

Novato Unified School District

Nova Education Center School

2008-2009 School Accountability Report Card

**Pam Conklin,
Principal**

**School Address:
767 Diablo Blvd.
Novato, CA
94947-4015**

(415) 897-7653

**Dr. Jan
La Torre-Derby,
Superintendent**

**District Address:
1015 Seventh St.
Novato, CA
94945-2205**

(415) 897-4201

**[do.nusd.org/
index.html](http://do.nusd.org/index.html)**

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 sixth 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 was recently extended to expire on June 30, 2011. The WASC midterm review in May 2007 approved the path the school is following.

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.

Contact Information

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

School Leadership

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

Student Enrollment by Ethnic Group

2008-09

	Percentage
African American	3.5%
American Indian	1.2%
Asian	5.8%
Caucasian	79.1%
Filipino	0.0%
Hispanic or Latino	10.5%
Pacific Islander	0.0%
Multiple or No Response	0.0%

Usually there is some dialogue between the teacher/parent/student regarding academic progress, issues, concerns, and about how the student is proceeding on his/her individualized academic plan. Other acceptable assessments can be web pages, Powerpoint presentations, 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 English and math for all high school students.

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.

Parent Involvement

NOVA presents a unique opportunity for parents to participate in their children's education. Parents are encouraged to be present at all elementary and middle school sessions with the teacher and are welcome at high school meetings. Parents are also encouraged 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 invited to attend the Welcome Back all-school meeting and the end-of-school pot luck.

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 because they are able to see the relationship between what they are learning in books and in the real world. 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

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 awards night, which takes place during graduation. Additionally, NOVA coordinates with local agencies to award scholarships for post-secondary opportunities.

	Suspensions & Expulsions					
	School			District		
	06-07	07-08	08-09	06-07	07-08	08-09
Suspensions	0	0	7	1446	650	841
Suspension Rate	0.0%	0.0%	8.1%	17.9%	8.2%	10.6%
Expulsions	0	0	0	32	27	14
Expulsion Rate	0.0%	0.0%	0.0%	0.4%	0.3%	0.2%

Safe School Plan

Safety of students and staff is a primary concern at 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 2008 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 by staff whenever they are on campus. Visitors are welcome after checking in with the NOVA office manager.

School Facilities

NOVA is in its fourth year on the Hill Middle School campus but was moved to a slightly different location in the back of the Hill campus during the summer of 2009. The facility consists of four classrooms, one of which is shared by the school office, a staff room and one small office. NOVA also has a separate parking lot.

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	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior	X			
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

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 is 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.

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 2008-09 school year, the district contribution to deferred maintenance was \$144,114 which is 0.25% of our budget.

Instructional Time (includes Minimum days)

For 2008-09, 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.



Class Size

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

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.

Enrollment By Grade

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

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
Resource Specialist	1	As Needed

Teacher Assignment

Novato Unified recruits and employs the most qualified credentialed teachers. For the 2008-09 school year, NOVA Independent Study School had six (4.6 FTE) fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

	Teacher Credential Status			
	School			District
	06-07	07-08	08-09	08-09
Fully Credentialed	6	7	6	413
Without Full Credentials	0	0	0	0
Working Outside Subject	0	0	0	0

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.

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	56.7%	43.3%
District	93.1%	6.9%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	95.1%	4.9%

Class Size Distribution

	Classrooms Containing:											
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	07	08	09	07	08	09	07	08	09	07	08	09
English	11	-	-	9	-	-	-	-	-	-	-	-
Mathematics	13	8	13	3	5	3	-	-	-	1	1	1
Science	12	-	-	4	-	-	-	-	-	-	-	-
Social Science	11	-	-	7	-	-	-	-	-	-	-	-

Enrollment Trend by Grade Level

	2006-07	2007-08	2008-09
1st	1	0	0
2nd	1	1	0
3rd	2	0	1
4th	1	2	0
5th	0	1	0
6th	3	0	4
7th	4	4	2
8th	8	5	8
9th	6	3	5
10th	12	8	12
11th	15	18	19
12th	25	33	35

Misassignments/Vacancies

	06-07	07-08	08-09
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

Instructional Materials

Novato Unified held a Public Hearing on October 6, 2009, 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. Current District adopted Instructional Materials are available at <http://do.nusd.org/CurriculumInstruction/currmain.html>

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.

