



"Dedicated to Academic Excellence and Achievement for All Students"

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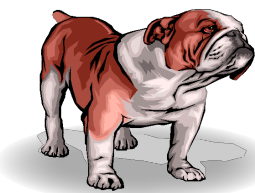
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The statistical information disclosed in this report is obtained from the California Department of Education and the Centinela Valley Union High School District. At the time of publishing, this report met all SARC-related state and federal requirements, using the most current data available. Data for the instructional materials section and school facilities information was acquired in September 2008.

R. K. LLOYDE HIGH SCHOOL



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

Ed Madrid, Principal

SCHOOL ACCOUNTABILITY REPORT CARD 2007-08 SCHOOL ACTIVITY PUBLISHED IN NOVEMBER 2008

PRINCIPAL'S MESSAGE

Lloyde High is an alternative high school serving the Centinela Valley High School District. We are proud of the fact that we have earned a six-year term of accreditation through the Western Association of Schools and Colleges. We provide an alternative form of high school education experiences to students from our district's multi-ethnic and culturally diverse population. Students transfer to Lloyde from three comprehensive high schools in our district, then participate in a credit recovery program whose structure allows them a great deal of success. Depending on their needs, students are placed in one of three programs: accelerated study, independent study, or special education. Our caring staff works together to provide a course of study through which dedicated students can graduate. Our small setting (enrollment of 245), nurturing environment, sense of community, and commitment to the students will help pupils reach their academic and social goals. Our graduates each year express gratitude to Lloyde for the "second chance" they have received to achieve their educational dreams.

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 2007-08 school year, the district's three comprehensive high schools and continuation school served a total of 7,495 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 2007-08 school year, Lloyde High School served over 245 students in grades 9-12. Student enrollment included 25.7% receiving special education services, 27.8% qualifying for English learner support, and 36.8% qualifying for free or reduced-price meals.

Percentage of Students by Ethnicity

2007-08 Enrollment: 245

African-Amer.	24.1%
Caucasian	5.7%
Filipino	0.8%
Hispanic or Latino	66.2%
Pacific Islander	2.0%
Multiple or No Response	1.2%

PARENT INVOLVEMENT

Parents are encouraged to get involved in Lloyde High School's learning community by volunteering their time, attending school events, or sharing in the decision-making process. The principal maintains an open-door policy, welcoming parents to visit the campus any time to obtain information on school activities or their student's progress. School staff always welcome parent chaperones for field trips. Prior to enrollment, parents are invited to a small-group meeting to discuss Lloyde High School's curriculum and special programs. Parents of seniors meet with school staff to review their student's status in meeting graduation requirements.

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

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

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

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)
- Special Bulletins (as needed)

STUDENT ACHIEVEMENT

To obtain accurate and valid measures of educational progress, Loyde 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 2007-08 AYP cycle, high schools must achieve a 33.4% or higher proficiency rate in English/Language Arts and 32.2% 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 620 or higher or increasing the API growth by one point, and obtaining a graduation rate of 83%.

Adequate Yearly Progress (AYP) Results Reported by Indicator and Compared to District Performance 2007-08

Did the school and district meet or exceed 2008 AYP performance criteria in each of the areas listed below?

AYP Indicator	Lloyde High	CVUHSD
Overall School Results	No	No
Participation Rate		
English-Language Arts	Yes	Yes
Math	Yes	Yes
Percent Proficient (CST Exam)		
English-Language Arts	Yes	No
Math	No	No
API	Yes	Yes
Graduation Rate	Yes	Yes

The AYP table in this report illustrates the school's progress in meeting 2007-08 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/.

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 Loyde High School participate in California's STAR examination each year. The mandatory STAR Program (Standardized Testing and Reporting) is a set of assessments that evaluates student proficiency in core subject areas and compares student results with other students in the state who took the same test. The STAR is comprised of a series of six components, which include the California Standards Tests (CST), Aprenda 3, California Alternative Performance Assessment (CAPA), and California Modified Assessment (CMA).

