

Novato Unified School District

Lu Sutton Elementary School

2008-2009 School Accountability Report Card

**Suzanne
Thompson,
Principal**

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

Principal's Message

The staff at Lu Sutton Elementary School is committed to a school-wide culture of Universal Achievement. Our commitment is for every student to be academically proficient in the core academic areas. We believe that each of our students deserves the opportunity to pursue post-secondary education, and it is our responsibility to make that happen. We are committed to the development of exceptional systems to reach our goal: Teacher collaboration; Classroom lessons aligned to academic standards; Assessments that guide instruction and intervention; Data Analysis; and Data-Drive Interventions.

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the Lu Sutton Elementary at 415-897-3196.

School Profile

During the school year, Lu Sutton's classroom faculty consisted of twenty regular classroom teachers and one Special Day Classroom teacher. Certificated teacher specialists include three part-time music teachers and a physical education teacher three days a week. A full-time Library Media Center Assistant maintains the Library program. Two full-time custodians, six part-time yard supervisors and a part-time food service employee serve our students. An adult crossing guard supervises children to and from school. A part-time Technology Assistant maintains the computer lab and assists in teaching students. The principal, office manager, Special Day Class instructional assistant, six grade level Title I instructional assistants, an EL Instructional Assistant and a Project Coordinator round out the school's staff.

The special needs of learners are met through support services provided by a broad range of personnel and programs. The district funds a full-time Resource Specialist, Psychologist, Speech Therapist and Nurse. They are part of our Student Success Team (SST), through which students are referred and multiple services, resources and programs assigned and coordinated. PTA funds support a Life Skills Counselor who works with students with emotional and or social needs. Title 1 funds support six part time Title 1 Assistants who work under the direction of the classroom teachers in grades K-5.

Title 1 funds and State funds support Lu Sutton's Before and After School Intervention programs for grades three through five.

Mission Statement

At Lu Sutton, designated a California Distinguished School in 2007-08, we are committed to the educational success of all students in a safe, secure and supportive environment. We want our students to become life-long learners who are independent, responsible and productive citizens in our diverse society. Students learn and develop the personal characteristics necessary for a successful and rewarding life and career in a diverse and changing world. These personal values include respect, responsibility, teamwork, caring, honesty, friendship, acceptance, effort and confidence. With an enrollment of over 400 students, we celebrate the ethnic and social diversity of our school, which reflects that of the Novato Community. Every student is valued, nurtured and receives the full attention of our staff in a comprehensive fashion. A major factor in the achievement of our school can be directly attributed to strong parent involvement. Together we form a professional learning community committed to doing whatever it takes to ensure our students' success.

Student Enrollment by Ethnic Group

2008-09	
	Percentage
African American	5.3%
American Indian	0.0%
Asian	3.3%
Caucasian	48.8%
Filipino	1.1%
Hispanic or Latino	35.9%
Pacific Islander	0.4%
Multiple or No Response	5.1%

School Leadership

Lu Sutton's principal is Suzanne Thompson. She is in her fourth year as principal of the school. This is her tenth year as a district and/or school site administrator. Prior to that, she taught for over twenty years in grades K-12.

The staff implements the Board Adopted District curriculum, instructional strategies, materials and assessment tools as described in the related District Curriculum Matrices which are fully aligned with the State Standards. All students receive an enriched program based upon Board adopted and State standards.

In core subjects of reading language arts, math and science, students demonstrate their knowledge and skills daily, weekly and periodically using a variety of methods: unit tests from Board adopted materials, commercial diagnostic tests, teacher made tests related to District standards, journal and other writing, computer applications, visual and performing arts presentations, oral presentations, District and classroom performance tasks, standards checklists, report card marks/grade and standardized STAR and Content Standards Tests. Staff provides every student with the unique support and challenge which each needs to do his or her best to meet and exceed the District curriculum standards.

