

# CENTINELA VALLEY UNION HIGH SCHOOL DISTRICT



"Dedicated to Academic Excellence and Achievement for All Students"

14901 South Inglewood Avenue  
Lawndale, CA 90260  
(310) 263-3200  
www.centinela.k12.ca.us

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The statistical information disclosed in this report is obtained from the California Department of Education and the Centinela Valley Union High School District. At the time of publishing, this report met all SARC-related state and federal requirements, using the most current data available. Information for the instructional materials section of this report was acquired in December 2011; school facilities information was obtained in January 2012.

# LAWNDALE HIGH SCHOOL



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

Joseph Guidetti, Principal

## SCHOOL ACCOUNTABILITY REPORT CARD 2010-11 SCHOOL ACTIVITY PUBLISHED IN FEBRUARY 2012

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

## PRINCIPAL'S MESSAGE

As principal, I have the unique privilege of introducing you to the Annual School Accountability Report Card (SARC) for Lawndale High School, Home of the Cardinals. Whether you are a student, parent, staff or community member, the information contained within these pages will prove useful in informing you about our school and community, including, but not limited to: demographics, achievement, progress evaluation, ongoing goal realization, discipline, budget, and facility enhancement. Parents and community play a very important role in our school. Understanding our educational program, student achievement, and curriculum development can assist both our school and the community in continuing our ongoing academic achievement.

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

## DISTRICT PROFILE

Centinela Valley Union High School District is located next to the 405 freeway in the city of Lawndale, approximately 20 miles southwest of the city of Los Angeles. During the 2010-11 school year, the district's three comprehensive high schools, continuation school, and independent study school served a total of 6,618 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 2010-11 school year, Lawndale High School served 1,895 students in grades 9-12. Student enrollment included 8.7% receiving special education services, 51.3% qualifying for English learner support, and 69.9% qualifying for free or reduced-price meals.

### Percentage of Students by Ethnicity/Grade Level

2010-11

Ethnic Group	%	Grade Level	#
African American	12.3%	Grade 9	635
American Indian or Alaskan Native	0.1%	Grade 10	518
Asian	4.1%	Grade 11	461
Filipino	1.3%	Grade 12	281
Hawaiian or Pacific Islander	0.7%		
Hispanic or Latino	76.4%		
White (not Hispanic)	4.2%		
Two or More Races	0.8%		
Total Enrollment			1,895

Lawndale High School offers a comprehensive standards-based curriculum, preparing students for their post-secondary education opportunities and entrance into the workforce.

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

## PARENT INVOLVEMENT

Parents are encouraged to get involved in Lawndale High School's learning community by volunteering their time, attending school events, or sharing in the decision-making process.

### Volunteer Opportunities

- Chaperoning field trips, dances, and college visits
- Preparing mailers and registration packets in the school office
- Recruiting parent volunteers to help with events and activities
- Small Learning Academy Volunteers

### Leadership Opportunities

- School Site Council
- English Learner Advisory Council
- Gifted and Talented Education Advisory
- Booster clubs
- Title I Parent Advisory Committee
- Western Association of Schools and Colleges Committee (WASC)
- Parent Teacher Student Association (PTSA)

Each of these groups is responsible for leading and evaluating the school's progress to provide a safe and effective learning environment. Parents seeking more information about becoming an active member in the school community may contact Principal Joseph Guidetti or one of the associate principals at (310) 263-3101 or (310) 263-3105.

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

- Athletic events
- CAHSEE meetings
- Department nights
- Graduation meetings
- Orientation meetings
- Parent-teacher conferences
- Parent/Community Welcome
- Back to School Night
- College entrance workshops
- Financial aide workshops
- Grade level parent meetings
- Parent education workshops
- Student performances
- Technology workshops

### SCHOOL NEWS

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

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

## 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 2010-11 AYP cycle, high schools must achieve a 66.7% or higher proficiency rate in English/Language Arts and 66.1% 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 710 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 2010-11		
Did the school and district meet or exceed 2011 AYP performance criteria in each of the areas listed below?		
AYP Criteria	Lawndale	CVUHSD
Overall Performance	Yes	No
Participation Rate		
Language Arts	Yes	Yes
Math	Yes	Yes
Percent Proficient		
Language Arts	Yes	No
Math	Yes	No
API	Yes	Yes
Graduation Rate	Yes	Yes
AYP Performance Level		
Number of AYP Criteria		
Met Out of the Total	18/18	23/26
Number of Criteria Possible		

