

CENTINELA VALLEY UNION HIGH SCHOOL DISTRICT



"Dedicated to Academic Excellence and Achievement for All Students"

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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.

R. K. LLOYDE HIGH SCHOOL

Accredited by the Western Association of School and Colleges



4951 Marine Avenue, Lawndale, CA 90260
(310) 263-3264

Dr. James Tarouilly, Principal/CVUHS Director of Pupil Services

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

PRINCIPAL'S MESSAGE

Lloydde High School provides an alternative educational setting for students within the CVUHS. When students from the district's three comprehensive high schools are sixteen years they may choose to attend Lloydde and participate in a credit recovery program. It is the goal of Lloydde's staff and faculty to provide the opportunity for students to recover credits in time to return to their comprehensive high school in time to graduate with their class.

Lloydde High School operates on a split schedule, with students attending either in the morning or afternoon. Within the day, there are three distinct programs operating at the school. The first is a traditional credit recovery program for students who wish to return to their comprehensive school for graduation. The second is Lloydde's High Intervention Program, which offers additional instructional support to students who need the help this program offers. Finally, Lloydde's Moving Up Program offers students who did not graduate with their class an additional opportunity to earn their high school diploma.

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

DISTRICT PROFILE

Centinela Valley Union High School District is located next to the 405 freeway in the city of Lawndale, approximately 20 miles southwest of the city of Los Angeles. During the 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, Lloydde High School served over 235 students in grades 9-12. Student enrollment included 13.6% receiving special education services, 46.8% qualifying for English learner support, and 40.4% qualifying for free or reduced-price meals. Counselors meet with each student every six to eight weeks to address academic progress. School staff meet with parents frequently to share concerns and support regarding student progress.

Percentage of Students by Ethnicity/Grade Level 2010-11			
Ethnic Group	%	Grade Level	#
African American	19.3%	Grade 9	1
American Indian or Alaskan Native	0.0%	Grade 10	17
Asian	0.4%	Grade 11	51
Filipino	0.0%	Grade 12	166
Hawaiian or Pacific Islander	1.3%		
Hispanic or Latino	76.0%		
White (not Hispanic)	3.0%		
Two or More Races	0.0%		
Total Enrollment			235

PARENT INVOLVEMENT

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

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

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

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

SCHOOL NEWS

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

- ConnectEd (mass communication telephone system)
- Flyers
- School website
- Special Bulletins (as needed)

STUDENT ACHIEVEMENT

ADEQUATE YEARLY PROGRESS

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

For the 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

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	Lloyd	CVUHSD
Overall Performance	No	No
Participation Rate		
Language Arts	Yes	Yes
Math	Yes	Yes
Percent Proficient		
Language Arts	No	No
Math	No	No
API	N/A	Yes
Graduation Rate	Yes	Yes
AYP Performance Level		
Number of AYP Criteria Met Out of the Total	3/5	23/26
Number of Criteria Possible		

STAR Results All Students Percentage of Students Scoring at Proficient and Advanced Levels									
	Lloyd			CVUHSD			CA		
	08-09	09-10	10-11	08-09	09-10	10-11	08-09	09-10	10-11
English-Language Arts	17	12	6	27	31	32	49	52	54
Math	12	3	0	17	11	12	46	48	50
Science	6	3	5	24	26	30	50	54	57
History	16	9	4	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										
	Lloyd									
	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	11	*			5	*	*	4		
Math	*	*			*	*	*	*		
Science	*	*			6	*	*	*		
History	*	*			5	*	*	6		
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education				
English-Language Arts	7	4	*	5	*					
Math	*	*	*	*	*					
Science	7	*	*	3	*					
History	7	*	2	4	*					

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									
	Lloyd			CVUHSD			CA		
	08-09	09-10	10-11	08-09	09-10	10-11	08-09	09-10	10-11
English-Language Arts	13	7	16	33	32	44	52	54	59
Math	4	0	12	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:					
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
CVUHSD						
All Students	56	26	18	59	33	8
Lloyd						
All Students	84	12	4	88	8	4
Male	83	11	6	86	7	7
Female	*	*	*	92	8	0
African American	*	*	*	*	*	*
Hispanic or Latino	82	12	6	89	5	5
White (not Hispanic)	*	*	*	*	*	*
Economically Disadvantaged	86	14	0	89	11	0
English Learners	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*

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.

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%.

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/ and the U.S. Department of Education's website www.ed.gov/nclb/accountability/.

STANDARDIZED STATE ASSESSMENTS

Students at Loyde 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. 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/.

