



# LENNOX SCHOOL DISTRICT

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(310) 695-4000

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

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# MOFFETT ELEMENTARY SCHOOL

Grades TK-5  
Oscar Cisneros, Principal  
[oscar\\_cisneros@lennox.k12.ca.us](mailto:oscar_cisneros@lennox.k12.ca.us)

11050 Larch Avenue, Lennox, CA 90304  
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## SCHOOL ACCOUNTABILITY REPORT CARD

2014-15 SCHOOL ACTIVITY PUBLISHED IN JANUARY 2016

### PRINCIPAL'S MESSAGE

Welcome to Moffett Elementary School!

Dear Moffett Mountain Lions Family, my name is Oscar Cisneros, I am honored to be the principal at Moffett Elementary School. I look forward to building a partnership with you so that together we can ensure that our children receive the quality educational program that will prepare them to move on to middle school, graduate from high school, and to eventually have a successful college and career experience. Every school year provides students with opportunities to achieve at their full potential. Let's work together to instill a sense of pride in this community as we preserve a solid tradition of pursuing excellence. I know that we have the right mix of students, parents, and staff to make this a successful year. On behalf of this great school community I want to encourage everyone to work together to support our students in a positive, nurturing, and dignified family environment.

### 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

Moffett Elementary School serves students in grades transitional kindergarten through five following a modified year round calendar. At the beginning of the 2014-15 school year, 846 students were enrolled, including 11% in special education, 72.8% qualifying for English Language Learner support, and 89.8% qualifying for free or reduced price lunch.

Moffett Elementary School has a full functioning computer lab that is on a schedule whereby all students are able to engage in research as well as enrichment and intervention programs. The lab is staffed with a fulltime technician.

Moffett Elementary School offers writing and math support classes to parents so that they can assist their children. They can also attend leadership classes conducted by UCLA in order to help strengthen our parent volunteer base. Dual Language Tours are available for our Dual Language Program.

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. Direct instruction and reading strategies have shown promising results in developing reading and comprehension skills. School staff utilize a variety of resources to evaluate student progress and mastery of skills in reading, writing, and math to keep parents informed on student progress as well as using the same information to improve instruction in the classroom through intervention and individualized support.

**Percentage of Students by Ethnicity/Grade Level  
2014-15**

Ethnic Group	%	Grade Level	#
African American	1.4%	Kindergarten	179
American Indian or Alaskan Native	0.4%	Grade 1	136
Asian	0.0%	Grade 2	155
Filipino	0.2%	Grade 3	124
Hawaiian or Pacific Islander	0.7%	Grade 4	128
Hispanic or Latino	97.0%	Grade 5	124
White (not Hispanic)	0.0%	Grade 6	0
Two or More Races	0.2%	Grade 7	0
Socioeconomically Disadvantaged	91.4%	Grade 8	0
English Learners	72.8%		
Students with Disabilities	11.0%		
Migrant Education	0.0%		
Foster Youth	0.4%	Total Enrollment	846

All K-5 grade teachers continue training and coaching activities to support the Swun Math curriculum. All students have access to the ST Math program, which allows students to practice math at home and in school. Students in grades K-2 have access to the iRead program to help students read at grade level by the third grade. The fifth year of training efforts focus on math facts and lesson delivery with common instructional strategies across all grade levels throughout the district. Students receive 90 minutes of math instruction as a component of their regular daily lessons.

**LOCAL CONTROL  
ACCOUNTABILITY PLAN (LCAP)**

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

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

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

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

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

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

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

**PARENT INVOLVEMENT**

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, 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 a weekly calendar, School Messenger, school calendar, flyers, letters, trimester brochures, electronic marquee, EdConnect (automated telephone message system), and the school website. The parent liaison coordinates organization of parent volunteers. Contact the parent liaison at (310) 680-6200 for more information on how to become involved in your child's learning environment.

**Volunteer to Help**

- In the classroom, library, office, and cafeteria
- With Children's Day events
- With Mother's Day events
- With Fathers Day events
- Coordinate uniform sales
- Organize fundraisers
- Read to children (Reading is Fundamental)

**Join Leadership Groups**

- School Site Council
- English Learner Advisory Council
- Green Team (School Garden)
- Parent Teacher Association
- Safety Committee
- Superintendent's Advisory Council

**Attend Special Events & Workshops**

- Back to School Night
- Book Clubs
- Fall Carnival
- Computer Classes
- English as a Second Language classes
- GATE Program
- Math Courses for Parents

- Open House
- Parent education classes
- Parent conferences/workshops
- PTA-sponsored activities
- Science Fair
- Social Justice Learning Institute
- Staff Appreciation Day
- Student performances
- Writing Courses for Parents

