



# OLIVE ELEMENTARY SCHOOL

629 Plum Street, Novato, CA 94945 • (415) 897-2131

Raquel Puente, Principal

## School Accountability Report Card

### Principal's Message

Olive Elementary School is known for encouraging a climate of collaboration through Professional Learning Community Strategies. We also believe in educating the "whole child." While all students will meet or exceed the standards for learning by demonstrating their full potential, we want our students to develop independence, perseverance, and the skills to work positively and respectfully with others in order to become life-long learners.

### Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the Olive Elementary at 415-897-2131.

### School Profile

Built in 1952 on approximately nine acres of land, Olive Elementary School is one of eight public elementary schools within the Novato Unified School District. There are 372 students from surrounding neighborhoods that attend Olive School. In addition, two Marin County Special Day class serve 14 students with special needs. Of our students, 55% are Caucasian, 31% Hispanic or Latino, 6% are Asian, and 2% are African American. Approximately 24% of our students are English language learners and 30% of our students are eligible for participation in the federal program for free and reduced lunch. We are committed to providing a challenging, standards-based instructional program that focuses on developing the knowledge and skills in students required for them to become responsible and resilient learners in a rapidly changing world. The Olive community is conscientious, collaborative, respectful and takes pride in its diversity. Olive consists of three wings each containing six classrooms. The SDC and Kindergarten classes share their own fenced playground and are situated close to the school office. Playground space for all other students is split-terraced. The upper playground is used by first and second grades while the lower playground and playing field is utilized by third, fourth and fifth grades. In addition, the City of Novato maintains play equipment and an adjacent fenced playing field for extra-curricular programs.

A staff of fifty district certificated and classified employees serve Olive students. Of these, all classroom teachers are fully credentialed. One hundred percent of our teachers are highly qualified under the requirements for the federal program, No Child Left Behind.

Olive has 21 full-time teachers that include one resource specialist, two county Special Day class teacher, and one speech/language teacher. Part-time teachers who enhance the instructional program include three music teachers, a librarian, and a P.E. teacher. In addition, the PTA provides students with a certificated Spanish and Art instructor. A school psychologist and school nurse provide one day of additional services each for Olive students.

There are six full-time classified staff including an office manager, two custodians, an English Language Learner instructional assistant, a resource instructional assistant, and a library media clerk. Other part-time employees are the Title I/School Improvement coordinator, yard supervisors, Librarian, Attendance Clerk, and one food services employee. Classroom instruction is supported by the services of a technology instructional assistant, and four classroom instructional assistants. Through school improvement, Title IV, Title V and School Linked Services funds, counselors from the Family Service Agency in Novato provide both small group and individual services for students seven hours per week and Novato Youth Center provides case coordination for 20-hours a week.

### Mission Statement

In order for all students to achieve, we believe our children deserve:

- a sequential program of rigorous and differentiated instruction to meet the needs of all students with daily challenge to achieve and exceed the standards for learning and promote their ability to achieve their educational potential;
- an engaging, positive learning environment supported by a clear and consistent behavior code; and
- a community of staff and parents that is dedicated to supporting students through collaboration and a high level of participation in the process of ensuring every student experiences daily success in learning.

### Parent Involvement

Parent involvement is crucial to a child's daily success in school. The efforts of the PTA and ELAC directly support programs and materials to enhance the daily instructional program. The strong commitment of our parents/guardians is reflected in the high level of classroom volunteers and the concrete results of the PTA's fundraising efforts. The PTA provides assemblies and field trips for extended learning, funds Spanish and art classes for all students, and supports collaborative community events such as School Fuel Bike-A-Thon, Marin Human Race, and "Blues by the Lake". The staff is committed to continual collaboration with our school Leadership Team, PTA, ELAC and the broader community to strengthen the support we can offer students to achieve their educational potential.

### Enrollment By Program

During the 2006/07 school year 386 students were enrolled at Olive Elementary, of which 9.6% were students with disabilities, 27.7% were English Learners, and 33.2% were socioeconomically disadvantaged.

