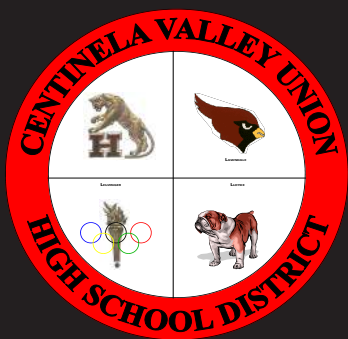


CENTINELA VALLEY UNION HIGH SCHOOL DISTRICT



"Dedicated to Academic Excellence and
Achievement for All Students"

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

BOARD OF EDUCATION

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Sandra C. Suarez
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DISTRICT ADMINISTRATION

Jose A. Fernandez
Interim Superintendent

LaTanya Kirk-Carter
Assistant Superintendent
Business Services

Diane T. Fiello, Ed.D.
Assistant Superintendent
Educational Services

Bob Cox
Assistant Superintendent
Human Resources

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 section and school facilities information was acquired in March 2008.

LAWNDALE HIGH SCHOOL



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

Vicente Bravo, Principal

SCHOOL ACCOUNTABILITY REPORT CARD 2006-07 SCHOOL ACTIVITY PUBLISHED IN MAY 2008

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 schools. 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 5 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 2006-07 school year, the district's three comprehensive high schools, continuation school, and charter school served a total of 7,586 students in grades 9-12 residing in the cities of Hawthorne, Lawndale, and Lennox.

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 2006-07 school year, Lawndale High School served 1,325 students in grades 9-12. Student enrollment included 7.7% receiving special education services, 11.2% qualifying for English learner support, and 64.8% 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.

Percentage of Students by Ethnicity 2006-07 Enrollment: 1,325

African-Amer.	23.2%
Caucasian	6.0%
Asian	3.9%
Filipino	1.4%
Hispanic or Latino	63.7%
Pacific Islander	0.2%
Multiple or No Response	1.5%

Teachers and support personnel continue to employ innovative strategies to improve student proficiency levels in academics. For the sixth consecutive year, Lawndale High School's support personnel staff have been awarded the "Best in the West" Award for its SPARC (Support Personnel Accountability Report Card). The SPARC identifies the programs, strategies, and resources in place to help students experience success and resolve situations that interfere with the learning process.

Through the collaborative efforts of staff and students, Lawndale High School received the Title 1 Academic Achievement Award for a second year in a row. 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 rigorous, high quality programs.

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

Parent representation is an integral component of the School Site Council, English Learner Advisory Council, Quarterback Club, booster clubs, 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 Vicente Bravo or Assistant 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:

- Back to School Night
- College entrance workshops
- Financial aide workshops
- CAHSEE meetings
- Department nights
- Grade level parent

- Graduation Meetings meetings
- Orientation meetings • Parent education
- Parent-teacher conferences 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 class curriculum updates in the following formats:

- ConnectEd (mass communication telephone system)
- Flyers
- Monthly newsletters and calendars
- School website and marquee

STUDENT ACHIEVEMENT

To obtain accurate and valid measures of educational progress, Lawndale High School offers students multiple opportunities to demonstrate mastery in each of the core subject areas. Multiple assessments of student achievement are analyzed to monitor student progress and to evaluate the effectiveness of the instructional program. These assessments include teacher tests, classroom observation, report card grades, CAHSEE results, benchmark assessments, and results of standardized tests.

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 2006-07 AYP cycle, high schools must achieve a 22.5% or higher proficiency rate in English/language arts and 20.9% or higher proficiency rate in math on the California Standards Test (CST). Additional criteria contributing to whether or not a school demonstrates AYP include achieving a 95% or above participation rate on the CST (grades 2-8) and obtaining an API growth score of 590 or higher or increasing the API growth by one point. High schools must obtain a graduation rate of 82.9% or show an increase in the graduation rate of 0.2% over a two-year period.

The AYP table in this report illustrates the school's progress in meeting 2006-07 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/.

Adequate Yearly Progress (AYP) Results Reported by Indicator and Compared to District Performance 2006-07

Did the school and district meet or exceed 2007 AYP performance criteria in each of the areas listed below?

