

LENNOX MATHEMATICS, SCIENCE & TECHNOLOGY ACADEMY



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SCHOOL ACCOUNTABILITY REPORT CARD

A Report of 2018-19 School Activity Reported in 2019-20

ACCREDITED BY THE WESTERN ASSOCIATION OF SCHOOLS & COLLEGES

RECIPIENT OF THE INNOVATE PUBLIC SCHOOLS AWARD

RANKED NUMBER 19 IN CALIFORNIA FOR BEST HIGH SCHOOLS

RANKED NUMBER 188 IN NATION FOR BEST HIGH SCHOOLS



Executive Director's Message

Lennox Academy continues to hold an 80% four-year college acceptance rate. This is a huge indicator of the rigorous and focused college prep environment that the Lennox Academy community has established. The success is a result of the hard work and team effort of the teachers, parents and students. Our goal is to continue to build on the success we have had and to provide our students with meaningful college preparatory learning experiences and the skill sets necessary to pursue higher education to thrive in the advancing technological society of the 21st century. Our school revolves around the following design principles:

- Community of Learners Familia/Comunidad (Family/Community) – A small high school environment lends itself to creating an environment where students, parents and staff are empowered and valued. Each family is asked to make a commitment to be involved, to the best of their abilities—we believe that parent involvement is key in building student success.
- Ganas (Desire, will, passion) – We will hold students accountable for their learning and equip them with the tools necessary to become self-reliant, confident and life-long learners.
- Orgullo (Pride) – Students need to take pride in their work, school and community. Students will be held accountable for the choices they make.
- Personalization - Students will have an advisor that will be responsible throughout their high school experience. A strong intervention program will assist students with individual needs in all academic areas. Creative, highly trained professional teachers who foster a love of learning will address student's unique individual needs.
- Real World Immersion - Students will be required to fulfill a mandatory service learning component in their first two years at the academy. In their Junior and Senior years, students will be enrolled in the internship program which will link the students to a mentor in an area of interest to work in that environment and complete a specific project.

• Commitment to Character! - Students will be challenged at every level to uphold the values that the school has established to provide a positive and safe learning environment/community. Parents, students, teachers and staff have embraced the design principles aforementioned. Our success can be attributed to the support of all stakeholders. We look forward to working with each and every one of you to continue to build a successful program for our community. We invite you to be part of our family at LMSTA - voted U.S. News Top 100 Schools!

School Mission

Lennox Academy provides a supportive challenging program that strives to equip students with the skills necessary to adapt to changing conditions and be successful contributors in our global society. Beyond promoting careers in the areas of mathematics and science, Lennox Academy delivers a 21st century education that will guide students to find their passion and develop scholars who are reflective problem solvers, collaborative and ethical.

Schoolwide Learning Outcomes

Lennox Academy provides a nurturing environment and delivers a curriculum that prepares its graduates to be:

1. Reflective Problem Solvers who: Are able to analyze, process and evaluate information and ideas to make connections between the concepts and skills learned in their courses to situations or challenges that exist beyond the classroom.
2. Effective Collaborators who: Are able to work with others to defend a position and clearly articulate the findings in a variety of forms (verbal, digital, written...).
3. Global Ethical Citizens who: Comprehend their roles as citizens and actively strive to improve the quality of life at school and the greater community, while developing respect, tolerance and understanding of individual differences and diversity.
4. Life-long Learners who: Reflect and grow by developing the ability and passion to learn independently to adapt to challenges, situations or opposing perspectives encountered beyond high school.

School Profile

LMSTA serves students in grades nine through twelve following a traditional calendar. At the beginning of the 2018-19 school year, 579 students were enrolled, including 6.4% in special education, 7.3% qualifying for English Language Learner support, 2.2% homeless, and 91% qualifying for free or reduced price lunch. LMSTA offers a rigorous, college prep curriculum to help students achieve their post-secondary goals.

