

## California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 School Year

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

### 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 and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school 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 may 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.



### Andrea Brumbaugh, Ed.D.

Principal, Nova Academy

#### About Our School

Welcome to NOVA Academy, Early College High School, where we have demonstrated 13 years of academic excellence. Our commitment to learning has propelled us to a national silver ranking among high schools by US News and World Report.

NOVA offers programs designed to support students in their readiness for college, evidenced by the number of graduates who pursue postsecondary education. Students have the opportunity to challenge themselves like never before with the opportunity to take a wide variety of college courses. Courses are offered from a variety of colleges and universities.

Currently, over half the students at NOVA are enrolled in a college class. Some courses are offered on campus, and many students opt to utilize NOVA's free transportation system to take a course at Santa Ana College during their school day. In 2017, students took over 120 different college courses while enrolled at NOVA Academy. This ability to earn college credits as a high school student allows students to better prepare for their future studies.

NOVA Academy is a high school like few others in Orange County, as NOVA is like another family. If you speak to a parent of a current NOVA student, you will hear that with a Family structure built into the day, parents feel their children are more safe and cared for, both academically and emotionally. NOVA Academy Early College High School is extraordinary, not only because of the ability to take so many college courses at no cost to you, but because of the dedicated and family-oriented staff, and that our staff, students, and families truly care about this school. Students understand that the opportunity to be an *Eagle* is truly something special and unique.

I invite you to be a part of NOVA Academy and take advantage of the benefits of this unique school yourself.

Sincerely,  
Andrea Brumbaugh, Ed.D.  
Principal

#### Contact

*Nova Academy*  
500 W. Santa Ana Blvd.  
Santa Ana, CA 92701-4580

Phone: 714-569-0948  
E-mail: [info@nova-academy.org](mailto:info@nova-academy.org)



## About This School

### Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
<b>District Name</b>	Santa Ana Unified
<b>Phone Number</b>	(714) 558-5501
<b>Superintendent</b>	Stefanie Phillips
<b>E-mail Address</b>	<a href="mailto:stefanie.phillips@sausd.us">stefanie.phillips@sausd.us</a>
<b>Web Site</b>	<a href="http://www.sausd.k12.ca.us">http://www.sausd.k12.ca.us</a>

School Contact Information (School Year 2017-18)	
<b>School Name</b>	Nova Academy
<b>Street</b>	500 W. Santa Ana Blvd.
<b>City, State, Zip</b>	Santa Ana, Ca, 92701-4580
<b>Phone Number</b>	714-569-0948
<b>Principal</b>	Andrea Brumbaugh, Ed.D.
<b>E-mail Address</b>	<a href="mailto:info@nova-academy.org">info@nova-academy.org</a>
<b>Web Site</b>	<a href="http://www.nova-academy.org">http://www.nova-academy.org</a>
<b>County-District-School (CDS) Code</b>	30666700106567

*Last updated: 1/23/2018*

### School Description and Mission Statement (School Year 2017-18)

NOVA Academy Early College High School's Mission Statement is to inspire, educate, and prepare all students to be successful in college, career, and in life.

