



LENNOX SCHOOL DISTRICT

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www.lennox.K12.ca.us

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JEFFERSON ELEMENTARY SCHOOL

Grades K-5
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SCHOOL ACCOUNTABILITY REPORT CARD

2018-19 SCHOOL ACTIVITY PUBLISHED IN DECEMBER 2019

PRINCIPAL'S MESSAGE

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

DISTRICT VISION

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

- Cradle to College - Preparing students academically from birth to career.
- 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.

JEFFERSON SCHOOL MISSION

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

JEFFERSON SCHOOL VISION

Yes, I can persevere! I can come to school everyday, all day, and on time. I can read and practice math facts everyday. I can do my homework everyday. I can try my best everyday. Yes, I can celebrate success!

SCHOOL PROFILE

Jefferson Elementary School serves students in grades kindergarten through five following a traditional calendar. At the beginning of the 2018-19 school year, 918 students were enrolled, including 9.7% in special education, 54.7% qualifying for English Language Learner support, 93.7% qualifying for free or reduced price lunch, 0.5% foster youth, and 23.1% 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 | 1.2% | Kindergarten | 189 |
| American Indian or Alaskan Native | 0.0% | Grade 1 | 150 |
| Asian | 0.1% | Grade 2 | 145 |
| Filipino | 0.1% | Grade 3 | 146 |
| Hawaiian or Pacific Islander | 0.0% | Grade 4 | 141 |
| Hispanic or Latino | 98.2% | Grade 5 | 147 |
| White | 0.3% | Grade 6 | 0 |
| Two or More Races | 0.0% | Grade 7 | 0 |
| Socioeconomically Disadvantaged | 93.7% | Grade 8 | 0 |
| English Learners | 54.7% | | |
| Students with Disabilities | 9.7% | | |
| Homeless | 23.1% | | |
| Foster Youth | 0.5% | | |
| | | Total Enrollment | 918 |

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

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

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

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

LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)

As part of the new Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP) 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. Parents stay informed on upcoming events and school activities through a monthly calendar, letters, School Messenger, and the school website. Contact the school office at (310) 680-5650 for more information on how to become involved in your child's learning environment.

Volunteer to:

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

Join Leadership Groups

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

Attend Special Events & Workshops

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

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

STUDENT ACHIEVEMENT

PHYSICAL FITNESS

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

| California Physical Fitness Test Results 2018-19 | | | |
|---|---------------------|--------|--------|
| Grade Level | % of Standards Met: | | |
| | 4 of 6 | 5 of 6 | 6 of 6 |
| Fifth | 23.1% | 15.0% | 5.4% |

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.

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/cal/.

| California Assessment of Student Performance and Progress Test Results in Science | | | | | | |
|--|-----------|-------|-----------|-------|-------|-------|
| All Students | | | | | | |
| Percentage of Students Meeting or Exceeding the State Standards | | | | | | |
| | Jefferson | | 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 | | | | | | |
|--|-----------|-------|-----------|-------|-------|-------|
| | Jefferson | | Lennox SD | | CA | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| English-Language Arts/Literacy | 44 | 51 | 40 | 37 | 50 | 48 |
| Mathematics | 39 | 45 | 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 | 435 | 426 | 97.9% | 2.1% | 51.2% | 435 | 426 | 97.9% | 2.1% | 45.1% |
| Male | 218 | 212 | 97.2% | 2.8% | 48.1% | 218 | 212 | 97.2% | 2.8% | 46.7% |
| Female | 217 | 214 | 98.6% | 1.4% | 54.2% | 217 | 214 | 98.6% | 1.4% | 43.5% |
| African American | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Hispanic or Latino | 404 | 398 | 98.5% | 1.5% | 51.8% | 404 | 398 | 98.5% | 1.5% | 44.5% |
| White (not Hispanic) | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 415 | 406 | 97.8% | 2.2% | 50.7% | 415 | 406 | 97.8% | 2.2% | 44.8% |
| English Learners | 316 | 308 | 97.5% | 2.5% | 47.7% | 316 | 308 | 97.5% | 2.5% | 41.9% |
| Students with Disabilities | 44 | 44 | 100.0% | 0.0% | 20.5% | 44 | 44 | 100.0% | 0.0% | 18.2% |
| 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.

SCHOOL FACILITIES & SAFETY

SUPERVISION & SAFETY

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

The school is a closed and fully secured campus with perimeter fencing. All parents and visitors are required to check in at the school office upon arrival, obtain and wear a visitor's badge, and then return to the school office upon departure. A security guard, provided through district's funds is on campus daily from 7:15 a.m. to 8:00 p.m.

FACILITIES MAINTENANCE

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

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.

2018-19 Campus Improvements:

- Orange building received sound attenuation project with addition of new windows

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. Two full-time day and three full-time afternoon custodians are assigned to Jefferson Elementary School. The day custodians are responsible for:

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

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

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

- Office Area Cleaning
- Restroom Cleaning
- Classroom Cleaning

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

SCHOOL SITE SAFETY PLAN

The Comprehensive School Site Safety Plan was developed for Jefferson Elementary in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil

procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, dress code policy, and bully prevention policy. The school's most current safety plan was reviewed, updated, and shared with school staff in February 2019.

FACILITIES INSPECTIONS

The district's maintenance department inspects Jefferson Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). Jefferson Elementary School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on November 27, 2018. During fiscal year 2018-19, all restrooms were fully functional and available for student use at the time of the inspection.