STAR Results All Students Percentage of Students Scoring at Proficient and Advanced Levels									
	Lawndale			CVUHSD			CA		
	08-09	09-10	10-11	08-09	09-10	10-11	08-09	09-10	10-11
English-Language Arts	45	46	45	27	31	32	49	52	54
Math	28	21	18	17	11	12	46	48	50
Science	41	43	49	24	26	30	50	54	57
History	38	40	42	22	24	28	41	44	48

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 Ethnic Subgroups Percentage of Students Scoring at Proficient and Advanced Levels 2010-11									
	Lawndale								
	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	40	*	56	64	44	*	63	71	
Math	16	*	42	18	17	*	23	41	
Science	36	*	54	82	48	*	70	*	
History	35	*	65	53	40	*	60	*	
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education			
English-Language Arts	41	49	14	43	17				
Math	17	19	7	18	13				
Science	51	47	27	50	7				
History	45	39	17	41	6				

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									
	Lawndale			CVUHSD			CA		
	08-09	09-10	10-11	08-09	09-10	10-11	08-09	09-10	10-11
English-Language Arts	50	46	58	33	32	44	52	54	59
Math	57	47	59	33	35	41	53	54	56

California High School Exit Exam Tenth Grade Results by Student Group 2010-11						
	English-Language Arts			Math		
	Percentage of Students:			Percentage of Students:		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
CVUHSD						
All Students	56	26	18	59	33	8
Lawndale						
All Students	42	33	25	41	45	14
Male	48	31	21	41	45	14
Female	35	35	30	42	44	14
African American	54	28	17	59	36	5
American Indian or Alaskan Native	*	*	*	*	*	*
Asian	22	30	48	17	43	39
Filipino	36	36	27	27	45	27
Hispanic or Latino	44	32	24	41	46	13
Hawaiian or Pacific Islander	*	*	*	*	*	*
White (not Hispanic)	19	41	41	33	44	22
Two or More Races	*	*	*	*	*	*
Economically Disadvantaged	43	33	24	40	45	14
English Learners	74	21	5	54	41	5
Students with Disabilities	97	3	0	100	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.

The AYP table in this report illustrates the school's progress in meeting 2010-11 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 Lawndale High School participate in California's STAR examination each year. The mandatory STAR Program (Standardized Testing and Reporting) is a set of assessments that evaluates student proficiency in core subject areas and compares student results with other students in the state who took the same test. The STAR is comprised of a series of four components: the California Standards Tests (CST), the California Alternative Performance Assessment (CAPA), the California Modified Assessment (CMA), and Standards-based Tests in Spanish (STS).

**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 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; 89% of Lawndale High School's tenth grade students who took the test passed the math portion of the exam and 85%

passed the language arts portion of the exam. Proficiency scores from the test are used as a determination of Adequate Yearly Progress (AYP) as noted in the AYP section of this report. Detailed information about the CAHSEE can be found at [www.cde.ca.gov/ta/tg/hs/](http://www.cde.ca.gov/ta/tg/hs/).

**PHYSICAL FITNESS**

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

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2010-11			
Grade(s) Tested	Number of Standards Met:		
	4 of 6	5 of 6	6 of 6
Ninth	21%	29%	23%

**ACADEMIC PERFORMANCE INDEX**

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

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

**No CHILD LEFT BEHIND (NCLB)**

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2010-11, Lawndale High School qualified for 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 <http://www.cde.ca.gov/ta/ac/ay/>.

Title I PI Status 2011-12		
	Lawndale	CVUHSD
PI Status	Not in PI	In PI
First Year of PI Implementation	N/A	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 2011-12 school year.*

Academic Performance Index Three-Year Performance Comparison									
Lawndale									
Base API Rank:									
	2008		2009		2010				
Statewide Rank	7		5		5				
Similar Schools Rank	10		7		8				
	Lawndale			Lawndale		CVUHSD		State	
	Increase/Decrease in API			# of Students	Growth	# of Students	Growth	# of Students	Growth
	2008-09	2009-10	2010-11	2010-11		2010-11		2010-11	
All Students	-21	5	7	1502	743	4,291	671	4,683,676	778
Ethnic Subgroups									
African American	-18	12	-24	176	691	652	641	317,856	696
Asian				62	826	130	767	398,869	898
Filipino				21	835	46	791	123,245	859
Hispanic or Latino	-24	0	12	1155	739	3,215	668	2,406,749	729
White (not Hispanic)				60	806	124	737	1,258,831	845
Two or More Races				16	803	38	731	76,766	836
Other Subgroups									
Economically Disadvantaged	-25	10	4	1246	739	3,727	662	2,731,843	726
English Learners	-23	-18	28	789	725	2,232	657	1,521,844	705
Students with Disabilities				139	488	505	440	521,815	595