Student Enrollment by Student Group and Grade Level 2018-19			
Student Group	% of Total Enrollment	Grade Level	# of Students
Black or African American	0.3%	Grade 9	150
American Indian or Alaskan Native	0.0%	Grade 10	147
Asian	0.0%	Grade 11	139
Filipino	0.0%	Grade 12	143
Hawaiian or Pacific Islander	0.0%		
Hispanic or Latino	98.6%		
White	0.0%		
Two or More Races	0.0%		
Socioeconomically Disadvantaged	91.0%		
English Learners	7.3%		
Students with Disabilities	6.4%		
Homeless	2.2%		
Foster Youth	0.0%		
		Total Enrollment	579

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 the parent coordinator, school website, letters, school marquee, teacher e-mail, PowerSchool, and Parent Square. Parents are encouraged to commit 15 hours of volunteer service. Contact the parent coordinator at (310) 680-5600 for more information on how to become involved in your child's learning environment.

Volunteer to Help

- In the classroom
- With student supervision
- Donate refreshments for dances
- Organize fundraisers
- Chaperone field trips

Join Leadership Groups

- WASC Team
- Parent Committee

Attend Special Events & Workshops

- Back to School Night
- Presentation of Learning
- Student performances
- Senior Thesis
- Cafecito
- Parenting classes
- Parent Volunteer Recognition Assembly

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 and Instructional Materials.

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

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

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

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

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

Student Achievement

Physical Fitness

In the spring of each year, LMSTA is required by the state to administer a physical fitness test to all students in ninth 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 website www.cde.ca.gov/ta/tg/pf/.

California Physical Fitness Test Results 2018-19			
Grade Level	% of Standards Met:		
	4 of 6	5 of 6	6 of 6
Ninth	20.5%	26.0%	8.9%

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

**CAASPP Test Results in ELA & Mathematics by Student Group (Grades 3-8)
2018-19**

	English Language Arts/Literacy					Mathematics				
	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percentage Met or Exceeded	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percentage Met or Exceeded
All Students Tested	138	137	99.28%	0.72%	74.45%	138	137	99.28%	0.72%	54.01%
Male	64	64	100.00%	0.00%	67.19%	64	64	100.00%	1.56%	54.69%
Female	74	73	98.65%	1.35%	80.82%	74	73	98.65%	1.35%	53.42%
Black or African American	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	135	134	99.26%	0.74%	74.64%	135	134	99.26%	0.74%	53.73%
Socioeconomically Disadvantaged	135	134	99.26%	0.74%	73.88%	135	134	99.26%	0.74%	54.48%
English Learners	13	13	100.00%	0.00%	7.69%	13	13	100.00%	7.69%	0.00%
Students with Disabilities	12	12	100.00%	0.00%	16.67%	12	12	100.00%	8.33%	0.00%

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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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.

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 in Grades 3-8**

Percentage of Students Meeting or Exceeding the State Standards

	LMSTA		CA	
	2017-18	2018-19	2017-18	2018-19
English-Language Arts/Literacy	72	74	50	48
Mathematics	46	54	38	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.

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

All Students

Percentage of Students Scoring at Proficient and Advanced Levels

	LMSTA		CA	
	2017-18	2018-19	2017-18	2018-19
Science (Grades 5, 8, & 10)	N/A	N/A	60	59

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

This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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/.

School Facilities & Safety

Supervision & Safety

Student supervision in the morning as students arrive on campus is provided by the executive director, facilities & safety manager, parent coordinator, teacher assistants, and parent volunteers who are strategically stationed in designated areas. During the lunch period, the principal, assistant principal, campus supervisors, custodian, parent coordinator, teacher assistants, and parent volunteers share supervision of students in the cafeteria and quad area. When students are dismissed at the end of the day, the principal, assistant principal, campus supervisors, and teacher assistants monitor exit gates to ensure students leave campus in a safe and orderly manner.

LMSTA is a closed campus. During school hours, all visitors must have a reason to be on campus and must sign in at the school's office to have their state issued ID scanned through the Raptor security system to obtain and wear identification badges while on school grounds.

Facilities Maintenance

LMSTA leases this facility from the Lennox School District who takes great effort to ensure that the school is clean, safe and functional through proper facilities maintenance. Ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. LMSTA custodial staff works in conjunction with the Lennox School District maintenance staff to 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 LMSTA and the District staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority.