The CST aids in determining the level of individual proficiency required by the state. The CMA was introduced as part of the STAR in 2008; this assessment is administered in lieu of the CST to third, fourth, and fifth grade students who had an individualized education program. CAPA is administered to students with significant disabilities who were not able to take the CST or CMA with accommodations or modifications. The Aprenda 3 measures academic proficiency of Spanish-speaking students in their native language. 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, Loyde High School is required by the state to administer a physical fitness test to all students in the ninth grade. The physical fitness test measures each student's ability to complete six fitness tasks in six major areas. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone." Upon completion of the 2007-08 fitness exam, none of the ninth grade

California Standards Test Results All Students Percentage of Students Scoring at Proficient & Advanced Levels

	Lloyde High			CVUHSD			California		
	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08
English-Language Arts	5	10	7	21	22	24	42	43	46
Math	2	4	8	11	10	10	40	40	43
Science	2	3	13	19	19	22	35	38	46
History	3	6	11	16	16	20	33	33	36

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 2007-08

	Lloyde High						
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
English-Language Arts	7		*	*	6	*	*
Math	0		*	*	4	*	*
Science	0			*	13	*	*
History	*			*	16	*	*

*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 2007-08

	Lloyde High					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education
English-Language Arts	6	10	2	7	3	
Math	11	0	0	5	*	
Science	13	12	3	14	0	
History	12	8	0			

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 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; 30% of Loyde High School's tenth grade students who took the test in 2007-08 passed the math portion of the exam and 33% 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/.

California High School Exit Exam All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	Loyde High			CVUHSD			California		
	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08
English	0.0	4.2	12.5	31.1	28.1	33.2	51.1	48.6	52.9
Mathematics	0.0	0.0	0.0	32.2	34.1	32.6	46.8	49.9	51.3

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 2007-08						
	English			Math		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	87.5	12.5	0.0	100.0	0.0	0.0
Male	91.7	8.3	0.0	100.0	0.0	0.0
Female	83.3	16.7	0.0	100.0	0.0	0.0
African American	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Hispanic or Latino	87.5	12.5	0.0	100.0	0.0	0.0
Pacific Islander	*	*	*	*	*	*
White (not Hispanic)	*	*	*	*	*	*
English Learners	91.7	8.3	0.0	100.0	0.0	0.0
Socioeconomically Disadvantaged	85.7	14.3	0.0	100.0	0.0	0.0
Students Receiving Migrant Education	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*

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

ALTERNATIVE SCHOOL ACCOUNTABILITY MODEL

Schools that cannot participate in the API due to student population size may apply to participate in the Alternative School Accountability Model (ASAM). Loyde High School has adopted ASAM which is based on the results of standardized tests and other state board- and district-approved performance indicators. Alternative schools, like all schools, must seek to meet state standards of learning and achievement. Schools serving a majority of students who are at high risk for behavioral or educational failure, expelled or under disciplinary sanction, wards of the court, pregnant and/or parenting, or recovered dropouts must also meet the challenge of addressing personal and social issues that confront students and interfere with their abilities to reach grade level standards. ASAM accurately reflects the growth of students enrolled in alternative schools based on multiple indicators of progress including academic performance as well as other aspects of growth.

Alternative School Accountability Model (ASAM)		
Performance Indicators	07-08 Actual Performance Rate	Performance Standard Achieved

Data not available at the time of publishing. For more information, please visit www.cde.ca.gov/ta/ac/am/

Loyde High School's performance indicators used to evaluate progress are (1) Student Behavior (the percentage of long-term students who were recommended for suspensions or expulsion), (2) Student Persistence (the percentage of long-term students that did not drop out during the reporting year), and (3) High School Graduation (percent of long-term students who received a high school diploma). The ASAM table in this report illustrates the actual performance rates of Loyde High School's students in each category and corresponding performance rating. A "Commendable" or "Sufficient" performance rating indicates a school met or exceeded expectations. The third level, "Growth Plan", identifies performance that requires improvement that most schools should be able to make in a reasonable amount of time. Schools performing at the lowest level, "Immediate Action", are expected to apply extraordinary measures to ensure improvement on the indicator. (Note: "Long-term students" is defined by the state for ASAM reporting purposes as the total number of students continuously enrolled for 90 consecutive instructional days.) For more information on ASAM, visit the state's website at www.cde.ca.gov/ta/ac/am/.