#### Student Enrollment by Ethnic Group

2006-07

	Percentage
African American	1.3%
American Indian	1.0%
Asian	5.4%
Caucasian	50.5%
Filipino	0.5%
Hispanic	34.7%
Pacific Islander	0.8%
Multiple or No Response	5.7%

## Enrollment By Grade

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

Enrollment Trend by Grade Level			
	2004-05	2005-06	2006-07
K	58	60	78
1st	55	56	60
2nd	76	59	57
3rd	69	79	59
4th	55	64	69
5th	62	54	63

## Class Size

Students are supported in the classroom by a variety of skilled professionals. Kindergarten through Fifth grade students have access to the School Linked Services Case Coordinator, Resource Specialist Teacher, Speech and Language Teacher, Resource Instructional Assistant, and English Language Arts Instructional Assistant. First through Fifth grade students have access to daily Instructional Assistants and weekly music and physical education instruction.

Average class sizes vary by grade level and subject area taught. In addition to credentialed classroom teachers, students receive assistance in the classroom from:

- Title I and EIA Instructional Assistants
- Resource Specialist Teacher
- Resource Instructional Assistants
- English Language Instructional Assistants
- Speech and Language Teacher

	Class Size Distribution											
	Average Class Size			Classrooms Containing:								
	05	06	07	1-20 Students			21-32 Students			33+ Students		
K	19	20	20	3	3	4	-	-	-	-	-	-
1st	18	19	20	3	3	3	-	-	-	-	-	-
2nd	19	20	19	4	3	3	-	-	-	-	-	-
3rd	17	20	20	5	5	4	-	-	-	-	-	-
4th	28	29	27	-	-	-	2	2	2	-	-	-
5th	31	30	27	-	-	-	3	2	2	-	-	-
4-8	-	30	26	-	-	-	-	1	1	-	-	-

## 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. Olive 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.

	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	-	-	-

## Safe School Plan

Safety of students and staff is a primary concern of Olive Elementary. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan was last reviewed and updated in December 2006 by the School Safety Committee. All revisions were communicated to the both the classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a monthly basis throughout the school year. Lockdown drills are held twice a year and as needed. Students are supervised before and after school and during recess and lunch by classified staff and the principal. There is a designated area for student drop off and pick up. Visitors are required to visit the office, sign in, and wear a name badge or visitor badge while they are on site. Board Policy 1250: Visitors/Outsiders is available on the district website.

## Discipline & Climate for Learning

Students at Olive Elementary are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. The goal of Olive Elementary's discipline program is to develop caring, responsible Olive citizens. Parents and students are informed of school rules and discipline policies through the Parent/Student handbook which is sent home at the beginning of the school year. The Suspensions and Expulsions table illustrates total cases for the last three years, as well as a 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.

	Suspensions & Expulsions					
	School			District		
	04-05	05-06	06-07	04-05	05-06	06-07
Suspensions	10	19	18	935	959	1446
Suspension Rate	2.67%	5.11%	4.66%	11.96%	12.06%	17.87%
Expulsions	0	1	0	25	33	32
Expulsion Rate	0.00%	0.27%	0.00%	0.32%	0.41%	0.40%

Students are encouraged to participate in the school's additional academic and extracurricular activities, which are an integral part of the educational program. These school-wide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Extracurricular activities, clubs, and programs include: Jazzercise, Chess Club, Drama Class, Science Adventures, Lego Engineering, Sports Camp, Math Academy, and Homework Club. The School recognizes and celebrates the achievements and successes of students and staff on a regular basis. Staff continues to collaborate about norms and strategies that foster the development of "Caring, Responsible, Olive Citizens" (C.R.O.C.) who are safe, responsible, and respectful. All staff is participating in the implementation of this program through recognizing student weekly during Wednesday Announcements and monthly for being Caring Responsible Olive Citizens. Monthly Spirit Assemblies are put on by the student council and focused on leadership and community building activities. Student Council leaders who have been trained by their advisor to be "Peacekeepers" on the playground are an integral element of the program which is aligned with teaching all students elements of the Board approved "Bullyproofing" curriculum.

In our efforts to provide leadership opportunities for students, our Student Council leaders are provided every opportunity to lead assemblies and make school-wide Wednesday announcements. Students in grades 3-5 are given opportunities to provide assistance for special day class students under the supervision of the Special Day class teacher. All students participate in the cross grade level reading buddy program.

## School Facilities

Olive Elementary was originally constructed in 1952 and is comprised of 18 classrooms, 1 multipurpose room/cafeteria, 1 library, 1 staff lounge, 1 computer lab, and 2 playgrounds. Recent remodeling included modernization of our multi-use room, the computer lab, and 11 classrooms.

