



PLEASANT VALLEY ELEMENTARY SCHOOL

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

Terry Gavin-Brown, 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 2007-08. 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, music teacher, and a physical education teacher. The support staff includes an office manager, office technician, school psychologist, life skills counselor, four paraeducators, a library clerk, an English Learner paraeducator, a resource paraeducator, 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.

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, new tables in the multi-use room 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.

Enrollment By Grade

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

Enrollment By Program

During the 2007/08 school year 380 students were enrolled at Pleasant Valley Elementary, of which 5.0% were English Learners, and 5.8% were socioeconomically disadvantaged.

Student Enrollment by Ethnic Group	
2007-08	
	Percentage
African American	0.5%
American Indian	0.0%
Asian	5.5%
Caucasian	86.1%
Filipino	0.8%
Hispanic or Latino	6.3%
Pacific Islander	0.0%
Multiple or No Response	0.8%

Enrollment Trend by Grade Level			
	2005-06	2006-07	2007-08
K	57	58	80
1st	60	59	60
2nd	60	60	60
3rd	60	60	60
4th	63	61	60
5th	78	60	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: paraeducators, a resource specialist, a speech and language specialist, a music teacher, 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					
	06	07	08	06	07	08	06	07	08			
K	19	20	20	4	4	4	-	-	-	-	-	-
1	20	20	20	3	3	3	-	-	-	-	-	-
2	20	20	20	3	4	4	-	-	-	-	-	-
3	20	20	20	3	3	3	-	-	-	-	-	-
4	32	31	30	-	-	-	2	2	2	-	-	-
5	26	30	30	-	-	-	3	2	2	-	-	-

Class Size Reduction

In 1996, state legislature approved implementation of the Class Size Reduction (CSR) program that provides funding to hire additional teachers to assist schools in reducing K-3 class sizes. Pleasant Valley 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			
	2005-06	2006-07	2007-08
K	100%	100%	100%
1	100%	100%	100%
2	100%	100%	100%
3	100%	100%	100%

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		
	05-06	06-07	07-08	05-06	06-07	07-08
Suspensions	8	8	4	959	1446	650
Suspension Rate	2.1%	2.2%	1.1%	12.1%	17.9%	8.2%
Expulsions	3	1	0	33	32	27
Expulsion Rate	0.8%	0.3%	0.0%	0.4%	0.4%	0.3%

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/cafeeteria, a library, staff lounge, a computer lab, and three playgrounds. Recent remodeling included updating and remodeling half of the school classrooms and bathroom facilities.

School Facility Conditions				
Date of Last Inspection: 01/23/2008				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates/Fences (Interior and Exterior)	X			
Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)	X			
Hazardous Materials (Interior and Exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (Interior and Exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (Inside and Outside)	X			
Restrooms	X			
Sewer	X			
Roofs (observed from the ground, inside/outside the building)	X			
Playground/School Grounds	X			
Overall Cleanliness	X			

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. 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 2007/08 school year, the district contribution to deferred maintenance was \$309,765 which is 0.50% 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 Pleasant Valley 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

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. 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.

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
Counselor	1	.1
Librarian/library media teacher	1	.2
Nurse	1	.2
Psychologist	1	.2
Resource Specialist	1	.8
Speech/Language Specialist	1	.6

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.

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.

Percentage of Students in Healthy Fitness Zone	
2007-08 Test Results	
5th Grade	
School	
School Overall	36.7%
School (Boys)	34.6%
School (Girls)	38.2%
District	
District Overall	33.8%
District (Boys)	28.6%
District (Girls)	38.8%
State	
State Overall	28.5%
State (Boys)	25.5%
State (Girls)	31.6%
*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.	

Federal Intervention Program

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

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2008-09)	-	-
# of Schools Currently in PI	-	1
% of Schools Identified for PI	-	5.26%