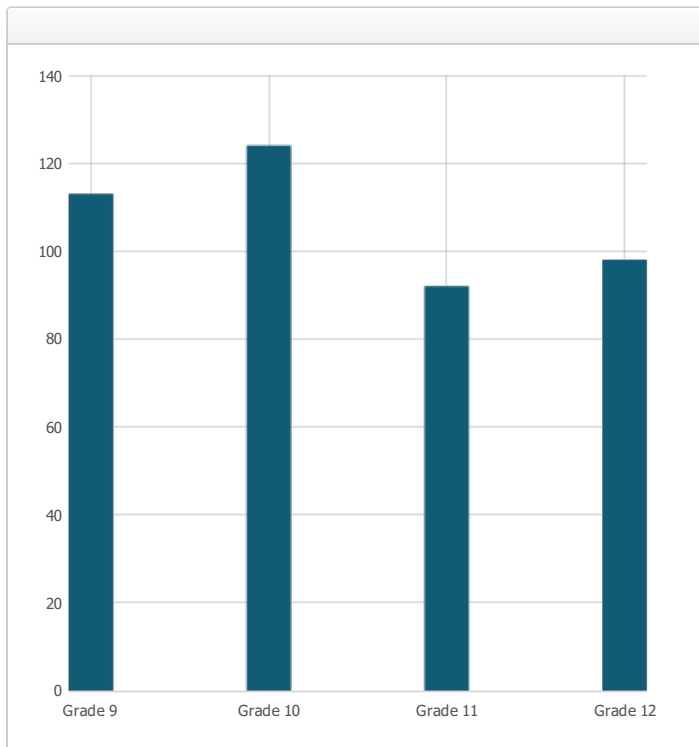
Our core values include:

- Academic Excellence - Learning in a rigorous yet nurturing environment promotes a love of ideas while encouraging discovery, creativity, and encouragement.
- The Whole Child - A holistic approach to education beyond academics that centers on the development of each student's social, emotional, intellectual, and physical well-being. Seeing through the lens of compassion gives hope, helps build bridges, and develops a community of caring individuals.
- Early College - Early college high schools give students access to earning college credits with the possibility of obtaining an Associate degree without cost to students or families. These schools develop partnerships between public secondary schools and local community colleges and/or universities. The schools are small and autonomous institutions with high expectations, student-centered environments and facilitate greater student and parent participation.

*Last updated: 1/23/2018*

### Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 9	113
Grade 10	124
Grade 11	92
Grade 12	98
<b>Total Enrollment</b>	<b>427</b>



Last updated: 1/23/2018

### Student Enrollment by Student Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	0.7 %
American Indian or Alaska Native	0.7 %
Asian	0.7 %
Filipino	0.2 %
Hispanic or Latino	94.8 %
Native Hawaiian or Pacific Islander	0.0 %
White	2.1 %
Two or More Races	0.0 %
Other	0.8 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	89.5 %
English Learners	11.7 %
Students with Disabilities	4.4 %
Foster Youth	0.2 %

Last updated: 1/23/2018

## A. Conditions of Learning

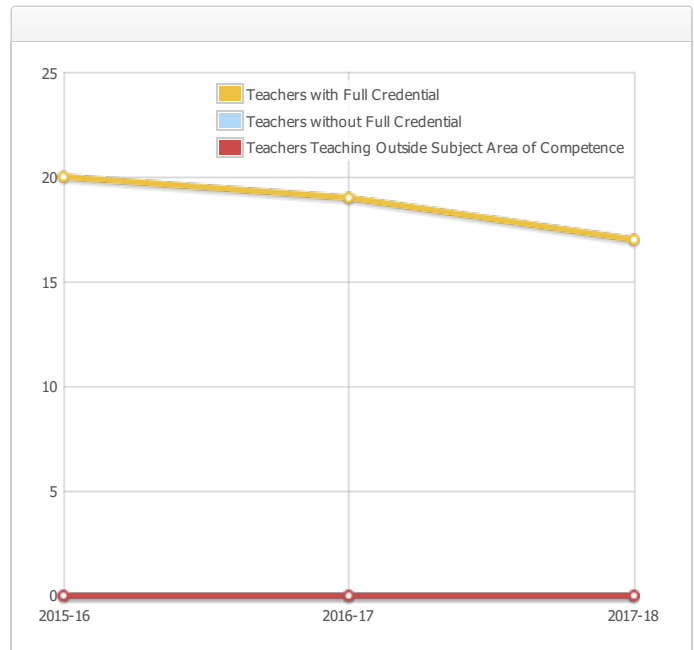
### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

