

## Novato Unified School District

# Loma Verde Elementary School

## 2008-2009 School Accountability Report Card

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Principal**

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

### Principal's Message

The Loma Verde Community is proud of the academic growth evidenced by 2008-2009 API scores. We know that the increased student achievement is a direct result of the Loma Verde staff embracing the philosophy of developing a school-wide culture of universal achievement. We believe every child deserves the opportunity and is capable of demonstrating proficiency across all curriculum content areas. Our staff works diligently with students to help them both understand and develop perseverance. Our goal is to instill the idea that hard work and determination are essential factors for success. Expectations are set high for all students. Minimum goals are the state standards, while individualized and personal academic goals often exceed the standards.

The Loma Verde API increased from 792 – 842 in the 2008-2009 school year. Our academic growth is directly related to our focus on meeting the needs of a diverse student population. To meet the varied range of academic needs of our students, differentiated instruction and learning is the most fundamental element of our practice. Our staff has strategically created and adapted successful academic learning structures that support the needs of each student. Our flexible skills groups can be observed as a daily practice throughout all grades, Kindergarten-5th and across curriculum content areas. We offer enrichment opportunities such as Math Olympiads, a Speech and Debate Club, Journalism & Technology, Student Leadership, Spanish, Hip Hop and Guitar Club. We also provide intervention through Kinder Academy, kindergarten small-group intervention, before school classes, homework clubs after school. Our Honors Academy is designed to offer students the opportunity to demonstrate mastery of skills through multiple modalities and tasks.

Our staff has established and maintains a professional learning community (PLC) at Loma Verde. Teachers and support staff work together with a single-minded commitment to develop curriculum and teaching strategies that will assist all students in becoming proficient in their grade level standards. Teachers meet formally a minimum of once a month to analyze assessment data, revise plans, and develop interventions and extensions so that all students are challenged and assisted in meeting their academic goals. Teachers participate in weekly grade level collaboration meetings to discuss student progress, teaching strategies, and curriculum. Informally, staff discusses programs, implementation, and student needs on a daily basis.

The work that is taking place to transform our school into a results-oriented Professional Learning Community, where the focus is on learning rather than teaching, in order to promote higher levels of learning for all students is ongoing, and has many elements. The Principal and the entire Loma Verde staff are committed to this philosophy and know that through hard work, effort, and commitment we will see the kind of results that will fuel continual improvement.

### 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. We have enhanced the natural setting as we build and develop our school garden, which hosts worm and composting bins, edible plants, and native plants. Our garden is a critical extension of our FOSS curriculum life science studies. Loma Verde teachers use the garden project to teach the process of inquiry and observation.

Loma Verde Elementary School has a current enrollment (2009-2010) of 415 students (Kindergarten through 5th grade). Our population reflects the ethnic and social diversity of the Novato community. Our population includes: Caucasian (40%), Hispanic (47%), and less than 13% of other ethnicities. English Language Learners (ELL) compose 50% of this year's student population. 56.3% of students qualify for the free and reduced lunch program. 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.

Student demographics are displayed in the chart.

Student Enrollment by Ethnic Group	
2008-09	
	Percentage
African American	3.2%
American Indian	0.0%
Asian	4.0%
Caucasian	39.4%
Filipino	0.5%
Hispanic or Latino	48.0%
Pacific Islander	1.3%
Multiple or No Response	3.5%

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 are 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.

### Mission Statement

All children can learn in an environment which encourages, embraces and appreciates the diverse school community, and provides opportunities for all students to become: effective and independent learners, responsible and productive contributing members of society, well-rounded and caring individuals, and proficient in state content standards.

### 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.

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 numbers 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.

### 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 volunteerism 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.

### 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.

	Suspensions & Expulsions					
	School			District		
	06-07	07-08	08-09	06-07	07-08	08-09
Suspensions	35	17	2	1446	650	841
Suspension Rate	9.0%	4.3%	0.5%	17.9%	8.2%	10.6%
Expulsions	0	0	0	32	27	14
Expulsion Rate	0.0%	0.0%	0.0%	0.4%	0.3%	0.2%

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. 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.

## 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 22, 2007. 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.

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.

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 21 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.

