

Lawndale High School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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 and 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 and the county. 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 (School Year 2017-18)

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
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 (School Year 2017-18)

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 2016-17 school year, Lawndale High School served 2,194 students in grades 9-12. Student enrollment included: 11% 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 2100 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 2016-17)

Grade Level	Number of Students
Grade 9	599
Grade 10	532
Grade 11	570
Grade 12	492
Total Enrollment	2,193

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	18.1
American Indian or Alaska Native	0
Asian	1.7
Filipino	1
Hispanic or Latino	72.9
Native Hawaiian or Pacific Islander	1
White	1.9
Two or More Races	3.4
Socioeconomically Disadvantaged	82.1
English Learners	12.6
Students with Disabilities	10.5
Foster Youth	0.4

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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
	2015-16	2016-17	2017-18	2017-18
With Full Credential	103	105	115	324
Without Full Credential	4	2	2	6
Teaching Outside Subject Area of Competence (with full credential)	1	2	2	3

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	4	2	1
Total Teacher Misassignments *	5	4	3
Vacant Teacher Positions	0	2	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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: October 2017

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 October 10, 2017, 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. 17-18/009 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 2017-18 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.

Subject	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	2015 Houghton Mifflin Harcourt; Integrated Math 1 2015 Houghton Mifflin Harcourt; Integrated Math 2 2007 Pearson; Pre-Calculus and Calculus: Graphical 2009 Pearson; Elementary Statistics: Picturing the World 2013 W.H. Freeman; The Practice of Statistics: AP Statistics 2012 Pearson; Mathematics Standard Level	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
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
Foreign Language	2011 Santillana; Espanol Level 1-3 2013 Wayside Publishing; Tejidos 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
Health	2016 Positive Prevention Plus; Health	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

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 12, 2017. 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 2017-2018 school year 100% of restrooms were fully operational and available to students at all times.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 12/12/17				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 12/12/17				
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] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

**CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students
Grades Three through Eight and Grade Eleven**

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	50	45	43	44	48	48
Mathematics (grades 3-8 and 11)	27	18	18	15	36	37

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

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	561	539	96.08	44.53
Male	293	277	94.54	36.82
Female	268	262	97.76	52.67
Black or African American	94	90	95.74	38.89
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	426	411	96.48	44.53
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	13	13	100	46.15
Socioeconomically Disadvantaged	462	448	96.97	44.87
English Learners	112	98	87.5	16.33
Students with Disabilities	55	53	96.36	3.77

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--

Note: ELA 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 CAAs divided by the total number of students who participated in both assessments.

Note: 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 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 Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	561	550	98.04	18.36
Male	293	286	97.61	18.18
Female	268	264	98.51	18.56
Black or African American	94	90	95.74	17.78
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	426	420	98.59	18.33
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	13	13	100	15.38
Socioeconomically Disadvantaged	462	454	98.27	18.94
English Learners	112	110	98.21	7.27
Students with Disabilities	55	53	96.36	1.89
Foster Youth	--	--	--	--

Note: 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 CAAs divided by the total number of students who participated in both assessments.

Note: 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 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
Grades Five, Eight, and Ten**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	35	28	30	25	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Career Technical Education Programs (School Year 2016-17)

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. 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:

- Dramatic Production
- Digital Video Production
- Independent Film Project
- Art I
- Animation I
- Animation II
- Intro to Sports Medicine
- Human Body Systems (PLTW)
- Medical Interventions (PLTW)
- Medical Assisting
- Commercial Music

Career Academies:

- Academy of Media Arts (AMA); Pathways in Media Arts Production
- American Sign Language Academy
- Biomedical Careers Academy (a California Partnership Academy); Pathway in Patient Care
- 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 2016-17)

Measure	CTE Program Participation
Number of pupils participating in CTE	309
% of pupils completing a CTE program and earning a high school diploma	71.59
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission	99.82
2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission	40.97

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	20.1	20.8	18

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 State priority: Parental Involvement (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 (School Year 2017-18)

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 Angelica Mejia at (310) 263-3111 or EL Coordinator Rene Munoz at (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:

