

# CENTINELA VALLEY UNION HIGH SCHOOL DISTRICT



"Dedicated to Academic Excellence and Achievement for All Students"

14901 South Inglewood Avenue  
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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 July and October 2013; school facilities information was obtained in January 2014.

# R. K. LLOYDE HIGH SCHOOL

Accredited by the Western Association of School and Colleges



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## SCHOOL ACCOUNTABILITY REPORT CARD 2012-13 SCHOOL ACTIVITY PUBLISHED IN JANUARY 2014

### PRINCIPAL'S MESSAGE

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

Lloyd High School is fully accredited by the Western Association of Schools and Colleges.

### 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 2012-13 school year, the district's three comprehensive high schools, continuation school, and independent study school served a total of 6,637 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 2012-13 school year, Lloyd High School served 344 students in grades 9-12. Student enrollment included 1.5% receiving special education services, 29.1% qualifying for English learner support, and 83.7% qualifying for free or reduced-price meals. Counselors meet with each student every six to eight weeks to address academic progress. School staff meet with parents frequently to share concerns and support regarding student progress.

### Percentage of Students by Ethnicity/Grade Level 2012-13

Ethnic Group	%	Grade Level	#
African American	19.8%	Grade 9	1
American Indian or Alaskan Native	0.0%	Grade 10	5
Asian	0.3%	Grade 11	123
Filipino	0.9%	Grade 12	214
Hawaiian or Pacific Islander	0.6%	Ungraded	1
Hispanic or Latino	75.2%		
White (not Hispanic)	2.3%		
Two or More Races	0.6%		
Total Enrollment			344

### PARENT INVOLVEMENT

Parents are encouraged to get involved in Lloyd High School's learning community by volunteering their time, attending school events, or sharing in the decision-making process. The principal maintains an open-door policy, welcoming parents to visit the campus any time to obtain information on school activities or their student's progress.

Parent representation is an integral component of the School Site Council which works closely with school administration to monitor the school's efforts in creating an effective learning environment. Parents seeking more information about becoming an active member in the school community may contact the school secretary at (310) 263-3264.

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

- Back to School Night
- Career Fair Day
- Open House
- Parent Conferences

### 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 class curriculum updates in the following formats:

- Blackboard Connect (mass communication telephone system)
- Flyers
- School website (www.lloydehs.org)
- Special Bulletins (as needed)

# STUDENT ACHIEVEMENT

## 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.

For the 2012-13 AYP cycle, high schools must achieve a 88.9% or higher proficiency rate in English/Language Arts and 88.7% or higher proficiency rate in math on the California High School Exit Exam (grade 10 results only). Additional criteria contributing to whether or not a high school demonstrates AYP include achieving a 95% or above participation rate on the CAHSEE, obtaining an API growth score of 740 or higher or increasing the API growth by one point, and obtaining a graduation rate of 90%.

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	Lloyde	CVUHSD
Overall Performance	No	No
Participation Rate		
Language Arts	Yes	Yes
Math	Yes	Yes
Percent Proficient		
Language Arts	No	No
Math	No	No
API	Yes	No
Graduation Rate	No	No
AYP Performance Level		
Number of AYP Criteria		
Met Out of the Total	3/6	12/26
Number of Criteria Possible		

The AYP table in this report illustrates the school's progress in meeting 2012-13 AYP target rates. More information on AYP can be found on the California Department of Education's (CDE) website [www.cde.ca.gov/nclb/](http://www.cde.ca.gov/nclb/) and the U.S. Department of Education's website [www.ed.gov/nclb/accountability/](http://www.ed.gov/nclb/accountability/).

## STANDARDIZED STATE ASSESSMENTS

Students at Lloyde 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).