Students in grades two-five identified as at risk of retention receive an additional two hours per week of before or after school instruction in reading. Students in grades four and five who are at risk of retention in writing, reading or math receive an additional two hours each week of instruction before or after school in those areas. These same children receive assistance from Title 1 assistants during the regular school day at least four days a week. Title 1 participants in grades K-5 receive additional support from Title 1 assistants both inside and outside the classroom under the direction of the classroom teacher. Supplementary supplies, books and equipment are purchased for Title 1 students. Teachers are supported with Title 1 funds for professional development and planning.

Parents are kept informed via the weekly Cheetah Chatter newsletter, Friday Folders from classroom teachers, Parent Information Nights, PTA and ELAC monthly meetings, biannual parent-teacher conferences, phone contact, homework organizers, and Title 1 Individual Learning Plans (ILP). The Project Coordinator supports the Title 1 program.

PTA funds support a counselor through a local agency who directs the Life Skills Program to serve groups of students who may have emotional or social challenges that inhibit academic progress. The focus is on weekly academic and social goals for each student.

Over the past seven years, in accordance with the State and District guidelines, each ELL student receives 30 minutes of ELL instruction from his or her classroom teacher. Assistance from an instructional assistant was also provided to students who are in the early stages of English language acquisition. In collaboration with the teacher, the assistant helped support the students in all subject areas. Additional materials and supplies are provided to the English Language Development program and classrooms to help students acquire English language skills in an effective manner.

Lu Sutton teachers enrich, extend and expand assignments and expectations for the child who is more able in certain areas. Referred students are tested in grade three. If qualified, they may attend GATE classes at Lynwood School starting in grade four. If a parent chooses for their child to stay at Lu Sutton, the qualified student has the option of placement in a 4th/5th grade GATE cluster class. Additionally, several teachers have GATE training and collaborate with staff on strategies that would be useful in serving the needs of our accelerated learners.

Our identified Resource students are mainstreamed into regular classes for all subjects. The Resource Specialist and/or instructional assistant provides classroom support or "push in" support for students in their regular classroom and pull-out intervention in accordance with a schedule that has been developed with the regular classroom teacher.

Lu Sutton has a Student Success Team (SST) that takes referrals for students who are experiencing any academic, emotional, health or social issues. The team consists of the parents, principal, current and previous classroom teachers, the Resource Specialist, the school nurse and any one else who may have useful information about the child. Also, an Assessment Planning Team (APT) which consists of the principal, Resource Specialist, psychologist, Speech Therapist and Nurse, assess all referrals for any testing.

Purpose/Role of Leadership Teams

Lu Sutton has a leadership team which guides the comprehensive school-based programs. It has authority over the development of the school plan and allocates discretionary site funds to support the goals outlined in the plan. In addition, the leadership team monitors and evaluates program effectiveness relative to district and school goals for student learning. Because of the importance of their decision-making authority, leadership teams are accountable for the decisions they make. The Board annually reviews and approves all school plans.

The main focus of their collaborative decisions and discussions is the development of ways to support student learning. Team members solicit input from the groups they represent and provide information regarding available community services and parenting skills. In addition, they develop and model effective group processes that can be emulated by students and staff.

Discipline & Climate for Learning

We inform parents of our academic and behavioral expectations with the parent handbook that is sent home the first day of school. Back to School Night provides the opportunity to reinforce those expectations, discuss and review State Standards, our grade level curriculum plan and our report cards. Conferences provide time for teacher and parents to review assessment data and to monitor their child's progress towards proficiency. The Commitment to Excellence, signed by each of our students, their parent, the classroom teacher and the principal, clearly informs each of us of our responsibilities to guarantee appropriate behavior and high academic achievement for all students. Our school-wide character values program recognizes students who demonstrate that skill during that month. The skills highlighted are:

- September– Respect
- October – Responsibility
- November – Teamwork
- December – Caring
- January – Acceptance
- February – Friendship
- March – Effort
- April – Confidence
- May – Honesty

Our bully proofing curriculum promotes tolerance and acceptance.

There are three simple rules for all students and staff...Be safe, Be respectful and Be Responsible. Our school rules are visible and posted in each classroom. Rules Review with the principal occurs bimonthly. Each teacher has a management plan in place that is reviewed with parents at Back to School night and students on their first day. Our school referral system documents all progressive discipline steps taken prior to sending a student to the principal's office.

