

# Lloyde High School

## School Accountability Report Card

### Reported Using Data from the 2017-18 School Year

#### Published During 2018-19

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 2018-19)**

<b>School Contact Information</b>	
<b>School Name</b>	Lloyde High School
<b>Street</b>	4951 Marine Ave.
<b>City, State, Zip</b>	Lawndale, CA 90260
<b>Phone Number</b>	(310) 263-3264
<b>Principal</b>	Ben Wardrop
<b>E-mail Address</b>	wardropb@centinela.k12.ca.us
<b>Web Site</b>	<a href="http://www.lloydehs.org">www.lloydehs.org</a>
<b>CDS Code</b>	1964352-1930239

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 2018-19)

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### Principal's Message

Lloyde High School is a continuation school that provides an alternative educational setting for students within the Centinela Valley Union High School District. Most of our students have voluntarily transferred to Lloyde from the district's three comprehensive high schools: Hawthorne High, Lawndale High, and Leuzinger High. They and their families are attracted to our alternative program, which offers a smaller school, smaller class sizes, rapid credit-recovery, web-based and direct-instruction classes, increased security, and additional support from counselors, teachers, and administrators. Our goal is to get students back on track so they can graduate with their peers.

Lloyde's mission is to provide quality alternative educational programs and individualized services for every student to earn a high school diploma. Lloyde High School supports both academic and personal student growth in becoming responsible citizens and self-motivated learners.

Lloyde High School is fully accredited by the Western Association of Schools and Colleges and is a Model Continuation School in the State of California.

### 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.

### School Profile

Lloyde High School is located in the city of Lawndale, in Los Angeles County. It is about five miles southwest of Los Angeles Airport (LAX). It serves students in grades ten to twelve from the cities of Lawndale (population 32,769), Hawthorne (population 84,923) and Lennox (population 22,753). This area is part of what is called the "South Bay." The aerospace and aviation industries once employed tens of thousands in high paying jobs. Boeing, McDonnell Douglas, Rockwell, Lockheed, Grumman and other such powerful contributors to the local economy have downsized and laid off most of their work forces in the 1990s. However, in the last few years SpaceX and Tesla have established businesses in Hawthorne, so some high tech jobs have returned to the area. Affluent cities such as El Segundo, Redondo Beach and Manhattan Beach are to the west of the CVUHSD, while the economically much less powerful cities of Gardena, Compton and Inglewood are to the east. South Central Los Angeles is also to the east. Median incomes in these three cities vary. Lawndale's median income is about \$37,000, Hawthorne's is \$44,900 and Lennox's is less than 23,000.

Residents of the South Bay communities are largely minorities and low income, and many residents are recent immigrants and do not speak English. About 73 % of the district's residents are Latino, 16 % are African American and 3 % are Asian. Almost four out of ten new students (37%) are recent immigrants, and more than 90 percent qualify for Free and Reduced-Price Meals. The cities within the district are in transition as new immigrants move in and more established residents move out to more affluent areas. Hawthorne's poverty rate is 18.9 %, Lawndale's is 16.7 %, and Lennox's is 31.2 %. The proportion of students from low income families is much higher. Lawndale High School's rate is 81.6 %, Hawthorne High School's is 80 % and Leuzinger High School's is 87.4 %.

Lloyde is the CVUHSD's only continuation high school, and serves students from the district's three comprehensive schools in grades from ten to twelve, and from 16 to 18 years in age. Lloyde is also home to the district's Special Education Adult Transition Program. Students who wish to attend Lloyde are referred by their counselor to the CVUHSD "Referral and Placement Panel," (R&P) which is held quarterly and reviews all transfer requests. At the R&P meeting, students' records are reviewed to determine what placement would be in their best interest. Lloyde is in effect a major option for students in the top tier of the "Response to Intervention" (RTI).

From 2013 to 2014 Lloyd developed into a stellar continuation school, as witnessed by Lloyd's WASC Accreditation. Lloyd received a Six Year Clear Accreditation, and is now seen within the district and community as a jewel. Lloyd High School has also been designated as a Model Continuation School by the California Department of Education for another three year period in 2018. In 2016, three of Lloyd's programs were designated as Exemplary by the California Continuation Education Association. These were Lloyd's Adult Transition Program, Microsoft Academy, and our Restorative Justice Program.

Lloyd has closed the Achievement Gap by providing an environment where many African American and Latino students graduate who otherwise would have been dropouts, by assisting many students to move them from Lloyd to community colleges, and providing psychological counseling to students in need of assistance. Lloyd helps student across the Achievement Gap by radically improving their attendance rates and preparing them for the responsibilities of college and career. Lloyd is exceptional as a continuation school because it is in an urban area yet manages to breed optimism and respect for its students.

