



LENNOX SCHOOL DISTRICT

10319 South Firmona Avenue
Lennox, CA 90304
(310) 695-4000

www.lennox.k12.ca.us

BOARD OF TRUSTEES

Sergio Hernandez Jr.
Shannon Thomas-Allen
Marisol Cruz
Angela Fajardo
Juan Navarro

DISTRICT ADMINISTRATION

Kent Taylor
Superintendent

Kevin Franklin
Sr. Director of Fiscal Services

Hiacynth Martinez
Sr. Director of Human Resources

Becki Blanco
Sr. Director of Instructional Services

Lissett Pichardo
Director of Categorical Programs

Erin Smith
Director of Special Education

William Abshire
Director of Facilities/Maintenance

BUFORD ELEMENTARY SCHOOL

Grades K-5
Shanti Molina, M.Ed, Principal
shanti_molina@lennox.k12.ca.us

4919 West 109th Street, Lennox, CA 90304
(310) 680-8900
<http://buford.lennox.k12.ca.us>

SCHOOL ACCOUNTABILITY REPORT CARD 2014-15 SCHOOL ACTIVITY PUBLISHED IN JANUARY 2016

PRINCIPAL'S MESSAGE

It is a privilege to present to you Buford Elementary School's annual School Accountability Report Card. The purpose of the SARC is to provide parents with information about our school's instructional programs, academic achievement, facilities, and staff. Our staff is dedicated to providing for our student's physical, emotional and academic needs. As a result of this focus, our teachers meet regularly to coordinate curriculum planning and implementation. At Buford, all staff have made a commitment to provide the best educational program possible for our students. Once again, we are proud to have met both Federal and State academic growth requirements. Although pleased with this accomplishment, we are aware that we must continue to refine our instructional practices in order to improve upon previous years' gains.

We invite our parents to participate as partners in our children's educational journey through participation in our Parent Center and school functions. We believe that the best results for our students come through the combined efforts of our staff and parents. We thank you for your continued support!

DISTRICT VISION

The Lennox School District is dedicated to providing our students an education that emphasizes:

- Cradle to College - Preparing students academically from birth to career.
- Commitment - Encouraging on-going responsibility to the Lennox Community
- Community - Embracing the role of parents as partners in the educational process.
- Culture of Caring - Enveloping Lennox with social services for children and their families

- Continuity - Entrusting that each generation achieves and excels, and returns to the Lennox Community to give back.

DISTRICT MISSION

One hundred percent of Lennox Students successfully transition to college and career.

BUFORD SCHOOL VISION

We the staff of Buford School are committed to serving an academically and culturally diverse community. We strive to foster an atmosphere of cultural awareness and acceptance. We provide a stimulating, comprehensive and academically appropriate program which not only empowers all students to aspire but to achieve the best of their ability. In cooperation with parents and the community, we prepare all students to be responsible citizens and life long learners.

BUFORD SCHOOL MISSION

The Buford School instructional program utilizes an integrated and demanding curriculum to educate the whole child. Our faculty, staff and administration work together to provide a nurturing and productive environment which supports our students as they prepare to meet the challenges of higher education. We are committed to developing the child's cognitive, social and physical abilities as well as his/her ethical responsibility. Buford students develop critical and independent thinking skills through their work with other students, parents, staff, and community.

SCHOOL PROFILE

Buford Elementary School serves students in grades kindergarten through five following a traditional calendar. At the beginning of the 2014-15 school year, 728 students were enrolled, including 11.1% in special education,

68.4% qualifying for English Language Learner support, and 92.4% qualifying for free or reduced price lunch.

