

Novato Unified School District

Olive Elementary School

2008-2009 School Accountability Report Card

**Len Banaag,
Principal**

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

Principal's Message

Olive Elementary School is known for encouraging a climate of collaboration through Professional Learning Community Strategies. We believe that each child will be proficient in English Language Arts and Mathematics with no exception. In order to promote this challenge we encourage students to meet their academic potential by setting goals and applying their academic and social skills to everyday activities.

Contact Information

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

School Profile

Built in 1952 and situated on thirteen acres of land, Olive Elementary School is one of eight public elementary schools within the Novato Unified School District. There are 404 students from surrounding neighborhoods that attend Olive School. In addition, one Marin County Special Day class serves 15 students with special needs. Of our students, 52% are Caucasian, 36.4% are Hispanic or Latino, 3.2% are Asian, and 2.2% are African American. Approximately 25.7% of our students are English language learners and 39.9% 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 and two classroom portbles. 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 forty-five 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 20 full-time teachers that include one resource specialist and one county Special Day class teacher. Part-time teachers who enhance the instructional program include three music teachers, a librarian, a P.E. teacher, and an Enhancement Teacher. 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 two food services employees. Classroom instruction is supported by the services of a technology instructional assistant, five classroom instructional assistants, and two enhancement teachers. Through school improvement, Title IV, Title V, and School Linked Services funds, counselors from the Novato Youth Center provide both small group and individual services for students four days a week and the Novato Youth Center provides case coordination for 30-hours a week.

Student Enrollment by Ethnic Group

2008-09

	Percentage
African American	2.2%
American Indian	1.2%
Asian	3.2%
Caucasian	52.0%
Filipino	1.7%
Hispanic or Latino	36.4%
Pacific Islander	1.0%
Multiple or No Response	2.2%

School Mission and Vision

Mission Statement

Our mission is to inspire all students to develop an enthusiasm for learning and self-reliance as they become contributing members of the world.

School Vision

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.

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 one special day class is a 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 2-3. 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 a full day schedule (8:30 a.m.-1:30 p.m. 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 2009-10, leadership duties were assumed by Principal Len Banaag. Principal Banaag has 10 years of experience in education with positions as elementary teacher, middle school teacher, 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.

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 enhancement for all students, and supports collaborative community events such as School Fuel Halloween celebration. 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.

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		
	06-07	07-08	08-09	06-07	07-08	08-09
Suspensions	18	15	10	1446	650	841
Suspension Rate	4.7%	3.7%	2.5%	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%

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, Art Class, Science Adventures, Marin Treks, Lego Engineering, Sports Camp, Math Academy, Wake Up to Reading, 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 students weekly during Wednesday Announcements and monthly for being Caring Responsible Olive Citizens and Whatever It Takes Awards. 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.

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 2008 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.

School Facilities

Olive Elementary was originally constructed in 1952 and is comprised of 20 classrooms, 1 multipurpose room/cafeteria, 1 library, 1 staff lounge, 1 computer lab, 1 shade structure and 3 playgrounds. Recent remodeling included modernization of our multi-use room, the computer lab, and 18 classrooms.

School Facility Conditions				
Date of Last Inspection: 1/23/2008				
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 two full-time custodial staff to ensure that the cleaning of the school is maintained to provide a clean and safe school for our community. 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 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. 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.

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 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 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
- Performed 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	78	76	79
1st	60	79	65
2nd	57	60	89
3rd	59	59	61
4th	69	64	46
5th	63	71	64

Enrollment By Program

During the 2008-09 school year 404 students were enrolled at Olive Elementary, of which 25.7% were English Learners, and 39.9% were socioeconomically disadvantaged.

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, Music Teacher, Resource Instructional Assistant, Instructional Assistant, and English Language Arts Instructional Assistant. First through Fifth grade students have access to weekly 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
- Enhancement Teacher

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	07	08	09
K	20	19	20	4	4	5	-	-	-	-	-	-
1	20	20	18	3	5	4	-	-	-	-	-	-
2	19	20	20	3	3	4	-	-	-	-	-	-
3	20	20	20	4	3	2	-	-	1	-	-	-
4	27	25	28	-	-	-	2	2	1	-	-	-
5	27	29	26	-	-	-	2	2	2	-	-	-
K-3	-	-	20	-	-	1	-	-	-	-	-	-
4-8	26	28	30	-	-	-	1	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 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%	100%	67%

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>

District-Adopted Textbooks				
Grade Levels	Subject	Publisher	Adoption Year	Sufficient
K-5	ELD	Hampton Brown	2000	Yes
K-5	ELD	Longman	1983	Yes
K-5	ELD	Scott Foresman	1983	Yes
K-5	History/Social Science	Harcourt Brace	2000	Yes
K-5	Mathematics	Houghton Mifflin	2009	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	Delta Education: Foss	2008	Yes

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.

