



LENNOX SCHOOL DISTRICT

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www.lennox.K12.ca.us

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LENNOX MIDDLE SCHOOL

Grades 6-8
Dr. Raul Roman, Principal
raul_roman@lennox.k12.ca.us
<http://lms.lennox.k12.ca.us/>

11033 South Buford Avenue, Lennox, CA 90304
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SCHOOL ACCOUNTABILITY REPORT CARD

2014-15 SCHOOL ACTIVITY PUBLISHED IN JANUARY 2016

PRINCIPAL'S MESSAGE

"Preparing 21st Century College and Career Ready Students"

Welcome to Lennox Middle School (LMS). My name is Dr. Raul Roman and it is an honor and privilege to serve our students, staff, parents and community. Collectively, we take great pride in providing our bright and talented youth with a quality education that will allow them to excel and succeed in high school, college and a career. I strive to ensure that all Lennox Middle School students have continuous access to a safe and conducive learning environment. As a staff, we perceive our students as being future leaders, therefore, we are committed to providing our students with rigorous instruction; reinforced with 21st century skills. We will work collaboratively with a shared vision that will focus on establishing a high standard for student academic achievement.

At Lennox Middle School, our priority and focus will always be our students, including their academic and social development. We believe in keeping the student at the center of all decisions. We will implement relevant, challenging curriculum and programs designed to support and supplement the rigor of Common Core. Our student-centered goals will focus on the following:

- Rigorous Academic Instructional Programs
- Equal Learning Opportunities
- Academic Growth for All Students
- Access to Academic and Behavioral Interventions
- Respect and Positive Citizenship
- School-wide Safety

At Lennox Middle School, community is the catalyst for our students' success. I am eager to establish positive relationships with our parents and community leaders. I invite all parents to visit our school and become involved in their child's education. Lennox Middle School currently has a selection of workshops designed specifically for parents that include a variety of topics. Parents may visit the school and receive more information regarding these workshops in the

Parent Center. I appreciate your interest and support in improving the lives of our students. We are very proud of our school!

DISTRICT VISION

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

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

Commitment: Encouraging on-going responsibility to the Lennox Community.

Community: Embracing the role of parents as partners in the educational process.

Culture of Caring: Enveloping Lennox with social services for children and their families.

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

DISTRICT MISSION

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

LMS BELIEF STATEMENT

INTEGRITY

We believe in principles that support ethical decision-making, positive role modeling, and a commitment to professionalism.

RESPECT

We believe in the appreciation and celebration of both commonalities and diversities of individuals and groups. In addition, we will:

1. Foster respect for democratic principles and citizenship;
2. Promote respect for our environment by developing responsibility for its preservation.

SAFETY

We believe in and are committed to providing a safe school and a secure environment for all students and staff.

STUDENT-CENTERED FOCUS

We believe in keeping the student at the center of all decisions. Providing meaningful, challenging curriculum, programs, and practices will:

1. Promote student involvement;
2. Provide equal learning opportunities;
3. Ensure a strong academic foundation and balance among basic skills;
4. Problem-solving, and critical thinking;
5. Encourage life-long learning.

EXCELLENCE

We believe in setting high standards for personal performance while in pursuit of an ideal that promotes success, as demonstrated by:

1. Well-defined expectations within a supportive environment;
2. Rigorous instructional programs;
3. Commitment to succeed.

RESPONSIBILITY WITH ACCOUNTABILITY

We believe each individual can and should be responsible and accountable for his/her decisions and actions. In support of this belief, we will:

1. Promote the development and empowerment of individuals and groups; develop appropriate goals and measures of success.

SCHOOL PROFILE

Lennox Middle School serves students in grades six through eight following a traditional calendar. At the beginning of the 2014-15 school year, 1,563 students were enrolled, including 14.8% in special education, 33.8% qualifying for English Language Learner support, and 89.8% qualifying for free or reduced price lunch.

All students are eligible to participate in the district's LEAP after school program offered on campus Monday through Friday until 6:00 p.m. Participants are provided a nutritious snack. Structured enrichment activities, sports, fine arts, cheer leading, field trips, and homework support are supervised by qualified staff. A component of the LEAP program is the Young Musicians Foundation; twice a week students receive a 60-minute instrumental or choir lesson. LMS will provide a safe learning environment, a rigorous academic curriculum and quality character education so that student successfully transition to high school with pride and excellence.

