

# Leuzinger High School

## SELF-STUDY REPORT



**4118 W. Rosecrans Avenue  
Lawndale, CA 90260**



**Centinela Valley Union High School District**

**March 10-13, 2019**

# Leuzinger High School

*welcomes the*

## **WASC Visiting Team**

**Mr. Stephen P. Ludlam**  
Visiting Committee Chair  
Social Science Teacher/IB Coordinator  
John A. Rowland High School

**Mrs. Elizabeth Agenenni**  
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**Mr. Mark Gendron**  
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**Mr. Oscar Gomez**  
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Social Science Teacher  
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# Leuzinger High School Administration

## Dr. Pamela Brown Principal

Dr. Karma Nicolis.....Associate Principal  
Mr. Jose Varela.....Associate Principal  
Ms. Grace Yang.....Associate Principal  
Mr. John Nguyen.....Self-Study Coordinator

## CVUHSD Administration

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

## Board of Education

Mr. Daniel Urrutia.....Board President  
Ms. Marisela Ruiz.....Board Vice President  
Ms. Estefany Castaneda.....Board Clerk  
Ms. Gloria A. Ramos.....Board Member  
Mr. Hugo M. Rojas II.....Board Member

## Principal's Message

Welcome to Leuzinger High School! Home of the Olympians!

The Leuzinger High School staff is looking forward to sharing the wonderful things we have in place to support student learning. In preparing for this Western Association of Schools and Colleges (WASC) visit, our staff has taken the opportunity to look closely at our practices and then share, reflect upon, and discuss our areas of strength as well as our areas for growth. In essence, this entire process has given us the opportunity to ensure we are moving in the direction of continuous improvement.

As the principal at Leuzinger High School, I am impressed with the commitment that ALL staff has made to openness and transparency in terms of sharing what is working and what is not working in our school, as this level of accountability has led to a number of positive strides in the past few years. While our math and ELA scores on the SBAC are not currently where we would like them to be, we made a commitment to set goals that are attainable; accordingly, one of our current goals is to ensure we are seeing steady increases in our literacy and numeracy skills. I am proud to say we have been able to accomplish this, and we will continue to celebrate the small wins while not becoming complacent. The staff at Leuzinger understands that, while we have a clear goal of what we want to do for our students with literacy and numeracy, we must also be cognizant of the needs of the whole child. All staff is committed to building relationships and understanding who our students are and what they bring to the learning environment. This genuine care is evident not only to students but also to our parents, and this is an important part of learning because one of our core beliefs here at Leuzinger is that we are not only teaching our students academic content but we are also teaching them to be good people.

The process of compiling our WASC report was truly a schoolwide effort. Every single teacher had an opportunity to contribute to this report via discussions, writing, and editing. It is truly a mirror of the culture of the school and the commitment of the staff. The staff, chair, and teacher leaders worked closely to identify our strengths and areas of growth and to make determinations about what the needs are of our school. At Leuzinger, the improvement plans are an integral part of what happens daily at our school, as teachers are consistently reflecting upon and evaluating how they support our mission, vision, and schoolwide learner outcomes.

In the four years I have been principal at Leuzinger we have seen significant growth relative to our schoolwide goals. We currently hold the district trophies for highest achievement in ELA and math on the SBAC. As a school, a consistent goal has also been attendance, and we currently have the highest attendance rate in the district. Our third focus area has been ensuring our students are college and career ready, and once again, we have the highest college- and career-readiness rate in the district.

To conclude, it is important to note that Leuzinger is also an AVID schoolwide site of distinction and we currently hold the PBIS silver award for our behavior interventions and supports. We are proud of the continuous improvement at Leuzinger and we cannot wait for our parents, students, and staff to share the wonderful things going on at our school. We look forward hearing your insights and recommendations, and we are happy to provide any additional information you may need.

Sincerely,



Pamela Brown, EdD  
Principal

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## **Preface**

Leuzinger High School students, parents, and staff played an integral role in the self-study process in order to achieve its outcomes. All stakeholders collaborated to: support student achievement; clarify what all students should know, understand, and be able to do as measured by schoolwide learner outcomes and academic standards; analyze data about students and student achievement; assess the entire school program and its impact on student learning; and align a long-range action plan for our school's areas of need, which includes details about how to implement and monitor the accomplishing of this plan. This self-study report intends to outline Leuzinger's progress report and significant developments; student and community profile; findings specific to organization, curriculum, instruction, assessment, and school culture; critical student learner needs; and schoolwide action plan.

The self-study process is ongoing. At the start of every school year, the Leuzinger administration reviews our mission and vision, schoolwide learner outcomes, and critical student learner needs with all students, parents, and staff.

## **Mission Statement**

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

## **Vision Statement**

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

Throughout the school year, key data points are shared with all stakeholders to analyze, assess, and inform the schoolwide action plan. In addition to discussing qualitative and perceptual data based on survey results, stakeholders, in order to identify areas of need that Leuzinger must address to support student achievement, analyzed data outlined by WASC guidelines on Smarter Balanced Assessment Consortium (SBAC) scores, Common Summative Assessments (CSAs), Common Formative Assessments (CFAs), grades, A-G completion rates, Advance Placement (AP) passing rates, Scholastic Aptitude Test (SAT) and American College Test (ACT) scores, English Language Proficiency Assessments for California (ELPAC) results, Reclassification as Fluent English Proficient (RFEP) rates, percentage of students participating in college- and career-prep programs, suspension and expulsion rates, attendance rates, and graduation rates.

The Leadership Team meets monthly after school, and it consists of Leuzinger administration, teachers on special assignments (TOSAs), academy coordinators, focus group leaders, and department chairs/home group leaders. Teachers meet during the weekly Monday morning collaboration time to review data, while classified staff have an opportunity to provide input during after-school meetings. Parents gather during the monthly "Coffee with the Principal"

event that is held in the Parent Center, while students have an opportunity to provide input during lunch meetings led by the Associated Student Body (ASB). Students, parents, and staff also meet during School Site Council (SSC) meetings to analyze data, assess the entire school program, and inform the schoolwide action plan. In addition to meetings, all staff, parents and students were given the opportunity to share perception data via surveys.

In preparation for the full study, Leuzinger initiated the writing of the self-study report during the fall semester of the 2017-18 school year. During schoolwide collaboration, the entire staff was evenly divided into the five focus groups outlined by ACS-WASC. During the 2017-18 school year, the groups held six ninety-minute meetings to analyze data, respond to the given prompts, and identify areas of strengths and areas for growth for each of the five categories. These meetings were led by focus group leaders who then had the responsibility to review and finalize information for the WASC report. During departmental collaboration, home groups met to contribute findings and evidence to categories B, C, and D (Curriculum, Instruction, and Assessment). Department chairs summarized their findings during Leadership Team meetings, which are held once a month.

During the fall semester of the 2018-19 school year, all stakeholders, including students and parents, met to review the self-study process and findings. While the Leadership Team finalized the report, Focus Groups and Home Groups met to continue to review important data points and provide feedback on the schoolwide action plan.

## Schoolwide Learner Outcomes

During the WASC self-study process, stakeholders agreed that the Graduate Profile set forth by the district from previous years aligned with our core findings from Chapters II and III. As a result, Leuzinger adopted the district's Graduate Profile as our schoolwide learner outcomes. This is the core belief of what all students are expected to have acquired when they graduate from Leuzinger High School.

## Critical Student Learner Needs

During our final WASC collaboration for the 2017-18 school year, and after careful analysis of the school program and several data sets, all faculty and staff identified the following critical student learner needs:

1. Increase levels of literacy and numeracy skills by 2% while closing the achievement gap between higher- and lower-performing subgroups.
2. Increase overall attendance rate by 2% by 2019-2020.



### *College & Career Ready Individuals*

Graduates will develop and manage a clearly articulated post secondary plan that is aligned with their academic and/or career goals and personal passions.

### *Effective Communicators*

Graduates will be able to express thoughts and articulate ideas through verbal, non-verbal, written, and technological means.

### *Ethical Leaders*

Graduates will demonstrate ethical leadership through effective decision making and self management by understanding their personal strengths and weaknesses.

### *Independent & Collaborative Critical Thinkers & Problem Solvers*

Graduates will exercise critical thinking skills to independently and collaboratively address the nature of a problem and propose creative solutions.

### *Socially Aware & Responsive Community Members*

Graduates will act as productive citizens who serve in the community to improve the quality of life for their local, national, and global community.

3. Increase post-secondary opportunities by 10% by increasing participation in college- and career-prep programs.

Leuzinger High School will continue to implement and monitor the schoolwide action plan by collecting and analyzing key data points with the entire staff during collaboration. Data will also be discussed and analyzed during monthly Leadership Team meetings, the findings will be shared with parents during “Coffee with the Principal” and monthly SSC meetings, and parent feedback will be shared with staff and faculty. Finally, each department will devise an action plan for next steps and share it with the administration team in support of the schoolwide action plan.

# Chapter I

## Progress Report



## **Chapter I: Progress Report**

The last full WASC visit took place March 17-20, 2013, and was led by Ms. Sia Lux and her team members. The Visiting Team identified three schoolwide critical areas for follow-up, and in March of 2016, Ms. Sia Lux returned for a one-day mid-cycle WASC visit. The Visiting Team was pleased with the improvements that were made as a result of their recommendations, and they did not identify any additional critical areas for follow-up. This chapter will outline the significant developments that have majorly impacted Leuzinger since the last full visit, how Leuzinger has addressed the schoolwide critical areas for follow-up from the the last full visit, the ongoing follow-up process, and our progress on the current schoolwide action plan.

### **Significant Developments**

Since the last full visit, Leuzinger has implemented various changes throughout campus to help improve the learning environment for all students and stakeholders.

Administration Team | Leuzinger High School has made some minor changes to its administration team. In 2014-15, Dr. Nicolis joined the Administration team as an Associate Principal. In 2015-16, Dr. Brown moved from Associate Principal to Principal at Leuzinger, and Ms. Yang became an Associate Principal. Mr. Varela joined the Administration team as an Associate Principal in 2017-18.

Eight-Period Block Schedule | Five years ago, Leuzinger transitioned from a daily six-period traditional bell schedule to an eight-period block schedule. With the new block schedule, the teachers' ability to provide academic support during class time has greatly improved. The reduction of maximum class sizes from 36 to 30 students for general education classes, with most intervention classes at 12-15 students, has also proven to be effective. The eight-period block schedule has also made a significant impact in terms of increasing our graduation rates, as students who are in need of credit recovery now have the ability to retake classes during the regular school day.

Advanced Academics Academy (AAA) | AAA has a new leadership coordinator, and has since added two supporting leadership positions in order to better serve our students through academic monitoring and support. Since our last full WASC visit, AAA has had three graduating classes. Currently, AAA is serving 157 students and there are a total of 12 teachers across all grade levels.

Culinary Careers Academy (CCA) | CCA was only one class cohort of 9<sup>th</sup> grade students during the WASC visit in 2013; however, the current enrollment in this academy is 390 students. CCA also has a new coordinator who is in his 4<sup>th</sup> year in the position. The previous coordinator now supports CCA (as well as ECA and MCA) as a Career Technical Education Pathway Specialist (CTEPS). The CCA teaching staff has grown to 13 teachers across all four grade levels, and it includes 18 courses, four of which are UC-approved Career Technical Education (CTE) courses.

CCA also has two additional leaders, and it has assigned an academic case manager to each grade level who regularly meets with students and communicates with parents in order to monitor and support academic progress, with a emphasis on underperforming students.

Leu's Cafe & Catering | CCA has launched a site-based enterprise that provides students with work-based learning opportunities, professional culinary experiences, leadership, and exposure to running a business. Leu's Cafe is a student-run cafe that serves all classified and certificated staff. It is run by seniors in Advanced Culinary & Restaurant Management, and it allows them to design and create original menu items, analyze profits, and hone their customer service skills. Additionally, Leu's Cafe offers work-based learning opportunities through their own taco cart-served "Taco Tuesdays" for staff, as well as a multitude of catering experiences across the district that include professional development lunches, breakfasts hosted by the Superintendent, large-scale events in conjunction with Arts for All, family nights, and more.

Environmental Careers Academy (ECA) | ECA has also undergone new leadership, including a new coordinator, co-coordinator, and CTEPS in a support role. The current academy enrollment is 148 students, and the academy includes 11 teachers across 14 academy-cohorted courses. The ECA has also assigned academic case managers to all of its students, and the academy's student leadership team, Green Alliance, runs Leuzinger's campus-wide recycling program and the ECA school garden, which provides fresh, organic produce to the CCA.

Multimedia Careers Academy (MCA) | MCA has directed academy funding toward updating its industry-appropriate equipment and building its staff, as well as on student support services in the form of grade-level academic case managers. The MCA has expanded to a record-high enrollment of 475, which has resulted in the addition of two new CTE teachers. The academy currently has three CTE teachers, more than any other academy in the district, and each was recruited from industries that are specific to the pathways they teach: photography, video production, and game design.

MCA Productions | The MCA has also transformed its ASB Club into MCA Productions, a student-led, site-based enterprise that provides photography, video, and graphic design services to campus clubs, administration, the district office, and local business partners such as Kinecta Federal Credit Union, Rebel Media, and the Daily Breeze newspaper. MCA students are responsible for all aspects of the business, and this translates into essential work-based learning opportunities and internships, as well as soft skills and essential communication skills.

Instructional Coaches | In 2014-15, site-based instructional coaches in Math and English Language Arts (ELA) were hired and trained in UCLA's Adaptive Schools and Cognitive Coaching. In 2015-16, a site-based CTE Pathways Specialist (CTEPS) was hired to support our growing career academies. A district Science instructional coach was hired to serve Leuzinger and the other two comprehensive sites in order to assist with the transition to the Next Generation Science Standards (NGSS) and the California Science Test (CAST). A district English Learner (EL) instructional coach also began assisting Leuzinger and the other two comprehensive sites with the transition to English Language Development (ELD) standards, and to support our Long Term English Learners (LTEL) in the reclassification process. In 2017-18, a site-based Educational

Technology Coach was hired to support our district's Digital Learning Initiative (DLI). In 2018-19, two Special Education instructional coaches began working at Leuzinger and the other two comprehensive sites to support our co-taught, Specialized Academic Instruction (SAI), and Functional Living Skills (FLS) teachers. The Instructional Coaches at Leuzinger have supported administration and teachers in myriad ways, such as providing monthly Professional Learning Opportunity (PLO) lunch meetings that focus on various instructional practices and areas of importance, such as focused learning targets (FLT), checking for understanding (CFU), Direct Interactive Instruction (DII), Pro Talk, student engagement, classroom routines, classroom management, teacher self-care, student-centered learning, and providing accommodations and modifications for students with Individualized Education Programs (IEPs). The Instructional Coaches also provide one-on-one support with lesson planning, grade norming, instructional practices, observation feedback, reflections on observations, learning walks, and use of technology.

English Language Arts (ELA) | The English department updates its grade-level curriculum maps and pacing guides annually in order to meet evolving student needs and interests, Common Core State Standards (CCSS), and SBAC test preparation. Incorporated into each 9-11 grade-level team's pacing guide for each semester is an SBAC Interim test. Film Studies is offered as an ELA elective class, and two ELA 11 teachers are currently piloting the Expository Reading and Writing Course (ERWC) 11 curriculum in conjunction with a three-year research project with WestEd. To provide designated support for LTEL students, some English Intervention classes are cohorted at the 9th and 10th grade level, while 11th and 12th grade LTEL students are cohorted within mainstream ELA 11th and 12th grade classes in order to provide them with specific support and scaffolding. At the 10th grade level, the ELA Intensive 2 class has been eliminated so that students who have demonstrated skills that are far below basic are provided support in ELA Success, a class that is a level up from ELA Intensive, with the intent of helping them transition into English 11 without support for the following year. On the instruction front, English teachers participate in SBAC professional development during every other department collaboration meeting, and this practice alternates with technology training on Canvas, Turnitin.com, and Illuminate testing. Also, with the support of our ELA Instructional Coach and grade-level course leads, teachers meet with their teams to lesson plan, reflect, and discuss instructional modifications in order to better meet student needs. English classes have the agreed-upon "5 Ins and Outs of Argumentative Writing" posted in their classrooms, which are used to guide writing instruction through vertical alignment. Vertical alignment is also practiced in additional AP English Language and AP English Literature collaborations. Lastly, our ELA Instructional Coach also articulates with our feeder schools and El Camino College and shares out during departmental collaboration.

English Language Development (ELD) | In curriculum, the ELD department has implemented the Edge curriculum and textbooks/workbooks to build grammar, language, vocabulary, reading, and writing. Leuzinger also developed a new class, ELD Academic Prep, as a college and career preparation course to help transition ELD students into mainstream Advancement Via Individual Determination (AVID) courses. In terms of assessment, the California English Language Development Test (CELDT) has been replaced by the English Language Proficiency Assessments for California (ELPAC) to assess the English proficiency level that is required for

redesignation of English Learners (ELs). Assessments in ELD courses are administered through the Edge website in order to generate student reading levels and language proficiency levels.

**Mathematics** | In curriculum, the Math department has completed its transition from traditional mathematics courses to the Common Core-aligned Integrated Mathematics pathway that consists of Integrated Mathematics I, II, and III. In addition to this transition, Leuzinger students have the option to take AP Calculus BC, Introduction to Data Science (IDS), Business Mathematics, Introduction to Computer Science, and Financial Literacy. Along with the adoption of the Integrated Mathematics pathway, support courses for Integrated Math I and II are provided for students based on multiple measures such as teacher recommendations, student interest, diagnostic assessments, and student performance in content class. On the instruction front, math teachers have been utilizing a variety of technology such as Canvas, Desmos, graphing calculators, Shmoop, Illuminate, R Studio, and the IDS app to help enrich student learning. In assessment, course teams create CFAs/CSAs to assess not only students on their content knowledge, but also on the effectiveness of instructional strategies. Shortly after CSA data is collected, the department meets to discuss the areas of strength and improvement. Following this data analysis, math teachers share best practices to further strengthen classroom instruction.

**Science** | The Science department has implemented the Next Generation Science Standards (NGSS) across its curriculum in order to fulfill the requirement of “all standards for all students.” We also recently voted to adopt a three-year integrated model to better align our curriculum to NGSS. In addition, the Science department has incorporated AP Biology, Health, and Health/Nutrition courses. Instruction has transitioned from a direct instruction model to an inquiry-based model so that the focus in the classroom is for teachers to present questions to be answered by discovery rather than direct instruction. This model is taught through the lens of a Science and Engineering Practice (SEP), and each lesson is based on a specific phenomenon that the students investigate, with the outcome being the SEP. Due to the change in science standards, students are now being assessed on content and skills. As most assessments are given online through Illuminate, students are required to be more technologically literate. Lastly, students who have completed all required science courses must take the CAST test.

**Social Science** | In an effort to align instruction with the CCSS, SBAC requirements, and the newly implemented CA Historical Framework, curriculum has been significantly modified from focusing on breadth of subject and content to the application of Common Core skills that are more focused on demonstrating mastery and application of the appropriate subject. This year, the Social Science department has added Ethnic Studies to its curriculum. Also, due to the implementation of the CA Framework, instruction has evolved from teaching content with the goal of covering as much as possible to focusing on key questions, which allows teachers to more effectively customize the content of the curriculum. Due to the transition to block scheduling, all teachers in the department have transitioned to inquiry-based learning; direct instruction has been minimized, and research, questioning, and writing now play significant roles in daily instruction. Summative assessments are now writing-based, as the department has made a consistent effort to move away from multiple-choice exams that demonstrate rote memorization of content. Instead, students are asked to use information learned in class, as

well as primary and secondary sources, to answer a key thematic question for the unit from the CA Framework. Grading has also moved to a standards-based scale in which students are graded based on level of mastery as opposed to percentages based on how many incorrect answers are provided. In order to facilitate students' demonstration of skill improvement and mastery, retakes of exams are consistently available, and scores are applied to their final grade. This practice allows students to stay continually motivated, as they know that they have a standing opportunity to improve their grade if they improve academically.

**World Language** | The World Language department has adopted new textbooks for both regular- and native-speaker Spanish courses. The additional resources from the new online textbooks have also led to curricular enhancements. The district is also preparing to launch a Spanish Dual Language Immersion Program next year, which will offer Spanish and Social Science courses taught in Spanish. On the instruction front, teachers in the World Language department are increasingly incorporating technology in the classroom through the use of Canvas and the online sharing of resources and assignments. In assessment, course teams have created CSAs aligned with curriculum maps to ensure that all students are learning and being assessed on the same material.

**Visual and Performing Arts (VAPA)** | The VAPA department has added Latin Jazz to its curriculum, and courses such as Piano, Band, and Ceramics have a single teacher at each site that meet to create assessments and discuss the collected data. In assessment, VAPA teachers have created and implemented CFAs and CSAs with like courses throughout the district, and collaboration meetings are held regularly at Leuzinger and at other sites. Assessments are rubric-based and can be taken in class or submitted as media files to Canvas. Canvas has also given VAPA teachers the opportunity to have students submit performance assignments, utilize practice tutorials, keep a record of their performance pieces, and critique fellow students with the expectation that they assist their peers' improvement using discipline-specific vocabulary.

**Physical Education (PE)** | The PE department has integrated Lifetime Fitness into its course offerings. Teachers have been able to enhance instruction by involving students with technique instruction. The use of Canvas and 1:1 Chromebooks provides students the ability to easily access videos, which creates opportunities for students to practice routines and workouts outside of instructional time. In assessment, the PE department has increasingly used self- and peer-assessments to assure that technique is of primary importance in terms of learning. The PE department is also in the process of working with our Educational Technology Coach to modernize the department by incorporating technology into instruction.

**Special Education (SPED)** | Leuzinger continues to ensure that all students with IEPs are learning in the least restrictive environment (LRE). Since the last full self-study, Leuzinger now offers UC-approved co-taught courses in math and ELA, which allows for additional support of students with IEPs by utilizing two highly skilled teachers in one classroom. Students with IEPs who are in all general education or co-taught classes also have access to a Learning Center class. Career Awareness is now offered for two years, and we offer Specialized Academic Instruction (SAI) in a smaller setting for math, science, and ELA. We also offer a Functional Living Skills (FLS) and Autism program for our moderate to severe students, and these students

are mainstreamed ninety minutes per day in the general education setting. Special Education assessments are varied and aligned with CCSS, with an emphasis on target power standards. Students are expected to take CSAs and CFAs across the curriculum. Canvas is used as a form of assessment for assignments, projects, and quizzes/exams, and the Scholastic Reading Inventory (SRI) is given to ninth graders in the English Intensive class. The Student Oral Language Observation Matrix (SOLOM) is used to redesignate ELL SPED students, while the Woodcock-Johnson Tests of Cognitive Ability is used for triennial IEPs as an evaluation measurement by school psychologists. District personnel also visit classrooms to determine WorkAbility Intake Vocational Interest Assessment Results for all students.

Career and Technical Education (CTE) | All courses across our three CTE academies are UC-approved. Students in the ECA take Introduction to Sustainability, Environmental Systems, Green Urban Design, and Environmental Technology. 9th grade students in the CCA now take Culinary Wellness in order to emphasize health and nutrition as a foundation for their career-specific education. MCA added two additional UC-approved courses in its gaming sub-pathway: Game Design and Game Production. The MCA has also expanded its curriculum to include a new photojournalism class that is dual enrolled with El Camino College. In 2016-2017, CVUHSD created a new position for our CTE programs across each site: the Career Technical Education Pathway Specialist (CTEPS). Leuzinger has utilized this position to help our CTE academies grow and thrive, and it has contributed to the rapid growth of the program both in size and visibility through events that include the Superintendent's meetings, district arts events, school homecoming, Local Control and Accountability Plan (LCAP) meetings, advisory board dinners, and more. Additionally, the CTEPS leads CTE teachers as their department chair and provides instructional support through lesson planning, assignment and rubric creating, classroom management, observations and feedback, assessment workshops, and personalized student support. Our CTE program has also benefited from the addition of two state-of-the-art instructional spaces: the CCA culinary kitchen/cafe/classrooms with demo stations, and the MCA Productions studio with three Mac labs. Each space provides students access to industry-standard equipment and allows for site-based enterprises (MCA Productions and Leu's Cafe & Catering) to grow as businesses in professional environments.

Leu-Crew | Developed and run by the Boomerang Project, Link Crew (which we customized as "Leu-Crew" for our campus) is an international program that was first introduced to CVUHSD in 2015 with an experimental program at Lawndale High School. The success of that program led to its implementation throughout the district. Leu-Crew is proud to be responsible for our incoming 9th graders' first official welcome and introduction to Leuzinger High School. Leu-Crew leaders work as a team to facilitate events and activities throughout the year, all of which contribute to the quality of campus culture and attract freshman students toward that culture. Leu-Crew is also dedicated to its ongoing investment in the character of its student-leaders.

Associated Student Body (ASB) | The purpose of ASB is essentially to give students another good reason to come to school. ASB is a major source of school spirit; from school dances to pep rallies, from award shows to pre-registration efforts, ASB students are there to help organize and implement countless important campus events. This year, Leuzinger has a new

ASB Coordinator. The ASB class has 31 students from all four grade levels on its roster, and ASB students are expected to be exemplars for the rest of the student population. ASB has added a few new attractions since the last WASC visit, including LEU, our mascot, who cheers our teams during football and basketball games and pumps up the crowd at our all-school rallies. ASB ensures that LEU is present at most ASB events, and especially the ones involving our younger students. Another addition to the ASB family is our Break-Through Banner, which was purchased this year by ASB and our Athletics department. This purchase will save ASB from having to make wasteful weekly posters for football games, and it can be used for other sports or events as well.

Athletics | In the last five years, the district reinstated athletic funding. With the reinstatement of athletic funding we have added several new athletic programs including drill team and lower level girls basketball. The athletic program has also seen increased enrollment in the number of student athletes participating in athletic programs. Our girls basketball team won a CIF championship in the 2017-18 school year. With regards to athletic facilities, the baseball field, softball field and football field were all updated. There was a new floor installed in Thompson Gym and a brand new practice field is being installed in the winter of 2019.

Positive Behavioral Interventions and Supports (PBIS) | To support our core belief of what a Leuzinger graduate should be as outlined in the schoolwide learner outcomes, Leuzinger has adopted a PBIS system that provides a clear set of behavior expectations here on campus. PBIS supports students, teachers, classified staff, parents, and community members as we work to create and maintain a safe and productive environment for all. The tenets of PBIS are present in all areas of our campus, and our purpose is to increase academic performance, reduce office referrals, and systemically improve the overall climate at Leuzinger. S.P.I.R.I.T. is the acronym we use for our program, and all classrooms have a SPIRIT poster that highlights Olympian behavioral expectations, of which the six areas of focus are Success, Pride, Integrity, Respect, Inspiration, and Trust. In essence, the expectation is to shape student behavior around these six pillars and reward students with incentives when they are demonstrating such behaviors. In order to familiarize all stakeholders with our SPIRIT behavior expectations, the Response to Intervention (RTI) Specialist focused on PBIS produces a series of entertaining videos that highlight each pillar of SPIRIT. The pillars of SPIRIT guide students to meet the schoolwide learner outcome of becoming ethical leaders on the pathway toward becoming socially aware and responsive community members.

Wellness Center | Mental health is directly related to adolescents' learning and development. It encompasses or intersects with interpersonal relationships, social-emotional skills, behavior, learning, academic motivation, certain disabilities, mental illness, crisis prevention and response, school safety, and substance abuse. Each of these issues affect not only the success and well-being of the individual student, but also the school climate and outcomes for all students. The Leuzinger Wellness Center was founded in October 2016 as a result of the high demand of mental health services for the student body. It is a safe space where students can receive coordinated and confidential emotional and social support. The Wellness Center strives to provide interventions to students in a collaborative effort with alpha counselors, school psychologists, RTI specialists, the Parent Center, staff, faculty, and administration. This Tier II

level of intervention has been implemented to assist our counselors' Tier 1 pre-screening and assessments. It is staffed by a full-time School Social Worker (SSW) and part-time social work interns from various universities. Social work interns are directly supervised by the SSW and are responsible for completing the formal evaluation processes established by their respective universities. The Leuzinger Wellness Center conducts mental health screenings on referred students in order to determine the necessary interventions. These interventions range from individual or group counseling, brief counseling, and referral to partnering mental health agencies and outside community clinics. These school-linked programs elicit comprehensive interventions for our students, and the Wellness Center provides alpha counselors with crisis support and collaboration with high-risk cases.

### **Schoolwide Critical Areas for Follow-Up**

1. Continue to refine the process by which students enter the AP program to ensure the fidelity of the AP curriculum.
2. Continue to encourage students to take advantage of academic supports.
3. Provide additional training and support for DII strategies and technology use campus wide.

### **Ongoing Follow-up Process**

After the last full self-study, Leuzinger integrated the critical areas for follow-up into the Single Plan for Student Achievement (SPSA). All stakeholders implement and monitor the SPSA which is also aligned with our district's Local Control and Accountability Plan (LCAP). The data from the student/community profile along with annual progress reports are reviewed and discussed annually by all stakeholders during Leadership Team meetings, staff collaboration meetings, student lunch meetings, and parent meetings during "Coffee with the Principal" as part of our ongoing school improvement focused on student learning. After data analysis and feedback is shared, adjustments are made to the SPSA during monthly SSC meetings.

### **Progress on Current Schoolwide Action Plan**

The current schoolwide action plan consists of three goals that directly match our critical student learner needs. These goals have been determined as a result of stakeholder analysis of schoolwide data.

1. Increase levels of literacy and numeracy skills by 2% while closing the achievement gap between high- and low-performing subgroups.

Based on SBAC results from 2017-18, 50% of all students met or exceeded ELA standards and 17% of all students met or exceeded math standards, with a need to focus on our English Learners and students with disabilities. Goal #1 in Leuzinger's schoolwide action plan relates to critical areas for follow-up #2 and #3. Encouraging students to take advantage of academic supports and providing additional training and support for DII strategies and technology use campus wide contributes to the increased levels of literacy and numeracy skills in all subgroups. In relation to Leuzinger's schoolwide learner outcomes, students who have high literacy and numeracy skills will be effective communicators and independent and collaborative critical thinkers and problem solvers. Goal #1 in Leuzinger's schoolwide action plan is also aligned with the district's LCAP Goal #1: close the achievement gaps between all students and the district's five lowest-performing subgroups by increasing the percentage of EL, Black/African-American, SPED, Foster Youth, and Low-Income students who graduate and who are ready for college, career, and life. At Leuzinger, we are making progress on this goal by providing funds for reduced class sizes and materials for the math and ELA support courses. We offer Saturday AP test prep sessions and extra AP resources, as well as an after-school SAT support class. We have funds to support our partnership with California State University of Dominguez Hills (CSUDH) Project Reach push-in tutors during the school day and at the Media Center. We have a community liaison who hosts a variety of Parent Center events, including parent workshops on college admissions and financial aid, and back-on-track parent meetings. We have a teen parent coordinator who supports our students with workshops and check-ins. We provide field trips for our ELD students. We provide time for teachers to collaborate weekly and analyze data to ensure all students are being supported. We also have monthly professional learning opportunities (PLOs) during lunch and after school to support teachers in areas specifically related to student achievement. Lastly, we provide opportunities for teachers to participate in learning walks throughout the school year. In fall 2018, CVUHSD awarded Leuzinger High School with two trophies for receiving the highest SBAC scores in the district for both ELA and math in 2017-18.

2. Increase overall attendance rate by 2% by 2019-2020.

Leuzinger's Average Daily Attendance (ADA) during the 2017-18 school year was 95%. During the first semester of the 2018-19 school year, the ADA was 96.81% from 8/20/18-9/21/18, 95.78% from 9/24/18-10/19/18, 95.56% from 10/22/18-11/16/18, and 93.36% from 11/19/18-12/14/18. Leuzinger has goal of 97% ADA. Goal #2 in Leuzinger's schoolwide action plan relates to critical area for follow-up #2. Addressing attendance issues will allow more students to take advantage of academic supports. In relation to Leuzinger's schoolwide learner outcomes, students who have positive attendance will be college- and career-ready individuals, ethical leaders, and socially aware and responsive community members. Goal #2 in Leuzinger's schoolwide action plan is also aligned to the district's LCAP Goal #2: build local capacity to fully implement a multi-tiered system of supports in all classrooms and throughout the organization by actively engaging students, families, and the school community in promoting students' academic and behavioral health. At Leuzinger, we are making progress on this goal by providing

funds for RTI specialists to work directly with administration and parents on attendance. We have a variety of parent workshops offered during the school day, and in fall 2018, we had an impressive turnout at our parent computer class where they learned basic Microsoft skills and how to access and navigate PowerSchool. We have intramural sports during lunch to further engage our students, and AVID and Leu-Crew are other built-in supports during the school day that encourage positive attendance. We also provide attendance incentives for students, and at the start of each semester, we provide funds for motivational speakers to promote positive attendance. We offer a variety of teacher workshops focused on equity, building classroom culture, restorative practices, nurturing success for all students, and providing targeted assistance for identified students who are performing below grade level. During the Fall semester of 2018-19, Leuzinger consistently had the best attendance each month in the district.

3. Increase post-secondary opportunities by 10% by increasing participation in college- and career-prep programs.

Based on the CA School Dashboard, 43.2% of Leuzinger students are college and career ready. Goal #3 in Leuzinger's schoolwide action plan relates to critical area for follow-Up #2. Increasing participation in college and career prep programs will mean that more students take advantage of academic supports. In relation to Leuzinger's schoolwide learner outcomes, students who participate in college- and career-prep programs will be college- and career-ready individuals, effective communicators, and independent and collaborative critical thinkers and problem solvers. Goal #3 in Leuzinger's schoolwide action plan is also aligned to the district's LCAP Goal #1: close achievement gaps by increasing the percentage of students who graduate ready for college, career, and life. At Leuzinger, we are making progress on this goal by providing funds for teacher training on supporting students with college and career readiness, AP and AVID teacher trainings and materials, and supplemental materials for math, ELA, and science classes. We offer a variety of workshops for parents on college and career readiness and host a College Fair on campus. We also provide funds to bring all interested seniors to tour El Camino College so that they can evaluate the various programs that they offer. Since our last full self-study, Leuzinger has had increased enrollment in AVID and our three CTE academies. All courses across our three CTE academies are UC-approved. Our six CTE teachers and two site-based enterprises have contributed to the increased engagement of our students and CTE completion rate. Each year, our alpha counselors visit every English classroom to review graduation and A-G requirements and teach students how to read and analyze their own transcripts. As of fall 2018-19, Leuzinger offers seven after school college-prep programs through California State University Dominguez Hills (CSUDH), California Lutheran University (Cal Lu), Volunteers of America, and College Access, Readiness, and Success (CARS). These programs provide opportunities for participants to succeed in their preparations for college and their pursuit of higher education. A few of these programs focus specifically on math and science, and all of them provide tutoring, workshops, and field trips for students after school and/or on weekends, as well as intensive support during the college application process. Also, several offer summer programs which students can stay overnight on a college campus and take dual enrollment classes.

## **Critical Areas for Follow-Up Not Currently in the Action Plan**

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

The Advanced Placement program at Leuzinger High School continues to be an open enrollment process. The entire process involves the collaboration of all stakeholders: counselors, parents, students, and teachers. In January, students have an opportunity to learn about the AP classes offered at Leuzinger during the AP Fair held during lunch. Students wishing to take Advanced Placement courses the following year are asked to complete a required online survey, and the link to the survey can be easily accessed from our school's website. The survey informs students about the rigor of AP course and the extra hours of work that they will be expected to complete. After the student agrees to adhere to the expectations of the AP program, a list of grade-relevant courses is provided for them to select from. Once the student completes the survey, the data is collected and sorted by administrators and counselors.

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

Once the counselors have met with all students, administration compiles a list of students pre-enrolling in AP courses, sorting them by department and then by course, e.g. Math – AP Calculus AB, AP Statistics; Science – AP Chemistry, AP Biology, AP Physics. In May, the list is distributed to department chairs and shared with the teachers of each department. Teachers provide feedback and recommendations for students enrolling in AP courses in their respective disciplines. The feedback is based on what teachers have observed in terms of each student's academic abilities and habits, and they rank the students with a 3 (highly recommend), 2 (recommend with reservation), or 1 (do not recommend). Students who are recommended to AP courses with reservation are then enrolled in our AP Success class. Students who are not recommended to take AP courses by their current teachers may still take an AP course after a meeting with parents and counselor.

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

process and AP class instruction are continually being made in order to boost student performance and meet expectations.

## 2. Continue to encourage students to take advantage of academic supports.

Leuzinger offers a variety of academic supports for our students within the classroom setting as well as outside of the classroom. In our math and ELA departments, support classes are offered for 9th and 10th graders. Access to these courses is determined by district placement test scores, state assessments scores, grades, and teacher recommendations. After assessing student mastery from these scores, students who have not met entry-level standards are then placed in an intervention course that is double-blocked with the core class and provides support for the core subject matter. Intervention students at Leuzinger are showing improvement, as evidenced by an increase in passing grades in the core classes.

This school year, Leuzinger introduced a new course called AP Success to support students who are taking several AP classes or students who are taking an AP class who were recommended with reservation by their previous teachers. This course is taught by current AP teachers who are familiar with the rigor of Advanced Placement and committed to nurturing our students to achieve success in their AP courses. AP Success provides a productive environment in which students are provided with additional time and resources to study for exams, review course notes, complete assignments, and develop essential skills.

