



# LENNOX SCHOOL DISTRICT

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

## BOARD OF TRUSTEES

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Director of Special Education

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Director of Facilities/Maintenance

# BUFORD ELEMENTARY SCHOOL

Grades K-5  
Farnoosh Aguilar, Principal  
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## SCHOOL ACCOUNTABILITY REPORT CARD 2015-16 SCHOOL ACTIVITY PUBLISHED IN JANUARY 2017

### 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. As a school, we continue to refine our instructional practices in order to align with the state standards and 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 2015-16 school year, 670 students were enrolled, including 9.1% in special education, 63.7% qualifying for English Language Learner support, and 95.4% qualifying for free or reduced price lunch.

**Student Enrollment by Subgroup/Grade Level 2015-16**

Ethnic Group	%	Grade Level	#
African American	0.9%	Kindergarten	122
American Indian or Alaskan Native	0.0%	Grade 1	91
Asian	0.0%	Grade 2	105
Filipino	0.0%	Grade 3	112
Hawaiian or Pacific Islander	0.3%	Grade 4	115
Hispanic or Latino	98.1%	Grade 5	125
White (not Hispanic)	0.4%	Grade 6	0
Two or More Races	0.0%	Grade 7	0
Socioeconomically Disadvantaged	95.4%	Grade 8	0
English Learners	63.7%		
Students with Disabilities	9.1%		
Migrant Education	0.0%	Total	
Foster Youth	1.8%	Enrollment	670

Teachers continue to employ innovative strategies to improve student's reading fluency and reading comprehension. In language arts, a balance of whole group direct instruction and small group guided reading strategies show promising results in developing reading and comprehension skills.

All teachers participate in comprehensive math training and coaching activities in order to be well-equipped to teach the Common Core State Standards, with emphasis on the ability to explain answers in a written format. Buford Elementary School has a 1:2 ratio of iPads for students in grades TK-5th. Teachers use technology for intervention, group projects, and to prepare students for the Common Core State Standards.

This year, Buford has a Dual Language Program in English/Spanish for students in grades Kindergarten and 1st. In this program, half of their day is English instruction and the other half of their day is Spanish instruction. We also have a new School of Engineering for our 4th and 5th grade students where students have the opportunity to receive instruction from an engineer working side-by-side with their classroom teacher. In the school of engineering, students work together to solve real-world science and engineering projects through hands-on activities and technology. At Buford, we are preparing our young learners to be global citizens of the 21st Century.



**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.

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 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. Contact the parent liaison at (310) 680-8900 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 Education Classes/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/pf/](http://www.cde.ca.gov/ta/tg/pf/).

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	43.3%	17.5%	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.*

**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, Buford 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/).

California Assessment of Student Performance and Progress Test Results in Science									
All Students									
Percentage of Students Meeting or Exceeding the State Standards									
	Buford			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)	66	43	73	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.

Federal Intervention Program		
2016-17		
	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.

## 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

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	127	125	98.4%	72.8%
Male	64	64	100.0%	68.8%
Female	63	61	96.8%	77.1%
Hispanic or Latino	122	120	98.4%	73.3%
Economically Disadvantaged	120	118	98.3%	73.7%
English Learners	57	56	98.3%	53.6%
Students with Disabilities	20	19	95.0%	68.4%

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>					<b>Grade 3</b>			
All Students Tested	116	114	98.3%	27.2%	116	115	99.1%	27.0%
Male	53	52	98.1%	32.7%	53	52	98.1%	32.7%
Female	63	62	98.4%	22.6%	63	63	100.0%	22.2%
Hispanic or Latino	116	114	98.3%	27.2%	116	115	99.1%	27.0%
Socioeconomically Disadvantaged	110	108	98.2%	26.9%	110	109	99.1%	28.4%
English Learners	82	81	98.8%	23.5%	82	82	100.0%	22.0%
<b>Grade 4</b>					<b>Grade 4</b>			
All Students Tested	117	114	97.4%	33.3%	117	116	99.2%	34.5%
Male	57	56	98.3%	32.1%	57	56	98.3%	39.3%
Female	60	58	96.7%	34.5%	60	60	100.0%	30.0%
Hispanic or Latino	115	113	98.3%	33.6%	115	114	99.1%	34.2%
Socioeconomically Disadvantaged	114	111	97.4%	32.4%	114	113	99.1%	34.5%
English Learners	63	61	96.8%	14.8%	63	62	98.4%	17.7%
<b>Grade 5</b>					<b>Grade 5</b>			
All Students Tested	127	125	98.4%	44.0%	127	125	98.4%	24.8%
Male	64	64	100.0%	34.4%	64	64	100.0%	17.2%
Female	63	61	96.8%	54.1%	63	61	96.8%	32.8%
Hispanic or Latino	122	120	98.4%	43.3%	122	120	98.4%	25.8%
Socioeconomically Disadvantaged	120	118	98.3%	45.8%	120	118	98.3%	26.3%
English Learners	57	56	98.3%	14.3%	57	56	98.3%	8.9%
Students with Disabilities	20	19	95.0%	5.3%	20	19	95.0%	0.0%

