inclusion.)
2. Promote inclusion of parents of all subgroups	2.1 Continue to provide inclusion of parents through ELAC committee. 2.2 Encourage parent leadership from members of ELAC by offering training and opportunities to serve a steering committee. 2.3 Hold informational meetings for parents with translations to explain school policies

	and procedures, how to use Aeries, and how to support their children's academic progress.
3. Involve parents as partners in problem-solving academic and behavior issues and growth in academic achievement.	3.1 Provide bi-lingual community liaison to help with parent/teacher conferences and daily communication as needed. 3.2 Continue to hold parent/teacher/student conferences to develop plans to support students' behavior and academic achievement. 3.3 Provide teachers with pertinent information on EL students (CELDT levels, RFP status, STAR scores) and special education students (STAR scores, IEP accommodations) as soon as possible. 3.4 Investigate possibility of holding parent/teacher conference (similar to elementary schools)
4. Provide parent training to address academic and social, emotional achievement.	4.1 Offer principal/staff chats on topics of importance. 4.2 Offer training for parents of EL students through ELAC.
5. Provide a welcoming and inclusive environment in the decor of the school to demonstrate parent inclusion	5.1 Consider providing parent "lounge" where parent reading materials would be available and offer a chance for networking.
6. Develop systems of communication for parents of all subgroups.	6.1 Continue to publish monthly newsletters that include articles from administration, counselor, grade levels and departments. 6.2 Continue to have an active ELAC committee to support parents of EL students.

1.6 Staff Care About Students and Inspire Learning

Goal Areas	Action Plans
1. Promote school-wide themes evident in every classroom (focus on learning for all in a respectful environment.	1.1 Launch Character Counts and include: visuals (posters), KNOW announcements, common vocabulary used by all staff and students. 1.2 Provide college-themed visuals in every classroom (e.g.: A-G Requirements)
2. Display symbols of respect for diversity and promote staff understanding and acceptance.	2.1 Display in showcases photos of all students that represent all groups. 2.2 Focus on current events which exemplify diversity in history classes.
3. Ensure all subgroups are making annual progress	3.1 Use MAP and STAR scores to determine progress of students in subgroups • Disseminate information to teachers • Develop intervention plans for students not showing progress 3.2 Monitor progress of students throughout the year. • Set goals based on STAR and MAP • Monitor goals and adjust interventions as needed.
4. Ensure analysis of effectiveness of intervention programs and adjustments as needed	4.1 Increase use of data collection and analysis of results to be used to inform instruction by each department.
5. Provide staff development to work effectively with students in need of support	5.1 Continue to provide GLAD and AVID training to all staff members. 5.2 Provide staff development in RtI. 5.3 Offer opportunities for teacher-to-teacher staff development during staff meeting.
6. Ensure resources and policies support student access and achievement.	6.1 Develop a program that will promote connectedness, advocacy, monitoring, and support for students in need, e.g. through SST, students in need will be assigned a staff member who will check in with the student and monitor his/her academic and social progress. Consider monthly "advisory" in place of one of the

	current tutorials where general support is provided to all students in a caring environment using Character Counts! as the focus of discussion.)
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1.7 Student Achievement is Valued and Celebrated

Goal Areas	Action Plans
1. Provide evidence that outward message is reflected in student academic growth.	1.1 Focus departmental and grade level meetings on academic growth of students using data collected through MAP, unit tests, and other identified common assessments. 1.2 Celebrate success with short-term and long-term goals within classrooms and school-wide.
2. Display student work and provide welcoming student environment.	2.1 Use showcases to display photos of current school events. 2.2 Display student achievements in showcases – awards recipients, etc.
3. Promote academic celebrations	3.1 Continue current awards opportunities – student of the month, quarterly awards, Saintly Saint cards, positive referrals based on behavior and academic growth. 3.2 Increase recognition categories to include students who meet individual academic growth goals, increase MAP scores, and improved grades.

1.8 Commitment to Equity

Goal Areas	Action Plans
1. Provide inclusion for struggling students and commitment by all staff to provide academic support systems.	1.1 Use Tutorial for targeted intensive interventions for struggling students. 1.2 Increase parent contact for struggling students through conferences, Aeries, e-mail, phone, communication through student planner, Friday Reports.
2. Acknowledge and act in a sense of	2.1 Identify students at-risk academically,

urgency to address the academic achievement of all subgroups	develop individual intervention plans and goals; monitor progress and adjust as needed. 2.2 Provide assessment tools that can reflect progress of students with different ways of learning. 2.3 Identify areas of low achievement school-wide and in each subgroup; develop goals, assessment and action plans to address instructional weakness.
3. Develop procedures to connect parents of diverse language and cultures (DELAC, Diversity Advisory)	3.1 Strengthen and continue ELAC; encourage leadership from ELAC parents. 3.2 Meet with ELAC steering committee to identify ways to increase involvement. 3.3 Use ELAC as a vehicle to improve communication opportunities and outreach.
4. Ensure diversity and English language resources, and that resources are easily accessible at each school and district-wide.	4.1 Work with district to catalogue all resources available across the district so schools can have access to all research-based, pertinent materials that can support diverse student populations.
5. Ensure the master schedule reflects a world-view and inclusion.	5.1 Add a section of ELD to allow for more homogeneous ELD classes and instruction more targeted to students' academic needs. 5.2 Review master schedule carefully to ensure balance of classes that will best meet the needs of students and appropriate groupings. 5.3 Create schedule that include early release time 1x/wk for teacher collaboration.

CULTURAL AUDIT SUMMARY

ACTION PLAN for Novato High School

1.1 Culture is safe and orderly	
<u>Goal Areas</u>	<u>Action Plans</u>
1. Include all students and parents within the school culture	1.1 Schedule meetings with all EL Academy students and rep from the Youth Leadership Institute from January 2011 through June 2011 once a week on Wednesdays. 1.2 Meet with all EL Academy students, administration and their parents on January 26, 2011 (ELAC sponsored) 1.3 Work with counselors and Leadership Teacher to increase representation of all sub groups in leadership class.
2. Resolve disproportionate suspension for subgroups	2.1 Train teaching staff in AVID and classroom management strategies to reduce referrals by improving student academic success (1/26/10 and 3/23/10) 2.2 Identify “at risk” students through teacher, counselor and assistant principals input. The administration and counselors will schedule parent meetings with indentified “at risk” students’ parents to present intervention strategies. 2.3 Mentor all staff to promote and sustain a culture of respect, understanding, and support with all subgroups. This includes parents of suspended students. 2.4 Continue as an administrative team to work collaboratively, positively and proactively to ensure that all suspensions and discipline concerns are handled with sensitivity and respect for all involved.
3. Demonstrate respect for cultural diversity	3.1 Create two school-wide events that celebrate diverse cultures. Administration and leadership students will meet to plan assemblies and

	cultural events. 3.2 Coordinate efforts with Leadership students and staff to identify activities that will promote respect for diversity.
4. Address subcultures that discourage academic achievement	4.1 Plan grade level assemblies that promote college for everyone. Schedule college representatives to speak and present information for all students. 4.2 Create opportunities for students of subcultures to visit college programs and learn how to apply for college through AVID/EL Academy and College and Career Center. 4.3 Ensure that all student subgroups are aware of and participate in the College & Career Fair by scheduling students via English class to visit the college fair in the Gordon Gym. 4.4 Meet with parents of students who have a 1.9 or lower GPA to present information that will assist them in how to better support their children's academic needs. 4.5 Celebrate academic achievement of subgroups students by recognizing students at the monthly NHS staff meetings.

5. Provide instructional support for disconnected students	5.1 Create and support intervention tutorials at lunch and after school funded by Academic Boosters to start January 2011. 5.2 Continue Social Studies tutorials on Wednesday mornings for the remainder of the school year. 5.3 Continue to offer Algebra Academy classes to students in need of math support as identified by staff. 5.4 Identify students who are working far below grade level in ELA by reviewing CST data and provide them with the appropriate Comprehensive Literacy classes.
6. Create substantive college prep evidence	6.1 Increase the percentage of students who attend a 2 or 4 year college by assisting

	students with the college application process. (Counselors and Career Center) 6.2 Increase the number of ERWC sections by 2, for a total of 3 sections for the 2011/1012 school year. This class will be used to help adequately prepare college bound students for the reading, writing and analytical skills necessary for them to be successful after high school.
7. Establish school norms for all students to adhere to while at school. (code switching)	7.1 Review student/parent handbook with the staff to ensure that there is a consistent enforcement of all rules and policies. 7.2 Train the staff on how to implement and monitor a common set of classroom rules and norms.
8. Establish and monitor respectful language, and defiant behavior	8.1 Continue to enforce the ban on profanity. The policy used this year is that students are warned on the 1st infraction and suspended on the 2nd. 8.2 Teachers and administrators review best ways to address issues related to improper use of language and defiant behavior.

1.2 Belief that all children can learn	
<u>Goal Areas</u>	<u>Action Plans</u>
1. Ensure universal commitment to college readiness	1.1 Enroll and prepare more students for AP/Honors courses by reviewing student grades and transcripts to identify students that are under-represented in AP/Honors courses. Counselors will recommend students by March 2011. 1.2 Increase student participation in AVID from 100 students to 130 students and implement a senior seminar class. Fall 2011

2. Ensure inclusion of all parents and students	2.1 Expand the use of Aeries and Edline by submitting articles in the NHS eNews to remind parents to use the on-line services. 2.2 Publish NHS Academic Planning Guide to distribute to 9th grade parents. Will commence making and distributing copies to all parents for SY 2011/2012.
3. Address achievement / GPA and correlation of GPA/CST for subgroups	3.1 Continue MAP testing and work with teachers to better learn how to use MAP results in their assessment and teaching. Meetings with ELA and Math will be scheduled. 3.2 Review GPA/CST data with Department Coordinators/teachers to assess student learning and teacher effectiveness and recommend strategies to incorporate in their teaching.
4. Ensure school environment reflects academic achievement	4.1 Continue the Academic recognition programs such as the Academic Recognition Night that honors all students with a 3.0 or higher GPA. 4.2 Display and update the NHS Honor role which can be found on the wall adjacent to the cafeteria.
5. Provide effective intervention strategies	5.1 Review “Transforming School Culture” and “Teach Like a Champion” during PLC time. Each department will summarize a chapter and present major points at staff meetings. 5.2 Monitor and adjust APEX program to ensure it effectively serves the needs of struggling students.
6. Ensure all school showcases are updated regularly	6.1 Student leadership and designated administrative staff will monitor showcase and ensure all showcases are updated and maintained. 6.2 Create a college showcase featuring the colleges that have accepted NHS senior

	students.
7. Ensure demonstrable evidence that there is belief in every student	7.1 Develop a common set of core values to inspire and encourage students during their counseling appointments

8. Address academics for poor performing students	8.1 Continue to provide effective AVID staff development for all teachers. 8.2 Reward and recognize students for small gains in academic performance. 8.3 Institute mandatory tutorials for students who fall below a 2.0 GPA.
9. Update student handbook to include available support systems	9.1 Review NHS Student/Parent handbook to reflect all support/intervention systems available at NHS
10. Celebrate publicly student academic growth equally with traditional methods	10.1 Institute or maintain: ▪ Academic Recognition Night ▪ Senior Awards ▪ eNews and Monday Memo will recognize students who demonstrate academic growth.
11. Ensure staff is focused on academic support vs. academic responsibility without support systems in place	11.1 Continue to offer Algebra Academy, Language! Planning to add additional sections of Language! 11.2 Plan Professional development for classroom teachers in the area of culturally-responsive teaching.

1.3 High expectations for academics and behavior	
<u>Goal Areas</u>	<u>Action Plans</u>
1. Ensure high expectations for all students	1.1 Monitor individual student progress and align resources for support of all students to fully maximize student potential by reviewing budget allocations and direct funds towards

	interventions, credit recovery, Algebra Academy, Language!
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2. Provide rich and varied instructional strategies	2.1 Provide “Teach Like a Champion” to all teachers and emphasize the teaching/instructional strategies via Monday Memo and PLC time. 2.2 Continue AVID staff development and begin the process of AVIDIZING school wide. Spring 2011 2.3 Provide staff with introduction to project based learning strategies and effective group and collaborative learning management.
3. Establish a sense of urgency for effective program design for all subgroups	3.1 Review the D & F lists with staff who have between 40 to 50% Ds & Fs to discuss and plan how best to support our struggling students. 3.2 Plan staff development opportunities to address the needs of subgroup students.
4. Provide culturally responsive teaching methods	4.1 Research staff development programs that are designed to be culturally responsive. 4.2 Continue discussion with English PLC about incorporating more culturally diverse literature choices into core curriculum.
5. Ensure the elimination of a passive aggressive subculture	5.1 Improve communication between the teaching staff and non-teaching staff by inviting non-teaching staff to teacher staff meetings.

6. Align systems that demonstrate increased academic achievement with student support systems	6.1 Review data regarding the Algebra Academy, Language! EL Academy, MAP, Sheltered and CAHSEE interventions and based on the data align master schedule (what teachers teach) to better support student achievement. 6.2 Begin discussions about
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	Advisory/Tutorial program for NHS.
7. Address no growth for subgroups over a three-year period, by ensuring effective intervention and support	7.1 Adjust the implementation of the EL Academy by reviewing student achievement data to inform instructional practice and modify the program as needed. 7.2 Designate a bilingual counselor and intervention teacher to meet regularly with struggling EL students. 7.3 Research and visit effective after-school advisory or tutorial programs at other schools.

1.4 Collaboration and Shared Decision Making

<u>Goal Areas</u>	<u>Action Plans</u>
1. Ensure needed change is handled with open communication and transparency for all groups	1.1 Implement open, honest and frequent communication with staff, parents, students and district administration by and through staff meetings, PLC, Department Coordinators meetings, Academic Cabinet meetings, Counselors meetings, eNews, PTSA Newsletter.
2. Ensure collaboration within a grade/department and school wide between and among colleagues and administration (classified and certificated)	2.1 Continue to collaborate within the PLC model every Wednesday morning. Subject area collaboration will continue within departments and will be facilitated by department coordinators. For example: Algebra teachers will collaborate, English 10 teachers will collaborate, etc.

1.5 Parent Communication

<u>Goal Areas</u>	<u>Action Plans</u>
1. Provide bilingual communication as required by state and federal law	1.1 Ensure that all applicable communication is translated.
2. Promote inclusion of parents of all subgroups	2.1 Working with parent leadership NHS will increase parent participation in

	ELAC by mailing letters, calling home and making some home visits. Use EL Academy as a parent base by contacting all EL Academy parents. 2.2 Improve communication with teachers and parents and administration by working with staff to ensure accurate and timely information is shared.
3. Involve parents as partners in problem-solving academic and behavior issues and growth in academic achievement	3.1 Include the following topics: problem solving, academic concerns, behavior issues and growth in academic achievement as agenda items for SLT, ELAC and PTSA meetings. 3.2 Improve communication with parents by supporting teacher contact with parents of students with Ds and Fs in a timely manner.
4. Provide parent training to address academic and social, emotional achievement	4.1 Schedule parent workshops on academic achievement and invite all parents to attend workshop. 4.2 Distribute parent surveys to identify parent concerns.
5. Provide a welcoming and inclusive environment in the décor of the school to demonstrate parent inclusion	5.1 Provide multilingual signage at school entrances. 5.2 Maintain a safe and clean school by meeting with district staff to review and site administration's expectations.
6. Develop systems of communication for parents of all subgroups	6.1 Continue to improve website by assigning Assistant Principal to address website needed content, dates and updates. 6.2 Translate eNews and PTSA Newsletters.

1.6 Staff care about students and inspire learning

<u>Goal Areas</u>	<u>Action Plans</u>
1. Promote school wide themes evident in every classroom (focus on learning for all in a respectful environment)	1.1 Post a-g requirements in each classroom. 1.2 Ensure that Expected School wide Learning Results (ESLRs) are posted in each classroom.

2. Display symbols of respect for diversity and promote staff understanding and acceptance	2.1 Display signage and discuss ways to emphasize the belief “College is for Everybody” 2.2 Display notable quotations from a diverse cross-section of prominent historical figures. 2.3 Research and share articles with Department Coordinators that describe effective teaching strategies for diverse student groups.
3. Ensure all subgroups are making annual progress	3.1 Continue monitoring data and chart progress. Administration will meet with all teachers whose D&F range is 40 to 50% to plan a course of action to improve student performance and lower the percentage of Ds & Fs. 3.2 Continue Algebra Academy, Language! Create formal tutorial and share AVID strategies along with teachers teaching teachers using “Teach Like a Champion” strategies.
4. Ensure analysis of effectiveness of intervention programs and adjustments as needed	4.1 Monitor progress of students in Algebra Academy, Language! and the EL Academy to determine if programs are improving student achievement. 4.2 Monitor individual achievement by reviewing data from Language! CELDT and CST to assess effectiveness of EL Academy and Algebra Academy. Spring 2011
5. Provide staff development to work effectively with students in need of support	5.1 Plan and organize meaningful staff development that addresses teacher support and provide effective strategies 5.2 AVID training Continue to discuss MAP Assessments at DC meetings.
6. Ensure resources and policies support student access and achievement	6.1 Evaluate the master schedule to students are placed appropriately according to their skill level (Language!, EL Academy and Algebra Academy) 6.2 Distribute resources equitably by reviewing budget.

1.7 Student achievement is valued and celebrated	
<u>Goal Areas</u>	<u>Action Plans</u>
1. Provide evidence that outward message is reflected in student academic growth	1.1 Review all CST data with Department Coordinators to see trends in academic growth and plan data driven PLC meetings. 1.2 Continue to discuss academic growth of all students with counselors, administration and staff according to CST data.
2. Display student work and provide welcoming student environment	2.1 Ensure “College is for Everybody” signage is visible to all students 2.2 Alternate student display by class, grade, department in library 2.3 Continue to provide campus supervision in a consistent manner across campus
3. Promote academic celebrations	3.1 Continue to provide recognition through: a) Academic Recognition Night b) Senior Awards c) Graduation d) MSA Showcase e) Shadow days f) Sport Awards g) College Assemblies 3.2 Research and design most improved student recognition program (Spring 2011)

1.8 Commitment to Equity	
<u>Goal Areas</u>	<u>Action Plans</u>
1. Provide inclusion for struggling students and commitment by all staff to provide academic support systems	1.1 Provide tutorial support on Wednesdays 1.2 Discuss possible Advisory/Tutorial program for implementation next year.
2. Acknowledge and act in a sense of urgency to address the academic achievement of all subgroups	2.1 Work with Department Coordinator to develop a system that utilizes student achievement data to drive the creation of the master schedule. 2.3 Provide teachers with the list of students who are reading below grade level to develop strategies in the English PLC to better support identified students.
3. Develop procedures to connect parents of diverse language and cultures (DELAC, Diversity Advisory)	3.1 Create parent academic support group for struggling students 3.2 Improve communication with subgroup parents by working with PTSA to reach out to underrepresented parents.
4. Ensure diversity and English language resources, and that resources are easily accessible at each school and district wide	4.1 Research and design tutorials for diverse student body 4.2 Institute an informal meeting time for parents to communicate with administration about questions or concerns. 4.3 Recruit parent leaders from diverse parent groups to participate in school meetings and groups.
5. Ensure the master schedule reflects a world-view and inclusion	5.1 Work with staff, parents and students to create a system to ensure the master schedule reflect all students and programs. 5.3 Attend master schedule workshops to ensure equity

CULTURAL AUDIT SUMMARY

ACTION PLAN for San Marin High School

1.1 Culture is safe and orderly	
<u>Goal Areas</u>	<u>Action Plans</u>
1. Include all students and parents within the school culture	1.1 Recruit a more culturally diverse group of students into the Leadership Class. 1.2 Ensure on-going conversations with ELAC, SLT, Athletic Boosters, and PTSA about including all students in school activities.
2. Resolve disproportionate suspension for subgroups	2.1 Develop alternatives to suspension where possible. Include Novato Youth Counseling personnel in this process. 2.2 Monitor progress and intervene with the cases that are significant through administrative and counselor review.
3. Demonstrate respect for cultural diversity	3.1 Hold regular cultural events on campus that match the national calendar for supporting diversity including Day of the Dead. 3.2 Develop leadership within and across cultural groups on campus through the Leadership Class and various clubs on campus.
4. Address subcultures that discourage academic achievement	4.1 Monitor and intervene in inappropriate behavior in the community by working closely with administrators, counselors and SRO. 4.2 Intervene with freshman students who are not living up to academic potential (English teachers).
5. Provide instructional support for disconnected students	5.1 Develop the concept of an advisory/tutorial by holding regular meetings to consider implementation of an advisory/tutorial. 5.2 Link students who are disconnected with the after-school tutorial
6. Create substantive college prep evidence	6.1 Through 10 th grade counseling every student has a plan to attend post secondary education. 6.2 Publish the evidence that students are taking A-G classes and continue to foster a rigorous class load for all

	students.
7. Establish school norms for all students to adhere to while at school. (code switching)	7.1 Work on AVIDizing the 9 th grade so new norms of student engagement exist for all freshman students.
8. Establish and monitor respectful language, and defiant behavior	8.1 Continue to be consistent about enforcing appropriate behavior and monitor school wide discipline data for potential problems to correct.

1.2 Belief that all children can learn	
<u>Goal Areas</u>	<u>Action Plans</u>
1. Ensure universal commitment to college readiness	1.1 Explore 9 th grade English that has Honors within each class so that all students have access to an honors class.
2. Ensure inclusion of all parents and students	2.1 Promote Honors English for 9 th graders in all English classes for 2011-2012 and explain in writing and in counselor appointments why this is a valuable concept.
3. Address achievement / GPA and correlation of GPA/CST for subgroups	3.1 Monitor the success of students within Language! 4 and Algebra Academy to determine if the correct students are being served and making sure these significant interventions are working as designed.
4. Ensure school environment reflects academic achievement	4.1 Complete bullying surveys throughout the year to make sure bullying is prevented or addressed, especially as it is related to academic achievement.
5. Provide effective intervention strategies	5.1 Carryout the significant interventions at SMHS that are part of the pyramid of interventions at the school including counseling by San Marin and Novato Youth Center counselors, placement in Algebra Academy, the Language! 4 program, and placement in the SMHS PLUS program when appropriate.
6. Ensure all school showcases are updated regularly	6.1 Work with Student Leadership to repair or replace all showcases. 6.2 Work with all staff and Leadership students on keeping the new showcases current with appropriate and timely material.
7. Ensure demonstrable evidence that there is belief in every student	7.1 Continue to develop the personalization for SMHS students by implementing an

	advisory/tutorial.
8. Address academics for poor performing students	8.1 Find and assign a tutor for struggling students in the afterschool tutoring program.
9. Update student handbook to include available support systems	9.1 Include support systems and how to access support in the student handbook.
10. Celebrate publicly student academic growth equally with traditional methods	10.1 Develop and publicly display student growth on MAP and GPA improvement along with traditional honor roll information.
11. Ensure staff is focused on academic support vs. academic responsibility without support systems in place	11.1 Make sure that the SMHS counselors, Novato Youth Center Counselors and Special Education staff are providing support for all students who need additional support

1.3 High expectations for academics and behavior	
<u>Goal Areas</u>	<u>Action Plans</u>
1. Ensure high expectations for all students	1.1 Implement Honors within regular 9 th grade English classes for 2011 so all 9 th grade English classes provide honors instruction. 1.2 Examine the expectations that students set for themselves and intervene with students who are not appropriately motivated.
2. Provide rich and varied instructional strategies	2.1 Implement AVID strategies from summer and 11/12/2010 staff develop days. 2.2 Provide staff development on instructional strategies through <i>Teach Like a Champion</i> in-service.
3. Establish a sense of urgency for effective program design for all subgroups	3.1 Monitor progress and intervention practices to ensure program effectiveness.
4. Provide culturally responsive teaching methods	4.1 Implement <i>Teach Like a Champion</i> techniques throughout the school.
5. Ensure the elimination of a passive aggressive subculture	5.1 Monitor and intervene with students who are not working appropriately, with a focus on 9 th grade to change the culture.
6. Align systems that demonstrate increased academic achievement with student support systems	6.1 Monitor and intervene in Language! 4 and algebra academy to make sure these two significant interventions are successful.
7. Address no growth for subgroups over	7.1 Monitor and intervene in Language! 4

a three-year period, by ensuring effective intervention and support	and algebra academy to make sure these two significant interventions are successful for students who have not been successful in the past. 7.2 Monitor the progress of English Language Learners to make sure they are appropriately placed and making satisfactory progress.
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1.4 Collaboration and Shared Decision Making	
<u>Goal Areas</u>	<u>Action Plans</u>
1. Ensure needed change is handled with open communication and transparency for all groups	1.1 Collaborate with department chairs through regular meetings and have the department chairs meet at least twice a month with their departments so there is quality communication with all teachers. 1.2 Run SLT meetings every month to focus on important issues regarding communication and student achievement.
2. Ensure collaboration within a grade/department and school-wide between and among colleagues and administration (classified and certificated)	2.1 Collaborate with department chairs through regular meetings and have the department chairs meet at least twice a month so there is quality communication with all teachers. 2.2 Hold classified meeting as needed or requested.

1.5 Parent Communication	
<u>Goal Areas</u>	<u>Action Plans</u>
1. Provide bilingual communication as required by state and federal law	1.1 Translate monthly newsletter and other pertinent parent publications. 1.2 Provide oral translations at parent meetings and events.
2. Promote inclusion of parents of all subgroups	2.1 Develop communication systems with parents that have historically not been involved in parent-school communication. Focus on PLUS parents and English Language Learner parents.
3. Involve parents as partners in problem-solving academic and behavior issues and growth in academic achievement	3.1 Encourage parents to use Aeries Homelink and communicate with appropriate school personnel when necessary.

4. Provide parent training to address academic and social, emotional achievement	4.1 Notify and encourage parents of staff development opportunities from the school, district and county.
5. Provide a welcoming and inclusive environment in the décor of the school to demonstrate parent inclusion	5.1 Continue to show student art throughout the office and encourage teachers to display student work in their classrooms.
6. Develop systems of communication for parents of all subgroups	6.1 Outreach to parents of students with special needs by encouraging parents to communicate directly with teachers, administrators and staff. 6.2 Pay attention to the parent survey particularly regarding communication.

