

# CENTINELA VALLEY UNION HIGH SCHOOL DISTRICT



"Dedicated to Academic Excellence and  
Achievement for All Students"

14901 South Inglewood Avenue  
Lawndale, CA 90260  
(310) 263-3200  
www.centinela.K12.ca.us

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Bob Cox  
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Educational Services

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The statistical information disclosed in this report is obtained from the California Department of Education and the Centinela Valley Union High School District. At the time of publishing, this report met all SARC-related state and federal requirements, using the most current data available. Information for the instructional materials section of this report was acquired in December 2014; school facilities information was obtained in January 2015.

# LAWNDALE HIGH SCHOOL



14901 South Inglewood Avenue, Lawndale, CA 90260  
(310) 263-3100

Paula Hart Rodas, Principal

## SCHOOL ACCOUNTABILITY REPORT CARD 2013-14 SCHOOL ACTIVITY PUBLISHED IN FEBRUARY 2015

Accredited by the Western Association of Schools and Colleges  
A California Distinguished School  
Recipient of the National Excellence in Urban Education Award  
Recipient of the U.S. News & World Report Silver Medal - Best High School

## PRINCIPAL'S 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.

Our API and AYP growth during the last six years reflects the great strides we have made. While we recognize there are areas that we can improve upon, we are extremely proud that we have continued to meet academic goals from the district, the state, and the federal government. We have committed ourselves to providing the best educational program for our students. The excellent quality of our program is a reflection of our highly dedicated staff. Together we are committed to ensuring that our school provides a welcoming, stimulating environment where students are actively involved in learning academics as well as positive values. Through our efforts, our students will be challenged to reach their maximum potential at Lawndale High School where "There are no limits to our accomplishments."

## 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.

## SCHOOL PROFILE

During the 2013-14 school year, Lawndale High School served 2,364 students in grades 9-12. Student enrollment included 10.4% receiving special education services, 10.1% qualifying for English learner support, and 91.7% qualifying for free or 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.

Percentage of Students by Ethnicity/Grade Level 2013-14			
Ethnic Group	%	Grade Level	#
African American	15.1%	Grade 9	487
American Indian or		Grade 10	656
Alaskan Native	0.0%	Grade 11	688
Asian	2.9%	Grade 12	530
Filipino	1.1%	Ungraded	3
Hawaiian or Pacific			
Islander	0.5%		
Hispanic or Latino	75.6%		
White (not Hispanic)	2.3%		
Two or More Races	2.4%		
Total Enrollment			2,364

Teachers and support personnel continue to demonstrate excellence and use of innovative strategies to develop opportunities and resources necessary to promote student success in the high school environment. Schoolwide performance levels on state assessments and the California High School Exit Exam continue to rise significantly in

response to the dedication and delivery of Lawndale's outstanding and rigorous curriculum.

## LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)

As part of the new Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP). The following components of this SARC address some of the priorities identified in the District's LCAP:

**Conditions of Learning – State Priority 1:** Covered in Teacher Assignment, including the Teacher Credentials & Misassignments & NCLB Compliance charts; Instructional Materials, including the Textbooks chart; and School Facilities & Safety, including the Campus Description and School Facility Good Repair Status charts.

**Pupil Achievement – State Priority 4:** Covered in Standardized State Assessments, including the STAR Results and CAASPP charts; Academic Performance Index, including API chart; and Career Technical Education (CTE) Programs (Workforce Preparation), including the CTE Program Participation and UC/CSU charts.

**Other Pupil Outcomes – State Priority 8:** Covered in California High School Exit Exam, including the CAHSEE charts; and Physical Fitness, including the Physical Fitness Test chart.

**Parental Involvement – State Priority 3:** Covered in Parent Involvement.

**Pupil Engagement – State Priority 5:** Covered in Dropout & Graduation Rate, including Dropout & Graduation Rate and Completion of High School Graduation Requirements charts.

**School Climate – State Priority 6:** Covered in Discipline & Climate for Learning, including Suspension & Expulsion chart; and School Site Safety Plan.

## 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
- English Learner Advisory Council
- Western Association of Schools and Colleges Committee (WASC)
- Parent Teacher Student Association (PTSA)

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 Kendra Peterson or EL Coordinator Virginia Morales at (310) 263-3114 or (310) 263-3136.

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

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

## SCHOOL NEWS

All school-to-home communication is provided in both English and Spanish. Through routine correspondence and special announcements, parents are kept informed on school news, student activities, schedules, policy changes, and curriculum updates in the following formats:

- Blackboard Connect (mass communication telephone system)
- Flyers
- Monthly newsletters and calendars (on school website)
- Phone calls to the home/parent(s) or guardian(s)
- School website

## STUDENT ACHIEVEMENT

### STANDARDIZED STATE ASSESSMENTS

Students at Lawndale High School participate in California's STAR examination each year. The mandatory STAR Program (Standardized Testing and Reporting) is a set of assessments that evaluates student proficiency in core subject areas and compares student results

with other students in the state who took the same test. The STAR is comprised of a series of four components: the California Standards Tests (CST), the California Alternative Performance Assessment (CAPA), the California Modified Assessment (CMA), and Standards-based Tests in Spanish (STS). The STAR tables in this report illustrate the percentage of students achieving Proficient and Advanced levels of proficiency through fiscal year 2012-13. Beginning in 2013-14, students at Lawndale High School participated in the new statewide student assessment system program identified as CAASPP, California Assessment of Student Performance and Progress. For the 2013-14 school year, the CAASPP reports results for the CST, CMA, and CAPA science tests given in grades five, eight and ten only.