Over the past two years, Leuzinger has significantly increased the number of students in our AVID program, providing them with access to daily tutoring and weekly grade checks. Almost 500 students - 25% of the total student population - are enrolled in the program.

This school year, our three career academies - CCA, ECA, and MCA - identified members on their leadership team as academic case managers for each grade level to specifically follow-up and support students who are struggling in their course work.

Students are also offered additional support outside of the classroom, as teachers from each department have posted walk-in and appointment-only tutoring hours before school, during lunch, and after school. Each department has made considerable progress with teachers posting their department tutoring schedules in their classes, which display their weekly office hours. Some teachers have implemented tutoring referral forms for students who are in need of extra assistance, and the teacher-created tutoring calendar is shared with the administration team and the counselors so that they can also refer students to tutoring if need be. To further promote the program, the RTI Specialists also encourage targeted students to attend office hours, and then reward them with prizes such as movie tickets, pizza parties, shirts, raffle tickets, prom tickets, and other merchandise from the student store.

Since the last full self-study, Leuzinger has also created a productive workspace for students with our addition of the Media Center. The Media Center opened its doors during the 2014-15 school year, and it operates from 7:15am-6:30pm Mondays through Thursdays and

7:15am-5:00pm on Fridays. At the Media Center, students have access to multiple resources such as computers, printers, textbooks, and the Internet, as well as college and teacher tutors.

Another source of academic support is TRIO/Upward Bound. TRIO/Upward Bound provides fundamental support to participants in their preparation for college. At Leuzinger, we offer seven after school college-prep programs through CSUDH, California Lutheran University (Cal Lutheran), Volunteers of America, and CARS. These college prep programs offer a variety of supports for our students including academic advising, monitoring of academic progress to ensure A-G completion, career and college exploration, tutoring, SAT/ACT preparation, college campus tours, Saturday sessions, summer programs, workshops, field trips, scholarship and financial aid assistance, parent training, and dual enrollment courses.

To assist students with standardized testing, we offer AVID-sponsored Preliminary Scholastic Aptitude Test (PSAT) workshops. In addition, Leuzinger offers one SAT prep course during the school day and will be offering an SAT prep class after school through a partnership with UCLA. The class is offered mainly to 11th graders, but all students are welcome to enroll. In addition to reviewing the basic verbal and mathematical skills assessed on the SAT test, students learn test-taking strategies that are specific to the exam. Although all sections of the SAT are covered, emphasis is placed on English and math, and the course offers test materials including samples with explanations, practice tests with complete multiple-choice assessments, essay prompts, and study resources. Independent practice is followed by guided collaborative review, and upon successful completion, students possess the tools necessary to complete the SAT to the best of their ability.

In 2014-15, Leuzinger started implementation of the RTI process with a focus on PBIS and attendance. The ultimate goal of this multi-tiered approach is to provide early, systematic, and appropriate interventions for students who are struggling and at-risk. Our RTI specialists provide support to students who are having significant difficulties in class, including behavioral issues, attendance problems, and low academic performance. This support is provided by the PBIS team, as they regularly check in on students through the Check In Check Out (CICO) program. They also have students participate in community circles, offer rewards through HERO points, and celebrate student improvements and accomplishments. Students who continue to struggle participate in a Student Success Team (SST) led by the alpha counselor and supported by the RTI specialists where the student, parent, and academic teachers meet to discuss appropriate supports for the student. These efforts in exposing students to the many resources that Leuzinger has to offer have resulted in countless students making positive changes in all three areas of concern.

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

Direct Interactive Instruction (DII) | Direct Interactive Instruction, or DII, is a research-based strategy that has been proven to be efficient, effective, and helpful to schools in closing the achievement gap. DII strategies guide teachers to disaggregate and sequence even the most difficult concepts at the highest levels of cognition and achieve a high success rate with all

students. DII delivers a comprehensive schema for teachers, coaches, and principals to ensure every student is interacting with content from bell to bell. DII involves consistent, persistent, and creative application of four components: (1) Standards and Measurable Objectives, (2) Lesson Structure and Sequence, (3) Student Engagement, Feedback, and Correctives, and (4) Proactive Classroom Management. Each of these essential components has identifiable, explicit, observable characteristics that differentiate it from the other three and from traditional approaches to instruction. DII is a set of teacher planning and delivery techniques that can be applied to all content areas and grade levels.

The district and site administration have provided a number of professional development days to support staff with DII strategies. The district has incorporated DII training into the new teacher orientation held prior to the start of the school year for new district hires. With the new bell schedule, administrators retrained the entire staff with DII strategies and continue to model the use of DII during the weekly schoolwide collaboration meetings. During departmental collaboration meetings, teachers also have opportunities to promote DII best practices with colleagues.

Teachers are provided with monthly Professional Lunch Opportunities (PLOs) offering DII strategy refresher workshops led by instructional coaches. PLOs provide an opportunity for staff to revisit and improve DII strategies. These lunchtime workshops provide further support for teachers by scaffolding various DII strategies and modeling different methods of implementation. The district has also provided a number of paid professional development days during the summer to support teachers in the process of improving their DII strategies. Instructional coaches provide one-on-one assistance with DII strategies with all teachers on campus as needed. Instructional coaches also conduct classroom observations to provide feedback on lesson structure sequence and student engagement. The administrators are focusing on DII strategies during classroom observations. Each time an administrator visits a classroom, they look for aspects of strong instruction that support DII: student engagement, checking for understanding, and referring back to the Focused Learning Target. At the end of the observation, teachers are provided with feedback to reflect upon.

Starting in the 2017-18 school year, the Leuzinger Administration Team along with the Instructional TOSAs met with new teachers at the beginning of the year to support them in DII. New teachers participate on a Learning Walk to focus on DII. Additionally, they have the opportunity to co-plan and co-teach with the ELA and Math Coaches.

Technology | By the start of the 2015 school year, Leuzinger offered Wi-Fi throughout the entire campus. In 2016, students received personal cvuhsd.org logins allowing them to access their school Gmail accounts. Student accounts provide access to Wi-Fi, various Google apps, school site computers, and district-adopted resources. To ensure that all students utilize these resources, the district and school sites have organized various Digital Tools Training sessions. Students are provided a space to access these technology resources via the Media Center. The training are led by the CV Educational Technology Team consisting of the Coordinator of Educational Technology, the Educational Technology (EdTech) Coach, and site tech trainers.

Technology assistance for teachers has also improved since the last self-study. Three workshops per month are offered on campus after school for teachers. These workshops focus on topics such as Illuminate, district adopted technology (e.g. Shmoop, Canvas, GoGuardian, etc), Google Apps for Education, TurnItIn.com, teacher school web pages, PowerTeacher, PowerTeacher Pro, Help Desk, School Dude, and Print Center. Teachers are also offered ongoing technology training from our site EdTech Coach on a need basis. The EdTech Team at Leuzinger also includes DLI Teacher Leaders who provide two workshops per month on similar topics as the EdTech coach, but at a beginner level.

During the 2017-18 school year, Leuzinger's freshmen class received their own Chromebooks as part of their instructional materials through the adoption of DLI, the goal of which is to transform the culture of teaching and learning by providing all teachers with the skills they need to design high quality Blended Learning opportunities. It also seeks to provide all students with access to anytime, anywhere learning with the goal of preparing students for success in college, career, and life in the 21st Century. This school year, all 9th and 10th grade students have Chromebooks that they can use in class and take home every day, and teachers with 11th and 12th grade students have Chromebook carts that they share with other teachers. The goal is for the entire school to have 1:1 Chromebooks next school year in order to better support our teachers who regularly use Canvas as part of their daily lessons.

# Chapter II

## Student/Community Profile - Data and Findings



## **Chapter II: Student / Community Profile - Data and Findings**

### **A. General Background and History**

#### **1. Community**

##### **a. Brief description of the community served by the school**

Leuzinger High School (Leuzinger) is a comprehensive high school (grades 9-12) with an enrollment of 1,857 students for the 2017-18 school year. Leuzinger 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 Leuzinger include 67% Hispanic, 20% Black, 5% Asian, 2% Pacific Islander, 1% Filipino, 2% White, 2% two or more races, and 1% not reported. During the 2017-18 school year, 12.5% of the student population received special education services, 17.3% received English learner support, and 93.5% qualified for free or reduced-price meals.

Leuzinger High School opened its doors on January 27, 1931, with an initial enrollment of 268 students, to meet the needs of a community that had grown rapidly during the 1920s as a result of oil discoveries. Today, Lawndale is a Healthy Eating Active Living (HEAL) city with a \$13 million dollar community center, upgraded outdoor exercise equipment in its parks, and a Great Neighborhoods Program that helps make it 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. Leuzinger was used as a training site during the 1932 Olympics, and it is one of the few high schools in the United States approved to use the Olympic rings as its 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.

The new Center for Arts & Sciences building opened for the 2011-12 school year, and it includes: three two-story buildings comprised of 36 classrooms and eight state-of-the-art science labs; three sets of elevators and boys and girls restrooms; installation of interactive multimedia technology with internet connectivity; and an outdoor learning environment that includes two amphitheater lecture areas, with one on each end of the open courtyard. In 2014-15, the campus expansion was completed with the addition of a new two-story classroom building, a cafeteria, art classrooms, and a state of the art

kitchen. Every teacher has access to a school laptop, and each classroom has an ENO or Promethean interactive whiteboard, an ELMO document camera, and access to a set of classroom responders.

**b. Family and community trends**

With a population of approximately 33,231 within 1.97 square miles, Lawndale, CA, is known as the “Heart of the South Bay.” The population is 62.5% Hispanic, 14.5% White, 8.9% Black or African American, 9.5% Asian, 1.2% Native Hawaiian and/or Pacific Islander, and 2.8% consist of two or more races. Seventy-eight percent of the residents in Lawndale are U.S. citizens, and 64.2% speak a non-English language. The per capita income is \$21,891 in Lawndale and \$27,096 in California, and the median household income is \$54,968 in Lawndale and \$67,739 in California. The median age of Lawndale residents is 32.8. The average household size in Lawndale is 3.4 people whereas the average in California is 3.0 people.

The percentage of residents living below the poverty level is 15.6% in Lawndale and 13.3% in California. There are 11,055 housing units, of which 7,741 are family households, and 60% of the population lives in rental housing. Of persons age 25+, 16.8% of the population has a Bachelor’s degree or higher compared to 31.7% in California. The unemployment rate in Lawndale is 3.7%, whereas the unemployment rate in California is 4.2% ([www.census.gov](http://www.census.gov)).

**c. State and federal program mandates**

Leuzinger High School operates a Title I Schoolwide Program. The SSC first completed the schoolwide needs assessment and submission of schoolwide status in June of 2011, and it has been approved annually since then.

**d. Parent and community organizations**

There are various parent organizations that are active at Leuzinger High School, and we offer parents opportunities to become engaged with the school community by providing them with resources from several outside organizations.

These organizations are as follows:

- The FACTOR program, whose mission is to transform parents into agents of positive change and advocates for their children’s educational opportunities and well-being. Their vision is to build a community where parents are actively engaged in their children’s overall learning.
- The Parent Education Bridge for Student Achievement Foundation offers computer education classes for our parents on Tuesday mornings.

- Richstone parent workshops on topics including identifying substance abuse, how to communicate with your teenager, and how to recognize depression.
- The Leuzinger Parent Teacher Organization (PTO) provides parents with opportunities to engage with staff, teachers, and students, while also raising money to create scholarships and take trips.
- Hawthorne Teen Center provides students with a safe and productive after-school environment in which they can study, use computers, and participate in activities.
- Centinela Youth Services (CYS) provides peer mediation for students and families and works with students involved in court on alternative punishment (notably, restorative justice).
- South Bay Workforce Investment Board (SBWIB) provides students with summer employment, holds annual job fairs, and supports students in applying for the South Bay Promise.

Along with these outside organizations, parents are actively involved in campus/district organizations that include SSC, English Learner Advisory Committee (ELAC), District English Learner Advisory Committee (DELAC), and Career Academy advisory boards. In addition, our school has several community organizations that we are connected with, and our parents are key members of the projects we implement in conjunction with these organizations. Leuzinger, in collaboration with Action for Healthy Kids, held Health Fairs for the past two years, and this school year we purchased equipment that our students will use to participate in activities at lunch. Another participant that supported Leuzinger's Health Fairs was Kaiser; we were able to receive a \$7,500 grant from Kaiser to support a lunchtime fair where we had taste testing, healthy food choices, and exercise activities. In addition to Action for Healthy Kids and Kaiser, Leuzinger works with a local nutrition representative who provides parent workshops on healthy nutrition options.

**e. Community foundation programs**

Leuzinger High School has strong connections to support students beyond high school. There are several foundations that provide students with scholarships to continue their education, such as the Vivian Clack foundation, the Leuzinger Family, and the Agnew Brusavich foundation. Amongst these three foundations, over \$60,000 has been awarded to students. CYS and Star View also provide community support for students. Republic Services works in affiliation with SBWIB to provide paid internships.

**f. School and business relationships**

Leuzinger High School has a strong partnership with SBWIB as well as a variety of industry-specific community business partners that sit on our academy advisory

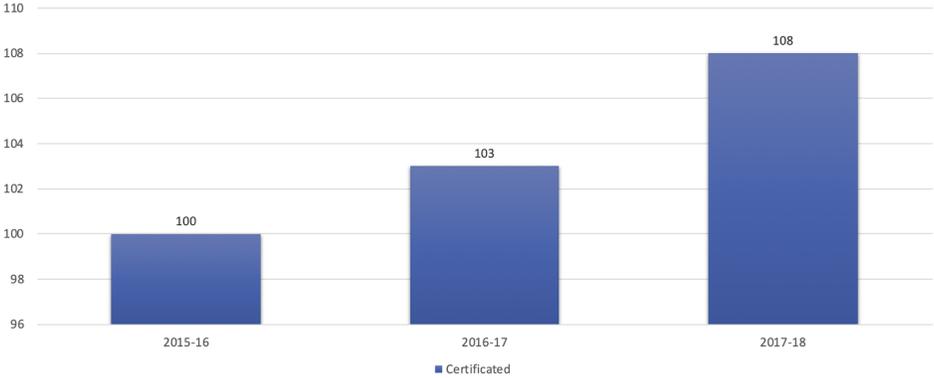
boards and serve as mentors and guest speakers. Examples include: The California Restaurant Association (CRA), Careers through Culinary Arts (C-Cap), Chef Jen Story-Cookin' Thyme, Chef D'Jon Mornay-FIG Restaurant, Chefs Pierre Jules and Haley Nguyen (Long Beach City College for CCA), the Environmental Protection Agency, West Water Basin, Environscape, Farmscape, Professors Greg George and Dan Richardson (El Camino College for ECA), the *Los Angeles Times*, Riot Games, Kinecta Credit Union, Rebel Media, Game Designer Scott Fine, Level 5iA, Photojournalism Department. Chair Kate McGlaughlin (El Camino College), Doug Marino (USC), and Thomas Cordova (*Daily Breeze*).

**2. Staff Description**

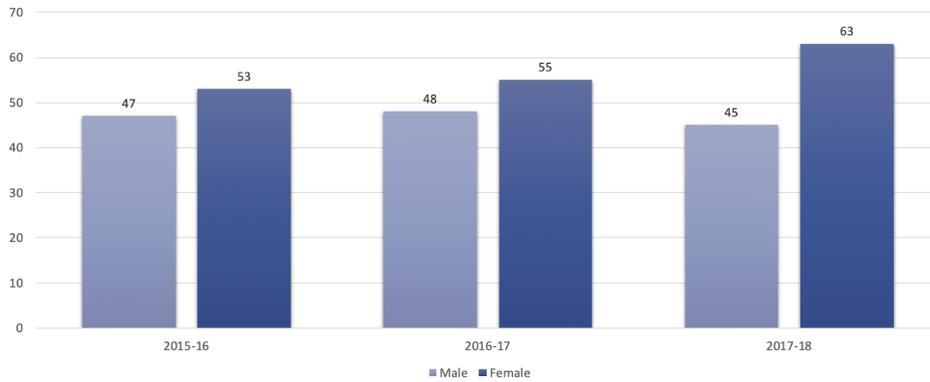
**a. Certificated Staff**

During the 2015-16 school year, Leuzinger had a total of 100 certificated staff members. In 2016-17, there was a slight increase of 3 certificated staff. By 2017-18, Leuzinger had a total of 108 certificated staff members. Leuzinger also has five alpha counselors, two school psychologists, one speech and language pathologist, one school social worker and a district nurse that splits her time between the 3 high schools and the continuation school.

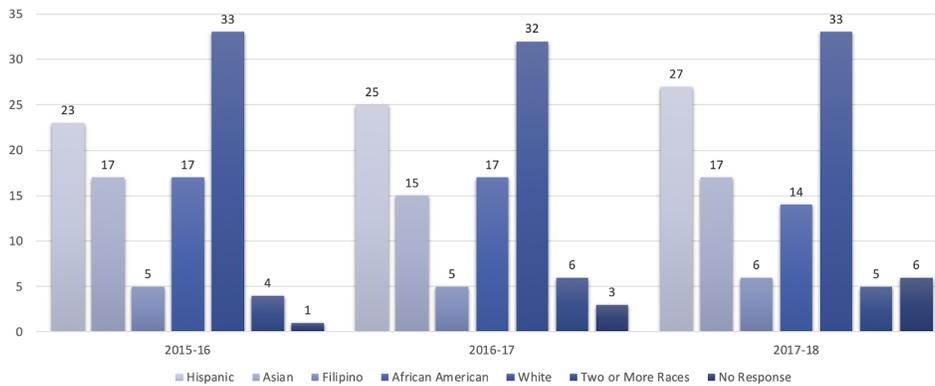
Certificated Staff



## Certificated Staff Gender



## Certificated Staff Ethnicity



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

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	5	368
Counselor (Social/Behavioral or Career Development)	1.0	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	2	N/A
Psychologist	1	N/A
Social Worker	1	N/A
Nurse	.33	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist		N/A
Other	1	N/A

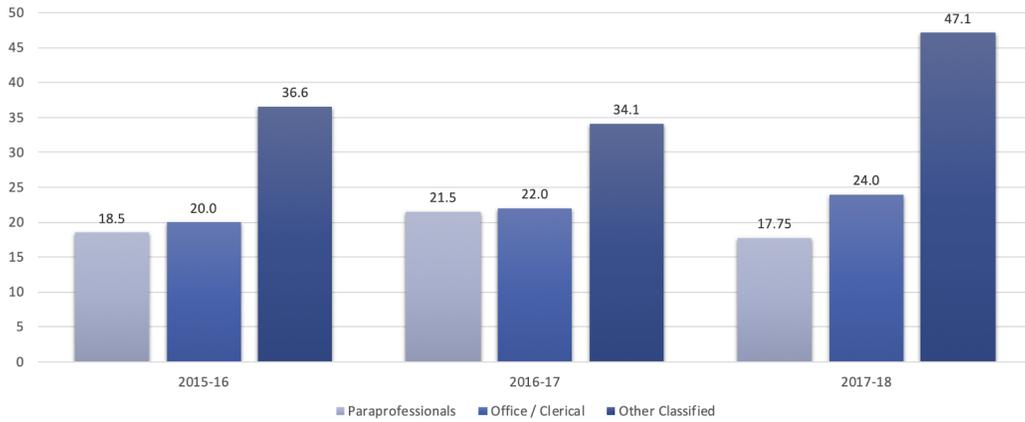
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\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

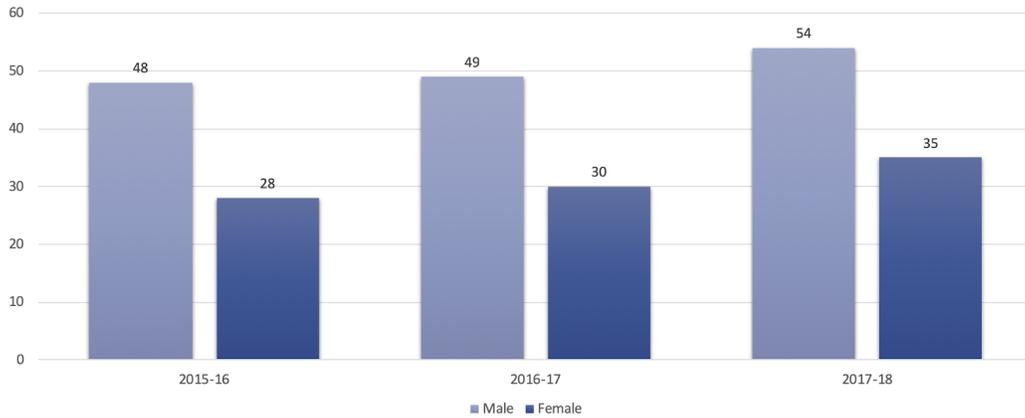
**b. Classified Staff**

During the 2015-16 school year, Leuzinger had 75.10 Full Time Equivalent (FTE) Classified Staff. In 2016-17, the number of FTE Classified Staff increased by 2.5. By 2017-18, Leuzinger had a total of 88.85 FTE Classified Staff. The gender of the classified staff has consistently been male dominant, and the ethnicity of the staff has also remained consistent.

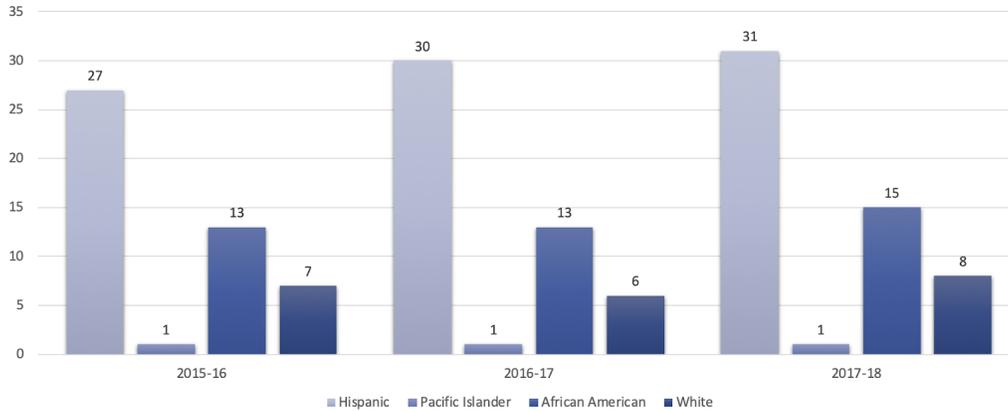
### Classified Staff FTE



### Classified Staff Gender



## Classified Staff Ethnicity



### 3. ACS WASC Accreditation History for School

#### a. School purpose

##### **Vision Statement**

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

##### **Mission Statement**

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

## Schoolwide Learner Outcomes



### *College & Career Ready Individuals*

Graduates will develop and manage a clearly articulated post secondary plan that is aligned with their academic and/or career goals and personal passions.

### *Effective Communicators*

Graduates will be able to express thoughts and articulate ideas through verbal, non-verbal, written, and technological means.

### *Ethical Leaders*

Graduates will demonstrate ethical leadership through effective decision making and self management by understanding their personal strengths and weaknesses.

### *Independent & Collaborative Critical Thinkers & Problem Solvers*

Graduates will exercise critical thinking skills to independently and collaboratively address the nature of a problem and propose creative solutions.

### *Socially Aware & Responsive Community Members*

Graduates will act as productive citizens who serve in the community to improve the quality of life for their local, national, and global community.

## b. ACS WASC accreditation history

The last five WASC visitations were in 2006, 2008, 2009, 2013, and 2016. Yvonne Rodriguez led the 2006 WASC visit, which resulted in a two-year accreditation. Derek Evans led the Limited Term Revisit in 2008 and extended our accreditation another year. Leuzinger completed a Progress Report during the 2008-09 school year, with a visit by Krista Dornbush and her committee in 2009. That visit resulted in a three-year accreditation for Leuzinger High School. In 2013, Sia Lux led the WASC visit which resulted in a 6-year accreditation with a one day mid-cycle visit in 2016. At our mid-cycle visit in 2016, there were no additional recommendations.

## 4. LCAP Identified Needs and Description of Goals, Actions, and Services

The parents and community gave input to the LCAP process by attending quarterly LCAP meetings. At these meetings, the LCAP was shared and parent and community members were given the opportunity to share feedback and rank their priorities from most important to least important.

Goal 1 - State Priority Area - Student Outcomes | Close the achievement gaps between all students and the district's five lowest-performing subgroups by increasing percentage of English Learners, Black/African-American, Students with Disabilities,

Foster Youth, and Economically Disadvantaged students who graduate and who are ready for college, career, and life.

Leuzinger will evaluate the progress of this goal by:

- evaluating 9th and 10th grade students on their performance on the interim and practice SBAC tests
- evaluating 11th grade SBAC data
- analyzing common assessments data
- looking at student performance on CFA and CSA tests
- evaluating 2016 and 2017 AP scores
- evaluating grade data

The actions that Leuzinger will take in order to achieve this goal are:

- Saturday AP support sessions
- Read 180 consumables
- after-school SAT support class
- community liaisons
- intervention sections (math and ELA support with reduced class sizes)
- Development of formative and summative assessments by course leads
- guest speakers for Back to School Night and two additional parent meetings
- credit recovery programs
- field trips for ELs
- data analysis - weekly collaboration
- co-taught courses and co-teaching planning time
- Student Achievement Manager (SAM) data used to support intervention students in setting and understanding goals
- teen parent coordinator
- parent workshops on college admissions and financial aid
- Freshmen Orientation Day
- Back to School first day celebration
- after-school tutoring
- snacks for "Coffee with the Principal."

Goal 2 (State Priority Area - Engagement) | Build local capacity to fully implement a multi-tiered system of supports in all classrooms and throughout the organization by actively engaging students, families, and the school community in promoting students' academic and behavioral health.

Leuzinger will evaluate the progress of this goal by:

- reviewing monthly attendance rate reports and posting goal charts around campus
- reviewing monthly chronic absenteeism rates.

The actions that Leuzinger will take in order to achieve this goal are:

- Intervention specialists working directly with administrators on attendance
- presenting data at semester Title I parent meeting
- Intervention specialists providing student attendance interventions and conducting parent conferences
- attendance incentives
- Attendance Award Night
- AVID field trips
- AVID tutors
- community liaisons
- AVID materials, copier charges, and snacks for AVID meetings
- parent guest speakers
- academy program coordinators
- Leu-Crew summer hours for preparation and training for Leu-Crew members
- technology trainers
- tutoring for struggling students
- parent workshops
- Back to School/Open House.

Goal 3 (State Priority Area - Conditions of Learning) | Increase the alignment of district-level educational, fiscal, and human resources in order to better support schools in providing students with access to college- and career-ready courses through the implementation of innovative, research-based programs and the Common Core State Standards.

Leuzinger will evaluate the progress of this goal by:

- reviewing DII-trained staff data
- analyzing technology survey

The actions that Leuzinger will take in order to achieve this goal are:

- professional development on grading and aligning grading practices to support struggling students
- professional development for entire staff on grading
- cultural competence
- Beginning Teacher Support and Assessment (BTSA) coaching
- PBIS training and support
- Leu-Crew coordinator and admin training
- AP trainings
- refining student entry and support AP courses
- co-taught model
- technology shares
- DII for teachers to address the differentiation needs of struggling students and students in high-need target groups

- teacher conferences to provide pedagogy for improving engagement for struggling and target group students.

## **B. School Program Data**

### **1. The Regular Program of Study**

Leuzinger High School students have the opportunity to enroll in eight periods within the school day. All 9th and 10th grade students are required to enroll in eight periods. If 11th and 12th grade students are on track to graduate, they have the option to take a minimum of six periods with parental consent by signing the AB 1012 waiver. Almost all of Leuzinger's course offerings are UC-approved. During 9th grade, students must take math, English, biology, physical education, and health / digital literacy. In 10th grade, students must take math, English, chemistry, world history, and physical education. In 11th grade, students must take math, English, and US history. In 12th grade, students must take English, Government, and Economics. In addition to these core classes, students have a wide variety of world language, visual and performing arts, and practical art electives to choose from.

### **2. College and Career Programs**

At Leuzinger High School, we offer a variety of programs to prepare students for college and career. Although students are not required to join an academy, they have the opportunity to be a part of one of four different academies: Advanced Academics Academy (AAA), Culinary Careers Academy (CCA), Environmental Careers Academy (ECA), and Multimedia Careers Academy (MCA). Students can also join AVID and/or our seven college-prep programs through TRIO/Upward Bound and CARS. Leuzinger also offers two dual-enrolled courses with El Camino College after school.

**Advanced Academics Academy (AAA) |** The AAA offers high-achieving Leuzinger students the AP classes that qualify them to earn the prestigious AP International Diploma. This academy provides students with a solid academic foundation and prepares them to be highly qualified for the universities of their choice. All AAA students receive an iPad or a Chromebook for use at school and home. In the 2017-18 school year, 100% of the senior class graduated (45 out of 45) and 88.89% met A-G requirements (40 out of 45).

**Culinary Careers Academy (CCA) |** The CCA is a collaborative learning community dedicated to preparing students for college and career through the lens of culinary arts. All CCA students are provided a foundation in health and wellness, food preparation, and restaurant management, and they apply these skills in our state-of-the-art culinary lab and our student-run, site-based enterprise, Leu's Cafe & Catering. The CCA is

supported by extensive relationships with community, industry, and post-secondary partners that ensure we are offering students the best opportunities for engagement and success. In the 2017-18 school year, 100% of the senior class graduated (63 out of 63) and 41.27% met A-G requirements (26 out of 63).

Environmental Careers Academy (ECA) | The ECA was established in 1997 as the first CA Partnership Academy in CVUHSD. We have evolved through the years and through changes in the California and global green economy, and we have remained dedicated to preserving the environment and being agents of change through sustainable design. Students prepare for green careers through interpreting and analyzing environmental, political, and socioeconomic issues embedded within a supportive and integrated educational environment. In the 2017-18 school year, 100% of the senior class graduated (26 out of 26) and 41.31% met A-G requirements (11 out of 26).

Multimedia Careers Academy (MCA) | The MCA at Leuzinger High School is an arts, media, and entertainment-based California Partnership Academy. MCA students experience four years of classes as a cohort, first from 9th grade (Drawing and Digital Art) to 10th grade (Introduction to Media Arts), and then, in 11th grade, students choose one of three pathways: Game Design, Digital Photography, or Digital Video Production. In addition to these electives, students enroll in core classes including English, math, and social studies, which enable academy teachers to collaborate and integrate multimedia into the curriculum. MCA students are also exposed to industry guest speakers and field trips, and they participate in mentorships in 11th grade and internships in 12th grade. The MCA provides a relevant and supportive learning environment in which students develop 21st century skills, academic success, and strong relationships with teachers and peers. In the 2017-18 school year, 100% of the senior class graduated (114 out of 114) and 38.6% met A-G requirements (44 out of 114).

AVID | AVID equips teachers and schools with what they need to help students succeed on their path toward college and career success. Along with its enrolled students, AVID positively impacts the entire school by providing classroom activities, teaching practices, and academic behavior guidelines that can be incorporated into any classroom in order to improve engagement and success. Teachers receive AVID strategies training and can take what they have learned back to any classroom to help all students, not just those in AVID, to become more college- and career-ready. At Leuzinger, AVID students are cohorted with the same teacher for four years, and this has shown positive results. The Leuzinger High School AVID program has recently achieved the status of School of Distinction and is currently progressing to becoming an AVID demonstration school. Our current program services over 25% of the population here at Leuzinger. In the 2017-18 school year, 100% of the senior class graduated (90 out of 90) and 78.89% met A-G requirements (71 out of 90).

TRIO/Upward Bound | Upward Bound provides fundamental support to participants in their preparations for college. The program provides opportunities for participants to succeed in their pre-college performance and ultimately in their higher education

pursuits. Upward Bound serves high school students from low-income families and from families in which neither parent holds a bachelor's degree. The goal of Upward Bound is to increase the rate at which participants complete secondary education and enroll in and graduate from institutions of postsecondary education. At Leuzinger High School, we currently have six Upward Bound programs through Cal Lutheran Upward Bound, Cal Lutheran Upward Bound Math and Science, CSUDH Upward Bound, CSUDH Upward Bound Math and Science, Volunteers of America Upward Bound, and Volunteers of America Talent Search.

College Access, Readiness, and Success (CARS) | The program's mission is to prepare underserved, low-income high school students to attend and graduate from a CSU/UC or equivalent campus. CARS is a free, on-campus, cohort-based college access program that accepts motivated students who enter high school with a 2.0-3.5 GPA and who are aiming to be first in their families to graduate with a degree from a four-year college. The program services students from 9th grade through their first year of college. CARS incorporates two pathways, academic enrichment and college literacy, and both pathways include parental involvement during program delivery and outcome measurement. The curriculum supports the A-G sequence and is delivered by on-campus advisors and staff.

Dual Enrollment | With the passage of AB 288, Leuzinger has been able to take advantage of the district's College and Career Access Pathways (CCAP) agreement with our local community college partner, El Camino College, in offering dual enrollment courses beginning in fall 2017. Since this became an option, Leuzinger offered Journalism 6 to seniors in the MCA in the fall of 2017 and the spring of 2019. Journalism 12 was also added to the pathway as an after-school option in the fall of 2018. In addition, the CCA has entered into an Articulation Agreement with Long Beach City College as of fall 2018 for the junior and senior year culinary courses. This is due to the fact that our local partner, El Camino College, does not offer a culinary program. The ECA has plans to incorporate dual enrollment in their pathway, and has been working with El Camino College to identify qualified instructors, as there is currently a shortage of college instructors in that field. As per Leuzinger's proposed pathway maps for 2019-20 and beyond, the site has plans to add three additional CTE pathways that could incorporate dual enrollment sections over the next three years in Business and Entrepreneurship, Child Development and Family Services, and Fashion Retail and Merchandising. Additional articulation agreements are also being discussed with Long Beach City College and Santa Monica College for existing pathways that currently do not have the option for dual enrollment due to staffing issues or lack of offerings at El Camino College.

### **3. Online Instruction**

Students who are in need of credit recovery can enroll in course-specific e2020 classes such as math, English, social science, world language/elective. These e2020 courses are

taught by credentialed teachers specific to each department during 8th period, and most of the e2020 courses are UC-approved. Students are enrolled in one course at a time and can work at their own pace during class; however, the expected progress for any given course is 5% for every 90-minute period. This type of online instruction, along with the 8-period block day schedule, has contributed to our increase in graduation rate at Leuzinger High School.

#### **4. Support and Intervention Programs**

##### **a. English Learners**

Leuzinger's EL population consists of 302 students, and of these, just over 100 are newcomers who have been in the United States for fewer than five years. The rest of the students are LTELs enrolled in the mainstream program. The EL newcomer population receives services through a designated ELD program to help them acquire academic English and to help them make the transition to mainstream classes as they progress through the ELD levels. The LTELs participate in the mainstream program with additional support provided in a number of forms, but mainly through the English Essentials blocks and through integrated ELD teacher training provided by the district EL instructional coach.

Our newcomers are assessed at registration. They are given a placement test that helps determine appropriate placement within the ELD structure. Most newcomers arrive with little or no English language skills and are placed in a two-period block of Fundamentals ELD with an additional period dedicated to phonics instruction in the form of the online software System 44. As this newcomer population makes progress, they are assessed and determinations are made as to when they should move up to the next level. They take at least four formal Gains assessments during the year, and an average of 20 students move up a level by the end of first semester every year. At the end of the school year, we once again look at assessment results and identify additional students to move up. Our purpose in this is to make sure that all ELD students are ready to transition to the mainstream.

In an effort to continue to provide appropriate services to all our ELs, we constantly look for ways to improve our program. Over the last couple years, we have received training on AVID strategies, Pro Talk, and the ELD Standards. We receive a substantial portion of this training during our Summer Professional Development week. Also, we work in conjunction with our ELD colleagues from Lawndale and Hawthorne high schools, and with the collaboration and support of our district EL instructional coach. As a result, we currently have at Leuzinger a new course, ELD Academic Prep, which is specifically designed to teach ELD students key AVID strategies and study habits that lead to success. Upon

completion of this course, students are referred to the AVID Coordinator so that they can then be part of their very successful program.

Over the same period of time, we have expanded our services to include summer school. We offered three full ELD summer courses last year, and this year, we are working towards opening one summer course for each ELD level as well as a mainstream English class for ELD students who are more advanced. Having this as an option will allow students who are credit-deficient to begin to catch up over the summer, as many of our newcomers have come to us as 10th, 11th, or even 12th graders and are often missing a year of schooling or more. With this in mind, we have also developed a plan for those newcomers who are seniors but need at most one extra year to graduate. These students are allowed to return for an additional year with the intent to receive their high school diploma. In addition, we have hired a number of college students to work as ELD tutors. These tutors work under the direction of the teacher in the ELD and Sheltered Language (SL) classrooms, in many cases providing one-on-one assistance. Some of these same tutors are also paid to provide after-school tutoring in the Media Center.