#### Teacher Credentials

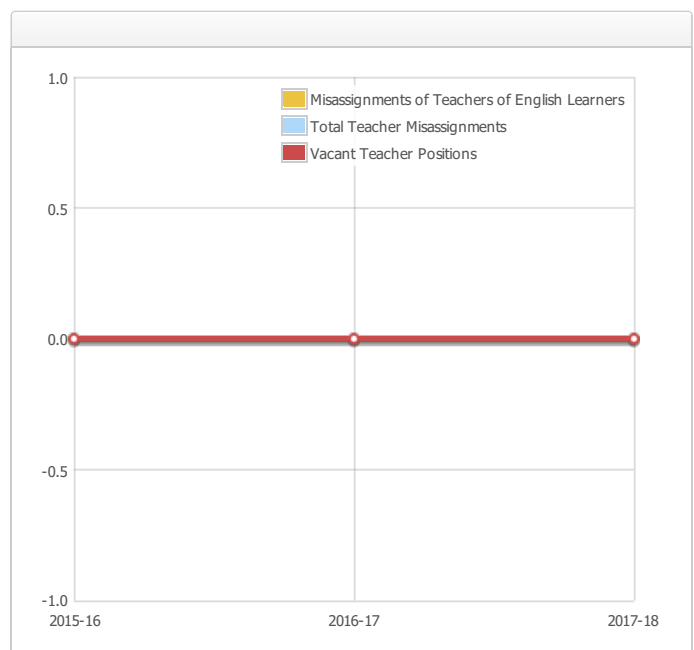
Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	20	19	17	
Without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 1/23/2018

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/23/2018

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which the data were collected: January 2018

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Literature & Language Arts: 3rd course: Mastering the CA Standards 1st edition, 2003/Holt Rinehart Winston Literature & Language Arts: 4th course: Mastering the CA Standards 2003/Holt Rinehart Winston Literature & Language Arts: 5th course: Essentials of American Literature, 2003/Holt Rinehart Winston Literature & Language Arts: 6th course: Essentials of British and World Literature 2003/Holt, Rinehart Winston Practice Makes Perfect: Exploring Grammar Practice Makes Perfect series Daily Language Practice 9th Grade + Use It! Don't Lose It! The Bedford Reader 12th Edition An American Tragedy (Signet Classics) To Kill a Mockingbird Ethan Frome, 2000/Wordsworth Editions Death of a Salesman The Great Gatsby		0.0 %
Mathematics	HMH Integrated Math 1 California Hybrid Student Resource Package/2015 HMH Integrated Math 2 California Hybrid Student Resource Package/2015 HMH Integrated Math 3 California Hybrid Student Resource Package/2015 Precalculus with Limits: A Graphing Approach, 2005, HMH Elementary Statistics: 3rd Edition, 2006, Pearson	Yes	0.0 %
Science	Biology: The Dynamics of Life Science 2004/ McGraw Hill Chemistry Student Edition 6th edition 2005 Science 2007/Pearson Education Inc. Chemistry: Connection to our changing world Science 2002/Prentice Hall Inc. Chemistry: Guided reading and Study workbook Science 2004/Prentice Hall Holt McDougal Physics: Science 2012/HMH Environmental Science for AP/ 2nd ed Science 2015,2012/W.H Freeman Biology:Campbell 9th edition 2009, 8th ed. (for AP)		0.0 %
History-Social Science	World History 2003/McDougal Littell/HMH America, Pathways to the Present, Prentice Hall, 2002 America's History for AP, 2011 St. Martins American Past & Present 1, 2005/Pearson Education American Past & Present 2, 2005/Pearson Education United States History: Preparing for the Advanced Placement Examination, 2018/Perfection Learning Holt American Government, 2003/Holt, Rinehart & Winston Economics, Principles and Practices, 2008/McGraw Hill Taking Sides: Clashing Views in Us History Vol 1 : The Colonial Period to Reconstruction 2017/McGraw Hill Takings Sides: Cashing Views on Controversial Issues In American History, Vol 2 History 2014/McGraw Hill American Government Readings and cases 19th edition Social Science 2012/Pearson The Cultural Landscape: An Introdiciton to Human Geography, 2017/Pearson Education Inc		0.0 %