ACADEMIC PERFORMANCE INDEX

The state Academic Performance Index (API) was launched by the California Department of Education in 1999 to measure the performance and progress of schools based on STAR and CAHSEE testing results. (Note: CAHSEE is the California High School Exit Exam administered to students in grades 10-12 as part of the state's graduation requirements.) The API is used to develop annual schoolwide performance growth targets for future academic improvement. Due to its small population and unique demographics, Loyde High School participates in the Alternative School Accountability Model (ASAM) as its measurement tool to determine schoolwide growth in academic proficiency. More information on the ASAM is provided in the following section of this report.

NO CHILD LEFT BEHIND (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one 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 2007-08, Loyde 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		
	Lloyde High	CVUHSD
PI Status	In PI	In PI
First Year of PI Implementation	2005-2006	2004-2005
Year in PI	Year 4	Year 3
No. of Schools Currently in PI		4
Percent of Schools Currently Identified for PI		80.0 %

SCHOOL FACILITIES & SAFETY

FACILITIES PROFILE

Lloyde High School provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. Original school buildings were constructed circa 1998. Monthly safety inspections and ongoing maintenance ensures school facilities are kept safe, in good working condition, and provide adequate space for students and staff. School buildings and classrooms are arranged in a triangle pattern. All classrooms have windows that overlook the central quad area to enhance supervision and safety of students.

2007-08 Campus Improvement Projects

- Installation of benches throughout campus

Campus Description	
Year Built	1998
	Qty.
# of Permanent Classrooms	0
# of Portable Classrooms	13
# of Restrooms (student use)	2 sets
Computer Lab	1
Multipurpose Room	1
Staff Lounge/Teacher Work Room	1

SUPERVISION & SAFETY

All staff share in the supervision of students throughout the day. As students arrive on campus each morning through a single entrance, the security guard monitors behavior and screens students for prohibited items. During the lunch period, the security guard is responsible for monitoring students in the meal and quad areas. When students are dismissed at the end of the day, the principal, counselors and security guard supervise students to ensure a safe and orderly departure.

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

SCHOOL SITE SAFETY PLAN

The Comprehensive School Site Safety Plan was developed for Lloyde High School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most current safety plan was reviewed, updated, and shared with school staff in October 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 Lloyde High School's repairs and maintenance projects are performed by the school's day custodians. Emergency situations are immediately resolved either by the school custodian or district maintenance staff, based upon the nature of the situation.

One day custodian is assigned to Lloyde High School for routine maintenance, daily custodial duties, and special events preparations. Principal Ed Madrid and the custodian communicate daily regarding campus cleaning needs and safety concerns. The day custodians are responsible for setting up the cafeteria for meals and activities, keeping restrooms clean and stocked, removing debris and emptying trash receptacles, and addressing minor repairs and maintenance issues. The day custodian checks restrooms every hour as a proactive approach in keeping facilities fully stocked, safe, and sanitary.

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

The day custodian inspects facilities routinely for safety hazards, graffiti, and other conditions that require immediate removal or correction. On an annual basis, schools are required by the state to perform a comprehensive inspection and report those findings to the school community. The most recent inspection for Lloyde High School took place on October 21, 2008. 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 2007-08 school year, 100% of restrooms were fully operational and available to students at all times.

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 2007-08 school year, Lloyde High School received \$5,050 of deferred maintenance funds for plumbing, electrical, paving, flooring, and other miscellaneous projects.

CLASSROOM ENVIRONMENT

DISCIPLINE & CLIMATE FOR LEARNING

All staff believe that a safe learning environment is an effective learning environment. All new students are required to attend a pre-enrollment conference with their parents and the principal to discuss school programs and expectations. During a student's first week on campus, they participate in a one-week comprehensive orientation to aide in the transition to the new environment.

