

Leuzinger High School



MID-CYCLE PROGRESS REPORT

4118 W. Rosecrans Ave.
Lawndale, CA 90260

Centinela Valley Union High School District

March 10, 2016

**Accrediting Commission for Schools
Western Association of Schools and Colleges**

Leuzinger High School

welcomes the

WASC Visiting Team

Ms. Sia P. Lux

Visiting Committee Chairperson

Mathematics Teacher

Mr. Erick Mitchell

Principal

Sal Castro Middle School

Leuzinger High School Administration

Dr. Pamela Brown
Principal

Dr. Howard Ho.....Associate Principal
Dr. Karma NicolisAssociate Principal
Ms. Grace YangAssociate Principal
Mr. John Nguyen..... Self-Study Coordinator

CVUHSD Administration

Dr. Gregory O'Brien..... Superintendent
Dr. Kelly Santos.....Assistant Superintendent, Educational Services
Mr. Mike Ono Assistant Superintendent, Human Resources
Mr. Ron Hacker.....Assistant Superintendent, Business Services

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Principal's Message

Welcome to Leuzinger High School, home of the Olympians. We are genuinely excited to share what we have been doing since our last WASC visit. The Focus on Learning process is a continuing educational experience for all stakeholders in the Olympian community. As part of our focus on learning, we continually look at current practices, data, school climate and culture, student and family support, and the application of research-based strategies in the classroom to improve student learning. The timing of the WASC visitation could not be more appropriate. We have a number of changes that directly relate to student achievement. We continue to have meaningful conversations with students, parents, teachers, and classified personnel focused on student achievement and support.

Leuzinger High School has been able to reinvent itself through the hard work and dedication of all stakeholders. We believe in our vision that all students will be empowered to act with integrity to achieve excellence through rigorous college and career pathways. Utilizing data, we are providing all students access to rigorous honors and Advanced Placement classes. Data is also driving classroom decisions when lesson plans are developed. We have been able to create a college/career environment by increasing student access, performance and accountability for all in the professional learning communities. What has transpired since our last WASC visit has been a move in a positive direction to support student learning. One of the primary moves is to have weekly 90-minute collaboration.

Through a collaborative effort by all stakeholders, we have developed action plans to continue to focus on learning. We believe this self-study will also support our next stages in making Leuzinger a stronger place for powerful learning. We would like to recognize our dedicated teachers and support staff who have helped in developing a positive learning environment. We are implementing researched-based practices to increase not only learning, but positive behaviors, creating a safe and caring place for all.

Our district office personnel play an important role in the business of education as it takes place at Leuzinger High School. We have the support of our entire district office staff. Given our rigorous curriculum, support for our teachers is needed in the form of on-site and off campus professional development in instructional strategies and lesson design and delivery. Our teachers have been provided with ample opportunities for on-site as well as off-site professional development to continue to hone their craft.

We welcome you and your team to our school and our community. We are looking forward to your insight and recommendations.

Sincerely,
Dr. Pamela R. Brown
Principal
Leuzinger High School

TABLE OF CONTENTS

I: Student/Community Profile Data.....	6
II: Significant Changes and Developments	41
III: Ongoing School Improvement	58
IV: Progress on Critical Areas for Follow-up/Schoolwide Action Plan.....	60
V: The Single Plan for Student Achievement.....	65
VI: Appendix	131

Chapter I: Student / Community Profile and Supporting Data and Findings

A. General Description of the School

Brief Description of the Community Served by the School | Leuzinger High School (LHS) is a comprehensive high school (grades 9-12) with an enrollment of 1,821 students for the 2015-16 school year. LHS is one of three comprehensive high schools in the Centinela Valley Union High School District (CVUHSD) located in the city of Lawndale, approximately 20 miles southwest of the city of Los Angeles. Leuzinger serves a predominately Hispanic and African American student population from the communities of Lawndale, Hawthorne, Lennox, Inglewood, and a portion of Gardena. The ethnic demographics of LHS include 67% Hispanic, 20% Black, 5% Asian, 2% Pacific Islander, 1% Filipino, 2% White, 2% two or more races, and 1% not reported. In the 2015-16 school year, 11.2% of the student population receives special education services, 19% receives English learner support, and 77.3% qualifies for free or reduced lunch.

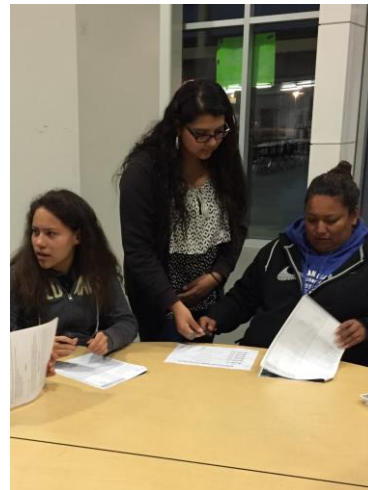
Leuzinger High School opened its doors on January 27, 1931 with an initial enrollment of 268 students to meet the needs of the community that had grown rapidly during the 1920s as a result of oil discoveries. Today, Lawndale is a Healthy Eating, Active Living city with its \$13 million dollar community center, upgrading outdoor exercise equipment in its parks, and providing a Great Neighborhoods Program to make this city a safe place to live for all its residents. The school was named after Adolph Leuzinger in recognition of his 25 years of service on the Board of Trustees in the Inglewood Union High School District. LHS was used as a training site during the 1932 Olympics. It is one of the few high schools in the United States approved to use the Olympic rings as the school symbol. We are proud to call ourselves “The Olympians” as we continue to live out our school motto, *Citius, Altius, Fortius – Faster, Higher, Stronger*.

LHS has completed the transformation phase of its facilities to better serve the academic and social needs of its students. Every teacher has access to a school laptop. Each classroom has an ENO or Promethean interactive white board, an ELMO document camera, and access to a set of classroom responders. The new Center for Arts & Sciences building opened for the 2011-12 school year. It includes three two-story buildings comprised of 36 classrooms and eight state-of-the-art science labs; three sets of boys and girls restrooms, and elevators; installation of interactive multimedia technology with internet connectivity; and an outdoor learning environment that includes two amphitheater lecture areas, one on each end of the open courtyard. In 2014-15, the campus expansion was complete with an addition of a new two-story classroom building, a cafeteria, art classrooms, and a state of the art kitchen [Appendix A].



Family and Community Trends | Lawndale is also known as the “Heart of the South Bay” with a population of approximately 33,442 within 1.97 square miles. From 2010 to 2014, Lawndale’s population changed +2.1% (www.census.gov). The current ethnic makeup of Lawndale is as follows: 61% Hispanic, 16.2% White alone, 10% Asian alone, 10.1% Black alone, 5.7% two or more races, 1.1% Native Hawaiian and other Pacific Islander alone, and 0.9% American Indian alone. Of the total population in Lawndale, 13,444 residents are foreign born and 65.5% speak a language other than English at home. Forty-three percent in California speak a language other than English at home. The median age in Lawndale is 32.4 years compared to the median age of 35.7 years in California (www.city-data.com). The average household size in Lawndale is 3.4 people whereas the average in California is 3.0 people. The per capita income is \$17,814 in Lawndale and \$29,527 in California. The median household income is \$47,769 in Lawndale and \$61,094 in California. The percentage of residents living below the poverty level is 16.7% in Lawndale and 16.4% in California. There are 11,055 housing units of which 7,741 are family households. Sixty percent of the population rent. Of persons age 25+, 15.9% of the population in Lawndale have a Bachelor’s degree or higher compared to 30.7% in California. The unemployment rate in Lawndale is 10.8%, whereas the unemployment rate in California is 6.3% (www.census.gov).

Parent / Community Organizations | Parents are encouraged to get involved in the Leuzinger High School community by attending school events, volunteering their time at athletic events, chaperoning field trips, and sharing in the decision-making process. Parent representation is an integral component of School Site Council (SSC), Parent Teacher Association (PTA), Title 1, District Parent Advisory Committee (DPAC), English Learner Advisory Committee (ELAC), District English Learner Advisory Committee (DELAC), and Western Association of Schools and Colleges (WASC). Each of these groups is responsible for leading and evaluating the school’s progress to provide a safe and effective learning environment. LHS also provides a broad range of activities and events to support the learning process in and beyond the classroom environment. Throughout the school year, the staff encourages parents to attend Back to School Night, Open House, Title 1 Parent Meetings, DPAC Meetings, ELAC and DELAC Meetings, Subject-Based Nights, Back on Track Nights, College Nights, Student Performances, Family Counseling, Family Mediation, and Parent Education classes and workshops through PIQE and Richstone.



Community Foundations Programs | Leuzinger High School has strong community partnerships that provide students a multitude of opportunities and support services, including the Hawthorne Teen Center, the Los Angeles Sheriff's Department, Centinela Youth Services (CYS), Star View, and South Bay Workforce Investment Board (SBWIB).

Leuzinger's career academies receive support from a SBWIB grant that provides academy students paid internship positions. In addition, the Hawthorne Teen Center is located at Hawthorne Memorial Park and is also administered by the SBWIB. The center provides after school tutoring, job information, career skills, a computer lab, and other activities. Students also participate in the Explorer Program offered in conjunction with the Los Angeles Sheriff's Department. They learn about law enforcement and the community, receive extensive training, and participate in community affairs and non-hazardous law enforcement activities. Centinela Youth Services is a non-profit community based organization that provides comprehensive integrated services that include youth and family counseling, mediation/conflict resolution, anger management/victim restitution classes, case management, and after school programs to our students and their families. Star View also provides counseling services to our students.

School / Business Relationships | Leuzinger High School has a variety of school / business relationships, such as Honda, Reading Partners, Hawthorne Kiwanis, City of Lawndale, Republic Waste Management, El Camino College, California State University of Dominguez Hills, Cal Lutheran, and UCLA. Honda offers internships for students interested in the automotive industry and engineering through the explorer program. Reading Partners is a non-profit organization that currently works with Lawndale elementary schools to promote and help kids develop their reading skills. Reading Partners recruits our students to provide reading services and gives our students the opportunity to receive community service. The Hawthorne Kiwanis provides constant community support to our local Key Club by inviting our students to be leaders in community service and beyond. Each year, the Schools First Teachers Federal Credit Union offers two scholarships. Other local businesses and

organizations that consistently provide scholarships to LHS students include Agnew Brusavich Law Corporation, The Durfee Foundation, Vivian Clack Foundation, and TELACU.

A few business partnerships with the Multimedia Careers Academy (MCA) include Paramount Studios, icouldbe.org, El Camino College, Liquid Decibel Productions, Melissa Dagodag (entertainment attorney), Ron Moon (director), and Blake Leibel (director and novelist). We are in the process of connecting with EA Games and Otis College of Art and Design. Representatives from these businesses volunteer to serve on the MCA advisory board in which they share expertise and help guide the fulfillment of the academy's vision. Additionally, companies such as Paramount Studios provide discounted tours and activities. MCA-affiliated businesses provide guest speakers within each specific pathway (digital arts, photography, and video production).

The Environmental Careers Academy (ECA) is working to provide off campus curricular and work based learning experiences for all grade levels by developing relationships with several organizations including: Tree People, the Ocean Institute, Amy's Farm, the California Science Center, the LA Natural History Museum, Nature Bridge, UC Wrigley Institute for Environmental Studies, Farm Lot 59, and the San Jose Water Reclamation Plant. Republic Services works in affiliation with SBWIB, the student club ECOlympians, and the community organization G.R.E.E.N. to provide paid student internships. ECA students created a club surrounding this paid internship dedicated to environmental action on the Leuzinger campus; these students were also hired by Republic Services to work with students from other local schools in G.R.E.E.N. In 2014, ECA formed a partnership with Farmscape to design and install a school garden, which is currently between the F and G buildings. ECA have continued this partnership with Farmscape assisting in designing curriculum, which integrates farming practices with the Biology curriculum. ECA is working with icouldbe.org and Skills USA to strengthen the work based learning components of the academy. Recently, with the help of the district personnel, ECA formed a partnership with LACCD to work with the City of Los Angeles' Green Business Program and provide further work based learning opportunities for ECA students.

The Culinary Careers Academy (CCA) is in its third year of operation. Next year, the CCA will start the twelfth grade curriculum where the plan is to set up as many work-based opportunities, including internships, as possible. CCA students have taken the following CTE courses: Health & Hospitality and Introduction to Culinary Arts. Current eleventh grade CCA students are taking Advanced Culinary Arts or Culinary Management. The CCA is working with ProStart (National Restaurant Association Educational Foundation) on creating an Advisory Board. The CCA will begin competing in the ProStart Cooking Competition in 2016. Upon completion of the CCA program, students will be prepared for college or technical education in the Culinary Arts and/or Hospitality Management sectors.



The Advanced Academics Academy (AAA) is a small learning community focused on getting our most academically competitive students into a four-year university of their choice at the end of their high school careers. In order to achieve this goal we provide our students with cohorted groups of like-minded, ambitious students and enroll them in rigorous coursework including AP and honors courses starting their freshman year. To support our goal of college readiness, each of our students is provided with an iPad to use at home and at school. In addition, our students participate on college field trips to some of the UC and CSU campuses, including an overnight trip to Stanford and Berkeley by their junior year. The first AAA cohort that started during the 2012-13 school year will be graduating this year and 100% have applied to four-year universities.

Leuzinger has close relationships with the AVID programs at the local middle schools. The AVID coordinator takes seniors in the AVID program to talk to students in the local middle schools. The middle school AVID teachers have also been involved in Leuzinger's professional development. Some of the middle school AVID programs bring their students to visit our campus. AVID also has relationships with local college and university students who come every Tuesday and Thursday to tutor our students on content from their academic classes. Most of the tutors are math majors and students who desire to teach in the future. Over the past three years, 100% of AVID students have completed the A-G requirements and an average of 90% of students were accepted to a four-year college.

Leuzinger athletics has continued to improve the standard of care for its student-athletes. It has maintained its partnership with Team to Win and The West Coast Sports Medicine Foundation. Leuzinger has established a Sports Medicine Club, which offers students an opportunity to learn about the medical field through athletic training. Leuzinger's Board-Certified athletic trainer is also a full-time staff member. The last two years Leuzinger has participated in studies that have provided selected sports teams with free ImPACT Baseline Concussion Assessments and Wells Fargo Concussion Insurance in the event a student-athlete sustains a mild traumatic brain injury. Finally, the West Coast Sports Medicine Foundation provides Scholarship opportunities to one outstanding male and one outstanding female student athlete. In 2014, Leuzinger High School partnered with Neural Analytics to provide ImPACT Baseline Concussion Assessments and Concussion insurance free of charge. In June of 2015, Leuzinger partnered with the Saving Hearts Foundation, a foundation that provides comprehensive heart screenings for all student-athletes at Leuzinger High School.

At the end of every academic year, Team to Win recognizes one academically eligible male and one academically eligible female Leuzinger student athlete with a college scholarship. West Coast Sports Medicine provides student athletes the opportunity to come in for injury rehabilitation and physical therapy on Saturdays. They also offer an athletic trainer internship. Five Leuzinger students participated last year and provided support to teams by taping up players and identifying small injuries.



The Leuzinger High School Black Student Union (BSU) sponsors S.H.A.P.E. (Students Heightening Academic Performance through Education). The S.H.A.P.E. Project provides educational support services that help and encourage youth in the Los Angeles African American community (and beyond) to become eligible for a post-secondary education. S.H.A.P.E. offers academic empowerment (tutoring), peer advising/counseling, praxis development workshops, rites of passage (Leadership Development), field trips, parent support, and health and wellness workshops and activities.

B. Vision and Mission Statement

School Purpose and School-Wide Learner Outcomes

Leuzinger High School's vision and purpose is closely aligned to the vision of CVUHSD.

Vision Statement of CVUHSD

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.

Mission Statement of CVUHSD

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.

Vision Statement of LEUZINGER HIGH SCHOOL

Leuzinger High School will empower all students to act with integrity to achieve excellence through rigorous college and career pathways.

Mission Statement of LEUZINGER HIGH SCHOOL

The Leuzinger High School community, in partnership with supportive families, strives to maximize the unique potential of each student to cultivate the skills essential for lifelong learning and to nurture responsible citizenship.

Leuzinger is focused on incrementally increasing academic performance. Four elements are incorporated to achieve this goal: (1) Data driven decision making (2) High expectations and opportunity to learn (3) Engaging classrooms and professional development and (4) Student support and parent involvement. Daily instructional goals involve the use of standards and goal-based instruction, direct interactive instruction with a focus on questioning and engagement strategies, and the use of technology aided instruction.

During the self-study process, LHS created a collaborative process within its focus groups that allowed all teachers and administration to refocus and refine its School-wide Learner Outcomes (SLOs). The final outcome led to following three measurable SLOs.

SCHOOL-WIDE LEARNER OUTCOMES

1. Possess the literacy skills necessary to understand information from a variety of sources, express and justify an opinion and communicate effectively.
2. Possess the numeracy skills necessary to logically solve real world problems.
3. Be responsible citizens in the Leuzinger High School community.

Site Plan: School Wide Goals

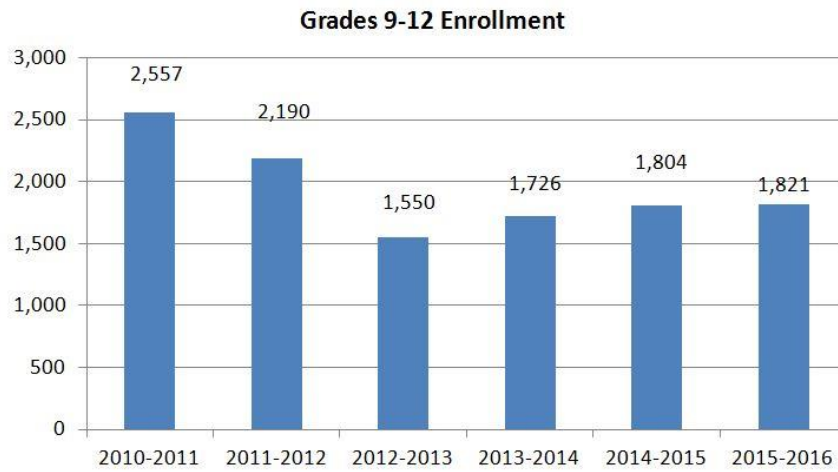
Title I School | Leuzinger High School is a Title 1 school receiving school-wide assistance as of the 2011-12 school year. The Title 1 services consist of providing CAHSEE and SBAC

data, the School Accountability Report Card (SARC) and other important post-secondary information such as A-G requirements to parents; offering support classes for students struggling in Algebra 1, Geometry and English Language Arts; and providing after school tutoring in all subjects, SAT prep courses, and waivers for the SAT and college applications. Title 1 meetings are held once a quarter on Wednesdays from 6pm to 7pm.

C. Demographics – Student Enrollment

Grade Level | According to DataQuest, the overall student enrollment in 2010-11 was 2,557 students. Student enrollment declined significantly from 2010-11 to 2012-13. The decline in student enrollment can be attributed to economic trends, the opening of charter schools in the area, the district’s policy of open enrollment into any of the high schools within the district, efforts to place students in the appropriate alternative programs, and students attending schools outside the district. However, student enrollment has been steadily increasing since the 2012-13 school year. The current student enrollment is 1,821 students.

Overall Student Enrollment



Student Enrollment by Grade					
Year	9th Grade	10th Grade	11th Grade	12th Grade	Total
2014-2015	479	539	421	365	1804
2013-2014	525	420	331	450	1726
2012-2013	367	313	425	411	1524
2011-2012	298	425	358	469	1550
2010-2011	443	519	587	641	2190

Gender | The gender breakdown of the student population has not had any significant changes the past few years, with slightly more males than females.

School Year	2010-11	2011-12	2012-13	2013-14	2014-15
Male	1145 (52%)	798 (51%)	766 (50%)	882 (51%)	903 (50%)
Female	1045 (48%)	752 (49%)	758 (50%)	844 (49%)	901 (50%)

Ethnicity | Leuzinger High School’s ethnic population profile has generally remained unchanged over the last three years. The ethnic population at LHS consists of 66.5% Hispanic, 19.5% Black, 5.3% Asian, 1.8% Pacific Islander, 1.1% Filipino, 1.9% White, 2.3% two or more races, and 1.2% not reported.

Student Enrollment by Ethnicity										
Ethnicity	2010-2011		2011-2012		2012-2013		2013-2014		2014-2015	
	#	%	#	%	#	%	#	%	#	%
Hispanic/Latino	1464	66.85%	1047	67.55%	1003	65.81%	1166	67.56%	1200	66.52%
Black/African American	521	23.79%	369	23.81%	333	21.85%	348	20.16%	353	19.57%
Asian	91	4.16%	78	5.03%	73	4.79%	82	4.75%	95	5.27%
Pacific Islander	45	2.05%	31	2.00%	31	2.03%	27	1.56%	34	1.88%
Filipino	26	1.19%	21	1.35%	20	1.31%	20	1.16%	20	1.11%
White	40	1.83%	20	1.29%	21	1.38%	33	1.91%	35	1.94%
American Indian/Alaskan Native					2	0.13%	3	0.17%	3	0.17%
2 or More Races	11	0.50%	12	0.77%	20	1.31%	41	2.38%	41	2.27%
Not Reported	2	0.09%	3	0.19%	21	1.38%	6	0.35%	23	1.27%



Subgroup | The overall enrollment in all subgroups – EL, SPED, and SED – has increased from 2012-13 to 2014-15. This may be attributed to the overall increase in student enrollment at Leuzinger High School.

Enrollment by Subgroup			
	EL	SPED	SED
2012-13	319	201	1353
2013-14	298	215	1603
2014-15	346	211	1521

School Programs | In the 2012-13 school year, 813 students – just over 50% of the entire student population – participated in AVID, MCA, ECA or AAA. Though there was a decrease in overall enrollment in school programs in the 2013-14 school year, AAA welcomed two cohorts of freshmen and CCA began its first year with 27 freshmen. Overall, there were 672 students enrolled in school programs, 38.9% of the school population. In the 2014-15 school year, there was an overall increase in students participating in school programs. There were 1,063 students enrolled in AVID, MCA, ECA, AAA or CCA, which is almost 60% of the entire school. These school programs provide a small learning community where students receive individualized academic support and mentoring, explore specific careers and pathways through CTE classes and fieldtrips, and develop friendships with other students who share similar interests.

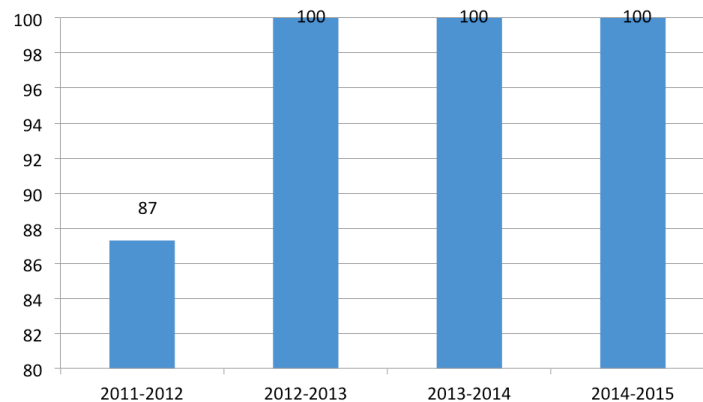
Enrollment in School Programs					
	AVID	MCA	ECA	AAA	CCA
2012-13	281	281	218	33	-
2013-14	238	204	147	56	27
2014-15	339	326	111	106	181

Predominant Primary Languages Other Than English | Of the 346 students who speak a language other than English at home, 83% speak Spanish, 5% speak Vietnamese, 1% speak Pilipino/Tagalog, 4% speak Arabic, and 7% speak other non-English languages.

Predominate Primary Languages Other Than English		
Language	# of Students	Percent
Spanish	286	83%
Vietnamese	18	5%
Pilipino/Tagalog	2	1%
Arabic	15	4%
Other	25	7%
Total	346	100%

Title I | Title I is a Federal program designed to support additional staffing and programs to meet the needs of low-income, low-achieving, and other designated students with special needs who are at risk of not meeting state and district standards and therefore at risk of not graduating. Since the 2012-13 school year, Leuzinger has been operating as a Schoolwide Title I program, so all students qualify for Title I services. While funding for Title I is allocated based on poverty levels, the funds are to be used for students with academic deficiencies.

Title I Enrollment (in Percentage)



Socioeconomic Status

Free / Reduced Lunch Status | The majority of Leuzinger families rent apartments or homes, and live in communities where this is the norm. In addition, most of our students come from single-family households. The free/reduced lunch participation rate has consistently declined since the 2013-14 school year. In 2013-14, 92% of the students received free/reduced lunch, 84% in 2014-15, and currently 78% in 2015-16. Overall, participation rate has declined a total of 14% the past three years.

Free/Reduced Lunch Participation

Year	Participation Rate
2015-2016	78%
2014-2015	84%
2013-2014	92%
2012-2013	87%

D. Demographics – Faculty and Staff



Certificated Staff and Classified Staff | The number of staff at Leuzinger has increased in the past few years due to the increase in student enrollment. In 2014-15, there were 90 teachers, 7 pupil services, 4 administrators, and 56 classified. There were 7 qualified personnel for counseling and other pupil support services.

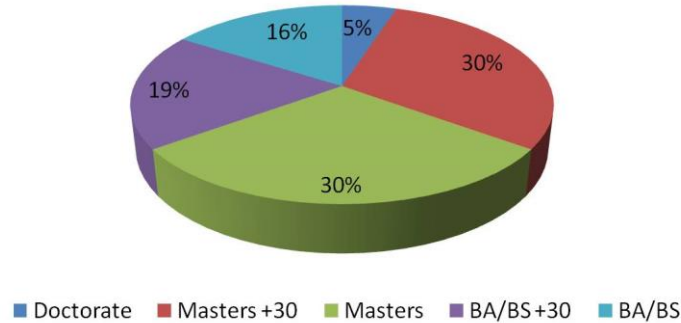
Number of Staff by Classification			
	2012-13	2013-14	2014-15
Teachers	62	77	90
Pupil Services	6	5	7
Administrators	4	4	4
Classified	58	41	56

Teacher Qualifications | Of the certificated staff in 2014–15, 16% had a BA/BS, 19% had a BA/BS + 30 units, 30% had a Master’s, 30% had a Master’s + 30, and 5% had a Doctorate. Over three-fifths of the certificated staff have advanced degrees of a Master’s or higher. There are no teachers instructing outside credentialed areas. There are no teachers with emergency permits. 100% of classes are NCLB compliant. The average number of years in education within the district is 8 years while the average number of years in education overall

is 11 years. In the 2014-15 school year, Leuzinger had a total of 7 first year teachers and 4 second year teachers.

Certificated Staff Education Level

2014/15



Number of Years in Education (2014/15)				
Year	Avg. Years of Service	Avg. Years in District	Number of 1 st Year	Number of 2 nd Year
2014/15	11	8	7	4
2013/14	12	9	5	5
2012/13	12	10	3	1

Specialized training | At Leuzinger, 15 teachers participated in BTSA in 2014-15 and 3 teachers in 2015-16.

Gender | The ratio of male to female certificated staff is about even, with 41 male and 49 female certificated staff in 2014-15. The ratio of male to female classified staff is 8 to 33 in 2014-15.

Ethnicity | In 2014-15, the ethnic breakdown for certificated staff was as follows: 34.4% White, 23.3% Hispanic or Latino, 16.7% Asian, 11.1% African American, 0% American Indian or Alaska Native, 5.6% Filipino, and 0% Pacific Islander. In 2013-14, 48.7% of the classified staff were Hispanic or Latino, 29.3% African American, 14.6% White, 2.4% American Indian or Alaska Native, and 2.4% Pacific Islander.

