



LENNOX SCHOOL DISTRICT

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LENNOX MIDDLE SCHOOL

Grades 6-8
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SCHOOL ACCOUNTABILITY REPORT CARD

2015-16 SCHOOL ACTIVITY PUBLISHED IN JANUARY 2017

PRINCIPAL'S MESSAGE

"Preparing 21st Century College and Career Ready Students"

Welcome to the 2016-2017 school year! It is an honor and privilege to continue to serve our students and to provide our bright and talented youth with a quality education. At Lennox Middle School, we strive to ensure that all students have continuous access to a safe and conducive learning environment. As a staff, we know that our students are amazing future leaders who will transition to high school successfully and make college a priority. LMS takes great pride in knowing that our students receive a rigorous curriculum; reinforced with 21st century skills.

At LMS our students are our priority, including their academic and social development. We believe in keeping the student at the center of all decisions. We will implement a challenging curriculum and programs designed to support and supplement the rigor of Common Core. LMS prides itself in providing the following educational programs:

- School of Engineering
- AVID
- Dual Language
- Language Academy
- Fine Arts
- PBIS

I am proud to announce that LMS will officially open the School of Engineering this fall. Our teachers are eager to offer students instruction in English, Social Studies, Math and Science with an emphasis in Engineering. Our students will work alongside engineers in a state of the art lab and participate in project-based learning curriculum. LMS is in the process of raising the standard of innovation and our students are sure to lead the way.

I invite all parents to visit LMS and become involved in their child's education. Parents may visit the school and receive more information regarding upcoming workshops in the Parent Center. I appreciate your interest and support in improving the lives of our students. Go Flyers!!!

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 2015-16 school year, 1,480 students were enrolled, including 14.3% in special education, 25.8% qualifying for English Language Learner support, and 97.4% 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.

Student Enrollment by Subgroup/Grade Level 2015-16

Ethnic Group	%	Grade Level	#
African American	0.6%	Kindergarten	0
American Indian or Alaskan Native	0.1%	Grade 1	0
Asian	0.6%	Grade 2	0
Filipino	0.1%	Grade 3	0
Hawaiian or Pacific Islander	0.6%	Grade 4	0
Hispanic or Latino	97.3%	Grade 5	0
White (not Hispanic)	0.6%	Grade 6	504
Two or More Races	0.1%	Grade 7	476
Socioeconomically Disadvantaged	97.4%	Grade 8	500
English Learners	25.8%		
Students with Disabilities	14.3%		
Migrant Education	0.0%	Total	
Foster Youth	0.5%	Enrollment	1,480

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.

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

Pupil Achievement – State Priority 4: Covered in Standardized State Assessments, including the CAASPP charts.

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

Other Pupil Outcomes – State Priority 8: Covered in the 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.

Volunteer to Help

- In the classroom and library
- 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

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 2015-16

Grade(s) Tested	Number of Standards Met:		
	4 of 6	5 of 6	6 of 6
Seventh	51.3%	31.3%	10.9%

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 Test Results in Science

All Students

Percentage of Students Meeting or Exceeding the State Standards

	LMS			Lennox SD			CA		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science (Grades 5, 8, & 10)	42	59	48	50	50	48	60	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.

CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS (CAASPP)

California Assessment of Student Performance and Progress (CAASPP) Tests assess student performance in English language arts/literacy and Mathematics in grades 3 through 8 and 11, and Science in grades five, eight and ten utilizing computer-adaptive tests and performance tasks. This system is based on the Common Core State Standards (CCSS) and is part of the Smarter Balanced Assessment System.

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 grade level and subgroup. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the CAASPP 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/.

CAASPP Test Results in Science by Student Group (Grades 5, 8, & 10)

2015-16

	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	499	492	98.6%	47.6%
Male	256	252	98.4%	49.6%
Female	243	240	98.8%	45.4%
Hispanic or Latino	480	473	98.5%	47.4%
Economically Disadvantaged	481	476	99.0%	47.5%
English Learners	103	101	98.1%	20.8%
Students with Disabilities	67	67	100.0%	34.3%

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.

CAASPP Test Results in ELA & Mathematics by Student Group (Grades 3-8 & 11)

2015-16

	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
Grade 6								
All Students Tested	500	498	99.6%	25.2%	500	498	99.6%	10.8%
Male	250	249	99.6%	20.9%	250	249	99.6%	11.2%
Female	250	249	99.6%	29.4%	250	249	99.6%	10.4%
Hispanic or Latino	485	483	99.6%	25.1%	485	483	99.6%	10.6%
Socioeconomically Disadvantaged	488	486	99.6%	24.5%	488	486	99.6%	10.7%
English Learners	144	144	100.0%	4.9%	144	144	100.0%	2.8%
Students with Disabilities	70	70	100.0%	5.7%	70	70	100.0%	2.9%
Grade 7								
All Students Tested	486	480	98.8%	23.8%	486	479	98.6%	20.0%
Male	257	255	99.2%	17.7%	257	254	98.8%	19.4%
Female	229	225	98.3%	30.7%	229	225	98.3%	20.6%
Hispanic or Latino	466	460	98.7%	23.5%	466	459	98.5%	20.0%
Socioeconomically Disadvantaged	472	467	98.9%	23.8%	472	466	98.7%	19.9%
English Learners	129	128	99.2%	2.4%	129	127	98.5%	3.2%
Students with Disabilities	67	67	100.0%	4.6%	67	66	98.5%	3.0%
Grade 8								
All Students Tested	499	494	99.0%	29.4%	499	493	98.8%	17.7%
Male	257	254	98.8%	23.3%	257	253	98.4%	17.8%
Female	242	240	99.2%	35.8%	242	240	99.2%	17.5%
Hispanic or Latino	480	475	99.0%	29.1%	480	474	98.8%	17.5%
Socioeconomically Disadvantaged	480	477	99.4%	29.8%	480	476	99.2%	18.1%
English Learners	103	101	98.1%	1.0%	103	101	98.1%	1.0%
Students with Disabilities	68	68	100.0%	4.4%	68	68	100.0%	0.0%

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.

