

CENTINELA VALLEY UNION HIGH SCHOOL DISTRICT



"Dedicated to Academic Excellence and
Achievement for All Students"

14901 South Inglewood Avenue
Lawndale, CA 90260
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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. Data for the instructional materials and school facilities sections were acquired in December 2009.

LAWNDALE HIGH SCHOOL



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

Damon Dragos, Principal 2009-10
Vicente Bravo, Principal 2008-09

SCHOOL ACCOUNTABILITY REPORT CARD 2008-09 SCHOOL ACTIVITY PUBLISHED IN JANUARY 2010

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 2008-09 school year, the district's three comprehensive high schools, continuation school, and independent study school served a total of 7,333 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 2008-09 school year, Lawndale High School served 1,379 students in grades 9-12. Student enrollment included 9% receiving special education services, 15% qualifying for English learner support, and 72.7% qualifying for free or reduced-price meals.

Lawndale High School offers a comprehensive standards-based curriculum, preparing students for their post-secondary education opportunities and entrance into the workforce. Over the past three years, Lawndale High has steadily increased its API standings in both state and similar schools comparisons.

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.

Percentage of Students by Ethnicity 2008-09 Enrollment: 1,379

African-Amer.	17.0%
Amer. Indian or Alaskan Native	0.1%
Caucasian	5.8%
Asian	3.6%
Filipino	1.4%
Hispanic or Latino	69.7%
Pacific Islander	0.4%
Multiple or No Response	2.0%

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. The school welcomes assistance:

- Chaperoning field trips, dances, and college visits
- Preparing mailers in the school office
- Recruiting parent volunteers to help with events and activities

Parent representation is an integral component of the School Site Council, English Learner Advisory Council, Quarterback Club, GATE, booster clubs, Title I Parent Advisory Committee, Western Association of Schools and Colleges Committee (WASC), and 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 Damon Dragos or Associate Principal Jennifer Garcia at (310) 263-3101 or (310) 263-3105.

Lawndale High 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
- 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 2008-09 AYP cycle, high schools must achieve a 44.5% or higher proficiency rate in English/Language Arts and 43.5% 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 650 or higher or increasing the API growth by one point, and obtaining a graduation rate of 83.1%.

Adequate Yearly Progress (AYP) Results Reported by Indicator and Compared to District Performance 2008-09

Did the school and district meet or exceed 2009 AYP performance criteria in each of the areas listed below?

AYP Indicator	Lawndale High	CVUHSD
Overall School Results	Yes	No
Participation Rate		
English-Language Arts	Yes	Yes
Math	Yes	Yes
Percent Proficient		
English-Language Arts	Yes	No
Math	Yes	No
API	Yes	Yes
Graduation Rate	Yes	Yes

The AYP table in this report illustrates the school's progress in meeting 2008-09 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 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).

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP)

The National Assessment of Educational Progress is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English language learners (ELL) is reported based on three levels (identified, excluded, and assessed).

In the adjacent table, only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either Centinela Valley Union High School District or Lawndale High School. Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress Web page at <http://nces.ed.gov/nationsreportcard/>.

Note: Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. Additionally, the NAEP only provides state test results for grades four and eight. The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. Information on the differences between NAEP and CST can be found on the CDE National Assessment of Educational Progress (NAEP) Web page at <http://www.cde.ca.gov/ta/tg/nr/>.

NAEP - State of California Student Performance Levels Reading 2007 & Math 2009 Grades Four & Eight					
	All Students				
	Scale Score		Achievement Level		
	Calif.	Nat'l	Basic	Prof.	Adv.
Reading					
4th Gr.	209	220	30	18	5
8th Gr.	251	261	41	20	2
Math					
4th Gr.	232	239	72	30	5
8th Gr.	270	282	59	23	5

NAEP - State of California Student Participation Rates Reading 2007 & Math 2009 Grades Four & Eight		
	Students with Disabilities	
	California	National
Reading		
4th Gr.	74.25	65.60
8th Gr.	77.66	65.60
Math		
4th Gr.	79.00	84.00
8th Gr.	85.00	78.00
English Learners		
	California	National
Reading		
4th Gr.	93.29	80.00
8th Gr.	92.10	77.30
Math		
4th Gr.	96.00	94.00
8th Gr.	96.00	92.00

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>.