- | | |
|--|--|
| <ul style="list-style-type: none"> • Academy Nights • Athletic Award Ceremonies • Athletic events • Back to School Night • College entrance workshops • Department nights • Financial aide workshops • Graduation meetings | <ul style="list-style-type: none"> • 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 State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	5.3	5.1	5.9	16.9	12.2	11.3	11.5	10.7	9.7
Graduation Rate	90.61	93.11	91.91	70.72	80.43	81.31	80.95	82.27	83.77

Completion of High School Graduation Requirements - Graduating Class of 2016 (One-Year Rate)

Group	Graduating Class of 2016		
	School	District	State
All Students	91.64	87.01	87.11
Black or African American	92.59	86.18	79.19
American Indian or Alaska Native	0	50	80.17
Asian	86.67	92.31	94.42
Filipino	87.5	89.47	93.76
Hispanic or Latino	91.75	86.32	84.58
Native Hawaiian/Pacific Islander	100	83.33	86.57
White	88.89	100	90.99
Two or More Races	94.74	78.72	90.59
Socioeconomically Disadvantaged	85.25	72.77	63.9
English Learners	83.33	67.69	55.44
Students with Disabilities	92.34	87.08	85.45
Foster Youth	0	86.67	68.19

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	2.5	2.1	3.7	2.3	1.7	2.6	3.8	3.7	3.6
Expulsions	0.1	0.2	0.1	0.0	0.3	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

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 2017.

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.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2013-2014	2004-2005
Year in Program Improvement*	Year 2	Year 3
Number of Schools Currently in Program Improvement	N/A	4
Percent of Schools Currently in Program Improvement	N/A	100

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15				2015-16				2016-17			
	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	22	54	35	24	22	40	69	1	23	40	65	1
Mathematics	27	22	30	33	23	34	62		22	35	43	
Science	27	17	20	30	25	17	70	2	23	36	60	1
Social Science	27	19	20	29	25	14	66	3	24	27	55	1

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 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	5.0	453
Counselor (Social/Behavioral or Career Development)	1.0	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	1.0	N/A
Social Worker	1	N/A
Nurse	0.33	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist		N/A
Other	1.0	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 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	7426.07	1001.18	6424.89	67581.62
District	N/A	N/A	8657.80	\$75,050
Percent Difference: School Site and District	N/A	N/A	-25.8	-2.4
State	N/A	N/A	\$6,574	\$82,770
Percent Difference: School Site and State	N/A	N/A	-2.3	-18.4

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

Types of Services Funded (Fiscal Year 2016-17)

In addition to general fund state funding, Centinela Valley Union High School District receives state and federal categorical funding for special programs. For the 2016-2017 school year, the district received federal, state, and local aid for the following categorical, special education, and support programs for this site:

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

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,069	\$50,221
Mid-Range Teacher Salary	\$78,091	\$83,072
Highest Teacher Salary	\$99,179	\$104,882
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		\$128,094
Average Principal Salary (High)	\$150,008	\$146,114
Superintendent Salary	\$205,000	\$226,121
Percent of Budget for Teacher Salaries	30%	34%
Percent of Budget for Administrative Salaries	6%	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 2016-17)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	2	N/A
Fine and Performing Arts	1	N/A
Foreign Language	2	N/A
Mathematics	3	N/A
Science	3	N/A
Social Science	6	N/A
All courses	17	26.2

Cells with N/A values do not require data.

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

Professional Development (Most Recent Three Years)

All curriculum and instructional improvement activities at Centinela Valley Union High School District have been aligned to the Common Core State, ELD and NGSS Standards. Staff development is selected and identified based upon student assessment results, state content standards, in-class observations and as the results of LCAP focus group data. Similarly to the 2016-2017 school year, the district offered two voluntary non-student professional learning (PL) days; one per semester. On the first offered voluntary PL day, teachers attended 90 minute workshops on the District's Digital Learning Initiative (including Learning Management System: Canvas), Achieving Rigor Through Reading, Writing & Collaboration: Annotating Text 2.0 - Writing in the Margins (AVID strategies), Oral Academic Discourse Strategies (Pro Talk: Best Practices), and strategies for Supporting Our Students' Social & Emotional Health: PTSD & Urban Youth 101. The second day of PL day offered will focus on an advanced level on the strategies previously listed. During the 2015-16 School Year, the district offered two mandatory non-student professional development days; the first PD day was devoted to district wide instruction and supplementary workshops on a wide range of topics. The second staff development day's activities were selected by each high school.

