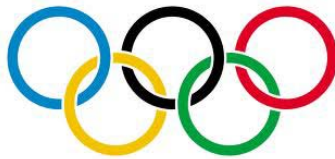


Leuzinger High School



SELF-STUDY REPORT



4118 W. Rosecrans Ave.
Lawndale, CA 90260

Centinela Valley Union High School District

March 17-20, 2013

Leuzinger High School

welcomes the

WASC Visiting Team

Ms. Sia P. Lux

Visiting Committee Chairperson
Mathematics Teacher

Mrs. Lori Barbu

English Teacher
Citrus Hill High School

Mr. John B. Barton

English Teacher
El Monte High School

Mr. Jeremy Cassara

Assistant Principal
Elsinore High School

Mr. Abdul Kassim

Science Teacher
San Bernardino High School

Mr. Erick Mitchell

Principal
Sal Castro Middle School

Mr. LeRoy Welch

Assistant Principal
John F. Kennedy Middle College HS

Leuzinger High School Administration

**Mr. Michael Ono
Principal**

Mrs. Pamela Brown Assistant Principal
Ms. Paula Hart Assistant Principal
Mr. Howard Ho Assistant Principal
Ms. Grace Yang Self-Study Coordinator

CVUHSD Administration

Mr. Jose A. Fernandez Superintendent
Dr. Allan Mucerino Assistant Superintendent, Educational Services
Mr. Bob Cox Assistant Superintendent, Human Resources
Mr. Ron Hacker Assistant Superintendent, Business Services

Board of Education

Ms. Rocio C. Pizano Board President
Ms. Maritza R. Molina Board Vice-President
Mr. Hugo M. Rojas Board Clerk
Ms. Gloria A. Ramos Board Member
Ms. Lorena L. Gonzalez Board Member

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 visitation. The Focus on Learning process has been an educational experience for all stakeholders in the Olympian learning community. Our self-study requires us to look at past practice and change, applying research-based strategies in the classroom to improve student learning. The timing of the WASC visitation could not be more appropriate. At this point and time, we have been having meaningful conversations with students, parents, teachers, and classified personnel focused on student achievement.

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 should be given an opportunity to graduate and attend a four-year university. 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-going environment by increasing student performance and accountability for all in the professional learning community. What has transpired since our last WASC visitation has been nothing short of a remarkable increase in API performance and CAHSEE results.

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.

We have a solid core of parents who assist our campus by welcoming other parents and recruiting them for our parenting programs. We are also fortunate that we have community leaders with resources who give back to our students who are pursuing higher education in the form of scholarships.

Last, but certainly not least, our district office personnel plays an important role in the business of education as it takes place at Leuzinger High School. We have the support of our Superintendent and Assistant Superintendents, and the Director of Curriculum and Instruction. 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.

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

Sincerely,
Michael Ono
Principal
Leuzinger High School

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Chapter I

Student / Community Profile Supporting Data and Findings



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

DEMOGRAPHIC DATA

Community

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 1,519 students for the 2011-12 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, 23% Black, 5% Asian, 2% Pacific Islander, 1% Filipino, 1% White, .6% two or more races, and .1% not reported. In the 2011-12 school year, 12.5% of the student population received special education services, 20% received English learner support, and 93% qualified 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 unveiling its new \$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 is in the process of transforming its campus 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, a set of classroom responders, and an ELMO document camera. We are currently in the process of a multi-phase new construction project. 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. Phase II construction has begun and will include another two-story classroom building, a cafeteria, art classrooms, and a food science, nutrition, and fitness academy facility. It is projected to open for the 2014-15 school year.



Family and Community Trends | Lawndale is also known as the “Heart of the South Bay” with a population of approximately 32,769 within 1.97 square miles. From 2000 to 2010, Lawndale’s population changed +3.3% (www.census.gov). The current ethnic makeup of Lawndale is as follows: 61% Hispanic, 16.2% White alone, 9.6% Asian alone, 9.3% Black alone, 2.1% two or more races, 1.0% Native Hawaiian and other Pacific Islander alone, 0.4% other race alone, and 0.3% American Indian alone. Of the total population in Lawndale, 12,285 residents are foreign born (28.8% from Latin America and 7.7% from Asia) and 66.4% 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 31.9 years compared to the median age of 45.6 years in California (www.city-data.com). The average household size in Lawndale is 3.3 people whereas the average in California is 2.89 people. The per capital income is \$18,948 in Lawndale and \$29,188 in California. The median household income is \$48,357 in Lawndale and \$60,883 in California. The percentage of residents living below the poverty level is 14.2% in Lawndale and 13.7% in California. There are 10,151 housing units of which 9,842 are family households. Sixty-two percent of the population rent. Of persons age 25+, 16.1% of the population in Lawndale have a Bachelor’s degree or higher compared to 30.1% in California. The unemployment rate in Lawndale is 11.8%, which is comparable to the unemployment rate of 11.5% in California (www.census.gov).

State / Federal Program Mandates | In the last three years, Leuzinger High School has jumped from a 1-1 to 2-4 school. Leuzinger entered its first year of Program Improvement (PI) implementation during the 1999-2000 school year. In 2011-12, Leuzinger was in PI Year 5 and CVUHSD was in PI Year 3. Under PI status, LHS is required to give parent notification of its PI status, school choice, and supplemental services. In addition, LHS operates a Title 1 school-wide program, which provides assistance to all students. As part of the Program Improvement status, LHS has been involved in major restructuring efforts within the school and has seen significant and positive changes.

Parent / Community Organizations | Parents are encouraged to get involved in the Leuzinger High School community by attending school and athletic events, volunteering their time in the library, chaperoning field trips, and sharing in the decision-making process. Parent representation is an integral component of School Site Council (SSC), Parent Teacher Student Association

(PTSA), 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, ELAC and DELAC Meetings, Subject-Based Nights, Back on Track Nights, College Nights, Student Performances, Family Counseling, Family Mediation, and Parent Education Workshops.



Community Foundations Programs | Leuzinger High School has strong community partnerships that provide students a multitude of opportunities and support services, including Club Olympian, Hawthorne Teen Center, the Los Angeles Sheriff's Department, Centinela Youth Services (CYS), Starview, 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, Club Olympian is funded by a five-year grant from SBWIB. It is an on-campus after school program that offers tutoring, enrichment activities, physical fitness programs, and a social network. Additionally, the five-year grant pays teachers for their time as school tutors. 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. The Hawthorne Teen Center serves as an extension of many school-based activities so students are able to continue working and collaborating within internship, volunteer, and club groups beyond school hours. Students also participate in the Explorer Program offered in conjunction with the Los Angeles Sheriff's Department and the Cerritos Police Department to work as interns, 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. Starview also provides counseling services to our students.

School / Business Relationships | Leuzinger High School has a variety of school / business relationships, such as Northrup Grumman, Honda, Mattel, Republic Waste Management, Casa Bella (real estate), El Camino College, California State University of Dominguez Hills, Cal Lutheran, and UCLA. Northrup Grumman provides internships during the school year for students interested in aerospace engineering. Honda also offers internships for students interested in the automotive industry and engineering. Last year, Honda worked with the Students Against Destructive Decisions (SADD) Club to host a conference about destructive teen decisions and texting while driving. 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. Students from the Multimedia Careers Academy and Environmental Careers Academy 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. 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 MCA (Multimedia Careers Academy) include The Art Institute, Los Angeles, Paramount Studios, Inferno Entertainment, Diamond Game Enterprises, Lawndale Community Cable, Columbia College, and Larissa Underwood Photography. 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. Inferno Entertainment provide sponsorship and guest judges for a film festival and all MCA-affiliated businesses provide guest speakers within each specific pathway (digital arts, photography, and video production).

ECA (Environmental Careers Academy) has worked closely with El Camino College to provide guest speakers, field trips, and classes for credit. In 2011-12, ECA formed a relationship with Republic Waste Management where students from this academy volunteered to attend meetings to plan and promote recycling within the community and were paid a stipend for their hours by the SBWIB, as an extension of real-world job training. In 2012-13, a relationship has been formed with the Fortune 500 Company, Expenditors International (a Global Logistics company) that has offered ten of our students the opportunity to interview for three internship positions within their company, under the "Opportunity Knocks" program. The three students selected are assigned a mentor and offered a job that pays \$10.00 an hour and will be given full benefits upon graduation, including medical, dental, a 401K plan, and 100% reimbursement for a college degree in the area of students' choice.

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. AVID has relationships with local college and university students who come every Tuesday and Thursday to support our students in their academic classes. Most of the tutors are math majors and students who desire to teach in the future.

PREP (Pilipino Recruitment and Enrichment Program) is a student organization at UCLA that promotes higher education through mentoring and community engagement. PREP interacts with Leuzinger students to create a safe atmosphere for students to share and reflect on what they believe is important in their community. The Black Student Union (BSU) runs a program called S.H.A.P.E. which offers tutoring, college literacy, personal counseling, and an annual trip to UCLA, where Leuzinger students meet with students from other schools who also participate in S.H.A.P.E.

Leuzinger athletics currently partners with Team to Win and West Coast Sports Medicine. Team to Win sends a certified athletic trainer to supervise our athletes and assist in taping players and offer expert opinions on injuries. They also provide medical doctors on Friday nights for football home games to respond to any injuries that may occur during the game. Team to Win recognizes a male and female student athlete eligible to earn a scholarship in the spring semester. West Coast Sports Medicine provides our student athletes the opportunity to come in for injury rehabilitation and physical therapy on Saturdays. They also offer an athletic trainer internship. Five to six of our Leuzinger students participated last year and provided support to our teams by taping up players and identifying small injuries.



WASC Accreditation History for School

The last three WASC visitations were in 2006, 2008, and 2009. Yvonne Rodriguez led the 2006 WASC visit resulting in a two-year accreditation. Derek Evans led the Limited Term Revisit in 2008 and extended our accreditation another year. LHS completed a Progress Report during the 2008-09 school year, with a visit by Krista Dornbush and her committee in March 2009. That visit provided a three-year accreditation for Leuzinger High School.

School Purpose and Expected School-Wide Learning Results

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 is committed to providing an educational environment in which all students succeed. Students will be prepared to meet the challenges of higher education and the future demands of a modern technological society.

Vision Statement of LEUZINGER HIGH SCHOOL

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 post-secondary 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.

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 Expected School-wide Learning Results (ESLRS). The final outcome led to following three measurable ESLRS.

EXPECTED SCHOOL-WIDE LEARNING RESULTS

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.

Status of School in Terms of Student Performance

Title 1 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: holding monthly Title 1 meetings, providing Benchmark, CST and CAHSEE data to parents at Title 1 meetings, offering support classes for struggling Algebra 1 and Geometry students, and providing after school English enrichment tutoring, Math lab tutoring, free SAT prep courses and SAT and AP waivers. Title 1 meetings are held on the third Thursday of every month from 6pm to 7pm.

Adequate Yearly Progress (AYP) | Though Leuzinger High School 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 API Growth for all three years and the Graduation Target for 2010-11 and 2011-12.

In 2009-10, Leuzinger met the AYP in the ELA English Learner Participation Rate (PR) and API Growth Rate. There was vast improvement in 2010-11 where LHS fell just short of passing the AYP by six out of the twenty-two criteria. In English, we reached our AYP goals for the first time, as English proficiency rates met safe harbor provisions. In Math, the School-wide, Hispanic and English Learner subgroups needed improvement in Participation Rate (Part Rate) and Percentage Proficient (% Pro) in order to pass the AYP. In 2010-11, the API increased 33 points and 16 out of 22 of the AYP criteria were met. Of the 205 public, non-charter high schools in Los Angeles County, only 16 had a higher API increase than Leuzinger. The African American subgroup improved 72 points. Only four high schools in the entire state had greater improvement with this subgroup.

The greatest improvement occurred in 2011-12 when the API increased 58 points and 17 out of 22 of the AYP criteria were met. With an API increase of 123 points since 2009, only one other public non-charter high school in the state of California has had greater improvement than Leuzinger High School. All subgroups made significant gains in API growth: the African American subgroup increased by 28 points, the Hispanic subgroup by 72 points, the SED (Socio-Economically Disadvantaged) subgroup by 65 points, the EL (English Learner) subgroup by 70 points, and the SWD (Students with Disabilities) subgroup by a stunning 120 points. In 2011-12, Leuzinger met the AYP in all criteria except in ELA % Proficient in all subgroups. In Math, we reached our AYP goals for the first time, as math proficiency rates met safe harbor provisions.

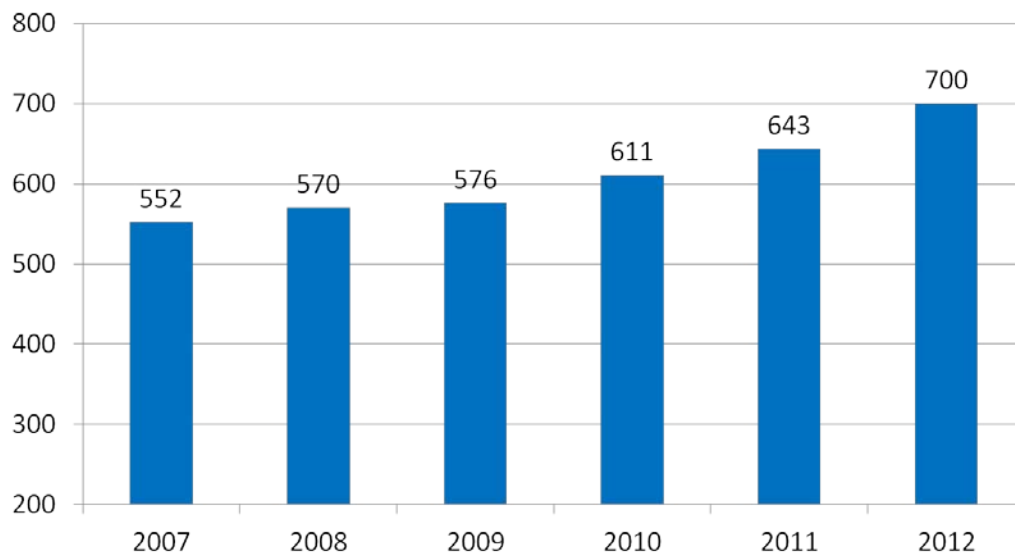
Adequate Yearly Progress

Group	2008-2009				2009-2010				2010-2011				2011-2012			
	ELA		Math		ELA		Math		ELA		Math		ELA		Math	
	Part Rate	% Pro	Part Rate	% Pro	Part Rate	% Pro	Part Rate	% Pro	Part Rate	% Pro	Part Rate	% Pro	Part rate	% Pro	Part rate	% Pro
School Wide	96%	24%	96%	32%	90%	24%	90%	30%	96%	39%*	94%	33%	99%	39%	99%	44%*
Black/African American	95%	17%	95%	22%	88%	24%	89%	23%	98%	38%*	98%	29%*	100%	31%	99%	38%*
Hispanic/Latino	96%	25%	95%	33%	91%	23%	91%	30%	95%	37%*	93%	29%	99%	39%	100%	42%*
SED	96%	25%	96%	34%	91%	24%	91%	31%	97%	42%*	95%	38%*	100%	39%	100%	44%*
English Learners	97%	22%	97%	34%	94%	11%	91%	23%	94%	34%*	91%	30%	100%	36%	99%	42%*
Made API Growth	Yes				Yes				Yes				Yes			
Met Graduation Target	Yes				No				Yes				Yes			
# of Proficiency Criteria Met	0 out of 10				0 out of 10				7 out of 10				5 out of 10			
Total # of Criteria Met	12 out of 22				2 out of 22				16 out of 22				17 out of 22			

*Met Safe Harbor Provisions

Academic Performance Index History

All Students



Academic Performance Index Growth Goals History

Group	2007 API Goals	2008 API Goals	2009 API Goals	2010 API Goals	2011 API Goals	2012 API Goals
School Wide	-10 No!	+18 Yes!	+6 No!	+34 Yes!	+33 Yes!	+58 Yes!
Black/AA	-8 No!	+16 Yes!	+25 Yes!	+15 Yes!	+72 Yes!	+28 Yes!
Hispanic/Latino	-10 No!	+19 Yes!	+0 No!	+43 Yes!	+15 Yes!	+72 Yes!
SED	-16 No!	+26 Yes!	+4 No!	+33 Yes!	+24 Yes!	+65 Yes!
EL	-8 No!	+20 Yes!	-1 No!	+20 Yes!	+28 Yes!	+70 Yes!
SWD	+93 Yes!	-33 No!	+36 Yes!	-93 No!	+43 Yes!	+120 Yes!

Met all Goals in 2011 and 2012!

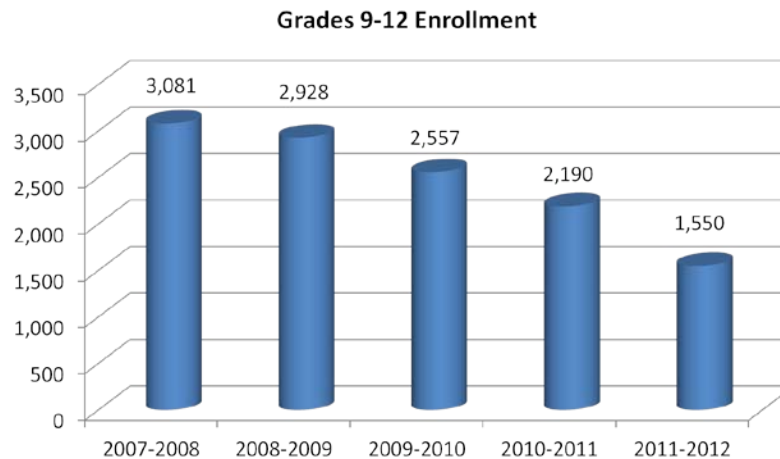
Outside Providers or External Evaluators / Corrective Action Plan or Joint Intervention Agreement / State or Federal Imposed Deadlines | Leuzinger High School does not have any outside providers or external evaluators currently under contract. When CVUHSD entered Program Improvement Year 3, it resulted in a Corrective Action by the State Board of Education and a 5-year (2009-2013) LEA Plan which includes the intervention plan that addresses the district's Program Improvement status. The district developed criteria by which to select a DAIT provider, and after a process of interviews and reference checks, selected Los Angeles County Office of Education to provide technical assistance. The DAIT recommended action included four performance goals: (1) All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2013-2014 (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 (3) By 2005-06, all students will be taught by highly qualified teachers and (4) All students will graduate from high school. Also, per NCLB requirements, the staff and administration regularly evaluate Leuzinger's progress in meeting the academic standards and expected school-wide learning results by assessing student achievement to improve Leuzinger's school program and more effectively allocate its resources to better serve the learning needs of all students.

Enrollment

Grade Level | According to DataQuest, the overall student enrollment in 2008-09 was 2,928 students. Since then, student enrollment has progressively declined. The overall student enrollment in 2011-12 was 1,550 students. 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.

Overall Student Enrollment



Student Enrollment by Grade

Year	9 th Grade	10 th Grade	11 th Grade	12 th Grade	Total
2011-2012	298	425	358	469	1,550
2010-2011	443	519	587	641	2,190
2009-2010	599	673	657	628	2,557
2008-2009	718	747	739	724	2,928
2007-2008	747	809	809	716	3,081

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	2008/09	2009/10	2010/11	2011/12
Male	1528 (52%)	1358 (53%)	1145 (52%)	798 (51%)
Female	1400 (48%)	1199 (47%)	1045 (48%)	752 (49%)

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% Hispanic, 23% Black, 5% Asian, 2% Pacific Islander, 1.4% Filipino, 1.3% White, 0.8% two or more races, and 0.1% not reported. Ethnicity data is not available for 2009-10 due to a reporting error between CVUHSD and CDE.

Student Enrollment by Ethnicity

Ethnicity	2009-2010		2010-2011		2011-2012	
	#	%	#	%	#	%
Hispanic/Latino			1,458	66%	1,026	66%
Black/African American			518	24%	359	23%
Asian			91	4%	78	5%
Pacific Islander			45	2%	31	2%
Filipino			26	1%	21	1.4%
White			39	2%	20	1.3%
American Indian/Alaskan Native			0	0	0	0
2 or More Races			11	0.5%	12	0.8%
Not Reported			2	0.1%	3	0.2%

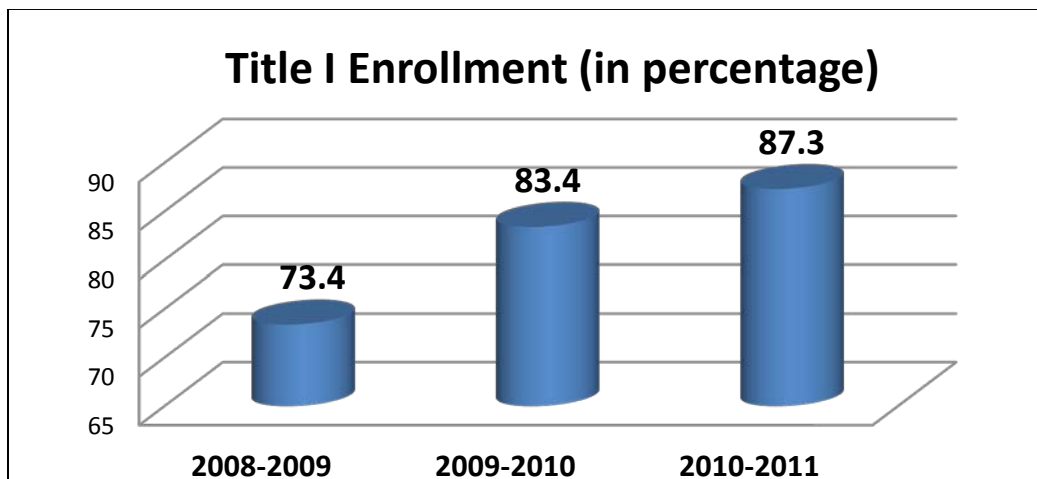


Predominant Primary Languages Other Than English | Of the 309 students who speak a language other than English at home, 87% speak Spanish, 5% speak Vietnamese, 2% speak Pilipino/Tagolog, 2% speak Arabic, and 4% speak other non-English languages.

Predominate Primary Languages Other Than English

	# of Students	Percent
Spanish	270	87%
Vietnamese	16	5%
Pilipino / Tagolog	6	2%
Arabic	6	2%
Other	11	4%
TOTAL	309	100%

Title 1 | Title 1 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. The Title 1 enrollment has increased in the past 3 years, from 73.4% of students in 2008-09 to 87.3% in 2010-11. In 2011-12, Leuzinger started to receive school-wide assistance. The increase in Title 1 enrollment is based on the increase in students participating in the free/reduced lunch program.



Special Needs and Other Programs | Leuzinger is committed to its special needs student body. LHS students may enroll in the Advancement Via Individual Determination (AVID) program of college preparation classes or in one of three academies: the Environmental Careers Academy (ECA), the Multimedia Careers Academy (MCA), or the Advanced Academics Academy (AAA).

AVID | There has been increasing enrollment in AVID despite the decline in overall student enrollment, with 262 students enrolled in 2011-12, 16.9% of the overall student enrollment. Leuzinger offers two full AVID classes for each grade level. This increase in enrollment is due to heavy recruitment by all AVID teachers and counselors. The AVID coordinator also visits local middle schools to talk with teachers and students. AVID students are required to take at least two AP or honors courses each school year between tenth and twelfth grade. Many start taking these classes in 9th grade. With the support offered in AVID, many students have taken up to six AP classes in one school year and have been successful in passing the AP exams. Seventy percent of the AP Scholars in 2011-12 were AVID students.



Academies | The enrollment in MCA doubled in the last three years, from 133 students in 2009-10 to 266 students in 2011-12. The ECA enrollment significantly increased from 41 students in 2009-10 to 295 students in 2010-11, but dropped to 195 students in 2011-12. However, the number of students participating in ECA has increased from 1.6% of the overall student enrollment in 2009-10 to 12.6% in 2011-12. In the Fall of 2012, Leuzinger launched the Advanced Academics Academy (AAA), a program offering high achieving Leuzinger students the AP classes to qualify them to earn the prestigious AP International Diploma. This academy will provide students with a solid academic foundation and prepare them to be highly qualified for the universities of their choice.

Enrollment in Special Programs

Year	Multimedia Careers Academy	Environmental Careers Academy	AVID
2011-2012	266	195	262
2010-2011	203	295	243
2009-2010	133	41	211

Special Education | Despite the decline in total enrollment, the percent of special education students has increased over the last three years. In 2009-10, 8.8% of the student population received special education services, whereas in 2011-12, 13% of the student population received special education services, with 4.5% as SDC and 8.6% as RSP. Special education students are mainstreamed into the general education classroom based upon their Individual Education Plan (IEP) and provided instruction in the least restrictive environment. A team of special education teachers and special education aides provide both full-day and full-period support for all core subject areas. The resource specialist staff provides full period instruction as well as individual support in the general education environment. Each student is provided instruction based upon their IEP, which is reviewed and updated annually by Leuzinger's IEP teams. The IEP ensures that students with disabilities have equal access to the core curriculum and educational opportunities and coordinates specially designed instruction based upon individual academic, social, and/or behavioral needs. Triennials are held every three years for students receiving special education services. Before each Triennial, a special education student is required to take the Woodcock Johnson test, administered by the school psychologist, to monitor the student's performance level. At the conclusion of the Woodcock Johnson test, the school psychologist provides the case carrier with a multi-disciplinary performance report that summarizes the student's performance level. In 2011-12, Leuzinger implemented co-teaching to provide support to special education students in a general education setting.

Special Education Enrollment

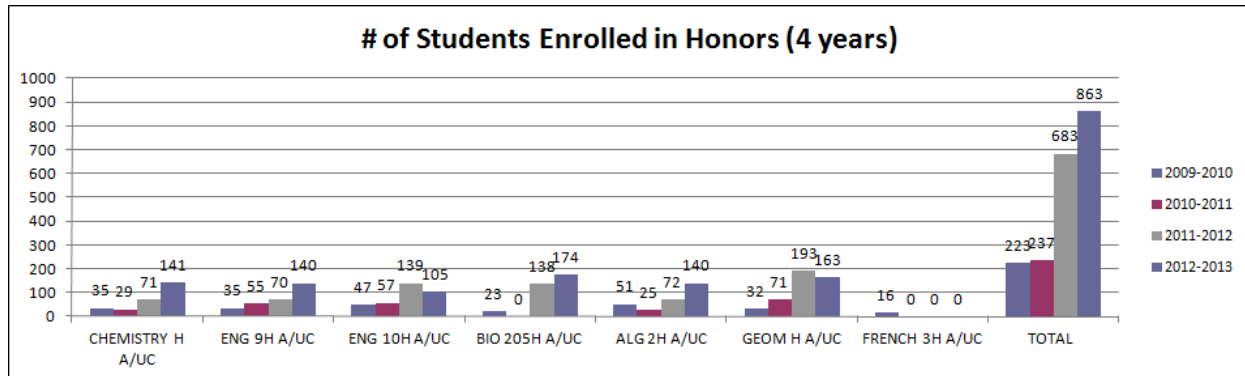
	2009-10	2010-11	2011-12
SDC	89 (3.5%)	86 (3.9%)	70 (4.5%)
RSP	135 (5.3%)	128 (5.8%)	133 (8.6%)
SPED Total	224 (8.8%)	214 (9.8%)	203 (13%)

GATE | In 2008-09, 20% of students were enrolled in the GATE program. Though there was a significant drop in GATE enrollment in 2009-10 due to the overall decline in student enrollment, the GATE enrollment in 2010-11 increased to 24% as a result of increased efforts to enroll students in the AP Program. According to DataQuest, 50% of students were in the GATE program in 2011-12 as determined by the number of students enrolled in honors or AP classes. Leuzinger's growing AP/Honors Program and new Advanced Academics Academy (AAA) support the needs of GATE students.

GATE Enrollment

Year	GATE Enrollment
2011-2012	50%
2010-2011	24%
2009-2010	12%
2008-2009	20%

Honors Enrollment | There has been a significant increase in students enrolled in honors courses in all subjects, from 223 students enrolled in at least one honors class in 2009-10 to 863 students in 2012-13. This attests to the fact that our students are choosing to challenge themselves academically. This increase in honors enrollment promotes Leuzinger's college-going culture and reflects our vision and belief that all students can achieve.



AP | Leuzinger has made great progress in AP course offerings and enrollment. The tremendous increase is due to the administration's vision of a college-going culture as well as the dedication of the LHS faculty. Our students have accepted these challenging courses because they understand the value they offer for college. There has been a significant jump in the number of students enrolled in AP courses in the past three years. For example, only 17 students were enrolled in AP English Literature in 2009-10, but 127 students were enrolled in 2011-12. A similar increase in enrollment can be found across the board in all AP courses offered at Leuzinger High School. The increase in enrollment of AP classes is due to the high expectations of administration and faculty for students to do their best. There is also greater fidelity to the all access vision of the AP program and to create opportunities to learn for all students.

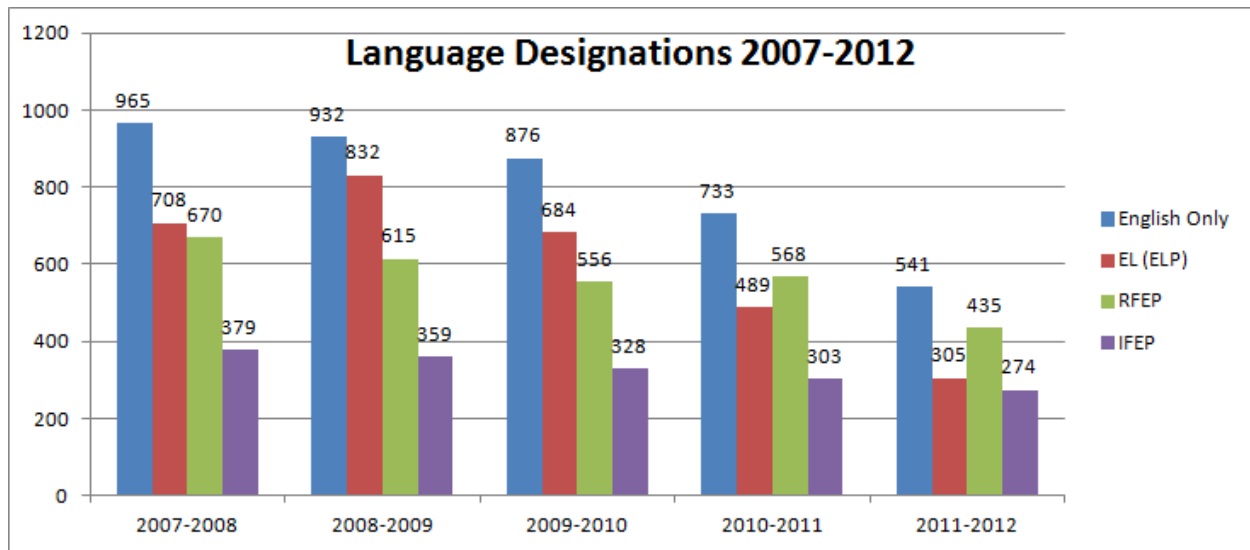
AP Course Offerings and Enrollment

Course	2009-2010	2010-2011	2011-2012*
AP English Language	30	48	72
AP English Literature	17	17	127
AP Calculus AB	14	31	41
AP Chemistry	-	-	14
AP Enviro. Science	54	62	135
AP Human Geo.	-	31	54
AP Psychology	27	38	90
AP World History	88	67	159
AP US History	50	106	168
AP US Gov. and Politics	43	36	98
AP French Language	4	-	14
AP Spanish Language	62	61	145
AP Spanish Literature	24	20	17
AP Studio Art	-	-	13

**2nd semester enrollment from Power School*

Language Proficiency Numbers for the following: (a) English Language Learners (EL) (b) Fluent – English Proficient (FEP) (c) Re-designated FEP (R-FEP)

The language proficiency numbers regarding EL, FEP and R-FEP students are provided in the chart below. EL students significantly decreased in enrollment from 708 students in 2007-08 to 305 students in 2011-12, with the most significant drop from 2009-10 to 2010-11. This decline is mainly due to the district's open enrollment policy that allowed a large number of our students to transfer, mainly to Lawndale High School. Other reasons include competition from charter schools and a general decline in enrollment across districts. The I-FEP and R-FEP enrollment follow similar trends. In 2011-12, there were 274 students designated as I-FEP and 435 students as R-FEP. These numbers may reflect the fact that, as noted before, the overall student enrollment at LHS has decreased the last few years. In 2008-09, 22% of EL students were re-designated while in 2011-12, 28% of EL students were re-designated due to major efforts of the ELD coordinator to reclassify EL students.



Attendance

Leuzinger High School has a dean of students who monitors and assists in managing student enrollment. The dean is responsible for the following areas of attendance: SART, SARB home visits, Saturday school, student counseling, parent counseling, peer mediation, and discipline as needed.

Mobility and transient rate | The percentage of students continuously enrolled from CBEDS to testing date has generally remained the same in the past few years. Ninety percent of students were continuously enrolled in 2008-09 and 2009-10. There was a slight increase to 92% in mobility in 2010-11.

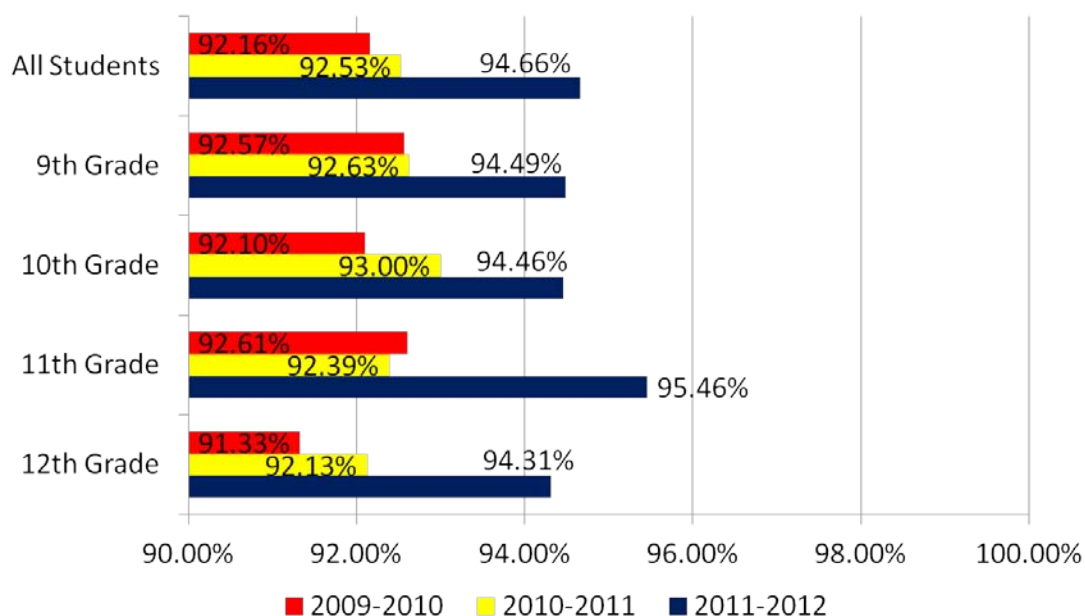
Mobility

Year	Mobility (% of Students Continuously Enrolled from CBEDS to Testing Date)
2011-2012	96%
2010-2011	92%
2009-2010	90%
2008-2009	90%

Average Daily Rate of Attendance | Leuzinger High School has been working hard to increase the average daily rate of attendance. In 2011-12, the dean of students started to focus specifically on attendance issues. Through the use of technology upgrades, the attendance staff is able to respond quickly and intervene on individual attendance issues of students. Safety officers use the new PLASCO system, a portable wireless card reader and printer, to scan student ID cards and print out tardy passes, and the school resource officer gives out truancy tickets. There is immediate notification to parents when a student does not show up to first period and increased communication between teacher and parent using the new phone system and Blackboard

Connect. The attendance office also encourages students to attend Saturday School for full-day attendance recovery. These major efforts proved to be successful in 2011-12, with the average daily rate of attendance at 94.66%. Our attendance rates have increased in all grade levels the last three years.

Student Discipline - Attendance



Truancy Rate | Though the truancy rate increased from 62.86% in 2008-09 to 77.35% in 2009-10, Leuzinger has successfully made efforts in various ways to decrease the truancy rate to 22.4% in 2011-12. Parents or guardians are immediately called via an automated dialing system letting them know their child is not in school. The Attendance Office makes calls to parents or guardians to verify absences. Students are assigned in-house consequences that can vary from lunch detention, after school detention, and Saturday School. Parents also have access to real-time attendance data and history by logging into their own Parent Portal. Chronic truants are visited at home, given citations and/or a Student Attendance Review Team (SART) contract. The truant student is then monitored by the dean for attendance, tardiness, and grades. If the student violates the SART contract, the dean holds a parent conference with the student and parent where they cover what is on the contract. The student is then referred to the Student Attendance Review Board (SARB). This meeting with the SARB is held at the Hawthorne Police Department, but the district runs the meeting with the Child Welfare and Attendance coordinator from the district.

Truancy

Year	CBEDS Enrollment	Truancy Rate
2011-2012	1,550	22.4%
2010-2011	2,200	59.95%
2009-2010	2,574	77.35%
2008-2009	2,943	62.86%

Tardiness Rate | The tardiness rate at Leuzinger High School has decreased due to implementation of new policies and technology. The staff monitors and addresses student tardiness on a daily basis. Once the school day starts, access to the campus becomes possible only through one entry point where security scans student ID cards using PLASCO. Students are tracked by these scans in PowerSchool and by the Attendance Office, and given a paper receipt that they bring to class. The consequences for the tardy are printed on the paper receipt, and continued tardiness results in increased consequences, ranging from lunch and after school detention to Saturday School. Students have six minutes between classes; if they are not in class by the start of the next class, students must obtain a receipt from administration or a safety officer in order to re-enter class. Students roaming the campus are rounded up in a “tardy sweep” by safety officers.

Discipline referrals, suspension and expulsion rates and crime statistics

The LHS staff believes that a safe learning environment is an effective learning environment. At the beginning of the school year, district policies, school rules, and academic expectations are outlined in the student handbook. All students and parents are required to sign the Olympian Code of Conduct to confirm understanding of school rules and behavior expectations. During Freshman Orientation, the school staff reinforces behavior expectations and consequences for poor behavior. School rules are displayed in the classroom and outlined in the course syllabus, and an assistant principal visits all classrooms to reinforce school policies.

Progressive discipline begins in the classroom when students are disruptive or demonstrating poor citizenship. The behavior improvement process involves the student, teacher, parent, and administrators. Students who continue to have difficulty with their behavior are referred to an assistant principal for further intervention measures, taking into consideration past behavior trends. Misbehavior is not tolerated and is dealt with firmly, consistently, and fairly to the extent necessary to ensure a safe and positive learning environment in the classroom and on campus.

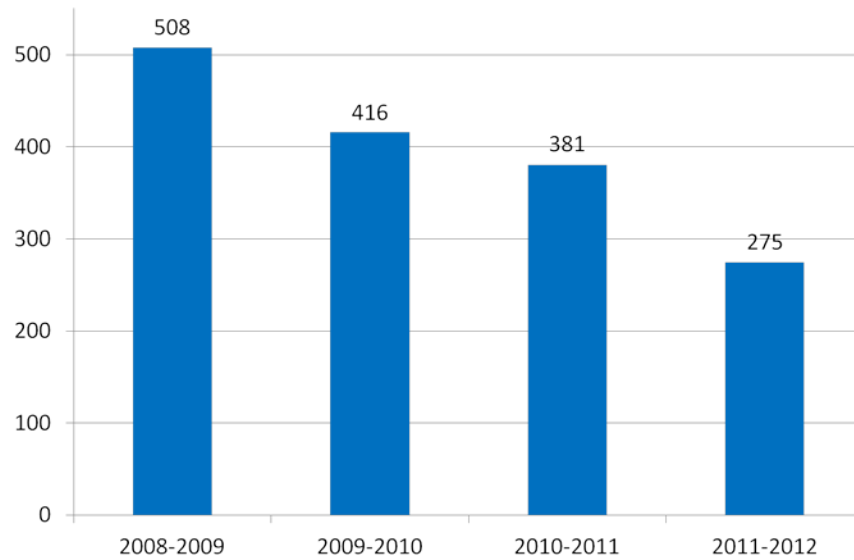
Leuzinger High School has made significant progress in reducing the number of suspension and expulsion rates as well as discipline referrals as related to disruption of school activities or willful defiance. Leuzinger maintains a zero tolerance policy for physical injury to another person and possession or sale of controlled substances, alcohol, or intoxicants. Upon return from

a suspension, most students participate in conflict resolution meetings with a peer mediator, dean, or administrator depending on the nature of the suspension. Use and sale of drugs result in citations, suspensions, and counseling. Extreme cases may warrant expulsion.

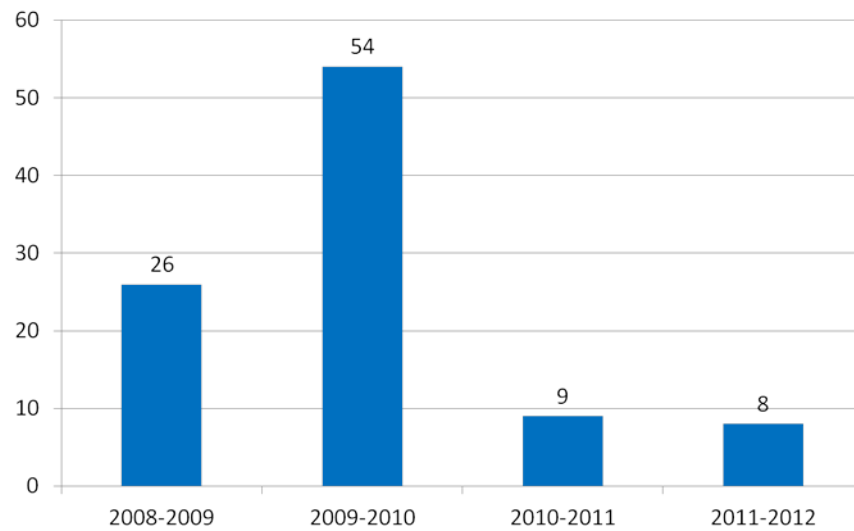
As seen in the tables below, suspension and expulsion rates have steadily decreased in the past four years. Many factors have contributed to this significant change such as improved and consistent communication between teachers, administration, and safety officers and upgrades in technology. A school resource officer, chief safety officer, and four permanent safety officers work closely with the administrative team and teachers to address any student needs. Eliminating the guidance room that used to house students kicked out of class with referrals emphasizes Leuzinger's high expectations of student behavior and academic learning. In addition, teachers have been encouraged to be more proactive in dealing with behavior issues within the classroom. For example, teachers now contact parents via the new phone system and write referrals that directly leads the student to an assistant principal. Moreover, there has been an increase in student morale and ownership of the school. The school resource officer from the Sheriff's Department is stationed on campus to support the school safety team and ensures that discipline issues requiring involvement of law enforcement are dealt with on campus with necessary citations issued immediately.

The most common causes for suspension are Ed Code 48900(a)(1), Ed Code 48900(c), and Ed Code 48900(k). Ed Code 48900(a)(1) addresses any instance related to physical injury to another person. The entire school community, administration, dean, certificated staff, safety team, and classified staff have been working hard to communicate with each other and intervene as quickly as possible in such an instance. This collective effort has resulted in an overall decline in suspensions from 225 in 2008-09 to 102 in 2011-12. Ed Code 48900(c) addresses any instance related to possession or sale of controlled substances, alcohol, or intoxication. The number of suspensions for possession of drugs increased from 44 in 2008-09 to 86 in 2010-11 due to better ways of monitoring students. In 2011-12, the number of suspensions decreased back to 44 suspensions showing progress made in addressing the use of drugs on campus. Ed Code 48900(k) addresses any instance related to disruption of school activities or willful defiance. The number suspensions has generally declined the past few years as a result of the joint effort between teachers, administrators, the safety team, and parents to more efficiently deal with issues from the on-set.

Student Discipline - Suspensions



Student Discipline - Expulsions



Ed Code	Description	2008-2009		2009-2010		2010-2011		2011-2012	
		Exp.	Susp.	Exp.	Susp.	Exp.	Susp.	Exp.	Susp.
48900(a)(1)	Related to physical injury to another person	13	225	24	156	2	170	3	102
48900(a)(2)	Related to use of force or violence		25	3	5		3		0
48900(b)	Related to firearms, knives, explosive devices, etc.	5	4	5	1	3	10		2
48900(c)	Related to possession or sale of controlled substances, alcohol, or intoxicants.	1	44	13	30	2	86		44
48900(d)	Related to sale of controlled substances, alcohol, or intoxicants.		1						1
48900(e)	Committed or attempted to commit robbery or extortion		1						
48900(f)	Caused or attempted to cause damage to school property or private property		21	4	19		6	2	5
48900(g)	Stole or attempted to steal school property or private property		3		4		8		7
48900(h)	Related to possession or use of tobacco products		2		2		1		3
48900(i)	Committed an obscene act or engaged in habitual profanity or vulgarity		14		9		3		9
48900(j)	Related to possession or sale of drug paraphernalia		7	1	1		8		4
48900(k)	Related to disruption of school activities or willful defiance	3	155	3	183	1	84		93
48900(m)	Possessed an imitation firearm	1							
48900(q)	Engaged in, or attempted to engage in, hazing				1				
48900(r)	Related to bullying and bullying through electronic means				1		1		3
48900.2	Related to sexual harassment		1		3			1	2
48900.4	Related to harassment, threats, or intimidation		2		1	1			
48900.7	Related to terroristic threats		3						
48915(a)(3)	Related to unlawful possession of controlled substances	3							
48915(a)(4)	PDS-Robbery or extortion			1					
Overall Totals:		26	508	54	416	9	381	6	275
Violence/Drug Total:		23	315	47	200	8	279	3	154
Violence/Drug Rate:		0.80%	11%	2%	8%	0.40%	13%		
Total of Persistently Violent Expulsions Only				1					

Counseling | LHS offers in-house counseling through Richstone and off-site counseling through Starview. The school dean, counselors, and assistant principal over counseling refer students struggling with a variety of issues, from substance abuse problems to depression, to Richstone counselors. Richstone is based in Hawthorne, but counselors visit campus and students are called out of class to receive free counseling. Leuzinger also has a DIS (Designated Instructional Services) counselor and school psychologist.

Peer Mediation | The dean of students started a peer mediation student group in 2011-12. The students were trained to mediate minor issues between other students. The training consists of lunch meetings with the dean and two Saturday trainings where student respond to mock mediation scenarios presented by the drama students. The dean of students refers troubled students to the peer mediators and peer mediation is held during lunch time with the dean present.

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 steadily increased in the

past few years, with ninety percent of students receiving free/reduced lunch in 2011-12. The increase in free/reduced lunch participation is due to a concerted effort by the district to enroll all eligible students into this program.

Free/Reduced Lunch Participation

Year	Participation Rate
2011-2012	90%
2010-2011	83%
2009-2010	82%
2008-2009	72%
2007-2008	65%

Parent Education Level | Parent education level has generally remained constant over the past few years. According to the most recent survey in 2011-12, out of 86% of students who responded to the survey, 34% of parents or guardians did not graduate from high school, 34% graduated from high school, 22% attended but did not finish college, 9% graduated from college, and 1% finished graduate school. If the “declined to state or unknown” responses are added to the “not a high school graduate” and “high school graduate” responses, then there are roughly 82% of parents who have a high school education or less. This is consistent with the perception that most of our students will be the first in their family to graduate from high school and/or attend college.

Parent Education Level

Year	% Responded	Not a HS Graduate	HS Graduate	Some College	College Graduate	Graduate School
2011-2012	86%	34%	34%	22%	9%	1%
2010-2011	81%	37%	33%	20%	8%	2%
2009-2010	88%	36%	32%	20%	9%	3%
2008-2009	93%	30%	33%	22%	10%	5%

Description of the Safety Conditions, Cleanliness and Adequacy of School Facilities

Safety Conditions | Leuzinger High School provides a safe and clean environment for learning through proper facilities maintenance and campus supervision. The staff shares in the supervision of students throughout the day. As students arrive on campus each morning, all administrators, the dean of students, safety officers, and the school resource officer are stationed at strategic locations to monitor student activities. In between each period of the day, teachers, some administration, and safety officers are outside of classrooms observing students as they proceed to their next class to ensure the safety and promptness of each student. During lunch, all administrators, the dean of students, safety officers, custodians, and the school resource officer

share supervision of students in meal areas and common gathering areas. When students are dismissed at the end of the day, all administrators, the dean of students, safety officers, and the school resource officer circulate throughout the campus and monitor exit areas to ensure students leave campus in a safe and orderly manner. To maintain a safe and secure environment, during operating school hours, all parents and visitors are required to check in at the security office located in the main hall upon arrival to obtain and wear a visitor's badge.

Comprehensive School Site Safety Plan | The Comprehensive School Site Safety Plan was developed for Leuzinger High School in collaboration with local agencies and the district office to fulfill the requirements of Senate Bill 187. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most current safety plan is reviewed, updated, and shared with the staff annually. Each year, LHS conducts two earthquake drills and two fire drills. Each classroom has an emergency bucket that consists of latex gloves, gauze pads, bandages, a survival wrap, a combine pad, tissue, a glow stick, a safety vest, and emergency drinking water.

School Cleanliness | The plant manager, school custodial staff, and the district's maintenance department work together to ensure classrooms and campus grounds are well maintained and kept safe and functioning for students, staff, and visitors. Maintenance and Operations (M&O) employs an electronic, web-based work order system enabling school staff to communicate unscheduled maintenance needs, urgent repairs, or special projects. Most of Leuzinger's repairs and maintenance projects are performed by the school custodians. Based upon the nature of the situation, emergency situations are immediately resolved either by the school custodians or district maintenance staff.

Four day custodians and three evening custodians are assigned to LHS for routine maintenance, daily custodial duties, and special event preparations. The administrative team and plant manager communicate daily regarding campus cleaning needs and safety concerns. The assistant principals, lead day custodian, and a district maintenance representative meet to discuss campus projects, set-ups, special assignments, general housekeeping, and project priorities.

The day custodians are responsible for setting up the cafeteria for meals and activities, keeping restrooms clean and stocked, gymnasium cleaning, removing debris and emptying trash receptacles, and addressing minor repairs and maintenance issues. Every morning before school begins, the day custodians inspect facilities for safety hazards, graffiti, and other conditions that require removal prior to students and staff entering school grounds. The day custodians check restrooms every hour as a proactive approach in keeping facilities fully stocked, safe, and sanitary. Evening custodians are responsible for the daily comprehensive cleaning of classrooms, office areas, library, career center, locker rooms, gymnasium, restrooms, and other designated areas.

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

Adequacy of School Facilities | On an annual basis, schools are required by the state to perform a comprehensive inspection and report those findings to the school community. The most recent inspection for Leuzinger High School took place on September 22, 2011. Leuzinger is in “Good” repair status. The School Facility Good Repair Status table illustrated below identifies the state-required inspection areas and discloses the operational status in each of those areas. All necessary repairs were taken care of during the inspection and immediately following the visit. In 2010-11, 100% of restrooms were fully operational and available to students at all times.

School Facility Good Repair Status				
Item Inspected	Repair Status			
Inspection Date: September 22, 2011	Good	Fair	Poor	Repair Needed and Action Taken or Planned
Systems	✓			
Interior Surfaces	✓			Rooms 101, 102, 215, 206: stained ceiling tiles. Rooms 215, 212: damaged floor tiles.
Cleanliness	✓			Health Office; boxes stored on high cabinets. Rooms G-205, 217: items, boxes stored on high cabinets. Boys' Locker Room: graffiti.
Electrical	✓			Library: several light fixtures not working. Room 213: broken outlet cover. Room 212: one light fixture not working. Room 211: one light fixture not working. Room 207: exposed electrical wires in reach of students. Room 200: TV on high shelf, not secured. Boys' Locker Room: one light fixture not working. Girls' Locker Room: one light fixture not working.
Restrooms/Fountains	✓			
Safety	✓			
Structural	✓			
External	✓			Girls' Locker Room: broken window coach's office.
Overall Summary of School Facility Good Repair Status				
	Exemplary	Good	Fair	Poor
Overall Summary		✓		

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

Staff



Certificated Staff and Classified Staff | At the end of 2009-10, both voluntary and involuntary transfers took place in accordance to PI status requirements. Twenty-five percent of the certificated and classified staff was re-assigned at the three comprehensive high schools and one continuation high school in CVUHSD. Due to the growth of Lawndale High School, several Leuzinger teachers were transferred to accommodate the increase in enrollment.

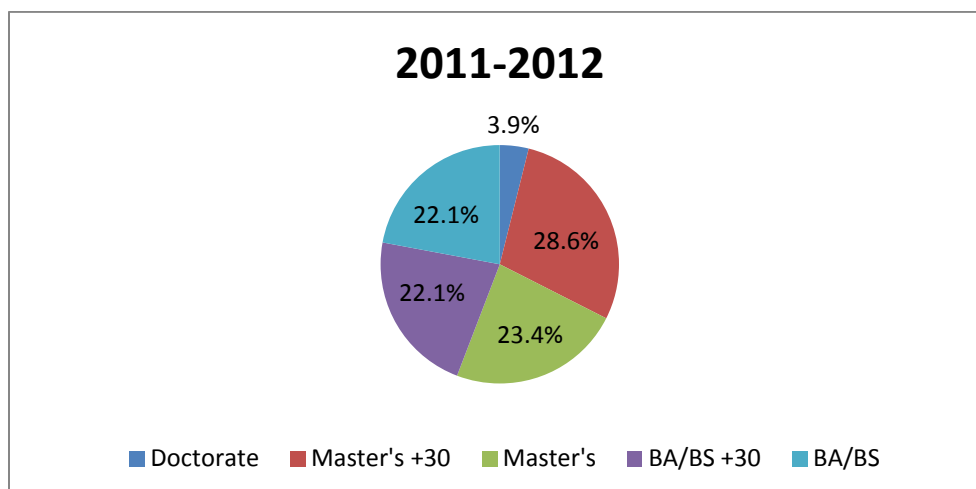
As a result, the number of staff at Leuzinger has decreased in the past few years due to the decline in student enrollment. In 2011-12, there were 70 teachers, 4 pupil services, 4 administrators, and 62 classified. There were 7 qualified personnel for counseling and other pupil support services.

Number of Staff by Classification

	2009-2010	2010-2011	2011-2012
Teachers	107	95	70
Pupil Services	7	7	4
Administrators	5	4	4
Classified	66	74	62

Teacher Qualifications | Of the certificated staff in 2011-12, 22.1% had a BA/BS, 22.1% had a BA/BS + 30 units, 23.4% had a Master's, 28.6% had a Master's + 30, and 3.9% had a Doctorate. Almost 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. In reference to the number of years in education within the district, 25.3% of teachers at Leuzinger have 0-5 years and 40% have taught 6-10 years. In reference to the number of years in education, 17.6% of teachers at Leuzinger have taught 0-5 years and 38.2% have taught 6-10 years. 100% of our teachers and paraprofessionals have met the requirements of the ESEA. Teachers are cleared through CLAD, BCLAD, or SB 2042 to be NCLB compliant. The CLAD/BCLAD/SB 2042 and AB-1059 English Learner Authorization are correlated to SDAIE teaching requirements and NCLB compliance through the CCTC (California Commission on Teacher Credentialing).

Certificated Staff Education Level



Number of Years in Education

Years	# of Years in Education within District	# of years in Education
0-5	25.3%	17.6%
6-10	40%	38.2%
11-15	16%	20.6%
16-20	5.3%	4.4%
21-25	8%	11.8%
26-30	2.7%	2.9%
30+	2.7%	4.4%

Specialized training | At Leuzinger, 8 teachers participated in BTSA in 2009-10, 13 teachers in 2010-11, and 7 teachers in 2011-12.

Gender | The ratio of male to female certificated staff is about even, with 40 male and 37 female certificated staff in 2011-12. The ratio of male to female classified staff is 18 to 44 in 2011-12.

Ethnicity | In 2011-12, the ethnic breakdown for certificated staff was as follows: 41.7% White, 21.4% Hispanic or Latino, 13.1% Asian, 11.9% African American, 3.6% American Indian or Alaska Native, 3.6% Filipino, and 0% Pacific Islander. In 2011-12, 50% of the classified staff were Hispanic or Latino, 30.6% African American, 12.9% White, 3.2% American Indian or Alaska Native, and 1.6% 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
2011-2012	77 (40/37)	11.9%	3.6%	13.1%	3.6%	21.4%	0%	41.7%
2010-2011	107 (53/54)	13.1%	0	13.1%	2.8%	21.5%	0%	43%
2009-2010	115 (53/62)	18.2%	0	8.7%	2.6%	20.9%	0%	44.3%

Classified Staff

Year	# of Staff Members (Male/Female)	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White
2011-2012	62 (18/44)	30.6%	3.2%	0	0%	50%	1.6%	12.9%
2010-2011	74 (32/42)	36.5%	0	0	0%	50%	2.7%	10.8%
2009-2010	66 (27/39)	39.4%	0	0	0%	77.2%	1.5%	12.1%

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, teachers were absent almost 2 days less in 2010-11 from 2009-10. Average absences are also down in most of our departments. It is important to note that the percentage of teachers who took more than 7 days off decreased substantially. In 2009-10, 50% of teachers missed more than 7 days; this figure decreased to 41% in 2010-11 and 43% in 2011-12. The overall average number of teacher absences decreased from 9.4 days in 2009-10 to 7.0 days in 2011-12.

Average # of Absences	2009-2010	2010-2011	2011-2012
All Teachers	9.4	7.7	7.0
English	7.5	7.2	8.8
Math	6.5	4.5	3.6
Science	7.1	12.7	9.07
History	13.5	8.9	11.83
ELD	9.7	4.5	4.3
World Languages	12.7	4	6.0
Art	15.5	5	4.9
PE	15.1	15.5	9.8
Special Education	7.5	9.7	7.5

Professional development programs/activities and numbers participating

Professional development is a focus for both the school and the district. CVUHSD meets for district-wide professional development once a year. Throughout the year, Leuzinger High School meets for school-wide professional development and faculty meetings, while each department collaborates every other week to analyze data and share best practices. In addition, all core teachers have been trained in Direct Interactive Instruction (DII). The English department was also trained in DII specifically for English Learners. New teachers participate in the district's BTSA (Beginning Teacher Support and Assessment) program to clear their preliminary credentials. They are assigned to a Support Provider (Mentor Teacher) for individualized support and guidance through the credential process. Many teachers also take professional development courses to earn continuing education units. There are four teachers currently enrolled in doctorate programs. In 2010-11, seven Leuzinger teachers along with several other teachers from the district attended a homework and grading conference in Portland. During the summer, AP teachers participate in AP Summer Institutes throughout the greater Los Angeles authorized by the College Board. Eleven of our thirteen AP teachers have participated in the AP Summer Institutes. In addition, all AVID teachers have participated in the AVID Summer Institute.

Some of our Science teachers have been trained at the district in content writing and literacy and at Kaplan University in instructional approaches, classroom management, assessment, and leadership, while others participated in the California Science Teachers Association Conference and Paleontology for Educators Training. A few Foreign Language teachers attended the Los Angeles Foreign Language Project Conference. Some teachers participated in CTAP (California Technology Assistance Project) Academy and ITO (Instructional Technology Outreach) workshops taught by LACOE (Los Angeles County Office of Education) trainers in the areas of Levels I and II Technology Integration Hybrid Model Workshop. There were also meetings supported by the district to help teachers apply for additional school-wide programs in relation to Title 1 and Title 5 monetary support for students.

In 2011-12, the English Department and ELD Coordinator began a one-year training program on supporting Long Term English Learners. This ELPD (English Learner Professional Development) will continue for the remainder of the current school year. ELD teachers have

received training in the implementation of the Edge curriculum, System 44, and Read 180. New administrators are required to clear their administrative credential through LACOE's AB430 administrative training program. The cost of this program is subsidized by the district office.

Content of staff development and numbers participating

District Professional Development | All curriculum and instructional improvement activities at CVUHSD are aligned to the California State Content Standards and Framework. Staff development is selected and identified based upon student assessment results, state content standards, and in-class observations. During the 2010-11 school year, the district offered a professional development day for teaching staff to address 1) Focused Learning Targets 2) Higher Order Questioning 3) Engaging Instruction/Active Learning and 4) Grading and Assessment Reform by Tom Schimmer. During the 2011-12 school year, the district offered a professional development day to address 1) Lessons Learned from the Portland Grading Conference 2) Lesson Design 3) Socratic Seminars 4) Use of the Promethean Responders 5) Proactive Classroom Management 6) AVID Strategies for Non-AVID Teachers 7) Basic Spanish for Educators 8) Introduction to the Common Core Standards and 9) ALEKS Computer Based Learning. Throughout the year, CVUHSD provides training and support for identified concentrations and district-wide implementation of new and ongoing programs, such as the Academy Retreat, New Teacher Summer Institute, Prentice Hall Literature 2010, Academy Leadership Retreat Days, Scholastic System 44 Training, Pearson Assessment Training Institute, and Sound Grading Practices Conference.

School-Wide Professional Development | During the 2010-11 school year, topics of school-wide professional development included Academy Retreats, Administrators' Retreat, Direct Interactive Instruction, e2020, Sound Grading Practices Conference held at the Pearson Assessment Training Institute, Curriculum Training with Prentice Hall Literature, Promethean Training, Read 180 for English Language Arts, and Spring Academy Leadership Retreat. Other topics of school-wide professional development sessions included training on the Eno Board, Classroom Responders, Data Director, Classroom Management, New Engagement Methods, ELD, System 44, SPED, Writing Across the Curriculum, AVID Strategies for the Classroom, and the ELA Writing Process Workshop. All supplemental staff development activities at Leuzinger High School focused on increasing student learning and proficiency. The principal, with the support of the leadership, identifies teacher training needs based upon WASC action plans, school goals, and analysis of student performance data.

Learning Walks | All teachers participate in a "Learning Walk" with administrators at least twice a year. These Learning Walks focus on visiting classrooms during instructional time. Small groups of four to five teachers each led by an administrator spend 5-10 minutes per class in all departments to observe instructional practices and student participation. The observation template that teachers use is a tool that outlines the key elements of Direct Interactive Instruction (DII), which include 1) Standards and lesson objectives 2) Lesson structure and sequence 3) Student engagement, feedback, and correctives and 4) Proactive classroom management (refer to Appendix for DII observation template). The goal is to deliver engaging, interactive, and rigorous instruction to every student in every period every day. The Learning Walk is a first step

in opening up dialogue about the elements of good instruction, what student engagement and rigorous instruction look like, and how we support our students when they are not successful. The purpose is to determine whether or not there is evidence of sound teaching practice and learning taking place in our classrooms consistently. It also gives our teachers an opportunity to learn from one another. These peer observations increase awareness of how other teachers and departments engage students and utilize research-based strategies as well as encourage greater collaboration and teacher-to-teacher discussions. The feedback provided to the school community is meant to help grow teachers as professionals and improve their practice.

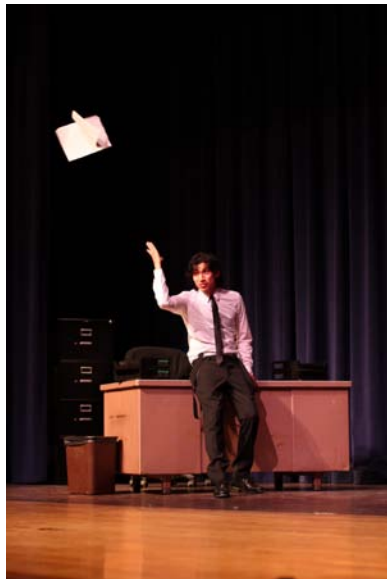
Teacher Collaboration | Teachers also collaborate twice a month by department on 1) data analysis 2) teaching strategies 3) classroom management 4) grading practices 5) standardized test preparation and 6) aligning the curriculum to state standards. Teachers also meet by grade level and in department teams beyond the school day to collaborate on specific program area needs.

New Teachers | New teachers and teachers not yet fully credentialed are supported by peer coaching and extensive staff development. CVUHSD offers the BTSA Induction Program for new teachers with a preliminary credential to provide comprehensive support and training. The New Teacher Summer Institute is a three-day program for teachers who are new to the district. Training sessions focus on foundational items such as BTSA, effective English Language Learner strategies, an overview of the district's Special Education program, equity and diversity, technology in the classroom, and classroom management. At LHS, new teachers are also encouraged to participate in monthly New Teacher workshops.

Staff members are encouraged to attend professional workshops offered by the district, professional organizations, or LACOE. Long-term substitute teachers are invited to attend an annual orientation to better serve the students of the district. Instructional aides are invited to a district-sponsored staff development day to gain insight and understanding of the current curriculum. Classified support staff may receive job-related training from site leadership and district representatives.

Student participation in co-curricular activities and extra-curricular activities

Students are provided a variety of avenues to explore their personal interests and talents while developing their academic and physical fitness outside the classroom environment. Leuzinger High School sponsors many clubs, leadership training opportunities, college prep courses, and interscholastic athletic programs. In 2011-12, there were 22 ASB approved clubs, with anywhere from 10-35 students participating in each club. Students may also attend Club Olympian after school to participate in enrichment activities or receive tutoring. In 2011-12, the average daily attendance in Club Olympian was 90-125 students and 1200 students attended Club Olympian at least once.



Leuzinger students highlight different cultures through Filipino Culture Night, Polynesian Culture Night, the Cinco de Mayo Show, and Black History Month. In addition, Leuzinger hosts various award nights throughout the school year, including STAR Awards for CST proficiency, Top 100 Assembly for high GPA students, Senior Awards Night, CELDT Awards Night, and weekly attendance prizes. Many students attend Math Lab and English Enrichment tutoring sessions held by different teachers throughout the week (refer to Appendix for Math Lab and English Enrichment schedules). Individual teachers from all departments also tutor on their own before school, during lunch, and after school.

District Policies / School Financial Support

Expenditures Per Pupil | In 2009-10, CVUHSD spent an average of \$9,366 of total general funds to educate each student (based on 2009-10 audited financial statements). The table below 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels.

Current Expense of Education Per Pupil 2009-10					
Expenditures Per Pupil	Dollars Spent Per Student				
	Leuzinger	CVUHSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	6,473	6,794	95.3%	N/A	N/A
Restricted (Supplemental)	1,434	1,972	72.7%	N/A	N/A
Unrestricted (Basic)	5,040	4,822	104.5%	5,455	92.4%
Average Teacher Salary	64,071	65,336	98.1%	70,570	90.8%

Monies from Other Funding Sources | Other funding resources include Title 1, Title 1 (Parent Involvement), Title 3, EIA/LEP, EIA/SCE, and Perkins. The detailed budget pages are included at the end of the Single Plan for Student Achievement (refer to Appendix for Budget Pages from SPSA).

STUDENT PERFORMANCE DATA

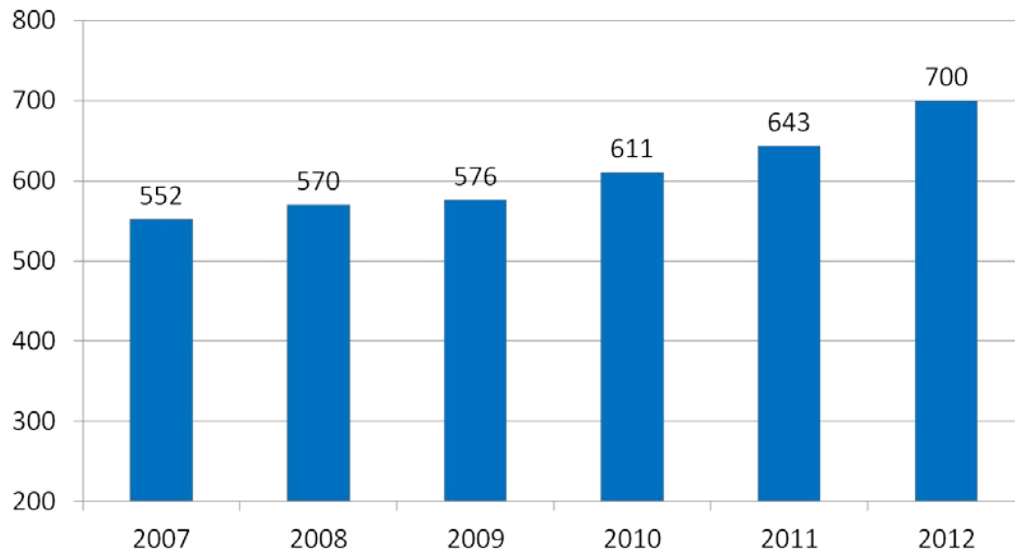
Academic Performance Index (API)

API Performance | Leuzinger High School has made significant improvements in its API, from 576 in 2009 to 700 in 2012. With an API increase of 123 points since 2009, only one other public non-charter high school in the state of California has had greater improvement than Leuzinger High School. In the past three years, the API of every subgroup steadily increased except for Students with Disabilities (SWD), with significant jumps in all subgroups from 2011 to 2012. Though there was a significant decrease of 93 points from 2009 to 2010, the SWD subgroup made a 43-point gain from 2010 to 2011 and a 120-point gain from 2011 to 2012. The Hispanic subgroup had the greatest improvement, with an increase of 129 points from 2009 to 2012. The API of the African American subgroup increased 115 points from 2009 to 2012, the Socio Economically Disadvantaged (SED) subgroup increased 121 points, and the English Learners (EL) subgroup increased 115 points.

Though Leuzinger failed to meet its school-wide API growth target of +12 in 2009 with only a 6-point gain, it met its school-wide API growth target of +11 in 2010 with a 34-point gain and a growth target of +10 in 2011 with a 33-point gain. In 2012, Leuzinger's API increased by 58 points. In 2009, Leuzinger failed to meet its API growth target in every subgroup except the African American and SWD subgroups. In 2010, significant improvements were made, and the only subgroup that failed to meet its API growth target was the SWD subgroup. With continued efforts to improve CST scores, Leuzinger met its growth target in all subgroups in 2011 and 2012. In 2011, the African American subgroup achieved an API growth of 72 points with a +11 growth target. The Hispanic subgroup growth was 15 points with a +9 growth target, the SED subgroup growth was 24 points with a +10 growth target, the EL subgroup growth was 28 points with a +11 growth target, and the SWD subgroup growth was 43 points with a +22 growth target. In 2012, the African American subgroup achieved an API growth of 28 points with a +8 growth target, the Hispanic subgroup increased by 72 points with a +9 growth target, the SED subgroup by 65 points with a +8 growth target, the EL subgroup by 70 points with a +9 growth target, and the SWD subgroup by 120 points. Though Leuzinger has not yet met the API target of No Child Left Behind (NCLB), the API growth of the past few years have mirrored the general increasing linear trend as set by NCLB.