1.6 Staff care about students and inspire learning	
<u>Goal Areas</u>	<u>Action Plans</u>
1. Promote school-wide themes evident in every classroom (focus on learning for all in a respectful environment)	1.1 Post and discuss bullying poster with students. Follow-up with additional surveys to monitor progress in addressing bullying. 1.2 Focus on not opting out of regular classroom work through Cabinet meetings and Instructional Rounds
2. Display symbols of respect for diversity and promote staff understanding and acceptance	2.1 Continue to focus on monthly diversity activities and posting diversity information school wide. (Example, Day of the Dead activities and art work) 2.2 AVID staff development day and other staff development opportunities
3. Ensure all subgroups are making annual progress	3.1 Monitor all assessment data including MAP, D/F lists, CST and ESLR data.
4. Ensure analysis of effectiveness of intervention programs and adjustments as needed	4.1 Monitor the Tiers of intervention and make adjustments at each grading period. For example, Algebra Academy, Language! 4, PLUS program, and counseling by both Novato Youth Center and school counselors.
5. Provide staff development to work effectively with students in need of support	5.1 AVID staff development day 11/12/10 5.2 Other staff development including <i>Teach Like a Champion</i> throughout the year. 5.3 ELL culturally responsive teaching staff development day 1/24/2011

6. Ensure resources and policies support student access and achievement	6.1 Design English 9 with honors in all 9 grade classes in 2011-2012 6.2 Implement monthly advisory/tutorial meeting planning for implementation when the faculty is ready.
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1.7 Student achievement is valued and celebrated	
<u>Goal Areas</u>	<u>Action Plans</u>
1. Provide evidence that outward message is reflected in student academic growth	1.1 Incorporate academic growth in academic achievement celebrations.
2. Display student work and provide welcoming student environment	2.1 Strongly encourage all teachers to display academic work in their classroom and throughout the school
3. Promote academic celebrations	3.1 Include the new assessments in the celebration process, including MAP and GPA each semester and STAR and CELDT on a yearly basis.

1.8 Commitment to Equity	
<u>Goal Areas</u>	<u>Action Plans</u>
1. Provide inclusion for struggling students and commitment by all staff to provide academic support systems	1.1 Make sure that the after school tutorial is working well and well understood by students and parents.
2. Acknowledge and act in a sense of urgency to address the academic achievement of all subgroups	2.1 Fully implement the SMHS assessment system including technology assessment, ESLR and MAP assessments in the total data being used.
3. Develop procedures to connect parents of diverse language and cultures (DELAC, Diversity Advisory)	3.1 Involve Novato Youth Center into the ELAC process.
4. Ensure diversity and English language resources, and that resources are easily accessible at each school and district-wide	4.1 Continue diversity training and make sure appropriate materials are being translated.
5. Ensure the master schedule reflects a world-view and inclusion	5.1 Implement a 9 th grade English program that provides access to honors for all students.

Street Number

Street Name	Low	High	Odd / Even	Elementary School	Middle School	High School
1ST ST	Full	street		Olive Elementary	Sinaloa Middle	San Marin
2ND ST	Full	street		Olive Elementary	Sinaloa Middle	San Marin
3RD ST	Full	street		Olive Elementary	Sinaloa Middle	San Marin
4TH ST	Full	street		Olive Elementary	Sinaloa Middle	San Marin
5TH ST	697	974		Lu Sutton Elementary	Sinaloa Middle	San Marin
5TH ST	1000	1053		Olive Elementary	Sinaloa Middle	San Marin
6TH ST	Full	street		Olive Elementary	Sinaloa Middle	San Marin
7TH ST	1107	1291	O	San Ramon Elementary	Sinaloa Middle	San Marin
7TH ST	936	1310	E	Olive Elementary	Sinaloa Middle	San Marin
8TH ST	Full	street		San Ramon Elementary	Sinaloa Middle	San Marin
A St	Full	street		Hamilton Elementary	San Jose Middle	Novato High
AARON CT	Full	street		Loma Verde Elementary	San Jose Middle	Novato High
AARON DR	Full	street		Loma Verde Elementary	San Jose Middle	Novato High
ACACIA CT	Full	street		San Ramon Elementary	Sinaloa Middle	San Marin
ACAPULCO CT	Full	street		Loma Verde Elementary	San Jose Middle	Novato High
ACME CT	Full	street		Loma Verde Elementary	San Jose Middle	Novato High
ACORN CT	Full	street		Loma Verde Elementary	San Jose Middle	Novato High
ADAMS CT	Full	street		Lynwood Elementary	San Jose Middle	Novato High
ADAMS ST	Full	street		Lynwood Elementary	San Jose Middle	Novato High
ADELE ST	Full	street		Lynwood Elementary	San Jose Middle	Novato High
ADOBE CT	Full	street		San Ramon Elementary	Sinaloa Middle	San Marin
ADRIENNE ST	Full	street		Olive Elementary	San Jose Middle	San Marin
AIRPORT RD	Full	street		San Ramon Elementary	Sinaloa Middle	San Marin
ALAMEDA DE LA LOMA	Full	street		Loma Verde Elementary	San Jose Middle	Novato High
ALBATROSS DR	Full	street		Olive Elementary	San Jose Middle	San Marin
ALBION CT	Full	street		Lynwood Elementary	San Jose Middle	Novato High
ALCONBURY WAY	Full	street		Hamilton Elementary	San Jose Middle	Novato High
ALDER PL	Full	street		San Ramon Elementary	Sinaloa Middle	San Marin
ALHAMBRA CT	Full	street		Hamilton Elementary	San Jose Middle	Novato High
ALICE ST	Full	street		Olive Elementary	San Jose Middle	San Marin
ALMOND CT	Full	street		Lynwood Elementary	San Jose Middle	Novato High
ALPINE RD	Full	street		Olive Elementary	San Jose Middle	San Marin
ALTA VISTA CT	Full	street		Hamilton Elementary	San Jose Middle	Novato High
ALTAMIRA CT	Full	street		Hamilton Elementary	San Jose Middle	Novato High
ALYSSUM CT	Full	street		San Ramon Elementary	Sinaloa Middle	San Marin
AMANDA LN	Full	street		San Ramon Elementary	Sinaloa Middle	San Marin
AMBER CT	Full	street		Pleasant Valley Elementary	Sinaloa Middle	San Marin
AMELIA WAY	Full	street		Hamilton Elementary	San Jose Middle	Novato High
ANDALE AVE	Full	street		Olive Elementary	San Jose Middle	San Marin
ANDERSON WAY	Full	street		Lu Sutton Elementary	Sinaloa Middle	Novato High
ANDREAS CIR	Full	street		San Ramon Elementary	Sinaloa Middle	San Marin
ANDREAS CT	Full	street		San Ramon Elementary	Sinaloa Middle	San Marin
ANDREWS CT	Full	street		Hamilton Elementary	San Jose Middle	Novato High
ANGEL CT	Full	street		Lu Sutton Elementary	Sinaloa Middle	Novato High
ANGELICA CT	Full	street		Pleasant Valley Elementary	Sinaloa Middle	San Marin
ANNA CT	Full	street		San Ramon Elementary	Sinaloa Middle	San Marin
ANTHONY CT	Full	street		Pleasant Valley Elementary	Sinaloa Middle	San Marin
ANTOINETTE CT	Full	street		Lynwood Elementary	San Jose Middle	Novato High
ANTON WAY	Full	street		Olive Elementary	San Jose Middle	San Marin
APOLLO CT	Full	street		Pleasant Valley Elementary	Sinaloa Middle	San Marin
ARAM CT	Full	street		Lu Sutton Elementary	Sinaloa Middle	Novato High
ARBOR CIR	Full	street		Lu Sutton Elementary	Sinaloa Middle	San Marin
ARCHIBALD LN	Full	street		Olive Elementary	San Jose Middle	San Marin
ARIES LN	Full	street		Pleasant Valley Elementary	Sinaloa Middle	San Marin
ARLENE WAY	Full	street		Lynwood Elementary	San Jose Middle	Novato High
ARLINGTON CIR	Full	street		Lynwood Elementary	San Jose Middle	Novato High
ARLINGTON CT	Full	street		Lynwood Elementary	San Jose Middle	Novato High

Street Number

Street Name	Low	High	Odd / Even	Elementary School	Middle School	High School
ARMSTRONG AVE	Full	street		Olive Elementary	San Jose Middle	San Marin
ARNOLD DR	Full	street		Hamilton Elementary	San Jose Middle	Novato High
ARONIA LN	Full	street		San Ramon Elementary	Sinaloa Middle	San Marin
ARROWHEAD LN	Full	street		Lynwood Elementary	San Jose Middle	Novato High
ARROYO LN	Full	street		Lu Sutton Elementary	San Jose Middle	Novato High
ARTHUR ST	Full	street		Lynwood Elementary	San Jose Middle	Novato High
ASH CT	Full	street		Loma Verde Elementary	San Jose Middle	Novato High
ASHLAND DR	Full	street		Hamilton Elementary	San Jose Middle	Novato High
ASHLEY CT	Full	street		Olive Elementary	San Jose Middle	San Marin
ASPEN DR	Full	street		San Ramon Elementary	Sinaloa Middle	San Marin
ATHERTON AVE	Full	street		Olive Elementary	San Jose Middle	San Marin
ATHERTON OAKS DR	Full	street		Olive Elementary	San Jose Middle	San Marin
AUTUMN CT	Full	street		Lu Sutton Elementary	Sinaloa Middle	San Marin
AVICHI KNLS	Full	street		Lu Sutton Elementary	San Jose Middle	Novato High
AZALEA PL	Full	street		Loma Verde Elementary	San Jose Middle	Novato High
BACA VIS	Full	street		Lu Sutton Elementary	Sinaloa Middle	San Marin
BACHELORS RD	Full	street		Olive Elementary	San Jose Middle	San Marin
BADGER CT	Full	street		Loma Verde Elementary	San Jose Middle	Novato High
BAHAMA REEF	Full	street		Hamilton Elementary	San Jose Middle	Novato High
BAHIA DR	Full	street		Olive Elementary	San Jose Middle	San Marin
BALBOA CT	Full	street		Hamilton Elementary	San Jose Middle	Novato High
BALRA DR	Full	street		Lynwood Elementary	San Jose Middle	Novato High
BANTA CT	Full	street		Loma Verde Elementary	San Jose Middle	Novato High
BARCELONA DR	Full	street		Hamilton Elementary	San Jose Middle	Novato High
BARKSDALE CT	Full	street		Hamilton Elementary	San Jose Middle	Novato High
BARUNA CT	Full	street		Olive Elementary	San Jose Middle	San Marin
BAY CANYON RD	Full	street		Olive Elementary	San Jose Middle	San Marin
BAY TREE HOLW	Full	street		Olive Elementary	San Jose Middle	San Marin
BAYSIDE CT	Full	street		Lynwood Elementary	San Jose Middle	Novato High
BAYVIEW ST	Full	street		Olive Elementary	San Jose Middle	San Marin
BAYWOOD CIR	Full	street		Loma Verde Elementary	San Jose Middle	Novato High
BEAR CREEK RD	Full	street		Pleasant Valley Elementary	Sinaloa Middle	San Marin
BEATTIE AVE	Full	street		Olive Elementary	San Jose Middle	San Marin
BECKY CT	Full	street		Loma Verde Elementary	San Jose Middle	Novato High
BEL MARIN KEYS BLVD	Full	street		Hamilton Elementary	San Jose Middle	Novato High
BENTON LN	Full	street		San Ramon Elementary	Sinaloa Middle	San Marin
BERMUDA HARBOR BLVD	Full	street		Hamilton Elementary	San Jose Middle	Novato High
BETTY LN	Full	street		Lu Sutton Elementary	Sinaloa Middle	Novato High
BEYER CT	Full	street		San Ramon Elementary	Sinaloa Middle	San Marin
BINFORD RD	Full	street		Olive Elementary	San Jose Middle	San Marin
BIRCHWOOD DR	Full	street		Lynwood Elementary	San Jose Middle	Novato High
BIRD CT	Full	street		Lu Sutton Elementary	Sinaloa Middle	Novato High
BIRDIE DR	Full	street		Loma Verde Elementary	San Jose Middle	Novato High
BISHOP CT	Full	street		Olive Elementary	San Jose Middle	San Marin
BLACK JOHN RD	Full	street		San Ramon Elementary	Sinaloa Middle	San Marin
BLACK OAK LN	Full	street		Lu Sutton Elementary	Sinaloa Middle	Novato High
BLANCA DR	Full	street		Pleasant Valley Elementary	Sinaloa Middle	San Marin
BLOOM LN	Full	street		Lu Sutton Elementary	Sinaloa Middle	Novato High
BLUE OAK CT	Full	street		Loma Verde Elementary	San Jose Middle	Novato High
BOGEY LN	Full	street		Loma Verde Elementary	San Jose Middle	Novato High
BOLERO CT	Full	street		Olive Elementary	San Jose Middle	San Marin
BOLLING CIR	Full	street		Hamilton Elementary	San Jose Middle	Novato High
BOLLING DR	Full	street		Hamilton Elementary	San Jose Middle	Novato High
BONNIE BRAE DR	Full	street		Loma Verde Elementary	San Jose Middle	Novato High
BORGES CT	Full	street		Lu Sutton Elementary	Sinaloa Middle	Novato High
BOULEVARD CT	Full	street		Lu Sutton Elementary	Sinaloa Middle	Novato High
BOULEVARD TER	Full	street		Lu Sutton Elementary	Sinaloa Middle	Novato High

Street Number

Street Name	Low	High	Odd / Even	Elementary School	Middle School	High School
BRADLEY AVE	Full	street		Lu Sutton Elementary	Sinaloa Middle	Novato High
BRASSIE CT	Full	street		Loma Verde Elementary	San Jose Middle	Novato High
BRET CT	Full	street		Lu Sutton Elementary	Sinaloa Middle	Novato High
BRIARWOOD CT	Full	street		Lynwood Elementary	San Jose Middle	Novato High
BRIDGE RD	Full	street		Olive Elementary	San Jose Middle	San Marin
BRIDLE PATH LN	Full	street		San Ramon Elementary	Sinaloa Middle	San Marin
BRITTON CT	Full	street		Lu Sutton Elementary	Sinaloa Middle	San Marin
BROADMOOR CT	Full	street		Loma Verde Elementary	San Jose Middle	Novato High
BROCKTON DR	Full	street		Hamilton Elementary	San Jose Middle	Novato High
BROOKE DR	Full	street		Pleasant Valley Elementary	Sinaloa Middle	San Marin
BROOKLINE DR	Full	street		Hamilton Elementary	San Jose Middle	Novato High
BROOKSIDE CT	Full	street		Lu Sutton Elementary	Sinaloa Middle	San Marin
BROWN CT	Full	street		Lynwood Elementary	San Jose Middle	Novato High
BROWN DR	Full	street		Lynwood Elementary	San Jose Middle	Novato High
BRUNO ST	Full	street		Lu Sutton Elementary	Sinaloa Middle	San Marin
BRYAN DR	Full	street		San Ramon Elementary	Sinaloa Middle	San Marin
BUCHANAN ST	Full	street		Lynwood Elementary	San Jose Middle	Novato High
BUCKEYE CT	Full	street		Loma Verde Elementary	San Jose Middle	Novato High
BUENA VIS	Full	street		Lu Sutton Elementary	Sinaloa Middle	San Marin
BUENA VISTA DR	Full	street		Hamilton Elementary	San Jose Middle	Novato High
BUGEIA LN	Full	street		Olive Elementary	San Jose Middle	San Marin
BURDELL CT	Full	street		Loma Verde Elementary	San Jose Middle	Novato High
BURMA RD	Full	street		Hamilton Elementary	San Jose Middle	Novato High
BURNING TREE DR	Full	street		Loma Verde Elementary	San Jose Middle	Novato High
BUTTERFIELD DR	Full	street		San Ramon Elementary	Sinaloa Middle	San Marin
C St	Full	street		Hamilton Elementary	San Jose Middle	Novato High
CABRO CT	Full	street		Pleasant Valley Elementary	Sinaloa Middle	San Marin
CABRO RDG	Full	street		Pleasant Valley Elementary	Sinaloa Middle	San Marin
CADDY CT	Full	street		Loma Verde Elementary	San Jose Middle	Novato High
CAIN LN	Full	street		Olive Elementary	Sinaloa Middle	San Marin
CALICO CT	Full	street		Lu Sutton Elementary	Sinaloa Middle	San Marin
CALIFORNIA CONDOR WAY	Full	street		Loma Verde Elementary	San Jose Middle	Novato High
CALLE ARBOLEDA	Full	street		Loma Verde Elementary	San Jose Middle	Novato High
CALLE DE LA MESA	Full	street		Loma Verde Elementary	San Jose Middle	Novato High
CALLE DE LA SELVA	Full	street		Loma Verde Elementary	San Jose Middle	Novato High
CALLE EMPINADO	Full	street		Loma Verde Elementary	San Jose Middle	Novato High
CALLE PASEO	Full	street		Loma Verde Elementary	San Jose Middle	Novato High
CALYPSO SHRS	Full	street		Hamilton Elementary	San Jose Middle	Novato High
CAMA LN	Full	street		Lynwood Elementary	San Jose Middle	Novato High
CAMBRIDGE CT	Full	street		Lynwood Elementary	San Jose Middle	Novato High
CAMBRIDGE HTS	Full	street		Lynwood Elementary	San Jose Middle	Novato High
CAMBRIDGE ST	Full	street		Lynwood Elementary	San Jose Middle	Novato High
CAMINO DR	Full	street		Hamilton Elementary	San Jose Middle	Novato High
CAMPBELL CT	Full	street		Lu Sutton Elementary	Sinaloa Middle	Novato High
CANYON RD	Full	street		Lu Sutton Elementary	Sinaloa Middle	Novato High
CAPETOWN CT	Full	street		Lynwood Elementary	San Jose Middle	Novato High
CAPILANO DR	Full	street		Loma Verde Elementary	San Jose Middle	Novato High
CAPTAIN NURSE CIR	Full	street		Hamilton Elementary	San Jose Middle	Novato High
CARIBE ISLE	Full	street		Hamilton Elementary	San Jose Middle	Novato High
CARISA CT	Full	street		San Ramon Elementary	Sinaloa Middle	San Marin
CARLILE DR	Full	street		Olive Elementary	San Jose Middle	San Marin
CARMEL CT	Full	street		Olive Elementary	Sinaloa Middle	San Marin
CARMEL DR	Full	street		Olive Elementary	Sinaloa Middle	San Marin
CARMEN CT	Full	street		San Ramon Elementary	Sinaloa Middle	San Marin
CARNOUSTIE DR	Full	street		Loma Verde Elementary	San Jose Middle	Novato High
CARNOUSTIE HTS	Full	street		Loma Verde Elementary	San Jose Middle	Novato High
CAROB WAY	Full	street		San Ramon Elementary	Sinaloa Middle	San Marin

Street Number

Street Name	Low	High	Odd / Even	Elementary School	Middle School	High School
CAROLYN WAY	Full	street		San Ramon Elementary	Sinaloa Middle	San Marin
CASA GRANDE REAL	Full	street		Hamilton Elementary	San Jose Middle	Novato High
CASPAR PL	Full	street		Lynwood Elementary	San Jose Middle	Novato High
CASTLE CT	Full	street		Olive Elementary	San Jose Middle	San Marin
CASUAL CT	Full	street		Pleasant Valley Elementary	Sinaloa Middle	San Marin
CAVALLA CAY	Full	street		Hamilton Elementary	San Jose Middle	Novato High
CECELIA LN	Full	street		Pleasant Valley Elementary	Sinaloa Middle	San Marin
CEDAR PL	Full	street		San Ramon Elementary	Sinaloa Middle	San Marin
CEDARWOOD LN	Full	street		Lynwood Elementary	San Jose Middle	Novato High
CELESTE CT	Full	street		Pleasant Valley Elementary	Sinaloa Middle	San Marin
CENTER RD	1500	2042		Lu Sutton Elementary	Sinaloa Middle	Novato High
CENTER RD	2001	2095	O	Lu Sutton Elementary	Sinaloa Middle	San Marin
CENTER RD	2048	2100	E	Pleasant Valley Elementary	Sinaloa Middle	San Marin
CENTER RD	2101	2799		Pleasant Valley Elementary	Sinaloa Middle	San Marin
CERRO CREST DR	Full	street		Olive Elementary	San Jose Middle	San Marin
CHAMBERLAIN AVE	Full	street		Lu Sutton Elementary	San Jose Middle	Novato High
CHANNEL DR	Full	street		Olive Elementary	San Jose Middle	San Marin
CHAPEL HILL RD	Full	street		Hamilton Elementary	San Jose Middle	Novato High
CHAPPARAL CT	Full	street		Loma Verde Elementary	San Jose Middle	Novato High
CHARDONNAY LN	Full	street		Lu Sutton Elementary	Sinaloa Middle	San Marin
CHARMAINE CT	Full	street		Loma Verde Elementary	San Jose Middle	Novato High
CHASE ST	Full	street		Olive Elementary	San Jose Middle	San Marin
CHEDA KNOLLS DR	Full	street		Lynwood Elementary	San Jose Middle	Novato High
CHEDA LN	Full	street		Lynwood Elementary	San Jose Middle	Novato High
CHERRY CT	Full	street		Olive Elementary	San Jose Middle	San Marin
CHERRY HILL LN	Full	street		Olive Elementary	San Jose Middle	San Marin
CHERRY ST	Full	street		Olive Elementary	San Jose Middle	San Marin
CHESAPEAKE LN	Full	street		Hamilton Elementary	San Jose Middle	Novato High
CHRISTOPHER CT	Full	street		Pleasant Valley Elementary	Sinaloa Middle	San Marin
CIELO LN	Full	street		Loma Verde Elementary	San Jose Middle	Novato High
CINNAMON TEAL LN	Full	street		Loma Verde Elementary	San Jose Middle	Novato High
CIRCE CT	Full	street		Olive Elementary	San Jose Middle	San Marin
CITRUS PL	Full	street		San Ramon Elementary	Sinaloa Middle	San Marin
CLAIRE CT	Full	street		Loma Verde Elementary	San Jose Middle	Novato High
CLARITA CT	Full	street		Pleasant Valley Elementary	Sinaloa Middle	San Marin
CLAUSING AVE	Full	street		Olive Elementary	San Jose Middle	San Marin
CLAUSING CT	Full	street		Olive Elementary	San Jose Middle	San Marin
CLAY CT	Full	street		Loma Verde Elementary	San Jose Middle	Novato High
CLAYTON CT	Full	street		Olive Elementary	Sinaloa Middle	San Marin
CLEMENTE CT	Full	street		San Ramon Elementary	Sinaloa Middle	San Marin
CLEO CT	Full	street		Lynwood Elementary	San Jose Middle	Novato High
CLUB DR	Full	street		Olive Elementary	San Jose Middle	Novato High
CLUB VIEW DR	Full	street		Hamilton Elementary	San Jose Middle	Novato High
COBBLESTONE CT	Full	street		San Ramon Elementary	Sinaloa Middle	San Marin
COLLEEN CT	Full	street		Lu Sutton Elementary	Sinaloa Middle	San Marin
COLUMBINE LN	Full	street		Lynwood Elementary	San Jose Middle	Novato High
CONCHITA CT	Full	street		Pleasant Valley Elementary	Sinaloa Middle	San Marin
CONCORD CT	Full	street		Lu Sutton Elementary	Sinaloa Middle	San Marin
CONIFER PL	Full	street		San Ramon Elementary	Sinaloa Middle	San Marin
COPPER HILL WAY	Full	street		San Ramon Elementary	Sinaloa Middle	San Marin
CORINTHIAN CT	Full	street		Lynwood Elementary	San Jose Middle	Novato High
CORONA CT	Full	street		San Ramon Elementary	Sinaloa Middle	San Marin
CORONADO CT	Full	street		San Ramon Elementary	Sinaloa Middle	San Marin
CORTE ALTA	Full	street		Loma Verde Elementary	San Jose Middle	Novato High
CORTE ARRIBA	Full	street		Loma Verde Elementary	San Jose Middle	Novato High
CORTE COLINA	Full	street		Loma Verde Elementary	San Jose Middle	Novato High
CORTE DEL CERRO	Full	street		Loma Verde Elementary	San Jose Middle	Novato High

Street Number

Street Name	Low	High	Odd / Even	Elementary School	Middle School	High School
CORTE ESCUELA	Full	street		Loma Verde Elementary	San Jose Middle	Novato High
CORTE NORTE	Full	street		Loma Verde Elementary	San Jose Middle	Novato High
CORTE ROBLE	Full	street		Loma Verde Elementary	San Jose Middle	Novato High
CORTE SUR	Full	street		Loma Verde Elementary	San Jose Middle	Novato High
CORTEZ CIR	Full	street		Hamilton Elementary	San Jose Middle	Novato High
COTTONWOOD PL	Full	street		San Ramon Elementary	Sinaloa Middle	San Marin
COUNTRY CLUB DR	Full	street		Loma Verde Elementary	San Jose Middle	Novato High
COUNTRY LN	Full	street		San Ramon Elementary	Sinaloa Middle	San Marin
COURT RD	Full	street		Lu Sutton Elementary	Sinaloa Middle	San Marin
COURTNEY WAY	Full	street		San Ramon Elementary	Sinaloa Middle	San Marin
COWBARN LN	Full	street		Lynwood Elementary	San Jose Middle	Novato High
CRAIG CT	Full	street		Loma Verde Elementary	San Jose Middle	Novato High
CREEKSIDE CT	Full	street		San Ramon Elementary	Sinaloa Middle	San Marin
CREEKVIEW CT	Full	street		Lynwood Elementary	San Jose Middle	Novato High
CRESCENT DR	Full	street		Hamilton Elementary	San Jose Middle	Novato High
CRESCENT LN	Full	street		Lu Sutton Elementary	Sinaloa Middle	Novato High
CREST RD	Full	street		Olive Elementary	San Jose Middle	San Marin
CRICKLEWOOD DR	Full	street		Lynwood Elementary	San Jose Middle	Novato High
CRISSY PL	Full	street		Hamilton Elementary	San Jose Middle	Novato High
CROSS CREEK WAY	Full	street		Olive Elementary	San Jose Middle	San Marin
CRYSTAL CT	Full	street		Loma Verde Elementary	San Jose Middle	Novato High
CURLEW WAY	Full	street		Loma Verde Elementary	San Jose Middle	Novato High
CUTLASS DR	Full	street		Lynwood Elementary	San Jose Middle	Novato High
CYPRESS AVE	Full	street		Lu Sutton Elementary	Sinaloa Middle	Novato High
CYPRESS CT	Full	street		Lu Sutton Elementary	Sinaloa Middle	Novato High
DAISY MAE CT	Full	street		Lu Sutton Elementary	Sinaloa Middle	San Marin
DARYL AVE	Full	street		Pleasant Valley Elementary	Sinaloa Middle	San Marin
DAVID CT	Full	street		Lu Sutton Elementary	Sinaloa Middle	Novato High
DAVIDOR LN	Full	street		San Ramon Elementary	Sinaloa Middle	San Marin
DAVIDSON ST	Full	street		Olive Elementary	San Jose Middle	San Marin
DAWES ST	Full	street		Lynwood Elementary	San Jose Middle	Novato High
DAYS ISLAND RD	Full	street		Olive Elementary	San Jose Middle	San Marin
DE LONG AVE	Full	street		Olive Elementary	San Jose Middle	San Marin
DEBORAH CT	Full	street		Loma Verde Elementary	San Jose Middle	Novato High
DEER ISLAND LN	Full	street		Olive Elementary	San Jose Middle	San Marin
DEER TRL	Full	street		Lu Sutton Elementary	Sinaloa Middle	San Marin
DEERFIELD LN	Full	street		Lu Sutton Elementary	San Jose Middle	Novato High
DEL MAR AVE	Full	street		Lu Sutton Elementary	Sinaloa Middle	Novato High
DEL ORO LAGOON	Full	street		Hamilton Elementary	San Jose Middle	Novato High
DENISE CT	Full	street		Olive Elementary	San Jose Middle	San Marin
DENLYN ST	Full	street		Lynwood Elementary	San Jose Middle	Novato High
DEVONSHIRE DR	Full	street		Pleasant Valley Elementary	Sinaloa Middle	San Marin
DIABLO AVE	Full	street		Lu Sutton Elementary	Sinaloa Middle	Novato High
DIABLO CT	Full	street		Lu Sutton Elementary	Sinaloa Middle	Novato High
DIGITAL DR	Full	street		Hamilton Elementary	San Jose Middle	Novato High
DOGWOOD CT	Full	street		Lynwood Elementary	San Jose Middle	Novato High
DOLPHIN ISLE	Full	street		Hamilton Elementary	San Jose Middle	Novato High
DOMINIC DR	Full	street		Pleasant Valley Elementary	Sinaloa Middle	San Marin
DONNA ST	Full	street		Lynwood Elementary	San Jose Middle	Novato High
DONNELLY CT	Full	street		Lynwood Elementary	San Jose Middle	Novato High
DOOLEY CT	Full	street		Olive Elementary	Sinaloa Middle	San Marin
DORIS AVE	Full	street		Lu Sutton Elementary	Sinaloa Middle	San Marin
DOROTHY WAY	Full	street		San Ramon Elementary	Sinaloa Middle	San Marin
DOUGLAS CT	Full	street		Lu Sutton Elementary	San Jose Middle	Novato High
DOVE PL	Full	street		Loma Verde Elementary	San Jose Middle	Novato High
DOW LN	Full	street		Lu Sutton Elementary	Sinaloa Middle	San Marin
DRAKEWOOD LN	Full	street		Lynwood Elementary	San Jose Middle	Novato High

