



SAN JOSE MIDDLE SCHOOL

1000 Sunset Parkway, Novato CA 94949 • (415) 883-7831

Dale Ravazzini, Principal

School Accountability Report Card

Principal's Message

San Jose Middle School is an extraordinary school with an exceptionally dedicated staff. Our student population is rich in its diversity and individuality, and our parent population and community are supportive and inclusive. We are excited and enthusiastic about our move towards a Professional Learning Community. This transition is geared for student and teacher success, and will truly change the nature of our educational process. I would like to extend an invitation to anyone who is interested in our school to give us a call. We would love to showcase our school and would welcome your presence on our campus.

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the San Jose Middle at 415-883-7831.

School Profile

San Jose Middle School, built in 1962, draws students from Hamilton, Loma Verde and Lynwood elementary schools in the district. During the 2007/08, 527 sixth to eighth grade students were enrolled at the school, with classes arranged on a traditional schedule calendar. San Jose was the recipient of a prestigious Cesar Chavez Grant and has been named a California Distinguished School twice. This year San Jose implemented a science grant from the Toyota Tapestry Grant.

San Jose prides itself on its academic program and support for student learning. We focus on what students should know and be able to do, how we teach, and who we need to be as a community to ensure students grow into capable, responsible and caring citizens. San Jose has a staff of 23 teachers, one credentialed librarian, two administrators, 1 dean and 21 support staff. These staff reach out to students and parents beyond the curriculum through sponsorship of campus organizations such as Garden Club, Chess Club, Book Club, Art Club, Renaissance Program, Mathletes, music competitions, speech contests, family math nights, student council and cross country and track. Students are recognized through awards assemblies, student of the month and quarterly problem solving contests. This year 100 students, including staff and community members participated in the nationally recognized Challenge Day program

Parents are integral partners at San Jose. PTA, Leadership Team and ELAC work collaboratively to further school goals and to provide the excellence we aim for at San Jose.

San Jose's school plan engages staff and students in a continuous cycle of inquiry. We use data — surveys and suspension and attendance rates — to drive our plan, which is centered on safety, student achievement, and communication. San Jose has worked to align its curriculum with state standards and articulates with feeder elementary and high schools. San Jose's Instructional Leadership Team has developed strategic focus areas and uses standards based curricular maps in its implementation. We strive for ongoing improvement, assessing our progress and revising our approaches as needed.

Mission Statement

San Jose exists to educate students for success and to encourage young people towards a sense of personal and social awareness in order to positively impact the world.

Parent Involvement

San Jose Middle School works in partnership with PTA to provide unlimited opportunities for parent involvement — in the classroom and school, on PTA committees, and within the district. Parents can get involved in the classroom on many levels, by helping teachers decorate classrooms, helping with filing, direct student support and performing data entry, helping with art projects or science labs, and helping with events such as the Pioneer Feast, Speech Tournament, Family Math Nights, WEB Orientation, Renaissance, Recycling, Field Day, Music Concerts, Scorpion Splashdown Day, and more. Parents also volunteer in the office with copy work, survey compilation and special mailings. In addition, we offer parents opportunities to participate in many PTA committees and activities such as the Book Fair, B.O.O.K.S. Program, Campus Beautification, Directory Publication, Disaster Preparedness, ELAC, eScrip fundraising, Hospitality, Membership, Newsletter Publication, Red Ribbon Week, Reflections, Safety, Shirt Sales, Garden Project, Social Events, Staff Appreciation, Art Docent, Volunteer Coordination. Finally, parents can serve on site and district teams, including the Blue Ribbon, District Advisory Committee, Calendar, Curriculum Council, Title 1, DELAC, Diversity, Novato Foundation for Public Education and many more.

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 523 students were enrolled at San Jose Middle, of which 10.5% were English Learners, and 36.1% were socioeconomically disadvantaged.

Student Enrollment by Ethnic Group	
2007-08	
	Percentage
African American	7.1%
American Indian	0.2%
Asian	6.7%
Caucasian	53.9%
Filipino	1.5%
Hispanic or Latino	30.6%
Pacific Islander	0.0%
Multiple or No Response	0.0%

Enrollment Trend by Grade Level			
	2005-06	2006-07	2007-08
6th	190	182	158
7th	157	190	176
8th	172	160	189

Class Size

Average class sizes vary by grade level and subject area taught. In addition to credentialed teachers, students receive assistance in the classroom from:

- Title I Instructional Assistants
- RSP Instructional Assistants
- Latino Outreach
- One-to-One Aides
- Academic Counselors

The table indicates the average class size by grade level or subject area, as well as the number of classes offered in reference to their enrollment.

