



LENNOX SCHOOL DISTRICT

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MOFFETT ELEMENTARY SCHOOL

Grades TK-5
Oscar Cisneros, Principal
oscar_cisneros@lennoxk12.org

11050 Larch Avenue, Lennox, CA 90304
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<http://moffett.lennox.k12.ca.us>



SCHOOL ACCOUNTABILITY REPORT CARD

2018-19 SCHOOL ACTIVITY PUBLISHED IN DECEMBER 2019

PRINCIPAL'S MESSAGE

A Message From The Principal

Dear Moffett Mountain Lions Family, my name is Oscar Cisneros, and I am honored to return for my sixth year as the principal at Moffett Elementary School. I look forward to continuing our work in building a partnership with you. 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. I am excited about our ongoing implementation (now in our second year) of The Leader in Me, which is a whole school transformation process. It teaches 21st century leadership and life skills to students and creates a culture of student empowerment based on the idea that every child can be a leader. 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.

Sincerely,
Oscar Cisneros

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.
- Community - Embracing the role of parents as partners in the educational process.
- Culture of Caring - Encouraging committed employees to support students and their families socially, emotionally and academically.

- Continuity - Entrusting that each generation achieves and excels, and returns to the Lennox Community to give back.

DISTRICT MISSION

Every Lennox School District student will successfully transition to college or 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 2018-19 school year, 833 students were enrolled, including 8.9% in special education, 59.9% qualifying for English Language Learner support, 93.4% qualifying for free or reduced price lunch, 0.4% foster youth, and 10.9% homeless youth.

Student Enrollment by Student Group and Grade Level 2018-19			
Student Group	% of Total Enrollment	Grade Level	# of Students
Black or African American	1.1%	Kindergarten	165
American Indian or Alaskan Native	0.3%	Grade 1	141
Asian	0.1%	Grade 2	154
Filipino	0.6%	Grade 3	127
Hawaiian or Pacific Islander	1.1%	Grade 4	124
Hispanic or Latino	95.7%	Grade 5	122
White	0.9%	Grade 6	0
Two or More Races	0.1%	Grade 7	0
Socioeconomically Disadvantaged	93.4%	Grade 8	0
English Learners	59.9%		
Students with Disabilities	8.9%		
Homeless	10.9%		
Foster Youth	0.4%		
Total Enrollment			833

Moffett Elementary School has two full functioning computer labs that are on a schedule whereby all students are able to engage in research as well as enrichment and intervention programs. The labs are staffed with a full-time 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 Southwest College 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.

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 Lexia 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.

Moffett Elementary utilizes the 4C's from the Partnership for 21st Century Skills. The 4C's takes teaching and learning above and beyond by employing communication, collaboration, critical thinking, and creativity.

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) that supports the priorities for the state of California. The following components of this SARC address some of the priorities identified in the State's LCAP:

State Priority 1: Basic (Conditions of Learning)

The SARC provides the following information relevant to the State priority:

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area for the pupil they are teaching.
- Pupils have access to standards-aligned instructional materials; and school facilities are maintained in good repair.

State Priority 2: State Standards (Conditions of Learning)

The SARC does not cover any of the requirements of State Priority 2.

State Priority 3: Parental Involvement (Engagement)

The SARC provides the following information relevant to the State priority:

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

State Priority 4: Pupil Achievement (Pupil Outcomes)

The SARC provides the following information relevant to the State priority:

- Statewide assessments (i.e., California Assessment of Student Performance and Progress (CAASPP) System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards (CCSS) (for students with the most significant cognitive disabilities).
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

State Priority 5: Pupil Engagement (Engagement)

The SARC provides the following information relevant to the State priority:

- High school dropout rates
- High school graduation rates

State Priority 6: School Climate (Engagement)

The SARC provides the following information relevant to the State priority:

- Pupil suspension rates
- Pupil expulsion rates
- Other local measures on the sense of safety

State Priority 7: Course Access (Conditions of Learning)

The SARC does not cover any of the requirements of State Priority 7.

State Priority 8: Other Pupil Outcomes (Pupil Outcomes)

The SARC provides the following information relevant to the State priority:

- Pupil outcomes in the subject area of physical education.

