



NOVA EDUCATION CENTER

740 Diablo Blvd, Novato, CA 94947 • (415) 897-7653

Pamela Conklin, Principal

School Accountability Report Card

Contact Information

Parents or community members who wish to participate in leadership team, school committees, school activities, or become a volunteer may contact NOVA at 415-897-7653.

Mission Statement

NOVA Independent Study is committed to assisting students and parents in designing individualized learning programs that are aligned with state and district standards. The NOVA program empowers students by encouraging them to pursue their interests as an integral part of their school curricula, resulting in an individualized education that is broader and deeper than it would be in a traditional setting. When students are part of the education planning and design process, they are motivated, they take the initiative for independent investigation, they assume responsibility, and they make connections between what they learn and the real world.

School Profile

NOVA Independent Study School, the Novato Unified School District's K-12 independent studies program, facilitates standards-based individualized instruction for self-motivated and self-directed students in grades K-12 and their families. NOVA Independent Study School is located at 740 Diablo Avenue, Novato, CA, at the eastern end of the Hill Middle School campus. The school's central location allows NOVA students to co-enroll in classes and participate in sports and performance programs at one of the two district comprehensive high schools. Admission is voluntary and limited to students who qualify based on an application and an interview with the lead teacher. Applications can be requested and submitted through the NOVA school office, by phone at (415) 897-7653, by fax at (415) 897-5603 or on the school web site at <http://nv.novanusd.org/>. An inter-district transfer is required for students who do not live within the school district before they can be accepted into this unique program. Students, who range from kindergarten to twelfth grade, meet in the school's individualized setting with an assigned teacher.

NOVA Independent Study School is accredited through the Western Association of Schools and Colleges(WASC). The six-year term of accreditation granted in 2004 expires on June 30, 2010. The WASC midterm review in May 2007 approved the path the school is following.

Student Enrollment by Ethnic Group

2007-08	
	Percentage
African American	3.9%
American Indian	1.3%
Asian	10.5%
Caucasian	72.4%
Filipino	0.0%
Hispanic or Latino	10.5%
Pacific Islander	1.3%
Multiple or No Response	0.0%

Parent Involvement

NOVA presents a unique opportunity for parents to participate in their children's educational process. Because of the nature of the program, parents are encouraged to become partners in their children's educational program. Parents are encouraged to be present at all elementary and middle school sessions with the teacher. Parents are also welcome to participate in the NOVA Site Leadership Team, which meets the second Thursday of every month to discuss and implement ideas relating to all areas of the independent study program. Parents are also welcome to attend the Welcome Back all-school meeting, Back to School Night, Open House, and the end-of-school pot-luck.

Enrollment By Grade

This chart illustrates the enrollment trend by grade level for the past 3 school years.

Enrollment By Program

During the 2007/08 school year 76 students were enrolled at Nova Education Center (Indep. St.), of which 6.6% were English Learners, and 6.6% were socioeconomically disadvantaged.

Discipline & Climate for Learning

NOVA Independent Study School is committed to assisting students and parents in designing individualized learning programs in a personal, informal environment. It is our goal to empower students to take ownership of their education by encouraging them to declare or discover their interests and allowing them to pursue those interests as an integral part of their school curricula. It is our belief that when students are part of the educational process they are motivated and are able to see the relationship between what they are learning in books and in the real world. It is our intention that upon graduation from high school, NOVA students are expected to be able to:

- Express ideas clearly, creatively, and effectively
- Design, evaluate, prioritize, and implement appropriate solution strategies
- Live with integrity, exhibit social responsibility, and respect values of others
- Consciously proceed on the path toward knowing oneself and understanding humanity
- Possess the academic background to pass the California High School Exit Exam

Enrollment Trend by Grade Level

	2005-06	2006-07	2007-08
1st	2	1	
2nd	2	1	1
3rd	2	2	
4th	1	1	2
5th	2		1
6th	4	3	
7th	4	4	4
8th	5	8	5
9th	10	6	3
10th	11	12	8
11th	21	15	18
12th	24	25	33

Students are recognized in the monthly newsletter, as student of the month in the Marin Independent Journal (one student a year), as finalists in the annual Laws of Life essay contest and at promotion and graduation ceremonies. Additionally, NOVA coordinates with local agencies to award scholarships for post-secondary opportunities.

