The Single Plan for Student Achievement

School: Lawndale High School

CDS Code: 19---64352---1934926

District: Centinela Valley Union High School District

Principal: Paula Hart Rodas, Ed.D.

Revision Date: May 23, 2017

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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The District Governing Board approved this revision of the SPSA on .

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School Vision and Mission

Lawndale High School's Vision and Mission Statements
CENTINELA VALLEY UNION HIGH SCHOOL DISTRICT

The mission of the CVUHSD is to ensure the academic success of all students by implementing school to career academies to address all learning needs and choices, reflecting the industry careers in the South Bay.

The CVUHSD Vision Statement

The Centinela Valley Union High School District believes that all students can learn, and expects each and every student to make continuous progress toward meeting and exceeding the California State Standards. Our success as educators can only be measured by the success of our students and that success must and will be the driving force behind everything we do.
To that end, the Centinela Valley Union High School District believes that the following tenets are necessary in order for all our students to be successful.

1. It is not enough for us to teach and assume that our students have learned. Learning will be continuously assessed in order to evaluate the success of our teaching.
2. We will never blame students. Their success is our responsibility. When our students fail, we fail. Policies and practices of the District and its' employees will foster and never be a hindrance to student success. These policies and practices include, but are not limited to Instruction, Grading, Placement, Curriculum and Discipline.
3. All students have the right to access the most rigorous curriculum, and when appropriate, will be given any necessary support to be successful in the most advanced courses.
4. Our responsibility goes beyond the earning of a high school diploma. We will advance a curriculum that provides both academic and career-technical skills so that students have the choice to enter and be successful in a four-year university and/or obtain an industry job from a variety of career pathways.

The CVUHSD Graduate Profile

The graduate profile was developed in collaboration with partners from industry, post-secondary, the community, as well as students, parents, school staff and administration, and district leadership. Each course and program works toward alignment with it, supporting each CVUHSD student in matching this profile upon graduation:
• College & Career Ready Individuals
o Graduates will develop and manage a clearly articulated post secondary plan that is aligned with their academic and/or career goals and personal passions.
• Effective Communicators
o Graduates will be able to express thoughts and articulate ideas through verbal, non-verbal, written, and technological means.
• Ethical Leaders
o Graduates will demonstrate ethical leadership through effective decision-making and self-management by understanding their personal strengths and weaknesses.
• Independent & Collaborative Critical Thinkers & Problem Solvers
o Graduates will exercise critical thinking skills to independently and collaboratively address the nature of a problem and propose creative solutions.
• Socially Aware & Responsive Community Members
o Graduates will act as productive citizens who serve in the community to improve the quality of life for their local, national, and global community.

Lawndale High School Mission Statement

Lawndale High School's mission is to graduate all students with high levels of critical thinking and interpersonal skills. Through diverse, culturally-relevant, and research-based instructional practices graduates will be empowered to take ownership of their environment, be positive contributors and global citizens.

Lawndale High School Vision Statement

Lawndale cultivates a positive learning environment where each student is confident and self-sufficient in their pursuit of post-secondary success at an institute of higher learning, in a career and life.

School Profile

Major School Initiatives:

Parent representation is an integral component of the School Site Council, English Learner Advisory Council, Title I Parent Advisory Committee, and Western Association of Schools and Colleges Committee (WASC). Each of these groups is responsible for leading and evaluating the school's progress to provide a safe and effective learning environment. During the 2003-2004 school year, Lawndale had already begun to experience API growth that would lead to its recognition as a 2009 California Distinguished School. Other awards received over the past several years include: Title One Academic Achievement Award, California Business for Excellence in Education Award, ED Equity Award, Diamond Award for Counseling, Silver Medal School Award for U.S. News and World Report, and National Center for Urban School Transformation Excellence in Education Award. Receiving these awards have boosted the image of Lawndale High School in the community and given LHS students and staff a greatly increased sense of pride for all of the school's hard work and accomplishments.

School Characteristics:

During the 2016-17 school year, Lawndale High School served 2,189 students in grades 9--12. Student enrollment included approximately (10%) receiving special education services, (10%) qualifying for English learner support, and (91.5%) qualifying for free or reduced---price meals. Lawndale High School offers a comprehensive standards--based curriculum, preparing students for their postsecondary 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. 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.

Title I Schoolwide Program:
Lawndale High School operates a Title I School Wide Program. The School Site Council first completed the schoolwide needs assessment and submission of Schoolwide status in July of 2012 and has been annually approved since then.
A schoolwide program is a comprehensive reform strategy designed to upgrade the entire educational program in a Title I school; its primary goal is to ensure that all students, particularly those who are low-achieving, demonstrate proficient and advanced levels of achievement on State academic achievement standards. This schoolwide reform strategy requires that a school--
- Conduct a comprehensive needs assessment;
- Identify and commit to specific goals and strategies that address those needs;
- Create a comprehensive plan; and
- Conduct an annual review of the effectiveness of the schoolwide program and revise the plan as necessary.

Adopting this strategy should result in an ongoing, comprehensive plan for school improvement that is owned by the entire school community and tailored to its unique needs.
Whereas Title I targeted assistance programs only provide educational services to identified individual students, schoolwide programs allow staff in schools with high concentrations of students from low-income families to redesign their entire educational program to serve all students. The emphasis in schoolwide program schools is on serving all students, improving all structures that support student learning, and combining all resources, as allowed, to achieve a common goal. Schoolwide programs maximize the impact of Title I.
A growing body of evidence shows that it is possible to create schools where all students achieve to high standards, even when most students in the school are poor or disadvantaged. These schools share common characteristics, including:
- A clear focus;
- High expectations for students and staff;
- An environment focused on learning;
- Strong leadership;
- Curriculum, instruction, and assessments aligned with standards;
- High-quality professional development;
- A collaborative spirit and collaborative structures;
- Meaningful parental involvement; and
- A commitment to continuous review and improvement.

These characteristics are most likely to produce effective schools when they are integrated together into a schoolwide framework. The Title I schoolwide process supports the creation of high-performing schools by encouraging schools to make significant, even radical, changes in how they do business, and providing them with a comprehensive process for doing so. Developing and implementing a high-quality schoolwide program is a systemic, effective strategy for increasing the academic achievement of all students.

The schoolwide authority also reflects the following fundamental principles of Title I, as amended by the NCLB:

- Accountability for results. In a schoolwide program, accountability for results is shared throughout the school. All students are expected to meet the State's challenging standards, and students who experience difficulty mastering those standards are provided timely, effective, additional assistance. Teachers use information about student performance and share ways that instruction can be improved to meet a wide range of student needs. The school keeps parents informed of the achievement of individual students, and of the progress of the school in meeting its goals.

- Research-based practices. Schoolwide programs operate according to a plan that contains proven, research-based strategies designed to facilitate schoolwide reform and improvement. Professional development activities are based on practices proven to be successful in helping teachers improve the quality of their instruction.

- School and community engagement. Staff in schoolwide programs engage parents and the community in their work as planners, participants, and decision makers in the operation of the school. This collaboration is based on a shared vision of the school's values and overall mission. These partnerships strengthen the school's ability to meet the needs of all students and improve the school.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Parents' input/feedback was given during School Site Council and English Learners Advisory Committee meetings. Title I needs assessment surveys were also sent out to all parents regarding categorical and school programs.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Establish opportunities for Focus-walk staff development whereby peer observation is the norm for teachers to observe teachers in the classroom. The focus of these observations was to solidify the use of Pro Talk and increased student talk time techniques to improve instruction and academic success. The data shows although students are able to articulate what they are learning (75% or higher for all visits), more support is needed to increase academic language in the classroom (has been as high as 82% and as low as 14% on visits).

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

   SBAC Interim assessments, course teams common formative, and course teams common summative assessments were used to inform staff, students and parents about student progress with meeting state standards. Student academic achievement data was reviewed during weekly teacher collaboration to better inform instruction and learning.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

   Teachers meet during weekly collaboration to discuss student achievement data using a data analysis protocol tool to review student data on multiple sources of assessments to better inform teaching and learning within course teams and in departments.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

   The school is committed to providing all students with highly qualified teachers in order to ensure all students have access to standards based curriculum. In addition, a number of staff positions are used to support student learning across the campus. Our staff includes Instructional Coaches in math, ELA, Science and ELD that support our course content areas. Instead of a Dean of Students, we have two Intervention Specialists that focus on attendance, PBIS, and response to intervention and instruction (RTII). LWHS also employs an ELD coordinator, Link Krew coordinator, AVID coordinator, four Academy coordinators, and a WASC coordinator. Our AVID program oversees expansive peer and adult tutoring and employs a diverse staff from a variety of subject areas. AVID teachers and coordinators undergo ongoing training and have access to a rich curriculum. Teachers took a needs assessment survey at the beginning of the school year and those results have helped our Instructional Coaches design monthly professional development for our teachers through Professional Learning Opportunities (PLO's). The expansion of technology in the form of computer labs and laptop carts have provided access to technology. Teachers can reserve computer lab space or laptop carts using Outlook Rooms so teachers are aware of where to pick up and return technology.

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

   Professional development is an ongoing process that starts with summer conferences, school year conferences, academy retreats, district workshops, on-site workshops and continues throughout the school year with weekly faculty meetings and PLC departmental collaborations. The school and district offer many different types of professional development for teacher growth. The focus of professional development has been built around training teachers in Common Core, incorporating literacy across the curriculum for all the subjects, infusing Linked Learning, cross curriculum planning (mapping), Direct Interactive Instruction (DII), AVID strategies, effective academic and behavioral interventions, formative assessments, and using the Next Generation Science Standards for the Science Department. The 4x4 block scheduling incorporated into our bell schedule (which will continue into the 2017-18 school year) is building the PLC environment. Adaptive Schools training has been at the center of building a collaborative work environment. RTI and PBIS have also been integrated to address the academic and social emotional needs of all our students Digital Libraries are available to all students and staff members (i.e. EBSCO, Axis 360, and Overdrive) as additional learning resources. For some subject areas, online textbooks have also been utilized. Training on the different programs such as Activate, Illuminate, HERO, Google Docs, and Turn It In also continue to be available for the teachers. Invitations for lunchtime and after school trainings with our Math Instructional Coach/Math Teacher and ELA Instructional Coach are e-mailed to the staff on an ongoing basis. Grading conference on site also service approximately 80 teachers/staff this school year.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

   Our school has implemented staff professional development on topics such as the effective use of technology, real world lesson planning, Common Core requirements, AVID training, innovation, and current research based instructional strategies. Professional development for teachers to analyze data and learn instructional strategies has become a major goal of teachers on the campus which has led to valuable discussions and brainstorming during several collaborative sessions. Many of the certificated staff have also taken advantage of opportunities to create and implement cross- curricular lessons that span multiple disciplines. Teachers use Illuminate to deliver common formative and summative assessments. Having common assessments allow course teams to analyze student performance data and decide how to modify instruction so all students are able to reach mastery.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

   We have a full time site-based Literacy Coach and Math Coach. We also have an on-site Technology Trainer; LHS shares the Technology Coach and Science Coach with the other schools is CVUHSD. These Instructional Coaches observe and support teachers through demonstration lessons, co-planning and co-teaching, and by providing voluntary district-wide Professional Learning Opportunities during the lunch period. Our site based Math and Literacy Coaches have also taken the lead, in conjunction with administrative guidance, to coordinate the bimonthly site-based Professional Learning Opportunities (PLO) that occur in the first 30 minutes of our weekly Monday collaborative time. During each PLO, teachers and other staff members, including administrators, provide professional learning on a variety of topics. The PLO topics are selected from a survey of staff needs, as well as from feedback after each PLO session.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

   LWHS has implemented a late start Monday for collaboration opportunities for all departments. During collaborations, departments compare and analyze data from common assessments. Once data is collected and analyzed departments may wish to address any significant difficulties based upon those assessments. The data collected is used to spiral in new information or use small group instruction to adjust the curriculum or instructional practices that ensure more students are attaining mastery of academic standards. Teachers will also be able to use the data to inform their own instructional strategies/practices.

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

    There are course leads for each content area who are responsible for updating pacing plans, common formative assessments, common summative assessments, and other course specific resources. The course leads are also responsible for maintaining the alignment to state and district standards, and CCSS. This past summer, math teachers, course leads, department chairpersons, and instructional coaches met over four days to revise and update curriculum for Integrated Math, Algebra 1, Geometry, Algebra 2, Statistics, and Precalculus. Additionally, our course leads are in charge of leading course teams within the math department. These course teams continue to revise and update the curriculum as needed.

9. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

    The Governing Board recognizes that student learning is enhanced when students have access to high-quality textbooks, equipment and other instructional materials for each of the subjects they are studying. The school staff feels that we are just beginning to see the effects of a changing financial climate. Math departments district wide are currently in the process of adopting new textbooks for the upcoming school year. Technology needs are always changing and the school works hard to keep up with the changes. Wi-Fi is installed in every classroom. Chromebook Carts have been purchased by the district and are being used with a great deal of regularity in many classrooms. The Media Center computer lab is used daily along with the main area where laptops are available for students to check out and use.

10. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

    Students in need of academic intervention and support are placed in English and/or Math intervention classes, provided tutoring, and offered online credit recovery classes. In addition, the Lawndale counseling department guides students to appropriate adult school placement in order to recover credits to complete the high school program.

Opportunity and Equal Educational Access

11. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

    Additionally, the AVID program help support students in meeting all the requirements of graduation upon completion of the high school program. AVID not only supports students in their college quest, but also closely monitors students' grades and works to ensure that all students are on track for graduation. The LWHS career academies also have advisors that serve over each grade level. These advisors meet with students individually, provide tutoring, and analyze data to monitor student progress.

12. Research-based educational practices to raise student achievement

    Our school has implemented staff professional development on topics such as the effective use of technology, real world lesson planning, Common Core requirements, AVID training, innovation, and current research based instructional strategies. Professional development for teachers to analyze data and learn instructional strategies has become a major goal of teachers on the campus which has led to valuable discussions and brainstorming during several collaborative sessions. Many of the certificated staff have also taken advantage of opportunities to create and implement cross- curricular lessons that span multiple disciplines. Teachers use Illuminate to deliver common formative and summative assessments. Having common assessments allow course teams to analyze student performance data and decide how to modify instruction so all students are able to reach mastery.

13. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Lawndale High School is dedicated to involving family, business, industry, and community resources in the learning process of our students. We now have a full-time Community Liaison on site whose outreach to parents has been critical in getting families more involved in the opportunities we have available for them such as PIQE, Family Nights in some departments, Academy Family Nights, and other events that are parent and community centered. In addition to that we have a Title I & Parent Involvement Specialist at the district office who works extensively with our site to enhance parent involvement and participation. Lawndale has also worked hard to build relationships with the community to meet the needs of all our students. Community resources available on campus are varied and abundant, from guest speakers who bring their real-world industry expertise, to our partnerships with Centinela Youth Services and Richstone which support our students emotional and mental health. Our academies, through their structure, are great in providing in depth look into what college and careers look like after high school. Access to college and career fairs (on campus, at sister schools, and off school grounds) also add to students' preparedness and parent awareness.

14. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Parents can get involved by volunteering and attending meetings with our governing boards such as SSC, English Learner Advisory Committee (ELAC), and Parent Advisory Committee. At the district level parents and students volunteer to be involved with the District Parent Advisory Committee, District English Learner Advisory Committee, and LCAP Advisory Board Meetings. The district and the school sites publicize through and Blackboard connect messages asking for parents to participate.
We have established our PTO this year and they have been active at many campus events including the BSU Parent Night and Family Math Night.

Funding

15. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

LWHS operates a Title I School Wide Program. A schoolwide program is a comprehensive reform strategy focused on upgrading the entire educational program. LWHS has since 2012 conducted an annual needs assessment and submission of Schoolwide status and has been annually approved. The primary goal is to ensure that all below proficient students are supported so that the can demonstrate proficient and advanced levels of achievement on State academic achievement standards. Read180, ELA Success and Math Intervention courses are currently being utilized for the academic improvement.

16. Fiscal support (EPC)

There is correlation of the allocation of time/fiscal/personnel/material resources to the implementation, monitoring, and accomplishing of the Schoolwide Learner Outcomes, the Single Plan for Student Achievement, and the LCAP. The district board meetings, DELAC and DPAC meetings, School Site Council meetings, LWHS ELAC meetings, and LWHS Title I meetings ensure that the resources are being utilized in order to address school priorities. These are outlined in the SPSA and LCAP which allocates funding based on these goals.

Description of Barriers and Related School Goals

Lawndale's Description of Barriers:

While reviewing overall graduation rates with A-G completion rates, Lawndale High School leadership team noted a discrepancy between the high graduation rate (93.7%) and a completion rate of college A-G requirements was 45%. Most of our seniors (76%) are enrolled in a-g classes. We realized that maybe not all of our students are interested in pursuing a 4-year university upon graduating or may not have the resources to financially support entering college right after high school, so it has become necessary to broaden our services to prepare all students to pursue postsecondary opportunities, college and career. Data collection of

student academic performance is an ongoing process and continues throughout the year. Review and discussion takes place at monthly Leadership Team meetings and during our weekly department collaborations on Monday's.

Existing factors that will support school improvement:
Increase awareness and training for restorative practices and community building for students, staff and parents.
Continue work in course teams to align site specific CFS's, District CSA's and lab assessments with CCSS/NGSS in all subject areas.
Genuine, non-evaluative observation of colleagues for the purpose of integrating effective instructional strategies through learning walks.
Increase student performance on all academic indicators, including providing targeted interventions with instructional support within the regular classroom setting in a timely manner.
Further investigate and resolve student perception data results that indicated 23% of the students felt that the school cared about them as a person and 33% agreed that there is at least one adult at school that I can talk to about school or personal problems
Further development through the PLC's or other means of the timely use of data analysis, formative and summative, to impact instructional decisions and to improve students learning outcomes and demonstration of depth of knowledge at a high level.

LWHS identified the following three critical needs to be addressed in the Action Plan:
Increase student academic achievement in mathematics and English while improving problem solving and critical thinking skills.
Increase A-G completion rates to help students achieve readiness or college and/or career.
Create an environment that fosters connection, support and engagement with all students. Improve the culture of the school in regards to overall supports and engagement for socio-emotional and behavioral needs.

School wide Critical Areas for Follow-up from WASC 2016 Self-Study
1. LWHS administration and instructional staff need to fully develop and implement systematic analysis of all data, including formative and summative data, to determine the effectiveness of instructional decisions, pathways and programs in order to improve all students learning outcomes, such as SBAC, UC/CSU a-g completion rate, graduation rate, grades, etc.
2. LWHS administration and instructional staff need to identify and/or further develop effective schoolwide instructional strategies to increase academic indicators, to ensure that all students are achieving at high academic levels, and to ensure their personal learning needs are addressed.
3. LWHS Administration, staff and stakeholders need to ensure that all students' personal and academic needs are addressed with embedded systems of support.
4. LWHS administration and instructional staff need to increase student performance on all academic indicators through not only providing intervention classes but also by including proactive and timely targeted interventions with instructional support within the instructional setting and refinement of an intervention model, such as RTI.
5. LWHS administration and staff need in conjunction with stakeholders to clearly define the data points to measure accomplishment of the adopted SLOs.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students							
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	560	498	548	487	530	477	97.9	97.6
All Grades	560	498	548	487	530	477	97.9	97.6

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students								
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	2579.3	2573.8	13	17	38	34	28	25	18	25
All Grades	N/A	N/A	13	17	38	34	28	25	18	25

Reading Demonstrating understanding of literary and non-fictional texts						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	25	25	55	52	18	23
All Grades	25	25	55	52	18	23

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	19	23	55	45	21	32
All Grades	19	23	55	45	21	32

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	12	15	68	68	17	18
All Grades	12	15	68	68	17	18

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	27	30	56	53	14	16
All Grades	27	30	56	53	14	16

Conclusions based on this data:

1. 68% of students at or near standard on the Listening portion of the English Language Arts test for CAASPP.

2. 32% of students below standard in writing and need more support; interim assessment will provide more data and serve to aid improvement in this area.

3. 77% of our juniors were at/near or above standard on the reading, writing. listening, and research/inquiry on the English Language Arts test for CAASPP.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

	Overall Participation for All Students							
Grade Level	**# of Students Enrolled**		**# of Students Tested**		**# of Students with Scores**		**% of Enrolled Students Tested**	
	2014-15	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**
Grade 11	560	498	548	487	530	477	97.9	97.6
All Grades	560	498	548	487	530	477	97.9	97.6

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

	Overall Achievement for All Students									
Grade Level	**Mean Scale Score**		**% Standard Exceeded**		**% Standard Met**		**% Standard Nearly Met**		**% Standard Not Met**	
	2014-15	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**
Grade 11	2579.3	2573.8	13	17	38	34	28	25	18	25
All Grades	N/A	N/A	13	17	38	34	28	25	18	25

	Concepts & Procedures Applying mathematical concepts and procedures					
Grade Level	**% Above Standard**		**% At or Near Standard**		**% Below Standard**	
	2014-15	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**
Grade 11	25	25	55	52	18	23
All Grades	25	25	55	52	18	23

	Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems					
Grade Level	**% Above Standard**		**% At or Near Standard**		**% Below Standard**	
	2014-15	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**
Grade 11	19	23	55	45	21	32
All Grades	19	23	55	45	21	32

	Communicating Reasoning Demonstrating ability to support mathematical conclusions					
Grade Level	**% Above Standard**		**% At or Near Standard**		**% Below Standard**	
	2014-15	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**
Grade 11	12	15	68	68	17	18
All Grades	12	15	68	68	17	18

Conclusions based on this data:

1. Half of our juniors did not meet standard on the math test for CAASPP. Students need additional support in this area.

2. About 68% of of our juniors were at/near or above standard in communicating reasoning on the math test for CAASPP.

3. About 52% of our juniors were at/near or above standard in concepts and procedures on the math test for CAASPP.

CAASPP Results (Hispanic or Latino of Any Race)

Data for this subgroup has been suppressed by CDE because the CDE is aware of a potential data error. The CDE will publish the results for this subgroup once the correction has been made. The District and site will examine the data once release by CDE.

English Language Arts/Literacy

Overall Participation for Hispanic or Latino							
Grade Level	**# of Students Enrolled**		**# of Students Tested**		**# of Students with Scores**		**% of Enrolled Students Tested**	
	2014-15	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**
Grade 11	560	358	394	348	381	342	70.4	96.9
All Grades	560	358	394	348	381	342	70.4	96.9

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for Hispanic or Latino									
Grade Level	**Mean Scale Score**		**% Standard Exceeded**		**% Standard Met**		**% Standard Nearly Met**		**% Standard Not Met**	
	2014-15	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**
Grade 11	2585.1	2578.7	13	18	39	33	29	24	15	25
All Grades	N/A	N/A	13	18	39	33	29	24	15	25

Reading Demonstrating understanding of literary and non-fictional texts						
Grade Level	**% Above Standard**		**% At or Near Standard**		**% Below Standard**	
	2014-15	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**
Grade 11	27	25	55	53	17	22
All Grades	27	25	55	53	17	22

Writing Producing clear and purposeful writing						
Grade Level	**% Above Standard**		**% At or Near Standard**		**% Below Standard**	
	2014-15	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**
Grade 11	18	25	60	45	19	30
All Grades	18	25	60	45	19	30

Listening Demonstrating effective communication skills						
Grade Level	**% Above Standard**		**% At or Near Standard**		**% Below Standard**	
	2014-15	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**
Grade 11	13	16	70	68	15	16
All Grades	13	16	70	68	15	16

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	**% Above Standard**		**% At or Near Standard**		**% Below Standard**	
	2014-15	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**
Grade 11	29	32	57	52	13	16
All Grades	29	32	57	52	13	16

Conclusions based on this data:

1. 51% of Hispanic students in the 11th grade met or exceeded standard on the English Language Arts portion of the CAASPP.

2. At least 70% of Hispanic students in the 11th grade were At/Near/Above standard in reading, listening, and research/inquiry on the English Language Arts portion of the CAASPP.

CAASPP Results (Hispanic or Latino of Any Race)

Data for this subgroup has been suppressed by CDE because the CDE is aware of a potential data error. The CDE will publish the results for this subgroup once the correction has been made. The District and site will examine the data once release by CDE.

Mathematics

Overall Participation for Hispanic or Latino							
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	560	358	393	348	360	344	70.2	96.9
All Grades	560	358	393	348	360	344	70.2	96.9

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for Hispanic or Latino									
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	2529.4	2547.3	3	6	15	22	25	24	50	48
All Grades	N/A	N/A	3	6	15	22	25	24	50	48

Concepts & Procedures Applying mathematical concepts and procedures						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	11	17	35	28	52	55
All Grades	11	17	35	28	52	55

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	6	11	47	46	44	43
All Grades	6	11	47	46	44	43

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	6	12	58	52	35	36
All Grades	6	12	58	52	35	36

Conclusions based on this data:

1. 48% of Hispanic students in the 11th grade did not meet standard on the math portion of the CAASPP.

2. At least 45% of Hispanic students in the 11th grade were At/Near/Above standard in Problem Solving & Modeling/Data Analysis and Communicating Reasoning on the math portion of the CAASPP.

3. 55% of the Hispanic students were below standard on the Concepts and Procedures on the math portion of the CAASPP.

CAASPP Results (White)

Data for this subgroup has been suppressed by CDE because the CDE is aware of a potential data error. The CDE will publish the results for this subgroup once the correction has been made. The District and site will examine the data once release by CDE.

