

Novato Unified School District

San Jose Middle School

2008-2009 School Accountability Report Card

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Principal**

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

Principal's Message

The overriding conversation at San Jose Middle School concerns our responsibility to embrace beliefs and practices that result in every student being prepared to attend college after graduation from high school. The decision to attend college ultimately rests with each student, but our obligation is to make sure they are prepared. This is our dream. This is our commitment. We invite parents and members of our community to join us as partners as we work together to make this dream become reality.

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 various district elementary schools. During the 2008/09 school year, 530 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. 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, two administrators, 1 dean and 21 support staff. This staff reaches out to students and parents beyond the curriculum through sponsorship of campus organizations such as Garden Club, College Club, Mathletes, music competitions, speech contests, family math nights, student council, cross country and track. Students are recognized through awards assemblies and Student of the Month recognition events.

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.

Mission Statement

San Jose Middle School 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.

School Leadership

Leadership at San Jose Middle School is a responsibility shared between district administration, the principal, instructional staff, 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.

Jeff King became principal at San Jose Middle School in February of 2009. He taught at both elementary and middle schools, and has 12 years of experience as principal at elementary, continuation, and comprehensive high schools. 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.

Student Enrollment by Ethnic Group

2008-09

	Percentage
African American	8.1%
American Indian	0.4%
Asian	5.1%
Caucasian	49.4%
Filipino	1.5%
Hispanic or Latino	34.7%
Pacific Islander	0.4%
Multiple or No Response	0.4%

Parent Involvement

San Jose Middle School works in partnership with PTA to provide 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, Coalition for Youth, District Advisory Committee, Calendar, Curriculum Council, Title 1, DELAC, Diversity, Novato Foundation for Public Education and others.

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. Certain 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. 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. Exceptional students who have demonstrated excellent citizenship, academic achievement or improvement are also recognized through our student of the month program. Assemblies are focused on respect and inclusion, and to further promote inclusion we offer a number of extra-curricular clubs and activities including Garden Club, Mathletes, Bocce Ball Club, student council, cross country and track, lunchtime clubs, WEB leaders, yearbook, dress up days, intramural sports and homeroom competitions. Our school Climate and Culture Committee creates a yearly action plan focused on areas for emotional growth and safety improvement.

	Suspensions & Expulsions					
	School			District		
	06-07	07-08	08-09	06-07	07-08	08-09
Suspensions	113	94	138	1446	650	841
Suspension Rate	21.2%	18.0%	26.0%	17.9%	8.2%	10.6%
Expulsions	2	2	2	32	27	14
Expulsion Rate	0.4%	0.4%	0.4%	0.4%	0.3%	0.2%

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 2008. To ensure that we are prepared for an emergency, we hold regular 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, and football, soccer, and softball fields.

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			

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

Cleaning Process: The custodial staff ensures that the school is cleaned and properly maintained. 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.

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 repairs are completed in a prioritized manner. A work order process is used to ensure efficient service, and highest priority is given to emergency repairs.

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

- Upgraded fire alarm and signal systems
- Renovated playing fields
- Repaired and painted exteriors
- Improved exterior lighting
- Upgraded electrical system
- Improved access for fire protection
- Paved pathways and parking areas
- Roofing replaced
- Classrooms modernized
- Restrooms renovated
- Site accessibility addressed per (ADA) requirements
- Restrooms renovated

Enrollment By Grade

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

Enrollment Trend by Grade Level

	2006-07	2007-08	2008-09
6th	182	158	182
7th	190	176	161
8th	160	189	187

Enrollment By Program

During the 2008-09 school year 530 students were enrolled at San Jose Middle, of which 11.7% were English Learners, and 42.1% were socioeconomically disadvantaged.

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:

- 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

	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	27	26	29	4	4	2	14	16	15	3	2	2
Mathematics	27	26	29	3	6	4	13	12	9	3	2	5
Science	30	26	31	1	3	-	11	15	11	6	2	6
Social Science	31	26	31	-	2	-	14	17	13	4	2	4

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. Students regularly visit the library 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.

Technology 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 28 and 32 computers in each. The library also houses 22 networked computers. Computer skills and concepts are integrated throughout the curriculum which helps students use this technology to become proficient in the core academic areas.