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.



District-Adopted Textbooks

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

Technology Resources

Each NOVA teacher has a computer that is connected to the Internet. In addition, each core classroom has two to three 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

	06-07	07-08	08-09
Computers	10	6	10
Students per computer	7.9	12.7	8.6
Classrooms connected to Internet	2	5	4

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.

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.

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.

At Risk Interventions

NOVA provides small classes in 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.

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.

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.

Gifted and Talented Education (GATE)

The Novato Unified School District Gifted and Talented Program is designed to meet the needs and learning styles unique to gifted children. The differentiated curriculum provides experiences and activities that vary in acceleration, depth, complexity, and degree of novelty. It is a program designed to foster enthusiasm for learning, insight into ideas and problems, responsible citizenship, leadership, critical and creative thinking, and career awareness.

The goals of the program are to:

- Provide differentiated opportunities for learning
- Develop critical thinking skills
- Promote sensitivity and responsibility to others
- Foster a commitment to constructive ethical standards
- Encourage a healthy self-concept
- Inspire life-long learning

More information about Novato's Gifted and Talented Education Programs are available at <http://do.nusd.org/CurriculumInstruction/gate.html>

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.

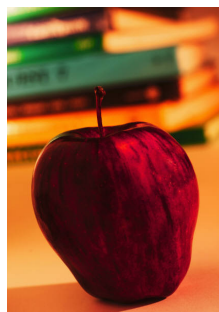
Percentage of Students in Healthy Fitness Zone			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	0	0	0
7	*	*	*
9	*	*	*

*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	In PI
First Year in PI	-	2009-2010
Year in PI (2009-10)	-	Year 1
# of Schools Currently in PI	-	3
% of Schools Identified for PI	-	17.65%



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)									
Subject	School			District			State		
	2007	2008	2009	2007	2008	2009	2007	2008	2009
English/Language Arts	55	52	55	61	61	64	43	46	50
Mathematics	27	28	25	57	60	60	40	43	46
Science	69	45	68	55	61	64	38	46	50
History/Social Science	33	36	43	50	52	58	33	36	41

California Standards Test (CST)				
Subgroups				
Subject	English/ Language Arts	Mathematics	Science	History/ Social Science
African American	*	*	*	*
American Indian	*	*	*	*
Asian	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	*	*	*	*
Pacific Islander	*	*	*	*
Caucasian	58	30	73	55
Males	53	42	*	*
Females	56	19	65	34
Socioeconomically Disadvantaged	*	*	*	*
English Learners	*	*	*	*
Students with Disabilities	*	*	*	*
Migrant Education	*	*	*	*

**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				
	06-07	07-08	08-09	2009 API Growth Score
Statewide Rank	6	7	4	
Similar Schools Rank	N/A	N/A	N/A	
All Students				
Actual Growth	31	-40	81	779

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

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English language learners (ELL) is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress Web page at <http://nces.ed.gov/nationsreportcard/>.

The first table displays the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight by scale score and achievement level.

The second table displays the participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) by students with disabilities and/or English language learners for grades four and eight.

NOTE: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school.

National Assessment of Educational Progress Reading and Mathematics Results for Grades 4 & 8 By Performance Level - All Students					
	Average Scale Score		% at Each Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007 Grade 4	209	220	30	18	5
Reading 2007 Grade 8	251	261	41	20	2
Math 2009 Grade 4	232	239	41	25	5
Math 2009 Grade 8	270	282	36	18	5

National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities (SD) and/or English Language Learners (ELL) By Grades 4 & 8 and Participation Rate - All Students				
	Participation Rate			
	State		National	
	SD	ELL	SD	ELL
Reading 2007 Grade 4	74	93	65	80
Reading 2007 Grade 8	78	92	66	77
Math 2009 Grade 4	79	96	84	94
Math 2009 Grade 8	85	96	78	92

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	Yes	Yes	No	No
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	No	No
API School Results	Yes		Yes	
Graduation Rate	Yes		Yes	

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'. NOVA offers AP English Language and Composition, Honors English 9 and 10, and Honors World History and encourages college prep students to co-enroll in required classes at the comprehensive high schools and junior colleges.

