

# Lawndale 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>	Lawndale High School
<b>Street</b>	14901 South Inglewood Avenue
<b>City, State, Zip</b>	Lawndale, CA 90260
<b>Phone Number</b>	(310) 263-3100
<b>Principal</b>	Paula Hart Rodas, Ed.D.
<b>E-mail Address</b>	rodasp@centinela.k12.ca.us
<b>Web Site</b>	<a href="http://www.lawndalehs.org">www.lawndalehs.org</a>
<b>CDS Code</b>	19---64352---1934926

<b>District Contact Information</b>	
<b>District Name</b>	Centinela Valley Union High School District
<b>Phone Number</b>	(310) 263-3200
<b>Superintendent</b>	Dr. Gregory O'Brien
<b>E-mail Address</b>	obrieng@centinela.k12.ca.us
<b>Web Site</b>	www.centinela.K12.ca.us

## School Description and Mission Statement (School Year 2018-19)

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### 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 2017-18 school year, Lawndale High School served 2,283 students in grades 9-12. Student enrollment included: 13% receiving English Language Learner Support, 10% receiving Special Education services, and 86.4% 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 2017-18)

Grade Level	Number of Students
Grade 9	591
Grade 10	596
Grade 11	549
Grade 12	547
<b>Total Enrollment</b>	<b>2,283</b>

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

Student Group	Percent of Total Enrollment
Black or African American	17.3
American Indian or Alaska Native	0.1
Asian	1.9
Filipino	1.1
Hispanic or Latino	72.7
Native Hawaiian or Pacific Islander	1.2
White	1.9
Socioeconomically Disadvantaged	86.4
English Learners	12.9
Students with Disabilities	10.6
Foster Youth	0.1

## 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
With Full Credential	105	115	118	340
Without Full Credential	2	2	1	4
Teaching Outside Subject Area of Competence (with full credential)	2	2	1	2

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	2	1	0
<b>Total Teacher Misassignments *</b>	<b>4</b>	<b>3</b>	<b>1</b>
<b>Vacant Teacher Positions</b>	<b>2</b>	<b>0</b>	<b>0</b>

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 2013 The California State University; Expository Reading and Writing Course 2010 Bedford, Freeman & Worth; AP Literature & Composition, AP English Literature	Yes	0
<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	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	2013 W.H. Freeman; The Practice of Statistics: AP Statistics 2013 mobilizingcs.org; Teacher created materials; Introduction to Data Science		
<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 2013 McGraw Hill; Environmental Science: A Study of Interrelationships; AP Environmental Science 2008; Trujillo; Essentials of Oceanography; Intro to Oceanography	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 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	Yes	0
<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	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	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		
<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 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, two maintenance, and two grounds workers 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 November 11, 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. During the 2017-2018 school year 100% of restrooms were fully operational and available to students at all times. Some maintenance projects that the district is looking at completing over the next few years are, replacing and relocating the football field scoreboard, replacing the flooring of all the L classrooms, rehabilitating the baseball field, and repainting the interior of the gymnasium.

**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

<b>School Facility Good Repair Status (Most Recent Year)</b> Year and month of the most recent FIT report: 11/11/18		
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	Classrooms L2-L13 - Carpet needs to be replaced
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	Classroom A210 - Two lights out
<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)**

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

## 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)	45.0	46.0	44.0	45.0	48.0	50.0
Mathematics (grades 3-8 and 11)	18.0	16.0	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	542	534	98.52	46.15
Male	267	262	98.13	39.85
Female	275	272	98.91	52.21
Black or African American	113	113	100.00	32.14
American Indian or Alaska Native	--	--	--	--
Asian	11	11	100.00	63.64
Filipino	--	--	--	--
Hispanic or Latino	369	361	97.83	50.14
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	24	24	100.00	45.83
Socioeconomically Disadvantaged	462	455	98.48	46.48
English Learners	107	104	97.20	18.27
Students with Disabilities	56	56	100.00	5.36
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	542	534	98.52	15.54
Male	267	262	98.13	16.41
Female	275	272	98.91	14.71
Black or African American	113	113	100	6.19
American Indian or Alaska Native	--	--	--	--
Asian	11	11	100	45.45
Filipino	--	--	--	--
Hispanic or Latino	369	361	97.83	17.45
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	24	24	100	16.67
Socioeconomically Disadvantaged	462	455	98.48	16.92
English Learners	107	104	97.2	7.69
Students with Disabilities	56	56	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

