

School Accountability Report Card Reported for School Year 2008-09 Published During 2009-10

Executive Summary School Accountability Report Card, 2008-09

Nova Academy Early College High School

Address: 2609 West 5th St. , Santa Ana CA 92703-1818

Phone: 714-569-0948

Principal: Dr. Dennis Eastman

Grade Span: 9 - 12

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2008-09 school year, except the School Finances and School Completion data that are reported for the 2007-08 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

NOVA Academy Early College High School is a direct funded charter school. The school serves students in grades 9th, 10th, 11th, 12th, and an additional 13th year. The students in the 13th year are in the process of completing their Associate of Arts degree through Santa Ana College.

NOVA Academy's charter was authorized by the Santa Ana Unified School District in 2004 for the express purpose of predominately serving the afore mentioned students. Santa Ana Unified School District (SAUSD) is made up of approximately 24 square miles, located primarily in the city of Santa Ana, county of Orange, California. Santa Ana Unified is the 5th largest school district in the state and is second only to San Francisco in population density. Santa Ana averages 3,000 students on only 25 acres of school campus. The school opened in August 2005 in the education building at the First Baptist Church located at 1010 West 17th Street. The student population at that time was 12 students all from area group homes. In August 2006, the school moved a little over a mile away to 1125 East 17th Street to better accommodate the growing student body. In 2005, the student population grew to 41 students, 26 female and 15 male.

Our current student body for Fall 2008 includes 116 students, the majority of whom are in foster care, child protective services, and students whose families are in Wrap Around or Family Preservation. Approximately 88% of NOVA students are from low-income families that are highly mobile, and the majority of the students are English language learners with Spanish being the predominant language spoken at home. 90% of NOVA students participate in the free or reduced lunch program.

Student Enrollment

Group	Percent
African American	0.88 %
American Indian or Alaska Native	0%
Asian	0%
Filipino	0%
Hispanic or Latino	95.61 %
Pacific Islander	0%
White (not Hispanic)	1.75 %
Multiple or No Response	1.75 %
Socioeconomically Disadvantaged	89.00 %
English Learners	36.00 %
Students with Disabilities	0%
Total Number of Students	114

Teachers

Indicator	Teachers
Teachers with full credential	6
Teachers without full credential	4
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	% LEA Provided
Mathematics	% LEA Provided
Science	% LEA Provided
History-Social Science	% LEA Provided

Academic Progress

Indicator	Result
2009 Growth API Score (from 2009 Growth API Report)	724 *
Statewide Rank (from 2008 Base API Report)	5 *
2009-10 Program Improvement Status (PI Year)	Not in PI

School Facilities

Summary of Most Recent Site Inspection

Nova Academy Early College High School leased 10000 sq. feet at the Templo Calvarrio church. in Santa Ana. The facility is maintained by the proprietor who conducts regular inspections of the school site each calendar month. Our last inspection took place during January 2010. The site inspection revealed cosmetic repairs such as painting and cleaning. There was a report of roof leaks and damaged ceiling tiles were replaced. There was no report of structural, electrical, or plumbing damage reported. Locks on the staff lounge door were reported as not working properly.

Repairs Needed

Damaged ceiling tiles have been replaced.
Locksmith has repaired punch code lock on staff lounge door

Corrective Actions Taken or Planned

Repairs have taken place as scheduled.

Curriculum and Instructional Materials

Core Curriculum Areas	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	0%
Visual and Performing Arts	0%
Science Laboratory Equipment (grades 9-12)	0%

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$11,292
District	\$8763
State	\$5,512

School Completion

Indicator	Result
Graduation Rate	84.2 %

Postsecondary Preparation

Measures	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	LEA Provided 0%
Graduates Who Completed All Courses Required for University of California or California State University Admission	LEA Provided 0%

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The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) [SARC](#) Web page. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

DataQuest is an online data tool located on the CDE [DataQuest](#) Web page that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., Academic Performance Index [API], Adequate Yearly Progress [AYP]), test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

II. About This School

Contact Information (School Year 2009-10)

This section provides the schools contact information.