Suspensions & Expulsions						
	School			District		
	05-06	06-07	07-08	05-06	06-07	07-08
Suspensions	0	0	0	959	1446	650
Suspension Rate	0.0%	0.0%	0.0%	12.1%	17.9%	8.2%
Expulsions	0	0	0	33	32	27
Expulsion Rate	0.0%	0.0%	0.0%	0.4%	0.4%	0.3%

Class Size

NOVA Independent Study operates primarily on a one-to-one teacher to student ratio. Each student meets for one hour per week with his/her teacher. Additionally, students have the opportunity to participate in small classes for math and science. Small class size usually ranges between 5-10 students.

	Class Size Distribution											
	Average Class Size		Classrooms Containing:									
	06	07	08	1-20 Students			21-32 Students			33+ Students		
English	21	11	-	3	9	-	2	-	-	-	-	-
Mathematics	14	13	8	3	3	5	-	-	-	1	1	1
Science	13	12	-	4	4	-	-	-	-	-	-	-
Social Science	15	11	-	5	7	-	1	-	-	-	-	-

Instructional Time (includes Minimum days)

For 2007-2008, NOVA Independent Study offered 180 days of instruction. All instructional time either met or exceeded the daily instructional minute requirements specified in the California Education Code.

Dropout & Graduation Rates

The staff of NOVA Independent Study believes that effective instruction consists of the continuous building of new concepts upon existing ones and requires regular attendance and participation. In hopes of preventing and reducing dropouts, the staff individualizes students' assignments within the State Standards and district curriculum. When students are allowed to tailor their learning to their interest, they tend to be more successful. In addition, if necessary, students can co-enroll in adult ed, comprehensive high school and college courses. Because independent study requires maturity and self-motivation, students who are in danger of not graduating are usually counseled into other more appropriate educational options.

Graduation & Dropout Rates			
	04-05	05-06	06-07
Dropout Rate	1.35%	7.58%	12.07%
Graduation Rate	95.50%	93.10%	87.10%

Staff Development

Staff members build teaching skills and concepts by participating in conferences and workshops throughout the year, then sharing their experiences and knowledge with district colleagues. For the past three years, the district has dedicated three days annually to staff development. In addition to participating in Novato Unified School District staff development, NOVA staff regularly attends semi-annual conferences hosted by the California Consortium for Independent Study. Staff has also visited other independent study programs in the state to observe best practices.

School Leadership

NOVA Independent Study offers an enriched, academically challenging program based on the state standards and district-adopted programs. Teachers differentiate the curriculum to meet the unique learning needs of their students including English language Learners, Gifted and Talented, and special education students.

The format for accomplishing the student's program is in a one-hour meeting each week involving the student, teacher and sometimes the parent. High school students can also attend an additional hour for instruction in mathematics from a credentialed math specialist. In the case of students under the age of fourteen, the parent is encouraged to be involved in the planning, be present at meetings, and provide supervision for the student at home. During the one-hour meeting, a discussion of what the student has completed during the prior week is followed by a discussion of what is coming up for the next week as the specific plan is devised. Written or oral pre-tests, post-tests, or other forms of assessment are used to determine a student's mastery of information. Usually there is some dialogue between the teacher/parent/student regarding academic progress, issues, concerns, and about how the student is proceeding on their individualized academic plan. Other acceptable assessments can be video animations, musical presentations, or any project that is creative, appropriate, meets state and district standards and is approved by the student's NOVA teacher. NOVA holds final exams in core classes (English, social studies, math and science) for all students in grades 9-12.

NOVA students are expected to participate in state STAR testing and all potential high school graduates must pass the California High School Exit Exam in English/language arts and mathematics in order to receive a high school diploma.

