Lennox School District

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Lennox Middle School

Grades 6-8
Lissett Pichardo, Principal
lissett_pichardo@lennoxk12.org
http://lms.lennox.k12.ca.us/

11033 South Buford Avenue, Lennox, CA 90304
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School Accountability Report Card

2020-21 School Activity Published in January 2022

Principal's Message

We are so excited to be able to welcome all of our students back onto campus full time this school year. As we continue to navigate the post Covid World our goal is to keep your child safe while providing as normal a school experience as possible. We have put our students on teams and cohorts to the greatest extent possible to minimize student exposure.

Once the 2nd trimester begins we will begin to offer many of our clubs and sports programs that makes Lennox Middle School a fun and exciting place. Please encourage your child to get involved in clubs and sports that are of interest to them.

We are now accepting parent volunteers on a limited bases. All volunteers must provide proof of vaccination. If you are interested in assisting us with school functions please contact Claudia Lopez our parent Liaison.

Although the last two years have been very different, it continues to be an honor and a privilege to serve the Lennox Community.

With Respect,

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.
- Community - Embracing the role of parents as partners in the educational process.
- Culture of Caring - Encouraging committed employees to support students and their families socially, emotionally and academically.
- Continuity - Entrusting that each generation achieves and excels, and returns to the Lennox Community to give back.

District Mission

Every Lennox School District student will successfully transition to college or career.

LMS Belief Staement

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.

This report contains information that may or may not have occurred either in person or via online platform in the 2019-20, 2020-21, and 2021-22 school years due to the ongoing COVID-19 pandemic. If you have any questions about any particular section of this document, please contact your school site administrator.

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 2020-21 school year, 1,412 students were enrolled, including 14% in special education, 31.2% qualifying for English Language Learner support, 98.9% qualifying for free or reduced price lunch, 0.3% foster youth, and 12.7% homeless youth.

Student Enrollment by Student Group and Grade Level
2020-21

Student Group	% of Total Enrollment	Grade Level	# of Students
Female	49.1%	Grade 6	440
Male	50.9%	Grade 7	462
Non-Binary	0.0%	Grade 8	510
American Indian or Alaskan Native	0.1%		
Asian	0.4%		
Black or African American	0.8%		
Filipino	0.1%		
Hispanic or Latino	95.5%		
Native Hawaiian or Pacific Islander	0.4%		
Two or More Races	0.0%		
White	0.2%		
English Learners	31.2%		
Foster Youth	0.3%		
Homeless	12.7%		
Migrant	0.0%		
Socioeconomically Disadvantaged	98.9%	Total Enrollment	1,412
Students with Disabilities	14.0%		

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.

Local Control Accountability Plan (LCAP)

As part of the Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP).

The SARC provides the following information relevant to the State priority: Basic (Priority 1)

- Degree to which teachers are appropriated assigned and fully credentialed in the subject area and for the pupils they are teaching;
- School facilities are maintained in good repair

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4)

- Statewide assessments (i.e., California Assessment of Student Performance and Progress (CAASPP) System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics given in grades three through eight and grade eleven. 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) for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical sequences or programs of student.

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8)

- Pupil outcomes in the subject area of physical education

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3)

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5)

- High school dropout rates; and
- High school graduation rates

The SARC provides the following information relevant to the State priority: School Climate (Priority 6)

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

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 (Room 111) 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

Note: During the 2019-20, 2020-21 and 2021-22 school years, some of the activities may have occurred via online platforms and some of the activities may have been cancelled due to the COVID-19 pandemic. Buford Elementary School plans to bring back activities and volunteer opportunities as they are allowed by the Department of Public Health.

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

California Physical Fitness Test Results
2020-21

	% of Standards Met:		
	4 of 6	5 of 6	6 of 6
Grade Level			
Seventh	N/A	N/A	N/A

Note: Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data is reported.

District and state results can be found at the CDE's web site www.cde.ca.gov/ta/tg/pf/.

Local Assessments

The Lennox School District administered local assessments for English Language Arts and Mathematics in lieu of administering the CAASPP test for the 2020-21 school year, and the results are shown in this report.