Certificated Staff

Year	# of Staff Members (Male/Female)	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White
2014-2015	90 (41/49)	11.1%	0	16.7%	5.6%	23.3%	0%	34.4%
2013-2014	77 (36/41)	7.8%	0	16.9%	7.8%	27.3%	0%	31.2%
2012-2013	62 (20/32)	6.5%	1.6%	17.7%	3.2%	27.4%	0%	35.5%

Classified Staff

Year	# of Staff Members (Male/Female)	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White
2013-2014	41 (8/33)	29.3%	2.4%	0	0%	48.7%	2.4%	14.6%
2012-2013	58 (27/36)	29.3%	0	0	0%	63.8%	0	6.9%
2011-2012	62 (18/44)	30.6%	3.2%	0	0%	50%	1.6%	12.9%

Attendance Rates of Teachers | The district has monetary incentives for teachers who miss 0-1 days, 2-3 days, and 4-5 days of school. The administration at LHS also provides quarterly announcements, certificates, and small rewards for teachers who do not have any absences. As shown in the table below, average absences have declined in most of our departments. The overall average number of teacher absences decreased from 7.7 days in 2012-13 to 5.5 days in 2014-15.

Average # of Absences	2012-2013	2013-2014	2014-2015
All Teachers	7.7	5.9	5.5
English	7.2	7.1	7.9
Math	4.5	2.8	3.4
Science	12.7	6.2	5.4
History	8.9	9.0	9.6
ELD	4.5	2.7	1.0
World Languages	4.0	2.8	1.4
VAPA	5.0	11.	9.8
PE	15.5	8.0	4.8
Special Education	9.7	3.3	5.6

E. Student Achievement Data

Title I School | Leuzinger High School is a Title 1 school receiving school-wide assistance as of the 2011-12 school year. The Title 1 services consist of providing CAHSEE and SBAC data, the School Accountability Report Card (SARC) and other important post-secondary information such as A-G requirements to parents; offering support classes for students struggling in Algebra 1, Geometry and English Language Arts; and providing after school tutoring in all subjects, SAT prep courses, and waivers for the SAT and college applications. Title 1 meetings are held once a quarter on Wednesdays from 6pm to 7pm.

Adequate Yearly Progress (AYP)

AYP is a series of annual academic performance goals established for each school. Schools are determined to have met AYP if they meet or exceed each year’s goals (AYP targets and criteria). Under the Elementary and Secondary Education Act (ESEA), states commit to the goals of the ESEA by participating in Title I, a program that provides funding to help educate low-income students. The primary goal of Title I is for all students to be proficient in ELA and mathematics, as determined by state assessments, by 2014.

Title I Schools must meet all AYP criteria in order to meet federal ESEA accountability requirements. A Title I school is identified for Program Improvement (PI) if it does not meet AYP criteria for two consecutive years in the same subject area or for two consecutive years on the same indicator. If a school is designated PI, it must provide certain types of required services and/or interventions during each year it is identified for PI. A school is eligible to exit PI if it makes AYP for two consecutive years.

Since the 2014 Smarter Balanced Field Test did not generate assessment results, the State Board of Education (SBE) approved the recommendation to suspend the API for the 2014

Growth, 2014 Base, and 2015 Growth reports. The SBE also approved the elimination of the API as an additional indicator within AYP. An additional indicator required for schools to meet AYP determinations is the cohort graduation rate for high schools. As a result, the required AYP indicators for the 2014 AYP reports include participation rate, percent proficient (annual measurable objectives) and graduation rate.

School Year	Met AYP	English Language Arts		Mathematics		API	Graduation Target	PI	School Ranking
		Participation Rate	Percent Proficient	Participation Rate	Percent Proficient				
2011-2012	No (17/22)	Yes	No	Yes	Yes	Yes	Yes	Year 5	2:4
2012-2013	No (11/22)	Yes	No	Yes	No	No	Yes	Year 5	2:2
2013-2014	No (17/21)	Yes	Yes	Yes	No	N/A	Yes	Year 5	N/A

Adequate Yearly Progress (AYP) | Though Leuzinger High School (LHS) did not meet all of the AYP goals for the last three years, with a focus on data analysis and student achievement, LHS met the Participation Rate for ELA and Mathematics as well as the Graduation Target for the 2011-2012, 2012-2013, and 2013-2014 school years. Leuzinger met the API growth target in 2011-12, but not in 2012-13. Leuzinger continues to remain in Program Improvement Year 5.

All Students and Numerically Significant Sub-Groups | In 2011-12, Leuzinger met 17 out of the 22 AYP criteria in ELA and Mathematics Participation Rates, the Mathematics Percent Proficient, API, and Graduation Target, but not in ELA Percent Proficient. There was a decrease in achievement in 2012-13 in that Leuzinger met 11 out of the 22 AYP criteria. However, there was improvement in 2013-14 as Leuzinger met 17 out of the 21 AYP criteria in ELA and Mathematics Participation Rates, the Mathematics Percent Proficient, API, and Graduation Target, but not in Mathematics Percent Proficient.

In the 2011-12 school year, all subgroups met percent proficient in Mathematics but not in ELA. In the 2012-13 school year, none of the subgroups met percent proficient in Mathematics and ELA. In the 2013-14 school year, all subgroups met percent proficient in ELA. However, the only subgroup that met percent proficient in Mathematics was English Learners. Due to this data and the transition to Common Core State Standards, there has been a concerted effort to provide professional development for all Mathematics teachers via CSU’s Strengthening Mathematics Instruction and UCLA’s Concept Lessons Training. In addition, Leuzinger has adopted schoolwide AVID strategies such as annotating the text and text-dependent questioning in order to help all students meet proficiency on the SBAC.

Group	2013/14				2012/13				2011/2012			
	ELA		Math		ELA		Math		ELA		Math	
	Part Rate	% Pro	Part Rate	% Pro	Part Rate	% Pro	Part Rate	% Pro	Part Rate	% Pro	Part Rate	% Pro
School Wide	97%	42%	98%	48%	98%	33%	98%	50%	98%	38%	98%	43%
Black/African American	96%	35%	97%	36%	98%	28%	99%	35%	100%	29%	99%	36%
Hispanic/Latino	98%	42%	98%	51%	98%	36%	98%	54%	98%	39%	99%	42%
SED	98%	42%	98%	49%	98%	32%	98%	50%	99%	38%	99%	43%
English Learners	98%	43%	98%	55%	95%	7%	96%	32%	99%	36%	99%	42%
Made API Growth	Yes				No				No			
Met Graduation Target	Yes				Yes				Yes			
# of Proficiency Criteria Met	6/10				0/10				5/10			
Total # of Criteria Met	17/21				11/22				17/22			

Annual Measurable Achievement Objectives (AMAOs) | AMAO #1 measures the percent of English Learners making annual progress on the CELDT. AMAO #2 measures the percentage of English Learners achieving proficiency on the CELDT. Proficiency on the CELDT is defined as receiving an overall score of 4 or 5 with no score of 2 on any of the individual components of the test. AMAO #2 is composed of two cohorts: ELs with less than 5 years in the United States and ELs with 5 years or more. In 2011-12, 62.8% of ELs at Leuzinger met the annual growth requirement by scoring at least one level higher than the previous year. In 2012-13, 56.6% of ELs met AMAO #1, but the percentage of ELs meeting this requirement decreased by 6.2% in 2010-11. However, there was a slight decrease in 2014-15 with 53.1% of ELs meeting AMAO #1. In 2014-15, 6.5% of ELs in the Less Than 5 Years cohort attained proficiency and 26.3% in the 5 Years or More Cohort met the proficiency requirement, a significant improvement from the previous year.

Annual Measurable Achievement Objectives

Year	AMAO #1	AMAO #2	
	Annual Growth	Attaining English Proficiency	
2013-2014	53.1%	6.5%	26.3%
2012-2013	56.6%	6.0%	15.3%
2011-2012	62.8%	9.6%	32.9%

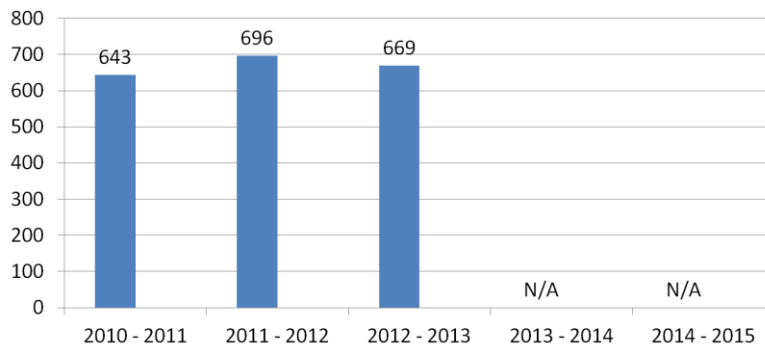
Academic Performance Index (API)

On March 13, 2014, the State Board of Education (SBE) approved not to calculate the 2014 Growth and Base Academic Performance Indexes (APIs) and 2015 Growth APIs for elementary, middle, and high schools, and local educational agencies (LEAs). However,

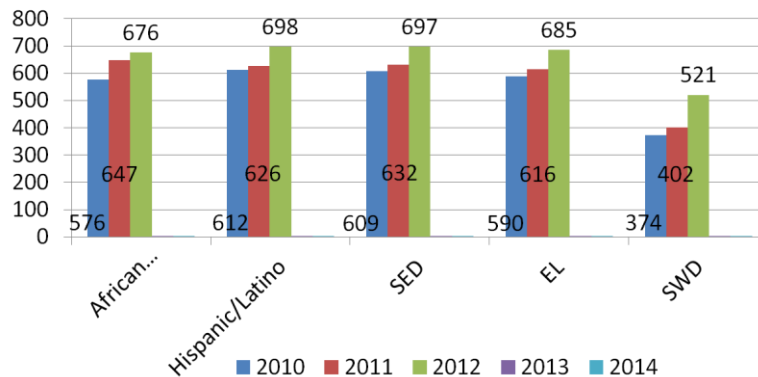
California Ed Code states that schools that do not have an API calculated in 2014 and 2015 could use an average of the three most recent annual API calculations. The 3-Year Average API Report for Leuzinger is 667.

Since the first Smarter Balanced assessment results will be available after the spring 2015 administration of the assessments, Base to Growth comparisons will be reported in 2015–16. Specifically, the 2016 Smarter Balanced assessment results will be used to calculate the 2016 Growth API for comparison to the 2015 Base API.

Academic Performance Index History All Students



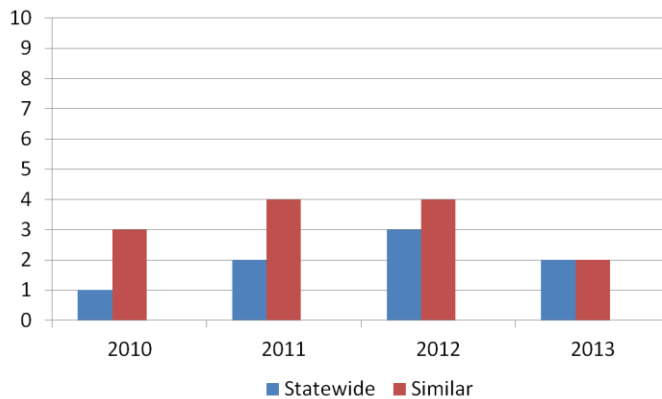
Academic Performance Index History Sub Groups



Academic Performance Index History						
Sub Groups						
Groups	2010 API Goals	2011 API Goals	2012 API Goals	2013 API Goals	2014 API Goals	2015 API Goals
School Wide	34 Yes	33 Yes	58 Yes	-27 No	N/A	N/A
Black / AA	15 Yes	72 Yes	28 Yes	-27 No	N/A	N/A
Hispanic / Latino	43 Yes	15 Yes	72 Yes	-27 No	N/A	N/A
SED	33 Yes	24 Yes	65 Yes	-24 No	N/A	N/A
EL	20 Yes	28 Yes	70 Yes	-93 No	N/A	N/A
SWD	-93 No	43 Yes	120 Yes	-55 No	N/A	N/A

School Ranking and Similar School Rankings | Due to the freeze in API scores, Statewide and Similar School Rankings have not been updated since 2013.

Statewide and Similar School Rankings



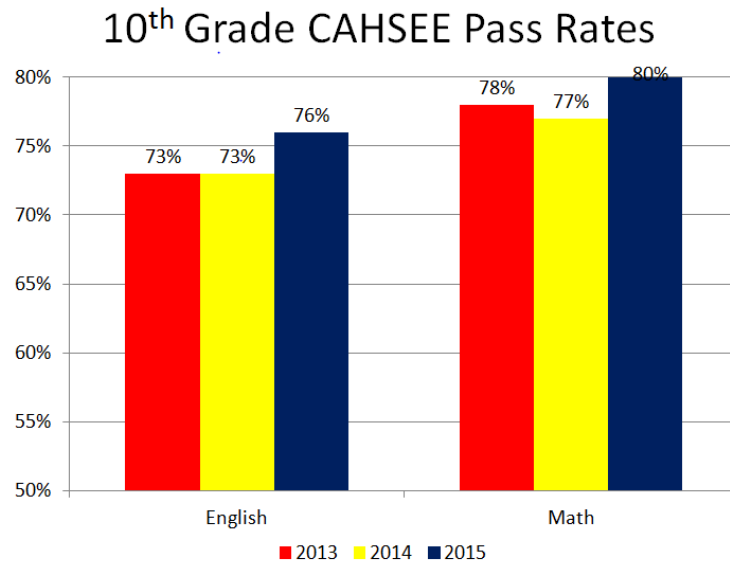
California Standards Test (CSTs)

Due to the transition from California State Standards to Common Core State Standards, the CST testing and scores have been suspended.

California High School Exit Exam (CAHSEE)

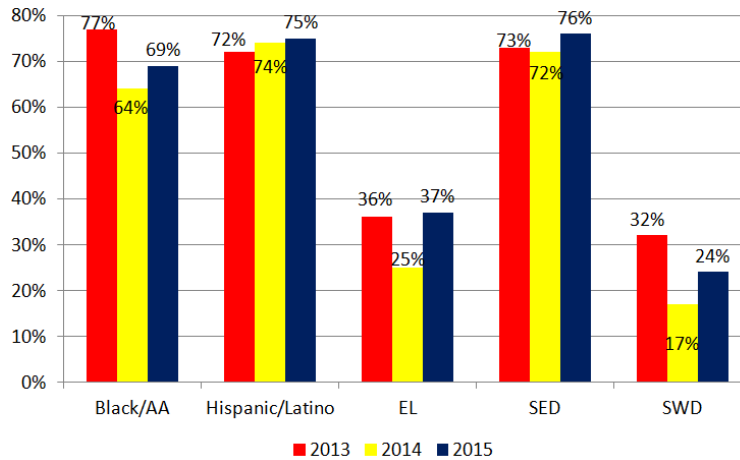
Tenth Grade Initial Testing and Significant Sub-Population Scores | The increase in 10th grade CAHSEE pass rates is a tremendous success that can be attributed to the hard work of all students and faculty.

CAHSEE ELA | In English, 73% of 10th grade students passed in 2013, 73% in 2014, and 76% in 2015. This success can be attributed to concerted efforts made by the English department to incorporate CAHSEE style questions and prompts in daily lessons. English teachers also used warm-up time in class to review several test taking strategies that familiarized students with CAHSEE questions and made the CAHSEE less intimidating. Incoming 9th grade students took a Pre-CAHSEE assessment so that teachers and students were able to identify strengths and weaknesses. In addition, several English teachers were assigned to facilitate CAHSEE boot camp in which students were selected based on data that illustrated severe weaknesses in one or more of the California State Standards for ELA. Moreover, students identified as Far Below Basic and Below Basic on the previous year’s combined Benchmark Exams and CST results were placed in ELA Success, an English support class created to supplement their regular English classes. In the ELA Success class, students were also given explicit instruction in all of the standards that they struggled with.



CAHSEE ELA by Subgroup | The Hispanic population made a consistent gain from 2013 to 2015 and the EL subgroup made 1% gain from 2013 to 2015 after taking a significant dip in 2014. The CAHSEE ELA pass rates for the African American subgroup decreased by 13% from 2013 to 2014, and then increased by 5% from 2014 to 2015. Similarly, the SED subgroup decreased by 1% from 2013 to 2014, and then increased by 4% from 2014 to 2015. The SWD decreased significantly from 2013 to 2014 but then increased by 7% from 2014 to 2015.

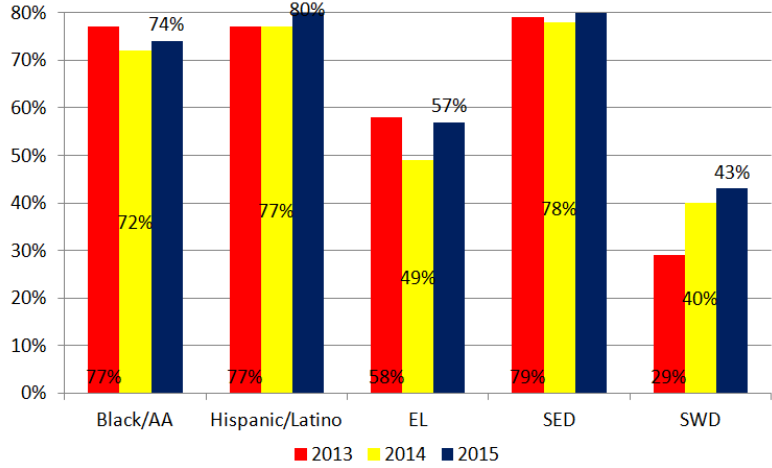
**10th Grade CAHSEE Pass Rates
3 Year Comparison by Subgroup
English**



CAHSEE Math | In Math, 78% of 10th grade students passed in 2013, 77% in 2014, and 80% in 2015. The 10th grade students also made similar improvements in CAHSEE ELA in terms of percentage of pass rates, though the percent of students passing is slightly higher in Math. This success can be attributed to major efforts made in the 10th grade Geometry classes to prepare students for the CAHSEE using released test questions. In addition, students identified as Far Below Basic and Below Basic on the Algebra 1 CST were placed in “Math Success”. Leuzinger also utilized Shmoop, an online service that provides learning resources for students and teachers such as test preps, tutorial videos, and learning guides. One of the components of Shmoop involves a math preparatory course for the CAHSEE where students learn and/or review fundamental concepts that are aligned to 6th and 7th grade math standards and tested on the CAHSEE. During the second semester, as CAHSEE approaches, students logged into Shmoop and worked on the CAHSEE test prep in class and were also encouraged to continue their learning at home with this online resource. Moreover, during department collaborations, math teachers analyzed CAHSEE data to determine student strengths and weaknesses in specific CAHSEE Math strands and collaborated on how to best address the weaker strands.

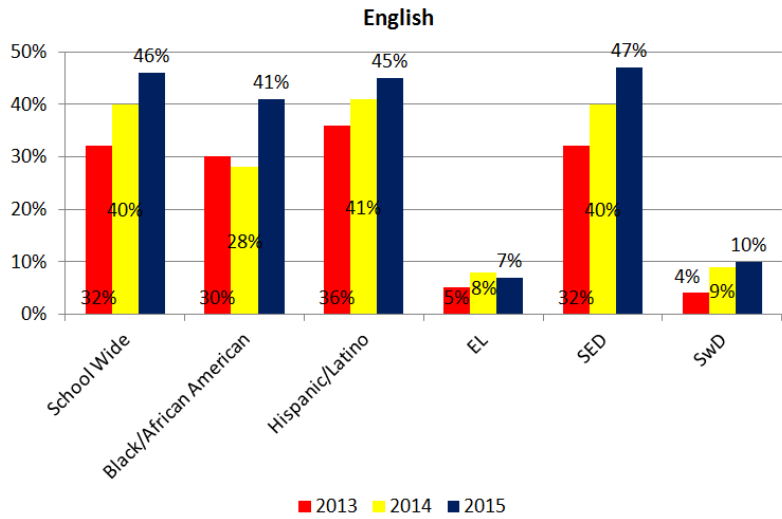
CAHSEE Math by Subgroup | The CAHSEE Math pass rates for the African American subgroup decreased by 5% from 2013 to 2014, and then increased by 2% from 2014 to 2015. Other subgroups had a similar trend of decrease, then increase. The EL subgroup decreased by 9% and then increased by 8%, and the SED subgroup decreased by 1% and then increased by 2%. The Hispanic subgroup had no change from 2013 to 2014, and then increased by 3% from 2014 to 2015. The SWD subgroup had a tremendous increase of 11% from 2013 to 2014 and an additional increase of 3% from 2014 to 2015.

**10th Grade CAHSEE Pass Rates
3 Year Comparison by Subgroup
Math**

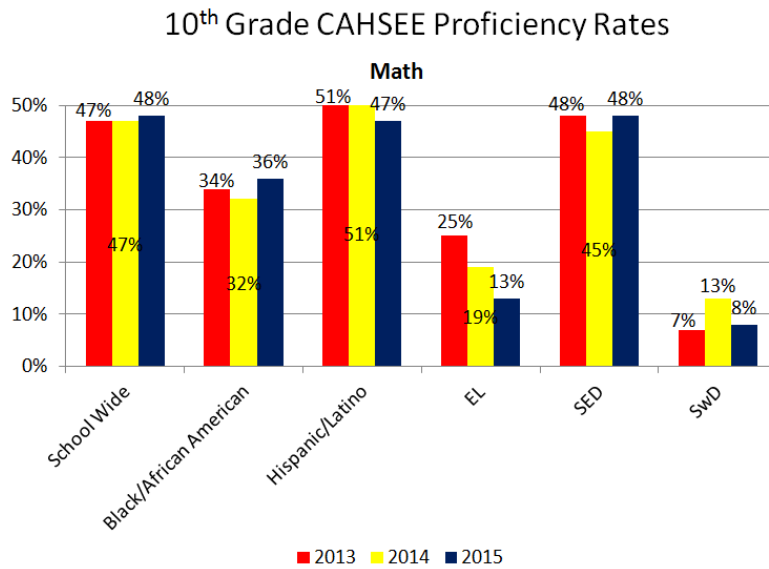


Percent Proficient in ELA | The school-wide % Proficient in ELA has increased the past few years, from 32% in 2013 to 40% in 2014, to 46% in 2015. The Hispanic subgroup showed a similar trend to the school-wide data. The African American and SED subgroups showed a sharp increase from 2013 to 2015 in proficiency rates. The EL subgroup increased by a total of 2% in proficiency rates from 2013 to 2015 as well as the SWD subgroup increased significantly overall by 6% from 2013 to 2015. Though there has been an increase in % Proficient for all subgroups from 2013 to 2015, the proficiency rates for EL and SWD subgroups are at most 10% and significantly lower than the other subgroups.

10th Grade CAHSEE Proficiency Rates



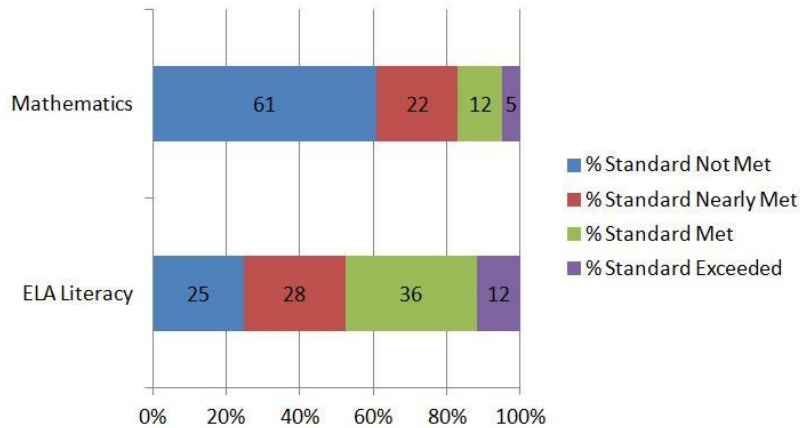
Percent Proficient in Math | The school-wide % Proficient in Math has slightly increased the past few years, from 47% in 2013 and 2014 to 48% in 2015. The African American and SWD subgroups showed an overall increase in proficiency rates from 2013 to 2015. However, the Hispanic subgroup dropped 4% from 2013 to 2015 and the EL subgroup had a sharp decline of 12% from 2013 to 2015. The SED subgroup took a slight dip of 3% from 2013 to 2014 but made its way back to 48% from 2014 to 2015.



Smarter Balanced Assessment Consortium (SBAC)

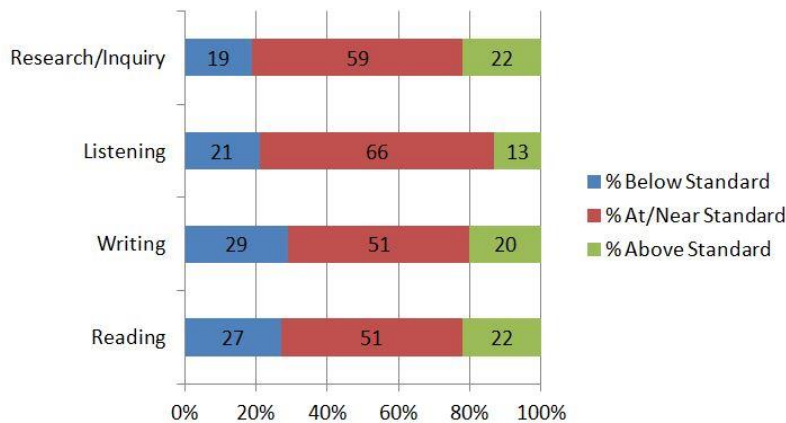
Eleventh Grade Initial Testing and Average Scale Scores | The SBAC was given for the first time to eleventh grade students during the 2014-15 school year. For the English Language Arts Literacy portion, 48% of Leuzinger eleventh grade students met the standard, while 28% of the students nearly met the standard, and 25% of students did not meet the standard. For the Mathematics portion, only 17% of students met or exceeded the standard, 22% nearly met the standard, and a large portion, 61%, of students did not meet the standard.

Average Scale Score and Percentage in Each Achievement Level



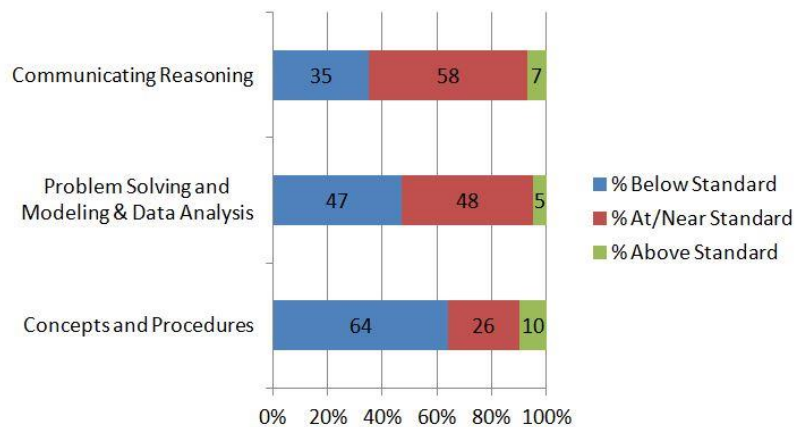
SBAC ELA | In English Language Arts, the scores were broken down to several categories: Reading, Writing, Listening, and Research/Inquiry. The percentage is broken into three different ranges: Above Standard, At/Near Standard, or Below Standard. For Reading, 22% of eleventh grade students scored Above Standard, 51% were At/Near Standard, and 27% were Below Standard. For the Writing portion, 20% of eleventh grade students scored Above Standard, 51% were At/Near Standard, and 29% were Below Standard. For the Listening portion, 13% of eleventh grade students scored Above Standard, 66% were At/Near Standard, and 21% were Below Standard. For the Research/Inquiry portion, 22% of eleventh grade students scored Above Standard, 59% were At/Near Standard, and 19% were Below Standard.