Teacher Evaluation

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Temporary and probationary teachers are evaluated annually and tenured teachers are evaluated every other year. Qualifying tenured teachers are on five year evaluation cycles.

Evaluations are conducted by the principal who has been trained and certified for competency to perform teacher evaluations. Teachers are evaluated on the following criteria: Engaging and Supporting All Students in Learning, Understanding and Organizing Subject Matter for Student Learning, Assessing Student Learning, Creating and Maintaining Effective Environments for Student Learning, Planning Instruction and Designing Learning Experiences for All Students and Developing as a Professional Educator.

Novato Unified offers programs to assist teachers, such as Beginning Teacher Support and Training (BTSA) and Peer Assistance and Review (PAR). BTSA is for new, credentialed teachers.

Peer Assistance and Review is designed to assist permanent teachers in need of support in subject matter knowledge or teaching methods for the purpose of improving instruction. This may occur voluntarily or as a result of a less than satisfactory evaluation. The program allows for exemplary teachers to provide support for permanent teachers in need of professional development.

Substitute Teachers

The Novato Unified district has an adequate pool of fully credentialed and qualified substitutes in order to maintain continuity of instruction at Nova Independent Study. Generally, the district does not experience any problems finding qualified substitute teachers. When a substitute teacher is not available for an absent teacher, a certificated staff member assumes the role of substitute.

At Risk Interventions

NOVA provides small classes in science and mathematics for those students who wish additional help. Intersession courses are offered during summer in conjunction with the Novato Unified School District Summer School Program when necessary. CAHSEE intervention courses are also offered in conjunction with Novato High School and San Marin High School.

Teacher Assignment

Novato Unified recruits and employs the most qualified credentialed teachers. For the 2007-2008 school year, NOVA Independent Study School had six (4.9 FTE) fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

	Teacher Credential Status			
	School			District
	05-06	06-07	07-08	07-08
Fully Credentialed	4	6	7	428
Without Full Credentials	0	0	0	8
Working Outside Subject	0	0	0	22

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year

	Misassignments/Vacancies		
	05-06	06-07	07-08
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	0	0

Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2006-07 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

	NCLB Compliant Teachers	
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	59.3%	40.7%
District	88.7%	11.3%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	87.9%	12.1%

School Facilities

NOVA is in the third year back on the Hill Middle School campus after a number of years in the school district office but is, once again, being moved for the 2008-2009 school year, this time to the back of the Hill campus into four classrooms. The program consists of an all-purpose meeting/computer room (used for meetings, testing, and as a student library/lounge), two classrooms, three small meeting rooms, one office, one conference room, a kitchen, restroom facilities, and a parking lot. The facilities are clean and ideally suited for the numerous components of independent study.

NOVA works in conjunction with the custodial team from Hill Middle School. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the district office for review. The office manager and lead teacher work daily with the custodial staff to ensure that the cleaning of the school is maintained to provide for a healthy and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards are available at the district office for review.

Maintenance and grounds crews ensure that repairs are completed to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority is given to emergency repairs. While reviewing this report, please note that even minor discrepancies are reported in the inspection process.

School Facility Conditions				
Date of Last Inspection: 01/23/2008				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates/Fences (Interior and Exterior)	X			
Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)	X			
Hazardous Materials (Interior and Exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (Interior and Exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (Inside and Outside)	X			
Restrooms	X			
Sewer	X			
Roofs (observed from the ground, inside/outside the building)	X			
Playground/School Grounds	X			
Overall Cleanliness	X			

The District participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems.

During the 2007-2008 school year, the district contribution to deferred maintenance was \$309,765 which is 0.50% of our budget.

Safe School Plan

Safety of students and staff is a primary concern of NOVA Independent Study. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan was written in conjunction with Hill Middle School (both campuses share the same property) and last reviewed and updated in the fall of 2006 by the Site Leadership Team. All revisions were communicated to the both the classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a monthly basis throughout the school year. Lockdown drills are held twice a year. Students are supervised before and after school by staff. Visitors are welcome after checking in with the NOVA office manager.

