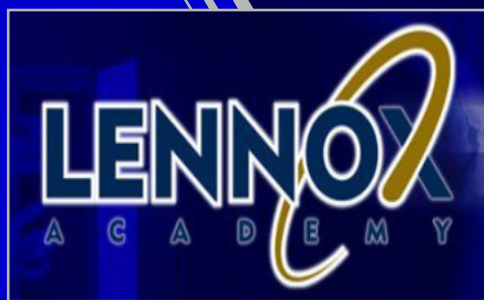


LENNOX MATHEMATICS, SCIENCE & TECHNOLOGY ACADEMY

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SCHOOL ACCOUNTABILITY REPORT CARD

A Report of 2024-2025 School Activity Reported in 2025-2026

ACCREDITED BY THE WESTERN ASSOCIATION OF SCHOOLS & COLLEGES

RECIPIENT OF THE INNOVATE PUBLIC SCHOOLS AWARD

RANKED NUMBER 41 IN CALIFORNIA FOR BEST HIGH SCHOOLS

RANKED NUMBER 336 IN NATION FOR BEST HIGH SCHOOLS



Executive Director's Message

Lennox Academy continues to hold a strong 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.
- 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 2024-25 school year, 588 students were enrolled, including 8.5% in special education, 12.1% qualifying for English Language Learner support, 3.6% homeless, and 88.8% 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 ParentSquare. 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

Student Enrollment by Grade Level

2024-25

Grade Level	# of Students
Grade 9	151
Grade 10	146
Grade 11	147
Grade 12	144
Total Enrollment	588

Student Enrollment by Student Group

2024-25

Student Group	% of Total Enrollment
Female	49.3%
Male	50.7%
Non-Binary	0.0%
American Indian or Alaska Native	0.0%
Asian	0.0%
Black or African-American	0.2%
Filipino	0.2%
Hispanic or Latino	99.1%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	0.0%
White	0.2%
English Learners	12.1%
Foster Youth	0.0%
Homeless	3.6%
Migrant Services	0.0%
Socioeconomically Disadvantaged	88.8%
Students with Disabilities	8.5%

Student Achievement

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 for subgroups with ten students or more taking the exam. For those categories that are blank in the CAASPP tables, no students met subgroup criteria. More information on CAASPP can be found on the California Department of Education's website www.cde.ca.gov/ta/tg/ca/.

CAASPP Test Results in ELA and Mathematics for All Students

2024-25

	Percent of Students Meeting or Exceeding State Standards					
	School		District		State	
	23-24	24-25	23-24	24-25	23-24	24-25
English-Language Arts/Literacy (Grades 3-8 and 11)	67.0%	75.0%	N/A	N/A	47.0%	48.0%
Mathematics (Grades 3-8 and 11)	32.0%	36.0%	N/A	N/A	35.0%	37.0%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group

2024-25

Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Met or Exceeded
All Students	147	147	100%	0	74.83%
Female	75	75	100%	0	78.67%
Male	72	72	100%	0	70.83%
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	146	146	100%	0	74.66%
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	0	0	0	0	0
English Learners	11	11	100%	0	9.09%
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Migrant Services	0	0	0	0	0
Socioeconomically Disadvantaged	129	129	100%	0	74.42%
Students with Disabilities	15	15	100%	0	13.33%

CAASPP Test Results in Mathematics by Student Group

2024-25

Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Met or Exceeded
All Students	147	147	100%	0	36.05%
Female	75	75	100%	0	28.0%
Male	72	72	100%	0	44.44%
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	146	146	100%	0	35.62%
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	0	0	0	0	0
English Learners	11	11	100%	0	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Migrant Services	0	0	0	0	0
Socioeconomically Disadvantaged	129	129	100%	0	34.88%
Students with Disabilities	15	15	100%	0	6.67%

Note: ELA & Mathematics test results include the Smarter Balanced Summative 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Test Results in Science for All Students

2024-25

	Percent of Students Meeting or Exceeding State Standards					
	School		District		State	
	23-24	24-25	23-24	24-25	23-24	24-25
Science (Grades 5, 8 and 10)	42.86%	45.86%	N/A	N/A	30.73%	32.33%

