



LENNOX SCHOOL DISTRICT

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The statistical information disclosed in this report is obtained from the California Department of Education and the Lennox School District. At the time of publishing, this report met all SARC-related state and federal requirements, using the most current data available. Data for the instructional materials section was acquired in September 2009 and information for the facilities section was acquired in January 2010.

FELTON ELEMENTARY SCHOOL

Grades K-5
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SCHOOL ACCOUNTABILITY REPORT CARD 2008-09 SCHOOL ACTIVITY PUBLISHED IN JANUARY 2010

PRINCIPAL'S MESSAGE

Felton is committed to the physical, emotional, and academic well being of all of our students. We continue to strive to meet our academic and non-academic goals. We have made a 100 point growth in our API over the past three years. We are pleased with this progress our students have made and look forward to continued improvement in the future. We welcome parent and family involvement in our classrooms and Parent Center. We know that, with the combined efforts of our faculty and families, our students will achieve more. On behalf of the Felton students and staff, I would like to thank you for your support and involvement in our school.

Lissett Pichardo, Principal

DISTRICT & SCHOOL PROFILE

Lennox School District is located 16 miles southwest of Los Angeles, near the intersection of the 405 and 105 freeways and only a few blocks from the Los Angeles International Airport. During the 2008-09 school year, the district's seven schools served a total of 6,253 students in grades K-12. The district currently operates five elementary schools, one middle school, and one charter high school.

During the 2008-09 school year, Felton Elementary served 615 students in grades K-5. Student enrollment included 15% receiving special education services, 81.8% qualifying for English learner support, and 85.1% qualifying for free or reduced-price meals. Teachers continue to employ the Literacy First Process into small group lessons to improve reading skills. Scoring guides for writing have helped prepare students for the district writing assessment and state's fourth grade writing test.

As part of the standard curriculum, one hour of language arts time is devoted to small group of instruction based upon students' needs as determined by assessment results. "Get Ahead" training helps Felton's teachers provide consistency in teaching state writing standards. The success of these efforts is reflected in the significant increase of students who performed at the proficient level on the fourth grade writing exam.

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

During 2008-09, all 2nd-6th grade teachers participated in comprehensive math training and coaching activities throughout the implementation

Percentage of Students by Ethnicity 2008-09 Enrollment: 629

African-Amer.	1.1%
Caucasian	0.3%
Filipino	0.3%
Hispanic or Latino	97.6%
Pacific Islander	0.2%
Multiple or No Response	0.5%

of the new Swun math curriculum. Training efforts focused on math facts and lesson delivery with common instructional strategies across grade levels throughout the district. Students received 90 minutes of math instruction as a component of their regular daily lessons.

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

PARENT INVOLVEMENT

Parent involvement is a vital component to school and student success. Felton Elementary offers a broad range of opportunities for parents to support the school and their child's academic efforts. The Parent Center coordinates the organization of parent volunteers. Individuals seeking more information about getting involved or volunteering their time may contact Felton Elementary's Parent Center Coordinator at (310) 680-8950.

Volunteer To Help

- In the classroom
- In the library
- With the recess program
- With student supervision

Join Leadership Groups

- English Learner Advisory Council
- Parent Teacher Association
- School Site Council

Attend Special Events & Workshops

- Back to School Night
- English as a Second Language classes
- Fall and spring carnivals
- Math Family Nights
- Open House
- Parent conferences
- Parent education workshops
- School Site Council
- Student performances
- Trimester grade level meetings

School-to-home communication is provided in both English and Spanish. Flyers are sent home with students to share special announcements, current information on school policy changes,

and upcoming events and activities. A quarterly school newsletter is published for the students and features articles on upcoming school events and interviews. Some teachers distribute class newsletters to keep parents up to date on current activities and lessons.

STUDENT ACHIEVEMENT

To obtain accurate and valid measures of educational progress, Felton Elementary offers students multiple opportunities to demonstrate mastery in each of the core subject areas. Multiple assessments of student achievement are analyzed to monitor student progress and to evaluate the effectiveness of the instructional program. These assessments include teacher tests, classroom observation, report card grades, benchmark assessments, and results of standardized tests.

ADEQUATE YEARLY PROGRESS

The Federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessment by the year 2014. Meeting Adequate Yearly Progress (AYP) milestones helps determine whether students are reaching proficiency level targets set by NCLB. AYP requires annual evaluation and reporting of the academic progress of all students and defined student subgroups.

For the 2008-09 AYP cycle, elementary and middle schools must achieve a 46% or higher proficiency rate in English/Language Arts and 47.5% or higher proficiency rate in math on the California Standards

Test (CST). Additional criteria contributing to whether or not a school demonstrates AYP include achieving a 95% or above participation rate on the CST and obtaining an API growth score of 650 or increasing the API growth by 1 point.