Average Scale Score Percentage in Each Claims Performance Category: ELA Literacy



SBAC Mathematics | In Mathematics, the scores were broken down to several categories: Concepts and Procedures, Problem Solving and Modeling & Data Analysis, and Communicating Reasoning. The percentage is broken into three different ranges: Above Standard, At/Near Standard, or Below Standard. For Concepts and Procedures, 10% of eleventh grade students scored Above Standard, 26% were At/Near Standard, and 64% were Below Standard. For the Problem Solving and Modeling & Data Analysis, 5% of eleventh grade students scored Above Standard, 48% were At/Near Standard, and 47% were Below Standard. For the last portion, Communicating Reasoning, 7% of eleventh grade students scored Above Standard, 58% were At/Near Standard, and 35% were Below Standard.

Average Scale Score Percentage
in Each Claims Performance Category:
Mathematics



Honors Data

Honors Enrollment | There has been a significant number of students enrolled in honors courses in all subjects, from 436 students enrolled in at least one honors class in 2014-15 to 404 students in 2015-16. This attests to the fact that our students are choosing to challenge themselves academically. This vast number of students enrolled in honors courses promotes Leuzinger’s college-going culture and reflects our vision and belief that all students can achieve.

Advanced Placement

AP Enrollment | Leuzinger has made great progress in AP course offerings and enrollment. In 2014-15, Leuzinger added 3 more AP courses: AP Statistics, AP Biology, and AP Physics B. The increase in AP course offerings is due to the administration’s vision of a college-going culture, as well as the dedication of the LHS faculty. Our students have continued to accept these challenging courses because they understand the value they offer for college. Although in 2014, there was a decrease in student enrollment in AP classes, the high

expectations of administration and faculty for students to do their best have resulted in an increased percentage of students passing the AP exams in comparison to 2013. There is also greater fidelity to the all access vision of the AP program and to create opportunities to learn for all students.

AP Course Offerings and Enrollment

Course	2011-2012	2012-2013	2013-2014
AP English Language	68	120	50
AP English Literature	122	56	48
AP Calculus AB / BC	41	25	32
AP Statistics	-	-	23
AP Biology	-	-	17
AP Chemistry	14	15	10
AP Enviro. Science	127	38	-
AP Human Geo.	50	49	62
AP Physics B	-	-	24
AP Psychology	87	51	31
AP World History	149	101	98
AP US History	163	158	87
AP US Gov. and Politics	98	125	87
AP Spanish Language	133	65	59
AP Spanish Literature	16	27	15
AP Studio Art Drawing	7	2	5
AP Studio Art 2-D Design	6	3	7

AP Results | Advanced placement (AP) programs give students an opportunity to take college-level courses and exams while still in high school. All Leuzinger students qualify for a fee waiver and are only required to pay \$5 per exam. Students who receive a 3, 4, or 5 on their AP exams qualify for college credit at most of the nation’s colleges and universities. The average number of students participating in the AP program at Leuzinger High School has decreased possibly due to the decrease of enrollment as well as the AP process for students interested in taking AP courses. There were 599 students enrolled in the AP program in 2012, 502 students in 2013, and 399 students in 2014. Although there were fewer students taking AP courses in 2014 compared to 2013, there were more students that passed the AP exams with a score of 3+ in 2014.

The % of AP students with scores of 3 or higher only decreased by 4.3% from 2012 to 2013 but increased by 4.1% from 2013 to 2014, which shows that the decrease of the number of students taking AP classes helped affect AP pass rates. This could be attributed to the refined AP process that Leuzinger High School implemented after the last WASC visit.

AP Test Results

	2012	2013	2014
Total AP Students	599	502	399
Number of Exams	1083	835	655
AP Students with Scores of 3+	159	87	95
% of AP Students with Scores of 3+	14.7%	10.4%	14.5%

AP Pass Rates

Exam	Test Takers			% Change ('13 - '14)	Pass Rate			Change ('13 - '14)
	2012	2013	2014		2012	2013	2014	
AP English Language	68	120	50	-58%	7%	5%	12%	7%
AP English Literature	122	56	48	-14%	4%	14%	6%	-8%
AP Calculus AB	42	25	30	20%	19%	24%	20%	-4%
AP Calculus BC	-	-	2	-	-	-	0%	-
AP Statistics	-	-	23	-	-	-	0%	-
AP Biology	-	-	17	-	-	-	12%	-
AP Chemistry	14	15	10	-33%	0%	7%	0%	-7%
AP Enviro. Science	127	38	-	-	0%	0%	-	-
AP Human Geo.	50	49	62	27%	2%	4%	5%	1%
AP Physics B	-	-	24	-	-	-	0%	-
AP Psychology	87	51	31	-39%	17%	14%	32%	19%
AP World History	149	101	98	-3%	1%	2%	4%	2%
AP US History	162	158	87	-45%	3%	3%	8%	6%
AP US Gov. and Politics	98	125	87	-30%	17%	7%	2%	-5%
AP Spanish Language	133	65	59	-9%	66%	57%	85%	28%
AP Spanish Literature	16	27	15	-44%	19%	56%	33%	-22%
AP Studio Art Drawing	7	2	5	150%	83%	100%	20%	-80%
AP Studio Art 2-D Design	6	3	7	133%	71%	0%	86%	86%

California English Language Development Test (CELDT)

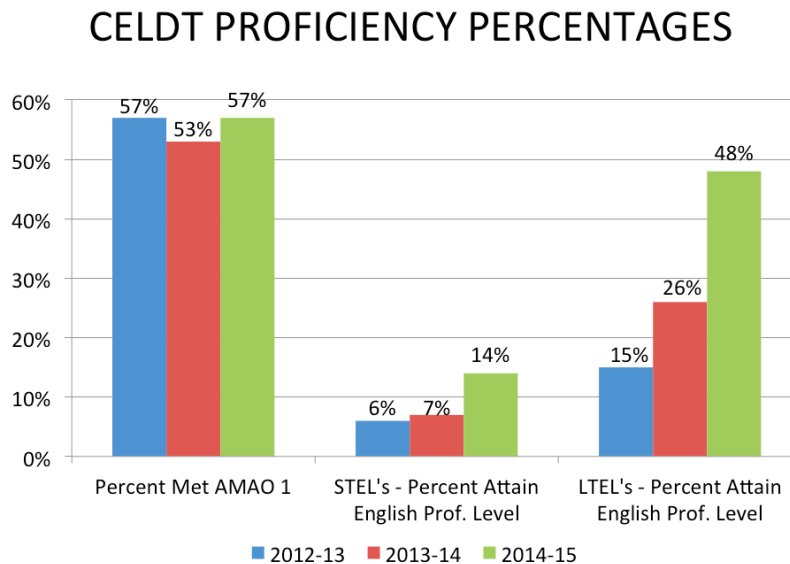
ELD | Students identified as English Learners (ELs) via the CELDT exam and the home language survey are placed in a classroom with a teacher who has been certified to teach ELs. Teachers use differentiated instruction and SDAIE (Specially-Designed Academic Instruction in English) strategies to maximize student understanding of the lesson content and concepts. Over the last three years, our District Office has provided the majority of our teachers with DII (Direct Interactive Instruction) trainings and has held a number of ELPDs (English Learner Professional Developments) for content teachers to emphasize and prioritize the needs of English Learners, especially those of Long-Term ELs.

Furthermore, this year, the District created the position of an EL Coach. The out-of-classroom teacher, Ms. Devon Guerra, will provide targeted support to those teachers who carry the heaviest loads of Long Term English Learners in their classrooms. She has already

begun analyzing CELDT data and placement of ELs to identify the students and teachers who most would benefit from her collaboration.

Short-Term English Learners are placed in a dedicated ELD (English Language Development) class for two periods. Those in the first two levels, ELD Fundamentals and ELD A (Intermediate), are enrolled in an additional support class, System 44 for the first, and ELD Read 180 for the latter. ELD lessons focus on developing listening, speaking, reading, and writing skills, as well as reading comprehension and critical thinking skills. Our ELD program is streamlined so as to enable students to successfully transition into and participate in the regular education program. Teachers use the *Edge* curricula for both ELD and reading intervention activities. As students increase fluency, progress is measured through classroom performance, *Edge* formative and summative assessments and CELDT results. Instruction is subsequently adjusted to meet the current learning needs of each student and placement recommendations are made at each semester based on assessment data, thus allowing students the opportunity to make rapid progress towards graduation.

CELDT Proficiency (AMAOs) Percentages: 2013 – 2015



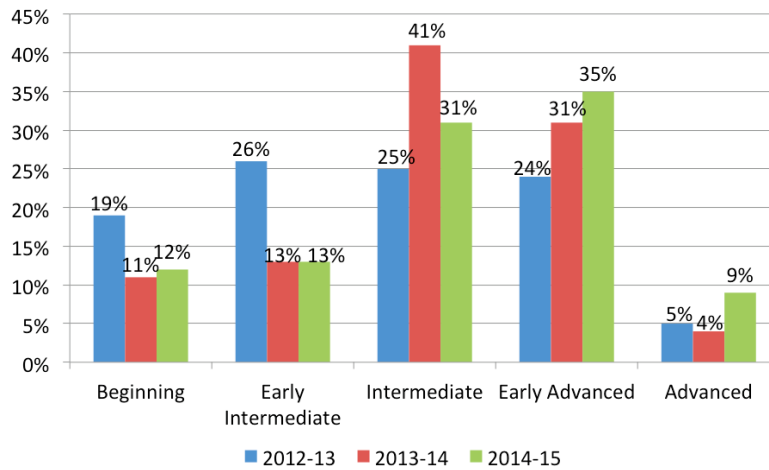
As the above graph indicates, the percent of ELs (LTELs and STELs) meeting AMAO #1 (Annual Progress on the CELDT) has remained relatively stable over the last three years. The current 57% percent is an increase of 4% over the previous year, but exactly the same as it was two years prior. The number of STELs (Short Term English Learners – those who have been in the United States five years or less) who met AMAO #1 doubled from 7% in 2013 and currently stands at 14%. This is a significant improvement from 6% in 2013. The area that has seen the most gains is the number of LTELs (Long Term English Learners – those who have been in the United States more than 5 years) meeting AMAO #1. In 2013, the percentage of LTELs making yearly progress on the CELDT was only 15 percent. It currently stands at 48%, a very significant increase of 33 percentage points. We believe these improvements in AMAO #1 can be attributed in large part to the efforts we have made in

increasing awareness of the importance of the CELDT amongst our English Learner student population. We have conducted yearly informational workshops for our ELs in which we discuss the importance of the CELDT and encourage them to do their best. We have also held yearly CELDT awards ceremonies where we recognize every single student who has made progress on this test. At this event, the students receive a certificate and a school polo shirt for their efforts and dinner is provided to the families and teachers who attend.

In light of these gains, we continue to look for ways to continue to encourage our ELs and implement the strategies that, so far, have yielded such positive results.

EL CELDT Performance Levels Percentages: 2013 – 2015

Percent of EL’s at Each CELDT Performance Level

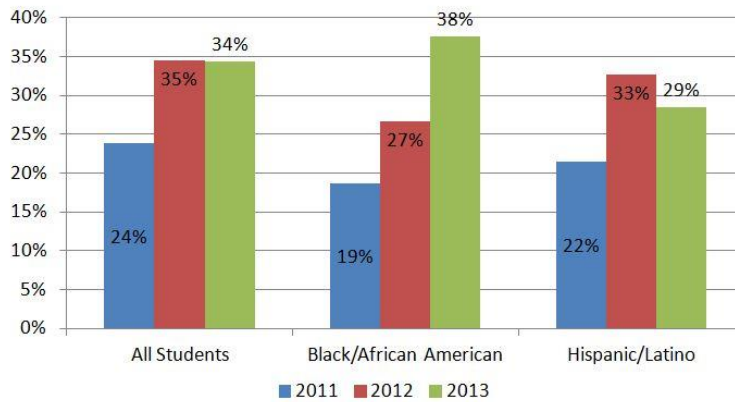


Just as we have seen an increase in the number of ELs meeting AMAO #1, the number of ELs at the lower and intermediate levels of proficiency has dropped and the number of ELs at the Early Advanced and Advanced proficiencies has increased, with the greatest gains over the past three years at the Early Advance proficiency. In 2013, the percentage of ELs at Early Advanced CELDT proficiency was 24%. In 2014, this proficiency level stood at 31%, and it currently stands at 35%. Historically, those ELs at the Intermediate level tend to plateau. However, our current numbers clearly indicate a drop in the students in this category. This drop is consistent with number of ELs moving up into the Early Advanced and Advanced proficiencies. We believe that the number of ELs at the two lowest proficiencies will likely remain stable. This can be attributed to the fact that Leuzinger has the largest population of Short-Term English Learners in the district. Current patterns of enrollment point towards an increase in numbers in this student population. As we continue to address the needs of newcomer ELs, we will also continue to work on making sure that those students still at the Intermediate level take the necessary steps to achieve proficiency.

University of California A-G requirements

All Students | LHS counselors work closely with each student to make sure that they are on track in meeting the A-G requirements. Students meet with their counselors annually to review progress in meeting personal goals and graduation requirements [Appendix B]. Students are encouraged to take required courses if they plan on attending a four-year college or university. In 2011-12, 35% of LHS graduates met the A-G requirements [Appendix C] and completed all courses required for UC/CSU admission. In 2012-13, 34% of LHS graduates met the A-G requirements. The number of African American graduates meeting A-G requirements increased by 19% from 2011 to 2013. Similarly the number of Hispanic graduates increased by 7% from 2011 to 2013.

Graduates Meeting A-G Requirements



*Ethnicity data is not available for 2014 due to a reporting error

Career Academies | The A-G rates for MCA and ECA reflect the school-wide A-G rates. A concerted effort at the district and site levels has been made to address these rates by having the Academy Data Leads run 5-week D and F reports and the Academy Student Advisors to regularly meet with these students. In addition, our academies have mandatory tutoring for students with Ds and Fs. During the Academy Leadership meetings, teacher-leaders frequently analyze A-G rates and determine next steps to ensure that all students in our academies are supported academically.

AVID | In 2014-15, 100% of seniors in AVID graduated, 100% were enrolled in UC/CSU approved courses required for UC/CSU admission, 100% completed A-G requirements, and 71% (44/62 students) were accepted to a four-year college. The Salutatorian and Posse Award recipient was an AVID student. Every senior in AVID also received some type of scholarship during the 2014-15 school year.



In 2013-14, 100% of seniors in AVID graduated, 100% completed A-G requirements, 94.5% took the SAT and/or ACT, 94.5% took at least one AP exam, and 100% were accepted to a four-year college. In 2012-13, 100% of seniors in AVID graduated, 100% completed A-G requirements, 100% took the SAT and/or ACT, 98.3% took at least one AP exam, and 100% were accepted to a four-year college. All these percentages were higher than that of the region and state.

PERCENT OF AVID ELECTIVE ENROLLMENT BY ETHNICITY									
Year	American Indian or Alaska Native	Asian	Pacific Islander	Filipino	Hispanic or Latino	Black or African American	White	Multi-Racial	Other
2014-2015	0.3%	6.2%	1.5%	0.0%	64.0%	27.1%	0.9%	0.0%	0.0%
2013-2014	0.0%	6.3%	1.3%	0.0%	70.6%	16.4%	1.3%	4.2%	0.0%
2012-2013	0.0%	4.6%	2.5%	2.5%	64.8%	17.1%	2.1%	0.0%	6.4%

NUMBER OF AVID ELECTIVE ENROLLMENT BY GRADE						PERCENTAGE OF EACH GRADE REPRESENTED BY AVID STUDENTS			
Year	9th Grade	10th Grade	11th Grade	12th Grade	Total	9th Grade	10th Grade	11th Grade	12th Grade
2014-2015	120	84	90	45	339	24.8%	15.6%	21.2%	12.4%
2013-2014	35	75	64	64	238	6.6%	17.4%	19.8%	13.8%
2012-2013	75	80	67	59	281	20.3%	25.6%	15.8%	15.2%

Year	Percent of AVID school students eligible for federal free or reduced lunch	Number of high school AVID sections	Number of high school college tutor hours per week	Number of high school total tutor hours per week
2014-2015	95.9%	12	200	200
2013-2014	79.8%	7	20	20
2012-2013	86.5%	8	8	8

Year	Number of AVID seniors in previous year	Percent of AVID seniors in previous year taking at least one AP or IB exam	Percent of AVID seniors in previous year completing college entrance requirements	Percent of AVID seniors in previous year enrolled in elective for at least three years	Percent of AVID seniors graduating in the previous year	Percent of AVID seniors in previous year taking the SAT or ACT	Percent of AVID seniors in previous year applying to four-year college	Percent of AVID seniors in previous year getting accepted to four-year college	Percent of AVID seniors in previous year planning to attend a four-year college	Percent of AVID seniors in previous year planning to attend a two-year college
2014-2015	62	87.1%	100.0%	64.5%	100.0%	100.0%	100.0%	71.0%	56.5%	40.3%
2013-2014	55	94.5%	92.7%	69.1%	100.0%	94.5%	100.0%	100.0%	83.6%	16.4%
2012-2013	58	98.3%	100.0%	69.0%	100.0%	100.0%	100.0%	77.6%	70.7%	19.0%

Attendance Rates | In the 2012-13 school year, Leuzinger High School’s annual ADA was 94.23%. There was a slight dip to 93.32% in the 2013-14 school year, then an increase to 96.41% in the 2014-15 school year. LHS has taken a proactive approach in addressing our attendance issues. All students at LHS are eligible to receive weekly PBIS Attendance incentives which serve as motivation to remain consistent in following our pillars of SPIRIT. Struggling students with attendance issues are also able to receive incentives as their attendance and academics improve.

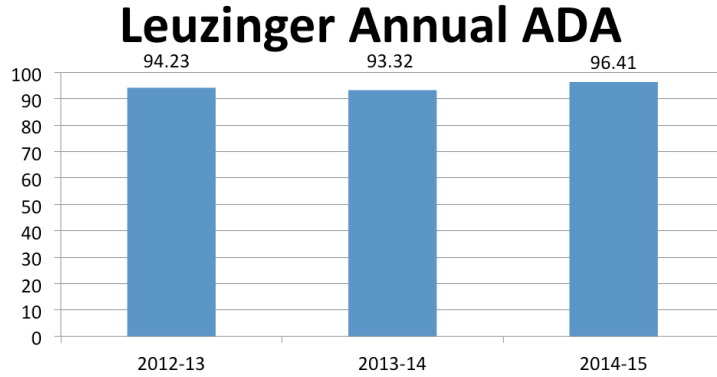
Newly acquired technology (A2A-Attention to Attendance) serves as an early warning system designed to increase student learning, promote parental involvement while enhancing school culture. The system produces six different attendance intervention letters in the student’s home language which informs parents of irregular attendance. Parents are encouraged to reach out to the school to implement interventions designed to increase student attendance and academic performance.

Our PowerSchool system is also used weekly to make targeted communication with parents and guardians through phone calls and or home visits for at risk students. Peer mentoring and support programs are available for eligible students to help build and establish relationships while overseeing their progress.

Chronic truants are visited at home, given citations (when necessary), and placed on a Student Attendance Review Team (SART) contract. The truant student is then monitored by Intervention Specialists for attendance, tardiness, and grades. SART contracts are usually coupled with CICO (Check In Check Out) in order for parents to be aware of daily progress in school and in the classroom. If the student violates the SART contract, the Intervention Specialists hold a parent conference with the student to remind them of their responsibilities. The student is then referred to the Student Attendance Review Board (SARB). This meeting with the SARB is held at the district office and run by the Child Welfare and Attendance

Coordinator from the district.

There are also Saturday School opportunities for students to recover their attendance. Saturday School teachers provide a curriculum for students that range from study skills to financial aid. In addition, students have the opportunity to finish their missing assignments.



Dropout Rates | In 2014, there was a slight decrease in dropout rates with all students as well as African American students. Hispanic/Latino, English Learners, and SED subgroups all had an increase in dropout rates. Parent conferences are held weekly and the Intervention Specialist team frequently makes home visits with the school resource officer. In 2014-15, they made over seventy home visits. The decline in dropout rates can be attributed to many programs to support student success such as home visits, CICO (Check In Check Out), SART contracts, and having parent conferences that provide parents with various strategies to support their child in school and at home.

Dropout Rates

Group	2013 Dropout Rate	2014 Dropout Rate	Change
All Students	10.3%	10.2%	-0.1%
Hispanic/Latino	9.4%	11.0%	+1.6%
Black/African American	10.9%	7.7%	-3.2%
English Learners	15.0%	16.2%	+1.2%
Socioeconomically Disadvantaged	9.0%	9.8%	+0.8%

Suspension and Expulsion Rates | There has been an overall decrease in suspension and expulsion rates at Leuzinger High School. The decline in suspension rates can be attributed to a team effort between the administrators, Intervention Specialists, teachers, and parents. In addition, the implementation of the PBIS/RTI program and the proactive approach to addressing student behaviors has also attributed to the decline of suspension and expulsion rates. Many parent conferences are held weekly and the Intervention Specialists frequently make home visits with the school resource officer.

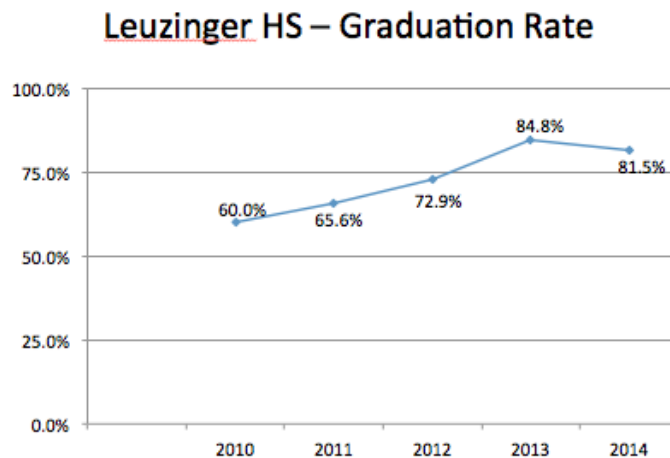
Suspension and Expulsion Rates

	2012-13	2013-14	2014-15
Suspension Rates	5.81%	2.90%	1.38%
Expulsion Rates	0.19%	0.93%	0.28%

Completion Rates

Leuzinger counselors work closely with students to make sure that they complete the requirements for graduation. LHS also offers e2020 classes that help with credit recovery.

Graduation Rates | The LHS graduation rate has increased the past few years, at 65.6% in 2011, 72.9% in 2012, and 84.8% in 2013, and a slight dip to 81.5% in 2014.



Group	2013 Graduation Rate	2014 Graduation Rate	Change
Hispanic/Latino	86.8%	80.8%	-6.0%
Black/African American	83.6%	84.6%	+1.0%
English Learners	75.6%	67.6%	-8.0%
SPED	75.5%	67.6%	-7.9%
Socioeconomically Disadvantaged	86.1%	81.8%	-4.3%



Chapter II: Significant Changes and Developments

A. Organization

Since our last WASC visit, there have been several changes at Leuzinger High School as it relates to school organization. The most significant changes are:

- New Bell Schedule
- New Weekly Collaboration Schedule
- Site Based Instructional Coaches
- Summer School course offerings
- Increased student enrollment by about 15%
- PLC Training
- Student Planners
- FAST (Freshmen Academic Support Team)

Bell Schedule | The new bell schedule [Appendix D] was implemented in our 2014-2015 school year. This change in bell schedule was driven by a teacher led task force. The task force focused on identifying ways we could increase both our graduation and A-G completion rates. Prior to implementing the new bell schedule, the task force read research based articles, visited three other sites that use alternative bell schedules and presented their findings to the staff. In presenting their findings they detailed the pros and cons of moving to an 8 period schedule. A vote was held at the end of the 2013-2014 school year and the new bell schedule was voted in by 85% of the teachers. The impact of the new bell schedule is still being evaluated. However, our graduation rate for our seniors this past school year has been tentatively calculated (by the site) at about 90%. In looking at the trends over the past few years, there has been a steady increase and the expectation is that the numbers will continue to move higher due to the increased credit recovery options available to students under the new schedule. In addition to credit recovery options, the 8 period day has allowed us an opportunity to open up our elective program options for students. We now have culinary classes, ceramics classes, and another full-time art teacher. This has relieved some of the impact on other Arts courses and it has allowed our students to experience a greater variety of elective course offerings.

Weekly Collaboration Schedule / The weekly collaboration schedule [Appendix E] was implemented after our last WASC visit. Instead of the 60-minute collaboration schedule we had the last two years, we moved to a 90-minute schedule this year. The 90-minute collaboration schedule has the first 30 minutes for schoolwide collaboration and the last hour for departmental collaboration (teachers that teach singleton courses participate in cross-site collaboration with the other schools in our district). The impact of the 90-minute collaboration is currently being evaluated. However, the Leuzinger administration and district administration has used the 30-minute weekly collaboration to help support instruction in the classroom. This includes sharing strategies with teachers on having clear focused learning targets, checking for understanding, evaluating data, effectively managing the classroom, and lesson planning. The 60-minute departmental collaboration has been key

in allowing teachers to create common formative assessments, analyze common formative assessment data, and determine next steps to support all learners.

Site-Based Instructional Coaches | In the 2014-2015 school year, Leuzinger High School received two site based instructional coaches to work with teachers. There is an English Coach and a Math Coach. These coaches were put into place to help support teachers with curriculum, instruction, and understanding the PLC process. The impact of having instructional coaches is currently being evaluated. The primary goal is for them to work with teachers on improving instruction in the classroom. In some of the data that was collected last year and this year, there are some significant changes in practices. The use of clear focused learning targets is evident in Math and English departments and is currently being evaluated in other departments. In addition to clear FLT's, the instructional coaches worked closely with teachers on classroom management and high impact instructional practices. The current data on referrals and suspensions would suggest a correlation between the coaches work with teachers on classroom management strategies and high impact instructional practices such as concept lessons, DII practices, Socratic seminars, etc.

Summer School Course Offerings | Summer school was reinstated in the 2013-2014 school year. The summer school course offerings allow students to recover credits for classes failed during the school year. One impact of summer school course offerings is the increased graduation rate.

Increased Student Enrollment | Since our last WASC visit the enrollment at Leuzinger High School has increased by about 15%. The impact of the increased school enrollment is an increase in ADA. In addition, the steady increase suggests a more positive view of Leuzinger High School in the community. Informal data (conversations with families enrolling students) suggests that the negative stigma associated with Leuzinger High School is beginning to wane. The positive messages being conveyed to our feeder schools via high school information nights and school road shows appear to contribute to the positive changes in how Leuzinger High School is viewed within the community. In addition to the road shows this school year, the Leuzinger administration visited the local businesses in the community. They are working to create a positive message about Leuzinger High School with the local businesses.