Percentage of Students by Ethnicity/Grade Level 2014-15

Ethnic Group	%	Grade Level	#
African American	0.7%	Kindergarten	0
American Indian or Alaskan Native	0.1%	Grade 1	0
Asian	0.6%	Grade 2	0
Filipino	0.2%	Grade 3	0
Hawaiian or Pacific Islander	0.8%	Grade 4	0
Hispanic or Latino	96.8%	Grade 5	0
White (not Hispanic)	0.7%	Grade 6	484
Two or More Races	0.1%	Grade 7	509
Socioeconomically Disadvantaged	92.5%	Grade 8	570
English Learners	33.8%		
Students with Disabilities	14.8%		
Migrant Education	0.0%	Total	
Foster Youth	0.5%	Enrollment	1,563

LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)

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

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

Pupil Achievement – State Priority 4: Covered in Standardized State Assessments, including the CST Results and CAASPP charts; and Career Technical Education (CTE) Programs (Workforce Preparation), including the CTE Program Participation and UC/CSU charts.

Other Pupil Outcomes – State Priority 8: Covered in California High School Exit Exam, including the CAHSEE charts; and Physical Fitness, including the Physical Fitness Test chart.

Parental Involvement – State Priority 3: Covered in Parent Involvement.

Pupil Engagement – State Priority 5: Covered in Dropout & Graduation Rate, including Dropout & Graduation Rate and Completion of High School Graduation Requirements charts.

School Climate – State Priority 6: Covered in Discipline & Climate for Learning, including Suspension & Expulsion chart; and School Site Safety Plan.

PARENT INVOLVEMENT

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events. Parents stay informed on upcoming events and school activities through a monthly calendar, letters, flyers, the school marquee, PowerSchool, School Messenger, and the school website (<http://lms.lennox.k12.ca.us/>). Contact the school office at (310) 419-1800 for more information on how to become involved in your child's learning environment.

Volunteer to Help

- In the classroom, library, and office
- With student supervision
- Organize fundraisers
- Chaperone field trips
- Organize rewards ceremonies for students (Honor Roll, GPA, Citizenship award recognition)
- Promotion Ceremony & Promotion Dance

Join Leadership Groups

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

Attend Special Events & Workshops

- Back to School Night
- Open House
- Student performances
- Parent education classes
- Monthly meetings with Principal Roman
- Transition to Middle School Workshops

STUDENT ACHIEVEMENT

CALIFORNIA STANDARDS TEST (CST)

The California Standards Test (CST) assesses student performance in science in grades 5, 8 and 10. Performance standards identify the level of student mastery of the content standards tested. The state target for every student is to score at the Advanced or Proficient level.

The CST tables in this report illustrate the percentage of students achieving Proficient and Advanced levels. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the CST tables, no students met subgroup criteria. More information on CSTs can be found on the California Department of Education's website www.cde.ca.gov/ta/tg/sr/cstsciref.asp.

California Standards Test (CST)

All Students

Percentage of Students Scoring at Proficient and Advanced Levels

	LMS			Lennox SD			CA		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	55	42	59	52	50	50	59	60	56

California Standards Test (CST)

Results by Student Subgroup

2014-15

	Percentage of Students Scoring at Proficient and Advanced Levels
Lennox SD	50
LMS	59
Male	59
Female	59
Hispanic or Latino	60
Economically Disadvantaged	60
English Learners	11
Students with Disabilities	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) for students in grades 5, 8 and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

PHYSICAL FITNESS

In the spring of each year, Lennox Middle School is required by the state to administer a physical fitness test to all students in seventh 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/.

