



# 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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# FELTON ELEMENTARY SCHOOL

Grades PreK-5  
Norma Martinez, Principal  
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## SCHOOL ACCOUNTABILITY REPORT CARD 2014-15 SCHOOL ACTIVITY PUBLISHED IN JANUARY 2016

### PRINCIPAL'S MESSAGE

Greetings! I am Norma Martinez, Principal of Felton Elementary School and I am delighted to be working with some of the most amazing students, as well as dedicated and highly qualified teachers and staff.

At Felton Elementary School we follow the District's Vision and Mission by ensuring our students are receiving a quality education in all content areas that will lead them to college as they pursue a career of their choice. We have high expectations for our students and they always rise to the occasion.

Felton Elementary is very parent friendly and our monthly Cafecitos are ongoing opportunities for parents to hear about the latest educational developments such as California Common Core State Standards. We have offered workshops that gives parents strategies on how to ensure their child is successful not only in school but in life.

Our clean and safe environment gives students the opportunity to focus on their academics: English Language Arts, English Language Development, Math, Social Studies, Science and Physical Education. At Felton we are on board with a healthy attitude and students engage in Physical Activity through a P.E. curriculum offered to students in grades K – 5th .

Additionally, we have intervention programs during the school day and afterschool that help students master key concepts thus giving our students many opportunities to shine. The LEAP afterschool program at Felton Elementary School is a first class program with many opportunities for our students to develop their interest in the arts such as in dance, sports and enrichment. Last year we won the volleyball championship and this year we won the basketball championship!

Come visit our shining stars at Felton Elementary School where we will go above and beyond your expectation!

### DISTRICT VISION

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

- Cradle to College - Preparing students academically from birth to career
- Commitment - Encouraging on-going responsibility to the Lennox Community
- Community - Embracing the role of parents as partners in the educational process
- Culture of Caring - Enveloping Lennox with social services for children and their families
- Continuity - Entrusting that each generation achieves and excels, and returns to the Lennox Community to give back

### DISTRICT MISSION

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

### SCHOOL PROFILE

Felton Elementary School serves students in grades pre-kindergarten (special education), and kindergarten through five following a traditional calendar. At the beginning of the 2014-15 school year, 580 students were enrolled, including 18.3% in special education, 70.2% qualifying for English Language Learner support, and 89.8% qualifying for free or reduced price lunch.

Teachers continue to employ small group math lessons and direct instruction to improve reading skills. Scoring guides for writing have helped prepare students for the district writing assessment and state's fourth grade writing test.

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

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

Percentage of Students by Ethnicity/Grade Level 2014-15			
Ethnic Group	%	Grade Level	#
African American	1.4%	Kindergarten	86
American Indian or Alaskan Native	0.2%	Grade 1	96
Asian	0.5%	Grade 2	102
Filipino	0.0%	Grade 3	129
Hawaiian or Pacific Islander	0.9%	Grade 4	84
Hispanic or Latino	96.6%	Grade 5	83
White (not Hispanic)	0.4%	Grade 6	0
Two or More Races	0.0%	Grade 7	0
Socioeconomically Disadvantaged	91.7%	Grade 8	0
English Learners	70.2%		
Students with Disabilities	18.3%		
Migrant Education	0.0%	Total	
Foster Youth	0.3%	Enrollment	580

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

All kindergarten and first grade teachers participated in comprehensive math training and coaching activities in preparation for the new Common Core State Standards. Professional development focused on bridging instruction to the new Common Core State Standards with emphasis on the ability to explain answers. Felton Elementary School a 1:2 ratio of iPads for students to support daily access to the core curriculum; the iPads are stored on mobile carts and used by students in grades K-5. Felton Elementary School has two computer labs containing a total of 60 computers and a mobile cart containing 12 computers used for special education classes.

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

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

## LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)

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

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

**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. Parents stay informed on upcoming events and school activities through monthly newsletters, School Messenger, classroom newsletters, and the school website. The parent liaison organizes parent volunteer efforts. Contact the school office at (310) 680-8950 for more information on how to become involved in your child's learning environment.

### Volunteer To Help

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

### Join Leadership Groups

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

### Attend Special Events & Workshops

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

## STUDENT ACHIEVEMENT

### PHYSICAL FITNESS

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

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	28.9%	8.4%	3.6%

*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

**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	Felton	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	11/11	12/12
Number of Criteria Possible		

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/](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 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**

	Felton			Lennox SD			CA		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	85	77	49	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
Felton	49
Male	62
Female	37
Hispanic or Latino	49
Students with Disabilities	47