Results are shown only for subgroups with ten students or more taking the exam. Detailed results by grade level for each student group can be obtained from the California Department of Education's web site <http://star.cde.ca.gov>.

### ADEQUATE YEARLY PROGRESS

The Federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards based assessment by the year 2014. Meeting Adequate Yearly Progress (AYP) milestones helps determine whether students are reaching proficiency level targets set by NCLB. AYP requires annual evaluation and reporting of the academic progress of all students and defined student subgroups.

On March 7, 2014, the U.S. Department of Education approved California's testing waiver allowing flexibility in making AYP determinations for elementary and middle schools and unified school districts participating in the Smarter Balanced Field Test. CDE will not produce a 2014 AYP report for these qualifying schools and districts. High schools and high school districts will receive a 2014 AYP report based on achievement results from the grade ten California High School Exit Examination (CAHSEE) and California Alternate Performance Assessment (CAPA) as well as the cohort graduation rate.

The AYP table in this report illustrates the school's progress in meeting 2013-14 AYP target rates for applicable schools. More information on AYP can be found on the California Department of Education's (CDE)

STAR Results									
All Students									
Percentage of Students Scoring at Proficient and Advanced Levels									
	Lawndale			CVUHSD			CA		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
English-Language Arts	45	50	47	32	38	38	54	56	55
Math	18	16	11	12	11	9	49	50	50
History	42	44	35	28	32	30	48	49	49

*Note: STAR Program was last administered in 2012-13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.*

**California Assessment of Student Performance and  
Progress/Standardized Testing and Reporting**

**All Students**

**Percentage of Students Scoring at Proficient and Advanced Levels**

	Lawndale			CVUHSD			CA		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	54	55	40	40	44	32	60	59	60

**California Assessment of Student Performance and  
Progress Results by Student Group in Science**

**2013-14**

	Percentage of Students Scoring at Proficient and Advanced Levels
CVUHSD	32
Lawndale	32
Male	43
Female	37
African American	34
American Indian or Alaskan Native	
Asian	47
Filipino	
Hispanic or Latino	40
Hawaiian or Pacific Islander	
White (not Hispanic)	
Two or More Races	57
Economically Disadvantaged	40
English Learners	17
Students with Disabilities	18
Migrant Education	42

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) for students in grades 5, 8 and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**California High School Exit Exam**

**All Students**

**Percentage of Students Scoring at Proficient and Advanced Levels**

	Lawndale			CVUHSD			CA		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
English-Language Arts	58	56	43	44	45	31	56	57	56
Math	57	57	45	43	47	33	58	60	62

**California High School Exit Exam  
Tenth Grade Results by Student Group**

**2013-14**

	English-Language Arts			Math		
	Percentage of Students:			Percentage of Students:		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
CVUHSD						
All Students	61	25	14	57	34	9
Lawndale						
All Students	57	29	13	55	36	9
Male	66	27	8	54	35	11
Female	49	33	19	55	38	7
African American	63	29	7	65	31	4
Asian	55	18	27	18	64	18
Hispanic or Latino	57	30	13	53	37	10
Two or More Races	39	35	26	67	25	8
Economically Disadvantaged	60	30	11	54	36	9
English Learners	97	3	0	92	8	0
Students with Disabilities	97	3	0	92	8	0
Migrant Education	77	23	0	31	69	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.

web site [www.cde.ca.gov/nclb/](http://www.cde.ca.gov/nclb/) and the U.S. Department of Education's web site [www.ed.gov/nclb/accountability/](http://www.ed.gov/nclb/accountability/).

**Adequate Yearly Progress  
Results Reported by Indicator  
and Compared to  
District Performance**

**2012-13**

Did the school and district meet or  
exceed 2013 AYP performance criteria  
in each of the areas listed below?

AYP Criteria	Lawndale	CVUHSD
Overall Performance	No	No
Participation Rate		
Language Arts	Yes	Yes
Math	Yes	Yes
Percent Proficient		
Language Arts	No	No
Math	No	No
API	No	No
Graduation Rate	Yes	No

**AYP Performance Level**

Number of AYP Criteria		
Met Out of the Total	9/18	12/26
Number of Criteria Possible		

**CALIFORNIA HIGH SCHOOL EXIT EXAM**

The California High School Exit Exam (CAHSEE) is a state-mandated test given to 10-12 grade students to measure student proficiency in math and language arts. The CAHSEE helps identify students who are not developing skills that are essential for life after high school and encourages schools to give these students the attention and resources needed to help them achieve these skills during their high school years. Students must pass the language arts and math components of the examination to be eligible for a high school diploma. The test is initially given to students in the tenth grade. Students are given numerous chances to pass the test during their sophomore, junior, and senior years; 83% of Lawndale High School's tenth grade students who took the test passed the math portion of the exam and 83% passed the language arts portion of the exam. Proficiency scores from the test are used as a determination of Adequate Yearly Progress (AYP) as noted in the AYP section of this report. Detailed information about the CAHSEE can be found at [www.cde.ca.gov/ta/tg/hs/](http://www.cde.ca.gov/ta/tg/hs/).