**Physical Fitness Test
Percentage of Students Meeting
California Fitness Standards
2014-15**

Grade(s) Tested	Number of Standards Met:		
	4 of 6	5 of 6	6 of 6
Seventh	50.9%	31.7%	9.1%

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

**CAASPP Assessment Results Disaggregated by Student Groups
2014-15**

	English Language Arts/Literacy						Mathematics							
				Achievement Level						Achievement Level				
	Total Enrollment	Number Tested	Percent Tested	1	2	3	4	Total Enrollment	Number Tested	Percent Tested	1	2	3	4
Grade 6														
All Students Tested	482	473	98.1%	37.0%	33.0%	26.0%	3.0%	482	472	97.9%	50.0%	32.0%	13.0%	5.0%
Male	482	249	51.7%	47.0%	29.0%	21.0%	2.0%	482	249	51.7%	51.0%	32.0%	12.0%	4.0%
Female	482	224	46.5%	26.0%	38.0%	31.0%	4.0%	482	223	46.3%	49.0%	33.0%	13.0%	5.0%
African American	482	3	0.6%	*	*	*	*	482	3	0.6%	*	*	*	*
American Indian or Alaskan Native	482	1	0.2%	*	*	*	*	482	1	0.2%	*	*	*	*
Asian	482	2	0.4%	*	*	*	*	482	2	0.4%	*	*	*	*
Filipino	482	2	0.4%	*	*	*	*	482	2	0.4%	*	*	*	*
Hispanic or Latino	482	453	94.0%	37.0%	34.0%	26.0%	3.0%	482	452	93.8%	51.0%	32.0%	12.0%	4.0%
Hawaiian or Pacific Islander	482	6	1.2%	*	*	*	*	482	6	1.2%	*	*	*	*
White (not Hispanic)	482	5	1.0%	*	*	*	*	482	5	1.0%	*	*	*	*
Two or More Races	482	0	0.0%	*	*	*	*	482	0	0.0%	*	*	*	*
Socioeconomically Disadvantaged	482	460	95.4%	37.0%	33.0%	26.0%	3.0%	482	459	95.2%	51.0%	31.0%	13.0%	5.0%
English Learners	482	128	26.6%	84.0%	15.0%	0.0%	0.0%	482	127	26.3%	87.0%	13.0%	0.0%	0.0%
Students with Disabilities	482	62	12.9%	82.0%	15.0%	2.0%	0.0%	482	61	12.7%	90.0%	5.0%	5.0%	0.0%
Grade 7														
All Students Tested	512	504	98.4%	33.0%	33.0%	29.0%	6.0%	512	504	98.4%	50.0%	31.0%	14.0%	5.0%
Male	512	252	49.2%	35.0%	35.0%	25.0%	5.0%	512	252	49.2%	48.0%	31.0%	14.0%	6.0%
Female	512	252	49.2%	31.0%	31.0%	32.0%	6.0%	512	252	49.2%	52.0%	30.0%	15.0%	3.0%
African American	512	2	0.4%	*	*	*	*	512	2	0.4%	*	*	*	*
Asian	512	4	0.8%	*	*	*	*	512	4	0.8%	*	*	*	*
Filipino	512	1	0.2%	*	*	*	*	512	1	0.2%	*	*	*	*
Hispanic or Latino	512	489	95.5%	33.0%	33.0%	29.0%	5.0%	512	489	95.5%	50.0%	31.0%	15.0%	4.0%
Hawaiian or Pacific Islander	512	3	0.6%	*	*	*	*	512	3	0.6%	*	*	*	*
White (not Hispanic)	512	3	0.6%	*	*	*	*	512	3	0.6%	*	*	*	*
Two or More Races	512	1	0.2%	*	0.0%	*	*	512	1	0.2%	*	0.0%	*	*
Socioeconomically Disadvantaged	512	487	95.1%	33.0%	33.0%	28.0%	5.0%	512	487	95.1%	50.0%	31.0%	14.0%	5.0%
English Learners	512	115	22.5%	83.0%	16.0%	1.0%	1.0%	512	115	22.5%	87.0%	11.0%	1.0%	1.0%
Students with Disabilities	512	73	14.3%	73.0%	22.0%	5.0%	0.0%	512	73	14.3%	85.0%	11.0%	4.0%	0.0%
Grade 8														
All Students Tested	581	562	96.7%	29.0%	37.0%	29.0%	5.0%	581	562	96.7%	48.0%	31.0%	12.0%	9.0%
Male	581	299	51.5%	33.0%	37.0%	25.0%	4.0%	581	300	51.6%	49.0%	30.0%	12.0%	8.0%
Female	581	263	45.3%	25.0%	37.0%	33.0%	6.0%	581	262	45.1%	46.0%	32.0%	13.0%	9.0%
African American	581	3	0.5%	*	*	*	*	581	4	0.7%	*	*	*	*
American Indian or Alaskan Native	581	1	0.2%	*	*	*	*	581	1	0.2%	*	*	*	*
Asian	581	1	0.2%	*	*	*	*	581	1	0.2%	*	*	*	*
Filipino	581	2	0.3%	*	*	*	*	581	2	0.3%	*	*	*	*
Hispanic or Latino	581	547	94.1%	29.0%	36.0%	29.0%	5.0%	581	546	94.0%	47.0%	31.0%	12.0%	8.0%
Hawaiian or Pacific Islander	581	6	1.0%	*	*	*	*	581	6	1.0%	*	*	*	*
White (not Hispanic)	581	1	0.2%	*	*	*	*	581	1	0.2%	*	*	*	*
Two or More Races	581	0	0.0%	*	*	*	*	581	0	0.0%	*	*	*	*
Socioeconomically Disadvantaged	581	545	93.8%	28.0%	37.0%	29.0%	5.0%	581	544	93.6%	47.0%	31.0%	12.0%	9.0%
English Learners	581	113	19.4%	78.0%	19.0%	2.0%	0.0%	581	113	19.4%	86.0%	12.0%	1.0%	0.0%
Students with Disabilities	581	70	12.0%	70.0%	17.0%	11.0%	0.0%	581	70	12.0%	81.0%	13.0%	4.0%	0.0%

