Lennox School District

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

www.lennox.K12.ca.us

Board of Trustees

Angeles Gonzalez
Dr. Angela Fajardo
Karen Rodriguez-Garcia
Sergio Hernández, Jr.
Karina Cordero

District Administration

Gabriela Tavitian
Superintendent

Becki Blanco
Chief Instructional Officer

Susan Ibarra
Chief Business Officer

Dr. Cynthia Foley
Chief Personnel Officer

Kevin Kronfeld
Director of Categorical Programs

Dr. Eric Medrano
Director of Special Education

Eddie Garcia
Director of Student Support Services

Susana Garcia
Director of Technology

Herlinda Bazan
Director of Facilities

Moffett Elementary School

Grades TK-5
Salvador Martin, Principal
salvador_martin@lennoxk12.org

11050 Larch Avenue, Lennox, CA 90304
(310) 680-6200
http://moffett.lennox.k12.ca.us



School Accountability Report Card

2020-21 School Activity Published in January 2022

Principal's Message

Dear Moffett Mountain Lions Family:

My name is Salvador Martin, and I am honored to continue at Moffett with my second year in 2021-22. I look forward to working to build 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,
Salvador Martin

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 2020-21 school year, 777 students were enrolled, including 10.7% in special education, 60% qualifying for English Language Learner support, 100% qualifying for free or reduced price lunch, 0.5% foster youth, and 14.3% homeless youth.

Student Enrollment by Student Group and Grade Level 2020-21

Student Group	% of Total Enrollment
Female	50.5%
Male	49.5%
Non-Binary	
American Indian or Alaskan Native	0.0%
Asian	0.1%
Black or African American	1.3%
Filipino	0.1%
Hispanic or Latino	93.8%
Native Hawaiian or Pacific Islander	0.4%
Two or More Races	0.1%
White	0.6%
English Learners	60.0%
Foster Youth	0.5%
Homeless	14.3%
Migrant	0.0%
Socioeconomically Disadvantaged	100.0%
Students with Disabilities	10.7%

Grade Level	# of Students
Kindergarten	126
Grade 1	128
Grade 2	119
Grade 3	141
Grade 4	145
Grade 5	118
Total Enrollment	777

This report contains information that may or may not have occurred either in person or via online platform in the 2019-20, 2020-21, and 2021-22 school years due to the ongoing COVID-19 pandemic. If you have any questions about any particular section of this document, please contact your school site administrator.

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.

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 have been trained in 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. All fifth grade students participate in an engineering program in the engineering lab.

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 Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP).

The SARC provides the following information relevant to the State priority: Basic (Priority 1)

- Degree to which teachers are appropriated assigned and fully credentialed in the subject area and for the pupils they are teaching;
- School facilities are maintained in good repair

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4)

- 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 alternative achievement standards, which are linked with the Common Core State Standards (CCSS) for students with the most significant cognitive disabilities); and
- 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 sequences or programs of student.

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8)

- Pupil outcomes in the subject area of physical education

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3)

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

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5)

- High school dropout rates; and
- High school graduation rates

The SARC provides the following information relevant to the State priority: School Climate (Priority 6)

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

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 district parent liaison coordinates organization of parent volunteers. Contact any school office member 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

Note: During the 2019-20, 2020-21 and 2021-22 school years, some of the activities may have occurred via online platforms and some of the activities may have been cancelled due to the COVID-19 pandemic. Buford Elementary School plans to bring back activities and volunteer opportunities as they are allowed by the Department of Public Health.

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/.

Local Assessments

The Lennox School District administered local assessments for English Language Arts and Mathematics in lieu of administering the CAASPP test for the 2020-21 school year, and the results are shown in this report.

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

2020-21

	% of Standards Met:		
	4 of 6	5 of 6	6 of 6
Grade Level			
Fifth	N/A	N/A	N/A

Note: Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data is reported.