**PHYSICAL FITNESS**

In the spring of each year, Lawndale High School is required by the state to administer a physical fitness test to all students in the ninth grade. The physical fitness test measures each student's ability to complete six fitness tasks in six major areas. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit. Comparative district and state results can be found at the CDE's website [www.cde.ca.gov/ta/tg/pf/](http://www.cde.ca.gov/ta/tg/pf/).

**Physical Fitness Test  
Percentage of Students Meeting  
California Fitness Standards**

**2013-14**

Grade(s) Tested	Number of Standards Met:		
	4 of 6	5 of 6	6 of 6
Ninth	22.7%	20.6%	30.3%

*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.*

### ACADEMIC PERFORMANCE INDEX

The state Academic Performance Index (API) was launched by the California Department of Education in 1999 to measure the performance and progress of schools based on STAR and CAHSEE testing results. (Note: CAHSEE is the California High School Exit Exam administered to students in grades 10-12 as part of the state's graduation requirements.) The API is used to develop annual schoolwide performance growth targets for future academic improvement. The API measures academic performance and growth of California's schools based on a numeric scale ranging from a low 200 to a high 1000. Academic growth is measured by subtracting the base year API from the growth API. API growth scores are based upon the results of state standardized tests. Schools that do not meet or exceed their growth targets and are ranked in the bottom half of the statewide distribution may qualify for intervention program funding. Each annual API reporting cycle includes two reports: a base report, which is released after the first of the calendar year, and a growth report, which

is released after school starts in the fall. These reports are based on APIs calculated in exactly the same fashion with the same indicators but using test results from two different years.

The API table in this report highlights Lawndale High School's progress over the past three years. To maintain confidentiality, results are reported for numerically significant subgroups only. Numerically significant subgroups are comprised of 1) at least 100 students with valid test scores or 2) at least 50 valid scores comprising at least 15% of the valid test scores.

### No CHILD LEFT BEHIND (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2013-14, Lawndale High School qualified for Schoolwide Title I funding and is therefore required to comply with program mandates. Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals.

California Adequate Yearly Progress calculations determine whether a Title I school has met performance goals. Schools not

meeting specific AYP criteria enter Program Improvement, a monitoring system and curriculum enhancement program designed to help schools increase student proficiency levels. More information about Title I and Program Improvement can be located on the CDE's website [www.cde.ca.gov/ta/ac/ay/](http://www.cde.ca.gov/ta/ac/ay/).

### Title I PI Status

**2014-15**

	Lawndale	CVUHSD
PI Status	In PI	In PI
First Year of PI Implementation	N/A	2004-05
Year in PI	Year 2	Year 3
# Schools Currently In PI		3
% Schools Currently In PI		60%

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

*\*DW (Determination Waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.*

## SCHOOL FACILITIES & SAFETY

### FACILITIES PROFILE

Lawndale High School provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. Original school buildings were constructed in 1958. Monthly safety inspections and ongoing maintenance ensures school facilities are kept safe, in good working condition, and provide adequate space for students and staff.

### Campus Description

Year Built	1958
Acreage	38
	<b>Quantity</b>
# of Permanent Classrooms	78
# of Portable Classrooms	22
# of Restrooms (student use)	8 sets & 2 unisex
Computer Lab	3
Digital Video Design Production Lab	1
Drama Production Computer Lab	1
Fine Arts Studio	3
Gym with Dance Studio & Fitness Room	1
Library	1
Mobile Computer Lab	4
Performing Arts Center with Choral and Instrumental Music Rooms	1
Read 180 Lab	4
Science Lab	16
Sports Stadium	1
Staff Lounge	4
Web Design Lab	1

### 2014-15 Planned Campus Improvements

- Measure CV Modernization Continues
- Addition of a computer lab for AMA Academy
- Addition of a computer lab and two mobile carts in media center
- Installation of Enos Boards in all classrooms

### Academic Performance Index Three-Year Performance Comparison

	Lawndale		
	Base API Rank:		
	2010-11	2011-12	2012-13
Statewide Rank	5	5	4
Similar Schools Rank	7	6	4
	Actual API Change		
	2010-11	2011-12	2012-13
	2010-11	2011-12	2012-13
All Students	7	12	-31
Ethnic Subgroups			
African American	-24	26	-48
American Indian or Alaskan Native			
Asian			
Filipino			
Hispanic or Latino	12	15	-26
Hawaiian or Pacific Islander			
White (not Hispanic)			
Two or More Races			
Other Subgroups			
Economically Disadvantaged	4	13	-28
English Learners	28	19	-151
Students with Disabilities		37	-35

*Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced. "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.*



## SUPERVISION & SAFETY

All staff share in the supervision of students throughout the day. In the morning as students arrive, campus security officers, administrators, and the dean of students are stationed at strategic locations to monitor student activities. During the lunch period, campus security officers, school administrators, the dean of students, and the school resource officer share supervision of students in meal areas and common gathering areas. When students are dismissed at the end of the day, campus security officers, school administrators, the dean of students, and the school resource officer monitor exit areas to ensure students leave campus in a safe and orderly manner. To maintain a safe and secure environment, all parents and visitors are required to check in at the school office upon arrival, obtain and wear a visitor's badge, and then return to the school office upon departure.

## SCHOOL SITE SAFETY PLAN

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 2014.

## 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 and eight custodians 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 9-15, 2014. 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 2013-14 school year 100% of restrooms were fully operational and available to students at all times.