English Language Learners

NOVA Independent Study offers English Language Learner (ELL) students assistance through the use of Rosetta Stone software and supplementary materials that are part of adopted textbook adoptions.

California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, Social Science, Science, for the most recent three-year period, is shown. Summative scores are not available for Math (grades 8-11), Science (available for grades 5 and 8 only), and grade 9 Social Science. For results on course specific tests, please see <http://star.cde.ca.gov>.

California Standards Test (CST)																											
Combined % of Students Scoring at Proficient and Advanced Levels																											
	Language Arts				Math				Science																		
	2		3		4		5		2		3		4		5												
	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08									
All Students																											
School	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0									
District	61	64	64	56	54	51	66	67	69	66	63	64	69	67	69	70	70	71	71	71	72	66	61	61	56	57	62
State	47	48	48	36	37	38	49	51	55	43	44	48	59	59	59	58	58	61	54	56	61	48	49	51	32	37	46
Females																											
School	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
District	67	70	65	57	59	55	72	65	72	69	67	66	68	66	67	69	69	69	74	69	73	67	65	58	53	57	58
State	50	53	51	39	41	40	54	55	59	47	48	52	57	58	58	56	57	60	55	58	62	48	49	52	30	35	45
Caucasian																											
School	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
District	73	75	78	65	68	63	79	80	82	78	76	76	78	76	82	78	79	76	81	83	81	77	73	72	68	73	76
State	65	66	64	55	56	57	69	71	74	63	64	67	74	74	74	73	72	74	68	70	74	64	63	65	52	58	68

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

California Standards Test (CST)																					
Combined % of Students Scoring at Proficient and Advanced Levels																					
	Language Arts			Math			Science			Social Science											
	6		7		8		6		7		8		8								
	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08						
All Students																					
School	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
District	60	63	63	67	68	68	65	60	61	62	60	56	62	57	61	60	58	70	63	58	56
State	41	42	47	43	46	49	41	41	45	41	42	44	41	39	41	38	42	52	34	35	36
Females																					
School	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
District	63	64	68	75	72	71	72	70	66	61	58	57	65	55	59	62	59	66	64	61	53
State	44	45	50	48	51	54	45	46	50	41	41	43	41	38	41	34	41	50	31	33	35
Caucasian																					
School	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
District	70	73	79	80	76	78	74	75	70	70	70	67	74	67	72	70	71	79	71	70	64
State	61	61	66	63	66	68	62	62	63	58	58	60	58	54	57	55	60	70	51	52	53

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

California Standards Test (CST)															
Combined % of Students Scoring at Proficient and Advanced Levels															
	Language Arts			Social Science											
	9		10		11			10		11					
	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08
All Students															
School	0	0	0	20	0	61	65	33	50	0	0	46	59	19	34
District	61	66	62	52	53	51	47	53	55	47	44	50	52	50	52
State	44	47	49	37	37	41	36	37	37	30	29	33	35	35	38
Females															
School	*	*	*	*	*	*	67	*	55	*	*	*	53	*	38
District	68	76	70	60	59	62	54	60	64	45	42	49	52	48	51
State	48	53	53	42	41	45	39	41	41	27	26	29	34	33	36
Caucasian															
School	*	*	*	*	*	*	71	43	57	*	*	*	63	*	41
District	75	76	76	65	64	62	53	64	68	57	54	62	57	60	63
State	63	66	68	54	55	57	50	52	53	45	44	49	48	48	51

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2008-09)	-	-
# of Schools Currently in PI	-	1
% of Schools Identified for PI	-	5.26%

Physical Fitness

In the spring of each year, Nova Education Center (Indep. St.) is required by the state to administer a physical fitness test to all students in grades five, seven, and nine. The physical fitness test is a standardized evaluation that tracks the development of high-quality fitness programs and assists students in establishing physical activity as part of their daily lives. Results of student performance are compared to other students statewide who took the test.