School		District	
School Name	Nova Academy Early College High	District Name	Santa Ana Unified
Street	2609 West 5th St.	Phone Number	714-558-5501
City, State, Zip	Santa Ana , CA 92703-1818	Web Site	www.sausd.k12.ca.us
Phone Number	714-569-0948	Superintendent	Jane Russo
Principal	Dennis Eastman	E-mail Address	jane.russo@sausd.us
E-mail Address	dennis-eastman@nova-academy.org	CDS Code	30- 66670- 0106567

School Description and Mission Statement (School Year 2008-09)

School Description and Mission Statement (School Year 2008-09)

Mission/Purpose

The mission of NOVA Academy is to provide first time college goers, English Language Learners, low-income students, students of color, at risk and foster children the access to an academically rigorous blended high school/college curriculum. NOVA is designed to provide a smaller learning environment where students will be supported and inspired to succeed in a community culture that celebrates character development and academic success. Our teachers empower students to think critically by analyzing and applying concepts in a creative manner to produce competitive students who are socially well prepared and college bound. In partnership with the chartering agency Olive Crest, Santa Ana Unified School District, and Santa Ana College, NOVA Academy is designed to provide students with the opportunity upon graduation to earn a diploma and professional certification, transfer requirements, or an Associate of Arts degree. NOVA's integrated high school and college collaboration attempts to prepare students for high paying jobs of the 21st century by offering them these advanced opportunities to gain the skills and college credits necessary to jump start the world of work and/or continue their education with advance standing.

Vision and Values

NOVA Academy believes that all students, given the proper support and assistance, can achieve at high levels. The school was founded by Olive Crest who spearheaded the vision of seeking to provide the comprehensive designed early college emersion program that would increase the opportunities for underrepresented young people for whom a smooth transition into post secondary education is often fraught with difficulties. The Early College program is one in which all stakeholders are a part of the development, implementation and evaluation of the entire program. Nova was designed with the collaboration of staff and administration, parents and students. Out of Olive Crest's passion and work with foster children, and those having special and emotional needs associated with neglect and abuse, arose a hope to design a family-oriented school environment that would reach the children we serve with a rigorous academic agenda. Olive Crest is widely known for their work in 2 special programs, which are Family Preservation and Wrap Around. They seek to help students who "fall through the cracks" in the traditional school setting.

NOVA Academy's Core Values include but are not limited to:

- A commitment to excellence and character building for every student
- A respect, appreciation, and understanding of the diverse cultures and languages of the students.
- The creation and maintenance of a nurturing family environment that fosters collaboration, cooperation, and respect.
- The higher education and psychological development of each student to their full potential.

District Profile

Santa Ana Unified School District is the seventh largest district in the state, currently servicing over 54,800 students in grades k-12 and residing in the city of Santa Ana. The district currently operates 36 elementary schools, 9 intermediate schools, 7 high schools, 3 alternative high schools, 6 charter schools, and 12 special schools/programs. The student population is comprised of 8.9% receiving special education services, 69.3% qualifying for English language learner support, and 89% enrolled in the Free or Reduced Price Meal program. Many of the district's schools have received California Distinguished Schools and National Blue Ribbon Schools awards in honor of their outstanding school programs. Thirty seven schools have received the Golden Bell Award the largest number of awards received by any school district. Each of Santa Ana Unified School District's staff members, parents, and community partners have developed and maintained high expectations to ensure every student's intellectual, creative, physical, emotional, and social development needs are met. The district's commitment to excellence is achieved through a team of professionals dedicated to delivering a challenging, high quality educational program. Consistent success in meeting student performance goals is directly attributed to the district's energetic teaching staff and strong parent and community support.

District Vision

The Santa Ana Unified School District is recognized as one of the leading American urban school districts, notable for the achievement of its students, the quality of its teachers, support staff, and administrators, the engagement of its community, the clarity of its strategies, and the effectiveness and efficiency of its systems. The District is on the cutting edge of equipping all students to succeed in their life goals, in American society, and in the free-market economy.

Opportunities for Parental Involvement (School Year 2008-09)

Parents are encouraged to get involved in Nova Academy's learning community by volunteering their time, attending school events, or sharing in the decision-making process. The school welcomes assistance in the classroom and on campus in general as well as on special days. Parents are always invited to help chaperone field trips. Nova Academy provides a wide range of opportunities for parents to interact with

school staff while supporting their child's academic efforts; these may include:

- Back to School Night
- Open House
- Student performances
- Fundraisers
- Music/choir performances
- Science fairs
- Clubs and extracurricular activities
- Promotion activities
- Student recognition assemblies
- Parent education workshops

The following campus organizations provide opportunities for parents to have input on curricular programs, activities, and the design of the School's Plan:

- School Site Council

Parents seeking more information about becoming an active member in the school community may contact the principal at 714-569-0948

School-to-home communication is provided in both English and Spanish.