Street Number

Street Name	Low	High	Odd / Even	Elementary School	Middle School	High School
DRAKEWOOD PL	Full	street		Lynwood Elementary	San Jose Middle	Novato High
DRIFTWOOD AVE	Full	street		San Ramon Elementary	Sinaloa Middle	San Marin
DRY CREEK LN	Full	street		Olive Elementary	San Jose Middle	San Marin
DUARTE CT	Full	street		Loma Verde Elementary	San Jose Middle	Novato High
DUSEL CT	Full	street		Loma Verde Elementary	San Jose Middle	Novato High
E BARBERRY PL	Full	street		Loma Verde Elementary	San Jose Middle	Novato High
E St	Full	street		Hamilton Elementary	San Jose Middle	Novato High
EAGLE DR	Full	street		Loma Verde Elementary	San Jose Middle	Novato High
EAGLE GAP RD	Full	street		Loma Verde Elementary	San Jose Middle	Novato High
EAMES CT	Full	street		Pleasant Valley Elementary	Sinaloa Middle	San Marin
EAST CT	Full	street		Lu Sutton Elementary	Sinaloa Middle	San Marin
EASY LN	Full	street		San Ramon Elementary	Sinaloa Middle	San Marin
EDWARDS CT	Full	street		Hamilton Elementary	San Jose Middle	Novato High
ELDERBERRY CT	Full	street		Olive Elementary	San Jose Middle	San Marin
ELDORADO CT	Full	street		Pleasant Valley Elementary	Sinaloa Middle	San Marin
ELDRIDGE AVE	Full	street		Lynwood Elementary	San Jose Middle	Novato High
ELDRIDGE CT	Full	street		Lynwood Elementary	San Jose Middle	Novato High
ELEGANT TERN RD	Full	street		Loma Verde Elementary	San Jose Middle	Novato High
ELENA CT	Full	street		San Ramon Elementary	Sinaloa Middle	San Marin
ELF OWL CT	Full	street		Loma Verde Elementary	San Jose Middle	Novato High
ELIZABETH WAY	Full	street		San Ramon Elementary	Sinaloa Middle	San Marin
ELM CT	Full	street		Lu Sutton Elementary	Sinaloa Middle	San Marin
ELM DR	Full	street		Lu Sutton Elementary	Sinaloa Middle	San Marin
ELMVIEW WAY	Full	street		Loma Verde Elementary	San Jose Middle	Novato High
ELMWOOD CT	Full	street		Olive Elementary	San Jose Middle	San Marin
EMERSON AVE	Full	street		Hamilton Elementary	San Jose Middle	Novato High
ENA CT	Full	street		Lu Sutton Elementary	Sinaloa Middle	San Marin
ENCINA CT	Full	street		San Ramon Elementary	Sinaloa Middle	San Marin
ENFRENTA RD	Full	street		Loma Verde Elementary	San Jose Middle	Novato High
ENGLISH CT	Full	street		Pleasant Valley Elementary	Sinaloa Middle	San Marin
ENSENADA DR	Full	street		Loma Verde Elementary	San Jose Middle	Novato High
ENT CT	Full	street		Hamilton Elementary	San Jose Middle	Novato High
ENTRADA DR	Full	street		Loma Verde Elementary	San Jose Middle	Novato High
EQUESTRIAN CT	Full	street		Olive Elementary	San Jose Middle	San Marin
ERICA CT	Full	street		Pleasant Valley Elementary	Sinaloa Middle	San Marin
ESCALLONIA DR	Full	street		San Ramon Elementary	Sinaloa Middle	San Marin
ESQUIRE CT	Full	street		Loma Verde Elementary	San Jose Middle	Novato High
ESTADO CT	Full	street		San Ramon Elementary	Sinaloa Middle	San Marin
ESTADO WAY	Full	street		San Ramon Elementary	Sinaloa Middle	San Marin
ESTATES DR	Full	street		Pleasant Valley Elementary	Sinaloa Middle	San Marin
ESTRELLA CT	Full	street		San Ramon Elementary	Sinaloa Middle	San Marin
ESTRELLA WAY	Full	street		San Ramon Elementary	Sinaloa Middle	San Marin
EUCALYPTUS AVE	Full	street		Pleasant Valley Elementary	Sinaloa Middle	San Marin
FABIAN CT	Full	street		Pleasant Valley Elementary	Sinaloa Middle	San Marin
FAIRHAVEN WAY	Full	street		Lynwood Elementary	San Jose Middle	Novato High
FAIRWAY DR	Full	street		Loma Verde Elementary	San Jose Middle	Novato High
FALLEN LEAF WAY	Full	street		Hamilton Elementary	San Jose Middle	Novato High
FARVUE RD	Full	street		Lu Sutton Elementary	Sinaloa Middle	Novato High
FAWN CT	Full	street		Lu Sutton Elementary	Sinaloa Middle	Novato High
FAWNRIDGE DR	Full	street		San Ramon Elementary	Sinaloa Middle	San Marin
FELIZ DR	Full	street		San Ramon Elementary	Sinaloa Middle	San Marin
FELIZ RD	Full	street		San Ramon Elementary	Sinaloa Middle	San Marin
FERDINAND WAY	Full	street		Hamilton Elementary	San Jose Middle	Novato High
FERNANDO DR	Full	street		Olive Elementary	San Jose Middle	San Marin
FERNBRIDGE PL	Full	street		Lynwood Elementary	San Jose Middle	Novato High
FERRIS DR	Full	street		San Ramon Elementary	Sinaloa Middle	San Marin
FIELDSTONE DR	Full	street		San Ramon Elementary	Sinaloa Middle	San Marin

Street Number

Street Name	Low	High	Odd / Even	Elementary School	Middle School	High School
FIGTREE LN	Full	street		Lu Sutton Elementary	Sinaloa Middle	Novato High
FLEETWOOD CT	Full	street		Pleasant Valley Elementary	Sinaloa Middle	San Marin
FLICKER DR	Full	street		Loma Verde Elementary	San Jose Middle	Novato High
FLINT CT	Full	street		Lynwood Elementary	San Jose Middle	Novato High
FONTANA CT	Full	street		San Ramon Elementary	Sinaloa Middle	San Marin
FORD WAY	Full	street		Lynwood Elementary	San Jose Middle	Novato High
FORREST RD	Full	street		Lu Sutton Elementary	Sinaloa Middle	Novato High
FOX CT	Full	street		Olive Elementary	San Jose Middle	San Marin
FOX HOLLOW PL	Full	street		San Ramon Elementary	Sinaloa Middle	San Marin
FRANKLIN AVE	Full	street		Olive Elementary	San Jose Middle	San Marin
FREDSON CT	Full	street		Lu Sutton Elementary	Sinaloa Middle	San Marin
FRIENDLY LN	Full	street		San Ramon Elementary	Sinaloa Middle	San Marin
FRONT ST	Full	street		Lu Sutton Elementary	Sinaloa Middle	San Marin
GAGE LN	Full	street		Lu Sutton Elementary	Sinaloa Middle	Novato High
GALLOWAY LN	Full	street		Olive Elementary	San Jose Middle	San Marin
GANNEY CT	Full	street		Lynwood Elementary	San Jose Middle	Novato High
GANN WAY	Full	street		Hamilton Elementary	San Jose Middle	Novato High
GARAVENTA CT	Full	street		Lu Sutton Elementary	Sinaloa Middle	Novato High
GARDEN CT	Full	street		Lynwood Elementary	San Jose Middle	Novato High
GARDNER CT	Full	street		Hamilton Elementary	San Jose Middle	Novato High
GARFIELD ST	Full	street		Lynwood Elementary	San Jose Middle	Novato High
GARNER CT	Full	street		Lynwood Elementary	San Jose Middle	Novato High
GARNER DR	Full	street		Lynwood Elementary	San Jose Middle	Novato High
Gavallos Dr	Full	street		Loma Verde Elementary	San Jose Middle	Novato High
GAZAINA CT	Full	street		San Ramon Elementary	Sinaloa Middle	San Marin
GEORGE ST	Full	street		Lu Sutton Elementary	Sinaloa Middle	San Marin
GERMAINE PL	Full	street		Loma Verde Elementary	San Jose Middle	Novato High
GERTRUDE LN	Full	street		Pleasant Valley Elementary	Sinaloa Middle	San Marin
GLEN LN	Full	street		Olive Elementary	San Jose Middle	San Marin
GLEN RD	Full	street		Olive Elementary	San Jose Middle	San Marin
GLENHILL CT	Full	street		Lu Sutton Elementary	Sinaloa Middle	Novato High
Glenhill Rd	Full	street		Lu Sutton Elementary	Sinaloa Middle	Novato High
GOING LN	Full	street		Pleasant Valley Elementary	Sinaloa Middle	San Marin
GOLDEN GATE PL	Full	street		Olive Elementary	Sinaloa Middle	San Marin
GOLDFINCH CT	Full	street		Pleasant Valley Elementary	Sinaloa Middle	San Marin
GOLDMINER CT	Full	street		Lu Sutton Elementary	Sinaloa Middle	Novato High
GOTHIC DR	Full	street		Lu Sutton Elementary	Sinaloa Middle	Novato High
GRANDE VIS	Full	street		Pleasant Valley Elementary	Sinaloa Middle	San Marin
GRANDVIEW AVE	Full	street		Olive Elementary	San Jose Middle	San Marin
GRANT AVE	700	999		Olive Elementary	San Jose Middle	San Marin
GRANT AVE	1010	1620	E	Olive Elementary	Sinaloa Middle	San Marin
GRANT AVE	1780	1798	E	San Ramon Elementary	Sinaloa Middle	San Marin
GRANT AVE	1107	1877	O	Lu Sutton Elementary	Sinaloa Middle	San Marin
GRASS CT	Full	street		Loma Verde Elementary	San Jose Middle	Novato High
GREEN OAK DR	Full	street		Hamilton Elementary	San Jose Middle	Novato High
GREEN OAK PL	Full	street		Hamilton Elementary	San Jose Middle	Novato High
GREEN POINT LN	Full	street		Olive Elementary	San Jose Middle	San Marin
GREENHAM CT	Full	street		Hamilton Elementary	San Jose Middle	Novato High
GREENWOOD DR	Full	street		Lynwood Elementary	San Jose Middle	Novato High
GREGG PL	Full	street		Loma Verde Elementary	San Jose Middle	Novato High
GREGOR LN	Full	street		Lu Sutton Elementary	Sinaloa Middle	San Marin
GROVE LN	Full	street		Lu Sutton Elementary	Sinaloa Middle	Novato High
GUISELA CT	Full	street		Olive Elementary	San Jose Middle	San Marin
GUM TREE CT	Full	street		Pleasant Valley Elementary	Sinaloa Middle	San Marin
GUSTAFSON CT	Full	street		Pleasant Valley Elementary	Sinaloa Middle	San Marin
H LN	Full	street		Olive Elementary	San Jose Middle	San Marin
H Ranch Rd	Full	street		Lu Sutton Elementary	Sinaloa Middle	San Marin

Street Number

Street Name	Low	High	Odd / Even	Elementary School	Middle School	High School
HALF MOON RD	Full	street		Lu Sutton Elementary	Sinaloa Middle	Novato High
HAMILTON DR	Full	street		Hamilton Elementary	San Jose Middle	Novato High
HAMPSHIRE WAY	Full	street		San Ramon Elementary	Sinaloa Middle	San Marin
HAMPTON LN	Full	street		Olive Elementary	San Jose Middle	San Marin
HANCOCK ST	Full	street		Olive Elementary	San Jose Middle	San Marin
HANGAR AVE	Full	street		Hamilton Elementary	San Jose Middle	Novato High
Hanna Ranch Rd	Full	street		Olive Elementary	San Jose Middle	San Marin
HANOVER CT	Full	street		Pleasant Valley Elementary	Sinaloa Middle	San Marin
HANSEN RD	Full	street		Lu Sutton Elementary	Sinaloa Middle	San Marin
HARBOR DR	Full	street		Olive Elementary	San Jose Middle	San Marin
HARDING DR	Full	street		Lynwood Elementary	San Jose Middle	Novato High
HARKLE RD	Full	street		Olive Elementary	San Jose Middle	San Marin
Harris Hill Rd	Full	street		Lu Sutton Elementary	Sinaloa Middle	Novato High
HARRISON CT	Full	street		Lynwood Elementary	San Jose Middle	Novato High
HARVEST CT	Full	street		Lu Sutton Elementary	Sinaloa Middle	San Marin
HATCH RD	Full	street		Lu Sutton Elementary	Sinaloa Middle	San Marin
HATHAWAY DR	Full	street		Hamilton Elementary	San Jose Middle	Novato High
HAVENWOOD RD	Full	street		Olive Elementary	San Jose Middle	San Marin
HAVERHILL CT	Full	street		Pleasant Valley Elementary	Sinaloa Middle	San Marin
HAWK RIDGE CT	Full	street		Loma Verde Elementary	San Jose Middle	Novato High
HAWTHORNE TER	Full	street		San Ramon Elementary	Sinaloa Middle	San Marin
HAYDEN AVE	Full	street		Olive Elementary	San Jose Middle	San Marin
HAYES ST	Full	street		Lynwood Elementary	San Jose Middle	Novato High
HAYFORD CT	Full	street		Hamilton Elementary	San Jose Middle	Novato High
HEATHER LN	Full	street		Pleasant Valley Elementary	Sinaloa Middle	San Marin
HECTOR LN	Full	street		Loma Verde Elementary	San Jose Middle	Novato High
HICKOX RD	Full	street		Lu Sutton Elementary	Sinaloa Middle	San Marin
HIDDEN OAKS DR	Full	street		Olive Elementary	Sinaloa Middle	San Marin
HIGHLAND DR	Full	street		Loma Verde Elementary	San Jose Middle	Novato High
Highway 37	Full	street		Olive Elementary	San Jose Middle	San Marin
HILARY CT	Full	street		Lu Sutton Elementary	Sinaloa Middle	Novato High
HILL RD	1	99		Lynwood Elementary	Sinaloa Middle	Novato High
HILL RD	1508	1718		Lu Sutton Elementary	Sinaloa Middle	Novato High
HILLSIDE TER	Full	street		Olive Elementary	San Jose Middle	San Marin
HILLSWOOD DR	Full	street		Lynwood Elementary	San Jose Middle	Novato High
HOLLIDAY DR	Full	street		Hamilton Elementary	San Jose Middle	Novato High
HOLLY AVE	Full	street		Olive Elementary	San Jose Middle	San Marin
HOLLYLEAF WAY	Full	street		Loma Verde Elementary	San Jose Middle	Novato High
HOLSTROM CIR	Full	street		Pleasant Valley Elementary	Sinaloa Middle	San Marin
Hoog Park	Full	street		Loma Verde Elementary	San Jose Middle	Novato High
Hospital Rd	Full	street		Hamilton Elementary	San Jose Middle	Novato High
HOTCHKIN DR	Full	street		Lu Sutton Elementary	Sinaloa Middle	Novato High
HUMMINGBIRD WAY	Full	street		Loma Verde Elementary	San Jose Middle	Novato High
HUNE CT	Full	street		Pleasant Valley Elementary	Sinaloa Middle	San Marin
HUNTERS CLUB RD	Full	street		Olive Elementary	San Jose Middle	San Marin
HUTCHINS WAY	Full	street		Hamilton Elementary	San Jose Middle	Novato High
Hyland Dr	Full	street		Olive Elementary	San Jose Middle	San Marin
IGNACIO BLVD	300	1699		Loma Verde Elementary	San Jose Middle	Novato High
IGNACIO BLVD	1701	1900		Lynwood Elementary	San Jose Middle	Novato High
IGNACIO LN	Full	street		Loma Verde Elementary	San Jose Middle	Novato High
IGNACIO VALLEY CIR	Full	street		Loma Verde Elementary	San Jose Middle	Novato High
IKE CT	Full	street		Olive Elementary	Sinaloa Middle	San Marin
ILLES CT	Full	street		San Ramon Elementary	Sinaloa Middle	San Marin
INDIAN HILLS DR	Full	street		Lynwood Elementary	San Jose Middle	Novato High
INDIAN SPRINGS RD	Full	street		Lu Sutton Elementary	Sinaloa Middle	San Marin
INDIAN TRAIL CT	Full	street		Lu Sutton Elementary	Sinaloa Middle	Novato High
Indian Valley Cr	Full	street		Loma Verde Elementary	San Jose Middle	Novato High

Street Number

Street Name	Low	High	Odd / Even	Elementary School	Middle School	High School
INDIAN VALLEY RD	Full	street		Lu Sutton Elementary	Sinaloa Middle	Novato High
INDIAN WAY	Full	street		Lynwood Elementary	San Jose Middle	Novato High
Industrial Wy	Full	street		Lu Sutton Elementary	Sinaloa Middle	Novato High
INYO CIR	Full	street		Lynwood Elementary	San Jose Middle	Novato High
IOLANTHUS AVE	Full	street		Olive Elementary	San Jose Middle	San Marin
IRENE DR	Full	street		Lu Sutton Elementary	Sinaloa Middle	San Marin
ISABELLA CT	Full	street		San Ramon Elementary	Sinaloa Middle	San Marin
JACINTO WAY	Full	street		San Ramon Elementary	Sinaloa Middle	San Marin
JACKSON CT	Full	street		Lynwood Elementary	San Jose Middle	Novato High
JACKSON DR	Full	street		Lynwood Elementary	San Jose Middle	Novato High
JACOB CT	Full	street		Olive Elementary	San Jose Middle	San Marin
JADE CT	Full	street		Olive Elementary	Sinaloa Middle	San Marin
JAMES BLACK CIR	Full	street		Loma Verde Elementary	San Jose Middle	Novato High
JAMES CT	Full	street		Olive Elementary	San Jose Middle	San Marin
JAMISON CT	Full	street		Lynwood Elementary	San Jose Middle	Novato High
JAN WAY	Full	street		Pleasant Valley Elementary	Sinaloa Middle	San Marin
JEFFERSON CT	Full	street		Lynwood Elementary	San Jose Middle	Novato High
JEFFREY CT	Full	street		San Ramon Elementary	Sinaloa Middle	San Marin
JENNIFER LN	Full	street		Lu Sutton Elementary	Sinaloa Middle	Novato High
JOAN AVE	Full	street		Lynwood Elementary	San Jose Middle	Novato High
JOHNSON ST	Full	street		Lynwood Elementary	San Jose Middle	Novato High
JOSEFA CT	Full	street		Loma Verde Elementary	San Jose Middle	Novato High
JOYCE ST	Full	street		Lynwood Elementary	San Jose Middle	Novato High
JUANITA CT	Full	street		San Ramon Elementary	Sinaloa Middle	San Marin
JUDITH CT	Full	street		Loma Verde Elementary	San Jose Middle	Novato High
JULES DR	Full	street		Pleasant Valley Elementary	Sinaloa Middle	San Marin
JUNE LN	Full	street		Olive Elementary	San Jose Middle	San Marin
JUNIPER PL	Full	street		San Ramon Elementary	Sinaloa Middle	San Marin
KADEN CT	Full	street		Lynwood Elementary	San Jose Middle	Novato High
KADEN DR	Full	street		Lynwood Elementary	San Jose Middle	Novato High
KAHLER STREET	Full	street		Olive Elementary	Sinaloa Middle	San Marin
KARLA CT	Full	street		Loma Verde Elementary	San Jose Middle	Novato High
KATHLEEN DR	Full	street		Pleasant Valley Elementary	Sinaloa Middle	San Marin
KATHY CT	Full	street		Lynwood Elementary	San Jose Middle	Novato High
KATLAS CT	Full	street		San Ramon Elementary	Sinaloa Middle	San Marin
Katya Ct	Full	street		Loma Verde Elementary	San Jose Middle	Novato High
KAVON CT	Full	street		Lynwood Elementary	San Jose Middle	Novato High
KELLY CT	Full	street		Hamilton Elementary	San Jose Middle	Novato High
KELLY DR	Full	street		Hamilton Elementary	San Jose Middle	Novato High
KENDON LN	Full	street		Pleasant Valley Elementary	Sinaloa Middle	San Marin
KENILWORTH CT	Full	street		Olive Elementary	San Jose Middle	San Marin
KENWOOD CT	Full	street		Olive Elementary	San Jose Middle	San Marin
KINGFISHER CT	Full	street		Loma Verde Elementary	San Jose Middle	Novato High
KLAMATH WAY	Full	street		Lynwood Elementary	San Jose Middle	Novato High
KNIGHT CT	Full	street		Olive Elementary	San Jose Middle	San Marin
KNOLLTOP CT	Full	street		Olive Elementary	San Jose Middle	San Marin
Knolltop Wy	Full	street		Olive Elementary	San Jose Middle	San Marin
KNUTTE CT	Full	street		Lu Sutton Elementary	Sinaloa Middle	San Marin
KRISTIN LN	Full	street		San Ramon Elementary	Sinaloa Middle	San Marin
KRISTIN MARIE CT	Full	street		Olive Elementary	San Jose Middle	San Marin
KRISTY CT	Full	street		Lu Sutton Elementary	Sinaloa Middle	Novato High
LA COSTA CT	Full	street		Pleasant Valley Elementary	Sinaloa Middle	San Marin
LA MERIDA CT	Full	street		San Ramon Elementary	Sinaloa Middle	San Marin
LA NOCHE CT	Full	street		San Ramon Elementary	Sinaloa Middle	San Marin
LA PLACITA CT	Full	street		San Ramon Elementary	Sinaloa Middle	San Marin
LACONHEATH AVE	Full	street		Hamilton Elementary	San Jose Middle	Novato High
LAGUNA VISTA DR	Full	street		Olive Elementary	San Jose Middle	San Marin

Street Number

Street Name	Low	High	Odd / Even	Elementary School	Middle School	High School
LAKEVIEW CT	Full	street		Lynwood Elementary	San Jose Middle	Novato High
LAMBERT WAY	Full	street		San Ramon Elementary	Sinaloa Middle	San Marin
LAMONT AVE	Full	street		Olive Elementary	San Jose Middle	San Marin
LANDING CT	Full	street		Olive Elementary	San Jose Middle	San Marin
LANGLEY LN	Full	street		Hamilton Elementary	San Jose Middle	Novato High
Lanham Dr	Full	street		Hamilton Elementary	San Jose Middle	Novato High
Lantana Ct	Full	street		San Ramon Elementary	Sinaloa Middle	San Marin
LARCH DR	Full	street		Lynwood Elementary	San Jose Middle	Novato High
LARK CT	Full	street		Lynwood Elementary	San Jose Middle	Novato High
LARKSPUR LN	Full	street		Lynwood Elementary	San Jose Middle	Novato High
LAS LOMAS DR	Full	street		Hamilton Elementary	San Jose Middle	Novato High
LAS TARDES CT	Full	street		San Ramon Elementary	Sinaloa Middle	San Marin
LASSEN LN	Full	street		Lynwood Elementary	San Jose Middle	Novato High
LAUREL AVE	Full	street		Olive Elementary	San Jose Middle	San Marin
LAURELWOOD DR	Full	street		Loma Verde Elementary	San Jose Middle	Novato High
LAUREN AVE	Full	street		Lynwood Elementary	San Jose Middle	Novato High
LAURIE CT	Full	street		Lu Sutton Elementary	Sinaloa Middle	San Marin
LAURIE DR	Full	street		Lu Sutton Elementary	Sinaloa Middle	San Marin
LAVENHAM RD	Full	street		Hamilton Elementary	San Jose Middle	Novato High
LAWRENCE DR	Full	street		Olive Elementary	San Jose Middle	San Marin
LEA CT	Full	street		Olive Elementary	San Jose Middle	San Marin
LEA DR	Full	street		Olive Elementary	San Jose Middle	San Marin
LEAFWOOD DR	Full	street		Lynwood Elementary	San Jose Middle	Novato High
LEAFWOOD HTS	Full	street		Lynwood Elementary	San Jose Middle	Novato High
LEESE LN	Full	street		San Ramon Elementary	Sinaloa Middle	San Marin
LEIBERT LN	Full	street		Olive Elementary	San Jose Middle	San Marin
LELAND DR	Full	street		Lu Sutton Elementary	Sinaloa Middle	Novato High
LESLIE CT	Full	street		Lu Sutton Elementary	Sinaloa Middle	San Marin
LIBRA DR	Full	street		Pleasant Valley Elementary	Sinaloa Middle	San Marin
Lido Rd	Full	street		Hamilton Elementary	San Jose Middle	Novato High
LILAC PL	Full	street		Loma Verde Elementary	San Jose Middle	Novato High
LINDA CT	Full	street		Pleasant Valley Elementary	Sinaloa Middle	San Marin
LINDSAY CT	Full	street		Olive Elementary	San Jose Middle	San Marin
LITTLE CREEK LN	Full	street		San Ramon Elementary	Sinaloa Middle	San Marin
LIVE OAK CT	Full	street		Loma Verde Elementary	San Jose Middle	Novato High
Living Historic Hwy37	Full	street		Olive Elementary	San Jose Middle	San Marin
LIVINGSTON CT	Full	street		Hamilton Elementary	San Jose Middle	Novato High
LOBO VIS	Full	street		Lu Sutton Elementary	Sinaloa Middle	San Marin
LOCKTON LN	Full	street		Olive Elementary	San Jose Middle	San Marin
LOGAN ST	Full	street		Olive Elementary	San Jose Middle	San Marin
LOLETA LN	Full	street		Lynwood Elementary	San Jose Middle	Novato High
LOMBA VIS	Full	street		Lu Sutton Elementary	Sinaloa Middle	San Marin
LORRAINE CT	Full	street		Pleasant Valley Elementary	Sinaloa Middle	San Marin
LOS ALONDRAS CT	Full	street		Lu Sutton Elementary	Sinaloa Middle	San Marin
LOS CEDROS DR	Full	street		Pleasant Valley Elementary	Sinaloa Middle	San Marin
LOS DIAS CT	Full	street		San Ramon Elementary	Sinaloa Middle	San Marin
LOS PADRES CIR	Full	street		Lynwood Elementary	San Jose Middle	Novato High
LOS ROBLES RD	Full	street		Loma Verde Elementary	San Jose Middle	Novato High
LOTUS CT	Full	street		San Ramon Elementary	Sinaloa Middle	San Marin
LOUIS DR	Full	street		Olive Elementary	San Jose Middle	San Marin
LOUISE AVE	Full	street		Lu Sutton Elementary	Sinaloa Middle	San Marin
Louise Ct	Full	street		Lu Sutton Elementary	Sinaloa Middle	San Marin
LOVEJOY WAY	Full	street		Hamilton Elementary	San Jose Middle	Novato High
LUKE LN	Full	street		Hamilton Elementary	San Jose Middle	Novato High
LUPINE CIR	Full	street		Lynwood Elementary	San Jose Middle	Novato High
LYNWOOD DR	Full	street		Lynwood Elementary	San Jose Middle	Novato High
MACHIN AVE	Full	street		Olive Elementary	Sinaloa Middle	San Marin

