



LOMA VERDE ELEMENTARY SCHOOL

399 Alameda de la Loma, Novato, CA 94949 • (415) 883-4681

Daniel Guliasi, Principal

School Accountability Report Card

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the Loma Verde Elementary at 415-883-4681.

School Profile

Loma Verde Elementary School is one of nine elementary schools in the Novato Unified School District. It is located in southern Novato, and is situated in a valley surrounded by beautiful tree-covered hills in a well-established residential neighborhood. Loma Verde was proud to receive the prestigious California Distinguished School Award in June 1998 and the Title I Academic Achievement Award in 2007. Loma Verde had two consecutive years (2005 and 2006) of scores exceeding 800 on the California Standards Test and met all Academic Performance Index growth targets for 2007. The school also received an Early Intervention for School Success grant and Educational Technology K-12 Voucher Program grant in 2006.

In 2006-2007 student enrollment was 389 students in grades K – 5. These students reflect the ethnic and social diversity of the Novato community. We value this diversity, and are committed to providing a learning environment that suits varying learning styles and needs. We are aligned with the NUSD Mission Statement: Loma Verde educates all students to become life-long learners who are independent, responsible and productive citizens in our diverse society.

The District's Strategic Plan and the School's Single School Plan provides us with the framework that delineates the components necessary to develop an environment focused on the identified needs of all students. Data on student performance is collected throughout the school year through a variety of classroom assessments. Other data is collected including standardized test results, grades, performance tasks, and parent surveys. At the beginning of each year, and at regular intervals, a variety of data are reviewed to ascertain that the school's goals and accomplishments correspond to the Strategic Plan and Single School Plan.

Loma Verde is committed to a standards-based curriculum while also providing a balanced instructional program that is student-centered, encourages critical thinking, problem solving, and creative expression. Classroom teachers use materials adopted by the NUSD Board of Trustees, and aligned with the state standards. Curriculum is aligned to the state standards and instructional practices are varied in order to address the academic, social, and personal needs of each student. Working collaboratively to create a safe and supportive environment, parents and staff are committed to the development of capable, responsible, and respectful children.

Student Enrollment by Ethnic Group

2006-07

| | Percentage |
|-------------------------|------------|
| African American | 6.9% |
| American Indian | 0.5% |
| Asian | 2.8% |
| Caucasian | 39.6% |
| Filipino | 1.5% |
| Hispanic | 42.4% |
| Pacific Islander | 1.0% |
| Multiple or No Response | 5.1% |

Parent Involvement

The family school connection is developed to provide a cohesive and mutually supportive collegial community by making available a wide array of parent involvement/partnership activities such as opportunities for parental voluntarism in the classrooms and on field trips, book fairs, school events, parent teacher conferences, school leadership team, PTA, ELAC, and parent education events. Parents support the school through membership and participation in the School Leadership Team's planning, implementing, and evaluating school programs, and through PTA activities that support curricular areas and parent involvement. The English Language Advisory Committee meets regularly to review the ELD program, and makes recommendations that would enhance the program and with leadership and outreach to the community.

Nearly 20,000 volunteer hours were given last year by parents and other community members to support school programs. There is continuous encouragement and support for parents to become more involved in their child's learning at home and in the classroom. A grant from the Parent Services Project supports the school in this effort. In addition, critical information is communicated to parents in a variety of ways such as school and district print and electronic newsletters, web postings, email, telephone, parent-teacher conferences, and Student Success Team meetings. Parents have access to teacher and administrative voice and email for quick communication. The staff and parents work together to establish a sense of participation that goes beyond the classroom and the school. School events and meetings occur regularly and are well attended by families and staff members.

Enrollment By Grade

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

Enrollment By Program

During the 2006/07 school year 389 students were enrolled at Loma Verde Elementary, of which 12.1% were students with disabilities, 44.2% were English Learners, and 49.9% were socioeconomically disadvantaged.

Class Size

The class sizes at first and second grades have a maximum of 20 students per teacher. Kindergarten and third grade classes may go over 20 students in a class. The Class Size Reduction program is partially funded by the state of California, and supported by the Novato Parcel Tax. Fourth and fifth grade classes comply with Board Policy allowing for a maximum of 30 students in a class. For the 2006-2007 school year the Loma Verde staff included 17 full-time regular education teachers and 4 part-time teachers. These credentialed classroom teachers met the requirements of No Child Left Behind and are therefore "Highly Qualified Teachers."