STAR All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	Lawndale High			CVUHSD			California		
	06-07	07-08	08-09	06-07	07-08	08-09	06-07	07-08	08-09
English-Language Arts	41	44	45	22	24	27	43	46	50
Math	24	22	28	10	10	17	40	43	46
Science	37	47	41	19	22	24	38	46	50
History	34	39	38	16	20	22	33	36	41

Only grades 9-11 take the Science and History portions of this exam.

STAR Lawndale High Percentage of Students Scoring at Proficient & Advanced Levels 2008-09							
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
	English-Language Arts	44	*	74	33	42	*
Math	17	*	53	36	27	*	42
Science	36		73	*	38	*	61
History	37		56	*	36	*	56

*Less than 10 students were tested; to protect confidentiality, these results are not disclosed. In cases where a % is not provided, no students were tested in the subgroup or subject area.

STAR
Percentage of Students Scoring at Proficient & Advanced Levels
2008-09

	Lawndale High					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education
English-Language Arts	42	48	11	42	8	
Math	28	27	13	28	8	
Science	44	39	6	40	10	
History	46	32	6	35	7	

California High School Exit Exam
All Students
Percentage of Students Scoring at Proficient & Advanced Levels

	Lawndale High			CVUHSD			California		
	06-07	07-08	08-09	06-07	07-08	08-09	06-07	07-08	08-09
English-Language Arts	47.1	56.7	50.0	28.1	33.2	33.4	48.6	52.9	52.0
Mathematics	54.5	50.0	54.1	34.1	32.6	35.2	49.9	51.3	53.3

Three levels of performance are set: Advanced, Proficient, and Not Proficient. A score of proficient is different than the passing score for the graduation requirement. Students must achieve a scaled score of 350 on each portion to pass the exam. Students scoring above a scaled score of 380 qualify for placement in the "proficient or above" category.

California High School Exit Exam
Percentage of Students Scoring in Each Performance Level
2008-09

	English			Math		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	50.0	27.5	22.5	45.9	34.9	19.2
Male	52.9	25.4	21.7	44.6	33.1	22.3
Female	47.6	29.2	23.2	47.0	36.3	16.7
African American	61.9	19.0	19.0	64.3	28.6	7.1
American Indian or Alaska Native	*	*	*	*	*	*
Asian	20.0	33.3	46.7	6.7	33.3	60.0
Filipino	*	*	*	*	*	*
Hispanic or Latino	51.6	28.1	20.4	45.9	36.5	17.6
Pacific Islander	*	*	*	*	*	*
White (not Hispanic)	23.5	23.5	52.9	29.4	41.2	29.4
English Learners	48.2	33.1	18.7	43.6	40.7	15.7
Socioeconomically Disadvantaged	50.7	28.5	20.8	46.6	34.1	19.2
Students Receiving Migrant Education	*	*	*	*	*	*
Students with Disabilities	96.7	3.3	0.0	90.0	10.0	0.0

*To maintain confidentiality, scores are not disclosed when less than 10 students are tested.

Academic Performance Index (API)
Three-Year Performance Comparison

	2009 API Score	API Rank		
		2006	2007	2008
Statewide Rank	729	7	7	7
Similar Schools Rank	729	10	10	10
		Increase/Decrease in API		
Results		2006-07	2007-08	2008-09
Schoolwide - All Students	729	8	17	-21
Ethnic Subgroups:				
African-Amer.	706	2	29	-18
Hispanic or Latino	722	1	12	-24
Other Subgroups:				
Economically Disadvantaged	723	5	18	-25
English Learners	714	-2	9	-23

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; 88% of Lawndale High School's tenth grade students who took the test in March 2009 passed the math portion of the exam and 86% 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/.

