

School Accountability Report Card

LYNN MIDDLE SCHOOL
TORRANCE UNIFIED SCHOOL DISTRICT
5038 Halison Street, Torrance, CA 90503 • (310) 533-4495

1999-2000 School Year

Mike Barker, Principal

Principal's Message

Bert M. Lynn Middle School is committed to providing the highest quality education possible to the students in Torrance. Students at Lynn are required to study the core curriculum, which is outlined by the State of California and the Torrance Unified School District. In order to be promoted, students need to pass the sixth, seventh, and eighth grades with minimum grade point average and maintain satisfactory citizenship. The core curriculum is supported in a warm learning environment that focuses on cooperation, collegiality, and collaboration. We have displayed our success in the past by producing some of the highest test scores in the District.

Lynn Middle School is supported by a well-organized group of extracurricular teams. The Parent Teacher Student Association (PTSA) has an active role in supporting the educational programs at Lynn. Other teams such as School Site Council (SSC), English Learner Multicultural Advisory Committee (ELMAC), Student Council, and our business partner, Dow Chemical, all participate in the efforts to improve the educational process at Lynn.

The administrators, teachers, and students invite you to join us in our challenge. We are all working hard to become a community of learners. Through hard work and cooperation, our community of learners can truly make a profound impact on the future of our children.

Mr. Mike Barker, Principal
Mrs. Susan Mackenzie, Assistant Principal

District Goals

TUSD developed its Strategic Plan 2000 in 1994. Each year the District identifies areas of focus for the academic year. This year's management objectives, teacher instructional objectives, staff development plans,

and implementation of the school site plan will be connected to the following six major goals.

Standards/Assessment/Evaluation

We will implement content standards in English/language arts, mathematics, science, history/social science, health, physical education and technology, adopt District content standards in visual and performing arts, and begin the process of designing content standards in foreign language. We will also adopt state content standards in reading/language arts, mathematics, science, history/social science, and English language development. In addition, we will institute a long-range standards/assessment/evaluation plan, and school site-specific plans that include targets for improvement and achievement benchmarks for all students. Furthermore, we will provide comprehensive District staff development and support for administrators and teachers on collection and interpretation of data, and analyze and revise minimum proficiency standards.

Literacy

We will continue with our plan to ensure that all students are reading at grade level by third grade and to identify and provide additional support for all students in grades 9-12 achieving below grade level. In addition, we will develop a middle school reading course as well as a preschool program for Carr, Fern and Torrance Elementary students to provide language/pre-reading development and parent education.

Mathematics

We will analyze and review data from 1999 SAT-9 Test and Augmentation to develop interventions and curriculum for improving test scores. In addition, we will develop materials that link the District content standards to the California State Content Standards. We will also develop a continuum for grades seven through twelve modeled on the California State Mathematics Framework.

Goal Three: Technology

We will increase staffing to meet the needs of the school sites and the District with expanding technology and to proceed with the testing of the Year 2000 (Y2K) modifications to mainframe programs. In addition, we will provide advanced technology training for a cadre of teacher leaders at each school who will, in turn, train all school staff members to integrate technology effectively into the teaching-learning process. As wiring infrastructure is completed in all schools, we will establish Information Centers with Internet access which will include high speed internet lines for the high schools. We will also expand the District Web Page.

Long Term Facilities and Program Funding

We will continue to monitor and control the proper expenditures of bond project funds over the course of the School Modernization Program as well as involve the citizen's Ad Hoc Advisory Committee on Facilities in all aspects of the modernization program. In addition, we will continue to complete scheduled school improvement projects.

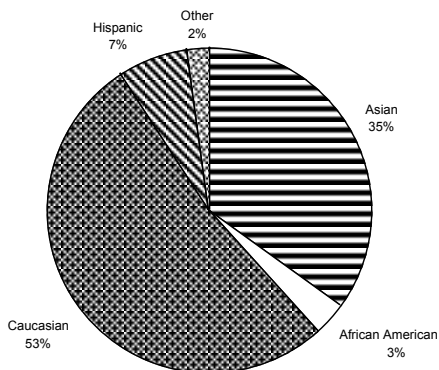
Conflict Resolution Program

We will continue to design and implement conflict resolution training throughout the system as well as provide new member training/advanced training for the School Leadership teams. In addition, we will provide conflict resolution training for parents and community members.