## CLASSROOM ENVIRONMENT

### DISCIPLINE & CLIMATE FOR LEARNING

All staff believe that a safe learning environment is an effective learning environment. Teachers have established individual classroom management plans in accordance with schoolwide policies and discipline matrix, district policies, Academy guidelines, and the California Education Codes. Concentrations are placed in redirecting behavior, allowing students to take responsibility for their actions and demonstrate self-control through good decision-making practices.

At the beginning of the school year, school rules, district policies, and academic expectations are outlined in the student handbook and parent handbook. Administrators host Student Success Assemblies to reinforce behavior expectations and consequences for poor behavior as well as address security and safety procedures. Throughout the year, students are reminded of their responsibilities to follow school rules and to conduct themselves in a safe, responsible, and respectful manner. Anti-bullying workshops are integrated into student assemblies. Announcements over the intercom system, news articles, Connected messages, and flyers are issued to revisit school policies and address unacceptable trends in behavior.

Progressive discipline begins in the classroom when students are disruptive or demonstrating poor citizenship. The behavior improvement process involves the student, teacher, parent, and administrators. Students continuing to have difficulty with their behavior are referred to the dean of students, counselors, administrators, or Student Study Team for further intervention measures, taking into consideration past behavior trends. Misbehavior is not tolerated and is dealt with firmly, consistently, and fairly to the extent necessary to ensure a safe and positive learning environment in the classroom and on campus. The Positive Behavior Intervention Support (PBIS) program provides comprehensive curriculum to promote responsible, safe behaviors as well as bully prevention strategies through classroom activities, presentations, hands-on activities, and scripted weekly lessons.

School Facility Good Repair Status				
Item Inspected		Repair Status		
Inspection Date: December 9, 2014 - December 15, 2014	Good	Fair	Poor	Repair Needed and Action Taken or Planned
Systems	✓			A-203 - Needs air balance; A-205 - Air balance issues; Area 311 & 411 - One A/C unit is not working
Interior Surfaces		✓		Rooms L-1, L-2, L-3, - Carpet is badly worn (torn); Rooms L-4, L-5, L-6, & L-7 - Carpet is badly stained and torn; L-6 - Broken ceiling tile; Rooms L-8, L-9, L-10, & L-11 - Carpet is worn and torn; Room L-12 - Carpet torn and stained/Front door needs paint; Room L-13 - Wall panels (torn vinyl); Student RR/M Building 4 - Four modesty panels (graffiti); Boy's L- Restroom - Four missing doors on toilet stalls
Cleanliness	✓			
Electrical	✓			L-8 - Deficiency noted; Room L-13 - One fixture needs tubes; T-26 - One fixture two tubes out
Restrooms/Fountains	✓			
Safety	✓			
Structural	✓			
External	✓			A-203 - Door won't secure due to air balance issue
Overall Summary of School Facility Good Repair Status				
	Exemplary	Good	Fair	Poor
Overall Summary		✓		

Good: The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

### Suspensions and Expulsions

	Lawndale			CVUHSD			CA		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Suspensions (#)	84	12	72	682	974	368	366629	329370	279383
Expulsions (#)	2	12	16	18	34	35	9553	8266	6611

This chart provides an unduplicated count of students involved in one or more incidents during the academic year who were subsequently suspended or expelled from school.

Responsible students may join Lawndale High School's Peer Mediation group which meets after school and during lunch period. Led by a outside Centinela youth service, students receive training to effectively serve as mentors to fellow students, resolve minor social issues, and identify situations that require adult intervention.

### STUDENT RECOGNITION

All staff embrace the opportunity to recognize and reward students for being good citizens, outstanding academic effort, demonstrating good sportsmanship, and following school rules. Academic rallies and pep rallies are held throughout the year to honor students meeting goals, achieving high scores on state exams, and increasing reading proficiency levels. Students are celebrated for earning Honor Roll Awards per semester and Perfect Attendance Awards monthly at assemblies. Outstanding athletes are recognized at the end of each season for their contributions and positive influence.

### EXTRACURRICULAR & ENRICHMENT ACTIVITIES

Students are provided a variety of avenues to explore their personal interests and talents while developing their academic and physical fitness outside the classroom environment. Lawndale High School sponsors many clubs, college prep courses, and interscholastic athletic programs. A comprehensive list of student activities, clubs, and organizations is available in the Activities Office.

### TEACHING LOAD DISTRIBUTION

The Teaching Load Distribution table in this report illustrates the distribution of class sizes by grade level, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students.

### DROPOUTS

Lawndale High School's teachers and administrative staff are skilled in and have developed ways to detect the early identification of students exhibiting the warning signs and/or behavioral traits that typically lead to dropping out of school. A total of 18 dropouts were recorded for the 2012-13 school year.

In the following Dropout & Graduation Rates table, 2012-13 data are most current information available since state certification/release dates for dropout data occur too late for inclusion in this report. Beginning with the graduation class of 2010, the California Department of Education developed Cohort Dropout and Cohort Graduate rate formulas, based on CALPADS' (California Longitudinal Pupil Achievement Data System) four-year accumulation of student data, to more accurately determine dropout and graduation rates in California's schools. The new calculations take many factors into consideration when identifying actual dropouts/graduates. Graduation rates include only graduates that earned their diplomas within a specific four-year period of time; graduation rates do not include students who, for a variety of reasons, took longer than four years to graduate. Detailed information about dropout rates and graduation rates can be found on the DataQuest web page at <http://dq.cde.ca.gov/dataquest/>.