PHYSICAL FITNESS

In the spring of each year, Loyde High School is required by the state to administer a physical fitness test to all students in the ninth grade. The physical fitness test measures each student's ability to complete six fitness tasks in six major areas. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone." During the 2010-11 school year Loyde High School did not have ninth grade students enrolled at the time of administration of the physical fitness test, therefore no data is reported. Comparative district and state results can be found at the CDE's website <http://www.cde.ca.gov/ta/tg/pf/>.

ALTERNATIVE SCHOOL ACCOUNTABILITY MODEL

Schools that cannot participate in the API due to student population size may apply to participate in the Alternative School Accountability Model (ASAM). Loyde High School has adopted ASAM which is based on the results of standardized tests and other state board- and district-approved performance indicators. Alternative schools, like all schools, must seek to meet state standards of learning and achievement. Schools serving a majority of students who are at high risk for behavioral or educational failure, expelled or under disciplinary sanction, wards of the court, pregnant and/or parenting, or recovered dropouts must also meet the challenge of addressing personal and

social issues that confront students and interfere with their abilities to reach grade level standards. ASAM accurately reflects the growth of students enrolled in alternative schools based on multiple indicators of progress including academic performance as well as other aspects of growth.

Loyde High School's performance indicators used to evaluate progress are (1) Student Behavior (the percentage of long-term students who were recommended for suspensions or expulsion), (2) Student Persistence (the percentage of long-term students that did not drop out during the reporting year), and (3) High School Graduation (percent of long-term students who received a high school diploma). (Note: "Long-term students" is defined by the state for ASAM reporting purposes as the total number of students continuously enrolled for 90 consecutive instructional days.) For more information on ASAM, visit the state's website at www.cde.ca.gov/ta/ac/am/.

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. Due to its small population and unique demographics, Loyde High School participates in the Alternative School Accountability Model (ASAM) as its measurement tool to determine schoolwide growth in academic proficiency. More information on the ASAM is provided in the previous subsection of this report.

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

Academic Performance Index Three-Year Performance Comparison									
	Lloyd Base API Rank:								
	2008		2009		2010		2011		
	Statewide Rank	Similar Schools Rank	N/A	N/A	N/A	N/A	N/A	N/A	
	Lloyd		Lloyd		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	2010-11	2010-11	
All Students	45	-7	58	26	545	4,291	671	4,683,676	778
Ethnic Subgroups									
Hispanic or Latino				23	533	3,215	668	2,406,749	729
Other Subgroups									
Economically Disadvantaged				21	524	3,727	662	2,731,843	726
English Learners				12	505	2,232	657	1,521,844	705

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, Lloyde High School received Title I Targeted Assistance funding and is therefore required to comply with program mandates. Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals.

Title I PI Status 2011-12		
	Lloyd	CVUHSD
PI Status	In PI	In PI
First Year of PI Implementation	2005-06	2004-05
Year in PI	Year 5	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.

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/>.

SCHOOL FACILITIES & SAFETY

FACILITIES PROFILE

Lloyde High School provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. Original school buildings were constructed circa 1998. Monthly safety inspections and ongoing maintenance ensures school facilities are kept safe, in good working condition, and provide adequate space for students and staff. School buildings and classrooms are arranged in a triangle pattern. During the 2010-11 school year, the campus moved to the adult school location (the L shaped building in close proximity to the District Office).

Campus Description	
Year Built	1998
	Quantity
# of Permanent Classrooms	0
# of Portable Classrooms	18
# of Restrooms (student use)	2 sets
Computer Lab	3
Staff Lounge/Teacher Work Room	1

2010-11 Campus Improvements

- Installation of five new portable buildings equipped with Internet access
- Purchased 100 new computers to support E2020 and Moving Up programs

SUPERVISION & SAFETY

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

Campus facilities are surrounded by secure perimeter fencing. All parents and visitors are required to check in at the school office upon arrival, obtain and wear a visitor's badge, and then return to the school office upon departure.

SCHOOL SITE SAFETY PLAN

The Comprehensive School Site Safety Plan was developed for Lloyde 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, updated, and shared with school staff in December 2011.

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 Lloyde High School's repairs and maintenance projects are performed by the school's day custodians. Emergency situations are immediately resolved either by the school custodian or district maintenance staff, based upon the nature of the situation.

Two day custodians are assigned to Lloyde 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 Lloyde High School took place on January 11, 2012. 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.