English Language Arts/Literacy

	Overall Participation for White							
Grade Level	**# of Students Enrolled**		**# of Students Tested**		**# of Students with Scores**		**% of Enrolled Students Tested**	
	2014-15	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**
Grade 11	560	9	11	9	11	9	2.0	100
All Grades	560	9	11	9	11	9	2.0	100

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

	Overall Achievement for White									
Grade Level	**Mean Scale Score**		**% Standard Exceeded**		**% Standard Met**		**% Standard Nearly Met**		**% Standard Not Met**	
	2014-15	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**
Grade 11	2581.7	*	9	*	45	*	27	*	18	*
All Grades	N/A	N/A	9	*	45	*	27	*	18	*

	Reading Demonstrating understanding of literary and non-fictional texts					
Grade Level	**% Above Standard**		**% At or Near Standard**		**% Below Standard**	
	2014-15	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**
Grade 11	18	*	64	*	9	*
All Grades	18	*	64	*	9	*

	Writing Producing clear and purposeful writing					
Grade Level	**% Above Standard**		**% At or Near Standard**		**% Below Standard**	
	2014-15	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**
Grade 11	9	*	55	*	27	*
All Grades	9	*	55	*	27	*

	Listening Demonstrating effective communication skills					
Grade Level	**% Above Standard**		**% At or Near Standard**		**% Below Standard**	
	2014-15	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**
Grade 11	0	*	82	*	9	*
All Grades	0	*	82	*	9	*

	Research/Inquiry Investigating, analyzing, and presenting information					
Grade Level	**% Above Standard**		**% At or Near Standard**		**% Below Standard**	
	2014-15	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**
Grade 11	18	*	73	*	0	*
All Grades	18	*	73	*	0	*

Conclusions based on this data:

1. 15-16 Data set is too small to analyze; 14-15 analysis: 72% of White students Nearly met or met standard on the English Language Arts portion of the CAASPP.

2. 15-16 Data set is too small to analyze; 14-15 analysis: Less than 10% of the White students were below standard in reading, listening, and research/inquiry on the English Language Arts portion of the CAASPP.

3. 15-16 Data set is too small to analyze; 14-15 analysis: 27% of White students scored below standard on the writing portion of the English Language Arts portion of the CAASPP.

CAASPP Results (White)

Data for this subgroup has been suppressed by CDE because the CDE is aware of a potential data error. The CDE will publish the results for this subgroup once the correction has been made. The District and site will examine the data once release by CDE.

Mathematics

	Overall Participation for White							
Grade Level	**# of Students Enrolled**		**# of Students Tested**		**# of Students with Scores**		**% of Enrolled Students Tested**	
	2014-15	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**
Grade 11	560	9	11	9	10	9	2.0	100
All Grades	560	9	11	9	10	9	2.0	100

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

	Overall Achievement for White									
Grade Level	**Mean Scale Score**		**% Standard Exceeded**		**% Standard Met**		**% Standard Nearly Met**		**% Standard Not Met**	
	2014-15	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**
Grade 11	2516.4	*	9	*	0	*	18	*	64	*
All Grades	N/A	N/A	9	*	0	*	18	*	64	*

	Concepts & Procedures Applying mathematical concepts and procedures					
Grade Level	**% Above Standard**		**% At or Near Standard**		**% Below Standard**	
	2014-15	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**
Grade 11	10	*	30	*	40	*
All Grades	10	*	30	*	40	*

	Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems					
Grade Level	**% Above Standard**		**% At or Near Standard**		**% Below Standard**	
	2014-15	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**
Grade 11	10	*	10	*	60	*
All Grades	10	*	10	*	60	*

Grade Level	Communicating Reasoning Demonstrating ability to support mathematical conclusions					
	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	0	*	50	*	40	*
All Grades	0	*	50	*	40	*

Conclusions based on this data:

1. 15-16 Data set is too small to analyze; 14-15 analysis: Almost 2/3 of White students did not meet standard on the math portion of the CAASPP.

2. 15-16 Data set is too small to analyze; 14-15 analysis: 60% of White students were below standard in problem solving & modeling/data analysis on the math portion of the CAASPP.

3. 15-16 Data set is too small to analyze; 14-15 analysis: 40% of White students were below standard in concepts and procedures and communicating and reasoning on the math portion of the CAASPP.

CAASPP Results (Economically Disadvantaged)

English Language Arts/Literacy

Overall Participation for Economically Disadvantaged							
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	560	411	500	402	484	394	89.3	97.6
All Grades	560	411	500	402	484	394	89.3	97.6

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for Economically Disadvantaged									
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	2577.9	2580.7	13	18	38	36	28	25	18	22
All Grades	N/A	N/A	13	18	38	36	28	25	18	22

Reading Demonstrating understanding of literary and non-fictional texts						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	25	26	55	52	18	21
All Grades	25	26	55	52	18	21

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	19	26	56	45	21	30
All Grades	19	26	56	45	21	30

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	13	16	67	69	17	16
All Grades	13	16	67	69	17	16

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	28	32	55	53	14	15
All Grades	28	32	55	53	14	15

Conclusions based on this data:

1. The data indicates at least 54% of Economically Disadvantaged students met or exceeded standard on the English Language Arts portion of the CAASPP.

2. The data reveals 85% of Economically Disadvantaged students were at/near/above standard in listening and research/inquiry on the English Language Arts portion of the CAASPP.

3. The data suggests 78% of Economically Diadvantaged students were at/near/above standard in reading on the English Language Arts portion of the CAASPP.

CAASPP Results (Economically Disadvantaged)

Mathematics

	Overall Participation for Economically Disadvantaged							
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	560	411	497	401	457	393	88.8	97.3
All Grades	560	411	497	401	457	393	88.8	97.3

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

	Overall Achievement for Economically Disadvantaged									
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	2523.4	2553.7	3	7	13	21	23	25	52	46
All Grades	N/A	N/A	3	7	13	21	23	25	52	46

	Concepts & Procedures Applying mathematical concepts and procedures					
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	10	17	33	31	54	52
All Grades	10	17	33	31	54	52

	Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems					
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	5	13	47	47	43	41
All Grades	5	13	47	47	43	41

	Communicating Reasoning Demonstrating ability to support mathematical conclusions					
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	6	11	55	53	36	36
All Grades	6	11	55	53	36	36

Conclusions based on this data:

1. The data suggests overall Lawndale HS students did not score well on the math portion of the CAASPP with only 28% of Economically Disadvantaged students met or exceeded standard.

2. The data illustrates about 64% of Economically Disadvantaged students were at, near, or above Communicating Reasoning standard on the math portion of the CAASPP.

3. The data indicates at least 60% of Economically Disadvantaged students were at/near/above standard in Problem Solving & Modeling/Data Analysis and Communicating Reasoning on the math portion of the CAASPP.

CAASPP Results (Students w/ Disabilities)

English Language Arts/Literacy

Overall Participation for Students with Disability							
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	560	53	52	52	50	51	9.3	98.1
All Grades	560	53	52	52	50	51	9.3	98.1

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for Students with Disability									
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	2465.4	2468.8	0	0	2	6	38	33	56	61
All Grades	N/A	N/A	0	0	2	6	38	33	56	61

Reading Demonstrating understanding of literary and non-fictional texts						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	0	0	42	51	52	49
All Grades	0	0	42	51	52	49

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	0	0	30	27	56	73
All Grades	0	0	30	27	56	73

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	0	0	48	61	44	39
All Grades	0	0	48	61	44	39

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	2	2	54	59	36	39
All Grades	2	2	54	59	36	39

Conclusions based on this data:

1. 61% of our Students with Disabilities were at or near standard in Listening for English Language Arts/CAASPP.

2. 61% of students with disabilities were at, near, or above standard on the Research/Inquiry portion for English Language Arts/CAASPP.

3. Only 27% of students with disabilities were at/near standard in Writing portion for English Language Arts portion of the CAASPP.

<u>**CAASPP Results (Students w/ Disabilities)**</u>

Mathematics

Overall Participation for Students with Disability							
Grade Level	**# of Students Enrolled**		**# of Students Tested**		**# of Students with Scores**		**% of Enrolled Students Tested**	
	2014-15	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**
Grade 11	560	53	52	52	44	52	9.3	98.1
All Grades	560	53	52	52	44	52	9.3	98.1

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for Students with Disability									
Grade Level	**Mean Scale Score**		**% Standard Exceeded**		**% Standard Met**		**% Standard Nearly Met**		**% Standard Not Met**	
	2014-15	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**
Grade 11	2421.6	2411.4	0	0	0	0	4	4	81	96
All Grades	N/A	N/A	0	0	0	0	4	4	81	96

Concepts & Procedures Applying mathematical concepts and procedures						
Grade Level	**% Above Standard**		**% At or Near Standard**		**% Below Standard**	
	2014-15	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**
Grade 11	0	0	2	4	95	96
All Grades	0	0	2	4	95	96

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems						
Grade Level	**% Above Standard**		**% At or Near Standard**		**% Below Standard**	
	2014-15	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**
Grade 11	0	0	25	22	73	78
All Grades	0	0	25	22	73	78

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	**% Above Standard**		**% At or Near Standard**		**% Below Standard**	
	2014-15	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**
Grade 11	0	0	32	29	66	71
All Grades	0	0	32	29	66	71

Conclusions based on this data:

1. The data illustrates a majority of students with disabilities, 96%, did not meet standard in mathematics on the CAASPP.

2. 22% of students with disabilities were at or near standard in Problem Solving & Modeling/Data Analysis on the math portion of the CAASPP.

3. 29% of students with disabilities were at or near standard in Communicating Reasoning on the math portion of the CAASPP.

CAASPP Results (English Learner)

English Language Arts/Literacy

Overall Participation for English Learner							
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11		45	36	43	33	41	6.4	95.6
All Grades	560	45	36	43	33	41	6.4	95.6

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for English Learner								
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	2478.3	2462.9	0	0	6	5	36	29	50	66
All Grades	N/A	N/A	0	0	6	5	36	29	50	66

Reading Demonstrating understanding of literary and non-fictional texts						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	0	0	45	38	52	63
All Grades	0	0	45	38	52	63

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	0	2	42	27	52	71
All Grades	0	2	42	27	52	71

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	0	0	48	54	42	46
All Grades	0	0	48	54	42	46

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	9	3	48	50	33	48
All Grades	9	3	48	50	33	48

Conclusions based on this data:

1. 38% of English Learners were at or near standard on Reading on the English Language Arts portion of the CAASPP.

2. 50% of English Learners were at or near standard on Research/Inquiry on the English Language Arts portion of the CAASPP.

3. 54% of English Learners were at or near standard on Listening on the English Language Arts portion of the CAASPP.

CAASPP Results (English Learner)

Mathematics

Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
Overall Participation for English Learner								
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	560	45	35	43	31	43	6.3	95.6
All Grades	560	45	35	43	31	43	6.3	95.6

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
Overall Achievement for English Learner										
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	2426.5	2447.1	0	2	0	0	9	7	80	91
All Grades	N/A	N/A	0	2	0	0	9	7	80	91

Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
Concepts & Procedures **Applying mathematical concepts and procedures**						
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	0	2	16	7	81	90
All Grades	0	2	16	7	81	90

Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
Problem Solving & Modeling/Data Analysis **Using appropriate tools and strategies to solve real world and mathematical problems**						
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	0	2	23	27	71	71
All Grades	0	2	23	27	71	71

Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
Communicating Reasoning **Demonstrating ability to support mathematical conclusions**						
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	0	0	32	36	65	64
All Grades	0	0	32	36	65	64

Conclusions based on this data:

1. 36% of English Learners were at or near standard on Communicating Reasoning on the Math portion of the CAASPP.

2. 27% of English Learners were at or near standard on Problem Solving & Modeling/Data Analysis on the Math portion of the CAASPP.

3. 90% of English Learners were below standard on Concepts & Procedures on the Math portion of the CAASPP.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
9	1	17	9	41	26	36	41	41	38	13	13	11	4	3	6
10		4	3	***	40	35	***	45	53		9	8		1	2
11	7	7	10	34	28	33	49	42	43	7	21	7	3	2	7
12	15	4	4	54	37	48	31	43	33		13	11		2	4
Total	5	10	7	39	32	37	44	43	43	9	13	9	3	2	5

Conclusions based on this data:

1. 7% of the students who took the CELDT were Advanced.

2. 37% of students who took the CELDT were Early Advanced.

3. 43% of students who took the CELDT were Intermediate.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
9	5	19	8	40	25	32	39	41	34	12	13	10	4	3	17
10	2	6	3	23	41	34	52	43	48	18	9	7	5	1	8
11	7	7	9	35	30	31	48	41	42	7	20	9	3	2	9
12	10	4	3	60	37	43	23	43	30	5	13	10	3	2	13
Total	6	11	6	40	32	34	40	42	39	10	13	9	4	2	13

Conclusions based on this data:

1. 40% of the students who took the CELDT were advanced or early advanced.