# SCHOOL FACILITIES & SAFETY

## FACILITIES PROFILE

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

Campus Description	
Year Built	1958
Acreage	38
	<b>Quantity</b>
# of Permanent Classrooms	36
# of Portable Classrooms	41
# of Restrooms (student use)	8 sets & 2 unisex
Gym	1
Library	1
Performing Arts Building	1
Staff Lounge	1
Sports Stadium	1

### 2010-11 Campus Improvement Projects - Measure CV

- Phase I Modernization - 1 of 4 phases - project includes construction of three-storey building to house administration, science classrooms, and a media center
- Gymnasium has been painted and a new sign installed at the entrance
- Campus fence set further back to provide a more welcoming environment
- New landscaping along Inglewood Avenue
- Completion of Centinela Valley Center for the Arts facility

### 2011-12 Campus Improvements

- Phase I Modernization Continued

## SUPERVISION & SAFETY

All staff share in the supervision of students throughout the day. In the morning as students arrive, campus security officers and administrators are stationed at strategic locations to monitor student activities. During the lunch period, campus security officers, school administrators, and the school resource officer share supervision of students in meal areas and common gathering areas. When students are dismissed at the end of the day, campus security officers, school administrators, and the school resource officer monitor exit areas to ensure students leave campus in a safe and orderly manner. To maintain a safe and secure

environment, all parents and visitors are required to check in at the school office upon arrival, obtain and wear a visitor's badge, and then return to the school office upon departure.

## SCHOOL SITE SAFETY PLAN

The Comprehensive School Site Safety Plan was developed for Lawndale High School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most current safety plan was reviewed and updated in September 2009 by the District Chief of Security. The plan was shared with school staff in August 2010.

## FACILITIES MAINTENANCE

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

A team of day custodians and evening custodians are assigned to Lawndale High School for routine maintenance, daily custodial duties, and special events preparations. Principal Joseph Guidetti and the lead day custodian communicate daily regarding campus cleaning needs and safety concerns. Day custodians are responsible for setting up the gym for activities, keeping restrooms clean and stocked, removing debris and emptying trash receptacles, and addressing minor repairs and maintenance issues. Security staff and day custodians check restrooms frequently throughout the day as a proactive approach in keeping restrooms fully stocked, safe, and sanitary. Evening custodians are responsible for daily comprehensive cleaning of classrooms, office areas, library, career center, locker rooms, gymnasium, restrooms, and other areas as assigned.

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

Every morning before school begins, the lead day custodian and lead campus security officer inspect facilities for safety hazards, graffiti, and other conditions that require removal prior to students and staff entering school grounds. On an annual basis, schools are required by the state to perform a comprehensive inspection and report those findings to the school community. The most recent inspection for Lawndale High School took place on December 20, 2011. The School Facility Good Repair Status table illustrated in this report identifies the state-required inspection areas and discloses the operational status in each of those areas. During the 2010-11 school year 100% of restrooms were fully operational and available to students at all times.

# CLASSROOM ENVIRONMENT

## DISCIPLINE & CLIMATE FOR LEARNING

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

At the beginning of the school year, school rules, district policies, and academic expectations are outlined in the student handbook and parent handbook. Administrators and the lead campus security guard host Student Success Assemblies to reinforce behavior expectations and consequences for poor behavior. Throughout the year, students are reminded of their responsibilities to follow school rules and to conduct themselves in a safe, responsible, and respectful manner. Announcements over the intercom system, news articles, ConnectEd messages, and flyers are issued to revisit school policies and address unacceptable trends in behavior.

Progressive discipline begins in the classroom when students are disruptive or demonstrating poor citizenship. The behavior improvement process involves the student, teacher, parent, and administrators. Students continuing to have difficulty with their behavior are referred to the dean of students, associate principal, counselor, or principal 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.