Percentage of Students by Ethnicity/Grade Level 2014-15			
Ethnic Group	%	Grade Level	#
African American	0.8%	Kindergarten	116
American Indian or Alaskan Native	0.0%	Grade 1	116
Asian	0.0%	Grade 2	118
Filipino	0.0%	Grade 3	118
Hawaiian or Pacific Islander	0.3%	Grade 4	127
Hispanic or Latino	98.5%	Grade 5	133
White (not Hispanic)	0.4%	Grade 6	0
Two or More Races	0.0%	Grade 7	0
Socioeconomically Disadvantaged	93.7%	Grade 8	0
English Learners	68.4%		
Students with Disabilities	11.1%		
Migrant Education	0.0%	Total	
Foster Youth	1.2%	Enrollment	728

Teachers continue to employ innovative strategies to improve student's reading fluency and reading comprehension. In language arts, guided reading strategies continue to show promising results in developing reading and comprehension skills.

All kindergarten and first grade teachers participated in comprehensive math training and coaching activities in preparation for the new Common Core State Standards. Professional development focused on bridging instruction to the new Common Core State Standards with emphasis on the ability to explain answers. Buford Elementary School have a 1:2 ratio of iPads for students in the upper grades and a 1:4 ratio of iPads for students in the lower grades, which teachers use for intervention and group projects to prepare for the Common Core State Standards.

Students received 90 minutes of math instruction as a component of their regular daily lessons. Teachers are making concerted efforts to increase social science and science instruction in daily routines.

HONORS

2011, 2012, & 2013
California Business for
Education Excellence Honor Roll



LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)

As part of the new Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP). The following components of this SARC address some of the priorities identified in the District's LCAP:

Conditions of Learning – State Priority 1: Covered in Teacher Assignment, including the Teacher Credentials & Misassignments & NCLB Compliance charts; Instructional Materials, including the Textbooks chart; and School Facilities & Safety, including the Campus Description and School Facility Good Repair Status charts.

Pupil Achievement – State Priority 4: Covered in Standardized State Assessments, including the CST Results and CAASPP charts; and Career Technical Education (CTE) Programs (Workforce Preparation), including the CTE Program Participation and UC/CSU charts.

Other Pupil Outcomes – State Priority 8: Covered in California High School Exit Exam, including the CAHSEE charts; and Physical Fitness, including the Physical Fitness Test chart.

Parental Involvement – State Priority 3: Covered in Parent Involvement.

Pupil Engagement – State Priority 5: Covered in Dropout & Graduation Rate, including Dropout & Graduation Rate and Completion of High School Graduation Requirements charts.

School Climate – State Priority 6: Covered in Discipline & Climate for Learning, including Suspension & Expulsion chart; and School Site Safety Plan.

PARENT INVOLVEMENT

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom or as a room parent, participating in a decision-making group, volunteering in the Parent Center (open daily) or simply attending school events. School-to-home communication is provided in English and Spanish. Parents stay informed on upcoming events and school activities through the weekly calendar, School Messenger, campus posters, school marquee, and school website. There are many volunteer opportunities both in the classroom and for schoolwide activities. The Contact the parent liaison at (310) 680-8900 ext 7152 for more information on how to become involved in your child's learning environment.

- Leadership Groups
- School Site Council
 - English Learner Advisory Council
 - Parent Teacher Association
 - Superintendent's Advisory Council

- Attend Special Events & Workshops
- Back to School Night
 - English Classes
 - Open House
 - Parent Conferences
 - Parent Workshops
 - Parent Involvement for Quality Education (PIQE)
 - Student Performances
 - Read Across America
 - Talent Show

STUDENT ACHIEVEMENT

PHYSICAL FITNESS

In the spring of each year, Buford Elementary School is required by the state to administer a physical fitness test to all students in fifth grade. The physical fitness test measures each student's ability to complete six fitness tasks in six major areas. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone." Comparative District and state results can be found at the CDE's web site www.cde.ca.gov/ta/tg/pfi/.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2014-15			
Grade(s) Tested	Number of Standards Met:		
	4 of 6	5 of 6	6 of 6
Fifth	27.2%	10.9%	3.1%

Note: Percentages are not calculated when the number of students tested 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 STANDARDS TEST (CST)

The California Standards Test (CST) assesses student performance in science in grades 5, 8 and 10. Performance standards identify the level of student mastery of the content standards tested. The state target for every student is to score at the Advanced or Proficient level.