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

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	
	19-20	20-21	19-20	20-21	19-20	20-21
Science (Grades 5, 8, & 10)	N/A	N/A	N/A	N/A	N/A	N/A

Note: The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

CAASPP Test Results in ELA & Mathematics by Student Group (Grades 11)
2020-21

	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students Tested	506	NT	NT	NT	NT
Female	250	NT	NT	NT	NT
Male	256	NT	NT	NT	NT
American Indian or Alaskan Native					
Asian					
Black or African American	--	NT	NT	NT	NT
Filipino					
Hispanic or Latino	489	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	11	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	146	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless					
Military					
Socioeconomically Disadvantaged	498	NT	NT	NT	NT
Students Receiving Migrant Education Services					
Students with Disabilities	62	NT	NT	NT	NT

California Assessment of Student Performance and Progress
Test Results in English Language Arts/Literacy (ELA) and Mathematics in Grades 3-8 and Grade 11

Percentage of Students Meeting or Exceeding the State Standards

	LMS		Lennox SD		CA	
	19-20	20-21	19-20	20-21	19-20	20-21
English-Language Arts/Literacy	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A	N/A	N/A

"Note: The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years."

CAASPP Test Results in ELA & Mathematics by Student Group (Grades 11)
2020-21

	English Language Arts/Literacy					Mathematics				
	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students Tested	1419	NT	NT	NT	NT	1419	NT	NT	NT	NT
Female	694	NT	NT	NT	NT	694	NT	NT	NT	NT
Male	725	NT	NT	NT	NT	725	NT	NT	NT	NT
American Indian or Alaskan Native	--	NT	NT	NT	NT	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT	--	NT	NT	NT	NT
Black or African American	12	NT	NT	NT	NT	12	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT	--	NT	NT	NT	NT
Hispanic or Latino	1355	NT	NT	NT	NT	1355	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT	--	NT	NT	NT	NT
Two or More Races	34	NT	NT	NT	NT	34	NT	NT	NT	NT
White	--	NT	NT	NT	NT	--	NT	NT	NT	NT
English Learners	423	NT	NT	NT	NT	423	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT	--	NT	NT	NT	NT
Homeless										
Military										
Socioeconomically Disadvantaged	1402	NT	NT	NT	NT	1402	NT	NT	NT	NT
Students Receiving Migrant Education Services										
Students with Disabilities	195	NT	NT	NT	NT	195	NT	NT	NT	NT

Note: N/T values indicate this school did not test students using the CAASPP for ELA.
Double dashes (--) appear 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.

Local Assessment Test Results in ELA & Mathematics by Student Group (Grades 11) 2020-21										
	English Language Arts/Literacy					Mathematics				
	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students Tested	1412	1090	77.2	22.8	6.11	1412	1116	79.03	20.97	1.64
Female	693	565	81.6	18.4	7.53	693	566	81.7	18.3	1.99
Male	719	525	73.1	26.9	4.65	719	550	76.5	23.5	0.28
American Indian or Alaskan Native	--	--	--	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--	--	--	--
Black or African American	11	0	0	--	--	11	0	0	N/A	N/A
Filipino	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	1349	621	46.03	53.97	36.4	1349	613	45.44	54.56	0.89
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--	--	--	--
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
White	--	--	--	--	--	--	--	--	--	--
English Learners	440	277	62.9	37.1	0	440	300	68.18	31.82	0.93
Foster Youth	--	--	--	--	--	--	--	--	--	--
Homeless	180	147	81.7	18.3	6.62	180	158	87.7	12.3	8.33
Military	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	1396	1090	77.2	22.8	6.11	1396	1116	79.03	20.97	1.64
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	197	120	60.9	39.1	0	197	122	61.92	38.08	2.17

Note: At or above grade-level standard in the context of the local assessment administered.
Double dashes (--) appear 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.

criteria. More information on CAASPP can be found on the California Department of Education's website www.cde.ca.gov/ta/tg/ca/.

School Facilities & Safety

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.

During the 2020-21 school year, construction of a new ten-classroom building was completed through the use of Measure Q funds.

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 four full-time and three 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	60
# of Portable Classrooms	42
# of Restrooms (student use)	4 sets
Cafeteria/Multipurpose Room	1
Computer Lab(s)	3
Counseling Office	1
Fitness Room(s)	2
Library	1
LMS6 Conference Room	1
Locker Rooms	1
Science Labs	3
Staff Lounge	1
Gym	1

Supervision & Safety

Student supervision in the morning as students arrive on campus is provided by administrators, counselors, teachers, and campus supervision aides. During the lunch period, administrators, counselors, campus supervision aides, and campus security share supervision of students in the lunch area, at school exits, and in common gathering areas.

