



# LENNOX SCHOOL DISTRICT

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[www.lennox.k12.ca.us](http://www.lennox.k12.ca.us)

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# FELTON ELEMENTARY SCHOOL

Grades PreK-5  
Norma Martinez, Principal  
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## SCHOOL ACCOUNTABILITY REPORT CARD 2015-16 SCHOOL ACTIVITY PUBLISHED IN JANUARY 2017

### PRINCIPAL'S MESSAGE

I am Norma Martinez, the proud Principal, of Felton Elementary School, home of the Falcons where our teachers teach and our students learn. This school is truly one of a one of kind and it has everything that you are looking for and more. Having the highest English Language Arts scores on the Smarter Balanced Assessment Consortium test in the Lennox School District is but one indication of the great dedication that our teachers and support staff commits to on a day to day to ensure students are receiving a quality education.

We are beginning an exciting school year 2016-2017 as we provide new textbooks to our students, WONDERS from McGraw Hill. The Lennox school district has undergone a new textbook adoption and these books have all the skills that our students need in order for them to be great readers and knowledgeable learners. The textbooks are culturally sensitive, they have integrated cross curricular ideas and plenty of technology components.

Felton Elementary services pre-school students through 5th grade students in a safe and nurturing environment that offers friendly customer service to everyone that walks through our doors. We pride ourselves in making difficult things seem easy.

This school year we are offering our Kindergarten students the amazing opportunity to learn mandarin as part of their regular school day. Research states that, "Children who are learning two or more languages enter our education system with an enormous intellectual, social, and personal asset that can improve our national economy and security".

Felton Elementary School is offering a School of Engineering Program to all 4th and 5th grade students. The teachers have attended project base trainings and are excited to be collaborating with an engineer in our very own Engineering lab where students will get to try various projects and experience project base learning.

At Felton all students are general education students first and any additional services and supports that may be needed are provided either in a push in or pull out services model by special education staff for a specific period of time to meet the IEP goals that our Special Education students may require.

At Felton we value and appreciate your involvement and collaboration. Please stop by our parent center and join me in the monthly "cafecitos" to talk about the latest educational trends. I ask your cooperation in sending your child to school every day and on time preferably in uniform.

I look forward to working with you and seeing the great educational growth that our children will make due to the partnership between school, home and the community.

Thank you for choosing Felton Elementary school where students will receive a quality education!

## 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.

## SCHOOL PROFILE

Felton Elementary School serves students in grades pre-kindergarten (special education), and kindergarten through five following a traditional calendar. At the beginning of the 2015-16 school year, 574 students were enrolled, including 16.9% in special education, 61.3% qualifying for English Language Learner support, and 96.3% qualifying for free or reduced price lunch.

Student Enrollment by Subgroup/Grade Level 2015-16			
Ethnic Group	%	Grade Level	#
African American	1.2%	Kindergarten	86
American Indian or Alaskan Native	0.0%	Grade 1	101
Asian	0.4%	Grade 2	92
Filipino	0.2%	Grade 3	91
Hawaiian or Pacific Islander	0.9%	Grade 4	118
Hispanic or Latino	96.6%	Grade 5	86
White (not Hispanic)	0.5%	Grade 6	0
Two or More Races	0.2%	Grade 7	0
Socioeconomically Disadvantaged	96.3%	Grade 8	0
English Learners	61.3%		
Students with Disabilities	16.9%		
Migrant Education	0.0%	Total	
Foster Youth	0.3%	Enrollment	574

Teachers continue to employ small group math lessons and direct instruction to improve reading skills.

As part of the standard curriculum, one hour of language arts time is devoted to small group of instruction based upon students'

needs as determined by assessment results. "Get Ahead" writing training helps Felton's teachers provide consistency in teaching state writing standards.

Using district assessment results to drive instructional programs, teaching staff work hard with struggling students before, during and after school to deliver tailored support specially designed to help students acquire the tools to meet grade level standards in both reading and math. Teachers at Felton School have implemented intervention programs to increase of students' reading and math proficiency levels.

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. Felton Elementary School a 1:2 ratio of iPads for students to support daily access to the core curriculum; the iPads are stored on mobile carts and used by students in grades K-5. Felton Elementary School has two computer labs containing a total of 60 computers and a mobile cart containing 12 computers used for special education classes.

Felton Elementary hosts a state preschool program on campus. Children ages 3 and 4 from income-eligible families are welcome to enroll.

Felton Elementary School houses the Horizon's Program, formerly known as the District's Autism Program, which provides specialized instruction based on individual IEP's. The program currently consists of three classrooms with a K-1, 2-3, and 4-5 combo classes.

## 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.

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

Pupil Achievement – State Priority 4: Covered in Standardized State Assessments, including the CAASPP charts.