Class Size Distribution												
	Average Class Size			Classrooms Containing:								
				1-20 Students			21-32 Students			33+ Students		
	06	07	08	06	07	08	06	07	08	06	07	08
English	27	27	26	5	4	4	14	14	16	3	3	2
Mathematics	27	27	26	3	3	6	12	13	12	4	3	2
Science	29	30	26	1	1	3	14	11	15	3	6	2
Social Science	30	31	26	-	-	2	16	14	17	2	4	2

Discipline & Climate for Learning

San Jose's practices and programs support our commitment to students' social, emotional and physical well being. Our expectations of students, as well as our disciplinary policies and procedures are clearly articulated in student planners and parent handbooks. After school homework help is available to students through our PTA sponsored homework club. In addition, teachers make themselves available to students before and after school and during lunch and access periods. Our student orientation program – WEB (Where Everyone Belongs) – offers a high-energy day of orientation for incoming 6th graders followed by year-long activities to offer ongoing support and mentoring between 6th and 8th grade students. We offer a conflict mediation program, which helps students work through and formulate solutions to a wide range of issues. Our Renaissance program recognizes student academic achievement and improvement. Over half of the student body is currently eligible for Renaissance awards which include special privileges and prizes. Stellar students who have demonstrated excellent citizenship, academic achievement or improvement are also recognized through our student of the month program. Our assemblies are focused on respect and inclusion, and to further promote inclusion we offer a number of extra-curricular clubs and activities including Art Club, Book Club, Garden Club, Mathletes, Bocce Ball Club, student council, cross country and track, lunchtime clubs, WEB leaders, student newspaper, yearbook and literary magazine, dress up days, intramural sports and homeroom competitions. San Jose Middle School offers Team, a cross grade level program, bi-monthly in an effort to build relationships and teach respect an inclusion. This year the TEAM classes centered around standards-based enrichment curriculum. Our school climate and culture committee creates a yearly action plan focused on areas for emotional growth and safety improvement.

Suspensions & Expulsions						
	School			District		
	05-06	06-07	07-08	05-06	06-07	07-08
Suspensions	150	113	94	959	1446	650
Suspension Rate	28.9%	21.2%	18.0%	12.1%	17.9%	8.2%
Expulsions	2	2	2	33	32	27
Expulsion Rate	0.4%	0.4%	0.4%	0.4%	0.4%	0.3%

Safe School Plan

San Jose's comprehensive school safety plan outlines our emergency preparedness procedures for fire, earthquake, intruders, major disasters and on campus violent crime. In addition, the plan documents our disciplinary policies and procedures. Our school safety plan is updated annually. The School Site Safety plan was last updated in September of 2007.

To ensure that we are prepared for an emergency, we hold monthly fire and disaster drills so students and staff can practice our emergency procedures. Each staff member has a backpack filled with emergency supplies and our disaster container is filled with emergency supplies as well. Lockdown drills are held at least twice a year. Safety information is shared with the community and parents through our monthly newsletters and some staff members are trained in first aid and CPR. The District's safety committee also supports our emergency preparedness planning and efforts on an ongoing basis.

Students are supervised before and after school by certificated staff and administration. Classified staff and administration supervise students during lunch. There is a designated area for student drop off and pick up. All visitors sign in at the front office and wear a recognizable badge while on campus. Board Policy 1250: Visitors/Outsiders is available on the district website.

School Facilities

San Jose Middle School was originally constructed in 1962 and is comprised of 31 classrooms, 1 gym, 1 multipurpose room/cafeteria, 1 library, 1 staff lounge, 1 computer lab, track, black top area, football/soccer, softball field. Recent remodeling included all new classrooms, new library and 2 new music rooms.

San Jose Middle School works diligently to provide a safe, healthy and well-maintained environment.

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			

Cleaning Process: The principal works daily with the custodial staff of (2 full-time and 1 part-time) to ensure that the cleaning of the school is maintained to provide for a clean 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.

Students, staff and parents take pride in our facilities and work together to maintain our school's environment.

Maintenance and Repair District maintenance staff ensures that the repairs necessary 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 are given to emergency repairs. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

Deferred Maintenance Budget 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 \$309,765 which is 0.50% of our budget.