Teaching Load Distribution Departmentalized Instruction				
2011-12				
Subject	Average Class Size	Number of Classes*		
		1-20	21-32	33+
English	24.2	37	30	27
Math	26.7	19	28	27
Science	29.2	9	26	27
History	30.3	5	9	19
2012-13				
English	27	30	33	39
Math	28	17	25	48
Science	29	11	32	38
History	32	7	10	42
2013-14				
English	23	55	23	36
Math	27	26	21	40
Science	28	15	19	35
History	29	13	18	39

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

Dropout and Graduation Rates (Four-Year Cohort Rate)			
	Lawndale		
	10-11	11-12	12-13
Dropout Rate (%)	4.9	4.7	4
Graduation Rate (%)	91.96	92.6	93.2
	CVUHSD		
	10-11	11-12	12-13
Dropout Rate (%)	22.5	24.1	18.2
Graduation Rate (%)	65.5	64.7	68.2
	CA		
	10-11	11-12	12-13
Dropout Rate (%)	14.4	13.1	11.4
Graduation Rate (%)	76.3	78.7	80.4

Behavioral and academic intervention strategies provide the support and motivation some students require to earn their diploma. Counselors and lead teachers in each academy monitor student grades frequently to identify students who may need academic support. Grade checks are performed every five weeks. General counseling, women's and men's group counseling, E2020 credit recovery, intervention classes, Read 180, English Intensive, English Language Arts Success, ALEKS (Math Success), the Student Study Team process, tutoring, home visits, and CAHSEE prep classes are available to assist those students having difficulty with subject area content. Alternative methods of acquiring a diploma are available through the district's continuation school, California High School Proficiency Exam (CHSPE), and independent study for those students who have been unsuccessful in the comprehensive high school environment or have exhausted their opportunities to remain at Lawndale High School.

Students must earn a total of 220 credits and pass the CAHSEE to earn a diploma from Lawndale High School. The following table illustrates the percentage of students who graduated from Lawndale High School having met both CAHSEE exam requirements and district graduation requirements.

Completion of High School Graduation Requirements for the Graduation Class of: 2013			
	Lawndale	CVUHSD	CA
All Students	94%	70%	84%
African American	89%	71%	75%
American Indian or Alaskan Native	78%	-	77%
Asian	96%	81%	92%
Filipino	100%	73%	92%
Hispanic or Latino	93%	69%	80%
Hawaiian or Pacific Islander	100%	100%	84%
White (not Hispanic)	88%	60%	90%
Two or More Races	100%	88%	89%
Economically Disadvantaged	94%	71%	82%
English Learners	89%	50%	53%
Students with Disabilities	78%	65%	60%

## CURRICULUM & INSTRUCTION

### INSTRUCTIONAL MATERIALS

All textbooks used in the core curriculum throughout Centinela Valley Union High School District are being aligned to the Common Core State Standards. Instructional materials for core content areas are approved by the district's Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content

Textbooks				
Year Adopted	From Most Recent State Adoption?	Publisher and Series	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials	Grade
Reading/Language Arts				
2010	*	Scholastic; <i>Read 180</i>	0%	9-10
2010	*	Pearson; <i>Literature for California</i>	0%	9-11
2002	*	Hampton Brown; <i>Edge Fundamentals</i>	0%	9-12
2002	*	Hampton Brown; <i>Edge Levels A, B, C</i>	0%	9-12
2011	*	Scholastic; <i>English 3D Volume 1</i>	0%	9
2013	*	Scholastic; <i>English 3D Volume 2</i>	0%	10
2013	*	The California State University; <i>Expository Reading &amp; Writing Course</i>	0%	12
2013	*	Oxford; <i>English A: Language &amp; Literature</i>	0%	11
Math				
2012	*	ALEKS; <i>Algebra Essentials &amp; Math Success</i>	0%	9-10
2009	*	Pearson; <i>Algebra I and II</i>	0%	9-12
2008	*	Pearson; <i>Geometry UC</i>	0%	9-12
2012	*	ALEKS; <i>Math Success</i>	0%	10
2007	*	Pearson; <i>Pre-Calculus and Calculus: Graphical</i>	0%	11-12
2009	*	Pearson; <i>Elementary Statistics: Picturing the World</i>	0%	11-12
2012	*	Pearson; <i>Mathematics Standard Level</i>	0%	11
Science				
2007	*	Prentice Hall; <i>Biology</i>	0%	9-12
2005	*	Prentice Hall; <i>Chemistry</i>	0%	10-12
2006	*	Prentice Hall; <i>Physics &amp; Conceptual Physics</i>	0%	11-12
2003	*	Prentice Hall; <i>Human Anatomy and Physiology, 6th Edition</i>	0%	11-12
2003	*	Prentice Hall; <i>AP Physics</i>	0%	11-12
2008	*	Pearson; <i>AP Biology, 8th Edition</i>	0%	11-12
2013	*	Holt McDougall; <i>Environmental Science</i>	0%	10-12
2005	*	People's Publishing; <i>Environmental Science: Earth as a Living Planet, 5th Edition</i>	0%	11-12
2003	*	Worth Publishing; <i>Thinking About Psychology</i>	0%	11-12
Social Science				
2008	*	Prentice Hall; <i>Magruder's American Government</i>	0%	12
2006	*	Thomson Learning; <i>Contemporary Economics</i>	0%	12
2006	*	McDougal Littell; <i>The Americans</i>	0%	11
2005	*	McDougal Littell; <i>Modern World History - Patterns of Interaction</i>	0%	10
2006	*	Houghton Mifflin; <i>American Pageant</i>	0%	11
2005	*	McGraw Hill; <i>Economics</i>	0%	12
2005	*	Longman; <i>American Democracy</i>	0%	12
2006	*	Longman; <i>American Government: Continuity &amp; Change</i>	0%	12
2007	*	Addison Wesley; <i>World Civilizations: The Global Experience</i>	0%	10
2011	*	Houghton Mifflin; <i>History of Western Society</i>	0%	10
Foreign Language				
2006	*	Glencoe McGraw Hill; <i>Buen Viaje!</i>	0%	9-12
2008	*	Holt, Rinehart Winston; <i>Nuevas Vistas</i>	0%	9-12
2008	*	Holt, Rinehart Winston; <i>Allez, Viens!</i>	0%	9-12
2012	*	Holt McDougall Little; <i>Abriendo Puertas: Ampliando Perspectivas</i>	0%	11-12
2007	*	Pearson; <i>Intrigue, 2nd Edition</i>	0%	11-12
1993	*	Dawn Sign Press; <i>Signing Naturally, Level 1-3</i>	0%	9-12
2009	*	Pearson; <i>Building ASL Interpreting &amp; Translation Skills</i>	0%	11-12
2009	*	Cheng & Tsui; <i>Integrated Chinese: Level 1, Part 1 &amp; 2 and Level 2 Part 1</i>	0%	9-12