Percentage of Students in Healthy Fitness Zone			
2007-08 Test Results			
	5th Grade	7th Grade	9th Grade
School			
School Overall	*	*	*
School (Boys)	*	N/A	N/A
School (Girls)	*	*	*
District			
District Overall	33.8%	24.0%	41.1%
District (Boys)	28.6%	24.9%	40.8%
District (Girls)	38.8%	23.1%	41.4%
State			
State Overall	28.5%	32.9%	35.6%
State (Boys)	25.5%	30.2%	36.7%
State (Girls)	31.6%	35.7%	34.5%

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet. Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school). Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

API School Results				
	05-06	06-07	07-08	2008 API Growth Score
Statewide Rank	3	6	7	
Similar Schools Rank	N/A	N/A	N/A	
All Students				
Actual Growth	50	31	-	-

N/A - Means a number is not applicable or not available due to missing data.

SAT-1

Each year, students have the opportunity to participate in the SAT, which is designed to assess many of the skills that are important to a student's success in college and their general educational development.

NOVA also offers the PSAT to interested sophomores and juniors in the school and the community.

The table displays the percent of the school's 12th grade students who voluntarily took the SAT Reasoning Test for college entrance, and average verbal, math, and writing scores of those students. Detailed information regarding SAT results, and comparisons of these average scores to the district and state levels, can be found at the CDE Web site.

Curriculum Development

All curriculum development in the Novato Unified School District is aligned to the California State Frameworks and Content Standards using state and district adopted instructional programs. Annually, a comprehensive data analysis of student achievement is conducted to establish SMART Goals (Strategic/specific, Measureable, Attainable, Results-oriented, Timebound) aimed at raising academic performance for all students. Course outlines and benchmarks are updated regularly to align with the state standards, district goals, and the district-wide assessment program.

SAT I Test Results					
	Grade 12 Enrollment	% Seniors Tested	Average Verbal	Average Math	Average Writing
School					
04-05	28	3.6%	0	0	0
05-06	24	20.8%			
06-07	25	20.0%	548	518	546
District					
04-05	552	0.53%	537	549	0
05-06	583	0.55%	530	542	536
06-07	629	0.55%	532	539	530
State					
04-05	411,036	35.6%	500	522	0
05-06	384,878	40.4%	495	516	496
06-07	442,895	36.8%	493	513	492

Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and Mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP's, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the chart.

Adequate Yearly Progress (AYP)				
Made AYP Overall	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	No	Yes
API School Results	No		Yes	
Graduation Rate	Yes		Yes	

California High School Exit Exam (CAHSEE)

The California High School Exit Exam is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the Federal No Child Left Behind (NCLB) law. The CAHSEE has an English language-arts section and a math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. The score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement. The first table displays the percent of students achieving at the Proficient or Advanced level for the past three years. The second table displays the percent of students, by group, achieving at each performance level in English language-arts and math separately for the most recent testing period.

CAHSEE By Subject							
	2005-06			2006-07		2007-08	
	School	District	State	School	District	State	State
English	-	-	-	-	-	-	-
Mathematics	-	-	-	-	-	-	-

CAHSEE By Student Group						
	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	-	-	-	72.7	9.1	18.2

College Entrance Info

California high school students have two options for attending public universities in the State: Universities of California (UC), or California State Universities (CSU). There are eight UC campuses statewide, and 28 CSU schools. A college preparatory high school program includes a minimum of the following courses, referred to as the "A-G requirements."

- A: Two years of history/social science
- B: Four years of English
- C: Three years of college preparatory mathematics (Four recommended for UC)
- D: Two years of laboratory science (Three recommended for UC)
- E: Two years of a single language other than English (Three recommended for UC)
- F: One year of visual/performing arts
- G: One year of a college preparatory elective in one of the above subjects

All courses must be completed with a grade of "C" or better. The minimum GPA required for admission to a UC is 3.15, and 2.0 for the CSU system. For more information about admissions to UC schools, please visit www.ucop.edu/pathways. To prepare for entrance to a CSU school, visit www.csumentor.edu.

