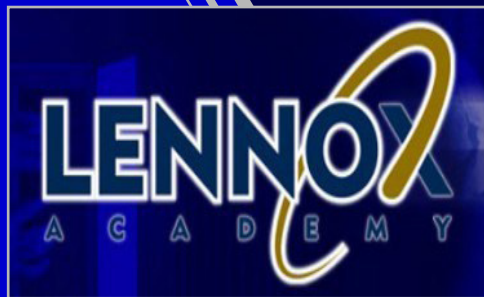


LENNOX MATHEMATICS, SCIENCE & TECHNOLOGY ACADEMY



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SCHOOL ACCOUNTABILITY REPORT CARD

A Report of 2020-21 School Activity Reported in 2021-22

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 a 78% 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 for making sure they are on track, monitoring their process, and helping ensure their success 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.

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. The statistical information disclosed in this report is obtained from the California Department of Education and the Lennox Mathematics, Science & Technology Academy. 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 2021.

• **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 2020-21 school year, 580 students were enrolled, including 7.1% in special education, 11.6% qualifying for English Language Learner support, 2.9% homeless, and 91.6% qualifying for free or reduced price lunch. LMSTA offers a rigorous, college prep curriculum to help students achieve their post-secondary goals.

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
- Safe School 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 our LCAP:

Conditions of Learning – State Priority 1: Covered in Teacher Assignment, including the Teacher Credentials & Misassignments & ESSA 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.

Student Enrollment by Student Group and Grade Level 2020-21			
Student Group	% of Total Enrollment	Grade Level	#
Female	51.9%	Grade 9	150
Male	48.1%	Grade 10	146
		Grade 11	140
Non-Binary	0.0%	Grade 12	144
American Indian or Alaskan Native	0.0%		
Asian	0.0%		
Black or African American	0.7%		
Filipino	0.2%		
Hispanic or Latino	99.1%		
Native Hawaiian or Pacific Islander	0.0%		
Two or More Races	0.0%		
White	0.0%		
English Learners	11.6%		
Foster Youth	0.0%		
Homeless	2.9%		
Migrant	0.0%		
Socioeconomically Disadvantaged	91.6%		
Students with Disabilities	7.1%		
		Total Enrollment	580

CAASPP Test Results in Science by Student Group (Grades 5, 8, & High School) 2020-21					
	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students Tested	283	281	99.29	0.71	27.14
Female	152	151	99.34	0.66	28
Male	131	130	99.24	0.76	26.15
American Indian or Alaskan Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino	283	281	99.29	0.71	27.14
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners	23	23	100	0	0
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged	265	263	99.25	0.75	26.72
Students Receiving Migrant Education Services					
Students with Disabilities	22	21	95.45	4.55	4.76

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

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	139	134	96.4	3.6	59.23	139	133	95.68	4.32	31.06
Female	84	81	96.43	3.57	64.56	84	81	96.43	3.57	28.75
Male	55	53	96.36	3.64	50.98	55	52	94.55	5.45	34.62
American Indian or Alaskan Native										
Asian										
Black or African American										
Filipino										
Hispanic or Latino	139	134	96.4	3.6	59.23	139	133	95.68	4.32	31.06
Native Hawaiian or Pacific Islander										
Two or More Races										
White										
English Learners	14	14	100	0	25	14	13	92.86	7.14	7.69
Foster Youth										
Homeless										
Military										
Socioeconomically Disadvantaged	129	124	96.12	3.88	59.17	129	124	96.12	3.88	32.52
Students Receiving Migrant Education Services										
Students with Disabilities	13	12	92.31	7.69	18.18	13	11	84.62	15.38	9.09

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

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.

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

Grade Level	2020-21		
	% of Standards Met:		
	4 of 6	5 of 6	6 of 6
Ninth	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.

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 and state scores as well as the school's overall score in each applicable grade level and subgroup. Results are shown only

California Assessment of Student Performance and Progress Test Results in English Language Arts/Literacy (ELA) and Mathematics in Grade Eleven

Percentage of Students Meeting or Exceeding the State Standards

	LMSTA		CA	
	19-20	20-21	19-20	20-21
English-Language Arts/Literacy	N/A	N/A	N/A	N/A
Mathematics	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."

California Assessment of Student Performance and Progress Test Results in Science

All Students

Percentage of Students Meeting or Exceeding the State Standards

	LMSTA		CA	
	19-20	20-21	19-20	20-21
Science (Grades 5, 8, & 10)	N/A	27.14	N/A	28.72

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.

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.

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 executive director, 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 executive director, 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 Fall 2020)
- Purchasing adjacent property to use for the vocational training program (expected completion 2022-23 school year)

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 custodian is responsible for:

- Office Areas
- Restrooms
- Classrooms

The executive director, 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.

