



# Novato Unified Pleasant Valley Elementary School



## 2022-2023 School Accountability Report Card

### SCHOOL ADMINISTRATION

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### SCHOOL INFORMATION

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(415) 897-5104  
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### SUPERINTENDENT

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### DISTRICT INFORMATION

Novato Unified  
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Novato, CA 94945-2205  
(415) 897-4201

### BOARD OF EDUCATION

Debbie Butler, President  
Julie Jacobson, Vice President/Clerk  
Diane Gasson, Trustee  
Magali Limeta, Trustee  
Greg Mack, Trustee  
Ross Millerick, Trustee  
Abbey Picus, Trustee

### DISTRICT ADMINISTRATION

Dr. Tracy Smith  
Superintendent  
Joshua Braff  
Chief Financial Officer  
Julia Synyard  
Executive Director, Education Services  
Leslie Benjamin  
Director, Communications  
& Community Engagement  
Francesca Whitcomb,  
Executive Director, Human Resources

### SARC INFORMATION

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1st of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all Local Educational Agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in a LCAP is to be consistent with data reported in the SARC.

- Visit the CDE CDE SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>, for more information about SARC requirements.

- Visit the CDE LCFF Webpage at <http://www.cde.ca.gov/fg/aa/lc/>, for more information about the LCFF or LCAP.

- For additional information about the school, parents and community members should contact the school principal or the district office.

### DATAQUEST

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### CALIFORNIA SCHOOL DASHBOARD

The California School Dashboard (Dashboard) reflects California's new accountability and continuous improvement system and provides information about how districts and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of districts, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement. The Dashboard can be accessed at <https://www.caschooldashboard.org>.

### DISTRICT STATEMENTS

District Motto

Engage, Inspire, Empower

District Mission

Engage, inspire and empower all students, in a rapidly changing world, to realize their life goals.

District Vision

NUSD will provide an innovative and personalized learning experience for every student in a caring and supportive environment to develop the knowledge and skills necessary to be successful and productive citizens. NUSD will engage parents, teachers, and our community to actively support our students' growth and learning.

## SCHOOL STATEMENTS

### School Mission

Pleasant Valley Elementary School is a vibrant learning community that promotes the development of every student's heart, mind, and body so that all children can reach their academic, social-emotional, and physical potential. We encourage a growth mindset that fosters resilience and flexibility, and we foster the NUSD graduate profile of critical thinking, collaboration, communication, character, conscientious learner and cultural competence. As a community, we are committed to laying a strong foundation for future learning and preparing students for the 21st century.

### Principal's Message

Pleasant Valley School welcomes you. We are the Home of the Eagles and we soar high where eagles fly. PV is a caring school community where children come first. Our staff is dedicated to providing a rich and engaging curriculum that is aligned with California Common Core Standards. We have high expectations for students and strive to create a rich academic environment of fulfilling learning opportunities. Our special assemblies and programs include Living History Days, Soul Shoppe assemblies and workshops, PV in Motion, Student Leadership Programs, Giving Day, Reading Month, Author's Day, Family Science and Math Nights, and a variety of assemblies for students to showcase their artistic strengths and talents. PV has a comprehensive technology plan that encourages students to be producers (and not just consumers) of technology, with 1:World devices (Chromebooks or iPads) for students in all grade levels. Technology is effectively integrated into the classroom curriculum to enhance instruction in transitional-kindergarten through fifth grade. We are a learning community of teachers, staff, students and parents working together to provide a successful academic foundation that prepares our students for the future.

## SCHOOL PROFILE

Caring and dedicated administrators, teachers, and school staff put their hearts and souls into going that extra mile to make the school the best learning environment for their students. All decisions are based upon the students' academic, social, and emotional needs, supporting student efforts in acquiring the knowledge and skills necessary to be successful in their future endeavors. The school is committed to providing a rigorous and challenging academic program.

## ENROLLMENT BY STUDENT GROUP

The charts display student enrollment broken down by student group.

| Enrollment by Student Group         |            |
|-------------------------------------|------------|
| 2022-23                             | Percentage |
| Female                              | 45.70      |
| Male                                | 54.30      |
| Non-Binary                          |            |
| American Indian or Alaska Native    |            |
| Asian                               | 1.60       |
| Black or African American           | 0.20       |
| Filipino                            | 0.20       |
| Hispanic or Latino                  | 20.10      |
| Native Hawaiian or Pacific Islander |            |
| White                               | 64.20      |
| Two or More Races                   | 13.20      |
| EL Students                         | 3.70       |
| Foster Youth                        | 0.20       |
| Homeless                            |            |
| Military                            |            |
| Socioeconomically Disadvantaged     | 9.20       |
| Migrant Education                   |            |
| Students with Disabilities          | 8.80       |

**ENROLLMENT BY GRADE**

The charts display student enrollment broken down by grade.

| Enrollment by Grade Level |       |
|---------------------------|-------|
| 2022-23                   | Count |
| K                         | 96    |
| 1st                       | 72    |
| 2nd                       | 69    |
| 3rd                       | 75    |
| 4th                       | 57    |
| 5th                       | 64    |
| Total                     | 433   |