Adequate Yearly Progress (AYP) Results Reported by Indicator and Compared to District Performance 2008-09

Did the school and district meet or exceed 2009 AYP performance criteria in each of the areas listed below?		
AYP Indicator	Felton	Lennox SD
Overall School Results	No	No
Participation Rate		
English/Language Arts	Yes	Yes
Math	Yes	Yes
Percent Proficient		
English/Language Arts	No	No
Math	Yes	Yes
API	Yes	Yes

The AYP table in this report illustrates the school's progress in meeting 2008-09 AYP target rates. More information on AYP can be found on the California Department of Education's (CDE) website www.cde.ca.gov/nclb/ and the U.S. Department of Education's website www.ed.gov/nclb/accountability/.

CALIFORNIA ENGLISH LANGUAGE DEVELOPMENT TEST

State law requires schools to give the California English Language Development Test (CELDT) to students in grades kindergarten through twelve whose home language is not English. The test identifies the student's proficiency level of understanding of the English language, monitors their progress in learning English if placed in the English Learner program, and helps determine if they have achieved proficiency in the English language.

STANDARDIZED STATE ASSESSMENTS

Students at Felton Elementary School participate in California's STAR examination each year. The mandatory STAR Program (Standardized Testing and Reporting) is a set of assessments that evaluates student proficiency in core subject areas and compares student results with other students in the state who took the same test. The STAR is comprised of a series of four components: the California Standards Tests (CST), the California Alternative Performance Assessment (CAPA), the California Modified Assessment (CMA), and Standards-based Tests in Spanish (STS).

The CST aids in determining the level of individual proficiency required by the state. The CMA is administered in lieu of the CST to third, fourth, and fifth grade students who had an individualized education program. CAPA is administered to students with significant disabilities who were not able to take the CST or CMA with accommodations or modifications. The STS measures academic proficiency of Spanish-speaking students in their native language. For more information on the STAR Program, please visit <http://star.cde.ca.gov/>.

The STAR tables in this report illustrate the percentage of students achieving Proficient and Advanced levels. Results are shown only for subgroups with ten students or more taking the exam. Detailed results by grade level for each student group can be obtained from the California Department of Education's website <http://star.cde.ca.gov/>.

CALIFORNIA STANDARDS TEST

California Standards Tests assess student performance on the California Academic Content Standards adopted by the State Board of Education. Performance standards identify the level of student mastery of the content standards tested. The state target for every student is to score at the Advanced or Proficient level. Students scoring at the Far Below Basic, Below Basic, and Basic levels may receive differentiated instruction through school intervention programs designed to increase student proficiency levels to meet grade level standards.

PHYSICAL FITNESS

In the spring of each year, Felton Elementary is required by the state to administer a physical fitness test to all students in the 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."

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP)

The National Assessment of Educational Progress is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English language learners (ELL) is reported based on three levels (identified, excluded, and assessed).

In the adjacent table, only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either Lennox School District or Felton Elementary School. Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress Web page at <http://nces.ed.gov/nationsreportcard/>.

Note: Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. Additionally, the NAEP only provides state test results for grades four and eight. The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. Information on the differences between NAEP and CST can be found on the CDE National Assessment of Educational Progress (NAEP) Web page at <http://www.cde.ca.gov/ta/tg/nr/>.

NAEP - State of California Student Performance Levels Reading 2007 & Math 2009 Grades Four & Eight					
	All Students				
	Average		Percent at Each		
	Calif.	Nat'l	Basic	Prof.	Adv.
Reading					
4th Gr.	209	220	30	18	5
8th Gr.	251	261	41	20	2
Math					
4th Gr.	232	239	72	30	5
8th Gr.	270	282	59	23	5

NAEP - State of California Student Participation Rates Reading 2007 & Math 2009 Grades Four & Eight		
	Students with Disabilities	
	California	National
Reading		
4th Gr.	74.25	65.60
8th Gr.	77.66	65.60
Math		
4th Gr.	79.00	84.00
8th Gr.	85.00	78.00
	English Learners	
	California	National
Reading		
4th Gr.	93.29	80.00
8th Gr.	92.10	77.30
Math		
4th Gr.	96.00	94.00
8th Gr.	96.00	92.00

**STAR Results
All Students
Percentage of Students Scoring at Proficient & Advanced Levels**

	Felton			Lennox SD			California		
	06-07	07-08	08-09	06-07	07-08	08-09	06-07	07-08	08-09
English-Language Arts	22	25	30	28	32	35	43	46	50
Math	36	51	71	28	32	41	40	43	46
Science	26	40	52	23	32	36	38	46	50
History	0	0	0	24	25	32	33	36	41

Only grades 5, 8, 9, 10, and 11 take the Science portion of this exam and only grades 8, 9, 10, and 11 take the History portion.