School Facility Conditions				
Date of Last Inspection: 01/23/2008				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior	X			
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

**Cleaning Process:** The principal works daily with the custodial staff to ensure that the cleaning of the school is maintained to provide for a clean and safe learning environment. The district governing board has adopted cleaning standards for all schools in the district.

**Maintenance:** District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority is given to emergency repairs. 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. During the 2008/09 school year, the district contribution to deferred maintenance was \$144,114 which is 0.25% of our budget.

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

## Enrollment By Grade

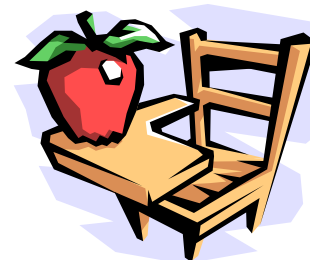
This chart illustrates the enrollment trend by grade level for the past 3 school years.

Enrollment Trend by Grade Level			
	2006-07	2007-08	2008-09
K	75	93	60
1st	76	60	76
2nd	77	72	55
3rd	58	61	80
4th	56	50	48
5th	47	59	52

## Enrollment By Program

During the school year 2008-2009 Loma Verde Elementary School had an enrollment of 371 students (Kindergarten through 5th grade).

This population reflects the ethnic and social diversity of the Novato community. The groups composing the Loma Verde School enrollment includes: Caucasian (39.4%), Hispanic (48.0%), and less than 13% of other ethnicities. English Language Learners (ELL) composed 50.1% of the student population. 53.1% of students qualified for the free and reduced lunch program.



## Class Size

Average class sizes vary by grade level. Class size in grades K-3 is 20 per class and grades 4-5 is 30 per class. In addition to credentialed classroom teachers, students receive assistance in the classroom from: a literacy coach, classroom instructional assistants and para-educators who work with at-risk students in our Title I and English Language Development programs.

Class Size Distribution											
Average Class Size	Classrooms Containing:										
	1-20 Students			21-32 Students			33+ Students				
	07	08	09	07	08	09	07	08	09		
K	19	19	20	5	6	4	-	-	-	-	-
1	19	20	19	4	3	4	-	-	-	-	-
2	19	18	18	4	4	3	-	-	-	-	-
3	19	20	20	4	3	4	-	1	-	-	-
4	28	25	24	-	-	-	2	2	2	-	-
5	24	30	26	-	-	-	2	2	2	-	-

## 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 eleven years, 100% of all kindergarten through third grade classrooms participated in CSR.

CSR Participation			
	2006-07	2007-08	2008-09
K	100%	100%	100%
1	100%	100%	100%
2	100%	100%	100%
3	100%	75%	100%

## Instructional Materials

Novato Unified held a Public Hearing on October 6, 2009, and determined that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home.

Textbooks and supplementary materials are adopted according to a cycle developed by the State Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. Current District adopted Instructional Materials are available at <http://do.nusd.org/CurriculumInstruction/curmain.html>

## 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.

District-Adopted Textbooks				
Grade Levels	Subject	Publisher	Adoption Year	Sufficient
K-5	ELD	Hampton Brown	2001	Yes
K-5	English/ Language Arts	Great Source	1998	Yes
K-5	English/ Language Arts	Open Court	2003	Yes
K-5	English/ Language Arts	Sopris West	2006	Yes
K-5	History/Social Science	Scott Foresman	2006	Yes
K-1	Intervention	Pearson	2001	Yes
4th-5th	Intervention	Sopris West	2002	Yes
K-5	Mathematics	Houghton Mifflin	2009	Yes
K-5	Science	Delta Education: Foss	2008	Yes

## 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 including the Accelerated Reader computer program that is used throughout the school. 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.

## Technology 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, and an additional, new computer was purchased for each classroom using funding from the Educational Technology K-12 Voucher Program and our PTA during the 2007-2008 school year. All computers are connected to the Internet. A second projection monitor was added to the school as well as six digital cameras during the 2007-2008 school year. Computer skills and concepts are integrated throughout the curriculum, which helps to prepare students for technological growth and other opportunities.

Computer Resources			
	06-07	07-08	08-09
Computers	71	69	101
Students per computer	5.5	5.7	3.7
Classrooms connected to Internet	30	23	26

## 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
Counselor	3	.2
Library Clerk	1	.6
Nurse	1	.1
Psychologist	1	.2
Resource Specialist	1	1

## Teacher Assignment

Novato Unified recruits and employs the most qualified credentialed teachers. For the 2007-2008 school year, Loma Verde Elementary had 23 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

	Teacher Credential Status			
	School			District
	06-07	07-08	08-09	08-09
Fully Credentialed	23	23	20	413
Without Full Credentials	0	0	0	0
Working Outside Subject	0	0	0	0

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year. For the 2009/10 school year, the most current data are reported.