Enrollment Trend by Grade Level

2004-05 2005-06 2006-07

| | 2004-05 | 2005-06 | 2006-07 |
|-----|---------|---------|---------|
| K | 66 | 77 | 75 |
| 1st | 65 | 67 | 76 |
| 2nd | 60 | 58 | 77 |
| 3rd | 40 | 55 | 58 |
| 4th | 45 | 44 | 56 |
| 5th | 68 | 41 | 47 |

Programs, practices, and staff that provide additional support to students include a full-time Literacy Coach, Resource Teacher, and Speech and Language Specialist. Other support staff includes four part-time para-educators who work with at-risk students in our Title I and English Language Development programs. In addition to after school intervention classes taught by credentialed teachers, we provide after school tutoring for English Language Learners through the School Linked Services program. Students receive emotional, social, and behavioral services from our Life Skills counselors from Family Services Agency as well as through the School Linked Services program.

Classroom teachers show appreciation for students with Bear Paw cards, which are awarded to students for "doing the right thing." Families are also encouraged to participate with the Parents As Reading Partners program to encourage literacy and good reading habits.

The Suspensions and Expulsions table illustrates total cases for the last three years, as well as percentage of enrollment. Suspensions are expressed in terms of total infractions, not number of students suspended, as some students may have been suspended on multiple occasions. Expulsions occur only when required by law or when all other alternatives are exhausted. We are proud that our overall school attendance has continued to rise over the last three years.

| Class Size Distribution | | | | | | | | | | | | |
|-------------------------|--------------------|----|----|------------------------|----|----|----------------|----|----|--------------|----|----|
| | Average Class Size | | | Classrooms Containing: | | | | | | | | |
| | | | | 1-20 Students | | | 21-32 Students | | | 33+ Students | | |
| | 05 | 06 | 07 | 05 | 06 | 07 | 05 | 06 | 07 | 05 | 06 | 07 |
| K | 18 | 19 | 19 | 3 | 5 | 5 | - | - | - | - | - | - |
| 1st | 19 | 17 | 19 | 3 | 4 | 4 | - | - | - | - | - | - |
| 2nd | 20 | 19 | 19 | 3 | 3 | 4 | - | - | - | - | - | - |
| 3rd | 20 | 19 | 19 | 3 | 4 | 4 | - | - | - | - | - | - |
| 4th | 29 | 30 | 28 | - | - | - | 1 | 1 | 2 | - | - | - |
| 5th | 27 | 27 | 24 | - | - | - | 2 | 1 | 2 | - | - | - |
| K-3 | 19 | - | - | 1 | - | - | - | - | - | - | - | - |
| 4-8 | 30 | 28 | - | - | - | - | 1 | 1 | - | - | - | - |

| | Suspensions & Expulsions | | | | | |
|-----------------|--------------------------|-------|-------|----------|--------|--------|
| | School | | | District | | |
| | 04-05 | 05-06 | 06-07 | 04-05 | 05-06 | 06-07 |
| Suspensions | 20 | 15 | 35 | 935 | 959 | 1446 |
| Suspension Rate | 5.81% | 4.39% | 9.00% | 11.96% | 12.06% | 17.87% |
| Expulsions | 0 | 1 | 0 | 25 | 33 | 32 |
| Expulsion Rate | 0.00% | 0.29% | 0.00% | 0.32% | 0.41% | 0.40% |

Class Size Reduction

In 1996, state legislature approved implementation of the Class Size Reduction (CSR) program that provides funding to hire additional teachers to assist schools in reducing K-3 class sizes. Loma Verde Elementary began implementing CSR for grades kindergarten through three in 1996-1997. For the past ten years, 100% of all kindergarten through third grade classrooms participated in CSR.

Safe School Plan

Safety of students and staff is a primary concern of Loma Verde Elementary and the School Site Safety plan follows the guidelines established by the Novato Unified School District. The school has a comprehensive safety plan designed to offer maximum protection for our students in case of emergencies. The School Site Safety plan is reviewed and updated annually by the School Safety Committee. The review took place on October 30, 2006. All revisions were communicated to both the classified and certificated staff. In addition, a staff member attends regularly held NUSD Safety and Disaster Preparedness Committee meetings.

| CSR Participation | | | |
|-------------------|---------|---------|---------|
| | 2004-05 | 2005-06 | 2006-07 |
| K | 100% | 100% | 100% |
| 1st | 100% | 100% | 100% |
| 2nd | 100% | 100% | 100% |
| 3rd | 100% | 100% | 100% |
| K-3 | 100% | - | - |

The PTA has been instrumental in stocking our disaster container with the equipment, food, and water needed if an actual emergency occurs during the school day. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire drills are conducted throughout the school year while earthquake and lockdown drills take place at least once a year. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards.

Discipline & Climate for Learning

Students at Loma Verde Elementary are guided by specific rules and classroom expectations that promote positive character traits including trustworthiness, respect, responsibility, fairness, caring, and the acceptance of others. The goal of Loma Verde's discipline program is to encourage students to develop self-discipline and maturity based on an understanding that they are individually responsible for their own attitudes and behavior and that they are part a larger community. Teachers and yard supervisors have received training in a Bully Proofing program and conflict resolution strategies are taught and discussed with children. Parents and students are informed of school rules and discipline policies through the Parent Handbook, which is sent home at the beginning of the school year, and outlines the school's discipline policy and consequences.

