



LYNWOOD ELEMENTARY SCHOOL

1320 Lynwood Dr., Novato, CA 94947 • (415) 897-4161

Ivy Morritt, Principal

School Accountability Report Card

Principal's Message

This is my fifth year at Lynwood and the "luxury" of experience and stability (along with a stable and experienced staff) enables a continuous reevaluation and fine tuning of our instructional program. We've seen tremendous gains and growth in the achievement of all our students and our targeted subgroups. We have much to be proud of at Lynwood – a diverse and caring community, an on-going commitment to making the phrase "all children can learn" a reality, and this year's special focus on integrating the visual and performing arts into the curriculum.

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the Lynwood Elementary at 415-897-4161.

School Profile

Lynwood Elementary School is a Kindergarten – 5th grade school in Novato serving approximately 380 students. We have a very ethnically and economically diverse community. We offer a variety of educational programs to meet the needs of all students. In addition to a strong core program, we offer English Language Development, the self-contained district Gifted and Talented Education, Title I, programs accessed through our School Linked Services, PTA sponsored after school enrichment activities, and many other programs offered by all Novato schools.

We continually strive to address and appreciate the uniqueness of our school while fostering an environment that supports learning. In order to more effectively meet the needs of our students we continue to focus on literacy and the core curriculum, grade level planning, identifying and supporting students with specific needs, providing intervention classes and homework assistance and using strategies to meet the needs of second language learners.

Collaboration and cooperation are the hallmarks of this learning community of our 24 certificated and 21 classified staff.

Our core program is supported by our Library Media Specialist, Computer Lab Assistant, Music and Physical Education Specialists and other key personnel. Staff is encouraged and supported as lifelong learners and attend professional workshops and conferences as well as working collaboratively. Information is brought back to the other teachers and new strategies are implemented.

Lynwood seeks partnerships with the community and is a host to student teachers from Dominican and Sonoma State Universities. Grant resources are sought and participation in community and school spirit events is encouraged. We began our Lynwood Family Literacy Program (to replace Even Start) which targets children ages 0 –5 and their families. ESL and parent education is offered as part of this program.

We have begun a visual and performing arts focus, integrating the arts into the curriculum and have implemented grade level theme-based musical productions.

Parent Involvement

Lynwood parents are devoted to building a strong, inclusive community. There is a focus on programs and activities that bring the school community together. Parents are encouraged to become involved and support our school in any way they can. Our PTA is very active and has funded school trips, supplies, garden, earthquake supplies, playground equipment, and countless other things for many years. They coordinate many activities and actively support all events at the school. Parents volunteer over 10,000 hours yearly in classrooms, at events, on committees, SEED, art docents, etc. Our School Leadership Team works collaboratively to implement the School Plan and support our school in many ways. ELAC is an active committee that works jointly on events such as the Kermes Festival and other fundraisers, as well as being involved in issues concerning English Learners. Our committees have Joint Meeting two to three times each year to collaborate and plan ways to support our school.

Enrollment By Grade

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

Enrollment By Program

During the 2006/07 school year 385 students were enrolled at Lynwood Elementary, of which 11.9% were students with disabilities, 33.8% were English Learners, and 58.2% were socioeconomically disadvantaged.

Class Size

Kindergarten – 3rd grade classes maintain a 20:1 ratio and 4th and 5th grades remains at or below 30. In addition to credentialed classroom teachers with EL authorization, students receive assistance in the classroom from instructional assistants. In addition, a reading intervention teacher provides support to students meeting those needs. In third grade a math intervention teacher provides a push-in program. A full-time resource specialist teacher and speech and language specialist

Student Enrollment by Ethnic Group

2006-07	
	Percentage
African American	5.5%
American Indian	0.0%
Asian	6.5%
Caucasian	35.8%
Filipino	0.8%
Hispanic	47.5%
Pacific Islander	0.0%
Multiple or No Response	3.9%

Enrollment Trend by Grade Level

	2004-05	2005-06	2006-07
K	51	48	59
1st	60	50	38
2nd	60	61	59
3rd	60	59	73
4th	79	79	76
5th	84	81	80

addresses the needs of our special education students. Our School Linked Services coordinator provides 1:1 tutorial with several students in that program.