CLASSROOM ENVIRONMENT

DISCIPLINE & CLIMATE FOR LEARNING

At Jefferson Elementary, all staff believe that a safe learning environment is an effective learning environment. Schoolwide discipline policies are founded upon a combination of the district's assertive discipline model, Character Counts, and Bullying Prevention program. Teachers have established individual, grade appropriate classroom management plans in accordance with district's assertive discipline policies. Concentrations are placed in redirecting behavior, allowing students to take responsibility for their actions and demonstrate self-control through good decision-making practices.

| 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 | ✓ | | | |
| External | ✓ | | | |
| Overall Summary of School Facility Good Repair Status | | | | |
| | Exemplary | Good | Fair | Poor |
| Overall Summary | ✓ | | | |

Percentage Description Rating:

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.

Suspensions and Expulsions

| | Jefferson | | | Lennox SD | | | CA | | |
|-----------------|-----------|-------|-------|-----------|-------|-------|-------|-------|-------|
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Suspensions (%) | 0.40% | 0.10% | 0.00% | 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% |

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

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

Progressive disciplinary measures begin in the classroom when students are disruptive or demonstrating poor citizenship. Students who continue to make poor choices in conduct are referred to an administrator. Consequences and disciplinary action are based upon the student's past behavioral trend and severity of infraction. Discipline measures are consistently applied in a fair manner.

CELEBRATE SUCCESS AT JEFFERSON

SCHOOL

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

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

SCHOOL UNIFORMS

School uniforms at Jefferson have also been a tradition since 2009 thanks to the support of the parents, teachers, and students. Our school uniform is a khaki pant, skirt, or short and a navy blue shirt or polo. Shirts are not required to have a school logo. Our school celebrates a close to 100% participation rate.

CLASS SIZE

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

| Average Class Size and Class Size Distribution | | | | |
|--|--------------------|--------------------|-------|-----|
| 2016-17 | | | | |
| Grade Level | Average Class Size | Number of Classes* | | |
| | | 1-20 | 21-32 | 33+ |
| K | 19.0 | 2 | 7 | |
| 1 | 21.0 | 2 | 5 | |
| 2 | 22.0 | | 6 | |
| 3 | 21.0 | 1 | 6 | |
| 4 | 24.0 | 1 | 5 | |
| 5 | 24.0 | 1 | 5 | |
| 2017-18 | | | | |
| K | 21.0 | 1 | 8 | |
| 1 | 19.0 | 5 | 3 | |
| 2 | 25.0 | | 6 | |
| 3 | 19.0 | 2 | 5 | |
| 4 | 24.0 | 1 | 5 | |
| 5 | 23.0 | 1 | 5 | |
| 2018-19 | | | | |
| K | 21.0 | 2 | 7 | |
| 1 | 21.0 | 1 | 6 | |
| 2 | 21.0 | 1 | 6 | |
| 3 | 24.0 | | 6 | |
| 4 | 24.0 | 1 | 5 | |
| 5 | 25.0 | 1 | 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.

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

2018-19 Site-based Training Topics

- Calibration
- California Standards
- Collaborative Strategic Planning
- Data Reflection
- English Language and Literacy Acceleration - Direct Instruction Strategies
- Intervention Assessments
- Lexia, Swun Math
- Mandated Reporter
- Safety in Schools
- SBAC Assessments
- Student Progress Monitoring
- Support Students with Disabilities

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:

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

2017-18

4 days

- 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

- 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

- 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. Paraprofessionals receive specialized training from the principal and staff development specialist. Classified support staff may receive job-related training from school leadership; training activities and workshops are designed to enhance and extend job performance.

INSTRUCTIONAL MATERIALS

All textbooks used in the core curriculum throughout Lennox School District are being aligned to the 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, Jefferson Elementary School had 43 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 | | | | | | |
|--|-----------|-------|-------|-----------|-------|-------|
| | Jefferson | | | Lennox SD | | |
| | 17-18 | 18-19 | 19-20 | 17-18 | 18-19 | 19-20 |
| Total Teachers | 43 | 43 | 43 | 246 | 294 | 251 |
| Teachers with Full Credential | 43 | 43 | 43 | 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

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

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

| Academic Counselors and Other Support Staff 2018-19 | | |
|--|--------------|------|
| | No. of Staff | FTE* |
| Academic Counselor | 1 | 1.0 |
| Health Specialist | 1 | 1.0 |
| District Nurse | As needed | |
| Psychologist | 1 | 0.5 |
| Speech & Language Aide | 1 | 0.5 |
| Speech & Language Specialist | 2 | 2.0 |
| Counseling Assistant | 1 | 1.0 |
| Average Number of Students per Academic Counselor | | 918 |

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

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

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

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: 2016-17 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 | | | | |
|-----------------------------------|---------------------------|-----------|--|---|---------------------------------------|
| | Jefferson | Lennox SD | State Average | | |
| | | | % Difference - School and District | for Districts of Same Size and Type | % Difference - School and State |
| Total Restricted and Unrestricted | 8,420 | N/A | N/A | N/A | N/A |
| Restricted (Supplemental) | 1,486 | N/A | N/A | N/A | N/A |
| Unrestricted (Basic) | 6,934 | 7,285 | 95.2% | 507 | 1367.7% |
| Average Teacher Salary | 88,786 | 90,391 | 98.2% | 82,663 | 107.4% |

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.