Students are supervised before and after school by classified staff and the principal, and classified staff and the principal supervise students during lunch and break periods. There is a designated area for student drop off and pick up. We invite and encourage parents to visit the school and classrooms. We do require that visitors register in the office first and pick up a visitor's pass. For the protection of our students it is important for the school to know who is on campus. Board Policy 1250: Visitors/Outsiders is available on the district website.

School Facilities

Loma Verde Elementary is comprised of 22 classrooms, a multipurpose room/cafeteria, a library, a computer lab, a staff lounge and workroom, and 2 playgrounds. Several smaller rooms are used as office space, for counseling and tutoring programs. Committees composed of staff members and parents worked with the district bond committee to design and plan facilities improvements and all classroom renovations have been completed. Renovations to the multipurpose room were completed in 2006. The school maintains the district goal of providing facilities and learning environments that are healthy, safe, attractive, functional, and well maintained. The custodial staff includes one day and one night custodian while the grounds and general maintenance are provided by district-personnel. A work order process is used to ensure efficient service and highest priority is given to emergency repairs.

The Loma Verde staff recognizes and celebrates the achievements and successes of students on a regular basis. The school offers school-wide and classroom incentives that promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. During monthly awards assemblies, students are recognized for excellent attendance, as Citizens of the Month, and Students of the Month. Parents are encouraged to attend these events and participate in the special acknowledgment the children receive.

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 2006/07 school year, the district contribution to deferred maintenance was \$295,496 which is 0.50% of our budget.

Between 2002 and 2007, the Measure A Bond and state funding through modernization and the deferred maintenance program have provided the funds to upgrade and modernize facilities at Loma Verde including:

- Replaced roofing/skylights
- Paved parking area
- Site accessibility addressed per (ADA) requirements
- Repaired and painted exteriors
- Heating system upgraded
- Upgraded electrical system/exterior lighting
- Improved fire alarm & signal system
- Classrooms/library modernized
- Restrooms renovated
- Playing field renovations

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year. For the 2007/08 school year, the most current data are reported.

| School Facility Conditions | | | | |
|---|----------------------------------|------|------|--|
| Date of Last Inspection: 4-16-2007 | | | | |
| Overall Summary of School Facility Conditions: Exemplary | | | | |
| Items Inspected | Facility Component System Status | | | Deficiency & Remedial Actions Taken or Planned |
| | Good | Fair | Poor | |
| Gas Leaks | X | | | |
| Mechanical Systems | X | | | |
| Windows/Doors/Gates/Fences (Interior and Exterior) | X | | | |
| Interior Surfaces (Floors, Ceilings, Walls, and Window Casings) | X | | | |
| Hazardous Materials (Interior and Exterior) | X | | | |
| Structural Damage | X | | | |
| Fire Safety | X | | | |
| Electrical (Interior and Exterior) | X | | | |
| Pest/Vermin Infestation | X | | | |
| Drinking Fountains (Inside and Outside) | X | | | |
| Restrooms | X | | | |
| Sewer | X | | | |
| Roofs (observed from the ground, inside/outside the building) | X | | | |
| Playground/School Grounds | X | | | |
| Overall Cleanliness | X | | | |

| Misassignments/Vacancies | | | |
|--|----------|----------|----------|
| | 05-06 | 06-07 | 07-08 |
| Misassignments of Teachers of English Learners | 1 | 1 | 0 |
| Misassignments of Teachers (other) | 0 | 0 | 0 |
| Total Misassignments of Teachers | 1 | 1 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |

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 | 14.30% | 85.70% |
| District | 17.00% | 83.00% |
| High-Poverty Schools in District | 0.00% | 0.00% |
| Low-Poverty Schools in District | 10.00% | 90.00% |

Substitute Teachers

The Novato Unified School District has an adequate pool of fully credentialed and qualified substitutes in order to maintain continuity of instruction at Loma Verde Elementary. Generally, the district does not experience any problems finding qualified substitute teachers. When a substitute teacher is not available for an absent teacher, the Principal or other available credentialed personnel assumes the role of substitute until a teacher can be secured for the classroom.

Teacher Assignment

Novato Unified recruits and employs the most qualified credentialed teachers. For the 2006-2007 school year, Loma Verde Elementary had 23 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

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. 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.

| Teacher Credential Status | | | | |
|---------------------------|--------|-------|-------|----------|
| | School | | | District |
| | 04-05 | 05-06 | 06-07 | 06-07 |
| Fully Credentialed | 18 | 20 | 23 | 416 |
| Without Full Credentials | 0 | 0 | 0 | 11 |
| Working Outside Subject | 0 | 0 | 0 | 0 |

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, Science, for the most recent three-year period, is shown. For results on course specific tests, please see <http://star.cde.ca.gov>.