Class Size Distribution												
	Average Class Size			Classrooms Containing:								
				1-20 Students			21-32 Students			33+ Students		
	05	06	07	05	06	07	05	06	07	05	06	07
K	17	20	20	2	2	3	-	-	-	-	-	-
1st	20	19	19	2	1	2	-	-	-	-	-	-
2nd	20	20	20	4	3	4	-	1	-	-	-	-
3rd	20	20	18	3	3	4	-	-	-	-	-	-
4th	26	26	25	-	-	-	3	3	3	-	-	-
5th	28	26	27	-	-	-	3	2	4	-	-	-
K-3	19	20	-	2	2	-	-	-	-	-	-	-

Class Size Reduction

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

CSR Participation			
	2004-05	2005-06	2006-07
K	100%	100%	100%
1st	100%	100%	100%
2nd	100%	75%	100%
3rd	100%	100%	100%
K-3	100%	100%	-

Safe School Plan

Safety of students and staff is a primary concern of Lynwood Elementary. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan was last reviewed and updated on October 22, 2007 by the School Safety Committee and School Leadership Team. 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 – fire/twice yearly – disaster) basis throughout the school year. Lockdown drills are held (at least twice a year). Students are supervised before, after school, and recess breaks, by (classified staff and the principal), and (classified staff and the principal) supervise students during lunch. There is a designated area for student drop off and pick up. Visitors must sign in at the office and wear a visitor badge when on campus.

Lynwood's School Safety Plan includes a detailed emergency plan indicating line-up, accounting, search and rescue, and dismissal procedures. Supplies have been purchased by PTA and are inventoried and augmented annually. Each classroom has an emergency backpack and kit. A large cargo container has sufficient supplies for a major emergency. Staff have assigned duties and have a clear understanding of procedures. Fire drills, lock down drills, and emergency drills are conducted regularly where safety procedures are practiced.

Discipline & Climate for Learning

Students at Lynwood Elementary are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and

acceptance of others. The goal of Lynwood Elementary discipline program is to support the instructional program with an environment safe for all students and conducive to learning. Parents and students are informed of school rules and discipline policies through our weekly newsletter, Tiger Tales, and Parent Handbook which is sent home at the beginning of the school year. The Suspensions and Expulsions table illustrates total cases for the last three years, as well as a percentage of enrollment. Suspensions are expressed in terms of total infractions, not number of students suspended, as some students may have been suspended on multiple occasions. Expulsions occur only when required by law or when all other alternatives are exhausted. Students are encouraged to participate in the school's additional academic and extracurricular activities, which are an integral part of the educational program. These schoolwide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. School recognizes and celebrates the achievements and successes of students and staff on a regular basis. Students are recognized for their achievements at monthly Citizenship and Recognition assemblies.

Lynwood is a community school with high and positive expectations for students. Teachers develop a behavior plan that is consistent and fair and encourages students to take responsibility for their actions. Children are held accountable. Activities are planned to build school spirit and our community is involved and responsive. Such activities include Kermes "Boofest" Fall festival, Dr. Seuss Read Across America, Jump Rope for the Heart, and school-wide multicultural dance festival. Bully-proofing and character education curriculum (with trait of the month) using "Pillars of Character" materials is implemented school wide.

	Suspensions & Expulsions					
	School			District		
	04-05	05-06	06-07	04-05	05-06	06-07
Suspensions	2	2	2	935	959	1446
Suspension Rate	0.51%	0.53%	0.52%	11.96%	12.06%	17.87%
Expulsions	0	0	0	25	33	32
Expulsion Rate	0.00%	0.00%	0.00%	0.32%	0.41%	0.40%

School Facilities

Lynwood Elementary was originally constructed in 1957 and is comprised of 18 classrooms, a multipurpose room, a library, staff lounge, computer lab, and three playgrounds. Recent remodeling included total modernization of our classrooms, repainting of the entire school and upgrading of electricity. The principal works daily with the custodial staff of two (one day and one night) 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 are given to emergency repairs. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

Deferred Maintenance Budget -The district participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems. For the 2006/07 school year the district allocated \$295,496 for deferred maintenance program. This represents 0.50% of the district's general fund budget.