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 monthly calendar, School Messenger, school calendar, flyers, letters, trimester brochures, electronic marquee, School Messenger (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, and office
- 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
- 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
- Staff Appreciation Day
- Student performances
- Writing Courses for Parents

STUDENT ACHIEVEMENT

CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS (CAASPP)

The California Assessment of Student Performance and Progress (CAASPP) System includes the Smarter Balanced Summative Assessments (SBAC) for students in the general education population, and the California Alternate Assessments (CAAs) for students with the most significant cognitive disabilities. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS). CAASPP results are a measure of how well

students are mastering California's standards in English language arts/literacy (ELA) and mathematics, and are given to grades three through eight and grade eleven. SBAC tests assess student performance in ELA/Literacy and mathematics utilizing computer-adaptive tests and performance tasks, and CAAs test items are aligned with alternative achievement standards which are linked with the Common Core State Standards (CCSS).

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 subgroup. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the tables, no students met subgroup criteria. More information on CAASPP can be found on the California Department of Education's website www.cde.ca.gov/ta/tg/ca/.

California Assessment of Student Performance and Progress Test Results in Science						
All Students						
Percentage of Students Meeting or Exceeding the State Standards						
	Moffett		Lennox SD		CA	
	17-18	18-19	17-18	18-19	17-18	18-19
Science (Grades 5, 8, & 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

California Assessment of Student Performance and Progress Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students in Grades Three Through Eight						
Percentage of Students Meeting or Exceeding the State Standards						
	Moffett		Lennox SD		CA	
	17-18	18-19	17-18	18-19	17-18	18-19
English-Language Arts/Literacy	50	53	40	37	50	48
Mathematics	43	44	30	28	38	37

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

CAASPP Test Results in ELA & Mathematics by Student Group (Grades 3-8) 2018-19										
	English Language Arts/Literacy					Mathematics				
	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students Tested	371	364	98.1%	1.9%	53.3%	371	366	98.7%	1.3%	44.0%
Male	185	180	97.3%	2.7%	48.3%	185	181	97.8%	2.2%	47.0%
Female	186	184	98.9%	1.1%	58.2%	186	185	99.5%	0.5%	41.1%
African American	--	--	--	--	--	--	--	--	--	--
American Indian or Alaskan Native	--	--	--	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	330	323	97.9%	2.1%	51.7%	330	326	98.8%	1.2%	42.3%
Hawaiian or Pacific Islander	--	--	--	--	--	--	--	--	--	--
White (not Hispanic)	--	--	--	--	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	348	342	98.3%	1.7%	52.6%	348	344	98.9%	1.1%	43.3%
English Learners	285	278	97.5%	2.5%	48.2%	285	281	98.6%	1.4%	41.3%
Students with Disabilities	41	39	95.1%	4.9%	23.1%	41	38	92.7%	7.3%	47.4%
Foster Youth	--	--	--	--	--	--	--	--	--	--

Note: ELA & Mathematics test results include the Smarter Balanced Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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/.

California Physical Fitness Test Results 2018-19

Grade Level	% of Standards Met:		
	4 of 6	5 of 6	6 of 6
Fifth	13.7%	18.5%	7.3%

Note: Percentages are not calculated and double dashes (--) appear in the table 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.

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. Moffett Elementary School 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.

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.

Campus Description

	Quantity
# of Permanent Classrooms	46
# of Portable Classrooms	20
# of Restrooms (student use)	3 sets
Parent Center	1
Library	1
Computer Lab	1
Staff Lounge	1
Teacher Work Room	1
Readiness Center	1
Dentistry Lab	1

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. A team of custodians (two full-time day custodians, two full-time evening custodians, and two part-time evening) are assigned to Moffett Elementary School. The day custodians are responsible for:

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

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

- Office Area Cleaning
- Restroom Cleaning
- Cafeteria Cleaning
- Classroom Cleaning

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

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 27, 2018. During fiscal year 2018-19, all restrooms were fully functional and available for student use at the time of the inspection.

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, assistant principal and counselor supervise dismissal activities to ensure students leave campus in a safe and secure manner.

All parents and visitors are required to check in at the school office upon arrival, obtain and wear a visitor's badge to be scanned through the Raptor system, and then return to the school office upon departure.

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 December 2019.

School Facility Good Repair Status				
Item Inspected	Repair Status			
Inspection Date: November 27, 2018	Good	Fair	Poor	Repair Needed and Action Taken or Planned
Systems	✓			
Interior Surfaces	✓			
Cleanliness	✓			
Electrical	✓			
Restrooms/Fountains	✓			
Safety	✓			
Structural	✓			Rooms 35-37 - Deficiency noted
External	✓			
Overall Summary of School Facility Good Repair Status				
	Exemplary	Good	Fair	Poor
Overall Summary	✓			

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

CURRICULUM & INSTRUCTION

STAFF DEVELOPMENT

All curriculum and instructional improvement activities at Lennox School District are being aligned to the California State Standards. Staff development concentrations are selected and identified based on staff survey results, California State Standards, federal and state grant requirements, and student performance data. Teachers have agreed, as part of their contract, to acquire professional development on their own time to better serve their students. Therefore, district and site-based staff development offerings are highly specialized and focus on the current needs of the district's learning community.

