



# LENNOX SCHOOL DISTRICT

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

[www.lennox.K12.ca.us](http://www.lennox.K12.ca.us)

## BOARD OF TRUSTEES

Sergio Hernandez Jr.  
Angela Fajardo  
Marisol Cruz  
Juan Navarro  
Shannon Thomas-Allen

## DISTRICT ADMINISTRATION

Kent Taylor  
Superintendent

Becki Blanco  
Chief Instructional Officer

Kevin Franklin  
Chief Business Officer

Hiacynth Martinez  
Chief Personnel Officer

Kevin Kronfeld  
Director of Categorical Programs

Dr. Eric Medrano  
Director of Special Education

Carlos Avalos  
Director of Facilities

# LENNOX VIRTUAL ACADEMY

Grades K-8  
Kevin Kronfeld, Administrator  
[kevin\\_kronfeld@lennoxk12.org](mailto:kevin_kronfeld@lennoxk12.org)  
<http://lms.lennox.k12.ca.us/>

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

## SCHOOL ACCOUNTABILITY REPORT CARD

2016-17 SCHOOL ACTIVITY PUBLISHED IN JANUARY 2018

## ADMINISTRATOR'S MESSAGE

Welcome to the Lennox Virtual Academy School Accountability Report Card, known as the SARC. The purpose of this document is to provide parents and the community with information about our academic achievements, instructional materials, status of campus facilities, qualifications of our professional staff, and progress in meeting state standards. The following paragraphs provide an introduction to Lennox Virtual Academy and our instructional program.

The Lennox Virtual Academy is a K-8 virtual school site. We are a free, public, and innovative online school, providing an alternative instructional program to meet the individual needs of the independent learner. The online learning opportunities of Lennox Virtual Academy are aligned to requirements of state standards.

The Lennox Virtual Academy is proud to offer a blended learning environment to our students. Students working in this learning environment complete course work online, and whenever possible, in the classroom with highly qualified teachers.

### 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.

### SCHOOL MISSION

The Lennox Virtual Academy's mission is to utilize a non-traditional instructional setting to provide access to high quality, standards aligned curriculum for our students to ensure their academic success.

## SCHOOL PROFILE

Lennox Virtual Academy serves students in grades kindergarten through eight. At the beginning of the 2016-17 school year, 191 students were enrolled, including 53.9% qualifying for English Language Learner support, and 74.9% qualifying for free or reduced price lunch.

Students enrolled in the Lennox Virtual Academy complete coursework online; however, they may attend either a district school site or a partner school site for hands-on assistance on a daily or weekly basis.

| Student Enrollment by Subgroup/Grade Level 2016-17 |       |              |     |
|--|-------|--------------|-----|
| Ethnic Group                                       | %     | Grade Level  | #   |
| African American                                   | 0.0%  | Kindergarten | 0   |
| American Indian or Alaskan Native                  | 0.0%  | Grade 1      | 0   |
| Asian  | 0.0%  | Grade 2      | 0   |
| Filipino   | 3.2%  | Grade 3      | 28  |
| Hawaiian or Pacific Islander                       | 0.0%  | Grade 4      | 33  |
| Hispanic or Latino                                 | 87.1% | Grade 5      | 36  |
| White (not Hispanic)                               | 9.7%  | Grade 6      | 35  |
| Two or More Races                                  | 0.0%  | Grade 7      | 35  |
| Socioeconomically Disadvantaged                    | 74.9% | Grade 8      | 24  |
| English Learners                                   | 53.9% |              |     |
| Students with Disabilities                         | 0.0%  |              |     |
| Migrant Education                                  | 0.0%  | Total        |     |
| Foster Youth                                       | 0.0%  | Enrollment   | 191 |

## 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 participating in a decision-making group or attending school events. Parents stay informed on upcoming events and school activities through letters, flyers, the school marquee, PowerSchool, School Messenger, and the school website (<http://lennox.k12.ca.us>). Contact the school office at (310) 695-4000 for more information on how to become involved in your child's learning environment.

## STUDENT ACHIEVEMENT

### PHYSICAL FITNESS

In the spring of each year, Lennox Virtual Academy is required by the state to administer a physical fitness test to all students in fifth and 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/](http://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 |
| Fifth   | N/A                      | N/A    | N/A    |
| Seventh   | N/A                      | N/A    | N/A    |

*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).

