

Lloyde High School

School Accountability Report Card

Reported Using Data from the 2014-15 School Year

Published During 2015-16

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Lloyde High School
Street	4951 Marine Ave.
City, State, Zip	Lawndale, CA 90260
Phone Number	(310) 263-3264
Principal	Dr. James Tarouilly
E-mail Address	torresr@centinela.k12.ca.us
Web Site	www.lloydehs.org
Grades Served	9-12
CDS Code	1964352-1930239

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

School Description and Mission Statement (Most Recent Year)

Principal's Message

Loyde 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 Loyde 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.

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

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

Loyde High School is located in the city of Lawndale, in Los Angeles County. It is about five miles southwest of Los Angeles Airport (LAX). It serves students in grades nine to twelve from the cities of Lawndale (population 32,769), Hawthorne (population 84,923) and Lennox (population 22753). This area is part of what is called the "South Bay." The aerospace and aviation industries once employed tens of thousands in high paying jobs. Boeing, McDonnell Douglas, Rockwell, Lockheed, Grumman and other such powerful contributors to the local economy have downsized and laid off most of their work forces in the 1990s. Affluent cities such as El Segundo, Redondo Beach and Manhattan Beach are to the west of the CVUHSD, while the economically much less powerful cities of Gardena, Compton and Inglewood are to the east. South Central Los Angeles is also to the east. Median incomes in these three cities vary. Lawndale's median income is about \$37,000, Hawthorne's is \$44,900 and Lennox's is less than 23,000.

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

Loyde is the CVUHSD's only continuation high school, and serves students from the district's three comprehensive schools in grades from ten to twelve, and from 16 to 21 years in age. Loyde is also home to the district's Special Education Adult Transitions Program. Students who wish to attend Loyde are referred by their counselor to the CVUHSD "Referral and Placement Panel," (R&P) which is held quarterly and reviews all transfer requests. At the R&P meeting, students' records are reviewed to determine what placement would be in their best interest. Loyde is in effect a major option for students in the top tier of the "Response to Intervention" (RTI).

Loyde has undergone tremendous change in the past five years. From an enrollment high of more than 800 students in 2011 - 2012, Loyde's current maximum enrollment hovers at about 200 students. A change in district leadership brought a new beginning to Loyde. From 2013 to 2014 Loyde developed into a stellar continuation school, as witnessed by Loyde's WASC Accreditation. Loyde received a Six Year Clear Accreditation, and is now seen within the district and community as a jewel. Loyde High School has also been designated as a Model Continuation School by the California Department of Education.

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

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Grade 11	42
Grade 12	122
Ungraded Secondary	17
Total Enrollment	181

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	17.1
Asian	1.1
Hispanic or Latino	78.5
Native Hawaiian or Pacific Islander	0.6
White	2.2
Two or More Races	0.6
Socioeconomically Disadvantaged	86.2
English Learners	17.1
Students with Disabilities	20.4
Foster Youth	2.8

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	14	14	11	307
Without Full Credential	0	0	1	17
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	6

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	1	1
Total Teacher Misassignments *	0	1	1
Vacant Teacher Positions	0	0	0

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

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

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	74.0	26.0
All Schools in District	81.3	18.7
High-Poverty Schools in District	80.4	19.6
Low-Poverty Schools in District	100.0	0.0