School Facility Good Repair Status				
Item Inspected	Repair Status			
Inspection Date: July 31, 2020	Good	Fair	Poor	Repair Needed and Action Taken or Planned
Systems	✓			
Interior Surfaces			✓	LEAP - Deficiency noted; LEAP - Extreme deficiency noted
Cleanliness	✓			LEAP - Deficiency noted
Electrical	✓			
Restrooms/Fountains	✓			
Safety	✓			LEAP - Deficiency noted
Structural			✓	Room 401, 402, 403, 404, 405, LEAP - Deficiency noted; LEAP - Extreme deficiency noted
External	✓			

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

Percentage Description Rating:

Poor: The school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout campus.

Chronic Absenteeism by Student Group (2020-21)				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1442	1429	279	19.5
Female	701	696	101	14.5
Male	741	733	178	24.3
American Indian or Alaska Native	5	5	1	20
Asian	2	2	2	100
Black or African American	19	18	12	66.7
Filipino	2	2	0	0
Hispanic or Latino	1371	1360	252	18.5
Native Hawaiian or Pacific Islander	6	6	2	33.3
Two or More Races				
White	3	3	1	33.3
English Learners	453	446	113	25.3
Foster Youth	7	7	0	0
Homeless	229	228	47	20.6
Socioeconomically Disadvantaged	1432	1420	276	19.4
Students Receiving Migrant Education Services				
Students with Disabilities	208	202	57	28.2

Suspensions and Expulsions									
	LMS			Lennox SD			CA		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Suspensions	6.30%	4.90%	0.00%	1.70%	2.80%	0.03%	3.50%	3.60%	0.20%
Expulsions	0.19%	0.06%	0.00%	0.04%	0.01%	0.00%	0.08%	0.09%	0.00%

The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Data collected during the 2020-2021 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

When students are dismissed at the end of the day, administrators, campus security, 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.

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 2021, and shared with school staff in December 2021.

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 July 31, 2020. During fiscal year 2020-21, all restrooms were fully functional and available for student use at the time of the inspection.

Classroom Environment

Chronic Absenteeism

The chart in this report identifies the chronic absenteeism rates by student group for Lennox Middle School for the 2020-21 school year. A "chronic absentee" has been defined in EC Section 60901(c)(1) as "a pupil who is absent on 10 percent or more of the school days in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays."

Class Size

The Average Class Size and 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.

Average Class Size and Class Size Distribution				
	2018-19			
Subject	Average Class Size	Number of Classes* 1-22	23-32	33+
English	21	29	23	9
Math	24	14	25	4
Science	29	5	16	13
Social Science	30	1	5	6
	2019-20			
English	22	30	17	6
Math	24	20	17	6
Science	31	3	14	11
Social Science	29	1	3	2
	2020-21			
English	23	20	17	6
Math	20	20	16	
Science	23	10	19	1
Social Science	31	1	9	10

**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.*

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 & Expulsions by Student Group (2020-21)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.0%	0.0%
Female	0.0%	0.0%
Male	0.0%	0.0%
Non-Binary	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Asian	0.0%	0.0%
Black or African American	0.0%	0.0%
Filipino	0.0%	0.0%
Hispanic or Latino	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%
White	0.0%	0.0%
English Learners	0.0%	0.0%
Foster Youth	0.0%	0.0%
Homeless	0.0%	0.0%
Socioeconomically Disadvantaged	0.0%	0.0%
Students Receiving Migrant Education Services	0.0%	0.0%
Students with Disabilities	0.0%	0.0%

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 2020-21 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.

2020-21 Staff Development Topics:
- English Language Development (ELD)
- Online Tools for Teaching (Nearpod, Lexia, Google Classroom)
- Online Platform (Distance 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 2019-20, 2020-21, and 2021-22 school years, Lennox School District offered a variety of professional learning opportunities for teachers and instructional aides. Teacher training topics included professional development on the following:

Number of School Days/Topics Dedicated to Staff Development & Continuous Improvement

2019-20 — 4 days
- 5E Lesson Design Training
- Best Practices
- Emotional Tools for Regulation
- Focusing on Excellence and Equity for All Through a MTSS Lens
- Growth Mindset Presentation
- IXL / Lexia Training
- OLWEUS Training
- Positive Classroom Environment
- PowerSchool Pro Training
- SchoolCity
- What is Social Emotional Learning? Training

2020-21 — 4 days
- Distance Learning Platforms
- Google Training
- Zoom Training
- Canvas (MS) / SeeSaw (ES)
- Online Curriculum Training

2021-22 — 2 days
- Integrated & Designated ELD
- Language Objectives & EL Strategies
- Sentence Frames
- ELD Discovery Lessons
- Social Emotional Learning
- STAR Assessment
- Working with STAR Data
- Language Objectives & EL Strategies

