

Lawndale High School

School Accountability Report Card

Reported Using Data from the 2014-15 School Year

Published During 2015-16

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

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 this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Lawndale High School
Street	14901 South Inglewood Avenue
City, State, Zip	Lawndale, CA 90260
Phone Number	(310) 263-3100
Principal	Paula Hart Rodas, Ed.D.
E-mail Address	rodasp@centinela.k12.ca.us
Web Site	www.lawndalehs.org
Grades Served	9-12
CDS Code	19---64352---1934926

District Contact Information	
District Name	Centinela Valley Union High School District
Phone Number	(310) 263-3200
Superintendent	Dr. Gregory O'Brien
E-mail Address	obrieng@centinela.k12.ca.us
Web Site	www.centinela.k12.ca.us

School Description and Mission Statement (Most Recent Year)

Principals Message

As principal, I have the unique privilege of introducing you to the Annual School Accountability Report Card (SARC) for Lawndale High School, Home of the Cardinals. Whether you are a student, parent, staff or community member, the information contained within these pages will prove useful in informing you about our school and community, including, but not limited to: demographics, achievement, progress evaluation, ongoing goal realization, discipline, budget, and facility enhancement. Parents and community play a very important role in our school. Understanding our educational program, student achievement, and curriculum development can assist both our school and the community in continuing our ongoing academic achievement. Lawndale High School offers a positive and collaborative leadership of students, staff, parents, community members, and administrators. We empower students to contribute as members of a diverse and changing world by encouraging positive decision-making, individual responsibility, and community awareness. We value hard work and commitment from the entire community; teachers, classified employees, students, administration, parents, families and community partners. Only together can we prepare our students for the challenges that lie ahead of them.

School Mission

Lawndale High School's mission is to graduate all students with high levels of critical thinking and interpersonal skills. Through diverse, culturally-relevant, and research-based instructional practices graduates will be empowered to take ownership of their environment, be positive contributors and global citizens.

School Vision

Lawndale cultivates a positive learning environment where each student is confident and self-sufficient in their pursuit of post-secondary success at an institute of higher learning, in a career and life.

School Profile

During the 2014-15 school year, Lawndale High School served 2,258 students in grades 9-12. Student enrollment included: 10% receiving English Language Learner Support, 10% receiving Special Education services, and 91.5% qualified for Free & Reduced price meals. Lawndale High School offers a comprehensive standards-based curriculum, preparing students for their post-secondary education opportunities and entrance into the workforce. Lawndale is one of three comprehensive high schools within the Centinela Valley Union High School District. Lawndale is located in the heart of the south bay, in the greater Los Angeles area serving a diverse student body of over 2200 students.

District Profile

Centinela Valley Union High School District is located next to the 405 freeway in the city of Lawndale, approximately 20 miles southwest of the city of Los Angeles. During the 2013-14 school year, the district's three comprehensive high schools, one continuation school, one independent study school, and one community day school served a total of 6,661 students in grades 9-12 residing in the cities of Hawthorne, Lawndale, and Lennox, and unincorporated portions of Los Angeles County. The district serves four feeder districts, Hawthorne Elementary, Lawndale Elementary, Lennox Elementary, and Wiseburn Elementary.

District Vision

The Centinela Valley Union High School District is committed to providing an educational environment in which all students succeed. Students will be prepared to meet the challenges of higher education and the future demands of a modern technological society.

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Grade 9	537
Grade 10	481
Grade 11	586
Grade 12	636
Ungraded Secondary	1
Total Enrollment	2,241

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	13.2
Asian	2.2
Filipino	1.2
Hispanic or Latino	75.9
Native Hawaiian or Pacific Islander	0.1
White	1.8
Two or More Races	1.9
Socioeconomically Disadvantaged	88.9
English Learners	10.9
Students with Disabilities	10.6
Foster Youth	0.6

A. Conditions of Learning

State Priority: Basic

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

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	104	104	103	307
Without Full Credential	2	2	4	17
Teaching Outside Subject Area of Competence (with full credential)	2	1	1	6

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	1	4	4
Total Teacher Misassignments *	5	4	5
Vacant Teacher Positions	1	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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	82.9	17.1
All Schools in District	81.3	18.7
High-Poverty Schools in District	80.4	19.6
Low-Poverty Schools in District	100.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: September 2015

Instructional Materials

All textbooks used in the core curriculum throughout Centinela Valley Union High School District are being aligned to the Common Core State Standards. Instructional materials for core content areas are approved by the district's Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials and the eight-year cycle for textbook adoptions in foreign language, visual and performing arts, and health.