Our SPSA takes into consideration the needs of our English Learners. It includes CELDT data that has helped us identify the need to target LTELs in the middle range of CELDT proficiency. Every year we consider CELDT and reclassification data to inform program decisions and make adjustments to the supports we provide our English Learners. A panel consisting of the district ELD coordinators, the EL District Coach, Administrators and the Director of State and Federal programs meet for an annual EL Program Evaluation. At that meeting we review the most current California Dashboard Data and we write an EL Program Evaluation Summary. The Evaluation Summary covers three major areas: 1) English Learner Professional Development, 2) English Learner Program and Enhanced Opportunities, and 3) Family Engagement. For each of these broad topics, which are aligned to the district's LCFF priorities, we describe what we are currently doing and identify what we feel are strengths and weaknesses in our current implementation. On a separate column, we list our next steps and changes for the coming year. Title III funds are employed to provide the following supports to our English Learners:

- increased awareness with teachers and administrators of the transition from CELDT to ELPAC
- new PowerSchool student ELL Tag and EL Portal
- widespread use of EL-specific resources and strategies
- multi-district LTEL Collaboration (between CVUHSD, HESD, LWESD, and LXESD)
- most 9th and 10th grade LTELs enrolled in an ELA intervention course for LTELs
- continue to place AVID trained tutors in the Newcomer ELD/SL classes

- availability of a wide range of sheltered content courses
- expanding and strengthening integrated ELD in the various content classes for LTELs
- increased awareness and training for General Education teachers around the need to provide additional language supports to ELs, especially LTELs
- data-driven decision making for determining the ELA support class structure at each site
- accurate placement of incoming 9th graders through articulation meetings and data analysis/data sharing
- ELD Coordinators with an in-depth understanding of the EL/immigrant population needs
- college field trips for immigrants
- award ceremonies to recognize achievement and attendance
- immigration support provided at the EL Symposium and through the Parent Centers
- improved the quality of checking for understanding
- evidence of Pro Talk in every classroom; students given opportunities to practice language
- focus on ensuring all students are reclassified as soon as they are eligible
- EL Coach and ELD Coordinators engage in classroom observations and provide feedback
- district-wide evidence of positive relationships between students and teachers

The following were identified as weaknesses in our current EL support strategy:

- limited number of students finished the Canvas ELPAC course
- all teachers need to provide additional language supports to ELs, especially LTELs
- adequate support for LTELs who are far from meeting reclassification criteria
- adequate courses to accommodate all levels of EL students who enroll throughout the year
- need more targeted services for immigrant students and families
- increase opportunities for students to engage in collaborative group work
- all teachers viewing themselves as “teachers of language.”

Next steps and changes to our EL supports include:

- increasing teacher PD on ELPAC support and mini-lessons
- increasing ELPAC awareness with students, families and admin; coordinated student award program
- enrolling all 9th and 10th grade LTELs in an ELA intervention course for LTELs

- continuing to strategically place AVID trained tutors in ELD/SL classes
- continuing the expansion and strengthening of integrated ELD and ELD Framework implementation in all classes through PD, coaching, and observations
- data analysis of the impact of the various EL intervention program models being offered at each site
- LTEL Support and data chats through: 9th and 10<sup>th</sup> grade ELA Intervention; 11th and 12th grade LTEL Mentor program implementation
- adequate courses allocation to accommodate ELD enrollment throughout the year
- continuing to research and pilot supports for LTELs who are far from meeting reclassification criteria (especially at the 11th and 12th grades)
- exploring social-emotional curriculum for Immigrants
- connecting immigrant families with health and immigration services (Chirla, etc.); compile a list of local resources and make it available in the parent centers
- continuing to expand opportunities for student-talk to be more rigorous and accountable with an increased use of sentence frames (Pro Talk)
- continuing awareness among all Instructional coaches, admin, and teachers that supporting ELs is everyone's responsibility.

CVUHSD's Title III allocation primarily funds instructional support and professional development opportunities for certificated staff in order to effectively support ELs. More specifically, Title III funds half the salary of the district's English Learner Instructional Coach, who provides instructional coaching to Leuzinger teachers and leads professional development related to English Learners. Title III also funds extra duty pay for Leuzinger's four "Pro Talk Teacher Leaders" who are responsible for supporting their colleagues with implementation of the district's English Learner focused academic discourse initiative, entitled "Pro Talk." Title III funds are also used to pay certificated staff for their participation in a variety of English Learner focused professional development opportunities and funds teacher participation in off-campus professional development opportunities, such as California Association for Bilingual Education (CABE) and English Learner training offered through Los Angeles County Office of Education (LACOE). Lastly, Title III is used to fund educational field trips for ELs and supplemental instructional materials for Leuzinger's ELD and LTEL classes.

**b. Low Income/Socio-Economically Disadvantaged Students**

Leuzinger High School is a schoolwide Title I school. The federal funds we receive are distributed based on data analysis of our Dashboard data, SAT data, RTI data,

attendance data, discipline data, AP data, ELPAC data, graduation data, and A-G data. After reviewing the data, input is sought from staff and parents and then the members of the SSC make decisions on how to allocate the funds to best support the identified needs of students. After the funds have been allocated, the school monitors the plan and then at the end of the school year evaluates whether the goals in the plan and expenditures are meeting the needs of students. Our current SPSA has the following items to support our low income and economically disadvantaged students:

- Parent Liaison - Goal 1 - This position provides us with an individual to work with parents, students, and teachers on supporting students who struggle with attendance and academics.
- Parent Education Bridge Network - Goal 2 - Computer education classes for parents.
- FACTOR program - Goal 2 - Help parents become more involved with their students as learners as well as supporting them with developing literacy and numeracy skills.
- Math and ELA support classes - Goals 1 & 3 - This instruction is supplemented with an additional period of math and/or ELA support. There are supplemental materials and supplies provided to teachers in these classes to help enhance instruction and make it accessible to all learners. This includes providing manipulatives, white boards, journals and even calculators.
- AVID program - Goals 2 & 3 - Program provides students with support in writing, inquiry, collaboration, organization and rigor. AVID is geared to students in the middle who are low income and first generation college students. The funds in Title I supplement the needs of the AVID program by providing materials and supplies and tutors.
- AP program - Goals 1, 2, &3 - Supplemental materials are provided for the AP program, which include AP prep workbooks and AP Saturday workshops.

### **c. Foster and Homeless Youth**

Leuzinger High School recognizes that foster and homeless youth are our most vulnerable students, and as such, they may require additional interventions and supports to ensure success. To further support this population we have a targeted assistance counselor that works with foster, homeless, and EL students. All staff are committed to working together to serve the educational needs of children in foster care and our homeless youth. Our counseling team ensures that, upon entrance to our school, they have access to the same academic resources, services, and extracurricular and enrichment activities available to all students. Moreover, all of the educational and school placement decisions are based on the foster and homeless youth's best interests and consider, among other factors, educational stability and the least restrictive educational setting

necessary to achieve academic progress. Additionally, we ensure that if our foster youth has a residence change, Leuzinger will let the student remain in our school for as long as the court has jurisdiction over the child's placement. Lastly, our school social worker and associate principal over foster and homeless youth meets with these students quarterly to ensure they are thriving academically and socially in our school. They will also ensure that their transportation, housing, and hygiene needs are met.

## 5. Services for Students Designated with Special Learning Needs

Once a student has been identified as having a learning disability or special needs, the student is provided with any and all services needed to achieve maximum educational benefit in the least restrictive environment. We begin by providing accommodations and/or modifications to ensure the student can access the curriculum to the fullest extent inside the classroom. Students also have access to related services such as transportation, supportive services including speech-language pathology and audiology services, psychological services, physical and occupational therapy, social work services, and school nurse services. All of these services are designed to enable the student with a disability to receive a Free and Appropriate Public Education (FAPE) as described in the student's IEP. All such related personnel are on campus; otherwise, the district coordinates with an outside agency to accommodate the students.

## C. Demographic Data



## 1. Socioeconomic Status of the School

### a. Parent Education Level

During the 2017-18 school year, parents were asked about their education level during registration and the results show that 20.9% of parents have a college degree or higher, 22.0% have received some college or Associate Degree, 30.7% only have a high school diploma or or equivalent, and 26.3% do not have a high school diploma.

### Parent Education Level

	Graduate Degree or Higher	College Graduate	Some College or Associate Degree	High School Graduate or Equivalent	Not a High School Graduate	Total
Count	63	322	405	564	484	1838
Percentage	3.4%	17.5%	22.0%	30.7%	26.3%	100.0%

### b. Percent of Eligible Free and Reduced Lunch Students

For the 2015-16 school year, Leuzinger High School served 1829 students and 83.9% of students received free and reduced lunch. The following year, 2016-17, Leuzinger served 1935 students and 84.6% of students received free and reduced lunch. During the 2017-18 school year, Leuzinger served 1857 students and 89.4% of students received free and reduced lunch. There has been an increase of 5.5% over the past three years.

### Free and Reduced Lunch Students

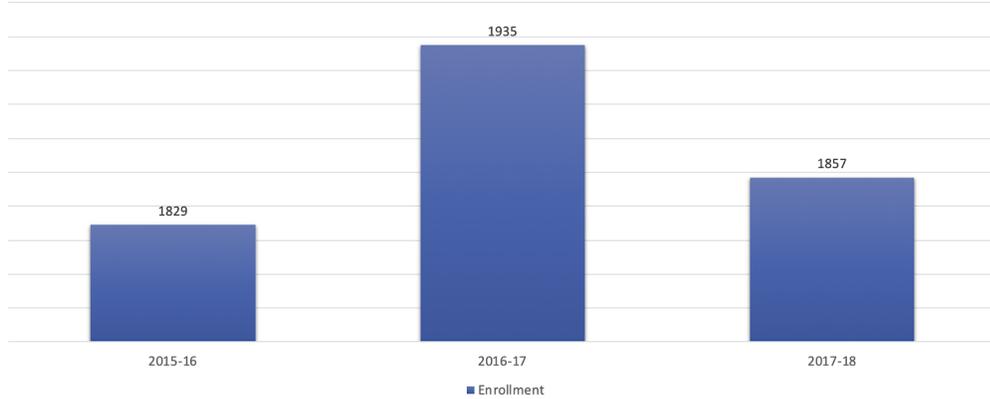
Year	Enrollment	Free and Reduced Lunch Students	%
2015-16	1829	1447	83.9%
2016-17	1935	1637	84.6%
2017-18	1857	1661	89.4%

## 2. Student Enrollment

During the 2015-16 school year, Leuzinger's student enrollment was 1829. In 2016-17, enrollment increased by 106 students with a total enrollment at 1935. In 2017-18, there was a slight dip in enrollment to 1857 due to a large senior class graduating from the

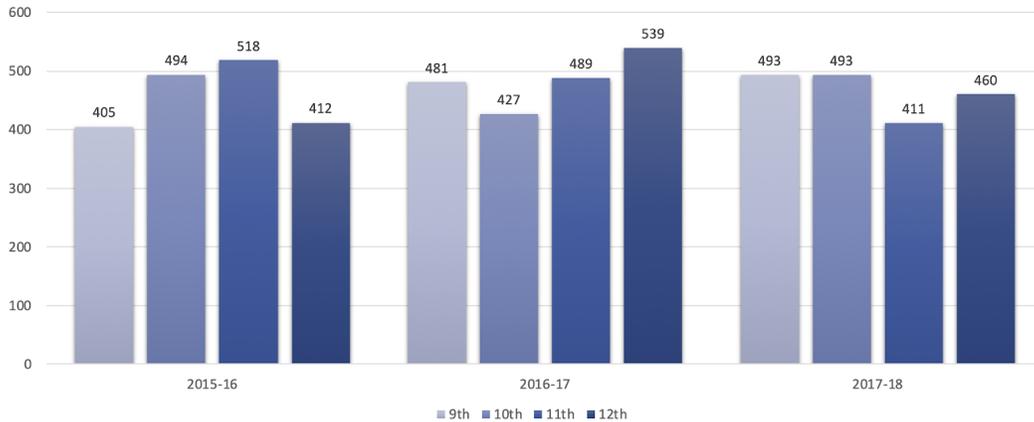
previous year. Over the past three years, Leuzinger has maintained an average student enrollment of 1857.

## Student Enrollment



### a. Grade Level

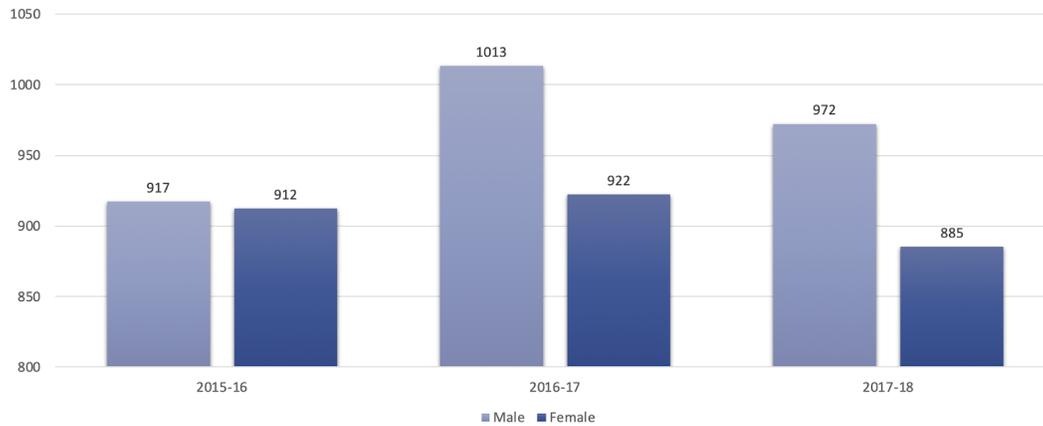
## Student Enrollment by Grade



### b. Gender

The gender breakdown of the student population has shifted a bit since 2015-16. The female to male ratio during this year was about 1:1. The following school year, there was a slight shift with an increase of male student enrollment. In 2016-17 and 2017-18, female students represented about 47.6% of the student population, a decrease of 2.4% from 2015-16.

## Student Enrollment by Gender



### c. Ethnicity

Leuzinger's ethnicity breakdown has generally remained unchanged over the last three years. Leuzinger consists of 71.0% Hispanic, 18.0% African American, 4.9% Asian, 1.2% Pacific Islander, 1.1% Filipino, 1.7% White, and 2.0% two or more races.

## Enrollment by Ethnicity

Academic Year	Total	African American	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races
2015-16	1829	19.3%	5.2%	1.3%	67.9%	1.4%	1.7%	3.1%
2016-17	1935	18.5%	5.5%	1.2%	68.9%	1.5%	2.0%	2.4%
2017-18	1857	18.0%	4.9%	1.1%	71.0%	1.2%	1.7%	2.0%

### d. Predominant Primary Languages other than English

Of the 1188 students who speak a language other than English at home, 89.1% speak Spanish, 5.3% speak Vietnamese, 0.5% speak Filipino, 1.1% speak Arabic, and 4.4% speak other non-English languages.

## Predominant Primary Languages

Academic Year	Spanish	Vietnamese	Filipino	Arabic	Other non-English Languages
2015-16	85.01%	4.90%	0.86%	2.59%	6.64%
2016-17	86.95%	4.96%	0.52%	1.57%	5.99%
2017-18	89.14%	5.29%	0.56%	1.11%	3.91%

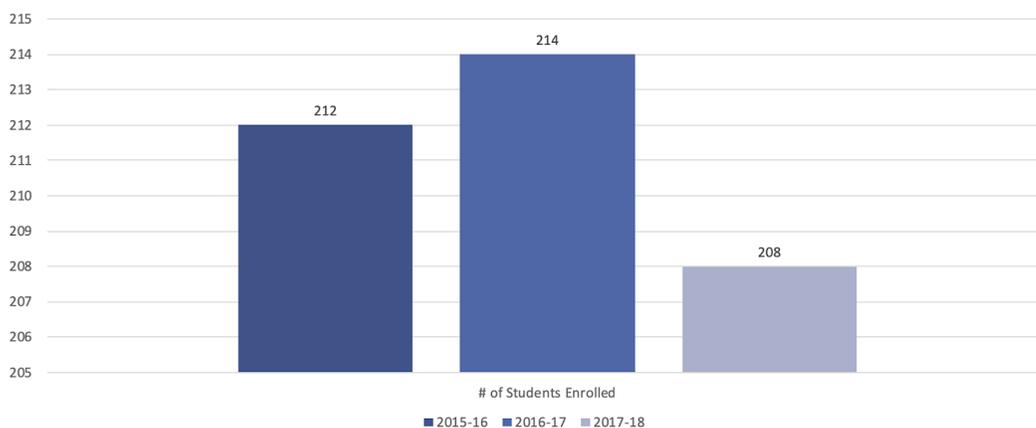
### e. Title I

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

### f. Special Needs and Other Focused Programs

Students with Disabilities enrollment has remained steady for the last three years. During the 2017-18 school year, there were six fewer enrollments compared to 2016-17.

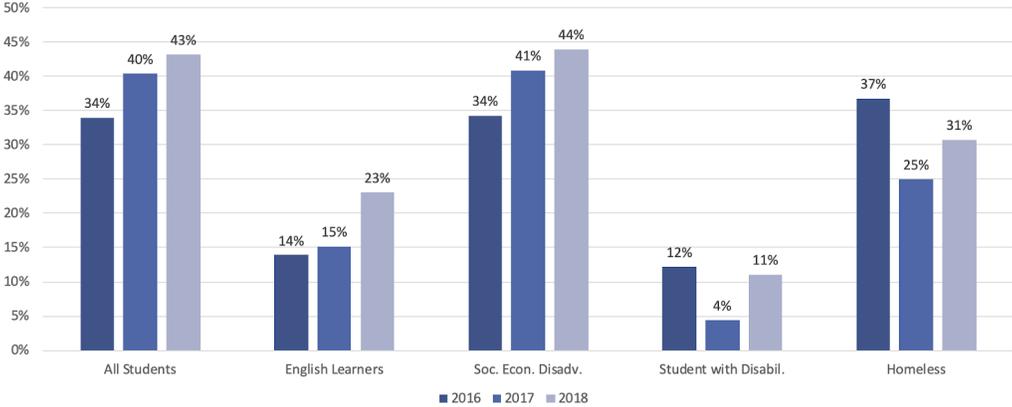
## Student with Disabilities Enrollment



Data from the CA Dashboard shows that the amount of students demonstrating readiness for college and career has increased steadily over the last three years for all students, ELs, and Socially Economically Disadvantaged (SED) students; however, there has been an inconsistent fluctuation within Student with

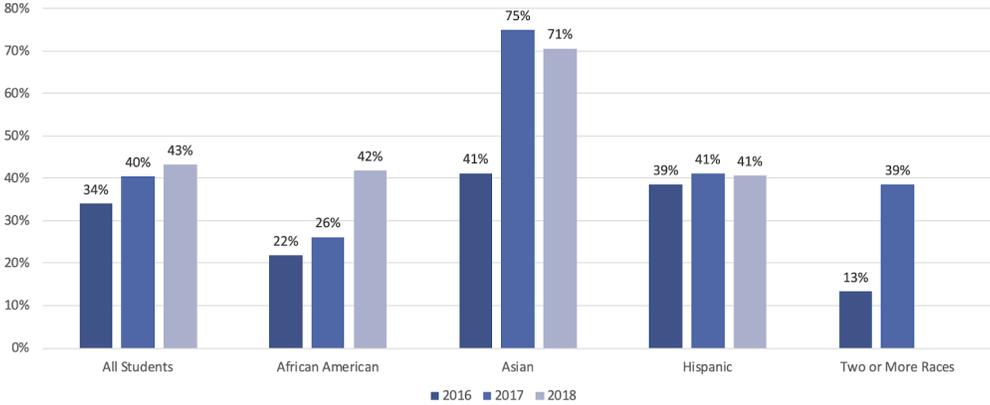
Disabilities and Homeless Students. By ethnicity, our College and Career Readiness rate has consistently increased across the board.

## Percent Prepared for College and Career by Subgroups



\*Student groups not reported had less than the minimum amount required to report (which is 11).

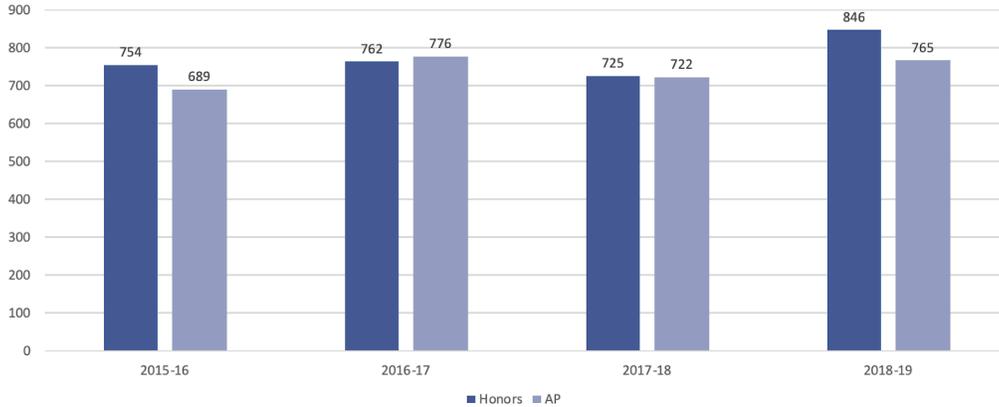
## Percent Prepared for College and Career by Ethnicity



\*Student groups not reported had less than the minimum amount required to report (which is 11).

Leuzinger continues to encourage students to take honors and AP courses. This school year, we had the largest number of students enrolled in either an honors or AP course compared to the past three years.

## Honors and AP Enrollment



Over the past three years, AAA enrollment has slowly declined while AVID has slowly increased. Students have the option of either enrolling in the AAA or AVID program for academic support and guidance toward the college of their choice. CCA has an average of 303 enrolled students per year, while ECA enrollment has remained steady with an average of 110 students per year. MCA, however, has increased their enrollment over the last three years, reaching its highest number during the 2017-18 school year with 486 students.

## Academy and AVID Enrollment



### 3. Language Proficiency Numbers

#### a. English Learners (EL), Fluent English Proficient (FEP), Redesignated FEP (RFEP)

During the last three school years, Leuzinger High has consistently increased the number of RFEP students with an average of +3% each year.

## Enrollment by English Language Acquisition Status (ELAS)

by Numbers

Year	English Only (EO)	Initial Fluent English Proficient (IFEP)	English Learner (EL)	Reclassified Fluent English Proficient (RFEP)	Total
2015-16	690	174	347	618	1829
2016-17	716	113	383	723	1935
2017-18	667	86	359	745	1857

### b. English Language Proficiency Assessments for California (ELPAC)

During 2017-18, 294 students took the ELPAC assessment. Of those, 108 (36.7%) were female students while 186 (63.3%) were male students.

## English Language Proficiency Assessments of California (ELPAC)

Student Groups	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade	Total
All	91	84	49	70	294
Female	36	30	13	29	108
Male	55	54	36	41	186
in US < 12 months	8	5	10	4	27
in US > 12 months	83	79	39	66	267

## D. Data on Addressing the Eight State Priorities

### 1. LCFF Priority 1 - Basics (Teachers, Instructional Materials, Facilities)



#### a. Teacher Credentials

Leuzinger has effectively assigned teachers in subject areas pursuant to Education Code for the pupils they are teaching. Over the last three years, the number of teachers with full credentials has increased while the number of teachers without full credentials has decreased. By 2017-18, Leuzinger had no teachers with a full credential teaching outside their subject area of content.

## Teacher Credentials

Teachers	2015-16	2016-17	2017-18
With Full Credentials	86	89.5	94
Without Full Credentials	3	3	1.5
Teaching outside Subject Area of Content (with Full Credential)	3	2	0

#### b. Additional Qualifications for Staff

##### i. Number of National Board Certified Teachers

Leuzinger High School currently has one National Board Certified Teacher in the English department.

**ii. Percent of Teacher Instructing Outside Credentialed Areas**

There are no teachers instructing outside credentialed areas. Leuzinger has had a decrease of teacher misassignments over the past three years while filling all vacant teacher positions by the 2017-18 school year.

## Teacher Misassignments and Vacant Teaching Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	2	2	1
Total Teacher Misassignments*	6	4	1
Vacant Teacher Positions	1	0	0

Note: Misassignments refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area , subject group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

**iii. Number of Teachers with Short Term Staff Permits and Provisional Instructional Permits**

There are no teachers with emergency permits.

**iv. Number of Teachers Enrolled and Progressing Successfully in an Intern Program**

At Leuzinger High School, we currently have one intern who teaches in the English department. By the start of the second semester of the 2018-19 school year, she will become a full-time teacher.

**v. Number with Advanced Degrees**

Of the certificated staff in 2017-18, 15.6% had a BA/BS, 18.8% had a BA/BS + 30 units, 19.8% had a Master’s, 31.3% had a Master’s + 30 units, and 5.2% had a Doctorate. Almost three-fifths of the certificated staff have advanced degrees of a Master’s or higher.

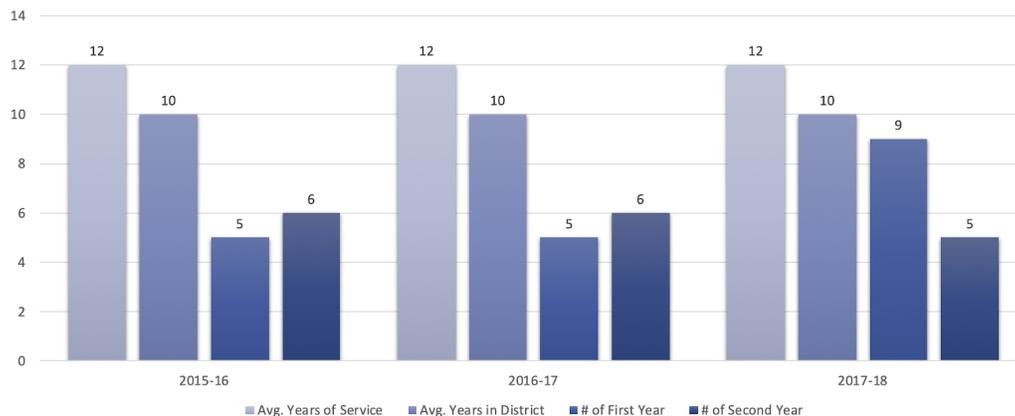
## Certificated Staff Education Levels

Year	Bachelor's Degree	Bachelor's Degree +30	Fifth Year	Fifth Year within BA	Master's Degree	Master's Degree +30	Special Degree	Doctorate	Total
2015-16	10	18	2	5	23	27	1	4	90
2016-17	11	16	2	5	23	29	1	5	92
2017-18	15	18	2	5	19	30	2	5	96

### vi. Years of Educational Service Within the District and Total Number of Years in Education

The average number of years in education within the district is nine years, while the average number of years in education overall is 11 years. In the 2017-18 school year, Leuzinger had a total of nine first-year teachers and five second-year teachers.

## Certificated Staff Experience



### vii. Specialized Training/Intern Programs

Leuzinger High School currently has no teachers who are either in a specialized training or intern program.

### viii. Professional Development Programs/Activities, Content of Staff Development and Numbers Participating

All curriculum and instructional improvement activities at CVUHSD have been aligned to the Common Core, ELD, and NGSS standards. Staff development is selected and identified based upon student assessment results, state content standards, in-class observations, and results of LCAP focus group data. During

the 2015-16 school year, the district offered two mandatory non-student Professional Development (PD) days: the first PD day was devoted to district-wide instructional best practices, while the second PD day was site-based. During the 2016-17 school year, the district offered two voluntary non-student Professional Learning (PL) days, one per semester. Teachers attended 90-minute workshops on the Digital Learning Initiative, AVID Strategies, Pro Talk, and Supporting Our Students' Social & Emotional Health.

For the past four years, Centinela Valley has also provided a summer Professional Learning Week for teachers to work collaboratively on sharing best practices and developing Curriculum Maps and Common Summative and Formative Assessments. Additionally, teachers who attended the summer PL week also had the opportunity to attend teacher-led workshops. The topics in the summer of 2016 included: student engagement strategies (Interactive/Structured Notebooks, Cornell Notes, Inclusion Instructional Strategies and Grading Practices, Socratic Seminars, Supporting Long Term ELs, and Tutorials in the Content Areas); use of technology (Learning Management System (LMS) - Canvas, Google Drive, Effective use of Technology to Guide Learning & Instruction, Google Sites, and Google Apps); and other workshops (A-G College Entrance Requirements, SBAC Information and Resources, LCAP Overview, Grading Practices, Effective Parent Communication, and Introduction to Restorative Practices). During the summer of 2017, some of the same topics from 2016 were offered but levels varied from beginner to intermediate. Other topics of interest were added as well, including Strategies on Checking for Understanding, Designing Meaning Focused Learning Targets, Collaborative Study Groups, Partnering with Digital Textbooks, Practical Application of Accommodations for All Teachers, Creating Passionate Learners, Strategies for Teacher Wellness, and Developing a Restorative Practice Mindset to Create a Positive Classroom Culture. Along with teachers, academic counselors, intervention specialists, activities directors, and moderate/severe SPED teachers were provided with opportunities to collaborate and attend workshops tailored to their specific role.

Course leads during the 2016 Summer PL Week attended an extra day of training led by the district's Instructional Support Team where they were given overall training on LMS-Canvas, "Building a Collaborative Culture" through a shared understanding of the role of a citizen facilitator, tools for collaboration, Google Drive, and the use of a data protocol. During the summer 2017 PL Week, course leads received training focused on leading a data conversation using the Data Driven Dialogue model. Course leads were also responsible to facilitate the use of the district approved data protocol for their course during the site-based weekly collaboration meeting. For science and social science course leads, Centinela Valley partnered with the UCLA Science and Social Science/History Project to develop leadership skills and curriculum.

Targeted Professional Learning for All Math Teachers | College Access through Data Science (CADS) is a partnership between UCLA's Graduate School of Education & Information Studies (GSEIS) Center X, UCLA's Department of Statistics and the CVUHSD to strengthen teaching and learning in mathematics to prepare high school students to succeed at college-level mathematics. At the core of CADS is the development of a Data Science Pathway, which culminates in the fourth-year course Introduction to Data Science (IDS), a course that uses both statistical reasoning, data analysis, and technology to engage students in strengthening their mathematical content knowledge. CADS addresses the mathematics-readiness needs for the CVUHSD students across all levels: student, classroom, school, and the district. This project allows for teachers, administrators, and the Institute of Higher Education (IHE) to explore the factors that hinder CVUHSD students in adequately demonstrating their ability to be successful at a postsecondary educational institution. At the student level, CADS provides students with a practical and engaging course that will strengthen their mathematical skills, particularly in the areas of data and statistics, and introduce them to the world of programming. At the classroom level, CADS enhances content knowledge, adds to the repertoire of instructional practices, and increases the effective use of technology and software to engage students in practicing math. At the school level, participating teachers and administrators deepen their understanding of the CCSS and how to determine if the lessons are rigorous enough to prepare students for college level math courses. At the district level, this project further builds capacity of teacher leaders and administrators as instructional leaders through the collaborative process in the development and reflection of the effectiveness and relevance of lessons.

Targeted Professional Learning for all Science Teachers | For the fourth year in a row, CVUHSD has partnered with UCLA's Science Project to increase content knowledge and strategies to deliver high quality science instruction aligned to the components and philosophy of the NGSS for all science teachers, and to provide teachers with more opportunities to collaborate in high functioning professional learning communities to plan, analyze results, reflect and refine lesson plans and instruction to support student learning and increase student achievement.

EL Professional Learning for All Classified and Certificated Staff | In the spring of 2018, CVUHSD will host its second annual English Learner Symposium. The goal of the symposium is to provide staff with a variety of workshops on topics related to supporting English Learners. Workshops topics include: Long Term ELs, Newcomer ELs, SDAIE Strategies, Standard English Learners, Oral Academic Language, ELs and Engagement, ELs and Writing, Academic Language and Vocabulary, Support for Redesignated Students, Social/Emotional Health of ELs, Parent Involvement, Dream Act/College for ELs, Technology and ELs, RTI for ELs, the ELD Standards, and ELs with Learning Disabilities.

Throughout the year, CVUHSD provided training and support for identified concentrations and district-wide implementation of new and ongoing programs.

2017-2018 Continued Staff Professional Learning Offerings:

- Canvas Professional Development
- Common Core State Standards
- Digital Learning Initiative Training
- Edge e Assessment Training
- Edgenuity (e2020) Training
- E3D Training
- Google Training
- Illuminate Refreshers
- Interim Assessment SBAC Hand Scoring Calibration Training
- Interim Assessment SBAC Training
- Linked Learning Master Schedule Workshop
- Next Generation Science Standards
- New Textbook Adoption Training
- PowerTeacher and Blackboard Connect
- Read 180 Training
- SBAC Usability, Accessibility & Accommodations Training

CVUHSD also supported new teachers in developing their teaching skills through the New Teacher Induction Program, which is designed for first- and second-year teachers holding a preliminary credential to earn their clear credential. The New Teacher Summer Institute was a three-day program for teachers who were new to the district. Training sessions focused on engagement, active learning, and questioning (The Big Three), as well as grading reform, data and accountability, 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. After successful completion of the one-year BTSA program through UCLA, teachers may apply for their clear credential. Due to the Commission on Teacher Credentialing (CTC) implementing new standards for Induction Program, first- and second-year teachers will participate in a two-year induction program through UCLA. All program participants are assigned to a veteran teacher who acts as a Mentor Teacher for individualized support and guidance.

All supplemental staff development activities at Leuzinger High School are focused on increasing student engagement and proficiency. The principal, with the support of the leadership, identifies teacher training needs based upon the student critical learner needs and analysis of student performance data. Staff members are encouraged to attend site-based Lunch PLOs, site-based after-school workshops, and workshops offered by the district, professional organizations, or the LACOE. In order to better serve the students of our district, substitute teachers also were invited to attend an annual training that covered

many of the same topics as our new teacher orientation. Classified support staff received additional job-related training by district representatives.

Teachers collaborate every Monday in schoolwide, departmental, or interdisciplinary groups to focus on: 1) Data Analysis, 2) Teaching Strategies, 3) Classroom Management, 4) PBIS, 5) CCSS, 6) AVID, 7) RTI, and 8) Restorative Justice and Community Building. New teachers participate in monthly training activities that are offered after school once per month. This Professional Development (PD) includes classroom management, understanding SBAC, supporting ELs, incorporating AVID strategies into your classroom, understanding student data, common grading practices, use of technology, and teachers' best practices. New teachers and veteran teachers also participate in guided learning walks to observe teachers across the disciplines and debrief on instructional strategies. During the 2017-18 school year, all Leuzinger teachers received professional development led by grading expert Tom Schimmer to reflect on grading philosophies and practices.

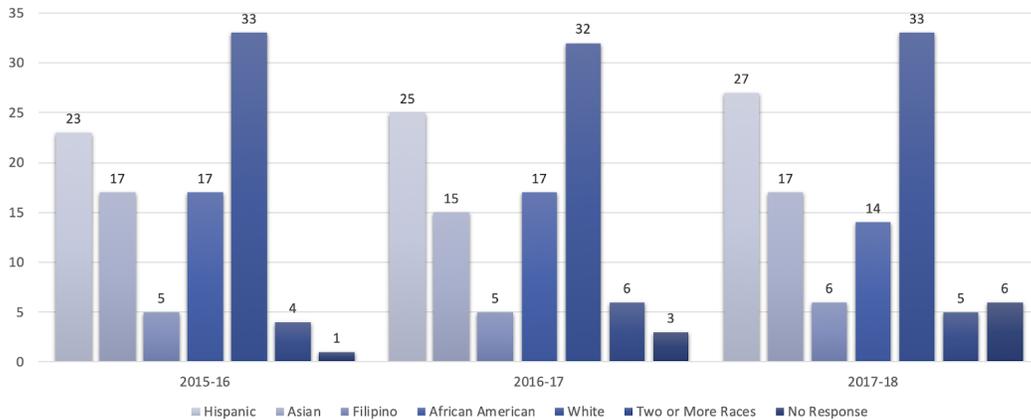
#### ix. Gender and Ethnicity of Staff

In 2017-18, Leuzinger had a total of 108 certificated staff members, and the ratio of male to female certificated staff was 45 male to 63 female teachers. In 2016-17 the ratio of male to female certificated staff was 48 to 55, and in 2014-15 it was 47 to 53.



In 2017-18, the ethnic breakdown for certificated staff was as follows: 25% Hispanic, 15.7% Asian, 5.6% Filipino, 13.0% African American, 30.6% White, 4.6% two or more races, and 5.6% did not report their ethnicity.

## Certificated Staff Ethnicity



### x. Number and Assignment of Paraprofessionals Who Meet the Requirements of Every Student Succeeds Act (ESSA)

During the last three years, Leuzinger has increased the number of behavioral management aides; however, the number of instructional aides has remained the same.

### Paraprofessionals Who Meet Requirements of Every Student Succeeds Act (ESSA)

Position	2015-16	2016-17	2017-18
Behavioral Management Aide	5	6	8
Instructional Aide	1	1	1

### c. Standards-Aligned Instructional Materials

All textbooks used in the core curriculum throughout CVUHSD are being aligned to the CCSS. Instruction 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 world language, VAPA, and health.

On October 10, 2017, the CVUHSD 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. 17-18/009 which certifies as required by Education Code section 60119.

During the 2016-17 school year, the district began rolling out the 1:1 initiative and students were provided access to digital textbooks. To ensure students had access to these digital resources at home, hotspots were provided to students in need of wifi.

In addition to the core subject areas, districts are required to disclose in their School Accountability Report Cards (SARCs) the sufficiency of instructional materials used for their VAPA curricula. During the 2017-18 school year, CVUHSD provided all students enrolled in a VAPA 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.

