

Novato Unified School District
Pleasant Valley
Elementary School

2008-2009 School Accountability Report Card

**Terry
Gavin Brown,
Principal**

**School Address:
755 Sutro Ave.
Novato, CA
94947-1937

(415) 897-5104**

**Dr. Jan
La Torre Derby
Superintendent**

**District Address:
1015 Seventh St.
Novato, CA
94945-2205

(415) 897-4201**

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

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 383 students in 2008-09 academic year. Pleasant Valley was named a California Distinguished School in the spring of 2002. The certificated staff includes the principal, eighteen 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, four paraeducators, a library clerk, an English Learner instructional aide, a resourcer, 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 2008 was 899. 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.

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. Terry Gavin Brown became principal of Pleasant Valley in 2008. Mrs. Brown has eight years of administrative experience in South San Francisco and taught at the elementary level for nine years. 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.

Student Enrollment by Ethnic Group	
2008-09	
	Percentage
African American	1.0%
American Indian	0.0%
Asian	4.7%
Caucasian	82.8%
Filipino	1.0%
Hispanic or Latino	6.0%
Pacific Islander	0.0%
Multiple or No Response	4.4%

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's Leadership Team guides comprehensive school-based programs. Working by consensus, the SLT Team facilitates the development of the school plan and allocates discretionary site

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.

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 Bully Proofing 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 via a general family email. It is also available for families who request a hard copy and is sent home in the student's Friday Folders. The PV Views provides information on PV programs and PTA activities.

	Suspensions & Expulsions					
	School			District		
	06-07	07-08	08-09	06-07	07-08	08-09
Suspensions	8	4	7	1446	650	841
Suspension Rate	2.2%	1.1%	1.8%	17.9%	8.2%	10.6%
Expulsions	1	0	0	32	27	14
Expulsion Rate	0.3%	0.0%	0.0%	0.4%	0.3%	0.2%

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 10/08/08 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 in 2007 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	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior	X			
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

Cleaning Process: The principal works daily with the custodial staff 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 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 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

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	58	80	75
1st	59	60	80
2nd	60	60	60
3rd	60	60	60
4th	61	60	57
5th	60	60	51

Enrollment By Program

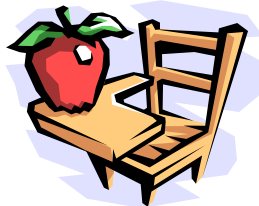
During the 2008-09 school year 383 students were enrolled at Pleasant Valley Elementary, of which 4.4% were English Learners, and 6.3% were socioeconomically disadvantaged.

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 aides, 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					
	07	08	09	07	08	09	07	08	09	07	08	09
K	20	20	19	4	4	4	-	-	-	-	-	-
1	20	20	20	3	3	4	-	-	-	-	-	-
2	20	20	20	4	4	3	-	-	-	-	-	-
3	20	20	20	3	3	3	-	-	-	-	-	-
4	31	30	29	-	-	-	2	2	2	-	-	-
5	30	30	26	-	-	-	2	2	2	-	-	-



Class Size Reduction

In 1996, state legislature approved implementation of the Class Size Reduction (CSR) program that provides funding to hire additional teachers to assist schools in reducing K-3 class sizes. 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			
	2006-07	2007-08	2008-09
K	100%	100%	100%
1	100%	100%	100%
2	100%	100%	100%
3	100%	100%	100%

Instructional Materials

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

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

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
Pre K & K	Mathematics	Houghton Mifflin	2009	Yes
4th-5th	Reading/ Language Arts	Houghton Mifflin	2003	Yes
K-3	Reading/ Language Arts	Open Court	2003	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 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.

Technology 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. Pleasant Valley purchased Study Island in 2008. This web-based academic tutorial program is available for students in grade K-5. This program can be accessed from home and is available year round to provide intervention and enrichment.