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.

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
2008-09

Grade Tested	Number of Standards Met:		
	4 of 6	5 of 6	6 of 6
Ninth	22.6%	30.5%	26.9%

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 2008-09, 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 Program Improvement (PI) Status		
	Lawndale High	CVUHSD
PI Status	Not in PI	In PI
First Year of PI Implementation	N/A	2004-2005
Year in PI	N/A	Year 3
No. of Schools Currently in PI		3
Percent of Schools Currently Identified for PI		60.0

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 ac
	Qty.
# of Permanent Classrooms	52
# of Portable Classrooms	2
# of Restrooms (student use)	8 sets & 2 unisex
Gym	1
Library	1
Staff Lounge	1
Sports Stadium	1

2008-09 Campus Improvement Projects

- Replacement of flooring in 40 classrooms
- Replacement of exterior doors
- Replacement of water, gas, electrical and sewer systems
- Upgrade of HVAC (heating/ventilation/air conditioning) systems

2009-10 Campus Improvement Projects

- Exterior painting
- Replace windows

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 and subsequently shared with school staff in October 2009.

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.

Two day custodians and five evening custodians are assigned to Lawndale High School for routine maintenance, daily custodial duties, and special events preparations. Principal Damon Dragos and the lead day custodian communicate daily regarding campus cleaning needs and safety concerns. The principal and the lead maintenance worker and lead custodian meet every Monday to discuss

outstanding work orders, areas of concern, and special projects that need to be completed. 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 November 24, 2009. 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 2008-09 school year, all restrooms were fully operational and available to students at all times. On a few occasions, restrooms were briefly unavailable while custodial staff removed graffiti or made necessary repairs.

DEFERRED MAINTENANCE

Centinela Valley Union High School District participates in the State School Deferred Maintenance Program which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2008-09 school year, Lawndale High School received \$9,097.51 of deferred maintenance funds for electrical, painting, and light construction projects.

School Facility Good Repair Status				
Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
Most Recent Inspection: November 24, 2009	Good	Fair	Poor	
Systems	✓			Rm 724: dirty air vents. Cafeteria Kitchen: clean vents.
Interior Surfaces			✓	Rms 328, 424, 425, 428, 502, 501, 724, Security Office: interior paint. Rms 722, 723, 724, Security Office: holes in wall. Rms 327, 723, Administration: broken ceiling tiles. Rm 726: stained ceiling tiles. Rm 609: carpet stained throughout. Rms 425, 605, Security Office, Cafeteria Kitchen: missing ceiling tile. Rm 428: needs patchwork. Cafeteria Eating Area: paint flaking off wall. Cafeteria Eating Area: missing paint. Rm 318: stained ceiling tiles. Rms 323, 324, 421, 422: interior of doors need paint.
Cleanliness	✓			
Electrical		✓		Rm 725: data cables hanging. Rm 726: low voltage wires not secured. Rm 607: light switch upside down. Rm 606: broken light switch. Textbook Room: miscellaneous wires hanging from ceiling. Administration: exposed low voltage lines. Cafeteria Eating Area: light covers missing. Rm 312: broken A/C switch. Rm 330: missing cover on 2 1/2" conduit elbow.
Restrooms/Fountains			✓	Rm 721: eye wash station not working. Cafeteria Kitchen: sink drains leaking.
Safety	✓			Rm 2 504, 725, Attendance, Nurse's Office, Cafeteria Kitchen: no fire extinguisher.
Structural	✓			Bldg. 7 West Stairs: four broken stairs. Bldg 7 East Stairs: one broken stair. Administration roof sky light covered with old plywood.
External	✓			Rm 725: hinge on door needs repair. Cafeteria Eating Area: window falling out.
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. Teachers have established individual classroom management plans in accordance with school policies, district policies, and the California Education Code. 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 visit classrooms 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 associate principal 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 & Expulsions

	Lawndale High		
	06-07	07-08	08-09
Suspensions (#)	111	221	93
Suspensions (%)	8.38%	17.27%	6.74%
Expulsions (#)	6	14	9
Expulsions (%)	0.45%	1.09%	0.65%
	CVUHSD		
	06-07	07-08	08-09
Suspensions (#)	1486	2106	932
Suspensions (%)	20.04%	28.10%	12.71%
Expulsions (#)	46	74	53
Expulsions (%)	0.62%	0.99%	0.72%

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.