PLC Training | In the 2014-2015 school year, CVUHSD had an outside agency train teachers and administrators on the Professional Learning Community (PLC) process over a four-day period. The teachers and administrators in attendance brought back what they had learned and shared with the rest of the staff during afterschool PLC Leadership meetings and Monday morning collaboration. Part of the process involves working with staff on understanding the functions of a PLC. The impact of the PLC training at Leuzinger is a clearer understanding of Leuzinger's vision, mission, goals and objectives [Appendix F] as well as a more connected staff with specific goals on how to support all students. The staff is

consistently directed to think through the lens of four essential questions:

- (1) What do we expect our students to learn?
- (2) How will we know they are learning?
- (3) How will we respond when they don't learn?
- (4) How will we respond if they already know it?

Student Planners | In the 2013-2014 school year, Leuzinger started to provide each student with a planner at the beginning of the school year. The use of the student planner is a schoolwide AVID strategy in the effort to help students get more organized and plan ahead. All teachers are expected to have students write homework assignments down in their planners, and many teachers also use the student planner as a way to validate completed homework assignments. In addition to checking the Parent Portal on PowerSchool, parents are also encouraged to check the student planners in order to find out any current or missing homework assignments. In the last two school years, Leuzinger started to use the student planner as a bathroom pass. Administrators and security frequently ask students to show their student planners when they are out of class during a class period.

B. Curriculum

AP Stats / AP Stats is a year long course that is divided into four major themes: exploratory analysis, planning and conducting a study, probability, and statistical inference. Exploratory analysis of data makes use of graphical and numerical techniques to study patterns and departures from patterns. Data must be collected according to a well-developed plan if valid information is to be obtained. Probability is the tool used for anticipating what the distribution of data should look like under a given model. Statistical inference guides the selection of appropriate models. Students enrolled in AP Stats are required to take the AP test in the Spring.

Statistics / This course covers the basic principles of descriptive statistics, exploratory data analysis, design of experiments, sampling distributions and estimation, and fitting models to data. Statistical concepts are studied in order to understand related methods and their applications. Other topics include probability distributions, sampling techniques, binomial distributions, and experimental design. The course also looks extensively at the principles of hypothesis testing and statistical inference. Measuring the probability of an event, interpreting probability, and using probability in decision-making are central themes of this course.

AP Biology / This laboratory class provides interested students with an opportunity to participate in a college-level experience in high school. All students who enroll in the class are required to take the AP Biology exam in May. The students will learn sophisticated laboratory techniques, note taking, organization skills, and self-learning techniques. The

course contains extensive laboratory experiences. Analytical thinking skills are emphasized and used for many of the laboratory investigations. The laboratory work may entail extra time outside of school hours.

AP Chemistry / The course is an in-depth study of the structure of matter, states of matter, reactions, and descriptive chemistry. In addition to content area knowledge, success in the course and on the AP exam is heavily dependent on a student's exposure to the chemistry laboratory. These students will acquire skills in making observations of chemical reactions and substances, recording data, calculating & interpreting results based on quantitative data obtained, and communicating effectively the results of experimental work.

Film Studies / Film Studies is an elective course that uses the study of films, filmmaking, and film criticism as its content and emphasizes college-preparatory reading and writing. Through viewing, analyzing, reading and writing about excerpts of important films, students learn to utilize note-taking, research, and critical reading strategies. Students will write a range of analytical, expository, and reflective essays about film including a research paper.

Ethnic Studies / This course focuses on the development, transformation, and maintenance of ethnic/racial identity. Students will learn a variety of methodologies in order to understand the social construction of identity as it is created, contested, and altered by historical and economic processes. An interdisciplinary course that uses a comparative and historical perspective to examine the languages, family structures, spiritual traditions, economic and social issues, political aspirations, and values of diverse groups within the United States. Emphasis will be on African-Americans and Chicanos/Latinos, but other groups are also discussed. The course purpose is for students to grasp the idea of race as a social construct while looking at racial issues that have surfaced in the United States.

Game Art Development / This course is required for students in the Multimedia Careers Academy. Game Art Development is a capstone class during their 12th grade year. Game Art Development is a visual arts course of advanced studies that prepares students for a college degree and career as a visual artist in the game development industry. Students will acquire and apply traditional art skill and techniques as well as new technology skill and media to development in areas ranging from idea, concept art, story, storyboard and finally Level Design. At the completion of this course students will have a deep understanding of the Elements and Principles of art and how these transcend into various media.

SAT Prep / This class is designed to prepare students for the SAT. This course will teach students the format of the test and provide both strategies and practice for questions on critical reading, sentence completion, grammar, usage, and writing. In addition to reviewing topics from Pre-algebra, Algebra, and Geometry, students will become familiar with the format of the test and learn strategies. This course also includes a discussion of the effective

use of a graphing calculator. Much time will be devoted to practice problems similar to those on the SAT.

FAST / F. A.S.T. stands for Freshmen Academic Support Team. This class is designed strictly for 9th graders to provide them with college and career guidance, academic tutorial, study skills, and mentorship. Additionally, this class can help ease their anxiety as they make the transition from middle school to high school. This class provides students with valuable skills required to be a successful student and responsible person.

Digital Textbooks / Since our last WASC visit, Leuzinger High School has evolved to use many technologies inside and outside of the classroom. Students have the option of using online textbooks or checking out a physical textbook from the library. All students are provided with their username and password to for their online textbooks at the beginning of the school year.

Culinary Careers Academy / The Leuzinger High School Culinary Careers Academy (CCA) was established in the 2013-2014 school year to address student interest and labor demands. The state-of-the-art culinary classrooms were completed in the 2014 Fall semester and CCA students began Introduction to Culinary Arts. Our Culinary Careers Academy provides students with relevant and integrated learning opportunities focused on food, nutrition, fitness, and the hospitality industry. The CCA curriculum is inquiry and project-based; learning occurs primarily in labs, kitchens, and collaborative groups. All CCA courses and activities are dedicated to developing students' academics, career skills and health and wellness for life beyond high school. Our Culinary Careers Academy consists of two career pathways: (1) Food and Hospitality and (2) Food Science, Dietetics, and Nutrition. This academy is a small learning community that supports student engagement and future career and college success.

Shmoop / Shmoop is an online test prep resource that provides students with access to practice exams, drill problems, and review guides to specific test topics. Practice problems are provided with immediate feedback, in-depth explanations, and projected scores. Students also have access to diagnostic exams with immediate projection of students' test score. All Leuzinger students are provided with a personal account with unlimited access to all Shmoop resources.

Turn It In / Turn-It-In is an online tool that provides feedback to students on their use of source material with the world's largest contact comparison database. This tool equips Leuzinger teachers with the ability to connect student work with the rubrics, criteria, and feedback that are essential to student success. Additionally, teachers are able to evaluate student work and provide constructive feedback to improve student learning. Turn-It-In can be used in all subject areas and grade levels.

UCCI Courses / Since our last WASC visit, Leuzinger High School has adopted several UCCI courses to support our district’s vision of having Linked Learning certified career academies. UCCI courses support career academy pathways in ways that allow high schools to unite academic subject matter with career preparation. All UCCI courses are UC approved and meet A-G requirements.

The following UCCI courses are available at Leuzinger High School

UCCI World History

- Required for the Multimedia Careers Academy, students practice visual media and design career skills while developing a deeper understanding of significant periods and events in world history. Revolutions, wars and globalization inspire and inform students' visual arts projects in which they learn to use the elements and principles of design - and in the process come to nuanced understandings of the events and trends that make up world history. Assignments include creating a digital book of law after examining and analyzing primary source documents, and creating a layered map of Europe illustrating significant geopolitical changes.

UCCI English 10: Through Your Lens

- Required for the Multimedia Careers Academy, in this course students are challenged to intensively analyze text, including visual media, informational writing and fiction and to develop the skills to produce powerful video messages, oral presentations and written works that critically examine varied ideological and social influences. For the final project, students create a documentary on an influential community member, including writing a written proposal and a production blog.

UCCI English 11: Designing the American Dream

- Required for the Multimedia Careers Academy, in this course, students examine the idea of the “American Dream” as it is depicted in literature and film. Students respond to these works in a variety of written assignments while at the same time mastering the technical skills of video production.

UCCI English 12: Depth of Field

- Required for the Multimedia Careers Academy, this course teaches English concepts while challenging students to express themselves as individuals and as active participants in society. Students sharpen critical thinking skills and artistic sensibility as they create video projects and write critical analysis papers in response to reading and viewing assignments.

UCCI Constructing Algebra 2

- Required for the Environmental Careers Academy, this course allows students to build their algebraic skills while they build a scale model or actual residential home. These hands-on projects give students the chance to see how mathematics is applied in a real-world setting.

UCCI Geometry Engineering

- Required for the Environmental Careers Academy, this course is designed to introduce students to the vital role geometry and physics have played in the development of the modern world. Students earn college-prep credits for Geometry and Laboratory science, while exploring the world of engineering career fields and disciplines.

UCCI Biology: Links to Energy and Environment

- Required for the Environmental Careers Academy, what role does cellular biology play in our need for energy? How do the various forms of energy (natural and manmade) affect the biology of our environment? Biological Links to Energy and Environment answers these questions while also addressing environmental laws affecting the energy industry.

UCCI Green up and Go (Physics)

- Required for the Environmental Careers Academy, this course offers students a real world opportunity to discover and understand principles of physics while they complete hands-on experimental projects. Building wind generators and personal transportation devices, students explore the benefits and drawbacks of alternative and traditional energy sources.

C. Instruction

Site-Based Instructional Coaches / In the 2013-2014 school year, the Centinela Valley Union High School District (CVUHSD) hired a district-wide Mathematics and English Instructional Coach to join the Educational Services department as part of the Instructional Support Team (IST). In the 2014-2015 school year, the district expanded the IST by having a Mathematics and English Instructional Coach at each comprehensive school site. In the 2015-2016 school year, CVUHSD further expanded the IST by adding a district-wide Science, English Language Learner, and Educational Technology coach. Under the joint direction of site administration and the Director of Curriculum & Instruction, the Instructional Coaches provide instructional, curricular, and assessment support for all teachers, both general and special education, at his/her school site. Each Instructional Coach teaches one class and is otherwise released to conduct in-classroom support, observations, demonstration lessons, and other duties to strengthen instruction in the classroom. The Instructional Coaches also assist with summer professional learning, the New Hire Orientation, and a variety of course-level Professional Learning Community (PLC) work in preparation for the upcoming school year, both district-wide and at his/her school site.

The Instructional Coaches focus on the implementation of Common Core State Standards (CCSS) through Direct Interactive Instruction (DII) and rigorous, research-based instructional strategies. This support position does not include the evaluation of teachers. Rather, core duties of Instructional Coaches include consistently observing teachers and providing formative feedback utilizing district-approved observation and feedback tools, co-planning and co-teaching with teachers, planning and facilitating district-wide professional development on curriculum, instruction, and technology and regularly meeting with district

and site administration to guide the instructional program.

Other core duties include ensuring effective implementation and monitoring of Common Core curriculum and assessment in all CVUHSD courses, supporting Course Leads in facilitating the CVUHSD Common Assessment Collaborative Data Analysis Protocol, assisting teachers in the implementation of Response to Instruction and Intervention (RTI²) plans for each student grouping (far below basic/below basic, basic, and proficient/advanced) as developed by site Course Teams during collaboration, collaborating with Department Chairpersons to support the areas of strength and growth within the department, and managing the technical aspects of intervention programs utilized at the school site. In addition, instructional coaches train and support teachers to successfully implement the SBAC and model the consistent use of next generation assessments and performance tasks, assist teachers in utilizing Google Docs and Illuminate to create and manage assessments, curriculum, and instructional resources, conduct demonstration lessons modeling effective implementation of the Districtwide Common Core Learning Strategies such as the use of planners, annotation of text, and text-dependent questioning, and support the design and implementation of interdisciplinary units to achieve the goals of Linked Learning certification.

Moreover, Instructional Coaches coordinate with instructional partnerships, such as the UCLA Curtis Center and CSUDH, plan and facilitate quarterly Mathematics and English articulation meetings with teachers and administrators from CVUHSD and all feeder districts, work with the Coordinator of Educational Technology and Special Programs to co-facilitate professional development for teachers to increase implementation of blended learning environments, plan and facilitate sessions for district-wide professional learning days, BTSA network meetings, and district department chairs meetings, facilitate professional learning workshops to be conducted on a consistent basis, both during the school day and after school focused on identified needs of all teachers, assist site administration with teacher assignments and interviewing of new hires, and gather and analyze data regarding the effectiveness of programs/courses and student progress therein in order to inform instructional decision-making at both the site and district level. Needless to say, our Instructional Coaches play an integral part in guiding the instructional program and contributing to the educational success of all teachers and students at Leuzinger High School.

Lunch Professional Learning Opportunities / At the start of the 2014-2015 school year, the district's Instructional Support Team initiated a variety of monthly Professional Learning Opportunities (PLOs) at each school site during lunch. The Instructional Coaches took turns to facilitate these PLOs. On average, around thirty teachers volunteered their time during lunch to learn about a wide range of instructional best practices such as writing focused learning targets, direct interactive instruction, active engagement, checking for understanding, levels of questioning, and district Common Core learning strategies, including the use of planners, annotation of text, and text-dependent questioning. At Leuzinger High School, the Math and English Instructional Coaches coordinated additional Professional Learning Opportunities during lunch focused on differentiating instruction for English Learners, working with students with special needs, and using Cornell notes. Teachers on

campus who are experts in their particular fields facilitated these additional PLOs. Lunch PLOs continue to take place this school year. As of October 2015, we have had workshops on using the online PowerSchool Gradebook with tips on grading hacks and implementing structured student notebooks. Due to our new collaboration model, Leuzinger administration has also made a concerted effort to review the lunch PLO topics from last school year with the entire staff during Monday morning collaboration.

Leuzinger Newsletters / Every other week, Leuzinger administration along with the Instructional Coaches and Intervention Specialists generate a Leuzinger Newsletter for all teachers and staff. Each newsletter focuses on a variety of school-wide initiatives and reminders, such as an instructional best practice, observation feedback, classroom management tips, and school-wide attendance data.

Math - SMI Training / UCLA Concept Lessons / In the summer of 2013, Leuzinger Math teachers participated in the *Exercise Your Common Core Introductory Workout* at the UCLA Curtis Center for Mathematics and Teaching. The introductory workout was designed to give teachers a coherent hands-on preparation for teaching the Common Core Standards in Mathematics. It helped teachers understand the big picture and hit the ground running by engaging them in several inquiry-based classroom-ready lessons (also known as concept lessons) on some of the most challenging standards. It also helped teachers understand the math practices through specific examples in the model lessons, showed teachers what they no longer had to teach and what was new in each course, and gave teachers the opportunity to look together at the SBAC selected response and performance tasks.

In the 2013-2014 school year, the Leuzinger Math department had four days of Strengthening Mathematics Instruction (SMI) training by the Cal State University (CSU) faculty to facilitate in the transition to Common Core. The professional development consisted of approximately 24 hours of training broken into small modules that was delivered in four segments over the course of the school year with teacher practice between sessions, materials and training for teachers teaching Algebra I through Pre-calculus, a bank of standards-based and curriculum-related problems for use in classrooms, and a bank of sample lesson plans that highlighted the instructional strategies and mathematics content of the modules. The SMI training presented a variety of strategies for teaching students how to solve complex mathematical problems. The curriculum included instruction on developing cognitively complex problems, analyzing student misconceptions, and understanding college readiness. In addition, the curriculum included teaching strategies to promote mathematical and numeric flexibility, incorporate multiple representations, and help students extend procedures and emphasize structures. The focus of the SMI training was also on providing support for teachers to be able to increase student capacity to meet the CSU college readiness standards and for students to perform well on the EAP, AP exams, and other tests. Leuzinger Math teachers benefited greatly from this training as it challenged them to increase the rigor and depth of knowledge in their classrooms.

In the summer of 2014, Leuzinger Math teachers participated in the *Exercise Your Common Core Advanced Workout* at the UCLA Curtis Center for Mathematics and Teaching. In the Advanced Workout, teachers worked together to build an entire first unit of Common Core instruction around a particular group of Common Core Standards in each of the courses: Algebra 1, Geometry, Algebra 2, and Pre-Calculus. This included looking at several inquiry based classroom-ready lessons to help teachers know the standards, understanding what formative assessments and unit exams for Common Core should look like, and applying the concrete context and conceptual understanding instructional sequence to that unit. The Advanced Workout also allowed teachers to take a look at the depth of knowledge they needed in order to understand the mathematics required in that unit and gave teachers the opportunity to look together at the SBAC selected response and performance tasks.

In the 2014-2015 school year, the Leuzinger Math department had four days of training through the UCLA Curtis Center for Mathematics and Teaching to work through specific concept lessons for each course. This professional development launched a major shift away from traditional mathematics education in that teachers were encouraged not to simply teach students the mechanics of mathematics, but rather to give students a reason why they needed to know the mathematics by first presenting a real life problem and engaging students. This professional development helped teachers make many abstract concepts tangible for students and encouraged students to retain and truly understand conceptually what they were doing. Prior to each session, the UCLA lead, mathematics instructional coaches, mathematics department chairpersons, and course leads from each site met to discuss the current pacing of each course in order to determine appropriate concept lessons for each session. Teachers were pulled out of class by course group and trained on various concept lessons, usually around 2-3 concept lessons per session. Then, teachers went back to their classrooms and implemented the concept lessons with their students. The Math Instructional Coaches ensured that all teachers had the necessary materials in order to fully implement the concept lessons, while some also required the use of technology such as the graphing calculator, online apps, and the CBR. At the beginning of the next session, prior to starting the new concept lessons, teachers were asked to share out their experiences with the concept lessons from the previous session. Leuzinger Math teachers all participated in the implementation of these concept lessons. The most encouraging aspect is that many teachers are starting to collaborate with their colleagues to design their own inquiry based classroom-ready lessons and provide feedback for one another. Students have responded positively to these lessons as they are more engaged and willing to participate in class.

D. Assessment

Data Analysis Protocol / Per the district's new teacher contract, teachers have 90 minutes of collaboration every Monday. The first 30 minutes is school-wide, while the rest of the 60 minutes is dedicated to data analysis in each department. As a result, the Instructional Support Team designed a data analysis protocol [Appendix G] that includes three analyses. Analysis #1 uses the "Teacher Assessment Overview Report" and asks teachers to take a look at the overall performance of students scoring from advanced to far below basic, identify which standards/question groups students mastered and did not master, and answer a

set of reflection questions such as “What helped students to be successful?” “Why might students still be challenged by some of the standards/content?” and “What strategies were used by my colleagues whose students performed well on standards or questions groups my students found challenging?” Teachers are asked to complete the first analysis prior to Monday collaboration. Analysis #2 requires the use of the “Response Frequency Report” where it asks teachers to focus on two questions with the lowest percent correct for item analysis. For each of these questions, it asks the teacher to identify the most common incorrect answer choice and the rationale for selecting those incorrect answer choices. Analysis #3 requires the use of the “Student Responses Report”. Teachers are asked to split the class into three groups – gold, silver, and bronze. For each group, teachers are asked to design a Response to Instruction and Intervention (RTI²) plan so teachers can immediately go back to the classroom and differentiate their instruction. For example, the bronze group might need a review of some basic skills, the silver group might need some more practice to hone in on their skills, and the gold group might need a set of challenge questions. Teachers should be able to walk away after data analysis with tangible instructional best practices to implement for each of the three groups. It can range from handouts or warm-up questions for each of the groups to a video link that will assist in re-teaching or challenging a particular group. The table below outlines the time breakdown for the 60-minute data analysis collaboration.

60-Minute Data Analysis Collaboration /

Prerequisites	<ul style="list-style-type: none"> • Access and print out your Illuminate Teacher Assessment Overview Report • Complete Page 1 of this data analysis protocol prior to Monday Collaboration • Access and print out your Illuminate Response Frequency Report • Access and print out your Illuminate Student Responses Report and sort by “% Correct”
2 minutes	<ul style="list-style-type: none"> • Welcome • Split into Course Teams (facilitated by Department Chairperson)
15 minutes	<ul style="list-style-type: none"> • Analysis #1, Reflection, Analysis #2 <p>Course Teams will discuss trends in data using the Data Analysis Protocol as a guide</p>
35 minutes	<ul style="list-style-type: none"> • Analysis #3 <p>Course Teams can work as a whole or break into three groups within the Course Team to design a Response to Instruction and Intervention (RTI²) for each of the student groupings identified below. The goal of the RTI² plans is to move students from their assessed level to proficient/advanced or to extend rigor for those already assessed at proficient/advanced by strategically identifying instructional best practices, materials, etc. for re-teaching standards/content.</p> <p>Far Below Basic/Below Basic: recall basic skills needed to understand the standards to be able to utilize deeper level concepts</p> <p>Basic: review skills and concepts to be able to strategically think about the standards</p>

	Advanced/Proficient: apply standards to be able to extend thinking
8 minutes	<ul style="list-style-type: none"> Debrief <p>Teachers from each Course Team share out RTI² plans and next steps</p>

Common Assessments / In the 2013-2014 school year, the district asked each Math and English course team to design common assessments as a way to initiate meaningful collaboration and data analysis and ensure fidelity to the Common Core curriculum. Common assessments are essential for data analysis. In the 2014-2015 school year, teachers were asked to administer the Common Summative Assessments (CSAs) in every Math and English course and provide feedback to each course team. During the summer of 2015, course-alike retreats were held in June to revise the CSAs and performance tasks for each unit in Math and English. Course-alike teams in all other subjects also met to start designing CSAs and performance tasks. As of the 2015-2016 school year, most departments have common summative assessments. Teachers are expected to administer the CSAs, scan to Illuminate, and analyze CSA data. In addition, teachers are expected to take one week to write a Common Formative Assessment (CFA) in their course teams then analyze the CFA data the next week and continue this cycle throughout the school year. Course leads at each site facilitate the data analysis discussion each week.

Course Leads / Under the direction of the Principal, and in collaboration with the district Instructional Support Team, the Course Lead develops an effective course-alike Professional Learning Community (PLC) at his/her school site through formal and informal interactions, mediating conflict, and facilitating consensus. The Course Lead ensures all other teachers at his/her site-based course PLC are fully informed regarding the course curriculum and assessments. The Course Lead also collaborates with fellow Course Leads, both vertically at his/her school site and laterally across schools within the district. District-wide Course Lead PLCs make informed decisions about curriculum and instruction based on research and the analysis of teacher and student work. District-wide Course Lead PLCs also facilitate the joint work of all teachers in determining the essential curriculum for a given course, establishing learning targets, developing assessments to measure student growth and achievement, analyzing assessment data, and modifying curriculum and assessments to meet the needs of the students in CVUHSD.

Online SBAC Prep / Prior to taking the SBAC exam in the 2013-2014 school year, all Algebra 2 and Pre-Calculus teachers and students were trained in how to navigate the SBAC exam. They learned the basic rules and functions of the SBAC exam, including the test layout, rules, and tools on the SBAC. Starting in the 2015-2016 school year, every Math and English teacher is required to administer at least two online interim assessments. This will allow students the opportunity to become familiar with taking online assessments, from highlighting texts to using the online calculator. In addition, all 11th graders will be taking the mock SBAC exam in October, thus having the rest of the school year to work on any major

gaps of knowledge. Leuzinger has sufficient laptop carts and computer labs that will allow for this initiative to happen. The Instructional Coaches will facilitate the entire interim assessment process. In addition to the implementation of concept lessons from the last school year, all students in Math and English will also complete a performance task at the end of each quarter as reflected in each course's curriculum map as another way to prepare for the SBAC exam.

E. School Culture

Response to Intervention (RTI) / Response to Intervention is a school wide intervention to step in and meet the needs of the students that aren't successful relative to academics or daily attendance. We assembled a team that includes teachers, intervention specialists and counselors to meet bi-monthly and look at our report card and attendance data to see which students need more support. The support is in the form of Check-In Check-Out (CICO) [Appendix H] which is a daily check in and out system with our intervention specialists. We have created a form that allows them to have each of their teachers score them in three areas. This program has a parent involvement piece because the students also need to take it home and have their parents read and sign acknowledging their review of the CICO form. Through RTI we are also having at least two meetings a week to check in with the student on their weekly success, parent meetings, teacher contacts and recommending tutorials and other outside supports if necessary.

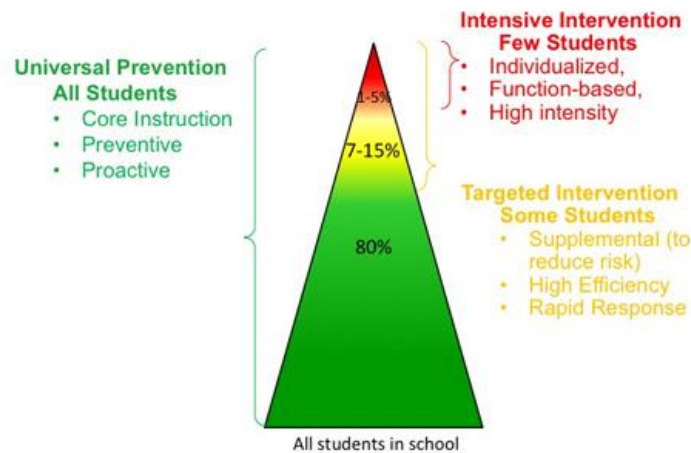
Leuzinger's RTI program is a 3-tier support model:

Tier 1- provides research-based classroom instructional strategies powerful enough to enable 80–90 percent of students to be successful without further intervention.

Tier 2- provides interventions of moderate intensity that supplement Tier 1 strategies and are provided for groups of three to six students. Five to 10 percent of students may need assistance at this level.

Tier 3- provides intense interventions provided for groups of one to three students. Similar to Tier 2, this level is also a supplement to Tier 1, not a replacement for it. One to 5 percent of students generally need assistance at this level.

School-Wide Multi-tiered Support Model for Student Success



Positive Behavioral Interventions and Supports / Our main focus of Positive Behavioral Interventions and Supports (PBIS) is to provide a clear system for all expected behaviors at Leuzinger High School. PBIS involves teachers, classified staff, students, parents and community members. While many faculty and students may have assumptions of what is expected behavior, we cannot assume that everyone’s beliefs are similar. Through PBIS, we work to create and maintain a productive, safe environment in which all school community members have clear expectations. PBIS is present in all areas of school and campus events, cafeteria, bathrooms, assemblies, hallways, classrooms, offices and locker rooms. Our purpose is simply to increase academic performance, reduce office referrals and drastically improve the overall climate at Leuzinger.

We will provide supports for academic, social, and emotional learning, work together through a data-based problem solving process, and collaborate with families to help us build and create a positive culture for learning.

S.P.I.R.I.T. is our acronym for our PBIS program at Leuzinger. The six areas of focus are: Success, Pride, Integrity, Respect, Inspiration, and Trust. Essentially, the expectation is to shape behavior around these six pillars and reward students with incentives when they are demonstrating the expected behaviors. In support of expected behaviors, our administration and intervention specialists visited all classrooms and went over the oath of achievement. In addition, at the start of the second semester, there will be grade level assemblies where administration will share appropriate vs. inappropriate behaviors in the classrooms, hallways, at school events, and on the campus.

Our expectations for PBIS are three-fold – students will be excited when recognized for positive behavior, our Leuzinger family will be proficient in using a progressive discipline system, and we will provide individual interventions for students with chronic behavior problems.

Student Success Conference / The Student Success Conference will take place on February 3, 2016, from 8am - 3pm at Leuzinger HS. This is our third year hosting this event and we are excited about its increase in visibility on campus and the hope of college prospects for our students. Moreover, representatives from more than 100 colleges, universities, technical schools, and military academies will all be under one roof, available to talk with prospective students, provide information about their institutions, and answer questions about post-secondary educational opportunities.