Suspensions and Expulsions			
	Lawndale		
	08-09	09-10	10-11
Suspensions (#)	93	97	239
Suspensions (%)	6.75%	6.23%	12.58%
Expulsions (#)	9	17	6
Expulsions (%)	0.65%	1.09%	0.32%
CVUHSD			
	08-09	09-10	10-11
	Suspensions (#)	1,002	933
Suspensions (%)	13.68%	13.79%	17.55%
Expulsions (#)	53	138	27
Expulsions (%)	0.72%	2.04%	0.41%

*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.*

School Facility Good Repair Status			
Item Inspected	Repair Status		
Inspection Date:	Repair Needed and Action Taken or Planned		
December 20, 2011	Good	Fair	Poor
Systems	✓		
Interior Surfaces	✓		Room 312: replace broken ceiling tile. Building 3/4 Hallway and Bridge: ceiling paint flaking. Room L-6: wall mounted raceways need painting. Room L-10: missing wall conduit blank cover. Room L-13: various VCT and ceiling tile replacement. Room L-15B Textbook Room: patch/replace/repair carpet in main textbook area.
Cleanliness	✓		Building 3/4 Hallway and Bridge: bird droppings on overhead pipes. Walkway Under Bridge: bird droppings over walkway. Rooms L-1, L-2, L-3, L-5, L-6, L-7, L-9, L-10, L-11: needs carpet cleaning.
Electrical	✓		
Restrooms/Fountains	✓		
Safety	✓		
Structural	✓		Room L-3: water leak stain on ceiling tile.
External	✓		Rooms 411, 414: windows wired shut. Building 3/4 Hallway and Bridge: windows broken on west side of bridge, gates repaired.
Overall Summary of School Facility Good Repair Status			
	Exemplary	Good	Poor
Overall Summary		✓	

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



Throughout the year, counseling staff conduct PRIDE assemblies to raise students' awareness and understanding of the many cultures on campus and in the community. Discussions address a wide range of topics including bullying, stereotyping, and diversity.

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

#### STUDENT RECOGNITION

All staff embrace the opportunity to recognize and reward students for being good citizens, outstanding academic effort, demonstrating good sportsmanship, and following school rules. Academic rallies are held throughout the year to honor students meeting goals, achieving high scores on state exams, and increasing reading proficiency levels. Outstanding athletes are recognized at the end of each quarter for their contributions and positive influence.

#### EXTRACURRICULAR & ENRICHMENT ACTIVITIES

Students are provided a variety of avenues to explore their personal interests and talents while developing their academic and physical fitness outside the classroom environment. Lawndale High School sponsors many clubs, leadership training opportunities, college prep courses, and interscholastic athletic programs.

#### 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				
2008-09				
Subject	Average Class Size	Number of Classes		
		1-20	21-32	33+
English	25.2	36	9	17
Math	24.4	26	16	11
Science	34.3	0	11	24
History	33.3	1	13	21
2009-10				
English	23.9	21	34	6
Math	25.7	10	43	8
Science	27.8	6	35	12
History	26.1	8	17	5
2010-11				
English	26.1	24	19	28
Math	30.2	9	20	32
Science	28.6	14	17	27
History	29	8	7	21

#### DROPOUTS

Lawndale High School's teachers and administrative staff are skilled in and have developed ways to detect the early identification of students exhibiting the warning signs and/or behavioral traits that typically lead to dropping out of school. A total of 22 dropouts were recorded for the 2009-10 school year.

In the following Dropout & Graduation Rates table, 2009-10 data are most current information available since state certification/release dates for dropout data occur too late for inclusion in this report. Detailed information about dropout rates and graduation rates can be found on the DataQuest web page at <http://dq.cde.ca.gov/dataquest/>.