Between 2002 and 2008, the Measure A Bond and state funding through modernization and the deferred maintenance program have provided the funds to upgrade and modernize facilities at San Jose MS including:

- Replaced covered patio roofing
- Upgraded fire alarm and signal system
- Restroom renovations
- Site accessibility addressed per (ADA) requirements
- Upgraded heating system
- Improved exterior lighting
- Upgraded electrical system
- Improved access for fire protection
- Playing fields renovated
- Classrooms modernized
- Repaired and painted exteriors
- Structural repairs
- Remodeled library
- 2 new music rooms
- New computer lab

Substitute Teachers

The Novato Unified district has an adequate pool of fully credentialed and qualified substitutes in order to maintain continuity of instruction at San Jose Middle. Generally, the district does not experience any problems finding qualified substitute teachers. When a substitute teacher is not available for an absent teacher, a teacher, the principal or the vice principal 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. Teacher 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

Individualized Instruction

San Jose Middle provides special education services to students who are assessed and found to be eligible for special education. Programs and services designed to meet the student's needs are identified in the Individualized Education Plan (IEP). The Resource Specialist Program serves students with exceptional needs who are able to function in the regular classroom for the majority of the day. They receive individual, small group, or classroom instruction designed to meet their identified needs.

Designated Instructional Services are provided to students who are eligible for Occupational Therapy, Speech Therapy, or other services.

Special Day Classes are available to students who require special education more than 50% of the school day.

At Risk Interventions

San Jose Middle School provides after-school tutoring in English/Language Arts and Mathematics for those students performing below grade-level standards or who are at risk of retention. Other intervention programs offered at San Jose Middle School include: Homework Club, After School Academy, and Academic Thursday School.

English Language Learners

San Jose Middle School offers our English Language Learner (ELL) students the assistance through ELD Classes and ELD Support Classes.

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:

- To provide differentiated opportunities for learning
- To develop critical thinking skills
- To promote sensitivity and responsibility to others
- To foster a commitment to constructive ethical standards
- To encourage a healthy self-concept
- To inspire life-long learning

Middle School Program Qualification for sixth grade is determined by new testing, or current placement from a transferring elementary school program or other school district. In the grade 6-8 program, GATE is an enriched curricular program that provides in depth learning for both Language Arts and Social Studies/History. The classes are taught by experienced GATE teachers and offer differentiated instruction, project based learning and specific strategies geared to challenge the GATE students. The program is offered at all three middle schools.

Counseling & Support Staff

It is the goal of San Jose Middle to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. The table lists the support service personnel available at San Jose Middle.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Counselor	3	2.00
Librarian/library media teacher	1	.6
Nurse	1	.2
Outreach Consultant	1	1
Psychologist	1	.4
Resource Specialist Program (RSP) Teacher	3	3
Speech/Language/Hearing Specialist	1	.4

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>.

Physical Fitness

In the spring of each year, San Jose Middle is required by the state to administer a physical fitness test to all students in grade seven. 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	
7th Grade	
School	
School Overall	39.9%
School (Boys)	42.7%
School (Girls)	37.0%
District	
District Overall	24.0%
District (Boys)	24.9%
District (Girls)	23.1%
State	
State Overall	32.9%
State (Boys)	30.2%
State (Girls)	35.7%
*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	52	53	46	61	65	55	49	58	58	62	54	45	57	54	55
District	60	63	63	67	68	68	65	60	61	62	60	56	62	57	61
State	41	42	47	43	46	49	41	41	45	41	42	44	41	39	41
Males															
School	52	58	47	49	61	54	39	46	52	64	64	49	54	57	64
District	57	62	57	61	64	65	58	52	56	61	63	53	60	60	64
State	38	40	44	38	42	44	37	37	41	42	42	44	41	39	42
Females															
School	52	48	45	76	70	58	65	72	65	59	44	41	61	50	47
District	63	64	68	75	72	71	72	70	66	61	58	57	65	55	59
State	44	45	50	48	51	54	45	46	50	41	41	43	41	38	41
Socioeconomically Disadvantaged															
School	18	27	12	33	38	28	27	21	44	33	33	16	27	18	24
District	27	36	13	31	41	27	30	24	31	31	34	18	28	27	19
State	26	27	32	28	31	34	25	26	30	28	28	30	27	27	30
African American															
School	*	15	36	21	*	14	*	13	*	*	20	50	14	*	21
District	24	33	33	27	40	35	30	15	46	32	33	33	20	27	35
State	29	29	33	29	32	35	27	27	31	23	24	26	22	22	24
Asian															
School	*	73	64	*	87	*	79	*	80	*	82	73	*	80	*
District	73	74	74	83	84	79	75	71	77	83	74	82	86	76	64
State	66	67	71	67	71	73	62	64	69	72	72	75	72	69	71
Hispanic or Latino															
School	31	33	26	32	42	41	23	27	37	39	37	24	21	21	43
District	28	35	30	32	43	41	32	28	32	32	32	25	28	28	36
State	26	28	33	28	32	34	25	26	31	29	29	31	28	27	30
Caucasian															
School	62	68	63	81	77	70	60	83	69	70	64	57	80	70	68
District	70	73	79	80	76	78	74	75	70	70	70	67	74	67	72
State	61	61	66	63	66	68	62	62	63	58	58	60	58	54	57
Students with Disabilities															
School	31	*	9	9	*	47	0	9	24	23	*	14	0	*	40
District	20	33	31	18	25	56	8	18	34	18	34	34	22	19	52
State	12	12	13	11	12	12	9	10	11	12	12	13	10	9	12
English Learners															
School	0	0	15	*	6	8	0	*	11	22	5	12	*	6	4
District	0	10	15	8	8	9	6	5	8	11	6	10	8	8	4
State	8	9	13	9	10	10	6	6	8	14	14	16	13	13	14