AYP Indicator	Lawndale High	CVUHSD
Overall School Results	Yes	Yes
Participation Rate		
English-Language Arts	Yes	Yes
Math	Yes	Yes
Percent Proficient (CST Exam)		
English-Language Arts	Yes	Yes
Math	Yes	Yes
API	Yes	Yes

CALIFORNIA ENGLISH LANGUAGE DEVELOPMENT TEST

State law requires schools to give the California English Language Development Test (CELDT) to students in grades kindergarten through twelve whose home language is not English. The test identifies the student's proficiency level of understanding of the English language, monitors their progress in learning English if placed in the English Learner program, and helps determine if they have achieved proficiency in the English language.

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 the California Standards Tests (CST), Aprenda 3, and the California Alternative Performance Assessment (CAPA).

The CST aids in determining the level of individual proficiency required by the state. CAPA is administered to students with significant disabilities who are not able to take the CST. For more information on the STAR Program, please visit <http://star.cde.ca.gov/>.

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. All school districts in the State of California are required to report their CST results in comparison to the state average.

The CST tables in this report illustrate the percentage of students achieving Proficient and Advanced levels. Results are shown only for subgroups with ten students or more taking the exam. 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/>.

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 or in the "healthy fitness zone." Upon completion of the 2006-07 fitness exam, 10% of ninth grade students tested scored in the "healthy fitness zone". Comparative district and state results can be found at the CDE's website <http://www.cde.ca.gov/ta/tg/pf/>.

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

California Standards Test Results All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	Lawndale High			CVUHSD			California		
	04-05	05-06	06-07	04-05	05-06	06-07	04-05	05-06	06-07
English-Language Arts	37	38	41	19	21	22	40	42	43
Math	28	26	24	12	11	10	38	40	40
Science	20	34	37	14	19	19	27	35	38
History	36	29	34	19	16	16	32	33	33

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

California Standards Test Results Numerically Significant Ethnic Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2006-07							
	Lawndale High						
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
English-Language Arts	37		50	64	39	*	56
Math	19		51	20	23	*	40
Science	21		*	*	36	*	61
History	27		50	50	34	*	53

*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.

California Standards Test Results Other Numerically Significant Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2006-07						
	Lawndale High					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education
English-Language Arts	37	44	15	39	5	
Math	25	22	13	25	9	
Science	41	33	11	35	6	
History	39	31	20	33	13	

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; 82% of Lawndale High School's tenth grade students who took the test passed the math portion of the exam and 86% passed the English/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/.

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

No CHILD LEFT BEHIND (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2006-07, 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	2004-05
Year in PI	N/A	Year 3
No. of Schools Currently in PI		
Percent of Schools Currently Identified for PI		

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
Acres	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

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

	Lawndale High			CVUHSD			California		
	04-05	05-06	06-07	04-05	05-06	06-07	04-05	05-06	06-07
English	45.6	48.1	47.1	27.6	31.1	28.1	49.0	51.1	48.6
Mathematics	44.3	50.7	54.5	26.1	32.2	34.1	45.2	46.8	49.9

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 2006-07

	English			Math		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	52.9	29.8	17.3	45.5	35.3	19.2
Male	60.7	27.3	12	44.3	32.9	22.8
Female	45.7	32.1	22.2	46.6	37.4	16
African American	66.1	25	8.9	62.5	26.8	10.7
American Indian or Alaska Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Hispanic or Latino	52.9	28.6	18.4	43.2	37.9	18.9
Pacific Islander	*	*	*	*	*	*
White (not Hispanic)	30.8	30.8	38.5	34.6	26.9	38.5
English Learners	57.3	26.6	16.1	41.5	38	20.4
Socioeconomically Disadvantaged	53.5	30	16.5	45	35.8	19.2
Students Receiving Migrant Education	*	*	*	*	*	*
Students with Disabilities	100	0	0	100	0	0

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

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.

Academic Performance Index (API) Three-Year Performance Comparison

		API Rank		
		2004	2005	2006
Statewide Rank		1	6	7
Similar Schools Rank		1	10	10
Results	2007 API Score	Increase/Decrease in API		
		2004-05	2005-06	2006-07
Schoolwide - All Students	733	52	27	8
Ethnic Subgroups:				
African-Amer.	695	69	26	2
Hispanic or Latino	734	47	35	1
Other Subgroups:				
Economically Disadvantaged	730	50	35	5
English Learners	728	*	40	-2

*A three-year comparison is not available; 2005-06 is the first API cycle that API scores and growth targets were reported.