2. At Lawndale HS, 22% of students who tested are Early Intermediate or Beginning.

3. 39% of the students who took the CELDT were Intermediate.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2013-14	**2014-15**	**2015-16**
Number of Annual Testers	153	265	215
Percent with Prior Year Data	100.0%	89.4%	63.7%
Number in Cohort	153	237	137
Number Met	72	111	--
Percent Met	47.1%	46.8%	--
NCLB Target	59.0	60.5	62.0%
Met Target	**No**	**No**	**--**

AMAO 2	Attaining English Proficiency					
	2013-14		**2014-15**		**2015-16**	
	Years of EL instruction		**Years of EL instruction**		**Years of EL instruction**	
	Less Than 5	**5 Or More**	**Less Than 5**	**5 Or More**	**Less Than 5**	**5 Or More**
Number in Cohort	12	192	19	248	23	198
Number Met	--	60	4	102	4	84
Percent Met	--	31.3%	21.1%	41.1%	17.4%	42.4%
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	**--**	**No**	**No**	**No**	**No**	**No**

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2013-14	**2014-15**	**2015-16**
English-Language Arts			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	Yes	--	
Mathematics			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	Yes	--	

Conclusions based on this data:

1. According to the data in AMAO 1, Lawndale High School did not meet its target in annual growth in 2013-14 or 2014-15.

2. The data on AMAO 2 reveals Lawndale High School did meet its target for English Learners attaining English Proficiency during the last three years.

3. According to the data in AMAO 3, Lawndale High School didt meet its target in 2013-14 or 2014-15.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2013-14	**2014-15**	**2015-16**
Number of Annual Testers	518	930	941
Percent with Prior Year Data	100.0	91.0	69.4
Number in Cohort	518	846	653
Number Met	255	417	315
Percent Met	49.2	49.3	48.2
NCLB Target	59.0	60.5	62.0%
Met Target	**No**	**No**	**N/A**

AMAO 2	Attaining English Proficiency					
	2013-14		**2014-15**		**2015-16**	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	**5 Or More**	**Less Than 5**	**5 Or More**	**Less Than 5**	**5 Or More**
Number in Cohort	172	616	222	766	263	738
Number Met	11	173	27	316	32	293
Percent Met	6.4	28.1	12.2	41.3	12.2	39.7
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	**No**	**No**	**No**	**No**	**N/A**	**N/A**

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	**2014-15**	**2015-16**
English-Language Arts			
Met Participation Rate	Yes	97	
Met Percent Proficient or Above	Yes	N/A	
Mathematics			
Met Participation Rate	Yes	95	
Met Percent Proficient or Above	Yes	N/A	
Met Target for AMAO 3	**Yes**		**N/A**

Conclusions based on this data:

1. According to the data in AMAO 1 and AMAO 2, the district did not meet its target in annual growth.

School and Student Performance Data

Student Enrollment

Student Enrollment by Subgroup						
	Percent of Enrollment			**Number of Student**		
Student Group	**2014-15**	**2015-16**	**2016-17**	**2014-15**	**2015-16**	
American Indian	0%	0.1%	0.1%	1	3	1
African American	13.2%	17.4%	18.1%	296	386	396
Asian	2.2%	2.1%	1.7%	49	46	37
Filipino	1.2%	1.3%	1.0%	26	28	22
Hispanic/Latino	75.9%	74.0%	72.9%	1702	1642	1,599
Pacific Islander	0.1%	0.3%	1.0%	3	7	21
White	1.8%	1.8%	1.9%	41	41	42
Multiple/No Response	5.5%	3%	0.0%	123	66	0
			Total Enrollment:	**2241**	**2219**	**2,193**

Student Enrollment by Grade Level			
	Number of Students		
Grade	**2014-15**	**2015-16**	**2016-17**
Kindergarten			
Grade 1			
Grade 2			
Grade3			
Grade 4			
Grade 5			
Grade 6			
Grade 7			
Grade 8			
Grade 9	537	557	599
Grade 10	481	574	532
Grade 11	586	502	570
Grade 12	636	586	492
Total Enrollment:	**2241**	**2219**	**2,193**

Conclusions based on this data:

1. The total enrollment numbers for Lawndale High School has remained relatively consistent during the past three years.

2. The size of 9th grade class has grown probably due to recruitment efforts to attract more students to the CV district.

3. The students at Lawndale High School are made up of a mostly Hispanic (72.9%), Black/African American (18.1%), Asian (1.7%), Filipino (1.0%), Pacific Islander (1.0%) and White (1.9%).

School and Student Performance Data

Suspension and Expulsion

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	3.0	2.5	2.1	4.7	2.3	1.9	4.4	3.8	3.7
Expulsions	0.0	0.1	0.2	0.0	0.1	0.3	0.1	0.1	0.1

Conclusions based on this data:

1. The suspensions have decreased at Lawndale HS during the past three years and is below state averages.

2. The district numbers of suspensions have decreased as well.

3. The expulsion of students has remained low at Lawndale HS and at the district level compared to the state averages.

School and Student Performance Data

Graduation and Dropout Rate (Four Year Cohort Rate)

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	4.00	5.30	5.10	18.20	16.90	12.20	11.40	11.50	10.70
Graduation Rate	93.19	90.61	93.11	68.16	70.72	80.43	80.44	80.95	82.27

Conclusions based on this data:

The graduation rate at Lawndale High School has remained 90% or above during the past three years which is higher than district or state averages.

The graduation rate at Lawndale High School dropped .08% from 2012-13 to 2014-2015.

Lawndale dropout rate is approximately 5% which is lower than state average.

School and Student Performance Data

NCLB Core and Compliant Classes

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	**Not Taught by Highly Qualified Teachers**
This School	86.6	13.4
All Schools in District	88.6	11.4
High-Poverty Schools in District	88.3	11.7
Low-Poverty Schools in District	100.0	0.0

Conclusions based on this data:

86.6% of the classes offered at Lawndale High School are taught by highly qualified teachers.

Planned Improvements in Student Performance

<div align="center">

School Goal #1

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The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Student Achievement
LEA/LCAP GOAL:
LCAP Goal Alignment Goal #1: Close the achievement gaps between all students and the District's five lowest performing subgroups by increasing the percentage of EL, Black/African-American, SpEd, Foster Youth, and Low Income students who graduate and who are ready for college, career, and life. Goal #3: Increase the alignment of district-level educational, fiscal, human resources in order to better support schools in providing students access to college and career ready courses through the implementation of innovative, research-based programs and the Common Core State Standards. LEA Plan Goal Alignment: Goal #1: All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2016-2017. Goal #2: All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics. Goal #3: By 2017-18, all students will be taught by highly qualified teachers.
SCHOOL GOAL #1:
Student Achievement: Increase student performance on all academic indicators. WASC Goal Alignment: Goal #1: Students shall be taught by highly-qualified teachers. Students will have access to standards- aligned materials. Students will be educated in facilities that are maintained in good repair. Goal #2: Students shall have access to the Common Core Standards in English Language Arts (ELA) and Math. Students shall also have access to science and social studies state standards, literacy in science, and technical subject standards. Goal #4: Increase student performance on standardized tests. Expected Schoolwide Learning Outcomes Alignment (per CV Graduate Profile): College & Career Ready Individuals Socially Aware & Responsive Community Members

Data Used to Form this Goal:

1. 2015-16: SBAC Overall
487 eleventh grade students took SBAC English and math tests:
- 17% of eleventh grade students exceeded standard on the ELA SBAC
- 34% of eleventh grade students met standard on the ELA SBAC
- 25% of eleventh grade students nearly met standard on the ELA SBAC
- 25% of eleventh grade students not met standard on the ELA SBAC
- 17% of eleventh grade students exceeded standard on the math SBAC
- 34% of eleventh grade students met standard on the math SBAC
- 25% of eleventh grade students nearly met standard on the math SBAC
- 25% of eleventh grade students not met standard on the math SBAC

2014-15: SBAC Overall
548 eleventh grade students took SBAC English and math tests:
- 14% of eleventh grade students exceeded standard on the ELA SBAC
- 39% of eleventh grade students met standard on the ELA SBAC
- 28% of eleventh grade students nearly met standard on the ELA SBAC
- 18% of eleventh grade students not met standard on the ELA SBAC
- 4% of eleventh grade students exceeded standard on the math SBAC
- 14% of eleventh grade students met standard on the math SBAC
- 24% of eleventh grade students nearly met standard on the math SBAC
- 56% of eleventh grade students not met standard on the math SBAC

2. 2015-16: SBAC Subgroups
487 eleventh grade tested SBAC Math exam
- 77% were at/near/above standard in Concepts & Procedures
- 68% were at/near/above standard in Problem Solving and Modeling Data
- 83% were at/near/above standard in Communicating Reasoning
487 eleventh grade tested SBAC ELA exam
- 77% were at/near/above standard in Reading
- 68% were at/near/above standard in Writing
- 83% were at/near/above standard in Listening
- 83% were at/near/above standard in Research/Inquiry

2014-15: SBAC Subgroups
548 eleventh grade tested SBAC Math exam
- 44% were at/near/above standard in Concepts & Procedures
- 52% were at/near/above standard in Problem Solving and Modeling Data
- 61% were at/near/above standard in Communicating Reasoning
548 eleventh grade tested SBAC ELA exam
- 80% were at/near/above standard in Reading
- 74% were at/near/above standard in Writing

Findings from the Analysis of this Data:

The analysis of data reveals that additional and further ELA and math interventions are required to improve the achievement of all subgroups of students.

The analysis of data reveals that additional supports are needed to help students be college/career ready, including improving A-G completion rate.

How the School will Evaluate the Progress of this Goal:

Each Fall and Spring the SSC Committee, ELD Coordinator, AVID Coordinator, Department Chairpersons, Lead Academy Teachers and Site Leadership team will analyze growth and achievement goals for SBAC, CSA, and CFA scores during collaboration time and leadership meetings by grade level, subject area, and academy.

How the School will Evaluate the Progress of this Goal:
Evaluate 9th and 10th grade students on their performance on the interim SBAC tests and Evaluate 11th grade SBAC data
Analyze common assessments data
Grades in ELA/Math
Look at student performance on CFA and CSA tests
Evaluate 2016 and 2017 AP Scores
Evaluate EAP scores
Analyze a-g completion data

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.1 Students shall have equitable access to standards based course materials for all students aligned to Common Core State Standards (ELA & math), ELD Framework, and NGSS. (LCAP Goal #1, SSC Goal #2, WASC Goal #1)	Aug 01, 2017 – June 30, 2018	Administration, Instructional Coaches, department chairpersons, teachers, Activities Director, ASB Director, and academy coordinators	Professional Development-Common Core			
			Professional Development-UCLA Math & History			
			Illuminate item bank for Common Core/SBAC test preparation			
			Professional Development-UCLA Next Generation Science Standards (NGSS)			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.2 Increase strategic placement of student enrollment in English/Language Arts, reading, and math intervention classes for all students including EL's. (LCAP Goal #1, SSC Goal #2, WASC Goal #4)	Aug 01, 2017 – June 30, 2018	Site Administration, Ed Services, ELD Coordinator, Site Leadership Team, Counselors	Ensure Master Schedule has sufficient Classes to meet EL language acquisition needs Identify ELD levels of proficiency using EDGE for incoming freshmen and CELDT for currently enrolled students. Students will be placed in intervention classes identified in matrix based on the test results. ELD stipend to monitor implementation of intervention for English Learners			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
"1.3 Identify and implement schoolwide instructional practices to increase academic achievement focused on literacy across all content areas and incorporating AVID instructional practices.. (LCAP Goal #1, SSC Goal #8, WASC Goal #2)	Aug 01, 2017 – June 30, 2018	Administration, Instructional Coaches, department chairpersons, teachers, Activities Director, ASB Director, and academy coordinators	AVID Field Trip Subs	1000-1999: Certificated Personnel Salaries	Title I	3240
			AVID Field Trip Subs (Benefits)	3000-3999: Employee Benefits	Title I	612
			AVID Printing	5000-5999: Services And Other Operating Expenditures	Title I	2000
			AVID Tutors to work in AVID intervention classes providing one-on-one assistance and tutoring to students. Increased to 20 tutors.	2000-2999: Classified Personnel Salaries	Title I	125,000.00
			AVID Field Trips to colleges	5000-5999: Services And Other Operating Expenditures	Title I	12000
			AVID Tutorial Supplies	4000-4999: Books And Supplies	Title I	3000.00
			AVID Tutors Health and welfare (classified)	3000-3999: Employee Benefits	Title I	13313

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.4 Increase rate of standards met for 11th grade SBAC by 5% in Math and 5% in ELA for 2015/2016 school year. (LCAP Goal #1, SSC Goal #4, WASC Goal #2)	Aug 01, 2017 – June 30, 2018	Administration, Instructional Coaches, department chairpersons, teachers, Activities Director, ASB Director, and academy coordinators	Provide supplies for Intervention Courses - Read 180 Consumables	4000-4999: Books And Supplies	Title I	1000
			Provide personnel for intervention programs, Intervention Teacher Salary: Read-180, ELA Success, Math Intervention etc	1000-1999: Certificated Personnel Salaries	Title I	89808
			Provide personnel for intervention programs, Intervention Teacher Salary: Read-180, ELA Success, Math Intervention etc (benefits)	3000-3999: Employee Benefits	Title I	33786
			Math Essentials Scientific Calculators	4000-4999: Books And Supplies	Title I	710
1.5 Increase number of students participating and passing AP Exams administered by the College Board. (LCAP Goal #1, SSC Goal #7, WASC Goal #2)	Aug 01, 2017 – June 30, 2018	Administration, Instructional Coaches, department chairpersons, teachers, Activities Director, ASB Director, and academy coordinators	Provide targeted test prep for at-risk students taking annual AP Courses/Exams.	0001-0999: Unrestricted: Locally Defined	Title I	5000
			BEnefits	3000-3999: Employee Benefits	Title I	944