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	
	19-20	20-21	19-20	20-21	19-20	20-21
Science (Grades 5, 8, & 10)	N/A	N/A	N/A	N/A	N/A	N/A

Note: The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

CAASPP Test Results in ELA & Mathematics by Student Group (Grades 3-8)

2020-21

	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students Tested	115	NT	NT	NT	NT
Female	53	NT	NT	NT	NT
Male	62	NT	NT	NT	NT
American Indian or Alaskan Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino	103	NT	NT	NT	NT
Native Hawaiian or Pacific Islander					
Two or More Races	11	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	65	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless					
Military					
Socioeconomically Disadvantaged	115	NT	NT	NT	NT
Students Receiving Migrant Education Services					
Students with Disabilities	15	NT	NT	NT	NT

California Assessment of Student Performance and Progress

Test Results in English Language Arts/Literacy (ELA) and Mathematics in Grades 3-8 and Grade 11

Percentage of Students Meeting or Exceeding the State Standards

	Moffett		Lennox SD		CA	
	19-20	20-21	19-20	20-21	19-20	20-21
English-Language Arts/Literacy	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A	N/A	N/A

"Note: The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years."

CAASPP Test Results in ELA & Mathematics by Student Group (Grades 3-8)

2020-21

	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	405	NT	NT	NT	NT	405	NT	NT	NT	NT
Female	196	NT	NT	NT	NT	196	NT	NT	NT	NT
Male	209	NT	NT	NT	NT	209	NT	NT	NT	NT
American Indian or Alaskan Native										
Asian	--	NT	NT	NT	NT	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT	--	NT	NT	NT	NT
Hispanic or Latino	375	NT	NT	NT	NT	375	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT	--	NT	NT	NT	NT
Two or More Races	19	NT	NT	NT	NT	19	NT	NT	NT	NT
White	--	NT	NT	NT	NT	--	NT	NT	NT	NT
English Learners	241	NT	NT	NT	NT	241	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT	--	NT	NT	NT	NT
Homeless										
Military										
Socioeconomically Disadvantaged	405	NT	NT	NT	NT	405	NT	NT	NT	NT
Students Receiving Migrant Education Services										
Students with Disabilities	48	NT	NT	NT	NT	48	NT	NT	NT	NT

Note: N/T values indicate this school did not test students using the CAASPP for ELA.

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.

Local Assessment Results in ELA & Mathematics by Student Group (Grades 3-8) 2020-21										
	English Language Arts/Literacy					Mathematics				
	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students Tested	404	400	99	1	36.25	404	336	83.16	16.84	12.34
Female	196	195	99.49	0.51	40.51	196	165	84.18	15.82	13.29
Male	208	205	98.56	1.44	32.2	208	171	82.21	17.79	11.11
American Indian or Alaskan Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	--	--	--	--	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	404	396	98.02	1.98	36.25	404	336	83.16	16.84	12.34
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--	--	--	--	--
White	--	--	--	--	--	--	--	--	--	--
English Learners	252	240	95.24	4.76	21.67	252	198	78.57	21.43	8.89
Foster Youth	--	--	--	--	--	--	--	--	--	--
Homeless	76	56	73.68	26.32	42.95	76	46	60.53	39.47	19.17
Military	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	404	400	99	1	36.25	404	336	83.16	16.84	12.34
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	57	44	77.19	22.81	9.09	57	37	64.91	35.09	23.33

Note: At or above grade-level standard in the context of the local assessment administered.

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.

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.

2020-21 Campus Improvements:
- Kindergarten received a new play area with decomposed granite
- New murals were painted throughout the campus

2021-22 Planned Campus Improvements:
- Creation of an outdoor seating area in the kindergarten area under the solar panels

District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority.

Every morning before school begins, the day custodian and principal inspect facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. 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.