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

Other Pupil Outcomes – State Priority 8: Covered in the Physical Fitness, including the Physical Fitness Test chart.

## PARENT INVOLVEMENT

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events. Parents stay informed on upcoming events and school activities through monthly newsletters, School Messenger, classroom newsletters, and the school website. The parent liaison organizes parent volunteer efforts. Contact the school office at (310) 680-8950 for more information on how to become involved in your child's learning environment.

Volunteer To Help

- In the classroom
- In the library
- Teaching literacy skills using the iPad
- With student supervision

Join Leadership Groups

- English Learner Advisory Council
- Parent Teacher Association (PTA)
- School Site Council

Attend Special Events & Workshops

- Back to School Night
- Cafecito/Coffee with the Principal (monthly)
- Common Core Standards
- English as a Second Language classes
- Fall and Spring Carnivals
- Math Family Nights
- Open House
- Parent Conferences
- Parent Education Workshops
- Student Performances
- Trimester Grade Level Meetings

## STUDENT ACHIEVEMENT

### PHYSICAL FITNESS

In the spring of each year, Felton 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/pf/](http://www.cde.ca.gov/ta/tg/pf/).

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. For those categories that are blank in the CAASPP tables, no students met subgroup criteria. More information on CAASPP can be found on the California Department of Education's website [www.cde.ca.gov/ta/tg/ca/](http://www.cde.ca.gov/ta/tg/ca/).

**Physical Fitness Test  
Percentage of Students Meeting  
California Fitness Standards  
2015-16**

Grade(s) Tested	Number of Standards Met:		
	4 of 6	5 of 6	6 of 6
Fifth	46.5%	17.4%	5.8%

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 Assessment of Student Performance and Progress Test Results in Science  
All Students**

**Percentage of Students Meeting or Exceeding the State Standards**

	Felton			Lennox SD			CA		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science (Grades 5, 8, & 10)	77	49	74	50	50	48	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) 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.

**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, and Science in grades five, eight and ten 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.

**CAASPP Test Results in Science by Student Group (Grades 5, 8, & 10)**

2015-16

	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	87	87	100.0%	73.6%
Male	56	56	100.0%	80.4%
Female	31	31	100.0%	61.3%
Hispanic or Latino	83	83	100.0%	75.9%
Economically Disadvantaged	84	84	100.0%	73.8%
English Learners	39	39	100.0%	64.1%
Students with Disabilities	19	19	100.0%	73.7%

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 Test Results in ELA & Mathematics by Student Group (Grades 3-8 & 11)  
2015-16**

	English Language Arts/Literacy				Mathematics			
	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
<b>Grade 3</b>								
All Students Tested	91	91	100.0%	40.7%	91	91	100.0%	49.5%
Male	47	47	100.0%	31.9%	47	47	100.0%	40.4%
Female	44	44	100.0%	50.0%	44	44	100.0%	59.1%
Hispanic or Latino	84	84	100.0%	41.7%	84	84	100.0%	48.8%
Socioeconomically Disadvantaged	87	87	100.0%	41.4%	87	87	100.0%	50.6%
English Learners	61	61	100.0%	37.7%	61	61	100.0%	49.2%
Students with Disabilities	18	18	100.0%	11.4%	18	18	100.0%	0.0%
<b>Grade 4</b>								
All Students Tested	118	117	99.2%	41.0%	118	118	100.0%	28.0%
Male	57	57	100.0%	33.3%	57	57	100.0%	24.6%
Female	61	60	98.4%	48.3%	61	61	100.0%	31.2%
Hispanic or Latino	111	110	99.1%	42.7%	111	111	100.0%	28.8%
Socioeconomically Disadvantaged	113	112	99.1%	40.2%	113	113	100.0%	26.6%
English Learners	56	55	98.2%	20.0%	56	56	100.0%	16.1%
Students with Disabilities	24	24	100.0%	16.7%	24	24	100.0%	16.7%
<b>Grade 5</b>								
All Students Tested	87	85	97.7%	38.8%	87	87	100.0%	21.8%
Male	56	54	96.4%	33.3%	56	56	100.0%	26.8%
Female	31	31	100.0%	48.4%	31	31	100.0%	12.9%
Hispanic or Latino	83	83	100.0%	38.6%	83	83	100.0%	22.9%
Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0	0	0.0%	0.0%
Socioeconomically Disadvantaged	84	83	98.8%	37.4%	84	84	100.0%	22.6%
English Learners	39	39	100.0%	10.3%	39	39	100.0%	10.3%
Students with Disabilities	19	19	100.0%	0.0%	19	19	100.0%	10.5%

Note: ELA & Mathematics test results include the Smarter Balanced Assessment and the CAA. 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. An asterisk (\*) appears 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. 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  
Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students**

**Percentage of Students Meeting or Exceeding the State Standards**

	Felton		Lennox SD		CA	
	14-15	15-16	14-15	15-16	14-15	15-16
English-Language Arts/Literacy	21	41	28	30	44	49
Mathematics	24	33	21	24	33	37

*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.*

**FEDERAL INTERVENTION PROGRAM**

The passage of the Every Student Succeeds Act (ESSA), reauthorizing the Elementary and Secondary Education Act (ESEA) in December 2015, 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 2015-16, Felton Elementary School qualified for Schoolwide Title I funding and is therefore subject to comply with Title I program requirements.