The premise of this project is to help the youth from our shared community to prepare for their future by engaging with adults in the community who have already attained a level of personal success. The conference is designed to give direction, provide real life examples of success, and help students realize that they have the ability to shape their own lives as well as a responsibility to take part in the advancement of our shared community.

College Board (SAT) Testing Site / In the effort to create a "College Going Culture" and to increase the number of students matriculating from Leuzinger to four-year institutions, Leuzinger High School is now an official SAT Testing Center. We are now offering the SAT and the SAT Subjects Exam on our campus three times (October, January, May) during the 2015-2016 school year.

Our school becoming an SAT Testing Center is a significant shift and has the potential to uplift our community for generations. The SAT is a gatekeeper for colleges and a key step towards the road to a better life. Now our students can pursue their academic dreams closer to home. Rather than going to destinations that are far and unfamiliar, our students can now test in an environment that is both comfortable and inviting.

Leu-Crew / Leu-Crew (Link Crew) is a student-centered leadership and mentoring program founded on the guiding principle that students are all-too-often overlooked and therefore untapped resource for other students. Leu-Crew is a high school transition program which places veteran high school students front-and-center in welcoming freshmen and making them feel comfortable throughout the first year of their high school experience. To this end, Leu-Crew trains mentors from our junior and senior classes to be Leu-Crew Leaders who guide the freshmen in the discovery of what it takes to be successful during and beyond the transition to high school.

Plans for Leu-Crew for the 2015-2016 school year include monthly lunch meetings between Leu-Crew leaders and their mentees, field trips to local museums and universities, bi-monthly movie events beginning in November, mandatory tutoring, and once-a-month required Saturday School tutoring/catch-up/get-ahead sessions for Leu-Crew freshmen who are receiving a grade below a 70% in their courses. Additionally, at each semester's end, Leu-Crew will host a final exams study session with snacks and study techniques workshops. We are also looking into launching a guest speaker series focusing on the needs of both Leu-Crew leaders and Leu-Crew freshmen.

Freshman Mentor Program (Olympian Games) | A team of mentors will work with one group of eight students the first month and a new group of eight students the second month. By the end of the second month, all of our freshman will have built a relationship with an on campus mentor. We meet with our students, visit their classes, and reach out to their families to share their progress throughout the school year. The first month we will mentor 175 of our 350 freshmen, and the second month we will start mentoring the remaining 175 students. After this we will strategically target the students based on those who need continued support. Our goal is to share this at staff meetings and look for teachers or other staff members who are interested in mentoring a group of students in our other grade levels. Essentially, we would like for each student here at Leuzinger to have a mentoring relationship with a staff member before the end of the year. We would like each mentor to commit to the following:

1. Weekly grade competitions (we will check the grades of the 8 students we are mentoring)
2. Weekly behavior competitions (we will make it our goal to keep our students in class and receive no referrals)
3. Weekly SPIRIT competitions (we will use the S.P.I.R.I.T. focus for the month and share how our team demonstrated this)
4. Lunch with our teams Bi-weekly outside on campus (we will select different days so we are not all doing this on the same day)
5. Bi-Weekly game competitions (nothing strenuous, maybe an egg walk, dance contest, math contest, chess games, etc.)

Students' progress will be debriefed at our weekly team meetings. Leuzinger's Olympian team of mentors include the 4 administrators, the 4 counselors, the 2 intervention specialists, the 2 Leu-crew leaders, the 4 academy chairs, the 1 AVID coordinator, and the 2 instructional coaches.

Teacher, Staff, Parent and Student Recognition | At weekly collaboration, administration recognizes "Teachers of the Week". The administration shares pictures of the lesson along with the instructional strategies the teachers were using to engage students. In addition to recognizing the teachers weekly, the school recognizes parents, students, teachers and classified staff as Olympians of the Month. This recognition includes a small gift of appreciation as well as a certificate and a photo in the main hallway.

Athletics | Leuzinger High School is proud of the expansion and growth in the area of athletics. We have many sporting teams available for both male and female students. We offer Basketball, Baseball, Football, Volleyball, Soccer, Softball, Track, Tennis and Cross Country. In the last few years, athletics has garnered more fiscal support from our district office which has allowed us to improve our sporting fields and purchase equipment.

The beauty of athletics at Leuzinger High School is that it is more than just fun for our students. It provides opportunities for students to learn post high school skills. For example, students experience hard work, commitment, teamwork, cooperation, and leadership. Our

Leuzinger Olympians have proven success in their post high school lives by playing sports professionally. Some of these athletes are Russell Westbrook, Dorrell Wright, Delon Wright and Gyasi Zardes to name a few. It brings great joy to be able to boast about the Olympian athletes that leave Leuzinger HS with skills to be successful in all aspects of life. Confidence is paramount and our student athletes exhibit this on and off the field.

At Leuzinger, we attempt to keep our athletes focused on being a “Scholar First” by ensuring they maintain a 2.0 GPA or above. Athletics also has many other benefits such as keeping youth away from drugs and other dangerous behaviors. Along with our Leuzinger teaching staff, we have chosen coaches that can act as great role models that can often encourage players to be well behaved. Our athletes have demonstrated commitment to their sport and will do anything to play, especially keeping good grades and staying focused on not getting into trouble on or off campus.

Chapter III: Ongoing School Improvement

The process of engagement of all stakeholders in the review of the student achievement data and the implementation and monitoring of the school-wide action plan takes place not only during the weekly 90-minute teacher collaboration time, but also during the monthly PLC leadership meetings and parent meetings such as Title 1, ELAC and SSC. Any changes made to the school's program is updated in the Single Plan for Student Achievement (SPSA) and then voted on by the SSC, which monitors the school-wide action plan.

On February 18th, 2015, during a faculty meeting, all teachers and staff met together in their focus groups and reviewed the new developments made since the last WASC visit. New teachers were given the choice to join a focus group of their interest. The WASC coordinator also made sure that each group had equal representation of all departments. If a teacher wanted to switch, they were allowed to do so.

On March 18th, 2015, during a faculty meeting, all teachers and staff were asked to bring their laptops and sit by departments. Department chairs (home group leaders) were asked to help lead the writing process. Each department addressed aspects of the school's three critical academic areas as recommended by the WASC Visiting Committee. Teachers were allowed to pair up and address one of the three critical academic needs. After they completed their task, they were asked to submit their writing via email to the WASC Coordinator. The focused learning target was "Given a critical area for follow-up, I will be able to comment on the PROGRESS made by my DEPARTMENT to address the critical area by writing a paragraph with supporting evidence and submitting it to the WASC Coordinator at 4pm."

During the first semester, Leuzinger High School staff voted on revising their mission and vision statements. At the beginning of the school year, every department was given an opportunity to provide input on the mission and vision statement. In November, it was narrowed down to two statements for each area. In December, all teachers voted to revise the current mission and vision statements using Survey Monkey.

Follow-Up #1:

- Include a description of any significant changes and/or developments, i.e., program additions, since the last full visit in the 2012-13 school year. Describe the impact these changes and/or developments have had on the school and/or specific curricular programs.

Follow-Up #2:

- Continue to analyze data and examine student work to guide instruction and improve student performance. Comment on the progress made to date to address this critical area for follow-up and cite evidence and examples of the impact on student learning (observable impact regarding student improvement).

Follow-Up #3:

- Continue to refine the process by which a student enters the AP program to ensure the fidelity of the AP curriculum. In your department, how do you align your curriculum /

instruction so that students are prepared to take AP? Comment on the progress made to date to address this critical area for follow-up and cite evidence and examples of the impact on student learning (observable impact regarding student improvement).

Follow-Up #4:

- Continue to encourage students to take advantage of academic support. Comment on the progress made to date to address this critical area for follow-up and cite evidence and examples of the impact on student learning (observable impact regarding student improvement).

Follow-Up #5:

- Provide additional training and support for DII strategies campus wide. Comment on the progress made to date to address this critical area for follow-up and cite evidence and examples of the impact on student learning (observable impact regarding student improvement).

Follow-Up #6:

- Provide additional training and support for technology use campus wide. Comment on the progress made to date to address this critical area for follow-up and cite evidence and examples of the impact on student learning (observable impact regarding student improvement).

On April 15th, 2015, during a faculty meeting, teachers were asked to bring their laptops again and sit by Focus Groups in order to address the “Key Issues” noted by the WASC Visiting Committee. Teachers were again allowed to pair up and write about their area of expertise as it pertained to the key issues. After they completed their task, they were asked to submit their writing via email to the WASC Coordinator. The focused learning target was “Given a key issue for follow-up, I will be able to comment on the PROGRESS made to address the key issue by writing a paragraph with supporting evidence and submitting it to the WASC Coordinator by 4pm.”

In the 2015-2016 school year, the administrative team, teachers and staff will continue to assist the WASC coordinator in preparing the progress report by updating the school’s data as well as organizing and revising the writing done by the faculty during last year’s faculty meetings. Several meetings will be held during Monday morning collaboration to review school-wide data and the progress report with the entire staff. Students will also take part in this process in their English classes and parents will be able to provide feedback during the Title 1, ELAC, and SSC meetings this school year. All stakeholders are involved in the process to prepare the WASC progress report.

IV: Progress on Critical Areas for Follow-up/Schoolwide Action Plan

Critical Areas for Follow-Up

- 1. Continue to refine the process by which students enters the AP program to ensure the fidelity of the AP curriculum.**

The Advanced Placement program at Leuzinger High School continues to be an open enrollment process. The entire process is done collaboratively with counselors, parents, students, and teachers with all stakeholders being involved in the process. In January, students wishing to take Advanced Placement courses the following year are asked to take an online survey. The link can easily be accessed from the school's website and the survey informs students about the extra hours that are required for all Advanced Placement courses. The survey includes a short agreement informing the student of all the extra hours and rigor of AP courses that must be accepted by the student. After the student agrees to the expectations for AP courses, depending on the student's selected grade level, a list of AP courses will be provided for students to select from. Once the student completes the survey, the data is collected and sorted by administrators and counselors.

In March, students meet with their counselors to pre-select their courses for the following school year. Based off of the surveys and/or transcripts, students are offered and assigned AP courses. Students who wish to be enrolled in AP courses but do not have supporting grades will still be allowed to sign up for AP courses after their counselors meet with their parents. However, they may be discouraged from taking too heavy of an AP course load. If a student does not show interest in AP courses but their grades are exceptionally high, counselors will encourage that they enroll in AP courses based on their success in previous classes. Typically, all students are encouraged to take at least one AP course during a semester to improve their chances of getting accepted to a four-year college or university.

Once the counselors have met with all students, administration compiles a list of all students pre-enrolling in AP courses, sorting them by department and then by class, e.g. Math – AP Calculus, Science – AP Chemistry, etc. The list is then distributed to department chairs in May and shared with the rest of the department. Teachers then provide feedback as to whether the students enrolling in AP courses in their respected content should be allowed to enroll in the course.

Upon finalizing the AP course list for the following school year, students who are enrolling in any AP course must attend an informational parent-student AP meeting held by the Leuzinger administration team. Both parents and students are asked to sign a contract in agreement to the rigor and expectations of the AP classes. In addition, AP students are expected to complete summer preparation assignments for AP courses and teachers are compensated for time spent working with students on these assignments during the summer.

Improvements to both the AP enrollment process and AP class instruction are continually being made to boost student performance and meet expectations. AP science has undergone

class reassignments as teachers have transferred between school sites, as well as the addition of course offerings which requires new teachers to fulfill those added teaching positions. The impact of the above mentioned changes on student performance is still being evaluated.

AP teachers also undergo summer professional development provided by the College Board to ensure teachers are properly trained in AP curriculum and teaching strategies and understand AP expectations. In addition, the block schedule ensures that there is enough time for AP laboratory activities.

2. Continue to encourage students to take advantage of academic support.

Leuzinger offers a variety of academic support for our students within the classroom setting as well as outside of the classroom. In Math and English Language Arts, support classes are offered for ninth and tenth graders. Access to these courses is determined by district placement test scores, state assessments scores, and teacher recommendations. After assessing student mastery from these scores, students who have not met entry-level standards are then placed in an intervention course that provides support for the core classes. The intervention course is double-blocked with the core class and designed to assist students with the core subject matter.

Leuzinger has transitioned from a daily 6-period traditional bell schedule to an 8-period block schedule for the past two years. With the new block schedule, the teachers' ability to provide academic support during class time is greatly improved. The reduction of maximum class sizes from 36 to 30 students for general education classes, with most intervention classes containing between 20-25 students, has also proven to be helpful. Furthermore, intervention students are showing improvement as evidenced by an increase in passing grades. Leuzinger also started offering UC-approved Co-Taught courses in Math and ELA, which allowed for additional support to students with IEPs by utilizing two highly skilled teachers in one classroom.

Students are also offered additional support outside of the classroom for their courses before school, during lunch, and after school from various content teachers. Most departments implement their own teacher tutoring hours to encourage students to seek assistance, such as homework help, on campus. Each department has made considerable progress with teachers posting their department tutoring schedules in their classes which display weekly office hours. Some departments have implemented a tutoring referral form to assist students with failing grades. The teacher-created tutoring calendar is shared with the administration team as well as the counselors so that they can also refer students to tutoring if need be [Appendix I]. To further promote the program, the Intervention Specialists also encourage targeted students to attend office hours and reward them with prizes such as movie tickets, pizza parties, shirts, raffle tickets, prom tickets, and other merchandise from the student store.

In addition to the teachers being readily available to students, the BSU sponsors the SHAPE program where UCLA students tutor and mentor our students on Mondays and Wednesdays from 3:15pm-6:00pm. Another source of academic support is TRIO Upward Bound. TRIO

provides fundamental support to participants in their preparation for college entrance. The program provides opportunities for participants to succeed in their pre-college performance and ultimately in their pursuit of higher education. Both SHAPE and TRIO provide tutoring for students after school and/or on weekends. Leuzinger recently created a space for students with the addition of the Media Center. The Media Center re-opened its doors to students during the 2014-15 school year and the center operates from 7:15am-7:15pm Mondays – Thursdays and from 7:15am-5:15pm on Fridays. At the Media Center, students have access to multiple resources such as computers, printers, and the Internet. Leuzinger also started an Academic Peer Tutoring program held after school in the Media Center. Students volunteer their personal time to assist other students seeking academic help. The past two years, Leuzinger has significantly increased its number of students in the AVID program, giving them access to daily tutoring and weekly grade checks.

In 2014-15, Leuzinger started implementation of the RTI and PBIS program to encourage students to academically improve their grades and become better students. The purpose of RTI and PBIS are to provide academic support to students who are having fairly significant difficulties in class, including behavioral issues, attendance problems, and low academic performance by offering rewards and celebrating accomplishments. Both programs have resulted in many students making positive changes in all three of these areas of concern. Teachers and counselors serve as mentors and support students with low grades. The staff meets with these students once or twice a week to check on their progress and provide any support the students may need. The goal of the RTI and PBIS teams is to show students that the Leuzinger staff cares and to expose them to all the resources Leuzinger has to offer.

This year, the administration implemented a similar program that targets all ninth graders outside of the RTI and PBIS efforts. The initiative has been dubbed the “Olympic Games” as the program provides support for freshmen during their transition into high school along with lunchtime games that promote school spirit and friendly competition. This approach is backed by a team of 4 counselors, 4 administrators, 2 intervention specialists, 2 Leu-Crew leaders, 4 academy chairs, 1 AVID coordinator, 2 instructional coaches, 1 athletic director, and 1 activities director. Since the team consists of 21 members, the goal is to have each member work with 8 freshmen the first month of school and then a new group of 8 freshmen the second month. By the end of the first semester, all of the freshmen would have mentor relationships with a staff member. After the semester, the team will then strategically target students based on those who need continued support. The mentoring program is designed to assist the incoming class and share the many resources Leuzinger has to offer. By the end of this year, the ninth grade academic data will be collected and shared with the staff during a faculty meeting in hopes of encouraging more teachers to participate in the program.

To assist students with standardized testing, AVID-sponsored PSAT workshops are offered to students. In addition to this workshop, Leuzinger is also offering SAT prep classes this year – one section during the school day and three classes after school. The class is offered mainly to eleventh graders, but all students are welcome to enroll. The SAT Prep class is designed to help prepare students for the SAT test. In addition to reviewing the basic verbal and mathematical skills assessed on the SAT test, students learn test-taking strategies specific to the exam. Although all sections of the SAT will be covered, emphasis will be placed on

Language Arts and Mathematics. The course offers test materials including samples with explanations, practice tests with complete multiple-choice assessments, essay prompts, and study resources. Independent practice is followed by guided collaborative review. Upon successful completion, students will possess the tools necessary to complete the SAT to the best of their ability.

3. Provide additional training and support for DII strategies and technology use campus wide.

Direct Interactive Instruction (DII) | Direct Interactive Instruction, or DII, is a research based strategy that has been proven to be efficient, effective, and helpful to schools in closing the achievement gap. DII strategies guide teachers to disaggregate and sequence even the most difficult concepts at the highest levels of cognition and achieve a high success rate with all students. DII delivers a comprehensive schema for teachers, coaches, and principals to ensure every student is interacting with content from bell to bell. DII involves consistent, persistent, and creative application of four components: (1) Standards and Measurable Objectives, (2) Lesson Structure and Sequence, (3) Student Engagement, Feedback, and Correctives, and (4) Proactive Classroom Management. Each of these essential components has identifiable, explicit, observable characteristics that differentiate it from the other three and from traditional approaches to instruction. DII is a set of teacher planning and delivery techniques that can be applied to all content areas and grade levels.

The district and administration have provided a number of professional development days to support staff with DII strategies. The district has incorporated DII training and consistently models DII strategies into the new teacher orientation held prior to the start of the school year for new district hires. With the new bell schedule, administrators retrained the entire staff with DII strategies by demonstrating them during the weekly school-wide faculty meetings. In addition to weekly faculty meetings, we also have departmental collaboration immediately following our faculty meetings. During departmental collaboration meetings, teachers have opportunities to promote DII best practices with colleagues.

Teachers are provided with monthly Professional Lunch Opportunities (PLOs) offering DII strategy refresher workshops led by instructional coaches. PLOs provide an opportunity for staff to revisit and improve DII strategies. These lunchtime workshops provide further support for teachers by scaffolding various DII strategies and modeling different methods of implementation. The district has also provided a number of paid professional development days during the summer to support teachers in the process of improving their DII strategies. Instructional coaches provide one-on-one assistance with DII strategies with all teachers on campus as needed. Instructional coaches also conduct classroom observations to provide feedback on lesson structure sequence and student engagement.

The administrators are also focusing more heavily on DII strategies during classroom observations. Each time an administrator visits a classroom, they look for three things supporting DII:

- Engagement
- Checking for Understanding
- Referring back to the Focus Learning Target

At the end of the observation, teachers are provided with feedback to reflect upon.

Technology | Recently, Leuzinger has offered Wi-Fi throughout the campus. At the beginning of the school year, students received personal cvuhd.org logins allowing them to access their school Gmail accounts. Student accounts provide Wi-Fi access, various Google apps, school site computers, and district adopted resources. To ensure that all students utilize these resources, the district and school sites have organized various Digital Tools Training sessions. Students are provided a space to access these technology resources via the Media Center. The training, led by the CV Ed Tech Team consisting of the Coordinator of Educational Technology, the Ed Tech Coach, and site tech trainers, provide students an opportunity to login to all site computers, access to the campus-wide Wi-Fi, and to activate their Google accounts.

Technology assistance for teachers has also improved during the last three years. These workshops were held throughout the school year and focused on topics such as Illuminate, district adopted technology presentations (e.g. Schmoop, Edmodo, etc), Google Apps for Education, TurnItIn.com, teacher school web pages, PowerTeacher, Blackboard Connect, Help Desk, School Dude, Copy Center, and Naviance.

Teachers are also offered ongoing technology training from our site tech trainer. Each month, our site tech trainer offers after school workshops on various topics such as PowerTeacher, Illuminate, ActivInspire, Activate, Elmo, clickers, Shmoop, Edmodo, Schoology, etc.

Another technology resource utilized by Leuzinger is our e2020 program, which offers a variety of academic online courses. The program gathers data regarding student performance such as completed courses, grades, and time spent on each course. E2020 targets students who have failed classes and need to recover credits.

Chapter V: The Single Plan for Student Achievement

School: Leuzinger High School
CDS Code: 19 64352 1935048
District: Centinela Valley Union High School District
Principal: Dr. Pamela Brown
Revision Date: September 14, 2015

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:

Contact Person: Erik Hendricks
Position: School Site Council Chair
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 Lawndale, CA 90260
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The District Governing Board approved this revision of the SPSA December 2015.

Table of Contents

School Vision and Mission3

School Profile.....4

Comprehensive Needs Assessment Components5

 Data Analysis5

 Surveys5

 Classroom Observations.....5

 Analysis of Current Instructional Program6

Description of Barriers and Related School Goals8

School and Student Performance Data10

 CAASPP Results (All Students)10

 CELDT (Annual Assessment) Results.....12

 Title III Accountability (School Data)13

 Title III Accountability (District Data).....14

Planned Improvements in Student Performance15

 School Goal #115

 School Goal #217

 School Goal #319

 School Goal #421

 School Goal #523

 School Goal #627

 School Goal #729

 School Goal #831

Centralized Services for Planned Improvements in Student Performance33

 Centralized Service Goal #133

 Centralized Service Goal #234

 Centralized Service Goal #336

Summary of Expenditures in this Plan37

 Total Allocations and Expenditures by Funding Source37

 Total Expenditures by Object Type.....38

 Total Expenditures by Object Type and Funding Source39

 Total Expenditures by Goal40

School Site Council Membership41

Recommendations and Assurances.....42

School Vision and Mission

Leuzinger 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.

Leuzinger High School Vision Statement

All Olympian graduates will be eligible to attend a four-year college or university. Our students will leave Leuzinger High School with the knowledge, skills, and experiences necessary to be successful in any postsecondary education environment. They will have a strong sense of what occupation they would like to pursue as a career, and will have received guidance as to which post-secondary institutions, training programs, or industries will best fit their personal goals.

School Profile

School Facilities:

Leuzinger High School provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. Original school buildings were constructed circa 1933. Monthly safety inspections and ongoing maintenance ensures school facilities are kept safe, in good working condition, and provide adequate space for students and staff. On November 4th, 2009 the local residents voted to approve Measure CV, a bond measure that will give Leuzinger High School a possible 90 million dollars to make repairs to buildings, and improve the facilities. This is a major win for our students and the school community, as Measure CV will ensure that the facilities continue to improve and new classrooms will be built in the upcoming years. The measure guarantees the upgrade and improvement of the school library and computer labs, as well, so it's expected that this money will soon help our school tremendously. 41 bungalows were replaced with a new two-story permanent building with Measure CV. Teachers were integral in helping this measure pass, as many volunteered time to phone bank during the campaign, showing their school pride and their belief in our school district. Phase II of construction is completed and includes 31 new classrooms that is dedicated to our Academies and there is also a new state of the art cafeteria.

Other School Characteristics:

In 2015 – 2016 Leuzinger High School is serving 1836 students in grades 9-12. Student enrollment included 12.69% receiving special education services, 19.04% qualifying for English learner support, and 100% qualifying for free or reduced-price meals. Leuzinger High School offers a comprehensive standards-based curriculum, preparing students for their post-secondary education opportunities and entrance into the workforce.

School Programs:

Title 1, GATE, AVID, AP, Honors, Supplemental Math and English Programs, Environmental Career Academy, Multi-Media Career Academy, Advanced Academic Academy, Culinary Career Academy, SHAPE, BTSA, District Professional Development Days, Peer Assistance and Review (PAR), Department Collaboration, SPED, ELAC, PREP, and BSU

Title I Schoolwide Program:

Leuzinger 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 June of 2011 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).

There were several surveys given in the 2014-15 school year. The surveys included a parent survey that asked for information on the physical and instructional environment. The results revealed that parents still have concerns about student safety. The primary concerns related to students on their way home. Another concern noted from parents was the grades of students. There was a concern that some teachers have not been keeping grades up to date. The next survey was a staff survey on the school administration. This survey revealed that overall the teachers are satisfied with the administrative team with overall rankings 80% or above. There was a student survey and the primary concern of students was how we could work to get better food in the cafeteria.

Classroom Observations

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

Classroom observations were conducted by administration on a weekly basis. The average number of observations per month was around 25. The summary of findings is that FLT's are noticed in about 65% of the classrooms. The struggle in some classrooms is not centered on content but instead on management. Administration will devise a plan to support teachers with classroom management by offering workshops and support from intervention specialists.

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)

Leuzinger High School regularly uses CELDT, CAHSEE and CST data to target students and improve instruction. Specifically, the FBB, BB and Basic students are scheduled in support classes based on this data, grades, and teacher feedback. The results of the CAHSEE data reveals that the targeted instruction in 10th grade classes have led to higher scores in both English and Math. We still need to regularly analyze data and our programs to make sure we are meeting the needs of ALL students. We are currently looking at ways to address our students and teachers understanding of the CELDT. We have a large number of students that continue to remain in the intermediate area on the CELDT results.

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

This past year, there was a clear use of curriculum embedded assessments but there was no schoolwide data protocol being used. This school year there is a district data protocol being used on a regular basis to evaluate the data and come up with next steps. The data protocols are used to work with our students that are exceeding, meeting and not meeting performance goals.

Staffing and Professional Development

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

All of the staff at Leuzinger was highly qualified for the 2014-15 school year. This year we have a few of our special education teachers that do not meet the requirements of being highly qualified. In addition we have one long term sub being used in an English Classroom. We are using our instructional coaches to work closely with these teachers to ensure the needs of all students are being met.

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

We had a sufficient number of credentialed teachers in all subject areas. Teachers received professional development opportunities during lunchtime PLO's, collaboration time and district-wide PD. All teachers had access to SBE adopted instructional materials. The teachers continue to receive professional development from our coaches and ELD coach to support the learning of all levels of students.

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

The staff development has been aligned to the content standards, student performance and professional needs. For example, ELA and math have been working on common core standards in collaboration. They are using them to help create their CFA's and they were used in creating and updating the CSA's. The lunchtime professional learning opportunities are generated by teacher request. For example, if we have teachers requesting refreshers on DII, then the instructional coaches will present during a lunchtime PLO or in collaboration. All of the DII strategies continue to support our EL's, SPED and gen ed populations.

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

We had a Co-teaching coach, math coach, ELA coach and two pathway specialists that supported teachers in the classroom. The Pathway specialists supported teachers on implementing linked learning concepts. The ELA and math coaches worked with new teachers and existing teachers on items such as: classroom management, lesson planning, instruction, student engagement, etc.

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

At Leuzinger High School we have weekly collaboration. In 2015-2016 we will move to a 90 minute collaboration for school-wide collaboration for the first 30 minutes then one hour of department collaboration. In addition, in the department collaboration teachers will create CFA's and then use the district-wide data protocol to evaluate data.

Teaching and Learning

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

In the summer of 2015 teachers will work together to evaluate the curriculum and update it as needed. The district instructional support team will meet over the summer to identify the key instructional areas we will focus on. Some of the focus areas for 15-16 include, FLT's , CFU, CFA/CSA, and data evaluation. All teachers have teacher ancillary materials and teachers editions.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Leuzinger High school exceeded the instructional minutes required for both ELA and mathematics.

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The master schedule for 2015-16 is being built to support the numbers of students in need of math and ELA support.