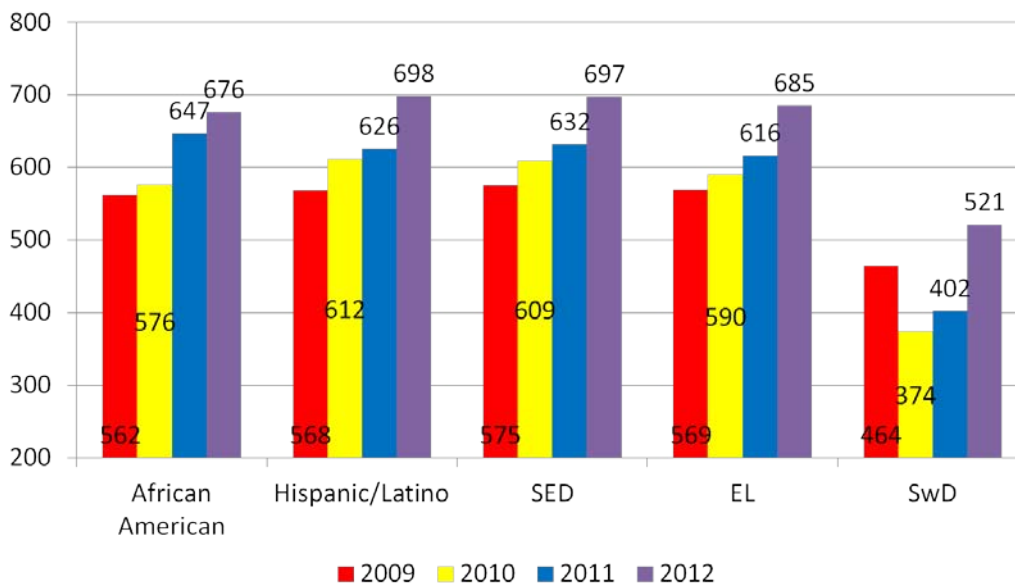
Academic Performance Index History

All Students



Academic Performance Index History

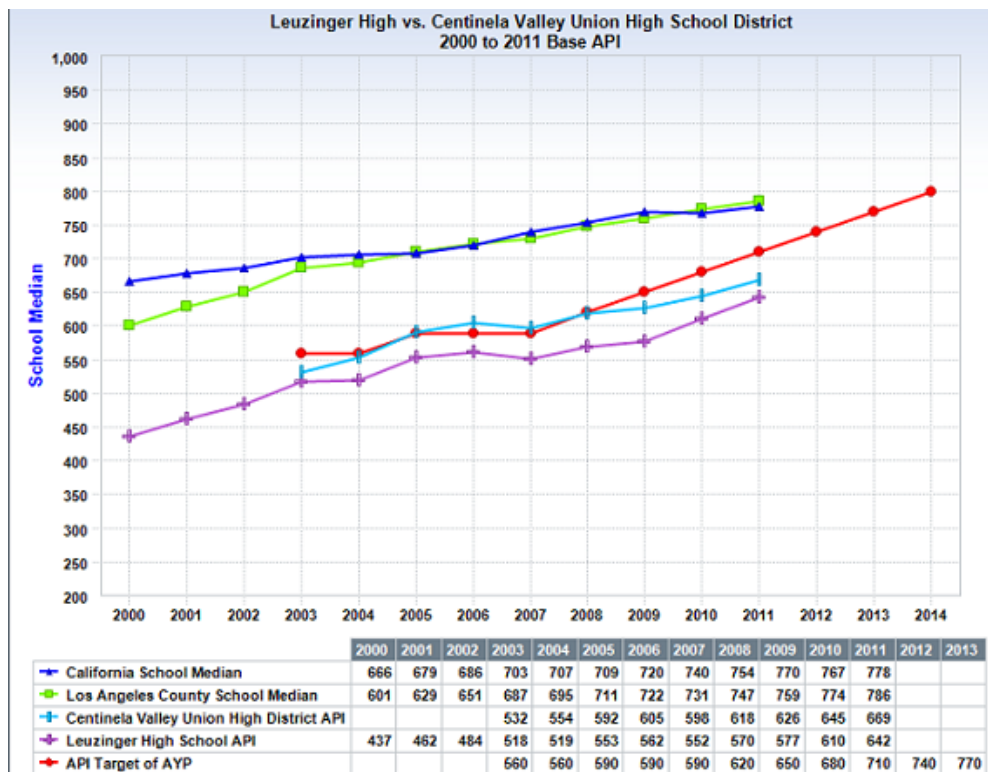
Subgroups



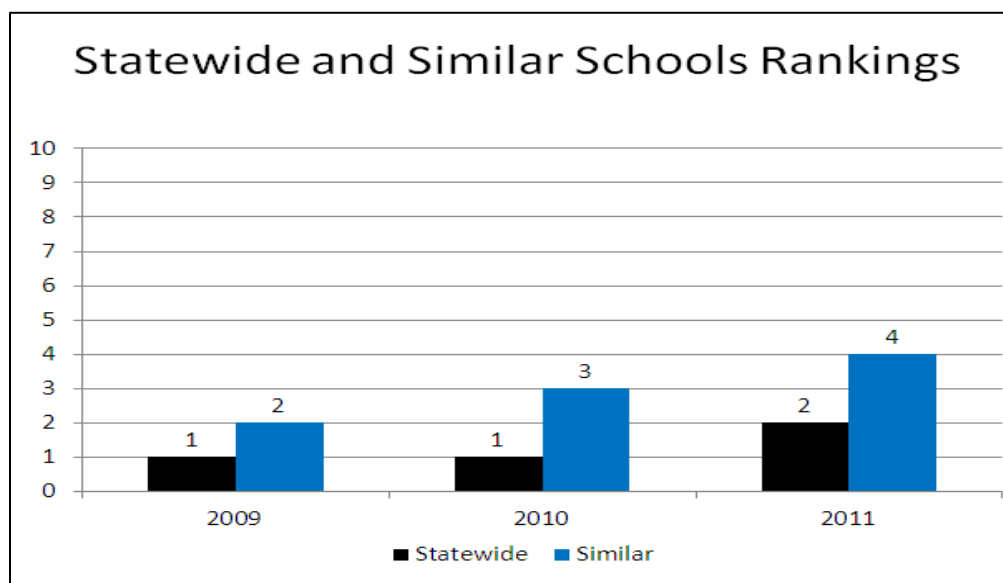
Academic Performance Index Growth Goals History

Group	2007 API Goals	2008 API Goals	2009 API Goals	2010 API Goals	2011 API Goals	2012 API Goals
School Wide	-10 No!	+18 Yes!	+6 No!	+34 Yes!	+33 Yes!	+58 Yes!
Black/AA	-8 No!	+16 Yes!	+25 Yes!	+15 Yes!	+72 Yes!	+28 Yes!
Hispanic/Latino	-10 No!	+19 Yes!	+0 No!	+43 Yes!	+15 Yes!	+72 Yes!
SED	-16 No!	+26 Yes!	+4 No!	+33 Yes!	+24 Yes!	+65 Yes!
EL	-8 No!	+20 Yes!	-1 No!	+20 Yes!	+28 Yes!	+70 Yes!
SWD	+93 Yes!	-33 No!	+36 Yes!	-93 No!	+43 Yes!	+120 Yes!

Met all Goals in 2011 and 2012!



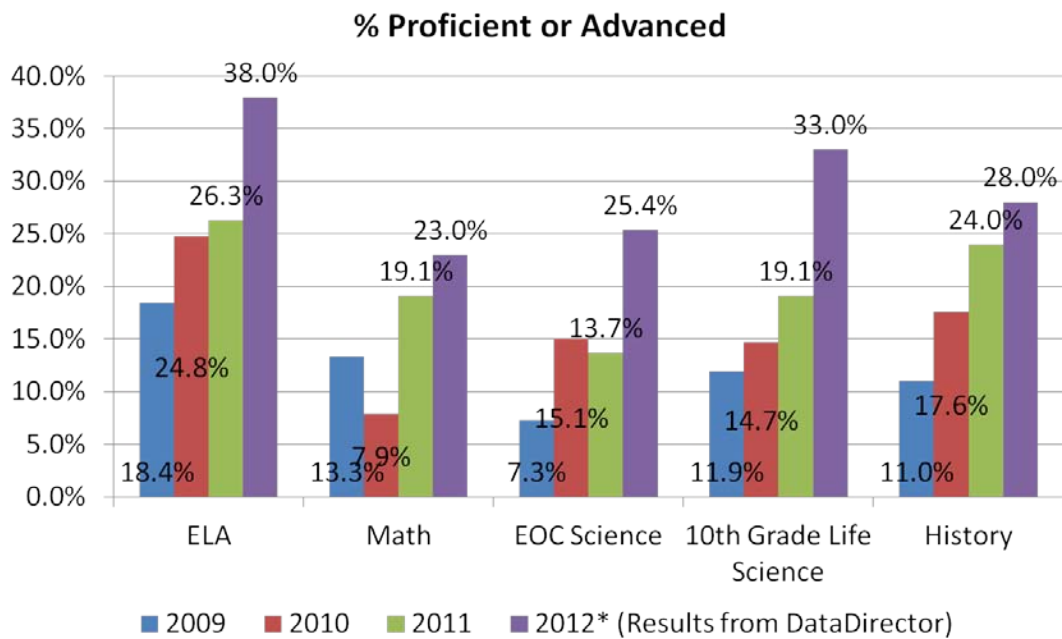
School Ranking and Similar School Rankings | The improvement in school ranking and similar school rankings of Leuzinger High School is directly linked to the increase in API scores. LHS was a 1-2 school in 2009, a 1-3 school in 2010, and a 2-4 school in 2011. Although this is an improvement and a milestone for the school, LHS is working hard to improve its school ranking and similar school ranking each year.



California Standards Test (CSTs)

Proficiency Levels | Leuzinger High School has made consistent progress in % Proficient/Advanced in ELA, 10th grade Life Science, and History from 2009 to 2012. All subject areas made great gains from 2011 to 2012. From 2009 to 2010, there was a decrease in % Proficient/Advanced in Math, but since then, an increase each year with 23% scoring % Proficient/Advanced in 2012. The opposite trend happened in EOC Science, where there was an increase in % Proficient/Advanced from 2009 to 2010, a slight decrease the next year with an 11.7% increase from 2011 to 2012. ELA also increased by 11.7%, Math by 3.9%, 10th Grade Life Science by 13.9%, and History by 4% from 2011 to 2012.

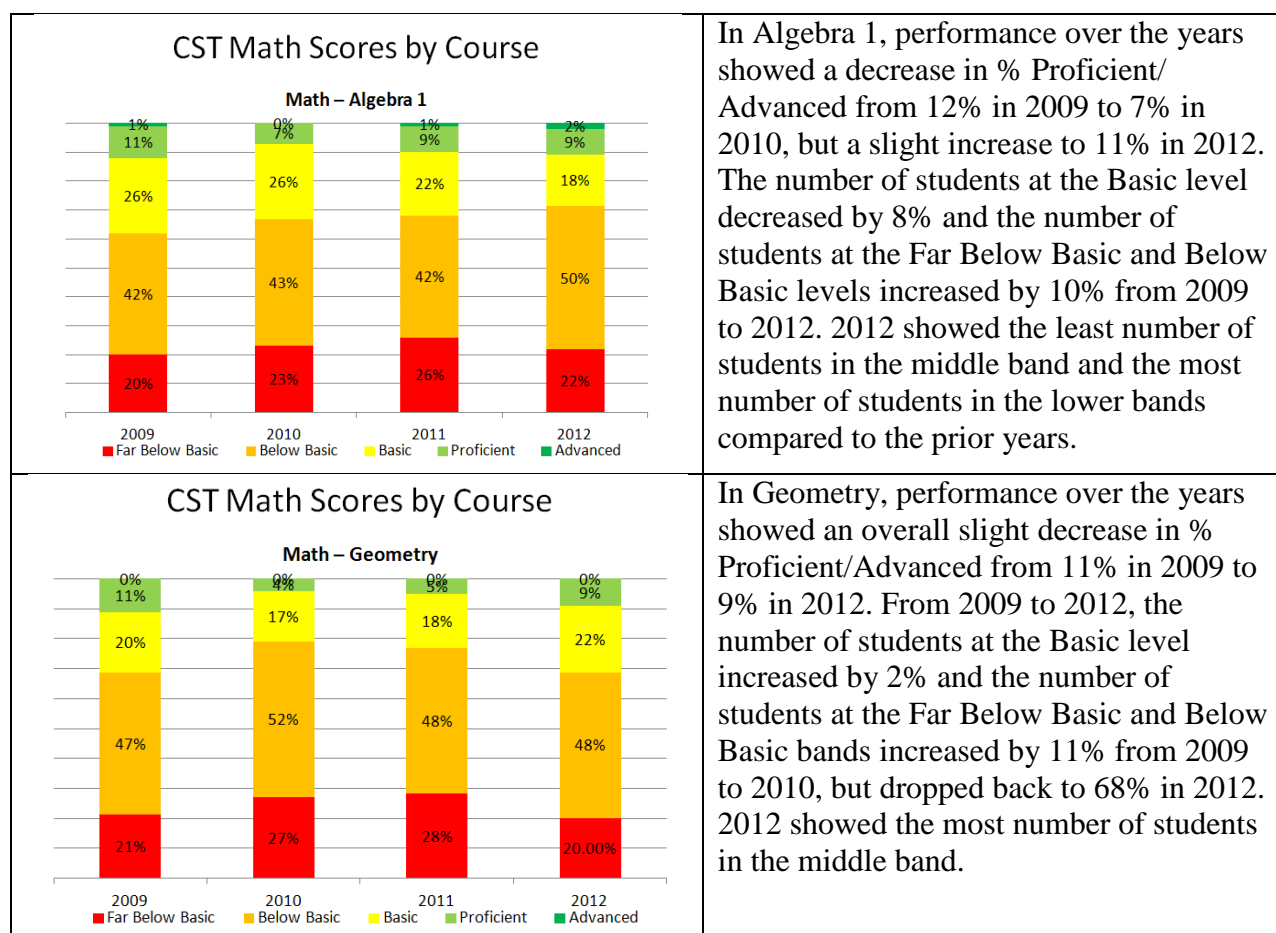
STAR Results Summary – All Subject Areas



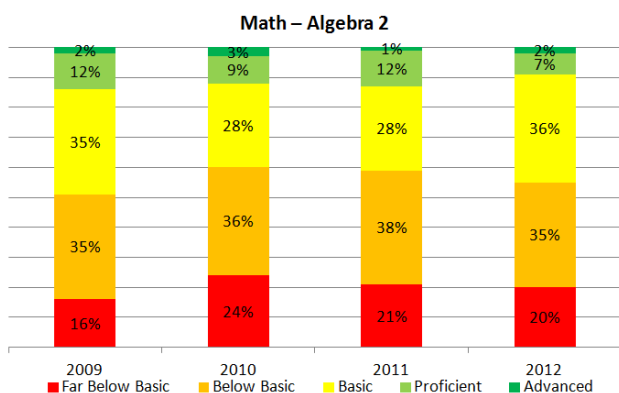
ELA | In the last four years, the Far Below Basic and Below Basic percentages of CST ELA scores have decreased and the Basic, Proficient, and Advanced percentages have increased in all grade levels.

<div><h3>CST ELA Scores by Course</h3><h4>ELA – Grade 9</h4><table><thead><tr><th>Year</th><th>Far Below Basic</th><th>Below Basic</th><th>Basic</th><th>Proficient</th><th>Advanced</th></tr></thead><tbody><tr><td>2009</td><td>17%</td><td>28%</td><td>33%</td><td>16%</td><td>5%</td></tr><tr><td>2010</td><td>19%</td><td>21%</td><td>27%</td><td>28%</td><td>5%</td></tr><tr><td>2011</td><td>17%</td><td>19%</td><td>33%</td><td>23%</td><td>7%</td></tr><tr><td>2012</td><td>10%</td><td>20%</td><td>35%</td><td>26%</td><td>9%</td></tr></tbody></table></div>	Year	Far Below Basic	Below Basic	Basic	Proficient	Advanced	2009	17%	28%	33%	16%	5%	2010	19%	21%	27%	28%	5%	2011	17%	19%	33%	23%	7%	2012	10%	20%	35%	26%	9%	<p>In 9th Grade English, performance over the years showed an increase in % Proficient/Advanced from 21% in 2009 to 35% 2012. The % Basic generally remained the same the past few years, with a slight increase to 35% in 2012. The number of students at the Far Below Basic and Below Basic levels has steadily declined the past few years, from 45% in 2009 to 30% in 2012. 2012 showed the most number of students in the upper and middle bands and the least number of students in the lower bands compared to the prior years.</p>
Year	Far Below Basic	Below Basic	Basic	Proficient	Advanced																										
2009	17%	28%	33%	16%	5%																										
2010	19%	21%	27%	28%	5%																										
2011	17%	19%	33%	23%	7%																										
2012	10%	20%	35%	26%	9%																										
<div><h3>CST ELA Scores by Course</h3><h4>ELA – Grade 10</h4><table><thead><tr><th>Year</th><th>Far Below Basic</th><th>Below Basic</th><th>Basic</th><th>Proficient</th><th>Advanced</th></tr></thead><tbody><tr><td>2009</td><td>29%</td><td>23%</td><td>32%</td><td>13%</td><td>3%</td></tr><tr><td>2010</td><td>18%</td><td>24%</td><td>35%</td><td>17%</td><td>5%</td></tr><tr><td>2011</td><td>11%</td><td>24%</td><td>40%</td><td>20%</td><td>5%</td></tr><tr><td>2012</td><td>9%</td><td>15%</td><td>43%</td><td>23%</td><td>10%</td></tr></tbody></table></div>	Year	Far Below Basic	Below Basic	Basic	Proficient	Advanced	2009	29%	23%	32%	13%	3%	2010	18%	24%	35%	17%	5%	2011	11%	24%	40%	20%	5%	2012	9%	15%	43%	23%	10%	<p>In 10th Grade English, performance over the years showed a steady increase in % Proficient/Advanced from 16% in 2009 to 33% in 2012. The number of students at the Basic level increased by 11% from 2009 to 2012. The % Far Below Basic/Below Basic dropped significantly, from 52% in 2009 to 24% in 2012. 2012 showed the most number of students in the upper and middle bands and the least number of students in the lower bands.</p>
Year	Far Below Basic	Below Basic	Basic	Proficient	Advanced																										
2009	29%	23%	32%	13%	3%																										
2010	18%	24%	35%	17%	5%																										
2011	11%	24%	40%	20%	5%																										
2012	9%	15%	43%	23%	10%																										
<div><h3>CST ELA Scores by Course</h3><h4>ELA – Grade 11</h4><table><thead><tr><th>Year</th><th>Far Below Basic</th><th>Below Basic</th><th>Basic</th><th>Proficient</th><th>Advanced</th></tr></thead><tbody><tr><td>2009</td><td>31%</td><td>25%</td><td>26%</td><td>14%</td><td>4%</td></tr><tr><td>2010</td><td>23%</td><td>25%</td><td>33%</td><td>14%</td><td>5%</td></tr><tr><td>2011</td><td>21%</td><td>18%</td><td>35%</td><td>18%</td><td>7%</td></tr><tr><td>2012</td><td>13%</td><td>16%</td><td>34%</td><td>26%</td><td>11%</td></tr></tbody></table></div>	Year	Far Below Basic	Below Basic	Basic	Proficient	Advanced	2009	31%	25%	26%	14%	4%	2010	23%	25%	33%	14%	5%	2011	21%	18%	35%	18%	7%	2012	13%	16%	34%	26%	11%	<p>In 11th Grade English, performance over the years also showed a steady increase in % Proficient/Advanced from 18% in 2009 to 37% in 2012. The number of students at the Basic level increased by 8% from 2009 to 2012. The % Far Below Basic/Below Basic significantly decreased by 27% from 2009 to 2012. Again, 2012 showed the most number of students in the upper and middle bands and the least number of students in the lower bands.</p>
Year	Far Below Basic	Below Basic	Basic	Proficient	Advanced																										
2009	31%	25%	26%	14%	4%																										
2010	23%	25%	33%	14%	5%																										
2011	21%	18%	35%	18%	7%																										
2012	13%	16%	34%	26%	11%																										

Math | In the last four years, the Far Below Basic and Below Basic percentages of CST Math have generally remained the same, with the exception of Algebra 1 where there was a 10% increase in % Far Below Basic/Below Basic from 2009 to 2012. The Basic percentages have also generally remained the same in the past few years except for an 8% decrease in Algebra 1 and an 11% increase in Summative HS Math from 2009 to 2012. The Proficient and Advanced percentages have slightly decreased except for Summative HS Math, where there was a 9% decrease. However, Summative HS Math overall has the most number of students in the upper and middle bands and the least number of students in the lower bands.

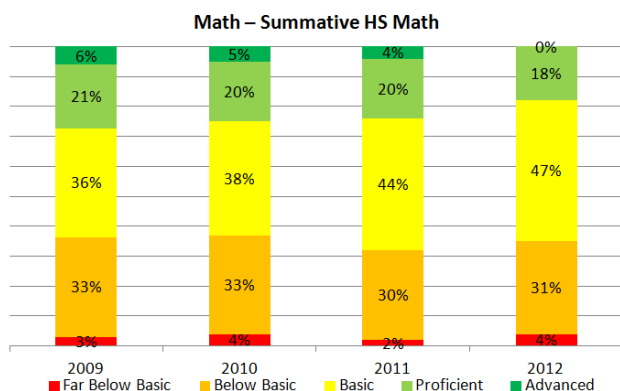


CST Math Scores by Course



In Algebra 2, performance over the years showed a decrease in % Proficient/Advanced from 14% in 2009 to 9% in 2012. The number of students at the Basic level dropped 7% in 2010, but then bounced back 8% in 2012. The number of students at the Far Below Basic and Below Basic bands increased by 4% from 2009 to 2012. 2012 showed the least number of students in the upper bands and the most number of students in the middle band.

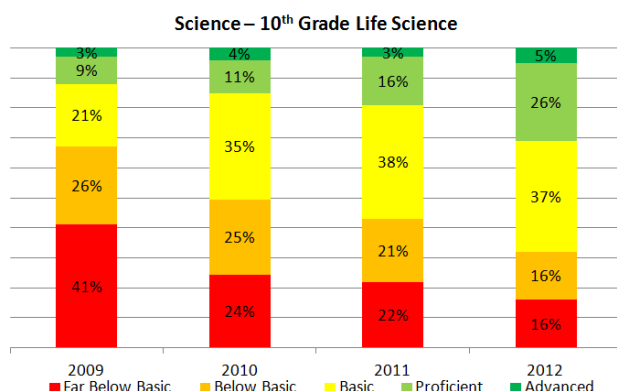
CST Math Scores by Course



In Summative HS Math, performance over the years showed a decrease in % Proficient/Advanced from 27% in 2009 to 18% in 2012. The number of students at the Basic level increased by 11% and the % Far Below Basic/Below Basic decreased by 1% from 2009 to 2012. 2012 showed the least number of students in both the upper bands and the most number of students in the middle band.

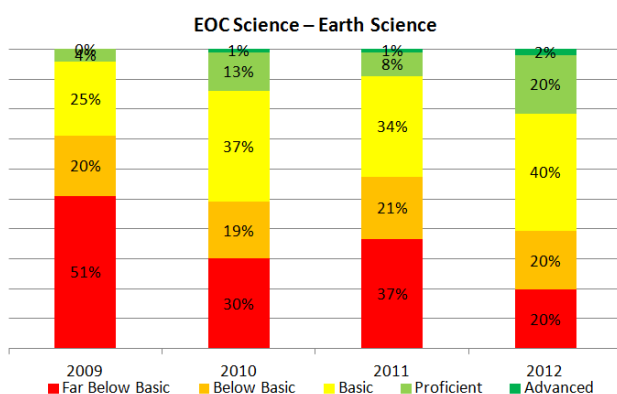
Science | In the last four years, the CST Science scores have made tremendous progress in the 10th Grade Life Science and EOC Biology courses, with a significant increase in Basic, Proficient, and Advanced percentages and a decrease in Far Below Basic and Below Basic percentages. EOC Earth Science and EOC Chemistry are improving with a slight increase in the upper and middle bands and a decrease in the lower bands. EOC Physics has made inconsistent progress in its CST scores, with a decrease then increase in the middle band and an increase then decrease in the lower bands.

CST Science Scores – 10th Grade Life Science



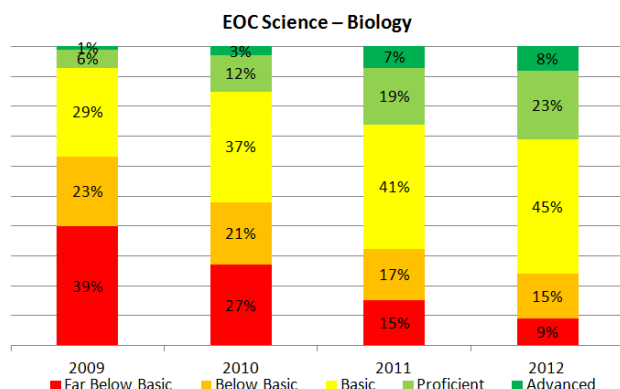
In 10th Grade Life Science, performance over the years showed a significant increase in % Proficient/Advanced from 12% in 2009 to 31% in 2012. The number of students at the Basic level significantly increased by 16%, while the % Far Below Basic/Below Basic significantly decreased by 35% from 2009 to 2012. 2012 showed the most number of students in the upper and middle bands and the least number of students in the lower bands compared to the prior years.

CST EOC Science Scores by Course



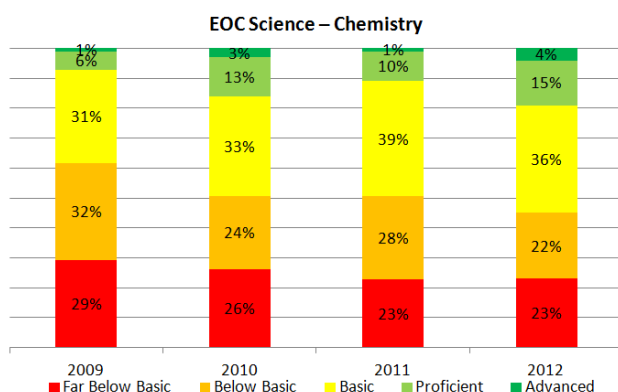
In EOC Earth Science, performance over the years showed an increase in % Proficient/Advanced from 4% in 2009 to 22% in 2012. The number of students at the Basic level also showed a similar trend of increase by 15% from 2009 to 2012. The number of students at the Far Below Basic and Below Basic levels significantly dropped 31% from 2009 to 2012. 2012 showed the most number of students in the upper and middle bands and the least number of students in the lower bands.

CST EOC Science Scores by Course



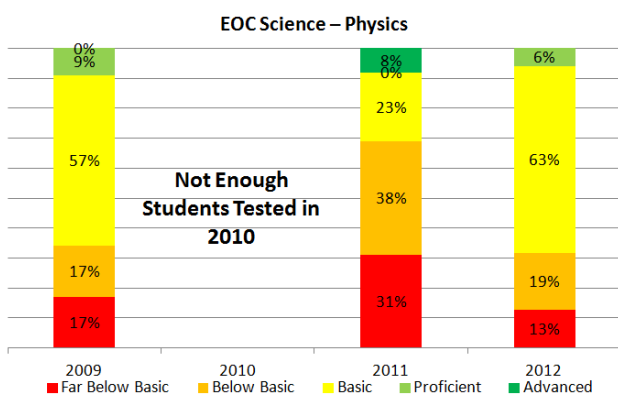
In EOC Biology, performance over the years showed a steady increase in % Proficient/Advanced from 7% in 2009 to 31% in 2012. The number of students at the Basic level increased by 16% and the % Far Below Basic/Below Basic significantly dropped 38% from 2009 to 2012. 2012 showed the most number of students in upper and middle bands and the least number of students in the lower bands compared to prior years.

CST EOC Science Scores by Course



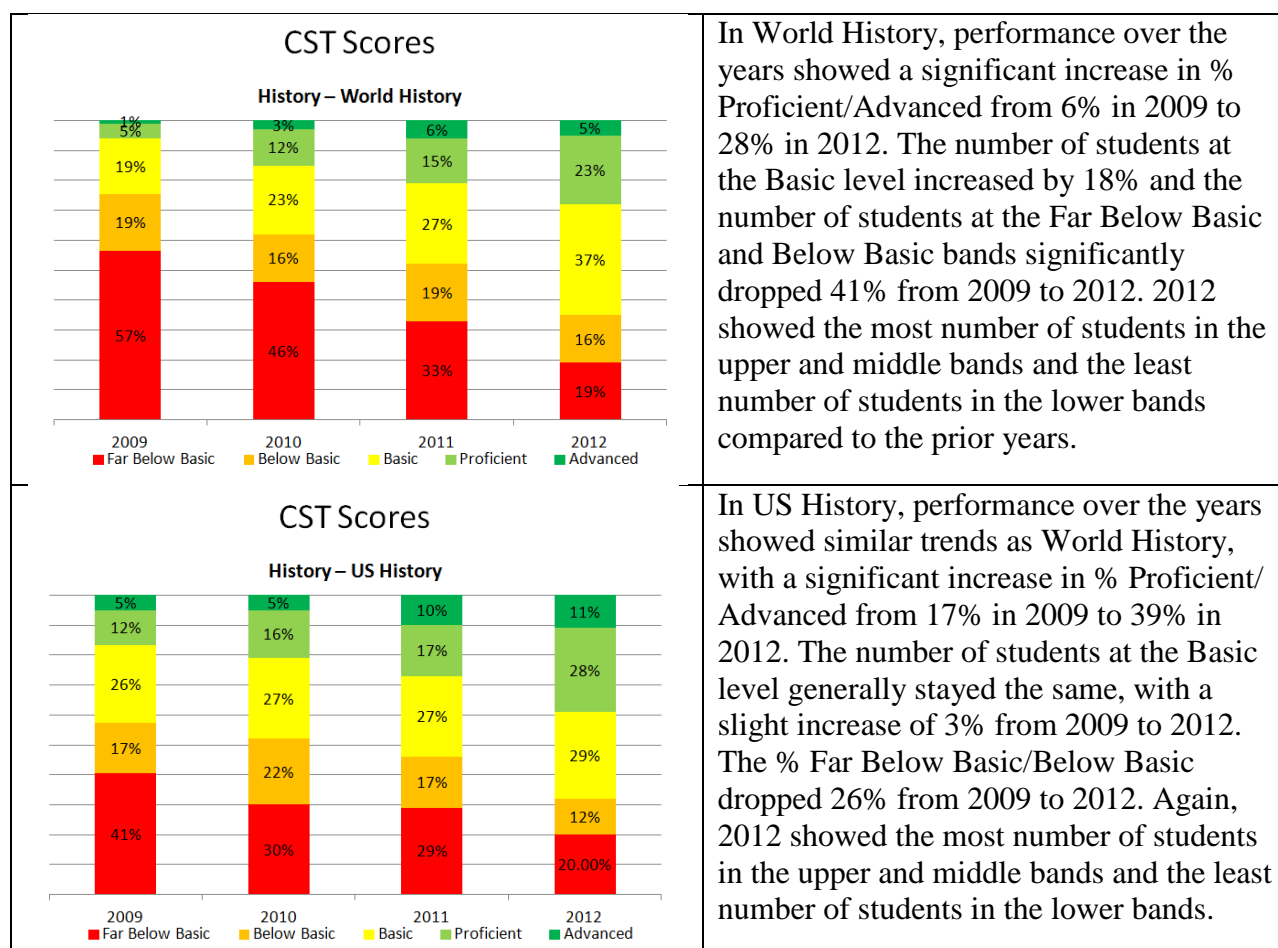
In EOC Chemistry, performance over the years showed an overall increase in % Proficient/Advanced from 7% in 2009 to 19% in 2012. The % Basic increased by 5% from 2009 to 2012. The number of students in the Far Below Basic and Below Basic bands dropped 16% from 2009 to 2012. 2012 showed the most number of students in the upper bands and the least number of students in lower bands.

CST EOC Science Scores by Course



In EOC Physics, there were not enough students tested in 2010. By comparing the 2009, 2011, and 2012 results, performance over the years showed a slight decline in % Proficient/Advanced from 9% in 2009 to 6% in 2012. The number of students at the Basic level severely dropped 34% from 2009 to 2011, but increased by 40% in 2012. The number of students in the lower bands increased by 35% in 2011, but dropped 37% in 2012. The inconsistent data is due to the low number of students enrolled in Physics. 2012 showed the most number of students in the middle band and the least number of students in the upper and lower bands.

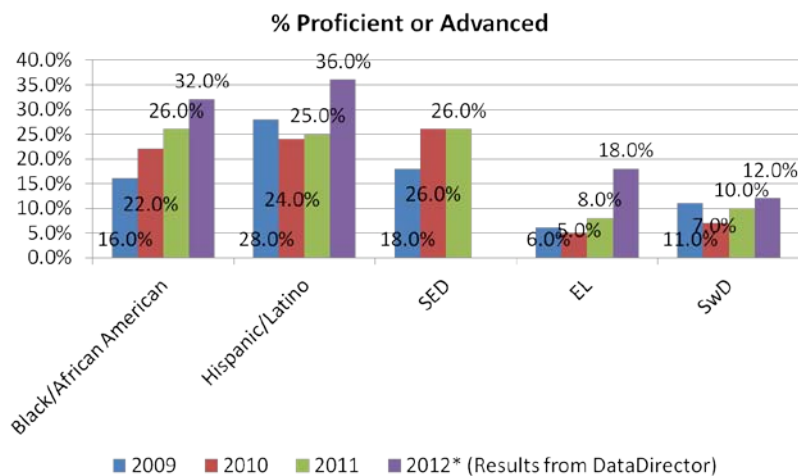
History | In the last four years, the Far Below Basic and Below Basic percentages of CST History scores have decreased and the Basic, Proficient, and Advanced percentages have increased in both History courses.



Significant Sub-populations Proficient +Advanced |

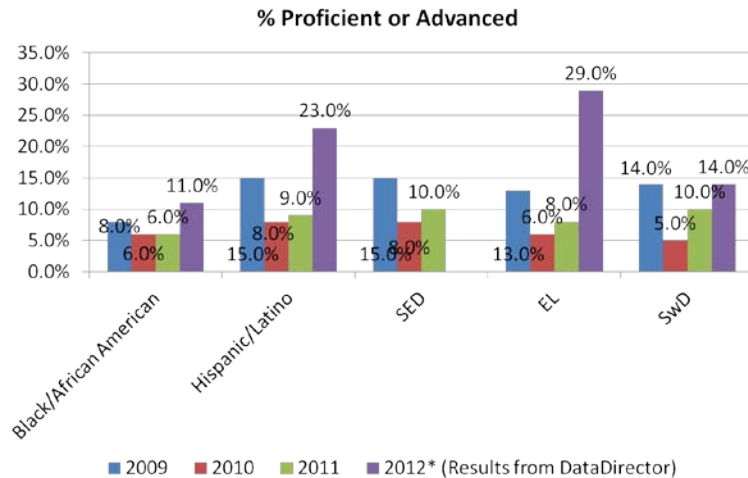
In ELA, all subgroups increased in % Proficient/Advanced on the CST. The African American subgroup had 32% Proficient/Advanced in 2012 with a 6% gain from 2011, the Hispanic subgroup had 36% Proficient/Advanced with an 11% gain, the EL subgroup had 18% Proficient/Advanced with a 10% gain, and the SWD subgroup had 12% Proficient/Advanced with a 2% gain. The SED subgroup had 26% Proficient/Advanced with no gain from 2010 to 2011. There is no data for the SED subgroup in 2012 due to a reporting error. Overall, there is a gap between the performance of the EL and SWD subgroups and the African American, Hispanic, and SED subgroups.

STAR Results Summary – ELA by Subgroup



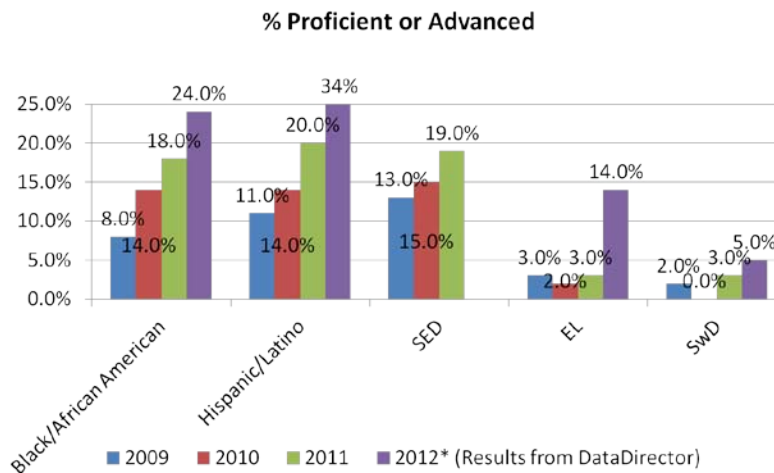
In Math, all subgroups made similar trends in % Proficient/Advanced, with a decrease from 2009 to 2010, then an increase from 2010 to 2012, with significant jumps for the Hispanic and EL subgroups from 2011 to 2012. The African American subgroup had 11% Proficient/Advanced in 2012 with a 5% gain from 2011, the Hispanic subgroup had 23% Proficient/Advanced with a 14% gain, the EL subgroup had 29% Proficient/Advanced with a 21% gain, and the SWD subgroup had 14% Proficient/Advanced with a 4% gain. The SED subgroup had 10% Proficient/Advanced with a 2% gain from 2010 to 2011. There is no data for the SED subgroup in 2012 due to a reporting error.

STAR Results – Math by Subgroup



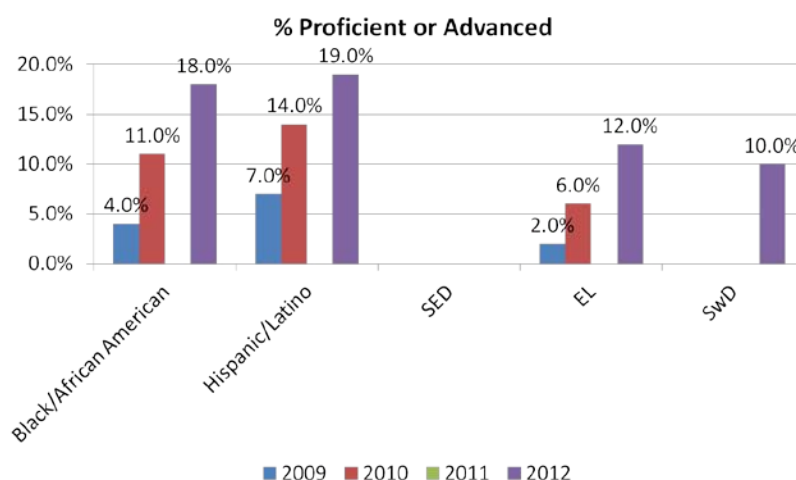
In 10th Grade Life Science, all subgroups increased in % Proficient/Advanced on the CST. The African American subgroup had 24% Proficient/Advanced in 2012 with a 6% gain from 2011, the Hispanic subgroup had 34% Proficient/Advanced with a 14% gain, the EL subgroup had 14% Proficient/Advanced with an 11% gain, and the SWD had 5% Proficient/Advanced with a 2% gain. The SED subgroup had 19% Proficient/Advanced with a 4% gain from 2010 to 2011. There is no data for the SED subgroup in 2012 due to a reporting error. There is a gap between the performance of the EL and SWD subgroups and the African American, Hispanic, and SED subgroups.

STAR Results Summary – 10th Grade Life Science by Subgroup



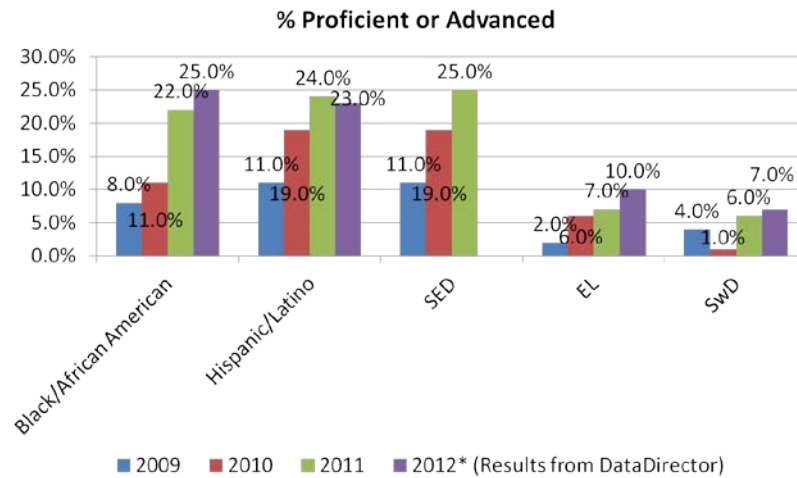
In EOC Science, African American, Hispanic, and EL subgroups showed an overall increase in % Proficient/Advanced from 2009 to 2012. However, there is no data for 2011 as well as for the SED and SWD subgroups due to a reporting error. The African American subgroup had 18% Proficient/Advanced in 2012 with a 7% gain from 2010, the Hispanic subgroup had 19% Proficient/Advanced with a 5% gain, and the EL subgroup had 12% Proficient/Advanced with a 6% gain from 2010. There is a gap between the performance of the EL and SWD subgroups and the African American and Hispanic subgroups.

STAR Results Summary – EOC Science by Subgroup*



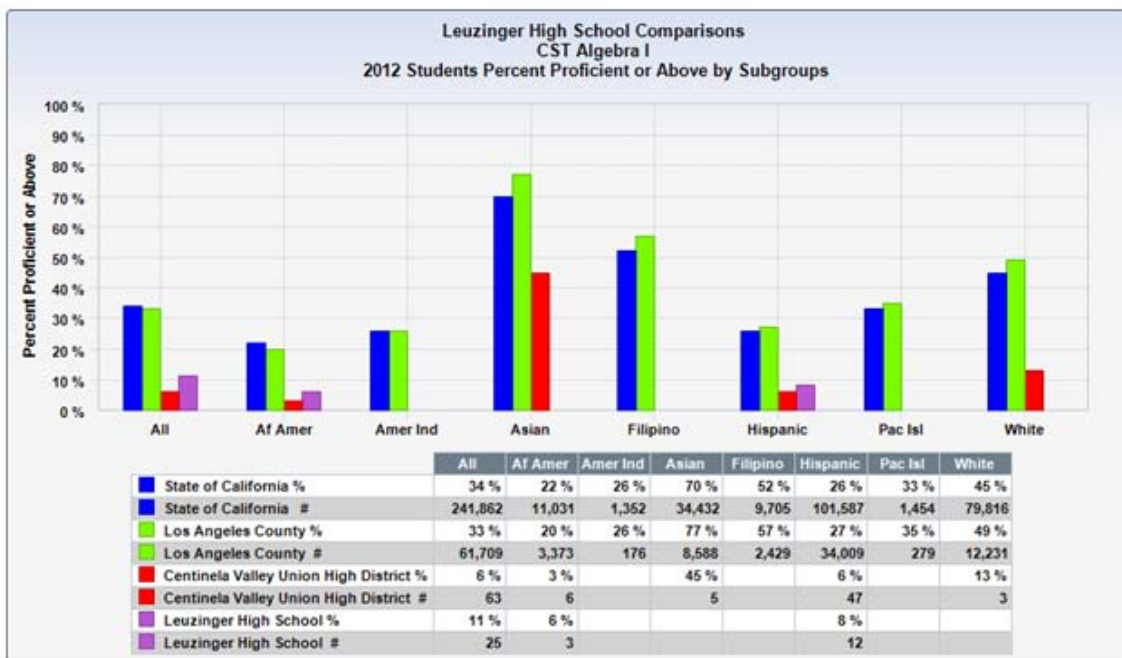
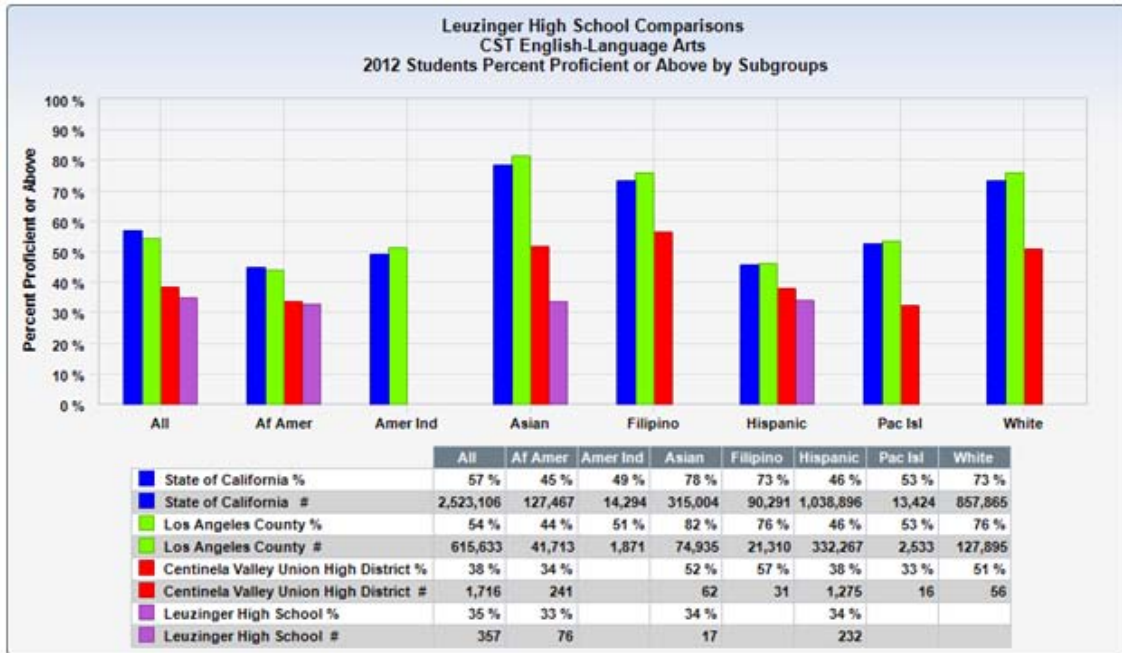
In History, the African American, EL, and SWD subgroups made gains in % Proficient/Advanced, while the Hispanic subgroup slightly dropped. The African American subgroup had 25% Proficient/Advanced in 2012 with a 3% gain from 2011, the Hispanic subgroup had 23% Proficient/Advanced with a 1% drop, the EL subgroup had 10% Proficient/Advanced with a 3% gain, and the SWD subgroup had 7% Proficient/Advanced with a 1% gain. The SED subgroup had 25% Proficient/Advanced with a 6% gain from 2010 to 2011. There is no data for the SED subgroup in 2012 due to a reporting error. Again, similar to ELA and Science, there is a gap between the performance of the EL and SWD subgroups and the African American, Hispanic, and SED subgroups.

STAR Results Summary – History by Subgroup

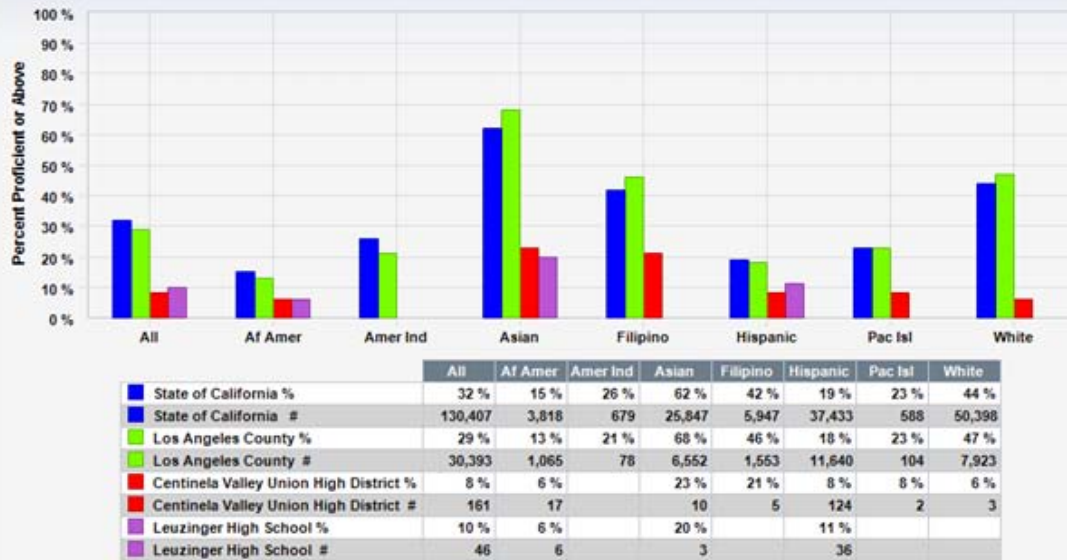


% of 9th grade students as intensive or strategic students | The % of 9th grade students designated as intensive or strategic was 32% for Math and 26% for ELA in the 2011-12 school year. Students who score FBB are classified as “intensive” while students who score BB as “strategic” (see Appendix for the Incoming 9th Grade Placement Guidelines for the 2012-13 School Year).

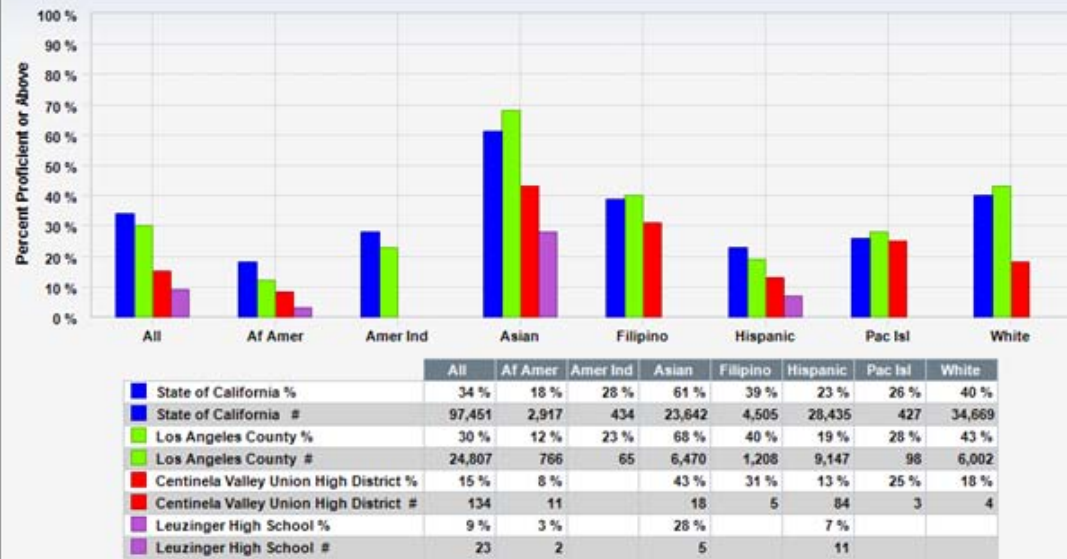
Compare to state scores | A key element of this Self-Study is to understand how Leuzinger’s CST proficiency levels compare to that of the district, county and state. When comparing the % Proficient/Advanced in the areas of ELA, Algebra 2, Biology, and Life Science, all Leuzinger subgroups had a lower % Proficient/Advanced than that of the district, county, and state. However, in the areas of Algebra 1, Geometry, and Chemistry, all Leuzinger subgroups had a higher % Proficient/Advanced than that of the district, but lower % Proficient/Advanced than that of the county and state. In the areas of World History and US History, Leuzinger’s African American subgroup had a higher % Proficient/Advanced than that of the district, county, and state. However, in World History, the Hispanic subgroup had a lower % Proficient/Advanced than that of the district, county and state. In US History, the Hispanic subgroup had a higher % Proficient/Advanced than that of the district, but a lower % Proficient/Advanced than that of the county and state.

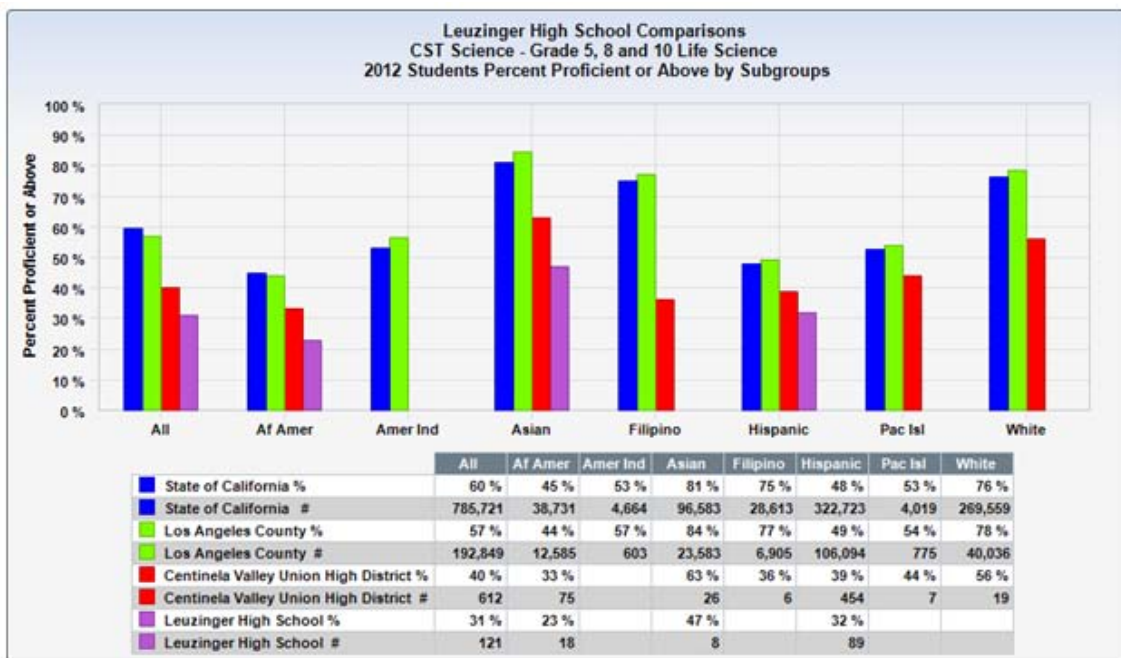
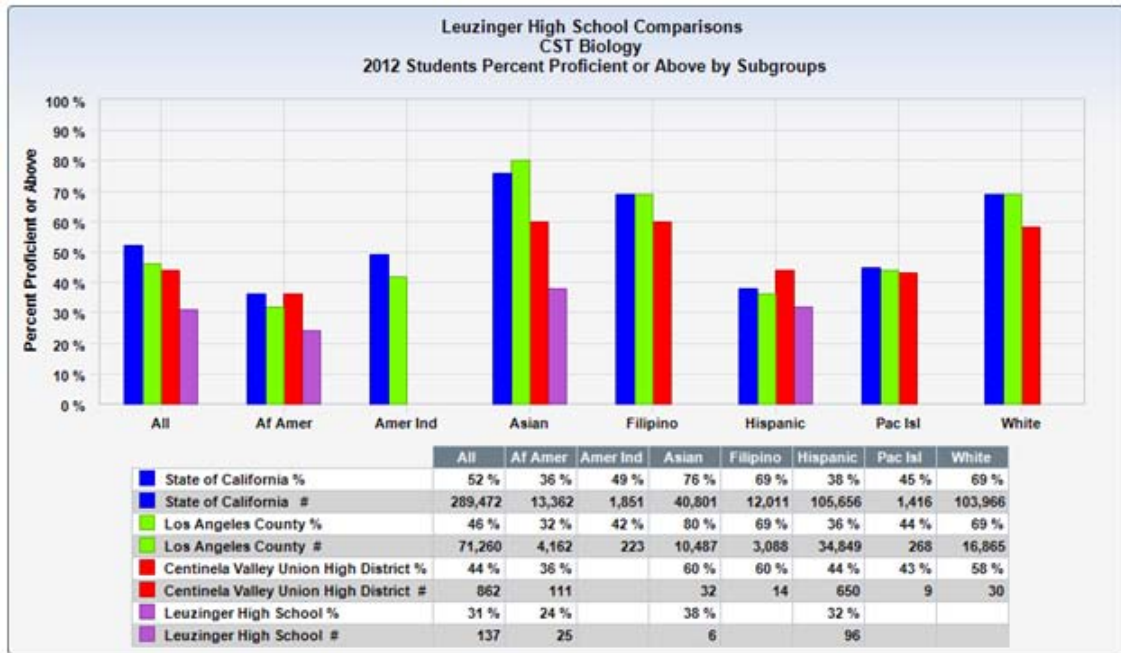


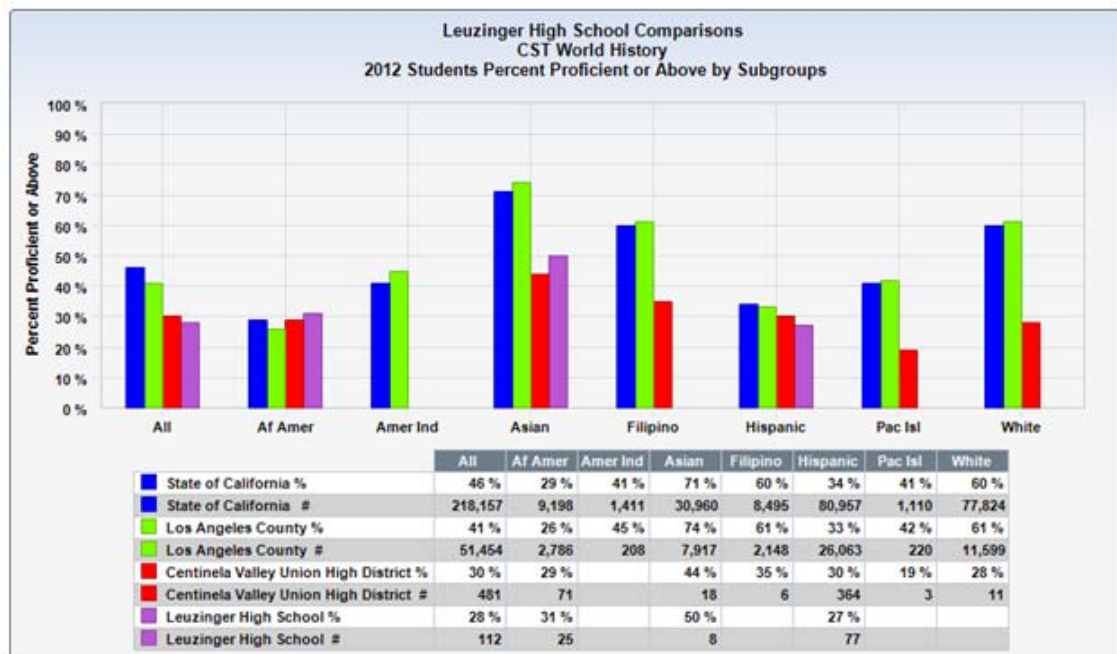
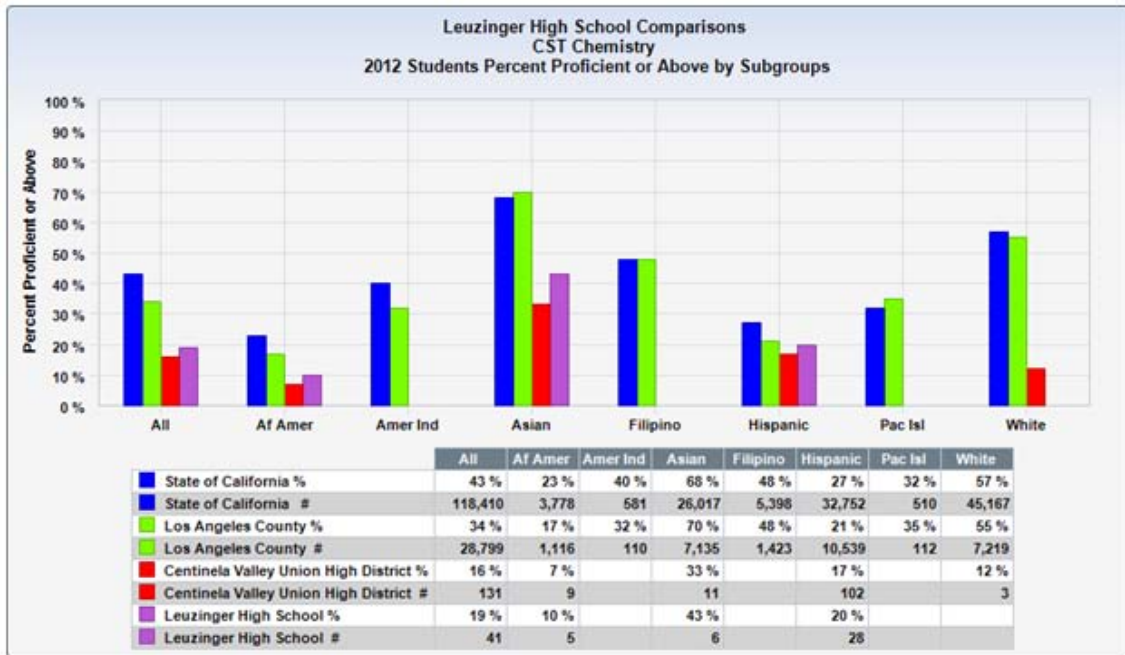
Leuzinger High School Comparisons
CST Geometry
2012 Students Percent Proficient or Above by Subgroups

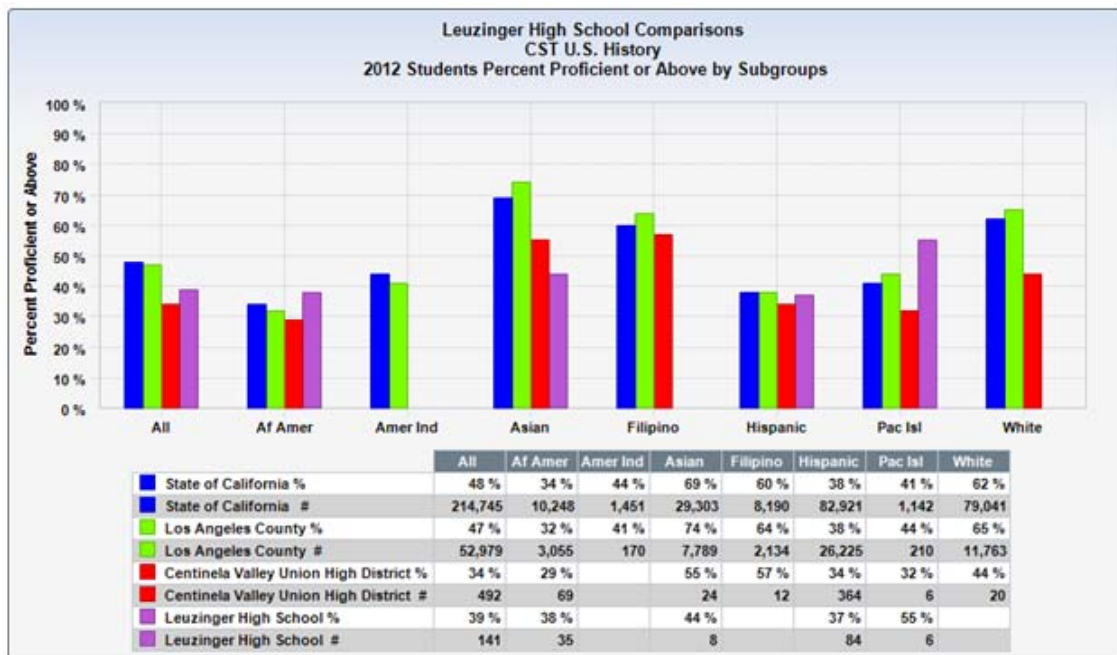


Leuzinger High School Comparisons
CST Algebra II
2012 Students Percent Proficient or Above by Subgroups





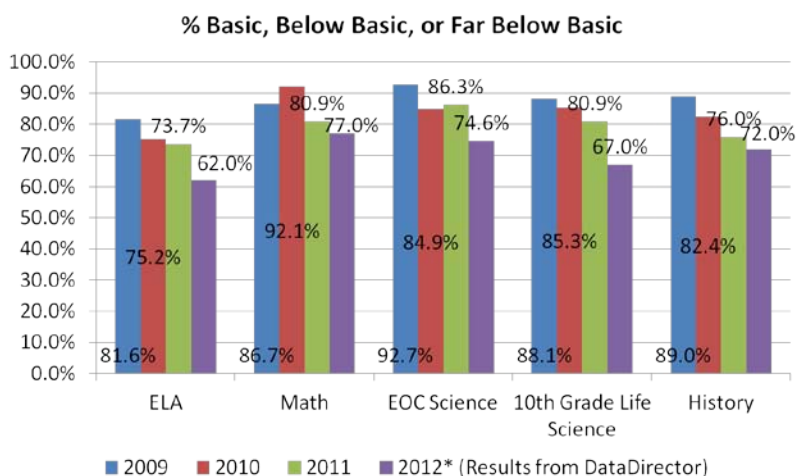




Significant Sub-populations Far Below Basic + Below Basic + Basic |

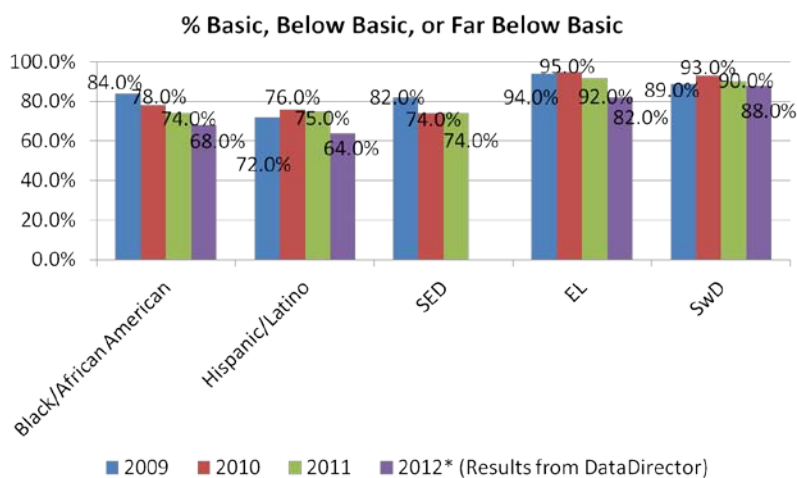
In the past four years, there has been a steady decline in number of students who scored Basic, Below Basic, and Far Below Basic in all subjects (ELA, Math, EOC Science, 10th Grade Life Science, and History).

STAR Results Summary – All Subject Areas

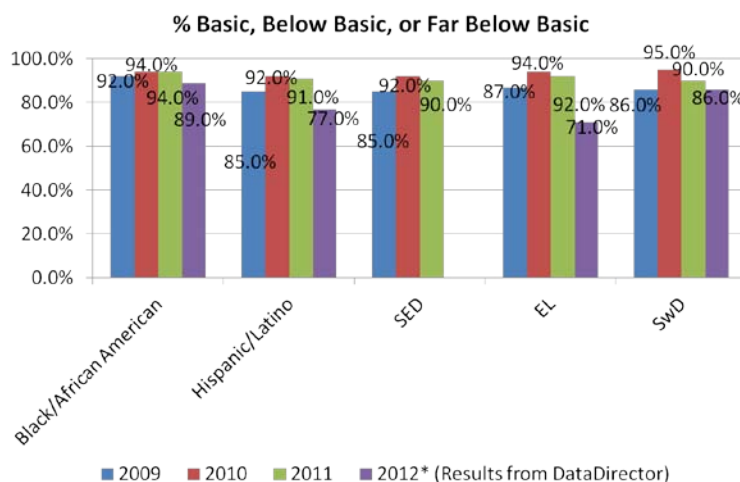


In the last four years, there has been an overall decline in number of students in all subgroups who scored Basic, Below Basic, and Far Below Basic in all subjects (ELA, Math, EOC Science, 10th Grade Life Science, and History) as shown in the graphs below.

STAR Results Summary – ELA by Subgroup

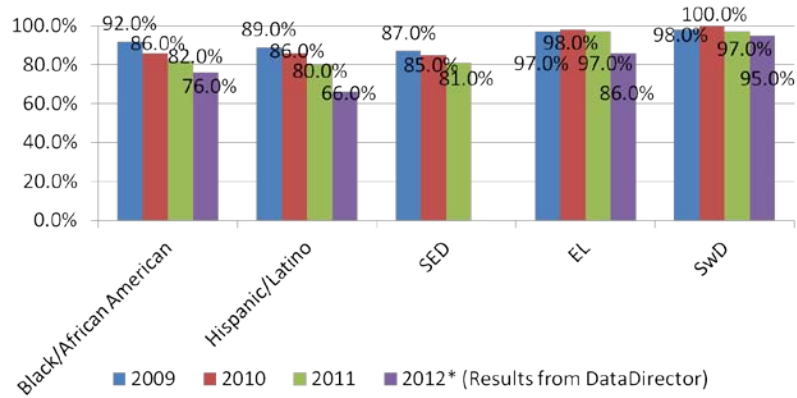


STAR Results – Math by Subgroup



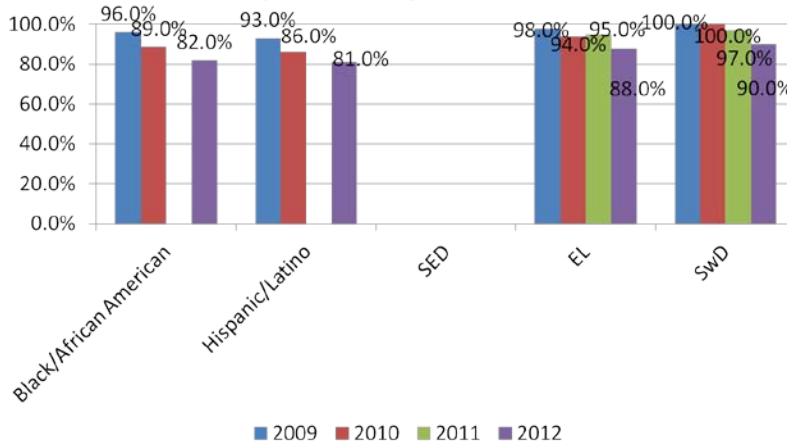
STAR Results Summary – 10th Grade Life Science by Subgroup

% Basic, Below Basic, or Far Below Basic

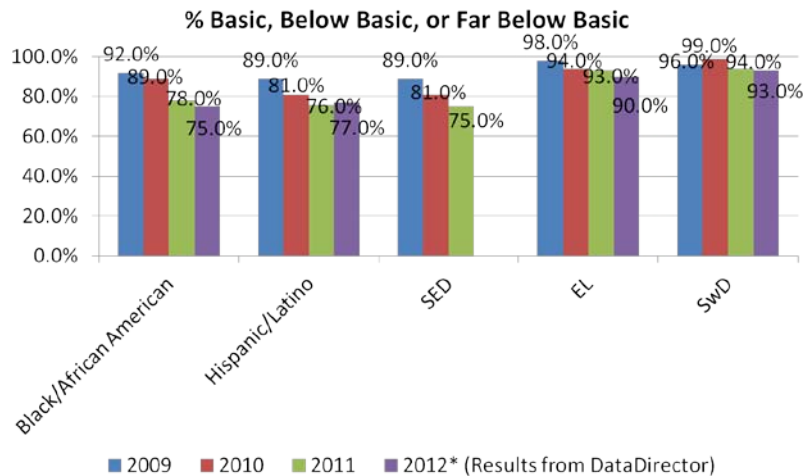


STAR Results Summary – EOC Science by Subgroup*

% Basic, Below Basic, or Far Below Basic



STAR Results Summary – History by Subgroup

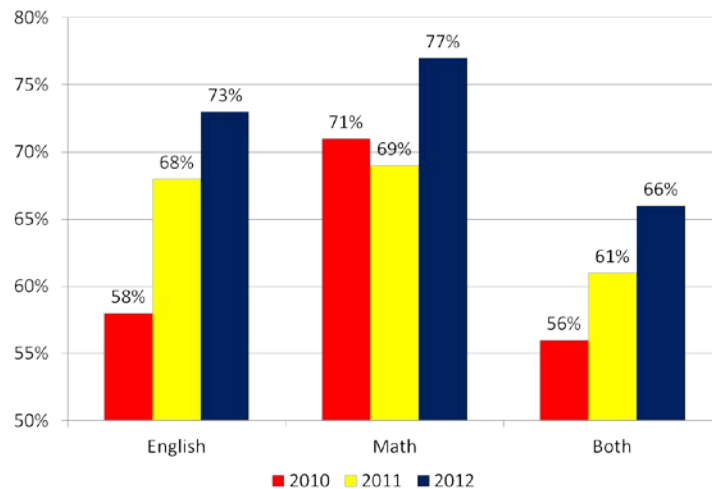


California High School Exit Exam (CAHSEE)

Tenth Grade Initial Testing and Significant Sub-Population Scores | The CAHSEE pass rate for 10th grade students at Leuzinger High School has been steadily increasing the past three years. Overall, 56% of 10th grade students passed the CAHSEE in 2010, 61% in 2011, and 66% in 2012. The linear increase in 10th grade CAHSEE pass rates is a tremendous success that can be attributed to the hard work of all students and faculty.