The CST tables in this report illustrate the percentage of students achieving Proficient and Advanced levels. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the CST tables, no students met subgroup criteria. More information

California Standards Test (CST)

All Students

Percentage of Students Scoring at Proficient and Advanced Levels

	Buford			Lennox SD			CA		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	69	66	43	52	50	50	59	60	56

on CSTs can be found on the California Department of Education's website www.cde.ca.gov/ta/tg/sr/cstsciref.asp.

CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS (CAASPP)

California Assessment of Student Performance and Progress (CAASPP) Tests assess student performance in English language arts/literacy and mathematics in grades 3 through 8 and 11 utilizing computer-adaptive tests and performance tasks. This system is based on the Common Core State Standards (CCSS) and is part of the Smarter Balanced Assessment System. The CAASPP results shown in this report include overall results comparing the school, district and state scores as well as the school's overall score in each applicable grade level and subgroup. Results are shown only for subgroups with ten students or more taking the exam. More information on CAASPP can be found on the California Department of Education's website www.cde.ca.gov/ta/tg/ca/.

California Standards Test (CST)

Results by Student Subgroup

2014-15

	Percentage of Students Scoring at Proficient and Advanced Levels
Lennox SD	50
Buford	43
Male	43
Female	43
Hispanic or Latino	44
English Learners	11
Students with Disabilities	43

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) for students in grades 5, 8 and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Assessment Results Disaggregated by Student Groups 2014-15

	English Language Arts/Literacy							Mathematics						
				Achievement Level							Achievement Level			
	Total Enrollment	Number Tested	Percent Tested	1	2	3	4	Total Enrollment	Number Tested	Percent Tested	1	2	3	4
Grade 3														
All Students Tested	118	114	96.6%	41.0%	33.0%	18.0%	8.0%	118	116	98.3%	28.0%	29.0%	32.0%	11.0%
Male	118	56	47.5%	46.0%	29.0%	20.0%	5.0%	118	57	48.3%	30.0%	23.0%	32.0%	16.0%
Female	118	58	49.2%	36.0%	38.0%	16.0%	10.0%	118	59	50.0%	25.0%	36.0%	32.0%	7.0%
Filipino	118	0	0.0%	*	*	*	*	118	1	0.8%	*	*	*	*
Hispanic or Latino	118	114	96.6%	41.0%	33.0%	18.0%	8.0%	118	115	97.5%	27.0%	30.0%	32.0%	11.0%
Socioeconomically Disadvantaged	118	111	94.1%	40.0%	34.0%	18.0%	8.0%	118	113	95.8%	28.0%	29.0%	31.0%	12.0%
English Learners	118	61	51.7%	1.0%	31.0%	8.0%	0.0%	118	62	52.5%	42.0%	35.0%	19.0%	3.0%
Students with Disabilities	118	8	6.8%	*	*	*	*	118	8	6.8%	*	*	*	*
Grade 4														
All Students Tested	123	120	97.6%	53.0%	25.0%	18.0%	3.0%	123	121	98.4%	33.0%	36.0%	27.0%	3.0%
Male	123	60	48.8%	58.0%	25.0%	15.0%	2.0%	123	61	49.6%	39.0%	34.0%	25.0%	2.0%
Female	123	60	48.8%	48.0%	25.0%	22.0%	5.0%	123	60	48.8%	27.0%	38.0%	30.0%	5.0%
African American	123	1	0.8%	*	*	*	*	123	1	0.8%	*	*	*	*
Hispanic or Latino	123	117	95.1%	52.0%	26.0%	19.0%	3.0%	123	118	95.9%	33.0%	36.0%	28.0%	3.0%
Hawaiian or Pacific Islander	123	1	0.8%	*	*	*	*	123	1	0.8%	*	*	*	*
White (not Hispanic)	123	1	0.8%	*	*	*	*	123	1	0.8%	*	*	*	*
Two or More Races	123	0	0.0%	*	*	*	*	123	0	0.0%	*	*	*	*
Socioeconomically Disadvantaged	123	118	95.9%	53.0%	25.0%	19.0%	3.0%	123	119	96.7%	33.0%	36.0%	28.0%	3.0%
English Learners	123	51	41.5%	80.0%	14.0%	6.0%	0.0%	123	52	42.3%	52.0%	37.0%	12.0%	0.0%
Students with Disabilities	123	21	17.1%	86.0%	10.0%	5.0%	0.0%	123	21	17.1%	67.0%	29.0%	5.0%	0.0%
Grade 5														
All Students Tested	130	126	96.9%	53.0%	21.0%	18.0%	7.0%	130	127	97.7%	68.0%	22.0%	7.0%	3.0%
Male	130	68	52.3%	59.0%	25.0%	10.0%	6.0%	130	69	53.1%	71.0%	22.0%	4.0%	3.0%
Female	130	58	44.6%	47.0%	17.0%	28.0%	9.0%	130	58	44.6%	64.0%	22.0%	10.0%	3.0%
African American	130	3	2.3%	*	*	*	*	130	3	2.3%	*	*	*	*
Hispanic or Latino	130	123	94.6%	52.0%	22.0%	19.0%	7.0%	130	124	95.4%	68.0%	22.0%	7.0%	3.0%
Socioeconomically Disadvantaged	130	122	93.8%	53.0%	22.0%	17.0%	7.0%	130	123	94.6%	67.0%	23.0%	7.0%	3.0%
English Learners	130	43	33.1%	88.0%	9.0%	2.0%	0.0%	130	44	3.8%	91.0%	9.0%	0.0%	0.0%
Students with Disabilities	130	20	15.4%	75.0%	20.0%	5.0%	0.0%	130	20	15.4%	85.0%	10.0%	5.0%	0.0%