2006-07 Campus Improvement Projects

- Installation of replacement gas lines
- Installation of new self-contained HVAC system
- Installation of new sewer system
- Installation of upgraded technology infrastructure
- Replacement of parking lot lighting system

2007-08 Campus Improvement Projects

- Finalize construction of Performing Arts Center

SUPERVISION & SAFETY

All staff share in the supervision of students throughout the day. In the morning as students arrive, campus security officers are stationed at strategic locations to monitor student activities. During the lunch period, campus security officers, school administrators, and two noon aides share supervision of students in meal areas and common gathering areas. When students are dismissed at the end of the day, campus security officers and school administrators 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 February 2008 and subsequently shared with school staff in April 2008.

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 Vicente Bravo and the lead day custodian communicate daily regarding campus cleaning needs and safety concerns. Once a week, 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. The 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. The 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

School Facility Good Repair Status	
Item Inspected	Repair Status
Most Recent Inspection: February 6, 2007	Good Fair Poor Repair Needed and Action Taken or Planned
Gas Leaks	✓
Mechanical Systems	✓
Windows/Doors/Gates (interior and exterior)	✓
Interior Surfaces (walls, floors, and ceilings)	✓
Hazardous Materials (interior and exterior)	✓
Structural Damage	✓
Fire Safety	✓
Electrical (interior and exterior)	✓
Pest/Vermin Infestation	✓
Drinking Fountains (inside and outside)	✓
Restrooms	✓
Sewer	✓
Playground/School Grounds	*
Roofs	*
Overall Cleanliness	*

Room 604: door sticks on opening. Girls Restroom Across from Dance Room: door lock not functioning. Room 412: materials unsecured on top of cabinets.

800 Bldg.: trip hazard, concrete and flooring chipped at entrance. Hallway: ceiling plaster cracked, peeling paint, appears to be water damage. Room 803: carpet torn across entire floor, trip hazard. Hall: trip hazard, tiles missing and/or chipped at stairway.

Room 604: two cans of paint on floor. Room 607: exposed mercury vials on thermostat.

Room 501: extinguisher unmounted and out of date, materials and equipment unsecured on top of shelves. Room 503: trip hazard, extensions in permanent use, across floor; one unmounted extinguisher, unsecured cabinets next to door. Room 604: extinguisher out of date. Room 609: tall cabinets unsecured next to exit. Room 9A: extinguisher unmounted. Hallway: TV unsecured on top of cabinet. Team Room: missing extinguisher. Restroom in Boys' Locker Room: missing extinguisher. Boys' Locker Room: missing extinguishers in box. Dance Room: unmounted extinguisher. Exercise Room: extinguisher out of date and not mounted. Room 722: unsecured cabinet next to door. Room 723: unmounted extinguisher. Room 725: equipment on top of cabinet unsecured, door to chemical storage open. Room 726: unsecured tall metal cabinet. Room 412: materials unsecured on top of cabinets. Room 416: cabinet unsecured next to door.

Room 501: outlet uncovered (AC unit). Room 503) uncovered outlet. Room 801: daisy chain of surge suppressors. Hallway: broken light switch cover, two light panels uncovered. Room 803: four light panels out, one without a cover. Room 722: data line string over door. Room 725: uncovered outlet. Room 416: one light panel out.

*At the time of the inspection, these sections (13-15) were not part of the inspection tool and therefore no ratings are available for disclosure.

Overall Summary of School Facility Good Repair Status

Overall Summary	Exemplary	Good	Fair	Poor
Overall Summary		✓		

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

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 February 6, 2007. The School Facility Good Repair Status table (page 4) illustrated in this report identifies the state-required inspection areas and discloses the operational status in each of those areas. During the 2006-07 school year, 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

Centinel 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 2006-07 school year,

Lawndale High School received \$103,039.61 of deferred maintenance funds for repairs in the gymnasium and electrical projects in the physical education facilities and student restrooms.

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 and district policies. 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 each classroom 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, articles in the school newsletter, 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 counselor, assistant 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		
	04-05	05-06	06-07
Suspensions (#)	102	97	111
Suspensions (%)	7.42%	7.15%	8.38%
Expulsions (#)	0	2	6
Expulsions (%)	0.00%	0.15%	0.45%
	CVUHSD		
	04-05	05-06	06-07
Suspensions (#)	1563	1282	1494
Suspensions (%)	19.19%	16.03%	19.77%
Expulsions (#)	58	71	46
Expulsions (%)	0.71%	0.89%	0.61%

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 student's 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.

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.

INSTRUCTIONAL TIME

During the 2006-07 school year, Lawndale High School offered 180 days of instruction comprised of 154 regular days, 18 collaboration days, 4 minimum days, and 4 final exam days. Early release collaboration days were used for staff development training and teacher planning time.