California Standards Test (CST)

Combined % of Students Scoring at Proficient and Advanced Levels

| | Language Arts | | | | | | | | | | | | Math | | | | | | | | | | | | Science | | |
|--|---------------|----|----|----|----|----|----|----|----|----|----|----|------|----|----|----|----|----|----|----|----|----|----|----|---------|----|----|
| | 2 | | | 3 | | | 4 | | | 5 | | | 2 | | | 3 | | | 4 | | | 5 | | | 5 | | |
| | 05 | 06 | 07 | 05 | 06 | 07 | 05 | 06 | 07 | 05 | 06 | 07 | 05 | 06 | 07 | 05 | 06 | 07 | 05 | 06 | 07 | 05 | 06 | 07 | 05 | 06 | 07 |
| All Students | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| School | 57 | 50 | 42 | 23 | 47 | 36 | 56 | 57 | 62 | 62 | 44 | 49 | 64 | 65 | 44 | 78 | 61 | 50 | 58 | 66 | 65 | 57 | 45 | 49 | 43 | 24 | 43 |
| District | 58 | 61 | 64 | 51 | 56 | 54 | 70 | 66 | 67 | 67 | 66 | 63 | 71 | 69 | 67 | 68 | 70 | 70 | 75 | 71 | 71 | 62 | 66 | 61 | 50 | 56 | 57 |
| State | 42 | 47 | 48 | 31 | 36 | 37 | 47 | 49 | 51 | 43 | 43 | 44 | 56 | 59 | 59 | 54 | 58 | 58 | 50 | 54 | 56 | 44 | 48 | 49 | 28 | 32 | 37 |
| Males | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| School | 46 | 50 | 37 | 22 | 39 | 33 | 57 | 65 | 68 | 64 | 46 | 50 | 46 | 75 | 44 | 83 | 48 | 50 | 57 | 74 | 64 | 64 | 38 | 50 | 48 | 27 | 46 |
| District | 57 | 55 | 58 | 43 | 53 | 50 | 69 | 60 | 69 | 64 | 63 | 59 | 72 | 70 | 67 | 65 | 72 | 70 | 75 | 69 | 74 | 61 | 66 | 57 | 53 | 58 | 57 |
| State | 39 | 43 | 44 | 29 | 33 | 33 | 44 | 46 | 48 | 39 | 40 | 41 | 58 | 59 | 59 | 56 | 58 | 58 | 50 | 54 | 56 | 43 | 48 | 48 | 32 | 34 | 38 |
| Females | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| School | 68 | 50 | 48 | 25 | 55 | 41 | 55 | 48 | 55 | 59 | 42 | 48 | 81 | 50 | 45 | 70 | 72 | 50 | 59 | 57 | 66 | 48 | 53 | 48 | 37 | 21 | 39 |
| District | 58 | 67 | 70 | 60 | 57 | 59 | 72 | 72 | 65 | 70 | 69 | 67 | 71 | 68 | 66 | 70 | 69 | 69 | 74 | 74 | 69 | 63 | 67 | 65 | 46 | 53 | 57 |
| State | 45 | 50 | 53 | 35 | 39 | 41 | 52 | 54 | 55 | 46 | 47 | 48 | 55 | 57 | 58 | 54 | 56 | 57 | 51 | 55 | 58 | 45 | 48 | 49 | 26 | 30 | 35 |
| Socioeconomically Disadvantaged | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| School | 36 | 42 | 24 | 9 | 31 | 17 | 38 | 39 | 43 | 25 | 24 | 24 | 36 | 54 | 29 | 55 | 38 | 24 | 43 | 61 | 48 | 25 | 24 | 29 | 13 | 12 | 19 |
| District | 31 | 26 | 35 | 15 | 28 | 20 | 43 | 31 | 38 | 36 | 39 | 29 | 44 | 45 | 44 | 34 | 46 | 45 | 45 | 43 | 45 | 37 | 37 | 25 | 25 | 25 | 22 |
| State | 28 | 33 | 35 | 17 | 22 | 23 | 32 | 35 | 36 | 28 | 28 | 29 | 45 | 48 | 48 | 44 | 46 | 47 | 38 | 42 | 45 | 32 | 35 | 36 | 14 | 18 | 22 |
| Hispanic | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| School | 36 | 43 | 25 | 17 | 30 | 23 | 27 | 65 | 39 | 50 | 18 | 38 | 45 | 57 | 25 | 83 | 41 | 41 | 27 | 71 | 52 | 40 | 12 | 56 | 25 | 12 | 56 |
| District | 30 | 33 | 37 | 17 | 28 | 25 | 38 | 37 | 37 | 36 | 36 | 32 | 49 | 49 | 45 | 44 | 49 | 47 | 47 | 48 | 46 | 35 | 38 | 30 | 21 | 25 | 23 |
| State | 28 | 33 | 35 | 17 | 22 | 23 | 32 | 35 | 37 | 27 | 29 | 30 | 44 | 47 | 48 | 43 | 46 | 48 | 38 | 43 | 46 | 33 | 36 | 37 | 14 | 18 | 23 |
| Caucasian | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| School | 71 | 48 | 56 | 30 | 58 | 52 | 70 | 64 | 76 | 69 | 65 | 61 | 81 | 74 | 59 | 78 | 80 | 63 | 75 | 68 | 76 | 69 | 71 | 52 | 55 | 47 | 43 |
| District | 67 | 73 | 75 | 65 | 65 | 68 | 83 | 79 | 80 | 77 | 78 | 76 | 80 | 78 | 76 | 78 | 78 | 79 | 86 | 81 | 83 | 70 | 77 | 73 | 58 | 68 | 73 |
| State | 61 | 65 | 66 | 51 | 55 | 56 | 68 | 69 | 71 | 63 | 63 | 64 | 73 | 74 | 74 | 70 | 73 | 72 | 65 | 68 | 70 | 58 | 64 | 63 | 49 | 52 | 58 |
| English Learners | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| School | 40 | 39 | 26 | 27 | 28 | 18 | 42 | 46 | 33 | 20 | 22 | 8 | 52 | 52 | 26 | 82 | 43 | 32 | 42 | 46 | 54 | 27 | 17 | 50 | 7 | 11 | 25 |
| District | 23 | 27 | 32 | 10 | 19 | 14 | 26 | 28 | 20 | 14 | 18 | 10 | 44 | 45 | 40 | 40 | 44 | 39 | 43 | 41 | 38 | 18 | 22 | 17 | 10 | 9 | 6 |
| State | 23 | 27 | 30 | 12 | 15 | 15 | 19 | 24 | 24 | 13 | 13 | 14 | 43 | 45 | 46 | 40 | 41 | 42 | 32 | 36 | 39 | 22 | 24 | 25 | 6 | 7 | 11 |