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Test Results in Science by Student Group

2024-25

Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Met or Exceeded
All Students	290	290	100%	0	45.86%
Female	146	146	100%	0	41.10%
Male	144	144	100%	0	50.69%
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	289	289	100%	0	45.67%
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	0	0	0	0	0
English Learners	24	24	100%	0	4.17%
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Migrant Services	0	0	0	0	0
Socioeconomically Disadvantaged	260	260	100%	0	44.23%
Students with Disabilities	30	30	100%	0	6.67%

Note: ELA & Mathematics test results include the Smarter Balanced Summative 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Physical Fitness

In the spring of each year, Lennox Mathematics, Technology & Science Academy is required by the state to administer a physical fitness test to all students in ninth grade. The physical fitness test (PFT) for students in California schools is the FITNESSGRAM®. The main goal of the test is to help students in starting life-long habits of regular physical activity.

The FITNESSGRAM® has six parts, though California currently requires five parts be completed annually, that show a level of fitness that offer a degree of defense against diseases that come from inactivity. The test results can be used by students, teachers, and parents. Comparative District and state results can be found at the CDE's web site www.cde.ca.gov/ta/tg/pf/.

Physical Fitness Test

% of Students Participating in each of the Five Fitness Components

2024-25

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength & Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
9	96.6%	96.6%	96.6%	96.6%	96.6%

Note: The administration of the PFT requires only participation results for these five fitness areas.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

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.

School Facilities & Safety

Supervision & Safety

Student supervision in the morning as students arrive on campus is provided by the administrative team, parent coordinator, teacher assistants, and parent volunteers who are strategically stationed in designated areas. Two part-time campus supervisors and upervision aides assist with crosswalks for student safety during arrival and dismissal. 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:

- Installation of new AC units campus-wide
- Upgrades to the basketball area and playground (funded by the Clippers)
- LMSTA is in the process of planning for the construction of four classes to be built on the property adjacent to the gymnasium

Campus Description	
	Quantity
Permanent Classrooms	27
Portable Classrooms	3
Restrooms (Sets)	5 sets
Engineering Lab	1
Conference Room	1
Counseling Office	2
Cafeteria/Multipurpose Room	1
Student Resource Center	1
Health Office	1
Parent Center/Staff Lounge	1
Resource Room	1
Auto Shop	1
Teacher Work Room	1

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, one full-time mid-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 2025, and shared with school staff in September 2025.

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				
Subject	2022-23			
	Avg. Class Size	Number of Classes		
		1-20	21-32	33+
English	24	9	19	
Math	26	4	21	
Science	28	2	19	
Social Science	29		17	
2023-24				
English	23	9	18	1
Math	26	3	22	
Science	28	1	20	
Social Science	29	1	16	
2024-25				
English	24	9	18	1
Math	26	4	21	
Science	29	1	18	1
Social Science	29		17	
*Number of classes indicates how many classes fall into each size category (a range of total students per class).				
***"Other" category, if applicable, is for multi-grade level classes.				

Discipline & Climate for Learning

All staff believe that a safe learning environment is an effective learning environment. Schoolwide discipline policies are founded upon the positive behaviors interventions and supports. 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 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.

Suspensions & Expulsions				
	22-23	23-24	24-25	
	School			
	% Students Suspended	1.69	1.2	2.2
	% Students Expelled	0.0	0.0	0.0
	District			
	% Students Suspended	N/A	N/A	N/A
	% Students Expelled	N/A	N/A	N/A
	State			
	% Students Suspended	3.6	3.3	2.9
	% Students Expelled	0.1	0.1	0.1

Suspensions and Expulsions by Student Group		
2024-25		
Student Groups	Suspensions Rate	Expulsion Rate
All Students	2.2	0.0
Female	0.3	0.0
Male	4.0	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	2.2	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	5.6	0.0
Foster Youth	0.0	0.0
Homeless	0.0	0.0
Migrant Services	0.0	0.0
Socioeconomically Disadvantaged	2.5	0.0
Students with Disabilities	1.9	0.0
Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.		