Street Number

Street Name	Low	High	Odd / Even	Elementary School	Middle School	High School
MADELINE CT	Full	street		Lu Sutton Elementary	Sinaloa Middle	Novato High
MADISON CT	Full	street		Lynwood Elementary	San Jose Middle	Novato High
MADRID CT	Full	street		Loma Verde Elementary	San Jose Middle	Novato High
MADRONE ST	Full	street		Olive Elementary	San Jose Middle	San Marin
MAE CT	Full	street		Pleasant Valley Elementary	Sinaloa Middle	San Marin
MAESTRO RD	Full	street		Lu Sutton Elementary	Sinaloa Middle	San Marin
MAGELLAN CT	Full	street		Hamilton Elementary	San Jose Middle	Novato High
MAGNOLIA PL	Full	street		San Ramon Elementary	Sinaloa Middle	San Marin
Main Entrance Rd	Full	street		Hamilton Elementary	San Jose Middle	Novato High
MALOBAR DR	Full	street		Olive Elementary	San Jose Middle	San Marin
MANCHESTER CT	Full	street		Lynwood Elementary	San Jose Middle	Novato High
MANUEL DR	Full	street		Olive Elementary	San Jose Middle	San Marin
MANZANITA AVE	Full	street		Olive Elementary	San Jose Middle	San Marin
MANZANO CT	Full	street		San Ramon Elementary	Sinaloa Middle	San Marin
MAPLE CT	Full	street		Lynwood Elementary	San Jose Middle	Novato High
MARBLEHEAD LN	Full	street		Hamilton Elementary	San Jose Middle	Novato High
MARCH FIELD CT	Full	street		Hamilton Elementary	San Jose Middle	Novato High
MARCY CT	Full	street		Lu Sutton Elementary	Sinaloa Middle	Novato High
MARGARET CT	Full	street		Lynwood Elementary	San Jose Middle	Novato High
MARGARITA TER	Full	street		Lynwood Elementary	San Jose Middle	Novato High
MARGORY CT	Full	street		Lu Sutton Elementary	Sinaloa Middle	San Marin
MARIA CT	Full	street		San Ramon Elementary	Sinaloa Middle	San Marin
MARIA LORETTO CT	Full	street		Loma Verde Elementary	San Jose Middle	Novato High
MARIN OAKS DR	Full	street		Loma Verde Elementary	San Jose Middle	Novato High
MARIN VALLEY DR	Full	street		Hamilton Elementary	San Jose Middle	Novato High
MARIN VIEW DR	Full	street		Hamilton Elementary	San Jose Middle	Novato High
MARINER WAY	Full	street		Lynwood Elementary	San Jose Middle	Novato High
MARION AVE	Full	street		San Ramon Elementary	Sinaloa Middle	San Marin
MARION CT	Full	street		San Ramon Elementary	Sinaloa Middle	San Marin
MARIPOSA LN	Full	street		Lynwood Elementary	San Jose Middle	Novato High
MARTIN DR	Full	street		Hamilton Elementary	San Jose Middle	Novato High
MARTINEZ CT	Full	street		San Ramon Elementary	Sinaloa Middle	San Marin
MARY JANE LN	Full	street		Lu Sutton Elementary	Sinaloa Middle	San Marin
MATHER CT	Full	street		Hamilton Elementary	San Jose Middle	Novato High
Mauch Ln	Full	street		Lu Sutton Elementary	Sinaloa Middle	San Marin
MAYBECK ST	Full	street		Hamilton Elementary	San Jose Middle	Novato High
MCCLAY RD	501	885	O	Lu Sutton Elementary	Sinaloa Middle	San Marin
MCCLAY RD	500	898	E	Lu Sutton Elementary	Sinaloa Middle	Novato High
McClay River Pk	Full	street		Lu Sutton Elementary	Sinaloa Middle	San Marin
MCCLELLAND DR	Full	street		Olive Elementary	San Jose Middle	San Marin
MCINTOSH CT	Full	street		Loma Verde Elementary	San Jose Middle	Novato High
MCKEON CT	Full	street		Lu Sutton Elementary	Sinaloa Middle	San Marin
MEADOW LN	Full	street		Pleasant Valley Elementary	Sinaloa Middle	San Marin
MEADOW VIEW DR	Full	street		Hamilton Elementary	San Jose Middle	Novato High
MEADOWBROOK CT	Full	street		Lu Sutton Elementary	Sinaloa Middle	San Marin
MEADOWLARK CT	Full	street		Pleasant Valley Elementary	Sinaloa Middle	San Marin
MEISNER CT	Full	street		Pleasant Valley Elementary	Sinaloa Middle	San Marin
MEISNER DR	Full	street		Pleasant Valley Elementary	Sinaloa Middle	San Marin
MENDOCINO LN	Full	street		Pleasant Valley Elementary	Sinaloa Middle	San Marin
MERRITT DR	Full	street		Loma Verde Elementary	San Jose Middle	Novato High
MEYERS CT	Full	street		Lu Sutton Elementary	Sinaloa Middle	Novato High
MICHELE CIR	Full	street		Pleasant Valley Elementary	Sinaloa Middle	San Marin
MIDWAY BLVD	Full	street		Lynwood Elementary	San Jose Middle	Novato High
MIDWAY CT	Full	street		Lynwood Elementary	San Jose Middle	Novato High
MILDENHALL ST	Full	street		Hamilton Elementary	San Jose Middle	Novato High
MILL RD	2001	2099		Lu Sutton Elementary	Sinaloa Middle	San Marin
MILL RD	2100	2199		Pleasant Valley Elementary	Sinaloa Middle	San Marin

Street Number

Street Name	Low	High	Odd / Even	Elementary School	Middle School	High School
MING CT	Full	street		Olive Elementary	San Jose Middle	San Marin
MIRABELLA AVE	Full	street		Lu Sutton Elementary	Sinaloa Middle	San Marin
MIRANDA CT	Full	street		Lu Sutton Elementary	Sinaloa Middle	Novato High
MISTLETOE LN	Full	street		Olive Elementary	San Jose Middle	San Marin
Misty Rd	Full	street		Olive Elementary	San Jose Middle	San Marin
MITCH CT	Full	street		Olive Elementary	Sinaloa Middle	San Marin
MIWOK DR	Full	street		Lu Sutton Elementary	Sinaloa Middle	Novato High
MOCKINGBIRD CT	Full	street		Pleasant Valley Elementary	Sinaloa Middle	San Marin
MODOC PL	Full	street		Lynwood Elementary	San Jose Middle	Novato High
MOFFETT CT	Full	street		Loma Verde Elementary	San Jose Middle	Novato High
MONROE CT	Full	street		Lynwood Elementary	San Jose Middle	Novato High
MONTE MARIA AVE	Full	street		Lynwood Elementary	San Jose Middle	Novato High
MONTE VIS	Full	street		Lu Sutton Elementary	Sinaloa Middle	San Marin
Montego Keys Bl	Full	street		Hamilton Elementary	San Jose Middle	Novato High
MONTEGO KY	Full	street		Hamilton Elementary	San Jose Middle	Novato High
MONTEREY CT	Full	street		Lu Sutton Elementary	Sinaloa Middle	San Marin
MONTURA WAY	Full	street		Loma Verde Elementary	San Jose Middle	Novato High
MOORE RD	Full	street		Hamilton Elementary	San Jose Middle	Novato High
MORGAN DR	Full	street		Loma Verde Elementary	San Jose Middle	Novato High
MORNING STAR CT	Full	street		Olive Elementary	San Jose Middle	San Marin
MOSSWOOD CT	Full	street		Pleasant Valley Elementary	Sinaloa Middle	San Marin
MUROC LAKE DR	Full	street		Hamilton Elementary	San Jose Middle	Novato High
MURPHY LN	Full	street		Olive Elementary	San Jose Middle	San Marin
MYRTLE PL	Full	street		San Ramon Elementary	Sinaloa Middle	San Marin
MYSTIC LN	Full	street		Hamilton Elementary	San Jose Middle	Novato High
N HAMILTON PKWY	Full	street		Hamilton Elementary	San Jose Middle	Novato High
N OAKWOOD DR	Full	street		Hamilton Elementary	San Jose Middle	Novato High
NANCY DR	Full	street		Lu Sutton Elementary	Sinaloa Middle	San Marin
NANDINA CT	Full	street		San Ramon Elementary	Sinaloa Middle	San Marin
NASSAU CT	Full	street		Loma Verde Elementary	San Jose Middle	Novato High
NAVE CT	Full	street		Lynwood Elementary	San Jose Middle	Novato High
NAVE DR	Full	street		Hamilton Elementary	San Jose Middle	Novato High
NEWPORT LANDING DR	Full	street		Hamilton Elementary	San Jose Middle	Novato High
NINA DR	Full	street		Pleasant Valley Elementary	Sinaloa Middle	San Marin
NOGALES CT	Full	street		Lu Sutton Elementary	Sinaloa Middle	Novato High
NORMA CT	Full	street		Lu Sutton Elementary	Sinaloa Middle	San Marin
NORMAN DR	Full	street		Loma Verde Elementary	San Jose Middle	Novato High
North Cir	Full	street		Hamilton Elementary	San Jose Middle	Novato High
NORTON AVE	Full	street		Olive Elementary	San Jose Middle	San Marin
NOVA LN	Full	street		San Ramon Elementary	Sinaloa Middle	San Marin
NOVATO BLVD	1400	1592	E	Lynwood Elementary	San Jose Middle	Novato High
NOVATO BLVD	1600	1770	E	Lu Sutton Elementary	Sinaloa Middle	San Marin
NOVATO BLVD	1601	1841	O	Lu Sutton Elementary	Sinaloa Middle	Novato High
NOVATO BLVD	1800	1950	E	Lu Sutton Elementary	Sinaloa Middle	Novato High
NOVATO BLVD	1901	2099	O	Lu Sutton Elementary	Sinaloa Middle	San Marin
NOVATO BLVD	1990	2100	E	Lu Sutton Elementary	Sinaloa Middle	San Marin
NOVATO BLVD	2140	2194	E	San Ramon Elementary	Sinaloa Middle	San Marin
NOVATO BLVD	2171	2375	O	Pleasant Valley Elementary	Sinaloa Middle	San Marin
NOVATO BLVD	2400	3600		San Ramon Elementary	Sinaloa Middle	San Marin
Nugent Ln	Full	street		Olive Elementary	Sinaloa Middle	San Marin
Nunes Ct	Full	street		San Ramon Elementary	Sinaloa Middle	San Marin
NUNES DR	Full	street		San Ramon Elementary	Sinaloa Middle	San Marin
OAK AVE	Full	street		Olive Elementary	San Jose Middle	San Marin
OAK CREST CT	Full	street		Lynwood Elementary	San Jose Middle	Novato High
OAK FOREST RD	Full	street		Loma Verde Elementary	San Jose Middle	Novato High
OAK GROVE DR	Full	street		Loma Verde Elementary	San Jose Middle	Novato High
OAK KNOLL RD	Full	street		Pleasant Valley Elementary	Sinaloa Middle	San Marin

Street Number

Street Name	Low	High	Odd / Even	Elementary School	Middle School	High School
OAK PARK DR	Full	street		Olive Elementary	San Jose Middle	San Marin
OAK RIDGE TER	Full	street		Olive Elementary	San Jose Middle	San Marin
OAK SHADE LN	Full	street		Olive Elementary	San Jose Middle	San Marin
OAK VALLEY DR	Full	street		Pleasant Valley Elementary	Sinaloa Middle	San Marin
OAK VIEW CT	Full	street		Lynwood Elementary	San Jose Middle	Novato High
OBERTZ LN	Full	street		Loma Verde Elementary	San Jose Middle	Novato High
OLD RANCH RD	Full	street		Lu Sutton Elementary	Sinaloa Middle	Novato High
OLEANDER ST	Full	street		Olive Elementary	San Jose Middle	San Marin
OLIVA CT	Full	street		San Ramon Elementary	Sinaloa Middle	San Marin
OLIVA DR	Full	street		San Ramon Elementary	Sinaloa Middle	San Marin
OLIVE AVE	100	709		Olive Elementary	San Jose Middle	San Marin
OLIVE AVE	711	1321		Olive Elementary	Sinaloa Middle	San Marin
OLIVE CT	Full	street		Olive Elementary	San Jose Middle	San Marin
Olympia Dr	Full	street		Loma Verde Elementary	San Jose Middle	Novato High
OLYMPIA WAY	Full	street		Loma Verde Elementary	San Jose Middle	Novato High
ORANGE AVE	Full	street		Olive Elementary	San Jose Middle	San Marin
ORCHARD WAY	Full	street		Lu Sutton Elementary	Sinaloa Middle	Novato High
ORIOLE CIR	Full	street		Loma Verde Elementary	San Jose Middle	Novato High
ORMOND CT	Full	street		Lu Sutton Elementary	Sinaloa Middle	Novato High
ORO CT	Full	street		Pleasant Valley Elementary	Sinaloa Middle	San Marin
Owen Ct	Full	street		Loma Verde Elementary	San Jose Middle	Novato High
OWEN DRIVE	Full	street		Loma Verde Elementary	San Jose Middle	Novato High
OWL RIDGE CT	Full	street		Olive Elementary	San Jose Middle	San Marin
PACHECO AVE	Full	street		Lu Sutton Elementary	Sinaloa Middle	Novato High
PACHECO CREEK DR	Full	street		Loma Verde Elementary	San Jose Middle	Novato High
PACIFIC DR	Full	street		Loma Verde Elementary	San Jose Middle	Novato High
PALADINI DR	Full	street		Lu Sutton Elementary	Sinaloa Middle	San Marin
PALM DR	Full	street		Hamilton Elementary	San Jose Middle	Novato High
Palm Ln	Full	street		Olive Elementary	San Jose Middle	San Marin
PALMER DR	Full	street		Loma Verde Elementary	San Jose Middle	Novato High
PALMO CT	Full	street		San Ramon Elementary	Sinaloa Middle	San Marin
PALMO WAY	Full	street		San Ramon Elementary	Sinaloa Middle	San Marin
PALOMINO CIR	Full	street		Pleasant Valley Elementary	Sinaloa Middle	San Marin
PALOMINO RD	Full	street		Pleasant Valley Elementary	Sinaloa Middle	San Marin
PAMARON WAY	Full	street		Hamilton Elementary	San Jose Middle	Novato High
PANORAMA DR	Full	street		Hamilton Elementary	San Jose Middle	Novato High
PAPER MILL CREEK CT	Full	street		Loma Verde Elementary	San Jose Middle	Novato High
PAR LN	Full	street		Loma Verde Elementary	San Jose Middle	Novato High
PARADISE CT	Full	street		San Ramon Elementary	Sinaloa Middle	San Marin
PARK AVE	Full	street		Lu Sutton Elementary	Sinaloa Middle	San Marin
PARK CREST CT	Full	street		Lynwood Elementary	San Jose Middle	Novato High
PARK CT	Full	street		Lu Sutton Elementary	Sinaloa Middle	San Marin
PARKWOOD DR	Full	street		Lynwood Elementary	San Jose Middle	Novato High
PARTRIDGE CT	Full	street		San Ramon Elementary	Sinaloa Middle	San Marin
PARTRIDGE DR	Full	street		San Ramon Elementary	Sinaloa Middle	San Marin
PASTEL CT	Full	street		Lynwood Elementary	San Jose Middle	Novato High
PASTEL LN	Full	street		Lynwood Elementary	San Jose Middle	Novato High
Patterson Ln	Full	street		Hamilton Elementary	San Jose Middle	Novato High
PAXTON VILLA CT	Full	street		Lu Sutton Elementary	Sinaloa Middle	Novato High
PEACH ST	Full	street		Olive Elementary	San Jose Middle	San Marin
PEARL CT	Full	street	O	Lu Sutton Elementary	Sinaloa Middle	Novato High
PEBBLE BEACH DR	Full	street		Loma Verde Elementary	San Jose Middle	Novato High
PELICAN LN	Full	street		Loma Verde Elementary	San Jose Middle	Novato High
PENNY LN	Full	street		Lu Sutton Elementary	Sinaloa Middle	Novato High
PENSACOLA CT	Full	street		Loma Verde Elementary	San Jose Middle	Novato High
PEPPER CREEK WAY	Full	street		San Ramon Elementary	Sinaloa Middle	San Marin
Perimeter Rd	Full	street		Hamilton Elementary	San Jose Middle	Novato High

Street Number

Street Name	Low	High	Odd / Even	Elementary School	Middle School	High School
Peter Ct	Full	street		Lynwood Elementary	San Jose Middle	Novato High
Phillips Ter	Full	street		Olive Elementary	San Jose Middle	San Marin
PICO VIS	Full	street		Lu Sutton Elementary	Sinaloa Middle	San Marin
PIERCE DR	Full	street		Lynwood Elementary	San Jose Middle	Novato High
PILLSBURY LN	Full	street		Lu Sutton Elementary	Sinaloa Middle	San Marin
Pimental Ct	Full	street		Hamilton Elementary	San Jose Middle	Novato High
PINE AVE	Full	street		Lu Sutton Elementary	Sinaloa Middle	Novato High
Pine St	Full	street		Lu Sutton Elementary	Sinaloa Middle	Novato High
PINE VIEW LN	Full	street		Olive Elementary	Sinaloa Middle	San Marin
PINEWOOD LN	Full	street		Lynwood Elementary	San Jose Middle	Novato High
PINHEIRO CIR	Full	street		Olive Elementary	Sinaloa Middle	San Marin
PINON PL	Full	street		San Ramon Elementary	Sinaloa Middle	San Marin
PINTO LN	Full	street		Pleasant Valley Elementary	Sinaloa Middle	San Marin
PIONEER CT	Full	street		San Ramon Elementary	Sinaloa Middle	San Marin
PIPER CT	Full	street		Lu Sutton Elementary	Sinaloa Middle	Novato High
Piping Rock Rd	Full	street		Loma Verde Elementary	San Jose Middle	Novato High
PIVATO CT	Full	street		Olive Elementary	San Jose Middle	San Marin
PIZARRO AVE	Full	street		Hamilton Elementary	San Jose Middle	Novato High
PLATA CT	Full	street		Pleasant Valley Elementary	Sinaloa Middle	San Marin
PLAZA AMAPOLA	Full	street		Lu Sutton Elementary	Sinaloa Middle	Novato High
PLAZA DEMIRA	Full	street		Lu Sutton Elementary	Sinaloa Middle	Novato High
PLAZA HERMOSA	Full	street		Lu Sutton Elementary	Sinaloa Middle	Novato High
PLAZA LINDA	Full	street		Lu Sutton Elementary	Sinaloa Middle	Novato High
PLAZA LOMA	Full	street		Lu Sutton Elementary	Sinaloa Middle	Novato High
PLEASANT VIEW RD	Full	street		Lu Sutton Elementary	Sinaloa Middle	San Marin
PLUM ST	Full	street		Olive Elementary	San Jose Middle	San Marin
PLUMAS CIR	Full	street		Lynwood Elementary	San Jose Middle	Novato High
POPLAR DR	Full	street		San Ramon Elementary	Sinaloa Middle	San Marin
Poppy Ln	Full	street		Loma Verde Elementary	San Jose Middle	Novato High
POPPY PL	Full	street		Loma Verde Elementary	San Jose Middle	Novato High
PORTSMOUTH DR	Full	street		Hamilton Elementary	San Jose Middle	Novato High
POSADA DEL SOL	Full	street		Loma Verde Elementary	San Jose Middle	Novato High
PRAIRIE FALCON DR	Full	street		Loma Verde Elementary	San Jose Middle	Novato High
PRESIDIO DR	Full	street		Hamilton Elementary	San Jose Middle	Novato High
PRESTWICK CT	Full	street		Loma Verde Elementary	San Jose Middle	Novato High
PROFESSIONAL CENTER DR	Full	street		Lu Sutton Elementary	Sinaloa Middle	Novato High
Prospect Pl	Full	street		Olive Elementary	San Jose Middle	San Marin
PUFFIN CT	Full	street		Loma Verde Elementary	San Jose Middle	Novato High
QUAIL CT	Full	street		Loma Verde Elementary	San Jose Middle	Novato High
QUERCUS CT	Full	street		Olive Elementary	San Jose Middle	San Marin
QUEVA VIS	Full	street		Lu Sutton Elementary	Sinaloa Middle	San Marin
QUINCE CT	Full	street		Lynwood Elementary	San Jose Middle	Novato High
RACCOON DR	Full	street		Loma Verde Elementary	San Jose Middle	Novato High
RACQUET CT	Full	street		Pleasant Valley Elementary	Sinaloa Middle	San Marin
Radio Rd	Full	street		Hamilton Elementary	San Jose Middle	Novato High
RAE LN	Full	street		Pleasant Valley Elementary	Sinaloa Middle	San Marin
RAILROAD AVE	Full	street		Olive Elementary	San Jose Middle	San Marin
RAMONA CT	Full	street		San Ramon Elementary	Sinaloa Middle	San Marin
RAMONA WAY	Full	street		San Ramon Elementary	Sinaloa Middle	San Marin
RANCH CT	Full	street		Olive Elementary	Sinaloa Middle	San Marin
RANCH DR	Full	street		Olive Elementary	Sinaloa Middle	San Marin
Ranch Rd	Full	street		Lu Sutton Elementary	Sinaloa Middle	San Marin
RANDOLPH DR	Full	street		Hamilton Elementary	San Jose Middle	Novato High
RANSOME DR	Full	street		Loma Verde Elementary	San Jose Middle	Novato High
RAPOSA VIS	Full	street		Lu Sutton Elementary	Sinaloa Middle	San Marin
RAVINE WAY	Full	street		Pleasant Valley Elementary	Sinaloa Middle	San Marin
REBECCA WAY	Full	street		Olive Elementary	San Jose Middle	San Marin