Item Inspected	School Facility Good Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Inspection Date: January 11, 2012				
Systems	✓			
Interior Surfaces			✓	Boys' and Girls' Restrooms, Rooms 6, 7, 8, 9, 10, 11, 12, 14, 15, 16, 17: replace VCT various areas. Room 8: front wall conduit blank cover. Room 16: missing front wall receptacle cover.
Cleanliness		✓		Boys' and Girls' Restrooms, Rooms 6, 7, 8, 9, 10, 11, 12, 14, 15, 16, 17: VCT needs strip
Electrical	✓			
Restrooms/Fountains	✓			
Safety		✓		Room 5: no fire extinguisher. Room 10: rear window blocked, no fire escape egress. Room 15: missing front wall conduit blank and receptacle covers.
Structural	✓			Room 14: ceiling tiles have water leak spots.
External	✓			Room 8: perimeter pedestrian gate needs repair.
Overall Summary of School Facility Good Repair Status				
	Exemplary	Good	Fair	Poor
Overall Summary			✓	

Fair: The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.

CLASSROOM ENVIRONMENT

DISCIPLINE & CLIMATE FOR LEARNING

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

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

Progressive discipline begins in the classroom when students are disruptive or demonstrating poor citizenship. The behavior improvement process involves the student, teacher, parent, and administrators. Students continuing to have difficulty with their behavior are referred to an administrator for further intervention measures, taking into consideration past behavior trends. Misbehavior is not tolerated and is dealt with firmly, consistently, and fairly to the extent necessary to ensure a safe and positive learning environment in the classroom and on campus.

Suspensions and Expulsions			
	Lloyd		
	08-09	09-10	10-11
Suspensions (#)	105	0	71
Suspensions (%)	45.26%	0.00%	30.21%
Expulsions (#)	1	14	4
Expulsions (%)	0.43%	6.73%	1.70%

	CVUHSD		
	08-09	09-10	10-11
Suspensions (#)	1,002	933	1,157
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.

Students who become 18 years of age (while enrolled) and have not graduated are enrolled in the "Moving Up" program and must sign a contract and commit to making adequate progress if they would like to remain at Loyde High school. Student progress is reviewed monthly. Only those students who have maintained positive attendance records, work standards, and behavior are eligible to remain and complete their education. Students who are denied enrollment may complete their education at the district's adult school.

EXTRACURRICULAR & ENRICHMENT ACTIVITIES

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

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				
Subject	Average Class Size	Number of Classes		
		2008-09		
		1-20	21-32	33+
English	16.2	9	4	0
Math	12.1	11	0	0
Science	10.6	5	0	0
History	17.3	11	4	0

Subject	Average Class Size	Number of Classes		
		2010-11		
		1-20	21-32	33+
English	8.3	8	0	0
Math	7.2	5	0	0
Science	13.3	5	1	0
History	8.5	2	0	0

**Statistics for the 2009-10 school year are not available from CDE.*

DROPOUTS

Loyde High School's teachers and administrative staff are skilled in working with students at risk of dropping out of school. During staff meetings, school administrators, teachers, and counselors review student behavior and performance to develop strategies aimed at eliminating the barriers interfering with the learning process. Identified students may be referred to community agencies and resources for professional support and outreach services. A total of 45 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			
	Lloyd		
	07-08	08-09	09-10
Dropout Rate (%)	17.6	18.6	21.6
Graduation Rate (%)	66.8	62.61	72.03

	CVUHSD		
	07-08	08-09	09-10
Dropout Rate (%)	5.8	9.5	8.1
Graduation Rate (%)	66.8	62.6	72.0

	CA		
	07-08	08-09	09-10
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. Counseling, parent conferences, Saturday School Attendance Recovery, independent study, concurrent enrollment in El Camino College, concurrent enrollment in adult education, and regional occupational programs are available to assist those students having difficulty with subject area content. School staff may collaborate with local law enforcement or conduct parent meetings to discuss unacceptable behavior, relative consequences, and positive solutions for at-risk students.

Alternative methods of acquiring a diploma are available through the district's adult school for those students who have been unsuccessful in the traditional schools or have exhausted their opportunities to remain at Loyde High School. The following table illustrates the percentage of students who graduated from Loyde High School having met both CAHSEE exam requirements and district graduation requirements.

Completion of High School Graduation Requirements for the Graduation Class of:			
	2011		
	Lloyd	CVUHSD	CA
All Students	88.9%	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 and county sponsored workshops to gain insight and understanding of the current curriculum and student support strategies. Classified support staff receive job-related training from school administration.

SITE-BASED PROFESSIONAL DEVELOPMENT

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

assessments, and continue alignment of pacing plans and benchmark assessments with the comprehensive high school program.

SCHOOL LEADERSHIP

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

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

INSTRUCTIONAL MATERIALS

All textbooks used in the core curriculum throughout Centinela Valley Union High School District are aligned to the California Content Standards and Frameworks.