## Standards Aligned Instructional Materials

Subject	Percent of Students Lacking Own Assigned Copy
Reading / Language Arts	0
Mathematics	0
Science	0
History – Social Science	0
Foreign Language	0
Health	0

- d. School Facilities Maintained in Good Repair - description and evidence of the safety conditions, cleanliness, and adequacy of school facilities [Priority 1]; include information regarding science facilities meeting the UC A-G course requirements for laboratory time, chemical storage, and facilities.**

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 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 projects are performed by the school’s day custodians. A crew of evening custodians visits Leuzinger on a rotational basis for intensive cleaning and maintenance projects. Emergency situations are immediately resolved either by the school custodians or the district maintenance staff depending on the nature of the situation.

On a yearly basis, schools are required by the state to perform comprehensive inspection and report those findings to the school community. The most recent

inspection for Leuzinger took place on November 15, 2018, by the Los Angeles County Office of Education. According to the Facility Inspection Tool Summary Ratings for the Williams Facility Inspection Report, the table below identifies the state-required inspection areas and discloses the operational status in each of those areas. During the 2018-19 school year, 100% of restrooms were fully operational and available to students at all times. We received an overall rating of Good, with an average percentage of 96.68%.

Total # of Areas Evaluated	Category Totals	A. SYSTEMS			B. INTERIOR	C. CLEANLINESS		D. ELECTRICAL	E. RESTROOMS/ FOUNTAINS		F. SAFETY		G. STRUCTURAL		H. EXTERNAL	
		GAS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/TERMIN INFESTATION	ELECTRICAL	RESTROOMS	SINKS / FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIAL	STRUCTURAL	ROOFS / GUTTERS	PLAYGROUND / SCHOOL GROUNDS	Windows/Doors/Gates/Fences
↓ 59	# of '✓'s	59	59	59	57	59	59	56	15	23	59	59	59	59	59	59
	# of "D"s				2			3		1						
	# of "X"s															
	# of "NA"s								44	35						
% of System in Good Repair # of ✓'s divided by (Total Areas - "NA"s)*	100.00	100.00	100.00	96.61	100.00	100.00	94.92	100.00	95.83	100.00	100.00	100.00	100.00	100.00	100.00	100.00
Total % per Category (Average of above)*	100			96.61	100		94.92	97.92		100		100		100		
Rank Good=90-100% Fair=75-89.99% Poor=0-74.99%	Good			Good	Good		Good	Good		Good		Good		Good		

\*Note - An extreme deficiency in any area automatically results in a "Poor" rating for that category and a zero for "Total % per Category".

OVERALL RATING:	DETERMINE AVERAGE PERCENTAGE OF 8 CATEGORIES ABOVE →	98.68%	SCHOOL RATING →	GOOD
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In addition to maintaining school facilities in good repair, Leuzinger science teachers are provided safety training in order to assist with the maintenance of lab classrooms. All science classrooms are equipped with appropriate plumbing, ventilation, storage, and equipment to allow for hands-on scientific research and experimentation, and they meet the UC A-G course requirements for laboratory time.

The CVUHSD Science Lab Safety Plan (SLSP) was developed to establish policies, procedures, and responsibilities that protect teachers and students from potential science lab hazards in the classroom. The SLSP is developed specifically for CVUHSD science staff, and its primary goal is to ensure a safe learning environment for CVUHSD teachers and students.

## 2. LCFF Priority 2 - Implementation of Academic Standards

Leuzinger effectively implements academic, content, and performance standards. Under the direction of the principal and in collaboration with the District Instructional Support Team and department chairs, course leads develop an effective course-alike collaborative team with instructors who teach the same content. The course lead ensures that all teachers are fully informed regarding the course curriculum and assessments. The course lead also collaborates with fellow course leads from the other sites and makes informed decisions about curriculum and instruction based on research

and the analysis of teacher and student work and assessments. On certain Mondays during departmental collaborations, course leads facilitate discussions with teachers and analyze common assessments (both formative and summative). The information is used to adjust instruction when necessary, and it is shared with the District Instructional Support Team, department chairs, and principal. At the end of the school year, teachers are given the option of attending a week long summer PL week where they have the opportunity to give feedback on how to make adjustments to common assessments and curriculum maps.

### **3. LCFF Priority 3 - Parent Engagement**

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 parent/guardian volunteer assistance:

- in the Parent Center
- during after-school events and with our athletics program
- as Arts Docents
- through Leuzinger's Parent-Teacher-Student-Organization (PTSO)
- as attendees during the annual Million Father March
- as chaperones during student field trips
- during Parent Learning Walks (classroom observation visits)
- during Parent Center Workshops, including:
  - PowerSchool Support Workshops
  - A-G Workshops
  - School Coffees with Leuzinger staff
  - ESL (English as a Second Language) classes
  - LA County Department of Mental Health workshops
  - LA County Nutrition workshops
  - Richstone Parenting workshops
  - PEBSAF Parent Technology Courses
  - FACTOR Parent Education series
  - Arts & Crafts workshops
- by their attendance at parent meetings, including:
  - 9th Grade Parent Orientation
  - 10th/11th/12th Grade Welcome Back meetings
  - Junior Parent meetings
  - Senior Information Nights
  - Back to School Night
  - Open House
  - Academy Parent meetings
  - AVID Parent meetings
  - Honor Roll Assemblies

- Department Family Nights
- student performances
- teacher-led content workshops for families.

Parent and guardian engagement is integral to the makeup of school-based committees, including SSC (School Site Council) and ELAC (English Learner Advisory Committee) at Leuzinger High School. In addition, Leuzinger parents are actively involved in district parent leadership committees like DPAC (District Parent Advisory Committee), DELAC (District English Learner Advisory Committee), and the LCAP Stakeholder Advisory Committee. Each of these groups is responsible for leading and evaluating the school's progress to provide a safe and effective learning environment. In an effort to promote regular, positive, and consistent communication with families, Leuzinger High School makes use of translated materials, phone calls, text messages, emails, monthly Parent Center newsletters, an online school calendar, a regularly updated school website, semester report cards that are mailed home, and quarterly progress reports that are shared with families. School policy that details parental involvement includes Leuzinger's Parent Compact and Parent Involvement Plan. Parents and guardians are encouraged to share their voice during all meetings and events, through involvement in official committees, through two-way email communication, and through use of a Parent Recommendation Form. In addition, parent input is requested through committee elections, and surveys including CA Healthy Kids Survey, LCAP and Title I, and an annual EL Needs Assessment.

According to 2017-18 responses to the CA Healthy Kids survey, Leuzinger parents report a school climate that encourages parental participation:

**Table A4.1**  
**School Encourages Parental Involvement**

	All %
<b>School allows input and welcomes parents' contributions.</b>	
Strongly agree	48
Agree	43
Disagree	3
Strongly disagree	1
Don't know/NA	6
<b>School encourages me to be an active partner with the school in educating my child.</b>	
Strongly agree	45
Agree	47
Disagree	2
Strongly disagree	1
Don't know/NA	5
<b>School actively seeks the input of parents before making important decisions.</b>	
Strongly agree	38
Agree	48
Disagree	3
Strongly disagree	1
Don't know/NA	11

*Question A.17, 27, 28: This school... allows input and welcomes parents' contributions... encourages me to be an active partner with the school in educating my child... actively seeks the input of parents before making important decisions.*

*Note: Cells are empty if there are less than 5 respondents.*

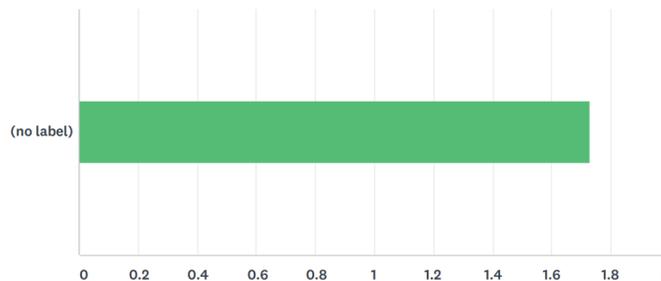
According to 2016-17 responses (77 total) to the LCAP and Title I Parent Survey, Leuzinger parents report that additional volunteer opportunities on campus will help to encourage parent and guardian involvement on campus.

	1 MOST IMPORTANT/ MAS IMPORTANTE	2	3	4	5 LEAST IMPORTANT/MENOS IMPORTANTE	TOTAL
Increased volunteer training and opportunities/Mayor capacitación y oportunidades para los voluntarios	40.26% 31	14.29% 11	18.18% 14	14.29% 11	12.99% 10	77
Increased opportunities for parents to gain knowledge about how to better help their children continue the learning process at home/Aumento de oportunidades para que los padres aprendan cómo ayudar mejor a sus hijos a continuar el aprendizaje en casa	22.08% 17	22.08% 17	46.75% 36	6.49% 5	2.60% 2	77
Parent classes based on my needs & interests (ex. PowerSchool, ESL, computer skills etc.)/Clases de padres basadas en mis necesidades & intereses (por ejemplo, PowerSchool, ESL, computación, etc.)	22.08% 17	14.29% 11	9.09% 7	12.99% 10	41.56% 32	77
More parent involvement opportunities (PTO/PTSO, volunteering, Parent Center events like parent learning walks)/Más oportunidades para involucración de padres (PTO/PTSO, voluntarios, eventos del Centro de Padres como Caminatas de Aprendizaje	9.09% 7	41.56% 32	15.58% 12	22.08% 17	11.69% 9	77
Access to a bilingual Parent Center offering school and community resources/Acceso a un Centro de Padres bilingües que ofrece recursos escolares y comunitarios	6.49% 5	7.79% 6	10.39% 8	44.16% 34	31.17% 24	77

According to 2017-18 responses (124 total) to the LCAP and Title I Parent Survey, Leuzinger parents report that families and school staff work together to support student learning and have regular opportunities to strengthen the skills needed to support their children with learning at home.

Q18 Families and school staff continuously collaborate to support students' learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively./Las familias y el personal de la escuela colaboran continuamente para apoyar el aprendizaje de los estudiantes y el desarrollo saludable, tanto en el hogar como en la escuela, y tienen oportunidades regulares para fortalecer sus conocimientos y habilidades para hacerlo de manera efectiva.

Answered: 124 Skipped: 1



	ALWAYS/SIEMPRE	MOST OF THE TIME/LA MAYOR PARTE DEL TIEMPO	SOMETIMES/ALGUNAS VECES	NEVER/NUNCA	TOTAL	WEIGHTED AVERAGE
(no label)	48.39% 60	33.06% 41	15.32% 19	3.23% 4	124	1.73

#### 4. LCFF Priority 4 - Performance on Standardized Tests

a. Results from the California Assessment of Student Performance and Progress (CAASPP): Include participation rates, disaggregated data by student groups, and performance categories and explanations from the use of the LCFF Rubrics.

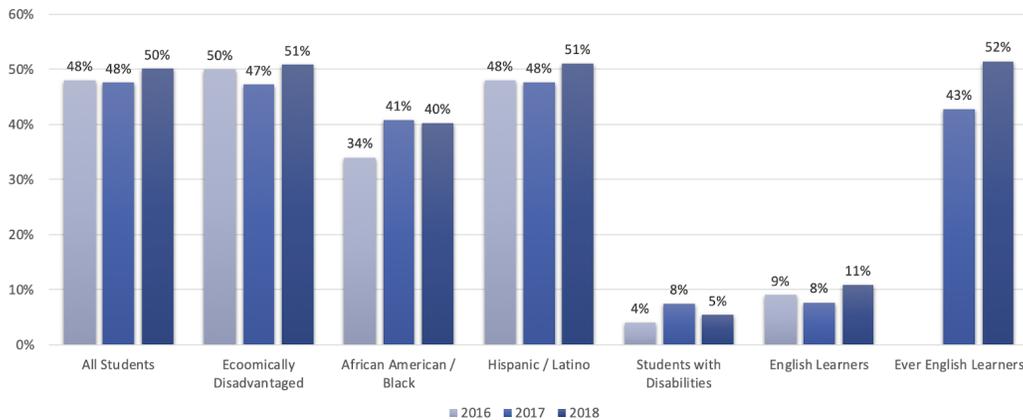
### SBAC ELA Results

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Student with Scores			% of Students Tested		
	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018
Grade 11	514	448	415	492	429	407	492	429	407	95.5	95.8	98.1

Overall Achievement for All Students												
Grade Level	% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018
Grade 11	16	16	15.5	32	32	34.6	29	27	27.5	24	26	22.4

### SBAC ELA Mastery by Subgroup



#### Conclusions Based on CAASPP ELA Data

1. Within our departments we need to continue to analyze the areas that our students struggled with. A large percentage of our students were at or near the standard. We have more students that have moved into the above standard, in research and inquiry, listening and writing.
2. We need to look at the data on reading and identify the specific areas our students struggled with. We will need to integrate more reading (comprehension) across the curriculum. The use of the text annotation can help students in all course content areas.

- We need to look closely at the data for students and identify whether they were in the top tier or the lower tier in each area. We need to provide students with access to the practice questions in a computer based setting so they are familiar with the test.

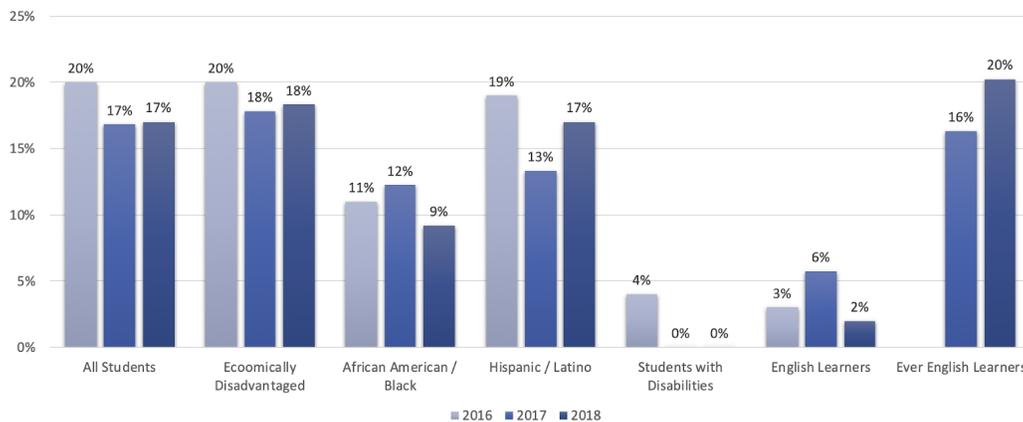
## SBAC Math Results

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Student with Scores			% of Students Tested		
	2015	2016	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018
Grade 11	514	449	415	492	440	411	492	440	411	95.5	95.8	99.0

Overall Achievement for All Students												
Grade Level	% Standard Exceeded			%Standard Met			% Standard Nearly Met			% Standard Not Met		
	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018
Grade 11	5	3	2.2	15	14	14.8	29	22	22.6	51	62	60.3

## SBAC Math Mastery by Subgroup



### Conclusions based on CAASPP Math Data:

- Our students will need opportunities to engage in math problem solving using computers. This will help them become familiar with navigating the computerized math test, using the calculator functions on the computer, and typing out mathematical answers on the computer.
- We need to look closer at the data and see the breakdowns of the questions, how they are written, and how much of understanding and answering the questions involve literacy. We need to incorporate more literacy skills into their math classrooms. Students will need to be provided with opportunities to write about the math concepts they are learning.
- We have seen shifts in the percentage of students not meeting the standards in math. The highest percentage (66.82) is in applying concepts and procedures. In math classes, there is a need to provide students with more opportunities to

explain their understanding of mathematical concepts verbally so they can then apply the required procedures.

**b. College Scholastic Assessment Test (SAT) and/or ACT results, including numbers/percentage of students taking the exams and percentage approved for the California State University (CSU) Early Assessment Program (EAP).**

SAT Results | In 2016, the College Scholastic Assessment Test switched to a new format. 53.42 % of students met the ELA Benchmark and 22.95% met the Math Benchmark. Prior to 2016, the average scores for reading, math, and writing have remained constant with a range from 391-410.

## 2016-17 SAT Scores

Grade 12 Enrollment	Number Tested	Total Meeting ELA Benchmark	Percent Meeting ELA Benchmark	Total Meeting Math Benchmark	Percent Meeting Math Benchmark
518	292	156	53.42	67	22.95

Current ELA or Mathematics Benchmark is the benchmark established by the College Board based on the new 2016 SAT test format.

## SAT Scores (Previous Format)

Year	Grade 12 Enrollment	Number Tested	Average Score: Reading	Average Score: Math	Average Score: Writing	Number of Scores >= 1500	Percent of Scores >= 1500
2014-15	337	155	391	410	391	16	10.32
2015-16	390	229	399	409	394	25	10.92

ACT Results | From 2014-17, there has not been much change in the average reading, math, writing, and science scores with a range from 17-19. The average percent of scores above 21 from 2014-17 is 28%.

## ACT Scores

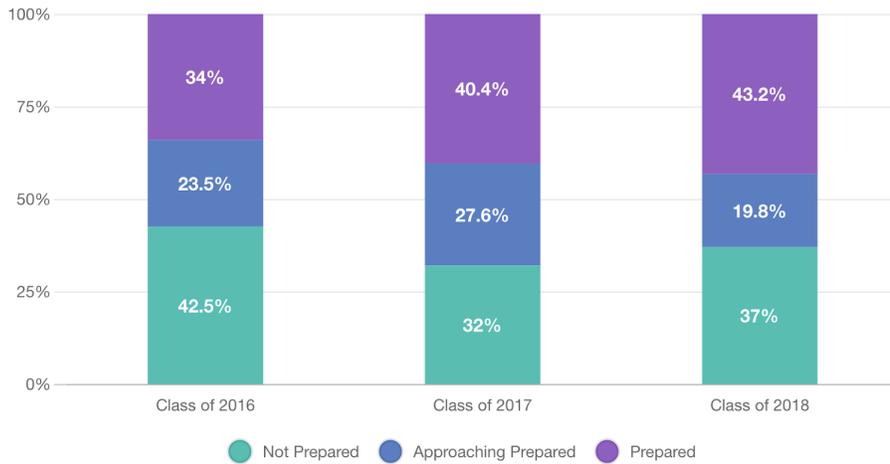
Year	Grade 12 Enrollment	Number Tested	Average Score: Reading	Average Score: Math	Average Score: Writing	Average Score: Science	Number of Scores >= 21	Percent of Scores >= 21
2014-15	337	53	18	16	19	18	12	22.64
2015-16	390	69	19	17	19	18	22	31.88
2016-17	518	74	19	18	19	19	22	29.73

Early Assessment Program | Each spring, all 11th grade students in California take the Smarter Balanced Summative Assessments for ELA and math. These assessments, which

are administered as part of the California Assessment of Student Performance and Progress (CAASPP) System, also serve as an indicator of readiness for college-level coursework in English and math and are used by the California State University (CSU) and participating California Community Colleges (CCCs) to determine Early Assessment Program (EAP) status. EAP status is reported on the California Dashboard. Over the last three years, Leuzinger students identified as “prepared” for college and career have steadily increased.

### College/Career

The percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.



### College/Career



Green

**43.2% prepared**

**Increased 2.7%**

#### EQUITY REPORT

Number of Student Groups in Each Color



### c. AP Data

Advanced Placement (AP) programs give students an opportunity to take college-level courses and exams while still in high school. All Leuzinger students qualify for a fee waiver and are only required to pay \$5 per exam. Students who receive a 3, 4, or 5 on their AP exams qualify for college credit at most of the nation’s colleges and universities. The average number of students participating in the AP program at Leuzinger High School has increased, and this may be due to either the increase in overall enrollment or the AP application process for students interested in taking AP courses. There were 1297 students enrolled in the AP program in 2014-15, 1402 students in 2015-16, and 1431 students in 2016-17.

The percentage of AP students with scores of 3 or higher was 32% in 2015, 33% in 2016, and 26.7%, in 2017. There was not much change in AP pass rates in 2015 and 2016; however, in 2017, there was a decline of 6.4%.

## AP Scores

Year	Grade 10-12 Enrollment	Enrollment 12	Number Tested	AP Score = 1	AP Score = 2	AP Score = 3	AP Score = 4	AP Score = 5
2014-15	1297	337	449	493	159	77	47	22
2015-16	1402	390	506	631	223	105	45	17
2016-17	1431	518	475	516	258	80	41	6

## AP Pass Rate by Subject

Subject	2016		2017		2018	
	# Tested	# Passed	# Tested	# Passed	# Tested	# Passed
Biology	29	2	-	-	86	7
Calculus AB	41	6	57	18	38	16
Calculus BC	-	-	-	-	15	9
Chemistry	19	0	-	-	14	0
Chinese Language / Culture	4	0	-	-	-	-
English Language Composition	140	16	87	9	107	22
English Literature and Composition	84	8	142	11	97	3
Environmental Science	17	1	24	2	12	1
Human Geography	21	3	-	-	-	-
Physics 1	30	0	22	2	27	0

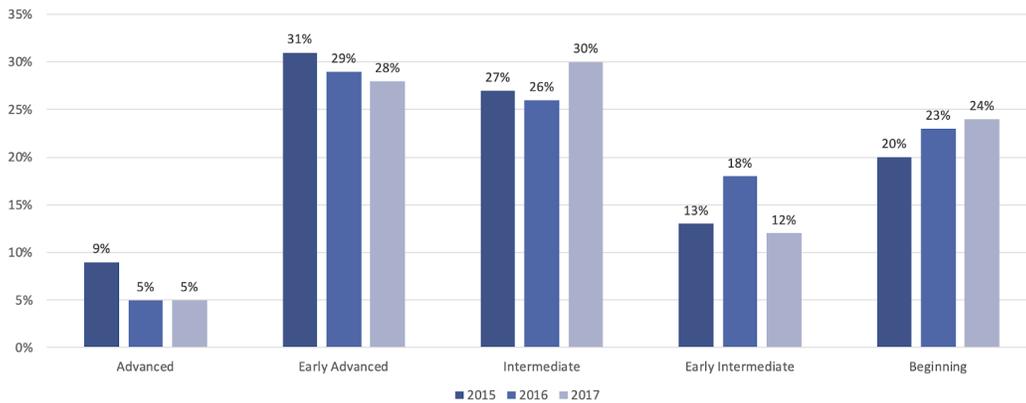
Psychology	77	6	54	7	51	8
Spanish Language and Culture	94	72	51	38	56	51
Spanish Literature and Culture	48	23	29	7	14	8
Statistics	49	2	56	8	25	0
Studio Art: 2-D Design	1	0	4	3	3	2
Studio Art: Drawing	2	2	2	1	5	3
US Government	80	3	132	3	62	3
United States History	172	20	128	9	98	16
World History	116	2	113	9	136	19

#### d. English Learner Proficiency Data

##### i. CELDT Assessment

From 2015 to 2017, there has been an increase in students scoring Beginning and Intermediate and a decrease in students scoring Early Advanced and Advanced on the CELDT.

### California English Language Development Test (CELDT) Results



##### ii. English Learner Reclassification Rate

In 2016-17, the percentage of EL students reclassifying increased by 13.8% from the previous year.

# English Learner Reclassification Rate

Year	English Learners	%	Fluent English Proficient Students	%	Redesignated FEP	%
2014-15	347	19.0	792	43.3	29	8.4
2015-16	383	19.8	836	43.2	29	8.4
2016-17	359	19.3	831	44.7	85	22.2

### iii. ELPAC Results

The ELPAC Overall Performance shows that 21.43% of our students have “well developed” oral and written skills, and the majority are students in the 10th grade. The indicator shows that our highest performance level for our students is in speaking. One hundred forty-eight (50.34%) of our students scored an overall performance level below 3. The results also show the areas that our students struggle with the most are in reading and written language.

## ELPAC Overall Performance

Performance Level	9 <sup>th</sup> Grade		10 <sup>th</sup> Grade		11 <sup>th</sup> Grade		12 <sup>th</sup> Grade		Total	
	#	%	#	%	#	%	#	%	#	%
Level 4	18	19.78	28	33.33	10	20.41	7	10.00	63	21.43
Level 3	28	30.77	21	25.00	12	24.49	22	31.43	83	28.23
Level 2	24	26.37	16	19.05	10	20.41	22	31.43	72	24.49
Level 1	21	23.08	19	22.62	17	34.69	19	27.14	76	25.85
Total	91	-	84	-	49	-	70	-	294	-

## ELPAC Oral Language

Performance Level	9 <sup>th</sup> Grade		10 <sup>th</sup> Grade		11 <sup>th</sup> Grade		12 <sup>th</sup> Grade		Total	
	#	%	#	%	#	%	#	%	#	%
Level 4	34	37.36	40	47.62	19	38.78	17	24.29	110	37.41
Level 3	20	21.98	17	20.24	11	22.45	33	47.14	81	27.55
Level 2	22	24.18	11	13.10	3	6.12	7	10.00	43	14.63
Level 1	15	16.48	16	19.05	16	32.65	13	18.57	60	20.41

## ELPAC Written Language

Performance	9 <sup>th</sup> Grade		10 <sup>th</sup> Grade		11 <sup>th</sup> Grade		12 <sup>th</sup> Grade		Total	
Level	#	%	#	%	#	%	#	%	#	%
Level 4	7	7.69	7	8.33	*	*	*	*	19	6.46
Level 3	16	17.58	25	29.76	*	*	*	*	58	19.73
Level 2	22	24.18	20	23.81	16	32.65	25	35.71	83	28.23
Level 1	46	50.55	32	38.10	24	48.98	32	45.71	134	45.58

## ELPAC Performance Level by Domain: Listening

Performance	9 <sup>th</sup> Grade		10 <sup>th</sup> Grade		11 <sup>th</sup> Grade		12 <sup>th</sup> Grade		Total	
Level	#	%	#	%	#	%	#	%	#	%
Well Developed	25	27.47	25	29.76	10	20.41	7	10.00	67	22.79
Somewhat/Moderately	36	39.56	38	45.24	20	40.82	32	45.71	126	42.86
Beginning	30	32.97	21	25.00	19	38.78	31	44.29	101	34.35

## ELPAC Performance Level by Domain: Speaking

Performance	9 <sup>th</sup> Grade		10 <sup>th</sup> Grade		11 <sup>th</sup> Grade		12 <sup>th</sup> Grade		Total	
Level	#	%	#	%	#	%	#	%	#	%
Well Developed	51	56.04	60	71.43	26	53.06	46	62.24	183	62.24
Somewhat/Moderately	26	28.57	9	10.71	10	20.41	13	19.73	58	19.73
Beginning	14	15.38	15	17.86	13	26.53	11	18.03	53	18.03

## ELPAC Performance Level by Domain: Reading

Performance	9 <sup>th</sup> Grade		10 <sup>th</sup> Grade		11 <sup>th</sup> Grade		12 <sup>th</sup> Grade		Total	
Level	#	%	#	%	#	%	#	%	#	%
Well Developed	8	8.79	12	14.29	1	2.04	5	7.14	26	8.84
Somewhat/Moderately	28	30.77	31	36.90	14	28.57	17	24.29	90	30.61
Beginning	55	60.44	41	48.81	34	69.39	48	68.57	178	60.54

# ELPAC

## Performance Level by Domain: Writing

Performance	9 <sup>th</sup> Grade		10 <sup>th</sup> Grade		11 <sup>th</sup> Grade		12 <sup>th</sup> Grade		Total	
Level	#	%	#	%	#	%	#	%	#	%
Well Developed	12	13.19	15	17.86	10	20.41	9	12.86	46	15.65
Somewhat/Moderately	55	60.44	50	59.52	26	53.06	50	71.43	181	61.56
Beginning	24	26.37	19	22.62	13	26.53	11	15.71	67	22.79

### d. Other Local Assessments

**i. End of course examinations, district benchmark assessments, and writing assessments; results of the diagnostic assessments indicating number of students reading at or below the 6th grade level or 880 lexile score and performing below the 7th grade level in math; formative curriculum-embedded assessments.**

The placement process for incoming 9th grade students into math and ELA courses relies on multiple sources of data and various opportunities for students to demonstrate proficiency. The ELA and math instructional coaches start prior to students' 9th grade year by dialoguing with feeder schools' administrators and math and ELA teachers. Discussions revolve around our school's course descriptions, placements, pathways, and graduation requirements. In addition, the conversations include the accountability systems in place, like the California Law SB359 for math placement and then our own accountability system for English placements. Middle school teachers and administrators are given access to a Google spreadsheet that allows recommendations for student placement. Recommendations are based on 8<sup>th</sup> grade courses and performance, SBAC Summative scores for 7<sup>th</sup> and 8<sup>th</sup> grade, and local accountability assessments. In March, 8th grade math and English teachers make initial recommendations for 9th grade course placements, and they are allowed to update recommendations until the end of the school year.

Students who are recommended for intervention support classes are invited to Summer Bridge to accelerate math and/or ELA skills, demonstrate proficiency, and possibly move up or out of intervention for the approaching fall semester. Students' final placements are based on evidence of students' grade-level proficiency in any of the multiple measures or recommendations. A student not demonstrating grade-level proficiency is placed in the appropriate support class, and a student who has no 8th grade teacher recommendation or any data from their feeder school takes placement tests to determine placement.

The Reading Inventory (RI) test determines grade-level reading proficiencies and is used to place students who register with no middle school data and to verify

correct placement and monitor growth for students in all ELA intervention classes. Within the first four weeks of school, all ELA intervention teachers diagnose students' basic skills with the RI test and a writing diagnostic. The RI is also given at the end of each semester to monitor growth and provide data for teachers who can recommend students up or out of intervention classes for the following semester. RI tests are also used within the ELD and SAI READ 180 support classes to monitor reading levels and growth throughout the year.

## ELA Interventions – Semester 1 and Placement Data 2017-18 School Year

**English 9 & Intensive 1 Cohort:** 50 Students Total  
1 student has no grades reported for English 9 & Intensive 1

English 9		Intensive 1 (READ 180)	
Pass (A-C)	D/F	Pass (A-C)	D/F
39 (78%)	10 (20%)	38 (76%)	11 (22%)
	Ds: 7 (14%)   Fs: 3 (6%)		Ds: 4 (8%)   Fs: 7 (14%)

- 25 Students grew in RI scores (50%)
- 4 Students from Intensive 1 moved up to Essentials (8%)
- 3 Students from Intensive 1 moved out of interventions to English 9 only (6%)

**English 9 & Essentials Cohort:** 102 Students Total

English 9		Essentials (E3D)	
Pass (A-C)	D/F	Pass (A-C)	D/F
87 (85%)	15 (15%)	95 (93%)	7 (7%)
	Ds: 9 (9%)   Fs: 6 (6%)		Ds: 6 (6%)   Fs: 1 (1%)

- 35 Students grew in RI scores (34%)
- 16 Students from Essentials moved out of interventions to English 9 only (16%)

**English 10 & Intensive 2 Cohort:** 14 Students Total

English 10		Intensive 2 (READ 180)	
Pass (A-C)	D/F	Pass (A-C)	D/F
12 (86%)	2 (14%)	13 (93%)	1 (7%)
	Ds: 2 (14%)   Fs: 0		Ds: 1 (7%)   Fs: 0

- 13 Students grew in RI scores (93%)
- 1 Student from Intensive 2 moved up to ELA Success (7%)

**English 10 & ELA Success Cohort:** 21 Students Total

English 10		ELA Success (E3D)	
Pass (A-C)	D/F	Pass (A-C)	D/F
2 (10%)	19 (90%)	12 (57%)	9 (43%)
	Ds: 5 (24%)   Fs: 14 (67%)		Ds: 7 (33%)   Fs: 2 (10%)

- 14 Students grew in RI scores (67%)
- 3 Students from ELA Success moved out of interventions to English 10 only (14%)

### Placement Changes to Criteria

To ensure accurate English Language Arts placement, CVUHSD will take into consideration the following measures:

1. Current ELA Course Enrollment and Semesters 1 Grade
2. Intervention or ELA Teacher Recommendations (based on students' writing samples and class work)
3. RI Lexile scores

Grade Level	RI Lexile Range (Far Below Basic & Below Basic)	RI Lexile Range (Below Basic)	RI Lexile Range (Proficient)
9	Below 880 English Intensive 1	880 – 1040 English Essentials & English 9	Above 1040 English 9 only
10	Below 910 English Intensive 2	910 – 1080 ELA Success & English 10	Above 1080 English 10 only

### Semester 2 ELA Intervention Enrollment (updated 30 January 2018)

- Intensive 1 cohort: 44 students
- Essentials cohort: 91 students

- Intensive 2 cohort: 14 students
- ELA Success cohort: 18 students

**ii. Other assessments/placement tests used by the school to diagnose and place students.**

The UCLA/UCSD Math Diagnostic Testing Project (MDTP) placement test for math is used to place students who register with no middle school data and to verify correct placement. Within the first four weeks of school, the MDTP diagnostic test, different from the MDTP placement test, is used to help verify placement as well as identify math content areas of strength and weakness. The diagnostic test is only administered for students who are enrolled in the math intervention courses. Currently, the MDTP diagnostic is still in a trial phase and students can exit from math intervention courses by teacher recommendation. Nevertheless, in the past two years, around 41% of students have taken the MDTP placement test (see table below); however, some of those students had middle school data and also chose to take the MDTP.

## 9th Grade Math Intervention Placement Criteria

9 <sup>th</sup> Grade Mathematics Course Offerings	Prerequisite Course	Student Profile	Inst. Setting
<b>Integrated Math I with Intervention</b> <i>taken concurrently with Math I</i>	Math 8	Student is not yet proficient with linear functions (solving linear equations and graphing lines). <i>A student does <u>not</u> necessarily need intervention if they are not proficient with fractions and decimals.</i>	Gen Ed
<b>Integrated Math I</b>	Math 8, meeting standards	Student is proficient with linear functions. They can solve multi-step equations and graph lines.	Gen Ed Co – Taught SAI
<b>Integrated Math I honors</b>	Math 8, exceeding standards	Student has mastery of linear functions, including solving complex multi-step equations, graphing lines, and solving multi-level problems. The honors Integrated pathway covers additional advanced concepts.	Gen Ed
<b>Integrated Math II honors</b>	Algebra 1, exceeding standards	Student has mastery in linear and quadratic functions. The honors Integrated pathway covers additional advanced topics.	Gen Ed

## MDTP Placement Test Administration Data

School Year	Total 9th grade Enrollment	Took MDTP	IM I (tested out of support)	IM I (tested in support)
17-18	495	145 (29%)	33 (23%)	112 (77%)
18-19	493	268 (54%)	84 (32%)	184 (68%)
<b>TOTALS</b>	<b>988</b>	<b>413 (41%)*</b>	<b>117 (29%)**</b>	<b>296 (71%***)</b>

\*Percent is based on total number of students who took the MDTP divided by total enrollment

\*\*Percent is based on denominator being the total number of students who took the MDTP

\*\*\*Percent is based on denominator being the total number of students who took the MDTP

### iii. Report card analyses percentage of Ds and Fs.

The percentage of D and F rates were at it lowest during the 2017-18 Quarter 1 grade reporting period. During the same school year, Q3 D and F rates increased by 9%. For the 2018-19 school year, Ds and Fs rate were at 23% total which is an increase of 6% from exactly one year before (2017-18 Q1). Grade Distribution rates are normally analyzed during departmental collaboration and interventions are planned and put in place to provide all students academic support.

## Grade Distribution Rates

Quarter	A	B	C	D	F
2017-18 Q1	43%	22%	13%	8%	9%
2017-18 Q3	26%	23%	19%	12%	14%
2018-19 Q1	34%	22%	17%	11%	12%

**iv. Other relevant local measures related to LCAP goals and priorities.**

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

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
<b>Science (grades 5, 8, and 10)</b>	36	23	30	25	60	56

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

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

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

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

**California Physical Fitness Test Results (School Year 2016-17)**

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
<b>9</b>	19.7	22.6	31.2

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

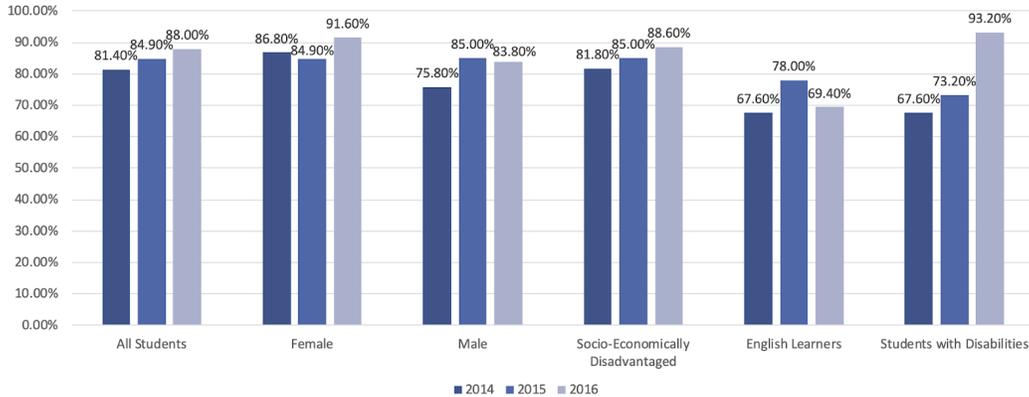
**5. LCFF Priority 5 - Pupil Engagement**



## a. Graduation Rate

Our graduation rate has been higher than district and state averages over the last three years. From 2014-2016, we saw an increase of 7.4% from 2014-16, and our 2017 graduation rate was 9.6% higher than the state's average graduation rate.