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

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

Federal Intervention Programs

| | School | District |
|---------------------------------|-----------|-----------|
| Program Improvement (PI) Status | Not in PI | Not in PI |
| First Year in PI | - | - |
| Year in PI (2007-08) | - | - |
| # of Schools Currently in PI | - | 1 |
| % of Schools Identified for PI | - | 5.26% |

CAT-6

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

Physical Fitness

In the spring of each year, Loma Verde Elementary is required by the state to administer a physical fitness test to all students in grade five. The physical fitness test is a standardized evaluation that tracks the development of high-quality fitness programs and assists students in establishing physical activity as part of their daily lives. Results of student performance are compared to other students statewide who took the test.

| Percentage of Students in Healthy Fitness Zone 2006-07 Test Results | |
|--|-------|
| 5th Grade | |
| School | |
| School Overall | 22.2% |
| School (Boys) | 26.1% |
| School (Girls) | 18.2% |
| District | |
| District Overall | 31.3% |
| District (Boys) | 25.9% |
| District (Girls) | 36.9% |
| State | |
| State Overall | 24.6% |
| State (Boys) | 22.4% |
| State (Girls) | 26.9% |

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.

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.

CAT/6 Norm Referenced Test

| | % At or Above 50th Percentile | | | | | |
|---------------------------------|-------------------------------|----|----|------|----|----|
| | Reading | | | Math | | |
| | 05 | 06 | 07 | 05 | 06 | 07 |
| All Students | | | | | | |
| School | 35 | 40 | 34 | 65 | 59 | 50 |
| District | 57 | 57 | 56 | 69 | 70 | 69 |
| State | 36 | 37 | 38 | 55 | 55 | 56 |
| Males | | | | | | |
| School | 28 | 32 | 25 | 72 | 57 | 56 |
| Females | | | | | | |
| School | 40 | 48 | 50 | 55 | 62 | 41 |
| Socioeconomically Disadvantaged | | | | | | |
| School | 9 | 23 | 14 | 45 | 44 | 28 |
| Hispanic | | | | | | |
| School | 42 | 26 | 14 | 58 | 50 | 41 |
| Caucasian | | | | | | |
| School | 35 | 48 | 52 | 65 | 71 | 59 |
| Students with Disabilities | | | | | | |
| School | 35 | 48 | 52 | 65 | 71 | 59 |
| English Learners | | | | | | |
| School | 45 | 28 | 9 | 45 | 50 | 36 |

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

API School Results

| | 04-05 | 05-06 | 06-07 | 2007 API Growth Score |
|---------------------------------|-------|-------|-------|-----------------------|
| Statewide Rank | 7 | 8 | 8 | |
| Similar Schools Rank | 7 | 10 | 9 | |
| All Students | | | | |
| Actual Growth | 37 | -6 | -37 | 780 |
| Socioeconomically Disadvantaged | | | | |
| Actual Growth | 45 | 12 | -71 | 696 |
| Hispanic | | | | |
| Actual Growth | 73 | -9 | -44 | 743 |
| Caucasian | | | | |
| Actual Growth | 14 | 9 | -26 | 827 |
| English Learners | | | | |
| Actual Growth | - | 4 | -52 | 716 |

Only numerically significant subgroups for each reporting period are required to be presented in this report card. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 15% of the school population tested and contains at least 50 students with valid scores.