Through routine correspondence and special announcements, parents are kept informed on school news, student activities, schedules, policy changes, and class curriculum updates in the following formats:

- Phone calls
- School web site
- School newsletters
- Class newsletters
- Flyers
- Letters
- School Marquee/Banners

Student Enrollment by Grade Level (School Year 2008-09)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Kindergarten	0
Grade 1	0
Grade 2	0
Grade 3	0
Grade 4	0
Grade 5	0

Grade 6	0
Grade 7	0
Grade 8	0
Ungraded Elementary	0
Grade 9	43
Grade 10	30
Grade 11	22
Grade 12	19
Ungraded Secondary	0
Total Enrollment	114

Student Enrollment by Group (School Year 2008-09)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment
African American	0.88 %
American Indian or Alaska Native	0%
Asian	0%
Filipino	0%
Hispanic or Latino	95.61 %
Pacific Islander	0%
White (not Hispanic)	1.75 %
Multiple or No Response	1.75 %
Socioeconomically Disadvantaged	89.00 %
English Learners	36.00 %
Students with Disabilities	0%

Average Class Size and Class Size Distribution (Secondary)

This table displays by subject area the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2006-07			2007-08			2008-09					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	12.0	3	0		21.6	2	3		15.1	8	2	
Mathematics	13.3	3			24.3	1	2		18.1	6	2	
Science	13.5	4			17.2	4	1		20.6	3	2	

Social Science	13.8	4			19.1	6	1		17.5	10	1	
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III. School Climate

School Safety Plan (School Year 2008-09)

This section provides information about the school's comprehensive safety plan.

The Comprehensive School site Safety Plan was developed for Nova Academy in collaboration with local agencies and Olive Crest to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy for teachers and students. The school plan was updated in June 2009 to reflect changes for the following school year. A staff meeting addressing school wide safety plan is held in August 2009 prior to the school year and updates are also reported in subsequent meetings as changes occur.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Suspensions		4	12	8.3	7.8	0.0
Expulsions		0	0	0.3	0.2	0.2

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2009-10)

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

School wide inspection of the condition of the facilities indicated that all school grounds, buildings, and restrooms were in good repair and working properly. Last inspection was in June 2009.

School Facility Good Repair Status (School Year 2009-10)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	N/A	X	LEA Provided	LEA Provided	LEA Provided
Interior: Interior Surfaces	N/A	X	LEA Provided	LEA Provided	LEA Provided
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	N/A	X	LEA Provided	LEA Provided	LEA Provided
Electrical: Electrical	N/A	X	LEA Provided	LEA Provided	LEA Provided
Restrooms/Fountains: Restrooms, Sinks/Fountains	N/A	X	LEA Provided	LEA Provided	LEA Provided
Safety: Fire Safety, Hazardous Materials	N/A	X	LEA Provided	LEA Provided	LEA Provided
Structural: Structural Damage, Roofs	N/A	X	LEA Provided	LEA Provided	LEA Provided
External: Playground/School Grounds, Windows/Doors/Gates/Fences	N/A	X	LEA Provided	LEA Provided	LEA Provided
Overall Rating	All areas of concern mentioned above are in good repair and are inspected regularly for maintenance needs.				N/A

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE [DataQuest](#) Web page.

Teachers	School	District
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	2006-07	2007-08	2008-09	2008-09
With Full Credential	3	2	6	2561
Without Full Credential	2	6	3	66
Teaching Outside Subject Area of Competence	LEA Provided	LEA Provided	LEA Provided	N/A

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2007-08	2008-09	2009-10
Misassignments of Teachers of English Learners	1	1	1
Total Teacher Misassignments	1	1	1
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2008-09)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE [Improving Teacher and Principal Quality](#) Web page.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100	0
All Schools in District	98.7	1.3
High-Poverty Schools in District	99.4	0.6
Low-Poverty Schools in District		