For the past four years, Centinela Valley has also provided a Summer Professional Learning Week for teachers to work collaboratively on shared decision-making to develop Curriculum Maps, Common Summative and Formative Assessments, and to share best practices. Additionally during Summer, teachers who attended the Summer PL week also had the opportunity to attend teacher led workshops. The topics in the Summer of 2016 included: Student Engagement Strategies (Interactive/Structured Notebooks, Cornell Notes, Inclusion Instructional Strategies and Grading Practices, Socratic Seminars, Supporting Long Term ELs, and Tutorials in the Content Areas); Use of Technology (LMS-Canvas, Google Drive, Effective use of Technology to Guide Learning & Instruction, Google Sites, and Google Apps); and Other Workshops (A-G College Entrance Requirements, SBAC Information and Resources, LCAP Overview, Grading Practices, Effective Parent Communication, and Introduction to Restorative Practices). During the Summer of 2017, some of the topics from 2016 were offered but varied the level from beginner to intermediate and added other topics of interest to the teachers which include: Strategies on Checking for Understanding, Designing Meaning Focused Learning Targets, Collaborative Study Groups, Partnering with Digital Textbooks, Practical Application of Accommodations for All teachers, Creating Passionate Learners, Strategies for Teacher Wellness, and Developing a Restorative Practice Mindset to create a positive classroom culture. Along with teachers, Academic Counselors, Intervention Specialists, Activities Directors, and Moderate/Severe Special Education teachers are provided with opportunities to collaborate and attend workshops tailored to their specific role.

During the 2016 Summer PL Week, course leads attended an extra day of training, led by the district's Instructional Support Team, where they were given overall training on the LMS-Canvas, "Building a Collaborative Culture" through a shared understanding of the role of a citizen facilitator and Tools for collaboration, Google Drive, and the use of Data Protocol. For the 2017 Summer PL Week, training focused on leading a data conversation using the Data Driven Dialogue model. Course leads were also responsible to facilitate the use of the district approved data protocol for their course during the site-based weekly collaboration meeting. For Science and Social Science course leads, Centinela Valley partnered with the UCLA Science and Social Science/History Project to develop leadership skills and curriculum.

Targeted Professional Learning for all Math Teachers: College Access through Data Science (CADS) is a partnership between UCLA's Graduate School of Education & Information Studies (GSEIS) Center X, UCLA's Department of Statistics and the Centinela Valley Union High School District (CVUHSD) to strengthen teaching and learning in mathematics to prepare high school students to succeed at college level mathematics. At the core of CADS is the development of a Data Science Pathway, which culminates in the fourth-year course IDS (Introduction to Data Science), a course that uses both statistical reasoning, data analysis, and technology to engage students in strengthening their mathematical content knowledge. CADS will address the mathematics-readiness needs for the CVUHSD students across all levels - student, classroom, school, and the district. This project will allow for the teachers, administrators, and the IHE to explore the factors that hinder CVUHSD students in adequately demonstrating their ability to be successful at a post-secondary educational institution. At the student level, CADS will provide students with a practical and engaging course that will strengthen their mathematical skills, particularly in the areas of data and statistics, and introduce them to the world of programming. At the classroom level, CADS will enhance the content knowledge, add to the repertoire of instructional practices, and increase the effective use of technology and software to engage students in practicing math. At the school level, participating teachers and administrators will deepen their understanding of the Common Core Standards and how to determine if the lessons are rigorous enough to prepare students for college level math courses. At the district level, the project will further build capacity of teacher leaders and administrators as instructional leaders through the collaborative process in the development and reflection of the effectiveness and relevance of lessons. CADS will address the mathematics-readiness needs for the CVUHSD students across all levels - student, classroom, school, and the district. This project will allow for the teachers, administrators, and the IHE to explore the factors that hinder CVUHSD students in adequately demonstrating their ability to be successful at a post-secondary educational institution. At the student level, CADS will provide students with a practical and engaging course that will strengthen their mathematical skills, particularly in the areas of data and statistics, and introduce them to the world of programming. At the classroom level, CADS will enhance the content knowledge, add to the repertoire of instructional practices, and increase the effective use of technology and software to engage students in practicing math. At the school level, participating teachers and administrators will deepen their understanding of the Common Core Standards and how to determine if the lessons are rigorous enough to prepare students for college level math courses. At the district level, the project will further build capacity of teacher leaders and administrators as instructional leaders through the collaborative process in the development and reflection of the effectiveness and relevance of lessons.