All instructional minutes offered at Lawndale High School during the 2006-07 school year exceeded state requirements specified in the California Education Code. The state requires students in grade 9-12 to receive 64,800 minutes of instruction annually. Lawndale High School offered 65,346 minutes of instruction during the 2006-07 school year.

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				
	2004-05			
Subject	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
English	25.6	29	18	18
Math	24.7	24	8	15
Science	29.9	6	14	18
Social Science	32.9	1	13	21
	2005-06			
Subject	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
English	24.9	26	22	12
Math	24.5	25	19	7
Science	32.1	2	11	23
Social Science	31.0	2	17	18
	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

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 24 dropouts were recorded for the 2005-06 school year.

Dropout & Graduation Rates			
	Lawndale High		
	04-05	05-06	06-07
Dropout Rate (%)	1.5	0.8	1.8
Graduation Rate (%)	84.5	90.9	84.8
	CVUHSD		
	04-05	05-06	06-07
Dropout Rate (%)	5.7	5.8	4.5
Graduation Rate (%)	66.1	67.5	66.7
	California		
	04-05	05-06	06-07
Dropout Rate (%)	3.2	3.1	3.5
Graduation Rate (%)	85.3	85.0	83.0

2005-06 data are most current information available since state certification/release dates for dropout data occur too late for inclusion in this report.

Behavioral and academic intervention strategies provide the support and motivation some students require to earn their diploma. Counseling, tutoring, 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 or charter school programs 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* 2005-06**		
Lawndale High	CVUHSD	California
77.9%	62.5%	82.5%
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 Development Coach, 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. During the 2006-07 school year, Centinela Valley Union High School District held three staff development days for all instructional staff in the district. Training activities were delivered in a workshop format and focused on 1) integrating technology into the curriculum and 2) standards-based instruction and assessment. Each workshop was designed to address the unique applications of each subject area and/or student group (English learners, special education, etc). Four of the seven district instructional coaches have earned their National Board Certification and all are highly qualified to lead the district's professional development programs.

Staff Development Days Three-Year Trend		
2004-05	2005-06	2006-07
3	3	3

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 2006-07 school year, supplemental training focused on using data to evaluate student progress and the effectiveness of instructional programs.

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 2006-07 school year, instructional staff were offered the following workshops:

- Crisis Management Training
- Datawise (software training for data analysis)
- Edusoft Training
- English Language Development
- Math Curriculum
- Read 180 Curriculum and Instructional Strategies

- Science Curriculum and Instructional Strategies
- Special Education
- Studio 9/10 (reading intervention program)
- Too Good for Drugs and Violence Training

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 additional support and assistance to newly credentialed teachers. All new teachers are assigned to a Support Provider (mentor teacher) and provided individualized support over a two-year period.

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 Professions, 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 the school administration, school staff, and parents. Principal Vicente Bravo is responsible for the day-to-day operations of the school and overall instructional program. The principal and two assistant 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. Assistant Principal Jennifer Garcia takes a lead role in managing curriculum schedules, ninth grade discipline issues, the counseling department, student registration, and AVID (Advancement via Individual Determination) program. Assistant Principal Jim Jobes is responsible for twelfth grade discipline, attendance, athletics, special education, testing, and summer school.

At the beginning of the 2007-08 school year, Principal Bravo began his second term as principal of Lawndale High School. He has been in the educational field for 16 years. Professional certifications include:

- Bachelor's degree in Spanish
- Master's degree in Educational Administration
- Clear Single Subject Teaching Credential in Spanish
- Preliminary Administrative Services Credential

Lawndale High School's leadership team is comprised of the principal, assistant principals, department

chairpersons, the instructional coach, and the project facilitator. The team meets bimonthly 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, 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 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 August 28, 2007, 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 For Pupil Textbook and Instructional Materials Incentive Act, Instructional Materials Realignment Program, and Williams Settlement Legislation 07-08/004 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.