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.6 Increase a-g completion and college readiness indicators. (LCAP Goal #1, SSC Goal #8, WASC Goal #4)	Aug 01, 2017 – June 30, 2018	Administration, Instructional Coaches, department chairpersons, teachers, Activities Director, ASB Director, and academy coordinators	Provide opportunities for students to attend college/career explorations (buses)	5000-5999: Services And Other Operating Expenditures	Title I	10000
			Provide opportunities for students to attend college/career explorations (subs)	1000-1999: Certificated Personnel Salaries	Title I	3240
			BEnefits	3000-3999: Employee Benefits	Title I	612
			Peer Tutor Program (student pay)	2000-2999: Classified Personnel Salaries		
			Peer Tutor Mentor Teachers	1000-1999: Certificated Personnel Salaries		
			Peer Tutor Mentor Teachers (Benefits)	3000-3999: Employee Benefits		
1.7 Development and training for teachers, counselors, administration in intervention strategies and methods for students scoring below standard in ELA and math on SBAC interim and comprehensive exams. (LCAP Goal #2, SSC Goal #1, WASC Goal #1)	Aug 01, 2017 – June 30, 2018	Administration, Instructional Coaches, department chairpersons, teachers, Activities Director, ASB Director, and academy coordinators	Site supplemental professional development, sound schoolwide instructional strategies and grading practices, Common Core, and student data analysis	1000-1999: Certificated Personnel Salaries	Title I Part A: Professional Development (PI Schools)	42300
			Health and Welfare for teachers supplying PD (cert)	3000-3999: Employee Benefits	Title I Part A: Professional Development (PI Schools)	7986

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.8 Grading practices specifically focused on giving effective feedback to students on their performance. (LCAP Goal #3, SSC Goal #1, WASC Goal #4)	Aug 01, 2017 – June 30, 2018	Administration, Instructional Coaches, department chairpersons, teachers, Activities Director, ASB Director, and academy coordinators	Professional development and training for teachers to use Illuminate, an online, web based warehouse system to store, analyze, and report student test data. Professional development and training for teachers to use Canvas, an online learning management system.	5000-5999: Services And Other Operating Expenditures		

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: School Climate & Culture
LEA/LCAP GOAL:
LCAP Goal #2: Build local capacity to fully implement a multi-tiered system of supports in all classrooms and throughout the organization by actively engaging students, families, and the school community in promoting students' academic and behavioral health. LEA Plan Alignment: Goal #5: All students will graduate from high school.
SCHOOL GOAL #2:
School Climate & Culture: Build a positive school culture of trust and collaboration to improve student achievement. WASC Goal Alignment: Goal #3: Increase parent and community engagement. Goal #5: Increase student attendance rates while decreasing chronic absenteeism rates. Also, increase high school graduation rates. Expected Schoolwide Learning Outcomes Alignment (per CV Graduate Profile): Socially Aware & Responsive Community Members Effective Communicators Ethical Leaders

Data Used to Form this Goal:

1. 2015-16: SBAC Overall
487 eleventh grade students took SBAC English and math tests:
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- 61% were at/near/above standard in Communicating Reasoning
548 eleventh grade tested SBAC ELA exam
- 80% were at/near/above standard in Reading
- 74% were at/near/above standard in Writing

Findings from the Analysis of this Data:
Analysis revealed that special focus should be placed on the EL, SED, SWD, Hispanic and African American students in Algebra, Geometry, and Algebra II to assist in achieving proficiency in these areas.

How the School will Evaluate the Progress of this Goal:
Each Fall and Spring the SSC Committee, ELD Coordinator, AVID Coordinator, Department Chairpersons, Lead Academy Teachers and Site Leadership team will analyze growth and achievement goals for SBAC, CSA, and CFA scores during collaboration time and leadership meetings by grade level, subject area, and academy. How the School will Evaluate the Progress of this Goal: Survey CHKS - students, parents, and staff Speak Up Survey - students, parents, and staff Needs assessment Sign in sheets from parent meetings Parent Center Sign in sheets PIQE participation Suspension report Expulsion report

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2.1 Increase the sense of safety and school connectedness among students, parents, and staff. (LCAP Goal #2, SSC Goal #6, WASC Goal #3)	Aug 01, 2017 – June 30, 2018	Administration, Instructional Coaches, department chairpersons, teachers, Activities Director, ASB Director, and academy coordinators	California Healthy Kids Survey (students)			
			California Healthy Kids Survey (teachers)			
			Morning supervisors or tutoring for students with no 1st/2nd			
			Health Care Integrated Systems Clinic - offer parent classes (maybe Zumba)			
			Development and implementation drug and alcohol prevention & healthy choices programs.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2.2 Educate Lawndale parents on how to foster a positive educational environment for their children both at home and at school. (LCAP Goal #2, SSC Goal #6, WASC Goal #3, #5)	Aug 01, 2017 – June 30, 2018	Administration, Instructional Coaches, department chairpersons, teachers, Activities Director, ASB Director, and academy coordinators	Parent supplies: newsletters, binders, copies, records and sign in sheets, postage and envelopes and snacks for meetings	4000-4999: Books And Supplies	Title I Part A: Parent Involvement	6157
			Parent Center Printing for parent Outreach	5000-5999: Services And Other Operating Expenditures	Title I Part A: Parent Involvement	1000
			Parent Education and Leadership training			
			Education walks for parents			
			AVID Parent meeting Snacks	4000-4999: Books And Supplies	Title I Part A: Parent Involvement	500
2.3 Implement an anti-bullying campaign for all students. (LCAP Goal #2, SSC Goal #6, WASC Goal #3)	Aug 01, 2017 – June 30, 2018	Administration, Instructional Coaches, department chairpersons, teachers, Activities Director, ASB Director, and academy coordinators	Teen Truth Anti-Bullying. School posters outlining discipline and consequences for various actions/behaviors			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
"2.4 Frequently inform students and parents of college and postsecondary career opportunities. (LCAP Goal #1, SSC Goal #3, WASC Goal #3)	Aug 01, 2017 – June 30, 2018	Administration, Instructional Coaches, department chairpersons, teachers, Activities Director, ASB Director, and academy coordinators	Parent workshops (transcripts, graduation requirements, FAFSA), PTSA, athletics' boosters, parent nights, Title I Facilitator, parent web-site, snacks for parent attendance.	4000-4999: Books And Supplies	Title I Part A: Parent Involvement	3000
			Teen Parent Coordinator	1000-1999: Certificated Personnel Salaries	Title I	2500
			Teen Parent Coordinator (Benefits)	3000-3999: Employee Benefits	Title I	472
			MSA, AMA, BCA, ALS, AVID Academy Parent nights			
			AP Parent Night			
			Community Liaison Summer Hours	1000-1999: Certificated Personnel Salaries	Title I Part A: Parent Involvement	1848
			Community Liaison Summer Hours (BEnefits)	3000-3999: Employee Benefits	Title I Part A: Parent Involvement	489

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2.5 Increase frequency and varied types of communication to parents regarding school information. (LCAP Goal #2, SSC Goal #3, WASC Goal #3)	Aug 01, 2017 – June 30, 2018	Administration, Instructional Coaches, department chairpersons, teachers, Activities Director, ASB Director, and academy coordinators	Parent Ambassadors for each academy and AVID Community Liaison Community Liaison Benefits Parent Institute for Quality Education (PIQE) Open House/Parents' Night Out "Blackboard Connect, Parent portal on website, Email, and marquee. Mail home monthly parent newsletters."	2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits 5000-5999: Services And Other Operating Expenditures	Title I Part A: Parent Involvement Title I Part A: Parent Involvement	38432.4 21165
2.6 Increase the depth of and frequency by which parents are informed of student academic progress and need for intervention. (LCAP Goal #2, SSC Goal #3, WASC Goal #3)"	Aug 01, 2017 – June 30, 2018	Administration, Instructional Coaches, department chairpersons, teachers, Activities Director, ASB Director, and academy coordinators	Monthly Parent Meetings - "Coffee with the Principal" Grade level Back On Track Parent intervention meetings	4000-4999: Books And Supplies	Title I Part A: Parent Involvement	500
2.7 Improve school connectedness through group and schoolwide events that promote appreciation for diversity, tolerance and acceptance, and peaceful conflict resolution. (LCAP Goal #2, SSC Goal #6, WASC Goal #5)	Aug 01, 2017 – June 30, 2018	Administration, Instructional Coaches, department chairpersons, teachers, Activities Director, ASB Director, and academy coordinators	Quarterly academic celebrations to promote student and staff efficacy. Multicultural events celebrating different cultures on campus PBIS Strategies and rewards to support improved attendance			

Planned Improvements in Student Performance

<u>School Goal #3</u>

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Student Engagement & Support
LEA/LCAP GOAL:
LCAP Goal #2: Build local capacity to fully implement a multi-tiered system of supports in all classrooms and throughout the organization by actively engaging students, families, and the school community in promoting students' academic and behavioral health.   LEA Plan Alignment: Goal #4: All students will be educated in learning environments that are safe, drug free, and conducive to learning.   Goal #5: All students will graduate from high school.
SCHOOL GOAL #3:
Student Engagement & Support: Provide academic and personal support to all students to increase student, parent, and staff connection to the school.   WASC Goal Alignment: Goal #1: Students shall be taught by highly-qualified teachers. Students will have access to standards- aligned materials. Students will be educated in facilities that are maintained in good repair.   Goal #2: Students shall have access to the Common Core Standards in English Language Arts (ELA) and Math. Students shall also have access to science and social studies state standards, literacy in science, and technical subject standards.   Goal #4: Increase student performance on standardized tests.   Expected Schoolwide Learning Outcomes Alignment (per CV Graduate Profile):   College & Career Ready Individuals   Socially Aware & Responsive Community Members   Ethical Leaders

Data Used to Form this Goal:

1. 2015-16: SBAC Overall
487 eleventh grade students took SBAC English and math tests:
- 17% of eleventh grade students exceeded standard on the ELA SBAC
- 34% of eleventh grade students met standard on the ELA SBAC
- 25% of eleventh grade students nearly met standard on the ELA SBAC
- 25% of eleventh grade students not met standard on the ELA SBAC
- 17% of eleventh grade students exceeded standard on the math SBAC
- 34% of eleventh grade students met standard on the math SBAC
- 25% of eleventh grade students nearly met standard on the math SBAC
- 25% of eleventh grade students not met standard on the math SBAC

2014-15: SBAC Overall
548 eleventh grade students took SBAC English and math tests:
- 14% of eleventh grade students exceeded standard on the ELA SBAC
- 39% of eleventh grade students met standard on the ELA SBAC
- 28% of eleventh grade students nearly met standard on the ELA SBAC
- 18% of eleventh grade students not met standard on the ELA SBAC
- 4% of eleventh grade students exceeded standard on the math SBAC
- 14% of eleventh grade students met standard on the math SBAC
- 24% of eleventh grade students nearly met standard on the math SBAC
- 56% of eleventh grade students not met standard on the math SBAC

2. 2015-16: SBAC Subgroups
487 eleventh grade tested SBAC Math exam
- 77% were at/near/above standard in Concepts & Procedures
- 68% were at/near/above standard in Problem Solving and Modeling Data
- 83% were at/near/above standard in Communicating Reasoning
487 eleventh grade tested SBAC ELA exam
- 77% were at/near/above standard in Reading
- 68% were at/near/above standard in Writing
- 83% were at/near/above standard in Listening
- 83% were at/near/above standard in Research/Inquiry

2014-15: SBAC Subgroups
548 eleventh grade tested SBAC Math exam
- 44% were at/near/above standard in Concepts & Procedures
- 52% were at/near/above standard in Problem Solving and Modeling Data
- 61% were at/near/above standard in Communicating Reasoning
548 eleventh grade tested SBAC ELA exam
- 80% were at/near/above standard in Reading
- 74% were at/near/above standard in Writing

Findings from the Analysis of this Data:
The analysis of data reveals that additional and further ELA and math interventions are required to improve the achievement of all subgroups of students. The analysis of data reveals that additional supports are needed to help students be college/career ready, including improving A-G completion rate.