**California Assessment of Student Performance and Progress
Test Results in English Language Arts/Literacy (ELA) and Mathematics for 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
English-Language Arts/Literacy	32	26	28	30	44	49
Mathematics	19	16	21	24	33	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.

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 2015-16, 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 2016-17

	LMS	Lennox SD
	PI Status	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.

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.

2015-16 Campus Improvements:

- Installation of LED lights
- Installation of Tesla charging stations
- Addition of a School of Engineering lab

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	Quantity
Year Built	circa 1950
# 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 2016, and shared with school staff in December 2016.

School Facility Good Repair Status			
Item Inspected	Repair Status		
Inspection Date:	Good	Fair	Poor
December 5, 2016			
Systems	✓		
Interior Surfaces	✓		
Cleanliness	✓		400s - Some holes under portables need to be covered
Electrical	✓		
Restrooms/Fountains	✓		
Safety	✓		
Structural	✓		Main Office - We are aware of existing leaks, areas have been patched; 700s & Cafeteria - Leaks in classrooms, roofs have 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.

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 5, 2016. During fiscal year 2015-16, 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. 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		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Suspensions (#)	78	83	177	80	166	205	279,383	243,603	230,389
Expulsions (#)	2	0	2	2	0	2	6,611	5,692	6,227

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				
2013-14				
Subject	Average	Number of Classes*		
	Class Size	1-20	21-32	33+
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
2015-16				
English	23	28	48	0
Math	24	23	65	0
Science	26	9	47	0
History	25	12	31	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 California State Standards. Staff development concentrations are selected and identified based on staff survey results, NCLB requirements, 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.

2015-16 Staff Development Topics:

- Abilities Awareness
- Advancement Via Individual Determination (AVID)
- English Language Development (ELD)
- 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 2015-16 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:

- 21st Century Learning
- Digital Citizenship
- Disciplinary Core Ideas
- ELA/ELD Frameworks
- Imagine Learning
- Lesson Planning
- Next Generation Science Standards
- SAMR Planning Time
- Swun Math
- Writing Across the Curriculum

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. 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 27, 2016, 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. 16-08 which certifies as required by Education Code §60119 that (1) textbooks and instructional materials were provided to all students, including English learners, in the Lennox School District to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home to complete required homework assignments, (2) sufficient textbooks and instructional materials were provided to each student, including English learners, in mathematics, science, history/social science, and English/language arts, including the English language development component of an adopted program, consistent with the cycle, process, time lines, and content of the curriculum frameworks, and (3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes.

In addition to the core subject areas, districts are required to disclose in their SARC’s the sufficiency of instructional materials used for its visual/performing arts curricula. During the 2016-17 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.

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 December 2016.

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) 2015-16		
	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	1.5
Case Manager	1	1.0
Average Number of Students per Academic Counselor		
		493.3

*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 2015-16 school year, Lennox Middle School had 76 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		
	14-15	15-16	16-17	14-15	15-16	16-17
Total Teachers	75	76	69	254	258	249
Teachers with Full Credential	74	76	69	253	257	249
Teachers without Full Credential	1	0	0	1	1	0
Teachers Teaching Outside Subject Area (with full credential)	10	10	12	10	10	12
Teacher Misassignments for English Learners	0	0	0	0	0	1
Total Teacher Misassignments*	0	0	0	0	0	1
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.

	Core Academic Classes Taught by Highly Qualified Teachers	
	% of Classes in Core Academic Subjects Taught by HQT	% of Classes in Core Academic Subjects Not Taught by HQT
	2015-16	
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: 2014-15 salary comparison data was the most recent data available at the time this report was published.)

EXPENDITURES PER STUDENT

For the 2014-15 school year, Lennox School District spent an average of \$11,858 of total general funds to educate each student (based on 2014-15 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 2014-15		
	Lennox SD	State Average of Districts in Same Category
Beginning Teacher Salary	50,148	44,507
Mid-Range Teacher Salary	82,161	68,910
Highest Teacher Salary	95,699	88,330
Average Principal Salaries:		
Elementary School	120,078	111,481
Middle School	110,122	115,435
High School	-	113,414
Superintendent Salary	186,934	169,821
Percentage of Budget For:		
Teacher Salaries	41	39
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 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 2014-15

Expenditures Per Pupil	Dollars Spent Per Student				
	LMS	Lennox SD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	8,514	N/A	N/A	N/A	N/A
Restricted (Supplemental)	3,117	N/A	N/A	N/A	N/A
Unrestricted (Basic)	5,398	5,774	93.5%	5,677	95.1%
Average Teacher Salary	78,528	83,901	93.6%	71,610	109.7%

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 2014-15 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
- Quality Education Investment Act
- Special Education
- State Lottery
- Title I, II, III
- Tobacco-Use Prevention Education
- 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 October 2016. Data to prepare the school facilities section was acquired in January 2017.