District Adopted Textbooks		
Subject & Year Adopted	Publisher/Series	
Math		
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>
2005	McDougal Littell;	<i>The Language of Literature</i>
Science		
2005	Prentice-Hall;	<i>Biology</i>
2005	Prentice-Hall;	<i>Prentice-Hall Chemistry</i>
2005	Holt, Rinehart, Winston;	<i>Visualizing Matter-Chemistry</i>
2005	Glencoe/McGraw Hill;	<i>Earth Science</i>
2006	Holt, Rinehart, Winston;	<i>Environmental Science</i>
2005	McDougal Littell;	<i>Perspectives on Health</i>
2005	McGraw Hill;	<i>Life Science</i>
2005	Addison Wesley;	<i>Conceptual Physical Science</i>
2005	Prentice Hall;	<i>Exploring Earth Science</i>
Social Science		
2006	Thomson Learning;	<i>Contemporary Economics</i>
2005	Prentice Hall;	<i>Magruder's American Government</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>Buene Viaje!</i>

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 teachers and special education aides provide both full-day and full-period support for all core subject areas. Resource specialist staff provide individual and full-period support in and outside 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.

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 an ELD (English Language Development) class in lieu of an elective and as a supplement to their core language arts class. ELD lessons focus on developing listening, speaking, reading, and writing skills as quickly as possible, enabling students to successfully participate in the regular education program. Under the direction of the classroom teachers, bilingual aides provide in-class support in the students' areas of need. 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 student assessment results, report card grades, CAHSEE results, and classroom performance on end-of-unit tests to evaluate student progress and identify students performing below grade level proficiency standards in reading, language arts, and math. Student Study Teams comprised of school administrators, teachers, and parents 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
- Advisory Period enrichment/intervention activities
- CAHSEE Boot Camp
- Study Skills Class

PROFESSIONAL STAFF

SUPPORT SERVICES STAFF

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

Counselors & Support Personnel (Nonteaching Professional Staff) 2006-07

	No. of Staff	FTE
Counselors	4	4.0
Health Assistant	1	1.0
Psychologist	2	1.8
Speech & Language Specialist	1	0.8

FTE = Full-Time Equivalent

TEACHER ASSIGNMENT

Lawndale High recruits and employs the most qualified credentialed teachers. For the 2006-07 school year, the school employed 51 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 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 STULL Performance Evaluation

which reflects upon the teacher evaluation criteria of the California Commission on Teacher Credentialing.

STULL Teacher Evaluation Criteria:

- Support for Student Learning
- Planning and Designing Instruction
- Classroom Performance
- Developing As a Professional Educator
- Punctuality, Attendance, and Record Keeping

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. Results of teacher evaluations are kept confidential, retained at the school site in a secured area, and a copy forwarded to the district's personnel department for safekeeping in the employee's personnel file.

Probationary/tenured teachers whose evaluations do not meet specific evaluation criteria are provided the support and assistance to improve performance; teacher's who fail to improve or obtain a satisfactory rating are excused from the district. Permanent teachers whose evaluations do not meet specific evaluation criteria are required to prepare a performance improvement plan and participate in the PAR program. Teachers remain in the PAR program until they receive a satisfactory rating or are dismissed from their position.

SUBSTITUTE TEACHERS

Lawndale High School occasionally 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 2006-07 school year, Centinela Valley Union High School District's pool of substitutes was comprised of 83 teachers; the majority of substitutes 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 2005-06

	%
Students Enrolled in UC/CSU Courses Required for UC/CSU Admission	60.1
Graduates Who Completed All Courses Required for UC/CSU Admission	32.8

*Most current data available.

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 2006-07

	No. of Courses Offered	% of Students in AP Courses
Science	3	6.48%
English	2	7.49%
Foreign Language	1	2.11%
Math	1	2.58%
Social Science	2	6.95%
All Courses	9	25.60%

SAT REASONING TEST

The SAT Reasoning Test is a voluntary exam that measures critical thinking skills students need for academic success in college. The SAT assesses how students analyze and solve problems; the scoring range is 200-800. Lawndale High School encourages students to enroll in SAT prep courses on campus, at the local community college, or with online resources. SAT classes introduce studying and learning strategies for successfully taking these exams.

SAT Reasoning Test**

	04-05	05-06	06-07
Test Takers (%)	44.1	43.8	44.14
Average Verbal Score	418	445	445
Average Math Score	432	454	462
Average Writing Score*	N/A	443	456

*2005-06 is the first year that the exam included a writing portion and score.

**Detailed information regarding SAT results, including comparative district and state results, can be found at <http://www.cde.ca.gov/ds/sp/ai/>.

