



LENNOX SCHOOL DISTRICT

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LENNOX MIDDLE SCHOOL

Grades 6-8
Lissett Pichardo, Principal
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<http://lms.lennox.k12.ca.us/>

11033 South Buford Avenue, Lennox, CA 90304
(310) 419-1800



SCHOOL ACCOUNTABILITY REPORT CARD

2016-17 SCHOOL ACTIVITY PUBLISHED IN JANUARY 2018

PRINCIPAL'S MESSAGE

Dear Parents,

Welcome to the 2017-18 school year. I am so excited to be the new principal at Lennox Middle School. I have been with the Lennox School District for 21 years as both a teacher and administrator. I am committed to the community of Lennox and most of all to the great students of Lennox Middle School. My primary focus will be creating an environment at LMS that is engaging, respectful and safe for students, parents and staff. I know that in this environment our students will thrive and be able to take advantage of the many programs LMS has to offer.

Some of the programs offered are:

- School of Engineering
- AVID
- Dual Language
- Language Academy
- Fine and Performing Arts
- ASB
- LEAP After School Program

All of the decisions made at LMS will center around what is best for children. We will challenge our students to always be the best they can be. We will support them through their social development as well as the rigorous content in the classroom.

I encourage you as parents to get involved in your child's education by, making sure they get to school on time every day, checking on their progress frequently and attending the many workshops and classes we offer through the parent center. I know that together we can accomplish so much for our students.

I look forward to the school year and having LMS shine as the cornerstone of the Lennox Community. GO FLYERS!

Lissett Pichardo
Lennox Middle School Principal

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:

- Promote student involvement;
- Provide equal learning opportunities;
- Ensure a strong academic foundation and balance among basic skills;
- Problem-solving, and critical thinking;
- 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:

- Well-defined expectations within a supportive environment;
- Rigorous instructional programs;
- 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:

- 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 2016-17 school year, 1,478 students were enrolled, including 13.5% in special education, 29.6% qualifying for English Language Learner support, and 96.3% qualifying for free or reduced price lunch.

All students are eligible to participate in the district's before-school and after-school LEAP program offered on campus Monday through Friday from 6:30-8:15a.m. and after-school until 6:00 p.m. Participants are provided a nutritious snack. Structured enrichment activities, sports, fine arts, cheerleading, 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.

Student Enrollment by Subgroup/Grade Level 2016-17			
Ethnic Group	%	Grade Level	#
African American	0.9%	Kindergarten	0
American Indian or Alaskan Native	0.1%	Grade 1	0
Asian	0.4%	Grade 2	0
Filipino	0.1%	Grade 3	0
Hawaiian or Pacific Islander	0.7%	Grade 4	0
Hispanic or Latino	97.3%	Grade 5	0
White (not Hispanic)	0.5%	Grade 6	516
Two or More Races	0.1%	Grade 7	484
Socioeconomically Disadvantaged	96.3%	Grade 8	478
English Learners	29.6%		
Students with Disabilities	13.5%		
Migrant Education	0.0%	Total	
Foster Youth	0.3%	Enrollment	1,478

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 (Basic Services) – State Priority 1: Degree to which teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials and school facilities are maintained in good repair. Covered in Teacher Assignment, including the Teacher Credentials & Misassignments chart; Instructional Materials, including the Textbooks chart; and School Facilities & Maintenance, including the Campus Description and School Facility Good Repair Status charts.

Conditions of Learning (Implementation of State Standards) – State Priority 2: Implementation of academic content and performance standards adopted by the state board for all pupils. Not covered in the School Accountability Report Card.

Parental Involvement – State Priority 3: Efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. Covered in Parent Involvement.

Pupil Achievement – State Priority 4: Performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with a 3 or higher, and share of pupils

determined prepared for college by the Early Assessment Program. Covered in California Assessment of Student Performance and Progress, including the CAASPP charts.

Engagement (Pupil Engagement) – State Priority 5: School attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, and high school graduation rates. Covered in Dropout Rates, including the Dropout chart; and Graduation Rates, including the Graduation Rate chart for high schools only.

