

Novato Unified School District

Lynwood Elementary School

2008-2009 School Accountability Report Card

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Principal**

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

Principal's Message

This is my seventh 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, our special focus on the visual and performing arts, and our school garden. We look forward next year to continuing our "no excuses" focus with our new name and college-bound commitments - Lynwood Elementary School NO EXCUSES COLLEGE PREP, *building bridges to college*.

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 4th and 5th grade 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. The staff continues to use "professional learning communities" as a tool to work collaboratively, weekly, in order to fine tune the academic program. This year, these efforts resulted in grade level "protected time" placing a high priority on the language arts block.

Our core program is supported by our Library Assistant, Computer Lab Assistant, Music and Physical Education Specialists and other key personnel. Staff members are 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 grant resources are sought. We are completing two years of our EISS, Early Intervention for School support grant which targeted grades K-2. Our Lynwood Family Literacy Program (that replaced Even Start) targets children ages 0 –5 and their families. ESL and parent education is offered as part of this program.

Last year, we received a 3-year state grant - ASES - After School Educational and Safety grant, which provided for after school classes for approximately 85 grade 2 – 5 students. (We call this program LEAP – Lynwood Elementary Afterschool Program.) This grant enables Lynwood to be opened until 6:00 pm every school day, providing academic, enrichment, and recreation classes.

Student Enrollment by Ethnic Group

2008-09

	Percentage
African American	5.4%
American Indian	0.5%
Asian	5.6%
Caucasian	32.1%
Filipino	0.8%
Hispanic or Latino	54.1%
Pacific Islander	0.0%
Multiple or No Response	1.5%

We continue our visual and performing arts focus, integrating the arts into the curriculum and have implemented grade level theme-based musical productions. In addition, we have established a partnership with Marin School of the Arts, and have benefitted from their students and staff providing dance and instrumental music classes during our after school program.

We also received a grant last year from Lowe's to expand our garden projects. The Lynwood school garden with its new clay oven and our Peaceful Garden are a hallmark of this hands-on science and nutrition program.

Mission Statement

Lynwood Elementary School is an innovative and effective educational environment that provides diverse academic experiences to meet individual student needs and challenges all students to realize their educational potential.

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 6 years, leadership duties were assumed by Principal Ivy Morrith. Mrs. Morrith 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. Tiered intervention is supported by classroom teachers, intervention teacher who works with small groups and individual students to support students identified as needing extra reading help, and our special education staff. After school programs including LEAP 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 a garden coordinator 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 Morrith, 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 seven 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.

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, garden and campus improvement, 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. This year a School Advisory Committee was added to address the needs of our compensatory education students (Title I). Our committees have Joint Meeting two to three times each year to collaborate and plan ways to support our school and all our students.

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.

	Suspensions & Expulsions					
	School			District		
	06-07	07-08	08-09	06-07	07-08	08-09
Suspensions	2	0	3	1446	650	841
Suspension Rate	0.5%	0.0%	0.8%	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%

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. Last year the Lynwood Italian Street Painting Festival was added to this array of school-wide events.

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 28, 2008 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 drills are conducted monthly and disaster drills are conducted twice yearly. 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 members 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.

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.

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			

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 priorities 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. During the 200/09 school year, the district contribution to deferred maintenance was \$144,114 which is 0.25% of our 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 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 Lynwood 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
- Performed playing field renovations

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	59	66	67
1st	38	68	66
2nd	59	36	67
3rd	73	60	41
4th	76	80	78
5th	80	78	73

Enrollment By Program

During the 2008-09 school year 392 students were enrolled at Lynwood Elementary, of which 37.5% were English Learners, and 62.8% were socioeconomically disadvantaged.

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 eleven years, 100% of all kindergarten through third grade classrooms participated in CSR.

CSR Participation

	2006-07	2007-08	2008-09
K	100%	100%	100%
1	100%	100%	100%
2	100%	100%	100%
3	100%	100%	50%

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 and a math/writing/reading intervention teacher provides support to students with those needs. A full-time resource specialist teachers and a speech and language specialist address the needs of our special education students. Our School Linked Services coordinator provides outreach and support to families and students who meet those criteria.

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>

Class Size Distribution

	Classrooms Containing:											
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	07	08	09	07	08	09	07	08	09	07	08	09
K	20	19	20	3	4	3	-	-	-	-	-	-
1	19	20	20	2	3	2	-	-	-	-	-	-
2	20	18	20	4	2	3	-	-	-	-	-	-
3	18	20	21	4	3	1	-	-	1	-	-	-
4	25	27	26	-	-	-	3	3	3	-	-	-
5	27	26	24	-	-	1	4	4	2	-	-	-
K-3	-	17	20	-	1	2	-	-	-	-	-	-

District-Adopted Textbooks

Grade Levels	Subject	Publisher	Adoption Year	Sufficient
K-5	ELD	Hampton Brown	2000	Yes
K-5	English/ Language Arts	Open Court	2003	Yes
K-5	History/Social Science	Scott Foresman	2006	Yes
K-5	Mathematics	Houghton Mifflin	2009	Yes
K-5	Reading/ Language Arts	Sopris West	2006	Yes
K-5	Science	Delta Education: Foss	2008	Yes

Additional Internet Access/Public Libraries

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

Library Information

The school's library, staffed by a full-time Library 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.