How the School will Evaluate the Progress of this Goal:
Each Fall and Spring the SSC Committee, ELD Coordinator, AVID Coordinator, Department Chairpersons, Lead Academy Teachers and Site Leadership team will analyze growth and achievement goals for SBAC, CSA, and CFA scores during collaboration time and leadership meetings by grade level, subject area, and academy. How the School will Evaluate the Progress of this Goal: Monthly attendance rate reports (goal charts around campus) Monthly chronic absentee rates share with stakeholders Graduation rate in all subgroups and students who fulfill the a-g requirements Collaboration and looking at observation data Workshop sign ins Attendance report Drop out Data

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
"3.1 Development and training for teachers, counselors, administration for differentiation and intervention strategies and methods for all students subgroups including EL's, SPED, Black/African-American, Foster Youth, and Low Income who score below standard on SBAC in English and math. (LCAP Goal #1, SSC Goal #1, WASC Goal #2)	Aug 01, 2017 – June 30, 2018	Administration, Instructional Coaches, department chairpersons, teachers, Activities Director, ASB Director, and academy coordinators	Train teachers on AVID strategies AP classes support/materials All 1st and 2nd year teachers will attend BTSA induction workshops.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3.2 Increase teacher collaboration to 90% participation by implementing Professional Learning Communities, conducting Focus Walks, and sharing "best practices" lessons, rubrics, common assessments, and differentiation strategies. (LCAP Goal #2, SSC Goal #1, WASC Goal #1)"	Aug 01, 2017 – June 30, 2018	Administration, Instructional Coaches, department chairpersons, teachers, Activities Director, ASB Director, and academy coordinators	Additional classroom technology and equipment for student interventions that support increased proficiency.			
"3.3 Provide more industry-relevant college and career readiness skills into more content courses. (LCAP Goal #3, SSC Goal #7, WASC Goal #4)	Aug 01, 2017 – June 30, 2018	Administration, Instructional Coaches, department chairpersons, teachers, Activities Director, ASB Director, and academy coordinators	Industry/Community Connections			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3.4 Maintain and improve small learning communities/academies in which students explore the wide variety of career options through hands-on, problem-based, project-based, critical thinking, and rigorous real-world application (AMA, BCA, MSA, ASLA, AVID, 9th grade house). (LCAP Goal #3, SSC Goal #7, WASC Goal #4)	Aug 01, 2017 – June 30, 2018	Administration, Instructional Coaches, department chairpersons, teachers, Activities Director, ASB Director, and academy coordinators	Biomedical Career Academy (BCA) – students explore the wide variety of health care and science career options through hands-on, problem-based instructional activities, and Direct Interactive Instruction Academy of Media Arts (AMA)-students use project-based instructional activities to think critically and creatively to solve real-world problems through digital, visual, music, and theatrical media. Marine Science Academy (MSA)-students use project based and problem solving instructional activities that prepares students for a rigorous university science program through marine science, technology, and career opportunities.			
3.5 Increase the attendance rate by 2% for the 2015/16 school year. (LCAP Goal #2, SSC Goal #5, WASC Goal #4)"	Aug 01, 2017 – June 30, 2018	Administration, Instructional Coaches, department chairpersons, teachers, Activities Director, ASB Director, and academy coordinators	Experiential learning and project based curriculum materials and field trips to enhance student engagement as related to implementation of Common Core.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3.6 Increase the graduation rate by 2% for the 2015/16 school year. (LCAP Goal #2, SSC Goal #5, WASC Goal #4)	Aug 01, 2017 – June 30, 2018	Administration, Instructional Coaches, department chairpersons, teachers, Activities Director, ASB Director, and academy coordinators	Tutoring (offered at no-expense to students) AP/SAT/ACT preparation. Counselors review A-G requirements and student academic four-year plan. Counselors and student success teams provide interventions for at-risk students. Surveying teachers for possible course offerings Surveying students for possible course interests Explore the possibility of the development of new small learning communities Advanced Placement Course Applications Advanced Placement Student Interest Applications			

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

Centralized Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in District and State accountability criteria for the lowest achieving subgroups.
LEA Plan and LCAP Goal #1:
LCAP Goal #1: Close the achievement gaps between all students and the District's five lowest performing subgroups by increasing the percentage of EL, Black/African-American, SpEd, Foster Youth, and Low Income students who graduate and who are ready for college, career, and life. LEA Plan Goal Alignment: Goal #1: All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2016-2017. Goal #2: All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics. Goal #5: All students will graduate from high school.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	**Type**	**Funding Source**	**Amount**
Increase access to opportunities for academic advancement in support of students' college readiness, including the International Baccalaureate Program at Hawthorne High School, the Advanced Academics Academy at Leuzinger High School, and the the provision of Advanced Placement courses at all three traditional high schools. (1001)	2017-2018	Assistant Superintendent, Educational Services	AAA Program and AP success support services IB Program, College Field Trips, College and Career Fair, AP test support		LCFF	111807

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Expand opportunities to dually support students' college and career readiness, including access to Linked Learning pathways, targeted support for low-income students, and expanded post-secondary linkages to provide work-based learning opportunities. (1002)	2017-2018	Director, Federal and State Programs	Career Academy materials, field trips, student support services.		LCFF - Supplemental	357552
			LTEL College Trips		Title III Part A: Language Instruction for LEP Students	12000
			CELDT Incentives for Students			
			ELLevation Contract and Training			
Ensure systematic support for instruction of Long-Term English Learners and designate specific academic support structures for RFEP students. Enhance coordination support for English Learner programs at all school sites. (1003/1004)	2017-2018	Assistant Superintendent of Educational Services Director, Federal and State Programs Director, Curriculum and Instruction	In-class and out-of-class support services for English Learners.		LCFF - Supplemental	227454
			Immigrant-specific supports.		Title III Immigrant Education Program	9472
Provide resources to enhance academic interventions and enrichments based upon RtI and PLC response to student needs; provisions include a credit recovery system and intensive instruction and intervention within the school day as well as the coordination of after school programs to provide academic support by highly qualifed teachers for both enrichment and intervention purposes for all students and identified populations (i.e. Low Income, English Learners, Foster Youth, Special Education, etc.) (1005)	2017-2018	Assistant Superintendent of Educational Services Director, Federal and State Programs Director, Curriculum and Instruction	Required and Allowed Reservations: Homeless support, administrative costs		Title I	111701
			Media Center support, after school tutors, credit recovery		LCFF - Supplemental	589729

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide resources to support meaningful arts instruction through the Arts for All Program which is targeted to enhance the quality of arts instruction and arts-based professional development at all schools. (1006)	2017-2018	Assistant Superintendent of Educational Services Director, Federal and State Programs Director, Curriculum and Instruction	Master Classes, Arts Coordination, professional development and conferences		LCFF - Supplemental	41000
Expand the AVID program in pursuit of Districtwide AVID implementation as a means of increasing the percentage of all District students who are college ready and providing college readiness support for the District's five lowest performing subgroups (EL, Black/African American, SpEd, Foster Youth, Low Income). (1007)	2017-2018	Assistant Superintendent of Educational Services	AVID PD, membership, trainings, Cougar Academy staff, field trips, and materials		LCFF - Supplemental	124140
Support the achievement of all students, including the targeted student population, through the provision of summer learning opportunities for credit recovery. (1013)	2017-2018	Assistant Superintendent of Educational Services	Summer School Staff		Title I	335082

Centralized Services for Planned Improvements in Student Performance

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Centralized Service Goal #2

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SUBJECT: Centralized Services for Planned Improvements in Student Performance in Academic Achievement and Behavioral Health through family and community
LEA Plan and LCAP Goal #2:
LCAP Goal #2: Build local capacity to fully implement a multi-tiered system of supports in all classrooms and throughout the organization by actively engaging students, families, and the school community in promoting students' academic and behavioral health. LEA Plan Goal Alignment: Goal #4: All students will be educated in learning environments that are safe, drug free, and conducive to learning.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	**Type**	**Funding Source**	**Amount**
Improve school climate and student engagement through a robust and comprehensive Multi-Tiered System of Support (MTSS) aimed at improving student attendance and behavior. (2001)	2017-2018	Assistant Superintendent, Educational Services Director, Pupil Services	Comprehensive MTSS program.		LCFF - Supplemental	1144163

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Expand family engagement efforts by increasing meaningful family engagement opportunities and providing parent education to support student success. (2003)	2017-2018	Assistant Superintendent, Educational Services Director, Federal and State Programs	Title I Family Engagement Specialist Parent Outreach Postage for Mailers (Goal 11134) Parent Outreach and Meeting Materials and Support (Goal 11134) Materials for Parent Events/Workshops Food for Parent Events/Workshops/Meetings Staff and Parents to attend Conferences Contractors to provide parenting/parent workshops (Richstone) Parent/Student Field Trips Parent Info Nights		Title I	143224
			Open Enrollment and Community Events, Student/Parent Trainings		LCFF - Supplemental	86560

Centralized Services for Planned Improvements in Student Performance

<u>**Centralized Service Goal #3**</u>

SUBJECT: Centralized Services for Planned Improvements in Student Performance in College and Career Readiness.
LEA Plan and LCAP Goal #3:
LCAP Goal #3: Increase the alignment of district-level educational, fiscal, human resources in order to better support schools in providing students access to college and career ready courses through the implementation of innovative, research-based programs and the Common Core State Standards. LEA Plan Goal Alignment: Goal #3: By 2016-17, all students will be taught by highly qualified teachers.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	**Type**	**Funding Source**	**Amount**
Upgrade technology infrastructure, equipment, and software in order to support the further integration of technology into the classroom for the purpose of fostering an increase in 21st century teaching and learning. (3001)	2017-2018	Assistant Superintendent, Educational Services Coordinator, Educational Technology	Educational Technology, Ed Tech Software, Infrastructure		LCFF - Supplemental	591050
Provide professional learning targeting common core instruction, including the provision of instructional coaching in ELA, Mathematics, and Science provided by highly qualified teachers on special assignment. (3002)	2017-2018	Assistant Superintendent, Educational Services Director, Curriculum and Instruction	Conferences, Curriculum Training, Content Instructional Coaches, SAT Prep Teacher Professional Development		LCFF - Supplemental Title II Part A: Improving Teacher Quality	1085114 207892

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide professional learning targeting effective instruction for English Learners, including the provision of instructional coaching provided by a highly qualified teacher on special assignment. (3003)	2017-2018	Assistant Superintendent, Educational Services Director, Federal and State Programs	LTEL Mentor Program LTEL Instructional Specialist TOSA 50% EL Specific Professional Development Conferences		Title III Part A: Language Instruction for LEP Students	80356
			LTEL Instructional Specialist TOSA 50%		Title I	51473
			CABE and Accountability Leadership Institute for ELs and Immigrants Conference		Title III Immigrant Education Program	4500
			CVUHSD English Learner Symposium		LCFF - Supplemental	26770
Provide professional learning targeting Linked Learning best practices including the provision of instructional coaching and programmatic support provided by highly qualified teachers on special assignment. (3004)	2017-2018	Assistant Superintendent, Educational Services Director, Federal and State Programs	Linked Learning Professional Development and support		LCFF - Supplemental	245452
Provide professional learning to support implementation of the co-teaching instructional model. (3005)	2017-2018	Assistant Superintendent, Educational Services Director, Special Education	Co-Teacher Professional Development and support		LCFF - Supplemental	50998

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide professional learning targeting 21st century learning skills, including the provision of instructional coaching provided by a highly qualified teacher on special assignment. (3006)	2017-2018	Assistant Superintendent, Educational Services Coordinator, Educational Technology	Digital Learning Initiative, Ed Teach Conferences, Technology Workshops		LCFF - Supplemental	537724
Provide professional learning for administrators and other instructional leaders targeting support of the Professional Learning Communities (PLC) model of collaboration in CVUHSD, including Cognitive Coaching and Adaptive Schools. (3008)	2017-2018	Assistant Superintendent, Educational Services Director, Curriculum and Instruction	Cognitive Coaching and Adaptive Schools training and support		LCFF - Supplemental	1162037

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	**Allocation**	**Balance (Allocations-Expenditures)**
Title I	379105	71,868.00
Title I Part A: Parent Involvement	8448	-64,643.40
Title I Part A: Professional Development	43061	-7,225.00

Total Expenditures by Funding Source	
Funding Source	**Total Expenditures**
Title I	307,237.00
Title I Part A: Parent Involvement	73,091.40
Title I Part A: Professional Development (PI Schools)	50,286.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
0001-0999: Unrestricted: Locally Defined	5,000.00
1000-1999: Certificated Personnel Salaries	142,936.00
2000-2999: Classified Personnel Salaries	163,432.40
3000-3999: Employee Benefits	79,379.00
4000-4999: Books And Supplies	14,867.00
5000-5999: Services And Other Operating Expenditures	25,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
0001-0999: Unrestricted: Locally Defined	Title I	5,000.00
1000-1999: Certificated Personnel Salaries	Title I	98,788.00
2000-2999: Classified Personnel Salaries	Title I	125,000.00
3000-3999: Employee Benefits	Title I	49,739.00
4000-4999: Books And Supplies	Title I	4,710.00
5000-5999: Services And Other Operating	Title I	24,000.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Parent Involvement	1,848.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	38,432.40
3000-3999: Employee Benefits	Title I Part A: Parent Involvement	21,654.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	10,157.00
5000-5999: Services And Other Operating	Title I Part A: Parent Involvement	1,000.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Professional Development (PI	42,300.00
3000-3999: Employee Benefits	Title I Part A: Professional Development (PI	7,986.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	354,551.00
Goal 2	76,063.40

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Paula Hart Rodas	X				
Yaqueline Amador				X	
Dawn Ketchens			X		
Leticia Rojas		X			
Elissa Finch		X			
Fred Sanders		X			
Wendy Noah				X	
Marta Quinonez				X	
Demetri Hicks					X
Affiong Bassey					X
Cynthia Lopez					X
Morris Phillips		X			
Numbers of members of each category:	**1**	**4**	**1**	**3**	**3**

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s)s to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.

