

# Lloyde High School

## School Accountability Report Card

### Reported Using Data from the 2015-16 School Year

### Published During 2016-17

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

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

#### **DataQuest**

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

#### **Internet Access**

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

## **About This School**

#### **Contact Information (School Year 2016-17)**

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

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

## School Description and Mission Statement (School Year 2016-17)

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

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

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 one of the 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 240 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. In 2016, three of Loyde's programs were designated as Exemplary by the California Continuation Education Association. These were Loyde's Adult Transition Program, Microsoft Academy, and our Restorative Justice Program.

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 2015-16)**

<b>Grade Level</b>	<b>Number of Students</b>
<b>Grade 10</b>	2
<b>Grade 11</b>	43
<b>Grade 12</b>	137
<b>Ungraded Secondary</b>	14
<b>Total Enrollment</b>	196

**Student Enrollment by Group (School Year 2015-16)**

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
<b>Black or African American</b>	15.3
<b>American Indian or Alaska Native</b>	0.5
<b>Asian</b>	0
<b>Filipino</b>	0
<b>Hispanic or Latino</b>	77.6
<b>Native Hawaiian or Pacific Islander</b>	0.5
<b>White</b>	4.1
<b>Two or More Races</b>	2
<b>Socioeconomically Disadvantaged</b>	85.2
<b>English Learners</b>	14.3
<b>Students with Disabilities</b>	16.8
<b>Foster Youth</b>	0.5

## 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
	2014-15	2015-16	2016-17	2016-17
With Full Credential	14	11	15	334
Without Full Credential	0	1	1	12
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	6

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	1	1	0
Total Teacher Misassignments *	1	1	0
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 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	76.9	23.1
All Schools in District	88.6	11.4
High-Poverty Schools in District	88.3	11.7
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 2016-17)

Year and month in which data were collected: September 2016

#### 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 13, 2016, 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. 16-17/008 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 2016-17 school year, Centinela Valley Union High School District provided all students enrolled in a visual/performing arts class with their own textbook or supplemental materials to use in class and to take home. These materials comply with the state's content standards and curriculum frameworks.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	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	0
<b>Mathematics</b>	2015 Houghton Mifflin Harcourt; Integrated Math 1, Integrated Math 1 Success 2008 Pearson; Algebra II, Geometry UC 2007 Pearson; Pre-Calculus and Calculus: Graphical 2009 Pearson; Elementary Statistics: Picturing the World 2013 W.H. Freeman; The Practice of Statistics: AP Statistics 2012 Pearson; Mathematics Standard Level	Yes	0
<b>Science</b>	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	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>History-Social Science</b>	2008 Prentice Hall; Magruder's American Government 2006 Thomson Learning; Contemporary Economics 2006 McDougal Littell; The Americans 2005 McDougal Littell; 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	0
<b>Foreign Language</b>	2011 Santillana; Espanol Level 1-3 2013 Wayside Publishing; Tejidos 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	0
<b>Health</b>	2016 Positive Prevention Plus; Health	Yes	0

### School Facility Conditions and Planned Improvements (Most Recent Year)

#### Facilities Maintenance

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

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

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

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

<b>School Facility Good Repair Status (Most Recent Year)</b>				
<b>Year and month of the most recent FIT report: November 11, 2016</b>				
<b>System Inspected</b>	<b>Repair Status</b>			<b>Repair Needed and Action Taken or Planned</b>
	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			Room 6 - Two fluorescent fixtures out, Room 10- Cracked light cover
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

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

<b>Year and month of the most recent FIT report: November 11, 2016</b>				
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
		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] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

#### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	3	5	45	43	44	48
Mathematics	0		13	18	34	36

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 Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	107	97	90.7	5.3
Male	11	75	69	92.0	6.0
Female	11	32	28	87.5	3.7
Black or African American	11	25	23	92.0	9.5
Hispanic or Latino	11	77	69	89.6	4.4
White	11	--	--	--	--
Two or More Races	11	--	--	--	--
Socioeconomically Disadvantaged	11	76	70	92.1	7.5
English Learners	11	14	11	78.6	
Students with Disabilities	11	13	13	100.0	
Foster Youth	11	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.