**STAR Results
Percentage of Students Scoring at Proficient & Advanced Levels
2008-09**

	Felton						
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
English-Language Arts	*			*	30		*
Math	*			*	71		*
Science					52		
History							

**Less than 10 students were tested; to protect confidentiality, these results are not disclosed. In cases where a % is not provided, no students were tested in the subgroup or subject area.*

**STAR Results
Percentage of Students Scoring at Proficient & Advanced Levels
2008-09**

	Felton					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education
English-Language Arts	32	28	24	27	43	
Math	68	73	67	71	54	
Science	62	40	39	51	48	
History						

**Academic Performance Index (API)
Three-Year Performance Comparison**

	2009 API Score	API Rank		
		2006	2007	2008
Statewide Rank		2	2	2
Similar Schools Rank		4	4	6
Results	2009 API Score	Increase/Decrease in API		
		2006-07	2007-08	2008-09
Schoolwide - All Students	771	2	37	60
Ethnic Subgroups:				
Hispanic or Latino	771	-2	35	60
Other Subgroups:				
Economically Disadvantaged	769	0	39	64
English Learners	756	0	41	52
Students with Disabilities	725			97

**Physical Fitness Test
Percentage of Students Meeting
California Fitness Standards**

	2008-09		
	Number of Standards Met:		
	4 of 6	5 of 6	6 of 6
Grade Tested			
Fifth	18.1%	27.6%	16.2%

Comparative district and state results can be found at the CDE's website <http://www.cde.ca.gov/ta/tg/pf/>.

ACADEMIC PERFORMANCE INDEX

The state Academic Performance Index (API) was launched by the California Department of Education in 1999 to measure the performance and progress of schools based on STAR and CAHSEE testing results. (Note: CAHSEE is the California High School Exit Exam administered to students in grades 10-12 as part of the state's graduation requirements.) The API is used to develop annual schoolwide performance growth targets for future academic improvement.

The API measures academic performance and growth of California's schools based on a numeric scale ranging from a low 200 to a high 1000. Academic growth is measured by subtracting the base year API from the growth API. API growth scores are based upon the results of state standardized tests. Schools that do not meet or exceed their growth targets and are ranked in the bottom half of the statewide distribution may qualify for intervention program funding. Each annual API reporting cycle includes two reports: a base report, which is released after the first of the calendar year, and a growth report, which is released after school starts in the fall. These reports are based on APIs calculated in exactly the same fashion with the same indicators but using test results from two different years.

The API table in this report highlights Felton Elementary's progress over the past three years. To maintain confidentiality, results are reported for numerically significant subgroups only. Numerically significant subgroups are comprised of 1) at least 100 students with valid test scores or 2) at least 50 valid scores comprising at least 15% of the valid test scores.

NO CHILD LEFT BEHIND (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2008-09, Felton Elementary qualified for Schoolwide funding and is therefore required to comply with program mandates. Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals.

California Adequate Yearly Progress calculations determine whether a Title I school has met performance goals. Schools not meeting specific AYP criteria enter Program Improvement, a monitoring system and curriculum enhancement program designed to help schools to increase

student proficiency levels. More information about Title I and Program Improvement can be located on the CDE's website <http://www.cde.ca.gov/ta/ac/ay/>.

Title I Program Improvement (PI) Status		
	Felton	Lennox SD
PI Status	In PI	In PI
First Year of PI Implementation	2006-2007	2004-2005
Year in PI	Year 4	Year 3
No. of Schools Currently in PI		8
Percent of Schools Currently Identified for PI		80.0

SCHOOL FACILITIES & SAFETY

FACILITIES PROFILE

Felton Elementary provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. Original school buildings were constructed in 1987 and completely renovated in 2001. Monthly safety inspections and ongoing maintenance ensures school facilities are kept safe and in good working condition and continue to provide adequate space for students and staff.

Campus Description	Qty.
# of Permanent Classrooms	24
# of Portable Classrooms	7
# of Restrooms (student use)	2 sets
Computer Lab	1
Library	1
Cafeteria/Multipurpose	1
Staff Lounge	1
Teacher Work Room	1

SUPERVISION & SAFETY

Student supervision in the morning as students arrive on campus is provided by teachers on the playground and parent volunteers at the main entrance gate. During recess, three teachers monitor student behavior on the playground. During the lunch recess, four teacher assistants share supervision of students in the cafeteria and on the playground. When students are dismissed at the end of the day, the principal, counselor, and a teacher assistant are strategically located at the front of the school to ensure students leave campus in a safe and orderly manner.

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

SCHOOL SITE SAFETY PLAN

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

harassment policy, and dress code policy. The school's most current safety plan was reviewed and updated in February 2009; the updated plan was shared with school staff in May 2009.

FACILITIES MAINTENANCE

School custodial staff and the district's maintenance department work together to ensure playgrounds, classrooms, and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors. Maintenance and Operations (M&O) employs an electronic (web-based) work order system enabling school staff to communicate unscheduled maintenance needs, urgent repairs, or special projects. Requests are forwarded to the district's Director of Facilities who prioritizes and assigns projects to appropriate staff. Most of Felton Elementary's repairs and maintenance projects are completed by district maintenance personnel. Emergency situations are immediately resolved either by the school custodian or district maintenance staff, based upon the nature of the situation.