Instructional materials for core content areas are approved by the district's Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials and the eight-year cycle for textbook adoptions in foreign language, visual and performing arts, and health.

On October 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.

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.

In addition to the core subject areas, districts are required to disclose in their SARC's the sufficiency of instructional materials used for its visual/performing arts curricula. During the 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. Loyde High School structures its course offerings so that all students receive instruction appropriate to their learning level. To ensure the success of every student, teachers use a variety of instructional techniques using research-based instructional materials and strategies.

SPECIAL EDUCATION

Special education students are mainstreamed into the general education classroom based upon their IEP (Individual Education Plan) and provided instruction in the least restrictive environment. Special education teachers and special education instructional aides support full period and self-contained special day programs. Resource specialist staff provide both full period and individual support in the general education environment. Each student is provided instruction based upon their IEP, which is reviewed and updated annually by the school's IEP teams. The IEP ensures students with disabilities have equal access to core curriculum and educational opportunities and is designed to coordinate specially-designed instruction based upon individual academic, social, and/or behavioral needs.

AT RISK INTERVENTIONS

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

- All students meet with a counselor upon enrollment and frequently thereafter to develop/monitor their personal "contract" which defines their responsibilities and objectives towards meeting graduation requirements. Each student must complete a class contract which

is the culmination of 60 hours of instruction (including exams and special projects) in addition to a final project. The contract is a "road map" of the goals for each student based upon what they individually hope to achieve upon graduation.

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

- Moving Up provides adults ages 18-22 an opportunity to earn their high school diploma.

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

COLLEGE & WORK READINESS

COLLEGE PREPARATION COURSES

Upon enrollment and during regular meetings with their counselor, students review their progress in meeting personal goals and graduation requirements. Students are encouraged to take required courses if they plan on attending a four-year college or university. Loyde High School offers only those classes needed to obtain a diploma from Centinela Valley Union High School District. Students may enroll in the local community college to fulfil university level entrance requirements.

UNIVERSITY OF CALIFORNIA

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

CALIFORNIA STATE UNIVERSITY

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

ADVANCED PLACEMENT

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

most of the nation's colleges. Loyde High School does not offer advanced placement courses. Students are encouraged to concurrently enroll in the community college for intensive course work.

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. 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/

PROFESSIONAL STAFF

TEACHER ASSIGNMENT

Loyde High School recruits and employs the most qualified credentialed teachers. For the 2010-11 school year, the school employed 14 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				
	Lloyd			
	08-09	09-10	10-11	11-12
Total Teachers	13	10	15	
Teachers with Full Credential	8	8	14	
Teachers without Full Credential	5	2	1	
Teachers Teaching Outside Subject Area	0	0	0	
Teacher Misassignments for English Learners	1	5	1	1
Total Teacher Misassignments	1	5	1	1
Teacher Vacancies	0	0	0	0
	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		
	Lloyd	CVUHSD
Doctorate	0.0%	2.9%
Master's Degree Plus 30 or More Semester Hours	38.5%	24.7%
Master's Degree	23.1%	26.3%
Bachelor's Degree Plus 30 or More Semester Hours	38.5%	27.7%
Bachelor's Degree	0.0%	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 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		
Lloyd	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%

SUPPORT SERVICES STAFF

Lloyde 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	1	1.0
DIS Counselor	1	0.4
Nurse	1	0.2
Psychologist	1	0.4
Richstone Counselor	As needed	
School Resource Officer	1	1.0
Security Guard	3	3.0
Starview Counselor	As needed	
Average Number of Students per Academic Counselor		235

FTE = Full-Time Equivalent

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/ and 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	Lloyd	CVUHSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	8,987	6,794	132.3%	N/A	N/A
Restricted (Supplemental)	734	1,972	37.2%	N/A	N/A
Unrestricted (Basic)	8,253	4,822	171.2%	5,455	151.3%
Average Teacher Salary	60,468	65,336	92.5%	70,570	85.7%

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

SARC DATA & ACCESS

DATAQUEST

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Lloyde 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 Lloyde High School's SARC and access the internet at any of the county's public libraries. The closest library to Lloyde High School is the Lawndale Public Library located at 14615 Burin Avenue, Lawndale, CA 90260-1431.

Lawndale Public Library

Open to the Public: Sun. & Mon. - Closed, Tue. & Wed. 1:00 - 8:00

Thur. & Fri. 11:00 - 6:00, Sat. 10:00 - 5:00

Number of Computers Available: 6

Printers Available: Yes