3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

	State Compensatory Education Advisory Committee	_____
		Signature
X	English Learner Advisory Committee	_____
		Signature
	Special Education Advisory Committee	_____
		Signature
	Gifted and Talented Education Program Advisory Committee	_____
		Signature
	District/School Liaison Team for schools in Program Improvement	_____
		Signature
	Compensatory Education Advisory Committee	_____
		Signature
	Departmental Advisory Committee (secondary)	_____
		Signature
	Other committees established by the school or district (list):	_____
		Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

6. This SPSA was adopted by the SSC at a public meeting on May 23, 2017.

Attested:

Paula Hart Rodas, Ed.D.
_____   _____   _____
Typed Name of School Principal   Signature of School Principal   Date

Yaquelin Amador
_____   _____   _____
Typed Name of SSC Chairperson   Signature of SSC Chairperson   Date

Centinela Valley Union High School District
Educational Services Division

SPSA Annual Evaluation
Title I: School-Wide Program
Categorical Programs this year: Title I

SCHOOL: Lawndale High School
YEAR: 16-17

School data that supports below responses should be reflected in the Single Plan for Student Achievement

GOAL/Objective from SPSA: (Add rows as necessary to address all of the goals/objectives in your SPSA.)	How **effective** were the categorical programs in assisting students to improve academic achievement? Please site data to support description.	What were the most significant **factors** contributing to the success of these programs in improving student achievement?	What changes/ modifications/ additions need to be made next year for the programs (e.g. this goal) supported by categorical funds?
Goal 1: Student Achievement: Increase student performance on all academic indicators.	Programs were effective based on data areas listed below: 9th and 10th grade students performance on the interim SBAC tests and Evaluate 11th grade SBAC data Common assessments data Grades in ELA/Math Student performance on CFA and CSA tests 2015 and 2016 AP Scores EAP scores A-G completion data	Academy interventions and SART issuance AP Parent Info Night, increased AP offering, subsidizing AP fee SBAC English and math Interim assessments. PD for English and math teachers to score SBAC interim assessments and share results with students. Scholastic Read 180 Curriculum EL Framework professional development PLC led collaborations AVID tutors	Continued analysis of common assessments (CFA & CSA) Funding for AP teacher tutoring sessions outside of class hours Continued funding for AVID tutors
Goal 2: School Climate & Culture: Build a positive school culture of trust and collaboration to improve student achievement.	Programs were effective based on data areas listed below: California Healthy Kids Survey - students, parents, and staff Speak Up Survey - students (Top 10 in nation), parents, and staff Sign in sheets from parent meetings Parent Center Sign in sheets PIQE participation Suspension report Expulsion report	Hired Community Liaison Fully functional Parent Center Coffee with Principal PIQE PTO PBIS budget/incentives/ROCKS buyback days Blackboard messages (text, calls, & email) Remind app PBIS Implementation lesson prep Restorative practices (peer mediation, community conferences, etc)	Add designated computers, copier, fax, scanner, poster printer, and supplies for parents who need assistance with completing school processes in Parent Center. More support for additional Parent workshops Continued PBIS funding. Continued use of Blackboard texts and Remind app, additional software for parent communication Continued funding for PIQE

GOAL/Objective from SPSA: (Add rows as necessary to address all of the goals/objectives in your SPSA.)	How **effective** were the categorical programs in assisting students to improve academic achievement? Please site data to support description.	What were the most significant **factors** contributing to the success of these programs in improving student achievement?	What changes/ modifications/ additions need to be made next year for the programs (e.g. this goal) supported by categorical funds?
			Continued funding to meet the evolving needs of Parent Center
Goal 3: Student Engagement & Support: Provide academic and personal support to all students to increase student, parent, and staff connection to the school.	Programs were effective based on data areas listed below: Monthly attendance rate reports Monthly chronic absentee rates Graduation rate in all subgroups and students who fulfill the a-g requirements Collaboration observation data Workshop sign ins Attendance report Drop out Data	PBIS budget/incentives Academy intervention protocols & start of SART process Monday collaborations (dept & special groups) Academy Pathway Specialist coaching and support Academy Linked Learning summer PD week Linked Learning conference	Continued PBIS funding Continued standardization of Academy intervention protocols Continued Academy PD Additional socioemotional supports for students Development and institution of Wellness Center

1. *Describe professional development activities for meeting the goals of you SPSA.*

In order to meet the above goals, Lawndale HS general education, special education, and English language development teachers of Lawndale HS participated in the following professional development activities:

a. Direct Interactive Instruction (DII)

b. Positive Behavior Intervention and Support (PBIS)

c. Focus walks

d. Collaboration time – provide opportunities for certificated staff to focus on assessment data to guide instruction; engagement, active learning, checking for understanding and research-based best practices. Instructional teams will conduct data analysis of assessments (including formative benchmarks, CST, CAHSEE, and grade analysis to provide opportunities for instructional improvement for all EL, SED, SWD, African American and Hispanic students.

e. Illuminate, an online, web based data warehouse system to store, analyze, and report student common assessment results.

f. ELA Common Core State Standards Professional Development

g. LACOE workshop: Getting to know the ELD Common Core State Standards

h. AVID Summer Institute for implementation of school wide AVID program

i. Link Crew training

j. Co-Teaching professional development

k. Beginning Teacher Support and Assessment (BTSA); a state program that supports new teachers with a coaching/mentor model.

l. Grading workshop/conference (3 total servicing approximately 80 people)

2. *Describe all parent education and involvement activities.*

a. Parent Institute for Quality Education (PIQE): through 8 week of on-site workshops parents learn about how grades are used for college admittance; what classes are important and needed for children planning to attend college; how to navigate the school system, and how to become an active participant and volunteer in the school community.

b. English Language Advisory Council (ELAC) meetings

c. Academy Orientation: Biomedical(BCA), Marine Science (MSA), Media Arts (AMA), and Advancement Via Individual Determination (AVID) Academies-meet with students and parents during orientation to discuss academy student expectations, progress plans, and intervention strategies for success

d. Freshman Orientation: with explanation of English Language Arts & math placement to incoming 9th grade students & parents

e. In-house Registration Day-Initial explanation of ELA and math placement test scores to next year's 10th, 11th grade students

3. *Describe parent input/feedback about categorical programs:*

Parent recommendation forms were distributed to members of School Site Council, ELAC, Title I, and SPAC/DPAC to solicit feedback and input about categorical programs. Online surveys were also sent out to all parents regarding perceptions.

4. *Other Evaluation/Assessment Information:*

Parent recommendation forms were distributed to members of School Site Council, ELAC, Title I, and SPAC/DPAC to solicit feedback and input about categorical programs. Online surveys were also sent out to all parents regarding perceptions.

Paula Rodas   04-12-17

Principal's Signature   *Date*

Appendix

Appendix A – Parent Involvement

Lawndale High School Parent Involvement Plan

The Mission of Lawndale High School is:
To teach all students to become lifelong learners through individual development of attitudes, skills, knowledge, and responsibility that is essential to academic achievement in school and society. Lawndale High School recognizes the value in shared responsibility of student achievement. Parental involvement in a child's education is the most consistent indicator of whether the child is successful in school.

To Fulfill our Mission:
We are committed to a quality educational program that values parental involvement. We recognize that parents play a very important role in their children's education and take every opportunity to foster the relationship between school, parent, and child. Lawndale High School prides itself in our dedication to our students, families, community, and to lifelong learning

Lawndale High School recognizes that:
- A child's education is a responsibility shared by the school and family during the entire time the child spends in school.
- To support the goal of the school to educate all students effectively, the school and parents must work as knowledgeable partners.
- Although parents are diverse in culture, language, and needs, they are an integral component of a school's ability to provide for the educational success of their children.
- Engaging parents is essential to improving student achievement.
- The school shall foster and support active parental involvement.

PART I. SCHOOL PARENT INVOLVEMENT PLAN **REQUIRED** COMPONENTS

A. Lawndale High School shall jointly develop/revise with parents the school parent involvement plan and distribute it to parents of participating children and make available the parent involvement plan to the local community.

Activity	Date Due	Contact person
Distribute draft plan to parent involvement committee and staff		P. Rodas (or W. Noah)
Parent involvement meeting to review draft		P. Rodas
Final draft		P. Rodas/W. Noah
Adopt final draft		P. Rodas
Include final plan in school newsletter, school website, information packets		P. Rodas
Submit final plan to District office		P. Rodas/W. Noah

B. Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved;

Activity	Date Due	Contact person
Back to School Night – (informational introduction only)	First month of each school year	K. Peterson
Title I Public Meetings		P. Rodas

C. Offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement;

Activity	Date Due	Contact person
Title 1 Informational Packets send home with students	August (summer mailer)	B. Watson (child welfare and attendance) E. Kwong/ M. Becerra (principal's secretary)
Written policies included in the student handbook	August (summer mailer)	B. Watson/E. Kwong/M. Becerra
Information distributed during BTSN	September each school year	K. Peterson
Follow up to parents who do not attend the conference	October 1-31 each school year	E. Kwong/M. Becerra
Attendance sheets maintained	October each school year	M. Becerra
PTSA Meetings	Monthly	PTSA president
Academy Parent Nights		academy coordinators

D. Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of the school plan.

Activity	Date Due	Contact person
Parent Involvement meeting to review and revise plan		P. Rodas
SSC Meetings		P. Rodas/SSC Chair

E. Provide parents of participating children –

       a. timely information about programs under this part;

       b. a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet; and

       c. if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practically possible.

Activity	Date Due	Contact person
Back to School Night	First month of each school year	E. Kwong

On-Going Website News and Information	Bi-monthly	E. Kwong
Parent Information/packets distributed (contains contact info., web page addresses, tips on how to be involved in your child's education, curriculum information)	August registration	E. Kwong
Membership drive for PTSA	First month of each school year	PTSA President
Volunteer surveys sent to parents	August-October each school year	E. Kwong/C. Klein (activities director and statistics teacher)
Volunteer log maintained and distributed to teachers		E. Kwong

F. If the school wide program plan is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the local educational agency.

Activity	Date Due	Contact person
Final plan posted to public and available for parent comments		E. Kwong

PART II **REQUIRED** SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

As a component of the school-level parent involvement plan, Lawndale High School shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement.
- Conduct Back to School Night Presentations annually (at a minimum), during which the compact shall be discussed as the compact relates to the individual child's achievement;
- Provide frequent reports to parents on their children's progress; and
- Provide parents with reasonable access to staff, opportunities to volunteer and participate in their child's class and observation of classroom activities.

Activity	Date Due	Contact person
BTSN and Open House	September and April of each school year	E. Kwong
Sign in sheets to file	September and April of each school year	E. Kwong
School parent compact signed	By 10/01 of each school year	All
Contact all parents that did not attend conferences to sign school parent compact	By October 31st of each school year	E. Kwong/ M. Becerra
School parent compact available in handbook	August registration	B. Watson /E. Kwong/M. Becerra
Access to grades using Powerschool	All year	All
5 week progress reports	4 times per year	All
Teacher contact info is published on school website	First week of school	E. Kwong
Chaperone field trips	All year	All
PTSA membership drive	First month of school	PTSA President

Volunteer surveys distributed	Back to School Night	E. Kwong
Volunteer list distributed to teachers	By 10/1 each school year	E. Kwong
Serve on committees as needed	On-going	All

BUILDING CAPACITY **REQUIREMENTS** FOR INVOLVEMENT

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted under this part –

a. Shall provide assistance to the parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children;

Activity	Date Due	Contact person
Curriculum information sent home in August mailer	Registration through first week of school	B. Watson
5 week progress reports	Every 5 weeks	All
Back to School Night	September 2013	E. Kwong
Open House	April 2014	E. Kwong
Parent Education Workshops	On-going as needed	E. Kwong/V. Hernandez
Powerschool	Daily	E. Kwong/R. Gudino
Parent teacher conferences	On-going	All

b. Shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement;

Activity	Date Due	Contact person
School news posted on school website	Bi-monthly	E. Kwong
Powerschool training	Once per semester	E. Kwong
ELAC Parent Workshops	Monthly	E. Kwong/R. Munoz (EL coordinator)
EL services	Daily	V. Hernandez
NCLB Title I meeting	12/3/12	E. Kwong/P. Rodas/Y. Amador

c. Shall educate teachers, pupil services personnel, principals, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school;

Activity	Date Due	Contact person
Parent Involvement Professional Development (at least 2 hrs	Prior to the start of school year	E. Kwong/ V. Hernandez

teachers/3 hrs admin)		
Website containing parent involvement information	Monthly	E. Kwong/V. Hernandez

d. Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language parents can understand;

Activity	Date Due	Contact person
Notice regarding specific events sent home using Connect Ed	As needed	E. Kwong/V. Hernandez
Translations of text	As needed	E. Kwong/V. Hernandez
School website	As needed	E. Kwong/V. Hernandez

f. Shall provide such other reasonable support for parental involvement activities under this as parents may request.