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

The school sites have worked closely with the district to ensure there is adequate instructional materials for all students and courses. Each school year there is a data sheet completed on materials on hand and the number of courses being offered the following year to ensure there is enough materials.

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

Leuzinger high school uses standards aligned instructional materials in all classes.

Opportunity and Equal Educational Access

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

Both ELA and math have support classes in place for students that are under performing. These courses are offered in both the 9th and the 10th grade in ELA and with math it is open to grade 9-12 These classes are all taught by highly qualified teachers who regularly evaluate data to see how they are meeting the needs of students.

14. Research-based educational practices to raise student achievement

Some of the research based educational practices we are using to support and raise student achievement are as follows: Direct Interactive Instruction, Common formative assessments, common summative assessments, district-wide learning strategies (cornell notes, text dependent questioning, and text annotation). All of these are research based strategies to support all levels of learners.

Parental Involvement

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

We offer after school tutoring, Parenting classes from PIQE, richstone parent workshops and richstone counseling, outside tutoring through the district if the families sign up and centinela youth services community counseling. When a struggling student is identified we offer a combination of the services previously mentioned.

16. 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)

In 2015-2016 we have parent representatives on SPAC, DPAC, ELAC, DELAC and SSC. We have students, teachers, and other school personnel part of the SSC as well. Having this parent involvement allows us to ensure we are hearing their voice and meeting the needs of all students.

Funding

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

We offer ELA intervention courses, AVID classes, AVID tutors, AVID field trips, Title I parent meetings, Teacher professional development and Intervention classroom supplies. All of these items are funded using categorical money. The parents had input on how the funds were spent. Each of the items in our SPSA provide support for all levels of students. From our students who are meeting goals to our students who are not meeting as well as those exceeding.

18. Fiscal support (EPC)

The business and state and federal programs offices meet with principals throughout the year to ensure budgets are developed and expended correctly.

Description of Barriers and Related School Goals

One of the primary barriers we are struggling with is increasing student performance on standardized tests. With SBAC being a new test, we are still getting students acclimated to the new format. This school year we have a targeted plan in place to address all grade levels and all students. There are three primary goals we must achieve to help increase performance on the standardized tests. The three goals are: Getting our students familiar with the question stems so they can become comfortable and confident with the academic language and expectations of cognition, getting them a chance to work on the practice test, and then using the interim assessment. All of these things will give all of our students not only familiarity with the test but also familiarity with the computer as a testing instrument. Other barriers we must address is supporting the large number of LTEL's we have. We must provide PD for teachers and structured instructional support for out EL's. We are using the co-taught model to support our SPED students. We must continue to provide our teachers with professional development on how to work with and provide optimal support for SPED students. In addition to what we have discussed above, there is a need to better prepare our students for college. We need to evaluate A-G data and clearly identify ways to maximize the 8 period day. In addition we need to offer prep classes for the SAT and AP courses in order to help ensure student success. Finally, our students must have access to computers in order to hone their research and writing skills across all content areas. Finally, there is a need to offer structured tutoring within the school day and after school. There will be mandatory tutoring instituted to support students that are failing core classes.

Existing factors that will support school improvement:

- Development and implementation of RTI model to change inappropriate student behaviors.
- DII instruction and learning models,
- Co-Taught classes, intervention math and English classes
- Supportive technology to enhance student learning
- Analysis of data

The school identified three Critical Academic Needs

- Critical Academic Need #1: Improve the academic achievement of all students in all content areas.

- Critical Academic Need #2: Improve the percentage of students successfully completing high school, and ensure that they are properly prepared for college and career.
- Critical Academic Need #3: Support English Learners and Special Education subgroups to close achievement gaps School wide
Critical Areas for Follow-Up: WASC Report
- Continue to refine the process by which a student enters the AP program to ensure the fidelity of the AP curriculum
- Continue to encourage students to take advantage of academic support
- Provide training and support for DII strategies and technology use campus wide

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 11	404	382	94.6	381	2567.0	11	37	28	24
All Grades	404	382	94.6	381		11	37	28	24

Grade Level	READING			WRITING			LISTENING			RESEARCH/INQUIRY		
	Demonstrating understanding of literary & non-fictional texts			Producing clear and purposeful writing			Demonstrating effective communication skills			Investigating, analyzing, and presenting information		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 11	22	52	26	18	50	27	13	66	20	22	59	19
All Grades	22	52	26	18	50	27	13	66	20	22	59	19

Conclusions based on this data:

1. Within our departments we need to analyze the areas that our students struggled with. A large percentage of our students were at or near the standard. We need to delve into this data and see just how close they were to being above and what were the types of questions they struggled with.
2. We will need to integrate writing and research across the curriculum. The use of the CVUHSD writing handbook can help support writing in all course content areas.
3. We need to look closely at the data for students and identify whether they were in the top tier or the lower tier in each area.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 11	404	391	96.8	391	2508.3	5	11	21	64
All Grades	404	391	96.8	391		5	11	21	64

Grade Level	CONCEPTS & PROCEDURES			PROBLEM SOLVING & MODELING/DATA ANALYSIS			COMMUNICATING REASONING		
	Applying mathematical concepts and procedures			Using appropriate tools and strategies to solve real world and mathematical problems			Demonstrating ability to support mathematical conclusions		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 11	10	25	65	4	47	49	6	59	35
All Grades	10	25	65	4	47	49	6	59	35

Conclusions based on this data:

1. Our students will need opportunities to engage in math problem solving using the computers. This will help them become familiar with navigating the computerized math test, using the calculator functions on the computer and typing out mathematical answers on the computer.
2. Our teachers will need to build in more literacy skills into their math classrooms. Students will need to be provided with opportunities to write about the math concepts they are learning.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	2014-15 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
9	14	14	40	39	32	31	9	9	8	8	103
10	10	13	28	36	25	32	10	13	5	6	78
11	1	2	21	33	15	24	14	22	12	19	63
12	3	5	15	27	21	38	6	11	11	20	56
Total	28	9	104	35	93	31	39	13	36	12	300

Conclusions based on this data:

1. With 17% of our population being English Learners we must ensure teachers are using strategies to support English Learners in the classroom. Our highest percentage of English Learners are Intermediate and Early Advanced. We must ensure our students are familiar with the CELDT test and the students and parents understand the goal of getting their students in a position to be reclassified within a 3 year time frame. In addition, we must continue to provide PD to ensure our teachers are providing consistent and ongoing support to our EL's.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	134	160	300
Percent with Prior Year Data	84.3%	100.0%	95.7%
Number in Cohort	113	160	287
Number Met	64	85	164
Percent Met	56.6%	53.1%	57.1%
NCLB Target	57.5	59.0	60.5
Met Target	No	No	No

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	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	100	176	107	152	134	206
Number Met	6	27	7	40	19	98
Percent Met	6.0%	15.3%	6.5%	26.3%	14.2%	47.6%
NCLB Target	21.4	47.0	22.8	49.0	24.2	50.9
Met Target	No	No	No	No	No	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2012-13	2013-14	2014-15
English-Language Arts			
Met Participation Rate	Yes	Yes	N/A
Met Percent Proficient or Above	No	Yes	N/A
Mathematics			
Met Participation Rate	Yes	Yes	N/A
Met Percent Proficient or Above	No	Yes	N/A

Conclusions based on this data:

1. Our LTEL's and new comers continue to struggle in attaining proficiency. Additional training/ professional development is needed for all teachers on how to address the learning needs of LTEL's and new comers.
2. Teachers can be supported with continual training from our ELD instructional coach on ways to support English learners in the classroom. It is important that we are notifying teachers of who their English Learners are so they can ensure they are providing them with the language support needed.
3. AMAO III Data is not available at the time of this SPSA approval.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	452	518	930
Percent with Prior Year Data	90.3%	100.0%	91%
Number in Cohort	408	518	846
Number Met	226	255	417
Percent Met	55.4	49.2	49.3%
NCLB Target	57.5	59.0	60.5
Met Target	No	No	No

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	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	191	872	149	661	222	766
Number Met	25	254	12	150	22	316
Percent Met	13.1	29.1	8.1	22.7	12.2%	41.3%
NCLB Target	20.1	45.1	21.4	47.0	24.2	50.9
Met Target	No	No	No	No	No	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2012-13	2013-14	2014-15
English-Language Arts			
Met Participation Rate	Yes	Yes	N/A
Met Percent Proficient or Above	No	Yes	N/A
Mathematics			
Met Participation Rate	Yes	Yes	N/A
Met Percent Proficient or Above	No	Yes	N/A
Met Target for AMAO 3	No	Yes	N/A

Conclusions based on this data:

1. Teachers can be supported with continual training from our ELD instructional coach on ways to support English learners in the classroom. It is important that we are notifying teachers of who their English Learners are so they can ensure they are providing them with the language support needed.
2. AMAO III Data is not available at the time of this SPSA approval.

Planned Improvements in Student Performance

School Goal #1

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:

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.

LCAP Goal #1: Improve outcomes for students in the English Learner, Black/African-American, Special Education, Foster Youth, and Low Income subgroups, who perform below District, County, and State overall averages in academic performance (i.e. API), testing (i.e. CAHSEE, AP), and post secondary transition (i.e. graduation and dropouts rates and UC/CSU readiness).

SCHOOL GOAL #1:

Student Achievement: Increase student performance on standardized tests.

Data Used to Form this Goal:

2014-2015 SBAC Data

2015 CELDT data

2015 AP Data

Findings from the Analysis of this Data:

The data reveals a need to work with our students and teachers on understanding the format and expectations of the new state testing. In addition we need to work with teachers on knowing what the CELDT covers and ensuring our students are prepared for the annual CELDT test. In addition we need to provide students with additional support for AP testing and teachers that teach the classes with professional development.

How the School will Evaluate the Progress of this Goal:

- Evaluate 9th and 10th grade students on their performance on the interim and practice SBAC tests

Evaluate 11th grade SBAC data

- analyze common assessments data
- Look at student performance on CFA and CSA tests

Evaluate 2015 and 2016 AP Scores

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Saturday AP Support Sessions (increase success of struggling students who enrolled in AP through open access of all students at all academic levels)	2015-2016	Admin	Targeted AP support sessions for students entering AP classes Benefits	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits	Title I Title I	4785.05 750
Test Prep extra Duty for EL and SPED students	2015-2016	Admin	Extra duty test prep sessions for EL and SPED students Benefits	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits	Title I Title I	4350 650
Laptop Cart	2015-2016	Admin	Laptop cart for after school tutoring and research to increase access and achievement	4000-4999: Books And Supplies	Title I	20511.34
Read 180 Consumables	2015-2016	Instructional Coach	Read 180 consumables for intervention classes	4000-4999: Books And Supplies	Title I	15400

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: Student Engagement

LEA/LCAP GOAL:

LEA Plan Alignment:

Goal #5: All students will graduate from high school.

LCAP Goal #1: Improve outcomes for students in the English Learner, Black/African-American, Special Education, Foster Youth, and Low Income subgroups, who perform below District, County, and State overall averages in academic performance (i.e. API), testing (i.e. CAHSEE, AP), and post secondary transition (i.e. graduation and dropouts rates and UC/CSU readiness).

SCHOOL GOAL #2:

Increase school-wide attendance by 1% this school year. Decrease chronic absenteeism rates by 2%.

Data Used to Form this Goal:

- 2014-2015 Attendance data
- A2A Chronic Absenteeism rates

Findings from the Analysis of this Data:

Data shows a need to create a schoolwide early intervention plan to address chronic absenteeism rates. A campaign needs to be created on campus involving student leaders and the data needs to be displayed in a prominent location with a goal in mind.

How the School will Evaluate the Progress of this Goal:

- Monthly attendance rate reports (Goal charts around campus)
- Monthly chronic absentee rates

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Intervention specialists to work directly with admin. on attendance	2015-2016	Intervention Specialists	Work on attendance and chronic absenteeism rates			
Title I Facilitator to present data at quarterly title I parent meeting	2015-2016	Title I Facilitator	Organizing and planning quarterly title I parent meetings			
Teen Pregnancy Coordinator	2015-2016	Teen Pregnancy Coordinator	Organize monthly meetings to help keep the students on track and attending school	1000-1999: Certificated Personnel Salaries	Title I	2500
Intervention specialist to deal with parent student attendance interventions and conferences	2015-16	Intervention Specialist				
Attendance Incentives	2015-16	Intervention Specialists				
Attendance Award Night	2015-16	Intervention specialists	attendance awards for students			

Planned Improvements in Student Performance

School Goal #3

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: Professional Development

LEA/LCAP GOAL:

LEA Plan Goal Alignment:

Goal #3: By 2016-17, all students will be taught by highly qualified teachers.

LCAP Goal #2: Build local capacity to fully implement evidenced-based practices in all educational settings and organizational environments to promote students' academic achievement and behavioral health.

SCHOOL GOAL #3:

Provide teachers with professional development opportunities to learn about effective use of data in supporting student learning.

Data Used to Form this Goal:

Group data to be collected to measure gains:

D – F Rates

Drop Out Rates

Graduation Rate

Findings from the Analysis of this Data:

Our D – F rates are continually high and that eliminates students to fulfill the A – G requirements. Our graduation rate has increased but now we must increase our A-G rates.

How the School will Evaluate the Progress of this Goal:

Graduation Rate in all subgroups and students who fulfill the A-G requirements

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Data analysis	2015-2016	Teachers	CFA creation and use of district data protocol to evaluate and identify next steps			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Data analysis – collaboration time	2015-2016	Administration				
Professional development on data analysis	2015-2016	Administration				
Intervention Courses offered for students at below basic and far below basic	2015-2016		2 blocked sections of class size reduction			

Planned Improvements in Student Performance

School Goal #4

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: Parent Involvement

LEA/LCAP GOAL:

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.

LCAP Goal #2: Build local capacity to fully implement evidenced-based practices in all educational settings and organizational environments to promote students' academic achievement and behavioral health.

SCHOOL GOAL #4:

Parent Involvement: Increase parent and community engagement by 5%.

Data Used to Form this Goal:

Parent Participation DATA

- Back to School Night/Open House
- Family Picnic
- PTA Involvement, PIQE, Back on Track
- Title I Meetings

Findings from the Analysis of this Data:

Leuzinger High School needs to work on methods of communication and outreach to parents.

How the School will Evaluate the Progress of this Goal:

Parent Survey

Sign in sheets from parent meetings

PIQE participation

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Title I and Parent Involvement Specialist: new position to increase parent involvement	2015-2016	Director of Federal and State Programs	Salary	1000-1999: Certificated Personnel Salaries	Title I	27998
		Site Admin	Benefits	3000-3999: Employee Benefits	Title I	7280
Title I Facilitator	2015-2016	Site Admin	Salary	1000-1999: Certificated Personnel Salaries	Title I	4332
		Director of Federal and State Programs	Benefits	3000-3999: Employee Benefits	Title I	650
PIQE Parent Workshops	2015-2016	Dr. Karma Nicolis	Contract with provider to train parents on high school and college success.	5000-5999: Services And Other Operating Expenditures	Title I	12000
Mandatory parent meetings at the end of the first quarter for all 9th and 10th grade students with multiple Ds and Fs	2015-2016	Howard Ho				
Parent workshops on college admissions and financial aid	2015-2016	Cesar Perez				
Title I and ELAC parent groups participates in analyzing data when developing school goals.	2015-2016	ELD Coordinator, and Title I facilitator	snacks for these parent meetings	4000-4999: Books And Supplies	Title I	1100
Parent workshops to discuss reclassification criteria	2015-2016	ELD Coordinator				
Freshman Orientation Night	2015-2016	Ad ministration				
Back to School Night	2015-2016	All certificated staff				
Open House	2015-2016	All certificated staff				
Workshops for parents regarding various support programs, community agencies, and additional counseling available to support their students	2015-2016	Counseling office, Richstone, Piqe				

Planned Improvements in Student Performance

School Goal #5

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: College and Career Readiness

LEA/LCAP GOAL:

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.

LCAP Goal #1: Improve outcomes for students in the English Learner, Black/African-American, Special Education, Foster Youth, and Low Income subgroups, who perform below District, County, and State overall averages in academic performance (i.e. API), testing (i.e. CAHSEE, AP), and post secondary transition (i.e. graduation and dropouts rates and UC/CSU readiness).

SCHOOL GOAL #5:

Increase the percentage of students completing A-G requirements from 33%-35%. Involve more students in AVID and Academy based programs.

Data Used to Form this Goal:

Group data to be collected to measure gains:

D – F Rates

A-G percentages by programs and school

Findings from the Analysis of this Data:

Our D – F rates are continually high and that eliminates students to fulfill the A – G requirement

How the School will Evaluate the Progress of this Goal:

Graduation Rate in all subgroups and students who fulfill the A-G requirements

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Support for Special Education students in mainstream classrooms through Co-Taught classrooms. One general and one special education teacher in mixed classrooms collaborate and provide additional support for the Special Education students enrolled in the general education course.	2015-2016					
Provide support for students completing A-G completion using AVID tutors to monitor them in the AVID program	2015-2016	AVID Coordinator	AVID tutors pay	1000-1999: Certificated Personnel Salaries	Title I	91000
			benefits	3000-3999: Employee Benefits	Title I	21840
AVID Summer Institute	Summer 2015	Director of Curriculum and Instruction	Pay for AVID teachers from each site to attend the summer institute for implementing effective AVID classrooms/programs			
After Hours Tutoring: Mandatory, supplemental, tutoring for students receiving D's and F's at 10 week and beyond.	2015-2016	admin	SHAPE After school tutoring for targeted intervention and support	5800: Professional/Consulting Services And Operating Expenditures	Title I	25439
Offer the PSAT exam for 10th and select 11th grade students	2015-2016	Site Admin				
Continue to expand AP course offerings, and improve articulation between honors courses and AP courses	2015-16	Site Admin				
College information night each November and participates in a district-wide college fair	2015-16					

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Student Success Conference college information fair for African American, Students with Disabilities, EL, At-Risk Students	2015-16	Site Admin				
Materials to support the after-school program for increasing success rates for all students on the SAT.	2015-16	Admin	SAT Prep materials	4000-4999: Books And Supplies	Title I	3000
SAT Prep Class after school	2015-2016	Admin	SAT Prep class after school	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits	Title I Title I	4000 600
AVID Materials and Supplies (8 teachers: white boards for tutorials, dry erase markers, dry erase erasers, sheet protectors, manila folders for student files, crates for student files, hanging folders, expanding folders, materials for projects: trifold college exploration, self-discovery project - paper, painter set, posters, markers, colored pencils, painter's tape; external hard drive to maintain student files, etc. for supplemental materials)	2015-16	AVID Coordinator	Project Materials	4000-4999: Books And Supplies	Title I	4131
AVID College Fieldtrips	2015-16	AVID Coordinator	Buses	5000-5999: Services And Other Operating Expenditures	Title I	11000
			Subs	1000-1999: Certificated Personnel Salaries	Title I	5000
			Sub Benefits	3000-3999: Employee Benefits	Title I	750

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
College Fieldtrips for non AVID students	2015-16	ADMIN	Buses	5000-5999: Services And Other Operating Expenditures	Title I	10000
			Subs	1000-1999: Certificated Personnel Salaries	Title I	5000
			Sub Benefits	3000-3999: Employee Benefits	Title I	750

Planned Improvements in Student Performance

School Goal #6

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: Implementation of Common Core Standards

LEA/LCAP GOAL:

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.

LCAP Goal #1: Improve outcomes for students in the English Learner, Black/African-American, Special Education, Foster Youth, and Low Income subgroups, who perform below District, County, and State overall averages in academic performance (i.e. API), testing (i.e. CAHSEE, AP), and post secondary transition (i.e. graduation and dropouts rates and UC/CSU readiness).

SCHOOL GOAL #6:

Increase in the percentage of students proficient in ELA and Math by 2% on the SBAC.

Data Used to Form this Goal:

SBAC Score reports fro 2014-15

Findings from the Analysis of this Data:

There is a discrepancy between the proficiency of male Hispanics and African Americans and the rest of the student population. Also, our EL and SPED students need additional support.

How the School will Evaluate the Progress of this Goal:

SBAC data for 15-16

Grades in ELA/Math

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
College Tutors for ELD and SL Classes (AVID Trained)	2014-2015	ELD Coordinator				
E2020	2015-16	Site Admin	Credit Recovery Program			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Instructional Coaches (ELA and Math)	2015-16	District	Support teachers at all sites in implementing the intervention programs			
ALEKS Professional Learning	2015-16	Admin				
English 3D curriculum and materials	2015-16	Admin				
Intensive Curriculum and materials	2015-16	Admin				
ELD coordinator	2015-16 School Year	Site Admin	Pay for three periods without classes and a stipend.			
Supplemental Materials for ELs	2015-16	ELD Coordinator Site Admin				
Support for Special Education students in mainstream classrooms through Co-Taught classrooms. One general and one special education teacher in mixed classrooms collaborate and provide additional support for the Special Education students enrolled in the general education course.	2015-16	Site Admin	Salary for the Special Education teacher during the Co-taught periods.			
Regularly assess student progress in their core content area courses and use for informing instruction.	2015-16	Site Admin Teachers Department Chairs				
Intervention Salaries for 2 separate blocks of intensive 1 and intensive 2: Class size reduction in ELA intervention classes	2015-16	Admin	Salary for Supplemental Intervention Courses Benefits	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits	Title I Title I	76100 14407

Planned Improvements in Student Performance

School Goal #7

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: Basic Services

LEA/LCAP GOAL:

LEA Plan Alignment:

Goal #3: By 2016-17, all students will be taught by highly qualified teachers.

LCAP Goal #2: Build local capacity to fully implement evidenced-based practices in all educational settings and organizational environments to promote students' academic achievement and behavioral health.

LCAP Goal #3: Ensure appropriate systems of school support are fully operational at the organizational level. Educational, human, and fiscal resources are aligned to ensure that all students are taught by highly qualified teachers, are provided State-approved textbooks, and attend schools that are clean and in safe condition.

SCHOOL GOAL #7:

Admin and coaches will work with all teachers using new teacher workshops to address their needs.

Data Used to Form this Goal:

- Williams Report
- Professional Development Sign-in sheets

Findings from the Analysis of this Data:

Most teachers highly qualified. The exception being some of our SPED teachers due to changes in law.

How the School will Evaluate the Progress of this Goal:

Collaboration and looking at observation data
workshop sign ins

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Beginning Teacher Support and Assessment (BTSA); a state program that supports new teachers with a coaching/mentor model	2015-16	Director of Curriculum and Instruction				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continued Professional Development on Direct Interactive Instructional strategies	2015-2016	Director of Curriculum and Instruction				
Teacher Best Practice workshops after school for teachers on classroom management, DII, FLT, CFU, Grading etc.	2015-16	Admin	Extra Duty	1000-1999: Certificated Personnel Salaries	Title I	3043
			Benefits	3000-3999: Employee Benefits	Title I	457

Planned Improvements in Student Performance

School Goal #8

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

LEA/LCAP GOAL:

LEA Plan Alignment:

Goal #4: All students will be educated in learning environments that are safe, drug free, and conducive to learning.

LCAP Goal #2: Build local capacity to fully implement evidenced-based practices in all educational settings and organizational environments to promote students' academic achievement and behavioral health.

LCAP Goal #3: Ensure appropriate systems of school support are fully operational at the organizational level. Educational, human, and fiscal resources are aligned to ensure that all students are taught by highly qualified teachers, are provided State-approved textbooks, and attend schools that are clean and in safe condition.

SCHOOL GOAL #8:

Decrease the suspension and expulsion rates and use restorative practice model. Share the new model in place and the goal to keep students in school with parents and staff.

Data Used to Form this Goal:

- Attendance Report
- Suspension Report
- Expulsion Report

Findings from the Analysis of this Data:

- In 2012 56% and 2013 71% of the suspension are related to force and violence
 - 94% attendance rate school wide
- In 2013 suspensions decreased by 30%
- 95% attendance rate school wide
- in 2014 suspensions decreased by 85%
- 97.5% attendance rate school wide

How the School will Evaluate the Progress of this Goal:

- Attendance Report
- Suspension Report
- Expulsion Report
- Drop Out DATA

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Positive Behavior Intervention and Support	2015-16	Intervention Specialist				
School Wide attendance incentives	2015-16	Intervention Specialist				
HERO Attendance and discipline tracking system	2015-16	Intervention Specialists				

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 21st Century Skills.

LEA Plan and LCAP Goal #1:

LCAP Goal #3: Ensure appropriate systems of school support are fully operational at the organizational level. Educational, human, and fiscal resources are aligned to ensure that all students are taught by highly qualified teachers, are provided State-approved textbooks, and attend schools that are clean and in safe condition.

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 and Equipment/ Software: Technology trainers at each site to provide professional development to teachers on incorporating technology into their lessons to reach students with all learning styles.	2015-2016	Coordinator of Technology	Extra duty and benefits		Title II Part A: Improving Teacher Quality	22231

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

SUBJECT: Centralized Services for Planned Improvements in Student Performance in District and State assessments.

LEA Plan and LCAP Goal #2:

LCAP Goal #1: Improve outcomes for students in the English Learner, Black/African-American, Special Education, Foster Youth, and Low Income subgroups, who perform below District, County, and State overall averages in academic performance (i.e. API), testing (i.e. CAHSEE, AP), and post secondary transition (i.e. graduation and dropouts rates and UC/CSU readiness).

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
Provide Professional Learning: Cognitive Coach Training Expository Reading and Writing Training Honors/GATE Certification	2015-2016	Director of Curriculum and Instruction	Conferences, Extra Duty, Subs, and Benefits		Title II Part A: Improving Teacher Quality	20608
Enhance ELL Program Coordination and Support	2015-2016	EL Literacy Coach Director of Federal and State Programs	Supplemental Materials for English Learner Immigrants CABE/ELL Conferences		Title III Immigrant Education Program	15000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Enhance Professional Learning: Course Leads Collaboration CUE Conference Adaptive Schools Training	2015-2016	Director of Curriculum and Instruction	Conferences, workshops, extra duty, and subs		Title II Part A: Improving Teacher Quality	185451
Enhance Professional Learning: Summer PD to address LEA Goals focused on increasing student achievement	2015-2016	Director of Curriculum and Instruction	Extra Duty and Benefits		Title I	161830
Provide resources to Enhance Academic Interventions and Enrichments based on RTI and PLC response to student needs: Homeless support SES Tutoring Choice Transportation District Administration District Administrative Assistance Title I Training/Workshops	2015-2016	Coordinator of Child Welfare and Attendance Director of Federal and State Programs	Required and Allowed Reservations		Title I	523449
Provide Summer Learning for Struggling Students	2015-2016	Assistant Superintendent of Educational Services Director of Curriculum and Instruction	Teacher Salary and benefits for summer courses		Title I	318762
Reinforce English Language Acquisition Through Contextualized Learning	2015-2016	Director of Federal and State Programs	EL Instructional Coach Salary for Districtwide support		Title III Part A: Language Instruction for LEP Students	131320
Expand AVID Program	2015-2016	Director of Curriculum and Instruction	AVID Summer PD AVID Site Membership		Title I	54793

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

SUBJECT: Centralized Services for Planned Improvements in Student Performance in Academic Achievement and Behavioral Health.