School Climate – State Priority 6: Pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, and parents and teachers on the sense of safety and school connectedness. Covered in Discipline & Climate for Learning, including Suspension & Expulsion chart; and School Site Safety Plan.

Conditions of Learning (Course Access) – State Priority 7: Pupil enrollment in a broad course of study that includes all of the subject areas. Not covered in the School Accountability Report Card.

Other Pupil Outcomes – State Priority 8: Pupil outcomes in the subject areas. Covered in Physical Fitness, including the Physical Fitness Test chart.

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. Before volunteering, parents must stop by the Parent Center and fill out an application.

Volunteer to Help

- In the classroom and library
- Organize fundraisers
- Chaperone field trips

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

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 2016-17			
Grade(s) Tested	Number of Standards Met:		
	4 of 6	5 of 6	6 of 6
Seventh	21.8%	18.2%	13.7%

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.

CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS

(CAASPP)

The California Assessment of Student Performance and Progress (CAASPP) System includes the Smarter Balanced Summative Assessments (SBAC) for students in the general education population, and the California Alternate Assessments (CAAs) for students with the most significant cognitive disabilities. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS). CAASPP results are a measure of how well students are mastering California's standards in English language arts/literacy (ELA) and mathematics, and are given to grades three through eight and grade eleven. SBAC tests assess student performance in ELA/Literacy and mathematics utilizing computer-adaptive tests and performance tasks, and CAAs test items are aligned with alternative achievement standards which are linked with the Common Core State Standards (CCSS).

California Assessment of Student Performance and Progress Test Results in Science All Students						
Percentage of Students Meeting or Exceeding the State Standards						
	LMS		Lennox SD		CA	
	14-15	15-16	14-15	15-16	14-15	15-16
Science (Grades 5, 8, & 10)	59	48	50	48	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) 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. The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

California Assessment of Student Performance and Progress Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students in Grades Three Through Eight						
Percentage of Students Meeting or Exceeding the State Standards						
	LMS		Lennox SD		CA	
	15-16	16-17	15-16	16-17	15-16	16-17
English-Language Arts/Literacy	26	26	30	37	49	48
Mathematics	16	18	24	28	37	37

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

CAASPP Test Results in ELA & Mathematics by Student Group (Grades 3-8) 2016-17

	English Language Arts/Literacy				Mathematics			
	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students Tested	1483	1453	98.0%	25.5%	1484	1462	98.5%	17.5%
Male	772	751	97.3%	20.6%	772	760	98.5%	16.3%
Female	711	702	98.7%	30.8%	712	702	98.6%	18.8%
African American	15	15	100.0%	26.7%	15	15	100.0%	20.0%
American Indian or Alaskan Native	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Filipino	*	*	*	*	*	*	*	*
Hispanic or Latino	1432	1402	97.9%	25.5%	1433	1412	98.5%	17.4%
Hawaiian or Pacific Islander	*	*	*	*	*	*	*	*
White (not Hispanic)	*	*	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	1427	1398	98.0%	25.5%	1428	1408	98.6%	17.6%
English Learners	1031	1006	97.6%	20.1%	1032	1018	98.6%	13.4%
Students with Disabilities	183	182	99.5%	*	183	180	98.4%	*

Note: ELA & Mathematics test results include the Smarter Balanced Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. An asterisk (*) appears in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

The CAASPP results shown in this report include overall results comparing the school, district and state scores as well as the school's overall score in each applicable subgroup. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the tables, no students met subgroup criteria. More information on CAASPP can be found on the California Department of Education's website www.cde.ca.gov/ta/tg/ca/.

FEDERAL INTERVENTION PROGRAM

The passage of the Every Student Succeeds Act (ESSA), reauthorizing the Elementary and Secondary Education Act (ESEA) in December 2015, 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 2016-17, Lennox Middle School qualified for Schoolwide Title I funding and is therefore subject to comply with Title I program requirements.

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. Most of the new provisions under ESSA do not take effect until the 2017-18 school year making 2016-17 a transition year. More information about Title I and Program Improvement can be located on the CDE's website www.cde.ca.gov/ta/ac/ti/.