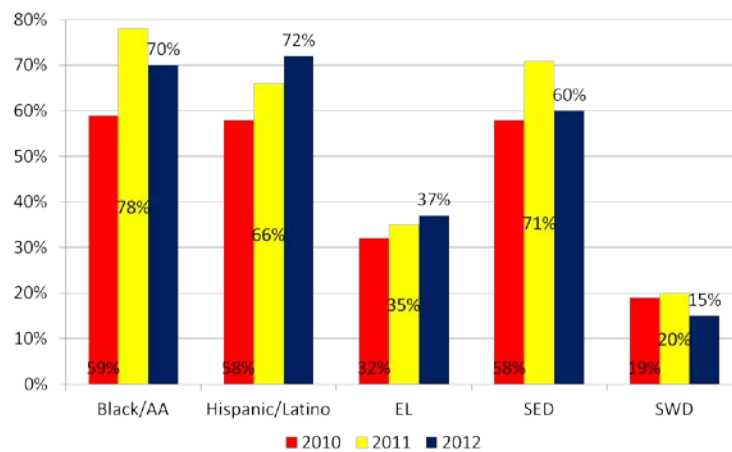
CAHSEE ELA | In English, 58% of 10th grade students passed in 2010, 68% in 2011, and 73% in 2012. This success can be attributed to concerted efforts made by the English department to incorporate CAHSEE style questions and prompts in daily lessons. English teachers also used warm-up time in class to 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. Students were taken out of their English classes for a month leading up to the CAHSEE and given explicit instruction to address their weaknesses. 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.

10th Grade CAHSEE Pass Rates



CAHSEE ELA by Subgroup | The Hispanic population made a 14% gain from 2010 to 2012 and the EL subgroup made a 5% gain. The CAHSEE ELA pass rates for the African American subgroup increased 19% from 2010 to 2011, and then decreased 8% from 2011 to 2012. Similarly, the SED subgroup increased 13% from 2010 to 2011, and then decreased 11% from 2011 to 2012. The SWD subgroup increased 1% from 2010 to 2011, and then decreased 5%.

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



CAHSEE ELA by Strand | The average % correct within each ELA strand has steadily increased the last three years. As of 2012, all strands, except for Writing Strategies, had an average % correct of at least 70%. Writing Strategies is the weakest, followed by Reading Comprehension, Written Conventions, Word Analysis, then Literary Response and Analysis. From 2011 to 2012, 10th grade students gained 6% in Word Analysis and 4% in Literary Response and Analysis. The

average Essay score has remained consistent with a .1 gain from 2.2 in 2012. To address the weaker strands of Writing Strategies, Reading Comprehension, Written Convention, and the Essay, a teacher-designed, textbook-based common assessment is administered at the end of each five-week mark in all English classes. According to the district-mandated English Curriculum Guide, teachers hold students accountable for mastering the four essay types by assigning four formal essay assignments (Expository, Narrative, Argumentative, and Persuasive) per semester as well. The English Department also administers four timed writings per semester in preparation for the Essay session of the CAHSEE.

In addition, students enrolled in the Read 180 program have their writing skills assessed through the rBook Writing Assignments, Read 180 Topic software, and the rSkills Tests, which all assess student understanding of writing skills addressed during whole and small group instruction. The English department administers a reading diagnostic test to gauge reading levels as part of the Read 180 program. Students who have been placed in Read 180 take the Scholastic Reading Inventory exam which determines reading levels and places students in the appropriate levels in the program. Students in the Read 180 program also use the Read 180 Topic software which assesses student performance and fluency in reading, vocabulary, and spelling, and identifies strengths and weaknesses to support grouping for differentiated instruction.

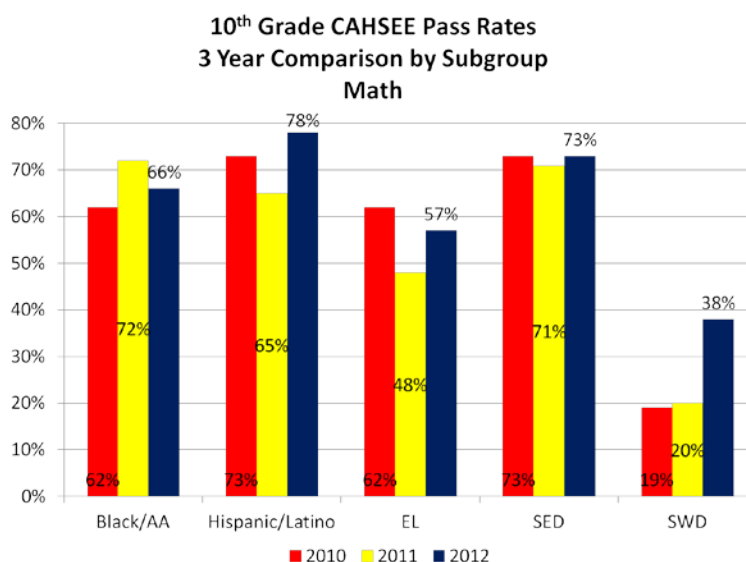
CAHSEE Scores by Strand - ELA

Year	Word Analysis	Reading Comprehension	Literary Response And Analysis	Writing Strategies	Written Conventions	Essay
2010	67%	70%	69%	55%	65%	2.2
2011	68%	69%	72%	66%	68%	2.2
2012	74%	70%	76%	65%	71%	2.3

CAHSEE Math | In Math, 71% of 10th grade students passed in 2010, 69% in 2011, and 77% in 2012. From 2011 to 2012, the 10th grade students made greater improvement in CAHSEE Math than in CAHSEE ELA, though the average % correct is still slightly higher in English. This success can be attributed to major efforts made in the 10th 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”. The main curriculum used in Math Success is an online-based learning program called ALEKS (Assessment and Learning in Knowledge Spaces) aligned with state-adopted textbooks such as Prentice Hall. One of the components of ALEKS 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 first semester, Math Success students, who were concurrently enrolled in a regular Geometry class, reviewed Algebra 1 and Geometry concepts using the ALEKS online program. During second semester, the same students in the Math Success course switched to the CAHSEE prep course in ALEKS. 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 increased 10% from 2010 to 2011, and then decreased 6% from 2011 to 2012. Other subgroups had an opposite trend of decrease, then increase. The Hispanic subgroup decreased 8% from 2010 to 2011, and then increased 13% from 2011 to 2012, the EL subgroup decreased 14% and then increased 9%, and the SED subgroup decreased 2% and then increased 2%. The SWD subgroup increased 19% from 2010 to 2012.

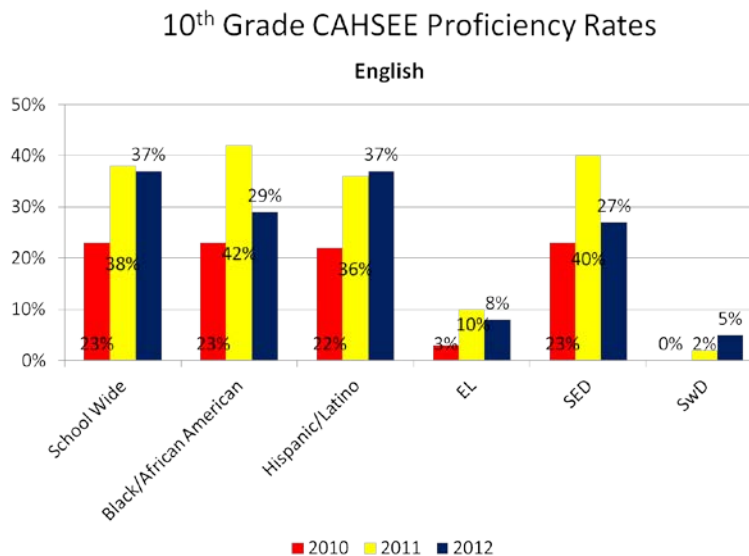


CAHSEE Math by Strand | The average % correct had similar trends across all Math strands, with a slight decrease from 2010 to 2011, then an increase from 2011 to 2012. As of 2012, all strands had an average % correct of at least 60%. Algebra 1 is the weakest, followed by Measurement and Geometry, Number Sense, Probability and Statistics, then Algebra and Functions. From 2011 to 2012, 10th grade students gained 4% in Probability and Statistics, 6% in Algebra and Functions, 9% in Measurement and Geometry, and 6% in Algebra 1. Number Sense slightly decreased by 2% from 2011 to 2012.

CAHSEE Scores by Strand - Mathematics

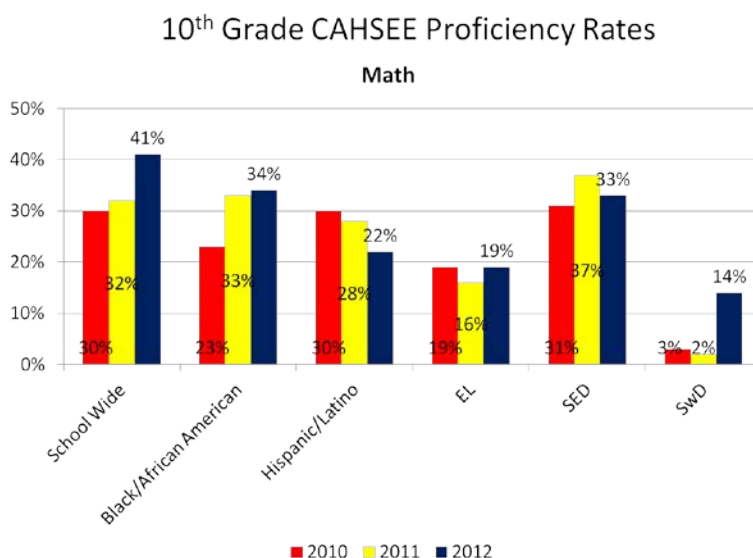
Year	Probability And Statistics	Number Sense	Algebra And Functions	Measurement And Geometry	Algebra 1
2010	67%	66%	67%	56%	56%
2011	66%	68%	64%	55%	54%
2012	70%	66%	70%	64%	60%

% Proficient (percent meeting the AYP target of 380 mean scale score) in ELA | Even though the School-wide % Proficient in ELA has increased the past few years, from 23% in 2010 to 38% in 2011, with a slight decrease to 37% in 2012, the 10th grade students did not meet the NCLB target proficiency rates for ELA of 55.6% in 2010, 66.7% in 2011, and 77.8% in 2012. The Hispanic subgroup showed a similar trend to the school-wide data. However, the African American and SED subgroups showed a sharp increase from 2010 to 2011, then decrease from 2011 to 2012 in proficiency rates. The EL subgroup increased by 7% in proficiency rate from 2010 to 2011, but slightly decreased by 2% in 2012. The SWD subgroup increased by 5% from 2010 to 2012. Though there has been an increase in % Proficient for the EL And SWD subgroups, the proficiency rates for these subgroups are at most 10% and significantly lower than the other subgroups.

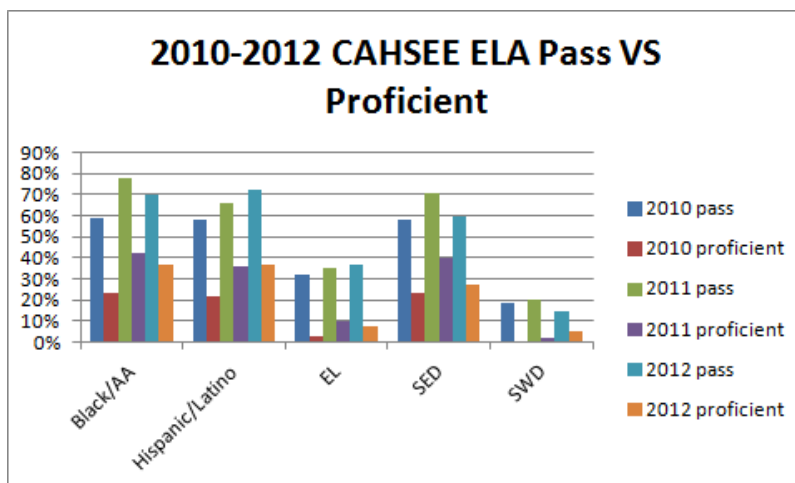


% Proficient in Math | Even though the School-wide % Proficient in Math has increased the past few years, from 30% in 2010 and 32% in 2011 to 41% in 2012, the 10th grade students did not meet the NCLB target proficiency rates for Math of 54.8% in 2010, 66.1% in 2011, and 77.4% in 2012. The African American and SWD subgroups showed similar trends of increase of

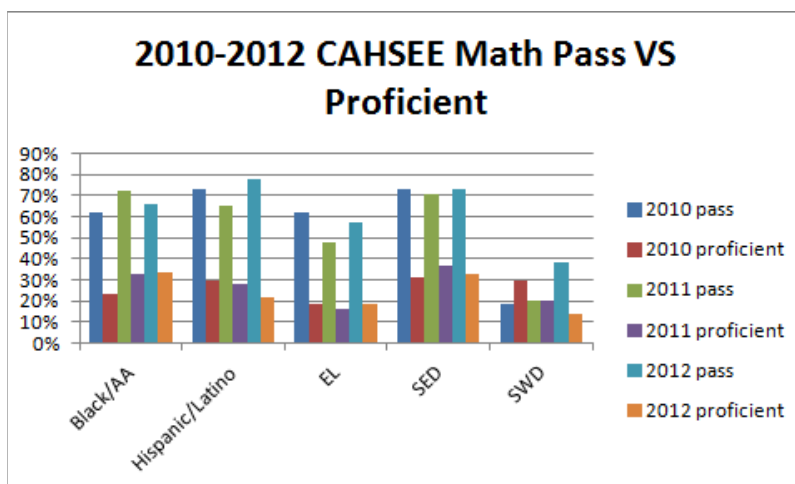
11% Proficient from 2010 to 2012. However, the overall % Proficient for the SWD subgroup is low. The Hispanic subgroup decreased by 8% from 2010 to 2012, while the EL subgroup showed no overall growth. The SED subgroup increased 6% from 2010 to 2011 and decreased 4% from 2011 to 2012. Similar to CAHSEE ELA, though there has been an increase in % Proficient for the EL and SWD subgroups, the proficiency rates for these subgroups are at most 19% and lower than the other subgroups.



CAHSEE ELA Pass vs. Proficient | The trends between Pass vs. Proficient showed the SWD subgroup had the smallest gap for the last years. However, the SWD subgroup has the lowest percentage rates for pass and proficient. The African American and Hispanic subgroups had the largest gap for 2010, the African American subgroup for 2011, and the Hispanic subgroup for 2012.



CAHSEE Math Pass vs. Proficient | Similarly, the trends between Pass vs. Proficient showed the SWD subgroup had the smallest gap for the last three years. However, the SWD subgroup has the lowest percentage rates for pass and proficient. The EL subgroup had the largest gap for 2010, the African American subgroup for 2011, and the Hispanic subgroup for 2012.

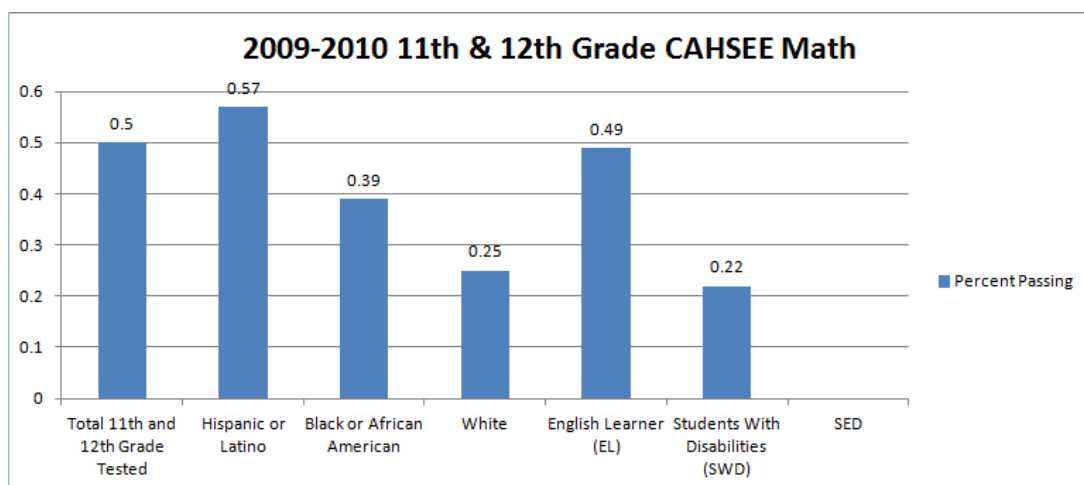
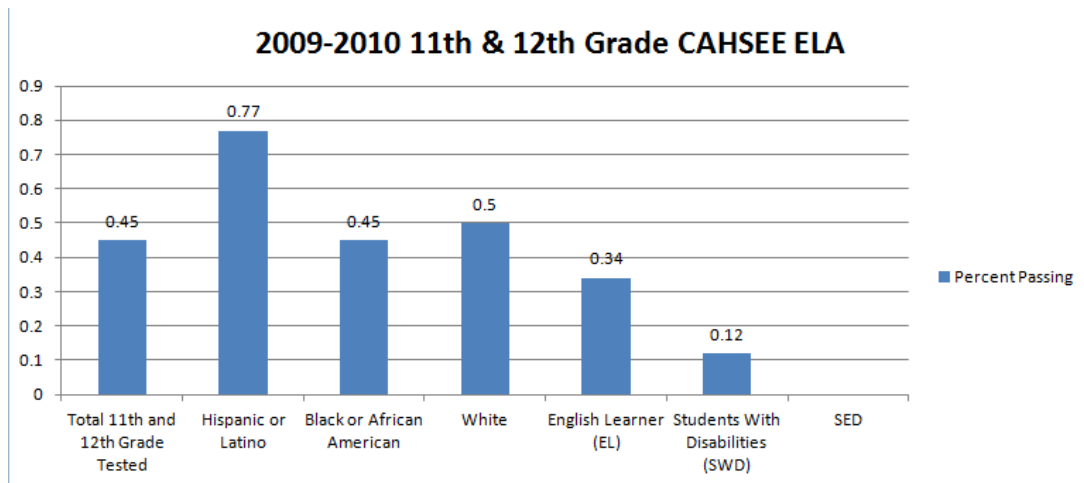


Eleventh and Twelfth Grade Disaggregated by Significant Subpopulations | There were no significant changes in the CAHSEE pass rate for eleventh and twelfth graders from 2010 to 2012. Around 70% of the eleventh and twelfth grade students passed the English and Math sections each year. The eleventh and twelfth grade CAHSEE data reflects the average pass rate of all CAHSEE tests administered in one academic year.

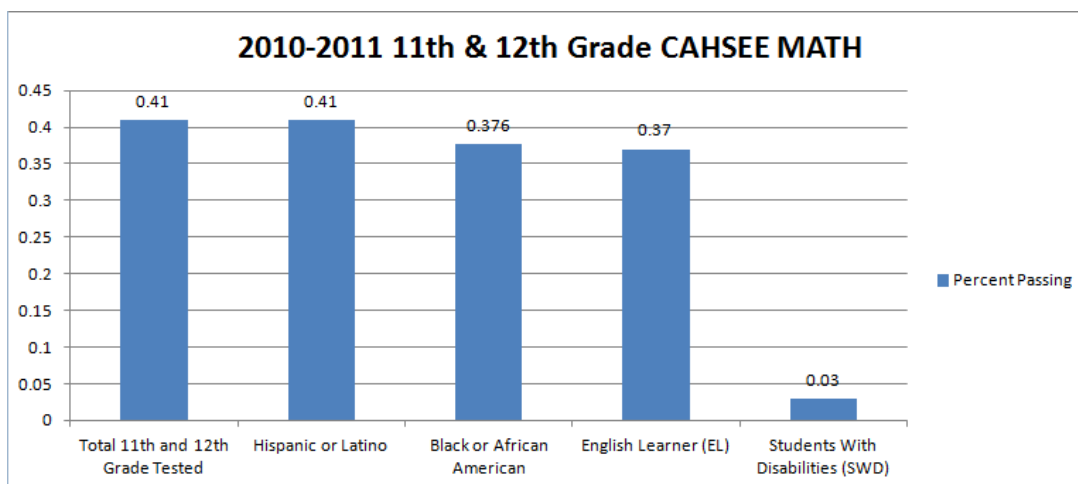
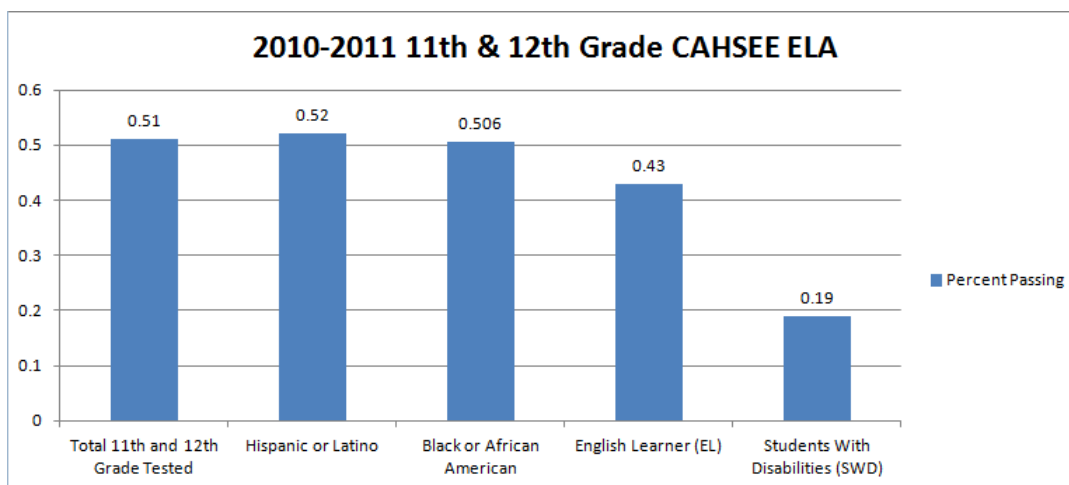
CAHSEE Pass Rate Summary*				
11 th and 12 th Grade				
Year	Grade	% Passed ELA	% Passed Math	% Passed Both
2011-2012**	11 th Grade	66%	70%	64%
	12 th Grade	75%	78%	71%
	11th/12th Grade	71%	74%	68%
2010-2011	11 th Grade	68%	68%	62%
	12 th Grade	77%	77%	71%
	11th/12th Grade	72%	73%	66%
2009-2010	11 th Grade	69%	73%	62%
	12 th Grade	78%	77%	72%
	11th/12th Grade	73%	75%	67%

*From Data Director
**As of March 1, 2012

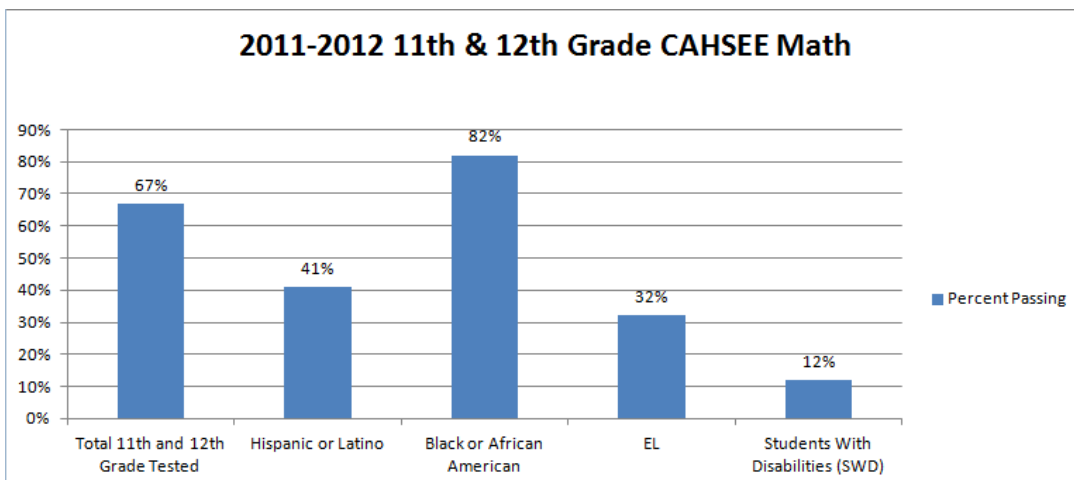
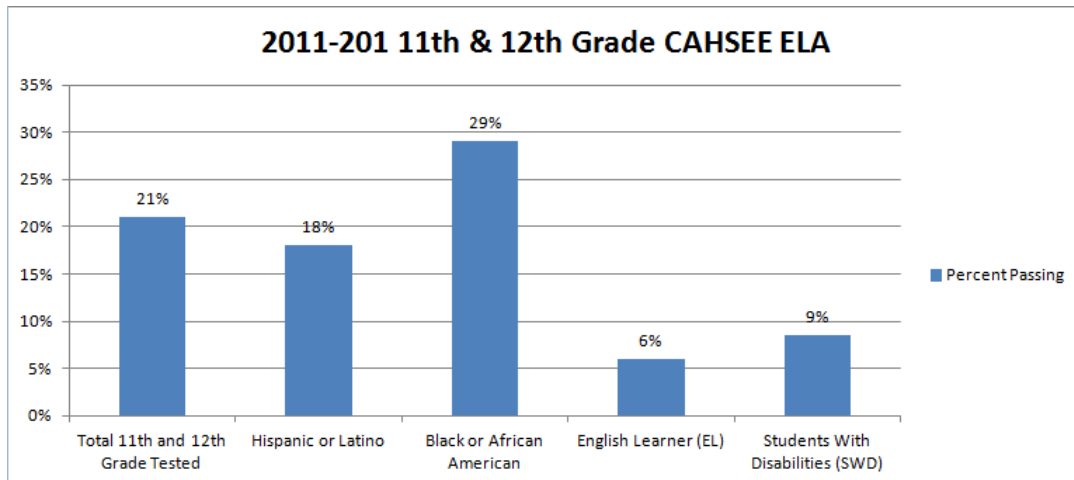
Disaggregated by Significant Subpopulations for 11th and 12th Grade | In 2009-10, out of the 45% of eleventh and twelfth grade students who took the CAHSEE ELA, 77% of the Hispanic subgroup, 45% of the African American subgroup, 34% of the EL subgroup, and 12% of the SWD subgroup passed. Out of the 50% of eleventh and twelfth grade students who took the CAHSEE Math, 57% of the Hispanic subgroup, 39% of the African American subgroup, 49% of the EL subgroup, and 22% of the SWD subgroup passed.



In 2010-11, out of the 51% of eleventh and twelfth grade students who took the CAHSEE ELA, 52% of the Hispanic subgroup, 51% of the African American subgroup, 43% of the EL subgroup, and 19% of the SWD subgroup passed. Out of the 41% of eleventh and twelfth grade students who took the CAHSEE Math, 41% of the Hispanic subgroup, 38% of the African American subgroup, 37% of the EL subgroup, and 3% of the SWD subgroup passed.



In 2011-12, out of the 21% of eleventh and twelfth grade students who took the CAHSEE ELA, 18% of the Hispanic subgroup, 29% of the African American subgroup, 6% of the EL subgroup, and 9% of the SWD subgroup passed. Out of the 67% of eleventh and twelfth grade students who took the CAHSEE Math, 41% of the Hispanic subgroup, 82% of the African American subgroup, 32% of the EL subgroup, and 12% of the SWD subgroup passed.



Sub-Test Scores for 11th and 12th Grade | Over the last three years, the eleventh and twelfth grade CAHSEE scores have decreased in all ELA and Math strands for all students. All subgroups followed that same decreasing trend in ELA and Math except for the Hispanic subgroup, which made progress in Word Analysis and Writing Strategies from 2010 to 2012.

11th and 12th Grade CAHSEE Scores by Strand - ELA

Group	Year	Word Analysis	Reading Comprehension	Literary Response and Analysis	Writing Strategies	Written Conventions	Essay
All Students	2012	52%	48%	38%	38%	47%	1.9
	2011	65%	60%	62%	57%	57%	2.1
	2010	64%	63%	62%	44%	59%	2.1
Black/ African American	2012	49%	46%	37%	43%	43%	1.7
	2011	56%	49%	54%	46%	48%	1.9
	2010	63%	62%	57%	40%	55%	2.0
Hispanic/ Latino	2012	68%	63%	67%	67%	61%	2.1
	2011	69%	65%	65%	61%	60%	2.1
	2010	65%	65%	67%	49%	64%	2.1
EL	2012	44%	42%	48%	33%	42%	1.8
	2011	59%	54%	56%	50%	51%	1.9
	2010	63%	63%	58%	42%	57%	2.0
SwD	2012	44%	38%	47%	30%	35%	1.9
	2011	54%	47%	51%	42%	45%	1.9
	2010	51%	46%	45%	33%	43%	1.8

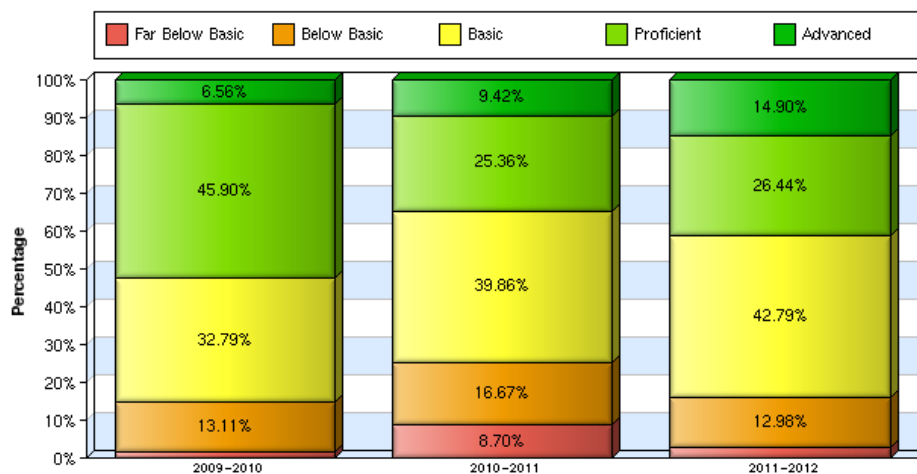
11th and 12th Grade CAHSEE Scores by Strand - Math

Group	Year	Probability and Statistics	Number Sense	Algebra and Functions	Measurement and Geometry	Algebra 1
All Students	2012	46%	44%	46%	44%	38%
	2011	51%	54%	54%	45%	44%
	2010	55%	54%	56%	46%	47%
Black/ African American	2012	38%	40%	37%	35%	31%
	2011	43%	46%	43%	36%	30%
	2010	53%	54%	57%	47%	50%
Hispanic/ Latino	2012	48%	44%	50%	43%	41%
	2011	54%	58%	59%	50%	50%
	2010	57%	56%	58%	47%	47%
EL	2012	40%	41%	41%	37%	34%
	2011	44%	48%	48%	39%	37%
	2010	55%	54%	57%	46%	49%
SwD	2012	39%	40%	37%	35%	30%
	2011	42%	46%	42%	36%	28%
	2010	44%	41%	42%	37%	40%

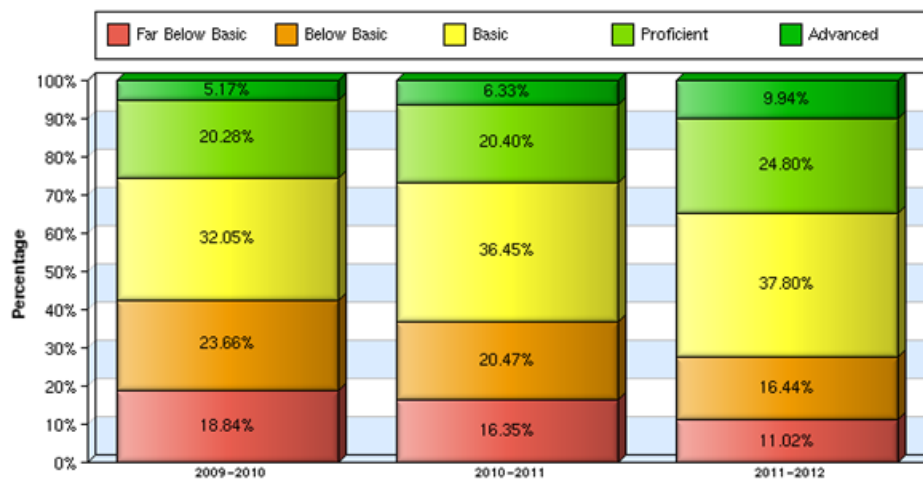
Multimedia Careers Academy (MCA)

MCA CST ELA | In the last three years, the number of MCA students who scored Advanced on the CST ELA increased from 6.56% in 2009-10 to 14.90% in 2011-12. Though the number of MCA students who scored Proficient decreased, the overall percentage of students in the upper bands is 41.34% in 2011-12. The number of students who scored Basic increased from 32.79% in 2009-10 to 42.79% in 2011-12. The percentage of students in the lower bands increased from 14.75% in 2009-10 to 25.37% in 2010-11, and then decreased to 15.87% in 2011-12. In comparison to the School-wide CST ELA scores in the last three years, MCA had higher percentages of students who scored Advanced or Proficient, higher percentages of students who scored Basic, and lower percentages of students who scored Below Basic or Far Below Basic. These trends show that MCA's small learning community has had a positive impact on student achievement.

MCA CST ELA

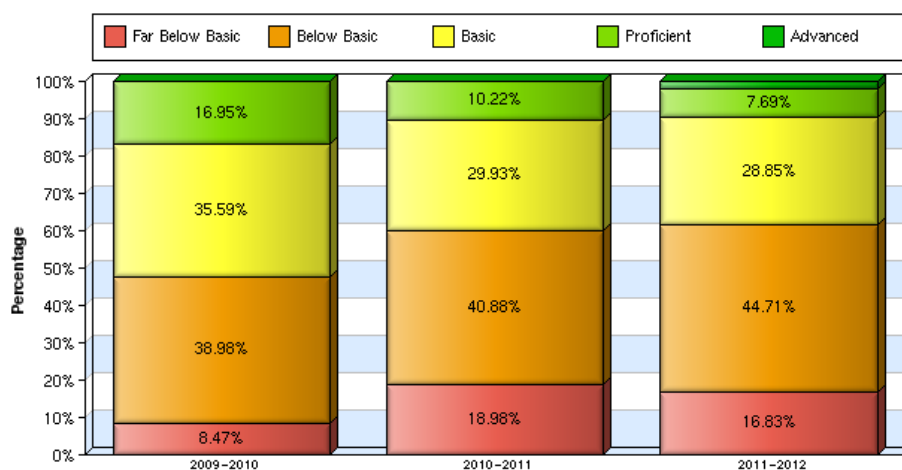


School-wide CST ELA

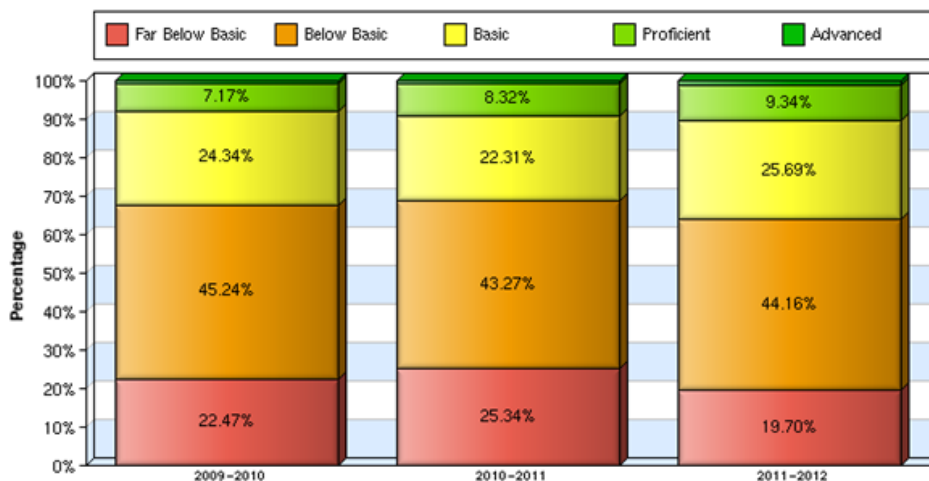


MCA CST Math | In the last three years, the number of MCA students who scored Advanced or Proficient on the CST Math decreased from 16.95% in 2009-10 to 9.61% in 2011-12. Similarly, the percentage of students who scored Basic decreased from 35.59% in 2009-10 to 28.85% in 2011-12. The number of students in the lower bands increased in the last three years, from 47.45% in 2009-10 to 61.54% in 2011-12. In comparison to the School-wide CST Math scores in the last three years, MCA had higher percentages of students who scored Advanced or Proficient except in 2011-12, higher percentages of students who scored Basic, and lower percentages of students who scored Below Basic or Far Below Basic. Similarly, these trends show that MCA's small learning community has had a positive impact on student achievement.

MCA CST Math

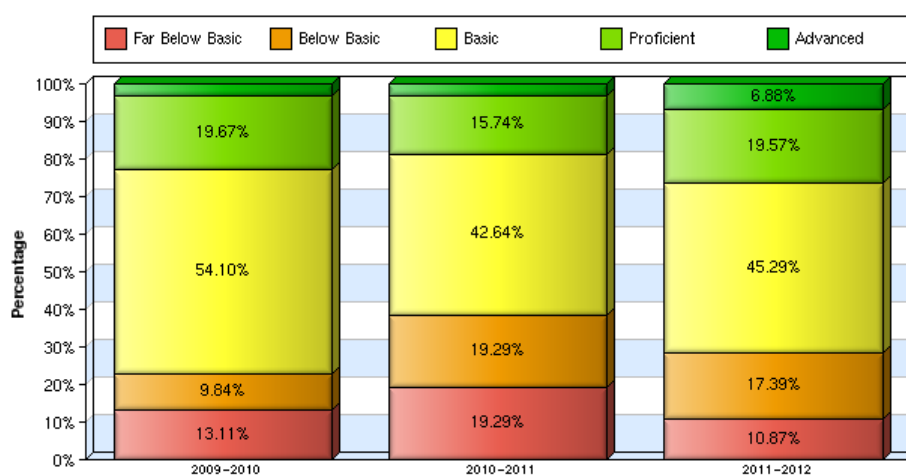


School-wide CST Math

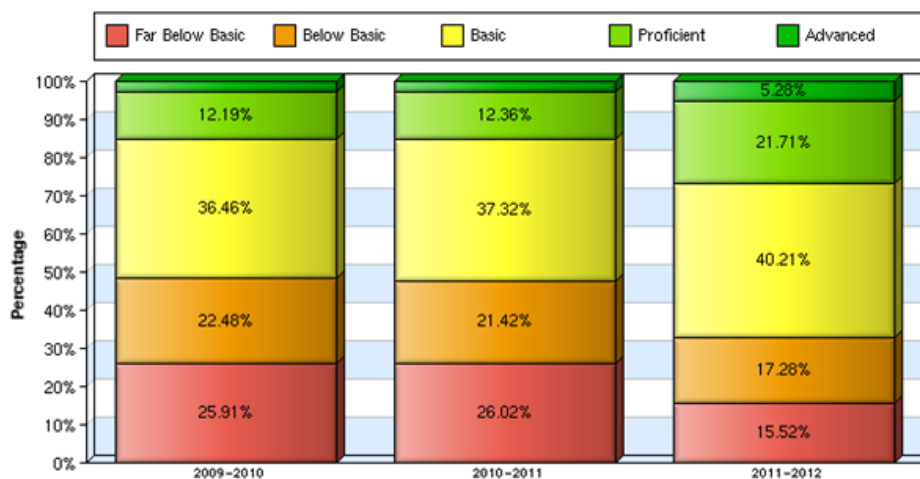


MCA CST Science | In the last three years, the number of MCA students who scored Advanced or Proficient on the CST Science increased from 22.95% in 2009-10 to 26.45% in 2011-12. The number of students who scored Basic decreased from 54.10% in 2009-10 to 45.29% in 2011-12. The number of students in the lower bands increased from 22.95% in 2009-10 to 38.58% in 2010-11, and then decreased to 28.26% in 2011-12. In comparison to the School-wide CST Science scores in the last three years, MCA had higher percentages of students who scored Advanced or Proficient except in 2011-12, higher percentages of students who scored Basic, and lower percentages of students who scored Below Basic or Far Below Basic. Again, these trends show that MCA's small learning community has had a positive impact on student achievement.

MCA CST Science

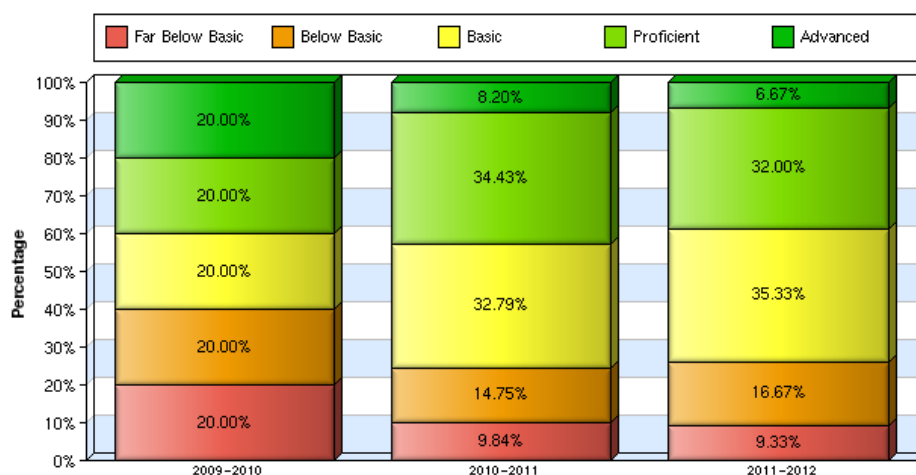


School-wide CST Science

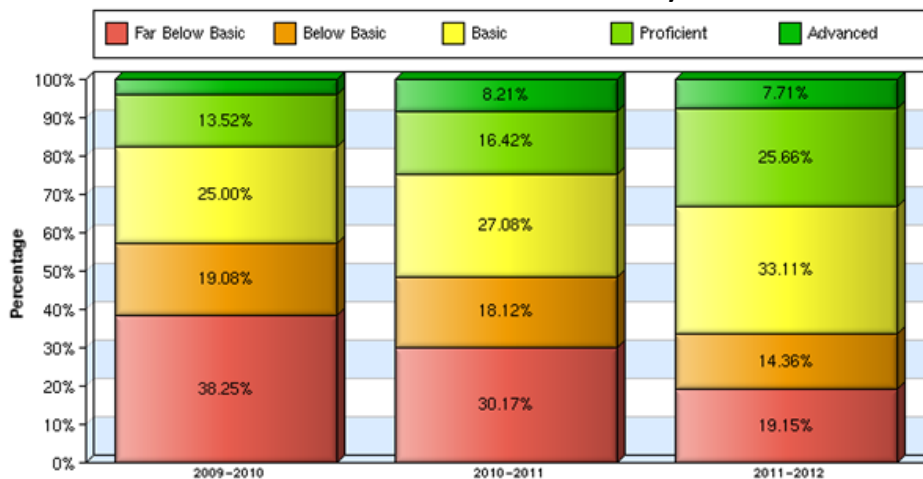


MCA CST History | In the last three years, the number of MCA students who scored Advanced or Proficient on the CST History slightly decreased from 42.63% in 2010-11 to 38.67% in 2011-12. There is no data for 2009-10 due to a reporting error. The number of students who scored Basic increased from 32.79% in 2010-11 to 35.33% in 2011-12. The number of students in the lower bands slightly increased from 24.59% in 2010-11 to 26% in 2011-12. In comparison to the School-wide CST History scores in the last two years, MCA had higher percentages of students who scored Advanced or Proficient, higher percentages of students who scored Basic, and lower percentages of students who scored Below Basic or Far Below Basic. These trends also show that MCA's small learning community has had a positive impact on student achievement.

MCA CST History



School-wide CST History



MCA Attendance Rate | The MCA attendance rate in 2010-11 was 95.06%, higher than the school-wide attendance rate of 92.53%. In 2011-12, the MCA attendance rate slightly dipped to 93.79%, while the school-wide attendance rate was 94.66%.

MCA Attendance Rates

	MCA	School-wide
2010-11	95.06%	92.53%
2011-12	93.79%	94.66%

MCA Graduation Rate | In comparison to the school-wide graduation rates, the MCA graduation rates have been nothing short of a success. In 2011-12, 100% of MCA seniors successfully completed high school.

MCA Graduation Rates

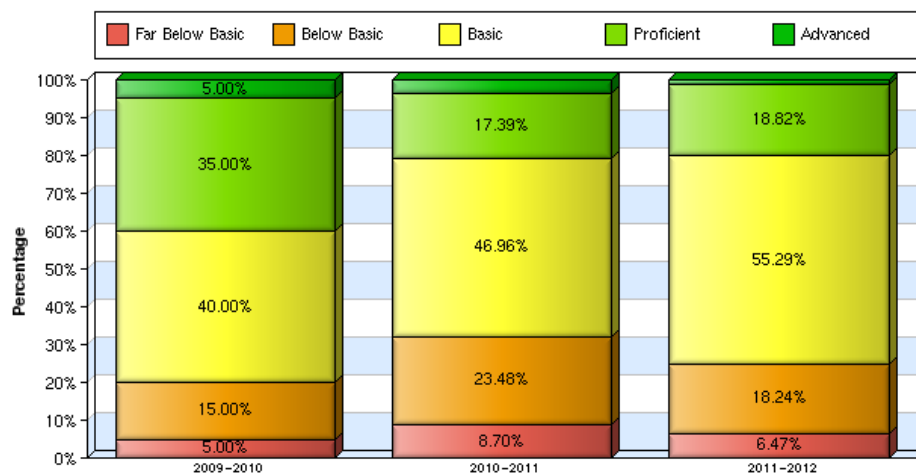
	MCA	School-wide
2010	95.8%	68%
2011	93.8%	66.8%
2012	100%	---



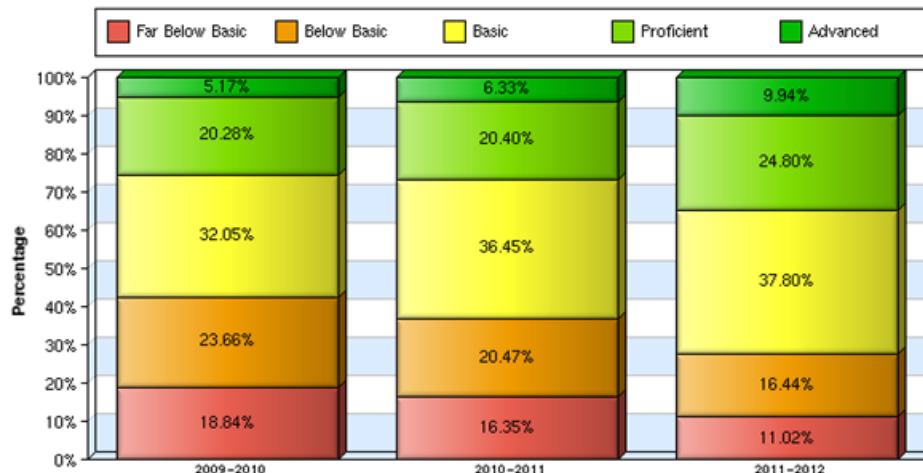
Environmental Careers Academy (ECA)

ECA CST ELA | In the last three years, the number of ECA students who scored Advanced or Proficient on the CST ELA decreased from 40% in 2009-10 to 20% in 2011-12. The percentage of students who scored Basic increased from 40% in 2009-10 to 55.29% in 2011-12. The number of students in the lower bands increased from 20% in 2009-10 to 32.18% in 2010-11, and then decreased to 24.71% in 2011-12. In comparison to the School-wide CST ELA scores in the last three years, ECA had lower percentages of students who scored Advanced or Proficient except in 2009-10, higher percentages of students who scored Basic, and lower percentages of students for who scored Below Basic or Far Below Basic. These trends show that ECA's small learning community has had a positive impact on student achievement.

ECA CST ELA

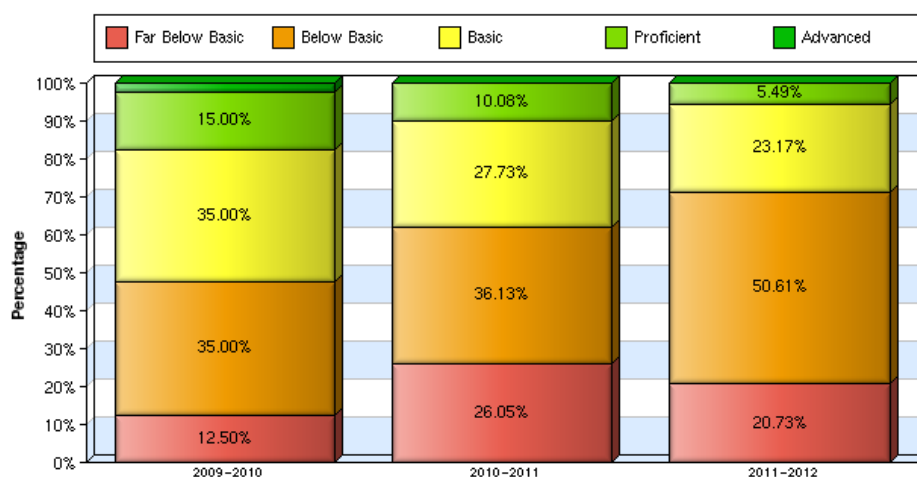


School-wide CST ELA

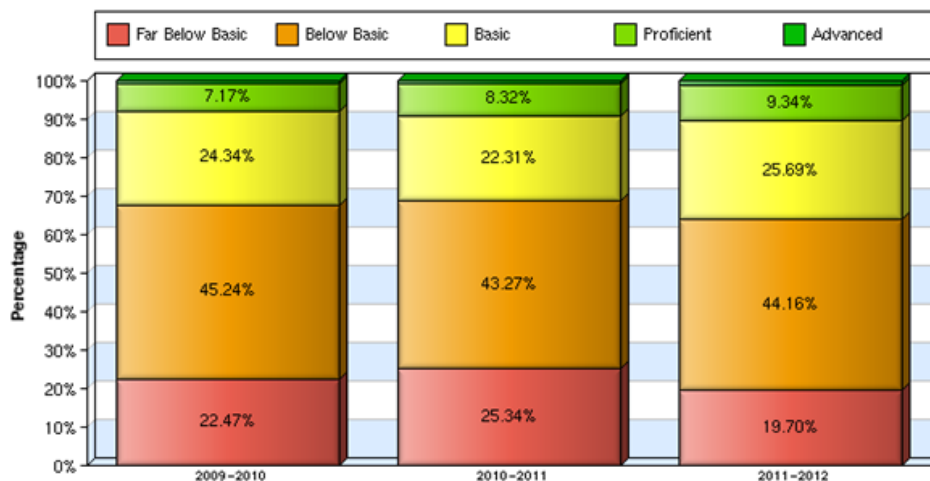


ECA CST Math | In the last three years, the number of ECA students who scored Advanced or Proficient on the CST Math decreased from 17.5% in 2009-10 to 5.49% in 2011-12. Similarly, the percentage of students who scored Basic decreased from 35% in 2009-10 to 23.17% in 2011-12. The number of students in the lower bands increased from 47.5% in 2009-10 to 71.34% in 2011-12. In comparison to the School-wide CST Math scores in the last three years, ECA had higher percentages of students who scored Advanced or Proficient except in 2011-12, higher percentages of students who scored Basic except in 2011-12, and lower percentages of students for who scored Below Basic or Far Below Basic. Similarly, these trends show that ECA's small learning community has had a positive impact on student.

ECA CST Math

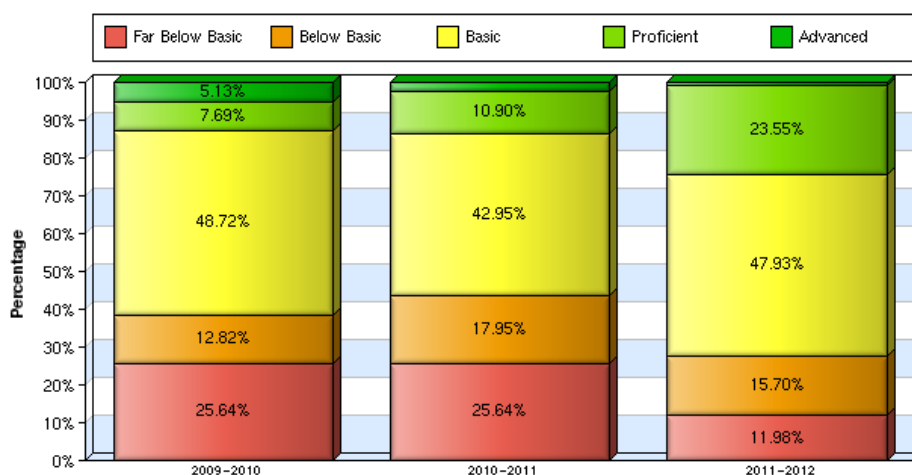


School-wide CST Math

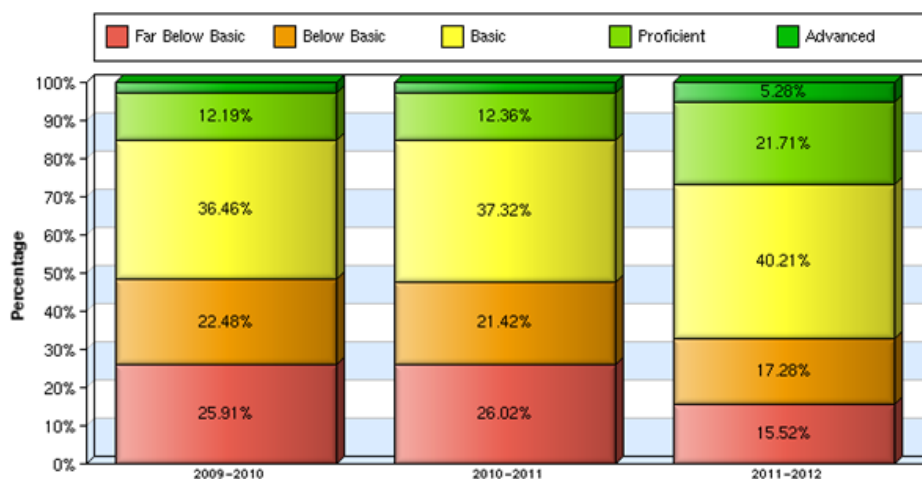


ECA CST Science | In the last three years, the number of ECA students who scored Advanced or Proficient on the CST Science increased from 12.82% in 2009-10 to 24.39% in 2011-12. The percentage of students who scored Basic decreased from 48.72% in 2009-10 to 42.95% in 2010-11, then increased to 47.93% in 2011-12. The number of students in the lower bands increased from 38.46% in 2009-10 to 43.59% in 2010-11, and then decreased to 27.68% in 2011-12. In comparison to the School-wide CST Science scores in the last three years, ECA had lower percentages of students who scored Advanced or Proficient, higher percentages of students who scored Basic, and lower percentages of students for who scored Below Basic or Far Below Basic. Again, these trends show that ECA's small learning community has had a positive impact on student.

ECA CST Science

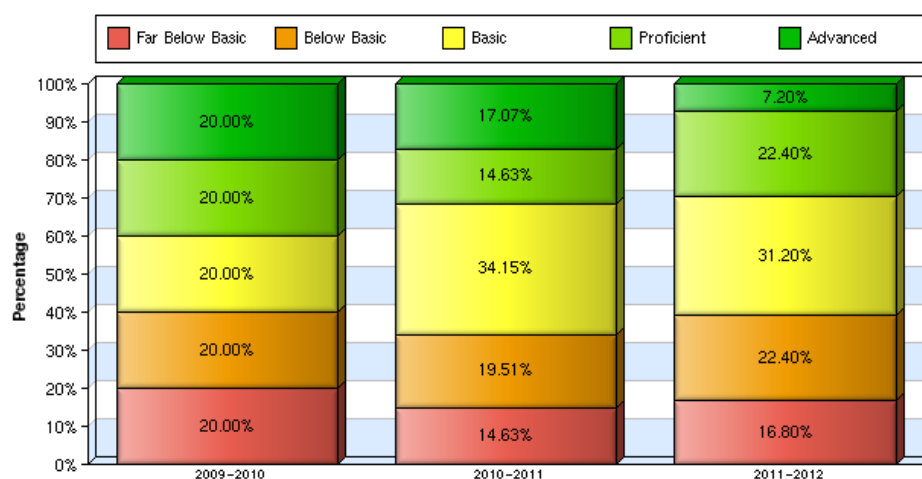


School-wide CST Science

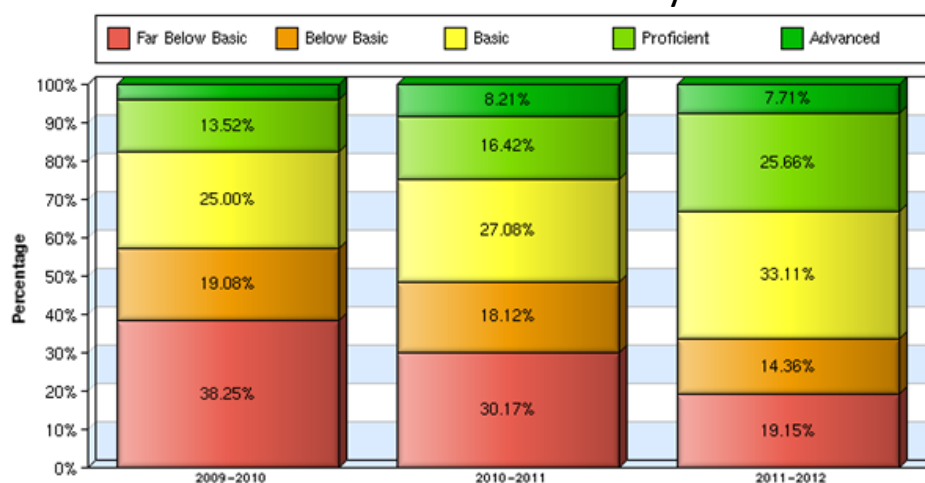


ECA CST History | In the last three years, the number of ECA students who scored Advanced or Proficient on the CST History decreased from 31.7% in 2010-11 to 29.6% in 2011-12. There is no data for 2009-10 due to a reporting error. The number of students who scored Basic slightly decreased from 34.15% in 2010-11 to 31.20% in 2011-12. The number of students in the lower bands slightly increased from 34.14% in 2010-11 to 39.2% in 2011-12. In comparison to the School-wide CST History scores in the last two years, ECA had higher percentages of students who scored Advanced or Proficient, higher percentages of students who scored Basic, and lower percentages of students for who scored Below Basic or Far Below Basic in 2010-11. Opposite trends occurred in 2011-12.

ECA CST History



School-wide CST History



Adequate Yearly Progress (AYP)

All Students and Numerically Significant Sub-Groups | Though Leuzinger High School 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 API Growth for all three years and the Graduation Target for 2010-11 and 2011-12.

In 2009-10, Leuzinger met the AYP in the ELA English Learner Participation Rate (PR) and API Growth Rate. There was vast improvement in 2010-11 where LHS fell just short of passing the AYP by six out of the twenty-two criteria. In English, we reached our AYP goals for the first time, as English proficiency rates met safe harbor provisions. In Math, the School-wide, Hispanic and English Learner subgroups needed improvement in Participation Rate (Part Rate) and Percentage Proficient (% Pro) in order to pass the AYP. In 2010-11, the API increased 33 points and 16 out of 22 of the AYP criteria were met. Of the 205 public, non-charter high schools in Los Angeles County, only 16 had a higher API increase than Leuzinger. The African American subgroup improved 72 points. Only four high schools in the entire state had greater improvement with this subgroup.

The greatest improvement occurred in 2011-12 when the API increased 58 points and 17 out of 22 of the AYP criteria were met. With an API increase of 123 points since 2009, only one other public non-charter high school in the state of California has had greater improvement than Leuzinger High School. All subgroups made significant gains in API growth: the African American subgroup increased by 28 points, the Hispanic subgroup by 72 points, the SED (Socio-Economically Disadvantaged) subgroup by 65 points, the EL (English Learner) subgroup by 70 points, and the SWD (Students with Disabilities) subgroup by a stunning 120 points. In 2011-12, Leuzinger met the AYP in all criteria except in ELA % Proficient in all subgroups. In Math, we reached our AYP goals for the first time, as math proficiency rates met safe harbor provisions.

Adequate Yearly Progress

Group	2008-2009				2009-2010				2010-2011				2011-2012			
	ELA		Math		ELA		Math		ELA		Math		ELA		Math	
	Part Rate	% Pro	Part Rate	% Pro	Part Rate	% Pro	Part Rate	% Pro	Part Rate	% Pro	Part Rate	% Pro	Part rate	% Pro	Part rate	% Pro
School Wide	96%	34%	96%	32%	90%	24%	90%	30%	96%	39%*	94%	33%	99%	39%	99%	44%*
Black/African American	95%	37%	95%	22%	88%	24%	89%	23%	98%	38%*	98%	29%*	100%	33%	99%	38%*
Hispanic/Latino	96%	35%	95%	33%	91%	23%	91%	30%	95%	37%*	93%	29%	99%	39%	100%	42%*
SED	96%	25%	96%	34%	91%	24%	91%	31%	97%	42%*	95%	38%*	100%	39%	100%	44%*
English Learners	97%	22%	97%	34%	94%	11%	91%	23%	94%	34%*	91%	30%	100%	36%	99%	42%*
Made API Growth	Yes				Yes				Yes				Yes			
Met Graduation Target	Yes				No				Yes				Yes			
# of Proficiency Criteria Met	0 out of 10				0 out of 10				7 out of 10				5 out of 10			
Total # of Criteria Met	12 out of 22				2 out of 22				16 out of 22				17 out of 22			

*Met Safe Harbor Provisions

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 2008-09, 42% of ELs at Leuzinger met the annual growth requirement by scoring at least one level higher than the previous year. In 2009-10, 50.8% of ELs met AMAO #1, but the percentage of ELs meeting this requirement decreased by 16.2% in 2010-11. However, there was a significant increase in 2011-12 with 62.8% of ELs meeting AMAO #1. In 2011-12, 9.6% of ELs in the Less Than 5 Years cohort attained proficiency and 32.9% in the 5 Years or More Cohort met the proficiency requirement, a significant improvement over the previous years.

Annual Measurable Achievement Objectives

Year	AMAO #1 Annual Growth	AMAO #2 Attaining English Proficiency	
2011-2012	62.8%	9.6%	32.9%
2010-2011	34.6%	5.9%	11.8%
2009-2010	50.8%	11.2%	31.7%
2008-2009	42.0%	19.9%	

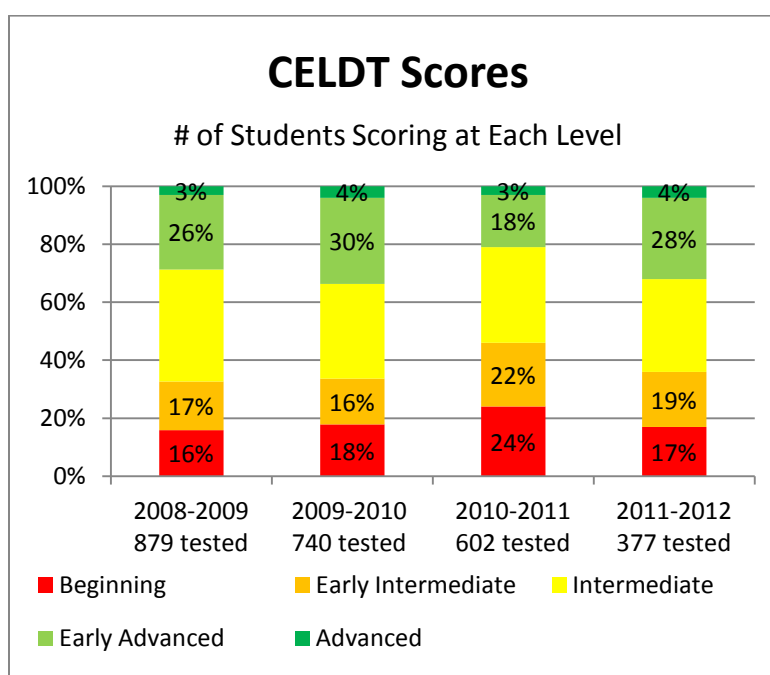
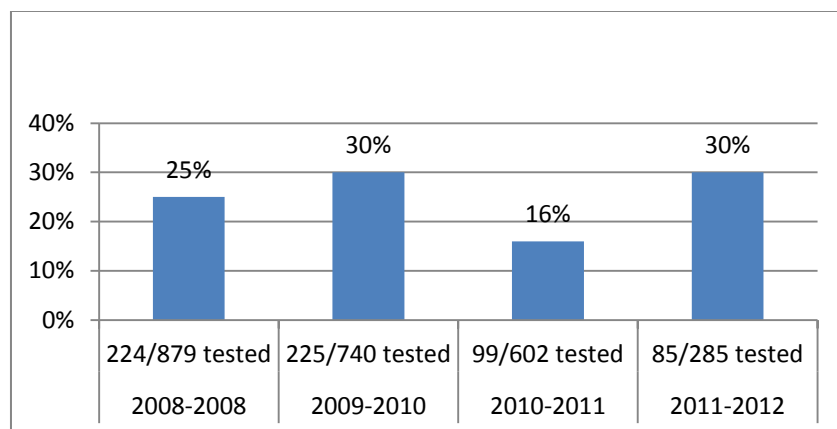
California English Language Development Test (CELDT)

Students identified as English Learners (ELs) through the CELDT exam and 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. Beginning level English Learners may be placed in an ELD (English Language Development) class in lieu of an elective and as a supplement to their core language arts class. ELD lessons focus on developing listening, speaking, reading, and writing skills as quickly as possible, enabling students to successfully participate in the regular education program. As students gain a better understanding of the English language, they may be placed in a Sheltered ELD, Transitional ELD, or Advanced ELD class to receive instruction specially designed to meet current language and learning levels. Teachers use the *Edge* curricula for both ELD and reading intervention activities. As students increase fluency, progress is measured through classroom performance and CELDT results. Instruction is subsequently adjusted to meet the current learning needs of each student.

The percentage of students satisfying the CELDT criterion at Leuzinger increased by 5% the last four years, from 25% in 2008-09 to 30% in 2011-12. The % Proficient/Advanced on the CELDT increased by 5% in 2009-10, decreased by 13% in 2010-11, then increased by 11% in 2011-12, with 30% scoring Proficient or Advanced. The number of students at the Basic level has generally remained unchanged at 32% in 2011-12. The number of students at the Below Basic or Far Below Basic levels increased 13% from 2009 to 2011, but decreased 7% in 2012. Overall,

there has been improvement in the CELDT scores with an increase in students at the upper bands and a decrease in students at the lower bands.

Percentage of Students Satisfying CELDT Criterion



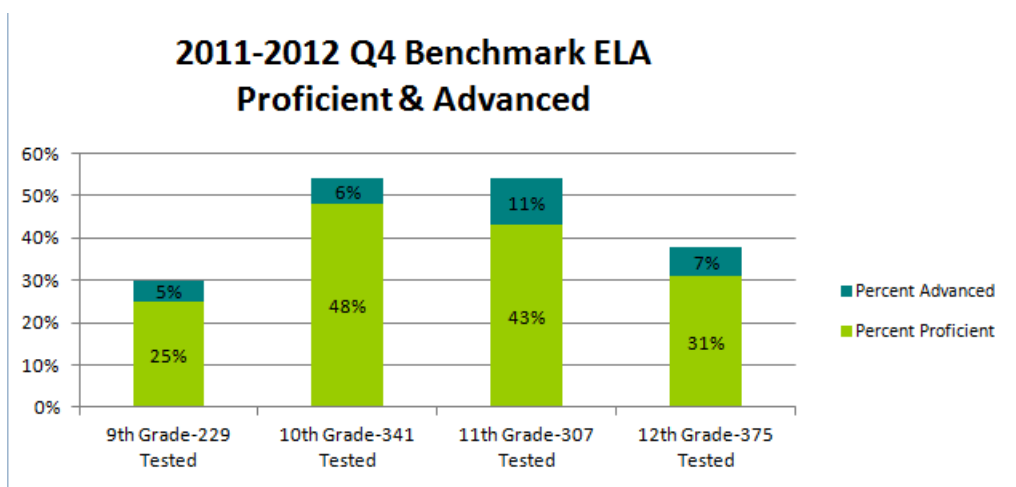
Local assessments

Quarterly benchmarks are created by Action Learning Systems, Inc. and given in all core classes. These questions are aligned to the California Content Standards and mirror questions found on the CST. Using Data Director allows teachers to immediately see results, analyze the data, identify strengths and weaknesses, and adjust instruction to increase overall student success. During department collaborations, the administration and faculty further analyze the data and note significant positive and negative trends that validate or challenge current teaching practices.

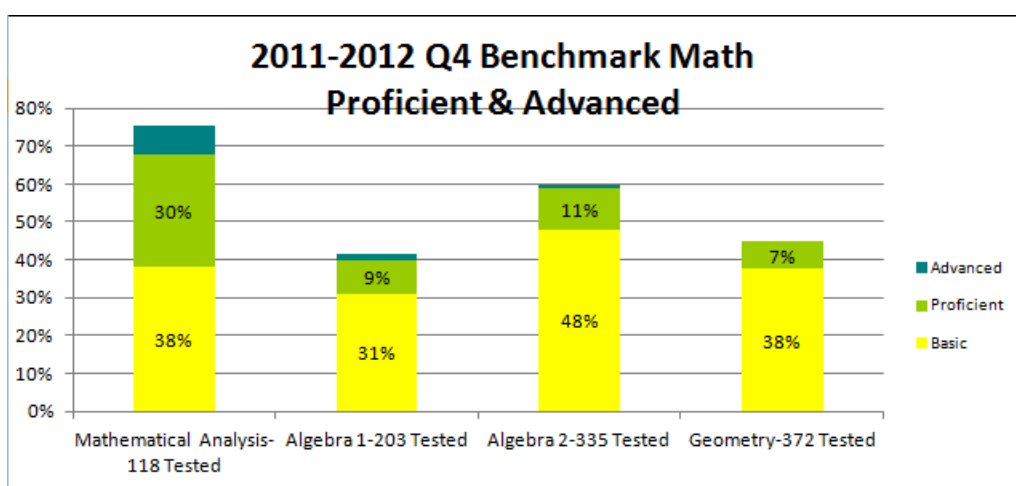
In Quarter 3 of 2011-12, significantly more students scored Proficient/Advanced in all English grade levels as compared to previous years, which is reflective in the significant improvements in the CST ELA scores. However, in Quarter 4 of 2011-12, Benchmark results showed a drop in students scoring Proficient/Advanced in all English grade levels. Other subjects with similar trends of an increase, then decrease in % Proficient/Advanced on the Benchmarks included Geometry, Algebra 2, Pre-Calculus, and U.S. History. Algebra 1 showed the opposite trend of a decrease, then increase in % Proficient/Advanced on the Benchmarks. Subjects with a steady increase in % Proficient/Advanced on the Benchmarks included Biology, Earth Science, Physics, World History, and U.S. Government, while Chemistry showed a steady decrease in % Proficient/Advanced.