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2008-09)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	3	68.6
Library Media Teacher (Librarian)	0	N/A
Psychologist	1	206
Social Worker		N/A
Nurse	District	N/A
Speech/Language/Hearing Specialist	District	N/A
Resource Specialist (non-teaching)	1	N/A
Other		

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2009-10)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Texts are in good condition and are available to each student	0%
Mathematics	Texts are in good condition and are available to each student	0%
Science	Texts are in good condition and are	0%

	available to each student	
History-Social Science	Texts are in good condition and are available to each student	0%
Foreign Language	Texts are in good condition and are available to each student	0%
Health	Texts are in good condition and are available to each student	0%
Visual and Performing Arts	Texts are in good condition and are available to each student	0%
Science Laboratory Equipment (grades 9-12)	Texts are in good condition and are available to each student	0%

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2007-08)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE [Current Expense of Education & Per-pupil Spending](#) Web page and teacher salaries can be found on the CDE [Certificated Salaries & Benefits](#) Web page.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$11500	LEA Provided	LEA Provided	LEA Provided
District	\$8500	N/A	LEA Provided	\$76,278
Percent Difference – School Site and District	N/A	N/A	LEA Provided	LEA Provided
State	N/A	N/A	\$5,512	\$67,049
Percent Difference – School Site and State	N/A	N/A	LEA Provided	LEA Provided

Types of Services Funded (Fiscal Year 2008-09)

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

- NOVA Academy counselors schedule college tours and provide students with an opportunity to explore UC and CSU campuses monthly.
- Students attending community college receive assistance with college assignments through College Seminac classes at NOVA Academy.
- The counseling office provides identified students with therapeutic and emotional counseling.
- Each semester, the Link tutoring schedule is created and provided to teachers so that all students have easy access to tutoring in all subjects before and after school in order to increase student achievement.
- Federal Lunch Program
- Translation services

Teacher and Administrative Salaries (Fiscal Year 2007-08)

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 a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE [Certificated Salaries & Benefits](#) Web page.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,107	\$42,065
Mid-Range Teacher Salary	\$74,545	\$67,109
Highest Teacher Salary	\$95,156	\$86,293
Average Principal Salary (Elementary)	\$113,933	\$107,115
Average Principal Salary (Middle)	\$114,620	\$112,279
Average Principal Salary (High)	\$129,192	\$122,532
Superintendent Salary	\$240,000	\$216,356
Percent of Budget for Teacher Salaries	42.70 %	39.40 %
Percent of Budget for Administrative Salaries	4.10 %	5.50 %

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics, and science in grades two through eleven, and for science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA and mathematics for grades three through eight and science in grade five and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the [CDE Standardized Testing and Reporting \(STAR\) Results](#) Web site. Program information regarding the STAR Program can be found in the [Explaining 2008 STAR Program Summary Results to the Public guide](#). Note: Scores are not shown when the number of students tested is ten 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.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	20	36	35	28	32	37	43	46	50
Mathematics	0	5	9	29	33	39	40	43	46
Science	0	38	33	23	34	36	38	46	50
History-Social Science	15	43	28	24	26	31	33	36	41

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

Standardized Testing and Reporting Results by Student Group (School Year 2008-09)

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	*	*	*	*
American Indian or Alaska Native				
Asian	*	*		
Filipino				
Hispanic or Latino	34	9	31	28
Pacific Islander				
White (not Hispanic)				
Male	24	8	46	38
Female	41	10	25	21
Economically Disadvantaged	35	9	33	28
English Learners	26	17	9	17
Students with Disabilities				
Students Receiving Migrant Education Services				

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

California High School Exit Examination Results

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics in order to compute Adequate Yearly Progress (AYP) designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found at the CDE [California High School Exit Examination \(CAHSEE\)](#) Web site. Note: Scores are not shown when the number of students tested is ten 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.

California High School Exit Examination Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level in ELA and mathematics.

Subject	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts		45.5	25.0		40.7	39.2		52.9	52.0
Mathematics		9.1	42.9		43.1	48.7		51.3	53.3

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.

California High School Exit Examination Results by Performance Level for Student Groups – Most Recent Year

This table displays the percent of students, by group, achieving at each performance level in English language-arts and mathematics for the most recent testing period.