Note: The number of students tested includes students that did not receive a score; 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 students with scores. Level 1 = Standard not met; Level 2 = Standard nearly met; Level 3 = Standard met; Level 4 = Standard exceeded

California Assessment of Student Performance and Progress

All Students

Percentage of Students Meeting or Exceeding the State Standards

2014-15

	Buford	Lennox SD	CA
English-Language Arts/Literacy	24	28	44
Mathematics	27	21	33

Note: Students in grades 3-8 and 11 are given this test. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

SCHOOL FACILITIES & SAFETY

FACILITIES MAINTENANCE

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Buford Elementary School's original facilities were built in 1948; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff.

2015-16 Planned Campus Improvements:

- Installation of new windows throughout campus

District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance

ADEQUATE YEARLY PROGRESS

The Federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards based assessments by 2014. Meeting AYP milestones helps determine whether students are reaching proficiency level targets set by NCLB. AYP requires annual evaluation and reporting of the academic progress of all students and defined student subgroups. The 2015 AYP report indicators include a target of 95% participation rate, 90% attendance rate, and 90% graduation rate. The percent proficient category is not applicable (N/A) for 2015 because the Department of Education (ED) granted California a one-year waiver that allows AYP determinations to exclude the percent proficient.

The AYP table in this report illustrates the school's progress in meeting 2014-15 AYP target rates for applicable schools. More information on AYP can be found on the California Department of Education's (CDE) website www.cde.ca.gov/nclb/ and the U.S. Department of Education's website www.ed.gov/nclb/accountability/.

NO CHILD LEFT BEHIND (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2014-15, Buford Elementary School qualified for Title I Schoolwide funding and is subject to comply with Title I program requirements.