Exam	2009-2010				2010-2011				2011-2012			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
English 9	31%	48%	37%	28%	30%	48%	38%	33%	37%	47%	54%	30%
English 10	38%	35%	38%	36%	38%	37%	42%	48%	30%	44%	65%	54%
English 11	34%	49%	34%	48%	37%	58%	44%	54%	66%	55%	63%	54%
English 12	42%	48%	31%	55%	37%	36%	35%	23%	38%	48%	42%	38%
Algebra 1	49%	14%	0%	14%	37%	15%	4%	16%	33%	24%	5%	11%
Geometry	7%	3%	2%	2%	5%	7%	12%	1%	17%	13%	26%	7%
Algebra 2	48%	15%	9%	7%	19%	10%	9%	9%	29%	28%	28%	12%
Pre-Calculus	24%	33%	34%	80%	48%	45%	29%	63%	38%	60%	58%	37%
Biology	16%	13%	37%	18%	39%	75%	24%	32%	23%	48%	55%	64%
Earth Science	14%	25%	16%	18%	16%	53%	23%	20%	4%	32%	32%	38%
Chemistry	44%	33%	9%	29%	48%	49%	4%	23%	58%	31%	17%	11%
Physics	6%	12%	0%	0%	64%	70%	48%	-	12%	25%	30%	-
World History	8%	8%	34%	25%	25%	24%	45%	13%	16%	12%	21%	36%
US History	38%	22%	47%	28%	46%	43%	51%	44%	22%	37%	28%	10%
US Gov.	-	25%	-	69%	-	55%	-	24%	-	26%	-	36%
Economics	-	9%	-	34%	-	-	-	24%	-	-	-	27%

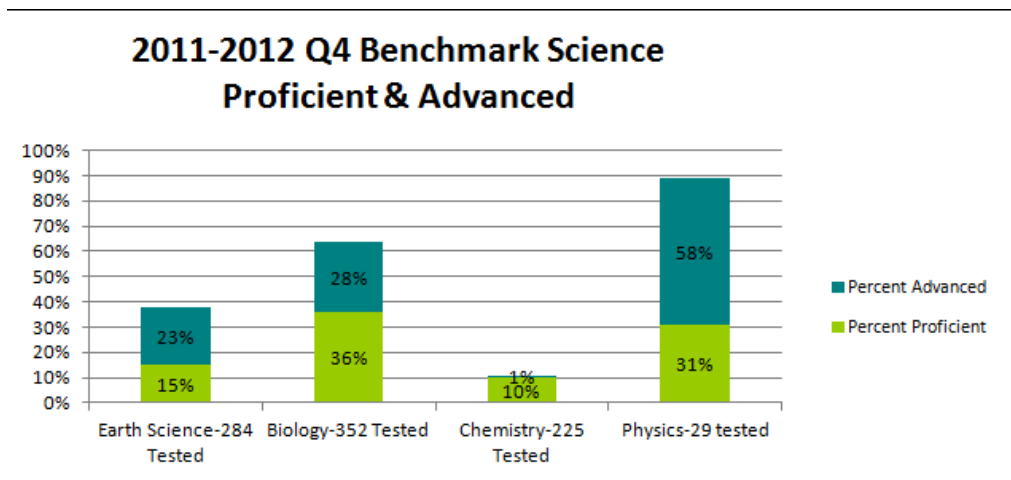
In ELA, 30% of English 9 students, 54% of English 10 students, 54% of English 11 students, and 38% of English 12 students scored Proficient/Advanced on the Q4 Benchmark in 2011-12.



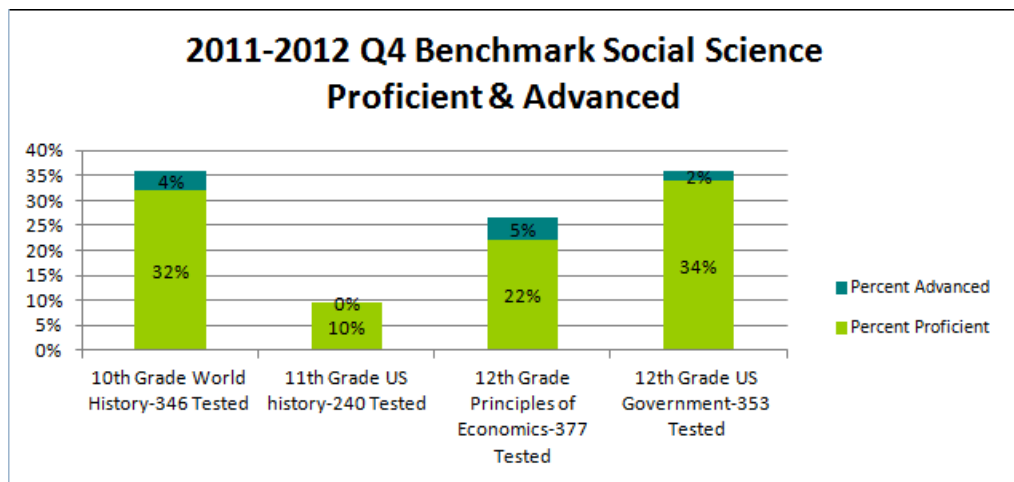
In Math, 38% of students in Mathematical Analysis scored Proficient/Advanced on the Q4 Benchmark in 2011-12. Only 11% of Algebra 1 students, 7% of Geometry students, and 12% of Algebra 2 students scored Proficient/Advanced. However, a significant number of students scored Basic in all four subjects.



In Science, 38% of Earth Science students, 64% of Biology students, 11% of Chemistry students, and 89% of Physics students scored Proficient/Advanced on the Q4 Benchmark in 2011-12.



In Social Science, 36% of World History students, 11% of U.S. History students, 27% of Economics students, and 36% of U.S. Government students scored Proficient/Advanced on the Q4 Benchmark in 2011-12.



Other Local Assessments | The English department administers four timed writings per semester as well as a reading diagnostic test to gauge reading levels as part of the Read 180 program. Students who have been placed in Read 180 take the Scholastic Reading Inventory exam which determines reading levels and places students in the appropriate levels in the program. Students in the Read 180 program also use the Read 180 Topic software which assesses student performance and fluency in reading, vocabulary, and spelling, and identifies strengths and weaknesses to support grouping for differentiated instruction. In addition, English teachers use Checking for Understanding (CFU), and Think Pair Share (TPS) techniques in implementing Directive Interactive Instruction (DII). Teachers also use class discussions, student presentations, peer/self assessments, learning/response logs, graphic organizers, individual whiteboards, and exit slips as formative assessments in the classroom.

ELD teachers give newcomers the Edge Placement test and Edge Gains assessments as well as cluster and unit tests to help determine advancement through the program. The ELD students at the Advanced level also take the district's Benchmark exams to help them further prepare for the CSTs and for their eventual transitions to the regular program. Through these assessment tools, the ELD Department identifies students who can make the transition to the next level at the end of the first semester of the school year. At the end of the year, students in the ELD program take the End-of-Year assessment. This test also helps the department make a determination as to which ELD students can skip a level or move out to mainstream English.

In Math, Algebra 1 administers a semester final in addition to the district's benchmark exam. All other courses do not have a final assessment other than the Benchmark exams. In Honors Geometry, teachers assign a culminating project for surface and lateral area and volume of polyhedra. There are no diagnostic assessments that indicate whether or not students are performing below the 7th grade level in Math. However, the CAHSEE Math is at a 7th grade level and includes Algebra 1 concepts and surface level Geometry. Thus, the way to assess student levels at or below 7th grade Math is to use the pass rates and scoring bands from the CAHSEE to determine student levels. In addition, Math teachers use CFU and TPS techniques as part of implementing DII. Teachers also use formative assessments in the classroom such as graphic organizers, projects, individual whiteboards, homework quizzes, and exit slips.

In Science, common assessments are given in each subject five weeks between the district Benchmark exams. In History, in addition to the district's Benchmark exams, a final exam for World and US History is administered to help review for the CST Exam. Writing assignments include essays throughout the year and a final research paper. Other formative curriculum embedded assessments include the CST review assignments and assessments leading up to the CST exam.

Physical Fitness Test | The Physical Education program at Leuzinger High School is designed to give students the opportunity to learn through a comprehensive and sequentially planned Kinesiology and Physical Education program in accordance with the California Model Content Standards for Physical Education. Students are empowered to make choices, meet challenges, and develop positive behaviors in fitness, wellness, and movement activity for a lifetime. Emphasis is placed on students analyzing skills for effective movement. The 9th Grade curriculum includes: introduction to kinesiology and physical education, fitness (including fitness technology), individual and dual activities, rhythms/dance, and aquatics. The chart below shows the percentage of 9th grade students meeting the Physical Fitness standards. Almost 70% of LHS 9th graders met four or more of the six standards in 2011-12.

Leuzinger High School, 2008-09		Leuzinger High School, 2009-10		Leuzinger High School, 2010-11		Leuzinger High School, 2011-12	
Standards Met	Percent of Students Grade 9	Standards Met	Percent of Students Grade 9	Standards Met	Percent of Students Grade 9	Standards Met	Percent of Students Grade 9
All Standards Met	14.30%	All standards met	24.90%	All standards met	35.80%	All standards met	24.00%
Five of Six	18.10%	Five of Six	26.90%	Five of Six	27.60%	Five of Six	21.00%
Four of Six	20.30%	Four of Six	22.90%	Four of Six	21.90%	Four of Six	24.00%
Three of Six	18.50%	Three of Six	10.40%	Three of Six	9.40%	Three of Six	15.00%
Two of Six	16.90%	Two of Six	10.00%	Two of Six	1.30%	Two of Six	10.00%
One of Six	9.50%	One of Six	4.00%	One of Six	3.00%	One of Six	4.00%
No Standards Met	2.40%	No standards met	0.90%	No standards met	1.00%	No standards met	20.00%
Total Students Tested	497	Total Students Tested	550	Total Students Tested	420	Total Students Tested	259

College SAT and/or ACT results

SAT and ACT | From 2007-08 to 2010-11, the percentage of Leuzinger students taking the SAT generally remained at around 30% of the twelfth grade class. There were slight gains in all three sections of the SAT. Critical Reading improved from 381 to 404, Math increased from 408 to 415, and Writing improved the most, from 385 to 405. From 2007-08 to 2009-10, the percentage of ACT test takers was much lower than that of the SAT, with only 4% of the twelfth grade class taking the test in 2009-10. The average score for ACT remained at around 17 the last few years.

SAT Results

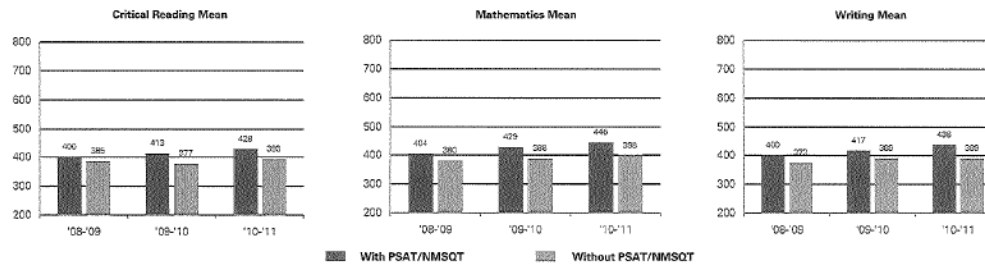
Year	12 th Graders	% Tested	Critical Reading Avg.	Math Avg.	Writing Avg.	% ≥ 1500
2011	641	27%	404	415	405	
2010	628	30%	398	414	405	10%
2009	724	31%	395	398	394	9%
2008	716	30%	381	408	385	8%

ACT Results

Year	12 th Graders	% Tested	Average Score	Score ≥ 21
2010	628	4%	17.04	13%
2009	724	6%	17.34	24%
2008	716	7%	17.02	18%

The graphs and tables below show that students who took the PSAT in 10th or 11th grade performed slightly better on all three sections of the SAT in 2008-09, 2009-10, and 2010-11.

SAT: Performance Based on Self-Reported PSAT/NMSQT Participation



Graduating Class of 2011, Students Taking:		Number of Test-Takers	Critical Reading Mean	Mathematics Mean	Writing Mean
SAT (All Students)		176	404	415	405
SAT with PSAT/NMSQT (Junior)		9	383	417	424
SAT with PSAT/NMSQT (Sophomore or younger)		79	435	454	441
SAT with PSAT/NMSQT (Junior and Sophomore or younger)		3	-	-	-
SAT without PSAT/NMSQT		107	393	398	389
SAT with no response to taking the PSAT/NMSQT		4	-	-	-
Graduating Class of 2010, Students Taking:		Number of Test-Takers	Critical Reading Mean	Mathematics Mean	Writing Mean
SAT (All Students)		186	398	413	406
SAT with PSAT/NMSQT (Junior)		12	368	396	393
SAT with PSAT/NMSQT (Sophomore or younger)		79	422	432	423
SAT with PSAT/NMSQT (Junior and Sophomore or younger)		12	389	441	417
SAT without PSAT/NMSQT		77	377	388	389
SAT with no response to taking the PSAT/NMSQT		6	407	468	423
Graduating Class of 2009, Students Taking:		Number of Test-Takers	Critical Reading Mean	Mathematics Mean	Writing Mean
SAT (All Students)		227	395	398	394
SAT with PSAT/NMSQT (Junior)		24	368	411	390
SAT with PSAT/NMSQT (Sophomore or younger)		110	394	395	366
SAT with PSAT/NMSQT (Junior and Sophomore or younger)		24	429	434	430
SAT without PSAT/NMSQT		44	385	380	373
SAT with no response to taking the PSAT/NMSQT		25	378	398	366

PSAT | Overall, the 11th grade students who took the PSAT in 2010-11 performed better on all three sections as compared to the prior year.

PSAT/NMSQT: Junior Performance and Participation Overview

LEUZINGER HIGH SCHOOL						California Public Schools						Total Group - Public Schools					
	# of Test-Takers	% of Total	Mean Critical Reading	Mean Mathematics	Mean Writing	# of Test-Takers	% of Total	Mean Critical Reading	Mean Mathematics	Mean Writing		# of Test-Takers	% of Total	Mean Critical Reading	Mean Mathematics	Mean Writing	
All	107	100.0%	38.5	39.9	38.2	147,197	100.0%	48.3	48.4	45.0		1,282,102	100.0%	46.6	48.3	44.8	
Change from last year	+684.3%		+1.0	+3.4	+4.2			+1.4%	+0.5	-0.1				+2.1%	+0.4	+0.6	-0.4
Gender																	
Female	61	57.0%	37.9	38.4	37.5	80,941	55.0%	48.3	47.0	45.3		681,302	53.9%	46.7	47.2	45.3	
Change from last year	+2950.0%		-	-	-			+2.2%	+0.7	-0.4				+2.1%	+0.5	+0.5	-0.6
Male	46	43.0%	39.3	41.9	39.0	66,083	44.2%	48.4	50.2	44.6		580,980	45.5%	46.4	48.7	43.8	
Change from last year	+283.3%		+3.0	+6.9	+6.4			+0.2%	+0.6	+0.2				+2.0%	+0.2	+0.7	-0.3
Ethnic Group																	
American Indian	0	0.0%	-	-	-	784	0.5%	45.9	46.5	44.0		9,327	0.7%	44.9	45.9	42.3	
Change from last year	-		-	-	-			-0.4	-0.1	-1.0				+2.4%	+0.7	+0.8	-0.2
Asian	17	15.9%	39.8	46.0	40.3	27,357	18.6%	51.3	55.6	50.7		90,958	7.8%	50.2	55.6	48.7	
Change from last year	+656.7%		-	-	-			-3.1%	+1.0	+0.8				+1.0%	+0.6	+1.0	+0.2
Black	19	17.8%	39.7	39.3	37.3	8,247	5.6%	41.4	41.5	40.2		165,496	12.9%	39.8	40.5	38.4	
Change from last year	+90.0%		+2.0	+2.7	+3.2			+1.0	+1.0	0.0				-2.8%	+0.6	+0.5	-0.4
Hispanic Overall	61	57.0%	37.9	39.0	38.3	53,273	36.2%	41.1	42.5	39.3		228,280	17.8%	41.3	43.2	38.1	
Change from last year	+6000.0%		-	-	-			+1.1%	+1.0	-0.4				+6.2%	+0.8	+0.7	-0.7
Mexican American	31	29.0%	39.3	40.0	37.9	34,934	23.7%	41.7	43.3	39.9		102,406	8.0%	41.6	43.8	39.4	
Change from last year	+3000.0%		-	-	-			-1.2%	+1.2	-0.4				+5.3%	+0.8	+0.7	-0.8
Puerto Rican	0	0.0%	-	-	-	410	0.3%	45.7	48.5	44.1		19,105	1.5%	41.0	41.8	38.9	
Change from last year	-		-	-	-			-1.2%	+1.8	+0.9				-0.9%	+0.8	+0.7	-0.1
Other Hispanic	30	28.0%	36.5	38.0	36.7	17,529	12.2%	39.7	40.9	38.2		108,749	8.3%	41.0	42.8	38.9	
Change from last year	-		-	-	-			+0.9	+0.8	-0.3				+6.3%	+0.7	+0.6	-0.6
White	1	0.9%	-	-	-	38,337	26.0%	52.0	53.2	50.6		667,660	52.1%	50.1	51.6	48.0	
Change from last year	-		-	-	-			-5.3%	+0.5	+0.3				-2.1%	+0.5	+0.8	-0.1
Other	2	1.9%	-	-	-	6,542	4.4%	48.3	49.9	47.2		42,166	3.3%	45.9	47.0	43.9	
Change from last year	-		-	-	-			-1.9%	+0.9	+0.2				+1.0%	+0.4	+0.6	-0.3
No Response	7	6.5%	37.6	34.3	31.9	12,857	8.6%	42.5	44.3	41.2		68,225	5.4%	41.7	43.3	40.0	
Change from last year	-		-	-	-			+68.0%	+1.5	+2.0				+88.8%	+1.5	+1.8	+0.8

EAP | In ELA, 93% were not ready in 2010, 95% in 2011, and 79% in 2012. A closer look at the data by subgroup shows that the % of Not Ready in ELA remains high across all subgroups. In Math, 59% were not ready in 2010, 66% in 2011, and 71% in 2012, especially the African American and EL subgroups.

EAP Results

Year	Group	ELA		Mathematics		
		Ready	Not Ready	Ready	Conditional	Not Ready
2012	All Students	10%	79%	3%	26%	71%
	Black/African American	%	%	%	%	%
	Hispanic/Latino	%	%	%	%	%
	SED	%	%	%	%	%
	EL	%	%	%	%	%
	SWD		%	-	-	-
2011	All Students	5%	95%	4%	30%	66%
	Black/African American	3%	97%	3%	14%	83%
	Hispanic/Latino	5%	95%	2%	30%	68%
	SED	6%	94%	4%	29%	67%
	EL	1%	99%	4%	8%	88%
	SWD	0	100%	-	-	-
2010	All Students	5%	93%	4%	37%	59%
	Black/African American	4%	94%	0	24%	76%
	Hispanic/Latino	5%	93%	3%	34%	63%
	SED	5%	93%	5%	42%	54%
	EL	0	99%	0	23%	77%
	SWD	0	100%	-	-	-

Advance Placement 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 AP program at Leuzinger High School has grown significantly the past few years, with 223 students enrolled in the AP program in 2010, 299 students in 2011, and 599 students in 2012. There was a 100% increase in number of students enrolled in the AP program from 2011 to 2012. There were 347 AP exams taken in 2010, 528 in 2011, and 1,082 in 2012. There was a 105% increase in the number of AP exams taken from 2011 to 2012.

The % of AP students with scores of 3 or higher only decreased by 5.9% which shows that the increase of the number of students taking AP classes did not seriously affect AP pass rates, but rather helped increase proficiency levels on the CST. For example, 98 students in AP US History were Far Below Basic, Below Basic, or Basic on the World History CST in 2011. Seventy-seven percent (75/98 students) increased at least one level on the US History CST in 2012. In addition, 53 students in AP English were Far Below Basic, Below Basic, or Basic on the English 10 CST in 2011. Forty-five percent (24/53 students) increased at least one level on the English 11 CST in 2012. Even though the AP pass rates lowered, placing more students in AP classes has had an incredible impact. A significant number of students in the lower three bands moved up a level due to the fact that they were in a more rigorous environment.

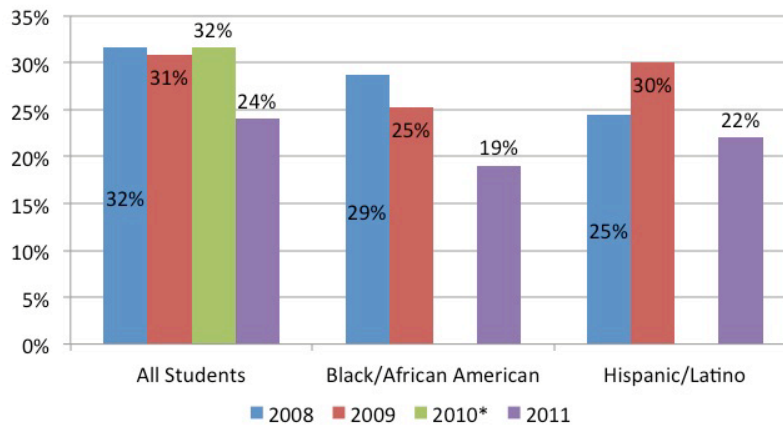
AP Test Data	2010	2011	2012
Total AP Students	223	299	599
Number of Exams	347	528	1,082
AP Students with Scores of 3+	75	97	159
% of AP Students with Scores of 3+	33.6%	32.4%	26.5%
Number of AP Scholars	11	14	10
Number of AP Scholars with Honors	1	4	1
AP Equity Index	9%	16%	21.7%

Exam	Test Takers			% Change (‘11-‘12)	Pass Rate			Change (‘11-‘12)	CA Pass Rate ‘12
	‘10	‘11	‘12		‘10	‘11	‘12		
Calculus AB	14	24	42	+75%	29%	29%	19%	-10%	61%
Chemistry	12	29	14	-52%	0%	0%	0%	0%	58%
English Lang	27	51	68	+33%	30%	14%	7%	-7%	59%
English Lit.	17	17	122	+618%	41%	29%	4%	-25%	56%
Env. Science	52	57	127	+123%	4%	4%	0%	-4%	51%
Human Geo.	-	28	50	+79%	-	0%	2%	+2%	51%
Psychology	26	36	87	+142%	15%	50%	17%	-33%	66%
Spanish Lang	47	58	133	+129%	75%	86%	66%	-20%	80%
Spanish Lit.	22	20	16	-20%	68%	60%	19%	-41%	63%
Studio Art: 2-D Design	-	-	6	-	-	-	83%	-	76%
Studio Art : Drawing	-	3	7	+133%	-	33%	71%	+38%	71%
U.S. Gov.	38	36	98	+172%	37%	50%	17%	-33%	50%
U.S. Hist.	47	101	162	+60%	26%	11%	3%	-8%	56%
World Hist.	40	64	149	+133%	5%	2%	1%	-1%	55%

University of California A-G requirements

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. Students are encouraged to take required courses if they plan on attending a four-year college or university. In 2009-10, 67.6% of Leuzinger High School students were enrolled in UC/CSU courses required for UC/CSU admission and 32% of LHS graduates met the A-G requirements and completed all courses required for UC/CSU admission. In 2010-11, 24% of LHS graduates met the A-G requirements and completed all courses required for UC/CSU admission. The number of African American graduates meeting A-G requirements decreased by 10% from 2008 to 2011, while the number of Hispanic graduates increased by 5% from 2008 to 2009, then decreased by 8% from 2009 to 2011. In 2011-12, 27% of LHS graduates met the A-G requirements and completed all courses required for UC/CSU admission.

Graduates Meeting A-G Requirements



AVID | In 2011-12, 100% of seniors in AVID graduated, 100% were enrolled in UC/CSU approved courses required for UC/CSU admission, 98% completed A-G requirements, and 83% (55/66 students) were accepted to a four-year college. Of the eleven students that did not, two students enlisted in the military and three faced problems with their legal status. Moreover, three AVID students received full-ride scholarships from QuestBridge, Posse, and Gates Millennium. The valedictorian, ASB president, and class president were all AVID students.



In 2008-09, 100% of seniors in AVID graduated, 96.9% completed A-G requirements, 100% took the SAT and/or ACT, 75% took at least one AP exam, and 93.8% were accepted to a four-year college. All these percentages were higher than that of the region and state. In 2009-10, 100% of seniors in AVID graduated, 89.5% completed A-G requirements, 94.7% took the SAT

and/or ACT, 76.3% took at least one AP exam, and 78.9% were accepted to a four-year college. All these percentages were higher than that of the region and state except for students completing A-G requirements, where the percentage was higher than the region but lower than the state. In 2010-11, 100% of seniors in AVID graduated, 82.4% completed A-G requirements, 88.2% took the SAT and/or ACT, 64.7% took at least one AP exam, and 58.5% were accepted to a four-year college.

AVID 2008-09

	School	Region	State
NUMBER OF SENIORS IN LAST YEAR'S AVID CLASS	32	2,725	12,991
AVERAGE NUMBER OF SENIORS IN LAST YEAR'S AVID CLASS	N/A	22	20
PERCENT GRADUATING	100.0 %	94.1%	98.5%
PERCENT IN AVID AT LEAST THREE YEARS	75.0 %	64.4%	63.6%
PERCENT COMPLETING A - G REQUIREMENTS	96.9 %	83.4%	88.7%
PERCENT TAKING THE SAT AND/OR ACT EXAM	100.0 %	85.5%	89.2%
PERCENT TAKING AT LEAST ONE AP/IB EXAM	75.0 %	59.3%	60.6%

	School				Regional				State			
	2 Year College	4 Year College	UC	CSU	2 Year College	4 Year College	UC	CSU	2 Year College	4 Year College	UC	CSU
APPLIED	N/A	100%	46.9%	100%	N/A	100%	38.1%	71.6%	N/A	87.3%	34.8%	75.8%
ACCEPTED	N/A	93.8%	25%	93.8%	N/A	73.3%	24.4%	58.5%	N/A	78.1%	24.7%	66.1%
PLANNED TO ATTEND	.0%	75%	9.4%	53.1%	15%	60.7%	13%	37%	22.2%	64%	13.4%	40.3%

AVID 2009-10

	School	Region	State
NUMBER OF SENIORS IN LAST YEAR'S AVID CLASS	38	2,491	13,910
AVERAGE NUMBER OF SENIORS IN LAST YEAR'S AVID CLASS	N/A	21	22
PERCENT GRADUATING	100.0 %	99.6%	99.6%
PERCENT IN AVID AT LEAST THREE YEARS	68.4 %	67.4%	65.1%
PERCENT COMPLETING A - G REQUIREMENTS	89.5 %	89.3%	91%
PERCENT TAKING THE SAT AND/OR ACT EXAM	94.7 %	90.3%	90.7%
PERCENT TAKING AT LEAST ONE AP/IB EXAM	76.3 %	65.6%	64.8%

	School				Regional				State			
	2 Year College	4 Year College	UC	CSU	2 Year College	4 Year College	UC	CSU	2 Year College	4 Year College	UC	CSU
APPLIED	N/A	100%	55.3%	94.7%	N/A	100%	39%	71.9%	N/A	89.3%	35.6%	76%
ACCEPTED	N/A	78.9%	23.7%	76.3%	N/A	73.4%	25.8%	58.6%	N/A	77.3%	25.6%	63.4%
PLANNED TO ATTEND	36.8%	63.2%	13.2%	47.4%	35.1%	60.4%	13.3%	33.6%	32.7%	62.8%	14.5%	35.7%

AVID 2010-11

	School	Region	State
NUMBER OF SENIORS IN LAST YEAR'S AVID CLASS	34	2,744	15,169
AVERAGE NUMBER OF SENIORS IN LAST YEAR'S AVID CLASS	N/A	22	24
PERCENT GRADUATING	100.0 %	99.3%	99.7%
PERCENT IN AVID AT LEAST THREE YEARS	88.2 %	74.4%	74.5%
PERCENT COMPLETING A - G REQUIREMENTS	82.4 %	88.8%	90.2%
PERCENT TAKING THE SAT AND/OR ACT EXAM	88.2 %	94.2%	94.6%
PERCENT TAKING AT LEAST ONE AP/IB EXAM	64.7 %	65.6%	63.4%

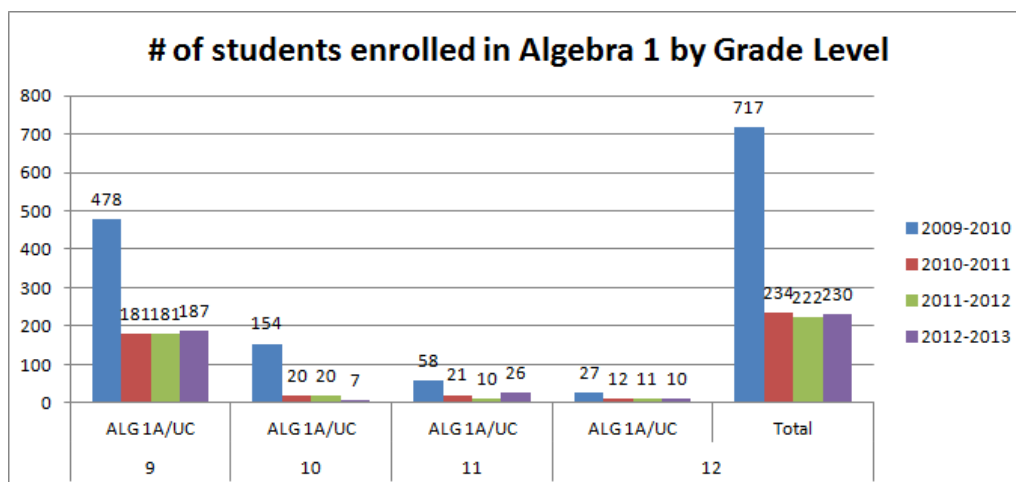
	School				Regional				State			
	2 Year College	4 Year College	UC	CSU	2 Year College	4 Year College	UC	CSU	2 Year College	4 Year College	UC	CSU
APPLIED	N/A	76.5%	20.6%	70.6%	N/A	76.5%	35.6%	80.1%	N/A	89.4%	33.7%	81.6%
ACCEPTED	N/A	58.8%	17.6%	47.1%	N/A	74.9%	23.7%	64.5%	N/A	77.1%	23.4%	67.8%
PLANNED TO ATTEND	61.8%	38.2%	11.8%	20.6%	33.1%	59.4%	12.6%	35.9%	32.1%	61.9%	13.2%	38.5%

ELD | In an effort to help ELD students (newcomers) meet graduation and A-G requirements, we have streamlined the progression flow within the ELD program. Students are given an Edge Placement Test when they first register in order to determine proper placement in one of the four ELD levels: Fundamentals, Level A (Intermediate), Level B (Advanced), or Level C (Transition). Throughout the year, students take multiple iterations of the Edge Gains test. Course assessments and Benchmark exams are also taken into account in order to identify the students who may be able to skip to the next level of ELD due to their progress. Last year, over 20 ELD students made the jump to the next level of ELD at the end of the first semester. This has allowed students in the program to obtain the credits that they would otherwise be missing from having to stay in the same ELD level for an entire year. In the past, most ELD students had to complete the equivalent of five years of ELD before they had the opportunity to transition to mainstream English, which meant most would spend their entire high school education in ELD and SL courses. ELD B and C are UC approved courses. The students who do not make the transition from ELD B to Mainstream English classes continue on to ELD C, which is now a single period course, as opposed to two periods in the past. Students take this class in conjunction with an English 9 SL class to recuperate English credits. English 9 SL is taught by one of the ELD Teachers and covers the same curriculum as the mainstream English 9 classes.

ELD students at the Fundamentals and A (Intermediate) Level receive sheltered instruction in SL core classes where they complete the same curriculum as their counterparts in mainstream courses. Our program currently offers the following SL courses: Algebra 1 SL, Geometry SL, Introduction to Physical Science SL, Biology SL, US History SL, World History SL, Government SL and Economics SL. ELD Students in Levels B (Advanced) and beyond take the same mainstream content courses as the rest of the student population (refer to Appendix for the ELD Program Flowchart).

Number of Students Taking Algebra by Grade Level

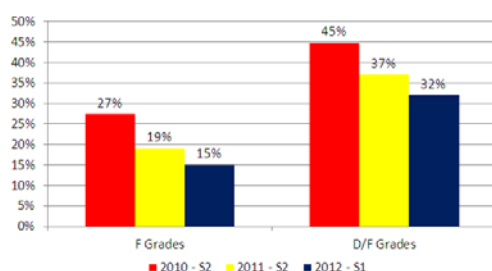
In the past three years, there has been a significant shift to have all 9th graders take either Algebra or Geometry. Tenth graders proceed to the next math level whether or not they passed the previous level. Students who do not pass need to take summer school or e2020 to recover credits.



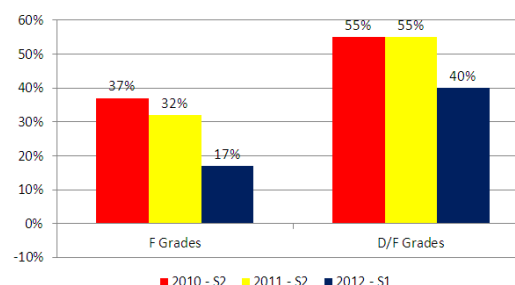
Percentage of Ds and Fs

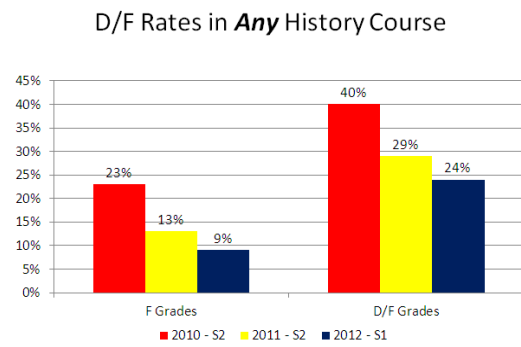
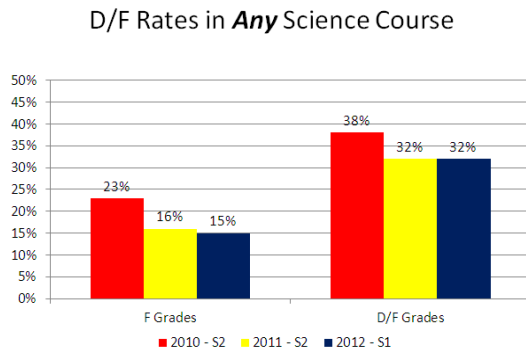
Leuzinger is working to decrease its D and F rates. Improvements have been made as a result of staff development dedicated to this issue and department chairs working with administration and teachers to develop an approach that focuses on student motivation. Additionally, teachers are also taking time to re-teach lessons when necessary to ensure subject mastery. The goal is to have students understand that their grades will improve if they set high expectations for themselves, put in the time and effort, and access any additional help and tutoring. The percentage of Ds and Fs has significantly lowered in 2011-12 in all core classes, especially in Math where the D/F rate decreased by 15%.

D/F Rates in **Any** English Course



D/F Rates in **Any** Math Course

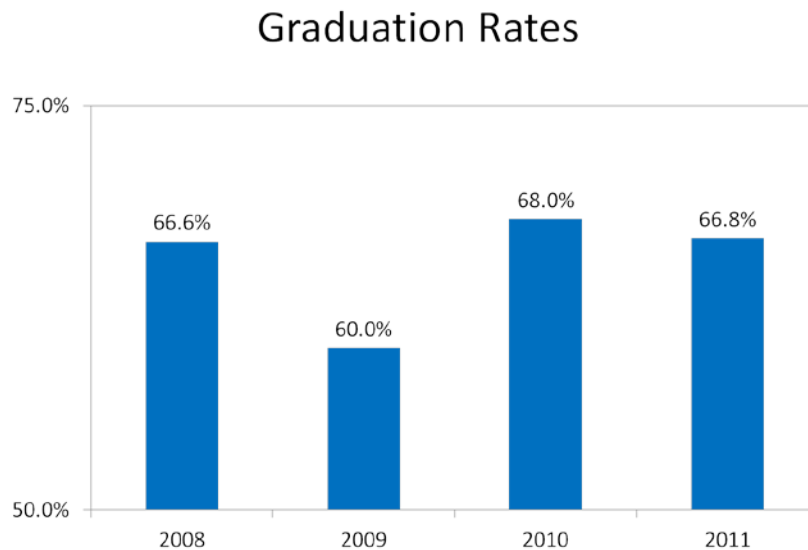




Completion Rates

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 remained the same the past few years, at 66.6% in 2008, 60% in 2009, 68% in 2010, and 66.8% in 2011, about two-thirds of the senior class. In comparing the graduation rates from 2010 to 2011, all subgroups had positive growth, with the greatest improvement made in the EL subgroup with a 15.7% increase, followed by the SWD subgroup with +11.9%, the African American subgroup with +10.3%, and the Hispanic subgroup with +9.5%.





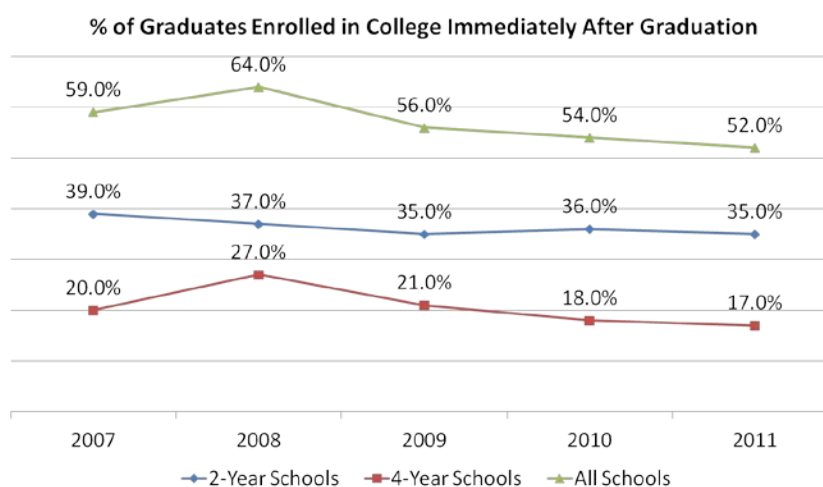
Group	2010 Graduation Rate	2011 Graduation Rate	Change
Hispanic/Latino	55.8%	65.3%	+9.5%
Black/African American	56.9%	67.2%	+10.3%
English Learners	41.4%	57.1%	+15.7%
Special Education	47.3%	59.2%	+11.9%

Dropout Rates | In addition to the overall decrease by 9.3% in dropout rate from 2010 to 2011, Leuzinger has seen a significant decline in dropout rates in all subgroups, with a decrease of 18.4% in SWD students, 12.4% in African American students, 10.5% in Hispanic students, and 10.2% in English Learners. The decline in dropout rates can be attributed to a team effort between the school dean, attendance clerks, and parents. Many parent conferences are held weekly and the dean frequently makes home visits with the school resource officer. In 2011-12, they made over a hundred home visits. The decline in dropout rates can also be attributed to the SART program.

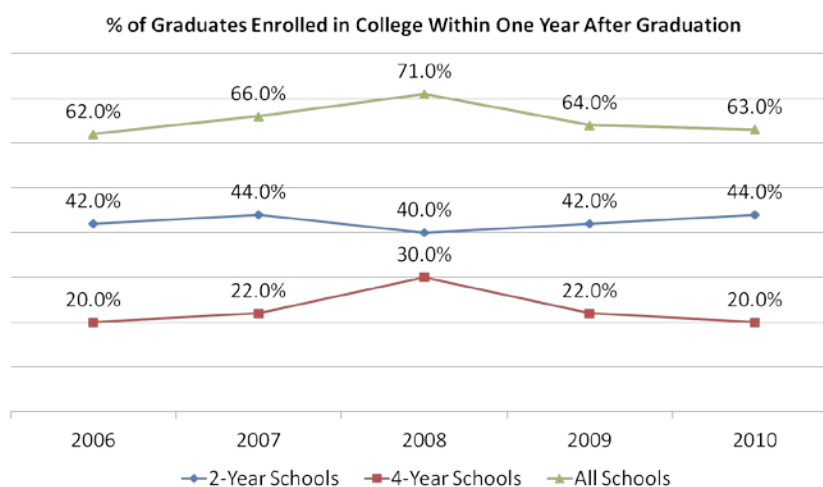
Group	2010 Dropout Rate	2011 Dropout Rate	Change
All Students	33.9%	24.6%	-9.3%
Hispanic/Latino	36.5%	26.0%	-10.5%
Black/African American	35.3%	22.9%	-12.4%
English Learners	42.9%	32.7%	-10.2%
Special Education	32.7%	14.3%	-18.4%

Post-Enrollment Data | In 2011, 52% of Leuzinger graduates were enrolled in a 2-year or 4-year college immediately after graduation, 63% were enrolled within one year after graduation, and 71% were enrolled within two years after graduation. These percentages are slightly lower than previous years.

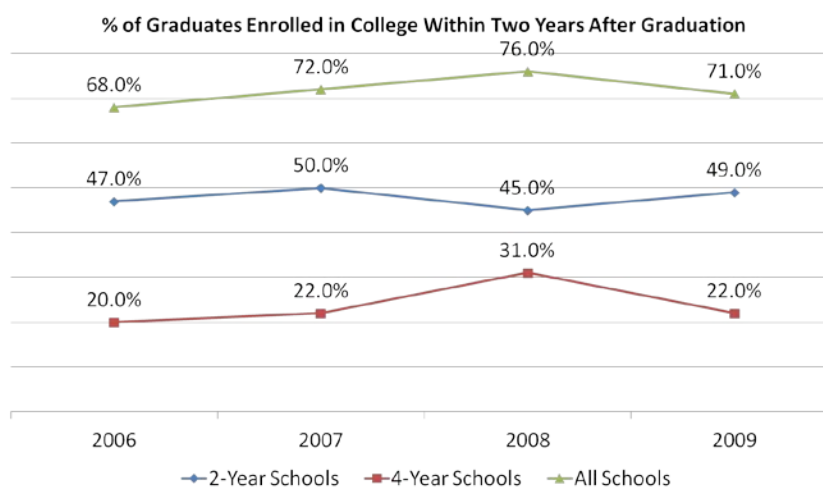
Where do Leuzinger Grads Go After Graduation?



Where do Leuzinger Grads Go After Graduation?



Where do Leuzinger Grads Go After Graduation?



Career Technical Education | Leuzinger High School offers a career technical education course called Computer Applications. Career academies also offer a wide range of opportunities for students to get a head start on their future. ECA offers Introduction to Sustainability, Environmental Design, and Environmental Tech 101. MCA offers courses within the Arts, Media, and Entertainment (AME) pathway, which include Introduction to Multimedia, Video Production I and II, Digital Photography, Digital Media Arts, Game Art Development, and Photojournalism. CA partnership academies are centered on CTE classes and all MCA courses are designated as such. UC approval includes this designation. There are CTE state standards and the MCA courses fall within the Arts, Media, and Entertainment (AME) pathway.

Counselors host special presentations to increase awareness of college and career exploration activities. Freshmen visit the computer lab once each semester to participate in online career exploration, skills assessments, interest surveys, and research. Most career education courses comply with state-adopted content standards and are integrated into the student's four-year academic plan as elective courses.

PROCESS AND PERCEPTION DATA

Methods

Three surveys were given to students, staff, and parents. The surveys mirror questions given by the Orange County Department of Education and were modified to meet our school needs. Survey instruments are provided in the Appendix of this report. Analysis of the data was reviewed by the staff and recommendations in response to select questions were made by the student and parent home groups.

Student Survey

The student survey was administered to all Leuzinger High School students during their English classes. English teachers took their students to the computer lab and surveys were administered online via Survey Monkey. A total of 863 students completed the survey, which is approximately 59% of the student population. The student survey consisted of four demographic questions and 34 items that addressed six dimensions: Academics, Rules & Norms, Social-Emotional Security, School Connectedness & Engagement, Physical Surroundings, and Support for Learning.

Staff Survey

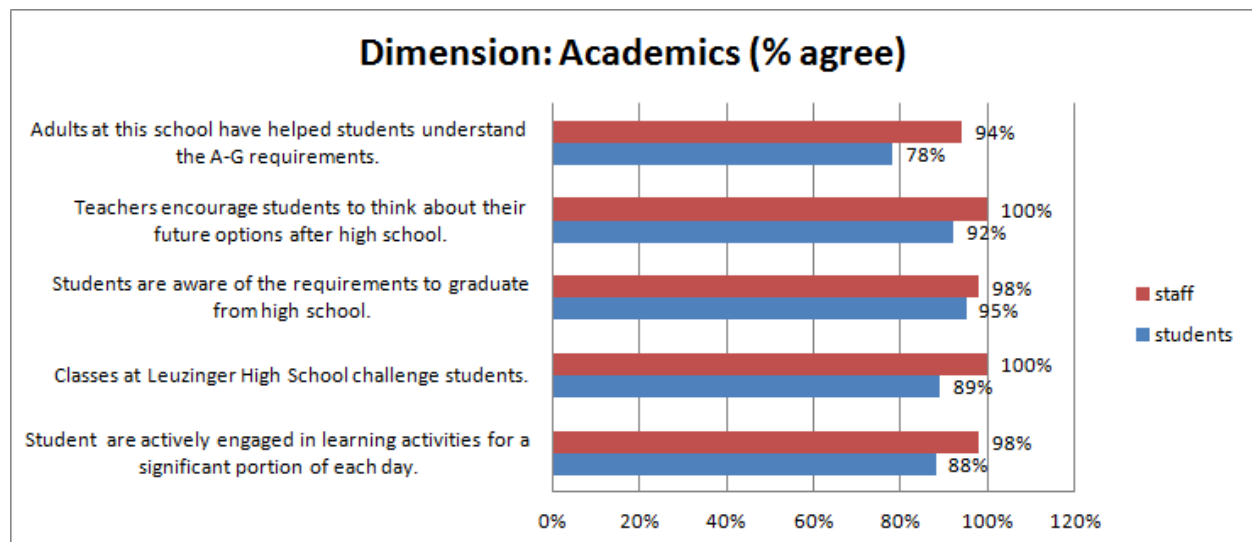
The staff survey was administered online to all Leuzinger High School staff via Survey Monkey. A total of 66 teachers and counselors completed the survey, which is approximately 97% of the staff. The staff survey consisted of four demographic questions and 25 items that addressed four dimensions: Academics, Rules & Norms, School Connectedness & Engagement, and Physical Surroundings. Note that these four dimensions are also contained in the student survey.

Parent Survey

The parent survey was administered to all Leuzinger High School parents via questions and scantrons created on Data Director. Students were asked to take the surveys home and have their parents or guardians bubble in their answers. A total of 680 parents completed the parent surveys.

Comparison of Student and Staff Surveys

Figure 1: Comparison of Students and Staff – Academics



Students and staff have similar perceptions regarding most items within the dimension of *Academics*. Students and staff agree that teachers encourage students to think about their future options after high school and that students are aware of the requirement to graduate from high school. In addition, students and staff agree that classes at Leuzinger High School challenge students and feel that the majority of students are actively engaged in learning activities for a significant portion of each day. There is a slight discrepancy in student and staff perceptions regarding adults at Leuzinger helping students understand the A-G requirement. 94% of the staff think adults at this school have helped students understand the A-G requirements, but only 78% of students agree to that statement. This data may be skewed due to the 9th grade students who took part in this survey who have not yet met with their counselors during the beginning weeks of high school to write their five year plans.

Student Recommendations:

Question 1: How can we as teachers and students better help all the students understand the A-G requirements?

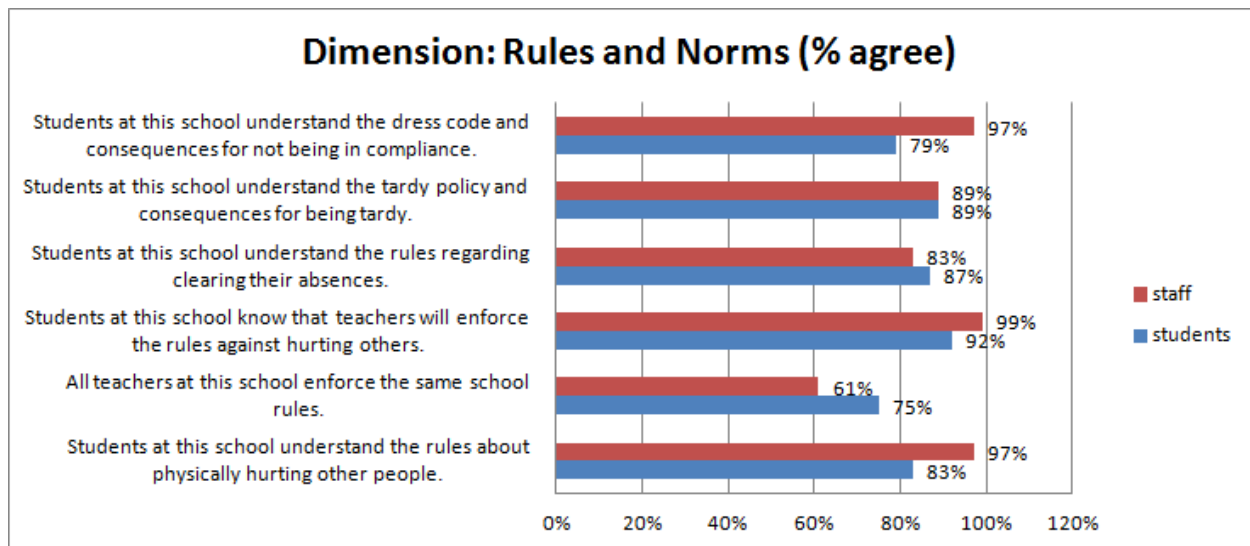
- We can put posters all over the school.
- We can inform other students by having classroom announcements.
- We can talk to students about the requirements and set up times for discussions.
- By having more interactive presentations for students regarding the A-G requirements.
- By giving out informational packets on the A-G requirements.
- Have counselors visit classes to discuss the A-G requirements thoroughly and answer any student questions.
- Teachers and counselors should tell students about the benefits of the class they take and let them know if they need it for a UC or to graduate.

- Teachers should take time to talk to the students about why it is important to reach the A-G requirements.
- Teachers can better help all students understand the A-G requirements by making a song that helps students memorize the A-G requirements.
- Remind the students by reading them at least once per week.

Question 2: How can classes at Leuzinger High School be more challenging and students be more engaged in learning activities during the day? Give specific examples.

- By using more technology in class.
- By making the lessons more interactive to help students understand the concepts better via in-class activities, class discussions, projects, labs, making a PowerPoint, and challenging puzzles.
- Teachers should engage students in the lesson and apply the lesson to students' daily life experiences.
- Teachers have to be willing to care and show that they want their students to reach their fullest potential, and to make the classes more challenging by using higher language.
- Have an organized curriculum that corresponds with increasing the challenging level.
- Have teachers give more detailed lessons so that the homework would be easier.
- Classes at Leuzinger High School could be more challenging by giving more homework and offering a wide variety of AP and honors classes for all grade levels.
- The students can become rewarded with little treats or gifts for their success.

Figure 2: Comparison of Students and Staff – Rules & Norms



Again, students and staff have similar perceptions regarding most items within the dimension of *Rules and Norms*. Students and staff agree that students at this school understand the tardy policy and consequences for being tardy as well as rules regarding clearing their absences. This can be attributed to the concerted efforts made by administration, staff, and the attendance office to be consistent with consequences related to tardiness and absences. Students and staff also feel that

students at this school know that teachers will enforce the rules against hurting others, which shows that students feel that Leuzinger is a safe environment. Even though 92% of students know that teachers will enforce the rules against hurting others, 83% of students understand the rules about physically hurting other people. In addition, students and staff have slightly differing perceptions that all teachers at this school enforce the same school rules. Three-quarters of students surveyed feel that teachers enforce the same rules, while only 61% of the staff feels that way. While 97% of teachers agree that students at this school understand the dress code and consequences for not being in compliance, only 79% of students agree to that statement.

Student Recommendations:

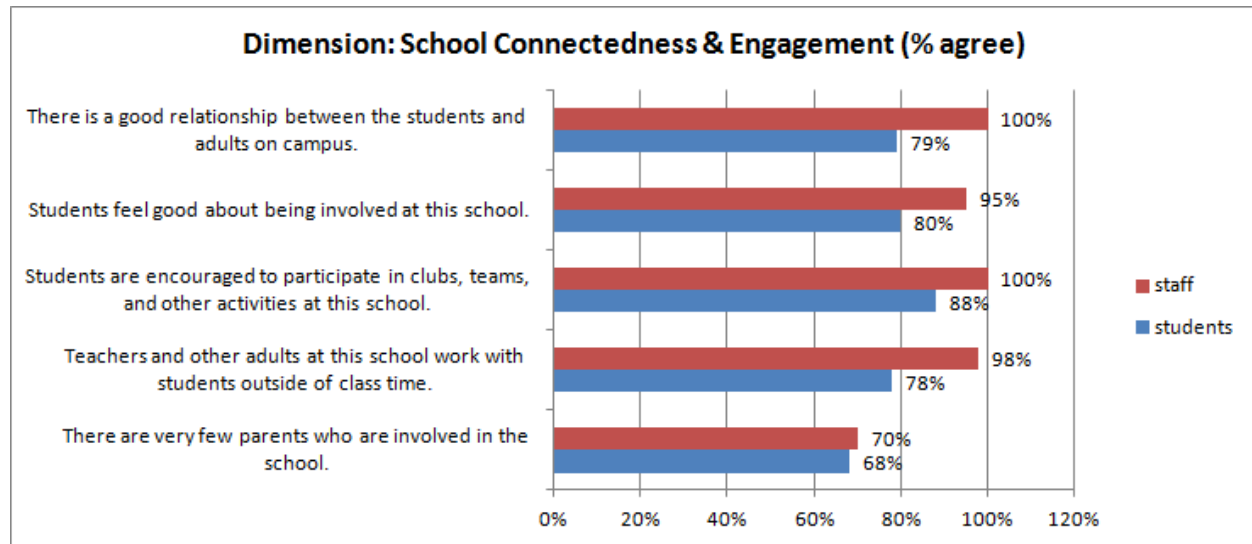
Question 3: How can we as teachers and students better address the consequences for not being in compliance with the dress code and rules about physically hurting other people?

- We feel it is already well addressed. However, some students just don't follow the rules.
- Talk about the punishments that could happen if you break compliance with the school rules.
- Teachers should address the school rules more and enforce them.
- Give warnings.
- By increasing severity of the consequences, such as giving away privileges or giving out more tickets or suspensions.
- Teachers can assign lunch detention, trash pickup, etc.
- We can have students sit in the office until their parents arrive either to pick them up or bring them appropriate clothing.
- Have a play on physically hurting others and the consequences.
- Test students after they learn about the rules.
- Teachers can enforce the fact that students are young adults and can be tried as an adult.

Question 4: How can we as teachers and students better make sure that all teachers enforce the same school rules?

- Make sure the teachers know all the school rules clearly.
- Remind them about the rules and consequences.
- Enforce the consequences if someone violates them.
- Notify teachers on the importance of enforcing the school rules.
- We can do this by telling a teacher or another adult when something goes wrong.
- Teachers should share their rules with one another during collaboration and enforce the rules they all favor.
- Teachers should have a rule book provided to them and make posters that show main school rules.
- Teachers could be given certain standards for rules that they have to follow, just like the California Content Standards.

Figure 3: Comparison of Students and Staff – School Connectedness & Engagement



On all six items in the dimension of *School Connectedness & Engagement*, more staff than students agreed to each statement. Though the staff strongly agrees that there is a good relationship between the students and adults on campus and that students feel good about being involved at Leuzinger, about 80% of students agree to these statements. In recent years, there has been an increase in school morale and ownership. As a result, the students and staff agree that students are encouraged to participate in clubs, teams, and other activities at Leuzinger. Both students and staff also agree that teachers and other adults at Leuzinger work with students outside of class time. All departments offer tutoring before school, during nutrition and lunch, after school, as well as on select Saturdays. Around 70% of both students and staff feel that there are few parents who are involved in the school. Through the WASC process, many parents have volunteered their time to participate in Focus Groups as well as Parent Home Groups. In addition, parents support Leuzinger athletics and also attend Title 1, Title III (ELAC), and SSC meetings, and Back to School Night. They have been an asset to the school community and a crucial part of our school-wide discussions.

Student Recommendations:

Question 5: How can we as teachers and students cultivate a better relationship?

- We can have fieldtrips to interact outside of the school environment.
- Teachers can participate more in our extra-curricular activities.
- Teachers can introduce their teaching methods and establish a friendly and positive working environment.
- Students and teachers can have a better relationship if teachers had office hours where students could discuss things regarding their classes.
- Instead of demand and power, think of classrooms as a family/ learning environment.
- Teachers should be organized and give clear instructions.
- Have teachers try and help the students “one on one,” but not so much so that they don’t become too dependent.

- If students get great test scores, the teacher can give them a homework pass.

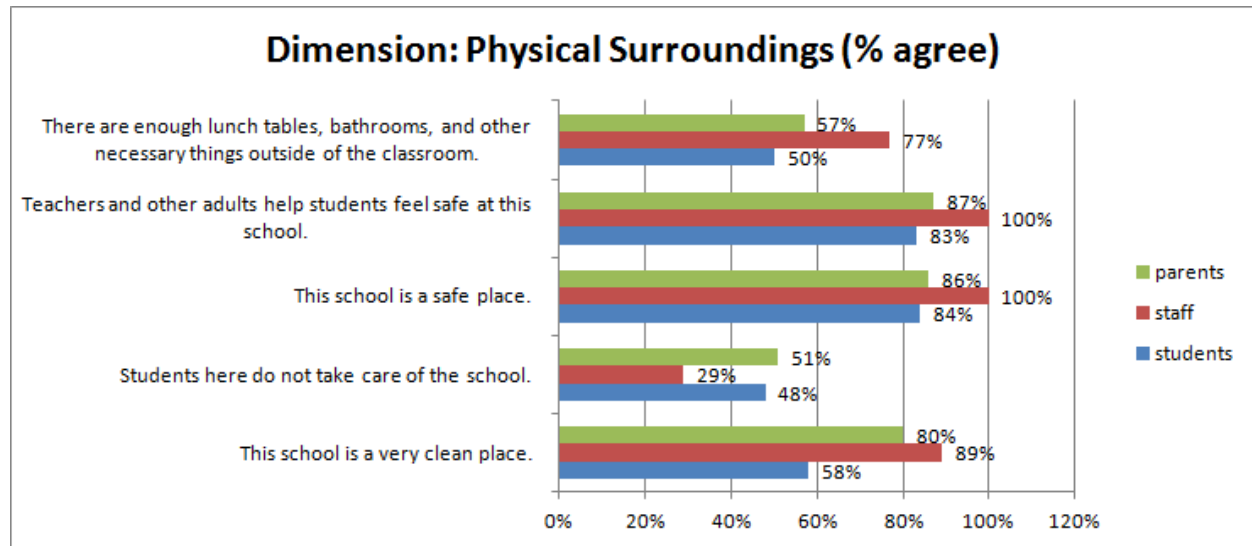
Question 6: How can we as teachers and students encourage more students to be involved at school and participate in after school clubs and teams?

- We can encourage more students to participate by promoting the clubs or sports and talk about how the club can help them with college.
- We can have presentations and promote clubs individually by talking about their interests.
- Have former club members and team members talk to the students that are planning to join and give testimonials
- Having more variety of clubs and promoting them.
- Provide more activities specifically for a targeted group.
- We can achieve this by making after school clubs and teams a lot more fun and exciting.
- Talk about the benefits of how much fun it is to be involved.
- Teachers can be more enthusiastic about clubs and be more supportive of clubs and sports.
- Teachers should join clubs relating to their subject or other subjects.
- Teachers can have more incentives like extra credit, raffles, and candy.

Question 7: How can we as teachers and students get more parents involved in school?

- We can get more parents involved in school by motivating them and telling them it's good for us.
- Parents are not aware of the multiple programs here at school, that could be improved by offering rewards for their parents.
- Email parents about upcoming events and give them an incentive for coming.
- Teachers can inform the students and parents about more school activities.
- Have more parent activities, such as more Back to School nights or Open House activities.
- Include fun activities for families, like family game nights.
- Send weekly reports of the students' grades and behavior.
- Having more parent-teacher conferences and notifying parents of school activities they can participate in.
- Perhaps having lunch invitations and extra credit options.
- Bring a parent to school day.

Figure 4: Comparison of Students, Staff, and Parents – Physical Surroundings



Though 77% of staff feels that there are enough lunch tables, bathrooms, and other necessary things outside of the classroom, only about half of parents and students agree. Staff, parents, and students all agree that teachers and other adults help students feel safe at Leuzinger and that Leuzinger is a safe place. Over 80% of staff and parents feel that Leuzinger is a clean place, but only 58% of students agree to that statement. However, only 29% of students agree that students do not take care of the school while about half of the staff and parents surveyed agree that students do not take care of the school.

Student Recommendations:

Question 8: How can we as teachers and students make this school an even safer place?

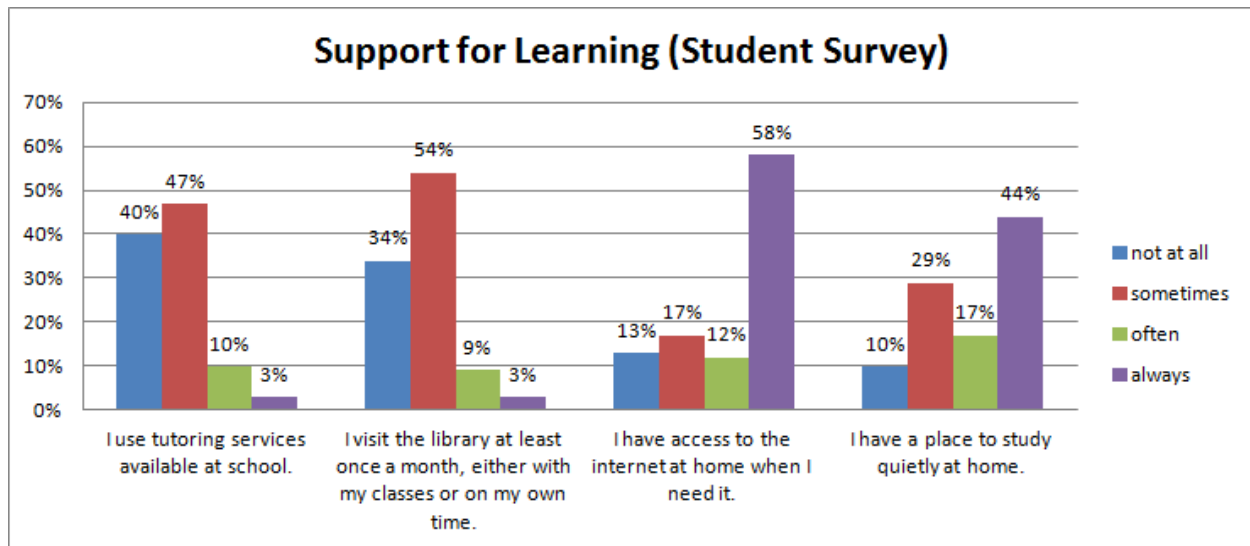
- Teachers and students can make this school an even safer place by fully enforcing the law to the fullest extent possible.
- Have a stricter security system.
- We can make it safer by having more security and placing more cameras around school.
- We can have metal detectors located in a couple of places around campus and security alertness.
- It is already safe as is.
- Having more staff on school grounds spread out and use the transportation equipment wisely.
- Security should not hang around in one area but rather be out especially during lunch and nutrition period.
- Encourage daily gestures of kindness to your peers and respect one another.

Question 9: How can we as teachers and students get all students to better take care of the school and make it a cleaner place?

- We should have recycling bins and more trash bins everywhere (in concentrated areas, next to groups, etc.)

- The littering law should be enforced to the fullest extent of the law.
- Disciplinary actions.
- Make sure people throw away their trash, do not have food fights, and recycle.
- Have security guards watch students.
- Incentives for keeping the school clean.
- Better food will be less thrown and clubs or after school activities to clean the school should be created.

Figure 5: Support for Learning, Student Survey



Students were asked items regarding support for their learning. Seventy percent of students have the internet available often or always. Sixty-one percent of students have a quiet place to study at home often or always. Only 13% of students often or always use tutoring services available at home, 47% sometimes, and 40% never. Similarly, only 12% of students often or always visit the library at least once a month, 54% sometimes, and 34% never. Discussion in student home groups focused on how to get the rest of the school community to use the tutoring services available at school as well as to better utilize our school library.

Student Recommendations:

Question 10: How can we as teachers and students better inform all students about the tutoring services available?

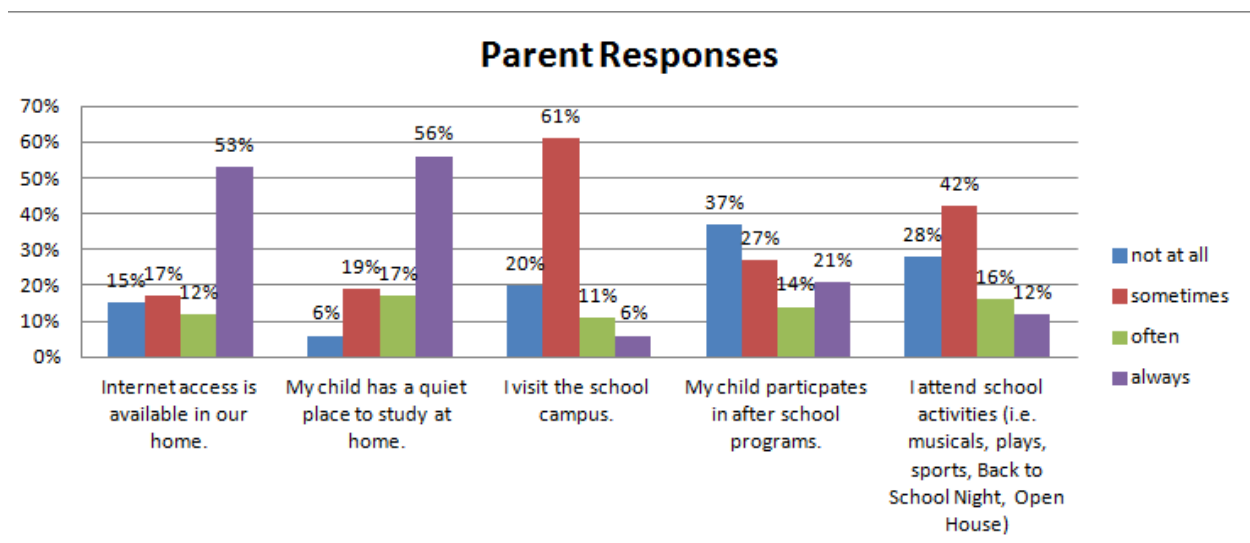
- Teachers can make daily announcements (before class and at the end of class) about tutoring offered in all subjects and the times tutoring is available.
- Pass out flyers and hang posters around school about tutoring services.
- Have tutors come to classes and talk to the students about joining.
- Hold an assembly about the help available at Leuzinger High School.
- By making tutoring mandatory for bad grades.
- Let parents know about the tutoring services.

- We can announce commercials based on tutoring on LTV.
- Lists of tutors and times.

Question 11: How can we as teachers and students better encourage all students to use the resources at the library?

- By advertising the different resources at the library (book of the week/month, tables, working desks for homework, computers).
- Teachers can assign more book reports that involve checking out a book.
- We need a better library that makes students want to go in and use the library. Stock more interesting books and comics.
- They can point them to where they could find these assignments and promote more usage of those resources in assignments to make students apply these resources.
- Find out the students who don't have internet and computers and then notifying them and their parents of the resources in the library.
- Offer more library time.
- We can have class trips every once in a while and a library located somewhere more convenient.
- Make a day of the week to go to the library and read.

Figure 6: Parent Responses



A little over half of the parents surveyed say that there is Internet access available at home which parallels the findings from the student surveys. However, 56% of parents believe their child always has a quiet place to study at home, whereas 44% of students feel the same way. Only 17% of parents often or always visit the school and 61% of parents sometimes visit the school. Almost one-third of parents surveyed often or always attend school activities and 42% sometimes attend school activities such as musicals, plays, sports games, Back to School Night, and Open House. Thirty-seven percent of parents say that their child does not participate in any after school program.

Question 1: How can you as a parent ensure that your child has Internet access available and a quiet place to study?

- No TV near the PC. Early dinner so my child can dedicate the evening to study.
- I can assure that my child has internet access by making it available at home and making sure that TVs are off for a certain period of time for studying and homework.
- I understand the importance of homework and will always have access to Internet when needed for homework.
- Make sure that the bill is paid monthly. Quiet places are available throughout the house.
- Checking the computer to make sure to pay on time.
- Always have communication and talk to my kids to find a time for them to do their homework.
- I have Internet available for my child and she has a room that she does her homework in by herself.
- Turn off TV.
- I can make sure electronics are off limits while he does homework.
- He has access all the time and he can do his homework all the time.
- Support my son's educational needs which include, but not limited to, multi-media, books, and Internet access so that this way my son will be equipped with information beyond the walls of the classroom.

Question 2: In what ways can you encourage your child to participate more in after school programs at Leuzinger?