**CONDITIONS OF LEARNING**

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

**TEACHER ASSIGNMENT**

The tables below display information regarding teacher preparation and placement, teachers without credentials and misassignments (considered “ineffective” under ESSA), credentialed teachers who are assigned out-of-field (considered “out-of-field” under ESSA); and class assignments. The data is collected and provided through an exchange with the Commission on Teacher Credentialing (CTC) and its California State Assignment Accountability System (CalSAAS). More information about the definitions used to determine the displayed data is available on the CDE’s Updated Teacher Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

| Teacher Preparation and Placement   |               |                |                 |                  |              |               |
|---|---------------|----------------|-----------------|------------------|--------------|---------------|
| 2020-21   | School Number | School Percent | District Number | District Percent | State Number | State Percent |
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 17.00         | 92.44          | 282.70          | 78.95            | 228,366.10   | 83.12         |
| Intern Credential Holders Properly Assigned   | 0.00          | 0.00           | 3.50            | 0.98             | 4,205.90     | 1.53          |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA)                      | 0.00          | 0.00           | 29.50           | 8.26             | 11,216.70    | 4.08          |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)                         | 0.00          | 0.00           | 7.80            | 2.20             | 12,115.80    | 4.41          |
| Unknown   | 1.30          | 7.56           | 34.40           | 9.61             | 18,854.30    | 6.86          |
| Total Teaching Positions  | 18.30         | 100.00         | 358.10          | 100.00           | 274,759.10   | 100.00        |

| Teacher Preparation and Placement   |               |                |                 |                  |              |               |
|---|---------------|----------------|-----------------|------------------|--------------|---------------|
| 2021-22   | School Number | School Percent | District Number | District Percent | State Number | State Percent |
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 19.60         | 98.00          | 311.50          | 85.58            | 234,405.20   | 84.00         |
| Intern Credential Holders Properly Assigned   | 0.00          | 0.00           | 2.10            | 0.58             | 4,853.00     | 1.74          |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA)                      | 0.00          | 0.00           | 21.60           | 5.94             | 12,001.50    | 4.30          |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)                         | 0.00          | 0.00           | 12.80           | 3.53             | 11,953.10    | 4.28          |
| Unknown   | 0.40          | 2.00           | 15.90           | 4.37             | 15,831.90    | 5.67          |
| Total Teaching Positions  | 20.00         | 100.00         | 364.00          | 100.00           | 279,044.80   | 100.00        |

| Teachers Without Credentials and Misassignments       |         |         |
|---|---------|---------|
|   | 2020-21 | 2021-22 |
| Permits and Waivers                                   | 0.00    | 0.00    |
| Misassignments  | 0.00    | 0.00    |
| Vacant Positions                                      | 0.00    | 0.00    |
| Total Teachers Without Credentials and Misassignments | 0.00    | 0.00    |

| Credentialed Teachers Assigned Out-of-Field            |         |         |
|--|---------|---------|
|  | 2020-21 | 2021-22 |
| Credentialed Teachers Authorized on a Permit or Waiver | 0.00    | 0.00    |
| Local Assignment Options                               | 0.00    | 0.00    |
| Total Out-of-Field Teachers                            | 0.00    | 0.00    |

| Class Assignments  |         |         |
|--|---------|---------|
|  | 2020-21 | 2021-22 |
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)              | 0.00    | 0.00    |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0.00    | 0.00    |

**FACILITY INSPECTION RESULTS**

The chart displays the results of the most recent facilities inspection at the school. While reviewing this report, please note that even minor discrepancies are reported in the inspection process.

| 2023-24 School Facility Inspection Summary     |              |
|--|--------------|
| Date of Last Inspection:                       | 12/19/2023   |
| Data Collected:                                | January 2024 |
| Overall Summary of School Facility Conditions: | Fair         |

| School Facility Inspection Results                                  |        |  |
|---|--------|--|
| Category  | Rating | Repair Needed and Action Taken or Planned                                      |
| SYSTEMS: Gas Leaks, Mechanical/HVAC, Sewer                          | Good   |  |
| INTERIOR: Interior Surfaces   | Fair   | Admin: 4: Bubbly paint on south and west wall.                                 |
| CLEANLINESS: Overall Cleanliness, Pest/Vermin Infestation           | Fair   | D2: 6: Ants on sink.<br>Admin: 6: Ants on window sill.<br>Grounds: 6: Gophers. |
| ELECTRICAL: Electrical  | Good   |  |
| RESTROOMS/FOUNTAINS: Restrooms, Sinks/ Fountains                    | Fair   | D2: 8: Broken paper towel dispenser.<br>B6: 9: Faucet handle leaks.            |
| SAFETY: Fire Safety, Hazardous Materials                            | Good   |  |
| STRUCTURAL: Structural Damage, Roofs                                | Good   |  |
| EXTERNAL: Playground/ School Grounds, Windows/ Doors/ Gates/ Fences | Poor   | Grounds: 14: Basketball hoops rusted.<br>B3: 15: Door on east side sticks.     |

**SCHOOL FACILITIES**

The school provides a safe, clean environment for students, staff, and volunteers. The school includes a multi-purpose room, library, office, classrooms, and ample outdoor space for students.

**Cleaning Process and Schedule**

The district has adopted adequate school cleaning standards. A summary of these standards is available at the office. School administration works with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

**Maintenance and Repair**

Safety concerns are the number one priority of the district. Proactive inspections are conducted on a continual basis. Repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

**INSTRUCTIONAL MATERIALS**

On October 3, 2023, Novato Unified held a public hearing and determined that each school within the district had sufficient and high quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams Act. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects. A list of current District Instructional Materials is available on the district website under Education Services. All materials, including those 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 chart displays information collected in October 2023 about the quality, currency and availability of the standards-aligned textbooks and other instructional materials used at the school.