Our staff maintains the district goal of providing facilities and a learning environment that is healthy. Modernization through the bond projects has upgraded the physical atmosphere of our school. All classroom renovations including painting, flooring, cabinetry, and computer connections have been completed. Custodial staff works with District personnel and school staff to maintain facilities.

Between 2002 and 2007, the Measure A Bond and state funding through modernization and the deferred maintenance program have provided the funds to upgrade and modernize facilities at Lu Sutton Elementary including:

- Replaced roofing/skylights
- Improved access for fire protection
- Paved pathways and parking areas
- Upgraded fire alarm & signal system
- Paved Kindergarten area
- Restrooms renovated
- Improved exterior lighting
- Upgraded electrical system
- Classrooms modernized
- Site accessibility addressed per (ADA) requirements

Future projects include: playing field renovations

Teacher Assignment

Novato Unified recruits and employs the most qualified credentialed teachers. For the 2006/07 school year, Lynwood Elementary had 20 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines as well as No Child Left Behind requirements.

	Teacher Credential Status			
	School			District
	04-05	05-06	06-07	06-07
Fully Credentialed	20	20	22	416
Without Full Credentials	0	0	0	11
Working Outside Subject	0	0	0	0

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year. For the 2006/07 school year, the most current data are reported.

	Misassignments/Vacancies		
	05-06	06-07	07-08
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	0	0

Highly Qualified Teachers

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

NCLB Compliant Teachers

	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	80.00%	20.00%
District	17.00%	83.00%
High-Poverty Schools in District	0.00%	0.00%
Low-Poverty Schools in District	10.00%	90.00%

Substitute Teachers

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

Teacher Evaluation

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Temporary and probationary teachers are evaluated annually and tenured teachers are evaluated every other year. Evaluations are conducted by the principal who has been trained and certified for competency to perform teacher evaluations. Teacher are evaluated on the following criteria: Engaging and Supporting All Students in Learning, Understanding and Organizing Subject Matter for Student Learning, Assessing Student Learning, Creating and Maintaining Effective Environments for Student Learning, Planning Instruction and Designing Learning Experiences for All Students and Developing as a Professional Educator.

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

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

Individualized Instruction

Lynwood Elementary provides special education services to students who are assessed and found to be eligible for special education. Programs and services designed to meet the student's needs are identified in the Individualized Education Plan (IEP). The Resource Specialist Program serves students with exceptional needs who are able to function in the regular classroom for the majority of the day. They receive individual, small group, or classroom instruction designed to meet their identified needs.

Designated Instructional Services are provided to students who are eligible for Occupational Therapy, Speech Therapy, or other services.

At Risk Interventions

Lynwood provides before, during, and after-school tutoring in English/ Language Arts and Mathematics for those students performing below grade-level standards or who are at risk of retention. Other intervention programs offered at Lynwood Elementary include Homework Club and small group reading assistance during the day with reading intervention teacher and math assistance with math intervention teacher. Additionally, all students read aloud 1:1 to Lynwood staff and/or volunteers daily.

English Language Learners

Lynwood offers our English Language Learner (ELL) students the assistance through the following programs: Additional support and assistance of a Spanish speaking Instructional Asst. providing newcomer support (pull-out) and language arts and math support (push-in). All teachers are SDAIE trained and use many strategies to meet student's needs.

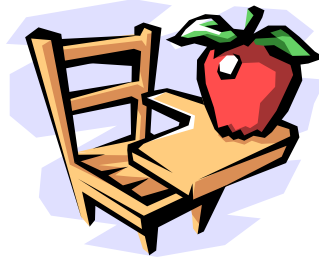
GATE

Lynwood Elementary is home to the district's 4th and 5th grade self-contained Gifted and Talented Education (GATE) program and open to fourth and fifth grade students districtwide who qualify for gifted and talented education.

The Novato Unified School District Gifted and Talented Program is designed to meet the needs and learning styles unique to gifted children. The differentiated curriculum provides experiences and activities that vary in acceleration, depth, complexity, and degree of novelty. It is a program designed to foster enthusiasm for learning, insight into ideas and problems, responsible citizenship, leadership, critical and creative thinking, and career awareness.

