



PLEASANT VALLEY ELEMENTARY SCHOOL

755 Sutro Avenue, Novato, CA 94947 • (415) 897-5104

Pam Conklin, Principal

School Accountability Report Card

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the Pleasant Valley Elementary at 415-897-5104.

School Profile

Pleasant Valley is a K-5 elementary school located at the north end of the city of Novato. The school was built in 1965 and had an enrollment of 378 students in 2006-07. Pleasant Valley was named a California Distinguished School in the spring of 2002. The certificated staff includes the principal, seventeen classroom teachers, a resource specialist, a speech and language specialist, a part-time library media specialist, three music teachers, and a physical education teacher. The support staff includes an office manager, office technician, school psychologist, life skills counselor, four instructional assistants, a library clerk, an English Learner instructional assistant, a resource instructional assistant, day and night time custodians, a school nurse, and several yard supervisors. All of the classroom teachers currently are certified to teach English Learners, holding a SDAIE or CLAD certificate. There is a balance of veteran teachers and teachers who are in the early years of the profession. All are fully credentialed with advanced training.

Since the implementation of the Academic Performance Index, Pleasant Valley's strong academic program has consistently exceeded California's growth target of 800. The API for 2006 was 914. Instruction is standards-based and supported by the close partnership between school staff and parents.

The Pleasant Valley curriculum follows the California State frameworks, the Novato Unified School District Board Policies, and the district-adopted instructional programs. Students in K-5 classrooms receive quality standards-based instruction in literacy, mathematics, science and social studies. Additional subjects that are taught include music, technology, geography, health, and physical education. Art is integrated across subject areas.

The School Leadership Team is the forum for parents and staff to work collaboratively in site-based decision-making. The Leadership Team develops the school plan and monitors programs and budgets. The School Plan is reviewed and updated annually.

Student Enrollment by Ethnic Group

2006-07

	Percentage
African American	0.6%
American Indian	0.0%
Asian	2.5%
Caucasian	81.8%
Filipino	0.6%
Hispanic	5.6%
Pacific Islander	0.0%
Multiple or No Response	8.9%

Mission Statement

Pleasant Valley is dedicated to building a community of learners where students strive to reach their full potential academically, socially, and emotionally. Learning is a lifelong process that fosters effective thinking strategies, social responsibility and positive interpersonal skills. We are committed to preparing Pleasant Valley students for the world that awaits them in the twenty-first century.

Parent Involvement

Among Pleasant Valley's strengths is its high level of community and parent involvement. The PTA serves as a model of support that includes parents, community members, and businesses. Previous projects funded by the PTA include the purchase of new picnic tables for the playground, redecoration of the library media center, the creation of small learning centers in the common rooms located between classrooms, an outdoor education garden project and a fully stocked emergency preparedness storage container. Assemblies, field trips, the science lab and the computer lab are supported by the PTA. The PTA also publishes the weekly parent newsletter

In addition to the PTA, parents act as representatives for the many school and district committees that support our students' educational experience. Classroom volunteers offer additional assistance to the classroom teacher.

Discipline & Climate for Learning

Pleasant Valley follows the school district policies and guidelines for regulating a positive learning environment. The staff supports students understanding of their actions through positive reinforcement and progressive discipline when appropriate.

The district adopted BullyProofing program is implemented in all classrooms and provides common language for students and staff to use when presented with inappropriate behavior. A weekly newsletter, the PV Views, is sent home to parents each week in student Friday Folders. The PV Views provides information on PV programs and PTA activities.

Suspensions & Expulsions

	School			District		
	04-05	05-06	06-07	04-05	05-06	06-07
Suspensions	8	8	8	935	959	1446
Suspension Rate	2.16%	2.12%	2.23%	11.96%	12.06%	17.87%
Expulsions	0	3	1	25	33	32
Expulsion Rate	0.00%	0.79%	0.28%	0.32%	0.41%	0.40%

Enrollment By Program

During the 2006/07 school year 358 students were enrolled at Pleasant Valley Elementary, of which 10.6% were students with disabilities, 3.4% were English Learners, and 5.6% were socioeconomically disadvantaged.

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	56	57	58
1st	60	60	59
2nd	60	60	60
3rd	64	60	60
4th	70	63	61
5th	60	78	60

Class Size

Average class sizes vary by grade level and subject area taught. In addition to credentialed teachers, students receive assistance in the classroom from: instructional assistants, a resource specialist, a speech and language specialist, three music teachers, and a physical education teacher. The table indicates the average class size by grade level or subject area, as well as the number of classes offered in reference to their enrollment.