Street Number

Street Name	Low	High	Odd / Even	Elementary School	Middle School	High School
REBELO LN	Full	street		Pleasant Valley Elementary	Sinaloa Middle	San Marin
Red Oak	Full	street		Loma Verde Elementary	San Jose Middle	Novato High
RED OAK CT	Full	street		Loma Verde Elementary	San Jose Middle	Novato High
REDBUD CT	Full	street		San Ramon Elementary	Sinaloa Middle	San Marin
REDHAWK RD	Full	street		Loma Verde Elementary	San Jose Middle	Novato High
REDWOOD BLVD	1000	5000		Lynwood Elementary	San Jose Middle	Novato High
REDWOOD BLVD	6901	7123	O	Lynwood Elementary	San Jose Middle	Novato High
REDWOOD BLVD	6000	7200	E	Olive Elementary	San Jose Middle	San Marin
REDWOOD BLVD	7201	7370		Lu Sutton Elementary	Sinaloa Middle	San Marin
REDWOOD BLVD	7375	7599	O	Olive Elementary	Sinaloa Middle	San Marin
REDWOOD BLVD	7380	7600	E	Olive Elementary	San Jose Middle	San Marin
REDWOOD BLVD	7601	9000		San Ramon Elementary	Sinaloa Middle	San Marin
REDWOOD HWY	Full	street		San Ramon Elementary	Sinaloa Middle	San Marin
REGALIA DR	Full	street		San Ramon Elementary	Sinaloa Middle	San Marin
REGENT CT	Full	street		Lu Sutton Elementary	Sinaloa Middle	Novato High
REICHERT AVE	Full	street		Olive Elementary	San Jose Middle	San Marin
REICHERT CT	Full	street		Olive Elementary	San Jose Middle	San Marin
RENA CT	Full	street		Lu Sutton Elementary	Sinaloa Middle	San Marin
RENAISSANCE RD	Full	street		Olive Elementary	San Jose Middle	San Marin
RENATA CT	Full	street		Lynwood Elementary	San Jose Middle	Novato High
Reservoir Rd	Full	street		Hamilton Elementary	San Jose Middle	Novato High
RICA VIS	0	80	E	Lu Sutton Elementary	Sinaloa Middle	San Marin
RICA VIS	1	101	O	Pleasant Valley Elementary	Sinaloa Middle	San Marin
RICHARDSON RD	Full	street		Hamilton Elementary	San Jose Middle	Novato High
RICHARDSONS WAY	Full	street		Olive Elementary	San Jose Middle	Novato High
RICHIE LN	Full	street		Lu Sutton Elementary	Sinaloa Middle	San Marin
RIDGE RD	Full	street		Lu Sutton Elementary	Sinaloa Middle	Novato High
RIDGEVIEW CT	Full	street		Lynwood Elementary	San Jose Middle	Novato High
RIDGEVIEW HTS	Full	street		Lynwood Elementary	San Jose Middle	Novato High
RIPLEY LN	Full	street		Hamilton Elementary	San Jose Middle	Novato High
RISING RD	Full	street		San Ramon Elementary	Sinaloa Middle	San Marin
RITA CT	Full	street		Olive Elementary	San Jose Middle	San Marin
RIVER VISTA CT	Full	street		Olive Elementary	San Jose Middle	San Marin
ROBINHOOD DR	Full	street		Olive Elementary	San Jose Middle	San Marin
ROCA CT	Full	street		Pleasant Valley Elementary	Sinaloa Middle	San Marin
Roca Dr	Full	street		Pleasant Valley Elementary	Sinaloa Middle	San Marin
ROCKPORT WAY	Full	street		Lynwood Elementary	San Jose Middle	Novato High
ROCKROSE WAY	Full	street		San Ramon Elementary	Sinaloa Middle	San Marin
ROMAR CT	Full	street		Olive Elementary	Sinaloa Middle	San Marin
ROMERO CT	Full	street		San Ramon Elementary	Sinaloa Middle	San Marin
RONDEE LN	Full	street		San Ramon Elementary	Sinaloa Middle	San Marin
ROSALIA CT	Full	street		Olive Elementary	San Jose Middle	San Marin
ROSALIA DR	Full	street		Olive Elementary	San Jose Middle	San Marin
ROSE CT	Full	street		Olive Elementary	San Jose Middle	San Marin
Rose St	Full	street		Olive Elementary	San Jose Middle	San Marin
Rosebud Ct	Full	street		San Ramon Elementary	Sinaloa Middle	San Marin
ROSEMARY CT	Full	street		San Ramon Elementary	Sinaloa Middle	San Marin
ROSEWOOD DR	Full	street		Lynwood Elementary	San Jose Middle	Novato High
ROWE RANCH CT	Full	street		Lynwood Elementary	San Jose Middle	Novato High
ROWE RANCH DR	Full	street		Lynwood Elementary	San Jose Middle	Novato High
ROWE RANCH WAY	Full	street		Lynwood Elementary	San Jose Middle	Novato High
ROWLAND BLVD	Full	street	E	Lynwood Elementary	San Jose Middle	Novato High
ROWLAND CT	Full	street		Lynwood Elementary	San Jose Middle	Novato High
ROY CT	Full	street		Pleasant Valley Elementary	Sinaloa Middle	San Marin
ROYAL OAK TER	Full	street		Lynwood Elementary	San Jose Middle	Novato High
RUBEN CT	Full	street		Pleasant Valley Elementary	Sinaloa Middle	San Marin
RUDNICK AVE	Full	street		Olive Elementary	San Jose Middle	San Marin

Street Number

Street Name	Low	High	Odd / Even	Elementary School	Middle School	High School
RUHLMAN LN	Full	street		San Ramon Elementary	Sinaloa Middle	San Marin
RUSH CREEK PL	Full	street		Olive Elementary	San Jose Middle	San Marin
RUSH LANDING RD	Full	street		Olive Elementary	San Jose Middle	San Marin
RUTH CT	Full	street		San Ramon Elementary	Sinaloa Middle	San Marin
S NOVATO BLVD	600	1586	E	Lynwood Elementary	San Jose Middle	Novato High
S NOVATO BLVD	1511	1599	O	Lu Sutton Elementary	San Jose Middle	Novato High
S OAKWOOD DR	Full	street		Hamilton Elementary	San Jose Middle	Novato High
SADDLE LN	Full	street		Pleasant Valley Elementary	Sinaloa Middle	San Marin
SADDLE WOOD DR	Full	street		Olive Elementary	San Jose Middle	San Marin
SADDLEBROOK CT	Full	street		Lu Sutton Elementary	Sinaloa Middle	San Marin
SAGE CT	Full	street		San Ramon Elementary	Sinaloa Middle	San Marin
SAGE GROUSE RD	Full	street		Loma Verde Elementary	San Jose Middle	Novato High
SAINT ANDREWS DR	Full	street		Loma Verde Elementary	San Jose Middle	Novato High
SAINT FRANCIS AVE	Full	street		Pleasant Valley Elementary	Sinaloa Middle	San Marin
SAINT JOHN CT	Full	street		Pleasant Valley Elementary	Sinaloa Middle	San Marin
SAINT PAUL CIR	Full	street		Lu Sutton Elementary	Sinaloa Middle	Novato High
SALVATORE DR	Full	street		Loma Verde Elementary	San Jose Middle	Novato High
SAMOA LN	Full	street		Lynwood Elementary	San Jose Middle	Novato High
SAMROSE DR	Full	street		Olive Elementary	San Jose Middle	San Marin
SAN ALESO CT	Full	street		San Ramon Elementary	Sinaloa Middle	San Marin
San Aleso Wy	Full	street		San Ramon Elementary	Sinaloa Middle	San Marin
SAN ANDREAS DR	Full	street		San Ramon Elementary	Sinaloa Middle	San Marin
SAN ARDO CT	Full	street		San Ramon Elementary	Sinaloa Middle	San Marin
SAN BENITO WAY	Full	street		San Ramon Elementary	Sinaloa Middle	San Marin
SAN BLAS CT	Full	street		San Ramon Elementary	Sinaloa Middle	San Marin
SAN CARLOS WAY	Full	street		San Ramon Elementary	Sinaloa Middle	San Marin
SAN DOMINGO WAY	Full	street		San Ramon Elementary	Sinaloa Middle	San Marin
SAN FELIPE WAY	Full	street		San Ramon Elementary	Sinaloa Middle	San Marin
SAN GREGORIO CT	Full	street		Pleasant Valley Elementary	Sinaloa Middle	San Marin
SAN JOAQUIN CT	Full	street		Pleasant Valley Elementary	Sinaloa Middle	San Marin
SAN JOAQUIN PL	Full	street		Pleasant Valley Elementary	Sinaloa Middle	San Marin
SAN JOSE BLVD	Full	street		Loma Verde Elementary	San Jose Middle	Novato High
SAN JOSE DR	Full	street		Hamilton Elementary	San Jose Middle	Novato High
SAN JUAN CT	Full	street		San Ramon Elementary	Sinaloa Middle	San Marin
SAN LUIS CT	Full	street		San Ramon Elementary	Sinaloa Middle	San Marin
SAN LUIS WAY	Full	street		San Ramon Elementary	Sinaloa Middle	San Marin
SAN MARCOS CT	Full	street		San Ramon Elementary	Sinaloa Middle	San Marin
SAN MARIN DR	Full	street		San Ramon Elementary	Sinaloa Middle	San Marin
SAN MARIN DRIVE	Full	street	O	San Ramon Elementary	Sinaloa Middle	San Marin
SAN MATEO WAY	Full	street		San Ramon Elementary	Sinaloa Middle	San Marin
SAN MIGUEL CT	Full	street		San Ramon Elementary	Sinaloa Middle	San Marin
SAN MIGUEL WAY	Full	street		San Ramon Elementary	Sinaloa Middle	San Marin
SAN PABLO CT	Full	street		Hamilton Elementary	San Jose Middle	Novato High
SAN RAMON WAY	Full	street		San Ramon Elementary	Sinaloa Middle	San Marin
SANCHEZ WAY	Full	street		Pleasant Valley Elementary	Sinaloa Middle	San Marin
SANDPIPER CT	Full	street		Loma Verde Elementary	San Jose Middle	Novato High
SANDY CREEK WAY	Full	street		San Ramon Elementary	Sinaloa Middle	San Marin
SANTA GABRIELLA CT	Full	street		San Ramon Elementary	Sinaloa Middle	San Marin
SANTA MARIA CT	Full	street		Pleasant Valley Elementary	Sinaloa Middle	San Marin
SANTA MARIA DR	Full	street		Pleasant Valley Elementary	Sinaloa Middle	San Marin
SANTA VICTORIA CT	Full	street		San Ramon Elementary	Sinaloa Middle	San Marin
SANTA YNEZ CIR	Full	street		Pleasant Valley Elementary	Sinaloa Middle	San Marin
SANTA YORMA CT	Full	street		San Ramon Elementary	Sinaloa Middle	San Marin
SANTANA RD	Full	street		Olive Elementary	San Jose Middle	San Marin
SANTIAGO CT	Full	street		Lu Sutton Elementary	Sinaloa Middle	Novato High
SANTOLINA DR	Full	street		San Ramon Elementary	Sinaloa Middle	San Marin
Savanna Cir	Full	street		Lynwood Elementary	San Jose Middle	Novato High

Street Number

Street Name	Low	High	Odd / Even	Elementary School	Middle School	High School
SAVANNA CT	Full	street		Lynwood Elementary	San Jose Middle	Novato High
SCENIC DR	Full	street		Hamilton Elementary	San Jose Middle	Novato High
SCHOOL RD	Full	street		Olive Elementary	San Jose Middle	San Marin
SCHOOL TER	Full	street		Olive Elementary	San Jose Middle	San Marin
Sciacca Ln	Full	street		Olive Elementary	San Jose Middle	San Marin
SCOTIA LN	Full	street		Lynwood Elementary	San Jose Middle	Novato High
SCOTT CIR	Full	street		Hamilton Elementary	San Jose Middle	Novato High
SCOTT CT	Full	street		Olive Elementary	Sinaloa Middle	San Marin
SCOTTSDALE WAY	Full	street		Lynwood Elementary	San Jose Middle	Novato High
Scown Ln	Full	street		Olive Elementary	Sinaloa Middle	San Marin
SEAGULL ROW	Full	street		Lynwood Elementary	San Jose Middle	Novato High
Seascape Dr	Full	street		Lynwood Elementary	San Jose Middle	Novato High
Selfridge Wy	Full	street		Hamilton Elementary	San Jose Middle	Novato High
Sequoia Dr	Full	street		Hamilton Elementary	San Jose Middle	Novato High
SEQUOIA GLEN LN	Full	street		Lynwood Elementary	San Jose Middle	Novato High
SERENO WAY	Full	street		San Ramon Elementary	Sinaloa Middle	San Marin
SERRA CT	Full	street		Hamilton Elementary	San Jose Middle	Novato High
SEVILLE WAY	Full	street		Hamilton Elementary	San Jose Middle	Novato High
SHADY LN	Full	street		San Ramon Elementary	Sinaloa Middle	San Marin
SHAFFER DR	Full	street		Loma Verde Elementary	San Jose Middle	Novato High
SHANKLIN CT	Full	street		San Ramon Elementary	Sinaloa Middle	San Marin
SHANNON CT	Full	street		Loma Verde Elementary	San Jose Middle	Novato High
SHARI CT	Full	street		Lynwood Elementary	San Jose Middle	Novato High
SHARILYN LN	Full	street		Pleasant Valley Elementary	Sinaloa Middle	San Marin
SHASTA LN	Full	street		Lu Sutton Elementary	Sinaloa Middle	Novato High
SHEILA CT	Full	street		Pleasant Valley Elementary	Sinaloa Middle	San Marin
SHEP CT	Full	street		San Ramon Elementary	Sinaloa Middle	San Marin
SHERMAN AVE	Full	street		Olive Elementary	Sinaloa Middle	San Marin
SHERWOOD PL	Full	street		Olive Elementary	San Jose Middle	San Marin
SHEVELIN RD	Full	street		Lynwood Elementary	San Jose Middle	Novato High
SHIELDS LN	Full	street		Lu Sutton Elementary	Sinaloa Middle	San Marin
Shirley Dr	Full	street		Loma Verde Elementary	San Jose Middle	Novato High
SHON CT	Full	street		Lynwood Elementary	San Jose Middle	Novato High
SHON DR	Full	street		Lynwood Elementary	San Jose Middle	Novato High
SIERRA VIS	Full	street		Lu Sutton Elementary	Sinaloa Middle	San Marin
Silva Ct	Full	street		Lu Sutton Elementary	Sinaloa Middle	San Marin
SILVER MAPLE PL	Full	street		Loma Verde Elementary	San Jose Middle	Novato High
SILVERBERRY CT	Full	street		Loma Verde Elementary	San Jose Middle	Novato High
Silveria Ranch	Full	street		San Ramon Elementary	Sinaloa Middle	San Marin
SILVIO LN	Full	street		Lynwood Elementary	San Jose Middle	Novato High
SIMMONS CT	Full	street		Lu Sutton Elementary	Sinaloa Middle	San Marin
SIMMONS LN	900	998	E	San Ramon Elementary	Sinaloa Middle	San Marin
SIMMONS LN	901	1021	O	Lu Sutton Elementary	Sinaloa Middle	San Marin
SIMMONS LN	1000	1399		San Ramon Elementary	Sinaloa Middle	San Marin
SINALOA CT	Full	street		Lu Sutton Elementary	Sinaloa Middle	San Marin
Skeet Range Rd	Full	street		Hamilton Elementary	San Jose Middle	Novato High
Slade Park	Full	street		Olive Elementary	San Jose Middle	San Marin
SLODOWN CT	Full	street		Lu Sutton Elementary	Sinaloa Middle	Novato High
SOMERSET DR	Full	street		San Ramon Elementary	Sinaloa Middle	San Marin
SOMERSET PL	Full	street		San Ramon Elementary	Sinaloa Middle	San Marin
SONORA CT	Full	street		San Ramon Elementary	Sinaloa Middle	San Marin
Sophia	Full	street		San Ramon Elementary	Sinaloa Middle	San Marin
SOPHIA CT	Full	street		San Ramon Elementary	Sinaloa Middle	San Marin
SOTELO WAY	Full	street		San Ramon Elementary	Sinaloa Middle	San Marin
SOUTH CIR	Full	street		Hamilton Elementary	San Jose Middle	Novato High
SPINOSA WAY	Full	street		San Ramon Elementary	Sinaloa Middle	San Marin
SPRUCE PL	Full	street		San Ramon Elementary	Sinaloa Middle	San Marin

Street Number

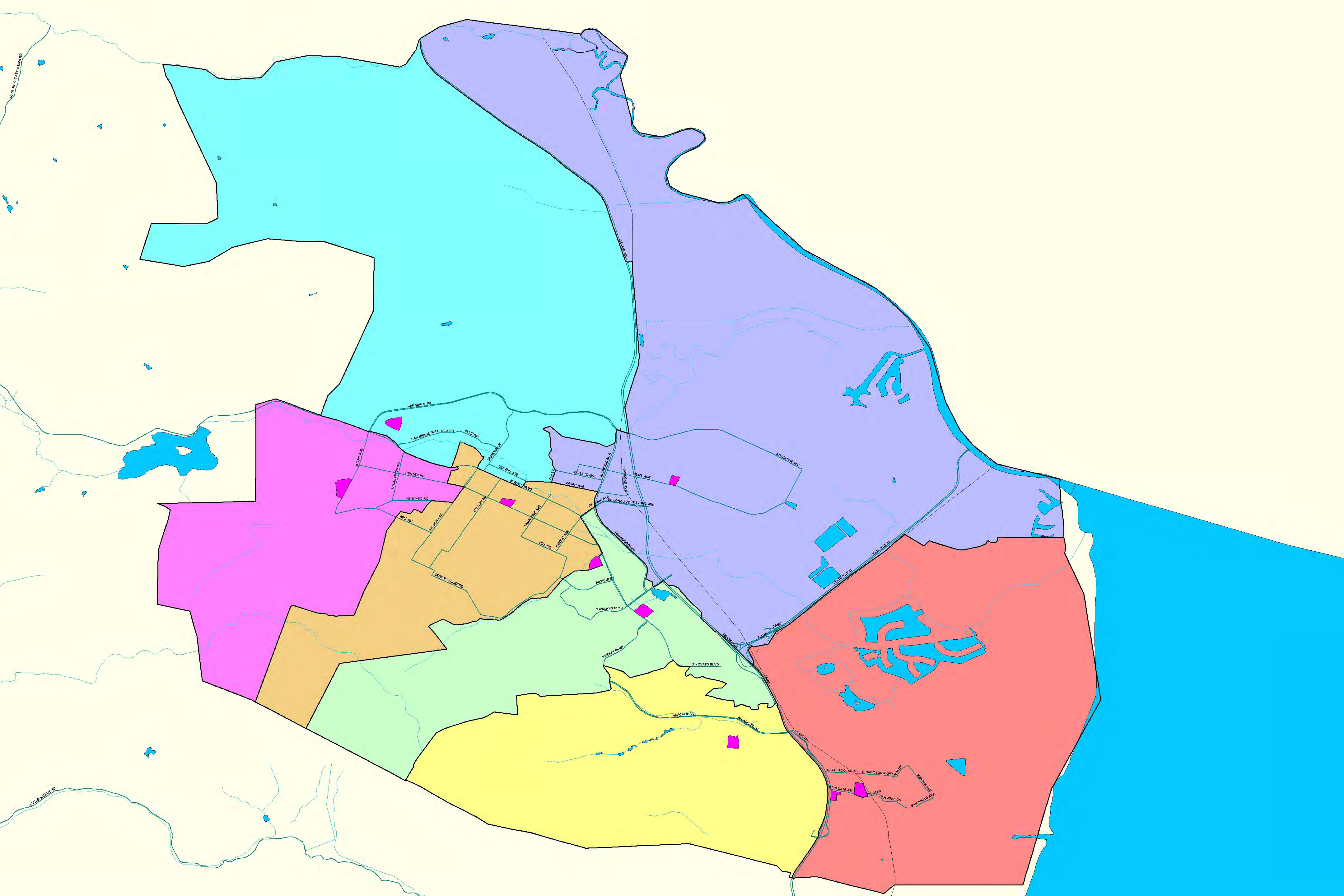
Street Name	Low	High	Odd / Even	Elementary School	Middle School	High School
Stacy Ct	Full	street		Lu Sutton Elementary	Sinaloa Middle	Novato High
STANFORD CT	Full	street		Lu Sutton Elementary	Sinaloa Middle	Novato High
STASIA CT	Full	street		Pleasant Valley Elementary	Sinaloa Middle	San Marin
STASIA DR	Full	street		Pleasant Valley Elementary	Sinaloa Middle	San Marin
STATE ACCESS RD	Full	street		Hamilton Elementary	San Jose Middle	Novato High
Stern Dr	Full	street		Hamilton Elementary	San Jose Middle	Novato High
STIRRUP LN	Full	street		Pleasant Valley Elementary	Sinaloa Middle	San Marin
STITT CT	Full	street		San Ramon Elementary	Sinaloa Middle	San Marin
STONE DR	Full	street		Lynwood Elementary	San Jose Middle	Novato High
STONEHAVEN CT	Full	street		Pleasant Valley Elementary	Sinaloa Middle	San Marin
STONETREE LN	Full	street		Olive Elementary	San Jose Middle	San Marin
STORYBOOK CT	Full	street		Lu Sutton Elementary	Sinaloa Middle	Novato High
Sullivan Rd	Full	street		Olive Elementary	San Jose Middle	San Marin
SUMAC CT	Full	street		San Ramon Elementary	Sinaloa Middle	San Marin
SUMMERS AVE	Full	street		Olive Elementary	San Jose Middle	San Marin
SUMMIT LN	Full	street		Olive Elementary	San Jose Middle	San Marin
SUN LN	Full	street		Pleasant Valley Elementary	Sinaloa Middle	San Marin
SUNDANCE WAY	Full	street		San Ramon Elementary	Sinaloa Middle	San Marin
SUNNY COVE DR	Full	street		Hamilton Elementary	San Jose Middle	Novato High
SUNNYBRAE LN	Full	street		Lynwood Elementary	San Jose Middle	Novato High
SUNNYHILL RD	Full	street		Olive Elementary	Sinaloa Middle	San Marin
SUNRISE LN	Full	street		Hamilton Elementary	San Jose Middle	Novato High
SUNSET CT	Full	street		Lynwood Elementary	San Jose Middle	Novato High
SUNSET DR	Full	street		Hamilton Elementary	San Jose Middle	Novato High
SUNSET PKWY	250	775		Lynwood Elementary	San Jose Middle	Novato High
SUNSET PKWY	901	1009		Loma Verde Elementary	San Jose Middle	Novato High
SUNSET TRL	Full	street		Olive Elementary	San Jose Middle	San Marin
SURF WAY	Full	street		San Ramon Elementary	Sinaloa Middle	San Marin
SUSAN WAY	Full	street		Lynwood Elementary	San Jose Middle	Novato High
SUTRO AVE	Full	street		Pleasant Valley Elementary	Sinaloa Middle	San Marin
SUTRO CT	Full	street		Pleasant Valley Elementary	Sinaloa Middle	San Marin
SUTTON LN	Full	street		Olive Elementary	San Jose Middle	San Marin
SWEETSER AVE	Full	street		Olive Elementary	Sinaloa Middle	San Marin
SYCAMORE DR	Full	street		San Ramon Elementary	Sinaloa Middle	San Marin
SYL DOR LN	Full	street		Lu Sutton Elementary	Sinaloa Middle	San Marin
SYLVIA CIR	Full	street		Pleasant Valley Elementary	Sinaloa Middle	San Marin
SYOSSET LN	Full	street		Lu Sutton Elementary	Sinaloa Middle	San Marin
TAFT CT	Full	street		Lynwood Elementary	San Jose Middle	Novato High
TAHOE CIR	Full	street		Lynwood Elementary	San Jose Middle	Novato High
TAMALPAIS AVE	Full	street		Lu Sutton Elementary	Sinaloa Middle	Novato High
TAMARACK PL	Full	street		San Ramon Elementary	Sinaloa Middle	San Marin
TAMARIN LN	Full	street		Olive Elementary	San Jose Middle	San Marin
Tan Oak Dr	Full	street		Loma Verde Elementary	San Jose Middle	Novato High
TAN OAK WAY	Full	street		Loma Verde Elementary	San Jose Middle	Novato High
TANBARK CT	Full	street		San Ramon Elementary	Sinaloa Middle	San Marin
TANGLEWOOD LN	Full	street		Lu Sutton Elementary	Sinaloa Middle	San Marin
TARA LN	Full	street		San Ramon Elementary	Sinaloa Middle	San Marin
TAURUS DR	Full	street		Pleasant Valley Elementary	Sinaloa Middle	San Marin
TENAYA LN	Full	street		Lu Sutton Elementary	San Jose Middle	Novato High
Terminal Rd	Full	street		Hamilton Elementary	San Jose Middle	Novato High
TERRY CIR	Full	street		Lynwood Elementary	San Jose Middle	Novato High
THERESA CT	Full	street		Pleasant Valley Elementary	Sinaloa Middle	San Marin
THOMAS CT	Full	street		Pleasant Valley Elementary	Sinaloa Middle	San Marin
Thornhill Ct	Full	street		Loma Verde Elementary	San Jose Middle	Novato High
THORNTON CT	Full	street		San Ramon Elementary	Sinaloa Middle	San Marin
THORSSON CT	Full	street		Pleasant Valley Elementary	Sinaloa Middle	San Marin
Thorsson Ct	Full	street		Pleasant Valley Elementary	Sinaloa Middle	San Marin