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. Most of the new provisions under ESSA do not take effect until the 2017-18 school year making 2016-17 a transition year. More information about Title I and Program Improvement can be located on the CDE's website [www.cde.ca.gov/ta/ac/ti/](http://www.cde.ca.gov/ta/ac/ti/).

**Federal Intervention Program  
2016-17**

	Felton	Lennox SD
	In PI	In PI
PI Status First Year of PI Implementation	2006-07	2004-05
Year in PI	Year 5	Year 3
# Schools Currently In PI		10
% Schools Currently In PI		100%

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

**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. Felton Elementary School's original facilities were built in 1987 and completely renovated in 2001; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff.

**Campus Description**

	Quantity
# of Permanent Classrooms	24
# of Portable Classrooms	10
# of Restrooms (student use)	2 sets
Cafeteria/Multipurpose Room	1
Computer Lab	1
Library	1
Staff Lounge	1
Teacher Work Room	1

2015-16 Campus Improvements:

- Repairs to roofs throughout campus

2016-17 Planned Campus Improvements:

- Installation of a shade structure
- Installation of solar panels

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 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 one part-time evening custodians are assigned to Felton Elementary School. The day custodians are responsible for:

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

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

- Office Area Cleaning
- Restroom Cleaning
- Classroom Cleaning

The principal communicates with custodial staff daily concerning maintenance and school safety issues.

**SCHOOL SITE SAFETY PLAN**

The Comprehensive School Site Safety Plan was developed for Felton 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 September 2016.

**SUPERVISION & SAFETY**

Student supervision, in the morning as students arrive on campus, is provided by the principal and counselor. TEAM One Security service staff monitor activity on the campus during the school day as well as overnight. During recess, three teachers monitor student behavior on the playground. During the lunch recess, three yard duty supervisors and administrators monitor students in the cafeteria and on the playground. When students are dismissed at the end of the day, the principal and counselor 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.

School Facility Good Repair Status			
Item Inspected	Repair Status		
Inspection Date: December 6, 2016	Good	Fair	Poor
	Repair Needed and Action Taken or Planned		
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:**

*Exemplary: The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.*

### FACILITIES INSPECTIONS

The district’s maintenance department inspects Felton Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). Felton 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 December 6, 2016. During fiscal year 2015-16, all restrooms were fully functional and available for student use.

## CLASSROOM ENVIRONMENT

### DISCIPLINE & CLIMATE FOR LEARNING

At Felton 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 the Character Counts 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. 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, school policies, safety rules, and behavior expectations are 1) outlined in the student handbook, 2) included in the Back-to-School packet, and 3) reinforced at discipline assemblies led by the principal. Throughout the year as needed, teachers remind students about their responsibilities to follow school rules and conduct themselves in a safe, responsible, and respectful manner.

Progressive disciplinary measures begin in the classroom when students are disruptive or demonstrating poor citizenship. A color-coded card system is used as a visual record of student behavior; a red card signifies an instance of poor behavior. Students who continue to make poor choices in conduct are referred to the principal or counselor. Consequences and disciplinary action are based upon the student’s past behavioral trend and severity

Suspensions and Expulsions									
	Felton			Lennox SD			CA		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Suspensions (#)	2	2	1	80	166	205	279,383	243,603	230,389
Expulsions (#)	0	0	0	2	0	2	6,611	5,692	6,227

of infraction. Discipline measures are consistently applied in a fair and firm manner. Consequences range from time out, loss of recess, in-house suspension, suspension, to expulsion.

Felton Elementary School utilizes the Positive Behavior Intervention Support (PBIS) program as the foundation of a positive discipline approach. The PBIS program provides comprehensive curriculum to promote responsible, safe behaviors as well as bully prevention strategies through the use of classroom activities, presentations, hands-on activities, and scripted weekly lessons.