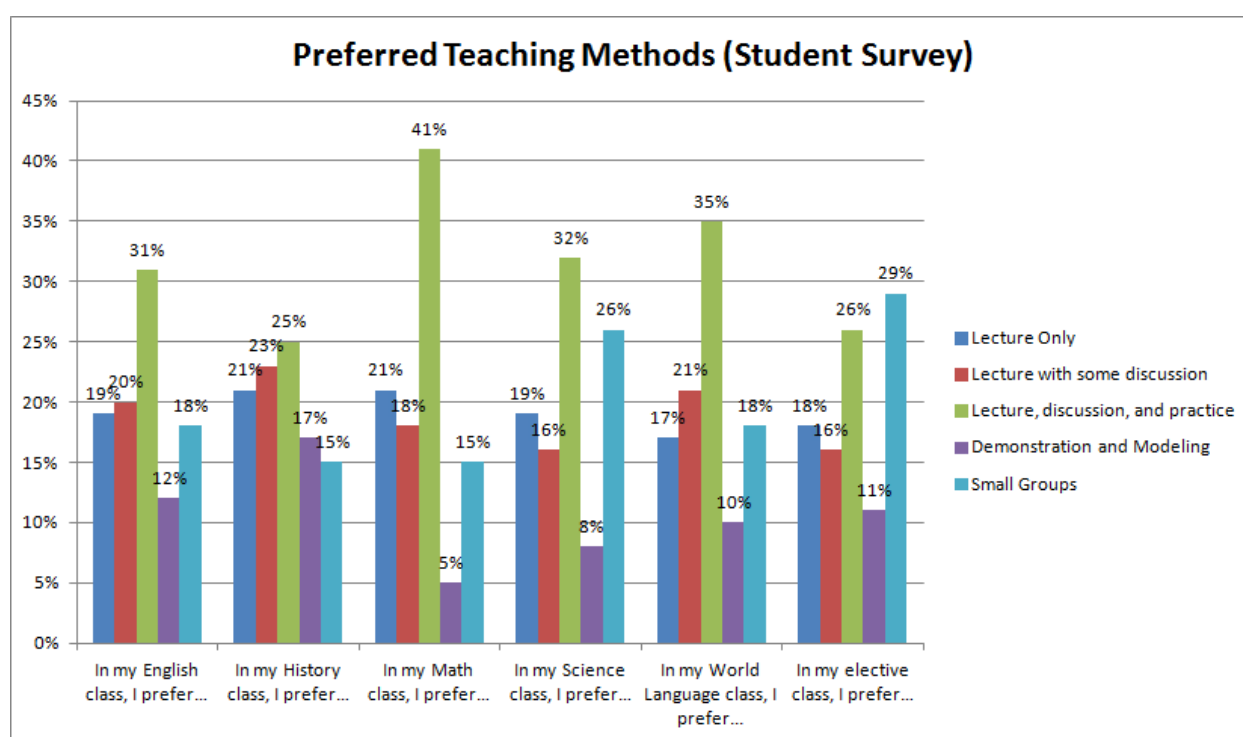
- We as parents let them know the benefits of participation and the knowledge he could gain.
- Support student activities and attend meetings where parents can get involved and be informed.
- Talking to them about the importance of it by giving them credit as a home chore / responsibility.
- My child plays football so he's already actively involved. Coaches are caring and much better with the recent changes.
- By asking and making sure what type of clubs there are.
- Talk to them about the great advantage in improving their grades and how it can make an impact in their life.
- The activity has to be very interesting for him to stay like maybe robotics.
- Offering something in exchange.
- Expose my son to any of my business meetings so that it will give him an idea on how important after school programs are to become a successful person.

Question 3: How can teachers, students, and parents better inform all parents about school activities?

- By phone, text message, email, and newsletters.
- Students pass on information to parents.
- Encourage.
- I think posting all activities online can help us as parents be informed on all activities at school.

- If a student feels encouraged by a teacher, has communication from the teacher to the parent, and let parents know ahead of time when a child is not doing good in a specific subject, it will mean a lot.
- By phone, the same way it has always been.
- Call the night before and leave a message at home.
- Give the students extra credit for having the parent sign a form / flyer to make sure they read it.
- If the teacher made some changes in their classroom policy, please send some correspondence rather than verbally telling students about the change without informing the parent.

Figure 7: Preferred Teaching Methods by Content Area (Student Surveys)



In all departments other than elective classes, students at Leuzinger High School report preferring a variety of methods for teaching. However, by far, the most preferred teaching method is “Lecture, Discussion, and Practice”. For elective classes, the most preferred teaching method is “Small Groups” followed by “Lecture, Discussion, and Practice”.

Question 12: Why is there an overwhelming preference for “lecture, discussion and practice” as opposed to the other teaching methods? What are the pros of this type of teaching method? Is this what you see in most of your classes? Why or why not?

- There is an overwhelming preference for “lecture, discussion and practice” because each student is different; some students are tactile learners, others are auditory, therefore, it is

best to use these three kinds of teachings during class. In all my classes, I (we) am/are taught with lectures, discussions, and practice.

- Maybe students do not have confidence that they can be involved in just being taught to. Yes, it's what we see in most classes.
- There is a preference for this teaching because after the teacher explains something, the students practices it. The pros are that it can really help students. I don't really know any cons to this teaching method.
- I believe this happens because students like to share their opinion. The pros of this teaching are that students show openness and demonstrate that they have learned the lesson. In most of my AP classes, teachers use this type of teaching method. After a lesson we gather in a group to share what we learned and sometimes teach other.
- There's an overwhelming preference for "lecture, discussion and practice" because students are able to ask questions when they are confused and in order for them to understand the lecture they take time to practice difficult problems. The pro of this teaching is that students can have a better understanding. I see this in my math class since it's where we practice problems.
- This method is effective because after teaching, the teacher can get the students engaged by discussing and practicing the topic with them. Yes, I see this type of teaching in all of my classes.
- "Lectures, discussion and practice" are old but reliable methods which are easy to use but not really the most effective. Teachers can try fun little activities; have mini projects and demonstrations of things.
- The pro of this type of teaching method is that teachers have a chance to lecture on what the class will be working on. The discussion is for the students to ask questions on what they didn't understand in the lecture. Practice is to see what the students understand and what they need to work on more. Yes, I see this in most of my classes and what I have seen so far is working really well.

Figure 8: Dimension – Instructional Methods (Teacher Survey)

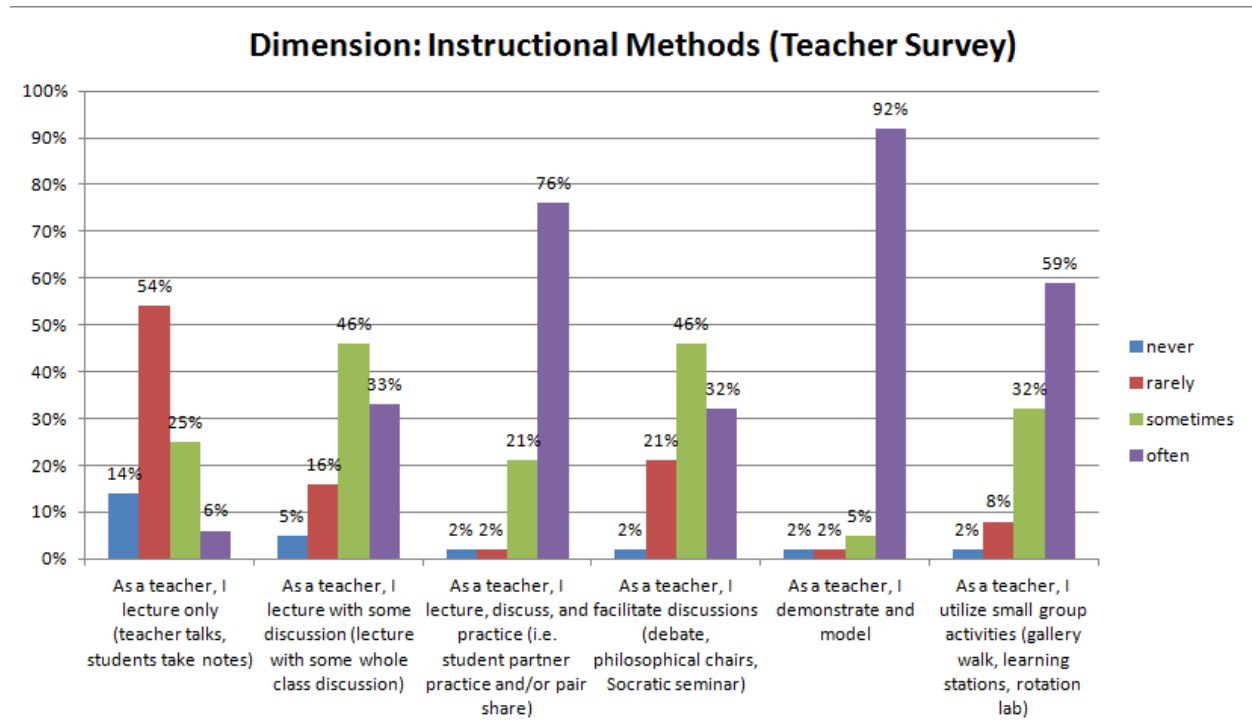


Figure 8 summarizes the usage frequency of various teaching methods among all teachers at Leuzinger High School. From the results, teachers at LHS report using a variety of teaching methods. The three most common methods used include teachers who demonstrate and model, utilize small group activities (gallery walk, learning stations, rotation lab) as well as lecture, discuss and practice (student partner practice and/or pair share). It is important to note that 54% of teachers rarely lecture only. This may be a result of all core teachers being trained in Direct Interactive Instruction in which the main goal is to allow students to discuss and practice and ultimately increase student engagement and success.

Chapter II

Student / Community Profile Overall Summary from Analysis of Profile Data



Chapter II: Student / Community Profile – Overall Summary from Analysis of Profile Data

IMPLICATIONS OF THE DATA

The data in Chapter I reveals that Leuzinger High School is on the right track and has developed procedures for the implementation and monitoring of the school-wide action plan to increase student achievement.

Demographic Changes | Leuzinger has seen major demographic changes over the last three years with slight changes in the ethnic make-up of the school. Due 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, and students attending schools outside the district, there has been a major decline in student enrollment. The overall student enrollment in 2011-12 was 1,550 students as compared to 2,928 students in 2008-09, with the enrollment of EL, FEP, and R-FEP students following similar trends.

Despite the decline in overall student enrollment, there has been an increase in enrollment over the last three years in Leuzinger's special programs – AVID, MCA, and ECA. There has also been a significant jump in the number of students enrolled in AP and honors courses. This means that more students are choosing the challenge of the rigorous academic programs offered at LHS. Another major change in demographics is that both the Title 1 enrollment and the free/reduced lunch participation rate has steadily increased in the past few years as a result of the district's effort to enroll all eligible students. The Title 1 enrollment has increased in the past three years, from 73.4% of students in 2008-09 to 87.3% in 2010-11. In 2011-12, Leuzinger started to receive school-wide assistance. In 2011-12, 93% of students received free/reduced lunch as compared to 77% in 2008-09.

Attendance and Discipline | In the past three years, the attendance rate has increased, the tardiness and truancy rates have decreased, and the suspension and expulsion rates have also decreased. This is the result of the joint effort of the school dean, school resource officer, chief safety officer, four permanent safety officers, and substitute safety officers who work closely with the administrative team, faculty, and parents to immediately address any student needs. Additionally, a progressive disciplinary plan implemented school-wide has helped lower the number of suspensions and expulsions. In 2011-12, the school dean started to focus specifically on attendance issues. Technology upgrades and the Saturday School attendance recovery program have also played a major role in this success. In addition, the increase of students involved in AVID, MCA, ECA and the AP/Honors program have played a major role in the shift towards a focus on student achievement. These demographic shifts have helped Leuzinger successfully develop procedures for the implementation and monitoring of the school-wide action plan.

AYP | Leuzinger High School did not meet all of the AYP goals for the last three years; however, with a focus on data analysis and student achievement, LHS has met the API Growth for all three years and the Graduation Target for 2010-11 and 2011-12. The greatest

improvement occurred in 2011-12 when the API increased 58 points and 17 out of 22 of the AYP criteria were met. All subgroups made significant gains in API growth: the African American subgroup increased by 28 points, the Hispanic subgroup by 72 points, the SED (Socio-Economically Disadvantaged) subgroup by 65 points, the EL (English Learner) subgroup by 70 points, and the SWD (Students with Disabilities) subgroup by a stunning 120 points. In 2011-12, Leuzinger met the AYP in all criteria except in ELA % Proficient in all subgroups. In Math, we reached our AYP goals for the first time, as math proficiency rates met safe harbor provisions.

API | Leuzinger High School has made significant improvements in its API, from 576 in 2009 to 700 in 2012. Though Leuzinger has not yet met the API target of No Child Left Behind (NCLB), the API growth of the past few years have mirrored the general increasing linear trend as set by NCLB. With an API increase of 123 points since 2009, only one other public non-charter high school in the state of California has had greater improvement than Leuzinger High School. In the past three years, the API of every subgroup steadily increased except for Students with Disabilities (SWD), with significant jumps in all subgroups from 2011 to 2012. Though there was a significant decrease of 93 points from 2009 to 2010, the SWD subgroup made a 43-point gain from 2010 to 2011 and a 120-point gain from 2011 to 2012. This major improvement in the SWD subgroup can be attributed to teacher collaboration and professional development opportunities that focused on DII, student engagement, and differentiated instruction which allowed for lesson planning geared toward individual student modalities. Prompt distribution of student accommodations / modifications pages helped general education teachers target students early in the school year. The Special Education department has been working to pair case carriers with students who were in their classes as much as possible in order to better monitor their case loads on a daily basis. In addition, increased number of students taking general education courses and/or in co-taught classes boosted student morale and made them accountable for their behavior and education. The incorporation of Learning Center also allowed students to receive extra help on assignments and learn organizational skills.

CST by Core Subjects | The CST results showed significant improvement in ELA and History scores across all courses. The Math CST showed the slowest progress across all courses. The Science CST showed significant improvement in 10th Grade Life Science and EOC Biology and a slight increase in EOC Earth Science and EOC Chemistry. This positive improvement can be attributed to the administrative team executing a data-driven, systematic, and intervention based program starting in the 2010-11 school year. Prior to that year, there had been some instability with administration staff and turnover. The faculty worked closely with the administration to achieve specific goals to meet all state and federal accountability requirements (AYP, API, and AMOs). Focus was also placed in all five subgroup areas. Interventions included English Enrichment and Math Lab (daily tutoring services), Benchmark data analysis during collaboration, CST prep in all core classes, CST Boot Camp, Saturday CST prep classes, administrative classroom visits discussing the CST, targeted individual meetings by administration with students who had regressed from the previous year, and incentives and raffles for students who jumped proficiency levels. Many of these discussions took place during the bi-monthly teacher collaborations. The certificated staff was also trained in using new technology such as the interactive white boards and classroom responders as well as DII (Direct Interactive Instruction), a research-based instructional strategy that promotes student engagement and success.

CST % Proficient/Advanced by Subgroup | LHS students in all subgroups (African American, Hispanic, SED, EL, and SWD) increased in % Proficient/Advanced on the CST in all core subjects (ELA, Math, Science, and History) from 2009-10 to 2011-12. Although the EL and SWD subgroups are improving, there is still a performance gap between the EL and SWD subgroups and the African American, Hispanic, and SED subgroups. Compared to their English proficient counterparts, ELs tend to score lower on the CST because their language skills are not as developed. However, ELA, Math, Science, and History all had the most success in bringing up the EL performance. Students classified with learning disabilities scored lower than students without learning disabilities because the CST is not designed to test the progress of students with moderate to severe learning differences. As a result, one of Leuzinger's critical academic needs is to support English Learners and Special Education subgroups to close achievement gaps.

CAHSEE ELA | The ELA CAHSEE pass rates have increased the past three years – 58% in 2010, 68% in 2011, and 73% in 2012. This success can be attributed to concerted efforts made by the English department to incorporate CAHSEE style questions and prompts in daily lessons and to review test taking strategies. In addition, struggling students were placed in support classes (Read 180 and ELA Success) and they were taken out of class to attend CAHSEE Boot Camp during the weeks leading up to the CAHSEE. English teachers also identify student strengths and weaknesses in specific ELA CAHSEE strands and collaborate on how to best address the weaker strands in class.

CAHSEE Math | In Math, 71% of 10th grade students passed in 2010, 69% in 2011, and 77% in 2012. This success can be attributed to major efforts made in the 10th Geometry classes to prepare students for the CAHSEE using released test questions. Struggling students were placed in support classes such as Math Success where the ALEKS online program allowed students to receive CAHSEE prep. Moreover, students were targeted to attend CAHSEE Boot Camp during the weeks leading up to the CAHSEE. Math teachers also identify student strengths and weaknesses in specific Math CAHSEE strands and collaborate on how to best address the weaker strands in class.

CAHSEE % Proficient | For ELA, even though the School-wide % Proficient in ELA has increased the past few years, from 23% in 2010 to 38% in 2011, with a slight decrease to 37% in 2012, the 10th grade students did not meet the NCLB target proficiency rates for ELA of 55.6% in 2010, 66.7% in 2011, and 77.8% in 2012. Though there has been an increase in % Proficient for the EL And SWD subgroups, the proficiency rates for these subgroups are at most 10% and significantly lower than the other subgroups. Similarly, for Math, even though the School-wide % Proficient in Math has increased the past few years, from 30% in 2010 and 32% in 2011 to 41% in 2012, the 10th grade students did not meet the NCLB target proficiency rates for Math of 54.8% in 2010, 66.1% in 2011, and 77.4% in 2012. Though there has been an increase in % Proficient for the EL and SWD subgroups, the proficiency rates for these subgroups are at most 19% and lower than the other subgroups.

EL and SWD Subgroups | The CST and CAHSEE data points to the importance of engaging and supporting our EL and SWD subgroups. In the effort to address the needs of the English Learners and Students with Disabilities, the following instructional practices are implemented across the core content areas: DII, Think-Pair-Share, scaffolding and spiraling, use of

technology, systematic vocabulary building, various levels of questioning, cooperative learning strategies, strategically seating students, explicitly stating the standards, objectives, and goals of each lesson, and following the IEP recommendations. Select courses in Math, Science, and History are offered as SL or SDC classes. The textbooks have dual glossaries and are also on audio.

The English department uses the Blackline Masters *Structures and Strategies for Student Engagement* to address the needs of English Learners and Students with Disabilities. Strategies include using the appointment clock, vocabulary matrix, word map, word study organizer, reading tree, and discussion frames. The English Department is also involved in ELPD (English Learner Professional Development) with the ELD Coordinator in order to address the needs of Long Term English Learners. This year, Leuzinger will also provide Saturday CAHSEE preparation courses specifically targeting those ELs who have yet to pass the ELA CAHSEE.

In 2011-12, the Math department started the co-teaching model where SWD students were placed in general math classes and supported by two teachers. All teachers follow the IEPs for SWD students. In Science, the hands-on labs support the needs of EL and SWD students. In World Languages, teachers use many strategies that naturally scaffolds for EL and SWD students. For EL students, teachers tap into prior knowledge and make connections with their home language. For SWD students, teachers incorporate visuals, pictures, interactive technology, and repetition. In ELD, teachers support the EL and SWD students by targeting specific comprehension skills such as “how to make predictions” or “how to plan your reading”, using context clues, participating in the LTEL (Long Term English Learner) training, and using System 44 for Beginning ELD students as well as the Edge Online Coach and Online assessments.

Art teachers use targeted activities and art portfolios to check for student understanding, acknowledging that students learning a second language or with special needs require a variety of ways to demonstrate their understanding of concepts or artistic skills. The use of visual aids, including pictures, diagrams, charts, verbal and written instructions, and handouts with pictures help the EL and SWD students easily recognize essential information and its relationship to supporting ideas or art related concepts. Visuals make both the language and the content more accessible to all students.

Career Academies | In comparison to the School-wide CST scores in the last three years, MCA and ECA had higher percentages of students who scored Advanced or Proficient, higher percentages of students who scored Basic, and lower percentages of students who scored Below Basic or Far Below Basic. These trends show that MCA and ECA have had a positive impact on student achievement. In addition, the high graduation rate of students in MCA also points to the success of a small learning community.

Academic Support Services | Academic support services are available for all students and include English Enrichment, Math Lab, Club Olympian, as well as tutoring hours offered by teachers from all departments before school, during lunch, and after school. The Library, Computer Lab, and College and Career Center are also open for students who need access to

computers and printers or need a quiet place to study. AVID also offers tutoring with the help of student tutors.

SAT and AP | Though the number of SAT test takers at LHS has generally remained the same from 2008 to 2010, at around 30% of the twelfth grade class, there have been slight gains in all three sections of the SAT. As part of Title 1, students are able to take free SAT prep classes on Saturdays.

The AP program at Leuzinger High School has grown significantly the past few years, with 223 students enrolled in the AP program in 2010, 299 students in 2011, and 599 students in 2012, a 100% increase from 2011 to 2012. The % of AP students with scores of 3+ only decreased by 5.9% which shows that the increase of the number of students taking AP classes did not seriously affect AP pass rates, but rather helped increase proficiency levels on the CST. A significant number of students in the lower three bands moved up a level due to the fact that they were in a more rigorous environment. All Leuzinger students qualify for a fee waiver and are only required to pay \$5 per exam. During the summer, many AP teachers attend the AP Summer Institutes held by CollegeBoard to learn best practices and collaborate with other AP teachers around the Los Angeles area. AP teachers also collaborate once a month at the AP/Honors meeting after school. Throughout the year, there are AP prep classes held by AP teachers before school, during lunch, after school and on Saturdays.

A-G Completion Rates | A-G completion rates for graduating seniors have generally remained the same since the last WASC visit. In 2009-10, 32% of LHS graduates met the A-G requirements and completed all courses required for UC/CSU admission. In 2010-11, 24% of graduates met the A-G requirements and completed all courses required for UC/CSU admission. The number of African American graduates meeting A-G requirements decreased by 10% from 2008 to 2011, while the number of Hispanic graduates increased by 5% from 2008 to 2009, then decreased by 8% from 2009 to 2011. In 2011-12, 27% of LHS graduates met the A-G requirements and completed all courses required for UC/CSU admission. The A-G completion is a result of our counselors who work one-on-one with students every year to plan out the most rigorous program of study based on each student's potential, prior year's grades, and test scores. The expectation is that students will take the more challenging course and not just satisfy graduation requirements. LHS students meet regularly with counselors and also work closely with the college/career technician.

Counseling | In 9th grade, students attend a Freshman First Day where they are given a tour of the school, meet their teachers, receive their schedules, and watch a PowerPoint presentation that explains A-G requirements, graduation requirements, school policies, and expectations. Counselors explain the differences between middle and high school and introduce students to various campus activities. Counselors have an open door policy and meet with all students as needed.

In 10th grade, counselors hold a Back on Track meeting with parents and students who are failing three or more classes on the five-week progress report. Our goal is to provide assistance and intervention early in the school year. Counselors meet with all 10th grade students in their World History classes where they are informed of graduation requirements, tutoring, college

expectations, and the importance of getting involved in campus life.

In 11th grade, counselors meet with students in their U.S. History class to review test prep opportunities, A-G requirements, transcripts, credit recovery opportunities, SAT prep classes, grades, and college/career plans. Counselors also meet with 11th graders at mid-semester to ensure that they are on track for graduation.

In 12th grade, counselors meet one-on-one with students and meet with parents of students who are not on track for graduation. Counselors review transcripts, grades, goals, college plans, scholarships, opportunities for credit recovery, discuss personal issues, and make referrals if needed. Counselors also meet with students to pass out the Leuzinger scholarship application and discuss other scholarship options.

D and F Rates | The percentage of Ds and Fs has significantly lowered in 2011-12 in all core classes, especially in Math where the % of D/F rates decreased by 15%. Improvements have been made as a result of staff development dedicated to this issue and department chairs working with administration and teachers to develop an approach that focuses on student motivation. Increased teacher and parent contact, tutoring before school, during lunch, and after school, a no zero policy, re-teaching, and positive student morale have played a major role in lowering the percentage of Ds and Fs.

In December of 2011, a number of teachers from Leuzinger High School attended a national conference in Portland, Oregon that dealt with the issues of grading and the meaning of grades. Teachers discussed the importance of letting student grades be a reflection of what they have learned rather than a behavioral reflection. The main point is to increase student motivation by offering students multiple opportunities to learn the content and having students put more effort in their own learning. The lack of motivation for many students is the zero they receive from teachers who do not hold them accountable to assignments and assessments not turned in, when in fact, a grade should reflect student understanding of the content.

Completion Rates | LHS 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. The LHS graduation rate has remained the same the past few years, at 66.6% in 2008, 60% in 2009, 68% in 2010, and 66.8% in 2011. In comparing the graduation rates from 2010 to 2011, all subgroups had positive growth, with the greatest improvement made in the EL subgroup with a 15.7% increase, followed by the SWD subgroup with +11.9%, the African American subgroup with +10.3%, and the Hispanic subgroup with +9.5%.

College-Going Culture | Leuzinger has instilled a “college-going culture” and continues to find ways to facilitate that trend. Several of our school clubs and organizations visit various colleges and universities to expose students to the college culture. In our main hallway, pictures of students and the names and logos of the college they plan on attending in the Fall are displayed to motivate the underclassman at Leuzinger High School. Announcements of scholarship awards earned by various seniors are displayed as well. Students accepted to a college or university are congratulated over the PA system. Leuzinger hosts a Senior Banquet for students accepted to surrounding and out-of-state colleges and universities. More importantly, the increasing dialogue

between teachers and students as well as students amongst themselves about the necessity of college has contributed to the college-going culture. As added exposure, the main hallway displays the pennants from the various colleges and universities that our teachers and alumni have attended. With most of our students having the potential to be the first in their family to go to college, it is important that we continue in our efforts to support our students so they can qualify and be competitive for admission.

The Black Student Union nurtures a relationship with the UCLA S.H.A.P.E. program. The S.H.A.P.E. (Students Heightening Academic Performance through Education) program offers tutoring, college literacy, personal counseling, and an annual trip to UCLA. The University of California, Berkeley's retention outreach center sends student representatives every year to visit our classes to provide information about attending Berkeley, and to promote overall college literacy for our students that may not be academically qualified to attend UC Berkeley.

AVID | The growing AVID Program has played a crucial part in the college bound culture at Leuzinger. 100% of AVID students are enrolled in UC/CSU approved courses required for UC/CSU admission. In 2011-12, 98% of AVID graduates met the A-G requirements and passed all their classes. In addition, 83% (55/66 students) AVID seniors were accepted into a four year institution, and 75% of the seniors who attended a four year college or university were AVID students. Of the 11 that did not, two students enlisted in the military and three faced problems with their legal status. Moreover, three AVID students received full-ride scholarships from QuestBridge, Posse, and Gates Millennium. The valedictorian, ASB president, and class president were all AVID students.

Home Groups and Focus Groups looked at school-wide and disaggregated data in the 2011-12 school year and again in Fall of 2012. Increased academic achievement of all students in all content areas is still the primary focus. In addition, the achievement gap of English Learners and Special Education subgroups will be a focus. Another concern is to increase the A-G completion rates. In the effort to balance student needs and available resources, Leuzinger High School has identified three Critical Academic Needs based on student performance on standardized tests and classroom assessments. These needs are addressed in the action items within the overall 2012-13 Single Plan for Student Achievement. This plan was reviewed by all departments in the Fall of 2012, with final revisions completed in December of 2012. Data elements have been added or existing ones expanded to address the academic needs.

CRITICAL ACADEMIC NEEDS

1. Improve the academic achievement of all students in all content areas.

As Measured By:

- CST Scores
- CAHSEE Scores
- Benchmark Exams and Common Assessments
- CELDT Scores
- D/F Rates

2. Improve the percentage of students successfully completing high school, and ensure that they are properly prepared for college and career.

As Measured By:

- Graduation Rate
- Dropout Rate
- D/F Rate
- A-G Completion Rate
- EAP Results
- UC Writing Assessment Results
- SAT Participation and Scores
- ACT Participation and Scores
- AP Participation and Test Scores

3. Support English Learners and Special Education subgroups to close achievement gaps.

As measured By:

- CST Scores
- CELDT Scores
- Benchmark Exams and Common Assessments
- Reclassification Rate
- Subgroup Performance on API and AYP Reports
- AMAOs

IMPORTANT QUESTIONS

1. How can we replicate and/or expand upon programs that have led to the API growth over the last few years?
2. How can we strengthen student skills in Algebra 1 and Geometry so that they are more successful on state assessments?
3. How can we improve the A-G completion rates?
4. What can we do to close the achievement gap for our EL and SWD students?
5. How can we improve the graduation rates?
6. How can we continue to ensure the success of our academies?
7. What training needs to take place in order for all teachers to feel confident using student performance data to directly impact instruction?

Chapter III

Progress Report



Chapter III: Progress Report

Leuzinger High School's most recent self-study occurred in March of 2006, followed by a limited-term revisit in 2008 and a mid-term progress report and visit in 2009. As recommended by the WASC Visiting Committee in 2006, our WASC/Single Plan for Student Achievement guides our ongoing school improvement efforts to graduate college and career-ready students who exemplify our Expected Schoolwide Learning Results (ESLRs) as effective communicators, creative and critical thinkers, responsible citizens, and life-long learners.

School-wide progress is a cooperative effort between the students, staff, and parents via the School Site Council, PTSA, ELAC, parent workshops, various curricular and extra-curricular committees, faculty collaboration, and regular staff development. All stakeholders in the Olympian family are intensely proud of our academic progress for student achievement and continue to develop a rigorous, college-going culture on campus.

Additionally, Leuzinger High School's Academic Performance Index has been a major focus on campus. The following table shows the results of the last four years.

API Year	API Score	Increase/Decrease
2009	576	--
2010	611	+34
2011	643	+33
2012	700	+58

Leuzinger's API scores since the last WASC visitation has shown significant gains.

- From 2009 to 2012, our API score increased by 123 points. This is a tribute to the hard work of our students, the differentiated teaching strategies of our teachers, and the administration's ability to lead Leuzinger in the right direction.
- From 2009 to 2012, we showed a trend of increasing our score by an average of 41 points per year, an amazing accomplishment.
- Our recent API gain improved our Statewide Ranking from a "1" to a "2" which means that we are no longer in the bottom 10% of all California high schools.
- Our Similar Schools Ranking also climbed from a "3" to a "4", the third year in a row we have made improvements in this area. The last time our Similar Schools Ranking was a "4" was in 2006.

Overview

This chapter will describe the progress made since the last full Self-Study and WASC visit in 2006. It has been divided into four sections. The first section will highlight areas of improvement identified by the visiting committees as needing immediate attention and outline the action plan

as referenced from the last WASC visit, Leuzinger's critical academic needs, and the ESLRs. The school staff and community joined with the visiting committee in recognizing that it was essential for these needs to be addressed vigorously and without delay to ensure the continued successful academic growth of all students served by Leuzinger High School. The second section will highlight all the significant developments since the last WASC visit to support Leuzinger's action plan. The third section will describe additional and continued efforts of the school community that have ultimately led to our recent API growth. Finally, the fourth section will describe the implementation and monitoring of the action plan.

SECTION 1

Areas of Improvement

At the conclusion of the last self-study in 2006, the visiting committee identified three areas for improvement.

1. Increase student achievement in English Language Arts.
2. Increase student achievement in Mathematics.
3. Personalize the Leuzinger High School learning environment.

During the limited-term revisit in 2008, the visiting committee identified one more area for improvement.

1. Develop evaluation tools to measure the success of the action plans and the impact on student achievement. The data should be used to sharpen the school focus on the priority areas for improvement.

Finally, during the mid-term visit in 2009, the visiting committee made the following four recommendations.

1. Continued progress towards developing and maintaining systems for data analysis and accountability of all interventions, instructional programs and classroom teaching strategies.
2. Application of data analysis to curricular, instructional and event planning decisions on campus for all students.
3. Increased focus and accountability for student centered and dynamic teaching strategies in all classrooms.
4. Continued growth in the area of communication with parents and students regarding school activities, grades, college readiness, and graduation requirements.

Action Plan

Based on all the recommendations made by the WASC visiting committees in 2006, 2008, and 2009, Leuzinger High School developed the following four action steps that are aligned to the WASC action plans.

1. Increase proficiency levels on the 2008-09 Math and ELA CST by 5% overall by 2011 for students continuously enrolled.
2. Continue to develop systems for data collection and analysis to positively impact student achievement by Spring 2011.
3. Increase graduation rate and college acceptance rate of continuously enrolled students by 15% and 10% respectively by Spring 2011.
4. Improve staff and student attendance and morale.

Critical Academic Needs

Based on the recommendations from the WASC visiting committees, Leuzinger High School identified three critical academic needs to address the four areas of improvement. Also, the three critical academic needs are supported by the action steps identified in the Single Plan for Student Achievement.

- 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.

ESLRs

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.

SECTION 2

This section will highlight the significant developments since the last WASC visit to support Leuzinger's action plan. As a result, each action step will address (a) the areas of improvement recommended by the WASC visiting committees, (b) the ESLRs and (c) the target growth. In addition, this section will bring attention to the results since the implementation of the action plan.

Action Step 1: Increase proficiency levels on the 2008-09 Math and ELA CST by 5% overall by 2011 for students continuously enrolled.

Addresses visiting committee's areas of improvement (2006): 1 & 2

1. Increase student achievement in English Language Arts.
2. Increase student achievement in Mathematics.

Addresses visiting committee's areas of improvement (2009): 1 & 3

1. Continued progress towards developing and maintaining systems for data analysis and accountability of all interventions, instructional programs and classroom teaching strategies.
3. Increased focus and accountability for student centered and dynamic teaching strategies in all classrooms.

Addresses ESLRs: 1 & 2

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.

Since our last Self-Study, the following actions have been taken to support this action step while addressing the last WASC visiting committee's recommendations.

- **Technology Upgrade** | Leuzinger High School has made significant technology upgrades to complement all the new classrooms since the last WASC visit. The use of technology in the classroom has increased tremendously as teachers are taking advantage of these resources to increase student engagement. Currently, every classroom at Leuzinger High School is equipped with an interactive white board, a class set of responders, a slate, and a document camera. Teachers are also provided with ongoing training to help them easily navigate through the software that supports the interactive white board.
- **ALEKS Math Support in Algebra Essentials and Math Success Class** | To continue supporting students who are in math intervention courses, Leuzinger High School integrated the ALEKS program as part of the curriculum in the Algebra 1 and Geometry support class. ALEKS, which stands for Assessment and Learning in Knowledge Space, is an online resource that uses adaptive questioning to assess a student's current performance level in math. Teachers use the ALEKS program to help students revisit Algebra 1 and Geometry concepts and review CAHSEE questions. ALEKS is designed to scaffold lessons and also has a built-in feature to continuously reassess the students to ensure that learning is taking place.
- **Saturday CST Prep Classes (Algebra 1, Geometry, and English)** | Since the last WASC visit, Leuzinger High School has implemented a CST Review Class in the areas of Algebra 1, Geometry, and English. The goal is to better prepare students for CST testing by providing them with additional support, revisiting key concepts, and reviewing test-taking strategies. Students were selected based on their Quarter 1 and 2 Benchmark scores and their most current CST score. Selected students enrolled in Algebra 1, Geometry, and English were recommended to attend the prep classes the weekend before the start of the Math and English CSTs.
- **ELA Success** | Leuzinger High School has implemented ELA Success for 10th graders who need extra support in ELA. Students were selected based on their 9th grade SRI and CST results. The goal of ELA Success is to prepare 10th graders for the CAHSEE test

while improving their reading and writing skills. ELA Success teachers are also provided with the opportunity to administer the SRI exam three times a year in the ELA Success class.

- **Math Lab** | Math Lab was developed and implemented by Leuzinger's Math department to address students in need of extra math support during lunch and after school. Math Lab provides students with homework tutoring along with make-up test and test correction opportunities. Students can also be recommended by their math teachers to attend Math Lab before they are given the opportunity to make-up a test. Math Lab is fully operated by Leuzinger math teachers (refer to Appendix for Math Lab schedule).
- **English Enrichment** | English Enrichment is an after school program created by Leuzinger's English department to offer students extra support in ELA. English Enrichment is offered to all students who need extra support in their English classes. English Enrichment is fully operated by Leuzinger English teachers (refer to Appendix for English Enrichment schedule).

Action Step 2: Continue to develop systems for data collection and analysis to positively impact student achievement by Spring 2011.

Addresses visiting committee's area of improvement (2006): 1 & 2

1. Increase student achievement in English Language Arts.
2. Increase student achievement in Mathematics.

Addresses visiting committee's area of improvement (2008): 1

1. Develop evaluation tools to measure the success of the action plans and the impact on student achievement. The data should be used to sharpen the school focus on the priority areas for improvement.

Addresses visiting committee's areas of improvement (2009): 1 & 2

1. Continued progress towards developing and maintaining systems for data analysis and accountability of all interventions, instructional programs and classroom teaching strategies.
2. Application of data analysis to curricular, instructional and event planning decisions on campus for all students.

Addresses ESLRs: 1 & 2

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 problem.

Since our last self-study, the following actions have been taken to support this action step while addressing the last WASC visiting committee's recommendations.

- **Data Director** | Leuzinger teachers are provided with ongoing training to use Data Director to access student data (CST, CAHSEE, and Benchmark scores) so that they are

able to adjust and focus instruction in the appropriate areas to increase overall student success. In the initial phase of infusing the use of data into the regular practice of teachers, administration was cognizant of making sure teachers were provided with the knowledge, skills, and training to use data effectively.

- **Data Teams** | Data Teams, consisting of mostly department chairs and academy coordinators, have met the past two summers to discuss data. Participants are provided with training on how to locate, create, analyze, and make use of data as well as how to navigate through online resources such as DataDirector, PowerSchool, DataQuest, and Ed-Data. Data Teams also spend time reviewing the current student achievement data to map out strategies for the upcoming school year.
- **Learning Walks** | The Learning Walk is a powerful practice that has been adopted by Leuzinger High School. Every two weeks, a select group of teachers is given release time to observe other teachers on campus. A Learning Walk starts off with a brief meeting in the library where all participants engage in a discussion about effective and ineffective teaching. Additionally, teachers share their understanding of DII teaching practices and discuss how the practices relate to the effective teaching ideas they noted earlier. The second part of the Learning Walk is the classroom observation time. Teacher participants are divided into three groups and accompanied by one administrator to visit eight to ten classrooms. After each observation, teachers quickly debrief what they observed, jot down notes on the DII observation template (refer to Appendix for DII observation template), and then move on to the next classroom. The last part of the Learning Walk is the debriefing component. After the observations, all three groups reconvene in the library to discuss their observations. During this process, they reflect on the effective teaching ideas they noted in the morning. They chart out the positives and negatives they observed in the areas of lesson structure and sequence, student engagement, feedback and correctives, proactive classroom management, instructional environment, and standards and lesson objectives. The teachers then discuss the next steps as a school to continue to improve teaching practices.
- **Bi-Monthly Collaboration** | All teachers at Leuzinger High School participate in bi-monthly departmental collaboration. During collaboration, teachers engage in discussions related to teaching and learning. More specifically, collaboration is often focused on curriculum development, pacing, best practices, assessment, and data analysis. Collaboration also helps Leuzinger teachers gain shared knowledge resulting in informed professional decisions and the possibility of a department-wide consensus.
- **Monitoring of EL Students** | English Learners at Leuzinger are administered the CELDT test, a required state test for English language proficiency. It is given as an initial assessment to newly enrolled students whose primary language is other than English, and as an annual assessment to students previously identified as English Learners enrolled at Leuzinger High School. EL students are closely monitored at the time of placement and then throughout the school year to ensure that they are receiving appropriate instruction. The ELD Coordinator regularly pulls data on EL students to ensure they are receiving the proper support in their classrooms.

- ELD Program Flow** | Over the past three years, the ELD Department at Leuzinger High School has undergone a number of changes in order to better meet the needs of its English Learners. In regards to short-term English learners, the school has streamlined its ELD courses. Students in this group are given an Edge Placement test at registration in order to determine proper placement in one of our four ELD courses: Fundamentals, Level A, Level B and Level C. This last course is a one period course taken in conjunction with a regular English 9 SL class that allows ELD students to make up any English credits they might be missing from participating in the ELD curriculum. Short-term ELs take the Edge Gains test at multiple points in the semester in order to identify students who will be able to skip a level at the semester. This allows the department to make placement determinations throughout the year as opposed to the more rigid system used in prior years where a student was not given a placement test and would have to complete a full one-year course in order to move up to the next level regardless of skill level. This added flexibility encourages faster language acquisition and increases a student's motivation to improve. It also provides the added benefit of being able to complete the ELD program and then move out into the mainstream classes to complete the graduation and college entrance requirements.
- ELD Test Prep Support** | The ELD Department has put into place a number of test prep support elements for English Learners. At the beginning of the year, ELs are informed of their scores and teachers have the opportunity to share their expectations for the coming year. Saturday CELDT prep sessions are held in May. In addition, English Learners receive CAHSEE and CST support in class as well as during CAHSEE and CST Boot Camp sessions.
- Title 1 Meetings** | Title 1 meetings are held on the third Thursdays of every month from 6pm to 7pm. Parents are contacted through the school's auto-dialer two days before the Title 1 meeting. Title 1 meetings provide information about Leuzinger's participation in Title 1 programs, requirements of Title 1 programs, parental involvement rights, and information about our school's progress towards meeting federal Adequate Yearly Progress (AYP) targets.
- ELAC (English Learners Advisory Committee) Meetings** | ELAC meetings are held on the first Tuesday of every month from 5pm to 7pm. The overall aim of each ELAC meeting is to discuss how Leuzinger's English Learner program can assist in the development of the school goals, objectives, and priorities of the program, while advising on the materials and evaluation of the site program. Additionally, the ELAC committee advises the principal, school staff, and the School Site Council on programs and services for English Learners.
- DELAC (District English Learners Advisory Committee) Meetings** | Our ELAC committee is also part of our district-wide DELAC committee. DELAC meetings are held on the first Monday of every month at the district office from 6pm to 7:30pm. The role of the DELAC committee is to advise the School Board on programs and services for English Learners. It helps monitor the progress of the various ELACs, while advising

ELAC representatives on how to continuously improve their ELAC committee to better serve English Learners.

Action Step 3: Increase graduation rate and college acceptance rate of continuously enrolled students by 15% and 10% respectively by Spring 2011.

Addresses visiting committee's area of improvement (2006): 3

3. Personalize the Leuzinger High School learning environment.

Addresses visiting committee's area of improvement (2009): 3 & 4

3. Increased focus and accountability for student centered and dynamic teaching strategies in all classrooms.

4. Continued growth in the area of communication with parents and students regarding school activities, grades, college readiness, and graduation requirements.

Addresses ESLRs: 3

3. Be responsible citizens in the Leuzinger High School community.

Since our last self-study, the following actions have been taken to support this action step while addressing the last WASC visiting committee's recommendations.

- **CAHSEE Boot Camp for 10th Graders** | Select tenth grade students were provided with additional support and preparation prior to taking their first CAHSEE exam. Students were selected based on their first semester grades, Benchmark scores, CST scores, attendance, and teacher recommendations. The effort to focus on specific students reflected our school's data-driven decision making process. Students who were selected for CAHSEE Boot Camp were enrolled in a class for eight days where they received Math, English, and test-taking strategies designed specifically for the exit exam. Arrangements were made with teachers to allow these students to make-up any missing assignments or tests. The success of the CAHSEE Boot Camp contributed to our school's increasing CAHSEE pass rates.
- **Direct Interactive Instruction** | Leuzinger teachers are currently implementing research-based instructional strategies called Direct Interactive Instruction (DII). Leuzinger High School partnered with Action Learning Systems, Inc. (ALS) to provide teachers with training on how to design and implement interactive lesson plans to increase student engagement in the classroom. All teachers were given release time to work individually with an ALS representative. This consisted of a planning period, modeling period, and a debriefing period. DII increases student-to-student and student-to-teacher interaction throughout the lesson. The DII practice models an "I do" alone, "We Do" as a class, "You Do with Support" with your partner, and "You Do" alone pattern with the combination of think time, pair sharing, revisiting of daily objectives, frequent checking for understanding, and a closing activity. DII lessons are interactive and well aligned to state standards.

- **Free SAT Prep Courses** | All 10th, 11th, and 12th graders are provided with a free SAT Preparation course. As an effort to help students raise their SAT scores, Leuzinger High School, in partnership with Kaplan K-12 Learning Services, offers a free SAT prep course. This 10-week program is offered in both the Fall and Spring semesters. The program prepares the students for the December and March tests. Classes are held after school on Wednesdays from 3:30pm to 6:30pm and on Saturdays from 9am to 1pm. There is a \$50 refundable fee charged to students when they register for this class. Students must attend all sessions in order to get their refund.
- **All Science Courses are UC Approved** | All science courses are now UC approved. Since the last WASC visit, Leuzinger High School has eliminated Earth Science and Introduction to Physical Science for general education students, and added AP Chemistry. To better equip our students with the science background that is needed to succeed in post-secondary education, all incoming 9th graders are now placed in Biology. As our school community strives to meet the needs of students to become better prepared for college and careers, we will continue to create a curriculum that integrates academic content with career-related content, providing both rigor and relevance that meets UC/CSU eligibility requirements for students.
- **Elimination of Quad Model Math Classes** | Leuzinger High School is committed to continuous improvement. Since the last WASC visit, our school has discontinued the Algebra 1 and Geometry quad model. This concept divided up a year-long math class into four quads and only allowed students to advance to the next quad if they passed their current class. After careful evaluation and consideration at both the district and site levels, the quad model was eliminated because too many students were being held back at the end of the quarter. After the elimination of the quad model, the Algebra 1 and Geometry curriculum went back to the traditional semester model. Leuzinger High School is always analyzing the impact of the changes to discover new and effective ways to increase student learning and accomplish the purpose of the school's vision.
- **More Advanced Placement (AP) Classes** | The number of Advanced Placement classes has increased since the last visit. The latest additions to Leuzinger's Advanced Placement Program include AP Chemistry, AP Studio Art, AP Human Geography, and AP French. All four additions were approved by the CollegeBoard as part of the Advanced Placement Program to offer students the opportunity to earn college credits at the high school level. These courses were designed to target highly motivated students by challenging them with a rigorous curriculum that prepares them for the AP exams in May. In addition to increased AP classes, there has also been increased enrollment due to the open access policy.
- **Academies** | Leuzinger High School has three academies: (1) Environmental Careers Academy (2) Multimedia Careers Academy, and the most recent addition, (3) Advanced Academics Academy. Leuzinger's academies operate as a school within a school reinforced by an academic and vocational curriculum that supports students and teachers with involvement of community partners and local businesses to embrace skills development and academic success. Additionally, Leuzinger's academies operate as

small learning communities, provide internships to students, help students fulfill A-G requirements, and prepare them to attend a four-year university.

- **ECA and MCA** | The ECA and MCA serve tenth through twelfth grade students and are structured in a similar cohort model. Students are assigned to academy teachers in the subject areas of English, Math, History, and Science. Both academies are California Partnership Academies (CPA) and therefore receive state funding and must adhere to CPA enrollment guidelines. Fifty percent of the academies' enrollment must consist of at-risk students. At-risk students must have three or more of the following characteristics: (a) poor attendance, (b) history of underachievement, (c) a low level of interest in the regular academic program, (d) economic or educational disadvantage, or (e) interest in the academy program, willingness to change study and behavior habits, and motivation to start on a career path.
- **AAA** | Advanced Academics Academy is the latest addition to the small learning community component at Leuzinger High School. Advanced Academics Academy, also known as AAA or Triple A, will officially start in the Fall of 2012 and will only enroll a selected group of ninth graders. Students interested in applying must have at least a 3.5 GPA, score Proficient or Advanced on 7th grade CST's, submit a letter of recommendation from a middle school teacher, and provide the academy with a writing sample. AAA's objective is to provide students with a challenging and rigorous coursework that will prepare them for any four-year university that they choose to attend. Graduates from Leuzinger's Advanced Academics Academy with a score of "3" or higher on five AP exams will be awarded with an Advanced Placement International Diploma (APID).
- **Co-Taught Classes** | The co-teaching practice was implemented at Leuzinger during the 2011-12 school year. This instructional practice, also known as inclusion, provides support and services to special education students in a general education setting. A co-taught class consists of two teachers (1 general education teacher and 1 special education teacher) and 36 students (approximately 28 general education students and 8 special education students). The goal of co-taught classes is to ensure that students with disabilities obtain a more structured and appropriate education within their community. These classes are taught by both teachers with the full implementation of research-based team teaching practices.
- **Learning Center** | Special education students are provided with a Learning Center period where they receive extra support in all their classes. Students enrolled in the Learning Center class are provided with note-taking skills, extra time to complete a test, and homework help.
- **Specialized Academic Instruction (SAI) Program for Special Education** | Special education students who are not mainstreamed are enrolled in Leuzinger's SAI class. The benefits of SAI instruction is the smaller setting. The curriculum is aligned with the general education curriculum. All support, modifications, and accommodations are made to meet the individual needs of the students. SAI teachers participate in collaboration

meetings with the general education department for the courses they teach. Additionally, SAI teachers are provided with an instructional aide.

- **ELD Curriculum (EDGE)** | Since our last WASC visit, we have implemented the EDGE curriculum for ELD students. Prior to this implementation, ELD students received a haphazard combination of teacher created units, a middle school ELD curriculum (High Point), and random projects and reading materials collected over the years. Our current curriculum is standards-based, offers more age-appropriate readings and activities, contains a robust on-line assessment component that provides the teacher and student with a more accurate reflection of their language skills, and helps with placement determinations. Edge offers four levels: Fundamentals for beginners, Level A for intermediate students, Level B for advanced students, and Level C for students who might need an additional semester or year prior to their transition into mainstream classes. All ELD courses are two-period blocks with the exception of Level C, which is a one-hour class, but is taken in conjunction with a one-hour regular English 9 SL class. The students in the Fundamentals course receive additional support in the form of a one period System 44 course that focuses on phonetic awareness and acquisition. Students who move rapidly through the components of System 44 have the option of continued support through the Read 180 Curriculum. None of these elements were available to our ELD students during our last WASC visit.
- **Monthly New Teacher Workshops** | First and second year teachers are provided with paid monthly professional development workshops. The workshops are held on the last Wednesday of every month from 3:15pm to 4:15pm. Every workshop focuses on a different topic that benefits new teachers such as classroom management, use of technology, grading policies, English learners, special education, and teaching practices. Each workshop is led by a different presenter, consisting of veteran classroom teachers, site administrators, district level administrators, and coordinators.

Action Step 4: LHS works to improve staff and student attendance and morale.

Addresses visiting committee's area of improvement (2006): 3

3. Personalize the Leuzinger High School learning environment.

Addresses visiting committee's area of improvement (2009): 4

4. Continued growth in the area of communication with parents and students regarding school activities, grades, college readiness, and graduation requirements.

Addresses ESLRs: 3

3. Be responsible citizens in the Leuzinger High School community.

Since the last self-study, the following actions have been taken to support this action step while addressing the last WASC visiting committee's recommendations.

- **Implementation of PLASCO ID** | Since the last WASC visit, Leuzinger High School has partnered with PLASCO ID to help monitor student attendance and tardiness.

PLASCO ID has efficiently streamlined the issuing of tardy passes to students while tracking student tardiness. When tardy, students are to report to campus safety officers or the attendance office to receive a pass which is generated within seconds upon receiving the student's identification number. As a result, fewer students are waiting for tardy passes in the morning and during passing period which allows for more class time.

- Saturday School** | Since the last WASC visit, Leuzinger High School has implemented Saturday school to support the school's progressive disciplinary program and help with attendance recovery. On average, Saturday school is held twice a month throughout the school year from 8am to 12pm. Some students are assigned Saturday school due to disciplinary reasons, as recommended by their parents or administration. Others attend Saturday school to clear unexcused absences. Below is a chart that breaks down the amount of ADA recovered from the Saturday School program during the 2011-12 school year.

Session Date	Students Attended	Days Recovered	ADA Generated @ \$33.34 per day	# of teachers	Teacher Cost @ \$38.00/hr	ECS Cost	Approximate TOTAL Earnings	Approximate SITE Earnings
9/17/2011	44	8	\$266.72	4	\$646	\$264	(\$643.28)	(\$160.82)
9/24/2011	93	39	\$1,300.26	3	\$485	\$558	\$257.76	\$64.44
10/1/2011	57	25	\$833.50	3	\$485	\$342	\$7.00	\$1.75
10/8/2011	48	22	\$733.48	3	\$485	\$288	(\$39.02)	(\$9.76)
10/15/2011	22	15	\$500.10	3	\$485	\$132	(\$116.40)	(\$29.10)
10/22/2011	35	24	\$800.16	2	\$323	\$210	\$267.16	\$66.79
10/29/2011	76	38	\$1,266.92	3	\$485	\$456	\$326.42	\$81.61
11/5/2011	38	28	\$933.52	3	\$485	\$228	\$221.02	\$55.26
12/3/2011	38	29	\$966.86	3	\$485	\$228	\$254.36	\$63.59
12/10/2011	81	57	\$1,900.38	3	\$485	\$486	\$929.88	\$232.47
1/21/2012	195	162	\$5,401.08	4	\$646	\$1,170	\$3,585.08	\$896.27
1/28/2012	127	114	\$3,800.76	4	\$646	\$762	\$2,392.76	\$598.19
2/11/2012	170	122	\$4,067.48	3	\$485	\$1,020	\$2,562.98	\$640.75
2/25/2012	173	124	\$4,134.16	3	\$485	\$1,038	\$2,611.66	\$652.92
3/3/2012	121	107	\$3,567.38	3	\$485	\$726	\$2,356.88	\$589.22
3/10/2012	107	101	\$4,367.54	3	\$485	\$966	\$2,917.04	\$729.26
3/17/2012	161	131	\$4,367.54	4	\$646	\$966	\$2,755.54	\$688.89
3/24/2012	125	111	\$3,700.74	4	\$646	\$750	\$2,304.74	\$576.19
4/14/2012	101	76	\$2,533.84	2	\$646	\$1,218	\$3,870.48	\$967.62
4/21/2012	203	172	\$5,734.48	4	\$646	\$1,218	\$3,870.48	\$967.62
4/28/2012	263	209	\$6,968.06	4	\$646	\$1,578	\$4,744.06	\$1,186.02
5/5/2012	156	137	\$4,567.58	4	\$646	\$936	\$2,985.58	\$746.40
5/12/2012	128	114	\$3,800.76	3	\$485	\$768	\$2,548.26	\$637.07
5/19/2012	118	110	\$3,667.40	4	\$646	\$708	\$2,313.40	\$578.35
6/2/2012	82	74	\$2,467.16	3	\$485	\$492	\$1,490.66	\$372.67
6/9/2012	91	83	\$2,767.22	4	\$646	\$546	\$1,575.22	\$393.81
6/16/2012	83	78	\$2,600.52	3	\$485	\$498	\$1,618.02	\$404.51
TOTALS	2936	2310	\$78,015.60	89	\$14,696.50	\$18,552.00	\$47,967.74	\$11,991.94

- Weekly Prizes for Perfect Attendance** | As an effort to increase the attendance rate, Leuzinger High School implemented a perfect attendance program for students. During the school year, any student with perfect weekly attendance is entered in a weekly "perfect attendance" raffle. Every week, one name is randomly selected and the winner is given a prize. Last year, prizes consisted of gift cards, iPod Nanos, and even an iPad

during the final week. The winners and their prizes were announced over the PA system during weekly announcements.

- **Star Awards and Top 100 Assembly** | The STAR Awards and the Top 100 Assembly are two new awards ceremony implemented at Leuzinger High School since the last WASC visit. The STAR Awards is an evening celebration where students across grade levels are recognized for their accomplishments on their most recent CST results. Students who scored Advanced or Proficient across the board were recognized as gold medalists. Students who band jumped in two or more areas were honored as silver medalists. Students who band jumped in one area were recognized as bronze medalists. The Top 100 Assembly recognized the top twenty-five students from all four grade levels based on their grade point averages. Students who were honored at either assembly were awarded with a certificate and a Leuzinger t-shirt. Parents were also invited to attend the assemblies in honor of their child's performance.



- **Back on Track Night** | Back on Track night was implemented in the 2010-11 school year. It is held for parents of ninth and tenth grade students who failed two or more classes in the first ten weeks of the Fall semester. Spanish translation is provided for parents who speak limited English. The meeting revisits graduation requirements, provides strategies for supporting academic achievement, and offers suggestions for family accountability at home. Parents have responded positively to the school's effort in trying to help all students succeed. These meetings will now include Long Term English Learners as part of our school's LTEL Monitoring and Intervention Plan.
- **CELDT Awards Night** | For two years now, the ELD coordinator has held CELDT Award nights in which Leuzinger High School recognizes English Learners who have made improvements in the CELDT over the prior year. English Learners who met the proficiency requirements of the CELDT are also recognized. An invitation is sent home along with a Blackboard Connect recorded message. The ELD Coordinator also holds an ELAC meeting prior to this recognition to discuss the event with parents and to encourage continued improvement from their students. At the event, the English Learners who are recognized receive a certificate as well as a Leuzinger t-shirt. We believe that such recognition has had an impact on our ELs morale and the effort they put on the CELDT, and our improved CELDT scores are a clear evidence of this.
- **Parent Portal** | Leuzinger's parent portal allows parents/guardians to monitor the progress of their students online. All parents are provided with individualized usernames and passwords to access the portal. Parents can monitor student attendance, test scores, and homework assignments from home. All information provided by the portal reflects the most current information in the school's system.
- **Increased Scholarship Recipients** | The Leuzinger community has significantly increased efforts to help students receive prestigious scholarships. In 2011, two Leuzinger students were awarded with the Gates Millennium Scholarship, followed by an additional Gates Millennium recipient in 2012. Leuzinger students were also awarded with other scholarships such as the QuestBridge scholarship and the Posse scholarship.
- **Blackboard Connect** | Since the last WASC visitation, Leuzinger High School has implemented the Blackboard Connect phone system. This resource allows teachers, counselors, and administrators to send personalized messages in multiple languages to the families or guardians of Leuzinger students. These messages provide the family information regarding classroom behavior, academic performance, and scheduling of upcoming examinations.

SECTION 3

This section will describe additional and continued efforts from the school community that have ultimately led to our recent API growth.

Advanced Academics Academy (AAA) | Advanced Academics Academy is the latest addition to the small learning community component at Leuzinger High School. Advanced Academics

Academy, also known as AAA or Triple A, will officially start in the Fall of 2012 and will only enroll a selected group of ninth graders. Students interested in applying must have at least a 3.5 GPA, score Proficient or Advanced on 7th grade CST's, submit a letter of recommendation from a middle school teacher, and provide the academy with a writing sample. AAA's objective is to provide students with a challenging and rigorous coursework that will prepare them for any four-year university that they choose to attend. Graduates from Leuzinger's Advanced Academics Academy with a score of "3" or higher on five AP exams will be awarded with an Advanced Placement International Diploma (APID).

Student Placement Matrix | The student placement matrix is a tool used by our counselors to help guide student placement. Created by Leuzinger's administration team, the placement matrix contains a variety of student data which includes CST scores, Benchmark scores, and previous semester's class and grade. This matrix provides counselors with recommendations on student placement for the subsequent semester. The placement matrix helps counselors identify students who have the potential to be successful in Advanced Placement or honors classes. Below is an example of a matrix that provides recommendations for ELA and Math placement.

Last Name	First Name	ELA CST	ELA Q1 Bmark	ELA Q2 Bmark	Bmark Sum	S1 English Placement	S1 English Grade	ELA Placement Recommendation	Math CST	Math Q1 Bmark	Math Q2 Bmark	Bmark Sum	S1 Math Placement	S1 Math Grade	Math Placement Recommendation
Student 1	Student 1	5	4	5	9	9 UC H	A-	10 UC H	5	4	3	7	Geo UC H	B-	Alg 2 UC H
Student 2	Student 2	2	2	3	5	9 UC	C-	Consult	3	3	3	6	Alg 1 UC	B-	Consult
Student 3	Student 3	4		3	3	9 UC	C+	10 UC H ?	2	3	3	6	Geo UC	C+	Alg 2 UC

44 Brand New Classrooms | We are currently in the process of a multi-phase new construction project. 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. All the classrooms are clean, well-ventilated, and spacious to help students maximize their academic experience. The new classrooms are currently occupied by our English, Math, Word Language, Science, and ELD departments. Phase II construction has begun and will include another two-story classroom building, a cafeteria, art classrooms, and a food science, nutrition, and fitness academy facility. It is projected to open for the 2014-15 school year.

Writing Across the Curriculum | In commitment to CVUHSD's vision that all students will be prepared to meet the challenges of higher education and one of Leuzinger's ESLRs that students will possess the literacy skills necessary to understand information from a variety of sources, express and justify an opinion, and communicate effectively, Leuzinger students are taught to communicate through writing, not just in ELA classes, but in all core content areas. Math, Science, Social Science, and Elective teachers provide students with real-life ideas and

questions to explore and expand on through writing projects. These assignments provide students with the opportunity to develop the questioning, problem-solving, and organization skills that contribute to good writing. The Math curriculum includes quarterly writing assignments and projects in all levels. Social Science teachers require students to write essays throughout the year focusing on answering specific prompts and organizing the essay by clustering. They also assign a final term paper after the CSTs. In addition, Anatomy teachers require students to conduct and write research papers on skin disorders, muscular disorders, endocrine diseases, neurological illness, and STDs. Biology students are required to complete quarterly writing common assessments and lab reports. Chemistry and AP Environmental students write multiple lab reports throughout the year. Physics students are required to write short essays on every test. Furthermore, the ELD curriculum incorporates writing in a number of ways. Each unit is composed of three clusters of two readings each. At the end of each cluster, there are short response questions and brief writing assignments that target a specific writing skill, such as focus or unity. At the end of each unit, a full essay is assigned based on the readings of the unit. These essays range from personal narratives to persuasive writing. Moreover, Art students are required to respond to, analyze, and make judgements about works in the visual arts through writing.

Common Core Collaboration | Leuzinger teachers are provided with collaboration time to discuss the transition from California State Standards to Common Core Standards. During common core collaboration, teachers are provided with a clear understanding of the common core changes and what students are expected to learn. Leuzinger teachers, counselors, and administrators participate in both departmental and school-wide collaboration to learn about the context and rationale for common core and college/career readiness standards.

Positive Behavioral Interventions and Supports (PBIS) | Leuzinger High School has taken a proactive approach in improving student academic and behavior outcomes. The entire learning community ensures all students have access to the most effective and accurately implemented instructional and behavioral practices. LHS is implementing PBIS in the fall of next year to assure we are reaching all students. The operational framework for achieving positive student academic and behavior has been slowly established in the last three years. We have seen a decrease in classroom disruptions and fewer suspensions, which have contributed to our increasing API scores (124-point gain in the past three years). Our next step is to implement a researched-based Response to Intervention (RTI) plan that will result in a decrease in failures and an increase in graduation rate and student success.

Four integrated elements provide support to our learning community for positive outcomes of student achievement: (a) multiple forms of data for decision making, (b) measurable outcomes supported and evaluated by data, (c) strategies and practices with evidence that these outcomes are achievable, and (d) support systems that efficiently and effectively support implementation of these practices.

These four elements are guided by six important standards:

- Continue to utilize scientifically-based behavior and academic interventions and supports
- Use the data to solve critical issues
- Be aware of the environment to prevent the occurrence of problem behaviors

- Teach and encourage positive social skills and behaviors
- Implement evidence-based behavioral practices
- Monitor student performance & progress continuously

Leuzinger High School has established a system to implement school-wide positive behavior and support to all students with integrity. The expectation is to have teaching and learning environments that:

- Are less reactive, aversive, dangerous, and exclusionary
- Improve supports for students whose behaviors require more specialized assistance (e.g., emotional and behavioral disorders, mental health)
- Are more engaging, responsive, preventive, and productive
- Address classroom management and disciplinary issues (e.g. attendance, tardiness, bullying, antisocial behavior)
- Most importantly, maximize academic engagement and achievement for all students.

Our RTI model will be driven by evidence-based behavioral practices and systems. Students will experience supports based on their behavioral responsiveness to intervention. A three-tiered prevention (see Appendix for PBIS Pyramid) requires that all students receive support at the universal or primary tier. If the behavior of a student is not responsive, more intensive behavioral supports are provided in the form of a group contingency at the selected or secondary tier or a highly individualized plan at intensive or tertiary tier.

The RTI model will effectively teach appropriate behavior to all students founded on the assumption and belief that all students can exhibit appropriate behavior. As a result, it is our responsibility to identify the setting, events, and environmental conditions that enable appropriate behavior. We then must determine the means and systems to provide those resources. Intervention must be early. It is best practice to intervene before unwelcomed behaviors occur. If we intervene before problematic behaviors escalate, the interventions are much more manageable. Highly effective universal interventions in the early stages of implementation that are time sensitive and continuous with strong empirical support will increase effectiveness for our at-risk students. Through the use of a multi-tiered model, the students will be provided with an efficient, needs-driven resource system to match behavioral resources with student needs. To achieve high rates of student success for all students, instruction in the classroom must be differentiated in both nature and intensity.

The PBIS Team will be utilizing scientifically-based curricula and interventions. The research-based interventions will provide the best opportunity at implementing strategies that will be effective for a large majority of students. All PLC (Professional Learning Community) members will monitor the student's progress to inform if the intervention plan is effective. The PBIS Team will use assessments that will be collected frequently to help monitor changes in the student's behavior and academic progress. All decisions to support the student will be monitored through the use of data. All data-based decisions regarding student response to the interventions is essential to our practice. We will be utilizing multiple forms of assessments: (a) screening of data of the total office discipline referrals, (b) diagnostic determination of data problem behavior and

location, and (c) progress monitoring to determine if the behavioral interventions are producing the desired effects.

The primary prevention is significant within the structural framework of each educational unit from reactive approaches to proactive systems that change performance. This effort cohesively unites all the adults in using a common language, shared practices, and consistent application of positive and negative reinforcement.

The primary prevention of PBIS consists of rules, routines, and classroom environments that are developed and taught by the PBIS Team which will consist of the dean, teachers, parents and students to prevent negative behavior. Leuzinger High School's behavior expectations are: (1) Be honest – with your family, friends and adults (2) Do the right thing – students know the difference between what's right and what's wrong, and (3) Treat others how you want to be treated – “the Golden Rule” regarding respect for others.

Through our PBIS Team, our goal is 10% fewer office discipline referrals per month, 15% less suspensions, and 10% less expulsions.

PBIS through PLASCO Trac | Leuzinger is using PLASCO Trac to support the PBIS program by allowing teachers to assign positive behavior points from their classrooms. As soon as a student is caught doing something good, they are rewarded with merit points that accumulate to be redeemed for a more substantial reward. The PBIS incentive program helps Leuzinger reach its program goals by providing consistency and accuracy in the data collection process as well as reporting and analysis tools that help administrators monitor its effectiveness. The goal of this PBIS program is to reduce unnecessary punishment such as discipline referrals, detentions, suspensions, and expulsions.

SECTION 4

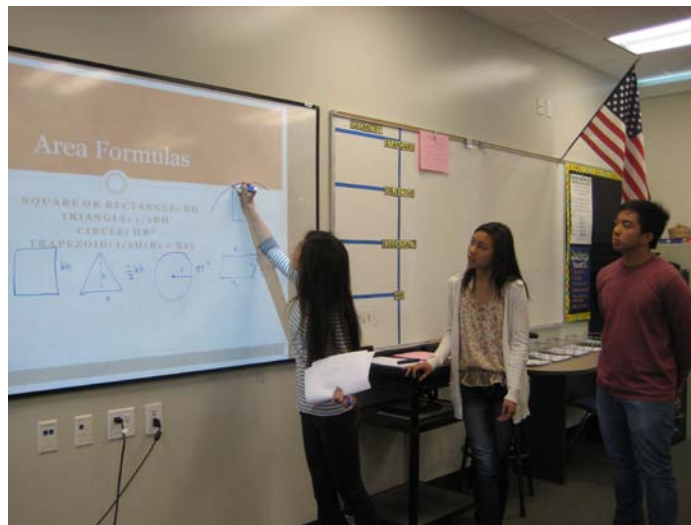
Implementation and Monitoring of School-Wide Action Plan | Leuzinger has a school-wide action plan that integrates all of the WASC critical areas for follow-up. The SPSA (Single Plan for Student Achievement) is also used to rationalize and determine all categorical fund expenditures. The administrative team, consisting of the principal, two assistant principals, and activities director take primary responsibility for ensuring that the school-wide action plan is carried out. Additionally, the OLT (Olympian Leadership Team) monitors and measures the success of programs as they are implemented, agrees on which programs to implement, and decides how the implementation should occur. Department chairs also assist in monitoring the school-wide action plan during their collaboration meetings throughout the year. Monitoring of the SPSA is an on-going collaborative effort. In addition, the SSC (School Site Council) meets once a month in order to discuss the progress of the SPSA and to add any input related to the plan. The input from the SSC is then shared with the administrative team for further discussion. As the year progresses, the SPSA is updated with recommendations from all stakeholders. At the close of the year, all stakeholders evaluate the action plan to make further recommendations. Once all recommendations are finalized, the SPSA is presented to the School Board for adoption and approval at the beginning of each school year.

The 2012-13 Single Plan for Student Achievement is guided by the following action plan to support student success:

- *All students will reach high standards, at a minimum, attaining proficiency or better in English, Math, Social Science and Science.*
- *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.*
- *All students will be educated in learning environment that are safe, drug free, and conducive to learning.*
- *All students will graduate from high school.*

Chapter IV

Quality of School Program



Focus Group A: Organization – Vision and Purpose, Governance, Leadership and Staff, and Resources

Leader:

Miguel Rojas, Jr. | ELD and World Languages Teacher, ELD Coordinator | Rm. H-101

Certificated Staff:

Eric Choi | Science Teacher

Felix Colon | Computer and e2020 Teacher

Amalia Gomez | Social Science Teacher

Claudia Gonzalez | Social Science Teacher

Strawn Holmes | English Teacher, English Department Chair

Kyle Jennings | Fine Arts Teacher

Bert McCoy | English Teacher

Valerie Meyer | e2020 Teacher

Emily Soong | Math and World Languages Teacher

Crystal Thayer | World Languages Teacher

Dean Traylor | Special Education Teacher

Mike Whitt | Physical Education Teacher

Counselor:

Donna McCoy | Counselor

Students:

Jessica Alvarez

Kristin Bretz

Jose Campos

Kim Garcia

Stephanie Lawrence

Samantha Leiva

Erika Melendez

Ernie Montoya

Diana Nguyen

Chidinma Okwonko

Kimberly Rodriguez

Jocelyn To

Silvia Montes

Faith Omoruyi

Samson Quilario

Ana Vailea

Kenneth Vinson

Classified Staff:

Keith Adsen | Instructional Aide

Marisol Arizaga | Attendance

Mireya Barron | Instructional Aide

Cynthia Brown | Instructional Aide

Matt Carver | Auditorium Technician

La Rhonda Choice | Safety

Lorena Gomez | Cafeteria

Alma Gutierrez | Cafeteria

Pablo Martinez | Cafeteria Manager

Richard Sanden | Maintenance

Jarell Tullous | Safety

Mike Westrup | Plant Manager

Parents:

Nancy Damiani

Alfredo Gomez

Maria Gonzalez

Marsha Houle

A | Organization – Vision and Purpose, Governance, Leadership and Staff, and Resources

A1

- *To what extent does the school have a clearly stated vision or purpose based on its student needs, current educational research, and the belief that all students can achieve at high levels?*
- *To what extent is the school's purpose supported by the governing board and the central administration and further by expected school-wide learning results and the academic standards?*

Leuzinger High School has a clear, coherent vision statement that communicates to all stakeholders the goals and objectives for our students and overall school community. Our vision statement is focused on how students should perform. It is based upon high standards of achievement and reflects current education research and practice. Leuzinger High School's vision also takes into account the student and community profile data and reflects our belief that all students can learn.

The Leuzinger High School curriculum is governed by the California State Academic Standards and our Expected School-wide Learning Results (ESLRs). Our mission statement and vision is supported by all community stakeholders.

Leuzinger High School received input from all stakeholders and each focus group to develop and, over time, revise the ESLRs. Representatives of all segments of the school community collaborated to establish a vision of what students should know upon graduation from high school. The processes that ensure the involvement of representatives from the entire school community in the development and refinement of the vision and ESLRs are effective. Collaborative efforts were made with stakeholder input to review the vision statement, and the school community revisits the ESLRs regularly. Students, teachers, and staff members of our school demonstrate understanding of and commitment to the vision statement and the ESLRs.