## CALIFORNIA STANDARDS TEST

California Standards Tests assess student performance on the California Academic Content Standards adopted by the State Board of Education. Performance standards identify the level of student mastery of the content standards tested. The state target for every student is to score at the Advanced or Proficient level. Students

STAR Results All Students Percentage of Students Scoring at Proficient and Advanced Levels									
	Lloyde			CVUHSD			CA		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
English-Language Arts	6	7	4	32	38	38	54	56	55
Math	0	0	*	12	10	9	50	51	50
Science	5	12	6	30	39	43	57	60	59
History	4	4	6	28	32	30	48	49	49

Only grades 5, 8, 9, 10, and 11 take the Science portion of this exam and only grades 8, 9, 10, and 11 take the History portion.

STAR Results Percentage of Students Scoring at Proficient and Advanced Levels 2012-13										
	Lloyde									
	African American	Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Hawaiian or Pacific Islander	White (not Hispanic)	Two or More Races		
English-Language Arts									3	
Math										
Science									5	
History									5	
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education				
English-Language Arts	4	4	2	3						
Math										
Science	12			5						
History	7	5		8						

In order to protect student confidentiality, no results are reported for any group of 10 or fewer students. In cases where a % is not provided, no students were tested in the respective subgroup or subject area.

California High School Exit Exam All Students Percentage of Students Scoring at Proficient and Advanced Levels									
	Lloyde			CVUHSD			CA		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
English-Language Arts	16	14	13	44	44	45	59	56	57
Math	12	11	11	41	43	47	56	58	60

California High School Exit Exam Tenth Grade Results by Student Group 2012-13						
	English-Language Arts			Math		
	Percentage of Students:			Percentage of Students:		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
CVUHSD						
All Students	55	24	21	53	35	12
Lloyde						
All Students	87	7	7	89	5	5
Male	0	0	0	82	9	9
Female	0	0	0	0	0	0
African American	0	0	0	0	0	0
Hispanic or Latino	85	8	8	86	7	7
Economically Disadvantaged	82	9	9	83	8	8
English Learners	0	0	0	0	0	0

In order to protect student confidentiality, no results are reported for any group of 10 or fewer students. In cases where a % is not provided, no students were tested in the respective subgroup or subject area.

scoring at the Far Below Basic, Below Basic, and Basic levels may receive differentiated instruction through school intervention programs designed to increase student proficiency levels to meet grade level standards. Detailed results by grade level for each student group can be obtained from the California Department of Education's website <http://star.cde.ca.gov>.

### 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. 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, Loyde 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 or in the "healthy fitness zone." During the 2012-13 school year Loyde High School did not have ninth grade students enrolled at the time of administration of the physical fitness test, therefore no data is reported. Comparative district and state results can be found at the CDE's website <http://www.cde.ca.gov/ta/tg/pf/>.

### 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 Loyde 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 2012-13, Loyde High School received Title I Targeted Assistance 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		
2013-14		
	Loyde	CVUHSD
PI Status	Not in PI	In PI
First Year of PI Implementation	2005-06	2004-05
Year in PI	N/A	Year 3
# Schools Currently In PI		3
% Schools Currently In PI		60%

The statistical information in this table reflects the PI status during the 2013-14 school year.

## SCHOOL FACILITIES & SAFETY

### FACILITIES PROFILE

Loyde High School provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. Original school buildings were constructed circa 1998. Monthly safety inspections and ongoing maintenance ensures school facilities are kept safe, in good working condition, and provide adequate space for students and staff. School buildings and classrooms are arranged in a triangle pattern.

Campus Description	
Year Built	1998
	Quantity
# of Permanent Classrooms	0
# of Portable Classrooms	16
# of Restrooms (student use)	2 sets
Computer Lab	4
Staff Lounge/Teacher Work Room	1

### SUPERVISION & SAFETY

All staff, including four full-time security guards, one full-time probation officer, and one school resource officer, share in the supervision of students throughout the day. As students arrive on campus each morning through a single entrance, security guards monitor behavior and screens students for prohibited items and proper dress code. During the lunch period, administrators and security guards are responsible for monitoring students in the meal and quad areas. When students are dismissed at the end of the day,