Throughout the year, counseling staff conduct mini-lessons 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. Lawndale High sponsors dances, pizza parties, and

ice cream socials to reward students for their efforts and accomplishments in academics, sports, and/or personal conduct.

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				
2006-07				
Subject	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
English	24.0	33	15	15
Math	24.6	26	8	16
Science	31.2	3	10	18
Social Science	30.6	7	7	24
2007-08				
Subject	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
English	25.1	29	7	19
Math	24.9	23	13	11
Science	32.0	1	16	17
Social Science	31.1	3	15	20
2008-09				
Subject	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
English	25.2	36	9	17
Math	24.4	26	16	11
Science	34.3	1	11	24
Social Science	33.3	1	13	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 26 dropouts were recorded for the 2007-08 school year.

In the following Dropout & Graduation Rates table, 2007-08 data are most current information available since state certification/release dates for dropout data occur too late for inclusion in this report. 2006-07 was the first year that dropout rates were derived from actual student-level data

Dropout & Graduation Rates			
	Lawndale High		
	05-06	06-07	07-08
Dropout Rate (%)	1.8	1.7	2.0
Graduation Rate (%)	89.7	92.8	89.8
	CVUHSD		
	05-06	06-07	07-08
Dropout Rate (%)	4.5	5.6	5.8
Graduation Rate (%)	66.4	73.4	66.8
	California		
	05-06	06-07	07-08
Dropout Rate (%)	3.5	4.4	3.9
Graduation Rate (%)	83.4	80.6	80.2

reported to the state by the school district. For 2005-06 school year, dropout rates were calculated using the one-year rate formula: adjusted grades 9-12 dropouts/grades 9-12 enrollment*100. Detailed information about dropout rates and graduation rates can be found on the DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Behavioral and academic intervention strategies provide the support and motivation some students require to earn their diploma. General counseling, women's and men's group counseling, 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 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.

Percentage of Students Passing CAHSEE & Meeting District Graduation Requirements* 2007-08**		
Lawndale High	CVUHSD	California
73%	58%	80%

Graduation Rate Formula:
of Graduates divided by
CBEDS 12th Grade Enrollment

**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.*

***Most current information available.*

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 professional development staff surveys. The district's Professional Development Steering Committee, Professional Development Instructional Coaches, and Educational Services Department staff work as a team to identify areas of need and deliver innovative training programs to support the district's efforts to increase student performance levels.

Staff Development Days Three-Year Trend		
2006-07	2007-08	2008-09
*	*	3

**Professional development activities took place throughout the year on early release days.*

During the 2008-09 school year, the district offered three professional development days for teaching staff. Topics of training sessions included:

- Action Learning Systems Benchmarks for Math, Social Studies, Math, Science, Language Arts
- Interventions
- EDGE Training
- Writing Across the Curriculum
- CAHSEE Prep Training
- Compliance and Best Practices for Physical Education
- Pacing Plans and Benchmark Revisions

- Practical Strategies for the Classroom
- Working with Content Curriculum

All supplemental staff development activities at Lawndale High School are focused on increasing student learning and proficiency. Twice a month, site-based training is held after school (early release collaboration days). During the 2008-09 school year, supplemental training focused on increasing the use of data and innovative strategies to address instruction through the use of common assessments and benchmark assessments, developing strategies for schoolwide success, sharing best practices, and WASC action plans (Western Association of Schools and Colleges).