*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%

CAT-6

The California Achievement Test (CAT/6) is a standardized norm-referenced test (NRT), which indicates how the student or group of students compares with that of a norm group and other students from around the country. In August of 2004 the governor signed legislation reauthorizing the STAR Program. Prior to the reauthorization the California Achievement Tests, Sixth Edition Survey (CAT/6 Survey) were administered to all students in grades two through eleven. The reauthorization program requires administering the CAT/6 Survey only to students in grades three and seven. Students in grades three and seven were tested in reading, language, spelling, and mathematics. The purpose of administering the CAT/6 Survey is to determine how well California students are achieving academically compared to a national sample of students tested in the same grade at the same time of the school year. The CAT/6 chart reflects the percentages of students scoring at or above the 50th percentile, or those students performing at average/above average level, in Reading and Math.

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	9	8	8	
Similar Schools Rank	6	3	6	
All Students				
Actual Growth	-17	15	-	-
Socioeconomically Disadvantaged				
Actual Growth	-24	24	-	-
Hispanic or Latino				
Actual Growth	-12	31	-	-
Caucasian				
Actual Growth	-10	16	-	-

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.

CAT/6 Norm Referenced Test

	% At or Above 50th Percentile					
	Reading			Math		
	7	7	7	7	7	7
	06	07	08	06	07	08
All Students						
School	62	68	59	61	63	61
District	69	67	69	69	68	71
State	46	47	49	50	51	52
Males						
School	51	63	55	58	64	68
Females						
School	74	72	63	65	61	56
Socioeconomically Disadvantaged						
School	27	46	32	33	32	28
African American						
School	14	*	21	21	*	23
Asian						
School	*	87	*	*	87	*
Hispanic or Latino						
School	30	48	46	32	37	44
Caucasian						
School	85	78	71	79	76	76
Students with Disabilities						
School	18	*	53	9	*	60
English Learners						
School	*	0	12	*	12	12

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

Adequate Yearly Progress (AYP)

	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Made AYP Overall	No	No	No	No
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	No	No	Yes
API School Results	No	No	Yes	Yes
Graduation Rate	N/A	N/A	Yes	Yes

Teacher Assignment

Novato Unified recruits and employs the most qualified credentialed teachers. For the 2007/08 school year, San Jose Middle had 23 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	24	23	26	428
Without Full Credentials	0	2	2	8
Working Outside Subject	0	0	5	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. For the 2007/08 school year, the most current data are reported.

	Misassignments/Vacancies		
	05-06	06-07	07-08
Misassignments of Teachers of English Learners	6	6	2
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	6	6	2
Vacant Teacher Positions	0	0	2

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	90.2%	9.8%
District	88.7%	11.3%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	87.9%	12.1%

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.

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
6th-8th	ELD	Hampton Brown	2000	Yes	0.0%
6th-8th	ELD	Heinle & Heinle	2000	Yes	0.0%
8th	Foreign Language	McDougal Littell	2003	Yes	0.0%
8th	History/Social Science	Globe Fearon	2002	Yes	0.0%
6th-8th	History/Social Science	McGraw-Hill	2000	Yes	0.0%
6th-8th	History/Social Science	TCI	2006	Yes	0.0%
6th	Mathematics	McDougal Littell	2001	Yes	0.0%
7th-8th	Mathematics	Prentice Hall	2001	Yes	0.0%
6th-8th	Reading/ Language Arts	Great Source	1998	Yes	0.0%
7th-8th	Reading/ Language Arts	Houghton Mifflin	1998	Yes	0.0%
6th-8th	Reading/ Language Arts	McDougal Littell	2003	Yes	0.0%
6th-8th	Reading/ Language Arts/ELD	Sopris West	2006	Yes	0.0%
6th-8th	Science	Holt, Rinehart & Winston	2001	Yes	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	\$5,170
From Restricted Sources	\$1,406
From Unrestricted Sources	\$3,764
District	
From Unrestricted Sources	\$6,380
Percentage of Variation between School & District	41.00%
State	
From Unrestricted Sources	\$5,300
Percentage of Variation between School & State	28.98%

District Revenue Sources

In addition to general state funding, San Jose Middle receives state and federal funding for the following categorical funds and other support programs:

Categorical Programs: Federal

• Title I:

Supports our targeted assistance schools in improving teaching and learning to help low achieving students meet the same challenging state standards that apply to all students.