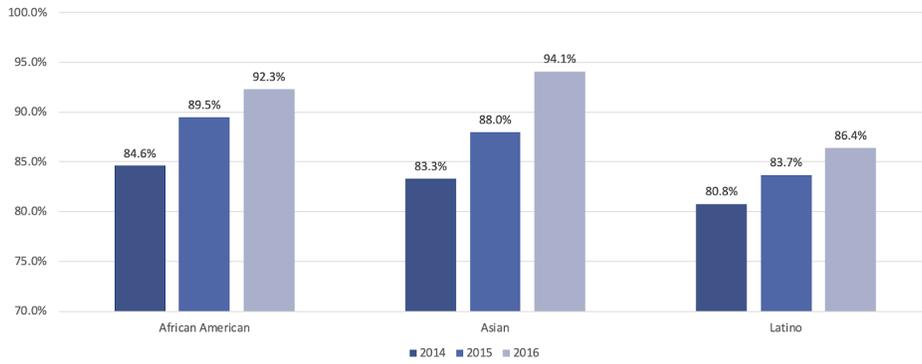
### Graduation Rates by Subgroups



### Graduation Rate by Subgroups

Subgroups	2014		2015		2016	
	Leuzinger	CVUHSD	Leuzinger	CVUHSD	Leuzinger	CVUHSD
All	81.4%	70.7%	84.9%	80.4%	88.0%	81.2%
Female	86.8%	76.8%	84.9%	84.3%	91.6%	88.7%
Male	75.8%	65.4%	85.0%	77.2%	83.8%	74.2%
Socio-economically Disadvantaged	81.8%	71.7%	85.0%	80.9%	88.6%	81.7%
English Learners	67.6%	57.7%	78.0%	70.9%	69.4%	69.7%
Foster Youth	-	-	69.2%	73.1%	77.8%	58.3%
Homeless youth	-	-	-	-	-	-
Students with Disabilities	67.6%	58.2%	73.2%	72.8%	93.2%	66.2%

## Graduation Rates by Ethnicity



## Graduation Rate by Ethnicity

Ethnicity	2014		2015		2016	
	Leuzinger	CVUHSD	Leuzinger	CVUHSD	Leuzinger	CVUHSD
African American	84.6%	70.5%	89.5%	85.5%	92.3%	83.6%
American Indian / Alaska Native	-	50.0%	-	66.7%	100%	66.7%
Asian	83.3%	84.8%	88.0%	90.7%	94.1%	86.1%
Filipino	100.0%	92.3%	75.0%	94.4%	100.0%	88.9%
Latino	80.8%	70.1%	83.7%	79.2%	86.4%	80.9%
Native Hawaiian / Pacific Islander	66.7%	65.0%	91.7%	76.5%	75.0%	60.0%
White	66.7%	58.5%	83.3%	73.9%	100.0%	80.8%
Two or more	87.5%	71.9%	57.1%	79.2%	93.3%	79.1%

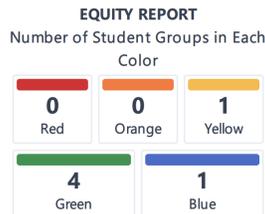
### Graduation Rate



Green

**92.7% graduated**

**Maintained 0.4%**



## b. Chronic Absenteeism

Chronic absenteeism is defined as missing school ten or more days for any reason, including excused absences. In 2017-18, Leuzinger chronic absenteeism rates were slightly higher than district average in most subgroups. Absenteeism is an ongoing issue at Leuzinger.

### Chronic Absenteeism Rate by Subgroups

Subgroups	2015-16		2016-17		2017-18	
	Leuzinger	CVUHSD	Leuzinger	CVUHSD	Leuzinger	CVUHSD
All	17%	21%	21%	20%	18%	17%
Female	17%	21%	19%	20%	18%	18%
Male	17%	22%	22%	19%	18%	17%
Socio-economically Disadvantaged	15%	19%	21%	20%	18%	17%
English Learners	20%	25%	26%	25%	21%	19%
Foster Youth	8%	27%	7%	25%	29%	19%
Homeless youth	43%	41%	50%	49%	53%	49%
Students with Disabilities	15%	25%	25%	23%	18%	20%

### Chronic Absenteeism Rate by Ethnicity

Ethnicity	2015-16		2016-17		2017-18	
	Leuzinger	CVUHSD	Leuzinger	CVUHSD	Leuzinger	CVUHSD
African American	18%	23%	22%	22%	21%	21%
American Indian / Alaska Native	0.0%	43%	0.0%	67%	0.0%	38%
Asian	10%	11%	10%	11%	9%	8%
Filipino	9%	11%	4%	7%	9%	6%
Latino	17%	20%	21%	19%	17%	16%
Native Hawaiian / Pacific Islander	14%	31%	31%	28%	30%	31%
White	35%	27%	32%	23%	29%	17%
Two or more	21%	29%	35%	33%	29%	26%

### c. Dropout Rate for Middle and High School

The dropout rate decreased by 4.3% over the last three years at Leuzinger. Our dropout rate is well below district and state averages.

Dropout Rate

Indicator	School			District			State		
	2015	2016	2017	2015	2016	2017	2015	2016	2017
Dropout Rate	8.4	6	4.1	12.2	11.3	7.4	10.7	9.7	6.7

### d. Tardiness Rate

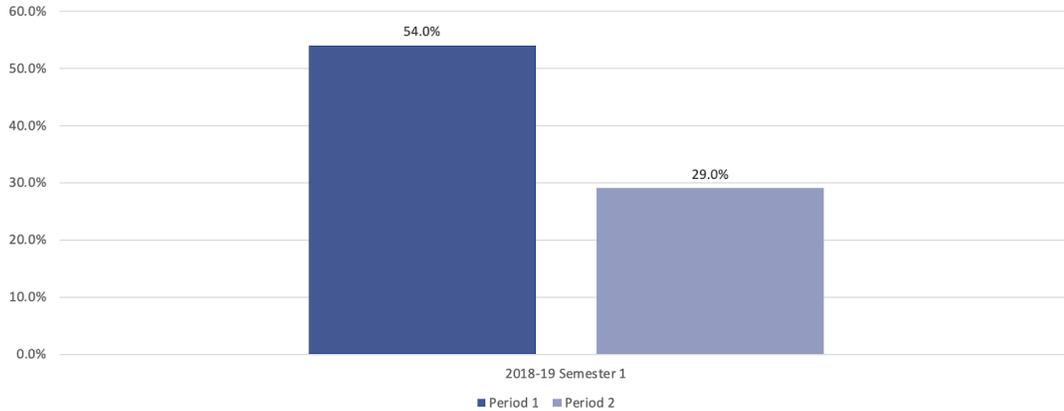
Tardiness has been an ongoing issue for us at Leuzinger High School. As an inner-city high school, we serve many families who live below the poverty line, and the effect of poverty on a student can be debilitating. To address this issue, we have strengthened our counseling services and have become restorative with our disciplinary approach to tardiness. We have been proactive by initiating conversations with district officials about changing the possible traffic patterns of our parking lot, which would help alleviate congestion in the morning and allow families to drop off their students in a much more timely and efficient manner. In addition, we track students in the morning using the HERO online system. We log student tardiness and use the data to set up student and parent School Attendance Review Team (SART) meetings and make recommendations for School Attendance Review Board (SARB).

Although the tardy problem persists year after year, our teachers continue to be at the forefront of our proactive approach by providing a welcoming atmosphere that is conducive to learning on a daily basis. Our PBIS model allows us to celebrate our on-time students while encouraging those who are tardy to improve their timeliness. Weekly “My Class Has Perfect Attendance” competitions are a fun and encouraging way that we celebrate timeliness as a school. At the sound of the tardy bell, teachers are asked to take roll on the PowerSchool system. If every student is present and has arrived on time, teachers are asked to place the “Perfect Attendance” poster outside their classroom doors. ASB students visit the winning classes with the Wheel of SPIRIT, and students are selected to spin the wheel for a chance to win a prize from our SPIRIT Menu.

Teachers are encouraged to call home and inform parents if a student is frequently late to class. Teacher collaboration coupled with our PowerSchool system allows us to identify students who are chronically absent or tardy. Furthermore, daily and consistent tardy sweeps help us maintain student accountability. Tardy sweeps occur every morning beginning at 8:15 am, and again after nutrition and lunch. Identified students are given warnings for first violations, and ongoing violations can result in lunch detention, Saturday School, or a SART contract.

## Tardy Rates

30 Minutes or More



### e. Average Daily Rate of Attendance

The average daily rate of attendance is the highest in the district.

## Average Daily Attendance by Subgroups

Subgroups	2015-16		2016-17		2017-18	
	Leuzinger	CVUHSD	Leuzinger	CVUHSD	Leuzinger	CVUHSD
All	95%	94%	94%	94%	95%	94%
Female	95%	94%	94%	94%	94%	94%
Male	95%	95%	94%	94%	95%	94%
Socio-economically Disadvantaged	95%	95%	94%	94%	94%	94%
English Learners	94%	94%	93%	93%	94%	93%
Foster Youth	94%	91%	94%	90%	92%	92%
Homeless youth	90%	91%	88%	86%	87%	85%
Students with Disabilities	94%	93%	93%	92%	94%	93%

Comparing our ADA rate with the district’s during the 2018-19 school year, Leuzinger has the highest attendance rate.

SITE	ADA (8/20/18 – 9/21/18)	ADA (9/24/18 – 10/19/18)	ADA (10/22/18 – 11/16/18)	ADA (11/19/18 – 12/14/18)
HW	96.46%	95.57%	95.24%	93.21%
LW	96.19%	95.55%	94.50%	92.28%
LZ	96.81%	95.78%	95.56%	93.36%
LL	86.20%	80.60%	81.70%	76.69%

**f. Other Local Survey Data**

According to the results of the WASC Teacher Survey, 94.83% of the teachers agree or strongly agree “that Leuzinger is a good environment for student learning,” while 5.17% disagree. Additionally, 86.21% of teachers agree or strongly agree that the “culture of Leuzinger is one which places a higher priority on the success of students than the convenience of adults,” while 13.79% disagree or strongly disagree.

	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE	TOTAL	WEIGHTED AVERAGE
I feel that LZ is a physically safe environment for students.	0.00% 0	10.34% 6	43.10% 25	46.55% 27	58	1.26
I feel that LZ is a good environment for student learning.	0.00% 0	5.17% 3	58.62% 34	36.21% 21	58	1.26
I feel that the administration supports instruction.	0.00% 0	8.62% 5	50.00% 29	41.38% 24	58	1.24
I feel that my department chair facilitates collaboration & curriculum alignment.	3.45% 2	8.62% 5	53.45% 31	34.48% 20	58	1.07
I feel that the time I have to collaborate with other teachers is used effectively.	6.90% 4	20.69% 12	41.38% 24	31.03% 18	58	0.69
I feel that the culture of LZ is one which places a higher priority on the success of students than the convenience of adults.	1.72% 1	12.07% 7	50.00% 29	36.21% 21	58	1.07

The results of the WASC - English and Spanish - Parent Survey show that 92.38% of parents agree or strongly agree that “Leuzinger High School prepares students to pursue education and career goals beyond high school,” while 7.62% disagree or strongly disagree. Moreover, 90.3% of parents feel that their “student receives appropriate support to help ensure academic success,” while 9.7% of parents disagree or strongly disagree.

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL
Students are involved in challenging learning experiences at Leuzinger HS.	38.93% 58	54.36% 81	6.04% 9	0.67% 1	149
Students are able to meet all requirements for graduation upon completing a four-year academic program.	45.03% 68	50.33% 76	3.31% 5	1.32% 2	151
LeuzingerHS regularly communicates student achievement to parents and community.	52.67% 79	40.00% 60	4.67% 7	2.67% 4	150
Leuzinger HS prepares students to pursue education and career goals beyond high school.	49.67% 75	42.38% 64	5.30% 8	2.65% 4	151
Leuzinger HS provides a nurturing learning environment.	38.26% 57	52.35% 78	6.04% 9	3.36% 5	149
School culture is characterized by high expectations.	36.67% 55	52.67% 79	9.33% 14	1.33% 2	150
School discipline is fair and consistent.	32.43% 48	56.76% 84	8.11% 12	2.70% 4	148
All students have the opportunity to participate in extracurricular activities including sports and clubs.	53.33% 80	42.00% 63	2.00% 3	2.67% 4	150
School grounds and facilities are clean and orderly.	40.00% 60	50.00% 75	8.00% 12	2.00% 3	150
The Leuzinger HS community is supportive of the school.	33.10% 48	62.07% 90	3.45% 5	1.38% 2	145
Students are comfortable asking staff for help with problems.	31.08% 46	51.35% 76	14.19% 21	3.38% 5	148
Students have a sense of belonging at Leuzinger HS.	31.54% 47	57.72% 86	8.72% 13	2.01% 3	149
Leuzinger HS offers a wide range of elective courses.	32.21% 48	55.70% 83	9.40% 14	2.68% 4	149
The administration provides good leadership that focuses on student achievement.	38.26% 57	53.69% 80	6.04% 9	2.01% 3	149
School leadership employs a wide range of strategies to encourage parental and community involvement.	35.33% 53	59.33% 89	4.00% 6	1.33% 2	150
My student receives appropriate support to help ensure academic success.	30.41% 45	58.11% 86	8.11% 12	3.38% 5	148
The teachers at Leuzinger HS are well prepared and act professionally.	32.89% 49	56.38% 84	6.71% 10	4.03% 6	149
The school has enough staff to meet the needs of my student.	32.00% 48	55.33% 83	8.67% 13	4.00% 6	150
The school has sufficient facilities and materials to meet the needs of my student.	31.54% 47	57.72% 86	8.05% 12	2.68% 4	149
Students have fair access to honors and advanced classes.	38.93% 58	56.38% 84	3.36% 5	1.34% 2	149

	MUY DE ACUERDO	DE ACUERDO	DESACUERDO	MUY EN DESACUERDO	TOTAL
Los estudiantes participan en experiencias de aprendizaje desafiantes en la escuela secundaria de Leuzinger.	48.28% 28	48.28% 28	3.45% 2	0.00% 0	58
Los estudiantes son capaces de cumplir con todos los requisitos de graduación al completar el programa académico de cuatro años.	55.93% 33	44.07% 26	0.00% 0	0.00% 0	59
La escuela secundaria de Leuzinger comunica regularmente los logros del estudiante a los padres y la comunidad.	61.02% 36	32.20% 19	5.08% 3	1.69% 1	59
La escuela secundaria de Leuzinger prepara a los estudiantes para continuar los estudios y objetivos de carrera mas allá de la educación secundaria.	71.19% 42	22.03% 13	6.78% 4	0.00% 0	59
La escuela secundaria de Leuzinger proporciona un entorno de aprendizaje.	56.90% 33	39.66% 23	3.45% 2	0.00% 0	58
La cultura escolar se caracteriza por las altas expectativas.	43.86% 25	50.88% 29	3.51% 2	1.75% 1	57
La disciplina escolar es justa y coherente.	44.83% 26	48.28% 28	5.17% 3	1.72% 1	58
Todos los estudiantes tienen la oportunidad de participar en actividades extracurriculares como deportes y clubes.	54.24% 32	40.68% 24	5.08% 3	0.00% 0	59
Terrenos e instalaciones de la escuela están limpios y ordenados.	62.71% 37	32.20% 19	5.08% 3	0.00% 0	59
La comunidad de la escuela secundaria de Leuzinger apoya a la escuela.	44.07% 26	49.15% 29	6.78% 4	0.00% 0	59
Los estudiantes se sienten cómodos pidiendo ayuda para resolver sus problemas.	38.98% 23	55.93% 33	5.08% 3	0.00% 0	59
Los estudiantes tienen un sentido de pertenencia a la escuela secundaria de Leuzinger.	50.00% 29	48.28% 28	1.72% 1	0.00% 0	58
La escuela secundaria de Leuzinger ofrece una amplia gama de cursos electivos.	49.15% 29	45.76% 27	5.08% 3	0.00% 0	59
La administración ofrece un buen liderazgo que se centra en el logro de los alumnos.	56.90% 33	39.66% 23	0.00% 0	3.45% 2	58
El liderazgo escolar emplea una amplia gama de estrategias para fomentar la participación de los padres y la comunidad.	52.54% 31	45.76% 27	0.00% 0	1.69% 1	59
Mi estudiante recibe el apoyo apropiado para ayudar a obtener el éxito académico.	59.32% 35	38.98% 23	1.69% 1	0.00% 0	59
Los profesores de la escuela secundaria de Leuzinger están bien preparados y actúan profesionalmente.	53.45% 31	39.66% 23	5.17% 3	1.72% 1	58
La escuela cuenta con el personal suficiente para satisfacer las necesidades de mi estudiante.	53.45% 31	39.66% 23	5.17% 3	1.72% 1	58
La escuela cuenta con instalaciones y materiales suficientes para satisfacer las necesidades de mi estudiante.	52.54% 31	42.37% 25	5.08% 3	0.00% 0	59
Los estudiantes tienen acceso equitativo a honores y clases avanzadas.	65.52% 38	32.76% 19	0.00% 0	1.72% 1	58
Entiendo la secuencia de los cursos y requisitos de graduación.	56.90% 33	41.38% 24	1.72% 1	0.00% 0	58
Mi estudiante está recibiendo una buena preparación para todos los exámenes estandarizados.	50.00% 29	46.55% 27	3.45% 2	0.00% 0	58
Los maestros proporcionan información suficiente y oportuna sobre el desempeño estudiantil.	49.15% 29	44.07% 26	3.39% 2	3.39% 2	59

## 6. LCFF Priority 6 - School Climate

### a. Suspension Rate

Suspension rates are consistently lower than the district, county, and state rates. On our California Dashboard, the suspension rate declined by 1.1% and all measurable subgroups saw declines in their suspension rates during the 2017-18 school year. The most notable decline in suspension rate is with our African American student population, with a decline by 4.2% from 2016-17 to 2017-18.

## Suspension Rate by Subgroups

Subgroups	2015-16		2016-17		2017-18	
	Leuzinger	CVUHSD	Leuzinger	CVUHSD	Leuzinger	CVUHSD
All	1.1%	2.5%	2.1%	3.5%	1.0%	3.4%
Female	0.8%	1.8%	1.5%	2.9%	0.5%	2.7%
Male	1.4%	3.1%	2.6%	4.0%	1.4%	4.0%
Socio-economically Disadvantaged	1.1%	2.7%	2.0%	3.5%	0.9%	3.1%
English Learners	0.5%	2.6%	1.2%	3.8%	0.9%	2.4%
Foster Youth	0.0%	10.6%	0.0%	3.8%	0.0%	3.7%
Homeless youth	1.7%	5.6%	12.5%	8.2%	0.0%	0.0%
Students with Disabilities	2.5%	4.8%	3.5%	8.2%	3.1%	5.5%

## Suspension Rate by Ethnicity

Ethnicity	2015-16		2016-17		2017-18	
	Leuzinger	CVUHSD	Leuzinger	CVUHSD	Leuzinger	CVUHSD
African American	3.3%	5.9%	5.0%	8.8%	0.8%	7.2%
American Indian / Alaska	0.0%	0%	0.0%	16.7%	0.0%	12.5%
Asian	0.0%	1.5%	0.0%	0.0%	0.0%	0.0%
Filipino	0.0%	0.0%	0.0%	0.0%	0.0%	1.5%
Latino	0.5%	1.8%	1.4%	2.5%	1.0%	2.3%
Native Hawaiian / Pacific Islander	0.0%	0.0%	3.4%	6.2%	3.7%	13.1%
White	0.0%	0.0%	0.0%	0.7%	0.0%	0.0%
Two or More	2.2%	4.0%	5.8%	4.1%	4.2%	8.9%

### Suspension Rate



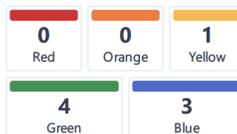
Green

**1% suspended at least once**

**Declined -1.1%**

#### EQUITY REPORT

Number of Student Groups in Each Color



## b. California Healthy Kids Survey or other School Conditions and Climate Surveys

According to the 2017-18 California Healthy Kids Survey (CHKS), the data reported “Very much true” when it came to students’ perception of Leuzinger’s school environment, specifically in the areas of school supports, caring adults in school, high expectation by the adults in school, and meaningful participation at school.

**Table A4.5**  
*School Environment Scales (Developmental Supports)*

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %	Table
<b>Total school supports</b>					
<i>Average Reporting “Very much true”</i>	29	21	20	25	
High	30	22	24	25	
Moderate	51	54	53	51	
Low	19	24	23	25	
<b>Caring adults in school</b>					
<i>Average Reporting “Very much true”</i>	29	22	20	27	A4.7
High	32	25	23	31	
Moderate	54	59	63	57	
Low	14	16	14	11	
<b>High expectations-adults in school</b>					
<i>Average Reporting “Very much true”</i>	44	30	30	37	A4.8
High	54	36	36	46	
Moderate	40	58	56	44	
Low	6	7	8	10	
<b>Meaningful participation at school</b>					
<i>Average Reporting “Very much true”</i>	16	11	11	11	A4.9
High	14	10	9	10	
Moderate	39	37	41	36	
Low	47	53	50	54	

Notes: Cells are empty if there are less than 10 respondents.

Table numbers refer to tables with item-level results for the survey questions that comprise each scale.

In terms of students' perception of Leuzinger's support for learning, CHKS reported that an average of 62% of students across grade levels agree or strongly agree that "teachers give students a chance to take part in classroom discussions or activities," while an average of 12% of students across grade levels disagree or strongly disagree. In addition, an average of 49% of students across grade levels agree or strongly agree that "the school promotes academic success for all students," while an average of 11.5% disagree or strongly disagree. When it comes to Leuzinger High School being "a supportive and inviting place for students to learn," an average of 55.5% of students across grade levels agree or strongly agree while 13% disagree or strongly disagree.

**Table N2.1**  
**Supports for Learning – Continued**

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>Teachers give students a chance to take part in classroom discussions or activities.</b>				
Strongly disagree	6	5	7	11
Disagree	3	4	5	8
Neither disagree nor agree	17	33	29	26
Agree	49	40	47	34
Strongly agree	26	18	13	21
<b>This school promotes academic success for all students.</b>				
Strongly disagree	4	7	4	11
Disagree	4	2	3	11
Neither disagree nor agree	28	48	50	32
Agree	45	30	33	26
Strongly agree	19	12	10	21
<b>This school is a supportive and inviting place for students to learn.</b>				
Strongly disagree	4	6	7	15
Disagree	1	8	5	6
Neither disagree nor agree	23	33	39	34
Agree	47	39	40	23
Strongly agree	25	15	10	23
<b>Teachers go out of their way to help students.</b>				
Strongly disagree	4	6	8	13
Disagree	7	8	5	13
Neither disagree nor agree	26	35	40	36
Agree	42	36	35	21
Strongly agree	21	15	12	17

*Question HS/MS N.5-7, 50: How strongly do you agree or disagree with the following statements about your school?... Teachers give students a chance to take part in classroom discussions or activities... This school is a supportive and inviting place for students to learn... Teachers go out of their way to help students... This school promotes academic success for all students.*

*Note: Cells are empty if there are less than 10 respondents.*

Student perception of fairness and respect reports that an average of 46.8% of students across grade levels agree or strongly agree that “adults at this school treat all students with respect,” while an average of 17% of students across grade levels disagree or strongly disagree with the statement.

**Table N3.1**  
***Fairness and Respect***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>Adults at this school treat all students with respect.</b>				
Strongly disagree	5	9	9	11
Disagree	7	11	8	8
Neither disagree nor agree	31	36	36	42
Agree	39	28	37	26
Strongly agree	18	16	10	13
<b>Students treat teachers with respect.</b>				
Strongly disagree	11	12	11	13
Disagree	18	16	11	19
Neither disagree nor agree	43	45	45	49
Agree	20	19	27	9
Strongly agree	9	7	7	9
<b>The school rules are fair.</b>				
Strongly disagree	5	9	9	12
Disagree	5	11	8	12
Neither disagree nor agree	32	39	43	43
Agree	45	28	34	24
Strongly agree	13	14	7	10
<b>All students are treated fairly when they break school rules.</b>				
Strongly disagree	8	9	10	13
Disagree	11	10	9	9
Neither disagree nor agree	34	42	42	43
Agree	34	28	31	21
Strongly agree	13	11	8	13

*Question HSMS N.10-13: How strongly do you agree or disagree with the following statements about your school?... Adults at this school treat all students with respect... Students treat teachers with respect... The school rules are fair... All students are treated fairly when they break school rules.*

*Note: Cells are empty if there are less than 10 respondents.*

Conversely, an average of 62.5% of students across grade levels disagree or strongly disagree with they have been “disrespected by an adult at this school because or race, ethnicity, or culture,” while only 6.3% agree or strongly agree with the statement.

**Table N3.2**  
**Respect for Diversity**

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>I have been disrespected by an adult at this school because of my race, ethnicity, or culture.</b>				
Strongly disagree	45	32	30	30
Disagree	30	25	26	32
Neither disagree nor agree	16	35	38	36
Agree	7	6	4	2
Strongly agree	2	2	2	0
<b>There is a lot of tension in this school between people of different cultures, races, or ethnicities.</b>				
Strongly disagree	29	21	24	23
Disagree	21	21	23	32
Neither disagree nor agree	36	48	45	45
Agree	11	8	7	0
Strongly agree	3	2	2	0
<b>Students in this school respect each other's differences.</b>				
Strongly disagree	10	9	10	15
Disagree	11	10	6	19
Neither disagree nor agree	31	47	50	40
Agree	34	25	27	17
Strongly agree	13	9	8	9
<b>Adults in this school respect differences in students.</b>				
Strongly disagree	7	8	7	17
Disagree	5	5	4	13
Neither disagree nor agree	23	47	47	36
Agree	48	24	30	23
Strongly agree	17	16	12	11

*Question HSMS N.36-39: How strongly do you agree or disagree with the following statements about your school?... I have been disrespected by an adult at this school because of my race, ethnicity, or culture... There is a lot of tension in this school between people of different cultures, races, or ethnicities... Students in this school respect each other's differences (for example, gender, race, culture, sexual orientation)... Adults in this school respect differences in students (for example, gender, race, culture, sexual orientation).*

*Note: Cells are empty if there are less than 10 respondents.*

### c. Expulsion Rate

Similar to our suspension rates, Leuzinger’s expulsion rates are lower than the district’s by both subgroups and ethnicity.

## Expulsion Rate by Subgroups

Subgroups	2015-16		2016-17		2017-18	
	Leuzinger	CVUHSD	Leuzinger	CVUHSD	Leuzinger	CVUHSD
All	0.3%	0.4%	0.0%	0.1%	0.0%	0.1%
Female	0.1%	0.1%	0.0%	0.0%	0.0%	0.0%
Male	0.4%	0.6%	0.0%	0.1%	0.1%	0.0%
Socio-economically Disadvantaged	0.3%	0.4%	0.0%	0.1%	0.0%	0.1%
English Learners	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	0.1%	2.1%	0.0%	0.0%	0.0%	0.0%
Homeless youth	0.0%	0.0%	0.0%	0.0%	0.0%	1.2%
Students with Disabilities	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

## Expulsion Rate by Ethnicity

Ethnicity	2015-16		2016-17		2017-18	
	Leuzinger	CVUHSD	Leuzinger	CVUHSD	Leuzinger	CVUHSD
African American	0.0%	0.0%	0.0%	0.3%	0.0%	0.2%
American Indian / Alaska Native	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0.0%	0.0%	0.0%	0.0%	1.1%	1.0%
Filipino	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Latino	0.3%	0.0%	0.0%	0.0%	0.0%	0.0%
Native Hawaiian / Pacific Islander	0.0%	0.0%	0.0%	0.0%	0.0%	1.6%
White	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Two or more	1.1%	0.8%	0.0%	0.0%	0.0%	0.6%

### d. Discipline Referrals

The referral process has changed dramatically at Leuzinger High School since the 2015-2016 school year, and this is a result of an evolving PBIS program that promotes positive behavior and proactive behavior management in classrooms and around campus. Leuzinger PBIS is based on a behavior prevention model of three “tiers” of

intervention, and these tiers serve as the framework through which decisions about behavioral, academic, and attendance interventions are made. The tiers help Leuzinger teachers and administrators prioritize the type and intensity of interventions for behavior that students receive.

Leuzinger teachers have contributed to the low rates of office discipline referrals (ODRs) and suspensions by accepting a greater role in behavior management. As the landscape of behavior management has evolved, our teachers have evolved along with it. Leuzinger teachers, with an understanding of the connection between proper behavior and academic achievement, contribute to teaching behavior expectations in addition to teaching subject matter. All Leuzinger students receive Tier 1 interventions, which are often preventative in nature and aimed at creating a positive and reinforcing learning environment. Leuzinger teachers are trained to manage Tier 1 behavior by attempting four to five behavior interventions of their own before submitting an ODR for a student to see an administrator. Through several professional development opportunities, teachers on this campus are well equipped and trained to initiate various Tier 1 behavior interventions. The change in behavior management has contributed to a consistent drop in the amount of ODRs submitted by Leuzinger teachers.

During the the 2015-2017 school years, teachers used a behavior management system called HERO to submit ODRs. Throughout the 2015-16 school year, Leuzinger teachers submitted 143 ODRs, and approximately 93% of students went through 2015-16 the school year without receiving any ODR. During the 2016-2017 school year, Leuzinger teachers submitted 75 ODRs, and approximately 96% students finished the year without one. Lastly, during the 2017-2018 school year, teachers submitted 60 ODRs, and approximately 97% of students did not receive one.

As of 2018-2019, Leuzinger High School teachers and administrators began using a different method to manage behavior data. When using the HERO system, administrators were unable to send real-time feedback to teachers regarding the ODR and the interventions that were attempted, as using the system application prevented Leuzinger administration and teachers from capturing the specific data points necessary to make the appropriate data-driven decisions. Currently, teachers and administrators no longer use the HERO behavior management system to manage ODRs; instead, a more user-friendly Google Form was created for teachers to submit ODRs, and the new form also gives our administration an opportunity to capture data that is more specific to our student population.

#### **e. Student Participation in Extracurricular Activities**

Student Activities | Leuzinger currently has 55 approved student clubs for the 18-19 school year. This means around 550 or more students are currently participating in clubs. Student clubs can be formed at any time throughout the year, so that the student participation number can change at any time before the school year ends. The only real restriction on creating a student club is that there cannot be clubs that are too similar;

in other words, every club should serve a different purpose. To start a student club requires a minimum of ten students and a certificated staff member (usually a teacher) to be the club's advisor. The ten or more students must then hold elections for the four board positions: President, Vice President, Treasurer, and Secretary. Once the board is set, the students and advisor draw up a constitution that states the club's purpose and the by-laws that will govern it. After the completed constitution is submitted, ASB students will vote on whether or not to approve the club. ASB approval of a student club allows that club to conduct fundraisers, make schoolwide announcements, and use the school facilities for club purposes. Some clubs opt to conduct business, such as fundraisers, and some clubs are simply service clubs.

Student Athletics | Athletics has remained generally consistent in terms of its participation and offerings over the past three years. The sports that continue to field multiple teams and draw strong participation are boys and girls basketball, boys and girls soccer, softball, football, and girls volleyball. These sports continually have the largest number of students who come to try out. Although baseball, cross country, and boys volleyball have not grown in terms of population and teams, they continue to offer a competitive and exciting experience for our students. Unfortunately, our tennis program was cut due to low participation. In order to participate in athletics at Leuzinger, a student must possess a minimum 2.0 grade point average, complete a physician's physical, and provide proof of medical insurance with a minimum coverage of \$1500. All Olympian students are welcome to try out for the variety of sports that are offered, and they are also encouraged to participate in multiple sports. Students are made aware of tryouts through a variety of sources; announcements are made daily, the same announcements are emailed to students, and students can also see posters of athletics information around campus, as ASB will make posters with tryout or game information. A variety of teams have had great success on and off the field; over the past three years, Leuzinger Athletics has brought home multiple playoff appearances, three league titles, over forty all-league selections, and Player of the Year awards. Our greatest recent success was our first California Interscholastic Federation Southern Section Championship in girls basketball.

**f. Other Local Measures Including Crime Statistics, and Surveys of Pupils, Parents, and Teachers on the Sense of Safety and School Connectedness.**

Lawndale, California has a crime index rate of 30 (where 100 is the safest). This means that Lawndale is safer than 30% of U.S. cities. The chance of becoming a victim of either violent or property crime in Lawndale is 1 in 45. Based on FBI crime data, Lawndale is not of the safest communities in America. Relative to California, Lawndale has a crime rate that is higher than 52% of the state's cities and towns of all sizes.

## Lawndale Annual Crime Rate

	Violent	Crime	Total
Number of Crimes	196	535	731
Crime Rate (per 1000 residents)	5.91	16.14	22.05

According to the 2018 Leuzinger WASC Parent Survey, about 92.7% of parents reported that they feel their students are safe on the Leuzinger campus, 91.8% feel that students have a sense of belonging at Leuzinger, and 91.8% feels that Leuzinger provides a nurturing learning environment.

### Parent Survey (English)

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL
I feel my student is safe on the Leuzinger campus.	34.01% 50	56.46% 83	6.12% 9	3.40% 5	147
Students have a sense of belonging at Leuzinger HS.	31.54% 47	57.72% 86	8.72% 13	2.01% 3	149
Leuzinger HS provides a nurturing learning environment.	38.26% 57	52.35% 78	6.04% 9	3.36% 5	149

### Parent Survey (Spanish)

	MUY DE ACUERDO	DE ACUERDO	DESACUERDO	MUY EN DESACUERDO	TOTAL
La declaración de la misión de la escuela secundaria de Leuzinger refleja las creencias de la comunidad.	49.15% 29	49.15% 29	0.00% 0	1.69% 1	59
El liderazgo escolar emplea una amplia gama de estrategias para fomentar la participación de los padres y la comunidad.	52.54% 31	45.76% 27	0.00% 0	1.69% 1	59
Todos los estudiantes tienen la oportunidad de participar en actividades extracurriculares como deportes y clubes.	54.24% 32	40.68% 24	5.08% 3	0.00% 0	59

## 7. LCFF Priority 7 - Access to a Broad Course of Study

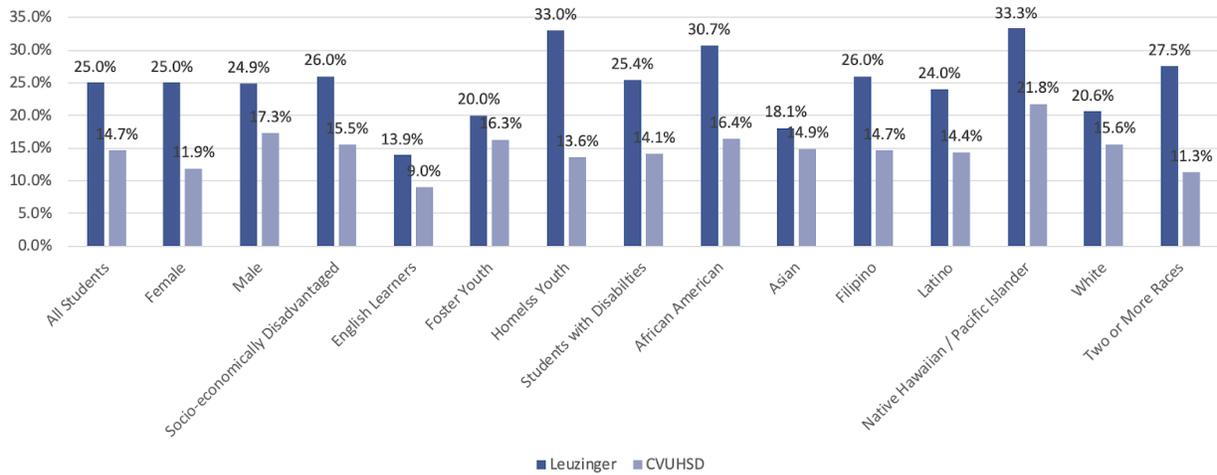
### a. Students Who Are Career and/or College Ready

The College and Career indicators are measured by:

- College- A-G completion
- Career- CTE completion (2+ course in the same career sequence as indicated by CALPADS codes for academy CTE electives)

Leuzinger's CTE completion rates, in aggregate and by subgroups, are significantly higher than the district's overall. Additionally, our current enrollment rates have increased so the 2018-19 CTE completion rates will continue to increase.