During the 2018-19 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.

2018-19 Staff Development Topics:

- AVID
- Common Core State Standards
- English Language Arts - McGraw Hill Developing Standards and Goals
- Growth Mindset
- IEP Language
- Lucy Calkins Writers Workshop
- MobyMax
- SBAC
- Special Education SAI Model
- ST Math Training
- Suspensions/Expulsions
- 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 2017-18, 2018-19, and 2019-20 school years, Lennox School District offered a variety of professional learning opportunities for teachers and instructional aides. Teacher training topics included professional development on the following:

Suspensions and Expulsions

	Moffett			Lennox SD			CA		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Suspensions (%)	0.70%	0.00%	1.40%	2.40%	1.70%	2.80%	3.60%	3.50%	3.60%
Expulsions (%)	0.00%	0.00%	0.00%	0.01%	0.04%	0.01%	0.09%	0.08%	0.09%

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 appropriate classroom management plans in accordance with assertive discipline policies. Concentration is 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 family is provided a parent 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 OLWEUS and The Leader In Me (7 Habits of Highly Effective People) Program strategies to promote respect and responsibility through daily instruction and activities. Special assemblies are held to present the Leader In Me (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. Moffett Elementary provides student group counseling three times per week for 25 minutes on a five week cycle based upon teacher referrals.

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.

Average Class Size and Class Size Distribution				
Grade Level	2016-17			
	Average Class Size	Number of Classes*		
		1-20	21-32	33+
K	20.0	2	7	
1	21.0	2	4	
2	23.0		6	
3	21.0	1	5	
4	25.0	1	5	
5	25.0	1	4	
Other**	11.0	1		
Grade Level	2017-18			
	Average Class Size	Number of Classes*		
		1-20	21-32	33+
K	20.0	3	6	
1	22.0		7	
2	22.0	3	3	
3	26.0		5	
4	25.0		4	
5	29.0		5	
Other**	29.0		1	
Grade Level	2018-19			
	Average Class Size	Number of Classes*		
		1-20	21-32	33+
K	21.0	2	6	
1	20.0	4	3	
2	26.0		6	
3	21.0	1	5	
4	25.0		5	
5	24.0		5	

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

** "Other" category is for multi-grade level classes.

Number of School Days/Topics Dedicated to Staff Development & Continuous Improvement

2017-18	4 days
<ul style="list-style-type: none"> • Carnegie Learning • ELD Instruction & EL Progress Reporting • ELPAC Test Overview • Get Ahead Writing • Independent Planning • Language Objectives / Vocabulary • Next Generation Science Standards (NGSS) • School Climate & Culture • SELPA • Student Discipline & Other Means of Correction • Universal Design for Learning 	
2018-19	4 days
<ul style="list-style-type: none"> • 5E Lesson Design Training • Best Practices • Emotional Tools for Regulation • Focusing on Excellence and Equity for All Through a MTSS Lens • Growth Mindset Presentation • IXL / Lexia Training • OLWEUS Training • Positive Classroom Environment • PowerSchool Pro Training • SchoolCity • What is Social Emotional Learning? Training 	
2019-20	4 days
<ul style="list-style-type: none"> • ELA Standards • ELA Writing • Math Coaching with Swun Math • Social-Emotional Awareness Training • Specialized Academic Instruction (SAI) for Students with Learning Disabilities • The Leader in Me • Universal Design for Learning 	

During the 2018-19 school year, the district also offered teachers the opportunity to attend supplementary professional development on the following:

- Accessibility Supports
- Collaborative Teaching
- Dual Language
- ELPAC
- English Language Development (ELD)
- Google
- Nearpod
- New Teacher Training
- Non Violent Crisis Intervention
- Special Education
- SWUN Math

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

Lennox School District and three other local districts (Lawndale, Hawthorne, and Centinela) jointly support new teachers in developing their teaching skills through the New Teacher Induction Program, which is designed for first- and second-year

teachers holding a preliminary credential to earn their clear teaching credential. The Peer Assistance and Review (PAR) program is designed to improve the education of students and increase the classroom performance of teachers, targeting both new and veteran teachers.