• 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 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.

• Gifted and Talented Education Program (GATE):

Identifies gifted and talented students and provides high-quality differentiated opportunities that meet the students' particular abilities and talents at all sites.

• 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.

• Gifted and Talented Education Program (GATE): Identifies gifted and talented students and provides high-quality differentiated opportunities that meet the students' particular abilities and talents at all sites.

• 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:

• Enhancing Education Thru Technology (EETT) Formula Grant: Provides additional computers and teacher training

• School Linked Services (SLS):

Improves school success for targeted students and their families through counseling, outreach and tutoring services.

• 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.

• Novato School Community Policing Partnership:

Funds are used to address the following issues faced by the Novato Community: violence, alcohol and drug abuse, gang violence, truancy, teen pregnancy, bullying, theft and vandalism.

• Parent Service Project/Family Fund (PSP): provides workshops and materials for all parents to encourage them to become more involved in their children's education by helping them help their children with schoolwork.

• British Petroleum Grant

To promote the use of technology in the science curriculum

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	\$53,820
District	\$57,364
Percentage of Variation	6.18%
School & State	
All Unified School Districts	\$62,157
Percentage of Variation	13.42%

School Leadership

Leadership at San Jose Middle School is a responsibility shared between district administration, the principal, instructional staff, students, and parents. The district's emphasis is on a well-balanced and rigorous core curriculum at all grade levels. Instructional programs are aligned with state and district standards. For the past year, leadership duties were assumed by Principal Dale Ravazzini. Principal Ravazzini has 18 years of experience in education at San Jose alone. Her position included 4 years as Assistant Principal at San Jose and 11 years of classroom experience, including 6th grade GATE teacher, 7th and 8th grade Language Arts/Social Studies teacher. She was also the Director of Student Activities for 5 years, Bay Area School Reform Coordinator and Title I director. Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the educational plan to ensure instructional programs are consistent with students' needs and comply with district goals. Leadership teams include: School Site Council, Instructional Leadership Team, PTA, and ELAC.

Computer Resources

All classrooms have at least 1 computer that is connected to the Internet. San Jose Middle School also has 2 computer labs with at least 28/32 computers in each. The library also houses 22 brand new computers. Computer skills and concepts are integrated throughout standard curriculum which helps to prepare students for technological growth and other opportunities. Students have been trained in the following programs: Word/Excel/Power Point/I-Movies/Inspiration/Web Design.

Computer Resources			
	05-06	06-07	07-08
Computers	90	124	131
Students per computer	5.8	4.3	4.0
Classrooms connected to Internet	28	27	29

Library Information

The school's library, staffed by a full time Library Clerk and a part-time Library Media Specialist/Librarian, provides an extensive variety of reference and special interest materials, in addition to hundreds of educational and recreational books. Students visit the library on a daily/weekly basis with their classes and are encouraged to visit before and after school and at lunch. Twenty-two computer workstations within the library are connected to the Internet so students are able to access resources and information online.

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.

Staff Development

Staff members build teaching skills and concepts by participating in many conferences and workshops throughout the year, then sharing their experiences and knowledge with district colleagues. The district dedicated 3 days to staff development annually for the past three years.

Extensive training occurred in the area of Professional Learning Communities. The areas of focus were selected to adequately address closing the achievement gap for all learners. Extensive disaggregated data analysis was completed to determine student need. Staff development was designed to address specific learning needs and adapt instruction accordingly.

San Jose Middle School is part of the Region J Middle School Partnership network. Region J, a network of middle schools from Marin, Sonoma, Solano and Napa counties, meets to share best practices in middle level education. Administrators, Dean/counselors, ELD staff and Science teachers met to share lessons, strategies and information.

San Jose is also continuing to explore Professional Learning Communities. This new shift in educational culture concentrates on student learning. San Jose has developed department curricular maps and has implemented common assessments for each curricular area and grade level. Along with our Instructional Leadership Team, the staff is working collaboratively in the implementation the PLC concepts.