Adequate Yearly Progress Results Reported by Indicator and Compared to District Performance 2014-15

Did the school and district meet or exceed 2015 AYP performance criteria in each of the areas listed below?			
AYP Criteria	Buford	Lennox SD	
Overall Performance	Yes	Yes	
Participation Rate			
Language Arts	Yes	Yes	
Math	Yes	Yes	
Percent Proficient			
Language Arts	N/A	N/A	
Math	N/A	N/A	
Graduation Rate	N/A	Yes	
Attendance Rates	Yes	Yes	
AYP Performance Level			
Number of AYP Criteria Met Out of the Total	9/9	12/12	
Number of Criteria Possible			

Title I PI Status 2015-16		
	Buford	Lennox SD
PI Status	In PI	In PI
First Year of PI Implementation	2009-10	2004-05
Year in PI	Year 4	Year 3
# Schools Currently In PI		10
% Schools Currently In PI		100%

Note: Cells with N/A values do not require data.

Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals. California Adequate Yearly Progress calculations determine whether a Title I school has met performance goals. Schools not meeting specific AYP criteria enter Program Improvement, a monitoring system and curriculum enhancement program designed to help schools to increase student proficiency levels. More information about Title I and Program Improvement can be located on the CDE's web site www.cde.ca.gov/ta/ac/ta/.

Campus Description	
Year Built	1948
	Quantity
# of Permanent Classrooms	36
# of Portable Classrooms	12
# of Restrooms (student use)	3 sets
Parent Center	1
Computer Lab	1
Library	1
Cafeteria	1
Guided Reading Library	1
Specialty Rooms (Resource, Speech, Psychologist)	3
LSH Room	1
Intervention Room	1
Staff Lounge/Teacher Work Room	1

requests. Emergency repairs are given the highest priority.

Every morning before school begins, the lead day custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One full-time day, one full-time evening, and two part-time evening custodians are assigned to Buford Elementary School. The day custodian is responsible for:

- General Cleaning
- Restroom Cleaning
- Cafeteria Setup/Cleanup
- Debris Removal
- Routine Maintenance and Minor Repairs

Restrooms are checked throughout the day for cleanliness and subsequently cleaned as needed. The evening custodians are responsible for:

- Office Area Cleaning
- Preschool Rooms Cleaning
- Restroom Cleaning
- Classroom Cleaning

The principal communicates with custodial staff throughout the day as needed concerning maintenance and school safety issues.

FACILITIES INSPECTIONS

The district's maintenance department inspects Buford Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). Buford Elementary School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on January 7, 2016. During fiscal year 2014-15, all restrooms were fully functional and available for student use.

School Facility Good Repair Status			
Item Inspected	Repair Status		
Inspection Date:	Good	Fair	Poor
January 7, 2016	✓		
Systems	✓		
Interior Surfaces		✓	
Cleanliness		✓	
Electrical		✓	
Restrooms/Fountains		✓	
Safety		✓	
Structural		✓	
External		✓	
Overall Summary of School Facility Good Repair Status			
	Exemplary	Good	Fair
Overall Summary		✓	

Percentage Description Rating:

Good: The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

CLASSROOM ENVIRONMENT

SCHOOL SITE SAFETY PLAN

The Comprehensive School Site Safety Plan was developed for Buford Elementary in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, dress code policy, and bully prevention policy. The school's most current safety plan was reviewed, updated, and shared with school staff in March 2015.

SUPERVISION & SAFETY

Student supervision, in the morning as students arrive on campus, is provided by: administrators, teachers, and a parent volunteer. During recess, three teachers monitor student behavior on the playground. During the lunch recess, administrators, the counselor, and yard supervisors monitor students in the cafeteria and on the playground. When students are dismissed at the end of the day, administrators, the counselor, and teachers ensure students leave campus in a safe and orderly manner.

Many individuals visit the campus as volunteers or to participate in school events. To maintain a safe and secure environment, all parents and visitors are required to check in at the school office upon arrival, obtain and wear a visitor's badge, and then return to the school office upon departure.