School administration, coordinators, and department chairs are in constant communication with district administration as we coordinate the implementation of the LEA plan and its alignment with Leuzinger's School-wide Action Plan. The district frequently seeks input and requests participation of these school representatives. For example, the ELD Coordinator receives support from the Director of Federal and State Programs, Hatha Parrish, and Kelly Santos, the Director of Curriculum and Instruction. They meet on a monthly basis and communicate almost daily. It is at these meetings that the Leuzinger and district leadership have the opportunity to collaborate with one another and with the parents who join them to provide input and support.

Strengths:

- Vision and ESLRs are aligned
- Vision and ELNRs are focused and measurable
- Vision reflects high expectations for all students
- District alignment and improved data flow between district and school
- Data-driven
- Results-oriented

- Collaboration-oriented school culture
- Parent representation at DELAC meetings

Key Issues:

- Not everyone is aware that the vision of the district and school are aligned
- A need for constant communication and reminders to all stakeholders regarding Leuzinger's vision

Important Evidence:

- Vision statement
- ESLRs
- LEA plan
- Board policy manual
- Single Plan for Student Achievement
- Leadership teams
- Data samples regarding courses taken by students
- Collaboration agendas
- SSC agendas
- ELAC agendas
- DELAC agendas
- OLT
- Focus Group meetings
- Data
 - Improved CST data
 - Improved CAHSEE data
 - Improved CELDT data
 - Benchmarks
 - Improved graduation rate

A2

- *To what extent does the governing board have policies and bylaws that are aligned with the school's purpose and support the achievement of the expected school-wide learning results and academic standards based on data-driven instructional decisions for the school?*
- *To what extent does the governing board delegate implementation of these policies to the professional staff?*
- *To what extent does the governing board regularly monitor results and approve the single school-wide action plan and its relationship to the Local Educational Agency (LEA) plan?*

The CVUHSD Board of Trustees clearly states its regulations, policies, and procedures in the district's board policy manual and on the district's website. The school district informs all stakeholders of its activities by sending publications and posting information through this website. Leuzinger benefits from a governing board that provides valuable guidance, input, and

data to the school that helps drive instructional decisions. The school follows the leadership of the governing board by implementing CVUHSD regulations, policies, and instructional decisions that are aligned with Leuzinger's ESLRs. With input from the Olympian Leadership Team and the direction of the administration, Leuzinger is able to implement these policies. This is an ongoing, yearly process, which in turn drives the Single Plan for Student Achievement. The ELD Coordinator, Principal, district personnel, and our ELAC President are currently reviewing and updating our district's LEA Plan.

CVUHSD is a data-driven district. The Board of Trustees expects each school to use Data Director and other test scoring programs to guide and improve upon previous achievement. The governing board is regularly informed of the school's performance enabling the board to establish policy for the school.

Leuzinger, through its Olympian Leadership Team, School Site Council, ELAC, and the administration, is in constant communication with all stakeholders to relay new information pertaining to governing board policies. There is a clear governance structure at the school. The principal and administration work regularly with Coordinators and Department Chairs, as well as with teachers, to make sure that we continue to focus on meeting the needs of all our students. Parents and students participate in a formalized process through a number of avenues, ranging from ASB and Title I parent meetings to ELAC and DELAC representation, and participation in the School Site Council. Department Chairs, Coordinators, and counselors also meet on a monthly basis with district leadership.

Strengths:

- Strong links of communication between leadership at the district office and school leadership
- Open communication between school administration, teacher leadership, and teachers
- Parent participation in key leadership groups: ELAC, DELAC, SSC, Title I meetings, WASC Committees
- Use of data drives implementation of the School-wide Action Plan
- Teacher leaders understand the school's vision and work closely with the members of their departments to achieve our vision and meet our student's critical academic needs
- Strong culture of collaboration which focuses on academic standards and student achievement

Key Issues:

- Issues accessing stored (previous years') data in PowerSchool / Data Director
- Parent participation fluctuates

Important Evidence:

- Vision statement
- ESLRs
- LEA plan
- Board policy manual
- Single Plan for Student Achievement
- Leadership teams

- ELAC BlackBoard Connect Messages
- Title I BlackBoard Connect Messages
- Collaboration agendas
- ELAC agendas and minutes
- DELAC agendas and minutes
- SSC agendas and minutes
- OLT
- Focus Group meetings
- Data
 - Improved CST data
 - Improved CAHSEE data
 - Improved CELDT data
 - Benchmarks
 - Improved graduation rate

A3

- *To what extent based on student achievement data, does the school leadership and staff make decisions and initiate activities that focus on all students achieving the expected school-wide learning results and academic standards?*
- *To what extent does the school leadership and staff annually monitor and refine the single school-wide action plan based on analysis of data to ensure alignment with student needs?*

All stakeholders are involved in the placement of students in courses based on achievement data. Stakeholders are in constant communication with one another regarding the Single Plan for Student Achievement, annually monitoring and refining it based on the school's critical academic needs, ESLRs, and the academic standards. Activities such as placing students in CAHSEE boot camp, SAT preparation courses, and tutoring are based on individual academic needs as well as the needs of the school as a whole. Newcomer English Learners are initially given a placement exam, in addition to the CELDT, to determine proper ELD course enrollment. At least three times during the year, their progress is evaluated and adjustments are made when the data reflects an ELD student is ready to skip a level. The school also has a process in place to properly determine LTEL (Long Term English Learners) placement in support classes such as Read 180 and ELA Success. All teachers at the school receive at least two English Learner reports from the school's ELD Coordinator. Teachers use these reports to identify and plan appropriate instruction for all ELs. Special education students are closely monitored by their case carriers. Case carriers utilize student achievement data such as grades, attendance, CST and CAHSEE scores to assist with scheduling and placement for special education students. The data is also included in the IEP to help students succeed at the highest possible level. SAI (Specialized Academic Instructions) classes are offered to special education students who require a smaller class setting and more individualized attention.

Over the summer, a number of key data-related events take place. Data Teams spend a couple of days reviewing the current student achievement data to map out strategies for the upcoming school year. Department Teams also get together to share and review student data, modify pacing

plans, create common assessments, and collaborate in the implementation of curriculum. As CELDT testing is under way, the ELD Coordinator reviews pertinent data with English Learners, shares current goals and targets, and plans Saturday CELDT interventions. At these sessions, ELs learn about their scores and current language levels. They also complete a full-length practice test.

Leuzinger High School is committed to using data in creative, innovative ways. Data is the driving force behind our efforts. Our planning process hinges on the collaboration of all stakeholders and the sharing and review of student achievement data. For example, counselors use data provided by our feeder schools to identify our incoming freshmen as they begin to work on their 9th grade schedules. They look at CST data and courses completed in the 8th grade to more accurately determine placement of students. Taking such steps is critical as we work to ensure that we are paying particular attention to our school's critical academic needs. These varied means of input and representation ensure that our school has a means for monitoring the results of our School-wide Action Plan. The school-wide action plan is also closely monitored by our school site council. Leuzinger's school site council meets once a month to review the progress of the school-wide action plan to ensure alignment with student needs. Modifications to the action plan are recommended by the council members when necessary.

Strengths:

- All stakeholders are involved in the process
- Equal access to AP coursework for all students
- Access to support classes for students who need remediation
- SDAIE coursework for ELD students
- SAI and co-taught coursework for special education students

Key Issues:

- Lack of parent involvement in students' achievement
- Some students choose not to reach their potential as evidenced by their achievement data

Important Evidence:

- CST data
- CAHSEE data
- CELDT data
- EL parent notification letters
- EL needs assessment surveys
- ELD placement and gains results
- Matrix for student course placement
- Number of students in AP courses
- AP College Board test data results
- List of those who attend boot camp and the correlation with their CAHSEE test scores
- List of those attending tutoring and correlation with grades

A4

- *To what extent does a qualified staff facilitate achievement of the academic standards and the expected school-wide learning results through a system of preparation, induction, and ongoing professional development?*

Leuzinger has a well trained and professionally prepared staff. Each teacher holds a valid California teaching credential signifying they are qualified to teach California's youth. Upon entering into employment, the district provides a week long Summer Institute focused on how to best serve the students in the district. If teachers are new to the profession, the district offers the BTSA induction program. This ensures that new teachers become accustomed to analyzing and reflecting upon their teaching practice. Beyond BTSA, all teachers participate in two formal staff development days during the school year.

The first of the formal staff development days includes accessing and reviewing the most recent data and setting goals for achievement and strategies to best meet those goals. The second is a structured day of learning where teachers gain valuable knowledge pertaining to a wide range of teaching issues such as classroom management, planning and instruction, and the use of new technology.

In addition to staff development days, each department meets for collaboration on a bi-monthly basis. During these collaboration meetings, the department heads share information from the administration as to what is expected in the classroom. Teachers also participate in Learning Walks where they visit classrooms to gain insight and see firsthand how expectations for the classroom are being met. In 2011-12, Learning Walks were led by administrators but the plan is to gradually release the responsibility to teachers. This goal was met in 2012-13, as Learning Walks are now completely teacher driven. The teachers at Leuzinger High School are well trained on how to facilitate achievement for all students in all grade levels.

In order to meet the requirement of Critical Academic Need #3, support English Learners and Special Education subgroups to close achievement gaps, especially those of our LTELs (Long Term English Learners), all English teachers as well as the ELD Coordinator and some ELD teachers have participated in ELPD (English Learner Professional Development). This type of professional development has focused on identifying the individual needs of LTELs and effective implementation of strategies. This training will continue during the 2012-13 school year and will include the development targeted lessons as well as co-planning and co-teaching sessions as a follow-up to last year's professional development.

Strengths:

- Summer Institute training
- Two formal staff development days
- BTSA induction program for new teachers
- Bi-monthly department collaboration meetings
- Learning Walks
- Technology trainings

Key Issues:

- All staff focused on student achievement
- Need for teachers and administration to continue to work together to provide quality education

Important Evidence:

- Summer Institutes
- Staff development days
- BTSA
- Bi-monthly department collaboration meetings
- Learning Walks
- Technology trainings
- New Teacher Workshop Agendas

A5

- *To what extent are leadership and staff involved in ongoing professional development that focuses on identified student learning needs?*

Leuzinger High School provides its staff with opportunities for professional development in order to meet the goals established by current academic standards and the ESLRs. Two days during the school year are dedicated to staff development. Bi-monthly collaboration meetings allow teachers to work with colleagues in data analysis, pacing, and curriculum development. AP and academy teachers participate in summer institutes, and program coordinators frequently attend workshops and trainings aimed at improving the education of our students, including English Learners. New teachers are provided with monthly professional development workshops where they receive training on areas such as technology, classroom management, special education, English Learners, grading, lesson planning, and instructional strategies.

Teachers participate in Learning Walks to observe their colleagues in action. They are also encouraged to conduct peer observations and build upon this form of informal observations to meet students' critical academic needs and reach the ESLRs. The school provides period subs to allow teachers the time to share ideas and implement effective classroom strategies. Feedback is provided by administrators after formal and informal walk through observations. Department chairs, members of the leadership team, and other teachers often lead workshops and training sessions ranging from effective ways of implementing new teaching technologies to Socratic Seminars, the Core Standards, classroom management, and issues regarding English Learners. The District leadership also provides the Leuzinger High School staff purposeful professional development opportunities. Teachers of support classes such as Read 180, ELA Success, and System 44 for ELD newcomers, and Special Ed students participate in multiple training sessions with expert representatives. Mainstream English teachers have received training on meeting the needs of identified Long Term English learners.

Leuzinger High School supports its staff by encouraging an atmosphere of continuous and effective professional development. This professional environment is guided by student data that has been used to identify our students' critical academic needs. Workshops, meetings, and

collaboration time are all carefully planned and focused to make sure that we are providing appropriate support where needed.

The teaching staff at Leuzinger High school is highly qualified. All teachers have a full credential. Four percent of teachers hold a doctorate degree and just about 52% hold a Master's degree. 22% of those teachers with a Bachelor's degree have at least an additional 30 credits of university coursework beyond their degree. All these teachers are also very dedicated to supporting their students beyond the classroom. Every department has set time aside for tutoring before or after school and during lunch. Many teachers volunteer their time in order to provide enrichment opportunities in sports, academics, clubs, remedial instruction, and other extracurricular activities.

Counselors meet with Kelly Santos, Director of Curriculum and Instruction, at the district office once a month. These meetings usually take place on the last Thursday of the month from 1pm to 3pm. All the counselors in the district come together as a team with their respective administrators over counseling. They also have a meeting with the administrator over Special Education and a representative from SELPA to discuss their role as administrative designee at IEP meetings. Counselors are also a part of the Principal's cabinet meeting held every Monday morning.

In addition, counselors meet with Pam Brown, the administrator who oversees their work every Friday morning. Furthermore, counselors attend conferences throughout the year. For instance, they attended the CSUDH conference to learn about the university as well as updates to the Cal State system. Counselors also receive training in activities if it is new and pertinent to their job such as the IEP training previously mentioned. All counselors at Leuzinger have a Master's degree in counseling and a pupil personnel credential.

Strengths:

- Two formal staff developments days
- Collaboration
- Conferences
- On-site training (ENO / Promethean Board)
- Faculty meetings
- Learning Walks
- Teaching staff qualifications

Key Issues:

- School district's financial crisis is preventing some teachers from attending off-site conferences.

Important Evidence:

- CST
- CAHSEE
- CELDT
- AP
- EAP

- SAT
- ACT
- Department tutoring schedules
- Club hours and agendas

A6

- *To what extent are the human, material, physical, and financial resources sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) to support students in accomplishing the academic standards and the expected school-wide learning results?*

Human, material, physical, and financial resources are allocated in an effective way to support our students' critical academic needs and our ESLRs. The administrative team shares financial information with the OLT (Olympian Leadership Team) and other stakeholders through School Site Council meetings, ELAC, and DELAC. Administration receives input from these stakeholders regarding the allocation of resources to support learning.

Leuzinger High School is currently undergoing dramatic changes in its physical composition. A brand new, state of the art building was completed last summer and Phase II of the construction process has begun. A couple of years from now, our community will see a completely renovated Leuzinger High School. The bond money allocated for this renovation is being effectively spent. Construction has so far moved at a rapid pace, allowing incoming students to enjoy a brand new facility with an improved academic environment of smart board technology in each classroom and fully-equipped science labs. At its center is an inviting, green, and landscaped open area with two amphitheatre lecture areas. We will have a new student cafeteria and a state of the art food science, nutrition, and fitness academy facility where the old classrooms once stood.

Every classroom in the school counts with modern instructional technologies such as ENO interactive whiteboards, LCD projectors, and ELMO document readers, as well as Promethean clicker responders and wireless slates. Financial resources have been allocated for the upkeep and repair of these technologies as well as for technical support and staff training. Every teacher at the school has had the opportunity to attend at least two technology related trainings in 2011-12, and tech trainers at the school provide additional training and technical support. As a result, most teachers now incorporate these technologies in the delivery of their content. Every teacher has also been provided an upgraded laptop. They use this computer to access student data through Data Director and PowerSchool, submit attendance, and run the software associated with the technology they use in the classroom on a daily basis.

The Library, Career Center, Math, and ELD Departments house the laptop carts. Students use these computers to receive remedial instruction through the ALEKS system in math, conduct research, complete online assessments, and improve their language skills in ELD through System 44 and Read 180, the Edge Online Assessment tool, and the Edge Online Coach.

Professional development at Leuzinger High School is geared towards student academic achievement and the ESLRs. It also includes the professional growth of teachers who are directly involved in our three academies: ECA (Environmental Careers Academy), MCA (Multimedia

Careers Academy), and our latest addition, the AAA (Advanced Academics Academy). The resources allocated towards these academies are critical for the continued success of our school.

In addition, Leuzinger High School has made it a priority that a portion of its funds go towards improving student success in regards to the CST, CAHSEE, CELDT, and SAT. Throughout the year, student data is used to identify the students who would benefit the most from this type of support. These students then attend prep sessions that are carefully crafted to target their needs.

Strengths:

- Effective use of funds to support ESLRS and Critical Academic Needs
- New building
- Campus renovation
- Effective educational technologies in all classrooms
- Funding for professional development
- Funding for academies
- Funding used towards supporting English Learners
- Test prep sessions for key academic testing such as CST, CAHSEE, PSAT, and SAT

Key Issues:

- Some departments, such as World Languages, need to upgrade their textbooks
- Lack of personnel for computer labs, which contributes to disrepair
- More knowledge needed regarding district guidelines pertaining to the funding of programs. Who is involved with the different programs at the district level?

Important Evidence:

- Across the board improvements in test scores
- New building
- Incorporating lessons that include the use of technologies
- Workshop dates and agendas
- Student work that reflects the use of classroom technology
- Data reports
- Meeting agendas



Focus Group B: Standards-based Student Learning – Curriculum

Leader:

Kami Dexter | English Teacher, MCA Coordinator | Rm. G-201

Certificated Staff:

Joelle Carr | Science Teacher, AAA Coordinator
Maria Diaz | World Languages Teacher, World Languages Department Chair
Rachel Gunter | Social Science Teacher
Gretchen Houk | Fine Arts Teacher
Jeff Hromadka | Social Science Teacher, Social Science Department Chair
Chris James | Social Science Teacher
Kristin Matuz | Science and AVID Teacher, Science Department Chair
Andy Mehta | Special Education Teacher
Jennifer Panagos | Math and AVID Teacher
Meghan Rodela | Science Teacher
Ngoc Tran | English Teacher

Counselor:

Lorraine Parsons | Counselor

Students:

Vanessa Alvarez
Hasaan Boykin
Alejandra Denson
David Hernandez
Rachel Langan
Martin Le
Alex Lima
Chika Okwonko
Rafael Parra
Eric Pleasant
Roxana Quintana
Daniel Salas
Odalys Ventura

Elena Fender
Rocio F. Gonzalez
Lino Herrera
Silvia Rivas
Dora Torres
Clifton Vasquez

Classified Staff:

Jose Flores | Cafeteria
Cindy Garcia | Instructional Aide
Daryl Guerin | Instructional Aide
Juan C. Gutierrez | Instructional Aide
Ana Hernandez | Instructional Aide
Susan Ibarra-Rincon | Data Processing
Miguel Lopez | Maintenance
Mirna Martinez | Cafeteria
Cahn Nguyen | Safety
Richard Reed | Maintenance
Socorro Yanez | Cafeteria

Parents:

Jose Barjas
Esperanza Castaneda
Etelberta De Jesus

B | Standards-Based Student Learning – Curriculum

B1

- *To what extent do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards and the expected school-wide learning results? [Through standards-based learning (i.e., what is taught and how it is taught), the expected schoolwide learning results are accomplished].*

Our administration and staff have taken many steps to facilitate a rigorous and supportive curricular program for our students. Many programs and courses have been implemented to provide students access to learning opportunities in curricular areas that inspire and challenge as well as provide additional support for students in need.

There are clearly defined academic standards for every course on the master schedule. All AP classes follow the standards relevant to each subject as prescribed by the College Board. All other classes follow California State Standards. Classes within programs such as California Partnership Academies, Advancement via Individual Determination, English Language Development, and ELA Success have specific standards mandated by the goals of the program. For instance, Leuzinger's California Partnership Academies (CPA), the Multimedia Careers Academy and the Environmental Careers Academy, follow the California Career and Technical Education (CTE) Standards for each CTE course, but also adhere to the related CA state standards.

Concepts and skills taught in all classes follow the district course outlines and are aligned with the district benchmarks, which directly connect to the California Standards Tests (CSTs) within each subject area. Additionally, all AP classes focus on the concepts and skills necessary for the College Board AP testing in May of each year. The numeracy skills necessary in all mathematics and some science courses as well as the literacy skills necessary across all disciplines are reflected in the Expected School-wide Learning Results (ESLRs). Additionally, the final ESLR can be seen in the way all concepts and skills are explored in each subject. Students are engaged in classroom activities through the use of technology and Direct Interactive Instruction (DII). All teachers have interactive whiteboard and a class set of clicker responders to increase student engagement and interaction and utilize instructional strategies that have been supported through extensive professional development.

Through the use of technology and DII across all disciplines, students are more involved, engaged, and interactive, enabling them to achieve numeracy and literacy mastery within course material defined by the district course outlines. Mastery of the concepts and skills is sequentially demonstrated through common assessments, district benchmarks, and then ultimately CSTs and/or AP testing.

The alignment of concepts and skills within the classroom, the ESLRS, and academic standards is clearly illustrated by our school's academic measures of success. There has been significant growth in AP pass rates, CAHSEE passing and proficiency rates, API score, overall AYP as well as a definite improvement on CELDT scores.

Our curricular plan in conjunction with our instructional plan demonstrates a harmonious facilitation of student engagement. Snapshots of student engagement represent how students are constantly constructing knowledge. Student achievement at Leuzinger has grown exponentially over the last few years due to three significant factors: (1) teachers have adopted full textbook fidelity (2) more targeted departmental curricular alignment and (3) adoption of Direct Interactive Instruction (DII) in teaching methodology. These three factors are clearly reflected in a variety of student activities, assignments, and assessment that illustrate increased student engagement.

In Geometry, students are actively involved in applying numeracy skills to campus buildings and spaces. In Biology, student lab reports demonstrate the immersion in biological sciences and involvement with dissection, which both align with standards and student involvement. U.S. History research papers reflect connection to the state standards, development of literacy skills, and responsibility for learning. In AP Psychology, students apply all standards to an assignment that supports achievement of all ESLRs. The assignment has students design, implement, analyze, and report on results in a month-long study that requires them to collect data from fellow students (nurturing responsibility and school involvement), research related psychological literature (development of literacy skills, and statistically analyze data (development of numeracy skills).

The coherence of our curricular program has improved significantly in recent years due to the incredible changes in our school culture. Our entire curricular program is dedicated to ensuring that students have access to a college preparatory curriculum. We have made tremendous strides in creating a master schedule comprised of UC-approved, college preparatory courses. There are also several career technical options within our California Partnership Academies.

One of the most significant changes has involved the move to Advanced Placement open access. Advanced Placement (AP) access used to be predicated upon application and approval, but two years ago, the entire program eliminated applications and enrolled any student with the desire to take the more challenging college level courses. Enrollment has more than doubled, and our CST scores have risen dramatically. Since open enrollment was instituted, there has been a direct positive correlation with CST scores.

Students with special needs have access to a rigorous, relevant, and coherent curriculum. They have access to the same textbooks that all the students possess. Students with special needs sit in the same classrooms as their general education peers. They are co-taught by a general education teacher and a special education teacher in the same classroom. The special education teacher ensures that they are keeping up with what is being taught in the classroom and provide one-on-one assistance if necessary. These practices have contributed to the growing success among students of this subgroup.

Within our academies, there is integration across several disciplines, with the unifying theme of the academy. For instance, each quarter the Multimedia Careers Academy produces several integrated projects in each grade level. One example is the gothic film that students produce in conjunction with research from their U.S history class and information gathered from reading Edgar Allen Poe in their American Literature class. Teachers collaborate to create connections

across disciplines for a coherent educational experience.

In an effort to satisfy the ESLR related to literacy skills and in preparation for transition to the common core standards, increased literacy integration has connected many disciplines. All visual and performing arts classes have increased incorporation of more writing assignments in VAPA to satisfy this ESLR.

The ESLR related to numeracy skills has also increased teachers' awareness of the need for identifying mathematical concepts in biological and social sciences. AP Psychology, for instance, places additional emphasis on statistics in the curriculum while lab sciences have infused more mathematical applications in lab reports.

Consistent discussion and application of curricular policies has taken place. Over the last two years, our district office and site administration have started an online chat forum involving current educational research and the use and purpose of homework. Additionally, the subject of grading has been a constant area of focus. The district office initiated this discussion through staff exposure to guest speakers/researchers during professional development as well as consecutive annual trips by groups of teacher leaders to innovative research-based conferences involving grading policies and practices.

There has been constant curricular revision and collaboration to get our school where we are today. All core subjects have common pacing plans that were created with the intention of ensuring consistency across departments so that all students will have access to common material, and as a means of practicing fidelity to the textbooks. This practice is an evidence-based means of ensuring students have access to standards-based learning. Additionally, the master schedule has been fine-tuned over the past two years to ensure students have access to A-G requirements, more AP classes, and innovative intervention plans such as e2020.

All elective classes have become or are currently in the submission process for becoming UC-approved. This effort ensures that more Leuzinger students are UC and CSU eligible. The significant increase in number of students taking and passing AP classes also supports students' involvement in a more challenging and rigorous educational program.

Leuzinger has implemented e2020, an online credit recovery program that is in its third year of adoption and has demonstrated important support for students in need of recovering credits necessary for graduation. This program was implemented after evaluation of our curricular program consistently revealed the need for greater support of our at-risk students.

Although our district office and site administration have initiated discussion of grading and homework policies, and our departments have continued to analyze these topics, we are still not fully unified in our implementation and practice. Our site is growing toward unified policies, but we are not there yet.

As a part of an all-high school district, there is a great need to articulate with our feeder schools. To do so, we have several outreach programs on and off site. Last year, there were monthly middle school nights that enabled parents and prospective students an opportunity to visit our

campus, learn about our curricular program, and meet students, teachers, and administration. Additionally, we visit feeder schools through our programs. Academies host a fair in which teachers and students showcase work and have activities for students, while the AVID program is in constant contact with the AVID middle school students and teachers including training and outreach. This year, our school implemented the Advanced Academics Academy (AAA) that targeted the top middle school students in the area. Each year, the AAA will be corresponding with all local middle schools to ensure an articulated program for students demonstrating academic excellence and wanting to be on a pure AP trajectory.

Our College and Career Center is an incredible platform for articulation. The center provides direct access through guest speakers, college presentations, and admissions assistance. Our college and career technician, Cesar Perez, works with the counseling office, administration, and numerous colleges to ensure that our students' curricular choices are aligned with college requirements.

Cal Lutheran and Cal State Dominguez Hills wrote grants on behalf of our school and now provide guidance for Leuzinger Students to prepare them for four-year colleges. The Multimedia Careers Academy (MCA) has two content specific courses: Introduction to Multimedia and Game Art Development. Both of these courses are articulated with the Art Institute, Los Angeles and provide MCA students with dual enrollment opportunities.

National Student Clearinghouse is the program that our school has recently begun using in an effort to follow up on Leuzinger graduates. National Student Clearinghouse enables our administration to determine where are recent graduates are attending school and trace their progress toward college graduation.

Strengths:

- Increased AP enrollment
- Growth of California Partnership academies
- UC approval rate for courses on master schedule
- District-wide standards-based pacing plans
- College and Career Center support
- A-G completion rates
- Special Education co-teaching classrooms
- Academy fieldwork
- AVID fieldwork
- AP prep

Key Issues:

- Provide access to a greater variety of electives from pre-existing district and UC approved courses
- Provide access to greater numbers of ROP and CTE classes that are also UC approved
- Utilize strength of AVID strategies across all classes
- Reinforce clear standards for academies and AVID program

- Continue support for new AP students
- Increase interdisciplinary connections beyond academies and across core subject classes

Important Evidence:

- Classroom visits observing textbook and pacing plan fidelity
- Focus group materials and discussions
- Student and parent meetings
- Leadership team materials and discussions
- Student four-year plans
- College and career center visit
- Club minutes
- College admissions information
- National Student Clearinghouse information
- SAT participation rates
- PSAT participation rates
- College and career center materials and student sign-ups
- A-G completion rates
- CST results
- AP results

B2

- *Do all students have equal access to the school's entire program and assistance with a personal learning plan to prepare them for the pursuit of their academic, personal and school-to-career goals?*

All students at Leuzinger High School have access to our curricular program and are supported with personalized learning plans. Through counselor support, the College and Career Center, and involvement in our academies and AVID programs, students have several adults working on their behalf to support their progress toward graduation and post-secondary success.

Students have great support and encouragement in making strong academic and personal choices. There are monthly meetings held where parents, students, and staff come together and collaborate. Parents are informed about students' course plans in the summer and during the year when they inquire about their students' courses. Counselors meet with students to help them select courses that benefit their interest and career goals. Staff collaborate with this process by giving class recommendations and the College and Career Center assist students with their post-secondary plans (college applications, career inventory, scholarships, FAFSA).

Meetings are scheduled with the parents, teachers, and counselors to review a student's progress and to evaluate and see if changes are required in his or her personal learning plan. The meetings have proven to be very effective and the students feel supported. Additionally, data-driven

testing ensures that students are monitored efficiently and consistently. All teachers use test scores based on CSTs, district benchmarks, and shared subject assessment. Teachers in collaboration look at data and share findings. This is one way that students who have not been signing up for AP classes are now identified and supported in making this appropriate scheduling change.

Our AP enrollment has increased dramatically since a new system was instituted to ensure open access. AP classes not only push students academically, but also open their minds to new opportunities as subjects require more in-depth research, and societal impacts, career opportunities, and the possibility of pursuing a major in that subject are more than likely brought up and discussed.

Our College and Career Center assists students to explore careers and is involved in every senior's post-high school plans throughout the entire year. The College and Career Center is available for all students to provide information about college choices, help in writing the application, and knowledge of entrance requirements. College guest speakers also provide students with relevant and exciting information. Additionally, guest speakers visit the campus from local trade colleges to inform students of the educational opportunities to continue their education in trade skill development. Students also have access to available scholarships, loans, and grants available to low income students to help pay for college in a effort to allow students to recognize that lack of funds is not the reason they cannot go on to college. College acceptances are posted and displayed in the main building and the numbers have increased each year.

Leuzinger has two fully funded California Partnership Academies, the Multimedia Careers Academy (MCA) and the Environmental Careers Academy (ECA) as well as one new district-supported academy, the Advanced Academics Academy (AAA). The academies are designed to expose students to possible career choices after high school and provide academy students with a support system that facilitates their transition to any post-secondary choice they make.

MCA exposes students to career possibilities in the entertainment and technology industries. There are three pathways, digital arts, digital photography, and video production. Students gain skills within these career fields as well as exposure to fieldwork and post-secondary institutions through various trips to colleges, movie studios, and museums. Students in the MCA courses are exposed to careers applications of their coursework when they visit a television taping on a studio lot and learn about various jobs within the film and television industry. All photography students travel to the Annenberg Space for Photography and learn about various applications of photography, specifically in a project designed to explore the backgrounds of photojournalists. Additionally, the MCA brings curriculum to life through real-world application of multimedia curriculum in community internships. Currently, MCA students are working with Republic Services, the community recycling and waste disposal corporation, and Wounded Heros, a local non-profit organization.

The Environmental Careers Academy (ECA) also bring students' coursework into the real world. ECA exposes students to the world of environmental sciences through classes in sustainability, environmental science, and field trips to hiking in Malibu, Yosemite, and Big Sur. Students' eyes are opened to the world beyond urban Lawndale, CA. They are exposed to careers within

environmental sciences through academy electives, core classes, guest speakers, and field trips.

This year, the first class of Advanced Academics Academy (AAA) students will begin a course of study that will ensure admission into the college of their choice. These students have been selected based on their past performance and desire to be a part of an academy that presents a unique challenge. Students will work together in cohorts to complete our most challenging coursework and create a culture of students who value education and are prepared for the college experience. In addition to the advanced coursework, students will be visiting colleges every year to get a feel for college life and which college they would like to attend. All AAA students have ambitious goals in terms of college and their careers after college including several who want to earn a PhD. Several want to become doctors and lawyers. By keeping our students focused on their college and career goals, we can channel them through the right avenues to receive internships and other valuable opportunities of which other students may not be aware.

Students in the academies have access to hands-on learning and the next phase of reconstruction on campus will create an academy-focused area for students to use the latest technology. Plans are beginning for a fourth academy based on food science, nutrition, and fitness. This academy will address the need for a greater level of UC-approved, career and technical education coursework.

Within the area of special education, the strategies and programs to facilitate transitions to post high school are very effective. An IEP team meets at least once a year to come up with an IEP for students with special needs. This team comprises of an administrator, the special education teacher, the student, and other agencies and therapists who provide services for the student. In addition to this, there is regular communication between the parents and the teacher in person, by email, or over the telephone. As part of the IEP for a student with special needs, a Transition Plan is prepared. Assessments are conducted with the student to identify the student's interests and abilities. The transition plan is based on these assessments. It outlines what the student's post high school plans are and what activities and experiences will be provided to the student to make this transition as smooth as possible.

EOP is a Cal State program that Leuzinger students are encouraged to access and one in which many students participate. Not only does it provide transition support for students who may struggle in the move to college, but it also provides services on the college campus. Leuzinger counselors and teachers serve as recommenders and are given the opportunity to define the supports necessary for each student being recommended for the program.

Strengths:

- Meeting with counselors
- Student 4-year plans
- Special Education IEPs
- AVID student plans
- Increased AP enrollment
- Growth of California Partnership academies
- UC approval rate for courses on master schedule

- College and Career Center support
- CAHSEE intervention courses
- CAHSEE boot camp
- AP prep
- Academy pathways
- Academy fieldwork
- AVID fieldwork
- Parent meetings

Key Issues:

- Provide access to a greater variety of electives from pre-existing district and UC approved courses
- Provide access to greater numbers of ROP and CTE classes that are also UC approved
- Utilize strength of AVID strategies across all classes
- Reinforce clear standards for academies and AVID program
- Continue support for new AP students
- Continue CAHSEE Boot Camp with greater emphasis on one-to-one learning
- Reinforce curricular structure of successful ELA Success and Algebra Essentials courses
- Increase interdisciplinary connections beyond academies and across core subject classes

Important Evidence:

- Classroom visits observing textbook and pacing plan fidelity
- Focus group materials and discussions
- Student and parent meetings
- Leadership team materials and discussions
- Student four-year plans
- D/F rates
- e2020 enrollment and credit recovery rates
- College and Career Center visit
- Club minutes
- College admissions information
- College and Career Center materials and student sign-ups
- Special Education transition plans
- A-G completion rates
- API growth: In five years, 570 to 700
- API/AYP subgroup performance levels
- CAHSEE pass and proficiency growth
- CST results

- CELDT scores
- EL reclassification rate
- AP results
- Student work
- Student internship documentation
- Teacher feedback
- Teacher grading policy conference

B3

- *To what extent are students able to meet all the requirements of graduation upon completion of the high school program?*

Counselors constantly review students' transcripts to ensure they are on track for graduation. Student transcripts and graduation requirements are mailed home to keep parents informed. In March, counselors register current students in the required classes to make sure that they meet A-G requirements. In August prior to the start of the new school year, counselors hold program review sessions with the students and parents to go over the students' schedules and make any changes if needed. Once school starts, students have around two weeks to turn in a request for schedule change form to the counseling office. If approved, the student's schedule may be changed. Plus, every five weeks, progress reports are mailed home so parents can monitor their student's academic progress. After the five week progress report, counselors meet with students in danger of failing and refer them for tutoring. If students fail a class at the end of the semester, counselors refer them to Adult School. Students who need credit recovery are also enrolled in e2020. Counselors also hold Back on Track parent and student meetings for students with three or more Fs to present resources that will ensure academic success.

ELA Success and Algebra Essentials have both been successful intervention courses that have supported the increase in CAHSEE scores. Each course provides students in need with additional assistance. In 2010, our CAHSEE results went down significantly from the previous year. However, with the implementation of CAHSEE boot camp and other academic support programs, our CAHSEE pass rates have steadily increased the past few years. We can say with quantitative certainty that our academic support programs have been effective. In the ELD program, newcomer ELs who are on track to graduate but might lack credits due to their participation in ELD courses are given the option to stay an additional year to complete all high school graduation and college entrance requirements.

An additional program that supports students in meeting all the requirements of graduation upon completion of the high school program is Advancement via Individual Determination (AVID). AVID not only supports students in their college quest, but also closely monitors students' grades and works to ensure that all students are on track for graduation. The AVID graduation rate for 2011-12 was 100%. All three academies, the AAA, ECA, and MCA, also have personalized advisors that serve over each grade level. These advisors meet with students individually, provide tutoring, and analyze data to monitor student progress.

Strengths:

- e2020 enrollment and access
- Graduation rate
- College and Career Center support
- CAHSEE intervention courses
- CAHSEE boot camp
- Parent meetings
- Teacher grading policy changes

Key Issues:

- Provide access to a greater variety of electives from pre-existing district and UC approved courses
- Provide access to greater numbers of ROP and CTE classes that are also UC approved
- Utilize strength of AVID strategies across all classes
- Continue CAHSEE boot camp with greater emphasis on one-to-one learning
- Reinforce curricular structure of successful ELA Success and Algebra Essentials courses

Important Evidence:

- Classroom visits observing textbook and pacing plan fidelity
- Focus group materials and discussions
- Student and parent meetings
- Leadership team materials and discussions
- Student four-year plans
- D/F rates
- e2020 credit recovery rates
- Career and college center visit
- Club minutes
- College admissions information
- National Student Clearinghouse information
- College and Career center materials and student sign-ups
- Special Education transition plans
- A-G completion rates
- API growth: In five years, 570 to 700
- API/AYP subgroup performance levels
- CAHSEE pass and proficiency growth
- CELDT scores
- EL reclassification rate
- Olympic Leadership Team (OLT) minutes
- Student work

- Teacher feedback
- Teacher grading policy conference
- Teacher grading policies in PowerSchool



Focus Group C: Standards-based Student Learning – Instruction

Leader:

Jane Ann | English Teacher | Rm. G-202

Certificated Staff:

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Silvia Brenes | ELD Teacher

Joy Devlin | Music Teacher

Steven Diaz | Special Education Teacher

Erin Estrada | English Teacher

Sean Gilbert | Science Teacher

Deborah Harley | English Teacher

Ronald Jenkins | Special Education Teacher

Esmeralda Mora | Science Teacher

Ali Parvaz | Math Teacher

Choonglim Rah | Math Teacher

Counselor:

Cesar Perez | College and Career Technician

Students:

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Bridget Appiah

Edson Arroyo

Janeth Herrera

Jasmin Hidalgo

Zhanie Keelen

Rodney Martin Jr.

Christopher Miller

Brenda Monroy

Huy Ngo

Mohammad Rehman

Tenbite Tesema

Calvin Vuong

Alicia Gaytan

Ana Gutierrez

Petra Michel

Jorge Pech

Classified Staff:

Omar Cabrera | Safety

Michael Courtland | Maintenance

Emeli Foni | Clerical Assistant

Kim Golden | Cafeteria

Juan Martin | Technology

Alejandra Moreno | Library

Jose Putte | Maintenance

Mary Rutledge | Cafeteria

Sergio Saldana | Instructional Aide

Gwendoline White | Cafeteria

Parents:

Roberto Arita

Yulonda Butler

Liz Contreras

Deboragh Daniels

C | Standards-Based Student Learning – Instruction

C1

- *To what extent are all students involved in challenging learning experiences to achieve the academic standards and the expected school-wide learning results?*

All students at Leuzinger High School have the opportunity to participate in a wide variety of academic programs such as small learning and career academies, AVID, Advanced Placement, and honors classes. These programs are meant to offer students a place to demonstrate their mastery of academic standards in a challenging environment to prepare them for both college and career thus meeting our critical academic need #1. In addition, Leuzinger teachers use data driven performance results from diagnostic assessments, quarterly benchmark exams, CST exams, ELD Gains tests, and grades to assess student skills and plan rigorous content lessons to achieve our critical academic need #1 and school-wide action plan goal #1. Students are placed in skill appropriate classes where they receive the proper support and challenge to master academic content standards. Students are also challenged to hone their cognitive skills by responding to high levels of questioning. Teachers utilize Blooms Taxonomy and Costas 3 Levels of questioning to challenge students. Higher Level 3 questions provide students the opportunity to think and respond critically and creatively. Finally, lessons are connected to student's background and prior knowledge. One of the strongest ways to embed content is to make it relevant and relatable to our students' lives.

There are a wide variety of programs in place for student intervention. To meet our critical academic need #3, focusing on our special education subgroup, all teachers within the first month of school are notified of their special education students through their case carriers and provided with a copy of the student's IEP to help support and modify instruction and raise achievement for these students. Special Education students also get additional support in their Learning Center classes instructed by special education teachers who use visual, auditory, and behavioral strategies to assist students in achieving mastery of content and meeting the school-wide action plan goal #1. Special education students who are mainstreamed into general education courses also have the benefit of being in co-taught classes in English and Math where class instruction is planned and delivered by a content knowledgeable and strategies expert. Special education student test scores in the co-taught classes have risen greatly.

Support for struggling ELA and Math students to master academic content standards are available through intervention courses such as Read 180, ELA Success, and Algebra Essentials. Newcomer ELs are enrolled in our school's ELD Program. Sophomores who are identified as at-risk and juniors and seniors who have not passed the Math and ELA CAHSEE are enrolled in CAHSEE prep and refreshment courses a few weeks before taking the exam. Such refresher courses have helped increase CAHSEE proficiency rates in Math and English for all subgroups. Students stated that this refresher course as well as the Algebra Essentials and ELA Success classes helped to prepare them for the CAHSEE exam and meet their graduation requirements, school-wide action plan goal #4.

To achieve critical academic need #1 and school-wide action plan goal #1, all students, with their teachers, analyze their own performance data on past assessments through Data Director to

identify areas of strengths and weaknesses to set goals and receive targeted lessons and instruction to better achieve mastery. The positive results are evidenced in the increasing number of students who not only pass but test proficient on key exams such as the CAHSEE and CSTs, especially in our targeted subgroups addressed in critical academic need #3. All teachers begin to implement CST preparation four to six weeks before CST testing. Students are given the opportunity to review CST release questions to help prepare them for the test in May. Students who had also scored Basic or Below Basic on last year's CST were encouraged to attend a Saturday school refresher course prior to the start of the CSTs as well.

To close the achievement gaps in our EL student subgroup mentioned in critical academic need #3, ensuring challenging learning experiences/environments for both short and long-term English Learners begins with an intentional program design and targeted curriculum. Program instruction draws on prior knowledge to help students achieve mastery of ELD standards at lower levels and more challenging ELA standards at higher levels. ELD courses are leveled by language ability, with instruction appropriately targeted at or slightly above the students' reading levels as indicated by initial and ongoing testing. Long Term EL student growth is also considered in Leuzinger's program design. Reclassified English Proficient (RFEP) and Long Term English Learners (LTEs) are supported and challenged through the Read 180 program. All ELA content teachers have received EL training and strategies by Action Learning Systems to help EL students achieve mastery of the content to meet school-wide action plan goal #2.

Students in the World Language Department are involved in challenging learning experiences while acquiring a new language. They practice and develop their listening, speaking, reading, and writing skills daily. At the beginning levels, they are taught by means of total physical response, using movement and gestures to learn new vocabulary. Students reinforce and further their knowledge of their disciplines while learning the target language.

To meet critical academic need #2, high performing students are challenged in ELA Honors and AP courses that are reading and writing intensive to meet the demands of exams such as the EAP, AP Literature, AP Language and Composition, SAT, SAT II, and ACT to make them college ready. Students receive scaffolded instruction in class and are offered additional support through the Math Lab and English Enrichment Lab before and after school, during weekend study sessions, and at Club Olympian tutoring. Enrollment in honors and AP courses is increasing each year as students work with their teachers and counselors to plan a rigorous curriculum that will prepare them for higher learning. Also, we have increased the number of Advanced Placement classes from 11 in 2009-10 to 14 in 2010-11, and the number of students taking AP classes has increased from 299 in 2011 to 599 in 2012. Teachers and counselors are actively encouraging students to take higher level honors and AP classes. Evidence of this is the newly piloted Advanced Academics Academy this year. This will be an academy of students taking honors and AP classes working towards a specialized diploma.

Leuzinger teachers strive to develop and strengthen connections with students and their parents using a variety of available resources. These close relationships allow teachers to teach to students' strengths as well as weaknesses. Teachers are often available for tutoring before school, at lunch, and after school. Almost all of the teachers on campus utilize the Blackboard Connect system and PowerSchool to communicate with parents regarding student progress.

Students also are able to connect to PowerSchool to check their progress in their classes meeting school-wide action plan goal #3 and creating learning environments conducive to learning.

To improve the academic achievement of all students in all content areas, critical academic need #1, students receive DII instruction based on the “I DO, WE DO, YOU DO with Support, and YOU DO” model. Students are engaged and guided through the learning process. DII increases interaction between students and teachers while keeping students involved during the entire lesson. Additionally, students participate in multiple checks for understanding as their teachers use name cards, classroom responders, and ticket-out-the-door assessments to receive proper modified instruction accordingly.

Finals, midterms, and unit common assessments within departments have been developed to ensure proper attention to standards and the ESLRs. Quarterly benchmarks, which are aligned to the California Standards Tests, are also administered. Within the Read 180 Program, students are diagnosed with the Scholastic Reading Inventory (SRI) test which assesses their reading levels. Students take this test quarterly in order to track reading level improvement.

At the beginning of the semester, all teachers clearly communicate their expectations to students and parents through the syllabi distributed in class to ensure understanding and acknowledgement. Daily agendas, objectives, and content standards are posted in the front of classrooms to communicate daily learning goals. It is a common practice among teachers to have students communicate these objectives and goals on a daily basis to ensure that they are aware of daily learning goals and how those goals will assist them long-term.

Strengths:

Critical Academic Needs #1

- Multiple intervention courses offered including Read 180 and ELA Success
- English Enrichment
- Math Lab
- Common Assessments
- Benchmarks
- Increased CAHSEE and CST scores
- Algebra Essentials support class
- Math Success
- ALEKS
- Sub-collaborations within subject area

Critical Academic Needs #2

- Variety of high-level/rigorous classes are offered
- Increased AP courses
- Encouraging students to take higher level classes
- Increased enrollment in honors and AP courses
- AP courses reflect the demographics of the student population
- CAHSEE boot camp

Critical Academic Needs #3

- The needs of long-term and short-term ELs are being addressed at the program level

- Co-taught English and Math courses for ELs and Special Education
- Action Learning Systems training in EL strategies

Key Issues:

- Pacing plans coordinating with benchmark exams
- Implementing more DII strategies
- More project-based learning
- Articulate and monitor a school-wide writing program across the curriculum
- Need more involvement in tutoring programs

Important Evidence:

- Unit tests from students
- Co-taught lessons
- CAHSEE scores
- CST scores
- Classroom observations
- English Enrichment schedule
- Math Lab schedule
- Benchmark scores
- Common Assessment scores
- SRI Test scores
- Improved EL test results and schedule changes for high-performing students
- AMAO data for long-term students
- Demographic related to ELA Success and Read 180 courses deepening support for mainstream ELs
- AP and honors scores
- Academy scores and attendance results

C2

- *To what extent do all teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom, that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels?*

To address critical academic need #1, improve the academic achievement of all students in all content areas, Leuzinger teachers are provided with professional development workshops that offer training in utilizing technology such as the ENO boards, Promethean Clickers, and Data Director. Every classroom on campus is fully equipped with a Promethean/Eno Board, slate, Elmo document camera, and classroom responders. ENO boards are used throughout daily lessons to teach students who are visual and/or auditory learners and to increase engagement. All students including our EL and SWD students benefit greatly from this use of technology. It provides teachers with more freedom to engage students than with a white board alone. The slate can be used by students to do activities or problems presented on the interactive white board. Students seem more likely to remain engaged and more comfortable doing this, as they don't have to go up in front of the class. The students also like the new technology. In addition to the

use of technology in the classroom, a set of computers is also available in our library. Students are taught to utilize the resources of the library.

The software gives many templates and functions beyond PowerPoint to help make instruction more effective and engaging. The students really like the student response system (classroom responders). They respond to a question presented on the interactive white board and get immediate feedback to their answers. The teachers also get immediate data they can use to check for understanding. It can be set up to have different levels of questions, including questions that impart higher order critical thinking skills. In ELD classes, students use computers to take tests and view immediate feedback on their performance, listen to audio recordings to text selections, answer questions, and search the internet for materials for inquiry lessons and word process essays, thus closing the achievement gap within this subgroup.

Classroom responders are used to test for understanding and keep students engaged as well. Teachers use Data Director throughout the school year to facilitate data driven decisions and calibrate lessons based on student performance on common assessments, benchmarks, and CSTs to address critical academic need #1.

As mentioned in the Leuzinger's Single Plan for Student Achievement, teachers are provided with extra opportunities to collaborate within subject area. For example, last summer, and during this year, the Science department has come up with a list of the math concepts students have the most trouble with. Math teachers can then reinforce these in their math classes. Paid collaboration time during the summer was also provided to math, science, English, and social science teachers.

To support or English Learners, ELD teachers use level-appropriate strategies to differentiate learning experiences, engage students at the highest cognitive level possible, and prepare them for ELA courses. ELD teachers understand and use ELD and cooperative group structures such as those advocated by Kagan to fully engage students. The core EDGE curriculum is implemented with fidelity including online assessment components which provide immediate feedback at the individual student and whole-class levels. The System 44 program has been implemented at the early levels of the program with CELDT Beginning and Early Intermediate level students. This year, students have begun the use of the Edge Online Coach to provide further support in reading comprehension and language acquisition. These strategies address our critical academic need #3 and school-wide action plan goal #2 regarding this subgroup becoming proficient and reaching high academic standards.

Differentiation is also achieved through instructional strategies. Using rubric-assessed writing tasks, teachers work with students on identified writing domains, offering feedback and targeted individual instruction. ELD teachers utilize an additional method of differentiation called the inquiry model. Students' choice and control over the learning process is at the center of enrichment projects wherein students expand their knowledge in areas related to the core curriculum's essential questions. Students formulate research questions, search for texts and other materials, analyze them, integrate key ideas, and form conclusions, which they justify through writing and an oral presentation.

All core teachers are trained in and practice DII strategies that offer engaging scaffolded instruction based on the “I DO, WE DO, YOU DO with Support, and YOU DO” model. Teachers use name cards, clickers, and ticket-out-the-door assessments to build in multiple forms of assessments throughout the lesson to modify lessons accordingly. Teachers use the Blooms Taxonomy to engage students in higher order thinking skills and improve the academic achievement of all students in all content areas.

Teachers collaborate in bi-monthly department and grade level team meetings to discuss strengths, weaknesses, and modifications to pacing and instruction. Teachers share best practices that have proven effective in their classrooms and discuss new trends in effective teaching to improve instruction and increase student success. Teachers also collaborate district-wide on staff development days to continually discuss, revise, modify, and clarify curriculum, pacing, and benchmark assessments for the next year.

To ensure our students are college ready, AP/Honors teachers attend College Board Summer AP conferences to continue their professional development and gain material and knowledge to better prepare AP and honors students to engage in higher order thinking skills and perform well on the AP exams. The ELA AP/Honors Articulation Team meets once a month to discuss the strengths and weaknesses of the previous unit and the upcoming unit to scaffold and streamline targeted areas for improvement. AP/Honors teachers share best practices and make notes for revisions for next year’s pacing and curriculum.

Career academies not only ensure college readiness, but also a career focus. Academy teachers collaborate across disciplines to make learning relevant and teach students that skills are transferable to other areas of content. Also, academy teachers co-plan and design interdisciplinary projects for each quarter. Academy teachers work with a cohort of students that they build close relationships with. They conference with their students each quarter for progress checks and academic planning. Academy teachers participate in a two-week summer California Partnerships Academies Professional development to plan academy goals, projects, and outreach to the community for business support. During the school year, academy teachers meet each quarter to check progress and make necessary modifications to ensure engagement and higher skilled learning.

Leuzinger students are challenged to create creative visual and performing arts. Students are challenged to utilize a variety of media including traditional and new technology in the classrooms as part of the creative process. Students are also challenged to express themselves beyond the creative process as they evaluate, critique, and respond to works of art by their peers and themselves.

Visual and Performing Arts teachers provide students with grading rubrics. This provides the opportunity for authentic assessment to evaluate a student’s performance and mastery of the subject area. This allows students to understand the purpose of the project/assignment and make choices to find design solutions to complete their artwork. Visual and Performing Arts teachers also provide students with opportunities to critique their artwork by peers and themselves. Critiques can be verbal or written prompts student respond to and share within groups or as a class.

Fieldtrips through the academies and through the AVID program are a part of the learning process and used across curriculums. Students are able to participate in trips to museums, national parks, and colleges to fully immerse themselves in the topics that they are learning and to expand their awareness of opportunities available after high school, addressing critical academic needs #2.

Leuzinger teachers are also provided with Learning Walk opportunities to observe other teachers on campus. On Learning Walk days, teachers are given release time to observe eight to ten teachers throughout the day and then debrief about the observations.

Strengths:

Critical Academic Needs #1

- Effective bi-weekly collaboration
- Professional development workshops
- Abundance of technological resources
- PowerSchool: parent and student portal
- Grade distribution every five weeks
- Variety of ROP classes for students
- Blooms Taxonomy

Critical Academic Needs #2

- Increased AP courses
- AP/Honors articulation collaboration
- Academy interdisciplinary collaboration
- College Board professional development

Critical Academic Needs #3

- ELD and SDAIE strategies

Key Issues:

- Teachers not fully maximizing technology resources
- Teachers not knowing how to use Data Director
- DII needs to be implemented school-wide
- Pacing plans
- Articulate and monitor school-wide writing programs across the curriculum.
- Community outreach

Important Evidence:

- Classroom observations
- Discussions with students
- Discussions with parents
- Benchmark data
- Common assessment data
- Timed writing data
- Grades

- Technology workshops
- Leadership team meetings
- Master schedule
- Student attendance
- Multi-draft essays with rubrics
- Inquiry project scaffolds, essays, and presentation slides
- Gains/end of level test improvement (ELD)
- Professional development workshops
- Plenty of technology resources available
- Power School: parent and student portal
- Grade distribution every five weeks
- Variety of ROP classes for students
- Increased AP classes
- ELD and SDAIE strategies
- Bloom's Taxonomy
- AP/Honors articulation collaboration
- Academy interdisciplinary collaboration
- College Board professional development



Focus Group D: Standards-based Student Learning – Assessment and Accountability

Leader:

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Stephanie Dobrin | Special Education Teacher
Kevin Haefner | Social Science Teacher
Stephanie Iveland | Math Teacher, Activities Director
Emma Jurgensen | Physical Education Teacher
John Le | Math Teacher
Aida Molina | Science Teacher
Miguel Rojas, Sr. | World Languages Teacher
Jose Romo | World Languages Teacher
Maichi Tran | Math Teacher

Counselor:

Carol Erickson | Counselor

Students:

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Oscar Gil
Mariah Jaramillo
Lynda Martinez
Alejandra Moreno
Lawrence Quilaro
Jennifer Rodela
Abdul Shiekh
Yannick Southey
Duong Tran
Romulo Valeriano

Julia Rodriguez
Sonia Romero
Tupou (Bo) Sofele
Violeta Villacinda

Parents:

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Danette Bunting
Matt Jones
Jose S. Ocampo

Classified Staff:

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Angela Chookhae | Attendance
Dianne Diaz | Student Store
George Diaz | Maintenance
Oralia Diaz | Records and Transcripts
Deborah Frink | Data Processing
Amber Green | Cafeteria
Anna Jackson | Cafeteria
Araceli Moreira | Cafeteria
Brenda Muse | Safety
Maria Ramirez | Testing Center

D | Standards-Based Student Learning – Assessment and Accountability

D1

- *To what extent does the school use a professionally acceptable assessment process to collect, disaggregate, analyze and report student performance data to the parents and other shareholders of the community?*

Leuzinger High School uses a variety of resources to professionally assess, collect, disaggregate, analyze, and report performance data to students, parents and other stakeholders. First, our district has quarterly common assessments called benchmarks. The district benchmarks are formative exams that assess our students' proficiency of the California Content Standards. In order to analyze the results, our district uses technological resources such as Data Director and PowerSchool. In Data Director, all the students' scores on tests such as the California Standards Test (CST), California High School Exit Exam (CAHSEE), California English Language Development Test (CELDT), and district benchmarks are recorded and analyzed during district professional development days and department collaboration times throughout the year.

LHS is able to use a variety of ways to personally and digitally report all the information to all concerned community members. Parents are always aware of their child's progress through Title I and Title III (ELAC) meetings. Parents also have access to their child's performance in all assignments through PowerSchool. Every five weeks, a grade report is mailed to the parents. Struggling students and their parents are also encouraged to attend Back on Track events on campus to strengthen student and parent awareness.

For assessment and accountability, teachers use collaboration time every other week to share best teaching practices as well as benchmark results. During Learning Walks, teachers visit other classrooms to observe effective teaching practices allowing them to incorporate these practices into their own teaching environment.

With the data collected, the staff at LHS is better able to address the varying needs of their populace, including EL and SWD students, meeting our critical academic need #3. The ELD Coordinator sends reports to all teachers and counselors in order to identify the CELDT levels of English Learners and accurately meet their specific needs (History SL, Math SL, Read 180, and ELA Success). The Special Education department notifies all teachers of specific accommodations for students with disabilities to meet their needs. Students with a low socio-economic background are enrolled in the free/reduced lunch program. In addition, all departments offer tutoring to all students during lunch or after school.

Strengths:

- Departments and Academies routinely use Data Director and PowerSchool to review and assess student performance.
- Teachers develop professionally through participation in collaboration, Direct Interactive Instruction trainings, Learning Walks, conferences, and informal inquiry.

Key Issues:

- Most of the teachers know how to read the data and know how to access basic elements on student performance, but sometimes do not know how to pull up all the various types of data on Data Director.
- Continue to develop and further analyze assessment data to inform instructional practices and improve student performance.
- Continue to use and develop common assessments / benchmarks as formative and summative assessments.

Important Evidence:

- Assessment data
- Title I meetings
- CST/CAHSEE results
- AP results
- Student grades
- API/AYP
- CELDT results
- Data Director

D2

- *To what extent do teachers employ a variety of strategies to evaluate student learning?*
- *To what extent do students and teachers use assessment results to modify the teaching/learning process for the enhancement of the educational progress of every student?*

Students are exposed to numerous types of assessments, including formal, informal, state standardized tests, and district implemented tests, such as benchmarks. Teachers use everyday informal assessments such as homework, quizzes, essays, and performance assessments to check students' progress towards mastering the standards. Students' letter grades in their classes as well as their scores on standardized tests (CSTs, CAHSEE, CEDLT, benchmarks) guide placement of students in particular classes. In addition, the school counselors also use students' grades, CST reports, ELD Placement exams, and CAHSEE results to help students select the right classes each year in order to fulfill the A-G requirements and overall academic achievement. Counselors meet once a semester to refine the students' plans and discuss post-secondary goals.

Teachers have been trained from an off-site professional development company called Action Learning Systems using an instructional strategy called Direct Interactive Instruction (DII). Our district put all core teachers through DII training in the past three years during district-wide professional development days and on-site trainings. Essentially, the dynamics of DII centers around the triad of teacher-to-student, student-to-teacher, and student-to-student interaction. The training also helped teachers use interactive strategies as a basis for assessing student knowledge of the California Content Standards.

Teachers collaborate bi-monthly to co-construct best teaching practices not only for professional growth, but also to bring these practices back into the classroom to encourage student learning

through differentiated instruction. During collaboration meetings throughout the year, teachers use the district pacing plans, prepared during the previous year, to guide teaching during the course of the year. These pacing guides are used to help generate the quarterly assessments based on the California Content Standards, which are formative assessments toward the CSTs.

As mentioned earlier, the assessment information recorded in Data Director is used: 1) to determine students' acquisition of standards, 2) serve as a basis for re-teaching/spiraling instruction, 3) define the areas/standards where students are lacking mastery, 4) and determine progress made towards graduation. The three established places where students can get extra support are: Math Lab (held in various math teachers' rooms), English Enrichment (held in various English teachers' rooms), and Club Olympian (an outside grant-supported after school program). Tutoring is also offered before school, at lunch, or after school by additional teachers who are not involved with the Math Lab, English Enrichment tutoring, or Club Olympian.

Teachers use a variety of formal and informal assessments such as chapter quizzes, tests and benchmark results to teach or re-teach standards that the students have yet to master. Also, classroom responders are connected to the teacher's laptop and interactive white boards and used during lessons to informally assess student understanding and determine the direction for the lesson. These methods are designed to support student learning and academic achievement for all student groups during the course of the year. To address our critical academic need #3, students with additional needs such as English Learners and students with disabilities are placed in the appropriate classes by the Edge Placement exam, CELDT, CST, CAHSEE, and site and district administered assessments. A variety of strategies is used in these classrooms to evaluate student learning and ensures that students with additional needs are receiving the necessary supports to succeed in the classroom.

Strengths:

- Departments and academies routinely use Data Director and PowerSchool to review and assess student performance.
- Some teachers informally assess student understanding using Direct Interactive Instruction techniques, which includes informal inquiry between teachers and students and students amongst themselves.
- Through collaboration, teachers generate lists of standards that students struggle with in a specific subject.

Key Issues:

- Need more allotted class time for teachers to analyze student data with the students.
- Continue to develop and further analyze assessment data to inform instructional practices and improve student performance.
- Continue to use and develop common assessments / benchmarks for formative and summative assessments.

Important Evidence:

- Assessment data
- CST/CAHSEE results
- AP results

- Student grades
- CELDT results
- Data Director

D3

- *To what extent does the school with the support of the district and community have an assessment and monitoring system to determine student progress toward achievement of the academic standards and the expected school-wide learning results?*

The CVHUSD, board, staff, students, parents, and interested community members are actively involved in the assessment and monitoring process of student progress. A Single Plan for Student Achievement (SPSA) is created based on test scores and invites the collaboration of staff and community members to develop a successful school plan. This plan is presented at the School Site Council (SSC) meeting, which is comprised of parents, students, and staff. Upon SSC approval, the plan is presented to the School Board for final approval. Information from the SPSA including our school-wide action plan is presented to the leadership team, who share the information with their departments. These actions, combined with bi-monthly teacher collaboration, district professional development days, and intervention classes such as Algebra Essentials, Math Success, Read 180, and ELA Success have helped the school improve its API score. Further, CST and CELDT data is used to target low-performing students for further intervention. A variety of preparatory and support classes are provided for struggling students. In-class and online materials are available to students and teachers to facilitate student learning.

The school administration also reports, analyzes, and publishes standardized test scores in the School Accountability Report Cards (SARCs). These reports are made available on the district website. The site administration shares the schools' quarterly benchmark scores, CST scores, Academic Performance Index (API), and Academic Yearly Progress (AYP) data with students and teachers through the SARC.

Performance data from state and classroom-based assessment is collected and distributed to the stakeholders in a variety of ways. Teachers analyze this performance data during collaboration and district-wide staff development days to determine student progress toward achievement of the standards and ESLRs. Based upon the results, teachers collaborate to modify practice, pacing, and assessments. To implement the programs, the district allocates funds in response to student needs.

Strengths:

- Departments and academies routinely use Data Director and PowerSchool to review and assess student performance.
- Some teachers informally assess student understanding using Direct Interactive Instruction techniques, which includes informal inquiry between teachers and students and students amongst themselves.
- Through collaboration, teachers generate lists of standards that students struggle with in a specific subject.

Key Issues:

- Need more allotted class time for teachers to analyze student data with the students.
- Continue to develop and further analyze assessment data to inform instructional practices and improve student performance.
- Continue to use and develop common assessments / benchmarks for formative and summative assessments.

Important Evidence:

- Discussions with the OLT and student leadership
- Discussions with district representatives
- Assessment data
- Title I meetings
- Parent meetings
- CST/CAHSEE results
- AP results
- Student grades
- API/AYP
- CELDT results
- Data Director

D4

- *To what extent does the assessment of student achievement in relation to the academic standards and the expected school-wide learning results drive the school's program, its regular evaluation and improvement and the allocation and usage of resources?*

D4

- *To what extent does the assessment of student achievement in relation to the academic standards and the expected school-wide learning results drive the school's program, its regular evaluation and improvement and the allocation and usage of resources?*

Leuzinger's administration and teachers, with support and assistance from the district, evaluates its progress in meeting the academic standards and expected school-wide learning results by assessing student achievement on benchmark, CST, CAHSEE, and CELDT results. Other indicators of student success such as percentage of Ds and Fs, AP pass rate, attendance rate, and graduation rate are regularly reviewed and disaggregated by subgroup. This analysis of data helps teachers, the Olympian Leadership Team, and site administration improve Leuzinger's school program and more effectively allocate its resources to better serve the learning needs of all students. The assessment data is also shared with the district and board as they drive district support through program development and resource allocation. As the school-wide action plan in the SPSA is revised each year, teachers, parents, and students on the SSC evaluate data and other indicators of student success to further discuss and evaluate the allocation and usage of resources prior to approval.

The assessment of student achievement drives our school's program in various ways and ultimately helps students possess the literacy and numeracy skills stated in our expected school-

wide learning results. Data Director provides instant access to students' proficiency levels on the district benchmarks, CST, CAHSEE, and CELDT. Bi-monthly department collaboration allows teachers and administration the opportunity to analyze this data and identify the strengths and weaknesses of all students and subgroups. The major improvement in CST and CAHSEE scores validate that the programs we have in place are effective. The Read 180 software used in ELA intervention classes, the ALEKS software used in math intervention classes, CST and CAHSEE boot camps, and Saturday prep sessions have led to the increase in CST scores and CAHSEE pass rates. Data from PowerSchool informs teachers and administration of the need for extra supports in the classroom. The implementation of Math Lab and English Enrichment tutoring has led to the decrease in percentage of Ds and Fs. The use of new technology in the classroom and application of Direct Interactive Instruction have also played a major role in increasing student engagement and achievement. Additionally, the use of PLASCO and Blackboard Connect have led to the increase in attendance rates the past few years, helping students become responsible citizens in the Leuzinger High School community and achieve our ESLRs.

Strengths:

- Teachers and administration routinely use tools such as Data Director and PowerSchool to analyze student achievement on district benchmarks, CSTs, and CAHSEE.
- Analysis of assessment data by teachers, OLT, and administration determines Leuzinger's programs.
- OLT meets once a month to discuss, evaluate, and improve the programs at Leuzinger.
- The SSC meets once a month to evaluate the allocation and usage of resources.

Key Issues:

- Continue to develop and further analyze assessment data to inform instructional practices and improve student performance.

Important evidence:

- Classroom observations
- Bi-monthly teacher collaboration
- OLT meetings
- SSC meetings
- Discussions with district representatives
- Assessment data
- CST/CAHSEE results
- Benchmark results
- CELDT results
- AP results
- Student grades and percentage of Ds and Fs
- Attendance rate
- Graduation rate
- SARC
- Single Plan for Student Achievement
- Data Director
- PowerSchool

- Use of technology
- DII
- PLASCO
- Blackboard Connect
- Math Lab and English Enrichment
- ALEKS
- Read 180
- Support classes



Focus Group E: School Culture and Support for Student Personal and Academic Growth Culture

Leader:

Judy Grood | Counselor | Rm. H-203

Certificated Staff:

Alex Cardenas | Math Teacher

Maria Eborn | English Teacher

Derrick Espinoza | Math Teacher, AVID Coordinator

Lourdes Franco | Social Science Teacher

Arturo Jones | Special Education Teacher

Marlon Mendez | English and AVID Teacher, Athletics Director

Margaret Naluswa | Special Education Teacher

Zan Raab | ELD Teacher

Joel Romero | Special Education Teacher, Special Education Department Chair

Susanne Schulze | Science Teacher

William Sittner | Special Education Teacher

Students:

Linsi Alvarez

Clarissa Contreras

Paola Lara

Leslie Lopez

Jane Madu

Cintia Martinez

Michael Miranda

Agustin Perea

Joaquin Perez

Daniela Ramos

Javier Rivas

Maya Zeng

Josefmen Ramirez

Pelagio Rivera

Jose Serrano

Classified Staff:

Rocio Alonso | Cafeteria

Alex Alvarez | Safety

Evelyn Chandler | Maintenance

Liliana Garcia | Cafeteria

Dennis James | Dean

Michael Miller | Safety

Aren Moore | Maintenance

Gladys Rojas | Cafeteria

Rosie Sanders | Instructional Aide

Lilia Villalobos | Registration

Louis Walzer II | Cafeteria

Cynthia White | School Nurse

Michelle Williams | Secretary

Parents:

Lorrie Barbee

Fitzroy Dornellas

Guadalupe Jurado

Esmeralda Lomeli

E | School Culture and Support for Student Personal and Academic Growth

E1

- *To what extent does the school leadership employ a wide range of strategies to encourage parental and community involvement, especially with the teaching/learning process?*

Leuzinger High School staff, parents, and community are integral to the success of students at LHS. To address our critical academic need #2, LHS continues to develop programs that support the learning process, help parents be more involved, and provide access to community resources and expertise in order to improve the percent of students successfully completing high school and ensure that they are properly prepared for college and career. Encouraging students to set college goals, our college-going seniors are honored in a Hall of Fame located in the main hallway and parents can view these photos as they enter the school. Additionally, the local newspaper, *The Daily Breeze*, has run several stories highlighting the successes of our students.

Parents are valued members of the LHS community and the school implements strategies and processes for the regular involvement of parents and the community. Teachers have access to numerous methods of communication with parents, both traditional (phone or regular mail) and technological (email, website, Blackboard Connect or PowerSchool Parent Portal). Parents are also able to obtain information on students' academic progress and attendance, and are able to contact teachers directly via email through the PowerSchool Parent Portal. LHS has taken steps to ensure that Hispanic parents are able to read documents in their native language. All printed materials are translated into Spanish and audio translation equipment is available for meetings; when necessary, a translator is provided. Many of our teachers and staff members are bilingual and communicate with parents in their primary language. Parents have the opportunity to initiate meetings with teachers, and counselors regularly communicate with parents by phone, regular mail, and email.

The school informs parents of student academic performance through a number of means: Parent Portal, Blackboard Connect, email, regular mail, or direct teacher and parent contact by phone or in person. Progress reports are mailed home, and counselors reach out to parents via phone, regular mail, and email. Teacher, counselor and administrative logs embedded in Blackboard Connect and PowerSchool show parent contact data. Further, the district and site websites, parent newsletters, the automated phone dialer, and other social networks provide parents with additional information.

Leuzinger holds a number of events to involve parents and the community in the educational process. These include Back to School Night, Open House, Family Math Night, Back on Track Night, AAA, MCA and ECA Academy meetings, Cash for College Day, Title I meetings, ELAC (Title III) and DELAC meetings, IEP meetings, various club meetings, and sports events. Parents and community members are also invited to participate in a number of advisory committees including PTSA, School Site Council, Title I parent committee, WASC parent committee, and ECA/MCA advisory committees.

LHS has a myriad of clubs advised by staff members that promote academic, cultural, or personal interests, and often bring staff, students and the community together. Cultural clubs provide tremendous learning opportunities and cultural shows are well-attended by parents and the community. Our successful athletics program also brings parents onto campus. We also share our campus on weekends with local community athletic programs.

The school uses a variety of community resources to support students including guest speaker programs and internships. Our College and Career technician brings in local professionals to share their expertise and students are offered opportunities to build work skills through a variety of internships. Community members offer scholarships to our students and supplemental off-campus field trips through MCA and ECA provide learning opportunities that go beyond the classroom.

Through collaboration with the South Bay Workforce Investment Board (SBWIB), we have an after school program which has helped connect students to the school, increase school attendance, and improve academic performance. Club Olympian is open to all students and staff and offers tutoring, test prep, enrichment, and recreational activities. Club Olympian provides student access to technology that may not be available at home. Our staff is dedicated to improving the academic achievement of all students in all content areas and achieving our critical academic need #1. Teachers are often on campus early in the morning, well into the evening, and on weekends providing tutoring, offering help with college admissions and scholarship applications, and participating in extracurricular activities.

