



LENNOX SCHOOL DISTRICT

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

www.lennox.k12.ca.us

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JEFFERSON ELEMENTARY SCHOOL

Grades K-5
Robert Estrada, Principal
robert_estrada@lennox.k12.ca.us

10322 Condon Avenue, Lennox, CA 90304
(310) 680-5650 • FAX (310) 672-5031
<http://jefferson.lennox.k12.ca.us>



SCHOOL ACCOUNTABILITY REPORT CARD

2014-15 SCHOOL ACTIVITY PUBLISHED IN JANUARY 2016

PRINCIPAL'S MESSAGE

Welcome to Jefferson Elementary School, where we are proud of the progress we have made over the past five years. At the school site level, RIRA's (Repetitive Interactive Read-alouds) and Effective Lesson Design in English Language Arts provide strategies to guide improvement to students using assessment results. In addition, Swun math is used for teaching mathematics in grades K-5. These programs dictate two hours of direct instruction in reading and 90-minutes in math for grades 1-5. In addition, all English Language Learners receive specific daily ELD instruction in groups based on developmental levels. Finally, our exceptional parent volunteer group continues to grow, supporting the belief that the most successful students have strong family support in the home and a presence at school. As always, we invite you to visit our programs to see outstanding teaching and our strong focus on learning.

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.

JEFFERSON SCHOOL MISSION

At Jefferson School, we believe that every child in every classroom can and will achieve success.

SCHOOL PROFILE

Jefferson Elementary School serves students in grades kindergarten through five following a traditional calendar. At the beginning of the 2014-15 school year, 803 students were enrolled, including 10.8% in special education, 70.6% qualifying for English Language Learner support, and 88.2% qualifying for free or reduced price lunch.

Percentage of Students by Ethnicity/Grade Level
2014-15

Ethnic Group	%	Grade Level	#
African American	0.3%	Kindergarten	135
American Indian or Alaskan Native	0.1%	Grade 1	141
Asian	0.6%	Grade 2	142
Filipino	0.1%	Grade 3	144
Hawaiian or Pacific Islander	0.3%	Grade 4	120
Hispanic or Latino	98.6%	Grade 5	121
White (not Hispanic)	0.0%	Grade 6	0
Two or More Races	0.0%	Grade 7	0
Socioeconomically Disadvantaged	90.0%	Grade 8	0
English Learners	70.6%		
Students with Disabilities	10.8%		
Migrant Education	0.0%	Total	
Foster Youth	0.7%	Enrollment	803

Teachers continue to employ innovative strategies to improve student's reading fluency and reading comprehension. Jefferson Elementary staff use student assessment results to identify struggling students for in-class reading intervention.

STUDENT ACHIEVEMENT

PHYSICAL FITNESS

In the spring of each year, Jefferson 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/.

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	30.9%	13.8%	5.7%

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.

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/.

Schoolwide instruction focuses heavily on building literacy skills. Using the results of a universal screening process, students with the greatest needs received additional support in language arts instruction. Progress is monitored every six weeks and student rotations adjusted accordingly.

Jefferson Elementary provides grade level intervention to facilitate individualized intensive reading support in small group settings. Students' academic areas of need are identified through analysis of student performance on the district's benchmark assessments. Based on level of proficiency, students received intensive support by credential teachers following Language!, Lexia Core 5, or Reading Mastery curricula.

In 2009, Jefferson Elementary applied for and was awarded a \$597,082 QEIA (Quality Education Investment Act) grant by the state, funds distributed over a seven-year period. QEIA funds will be used to help Jefferson Elementary exceed its growth targets, reduce class sizes at all grade levels, and increase the number of highly qualified teachers as a means of increasing student achievement levels.

Students in grades K-5 may participate in the district's LEAP after school program offered on campus Monday through Friday until 6:00 p.m. Structured enrichment activities, sports, fine arts, cheer leading, field trips, and homework support are supervised by qualified staff. Participants are provided a nutritious snack.

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 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, participating in a decision-making group, or simply attending school events. Parents stay informed on upcoming events and school activities through a monthly calendar, letters, School Messenger, and the school website. Contact the school office at (310) 680-5650 for more information on how to become involved in your child's learning environment.