Dropout and Graduation Rates			
	Lawndale		
	07-08	08-09	09-10
Dropout Rate (%)	2	2.9	1.4
Graduation Rate (%)	89.82	81.61	94.44
CVUHSD			
Dropout Rate (%)	5.8	9.5	8.1
Graduation Rate (%)	66.8	62.6	72.0
CA			
Dropout Rate (%)	4.9	5.7	4.6
Graduation Rate (%)	80.2	78.6	80.4

Behavioral and academic intervention strategies provide the support and motivation some students require to earn their diploma. Lead teachers in each academy monitor student grades frequently to identify students who may need academic support. General counseling, women's and men's group counseling, E2020 credit recovery, intervention classes, Read 180, Success, community-based agency counseling (Richstone and Star View), the Student Study Team process, tutoring, home visits, and CAHSEE prep classes are available to assist those students having difficulty with subject area content. Alternative methods of acquiring a diploma are available through the district's continuation school, California High School Proficiency Exam (CHSPE), and Adult School for those students who have been unsuccessful in the comprehensive high school environment or have exhausted their opportunities to remain at Lawndale High School. The following table illustrates the percentage of students who graduated from Lawndale High School having met both CAHSEE exam requirements and district graduation requirements.

Completion of High School Graduation Requirements for the Graduation Class of:			
2011			
	Lawndale	CVUHSD	CA
All Students	87.0%	68.8%	-

*The state requires disaggregated data for numerically significant subgroups to be disclosed; however, the statistical data necessary to provide disaggregated results were not collected by the state and are not available for disclosure at the time this report was published.*

## 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 2010-11 school year, the district offered one non-student professional development day for teaching staff to address:

- Focused Learning Targets
- Higher Order Questioning
- Engaging Instruction/Active Learning
- Grading and Assessment Reform by Tom Schimmer

Staff Development Days Three-Year Trend		
2008-09	2009-10	2010-11
3	3	1

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

- 2010-11 Staff Development Offerings
- Academy Retreat
  - Administrators' Retreat

- Direct Interactive Instruction
- E2020
- Pearson Assessment Training Institute - Sound Grading Practices Conference
- Prentice Hall Literature - Curriculum Training
- Promethean Training
- Read 180 for English Language Arts
- Spring Academy Leadership Retreat

New teachers and teachers not yet fully credentialed are supported by peer coaching and extensive staff development. Centinela Valley Union High School District offers the BTSA Induction Program (Beginning Teacher Support and Assessment), a state-approved program that provides comprehensive support and training for new teachers with a preliminary credential. 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.

The New Teacher Summer Institute is a three-day program for teachers who are new to the district. Training sessions focus on foundational items such as BTSA, Effective English language learner strategies, an overview of the district's special education program, equity and diversity, technology in the classroom, and classroom management.

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-sponsored staff development to gain insight and understanding of the current curriculum. Classified support staff may receive additional job-related training from department supervisors and district representatives.

#### SITE-BASED PROFESSIONAL DEVELOPMENT

All supplemental staff development activities at Lawndale High School are focused on increasing student learning and proficiency. Staff development concentrations are identified by the school's leadership team, School Site Council, and district's educational services leadership; analysis student performance data and school plan goals used to determine areas of need to improve student learning. During the 2010-11 school year, site-based training took place after school on early release collaboration days (16 afternoons total). Teacher training and collaboration activities focused on:

- Direct Interactive Instruction
- Core Curriculum - All Subjects
- Checking for Understanding
- Assessments
- Focused Learning Targets

#### SCHOOL LEADERSHIP

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

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

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

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; Read 180	0%	9
2010	*	Pearson; Literature for California	0%	9-12
2002	*	Hampton Brown; Edge Fundamentals	0%	9-12
2002	*	Hampton Brown; Edge Levels A, B, C	0%	9-12
Math				
2009	*	Pearson; Algebra Essentials	0%	9-12
2009	*	Pearson; Algebra I UC	0%	9-11
2008	*	Pearson; Algebra II	0%	9-12
2008	*	Pearson; Geometry UC	0%	10-12
Science				
2007	*	Prentice Hall; Biology	0%	9-12
2005	*	Prentice Hall; Prentice Hall Chemistry	0%	10-12
2006	*	Prentice Hall; Earth Science	0%	9-12
2006	*	Prentice Hall; Conceptual Physical Science Explorations	0%	11-12
2003	*	Prentice Hall; Human Anatomy and Physiology	0%	11-12
Social Science				
2008	*	Prentice Hall; Magruder's American Government	0%	12
2006	*	Thomson Learning; Contemporary Economics	0%	12
2006	*	McDougal Littell; The Americans	0%	11
2005	*	McDougal Littell; Modern World History - Patterns of Interaction	0%	10
2000	*	West; Psychology and You	0%	11-12
Foreign Language				
2006	*	Glencoe McGraw Hill; Buen Viaje!	0%	9-12
2008	*	Holt, Rinehart Winston; Nuevas Vistas	0%	9-12
2008	*	Holt, Rinehart Winston; Allez, Viens!	0%	9-12

The textbooks and instructional materials used by the school comply with the California Department of Education's (CDE) curriculum frameworks and content standards. The CDE does not compile an approved adoptions list for 9-12 coursework.