Street Number

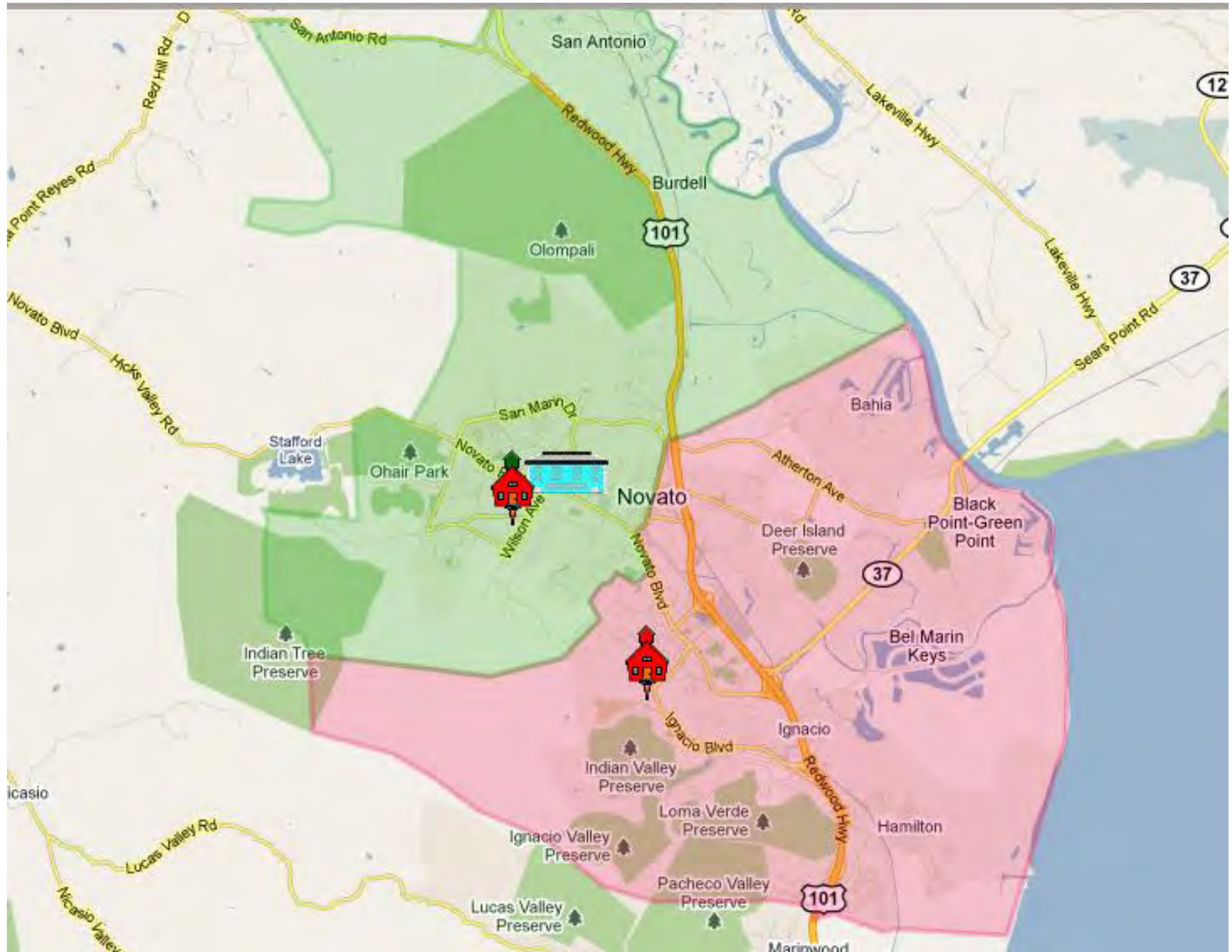
Street Name	Low	High	Odd / Even	Elementary School	Middle School	High School
THUNDERBIRD CT	Full	street		Loma Verde Elementary	San Jose Middle	Novato High
THUNDERBIRD DR	Full	street		Loma Verde Elementary	San Jose Middle	Novato High
TIKI RD	Full	street		Olive Elementary	San Jose Middle	San Marin
TILDEN DR	Full	street		Lynwood Elementary	San Jose Middle	Novato High
TIMOTHY CT	Full	street		Loma Verde Elementary	San Jose Middle	Novato High
Tinheiro Cir	Full	street		Olive Elementary	Sinaloa Middle	San Marin
TINKER WAY	Full	street		Hamilton Elementary	San Jose Middle	Novato High
TOMAHAWK CT	Full	street		Lynwood Elementary	San Jose Middle	Novato High
TOPAZ DR	Full	street		Olive Elementary	San Jose Middle	San Marin
Toyon Wy	Full	street		Olive Elementary	San Jose Middle	San Marin
TRAILVIEW CT	Full	street		Olive Elementary	San Jose Middle	San Marin
TREE LN	Full	street		Lu Sutton Elementary	Sinaloa Middle	San Marin
TRINITY DR	Full	street		Lynwood Elementary	San Jose Middle	Novato High
TRISH DR	Full	street		Pleasant Valley Elementary	Sinaloa Middle	San Marin
TRUMAN DR	Full	street		Lynwood Elementary	San Jose Middle	Novato High
TRUMBULL AVE	Full	street		Pleasant Valley Elementary	Sinaloa Middle	San Marin
TRUMBULL CT	Full	street		Pleasant Valley Elementary	Sinaloa Middle	San Marin
TURNER DR	Full	street		Loma Verde Elementary	San Jose Middle	Novato High
TWIN CREEKS CT	Full	street		Lu Sutton Elementary	Sinaloa Middle	Novato High
TYLER ST	Full	street		Lynwood Elementary	San Jose Middle	Novato High
ULLOA DR	Full	street		Loma Verde Elementary	San Jose Middle	Novato High
UPLAND LN	Full	street		Olive Elementary	San Jose Middle	San Marin
VALENCIA CT	Full	street		San Ramon Elementary	Sinaloa Middle	San Marin
VALLE VIEW CT	Full	street		San Ramon Elementary	Sinaloa Middle	San Marin
VALLEJO AVE	Full	street		Olive Elementary	Sinaloa Middle	San Marin
VALLEY DR	Full	street		Hamilton Elementary	San Jose Middle	Novato High
VALLEY OAK CT	Full	street		Lynwood Elementary	San Jose Middle	Novato High
VALLEYVIEW TER	Full	street		San Ramon Elementary	Sinaloa Middle	San Marin
Valleyview Ter	Full	street		Loma Verde Elementary	San Jose Middle	Novato High
VAN BUREN CT	Full	street		Lynwood Elementary	San Jose Middle	Novato High
VELASCO CT	Full	street		Loma Verde Elementary	San Jose Middle	Novato High
VERDAD WAY	Full	street		San Ramon Elementary	Sinaloa Middle	San Marin
VERISSIMO DR	Full	street		Pleasant Valley Elementary	Sinaloa Middle	San Marin
VIA DEL PLANO	Full	street		Loma Verde Elementary	San Jose Middle	Novato High
VIA ESCONDIDA	Full	street		Loma Verde Elementary	San Jose Middle	Novato High
VIA HERBOSA	Full	street		Loma Verde Elementary	San Jose Middle	Novato High
VICTOR CT	Full	street		Lu Sutton Elementary	Sinaloa Middle	Novato High
VIDA CT	Full	street		Pleasant Valley Elementary	Sinaloa Middle	San Marin
VIEJO WAY	Full	street		San Ramon Elementary	Sinaloa Middle	San Marin
VIEW RIDGE DR	Full	street		Hamilton Elementary	San Jose Middle	Novato High
VILLA MARIA CT	Full	street		Lu Sutton Elementary	Sinaloa Middle	Novato High
VILLA PL	Full	street		San Ramon Elementary	Sinaloa Middle	San Marin
VILLA VISTA CT	Full	street		Pleasant Valley Elementary	Sinaloa Middle	San Marin
VILLAGE CIR	Full	street		Lynwood Elementary	San Jose Middle	Novato High
VINCENT LN	Full	street		Olive Elementary	San Jose Middle	San Marin
Vineyard Ave	Full	street	O	Pleasant Valley Elementary	Sinaloa Middle	San Marin
VINEYARD CT	Full	street		Pleasant Valley Elementary	Sinaloa Middle	San Marin
VINEYARD RD	2040	2098	E	Lu Sutton Elementary	Sinaloa Middle	San Marin
VINEYARD RD	2001	2119	O	Lu Sutton Elementary	Sinaloa Middle	San Marin
VINEYARD RD	2100	4160	E	Pleasant Valley Elementary	Sinaloa Middle	San Marin
VINEYARD RD	2121	4160	O	Pleasant Valley Elementary	Sinaloa Middle	San Marin
VIRGINIA AVE	Full	street		San Ramon Elementary	Sinaloa Middle	San Marin
VIVIAN CT	Full	street		Pleasant Valley Elementary	Sinaloa Middle	San Marin
W BARBERRY PL	Full	street		Loma Verde Elementary	San Jose Middle	Novato High
W BROOKE DR	Full	street		Pleasant Valley Elementary	Sinaloa Middle	San Marin
W Campus Dr	Full	street		San Ramon Elementary	Sinaloa Middle	San Marin
W Kelly Dr	Full	street		Hamilton Elementary	San Jose Middle	Novato High

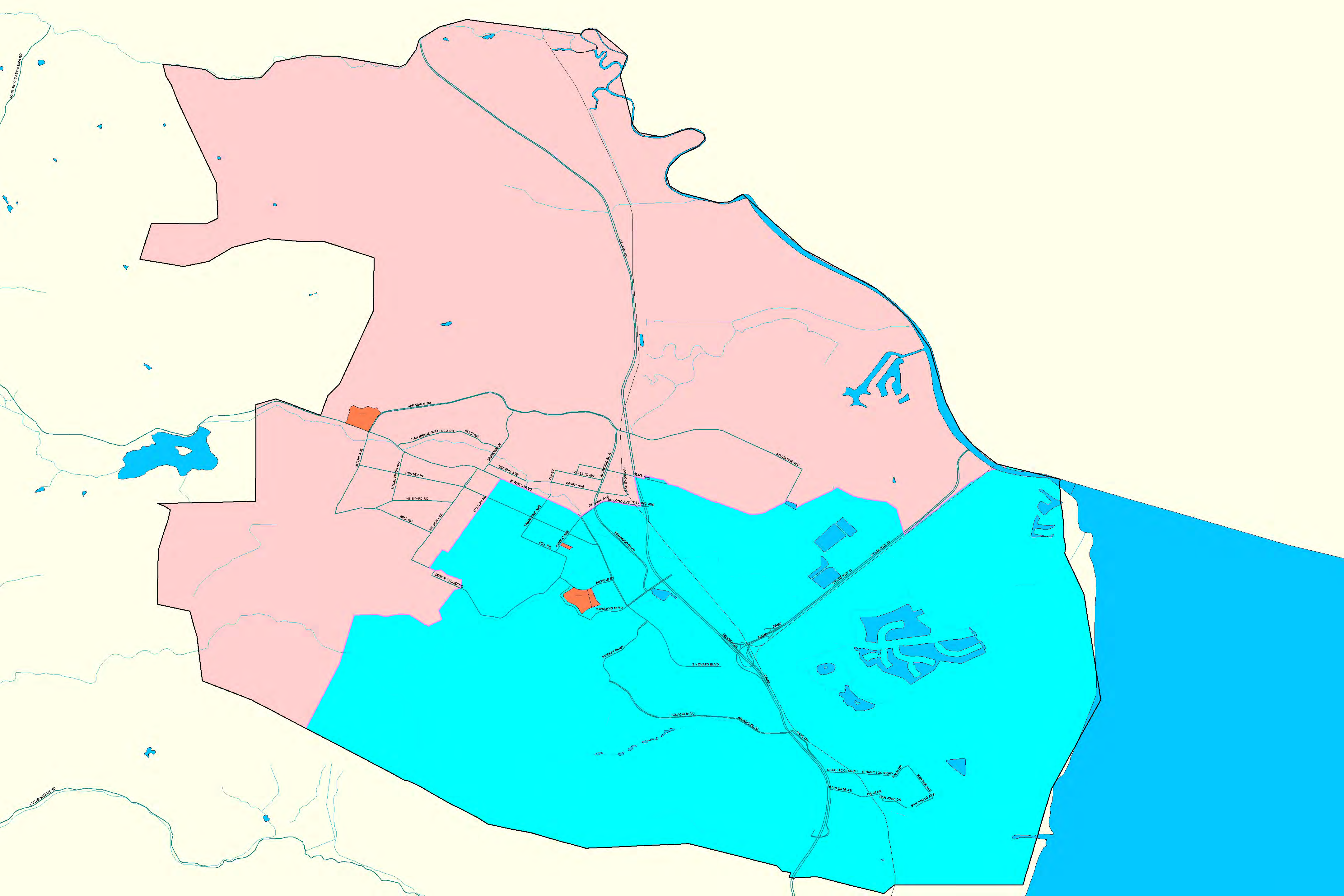
Street Number

Street Name	Low	High	Odd / Even	Elementary School	Middle School	High School
W ORANGE AVE	Full	street		Olive Elementary	San Jose Middle	San Marin
W Ridge Ln	Full	street		Olive Elementary	San Jose Middle	San Marin
WALI TRL	Full	street		Pleasant Valley Elementary	Sinaloa Middle	San Marin
WALLACE CT	Full	street		Lynwood Elementary	San Jose Middle	Novato High
WALNUT CT	Full	street		San Ramon Elementary	Sinaloa Middle	San Marin
Walsh Ln	Full	street		Olive Elementary	San Jose Middle	San Marin
WASHINGTON ST	Full	street		Lynwood Elementary	San Jose Middle	Novato High
WATERBURY LN	Full	street		Hamilton Elementary	San Jose Middle	Novato High
WENDY CT	Full	street		Olive Elementary	San Jose Middle	San Marin
WENTWORTH LN	Full	street		Loma Verde Elementary	San Jose Middle	Novato High
WERNER CT	Full	street		Lu Sutton Elementary	Sinaloa Middle	Novato High
WEST CT	Full	street		Lu Sutton Elementary	Sinaloa Middle	San Marin
WESTERN DR	Full	street		Pleasant Valley Elementary	Sinaloa Middle	San Marin
Westover Cir	Full	street		Hamilton Elementary	San Jose Middle	Novato High
WESTWOOD DR	Full	street		Olive Elementary	San Jose Middle	San Marin
WHITE OAK WAY	Full	street		Loma Verde Elementary	San Jose Middle	Novato High
WILD HORSE VALLEY DR	Full	street		Pleasant Valley Elementary	Sinaloa Middle	San Marin
WILD OAK DR	Full	street		Hamilton Elementary	San Jose Middle	Novato High
WILDWOOD LN	Full	street		Lu Sutton Elementary	Sinaloa Middle	San Marin
WILLIAMSON CT	Full	street		Lu Sutton Elementary	Sinaloa Middle	San Marin
WILLOW CT	Full	street		Olive Elementary	San Jose Middle	San Marin
WILMAC AVE	Full	street		Lu Sutton Elementary	Sinaloa Middle	San Marin
WILSON AVE	Full	street		Lu Sutton Elementary	Sinaloa Middle	San Marin
Wilson Ct	Full	street		Olive Elementary	San Jose Middle	San Marin
WILSON HILL CT	Full	street		Olive Elementary	San Jose Middle	San Marin
WIMBLEDON CT	Full	street		Loma Verde Elementary	San Jose Middle	Novato High
WINDING WAY	Full	street		San Ramon Elementary	Sinaloa Middle	San Marin
WINDMILL PL	Full	street		San Ramon Elementary	Sinaloa Middle	San Marin
WINDWALKER WAY	Full	street		Olive Elementary	San Jose Middle	San Marin
WINGED FOOT DR	Full	street		Loma Verde Elementary	San Jose Middle	Novato High
WINTERGREEN CT	Full	street		San Ramon Elementary	Sinaloa Middle	San Marin
WISTERIA CT	Full	street		San Ramon Elementary	Sinaloa Middle	San Marin
WOMACK CT	Full	street		Pleasant Valley Elementary	Sinaloa Middle	San Marin
WOOD HOLLOW DR	Full	street		San Ramon Elementary	Sinaloa Middle	San Marin
WOODBIDGE WAY	Full	street		Hamilton Elementary	San Jose Middle	Novato High
WOODFERN CT	Full	street		Loma Verde Elementary	San Jose Middle	Novato High
WOODGATE PL	Full	street		San Ramon Elementary	Sinaloa Middle	San Marin
WOODLAND CT	Full	street		Lynwood Elementary	San Jose Middle	Novato High
WOODLEAF CT	Full	street		San Ramon Elementary	Sinaloa Middle	San Marin
WOODSIDE CT	Full	street		Pleasant Valley Elementary	Sinaloa Middle	San Marin
WOODVIEW LN	Full	street		Olive Elementary	San Jose Middle	San Marin
WYWORRY CT	Full	street		Lu Sutton Elementary	Sinaloa Middle	Novato High
YARROW LN	Full	street		Lynwood Elementary	San Jose Middle	Novato High
YOUNG CT	Full	street		Loma Verde Elementary	San Jose Middle	Novato High
YUKON PL	Full	street		Lynwood Elementary	San Jose Middle	Novato High
YUKON WAY	Full	street		Lynwood Elementary	San Jose Middle	Novato High
ZANCO WAY	Full	street		Lu Sutton Elementary	Sinaloa Middle	Novato High
ZANDRA PL	Full	street		Olive Elementary	San Jose Middle	San Marin
ZOILA CT	Full	street		Pleasant Valley Elementary	Sinaloa Middle	San Marin



NUSD Middle School Boundaries 2011-2012





Enrollment Projection Report

Novato Unified School District

2009-10 Board of Education Members

President – Derek Knell

Vice President – Tom Cooper

Member – Maria Aguila

Member – Debbie Butler

Member – Cindi Clinton

Member – Ross Millerick

Member – Shelly Scott

PREPARED BY JACK SCHREDER & ASSOCIATES

Authored by: C. King & J. Iseman

CONTENTS

<i>Section A: Introduction</i>	<i>A-1</i>
The Novato Unified School District.....	A-1
<i>Section B: Historical Information</i>	<i>B-1</i>
Historical Enrollment Data	B-1
Student Generation Rates	B-3
Residential Development	B-5
<i>Section C: Enrollment Projections</i>	<i>C-1</i>
Historical and Projected Birth Data	C-1
Migration Rates	C-6
Enrollment Projection	C-11
<i>Section D: Enrollment Projections by School and Grade</i>	<i>D-1</i>

FIGURES

<i>Figure A-1. Novato Unified School District Map</i>	<i>A-3</i>
<i>Figure B-1. Historical Student Enrollments</i>	<i>B-1</i>
<i>Figure B-2. Historical Student Enrollments by Grade Level</i>	<i>B-2</i>
<i>Figure B-3. Historical Kindergarten Enrollment</i>	<i>B-3</i>
<i>Figure C-1. Marin County Births.....</i>	<i>C-2</i>
<i>Figure C-2. NUSD Births</i>	<i>C-2</i>
<i>Figure C-3. Births Compared to Kindergarten Enrollment (Lagged 5-Years).....</i>	<i>C-3</i>
<i>Figure C-4. NUSD Kindergarten Enrollment to Birth Ratio.....</i>	<i>C-5</i>
<i>Figure C-5. Migration Grades K-11 > 1-12</i>	<i>C-7</i>
<i>Figure C-6. Migration Grades KD-4 > Grades 1-5</i>	<i>C-7</i>
<i>Figure C-7. K>1 Compared to 1-4>2-5 Migration.....</i>	<i>C-8</i>
<i>Figure C-8. Migration Grades 5-7 > 6-8</i>	<i>C-8</i>
<i>Figure C-9. Migration Grades 8-11 > 9-12</i>	<i>C-9</i>
<i>Figure C-10. Cohort Growth Since 1st Grade</i>	<i>C-11</i>

TABLES

<i>Table A-1. School Sites and Current Enrollments.....</i>	<i>A-2</i>
<i>Table B-1. Single-Family Detached Units SGR.....</i>	<i>B-4</i>
<i>Table B-2. Single-Family Attached Units SGR</i>	<i>B-4</i>
<i>Table B-3. Affordable Housing Units SGR</i>	<i>B-4</i>
<i>Table B-4. Current and Planned Residential Development.....</i>	<i>B-5</i>
<i>Table C-1. Ratio of NUSD Births to Kindergarten Enrollment</i>	<i>C-4</i>
<i>Table C-2. Grade by Grade Migration.....</i>	<i>C-10</i>
<i>Table C-3. Low Enrollment Projection.....</i>	<i>C-13</i>
<i>Table C-4. Most Likely Enrollment Projection</i>	<i>C-14</i>
<i>Table C-5. High Enrollment Projection</i>	<i>C-15</i>
<i>Table C-6. Enrollment Projections by School Based on Most Likely Projection.....</i>	<i>C-16</i>

SECTION A: INTRODUCTION

THE NOVATO UNIFIED SCHOOL DISTRICT

The Novato Unified School District (NUSD) is located in Marin County, encompasses approximately 83.9 square miles and serves primarily the City of Novato and adjacent unincorporated areas of Marin County. The Novato Unified School District serves K-12th grades and has a total enrollment of 7,889 students. The Novato Unified School District currently operates:

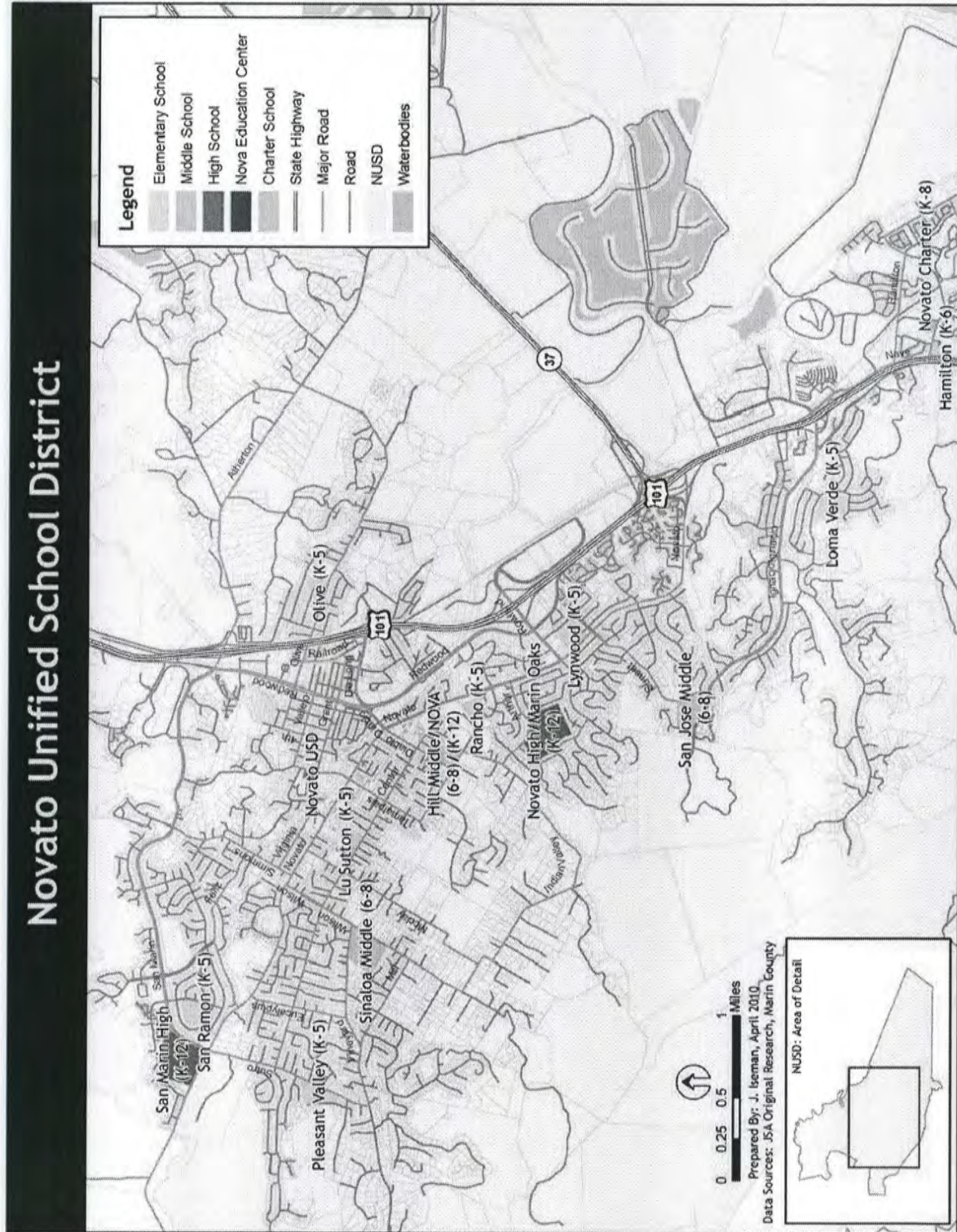
- 1 K-6 Elementary School
- 7 K-5 Elementary Schools
- 3 6-8 Middle Schools
- 2 9-12 Comprehensive High Schools
- 3 Alternative Schools

Table A-1 provides all District schools, the grades they serve, and their 2009-10 enrollments. A District map is provided in Figure A-1.

Table A-1. School Sites and Current Enrollments

Elementary Schools	Grade Levels	2009-10 Enrollment
Hamilton Meadow	K-6	612
Loma Verde	K-5	410
Lu Sutton	K-5	452
Lynwood	K-5	368
Olive	K-5	377
Pleasant Valley	K-5	407
Rancho	K-5	495
San Ramon	K-5	445
Middle Schools		
Hill	6-8	560
San Jose	6-8	467
Sinaloa	6-8	634
High Schools		
Novato	9-12	1,320
San Marin	9-12	951
Alternative Schools		
Marin Oaks High	9-12	64
Nova Education Center	K-12	81
Novato Charter	K-8	246
Total		7,889

Figure A-1. Novato Unified School District Map



In order to continue to effectively plan for facilities, boundary changes or policy changes for student enrollments, school district administrators need a 10-Year enrollment projection. This projection is dual-purpose; 1) for 1-2 year short-term budgeting and staffing, and 2) for 7-10 year facility planning. The Novato Unified School District administrators requested an Enrollment Projection Report in order to assure that the appropriate facilities are provided for current and future students of the district.

The following variables were analyzed and are provided in this study:

- A review of historical enrollments and migration rates;
- A review of the various land use trends and policies governing residential development in the District;
- Measurements of student generation rates;
- Enrollment projections based on standard cohort methodology and utilizing historical enrollments, District specific birth data, and student migration to determine the level of enrollment increases/decreases the District can expect.

Enrollment data presented in this report was compiled from the California Basic Educational Data System (CBEDS) and the California School Information Services (CSIS) maintained by the California Department of Education. Birth data presented in this report was compiled from the California Department of Health Services and the California Department of Finance Demographic Research Center. Development data was collected from the City of Novato planning department and Marin County.

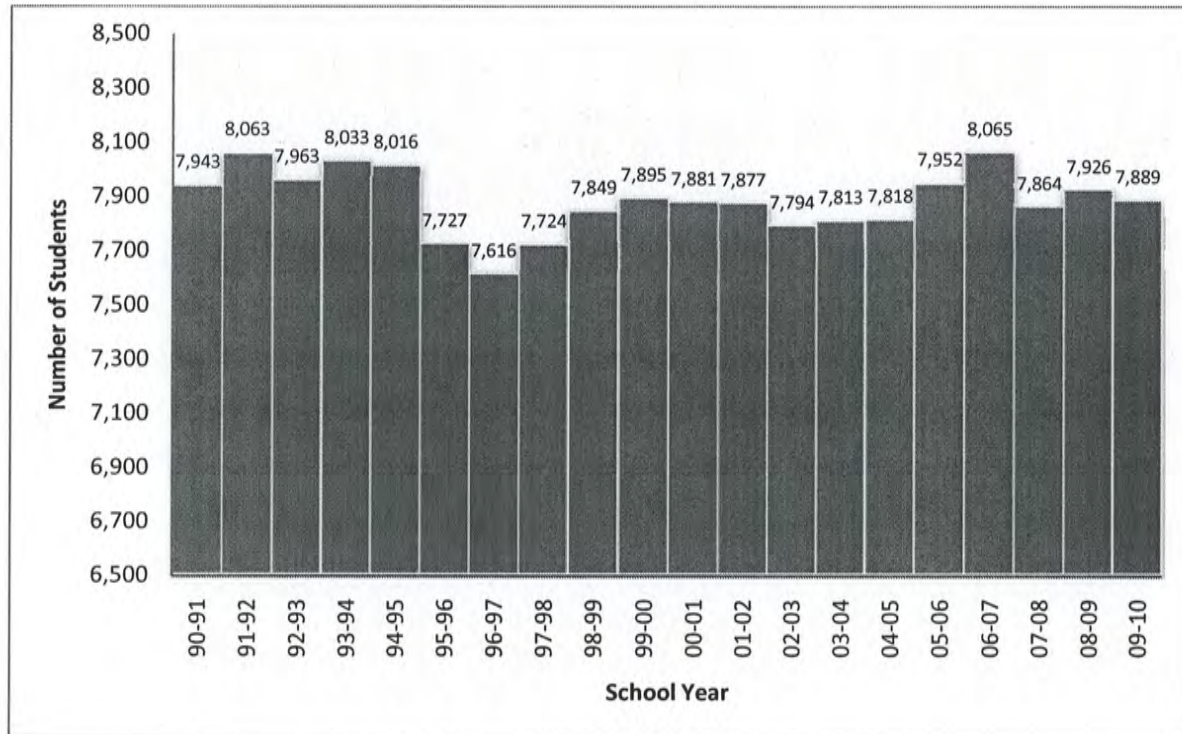
SECTION B: HISTORICAL INFORMATION

In this section, historical data is depicted in various tables and graphs in order to establish trends relevant to enrollment growth in future years.