**TEXTBOOKS**

The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

| 2023-24 Instructional Materials  |   |   |   |
|--|---|---|---|
| Subject  | Textbooks and Other Instructional Materials / Year of Adoption  | From Most Recent Adoption ?   | Percent of Students Lacking Own Assigned Copy |
| English / Language Arts  | Grades: TK-5 / Course: English Language Arts / Publisher: Heinemann / Series: Reader's Workshop / Adoption: 2018  | Yes   | 0   |
|  | Grades: TK-5 / Course: English Language Arts / Publisher: Heinemann / Series: Writer's Workshop / Adoption: 2018  | Yes   | 0   |
|  | Grades: TK-5 / Course: English Language Arts / Publisher: Rosetta Stone / Series: Lexia Reading / Adoption: 2011  | Yes   | 0   |
|  | Grades: TK-5 / Course: English Language Arts / Publisher: Voyager Sopris Learning / Series: Step Up to Writing / Adoption: 2006   | Yes   | 0   |
|  | Grades: TK-5 / Course: English Language Arts / Publisher: Pearson / Series: Reading Street 2013 / Adoption: 2012  | Yes   | 0   |
|  | Grades: 4th-5th / Course: English Language Arts / Publisher: Voyager Sopris Learning / Series: Language! (4th Edition) / Adoption: 2009   | Yes   | 0   |
|  | Grades: TK-2 / Course: English Language Arts / Publisher: Pearson / Series: Sing, Spell, Read & Write / Adoption: 2001  | Yes   | 0   |
|  | Grades: 2nd-3rd / Course: English Language Arts / Publisher: McGraw-Hill / Series: Reading Mastery / Adoption: 2001   | Yes   | 0   |
|  | Grades: 4th-5th / Course: English Language Arts / Publisher: McGraw-Hill / Series: Corrective Reading / Adoption: 2000  | Yes   | 0   |
|  | Grades: 1st-5th / Course: English Language Arts / Publisher: Houghton Mifflin/Harcourt / Series: Write One (1), Write Away (2), Write on Track (3), Writer's Express (4,5) / Adoption: 1998 | Yes   | 0   |
|  | Grades: TK-5 / Course: English Language Development / Publisher: Clark Consulting and Training Inc. / Series: CCT Methods and Principles / Adoption: 2017                                   | Yes   | 0   |
|  | Grades: TK-5 / Course: English Language Development / Publisher: Voyager Sopris Learning / Series: Language Central / Adoption: 2012  | Yes   | 0   |
|  | Grades: TK-5 / Course: English Language Development / Publisher: Rosetta Stone / Series: English Levels 1,2,3 / Adoption: 2007  |   |   |
|  | Mathematics   | Grades: 1st-5th / Course: Mathematics / Publisher: Houghton Mifflin / Series: Math Expressions / Adoption: 2015 | Yes   |
| Grades: TK-K / Course: Mathematics / Publisher: McGraw-Hill / Series: Everyday Math / Adoption: 2015 |   | Yes   | 0   |

|                          |  |     |     |
|--------------------------|--|-----|-----|
| History / Social Science | Grades: TK-5 / Course: History/Social Science / Publisher: Pearson Scott Foresman / Series: History and Social Science for California / Adoption: 2006 | Yes | o   |
| Science                  | Grades: TK-5 / Course: Science / Publisher: Delta Education: Foss / Series: Foss California / Adoption: 2008   | Yes | o   |
| Foreign Language         | N/A  | N/A | N/A |
| Visual / Performing Arts | N/A  | N/A | N/A |
| Health Education         | Grades: 5th / Course: Health / Publisher: Mendez Foundation / Series: Too Good for Drugs / Adoption: 2006  | Yes | o   |
|                          | Grades: 5th / Course: Health / Publisher: Health Connected / Series: Puberty Talk / Adoption: 2018   | Yes | o   |

#### PUPIL ACHIEVEMENT AND OUTCOMES

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

#### CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS

The California Assessment of Student Performance and Progress (CAASPP) is a collection of tests used statewide to provide teachers, students and parents with information about how students are doing in school. The assessment system utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. Summative assessment results include student scores, achievement levels, and descriptors that describe performance. Information regarding the CAASPP test results of mathematics for each grade and achievement standards can be found on the CDE CAASPP-ELPAC Results website at <https://www.caaspp-elpac.cde.ca.gov/caaspp/>. The CAASPP System consists of the following assessments:

- Smarter Balanced English language arts/literacy (ELA) and mathematics
- California Alternate Assessments for ELA, mathematics, and science
- California Science Test (CAST)
- California Spanish Assessment (CSA)
- Smarter Balanced Interim Assessments

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The value "N/T" indicates that students were not tested, and therefore no scores are available at this time.

#### ASSESSMENT RESULTS

The table displays the percent of students who met or exceeded state standards in English Language Arts/Literacy (grades 3-8 and 11), Mathematics (grades 3-8 and 11), and Science (Grades 5, 8, and high school).

| Assessment Results by Subject                      |         |         |          |          |         |         |
|--|---------|---------|----------|----------|---------|---------|
|  | School  | School  | District | District | State   | State   |
|  | 2021-22 | 2022-23 | 2021-22  | 2022-23  | 2021-22 | 2022-23 |
| English Language Arts/Literacy (Grades 3-8 and 11) | 73      | 62      | 56       | 53       | 47      | 46      |
| Mathematics (Grades 3-8 and 11)                    | 59      | 60      | 40       | 41       | 33      | 34      |
| Science (Grades 5, 8, and 10)                      | 37      | 33      | 36       | 36       | 29      | 30      |

