



Lynwood Elementary School

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2015-2016 School Accountability Report Card

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21-65417-6024525

**Novato Unified
School District**

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SARC Information

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- To view this SARC online at the school and/or LEA websites.
- For more information about the LCFF or LCAP, see the CDE LCFF Webpage at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

DataQuest

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

School Profile (School Year 2016-17)

Lynwood Elementary School is a Pre-K – 5th grade school in Novato serving approximately 327 students in 2015-16. The school is ethnically and economically diverse community and offers a variety of educational programs to meet the needs of all students. In addition to a strong core program, programs offered include: pre-school, English Language Development, self-contained 4th and 5th grade district Gifted and Talented Program, Title I academic interventions, ASES after school programs, PTA sponsored after school enrichment activities, and many other programs offered by all Novato schools.

Lynwood strives to address and appreciate the uniqueness of the surrounding community, while fostering an environment that supports learning. In order to more effectively meet the needs of students, teachers 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 effectively meet the needs of second language learners.

Collaboration and cooperation are ideals of the learning community of 24 certificated and 14 classified staff. The staff continues to use “professional learning communities” to work collaboratively on a weekly basis to evaluate data, diagnose and target instruction. This year, these efforts resulted in the creation of a Learning Center and placing a high priority on research-based, targeted interventions.

The core academic program is supported by a Library Assistant, Information Technology Technician, Instructional Aides, Music and Physical Education Specialists and other key personnel. Staff members are encouraged to be lifelong learners, attend professional workshops and conferences, and are encouraged to work collaboratively. Information from professional conferences is brought back to other teachers to encourage piloting and implementation of new instructional strategies. This year, one of our 5th grade classrooms piloted a 1:1 iPad initiative that provided students with greater educational access at school and home.

Lynwood seeks partnerships within the community and grant funding is also sought. The Lynwood Family Literacy Program targets children ages 0 –5 and their families. ESL and parent education is offered as part of this program. A Common Core math class for adult students was also added this year, so as to support families with elementary students’ math learning to provide greater access to a GED for adult students.

Several years ago, the school received a state grant - ASES - After School Educational and Safety grant, which provides for after school classes for approximately 84 students in grades 2 – 5. The program, called LEAP – Lynwood Elementary Afterschool Program, enables Lynwood to be open until 6:00 pm every school day, providing academic support, enrichment, and recreation classes.

In September 2010, Lynwood was awarded a Marin Community Foundation Early Success Grant. The grant is part of an ongoing County-wide initiative to level the playing field for all students, and promote a culture of universal achievement in which every child, without exception, will become proficient in reading, math and written language by grade three. The school is entering year seven of the grant.

Teachers infuse visual and performing arts into the curriculum and by having grade level theme-based musical and/or theatrical productions. In addition, Lynwood has established a partnership with Marin School of the Arts at Novato High School.

Mission Statement

We are a collaborative school community, proud of our diversity, and committed as a team in guiding our children to become self-directed, independent learners who are prepared for the challenges of an ever-changing world.

Principal’s Message

During the 2015-16 school year, teachers and staff continued to be involved in re-evaluating, revising and making changes to the instructional program. As a result of multiple academic measures, Lynwood’s students demonstrated excellent growth in academic achievement, including targeted subgroups of the school’s diverse student population. There is much to be proud of at Lynwood; an excellent instructional staff, a diverse and caring community, and an on-going commitment to the goal that all children will be prepared for academic success beyond elementary school. In addition to the core curriculum, there is a focus on attainment of predictors of student success by establishing solid literacy skills by third grade, in addition to visual/ performing arts and project-based learning. This year, the focus upon key student data trends led us to identify focal goals in Language Arts, math, and conflict resolution. Lynwood Elementary School embraces family engagement with a commitment to a culture of universal achievement in which every child, without exception, will become proficient in reading, math and written language by grade three.

Enrollment By Ethnicity Or Student Group (School Year 2015-16)

This chart illustrates the enrollment trend by ethnicity or student group.