LEA Plan and LCAP Goal #3:

LCAP Goal #2: Build local capacity to fully implement evidenced-based practices in all educational settings and organizational environments to promote students' academic achievement 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
Family Engagement Initiative	2015-2016	Director of Federal and State Programs Title I and Parent Involvement Specialist	Materials and Snacks to support Parent Meetings		Title I	5358

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	378,823	-0.39

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
Title I	378,823.39

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	228,108.05
3000-3999: Employee Benefits	48,134.00
4000-4999: Books And Supplies	44,142.34
5000-5999: Services And Other Operating Expenditures	33,000.00
5800: Professional/Consulting Services And Operating	25,439.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	Title I	228,108.05
3000-3999: Employee Benefits	Title I	48,134.00
4000-4999: Books And Supplies	Title I	44,142.34
5000-5999: Services And Other Operating	Title I	33,000.00
5800: Professional/Consulting Services And	Title I	25,439.00

Summary of Expenditures in this Plan**Total Expenditures by Goal**

Goal Number	Total Expenditures
Goal 1	46,446.39
Goal 2	2,500.00
Goal 4	53,360.00
Goal 5	182,510.00
Goal 6	90,507.00
Goal 7	3,500.00

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
Pamela Brown	X				
Damian Nunley		X			
Erick Hendricks		X			
Derrick Espinoza		X			
Sandy Weiss			X		
Handel Dasent				X	
Sally Brown				X	
Makina Dasent				X	
Anthony Hamilton					X
Johnaly Pego Del Cid					X
Calvin Vuong					X
Strawn Holmes		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) 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
X	District/School Liaison Team for schools in Program Improvement	Signature
	Compensatory Education Advisory Committee	Signature
	Departmental Advisory Committee (secondary)	Signature
X	Other committees established by the school or district (list): SPAC	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 11/18/2015.

Attested:

Dr. Pamela Brown
Typed Name of School Principal

Signature of School Principal

Date

Erick Hendricks
Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

Appendix G: Leuzinger Parental Involvement Policy

Leuzinger High School Title 1 Parent Involvement Policy

Leuzinger High School has developed a parent involvement policy with input from Title 1 parents. The school hosts quarterly meetings in order to keep parents informed about all aspects of the Leuzinger High School Community. Parents have been given the opportunity at these meetings to provide feedback to school leaders about steps that can be taken to increase parent involvement, improve communication between all stakeholders, and further increase student performance. In addition, parents are represented on the school's Leuzinger High School's School Site Council which is responsible for working together to develop programs to improve student performance. Leuzinger High School's policy describes the means for carrying out the following Title 1 parental involvement requirements.

Involvement of Parents in the Title 1 Program

Leuzinger High School does the following:

1. Convenes an annual meeting to inform parents of Title 1 students of Title 1 requirements and their rights to be involved in the Title 1 program
 - A meeting is held during the first month of the school year to review this information.
 - The meeting is conducted in both English and Spanish; all handouts are in both languages as well.
 - Parents are informed of this meeting through letters mailed to home addresses, as well as autodialers and phone calls made by school personnel
2. Offers a flexible number of meetings
 - Leuzinger's administration hosts quarterly Title 1 parent meetings.
 - These meetings are conducted in both English and Spanish; all handouts are in both languages as well.
 - Parents are informed of these meetings through letters mailed to home addresses, as well as phone calls made by school personnel.
3. Involves parents of Title 1 students in an organized, ongoing, and timely way, in the planning, review, and improvement of its Title 1 programs and the Title 1 parental involvement policy.
 - At the quarterly parent meetings, the principal reviews the school's performance data with parents, and encourages them to make suggestions as to steps that can be taken to improve that data.

- Parents are provided with their student's testing results at the quarterly parent meetings as it becomes available. Such data includes SBAC scores, CAHSEE results, CELDT levels, and CSA data
 - The Single School Plan for Student Achievement is shared with parents at these meetings, and feedback is solicited.
 - The Title 1 Parent Involvement Policy is shared with parents at these meetings, and feedback is solicited.
4. Provides parents of Title 1 students with timely information about Title 1 programs
- Each quarterly Title 1 parent meeting provides information to parents about important Title 1 programs, as well as information about how those programs can help their students achieve at higher levels.
 - At most meetings, representatives from these programs are present to answer questions and address concerns from parents.
5. Provides parents of Title 1 students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet.
- The principal and her staff routinely review the expectations that the school, district, state, and federal government have for all students at the quarterly Title 1 meetings
 - At these meetings, parents are provided information about the curriculum that is being taught in each academic department.
 - Parents are presented with specific information about the various tests the school is give: CELDT, SBAC, CAHSEE, SAT/ACT, AP exams, and CSA exams.
 - Assessment data is shared with parents at these meetings, and parents are provided with resources that are available to help their students reach proficiency.
6. Provides parents of Title 1 students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children
- Quarterly parent meetings for Title 1 parents are held at Leuzinger High School.
 - Parents are represented on the School Site Council and other organizations such as ELAC
 - Counselors meet with every student and their parents at least once per year.
 - Administrators, department leaders, and academy coordinators hold meetings throughout the year to provide parents with detailed information about how their students can improve in school.

School-Parent Compact

Leuzinger High School has jointly developed with and distributed to parents of Title 1 students a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help students achieve the State's high standards. This school-parent compact is in effect during the school year.

Leuzinger High School will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet the state's student academic achievement standards as follows:
 - Board approved curriculum materials will be implemented with fidelity and appropriateness in all academic content areas.
 - Teachers will be trained in Direct Interactive Instruction, a set of research-based instructional strategies that have been proven to improve student performance
 - Staff will utilize data to guide instructional practices.
 - The school will offer intervention programs to students performing below grade level in English and math
 - Provide an array of intervention programs such as after school tutoring that will be tailored to meet the needs of the individual students who require them.

2. Provide parents with frequent reports on their student's progress
 - Quarterly grade reports will be mailed home. Progress reports will be mailed home between quarters to the parents of students who have grades of a D or F.
 - Parents will be provided with access to the Power School Parent Portal. This tool will allow them to monitor grades, attendance, and performance from home in real-time online.
 - Teachers will use the Blackboard Connect phone system to provide parents with frequent updates on their student's progress
 - Title 1 meetings will provide parents with assessment data as it is available.
 - Counselors will meet with parents at least once per year.

3. Provide reasonable access to staff
 - Parents can meet with teachers and staff at Back to School Night, Open House, and other times when teachers are available.
 - Staff will be available through email and phone. Parents can expect responses within 24 hours.

- Staff will be available for meetings by appointment. Translation will be available if necessary.
- Parents are welcome to observe classes. 24 hour notice is required to do so.

Parent Responsibilities:

We as parents will support our students' learning by doing the following things:

- Frequently monitoring attendance
- Ensuring student is on time to school every day and prepared to learn
- Providing students with a quiet place to study and complete work at home
- Ensuring that the student is completing assignments and projects on time
- Ensuring that the student attends academic support programs after school when called for
- Attending important school meetings such as monthly Title 1 parent meetings, Back to School Night, and Open House
- Participating in decisions about the student's education
- Staying in contact with school personnel throughout the year
- Encouraging student to participate in extracurricular activities
- Staying informed of student progress by promptly reading all information that is sent home via US mail or email and carefully listening to any phone messages, and responding as appropriate
- Being involved to the greatest extent possible with school advisory groups

Building Capacity for Involvement

Leuzinger High School engages Title 1 parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school does the following:

1. Assists Title 1 parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.
 - Parent meetings are held to review this information.
 - Parents are presented with their student's performance data at these meetings as the data becomes available.
 - Information about the school's instructional program and curriculum are presented to parents throughout the year.
 - Parents are trained how to use the Power School Parent Portal to stay informed of their student's progress throughout the school year.
 - Parents are provided with resources available at Leuzinger High School to help their student achieve at a higher level.

2. Provides materials and training to help Title 1 parents work with their children to improve their children's achievement.
 - Parents are given information about how to contact their teachers via phone, email, or appointment.
 - Parents are provided with information about the various support services that are available at Leuzinger High School.
 - Representatives from support programs are usually present at the Title 1 meetings to promote their programs to parents and students who need them.
 - School staff provides workshops throughout the year to help parents support their students.

3. Educates staff, with the assistance of Title 1 parents, in the value of parent contributions and how to work with parents as equal partners.
 - School administration works with teachers throughout the year on improving school-home communication.
 - Tools such as Blackboard Connect and email are available for teachers to communicate with parents more frequently.
 - Translation for parent meetings is readily available.
 - Staff is trained periodically on effective techniques to build parent involvement.

4. Coordinates and integrates the Title 1 parental involvement program with other programs and conducts other activities that encourage and support parents in more fully participating in the education of their student.
 - Parent representation is welcome on school improvement committees.
 - All school groups such as academies, athletic teams, clubs, and the like are required to involve parents in their programs.

5. Distributes to Title 1 parent's information related to school and parent programs, meetings, and other activities in a form and language that the parents can understand.
 - All items mailed home are sent in both English and Spanish.
 - All parent meetings are conducted in both English and Spanish.
 - Phone calls home through the Blackboard Connect system are made in the parent's home language.
 - Translation is available for all parent conferences.

6. Provides support for parental involvement activities requested by Title 1 parents.
 - Such requests are acted upon by the school administration in a timely manner.

- Utilization of PIQE (Parent Institute for Quality Education) to inform parents about the educational process Leuzinger High School
- Outside agencies such as the South Bay Work Investment Board or Centinela Youth Services are often used to assist with providing additional activities of interest to parents.

Accessibility

Leuzinger High School provides opportunities for all Title 1 parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language that parents can understand.

- All items mailed home are sent in both English and Spanish.
- All items available on the schools web page: <http://www.leuzinger.org/>
- All parent meetings are conducted in both English and Spanish.
- Phone calls home through the Blackboard Connect system are made in the parent's home language.
- Translation is available for all parent conferences.
- Leuzinger High School is easily accessible to parents who require wheelchair access to its facilities.

English AP

Ethnicity	# of stude	Percent
American	1	0.40%
Vietname	16	7%
Asian Indi	2	1%
Other Asia	3	1%
Other Paci	5	2%
Filipino	8	3%
Hispanic/L	155	67%
African Am	40	17%
White	1	0.40%
Grand Tot	231	100%

Gender	Number o	Percent
F	157	68%
M	74	32%
Grand Tot	231	100%

Math AP

Ethnicity	# of stude	Percent
American	1	1%
Vietname	10	11%
Other Asia	1	1%
Filipino	1	1%
Hispanic/L	74	78%
African Am	8	8%
Grand Tot	95	100%

Gender	# of stude	Percent
F	56	59%
M	39	41%
Grand Tot	95	100%

Science AP

Ethnicity	# of stude	Percent
American	1	1%
Chinese	1	1%

English Honors

Ethnicity	# of Stude	Percent
American	2	1%
Chinese	2	1%
Vietname	20	8%
Asian Indi	1	0.50%
Other Asia	4	2%
Samoan	1	0.50%
Other Paci	1	0.50%
Filipino	5	2%
Hispanic/L	173	70%
African Am	35	14%
White	4	2%
Grand Tot	248	100%

Ethnicity	# of Stude	Percent
F	156	63%
M	92	37%
Grand Tot	248	100%

Math Honors

Ethnicity	# of stude	Percent
Chinese	2	0.50%
Vietname	31	10%
Asian Indi	2	0.50%
Other Asia	5	2%
Other Paci	2	0.50%
Filipino	7	2%
Hispanic/L	199	67%
African Am	43	14%
White	7	2%
Grand Tot	298	100%

Gender	# of stude	Percent
F	184	62%
M	114	38%
Grand Tot	298	100%

Science Honors

Ethnicity	# of stude	Percent
American	1	0.50%
Chinese	2	1%

Vietname	13	14%
Other Asia	2	2%
Filipino	7	7%
Hispanic/L	57	61%
African Am	11	12%
White	2	2%
Grand Tot	94	100%

Gender	# of stude	Percent
F	52	55%
M	42	45%
Grand Tot	94	100%

Vietname	19	10%
Asian Indi	1	0.50%
Other Asia	3	1.50%
Other Paci	1	0.50%
Filipino	2	1%
Hispanic/L	122	67%
African Am	25	14%
White	6	3%
Grand Tot	182	100%

Gender	# of stude	Percent
F	104	57%
M	78	43%
Grand Tot	182	100%

History AP

Ethnicity	# of Stude	Percent
American	2	0.50%
Chinese	1	0.25%
Vietname	35	9%
Asian Indi	2	0.50%
Other Asia	6	2%
Other Paci	7	2%
Filipino	9	2%
Hispanic/L	256	65%
African Am	67	17%
White	6	2%
Grand Tot	391	100%

Gender	# of stude	Percent
F	237	61%
M	154	39%
Grand Tot	391	100%

World Language AP

Ethnicity	# of stude	Percent
Vietname	1	0.50%
Other Asia	1	0.50%
Other Paci	1	0.50%
Hispanic/L	163	98%
African Am	1	0.50%
Grand Tot	167	100%

Gender	# of stude	Percent
F	96	57%
M	71	43%
Grand Tot	167	100%

African American & Latino Male Gradu

		2015	2014	2013	
Leuzinger HW	A-G		6	17	27
	Total Gra		34	102	103
	% A-G		0.176471	0.166667	0.292683
				0.262136	

Ethnicity	# of stude	Percent
American	6	< 1%
Chinese	3	< 1%
Japanese	1	< 1%
Vietname	67	4%
Asian Indi	8	< 1%
Other Asia	20	1%
Hawaiian	1	< 1%
Samoan	3	< 1%
Other Paci	23	1%
Filipino	26	1.50%
Hispanic/L	1246	68%
African Am	396	22%
White	38	2%
Grand Tot	1838	100%

Gender	# of stude	Percent
F	917	50%
M	921	50%
Grand Tot	1838	100%

ECA

Ethnicity	# of stude	Percent
Vietname	2	2%
Asian Indi	1	< 1%
Other Asia	2	2%
Other Pac	1	< 1%
Filipino	1	< 1%
Hispanic/L	94	76%
African Am	19	15%
White	4	3%
Grand Tot	124	100%

Gender	# of stude	Percent
F	54	44%
M	70	56%
Grand Tot	124	100%

MCA

Ethnicity	# of stude	Percent
American	2	< 1%
Japanese	1	< 1%
Vietname	11	3%
Asian Indi	1	< 1%
Other Asia	2	< 1%
Other Pac	7	2%
Filipino	7	2%
Hispanic/L	244	68%
African Am	78	22%
White	5	1%
Grand Tot	358	100%

Gender	# of stude	Percent
F	166	46% M
192	54%	Grand Tot
358	100%	

CCA

Ethnicity	# of stude	Percent
American	2	< 1%
Vietname	4	1%
Other Asia	2	< 1%
Samoan	2	< 1%
Other Pac	1	< 1%
Filipino	1	< 1%
Hispanic/L	204	68%
African Am	80	27%
White	3	1%
Grand Tot	299	100%

AVID

Ethnicity	# of stude	Percent
American	2	< 1%
Vietname	17	4%
Asian Indi	1	< 1%
Othe Asia	1	< 1%
Other Pac	4	1%
Filipino	5	1%
Hispanic/L	281	72%
African Am	74	19%
White	3	< 1%
Grand Tot	388	100%

Gender	# of stude	Percent
F	164	55%
M	135	45%
Grand Tot	299	100%

Gender	# of stude	Percent
F	236	61%
M	152	39%
Grand Tot	388	100%

AAA

Ethnicity	# of stude	Percent
Chinese	2	1%
Vietname	24	12%
Asian Indi	1	1%
Other Asia	5	3%
Other Pac	2	1%
Filipino	6	3%
Hispanic/L	126	65%
African Am	24	12%
White	5	3%
Grand Tot	195	100%

Ethnicity	# of stude	Percent
F	124	64%
M	71	36%
Grand Tot	195	100%

ationRates2011-2015

2012		2011		5 YR Totals:	
9	31	6	15	33	90
36	118	40	88	151	411
0.25	0.262712	0.15	0.170455	0.218543	0.218978

Article I Duties of the SSC

The SSC of Leuzinger High School, hereinafter referred to as the SSC, shall carry out the following duties:

- Obtain recommendations for, and review of, the proposed SPSA from all school advisory committees
- Develop and approve the SPSA and related expenditures in accordance with all state and federal laws and regulations
- Recommend the SPSA and expenditures to the governing board for approval
- Provide ongoing review of the implementation of the SPSA with the principal, teachers, and other school staff members
- Make modifications to the SPSA whenever the need arises
- 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
- Annually (and at each semester, trimester, etc) evaluate the progress made toward school goals to raise the academic achievement of all students
- Carry out all other duties assigned to the SSC by the district governing board and by state law

Article II Members

Section A: Composition

The SSC shall be composed of 15 members, selected by their peers, as follows:

- 4 Classroom teachers
- 1 Other school staff members
- 3 Parents or community members
- 3 students
- The school principal shall be an ex officio member of the SSC

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: 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. Voting by proxy is permitted.

Section D: 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 SSC chairperson.

Section E: Transfer of Membership

Membership on the SSC may not be assigned or transferred.

Section F: 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).

Article III Officers

Section A: Officers

The officers of the SSC shall be a chairperson, vice-chairperson, secretary, parliamentarian 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

The Parliamentarian shall:

- Assist the chairperson in maintaining order
- Should be familiar with the committee's bylaws, parliamentary procedures and Robert's Rules of Order

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 IV 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: Membership

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

Section C: 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.

Article V Meetings of the SSC

Section A: Meetings

The SSC shall meet quarterly on the date published on the school website and in parent calendars. 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: Administrative Responsibility

The principal shall have the responsibility for the proper function of the SSC.

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.

Article VII Amendments

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.

SPSA Annual Evaluation

Title I: School-Wide Program

Categorical Programs this year: Title I

SCHOOL: Leuzinger High School

YEAR: 2014-2015

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

<p><u>GOAL/Objective from SPSA:</u> (Add rows as necessary to address all of the goals/objectives in your SPSA.)</p>	<p>How <u>effective</u> were the categorical programs in assisting students to improve academic achievement? Please site data to support description.</p>	<p>What were the most significant <u>factors</u> contributing to the success of these programs in improving student achievement?</p>	<p>What changes/ modifications/ additions need to be made next year for the programs (e.g. this goal) supported by categorical funds?</p>
<p>Priority #1 – Student Achievement: Increase student performance on standardized test, score on Academic Performance Index, share of students that are college and career ready, share of English Learners that become English proficient.</p>	<p>Students were identified by the ELA and Math intervention classes and they were provided CAHSEE Intervention through Shmoop materials and additional instruction. By providing the additional resources and instruction we had a slight increase of students who passed the Exit Exam.</p>	<p>The most significant factor was providing the additional time to prepare for the exam, after school and Saturday school.</p>	<p>Utilizing Saturday school and Shmoop for CaHSEE prep during ELA and Math Intervention and Saturday School provided additional support.</p>
<p>Priority #2 – Student Engagement: Student attendance rates, chronic absenteeism rates, high school dropout rates, high school graduation rates.</p>	<p>Categorical funding was utilized to help fund PBIS Teams and they will continue to monitor school safety.</p>	<p>The significant difference between our 2014 results and 2015 was the inability to fund for additional resources. Building Bridges Human Relations Camp teaches awareness, knowledge and skills that will enhance their leadership skills and</p>	<p>We were able to fully use additional support funding to support the development of our RTI plan.</p>

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?
		strengthen their ability to improve human relations in their community. Workshops for parents regarding various support programs, community agencies, and additional counseling available to support their students	
Priority #3 – Other Student Outcomes: Other indicators of performance in required areas of study.	Practice data-driven decision making when developing or revising curriculum for intensive and strategic students and provide professional development and ongoing support for teachers in the practice of Direct Interactive Instruction	Implementing our PLC with built in collaboration time.	Continue to build on the PLC model utilizing data to drive decisions.
Priority #4 – Parental Involvement: To seek parent input and the promotion of parent participation.	Utilized the funding to support Back to School Night/Open House, PIQE, Family Picnic, and Title I Meetings.	Leuzinger High School will continue to inform parents and build PLC's including all stakeholders.	We will include a parent survey at the conclusion of all programs.
Priority # 5 – Course Access: Student enrollment in a broad course of study that includes all of the subject areas.	Support for Special Education students in mainstream classrooms through Co-Taught classrooms. One general and one special education teacher in mixed classrooms	The most significant factor that contributes to the success of the program in the co-taught classroom is the built in collaboration time to build lessons.	Continue to work with AP teachers to improve teaching practices to increase pass rate on the AP exam.

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?
	collaborate and provide additional support for the Special Education students enrolled in the general education course. Continue to expand AP course offerings, and improve articulation between honors courses and AP courses. Student Success Conference college information fair for African American, Students with Disabilities, EL, At-Risk Students. Utilization of after Hours Tutoring		
Priority #6 – Implementation of Common Core State Standards: Implementation of academic content and performance standards adopted by the state board for all student, including English learners	The use of Instructional Coaches (ELA and Math), Pathway Specialist, Pathway Connections Specialist, ELD Coordinator position at each site supported teachers for CSCC.	The most significant factors included College Tutors for ELD and SL Classes (AVID Trained) support teachers at all sites in implementing the intervention programs.	Utilizing Science TOSA
Priority #7 – Basic Services: Degree to which teachers are appropriately assigned, fully credentialed in the subject areas and pupils they are teaching, students have	Utilizing additional funds to support new teachers by offering Beginning Teacher Support and Assessment (BTSA); a state program that supports new teachers with a coaching/mentor model.	The use of resources for P.D. in B.T.S.A. and DII strategies has an impact on good teaching.	None

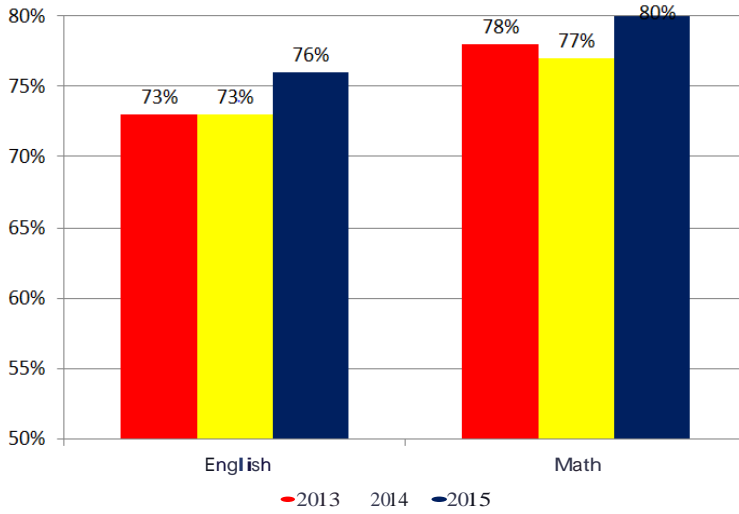
GOAL/Objective from SPSA: (Add rows as necessary to address all of the goals/objectives in your SPSA.)	How effective were the categorical programs in assisting students to improve academic achievement? Please site data to support description.	What were the most significant factors contributing to the 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?
access to standards-aligned instructional materials, and school facilities are maintained in good repair.	Offering professional development for Intervention Course Curriculum: Read 180, English 3D, System 44, e2020 and continued Professional Development on Direct Interactive Instructional strategies.		
Priority #8 – School Climate. Student suspension rates, student expulsion rates, other local measures including surveys of students, parents and teachers on the sense of safety and school connectedness.	Utilization and implementation of Positive Behavior Intervention and Support and PLASCO to monitor student behavior. The CADA conference for activity director to improve participation.	The success of the program is implementation of PBIS with fidelity.	Provide support to the activity specialist to help students connect to schools.

1. Describe professional development activities for meeting the goals of you SPSA.
2. Describe all parent education and involvement activities. (ELAC, Title I,SSC,PIQE and PTA meetings)
3. Describe parent input/feedback about categorical programs: Meeting with all parent stakeholders that include Title I, AVID, PIQE, ELAC, SSC and PTA regarding our SPSA document.
4. Other Evaluation/Assessment Information:

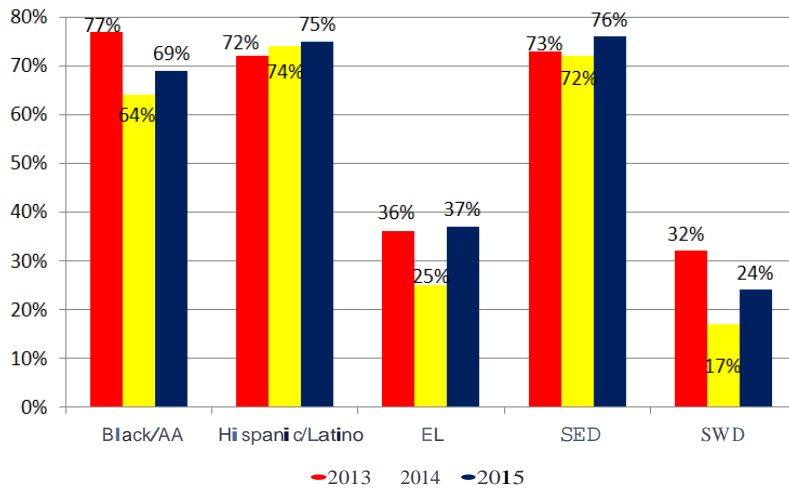
Principal's Signature

Date

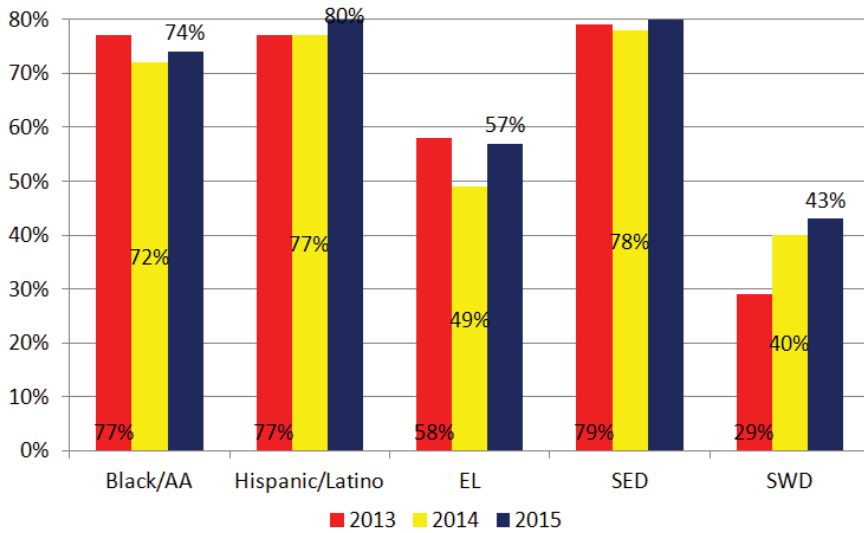
10th Grade CAHSEE Pass Rates



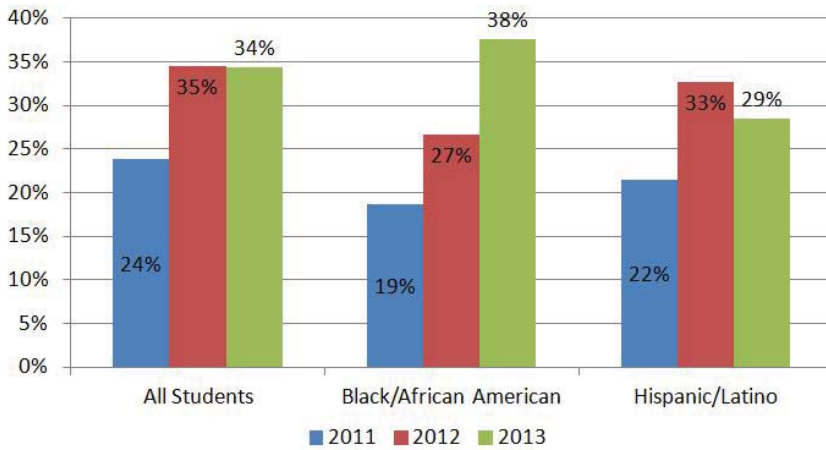
10th Grade CAHSEE Pass Rates 3 Year Comparison by Subgroup English