	Suspensions & Expulsions					
	School			District		
	06-07	07-08	08-09	06-07	07-08	08-09
Suspensions	29	9	16	1446	650	841
Suspension Rate	6.7%	2.1%	3.5%	17.9%	8.2%	10.6%
Expulsions	0	0	0	32	27	14
Expulsion Rate	0.0%	0.0%	0.0%	0.4%	0.3%	0.2%

Parent Involvement

Our school provides multiple opportunities for our parents to participate in their child's learning. Our parents chaperone field trips, and volunteer during reading, math, arts and special activities. Many PTA committees are in action providing enrichment programs and special events. The PTA recruits volunteers and sponsors special events, such as class field trips, school-wide assemblies, Youth in Arts, Ceramic Days, Walk-a-thon, Safe Routes to Schools, the annual Ice Cream Social and Halloween Carnival, Authors' Days, and our annual Book Fair to reinforce our commitment to literacy. The PTA publishes a weekly newsletter, the Cheetah Chatter to help keep our school community informed and involved. The Cheetah Chatter is also translated into Spanish every week.

Parents are active within the School Leadership Team, helping in the formation of our Single Plan for Student Achievement. Lu Sutton parents also sit on the school English Language Advisory Council (ELAC) which oversees the ELL program for students.

Safe School Plan

The safety of students and staff is a primary concern of Lu Sutton 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 is annually reviewed and updated at the beginning of the school year by the School Safety Committee. During the 2008-09 school year the safety plan was reviewed in October 2008. 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 once a year.

Students are supervised before and after school by classified staff and the principal. Classified staff, the principal and parent volunteers provide supervision during lunch and break periods.

There is a designated area for student drop off and pick up. Visitors sign in at the main office and wear a visitor's pass while on campus. Board Policy 1250: Visitors/Outsiders is available on the district website.

School Facilities

Lu Sutton Elementary was originally constructed in 1959 and is comprised of 22 classrooms, a multipurpose room/cafeteria, a library/media center, a staff lounge, and kindergarten, primary and upper grade playgrounds. All K-5 classrooms and the multi-purpose room were recently remodeled with Measure A funding.

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 ensure that the cleaning of the school is maintained to provide for a clean and safe school. 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 priority is given to emergency repairs. 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.

For the 2008/09 school year, the district contribution to deferred maintenance was \$144,114 which is .25% of the 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 Lu Sutton Elementary including:

- Paved pathways and parking areas
- Improved access for fire protection
- Upgraded exterior lighting
- Repaired and painted exteriors
- Structural repairs
- Classrooms modernized
- Restrooms renovated
- Upgraded heating system
- Site accessibility improvements per (ADA) requirements
- Playing field renovations phase 1 & 2

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	69	77	80
1st	75	64	79
2nd	60	74	68
3rd	80	61	75
4th	73	83	66
5th	73	63	83

Enrollment By Program

During the 2008-09 school year 451 students were enrolled at Lu Sutton Elementary, of which 31.5% were English Learners, and 42.4% were socioeconomically disadvantaged.

Class Size

Average class sizes vary by grade level and subject area taught. In addition to full-time regular classroom credentialed teachers, Lu Sutton students have the support of a Resource Specialist, a Special Day Class teacher, an EL Instructional Assistant, grade-level Title I aides, a library clerk and a Project Coordinator. Part-time teachers who enhance the instructional program include music teachers and a P.E. teacher. An itinerant school psychologist, media specialist and nurse provide additional support for Lu Sutton students.

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	17	19	20	4	4	4	-	-	-	-	-	-
1	19	19	20	4	3	4	-	-	-	-	-	-
2	20	20	20	3	4	3	-	-	-	-	-	-
3	20	20	20	5	3	2	-	-	1	-	-	-
4	28	27	29	-	-	-	3	4	3	-	-	-
5	30	29	30	-	-	-	2	2	2	-	-	-
K-3	-	20	20	-	1	1	-	-	-	-	-	-
4-8	25	-	29	-	-	-	1	-	1	-	-	-
Other	-	-	7	-	-	1	-	-	-	-	-	-



Class Size Reduction

In 1996, state legislature approved implementation of the Class Size Reduction (CSR) program that provides funding to hire additional teachers to assist schools in reducing K-3 class sizes. Lu Sutton Elementary began implementing CSR for grades kindergarten through three in 1996-1997. For the past twelve years, 100% of all kindergarten through third grade classrooms participated in CSR.