Chronic Absenteeism

The following chart identifies the chronic absenteeism rates by student group for Lennox Mathematics, Science & Technology Academy for the 2024-25 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."

Chronic Absenteeism by Student Group

2024-25

Student Groups	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	590	588	56	9.5
Female	292	292	29	9.9
Male	298	296	27	9.1
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	586	584	56	9.6
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	71	70	15	21.4
Foster Youth	--	--	--	--
Homeless	21	21	4	19.0
Migrant Services	--	--	--	--
Socioeconomically Disadvantaged	527	525	51	9.7
Students with Disabilities	52	51	14	27.5

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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, Student Success Advisors, 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, three full-time College & Career Counselors, two full-time and one part-time Mental Health Counselors, parent conferences, Student Success Advisors, counseling, credit recovery, summer school, mental health counseling, college & career counselors, Tutorly.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.

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 2026 Graduation Requirements:

- 250 Course Credits (256 course credits
- 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 Graduation Rate by Student Group table in this report illustrates the percentage of students graduating from LMSTA who have met graduation requirements.

The following table includes information for the school site, district and State on dropouts and graduation rates. 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			
	School		
	21-22	22-23	23-24
Dropout Rate (%)	1.4	0.7	0.7
Graduation Rate (%)	98.6	99.3	99.3
	District		
	N/A	N/A	N/A
Dropout Rate (%)	N/A	N/A	N/A
Graduation Rate (%)	N/A	N/A	N/A
	State		
	8.2	8.9	8.0
Dropout Rate (%)	8.2	8.9	8.0
Graduation Rate (%)	86.2	86.4	87.5

Graduation Rate by Student Group (Four-Year Cohort Rate)

2024-25

Student Groups	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	144	143	99.3
Female	73	72	98.6
Male	71	71	100
American Indian or Alaska Native	0	0	0
Asian	0	0	0
Black or African American	0	0	0
Filipino	0	0	0
Hispanic or Latino	144	143	99.3
Native Hawaiian or Pacific Islander	0	0	0
Two or More Races	0	0	0
White	0	0	0
English Learners	25	25	100
Foster Youth	--	--	--
Homeless	--	--	--
Migrant Services	0	0	0
Socioeconomically Disadvantaged	135	134	99.3
Students with Disabilities	17	17	100

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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, ESSA 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 2023-24, 2024-25, and 2025-26 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 included:

2023-24 Trainings:

- Emergency Drills/Raptor
- Targeted School Violence: Recognizing Warning Signs & Red Flags
- Naloxone Training for School Personnel - Responding to an Opioid Overdose
- Canvas Learning Management: Responding to an Opioid Overdose
- Marco Learning: Writing Benchmark Workshop/Data Analysis
- Instellispark Platform
- Netsupport
- ELlevation Platform
- PSAT Digital Administration
- Best Practices for English Language Learners
- Teacher Clarity Playbook
- Reunification Training
- Identifying Essential Standards

2024-25 Trainings:

- Emergency Drills/Raptor App
- CPR/First Aid/AED Training
- Marco Learning: Writing Benchmark Workshop/Data Analysis/ Departmental Vertical Alignment
- 5-Star Student App
- SmartPass
- Ellevation
- PSAT Digital Administration
- Best Practices for English Language Learners (Ellevation's Strategies Platform)
- Kami: AI Updates Training
- Newsela: Updates Training
- WASC

2025-26 Trainings:

- Writing Benchmark Workshop/Data Analysis/ Departmental Vertical Alignment
- Ellevation: English Learner Monitoring & Strategies (on-going)
- PSAT Digital Administration
- Kami: Kami Companion Training
- Class Companion Training
- Universal Design for Learning (UDL) (on-going)
- Thinking Maps (on-going)
- NWEA Training
- Department Collaboration
- Grade Level Collaboration
- TA Grade Level Collaboration

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 and are reviewed to ensure they meet State standards. 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 SARC's the sufficiency of instructional materials used for its visual/performing arts curricula. During the 2025-26 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.