**STUDENT ACHIEVEMENT**

**PHYSICAL FITNESS**

In the spring of each year, Moffett 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 2014-15			
Grade(s) Tested	Number of Standards Met:		
	4 of 6	5 of 6	6 of 6
Fifth	36.9%	22.1%	4.9%

*Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.*

**CALIFORNIA STANDARDS TEST (CST)**

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

The CST tables in this report illustrate the percentage of students achieving Proficient and Advanced levels. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the CST tables, no students met subgroup criteria. More information on CSTs can be found on the California Department of Education's website [www.cde.ca.gov/ta/tg/sr/cstsciref.asp](http://www.cde.ca.gov/ta/tg/sr/cstsciref.asp).

**California Standards Test (CST)**

**All Students**

**Percentage of Students Scoring at Proficient and Advanced Levels**

	Moffett			Lennox SD			CA		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	31	57	26	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
Moffett	26
Male	25
Female	27
Hispanic or Latino	26
English Learners	7
Students with Disabilities	25

*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.*

**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.

**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	Moffett	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		

**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
<b>Grade 3</b>														
All Students Tested	125	124	99.2%	48.0%	32.0%	15.0%	4.0%	125	124	99.2%	33.0%	37.0%	24.0%	6.0%
Male	125	73	58.4%	56.0%	25.0%	15.0%	3.0%	125	73	58.4%	34.0%	32.0%	27.0%	7.0%
Female	125	51	40.8%	37.0%	43.0%	14.0%	6.0%	125	51	40.8%	31.0%	45.0%	20.0%	4.0%
African American	125	3	2.4%	*	*	*	*	125	3	2.4%	*	*	*	*
American Indian or Alaskan Native	125	1	0.8%	*	*	*	*	125	1	0.8%	*	*	*	*
Filipino	125	1	0.8%	*	*	*	*	125	1	0.8%	*	*	*	*
Hispanic or Latino	125	118	94.4%	48.0%	32.0%	14.0%	4.0%	125	118	94.4%	32.0%	37.0%	25.0%	6.0%
Socioeconomically Disadvantaged	125	118	94.4%	48.0%	32.0%	14.0%	4.0%	125	118	94.4%	34.0%	36.0%	25.0%	6.0%
English Learners	125	75	60.0%	64.0%	28.0%	5.0%	1.0%	125	75	60.0%	44.0%	37.0%	19.0%	0.0%
Students with Disabilities	125	12	9.6%	83.0%	8.0%	8.0%	0.0%	125	12	9.6%	67.0%	25.0%	8.0%	0.0%
<b>Grade 4</b>														
All Students Tested	121	120	99.2%	38.0%	26.0%	28.0%	8.0%	121	121	100.0%	32.0%	47.0%	17.0%	4.0%
Male	121	67	55.4%	40.0%	25.0%	24.0%	10.0%	121	68	56.2%	28.0%	51.0%	16.0%	4.0%
Female	121	53	43.8%	36.0%	26.0%	32.0%	6.0%	121	53	43.8%	38.0%	42.0%	17.0%	4.0%
African American	121	1	0.8%	*	*	*	0.0%	121	1	0.8%	*	*	*	0.0%
Hispanic or Latino	121	119	98.3%	39.0%	26.0%	28.0%	8.0%	121	120	99.2%	33.0%	48.0%	16.0%	4.0%
Socioeconomically Disadvantaged	121	115	95.0%	40.0%	25.0%	26.0%	9.0%	121	116	95.9%	34.0%	47.0%	15.0%	4.0%
English Learners	121	54	44.6%	69.0%	28.0%	4.0%	0.0%	121	55	45.5%	53.0%	45.0%	2.0%	0.0%
Students with Disabilities	121	10	8.3%	*	*	*	*	121	10	8.3%	*	*	*	*
<b>Grade 5</b>														
All Students Tested	125	121	96.8%	31.0%	36.0%	27.0%	6.0%	125	122	97.6%	48.0%	29.0%	17.0%	7.0%
Male	125	56	44.8%	46.0%	30.0%	18.0%	5.0%	125	57	45.6%	54.0%	23.0%	18.0%	5.0%
Female	125	65	52.0%	18.0%	40.0%	35.0%	6.0%	125	65	52.0%	42.0%	34.0%	17.0%	8.0%
African American	125	2	1.6%	*	*	*	*	125	2	1.6%	*	*	*	*
Filipino	125	0	0.0%	*	*	*	*	125	1	0.8%	*	*	*	*
Hispanic or Latino	125	118	94.4%	31.0%	35.0%	28.0%	6.0%	125	118	94.4%	47.0%	28.0%	18.0%	7.0%
Hawaiian or Pacific Islander	125	1	0.8%	*	*	*	*	125	1	0.8%	*	*	*	*
Socioeconomically Disadvantaged	125	115	92.0%	32.0%	37.0%	27.0%	4.0%	125	116	92.8%	48.0%	28.0%	18.0%	5.0%
English Learners	125	44	35.2%	57.0%	30.0%	11.0%	2.0%	125	44	35.2%	82.0%	14.0%	2.0%	2.0%
Students with Disabilities	125	12	9.6%	92.0%	0.0%	0.0%	8.0%	125	12	9.6%	92.0%	0.0%	0.0%	8.0%