Centinela Valley Union High School District offers supplemental training and support for new and ongoing program implementation. Training activities take place throughout the school year and generally focus on curriculum, teaching strategies, and methodologies. During the 2008-09 school year, instructional staff were offered the following workshops:

- Overview of the English/Language Arts Curriculum
- Leadership Training for Administrators
- Reading Institute for Academic Performance
- Action Learning Administrative Leadership Academy
- Technology
- Studio
- Read 180
- SB 472 - English/Language Arts
- Classroom Management

New teachers and teachers not yet fully credentialed are supported by peer coaching and extensive staff development. Centinela Valley Union High School District's new teacher programs include BTSA and the Initial Teacher Series, which includes once-weekly professional development workshops held over an eight-week period. The BTSA Induction Program (Beginning Teacher Support and Assessment) is a state-approved program that offers 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 held over a two-week period (before the school year starts) for teachers who are new to the district. Sessions focus on foundational items such as the California Standards for the Teaching Profession, district policies, classroom management, curriculum, and district/site procedures. Training activities are led by the district's Instructional Coaches and National Board Certified Teachers.

To support veteran teachers as well as new teachers to the district, Centinela Valley Union High School District offers Peer Assistance and Review (PAR) which is easily defined as teachers helping teachers. Experienced and knowledgeable veteran teachers, referred to as Consulting Teachers, provide ongoing assistance to teachers who need to improve their instructional skills, classroom management strategies, subject knowledge, and/or related aspects of their teaching performance.

Centinela Valley Union High School District recently initiated its new Staff Mentoring Program. Eight highly qualified experienced teachers work with assigned teachers who are new to the district. Mentoring and support is provided in the teacher's assigned subject area of teaching.

Staff members are encouraged to attend professional workshops offered by the district, professional organizations, or the county office of education. Substitute teachers are invited to attend an annual orientation to better serve the students of the district. Instructional aides are invited to one district-sponsored staff development day to gain insight and understanding of the current curriculum. Classified support staff may receive additional job-related training from vendors, department supervisors, and district representatives.

SCHOOL LEADERSHIP

Leadership is a responsibility shared among school administrators, school staff, and parents. Principal Damon Dragos is responsible for the day-to-day operations of the school and overall instructional program. The principal and two 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. Associate Principal Jennifer Garcia takes a lead role in managing curriculum schedules, the master schedule, AVID (Advancement via Individual Determination), the counseling department, student registration, and the Marine Science Academy. Associate Principal Linda Tucker is responsible for ninth grade discipline, attendance, special education, testing, CAHSEE administration, Advanced Placement testing, and summer school.

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.

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 November 10, 2009, 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. 09-10/007 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 in the following subjects: history/social science, mathematics, reading/language arts, and science, (2) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, (3) laboratory equipment was available for science laboratory classes offered in grades 9-12, inclusive, and (4) 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 2009-10 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. A team of special education and resource specialist staff provide full-period and collaborative in-class support in all core subject areas. 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 Transitional ELD (English Language Development) 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 *HighPoint* 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

District Adopted Textbooks		
Subject & Year Adopted	Publisher/Series	
Math		
2008	Holt, Rinehart Winston;	<i>Algebra 1 Interactions</i>
2009	Pearson Prentice Hall;	<i>California Algebra 1</i>
2005	McDougal Littell;	<i>Algebra I</i>
2005	McDougal Littell;	<i>Algebra II</i>
2005	McDougal Littell;	<i>Geometry</i>
Language Arts		
2004	Hampton Brown;	<i>Highpoint</i>
2008	Hampton Brown;	<i>Edge</i>
2005	McDougal Littell;	<i>The Language of Literature</i>
Science		
2005	Prentice Hall;	<i>Biology</i>
2005	Prentice Hall;	<i>Prentice Hall Chemistry</i>
2007	Prentice Hall;	<i>Earth Science</i>
2005	Prentice Hall;	<i>Conceptual Physical Science</i>
Social Science		
2008	Prentice Hall;	<i>Magruder's American Government</i>
2006	Thomson Learning;	<i>Contemporary Economics</i>
2006	McDougal Littell;	<i>The Americans</i>
2005	McDougal Littell;	<i>Modern World History - Patterns of Interaction</i>
Foreign Language		
2006	Glencoe McGraw Hill;	<i>Buen Viaje!</i>
2008	Holt, Rinehart Winston;	<i>Nuevas Vistas</i>
2008	Holt, Rinehart Winston;	<i>Allez, Viens!</i>

