

# SARC 2016-17

PUBLISHED DURING 2017-18

## LOVELL HIGH SCHOOL

“Imagine \* Believe \* Achieve”

Address: 12724 Avenue 392, Cutler, CA 93615

Principal: Robert Gonzales

Phone: (559) 528-4703

Email: [rogonzales@cojUSD.org](mailto:rogonzales@cojUSD.org)

Web Site: <http://lov.cojUSD.org/Lovell-High-School/index.htm>

CDS Code: 54718605430806

## Cutler-Orosi Joint Unified

Superintendent: Yolanda Valdez

Phone: (559) 528-4763

Email: [yvaldez@cojUSD.org](mailto:yvaldez@cojUSD.org)

Web Site: <http://www.cojUSD.org>

## I DATA AND ACCESS

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

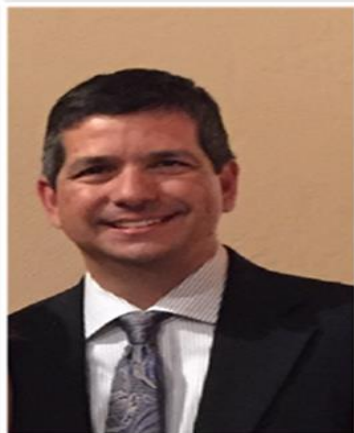
- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

### DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.



### Robert Gonzales, Alternative Education Principal

#### Principal's Message

Lovell High School is a continuation school that provides an alternative educational approach for students in grades ten through twelve. The majority of students served at Lovell High School are credit deficient due to poor attendance, social or behavioral problems, and other life circumstances that have made the traditional comprehensive high school setting difficult for them to find success. This alternative setting provides students with an opportunity to receive individualized instruction, personal attention in a smaller class setting, and attain credit at an accelerated pace. Implementing state standards and a focus on 21st Century Skills, classroom instruction is provided using a variety of methods, including direct instruction, individual instruction, and group activities. Lovell High School graduates complete 220 credits and participate in senior defense activities. The Lovell High School staff is committed to taking into consideration each individual student's unique nature, skills, talent, and interests by balancing credit recovery with life skills to increase student confidence as they explore post-secondary opportunities. Our students leave our campus college, career, and community ready. I am proud to serve as the Alternative Education Administrator for Lovell High School and am committed to providing the best educational program for the students in Cutler-Orosi Joint Unified School District. For any questions related to our school and available programs, please contact me at (559) 528-4703.

Best regards,  
Robert Gonzales, Alternative Education Administrator

**II ABOUT THIS SCHOOL**

**Contact Information (School Year 2017-18)**

District Contact Information (school year 2017-18)		School Contact Information	
District Name	Cutler-Orosi Joint Unified School District	School Name	Lovell High
Phone Number	559-528-4763	Street	12724 Avenue 392
Superintendent	Yolanda Valdez	City, State, Zip	Cutler, CA 93615-9769
E-mail Address	<a href="mailto:yvaldez@cojUSD.org">yvaldez@cojUSD.org</a>	Phone Number	559-528-4703
Website	<a href="http://www.cojUSD.org">http://www.cojUSD.org</a>	Principal	Robert Gonzales, Alternative Education
		E-mail Address	<a href="mailto:rogonzales@cojUSD.org">rogonzales@cojUSD.org</a>
		Website	<a href="http://lov.cojUSD.org/Lovell-High-School/index.htm">http://lov.cojUSD.org/Lovell-High-School/index.htm</a>
		County-District-School	54718605430806

**School Description and Mission Statement (school year 2016-17)**

Lovell High School transitioned to a continuation school in 1969, and is part of the Cutler-Orosi Joint Unified School District. COJUSD is located in a rural area of California’s San Joaquin Valley: forty miles southeast of Fresno, fifteen miles north of Visalia. The District serves two unincorporated towns, Cutler and Orosi, which rely on Tulare County for all library, planning, public health, police, fire protection, and public services. COJUSD also serves an unincorporated rural mountain community.