The goals of the program are to:

- To provide differentiated opportunities for learning
- To develop critical thinking skills
- To promote sensitivity and responsibility to others
- To foster a commitment to constructive ethical standards
- To encourage a healthy self-concept
- To inspire life-long learning



Counseling & Support Staff

It is the goal of Lynwood 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 Lynwood Elementary.

Counseling & Support Services Staff

	Number of Staff	Full Time Equivalent
Librarian/library media teacher	1	.2
Nurse	1	.2
Psychologist	1	.2
Resource Specialist Program (RSP) Teacher	1	1.0
Speech/Language/Hearing Specialist	1	.8

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.

Instructional Materials

Novato Unified held a Public Hearing on October 18, 2006, and determined that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the State Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks

Grade Levels	Subject	Publisher	Adoption Year	Sufficient
K-5	ELD	Hampton Brown	2000	Yes
K-5	History/Social Science	Harcourt Brace	2000	Yes
K-5	History/Social Science	Scott Foresman	2006	Yes
K-5	Mathematics	Harcourt Brace	2001	Yes
K-5	Reading/ Language Arts	Open Court	2003	Yes
K-5	Reading/ Language Arts	Sopris West	2006	Yes
K-5	Science	Harcourt	2001	Yes



District Expenditures

Novato Unified spent an average of \$7,732 to educate each student, based on 2005-06 FY audited financial statements. The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$6,198
From Restricted Sources	\$1,972
From Unrestricted Sources	\$4,226
District	
From Unrestricted Sources	\$5,682
Percentage of Variation between School & District	25.62%
State	
From Unrestricted Sources	\$4,943
Percentage of Variation between School & State	14.51%

District Revenue Sources

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

Categorical Programs: Federal

- **Title I:**

Supports our targeted assistance schools in improving teaching and learning to help low achieving students meet the same challenging state standards that apply to all students.

- **Title II:**

Concentrates on upgrading the expertise of principals, teachers, and paraprofessionals through professional development based on a needs assessment to enable them to increase student academic achievement by improving teacher quality.

- **Title III:**

Provides supplemental programs and services for LEP students to enable them to meet grade level requirement; provides instruction and instructional support services to promote English language development and academic progress in the core curriculum

- **Title IV:**

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

- **Title V:**

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

- **Special Education Program:**

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

Categorical Programs: State

- **English Language Learner Program (EIA):**

Develops fluency in English in each student as effectively and efficiently as possible and provides equal opportunity for academic achievement.

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

Educates our students regarding the deleterious effects of tobacco products and gives them skills to resist the pressures to begin or provide counseling to help them stop.

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

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

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

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

- **Art and Music Block Grant:**

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

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

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

- **One-Time Discretionary Block Grant:**

Funding to provide one-time resources to support a variety of uses that sites and districts may select

Grants:

- **Enhancing Education Thru Technology (EETT) Formula Grant:**

Provides additional computers and teacher training

- **School Linked Services (SLS):**

Improves school success for targeted students and their families through counseling, outreach and tutoring services.

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

Funds are dedicated to improving the English proficiency of California students and preparing them to meet the state content standards. Funds are allocated to schools for grades four through eight, with priority given to those schools with the highest proportion of English learners.

• **School Readiness:**

Support services for children ages 0-5 and their families to prepare them to enter school by: providing learning experiences for children who have not had previous formal pre-school opportunities prior to the beginning of kindergarten; providing parent training opportunities to assist parents in working with their children as well as exposure to services available for families

• **Early Intervention for Student Success (EISS)**

2 year grant: to improve methodologies and teaching practices to address individual needs and increase student achievement.

• **Lynwood Family Literacy Program:**

Provides children (0-5 years of age and their families with the tools and support needed to prevent the achievement gap. Services include Family Mentors for 30 families, ESL classes, and toddler (preschool) programs.

Parcel Tax Funding:

• **A+:** Helps to support quality library media centers, supplemental reading services, technology in all K-12 schools, and class size reduction.

Teacher & Administrative Salaries as a Percentage of Total Budget

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the districts budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site.