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores. Level 1 = Standard not met; Level 2 = Standard nearly met; Level 3 = Standard met; Level 4 = Standard exceeded

California Assessment of Student Performance and Progress

All Students

Percentage of Students Meeting or Exceeding the State Standards

2014-15

	LMS	Lennox SD	CA
English-Language Arts/Literacy	32	28	44
Mathematics	19	21	33

Note: Students in grades 3-8 and 11 are given this test. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ADEQUATE YEARLY PROGRESS

The Federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards based assessments by 2014. Meeting AYP milestones helps determine whether students are reaching proficiency level targets set by NCLB. AYP requires annual evaluation and reporting of the academic progress of all students and defined student subgroups. The 2015 AYP report indicators include a target of 95% participation rate, 90% attendance rate, and 90% graduation rate. The percent proficient category is not applicable (N/A) for 2015 because the Department of Education (ED) granted California a one-year waiver that allows AYP determinations to exclude the percent proficient.

The AYP table in this report illustrates the school's progress in meeting 2014-15 AYP target rates for applicable schools. More information on AYP can be found on the California Department of Education's (CDE) website www.cde.ca.gov/nclb/ and the U.S. Department of Education's website www.ed.gov/nclb/accountability/.

Adequate Yearly Progress Results Reported by Indicator and Compared to District Performance		
2014-15		
Did the school and district meet or exceed 2015 AYP performance criteria in each of the areas listed below?		
AYP Criteria	LMS	Lennox SD
Overall Performance	Yes	Yes
Participation Rate		
Language Arts	Yes	Yes
Math	Yes	Yes
Percent Proficient		
Language Arts	N/A	N/A
Math	N/A	N/A
Graduation Rate	N/A	Yes
Attendance Rates	Yes	Yes
AYP Performance Level		
Number of AYP Criteria Met Out of the Total	11/11	12/12
Number of Criteria Possible		

NO CHILD LEFT BEHIND (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2014-15, Lennox Middle School qualified for Title I Schoolwide funding and is subject to comply with Title I program requirements.

Title I PI Status		
2015-16		
	LMS	Lennox SD
PI Status	In PI	In PI
First Year of PI Implementation	2001-02	2004-05
Year in PI	Year 5	Year 3
# Schools Currently In PI		10
% Schools Currently In PI		100%

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

Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals. California Adequate Yearly Progress calculations determine whether a Title I school has met performance goals. Schools not meeting specific AYP criteria enter Program Improvement, a monitoring system and curriculum enhancement program designed to help schools to increase student proficiency levels. More information about Title I and Program Improvement can be located on the CDE's web site www.cde.ca.gov/ta/ac/ta/.