Two full-time day custodians and two part-time evening custodians are assigned to Felton Elementary for routine maintenance, daily custodial duties, and special events preparations. The principal and lead day custodian communicate daily regarding campus cleaning needs and safety concerns. The day custodians are responsible for setting up the cafeteria for breakfast and lunch activities, keeping restrooms clean and stocked, removing debris and emptying trash receptacles, and addressing minor repairs. The day custodian checks restrooms twice a day as a proactive approach in keeping restrooms fully stocked, safe, and sanitary. Evening custodians are responsible for daily cleaning of classrooms, office areas, restrooms, and other areas as assigned. A team of three full-time groundskeepers is on campus once a week to maintain landscaping.

School safety and cleanliness are the custodians' highest priority and strongly emphasized as a component of their daily routines. Custodians receive training quarterly by the head custodian, Director of Facilities, and supply vendors regarding proper cleaning methods, use of chemicals, and use of equipment. The district has invested in innovative strategies, equipment, and systems to maintain a clean, healthy environment as well as improve operational efficiency.

FACILITIES INSPECTIONS

Every morning before school begins, the lead day custodian inspects facilities for safety hazards, graffiti, and other conditions that require removal prior to students and staff entering school grounds. Although the district's Director of Facilities visits the Felton Elementary campus daily, he meets once a month on a formal basis with the principal to complete a thorough inspection of the campus, discuss outstanding work orders, and identify special projects that the school would like to have completed. On an annual basis, schools are required by the state to perform a comprehensive inspection and report those findings to the school community. The most recent inspection for Felton Elementary took place on September 8, 2009. The School Facility Good Repair Status table illustrated in this report identifies the state-required inspection areas and discloses the operational status in each of those areas.

DEFERRED MAINTENANCE

Lennox School District participates in the State School Deferred Maintenance Program which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2008-09 school year, Felton Elementary received \$3,012.64 of deferred maintenance funds which were used for minor projects throughout the campus.

CLASSROOM ENVIRONMENT

DISCIPLINE & CLIMATE FOR LEARNING

At Felton Elementary, all staff believe that a safe learning environment is an effective learning environment. Schoolwide discipline policies are founded upon the district's assertive discipline model that clearly defines unacceptable behavior and consequences for poor conduct. 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			
Inspection Date: September 8, 2009	Good	Fair	Poor
	Repair Needed and Action Taken or Planned		
Systems	✓		
Interior	✓		
Cleanliness	✓		Rm 4, 5, 10, 14, 15, 16, 18, 20, 22, 23, 24, 29, 32, 34: items stored on high cabinets.
Electrical	✓		Main Office, Rm 7: light out. Rm 5: surge protectors linked together. Rm 10: electric sharpener on sink, too close to water source.
Restrooms/Fountains	✓		
Safety	✓		MPR: fire extinguisher blocked.
Structural	✓		
External	✓		

Overall Summary of School Facility Good Repair Status				
	Exemplary	Good	Fair	Poor
Overall Summary		✓		
<i>The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.</i>				

CURRICULUM & INSTRUCTION

STAFF DEVELOPMENT

All curriculum and instructional improvement activities at Lennox School District are aligned to the California State Content Standards and Frameworks. Staff development concentrations are identified and selected based upon student assessment results, NCLB requirements, state content standards, and staff surveys. 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 2008-09 school year, staff development efforts were dedicated to the Swun math program and included comprehensive training for teachers of grades 2-6. Coaching and training activities emphasized teaching math facts and lesson delivery through a common directive lesson plan format. Teachers throughout the district teaching within the same grade level met as a collective group to collaborate on maintaining consistency in lesson delivery to ensure students are taught the same way at every grade level at every school within the Lennox School District.

In the classroom, implementation of the Swun curriculum took place daily during a 60-minute math period followed by a 30-minute lesson devoted to learning math facts. Student performance and levels of understanding are evaluated every six to eight weeks, depending on the grade level, using pre-built Swun math tests which are aligned to the California state content standards. Teachers began instruction each morning with a mathematical word problem specially designed to identify and address gaps in the understanding of math concepts and content. At the end of each trimester, students participated in a cumulative assessment aligned to the California Standards Test.

SITE-BASED TRAINING

Supplemental site-based staff development activities are held on early release days (Wednesdays) and in alignment with districtwide efforts to improve student proficiency in reading. Felton Elementary has the flexibility to tailor training sessions to meet individual grade level needs based upon student performance levels and identified gaps in the learning process. During the 2008-09 school year, site-based activities focused on standards-based grade level articulation and planning, and the Swun math curriculum.

NEW & VETERAN TEACHER TRAINING PROGRAMS

Lennox School District has joined efforts with three neighboring school districts (Lawndale, Hawthorne, and Centinela Valley) to jointly support new and veteran teachers in developing their teaching skills. The consortium's New Teacher Induction Program is designed for first- and second-year teachers holding a preliminary credential to earn their clear teaching credential over a two-year period. Each of the participating districts takes turns sponsoring workshops and training activities for participating staff to meet the state's credential requirements. During the 2008-09 school year, Lennox School District provided support to 12 first-year and 20 second-year teachers participating in the New Teacher Induction Program.