Computer Resources			
	06-07	07-08	08-09
Computers	65	57	80
Students per computer	5.5	6.7	4.8
Classrooms connected to Internet	18	18	21

Teacher Assignment

Novato Unified recruits and employs the most qualified credentialed teachers. For the 2008/09 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
	06-07	07-08	08-09	08-09
Fully Credentialed	19	19	20	413
Without Full Credentials	0	0	0	0
Working Outside Subject	0	0	0	0

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

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

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.

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.

Highly Qualified Teachers

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

	NCLB Compliant Teachers	
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	100.0%	0.0%
District	93.1%	6.9%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	95.1%	4.9%

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	.1
Library Technician	1	.8
Nurse	1	As Needed
Psychologist	1	.2
Resource Specialist	1	1.
Speech/Language Specialist	1	.6

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 before and 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.

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

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.

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

Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	31.4%	33.3%	19.6%

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	10	-	10	
Similar Schools Rank	9	-	8	
All Students				
Actual Growth	-	B	-19	880
Caucasian				
Actual Growth	-	-	-17	891

B - This is an Alternative Schools Accountability Model (ASAM) school. Schools participating in the ASAM do not currently receive growth, target information, or statewide or similar schools rankings on this report in recognition of their markedly different educational missions and populations served. ASAM schools are covered under the Alternative Accountability system as required by Education Code Section 52052 and not the API accountability system. However, API information is needed to comply with the federal No Child Left Behind (NCLB) law. Growth, target, and rank information are not applicable to LEAs.

Federal Intervention Program

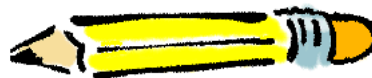
Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance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

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

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.



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	74	78	74	61	61	64	43	46	50
Mathematics	79	80	77	57	60	60	40	43	46
Science	73	83	71	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	79	71	*	*
Filipino	*	*	*	*
Hispanic or Latino	39	61	*	*
Pacific Islander	*	*	*	*
Caucasian	78	79	73	*
Males	69	79	79	*
Females	80	76	66	*
Socioeconomically Disadvantaged	43	52	*	*
English Learners	38	62	*	*
Students with Disabilities	40	43	*	*
Migrant Education	*	*	*	*

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

National Assessment of Educational Progress

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

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

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

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

National Assessment of Educational Progress					
Reading and Mathematics Results for Grades 4 & 8					
By Performance Level - All Students					
	Average Scale Score		% at Each Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007 Grade 4	209	220	30	18	5
Reading 2007 Grade 8	251	261	41	20	2
Math 2009 Grade 4	232	239	41	25	5
Math 2009 Grade 8	270	282	36	18	5

National Assessment of Educational Progress				
Reading and Mathematics Results for				
Students with Disabilities (SD) and/or English Language Learners (ELL)				
By Grades 4 & 8 and Participation Rate - All Students				
	Participation Rate			
	State		National	
	SD	ELL	SD	ELL
Reading 2007 Grade 4	74	93	65	80
Reading 2007 Grade 8	78	92	66	77
Math 2009 Grade 4	79	96	84	94
Math 2009 Grade 8	85	96	78	92

Adequate Yearly Progress

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

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

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

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

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	\$59,394
District	\$57,694
Percentage of Variation	2.94%
School & State	
All Unified School Districts	\$64,246
Percentage of Variation	7.56%

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	\$5,317
From Restricted Sources	\$870
From Unrestricted Sources	\$4,447
District	
From Unrestricted Sources	\$5,186
Percentage of Variation between School & District	14.25%
State	
From Unrestricted Sources	\$5,512
Percentage of Variation between School & State	19.32%

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:

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.

• 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.

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
- paint and tackable wall surfaces
- additional electrical plugs and replaced fire alarm systems
- learning wall, a casework system that includes rolling whiteboards
- replacement of heating, ventilation and air conditioning systems (existing systems)
- ceilings and lighting
- cabinets
- 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
- counseling services are available for our secondary students
- award winning performing arts programs are provided in elementary, middle, and high school
- our libraries are staffed by librarians and library clerks
- technical support is provided for our secondary schools