Technology 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 was completely renovated this year with older computers being moved into classrooms and obsolete computers being discarded. 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 – e.g., 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.

Computer Resources

	06-07	07-08	08-09
Computers	60	106	127
Students per computer	6.4	3.7	3.1
Classrooms connected to Internet	21	21	22

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
Counselor	3	.6
Librarian/library media teacher	1	.1
Nurse	1	.1
Outreach Counselor	1	1.0
Psychologist	2	.2
Resource Specialist Program (RSP) Teacher	1	1
Speech/Language/Hearing Specialist	1	.8

Teacher Assignment

Novato Unified recruits and employs the most qualified credentialed teachers. For the 2008/09 school year, Lynwood Elementary had 18 fully credentialed classroom teachers who met all credential requirements in accordance with State of California guidelines as well as No Child Left Behind requirements.

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

	Teacher Credential Status			District
	School	School	School	School
	06-07	07-08	08-09	08-09
Fully Credentialed	22	22	19	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.

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.

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. 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. Teachers 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.

	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%

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.

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 during and after-school support in English/Language Arts and Mathematics for those students performing below grade-level standards or who are at risk of retention. Small group reading assistance with a reading intervention teacher and math assistance with a math intervention teacher are provided during the day. The English Language Assistant provides support to newcomers and other students learning English as a second language. Other intervention programs offered at Lynwood Elementary include Homework Club. Additionally, all primary grade students read aloud 1:1 to Lynwood staff and/or volunteers daily.

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)

Lynwood Elementary is home to the district's 4th and 5th grade self-contained Gifted and Talented Education (GATE) program which is open to fourth and fifth grade students district-wide 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:

- Provide differentiated opportunities for learning
- Develop critical thinking skills
- Promote sensitivity and responsibility to others
- Foster a commitment to constructive ethical standards
- Encourage a healthy self-concept
- Inspire life-long learning

More information about Novato's Gifted and Talented Education Programs are available at <http://do.nusd.org/CurriculumInstruction/gate.html>

English Language Learners

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); Rosetta Stone is used in our computer lab to support these students.
- language arts and math support (push-in)

All teachers are SDAIE trained and use many strategies to meet student's needs.

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			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	8.5%	19.7%	64.8%

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	47	50	54	61	61	64	43	46	50
Mathematics	57	59	62	57	60	60	40	43	46
Science	51	62	51	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	35	29	*	*
American Indian	*	*	*	*
Asian	77	69	*	*
Filipino	*	*	*	*
Hispanic or Latino	42	53	38	*
Pacific Islander	*	*	*	*
Caucasian	74	81	68	*
Males	54	70	45	*
Females	54	56	58	*
Socioeconomically Disadvantaged	39	48	34	*
English Learners	29	40	11	*
Students with Disabilities	23	45	*	*
Migrant Education	*	*	*	*

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

Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

API School Results				
	06-07	07-08	08-09	2009 API Growth Score
Statewide Rank	7	7	6	
Similar Schools Rank	5	3	4	
All Students				
Actual Growth	-10	1	15	808
Socioeconomically Disadvantaged				
Actual Growth	-14	-1	37	733
Hispanic or Latino				
Actual Growth	0	8	38	756
Caucasian				
Actual Growth	-10	19	13	887
English Learners				
Actual Growth	21	2	50	737

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

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
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	No	No
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.

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	\$66,032
District	\$57,694
Percentage of Variation	14.45%
School & State	
All Unified School Districts	\$64,246
Percentage of Variation	2.77%

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	\$6,499
From Restricted Sources	\$1,773
From Unrestricted Sources	\$4,726
District	
From Unrestricted Sources	\$5,186
Percentage of Variation between School & District	8.87%
State	
From Unrestricted Sources	\$5,512
Percentage of Variation between School & State	14.26%

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	In PI	In PI
First Year in PI	2007-2008	2009-2010
Year in PI (2009-10)	Year 2	Year 1
# of Schools Currently in PI	-	3
% of Schools Identified for PI	-	17.65%

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

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

• After School Education and Safety Program : Provides funding for academic and enrichment activities that support constructive alternatives for kindergarten through grade nine students in before and after school programs.

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.

• Community Based English Tutoring (CBET): Provides programs for English language instruction to parents or other members of the community who pledge to provide personal English language tutoring to limited English proficient (LEP) students. The program is intended to raise the general level of the English language in the community and in turn, support school-age students' acquisition skills in the English language and other subject areas.

• **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.

• **Parent Service Project/Family Fund (PSP):** provides workshops and materials for all parents to encourage them to become more involved in their children's education by helping them help their children with schoolwork.

Other Funding:

• **Parcel Tax Funding:** Helps to support quality library media centers, performing arts programs, technology in secondary schools, counseling services for secondary students and class size reduction for K-3 and 9th grade students.

Measure A Facilities Bond

Bond Projects

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

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

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

- new flooring
- 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 (existing systems)
- additional electrical plugs and replaced fire alarm systems
- installation of computer connection for students and staff

A+ for Kids Parcel Tax

A+ for Kids Parcel Tax Funding:

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

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

Thanks to the Parcel Tax Funds:

- our K-3 and 9th grade students learn in class sizes of 20:1
- 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.