Foreign Language	<p>Asi se Dice Level 1: 1st ed 2012/McGraw Hill Asi Se Dice, Level 1: Workbook and Audio Activities, Workbook Edition, 2012</p> <p>Asi Se Dice! Level 2: 1st edition) 2012/McGraw Hill Asi Se Dice!, Volume 2: Workbook And Audio Activities Glencoe Spanish, 2012</p> <p>Abriendo Paso Gramatica, 2007, Pearson Edition Inc Asi se dice : workbook &amp; Audio Activities, Glencoe Spanish: Lvl 3, 2012</p> <p>Temas – AP Spanish Language and Culture, 2014, Vista Higher Learning, Inc.</p> <p>AP Spanish language and Culture Exam Preparation, Vista Higher Learning, 2014</p> <p>Abriendo Puertas: Ampliando Perspectivas. Houghton Mifflin Harcourt, 2013</p>	0.0 %	
Health		0.0 %	
Visual and Performing Arts	<p>American Film Institute (AFI) 21st Century Educator's Handbook (Digital Film)</p> <p>Gibson Learn and Master Lesson Book (Guitar) Full Class Set of Acoustic Guitars</p> <p>Chromebooks and Google Classroom for recording performances (Guitar)</p>	0.0 %	
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

Last updated: 1/30/2018

## School Facility Conditions and Planned Improvements

NOVA Academy recently moved into its own four-story state-of-the-art educational facility in the City of Santa Ana at 500 West Santa Ana Blvd, Santa Ana, California. This premiere educational facility includes SMART technology systems to facilitate an engaging learning environment and equip students with skills they need in an increasingly technical world. Laptops are available for every student and campus-wide WIFI makes online research and learning a key component of our classroom curriculum. Moreover, every teacher has a virtual desktop workstation and ceiling-mounted projector with audio to enhance the learning experience. Hapara, an instructional management system used by teachers, allows for better differentiation of student learners.

NOVA Academy's facility was designed to provide a safe learning environment for all students. The building had vigorous safety, fire and public works reviews and achieved the level III seismic level for E "educational" occupancy. All flooring, paint, and furniture in every classroom is new along with the technology. The facility has new HVAC systems, administrative offices, College Hub for College study, and a Multi-purpose room. Students may have their break or lunch outside on the school's patio area or inside in the multi-purpose room. NOVA Academy is a secure facility, equipped with cameras, and visitors are required to register at the front office. The facility has an attached four-story parking garage with controlled access.

*Last updated: 1/23/2018*

## School Facility Good Repair Status

Year and month of the most recent FIT report: January 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

## Overall Facility Rate

Year and month of the most recent FIT report: January 2018

Overall Rating	Exemplary
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*Last updated: 1/23/2018*



## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

#### CAASPP Test Results in ELA and Mathematics for All Students

##### Grades Three through Eight and Grade Eleven (School Year 2016-17)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	78%	73%	31%	31%	48%	48%
Mathematics (grades 3-8 and 11)	31%	22%	25%	25%	36%	37%

Note: Percentages are not calculated 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.

*Last updated: 1/23/2018*

**CAASPP Test Results in ELA by Student Group****Grades Three through Eight and Grade Eleven (School Year 2016-17)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	79	79	100.00%	73.42%
Male	36	36	100.00%	69.44%
Female	43	43	100.00%	76.74%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	74	74	100.00%	72.97%
Native Hawaiian or Pacific Islander				
White	--	--	--	
Two or More Races				
Socioeconomically Disadvantaged	71	71	100.00%	76.06%
English Learners	26	26	100.00%	57.69%
Students with Disabilities	--	--	--	
Students Receiving Migrant Education Services				
Foster Youth				