Lovell High School offers a core educational program consisting of physical education, sports, mathematics, social studies, science, language arts, and career pathways. In addition, students can earn additional credits using the Cyber High on-line learning program. The majority of courses on Cyber High meet the rigorous A-G CSU/UC college requirements. Lovell High also has a seasonal co-ed sports program including volleyball, soccer, basketball, and softball.

The goal of Lovell high is to produce career and college ready scholars. Students upon graduation will exemplify the following characteristics: critical thinkers and collaborative problem solvers, powerful communicators, creative and quality producers, leader and ethical decision makers, and productive citizens.

**Student Enrollment by Grade Level (2016-17)**

Grade Level	Number of Students
Grade 10	4
Grade 11	18
Grade 12	45
Total Enrollment	67

**Student Enrollment by Student Group (2016-17)**

Student Group	Percent of Total Enrollment
Black or African American	0.0 %
American Indian or Alaska Native	0.0 %
Asian	0.0 %
Filipino	3.0 %
Hispanic or Latino	94.0 %
Native Hawaiian or Pacific Islander	0.0 %
White	3.0 %
Two or More Races	0.0 %
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	95.0 %
English Learners	54.0 %
Students with Disabilities	9.0 %
Foster Youth	0.1 %

**A. CONDITIONS OF LEARNING**

**STATE PRIORITY: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	6	5	5	195
Without Full Credential	0	0	0	18
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

*Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.  
\*Total Teacher Misassignments includes the number of Misassignments of teachers of English Learners*

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)**

Year and Month in which the data were collected: August 2017

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/ Language Arts	McGraw Hill, <i>Studysync</i> , Composition/Literature 1, 2, and 3 Expository Reading and Writing Course, Composition/Literature 4	Yes	0.0%
Mathematics	Carnegie Learning, Integrated Math 1 and 2	Yes	0.0%
Science	Pearson Earth Science CA Edition Pearson Biology CA Edition	Yes	0.0%
History-Social Science	Glencoe, <i>Economic Principles and Practices</i> Glencoe, <i>The American Vision: Modern Times</i> Glencoe, <i>U.S. Government Democracy in Action</i> Pearson, <i>America Past and Present</i> Pearson, <i>World History: The Modern Era</i>	Yes	0.0%
Foreign Language		Yes	0.0%
Health			0.0%
Visual and Performing Arts	<i>Glencoe, Arts in Focus</i>	Yes	0.0%
Science Lab Equipment	N/A	N/A	0.0%

Note: Cells with N/A values do not require data.

### School Facility Conditions and Planned Improvements

Lovell High School had a rating of 100% on safety, cleanliness, and adequacy. In addition, the school received a ranking of good on all these categories. At this time, the school is not in need of any facility improvements.

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

### School Facility Good Repair Status

Year and month of the most recent FIT Report: January 2018

### Overall Facility Rate

Year and month the most recent FIT Report: January 2018

Overall Rating

Exemplary

## B. PUPIL OUTCOMES

### STATE PRIORITY: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

### CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven (School Year 2016-17)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/ Literacy (grades 3-8 and 11)	9%	0%	29%	33%	48%	48%
Mathematics (grades 3-8 and 11)		0%	27%	28%	36%	37%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

### CAASPP Test Results in ELA by Student Group

**Grades Three through Eight and Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	27	26	96.30%	--
Male	21	20	95.24%	--
Female	--	--	--	--
Hispanic or Latino	27	26	96.30%	--
Socioeconomically Disadvantaged	26	25	95.15%	--
English Learners	16	16	100%	--
Students with Disabilities	--	--	--	--
Foster Youth	--	--	--	--