On September 21, 2015, the Centinela Valley Union High School District's Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted the Resolution No. 15-16/006 which certifies as required by Education Code §60119 that (1) sufficient textbooks and instructional materials have been provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and context of the curriculum frameworks, (2) each pupil has a textbook or instructional materials, or both, to use in class and to take home, (3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, (4) laboratory science equipment was available for science laboratory classes offered in grades 9-12, inclusive, and (5) for students in grades 9-12, the instructional materials were adopted by the local governing board following district review of the materials and their alignment with state content standards as required by CCR, Title 5, Section 9531.

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 2015-16 school year, Centinela Valley Union High School District provided all students enrolled in a visual/performing arts class with their own textbook or supplemental materials to use in class and to take home. These materials comply with the state's content standards and curriculum frameworks.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	2012 Scholastic; Read 180 Next Generation 2010 Pearson; Literature for California 2002 Hampton Brown; Edge Fundamentals 2002 Hampton Brown; Edge Levels A, B 2000 Hampton Brown; Edge Level C 2011 Scholastic; English 3D Volume 1 2013 Scholastic; English 3D Volume 2 2013: The California State University; Expository Reading and Writing Course 2013: Oxford; English A: Language & Literature	Yes	0
Mathematics	2012 ALEKS; Algebra Essentials & Math Success 2009 Pearson; Algebra I 2008 Pearson; Algebra II, Geometry UC 2012: ALEKS; Math Success 2007 Pearson; Pre-Calculus and Calculus: Graphical 2009 Person; Elementary Statistics: Picturing the World 2012 Pearson; Mathematics Standard Level	Yes	0
Science	2007 Pearson; Biology 2005 Prentice Hall; Chemistry 2006 Prentice Hall; Chemistry The Central Science 2006 Prentice Hall; Physics & Conceptual Physics 2003 Prentice Hall; Human Anatomy and Physiology, 7th Edition 2003 Prentice Hall; AP Physics 2008 Pearson; AP Biology, 8th Edition 2013 Holt McDougall; Environmental Science 2005 People's Publishing; Environmental Science: Earth as a Living Planet, 5th Edition	Yes	0
History-Social Science	2008 Prentice Hall; Magruder's American Government 2005 Thomson Learning; Contemporary Economics 2006 McDougal Littel; The Americans 1999 McDougal Littel; Modern World History- Patterns of Interaction 1998 Houghton Mifflin; American Pageant 2005 McGraw Hill; Economics, 16th Edition 2005 Longman; American Democracy 2006 Longman; American Government: Continuity & Change 2007 Addison Wesley; World Civilizations: The Global Experience 2011 Houghton Mifflin; History of Western Society 2014 Pearson; Government in America: People, Politics, & Policy 2005 Worth Publishing; Psychology, 7th Edition	Yes	0

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Foreign Language	2006 Glencoe McGraw Hill; Buen Viaje! 2008 Holt, Rinehart Winston; Nuevas Vistas 2008 Holt, Rinehart Winston; Allez, Viens! 2012 Holt McDougall Little; Abriendo Puertas: Ampliando Perspectivas 2007 Pearson; Intrigue, 2nd Edition 1993 Dawn Sign Press; Signing Naturally, Level 1-3 2009 Pearson; Building ASL Interpreting & Translation Skills 2009 Cheng & Tsui; Integrated Chinese Level 1, Part 1 & 2 and Level 2 Part 1 & 2 2014 Pearson; Abriendo Paso	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Facilities Maintenance

School custodial staff and the district's maintenance department work together to ensure classrooms and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors. Maintenance and Operations (M&O) employs an electronic (web-based) work order system enabling school staff to communicate unscheduled maintenance needs, urgent repairs, or special projects. Most of Lawndale High School's repairs and maintenance projects are performed by the school's day crew. A crew of custodians visits Lawndale High School on a rotational basis for intensive cleaning and maintenance projects. Emergency situations are immediately resolved either by the school custodian or district maintenance staff, based upon the nature of the situation.