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 1/23/2018*

**CAASPP Test Results in Mathematics by Student Group****Grades Three through Eight and Grade Eleven (School Year 2016-17)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	79	79	100.00%	21.52%
Male	36	36	100.00%	19.44%
Female	43	43	100.00%	23.26%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	74	74	100.00%	20.27%
Native Hawaiian or Pacific Islander				
White	--	--	--	
Two or More Races				
Socioeconomically Disadvantaged	71	71	100.00%	21.13%
English Learners	26	26	100.00%	11.54%
Students with Disabilities	--	--	--	
Students Receiving Migrant Education Services				
Foster Youth				

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 1/23/2018*

**CAASPP Test Results in Science for All Students****Grades Five, Eight and Ten**

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	68.0%	38.0%	40.0%	41.0%	56%	54%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

*Last updated: 1/23/2018*

**Courses for University of California (UC) and/or California State University (CSU) Admission**

UC/CSU Course Measure	Percent
2016-17 Pupils Enrolled in Courses Required for UC/CSU Admission	100.0%
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	54.7%

# State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

## California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
9	69.3%	46.5%	20.8%

Note: Percentages are not calculated 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.

Last updated: 1/23/2018

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

#### Opportunities for Parental Involvement (School Year 2017-18)

Parent engagement at NOVA Academy Early College High School occurs through the input, feedback, and participation at numerous events supporting students. This year, NOVA Academy has involved parents in the following activities: School Site Council, Coffee with the Counselor, Parent University nights on a variety of topics, FAFSA Night, Annual Counseling Meetings, Back to School Night, Open House, Parent Information Nights, and Parent Advisory Council. Parents have also supported a number of school activities, including school dances and Family Feast. Parents were surveyed twice during the 2016-17 school year to determine how school staff can best reach out to them and what topics they would find most helpful for future parent events. Feedback from these surveys have helped inform practices at NOVA to better serve parents. Additionally, a new parent outreach program has been obtained for this year to better communicate with parents via phone, text, and email in the appropriate home language.

### State Priority: Pupil Engagement

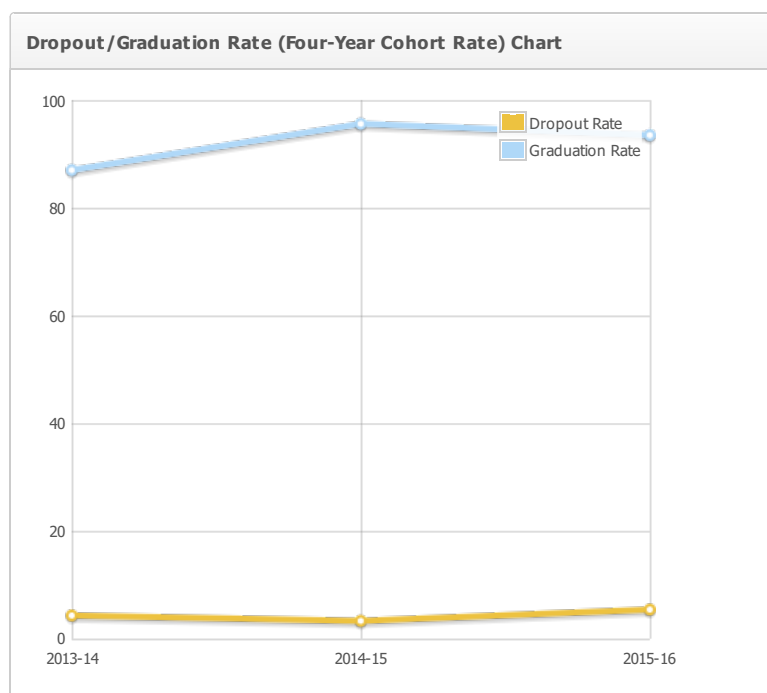
*Last updated: 1/23/2018*

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

#### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	4.3%	3.3%	5.4%	8.2%	6.2%	4.3%	11.5%	10.7%	9.7%
Graduation Rate	87.0%	95.6%	93.5%	87.4%	88.9%	91.6%	81.0%	82.3%	83.8%