**Assessment Results by Student Group - English Language Arts**

| <b>2022-23</b>                      | <b>Total Enrollment</b> | <b>Number Tested</b> | <b>Percent Tested</b> | <b>Percent Not Tested</b> | <b>% Met or Exceeded Standard</b> |
|-------------------------------------|-------------------------|----------------------|-----------------------|---------------------------|-----------------------------------|
| All Students                        | 196                     | 191                  | 97.45                 | 2.55                      | 62.3                              |
| Male                                | 99                      | 97                   | 97.98                 | 2.02                      | 60.82                             |
| Female                              | 97                      | 94                   | 96.91                 | 3.09                      | 63.83                             |
| Non-Binary                          | --                      | --                   | --                    | --                        | --                                |
| American Indian or Alaska Native    | 0                       | 0                    | 0                     | 0                         | 0                                 |
| Asian                               | --                      | --                   | --                    | --                        | --                                |
| Black or African American           | --                      | --                   | --                    | --                        | --                                |
| Filipino                            | 0                       | 0                    | 0                     | 0                         | 0                                 |
| Hispanic or Latino                  | 34                      | 33                   | 97.06                 | 2.94                      | 54.55                             |
| Native Hawaiian or Pacific Islander | 0                       | 0                    | 0                     | 0                         | 0                                 |
| White                               | 136                     | 133                  | 97.79                 | 2.21                      | 64.66                             |
| Two or More Races                   | 21                      | 20                   | 95.24                 | 4.76                      | 65                                |
| EL Students                         | --                      | --                   | --                    | --                        | --                                |
| Foster Youth                        | 0                       | 0                    | 0                     | 0                         | 0                                 |
| Homeless                            | 0                       | 0                    | 0                     | 0                         | 0                                 |
| Military                            | 0                       | 0                    | 0                     | 0                         | 0                                 |
| Socioeconomically Disadvantaged     | 19                      | 18                   | 94.74                 | 5.26                      | 38.89                             |
| Migrant Education                   | 0                       | 0                    | 0                     | 0                         | 0                                 |
| Students with Disabilities          | 25                      | 23                   | 92                    | 8                         | 30.43                             |

**Assessment Results by Student Group - Mathematics**

| <b>2022-23</b>                      | <b>Total Enrollment</b> | <b>Number Tested</b> | <b>Percent Tested</b> | <b>Percent Not Tested</b> | <b>% Met or Exceeded Standard</b> |
|-------------------------------------|-------------------------|----------------------|-----------------------|---------------------------|-----------------------------------|
| All Students                        | 196                     | 192                  | 97.96                 | 2.04                      | 59.90                             |
| Male                                | 99                      | 97                   | 97.98                 | 2.02                      | 63.92                             |
| Female                              | 97                      | 95                   | 97.94                 | 2.06                      | 55.79                             |
| Non-Binary                          | --                      | --                   | --                    | --                        | --                                |
| American Indian or Alaska Native    | 0                       | 0                    | 0                     | 0                         | 0                                 |
| Asian                               | --                      | --                   | --                    | --                        | --                                |
| Black or African American           | 0                       | 0                    | 0                     | 0                         | 0                                 |
| Filipino                            | 0                       | 0                    | 0                     | 0                         | 0                                 |
| Hispanic or Latino                  | 34                      | 34                   | 100.00                | 0.00                      | 52.94                             |
| Native Hawaiian or Pacific Islander | 0                       | 0                    | 0                     | 0                         | 0                                 |
| White                               | 136                     | 133                  | 97.79                 | 2.21                      | 60.15                             |
| Two or More Races                   | 21                      | 20                   | 95.24                 | 4.76                      | 70.00                             |
| EL Students                         | --                      | --                   | --                    | --                        | --                                |
| Foster Youth                        | 0                       | 0                    | 0                     | 0                         | 0                                 |
| Homeless                            | 0                       | 0                    | 0                     | 0                         | 0                                 |
| Military                            | 0                       | 0                    | 0                     | 0                         | 0                                 |
| Socioeconomically Disadvantaged     | 19                      | 19                   | 100.00                | 0.00                      | 42.11                             |
| Migrant Education                   | 0                       | 0                    | 0                     | 0                         | 0                                 |
| Students with Disabilities          | 25                      | 23                   | 92.00                 | 8.00                      | 26.09                             |

| Assessment Results by Student Group - Science |                  |               |                |                    |                            |
|---|------------------|---------------|----------------|--------------------|----------------------------|
| 2022-23                                       | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | % Met or Exceeded Standard |
| All Students                                  | 64               | 63            | 98.44          | 1.56               | 33.33                      |
| Male  | 33               | 33            | 100.00         | 0.00               | 42.42                      |
| Female  | 31               | 30            | 96.77          | 3.23               | 23.33                      |
| Non-Binary                                    | --               | --            | --             | --                 | --                         |
| American Indian or Alaska Native              | 0                | 0             | 0              | 0                  | 0                          |
| Asian   | --               | --            | --             | --                 | --                         |
| Black or African American                     | 0                | 0             | 0              | 0                  | 0                          |
| Filipino                                      | 0                | 0             | 0              | 0                  | 0                          |
| Hispanic or Latino                            | --               | --            | --             | --                 | --                         |
| Native Hawaiian or Pacific Islander           | 0                | 0             | 0              | 0                  | 0                          |
| White   | 43               | 43            | 100.00         | 0.00               | 34.88                      |
| Two or More Races                             | --               | --            | --             | --                 | --                         |
| EL Students                                   | --               | --            | --             | --                 | --                         |
| Foster Youth                                  | 0                | 0             | 0              | 0                  | 0                          |
| Homeless                                      | 0                | 0             | 0              | 0                  | 0                          |
| Military                                      | 0                | 0             | 0              | 0                  | 0                          |
| Socioeconomically Disadvantaged               | --               | --            | --             | --                 | --                         |
| Migrant Education                             | 0                | 0             | 0              | 0                  | 0                          |
| Students with Disabilities                    | --               | --            | --             | --                 | --                         |

**OTHER OUTCOMES**

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject area of physical education

**PHYSICAL FITNESS ASSESSMENT**

In the spring of each year, all California schools are required by the state to administer a physical fitness test to students in the fifth, seventh, and ninth grades. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in five major areas. The five major areas are Aerobic Capacity, Abdominal Strength and Endurance, Extensor and Strength and Flexibility, Upper Body Strength and Endurance, and Flexibility.