	Misassignments/Vacancies		
	07-08	08-09	09-10
Misassignments of Teachers of English Learners	1	0	0
Misassignments of Teachers (other)	0	0	0
<b>Total Misassignments of Teachers</b>	<b>1</b>	<b>0</b>	<b>0</b>
Vacant Teacher Positions	0	0	0

## 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 Evaluation

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Temporary and probationary teachers are evaluated annually and tenured teachers are evaluated every other year. Qualifying tenured teachers are on five year evaluation cycles.

Evaluations are conducted by the principal who has been trained and certified for competency to perform teacher evaluations. Teachers 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.

## 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	100.0%	0.0%
District	93.1%	6.9%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	95.1%	4.9%

## 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. In addition, Loma Verde was the recipient of the Early Intervention for School Success grant that included trainings and workshops for Kindergarten, first, and second grade teachers, as well as the principal. The areas of focus were selected to adequately address closing the achievement gap for all learners and differentiating curriculum to meet the needs of all students. 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.



## 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.

## Curriculum Development

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

## Gifted and Talented Education (GATE)

The Novato Unified School District Gifted and Talented Program is designed to meet the needs and learning styles unique to gifted children. The differentiated curriculum provides experiences and activities that vary in acceleration, depth, complexity, and degree of novelty. It is a program designed to foster enthusiasm for learning, insight into ideas and problems, responsible citizenship, leadership, critical and creative thinking, and career awareness.

The goals of the program are to:

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

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

## English Language Learners

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

## Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

**Statewide Rank:** Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

**Similar Schools Rank:** Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

API School Results				
	06-07	07-08	08-09	2009 API Growth Score
Statewide Rank	8	6	6	
Similar Schools Rank	9	3	7	
All Students				
Actual Growth	-37	14	50	842
Socioeconomically Disadvantaged				
Actual Growth	-71	31	49	778
Hispanic or Latino				
Actual Growth	-44	-6	54	789
Caucasian				
Actual Growth	-26	34	64	922
English Learners				
Actual Growth	-52	26	55	796

## 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)									
Subject	School			District			State		
	2007	2008	2009	2007	2008	2009	2007	2008	2009
English/Language Arts	46	46	60	61	61	64	43	46	50
Mathematics	52	59	72	57	60	60	40	43	46
Science	43	58	58	55	61	64	38	46	50
History/Social Science	*	*	*	50	52	58	33	36	41

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

## California Standards Test (CST)

### Subgroups

Subject	English/ Language Arts	Mathematics	Science	History/ Social Science
African American	64	55	*	*
American Indian	*	*	*	*
Asian	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	45	64	43	*
Pacific Islander	*	*	*	*
Caucasian	82	86	76	*
Males	55	70	55	*
Females	67	75	62	*
Socioeconomically Disadvantaged	45	61	37	*
English Learners	43	63	28	*
Students with Disabilities	42	58	*	*
Migrant Education	*	*	*	*

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

## National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English language learners (ELL) is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress Web page at <http://nces.ed.gov/nationsreportcard/>.

The first table displays the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight by scale score and achievement level.

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

NOTE: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school.

## National Assessment of Educational Progress Reading and Mathematics Results for Grades 4 & 8 By Performance Level - All Students

	Average Scale Score		% at Each Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007 Grade 4	209	220	30	18	5
Reading 2007 Grade 8	251	261	41	20	2
Math 2009 Grade 4	232	239	41	25	5
Math 2009 Grade 8	270	282	36	18	5

## National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities (SD) and/or English Language Learners (ELL) By Grades 4 & 8 and Participation Rate - All Students

	Participation Rate			
	State		National	
	SD	ELL	SD	ELL
Reading 2007 Grade 4	74	93	65	80
Reading 2007 Grade 8	78	92	66	77
Math 2009 Grade 4	79	96	84	94
Math 2009 Grade 8	85	96	78	92

## Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and Mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP's, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the chart.