*Last updated: 1/23/2018*

**Completion of High School Graduation Requirements - Graduating Class of 2016****(One-Year Rate)**

<b>Student Group</b>	<b>School</b>	<b>District</b>	<b>State</b>
All Students	86.9%	93.3%	87.1%
Black or African American	100.0%	81.0%	79.2%
American Indian or Alaska Native	0.0%	100.0%	80.2%
Asian	100.0%	98.3%	94.4%
Filipino	0.0%	100.0%	93.8%
Hispanic or Latino	87.2%	92.9%	84.6%
Native Hawaiian or Pacific Islander	0.0%	100.0%	86.6%
White	0.0%	97.7%	91.0%
Two or More Races	0.0%	97.4%	90.6%
Socioeconomically Disadvantaged	87.5%	92.9%	85.5%
English Learners	75.0%	65.2%	55.4%
Students with Disabilities	66.7%	80.3%	63.9%
Foster Youth	50.0%	88.9%	68.2%

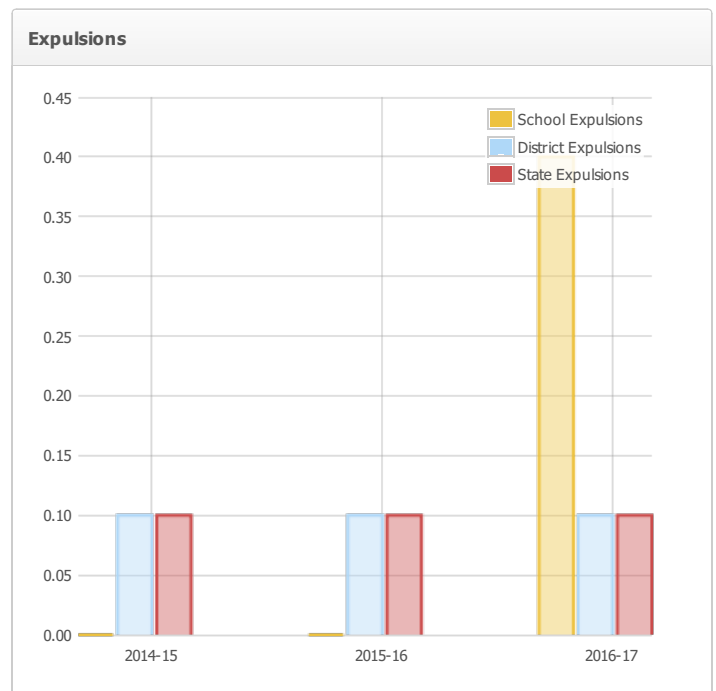
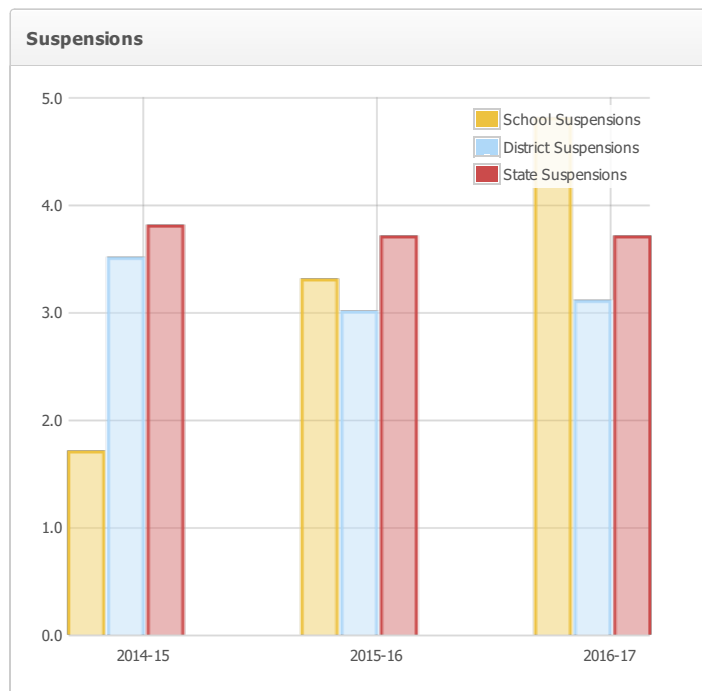
# State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

## Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	1.7%	3.3%	4.8%	3.5%	3.0%	3.1%	3.8%	3.7%	3.7%
Expulsions	0.0%	0.0%	0.4%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%



Last updated: 1/23/2018

## School Safety Plan (School Year 2017-18)

The comprehensive School Site Safety Plan was developed for NOVA Academy in collaboration with local agencies 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 plan has been reviewed with all staff annually and particularly by the school's Safety Committee, which meets monthly to discuss improving emergency preparedness and overall school safety.

Last updated: 2/1/2018



## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Federal Intervention Program (School Year 2017-18)

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	53
Percent of Schools Currently in Program Improvement	N/A	88.3%

*Last updated: 1/23/2018*

**Average Class Size and Class Size Distribution (Secondary)**

Subject	2014-15				2015-16				2016-17			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	18.0	23	6	0	21.0	11	10	0	23.0	12	6	3
Mathematics	19.0	12	10	0	22.0	5	12	0	25.0	6	11	0
Science	17.0	15	6	0	20.0	8	6	0	21.0	9	6	0
Social Science	17.0	15	6	0	21.0	6	10	0	28.0	3	9	2

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/23/2018

**Academic Counselors and Other Support Staff (School Year 2016-17)**

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	400.0
Counselor (Social/Behavioral or Career Development)	1.0	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

Note: Cells with N/A values do not require data.

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/23/2018

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11378.0	\$1494.4	\$9883.6	\$54281.0
District	N/A	N/A	\$0.0	\$90751.0
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$6574.0	\$79228.0
Percent Difference – School Site and State	N/A	N/A	--	--

Note: Cells with N/A values do not require data.

Last updated: 2/1/2018

## Types of Services Funded (Fiscal Year 2016-17)

In addition to general fund state funding, NOVA Academy Santa Ana received federal, state, and local aid for categorical, special education, and support programs, including but not limited to:

- LCFF
- Education Protection Account
- In Lieu of Property Tax
- NSLP Federal and State
- Mandate Block Grant
- State Lottery
- Title I and II
- Advanced Placement (AP)
- College Readiness Grant
- Charter School Facility Grant Program (SB740 Program)