Volunteer to:

- Help in the classroom
- Organize fundraisers
- Work on the Parent Volunteer Group to help with administrative projects (i.e., copying)

Join Leadership Groups

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

Attend Special Events & Workshops

- Access library resources; read to students
- Annual Family Literacy Day
- Back to School Night
- Book Fairs
- English as a Second Language classes
- Fall Carnival
- Math Literacy Night
- Open House

Jefferson Elementary is taking steps to empower parents with the tools to strengthen the parent-child bond and increase parent engagement at home as well as at school. On-campus training workshops teach families how to build relationships between home and school, 2) instill core ethical values and personal accountability, and 3) equip parents with the resources to be the primary protective agent for their child.

**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	Jefferson	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		

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

California Standards Test (CST)

All Students

Percentage of Students Scoring at Proficient and Advanced Levels

	Jefferson			Lennox SD			CA		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	42	36	39	52	50	50	59	60	56

California Standards Test (CST)

Results by Student Subgroup

2014-15

	Percentage of Students Scoring at Proficient and Advanced Levels
Lennox SD	50
Jefferson	39
Male	43
Female	34
Hispanic or Latino	39
English Learners	16
Students with Disabilities	39

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	143	143	100.0%	50.0%	38.0%	9.0%	3.0%	143	143	100.0%	42.0%	36.0%	17.0%	6.0%
Male	143	72	50.3%	57.0%	29.0%	10.0%	4.0%	143	72	50.3%	38.0%	32.0%	22.0%	4.0%
Female	143	71	49.7%	42.0%	46.0%	8.0%	3.0%	143	71	49.7%	46.0%	39.0%	11.0%	3.0%
Asian	143	2	1.4%	*	*	*	*	143	2	1.4%	*	*	*	*
Hispanic or Latino	143	139	97.2%	50.0%	37.0%	9.0%	4.0%	143	139	97.2%	43.0%	36.0%	16.0%	5.0%
Socioeconomically Disadvantaged	143	135	94.4%	50.0%	38.0%	10.0%	2.0%	143	135	94.4%	44.0%	36.0%	16.0%	5.0%
English Learners	143	69	48.3%	70.0%	30.0%	0.0%	0.0%	143	69	48.3%	67.0%	29.0%	3.0%	1.0%
Students with Disabilities	143	11	7.7%	82.0%	9.0%	9.0%	0.0%	143	11	7.7%	82.0%	9.0%	9.0%	0.0%
Grade 4														
All Students Tested	123	119	96.7%	57.0%	22.0%	16.0%	5.0%	123	121	98.4%	45.0%	37.0%	14.0%	4.0%
Male	123	66	53.7%	55.0%	24.0%	17.0%	5.0%	123	68	55.3%	50.0%	32.0%	13.0%	4.0%
Female	123	53	43.1%	60.0%	19.0%	15.0%	6.0%	123	53	43.1%	38.0%	43.0%	15.0%	4.0%
African American	123	1	0.8%	*	*	*	*	123	1	0.8%	*	*	*	*
Filipino	123	1	0.8%	*	*	*	*	123	2	1.6%	*	*	*	*
Hispanic or Latino	123	113	91.9%	58.0%	23.0%	15.0%	4.0%	123	114	92.7%	46.0%	38.0%	13.0%	4.0%
Hawaiian or Pacific Islander	123	1	0.8%	*	*	*	*	123	1	0.8%	*	*	*	*
Two or More Races	123	0	0.0%	*	*	*	*	123	0	0.0%	*	*	*	*
Socioeconomically Disadvantaged	123	117	95.1%	57.0%	22.0%	15.0%	5.0%	123	119	96.7%	45.0%	38.0%	13.0%	4.0%
English Learners	123	48	39.0%	88.0%	13.0%	0.0%	0.0%	123	49	39.8%	76.0%	24.0%	0.0%	0.0%
Students with Disabilities	123	18	14.6%	72.0%	28.0%	0.0%	0.0%	123	18	14.6%	78.0%	22.0%	0.0%	0.0%
Grade 5														
All Students Tested	124	122	98.4%	48.0%	29.0%	20.0%	3.0%	124	123	99.2%	64.0%	24.0%	7.0%	4.0%
Male	124	65	52.4%	57.0%	26.0%	14.0%	3.0%	124	65	52.4%	68.0%	22.0%	6.0%	5.0%
Female	124	57	46.0%	39.0%	32.0%	26.0%	4.0%	124	58	46.8%	60.0%	28.0%	9.0%	3.0%
Asian	124	1	0.8%	*	*	*	*	124	1	0.8%	*	*	*	*
Hispanic or Latino	124	119	96.0%	48.0%	29.0%	20.0%	3.0%	124	120	96.8%	64.0%	25.0%	7.0%	4.0%
Hawaiian or Pacific Islander	124	1	0.8%	*	*	*	*	124	1	0.8%	*	*	*	*
Socioeconomically Disadvantaged	124	118	95.2%	47.0%	29.0%	20.0%	3.0%	124	119	96.0%	64.0%	24.0%	8.0%	4.0%
English Learners	124	35	28.2%	80.0%	17.0%	0.0%	3.0%	124	36	29.0%	89.0%	8.0%	0.0%	3.0%
Students with Disabilities	124	16	12.9%	81.0%	19.0%	0.0%	0.0%	124	16	12.9%	94.0%	6.0%	0.0%	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