Enrollment by Student Group	
2015-16	
	Percentage
Black or African American	2.4%
American Indian or Alaska Native	1.5%
Asian	4.9%
Filipino	0.6%
Hispanic or Latino	64.2%
Native Hawaiian or Pacific Islander	-
White	22.0%
Two or More Races	4.3%
EL Students	45.3%
Socioeconomically Disadvantaged	70.6%
Students with Disabilities	11.9%
Foster Youth	-

Enrollment By Grade (School Year 2015-16)

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

Enrollment Trend by Grade Level			
	2013-14	2014-15	2015-16
K	54	56	57
1st	55	46	45
2nd	53	52	42
3rd	52	52	49
4th	69	66	71
5th	74	71	63

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Assignment

The district recruits and employs the most qualified credentialed teachers. This chart shows information about teacher credentials.

	Teacher Credential Status			
	School			District
	14-15	15-16	16-17	16-17
Fully Credentialed	18	20	23	407
Without Full Credentials	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Misassignments refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

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 semester or year.

	Misassignments/Vacancies		
	14-15	15-16	16-17
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

Highly Qualified Teachers (School Year 2015-16)

Federal law requires that all teachers in core subject areas meet certain requirements in order to be considered as “Highly Qualified.” Minimum qualifications include:

- Possession of a Bachelor’s Degree;
- Possession of an appropriate California teaching credential; and
- Demonstrated competence in core academic subjects.

For more information, see the CDE Improving Teacher and Principal Quality Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>.

Note: High-poverty schools have student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools have student eligibility of approximately 39 percent or less.

Highly Qualified Teachers		
	% of Core Academic Courses Taught By Highly Qualified Teachers	% of Core Academic Courses Taught By Non-Highly Qualified Teachers
School	100.0%	0.0%
All Schools in District	85.3%	14.7%
High-Poverty Schools in District	93.6%	6.4%
Low-Poverty Schools in District	83.8%	16.2%

Instructional Materials (School Year 2016-17)

On October 4, 2016 Novato Unified held a public hearing on October and determined that each school within the district had sufficient and high quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams Act. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects. A list of current District Instructional Materials is available on the district website under Curriculum & Instruction. All materials, including those approved for use by the State, are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The chart displays information collected in October 2016 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	% Lacking
K-5	English Language Development	National Geographic / Hampton Brown	2001	Yes	0.0%
4th-5th	English/Language Arts	Houghton Mifflin- Reading	2003	Yes	0.0%
K-5	English/Language Arts	McGraw-Hill	2003	Yes	0.0%
K-5	History/Social Science	Pearson Scott Foresman	2006	Yes	0.0%
K-5	Mathematics	Houghton Mifflin- California Math	2009	Yes	0.0%
K-5	Science	Delta Education: Foss	2008	Yes	0.0%

School Facilities (School Year 2016-17)

Lynwood Elementary was originally constructed in 1957 and is comprised of 19 classrooms, a multipurpose room, a library, staff lounge, computer lab, and three playgrounds. Past remodeling included 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 environment. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is 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 2015-16 school year, the district contributed \$262,484 to the deferred maintenance program which is equal to .3208% of the total General Fund expenditures plus other outgo. Although no longer a requirement under LCFF, the NUSD Board of Trustees continues to provide funding to the Deferred Maintenance program. The State's 2009-10 budget gave schools the flexibility not

School Facility Conditions				
Date of Last Inspection: 01/12/2016				
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			IAQ, all walk off mats need replacement.

to make a contribution to the Deferred Maintenance program for 2009-10 through 2012-13 and the NUSD Board of Trustees chose this flexibility option 2009-2011.

Staff maintains the district goal of providing facilities and a learning environment that is clean and 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.