*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						
	Total Enrollment	Number Tested	Percent Tested	Achievement Level				Total Enrollment	Number Tested	Percent Tested	Achievement Level			
				1	2	3	4				1	2	3	4
<b>Grade 3</b>														
All Students Tested	126	124	98.4%	52.0%	29.0%	14.0%	6.0%	126	124	98.4%	33.0%	30.0%	34.0%	3.0%
Male	126	64	50.8%	63.0%	25.0%	13.0%	0.0%	126	63	50.0%	33.0%	27.0%	37.0%	3.0%
Female	126	60	47.6%	40.0%	33.0%	15.0%	12.0%	126	61	48.4%	33.0%	33.0%	31.0%	3.0%
African American	126	2	1.6%	-	-	-	-	126	2	1.6%	-	-	-	-
Hispanic or Latino	126	115	91.3%	50.0%	29.0%	15.0%	6.0%	126	115	91.3%	32.0%	30.0%	34.0%	3.0%
Hawaiian or Pacific Islander	126	1	0.8%	-	-	-	-	126	1	0.8%	-	-	-	-
Two or More Races	126	1	0.8%	-	-	-	-	126	1	0.8%	-	-	-	-
Socioeconomically Disadvantaged	126	122	96.8%	52.0%	29.0%	14.0%	5.0%	126	122	96.8%	34.0%	30.0%	33.0%	3.0%
English Learners	126	55	43.7%	85.0%	11.0%	4.0%	0.0%	126	55	43.7%	47.0%	29.0%	24.0%	0.0%
Students with Disabilities	126	23	18.3%	87.0%	13.0%	0.0%	0.0%	126	23	18.3%	65.0%	13.0%	22.0%	0.0%
<b>Grade 4</b>														
All Students Tested	83	83	100.0%	55.0%	28.0%	12.0%	5.0%	83	83	100.0%	35.0%	49.0%	14.0%	1.0%
Male	83	53	63.9%	58.0%	25.0%	9.0%	8.0%	83	53	63.9%	26.0%	53.0%	19.0%	2.0%
Female	83	30	36.1%	50.0%	33.0%	17.0%	0.0%	83	30	36.1%	50.0%	43.0%	7.0%	0.0%
Hispanic or Latino	83	81	97.6%	56.0%	28.0%	11.0%	5.0%	83	81	97.6%	36.0%	48.0%	15.0%	1.0%
Hawaiian or Pacific Islander	83	1	1.2%	-	-	-	-	83	1	1.2%	-	-	-	-
Socioeconomically Disadvantaged	83	76	91.6%	55.0%	26.0%	13.0%	5.0%	83	76	91.6%	36.0%	47.0%	16.0%	1.0%
English Learners	83	40	48.2%	75.0%	25.0%	0.0%	0.0%	83	40	48.2%	45.0%	48.0%	8.0%	0.0%
Students with Disabilities	83	14	16.9%	86.0%	7.0%	0.0%	7.0%	83	14	16.9%	57.0%	36.0%	7.0%	0.0%
<b>Grade 5</b>														
All Students Tested	85	82	96.5%	49.0%	24.0%	23.0%	4.0%	85	82	96.5%	59.0%	28.0%	10.0%	4.0%
Male	85	40	47.1%	58.0%	23.0%	18.0%	3.0%	85	40	47.1%	60.0%	30.0%	8.0%	3.0%
Female	85	42	49.4%	40.0%	26.0%	29.0%	5.0%	85	42	49.4%	57.0%	26.0%	12.0%	5.0%
Asian	85	1	1.2%	-	-	-	-	85	1	1.2%	-	-	-	-
Hispanic or Latino	85	79	92.9%	49.0%	25.0%	23.0%	3.0%	85	79	92.9%	59.0%	28.0%	10.0%	3.0%
Hawaiian or Pacific Islander	85	2	2.4%	-	-	0.0%	-	85	2	2.4%	-	-	0.0%	-
Socioeconomically Disadvantaged	85	80	94.1%	48.0%	25.0%	24.0%	4.0%	85	80	94.1%	59.0%	28.0%	10.0%	4.0%
English Learners	85	17	20.0%	82.0%	12.0%	6.0%	0.0%	85	17	20.0%	94.0%	6.0%	0.0%	0.0%
Students with Disabilities	85	17	20.0%	71.0%	24.0%	6.0%	0.0%	85	17	20.0%	88.0%	12.0%	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

	Felton	Lennox SD	CA
English-Language Arts/Literacy	21	28	44
Mathematics	24	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/](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, Felton 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

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

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

## SCHOOL FACILITIES & SAFETY

### FACILITIES MAINTENANCE

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Felton Elementary School's original facilities were built in 1987 and completely renovated in 2001; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff.

#### Campus Description

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

#### 2015-16 Planned Campus Improvements:

- Installation of new roofs over entire 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 evening, and one part-time evening custodians are assigned to Felton Elementary School. The day custodians are responsible for:

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

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

- Office Area Cleaning
- Restroom Cleaning
- Classroom Cleaning

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

### SCHOOL SITE SAFETY PLAN

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



# CLASSROOM ENVIRONMENT

## DISCIPLINE & CLIMATE FOR LEARNING

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

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

Progressive disciplinary measures begin in the classroom when students are disruptive or demonstrating poor citizenship. A color-coded card system is used as a visual record of student behavior; a red card signifies an instance of poor behavior. Students who continue to make poor choices in conduct are referred to the principal or counselor. Consequences and disciplinary action are based upon the student's past behavioral trend and severity of infraction. Discipline measures are consistently applied in a fair and firm manner. Consequences range from time out, loss of recess, in-house suspension, suspension, to expulsion.