	Jefferson	Lennox SD	CA
English-Language Arts/Literacy	18	28	44
Mathematics	18	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.

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/.

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, Jefferson Elementary School qualified for Title I Schoolwide funding and is 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. 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/.

Title I PI Status 2015-16

	Lennox SD	
	Jefferson	SD
PI Status	In PI	In PI
First Year of PI Implementation	2013-14	2004-05
Year in PI	Year 1	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

SUPERVISION & SAFETY

When students arrive on campus in the morning, they are directed to their classrooms and receive breakfast before instruction beginning at 7:45 to 8:10; teachers provide classroom supervision. During recess, three teachers monitor student behavior on the playground. During the lunch recess, three paraprofessionals share supervision of students in the cafeteria and on the playground. When students are dismissed at the end of the day, teachers escort their students to the two exit areas; each gate is supervised by a paraprofessional or an administrator to ensure students leave campus in a safe and orderly manner.

The school is a closed and fully secured campus with perimeter fencing. 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. A security guard, provided through district's funds is on campus daily from 7:15 a.m. to 8:00 p.m.

FACILITIES MAINTENANCE

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Jefferson Elementary School's original facilities were built in 1910; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff.

2014-15 Campus Improvement Projects

- Completion of a new two-story building

Campus Description

Year Built	1910
Acreage	17.4 ac
Bldg. Square Footage	45412
	Quantity
# of Permanent Classrooms	40
# of Portable Classrooms	3
# of Restrooms (student use)	2 sets
Parent Center	1
Counseling Room	1
Staff Lounge	1
Teacher Work Room	1
Cafeteria/Multipurpose Room	1
Library	1
Computer Lab	1

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 and two full-time afternoon custodians are assigned to Jefferson 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 afternoon custodians are responsible for:

- Office Area Cleaning
- Restroom Cleaning
- Classroom Cleaning

The principal and assistant principal communicate with the lead custodian informally throughout the day to address maintenance and school safety issues.

SCHOOL SITE SAFETY PLAN

The Comprehensive School Site Safety Plan was developed for Jefferson 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 February 2015.

FACILITIES INSPECTIONS

The district's maintenance department inspects Jefferson Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). Jefferson 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 8, 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: January 8, 2016	Good	Fair	Poor
Systems	✓		
Interior Surfaces	✓		Library & Cafeteria - Clean A/C register
Cleanliness	✓		
Electrical		✓	Library - Ballast in lights are out (work order issued); Rooms 1 & 2 - Lights not working, replace ballast (work order issued)
Restrooms/Fountains	✓		Room 1 - Drinking fountain leaking (work order issued)
Safety	✓		
Structural	✓		Room 42 - Roof leaking in portable classroom (work order issued to repair)
External	✓		
Overall Summary of School Facility Good Repair Status			
Overall Summary	Exemplary	Good	Fair
		✓	Poor

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

DISCIPLINE & CLIMATE FOR LEARNING

At Jefferson Elementary, all staff believe that a safe learning environment is an effective learning environment. Schoolwide discipline policies are founded upon a combination of the district's assertive discipline model, Character Counts, and Bullying Prevention program. Teachers have established individual, grade appropriate classroom management plans in accordance with district's 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.

Suspensions and Expulsions									
	Jefferson			Lennox SD			CA		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Suspensions (#)	0	0	2	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.