HISTORICAL ENROLLMENT DATA

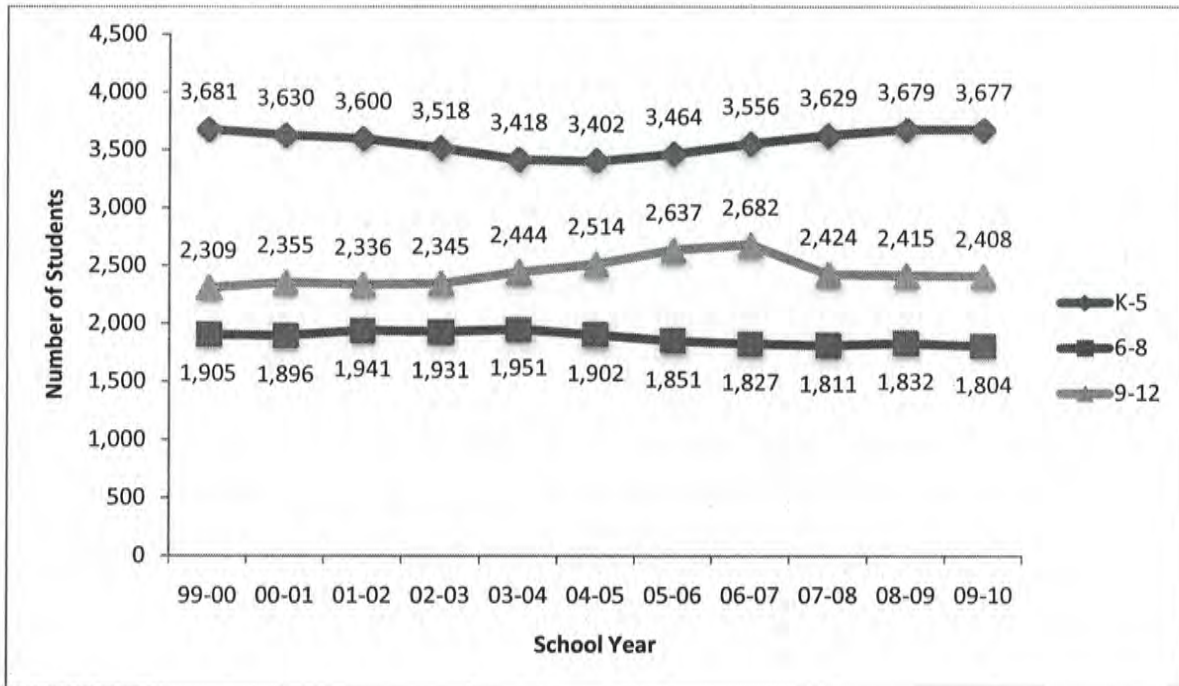
Since 1990, Novato Unified School District's enrollments have fluctuated, ranging from a low of 7,616 students in October 1996 to a high of 8,065 students in October 2006 (Figure B-1).

Figure B-1. Historical Student Enrollments



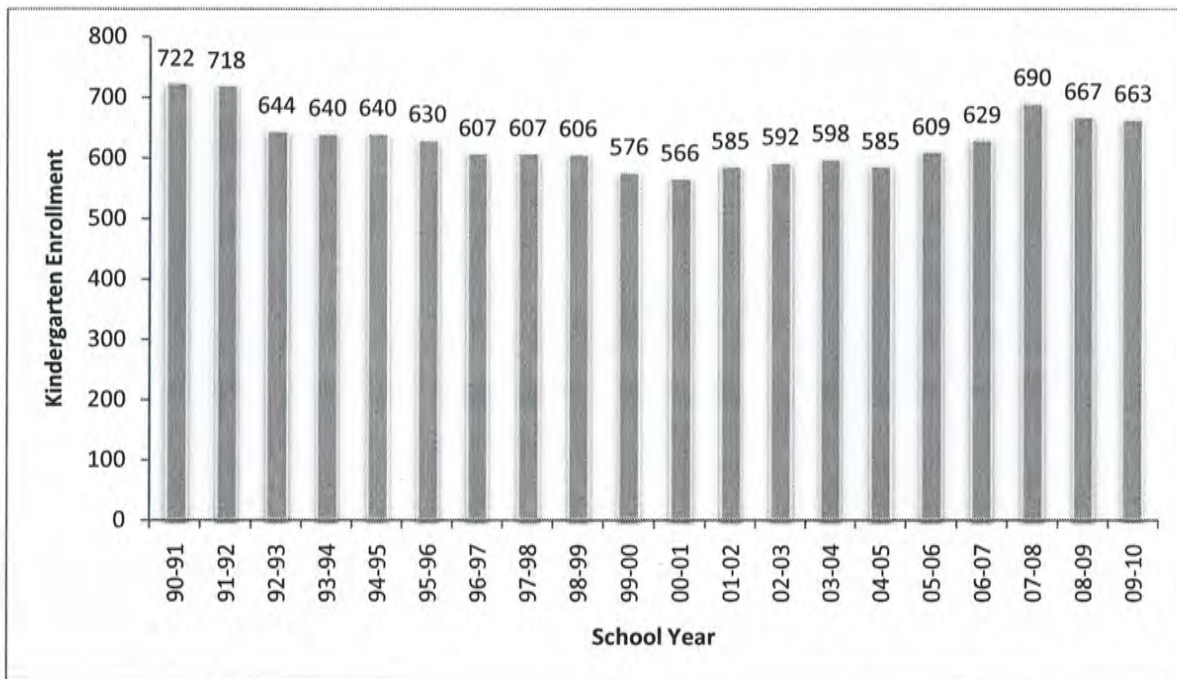
A closer examination of historical enrollments by grade level demonstrates that K-5 enrollments declined from 1999 to 2004, but have since increased each year. Enrollments at the 6-8 grade levels have declined from 1,951 in 2003 to 1,804 in 2009. Enrollments at the 9-12 grade levels peaked at 2,682 in 2006 and have since declined to 2,408 in 2009 (Figure B-2).

Figure B-2. Historical Student Enrollments by Grade Level



Kindergarten enrollment declined each year from 722 students in 1990 to 566 students in 2000. From 2000 to 2007, kindergarten enrollment increased from 566 to 690. Since 2007 kindergarten enrollment has declined slightly. Kindergarten class size has a significant impact on future enrollments, as larger or smaller incoming kindergarten class sizes result in larger or smaller overall enrollments as these cohorts matriculate through the system (Figure B-3).

Figure B-3. Historical Kindergarten Enrollment



STUDENT GENERATION RATES

Accurate student generation rates (SGR) are important in planning for future facilities. By determining the students generated from new residential units, the consultant can more accurately project future students. The consultant accessed a real estate database of all residential housing units constructed in the District in the last five years in addition to analyzing the SGR from the Meadow Park units. This information was sorted and then cross-referenced with the 2009-10 NUSD student list in order to determine the number of students generated per housing unit by grade level.

A total of 519 single-family detached units were constructed in the District over the past five years. The resulting student generation rates are provided in Table B-1.

A total of 391 single-family attached units (includes Meadow Park) were constructed in the District in the last five years. The resulting student generation rates are provided in Table B-2.

Table B-1. Single-Family Detached Units SGR

Grade Levels	SGR
K-5th	0.218
6th-8th	0.050
9th-12th	0.079
Total KD-12th	0.347

Table B-2. Single-Family Attached Units SGR

Grade Levels	SGR
K-5th	0.274
6th-8th	0.097
9th-12th	0.145
Total K-12th	0.516

A total of 297 affordable units (includes Meadow Park) were constructed in the District in the last five years. The resulting student generation rates are provided in Table B-3. Affordable housing units typically generate more students for districts to house.

Table B-3. Affordable Housing Units SGR

Grade Levels	SGR
K-5th	0.458
6th-8th	0.189
9th-12th	0.263
Total K-12th	0.909

RESIDENTIAL DEVELOPMENT

New residential development will have an impact on NUSD enrollments. New housing brings families with children to the District. Since 2004, there has been an average of 253 new residential units constructed per year in the District. Many of these units were a result of the Hamilton Field development, Meadow Park, (770 homes and apartments) providing both ownership opportunities and rental properties for residents and new residents. The following table outlines the current and planned residential development in the District collected from the City of Novato planning department.

Table B-4. Current and Planned Residential Development

Type/Name of Development	# of Units	Projected Build Out
The Commons at Mount Burdell	150 MF Units	Unknown
The Landing (aka Hanger Ave.)	27	Unknown
Walnut Meadows	12	Unknown

Future residential projects include the Commons at Mount Burdell with a potential build-out of 150 multi-family units and two smaller projects. The City of Novato is currently updating its General Plan as well as its Housing Element. These documents will provide guidelines for future residential development. Due to the economic downturn, in addition to the lack of developable land within Novato, the number of units constructed per year has declined significantly between 2008 and 2010. The District will need to monitor this information annually to reevaluate the impact of potential new housing development.

Since the enrollment projections reflect current information and a more conservative approach to build-out, the District should revisit them annually as the economy will fluctuate and therefore the housing market. In addition, the consultant must avoid double counting students generated by new housing. Since the migration rates include students generated from past housing development, no future students generated from planned development were added into the projections.

SECTION C: ENROLLMENT PROJECTIONS

The benefit of tracking district demographic trends is the ability to utilize the trend data to project future enrollment. Predicting future enrollment is an important piece affecting many school processes: long-range planning, budgeting, staffing, and predicting future building and capital needs. The consultant has utilized several tools to predict future enrollment – cohort growth, birth rates, and residential construction patterns. These tools allow for three projection models that create an anticipated range of enrollment for future years.

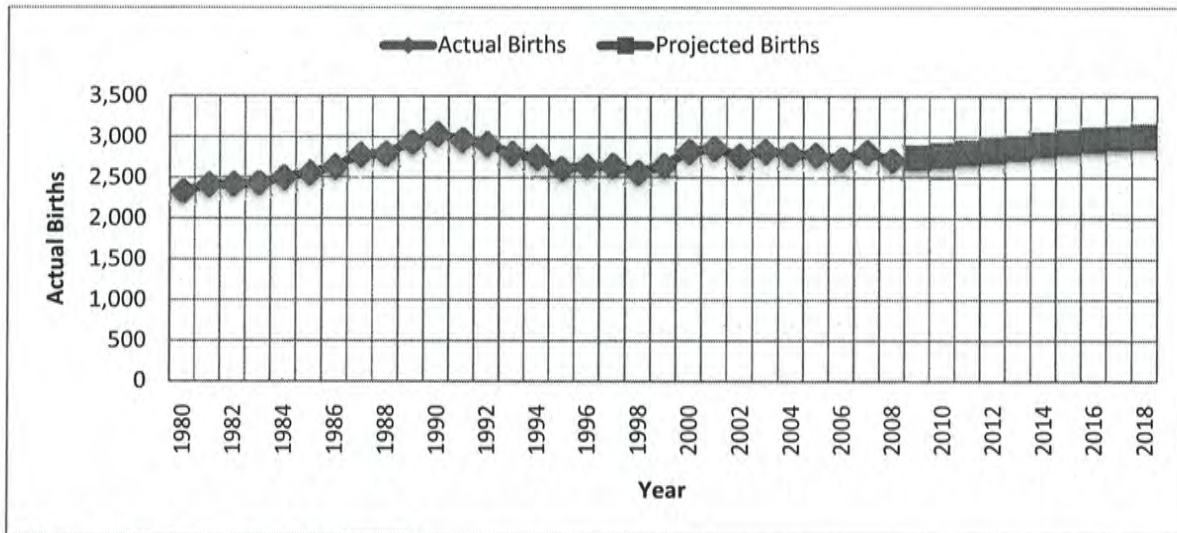
HISTORICAL AND PROJECTED BIRTH DATA

Close tracking of local births is crucial for projecting future kindergarten students. Births are the single best predictor of the number of future kindergarten students to be housed by the District. Birthrate data is collected for Novato Unified School District by the California Department of Health Services by Zip Code¹ and is utilized in projecting future kindergarten class sizes.

Similar to statewide trends, Marin County experienced a steady increase in births until 1990 at which time births began to sharply and steadily decline. In 1998 this trend reversed, and births began to rise once again. Since 2000 births have remained stable. According to the California Department of Finance, births in Marin County are projected to slightly increase through 2018 (Figure C-1).

¹ We used ZIP 94945, 94947, and 94949.

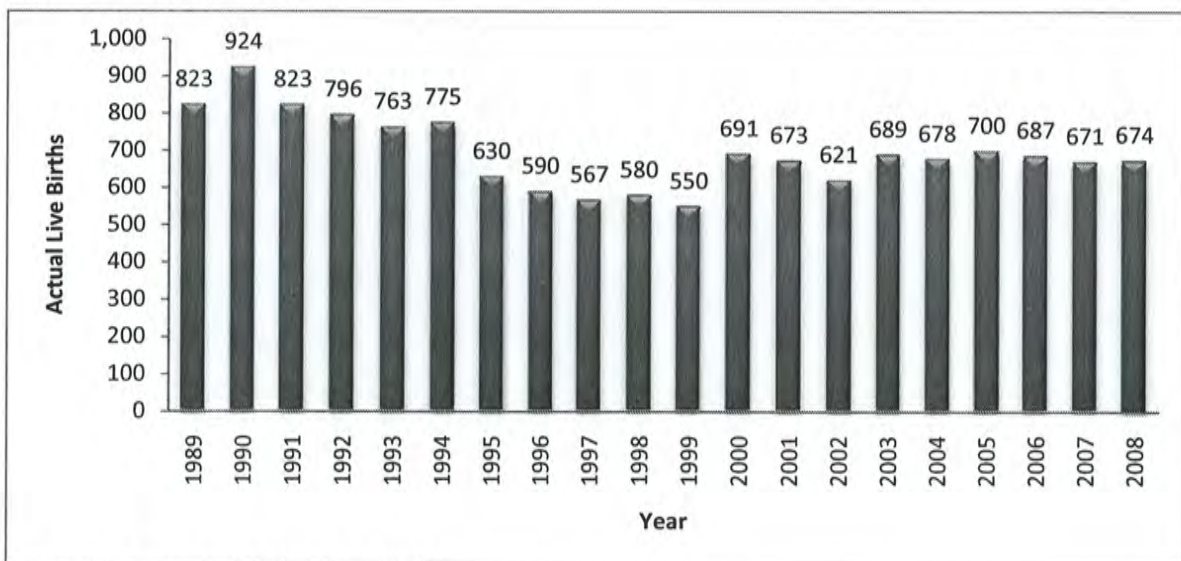
Figure C-1. Marin County Births



Source: California Department of Public Health

The Novato Unified School District experienced similar fluctuations in births since 1989. Births peaked in 1990 at 924 and then declined sharply, dropping by 374 births by 1999. Births increased in 2000, and since 2003 have fluctuated between 671 and 700. Figure C-2 demonstrates the total number of live births between 1989 and 2008 in the District.

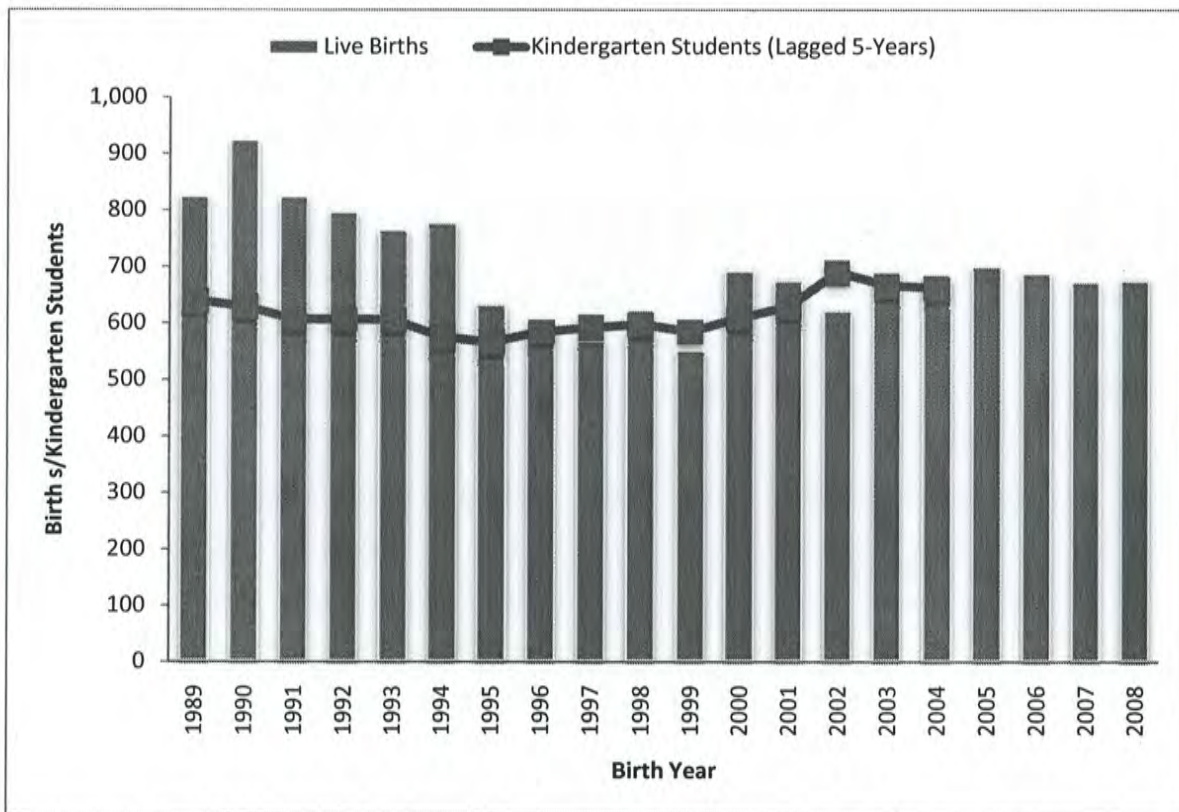
Figure C-2. NUSD Births



Source: California Department of Public Health

There has been a historical link between the number of births in the District and subsequent kindergarten enrollment. The number of children born to parents who live within the district is correlated with the size of the kindergarten class five years later. Therefore, recent birth data is utilized as an important factor when projecting future kindergarten students for NUSD to house. Figure C-3 demonstrates this relationship. In recent years, the Birth to Kindergarten ratio has increased.

Figure C-3. Births Compared to Kindergarten Enrollment (Lagged 5-Years)



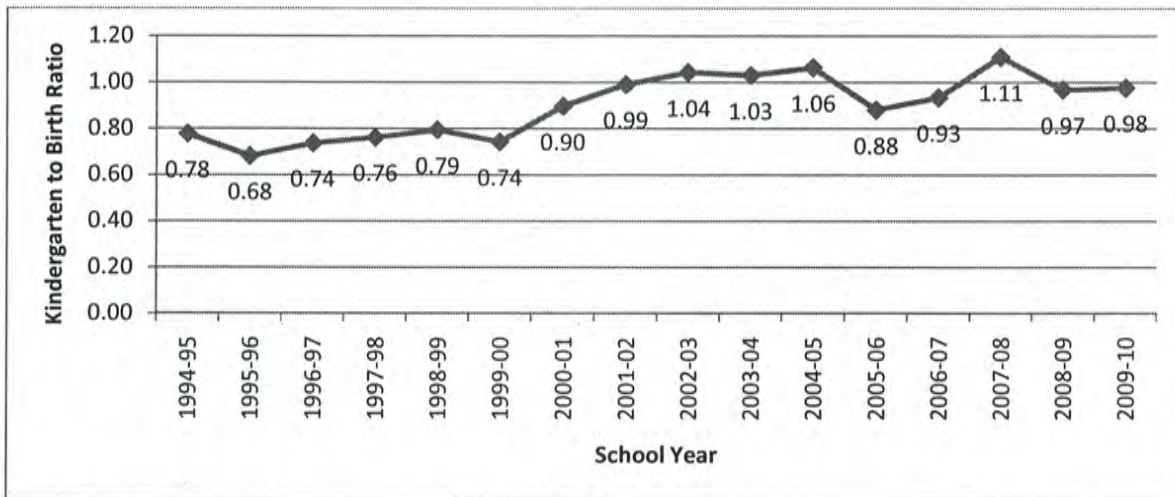
There is rarely a one-to-one correspondence between births and subsequent kindergarten enrollments. Table C-1 shows what we call the kindergarten-birth ratio. It shows the percentage of births that result in kindergarten enrollments in the District five years later. It is a net percentage, because children move both into and out of the District. The ratio of NUSD births to kindergarten enrollments five years later has fluctuated since 2004. In 2009, the

kindergarten to birth ratio was .98, meaning that for every 100 births in 2004, 98 children enrolled in NUSD kindergarten classes five years later.

Table C-1. Ratio of NUSD Births to Kindergarten Enrollment

Birth Year	Live Births	Increase	Kindergarten Year	Kindergarten Enrollment	Ratio of Live Births as Students in Kindergarten Enrollment
1989	823		1994-95	640	0.78
1990	924	12.3%	1995-96	630	0.68
1991	823	-10.9%	1996-97	607	0.74
1992	796	-3.3%	1997-98	607	0.76
1993	763	-4.1%	1998-99	606	0.79
1994	775	1.6%	1999-00	576	0.74
1995	630	-18.7%	2000-01	566	0.90
1996	590	-6.3%	2001-02	585	0.99
1997	567	-3.9%	2002-03	592	1.04
1998	580	2.3%	2003-04	598	1.03
1999	550	-5.2%	2004-05	585	1.06
2000	691	25.6%	2005-06	609	0.88
2001	673	-2.6%	2006-07	629	0.93
2002	621	-7.7%	2007-08	690	1.11
2003	689	11.0%	2008-09	667	0.97
2004	678	-1.6%	2009-10	663	0.98
2005	700	3.2%			
2006	687	-1.9%			
2007	671	-2.3%			
2008	674	0.4%			

Figure C-4. NUSD Kindergarten Enrollment to Birth Ratio



The kindergarten to birth ratios are weighed, averaged, and multiplied by the number of births each year to project kindergarten enrollments. Currently, there is birth data available through 2008. In order to project kindergarten classes beyond 2013, county birth projections from the California Department of Finance (DOF) are utilized.

MIGRATION RATES

The methods of projecting student enrollment for future years involve the use of student migration rates. Migration rates are factors used in the calculation of projecting future students. A migration rate is simply how a given cohort changes in size as they progress to the next grade level.

- Positive migration occurs when a District gains students from one grade into the next grade the following year. For example, a cohort of 100 1st grade students becomes a cohort of 125 2nd grade students the following year. In this case, 25 new students enrolled in the District who were not enrolled the prior year².
 - Positive migration could be indicative of numerous influences including private to public school transfers, new residential construction, District policy changes, school closures in adjacent Districts, etc.
- Negative migration occurs when a District loses students from one grade into the next grade the following year. For example, a cohort of 100 1st grade students becomes a cohort of 75 2nd grade students the following year. In this case, 25 new students who were present the prior year are not enrolled in the current year.
 - These losses could be indicative of numerous influences including the closure of schools, the emergence and/or expansion of charter schools, District policy changes toward interdistrict transfer students, losses to private schools or other Districts, out-migration of families due to economic decline, etc.

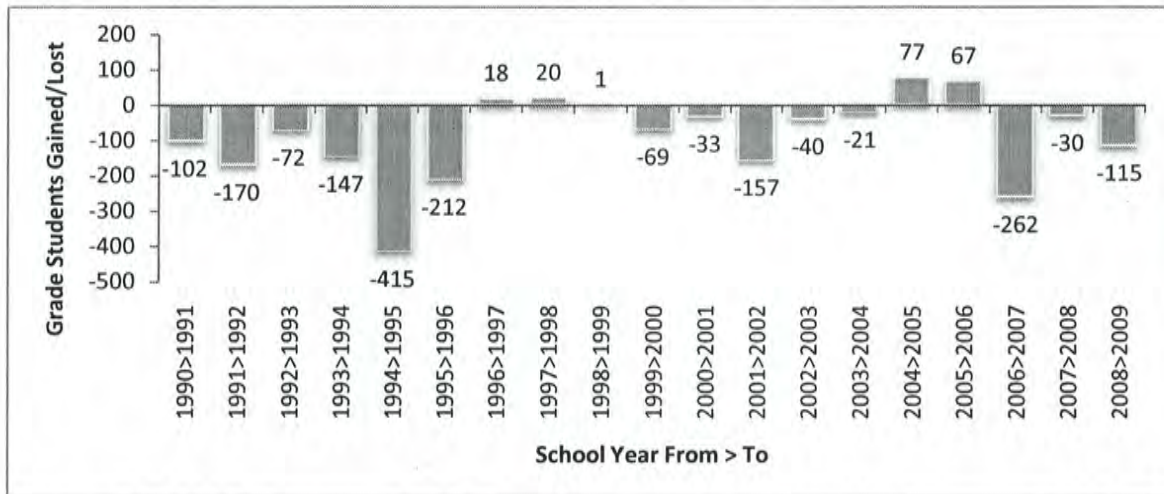
As an example, in 2008-09 the District's class of 2nd graders was 609. A year later, this class became a third grade class of 599. Using this example, the rate of migration is calculated in the following way: $(599-609)/609 = -1.6\%$. The -1.6% decrease is a measure of the likelihood our second grade class will become larger or smaller as the class passes into the third grade the

² This is a net measurement.

following year. To minimize the effects of an exceptional year, migration rates are calculated by averaging and weighting historical migration.

As Figures C-5 demonstrates, overall the District experienced negative migration from 2000 to 2009.

Figure C-5. Migration Grades K-11 > 1-12



The negative migration at the elementary level is primarily due to annual losses from Kindergarten to 1st grade (Figure C-6). When we remove the K>1 migration, positive migration is revealed at the remaining grade levels (Figure C-7).