SCHOOL FACILITIES & SAFETY

SUPERVISION & SAFETY

Student supervision in the morning as students arrive on campus is provided by administrators, teachers, campus supervision aides, and campus security officers who are stationed in strategic locations. During the lunch period, campus supervision aides, campus security officers, and parent volunteers share supervision of students in the lunch area, at school exits, and in common gathering areas. When students are dismissed at the end of the day, campus supervision aides, security officers, the principal, assistant principals, and the dean of students are in designated areas to ensure students leave campus in a safe and orderly manner. 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.

FACILITIES MAINTENANCE

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Lennox Middle School's original facilities were built in the early 1950's; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. Physical education and sports programs have access to six large playing fields and a five-story climbing tower (Challenge Tower).

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.

- 2014-15 Campus Improvement Projects:
- Installation of LED lights
 - Upgrades to gymnasium

Every morning before school begins, the day custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. Two full-time day custodians and five full-time and four part-time evening custodians are assigned to Lennox Middle School. The day custodians are responsible for:

- General Cleaning
 - Restroom Cleaning
 - Cafeteria Setup/Cleanup
 - Debris Removal
 - Routine Maintenance and Minor Repairs
- Restrooms are checked three times a day for cleanliness and subsequently cleaned as needed. The evening custodians are responsible for:
- Office Area Cleaning
 - Restroom Cleaning
 - Classroom Cleaning

Administrators communicate with custodial staff throughout the day concerning maintenance and school safety issues.

Campus Description	
Year Built	circa 1950
	Quantity
# of Permanent Classrooms	50
# of Portable Classrooms	42
# of Restrooms (student use)	4 sets
Cafeteria/Multipurpose Room	1
Computer Lab(s)	4
Counseling Office	1
Fitness Room(s)	2
Library	1
LMS6 Conference Room	1
Locker Rooms	1
Science Labs	2
Staff Lounge	1
Gym	1

SCHOOL SITE SAFETY PLAN

The Comprehensive School Site Safety Plan was developed for Lennox Middle 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 and updated in November 2015, and shared with school staff in December 2015.

School Facility Good Repair Status			
Item Inspected	Repair Status		
Inspection Date:	Good	Fair	Poor
December 20, 2015			
Systems	✓		
Interior Surfaces		✓	
Cleanliness		✓	
Electrical	✓		
Restrooms/Fountains	✓		
Safety	✓		
Structural	✓		
External	✓		

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

Good: The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

FACILITIES INSPECTIONS

The district's maintenance department inspects Lennox Middle School on an annual basis in accordance with Education Code §17592.72(c)(1). Lennox Middle 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 December 20, 2015. During fiscal year 2014-15, all restrooms were fully functional and available for student use.

CLASSROOM ENVIRONMENT

DISCIPLINE & CLIMATE FOR LEARNING

All staff at Lennox Middle School believe that a safe learning environment is an effective learning environment. Schoolwide discipline policies are founded upon the Character Counts Program and the district's assertive discipline model (Lee Canter's Assertive Discipline) which clearly defines unacceptable behaviors and consequences for poor conduct. Teachers have established individual, grade appropriate classroom management plans and positive reinforcement in accordance with the 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.

At the beginning of the school year, school rules, district policies, and academic expectations are outlined in the classrooms by teachers and reinforced at behavioral and motivational grade-level assemblies. Throughout the year, teachers remind students of their responsibilities to follow school rules and to conduct themselves in a safe, responsible, and respectful manner. When necessary, the principals will address unacceptable patterns of behavior in morning announcements over the intercom system, during classroom visits and assemblies, and in daily bulletins read by the teachers.

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

Suspensions and Expulsions									
	LMS			Lennox SD			CA		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Suspensions (#)	44	78	83	44	80	166	329,370	279,383	243,603
Expulsions (#)	0	2	0	0	2	0	8,266	6,611	5,692

This chart provides an unduplicated count of students involved in one or more incidents during the academic year who were subsequently suspended or expelled from school.

TEACHING LOAD DISTRIBUTION

The Teaching Load 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.