CSR Participation			
	2006-07	2007-08	2008-09
K	100%	100%	100%
1	100%	100%	100%
2	100%	100%	100%
3	100%	100%	67%

Instructional Materials

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

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

District-Adopted Textbooks				
Grade Levels	Subject	Publisher	Adoption Year	Sufficient
K-5	ELD	Longman	2000	Yes
4th-5th	ELD	Sopris West	2006	Yes
K-5	History/Social Science	Scott Foresman	2006	Yes
K-5	Mathematics	Houghton Mifflin	2009	Yes
K-5	Reading Language Arts	Open Court	2003	Yes
K-5	Reading/ Language Arts	Sopris West	2006	Yes
4th-5th	Reading/ Language Arts	SRA/McGraw-Hill	2000	Yes
K-5	Science	Delta Education: Foss	2008	Yes

For a complete list, visit http://www.axiomadvisors.net/livesarc/files/21654176024517Textbooks_1.pdf or http://www.axiomadvisors.net/livesarc/files/21654176024517Textbooks_1.pdf

Additional Internet Access/Public Libraries

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

Library Information

The school's library, staffed by a full-time Library Clerk, provides an extensive variety of reference and special interest materials, in addition to hundreds of educational and recreational books.

Students have access to Study Island for reinforcement of math and English-Language Arts, the Accelerated Reader program for reading fluency and comprehension and Rosetta Stone, to learn both English and Spanish. 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

At Lu Sutton, technology is viewed as a support to assist learning in our community by providing targeted learning experiences for our students, lesson development and administrative convenience for our staff and communication and education for our parent population.

Lu Sutton's computer lab will be outfitted with 33 new eMacs in the fall of 2009. Many classes have two iMacs. The server was upgraded with new software to serve both lab and classroom computers. Lu Sutton has developed a technology team composed of: the principal, the Technology Assistant, the library clerk and representatives from each grade level. The Technology Committee continues to research, set goals for, and monitor the state technology components.

Computer Resources			
	06-07	07-08	08-09
Computers	81	82	79
Students per computer	5.3	5.1	5.7
Classrooms connected to Internet	21	25	23

Counseling & Support Staff

It is the goal of Lu Sutton 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 Lu Sutton Elementary.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
AB 1802 Counselor	1	.3
Librarian/library media teacher	1	.4
Library Clerk	1	1
Nurse	1	As Needed
Resource Specialist	1	1
Speech/Language/Hearing Specialist	1	.8

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%

Teacher Assignment

Novato Unified recruits and employs the most qualified credentialed teachers. For the 2008-2009 school year, Lu Sutton Elementary had 23 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	24	23	23	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

Substitute Teachers

The Novato Unified district has an adequate pool of fully credentialed and qualified substitutes in order to maintain continuity of instruction at Lu Sutton Elementary. Generally, the district does not experience any problems finding qualified substitute teachers. When a substitute teacher is not available for an absent teacher, a Teacher or the Principal assumes the role of substitute.

Teacher Evaluation

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Temporary and probationary teachers are evaluated annually and tenured teachers are evaluated every other year. Qualifying tenured teachers are on five year evaluation cycles.

Evaluations are conducted by the principal who has been trained and certified for competency to perform teacher evaluations. Teacher are evaluated on the following criteria: Engaging and Supporting All Students in Learning, Understanding and Organizing Subject Matter for Student Learning, Assessing Student Learning, Creating and Maintaining Effective Environments for Student Learning, Planning Instruction and Designing Learning Experiences for All Students and Developing as a Professional Educator.

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

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

Individualized Instruction

Lu Sutton 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.

Special Day Classes are available to students who require special education more than 50% of the school day.

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.