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

Progressive discipline begins in the classroom when students are disruptive or demonstrating poor citizenship. The behavior improvement

School Facility Good Repair Status				
Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Most Recent Inspection: October 21, 2008				
Gas Leaks	✓			
Mechanical Systems	✓			Main Admin., Rooms 1, 2, 3, 4, 5, 6, 7, 9, 10, 11, 12, 13, 14: dirty vents.
Windows/Doors/Gates (interior and exterior)	✓			Room 12: door sticks (front).
Interior Surfaces (walls, floors, and ceilings)			✓	Main Admin., Rooms 2, 7, 10, 14, Boys' RR: loose or damaged ceiling tile(s). Rooms 1, 2, 4, 6, 7, 9, 11, 12, 14: damaged carpet. Room 13: damaged floor tile(s).
Hazardous Materials (interior and exterior)	✓			
Structural Damage	✓			
Fire Safety	✓			Rooms 2, 6: unsecured overhead storage. Room 13: very cluttered room.
Electrical (interior and exterior)	✓			Room 3: missing outlet cover(s). Room 4: phone jack pulled out of wall. Girls' RR: light(s) out, porch light missing cover.
Pest/Vermin Infestation	✓			
Drinking Fountains (inside and outside)	✓			
Restrooms	✓			
Sewer	✓			
Playground/School Grounds	✓			
Roofs	✓			
Overall Cleanliness			✓	Room 13: very cluttered room.
Overall Summary of School Facility Good Repair Status				
Overall Summary	Exemplary	Good	Fair	Poor
		✓		

Rating Description:

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. School site is in good repair. Return HVAC grills and vents need cleaned. Most rooms with carpet need to be replaced.

process involves the student, teacher, parent, and administrators. Students continuing to have difficulty with their behavior are referred to the 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

	Lloyde High		
	05-06	06-07	07-08
Suspensions (#)	147	147	133
Suspensions (%)	56.11%	53.07%	54.29%
Expulsions (#)	4	3	1
Expulsions (%)	1.53%	1.08%	0.41%

	CVUHSD		
	05-06	06-07	07-08
Suspensions (#)	1282	1486	2106
Suspensions (%)	16.18%	20.04%	28.10%
Expulsions (#)	71	46	74
Expulsions (%)	0.90%	0.62%	0.99%

This table illustrates the total cases (not number of days) of suspensions and expulsions, and includes students with multiple instances of suspension. For example, a student suspended in one month for two days and then suspended a month later for three days is counted as two cases of suspension.

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

STUDENT RECOGNITION

All staff embrace the opportunity to recognize and reward students for being good citizens, maintaining outstanding academic effort, and following school rules. Students have many opportunities to earn Student of the Month and Kiwanis Student of the Month awards.

EXTRACURRICULAR & ENRICHMENT ACTIVITIES

Students are provided a variety of avenues to explore their personal interests and talents while developing their academic skills outside the classroom environment. Lloyde High School sponsors many activities and special presentations focused on work- and college-related topics. Guest speakers visit the campus to deliver motivational presentations addressing gangs, violence, drug abuse, and planned parenthood. Prominent community representatives and local business owners conduct workshops at Lloyde High School's annual Career Fair Day. Student Council members plan and sponsor fun lunchtime activities.

TEACHING LOAD DISTRIBUTION

The Teaching Load Distribution table in this report illustrates the distribution of class sizes by grade level, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students.

Teaching Load Distribution Departmentalized Instruction

Subject	Avg. Class Size	2005-06		
		Number of Classrooms		
		1-20	21-32	33+
English	17.7	9	2	
Math	14.0	9	1	
Science	17.6	3	2	
Social Science	15.6	11	1	

Subject	Avg. Class Size	2006-07		
		Number of Classrooms		
		1-20	21-32	33+
English	15.1	12	2	
Math	13.1	10		
Science	18.6	5		
Social Science	17.0	9	2	

Subject	Avg. Class Size	2007-08		
		Number of Classrooms		
		1-20	21-32	33+
English	17.0	12	0	
Math	12.9	9	1	
Science	15.2	5		
Social Science	18.8	8	5	

DROPOUTS

Lloyde High School's teachers and administrative staff are skilled in working with students at risk of dropping out of school. During staff meetings, teachers and school administrators review student behavior and performance to develop strategies aimed at eliminating the barriers interfering with the learning process. Staff training throughout the year equips teachers with the skills to mentor students and necessary information to identify gang-related issues (colors, gestures, clothing, etc.). A total of 44 dropouts were recorded for the 2006-07 school year.