In November 2016 the Bond Measure passed in the amount of \$222 million and is slated to be used for some updates and repairs to buildings, roofs, and systems. The remaining bond proceeds will be used to enhance, redesign and improve learning spaces to support teaching and learning necessary for 21st Century students including science and math classrooms, performing arts learning centers, multi-purpose rooms, libraries, playing fields and classroom technology. Additionally, funds are designated to improve the safety systems at all schools. Bonds will be issued in series beginning in 2017 through 2025 with 25-year maturities; short-term bonds with 5-year maturities will be issued to fund technology purchases.

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

California Assessment of Student Performance and Progress

The California Assessment of Student Performance and Progress (CAASPP) includes computer-based and paper-pencil assessments. The computer-based assessments are the Smarter Balanced English Language Arts/Literacy (ELA) and Mathematics tests, administered to grades three through eight and eleven. The paper-pencil assessments include the Science assessments for grades five, eight, and ten: the California Standards Tests (CSTs) for Science, the California Modified Assessment (CMA) for Science, and California Alternate Performance Assessment (CAPA) for Science. There is also the optional Standards-based Tests in Spanish (STS) for Reading/Language Arts (RLA).

The Smarter Balanced Assessment System utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. Smarter Balanced summative assessment results include student scores, achievement levels, and descriptors that describe performance. These assessment results are only one of several tools used to measure a student's academic performance in ELA/Literacy and mathematics. Smarter Balanced assessment results are most appropriately interpreted alongside other available information about a student's academic achievement, including such measures as classroom assignments and grades, classrooms tests, report cards, and teacher feedback.

This table displays the percent of students who met or exceeded state standards in English Language Arts/Literacy (grades 3-8 and 11) and Math (grades 3-8 and 11) for the past two school years and Science for the last three years.

California Assessment of Student Performance and Progress									
Subject	Percent of Students Meeting or Exceeding the State Standards								
	School			District			State		
	2014	2015	2016	2014	2015	2016	2014	2015	2016
English Language Arts/Literacy (Grades 3-8 and 11)	--	39	39	--	57	60	--	44	48
Mathematics (Grades 3-8 and 11)	--	45	43	--	49	51	--	34	36
Science (Grades 5, 8, and 10)	62	61	45	69	65	63	60	56	54

The following table displays school-wide data for all students who took the Science assessment in grades five, eight, and and/or ten, broken down by student group.

The following tables display information on student achievement by student groups for the school in ELA and Mathematics for grades three through eight and eleven.

Note: ELA test results include the Smarter Balanced Summative Assessment and the California Alternate Assessment. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

California Assessment of Student Performance and Progress - Science				
Student Groups	Total Enrollment	Number Tested	Science	
			Percent Tested	% Met or Exceeded CA Standard
All Students	67	65	97.01	44.62
Male	37	37	100	48.65
Female	30	28	93.33	39.29
Hispanic or Latino	36	35	97.22	20
White	21	20	95.24	75
Socioeconomically Disadvantaged	42	42	100	26.19
English Learners	13	13	100	7.69

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

California Assessment of Student Performance and Progress - Grade 3

Student Groups	English-Language Arts				Mathematics		
	Total Enrollment	Number Tested	Percent Tested	% Met or Exceeded CA Standard	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	49	48	97.96	31.25	48	97.96	33.33
Male	30	29	96.67	27.59	29	96.67	31.03
Female	19	19	100	36.84	19	100	36.84
Hispanic or Latino	39	39	100	23.08	39	100	28.21
Socioeconomically Disadvantaged	40	40	100	27.5	40	100	30
English Learners	22	22	100	--	22	100	4.55

California Assessment of Student Performance and Progress - Grade 4

Student Groups	English-Language Arts				Mathematics		
	Total Enrollment	Number Tested	Percent Tested	% Met or Exceeded CA Standard	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	69	69	100	46.27	69	100	54.41
Male	39	39	100	42.11	39	100	53.85
Female	30	30	100	51.72	30	100	55.17
Hispanic or Latino	40	40	100	23.08	40	100	42.5
White	19	19	100	83.33	19	100	77.78
Socioeconomically Disadvantaged	45	45	100	22.73	45	100	35.56
English Learners	18	18	100	5.88	18	100	16.67