**Average Salary Information
Teachers - Principal - Superintendent
2005-06**

	District	State
Beginning Teachers	\$36,685	\$38,479
Mid-Range Teachers	\$54,597	\$60,306
Highest Teachers	\$68,706	\$74,193
Elementary School Principals	\$98,933	\$92,985
Middle School Principals	\$105,632	\$98,305
High School Principals	\$116,776	\$107,384
Superintendent	\$155,525	\$155,314

School Site Teacher Salaries

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state based on FY 2005-06 financial statements.

Average Teacher Salaries	
School & District	
School	\$55,575
District	\$53,951
Percentage of Variation	3.01%
School & State	
All Unified School Districts	\$58,776
Percentage of Variation	5.45%

Salaries as a Percentage of Total Budget

Teacher Salaries	39.2%	40.8%
Administrative Salaries	6.9%	5.7%

* Data unavailable from the State of California at the time of publication.

Additional Internet Access/Public Libraries

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

Data Sources

Data within the SARC was provided by Novato Unified School District, retrieved from the 2006-07 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

A+ for Kids Parcel Tax

A+ for Kids Parcel Tax Funding:

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

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

Thanks to the Parcel Tax Funds:

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

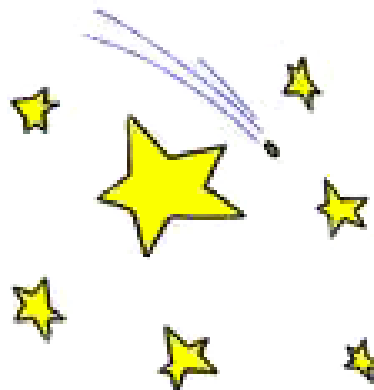


California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, Science, for the most recent three-year period, is shown. For results on course specific tests, please see <http://star.cde.ca.gov>.

California Standards Test (CST)																											
Combined % of Students Scoring at Proficient and Advanced Levels																											
	Language Arts												Math			Science											
	2			3			4			5			2			3			4			5			5		
	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07
All Students																											
School	37	30	46	27	33	25	68	55	57	69	61	58	55	50	49	38	59	55	73	61	66	71	60	59	55	56	51
District	58	61	64	51	56	54	70	66	67	67	66	63	71	69	67	68	70	70	75	71	71	62	66	61	50	56	57
State	42	47	48	31	36	37	47	49	51	43	43	44	56	59	59	54	58	58	50	54	56	44	48	49	28	32	37
Males																											
School	42	27	50	28	38	28	68	51	71	67	58	61	69	50	53	50	75	50	73	61	76	71	60	56	67	56	54
District	57	55	58	43	53	50	69	60	69	64	63	59	72	70	67	65	72	70	75	69	74	61	66	57	53	58	57
State	39	43	44	29	33	33	44	46	48	39	40	41	58	59	59	56	58	58	50	54	56	43	48	48	32	34	38
Females																											
School	33	34	41	26	29	23	67	59	45	70	65	55	42	52	44	22	47	61	72	61	57	70	59	60	49	57	48
District	58	67	70	60	57	59	72	72	65	70	69	67	71	68	66	70	69	69	74	74	69	63	67	65	46	53	57
State	45	50	53	35	39	41	52	54	55	46	47	48	55	57	58	54	56	57	51	55	58	45	48	49	26	30	35
Socioeconomically Disadvantaged																											
School	30	16	33	15	24	7	50	28	36	46	39	34	36	44	33	28	44	43	50	46	45	46	32	32	34	32	24
District	31	26	35	15	28	20	43	31	38	36	39	29	44	45	44	34	46	45	45	43	45	37	37	25	25	25	22
State	28	33	35	17	22	23	32	35	36	28	28	29	45	48	48	44	46	47	38	42	45	32	35	36	14	18	22
Hispanic																											
School	27	19	39	13	16	11	35	30	35	43	37	36	46	42	39	25	52	46	39	46	46	43	30	31	29	26	22
District	30	33	37	17	28	25	38	37	37	36	36	32	49	49	45	44	49	47	47	48	46	35	38	30	21	25	23
State	28	33	35	17	22	23	32	35	37	27	29	30	44	47	48	43	46	48	38	43	46	33	36	37	14	18	23
Caucasian																											
School	46	42	50	50	43	42	83	77	63	75	80	76	62	62	61	50	57	63	90	74	71	77	80	79	58	75	76
District	67	73	75	65	65	68	83	79	80	77	78	76	80	78	76	78	78	79	86	81	83	70	77	73	58	68	73
State	61	65	66	51	55	56	68	69	71	63	63	64	73	74	74	70	73	72	65	68	70	58	64	63	49	52	58
English Learners																											
School	17	9	27	0	5	0	14	17	13	* 24	8	39	38	32	20	45	33	29	43	40	* 0	17	* 12	8			
District	23	27	32	10	19	14	26	28	20	14	18	10	44	45	40	40	44	39	43	41	38	18	22	17	10	9	6
State	23	27	30	12	15	15	19	24	24	13	13	14	43	45	46	40	41	42	32	36	39	22	24	25	6	7	11