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: September 2015

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

On September 21, 2015, 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. 15-16/006 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 2015-16 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.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	2010 Scholastic; Read 180 2010 Pearson; Literature for California 2002 Hampton Brown; Edge Fundamentals 2002 Hampton Brown; Edge Levels A, B, C 2011 Scholastic; English 3D Volume 1 2013 Scholastic; English 3D Volume 2 2013: The California State University; Expository Reading and Writing Course 2013: Oxford; English A: Language & Literature	Yes	
Mathematics	2012 ALEKS; Algebra Essentials & Math Success 2009 Pearson; Algebra I & II 2008 Pearson; Geometry UC 2012: ALEKS; Math Success 2007 Pearson; Pre-Calculus and Calculus: Graphical 2009 Person; Elementary Statistics: Picturing the World 2012 Pearson; Mathematics Standard Level	Yes	
Science	2007 Prentice Hall; Biology 2005 Prentice Hall; Chemistry 2006 Prentice Hall; Physics & Conceptual Physics 2003 Prentice Hall; Human Anatomy and Physiology, 6th Edition 2003 Prentice Hall; AP Physics 2008 Pearson; AP Biology, 8th Edition 2013 Holt McDougall; Environmental Science 2005 People's Publishing; Environmental Science: Earth as a Living Planet, 5th Edition	Yes	
History-Social Science	2008 Prentice Hall; Magruder's American Government 2006 Thomson Learning; Contemporary Economics 2006 McDougal Littel; The Americans 2005 McDougal Littel; Modern World History- Patterns of Interaction 2006 Houghton Mifflin; American Pageant 2005 McGraw Hill; Economics 2005 Longman; American Democracy 2006 Longman; American Government: Continuity & Change 2007 Addison Wesley; World Civilizations: The Global Experience 2011 Houghton Mifflin; History of Western Society 2014 Pearson; Government in America: People, Politics, & Policy 2005 Worth Publishing; Psychology, 7th Edition	Yes	

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Foreign Language	2006 Glencoe McGraw Hill; Buen Viaje! 2008 Holt, Rinehart Winston; Nuevas Vistas 2008 Holt, Rinehart Winston; Allez, Viens! 2012 Holt McDougall Little; Abriendo Puertas: Ampliando Perspectivas 2007 Pearson; Intrigue, 2nd Edition 1993 Dawn Sign Press; Signing Naturally, Level 1-3 2009 Pearson; Building ASL Interpreting & Translation Skills 2009 Cheng & Tsui; Integrated Chinese Level 1, Part 1 & 2 and Level 2 Part 1 2014 Pearson; Abriendo Paso	Yes	

School Facility Conditions and Planned Improvements (Most Recent Year)

Facilities Maintenance

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

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

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

The day custodian inspects facilities routinely for safety hazards, graffiti, and other conditions that require immediate removal or correction. On an annual basis, schools are required by the state to perform a comprehensive inspection and report those findings to the school community. The most recent inspection for Loyde High School took place December 3, 2015. The School Facility Good Repair Status table illustrated in this report identifies the state-required inspection areas and discloses the operational status in each of those areas.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: December 3, 2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: December 3, 2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Electrical: Electrical	X			Room 6 - Two fluorescent fixtures out, Room 10- Cracked light cover
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: December 3, 2015				
Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	3	44	44
Mathematics	0	12	33

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

CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	87	80	92.0	71	26	3	0
Male	11		54	62.1	72	24	4	0
Female	11		26	29.9	69	31	0	0
Black or African American	11		14	16.1	79	21	0	0
Asian	11		1	1.1	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Hispanic or Latino	11		63	72.4	70	27	3	0
Native Hawaiian or Pacific Islander	11		1	1.1	--	--	--	--
Two or More Races	11		1	1.1	--	--	--	--
Socioeconomically Disadvantaged	11		48	55.2	73	23	4	0
English Learners	11		13	14.9	85	8	8	0
Students with Disabilities	11		1	1.1	--	--	--	--
Foster Youth	11		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	87	78	89.7	96	3	0	0
Male	11		53	60.9	100	0	0	0
Female	11		25	28.7	88	8	0	0
Black or African American	11		13	14.9	100	0	0	0
Asian	11		1	1.1	--	--	--	--
Hispanic or Latino	11		62	71.3	95	3	0	0
Native Hawaiian or Pacific Islander	11		1	1.1	--	--	--	--
Two or More Races	11		1	1.1	--	--	--	--
Socioeconomically Disadvantaged	11		48	55.2	100	0	0	0
English Learners	11		13	14.9	100	0	0	0
Students with Disabilities	11		1	1.1	--	--	--	--
Foster Youth	11		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	6	--	--	42	30	30	59	60	56

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

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	30
All Students at the School	--
Male	--
Female	--
Hispanic or Latino	--
English Learners	--
Students with Disabilities	--
Foster Youth	--

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

Career Technical Education Programs (School Year 2014-15)

Workforce Preparation

Lloyde High School provides only those courses required to earn a high school diploma. Students interested in enrolling in work-related courses are encouraged to enroll in the community college or participate in county regional occupational programs. Lloyde High offers 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/.