One plant manager, eight custodians, 2 maintenance, and one grounds worker are assigned to Lawndale High School for routine maintenance, daily custodial duties, and special events preparations. Principal Paula Hart Rodas and the lead day custodian communicate daily regarding campus cleaning needs and safety concerns. Day custodians are responsible for setting up the gym for activities, keeping restrooms clean and stocked, removing debris and emptying trash receptacles, and addressing minor repairs and maintenance issues. Security staff and day custodians check restrooms frequently throughout the day as a proactive approach in keeping restrooms fully stocked, safe, and sanitary. Evening custodians are responsible for daily comprehensive cleaning of classrooms, office areas, library, career center, locker rooms, gymnasium, restrooms, and other areas as assigned. A crew of skilled groundskeepers visits Lawndale High School on a rotational basis for large scale mowing, scrubbing, and sweeping.

School safety and cleanliness are the custodians' highest priority and strongly emphasized as a component of their daily routines. Custodians receive training from department supervisors and supply vendors regarding proper cleaning methods, use of chemicals, and use of equipment. The district provides appropriate equipment and supplies to maintain a clean, healthy environment.

Every morning before school begins, the lead day custodian and lead campus security officer inspect facilities for safety hazards, graffiti, and other conditions that require removal prior to students and staff entering school grounds. On an annual basis, schools are required by the state to perform a comprehensive inspection and report those findings to the school community. The most recent inspection for Lawndale High School took place on December 3, 2015. The School Facility Good Repair Status table illustrated in this report identifies the state-required inspection areas and discloses the operational status in each of those areas. During the 2015-2016 school year 100% of restrooms were fully operational and available to students at all times.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: December 3, 2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			A-203 - Needs air balance; A-205 - Air balance issues; Area 311 & 411 - One A/C unit is not working
Interior: Interior Surfaces		X		L building student restroom male- graffiti and missing ceiling tile L building student restroom female- graffiti and missing ceiling tile Building 300 student restroom- damaged modesty panel due to graffiti Room L1- Carpet needs deep cleaning or replacement Room L2-Carpet needs deep cleaning or replacement Room L3-Carpet needs deep cleaning or replacement Room L4- Carpet needs deep cleaning or replacement Room L5-Carpet needs deep cleaning or replacement Room L6- Carpet needs deep cleaning or replacement Room L7-Carpet needs deep cleaning or replacement Room L8-Carpet needs deep cleaning or replacement Room L9- Carpet needs deep cleaning or replacement Room L10-Carpet needs deep cleaning or replacement Room L11-Carpet needs deep cleaning or replacement Room L12-Carpet needs deep cleaning or replacement Room L13-Carpet needs deep cleaning or replacement
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			Room 313: 2 light out Room T28: 1 light out Room 420: 2 lights out
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: December 3, 2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: December 3, 2015				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	51	44	44
Mathematics	17	12	33

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.

CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	560	548	97.9	18	28	38	13
Male	11		276	49.3	21	30	34	12
Female	11		272	48.6	14	25	42	15
Black or African American	11		99	17.7	27	29	32	9
American Indian or Alaska Native	11		1	0.2	--	--	--	--
Asian	11		15	2.7	20	13	47	13
Filipino	11		9	1.6	--	--	--	--
Hispanic or Latino	11		394	70.4	15	29	39	13
Native Hawaiian or Pacific Islander	11		2	0.4	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
White	11		11	2.0	18	27	45	9
Two or More Races	11		17	3.0	12	24	35	18
Socioeconomically Disadvantaged	11		500	89.3	18	28	38	13
English Learners	11		36	6.4	50	36	6	0
Students with Disabilities	11		52	9.3	56	38	2	0
Foster Youth	11		--	--	--	--	--	--

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.