**Student Enrollment by Grade Level (School Year 2017-18)**

Grade Level	Number of Students
Grade 9	1
Grade 10	1
Grade 11	51
Grade 12	158
Ungraded Secondary	37
<b>Total Enrollment</b>	<b>248</b>

**Student Enrollment by Group (School Year 2017-18)**

Student Group	Percent of Total Enrollment
Black or African American	17.7
American Indian or Alaska Native	0.0
Asian	1.2
Filipino	0.8
Hispanic or Latino	72.6
Native Hawaiian or Pacific Islander	1.2
White	1.6
Socioeconomically Disadvantaged	85.1
English Learners	19.4
Students with Disabilities	21.8
Foster Youth	0.8

**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
	2016-17	2017-18	2018-19	2018-19
<b>With Full Credential</b>	15	18	21	340
<b>Without Full Credential</b>	1	0	0	4
<b>Teaching Outside Subject Area of Competence (with full credential)</b>	0	0	0	2

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
<b>Misassignments of Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments *</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

**Year and month in which data were collected:** October 2018

#### 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.

On October 9, 2018, 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. 18-19/011 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 2018-19 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
<b>Reading/Language Arts</b>	2012 Scholastic; Read 180 Next Generation; English 1 Intensive and ELD Read 180 2010 Pearson; Literature for California; English 9, 10, 11 2002 Hampton Brown; Edge Fundamentals; ELD Fundamentals 2002 Hampton Brown; Edge Levels A; ELD A 2002 Hampton Brown; Edge Level B; ELD B 2011 Scholastic; English 3D Volume 1; English Essentials 2013 Scholastic; English 3D Volume 2; ELA Success	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	2013 The California State University; Expository Reading and Writing Course 2010 Bedford, Freeman & Worth; AP Literature & Composition, AP English Literature		
<b>Mathematics</b>	2015 Houghton Mifflin Harcourt; Integrated Math 1; Integrated Math I 2015 Houghton Mifflin Harcourt; Integrated Math 2; Integrated Math II 2015 Houghton Mifflin Harcourt; Integrated Math 3; Integrated Math III 2007 Pearson; Pre-Calculus:Graphical, Numerical, Algebraic; Pre-Calculus 2017 Cengage; Calculus for AP, 1st Edition; Calculus AB/BC 2009 Pearson; Elementary Statistics: Picturing the World; Statistics 2012 Bedford, Freeman & Worth; Statistical Reasoning in Sports; Statistical Reasoning in Sports (LW) 2013 W.H. Freeman; The Practice of Statistics: AP Statistics 2013 mobilizingcs.org; Teacher created materials; Introduction to Data Science	Yes	0
<b>Science</b>	2007 Pearson; Biology 2005 Prentice Hall; Chemistry; Chemistry 2006 Prentice Hall; Chemistry The Central Science; Honors Chemistry and AP Chemistry 2006 Prentice Hall; Conceptual Physics; Physics 2003 Prentice Hall; Human Anatomy and Physiology, 7th Edition; Anatomy & Physiology 2003 Prentice Hall; AP Physics; AP Physics 1 2008 Pearson; AP Biology, 8th Edition; AP Biology 2006 Kendall/Hunt; Forensic Science for HS; Forensic Science 2013 Holt McDougall; Environmental Science; Environmental Science	Yes	0
<b>History-Social Science</b>	2006 McDougal Littel; Modern World History-Patterns of Interaction; World History 2006 McDougal Littel; The Americans; US History 2008 Prentice Hall; Magruder's American Government; US Government 2005 Thomson Learning; Contemporary Economics; Economics 2018 Bedford, Freeman & Worth; America's History for AP, 9th Edition; AP US History 2005 McGraw Hill; Economics, 16th Edition; AP Macroeconomics 2014 Pearson; Government in America: People, Politics, & Policy; AP US Government 2017 Bedford, Freeman, & Worth; Ways of the World; 3rd Edition; AP World History	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	2011 Houghton Mifflin; History of Western Society; AP European History 2018 Bedford, Freeman & Worth; Myer's Psychology for the AP Course; AP Psychology 2003 Worth Publishing; Thinking About Psychology; Intro to Psychology 2011 Pearson; The Cultural Landscape; AP Human Geography		
<b>Foreign Language</b>	2011 Santillana; Español Level 1; Spanish 1 2011 Santillana; Español Level 2; Spanish 2 2011 Santillana; Español Level 3; Spanish 3 2013 Wayside Publishing; Tejidos; Spanish 1 & 2 NS 2014 Pearson; Abriendo Paso; AP Spanish Language 2012 Holt McDougall Little; Abriendo Puertas: Ampliando Perspectivas; AP Spanish Literature 2008 Holt, Rinehart Winston; Allez, Viens! Level 1; French 1 2008 Holt, Rinehart Winston; Allez, Viens! Level 2; French 2 & 3 2008 Dawn Sign Press; Signing Naturally Units 1-6; ASL 1 2008 Dawn Sign Press; Signing Naturally Units 7-12; ASL 2 1993 Dawn Sign Press; Signing Naturally, Level 2; ASL 3 1993 Dawn Sign Press; Signing Naturally, Level 3; ASL 4	Yes	0
<b>Health</b>	2016 Positive Prevention Plus; Health	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 Loyde High School’s repairs and maintenance projects are performed by the school’s evening custodians. Emergency situations are immediately resolved either by the school custodian or district maintenance staff, based upon the nature of the situation.