The textbooks and instructional materials used by the school comply with the California Department of Education's (CDE) curriculum frameworks and content standards. The CDE does not compile an approved adoptions list for 9-12 coursework. Textbook information was obtained from district office personnel in December 2014.

materials and the eight-year cycle for textbook adoptions in foreign language, visual and performing arts, and health.

On September 9, 2014, 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. 14-15/004 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 2014-15 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.

#### STAFF DEVELOPMENT

All curriculum and instructional improvement activities at Centinela Valley Union High School District are being aligned to the Common Core State Standards. Staff development is selected and identified based upon student assessment results, state content standards, and in-class observations. During the 2013-14 school year, the district offered two non-student professional development days; one day was devoted to districtwide instruction and supplementary workshops on a wide range of topics. The second staff development day's activities were selected by each high school.

#### 2013-14 Districtwide Topics

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

#### 2013-14 Staff Development Offerings

- ALEKS Professional Development
- Common Core State Standards
- Direct Interactive Instruction (DII) Training
- E3D Cadre



- Edge eAssessment Training
- Edgenuity (e2020) Training
- Eno Board Training
- Illuminate Refresher
- iPad Demonstration
- Linked Learning Master Schedule Workshop
- Power Teacher and Blackboard Connect
- Read 180/System 44 Cadre
- SBAC Usability, Accessibility & Accommodations Training
- Scholastics Training English Essentials
- System 44 Training
- TurnItIn.com Training

Staff Development Days Three-Year Trend		
2011-12	2012-13	2013-14
2	2	2

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

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

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

#### **SITE-BASED PROFESSIONAL DEVELOPMENT**

All supplemental staff development activities at Lawndale High School are focused on increasing student learning and proficiency. Staff development concentrations are identified by the school's leadership team, School Site Council, and district's educational services leadership; analysis student performance data and school plan goals used to determine areas of need to improve student learning. During the 2013-14 school

year, site-based training took place after school on early release collaboration days. Teacher training concentrations were identified by each department team and developed through cooperative teacher collaboration.

#### **2013-14 Site-Based Topics**

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

On an alternating basis among the departments, groups of teachers conduct Focus Walks every four weeks to visit classrooms and observe teaching practices. Findings from the Focus Walks are shared within the respective departments and used to guide staff development concentrations as well as and collaboration to improve classroom instruction.

Staff members are encouraged to attend professional workshops offered by the district, professional organizations, or the county office of education. Some of Lawndale High School's teachers participated in the Pearson Assessment Training Conference to learn effective strategies to improve student achievement by integrating student-involved classroom assessment into day-to-day instruction.

#### **SCHOOL LEADERSHIP**

Leadership is a responsibility shared among school administrators, the dean of students, school staff, and parents. Principal Paula Hart Rodas is responsible for the day-to-day operations of the school and overall instructional program. The principal and four associate principals work closely as a collaborative body to fulfill the many responsibilities associated with running a comprehensive high school while taking responsibility for designated areas.

Lawndale High School's leadership team is comprised of the principal, associate principals, dean of students, department chairpersons, Title I Coordinator, ELD Coordinator, academic coordinators, instructional coaches, activities director, and athletic director. The team meets monthly as a collaborative decision-making body to address student achievement through data analysis and multiple measure review, schoolwide curriculum issues, changes in testing, and changes in the master schedule. Team members serve as a liaison to department teams.

The School Site Council (SSC) is comprised of the principal, teachers, staff, parents, and students. The SSC meets monthly to assist in the decision-making process as well as take an advisory role in evaluating school programs, services for underachieving students, and progress in meeting school goals. Team members serve as a liaison between the school and community and are responsible for

reviewing budgets, developing the school site plan, and approving the school safety plan.