Advanced Placement

In 2024-25 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.

Textbooks			
Adoption Year	Publisher & Series	From Most Recent State Adoption (Y/N)	Pupils Lacking Textbooks
English Language Arts			
2024	<i>Lift 2 with the Spark Platform, 1st Edition</i>	N - Local	0%
2024	<i>Lift 3 with the Spark Platform, 1st Edition</i>	N - Local	0%
History-Social Science			
2023	<i>World History: The Modern Era</i>	N - Local	0%
2023	<i>United States History: Reconstruction to the Present</i>	N - Local	0%
2020	AMSCO Advanced Placement: <i>United States Government and Politics</i>	N - Local	0%
2020	AMSCO Advanced Placement: <i>World History Modern 1200-Present</i>	N - Local	0%
2014	<i>Ways of the World: A Global History with Sources, 3rd Edition</i>	N - Local	0%
2021	AMSCO Advanced Placement	N - Local	0%
2019	Myers: <i>Psychology for the AP Course, 3rd Edition</i>	N - Local	0%
Mathematics			
2015	Core Connections: <i>Integrated I</i>	N - Local	0%
2015	Core Connections: <i>Integrated II</i>	N - Local	0%
2016	Core Connections: <i>Integrated III</i>	N - Local	0%
2008	<i>Algebra and Trigonometry: Graphing Approach, 5th Edition</i>	N - Local	0%
2022	<i>Calculus of a Single Variable, AP Edition</i>	N - Local	0%
2016	<i>The Practice of Statistics for the AP Exam, 5th Edition</i>	N - Local	0%
Science			
2021	<i>California: The Living Earth</i>	N - Local	0%
2022	<i>California: Chemistry in the Earth System</i>	N - Local	0%
2020	<i>Anatomy & Physiology Revealed 4.0</i>	N - Local	0%
2022	<i>California: Physics in the Universe</i>	N - Local	0%
2023	<i>Environmental Science for the AP Course, Edition 4</i>	N - Local	0%
2023	<i>Modern Automotive Technology, 10th Edition</i>	N - Local	0%
Foreign Language			
2022	<i>Espanol Santillana, Level 1</i>	N - Local	0%

Advanced Placement (AP) Courses

2024-25

	No. of AP Courses Offered*
Art	0
English	4
Fine Arts	0
Foreign Language	4
Math	2
Science	2
Social Science	4
Totals	16

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).

Enrollment in and Completion of UC/CSU-Required Courses

	%
2024-25 Pupils Enrolled in UC/CSU Courses Required for UC/CSU Admission	100%
2023-24 Graduates Who Completed All Courses Required for UC/CSU Admission	85.52%

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/>.

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 biweekly 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.

Career Technical Education Program Participation

2024-25

Total Number of Students Participating in CTE Programs	108
Percentage of Students Completing a CTE Program and Earning a High School Diploma	0%
Percentage of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	33.3%

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.

Professional Staff

Teacher Preparation and Credentials

The charts in this report identify the number of teachers at Lennox Mathematics, Science & Technology Academy 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.

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.

Class Assignments / Indicator

	School Number		
	21-22	22-23	23-24
Misassignments for English Learners (a percentage of all the classes with English Learners taught by teachers that are misassigned)	7.1	0.0	0.0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3.8	0.0	0.0

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

Teachers Without Credentials and Misassignments (Considered “Ineffective” under ESSA) Authorization / Assignment			
	School Number		
	21-22	22-23	23-24
Permits and Waivers	0.0	0.0	1.0
Misassignments	1.6	0.0	0.0
Vacant Positions	0.0	0.0	0.0
Total Teachers Without Credentials and Misassignments	1.6	0.0	1.0

Credentialed Teachers Assigned Out-of-Field (Considered “out-of-field” under ESSA) / Indicator			
	School Number		
	21-22	22-23	23-24
Credentialed Teachers Authorized on a Permit or Waiver	0.0	0.0	0.0
Local Assignment Options	1.5	2.1	2.1
Total Out-of-Field Teachers	1.5	2.1	2.1