# CTE Course Enrollment Rates



## CTE Completion Rate by Subgroups

Subgroups	Class of 2017	
	Leuzinger	CVUHSD
All	37%	20.3%
Female	32.9%	15.2%
Male	41%	25%
Socio-economically Disadvantaged	36.6%	20.9%
English Learners	32.6%	15.8%
Foster Youth	50%	27.3%
Homeless youth	66.7%	12.5%
Students with Disabilities	48.6%	20.9%

## CTE Completion Rate by Race

Subgroups	Class of 2017	
	Leuzinger	CVUHSD
African American	42.9%	21.8%
American Indian / Alaskan Native	0%	0%
Asian	38.7%	30.6%
Filipino	30.0%	21.1%
Latino	35.9%	20%
Native Hawaiian / Pacific Islander	33.3%	20%
White	42.9%	18.2%
Two or more races	23.1%	9.3%

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 Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of pupils participating in CTE	666
% of pupils completing a CTE program and earning a high school diploma	94.44
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

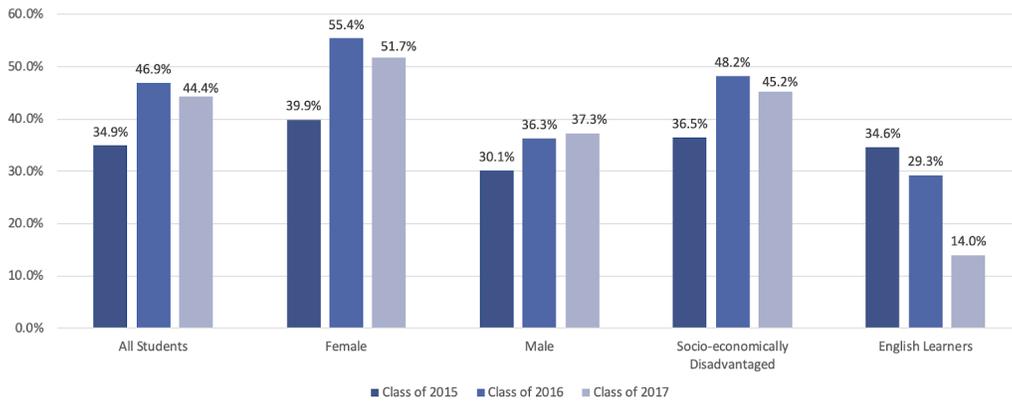
### Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission	97.57
2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission	46.86

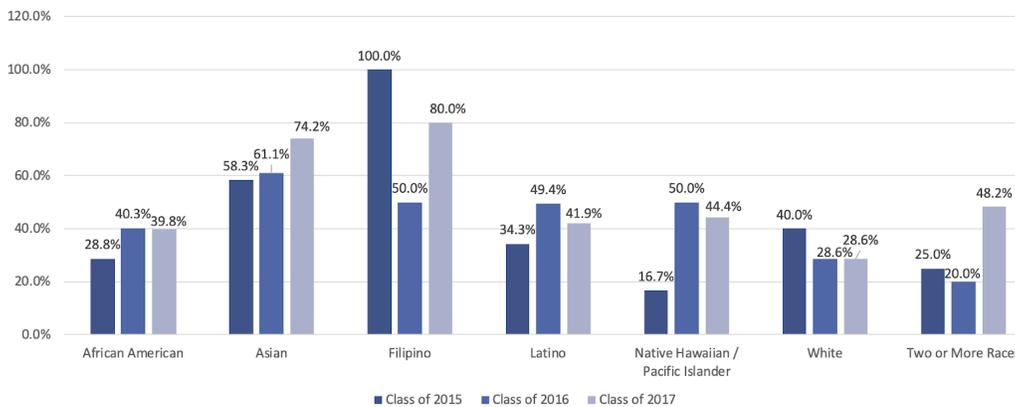
**b. Number of Students Meeting UC A-G Requirements. Number of Students Enrolled in UC Approved Courses.**

Over the last two years, Leuzinger High School saw a significant increase in A-G Course Completion, the peak of which was achieved by the Class of 2016. A majority of students received most of their UC requirements for English, mathematics, and social science courses, and an average of 91% of students completed their UC requirement for English.

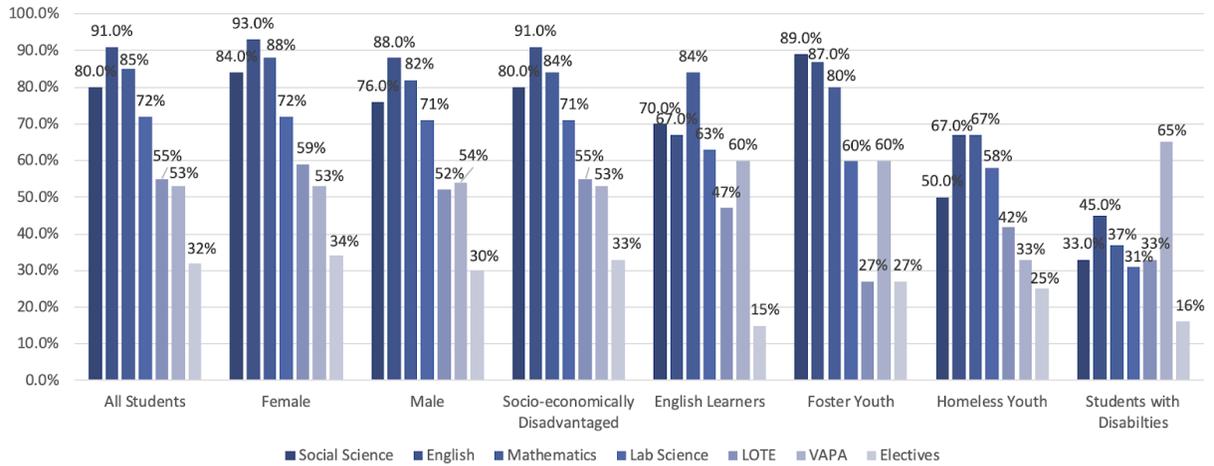
**A-G Course Completion Rate  
by Subgroups**



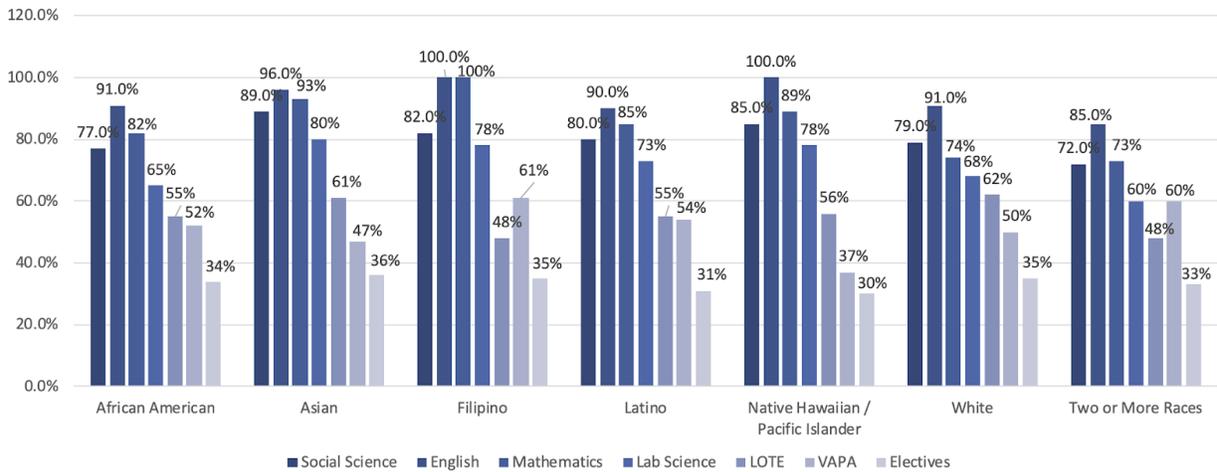
**A-G Course Completion Rate  
by Ethnicity**



## Students Meeting UC Requirements by Subgroups



## Students Meeting UC Requirements by Ethnicity



## 8. LCFF Priority 8 - Other Pupil Outcomes

a. District policies/school financial support Expenditures per pupil. Monies from other funding sources, e.g., Title I, grants, foundations.

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

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	9036.47	1547.15	7489.32	71171.11
District	N/A	N/A	8657.80	\$75,050
Percent Difference: School Site and District	N/A	N/A	-13.5	2.8
State	N/A	N/A	\$6,574	\$82,770
Percent Difference: School Site and State	N/A	N/A	13.9	-14.0

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

In addition to general state funding, Centinela Valley Union High School District receives state and federal categorical funding for special programs. For the 2016-2017 school year, the district received federal, state, and local aid for the following categorical, special education, and support programs for this site:

- Vocational Programs (Perkins)
- California Careers Pathway Trust
- Career Technical Education Incentive Grant
- California Partnership Academies
- Title I, II, III
- Department of Rehabilitation
- Lottery: Instructional Materials
- Prop 39: California Clean Energy Jobs Act funding
- Special Education
- State Lottery
- Mandated Block Grant funding
- Other Local: Locally Defined

**b. Other pupil outcomes as described in Education Code or by local districts.**

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

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

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	1999-2000	2004-2005
Year in Program Improvement*	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	4
Percent of Schools Currently in Program Improvement	N/A	100

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

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

Subject	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	19	79	49		21	52	59		21	60	57	
Mathematics	22	39	53		24	28	53		23	25	37	
Science	23	24	40		26	13	49		27	10	49	
Social Science	23	25	43		24	17	53	1	26	14	53	

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

**E. Schoolwide Learner Outcomes**

- a. Using data generated in this profile and other sources (perception data, results of examining student work, observations, etc.), comment on the degree to which the students are achieving all the identified schoolwide learner outcomes.

Leuzinger students are working towards becoming college- and career-ready individuals by developing and managing a clearly articulated post-secondary plan that is aligned with their academic and/or career goals and personal passions in our AVID, CTE, and Upward Bound programs. Based on the CA School Dashboard, 43.2% of Leuzinger students are college and career ready.

Leuzinger students are working towards becoming effective communicators by expressing thoughts and articulating ideas through verbal, non-verbal, written, and technological means. Students participate in DII and Pro Talk strategies. All teachers have access to protalk strategies to use in the classroom. Additionally, 9th and 10th grade students all have Chromebooks, and teachers have access to laptop carts and three on-campus computer labs. Many of our teachers use Canvas and other educational technology resources as an integral part of instruction. The use of technology as a form of communication supports our schoolwide learner outcome of having effective communicators via technological means. All students have access to use

google email to communicate with teachers about instruction and to collaborate with their peers using google drive.

Leuzinger students are working towards becoming ethical leaders by demonstrating leadership through effective decision making and self-management, and by understanding their personal strengths and weaknesses. Our pillars of SPIRIT (Success, Pride, Integrity, Respect, Inspiration, Trust) are promoted in class, on classroom posters, via PA announcements, and on LTV. Students have access to five counselors, two school psychologists, one social worker, and the Wellness Center. Students participate in community circles with the RTI specialists and administrators that focus on a variety of topics ranging from classroom behavior to attendance. When in conflict with other students, they participate in restorative circles where they are asked to reflect and work through the conflict together. Our students growth as ethical leaders have contributed to the decreased suspension, expulsion and referral rates at Leuzinger.

Leuzinger students are working towards becoming independent and collaborative critical thinkers and problem solvers by exercising critical thinking skills to independently and collaboratively address the nature of a problem and propose creative solutions. Students are asked to defend their analysis in essays, research projects, science labs, and math problems. Students also participate in debates and Socratic seminars.

Leuzinger students are working towards becoming socially aware and responsive community members by acting as productive citizens who serve in their community to help improve the quality of life for those around them. For example, students participate in community service projects, on and off campus, through AVID, ASB, and Key Club. We currently have over 50 clubs which represents approximately 600 students that are actively involved in community service. Overall, Leuzinger students are making meaningful progress towards achieving the schoolwide learner outcomes.

## **F. Perception Data**

- a. In order to elicit feedback on how our stakeholders view Leuzinger High School, we conducted several surveys. One of our primary surveys was conducted this school year by the administrative team. The survey was given to students (342 completed), parents (210 completed), teachers (58 completed), and classified staff (10 completed).

The data we analyzed from the teachers' survey overwhelmingly supports what has been noted in the WASC report; also, it mirrors the data received in the California Healthy Kids survey.

In analyzing data received from the teacher survey, there were several areas of strength that we identified:

- An average of 90.5% of teachers who completed the survey indicated they feel Leuzinger is a good environment for student learning where a priority is placed on the success of students which helps create success for them.
- An average of 85.3% of teachers surveyed indicated they feel students have the intellectual ability and skills to learn the content of the courses, use outside support, and understand the requirements needed for graduation.
- An average of 89.6% of teachers surveyed feel that Leuzinger is a physically safe environment for students.
- An average of 86.1% of teachers surveyed feel administration supports instruction and the counseling office provides support and access for students.

The following area is noted as an area of growth:

- An average of 55% of teachers surveyed feel the discipline policies are effective in maintaining an effective learning environment.

An analysis of the data we received from the students shows several areas of strength:

- An average of 86% of students surveyed feel the classes are challenging and they are aware of graduation requirements.
- An average of 83% of students surveyed feel teachers enforce rules on hurting others.
- An average of 81% of students surveyed feel they receive encouragement about life beyond high school and there are adults who help them understand.

The following is noted as an area of growth:

- An average of 71% of students surveyed feel their peers understand rules about hurting others.

An analysis of the data received from the parent survey shows several areas of strength:

- An average of 90% of parents surveyed believe their students are involved in challenging learning experiences, receive appropriate support for academic success, have access to honors and AP classes, are able to participate in a variety of learning activities (presentations, projects, written assignments and group work), use technology and the skills they are learning reflect what is needed for success in today's world, and that leadership focuses on student achievement.
- An average of 90% of parents surveyed believe Leuzinger provides a nurturing environment with high expectations. Staff is available to provide help with problems, and students have a sense of belonging at the school. The teachers are well prepared and act professionally, and there is enough staff to meet the needs of students.
- An average of 90% of parents surveyed feel school leadership employs strategies to encourage parental and community involvement. Parents are able to communicate with teachers, counselors and administration. They are aware of parent involvement opportunities and have sufficient opportunities for them to learn about the teaching and learning process at Leuzinger.

- An average of 90% of parents surveyed feel their student is safe on the Leuzinger campus. There are sufficient materials and facilities to meet the needs of students, and the facilities are clean and orderly.

The following is noted as an area of growth:

- An average of 79% of parents surveyed believe teachers provide sufficient and timely feedback on student achievement.

An analysis of data received from the classified survey showed several areas of strength:

- An average of 90% of the classified staff surveyed feel the campus is well maintained and safe.
- An average of 85% of the classified staff surveyed feel the school communicates effectively with parents and there are opportunities for parent involvement.
- An average of 90% of the classified staff surveyed feel there are high academic expectations and Leuzinger is providing a quality education.
- An average of 90% of classified staff surveyed feel supported and respected, that Leuzinger is a collaborative environment, and that administration is accessible.
- 100% of classified staff surveyed indicate they are aware of the school goals.
- An average of 95% of classified staff surveyed feel there is effective counseling support and there are opportunities for students to be involved in extracurricular activities.
- An average of 80% of classified staff surveyed feel they are satisfied with their role at the school.

The following is noted as an area of growth:

- An average of 70% of classified staff surveyed feel the curriculum is rigorous.

## School Profile Data Summary

By examining schoolwide student performance data, we see the following immediate critical areas of student need, which are essentially the same critical areas of need identified for the development of the Single Plan for Student Achievement.

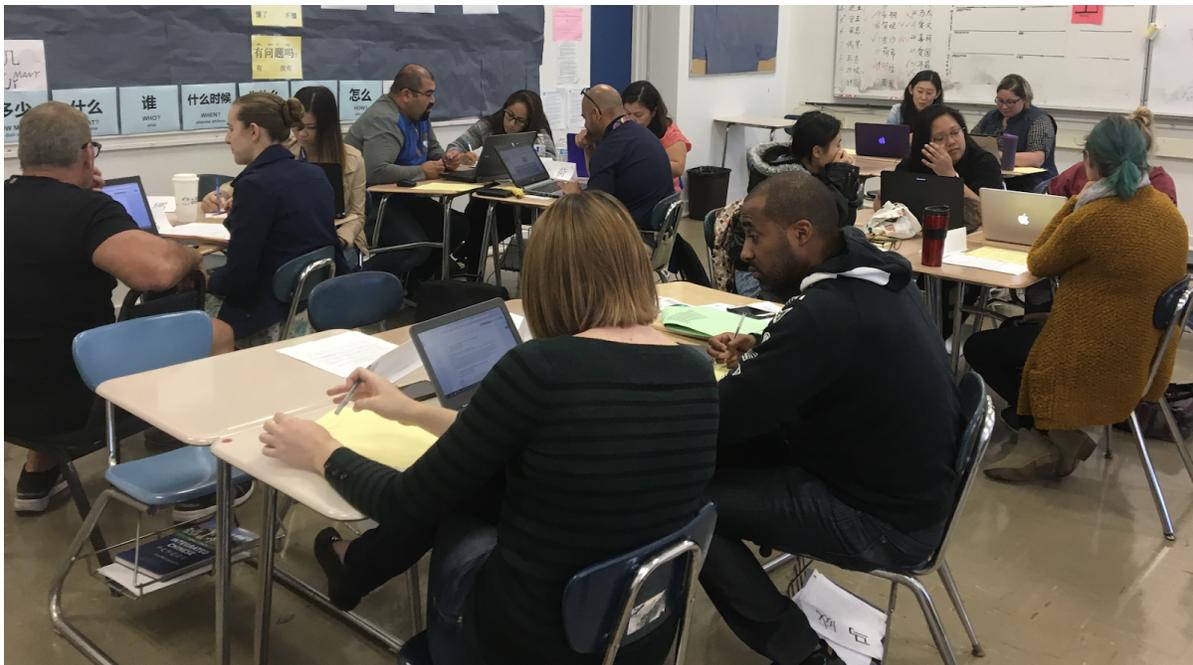
- Increase levels of literacy and numeracy skills by 2% while closing the achievement gap between higher- and lower-performing subgroups.
- Increase overall attendance rate by 2% by 2019-2020.
- Increase post-secondary opportunities by 10% by increasing participation in college- and career-prep programs.

The focus groups need to consider the following questions in their analysis of school programs:

1. What areas of strength exist to support all students in graduating from Leuzinger High School college and career ready? (A-G, testing as college ready, English Proficient, literacy and numeracy skills)
2. What obstacles prevent all students from graduating from Leuzinger High School college and career ready? (Ds in core classes, lack of knowledge about college/career programs, attendance)

# Chapter III

## Self-Study Findings



# CATEGORY A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources

## Leader:

Strawn Holmes | RTI Specialist

## Certificated Staff:

Tarin Almstedt | English Teacher

Mauricio Arambula | World Language Teacher

Alex Cardenas | Mathematics Teacher

Maria Diaz | World Language Teacher

Tamika Dyson | Mathematics Teacher

Lourdes Franco | World Language Teacher

LaVaughn Marshall | English Teacher

Bert McCoy | English Teacher

Valerie Meyer | CTE Culinary

Rah Romero | Social Science Teacher

Amy Saad | Mathematics Teacher

Sonia Saldana | World Language Teacher

Sigmund Singleton | Special Education Teacher

Jose Talbott | Visual Arts Teacher

Jane Tran | English Teacher

Maichi Tran | Mathematics Teacher

Emily Tran | Mathematics Teacher

## Counselors:

Carol Erickson | Counselor

Chantal Ifrah | School Psychologist

## Classified Staff:

America Saucedo | Paraeducator

Marshawnna Cooper | Paraeducator

Liz Contreras | Principal's Secretary

Emeli Foni | Secretary 1

Oralia Diaz | Records Clerk

Omar Cabrera | Maintenance & Operations

Adrianna Amezcua | Maintenance & Operations

Vickey Laney | Cafeteria Manager

Jose Poot | Maintenance & Operations

Carlos Fornelli | Plant Manager

## Students:

Karla Ramos

Noelia Covarrubias

Samantha Nguyen

Ariana Orozco Lopez

Megan Paet

Stephanie Tran

Barry Wilson Jr

Derreck Hawthorne II

Anai Barzola Herrera

Cristina Gonzalez

Claudia Palomares

Allanah Smith

Janie Alonzo

Maria Castaneda

Marvell Pamilton

## Parents:

Nickiea Proctor

Teresa Palma

**A1. VISION AND PURPOSE CRITERION**

The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, current educational research, the district Local Control and Accountability Plan (LCAP), and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, the school’s purpose is defined further by schoolwide learner outcomes and the academic standards.

**Vision – Mission – Schoolwide Learner Outcomes – Profile**

**A1.1. Indicator:** The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, and a belief that all students can learn and be college and career ready.

**A1.1. Prompt:** *Evaluate the degree to which the development of the school’s statements has been impacted by pertinent student/community profile data, the district LCAP, identified future global competencies, current educational research and an overall belief that all students can learn and be college and career ready.*

Findings	Supporting Evidence
<p>Leuzinger High School’s statements have been impacted by pertinent student/community profile data, the district LCAP, identified future global competencies, current educational research, and an overall belief that all students can learn and be college and career ready. At Leuzinger High School, we strive to ensure that we set high standards for student achievement and college and career readiness.</p> <p>The critical learner needs in our school wide action plan directly relate to data we have reviewed as a staff. The literacy and numeracy goals, attendance goals and increase of postsecondary opportunities are derived from the data (SBAC proficiency rates, attendance rates, A-G rates and college and career readiness rates).</p> <p>Based on behavioral data collected from teachers via Office Discipline Referrals, log entries, suspensions, and expulsions, the Leuzinger High School leadership team institutionalized behavioral expectations for our students that lead to college and career readiness. Our behavior expectations are represented by the acronym SPIRIT, which stands for SUCCESS, PRIDE, INTEGRITY, RESPECT, INSPIRATION, and TRUST.</p> <p>At Leuzinger, we have our SPIRIT acronym that represents the behavioral expectations we have for our students. We have a system that teachers can use to give students SPIRIT points if they exemplify the SPIRIT pillars. For example, the R in SPIRIT is for Respect, so if students exemplify respectful behavior, they can be rewarded with a SPIRIT point. The HERO system allows</p>	<p><a href="#">Mission and Vision Statement</a></p> <p>SPSA Critical Learner Needs</p> <p><a href="#">SPIRIT</a></p>

<p>us to evaluate the number of students exemplifying the various SPIRIT pillars.</p> <p>We also have a graduate profile that our district helped formulate with a team of teachers from the schools in our district. The district graduate profile also represents our schoolwide learner outcomes.</p> <p>Through a year-long process, beginning with a graduation plan, our academic counselors thoroughly evaluate all seniors in order to make sure our students are assisted with making decisions regarding their post-high school aspirations. Academy academic case managers also evaluate all academy seniors throughout the year in order to assist them with post-secondary and/or career pathway choices.</p> <p>All of our schoolwide learner outcomes and critical learner needs are aligned with the district LCAP goals. The behavioral expectations set forth through PBIS are supported through the LCAP with funds for incentives and funds for enacting PBIS at the school. In addition, the LCAP supports our mission and vision by providing funds to support college and career readiness and academic success via field trips, workshops, college senior day, professional development for staff, and a number of other activities noted in the LCAP.</p>	<p><a href="#">CVUHSD Graduate Profile Poster</a></p> <p><a href="#">LCAP Goals</a></p>
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**Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes**

**A1.2. Indicator:** There are effective processes in place to ensure involvement of all stakeholders in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.

**A1.2. Prompt:** *Evaluate the effectiveness of the processes that engage representatives from the entire school, the district board, business, and the community in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.*

<b>Findings</b>	<b>Supporting Evidence</b>
<p>Leuzinger High School successfully engages representatives from the entire school community, the district board, and local businesses in the periodic refinement of our vision, mission, schoolwide learner outcomes, and critical learner needs.</p> <p>The district administration holds LCAP listening tours to solicit feedback from all stakeholders. Specifically, they come to the school to set up district meetings with the following stakeholders:</p> <ul style="list-style-type: none"> <li>● Students outside at lunch</li> <li>● ASB students</li> <li>● Parents, community members, and staff at quarterly LCAP nights</li> </ul>	<p>Survey Monkey Data</p> <p>LCAP Meetings</p>

<ul style="list-style-type: none"> <li>● Site Staff at semester LCAP listening tours</li> <li>● The Parent Center (which allows parents to come in during or after school hours to address issues with the school and students)</li> <li>● School Site Council (which provides parents with a voice to address schoolwide learner outcomes during the annual evaluation of Title I expenditures)</li> <li>● “Coffee with the Principal” (where data and what is in place to support our mission and vision is discussed with parents)</li> <li>● DPAC- District Parent Advisory Council Meetings</li> <li>● DELAC- District English Learner Advisory Committee meetings</li> <li>● ELAC- English Learner Advisory Committee Parent meetings (where input and suggestions are provided for the School Site Council)</li> </ul>	<a href="#">Parent Center</a>  <a href="#">School Site Council Agendas</a>  New Teacher Meetings After School  Parent Learning Walks
<p>All of the groups listed above are given the opportunity to provide input and feedback towards our LCAP goals.</p>	
<p>We have also solicited input from all stakeholders in updating our mission and vision. In 2015-2016, we as a school refined our mission and vision by allowing staff to offer input. More specifically, we created a survey where staff had an opportunity to vote on several mission and vision statements that were brainstormed in their respective departments. Every year, we evaluate our practices and review data on college and career readiness, graduation, A-G completion, testing data, and SPIRIT data in order to help us better understand our progress toward meeting our mission and vision.</p>	<a href="#">DELAC</a>  Annual EL Symposium  Identification of EL students on PowerSchool
<p>There are many events on campus that engage parents and the community. Specifically, the advisory boards of our academies involves bringing in community members and parents to discuss our programs and supporting students in meeting their college and career goals. Other events that support schoolwide learner outcomes and critical learner needs include: Back to School Night, grade level parent meetings, college and career field trips, and Open House. For students, there are grade level informational assemblies, Leuzinger TV, and pep rallies. There are 22 collaboration days where teachers and staff meet as a whole group or in smaller groups to discuss student learning and outcomes. Also, for teachers, there are learning walks and informal observations for and by fellow teachers, teachers on special assignment, and administration. These learning walks support teachers as they continue to look for ways to support students.</p>	<a href="#">Culinary Careers Academy Website</a>  <a href="#">Environmental Careers Academy Website</a>  <a href="#">Multimedia Careers Academy Website</a>
<p>The schoolwide learner outcomes detail the characteristics we expect our students to have in order to be college and career ready. Our schoolwide learner outcomes are evaluated as a schoolwide process. We look at school-site data, including: CELDT, SBAC, attendance, graduation, CTE, grades, and suspension/expulsion rates. As a part of this process, the staff reflects on and evaluates what systems we have in place to support students</p>	

in meeting the schoolwide learner outcomes. If there are any gaps noted in this process, staff members make suggestions on approaches we might take to address such gaps.	
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**Understanding of Vision, Mission, and Schoolwide Learner Outcomes, District LCAP**

**A1.3. Indicator:** Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, the schoolwide learner outcomes, and the district LCAP.

**A1.3. Prompt:** *Evaluate the degree to which the school ensures that students, parents, and other members of the school’s community understand and are committed to the school’s vision, mission, and schoolwide learner outcomes.*

<b>Findings</b>	<b>Supporting Evidence</b>
<p>The school reviews the mission and vision at the beginning of each school year, and then during collaboration throughout the year. The leadership team also regularly looks at school site data to evaluate our progress in reaching the mission and vision, and to discuss what is in place to support us as we work towards reaching our mission and vision. Also, the leadership team takes a closer look at the departments/academies/programs they oversee.</p>	<p><a href="#">Mission and Vision Statement on School Website</a></p> <p>College Nights</p>
<p>The mission and vision is posted in all classrooms. To support students in understanding the mission and vision, as well as our schoolwide learner outcomes, we have a video montage that all students see on the first day of school. (Students who enroll after the first day see it as part of the enrollment process.) Along with this, our intervention specialists visit all 9th grade classes and remind students of the SPIRIT pillars, our attendance goals, and programs we have available to support them. To ensure we reach all students in delivering the message of the mission, vision, and schoolwide learner outcomes, on the first day of school all students spend time with our intervention specialists where these things are covered.</p>	<p>Scholarship Opportunities</p>
<p>Within the small communities at Leuzinger High School, the mission and vision of the school is regularly discussed at advisory meetings, SSC meetings, and schoolwide parent meetings. To continue to convey this message to students on a daily basis, we have SPIRIT posters, mission and vision posters, and schoolwide learner outcomes posters in every classroom.</p>	<p><a href="#">School Site Council Website</a></p>
<p>The administration meets regularly with ASB, holds annual “Ten Minute Meetings” with staff, and has monthly “Coffee with the Principal” meetings. In all of these meetings, there is discussion of how we support learners, how the mission and vision drives our decisions, and how we use data to evaluate progress. In addition, parents have the opportunity to participate in learning</p>	<p>Parent Learning Walks</p> <p>Parent Center</p>

<p>walks led by our parent liaison.</p> <p>With regard to community support, Leuzinger administration visited local businesses and provided information about how to contact the school, our bell schedule, and our holiday schedule. In addition, Leuzinger administration visited both the Hawthorne and Lawndale City Council meetings to share information about our students and our programs.</p> <p>Our academies have also made community connections that help support our school mission and vision. The Multimedia Careers Academy has created relationships with Kinecta Federal Credit Union and a local cable station to provide our students with work-based learning opportunities. Finally, there are a host of family events held annually at our school, including Family Math Night, Academy Night, AVID night, and grade-level parent nights.</p>	<p><a href="#">PowerSchool</a> <a href="#">Parent Portal</a></p> <p>Leu-Crew</p> <p>College and Career Center</p>
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**A2. GOVERNANCE CRITERION**

The governing board (a) has policies and bylaws and the school’s purpose is aligned with them to support the achievement of the schoolwide learner outcomes, academic standards, and college- and career- readiness standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan and its relationship to the Local Control and Accountability Plan.

**Governing Board and District Administration**

**A2.1. Indicator:** The district policies and procedures are clear regarding the specific duties and roles of the governing board and district administration in their relationship to the school and staff.

**A2.1. Prompt:** *Determine the clarity of board policies and procedures regarding the roles of the board and district administration, including supporting the school’s vision, mission, schoolwide learner outcomes, monitoring student progress, engaging parent and community participation in site governance, implementing complaint procedures, and reviewing program effectiveness in alignment with the district LCAP requirements.*

<b>Findings</b>	<b>Supporting Evidence</b>
<p>Existing board policies relating to the school mission and progress monitoring and can be found on the district’s website. The school board establishes district policies, adopts the budgets, the SPSA and hears expulsions and makes decisions. The meetings are held monthly and the site principal, district leadership and student representatives attend every meeting. The school board meetings are held at each school site and the district office. Holding the meetings at the school site allows more staff to</p>	<p><a href="#">Board of Education Policies</a></p> <p><a href="#">LCAP Information</a></p>

<p>become involved and board members have the opportunity to become familiar with the site.</p> <p>The district is continually moving in the direction of being more transparent with its board policies and procedures regarding the roles of the board and district administration, including supporting the school’s vision, mission, and schoolwide learner outcomes, monitoring student progress, engaging parent and community participation in site governance, implementing complaint procedures, and reviewing program effectiveness in alignment with district LCAP requirements. The district visits the school site to elicit feedback from parents, students, staff, and community members. Aside from visiting the school site, the district holds quarterly LCAP meetings where they solicit input from staff, community members, parents and students. The district also presents information on LCAP expenditures at board meetings and details how these expenditures support learning at the school sites. There is a need for the district to be more explicit on exactly how the board works to support the school’s mission, vision, and schoolwide learner outcomes.</p> <p>At Leuzinger, a list of the duties of each administrator is given to staff on the first day back to school, and this provides clarity on what specific areas each administrator is responsible for. The district has made a concerted effort to have a greater presence at all school sites, and this includes meeting with and presenting information to staff on areas of focus they oversee. The district has provided administration with specifics on the LCAP, including how to locate the LCAP and review expenditures, as well as how to access LCAP data. This has been shared with the leadership team here at Leuzinger, and while data has been shared with staff, there is a need to share the LCAP link information to all staff.</p> <p>District leadership provides ongoing training to administration and the SSC team on how to effectively run meetings, take minutes during meetings, and monitor the single school plan for student achievement. The district representative meets with the principal quarterly and the chair at the beginning of the year to ensure they understand how to effectively run SSC.</p>	<p><a href="#">Board of Education Agendas and Minutes</a></p> <p><a href="#">Staff Directory</a></p> <p><a href="#">PowerSchool - Access to Student Grades Anytime</a></p> <p><a href="#">LCAP Data</a></p> <p><a href="#">Opening Powerpoint</a></p> <p><a href="#">Admin Duties</a></p>
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**A2.1. Additional Online Instruction Prompt:** *Evaluate the policies related to online instruction for effectiveness in clarifying the vision for the school’s use of various types of online curriculum, instruction and support methodologies; this includes, upgrading or updating technology, acceptable use policies, CIPA policies, and policies to ensure internet safety.*

Findings	Supporting Evidence
Leuzinger has made progress on the policies related to online instruction for effectiveness in clarifying the vision for the school’s use of online curriculum,	Canvas

<p>instruction, and support methodologies that are aligned with CVUHSD policies. The district has a 1:1 Chromebook program that began with the Class of 2021 being assigned Chromebooks that they can use at school and at home. All students also have access to online textbooks, and teachers have been trained to use Canvas.</p>	<p><a href="#">Hero</a></p> <p>Illuminate</p> <p>PowerSchool</p>
<p>Our district 21st century coordinator, director of curriculum and instruction, site instructional coaches, district coaches, and our Digital Learning Initiative (DLI) teachers consistently train teachers and communicate goals for technology and curriculum development through professional development days, after-school trainings, online trainings, an annual Canvas conference, a national CUE conference, and pull-out days for course leads.</p>	<p>Google Classroom</p> <p>DLI</p> <p>Chromebook Implementation</p>
<p>Since the district began its DLI 1:1 roll out of Chromebooks last year, a Leuzinger educational technology coach has worked with the district to invite teachers to participate in site-specific tech trainings that are designed to enhance student learning. Our administration works closely with teachers that house the Chromebook carts, and in order to ensure equity and participation by teachers, it enforces the appropriate Chromebook check-out procedures by using a Google form to request and schedule use of the carts. Similarly, through Google Outlook, our administration has created a system by which teachers can reserve carts and report any technological issues. In addition, our administration uses Canvas to provide staff with resources, meeting agendas, and other important school information.</p>	<p>School Messenger</p> <p>Edgenuity</p> <p>Print Center Web Portal</p> <p>School Dude</p>
<p>To support teachers with rules, procedures, and site policies, there is a digital staff handbook that can be accessed via Canvas or the school website.</p>	<p>GoGuardian</p> <p>Turnitin.com</p> <p>Digital Literacy Course</p> <p><a href="#">Acceptable Use Policies</a></p> <p><a href="#">Digital Staff Handbook</a></p>

**Governing Board and Stakeholder Involvement**

**A2.2. Indicator:** Parents, community members, staff and students are engaged in the governance of the school.

**A2.2. Prompt:** *Evaluate the ways the school community and parents are a) informed as to how they can participate in the school’s governance and b) engaged in the governance of the school through their participation on the School Site Council, ELAC, district LCAP committees and other*

advisory or shared decision-making groups that provide guidance or direction to the school.

Findings	Supporting Evidence
<p>There are structures in place to provide parents with opportunities to participate in school governance. With School Site Council (SSC), there is a notice placed in the Registrar's office that details what SSC is and how parents, students, and staff can become involved. When there are openings on SSC, parents are notified with a letter home and with notices in our parent center, attendance office, and Registrar's office. With regard to openings for students, notices are emailed to their CVUHSD email as well as through daily announcements. For teachers, notice is given via email. For students, classified staff, and teachers, voting is held via Survey Monkey. For parents, voting is held at our annual Back To School night.</p> <p>For LCAP committees and quarterly input meetings, parents are notified with personal calls from community liaisons, messenger calls, and via the school website. Other advisory boards such as DPAC and ELAC involve personal outreach as well as messenger calls and mailers home.</p> <p>All school board meetings are posted on the district website, school websites, school marquee, school office, and district office entryway. The school board convenes monthly for the school board meeting. Site administration is constantly in touch with district office personnel, and the principal attends monthly school board meetings.</p> <p>The governing staff and district administration interact well with staff, and they support and attend school-related events. Teachers are aware that they can attend board meetings, and teachers and students are regularly recognized at board meetings in order to celebrate their achievements.</p> <p>Goals of the board are communicated through district office personnel assigned to communication, and union officials and school administration are present at each board meeting to communicate the concerns of staff members.</p>	<p><a href="#">Board Meetings</a></p> <p>SSC Minutes</p> <p>SSC Voting Results</p> <p>SSC Flyers</p> <p><a href="http://www.leuzinger.org">www.leuzinger.org</a></p> <p><a href="http://www.centinela.k12.ca.us">www.centinela.k12.ca.us</a></p>

**Uniform Complaint Procedures**

**A2.3. Indicator:** The school leadership understands and utilizes the Uniform Complaint Procedures from the district.

**A2.3. Prompt:** *Evaluate the degree to which the school leadership ensures understanding and use of the district's Uniform Complaint Procedures. (Priority 1).*

Findings	Supporting Evidence
Teachers are made aware of the Uniform Complaint Procedures (UCP) at staff collaboration meetings, and students and parents receive a copy of the UCP during enrollment. They are also posted in every classroom, and copies are available in the Parent Center, Registrar’s office, Principal’s office, counseling office, and attendance office, and a UCP brochure and related forms are on the district website.	<a href="#">Uniform Complaint Procedure Brochure</a>

**A3. LEADERSHIP: EMPOWERMENT AND CONTINUOUS PANNING AND MONITORING CRITERION**

Based on student achievement data, school leadership, parents, community members, and staff members make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. School leadership and staff annually monitor and refine the single schoolwide action plan and make recommendations to modify the LCAP based on analysis of data to ensure alignment with student needs.

**Broad-Based and Collaborative**

**A3.1. Indicator:** The school’s broad-based, collaborative planning process is a continuous improvement cycle that a) assesses data to determine student needs, b) collaboratively determines and implements strategies and actions and c) monitors results.