Figure C-6. Migration Grades KD-4 > Grades 1-5

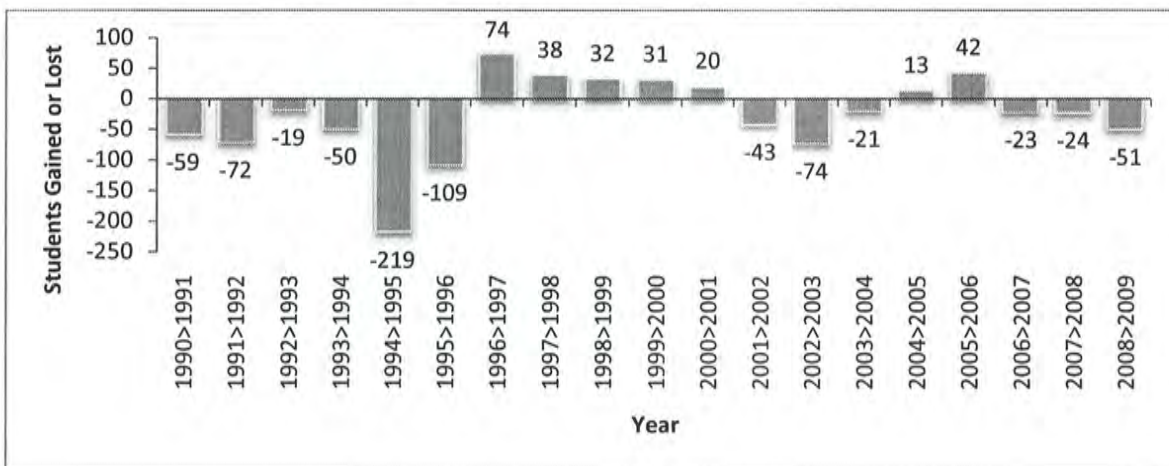
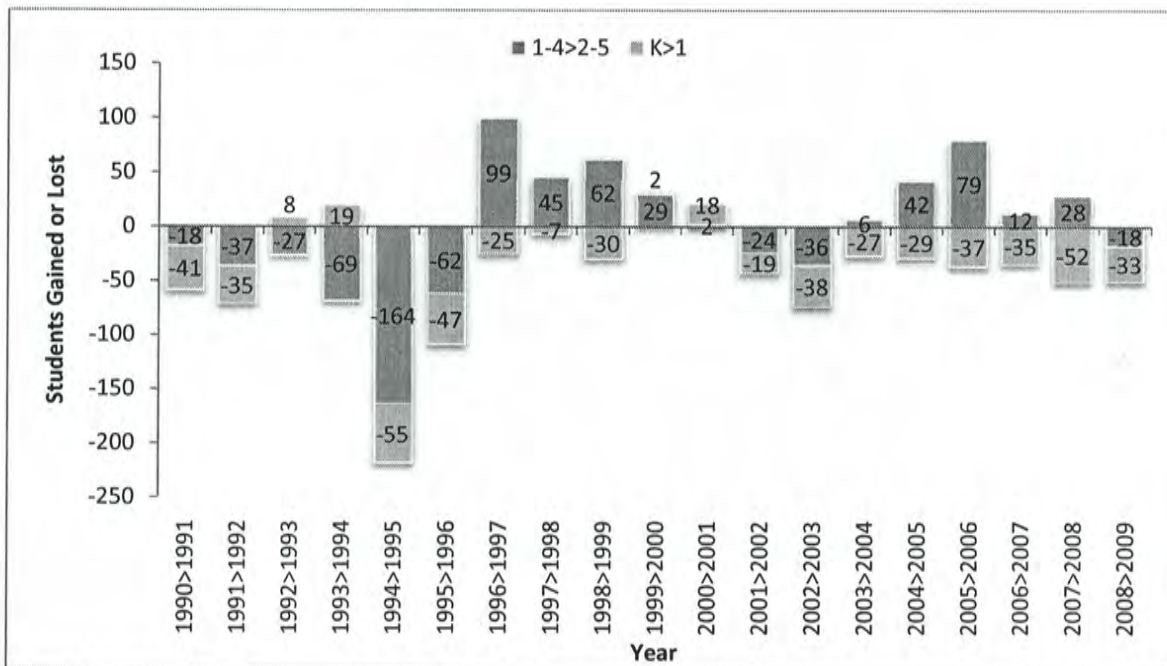
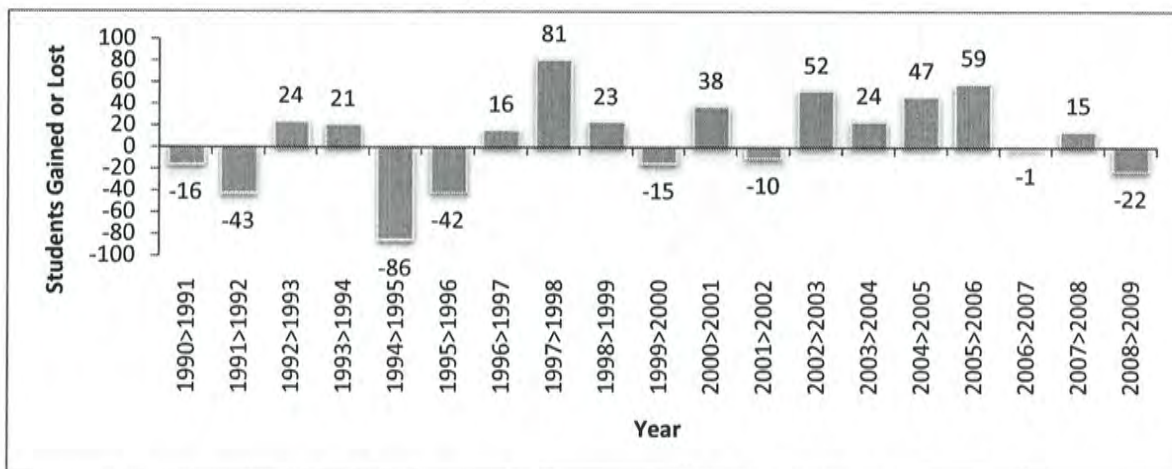


Figure C-7. K>1 Compared to 1-4>2-5 Migration



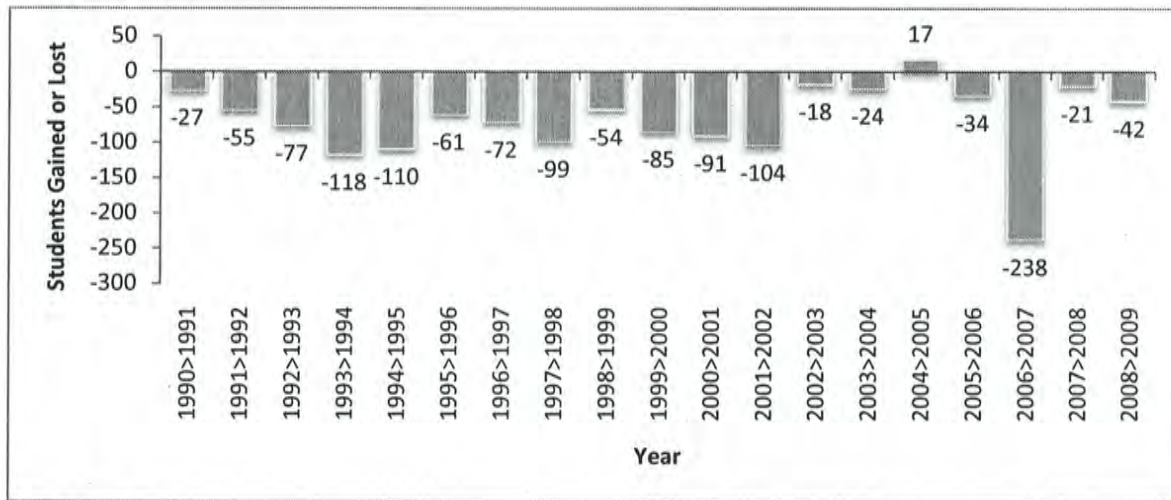
The middle grade levels (6-8) have, overall, experienced positive migration since 1996 (Figure C-8).

Figure C-8. Migration Grades 5-7 > 6-8



The upper grade levels (9-12) have experienced negative migration since 1990. The loss from 2006>2007 was due, primarily, to the closure of a charter school (Figure C-9).

Figure C-9. Migration Grades 8-11 > 9-12



As the tables and figures demonstrate, NUSD experienced negative migration in recent years. However, with the exception of the most recent year, the negative migration has occurred predominantly at the K>1, 10>11 and 11>12 grade levels. This could be due to many factors, including public to private transfers, high school dropout rates, or the recent closure of schools. When migration is isolated to just a few grade levels, it can generally be attributed to one specific variable as opposed to an overall influencing factor (such as the out-migration of families). To demonstrate this more clearly, we have provided seven years of grade by grade migration in Table C-2.

Table C-2. Grade by Grade Migration

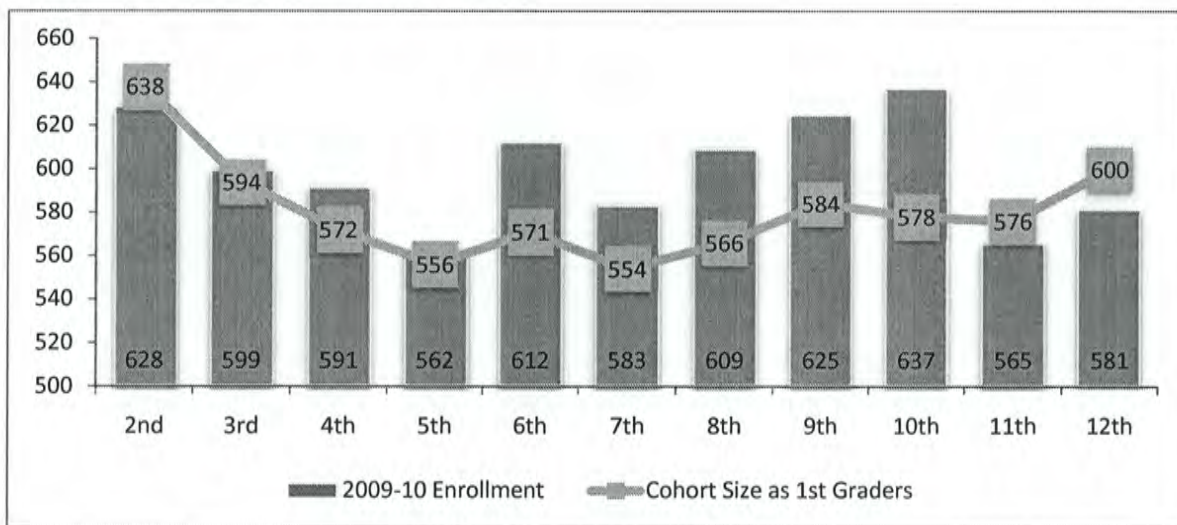
Year From>To	Grade From>To											
	K>1	1>2	2>3	3>4	4>5	5>6	6>7	7>8	8>9	9>10	10>11	11>12
1990>1991	-41	10	-14	4	-18	0	8	-24	-22	10	-29	14
1991>1992	-35	-9	-28	-2	2	2	-15	-30	22	-16	-41	-20
1992>1993	8	-14	-20	19	-12	10	17	-3	24	-50	-18	-33
1993>1994	19	-27	-2	-24	-16	3	28	-10	-25	-39	-21	-33
1994>1995	-55	-47	-48	-21	-48	-17	-6	-63	-50	-7	-23	-30
1995>1996	-47	-20	-3	1	-40	-1	-1	-40	-7	0	-22	-32
1996>1997	-25	36	50	5	8	16	13	-13	-2	21	-33	-58
1997>1998	-7	23	3	25	-6	33	33	15	-1	-21	-49	-28
1998>1999	-30	31	9	14	8	34	2	-13	-9	8	3	-56
1999>2000	2	5	6	19	-1	-7	-15	7	-34	22	-27	-46
2000>2001	18	1	-12	15	-2	20	14	4	-25	19	-32	-53
2001>2002	-19	0	-19	23	-28	-3	-8	1	4	-14	-45	-49
2002>2003	-38	-14	-13	3	-12	30	16	6	46	-21	-20	-23
2003>2004	-27	-3	10	2	-3	6	4	14	25	-5	-27	-17
2004>2005	-29	4	16	16	6	25	18	4	27	19	-25	-4
2005>2006	-37	19	19	25	16	38	16	5	20	26	-37	-43
2006>2007	-35	-3	-4	18	1	6	7	-14	-51	-16	-86	-85
2007>2008	-52	15	12	-1	2	0	19	-4	69	40	-90	-40
2008>2009	-33	-10	-10	10	-8	-2	-10	-10	5	-19	-33	5

ENROLLMENT PROJECTION

The benefit of tracking district demographic trends is the ability to utilize the trend data to project future enrollment. Predicting future enrollment is an important factor affecting many school processes: long-range planning, budgeting, staffing, and predicting future building and capital needs. The consultant has utilized several tools to predict future enrollment – cohort growth, birth rates, and residential construction patterns. The cohort survival method is the standard demographic technique for projecting enrollments. This method was utilized to project enrollments for NUSD.

In Novato Unified School District, overall cohort size increases as it progresses through grades 1 to 10. Figure C-10 shows the 1st grade cohort as compared to their current class size³. For example, the current 10th grade class of 637 began in 2000 as a 1st grade class of 578 students. The 1st grade class of 2006 (572 students) became a 2009 4th grade class of 591, for a gain of 19 students from 1st to 4th grade. As discussed previously, cohort size decreases as it moves through the final two grade levels.

Figure C-10. Cohort Growth Since 1st Grade



³ We use 1st grade as a comparison instead of Kindergarten due to the negative migration from K>1 discussed in the previous section.

Three enrollment projections were prepared for NUSD: “Low”, “Most Likely”, and “High”. The Low enrollment projection was calculated by averaging and weighting three years of historical cohort survival rates. The Most Likely enrollment projection was calculated by averaging and weighting five years of historical cohort survival rates. The High enrollment projection was calculated by averaging and weighting seven years of historical cohort survival rates.

We recommend the District continue to monitor all variables included in this analysis, and update the projections each Fall and Spring as new data becomes available.

The enrollment projections through 2019-20 are provided in Tables C-4 through C-6. Detailed enrollment projections by school, grade, and year are provided in Table C-7 and Appendix A. Based on the Most Likely projection, KD-12th grade enrollments are projected to increase to 8,580 by the 2019-20 school year.

Table C-3. Low Enrollment Projection

Novato Unified School District												
Low Enrollment Projection												
			School Year									
Grade	Actual 09-10		10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20
KD	663		698	685	669	672	675	684	690	698	706	715
1	634		623	658	645	629	632	635	644	650	658	666
2	628		634	623	658	645	629	632	635	643	650	658
3	599		626	632	621	656	643	627	630	633	642	648
4	591		607	634	640	629	664	651	635	638	641	649
5	562		588	604	631	636	626	660	647	632	635	638
6	612		562	588	604	631	636	626	660	647	632	635
7	583		615	565	590	606	633	639	628	663	650	634
8	609		574	606	556	582	597	625	630	620	654	641
9	625		614	579	611	561	587	602	630	635	625	659
10	637		606	595	560	592	542	568	583	611	616	606
11	565		604	573	562	527	559	509	535	550	578	583
12	581		570	609	578	567	532	564	514	540	555	583
K-5	3,677		3,775	3,835	3,863	3,867	3,868	3,889	3,881	3,894	3,931	3,974
6-8	1,804		1,751	1,758	1,750	1,819	1,867	1,889	1,919	1,930	1,936	1,910
9-12	2,408		2,394	2,356	2,311	2,247	2,220	2,243	2,262	2,336	2,374	2,431
Total	7,889		7,920	7,950	7,924	7,932	7,955	8,021	8,061	8,160	8,241	8,315

Table C-4. Most Likely Enrollment Projection

Novato Unified School District												
Most Likely Enrollment Projection												
			School Year									
Grade	Actual 09-10		10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20
KD	663		693	680	664	667	670	679	685	693	701	710
1	634		624	654	641	625	628	631	640	646	654	662
2	628		637	627	657	644	628	631	634	643	649	657
3	599		631	640	630	660	647	631	634	637	646	652
4	591		610	642	651	641	671	658	642	645	648	657
5	562		592	611	642	651	641	671	658	643	646	649
6	612		569	599	618	650	658	649	679	666	650	653
7	583		618	576	605	624	656	665	655	685	672	656
8	609		577	612	569	599	618	650	659	649	679	666
9	625		623	590	626	583	613	632	663	672	663	692
10	637		627	625	593	628	585	615	634	666	675	665
11	565		604	594	592	560	595	552	582	601	633	642
12	581		553	592	582	580	547	583	540	570	589	620
K-5	3,677		3,786	3,853	3,885	3,888	3,886	3,901	3,894	3,907	3,944	3,986
6-8	1,804		1,764	1,787	1,793	1,873	1,933	1,963	1,992	2,000	2,001	1,975
9-12	2,408		2,407	2,401	2,392	2,351	2,341	2,382	2,420	2,509	2,559	2,619
Total	7,889		7,957	8,041	8,070	8,112	8,159	8,247	8,306	8,415	8,503	8,580

Table C-5. High Enrollment Projection

Novato Unified School District												
High Enrollment Projection												
			School Year									
Grade	Actual 09-10		10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20
KD	663		694	681	665	668	671	680	686	694	702	711
1	634		626	656	644	628	631	634	642	649	657	665
2	628		637	628	659	646	630	633	636	645	651	659
3	599		632	641	632	663	650	634	637	640	649	655
4	591		610	643	652	643	674	661	645	648	651	660
5	562		592	611	644	653	644	675	662	646	649	652
6	612		572	602	621	654	663	654	685	672	656	659
7	583		620	580	610	629	662	671	662	693	680	664
8	609		580	616	577	606	626	659	667	659	690	677
9	625		628	598	635	595	625	644	677	686	678	708
10	637		627	630	601	638	598	628	647	680	688	680
11	565		606	597	599	570	607	567	597	616	649	657
12	581		551	592	582	585	555	592	553	582	601	634
K-5	3,677		3,790	3,860	3,896	3,901	3,901	3,917	3,910	3,923	3,960	4,002
6-8	1,804		1,772	1,799	1,808	1,890	1,950	1,984	2,015	2,024	2,026	2,000
9-12	2,408		2,412	2,417	2,417	2,388	2,385	2,431	2,473	2,564	2,616	2,680
Total	7,889		7,974	8,076	8,120	8,178	8,236	8,332	8,397	8,511	8,602	8,683

Table C-6. Enrollment Projections by School Based on Most Likely Projection

School	Actual 09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20
Elementary Schools											
Hamilton Meadow	612	635	658	678	677	674	672	673	674	678	685
Loma Verde	410	433	430	445	440	454	442	441	443	448	453
Lu Sutton	452	464	465	471	469	462	470	469	471	475	480
Lynwood	368	368	381	375	377	379	383	382	383	386	390
Olive	377	396	400	391	396	395	402	402	403	407	412
Pleasant Valley	407	424	442	457	453	449	445	445	446	450	455
Rancho	495	498	505	506	507	509	512	511	513	518	523
San Ramon	445	448	455	444	453	445	456	456	457	461	466
Middle Schools											
Hill	560	545	553	555	580	599	608	617	620	620	612
San Jose	467	464	447	482	504	520	528	536	538	538	531
Sinaloa	634	595	608	619	647	667	678	688	690	690	682
High Schools											
Novato	1320	1,293	1,300	1,271	1,234	1,228	1,251	1,272	1,321	1,348	1,382
San Marin	951	933	912	932	918	914	931	945	980	1,000	1,024
Alternative Schools											
Marin Oaks High	64	88	98	98	87	87	87	88	89	89	90
Nova Education Center	81	82	74	71	68	70	69	69	69	70	70
Novato Charter	246	250	253	254	258	259	261	263	267	268	269
<i>Totals may not match Districtwide projection due to rounding.</i>											

SECTION D: ENROLLMENT PROJECTIONS BY SCHOOL AND GRADE

This section provides enrollment projections by school and grade. It should be noted that the smaller the population being projected, the higher the margin of error. This is true of any population projection. The District should rely on in-house projections for site specific staffing and budgeting.

Hamilton Meadow Elementary School												
Enrollment Projection												
Grade	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	
K	103	103	101	99	100	100	101	102	103	105	106	
1	102	102	102	100	98	98	99	100	101	102	103	
2	103	102	102	102	100	98	99	99	100	101	102	
3	80	103	103	102	103	101	99	99	99	101	102	
4	82	81	104	104	103	104	102	100	100	100	102	
5	81	86	85	109	108	108	108	106	104	104	105	
6	61	57	60	62	65	66	65	68	66	65	65	
Total K-6	612	635	658	678	677	674	672	673	674	678	685	

Loma Verde Elementary School													
Enrollment Projection													
Grade	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20		
K	95	85	83	81	82	82	83	84	85	86	87		
1	61	88	78	76	74	74	75	76	77	78	79		
2	78	60	87	77	75	73	74	74	75	76	77		
3	59	78	60	87	77	75	73	74	74	75	76		
4	70	51	70	52	79	69	67	65	66	66	67		
5	47	71	52	71	53	80	70	68	66	67	67		
Total K-5	410	433	430	445	440	454	442	441	443	448	453		

Lu Sutton Elementary School													
Enrollment Projection													
Grade	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20		
K	69	79	78	76	76	77	77	78	79	80	81		
1	83	68	78	77	75	75	76	77	77	78	79		
2	77	82	67	78	76	74	75	75	76	77	78		
3	70	79	84	69	80	78	76	77	77	78	79		
4	81	74	83	88	73	83	82	80	80	81	82		
5	72	82	75	84	89	74	84	83	81	81	82		
Total K-5	452	464	465	471	469	462	470	469	471	475	480		

Lynwood Elementary School													
Enrollment Projection													
Grade	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20		
K	59	64	63	62	62	62	63	63	64	65	66		
1	57	56	61	60	59	59	59	60	61	61	62		
2	54	54	53	58	57	55	55	56	57	57	58		
3	62	55	55	54	59	58	57	57	57	58	59		
4	63	79	72	72	71	76	75	74	74	74	75		
5	73	60	76	70	69	68	73	72	71	71	71		
Total K-5	368	368	381	375	377	379	383	382	383	386	390		

Olive Elementary School													
Enrollment Projection													
Grade	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20		
K	67	76	75	73	73	74	75	75	76	77	78		
1	68	60	70	68	66	67	67	68	69	70	70		
2	65	71	64	73	71	69	70	70	71	72	73		
3	74	61	67	59	69	67	65	66	66	67	68		
4	59	69	56	62	55	64	62	61	61	61	62		
5	44	59	69	56	62	54	63	62	60	60	61		
Total K-5	377	396	400	391	396	395	402	402	403	407	412		

Pleasant Valley Elementary School												
Enrollment Projection												
Grade	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	
K	78	76	74	72	73	73	74	75	76	76	77	
1	79	80	78	76	75	75	75	76	77	78	79	
2	79	79	80	78	76	75	75	75	76	77	78	
3	60	79	79	80	78	76	75	75	75	76	77	
4	55	58	77	76	78	75	74	72	73	73	74	
5	56	52	55	74	74	75	73	71	69	70	70	
Total K-5	407	424	442	457	453	449	445	445	446	450	455	

Rancho Elementary School												
Enrollment Projection												
Grade	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	
K	80	85	83	81	82	82	83	84	85	86	87	
1	80	80	85	83	81	82	82	83	84	85	86	
2	80	80	80	85	83	81	81	82	83	84	85	
3	80	80	80	80	85	83	81	82	82	83	84	
4	85	88	89	88	88	93	92	90	90	90	91	
5	90	85	88	88	88	88	93	92	90	90	90	
Total K-5	495	498	505	506	507	509	512	511	513	518	523	

San Ramon Elementary School												
Enrollment Projection												
Grade	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	
K	64	77	75	74	74	74	75	76	77	78	79	
1	80	62	74	73	71	72	72	73	74	75	75	
2	67	85	66	79	78	76	76	77	78	78	79	
3	89	69	87	69	81	80	78	79	79	80	81	
4	69	85	65	83	65	77	76	74	75	75	76	
5	76	70	86	66	84	66	79	77	75	76	76	
Total K-5	445	448	455	444	453	445	456	456	457	461	466	

Hill Middle School												
Enrollment Projection												
Grade	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	
6	193	179	188	194	204	207	204	214	209	204	205	
7	182	195	181	190	196	206	209	206	215	211	206	
8	185	171	184	170	179	185	195	198	195	204	200	
Total 6-8	560	545	553	555	580	599	608	617	620	620	612	

San Jose Middle School													
Enrollment Projection													
Grade	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20		
6	132	154	162	167	176	178	176	184	180	176	177		
7	177	130	152	160	165	174	176	174	182	178	174		
8	158	180	133	155	163	168	176	179	176	184	181		
Total 6-8	467	464	447	482	504	520	528	536	538	538	531		

Sinaloa Middle School													
Enrollment Projection													
Grade	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20		
6	199	194	204	211	222	225	221	232	227	222	223		
7	196	203	199	209	215	226	229	226	236	232	226		
8	239	197	204	200	210	216	227	230	227	237	233		
Total 6-8	634	595	608	619	647	667	678	688	690	690	682		

Novato High School												
Enrollment Projection												
Grade	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	
9	359	343	326	345	322	338	349	366	371	365	382	
10	373	357	342	324	343	320	336	347	364	369	364	
11	276	332	316	301	283	303	279	295	306	323	328	
12	312	261	317	301	285	268	287	264	280	291	308	
Total 9-12	1,320	1,293	1,300	1,271	1,234	1,228	1,251	1,272	1,321	1,348	1,382	

San Marin High School												
Enrollment Projection												
Grade	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	
9	242	244	232	245	229	240	248	260	264	260	272	
10	229	246	248	235	249	232	244	251	264	267	263	
11	240	212	229	231	218	232	215	227	235	247	250	
12	240	231	204	220	222	210	224	207	219	226	238	
Total 9-12	951	933	912	932	918	914	931	945	980	1,000	1,024	

Marin Oaks High School													
Enrollment Projection													
Grade	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20		
9	18	7	7	7	7	7	7	8	8	8	8		
10	24	35	24	24	25	24	24	25	25	25	25		
11	22	31	43	32	31	32	31	32	32	32	32		
12	0	15	24	35	24	24	24	24	24	24	25		
Total 9-12	64	88	98	98	87	87	87	88	89	89	90		

Nova Education Center													
Enrollment Projection													
Grade	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20		
K	1	1	1	1	1	1	1	1	1	1	1		
1		1	0	0	0	0	0	0	0	0	0		
2		0	1	0	0	0	0	0	0	0	0		
3		0	0	0	0	0	0	0	0	0	0		
4		0	0	0	0	0	0	0	0	0	0		
5		0	0	0	0	0	0	0	0	0	0		
6	1	1	1	1	1	1	2	2	2	2	2		
7	3	2	2	2	2	2	2	2	2	2	2		
8	3	5	4	4	4	4	4	4	5	4	4		
9	6	2	4	2	3	3	3	3	3	3	3		
10	11	11	7	9	8	8	8	8	8	8	9		
11	27	21	21	17	19	18	18	18	18	18	18		
12	29	39	33	33	29	31	30	30	30	30	30		
K-5	1	1	1	2	2	2	2	2	2	2	2		
6-8	7	8	7	7	7	7	8	8	8	8	8		
9-12	73	73	65	62	59	60	59	59	59	59	60		
Total	81	82	74	71	68	70	69	69	69	70	70		

Novato Charter School													
Enrollment Projection													
Grade	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20		
K	47	47	47	45	46	46	46	47	47	48	49		
1	24	28	28	27	26	26	26	27	27	28	29		
2	25	24	27	28	27	26	26	26	27	27	28		
3	25	26	24	28	28	27	26	27	27	27	28		
4	27	26	26	25	29	29	28	27	27	27	28		
5	23	27	26	27	25	29	29	28	27	27	28		
6	26	23	27	26	26	25	29	29	28	27	27		
7	25	26	22	27	25	26	24	28	28	28	27		
8	24	25	26	22	27	25	26	24	28	28	28		
Total	246	250	253	254	258	259	261	263	267	268	269		