The table displays the percentage of students participating in each of the five fitness evaluations by grade. Detailed information regarding this test may be found at the CDE website at <http://www.cde.ca.gov/ta/tg/pf/>.

| 2022-23 Physical Fitness Test Participation |                               |   |  |  |                          |
|---|-------------------------------|---|--|--|--------------------------|
| Grade                                       | Component 1: Aerobic Capacity | Component 2: Abdominal Strength and Endurance | Component 3: Trunk Extensor and Strength and Flexibility | Component 4: Upper Body Strength and Endurance | Component 5: Flexibility |
| 5th   | 98                            | 98  | 96   | 98   | 100                      |

**PUPIL ENGAGEMENT**

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout and graduation rates
- Chronic absenteeism rates



**CHRONIC ABSENTEEISM**

Attendance is critical to academic achievement. Regular daily attendance is a priority and is expected for students. A student who is absent on 10 percent or more of the school days in the school year is considered to be a “chronic absentee”. Chronic absenteeism negatively impacts student learning and achievement and is closely monitored by school staff and the district. Rates of chronic absenteeism for the school are displayed below.

| <b>Chronic Absenteeism Rate (Percentage)</b> |                              |  |                                  |  |
|--|------------------------------|--|----------------------------------|--|
| <b>2022-23</b>                               | <b>Cumulative Enrollment</b> | <b>Chronic Absenteeism Eligible Enrollment</b> | <b>Chronic Absenteeism Count</b> | <b>Chronic Absenteeism Rate (Percentage)</b> |
| All Students                                 | 439                          | 437  | 65                               | 14.9   |
| Female                                       | 201                          | 200  | 27                               | 13.5   |
| Male   | 238                          | 237  | 38                               | 16.0   |
| Non-Binary                                   | 0                            | 0  | 0                                | 0.0  |
| American Indian or Alaska Native             | 0                            | 0  | 0                                | 0.0  |
| Asian  | 9                            | 9  | 2                                | 22.2   |
| Black or African American                    | 1                            | 1  | 0                                | 0.0  |
| Filipino                                     | 1                            | 1  | 1                                | 100.0  |
| Hispanic or Latino                           | 90                           | 89   | 20                               | 22.5   |
| Native Hawaiian or Pacific Islander          | 0                            | 0  | 0                                | 0.0  |
| White  | 278                          | 278  | 36                               | 12.9   |
| Two or More Races                            | 58                           | 57   | 4                                | 7.0  |
| EL Students                                  | 20                           | 20   | 8                                | 40.0   |
| Foster Youth                                 | 1                            | 1  | 1                                | 100.0  |
| Homeless                                     | 0                            | 0  | 0                                | 0.0  |
| Military                                     | --                           | --   | --                               | --   |
| Socioeconomically Disadvantaged              | 48                           | 47   | 13                               | 27.7   |
| Migrant Education                            | 0                            | 0  | 0                                | 0.0  |
| Students with Disabilities                   | 49                           | 49   | 6                                | 12.2   |

**PARENT ENGAGEMENT**

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

**PARENT INVOLVEMENT**

Parents are encouraged to become involved in the school’s learning community. Each year, annual events such as Back to School Night provide opportunities for parents to interact with the staff while supporting their child’s academic programs. Parents are encouraged to support their student and the school by helping with or attending performances and events. A variety of councils and clubs provide opportunities for parents to have input on curricular programs and financial planning. School-to-home communication is frequent through phone calls, emails, and physical letters.

**SCHOOL CLIMATE**

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

**SCHOOL SAFETY**

Safety of students and staff is a primary concern of the school. 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 is reviewed and updated annually by the School Safety Committee. All revisions are 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, lockdown, and disaster drills are conducted on a regular basis throughout the school year. There is a designated area for student drop off and pick up. Additionally, visitors must check in at the school office before entering the school campus.

**SUSPENSIONS AND EXPULSIONS**

The table displays the suspension and expulsion rates at the school, in the district, and throughout the state. Expulsions occur only when required by law or when all other alternatives are exhausted. Due to the COVID-19 pandemic, the 2020-2021 rate data is not comparable. In instances where there was not in-person learning for the entire school year, it would be inappropriate to make any comparisons of the suspension and expulsion rates to school years that offered in-person learning for the entire school year.

| <b>Suspension and Expulsion Rates</b> |                    |                |                |                   |                |                |
|---------------------------------------|--------------------|----------------|----------------|-------------------|----------------|----------------|
|                                       | <b>Suspensions</b> |                |                | <b>Expulsions</b> |                |                |
|                                       | <b>2020-21</b>     | <b>2021-22</b> | <b>2022-23</b> | <b>2020-21</b>    | <b>2021-22</b> | <b>2022-23</b> |
| School                                | 0.00               | 0.25           | 0.23           | 0.00              | 0.00           | 0.00           |
| District                              | 0.31               | 2.23           | 2.59           | 0.01              | 0.00           | 0.10           |
| State                                 | 0.20               | 3.17           | 3.60           | 0.00              | 0.07           | 0.08           |

| <b>Suspension &amp; Expulsion Rates by Student Group</b> |                    |                   |
|--|--------------------|-------------------|
| <b>2022-23</b>   | <b>Suspensions</b> | <b>Expulsions</b> |
| All Students   | 0.23               | 0.00              |
| Female   | 0.50               | 0.00              |
| Male   | 0.00               | 0.00              |
| Non-Binary   | 0.00               | 0.00              |
| American Indian or Alaska Native                         | 0.00               | 0.00              |
| Asian  | 0.00               | 0.00              |
| Black or African American                                | 0.00               | 0.00              |
| Filipino   | 0.00               | 0.00              |
| Hispanic or Latino                                       | 0.00               | 0.00              |
| Native Hawaiian or Pacific Islander                      | 0.00               | 0.00              |
| White  | 0.36               | 0.00              |
| Two or More Races  | 0.00               | 0.00              |
| EL Students  | 0.00               | 0.00              |
| Foster Youth   | 0.00               | 0.00              |
| Homeless   | 0.00               | 0.00              |
| Military   | --                 | --                |
| Socioeconomically Disadvantaged                          | 2.08               | 0.00              |
| Migrant Education  | 0.00               | 0.00              |
| Students with Disabilities                               | 0.00               | 0.00              |