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:

- CAHSEE Prep Classes
- Before and After-School Tutoring
- Grades checks by counselors and administrators
- Advisory Period enrichment/intervention activities
- Meetings with parents
- Meetings with students
- Tutoring during lunch period

PROFESSIONAL STAFF

TEACHER ASSIGNMENT

Lawndale High recruits and employs the most qualified credentialed teachers. For the 2008-09 school year, the school employed 53 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.

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/>.

TEACHER EVALUATIONS

School and district administration believe that regular and comprehensive evaluations can help instructional staff improve their teaching skills and raise students' levels of achievement, as well as hold staff accountable for their performance. Evaluation procedures are outlined in the district's collective bargaining agreement and based upon the California Standards for the Teaching Profession.

Probationary/temporary teachers are formally evaluated once a year; permanent teachers are evaluated once every two years. Evaluations are conducted by the principal and assistant principals who have been trained and certified for competency to perform teacher evaluations.

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 & Support Personnel (Nonteaching Professional Staff) 2008-09		
	No. of Staff	FTE
Counselors	4	4.0
Health Clerk	1	1.0
Psychologist	2	1.8
Speech & Language Specialist	1	0.8

FTE = Full-Time Equivalent
Counselor-to-Student Ratio: 345

SUBSTITUTE TEACHERS

Lawndale High School sometimes experiences difficulty in obtaining a qualified substitute teacher to fill in for an absent teacher. If this situation should occur, teachers share the responsibility and cover the absent teacher's class during their prep period.

The district makes every effort to select the most qualified substitute teacher for the respective day's assignment. During the 2008-09 school year, Centinela Valley Union High School District's pool of substitutes was comprised of 50 teachers, of which the majority are aspiring teachers proven to be effective in the high school environment. Applicants seeking a position as a substitute must have passed the CBEST (California Basic Educational Skills Test), possess a bachelor's degree, and hold a 30-Day Emergency Permit.

COLLEGE & WORK READINESS

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 2007-08		%
Students Enrolled in UC/CSU Courses Required for UC/CSU Admission		60.9
Graduates Who Completed All Courses Required for UC/CSU Admission		36.5

**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/>.

	Teacher Credentials & Assignments							
	Lawndale High				CVUHSD			
	06-07	07-08	08-09	09-10	06-07	07-08	08-09	09-10
Total Teachers	62	60	61		346	328	312	
Teachers with Full Credential	51	46	53		264	261	268	
Teachers without Full Credential	11	14	8		82	67	44	
Teachers in Alternative Routes to Certification	7	6	8		54	35	31	
Pre-Internship	2	0	0		8	4	0	
Teachers with Emergency Permits	2	6	0		20	27	10	
Teachers with Waivers	0	0	0		0	0	0	
Teachers Teaching Outside Subject Area	0	0	0		5	2	2	
Other Misassignments of Certificated Staff	0	0	8	2	0	0	8	2
Teacher Misassignments for English Learners	2	6	3	1	19	44	38	17
Teacher Misassignments - Total	2	6	11	3	19	44	46	19
Teacher Vacancies	5	2	0	0	12	8	0	0

	Percentage of Core Classes:	
	Taught by NCLB-Compliant Teachers	Not Taught by NCLB-Compliant Teachers
	2008-09	
Lawndale High	95.4	4.6
District Totals		
All Schools	96.4	3.6
High-Poverty Sch.	96.4	3.6
Low-Poverty Sch.	N/A	N/A