**Note:** ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

**Note:** Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**Note:** The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	26	25	96.15%	--
Male	20	19	95.00%	--
Female	--	--	--	--
Hispanic or Latino	26	25	96.15%	--
Socioeconomically Disadvantaged	25	24	96.00%	--
English Learners	15	15	100.00%	--
Students with Disabilities	--	--	--	--
Foster Youth	--	--	--	--

**Note:** Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

**Note:** Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**Note:** The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Science for All Students  
Grades Five, Eight and Ten**

Subject	Percentage of Students					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8 and 10)	0.0%	0.0%	40.0%	40.0%	56%	54%

**Note:** Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

**Note:** Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**Note:** The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

**Career Technical Education Programs (School Year 2016-17)**

Lovell High School students have participated in the firefighting academy through Reedley College. Students attend classes at the Dinuba Fire Department and receive direct instruction and hands on learning experience on becoming a firefighter. In addition, all Lovell High School students participated in the fall and spring career days. We had a variety of professionals from the health education, service, business and agriculture professions work with our students. The students complete a survey on the speakers and impact of the presentations.

**Career Technical Education Participation (School Year 2016-17)**

Measure	CTE Program Participation
Number of Pupils Participating in CTE	3
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	1.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	1.0%

**Courses for University of California (UC) and/or California State University (CSU) Admission**

UC/CSU Course Measure	Percent
2016-17 Pupils Enrolled in Courses Required for UC/CSU Admission	21.3%
2015-16 Graduates Who Completed all Courses Required for UC/CSU Admission	0.0%

**C. ENGAGEMENT**

**STATE PRIORITY: Parental Involvement**

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

**Opportunities for Parental Involvement (School Year 2017-18)**

The Cutler-Orosi Joint Unified School District has six Parent Involvement goals:

1. Help parents develop parenting skills and foster conditions at home that support children’s efforts in learning.
2. Provide parents with knowledge of techniques designed to assist children in learning at home.
3. Provide access to and coordinate community and support services for children and families.
4. Promote clear, two-way communication between the school and the family as to school programs and children’s progress.
5. Involve parents, after appropriate training, in instructional and support roles at the school.
6. Support parents as decision makers and develop their leadership in governance, advisory, and advocacy roles.

This past year parents have been involved in a variety of school activities. For example, we had 50% of our parents attend Back to School and Senior Parent Meeting. Parents have also been involved with School Site Council and English Language Learner Committee meetings. In addition, parents have attended athletic events on our campus. If you would like to participate in any school activities, please contact the school administrator.

Robert Gonzales, Alternative Education Administrator (559) 528-4703

**STATE PRIORITY: Pupil Engagement**

The SARC provides the following information relevant to the State Priority: Pupil Engagement (Priority 5)

- High school dropout rates; and
- High school graduation rates

**Dropout Rate and Graduation Rate (Four-Year Cohort Rate)**

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	21.6%	8.6%	10.3%	10.1%	9.7%	7.4%	11.5%	10.7%	9.7%
Graduation Rate	51.4%	77.1%	79.5%	82.2%	86.9%	90.4%	81.0%	82.3%	83.8%

**Completion of High School Graduation Requirements-Graduating Class of 2016 (One-Year Rate)**

Student Group	School	District	State
All Students	100.0%	94.4%	87.1%
Black or African American	0.0%	0.0%	79.2%
American Indian or Alaska Native	0.0%	0.0%	80.2%
Asian	0.0%	100.0%	94.4%
Filipino	100.0%	100.0%	93.8%
Hispanic or Latino	100.0%	93.9%	84.6%
Native Hawaiian or Pacific Islander	0.0%	0.0%	86.6%
White	100.0%	100.0%	91.0%
Two or More Races	0.0%	0.0%	90.6%
Socioeconomically Disadvantaged	100.0%	96.1%	85.5%
English Learners	100.0%	89.5%	55.4%
Students with Disabilities	100.0%	100.0%	63.9%
Foster Youth	0.0%	100.0%	68.2%