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	560	544	97.1	52	23	13	3
Male	11		275	49.1	59	19	12	3
Female	11		269	48.0	46	27	15	4
Black or African American	11		99	17.7	67	15	7	3
American Indian or Alaska Native	11		1	0.2	--	--	--	--
Asian	11		14	2.5	43	14	29	14
Filipino	11		9	1.6	--	--	--	--
Hispanic or Latino	11		393	70.2	50	25	15	3
Native Hawaiian or Pacific Islander	11		2	0.4	--	--	--	--
White	11		11	2.0	64	18	0	9
Two or More Races	11		15	2.7	47	27	13	7
Socioeconomically Disadvantaged	11		497	88.8	52	23	13	3
English Learners	11		35	6.3	80	9	0	0
Students with Disabilities	11		52	9.3	81	4	0	0
Foster Youth	11		--	--	--	--	--	--

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.

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	55	40	35	42	30	30	59	60	56

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

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	30
All Students at the School	35
Male	39
Female	33
Black or African American	23
American Indian or Alaska Native	--
Asian	50
Filipino	--
Hispanic or Latino	37
Native Hawaiian or Pacific Islander	--
White	--
Two or More Races	--
Socioeconomically Disadvantaged	8
English Learners	10
Students with Disabilities	39
Foster Youth	--

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

Career Technical Education Programs (School Year 2014-15)

Workforce Preparation

Lawndale High School's career technical education programs, career academies, and regional occupational programs offer a wide range of opportunities for students to get a head start on their future. Most career education courses comply with state-adopted content standards and are integrated into the student's four-year academic plan as elective courses. Regional Occupational Programs (ROP) are offered off campus and help prepare high school students (16 years and older) for entry-level employment, upgrading current job skills, or obtaining more advanced levels of education. Individual student assessment of work readiness skills takes place through end-of-course exams, course-required projects, and on-the-job/classroom observation. Community partnerships and course instructors provide feedback on student progress following an established schedule based on program type.

Career Technical Education Courses:

- Filmmaking
- Professional Theater/Play Production
- Technical Theatre
- Commercial Music

Career Academies:

- Academy of Media Arts (AMA) - Film Making
- Academy of Media Arts (AMA) - Technical Theatre

American Sign Language Academy
 Biomedical Careers Academy (a California Partnership Academy)
 Marine Science Academy

The Career Technical Education Program table in this report shows the total number of students enrolled in Lawndale High School's vocational education. For more information on career technical programs, contact the high school's career center or the state's career technical website at www.cde.ca.gov/ci/ct/.

Career Technical Education Participation (School Year 2014-15)

Measure	CTE Program Participation
Number of pupils participating in CTE	251
% of pupils completing a CTE program and earning a high school diploma	89.6
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	98.53
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	48.5

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California High School Exit Examination Results for Grade Ten Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English-Language Arts	56	43	54	45	31	37	57	56	58
Mathematics	57	45	47	47	33	36	60	62	59

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 High School Exit Examination Grade Ten Results by Student Group (School Year 2014-15)

Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	52	27	21	54	35	11
All Students at the School	46	34	20	53	35	12
Male	50	34	15	55	33	12
Female	42	33	25	51	39	11
Black or African American	52	32	17	63	34	3
Asian	36	45	18	18	55	27
Hispanic or Latino	46	33	20	53	35	13
Two or More Races	49	37	14	63	28	9
Socioeconomically Disadvantaged	46	35	19	53	35	12
English Learners	86	11	4	84	9	7
Students with Disabilities	84	16		96	4	

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 Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	21.00	24.90	21.40

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.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (Most Recent Year)

Parent Involvement

Parents are encouraged to get involved in Lawndale High School’s learning community by volunteering their time, attending school events, or sharing in the decision-making process.

Volunteer Opportunities

- Chaperoning field trips, dances, and college visits
- Preparing mailers and registration packets in the school office
- Recruiting parent volunteers to help with events and activities
- Small Learning Committee Volunteers Leadership Opportunities
- School Site Council (SSC)
- English Learner Advisory Council (ELAC)
- Western Association of Schools and Colleges Committee (WASC)
- Parent Teacher Organization (PTO)

Each of these groups is responsible for leading and evaluating the school’s progress to provide a safe and effective learning environment. Parents seeking more information about becoming an active member in the school community may contact Associate Principal Ben Wardrop or EL Coordinator Rene Munoz at (310) 263-3128 or (310) 263-3100.