**OTHER SARC INFORMATION**

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

**ACADEMIC COUNSELOR TO PUPIL RATIO**

The chart displays the ratio of pupils to academic counselor at the school.

| <b>2022-23 Ratio of Number of Pupils per Academic Counselor</b> |   |
|---|---|
| Academic Counselor(s)   | 0 |

**AVAILABLE COUNSELING AND SUPPORT STAFF**

The chart displays the support staff available to students at the school. Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

| <b>Counseling and Support Staff</b>                           |                             |
|---|-----------------------------|
| <b>2022-23</b>  | <b>Full Time Equivalent</b> |
| Counselor (Academic, Social/Behavioral or Career Development) |                             |
| Library Media Teacher (Librarian)                             |                             |
| Library Media Services Staff (Paraprofessional)               | 1                           |
| Psychologist  | 0.4                         |
| Social Worker   |                             |
| Nurse   | 0.2                         |
| Speech/Language/Hearing Specialist                            |                             |
| Resource Specialist (non-teaching)                            |                             |
| Other   |                             |

**CLASS SIZE DISTRIBUTION**

The table indicates the average class size by grade level or subject area, as well as the number of classrooms that fall into each size category.

\*Please note that the "Other" category may display data for multi-grade level classes.

| <b>Class Size Distribution By Grade</b> |                           |           |           |                      |           |           |                       |           |           |                     |           |           |
|---|---------------------------|-----------|-----------|----------------------|-----------|-----------|-----------------------|-----------|-----------|---------------------|-----------|-----------|
|   | <b>Average Class Size</b> |           |           | <b>1-20 Students</b> |           |           | <b>21-32 Students</b> |           |           | <b>33+ Students</b> |           |           |
|   | <b>21</b>                 | <b>22</b> | <b>23</b> | <b>21</b>            | <b>22</b> | <b>23</b> | <b>21</b>             | <b>22</b> | <b>23</b> | <b>21</b>           | <b>22</b> | <b>23</b> |
| K                                       | 18                        | 17        | 24        | 2                    | 5         |           | 1                     |           | 4         |                     |           |           |
| 1st                                     | 19                        | 21        | 24        | 2                    |           |           | 1                     | 3         | 3         |                     |           |           |
| 2nd                                     | 21                        | 24        | 23        | 1                    |           |           | 1                     | 3         | 3         |                     |           |           |
| 3rd                                     | 20                        | 20        | 25        | 3                    | 2         |           |                       |           | 3         |                     |           |           |
| 4th                                     | 29                        | 26        | 29        |                      |           |           | 1                     | 2         | 2         |                     |           |           |
| 5th                                     | 28                        | 30        | 32        |                      |           |           | 2                     | 2         | 2         |                     |           |           |
| 6th                                     |                           |           |           |                      |           |           |                       |           |           |                     |           |           |
| Other                                   | 24                        | 20        |           | 1                    | 1         |           | 2                     |           |           |                     |           |           |

**DISTRICT REVENUE SOURCES**

In addition to general state funding, Hamilton Meadow Park receives state and federal funding for the following categorical funds and other support programs:

**Federal Programs**

Title I: Funding supports eligible schools to meet the educational needs of low-achieving students enrolled in highest poverty schools.

Title II: The purpose of the program is to increase academic achievement by improving teacher and principal quality.

Title III: The purpose of this program is to assist English learners acquire English and achieve grade-level standards.

Title IV: The purpose of this program is to increase capacity to provide all students with access to a well-rounded education, improve conditions for student learning, and improve use of technology to improve the academic achievement and digital literacy of all students.

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.

**State Programs**

California State Preschool Program: CSPP funds are used to provide services for age eligible three and four-year-old California children.

**Additional Resources**

Parcel Tax: Helps to support libraries, performing arts programs, athletics, counseling services for secondary students and class size reduction.

Marin Community Foundation/Joanne and Peter Haas Jr. Fund - Early Childhood Success: Grant to promote success for Pre-K to third grade students.

**SCHOOL AND DISTRICT EXPENDITURES**

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. Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/Unrestricted expenditures, except for general guidelines, are not controlled by law or donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

| <b>2021-22 Expenditures per Pupil</b>             |             |
|---|-------------|
| School: Total Expenditures Per Pupil              | \$ 8,813.00 |
| School: From Supplemental/Restricted Sources      | \$ 1,308.00 |
| School: From Basic/Unrestricted Sources           | \$ 7,506.00 |
| District: From Basic/Unrestricted Sources         | \$ 7,137.00 |
| Percentage of Variation between School & District | 5.17 %      |
| State: From Basic/Unrestricted Sources            | \$ 7,606.62 |
| Percentage of Variation between School & State    | -1.32 %     |

**TEACHER AND ADMINISTRATIVE SALARIES**

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 District’s 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 website.

| <b>2021-22 Average Salary Information</b> |                 |               |
|---|-----------------|---------------|
|   | <b>District</b> | <b>State</b>  |
| Beginning Teachers                        | \$ 51,254.00    | \$ 54,190.13  |
| Mid-Range Teachers                        | \$ 80,854.00    | \$ 85,111.12  |
| Highest Teachers                          | \$ 110,215.00   | \$ 104,998.96 |
| Elementary School Principals              | \$ 133,241.00   | \$ 132,492.38 |
| Middle School Principals                  | \$ 150,624.00   | \$ 140,986.75 |
| High School Principals                    | \$ 164,114.00   | \$ 153,884.46 |
| Superintendent                            | \$ 280,000.00   | \$ 255,502.97 |
| Teacher Salaries                          | 36.61 %         | 32.09 %       |
| Administrative Salaries                   | 5.99 %          | 5.25 %        |

**SCHOOL SITE TEACHER SALARIES**

The Average Teacher Salaries table illustrates the average teacher salary at the school and compares it to the average teacher salary at the District and throughout the State.