Academic Performance Index									
Three-Year Performance Comparison									
	Loyde								
	Base API Rank:								
	2010	2011	2012						
Statewide Rank	N/A	N/A	B						
Similar Schools Rank	N/A	N/A	B						
	Loyde		Loyde		CVUHSD		State		
	Increase/Decrease in API		# of Students	Growth	# of Students	Growth	# of Students	Growth	
	2010-11	2011-12	2012-13	2012-13	2012-13	2012-13	2012-13	2012-13	
All Students	58	-84	3	80	507	4,400	680	4,655,989	790
Ethnic Subgroups									
African American				11	355	698	639	296,463	708
Asian				1		105	760	406,527	906
Hispanic or Latino			2	65	505	3,259	683	2,438,951	744
Hawaiian or Pacific Islander				1		39	654	25,351	774
White (not Hispanic)				1		107	721	1,200,127	853
Two or More Races				1		108	707	125,025	824
Other Subgroups									
Economically Disadvantaged			16	67	499	3,812	681	2,774,640	743
English Learners				25	494	942	567	1,482,316	721
Students with Disabilities				1		496	479	527,476	615

administrators, the dean of students, project facilitators, and security guards supervise students to ensure a safe and orderly departure.

Campus facilities are surrounded by secure perimeter fencing. 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 Loyde High School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, dress code policy, and bully prevention policy. The school's safety plan is reviewed, updated, and shared with school staff in September 2013.

### FACILITIES MAINTENANCE

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

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

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

The day custodian inspects facilities routinely for safety hazards, graffiti, and other conditions that require immediate removal or correction. On an annual basis, schools are required by the state to perform a comprehensive inspection and report those findings to the school community. The most recent inspection for Loyde High School took place in October 2013. 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.

## CLASSROOM ENVIRONMENT

### DISCIPLINE & CLIMATE FOR LEARNING

All staff believe that a safe learning environment is an effective learning environment. School rules and behavior management strategies are based upon the district's discipline matrix and focus on positive reinforcement.

At the beginning of the school year, school rules, district policies, and academic expectations are outlined in the student handbook. Teachers have established individual classroom behavior management and incentive programs. School rules are on display in each classroom. Throughout the year, teachers and the dean of students address unacceptable trends in behavior and remind students to conduct themselves in a safe, responsible, and respectful manner.

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 an administrator 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.

Suspensions and Expulsions			
	Loyde		
	10-11	11-12	12-13
Suspensions (#)	71	153	114
Suspensions (%)	30.21%	19.69%	33.24%
Expulsions (#)	4	3	3
Expulsions (%)	1.70%	0.39%	0.87%
CVUHSD			
	10-11	11-12	12-13
	Suspensions (#)	1,157	1,069
Suspensions (%)	17.55%	16.46%	11.66%
Expulsions (#)	27	23	20
Expulsions (%)	0.41%	0.35%	0.30%

*This table illustrates the total cases (not number of days) of suspensions and expulsions, and includes students with multiple instances of suspension. For example, a student suspended in one month for two days and then suspended a month later for three days is counted as two cases of suspension.*

Students who become 18 years of age (while enrolled) and have not graduated are referred to Family First Charter School within the Centinela Valley Union High School District which opens in 2013-14.

### EXTRACURRICULAR & ENRICHMENT ACTIVITIES

Students are provided a variety of avenues to explore their personal interests and talents while developing their academic skills outside the classroom environment. Loyde High School sponsors many activities and special presentations focused on work- and college-related topics. Guest speakers visit the campus to deliver motivational presentations on current social issues. Prominent community representatives and local business owners conduct workshops at Loyde High School's annual Career Fair Day.

### DROPOUTS

Loyde High School's teachers and administrative staff are skilled in working with students at risk of dropping out of school. During staff meetings, school administrators, teachers, and counselors review student behavior and performance to develop strategies aimed at eliminating the barriers interfering with the learning process. Identified students may be referred to community agencies and resources for professional support and outreach services. A total of 49 dropouts were recorded for the 2011-12 school year.

In the following Dropout & Graduation Rates table, 2011-12 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/>.