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 I  
 Music Theory  
 Music Synthesis and Production

### 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 career technical education courses in 16-17 as the 17-18 data is not yet available from the California Department of 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/](http://www.cde.ca.gov/ci/ct/).

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

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
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	99.6
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	46.1

## 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 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	18.5	21.8	16.7

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 school site.

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

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#### 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 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:

- Academy Nights
- Athletic Award Ceremonies
- Athletic events
- Back to School Night
- Open House Night
- College entrance workshops
- Department nights
- Financial aid workshops
- Graduation meetings
- Grade level parent meetings
- Orientation meetings
- Parent education workshops
- 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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
<b>Dropout Rate</b>	5.1	5.9	4.5	12.2	11.3	30.2	10.7	9.7	9.1
<b>Graduation Rate</b>	93.1	91.9	92.9	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
<b>All Students</b>	92.7	83.1	88.7
<b>Black or African American</b>	93.6	83.2	82.2
<b>American Indian or Alaska Native</b>	0.0	33.3	82.8
<b>Asian</b>	100.0	94.2	94.9
<b>Filipino</b>	100.0	87.0	93.5
<b>Hispanic or Latino</b>	90.6	81.6	86.5
<b>Native Hawaiian/Pacific Islander</b>	100.0	100.0	88.6
<b>White</b>	100.0	70.2	92.1
<b>Two or More Races</b>	100.0	80.7	91.2
<b>Socioeconomically Disadvantaged</b>	94.5	86.6	88.6
<b>English Learners</b>	62.5	49.6	56.7
<b>Students with Disabilities</b>	96.2	74.7	67.1
<b>Foster Youth</b>	0.0	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
<b>Suspensions</b>	2.1	3.7	4.9	1.7	2.6	2.2	3.7	3.7	3.5
<b>Expulsions</b>	0.2	0.1	0.1	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 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 2018.

### 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	22.0	40	69	1	23.0	40	65	1	21.0	64	68	
Mathematics	23.0	34	62		22.0	35	43		23.0	49	60	2
Science	25.0	17	70	2	23.0	36	60	1	25.0	24	75	
Social Science	25.0	14	66	3	24.0	27	55	1	26.0	13	66	

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	6	378
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	2.0	N/A
Social Worker	1	N/A
Nurse	0.33	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)		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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	9408.44	832.36	8576.09	70993.74
District	N/A	N/A	7331.40	\$75,612
Percent Difference: School Site and District	N/A	N/A	15.6	-5.6
State	N/A	N/A	\$7,125	\$85,815
Percent Difference: School Site and State	N/A	N/A	26.4	-15.3

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 2017-2018 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 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/>.

### Advanced Placement (AP) Courses (School Year 2017-18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	7	N/A
Fine and Performing Arts	1	N/A
Foreign Language	5	N/A
Mathematics	5	N/A
Science	6	N/A
Social Science	13	N/A
All courses	37	24.1

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)

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### 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.

#### 2016-19 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 (RtI)
- Restorative Practices & Community Building
- Sound Grading Practices
- Pro-Talk Strategies
- Writing in all content areas
- Adaptive School Strategies to promote student interactions
- Instructional Best Practices
- Learning Walks
- New Teacher Support
- Teacher/Student Mental Health
- Understanding Autism Spectrum Disorder
- Strategies for Supporting Students with ADHD
- Education Policy and the Law
- Mindfulness and Community Care



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.