Computer Resources

	06-07	07-08	08-09
Computers	124	131	114
Students per computer	4.3	4.0	4.6
Classrooms connected to Internet	27	29	20

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>

District-Adopted Textbooks

Grade Levels	Subject	Publisher	Adoption Year	Sufficient
6th-8th	ELD	Hampton Brown	2000	Yes
6th-8th	ELD	Heinle & Heinle	2000	Yes
8th	Foreign Language	McDougal Littell	2003	Yes
8th	History/Social Science	Globe Fearon	2002	Yes
6th-8th	History/Social Science	McGraw-Hill	2000	Yes
6th-8th	History/Social Science	TCI	2006	Yes
6th	Mathematics	McDougal Littell	2001	Yes
7th-8th	Mathematics	Prentice Hall	2001	Yes
6th-8th	Reading/Language Arts	Great Source	1998	Yes
7th-8th	Reading/Language Arts	Houghton Mifflin	1998	Yes
6th-8th	Reading/Language Arts	McDougal Littell	2003	Yes
6th-8th	Reading/Language Arts/ELD	Sopris West	2006	Yes
6th-8th	Science	Holt, Rinehart & Winston	2001	Yes

Teacher Assignment

Novato Unified recruits and employs the most qualified credentialed teachers. For the 2008/09 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
	06-07	07-08	08-09	08-09
Fully Credentialed	23	26	24	413
Without Full Credentials	2	2	0	0
Working Outside Subject	0	5	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. For the 2009/10 school year, the most current data are reported.

Misassignments/Vacancies

	07-08	08-09	09-10
Misassignments of Teachers of English Learners	2	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	2	0	0
Vacant Teacher Positions	2	0	0

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	1	.2
Librarian/library media teacher	1	.2
Nurse	1	.1
Outreach Consultant	2	1.4
Psychologist	1	.4
Resource Specialist Program (RSP) Teacher	2	2.
Speech/Language/Hearing Specialist	1	.4

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	84.1%	15.9%
District	93.1%	6.9%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	95.1%	4.9%

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 School. When a substitute teacher is not available for an absent teacher, another teacher, the principal or the assistant 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

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.

Individualized Instruction

San Jose Middle School 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 their Individualized Education Plans(IEP). Resource Specialists serve students with exceptional needs who are able to function in the regular classroom for the majority of the day. These students 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 for more than 50% of the school day.

At Risk Interventions

San Jose Middle School provides after-school tutoring in English/ Language Arts, Mathematics, Science and History for students performing below grade-level standards or who are at risk of retention.

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.

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

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

English Language Learners

San Jose Middle School offers our English Language Learner (ELL) students assistance through English Language Development Classes.

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	59	54	56	61	61	64	43	46	50
Mathematics	55	56	57	57	60	60	40	43	46
Science	52	62	56	55	61	64	38	46	50
History/Social Science	52	51	50	50	52	58	33	36	41

California Standards Test (CST)				
Subgroups				
Subject	English/ Language Arts	Mathematics	Science	History/ Social Science
African American	17	22	12	12
American Indian	*	*	*	*
Asian	85	89	*	*
Filipino	*	*	*	*
Hispanic or Latino	34	35	33	35
Pacific Islander	*	*	*	*
Caucasian	75	74	73	61
Males	55	61	58	55
Females	57	52	53	45
Socioeconomically Disadvantaged	29	34	31	35
English Learners	5	10	6	*
Students with Disabilities	24	25	31	25
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	8	8	8	
Similar Schools Rank	3	6	8	
All Students				
Actual Growth	15	4	-8	796
Socioeconomically Disadvantaged				
Actual Growth	24	17	-14	680
Hispanic or Latino				
Actual Growth	31	22	-17	694
Caucasian				
Actual Growth	16	-8	24	882

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)

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

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.

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.

Federal Intervention Programs

	School	District
Program Improvement (PI) Status	In PI	In PI
First Year in PI	2009-2010	2009-2010
Year in PI (2009-10)	Year 1	Year 1
# of Schools Currently in PI	-	3
% of Schools Identified for PI	-	17.65%

Percentage of Students in Healthy Fitness Zone

Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	16.4%	24.3%	43.4%



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	\$56,763
District	\$57,694
Percentage of Variation	1.62%
School & State	
All Unified School Districts	\$64,246
Percentage of Variation	11.65%

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	\$5,619
From Restricted Sources	\$1,512
From Unrestricted Sources	\$4,107
District	
From Unrestricted Sources	\$5,186
Percentage of Variation between School & District	20.81%
State	
From Unrestricted Sources	\$5,512
Percentage of Variation between School & State	25.49%

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:

Funding supports targeted assistance schools to meet the educational needs of low-achieving students enrolled in highest poverty schools.

• Title II:

The purpose of the program is to increase academic achievement by improving teacher and principal quality.

• Title III:

The purpose of this program is to assist English learners acquire English and achieve grade-level standards. Funds are allocated according based on the R-30 Language Census.

• 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

• Economic Impact Aid - English Learner Program (EIA-LEP):

Provides supplemental funding to support additional programs and services for English learners.

• Economic Impact Aid - School Compensatory Education (EIA-SCE):

Helps meet the needs of educationally disadvantaged youth who have yet to meet grade level proficiency in California Content Standards.

• Tobacco Use Prevention Education (TUPE):

Funds health education efforts aimed to prevent and reduce the use of tobacco.

• **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.

• **English Language Acquisition Program (ELAP):**

Funds are provided as supplemental support for English language acquisition for English learners in grades 4 to 8.

Grants:

• **School Linked Services (SLS):**

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

• **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.

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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.