School Profile

Lynn is one of eight middle schools in Torrance Unified School District and has 672 students in grades six through eight. The ethnic makeup of the student body has changed slightly from last year with an increase in the Caucasian population and a decrease in the Asian population.

Distribution of Students by Percentage of Ethnicity



The number of English Language Learners (ELL) has decreased to 13% of the total enrollment. Mandarin (3.3%), Korean (3.0%), and Japanese (2.3%) represent the major language groups, with the remainder (4.4%) reflecting seven other languages. An additional 21% of students are fluent English proficient (FEP) students

who learned a language other than English first but now are fluent speakers of English. The majority, 66%, speak English only.

Staffing

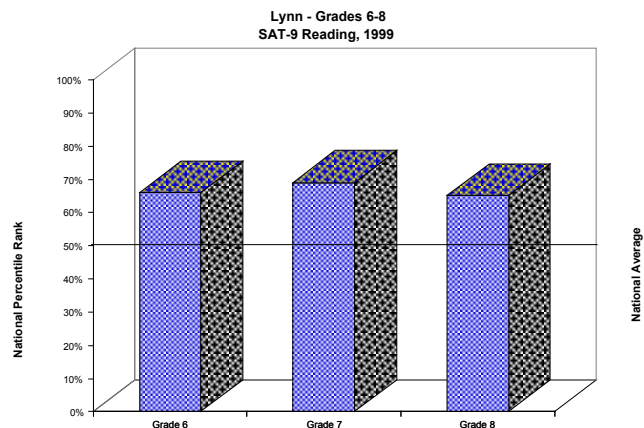
Lynn Middle School has 25 full-time classroom teachers. The class size averages 30 students. Specific classes, however, vary from 13 students in special day to an average of 45 in physical education classes. Teachers are assigned to teach within their credentialed area. Seven teachers hold emergency credentials. Qualified substitute teachers are available when teachers are absent. Each school staff member is evaluated on a regular basis.

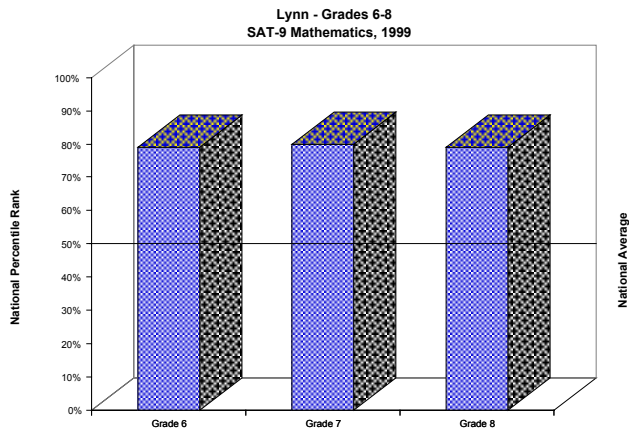
Support personnel assigned to serve Lynn Middle School students are as follows: one full-time vocal/instrumental teacher, one full-time English Language Development (ELD) teacher who teaches Level 1 and Level 2 ELL students, one part-time school psychologist, one part-time speech/language pathologist, one special day class teacher, two full-time resource specialist teachers, four full-time special education instructional assistants, and three part-time bilingual instructional assistants to help students with special needs.

Student Achievement

The Stanford Achievement Test (SAT-9), given to students in grades six, seven, and eight in spring 1999, showed Lynn Middle School students to be well above the national average in reading and even higher in mathematics where scores ranged from an average of the 75th percentile to the 79th percentile.