**A3.1. Prompt:** *Determine the effectiveness of the continuous school improvement planning process to ensure that it is broad-based, collaborative and fosters the commitment of the stakeholders.*

Findings	Supporting Evidence
<p>Leuzinger High School has made the planning process for continuous school improvement a broad-based collaborative effort that fosters the commitment of all stakeholders. This planning process is evident through the varied collaborative meetings that occur on a regular basis, and this includes our contractual 22 collaboration days. Collaboration Mondays reserve the first 90 minutes of the day for teacher and staff collaboration.</p> <p>Schoolwide collaboration meetings provide all staff/faculty with the opportunity to collaborate across disciplines, programs, and academies. These weekly meetings are used to introduce new concepts, reinforce expected schoolwide learning outcomes, and communicate important information from leadership to staff.</p>	<p>22 Collaboration Days</p> <p>Academy Leadership / Teacher Meetings</p> <p>Collaboration during Common Prep Periods</p>

<p>During department collaboration meetings, teachers work in content alike groups. In science, teachers group into physics, biology, chemistry and anatomy. In math, teachers group into Integrated Math 1 and Integrated Math 2. This is a valuable time for course groups to discuss student achievement data from CFAs and CSAs, make adjustments to pacing plans, and create lessons that more closely align with our goal of ensuring that students are college and career ready. Occasionally, collaboration time is used for academy teachers to discuss integrated units, monitoring student progress, and planning academy events.</p>	<p>Academy Leadership / Teacher Release Days</p> <p>Olympian Leadership Team (OLT)</p>
<p>The district-wide Professional Learning Week began in the summer of 2016. During this optional week of summer PL, teachers are offered optional learning workshops and meet in course alike groups to discuss pacing plans, standards, assessments, learning techniques, teaching styles, and various strategies. Workshops are lead by department chairs, course leads, and UCLA and CSUDH faculty members, with the overall goal of creating common assessments, curriculum maps, and lesson plans to be implemented the following year. In addition to this week, we also have two optional PD days during the school year. Teachers are given Google surveys to determine the areas in which they want to further develop their practices, and then workshops are planned and scheduled accordingly.</p>	<p>Faculty Advisory Committee Monthly Meetings</p> <p>School Site Council</p> <p>Administrative Team Meetings</p>
<p>The Olympian Leadership Team (OLT) is a group of site leaders including department chairs, academy coordinators, administrators, and TOSAs who meet monthly to discuss data related to attendance, behavior, and academics.</p>	<p>2 Release Days for Optional Teacher PD</p>
<p>The Faculty Advisory Committee (FAC) meets to discuss and address any non-curriculum issues voiced by our faculty/staff. The issues, along with a course of action for each, are sent to staff via e-mail at the conclusion of each meeting.</p>	<p>SLO Posters</p> <p>A-G Requirement Posters</p>
<p>Multiple release days are scheduled for 11th grade math and ELA teachers to hand-score quarterly SBAC assessments. Teachers collaborate at the district to discuss rubric grading and how points are determined for SBAC exams, and they then use the data to discuss areas of strength, areas for growth, and next steps.</p>	<p>CVUHSD Graduate Profile Posters</p> <p>Advanced Placement Teacher Workshops</p> <p>Release Days for Math Teachers to Score SBAC Quarterly Tests</p>

**Single School Plan for Student Achievement Correlated to Student Learning**

**A3.2. Indicator:** The school’s Single Plan for Student Achievement (SPSA) is directly correlated to and driven by the analysis of student achievement data and aligned with district LCAP.

**A3.2. Prompt:** *How do staff ensure that the analysis of student achievement of the critical learner and college- and career-readiness needs, schoolwide learner outcomes, academic and career-readiness standards, and the California School Dashboard data are incorporated into the SPSA and impact the development, implementation, and monitoring of the SPSA and the LCAP?*

Findings	Supporting Evidence
<p>We are able to use data from multiple sources to monitor student progress toward our schoolwide learner outcomes. All core subject departments administer CSAs and CFAs through our Illuminate testing site. CFAs are used to monitor student learning before the CSAs are given, and CFAs are site-based assessments while CSAs are district-wide. To ensure that students are engaging in college- and career-ready skills, all CSAs include a writing component and/or other performance task(s). Data from these common assessments are analyzed in department collaboration meetings, and participants have a district-wide Data Protocol that they can use to guide their data-driven discussions.</p>	<p>Assessment Outcomes: CAASPP, ELPAC, AP, SAT Results on SPSA</p> <p>Illuminate Data (CFAs/CSAs)</p>
<p>Results from the CELDT, SBAC, CAASPP, EAP, and PSAT tests are also accessible to teachers, and scores can be used to monitor student progress from year to year.</p>	<p>Department Collaboration Meeting: Staff Reviews</p>
<p>All students enrolled in or more AP course are expected to take the corresponding AP exams, and the resulting data can be used to help teachers with instructional planning and making the necessary curriculum adjustments for the following year.</p>	<p>Achievement Data</p> <p>Data Protocol Template</p>
<p>Our academic counselors, college &amp; career counselor, and senior AVID teachers provide assistance to seniors regarding the college and financial aid application processes. The counselors also visit classrooms, and students are able to go to the College &amp; Career Center at any time throughout the school year to get assistance with these procedures.</p>	
<p>Academy teacher leaders have been meeting with students to monitor their progress towards A-G completion, and these meetings ensure that students have a four-year plan and are going to meet the A-G requirements before graduation.</p>	<p>Academy Assessment Data</p>
<p>All of the data noted above is evaluated as part of the development process of the SPSA. This includes CELDT (ELPAC), SAT, AP scores, CAASPP, EL</p>	<p>College and Career Junior/Senior</p>

<p>Reclassification, Suspension and Expulsion, A-G Completion Rates, and Graduation Rates. All critical student learner needs in the SPSA are formulated after discussions and reflections involving staff and the SSC team. Once the critical learner needs have been identified, they are aligned with LCAP goals.</p>	<p>Parent Meeting</p>
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**Staff Actions/Accountability to Support Learning**

**A3.3. Indicator:** The school leadership and staff demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability for implementing practices, programs, actions, and services that support student learning.

**A3.3. Prompt:** *Determine the effectiveness of the processes and procedures for involving staff in shared decision-making, responsibility, and self-reflection on actions and accountability to support student learning throughout all programs.*

Findings	Supporting Evidence
<p>Leuzinger has procedures for including staff in decision-making and self-reflection on actions and accountability to support student learning throughout all programs. During staff collaboration time, teachers are able to share ideas and provide feedback on any given topics or agenda items. Teachers either provide feedback in a whole-group setting or in small, collaborative groups. Often, an administrator will take notes, or the groups are asked to write their ideas and feedback for review at a later date.</p>	<p>Staff Collaboration Meetings</p>
<p>During department collaborations, teachers are able to share best practices, self-reflect on pacing and teaching practices, engage in data analysis, and work together on curriculum development.</p>	<p>Department Collaboration Meetings</p>
<p>There are also leadership team meetings that happen once per month, and these include department chairs, academy coordinators, TOSAs, and administrators. Teacher leaders provide feedback and give input and ideas or express concerns on matters that may impact their department or academy. Course leads also offer input on curriculum development, assessments, pacing, and content.</p>	<p>Academy Collaboration Meetings OLT Leadership Meetings</p>
<p>Another way teachers are asked for feedback is through surveys, by responding to emails, and through annual end-of-the-year meetings with the principal to discuss concerns, ideas, or suggestions. In addition, the principal has an open-door policy where teachers, parents, and students can drop by at any time to discuss any concerns they may have.</p>	<p>Emails Asking Staff for Feedback Course Lead Surveys</p>

All of the open avenues of communication allow us to remain transparent and have staff be an integral part of evaluating and reflecting on student supports and learning.	
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**Internal Communication and Planning**

**A3.4. Indicator:** The school has effective existing structures for internal communication, planning, and resolving differences.

**A3.4. Prompt:** *Evaluate the effectiveness of the existing structures for internal communication, planning, and resolving differences among the staff or administration.*

Findings	Supporting Evidence
<p>The structures for internal communication, planning, and resolving differences among staff and administration are varied. Some of the structures used to support internal communication, planning, and resolving differences among staff include: email, collaboration, 10-minute meetings, staff team-building, and an open-door policy with administration. Administration regularly solicits feedback from the leadership team, departments, and classified staff about what is going well and what could use improvement. The staff appreciates the open-door policy and many teachers are willing to come forward to discuss any concerns or share ideas.</p> <p>Detailed information about events such as rallies and emergency drills is provided by e-mail as well as at staff collaboration. Administrators encourage feedback, both positive and negative, about events and are timely in their response to emails.</p> <p>To ensure that all voices are heard, administration (both district and site) has increased the number of digital surveys to elicit more meaningful feedback from the staff. Google Surveys and Survey Monkey are two that have been used frequently. All students and staff have a district google email account that we can communicate with .</p> <p>In order to make intercommunication as easy as possible, an updated phone registry of teacher extensions and front offices are given to all staff at the beginning of the year.</p> <p>Classroom tech assistance can be requested through the Helpdesk link on our school website. With the addition of science, technology, and work-based learning TOSAs, we have an extended means of assistance available to our teachers. These positions have also been able to use teacher feedback to create more meaningful professional learning opportunities, both digitally and in person. We also have several Canvas</p>	<p>Informative Emails from Administration to Staff</p> <p>Google Surveys &amp; Survey Monkey for Teacher / Staff Feedback</p> <p>Phone Directory</p> <p><a href="#">Tech Helpdesk</a></p> <p><a href="#">School Dude Maintenance Support</a></p> <p>TOSA and DLI Leader Positions</p> <p>FAC Meetings</p> <p>Open Door Policy</p>

<p>tech support positions to assist our staff.</p> <p>During faculty meetings, teachers are encouraged to contribute to discussions with concerns or ideas.</p> <p>FAC meeting are held once per month, and in these meetings admin and staff work to resolve and discuss issues on campus. This information is then passed on to all faculty via email.</p> <p>There is also a staff Canvas resource page that stores collaboration PowerPoints, staff newsletters, tech resources, all calendars, phone lists, lesson materials, and teacher resources.</p>	<p>Staff Canvas Page</p>
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**A4. STAFF: QUALIFIED AND PROFESSIONAL DEVELOPMENT CRITERION**

A qualified staff facilitates achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

**Qualifications and Preparation of Staff**

**A4.1. Indicator:** The school has confidence in district procedures to ensure that staff members are qualified based on staff background, training, and preparation. The processes to assign staff members and provide appropriate orientation and training to maximize staff expertise and high-quality student learning.

**A4.1. Prompt:** *Evaluate the effectiveness of district procedures to ensure all staff members in all programs, including online instruction, are qualified for their responsibilities and that the process to assign staff members and provide an appropriate orientation process, including online instruction and focused programs, maximizes the expertise of all staff members in relation to impact on quality student learning.*

Findings	Supporting Evidence
<p>All teachers are screened at the district level prior to being interviewed at one of our campuses. Only the candidates that meet the qualifications and preparation standards are considered for campus interviews. First- and second-year teachers participate in the BTSA program with credentialed support providers to ensure effective teaching practices.</p>	<p>BTSA</p>
<p>Teachers who need additional support are expected to work with site instructional coaches and district instructional coaches, as well as our site Intervention Specialists.</p>	<p>Professional Development Trainings</p>

<p>Ongoing training occurs on Mondays during staff and departmental collaborations.</p> <p>With regard to online training, our district 21st century coordinator, district tech TOSA, and site tech TOSA provide several trainings each year for teachers on the use of technology we have in place at the school. There is specific training provided at the district level for teachers who teach any of the e2020 online courses.</p>	<p>Staff and Department Collaboration on Mondays</p>
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**Defining and Understanding Practices/Relationships**

**A4.2. Indicator:** The school implements a clear system to communicate administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

**A4.2. Prompt:** *Evaluate the system used to communicate administrator and faculty written policies, charts, pacing guides and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. Determine the degree of clarity and understanding of these by administration and faculty.*

Findings	Supporting Evidence
<p>Leuzinger administration, instructional coaches, and the district Director of Curriculum and Instruction work closely with course leads and department chairs to ensure everyone is clear on how to access and use pacing guides, curriculum maps, and common assessments.</p> <p>Access to all course curriculum can be found in the district curriculum Google folder. Any particular core course’s pacing plans, common assessments, and other course content can be found in this folder as well. Other handbooks are available for our district-wide curriculum initiatives such as Pro Talk and AVID, and these can also be found in this Google folder. In addition, template courses have been created on our online learning management system, Canvas. Two instructional coaches and an EdTech coach also work closely with teachers on accessing pacing guides and curriculum information.</p> <p>Site policies and resources can be found in the Leuzinger Faculty Handbook. This Google document provides the links to any and all resources that might be of use to teachers and staff. On the first day back to school, all teachers are shown how to access the faculty handbook, and new teachers are shown how to access the faculty handbook during the new teacher orientation held during the summer. All teachers are also provided with a copy of the administration responsibility chart on the first day they return to work.</p> <p>Leuzinger’s channels of communication are open and accessible. Teachers have opportunities to learn about the various roles of TOSAs, academy</p>	<p><a href="#">Leuzinger Canvas Resource Page</a></p> <p>CV Course Curriculum Google Folder</p> <p><a href="#">Leuzinger Faculty Handbook</a></p> <p>Admin Responsibility Chart</p> <p>Admin Emails to Staff</p>

coordinators, and department chairs as a part of collaboration. There are at least three team-building activities where staff has opportunities to provide insight and reflect on what takes place on campus.	Staff Directory  Office Directory
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**Support of Professional Development/Learning and Measurable Effect on Student Learning**

**A4.3. Indicator:** The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the schoolwide learner outcomes.

**A4.3. Prompt:** *Determine the effectiveness of the professional development support, time and resources to meet the needs. To what measurable effect have the professional development/learning activities, including coaching and mentoring, had on student learning.*

<b>Findings</b>	<b>Supporting Evidence</b>
Professional development opportunities in SPED serve to improve the co-teaching model we have implemented in order to provide students with the least restrictive environment. Teachers learn the varied models of co-teaching, they have common prep periods, and they have two days per semester to work on planning together. In addition to co-teaching, the district has worked to improve the transition services that we provide. They have newly acquired materials that they use for the career awareness class that has been provided by the Department of Education’s Diagnostic Center.	Co-Teaching Model  Career Awareness Class  Professional Learning Opportunities
There are district PD days, and Leuzinger offers multiple Professional Learning Opportunities to teachers, and these PLOs typically take place during lunchtime and/or after school. There are also learning walks throughout the semester, and the EdTech team offers four on-site after-school workshops monthly. Instructional coaches also offer co-planning / co-teaching lessons and one-on-one meetings as additional supports for teachers. Overall, there are multiple opportunities for teachers to further develop their instructional practices.	Districtwide PD  EdTech After School Workshops
Professional development/learning activities are provided on a regular basis for teachers, and these opportunities have led to more technology use by both students and teachers in the classroom setting. The professional development centered around instruction has also led to use of CFAs and CSAs. With the routine use of these assessments, teachers are able to collaborate and discuss ways to further support students in their learning. As a result, we have seen increases in our ELA and math SBAC scores for the past three years. In addition, the district EL Coach has worked with teachers on implementing academic language in the classrooms, and the use of Pro Talk strategies are evident in most classrooms.	Learning Walks  Increased Availability of Technology to Staff and Students  EL Workshops

<p>There are also district pull-out days where course leads work with colleagues to create and modify curriculum and assessments. The modification comes from collaborative conversations in the departments that revolve around student performance on assessments.</p>	<p>Teacher Feedback in Post PD Surveys</p>
<p>Additionally, there are three site-based instructional coaches and three district-based coaches who are confidential employees meant to support teachers. When teachers go through coaching cycles with them, they are using time to improve instruction through reflection, lesson planning, lesson ideas, co-teaching, and observations. This has an impact on student learning by improving the effectiveness of the teacher who is providing instruction.</p>	<p>Course Lead Collaboration</p> <p>Coaching Cycle with Teachers</p>

**A4.3. Additional Online Instruction Prompt:** *Evaluate the processes and procedures for involving online staff members in professional development activities that enhance the use of technology in the delivery of instruction and support student learning.*

Findings	Supporting Evidence
<p>The DLI technology professional development program provides monthly technology workshops for staff and introduces new tech-based strategies to implement in the classroom. The program is helpful, but the limited time with multiple priorities decreases the ability to follow-up on strategies.</p>	<p>Edgenuity PD</p>
<p>The district uses Canvas as a way to provide teachers with online training. Teachers are able to participate in trainings at their own learning pace and are paid for one hour of training for completing a Canvas course.</p>	<p>Leuzinger High School Canvas for Teachers</p>
<p>Our campus and the district has done an excellent job of supporting teachers with working with students in online instruction. There is district-level training on using Edgenuity, and this year, all Edgenuity courses are completed with a content-area teacher who monitors daily progress and supports students with instruction.</p>	<p>Site EdTech TOSA</p> <p>Edgenuity Training Agendas</p>
<p>The EdTech TOSA and teachers provide support for all teachers who want to use technology in the delivery of instruction. This support includes, but is not limited to, training on how to use Canvas, troubleshooting Canvas implementation issues, and help with lesson planning and implementation.</p>	<p>Canvas Training Agendas</p>

**Supervision and Evaluation**

**A4.4. Indicator:** The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

**A4.4. Prompt:** *How effective are the school’s supervision and evaluation procedures?*

Findings	Supporting Evidence
<p>Leuzinger High School has several systems to supervise and evaluate teachers with the goal of promoting professional growth in staff. These include BTSAs support for new teachers, STULL Evaluation for probationary and permanent teachers, non-STULL observations by administration using Digi Coach, and informal evaluations via learning walks with non-admin leadership (i.e. department chairs and academy coordinators).</p>	<p>STULL Evaluation Paperwork</p>
<p>BTSA is provided via the district and is facilitated by a district TOSA who meets directly with new teachers to review teaching strategies.</p>	<p>BTSA Paperwork</p>
<p>Administrators are each assigned teachers to formally evaluate through the STULL process which the district established with union input. Administrators receive training on the STULL process during their summer management retreat. Teachers work with administrators to create goals to facilitate professional growth in areas of the teacher’s choice, and administrators then evaluate teacher performance via multiple observations over the course of year, as well as via a teacher self-evaluation. Probationary teachers are evaluated annually by the principal while permanent teachers are evaluated every two years. Teachers who are not meeting STULL standards are placed on an improvement plan.</p>	
<p>Administrators make non-STULL evaluations using Digi Coach, an online evaluation system that provides teachers with immediate and confidential feedback via an email. These are non-formal evaluations provided to facilitate teacher reflection and learning.</p>	<p>Digi Coach</p>
<p>With regard to evaluation, learning walks are conducted with a collaboration of administration and department chairs or academy leadership. These individuals are sometimes accompanied by other teachers from the same department or academy, TOSAs, or district support personnel. Learning walks provide opportunities for the observation of instructional strategies which can then be reviewed and discussed during department and academy collaborations in order to facilitate teacher learning and implementation.</p>	<p>Learning Walk Schedule</p>
<p>Classified employees are evaluated by a direct supervisor according to contractual guidelines.</p>	<p><a href="#">Classified Staff Evaluation Paperwork</a></p>

**A4.4. Additional Online Instruction Prompt:** *How effective is the school’s supervision and evaluation procedures in order to promote professional growth of online instructional staff, including their technological competencies and use of technology within the curriculum, and their fulfilling requirements for quality student-teacher interaction?*

Findings	Supporting Evidence
<p>Leuzinger High School is working with the district to increase the use of technology in classrooms through district technology initiatives. As this is a new initiative, the needs of this area are still being evaluated. Leuzinger has utilized e2020, an online credit recovery program, for many years. Students in these classes work at their own pace to make up credits, and the teacher is present to facilitate and supervise. Teachers of these classes have the same evaluation procedures as any other teacher.</p> <p>In following district initiatives, Leuzinger teachers are working to adopt Canvas, a learning management system, as part of our instructional approaches. In addition, the district is in the process of rolling out a 1:1 Chromebook program in which all students across every grade level will have their Chromebook. The district provides district-wide professional development opportunities to support teachers with implementing these two initiatives. The district also created an onsite TOSA position focusing on educational technology in order to provide coaching and support for teachers. The district also provides Google Drive for collaboration and educational purposes, as well as other programs such as Nearpod.</p> <p>The evaluation procedures for online instruction are currently identical to evaluation procedures for traditional instruction.</p>	<p>Edgenuity</p> <p><a href="#">Canvas</a></p> <p>Google Drive</p>

## **A5. RESOURCES CRITERION**

The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

### **Allocation Decisions and Their Impact**

**A5.1. Indicator:** There is a relationship between the decisions about: resource allocations, the district’s LCAP and the Single Plan for Student Achievement (SPSA), the school’s vision, mission, the schoolwide learner outcomes, critical student learner needs, academic standards, and college- and career-readiness standards. The school leadership and staff are involved in the resource allocation decisions.

**A5.1. Prompt:** Evaluate the extent to which the resources are allocated to meet the school’s vision, mission, the schoolwide learner outcomes, the critical student learner needs, the student needs identified in the district LCAP and the SPSA, the academic standards, and the college- and career-readiness standards. Determine the extent to which leadership and staff are involved in the resource allocation decisions. What impact has the process for the allocation of resources made on student learning?

Findings	Supporting Evidence
<p>Leuzinger High School Title I funds and district LCAP funds are allocated based on the needs of students. LCAP money has been allocated in the following ways:</p> <ul style="list-style-type: none"> <li>● Media Center for after-school tutoring</li> <li>● CSUDH tutors during the day</li> <li>● 1:1 Chromebook initiative</li> <li>● Instructional Coaches</li> </ul> <p>Title I funds were allocated based on the critical learner needs and schoolwide learner outcomes of the school as determined by the School Site Council (SSC) using schoolwide data. The SSC consists of parents, teachers, students, a classified staff member, and the principal. Staff members are asked to identify ways to support the critical learner needs and are invited to come present at SSC meeting on items they would like to see become part of the SPSA. The SSC continually evaluates the expenditures and data in relation to the critical learner needs. After approval of the SPSA, the critical learner needs are shared with staff and students at the start of the school year. Data assessment has resulted in class size reduction for math and ELA support classes to support literacy and numeracy. In addition, a parent liaison has been in place for the past three years to support parent involvement and student attendance. There are also funds allocated to provide students with college and career resources and field trips that will inspire and support their post-high school aspirations.</p>	<p>Chromebooks</p> <p>LCAP Funded Resources</p> <p>Title 1 Funded Resources</p>

**Practices**

**A5.2. Indicator:** There are district processes and practices in place for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices.

**A5.2. Prompt:** Evaluate the effectiveness of the school’s processes in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. (Note: Some of this may be more district-based than school-based.)

Findings	Supporting Evidence
<p>School Site Council meets quarterly to discuss budgeting in accordance with the LCAP. These meetings are set to budget Title I funds to support the critical learner needs / schoolwide goals, review site spendings, determine the effectiveness of that spending towards critical learner needs, and evaluate the effectiveness of the expenditures in helping meet the critical learner needs. If necessary, stakeholders at these meetings determine if Title I funds need to be reallocated for the following year in order to be better aligned to critical learner needs.</p>	<p>LCAP Goals</p> <p>SSC Minutes and Agendas</p> <p>Title 1 Budget Spreadsheet</p>
<p>Career academy coordinators collaborate with academy leaders to determine how Career Technical Education Incentive Grant (CTEIG) funds will be distributed within the academy. Annual OPTIC Goal reviews (facilitated by district leadership) provide a framework for how to distribute funds to best support the goals established by each career academy.</p>	<p>Academy CTEIG Budget Spreadsheet</p>
<p>ASB and Athletics spending undergoes an annual audit from an outside company, and all ASB and Athletics funds are accounted for using Fiscal Crisis and Management Assistance Team (FCMAT) guidelines.</p>	<p>ASB Club Spending Reports</p>
<p>The school budget is developed each year in conjunction with business services. The administration takes into account the needs of various departments as the budget is developed. The site principal meets with the director of business services twice a year to go over the budget and the needs of the site. These meetings are meant to ensure the proper disbursement of funds as well as to update the school site on their funds available.</p>	<p>AVID Budget</p> <p>Site Budget</p>

**Facilities**

**A5.3. Indicator:** The school’s facilities are adequate to meet the students’ learning needs, support the educational program (i.e., accomplish the vision, mission, and the schoolwide learner outcomes) and are safe, functional, and well-maintained.

**A5.3. Prompt:** *Determine the extent to which the facilities enable the school to maintain a learning environment to meet the educational health and safety needs of students.*

Findings	Supporting Evidence
<p>The facilities on campus are newly built and accommodate student health and safety needs. All classrooms are equipped with adequate air conditioning and heating. Classrooms are vacuumed weekly, trash is removed on a daily basis, and custodians also keep the hallways and restrooms clean in perpetuity.</p>	<p>Clean Campus and Classrooms</p> <p>A/C and Heaters</p>

<p>There is a school site nurse on campus to promote the physical, mental, emotional, and social well being of students by providing a variety of comprehensive school health services. A school psychologist is also available to address students’ mental health and therapeutic needs. In addition, there is a school social worker who resides in the campus Wellness Center. Once per year, the Jule Stein Eye Mobile is available to screen students who may qualify for a free pair of glasses. Each classroom has a first aid kit &amp; bucket to be used in the case of an emergency, as well as a fire extinguisher. All buildings have an elevator to assist those with disabilities.</p>	<p>Newly Renovated Cafeteria</p> <p>School Nurse, Social Worker &amp; Psychologist</p>
<p>There is security on campus before, during, and after school hours to regulate visitors and students who are wandering around during instructional hours. A few times per year, the campus and some classrooms are randomly searched for drugs and drug paraphernalia by our campus deputy and a K9.</p>	<p>Emergency First Aid Buckets &amp; Extinguishers</p> <p>Elevators</p>
<p>Every classroom has a phone and speaker to receive PA announcements and communication in case of an emergency. There are video cameras across the campus to support with the safety of campus. Also, the principal can lock down the campus from inside her office in the event of a campus emergency. There are fire drills, earthquake drills and lockdown drills conducted every semester.</p>	<p>Security Force</p> <p>PA and Phone Systems</p> <p>Random Drug Searches</p>

**Instructional Materials and Equipment**

**A5.4. Indicator:** The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials are effective.

**A5.4. Prompt:** *Evaluate the effectiveness of the policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as technology tools and software, the support systems for technology, software, textbooks, other printed materials, library media resources, manipulatives, and laboratory materials for instruction including online.*

Findings	Supporting Evidence
<p>All Leuzinger teachers have access to a Smartboard and an Elmo/Ziggy in their classroom that they can use to project work and scan assignments for more immediate feedback. Many teachers also use Youtube, Kahoot, and Nearpod, as well as GoGuardian to monitor student Chromebook activity.</p>	<p>Smartboards</p> <p>Nearpod, YouTube, Go Guardian, Shmoop, Khan Academy, or Kahoot Account</p>
<p>All freshmen are given Chromebooks to use at school and at home, and all students are given a school email address through Google Mail.</p>	
<p>Teachers have access to computer carts and the Media Center. Three</p>	

<p>teachers share one laptop cart, and they book the cart through the Google calendar. Several teachers use the computer carts daily, have individual computer carts assigned only to them (such as those who are in Career Technical Academies or DLI leaders), or have desktops in their class (IDS math class or intervention classes, for example).</p> <p>Textbooks are available online through PowerSchool so that all students can access their textbooks through the internet or by checking out a physical copy through the school library.</p> <p>The Media Center is open until 7pm most days, and students can utilize the center to type &amp; print documents or complete EBSCOhost research.</p> <p>There are EdTech coaches on campus (one for each high school site), and each site has several digital literacy instructors who help our teachers with Canvas, our online education system.</p> <p>Staff is also provided with monthly training for instructional technology by the tech coaches either during schoolwide collaboration or after-school training.</p> <p>We also provide e2020 for credit recovery. Students meet with their counselors during graduation checks and determine the classes they need to complete in order to meet graduation requirements.</p> <p>In order to ensure there is adequate software, textbooks, lab materials, manipulatives and media resources, our director of curriculum and instruction, along with our head of IT, works closely with administration every summer to identify what is on hand and what is needed for the coming school year.</p>	<p>1:1 Chromebooks Grade 9/10</p> <p>Computer Carts</p> <p>Textbooks Accessed through PowerSchool</p> <p>Media Center</p> <p>Education Technology Coach</p> <p>Monthly Technology Workshops</p> <p>Online Credit Recovery</p>
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**Well-Qualified Staff**

**A5.5. Indicator:** Resources are available and used to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs, supporting the school’s vision, mission, schoolwide learner outcomes, and identified student learning needs.

**A5.5. Prompt:** *Determine if the resources are available and used to enable the hiring, nurturing and ongoing professional development of a well-qualified staff for all programs, supporting the school’s vision, mission, schoolwide learner outcomes, and identified student learning needs.*

Findings	Supporting Evidence
Resources are available that ensure a nurturing, professionally capable, and qualified staff at the school. Recent hires are well adapted to providing for the needs of our student body, and the district BTSA program provides	BTSA CTEIG Grant

<p>beginning teachers with ongoing support and professional development.</p> <p>The school also does an excellent job of providing opportunities for professional development. Professional development is offered frequently and is varied; teachers can attend the available PD of their choice during assigned collaboration, lunch, or after school. In addition, the district offers self-paced PD through its learning management system that teachers can access from home. Overall, teachers are offered ongoing professional development to help with instruction.</p> <p>Teachers who are course leads from each site meet each semester at the district office in order to review data, modify lesson plans, and discuss their site’s progress. We also have a literacy coach and math coach on campus who meet with teachers for lesson planning or classroom management support.</p> <p>In addition, the site provides new teacher workshops to support teachers regarding policies and procedures, as well as overall teacher support, in areas such as lesson planning, classroom management, time management, and department procedures and protocol. There is also continued training for administrators and teachers on NGSS standards. Finally, there are SPED workshops that address policies and procedures with regard to the role of the general education teacher in the IEP process.</p>	<p>Field Trips</p> <p>Professional Development Workshops</p> <p>Summer PD Week</p> <p>Regular Collaboration for District Course Leads</p> <p>Math and Literacy Instructional Coaches</p> <p>EdTech Coach and DL Leaders Host Trainings</p> <p>New Teacher Workshops</p>
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**Long-Range Planning**

**A5.6. Indicator:** The district and school’s processes for regularly and effectively aligning the Local Control Accountability Plan (LCAP) with site resource decisions ensures the continual availability and coordination of appropriate funds to support students’ achievement of the schoolwide learner outcomes, critical student learner needs, academic standards, college- and career-readiness indicators and standards, and schoolwide learner outcomes.

**A5.6. Prompt:** *Evaluate the effectiveness of these processes.*

Findings	Supporting Evidence
<p>Our school effectively uses LCAP funds to provide resources to support student achievement. The district also provides regular reports to the board, community, staff, and administration on the budget of the district. In addition, the district visits the school to share the fiscal analysis of the budget and how funds are being spent in the district to support students and staff.</p>	<p>LCAP Plan</p> <p>Board Meetings</p>



## **ACS WASC CATEGORY A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Summary, Strengths, and Growth Needs**

**Review all the findings and supporting evidence and summarize the degree to which the criteria in Category A are being met.**

**Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Task 2, Chapter II).**

### **SUMMARY (including comments about the preliminary identified critical learner needs)**

As Leuzinger High School continues to evolve, there are several areas of strength as well as areas of growth. The overall direction of organization at Leuzinger is positive; there is a positive campus culture, leadership is connected with staff, and staff is informed about resources, procedures, and the overarching vision and mission of our school.

Some of the primary areas of strength in organization is our communication with stakeholders regarding the allocation of both LCAP and school site funds, and the involvement of stakeholders in the LCAP listening tours. All staff, parents, and students are given opportunities to provide input on how the funds are used, and they are all gaining a better understanding of their role in participating and providing feedback on the priorities of how funds are spent on student learning. In addition to the LCAP listening tours, another area of strength is the communication and collaboration involved in creating the critical learner needs. The creation of critical learner needs is not done in isolation by the School Site Council; instead, the staff gets involved and provides input after having an opportunity to look at data and share their insights on what it reflects and what they believe our critical learner needs are as a school.

An additional area of strength is the way stakeholders evaluate the mission and vision and identify any gaps we have, as well as any areas in need of improvement. As a result of examining schoolwide data, there are several areas that were identified as areas for improvement. The areas identified for improvement are literacy and numeracy skills, school attendance, and access to college and career programs. In identifying these areas for improvement, it is important to note that each is addressed in our critical learner needs, as they are directly connected to our ability to effectively manifest the mission and vision we have set forth as a school.

With regard to staff, another area of strength is the variety and substance of professional development provided to teachers. Both the site and district instructional coaches are viewed as excellent resources. Specifically, our English Learners have been a segment of the population who continue to struggle with academics and graduation rates, but the support that staff receives from the EL instructional coach and the English Learner Symposium provides teachers with excellent strategies that they can immediately incorporate in their instruction to support students. The support that teachers receive from the ELA, math, and EdTech coaches has helped them as they continue to reflect on and evaluate their instruction to ensure they are

supporting all learners.

In terms of resources, there is a multitude provided for both teachers and students. Both the LCAP and the SPSA support our critical learner needs by providing resources to support literacy and numeracy for all students, to support attendance, and to support student involvement in college- and career-readiness activities. For students, there is a variety of student driven clubs, athletic opportunities, Leu-Crew, and ASB. For parents, there are parent workshops, “Coffee with the Principal” meetings at the Parent Center, parent computer classes, and parent education courses.

With regard to leadership, there is a strong sense of belonging that has been created at our site. Open-door policies allow teachers to come in to provide ideas and share concerns regarding students, instruction, campus safety, campus discipline, and curriculum. Teachers and administrators are interested and invested in continually working together to improve the school climate. There is significant focus on PBIS and attendance, and providing teachers with an understanding of and training on restorative practices and community circles; similarly, most of the administrative team is trained and well versed in the restorative practice model and using community circles.

In looking at areas of growth under organization, there are three primary areas that stand out as needing improvement: understanding of stakeholders on the role of the school board, clear outcomes for collaboration, and transparency on the new discipline policies and procedures that are in place.

Within the area of governance, there is a need for growth in staff, student, teacher, and parental understanding of the roles of the school board. While most stakeholders are familiar with who our board members are and when the meetings are held, there is a lack of clarity regarding what they do on a regular basis to support our mission, vision, and schoolwide learner outcomes. Also, there is a need to provide stakeholders with additional details on how the monthly board meetings impact student learner outcomes, as well as the mission and vision of the school.

Another area of growth is having clear outcomes for collaboration. Some of the primary goals of collaboration are evaluating data, reflecting on student performance, and identifying next steps; however, these goals are not necessarily met on a consistent basis. While we are working with course leads on CSAs and CFAs, there is not a strong level of consistency in terms of teachers administering them and then being prepared to evaluate and collaborate around student achievement. There are times, it seems, when collaboration turns into supply ordering and general housekeeping for departments in place of discussions about student achievement.

An additional area of growth is the use of clear and consistent reminders to staff on exactly how new discipline policies work. We have instituted a lot of changes with regard to our discipline methods and policies, and these changes have left some staff feeling out-of-the-loop and confused about the consequences for student behavior and what forms to use for referrals. The perception data and collaboration meetings consistently provide administration with

feedback that there is a need to continue to refine our discipline procedures so that everyone has a clear understanding of what happens when students are referred to the office.

**Prioritize the strengths and areas for growth for Category A.**

**Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources:**

**AREAS OF STRENGTH**

- Communication with stakeholders regarding the LCAP
- Mission and Vision evaluation
- Open-door policy with communication
- Professional Development opportunities for staff

**Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources: AREAS OF GROWTH**

- Consistency in collaboration data evaluation
- Staff understanding the role of the board in supporting the site's mission and vision
- Transparency and additional training on new discipline policies

## CATEGORY B: Standards-based Student Learning: Curriculum

### Leaders:

Dr. Kamala Dexter | CTE Specialist  
Dr. Daniel Gavrilovic | Mathematics Instructional Coach and Mathematics Teacher  
Justin Smith | English Teacher

### Certificated Staff:

Jane Ann   English Teacher	Gretchen Houk   Visual Arts Teacher
Samantha Bean   Science Teacher	Arturo Jones   Special Education Teacher
Silvia Brenes   ELD Teacher	Tiffany Mathiesen   Science Teacher
Christine Cho   Mathematics Teacher	Roxanne Narachi   Special Education Teacher
Brian Cramer   CTE Culinary Teacher	Elizabeth Navarro   English Teacher
Claire Forster   Science Teacher	Gilbert Saldivar   Mathematics Teacher
Amalia Gomez   Social Science Teacher	Matthew Seanez   Social Science Teacher
Kirk Harm   Physical Education Teacher	Crystal Thayer   World Languages Teacher
Michelle Holloway   Special Education Teacher	Tracey Tran   Science Teacher

### Counselors:

Claudia Gonzalez | Counselor

### Classified:

Sophia Bordenave   Paraeducator	Damon Wilson   Campus Safety
Adiel Dawson   Paraeducator	Edward Cunningham   Campus Safety
Debbie Frink   Data Processing Clerk	Maria Mojarro   Maintenance & Operations
Ale Desrosier   Data Processing Clerk	Louis Waltzer   Maintenance & Operations
Cesar Perez   College/Career Guidance Specialist	Maria Ramirez   Testing Clerk

### Students:

Mykel Briggs	Aimee Bautista
Christian Salas	Valeria Isaias Contreras
Helena Quiroz	Julianna Pelayo
Jesus Sanchez	Abraham Ulloa-Ortega
Harrison Williams	Perita Arriaga
Gema Limones-Diaz	Leslie Castellanos-Lezama

### Parents:

Ronald Jenkins

## B1. RIGOROUS AND RELEVANT STANDARDS-BASED CURRICULUM CRITERION

All students participate in rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards in order to meet graduation requirements. Through standards-based learning (what is taught and how it is taught), these are accomplished.