At the beginning of each school year, Lennox School District invites its teachers who are new to the profession to a five-day training session to review district policies and instructional practices so they may experience success in their new

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

Suspensions & Expulsions

	Felton		
	06-07	07-08	08-09
Suspensions (#)	0	0	0
Suspensions (%)	0.00%	0.00%	0.00%
Expulsions (#)	0	0	1
Expulsions (%)	0.00%	0.00%	0.16%

	Lennox SD		
	06-07	07-08	08-09
Suspensions (#)	236	453	639
Suspensions (%)	3.66%	7.19%	10.22%
Expulsions (#)	15	18	14
Expulsions (%)	0.23%	0.29%	0.22%

This table illustrates the total cases (not number of days) of suspensions and expulsions, and includes students with multiple instances of suspension. For example, a student suspended in one month for two days and then suspended a month later for three days is counted as two cases of suspension.

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

CHARACTER EDUCATION

Felton Elementary employs the Character Counts program which is founded on six core ethical values: trustworthiness, respect, responsibility, fairness, citizenship, and caring. Introduction and instruction of one character trait each month is integrated into library time activities facilitated by the librarian and reinforced by teachers through classroom discussions and student recognition programs.

STUDENT RECOGNITION

Felton Elementary embraces the opportunity to recognize and reward students for being good citizens and following school rules. Student recognition takes place in monthly classroom presentations and at the end-of-year assembly. Good citizenship and outstanding academic efforts qualify students for the opportunity to earn:

- Character Counts Awards
- "No Red Cards" Classroom Recognition
- Perfect Attendance Awards (100 consecutive days of perfect attendance)
- California Reads Program Awards and Medals

EXTRACURRICULAR & ENRICHMENT ACTIVITIES

Students are provided a variety of avenues to explore their personal interests while developing their academic and physical fitness outside the classroom environment. Felton Elementary sponsors a highly organized after-school program

(LEAP Afterschool) that allows time for students to complete homework, receive tutoring, and participate in fun recreational and enrichment activities. Students are invited to participate in sports activities that promote teamwork and good sportsmanship (football, soccer, basketball, volleyball, baseball, and softball). Drill team and other special after-school activities provide students with a safe, structured environment to explore their talents with other students who share the same interests.

CLASS SIZE

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

Class Size Distribution Self-Contained Classes				
2006-07				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	27.8	1	4	
1	18.0	4		
2	17.5	4		
3	20.2	3	2	
4	25.5	2	1	1
5	27.8		5	
Combo K-3	20.0	2		
Combo 3-4	21.0		1	
2007-08				
K	23.0		4	
1	19.1	7		
2	19.7	2		
3	20.8	3	1	
4	22.0	1	5	
5	24.3		4	
Combo K-3	21.0		1	
Combo 4-5	25.0		1	
2008-09				
K	26.3		4	
1	18.0	5		
2	19.5	6		
3	20.7	1	2	
4	24.7		3	
5	25.0		4	
Combo K-3	19.0	1		
Combo 3-4	28.0		1	

Combo classes are any combination of K-3, 3-4, and 4-5 grades.

Felton Elementary strives to maintain small class sizes for all grade levels and participates in the state's Class Size Reduction Program (CSR) for grades K-3. This program provides funding to hire additional teachers to assist schools in reducing K-3 class sizes to 20 students or less. During the 2008-09 school year, 100% of K-3 classes at Felton Elementary participated in the CSR Program.

Percentage of K-3 Classrooms Participating in the Class Size Reduction Program			
Grade	2006-07	2007-08	2008-09
K	100%	100%	100%
1	100%	100%	100%
2	100%	100%	100%
3	100%	100%	100%

positions. As a follow-up, new teachers are provided substitute release time once a month so they may take advantage of additional training opportunities. Experienced teachers identified as "Support Providers", as well as school administrators, periodically observe the new teachers to offer guidance and ongoing support.

The Peer Assistance and Review program is designed to improve the education of students and increase the classroom performance of teachers, targeting both new and veteran teachers. Since the district rarely experiences the need to refer teachers to the PAR program, trained consulting teachers serve as a support system to new teachers and participate in Exit Panels for those teachers completing the New Teacher Induction Program.

SUBSTITUTES, PARAPROFESSIONALS, & CLASSIFIED STAFF

Substitute teachers are provided with a training handbook upon employment and invited to district-sponsored training activities held during the summer, in November, and during spring break. Classified support staff and instructional aides may receive job-related or curriculum-related training from site staff development specialists and/or district representatives.

INSTRUCTIONAL MATERIALS

All textbooks used in the core curriculum throughout Lennox School District are aligned to the California Content Standards and Frameworks. Instructional materials for grades K-8 are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials and the eight-year cycle for textbook adoptions in foreign language, visual and performing arts, and health.

On September 22, 2009, 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 #R.L. 09-08 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 2009-10 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.

LIBRARY RESOURCES

Felton Elementary has a spacious library with over 29,850 books for students to check out, including some titles in Spanish. Additional resources such as encyclopedias, books on tape, DVD's, and magazines are available to support instructional programs. Two computers are available for research and electronic card catalog searches. The library is open from 7:45 a.m. to 4:00 p.m. and is available before and after school to parents who would like to take advantage of the library's resources and check out books. Students visit the library once a week with their class and may visit the library independently during recess and lunch.