**State Priority: School Climate**

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

**Suspension and Expulsions**

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	31.5%	23.6%	31.9%	6.5%	6.3%	6.5%	3.8%	3.7%	3.7%
Expulsions	0.0%	0.9%	0.0%	0.1%	0.1%	0.0%	0.1%	0.1%	0.1%



**School Safety Plan (School Year 2017-18)**

The school safety plan was reviewed with staff at the beginning at the late start meeting on Wednesday, August 23, 2017. At this time, the safety binder was given to all faculty members and review of all the emergency procedures for Lovell. In addition, we review upcoming safety drills at weekly staff meetings. Our staff also had a follow up training from the Director of Categorical Services and the Youth Development Officer. At the meeting, they reviewed the procedures for active shooter and lock down procedures. The Safety Plan was also reviewed with parents, staff, and students at the School Site Council meeting on November 7, 2017. We had the SSC approve our Single Plan for Student Achievement.

**D. Other SARC Information**

The Information in this section is required to be in the SARC but not included in the state priorities for LCFF

**Federal Intervention Program (School Year 2017-18)**

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2014-2015	2006-2007
Year in Program Improvement	Year 1	Year 3
Number of Schools Currently in Program Improvement	N/A	7
Percent of Schools Currently in Program Improvement	N/A	87.5%

**Average Class Size and Class Size Distribution (Secondary)**

Subject	2014-15				2015-16				2016-17			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	16.0	10	0	0	13.0	9	0	0	19.0	8	0	0
Mathematics	11.0	3	0	0	10.0	3	0	0	12.0	1	0	0
Science	11.0	5	0	0	10.0	4	0	0	14.0	6	0	0
Social Science	13.0	10	0	0	10.0	10	0	0	18.0	7	0	0

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Academic Counselors and Other Support Staff (School Year 2016-17)**

Title	Number of FTE* Assigned to School	Average of Students per Academic Counselor
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	.05	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)	1.0	N/A
Other		N/A

Note: Cells with N/A values do not require data.

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$18072.8	\$2409.9	\$15662.9	\$67365.0
District	N/A	N/A	\$6558.4	\$66027.0
Percent Difference – School Site and District	N/A	N/A	81.9%	2.0%
State	N/A	N/A	\$6574.0	\$69649.0
Percent Difference – School Site and State	N/A	N/A	81.8%	-3.3%

Note: Cells with N/A values do not require data.

**Types of Services Funded (Fiscal Year 2016-17)**

Lovell High currently receives additional funding through Title 1 and LCAP. The additional funding is used to purchase chromebooks, online curriculum, and after school tutoring. We have successfully started an after school intervention program this year. Students can take credit recovery courses on Cyber High, in addition they can receive additional content support from certificated staff members.

**Teacher and Administrative Salaries (Fiscal Year 2015-16)**

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,517	\$44,144
Mid-Range Teacher Salary	\$68,016	\$69,119
Highest Teacher Salary	\$88,935	\$86,005
Average Principal Salary (Elementary)	\$114,516	\$106,785
Average Principal Salary (Middle)	\$119,763	\$111,569
Average Principal Salary (High)	\$125,842	\$121,395
Superintendent Salary	\$181,918	\$178,104
Percent of Budget for Teacher Salaries	28.0%	34.0%
Percent of Budget for Administrative Salaries	4.0%	6.0%

**Professional Development**

The Lovell High staff has participated in a variety of professional development this past year to address the needs of the English Learner population. The areas of focus this past year have been academic conversations with Jeff Zwiers, focused learning targets, and close reading strategies in all content areas. The Lovell staff worked with the Orosi High staff at the beginning of the year to align classes and determine essential standards for each content course. The district has provided 35 Late Start Wednesday's for professional collaboration. Lovell High staff also had a full day training with Jeff Zwiers on academic conversations. In addition, all staff members participate in monthly extended days professional development to work with colleagues on the implementation of best practices.