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												
	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08									
All Students																											
School	77	80	82	75	62	58	76	85	86	73	70	85	72	83	77	86	67	72	85	92	82	79	72	90	70	74	83
District	61	64	64	56	54	51	66	67	69	66	63	64	69	67	69	70	70	71	71	71	72	66	61	61	56	57	62
State	47	48	48	36	37	38	49	51	55	43	44	48	59	59	59	58	58	61	54	56	61	48	49	51	32	37	46
Males																											
School	73	73	79	70	48	56	74	85	81	67	66	88	64	79	76	83	61	71	87	93	86	75	79	92	69	79	92
District	55	58	62	53	50	48	60	69	66	63	59	61	70	67	71	72	70	71	69	74	72	66	57	64	58	57	66
State	43	44	44	33	33	35	46	48	52	40	41	46	59	59	61	58	58	62	54	56	61	48	48	51	34	38	48
Females																											
School	79	88	86	80	72	62	77	85	89	79	74	82	76	88	77	90	72	73	84	91	81	84	65	88	70	68	76
District	67	70	65	57	59	55	72	65	72	69	67	66	68	66	67	69	69	69	74	69	73	67	65	58	53	57	58
State	50	53	51	39	41	40	54	55	59	47	48	52	57	58	58	56	57	60	55	58	62	48	49	52	30	35	45
Socioeconomically Disadvantaged																											
School	*	*	*	*	*	*	42	*	*	*	*	*	*	*	*	*	*	*	67	*	*	42	*	*	*	*	*
District	26	35	24	28	20	17	31	38	28	39	29	21	45	44	47	46	45	43	43	45	43	37	25	29	25	22	21
State	33	35	35	22	23	24	35	36	41	28	29	34	48	48	49	46	47	51	42	45	51	35	36	40	18	22	32
Caucasian																											
School	82	81	85	75	66	63	80	87	89	78	73	86	74	88	81	86	70	73	84	94	83	81	75	90	74	79	88
District	73	75	78	65	68	63	79	80	82	78	76	76	78	76	82	78	79	76	81	83	81	77	73	72	68	73	76
State	65	66	64	55	56	57	69	71	74	63	64	67	74	74	74	73	72	74	68	70	74	64	63	65	52	58	68
Students with Disabilities																											
School	*	*	*	*	*	*	91	*	*	*	*	*	*	*	*	*	*	*	91	*	*	*	*	*	*	*	*
District	35	0	32	24	22	34	38	36	49	39	25	36	42	0	44	33	39	50	39	53	58	44	30	40	37	33	37
State	23	23	22	16	16	20	20	21	30	14	15	22	34	34	34	31	31	39	25	27	36	18	19	25	14	16	26

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

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.

CAT/6 Norm Referenced Test						
% At or Above 50th Percentile						
	Reading			Math		
	3			3		
	06	07	08	06	07	08
All Students						
School	82	69	65	87	81	75
District	57	56	56	70	69	68
State	37	38	38	55	56	56
Males						
School	77	48	62	90	83	79
Females						
School	87	83	69	83	81	69
Caucasian						
School	82	74	67	88	84	78

*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				
	05-06	06-07	07-08	2008 API Growth Score
Statewide Rank	10	10	-	
Similar Schools Rank	10	9	-	
All Students				
Actual Growth	-1	-	-	-
Caucasian				
Actual Growth	4	-	-	-

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	
Made AYP Overall	No		No	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	No	Yes
API School Results	No		Yes	
Graduation Rate	N/A		Yes	

Teacher Assignment

Novato Unified recruits and employs the most qualified credentialed teachers. For the 2007/08 school year, Pleasant Valley Elementary had 19 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

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.

Teacher Credential Status				
	School			District
	05-06	06-07	07-08	07-08
Fully Credentialed	19	19	19	428
Without Full Credentials	0	0	0	8
Working Outside Subject	0	0	0	22

Misassignments/Vacancies				
	06-07	07-08	08-09	
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	100.0%	0.0%
District	88.7%	11.3%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	87.9%	12.1%

Instructional Materials

Novato Unified held a Public Hearing on October 16, 2007, 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	% Lacking
K-5	ELD	Hampton Brown	2000	Yes	0.0%
K-5	History/Social Science	Scott Foresman	2006	Yes	0.0%
K-5	Mathematics	Harcourt Brace	2001	Yes	0.0%
4th-5th	Reading/ Language Arts	Houghton Mifflin	2003	Yes	0.0%
K-3	Reading/ Language Arts	Open Court	2003	Yes	0.0%
K-5	Science	Harcourt	2001	Yes	0.0%

District Expenditures

Novato Unified spent an average of \$8,654 to educate each student, based on 2006-07 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.

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.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$5,261
From Restricted Sources	\$868
From Unrestricted Sources	\$4,393
District	
From Unrestricted Sources	\$6,380
Percentage of Variation between School & District	31.14%
State	
From Unrestricted Sources	\$5,300
Percentage of Variation between School & State	17.11%

• 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.

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: 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.

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		
2006-07		
	District	State
Beginning Teachers	\$39,289	\$39,692
Mid-Range Teachers	\$58,084	\$62,830
Highest Teachers	\$73,046	\$80,472
Elementary School Principals	\$93,603	\$98,460
Middle School Principals	\$98,899	\$104,522
High School Principals	\$107,121	\$114,549
Superintendent	\$165,644	\$166,547
Salaries as a Percentage of Total Budget		
Teacher Salaries	39.3%	40.2%
Administrative Salaries	6.8%	5.8%

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	\$58,714
District	\$57,364
Percentage of Variation	2.35%
School & State	
All Unified School Districts	\$62,157
Percentage of Variation	5.54%

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 four 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

Computer Resources

All classrooms have at least one computer that is connected to the Internet. Pleasant Valley also has one computer lab with 32 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			
	05-06	06-07	07-08
Computers	70	65	57
Students per computer	5.4	5.5	6.7
Classrooms connected to Internet	18	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 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.

Governing Board Members

During the 2007/08 the Novato Unified was governed by the following Board of Education Members:

- Debbie Butler
- Cindi Clinton
- Thomas Cooper
- 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 \$99 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 performing arts programs are provided in elementary,

middle, and high school

- technical support is provided for our secondary schools

Additional Internet Access/Public Libraries

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

Data Sources

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

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.