In the following Dropout & Graduation Rates table, 2006-07 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 reported to the state by the school district. For the 2004-05 and 2005-06 school years, 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/>.

Dropout & Graduation Rates

	Lloyde High		
	04-05	05-06	06-07
Dropout Rate (%)	18.6	21.8	22.4
Graduation Rate (%)	36.9	66.7	74.3

	CVUHSD		
	04-05	05-06	06-07
Dropout Rate (%)	5.8	4.5	5.6
Graduation Rate (%)	67.5	66.7	74.3

	California		
	04-05	05-06	06-07
Dropout Rate (%)	3.1	3.5	4.4
Graduation Rate (%)	85.0	83.0	79.5

Behavioral and academic intervention strategies provide the support and motivation some students require to earn their diploma. Counseling, tutoring, parent conferences, independent study, concurrent enrollment in El Camino College, concurrent enrollment in adult education classes, and regional occupational programs are available to assist those students having difficulty with subject area content. Alternative methods of acquiring a diploma are available through the district's adult school for those students who have been unsuccessful in the traditional schools or have exhausted their opportunities to remain at Lloyde High School. The following table illustrates the percentage of students who graduated from Lloyde High School having met both CAHSEE exam requirements and district graduation requirements.

Percentage of Students Passing CAHSEE & Meeting District Graduation Requirements* 2006-07**

Lloyde High	CVUHSD	California
47.1%	62.5%	80.5%

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.

All supplemental staff development activities at Lloyde High School are focused on increasing student learning and proficiency. Site-based training is held after school twice each semester. During the 2007-08 school year, training activities addressed benchmark testing, test preparation strategies for the CAHSEE, and data analysis within each department.

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 2007-08 school year, instructional staff were offered the following workshops:

- Action Learning Benchmarks
- English Learners – Teaching Strategies
- Math Articulation

- Pupil Services: Counseling
- Pupil Services: Home Studies
- Read 180 Curriculum and Instructional Strategies
- Special Education
- Studio 9/10 (reading intervention program)
- SB 472 Training (math and reading)

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

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

INSTRUCTIONAL MATERIALS

All textbooks used in the core curriculum throughout Centinela Valley Union High School District are aligned to the California Content Standards and Frameworks. Instructional materials for core content areas are approved by the district's Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials and the eight-year cycle for textbook adoptions in foreign language, visual and performing arts, and health.

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	<i>Chemistry</i>
2007	Prentice Hall; <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	<i>Explorations</i>
2005	Prentice Hall; <i>Exploring Earth Science</i>
2005	Prentice Hall; <i>Perspectives on Health</i>
Social Science	
2008	<i>Continuity and Change</i>
2006	Thomson Learning; <i>Contemporary Economics</i>
2008	Holt Rinehart; <i>World Geography Today</i>
2006	McDougal Littell; <i>The Americans</i>
	McDougal Littell; <i>Modern World History -</i>
2005	<i>Patterns of Interaction</i>
Foreign Language	
2006	Glencoe McGraw Hill; <i>Buen Viaje!</i>

On October 14, 2008, 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. 08-09/006 which certifies as required by Education Code §60119 that (1) sufficient textbooks and instructional materials have been provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and context of the curriculum frameworks 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 SARC's the sufficiency of instructional materials used for its visual/performing arts curricula. During the 2008-09 school year, Centinela Valley Union High School District provided all students enrolled in a visual/performing arts class with their own textbook or supplemental materials to use in class and to take home. These materials comply with the state's content standards and curriculum frameworks.