One part-time day custodian and one full-time evening custodian are assigned and shared between Lawndale High and Loyde High School for routine maintenance, daily custodial duties, and special events preparations. Administrators and the custodian communicate daily regarding campus cleaning needs and safety concerns. The day custodians are responsible for setting up the cafeteria for meals and activities, keeping restrooms clean and stocked, removing debris and emptying trash receptacles, and addressing minor repairs and maintenance issues. The day custodian checks restrooms twice a day as a proactive measure in keeping facilities fully stocked, safe, and sanitary.

School safety and cleanliness are the custodian’s highest priority and strongly emphasized as a component of their daily routines. The custodian receives 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.

The day custodian inspects facilities routinely for safety hazards, graffiti, and other conditions that require immediate removal or correction. 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 Loyde High School took place November 16, 2018. 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.

**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: 11/16/18		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

**Overall Facility Rating (Most Recent Year)**

Year and month of the most recent FIT report: 11/16/18	
Overall Rating	Good

## 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	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	5.0	1.0	44.0	45.0	48.0	50.0
Mathematics (grades 3-8 and 11)	2.0	0.0	15.0	13.0	37.0	38.0

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.

Note: ELA and 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.

### CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	89	88	98.88	1.14
Male	68	67	98.53	1.49
Female	21	21	100.00	0.00
Black or African American	21	21	100.00	0.00
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	63	62	98.41	1.61
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	70	69	98.57	1.45
English Learners	34	34	100.00	0.00
Students with Disabilities	16	16	100.00	0.00
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 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	89	86	96.63	0
Male	68	65	95.59	0
Female	21	21	100	0
Black or African American	21	20	95.24	0
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	63	62	98.41	0
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	70	68	97.14	0
English Learners	34	34	100	0
Students with Disabilities	16	16	100	0
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	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

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 on both assessments.

## Career Technical Education Programs (School Year 2017-18)

### Workforce Preparation

Lloyde High School provides only those courses required to earn a high school diploma. Students interested in enrolling in work-related courses are encouraged to enroll in the community college or participate in county regional occupational programs. Lloyde High offers a "Blueprints" class as job training. It focuses on soft skills and helps students seek out employment opportunities, apply for positions and find steady work environments. Students are also invited to attend field trips to technical schools to inform them of workforce preparation/training options after high school. For more information on career technical programs, contact the school office or the state's career technical website at [www.cde.ca.gov/ci/ct/](http://www.cde.ca.gov/ci/ct/).

## 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 school site.

### Opportunities for Parental Involvement (School Year 2018-19)

#### Parent Involvement

Parents are encouraged to get involved in Lloyde High School's learning community by volunteering their time, attending school events, or sharing in the decision-making process. The principal maintains an open-door policy, welcoming parents to visit the campus any time to obtain information on school activities or their student's progress. Parent representation is an integral component of the School Site Council which works closely with school administration to monitor the school's efforts in creating an effective learning environment. Parents seeking more information about becoming an active member in the school community may contact the community liaison at (310) 263-3272.

Lloyde High School provides several events to support the learning process in and beyond the classroom environment. Throughout the year, staff encourages parents to participate in:

- Parent Night
- Parent Conferences
- Volunteer on campus and on Field Trips

Additionally, Lloyde's School Site Council meets monthly to help guide our planning and financing of programs for this and future school years.