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.ar

| Adequate Yearly Progress (AYP) | | | | |
|--------------------------------|-------------------------|-------------|-------------------------|-------------|
| | School | | District | |
| Made AYP Overall | Yes | | Yes | |
| Met AYP Criteria | English - Language Arts | Mathematics | English - Language Arts | Mathematics |
| Participation Rate | Yes | Yes | Yes | Yes |
| Percent Proficient | Yes | Yes | Yes | Yes |
| API School Results | Yes | | Yes | |
| Graduation Rate | N/A | | Yes | |

Individualized Instruction

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

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

At Risk Interventions

Loma Verde provides an after-school intervention program in English Language Arts and Mathematics for those students performing below grade-level standards or who are at risk of retention. Other intervention programs offered at Loma Verde Elementary include during and after school tutoring through the School Linked Services program as well as small group instruction with the Literacy Coach and Para-Educators.

English Language Learners

Loma Verde offers our English Language Learners assistance through the Title I federally funded categorical program and the School Linked Services program.

Counseling & Support Staff

It is the goal of Loma Verde Elementary 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 Loma Verde Elementary.

| Counseling & Support Services Staff | | |
|-------------------------------------|-----------------|----------------------|
| | Number of Staff | Full Time Equivalent |
| Librarian/library media teacher | 1 | .2 |
| Nurse | 1 | .2 |
| Psychologist | 1 | .2 |
| Resource Specialist | 1 | 1 |
| Speech and Language Specialist | 1 | 1 |

Curriculum Development

All curriculum development in the Novato Unified School District is aligned to the California State Frameworks and Content Standards using state and district adopted instructional programs. Annually, a comprehensive data analysis of student achievement is conducted to establish SMART Goals (Strategic/specific, Measureable, Attainable, Results-oriented, Timebound) aimed at raising academic performance for all students. Course outlines and benchmarks are updated regularly to align with the state standards, district goals, and the district-wide assessment program.

Instructional Materials

Novato Unified held a Public Hearing on October 18, 2006, and determined that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the State Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

| District-Adopted Textbooks | | | | |
|----------------------------|------------------------|----------------------------------|---------------|------------|
| Grade Levels | Subject | Publisher | Adoption Year | Sufficient |
| 4th-5th | ELD | Sopris West | 2006 | Yes |
| K-5 | History/Social Science | Scott Foresman | 2006 | Yes |
| K-5 | Mathematics | Harcourt Brace | 2001 | Yes |
| 4th-5th | Reading/ Language Arts | Glencoe (MacMillan/ McGraw Hill) | 2002 | Yes |
| 1st-5th | Reading/ Language Arts | Houghton Mifflin | 2001 | Yes |
| K-5 | Reading/ Language Arts | Open Court | 2003 | Yes |
| K | Reading/ Language Arts | Pearson Scott Foresman | 2001 | Yes |
| 1st | Reading/ Language Arts | Pearson Scott Foresman | 2001 | Yes |
| K-5 | Reading/ Language Arts | Sopris West | 2006 | Yes |
| K-5 | Science | Harcourt | 2001 | Yes |

District Expenditures

Novato Unified spent an average of \$7,732 to educate each student, based on 2005-06 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 | \$5,999 |
| From Restricted Sources | \$1,367 |
| From Unrestricted Sources | \$4,632 |
| District | |
| From Unrestricted Sources | \$5,682 |
| Percentage of Variation between School & District | 18.48% |
| State | |
| From Unrestricted Sources | \$4,943 |
| Percentage of Variation between School & State | 6.29% |

District Revenue Sources

In addition to general state funding, Loma Verde Elementary receives state and federal funding for the following categorical funds and other support programs:

Categorical Programs: Federal

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

- **Title II:**

Concentrates on upgrading the expertise of principals, teachers, and paraprofessionals through professional development based on a needs assessment to enable them to increase student academic achievement by improving teacher quality.

- **Title III:**

Provides supplemental programs and services for LEP students to enable them to meet grade level requirement; provides instruction and instructional support services to promote English language development and academic progress in the core curriculum

- **Title IV:**

Funds are to be used to carry out a comprehensive drug and violence prevention program which will decrease drug abuse and violence among our students.