*Last updated: 1/24/2018*

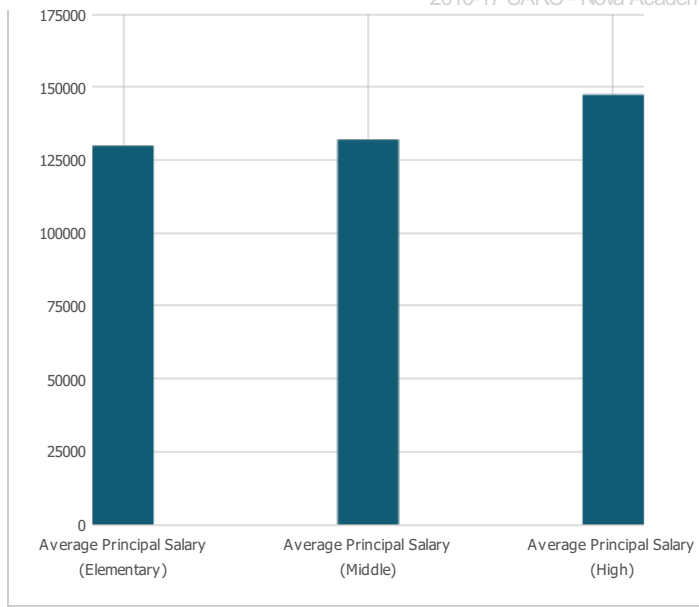
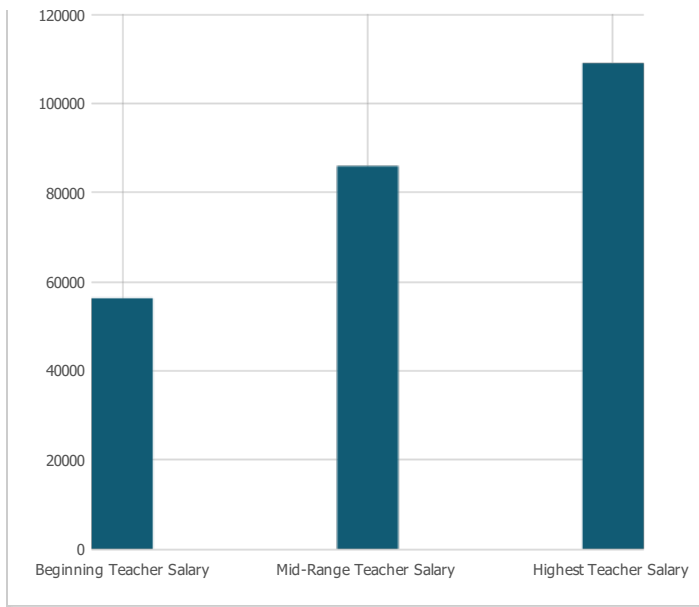
## Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$56,263	\$47,808
Mid-Range Teacher Salary	\$85,920	\$73,555
Highest Teacher Salary	\$109,017	\$95,850
Average Principal Salary (Elementary)	\$129,866	\$120,448
Average Principal Salary (Middle)	\$131,985	\$125,592
Average Principal Salary (High)	\$147,384	\$138,175
Superintendent Salary	\$330,743	\$264,457
Percent of Budget for Teacher Salaries	37.0%	35.0%
Percent of Budget for Administrative Salaries	4.0%	5.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

**Teacher Salary Chart**

**Principal Salary Chart**



Last updated: 1/23/2018

**Advanced Placement (AP) Courses (School Year 2016-17)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	2	N/A
Fine and Performing Arts	0	N/A
Foreign Language	1	N/A
Mathematics	0	N/A
Science	1	N/A
Social Science	1	N/A
All Courses	5	23.9%

Note: Cells with N/A values do not require data.

\*Where there are student course enrollments of at least one student.

Last updated: 1/23/2018

**Professional Development**

At the start of each school year, teachers participate in three days of staff development in August. Teachers and staff participate in weekly professional development meetings each year. Professional development is structured into whole group, department, and grade level learning communities, and topics are determined by student needs.

Some topics of professional development include, but are not limited to:

- Book Study of Visible *Learning* by John Hattie
- Instructional Strategies with the greatest impact on students
- 50/50 Student-Teacher Talk Time
- Effective Classroom Management Strategies
- Department Meetings
- Communications with students and families regarding progress and performance
- Interim Assessments
- Family Interventions
- Support for Students Struggling Academically
- School Safety
- Emergency and Disaster Preparedness
- Student Discipline
- Academic Support of all Students
- Assessment
- Serving Students with Learning Disabilities

Additionally, AP teachers have attended AP conferences in their subject areas. Math teachers have attended annual math conferences, science teachers attended the National Science Teacher Association conference, and language teachers attended subject-specific training as well. In 2017-18, math teachers received training and follow-up coaching on lesson design and implementation.

In addition to instructional and academic discipline training, staff members received professional development regarding CAASPP, ELPAC, special education translation, and Aeries.

*Last updated: 1/23/2018*