Campus Improvements in Progress:

- Addition of a new building for an engineering lab (expected completion date of January 2020)
- Purchasing adjacent property to use for the vocational training program (expected completion date of 2020)

Every morning before school begins, campus supervisors inspect facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One full-time day and one full-time evening custodian are assigned to LMSTA. The day custodian is responsible for:

- General Cleaning
- Restrooms
- Cafeteria Setup/Cleanup
- Debris Removal
- Routine Maintenance and Minor Repairs

Restrooms are checked throughout the day for cleanliness and subsequently cleaned as needed. The evening custodians are responsible for:

- Office Areas
- Restrooms
- Classrooms

The principal, assistant principal, and campus supervisors communicate with custodial staff as needed throughout the day concerning maintenance and school safety issues. The Lennox School District's Director of Facilities visits the LMSTA campus as needed to complete a thorough inspection of the facilities, discuss outstanding work orders, and identify conditions that require attention.

Campus Description	
	Quantity
# of Permanent Classrooms	25
# of Portable Classrooms	3
# of Restrooms (student use)	4 sets
Cafeteria/Multipurpose Room	1
Computer Lab	1
Conference Room	1
Counseling Office	2
Library	1
Nurse's Office	1
Parent Center/Staff Lounge	1
Resource Room	1
Teacher Work Room	1

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for LMSTA 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, updated, and shared with school staff in September 2019.

Classroom Environment

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.

Average Class Size and Class Size Distribution				
2016-17				
Subject	Average Class Size	Number of Classes*		
		1-20	21-32	33+
English	26	5	18	2
Math	25	8	11	2
Science	30	0	16	0
Social Science	28	0	17	0
2017-18				
English	25	7	17	2
Math	26	4	22	0
Science	30	0	14	2
Social Science	28	1	14	2
2018-19				
English	27	6	15	3
Math	25	6	20	0
Science	30	0	16	0
Social Science	29	1	16	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.

Discipline & Climate for Learning

All staff believe that a safe learning environment is an effective learning environment. Schoolwide discipline policies are founded upon the Character Counts Program. Teachers have established individual classroom management plans in accordance with Commitment to Character philosophies, and use the HERO system to track students' progress. Concentrations are placed in redirecting behavior, allowing students to take responsibility for their actions and demonstrate self-control through good decision-making practices.

School rules and academic expectations are outlined in the student handbook and course syllabus, and reinforced during advisory class. A digital copy of the student

Suspensions and Expulsions						
	LMSTA			CA		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
Suspensions (#)	3.00%	0.00%	2.60%	3.60%	0.08%	3.60%
Expulsions (#)	0.00%	1.00%	0.00%	0.09%	3.50%	0.09%

handbook can be found the school's website. Progressive disciplinary measures begin in the classroom when students are disruptive or demonstrating poor citizenship. Students who continue to make poor choices in conduct are referred to the principal or assistant principal. Consequences and disciplinary action are based upon the student's past behavioral trend and severity of infraction. Discipline measures are consistently applied in a fair and firm manner.

Dropouts & Graduation Rates

LMSTA's teachers and administrative staff are skilled and have developed ways to detect the early identification of students exhibiting the warning signs and/or behavioral traits that typically lead to dropping out of school. Administration and teaching staff work collaboratively to develop plans and strategies on how to close the achievement gaps that commonly exist among students that quit high school. Counselors closely monitor student credit completion to identify those students most at risk of not earning their high school diploma. Intervention strategies used to promote attendance and reduce dropout rates include parent conferences, student success advisors, counseling, credit recovery, summer school, APEX online credit recovery, mental health counseling, college & career counselors, and concurrent enrollment in the adult school. Understanding that the needs of each student are different, administrators, counselors, and teaching staff continue their efforts to discover successful solutions such as, meeting with teachers after hours, summer school credit recovery, and on-line courses, to help students complete their high school program.

In the following Dropout & Graduation Rates table, 2017-18 data are most current information available since state certification/release dates for dropout data occur too late for inclusion in this report. Graduation rates include only graduates that earned their diplomas within a specific four-year period of time; graduation rates do not include students who, for a variety of reasons, took longer than four years to graduate. Detailed information about dropout rates and graduation rates can be found on the DataQuest web page at <http://dq.cde.ca.gov/dataquest/>.

Dropout and Graduation Rates (Four-Year Cohort Rate)			
	LMSTA		
	2016-17	2017-18	2018-19
Dropout Rate (%)	1.6	4.5	0.7
Graduation Rate (%)	98.5	95.5	99.3
CA			
Dropout Rate (%)	9.7	9.1	9.6
Graduation Rate (%)	92.3	82.7	-

Note: For the formula to calculate the 2016-17 & 2017-18 adjusted cohort graduation rate, see the 2017-18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

LMSTA is a college prep school and aligns its coursework to meet A-G university entrance requirements. Upon graduation, LMSTA students will have exceeded the minimum requirements for admission into a state university.