California Assessment of Student Performance and Progress - Grade 5

Student Groups	English-Language Arts				Mathematics		
	Total Enrollment	Number Tested	Percent Tested	% Met or Exceeded CA Standard	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	67	65	97.01	36.92	65	97.01	36.92
Male	37	37	100	35.14	37	100	37.84
Female	30	28	93.33	39.29	28	93.33	35.71
Hispanic or Latino	36	35	97.22	8.57	35	97.22	8.57
White	21	20	95.24	70	20	95.24	75
Socioeconomically Disadvantaged	42	42	100	11.9	42	100	11.9
English Learners	13	13	100	--	13	100	--

State Priority: Other Pupil Achievement

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

- Pupil outcomes in the subject area of physical education

Physical Fitness (School Year 2015-16)

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

Percentage of Students in Healthy Fitness Zone

2015-16

Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	22.7%	19.7%	25.8%

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

C. Engagement

State Priority: Parental Involvement

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

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

Parent Involvement (School Year 2016-17)

Lynwood parents are committed to building a strong, inclusive community. There is a focus on programs and activities that bring the school community together. Parents are also encouraged to become involved and support the academic progress of their children.

The PTA/ELAC is very active and supports: field trips, supply distribution, the school garden, emergency supplies, playground equipment, and countless other things for many years. Parents coordinate activities and actively support all events at the school. Volunteers provide over 10,000 hours yearly in classrooms, at events, on committees, in garden and campus improvement, as art docents, etc. The School Leadership Team works collaboratively to implement the School Plan and oversee the budget. ELAC is an active parent organization that supports second language families and works jointly on events such as the Kermes Festival, Walkathon, International Dinner and other fundraisers, as well as being involved in issues concerning English Learners. Our School Site Council (SSC) and PTA/ELAC also help to guide the needs of our compensatory education students (Title I). PTA/ELAC held periodic joint meetings this year to collaborate and plan ways to support all students.

Contact Information

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

State Priority: School Climate

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

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

Discipline & Climate for Learning

Students at Lynwood Elementary are guided by school-wide rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. The goal of Lynwood's discipline program is to support the instructional program by maintaining a safe environment that fosters learning. Parents and students are informed of school rules and discipline policies through the Tiger Tales, a bi-weekly newsletter, and Parent Handbook which is posted on the school website and available in printed form upon request. The Suspensions and Expulsions table illustrates total cases for the last three years, 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 as required by law or when all other alternatives are exhausted.

Students are encouraged to participate in additional academic and extracurricular activities such as performances, leadership and community service. These activities and school-wide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. The school recognizes and celebrates the achievements and successes of students regularly within classroom meetings and through special announcements during Lynwood in Motion, our daily exercise routine that begins the day for 1st-5th grade students, in order to prime our brains for optimal learning.

Lynwood is a community school with high expectations for students. Teachers develop behavior plans that are consistent and fair, and encourage students to take responsibility for their actions. Activities

are planned to build school spirit and the community is involved and responsive. Such activities include the Kermes Fall festival, Dr. Seuss Read Across America, Walkathon, International Dinner, and the school-wide multicultural dance festival. Problem solving, conflict resolution, socialization, character development and building empathy are promoted using the "Second Step" curriculum in all grades.

Lynwood in Motion is a daily exercise, stretching and instructional program in which all first through fifth graders and all staff begin their day with 15 minutes of activities to engage their minds from 8:30 – 8:45 am.

	Suspensions & Expulsions					
	Suspensions			Expulsions		
	13-14	14-15	15-16	13-14	14-15	15-16
School	1.59	1.34	1.46	0.00	0.00	0.00
District	3.19	2.71	2.57	0.02	0.07	0.00
State	4.36	3.80	3.65	0.10	0.09	0.09

Safe School Plan (School Year 2016-17)

Safety of students and staff is a primary concern of Lynwood Elementary. The school maintains 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 in the Spring 2015 by the School Safety Committee and School Site Council. All revisions were communicated to the entire classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Lynwood's School Safety Plan includes a detailed emergency plan indicating line-up, accounting, search and rescue, and dismissal procedures. Supplies have been supplemented 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. Safety procedures are practiced monthly during regularly conducted fire drills, lock down drills, and emergency drills.