Lawndale High School provides a broad range of activities and events to support the learning process in and beyond the classroom environment. Throughout the year, staff encourage parents to attend:

- Academy Nights
- Athletic Award Ceremonies
- Athletic events
- Back to School Night
- CAHSEE meetings
- College entrance workshops
- Department nights
- Financial aide workshops
- Graduation meetings
- Grade level parent meetings
- Orientation meetings
- Parent education workshops
- Parent Institute for Quality Education (PIQE)
- Parent-teacher conferences
- Student performances
- Technology workshops

State Priority: Pupil Engagement

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

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

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	4.50	4.00	5.30	24.00	18.20	16.90	13.10	11.40	11.50
Graduation Rate	92.33	93.19	90.61	64.67	68.16	70.72	78.87	80.44	80.95

Completion of High School Graduation Requirements (Graduating Class of 2014)

Group	Graduating Class of 2014		
	School	District	State
All Students	87.92	75.07	84.6
Black or African American	83.82	73.93	76
American Indian or Alaska Native		100	78.07
Asian	90.48	87.5	92.62
Filipino	100	85.71	96.49
Hispanic or Latino	88.25	74.7	81.28
Native Hawaiian/Pacific Islander	100	86.67	83.58
White	78.95	61.54	89.93
Two or More Races	100	78.79	82.8
Socioeconomically Disadvantaged	62.75	63.03	61.28
English Learners	67.74	37.6	50.76
Students with Disabilities	87.83	74.21	81.36
Foster Youth	--	--	--

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	0.46	2.95	2.53	5.26	4.69	2.34	5.07	4.36	3.80
Expulsions	0.00	0.00	0.13	0.00	0.00	0.05	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

The Comprehensive School Site Safety Plan was developed for Lawndale High School 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 winter 2015.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	No	No	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	No	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	N/A	N/A	Yes
Met Graduation Rate	No	No	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2013-2014	2004-2005
Year in Program Improvement*	Year 3	Year 3
Number of Schools Currently in Program Improvement	N/A	4
Percent of Schools Currently in Program Improvement	N/A	100.0

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13				Avg. Class Size	2013-14			Avg. Class Size	2014-15				
	Avg. Class Size	Number of Classrooms				Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			
		1-22	23-32	33+			1-22	23-32			33+	1-22	23-32	33+
English	27	30	33	39	23	55	23	36	22	54	35	24		
Mathematics	28	17	25	48	27	26	21	40	27	22	30	33		
Science	29	11	32	38	28	15	19	35	27	17	20	30		
Social Science	32	7	10	42	29	13	18	39	27	19	20	29		

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

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	5.0	439
Counselor (Social/Behavioral or Career Development)	2.0	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	2.0	N/A
Psychologist	1.0	N/A
Social Worker		N/A
Nurse	0.33	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist		N/A
Other	7.4	N/A

Note: Cells with N/A values do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	5147.82	273.81	4874.01	62138.67
District	N/A	N/A	5517.44	
Percent Difference: School Site and District	N/A	N/A	-11.7	-5.7
State	N/A	N/A	\$5,348	\$74,908
Percent Difference: School Site and State	N/A	N/A	-8.9	-17.0

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

Types of Services Funded (Fiscal Year 2014-15)

In addition to general fund state funding, Centinela Valley Union High School District receives state and federal categorical funding for special programs. For the 2014-2015 school year, the district received federal, state, and local aid for the following categorical, special education, and support programs:

- Department of Rehabilitation
- California Partnership Academies
- Lottery: Instructional Materials
- Prop 39: California Clean Energy Jobs Act funding
- Special Education
- State Lottery
- Title I, II, III
- Vocational Programs (Perkins)
- California Careers Pathway Trust
- Common Core State Standards Implementation funding
- Mandated Block Grant funding
- Other Local: Locally Defined