Extensive training occurred in the areas of Professional Learning Communities, Differentiated Instruction, Learning Centers, SMART goals, formative assessments, strategies for second language learners, Bully-Proofing for all certificated and classified staff, Read Naturally, and technology guidelines.

The areas of focus were selected to adequately address closing the achievement gap for all learners. Extensive disaggregated data analysis was completed to determine student need. Staff development was designed to address specific learning needs and adapt instruction accordingly. The staff spent significant amounts of time working on the implementation of standards-based report cards through Wednesday grade level team meetings and designated Professional Development Days.

At Risk Interventions

Grade-level teams meet weekly to monitor student progress and adjust instruction accordingly. Benchmark assessments administered each trimester adds to the information the teacher utilizes to make instructional decisions. This information guides the teachers' decisions regarding flexible reading or math clubs, partner or team configurations, differentiated learning centers, 1:1 or small group instruction with a Title I or EL instructional aide and technology (listening centers, Study Island, Accelerated Reader, Rosetta Stone). We identify and refer at risk students for placement in before/after school interventions classes, Homework Club or Multiplication Workshop.

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
- Promote sensitivity and responsibility to others
- Encourage a healthy self-concept
- Develop critical thinking skills
- Foster a commitment to constructive ethical standards
- 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

The English Language Learner Catch Up Plan provides focus to support students who are not meeting district content standards, because of difficulty in English fluency:

- Write and implement a SMART goal to address the achievement gap between subgroups
- Identify and provide focused instruction to target students scoring Below Basic and Far Below Basic on grade level standards in English language arts and mathematics
- Provide staff development in differentiating curriculum and instruction
- Provide daily instruction and support in beginning English to Newcomer ELL
- Implement the use of Rosetta Stone and other software specific to the needs of EL students
- Continue to implement reading and language assistance software, such as Accelerated Reader
- Provide leadership and educational support to maximize re-designation for EL students
- Monitor progress of reclassified students
- Implement the revised ELD Progress Profile to support mastery of ELD standards
- Provide before and after school intervention programs for students at risk of retention and those students scoring Below Basic or Far Below Basic
- Provide Homework Club for students in need of additional support
- Utilize the Map of Standards for English Learners as a resource and the Progress Profiles as a teaching tool in order to monitor and record student progress
- Continue (5 wk) Kinder Academy Program for pre Kindergarten EL students

Physical Fitness

In the spring of each year, Lu Sutton Elementary is required by the state to administer a physical fitness test to all students in grade five. The physical fitness test is a standardized evaluation that tracks the development of high-quality fitness programs and assists students in establishing physical activity as part of their daily lives. Results of student performance are compared to other students statewide who took the test.

Percentage of Students in Healthy Fitness Zone			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	20.7%	24.4%	34.1%

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%

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	57	57	63	61	61	64	43	46	50
Mathematics	61	58	58	57	60	60	40	43	46
Science	39	48	49	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	50	35	*	*
American Indian	*	*	*	*
Asian	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	44	43	19	*
Pacific Islander	*	*	*	*
Caucasian	74	67	67	*
Males	56	54	42	*
Females	69	62	56	*
Socioeconomically Disadvantaged	47	43	20	*
English Learners	32	35	*	*
Students with Disabilities	20	16	*	*
Migrant Education	*	*	*	*

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

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

National Assessment of Educational Progress

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

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

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

The second table displays the participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) by students with disabilities and/or English language learners for grades four and eight. **NOTE:** Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school.

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

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	7	8	7	
Similar Schools Rank	2	5	4	
All Students				
Actual Growth	31	-13	18	819
Socioeconomically Disadvantaged				
Actual Growth	54	-28	43	734
Hispanic or Latino				
Actual Growth	27	-9	36	736
Caucasian				
Actual Growth	30	-14	10	867
English Learners				
Actual Growth	5	-6	27	729

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	\$62,577
District	\$57,694
Percentage of Variation	8.46%
School & State	
All Unified School Districts	\$64,246
Percentage of Variation	2.60%

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	\$5,969
From Restricted Sources	\$1,515
From Unrestricted Sources	\$4,454
District	
From Unrestricted Sources	\$5,186
Percentage of Variation between School & District	14.11%
State	
From Unrestricted Sources	\$5,512
Percentage of Variation between School & State	19.19%



District Revenue Sources

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

Categorical Programs: Federal

• **Title I:**

Funding supports targeted assistance schools to meet the educational needs of low-achieving students enrolled in highest poverty schools.