Item Inspected	School Facility Good Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Inspection Date: October 2013				
Systems	✓			
Interior Surfaces		✓		Room 6/Computer Lab - Some cracked and stained floor tiles, ceiling tiles stained; Room 8 - Stained floor tiles, one stained ceiling tile; Room 9 - Broken floor tiles, torn window screen; Room 14/Computer Lab - Floor tile broken and stained, minor broken ceiling tile; Room 15 - Broken floor tile and some stains; Room 16 - Broken floor tile, one broken ceiling tile; Room 17/Computer Lab - Broken floor tile and some stains, stained ceiling tile; Boy's Restroom & Girl's Restroom - Vinyl flooring is torn and discolored, coving is unsightly
Cleanliness	✓			
Electrical	✓			
Restrooms/Fountains	✓			
Safety	✓			Room 18 - Fire extinguisher damaged and discharged; Room 19 & 20 - Fire extinguisher missing
Structural	✓			
External	✓			
Overall Summary of School Facility Good Repair Status				
Overall Summary	Exemplary	Good	Fair	Poor
		✓		

*Percentage Description Rating:*

*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.*

Dropout and Graduation Rates			
	Loyde		
	09-10	10-11	11-12
Dropout Rate (%)	30	22.5	24.1
Graduation Rate (%)	61.52	65.46	64.7
	CVUHSD		
Dropout Rate (%)	30	22.5	24.1
Graduation Rate (%)	61.5	65.5	64.7
	CA		
Dropout Rate (%)	16.6	14.4	13.1
Graduation Rate (%)	74.7	76.3	78.7

Behavioral and academic intervention strategies provide the support and motivation some students require to earn their diploma. Counseling, parent conferences, Saturday School Attendance Recovery, independent study, concurrent enrollment in El Camino College, concurrent enrollment in adult education, and regional occupational programs are available to assist those students having difficulty with subject area content.

School staff may collaborate with local law enforcement or conduct parent meetings to discuss unacceptable behavior, relative consequences, and positive solutions for at-risk students. Alternative methods of acquiring a diploma are available through the district's adult school for those students who have been unsuccessful in the traditional schools or have exhausted their opportunities to remain at Loyde High School.

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

Completion of High School Graduation Requirements for the Graduation Class of:			
	2012		
	Loyde	CVUHSD	CA
All Students	40.1%	71.0%	84.4%
African American	6.6%	11.4%	5.7%
American Indian or Alaskan Native	0.0%	0.2%	0.6%
Asian	0.2%	2.5%	8.4%
Filipino	0.7%	0.8%	2.6%
Hispanic or Latino	30.4%	52.4%	39.0%
Islander	1.2%	1.3%	0.5%
White (not Hispanic)	0.2%	1.9%	25.8%
Two or More Races Economically Disadvantaged	0.2%	0.2%	1.4%
English Learners	22.1%	34.8%	18.8%
Students with Disabilities	20.2%	60.4%	43.9%

### 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.

Teaching Load Distribution Departmentalized Instruction				
2010-11				
Subject	Average Class Size	Number of Classes		
		1-20	21-32	33+
English	8.3	8	0	0
Math	7.2	5	0	0
Science	13.3	5	1	0
History	8.5	2	0	0
2011-12				
English	38.1	4	7	13
Math	29.3	1	1	5
Science	36.5	0	1	9
History	39.8	0	0	4
2012-13				
English	14	2	6	3
Math	16	8	2	0
Science	22	4	5	1
History	24	5	3	2

## CURRICULUM & INSTRUCTION

### STAFF DEVELOPMENT

All curriculum and instructional improvement activities at Centinela Valley Union High School District are aligned to the California State Content Standards and Frameworks. Staff development is selected and identified based upon student assessment results, state content standards, and in-class observations. During the 2012-13 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.

#### 2012-13 Districtwide Topics

- Direct Interactive Instruction Training
- Special Education
- Supporting English Learners in the Mainstream Classroom
- Technology Training
- English Language Arts, Science, and World Languages
- Read 180/System 44 Virtual Cadres
- English Language Arts Success Virtual Cadres
- Math Success Professional Learning Community
- E2020
- Common Core English Language Arts

Staff Development Days Three-Year Trend		
2010-11	2011-12	2012-13
1	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.