#### **SPECIALIZED INSTRUCTION**

All curriculum and instruction are being aligned to the Common Core State Standards approved by the State Board of Education. Every child receives a rigorous, well-balanced, standards-aligned curriculum. Lawndale High School structures its course offerings so that all students receive instruction appropriate to their learning level. To ensure the success of every student, teachers use a variety of instructional techniques using research-based instructional materials and strategies.

#### **SPECIALIZED ACADEMIC INSTRUCTION**

Special education students are included into the general education classroom and/or placed in a self-contained classroom based upon their IEP (Individual Education Plan) and provided instruction in the least restrictive environment. Special education teachers are paired with a general education teacher to co-teach core subjects. Each student is provided instruction based upon their IEP, which is reviewed and updated annually by the school's IEP teams. The IEP ensures students with disabilities have equal access to core curriculum and educational opportunities and is designed to coordinate specially-designed instruction based upon individual academic, social, and/or behavioral needs.

#### **ENGLISH LANGUAGE LEARNERS**

Students identified as English Learners (EL) through the CELDT exam and home language survey are placed in a classroom with a teacher who has been certified to teach English learners. Teachers use differentiated instruction and SDAIE (Specially-Designed Academic Instruction In English) strategies to maximize student understanding of lesson content and concepts. English learners may be placed in a SDAIE class or ELD (English Language Development) class to receive instruction specially designed to meet current language and learning levels. ELD lessons focus on reinforcing listening, speaking, reading, and writing skills as quickly as possible. Teachers use the Edge and Read 180 curricula for both ELD and reading intervention activities. As students increase fluency, progress is measured through classroom performance and CELDT results. Instruction is subsequently adjusted to meet the current learning needs of each student.

#### **AT RISK INTERVENTIONS**

Lawndale High School offers unique programs to support students not meeting grade level proficiency standards. Intervention and remediation programs are provided during school hours as part of the core curriculum and after school. Analyzing and identifying students who need additional academic assistance is a top priority among school administration, counselors, teachers, and special education



staff. Teachers evaluate student performance on district and site-developed benchmark assessments to identify students performing below grade level proficiency standards in reading, language arts, math, science, and social science. The Student Study Team is comprised of school administrators, teachers, and parents who work together to identify individualized intervention strategies and monitor progress of students having difficulty with academic or social development. Identified students are then placed in a supplemental program that fits their academic needs and learning levels. Intervention strategies include:

- Academic intervention classes
- Before and After-School Tutoring
- English (Read 180) and math (ALEKS) support classes
- Grades checks by counselors, administrators, Academy lead teachers
- Saturday and After-school Workshops
- Link Crew Mentor Program
- Teachers on Special Assignment, Math & English Language Arts Teaching
- Response to Intervention Teams
- Internet Safety, Gangs, & Drugs Awareness
- 2 by 10 Program: Students connect with staff for two minutes a day for ten days

## PROFESSIONAL STAFF

### TEACHER ASSIGNMENT

Lawndale High recruits and employs the most qualified credentialed teachers. For the 2013-14 school year, the school employed 104 fully credentialed teachers. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant". Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

The following table identifies the number of classrooms taught and not taught by NCLB compliant teachers. High poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25% or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality web page at [www.cde.ca.gov/nclb/sr/tq/](http://www.cde.ca.gov/nclb/sr/tq/).

### Teacher Credentials and Assignments

	Lawndale		
	12-13	13-14	14-15
Total Teachers	84	106	106
Teachers with Full Credential	84	104	104
Teachers without Full Credential	0	2	2
Teachers Teaching Outside			
Subject Area (with full credential)	1	2	1
Teacher Misassignments for English Learners	1	1	4
Total Teacher Misassignments*	1	5	4
Teacher Vacancies	0	1	0

  

	CVUHSD		
	12-13	13-14	14-15
Total Teachers	244	303	329
Teachers with Full Credential	237	296	317
Teachers without Full Credential	7	7	12
Teachers Teaching Outside			
Subject Area (with full credential)	2	4	4
Teacher Misassignments for English Learners	4	4	10
Total Teacher Misassignments*	9	17	11
Teacher Vacancies	7	5	1

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.

### NCLB Compliance

#### Percentage of Classes in Core Academic Subjects:

	2013-14	
	Taught by NCLB-Compliant Teachers	Not Taught by NCLB-Compliant Teachers
Lawndale	84%	16%
District Totals		
All Schools	86%	14%
High-Poverty Schools	86%	14%
Low-Poverty Schools	-	-

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

### SUPPORT SERVICES STAFF

Lawndale High School's non-teaching support services staff is a specialized team of experts who, through close collaboration, is instrumental in improving student attendance and achievement through the identification, referral, and remediation of health and/or emotional concerns.

### Counselors and Support Personnel

#### (Nonteaching Professional Staff)

2013-14

	No. of Staff	FTE*
Academic Counselor	5	5.0
Campus Security Officers	13	6.4
College and Career Advisor	1	1.0
DIS Counselor	1	1.0
District Nurse	1	0.6
Health Clerk	1	1.0
Intern Counselor	2	1.0
Psychologist	1	1.0
School Resource Officer	1	1.0
Speech & Language Specialist	1	1.0
Average Number of Students per Academic Counselor		472.8

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50% of full time.