SPECIALIZED INSTRUCTION

All curriculum and instruction is aligned to the California State Content Standards and Frameworks approved by the State Board of Education. Every child receives a rigorous, well-balanced standards-aligned curriculum. Loyde High School structures its course offerings so that all students receive instruction appropriate to their learning level. To ensure the success of every student, teachers use a variety of instructional techniques using research-based instructional materials and strategies.

SPECIAL EDUCATION

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

AT RISK INTERVENTIONS

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

- All students are counseled when enrolled and develop a guide towards their graduation with the help of the school counselor. Each student must complete a class contract which is the culmination of 60 hours of instruction (including exams and special projects) in addition to a final project. The contract

is a "road map" of the goals for each student based upon what they individually hope to achieve upon graduation.

- Grades earned in each of Loyde High School's courses are tied to a point system - 1000 is equivalent to an A, 900 is a B, and 800 is a C. Students are bound by their class contract to meet established goals and complete assignments to achieve designated point values.

- Students have access to free tutoring services in accordance with the federal Title I grant. Parents and their students should contact the principal or their teacher to obtain more information and eligibility requirements.

- CAHSEE prep activities are offered to students experiencing difficulty with their language arts or math coursework.

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 2006-07	
	%
Students Enrolled in UC/CSU Courses Required for UC/CSU Admission	65.3
Graduates Who Completed All Courses Required for UC/CSU Admission	0

*Most current data available.

UNIVERSITY OF CALIFORNIA

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

CALIFORNIA STATE UNIVERSITY

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

ADVANCED PLACEMENT

Advanced placement (AP) programs give students an opportunity to take college-level courses and exams while still in high school. Students who receive a 3, 4, or 5 on their final AP exams qualify for college credit at most of the nation's colleges. Loyde High School does not offer advanced placement courses. Students are encouraged to concurrently enroll in the community college for intensive course work.

WORKFORCE PREPARATION

Loyde High School's vocational education courses, work experience, regional occupational programs, and workability programs offer many opportunities for students to get a head start on their future. Most career education courses comply with state-adopted content standards and 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 and course-required projects.

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. Loyde High School has established a partnership with Northrup Grumman's robotics/engineering program; students have access to job shadowing opportunities, internships, and scholarships.

Workability provides work experience opportunities outside the school day that meet the students' interests and aptitudes while providing real-world job experience prior to graduation. The program is available to all students with disabilities who have an Individualized Education Plan.

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 ROP courses. For more information on career technical programs, contact the school office, 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 2007-08	
Total Number of Students Participating in CTE Programs	160
Percentage of Students Completing CTE Program and Earning a High School Diploma	N/A
Percentage of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	None

PROFESSIONAL STAFF

TEACHER ASSIGNMENT

Loyde High School recruits and employs the most qualified credentialed teachers. For the 2007-08 school year, the school employed nine 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.

In the table below which identifies the number of classrooms taught and not taught by NCLB compliant teachers, high poverty schools are those schools in

	Teacher Credentials & Assignments							
	Lloyde High				CVUHSD			
	05-06	06-07	07-08	08-09	05-06	06-07	07-08	08-09
Total Teachers	13	13	14		338	346	328	
Teachers with Full Credential	9	8	9		251	264	261	
Teachers without Full Credential	4	5	5		87	82	67	
Teachers in Alternative Routes to Certification	2	2	3		59	54	35	
Pre-Internship	0	1	1		8	8	4	
Teachers with Emergency Permits	2	2	1		17	20	27	
Teachers with Waivers	0	0	0		2	5	0	
Teachers Teaching Outside Subject Area	0	0	0		4	5	2	
Other Misassignments of Certificated Staff	0	0	0	0	0	0	0	1
Teacher Misassignments for English Learners	0	0	4	2	14	19	44	15
Teacher Misassignments - Total	0	0	4	2	14	19	44	16
Teacher Vacancies	0	1	1	2	21	12	8	3

	Percentage of Core Classes:	
	Taught by NCLB-Compliant Teachers	Not Taught by NCLB-Compliant Teachers
	2007-08	
Lloyde High	N/A	N/A
District Totals		
All Schools	0.2	99.8
High-Poverty Sch.		
Low-Poverty Sch.		