Stanford Achievement Test (SAT-9)





Instructional Materials

Torrance Unified School District has set a priority on ensuring that there are sufficient textbooks to fully support the instructional program. Textbooks and supplementary materials are kept up-to-date with new purchases for each subject area every seven years. State textbook funds were used to purchase history-social science in 1999, health, English/language arts, Introduction to Foreign Language, and visual and performing arts in 1998, and mathematics texts in 1996. New science materials and modules were purchased in 1992 and 1993. Books and supplies represented 4% of the 1998-99 actual District expenditures.

Instruction

The overall quality of instruction at Lynn Middle School is excellent. All students of Lynn Middle School have access to the District's core curriculum.

The special needs of English Language Learner (ELL) students are met by teachers holding Language Development Specialist (LDS), Crosscultural Language and Academic Development (CLAD), or Hughes certification with additional teachers being trained/certificated this year. Bilingual instructional assistants speaking Japanese, Chinese, and Korean provide primary language support so that ELL students gain equal access to the core curriculum. Teachers also use primary language source materials and flexible grouping to maximize primary language support for students needing it. English language development is delivered on a regular basis to all ELL students.

The sixth grade program has been divided into two interdisciplinary teams. Students attend core classes within the assigned team. All teachers teach English/language arts and one core subject (science, mathematics, or history/social science). Our physical education teacher provides an in-depth physical education program for all sixth grade students. In addition, all sixth grade students attend a rotation of various enrichment courses. These include courses such as: health, Discipline Based Art Education (DBAE), and Introduction to Foreign Language. The teachers in each

team collaborate to provide a more cohesive environment for the students. This method of instruction provides a gradual transition to the middle school.

During seventh and eighth grade years, Lynn students may select from three trimester elective classes. Seventh grade electives are Technology, Health, and Life Management. Eighth grade electives are Advanced Technology, Advanced Health, Advanced Life Management. Year long electives include Spanish, chorus, band, and guitar.

Our Gifted and Talented Education (GATE) program meets the needs of our gifted students. Cluster grouping in English/language arts, social science and accelerated math classes are offered in all grade levels. GATE students attend Saturday programs and GATE camps. Eighth grade students can take one or two of the following classes at West High School: Integrated Science I, Biology (Honors), French, Japanese, College Preparatory Math I (CPM), Geometry or Trigonometry. Spanish I is offered at Lynn Middle School.

Our special education staff includes two full-time resource specialists, one special day teacher, three full-time instructional assistants, and one full-time health care assistant. This staff works together with classroom teachers to modify instruction and match the learning modality of the student.

The School Study Team (SST) is composed of teachers, an administrator, school psychologist, and counselor. It assists teachers with students who may have special academic, social, or emotional needs. The team reviews records, provides an intervention check list, and makes recommendations for helping students.

The Lynn School Site Council (SSC) is an elected committee representing parents, students, staff, and administrators. It is the guiding force of the Site Based Coordinated Plan (SBCP). The SSC meets each month to review the implementation of the School Improvement Plan, discuss programs and activities, approve expenditures, and collaborate on school planning.

The English Language Multicultural Advisory Committee (ELMAC) meets four times a year to review and discuss the school bilingual program. A member of the school Parent Teacher Student Association (PTSA) is invited to serve as a liaison to this committee. A representative from the ELMAC serves on the SSC and the District English Learners Multicultural Advisory Committee (DELMAC).

Lynn provides high quality instructional materials to provide state of the art instruction to all students. Lynn Middle School continues to expand its use of technology, including a computer lab with Internet access, laser disc players, computers and printers in every classroom, and a TV/VCR available to every classroom. Hands-on science, health materials, and mathematics

manipulatives are provided to bring meaningful real life experience to Lynn students. Supplementary language arts texts, primary language, sheltered material, and other curriculum adaptations are provided as appropriate to ensure increased understanding among students.

Staff development in 1999-2000 will include: Disability Awareness, Conflict Resolution training, Peer Mediation training, on-going CLAD, Hughes, English as a Second Language (ESL), Specially Designed Academic Instruction in English (SDAIE), Special Education training, content alike staff development, emergency preparedness training, Literacy training, PC, Macintosh, computer and Internet training, and training in assessment and data analysis leading to improved instructional practices.