Strengths:

- School and district websites
- School marquee
- Blackboard Connect
- Title I meetings
- Senior Awards Night
- Quarterly district newsletter
- Night caller system
- Email
- School publications
- PowerSchool Parent Portal
- LHS athletic, club, and drama events
- Top 100 Awards Night
- Student recognition events
- Cultural Programs
- Open House
- Back to School Night
- Back on Track Night
- College and Career events
- Cash for College
- Guest speakers
- Club Olympian

- El Camino College on site representative
- AVID program tutors
- AVID
- ECA/MCA Advisory Council
- Key Club
- ASB
- Art shows
- Family Math Night
- ALEKS
- CAHSEE boot camp
- Free SAT prep courses

Key Issues:

- Need a dedicated parent contact person and room
- Customization of Blackboard Connect
- Attendance at meetings
- Parent involvement
- Participation in athletic and school events
- Promotion and advertising

Important Evidence

- Parent Portal usage
- PowerSchool login entries
- Scholarships
- PTA registrations
- Guest speakers at College and Career Center
- Teen Parent speakers
- ECA and MCA Advisory Committee community partners
- AVID tutors
- IEP meetings
- Counselor parent contacts
- Back on Track Night attendance
- Family Math Night attendance
- Back to School Night / Open House attendance

E2

- *To what extent is the school a safe, clean, and orderly place that nurtures learning? To what extent is the culture of the school characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement?*

Leuzinger has existing policies and regulations and uses its resources to ensure a safe, clean and orderly environment that nurtures learning. The WASC Visiting Committee will see what many visitors notice: an attractive, well-kept and comfortable school. This is evident both outside on the campus grounds and inside the buildings where a vigorous modernization program has

resulted in state-of-the-art classrooms. There are procedures in place at the site and district levels that provide for student safety and discipline, campus security, and facility maintenance.

There are a number of indicators, including teacher and student surveys, showing that Leuzinger has caring teachers and staff and maintains high expectations for all students. Our positive school culture is characterized by professionalism, trust and respect. Faculty and staff believe that they are valued as members of the LHS educational community. Collegiality and dedication can be observed at after school events, department meetings, during collaboration, and informally as teachers freely share ideas. By recognizing the achievement of our students and expecting students to perform at a rigorous level, we have fostered high expectations at Leuzinger. The most recent results of our CST scores, API results, and CAHSEE pass rates have fostered pride at LHS. Collaboration, staff development, and department and Olympian Leadership Team meetings provide opportunities for staff input regarding student achievement and the effectiveness of school programs. Addressing critical academic need #1, our bi-monthly collaboration time allows teachers to discuss current educational research, reflect on student achievement, and implement new strategies leading to greater student success.,.

Our on-site school resource officer, the safety team, custodial staff, counselors, dean of students, and administrative team ensure that LHS is a safe learning environment free from physical or emotional stress. The safety team and security cameras monitor the campus; all visitors must sign in and provide identification. The administration, along with the staff, ensures the smooth operation of the school that makes learning the school's top priority. Our site goals, attendance policies, school safety plan, disaster preparedness, and emergency drills outline our policies and procedures. Administration employs a thorough plan for disaster drills that are practiced regularly and students are informed of school policies through a student handbook that is given to them at the beginning of the year.

LHS offers peer mediation for conflict management and Saturday school to remediate attendance issues. Students are currently in the training process to become peer mediators. We also have a newly implemented Positive Behavioral Intervention and Support (PBIS) system to address bullying and teach appropriate behaviors. Citizenship, appropriate dress, and personal ethics are expected and demonstrated by LHS students and good sportsmanship is emphasized in PE classes and on athletic teams.

Counselors play an important role in scheduling of students based on data, and they make sure that all students are progressing toward graduation, meeting our critical academic need #2. To address critical academic need #3, help close the achievement gap in the Special Education subgroup and ensure that Special Education students are on track for graduation, counselors have participated in trainings and attend IEP meetings as the administrative designee. Speech-language therapy is provided for about 60 students each year. This includes students in general education classes as well as those in Specialized Academic Instruction classes, Basic Skills classes, and the Adult Transition program. Students have a range of disabilities some of which are autism, articulation disorders, language disorders, fluency/stuttering disorders, intellectual disabilities, etc. A DIS counselor is available to meet with students twice a week and a school psychologist is housed on our campus. The School Site Council meets monthly to discuss instructional services and categorical expenditures to best meet the needs of our students.

The counseling calendar includes meeting with seniors and the parents of those who are not on track for graduation. Senior and junior class presentations are held in November and students are informed of scholarship opportunities as they come up. A Back on Track Night is held to meet with parents of students who are not making adequate progress. Seniors are assisted with college applications and students are taken to the Los Angeles Cash for College conference to learn about financial aid. SAT prep classes, CAHSEE boot camps, and the PSAT are offered to students free of charge. Centinela Youth Services and Starview provide free family and individual counseling for our students.

Communication and disciplinary actions are logged into PowerSchool and can be accessed by teachers, counselors, and administrators. Student discipline is handled by the administrative team and the dean of students; the discipline process at LHS is perceived as fair, firm, swift, and effective.

Strengths:

- PowerSchool student information system
- Attendance records
- School resource officer
- Activities Director
- Dean of Students
- Discipline records
- Guidance counselors
- Peer Mediation training program
- Student-led campaigns against drug abuse, texting and driving, and bullying
- IEP/SST training for the counselors
- Healthy Kids Program
- Tardy and attendance policies
- Saturday School logs
- Student Recognition events
- Awards assemblies
- Senior Awards Night--scholarships
- Drama productions and events
- Sports events
- Club sponsorship
- Centinela Youth Services
- Starview
- Nurse and Nurse's aide
- Counseling records
- Disaster plan
- School safety plan
- Safety team
- Visitor logs

Key Issues:

- Students responsibility in keeping the campus clean
- Need for current course catalogues
- Promotion, advertisements of events, activities, programs and opportunities for students
- Technological issues
- College Information Night
- Fundraising for athletics and clubs

Important Evidence

- Student handbook
- Emergency procedures
- Site goals
- Security check-in process
- ECA recycling program
- Stull evaluations
- Collaboration data
- Staff development information
- SAT test prep data
- CAHSEE boot camp data
- Master schedule
- Placement matrix
- Dean of Students
- Activities Director
- Suspension and expulsion data
- API scores
- Attendance data
- Students meeting A-G requirements
- Students taking AP tests
- Lunchtime trash pick-up

E3

- *To what extent do all students receive appropriate support along with an individualized learning plan to help ensure academic success?*

E4

- *To what extent do students have access to a system of personal support services, activities, and opportunities at the school and within the community?*

LHS supports the academic, personal, social, and career success of all students. The school has available adequate services, including referrals to community based organizations, to support students in such areas as health, career, personal and family counseling, as well as academic assistance. The school leadership and staff ensure that the support services and related activities have a direct relationship to student learning. All students have access to a challenging, relevant, and coherent curriculum.

The Master Schedule reflects the school's goals; all students have access to a rigorous, standards-based curriculum. The Master Schedule is developed based on student academic needs and student requests. Based on data, the counseling staff guides all students in planning a four-year program that is updated and revised throughout their high school career. All students receive appropriate support along with an Individualized Education Program (IEP) where appropriate. Teachers use a variety of instructional strategies to support the academic success of all students, including co-teaching, mainstreaming of EL students and students with IEPs (where appropriate), use of Eno and Promethean Boards and other technology, and an after school homework club / tutoring program.

LHS has assembled a network of on-site and community resources to provide services and support for our students. For example, underachieving students are counseled and supported by personnel and programs within the school such as support classes in math and English Language Arts, Club Olympian, and after school tutoring. Mental health professionals, the school nurse and nurse aid, the DIS counselor, the Speech and Language Specialist, and the counseling department provide a wealth of support for all students.

LHS is an environment where adults care about the well-being of students. Teachers enthusiastically write letters of recommendation for college applications, stay in the classroom after hours to help with projects, provide counseling, support student-run organizations and clubs, or initiate a Student Study Team (SST) meeting to help a floundering student. Our Dean of Students and School Resource Officer visit students' homes to keep students with attendance issues on track. Each student is assigned a counselor (alphabetically, based on last name) who assists with personal guidance, academic planning, and post-secondary preparation. Counseling services include appropriate placement and support for EL and Special Needs students.

Underperforming students have a network of personnel and academic programs to remedy barriers to academic progress. These include ELA and Math support programs in grades 9 and 10 and after school tutoring in core subject areas. College-bound students have a wealth of opportunities, encouragement, and support as they pursue the most rigorous program possible. At LHS, all students have an opportunity to take any AP course; many students are recommended for AP courses via a student data matrix that includes CSTs and grades; teacher input also guides student placement in courses.

LHS has a full English Language Development program, an honors program, and a growing Advanced Placement program along with a Specialized Academic Instruction (SAI) program for students with IEPs. All students have access to a challenging, relevant, and coherent curriculum that is standards-based. Teachers use standards-based instruction and benchmark test results to inform their teaching; the ESLRs provide the foundation for school-wide goals. Resources are allocated to support student achievement in literacy and numeracy skills and promote personal responsibility and achievement.

Our goal is inclusion of all students in the general education curriculum; many students with IEPs are mainstreamed and teachers are informed of any modifications and accommodations stated in IEP goals. Our e2020 program gives students an opportunity to handle credit

deficiencies by retaking classes (many are UC approved) during the school day and after school. Students who are credit deficient are offered summer school at LHS and at neighboring programs; those who would benefit from attending a continuation school or an independent education program are recommended for Lloyd High School or Centinela Valley Independent Study School.

The College and Career Center is an extension of the counseling office, providing students with pertinent college and occupational resources. The counseling staff, consisting of four full-time fully-credentialed counselors who hold Master's Degrees in Counseling, along with the College and Career technician, advises students on graduation and college entrance requirements, college testing, community college requirements, and other post-graduation information. Cash for College workshop, UC and CSU application workshops, scholarship workshops, career exploration, and the AVID program support students in creating goals for their future. This year, the newly created AAA provides a fully integrated Honors/AP program for our highest achieving students beginning in the freshman year. Additionally, the Speech and Debate program, yearbook, and the school newspaper allow students to participate in school activities while developing their academic, career, and personal/social growth.



LHS has a full time health aid and a part-time nurse that review and maintain student health records and work with staff concerning the health needs of students. A school psychologist and DIS counselor also support students with IEPs and 504 Plans. LHS refers students to community-based support services for health / mental health assistance. We collaborate with Centinela Youth Services for personal and family counseling as well as victim restitution programs. Providing academic assistance, students participate in an on-campus Upward Bound Program through California Lutheran University. On-line courses are available to our students through the CSUDH Distance Learning Program. Academic peer tutors also provide assistance in a variety of classrooms. For students and parents who would like more individualized tutoring, CVUHSD offers tutoring through NCLB (No Child Left Behind). On campus, a Los Angeles Southwest College Personal Development course is taught by one of our counselors, and students are encouraged to attend a variety of summer programs to improve their academic standing and

growth. Students can take classes at the local adult schools or on the LHS campus through e2020.

Math Lab is an after school tutoring program that focuses on developing numeracy skills. In Math Lab, AVID students tutor their peers. Math Lab is mandatory for students receiving a D or F. A sign in/out slip returned to the classroom teacher is evidence of participation and shows responsibility on the part of the student. Twice a month, teachers collaborate to discuss best practices and key standards. They look at data to re-teach standards that were not mastered by students. Teachers often call home or use Blackboard Connect to communicate with parents. Family Math Night is held during Open House involving the school community, students, parents, and staff, in a variety of fun math-based activities.

The school culture is one of inclusion of exceptional learners. Students within the special education program are mainstreamed where indicated in the IEP. Basic Skills/Functional Life Skills Program is available to students who have moderate to severe disabilities. These students attend the two special day classes that are differentiated to student learning. The school environment allows for these two classes to be located within the same area as their age-level peers in the general education program and nutrition and lunch times are the same as mainstreamed students, allowing all students to interact on a daily basis.

The focus of the Basic Skills program is functional academics and development of social skills and independent living skills. Some of our Basic Skills students are also beginning to early intermediate English Language Learners. The academic focus is writing and speaking. Collaborative input is provided by our speech pathologist and DIS counselor. Students are taught the Touch Math upper grades program for basic math, time, money, word problems, and fractions.

Many students with IEPs are placed into a Learning Center class that supports all aspects of numeracy skills, literacy skills, and responsibility & engagement. The Learning Center consists of study skills, organization and time management strategies. Learning Center teachers offer homework assistance, note taking support, test taking and writing strategies, quiet areas for testing, as well as monitoring of progress and addressing individual goals of students. The teacher also stresses the importance of taking responsibility for their actions. Personal conferences occur regularly where personal / social, career, and academic goals are discussed.

Building 16 houses an adult transitional program for intellectually deficient adults aged 18-22 years of age. The program is dictated by the student's IEP goals and includes vocational training, independent living, community participation, and accessing adult services. Assessment is done through Performance Data Checklists, portfolio of work samples, vocational assessment, and the student's specific goals stated on the IEP.

Extra-curricular activities provide opportunities for personal growth. All students have access to Club Olympian activities, including a fitness room and recreational classes. All students have access to the library's traditional and technological services and a computer lab is available to all classes. MCA students have access to a Mac Lab. Teachers are available for students outside of class for academic support and tutoring, and the Weekly Bulletin and audio announcements keep

the LHS community apprised of important information and upcoming activities. Free CAHSEE boot camps and free SAT prep classes provide support for students to excel on these tests.

Personal support is promoted and staff is aware of the connection between academic achievement and personal health. Counselors have participated in mental health and child abuse training and can refer students to mental health services when needed. Students are given a Physical Fitness Test at the end of 9th grade and Club Olympian's Fitness Center is available to all students and staff.

LHS has a culture of school spirit and pride. Teachers and students wear LHS gear and celebrate their graduating year by wearing class colors. Noche Latina gave students and their families an opportunity to celebrate the Hispanic culture. The counseling department communicates with students and parents and has an open door policy; students can drop in before school, during nutrition, or after school and find a counselor available. Counselors work diligently to provide services to students beyond the school campus that include numerous scholarships, summer programs, a teen parent program, internships, and community service opportunities. LHS teachers continue to seek out innovative instructional strategies to provide students with the best educational program.

Strengths:

- Student records
- Culture of school spirit and pride
- Classroom observations
- Learning Walks
- Counselors
- Student handbook
- Master schedule
- Placement matrix
- Class enrollments
- e2020 program
- Student tutoring programs
- IEPs
- ELD flow chart
- CELDT testing
- CST results
- CAHSEE results
- CAHSEE boot camp
- SAT prep class
- Learning Center
- Math Lab
- College and Career Center technician
- LHS library
- LHS computer lab
- DIS counselor
- Speech and Language specialist

- LHS summer school
- ELD CAHSEE Prep
- BCLAD / CLAD certification of teachers
- Campus posters
- Special Education case carriers
- Academic peer tutors
- Graduation checks
- PowerSchool logs
- Clubs
- Centinela Youth Services
- Starview

Key Issues

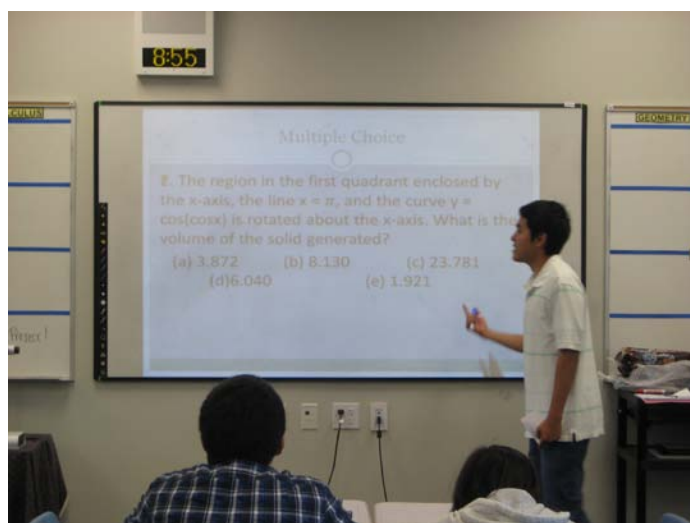
- Funding for sports and activities
- Volunteers needed
- Crisis counselor needed on campus
- Funding for tutoring
- Student/staff participation in activities
- School image and community perception of LHS
- Promotion and advertisement of events and activities
- Parental involvement

Important Evidence

- Club involvement
- Sports involvement
- ASB
- AAA, MCA, ECA
- Workability
- Athletics
- AVID
- Peer mediation
- Healthy Kids
- Blood Drives
- Lawndale Movie of the Month
- Increased GATES, Northwestern Posse, and QuestBridge National College Match Scholarship applicants and winners
- Increased involvement in Sheriff's Explorers Program
- Increased involvement in Upward Bound programs
- Smaller counseling caseloads
- AAA implementation
- Program review
- Placement Matrix

Chapter V

School-Wide Action Plan



Chapter V: School-wide Action Plan

Goal 1: All students will reach high standards, at a minimum, attaining proficiency or better in English, math, history, and science.

Rationale:

- The school has an API of 700, 100 points away from 800 (the state's defining measure of high performing schools).
- For the Class of 2012, 27% of graduating students completed UC/CSU required courses.
- Although Leuzinger High School met school-wide API growth in 2012, the following subgroups did not meet AYP proficiency targets.
 - English proficiency target was not met school-wide.
 - The African American and Hispanic/Latino subgroups did not meet English proficiency target.
 - The SED, English Learners, and SWD subgroups did not meet English proficiency target.

Expected School-wide Learning Results Addressed:

- Possess the literacy skills necessary to understand information from a variety of sources, express and justify an opinion, and communicate effectively.
- Possess the numeracy skills necessary to logically solve real world problems

Yearly targeted growth:

2012-2013

- The amount of students earning proficient or advanced scores in English, math, history, and science will increase by 10% as measured in 2012 CSTs.
- The amount of students earning proficient or advanced scores in both portions of the CAHSEE will increase enough to meet the 2013 required to make AYP via Safe Harbor.
- Provide ongoing professional development and support for all teachers.

2013-2014

- The percentage of ninth and tenth grade students who score proficient or advanced on the CSTs will increase by 5%.
- Within this 5% increase, there will be a 10% increase for Socio-Economically Disadvantaged students.
- The percentage of ninth grade students who score FBB/BB on the CSTs will decrease by 10%.

- The percentage of tenth graders who will meet the AYP criteria for proficiency (based on CAHSEE) will increase by 10%, including 10% Socio-Economically Disadvantaged students.

2014-2015

- Same Targets

<i>Monitor Progress Tools</i>	<i>Report Progress:</i>
<ul style="list-style-type: none"> • <i>California Standards Test data (CST) – English Language Arts, Math, Science, and Social Science.</i> • <i>CAHSEE 10th AYP Proficiency – All subgroups</i> • <i>Quarterly Benchmarks</i> • <i>Direct Interactive Training for Teachers</i> • <i>Number of strategic and intervention sections in the master schedule</i> • <i>Enrollment in CAHSEE remediation classes (during & outside of school day)</i> 	<p><i>Progress of this goal and action plan will be shared with parents and students at monthly ELAC and Title 1 meetings. Departments will also discuss issues related to this goal during collaboration. Leadership team will revisit topics during weekly cabinet meetings and monthly OLT meetings.</i></p>

Strategies/Actions to Implement this Goal	Start/Completion Date/Personnel Involved	Each Funding Source/Amount	Professional Development/ Resources	Responsible Person(s) Involved	Reporting
Goal 1. All students will reach high standards, at a minimum, attaining proficiency or better in English, math, history and science.					
Data analysis utilizing the Data	08/01/2012 - 06/30/2013	None - analysis done in	CST scores, Benchmark	Administrators, OLT	Bi-Weekly collaboration, Olympian Leadership

Teams Process		collaboration	scores, D/F rates		Team meeting
Increasing the amount of technology available to teachers to present engaging lessons	08/01/2012 - 06/30/2013	None - all teachers have Prometheans or Eno Boards. Continued use of the technology in the classroom to be monitored	ELMO Document Cameras, Classroom Responders, ENO and Promethean Boards	Teachers	Monthly Title 1 and ELA meetings
Training and implementation of educational technology.	08/01/2012 - 06/30/2013	None - Continued support in use of educational technology	Ongoing support from tech trainer	Teachers	Department collaboration, Title I meeting
Development and implementation of common assessments	08/01/2012 - 06/30/2013	None – Collaboration Time	Monthly PLC Content team collaboration and meetings	Teachers	Department collaboration, monthly PLC Content Team meetings
Mandatory tutoring for all students who are Far Below Basic or Below Basic	08/01/2012 - 06/30/2013	None - SBWIB	Club Olympian, Math Lab, English Enrichment Lab	Teachers	Monthly reports from Club Olympian
Intervention Courses offered for students at below basic and far below basic	08/01/2012 - 06/30/2013	Title I \$26,855	Read 180, Algebra Essentials, Math Success	Teachers, Administrators	Department collaboration, Leadership Team Meeting, Title 1 and ELAC parent meetings
Classified Support for Low Performing students	08/01/2012	Title I \$10,000	AVID	AVID Tutors	Title 1 Meetings
ALEKS Math Support Software	08/01/2012	EIA/SCE \$3,800	Site-level training by department	Math Teachers	AVID meetings with district admin and

			chair		principal, Title 1 meeting
Explicit CAHSEE preparation in all English and math courses six weeks prior to the March test (Saturday School)	08/01/2012 - 06/30/2013	EIA/SCE \$6,000	Data Director, Saturday school preparation program	Teachers	Title 1 meetings, School newsletter, OLT meetings
Monthly workshops for probationary teachers to discuss instructional strategies, classroom management, standards-based instruction, and curriculum development/alignment	08/01/2012 - 06/30/2013	EIA/LEP \$5,600	Teacher led monthly professional development workshops based on the needs of new teachers	Teachers	Olympian Leadership Team meeting

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.

Rationale:

- English Learners did not meet AYP criteria for English Proficiency in 2012.
- CAHSEE pass and proficiency rate for tenth grade English Learners are significantly lower than the other subgroups.
- English Learners' CST proficiency rate is significantly lower than the other subgroups.

Expected School-wide Learning Results Addressed:

- Possess the literacy skills necessary to understand information from a variety of sources, express and justify an opinion, and communicate effectively.
- Possess the numeracy skills necessary to logically solve real world problems

Yearly targeted growth:

2012-2013

- English Learners will meet AMAO #1 and #2 in 2012-2013
- 20% of English Learners will be reclassified as fluent in English.
- Provide ongoing professional development and support for all teachers.

2013-2014

- 10% increase for ninth and tenth grade ELs scoring proficient or above on CSTs
- 10% decrease for ninth and tenth ELs scoring in FBB/BB on CSTs
- 35% of EL students' CELDT scores will increase one level each year.

2014-2015

- Same Targets

<i>Monitor Progress Tools</i>	<i>Report Progress:</i>
<ul style="list-style-type: none"> • <i>AMAO results</i> • <i>CELDT scores</i> • <i>CST and CAHSEE scores for English Learners</i> • <i>Benchmark results</i> • <i>Reclassification rate for English Learners</i> • <i>Professional Development for teachers</i> • <i>Direct Interactive Instruction training</i> 	<p><i>Progress of this goal and action plan will be shared with parents and students at monthly ELAC and Title 1 meetings. Departments will also discuss issues related to this goal during collaboration. Leadership team will revisit topics during weekly cabinet meetings and monthly OLT meetings. Additionally, administrators will report to board and district administrators periodically with annual reporting/approval of Single Plan for Student Achievement. Action plan modified, when necessary, at least annually.</i></p>

Strategies/Actions to Implement this Goal	Start/Completion Date/Personnel	Each Funding Source/Amount	Professional Development/ Resources	Responsible Person(s) Involved	Reporting
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.					
Teachers will be trained in DII strategies with an emphasis on scaffolding instruction and questioning techniques	08 /01/2012 - 06/30/2013	EIA/LEP \$3,863	Action Learning Systems	Teachers	Department collaboration
Tutorial support for English Learners available in every subject areas	08 /01/2012 - 06/30/2013	None	Club Olympian, Action Learning System, Math	Teachers	ELAC and Title 1 meetings

			Lab, English Enrichment		
Workshops for teachers to explain the reclassification criteria and to discuss strategies that can be used to accomplish this goal	08/01/2012 - 06/30/2013	None - Collaboration	Workshop led by ELD Coordinator	Teachers	OLT Meetings and department collaboration
Parent workshops to discuss reclassification criteria	08/01/2012 - 06/30/2013	ELAC Parent meeting, Title I meeting	ELAC meetings, ELD coordinator	Teachers	ELAC and Title 1 meetings
Workshops for all teachers to discuss instructional strategies to improve achievement of English Learners	08/01/2012 - 06/30/2013	EIA/LEP Extra-hourly \$1,000	ELD Coordinator	Teachers	Weekly Cabinet meetings, OLT meetings, Title 1 and ELAC meetings

Goal 3: All students will be educated in learning environments that are safe, drug free, and conducive to learning.

Rationale:

- To increase the graduation rate.
- To continue to lower the suspension rate.
- To improve the attendance rate to 95% or better across all grade levels. Currently, the attendance is as follows:
 - All students: 94.66%
 - 9th Graders: 94.49%
 - 10th Graders: 94.46%
 - 11th Graders: 95.46%
 - 12th Graders: 94.31%

Expected School-wide Learning Results Addressed:

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

Yearly targeted growth:

2012-2013

- Increase overall attendance rate to 95% by reducing the percentage of students identified as truant.
- The suspension and expulsion rates will decrease at least 15%.

2013-2014

- Increase overall attendance rate to 96% by reducing the percentage of students identified as truant.
- The suspension and expulsion rate will decrease at least 15%.
- Full implementation of PBIS school-wide

2014-2015

- Increase overall attendance rate to 97% by reducing the percentage of students identified as truant.
- Decrease suspension and expulsion rates by an additional 15%.

<i>Monitor Progress Tools</i>	<i>Report Progress:</i>
<ul style="list-style-type: none"> • <i>Weekly and Monthly Attendance report</i> • <i>Annual Suspension rate</i> • <i>Annual Expulsion rate</i> • <i>Saturday School attendance</i> • <i>Professional Development on bullying</i> • <i>Collaboration with site and district safety team</i> 	<p><i>Progress of this goal and action plan will be shared with parents and students at monthly ELAC and Title 1 meetings. Parents will also be invited to attend Back on Track Night to discuss intervention strategies to help struggling students. Intervention will also include PBIS (Positive Behavioral Intervention and Support) and use of Parent Portal.</i></p>

Strategies/Actions to Implement this Goal	Start/Completion Date	Each Funding Source/Amount	Professional Development/ Resources	Responsible Person(s) Involved	Reporting
Goal 3. All students will be educated in learning environments that are safe, drug free, and conducive to learning.					
Incentives, rewards, and recognition for students who improve or maintain perfect attendance	08/01/2012 - 06/30/2013	EIA/LEA and SCE \$1,000	Funding for incentives, PowerSchool to monitor student attendance	Teachers, Administrators, Dean	Weekly PA announcements to entire school, Parent meetings
Mandatory parent meetings for parents of students who are truant	08/01/2012 - 06/30/2013	None	SART Meetings, Attendance meetings with district administrators, Back on Track Night	Administrators, Dean	Title 1 meetings, SART meetings, letters to parents regarding student attendance
Development and	08/01/2012 -	Perkins	Implementation of	Administrators,	OLT meetings

implementation of an RTI model to change inappropriate student behaviors.	06/30/2013	\$6,000	Positive Behavioral Intervention and Support, Peer Mediation led by students, progressive student discipline matrix	Dean, Counselors, Teachers, Parents	
Seminars for teachers regarding classroom management strategies and techniques, conflict mediation, and disciplining students with dignity	08/01/2012 - 06/30/2013	EIA/LEP \$1,000	Classroom management workshop led by teachers	Administrators, Dean, Teachers	OLT meetings
Workshops for parents regarding various support programs, community agencies, and additional counseling available to support their students	08/01/2012 - 06/30/2013	None	Centinela Youth Services, Starview, Back on Track Night, Parent Portal	Administrators, Counselors, Teachers	Title 1 and ELAC meetings

Goal 4: All students will graduate from high school.

Rationale:

- To increase Leuzinger High School's graduation rate.
- To prepare students with the skills and knowledge for post-secondary education.
- To help Leuzinger students be responsible citizens in the Leuzinger High School community.

Expected School-wide Learning Results Addressed:

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

Yearly targeted growth:

2012-2013

- At least 50% of the Class of 2013 will meet the basic requirements for admission to a UC/CSU school (i.e. A-G requirements, taken the SAT/ACT exam, etc.)
- The graduation rate for the Class of 2013 will be at least 85%

2013-2014

- At least 60% of the Class of 2014 will meet the basic requirements for admission to a UC/CSU school (i.e. A-G requirements, taken the SAT/ACT exam, etc.)
- The graduation rate for the Class of 2014 will be at least 87%

2014-2015

- At least 70% of the Class of 2015 will meet the basic requirements for admission to a UC/CSU school (i.e. A-G requirements, taken the SAT/ACT exam, etc.)
- The graduation rate for the Class of 2014 will be at least 90%

<i>Monitor Progress Tools</i>	<i>Report Progress:</i>
<ul style="list-style-type: none"> • <i>Student meeting A-G requirements</i> • <i>College acceptance rate</i> • <i>SAT scores</i> • <i>ACT scores</i> • <i>Graduation rate</i> 	<p><i>Progress of this goal and action plan will be shared with parents and students at monthly ELAC and Title 1 meetings. Students will meet with counselors to discuss graduation. Parents will be invited to Back on Track Night to discuss intervention strategies to help struggling students. Parents will be contacted using Blackboard Connect and school letters.</i></p>

Strategies/Actions to Implement this Goal	Start/Completion Date/Personnel	Each Funding Source/Amount	Professional Development/ Resources	Responsible Person(s) Involved	Reporting
Goal 4. All students will graduate from high school.					
Mandatory parent meetings at the end of the first quarter for all 9th and 10th grade students with multiple Ds and Fs	08/01/2012 - 06/30/2013	None	Back on Track Night	Administrators	Parent meetings, Back on Track Night to meet with parents
Provide SAT preparation courses for up to 50 11th-12th grade students	08/01/2012 - 06/30/2013	EIA/LEP and SCE	KAPLAN Test Prep	Administrators, counselors	OLT meetings
Send counselors, administrators, and academy coordinators to admissions workshops hosted by the CSU/UC systems	08/01/2012 - 06/30/2013	Extra duty hours and supplies/materials	CSU/UC Workshops, Upward Bound	Administrators, counselors	Cabinet meetings

College information night each November and a district-wide college fair	08/01/2012 - 06/30/2013	Extra duty hours and supplies/materials	Blackboard Connect Auto-Dialer	Administrators, counselors	On-going parent meetings
Parent workshops on college admissions and financial aid	08/01/2012 - 06/30/2013	Extra duty hours and supplies/materials	Workshop for parents and guardians, senior information night, parent workshop on FAFSA	Administrators, counselors	On-going parent meetings
All AP teachers will attend their respective AP institutes/workshops	08/01/2012 - 06/30/2013	New teachers that have not attended	AP workshops	Teachers	OLT meetings, collaboration
Continue to expand AP course offerings, and improve articulation between honors courses and AP courses	08/01/2012 - 06/30/2013	Supplement the cost of AP exams for students who do not qualify for fee waivers and cannot afford them	Student data	Administrators, counselors	Collaboration
Tutoring support for all students with grades of D or F in the core content areas	08/01/2012 - 06/30/2013	Extra duty hours for teachers, attendance at various related conferences and workshops, SWIB	Club Olympian, Math Lab, English Enrichment	Teachers	Title 1 meetings, Department collaboration
Offer the PSAT exam for 10th and 11th grade students	08/01/2012 - 06/30/2013	Financial Assistance to pay for the PSAT for	PSAT Exam	Administrators, counselors	Title 1 meetings

		those students who cannot afford to pay for it.			
Continue using the Student ID Tracking Software	08/01/2012 - 06/30/2013	Lottery Money \$3,800	PLASCO ID	Administrators, Dean	Parent Portal
All students enrolled in AP courses will take the respective AP exam	08/01/2012 - 06/30/2013	Financial assistance to pay for the PSAT for those students who cannot afford to pay for it.	Student data, placement matrix, AP exam fee waivers	Administrators, counselors	Parent meetings
"CAHSEE Boot Camp" for juniors and seniors who have not passed the CAHSEE	08/01/2012 - 06/30/2013	Contract with Kaplan Test Prep	Data Director, PowerSchool, Kaplan Test Services	Administrators, counselors	Parent meetings

Appendix

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Acronyms

AAA	Advanced Academics Academy
ACT	American College Testing
ALEKS	Assessment and Learning in Knowledge Spaces
ALS	Action Learning Systems, Inc.
AMAO	Annual Measurable Achievement Objectives
AP	Advanced Placement
API	Academic Performance Index
APID	Advanced Placement International Diploma
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
CCTC	California Commission on Teacher Credentialing
CELDT	California English Language Development Test
CFU	Checking for Understanding
CLAD	Cross-Cultural Language and Academic Development
CMA	California Modified Assessment
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
EO	English Only
ESLR	Expected School-wide Learning Results
GATE	Gifted and Talented Education
IEP	Individualized Education Program
IFEP	Initial Fluent English Proficient
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
OLT	Olympian Leadership Team
PBIS	Positive Behavioral Interventions and Supports
PI	Program Improvement
PLC	Professional Learning Community
PREP	Pilipino Recruitment and Enrichment Program
PSAT	Preliminary Scholastic Aptitude Test
RFEP	Reclassified Fluent English Proficient
ROP	Regional Occupational Program
RSP	Resource Specialist Program
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
SDAIE	Specially-Designed Academic Instruction in English
SDC	Special Day Class
SED	Socio-Economically Disadvantaged
SHAPE	Students Heightening Academic Performance through Education
SI	School Improvement
SL	Sheltered Language
SPSA	Single Plan for Student Achievement
SRI	Scholastic Reading Inventory
SSC	School Site Council
SST	Student Study Team
STAR	Standardized Testing and Reporting
SWD	Students with Disabilities
TPS	Think Pair Share
UC	University of California
WASC	Western Association of Schools and Colleges

CENTINELA VALLEY UNION HIGH SCHOOL DISTRICT



"Dedicated to Academic Excellence and
Achievement for All Students"

14901 South Inglewood Avenue
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The statistical information disclosed in this report is obtained from the California Department of Education and the Centinela Valley Union High School District. At the time of publishing, this report met all SARC-related state and federal requirements, using the most current data available. Information for the instructional materials section of this report was acquired in December 2011; school facilities information was obtained in January 2012.

LEUZINGER HIGH SCHOOL

Accredited by the Western Association of Schools and Colleges



*Faster, Higher,
Stronger*

4118 West Rosecrans Avenue, Lawndale, CA 90260
(310) 263-2200

Dr. Ryan Smith, Principal

SCHOOL ACCOUNTABILITY REPORT CARD 2010-11 SCHOOL ACTIVITY PUBLISHED IN FEBRUARY 2012

PRINCIPAL'S MESSAGE

Leuzinger High School is a large comprehensive high school. We offer a variety of classes to appeal to the diverse academic and social needs of our students. The faculty and staff of Leuzinger work very hard to ensure that our students are prepared for life after high school. An important part of that preparation is developing a plan that requires each student to take courses that are challenging and rigorous.

All freshmen develop a four-year plan with their parents and their counselor. This plan sets clear expectations for high school graduation and increases students' awareness of the importance of education in preparing for the future. This plan is revised and adjusted annually based on students' grades and progress.

In addition to participation in our comprehensive academic program, students may enroll in our four-year Advancement Via Individual Determination (AVID) program of college preparation classes or in one of two career academies: the Environmental Careers Academy (ECA) or Multimedia Career Academy (MCA).

The future belongs to those who have the skills and talent to meet the demands of our fast-paced, highly technological society. Academically prepared Olympians are the future!

DISTRICT PROFILE

Centinela Valley Union High School District is located next to the 405 freeway in the city of Lawndale, approximately 20 miles southwest of the city of Los Angeles. During the 2010-11 school year, the district's three comprehensive high schools, continuation school, and independent study school served a total of 6,618 students in grades 9-12 residing in the cities of Hawthorne, Lawndale, and Lennox, and unincorporated portions of Los Angeles County. The district serves four feeder districts, Hawthorne Elementary, Lawndale Elementary, Lennox Elementary, and Wiseburn Elementary.

DISTRICT VISION

The Centinela Valley Union High School District is committed to providing an educational environment in which all students succeed. Students will be prepared to meet the challenges of higher education and the future demands of a modern technological society.

SCHOOL PROFILE

During the 2010-11 school year, Leuzinger High School served 2,190 students in grades 9-12. Student enrollment included 11% receiving special education services, 50% qualifying for English learner support, and 70.2% 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.

Percentage of Students by Ethnicity/Grade Level 2010-11

Ethnic Group	%	Grade Level	#
African American	23.7%	Grade 9	443
American Indian or Alaskan Native	0.0%	Grade 10	519
Asian	4.1%	Grade 11	587
Filipino	1.2%	Grade 12	641
Hawaiian or Pacific Islander	2.0%		
Hispanic or Latino	66.6%		
White (not Hispanic)	1.8%		
Two or More Races	0.5%		
Total Enrollment			2,190

SCHOOL VISION

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.

PARENT INVOLVEMENT

Parents are encouraged to get involved in Leuzinger High School's learning community by volunteering their time, attending school events, or sharing in the decision-making process. The school welcomes assistance:

- In the library
- Chaperoning field trips
- With athletics
- With student supervision

Parent representation is an integral component of the School Site Council, English Learner Advisory Council, WASC Team (Western Association of Schools and Colleges), and Parent Teacher Student Association (PTSA). Each of these groups is responsible for leading and evaluating the school's progress to provide a safe and effective learning environment. Parents seeking more information about becoming an active member in the school community may contact the school office at (310) 263-2200.

Leuzinger High provides a broad range of activities and events to support the learning process in and beyond the classroom environment. Throughout the year, staff encourage parents to attend:

- Back to School Night
- Family Counseling
- Family Mediation
- Open House

- Parent Education Workshops
- Title I Parent Meetings
- Student Performances
- Subject-Based Night
- College Night

SCHOOL NEWS

All school-to-home communication is provided in both English and Spanish. Through routine correspondence and special announcements, parents are kept informed on school news, student activities, schedules, policy changes, and class curriculum updates in the following formats:

- ConnectEd (mass communication telephone system)
- E-mail
- Flyers
- Monthly parent meetings
- Phone calls
- School website www.leuzinger.org
- School marquee
- Twitter@Leuzinger_HS

STUDENT ACHIEVEMENT

ADEQUATE YEARLY PROGRESS

The Federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessment by the year 2014. Meeting Adequate Yearly Progress (AYP) milestones helps determine whether students are reaching proficiency level targets set by NCLB. AYP requires annual evaluation and reporting of the academic progress of all students and defined student subgroups.

For the 2010-11 AYP cycle, high schools must achieve a 66.7% or higher proficiency rate in English/Language Arts and 66.1% or higher proficiency rate in math on the California High School Exit Exam (grade 10 results only). Additional criteria contributing to whether or not a high school demonstrates AYP include achieving a 95% or above participation rate on the CAHSEE, obtaining an API growth score of 710 or higher or increasing the API growth by one point, and obtaining a graduation rate of 90%.

Adequate Yearly Progress Results Reported by Indicator and Compared to District Performance

2010-11

Did the school and district meet or exceed 2011 AYP performance criteria in each of the areas listed below?

AYP Criteria	Leuzinger	CVUHSD
Overall Performance	No	No
Participation Rate		
Language Arts	Yes	Yes
Math	No	Yes
Percent Proficient		
Language Arts	Yes	No
Math	No	No
API	Yes	Yes
Graduation Rate	Yes	Yes

AYP Performance Level

Number of AYP Criteria		
Met Out of the Total	16/22	23/26
Number of Criteria Possible		

The AYP table in this report illustrates the school's progress in meeting 2010-11 AYP target rates. More information on AYP can be found on the California Department of Education's (CDE) website www.cde.ca.gov/nclb/ and the U.S. Department of Education's website www.ed.gov/nclb/accountability/.

STAR Results

All Students

Percentage of Students Scoring at Proficient and Advanced Levels

	Leuzinger			CVUHSD			CA		
	08-09	09-10	10-11	08-09	09-10	10-11	08-09	09-10	10-11
English-Language Arts	19	25	26	27	31	32	49	52	54
Math	14	8	10	17	11	12	46	48	50
Science	12	15	19	24	26	30	50	54	57
History	11	18	24	22	24	28	41	44	48

Only grades 5, 8, 9, 10, and 11 take the Science portion of this exam and only grades 8, 9, 10, and 11 take the History portion.

STAR Results

Ethnic Subgroups

Percentage of Students Scoring at Proficient and Advanced Levels

2010-11

	Leuzinger							
	African American	American Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Hawaiian or Pacific Islander	White (not Hispanic)	Two or More Races
English-Language Arts	26		45	33	25	18	38	28
Math	6		29	33	9	14	20	13
Science	18		15	*	20	*	*	*
History	22		39	29	24	32	20	7
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education		
English-Language Arts	23	30	8	26	10			
Math	9	11	8	10	10			
Science	21	17	3	19	3			
History	27	20	7	25	6			

In order to protect student confidentiality, no results are reported for any group of 10 or fewer students. In cases where a % is not provided, no students were tested in the respective subgroup or subject area.

California High School Exit Exam

All Students

Percentage of Students Scoring at Proficient and Advanced Levels

	Leuzinger			CVUHSD			CA		
	08-09	09-10	10-11	08-09	09-10	10-11	08-09	09-10	10-11
English-Language Arts	23	23	38	33	32	44	52	54	59
Math	30	30	32	33	35	41	53	54	56

California High School Exit Exam

Tenth Grade Results by Student Group

2010-11

	English-Language Arts			Math		
	Percentage of Students:			Percentage of Students:		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
CVUHSD						
All Students	56	26	18	59	33	8
Leuzinger						
All Students	62	23	15	68	26	6
Male	66	23	11	67	27	6
Female	57	23	19	69	25	6
African American	58	28	14	67	28	5
American Indian or Alaskan Native	*	*	*	*	*	*
Asian	47	32	21	26	63	11
Filipino	*	*	*	*	*	*
Hispanic or Latino	64	22	14	72	23	6
Hawaiian or Pacific Islander	*	*	*	*	*	*
White (not Hispanic)	*	*	*	*	*	*
Two or More Races	85	4	11	86	7	7
Economically Disadvantaged	60	23	17	63	30	7
English Learners	90	7	3	84	13	3
Students with Disabilities	98	2	0	98	2	0

In order to protect student confidentiality, no results are reported for any group of 10 or fewer students. In cases where a % is not provided, no students were tested in the respective subgroup or subject area.

STANDARDIZED STATE ASSESSMENTS

Students at Leuzinger High School participate in California's STAR examination each year. The mandatory STAR Program (Standardized Testing and Reporting) is a set of assessments that evaluates student proficiency in core subject areas and compares student results with other students in the state who took the same test. The STAR is comprised of a series of four components: the California Standards Tests (CST), the California Alternative Performance Assessment (CAPA), the California Modified Assessment (CMA), and Standards-based Tests in Spanish (STS).

CALIFORNIA STANDARDS TEST

California Standards Tests assess student performance on the California Academic Content Standards adopted by the State Board of Education. Performance standards identify the level of student mastery of the content standards tested. The state target for every student is to score at the Advanced or Proficient level. Students scoring at the Far Below Basic, Below Basic, and Basic levels may receive differentiated instruction through school intervention programs designed to increase student proficiency levels to meet grade level standards. Detailed results by grade level for each student group can be obtained from the California Department of Education's website <http://star.cde.ca.gov>.

CALIFORNIA HIGH SCHOOL EXIT EXAM

The California High School Exit Exam (CAHSEE) is a state-mandated test given to 10-12 grade students to measure student proficiency in math and English/language arts. The CAHSEE helps identify students who are not developing skills that are essential for life after high school and encourages schools to give these students the attention and resources needed to help them achieve these skills during their high school years. Students must pass the English/language arts and math components of the examination to be eligible for a high school diploma. The test is initially given to students in the tenth grade. Students are given numerous chances to pass the test during their sophomore, junior, and senior years; 69% of Leuzinger High School's tenth grade students who took the test in 2010-11 passed the math portion of the exam and 68% passed the English/language arts portion of the exam. Proficiency scores from the test are used as a determination of Adequate Yearly Progress (AYP) as noted in the AYP section of this report. Detailed

information about the CAHSEE can be found at www.cde.ca.gov/ta/tg/hs/.

PHYSICAL FITNESS

In the spring of each year, Leuzinger High School is required by the state to administer a physical fitness test to all students in the ninth grade. The physical fitness test measures each student's ability to complete six fitness tasks in six major areas. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone." Comparative district and state results can be found at the CDE's website <http://www.cde.ca.gov/ta/tg/pfi/>.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2010-11			
Grade(s) Tested	Number of Standards Met:		
	4 of 6	5 of 6	6 of 6
Ninth	22%	24%	16%

ACADEMIC PERFORMANCE INDEX

The state Academic Performance Index (API) was launched by the California Department of Education in 1999 to measure the performance and progress of schools based on STAR and CAHSEE testing results. (Note: CAHSEE is the California High School Exit Exam administered to students in grades 10-12 as part of the state's graduation requirements.) The API is used to develop annual schoolwide performance growth targets for future academic improvement.

The API measures academic performance and growth of California's schools based on a numeric scale ranging from a low 200 to a high 1000. Academic growth is measured by subtracting the base year API from the growth API. API growth scores are based upon the results of state standardized tests. Schools that do not meet or exceed their growth targets and are ranked in the bottom half of the statewide distribution may qualify for intervention program funding. Each annual API reporting cycle includes two reports: a base report, which is released after the first of the calendar year, and a growth report, which is released after school starts in the fall. These reports are based on APIs calculated in exactly the same fashion with the same indicators but using test results from two different years.

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

NO CHILD LEFT BEHIND (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2010-11, Leuzinger High School received Title I Schoolwide funding and is therefore required to comply with program mandates. Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals.

Title I PI Status 2011-12		
	Leuzinger	CVUHSD
PI Status	In PI	In PI
First Year of PI Implementation	1999-2000	2004-05
Year in PI	Year 5	Year 3
# Schools Currently In PI		3
% Schools Currently In PI		60%

The statistical information in this table reflects the PI status during the 2011-12 school year.

California Adequate Yearly Progress calculations determine whether a Title I school has met performance goals. Schools not meeting specific AYP criteria enter Program Improvement, a monitoring system and curriculum enhancement program designed to help schools increase student proficiency levels. More information about Title I and Program Improvement can be located on the CDE's website www.cde.ca.gov/ta/ac/ay/.

Academic Performance Index Three-Year Performance Comparison									
	Leuzinger Base API Rank:								
	2008			2009		2010			
	Statewide Rank			1		1			
Similar Schools Rank			1		2			3	
	Leuzinger			Leuzinger		CVUHSD		State	
	Increase/Decrease in API			# of Students	Growth	# of Students	Growth	# of Students	Growth
	2008-09	2009-10	2010-11	2010-11		2010-11		2010-11	
All Students	6	34	33	1284	643	4,291	671	4,683,676	778
Ethnic Subgroups									
African American	25	15	72	274	647	652	641	317,856	696
Asian				51	734	130	767	398,869	898
Filipino				15	785	46	791	123,245	859
Hispanic or Latino	0	43	15	885	626	3,215	668	2,406,749	729
Hawaiian or Pacific Islander				26	698	55	676	26,953	764
White (not Hispanic)				21	647	124	737	1,258,831	845
Other Subgroups									
Economically Disadvantaged	4	33	24	1157	632	3,727	662	2,731,843	726
English Learners	-1	20	28	653	616	2,232	657	1,521,844	705
Students with Disabilities	36	-93	43	139	402	505	440	521,815	595

SCHOOL FACILITIES & SAFETY

FACILITIES PROFILE

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.

Campus Description		
Year Built	circa 1933	
	Quantity	
# of Permanent Classrooms	71	
# of Portable Classrooms	0	
# of Restrooms (student use)	5 sets	
Auditorium	1	
Cafeteria	1	
Computer Lab	1	
Faculty Cafeteria	1	
Fitness Room	1	
Gym	1	
Library	1	
Locker Rooms	1 set	
Sports Stadium	1	
Teacher Work Room	1	
Weight Room	1	

2010-11 Campus Improvement Projects - Measure CV

- Completion of Center for Arts and Sciences - 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
- Renovated older classrooms
- Installation of interactive multimedia technology with internet connectivity
- Outdoor learning environment that includes two outdoor amphitheater lecture areas

2011-12 Campus Improvement Projects - Measure CV

- Phase II Modernization begins - construction of new classroom building, cafeteria, art classrooms, and culinary arts academy facility

SUPERVISION & SAFETY

All staff share in the supervision of students throughout the day. As students arrive on campus each morning,

administrators, counselors, the dean of students, the safety officers, and school resource officer are stationed at strategic locations to monitor student activities. During the lunch period, all administrators, the dean of students, safety officers, custodians, and the school resource officer share supervision of students in meal areas and common gathering areas. When students are dismissed at the end of the day, all administrators, the dean of students, safety officers, and the school resource officer circulate throughout the campus and monitor exit areas to ensure students leave campus in a safe and orderly manner. To maintain a safe and secure environment, all parents and visitors are required to check in at the gate (guard shack) upon arrival and obtain and wear a visitor's badge.

SCHOOL SITE SAFETY PLAN

The Comprehensive School Site Safety Plan was developed for Leuzinger High School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most current safety plan is reviewed, updated, and shared with staff in the fall of 2011.

FACILITIES MAINTENANCE

School custodial staff and the district's maintenance department work together to ensure classrooms and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors. Maintenance and Operations (M&O) employs an electronic (web-based) work order system enabling school staff to communicate unscheduled maintenance needs, urgent repairs, or special projects. Most of Leuzinger High School's repairs and maintenance projects are performed by the school's day custodians. Emergency situations are immediately resolved either by the school custodian or district maintenance staff, based upon the nature of the situation.

Two day custodians and eight evening custodians are assigned to Leuzinger High School for routine maintenance, daily custodial duties, and special events preparations. The administrative team and plant manager communicate daily regarding campus cleaning needs and safety concerns. Regularly, the associate principals, lead day custodian, and a district maintenance representative meet to discuss campus projects, setups, special assignments, general housekeeping, and project priorities.

The day custodians are responsible for setting up the cafeteria for meals and activities, keeping restrooms clean and stocked, gymnasium cleaning, removing debris and emptying trash receptacles, and addressing minor repairs and maintenance issues. The day custodians check restrooms every hour as a proactive approach in keeping facilities fully stocked, safe, and sanitary. Evening custodians are responsible for daily comprehensive cleaning of classrooms, office areas, library, career center, locker rooms, gymnasium, restrooms, and other areas as assigned.

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

Every morning before school begins, the day custodians inspect facilities for safety hazards, graffiti, and other conditions that require removal prior to students and staff entering school grounds. On an annual basis, schools are required by the state to perform a comprehensive inspection and report those findings to the school community. The most recent inspection for Leuzinger High School took place on September 22, 2011. The School Facility Good Repair Status table illustrated in this report identifies the state-required inspection areas and discloses the operational status in each of those areas. During the 2010-11 school year 100% of restrooms were fully operational and available to students at all times.

CLASSROOM ENVIRONMENT

DISCIPLINE & CLIMATE FOR LEARNING

All staff believe that a safe learning environment is an effective learning environment. At the beginning of the school year, school rules, district policies, and academic expectations are outlined in the student handbook. All students and parents are required to sign the Olympian Code of Conduct to confirm receipt and understanding of school rules and behavior expectations. During freshman orientation, school staff reinforce behavior expectations and consequences for poor behavior. School rules are displayed in the classroom and outlined in the course syllabus, and an associate principal visits classrooms to reinforce school policies.

Suspensions and Expulsions			
	Leuzinger		
	08-09	09-10	10-11
Suspensions (#)	508	416	381
Suspensions (%)	17.26%	16.16%	17.32%
Expulsions (#)	26	54	9
Expulsions (%)	0.88%	2.10%	0.41%
	CVUHSD		
	08-09	09-10	10-11
Suspensions (#)	1,002	933	1,157
Suspensions (%)	13.68%	13.79%	17.55%
Expulsions (#)	53	138	27
Expulsions (%)	0.72%	2.04%	0.41%

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

Progressive discipline begins in the classroom when students are disruptive or demonstrating poor citizenship. The behavior improvement process involves the student, teacher, parent, and administrators. Students continuing

School Facility Good Repair Status				
Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Inspection Date: September 22, 2011				
Systems	✓			
Interior Surfaces	✓			Rooms 101, 102, 215, 206: stained ceiling tiles. Rooms 215, 212: damaged floor tiles.
Cleanliness	✓			Health Office: boxes stored on high cabinets. Rooms G-205, 217: items, boxes stored on high cabinets. Boys' Locker Room: graffiti.
Electrical	✓			Library: several light fixtures not working. Room 213: broken outlet cover. Room 212: one light fixture not working. Room 211: one light fixture not working. Room 207: exposed electrical wires in reach of students. Room 200: TV on high shelf, not secured. Boys' Locker Room: one light fixture not working. Girls' Locker Room: one light fixture not working.
Restrooms/Fountains	✓			
Safety	✓			
Structural	✓			
External	✓			Girls' Locker Room: broken window coach's office.
Overall Summary of School Facility Good Repair Status				
	Exemplary	Good	Fair	Poor
Overall Summary		✓		

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

to have difficulty with their behavior are referred to the dean of students or an associate for further intervention measures, taking into consideration past behavior trends. Misbehavior is not tolerated and is dealt with firmly, consistently, and fairly to the extent necessary to ensure a safe and positive learning environment in the classroom and on campus.

STUDENT RECOGNITION

All staff embrace the opportunity to recognize and reward students for being good citizens, outstanding academic effort, demonstrating good sportsmanship, and following school rules. Students have many opportunities to earn the following awards and honors:

- Attendance (classroom awards)
- Honor Roll
- CST Recognition
- Senior Awards Night
- Top 100 GPA Awards (25 per grade level)
- Senior Luncheon (for students accepted into a four-year college)

EXTRACURRICULAR & ENRICHMENT ACTIVITIES

Students are provided a variety of avenues to explore their personal interests and talents while developing their academic and physical fitness outside the classroom environment. Leuzinger High School sponsors many clubs, leadership training opportunities, college prep courses, and interscholastic athletic programs. Student may attend Club Olympian after school to participate in enrichment activities or receiving tutoring.

TEACHING LOAD DISTRIBUTION

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

Teaching Load Distribution Departmentalized Instruction				
2008-09				
Subject	Average Class Size	Number of Classes		
		1-20	21-32	33+
English	27.3	49	32	42
Math	27.3	42	19	40
Science	34.4	6	9	50
History	33.7	6	18	45
2009-10				
English	18.1	60	27	11
Math	19.8	45	28	8
Science	19.1	34	18	6
History	20.4	29	17	9
2010-11				
English	23.3	51	26	30
Math	27.7	16	35	28
Science	28.8	12	15	34
History	26.8	13	19	18

DROPOUTS

Leuzinger High School's teachers and administrative staff are skilled in and have developed ways to detect the early identification of students exhibiting the warning signs and/or behavioral traits that typically lead to dropping out of school. A total of 238 dropouts were recorded for the 2009-10 school year.

In the following Dropout & Graduation Rates table, 2009-10 data is the most current information available since state certification/release dates for dropout data occur too late for inclusion in this report. Detailed information about dropout rates and graduation rates can be found on the DataQuest web page at <http://dq.cde.ca.gov/dataquest/>.

Dropout and Graduation Rates			
	Leuzinger		
	07-08	08-09	09-10
Dropout Rate (%)	6.3	11.3	9.3
Graduation Rate (%)	66.1	60	68.04
	CVUHSD		
	07-08	08-09	09-10
Dropout Rate (%)	5.8	9.5	8.1
Graduation Rate (%)	66.8	62.6	72.0
	CA		
	07-08	08-09	09-10
Dropout Rate (%)	4.9	5.7	4.6
Graduation Rate (%)	80.2	78.6	80.4

Behavioral and academic intervention strategies provide the support and motivation some students require to earn their diploma. Administration and counseling staff review students' grades, credit accumulation, CAHSEE scores, and attendance records to identify students who may benefit from additional academic support and intervention. Counseling, tutoring, parent conferences, E2020 online credit recovery program, Club Olympian, CAHSEE prep classes, and concurrent enrollment in community college are available to assist those students having difficulty with subject area content.

For those students who have been unsuccessful in the comprehensive high school environment or have exhausted their opportunities to remain at Leuzinger High School, alternative methods of acquiring a diploma are available through the district's continuation school program, concurrent enrollment at the community college, or the district's adult school. The following table illustrates the percentage of students who graduated from Leuzinger High School having met both CAHSEE exam requirements and district graduation requirements.

Completion of High School Graduation Requirements for the Graduation Class of: 2011			
	Leuzinger	CVUHSD	CA
All Students	63.1%	68.8%	-

The state requires disaggregated data for numerically significant subgroups to be disclosed; however, the statistical data necessary to provide disaggregated results were not collected by the state and are not available for disclosure at the time this report was published.

CURRICULUM & INSTRUCTION

SCHOOL LEADERSHIP

Leadership is a responsibility shared among the school administration, school staff, and parents. Principal Ryan Smith is responsible for the day-to-day operations of the school and overall instructional program. The principal and three associate principals work closely as a collaborative body to fulfill the many responsibilities associated with running a comprehensive high school while taking responsibility for designated areas.

Leuzinger High School's leadership team is comprised of the principal, associate principals, counselors, dean of students, activities director, athletic director, academy coordinators, programs coordinators, and department chairpersons. The team meets monthly as a collaborative decision-making body to address schoolwide curriculum and program improvement strategies. Team members are responsible for supervising assigned areas of responsibility and serve as a liaison to grade level and department teams.

The School Site Council (SSC) is comprised of the principal, teachers, classified staff, parents, and students. The SSC meets monthly to assist in the decision-making

process as well as take an advisory role in evaluating school programs, services for underachieving students, and progress in meeting school goals. Team members serve as a liaison between the school and community and are responsible for approving the annual budget, school site plan, and school safety plan.

STAFF DEVELOPMENT

All curriculum and instructional improvement activities at Centinela Valley Union High School District are aligned to the California State Content Standards and Frameworks. Staff development is selected and identified based upon student assessment results, state content standards, and in-class observations. During the 2010-11 school year, the district offered one non-student professional development day for teaching staff to address:

- Focused Learning Targets
- Higher Order Questioning
- Engaging Instruction/Active Learning
- Grading and Assessment Reform by Tom Schimmer

Staff Development Days Three-Year Trend		
2008-09	2009-10	2010-11
3	3	1

Throughout the year, Centinela Valley Union High School District provided training and support for identified concentrations and districtwide implementation of new and ongoing programs.

2010-11 Staff Development Offerings

- Academy Retreat
- Administrators' Retreat
- Direct Interactive Instruction
- E2020
- Pearson Assessment Training Institute - Sound Grading Practices Conference
- Prentice Hall Literature - Curriculum Training
- Promethean Training
- Read 180 for English Language Arts
- Spring Academy Leadership Retreat

New teachers and teachers not yet fully credentialed are supported by peer coaching and extensive staff development. Centinela Valley Union High School District offers the BTSA Induction Program (Beginning Teacher Support and Assessment), a state-approved program that provides comprehensive support and training for new teachers with a preliminary credential. After successful completion of the two-year BTSA training, teachers may apply for their clear teaching credential. All program participants are assigned to a Support Provider (mentor teacher) for individualized support and guidance.

The New Teacher Summer Institute is a three-day program for teachers who are new to the district. Training sessions focus on foundational items such as BTSA, Effective English language learner strategies, an overview of the district's special education program, equity and diversity, technology in the classroom, and classroom management.

Staff members are encouraged to attend professional workshops offered by the district, professional organizations, or the county office of education. Long-term substitute teachers are invited to attend an annual orientation to better serve the students of the district. Instructional aides are invited to one district-sponsored staff development day to gain insight and understanding of the current curriculum. Classified support staff may receive job-related training from site leadership and district representatives.

SITE-BASED PROFESSIONAL DEVELOPMENT

All supplemental staff development activities at Leuzinger High School focused on increasing student learning and proficiency. The principal with the support of the leadership identifies teacher training needs based upon WASC action plans, school goals, and analysis of student performance data. Teachers collaborate in twice a month in seminars focused on 1) data analysis, 2) teaching strategies, 3) classroom management, 4) standardized test preparation, and 5) aligning the curriculum to state standards. Teachers meet by grade level and in department teams beyond the school day to collaborate on specific program areas need. New teachers participate in monthly training activities.

INSTRUCTIONAL MATERIALS

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

On October 12, 2011, the Centinela Valley Union High School District's Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted the [Resolution No. 11-12/006](#) which certifies as required by Education Code §60119 that (1) sufficient textbooks and instructional materials have been provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and

context of the curriculum frameworks, (2) each pupil has a textbook or instructional materials, or both, to use in class and to take home, (3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, (4) laboratory science equipment was available for science laboratory classes offered in grades 9-12, inclusive, and (5) for students in grades 9-12, the instructional materials were adopted by the local governing board following district review of the materials and their alignment with state content standards as required by CCR, Title 5, Section 9531.

In addition to the core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for its visual/performing arts curricula. During the 2011-12 school year, Centinela Valley Union High School District provided all students enrolled in a visual/performing arts class with their own textbook or supplemental materials to use in class and to take home. These materials comply with the state's content standards and curriculum frameworks.

SPECIALIZED INSTRUCTION

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

SPECIAL EDUCATION

Special education students are mainstreamed into the general education classroom based upon their IEP

(Individual Education Plan) and provided instruction in the least restrictive environment. A team of special education teachers and special education aides provide both full-day and full-period support for all core subject areas. Resource specialist staff provide full period instruction as well as individual support in the general education environment. Each student is provided instruction based upon their IEP, which is reviewed and updated annually by the school's IEP teams. The IEP ensures students with disabilities have equal access to core curriculum and educational opportunities and is designed to coordinate specially-designed instruction based upon individual academic, social, and/or behavioral needs.

ENGLISH LANGUAGE LEARNERS

Students identified as English Learners (EL) through the CELDT exam and home language survey are placed in a classroom with a teacher who has been certified to teach English learners. Teachers use differentiated instruction and SDAIE (Specially-Designed Academic Instruction In English) strategies to maximize student understanding of lesson content and concepts. Beginning level English learners may be placed in an ELD (English Language Development) class in lieu of an elective and as a supplement to their core language arts class. ELD lessons focus on developing listening, speaking, reading, and writing skills as quickly as possible, enabling students to successfully participate in the regular education program. As students gain a better understanding of the English language, they may be placed in a Sheltered ELD, Transitional ELD or Advanced ELD class to receive instruction specially designed to meet current language and learning levels. Teachers use the *Edge* curricula for both ELD and reading intervention activities. As students increase fluency, progress is measured through classroom performance and CELDT results. Instruction is subsequently adjusted to meet the current learning needs of each student.

AT RISK INTERVENTIONS

Leuzinger High School offers unique programs to support students not meeting grade level proficiency standards. Intervention and remediation programs are provided during school hours as part of the core curriculum and after school. Analyzing and identifying students who need additional academic assistance is a top priority among school administration, counselors, teachers, and special education staff. Teachers use student assessment results, report card grades, CAHSEE results, attendance records, and classroom performance on end-of-unit tests to evaluate student progress and identify students performing below grade level proficiency standards in reading, language arts, and math.

The Student Study Team is comprised of school administrators, teachers, and parents work together to identify individualized intervention strategies for and monitor progress of students having difficulty with academic or social development. Identified students are then placed in a supplemental program that fits their academic needs and learning levels. Intervention strategies include:

- CAHSEE Prep Classes (math and language arts)
- AVID (Advancement via Individual Determination)
- Before and After-School Tutoring
- Club Olympian
- English Language Arts Success
- Free Tutoring (Title I funded)
- Read 180 (reading intervention)
- Algebra Essentials
- Math Success

Textbooks				
Year Adopted	From Most Recent State Adoption?	Publisher and Series	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials	Grade
Reading/Language Arts				
2010	*	Scholastic; Read 180	0%	9
2010	*	Pearson; Literature for California	0%	9-12
2002	*	Hampton Brown; Edge Fundamentals	0%	9-12
2002	*	Hampton Brown; Edge Levels A, B, C	0%	9-12
Math				
2009	*	Pearson; Algebra Essentials	0%	9-12
2009	*	Pearson; Algebra I UC	0%	9-11
2008	*	Pearson; Algebra II	0%	9-12
2008	*	Pearson; Geometry UC	0%	10-12
Science				
2007	*	Prentice Hall; Biology	0%	9-12
2005	*	Prentice Hall; Prentice Hall Chemistry	0%	10-12
2006	*	Prentice Hall; Earth Science	0%	9-12
2006	*	Prentice Hall; Conceptual Physical Science Explorations	0%	11-12
2003	*	Prentice Hall; Human Anatomy and Physiology	0%	11-12
Social Science				
2008	*	Prentice Hall; Magruder's American Government	0%	12
2006	*	Thomson Learning; Contemporary Economics	0%	12
2006	*	McDougal Littell; The Americans	0%	11
2005	*	McDougal Littell; Modern World History - Patterns of Interaction	0%	10
2000	*	West; Psychology and You	0%	11-12
Foreign Language				
2006	*	Glencoe McGraw Hill; Buen Viaje!	0%	9-12
2008	*	Holt, Rinehart Winston; Nuevas Vistas	0%	9-12
2008	*	Holt, Rinehart Winston; Allez, Viens!	0%	9-12

The textbooks and instructional materials used by the school comply with the California Department of Education's (CDE) curriculum frameworks and content standards. The CDE does not compile an approved adoptions list for 9-12 coursework.

PROFESSIONAL STAFF

SUPPORT SERVICES STAFF

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

Counselors and Support Personnel (Nonteaching Professional Staff)

2010-11

	No. of Staff	FTE
Academic Counselor	5	5.0
College and Career Technician	1	1.0
DIS Counselor	1	1.0
Discipline Dean	1	1.0
District Nurse	As needed	
Health Technician	1	1.0
Psychologist	1	1.0
Safety Chief	1	1.0
School Resource Officer	1	1.0
Average Number of Students per Academic Counselor		440

FTE = Full-Time Equivalent

TEACHER ASSIGNMENT

Leuzinger High recruits and employs the most qualified credentialed teachers. For the 2010-11 school year, the school employed 98 fully credentialed teachers. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant". Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

Teacher Credentials and Assignments

	Leuzinger			
	08-09	09-10	10-11	11-12
Total Teachers	119	107	101	
Teachers with Full Credential	105	105	98	
Teachers without Full Credential	14	2	3	
Teachers Teaching Outside Subject Area	2	2	3	
Teacher Misassignments for English Learners	16	15	7	5
Total Teacher Misassignments	16	15	7	5
Teacher Vacancies	0	1	1	0
	CVUHSD			
	08-09	09-10	10-11	11-12
Total Teachers	312	303	294	
Teachers with Full Credential	268	261	290	
Teachers without Full Credential	44	42	4	
Teachers Teaching Outside Subject Area	2	2	3	
Teacher Misassignments for English Learners	38	45	22	18
Total Teacher Misassignments	46	45	22	18
Teacher Vacancies	0	3	5	2

Teacher Education Levels 2010-11

	Leuzinger	CVUHSD
Doctorate	3.2%	2.9%
Master's Degree Plus 30 or More Semester Hours	20.0%	24.7%
Master's Degree	29.5%	26.3%
Bachelor's Degree Plus 30 or More Semester Hours	23.2%	27.7%
Bachelor's Degree	24.2%	18.0%
Less Than a Bachelor's Degree	0.0%	0.4%

The table below identifies the number of classrooms taught and not taught by NCLB compliant teachers. High poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25% or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality web page at www.cde.ca.gov/nclb/sr/tq/.

NCLB Compliance		
Percentage of Classes in Core Academic Subjects:		
	Taught by NCLB-Compliant Teachers	Not Taught by NCLB-Compliant Teachers
2010-11		
Leuzinger	100.0%	0.0%
District Totals		
All Schools	100.0%	0.0%
High-Poverty Schools	100.0%	0.0%
Low-Poverty Schools	0.0%	0.0%

CALIFORNIA STATE UNIVERSITY ADMISSION REQUIREMENTS

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

ADVANCED PLACEMENT

Advanced placement (AP) programs give students an opportunity to take college-level courses and exams while still in high school. Students who receive a 3, 4, or 5 on their final AP exams qualify for college credit at most of the nation's colleges.

Advanced Placement Courses Offered and Student Participation Rates 2010-11

	No. of Courses Offered	% of Students Enrolled in AP Courses
English	2	3.0%
Foreign Language	2	3.7%
Math	1	1.4%
Science	1	2.8%
Social Science	5	12.6%
Totals	11	23.5%

WORKFORCE PREPARATION

Leuzinger High School's career technical education courses, career academies, and regional occupational programs offer a wide range of opportunities for students to get a head start on their future. Counselors host special presentations to increase awareness of college and career exploration activities. Freshman visit the computer lab once each semester to participate in on-line career exploration, skills assessments, interest surveys, and research. Most career education courses comply with state-adopted content standards and integrated into the student's four-year academic plan as elective courses. Individual student assessment of work readiness skills takes place through end-of-course exams, course-required projects, on-the-job/classroom observation, and student progress followup by counseling staff. Community partnerships and course instructors provide feedback on student progress following an established schedule based on program type. Regional Occupational Programs (ROP) are available off campus and help prepare high school students (16 years and older) for entry-level employment, upgrading current job skills, or obtaining more advanced levels of education.

CAREER TECHNICAL EDUCATION COURSES

Fashion Textiles and Apparel
Food and Nutrition
Computer Operations/Computer Science
Video Production

CALIFORNIA PARTNERSHIP ACADEMIES

Environmental Careers Academy
Multimedia Careers Academy - Film
Multimedia Careers Academy - Media

CAREER PATHWAY SEQUENCES

Child Development and Guidance
Computer Operations/Computer Science
Drafting Occupations
Fashion Textiles and Apparel
Food and Nutrition
Other Manufacturing and Product Development
Video Production

COLLEGE & WORK READINESS

COLLEGE PREPARATION COURSES

Students meet with their counselor annually to review progress in meeting personal goals and graduation requirements. Students are encouraged to take required courses if they plan on attending a four-year college or university. The following table in this report illustrates the proportion of courses taken and successfully completed in relation to the number of course enrollments (sum of total enrollment in all classes).

Enrollment in and Completion of UC/CSU-Required Courses 2009-10	
	%
Students Enrolled in UC/CSU Courses Required for UC/CSU Admission	67.6
Graduates Who Completed All Courses Required for UC/CSU Admission	31.6

*Most current data available.

UNIVERSITY OF CALIFORNIA ADMISSION REQUIREMENTS

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

The Career Technical Education Program table in this report shows the total number of students enrolled in Leuzinger High School's vocational education courses. For more information on career technical programs, contact the high school's career center or the state's career technical website at <http://www.cde.ca.gov/ci/ct/>.

Career Technical Education Program Participation 2010-11	
Total Number of Students Participating in CTE Programs	524
Percentage of Students Completing a CTE Program and Earning a High School Diploma	98.4%
Percentage of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	*

*Two Introduction to Multimedia courses; articulation agreement with the Art Institute.