**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	107	92	86.0	
Male	11	75	66	88.0	
Female	11	32	26	81.3	
Black or African American	11	25	20	80.0	
Hispanic or Latino	11	77	67	87.0	
White	11	--	--	--	--
Two or More Races	11	--	--	--	--
Socioeconomically Disadvantaged	11	76	66	86.8	
English Learners	11	14	11	78.6	
Students with Disabilities	11	13	13	100.0	
Foster Youth	11	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Science for All Students**

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	--	--		30	30	25	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

**CAASPP Test Results in Science by Student Group  
Grades Five, Eight, and Ten (School Year 2015-16)**

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	17	14	82.4	
Male	14	11	78.6	
Hispanic or Latino	12	9	75.0	

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The “Proficient or Advanced” is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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 2015-16)**

**Workforce Preparation**

Loyde 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. Loyde 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 Participation (School Year 2015-16)**

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 (UC) and/or California State University (CSU) Admission**

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	0

**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 (School Year 2016-17)**

**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 encourages parents to participate in:

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

Additionally, Loyde's School Site Council meets monthly to help guide our planning and financing of programs for this and future school years. This year Loyde intends to have a record number of parents and students participate in the California Healthy Kids Survey, which will help identify strengths in our programs as well as areas that need to be adjusted or changed.

### 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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
<b>Dropout Rate</b>	18.20	16.90	12.20	18.20	16.90	12.20	11.40	11.50	10.70
<b>Graduation Rate</b>	68.16	70.72	80.43	68.16	70.72	80.43	80.44	80.95	82.27

#### Completion of High School Graduation Requirements - Graduating Class of 2015 (One-Year Rate)

Group	Graduating Class of 2015		
	School	District	State
<b>All Students</b>	43	74	86
<b>Black or African American</b>	41	69	78
<b>American Indian or Alaska Native</b>	0	38	78
<b>Asian</b>	100	88	93
<b>Filipino</b>	0	100	93
<b>Hispanic or Latino</b>	42	79	83
<b>Native Hawaiian/Pacific Islander</b>	0	88	85
<b>White</b>	0	59	91
<b>Two or More Races</b>	100	70	89
<b>Socioeconomically Disadvantaged</b>	60	90	66
<b>English Learners</b>	39	76	54
<b>Students with Disabilities</b>	41	83	78

## 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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
<b>Suspensions</b>	4.5	3.0	4.8	4.7	2.3	1.9	4.4	3.8	3.7
<b>Expulsions</b>	0.0	0.0	0.8	0.0	0.1	0.3	0.1	0.1	0.1

### School Safety Plan (School Year 2016-17)

#### 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. In 2017 - 2017 the school's safety plan is being reviewed, updated, and shared with school staff. The new plan plans for events that were previously inconceivable, such as terrorist attackers or shooters coming on campus. The plan is also much more comprehensive in regard to mental health issues.

## 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.

### Federal Intervention Program (School Year 2016-17)

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

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

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

Subject	2013-14			2014-15			2015-16					
	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+
<b>English</b>	15	8			11	13			11	13		
<b>Mathematics</b>	7	12			13	7			13	7		
<b>Science</b>	7	6			9	6			9	6		
<b>Social Science</b>	12	12			13	7			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 2015-16)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	240
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	.25	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist		N/A
Other		N/A

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

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

**Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	4460.02	311.99	4148.03	87541.18
District	N/A	N/A	6632.46	68249.92
Percent Difference: School Site and District	N/A	N/A	-37.5	28.3
State	N/A	N/A	\$5,677	\$77,824
Percent Difference: School Site and State	N/A	N/A	-26.9	12.5

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

**Types of Services Funded (Fiscal Year 2015-16)**

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 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,523	\$46,184
Mid-Range Teacher Salary	\$72,207	\$75,179
Highest Teacher Salary	\$88,688	\$96,169
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		\$124,243
Average Principal Salary (High)	\$150,008	\$137,939
Superintendent Salary	\$193,950	\$217,637
Percent of Budget for Teacher Salaries	29%	35%
Percent of Budget for Administrative Salaries	6%	5%