## COLLEGE & WORK READINESS

### ADVANCED PLACEMENT

Advanced placement (AP) programs give students an opportunity to take college-level courses and exams while still in high school. Students who receive a 3, 4, or 5 on their final AP exams qualify for college credit at most of the nation's colleges.

### Advanced Placement Courses Offered and Student Participation Rates

2013-14

	No. of Courses Offered	% of Students Enrolled in AP Courses
English	7	N/A
Foreign Language	3	N/A
Math	3	N/A
Science	7	N/A
Social Science	14	N/A
Totals	34	0.5%

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

### COLLEGE PREPARATION COURSES

Students meet with their counselor annually to review progress in meeting personal goals and graduation requirements. Students are encouraged to take required courses if they plan on attending a four-year college or university. The following table in this report illustrates the proportion of courses taken and successfully completed in relation to the number of course enrollments (sum of total enrollment in all classes).

### Enrollment in and Completion of UC/CSU-Required Courses

	%
2013-14 Students Enrolled in UC/CSU Courses Required for UC/CSU Admission	64
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	54

\*Most current data available.

#### UNIVERSITY OF CALIFORNIA ADMISSION REQUIREMENTS

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements please visit the University of California website at [www.universityofcalifornia.edu/admissions/general.html](http://www.universityofcalifornia.edu/admissions/general.html).

#### CALIFORNIA STATE UNIVERSITY ADMISSION REQUIREMENTS

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the California State University website at [www.calstate.edu/admission/](http://www.calstate.edu/admission/).

#### WORKFORCE PREPARATION

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

#### CAREER TECHNICAL EDUCATION COURSES

Forensic Science  
Computer Operations/Computer Science  
Filmmaking  
Introduction to Health Care  
Other Health Careers  
Other Manufacturing and Product Development  
Professional Theater/Play Production

#### CALIFORNIA PARTNERSHIP ACADEMIES

Academy of Media Arts (AMA) - Film Making  
Academy of Media Arts (AMA) - Commercial Music  
Academy of Media Arts (AMA) - Technical Theatre  
American Sign Language Academy  
Biomedical Careers Academy  
Marine Science Academy

#### CAREER PATHWAY SEQUENCES

Accounting (Intermediate)  
Computer Studies (Introductory)  
Web Design 1 and 2 (Introductory and Intermediate)  
Web Development (Advanced)

The Career Technical Education Program table in this report shows the total number of students enrolled in Lawndale High School's vocational education and partnership academy courses. 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 Program Participation 2013-14

Total Number of Students Participating in CTE Programs	0
Percentage of Students Completing a CTE Program and Earning a High School Diploma	0.0%
Percentage of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	*

\*Courses with Articulation Agreements:

*El Camino College - Advanced Oceanography*

## SARC DATA & INTERNET ACCESS

#### DATAQUEST

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Lawndale High School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability including but not limited to API, AYP, STAR results, enrollment, and staffing.

#### PUBLIC INTERNET ACCESS LOCATION

Parents may access Lawndale High School's SARC and access the internet at any of the county's public libraries. The closest library to Lawndale High School is Lawndale Public Library located at 14615 Burin Avenue, Lawndale, CA 90260-1431.

Lawndale Public Library

Open to the Public: Sun. & Mon. - Closed

Tue. & Wed. 1:00 - 8:00

Thur. & Fri. 11:00 - 6:00

Sat. 10:00 - 5:00

Number of Computers Available: 12

Printers Available: Yes

## DISTRICT EXPENDITURES

### SALARY & BUDGET COMPARISON

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state.

### EXPENDITURES PER STUDENT

For the 2012-13 school year, Centinela Valley Union High School District spent an average of \$9,191 of total general funds to educate each student (based on 2012-13 audited financial statements). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding expenditures and salaries can be found at the CDE website at [www.cde.ca.gov/ds/fd/ec/](http://www.cde.ca.gov/ds/fd/ec/) and [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/). (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

Salary Comparison 2012-13		
	CVUHSD	State Average of Districts in Same Category
Beginning Teacher Salary	41,394	42,957
Mid-Range Teacher Salary	68,616	69,613
Highest Teacher Salary	87,221	89,407
Average Principal Salaries:		
High School	130,402	129,506
Superintendent Salary	271,260	207,044
Percentage of Budget For:		
Teacher Salaries	34	37
Administrative Salaries	7	5

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

Current Expense of Education Per Pupil 2012-13					
Dollars Spent Per Student					
Expenditures Per Pupil	Lawndale	CVUHSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	4,361	N/A	N/A	N/A	N/A
Restricted (Supplemental)	306	N/A	N/A	N/A	N/A
Unrestricted (Basic)	4,055	4,595	88.2%	4,690	86.5%
Average Teacher Salary	58,463	67,750	86.3%	72,276	80.9%

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

In addition to general fund state funding, Centinela Valley Union High School District receives state and federal categorical funding for special programs. For the 2012-13 school year, the district received federal, state, and local aid for the following categorical, special education, and support programs:

- Department of Rehabilitation
- Economic Impact Aid (EIA)
- Education Protection Account
- Governor's CTE Initiative: California Partnership Academies
- Lottery: Instructional Materials
- Other ARRA Programs
- Other Local: Locally Defined
- Partnership Academies Program
- Special Education
- State Lottery
- Title I, II, III
- Transportation Special Education
- Vocational Programs