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

Long-term substitute teachers are invited to school-sponsored training activities. 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 California State Standards. Instructional materials for grades K-8 are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education with the exception of SWUN Math which was adopted locally. The district determined that SWUN math curriculum is in alignment with the state standards. 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. 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 10, 2019, 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. 19-03 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 2019-20 school year, Lennox School District provided all students enrolled in a visual/performing arts class with their own textbook or supplemental materials to use in class and to take home. These materials comply with the state's content standards and curriculum frameworks.

Textbooks			
Year Adopted	From Most Recent State Adoption?	Publisher and Series	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials
Reading/Language Arts			
2016	Yes	McGraw Hill: <i>California Wonders</i>	0%
Math			
2016	Yes	Swun Math: <i>Swun Math Student Journal</i>	0%
Science			
2008	Yes	Houghton Mifflin: <i>California Science</i>	0%
Social Science			
2006	Yes	Scott Foresman: <i>Scott Foresman History-Social Science for California</i>	0%

PROFESSIONAL STAFF

TEACHER ASSIGNMENT

During the 2018-19 school year, Moffett Elementary School had 41 teachers who met all credential requirements in accordance with state guidelines. The chart below identifies the number of teachers at both the school and district who are 1) fully credentialed; 2) without full credentials; 3) teaching outside subject area of competence; 4) misassignments for English learners; 5) total teacher misassignments; and 6) vacant teacher positions. The term "misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

Teacher Credentials and Assignments						
	Moffett			Lennox SD		
	17-18	18-19	19-20	17-18	18-19	19-20
Total Teachers	40	41	41	246	294	251
Teachers with Full Credential	40	41	41	246	294	249
Teachers without Full Credential	0	0	0	0	0	2
Teaching Outside Subject Area (with full credential)	0	0	0	16	7	1
Misassignments of Teachers of English Learners	0	0	0	0	1	0
Total Teacher Misassignments*	0	0	0	0	1	1
Teacher Vacancies	0	0	0	0	1	2

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.

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.

Academic Counselors and Other Support Staff		
2018-19		
	No. of Staff	FTE*
Academic Counselor	1	1.0
Categorical Programs Assistants	2	1.5
Intervention Aides	4	3.0
DiDi Hirsch Therapist	As needed	
Masada Therapist	As needed	
Health Specialist	1	1.0
District Nurse	As needed	
Psychologist	1	0.6
Speech & Language Aide	1	0.5
Speech & Language Specialist	1	1.0
Occupational Therapist	1	0.2
Adaptive PE Specialist	As needed	
Library Clerk	1	1.0
Parent Liaison	1	1.0
Counseling Assistant	1	1.0
Average Number of Students per Academic Counselor		833

*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.

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 School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability, including but not limited to, CAASPP results, Physical Fitness results, Suspensions and Expulsions, Dropout & Graduation Rates, enrollment, and staffing statistics.

PUBLIC INTERNET ACCESS LOCATION

Parents may access Moffett Elementary School'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 School 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. - 2:30 p.m.
Number of Computers Available: 15
Printers Available: Yes

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: 2017-18 salary comparison data was the most recent data available at the time this report was published.)

EXPENDITURES PER STUDENT

For the 2017-18 school year, Lennox School District spent an average of \$13,415 of total general funds to educate each student (based on 2017-18 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.)

Teacher and Administrative Salaries 2017-18

	Lennox SD	State Average of Districts in Same Category
Beginning Teacher Salary	53,728	45,741
Mid-Range Teacher Salary	88,028	81,840
Highest Teacher Salary	102,533	102,065
Average Principal Salaries:		
Elementary School	129,403	129,221
Middle School	134,529	132,874
Superintendent Salary	210,120	224,581
Percentage of Budget For:		
Teacher Salaries	36	36
Administrative Salaries	5	5

For detailed information on salaries, see the CDE
Certificated Salaries & Benefits Web page at
<http://www.cde.ca.gov/ds/fd/cs/>.

Expenditures Per Pupil and School Site Teachers Salaries 2017-18

Expenditures Per Pupil	Dollars Spent Per Student				
	Moffett	Lennox SD	State Average		
			% Difference - School and District	for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	8,256	N/A	N/A	N/A	N/A
Restricted (Supplemental)	1,438	N/A	N/A	N/A	N/A
Unrestricted (Basic)	6,819	7,285	93.6%	507	1344.9%
Average Teacher Salary	83,516	90,391	92.4%	82,663	101.0%

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 2017-18 school year, the district received categorical, special education, and support programs funds for:

- After School Education and Safety (ASES)
- California Clean Energy Jobs Act
- Education Protection Account
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- Other Local: Locally Defined
- Special Education
- State Lottery
- Title I, II, III, IV

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 and the school facilities section was acquired in December 2019.