Technology 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, iLife '06 (iPhoto, iTunes, iMovie, iDVD, iWeb, Garage Band), MS Office: (Word, Excel, Powerpoint), Study Island, Measure of Academic Progress, and iWork '06 (Pages, Keynote).

	Computer Resources		
	06-07	07-08	08-09
Computers	76	110	99
Students per computer	5.1	3.7	4.1
Classrooms connected to Internet	18	19	33



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
Case Manager	1	1.
Counselor	2	.4
Librarian/library media teacher	1	.4
Nurse	1	.1
Occupational Therapist	1	.2
Psychologist	1	.2
Resource Specialist Program (RSP) Teacher	1	1.0
Speech/Language/Hearing Specialist	1	.6

Teacher Assignment

Novato Unified recruits and employs the most qualified credentialed teachers. For the 2008/09 school year, Olive Elementary had 21 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

	Teacher Credential Status			District
	School 06-07	School 07-08	School 08-09	District 08-09
Fully Credentialed	20	21	22	413
Without Full Credentials	0	0	0	0
Working Outside Subject	0	0	0	0

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

Teacher mis-assignments 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.

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.

School	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%

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 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. Teacher are evaluated on the following criteria: Engaging and Supporting All Students in Learning, Understanding and Organizing Subject Matter for Student Learning, Assessing Student Learning, Creating and Maintaining Effective Environments for Student Learning, Planning Instruction and Designing Learning Experiences for All Students and Developing as a Professional Educator.

Novato Unified offers programs to assist teachers, such as Beginning Teacher Support and Training (BTSA) and Peer Assistance and Review (PAR). BTSA is for new, credentialed teachers.

Peer Assistance and Review is designed to assist permanent teachers in need of support in subject matter knowledge or teaching methods for the purpose of improving instruction. This may occur voluntarily or as a result of a less than satisfactory evaluation. The program allows for exemplary teachers to provide support for permanent teachers in need of professional development.

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 2007-08 school year staff took part in Turn Around School Conferences, a Professional Learning Community Conference, and Step Up to Writing workshops to promote professional growth. The district has supported trainings focused on Kevin Feldman and Anita Archer instructional techniques in Reading and Writing, Jeff King and Damen Lopez's theory of Exceptional Systems, Rick DuFour's theory of Professional Learning Communities, and the notion of on-going grade level articulation, curriculum mapping, and differentiated instruction strategies.

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.

At Risk Interventions

Olive Elementary School provides before and after-school tutoring in English/Language Arts and Mathematics for 2nd and 5th grade students performing below grade-level standards or who are at risk of retention. Other intervention programs offered at Olive Elementary School include: After-School Homework Assistance and Instructional Assistant support for grades Kindergarten-5th grade.

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

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, Phonics for Reading, and Step Up to Writing.

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.

Percentage of Students in Healthy Fitness Zone			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	25.0%	15.6%	18.8%
*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.			



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	54	52	60	61	61	64	43	46	50
Mathematics	60	57	55	57	60	60	40	43	46
Science	38	41	46	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	*	*	*	*
American Indian	*	*	*	*
Asian	73	82	*	*
Filipino	*	*	*	*
Hispanic or Latino	34	30	15	*
Pacific Islander	*	*	*	*
Caucasian	80	73	73	*
Males	54	55	52	*
Females	65	55	42	*
Socioeconomically Disadvantaged	31	31	11	*
English Learners	24	26	*	*
Students with Disabilities	27	27	*	*
Migrant Education	*	*	*	*

*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				
	06-07	07-08	08-09	2009 API Growth Score
Statewide Rank	8	7	7	
Similar Schools Rank	8	5	3	
All Students				
Actual Growth	-13	-9	10	811
Socioeconomically Disadvantaged				
Actual Growth	-6	-7	11	704
Hispanic or Latino				
Actual Growth	-21	7	-2	701
Caucasian				
Actual Growth	-8	-28	34	892
English Learners				
Actual Growth	-14	-14	18	705

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.

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

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 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.

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.

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	No	No	No
API School Results	Yes		Yes	
Graduation Rate	N/A		Yes	

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%

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	-
District	\$57,694
Percentage of Variation	
School & State	
All Unified School Districts	\$64,246
Percentage of Variation	

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	\$5,648
From Restricted Sources	\$1,191
From Unrestricted Sources	\$4,457
District	
From Unrestricted Sources	\$5,186
Percentage of Variation between School & District	14.06%
State	
From Unrestricted Sources	\$5,512
Percentage of Variation between School & State	19.14%

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:**

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.

• **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

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.

• **Youth in Arts - Artists in School:**

Provides opportunities for students to learn about and celebrate the many diverse cultures in our world as well as in the school community; cultures are explored through folk art, stories, music and traditional celebrations.

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

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.