#### 2012-13 Staff Development Offerings

- Pacing Plan and Benchmark Exam Blueprint Revisions
- Course Outline Revisions
- Direct Interactive Instruction Training
- Introduction to Common Core Standards
- E2020
- Technology
- Next Generation Standards and Literacy in the Science Classroom
- ALEKS

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, BTSAs (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 BTSAs 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. Staff members are encouraged to attend professional workshops offered by the district, professional organizations, or the county office of education. 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 and county sponsored workshops to gain insight and understanding of the current curriculum and student support strategies. Classified support staff receive job-related training from school administration.

### SITE-BASED PROFESSIONAL DEVELOPMENT

All supplemental staff development activities at Loyde High School are focused on increasing student learning and proficiency. The administrative team identifies professional development needs based upon district goals, pacing plans, and benchmark assessment performance. School administrators and teachers meet once a month in department teams to review academic contracts, student progress, common assessments, and continue alignment of pacing plans and benchmark assessments with the comprehensive high school program.

### SCHOOL LEADERSHIP

Leadership is a responsibility shared among the principal, school staff, and parents. Principal James Tarouilly is responsible for the day-to-day operations of the school and overall instructional program. The principal, dean of students, project facilitator, and teaching staff work closely as a collaborative body to meet the demands of an effective alternative education program. Formal staff meetings are held twice a month to address both curriculum and operational concerns as well as student performance.

The School Site Council (SSC) is comprised of the principal, teachers, classified 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 approving the annual budget, school site plan, and school safety plan.

### INSTRUCTIONAL MATERIALS

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

On October 8, 2013, 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. 13-14/009 which certifies as required by Education Code §60119 that (1) sufficient textbooks and instructional materials have been provided to each student, including English learners, that are aligned to the academic content standards

## COLLEGE & WORK READINESS

### COLLEGE PREPARATION COURSES

Upon enrollment and during regular meetings with their counselor, students review their 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. Loyde High School offers only those classes needed

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 SARC's the sufficiency of instructional materials used for its visual/performing arts curricula. During the 2013-14 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.

### SPECIALIZED INSTRUCTION

All curriculum and instruction is aligned to the California State Content Standards and Frameworks approved by the State Board of Education. Every child receives a rigorous, well-balanced standards-aligned curriculum. Loyde 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.

### SPECIAL EDUCATION

Special education students are mainstreamed into the general education classroom based upon their IEP (Individual Education Plan) and provided instruction in the least restrictive environment. Special education teachers and special education instructional aides support full period and self-contained special day programs. Resource specialist staff provide both full period and individual support in the general education environment. 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.

### AT RISK INTERVENTIONS

Loyde High School offers unique programs to support students not meeting grade level proficiency standards or district graduation requirements. Intervention and remediation programs are provided to those students based upon their specific needs. Analyzing and identifying students who need additional academic assistance is a top priority among school administration, counselors, teachers, and special education staff. Teachers use student assessment results, report card grades, CAHSEE results, and classroom performance on end-of-unit tests to evaluate student progress. The Student Study Team is comprised of school administrators, teachers, and parents who work together to identify individualized intervention strategies for 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.

• All students meet with a counselor upon enrollment and frequently thereafter review their graduation plan which defines their responsibilities and objectives towards meeting graduation requirements.

• CAHSEE prep activities and test taking strategies are offered as an elective course to students experiencing difficulty with their language arts or math coursework.

• Saturday Class Attendance Recovery and Intervention is available for students to make up missed coursework to maintain credit accumulation.

• Charter School Opportunities

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</i>	0%	9
2009	*	Pearson; <i>Algebra I and II</i>	0%	9-11
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>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
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

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 October 2013.

to obtain a diploma from Centinela Valley Union High School District. Students may enroll in the local community college to fulfil university level entrance requirements.

### UNIVERSITY OF CALIFORNIA

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 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/).

### 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. Lloyd High School does not offer advanced placement courses. Students are encouraged to concurrently enroll in the community college for intensive course work.