TECHNOLOGY RESOURCES

During the 2008-09 school year, Felton Elementary had a total of 170 computers; all classrooms had Internet access. On average, each classroom has three computer workstations which are primarily used for reading center activities, research, and report writing. All teachers have a laptop for attendance recordkeeping, recording student grades, and electronically corresponding with parents. Teachers have access to twelve LCD projectors and six document cameras to enhance lesson presentations.

The school's computer lab features 36 workstations and is used for whole-class instruction. Teachers determine strategies to integrate technology into class lessons; students visit the library with their class one hour a day for a one week period each month. A part-time lab technician provides instruction and maintains the computer equipment. Felton Elementary's staff development specialist collaborates with the lab technician to create grade-appropriate units for typing, PowerPoint, iMovie, and Internet research.

SCHOOL LEADERSHIP

Leadership at Felton Elementary is shared among the principal, leadership groups, grade level teams, and parents. Felton Elementary's principal is responsible for the day-to-day operations of the school and curricular programs.

At the beginning of the 2009-10 school year, Principal Lissett Pichardo began her fifth term as principal of Felton Elementary. She has been in the educational field and serving the Lennox School District for 14 years. Ms. Pichardo has previously held positions as a classroom teacher, assistant principal, and resource teacher.

Felton Elementary's Advisory Council meets monthly and is comprised of the principal and grade level representatives. The team serves as an advisory panel to the principal, focusing on schoolwide operations and discussing input/concerns of staff. Each team member serves as a liaison between

the principal and grade level teams to ensure consistency and unity in the facilitation of school goals.

The Felton Academic Leadership Team (FALT) meets monthly and is comprised of the principal and grade level leaders. The primary role of FALT is to establish agendas for grade level meetings, address curricular concerns, and analyze student assessment data. Each of the team members is responsible for facilitating their respective grade level team meetings.

Grade level teams meet once weekly and focus efforts on instructional practices. Each team reviews student achievement through data analysis, discusses upcoming activities and events, evaluates progress of school programs, and shares information from FALT meetings.

The School Site Council (SSC) meets monthly and is comprised of school staff and parents. As a major governing body, the SSC is responsible for writing and monitoring program compliance with Felton Elementary's school plan, approving the school safety plan, and overseeing the school budget. Council members serve as a liaison between the school and community.

SPECIALIZED INSTRUCTION

All curriculum and instruction is aligned to the California State Content Standards and Frameworks approved by the State Board of Education. Every child receives a rigorous, well-balanced standards-aligned curriculum. Felton Elementary structures its educational program so that all students receive instruction appropriate to their learning level. To ensure the success of every student, teachers use a variety of instructional techniques using research-based instructional materials and strategies.

SPECIAL EDUCATION

Special education students are mainstreamed into the general education classroom based upon their IEP (Individual Education Plan) and provided instruction in the least restrictive environment. Some students qualifying for either special day class or resource support are placed in either the K-3 or 4-5 Learning Center class. The Learning Center combines students with and without an IEP in a general education setting. Each learning center is staffed by one fully credential special education teacher and four instructional aides who work collaboratively to provide individual and small group instruction based upon students' need and goals.

Two special education teachers and six special education aides support two self-contained special day classes and provide full-day instruction for students with autism. Special day classes provide services to all students throughout the district who need specialized instruction for their unique circumstances. Transportation is provided between the students' homes and Felton School.

Each student is provided instruction based upon their IEP, which is reviewed and updated annually by the school's IEP teams. The IEP ensures students with disabilities have equal access to core curriculum and educational opportunities and is designed to coordinate specially-designed instruction based upon individual academic, social, and/or behavioral needs.

ENGLISH LANGUAGE LEARNERS

Students identified as English Learners (EL) through the CELDT exam and home language survey are placed with a teacher who has been certified to teach English learners. Twenty-five (25) bilingual aides collaborate with classroom

District Adopted Textbooks		
Subject & Year	Adopted Publisher/Series	Grades
Math		
2001	Harcourt School Publishers <i>Harcourt Math</i>	K-5
Language Arts		
	Houghton Mifflin <i>Houghton Mifflin Reading: A Legacy of Literacy</i>	K-5
Science		
2008	Houghton Mifflin <i>California Science</i>	K-5
Social Science		
	Scott Foresman <i>Scott Foresman History-Social Science for California</i>	K-5
English Language Development		
	Rigby	K-5

teachers to provide individual and small group support in and outside the general education classroom. Under teachers' directions and based upon students' needs, bilingual aides focus instruction on skills development, lesson reinforcement, and front-loading of upcoming lesson concepts and content.

Following the Rigby curriculum, English learners receive 30-45 minutes of ELD (English Language Development) instruction daily as a supplement to their regular language arts lessons; kindergarten students receive 30 minutes a day and grades 1-5 receive 45 minutes of ELD instruction. ELD lessons focus on vocabulary development, increasing reading fluency, and verbal language skills development. As students increase fluency, progress is measured through classroom performance and CELDT results; instruction is adjusted to meet the current learning needs of student.