Class Size Distribution												
	Average Class Size			Classrooms Containing:								
				1-20 Students			21-32 Students			33+ Students		
	05	06	07	05	06	07	05	06	07	05	06	07
K	19	19	20	4	4	4	-	-	-	-	-	-
1st	20	20	20	3	3	3	-	-	-	-	-	-
2nd	20	20	20	3	3	4	-	-	-	-	-	-
3rd	20	20	20	3	3	3	-	-	-	-	-	-
4th	24	32	31	-	-	-	2	2	2	-	-	-
5th	30	26	30	-	-	-	2	3	2	-	-	-
3-4	26	-	-	-	-	-	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. Pleasant Valley 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 Pleasant Valley 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 on 10/06/06 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 at least twice a year. Students are supervised before and after school and during lunch and breaks by classified staff.

There is a designated area for student drop off and pick up. All visitors are required to check in at the office and wear a visitor badge.

School Facilities

Pleasant Valley Elementary was originally constructed in 1965 and is comprised of 18 classrooms, one multipurpose room/cafeteria, a library, staff lounge, a computer lab, and three playgrounds. Recent remodeling included updating and remodeling half of the school classrooms and bathroom facilities. 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: 4-16-2007				
Overall Summary of School Facility Conditions: Good				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems			X	Entire Campus - Multi-use room - lab - furnace needs replacing.
Windows/Doors/Gates/Fences (Interior and Exterior)	X			
Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)	X			
Hazardous Materials (Interior and Exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (Interior and Exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (Inside and Outside)	X			
Restrooms	X			
Sewer	X			
Roofs (observed from the ground, inside/outside the building)	X			
Playground/School Grounds	X			
Overall Cleanliness	X			

Cleaning Process: The principal works daily with the custodial staff of two full-time custodians to meet the district goal of providing facilities and a learning environment that is healthy, safe, attractive, functioning, and well maintained. 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 priorities are given to emergency repairs. Annual safety inspections for facilities and grounds are regularly conducted.

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 Hamilton Elementary including:

- Upgraded fire alarm and signal system
- Improved exterior lighting
- Replaced roofing
- Upgraded electrical system
- Improved access for fire protection
- Paved pathways and parking areas

- Playing fields renovated
- Classrooms modernized
- Restrooms renovated
- Site accessibility addressed (ADA) requirements

Teacher Assignment

Novato Unified recruits and employs the most qualified credentialed teachers. For the 2006/07 school year, Pleasant Valley Elementary had 19 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	19	19	19	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 2006/07 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	
Total Misassignments of Teachers	0	0	0	
Vacant Teacher Positions	0	0	0	

Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2006-07 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	94.40%	5.60%
District	17.00%	83.00%
High-Poverty Schools in District	0.00%	0.00%
Low-Poverty Schools in District	10.00%	90.00%

Substitute Teachers

The Novato Unified district has an adequate pool of fully credentialed and qualified substitutes in order to maintain continuity of instruction at Pleasant Valley 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/Language Specialist, or 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. 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.

Individualized Instruction

Pleasant Valley 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

Pleasant Valley provides after-school tutoring in English/Language Arts and Mathematics for students performing below grade-level standards or who are at risk of retention, either on-site or at a near-by school.

English Language Learners

Pleasant Valley offers our English Learner (EL) students assistance through the support of an English Learner Instructional Aide. This Aide provides support directly in the classroom and/or in small groups or individually.

Counseling & Support Staff

It is the goal of Pleasant Valley 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 Pleasant Valley Elementary.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Librarian/library media teacher	1	.2
Nurse	1	.2
Psychologist	1	.2
Resource Specialist	1	.8
Speech/Language Specialist	1	.6

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	82	77	80	63	75	62	86	76	85	72	73	70	95	72	83	79	86	67	95	85	92	63	79	72	66	70	74
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	83	73	73	61	70	48	91	74	85	76	67	66	93	64	79	88	83	61	91	87	93	68	75	79	76	69	79
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	80	79	88	65	80	72	82	77	85	68	79	74	97	76	88	71	90	72	97	84	91	59	84	65	59	70	68
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
Caucasian																											
School	82	82	81	64	75	66	87	80	87	77	78	73	94	74	88	77	86	70	93	84	94	66	81	75	70	74	79
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

*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	10	10	10	
Similar Schools Rank	9	10	9	
All Students				
Actual Growth	15	-1	-	-
Caucasian				
Actual Growth	15	4	-	-

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.

Adequate Yearly Progress

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

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

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

Adequate Yearly Progress (AYP)				
	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Made AYP Overall	No		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	No		Yes	
Graduation Rate	N/A		Yes	

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, Pleasant Valley Elementary is required by the state to administer a physical fitness test to all students in grades five, seven, and nine. 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.

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.

Staff Development

Staff members build teaching skills and concepts by participating in many conferences and workshops throughout the year, then sharing their experiences and knowledge with district colleagues. The district dedicated 3 days to staff development annually for the past three years.