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 with the

Textbooks

Year Adopted	From Most Recent State Adoption?	Publisher and Series	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials
Reading/Language Arts			
2016	Yes	McGraw Hill: *StudySync*	0%
2012	Yes	Hampton Brown: *High Point*	0%
2015	Yes	Hampton Brown: *Inside*	0%
Math			
2015	Yes	Big Ideas Learning: *Big Ideas Math CA Edition, Course 1, 2, 2 Accelerated, 3 & Algebra I*	0%
Science			
2008	Yes	Holt, Rinehart & Winston: *California Science: Earth, Life, and Physical Science*	0%
Social Science			
2008	Yes	McDougal Littell: *California Middle School Social Studies Series*	0%

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 September 14, 2021, 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 which certifies as required by Education Code §60119 that (1) textbooks and instructional materials were provided to all students, including English learners, in the Lennox School District to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home to complete required homework assignments, (2) sufficient textbooks and instructional materials were provided to each student, including English learners, in mathematics, science, history/social science, and English/language arts, including the English language development component of an adopted program, consistent with the cycle, process, time lines, and content of the curriculum frameworks, and (3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes.

In addition to the core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for its visual/performing arts curricula. During the 2021-22 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

The charts below identify the number of teachers at Lennox Middle School, Lennox Elementary School District and the State who are 1) fully credentialed; 2) intern credential holders who are properly assigned; 3) teachers without credentials and misassignments; and 4) credentialed teachers who are assigned out-of-field under ESSA.

Teachers Without Credentials and Misassignments (Considered "Ineffective" under ESSA) / Authorization/Assignment (2019-20)	Number
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

Credentialed Teachers Assigned Out-of-Field (Considered "out-of-Field" under ESSA) / Indicator (2019-20)	Number
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

Class Assignments / Indicator (2019-20)	Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teacher (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

Note: For more information, refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teachereqauitydefinitions.asp

Teacher Preparation and Placement / Authorization/Assignment (2019-20)	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

The charts also report Lennox Middle School information related to 1) the number of teachers on permits and waivers; 2) the number misassigned; 3) the number of vacant positions; 4) the number of credentialed teachers authorized on a permit or waiver; 5) the number of local assignment options; 6) the percent of misassignments for English Learners; and 7) the percent with no credential, permit or authorization to teach.

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.

Academic Counselors and Other Support Staff 2020-21

	No. of Staff	FTE*
Academic Counselor	3	3.0
Academic Counselor Aide	1	1.0
Psychologist	1	1.0
Health Aide	2	1.5
Speech & Language Specialist	2	1.3
Average Number of Students per Academic Counselor		488.7

**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.*

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: 2019-20 salary comparison data was the most recent data available at the time this report was published.)

Teacher and Administrative Salaries 2019-20

	Lennox SD	State Average of Districts in Same Category
Beginning Teacher Salary	53,728	51,450
Mid-Range Teacher Salary	88,028	80,263
Highest Teacher Salary	102,533	101,012
Average Principal Salaries:		
Elementary School	131,897	128,082
Middle School	137,074	132,453
High School	0	134,792
Superintendent Salary	212,221	197,968
Percentage of Budget For:		
Teacher Salaries	35	34
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 Student

For the 2019-20 school year, Lennox School District spent an average of $13,705 of total general funds to educate each student (based on 2019-20 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.)

Expenditures Per Pupil and School Site Teachers Salaries 2019-20

	Dollars Spent Per Student				
Expenditures Per Pupil	LMS	Lennox SD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	9,695	N/A	N/A	N/A	N/A
Restricted (Supplemental)	2,181	N/A	N/A	N/A	N/A
Unrestricted (Basic)	7,513	7,500	100.2%	8,444	88.8%
Average Teacher Salary	90,180	89,478	N/A	82,431	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 2019-20 school year, the district received categorical, special education, and support programs funds for:

- After School Education and Safety (ASES)
- After School Kids Code Grant Pilot Program
- Education Protection Account
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- On-Behalf Pension Contributions
- Other Local: Locally Defined
- Special Education
- State COVID Relief Funding
- State Lottery
- Title I, II, III, IV
- Tobacco Use Prevention Education

SARC Data

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at http://dq.cde.ca.gov/dataquest/ that contains additional information about Lennox Middle School and comparisons of the school to the district and the county. DataQuest is a dynamic system that provides reports for school accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first come, first served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation and the ability to print documents.

Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Lennox Elementary School District. At the time of publishing, this report met all SARC-related state and federal requirements, using the most current data available. Instructional materials information was acquired in October 2021 and school facilities information was acquired in November 2021.