GIFTED & TALENTED EDUCATION

Felton Elementary offers a Gifted and Talented Education program for students in grades three, four, and five who have been recognized as high achievers by their teachers and through district testing. GATE students are clustered by grade level to receive differentiated instruction by their home room teacher.

AT RISK INTERVENTIONS

Felton Elementary supports intervention programs to meet the needs of those students not meeting state proficiency standards in language arts and math. The Student Study Team is comprised of school administrators, teachers, and parents who work together to identify individualized intervention strategies for and monitor progress of students having difficulty with academic or social development. Intervention programs include:

• Math Tutoring

Students in grades K-5 who are performing at the Basic, Below Basic, and Far Below Basic levels on state and district assessments are recommended for participation. Teacher assistants work with small groups of students four times a week for 45 minutes a day. Instruction focuses on basic skills development, essential standards, and reinforcement of key standards from previous lessons. Student progress is evaluated monthly.

• Reading - Extended Day Program

Students in grades 1-5 who are at the Below Basic and Far Below Basic levels in reading based upon literacy profiles, district benchmarks, and teacher observation are recommended for participation. Certificated teachers and teacher assistants provide intensive reading instruction focusing on each student's specific area of need. Students receive 45 minutes of tutoring between one to three days a week. Lessons take place outside the general education classroom. Student progress is evaluated monthly.

• Learning Center Support

Students who are struggling in reading and/or math as identified by their Literacy First profiles and district assessments are recommended for participation. Certificated staff provide intensive instruction focused on each student's area of need. Students receive between 30 to 60 minutes of instruction five days a week. For students in grades 1-5, lessons are provided outside the general education classroom.

• Read 180

Read 180 is a specially-designed, software-based curriculum for students in grades 4-5 who are struggling with reading skills. Certificated teachers work with small groups of students outside the general education classroom to provide 60 minutes of guided instruction. Students work at their own pace and learning level until they reach grade level proficiency standards in reading.

• Individual Tutoring

Teachers provide tutoring on an as-needed basis during the school day. During physical education instruction, students may be retained in the classroom to receive targeted assistance from their home room teacher to address areas of need.

PROFESSIONAL STAFF

TEACHER ASSIGNMENT

Felton Elementary recruits and employs the most qualified credentialed teachers. For the 2008-09 school year, the school employed 35 fully credentialed teachers. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant". Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

The table below identifies the number of classrooms taught and not taught by NCLB compliant teachers. High poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25% or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Teacher Credentials & Assignments

	Felton				Lennox SD			
	06-07	07-08	08-09	09-10	06-07	07-08	08-09	09-10
Total Teachers	38	38	38		313	311	314	
Teachers with Full Credential	37	38	35		300	297	295	
Teachers without Full Credential	1	0	3		13	14	19	
Teachers in Alternative Routes to Certification	1	2	4		6	10	15	
Pre-Internship	0	0	0		0	0	0	
Teachers with Emergency Permits	0	0	0		6	4	4	
Teachers with Waivers	1	0	0		3	3	0	
Teachers Teaching Outside Subject Area	0	0	0		28	29	23	
Teacher Misassignments - Total	0	0	0	0	0	0	23	13
Other Misassignments of Certificated Staff	0	0	0	0	0	0	19	9
Teacher Misassignments for English Learners	1	0	0	0	12	6	4	4
Teacher Vacancies	0	0	0	0	0	0	1	0

Percentage of Core Classes:

	Taught by NCLB-Compliant Teachers	Not Taught by NCLB-Compliant Teachers
	2008-09	
Felton	100	0
District Totals:		
All Schools	85.6	14.4
High-Poverty Sch.	100	0
Low-Poverty Sch.	0	0

Teacher Education Levels

	2008-09	
	Felton	Lennox SD
Doctorate	2.6%	0.3%
Master's Degree plus 30 or more semester hours	21.1%	16.9%
Master's Degree	42.1%	41.9%
Bachelor's Degree plus 30 or more semester hours	28.9%	26.2%
Bachelor's Degree	5.3%	14.7%
Less than a Bachelor's Degree	0.0%	0.0%

TEACHER EVALUATIONS

School and district administration believe that regular and comprehensive evaluations can help instructional staff improve their teaching skills and raise students' levels of achievement, as well as hold staff accountable for their performance. Teacher evaluation criteria are outlined in the district's collective bargaining agreement. Evaluation procedures are based upon the California Content Standards for each content area and in alignment with the California Standards for the Teaching Profession.

TEACHER EVALUATION CRITERIA:

- Engaging and Supporting All Students in Learning
- Creating and Maintaining Effective Environments for Student Learning
- Understanding and Organizing Subject Matter for Student Learning
- Planning Instruction and Designing Learning Experiences for All Students
- Assessing Student Learning
- Developing as a Professional Educator

Probationary/temporary teachers are formally evaluated once a year; tenured teachers are evaluated once every two years. Evaluations are conducted by the principal who has been trained and certified for competency to perform teacher evaluations.