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



CAT-6

The California Achievement Test (CAT/6) is a standardized norm-referenced test (NRT), which indicates how the student or group of students compares with that of a norm group and other students from around the country. In August of 2004 the governor signed legislation reauthorizing the STAR Program. Prior to the reauthorization the California Achievement Tests, Sixth Edition Survey (CAT/6 Survey) were administered to all students in grades two through eleven. The reauthorization program requires administering the CAT/6 Survey only to students in grades three and seven. Students in grades three and seven were tested in reading, language, spelling, and mathematics. The purpose of administering the CAT/6 Survey is to determine how well California students are achieving academically compared to a national sample of students tested in the same grade at the same time of the school year. The CAT/6 chart reflects the percentages of students scoring at or above the 50th percentile, or those students performing at average/above average level, in Reading and Math.

CAT/6 Norm Referenced Test						
% At or Above 50th Percentile						
	Reading			Math		
	05	06	07	05	06	07
All Students						
School	25	41	24	34	64	49
District	57	57	56	69	70	69
State	36	37	38	55	55	56
Males						
School	22	46	21	44	83	49
Females						
School	30	38	29	22	50	48
Socioeconomically Disadvantaged						
School	13	32	12	28	62	37
Hispanic						
School	13	24	18	25	56	38
Caucasian						
School	50	54	33	45	68	58
English Learners						
School	5	15	8	15	55	27

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



Physical Fitness

In the spring of each year, Lynwood 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	
2006-07 Test Results	
5th Grade	
School	
School Overall	27.2%
School (Boys)	22.0%
School (Girls)	32.5%
District	
District Overall	31.3%
District (Boys)	25.9%
District (Girls)	36.9%
State	
State Overall	24.6%
State (Boys)	22.4%
State (Girls)	26.9%

Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet. Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school). Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

API School Results				
	04-05	05-06	06-07	2007 API Growth Score
Statewide Rank	8	8	7	
Similar Schools Rank	8	6	5	
All Students				
Actual Growth	-1	-10	-10	794
Socioeconomically Disadvantaged				
Actual Growth	15	-11	-14	700
Hispanic				
Actual Growth	27	3	0	714
Caucasian				
Actual Growth	-20	3	-10	860
English Learners				
Actual Growth	-	-	21	690

Only numerically significant subgroups for each reporting period are required to be presented in this report card. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 15% of the school population tested and contains at least 50 students with valid scores.

Adequate Yearly Progress

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

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

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

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

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	In PI	Not in PI
First Year in PI	2007-2008	-
Year in PI (2007-08)	Year 1	-
# of Schools Currently in PI	-	1
% of Schools Identified for PI	-	5.26%

School Leadership

Leadership at Lynwood Elementary is a responsibility shared between district administration, the principal, instructional staff, students, and parents. The district's emphasis is on a well-balanced and rigorous core curriculum at all grade levels. Instructional programs are aligned with state and district standards. For the past 5 years, leadership duties were assumed by Principal Ivy Morrilt. Mrs. Morrilt has over 30 years of experience in education with positions as classroom teacher, categorical program adviser, asst. principal, principal, and District level reading coordinator. Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the educational plan to ensure instructional programs are consistent with students' needs and comply with district goals. Leadership teams include: School Leadership Team, ELAC, PTA, and Curriculum Planning Committee.