At the beginning of the school year, school policies, safety rules and behavior expectations are provided in each student's "Back-to-School" packet and reinforced at grade level assemblies (grades 1-5) led by the assistant principal and counselor and at in-class presentations (kindergarten). As needed throughout the year, school administrators and teachers remind students to conduct themselves in a safe, responsible, and respectful manner:

- At "refresher assemblies (grades K-5)
- In articles printed in the trimester newsletter
- In memos sent home to parents
- "All calls" to students' homes

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 an administrator. 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 manner.

CELEBRATE SUCCESS AT JEFFERSON

SCHOOL

At Jefferson School we celebrate our student's academic and behavior success during our school's monthly Celebrate Success Assembly. During this assembly, teachers celebrate students who have earned:

1. Student of the Month
2. A Lexia Certificate
3. Blue Raffle Tickets for Positive Behavior on the Playground
4. Trimester Most Improved Reward
5. Trimester Perfect Attendance

SCHOOL UNIFORMS

School uniforms at Jefferson have also been a tradition since 2009 thanks to the support of the parents, teachers, and students. Our school uniform is a khaki pant, skirt, or short and a navy blue shirt or polo. Shirts are not required to have a school logo. Our school celebrates our close to 99.9% participation rate.

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	23.0	1	6	
1	17.0	9		
2	17.0	8		
3	16.0	5	3	
4	19.0	2	5	
5	18.0	2	5	
2013-14				
K	22.0	2	4	
1	17.0	9		
2	17.0	9		
3	16.0	8		
4	19.0	2	5	
5	18.0	2	5	
2014-15				
K	27.0	1	4	
1	19.0	7		
2	20.0	7		
3	20.0	7		
4	23.0		5	
5	23.0		5	

*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, Jefferson Elementary School staff participated in weekly professional development activities which took place on early release days. Three afternoons each month are devoted to professional development focused on site-based training needs. The principal, in collaboration with grade level representatives, identifies teacher training needs based upon analysis of student performance on state assessments, classroom walkthroughs, formative

assessments, reading comprehension assessments, teacher needs assessment, and benchmark exams.

2014-15 Site-based Training Topics

- Calibration
- Collaborative Strategic Planning
- Data Reflection
- English Language and Literacy Acceleration
 - Direct Instruction Strategies
- Lexia, Swun Math, Imagine Learning
- Repetitive Interactive Read-alouds
- Student Progress Monitoring

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. Paraprofessionals receive specialized training from the principal and staff development specialist. Classified support staff may receive job-related training from school leadership; 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 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.

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.

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, Jefferson Elementary School had 39 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

	Jefferson			Lennox SD		
	13-14	14-15	15-16	13-14	14-15	15-16
Total Teachers	41	39	42	258	254	258
Teachers with Full Credential	41	39	41	258	253	257
Teachers without Full Credential	0	0	1	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 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.

COUNSELING & SUPPORT STAFF

Jefferson 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 Jefferson 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.

NCLB Compliance Percentage of Classes in Core Academic Subjects:

	Taught by NCLB-Compliant Teachers	Not Taught by NCLB-Compliant Teachers
	2014-15	
Jefferson	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.

Counselors and Support Personnel (Nonteaching Professional Staff)

	2014-15	
	No. of Staff	FTE*
Academic Counselor	1	1.0
Health Specialist	1	1.0
District Nurse	As needed	
Psychologist	1	0.5
Speech & Language Aide	1	1.0
Speech & Language Specialist	1	1.0
Average Number of Students per Academic Counselor		803

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

Lennox Branch Library
Express Location located at Lennox Park
10828 Condon Avenue, Lennox
Phone Number: (310) 674-0385
Hours: Mon-Fri: 2:00 p.m. - 6:00 p.m.
Sat: 1:00 p.m. - 5:00 p.m.
Sun: Closed
Number of Computers Available: 7

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

Jefferson Elementary School Library
Hours: Mon-Fri 3:00 p.m. - 4:00 p.m.
Number of Computers Available: 11
Printers Available: Yes

Jefferson Elementary Parent Center
Hours: Mon-Fri 7:45 a.m. - 3:30 p.m.
Number of Computers Available: 5
Printers Available: Yes

Current Expense of Education Per Pupil 2013-14

Expenditures Per Pupil	Dollars Spent Per Student				
	Jefferson	Lennox SD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	6,372	N/A	N/A	N/A	N/A
Restricted (Supplemental)	1,927	N/A	N/A	N/A	N/A
Unrestricted (Basic)	4,445	4,027	110.4%	5,348	83.1%
Average Teacher Salary	79,256	79,902	99.2%	72,993	108.6%

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.