Lynn Middle School has representation on the various District steering and curriculum committees. Thus the staff is kept apprised of curriculum changes and improvements. Curriculum conferences and workshops of special interest are attended by staff members.

Grades 6-8 have 17 minimum days - 10 for parent conferences, 1 each for Back-to-School Night and Open House, and 5 for staff development.

Gr. Level	Full Days	Min. Days	Total Minutes	State Required
6-8	347 min. x 163 = 56,561	250 min. x 17 = 4,250	60,811	54,000

Discipline and Climate

Students enjoy a positive climate for learning at Lynn Middle School. As required in the homework policy, a reasonable amount of homework is regularly assigned to students to provide essential practice in needed skills, promote individual responsibility, extend experiences of students, and enrich learning activities. Teachers expect high-quality student work in both classroom assignments and homework. Teachers are committed to providing regular and prompt feedback to keep students apprised of their progress in school. An after-school homework club staffed by a credentialed teacher is available to all students Monday through Thursday. Lynn Middle School participates in a Saturday School Program designed to reduce suspensions and encourage self-discipline among students. During the 1998-99 school year, there were 66 suspensions.

The students know the classroom rules and know they will be held accountable for them. Community and family support and ongoing teacher/parent communication have helped create high standards of student behavior at Lynn Middle School. All students participate weekly in Conflict Resolution activities in their Social Studies classes, or through the sixth grade enrichment cycle. Selected students are trained and

function as peer mediators annually. A variety of after-school special interest clubs are available to students.

Students are recognized for academic achievement, effort, and citizenship throughout the school year. Presidential Physical Fitness and Academic awards are given out annually. Other activities and programs that recognize students are our Student Council, class officers, Drug Abuse Resistance Education (DARE), Presidential Award for Academic Excellence, Gang Resistance Education and Training (GREAT), Science Fair, PTSA, Art Fair, and a PTSA sponsored "Reflections" writing contest.

Because 34% of students at Lynn Middle School have English as a second language or are fluent in English and another language, the school is committed to building an improved multicultural understanding among our students, teachers, and the community. Instruction which promotes multicultural understanding and respect among our diverse student population is fostered. Schoolwide assemblies and multicultural programs are scheduled which develop better human relations, enhance self-esteem, and build pride in our diverse population.

Student Attendance

Ninety-eight percent of Lynn Middle School students are in attendance daily. Parents support the school's attendance policy by allowing students to miss school only when ill. No students dropped out of Lynn Middle School in the 1998-99 school year. Students absent from school because of extended travel or vacation are given an Independent Study Contract. This enables the student to continue with his/her studies while away.

School Facilities and Safety

Lynn Middle School provides a safe, clean environment for learning. Opened in 1963, Lynn has 30 classrooms. The classroom space, office, cafeteria, and restroom facilities are adequate to support our instructional programs. The school has a computer laboratory, a resource room, a technology education laboratory, and an instrumental/choral music room.

Lynn Middle School has a Safe Schools Plan and a schoolwide communications system. This system provides each room with telephone access to the office and the capability to make schoolwide announcements to ensure the safety of our students and staff.

A sheltering-in-place procedure is practiced in the event students need to remain in the classrooms for safety reasons. Emergency drills are routinely held to ensure adequate earthquake and fire preparedness. Emergency Preparedness equipment is available throughout the site, and the school grounds are supervised by campus assistants and teachers during school hours. The Site Emergency Plan and teacher training is updated annually.

Funding

Lynn Middle School receives categorical funding (State and Federal) during the 1999-2000 school year as follows:

Project

Amount

School Improvement Plan (SI)	\$30,219
Economic Impact Aid/Limited English Proficient (EIA/FEP)	\$13,949
Mentor Program	\$ 1,000

These monies are used for instructional assistants' salaries, supplemental instructional supplies and equipment, conference attendance for teachers, and staff workshops. Our SSC is reviewing its SBCP Plan and has collaborated with the leadership team to develop a budget consistent with school goals. At present all quality criteria have been addressed.