Teaching Load Distribution Departmentalized Instruction				
2012-13				
Subject	Average Class Size	Number of Classes*		
		1-20	21-32	33+
English	19	47	33	0
Math	20	37	21	0
Science	22	25	19	0
History	21	27	18	0
2013-14				
English	19	43	26	0
Math	21	31	22	0
Science	23	18	31	0
History	22	20	23	0
2014-15				
English	18	57	22	0
Math	19	52	10	0
Science	22	26	23	0
History	23	15	22	0

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary level, this information is reported by subject area rather than grade level.

CURRICULUM & INSTRUCTION

STAFF DEVELOPMENT

All curriculum and instructional improvement activities at Lennox School District are being aligned to the Common Core State Standards. Staff development concentrations are selected and identified based on staff survey results, NCLB requirements, California State Content Standards, Common Core 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 school year, Lennox Middle School staff participated in professional development activities held on minimum days. District representatives, school administrators, and teachers take a collaborative approach to identifying staff training needs based upon results from teacher surveys, analysis of student performance data, and benchmark assessment data.

2014-15 Staff Development Topics:

- Abilities Awareness
- Advancement Via Individual Determination (AVID)
- English Language Development (ELD)
- Mid-Year Survey
- Positive Behavioral Interventions and Support (PBIS)
- Smarter Balanced Assessment Consortium (SBAC)

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

- ELA - Unit of Study
- Imagine Learning
- Synced Solution

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

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

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

Staff members are encouraged to attend professional workshops and conferences. Long-term substitute teachers are invited to school-sponsored training activities. Classified support staff may receive job-related training from district representatives; training activities and workshops are designed to enhance and extend job performance. Office personnel meet with the principal once every six weeks; training is provided on an as-needed basis.

INSTRUCTIONAL MATERIALS

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

On September 22, 2015, the Lennox School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted the [Resolution Regarding Sufficiency of Instructional Materials No. 15-05](#) which certifies as required by

Textbooks				
Year Adopted	From Most Recent State Adoption?	Publisher and Series	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials	Grade
Reading/Language Arts				
	Yes	Holt, Rinehart & Winston: Literature & Language Arts	0%	6-8
	Yes	Hampton Brown: <i>High Point</i>	0%	6-8
	Yes	Hampton Brown: <i>Inside</i>	0%	6-8
Math				
	Yes	Big Ideas Learning: <i>Big Ideas Math CA Editio, Course 1, 2, 2 Accelerated, 3 & Alebra I</i>	0%	6-8
Science				
2008	Yes	Holt, Rinehart & Winston: <i>California Science: Earth, Life, and Physical Science</i>	0%	6-8
Social Science				
	Yes	McDougal Littell: <i>California Middle School Social Studies Series</i>	0%	6-8

Textbook information was obtained from district office personnel in November 2015.

Education Code §60119 that (1) textbooks and instructional materials were provided to all students, including English learners, in the Lennox School District to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home to complete required homework assignments, (2) sufficient textbooks and instructional materials were provided to each student, including English learners, in mathematics, science, history/social science, and English/language arts, including the English language development component of an adopted program, consistent with the cycle, process, time lines, and content of the curriculum frameworks, and (3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes.

In addition to the core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for its visual/performing arts curricula. During the 2015-16 school year, Lennox School District provided all students enrolled in a visual/performing arts class with their own textbook or supplemental materials to use in class and to take home. These materials comply with the state's content standards and curriculum frameworks.

PROFESSIONAL STAFF

COUNSELING & SUPPORT STAFF

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

Counselors and Support Personnel (Nonteaching Professional Staff) 2014-15		
	No. of Staff	FTE*
Academic Counselor	3	3.0
Academic Counselor Aide	1	1.0
Psychologist	1	1.0
Health Aide	2	2.0
Nurse	As needed	
Speech & Language Specialist	2	1.5
Case Manager	1	1.0
Adaptive PE Specialist	As needed	
TUPE Counselor	1	1.0
Average Number of Students per Academic Counselor		521

*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.

The Counseling and Support Services table in this report illustrates the availability of non-instructional support staff to Lennox Middle School'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.