The areas of focus were selected to adequately address closing the achievement gap for all learners. Disaggregated data analysis was completed to determine student need. Staff development was designed to address specific learning needs and adapt instruction accordingly.

Instructional Time (includes Minimum days)

For the 2006/07, Pleasant Valley Elementary offered 180 days of instruction. The minimum days were utilized for curriculum planning and collegial collaboration. All instructional time either met or exceeded the daily instructional minute requirements specified in the California Education Code.

CAT/6 Norm Referenced Test

% At or Above 50th Percentile

	Reading			Math		
	05	06	07	05	06	07
	All Students					
School	75	82	69	80	87	81
District	57	57	56	69	70	69
State	36	37	38	55	55	56
	Males					
School	76	77	48	85	90	83
	Females					
School	74	87	83	74	83	81
	Caucasian					
School	81	82	74	81	88	84

*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	20.0%
School (Boys)	13.8%
School (Girls)	25.8%
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%

Instructional Minutes By Grade Level

	Minutes Required	Actual Minutes
K	36,000	36,875
1st	50,400	53,985
2nd	50,400	53,985
3rd	50,400	54,660
4th	54,000	54,660
5th	54,000	54,660

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	History/Social Science	Scott Foresman	2006	Yes
K-5	History/Social Science	Scott Foresman	2006	Yes
K-5	Mathematics	Harcourt Brace	2001	Yes
4th-5th	Reading/ Language Arts	Houghton Mifflin	2003	Yes
K-3	Reading/ Language Arts	Open Court	2003	Yes
K-5	Science	Harcourt	2001	Yes

Computer Resources

All classrooms have at least one computer that is connected to the Internet. Pleasant Valley also has one computer lab with 33 computers. The computer lab is staffed by a Technology Aide. Computer skills and concepts are integrated throughout the standard curriculum which helps to prepare students for technological growth and other opportunities. Students have been trained in the following programs: Microsoft Word, Type to Learn, and various math and English language arts programs.

Computer Resources	04-05 05-06 06-07		
	Computers	56	70
Students per computer	6.6	5.4	5.5
Classrooms connected to Internet	21	18	18

Library Information

The school's library, staffed by a full-time Library Media 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. Six computer workstations within the library are connected to the Internet so students are able to access resources and information online.

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.

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

School Leadership

Leadership at Pleasant Valley Elementary is a responsibility shared between district administration, the principal, instructional staff, students, and parents. 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. For the past three years, leadership duties were assumed by Principal Pam Conklin. Principal Pam Conklin has over ten years of experience in education with positions as teacher, Dean of Students, and 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 the principal, parents, certificated and classified staff members.

Pleasant Valley School offers an enriched, academically challenging program based on the state standards and district- adopted programs.

Teachers differentiate the curriculum to meet the unique learning needs of their students including English Language Learners, Gifted & Talented, and special education.

Classroom instructional assistants, shared by grade level, are utilized to work directly with students either individually or in small groups. Many parent volunteers work in the classrooms, providing students with additional individual and small group assistance.

A variety of instructional programs provide students with exciting experiences. All students have the opportunity to utilize the computer lab on a weekly basis. The school has a technology site plan that includes a comprehensive technology curriculum. All site computers are linked to a server, creating a local area network (LAN). Additionally, students often use the equipment in the science lab for hands-on science activities.

The Student Success Team is used when teachers or parents feel the need to bring school staff and parents together to review the needs of a particular child. Working in partnership, family members and staff identify appropriate interventions to give the students the academic, social, or emotional support necessary to be successful at school. This process sometimes leads to referrals to supplementary programs.

Intervention classes are offered to help support students who are struggling to meet the rigors of the state standards. These classes offer strategies and reinforce skills to provide success in the classroom.

The Pleasant Valley School Leadership Team guides comprehensive school-based programs. Working by consensus, the SLT Team facilitates the development of the school plan and allocates discretionary site.

Governing Board Members

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

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

Measure A Facilities Bond

Bond Projects

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

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

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

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

A+ for Kids Parcel Tax

A+ for Kids Parcel Tax Funding:

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

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

Thanks to the Parcel Tax Funds:

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

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	\$4,937
From Restricted Sources	\$792
From Unrestricted Sources	\$4,145
District	
From Unrestricted Sources	\$5,682
Percentage of Variation between School & District	27.05%
State	
From Unrestricted Sources	\$4,943
Percentage of Variation between School & State	16.14%

District Revenue Sources

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

Categorical Programs: Federal

• 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:

• **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.

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	\$57,995
District	\$53,951
Percentage of Variation	7.49%
School & State	
All Unified School Districts	\$58,776
Percentage of Variation	1.33%

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.