| <b>2021-22 Average Teacher Salary</b>             |              |
|---|--------------|
| School  | \$ 88,611.00 |
| District  | \$ 83,664.00 |
| Percentage of Variation between School & District | 5.91 %       |
| All Similar School Districts                      | \$ 87,362.00 |
| Percentage of Variation between School & State    | 1.43 %       |

**PROFESSIONAL DEVELOPMENT DAYS OFFERED**

The table displays the number of annual professional development days offered during the most recent three-year period.

| <b>Professional Development Days</b>    |                |                |                |
|---|----------------|----------------|----------------|
|   | <b>2021-22</b> | <b>2022-23</b> | <b>2023-24</b> |
| Number of Professional Development Days | 152            | 158            | 144            |

**PROFESSIONAL DEVELOPMENT**

In the Novato Unified School District, professional development continues to center on our core values: Engage, Inspire, and Empower. We offer diverse learning opportunities through district-wide collaboration days and targeted training for smaller teams, tailored to specific roles and responsibilities. This approach embodies our commitment to fostering continuous growth and promoting the best educational practices among our staff.

During the 2023-2024 school year, professional development opportunities include 32 full days and 112 partial days. Topics for continuous development and learning available to staff during the 2023-2024 school year include:

- Equity Training with Dr. Anthony Muhammad
- Teacher Leadership Proficiency Based Education
- Science of Reading
- NOAA Summer Institute
- Trauma Informed Instruction
- CPI training
- Technology Integration
- Data Cycles and Analysis
- Restorative Practices
- Alcohol, and Other Drugs Training
- Social-Emotional Wellness
- Suicide Prevention, and Response
- AVID Strategies
- Health Education Training
- Imagine Language and Literacy training
- d.CAN Training
- Homeless and Foster Youth Training
- Dora Dome (Expulsion) Training
- Restorative Practices Training Threat Assessment Training
- Childhood Apraxia training
- F3 Legal Symposium
- Defensible Evaluations and Reports
- Curriculum Training: SPED elementary/secondary
- Curriculum Training: TK teachers
- Curriculum Training: Units of Study - Elementary Teachers
- Curriculum Training; Heggerty
- Instructional Strategies for Gifted Learners
- High Leverage Instructional Strategies
- Orton Gillingham Training
- Dual Immersion Instruction
- Proficiency Based Education

**ADDITIONAL INTERNET AND PUBLIC LIBRARY ACCESS**

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.

## STUDENT ATTENDANCE

Attendance is critical to academic achievement, and regular daily attendance is a priority for the district. Attendance, tardiness, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Parents are advised of their responsibilities, including proper notification of when and why students are absent. Parents are informed of absences through phone calls and letters sent home. NUSD works closely with the Marin Office of Education, Marin Public Health and the California Department of Public Health to ensure the safety of all students and staff with regards to COVID-19.

## SUBSTITUTE TEACHERS

Novato Unified School District has an adequate pool of fully credentialed and qualified substitutes in order to maintain continuity of instruction at all school sites. There are occasions when the District has problems finding qualified substitute teachers. When a substitute teacher is not available for an absent teacher, the RSP Teacher, Principal, Assistant Principal or available teachers on their prep assume the role of substitute. Students are always safe and under the supervision of a credentialed school employee. In October of 2023, the Novato Unified School District increased its substitute daily rate to \$230 per day to be competitive with surrounding districts.

## 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 may be on a five-year evaluation cycle. Evaluations are conducted by the principal or assistant principal who has been trained for competency to perform teacher evaluations. Teachers are evaluated on the following five (5) overarching performance standards for effective teaching: Lesson and Curriculum Planning; Effective Elements of Teaching Through the Learning Environment; Effective Elements of Teaching Through the Instruction; Student Learning; and Increasing Professional Effectiveness. Novato Unified offers programs to assist teachers, such as New Teacher Induction (in partnership with the Marin County Office of Education) and Peer Assistance and Review (PAR). Induction is for newly credentialed teachers. Peer Assistance and Review is designed to utilize the district's exemplary teachers 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 (and is subject to available funding).

## BOND MEASURE FUNDING SOURCES

In the eighth year of Measure G, there are several projects currently under construction, in the planning phases and completed. Below is their current status:

### DISTRICT-WIDE PROJECTS

Site Security Enhancement - This project improves/updates site security at each campus.

- Phase 1 (Ocularis), 2 & 3 (Verkada) have been completed.
- o Ocularis – 86 Ocularis cameras replaced across 6 sites.
- o Verkada – cameras installed at grounds & M&O and upgrade of camera systems at Novato & San Marin High Schools.
- Phase 4 which is for the elementary and middle schools is in the design stage with Bid Package estimated to be completed in March 2024.

### Classroom Furniture Outfitting

- New furniture has been installed to support 21st century collaborative learning.
- Staff is working on a furniture inventory system for accountability and planning purposes. Anticipated completion December 2023.

### SITE-SPECIFIC PROJECTS

Clerestory Window Replacement, Teaching Garden and Parking Lot Replacement at Olive ES –

- 139 windows replaced in 4 buildings (including framing, trim and painting).
- Window shades installed in each classroom.
- 22,500 sq. ft. of pavement removed and replaced. Subgrade fabric and plug paving was part of the process to control deflection in the soft yielding subgrade. Parking striping layout was revised to current standards.
- DSA Certification of Compliance - PENDING

Kitchen, Gymnasium and Exterior Finish Modernization at Sinaloa MS

- New school kitchen space constructed in existing gymnasium.
- Renovate existing gym space.
- Upgrade existing fire alarm/clock bell system.
- Repair wood siding and add stucco coating to every building.
- DSA Certificate of Compliance – PENDING

Kitchen Modernization, Exterior Painting and Fire Alarm Upgrade Project at San Jose MS

- Kitchen A & G demolished and replaced (new floors, walls, ceilings, windows, hardware & equipment).
- Upgrade HVAC.
- School exterior repaired, where needed, and repainted bringing campus colors current and consistent.
- Numerous sections of walkways replaced with new due to existing damage and/or work associated with the kitchen upgrades.
- New parking spaces and curbs provided in upper and lower parking lot to bring existing conditions to code as well as providing a dedicated drop off/pick up zone.
- DSA Certificate of Compliance - PENDING

#### Air Conditioning Installation at Novato HS and Lu Sutton ES

- Remove existing gas-powered units from each classroom and replace with new energy-efficient heat pump and exterior condensing unit to provide both heating and cooling capacity in each classroom.
- Construction began in June 2023 and anticipated completion March 2024.