Campus Description	
	Quantity
# of Permanent Classrooms	46
# of Portable Classrooms	20
# of Restrooms (student use)	3 sets
Parent Center	1
Library	1
Computer Lab	2
Staff Lounge	1
Teacher Work Room	1
Readiness Center	1
Dentistry Lab	1

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 July 16, 2020. During fiscal year 2020-21, 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 and supervision aides monitor student behavior on the playground. During the lunch recess, the principal, counselors, 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

School Facility Good Repair Status				
Item Inspected	Repair Status			
Inspection Date: July 16, 2020	Good	Fair	Poor	Repair Needed and Action Taken or Planned
Systems	✓			
Interior Surfaces	✓			Cafeteria - Deficiency noted
Cleanliness	✓			
Electrical	✓			
Restrooms/Fountains	✓			
Safety	✓			
Structural	✓			Kitchen - Roof leak due to sprinkler system; Cafeteria - Roof leak near front door entrance
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.

Chronic Absenteeism by Student Group (2020-21)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	805	790	81	10.3
Female	408	400	42	10.5
Male	397	390	39	10
American Indian or Alaska Native	1	1	0	0
Asian				
Black or African American	10	10	2	20
Filipino	1	1	0	0
Hispanic or Latino	756	741	75	10.1
Native Hawaiian or Pacific Islander	3	3	0	0
Two or More Races	1	1	1	100
White	5	5	0	0
English Learners	487	478	49	10.3
Foster Youth	6	6	1	16.7
Homeless	133	132	14	10.6
Socioeconomically Disadvantaged	798	787	81	10.3
Students Receiving Migrant Education Services				
Students with Disabilities	90	87	13	14.9

Suspensions and Expulsions

	Moffett			Lennox SD			CA		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Suspensions	0.00%	1.40%	0.00%	1.70%	2.80%	0.03%	3.50%	3.60%	0.20%
Expulsions	0.00%	0.00%	0.00%	0.04%	0.01%	0.00%	0.08%	0.09%	0.00%

The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Data collected during the 2020-2021 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Average Class Size and Class Size Distribution

	2018-19			
	Average Class Size	Number of Classes*		
Grade Level		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	
	2019-20			
K	22.0	2	5	
1	21.0	2	4	
2	24.0		6	
3	24.0		6	
4	20.0	1	4	
5	21.0	1	5	
	2020-21			
K	21.0	2	4	
1	21.0	2	4	
2	20.0	4	2	
3	24.0		6	
4	29.0		5	
5	20.0	2	4	

**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.*
The "K" number of students shown in the chart above includes both TK and kindergarten numbers.

an authorized parent/guardian. The principal, assistant principal and counselors 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 Fall 2021.

Classroom Environment

Chronic Absenteeism

The following chart identifies the chronic absenteeism rates by student group for Moffett Elementary School for the 2020-21 school year. A "chronic absentee" has been defined in EC Section 60901(c)(1) as "a pupil who is absent on 10 percent or more of the school days in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays."

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.

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 utilize 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 counselors, 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.

Suspensions & Expulsions by Student Group (2020-21)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.0%	0.0%
Female	0.0%	0.0%
Male	0.0%	0.0%
Non-Binary	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Asian	0.0%	0.0%
Black or African American	0.0%	0.0%
Filipino	0.0%	0.0%
Hispanic or Latino	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%
White	0.0%	0.0%
English Learners	0.0%	0.0%
Foster Youth	0.0%	0.0%
Homeless	0.0%	0.0%
Socioeconomically Disadvantaged	0.0%	0.0%
Students Receiving Migrant Education Services	0.0%	0.0%
Students with Disabilities	0.0%	0.0%

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 2020-21 school year, Moffett Elementary School staff participated in professional development activities held at weekly meetings 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.