Students are supervised before school and briefly after school by classified staff and the principal. Classified staff and the principal supervise students during recesses and 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, for their own safety and the well-being of our students.

D. Other SARC Information

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

Federal Intervention Program (School Year 2016-17)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not meet federal Annual Measurable Objective targets for two consecutive years in the same area or indicator, including English/Language Arts and Math testing participation rates, attendance rates, and graduation rates. After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not meet those goals. For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

	Federal Intervention Programs	
	School	District
Program Improvement (PI) Status	In PI	In PI
First Year in PI	2007-2008	2009-2010
Year in PI	Year 5	Year 3
# of Title I Schools Currently In PI	-	6
% of Title I Schools Currently In PI	-	75.0%

Class Size

Kindergarten – 3rd grade classes maintain a 22:1 ratio. Fourth and fifth grades remain at or below 30, with an average of 26:1 this year. In addition to credentialed classroom teachers with EL authorization, students receive assistance in the classroom from certificated and classified staff in the Learning Center. A part-time resource specialist teacher and a speech and language specialist address the needs of special education students. In 2015-16, Lynwood had one Special Day Class (SDC) as part of its program. The addition of these students has added to the diversity of the student population and to a deeper appreciation of different learning styles.

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

Class Size Distribution												
Average Class Size	Classrooms Containing:											
	1-20 Students			21-32 Students			33+ Students					
	14	15	16	14	15	16	14	15	16	14	15	16
By Grade Level												
K	22	19	17	-	3	3	3	-	-	-	-	-
1	22	23	21	-	-	1	2	2	1	-	-	-
2	22	21	20	-	1	1	2	1	1	-	-	-
3	18	20	23	3	2	-	-	1	2	-	-	-
4	25	24	22	1	1	1	2	1	2	-	-	-
5	19	23	22	2	1	1	2	3	2	-	-	-
K-3	-	-	20	-	-	5	-	-	4	-	-	-
3-4	-	-	23	-	-	1	-	-	4	-	-	-
4-8	-	-	22	-	-	2	-	-	4	-	-	-

Counseling & Support Staff (School Year 2015-16)

It is the goal of Lynwood to assist students in their social, emotional, and personal development as well as academic growth. 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. With funding from the Early Success Grant we have been able to utilize the services of the Novato Youth Center, who has provided us with day to day counseling for students. The table lists the support service personnel available at Lynwood Elementary. Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Counselor	1	1
Librarian/library media teacher	1	.1
Nurse	1	.1
Psychologist	1	.3
Resource Specialist Program (RSP) Teacher	1	1
Speech/Language/Hearing Specialist	2	1.4

School Site Teacher Salaries (Fiscal Year 2014-15)

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state.

Average Teacher Salaries	
School & District	
School	\$73,647
District	\$66,698
Percentage of Variation	10.4%
School & State	
All Unified School Districts	\$71,517
Percentage of Variation	3%

Teacher & Administrative Salaries (School Year 2014-15)

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

Average Salary Information		
Teachers - Principal - Superintendent		
2014-15		
	District	State
Beginning Teachers	\$41,697	\$43,821
Mid-Range Teachers	\$63,219	\$69,131
Highest Teachers	\$86,592	\$89,259
Elementary School Principals	\$116,533	\$108,566
Middle School Principals	\$124,457	\$115,375
High School Principals	\$134,747	\$125,650
Superintendent	\$206,936	\$198,772
Salaries as a Percentage of Total Budget		
Teacher Salaries	37.0%	37.0%
Administrative Salaries	6.0%	6.0%

District Expenditures (Fiscal Year 2014-15)