Activity	Date Due	Contact person
Connect Ed	As needed	E. Kwong/R. Gudino
Powerschool	As needed	E. Kwong/R. Gudino
Website	As needed	E. Kwong

g. May involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training;

h. May provide necessary literacy training from funds received under this part if the district has exhausted all other reasonably available sources of funding for such training;

i. May pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;

j. May train parents to enhance the involvement of other parents;

k. May arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation;

l. May adopt and implement model approaches to improving parental involvement;

m. May establish a district parent advisory council to provide advice on all matters related to parental involvement in programs supported under this section;

n. May develop appropriate roles for community-based organizations and businesses in parent involvement activities; and

PART III ACCESSIBILITY REQUIREMENTS

In carrying out the parental involvement requirements of this part, districts and schools, to the extent practicable, shall provide full opportunities for the participation of parents with children with limited English proficiency, parents with children with disabilities, and parents of migratory children, including providing information and school reports in a format and, to the extent practicable, in a language such parents can understand.

Activity	Date Due	Contact person
Translators at conferences and meetings	As needed	P. Rodas
Transportation arrangements	As needed	P. Rodas/SSC Chair
Home language survey	August 09	E. Kwong

PART IV ADOPTION

This Lawndale High School Parental Involvement Plan has been developed jointly with, and agreed on with, parents of children participating in Title I program, as evidenced by meeting minutes.

The Parent Involvement Plan was updated and approved by Lawndale High School SSC on 11/16/2016 and will be in effect for the period of one school year. The school will distribute this Parent Involvement Plan to all parents of participating Title I children and make it available to the community on or before 1/30/17.

Appendix B - Compact

Title 1 Student Parent Compact
Lawndale High School

Lawndale High School and the parents and students participating in its academic program activities and services are funded by Title1, part A of the Elementary and Secondary Education Act (ESEA). The students of Lawndale High School agree that this compact outlines how students, parents and supporting staff will share in the responsibility for high level academic achievement through a partnership of open communication and support. This school parent compact is in effect during the 2016 -2017 school year.

REQUIRED SCHOOL-PARENT COMPACT PROVISIONS
This Compact will highlight school responsibilities, parent responsibilities and student responsibilities to ensure academic achievement and graduation from Lawndale High school

School Responsibilities
Lawndale High School will:

Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
- Every class will have a syllabus outlining academic expectations
- Every class will have posted daily focus learning target
- Every class will be student centered, engaging, and will include both student-to-student and teacher-to-student interaction
- The direct interactive instructional methodology will be in evidence in every classroom
- Assessment will be based on the knowledge level acquired by each student
- Students will have ability to make up work at the discretion of every teacher
- Parent teacher conference will be held at ongoing basis as needed to maintain an effective communication with the parent, including but not limited to grade level "Back on Track" nights each semester
- The school will provide parents with a formal progress report every five weeks
- The school will provide parents an online portal in which they can view their child academic progress and attendance on a daily basis
- Parents will be provided the opportunity to observe their child in any classroom of their choice
- Parents will be provided the opportunity and encouraged to volunteer at Lawndale HS
- A Community Liaison will be utilized to facilitate parent involvement through the Lawndale Parent Center

Parent Responsibilities
We, as parents, will support our children's learning in the following ways:
- Ensuring that their children arrive on time for instruction daily
- Monitoring attendance through a parent online portal
- Making sure that homework is completed (utilized student planners to check assignments)
- Monitoring amount of television their children watch
- Monitoring video games and cell phone use
- Participating, as appropriate, in decisions relating to my children's education
- Promoting positive use of my child's extracurricular time while remaining mindful of their scholastic responsibilities
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate

- Serving, to the extent possible, on policy advisory groups, such as being on the PTO, School Site Council, English Learner Advisory Council, or other school advisory or policy groups
- Support school decisions based on the best interest of their child
- Have the expectation that their child will achieve A-G requirements
- Volunteering in my child's school

Student Responsibilities
We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:
- Take classes at each grade level that will fulfill A-G requirement
- Attend and be prepared to learn in every class
- Complete all homework, classwork, and project assignments on time
- Be socially responsible and empathetic towards others
- Show respect for self, school, and the community
- Help create an environment that is positive and productive for the community by exhibits ROCKS aligned behaviors
- Maintain a focus on the credits needed for graduation (220)
- Understand the meaning of the graduation profile
- Uphold to the mission and vision of Lawndale High School

School	Parent	Student

Date	Date	Date

Appendix C – By-Laws

LAWNDALE HIGH SCHOOL
SITE COUNCIL BY-LAWS

Article I - Name

The name of this organization shall be the Lawndale High School Site Council, hereinafter referred to as the SSC.

Article II – Purpose and Duties

The purpose of this council shall be to:

A. Analyze and evaluate the academic achievement of all students in the school.

B. Annually review the Single Plan for Student Achievement (SPSA) and establish a site budget that is consistent with the Education Code. When necessary, make modifications in the plan and establish new school site needs and priorities.
    1. Obtain recommendations for, and review of, the proposed SPSA from all school advisory committees.
    2. Develop and approve the SPSA and related expenditures in accordance with all state and federal laws and regulations.
    3. Recommend the SPSA and expenditures to the governing board for approval.
    4. Provide ongoing review of the implementation of the SPSA with the principal, teachers, and other school staff members.
    5. Make modifications to the SPSA whenever the need arises.
    6. Submit the modified SPSA for governing board approval whenever a material change (as defined in district governing board policy) is made in planned activities or related expenditures.

C. Take other actions as required by the Education Code and district policy such as:
    1. Assist in securing the support and services of parents, teachers, staff, and students.
    2. Promote a better understanding of the school educational programs.
    3. Develop an awareness of the citizenry to the overall needs of the school and district.

Article III - Membership

Section A: Composition

The SSC shall be composed of 12 members, selected by their peers, as follows:

- 4 Classroom teachers
- 1 Other school staff members
- 3 Parents or community members
- 3 Students
- Principal

SSC members chosen to represent parents may be employees of the school district so long as they are not employed at this school.

Section B: Term of Office

SSC members shall be elected for 2 year terms. Half, or the nearest approximation thereof, of each representative group shall be elected during odd years, and the remaining number elected during even years. At the first regular meeting of the SSC, each member's current term of office shall be recorded in the minutes of the meeting.

Section C: Election of New Members

Election of new members shall take place during early fall of each school year. Notices and nomination forms in the major languages represented at the school will be sent to all parents, teachers, staff and students to solicit nominations, including self-nominations for available vacancies. Nomination forms will also be available in the school office. Oral and written announcements detailing the SSC nomination and election process, role of the SSC, and site plan development will be distributed in a four-week period prior to the end of September to notify the entire school community prior to the election. One election ballot per parent or legal guardian will be made available on site during a week long polling time on campus. Parent voters will be considered registered and eligible to vote when they are matched to a class roster of students. In a similar manner, all staff members and students will receive one ballot to elect their representatives. Ballots shall be placed in a locked, secure box until counted by two neutral persons in public view at a duly notices SSC meeting. Nominees will be elected in descending order according to the criteria of highest number of votes. An election will not be necessary if the number of nominations do not exceed the number of openings on the council. A run-off vote will be taken as soon as feasible to break any ties. The results shall be recorded in the SSC minutes and the ballots retained for the record in the event of a dispute. The above procedures will apply only during an "election year", meaning that one or more members of the council have served their two-year term.

Section D: Voting Rights

Each member is entitled to one vote and may cast that vote on any matter submitted to a vote of the SSC. Absentee ballots shall not be permitted.

Section E: Termination of Membership

The SSC may, by an affirmative vote of two-thirds of all its members, suspend or expel a member. Any elected member may terminate his or her membership by submitting a written letter of resignation to the Y. Amador.

Section F: Transfer of Membership

Membership on the SSC may not be assigned or transferred.

Section G: Vacancy

Any vacancy on the SSC occurring during the term of a duly elected member shall be filled by a new member selected in an appropriate manner (e.g., regular elections; appointment of the SSC for the period of time until the next regular election; or the seating of a previously elected alternate member to fill the remainder of the term of the vacant seat).

Section H: Code of Conduct

Each elected member of the SSC shall adhere to this code of conduct:

- Attend noticed meetings regularly.
- Follow state law and guidance and CVUHSD Board policy in the development of the site plan.
- Follow the SSC bylaws.
- Assess consensus of the people who elected them with a method that has been discussed at an SSC meeting in the development of the site plan.
- Conduct all SSC business in a courteous and professional manner.

Article IV - Officers

Section A: Officers

The officers of the SSC shall be a chairperson, vice-chairperson, secretary, and other officers the SSC may deem desirable.

The chairperson shall:
- Preside at all meetings of the SSC
- Sign all letters, reports, and other communications of the SSC
- Perform all duties incident to the office of the chairperson
- Have other such duties as are prescribed by the SSC

The vice-chairperson shall:
- Represent the chairperson in assigned duties
- Substitute for the chairperson in his or her absence

The secretary shall:
- Keep minutes of all regular and special meetings of the SSC

- Transmit true and correct copies of the minutes of such meetings to members of the SSC and to the following other persons: Hatha Parrish

- Provide all notices in accordance with these bylaws

- Be custodian of the records of the SSC

- Keep a register of the names, addresses and telephone numbers of each member of the SSC, the chairpersons of school advisory committees, and others with whom the SSC has regular dealings, as furnished by those persons

- Perform other such duties as are assigned by the chairperson or the SSC

Section B: Election and Terms of Office

The officers shall be elected annually at the Title I meeting of the SSC and shall serve for one year, or until each successor has been elected

Section C: Removal of Officers

Officers may be removed from office by a two-thirds vote of all the members.

Section D: Vacancy

A vacancy in any office shall be filled at the earliest opportunity by a special election of the SSC for the remaining portion of the term of office.

Article V - Committees

Section A: Subcommittees

The SSC may establish and abolish subcommittees of its own membership to perform duties as shall be prescribed by the SSC. At least one member representing teachers and one member representing parents shall make up the subcommittee. No subcommittee may exercise the authority of the SSC.

Section B: Other Standing and Special Committees

The SSC may establish and abolish standing or special committees with such composition to perform such duties as shall be prescribed by the SSC. No such committee may exercise the authority of the SSC.

Section C: Membership

Unless otherwise determined by the SSC, the Y. Amador shall appoint members of standing or special committees. A vacancy on a committee shall be filled by appointment made by the chairperson.

Section D: Terms of Office

The SSC shall determine the terms of office for members of a committee.

Section E: Rules

Each committee may adopt rules for its own government not inconsistent with these bylaws or rules adopted by the SSC, or policies of the district governing board.

Section F: Quorum

A majority of the members of the committee shall constitute a quorum, unless otherwise determined by the SSC. The act of a majority of the members present shall be the act of the committee, provided a quorum is in attendance.

<p align="center">Article VI - Meetings of the SSC</p>

Section A: Meetings

The SSC shall meet regularly on the 3rd Thursday school day of each month. Special meetings of the SSC may be called by the chairperson or by a majority vote of the SSC.

Section B: Place of Meetings

The SSC shall hold its regular meetings at a facility provided by the school, unless such a facility accessible to the public, including handicapped persons, is unavailable. Alternate meeting places may be determined by the chairperson or by majority vote of the SSC.

Section C: Notice of Meetings

Written public notice shall be given of all meetings at least 72 hours in advance of the meeting. Changes in the established date, time, or location shall be given special notice. All meetings shall be publicized in the following venues: Teacher Bulletin Board, Web Page, and Student Bulletin Board.

All required notices shall be delivered to the SSC and committee members no less than 72 hours and no more than 4 days in advance of the meeting, personally or by mail (or by e-mail).

Section D: Quorum

The act of a majority of the members present shall be the act of the SSC, provided a quorum is in attendance, and no decision may otherwise be attributed to the SSC. A majority of the members of the SSC shall constitute a quorum.

Section E: Conduct of Meetings

Meetings of the SSC shall be conducted in accordance with the rules of order established by California *EC* Section 3147(c), and with *Robert's Rules of Order* or an adaptation thereof approved by the SSC.

Section F: Meetings Open to the Public

All meetings of the SSC, and of committees established by the SSC, shall be open to the public. Notice of such meetings shall be provided in accordance with Section C of this article.

<div align="center">

Article VII - Amendments

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An amendment of these bylaws may be made at any regular meeting of the SSC by a vote of two-thirds of the members present. Written notice of the proposed amendment must be submitted to SSC members at least 5 days prior to the meeting at which the amendment is to be considered for adoption.