Group	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	75.0	10.7	14.3	57.1	39.3	3.6
Male	90.9	0.0	9.1	45.5	54.5	0.0
Female	64.7	17.6	17.6	64.7	29.4	5.9
African American	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Hispanic or Latino	73.1	11.5	15.4	53.8	42.3	3.8
Pacific Islander	*	*	*	*	*	*
White (not Hispanic)	*	*	*	*	*	*
English Learners	*	*	*	*	*	*
Socioeconomically Disadvantaged	78.3	8.7	13.0	60.9	39.1	0.0
Students Receiving Migrant Education Services	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*

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.

California Physical Fitness Test Results (School Year 2008-09)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school’s test results to the district and state levels, may be found on the CDE [Physical Fitness Testing \(PFT\)](#) Web page. Note: Scores are not shown when the number of students tested is ten or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Grade Level	Percent of Students Meeting Healthy Fitness Zones		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	0.0	0.0	0.0
7	0.0	0.0	0.0
9	31.8	29.5	6.8

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found on the CDE [Academic Performance Index \(API\)](#) Web page.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school’s statewide and similar schools API ranks. The statewide API rank ranges from one to ten. A statewide rank of one means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of ten means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched “similar schools.” A similar schools rank of one means that the school’s academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of ten means that the school’s academic performance is better than at least 90 of the 100 similar schools.

API Rank	2006	2007	2008
Statewide		1 *	5 *

Similar Schools		N/A	N/A
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"N/A" means a number is not applicable or not available due to missing data.

"B" means this is either an LEA or an Alternative Schools Accountability Model (ASAM) school. Schools participating in the ASAM do not currently receive growth, target information, or statewide or similar schools rankings on this report in recognition of their markedly different educational missions and populations served. ASAM schools are covered under the Alternative Accountability system as required by Education Code Section 52052 and not the API accountability system. However, API information is needed to comply with the federal No Child Left Behind (NCLB) law. Growth, target and rank information are not applicable to LEAs.

"C" means this is a special education school. Statewide and similar schools ranks are not applicable to special education schools.

" * " means this API is calculated for a small school or a small LEA, defined as having between 11 and 99 valid STAR Program test scores included in the API. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted. Similar schools ranks are not calculated for small schools.

Academic Performance Index Growth by Student Group – Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			Growth API Score
	2006-07	2007-08	2008-09	2009
All Students at the School	B	166	19	724 *
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				717
Pacific Islander				
White (not Hispanic)				
Socioeconomically Disadvantaged				711
English Learners				
Students with Disabilities				

"N/A" means a number is not applicable or not available due to missing data.

"*" means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2008 or 2009. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in 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)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found on the CDE [Adequate Yearly Progress \(AYP\) Web page](#).

Adequate Yearly Progress Overall and by Criteria (School Year 2008-09)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	Yes	Yes

"Yes" Met 2009 AYP Criteria

"No" Did not Meet 2009 AYP Criteria

Federal Intervention Program (School Year 2009-10)

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 (ELA 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. Detailed information about PI identification can be found on the CDE [Adequate Yearly Progress \(AYP\)](#) Web page.

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	37
Percent of Schools Currently in Program Improvement	N/A	61.7

XI. School Completion and Postsecondary Preparation

Admission Requirements for California Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements please visit the [General Admissions Information](#) Web page (Outside Source).

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the [Undergraduate Admission & Requirements](#) Web page (Outside Source).

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout and graduation rates for the most recent three-year period for which data are available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the CDE [DataQuest](#) Web page.

Indicator	School	District	State
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	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Dropout Rate (1-year)			3.8	3.2	1.9	1.8	3.5	4.4	3.9
Graduation Rate	77.8	82.4	84.2	77.8	82.4	83.7	83.4	80.6	80.2

Completion of High School Graduation Requirements

Students in California public schools must pass both the ELA and mathematics portions of the CAHSEE to receive a high school diploma. For students who began the 2008-09 school year in grade twelve this table displays by student group the percent who met all state and local graduation requirements for grade twelve completion.