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/](http://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 Virtual Academy did not receive Title I funding and, therefore, is not required 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/](http://www.cde.ca.gov/ta/ac/ti/).

| Federal Intervention Program<br>2017-18 |           |           |
|---|-----------|-----------|
|   | LVA       | Lennox SD |
| PI Status                               | Not in PI | In PI     |
| First Year of PI Implementation         | 2010-11   | 2004-05   |
| Year in PI                              | N/A       | Year 3    |
| # Schools Currently In PI               |           | 6         |
| % Schools Currently In PI               |           | 100%      |

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

### California Assessment of Student Performance and Progress Test Results in Science

#### All Students

#### Percentage of Students Meeting or Exceeding the State Standards

|                             | LVA   |       | Lennox SD |       | CA    |       |
|-----------------------------|-------|-------|-----------|-------|-------|-------|
|                             | 14-15 | 15-16 | 14-15     | 15-16 | 14-15 | 15-16 |
| Science (Grades 5, 8, & 10) | N/A   | N/A   | 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

|                                | LVA   |       | 15-16 |       | 15-16 |       |
|--------------------------------|-------|-------|-------|-------|-------|-------|
|                                | 15-16 | 16-17 | 15-16 | 16-17 | 15-16 | 16-17 |
| English-Language Arts/Literacy | N/A   | 0     | 30    | 37    | 49    | 48    |
| Mathematics                    | N/A   | 0     | 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             | 470                            | *             | *              | *                       | 470              | *             | *              | *                       |
| Male                            | 227                            | *             | *              | *                       | 227              | *             | *              | *                       |
| Female                          | 243                            | *             | *              | *                       | 243              | *             | *              | *                       |
| African American                | 32                             | *             | *              | *                       | 32               | *             | *              | *                       |
| Asian                           | *                              | *             | *              | *                       | *                | *             | *              | *                       |
| Filipino                        | 16                             | *             | *              | *                       | 16               | *             | *              | *                       |
| Hispanic or Latino              | 149                            | *             | *              | *                       | 149              | *             | *              | *                       |
| White (not Hispanic)            | 41                             | *             | *              | *                       | 41               | *             | *              | *                       |
| Two or More Races               | *                              | *             | *              | *                       | *                | *             | *              | *                       |
| Socioeconomically Disadvantaged | 282                            | *             | *              | *                       | 282              | *             | *              | *                       |
| English Learners                | 183                            | *             | *              | *                       | 183              | *             | *              | *                       |

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.

# SCHOOL FACILITIES & SAFETY

## SUPERVISION & SAFETY

While students are on campus, supervision is provided by the site staff that monitor student activities for the school site outside the classroom. During classroom time, teachers provide student supervision.

To maintain a safe and secure environment, all parents and visitors are required to check in upon arrival, obtain and wear a visitor's badge, and then return to the school office upon departure.

## FACILITIES MAINTENANCE

All sites attended by students enrolled in the Lennox Virtual Academy, whether Lennox School District sites or partner school sites, meet state and local facilities requirements.

## SCHOOL SITE SAFETY PLAN

Students enrolled in Lennox Virtual Academy will follow either the Lennox School District site safety plan or the partner school site safety plan while they are on campus.

## FACILITIES INSPECTIONS

All sites attended by students enrolled in the Lennox Virtual Academy, whether Lennox School District sites or partner school sites, have completed a Facility Inspection Tool (FIT) report each year to ensure campus facilities meet state standards.

| Suspensions and Expulsions |       |       |       |           |       |       |       |       |       |
|----------------------------|-------|-------|-------|-----------|-------|-------|-------|-------|-------|
|                            | LVA   |       |       | Lennox SD |       |       | CA    |       |       |
|                            | 14-15 | 15-16 | 16-17 | 14-15     | 15-16 | 16-17 | 14-15 | 15-16 | 16-17 |
| Suspensions (%)            | N/A   | N/A   | 0.00% | 2.30%     | 2.10% | 2.40% | 3.80% | 3.70% | 3.60% |
| Expulsions (%)             | N/A   | N/A   | 0.00% | 0.00%     | 0.03% | 0.01% | 0.09% | 0.09% | 0.09% |

## CLASSROOM ENVIRONMENT

### DISCIPLINE & CLIMATE FOR LEARNING

All Lennox School District sites and partner school sites 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. When necessary, the principals will address unacceptable patterns of behavior either individually, during classroom visits and assemblies, or in daily announcements over the intercom or read by the teachers.