• **Title II:**

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

• **Title III:**

The purpose of this program is to assist English learners acquire English and achieve grade-level standards. Funds are allocated according based on the R-30 Language Census.

• **Title IV:**

Funds are used to carry out a comprehensive drug and violence prevention program which will decrease drug abuse and violence among students.

• **Title V:**

Provides broad support for activities that encourage educational innovation and enhancement of learning through technology, library services, and instructional and media materials and to meet the needs of all students at-risk.

• **Special Education Program:**

Ensures that all students with exceptional needs are appropriately identified, assessed, and provided free appropriate public education programs and services designed to meet their unique needs.

Categorical Programs: State

• **Economic Impact Aid - English Learner Program (EIA-LEP):**

Provides supplemental funding to support additional programs and services for English learners.

• **Economic Impact Aid - School Compensatory Education (EIA-SCE):** Helps meet the needs of educationally disadvantaged youth who have yet to meet grade level proficiency in California Content Standards.

• **Tobacco Use Prevention Education (TUPE):**

Funds health education efforts aimed to prevent and reduce the use of tobacco.

• **Gifted and Talented Education Program (GATE):**

Identifies gifted and talented students and provides high-quality differentiated opportunities that meet the students' particular abilities and talents at all sites.

• **School and Library Improvement Block Grant:**

Helps to meet the educational needs of all students as well as to support and sustain high quality professional development. Also provides school library materials.

• **Art and Music Block Grant:**

Funding for staff and standards-aligned materials to support the implementation of sequential standards-aligned visual and performing arts instruction in kindergarten and grades one to 12.

• **Arts, Music and P.E. Equipment and Supplies Block Grant:**

Funding for instructional resources used in the delivery of sequential standards-based instruction in physical education and visual and performing arts.

• **One-Time Discretionary Block Grant:** Funding to provide one-time resources to support a variety of uses that sites and districts may select

One-Time Supplemental Instructional Materials for English Speakers: Funds appropriated to purchase supplemental instructional materials for English learners in kindergarten through twelfth grade.

Grants:

• **Enhancing Education Thru Technology (EETT) Formula Grant:** provides additional computers and teacher training

• **English Language Acquisition Program (ELAP):**

Funds are provided as supplemental support for English language acquisition for English learners in grades 4 to 8.

• **Community Based English Tutoring (CBET):**

Funds provide adult English language instruction for parents and other members of the community.

Other Funding:

• **Parcel Tax Funding:** Helps to support quality library media centers, performing arts program, technology in secondary schools, counseling 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 art classrooms, libraries, and computer labs are serving our students
- high school athletic fields are versatile and provide a venue for safe play

The Measure A facility bond approved by Novato voters in 2001 provided \$107 million for the improvement of all school campuses in the Novato Unified School District. State matching funds and interest earnings will provide another \$28 million, resulting in a \$137 million facility program for our schools. To date, about \$107 million of these dollars have been spent.

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

- new flooring
- ceilings and lighting
- paint and tackable wall surfaces
- cabinets
- learning wall, a casework system that includes rolling whiteboards
- replacement of heating, ventilation and air conditioning systems
- additional electrical plugs and replaced fire alarm systems
- installation of computer connections for students and staff

A+ for Kids Parcel Tax

A+ for Kids Parcel Tax Funding:

Novato voters have supported schools since 1993 with parcel taxes (A+ for Kids). The most recent parcel tax was passed in June 2009 for 6 years for \$251 per parcel per year.

Novato schools are grateful to the Novato community for their continued support. The parcel tax provided over \$2,700,000 per year to our schools in 2008-09.

Thanks to the Parcel Tax Funds:

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

Data Sources

Data within the SARC was provided by Novato Unified School District, retrieved from the 2007-08 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>).

Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