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

School Facility Good Repair Status			
Item Inspected	Repair Status		
	Good	Fair	Poor
Inspection Date: January 7, 2016	Repair Needed and Action Taken or Planned		
Systems	✓		
Interior Surfaces	✓		Room 19 - A/C duct needs to be cleaned; Room 15 - Carpets need to be cleaned (Spring break)
Cleanliness	✓		Library - Carpets need cleaning (Spring break); Restrooms - Waterbugs coming under door (work order issued to solve problem); Rooms 4 & 6 - Room has flees (work order issued to pest control company)
Electrical	✓		Library - Electrical outlet cover broken (work order issued); Room 30 - Data cover missing (work order issued); Room 7 - Classroom lighting bad ballast (work order issued)
Restrooms/Fountains		✓	Cafeteria - Drinking fountain leaking (work order issued); Water dripping from pee trap (work order issued); Rooms 9, 19 & 26 - Drinking fountain, no pressure (work order issued); Room 1 - Drinking fountain leaks (work order issued)
Safety	✓		Room 41 - Removed plug-in air freshener
Structural	✓		Room 41 - Stained ceiling tiles (work order issued)
External	✓		
Overall Summary of School Facility Good Repair Status			
Overall Summary	Exemplary	Good	Fair
		✓	

### 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.

## FACILITIES INSPECTIONS

The district's maintenance department inspects Felton Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). Felton Elementary School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on January 7, 2015. During fiscal year 2014-15, all restrooms were fully functional and available for student use.

## SUPERVISION & SAFETY

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

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

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

## 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	11.0	7	1	
1	14.0	7	2	
2	13.0	6	1	
3	13.0	6	1	
4	17.0	2	3	
5	18.0	2	3	
2013-14				
K	17.0	3	2	
1	14.0	7		
2	14.0	8		
3	13.0	7		
4	17.0	2	3	
5	17.0	2	3	
2014-15				
K	22.0	2	2	
1	18.0	4		
2	18.0	5		
3	20.0	6		
4	25.0		3	
5	20.0	2	3	

\*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, Felton Elementary School staff participated in professional development activities held throughout the year on early release Wednesdays. Grade level committees meet once a month to plan future training sessions using results from student performance

data, district assessments, teacher input, walkthroughs, and classroom observations to identify areas of strength and weakness.

2014-15 Staff Development Topics:

- Common Core State Standards
- Intervention Strategies
- Technology Training

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

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

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

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

is designed to improve the education of students and increase the classroom performance of teachers, targeting both new and veteran teachers.

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

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

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

	Teacher Credentials and Assignments					
	Felton			Lennox SD		
	13-14	14-15	15-16	13-14	14-15	15-16
Total Teachers	32	35	34	258	254	258
Teachers with Full Credential	32	35	34	258	253	257
Teachers without Full Credential	0	0	0	0	1	1
Teachers Teaching Outside Subject Area (with full credential)	0	0	0	19	10	10
Teacher Misassignments for English Learners	0	0	0	0	0	0
Total Teacher Misassignments*	0	0	0	0	0	0
Teacher Vacancies	0	0	0	0	0	0

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

In the 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	
Felton	100.0%	0.0%
District Totals		
All Schools	98.0%	2.0%
High-Poverty Schools	98.0%	2.0%
Low-Poverty Schools	-	-

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

## COUNSELING & SUPPORT STAFF

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

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

Counselors and Support Personnel (Nonteaching Professional Staff) 2014-15		
	No. of Staff	FTE*
Academic Counselor	1	1.0
DiDi Hirsch Counselor	As needed	
Health Aide	1	1.0
Nurse	As needed	
Psychologist	1	0.8
Library Clerk	1	1.0
Speech & Language Aide	1	0.5
Speech & Language Specialist	1	1.0
Star View Counselor	As needed	
Occupational Therapist	1	1.0
Average Number of Students per Academic Counselor		580

\*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.)

	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 Felton Elementary and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability including but not limited to AYP, CST, CAASPP, enrollment, and staffing.

## PUBLIC INTERNET ACCESS LOCATION

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

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

Number of Computers Available: 10

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

Number of Computers Available: 16

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

Expenditures Per Pupil	Dollars Spent Per Student				
	Felton	Lennox SD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	7,442	N/A	N/A	N/A	N/A
Restricted (Supplemental)	3,323	N/A	N/A	N/A	N/A
Unrestricted (Basic)	4,119	4,027	102.3%	5,348	77.0%
Average Teacher Salary	76,773	79,902	96.1%	72,993	105.2%

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.