### 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				
2013-14				
Grade	Average Class Size	Number of Classes*		
		1-20	21-32	33+
K	17.0	3	2	
1	14.0	7		
2	14.0	8		
3	13.0	7		
4	17.0	2	3	
5	17.0	2	3	
2014-15				
K	22.0	2	2	
1	18.0	4		
2	18.0	5		
3	20.0	6		
4	25.0		3	
5	20.0	2	3	
2015-16				
K	25.0		4	
1	23.0	1	4	
2	21.0	3	1	
3	22.0	1	3	
4	20.0	4	2	
5	17.0	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 California State Standards. Staff development concentrations are selected and identified based on staff survey results, NCLB requirements, California State 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 2015-16 school year, Felton Elementary School staff participated in professional development activities held throughout the year on early release Wednesdays. Grade level committees meet once a month to plan future training sessions using results from student performance data, district assessments, teacher input, walkthroughs, and classroom observations to identify areas of strength and weakness.

2015-16 Staff Development Topics:

- English Language Development
- Intervention Strategies
- Technology Training
- Wonders Implementation Workshops

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 2015-16 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:

- 21st Century Learning
- Digital Citizenship
- Disciplinary Core Ideas
- ELA/ELD Frameworks
- Imagine Learning
- Lesson Planning
- Next Generation Science Standards
- SAMR Planning Time
- Swun Math
- Writing Across the Curriculum

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 State 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.

## INSTRUCTIONAL MATERIALS

All textbooks used in the core curriculum throughout Lennox School District are being aligned to the California 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 27, 2016, 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. 16-08](#) 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.

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 December 2016.

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 2016-17 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 2015-16 school year, Felton Elementary School had 34 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.

	Felton			Lennox SD		
	14-15	15-16	16-17	14-15	15-16	16-17
Total Teachers	35	34	33	254	258	249
Teachers with Full Credential	35	34	33	253	257	249
Teachers without Full Credential	0	0	0	1	1	0
Teachers Teaching Outside Subject Area (with full credential)	0	0	0	10	10	12
Teacher Misassignments for English Learners	0	0	0	0	0	1
Total Teacher Misassignments*	0	0	0	0	0	1
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 adjacent 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.

	Core Academic Classes Taught by Highly Qualified Teachers	
	% of Classes in Core Academic Subjects Taught by HQT	% of Classes in Core Academic Subjects Not Taught by HQT
	2015-16	
Felton	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

Felton 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 Felton 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) 2015-16		
	No. of Staff	FTE*
Academic Counselor	1	1.0
DiDi Hirsch Counselor	As needed	
Health Aide	1	1.0
Nurse	As needed	
Psychologist	1	0.8
Library Clerk	1	1.0
Speech & Language Aide	1	0.5
Speech & Language Therapist	2	1.6
Star View Counselor	As needed	
Occupational Therapist	1	1.0
Average Number of Students per Academic Counselor		574

\*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: 2014-15 salary comparison data was the most recent data available at the time this report was published.)

## EXPENDITURES PER STUDENT

For the 2014-15 school year, Lennox School District spent an average of \$11,858 of total general funds to educate each student (based on 2014-15 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/](http://www.cde.ca.gov/ds/fd/ec/) and [www.cde.ca.gov/ds/fd/cs/](http://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.)

	Lennox SD	State Average of Districts in Same Category
Beginning Teacher Salary	50,148	44,507
Mid-Range Teacher Salary	82,161	68,910
Highest Teacher Salary	95,699	88,330
Average Principal Salaries:		
Elementary School	120,078	111,481
Middle School	110,122	115,435
High School	-	113,414
Superintendent Salary	186,934	169,821
Percentage of Budget For:		
Teacher Salaries	41	39
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 Felton 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 CAASPP, enrollment, and staffing.

## PUBLIC INTERNET ACCESS LOCATION

Parents may access Felton Elementary's SARC and access the Internet at any of the county's public libraries or the Felton School Parent Center. The closest public library to Felton 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

**Felton School Parent Center**  
Open to Parents: 8:00 a.m. - 12:00 p.m.  
Number of Computers Available: 4  
Printers Available: Yes  
Contact the school office for more information

Expenditures Per Pupil	Dollars Spent Per Student				
	Felton	Lennox SD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	10,256	N/A	N/A	N/A	N/A
Restricted (Supplemental)	4,339	N/A	N/A	N/A	N/A
Unrestricted (Basic)	5,917	5,774	102.5%	5,677	104.2%
Average Teacher Salary	78,995	83,901	94.2%	71,610	110.3%

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 2014-15 school year, the district received categorical, special education, and support programs funds for:

- After School Education and Safety (ASES)
- California Clean Energy Jobs Act
- Education Protection Account
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- Other Local: Locally Defined
- Other State: Locally Defined
- Quality Education Investment Act
- Special Education
- State Lottery
- Title I, II, III
- Tobacco-Use Prevention Education
- Williams Case Settlement

## 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 was acquired in October 2016. Data to prepare the school facilities section was acquired in January 2017.