10th Grade CAHSEE Pass Rates 3 Year Comparison by Subgroup Math



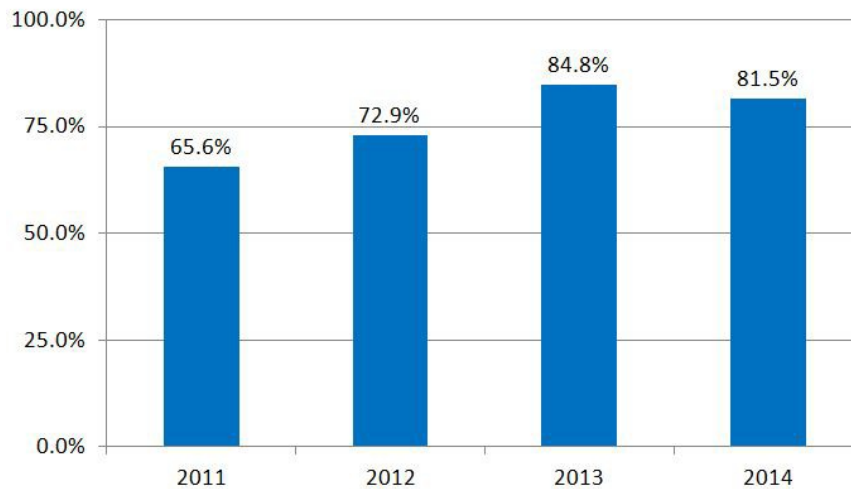
Graduates Meeting A-G Requirements



**Ethnicity data is not available for 2014 due to a reporting error*

Year	Number of AVID seniors in previous year	Percent of AVID seniors in previous year taking at least one AP or IB exam	Percent of AVID seniors in previous year completing college entrance requirements	Percent of AVID seniors in previous year enrolled in elective for at least three years	Percent of AVID seniors graduating in the previous year	Percent of AVID seniors in previous year taking the SAT or ACT	Percent of AVID seniors in previous year applying to four-year college	Percent of AVID seniors in previous year getting accepted to four-year college	Percent of AVID seniors in previous year planning to attend a four-year college	Percent of AVID seniors in previous year planning to attend a two-year college
2014-2015	62	87.1%	100.0%	64.5%	100.0%	100.0%	100.0%	71.0%	56.5%	40.3%
2013-2014	55	94.5%	92.7%	69.1%	100.0%	94.5%	100.0%	100.0%	83.6%	16.4%
2012-2013	58	98.3%	100.0%	69.0%	100.0%	100.0%	100.0%	77.6%	70.7%	19.0%

Graduation Rates



Group	2012 Graduation Rate	2013 Graduation Rate	Change
Hispanic/Latino	72.2%	86.8%	+14.6%
Black/African American	77.7%	83.6%	+5.9%
English Learners	72.9%	84.8%	+11.9%
Socioeconomically Disadvantaged	76.8%	86.1%	+9.3%

Group	2012 Dropout Rate	2013 Dropout Rate	Change
All Students	22.3%	10.7%	-11.6%
Hispanic/Latino	22.8%	9.4%	-13.4%
Black/African American	19.4%	10.9%	-8.5%
English Learners	32.4%	15.0%	-17.4%
Socioeconomically Disadvantaged	18.9%	9.0%	-9.9%

Appendix

Appendix A: School Map

Appendix B: Graduation Requirements

Appendix C: A-G Requirements

Appendix D: Bell Schedule

Appendix E: Olympian Spirit Schedule

Appendix F: Olympian Rings

Appendix G: Data Analysis Protocol

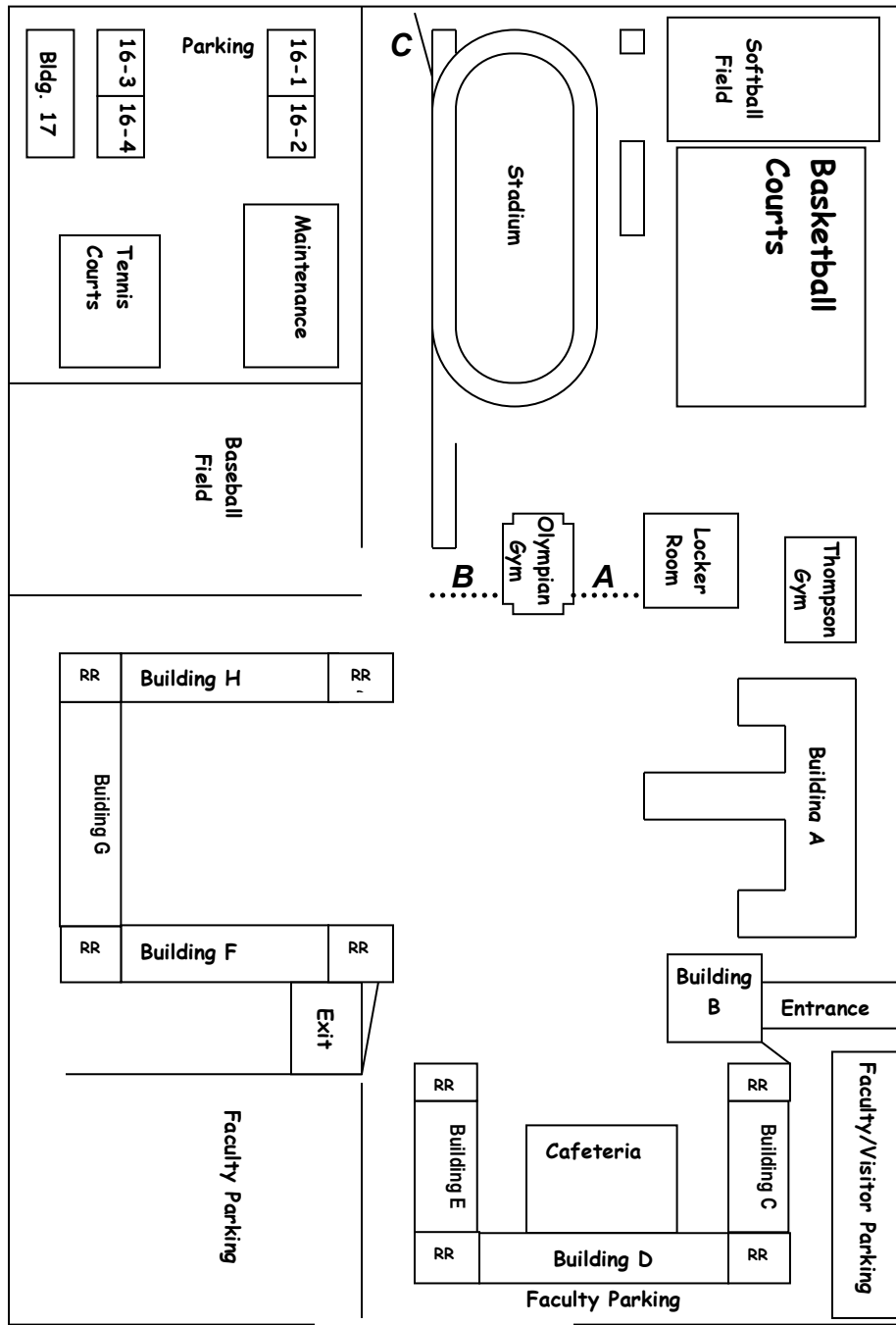
Appendix H: CICO

Appendix I: Tutoring Schedule

Appendix J: Acronyms

LEUZINGER SCHOOL MAP

Larch Avenue



Avis Avenue

LEGEND:

- A= Administration Bldg
- B = Music Building
- C= Culinary Classrooms
- D, E, F, G, H - Classrooms
- RR = Restrooms

Evacuation

Building A, B, C, D, E walk through gate A to the visitor side and line up according to your room number

Building F, G, H walk through gate B to the home side and line up according to your room number

Locker Rooms, Olympian Gym, Dance room walk straight through to the football field and line up on the east end of the field near the goals. Buildings 16 and 17 walk through gate C onto the field and line up on the west end of the field near the goal posts.



**CENTINELA VALLEY
UNION HIGH SCHOOL DISTRICT**
Dedicated To Academic Excellence

Graduation Requirements

Class of 2011 and Beyond

English **40 Credits**

- English 9 10 Credits
- English 10 10 Credits
- English 11 10 Credits
- English 12 10 Credits

Mathematics **20 Credits**

- Algebra I or higher. Courses below Algebra I do not count toward the 20 credits required for graduation.

Social Science **30 Credits**

- World History 10 Credits
- US History 10 Credits
- US Government 5 Credits
- Economics 5 Credits

Science **20 Credits**

- Biological Science 10 Credits
- Physical Science 10 Credits

World Languages/Visual and Performing Arts/Practical Arts **20 Credits**

- 10 credits in two of three areas.

Physical Education **20 Credits**

- All 9th graders must take Physical Education. 10th graders who have not passed the Physical Fitness Test must take Physical Education. All other students may have the Physical Education requirement waived.
- Students who have a waiver for PE must still have a total of 220 credits to graduate. These credits can come from additional academic or other electives.

Electives **70 Credits (up to 90 depending upon PE status)**

Total Credits Required for Graduation: 220

Additional Requirement: CAHSEE

Students must complete all course requirements and pass the California High School Exit Exam in order to participate in graduation ceremonies and receive a diploma.



**CENTINELA VALLEY
UNION HIGH SCHOOL DISTRICT**
Dedicado a la Excelencia Académica

REQUISITOS PARA GRADUACION

Clase del 2011 y Después

Inglés

40 Créditos

- Inglés 9 10 Créditos
- Inglés 10 10 Créditos
- Inglés 11 10 Créditos
- Inglés 12 10 Créditos

Matemáticas

20 Créditos

- Álgebra 1 o clase mayor. Cursos abajo de Álgebra 1 no se toman en cuenta para los 20 créditos requeridos para graduación.

Ciencias Sociales

30 Créditos

- Historia Mundial 10 Créditos
- Historia de EE.UU. 10 Créditos
- Gobierno de EE.UU. 5 Créditos
- Economía 5 Créditos

Ciencia

20 Créditos

- Ciencias Naturales 10 Créditos
- Ciencias Físicas 10 Créditos

Idioma Extranjero/Bellas Artes/Artes Prácticas

20 Créditos

- 10 créditos en dos de tres áreas.

Educación Física

20 Créditos

Clases Electivas

70 Créditos

Total de Créditos Requeridos para Graduación: 220

Requisito Adicional: Examen CAHSEE

Los alumnos deben completar todos los cursos requeridos y pasar el examen CAHSEE para que puedan participar en las ceremonias de graduación y recibir un diploma.



LEUZINGER

OLYMPIANS

A-G REQUIREMENTS

A

HISTORY/SOCIAL SCIENCE

1 year of US History or 1 semester of US History and 1 semester of US Government, and 1 year of Social Science

2

years required

B

ENGLISH

4 years of College-preparatory English Composition and Literature

4

years required

C

MATHEMATICS

3 years of College-preparatory Math including Algebra I, Geometry, Algebra II, or higher Mathematics

3

years required
(4 years recommended)

D

LABORATORY SCIENCE

2 years of Lab Science: 1 year of Biological Science, and 1 year of Physical Science

2

years required
(3 years recommended)

E

LANGUAGE OTHER THAN ENGLISH

2 years of the same Language other than English

2

years required
(3 years recommended)

F

VISUAL AND PERFORMING ARTS

A single year-long approved Arts course from a single Arts discipline: Dance/Theatre, Music, or Visual Arts

1

year required

G

COLLEGE-PREPARATORY ELECTIVE

1 year (2 semesters), in addition to those required in "A-F" above, of any College-preparatory elective

1

year required

Leuzinger High School 15-16 Bell Schedule

Collaboration Mondays (ALL PERIODS)			
	Start	End	Min.
Collab	8:00	9:30	90
First Bell	9:30		
Per. 1	9:35	10:07	32
<i>Passing</i>	10:07	10:12	5
Per. 2	10:12	10:44	32
<i>Passing</i>	10:44	10:49	5
Per. 3	10:49	11:21	32
<i>Passing</i>	11:21	11:26	5
Per. 4	11:26	11:59	33
Lunch	11:59	12:34	35
<i>Passing</i>	12:34	12:39	5
Per. 5	12:39	1:11	32
<i>Passing</i>	1:11	1:16	5
Per. 6	1:16	1:48	32
<i>Passing</i>	1:48	1:53	5
Per. 7	1:53	2:24	31
<i>Passing</i>	2:24	2:29	5
Per. 8	2:29	3:00	31

Regular Schedule Olympian Days (Tuesday, Thursday)			
	Start	End	Min.
First Bell	7:50		
Per. 1	8:00	9:30	90
Nutrition	9:30	9:40	10
<i>Passing</i>	9:40	9:45	5
Per. 3	9:45	11:15	90
Lunch	11:15	11:50	35
<i>Passing</i>	11:50	11:55	5
Per. 5	11:55	1:25	90
<i>Passing</i>	1:25	1:30	5
Per. 7	1:30	3:00	90

Regular Schedule Spirit Days (Wednesday, Friday)			
	Start	End	Min.
First Bell	7:50		
Per. 2	8:00	9:30	90
Nutrition	9:30	9:40	10
<i>Passing</i>	9:40	9:45	5
Per. 4	9:45	11:15	90
Lunch	11:15	11:50	35
<i>Passing</i>	11:50	11:55	5
Per. 6	11:55	1:25	90
<i>Passing</i>	1:25	1:30	5
Per. 8	1:30	3:00	90

Minimum Day Schedule			
	Start	End	Min.
Nutrition	<i>morning</i>		
First Bell	7:50		
Per. 1 or 2	8:00	9:13	73
<i>Passing</i>	9:13	9:19	6
Per. 3 or 4	9:19	10:32	73
<i>Passing</i>	10:32	10:38	6
Per. 5 or 6	10:38	11:51	73
Lunch	11:51	12:11	20
<i>Passing</i>	12:11	12:17	6
Per. 7 or 8	12:17	1:30	73

***Minimum Days:**

12/18, 3/24, 5/27

Leuzinger Calendar 2015-16

School Month

School Month	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F
August 17 - September 4						W	A	S	O	S	C	O	S	O	S	C	O	S	O	S
September 7 - October 2	H	O	S	O	S	C	O	S	O	S	C	O	S	O	S	C	O	S	O	S
October 5 - October 30	C	O	S	O	S	C	O	S	O	S	C	O	S	O	S	C	O	S	O	S
November 2 - November 27	C	O	S	O	S	O	S	H	O	S	C	O	S	O	S	H	H	H	H	H
November 30 - December 25	C	O	S	O	S	C	O	S	O	S	O	S	O	S	Om	H	H	H	H	H
December 28 - January 22	H	H	H	H	H	H	H	H	H	H	C	S	O	S	O	H	S	O	S	H
January 25 - February 19	C	O	S	O	S	C	O	S	O	S	O	S	O	S	H	H	O	S	O	S
February 22 - March 18	C	O	S	O	S	C	O	S	O	S	C	O	S	O	S	C	O	S	O	S
March 21 - April 15	O	S	O	Sm	H	H	H	H	H	H	C	O	S	O	S	C	O	S	O	S
April 18 - May 13	C	O	S	O	S	C	O	S	O	S	C	O	S	O	S	C	O	S	O	S
May 16 - June 9	C	O	S	O	S	O	S	O	S	Om	H	S	O	S	O	S	O	S	O	W

Key	Days
C - Collaboration Days	27
O - Olympian Days 1-3-5-7	74
S - Spirit Days 2-4-6-8	75
A - All Classes	1
m - Minimum Days	3
W - Student Free Day	2
H - Holiday	33



LEUZINGER
— OLYMPIANS —

Student engagement

- Attendance/PLASCO
- CICO
- Graduation/ A-G
- Athletics
- Arts
- Extracurricular Clubs and Activities

Student achievement

- CCSS/NGSS
- Weekly Collaboration/ Data Analysis
- CSAs/CFAs
- RTI²
- Structured Tutoring
- Academies (MCA, ECA, CCA, AAA) Linked Learning
- ELD/SL Classes
- SPED/Co-Teaching
- Teacher PD/Professional Learning Opportunities
- BTSA
- PAR
- Honors/AP
- SBAC/CAHSEE Prep
- SAT Site
- AVID Strategies (Planners, Marking the Text, Text-based Questioning, Cornell Notes)

Student Well-being

- Counselors/Student Support Services
- RTI²
- Richstone

parent involvement

- PIQE
- Back-to-School Night/Open House
- SSC
- ELAC
- DELAC
- PTA

school culture

- PBIS/ S.P.I.R.I.T.
- ASB
- SAT Site

LZ Math Common Assessment Collaborative Data Analysis Protocol

Centinela Valley Union High School District

Assessment Name: _____

Date of Analysis: _____

Analysis #1: Access your **Illuminate Teacher Assessment Overview Report**

Overall Performance

What % of your students scored at each performance level?

Advanced: _____%

Proficient: _____%

Basic: _____%

Below Basic: _____%

Far Below Basic: _____%

Question Group Performance

Which question groups had **greater than 60%** of the students at Mastery?

Which question groups had **fewer than 60%** of the students at Mastery?

Standard Performance

Which standards had **greater than 60%** of the students at Mastery?

Which standards had **fewer than 60%** of the students at Mastery?

Reflection

Briefly reflect on factors that may have affected the above results.

1. What helped students to be successful (*specific instructional strategies, etc.*)?
2. Why might students still be challenged by some of the standards/content (*lack of background knowledge, challenges to lesson implementation, etc.*)?
3. What strategies were used by my colleagues whose students performed well on standards or question groups my students found challenging?

Analysis #2: Access the **Illuminate Response Frequency Report** to complete this analysis as a course team. Focus on two questions with the lowest % correct for item analysis.

#	% Correct	Standard(s) tested	Most Common incorrect answer choice(s)	Rationale for selecting those incorrect answer choices	Conclusion

Analysis #3: Access the **Illuminate Student Responses Report** and sort by “% Correct” to identify 3 student groups (far below basic/below basic, basic, and proficient/advanced). For each group, design a RTI² (Response to Instruction and Intervention) Plan for targeted intervention. For the question with the lowest % correct identified above, develop appropriate strategies for each group of students to help them reach mastery or increase their conceptual understanding of that question.

RTI² for Alpha Group

RTI² for Beta Group

RTI² for Gamma Group

LEUZINGER HIGH SCHOOL
PBIS -CICO Daily Check
ID # _____

Name: _____

Date: _____

Behavior Rubric 3 = Great 2 = OK 1=Challenging	Academic Responsibility			Behavior:		Teacher's Signature	Teacher Comment
	Materials	Completed Assignment	Engagement	Respectful	On Task		
Per. 0	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1		
<i>Check In 1</i>	3 2 1						
Per. 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1		
Per. 2	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1		
Per.3	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1		
Per.4	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1		
<i>Check In 2</i>	3 2 1						
Per. 5	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1		
Per. 6	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1		
<i>Check Out</i>	3 2 1						
Today's Point goal:		Today's total points	<input type="checkbox"/> I met my academic/ behavior goals today <input type="checkbox"/> I did not fulfill my academic/behavior goals today				

One thing I did really well today was:

Something I will work on tomorrow is:

**LEUZINGER HIGH SCHOOL
PBIS -CICO Daily Check**

Daily Homework Log

	Date Assigned	Title of Assignment	Date Due
Period 1			
Period 2			
Period 3			
Period 4			
Period 5			
Period 6			

Parent/Guardian

Signature: _____

Comments:



Leuzinger High School School-Wide Tutoring Schedule 2015-2016



English Enrichment Tutoring Schedule (2015-2016)					
Come sign-in, receive support, catch-up on your studies, and earn PBIS points!					
	Monday	Tuesday	Wednesday	Thursday	Friday
Nutrition		Marshall G-102/ Comp Access		Marshall G-102/ Comp Access	
		Zamudio G-101		Zamudio G-101	
Lunch	Dibrell C-205	Butwell A-219	Ann G-202	Butwell A-219	Ann G-202
	Marshall G-102/ Comp Access	Holt E-206	Marshall G-102/ Comp Access	Dibrell C-205	Marshall G-102/ Comp Access
	Zamudio G-101	Zamudio G-101	Navarro G-103	Holt E-206	Smith F-103
			Perez E-206		Zamudio G-101
Afterschool	Newton D-208 3-3:30pm	Ann G-202	DeGuzman G-105	Ann G-202	
	Ngo D-205	Dibrell C-205 odd weeks	Navarro G-103	DeGuzman G-105	
	R.Peterson C-206 3-4pm	Holt E-206	Ngo D-205	Holt E-206	
		Navarro G-103	Perez E-206	Newton D-208 3-3:30pm	
		Newton D-208 3-3:30pm		Smith F-103 3-4pm	
		Ngo D-205		Tran F-203 3-4pm	
		Tran F-203 3-4pm			

Math Enrichment Tutoring Schedule (2015-2016)					
Come sign-in, receive support, catch-up on your studies, and earn PBIS points!					
	Monday	Tuesday	Wednesday	Thursday	Friday
Nutrition			Sarain F-205		Sarain F-205
Lunch	Cardenas G-206	Cardenas G-206	Cardenas G-206	Cardenas G-206	Cardenas G-206
	Espinoza G-211	Desfor D-107	Espinoza G-211	Espinoza G-211	Espinoza G-211
	Kim G-205	Espinoza G-211	Hendricks G-201	Hendricks G-201	Hendricks G-201
	Le G-204	Hendricks G-201	Kim G-205	Le G-204	Kim G-205
	Rah G-207	Le G-204	Le G-204	Parvaz G-209	Le G-204
	Saad H-202	Rah G-207	Rah G-207	Rah G-207	Rah G-207
	Saldivar G-203	Saad H-202	Saad H-202	Sarain F-205	Saad H-202
	Shiozaki G-210	Saldivar G-203	Shiozaki G-210	Shiozaki G-210	Shiozaki G-210
	Tran G-208	Sarain F-205	Tran G-208	Tran G-208	Tran G-208
		Tran G-208			
Afterschool	Nguyen G-212	Hendricks G-201	Kim G-205	Hendricks G-201	Nguyen G-212
		Kim G-205	Nguyen G-212	Kim G-205	
		Nguyen G-212		Nguyen G-212	
		Parvaz G-209		Parvaz G-209	
		Saad H-202		Saad H-202	

World Languages Enrichment Tutoring Schedule (2015-2016)					
Come sign-in, receive support, catch-up on your studies, and earn PBIS points!					
	Monday	Tuesday	Wednesday	Thursday	Friday
Before School	Rojas Sr. G-109		Ramirez G-108		Ramirez G-108
Lunch	Ramirez G-108	Ramirez G-108	Diaz G-112		
	Wu G-107	Wu G-107	Wu G-107		
Afterschool	Ramirez G-108	Romo G-111	Romo G-111	Diaz G-112	Rojas Sr. G-109
	Takahashi G-110	Thayer G-106		Takahashi G-110	
	Thayer G-106		Thayer G-106		

Science Enrichment Tutoring Schedule (2015-2016)					
Come sign-in, receive support, catch-up on your studies, and earn PBIS points!					
	Monday	Tuesday	Wednesday	Thursday	Friday
Nutrition		Naluswa C-202		Naluswa C-202	
Lunch	Choi E-201	Choi E-201	Choi E-201	Choi E-201	Choi E-201
	Molina F-101	Molina F-101	Gilbert H-204	Molina F-101	Gilbert H-204
			Molina F-101		Molina F-101
*Bean and Bebout by appointment					
Afterschool	Carr F-102	Gilbert H-204	Carr F-102	Gilbert H-204	Carr F-102
	Gilbert H-204	Mai F-201	Gilbert H-204	Mora H-205	Gilbert H-204
	Johnson H-104	Mora H-205	Johnson H-104	Nelson H-105	Mora H-205
	Mora H-205	Nelson H-105	Mai F-201		Nelson H-105
	Nelson H-105		Mora H-205		
			Nelson H-105		
* Bean, Bebout, Choi, Johnson, and Rodela by appointment					

UCLA S.H.A.P.E. Tutoring Schedule (2015-2016)					
	Monday	Tuesday	Wednesday	Thursday	Friday
Afterschool	A-212 3:15-6:00pm		A-212 3:15-6:00pm		

Media Center Schedule (2015-2016)					
Bring your Student ID to access technology.					
	Monday	Tuesday	Wednesday	Thursday	Friday
All Day	A-103 7:15am-7:15pm	A-103 7:15am-7:15pm	A-103 7:15am-7:15pm	A-103 7:15am-7:15pm	A-103 7:15am-5:15pm

Are you A-G eligible? Remember that a D is not a passing grade for Colleges/Universities. Demonstrate S.P.I.R.I.T. ... Work Hard ... Strive for the Gold!

Acronyms

AAA	Advanced Academics Academy
ADA	Average Daily Attendance
AMAO	Annual Measurable Achievement Objectives
AP	Advanced Placement
API	Academic Performance Index
ASB	Associated Student Body
AVID	Advancement Via Individual Determination
AYP	Adequate Yearly Progress
BSU	Black Student Union
BTSA	Beginning Teacher Support and Achievement
CAHSEE	California High School Exit Exam
CBEDS	California Basic Education Data System
CCA	Culinary Careers Academy
CCTC	California Commission on Teacher Credentialing
CELDT	California English Language Development Test
CICO	Check In Check Out
CFU	Checking for Understanding
CST	California Standards Test
CSU	California State University
CTE	Career Technical Education
CVUHSD	Centinela Valley Union High School District
DELAC	District English Learner Advisory Committee
DII	Direct Interactive Instruction
DIS	Designated Instructional Services
EAP	Early Assessment Program
ECA	Environmental Careers Academy
EL	English Learner
ELA	English Language Arts
ELAC	English Learner Advisory Committee
ELD	English Language Development
ELL	English Language Learner
ELPD	English Learner Professional Development
FLT	Focused Learning Target
GATE	Gifted and Talented Education
IEP	Individualized Education Program
LACOE	Los Angeles County Office of Education
LEA	Local Education Agency
LHS	Leuzinger High School
LTEL	Long Term English Learner
MCA	Multimedia Careers Academy
NCLB	No Child Left Behind
PBIS	Positive Behavioral Interventions and Supports
PI	Program Improvement
PLC	Professional Learning Community

PLO	Professional Learning Opportunity
PSAT	Preliminary Scholastic Aptitude Test
RFEP	Reclassified Fluent English Proficient
RTI	Response to Intervention
SAI	Specialized Academic Instruction
SARB	School Attendance Review Board
SARC	School Accountability Report Card
SART	School Attendance Review Team
SAT	Scholastic Aptitude Test
SBAC	Smarter Balanced Assessment Consortium
SDAIE	Specially-Designed Academic Instruction in English
SED	Socio-Economically Disadvantaged
SHAPE	Students Heightening Academic Performance through Education
SL	Sheltered Language
SMI	Strengthening Mathematics Instruction
SPIRIT	Success, Pride, Integrity, Respect, Inspiration, Trust
SPSA	Single Plan for Student Achievement
SSC	School Site Council
SST	Student Study Team
STEL	Short Term English Learner
TPS	Think Pair Share
UC	University of California
WASC	Western Association of Schools and Colleges