#### Air Conditioning Installation and Roof Replacement Project at Marin Oaks/Hill Education Center

- Remove existing gas-powered units from each classroom and replace with new energy-efficient heat pump and exterior condensing unit to provide both heating and cooling capacity in each classroom.
- Removal of built up roof, repair of any damaged roof sheathing and installation of new “cool” roof system.
- DSA Certificate of Compliance - PENDING

#### San Jose MS and Sinaloa MS Athletic Field and Track Replacement

- New synthetic turf, multi-sport fields and track.
- Construction began June 2023, anticipated completion December 2023

#### HVAC Replacements at San Marin HS, Pleasant Valley ES, San Ramon ES, & Hamilton School

- Replace existing furnace equipment with new equipment and upgraded connections.
- Construction to begin June 2024.
- LLB Contractor selection to Board – December 5, 2023

#### Hill EC and Rancho ES Paint & Siding

- Architect selection for design of upgrades and repairs to be presented at the December 5, 2023 Board meeting.

#### PARCEL TAX FUNDING SOURCES

Novato voters have supported schools since 1993 with parcel taxes (A+ for Kids). The most recent parcel tax was passed in March 2023 for 8 years for \$251 per parcel per year.

Novato schools are grateful to the Novato community for their continued support. The parcel tax provided over \$4,097,695 million per year to our schools in 2022-23.

Thanks to the Parcel Tax Funds, NUSD is able to:

- \*Maintain quality education in core subjects: math, science, reading and writing
- \*Support quality teaching
- \*Preserve music and arts programs
- \*Provide academic, college and career counseling as well as expand mental health counseling for all students
- \*Support library staff and operating hours

#### DISCIPLINE AND 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. A school wide emphasis on good behavior and character building is implemented in all classrooms and provides common language for students and staff to use when presented with inappropriate behavior. We are also a “Do Good, Be Kind” school, and use restorative practices to help students resolve conflict. 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. PTA funds an additional in-house communication platform, Konstella, which is widely used and has been an effective method of communicating with the school community.

#### 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. Tony Quan became principal of Pleasant Valley in 2021. 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. The School Site Council includes the principal, five parents, three certificated and one classified staff member. Pleasant Valley School offers an enriched, academically challenging program based on the Common Core state standards and district-adopted programs. Teachers differentiate the curriculum to meet the unique learning needs of their students including English Language Learners, Gifted and Talented, and special education. Two credentialed academic specialists work directly with K-5 grade students either individually or in small groups to provide designated English as a Second Language during Universal Access time. They also provide a rigorous intervention program to support students who are struggling to meet the rigors of the state standards. 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 access to technology through Chromebooks or iPads. The school has a technology site plan that includes comprehensive and progressive technology goals. All site devices are linked to a server, creating a local area network (LAN).

The Student Study Team (SST) 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. The Pleasant Valley School's Site Council guides comprehensive school-based programs. Working by consensus, the SSC facilitates the development of the school plan and allocates discretionary site funds.

#### LIBRARY SERVICES

The school's library, staffed by a part-time Library Media Clerk, 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, during, and after school. Ten Chromebooks designated for the library are connected to the Internet so students are able to access resources and information online.

#### TECHNOLOGICAL RESOURCES

The Pleasant Valley Teacher Leadership Team meets every month and helps to determine the school's technological needs (e.g., devices, programs, trainings, tech plan and goals, etc.) Measure G Bond projects includes "One to World" Chromebooks for grades 3-12. In the 2019-20 school year, Chromebooks were distributed to all students in grades 3-12, and in 2020-21 all TK-2nd grade received iPads. Technology at Pleasant Valley is supported by a district provided Technology Specialist who ensures that devices and software are functioning. Students use technology for a variety of purposes including assessments (e.g., ESGI, Galileo, CAASPP), intervention and instruction (e.g., Imagine Learning, LEXIA, IXL, Mystery Science, Stemscopes, keyboarding skills, etc.), as well as to conduct research and to produce assignments (e.g., in Google Docs, iMovie, etc.)

#### AT-RISK INTERVENTIONS

Two credentialed academic specialists, classroom teachers, and the Resource Specialist drive the Response to Intervention program at Pleasant Valley. Using assessment results, grade level teams collaborate regularly with the academic specialists to analyze student data, determine academic needs and establish student goals, and to evaluate the effectiveness of the intervention program. After interventions and academic support have been provided, students are reassessed to measure progress on goals and to determine next steps.

#### 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.

#### DEVELOPMENT OF ENGLISH LANGUAGE LEARNERS

All school teachers are fully credentialed to provide instruction to English Learners. In addition to holding a SDAIE, or CLAD certification, all teachers have participated in additional site and/or district training to support EL students. Our EL students are given the Summative English Language Proficiency Assessments for California (ELPAC) annually to determine language proficiency. The EL students attend an EL language development class each day in place of an elective. This class supplements their other academic classes. A variety of curricular resources are used to aid students in the acquisition of the English language. As these students achieve proficiency, based on multiple measures, they are considered for reclassification. An active ELAC committee meets regularly and provides parents of EL learners an opportunity to become involved in their students' education and increase their participation in school activities.