### 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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Dropout Rate	28.0	26.4	18.1	12.2	11.3	30.2	10.7	9.7	9.1
Graduation Rate	37.6	45.5	54.3	80.4	81.3	62.9	82.3	83.8	82.7

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

### Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Group	Graduating Class of 2017		
	School	District	State
All Students	61.1	83.1	88.7
Black or African American	53.3	83.2	82.2
American Indian or Alaska Native	0.0	33.3	82.8
Asian	0.0	94.2	94.9
Filipino	50.0	87.0	93.5
Hispanic or Latino	63.8	81.6	86.5
Native Hawaiian/Pacific Islander	50.0	100.0	88.6
White	0.0	70.2	92.1
Two or More Races	50.0	80.7	91.2
Socioeconomically Disadvantaged	60.5	86.6	88.6
English Learners	35.3	49.6	56.7
Students with Disabilities	50.0	74.7	67.1
Foster Youth	100.0	55.6	74.1

### 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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	4.8	14.3	5.4	1.7	2.6	2.2	3.7	3.7	3.5
Expulsions	0.8	1.3	1.9	0.3	0.1	0.1	0.1	0.1	0.1

### School Safety Plan (School Year 2018-19)

The Comprehensive School Site Safety Plan was developed for Loyde 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. In 2018 - 2019 the school's safety plan is being reviewed, updated, and shared with school staff. The School Safety Plan also has protocol related to mental health support.

**Average Class Size and Class Size Distribution (Secondary)**

Subject	2015-16			2016-17			2017-18					
	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	18.0	10			13.0	13			15.0	11		
Mathematics	16.0	4			12.0	6			17.0	5		
Science	11.0	5			12.0	7			14.0	5		
Social Science	16.0	10			15.0	9			17.0	11		

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 2017-18)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	.83	286
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	2	N/A
Social Worker	1	N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Other		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 2016-17)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	4209.00	820.35	3388.66	76216.09
District	N/A	N/A	7331.40	\$75,612
Percent Difference: School Site and District	N/A	N/A	-73.6	1.5
State	N/A	N/A	\$7,125	\$85,815
Percent Difference: School Site and State	N/A	N/A	-63.9	-8.2

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

## Types of Services Funded (Fiscal Year 2017-18)

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:

- 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 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,069	\$50,747
Mid-Range Teacher Salary	\$78,091	\$86,127
Highest Teacher Salary	\$99,179	\$106,915
Average Principal Salary (Elementary)	\$0	
Average Principal Salary (Middle)	\$0	\$136,636
Average Principal Salary (High)	\$154,508	\$150,286
Superintendent Salary	\$205,000	\$238,058
Percent of Budget for Teacher Salaries	34.0	34.0
Percent of Budget for Administrative Salaries	7.0	5.0

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

## Professional Development (Most Recent Three Years)

### Staff Development

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. Professional learning continued to focus on our schoolwide district initiatives (AVID, Pro Talk, Canvas) through the lens of lesson planning and classroom management. Additionally, staff was introduced to the California College Guidance Initiative focusing on students' college and career readiness. Professional learning also included a presentation on Equity in instruction and how to address the challenge of meeting the needs of the diverse student population at CVUHSD.

For the past seven six 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 workshops offered during the 2018 Summer Professional Learning Week included: Instructional Strategies for LTELs in the Mainstream Classroom, Inquiry-Driven Lesson Planning, Formative Assessments: The Bridge between Teaching and Learning, Growth Mindset Theory, Social-Emotional & Mental Health for Students, Restorative Practices in the Classrooms, Culture Identity & Educator Empathy; and Tips for Management in a Technology-Rich Classroom. 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.

Professional Learning for All Classified and Certificated Staff: In the Spring of 2019, CVUHSD will host its third 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.

#### 2018-2019 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 and System 44 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 Hawthorne High School are focused on increasing student learning and proficiency. Professional Learning Opportunity topics are identified based on staff survey results and analysis of student performance data that align with the district's mission. The collaboration PLOs take place on Monday mornings prior to our PLC structured department or academy collaborations. They are teacher-led, centered around best practices, and structured to provide peer support.

In addition to the collaboration PLOs, teachers also participate in site-based Learning Walks. Teachers are led to various classrooms to conduct peer-observations. While on these walks, observers focus on 3 criteria: student engagement, school-wide trends, and possible future PLO topics. Following their observations, teachers meet as a group and are led by instructional coaches through dialogue to foster reflective thought on their own practices.

#### 2018-19 Site-Based Topics and Professional Development Elements

- Canvas training on implementation for instruction and resource banking for students
- Blueprints Training offered for all teachers
- Instructional Coaches provide co-teaching, observation feedback, cognitive coaching and co-planning
- Professional Learning sessions focused on intervention, Special Education support, group-based student engagement, and technology
- Two optional professional development days are offered during the 18-19 school year for all teachers
- Teachers attend instructionally-based trainings offered by the district and LACOE