*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

	Moffett	Lennox SD	CA
English-Language Arts/Literacy	29	28	44
Mathematics	25	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.

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/](http://www.cde.ca.gov/nclb/) and the U.S. Department of Education's website [www.ed.gov/nclb/accountability/](http://www.ed.gov/nclb/accountability/).

### 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/](http://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,

Moffett 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/](http://www.cde.ca.gov/ta/ac/ta/).

Title I PI Status 2015-16		
	Moffett	Lennox SD
PI Status	In PI	In PI
First Year of PI Implementation	2004-05	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

### SUPERVISION & SAFETY

Student supervision in the morning as students arrive on campus is provided by yard duty supervision aides, parent volunteers, and teachers who are strategically located on campus to monitor student activities. During recess, teachers monitor student behavior on the playground. During the lunch recess, the principal, counselor, and yard supervision aides monitor students in the cafeteria and on the playground. When students are dismissed at the end of the day, teachers escort their

classes to the main exit and remain at the gate until all students have been released to an authorized parent/guardian. The principal and counselor supervise dismissal activities to ensure students leave campus in a safe and secure manner.

The campus is fully secured by campus security who are on campus from 7:30 a.m. to 11:00 p.m. During school hours there is only one entry which directs visitors towards the school office. 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 MAINTENANCE

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Moffett Elementary School's underwent a comprehensive renovation in 2005-06; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff.

2015-16 Planned Campus Improvements

- Installation of a shade structure in the lunch line area

Campus Description	
	Quantity
# of Permanent Classrooms	46
# of Portable Classrooms	17
# of Restrooms (student use)	3 sets
Parent Center	1
Library	1
Computer Lab	1
Staff Lounge	1
Teacher Work Room	1
Readiness Center	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 day custodian and principal inspect facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. Two full-time day custodians, one full-time evening custodian, and two part-time evening custodians are assigned to Moffett Elementary School. The day custodian is responsible for:

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

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

- Office Area Cleaning
- Restroom Cleaning
- Classroom Cleaning

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

### SCHOOL SITE SAFETY PLAN

The Comprehensive School Site Safety Plan was developed for Moffett 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 August 2015.

### FACILITIES INSPECTIONS

The district's maintenance department inspects Moffett Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). Moffett 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 November 23, 2015. During fiscal year 2014-15, all restrooms were fully functional and available for student use.

## CLASSROOM

## ENVIRONMENT

### DISCIPLINE & CLIMATE FOR

#### LEARNING

At Moffett 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 have established individual, grade

School Facility Good Repair Status				
Item Inspected	Repair Status			
Inspection Date:	Good	Fair	Poor	Repair Needed and Action Taken or Planned
November 23, 2015				
Systems	✓			
Interior Surfaces	✓			Rooms 22, 27 & 31 - A/C vents need dusting; Room 8 - Cove base peeling off wall (work order issued), air freshener in room removed
Cleanliness	✓			
Electrical	✓			Restrooms - Electrical outlet cover missing (work order issued); Library - Ballast needs replaced (work order issued), air freshener removed; Rooms 34 & 37 - Fire extinguisher out of date (replaced); Room 32 - Lights not working (work order issued to replace ballast); Room 15 - Fire extinguisher expired (replaced); Rooms 8 & 10 - Light ballast needs replaced (work order issued)
Restrooms/Fountains		✓		Restrooms - Toilet seat broken (work order issued); Rooms 18, 22 & 35 - Drinking fountain low pressure (work order issued); Room 31 - Fountains low pressure (work order issued)
Safety	✓			
Structural	✓			Rooms 39 & 41 - Roof leaks in portable (called roofing company); Rooms 8 & 10 - Leaky roof (work order issued)
External	✓			Room 39 - Door lock broke (work order issued)
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.