### 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 12, 2011, 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. 11-12/006](#) 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 2011-12 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. Lawndale High School structures its course offerings so that all students receive instruction appropriate to their learning level. To ensure the success of every student, teachers use a variety of instructional techniques using research-based instructional materials and strategies.

### 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. Resource specialists and special education teachers are paired with a general education teacher to co-plan/co-teach core subjects. Each student is provided instruction based upon their IEP, which is reviewed and updated annually by the school's IEP teams. The IEP ensures students with disabilities have equal access to core curriculum and educational opportunities and is designed to coordinate specially-designed instruction based upon individual academic, social, and/or behavioral needs.

### ENGLISH LANGUAGE LEARNERS

Students identified as English Learners (EL) through the CELDT exam and home language survey are placed in a classroom with a teacher who has been certified to teach English learners. Teachers use differentiated instruction

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

### AT RISK INTERVENTIONS

Lawndale High School offers unique programs to support students not meeting grade level proficiency standards. Intervention and remediation programs are provided during school hours as part of the core curriculum and after school. Analyzing and identifying students who need additional academic assistance is a top priority among school administration, counselors, teachers, and special education staff. Teachers use attendance trends, student assessment results, report card grades, CAHSEE results, and classroom performance on end-of-unit tests to evaluate student progress and identify students performing below grade level proficiency standards in reading, language arts, and math. The Student Study Team is comprised of school administrators, teachers, and parents who work together to identify individualized intervention strategies and monitor progress of students having difficulty with academic or social development. Identified students are then placed in a supplemental program that fits their academic needs and learning levels. Intervention strategies include:

- Academy intervention classes
- Before and After-School Tutoring
- Grades checks by counselors, administrators, Academy lead teachers
- Advisory Period enrichment/intervention activities/test taking strategies
- Saturday and After-school Workshops
- Kaplan CAHSEE Success Program (offered during Advisory period)

## PROFESSIONAL STAFF

### SUPPORT SERVICES STAFF

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

Counselors and Support Personnel (Nonteaching Professional Staff) 2010-11		
	No. of Staff	FTE
Academic Counselor	4	4.0
College and Career Advisor	1	1.0
Health Clerk	1	1.0
Psychologist	1	1.0
Speech & Language Specialist	1	0.8
Average Number of Students per Academic Counselor		475

FTE = Full-Time Equivalent

## TEACHER ASSIGNMENT

Lawndale High recruits and employs the most qualified credentialed teachers. For the 2010-11 school year, the school employed 81 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.

Teacher Credentials and Assignments				
	Lawndale			
	08-09	09-10	10-11	11-12
Total Teachers	61	67	81	
Teachers with Full Credential	53	59	81	
Teachers without Full Credential	8	8	0	
Teachers Teaching Outside Subject Area	0	0	0	
Teacher Misassignments for English Learners	3	8	5	3
Total Teacher Misassignments	11	8	5	3
Teacher Vacancies	0	0	1	1
	CVUHSD			
	08-09	09-10	10-11	11-12
Total Teachers	312	303	294	
Teachers with Full Credential	268	261	290	
Teachers without Full Credential	44	42	4	
Teachers Teaching Outside Subject Area	2	2	3	
Teacher Misassignments for English Learners	38	45	22	18
Total Teacher Misassignments	46	45	22	18
Teacher Vacancies	0	3	5	2

Teacher Education Levels 2010-11		
	Lawndale	CVUHSD
Doctorate	2.6%	2.9%
Master's Degree Plus 30 or More Semester Hours	30.3%	24.7%
Master's Degree	28.9%	26.3%
Bachelor's Degree Plus 30 or More Semester Hours	21.1%	27.7%
Bachelor's Degree	17.1%	18.0%
Less Than a Bachelor's Degree	0.0%	0.4%

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 <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
	2010-11	
Lawndale	100.0%	0.0%
District Totals		
All Schools	100.0%	0.0%
High-Poverty Schools	100.0%	0.0%
Low-Poverty Schools	0.0%	0.0%