UC/CSU Course Enrollment		Percentage
% of Student Enrollment in Courses Required for UC/CSU Admission		78.9%
% of Graduates Who Completed All Courses Required for UC/CSU Admission		-

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

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.

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. **Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.**

	CAHSEE By Subject								
	2006-07			2007-08			2008-09		
	School	District	State	School	District	State	School	District	State
English	-	-	-	-	63.2	52.9	-	64.8	52.0
Mathematics	-	-	-	27.3	63.5	51.3	-	63.6	53.3

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. ***Data was not available at the time of publication.**

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. To reduce 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 education, 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		
	05-06	06-07	07-08
Dropout Rate	7.60%	12.10%	9.70%
Graduation Rate	93.10%	90.00%	92.30%

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 2008-09, two students at NOVA enrolled in AP language, one student took the AP U.S. History exam, and one student completed English 10 honors, a pre-AP course. In addition to at least 10% of the student body who enrolled in college classes, one student completed AP Calculus at one of the district comprehensive high schools. The number of students enrolling in honor and AP classes and co-enrolling in college classes continues to grow.

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

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		
2007-08		
	District	State
Beginning Teachers	\$39,289	\$40,917
Mid-Range Teachers	\$58,084	\$64,688
Highest Teachers	\$74,796	\$82,849
Elementary School Principals	\$105,126	\$102,130
Middle School Principals	\$109,748	\$108,050
High School Principals	\$125,559	\$117,805
Superintendent	\$181,082	\$176,845
Salaries as a Percentage of Total Budget		
Teacher Salaries	40.2%	40.3%
Administrative Salaries	7.4%	5.9%

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	\$73,830
District	\$57,694
Percentage of Variation	27.96%
School & State	
All Unified School Districts	\$64,246
Percentage of Variation	14.91%

District Expenditures

Novato Unified spent an average of \$8,003 to educate each student, based on 2007-08 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	\$5,339
From Restricted Sources	\$225
From Unrestricted Sources	\$5,114
District	
From Unrestricted Sources	\$5,186
Percentage of Variation between School & District	1.39%
State	
From Unrestricted Sources	\$5,512
Percentage of Variation between School & State	7.22%

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:** The purpose of the program is to increase academic achievement by improving teacher and principal quality.
- **Title III:** The purpose of this program is to assist English learners acquire English and achieve grade-level standards. Funds are allocated according based on the R-30 Language Census.
- **Title IV:** Funds are used to carry out a comprehensive drug and violence prevention program which will decrease drug abuse and violence among 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

- **Economic Impact Aid - English Learner Program (EIA-LEP):** Provides supplemental funding to support additional programs and services for English learners.
- **Tobacco Use Prevention Education (TUPE):** Funds health education efforts aimed to prevent and reduce the use of tobacco.
- **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.
- **English Language Acquisition Program (ELAP):** Funds are provided as supplemental support for English language acquisition for English learners in grades 4 to 8.

Other Funding:

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.

Measure A Facilities Bond

Bond Projects

- 16 schools have been modernized and upgraded for Americans with Disabilities Act (ADA) compliance and safety
- modernized 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 \$28 million, resulting in a \$137 million facility program for our schools. To date, about \$107 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
- replacement of heating, ventilation and air conditioning systems (existing systems)
- additional electrical plugs and replaced fire alarm systems
- installation of 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 June 2009 for 6 years for \$251 per parcel per year.

Novato schools are grateful to the Novato community for their continued support. The parcel tax provided over \$2,700,000 per year to our schools in 2008-09.

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

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.