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for LMSTA in collaboration with local agencies 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 February 2021, and shared with school staff in October 2021.

Campus Description	
	Quantity
# of Permanent Classrooms	27
# of Portable Classrooms	3
# of Restrooms (student use)	5 sets
Cafeteria/Multipurpose Room	1
Engineering Lab	1
Conference Room	1
Counseling Office	2
Learning Resource Center	1
Health Office	1
Parent Center/Staff Lounge	1
Resource Room	1
Teacher Work Room	1

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				
2018-19				
Subject	Average Class Size	Number of Classes*		
		1-22	23-32	33+
English	27.0	6	15	3
Math	25.0	6	20	
Science	30.0		16	
Social Science	29.0	1	16	
2019-20				
English	26.0	7	17	1
Math	25.0	8	19	
Science	29.0		16	
Social Science	29.0	1	15	1
2020-21				
English	26.0	7	18	1
Math	25.0	7	19	
Science	28.0	2	19	
Social Science	29.0	1	15	1

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary level, this information is reported by subject area rather than grade level.

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 handbook can be found on ParentSquare for students/parents. Progressive disciplinary measures begin in the classroom when students are disruptive or demonstrating

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%

Chronic Absenteeism by Student Group (2020-21)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	582	580	3	0.5
Female	302	301	2	0.7
Male	280	279	1	0.4
American Indian or Alaska Native				
Asian				
Black or African American	4	4	0	0
Filipino	1	1	0	0
Hispanic or Latino	577	575	3	0.5
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners	67	67	0	0
Foster Youth				
Homeless	17	17	0	0
Socioeconomically Disadvantaged	532	532	3	0.6
Students Receiving Migrant Education Services				
Students with Disabilities	42	42	1	2.4

Suspensions and Expulsions

	LMSTA			CA		
	18-19	19-20	20-21	18-19	19-20	20-21
Suspensions	2.60%	1.50%	0.00%	3.60%	N/A	N/A
Expulsions	0.00%	0.00%	0.00%	0.09%	N/A	N/A

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.ntry!B168

poor citizenship. Students who continue to make poor choices in conduct are referred to the 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.

Chronic Absenteeism

The following chart identifies the chronic absenteeism rates by student group for Lennox Mathematics, Science & Technology Academy 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."

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. The Director of Student Services closely monitors 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, but are not limited to, parent conferences, student success advisors, counseling, credit recovery, summer school, mental health counseling, college & career counselors, Tutor.com, 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, 2019-20 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/>.

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 2022 Graduation Requirements:

- 250 Course Credits (256 course credits beginning in 2022 - refer to the Student Handbook for details)
- 90% average annual attendance rates (all 4 years)
- Application to two post-secondary institutions
- Completion of Senior Thesis
- Completion of Community Service Learning Project

The table in this report illustrates the percentage of students graduating from LMSTA who have met graduation requirements.

Dropout and Graduation Rates (Four-Year Cohort Rate)

	LMSTA		
	17-18	18-19	19-20
Dropout Rate (%)	0.7	0	3.5
Graduation Rate (%)	99.3	100	96.5
	CA		
	17-18	18-19	19-20
Dropout Rate (%)	9.6	9	3.5
Graduation Rate (%)	83.0	84.5	96.5

Curriculum & Instruction

Staff Development

All curriculum and instructional improvement activities are aligned to 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, staff development offerings are highly specialized and focus on the current needs of the LMSTA learning community.

During the 2019-20, 2020-21, and 2021-22 school years, LMSTA staff participated in

professional development activities which took place throughout the year on early release Wednesdays. 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 2019-20, 2020-21, and 2021-22 school years include:

2019-20 Trainings:

- Social-Emotional Learning
- Drug Awareness
- Writing: Augmentation Across the Disciplines
- Trauma Impacts Learning & Self-Care
- CAASPP: Performance Tasks
- Universal Design for Learning: Two Types of Learning Standards
- Scaffolding vs Differentiation
- Language Objectives and ELD Standards
- Distance Learning Best Practices

2020-21 Trainings:

- Distance Learning: First Days of School, Building Relationships, Taking Care of Yourself
- English Learners: Support Courses and ELPAC/ELD Standards
- Educational Technology (Peardeck, Kami, Zoom, One Note, etc.)
- Social-Emotional Learning
- Blended Learning Best Practices

2021-22 Trainings:

- SpEd/Gen Ed Collaboration
- Trauma Impacts Learning/Self-Case
- NetSupport
- Mental Health First Aid
- Scaffolding
- English Learner Program
- SafeSchools Trainings
- Remote Learning Engagement
- Kami
- Peardeck
- Mindfulness
- Character Strong
- SEL Curriculum Tools
- Unfinished Learning
- COVID Testing Certification
- Performance Matters
- Seizures/Asthma/Diabetes
- Emergency Drills/Raptor
- +Trauma Informed/Kognito
- The Skill of Listening
- Reading Comprehension
- Jane Schaffer Writing Program

In addition, the on-going collaboration between teachers and grade levels has been a strength for our school 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 and subject specific offerings are consistent with the California Content Standards. Classified support staff may receive job-related training from management; 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 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, schools 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, 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.