Novato Unified spent an average of \$9,719 to educate each student, based on (2014-15 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	\$8,424
From Supplemental/Restricted Sources	\$2,328
From Basic/Unrestricted Sources	\$6,096
District	
From Basic/Unrestricted Sources	-
Percentage of Variation between School & District	-
State	
From Basic/Unrestricted Sources	\$5,677
Percentage of Variation between School & State	7.4%

District Revenue Sources (Fiscal Year 2015-16)

In addition to general state funding, Lynwood Elementary receives state and federal funding for the following categorical funds and other support programs: (enter information from consolidated application)

Federal Programs:

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

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

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

State Programs

Economic Impact Aid - English Learner Program (EIA-LEP): Provides supplemental funding to support programs and services for English learners. (Carryover only)

TIER III - State Categorical Flexibility: The 2008-09 Budget Act gives LEA flexibility to transfer funds from identified programs for other educational purposes.

Title III Programs: Adult Education/Arts & Music Block Grant/CAHSEE Intervention Grants/Community Based Tutoring (CBET)/Gifted and Talented Education (GATE)/Pupil Retention Block Grant/School and Library Improvement Block Grant/Targeted Instructional Improvement Block Grant

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.

Additional Resources

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

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

Measure G Facilities Bond

Bond Projects

In November 2016, the Bond Measure passed in the amount of \$222 million and is slated to be used for some updates and repairs to buildings, roofs, and systems. The remaining bond proceeds will be used to enhance, redesign and improve learning spaces to support teaching and learning necessary for 21st Century students including science and math classrooms, performing arts learning centers, multi-purpose rooms, libraries, playing fields and classroom technology. Additionally, funds are designated to improve the safety systems at all schools. Bonds will be issued in series beginning in 2017 through 2025 with 25-year maturities; short-term bonds with 5-year maturities will be issued to fund technology purchases.

A+ for Kids Parcel Tax

Novato voters have supported schools since 1993 with parcel taxes (A+ for Kids). The most recent parcel tax was passed in May 2014 for 7 years for \$251 per parcel per year.

Novato schools are grateful to the Novato community for their continued support. The parcel tax provided over \$4,176,310 million per year to our schools in 2015-16.

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

- Minimize layoffs for qualified and experienced teachers and school employees
- Avoid significant increases in class sizes in all grades
- Maintain outstanding instructional programs that help students succeed, such as competitive science and math programs

- Maintain computers and classroom technology
- Keep school libraries open and staffed
- Protect programs and services that help students qualify for college and prepare students for good jobs
- Protect music, art, and athletic programs that provide a well-rounded education for district kids
- Keep school counselors

School Leadership

Leadership at Lynwood Elementary is a shared responsibility 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. Andy Cline became Lynwood's principal in 2015, transferring from San Ramon Elementary School.

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. Parent leadership teams include: School Site Council, ELAC, and PTA.

Lynwood students benefit from a strong and challenging core curriculum aligned to the Common Core State Standards. Standards-based materials are utilized in all grades. Every Day Math, Math Expressions and Reading Street (Pearson) are the core instructional materials. FOSS science and Bay-Sci grant have provided a very strong science program. Benchmark assessments, end of unit tests, and writing evaluations are the formative assessments guiding daily instruction and intervention. Teachers differentiate the curriculum to meet the 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-identified elementary students from the entire Novato community may choose to attend 4th and 5th grade self-contained GATE classes at Lynwood and receive a differentiated curriculum that reflects depth, complexity and enrichment of the core curriculum.

English Learners are supported by their classroom teachers and instructional assistants through integrated ELD with primary language support, GLAD and SDAIE specially designed strategies to meet their needs. Response to Intervention (RtI) in language arts and math is provided to students in the classroom, in individual, small group and leveled instruction by Lynwood's regular education staff.

Lynwood's extended day program, LEAP, provides dynamic after hours activities, including language-enriched tutorials, recreation, and enrichment classes.

Standardized test data is analyzed 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 expectations. Tiger Tales is a regular newsletter that keeps parents informed about school events and expectations.