Career Technical Education Participation (School Year 2014-15)

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

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	0
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	0

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California High School Exit Examination Results for Grade Ten Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English-Language Arts	13			45	31	37	57	56	58
Mathematics	11	9		47	33	36	60	62	59

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.

California High School Exit Examination Grade Ten Results by Student Group (School Year 2014-15)

Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	52	27	21	54	35	11
All Students at the School	0			0	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.

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (Most Recent Year)

Parent Involvement

Parents are encouraged to get involved in Loyde 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.

Loyde 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
- Open House
- Career Fair Day
- Parent Conferences

State Priority: Pupil Engagement

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

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

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

Indicator	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	24.00	18.20	16.90	24.00	18.20	16.90	13.10	11.40	11.50
Graduation Rate	64.67	68.16	70.72	64.67	68.16	70.72	78.87	80.44	80.95

Completion of High School Graduation Requirements (Graduating Class of 2014)

Group	Graduating Class of 2014		
	School	District	State
All Students	23.85	75.07	84.6
Black or African American	15.38	73.93	76
American Indian or Alaska Native		100	78.07
Asian		87.5	92.62
Filipino		85.71	96.49
Hispanic or Latino	27.37	74.7	81.28
Native Hawaiian/Pacific Islander		86.67	83.58
White	20	61.54	89.93
Two or More Races		78.79	82.8
Socioeconomically Disadvantaged	43.75	63.03	61.28
English Learners	14.29	37.6	50.76
Students with Disabilities	22.95	74.21	81.36
Foster Youth	--	--	--

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	0.15	4.50	2.97	5.26	4.69	2.34	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.00	0.00	0.05	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

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 2014.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	No	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	No	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	N/A	N/A	Yes
Met Graduation Rate	Yes	No	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2005-2006	2004-2005
Year in Program Improvement*	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	4
Percent of Schools Currently in Program Improvement	N/A	100.0

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	27	2	6	3	15	8			11	13		
Mathematics	16	8	2		7	12			13	7		
Science	22	4	5	1	7	6			9	6		
Social Science	24	5	3	2	12	12			13	7		

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

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	200
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist		N/A
Other	6.0	N/A

Note: Cells with N/A values do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$6945	\$324	\$6622	\$59195
District	N/A	N/A	\$4595	
Percent Difference: School Site and District	N/A	N/A	44.1	
State	N/A	N/A	\$5,348	\$74,908
Percent Difference: School Site and State	N/A	N/A	23.8	-21.0

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

Types of Services Funded (Fiscal Year 2014-15)

In addition to general fund state funding, Centinela Valley Union High School District receives state and federal categorical funding for special programs. For the 2014-2015 school year, the district received federal, state, and local aid for the following categorical, special education, and support programs:

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

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		\$44,363
Mid-Range Teacher Salary		\$71,768
Highest Teacher Salary		\$92,368
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		\$121,276
Average Principal Salary (High)		\$133,673
Superintendent Salary		\$210,998
Percent of Budget for Teacher Salaries	34%	36%
Percent of Budget for 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/>.

Advanced Placement (AP) Courses (School Year 2014-15)

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

* Cells with N/A values do not require data. Where there are student course enrollments.

Professional Development (Most Recent Three Years)

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 district wide instruction and supplementary workshops on a wide range of topics. The second staff development day's activities were selected by each high school.

2013-14 District wide 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

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

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

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. 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.

2013-14 Site-Based Topics

- Common Core State Standards Implementation
- Positive Behavior Intervention Support
- Response to Intervention