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

### Professional Development (Most Recent Three Years)

#### Staff Development

All curriculum and instructional improvement activities at Centinela Valley Union High School District have been aligned to the Common Core State Standards. Staff development is selected and identified based upon student assessment results, state content standards, in-class observations and as the results of staff and student LCAP focus group data. During the 2016-2017 School Year, the district offered two voluntary non-student professional development days; one per semester. On the first offered voluntary PD day, teachers attended 90 minute workshops on the Learning Management System: Canvas, Achieving Rigor Through Reading, Writing & Collaboration (AVID strategies), Oral Academic Discourse Strategies (Pro Talk), and strategies for Supporting Our Students' Social & Emotional Health. The second day of PD offered an advanced level on the strategies previously listed. During the 2015-16 School Year, the district offered two mandatory non-student professional development days; the first PD 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.

For the past two years, Centinela Valley has also provided a Summer Professional Development Week for teachers to work collaboratively on shared decision-making to develop Curriculum Maps, Common Summative and Formative Assessments, and to share best practices. Additionally in the Summer of 2016, teachers who attended the Summer PL week also had the opportunity to attend teacher led workshops including: Student Engagement Strategies (Interactive/Structured Notebooks, Cornell Notes, Inclusion Instructional Strategies and Grading Practices, Socratic Seminars, Supporting Long Term ELs, and Tutorials in the Content Areas); Use of Technology (LMS-Canvas, Google Drive, Effective use of Technology to Guide Learning & Instruction, Google Sites, and Google Apps); and Other Workshops (A-G College Entrance Requirements, SBAC Information and Resources, LCAP Overview, Grading Practices, Effective Parent Communication, and Introduction to Restorative Practices).

District wide Course Lead Teams received three full-day release days throughout the 2016-2017 school year to work together on developing course resources and assessments. During the Summer PL Week, course leads attended an extra day of training where they were given overall training on the LMS-Canvas, "Building a Collaborative Culture" through a shared understanding of the role of a citizen facilitator and Tools for collaboration, Google Drive, and the use of Data Protocol. Course leads were also responsible to facilitate the use of the district approved data protocol for their course during the site-based weekly collaboration meeting. For Science and Social Science course leads, Centinela Valley partnered with the UCLA Science and Social Science/History Project to develop leadership skills and curriculum.

#### 2016-2017 Continued Staff Development Offerings

- Canvas Professional Development
- Common Core State Standards
- Edge eAssessment Training
- Edgenuity (e2020) Training
- E3D Training
- Google Training
- Illuminate Refreshers
- Interim Assessment SBAC Training
- Linked Learning Master Schedule Workshop
- Next Generation Science Standards

- New Textbook Adoption Training
- Power Teacher and Blackboard Connect
- Read 180 Training
- SBAC Usability, Accessibility & Accommodations Training
- System 44 Training
- TurnItIn.com Training

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

Centinela Valley Union High School District and three other local districts (Lawndale, Lennox and Hawthorne) jointly supported new teachers in developing their teaching skills through the New Teacher Induction Program, which is designed for first- and second-year teachers holding a preliminary credential to earn their clear teaching credential. The New Teacher Summer Institute was a three-day program for teachers who were new to the district. Training sessions focused on engagement, active learning, and questioning (The Big Three), grading reform, data and accountability, BTSA (Beginning Teacher Support and Assessment), effective English language learner strategies, an overview of the district's special education program, equity and diversity, technology in the classroom, and classroom management. After successful completion of the one-year BTSA program through UCLA, teachers may apply for their clear teaching credential. All program participants are assigned to a veteran teacher who acts as a 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. Substitute teachers were invited to attend an annual training which covered many of the same topics as our new teacher orientation in order to better serve the students of the district. Classified support staff may have received additional job-related training by district representatives.

#### Site-Based Professional Development

All supplemental staff development activities at 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