SARC DATA & INTERNET ACCESS

DATAQUEST

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

PUBLIC INTERNET ACCESS LOCATION

Parents may access Leuzinger High School's SARC and access the internet at any of the county's public libraries. The closest library to Leuzinger High School is Lawndale Public Library located at 14615 Burin Avenue, Lawndale.

Open to the Public: Tue. & Wed. 1:00 - 8:00
Thur. & Fri. 11:00 - 6:00
Sat. 10:00 - 5:00
Sun. & Mon. - Closed

Number of Computers Available: 6
Printers Available: Yes

DISTRICT EXPENDITURES

SALARY & BUDGET COMPARISON

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

EXPENDITURES PER STUDENT

For the 2009-10 school year, Centinela Valley Union High School District spent an average of \$9,366 of total general funds to educate each student (based on 2009-10 audited financial statements). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

Salary Comparison 2009-10		
	CVUHSD	State Average of Districts in Same Category
Beginning Teacher Salary	40,682	42,954
Mid-Range Teacher Salary	67,494	69,905
Highest Teacher Salary	85,721	89,464
Average Principal Salaries:		
High School	127,660	128,348
Superintendent Salary	198,938	205,119
Percentage of Budget For:		
Teacher Salaries	31	37
Administrative Salaries	6	5

Current Expense of Education Per Pupil 2009-10					
Dollars Spent Per Student					
Expenditures Per Pupil	Leuzinger	CVUHSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	6,473	6,794	95.3%	N/A	N/A
Restricted (Supplemental)	1,434	1,972	72.7%	N/A	N/A
Unrestricted (Basic)	5,040	4,822	104.5%	5,455	92.4%
Average Teacher Salary	64,071	65,336	98.1%	70,570	90.8%

In addition to general fund state funding, Centinela Valley Union High School District receives state and federal categorical funding for special programs. For the 2009-10 school year, the district received federal, state, and local aid for the following categorical, special education, and support programs:

- ARRA: State Fiscal Stabilization Fund
- Department of Rehabilitation
- Economic Impact Aid (EIA)
- Governor's CTE Initiative: California Partnership Academies
- Lottery: Instructional Materials
- Partnership Academies Program
- Special Education
- Title I, II, III, IV, V
- Transportation Special Education
- Vocational Programs
- Williams Case Settlement

School Budget Pages from the SPSA

Form A: Planned Improvements in Student Performance

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 and adequate yearly progress growth 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:

School Goals: 1. All students will reach high standards, at a minimum, attaining proficiency or better in English, Math, Social Science and Science. 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. 3. All students will be educated in learning environment that are safe, drug free, and conducive to learning. 4. All students will graduate from high school.	
What data did you use to form this goal (findings from data analysis)? API including all sub groups, AYP, CaHSEE results, CELDT scores, Graduation Percentage including D/F rates, and UC/CSU a-g requirements	How does this goal align to your Local Educational Agency Plan goals? LEA Goals: <i>Performance Goal 1: All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2013-2014.</i> <i>Performance 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.</i> <i>Performance Goal 3: By 2005-06, all students will be taught by highly qualified teachers.</i> <i>Performance Goal 4: All students will be educated in learning environment that are safe, drug free, and conducive to learning.</i> <i>Performance Goal 5: All students will graduate from high school.</i> How the LEA will provide training to enable teachers to: <ul style="list-style-type: none">• <i>Teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency;</i>• <i>Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn;</i>• <i>Involve parents in their child's education;</i>• <i>Understand and use data and assessments to improve classroom practice and student learning.</i>

<p>What did the analysis of the data reveal that led you to this goal?</p> <p>The data uncovered a discrepancy between the number of proficient English Learners and SPED students on the English CSTs, indicating a need for us to evaluate those to ensure that they are appropriately enrolled in math courses. Data clearly shows a need to focus our resources on our SPED and EL students</p>	<p>Which stakeholders were involved in analyzing data and developing this goal?</p> <p>Administrators, Principal and Associate Principals Teachers and Parents</p>
<p>Who are the focus students and what is the expected growth?</p> <p>All students including all sub-groups</p>	<p>What data will be collected to measure student achievement?</p> <p>Benchmark exams, CST, CaHSEE, CELDT and CAPA</p>
<p>What process will you use to monitor and evaluate the data?</p> <p>All stakeholders will be able to evaluate the Benchmark exams, CST, CaHSEE, CELDT and CAPA data during teacher collaboration, SSC, Academies and Title I meetings and continued classroom visits.</p>	<p>Actions to improve achievement to exit program improvement.</p> <p>1. Alignment of instruction with content standards: The district will:</p> <ul style="list-style-type: none"> • Continue to base the academic program on CA content standards and SBE aligned materials articulated to course*; • Appropriately identify students based on multiple assessments to place students for appropriate instruction including SE, EL, and underperforming; • Use Direct Interactive Instruction as the primary method of delivery for R/LA; • Continue to develop literacy across the curriculum. <p>2. Use of standards-aligned instructional materials and strategies: The district will: Provide and implement state board of education adopted standards aligned instructional materials including intervention for R/LA*;</p> <ul style="list-style-type: none"> • Use McDougal-Littell for the core R/LA program in 9th-12th grades; • Use McDougal-Littell for intervention of strategic students with built-in extended learning time*; • Use Read 180 (Scholastic) for intervention for intense students; • Use Early Assessment Program modules in 9th-12th grades for an emphasis on expository reading and writing skills; • Continue to use McDougal-Littell and Read 180 for students with disabilities and R/LA core and intervention materials*; • Direct principals to develop a master schedule that provides 3 hours of R/LA intervention in a reduced class size for

	<p>intensive students*;</p> <ul style="list-style-type: none"> • Direct principals to develop a master schedule that provides 1 hour of intervention in addition to 1 hour of the core curriculum in a reduced class size for strategic students*; • Provide teachers with research-based reading and writing strategies and support for continuous integration of these strategies into courses across the curriculum* <p>3. Extended learning time: The district will:</p> <ul style="list-style-type: none"> • Give students extended learning opportunities: tutoring, homework, Saturday classes, and student incentives • Direct principals to develop a master schedule that provides 3 hours of R/LA intervention in a reduced class size for intensive students*; • Direct principals to develop a master schedule that provides 1 hour of intervention in addition to 1 hour of the core curriculum in a reduced class size for strategic students*. <p>4. Increased access to technology: The district will:</p> <ul style="list-style-type: none"> • Provide support to the schools to maintain their computer labs; • Provide categorical funding to sites to establish and maintain Career Technical Education classes that prepare students for work in technology-related fields; • Provide professional development and ongoing support to teachers in the use of all data resources (Data Director, Power School, etc.) to make informed decisions about curriculum and instructions*; • Provide district, school and teacher use of Web Pages; • Utilize Survey Monkey for continuous assessment, reflection and goal-setting. <p>5. Staff development and professional collaboration aligned with standards-based instructional materials: The district will:</p> <ul style="list-style-type: none"> • Enroll every site and district administrator in AB 430 Module 1*; • Provide professional development and ongoing support to teachers in the use of all data resources (Data Director, Power School, etc.) to make informed decisions about curriculum and instructions*; • Provide time and resources for teachers to collaborate after benchmark assessment to set goals for next benchmark period*;
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	<ul style="list-style-type: none"> • Define roles and responsibilities of instructional coaches based on students' instructional needs and tied to Reading/Language Arts; • Provide resources and ongoing inter-departmental workshops to support literacy across the curriculum. • Provide professional development and ongoing support for teachers in the practice of Direct Interactive Instruction. • Involve and train parents/community groups (DLAC, DAC, SSC, Title I, ELAC) to interpret and use R/LA student achievement data and to understand standards- aligned instructional materials*. • Facilitate articulation meetings with feeder districts for program alignment, 9th grade placement, and transition IEPs; • Hold Back to School Nights; • Provide parent training; • Hold Family Nights. <p>6. Monitoring program effectiveness: The district will:</p> <ul style="list-style-type: none"> • Hold data discussions after each benchmark assessments: among department teachers, between principals and departments; between the superintendent and principals; and between the superintendent and the School Board*; • Administer benchmark assessments based on essential standards every six weeks*; • Develop and administer common assessment to intervene in a timely manner in R/LA including the use of curriculum- embedded, ancillary resources for formative and summative assessment*; • Utilize Survey Monkey for continuous assessment, reflection and goal-setting. <p>7. Targeting services and programs to lowest-performing student groups: The district will:</p> <ul style="list-style-type: none"> • Provide interventions for intensive, strategic, and benchmark students*; • Ensure correct placement of students, provide ongoing support for teachers, and monitor program effectiveness*; • Ensure that the most effective teachers teach the intensive and strategic students*. <p>Description of Specific Actions to Improve Education Practice in Mathematics</p> <p>1. Alignment of instruction with content standards: The District will:</p>
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	<ul style="list-style-type: none"> • Continue to base the academic program on CA content standards and SBE aligned materials articulated to course; • Provide access to appropriate instruction for all students including (SE, EL, underperforming); • Use Direct Interactive Instruction as the primary method of delivery for Math; • Continue analyzing the connection between curriculum and any changes in standards and/or assessment of those standards; • Appropriately identify students based on multiple assessments to place students for appropriate instruction including SE, EL, and underperforming*. <p>2. Use of standards-aligned instructional materials and strategies: The district will:</p> <ul style="list-style-type: none"> • Provide and implement state board of education adopted standards aligned instructional materials including intervention for Math*. • Use McDougal-Littell for the core Math program for core math curriculum for the remainder of the 2008-2009 year; • Continue to divide Algebra 1 and Geometry into a mastery quad mode; • Use McDougal-Littell for intervention of strategic students with built-in extended learning time for the remainder of the 2008-2009 year; <p>3. Staff development and professional collaboration aligned with standards-based instructional materials: The district will:</p> <ul style="list-style-type: none"> • Enroll every site and district administrator in AB 430 Module 1*. • Practice data-driven decision making when developing or revising curriculum for intensive and strategic students*. • Provide ongoing training for teachers on how to use all sources of data, (Data Director, Power School, etc.) to make informed decisions about curriculum and instruction*; • Provide time and resources for teachers to collaborate after benchmark assessment to set goals for next benchmark period*; • Define roles and responsibilities of instructional coaches based on students' instructional needs and tied to Reading/Language Arts; • Provide resources and ongoing inter-departmental • workshops to support literacy across the curriculum*.
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	<ul style="list-style-type: none"> • Provide professional development and ongoing support for teachers in the practice of Direct Interactive Instruction. <p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <p>The district will:</p> <ul style="list-style-type: none"> • Involve and train parents/community in decisions making process including Math student achievement data. (DLAC, DAC, SSC, Title I, R/LAC)*; <p>7. Involve and train parents/community about the entire math program, i.e. extended learning, etc.*</p> <p>The district will:</p> <ul style="list-style-type: none"> • Facilitate articulation meetings with feeder districts for math program alignment, 9th grade placement, and transition IEPs; • Hold Back to School Nights; • Provide parent training; • Hold Family Nights. <p>8. Monitoring program effectiveness:</p> <ul style="list-style-type: none"> • The district will: • Hold data discussions after each benchmark • assessments: among department teachers, between principals and departments; between the superintendent and principals; and between the superintendent and the School Board*; • Administer benchmark assessments based on standards every six weeks*; • Develop and administer common assessment to intervene in a timely manner in math including the use of curriculum- embedded, ancillary resources for formative and summative assessment*; • Utilize Survey Monkey for continuous assessment, reflection and goal-setting; • Use curriculum-embedded, ancillary resources for formative and summative assessments; • Utilize PowerSchool beginning in Fall, 09, to analyze data to evaluate the effectiveness of the algebra quad model. <p>9. Targeting services and programs to lowest-performing student groups:</p> <p>The district will:</p> <ul style="list-style-type: none"> • Provide interventions for intensive, strategic, benchmark • Students*; • Provide workshops to support the teachers who instruct the essential, SDC, and RSP courses*;
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		<ul style="list-style-type: none"> • Continue to implement CAHSEE intervention to those students who have demonstrated areas of need through the district's CAHSEE diagnostic assessment; • Utilize Power School to identify students who consistently do not show mastery of standards within a given algebra quad and develop an individualized learning plan for each of them; • Ensure that the most effective teachers teach the intensive and strategic students*. 	
Strategies/Actions to Implement this Goal	Start/Completion Date/Personnel	Each Funding Source/Amount	Process for Evaluation of Implementation
Goal 1. All students will reach high standards, at a minimum, attaining proficiency or better in English, math, history and science.			
Data analysis utilizing the Data Teams Process	08/01/2012 - 06/30/2013 Administration and OLT	None - analysis done in collaboration	Administration OLT Department Chairs Collaboration Time SSC Title I Academy Meetings
Increasing the amount of technology available to teachers to present engaging lessons	08/01/2012 - 06/30/2013 Teachers	None - all teachers have Promethians or Eno Boards. Continued use of the technology in the classroom to be monitored	Administration Tech Trainer
Training and implementation of educational technology.	08/01/2012 - 06/30/2013 Teachers	None - Continued support in use of educational technology	Administration Tech Trainer
Development and implementation of common assessments	08/01/2012 - 06/30/2013 Teachers	None – Collaboration Time	Administration
Mandatory tutoring for all students who are Far Below Basic or Below Basic	08/01/2012 - 06/30/2013 Teachers	None - SBWIB	Administration Saturday School SWIB Sign In Documents
Intervention Courses offered for students at below basic and far below basic - Intervention teacher, AVID and ELD coordinator salary	08/01/2012 - 06/30/2013 Teachers	Title I \$26,855	Administration AVID and ELD Coordinator Professional Development All Teachers DII Training
Classified Support for Low Performing students	08/01/2012 AVID Tutors	Title I \$10,000	Administration AVID Coordinator Sign In Documents
ALEKS Math Support Software	08/01/2012	EIA/SCE \$3,800	Administration Classroom Support
Explicit CAHSEE preparation in all English and math courses six weeks prior to the March test (Saturday School)	08/01/2012 - 06/30/2013 Teachers	EIA/SCE \$6,000	Administration Sign In Sheets
Monthly workshops for	08/01/2012 - 06/30/2013	EIA/LEP	Administration

probationary teachers to discuss instructional strategies, classroom management, standards-based instruction, and curriculum development/alignment	Teachers	\$5,600	Agenda Sign In Sheets
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.			
Teachers will be trained in DII strategies with an emphasis on scaffolding instruction and questioning techniques	08 /01/2012 - 06/30/2013 Teachers	EIA/LEP \$3,863	Administration Action Learning Agenda Sign In Document
Tutorial support for English Learners available in every subject areas	08 /01/2012 - 06/30/2013 Teachers	None	Administration Action Learning DII Training
Workshops for teachers to explain the reclassification criteria and to discuss strategies that can be used to accomplish this goal	08/01/2012 - 06/30/2013 Teachers	None - Collaboration	Administration ELD Coordinator Agenda Sign In Document
Parent workshops to discuss reclassification criteria	08/01/2012 - 06/30/2013 Teachers	ELAC Parent Meeting Title I Meeting	Administration ELD Coordinator Agenda Sign In Document
Workshops for all teachers to discuss instructional strategies to improve achievement of English Learners	08/01/2012 - 06/30/2013 Teachers	EIA/LEP Extra-hourly \$1,000	Administration ELD Coordinator Agenda Sign In Document
Goal 3. All students will be educated in learning environments that are safe, drug free, and conducive to learning.			
Incentives, rewards, and recognition for students who improve or maintain perfect attendance	08/01/2012 - 06/30/2013 Teachers	EIA/LEA and SCE \$1,000	Administration Attendance Personnel Dean
Mandatory parent meetings for parents of students who are truant	08/01/2012 - 06/30/2013 Administrator Dean	None	Administration Resource Officer Nurse Dean CWA Agenda Sign In Document
Development and implementation of an RTI model to change inappropriate student behaviors.	08/01/2012 - 06/30/2013 Administrator Dean Counselors Teacher Parents	Perkins \$6,000	Administrator Dean Counselors Teacher Parents Agenda

			Sign In Document
Seminars for teachers regarding classroom management strategies and techniques, conflict mediation, and disciplining students with dignity	08/01/2012 - 06/30/2013 Administrator Dean Teacher	EIA/LEP \$1,000	Administrator Dean Teachers Agenda Sign In Document
Workshops for parents regarding various support programs, community agencies, and additional counseling available to support their students	08/01/2012 - 06/30/2013 Administrator Counselor Teacher	None CYS – FARS	Administration Dean CYS Counselors
Goal 4. All students will graduate from high school.			
Mandatory parent meetings at the end of the first quarter for all 9th and 10th grade students with multiple Ds and Fs	08/01/2012 - 06/30/2013 Administrator	None Back on Track	Administrator Counselor Teacher Agenda Sign In Document
Provide SAT preparation courses for up to 50 11th-12th grade students	08/01/2012 - 06/30/2013 Administrator Counselor	EIA/LEP and SCE	Administrator Counselor Teacher Agenda Sign In Document
Professional development for counselors, administrators, and academy coordinators to admissions workshops hosted by the CSU/UC systems	08/01/2012 - 06/30/2013 Administrator Counselor	Extra duty hours and supplies/materials	Administrator Counselor Teacher Agenda Sign In Document
Professional development for counselors, administrators, and registration clerk for anual legislative enrollment records hosted by the LACOE	01/03/2012 - 10/31/2012 Administrator Counselors Clerks	EIA/LEP \$90.00	Agenda
College information night each November and participates in a district-wide college fair	08/01/2012 - 06/30/2013 Administrator Counselor	Extra duty hours and supplies/materials	Administrator Counselor Teacher Agenda Sign In Document
Parent workshops on college admissions and financial aid	08/01/2012 - 06/30/2013 Administrator Counselor	Extra duty hours and supplies/materials	Administrator Counselor Teacher Agenda Sign In Document
All AP teachers will attend their respective AP institutes/workshops	08/01/2012 - 06/30/2013 Teachers	New teachers that have not attended	Teacher Director
Continue to expand AP course offerings, and improve articulation between honors courses	08/01/2012 - 06/30/2013 Administrator Counselor	Supplement the cost of AP exams for students who do not qualify for fee waivers and cannot afford them	Administrator Counselor Teacher Agenda

and AP courses			Sign In Document
Tutoring support for all students with grades of D or F in the core content areas	08/01/2012 - 06/30/2013 Teachers	Extra duty hours for teachers, attendance at various related conferences and workshops SWIB	Administrator Counselor Teacher Agenda Sign In Document
Offer the PSAT exam for 10th and 11th grade students	08/01/2012 - 06/30/2013 Administrator Counselor	Financial Assistance to pay for the PSAT for those students who cannot afford to pay for it.	Administrator Counselor Teacher PSAT Results Agenda Sign In Document
Continue using the Student ID Tracking Software	08/01/2012 - 06/30/2013 Administrator Dean	Lottery Money \$3,800	Administrator Attendance Personnel Dean Campus Safety Officers
All students enrolled in AP courses will take the respective AP exam	08/01/2012 - 06/30/2013 Administrator Counselor	Financial Assistance to pay for the PSAT for those students who cannot afford to pay for it.	Administrator Counselor Teacher Agenda Sign In Document
"CAHSEE Boot Camp" for juniors and seniors who have not passed the CAHSEE	08/01/2012 - 06/30/2013 Administrator Counselor	Contract with Kaplan Test Prep	Administrator Counselor Teacher Agenda Sign In Document

Form B: Centralized Support for Planned Improvements in Student Performance

The School Site Council has analyzed the planned program improvements and has adopted the following program support goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards.

Program Support School Goals: 1. All students will reach high standards, at a minimum, attaining proficiency or better in English, Math, Social Science and Science. 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. 3. All students will be educated in learning environment that are safe, drug free, and conducive to learning. 4. All students will graduate from high school.				
Groups participating in this goal (e.g., students, parents, teachers, administrators): All SSC members, Administrator, Teachers, Classified, Parents and Students		Anticipated annual growth for each group:		
Means of evaluating progress toward this goal:		Group data to be collected to measure gains:		
Actions to be Taken to Reach This Goal ¹ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date ² Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
Goal 1. All students will reach high standards, at a minimum, attaining proficiency or better in English, math, history and science.			\$49,742 \$9,800 \$1000	Title I EIA/SCE EIA/LEP
Data analysis utilizing the Data Teams Process	08/01/2012 - 06/30/2013 Administration and OLT	None - analysis done in collaboration	Administration OLT Department Chairs Collaboration Time SSC Title I Academy Meetings	
Increasing the amount of technology available to teachers to present engaging lessons	08/01/2012 - 06/30/2013 Teachers	None - all teachers have Promethians or Eno Boards. Continued use of the	Administration Teach Trainer	

¹ See Appendix B: Chart of Requirements for the Single Plan for Student Achievement for content required by each program or funding source supporting this goal.

² List the date an action will be taken, or will begin, and the date it will be completed.

		technology in the classroom to be monitored		
Training and implementation of educational technology.	08/01/2012 - 06/30/2013 Teachers	None - Continued support in use of educational technology	Administration Tech Trainer	
Development and implementation of common assessments	08/01/2012 - 06/30/2013 Teachers	None – Collaboration Time	Administration	
Mandatory tutoring for all students who are Far Below Basic or Below Basic	08/01/2012 - 06/30/2013 Teachers	None - SBWIB	Administration Saturday School SWIB Sign In Documents	
Intervention Courses offered for students at below basic and far below basic - Intervention teacher, AVID and ELD coordinator salary	08/01/2012 - 06/30/2013 Teachers	Title I \$26,855	Administration AVID and ELD Coordinator Professional Development All Teachers DII Training	
Classified Support for Low Performing students	08/01/2012 AVID Tutors	Title I \$10,000	Administration AVID Coordinator Sign In Documents	
ALEKS Math Support Software	08/01/2012	EIA/SCE \$3,800	Administration Classroom Support	
Explicit CAHSEE preparation in all English and math courses six weeks prior to the March test (Saturday School)	11/01/2012 - 06/30/2013 Teachers	EIA/SCE \$7,000	Administration Sign In Sheets	
Monthly workshops for probationary teachers to discuss instructional strategies, classroom management, standards-based instruction, and curriculum development/alignment	10/01/2012 - 06/30/2013 Teachers	EIA/LEP \$5,600	Administration Agenda Sign In Sheets	
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.			\$5,153 \$6,000	Title I EIA/LEP
Explicit CAHSEE preparation in English for March test (Saturday School)	11/01/2012 - 06/30/2013 Teacher	EIA/SCE \$3,000	Administration Sign In Sheets	
Teachers will be trained in DII strategies with an emphasis on scaffolding instruction and questioning techniques	08 /01/2012 - 06/30/2013 Teachers	EIA/LEP \$3,863	Administration Action Learning Agenda Sign In Document	
Tutorial support for English Learners available in every subject areas	08/01/2012 - 06/30/2013 Teachers	None	Administration Action Learning DII Training	
Workshops for teachers to explain the reclassification criteria and to discuss strategies that can be used to	08/01/2012 - 06/30/2013 Teachers	None - Collaboration	Administration ELD Coordinator	

accomplish this goal			Agenda Sign In Document	
Parent workshops to discuss reclassification criteria	08/01/2012 - 06/30/2013 Teachers	ELAC Parent Meeting Title I Meeting Title I Parent Involvement \$5,153	Administration ELD Coordinator Agenda Sign In Document	
Workshops for all teachers to discuss instructional strategies to improve achievement of English Learners	08/01/2012 - 06/30/2013 Teachers	EIA/SCE Extra-hourly \$1,000	Administration ELD Coordinator Agenda Sign In Document	
Goal 3. All students will be educated in learning environments that are safe, drug free, and conducive to learning.			\$2,000 \$2,000 \$6,000	EIA/LEA EIA/SCE Perkins
Incentives, rewards, and recognition for students who improve or maintain perfect attendance	08/01/2012 - 06/30/2013 Teachers	EIA/LEA and SCE \$1,000	Administration Attendance Personnel Dean	
Mandatory parent meetings for parents of students who are truant	08/01/2012 - 06/30/2013 Administrator Dean	None	Administration Resource Officer Nurse Dean CWA Agenda Sign In Document	
Development and implementation of an RTI model to change inappropriate student behaviors.	08/01/2012 - 06/30/2013 Administrator Dean Counselors Teacher Parents	Perkins \$6,000	Administrator Dean Counselors Teacher Parents Agenda Sign In Document	
Seminars for teachers regarding classroom management strategies and techniques, conflict mediation, and disciplining students with dignity	08/01/2012 - 06/30/2013 Administrator Dean Teacher	EIA/LEP \$1,000	Administrator Dean Teachers Agenda Sign In Document	
Workshops for parents regarding various support programs, community agencies, and additional counseling available to support their students	08/01/2012 - 06/30/2013 Administrator Counselor Teacher	None CYS – FARS	Administration Dean CYS Counselors	
Goal 4. All students will graduate from high school.			\$6,000 \$3,000	EIA/LEP EIA/SCE
Mandatory parent meetings at the end of the first quarter for all 9th and 10th grade students with multiple Ds and Fs	08/01/2012 - 06/30/2013 Administrator	None Back on Track	Administrator Counselor Teacher	

			Agenda Sign In Document	
Provide SAT preparation courses for up to 50 11th-12th grade students	08/01/2012 - 06/30/2013 Administrator Counselor	EIA/LEP and SCE	Administrator Counselor Teacher Agenda Sign In Document	
Send counselors, administrators, and academy coordinators to admissions workshops hosted by the CSU/UC systems	08/01/2012 - 06/30/2013 Administrator Counselor	Extra duty hours and supplies/materials	Administrator Counselor Teacher Agenda Sign In Document	
College information night each November and participates in a district-wide college fair	08/01/2012 - 06/30/2013 Administrator Counselor	Extra duty hours and supplies/materials	Administrator Counselor Teacher Agenda Sign In Document	
Parent workshops on college admissions and financial aid	08/01/2012 - 06/30/2013 Administrator Counselor	Extra duty hours and supplies/materials	Administrator Counselor Teacher Agenda Sign In Document	
All AP teachers will attend their respective AP institutes/workshops	08/01/2012 - 06/30/2013 Teachers	New teachers that have not attended	Teacher Director	
Continue to expand AP course offerings, and improve articulation between honors courses and AP courses	08/01/2012 - 06/30/2013 Administrator Counselor	Supplement the cost of AP exams for students who do not qualify for fee waivers and cannot afford them	Administrator Counselor Teacher Agenda Sign In Document	
Tutoring support for all students with grades of D or F in the core content areas	08/01/2012 - 06/30/2013 Teachers	Extra duty hours for teachers, attendance at various related conferences and workshops SWIB	Administrator Counselor Teacher Agenda Sign In Document	
Offer the PSAT exam for 11th grade students	08/01/2012 - 06/30/2013 Administrator Counselor	Financial Assistance to pay for the PSAT for those students who cannot afford to pay for it.	Administrator Counselor Teacher PSAT Results Agenda Sign In Document	
Continue using the Student ID Tracking Software	08/01/2012 - 06/30/2013 Administrator Dean	Lottery Money \$3,800	Administrator Attendance Personnel Dean Campus	

			Safety Officers	
All students enrolled in AP courses will take the respective AP exam	08/01/2012 - 06/30/2013 Administrator Counselor	Financial Assistance to pay for the PSAT for those students who cannot afford to pay for it.	Administrator Counselor Teacher Agenda Sign In Document	
"CAHSEE Boot Camp" for juniors and seniors who have not passed the CAHSEE	08/01/2012 - 06/30/2013 Administrator Counselor Teachers	Contract with Kaplan Test Prep \$17,500	Administrator Counselor Teacher Agenda Sign In Document	

Form C: Programs Included in this Plan

The School Site Council intends for this school to participate in the following programs: (Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

State Programs	Allocation
<input type="checkbox"/> California School Age Families Education Purpose: Assist expectant and parenting students to succeed in school	\$
<input checked="" type="checkbox"/> Economic Impact Aid/State Compensatory Education Purpose: Help educationally disadvantaged students succeed in the regular program	\$191,204
<input checked="" type="checkbox"/> Economic Impact Aid/English Learner Program Purpose: Develop fluency in English and academic proficiency of English learners	\$59,087
<input type="checkbox"/> Peer Assistance and Review Purpose: Assist teachers through coaching and mentoring	\$
<input type="checkbox"/> Professional Development Block Grant Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	\$
<input type="checkbox"/> Pupil Retention Block Grant Purpose: Prevent students from dropping out of school	\$
<input type="checkbox"/> Quality Education Investment Act Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement	\$
<input type="checkbox"/> School and Library Improvement Program Block Grant Purpose: Improve library and other school programs	\$
<input type="checkbox"/> School Safety and Violence Prevention Act Purpose: Increase school safety	\$
<input type="checkbox"/> Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students	\$
<input type="checkbox"/> List and Describe Other State or Local Funds (e.g., Gifted and Talented Education)	\$
Total amount of state categorical funds allocated to this school	\$250,291

Federal Programs under the Elementary Secondary Education Act	Allocation
<input type="checkbox"/> Title I, Part A: Neglected Purpose: Supplement instruction for abandoned, abused, or neglected children who have been placed in an institution	\$
<input type="checkbox"/> Title I, Part D: Delinquent Purpose: Supplement instruction for delinquent youth	\$
<input checked="" type="checkbox"/> Title I, Part A: Schoolwide Program Purpose: Upgrade the entire educational program of eligible schools in high poverty areas	\$54,895
<input type="checkbox"/> Title I, Part A: Targeted Assistance Program Purpose: Help educationally disadvantaged students in eligible schools achieve grade level proficiency	\$
<input type="checkbox"/> Title I, Part A: Program Improvement Purpose: Assist Title I schools that have failed to meet ESEA Adequate Yearly Progress targets for one or more identified student groups	\$
<input type="checkbox"/> Title II, Part A: Teacher and Principal Training and Recruiting Purpose: Improve and increase the number of highly qualified teachers and principals	\$
<input type="checkbox"/> Title II, Part D: Enhancing Education Through Technology Purpose: Support professional development and the use of technology	\$
<input type="checkbox"/> Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	\$
<input type="checkbox"/> Title IV, Part A: Safe and Drug-Free Schools and Communities Purpose: Support learning environments that promote academic achievement (NO LONGER FUNDED BEGINNING WITH THE 2010-11 SCHOOL YEAR)	\$
<input type="checkbox"/> Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible local educational agencies	\$
<input checked="" type="checkbox"/> Other federal funds (list and describe) ³ Perkins	\$16,500
Total amount of federal categorical funds allocated to this school	\$70,985
Total amount of state and federal categorical funds allocated to this school	\$321,276

¹⁷ For example, special education funds used in a School-Based Coordinated Program to serve students not identified as individuals with exceptional needs.

CBEDS

California Basic Educational Data System
California Department of Education
Revised (2/11/10)

Professional Assignment Information Form (PAIF)

October 6, 2010

County-District-School Code												District Name												School Name												Statewide Educator ID (SEID)																							
1	9	6	4	3	5	2	1	9	3	5	0	4	8	Centinela Valley Union HSD												LEUZINGER HIGH SCHOOL																																	
Legal Name																																				District Assigned Staff ID																							
Last																		First																																									
Name on Last California Teacher Credential Obtained / Alias Name (If different from legal name)																																				District Years of Service																							
Last																		First																		Middle Initial												Report the years of educational service in this district as a contracted professional, including this year. First year teachers should report as "01." <div style="display: flex; align-items: center;"> <div style="border: 1px solid black; width: 30px; height: 30px; margin-right: 5px;"></div> <div style="border: 1px solid black; width: 30px; height: 30px; margin-right: 5px;"></div> Years </div>											
Ethnicity Hispanic: <input type="checkbox"/> Yes <input type="checkbox"/> No																		Birth Date (Year/Month/Day) (Example: 1999/01/01) ____ / ____ / ____																		Gender <input type="checkbox"/> Male <input type="checkbox"/> Female																							
Race (Select one or more)																																				Total Years of Service																							
<div style="display: flex; flex-wrap: wrap;"> <div style="width: 33%;"> <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Chinese <input type="checkbox"/> Japanese <input type="checkbox"/> Korean <input type="checkbox"/> Vietnamese <input type="checkbox"/> Asian Indian </div> <div style="width: 33%;"> <input type="checkbox"/> Laotian <input type="checkbox"/> Cambodian <input type="checkbox"/> Other Asian <input type="checkbox"/> Hawaiian <input type="checkbox"/> Guamanian <input type="checkbox"/> Samoan </div> <div style="width: 33%;"> <input type="checkbox"/> Other Pacific Islander <input type="checkbox"/> Filipino <input type="checkbox"/> Black or African American <input type="checkbox"/> White </div> </div>																																				Report the total years of educational service, including this year. Include service in this district, other states, and other countries. Do not include substitute teaching. First year teachers should report as "01." <div style="display: flex; align-items: center;"> <div style="border: 1px solid black; width: 30px; height: 30px; margin-right: 5px;"></div> <div style="border: 1px solid black; width: 30px; height: 30px; margin-right: 5px;"></div> Years </div>																							
Highest Educational Level (Select one)																		Employment Status (Select one)												Job Classification and Full Time Equivalent (FTE) Percentage																													
<input type="checkbox"/> Doctorate <input type="checkbox"/> Master's Degree + 30 or more semester units <input type="checkbox"/> Master's Degree <input type="checkbox"/> Bachelor's Degree + 30 or more semester units																		<input type="checkbox"/> Bachelor's Degree <input type="checkbox"/> Less than a Bachelor's Degree												<input type="checkbox"/> Tenured <input type="checkbox"/> Probationary <input type="checkbox"/> Long-Term Substitute or Temporary Employee <input type="checkbox"/> Other												Do not report decimals, round to nearest percent. Full-time is reported as 100%. <input type="checkbox"/> Teacher _____ % <input type="checkbox"/> Administrator _____ % <input type="checkbox"/> Pupil Services _____ %																	



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 9 th graders must take Physical Education. 10 th 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

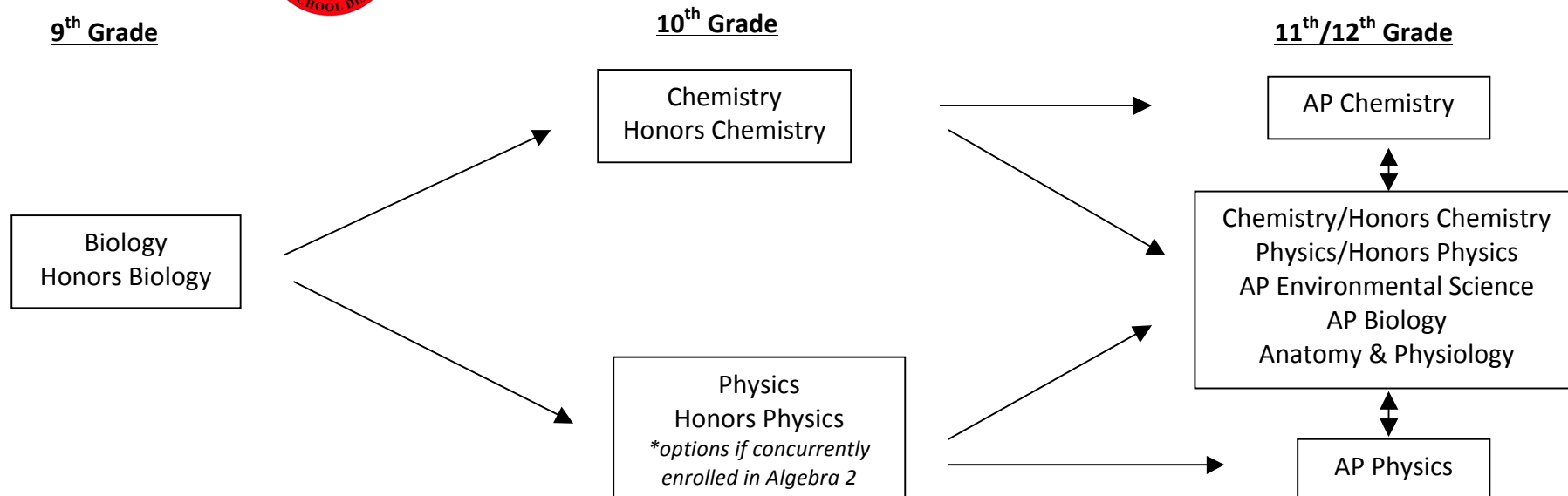
Additional Requirement: CAHSEE

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.



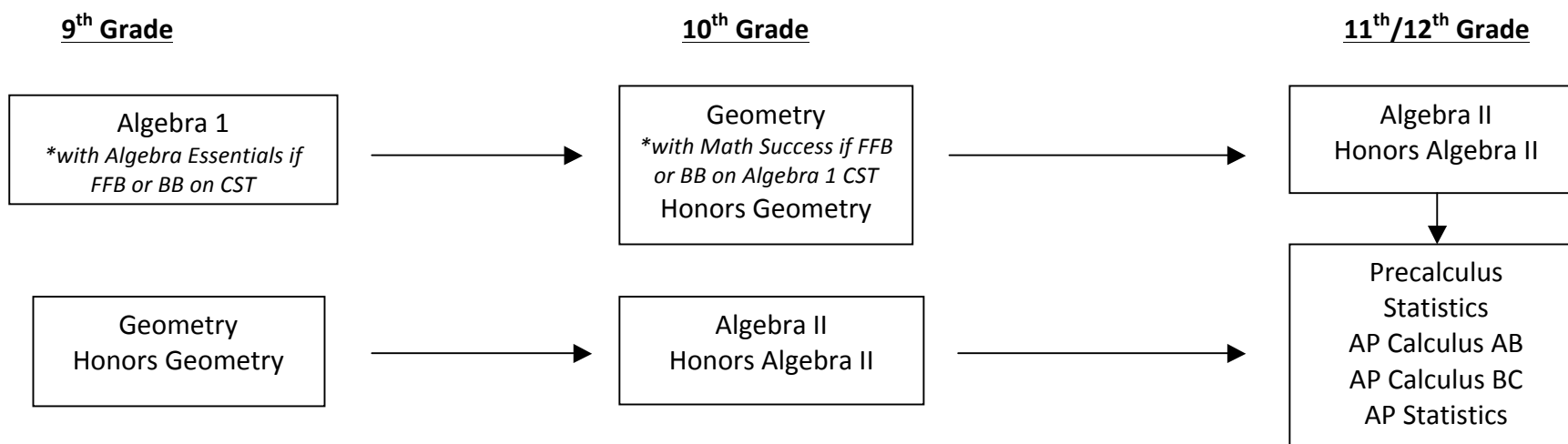
Centinela Valley Union High School District 2012-2013 Science and Math Course Pathways

SCIENCE



Introduction to Physical Science (IPS) will be offered for seniors only who have not met the district's science graduation requirements.

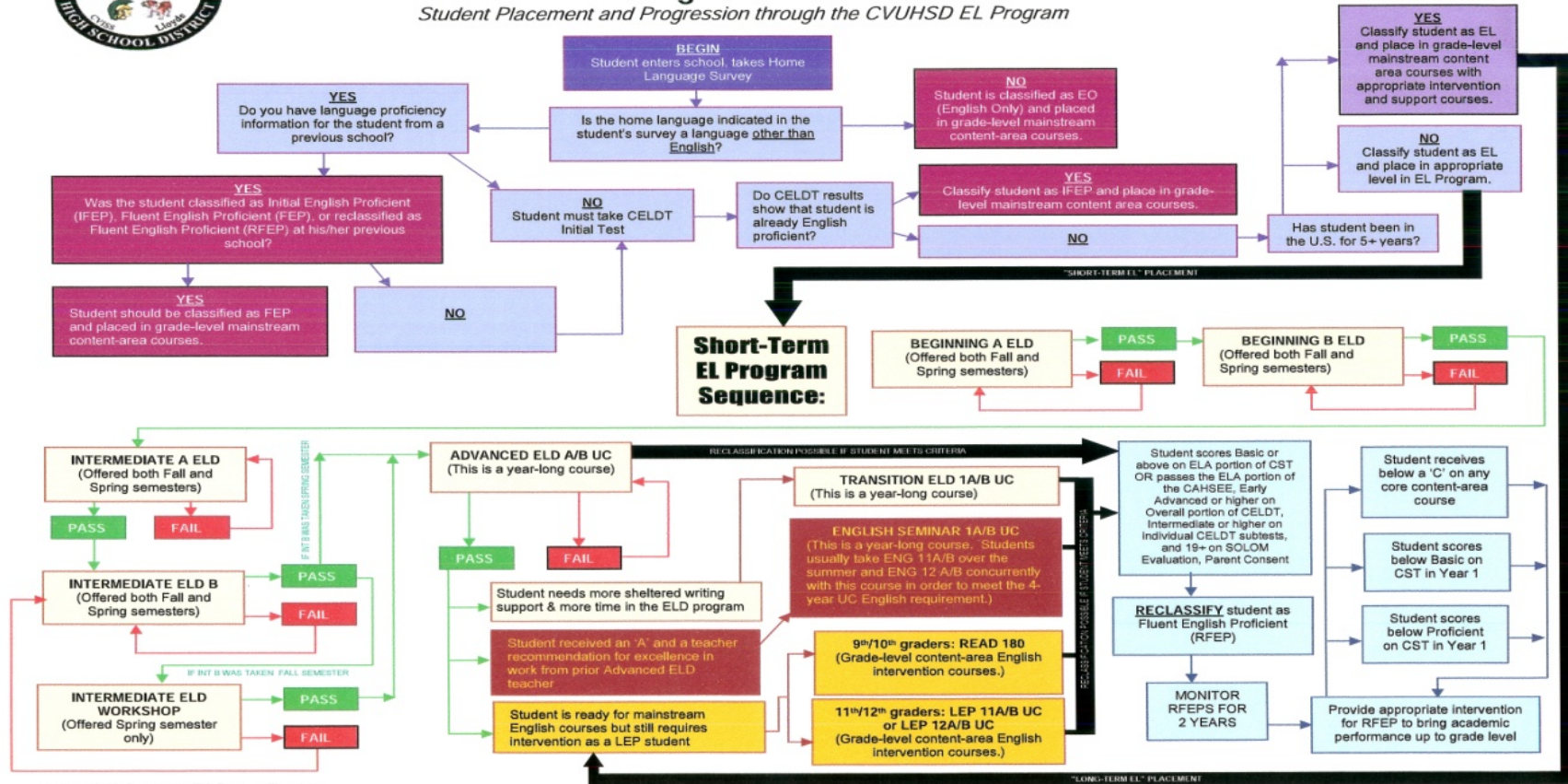
MATHEMATICS



Juniors and Seniors will be allowed to recover Algebra 1 credits in a face-to-face setting if it aligns with their graduation plan as determined by counselors. Financial Algebra will also be offered for seniors only who have not met the district's mathematics graduation requirements.

EL Program Flowchart

Student Placement and Progression through the CVUHSD EL Program



Centinela Valley Union High School District Textbook Survey 2012-2013

Subject	Course	Grade	Publisher	Item/Title	Copyright Year	ISBN
Reading/Language Arts	Read 180	9	Scholastic	Read 180 Next Generation Stage C	2010	0439670799
Reading/Language Arts	ELA Success	10	Scholastic	English 3D	2011	0545394007
Reading/Language Arts	English 9 UC English 9 UC H	9	Pearson	Literature for California Grade 9	2010	9780133664119
Reading/Language Arts	English 10 UC English 10 UC H	10	Pearson	Literature for California Grade 10	2010	9780133664126
Reading/Language Arts	English 11 UC AP Lang. & Comp. 11	11	Pearson	Literature for California Grade 11	2010	9780133664201
Reading/Language Arts	English 12 UC AP English Lit.	12	Pearson	Literature for California Grade 12	2010	9780133664218
Reading/Language Arts	Beginning ELD A	9 to 12	Hampton Brown	Edge Fundamentals	2002	9780736261630
Reading/Language Arts	Beginning ELD B	9 to 12	Hampton Brown	Edge Fundamentals	2002	9780736261630
Reading/Language Arts	Intermediate ELD A	9 to 12	Hampton Brown	Edge Level A	2002	9780736234528
Reading/Language Arts	Advanced ELD A	9 to 12	Hampton Brown	Edge Level B	2002	9780736234535
Reading/Language Arts	Transition ELD A	9 to 12	Hampton Brown	Edge Level C	2000	9780736234542
Mathematics	Algebra Essentials	9	ALEKS	HS Prep for Algebra Algebra 1	2012	online program
Mathematics	Math Success	10	ALEKS	Algebra 1 Geometry Math Prep for CAHSEE	2012	online program
Mathematics	Algebra 1 UC	9 to 11	Pearson	Algebra I	2009	132031213
Mathematics	Geometry UC	9 to 12	Pearson	Geometry	2008	132031221
Mathematics	Geometry UC Honors	9 to 12	Pearson	Geometry	2008	132031221
Mathematics	Algebra II	10 to 12	Pearson	Algebra II	2008	132031248
Mathematics	Pre-Calculus	11 to 12	Pearson	Pre-Calculus: Graphical	2007	013227650X
Mathematics	Statistics	11 to 12	Pearson	Elementary Statistic: Picturing the World	2009	9780132424332
Mathematics	AP Calculus AB	11 to 12	Pearson	Calculus: Graphical	2007	0132014084
Mathematics	AP Calculus BC	11 to 12	Pearson	Calculus: Graphical	2007	0132014084
History/Social Studies	World History	10	McDougal Littell	Modern World History Patterns of Interaction	1999	0395938295

Centinela Valley Union High School District Textbook Survey 2012-2013

Subject	Course	Grade	Publisher	Item/Title	Copyright Year	ISBN
History/Social Studies	US History	11	McDougal Littell	The Americans	1999	9780395890806
History/Social Studies	Government	12	Prentice Hall	Magraders American Government	2003	0130370487
History/Social Studies	Economics	12	Thomson Learning	Contemporary Economics	2005	0538437006
History/Social Studies	AP US History	11	Houghton Mifflin	American Pagaent	2006	9780618479276
History/Social Studies	AP Economics	12	McGraw Hill	Economics, 16th Edition	2005	9780072982718
History/Social Studies	AP Government	12	Longman	American Democracy	2005	9780072868036
History/Social Studies	AP World History	10	Addison Wessley	World Civilizations: The Global Experience	2007	0321099699
History/Social Studies	AP European History	10	Houghton Mifflin	History of Western Society	1999	618017464
History/Social Studies	AP Psychology	11, 12	Worth Publishing	Psychology, 7th Edition	2004	0716752516
History/Social Studies	Psychology	11, 12	Worth Publishing	Thinking About Psychology	2003	9780716754671
History/Social Studies	AP Human Geography	12-Sep	Knox	Human Geography	2007	0131497057
Science	Physics	11, 12	Prentice Hall	Conceptual Physics	2006	9780618557134
Science	AP Physics B	11,12		AP Physics	2003	9780130676443
Science	Human Anatomy and Physiology	11, 12	Prentice Hall	Human Anatomy and Physiology 6th Edition	2003	0805300120
Science	Biology	9, 10, 11, 12	Prentice Hall	Biology	2006	9780131662551
Science	Biology	9, 10, 11, 12	Prentice Hall	Biology	2007	0132013525
Science	AP Biology	11, 12	Addison Wesley	AP Biology	1999	9780805365665
Science	Honors Chemistry	10, 11, 12	Prentice Hall	Chemistry: The Central Science	2006	0131937197
Science	AP Environmental Science	11, 12	People's Publishing	Environmental Science: Earth as a Living Planet 5th Edition	2005	047148816X
Science	Chemistry	10, 11, 12	Prentice Hall	Chemistry	2005	9780131152625
Science	Intro to Physical Science	9, 10, 11, 12	Prentice Hall	Earth Science	2006	0131667556
Foreign Language	Spanish 1	9 to 11	Glencoe	Buen Viaje Level 1	2003	0078288606
Foreign Language	Spanish 2	10 to 12	Glencoe	Buen Viaje Level 2	2003	0078791405

Centinela Valley Union High School District Textbook Survey 2012-2013

Subject	Course	Grade	Publisher	Item/Title	Copyright Year	ISBN
Foreign Language	Spanish 3	11 to 12	Glencoe	Buen Viaje Level 3	2000 2005	9780026418133 0078619904
Foreign Language	Spanish 1 - NS	9 to 11	Holt	Introduction, Nuevas Vistas	2006	9780030736919
Foreign Language	Spanish 2 - NS	9 to 12	Holt	Nuevas Vistas - Curso Uno	2006	0030399424
Foreign Language	AP Spanish Lang.	11 to 12	Heinle	Abriendo Paso -Gramatica	2000	0838426247
Foreign Language	AP Spanish Lang.	11 to 12	Heinle	Abriendo Paso - Lectura	2001	0838417744
Foreign Language	AP Spanish Lit.	11 to 12	Heinle	Abriendo Puertas Vol 1	2003	9780618222063
Foreign Language	AP Spanish Lit.	11 to 12	Heinle	Abriendo Puertas Vol 2	2003	9780618222070
Foreign Language	French 1	9 to 11	Holt	Allez Viens Level 1	2003	9780030565939
Foreign Language	French 2	10 to 12	Holt	Allez Viens Level 2	2003	9780030565946
Foreign Language	French 3	11 to 12	Holt	Allez Viens Level 2	2003	9780030565946
Foreign Language	ASL 1	9, 10, 11, 12	Dawn Sign Press	Signing Naturally Level 1	1993	9781581211276
Foreign Language	ASL 2	10, 11, 12	Dawn Sign Press	Signing Naturally Level 2	1993	9781581211313
Foreign Language	ASL 3	11,12	Dawn Sign Press	Signing Naturally Level 3	1993	158121135X
Foreign Language	Mandarin 1	9 to 12	Cheng & Tsui	Integrated Chinese	2009	9780887276446

Reading Intervention Programs

READ 180 Next Generation

READ 180 Next Generation is a comprehensive system of curriculum, instruction, assessment, and professional development proven to raise reading achievement for struggling readers in grades 4–12+. Designed for any student reading two or more years below grade-level, READ 180 Next Generation leverages adaptive technology to individualize instruction for students and provide powerful data for differentiation to teachers. CVUHSD 9th graders scoring below basic and far below basic on their ELA CST are placed in Read 180 as a support course to English 9/UC.

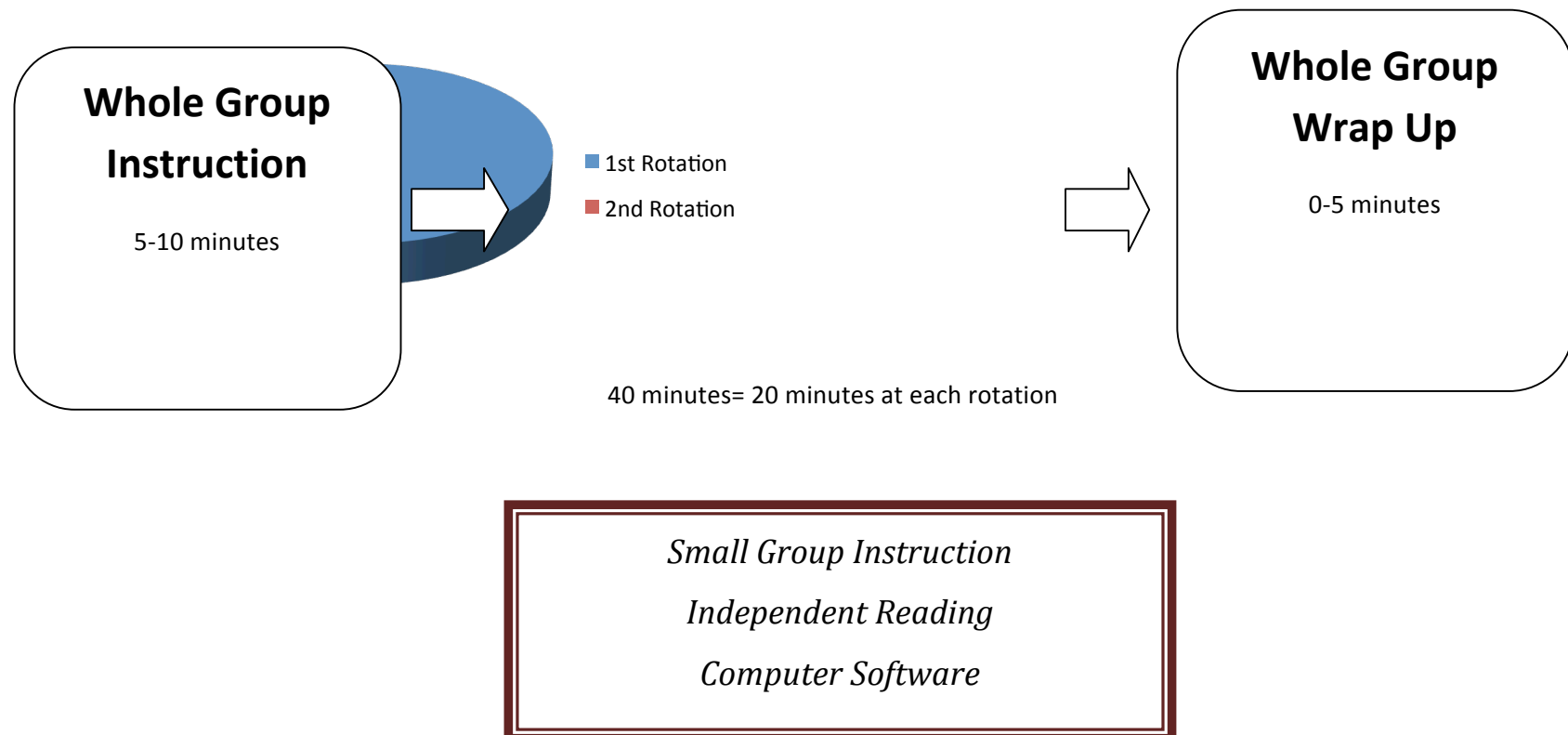
ELA Success

ELA Success is an elective class that focuses on academic reading and writing skills, while also preparing students to score proficient on the ELA portion of the California High School Exit Exam. The course itself is a combination of Dr. Kate Kinsella's English 3D curriculum and CAHSEE preparation lessons. The 3D curriculum is designed to ensure proficiency in academic vocabulary, speaking, listening, and writing skills essential to succeed in high school, college, and career life. The 3D curriculum focuses on teaching academic vocabulary, syntax, and grammar, while engaging students through non-fiction texts that present real world issues relevant to teens' lives. The course also helps students develop their writing skills in summarizing, justification, argument, and research. The CAHSEE portion of the course prepares students to pass the high school exit exam by teaching them lessons based on the five content strands assessed on the exam. The five content strands include: Word Analysis, Literary Response and Analysis, Reading Comprehension, Writing Strategies, and Writing Conventions. Students are also master steps in the writing process in order to successfully complete the writing task requirement of the ELA portion of the CAHSEE. CVUHSD 10th graders scoring below basic and far below basic on their ELA CST are placed in ELA Success as a support course to English 10/UC.

READ 180 Instructional Model

□

Small Group Rotations



English Enrichment (Tutoring)

Day	Room	Teacher	Times
Monday	G - 101	Mrs. Tran	7:30-8:00
	G - 107	Mrs. Harley	7:30-8:00
	G - 106	Mr. Holmes	7:30-8:00
		Select English Teachers	Nutrition
		Select English Teachers	Lunch
	G - 106(Lab)	Mr. Holmes	3:00-4:00
Tuesday	G - 101	Mrs. Tran	7:30-8:00
	G - 107	Mrs. Harley	7:30-8:00
	G - 106	Mr. Holmes	7:30-8:00
		Select English Teachers	Nutrition
		Select English Teachers	Lunch
	G - 101 (Lab)	Mrs. Tran	3:00-4:00
	G - 106	Mr. Holmes	3:00-4:00

Day	Room	Teacher	Times
Wednesday	G - 101	Mrs. Tran	7:30-8:00
	G - 107	Mrs. Harley	7:30-8:00
	G - 106	Mr. Holmes	7:30-8:00
		Select English Teachers	Nutrition
		Select English Teachers	Lunch
	G - 106	Mr. Holmes (Lab)	3:00-4:00
Thursday	G - 101	Mrs. Tran	7:30-8:00
	G - 107	Mrs. Harley	7:30-8:00
	G - 106	Mr. Holmes	7:30-8:00
		Select English Teachers	Nutrition
		Select English Teachers	Lunch
	G - 101	Mrs. Tran (Lab)	3:00-4:00
	G - 106	Mr. Holmes	3:00-4:00
Friday	G - 105	Mrs. Tran	7:30-8:00
	G - 107	Mrs. Harley	7:30-8:00
	G - 106	Mr. Holmes	7:30-8:00
		Select English Teachers	Nutrition
		Select English Teachers	Lunch

LEUZINGER MATH LAB

**Come to the Lab for help, to finish
Homework, or Gain Knowledge**

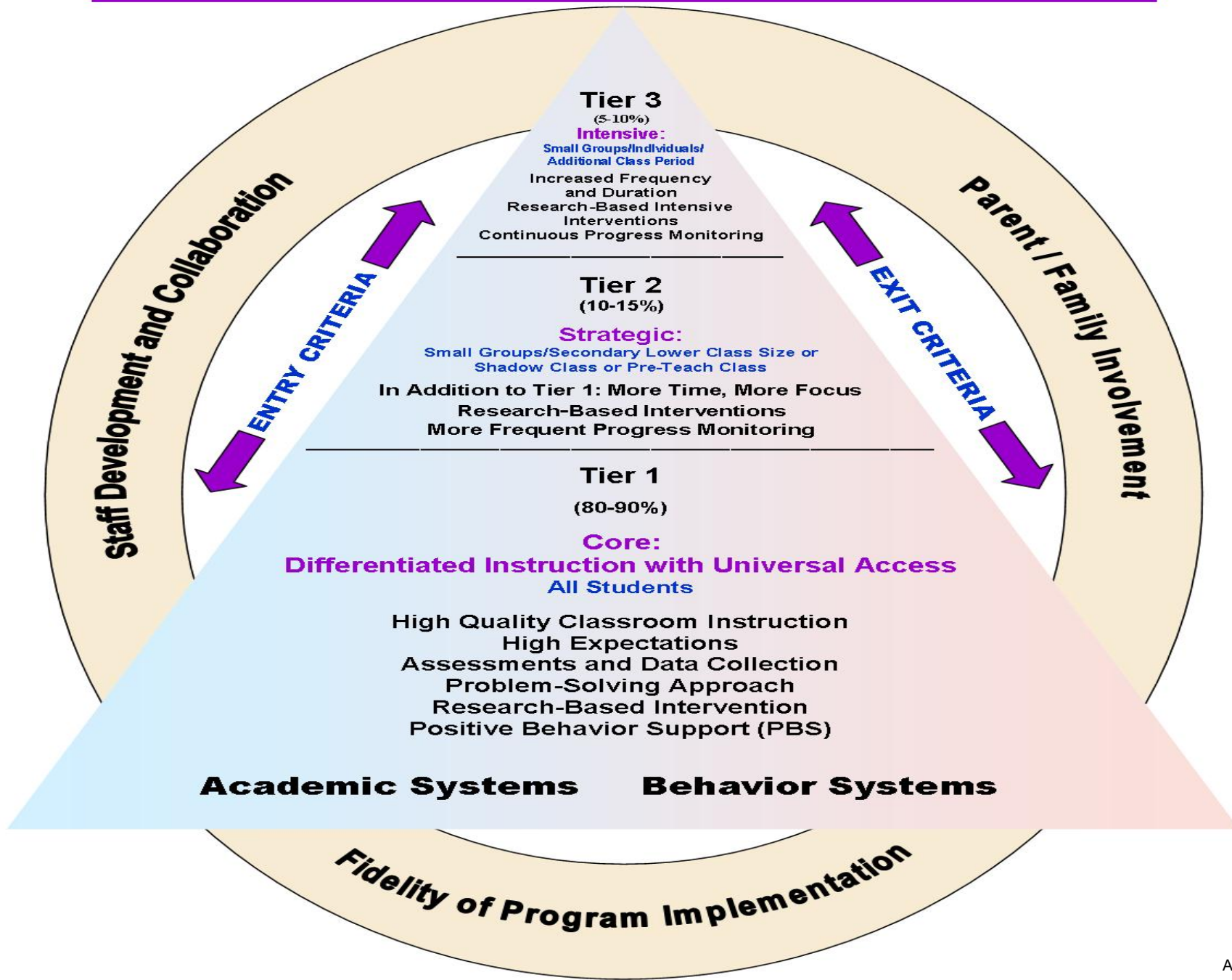
*****Each Lab Session will also have math peer tutors*****

Day	Room	Teacher	Times
Monday	G-211	Mr. Espinoza	3-4pm
	G-211	Mr. Espinoza	Lunch
	G-206	Mr. Cardenas	Lunch
	G-207	Mr. Rah	Lunch
Tuesday	G-207	Mr. Rah	3-4pm
	G-211	Mr. Espinoza	Lunch
	G-206	Mr. Cardenas	Lunch
	G-207	Mr. Rah	Lunch
Wednesday	G-205	Mr. Gavrilovic	3-4pm
	G-203	Mrs. Panagos	3-4pm
	G-211	Mr. Espinoza	Lunch
	G-206	Mr. Cardenas	Lunch
	G-207	Mr. Rah	Lunch
Thursday	G-205	Mr. Gavrilovic	3-4pm
	G-203	Mrs. Panagos	3-4pm
	G-211	Mr. Espinoza	Lunch
	G-206	Mr. Cardenas	Lunch
	G-207	Mr. Rah	Lunch
Friday	G-211	Mr. Espinoza	Lunch
	G-206	Mr. Cardenas	Lunch
	G-207	Mr. Rah	Lunch

Direct Interactive Instruction Implementation Tool

School	Grade Level	Time	Date
Course	Lesson Range: On pace for <input type="checkbox"/> Course <input type="checkbox"/> Lesson		

Instructional Strategies	Evident	Notes
Standards and Lesson Objectives Standards and Lesson Objectives are posted and referenced throughout the Lesson Students can restate and explain how they will demonstrate their learning Student work is posted and reflects standards, difficulty, and complexity Core curriculum is used appropriately and with fidelity		
Lesson Structure and Sequence Lesson is "chunked" – "chunks" are meaningful, aligned to the standard and lesson objective, and appropriately paced for level of difficulty and complexity Lesson proceeds sequentially from activation of relevant prior knowledge input-model/structured practice/guided practice/independent practice/closure Students demonstrate their learning at the end of the lesson (ticket out the door, etc)		
Student Engagement, Feedback, and Correctives Continuous, multi-level interaction between teacher/students (T-S, etc.) Pre-corrections are utilized and correctives are quick, explicit, and relevant to the task A range and variety of interaction strategies are used and are appropriate to the lesson objective Leveled questions are employed to advance the lesson and differentiate for individual students		
Proactive Classroom management Minimal "stop-start," smooth transitions Frequent lesson orientation and alerts to next steps Low profile controls, re-direction includes quick return to positive, neutral "Praise, Prompt, Leave" during seat work (GP and IP)		
Instructional Environment	Evident	Notes
Walls reflect current instruction and are used by teachers and students as an instructional tool.		
Room design supports lesson delivery.		



WASC Teacher Survey

1. Students are actively engaged in learning activities for a significant portion of each day.

☐ yes

☐ no

2. Classes at Leuzinger High School challenge students.

☐ yes

☐ no

3. Students are aware of the requirements to graduate from high school.

☐ yes

☐ no

4. Teachers encourage students to think about their future options after high school.

☐ yes

☐ no

5. Teachers at this school have helped students understand the A-G requirements.

☐ yes

☐ no

6. Students at this school understand the rules about physically hurting other people.

☐ yes

☐ no

7. All teachers at this school enforce the same school rules.

☐ yes

☐ no

8. Students at this school know that adults (teachers, admin, safety officers, counselors) will enforce the rules against hurting others.

☐ yes

☐ no

WASC Teacher Survey

9. Students at this school understand the rules regarding clearing their absences.

☐ yes

☐ no

10. Students at this school understand the tardy policy and consequences for being tardy.

☐ yes

☐ no

11. Students feel good about being in the school.

☐ yes

☐ no

12. There are very few parents who are involved in the school.

☐ yes

☐ no

13. Teachers and other adults at this school work with students outside of class time.

☐ yes

☐ no

14. Students are encouraged to participate in clubs, teams, and other activities at this school.

☐ yes

☐ no

15. Students feel good about being involved at this school.

☐ yes

☐ no

16. There is a good relationship between the students and adults on campus.

☐ yes

☐ no

17. This school is a very clean place.

☐ yes

☐ no

WASC Teacher Survey

18. Students here do not take care of the school.

- ☐ yes
- ☐ no

19. This school is a safe place.

- ☐ yes
- ☐ no

20. Teachers and other adults help students feel safe at this school.

- ☐ yes
- ☐ no

21. There are enough lunch tables, bathrooms, and other necessary things outside of the classroom.

- ☐ yes
- ☐ no

22. As a teacher, I lecture Only (teacher talks, students take notes)

- ☐ Often
- ☐ Sometimes
- ☐ rarely
- ☐ nevel

23. As a teacher, I lecture with some discussion(lecture with some whole class discussion)

- ☐ often
- ☐ sometimes
- ☐ rarely
- ☐ never

24. As a teacher, I lecture, discuss, and practice (i.e. student partner practice and/or pair share...)

- ☐ often
- ☐ sometimes
- ☐ rarely
- ☐ never

WASC Teacher Survey

25. As a teacher, I facilitate discussions (debate, philosophical chairs, Socratic seminar...).

- ☐ often
- ☐ sometimes
- ☐ rarely
- ☐ never

26. As a teacher, I demonstrate and model.

- ☐ often
- ☐ sometimes
- ☐ rarely
- ☐ never

27. As a teacher, I utilize small group activities (gallery walk, learning stations, rotation lab...).

- ☐ often
- ☐ sometimes
- ☐ rarely
- ☐ never

*** 1. Students are actively engaged in learning activities for a significant portion of each day.**

- ☐ Yes
- ☐ No

2. Classes at Leuzinger High School challenge students.

- ☐ yes
- ☐ no

3. Students are aware of the requirements to graduate from high school.

- ☐ yes
- ☐ no

4. Teachers encourage students to think about their future options after high school.

- ☐ yes
- ☐ no

5. Adults at this school have helped me understand the A-G requirements.

- ☐ yes
- ☐ no

6. Students at this school understand the rules about physically hurting other people.

- ☐ yes
- ☐ no

7. All teachers at this school enforce the same school rules.

- ☐ yes
- ☐ no

8. Students at this school know that teachers will enforce the rules against hurting others.

- ☐ yes
- ☐ no

WASC Student Survey

9. Students at this school understand the rules regarding clearing their absences.

☐ yes

☐ no

10. Students at this school understand the tardy policy and consequences for being tardy.

☐ yes

☐ no

11. Students at this school understand the dress code and consequences for not being in compliance.

☐ yes

☐ no

12. There are very few parents who are involved in the school.

☐ yes

☐ no

13. Teachers and other adults at this school work with students outside of class time.

☐ yes

☐ no

14. Students are encouraged to participate in clubs, teams, and other activities at this school.

☐ yes

☐ no

15. Students feel good about being involved at this school.

☐ yes

☐ no

16. There is a good relationship between the students and adults on campus.

☐ yes

☐ no

17. This school is a very clean place.

☐ yes

☐ no

WASC Student Survey

18. Students here do not take care of the school.

- ☐ yes
- ☐ no

19. This school is a safe place.

- ☐ yes
- ☐ no

20. Teachers and other adults help students feel safe at this school.

- ☐ yes
- ☐ no

21. There are enough lunch tables, bathrooms, and other necessary things outside of the classroom.

- ☐ yes
- ☐ no

22. I use tutoring services available at school.

- ☐ not at all
- ☐ sometimes
- ☐ often
- ☐ always

23. I visit the library at least once a month, either with my classes or on my own time.

- ☐ not at all
- ☐ sometimes
- ☐ often
- ☐ always

24. I have access to the Internet at home when I need it.

- ☐ not at all
- ☐ sometimes
- ☐ often
- ☐ always

WASC Student Survey

25. I have a place to study quietly at home.

- ☐ not at all
- ☐ sometimes
- ☐ often
- ☐ always

26. In your English Class, do you prefer...

- ☐ Lecture Only (teacher talks, students take notes)
- ☐ Lecture with some discussion (lecture with some whole class discussion)
- ☐ Lecture, discuss, practice (i.e. student partner practice and/or pair share...)
- ☐ Discussion (debate, philosophical chairs, Socratic seminar...) Demonstrations/Modeling
- ☐ Small groups (gallery walk, learning stations, rotation, lab...)

27. In your History class, do you prefer...

- ☐ Lecture Only (teacher talks, students take notes)
- ☐ Lecture with some discussion (lecture with some whole class discussion)
- ☐ Lecture, discuss, practice (i.e. student partner practice and/or pair share...)
- ☐ Discussion (debate, philosophical chairs, Socratic seminar...) Demonstrations/Modeling
- ☐ Small groups (gallery walk, learning stations, rotation, lab...)

28. In your Math class, do you prefer...

- ☐ Lecture Only (teacher talks, students take notes)
- ☐ Lecture with some discussion (lecture with some whole class discussion)
- ☐ Lecture, discuss, practice (i.e. student partner practice and/or pair share...)
- ☐ Discussion (debate, philosophical chairs, Socratic seminar...) Demonstrations/Modeling
- ☐ Small groups (gallery walk, learning stations, rotation, lab...)

29. In your Science class, do you prefer...

- ☐ Lecture Only (teacher talks, students take notes)
- ☐ Lecture with some discussion (lecture with some whole class discussion)
- ☐ Lecture, discuss, practice (i.e. student partner practice and/or pair share...)
- ☐ Discussion (debate, philosophical chairs, Socratic seminar...) Demonstrations/Modeling
- ☐ Small groups (gallery walk, learning stations, rotation, lab...)

WASC Student Survey

30. In your World Language class (i.e. Spanish, French, Mandarin), do you prefer...

- ☐ Lecture Only (teacher talks, students take notes)
- ☐ Lecture with some discussion (lecture with some whole class discussion)
- ☐ Lecture, discuss, practice (i.e. student partner practice and/or pair share...)
- ☐ Discussion (debate, philosophical chairs, Socratic seminar...) Demonstrations/Modeling
- ☐ Small groups (gallery walk, learning stations, rotation, lab...)

31. In your elective class, do you prefer...

- ☐ Lecture Only (teacher talks, students take notes)
- ☐ Lecture with some discussion (lecture with some whole class discussion)
- ☐ Lecture, discuss, practice (i.e. student partner practice and/or pair share...)
- ☐ Discussion (debate, philosophical chairs, Socratic seminar...) Demonstrations/Modeling
- ☐ Small groups (gallery walk, learning stations, rotation, lab...)

1. There are enough lunch tables, bathrooms, and other necessary things outside of the classroom.

- ☐ yes
- ☐ no

2. Teachers and other adults help students feel safe at this school.

- ☐ yes
- ☐ no

3. This school is a safe place.

- ☐ yes
- ☐ no

4. Students here do not take care of the school.

- ☐ yes
- ☐ no

5. This school is a very clean place.

- ☐ yes
- ☐ no

6. Internet access is available in our home.

- ☐ not at all
- ☐ sometimes
- ☐ often
- ☐ always

7. My child has a quite place to study at home.

- ☐ not at all
- ☐ sometimes
- ☐ often
- ☐ always

WASC Parent Survey

8. I visit the school campus.

- ☐ not at all
- ☐ sometimes
- ☐ often
- ☐ always

9. My child participates in after school programs.

- ☐ not at all
- ☐ sometimes
- ☐ often
- ☐ always

10. I attend school activities (i.e. musicals, plays, sports, Back to School Night, Open House)

- ☐ not at all
- ☐ sometimes
- ☐ often
- ☐ always