**Cleaning Process:** The principal works daily with the custodial staff of two full-time to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards are available at the district office for review.

**Maintenance and Repair:** 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 are given to emergency repairs. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

School Facility Conditions				
Date of Last Inspection: 4-18-2007				
Overall Summary of School Facility Conditions: Fair				
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	entire campus - Missing or damaged sprinkler heads.
Electrical (Interior and Exterior)	X			
Pest/Vermin Infestation			X	entire campus - Upper wing doors are too short and there is a large gap at the bottom. Roden droppings are evident.
Drinking Fountains (Inside and Outside)	X			
Restrooms	X			
Sewer			X	entire campus - Upper wing sewer main needs replacement.
Roofs (observed from the ground, inside/outside the building)	X			
Playground/School Grounds	X			
Overall Cleanliness			X	entire campus - Water pipes throughout the campus need replacement.

**Deferred Maintenance Budget:** The district participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems.

During the 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 Olive Elementary including:

- Replaced roofing
- Upgraded fire alarm and signal system
- Restrooms renovated
- Improved exterior lighting
- Upgraded electrical system
- Improved access for fire protection
- Paved pathways and parking areas
- Site accessibility addressed per (ADA) requirements
- Classrooms modernized
- Upgraded heating system
- Improved drainage

Future projects include: playing field renovations.

## Substitute Teachers

The Novato Unified district has an adequate pool of fully credentialed and qualified substitutes in order to maintain continuity of instruction at Olive 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 RSP Teacher, Speech and Language Teacher or the Principal assumes the role of substitute.

## Teacher Assignment

Novato Unified recruits and employs the most qualified credentialed teachers. For the 2006/07 school year, Olive Elementary had 20 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

	Teacher Credential Status			
	School			District
	04-05	05-06	06-07	06-07
Fully Credentialed	21	20	20	416
Without Full Credentials	0	0	0	11
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 2007/08 school year, the most current data are reported.

	Misassignments/Vacancies		
	05-06	06-07	07-08
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
<b>Total Misassignments of Teachers</b>	<b>0</b>	<b>0</b>	<b>0</b>
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	84.20%	15.80%
District	17.00%	83.00%
High-Poverty Schools in District	0.00%	0.00%
Low-Poverty Schools in District	10.00%	90.00%

## At Risk Interventions

Olive Elementary School provides after-school tutoring in English/Language Arts and Mathematics for 2nd and 3rd grade students performing below grade-level standards or who are at risk of retention. Intervention courses are offered during vacation periods when necessary. Other intervention programs offered at Olive Elementary School include: After-School Homework Assistance, a Language class for newcomer students, and Instructional Assistants support for grades 1st-5th grade.

## 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			
All Students																											
School	54	68	74	36	54	47	56	46	55	57	52	41	68	73	81	53	71	49	69	67	65	49	54	46	30	45	38
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	53	58	64	24	56	48	52	45	65	50	45	39	66	81	68	44	78	59	70	65	68	45	48	43	34	45	43
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	54	75	81	46	53	47	64	47	46	67	62	43	69	66	89	62	65	41	68	69	63	54	62	49	25	43	34
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	28	33	48	5	21	24	35	23	19	36	32	16	44	48	78	33	50	24	44	45	44	27	26	20	36	21	8
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	31	33	50	8	30	27	21	24	17	33	23	13	42	50	73	31	56	23	36	56	43	33	15	13	24	15	4
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	65	94	94	55	75	63	75	63	84	65	68	63	80	87	84	68	84	70	84	74	78	54	71	69	32	59	66
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	22	37	29	0	15	13	*	13	0	*	*	*	43	53	65	29	45	19	*	50	33	*	*	*	*	*	*
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.

## 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			
	04-05	05-06	06-07	2007 API Growth Score
Statewide Rank	7	7	8	
Similar Schools Rank	4	7	8	
All Students				
Actual Growth	18	33	-13	817
Socioeconomically Disadvantaged				
Actual Growth	7	48	-6	706
Hispanic				
Actual Growth	-4	58	-21	703
Caucasian				
Actual Growth	35	33	-8	894
English Learners				
Actual Growth	-	51	-14	705

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.

## 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.

## 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%

## Physical Fitness

In the spring of each year, Olive 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.