SUPPORT SERVICES STAFF

Felton Elementary's non-teaching support services staff is a specialized team of experts who, through close collaboration, is instrumental in improving student attendance and achievement through the identification, referral, and remediation of health and/or emotional concerns. The school psychologist assists with academic, social, and emotional issues, assists with student eligibility for Special Education services, and participates in the IEP process. The school nurse conducts mandatory health screening programs; the health technician provides basic first aid. Speech and

occupational therapist services are provided on an individual basis as determined by student needs and IEPs.

DISTRICT EXPENDITURES

Counselors & Support Personnel (Nonteaching Professional Staff) 2008-09

	No. of Staff	FTE
Counselor	1	1.0
Mental Health Counselor	1	1.0
Star View Counselor	As needed	
Psychologist	1	0.4
Speech & Language Specialist	1	1.0
Speech & Language Aide	1	0.5
School Nurse	As needed	
Health Aide	1	0.9

FTE = Full-Time Equivalent

SUBSTITUTE TEACHERS

Felton Elementary rarely experiences difficulty in obtaining a qualified substitute teacher to fill in for an absent teacher. If this situation should occur, instructional aides assist with classroom instruction under the direct supervision of the principal.

The district makes every effort to select the most qualified substitute teacher for the respective day's assignment. During the 2008-09 school year, Lennox School District's pool of substitutes was comprised of approximately 60 teachers; the majority of substitutes are aspiring teachers. Applicants seeking a position as a substitute must have passed the CBEST (California Basic Educational Skills Test) and possess a bachelor's degree.

SARC DATA & ACCESS

DATAQUEST

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Felton Elementary and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability including but not limited to API, AYP, STAR results, enrollment, and staffing.

PUBLIC INTERNET ACCESS LOCATION

Parents may access Felton Elementary's SARC and access the Internet at any of the county's public libraries or the Felton School Parent Center. The closest public library to Felton Elementary is the Lennox Branch Library located at 4359 Lennox Blvd.

Lennox Branch Library
Open to the Public: Mon.-Thurs. 11:00-7:00
Fri. 11:00-6:00, Sat. 12:00-5:00
Number of Computers Available: 7
Printers Available: Yes

Felton School Parent Center
Open to Parents: 8:00 - 12:00 noon
Number of Computers Available: 4
Contact the school office for more information

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.

EXPENDITURES PER STUDENT

For the 2007-08 school year, Lennox School District spent an average of \$10,111 of total general funds to educate each student (based on 2007-08 audited financial statements). 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 salaries can be found at the CDE website at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

Salary Comparison 2007-08

	Lennox SD	State Average of Districts in Same Category
Beginning Teacher Salary	\$47,760	\$41,866
Mid-Range Teacher Salary	\$78,249	\$68,220
Highest Teacher Salary	\$91,142	\$86,536
Average Principal Salaries:		
Elementary School	\$116,267	\$107,858
Middle School	\$120,456	\$111,405
High School	\$118,944	\$112,732
Superintendent Salary	\$169,550	\$178,938
Percentage of General Fund Expenditures For:		
Teacher Salaries	40.80 %	42.10 %
Administrative Salaries	3.60 %	5.50 %

Current Expense of Education per Pupil

2007-08

Expenditures Per Pupil	Dollars Spent per Student				
	Felton	Lennox SD	% Difference - School and District	State Average for Districts of Same Size & Type	% Difference - School Site and State
Total Restricted and Unrestricted	\$8,341	\$7,988	104.4%	N/A	N/A
Restricted (Supplemental)	\$3,498	\$2,627	133.1%	N/A	N/A
Unrestricted (Basic)	\$4,843	\$5,360	90.4%	\$5,512	87.9%
Average Teacher Salary	\$73,209	\$74,300	98.5%	\$67,082	109.1%

In addition to general fund state funding, Lennox School District receives state and federal categorical funding for special programs. For the 2007-08 school year, the District received approximately \$5,403 per student in federal, state, and local aid for the following categorical, special education, and support programs:

- After School Learning & Safe Neighborhood Partnerships
- Arts & Music Block Grant
- California Peer Assistance & Review Program for Teachers (CPARP)
- Class Size Reduction Facilities Funding
- Community Based Tutoring Grants
- Economic Impact Aid (EIA)
- English Language Acquisition Program, Teacher Training & Student Assistance
- Gifted & Talented Education (GATE)
- Healthy Start
- High Priority School Grants Program
- Instructional Materials
- Lottery: Instructional Materials
- Professional Development Block Grant
- Pupil Retention Block Grant
- Quality Education Investment Act
- School & Library Improvement Block Grant
- School Community Violence Prevention Grant
- School Safety & Violence Prevention, Grades 8-12
- Special Education
- Staff Development
- Supplemental School Counseling Program
- Teacher Credentialing Block Grant
- Teacher Recruitment/Incentives
- Title I, II, III, IV, & V
- Tobacco-Use Prevention Education
- Transportation
- Transportation: Special Education
- Williams Case Settlement