Targeted Professional Learning for all Science Teachers: For the fourth year in a row, CVUHSD has partnered with UCLA's Science Project to increase content knowledge and strategies to deliver high quality science instruction aligned to the components and philosophy of the Next Generation Science Standards for all science teachers, and to provide teachers with more opportunities to collaborate in high functioning professional learning communities to plan, analyze results, reflect and refine lesson plans and instruction to support student learning and increase student achievement.

Professional Learning for All Classified and Certificated Staff: In the Spring of 2018, CVUHSD will host its second annual English Learner Symposium. The goal of the symposium is to provide staff with a variety of workshops on topics related to supporting English Learners. Workshops topics include: Long Term ELs, Newcomer ELs, SDAIE Strategies, Standard English Learners, Oral Academic Language, ELs and Engagement, ELs and Writing, Academic Language and Vocabulary, Support for Redesignated Students, Social/Emotional Health of ELs, Parent Involvement, Dream Act/College for ELs, Technology and ELs, RTI for ELs, the ELD Standards, and ELs with Learning Disabilities.

2017-2018 Continued Staff Professional Learning Offerings

- Canvas Professional Development
- Common Core State Standards
- Digital Learning Initiative Training
- Edge eAssessment Training
- Edgenuity (e2020) Training
- E3D Training
- Google Training
- Illuminate Refreshers
- Interim Assessment SBAC Hand Scoring Calibration Training
- Interim Assessment SBAC Training
- Linked Learning Master Schedule Workshop
- Next Generation Science Standards
- New Textbook Adoption Training
- Power Teacher and Blackboard Connect
- Read 180 Training
- SBAC Usability, Accessibility & Accommodations Training

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

Centinela Valley Union High School District supported 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 was a three-day program for teachers who were new to the district. Training sessions focused on engagement, active learning, and questioning (The Big Three), 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 one-year BTSA program through UCLA, teachers may apply for their clear teaching credential. Due to CTC implementing new standards for Induction Programs, first- and second-year teachers will participate in a two year induction program through UCLA. n All program participants are assigned to a veteran teacher who acts as a Mentor Teacher for individualized support and guidance.

All supplemental staff development activities at Centinela Valley Union High School District are focused on increasing student engagement and proficiency.

Co-Teaching: A special education and general education teacher who share instructional responsibility for a single group of students with and without IEP's.

Learning Center: a designated classroom for students with IEP's receive academic and study skills support (through the use of AVID strategies and Blueprint for Success) that will contribute to success in general education core academic classes.

Crisis Prevention Intervention: a behavior management system that teaches skills on how to deescalate a behavioral crisis, or behavior situation.

Staff members are encouraged to attend professional workshops offered by the district, professional organizations, or the county office of education. Substitute teachers were invited to attend an annual training which covered many of the same topics as our new teacher orientation in order to better serve the students of the district. Classified support staff may have received additional job-related training by 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 2015-16 school year, site-based training took place before school on late state collaboration days. Teacher training concentrations were identified by each department team and developed through cooperative teacher collaboration. Professional Learning Opportunities give each teacher the option to not only present, but also to learn from peers. PLOs are teacher led workshops where a variety of technology, teaching strategies, and district initiatives are presented to staff. Topics presented during PLO were selected after instructional coaches conducted a listening tour asking Lawndale staff to identify topics of interest.

2016-18 Site-Based Topics

- AVID Strategies
- Common Core State Standards
- Co-Teaching Strategies
- Local Control Funding Formula
- Positive Behavior Intervention Support
- Professional Learning Communities
- Response to Intervention (Rtl)
- Restorative Practices & Community Building
- Sound Grading Practices
- Pro-Talk Strategies
- *Writing in all content areas
- Adaptive Schools Strategies to promote student interactions
- Instructional Best Practices
- Learning Walks
- *New Teacher Support
- *Teacher/ Student Mental Health

On a monthly basis, administration and small groups of teachers conduct Learning Walks to visit classrooms and observe teaching practices. Findings from the Learning 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.