Federal Intervention Program 2017-18		
	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		6
% Schools Currently In PI		100%

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

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 who are stationed in strategic locations. During the lunch period, campus supervision aides, and campus security 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 security, 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 welcome center 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.

2016-17 Campus Improvements:

- Construction of a ten-classroom building (Measure Q)

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. A team of custodians (two full-time day custodians and five full-time and four part-time evening) 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	3
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 2017, and shared with school staff in December 2017.

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 November 7, 2017. During fiscal year 2017-18, all restrooms were fully functional and available for student use at the time of the inspection.

School Facility Good Repair Status			
Item Inspected	Repair Status		
Inspection Date:	Good	Fair	Poor
November 7, 2017	Repair Needed and Action Taken or Planned		
Systems	✓		
Interior Surfaces	✓		
Cleanliness	✓		
Electrical	✓		
Restrooms/Fountains	✓		
Safety	✓		
Structural	✓		700s - Leaks in classrooms, roofs have been temporarily patched; Cafeteria - Leaks in staff lounge, has been temporarily patched; Library - Leaks in library, has been temporarily patched
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.

CLASSROOM ENVIRONMENT

DISCIPLINE & CLIMATE FOR LEARNING

All staff at Lennox Middle School believe that a safe learning environment is an effective learning environment. 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 Behavioral Interventions and 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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Suspensions (%)	5.10%	6.70%	8.10%	2.30%	2.10%	2.40%	3.80%	3.70%	3.60%
Expulsions (%)	0.00%	0.13%	0.07%	0.00%	0.03%	0.01%	0.09%	0.09%	0.09%

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 1-22 students, 23-32 students, and 33 or more students.

Teaching Load Distribution				
Departmentalized Instruction				
2014-15				
Subject	Average Class Size	Number of Classes*		
		1-22	23-32	33+
English	18	57	22	0
Math	19	52	10	0
Science	22	26	23	0
History	23	15	22	0
2015-16				
English	23	28	48	0
Math	24	23	65	0
Science	26	9	47	0
History	25	12	31	0
2016-17				
English	22	22	27	1
Math	24	11	24	0
Science	29	2	29	2
History	26	5	27	1

*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 California State Standards. Staff development concentrations are selected and identified based on staff survey results, California State 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.

2016-17 Staff Development Topics:

- Abilities Awareness
- Advancement Via Individual Determination (AVID)
- English Language Development (ELD)
- School Climate and Culture
- Smarter Balanced Assessment Consortium (SBAC)
- Universal Design for Learning

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 2016-17 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:

- Calming the Brain Under Stress: An Essential Toolkit
- Carnegie Learning
- Classroom Storytelling Magic and Green Screening
- Differentiated Instruction
- English Language Development (ELD) Progress Monitoring
- Google Classroom
- Imagine Learning
- Integrated English Language Development (ELD)
- Kagan Student Engagement Strategies
- McGraw Hill Study Sync
- McGraw Hill Wonders
- Proportional Reasoning
- Similarities Between ADHD, Trauma & Spectrum Disorders
- Smarter Balanced Assessment Consortium (SBAC)

During the 2016-17 school year, the district also offered teachers the opportunity to attend supplementary professional development on the following:

- 21st Century Learning
- Acellus
- Disciplinary Core Ideas
- DREAMMS
- Dual Language
- ELA/ELD Frameworks
- Google
- Lesson Planning
- Project Stellar
- SWUN Math

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

Lennox School District and three other local districts (Lawndale, Hawthorne, and Centinela) jointly support new teachers in developing their teaching skills through the New Teacher Induction Program, which is designed for first- and second-year teachers holding a preliminary credential to earn their clear teaching credential. The Peer Assistance and Review (PAR) program is designed to improve the education of students and increase the classroom performance of teachers, targeting both new and veteran teachers.

Staff members are encouraged to attend professional workshops and conferences. 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 California State Standards. All textbooks used in the core curriculum throughout Lennox School District are being aligned to the California State Standards. Instructional materials for grades K-8 are selected from the state’s most recent list of standards-based materials and adopted by the State Board of Education with the exception of SWUN Math which was adopted locally. The district determined that SWUN math curriculum is in alignment with the state standards. The district follows the State Board of Education’s adoption cycle for core content materials and textbook adoptions in foreign language, visual and performing arts, and health. The district follows the State Board of Education’s adoption cycle for core content materials and textbook adoptions in foreign language, visual and performing arts, and health.