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.

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			
2018	*	Hampton-Brown: EDGE Reading, Writing & Language, Level A	0%
202	*	Hampton-Brown: EDGE Reading, Writing & Language, Level B	0%
Math			
2015	*	Core Connections Integrated I	0%
2015	*	Core Connections Integrated II	0%
2016	*	Core Connections Integrated III	0%
2008	*	Algebra and Trigonometry: Graphing Approach 5th Edition	0%
2006	*	Calculus with Analytic Geometry 8th Edition	0%
Science			
2021	*	California Inspire Chemistry	0%
2021	*	California The Living Earth	0%
2020	*	Anatomy & Physiology Revealed 4.0	0%
Social Science			
2019	*	Impact: California, United States History and Geography, Continuity and Change	0%
2019	*	Impact: California, Principles of American Democracy	0%
2020	*	AMSCO Advanced Placement: United States Government and Politics	0%
2020	*	AMSCO: Advanced Placement: World History Modern 1200-Present	0%
2014	*	Ways of the World: A Global History with Sources 3rd Edition	0%
2019	*	Myers' Psychology for the AP Course 3rd Edition	0%
Foreign Language			
2021	*	Descubre Level 1	0%

Advanced Placement

In 2020-21 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 2020-21		
	No. of AP Courses Offered*	% of Students in AP Courses
English	2	N/A
Foreign Language	4	N/A
Math	1	N/A
Science	1	N/A
Social Science	5	N/A
Totals	13	37.6%

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 9% 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	
	%
2020-21 Pupils Enrolled in UC/CSU Courses Required for UC/CSU Admission	100
2019-20 Graduates Who Completed All Courses Required for UC/CSU Admission	78.57

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 are enrolled in Project Lead the Way, pre-engineering, and computer science courses. During grade 10, students are enrolled in one of these CTE courses.

Career Technical Education Program Participation 2020-21	
Total Number of Students Participating in CTE Programs	126
Percentage of Students Completing a CTE Program and Earning a High School Diploma	0.0%
Percentage of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	50

Professional Staff

Teacher Preparation and Credentials

The charts below identify the number of teachers at Lennox Mathematics, Science & Technology Academy and the State who are 1) fully credentialed; 2) intern credential

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/teacherequitydefinitions.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.

holders who are properly assigned; 3) teachers without credentials and misassignments; and 4) credentialed teachers who are assigned out-of-field under ESSA. The charts also report Lennox Mathematics, Science & Technology Academy's 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

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.

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.)

Expenditures Per Student

For the 2019-20 school year, Lennox Mathematics, Science & Technology Academy 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

Expenditures Per Pupil and School Site Teachers Salaries 2019-20			
Dollars Spent Per Student			
Expenditures Per Pupil	LMSTA	State Average for Districts of Same Size and Type	
		Size and Type	% Difference - School and State
Total Restricted and Unrestricted	12,615	N/A	N/A
Restricted (Supplemental)	1,446	N/A	N/A
Unrestricted (Basic)	11,169	8,444	132.3%
Average Teacher Salary	78,226	82,431	N/A

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

Academic Counselors and Other Support Staff 2019-20

	No. of Staff	FTE*
Academic Counselor	1	1.0
Psychologist (Contract Svc)	As needed	
Health Aide	1	0.5
Student Advisors	12	12.0
Adaptive PE (Contract Service)	As needed	
Occupational Therapist (Contract Service)	As needed	
Behavior Intervention Specialist (Contract Service)	As needed	
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 member working full time; one FTE could also represent two staff members who each work 50% of full time.

Teacher and Administrative Salaries 2019-20

	State Average of Districts in Same Category
Beginning Teacher Salary	51,450
Mid-Range Teacher Salary	80,263
Highest Teacher Salary	101,012
Average Principal Salaries:	
Elementary School	128,082
Middle School	132,453
High School	134,792
Superintendent Salary	197,968
Percentage of Budget For:	
Teacher Salaries	34
Administrative Salaries	6

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

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.)

In addition to general fund state funding, Lennox Mathematics, Science & Technology Academy received state and federal categorical funding for special programs. For the 2019-20 school year, LMSTA received categorical, special education, and support programs funds for:

- 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 Mathematics, Science & Technology Academy 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.