DISCIPLINE & CLIMATE FOR LEARNING

At Buford Elementary, all staff believe that a safe learning environment is an effective learning environment. Schoolwide discipline policies are founded upon the district's assertive discipline model which clearly defines unacceptable behavior and consequences for poor conduct. Teachers integrate Character Counts and Dr. Olweus' Bullying Prevention program strategies to promote respect and responsibility through daily instruction and activities. Teachers have established individual, grade appropriate classroom management plans in accordance with assertive discipline policies; these plans are submitted for approval by the principal each year. Concentrations are placed in redirecting behavior, allowing students to take responsibility for their actions and demonstrate self-control through good decision-making practices.

At the beginning of the school year, each student is provided with a student handbook which outlines school policies, safety rules and behavior expectations. Teachers provide parents a copy of their classroom management plans.

Progressive disciplinary measures begin in the classroom when students are disruptive or demonstrating poor citizenship. Students who continue to make poor choices in conduct are referred to the principal. Consequences and disciplinary action are based upon the student's past behavioral trend and severity of infraction. Discipline measures are consistently applied in a fair and firm manner.

Suspensions and Expulsions									
	Buford			Lennox SD			CA		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Suspensions (#)	0	0	3	44	80	166	329,370	279,383	243,603
Expulsions (#)	0	0	0	0	2	0	8,266	6,611	5,692

This chart provides an unduplicated count of students involved in one or more incidents during the academic year who were subsequently suspended or expelled from school.

CLASS SIZE

The Class Size Distribution table in this report illustrates the distribution of class sizes by grade level, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students.

Class Size Distribution Self-Contained Classrooms				
2012-13				
Grade	Average Class Size	Number of Classes*		
		1-20	21-32	33+
K	29.0		4	
1	17.0	6	1	
2	16.0	6	1	
3	17.0	7		
4	30.0		4	
5	26.0	1	4	
2013-14				
K	22.0	1	4	
1	20.0	5	1	
2	18.0	7		
3	16.0	8		
4	19.0	3	4	
5	26.0	1	3	1
2014-15				
K	24.0	1	4	
1	19.0	5		
2	20.0	5		
3	19.0	6		
4	25.0	1	4	
5	27.0	1	3	1

*Number of classes indicates how many classes fall into each size category (a range of total students per classroom).

CURRICULUM & INSTRUCTION

STAFF DEVELOPMENT

All curriculum and instructional improvement activities at Lennox School District are being aligned to the Common Core State Standards. Staff development concentrations are selected and identified based on staff survey results, NCLB requirements, California State Content Standards, federal and state grant requirements, and student performance data. Teachers have agreed, as part of their contract, to acquire professional development on their own time to better serve their students. Therefore, district and site-based staff development offerings are highly specialized and focus on the current needs of the district's learning community.

During the 2014-15 school year, Buford Elementary School staff participated in professional development activities throughout the year on early release days, pull out days, and during the summer. Teacher training topics are selected and based upon results of classroom walkthroughs which take place five times throughout the year.

2014-15 Staff Development Topics:

- Common Core State Standards
- Common Core Standards Math Instruction
- Language Arts Essential Standards
- New Standards with Old

Current research and training in instructional methodology and best practice helps teachers to improve their skills in order to provide students with the best possible educational experience. During the 2014-15 school year, Lennox School District offered a variety of professional learning opportunities for teachers and instructional aides. Staff participated in professional development activities throughout the year on early release days and during the summer. Teacher training topics focused on the transition to Common Core and included professional development on the following:

- English Language Arts - Units of Study
- Imagine Learning
- Synced Solution

In addition, the on-going collaboration between teachers and grade levels has been strengthened for our district and our academic programs. Our teachers have numerous opportunities to collaborate on best practices, grading, and discuss the best ways to meet the needs of all students.

Lennox School District and three other local districts (Lawndale, Hawthorne, and Centinela) jointly support new teachers in developing their teaching skills through the New Teacher Induction Program, which is designed for first- and second-year teachers holding a preliminary credential to earn their clear teaching credential. The Peer Assistance and Review (PAR) program is designed to improve the education of students and increase the classroom performance of teachers, targeting both new and veteran teachers.