Lynwood students benefit from a strong and challenging core curriculum aligned to the California Standards and Frameworks. Standards-based materials are utilized in all grades. Harcourt Math and Open Court Reading

are the core programs. Benchmark assessments, end of unit tests, including writing, are the formative assessments guiding daily instruction and intervention. Teachers differentiate the curriculum to meet the unique learning needs of their students including English learners, gifted and talented, and special education students. Special Education students receive services from the Resource Specialist Teacher and/or Speech and Language Teacher, and other special services as identified in their IEP. GATE students from the entire Novato community attend our 4th and 5th grade self-contained GATE classes and receive a differentiated curriculum that reflects depth, complexity and enrichment of the core curriculum. English Learners are supported by their classroom teacher and instructional assistants through primary language support, as available, and SDAIE, Specially Designed strategies to meet their needs. Our Intervention teacher works with small groups and individual students to support students identified as needing extra reading help. After school programs such as Intervention and Homework Club assist students who need the additional support. Standardized test data is carefully analyzed at the beginning of the year and periodically to determine need and appropriate intervention. Parent/teacher conferences take place in November and progress reports are issued three times each year. Back to School Night is an opportunity to discuss the classroom program and discuss expectations. Tiger Tales, our weekly newsletter, keeps parents informed as to school events and expectations. All students receive a balanced curriculum that includes all the academic subjects, as well as, music, PE, and art. Our kindergarten is an extended day program that provides additional time to meet the goals of the kindergarten standards as well as provide time for developmentally appropriate activities. All classes visit the computer lab on a regular schedule. Our school garden enriches our science program through SEED and school volunteers.

The Lynwood School Leadership Team guides 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. The Board annually reviews and approves all school plans. The plans are amended annually.

Ivy Morrilt, Principal, is an experienced educator with over 30 years of experience. She holds a BS, Hunter College, NYC and two Masters degrees, Brooklyn College and California State University, Northridge. She has been the principal at Lynwood for three years. She has held teaching and administrative positions in Los Angeles and New York. We are also fortunate to have a very strong and experienced staff. We have strengthened the infrastructure by organizing a Curriculum Planning Committee, comprised of grade level chairs and other key teaching personnel, that oversees the staff development and improvement efforts.

The main focus of their collaborative decisions and discussions is the development of ways to support student learning. Team members are to solicit input from the groups they represent and provide information regarding available community services and parenting skills. The team is comprised of equal numbers of staff and parents, elected by their constituency.

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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 language arts, standards based math, and strategies for second language learners. Our curriculum planning committee, comprised of grade level chairs and key personnel, analyze data and needs and plan appropriate professional development.

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.

Instructional Time (includes Minimum days)

For the 2006/07, Lynwood Elementary offered 180 days of instruction, comprised of 173 regular days. The additional 7 minimum days were utilized for parent conferences and preparation for Back to School Night and Open House. All instructional time either met or exceeded the daily instructional minute requirements specified in the California Education Code.

Computer Resources

All classrooms have at least one computer that is connected to the Internet. Lynwood also has a computer lab with at least 30 computers. The computer lab is staffed by an Instructional Asst. Computer skills and concepts are integrated throughout standard curriculum which helps to prepare students for technological growth and other opportunities. Students have been trained in the following programs: Kidpix Deluxe 4, Apple Works, Mavis Beacon Type to Learn, Study Island, and a variety of other grade level appropriate material – eg., Math Arena, I Photo, I Movie. Additional funding enabled all teachers to receive a laptop computer to plan and develop curriculum and better link to available resources.

Instructional Minutes By Grade Level

	Minutes Required	Actual Minutes
K	36,000	41,350
1st	50,400	53,985
2nd	50,400	53,985
3rd	50,400	54,660
4th	54,000	54,660
5th	54,000	54,660

Computer Resources

	04-05	05-06	06-07
Computers	90	94	60
Students per computer	4.4	4.0	6.4
Classrooms connected to Internet	22	22	21

Library Information

The school's library, staffed by a full-time Library Clerk and a part-time Library Media Specialist, provides an extensive variety of reference and special interest materials, in addition to hundreds of educational and recreational books. Students visit the library on a weekly basis with their classes and are encouraged to visit before and after school. Nine computer workstations within the library are connected to the Internet so students are able to access resources and information online.

Governing Board Members

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

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

Measure A Facilities Bond

Bond Projects

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

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

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

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