Completion of High School Graduation Requirements

Beginning with the graduating class of 2006, students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2005-06 school year in the 12th grade, the table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>. Note: "N/A" means that the student group is not numerically significant.

Completion of High School Graduation Requirements			
	School	District	State
All Students	97.3%	93.5%	*
African American	100.0%	94.1%	*
Asian	100.0%	94.1%	*
Hispanic or Latino	83.3%	81.4%	*
Pacific Islander	100.0%	100.0%	*
Caucasian	100.0%	96.7%	*

* Data was not available at the time of publication.

UC/CSU Course Completion

Students at NOVA Independent Study are encouraged to take University of California/California State University (UC/CSU) preparatory courses if they plan to attend a four-year university. All students must pass each course with a grade no lower than a 'C'.

UC/CSU Course Enrollment

	Percentage
% of Student Enrollment in Courses Required for UC/CSU Admission	63.5%
% of Graduates Who Completed All Courses Required for UC/CSU Admission	-

* Duplicated Count (one student can be enrolled in several courses).

Counseling & Support Staff

It is the goal of NOVA Independent Study to assist students in their social and personal development as well as academics. Core teachers also serve as academic counselors. The lead teacher provides college counseling support through the college and career center library. NOVA offers the PSAT to interested sophomores and juniors in the school and the community.

Counseling & Support Services Staff

	Number of Staff	Full Time Equivalent
Psychologist	1	As Needed
Resource Specialist	1	As Needed

Advanced Placement Classes

NOVA Independent Study encourages students to continue their education past high school. NOVA Independent Study offers Advanced Placement (AP) English Language and Composition for those students seeking to qualify for college credit. For other AP classes, students are encouraged to co-enroll in the district comprehensive high schools or in online independent study AP classes through colleges (like Johns Hopkins University) and online charter and private high school programs. Juniors and seniors achieving a score of three, four, or five on the final AP exams qualify for college credit at most of the nation's colleges. During the 2007-2008, no students at NOVA enrolled in AP classes, but two students completed honors World History and three students plan to complete AP English in 2008-2009.

Instructional Materials

Novato Unified held a Public Hearing on October 16, 2007, and determined that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the State Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks

Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
K-5	English Language Development	Ballard & Tighe	2000	Yes	0.0%
K-5	English Language Development	Hampton Brown	2000	Yes	0.0%
6th-8th	English Language Development	Hampton Brown	2001	Yes	0.0%
6th-8th	English Language Development	Heinle & Heinle	2000	Yes	0.0%
K-8	English Language Development	Longman	2000	Yes	0.0%
9th-12th	English Language Development	Longman	2000	Yes	0.0%
4th-8th	English Language Development	Sopris West	2006	Yes	0.0%
K-8	English/ Language Arts	Great Source	1998	Yes	0.0%
9th-12th	English/ Language Arts	Great Source	2003	Yes	0.0%
12th	English/ Language Arts	Harcourt	2003	Yes	0.0%
9th	English/ Language Arts	Holt, Rinehart & Winston	2003	Yes	0.0%
4th-5th	English/ Language Arts	Houghton Mifflin	2003	Yes	0.0%
7th-8th	English/ Language Arts	Houghton Mifflin	1998	Yes	0.0%
6th-8th	English/ Language Arts	McDougal Littell	2003	Yes	0.0%
K-5	English/ Language Arts	Open Court	2003	Yes	0.0%
11th	English/ Language Arts	Prentice Hall	2003	Yes	0.0%
12th	English/ Language Arts	Prentice Hall	2003	Yes	0.0%
K-8	English/ Language Arts	Sopris West	2006	Yes	0.0%
4th-8th	English/ Language Arts	SRA/McGraw-Hill	2000	Yes	0.0%
9th-12th	English/ Language Arts	Warriner's	2003	Yes	0.0%
9th-12th	Health	Glencoe	2002	Yes	0.0%
12th	History/Social Science	Glencoe	2006	Yes	0.0%
8th	History/Social Science	Globe Fearson	2002	Yes	0.0%
12th	History/Social Science	Holt, Rinehart & Winston	2006	Yes	0.0%
9th-11th	History/Social Science	McDougal Littell	2006	Yes	0.0%
K-5	History/Social Science	Scott Foresman - Standards Aligned	2006	Yes	0.0%
6th-8th	History/Social Science	Teacher's Curriculum Institute	2006	Yes	0.0%
K-5	Mathematics	Harcourt Brace	2001	Yes	0.0%
9th-12th	Mathematics	Houghton Mifflin	2002	Yes	0.0%
9th-12th	Mathematics	McDougal Littell	2002	Yes	0.0%
6th	Mathematics	McDougal Littell	2001	Yes	0.0%
7th-8th	Mathematics	Prentice Hall	2001	Yes	0.0%
9th-12th	Mathematics	Prentice Hall	2002	Yes	0.0%
K-3	Mathematics	Saxon	2001	Yes	0.0%
9th-12th	Mathematics	Southwestern	2002	Yes	0.0%
K-5	Science	Harcourt	2001	Yes	0.0%
6th-8th	Science	Holt, Rinehart & Winston	2001	Yes	0.0%
9th-12th	Science	Prentice Hall	2002	Yes	0.0%