Staff members are encouraged to attend professional workshops and conferences. New teachers, experienced teachers, mentor/teacher leaders, administrators, and support staff are encouraged to participate in workshops sponsored by the Los Angeles County Superintendent of Schools as well as the Lennox School District. Profession and subject specific offerings are consistent with the California Content Standards.

Long-term substitute teachers are invited to school-sponsored training activities. Classified support staff may receive job-related training from district representatives; training activities and workshops are designed to enhance and extend job performance.

Textbooks				
Year Adopted	From Most Recent State Adoption?	Publisher and Series	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials	Grade
Reading/Language Arts				
2003	Yes	Houghton Mifflin: <i>Houghton Mifflin Reading: A Legacy of Literacy</i>	0%	K-5
Math				
	Yes	Swun Math: <i>Swun Math Student Journal</i>	0%	TK-5
Science				
2008	Yes	Houghton Mifflin: <i>California Science</i>	0%	K-5
	Yes	Harcourt Science: <i>California Edition</i>	0%	K-5
Social Science				
2006	Yes	Scott Foresman: <i>Scott Foresman History-Social Science for California</i>	0%	K-5

Textbook information was obtained from district office personnel in November 2015.

INSTRUCTIONAL MATERIALS

All textbooks used in the core curriculum throughout Lennox School District are being aligned to the Common Core State Standards. Instructional materials for grades K-8 are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The district follows the State Board of Education's adoption cycle for core content materials and textbook adoptions in foreign language, visual and performing arts, and health.

On September 22, 2015, the Lennox School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted the Resolution Regarding Sufficiency of Instructional Materials No. 15-05 which certifies as required by Education Code §60119 that (1) textbooks and instructional materials were provided to all students, including English learners, in the Lennox School District to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home to complete required homework assignments, (2) sufficient textbooks and instructional materials were provided to each student, including English learners, in mathematics, science, history/social science, and English/language arts, including the English language development component of an adopted program, consistent with the cycle, process, time lines, and content of the curriculum frameworks, and (3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes.

In addition to the core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for its visual/performing arts curricula. During the 2015-16 school year, Lennox School District provided all students enrolled in a visual/performing arts class with their own textbook or supplemental materials to use in class and to take home. These materials comply with the state's content standards and curriculum frameworks.

PROFESSIONAL STAFF

TEACHER ASSIGNMENT

During the 2014-15 school year, Buford Elementary School had 35 teachers who met all credential requirements in accordance with state guidelines. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant." Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

	Teacher Credentials and Assignments					
	Buford			Lennox SD		
	13-14	14-15	15-16	13-14	14-15	15-16
Total Teachers	35	35	34	258	254	258
Teachers with Full Credential	35	35	34	258	253	257
Teachers without Full Credential	0	0	0	0	1	1
Teachers Teaching Outside Subject Area (with full credential)	0	0	0	19	10	10
Teacher Misassignments for English Learners	0	0	0	0	0	0
Total Teacher Misassignments*	0	0	0	0	0	0
Teacher Vacancies	0	0	0	0	0	0

*Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. *Total teacher misassignments includes the number of misassignments of teachers of English learners.*

In the following table, which identifies the number of classrooms taught and not taught by NCLB-compliant teachers, high poverty schools are those schools in the highest quartile for student participation defined by the free and reduced price meal program. Low poverty schools are those schools that are in the lowest quartile of program participation.

NCLB Compliance Percentage of Classes in Core Academic Subjects:

	Taught by NCLB- Compliant Teachers	Not Taught by NCLB- Compliant Teachers
	2014-15	
Buford	100.0%	0.0%
District Totals		
All Schools	98.0%	2.0%
High-Poverty Schools	98.0%	2.0%
Low-Poverty Schools	-	-

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40% or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39% or less in the free and reduced price meals programs.

COUNSELING & SUPPORT STAFF

Buford Elementary School provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally.