	Teacher Education Levels 2007-08	
	Lloyde High	CVUHSD
Doctorate	0.0%	0.9%
Master's Degree plus 30 or more semester hours	14.3%	20.7%
Master's Degree	21.4%	24.7%
Bachelor's Degree plus 30 or more semester hours	42.9%	33.8%
Bachelor's Degree	21.4%	19.5%
Less than a Bachelor's Degree	0.0%	0.4%

the highest quartile for student participation defined by the free and reduced price meal program. Low poverty schools are those schools that are in the lowest quartile of program participation.

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. 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.

SUBSTITUTE TEACHERS

Lloyde 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 2007-08 school year, Centinela Valley Union High School District's pool of substitutes was comprised of 44 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.

SUPPORT SERVICES STAFF

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

Counselors & Support Personnel (Nonteaching Professional Staff)

2007-08

	No. of Staff	FTE
Counselors	2	2.0
DIS Counselor	1	1.0
Nurse	As needed	
Security Guard	1	1.0

FTE = Full-Time Equivalent

Counselor to Student Ratio: 1:122

SARC DATA & ACCESS

DATAQUEST

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

PUBLIC INTERNET ACCESS LOCATION

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

Lawndale Public Library
Open to the Public: Sun. & Mon. - Closed
Tue. & Wed. 1:00 - 8:00
Thur. & Fri. 11:00 - 6:00
Sat. 10:00 - 5:00
Number of Computers Available: 6
Printers Available: Yes

DISTRICT EXPENDITURES

SALARY & BUDGET COMPARISON

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state.

Salary Comparison 2006-07		
	CVUHSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$40,682	\$41,367
Mid-Range Teacher Salary	\$67,495	\$66,967
Highest Teacher Salary	\$85,720	\$85,877
Average Principal Salaries:		
High School	\$124,403	\$123,438
Superintendent Salary	\$158,840	\$185,780
Percentage of General Fund Expenditures For:		
Teacher Salaries	36.0 %	37.1 %
Administrative Salaries	5.8 %	5.1 %

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

EXPENDITURES PER STUDENT

For the 2006-07 school year, Centinela Valley Union High School District spent an average of \$8,658 of total general funds to educate each student (based on 2006-07 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.)

Current Expense of Education per Pupil 2006-07					
Dollars Spent per Student					
Expenditures Per Pupil	Lloyde High	CVUHSD	% Difference - School and District	State Average for Districts of Same Size & Type	% Difference - School Site and State
Total Restricted and Unrestricted	\$10,621	\$7,759	136.9%	N/A	N/A
Restricted (Supplemental)	\$2,955	\$2,336	126.5%	N/A	N/A
Unrestricted (Basic)	\$7,666	\$5,423	141.4%	\$5,300	144.6%
Average Teacher Salary	\$49,717	\$59,887	83.0%	\$65,574	75.8%

In addition to general fund state funding, Centinela Valley Union High School District receives state and federal categorical funding for special programs. For the 2006-07 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
- Arts, Music, and Physical Education Supplies and Equipment
- CA High School Exit Examination (CAHSEE)
- Career Technical Education Equipment and Supplies
- California Peer Assistance & Review Program for Teacher (CPARP)
- Department of Rehabilitation
- Discretionary Block Grant
- Economic Impact Aid (EIA)
- Gifted & Talented Education (GATE)
- High Priority School Grants Program
- High School Reform Grant
- Instructional Materials, Library Materials and Education Technology
- Partnership Academies Program
- Pupil Retention Block Grant
- Professional Development Block Grant
- Regional Occupation Center and Programs
- School and Library Improvement Block Grant
- School Safety & Violence Prevention, Grades 8-12
- Special Education
- Staff Development
- Supplemental School Counseling Program
- Targeted Instructional Improvement Block Grant
- Teacher Recruitment/Incentives
- Title I, II, III, IV, V
- Vocational Programs