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**

	Buford		Lennox SD		CA	
	14-15	15-16	14-15	15-16	14-15	15-16
English-Language Arts/Literacy	24	35	28	30	44	49
Mathematics	27	29	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.*

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.

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/).

## 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 Campus Improvements:

- Addition of iPads

2016-17 Planned Campus Improvements:

- Installation of solar panels
- Installation of Tesla power stations
- 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 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 mid day, and one full-time evening custodian are assigned to Buford 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 throughout the day for cleanliness and subsequently cleaned as needed. The evening custodian is 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.

Campus Description	
Year Built	1948
	<b>Quantity</b>
# 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
Intervention Room	1
Staff Lounge/Teacher Work Room	1

## 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 January 2017.

### SUPERVISION & SAFETY

Student supervision, in the morning as students arrive on campus, is provided by: administrators, teachers, and a yard duty supervisor. During recess, three teachers and yard supervisor aides 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. Contracted security officers monitor students throughout the day.

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.

### 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 December 5, 2016. During fiscal year 2015-16, all restrooms were fully functional and available for student use.



School Facility Good Repair Status			
Item Inspected	Repair Status		
Inspection Date:	Good	Fair	Poor
December 5, 2016			
			Repair Needed and Action Taken or Planned
Systems	✓		
Interior Surfaces	✓		
Cleanliness	✓		
Electrical	✓		
Restrooms/Fountains	✓		
Safety	✓		
Structural	✓		Cafeteria - There has been some leaks but they have already been patched; Building G - Roof will be replaced by January 17; 5-8 Lounge - Roof leaks have been patched
External	✓		
Overall Summary of School Facility Good Repair Status			
Overall Summary	Exemplary	Good	Fair
			✓

Percentage Description Rating:

*Fair: The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.*

Class Size Distribution Self-Contained Classrooms				
2013-14				
Grade	Average Class Size	Number of Classes*		
		1-20	21-32	33+
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
2015-16				
K	23.0	1	4	
1	24.0		4	
2	23.0		5	
3	23.0	1	4	
4	22.0	2	4	
5	19.0	5	2	

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

## CLASSROOM ENVIRONMENT

### 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, a disciplinary assembly is held and 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 administration office. 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		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Suspensions (#)	0	3	2	80	166	205	279,383	243,603	230,389
Expulsions (#)	0	0	0	2	0	2	6,611	5,692	6,227

### 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.

## 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, 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.

2015-16 Staff Development Topics:

- Common Core State Standards
- Common Core Standards Math & English Language Arts Instruction
- Data Meetings
- Grade Level Planning Time
- SBAC

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 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 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.

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.

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.

# PROFESSIONAL STAFF

## TEACHER ASSIGNMENT

During the 2015-16 school year, Buford 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.

	Buford			Lennox SD		
	14-15	15-16	16-17	14-15	15-16	16-17
Total Teachers	35	34	34	254	258	249
Teachers with Full Credential	35	34	34	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	1	0	0	1
Total Teacher Misassignments*	0	0	1	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	
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)

2015-16

	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
District Therapist	As needed	
Speech & Language Specialist	1	1.0
Average Number of Students per Academic Counselor		670

*\*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.)

Salary Comparison 2014-15		
	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 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 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 2014-15

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	7,409	N/A	N/A	N/A	N/A
Restricted (Supplemental)	1,409	N/A	N/A	N/A	N/A
Unrestricted (Basic)	5,999	5,774	103.9%	5,677	105.7%
Average Teacher Salary	84,145	83,901	100.3%	71,610	117.5%

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 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.