Career Technical Education Participation

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

Enrollment & Program Completion in Career/ Technical Education (CTE) Programs (Carl Perkins Vocational and Technical Education Act)

Question	Response
How many of the school's pupils participate in CTE?	14
What percent of the school's pupils complete a CTE program and earn a high school diploma?	93.0
What percent of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	0.0

District Expenditures

Novato Unified spent an average of \$8,654 to educate each student, based on 2006-07 FY audited financial statements. The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$5,542
From Restricted Sources	\$198
From Unrestricted Sources	\$5,344
District	
From Unrestricted Sources	\$6,380
Percentage of Variation between School & District	16.24%
State	
From Unrestricted Sources	\$5,300
Percentage of Variation between School & State	0.83%

District Revenue Sources

In addition to general state funding, Nova Education Center (Indep. St.) receives state and federal funding for the following categorical funds and other support programs:

Categorical Programs: Federal

- **Title II:** Concentrates on upgrading the expertise of principals, teachers, and paraprofessionals through professional development based on a needs assessment to enable them to increase student academic achievement by improving teacher quality.
- **Title III:** Provides supplemental programs and services for LEP/Immigrant students to enable them to meet grade level requirement; provides instruction and instructional support services to promote English language development and academic progress in the core curriculum
- **Title IV:** Funds are to be used to carry out a comprehensive drug and violence prevention program which will decrease drug abuse and violence among our students.
- **Title V:** Provides broad support for activities that encourage educational innovation and enhancement of learning through technology, library services, and instructional and media materials and to meet the needs of all students at-risk.
- **Special Education Program:** Ensures that all students with exceptional needs are appropriately identified, assessed, and provided free appropriate public education programs and services designed to meet their unique needs.

Categorical Programs: State

- **English Language Learner Program (EIA):** Develops fluency in English in each student as effectively and efficiently as possible and provides equal opportunity for academic achievement.
- **Tobacco Use Prevention Education (TUPE):** Educates our students regarding the deleterious effects of tobacco products and gives them skills to resist the pressures to begin or provide counseling to help them stop.
- **School and Library Improvement Block Grant:** Helps to meet the educational needs of all students as well as to support and sustain high quality professional development. Also provides school library materials.
- **Art and Music Block Grant:** Funding for staff and standards-aligned materials to support the implementation of sequential standards-aligned visual and performing arts instruction in kindergarten and grades one to 12.
- **Arts, Music and P.E. Equipment and Supplies Block Grant:** Funding for instructional resources used in the delivery of sequential standards-based instruction in physical education and visual and performing arts.
- **One-Time Discretionary Block Grant:** Funding to provide one-time resources to support a variety of uses that sites and districts may select
- **One-Time Supplemental Instructional Materials for English Speakers:** Funds appropriated to purchase supplemental instructional materials for English learners in kindergarten through twelfth grade.