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		\$44,363
Mid-Range Teacher Salary		\$71,768
Highest Teacher Salary		\$92,368
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		\$121,276
Average Principal Salary (High)		\$133,673
Superintendent Salary		\$210,998
Percent of Budget for Teacher Salaries	34%	36%
Percent of Budget for Administrative Salaries	7%	5%

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

Advanced Placement (AP) Courses (School Year 2014-15)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	6	N/A
Fine and Performing Arts		N/A
Foreign Language	2	N/A
Mathematics	2	N/A
Science	5	N/A
Social Science	13	N/A
All courses	28	.7

* Cells with N/A values do not require data. Where there are student course enrollments.

Professional Development (Most Recent Three Years)

Staff Development

All curriculum and instructional improvement activities at Centinela Valley Union High School District are being aligned to the Common Core State Standards. Staff development is selected and identified based upon student assessment results, state content standards, and in-class observations. During the 2014-15 school year, the district offered two non-student professional development days; one day was devoted to district wide instruction and supplementary workshops on a wide range of topics. The second staff development was devoted to district wide focus on transforming school culture and included a guest speaker and then break out sessions by school site.

2014-15 District wide Topics

- Activate for Math, Science, and Social Studies Curriculum
- Common Core State Standards
- Common Formative Assessments
- Implementation of Performance Tasks Connection to Graduate Profile
- Synced for English Language Arts Curriculum

2014-15 Staff Development Offerings

- ALEKS Professional Development
- Common Core State Standards
- Direct Interactive Instruction (DII) Training
- Edgenuity (e2020) Training
- Eno Board Training
- Google Classroom Training
- Illuminate Refresher
- iPad Demonstration
- Linked Learning Master Schedule Workshop

- Power Teacher and Blackboard Connect
- Read 180/System 44 Cadre
- SBAC Usability, Accessibility & Accommodations Training
- Scholastics Training English Essentials
- System 44 Training
- TurnItIn.com Training

Throughout the year, Centinela Valley Union High School District provided training and support for identified concentrations and districtwide implementation of new and ongoing programs.

Centinela Valley Union High School District and three other local districts (Lawndale, Lennox and Hawthorne) jointly support new teachers in developing their teaching skills through the New Teacher Induction Program, which is designed for first- and second-year teachers holding a preliminary credential to earn their clear teaching credential. The New Teacher Summer Institute is a three-day program for teachers who are new to the district. Training sessions focus on The Big Three (engagement, active learning, and questioning), grading reform, data and accountability, BTSA (Beginning Teacher Support and Assessment), effective English language learner strategies, an overview of the district's special education program, equity and diversity, technology in the classroom, and classroom management. After successful completion of the two-year BTSA training, teachers may apply for their clear teaching credential. All program participants are assigned to a Support Provider (mentor teacher) for individualized support and guidance.

Long-term substitute teachers are invited to attend an annual orientation to better serve the students of the district. Special education Instructional aides are invited to district-sponsored staff development to gain insight and understanding of the current curriculum. Classified support staff may receive additional job-related training from department supervisors and district representatives.

Site-Based Professional Development

All supplemental staff development activities at Lawndale High School are focused on increasing student learning and proficiency. Staff development concentrations are identified by the school's leadership team, School Site Council, and district's educational services leadership; analysis student performance data and school plan goals used to determine areas of need to improve student learning. During the 2014-15 school year, site-based training took place after school on early release collaboration days. Teacher training concentrations were identified by each department team and developed through cooperative teacher collaboration.

2014-15 Site-Based Topics

- AVID Strategies
- Common Core State Standards
- Co-Teaching Strategies
- Direct Interactive Instruction
- Local Control Funding Formula
- Positive Behavior Intervention Support
- Professional Learning Communities
- Response to Intervention (RtI)
- Restorative Justice

On a monthly basis, administration and small groups of teachers conduct Focus Walks to visit classrooms and observe teaching practices. Findings from the Focus Walks are shared within the respective departments and used to guide staff development concentrations as well as and collaboration to improve classroom instruction. Staff members are encouraged to attend professional workshops offered by the district, professional organizations, or the county office of education.