- **Title V:**

Provides broad support for activities that encourage educational innovation and enhancement of learning through technology, library services, and instructional and media materials and to meet the needs of all students at-risk.

- **Special Education Program:**

Ensures that all students with exceptional needs are appropriately identified, assessed, and provided free appropriate public education programs and services designed to meet their unique needs.

Categorical Programs: State

- **English Language Learner Program (EIA):**

Develops fluency in English in each student as effectively and efficiently as possible and provides equal opportunity for academic achievement.

- **Tobacco Use Prevention Education (TUPE):**

Educates our students regarding the deleterious effects of tobacco products and gives them skills to resist the pressures to begin or provide counseling to help them stop.

- **Gifted and Talented Education Program (GATE):**

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

- **School and Library Improvement Block Grant:**

Helps to meet the educational needs of all students as well as to support and sustain high quality professional development. Also provides school library materials.

- **Art and Music Block Grant:**

Funding for staff and standards-aligned materials to support the implementation of sequential standards-aligned visual and performing arts instruction in kindergarten and grades one to 12.

- **Arts, Music and P.E. Equipment and Supplies Block Grant:** Funding for instructional resources used in the delivery of sequential standards-based instruction in physical education and visual and performing arts.

- **One-Time Discretionary Block Grant:**

Funding to provide one-time resources to support a variety of uses that sites and districts may select

Grants:

- **Enhancing Education Thru Technology (EETT) Formula Grant:** provides additional computers and teacher training

- **School Linked Services (SLS):**

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

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

Funds are dedicated to improving the English proficiency of California students and preparing them to meet the state content standards. Funds are allocated to schools for grades four through eight, with priority given to those schools with the highest proportion of English learners.

- **School Readiness:**

Support services for children ages 0-5 and their families to prepare them to enter school by: providing learning experiences for children who have not had previous formal pre-school opportunities prior to the beginning of kindergarten; providing parent training opportunities to assist parents in working with their children as well as exposure to services available for families

- **Parent Services Project/Family Fund (PSP):**

Provides workshops and materials for all parents to encourage them to become more involved in their children's education by helping them help their children with schoolwork.

- **Early Intervention for Student Success (EISS)**

2 year grant: to improve methodologies and teaching practices to address individual needs and increase student achievement.

- **Education Technology K-12 Voucher Program:**

To implement and support educational technology that fosters effective teaching and motivates students

Parcel Tax Funding:

- **A+:**

Helps to support quality library media centers, supplemental reading services, technology in all K-12 schools, and class size reduction.

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 | | |
| 2005-06 | | |
| | District | State |
| Beginning Teachers | \$36,685 | \$38,479 |
| Mid-Range Teachers | \$54,597 | \$60,306 |
| Highest Teachers | \$68,706 | \$74,193 |
| Elementary School Principals | \$98,933 | \$92,985 |
| Middle School Principals | \$105,632 | \$98,305 |
| High School Principals | \$116,776 | \$107,384 |
| Superintendent | \$155,525 | \$155,314 |
| Salaries as a Percentage of Total Budget | | |
| Teacher Salaries | 39.2% | 40.8% |
| Administrative Salaries | 6.9% | 5.7% |

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 2005-06 financial statements.

| Average Teacher Salaries | |
|------------------------------|----------|
| School & District | |
| School | \$55,597 |
| District | \$53,951 |
| Percentage of Variation | 3.05% |
| School & State | |
| All Unified School Districts | \$58,776 |
| Percentage of Variation | 5.41% |

School Leadership

Leadership at Loma Verde Elementary is a responsibility shared between district administration, the principal, instructional staff, students, and parents. The district's emphasis is on a balanced and rigorous core curriculum at all grade levels. Instructional programs are aligned with state and district standards. Beginning in the 2006-2007 school year leadership duties were assumed by Principal Daniel Guliasi. Daniel Guliasi has 18 years of experience in education with positions as principal, assistant principal, technology coordinator, technology facilitator, and classroom teacher.

At Loma Verde School we believe that education is a team effort. Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the Single School Plan to ensure instructional programs are consistent with students' needs and comply with district goals. Teachers, support personnel, students, parents and community members are actively encouraged to take on leadership roles and participatory decision making to support and encourage our students.

Loma Verde has a School Leadership Team that guides comprehensive school-based programs. The SLT is composed of an equal number of parents/guardians and school staff, each elected by their constituents. It participates in the development of the Single School Plan and allocates discretionary site funds to support the goals outlined in the plan. The Board of Trustees annually reviews and approves the Single School Plan. In addition, the School Leadership Team monitors and evaluates program effectiveness relative to district and school goals for student learning. Because of the importance of their decision-making authority, the SLT is accountable for the decisions they make. The main focus of the team's collaborative decisions and discussions is the development of ways to support student learning. Team members are to solicit input from the groups they represent and provide information regarding available community services and parenting skills.