WORKFORCE PREPARATION

Lawndale High School's career technical education programs, partnership academies, work experience program, regional occupational programs, and workability programs offer a wide range of opportunities for students to get a head start

Teacher Credentials & Assignments

	Lawndale High				CVUHSD			
	04-05	05-06	06-07	07-08	04-05	05-06	06-07	07-08
Total Teachers	58	59	62		341	338	346	
Teachers with Full Credential	50	52	51		259	251	264	
Teachers without Full Credential	8	7	11		82	87	82	
Teachers in Alternative Routes to Certification	6	6	7		45	59	54	
Pre-Internship	1	1	2		10	8	8	
Teachers with Emergency Permits	1	1	2		25	17	20	
Teachers with Waivers	0	0	0		0	2	0	
Teachers Teaching Outside Subject Area	0	0	0		0	4	5	
Other Misassignments of Certificated Staff	0	0	0	0	0	0	0	0
Teacher Misassignments for English Learners	0	0	2	6	8	14	19	44
Teacher Misassignments - Total	0	0	2	6	8	14	19	44
Teacher Vacancies	1	1	5	2	16	21	12	8

Percentage of Core Classes:

	Not Taught by	
	Taught by NCLB-Compliant Teachers	NCLB-Compliant Teachers
	2006-07	
Lawndale High	84.5%	15.5%
All District Schools	71.6%	28.4%

Teacher Education Levels

	2006-07	
	Lawndale High	CVUHSD
Doctorate	0.0%	1.2%
Master's Degree plus 30 or more semester hours	11.0%	16.5%
Master's Degree	43.5%	27.5%
Bachelor's Degree plus 30 or more semester hours	24.3%	33.2%
Bachelor's Degree	21.2%	20.5%
Less than a Bachelor's Degree	0.0%	1.1%

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.

Work experience students are partnered with community organizations and employers that provide on-the-job training and mentoring for students 16 years and older. Work experience students receive guidance and supervision designed to ensure maximum educational benefit from part-time job placement. For more information, contact the school's career center.

Vocational Education Courses

Accounting/Computer Accounting
 Computer Operations/Computer Science
 Visual Communications/Graphics

Career Academies

Marine Science

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 2006-07

Total Number of Students Participating in CTE Programs	526
Percentage of Students Completing CTE Program and Earning a High School Diploma	0%
Percentage of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0

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 2005-06 school year, Centinela Valley Union High School District spent an average of \$8,658 of total general funds to educate each student (based on 2005-06 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 2005-06		
	CVUHSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$38,837	\$39,456
Mid-Range Teacher Salary	\$64,434	\$66,091
Highest Teacher Salary	\$81,833	\$82,529
Average Principal Salaries:		
High School	\$114,515	\$116,464
Superintendent Salary	\$148,636	\$171,138
Percentage of General Fund Expenditures For:		
Teacher Salaries	35.8%	37.4%
Administrative Salaries	5.4%	5.2%

*District and comparable state data for salaries for the district's charter high school were not calculated by the state.

Current Expense of Education per Pupil

2005-06

Expenditures Per Pupil	Dollars Spent per Student				
	Lawndale High	CVUHSD	% Difference - School and District	State Average for Districts of Same Size & Type	% Difference - School Site and State
Total Restricted and Unrestricted	\$6,410	\$7,132	89.9%	N/A	N/A
Restricted (Supplemental)	\$1,392	\$1,632	85.3%	N/A	N/A
Unrestricted (Basic)	\$5,017	\$5,500	91.2%	\$4,943	101.5%
Average Teacher Salary	\$50,250	\$56,478	89.0%	\$62,833	80.0%

In addition to general fund state funding, Centinela Valley Union High School District receives state and federal categorical funding for special programs. For the 2005-06 school year, the district received approximately \$3,038 per student in federal, state, and local aid for the following categorical, special education, and support programs:

- Arts and Music Block Grant
- CAHSEE
- Career Technical Education Equipment and Supplies
- Class Size Reduction (Grade 9)
- Department of Rehabilitation
- Discretionary Block Grant
- Economic Impact Aid
- Gifted & Talented Education
- High Priority School Grants Program
- High School Reform Grant
- Instructional Materials
- Instructional Materials, Library Materials, and Education
- Lottery
- Partnership Academies Program
- Peer Assistance & Review
- Professional Development Block Grant
- Pupil Retention Block Grant
- Regional Occupation Centers and Programs
- School and Library Improvement Block Grant
- School Safety & Violence Prevention
- Special Education
- Staff Development
- Supplemental School Counseling
- Targeted Instructional Improvement Block Grant
- Teacher Recruitment/Incentives
- Technology
- Title I, II, III, IV, V
- Tobacco-Use Prevention Education
- Transportation: Special Education
- Vocational Programs