All students receive a balanced curriculum that includes all the academic subjects, as well as, music, PE, and art. Kindergarten is an extended day program that meets kindergarten standards as well as providing time for developmentally appropriate activities. All classes visit the computer lab on a regular schedule. Our school garden enriches our academic program and operates with a volunteer coordinator and student volunteers.

The Lynwood Site Council 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 Site Council monitors and evaluates program effectiveness relative to district and school goals for student learning. The Board reviews and approves all school plans annually. Council members are expected 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.

The staff is strong and experienced. The school's infrastructure has been strengthened by adding a Transformation Team and Design Team, comprised of grade level teachers and other key teaching personnel, to oversee professional development and improvement efforts. The main focus of their collaborative decisions and discussions is the development of ways to support student learning.

Curriculum Development

All curriculum in the Novato Unified School District is developed in alignment with California State Standards and Frameworks. Curriculum is updated regularly to align with the state standards, district goals, and the statewide assessment program.

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 is staffed by a full-time Library Clerk. The Library contains 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. The Library also houses a good selection of books in Spanish.

Technology Resources

All classrooms have at least one computer that is connected to the Internet. Lynwood also has a computer lab with 30 computers, and four iPad carts with about 115 iPads. The computer lab was completely renovated in 2009-10 with older computers being moved into classrooms and obsolete computers being discarded. The computer lab is staffed by an Instructional Assistant.

Computer skills and concepts are integrated throughout core curriculum and helps to prepare students for technological growth and other opportunities. Students have been trained in the following programs: Kidpix, Lexia, SplashMath, Khan Academy 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 and iPad to plan and develop curriculum and better link to available resources.

English Language Learners

Lynwood offers English Language Learner (ELL) students assistance through the following programs:

- Learning Center small group instruction
- Lexia and Khan Academy
- Language arts and math intervention support (push-in)
- Additional support and assistance from several Spanish speaking Instructional Assistants providing support (push in and pull-out);
- All teachers are GLAD/SDAIE trained and use many strategies to meet student's needs

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 Individualized Education Plans (IEP). The Resource Specialist 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 push-in classroom instruction designed to meet their identified needs.

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

At Risk Interventions

In 2014-15 Lynwood created a Learning Center to provide targeted instruction in English/Language Arts, writing, and math for students performing below grade-level standards and may be at risk of retention. Small group reading assistance and math assistance are provided during the day. Additionally, all primary grade students read aloud 1:1 to Lynwood staff and/or volunteers daily.

Gifted and Talented Education (GATE)

As a district, our goal is to provide support to teachers and schools so that every student is challenged and makes significant progress during each school year. GATE is a district designed and funded program for highly capable students.

Novato has designed the GATE program with 5 principles in mind:

- Giftedness is dynamic and constantly changing.
- Giftedness is found among students from a variety of backgrounds.
- Student education is focused on student outcomes rather than practices.
- All educators are responsible for the education of students with gifts and talents.
- Services should be provided throughout the day in all environments based on their abilities, needs and interests

Staff Development

Staff members build teaching skills and concepts by participating in conferences and workshops throughout the year, and sharing their experiences and knowledge with district colleagues. The district has dedicated 3 days to staff development annually for the past four years.

Extensive training occurred in the areas of language arts, standards based math, and strategies for actively engaging second language learners. The Transformation Team analyzes data and student needs and plans appropriate professional development for teachers.

Substitute Teachers

Novato Unified School District has an adequate pool of fully credentialed and qualified substitutes in order to maintain continuity of instruction at all school sites. There are occasions when the District has problems finding qualified substitute teachers. When a substitute teacher is not available for an absent teacher, the RSP Teacher, Principal, or other credentialed teacher assume the role of substitute. Students are always safe and under the supervision of a credentialed school employee.

Teacher Evaluation

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

Evaluations are conducted by the principal or assistant principal who has been trained for competency to perform teacher evaluations. Teachers are evaluated on the following criteria: Lesson and Curriculum Planning; Effective Elements of Teaching that Positively impact Student Learning and the Learning Environment; Student Learning; and Professional Effectiveness.

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.