Class of 2019 Graduation Requirements:

- 250 Course Credits (refer to the Student Handbook for details)
- 90% average annual attendance rates (all 4 years)
- Application to two colleges
- Completion of Senior Thesis
- Completion of Community Service Learning Project

The previous table illustrates the percentage of students graduating from LMSTA who have met the district graduation requirements.

Curriculum & Instruction

Staff Development

All curriculum and instructional improvement activities at Lennox School District are aligned to the California Standards. Staff development concentrations are selected and identified based on staff survey results, NCLB requirements, California Common Core State 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 2017-18, 2018-19 and 2019-20 school years, LMSTA staff participated in professional development activities which took place throughout the year on early release Mondays. School leadership identifies teacher training needs based upon results of analysis of student performance data, classroom observations, and informal staff surveys. Professional development activities during the 2017-18, 2018-19 and 2019-20 school years include:

- Building Schoolwide Academic Vocabulary
- Collaboration with Student Success Advisors
- Collaborative Arts Development Experience
- Data Analysis
- Literacy Standards
- New Curriculum for Mathematics
- Next Generation Science Standards (NGSS)
- Spanish Conference
- Student Engagement
- Tiered Assessments for Special Education Students

In addition, the on-going collaboration between teachers and grade levels has been strength 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.

Staff members are encouraged to attend professional workshops and conferences. New teachers, experienced teachers, mentor/teacher leaders, administrators, and support staff are encouraged to participate in workshops sponsored by the Los Angeles County Superintendent of Schools as well as the Lennox School District. Profession and subject specific offerings are consistent with the California Content Standards. Classified support staff may receive job-related training from district representatives; training activities and workshops are designed to enhance and extend job performance.

Instructional Materials

All textbooks and materials used in the core curriculum at LMSTA are being aligned to the California Standards. Instructional materials are reviewed and selected in accordance with the criteria of the charter petition. LMSTA issued a laptop to every student enrolled at the school for their use both at the school site and in doing research and homework off site.

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 2019-20 school year, LMSTA provided all students enrolled in a visual/performing arts class with their own textbook or supplemental materials to use in class and to take home. These materials comply with the state's content standards and curriculum frameworks.

Professional Staff

Counseling & Support Staff

LMSTA 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 LMSTA'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
2018-19**

	No. of Staff	FTE*
Academic Counselor	1	1.0
Psychologist (LACOE)	As needed	
Health Aide	1	0.5
Student Advisors	11	11.0
Adaptive PE (Contract Service)	1	*
Occupational Therapist (Contract Service)	1	*
Behavior Intervention Specialist (Contract Service)	1	*
Mental Health Counselor	1	1.0
College and Career Counselor	1	1.0
Average Number of Students per Academic Counselor		579

*One Full Time Equivalent (FTE) equals one staff

Teacher Assignment

During the 2018-19 school year, LMSTA had 28 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.

Teacher Credentials and Assignments

	LMSTA		
	17-18	18-19	19-20
Total Teachers	28	28	28
Teachers with Full Credential	28	27	28
Teachers without Full Credential	0	1	0
Teaching Outside Subject Area (with full credential)	0	0	1
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Teacher Vacancies	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.

College & Work Readiness

Students are introduced to LMSTA's college prep and work readiness programs starting in tenth grade through service learning programs and advisory period discussions. Seniors are enrolled in a twelfth grade team advisory class; students are actively engaged in career and college exploration activities, personal finance workshops, entrepreneur workshops, and job skills introductions. Career assessment and interest inventories are integrated into the curriculum and opportunities are provided to explore career options based upon individual interests, aptitudes, and abilities. LMSTA invites representatives from local colleges to share their opportunities and experiences with students as a component of the senior team advisory class. Throughout the year, college representatives visit the campus to meet with students and share unique qualities, the application process, and opportunities available at their institutions. LMSTA sponsors trips to nearby colleges and universities to motivate and encourage students to consider their many post-secondary education and career options.

Advanced Placement

In 2018-19, LMSTA offered advanced placement courses for those students seeking to qualify for college credit. Sophomores, juniors, and seniors achieving a score of three, four, or five on the final AP exams qualify for college credit at most of the nation's colleges.