## COLLEGE & WORK READINESS

### ADVANCED PLACEMENT

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

### Advanced Placement Courses Offered and Student Participation Rates 2010-11

	No. of Courses Offered	% of Students Enrolled in AP Courses
English	2	6.3%
Foreign Language	1	2.5%
Math	2	1.8%
Science	2	2.6%
Social Science	4	14.4%
Totals	11	27.7%

### COLLEGE PREPARATION COURSES

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

Enrollment in and Completion of UC/CSU-Required Courses 2009-10	
	%
Students Enrolled in UC/CSU Courses Required for UC/CSU Admission	56.6
Graduates Who Completed All Courses Required for UC/CSU Admission	43.9

\*Most current data available.

### UNIVERSITY OF CALIFORNIA ADMISSION REQUIREMENTS

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

## CALIFORNIA STATE UNIVERSITY ADMISSION REQUIREMENTS

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

### WORKFORCE PREPARATION

Lawndale High School's career technical education programs, career academies, and regional occupational programs offer a wide range of opportunities for students to get a head start on their future. Most career education courses comply with state-adopted content standards and are integrated into the student's four-year academic plan as elective courses. Regional Occupational Programs (ROP) are offered off campus and help prepare high school students (16 years and older) for entry-level employment, upgrading current job skills, or obtaining more advanced levels of education.

Individual student assessment of work readiness skills takes place through end-of-course exams, course-required projects, and on-the-job/classroom observation. Community partnerships and course instructors provide feedback on student progress following an established schedule based on program type.

### CAREER TECHNICAL EDUCATION COURSES

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

### CALIFORNIA PARTNERSHIP ACADEMIES

Academy of Media Arts (AMA)  
Biomedical Careers Academy  
Marine Science Academy

### CAREER PATHWAY SEQUENCES

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

The Career Technical Education Program table in this report shows the total number of students enrolled in Lawndale High School's vocational education and partnership academy courses. For more information on career technical programs, contact the high school's career center or the state's career technical website at [www.cde.ca.gov/ci/ct/](http://www.cde.ca.gov/ci/ct/)

### Career Technical Education Program Participation 2010-11

Total Number of Students Participating in CTE Programs	508
Percentage of Students Completing a CTE Program and Earning a High School Diploma	96.4%
Percentage of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	None

# SARC DATA & INTERNET ACCESS

## DATAQUEST

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

## PUBLIC INTERNET ACCESS LOCATION

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

Lawndale Public Library

Open to the Public: Sun. & Mon. - Closed  
 Tue. & Wed. 1:00 - 8:00  
 Thur. & Fri. 11:00 - 6:00  
 Sat. 10:00 - 5:00

Number of Computers Available: 6  
 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.

Salary Comparison 2009-10		
	CVUHSD	State Average of Districts in Same Category
Beginning Teacher Salary	40,682	42,954
Mid-Range Teacher Salary	67,494	69,905
Highest Teacher Salary	85,721	89,464
Average Principal Salaries:		
High School	127,660	128,348
Superintendent Salary	198,938	205,119
Percentage of Budget For:		
Teacher Salaries	31	37
Administrative Salaries	6	5

### EXPENDITURES PER STUDENT

For the 2009-10 school year, Centinela Valley Union High School District spent an average of \$9,366 of total general funds to educate each student (based on 2009-10 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 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.)

Current Expense of Education Per Pupil 2009-10					
Dollars Spent Per Student					
Expenditures Per Pupil	Lawndale	CVUHSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	7,883	6,794	116.0%	N/A	N/A
Restricted (Supplemental)	3,133	1,972	158.8%	N/A	N/A
Unrestricted (Basic)	4,751	4,822	98.5%	5,455	87.1%
Average Teacher Salary	60,658	65,336	92.8%	70,570	86.0%

In addition to general fund state funding, Centinela Valley Union High School District receives state and federal categorical funding for special programs. For the 2009-10 school year, the district received federal, state, and local aid for the following categorical, special education, and support programs:

- ARRA: State Fiscal Stabilization Fund
- Department of Rehabilitation
- Economic Impact Aid (EIA)
- Governor's CTE Initiative: California Partnership Academies
- Lottery: Instructional Materials
- Partnership Academies Program
- Special Education
- Title I, II, III, IV, V
- Transportation Special Education
- Vocational Programs
- Williams Case Settlement