	Teacher Education Levels 2008-09	
	Lawndale High	CVUHSD
Doctorate	1.6%	1.9%
Master's Degree plus 30 or more semester hours	19.7%	22.8%
Master's Degree	34.4%	23.7%
Bachelor's Degree plus 30 or more semester hours	24.6%	36.9%
Bachelor's Degree	19.7%	14.4%
Less than a Bachelor's Degree	0.0%	0.3%

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 & Student Participation 2008-09

	No. of Courses Offered	% of Students in AP Courses
Science	1	2.54%
English	2	10.95%
Foreign Language	1	5.58%
Math	1	3.19%
Social Science	3	13.42%
All Courses	8	35.68%

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. 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 Academies

Biomedical Career Academy

Career Pathway Courses

Web Design 1 & 2 (Introductory and Intermediate)

Web Development (Advanced)

Computer Studies (Introductory)

Accounting (Intermediate)

Virtual Enterprise Entrepreneurship (Advanced)

Career Technical Education Courses

Accounting/computer accounting

Computer operations/computer science

Business Fundamentals

Other Manufacturing and Product Development

Regional Occupational Programs (ROP) are offered off campus through the Southern California Regional Occupational Center (SCROC). A variety of ROP courses are available to help prepare high school students (16 years and older) for entry-level employment, upgrading current job skills, or obtaining more advanced levels of education. 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, SCROC's website www.scroc.com, or the state's career technical website at <http://www.cde.ca.gov/ci/ct/>

Career Technical Education (CTE) Program Participation 2008-09

Total Number of Students Participating in CTE Programs	446
Percentage of Students Completing CTE Program and Earning a High School Diploma	77%
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.

EXPENDITURES PER STUDENT

For the 2007-08 school year, Centinela Valley Union High School District spent an average of \$8,357 of total general funds to educate each student (based on 2007-08 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 <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

Salary Comparison

2007-08

	CVUHSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$40,682	\$42,810
Mid-Range Teacher Salary	\$67,494	\$69,375
Highest Teacher Salary	\$85,721	\$89,104
Average Principal Salaries:		
High School	\$126,025	\$126,901
Superintendent Salary	\$158,840	\$198,563
Percentage of General Fund Expenditures For:		
Teacher Salaries	34.0%	37.3%
Administrative Salaries	5.7%	5.2%

Current Expense of Education per Pupil

2007-08

Expenditures Per Pupil	Lawndale High		% Difference - School and District	State Average for Districts of Same Size & Type	% Difference - School Site and State
	CVUHSD	Dollars Spent per Student			
Total Restricted and Unrestricted	*	*	-	N/A	N/A
Restricted (Supplemental)	*	*	-	N/A	N/A
Unrestricted (Basic)	*	*	-	\$5,512	-
Average Teacher Salary	*	\$61,333	-	\$68,332	-

*Expenditures data for the school site and the district were not available at the time this report was published.

In addition to general fund state funding, Centinela Valley Union High School District receives state and federal categorical funding for special programs. For the 2007-08 school year, the district received approximately \$2,840 per student in federal, state, and local aid for the following categorical, special education, and support programs:

- Arts and Music Block Grant
- CA High School Exit Examination (CAHSEE)
- California Instructional School Garden
- Career Technical Education Equipment and Supplies
- California Peer Assistance & Review Program for Teachers (CPARP)
- Department of Rehabilitation
- Discretionary Block Grant
- Economic Impact Aid (EIA)
- Gifted & Talented Education (GATE)
- High Priority School Grants Program
- Lottery: Instructional Materials
- Instructional Materials
- Parent/Teacher Involvement
- Partnership Academies Program
- Pupil Retention Block Grant
- Regional Occupation Center and Programs
- School and Library Improvement Block Grant
- School Safety & Violence Prevention, Grades 8-12
- Special Education
- School to Career Local Partnerships
- Staff Development
- Supplemental School Counseling Program
- Supplementary Programs
- Targeted Instructional Improvement Block Grant
- Teacher Recruitment/Incentives
- Title I, II, III, IV, V
- Tobacco Use Prevention Education
- Transportation Special Education
- Vocational Programs
- Williams Case Settlement