## 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.

## English Language Learners

Olive Elementary School offers our English Language Learner (ELL) students the assistance through the following programs: English Language Instruction Assistant, Hampton Brown-Into English!, IDEA picture cards, Open Court English Language Support, Oxford Picture Dictionary, Rosetta Stone, Step Up to Writing, and Language!

## CAT/6 Norm Referenced Test

### % At or Above 50th Percentile

	Reading			Math		
	05	06	07	05	06	07
	All Students					
School	44	59	53	60	63	56
District	57	57	56	69	70	69
State	36	37	38	55	55	56
	Males					
School	39	61	44	61	69	59
	Females					
School	49	58	59	62	58	53
	Socioeconomically Disadvantaged					
School	10	29	10	33	36	29
	Hispanic					
School	12	37	23	38	37	31
	Caucasian					
School	66	75	80	75	82	77
	English Learners					
School	5	20	6	43	25	19

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

## Percentage of Students in Healthy Fitness Zone 2006-07 Test Results

5th Grade	
School	
School Overall	22.2%
School (Boys)	14.3%
School (Girls)	28.6%
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%

## Adequate Yearly Progress (AYP)

	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
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	

## 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:

- To provide differentiated opportunities for learning
- To develop critical thinking skills
- To promote sensitivity and responsibility to others
- To foster a commitment to constructive ethical standards
- To encourage a healthy self-concept
- To inspire life-long learning

Olive Elementary offers a Gifted and Talented Education (GATE) program to those who qualify. In 2006-07 Olive piloted its first self-contained GATE cluster class for 24 4th and 5th grade students. The formulation of the class was a grass roots effort from the Olive community to ensure students' special needs were met while they stayed at their neighborhood school.

## 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. 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.

## Individualized Instruction

Olive 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.

## 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.

## Counseling & Support Staff

It is the goal of Olive 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 Olive 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 Program (RSP) Teacher	1	1.0
Speech/Language/Hearing Specialist	1	.8

## Staff Development

Staff members build teaching skills and strategies by participating in a variety of conferences and workshops throughout the year to support their daily instructional practices. During the 2006-07 school year staff took part in Step Up to Writing workshops, a Turn Around Schools Conference, and the California Association of the Gifted Conference to promote professional growth. The district has supported trainings focused on Kevin Feldman and Anita Archer instructional techniques in Read and Writing, on-going grade level articulation and curriculum mapping, and differentiated instruction strategies. The district dedicated 3 days to staff development annually for the past three years.

## Instructional Time (includes Minimum days)

For the 2006/07, Olive Elementary offered 180 days of instruction. Wednesdays are early release days for Grades 1-5, hours are 8:30 a.m. - 1:50 p.m. On early release days, staff utilized the time for Professional Development, Parent Teacher Conferences, Grade Level planning and articulation, and preparation for evening parent events. 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	36,875
1st	50,400	53,985
2nd	50,400	54,660
3rd	50,400	54,660
4th	54,000	54,660
5th	54,000	54,660

## Additional Internet Access/Public Libraries

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

## Library Information

The school's library, 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. Nine computer workstations within the library are connected to the Internet so students are able to access resources and information online.

## 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
K-5	ELD	Hampton Brown	2000	Yes
K-5	ELD	Longman	1981	Yes
K-5	ELD	Scott Foresman	1981	Yes
K-5	History/Social Science	Harcourt Brace	2000	Yes
K-5	Mathematics	Harcourt Brace	2001	Yes
K-3	Mathematics	Saxon	2001	Yes
4th-5th	Reading/ Language Arts	Glencoe (MacMillan/ McGraw Hill)	2002	Yes
2nd-3rd	Reading/ Language Arts	McGraw-Hill	2003	Yes
K-5	Reading/ Language Arts	Open Court	2003	Yes
K-5	Reading/ Language Arts	Sopris West	2006	Yes
4th-5th	Reading/ Language Arts	SRA (Open Court)	2000	Yes
K-5	Science	Harcourt	2001	Yes

## Computer Resources

All classrooms have at least 2 computers that are connected to the Internet. Olive also has 1 computer lab with at least 33 computers. The computer lab is staffed by a Technology Support Specialist I. Computer skills and concepts are integrated throughout standard curriculum which helps to prepare students for technological growth and other opportunities. Students have been trained in the following programs: Type to Learn, Rosetta Stone, Kid Pix Deluxe 3, Accelerated Reader, Internet Explorer (bookmarked sites), Appleworks, Calculating Crew, Number Heroes. Students will have the following new apps available on Intel iMacs: iLife '06 (iPhoto, iTunes, iMovie, iDVD, iWeb, Garage Band), MS Office: (Word, Excel, Powerpoint) and iWork '06 (Pages, Keynote).