TEACHER ASSIGNMENT

During the 2014-15 school year, Lennox Middle School had 74 teachers who met all credential requirements in accordance with state guidelines. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant." Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

	LMS			Lennox SD		
	13-14	14-15	15-16	13-14	14-15	15-16
Total Teachers	78	75	76	258	254	258
Teachers with Full Credential	78	74	76	258	253	257
Teachers without Full Credential	0	1	0	0	1	1
Teachers Teaching Outside Subject Area (with full credential)	19	10	10	19	10	10
Teacher Misassignments for English Learners	0	0	0	0	0	0
Total Teacher Misassignments*	0	0	0	0	0	0
Teacher Vacancies	0	0	0	0	0	0

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

In the adjacent table, which identifies the number of classrooms taught and not taught by NCLB-compliant teachers, high poverty schools are those schools in the highest quartile for student participation defined by the free and reduced price meal program. Low poverty schools are those schools that are in the lowest quartile of program participation.

NCLB Compliance Percentage of Classes in Core Academic Subjects:		
	Taught by NCLB-Compliant Teachers	Not Taught by NCLB-Compliant Teachers
2014-15		
LMS	100.0%	0.0%
District Totals		
All Schools	98.0%	2.0%
High-Poverty Schools	98.0%	2.0%
Low-Poverty Schools	-	-

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

DISTRICT EXPENDITURES

SALARY & BUDGET COMPARISON

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2013-14 salary comparison data was the most recent data available at the time this report was published.)

EXPENDITURES PER STUDENT

For the 2013-14 school year, Lennox School District spent an average of \$10,248 of total general funds to educate each student (based on 2013-14 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding expenditures and salaries can be found at the CDE web site at www.cde.ca.gov/ds/fd/ec/ 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

Salary Comparison 2013-14		
	Lennox SD	State Average of Districts in Same Category
Beginning Teacher Salary	47,760	43,091
Mid-Range Teacher Salary	78,249	70,247
Highest Teacher Salary	91,142	89,152
Average Principal Salaries:		
Elementary School	113,526	112,492
Middle School	121,952	116,021
High School	118,943	117,511
Superintendent Salary	178,032	192,072
Percentage of Budget For:		
Teacher Salaries	42	41
Administrative Salaries	4	6

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

SARC DATA & ACCESS

DATAQUEST

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

PUBLIC INTERNET ACCESS LOCATION

Parents may access Lennox Middle School's SARC and access the internet at the school's library or any of the county's public libraries. The closest public library to Lennox Middle School is the Lennox Branch Library and Hawthorne Branch Library.

Lennox Branch Library
Express Location located at Lennox Park
10828 Condon Avenue, Lennox
Phone Number: (310) 674-0385
Hours: Mon - Fri: 2:00 p.m. - 6:00 p.m.
Sat: 1:00 p.m. - 5:00 p.m.
Sun: Closed
Number of Computers Available: 7

Hawthorne Library
12700 South Grevillea Avenue, Hawthorne
Phone Number: (310) 679-8193
Hours: Tues & Wed: 11:00 a.m. - 8:00 p.m.
Thurs: 10:00 a.m. - 6:00 p.m.
Fri & Sat: 10:00 a.m - 5:00 p.m.
Mon & Sun: Closed
Number of Computers Available: 16
Lennox Middle School Library
Hours: Contact school office for availability
Number of Computers Available: 7
Printers Available: Yes

Current Expense of Education Per Pupil 2013-14					
Dollars Spent Per Student					
Expenditures Per Pupil	LMS	Lennox SD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	7,484	N/A	N/A	N/A	N/A
Restricted (Supplemental)	2,780	N/A	N/A	N/A	N/A
Unrestricted (Basic)	4,704	4,027	116.8%	5,348	88.0%
Average Teacher Salary	75,487	79,902	94.5%	72,993	103.4%

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

In addition to general fund state funding, Lennox School District receives state and federal categorical funding for special programs. For the 2013-14 school year, the district received categorical, special education, and support programs funds for:

- After School Learning & Safe Neighborhood Partnerships
- California Clean Energy Jobs Act
- Common Core State Standards Implementation
- Education Protection Account
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- Other Local: Locally Defined
- Quality Education Investment Act
- Special Education
- State Lottery
- Title I, II, III, IV
- Tobacco-Use Prevention Education

DISCLOSURE

The statistical information disclosed in this report is obtained from the California Department of Education and the Lennox School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials section were acquired in November 2015. Data to prepare the school facilities section were acquired in January 2016.