On October 10, 2017, 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. 17-06 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.

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				
2016	Yes	McGraw Hill: <i>StudySync</i>	0%	6-8
2012	Yes	Hampton Brown: <i>High Point</i>	0%	6-8
2015	Yes	Hampton Brown: <i>Inside</i>	0%	6-8
Math				
2015	Yes	Big Ideas Learning: <i>Big Ideas Math CA Edition, Course 1, 2, 2 Accelerated, 3 & Algebra 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				
2008	Yes	McDougal Littell: <i>California Middle School Social Studies Series</i>	0%	6-8

In addition to the core subject areas, districts are required to disclose in their SARC's the sufficiency of instructional materials used for its visual/performing arts curricula. During the 2017-18 school year, Lennox School District provided all students enrolled in a visual/performing arts class with their own textbook or supplemental materials to use in class and to take home. These materials comply with the state's content standards and curriculum frameworks.

PROFESSIONAL STAFF

TEACHER ASSIGNMENT

During the 2016-17 school year, Lennox Middle School had 69 teachers who met all credential requirements in accordance with state guidelines. The chart below identifies the number of teachers at both the school and district who are 1) fully credentialed; 2) without full credentials; 3) teaching outside subject area of competence; 4) misassignments for English learners; 5) total teacher misassignments; and 6) vacant teacher positions. The term "misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

	LMS			Lennox SD		
	15-16	16-17	17-18	15-16	16-17	17-18
Total Teachers	76	69	69	258	249	246
Teachers with Full Credential	76	69	69	257	249	246
Teachers without Full Credential	0	0	0	1	0	0
Teachers Teaching Outside Subject Area (with full credential)	10	12	16	10	12	16
Teacher Misassignments for English Learners	0	0	0	0	1	0
Total Teacher Misassignments*	0	0	0	0	1	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.

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. 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.

Counselors and Support Personnel (Nonteaching Professional Staff) 2016-17		
	No. of Staff	FTE*
Academic Counselor	3	3.0
Academic Counselor Aide	2	2.0
Psychologist	1	1.0
Health Aide	2	2.0
Speech & Language Specialist	2	1.3
Case Manager	1	1.0
Average Number of Students per Academic Counselor		492.7

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50% of full time.

SARC DATA & ACCESS

DATAQUEST

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about 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, CAASPP results, Physical Fitness results, Suspensions and Expulsions, Dropout & Graduation Rates, enrollment, and staffing statistics.

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

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: 2015-16 salary comparison data was the most recent data available at the time this report was published.)

EXPENDITURES PER STUDENT

For the 2015-16 school year, Lennox School District spent an average of \$13,154 of total general funds to educate each student (based on 2015-16 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding expenditures and salaries can be found at the CDE web site at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the following table reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

Teacher and Administrative Salaries 2015-16		
	Lennox SD	State Average of Districts in Same Category
Beginning Teacher Salary	52,154	47,034
Mid-Range Teacher Salary	85,447	73,126
Highest Teacher Salary	99,527	91,838
Average Principal Salaries:		
Elementary School	125,964	116,119
Middle School	120,024	119,610
High School	-	115,194
Superintendent Salary	206,004	178,388
Percentage of Budget For:		
Teacher Salaries	38	37
Administrative Salaries	4	6

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

Expenditures Per Pupil and School Site Teachers Salaries 2015-16

Expenditures Per Pupil	Dollars Spent Per Student				
	LMS	Lennox SD	State Average		
			% Difference - School and District	for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	9,292	N/A	N/A	N/A	N/A
Restricted (Supplemental)	2,151	N/A	N/A	N/A	N/A
Unrestricted (Basic)	7,142	6,783	105.3%	6,574	108.6%
Average Teacher Salary	78,015	86,424	90.3%	74,194	105.2%

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 2015-16 school year, the district received categorical, special education, and support programs funds for:

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

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 was acquired in December 2017. Data to prepare the school facilities section was acquired in November 2017.