### WORKFORCE PREPARATION

Lloyd High School provides only those courses required to earn a high school diploma. Students interested in enrolling in work-related courses are encouraged to enroll in the community college or participate in county regional occupational programs. Lloyd High offers an after school program as job training to help students seek out employment opportunities, apply for positions and find steady work environments. For more information on career technical programs, contact the school office or the state's career technical website at [www.cde.ca.gov/ci/ct/](http://www.cde.ca.gov/ci/ct/).

### Career Technical Education Program Participation 2012-13

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	0

## PROFESSIONAL STAFF

### SUPPORT SERVICES STAFF

Lloyd 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) 2012-13		
	No. of Staff	FTE
Academic Counselor	1	1.0
DIS Counselor	1	0.2
School Nurse	1	0.2
Psychologist	1	0.2
Probation Officer	1	1.0
School Resource Officer	1	0.2
Security Guard	4	4.0
Dean of Students	1	1.0
Projects Facilitator	1	1.0
Average Number of Students per Academic Counselor		343

### TEACHER ASSIGNMENT

Lloyd High School recruits and employs the most qualified credentialed teachers. For the 2012-13 school year, the school employed 19 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.

	Lloyd			
	10-11	11-12	12-13	13-14
Total Teachers	15	19	19	
Teachers with Full Credential	14	19	19	
Teachers without Full Credential	1	0	0	
Teachers Teaching Outside Subject Area	0	0	0	
Teacher Misassignments for English Learners	1	0	0	0
Total Teacher Misassignments	1	0	0	0
Teacher Vacancies	0	0	0	0
	CVUHSD			
	10-11	11-12	12-13	13-14
Total Teachers	294	286	244	
Teachers with Full Credential	290	283	237	
Teachers without Full Credential	4	3	7	
Teachers Teaching Outside Subject Area	3	1	2	
Teacher Misassignments for English Learners	22	4	4	4
Total Teacher Misassignments	22	20	9	17
Teacher Vacancies	5	5	7	5

The table below 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/).

	NCLB Compliance Percentage of Classes in Core Academic Subjects:	
	Taught by NCLB-Compliant Teachers	Not Taught by NCLB-Compliant Teachers
	2012-13	
Lloyd	94%	6%
District Totals		
All Schools	85%	15%
High-Poverty Schools	85%	15%
Low-Poverty Schools	-	-

\*Most current data available.

## SARC DATA & ACCESS

### DATAQUEST

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Lloyd 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 Lloyd High School's SARC and access the internet at any of the county's public libraries. The closest library to Lloyd High School is the 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 2011-12 school year, Centinela Valley Union High School District spent an average of \$9,850 of total general funds to educate each student (based on 2011-12 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 2011-12		
	CVUHSD	State Average of Districts in Same Category
Beginning Teacher Salary	41,394	42,865
Mid-Range Teacher Salary	68,616	69,484
Highest Teacher Salary	87,221	89,290
Average Principal Salaries:		
High School	127,368	128,378
Superintendent Salary	240,613	202,664
Percentage of Budget For:		
Teacher Salaries	32	37
Administrative Salaries	7	5

### Current Expense of Education Per Pupil 2011-12

Dollars Spent Per Student					
Expenditures Per Pupil	Lloyde	CVUHSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	3,798	N/A	N/A	N/A	N/A
Restricted (Supplemental)	43	N/A	N/A	N/A	N/A
Unrestricted (Basic)	3,756	4,364	86.0%	5,537	67.8%
Average Teacher Salary	68,456	67,973	100.7%	71,584	95.6%

In addition to general fund state funding, Centinela Valley Union High School District receives state and federal categorical funding for special programs. For the 2011-12 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 Jobs Fund
- Governor's CTE Initiative: California Partnership Academies
- Lottery: Instructional Materials
- Other Local: Locally Defined
- Partnership Academies Program
- Special Education
- State Lottery
- Title I, II, III
- Transportation Special Education
- Vocational Programs
- Williams Case Settlement