Teacher Preparation and Placement Authorization						
	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
2023-24						
School #	23.8	0.0	1.0	2.1	0.4	27.5
School %	86.84	0.0	3.64	7.85	1.64	100
District #	N/A	N/A	N/A	N/A	N/A	N/A
District %	N/A	N/A	N/A	N/A	N/A	N/A
State #	230039.4	6213.8	16855	12112.8	13705.8	278927.1
State %	100	2.23	6.04	4.34	4.91	100
2022-23						
School #	24.6	0.0	0.0	2.1	1.2	28.0
School %	87.9	0.0	0.0	7.7	4.4	100.0
District #	N/A	N/A	N/A	N/A	N/A	N/A
District %	N/A	N/A	N/A	N/A	N/A	N/A
State #	234405.2	4853.0	12001.5	11953.1	15831.9	279044.8
State %	84.0	1.7	4.3	4.3	5.7	100.0
2021-22						
School #	23.9	0.0	1.6	1.5	0.0	27.1
School %	88.4	0.0	6.1	5.5	0.0	100.0
District #	N/A	N/A	N/A	N/A	N/A	N/A
District %	N/A	N/A	N/A	N/A	N/A	N/A
State #	234405.2	4853.0	12001.5	11953.1	15831.9	279044.8
State %	84.0	1.7	4.3	4.3	5.7	100.0
Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50% of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.						

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 & Other Support Staff (Nonteaching Professional Staff) 2024-25		
	No. of Staff	FTE
Academic Counselor / College & Career Counselor	3	3.0
Psychologist (Contract Service)	1	As Needed
Health Aide	1	0.5
Student Advisors	12	12.0
Adaptive PE (Contract Service)	1	As Needed
Occupational Therapist (Contract Service)	1	As Needed
Behavior Intervention Specialist (Contract Service)	1	As Needed
Mental Health Counselor (Contract Service)	2	2.0
Counselor-to-Student Ratio: 1:196		
<i>Note: 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.</i>		

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: 2023-24 salary comparison data was the most recent data available at the time this report was published.)

Teacher and Administrative Salaries 2023-24

	District	State Average of Districts in Same Category
Beginning Teacher Salary	\$61,891	\$61,516
Mid-Range Teacher Salary	\$95,271	\$95,479
Highest Teacher Salary	\$118,112	\$125,208
Superintendent Salary	\$276,468	\$242,781
Average Principal Salaries:		
Elementary School	\$135,962	\$152,668
Middle School	\$142,120	\$156,487
High School	N/A	\$165,427
Percentage of Budget:		
Teacher Salaries	28.23%	29.76%
Administrative Salaries	3.72%	5.74%
<i>For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.</i>		

Expenditures Per Student

For the 2023-24 school year, Lennox Mathematics, Science & Technology Academy spent an average of \$23,361 of total general funds to educate each student (based on 2023-24 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.)

In addition to general fund state funding, Lennox Mathematics, Science & Technology Academy received state and federal categorical funding for special programs. For the 2023-24 school year, LMSTA received categorical, special education, and support programs funds for:

- American Rescue Plan - Homeless Children and Youth
- Arts and Music in Schools (Prop 28)
- Arts, Music, and Instructional Materials Discretionary Block Grant
- Classified School Employee Summer Assistance Program
- COVID Relief Funding
- Education Protection Account
- Expanded Learning Opportunities Program
- Learning Recovery Emergency Block Grant
- Lottery: Instructional Materials
- Mental Health Related Services
- On-Behalf Pension Contributions
- Other Local: Locally Defined
- Special Education
- State Lottery

Expenditures Per Pupil and School Site Teacher Salaries

2023-24

	Dollars Spent per Student				
	School	District	% Diff. School & Dist.	State	% Diff. School & State
Total**	\$16,889	N/A	N/A	N/A	N/A
Restricted	\$2,224	N/A	N/A	N/A	N/A
Unrestricted	\$14,664	N/A	N/A	\$11,146	131.5%
Avg Teacher Salary	\$101,823	\$106,777	95.3%	\$100,089	101.7%

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

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.

Disclosure

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 2025.