### CLASS SIZE DISTRIBUTION

There is no data for class size distribution for Lennox Virtual Academy due to the nature of it being an online school program.

## CURRICULUM & INSTRUCTION

### STAFF DEVELOPMENT

All curriculum and instructional improvement activities at Lennox School District are 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 Virtual Academy 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. In 2016-17 teachers participated in their specific school site's professional development trainings, as well as trainings specific to the virtual academy program.

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

Lennox Virtual Academy uses software-based online platforms instead of textbooks for their curriculum, which are all aligned to State standards.

## PROFESSIONAL STAFF

### TEACHER ASSIGNMENT

During the 2016-17 school year, Lennox Virtual Academy had 43 teachers who met all credential requirements in accordance with state guidelines. The chart below identifies the number of teachers at both the school and district who are 1) fully credentialed; 2) without full credentials; 3) teaching outside subject area of competence; 4) misassignments for English learners; 5) total teacher misassignments; and 6) vacant teacher positions. The term “misassignments” refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

Note: There is no 2015-16 data report for Lennox Virtual Academy as their first year of operation was 2016-17.

|  | Teacher Credentials and Assignments |       |       |           |       |       |
|--|-------------------------------------|-------|-------|-----------|-------|-------|
|  | LVA                                 |       |       | Lennox SD |       |       |
|  | 15-16                               | 16-17 | 17-18 | 15-16     | 16-17 | 17-18 |
| Total Teachers                                     | N/A                                 | 43    | 43    | 258       | 249   | 246   |
| Teachers with Full Credential                      | N/A                                 | 43    | 43    | 257       | 249   | 246   |
| Teachers without Full Credential (full credential) | N/A                                 | 0     | 0     | 1         | 0     | 0     |
| Teacher Misassignments for English Learners        | 0                                   | 0     | 0     | 10        | 12    | 16    |
| 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 Virtual Academy 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<br>(Nonteaching Professional Staff) |                   |
|--|-------------------|
| 2016-17  |                   |
|  | No. of Staff FTE* |
| Academic Counselor   | As needed         |
| Psychologist   | As needed         |
| Speech & Language Specialist   | As needed         |
| Average Number of Students per Academic Counselor                    | 191               |

\*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.

# 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/](http://www.cde.ca.gov/ds/fd/ec/) and [www.cde.ca.gov/ds/fd/cs/](http://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<br>2015-16 |           |   |
|--|-----------|---|
|  | Lennox SD | State<br>Average of<br>Districts in<br>Same<br>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<br>2015-16 |                           |           |  |   |                                    |
|---|---------------------------|-----------|--|---|------------------------------------|
| Expenditures Per Pupil  | Dollars Spent Per Student |           |  |   |                                    |
|   | LVA                       | Lennox SD | % Difference -<br>School and<br>District | State Average for<br>Districts of Same<br>Size and Type | % Difference -<br>School and State |
| Total Restricted and Unrestricted                                   | N/A                       | N/A       | N/A                                      | N/A   | N/A                                |
| Restricted (Supplemental)   | N/A                       | N/A       | N/A                                      | N/A   | N/A                                |
| Unrestricted (Basic)  | N/A                       | 6,783     | N/A                                      | 6,574   | N/A                                |
| Average Teacher Salary  | N/A                       | 86,424    | N/A                                      | 74,194  | N/A                                |

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

In addition to general fund state funding, Lennox School District receives state and federal categorical funding for special programs. For the 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

Note: There is no data reported for Lennox Virtual Academy in the expenditures chart as the data that is reported is 2015-16 and the school site did not open until the 2016-17 school year.

# SARC DATA & ACCESS

## DATAQUEST

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Lennox Virtual Academy 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 Virtual Academy'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 Virtual Academy 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

### 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.