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

## Federal Intervention Program

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

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	In PI
First Year in PI	-	2009-2010
Year in PI (2009-10)	-	Year 1
# of Schools Currently in PI	-	3
% of Schools Identified for PI	-	17.65%

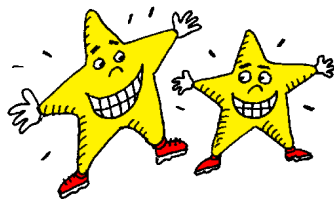
## Physical Fitness

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			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	9.8%	31.4%	35.3%

## Teacher & Administrative Salaries as a Percentage of Total Budget

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the districts budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site.



Average Salary Information		
Teachers - Principal - Superintendent		
2007-08		
	District	State
Beginning Teachers	\$39,289	\$40,917
Mid-Range Teachers	\$58,084	\$64,688
Highest Teachers	\$74,796	\$82,849
Elementary School Principals	\$105,126	\$102,130
Middle School Principals	\$109,748	\$108,050
High School Principals	\$125,559	\$117,805
Superintendent	\$181,082	\$176,845
Salaries as a Percentage of Total Budget		
Teacher Salaries	40.2%	40.3%
Administrative Salaries	7.4%	5.9%

## School Site Teacher Salaries

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state based on FY 2006-07 financial statements.

Average Teacher Salaries	
School & District	
School	\$60,164
District	\$57,694
Percentage of Variation	4.28%
School & State	
All Unified School Districts	\$64,246
Percentage of Variation	6.36%

## District Expenditures

Novato Unified spent an average of \$8,003 to educate each student, based on 2007-08 FY audited financial statements. The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$5,863
From Restricted Sources	\$1,262
From Unrestricted Sources	\$4,601
District	
From Unrestricted Sources	\$5,186
Percentage of Variation between School & District	11.28%
State	
From Unrestricted Sources	\$5,512
Percentage of Variation between School & State	16.53%

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

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

- **Title III:**

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

- **Title IV:**

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

- **Title V:**

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

- **Special Education Program:**

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

### Categorical Programs: State

- **Economic Impact Aid - English Learner Program (EIA-LEP):** Provides supplemental funding to support additional programs and services for English learners.
- **Economic Impact Aid - School Compensatory Education (EIA-SCE):** Helps meet the needs of educationally disadvantaged youth who have yet to meet grade level proficiency in California Content Standards.
- **Tobacco Use Prevention Education (TUPE):**

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

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

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

**One-Time Supplemental Instructional Materials for English Speakers:** Funds appropriated to purchase supplemental instructional materials for English learners in kindergarten through twelfth grade.

• **English Language Acquisition Program (ELAP):** Funds are provided as supplemental support for English language acquisition for English learners in grades 4 to 8.

**Grants:**

• **School Linked Services (SLS):**

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

**Community Based English Tutoring (CBET):** Funds provide adult English language instruction for parents and other members of the community.

• **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.

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

Funds are used to implement and support educational technology that fosters effective teaching and motivates students.

**Other Funding:**

• **Parcel Tax Funding:**

Helps to support quality library media centers, performing arts programs, technology in secondary schools, counseling services for secondary students and class size reduction for K-3 and 9th grade students.

## Measure A Facilities Bond

**Bond Projects**• 16 schools have been modernized and upgraded for Americans with Disabilities Act (ADA) compliance and safety

- modernized state of the art classrooms, libraries, and computer labs are serving our students
- high school athletic fields are versatile and provide a venue for safe play

The Measure A facility bond approved by Novato voters in 2001 provided \$107 million for the improvement of all school campuses in the Novato Unified School District. State matching funds and interest earnings will provide another \$28 million, resulting in a \$137 million facility program for our schools. To date, about \$107 million of these dollars have been spent.

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

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

## A+ for Kids Parcel Tax

A+ for Kids Parcel Tax Funding:

Novato voters have supported schools since 1993 with parcel taxes (A+ for Kids). The most recent parcel tax was passed in June 2009 for 6 years for \$251 per parcel per year.

Novato schools are grateful to the Novato community for their continued support. The parcel tax provided over \$2,700,000 per year to our schools in 2008-09.

Thanks to the Parcel Tax Funds:

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



• **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.

## **Data Sources**

Data within the SARC was provided by Novato Unified School District, retrieved from the 2007-08 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>).

Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