Grants:

- **English Language Acquisition Program (ELAP):** Funds are dedicated to improving the English proficiency of California students and preparing them to meet the state content standards. Funds are allocated to schools for grades four through eight, with priority given to those schools with the highest proportion of English learners.

Parcel Tax Funding: Helps to support quality library media centers, performing arts programs, technology in secondary schools, counseling services for secondary students and class size reduction for K-3 and 9th grade students.

Teacher & Administrative Salaries as a Percentage of Total Budget

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

Average Salary Information		
Teachers - Principal - Superintendent		
2006-07		
	District	State
Beginning Teachers	\$39,289	\$39,692
Mid-Range Teachers	\$58,084	\$62,830
Highest Teachers	\$73,046	\$80,472
Elementary School Principals	\$93,603	\$98,460
Middle School Principals	\$98,899	\$104,522
High School Principals	\$107,121	\$114,549
Superintendent	\$165,644	\$166,547
Salaries as a Percentage of Total Budget		
Teacher Salaries	39.3%	40.2%
Administrative Salaries	6.8%	5.8%

School Site Teacher Salaries

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state based on FY 2006/07 financial statements.

Average Teacher Salaries	
School & District	
School	\$64,486
District	\$57,364
Percentage of Variation	12.41%
School & State	
All Unified School Districts	\$62,157
Percentage of Variation	3.74%

Computer Resources

Each NOVA teacher has a computer that is connected to the Internet. In addition, the computer lab contains six computers for student use, all connected to the Internet. Computer skills and concepts are integrated throughout the curriculum, which helps to prepare students for technological growth and other opportunities.

Computer Resources			
	05-06	06-07	07-08
Computers	10	10	6
Students per computer	8.8	7.9	12.7
Classrooms connected to Internet	2	2	5

Library Information

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

Governing Board Members

During the 2007/08 the Novato Unified was governed by the following Board of Education Members:

- Debbie Butler
- Cindi Clinton
- Thomas Cooper
- Derek Knell
- Ross Millerick
- Leslie Schwarze
- Jennifer Treppa

Measure A Facilities Bond

Bond Projects

- 16 schools have been modernized and upgraded for Americans with Disabilities Act (ADA) compliance and safety
- state of the art classrooms, libraries, and computer labs are serving our students
- high school athletic fields are versatile and provide a venue for safe play

The Measure A facility bond approved by Novato voters in 2001 provided \$107 million for the improvement of all school campuses in the Novato Unified School District. State matching funds and interest earnings will provide another \$26 million, resulting in a \$133 million facility program for our schools. To date, about \$99 million of these dollars have been spent.

These funds have been utilized to provide for a variety of repairs, renovations and improvements, most significantly to address health and safety issues and to modernize classrooms. Classroom modernization typically includes the installation of:

- new flooring
- ceilings and lighting
- paint and tackable wall surfaces
- cabinets
- learning wall, a casework system that includes rolling whiteboards
- heating, ventilation and air conditioning systems (existing systems)
- electrical plugs and fire alarm systems
- computer connection for students and staff

A+ for Kids Parcel Tax

A+ for Kids Parcel Tax Funding:

Novato voters have supported schools since 1993 with parcel taxes (A+ for Kids). The most recent parcel tax was passed in March 2005 for 6 years for \$155 per parcel per year.

Novato schools are grateful to the Novato community for their continued support. The parcel tax provides over \$2,000,000 per year to our schools.

Thanks to the Parcel Tax Funds:

- our K-3 and 9th grade students learn in class sizes of 20:1
- our libraries are staffed by librarians and library clerks
- counseling services are available for our secondary students
- award winning performing arts programs are provided in elementary, middle, and high school
- technical support is provided for our secondary schools

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located in the city of Novato, which contain numerous computer workstations.

Data Sources

Data within the SARC was provided by Novato Unified School District, retrieved from the 2007-08 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>).

Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.