**Advanced Placement (AP) Courses
2018-19**

	No. of AP	
	Courses Offered*	% of Students in AP Courses
English	2	N/A
Foreign Language	4	N/A
Math	2	N/A
Social Science	6	N/A
Totals	14	43.6%

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

* Where there are student course enrollments of at least one student.

College Preparation Courses

Students are encouraged to take required courses if they plan on attending a four-year college or university. The table below illustrates the proportion of courses taken and successfully completed in relation to the number of course enrollments (sum of total enrollment in all classes).

University of California Admission Requirements

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements please visit the University of California Website at <http://www.universityofcalifornia.edu/admissions/general.html>.

California State University Admission Requirements

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the California State University Website at <http://www.calstate.edu/admission/>.

Enrollment in and Completion of UC/CSU-Required Courses

	%
Students Enrolled in UC/CSU Courses Required for UC/CSU Admission	100
Graduates Who Completed All Courses Required for UC/CSU Admission	73.57

* Data is not available at the time of this report.

Workforce Preparation

Students in grades nine through twelve receive structured career planning guidance from counseling staff regarding post-secondary goals and career planning during their weekly session with their Team Advisor. LMSTA is a college preparatory school and offers a limited scope of career technical education programs. Students are encouraged to complete university prep and advanced placement classes to increase their potential and opportunities in the college and university system.

All incoming Freshman attend one course of each Project Lead the Way Career Technical Education Program: pre-engineering, and computer science. During grade 10, students may choose to attend one of these CTE programs. Cohorts of 30 students are engaged in hands-on, real-world experiences. A rigorous, focused and relevant standards-based math and science curriculum provides a valuable foundation for students to develop innovative, collaborative, critical-thinking, and problem-solving skills.

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: 2017-18 salary comparison data was the most recent data available at the time this report was published.)

Teacher and Administrative Salaries 2017-18	
	State Average of Districts in Same Category
Beginning Teacher Salary	45,741
Mid-Range Teacher Salary	81,840
Highest Teacher Salary	102,065
Average Principal Salaries:	
Elementary School	129,221
Middle School	132,874
High School	128,660
Superintendent Salary	224,581
Percentage of Budget For:	
Teacher Salaries	36
Administrative Salaries	5

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 2017-18 school year, Lennox Mathematics, Science & Technology Academy spent an average of \$11,429 of total general funds to educate each student (based on 2017-18 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 website 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 2017-18				
	LMSTA	Dollars Spent Per Student		
		State Average		
Expenditures Per Pupil		% Difference - School and District	for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	11,429	N/A	N/A	N/A
Restricted (Supplemental)	1,097	N/A	N/A	N/A
Unrestricted (Basic)	10,331	N/A	507	2037.8%
Average Teacher Salary	81,404	90.1%	82,663	98.5%

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

In addition to general fund state funding, Lennox Mathematics, Science & Technology Academy received state and federal categorical funding for special programs. For the 2017-18 school year, LMSTA 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
- Special Education
- State Lottery
- Title I, II, III, IV

SARC Data & Internet Access

DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about LMSTA 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 LMSTA's SARC and access the internet at the school library and at any of the county's public libraries. The closest public library to LMSTA is the Lennox Branch Library and Hawthorne Branch Library.

Lennox Branch Library

4359 Lennox Blvd., Lennox

Phone Number: (310) 674-0385

Hours: Monday-Thursday: 11:00 a.m. - 7:00 p.m.

Friday: 11:00 a.m. - 6:00 p.m.

Saturday: 12:00 p.m. - 5:00 p.m.

Sunday: Closed

Number of Computers Available: 7

Hawthorne Library

12700 South Grevillea Avenue, Hawthorne

Phone Number: (310) 679-8193

Hours: Tuesday -Thursday: 10:00 a.m. - 8:00 p.m.

Saturday: 8:00 a.m - 6:00 p.m.

Monday, Friday & Sunday: Closed

Number of Computers Available: 16

Lennox Academy Library

Hours: Monday-Thursday: 9:30 a.m. - 6:00 p.m.

Friday: 9:30 a.m. - 4:30 p.m.

Number of Computers Available: 30

Printers Available: Yes

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 and the school facilities section were acquired in November 2019.