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, each student is provided a student handbook which outlines school policies, safety rules, and behavior expectations. Teachers provide parents a copy of their classroom management plans and discipline policies. During the first week of school, teachers reinforce behavior expectations and school rules as part of their back-to-school orientation process. Throughout the year during classroom discussions and at school assemblies, the principal reinforces the importance of following school rules and reminds students to conduct themselves in a safe, responsible, and respectful manner. Teachers integrate Character Counts and Dr. Olweus' Bullying Prevention program strategies to promote respect and responsibility through daily instruction and activities. Special assemblies are held to present Dr. Olweus' Bullying Prevention Program to provide students with the support and strategies to manage difficult situations.

Progressive disciplinary measures begin in the classroom when students are disruptive or demonstrating poor citizenship. Students who continue to make poor choices in conduct are referred to the principal or counselor. 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 and are dealt with by the counselor, assistant principal, and principal.

Suspensions and Expulsions									
	Moffett			Lennox SD			CA		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Suspensions (#)	0	0	7	44	80	166	329,370	279,383	243,603
Expulsions (#)	0	0	0	0	2	0	8,266	6,611	5,692

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

### CLASS SIZE

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

### Class Size Distribution Self-Contained Classrooms

2012-13				
Grade	Average Class Size	Number of Classes*		
		1-20	21-32	33+
K	25.0	1	6	
1	16.0	8		
2	16.0	8	1	
3	16.0	7	1	
4	17.0	2	5	
5	19.0	2	5	
2013-14				
K	20.0	2	7	
1	17.0	9		
2	16.0	8		
3	17.0	8		
4	21.0	2	4	
5	17.0	2	5	
2014-15				
K	21.0	1	8	
1	19.0	6		
2	20.0	6	1	
3	18.0	7		
4	21.0	3	3	
5	22.0	1	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, Moffett Elementary School staff participated in professional development activities held on early release days. Grade level teams collaborate to identify staff training needs based upon results of student performance data analysis, classroom walkthroughs, and district guidelines. Teachers are moving forward with implementation of the Common Core Standards in alignment with district initiatives.

2014-15 Staff Development Topics:

- Common Core State Standards
- English Language Arts - Houghton Mifflin Developing Standards and Goals
- iReading Training
- ST Math Training
- Swun Math & Aligning to the Common Core State Standards

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. Intervention aides receive specialized training from staff development specialists. 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 Common Core State Standards. Instructional materials for grades K-8 are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The district follows the State Board of Education's adoption cycle for core content materials and textbook adoptions in foreign language, visual and performing arts, and health.

On September 22, 2015, the Lennox School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of

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.

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, Moffett Elementary School had 41 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.

	Moffett			Lennox SD		
	13-14	14-15	15-16	13-14	14-15	15-16
Total Teachers	44	41	42	258	254	258
Teachers with Full Credential	44	41	42	258	253	257
Teachers without Full Credential	0	0	0	0	1	1
Teachers Teaching Outside Subject Area (with full credential)	0	0	0	19	10	10
Teacher Misassignments for English Learners	0	0	0	0	0	0
Total Teacher Misassignments*	0	0	0	0	0	0
Teacher Vacancies	0	0	0	0	0	0

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

In the 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.

	NCLB Compliance Percentage of Classes in Core Academic Subjects:	
	Taught by NCLB- Compliant Teachers	Not Taught by NCLB- Compliant Teachers
	2014-15	
Moffett	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

Moffett 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 Moffett Elementary's students. Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

Counselors and Support Personnel (Nonteaching Professional Staff) 2014-15		
	No. of Staff	FTE*
Academic Counselor	1	1.0
Categorical Programs Assistant	1	1.2
Intervention Aides	4	3.0
DiDi Hirsch Therapist	1	0.3
Masada Therapist	1	1.0
Health Specialist	1	1.0
Nurse	As needed	
Psychologist	1	0.6
Richstone Center Therapist	1	0.3
Speech & Language Aide	1	0.5
Speech & Language Specialist	1	1.0
Richstone Interns	3	1.2
Occupational Therapist	1	0.2
Adaptive PE Specialist	As needed	
Library Clerk	1	1.0
Average Number of Students per Academic Counselor		846

\*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/](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 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 Moffett 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 Moffett Elementary's SARC and access the internet at the school's Parent Center or at any of the county's public libraries. The closest library to Moffett 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

**Moffett Parent Center**  
Hours: Mon-Fri 8:15 a.m. - 12:00 p.m.  
Number of Computers Available: 15  
Printers Available: Yes

## Current Expense of Education Per Pupil 2013-14

Expenditures Per Pupil	Dollars Spent Per Student				
	Moffett	Lennox SD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	6,076	N/A	N/A	N/A	N/A
Restricted (Supplemental)	1,959	N/A	N/A	N/A	N/A
Unrestricted (Basic)	4,117	4,027	102.2%	5,348	77.0%
Average Teacher Salary	74,079	79,902	92.7%	72,993	101.5%

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

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

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

## DISCLOSURE

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