The Counseling and Support Services table in this report illustrates the availability of non-instructional support staff to Buford Elementary's students. Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

Counselors and Support Personnel (Nonteaching Professional Staff)

	2014-15	
	No. of Staff	FTE*
Academic Counselor	1	1.0
DiDi Hirsch Counselor	1	0.4
District Nurse	As needed	
Health Specialist	1	1.0
Psychologist	1	0.4
Library Clerk	1	0.9
Therapist	1	0.4
Speech & Language Specialist	1	1.0
Average Number of Students per Academic Counselor	728	

**One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50% of full time.*

DISTRICT EXPENDITURES

SALARY & BUDGET COMPARISON

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2013-14 salary comparison data was the most recent data available at the time this report was published.)

EXPENDITURES PER STUDENT

For the 2013-14 school year, Lennox School District spent an average of \$10,248 of total general funds to educate each student (based on 2013-14 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding expenditures and salaries can be found at the CDE web site at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the following table reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

Salary Comparison 2013-14		
	Lennox SD	State Average of Districts in Same Category
Beginning Teacher Salary	47,760	43,091
Mid-Range Teacher Salary	78,249	70,247
Highest Teacher Salary	91,142	89,152
Average Principal Salaries:		
Elementary School	113,526	112,492
Middle School	121,952	116,021
High School	118,943	117,511
Superintendent Salary	178,032	192,072
Percentage of Budget For:		
Teacher Salaries	42	41
Administrative Salaries	4	6

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

SARC DATA & ACCESS

DATAQUEST

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Buford Elementary and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability including but not limited to AYP, CST, CAASPP, enrollment, and staffing.

PUBLIC INTERNET ACCESS LOCATION

Parents may access Buford Elementary's SARC and access the internet at the school's Parent Center or at any of the county's public libraries. The closest public library to Buford Elementary is the Lennox Branch Library and Hawthorne Branch Library.

Lennox Branch Library
4359 Lennox, Blvd., Lennox
Phone Number: (310) 674-0385
Hours: Mon-Thurs: 11:00 a.m. - 7:00 p.m.
 Fri: 11:00 a.m. - 6:00 p.m.
 Sat: 12:00 p.m. - 5:00 p.m.
 Sun: Closed
Number of Computers Available: 10

Hawthorne Library
12700 South Grevillea Avenue, Hawthorne
Phone Number: (310) 679-8193
Hours: Tues & Wed: 11:00 a.m. - 8:00 p.m.
 Thurs: 10:00 a.m. - 6:00 p.m.
 Fri & Sat: 10:00 a.m. - 5:00 p.m.
 Mon & Sun: Closed
Number of Computers Available: 16

Buford Elementary School Parent Center
Open to Parents: 8 a.m. - 3 p.m.
Number of Computers Available: 6

Current Expense of Education Per Pupil 2013-14

Expenditures Per Pupil	Dollars Spent Per Student				
	Buford	Lennox SD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	5,779	N/A	N/A	N/A	N/A
Restricted (Supplemental)	1,388	N/A	N/A	N/A	N/A
Unrestricted (Basic)	4,391	4,027	109.0%	5,348	82.1%
Average Teacher Salary	76,245	79,902	95.4%	72,993	104.5%

Note: Cells with N/A values do not require data.

In addition to general fund state funding, Lennox School District receives state and federal categorical funding for special programs. For the 2013-14 school year, the district received categorical, special education, and support programs funds for:

- After School Learning & Safe Neighborhood Partnerships
- California Clean Energy Jobs Act
- Common Core State Standards Implementation
- Education Protection Account
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- Other Local: Locally Defined
- Quality Education Investment Act
- Special Education
- State Lottery
- Title I, II, III, IV
- Tobacco-Use Prevention Education

DISCLOSURE

The statistical information disclosed in this report is obtained from the California Department of Education and the Lennox School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials section were acquired in November 2015. Data to prepare the school facilities section were acquired in January 2016.