Computer Resources	Computer Resources		
	04-05	05-06	06-07
Computers	72	81	76
Students per computer	5.2	4.6	5.1
Classrooms connected to Internet	23	23	18

## School Leadership

All teachers and students use curriculum materials that are aligned with the state standards and have been adopted for use by the district Board of Trustees. Technology is integrated throughout the curriculum at all grade levels. All students are expected to achieve or exceed the grade level standards by the end of the year. Our English language learners are expected to gain at least one level as measured by the English Language Development (ELD) standards annually. Students participate in the statewide STAR testing program and district assessments for English language arts and mathematics. Collaboration in grade-level teams is a significant strength of the Olive teaching staff. Together, teachers monitor and adjust their instructional strategies to ensure maximum achievement of the California state content standards for learning.

All Olive students receive instruction in the core subject areas on the California State Content Standards and use instructional materials approved by the California State Board of Education. Students also benefit from additional instruction in physical education and music provided by district credentialed teachers. A part-time credentialed librarian and full-time library media clerk work with teachers by grade level to teach library use skills, support student learning with resources and provide research opportunities. Our students with special needs are served through the resource specialist and speech/language programs. Although the two special day classes are county class, its staff and students are appropriately integrated in all programs and opportunities at Olive School. Most of the student's individual needs are met through instruction in the general classroom. English language learners (ELL) have access to additional support from the ELL instructional assistant. Title I programs for at-risk students are provided during and after school in reading and mathematics for students in grades 2-5. Parent conferences are encouraged and all parents and teachers participate in the standards based district report card process.

The school instructional schedule is developed to maximize student learning. Kindergarten students observe an AM or PM schedule (8:15am-11:40am or 11:50am-3:15pm, excluding Wednesdays). First through Fifth grades observe a full day schedule (8:30 a.m.-2:50 p.m., excluding Wednesdays). All students, grades K-5, have access to the school computer lab. The computer lab is capable of serving 32 students, each with their own Macintosh computer, ten of which are eMacs with OS10 capacity.

Leadership at Olive Elementary is a responsibility shared between district, the principal, instructional staff, students, and parents. The School Leadership Team adheres to the Novato Unified School District board policy and administrative regulations. The leadership team guides comprehensive school-based programs. In addition it monitors and evaluates program effectiveness relative to district and school goals for student learning. The district's emphasis is on a well-balanced and rigorous core curriculum at all grade levels. Instructional programs are aligned with state and district standards.

In 2006-07, leadership duties were assumed by Principal Raquel Rose. Principal Rose has 10 years of experience in education with positions as elementary teacher, reading coach, and summer school principal. Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the educational plan to ensure instructional programs are consistent with students' needs and comply with district goals. Leadership teams include: six staff members and six parents.

The main focus of their 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. In addition, they are to develop and model effective group processes that can be emulated by students and staff. Leadership Team roles and responsibilities do not extend to specific or confidential matters related to personnel, nor to school site management relative to the day operation of the school and student discipline or established curriculum prescribed by the Board of Trustees.

## Governing Board Members

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

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

## 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

## 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	\$5,335
From Restricted Sources	\$1,128
From Unrestricted Sources	\$4,207
District	
From Unrestricted Sources	\$5,682
Percentage of Variation between School & District	25.96%
State	
From Unrestricted Sources	\$4,943
Percentage of Variation between School & State	14.89%

## District Revenue Sources

In addition to general state funding, Olive 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

• **Community Based English Tutoring (CBET):**

Provides programs for English language instruction to parents or other members of the community who pledge to provide personal English language tutoring to limited English proficient (LEP) students. The program is intended to raise the general level of the English language in the community and in turn, support school-age students' acquisition skills in the English language and other subject areas.

**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	\$58,080
District	\$53,951
Percentage of Variation	7.65%
School & State	
All Unified School Districts	\$58,776
Percentage of Variation	1.19%

### 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.