Classroom teachers, administration, and support staff have developed partnerships based upon the sharing of knowledge to integrate instructional activities for all students. Curriculum and instructional practices are varied in order to address the academic, social, and personal needs of each student, including students who are learning English, economically disadvantaged, underachieving, gifted and talented, of average ability, and those who are receiving special education services. All students at Loma Verde receive an enriched learning program based upon district and state standards. After school classes are offered for English Language Learners and students who are academically at risk. A variety of enrichment classes are offered to all students, during and after school, and supported by the PTA.

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 6 full days to staff development annually for the past three years. Additional workshops and training have taken place as well. In 2006, staff development focused on language arts, specifically writing and academic language, while also continuing to focus on strategies for second language learners. All teachers received training on literacy strategies that would supplement the Board adopted language arts materials, Open Court. 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. Teachers and support staff met regularly to discuss teaching strategies and student achievement in scheduled grade level meetings and as a staff.

Instructional Time (includes Minimum days)

For 2006-2007, Loma Verde Elementary offered 180 days of instruction, comprised of 80% regular days. The additional minimum days were utilized for staff development. All instructional time either met or exceeded the daily instructional minute requirements specified in the California Education Code.

| Instructional Minutes By Grade Level | | |
|--------------------------------------|------------------|----------------|
| | Minutes Required | Actual Minutes |
| K | 36,000 | 43,020 |
| 1st | 50,400 | 53,865 |
| 2nd | 50,400 | 53,865 |
| 3rd | 50,400 | 54,540 |
| 4th | 54,000 | 54,540 |
| 5th | 54,000 | 54,540 |

Library Information

The school's library, staffed by a full-time Library Clerk and a part-time Library Media Specialist/Librarian, provides an extensive variety of reference and special interest materials, in addition to hundreds of educational and recreational books. Students visit the library on a daily/weekly basis with their classes and are encouraged to visit before and after school.

Eight computer workstations within the library are connected to the Internet so students are able to access resources and information online.

Computer Resources

Loma Verde Elementary School also has a computer lab with at least 30 computers. A part-time classified employee funded by the PTA provided support and training to the teachers and maintains the computer lab. All classrooms have at least 2 computers that are connected to the Internet. Computer skills and concepts are integrated throughout the curriculum, which helps to prepare students for technological growth and other opportunities.

| Computer Resources | | | |
|----------------------------------|-------|-------|-------|
| | 04-05 | 05-06 | 06-07 |
| Computers | 60 | 77 | 71 |
| Students per computer | 5.7 | 4.4 | 5.5 |
| Classrooms connected to Internet | 22 | 22 | 30 |

Governing Board Members

During the 2006/07 the Novato Unified was governed by the following Board of Education Members:

- Aaron Brown
- Debbie Butler
- Cindi Clinton
- Derek Knell
- Ross Millerick
- Leslie Schwarze
- Jennifer Treppa

Measure A Facilities Bond

Bond Projects

- 16 schools have been modernized and upgraded for Americans with Disabilities Act (ADA) compliance and safety
- state of the art classrooms, libraries, and computer labs are serving our students
- high school athletic fields are versatile and provide a venue for safe play

The Measure A facility bond approved by Novato voters in 2001 provided \$107 million for the improvement of all school campuses in the Novato Unified School District. State matching funds and interest earnings will provide another \$26 million, resulting in a \$133 million facility program for our schools. To date, about \$85 million of these dollars have been spent.

These funds have been utilized to provide for a variety of repairs, renovations and improvements, most significantly to address health and safety issues and to modernize classrooms. Classroom modernization typically includes the installation of:

- new flooring
- ceilings and lighting
- paint and tackable wall surfaces
- cabinets
- learning wall, a casework system that includes rolling whiteboards
- heating, ventilation and air conditioning systems (existing systems)
- electrical plugs and fire alarm systems
- computer connection for students and staff

A+ for Kids Parcel Tax

A+ for Kids Parcel Tax Funding:

Novato voters have supported schools since 1993 with parcel taxes (A+ for Kids). The most recent parcel tax was passed in March 2005 for 6 years for \$155 per parcel per year.

Novato schools are grateful to the Novato community for their continued support. The parcel tax provides over \$2,000,000 per year to our schools.

Thanks to the Parcel Tax Funds:

- our K-3 and 9th grade students learn in class sizes of 20:1
- our libraries are staffed by librarians and library clerks
- counseling services are available for our secondary students
- award winning music programs are provided in elementary, middle, and high school

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located in the city of Novato, which contain numerous computer workstations.



Data Sources

Data within the SARC was provided by Novato Unified School District, retrieved from the 2006-07 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.