Group	Graduating Class of 2009		
	School	District	State
All Students	88%	LEA Provided	N/A
African American	N/A	LEA Provided	N/A
American Indian or Alaska Native	.5	LEA Provided	N/A
Asian	N/A	LEA Provided	N/A
Filipino	N/A	LEA Provided	N/A
Hispanic or Latino	83%	LEA Provided	N/A
Pacific Islander	NA	LEA Provided	N/A
White (not Hispanic)	NA	LEA Provided	N/A
Socioeconomically Disadvantaged	88%	LEA Provided	N/A
English Learners	30%	LEA Provided	N/A
Students with Disabilities	NA	LEA Provided	N/A

Career Technical Education Programs (School Year 2008-09)

This section provides information about the degree to which pupils are prepared to enter the workforce, including a list of career technical education (CTE) programs offered at the school.

NOVA Academy provides students with the opportunity to attend community college during their high school experience. Students have the opportunity to take courses at the college that are vocational in practice such as photography, computer arts, criminal justice, etc. Additionally, NOVA Academy offers the following courses as part of a vocational plan for students:

NOVA Academy Career Technical Education Pathways classes:

Media and Design Arts Pathways

- Art I and II
- Journalism

- Year Book
- Mass Media

Media Support and Services Pathway

Creative students who see themselves designing, producing, exhibiting, performing, writing or publishing multimedia content will want to pursue courses in the Arts, A/V Technology and Communications Career Cluster.

You will apply artistic talent to practical problems and learn visual arts principles that prepare you with skills and techniques to work in any number of creative design and entertainment fields.

This career cluster is organized into six career pathways:

- Audio and video technology and film
- Journalism
- Performing arts
- Visual Arts
- Web-Design
- Information Systems
- Mass Media

Family and Human Services

The Family and Human Services Career Cluster prepares students for jobs that relate to families and human needs. Whether you want to be a social worker, a childcare provider or a hairdresser, you will be addressing human needs.

This career cluster is organized into seven career pathways:

- Early childhood development and services
- Adolescent development
- Psychology
- Family Living

Career Technical Education Participation (School Year 2008-09)

This table displays information about participation in the school's CTE programs.

Measure	CTE Program Participation
Number of the school's pupils participating in CTE	70 students taking at least ONE class in CTE program
Percent of the school's pupils completing a CTE program and earning a high school diploma	3%
Percent of school's CTE courses sequenced or articulated between the school and institutions of postsecondary education	1

Courses for University of California and/or California State University Admission (School Year 2007-08)

This table displays, for the most recent year, two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in, and completion, of courses required for UC/CSU admission can be found on the CDE [DataQuest](#) Web page.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	52.4
Graduates Who Completed All Courses Required for UC/CSU Admission	75%

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Teachers and staff participate in 15 professional development days per year. Including 3 days prior to the start of the school year in August.
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XIII. National Assessment of Educational Progress

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 and English language learners 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 (Outside Source).

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. Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. For example, the NAEP only assesses grades four, eight and twelve and for long-term trends assesses grades nine, thirteen, and seventeen. Additionally, the NAEP only provides state test results for grades four and eight. The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. For example, the NAEP is not aligned with California academic content and achievement standards and, therefore, does not necessarily reflect the curriculum and instruction to which students are exposed in the classroom. The NAEP assesses reading and writing separately, while the CSTs assess English-language arts (ELA), encompassing reading as well as writing conventions, spelling, and grammar. Scores on the CSTs and other assessments are not directly comparable to those on NAEP. The averages and percentages presented are estimates based on samples of students rather than on entire populations. Finally, the questions students respond to are only a sample of the knowledge and skills covered by the NAEP frameworks. Information on the differences between NAEP and CST can be found on the CDE [National Assessment of Educational Progress \(NAEP\)](#) Web page.

National Assessment of Educational Progress Reading and Mathematics Results by Grade Level – Aggregated

This table displays the scale scores and achievement levels on the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight

Subject and Grade Level	Average Scale Score		State Percent at 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
Mathematics 2009, Grade 4	232	239	41	25	5
Mathematics 2009, Grade 8	270	282	36	18	5

National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities and/or English Language Learners by Grade Level – Aggregated

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

Subject and Grade Level	State Participation Rate		National Participation Rate	
	Students With Disabilities	English Language Learners	Students With Disabilities	English Language Learners
Reading 2007, Grade 4	74	93	65	80
Reading 2007, Grade 8	78	92	66	77
Mathematics 2009, Grade 4	79	96	84	94
Mathematics 2009, Grade 8	85	96	78	92