2020-21 Staff Development Topics:
- Digital Platforms
- Leader in Me
- Social Emotional Learning (SEL)
- SWUN Math
- Trauma Informed Teaching

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 2019-20, 2020-21, and 2021-22 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

2019-20 — 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

2020-21 — 4 days
- Distance Learning Platforms
- Google Training
- Zoom Training
- Canvas (MS) / SeeSaw (ES)
- Online Curriculum Training

2021-22 — 2 days
- Integrated & Designated ELD
- Language Objectives & EL Strategies
- Sentence Frames
- ELD Discovery Lessons
- Social Emotional Learning
- STAR Assessment
- Working with STAR Data
- Language Objectives & EL Strategies

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

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: *California Wonders*	0%
		Math	
2016	Yes	Swun Math: *Swun Math Student Journal*	0%
		Science	
2008	Yes	Houghton Mifflin: *California Science*	0%
		Social Science	
2006	Yes	Scott Foresman: *Scott Foresman History-Social Science for California*	0%

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 14, 2021, 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 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 2021-22 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

The charts below identify the number of teachers at Moffett Elementary School, Lennox Elementary School District and the State who are 1) fully credentialed; 2) intern credential holders who are properly assigned; 3) teachers without credentials and misassignments; and 4) credentialed teachers who are assigned out-of-field under ESSA.

Teachers Without Credentials and Misassignments (Considered "Ineffective" under ESSA) / Authorization/Assignment (2019-20)	Number
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

Credentialed Teachers Assigned Out-of-Field (Considered "out-of-Field" under ESSA) / Indicator (2019-20)	Number
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

Class Assignments / Indicator (2019-20)	Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teacher (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

Note: For more information, refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teachereqauitydefinitions.asp

The charts also report Moffett Elementary School information related to 1) the number of teachers on permits and waivers; 2) the number misassigned; 3) the number of vacant positions; 4) the number of credentialed teachers authorized on a permit or waiver; 5) the number of local assignment options; 6) the percent of misassignments for English Learners; and 7) the percent with no credential, permit or authorization to teach.

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 2020-21

	No. of Staff	FTE*
Academic Counselor	1	1.0
Categorical Programs Assistant	1	1.0
Intervention Aide	3	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	
District Library Clerk	1	0.2
District Parent Liaison	1	0.2

**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.*

Teacher Preparation and Placement / Authorization/Assignment (2019-20)	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

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: 2019-20 salary comparison data was the most recent data available at the time this report was published.)

Teacher and Administrative Salaries
2019-20

	Lennox SD	State Average of Districts in Same Category
Beginning Teacher Salary	53,728	51,450
Mid-Range Teacher Salary	88,028	80,263
Highest Teacher Salary	102,533	101,012
Average Principal Salaries:		
Elementary School	131,897	128,082
Middle School	137,074	132,453
High School	0	134,792
Superintendent Salary	212,221	197,968
Percentage of Budget For:		
Teacher Salaries	35	34
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/.

Expenditures Per Student

For the 2019-20 school year, Lennox School District spent an average of $13,705 of total general funds to educate each student (based on 2019-20 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.)

Expenditures Per Pupil and School Site Teachers Salaries
2019-20

	Dollars Spent Per Student				
Expenditures Per Pupil	Moffett	Lennox SD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	8,788	N/A	N/A	N/A	N/A
Restricted (Supplemental)	1,499	N/A	N/A	N/A	N/A
Unrestricted (Basic)	7,289	7,500	97.2%	8,444	88.8%
Average Teacher Salary	86,463	89,478	N/A	82,431	N/A

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 2019-20 school year, the district received categorical, special education, and support programs funds for:

- After School Education and Safety (ASES)
- After School Kids Code Grant Pilot Program
- Education Protection Account
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- On-Behalf Pension Contributions
- Other Local: Locally Defined
- Special Education
- State COVID Relief Funding
- State Lottery
- Title I, II, III, IV
- Tobacco Use Prevention Education

SARC Data

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at http://dq.cde.ca.gov/dataquest/ that contains additional information about Moffett Elementary School and comparisons of the school to the district and the county. DataQuest is a dynamic system that provides reports for school accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first come, first served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation and the ability to print documents.

Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Lennox Elementary School District. At the time of publishing, this report met all SARC-related state and federal requirements, using the most current data available. Instructional materials information was acquired in October 2021 and school facilities information was acquired in November 2021.