### Current Educational Research and Thinking

**B1.1. Indicator:** The school uses current educational research related to maintain a viable, meaningful instructional program that prepares students for college, career, and life.

**B1.1. Prompt:** *Evaluate how effective the school uses current educational research related to the curricular areas to maintain a viable, meaningful instructional program for students.*

Findings	Supporting Evidence
<p>Leuzinger High School has adopted a professional learning community (PLC) model, as suggested by Richard DuFour, et. al. (2006), to ensure that Leuzinger High School successfully implements an array of viable, meaningful instructional programs to help prepare students for college, career, and life. During several schoolwide collaborations (in 2013-14 and 2014-15), the staff discussed four questions highlighted in the model:</p> <ol style="list-style-type: none"> <li>1. What do we want students to learn?</li> <li>2. How will we know if they have learned?</li> <li>3. What will we do if they don't learn?</li> <li>4. What will we do if they already know it?</li> </ol> <p>Prior to and in the process of answering these four questions, we have maintained the programs in place and developed and implemented additional programs, influenced by analysis of student and school community performance data, in order to support our students in developing 21st century skills and preparing them for college, career, and life.</p> <p>First, in all subjects, we offer a number of UC/CSU approved courses that are aligned to state standards -- Common Core Standards (CCS) for English and mathematics, Next Generation Science Standards (NGSS) for science, and CA State Standards for all other subjects. Additionally, we offer a number of honors and Advanced Placement (AP) courses and actively encourage students to enroll. We recently implemented a new math course called Introduction to Data Science (IDS), a program that integrates programming in R Studio and statistics, which prepares students for entry-level data science and statistics fields. In most subjects, teachers have the opportunity to attend professional and educational conferences and professional</p>	<p>Professional Learning Community (PLC)</p> <p>UC-approved Classes</p> <p>Standards Based Curriculum Maps</p> <p>AP Classes</p> <p>Professional Conferences</p> <p>Research Based Support Programs: Systems 44, Read 180, Read 180 SL, SAI, Co-Taught Courses, E3D, Math Success</p> <p>Common</p>

<p>developments in order to stay current with research-based programs and initiatives.</p>	<p>Assessments</p>
<p>Second, for supporting our students across all grade levels and content, the English and Math departments, through data analysis of student performance, offer research-based intervention courses such as Systems 44, Read 180 SL, SAI, co-taught courses, Read 180, E3D, and Math Success to ensure that students move toward proficiency and become successful in all courses. Departments also incorporate the use of Common Formative Assessments (CFAs) and Common Summative Assessments (CSAs), which are generated by teachers and curriculum course leads, and use the data to guide and modify curriculum and instruction in order to support our students and respond to their needs.</p>	<p>Technology Based on Current Educational Research</p> <p>1:1 Technology for Students</p>
<p>Third, in order to prepare our students in terms of 21st century skills, Leuzinger has rolled-out the 1:1 student-to-chromebooks program ensuring students have constant online access to class instruction materials and programs, PowerSchool grades, and campus-wide information using their school email accounts. With the support of our Educational Technology Leadership team, students receive training on how to use and navigate our school learning and information systems such as Canvas, PowerSchool, and the Google Suite accounts. Likewise, teachers also go through ongoing trainings and have opportunities to continue their technology professional development through monthly paid workshops. With the assistance of an Educational Technology Coach on site, teachers are able to incorporate the educational technology tools into the classroom such as Nearpod, GoGuardian, Google Classroom, Kahoot!, and Illuminate to help differentiate instruction.</p>	<p>21st Century Skills: Tech to Assist in Collaboration</p> <p>Class Content Available Online through Canvas</p> <p>Professional Development on Use of Technology</p>
<p>Fourth, in preparing students for careers, students are given the opportunity to participate in one of our Career Technical Education (CTE) academies - Environmental Careers Academy (ECA), Multimedia Careers Academy (MCA), and Culinary Careers Academy (CCA) - where a team of interdisciplinary teachers teach integrated units through the lens of their specific industry area. All academies have an advisory board that includes professionals in the respective fields. Students participate in various competitions and internships in their field as well as attend related field trips and visit various colleges throughout the state. We have an additional non-CTE academy, Advanced Academics Academy (AAA), which focuses on college preparedness.</p>	<p>Project Based Learning</p> <p>AAA - Focus on College Preparation</p>
<p>Last, our special education students are prepared for work and life through programs like Work Ability for all students and life skills classes, field trips, and working excursions for students with severe disabilities. In several of our classes, a number of students are mixed with general education students in</p>	<p>WorkAbility Programs</p> <p>Co-Taught Classes</p>

co-taught classes, where a general education teacher co-teaches with a special education teacher using Specially Designed Academic Instruction in English (SDAIE) and other research-based strategies targeting SPED instruction and learning.	
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**Academic and College- and Career-Readiness Standards for Each Area**

**B1.2. Indicator:** The school has defined academic standards and college- and career-readiness indicators or standards for each subject area, course, and/or program that meet or exceed graduation requirements.

**B1.2. Prompt:** *Determine the extent to which there are defined academic standards and college- and career-readiness standards for each subject area, course, and/or program that meet state or national/international standards and, where applicable, expectations within courses that meet the UC “a-g” requirements. (This includes examination of the annual submission of course syllabus approval to UC for all AP courses. Verify that the facility requirements for "wet labs" are met for all lab science courses.)*

Findings	Supporting Evidence
<p>Courses offered at Leuzinger High School are aligned to appropriate state and national standards. CCSS are integrated in all math and English courses, and the Common Core standards for literacy are implemented across all curriculum. The California State Standards are integrated for foreign language, visual and performing arts, physical education, and social studies classes. These courses follow common curriculum and pacing plans designed to appropriately cover all standards throughout the year. Science classes at Leuzinger have fully integrated the Next Generation Science Standards (NGSS), and also follow a common pacing plan. Syllabi from UC-/CSU-approved classes clearly reflect the standards with which the courses are aligned. In order to ensure all students are meeting Common Core, CA State, and NGSS standards, common formative and summative assessments are planned and administered throughout the year.</p>	<p>Curriculum and Pacing Guides</p> <p>CFAs and CSAs</p> <p>Syllabi from A-G Classes</p>
<p>Leuzinger offers several Advanced Placement (AP) courses to better prepare students for college. These courses follow AP-approved syllabi and course progressions. Teachers attend yearly AP trainings to ensure classes are implemented with fidelity. AP Literature and AP Language teachers collaborate once per month to curriculum plan around CSAs and grade calibration. Additionally, Leuzinger offers a cohorted academy, the Advanced Academic Academy (AAA), designed to prepare students for college by offering the highest level of academic rigor available at the high school level. Students in this academy participate in all honors and AP classes available throughout all four years.</p>	<p>AP Literature and AP Language Collaboration</p> <p>AAA Course Progression</p>
<p>Leuzinger also offers many Career and Technical Education (CTE) classes</p>	<p>CTE</p>

<p>which are contained within several focused academies. Courses are offered across pathways in three industry sectors: Design, Visual and Media Arts, Food Service and Hospitality, and Environmental Resources. Students in these academies are cohorted and take all A-G required classes with a specific focus on the career pathway in which they are involved. For example, students enrolled in CCA take UC-approved “Human Biology” which teaches biology with focus on the human body and human nutrition. Students in academies also participate in a CTE elective each year in the academy, such as digital photography classes for students enrolled in the MCA.</p> <p>At Leuzinger, SPED courses are aligned to Common Core standards in math and English courses. Each course follows a common pacing plan that integrates these standards. Students’ individualized education plans (IEP) include goals that are based on CCSS. Additionally, English Language Learner (ELL) students that are enrolled in sheltered classes adhere to the ELL standards. All teachers integrate reading, writing, speaking, and listening skills to support ELL students. Teachers also use Pro Talk and AVID strategies to help all students, including SPED and EL students.</p>	<p>Academies</p> <p>Academy Course Progression</p> <p>Syllabi or CTE Courses</p> <p>Course Outlines</p> <p>Pro Talk Strategies</p> <p>AVID Strategies</p>
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**B1.2. Additional Online Instruction Prompts:** *Evaluate the extent to which the online curriculum/courses consistently meet state academic standards. Determine if there is effective integration of outsourced curriculum into the program.*

Findings	Supporting Evidence
<p>Edgenuity publishes California state specific courses and online learning solutions that help students meet the standards and graduation requirements. At Leuzinger High School, fully online programs are offered as credit recovery. These courses are aligned to A-G requirements and are self-paced. All courses, with the exception of laboratory science courses and World Languages, are also UC approved.</p>	<p>Edgenuity Course Outline</p>

**Congruence**

**B1.3. Indicator:** There is congruence between the actual concepts and skills taught, the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards.

**B1.3. Prompt:** *Evaluate the extent to which there is congruence or consistency between the actual concepts and skills taught, the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards.*

Findings	Supporting Evidence
<p>The instruction in the A-G classes are guided by focused learning targets (FLT) and objectives that are aligned to the state standards. These FLT and</p>	<p>FLTs Aligned to CCSS and</p>

<p>objectives, in most courses, are planned in the curriculum maps established throughout the year by teachers and course leads. Each academic department has course leads and grade-level teams that collaborate to create CFAs and CSAs in an effort to meet statewide academic, college- and career-readiness standards, and preparing students for the SBAC. The results of CFAs and CSAs are analyzed and discussed in departmental collaboration meetings in order for teachers to more effectively plan curriculum and improve instruction in areas of need.</p>	<p>Posted in Classrooms</p> <p>Curriculum Maps are Standards Based</p>
<p>Furthermore, a quarter of our student population and 10% of our teaching staff is involved with our Advancement via Individual Determination (AVID) program, whose mission it is to close the achievement gap by preparing all students for college readiness and success in a global society.</p>	<p>CFA and CSA Assessments</p> <p>CFA and CSA Illuminate Data</p>
<p>In addition, our campus offers four thriving academies, including three Career Technical Education (CTE) academies and one Advanced Academics Academy (AAA). Within each academy, all curricular sequences are A-G approved, and each is dedicated to providing students with experiences related to college- and career-readiness, including multiple opportunities to visit colleges &amp; universities and a multitude of work-based learning experiences. In the academies, there are integrated unit projects where all courses integrate CTE curriculum into performance tasks to make the coursework applicable to skills learned in their pathway.</p>	<p>25% of Student Population in AVID</p> <p>AVID Strategies Implemented Schoolwide</p>
<p>Lastly, our Advanced Placement (AP) program is dedicated to consistently elevating the rigor of its courses; for example, we have recently introduced an improved process by which students become involved with the AP program, which includes: a student application and teacher recommendations, an enrollment contract that is maintained by each student’s counselor, a meeting attended by parents and AP teachers in which the strenuous commitments of AP are discussed, and a challenging summer assignment that is unique to each AP course. All AP teachers also attend a summer AP institute that is required for first year teachers and optional for the years beyond.</p>	<p>UC-approved Course Lists</p> <p>Integrated Unit Templates for Academy Performance Tasks</p>
<p>One area of growth includes expanding our AVID program to include additional students and teachers, especially in terms of access for our sizable population of English Language Development (ELD) students, for whom the program could be an essential part of their learning and college and career readiness.</p>	<p>AP Contract</p> <p>AP Summer Assignments</p> <p>AP Summer Institute</p>

### Integration Among Disciplines

**B1.4. Indicator:** There is integration and alignment among academic and career technical disciplines at the school and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.

**B1.4. Prompt:** *Evaluate to what extent is there integration among disciplines and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.*

Findings	Supporting Evidence
<p>Through Leuzinger’s academy model, we have extensive integrated academic and career technical education within each core academic course and across specialized integrated units. Each department has shown improvement in the integration of career technical education when included in the academy models. Outside of the academy model, our teaching professionals integrate real world scenarios, data, and applications to increase relevance and engagement.</p> <p>Our CTE academy model integrates common themes throughout all courses within the CTE academy. The common themes continue over a duration of five to eight weeks and allow for integration and understanding for our students. The CTE academies include multiple English, math, science, and social studies teachers in order to include students at all levels and in all disciplines. Students are cohorted within their grade level and specific academy. CTE academies also have Career Technical Education (CTE) teachers, who are professionals in their respective fields, teach the students within the academy specific skills that are integrated into the curriculum. Beyond the CTE instructors, students are also given the opportunity to interact with professionals in the discipline of their academy in a variety of ways, ranging from field trips to guest speakers to competitions for students. These are classified as Work-Based Learning (WBL) opportunities. In addition to integrating common themes throughout all courses, each CTE academy has an advisory board in which industry professionals have a forum to discuss relevant industry skills that should be present in curriculum to make it relevant.</p> <p>The Advanced Academics Academy is not a CTE academy, but follows a similar model. All students within the AAA are cohorted. Common themes are not integrated; however, a rigorous course pathway has been set in order to make students competitive candidates when they apply to colleges. AAA students are expected to take honors and AP courses for all content courses (where available) while maintaining a GPA of 3.5 or higher.</p>	<p>Integrated Units</p> <p>Academy Pull-out Day Agendas</p> <p>Integrated Course Outlines</p> <p>MCA Productions Website</p> <p>Leu’s Cafe &amp; Catering Menu</p> <p>AAA Course Sequence</p>

**Articulation and Follow-up Studies**

**B1.5. Indicator:** The school articulates regularly with feeder schools, local colleges and universities, and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

**B1.5. Prompt:** *Determine the extent to which the school articulates curricular programs and expectations with its feeder schools, local colleges and universities, and technical schools. Explain how the school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.*

Findings	Supporting Evidence
<p>At Leuzinger, we consistently communicate the academic expectations of our current curriculum through our Middle School Recruiting and School of Choice events with the feeder schools, colleges &amp; universities, and technical/vocational programs that are within our local community. Expectations and school program presentations are provided during the middle school recruitment events.</p>	<p>Leuzinger Road Show</p>
<p>Leuzinger also adheres to the California Mathematics Placement Law SB359, which requires all high schools in California to use multiple measures for 9th grade math placements. As a result of our consistent communication with the feeder schools, we strive to ensure that students are placed appropriately in 9th grade English and math courses. For example, a Google spreadsheet with exhaustive student information (student SSID, CVUHSD ID, current 8th grade ELA and math courses, current grades, SBAC 7th and 8th grade scores, teacher recommendation[s], ELA and Math Placement Test results, and student demographics) is shared with administration and teachers at the middle schools for student placement and revised as students enroll at our district. The site and district office administrators and the Instructional Support Team (IST), comprised of instructional coaches for English, math, science, ELD, and SPED, are all part of the articulation team that visits all of the local middle schools throughout the year.</p>	<p>Law SB359 - for Math</p> <p>Instructional Support Team (IST)</p> <p>Instructional Coaches- Feeder School Meetings</p> <p>Shared Google Sheets with Student Information</p>
<p>Additionally, during middle school roadshow presentations, we provide essential information to 8th grade students and their families about the programs we have at Leuzinger, such as our AVID program and our CTE programs, which include our academies. Furthermore, Leuzinger provides academic support programs and activities for prospective students. For instance, programs such as Mathematics, Engineering, Science Achievement (MESA), Upward Bound, Scholastic Aptitude Test and American College Testing (SAT/ACT) preparatory courses, as well as department, CTE, and private tutoring programs.</p>	<p>Special Education - El Camino College Collaboration Meetings with Counselors re: Entrance Exams</p>
<p>Moreover, Leuzinger has relationships with multiple community colleges, universities, and trade schools. There are college support programs,</p>	

<p>articulation and dual enrollment, and support for teachers within several departments including math, science, and CTE. Leuzinger maintains a relationship with the Teacher Education Program (TEP) programs at UCLA and CSU Dominguez Hills (CSUDH). And, Leuzinger continues to work with the UCLA Center X department, UCLA’s Math and Science department, and UCLA’s Math Project team to provide professional growth for academic instruction in the subjects of English, math and science. Additionally, in connection with CSUDH and Cal Lutheran University, Leuzinger also offers students the opportunity to be a part of the Upward Bound Program throughout their high school career.</p>	<p>CV Consortia  Field Trip Paperwork to 25+ Colleges from Academies, AVID, and College and Career Center</p>
<p>Leuzinger has begun to offer dual-enrolled courses with El Camino College. As a part of the MCA, students have the opportunity to earn college credits for taking photojournalism, and all Leuzinger students were also provided the opportunity to take Media &amp; Society, an after-school El Camino College course. The CCA also has an articulation agreement with Long Beach City College that provides them the opportunity to test out of a required foundation course in their culinary arts certificate program.</p>	<p>TEP at UCLA and CSUDH  UCLA Center X  UCLA Math Project</p>
<p>An additional method of articulating Leuzinger’s curricular programs and expectations is through the School of Choice event. This event is held annually on campus at the start of open enrollment, which is typically on a weekend. During the event, every academy, program, and sport is present to provide information to incoming students and their parents.</p>	<p>Upward Bound Program</p>
<p>Currently, Leuzinger is in the process of researching and implementing a valid and reliable data management system that assists in addressing follow-up studies of its graduates to compare and reflect upon the effectiveness of our current and future curricular programs. In the past, we have used and accessed data from the National Student Clearinghouse, but at this time we no longer utilize this database for graduate follow-up studies.</p>	<p>Long Beach City College- Culinary Arts Articulation Agreement</p>

**B2. ACCESS TO CURRICULUM CRITERION**

All students have equal access to the school’s entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals.

**Variety of Programs — Full Range of Choices**

**B2.1. Indicator:** All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

**B2.1. Prompt:** *Evaluate the effectiveness of the processes to allow all students to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. Discuss how the school ensures effective opportunities for career exploration, preparation for postsecondary education, and pre-technical training for all students.*

Findings	Supporting Evidence
<p>At Leuzinger, we provide ample college and career educational options. Students are given the choice of enrolling in one of four academies and in AVID. By joining an academy, students are given the opportunity to follow a specific career pathway. Students in each academy are introduced to career-specific opportunities in their academy-specific course. Some examples of this include: field trips to industry-specific organizations and establishments, guest speakers, and dual enrollment for college credit at El Camino. In addition, students who join AVID are highly encouraged to join at least one honors/AP course and maintain enrollment in rigorous courses throughout their four years. Students are introduced to college opportunities such as: campus tours, college-admission representative speakers, former Leuzinger Alumni and college-attending guest speakers, and career guest speakers. Students are also introduced to college-ready practices and skills such as: entrance exams (SAT/ACT), financial aid, college course selection, high school four-year plans, public speaking, and study skills.</p>	<p>Academies (CCA, ECA, MCA)</p> <p>Leuzinger Academy Recruitment Flyers</p> <p>Academy Field Trip Matrices</p> <p>AVID Flyer</p> <p>AAA Flyer</p>

**Accessibility of All Students to Curriculum, including Real World Experiences**

**B2.2. Indicator:** A rigorous, relevant and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered.

**B2.2. Prompt:** *Evaluate students’ access to a rigorous, relevant, and coherent curriculum across all programs that includes real world applications. To what extent do the instructional practices of teachers and other activities facilitate access and success for all students?*

Findings	Supporting Evidence
<p>All Leuzinger teachers strive to place their curricula in a real-world context so students are able to see and understand the “why” of their learning. The most direct manifestation of this exists in the Career Technical Education (CTE) academies, in which students explore all core courses (English, math, science, and social studies) through an industry lens. The primary purpose of the Leuzinger CTE pathways is to provide a direct link between what students learn in classrooms and what takes place in the world outside of the classroom. Each CTE academy provides myriad connections through project-based learning that includes providing products and services for community clients, engaging with guest speakers, and exploring field experiences in the hospitality, multimedia, and environmental industries. All Leuzinger students have the opportunity to join a CTE pathway/academy</p>	<p>Pathway Maps 2019-2020</p> <p>Advisory Board Agenda and Minutes 2019</p> <p>Integrated Math Pathways</p>

<p>each year, and we are expanding access for 2019-2020 to include Business &amp; Entrepreneurship and Child &amp; Adolescent Development. Across all pathways, students engage with industry partners, participate in real-world projects, and present their work to teachers, peers, and industry partners.</p> <p>In order to ensure industry-standard behaviors are being applied in the class and beyond, every academy has an advisory board that is comprised of industry professionals who inform students of entry-level requirements &amp; salaries, post-secondary expectations, and internship opportunities. Members meet with teachers and students throughout the year and then formally and as a group in the spring of each academic year.</p> <p>Leuzinger also sponsors several academic presentations across content in science, math, and art that provide students and teachers with the opportunity to show the community how school topics are applied in the real world, including: Family Math Night, Science Fairs (District and County Levels), the end-of-unit performance tasks assigned in all Integrated Math courses, a district-wide arts fair, and competitions with the MESA (Mathematics, Engineering, Science Achievement) Club.</p>	<p>IDS, Financial Literacy, AP Stats, and Intro to Computer Science</p>
<p>ELA Grade Level Curriculum Maps are aligned with Common Core Standards that outline clear learning targets and objectives for students in coherent scaffolded units. Each unit consists of CFAs and CSAs that teachers analyze to inform their instruction to ensure student success in mastering learning targets and objectives. During weekly Department Collaborations, teachers collaborate in grade level teams to discuss where they are in relation to the Curriculum Map and the strengths and weaknesses of their students' progress. Teachers share lesson strategies to target weaknesses and modify their instructional practices accordingly to ensure mastery of skills. Each grade level team has a Course Lead to facilitate collaboration and offer support to teachers along with our ELA Instructional Coach.</p>	<p>ELA Curriculum Maps</p> <p>Dept. Collaborations</p> <p>CSA's and CFA's</p>
<p>Leuzinger Science department anchors each lesson with a real life phenomena which the students will then investigate. The lens through which they conduct their investigation is the Science and Engineering Practice (SEP) from the NGSS. Utilizing these SEP's students are able to demonstrate their understanding of a topic through a variety of methods. The goal of using real world phenomena is to connect the students to their previous experience while allowing them to apply their knowledge of the science content through one of the SEP's. Our methods are inquiry based which allows students of all levels access to the curriculum by encouraging them to ask questions about the phenomena allowing us, as teachers, to connect their ideas to vocabulary or science concepts being taught in the lesson. The science curriculum has shifted our focus from rote memorization of words or concepts to application of skills which allow our students to more deeply</p>	<p>Curriculum Maps</p> <p>Monthly Course Lead Meetings</p> <p>CSA</p> <p>Lesson study with Instructional Coach</p>

<p>investigate the ideas being presented in class without the constraints of science specific language.</p> <p>In the math department, we incorporate real-world performance tasks to give students an opportunity to seeing how the math concepts can be applied. In addition, our lessons, activities, and assessments incorporate real-life situations. Our teachers scaffold their lessons strategically while maintaining cultural relevance, and provides different levels of questioning to give access to a rigorous curriculum. This is also reflected in our assessments to gauge levels of mastery in content. Recently, the math department ushered in the integrated mathematics pathway and at the same time considered additional courses for students who may not be STEM majors. We are offering senior level Business Math for the CCA academy and Introduction to Data Science (a statistics and RStudio programming class). This year, we opened up two new courses: Financial Literacy and Introduction to Computer Science.</p> <p>Social Sciences have made concerted efforts to continually develop curriculum that engages students in the process of “doing history,” which communicates to students that history and the related social sciences are interpretive disciplines, rather than having a stagnant body of information to memorize. The curriculum allow students to develop their content knowledge in greater depth that can be contextualized and utilized to address issues and problems in modern society. We have sought to incorporate the four areas of emphasis based on the new California Historical Framework going beyond the first emphasis of 1) Content, and incorporating 2) Inquiry, 3) Literacy, and 4) Citizenship in the yearlong curriculum. The goal of each social science course is for students to use evidence based inquiry in order to understand the importance of history and its impact on our nation and world today.</p> <p>All students have access to the World Language curriculum regardless of learning style through reading, writing, listening and speaking practice. Use of authentic texts, audio and visual materials expose students to real world resources and experiences, as well as providing multiple points of access for all students to learn. Students participate in cultural activities such as attending plays, learning music and folk dances and being part of clubs to support their language learning. AP Spanish Language and AP Spanish Literature provide rigorous courses to prepare students for college curriculum.</p>	<p>SBAC Interims</p> <p>Performance Tasks</p> <p>CSA’s and CFA’s</p> <p>IDS, Financial Literacy, and Intro to CS</p> <p>Social Science Curriculum Map</p> <p>AP World, AP USH, AP Gov’t, AP Econ</p> <p>AP Spanish Language and AP Spanish Literature</p>
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**B2.2. Additional Online Instruction Prompt:** *Evaluate the procedures to ensure that students have access to courses that meet the UC “a-g” requirements, including lab courses.*

Findings	Supporting Evidence
<p>Leuzinger High School promotes UC a-g approved courses through Edgenuity for the following courses subjects: English, Math, Social Studies, World Languages, and a few elective courses (Psychology, Intro to Communications and Speech, Financial Math, and Persona Finance). For the full list of courses, please see Appendix A-140.</p> <p>Our Edgenuity courses for world language and science are not UC approved. Although they are not UC approved, these courses help students meet graduation requirements. The district is choosing to select a different online system that will allow wet labs so that science Edgenuity courses will be UC approved in the future.</p>	<p>Edgenuity Course Offerings</p>

**Student-Parent-Staff Collaboration**

**B2.3. Indicator:** Parents, students, and staff collaborate in developing and monitoring a student’s personal learning plan and their college and career and/or other educational goals. (This includes the evaluation of whether online instruction matches the student’s learning style.)

**B2.3. Prompt:** *Evaluate to what extent parents, students, and staff collaborate in developing, monitoring, and revising a student’s personal learning plan and their college and career and/or other educational goals.*

Findings	Supporting Evidence
<p>Leuzinger High School continues to progress in parent, student, and staff collaboration in terms of developing and monitoring students’ personalized learning plans as well as their college and career goals. Counselors visit classrooms every semester to review students’ transcripts, graduation and A-G requirements, and the creation and subsequent updating of individual four-year plans. For the 2018/19 school year, the district has partnered with California College Guidance Initiative (CCGI) to provide a personalized planning tool and a verified electronic transcript for Leuzinger students. CCGI provides tools to help our counselors to extend their reach and support more students more effectively, while also helping teachers integrate college- and career-planning activities into the classroom.</p> <p>In addition, counselors meet with students to assist them in exploring their post-high school, career, and college options. Leuzinger also has a Parent Center that offers “Coffee with the Counselors” and “Coffee with the Principal” each month. At these monthly meetings, parents are given</p>	<p>Counselor Visits to All Classrooms to Discuss A-G / Transcripts</p> <p>Parent Sign-In Sheets for “Coffee with the Principal” and “Coffee with the Counselors”</p> <p>Call Logs for College and</p>

information on A-G, graduation, and college acceptance requirements. The parent center also conducts Grade Level Meetings during the school year that provide information to students and parents that is relevant to their grade level, such as college applications, scholarship information, and programs offered by the school.	Career Events  CTE Pathway Maps
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**Post-High School Transitions**

**B2.4. Indicator:** The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

**B2.4. Prompt:** *Evaluate the effectiveness of the strategies and programs to facilitate transitions to college, career, and other postsecondary high school options.*

Findings	Supporting Evidence
<p>At Leuzinger, we continue to progress in our use of strategies and programs to facilitate students’ transitions to college, careers, and other post-secondary options. We also offer a wide array of A-G approved courses so that all students will have the opportunity to become eligible to attend the college of their choice.</p> <p>Furthermore, we prepare all levels of our student population for college and careers by offering several careers academies: Culinary (CCA), Environmental (ECA), and Multimedia (MCA). Students who are enrolled in an academy follow an academic pathway that includes the courses necessary for them to be A-G eligible, and all students regularly meet with teachers and counselors to monitor their progress. Also, functional learning programs for Special Education (SPED) students are offered, as well as courses for English Language Learners (ELLs) and their parents, which includes a parent/teacher liaison.</p> <p>In addition, Leuzinger has a College and Career Center where students can learn about college options, how to apply for schools and financial aid, and other post-secondary options such as technical schools. There are also frequent presentations on campus by representatives from colleges, universities, and the military, as well as opportunities for students to attend field trips to visit college campuses. Students also have the opportunity to gain real-world experience through work study at corporations such as Mattel and Northrop Grumman.</p>	<p>Master Schedule</p> <p>College and Career Center</p> <p>Academies</p> <p>SPED Support Classes</p> <p>ELD Support Classes</p> <p>College Meetings for Parents</p> <p>College Visits</p> <p>College Presentations in College and Career Center</p> <p>UCLA Tutors on Campus</p>

## **ACS WASC CATEGORY B. Standards-based Student Learning: Curriculum Summary, Strengths, and Growth Needs**

**Review all the findings and supporting evidence and summarize the degree to which the criteria in Category B are being met.**

**Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Task 2, Chapter II).**

### **Summary (including comments about the preliminary identified critical learner needs)**

In order to meet graduation requirements, students participate in rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. They have access to courses that are aligned with state and/or national standards and science courses that are aligned with the new NGSS. Centered on these coherent standards and UC guidelines are teacher created curriculum maps, lesson plans and common formative and summative assessments that shape the pathways of the courses offered for our students. Additionally, our CTE academies (CCA, ECA, and MCA), our Advanced Academic Academy (AAA), and our AP and Honors courses also provide pathways that prepare all students for college and career by the end of their senior year.

The Leuzinger Math and ELA departments strive to ensure curriculum is rigorous, relevant and meaningful for all students. For example, the Leuzinger Math department continues to address students' need for developing numeracy skills through the adoption of a modernized integrated math sequence, two support classes for Integrated Mathematics I and II, respectively, and new courses such as Business Math, Introduction to Data Science, Financial Literacy, and Introduction to Computer Science as well as the addition of a math instructional coach. All the math courses are designed to target both STEM and non-STEM students in preparation for both colleges and careers. Along with the Math department and other departments such as the Social Studies and Science departments, the English department continues to address students' need for developing literacy skills utilizing all components of the ELA Common Core Standards. And, students who need extra help in both English and Math have access to varying levels of support classes that would bring students up to grade level. For example, the English department offers two support classes for students who may be a few to several grade levels below par. Like the Math Department, the English and Science department also have an instructional coach supporting teachers and students.

The Science department has adopted NGSS-aligned courses, and the Social Science department added Ethnic Studies to its curriculum this year. Notably, all courses have incorporated literacy components of the CCS into their curriculum. We also offer myriad fine arts options, from Band and Ceramics to Digital Photography as well as Digital Literacy and Health. Further, our student enrollment in AP classes, as well as access to A-G approved courses, AVID, the AAA, and the three CTE academies provide the support required for college preparation. This is accomplished

by academy Leaders who mentor students at each of the grade levels. In the career academies, the CTE coursework, related site-based enterprises, and relevant real-world applications in non-CTE courses ensure students are prepared for careers as well. Additional supports from the counseling and the College and Career Center, as well as our direct relationship with surrounding community colleges, and universities, further connect students to post-secondary planning and preparation.

Also as important, Leuzinger High School students have equal access to our holistic program and are provided assistance with a personal learning plan to meet the requirements of graduation. Students meet with counselors, teacher and academy leaders, teachers, the college and career counselor, and the school psychologist team to ensure students are receiving a safe and equitable educational experience. Leuzinger also continues to articulate with our junior high feeder districts making sure students are placed in the appropriate Math, English, and SL classes based on multiple measures, such as 8th grade teacher recommendations, 8th grade course and grades, 7th and 8th grade SBAC scores, and district adopted assessments. The articulation with our surrounding middle schools ensures students are placed at their zone of proximal development. Access to support classes for SPED, lower performing and ELL students is evident at Leuzinger. Teachers, instructional coaches, department chairs, administrators, and other stakeholders continue to keep up to date with research based strategies and practices ensuring that students are given an opportunity to learn relevant and rigorous content. Essentially, all stakeholders strive to ensure students are prepared for the pursuit of their academic, personal, and career goals by being offered support and ample college and career opportunities through a rigorous curriculum that is tailored to their individual needs and learning styles.

Lastly, in response to increasing access to college, over the last five years, Leuzinger has significantly increased students' access to college by ensuring that over 90% of courses on the master schedule are A-G approved. All core subjects required for graduation, as well as previously non-approved CTE and other elective courses, are approved. Earning A-G status ensures that students are engaging in curriculum that is rigorous and requires extensive reading, writing, and listening skills in order to increase both numeracy and literacy performance.

In essence, the programs, measures, and practices we use, the evident use of technology, and all standards-aligned course outlines are all a contribution to the Leuzinger master schedule demonstrating a commitment to preparing students for college and career in the 21st century.

### **Prioritize the strengths and areas for growth for Category B.**

#### **Category B: Standards-based Student Learning: Curriculum: AREAS OF STRENGTH**

- Significant growth in A-G courses; all CTE courses UC approved
- 1:1 student chromebook initiative
- Student access to Canvas, PowerSchool, and Google Suite
- New position of Educational Technology Coach to support technology use in classrooms

- Math and English courses are common core aligned; CTE courses industry aligned
- All science courses have adopted and integrated the NGSS
- Pro Talk speaking and language strategies have been integrated into all courses
- 25% our students and 10% of our teachers are involved with AVID
- 50% of student body enrolled in CTE academies
- Consistent communication with feeder schools; significant increase in 2018 through “Rush Days” and campus visit from all local middle school administrators
- 8-period day provides opportunities for enrichment and remediation supports
- Functional Learning Skills, Autism, and Co-Taught courses for SPED
- Courses for ELL students & their parents

#### **Category B: Standards-based Student Learning: Curriculum: AREAS OF GROWTH**

- Designate and implement an effective data management system to drive instructional decisions and for follow-up studies of graduates
- Expand the use of technology by all teachers through integration into course outlines
- Increase A-G completion rates to above 50% by updating A-G courses and supporting students in passing with C or above and re-taking courses when necessary
- Utilize California College Guidance Initiative (CCGI) to improve students’ self-monitoring of A-G progress and UC/CSU eligibility
- Increase enrollment in AVID and academies to 75%+ of student population
- Add 2+ CTE pathways so students have access to more career options
- Increase dual enrollment by one or more courses each year

## CATEGORY C: Standards-based Student Learning: Instruction

### Leaders:

May DeGuzman | Literacy Instructional Coach and English Teacher

Rochelle Peterson | English Teacher

Kimiko Shiozaki | Special Education Teacher

### Certificated Staff:

Ronald Bravo | World Language Teacher

Scott Butwell | English Teacher

Vicky Caseria | ELD Teacher

Eric Choi | Science Teacher

Ken Cowan | Visual Arts Teacher

Neil DeQuina | Mathematics Teacher

Kevin Haefner | Social Science Teacher

Nicole Hamasaki | CTE Science Teacher

Inyoung Huh | Mathematics Teacher

Kyle Jennings | Visual Arts Teacher

Emma Jurgenson | Physical Education Teacher

Kristin Matuz | Science Teacher

Denisse Miranda | World Language Teacher

Aida Molina | Science Teacher

Noel Newton | English Teacher

Linda Nguyen | Science Teacher

Bill Sittner | Special Education Teacher

Ding-Ay Tadena | Mathematics Teacher

Christine Ulloa | World Language Teacher

### Counselors:

Oscar Gutierrez | Counselor

### Classified:

Katrina Draffen | Paraeducator

Kevin Parra | Maintenance & Operations

Ron Meyers | Campus Safety Lead

Alex Alvarez | Campus Safety

Fran Kelly | Maintenance & Operations

Cynthia White | Health Aide

Angela Chookhae | Attendance Clerk

Marisol Arizaga | Attendance Clerk

Evelyn Chandler | Maintenance & Operations

### Students:

Christopher Barrera

Jovita Duru

Stacie Jackson

Rolando Pajulas Jr.

Adrian Sanchez

David Sandoval

Isaiah Ross

Desiree Bowman

Jenna Johnson

Sydney Santiago-Garcia

Melania Aviles

Devonte Evans

Amy Madrigal

Nevan Smith

### Parents:

Katrina Draffen

Maria Arana

## C1. CHALLENGING AND RELEVANT LEARNING EXPERIENCES CRITERION

To achieve the schoolwide learner outcomes, academic standards, and college- and career-readiness standards, all students are involved in challenging and relevant learning experiences.

### Results of Student Observations and Examining Work

**C1.1. Indicator:** The students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.

**C1.1. Prompt:** *Evaluate the degree to which all students are involved in challenging and relevant learning to achieve the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards. Include how observing students working and examining student work have informed this understanding.*

Findings	Supporting Evidence
<p>Leuzinger High School is effective in providing students opportunities with challenging and relevant work to meet academic standards, college and career readiness, and schoolwide learner outcomes. Teachers consistently collaborate to analyze data, plan upcoming units, reflect on rigor, and share best practices in order for students to access grade-level curriculum. Standards-based common assessments are used to check for understanding and drive instruction. After examination of student work and observations of students in classes, an area of growth is consistency in rigor. Rigor may vary from one teacher to the next even though the subject and grade is the same. Overall, teachers are providing opportunities for critical thinking and higher level work. Teachers involve students in challenging and relevant work as shown in the following department summaries.</p>	<p>Data Analysis</p>
<p><b>English:</b> Curriculum maps and shared unit resources drive instruction. Every ELA unit includes a writing task that requires a focused thesis, the composition of multiple paragraphs, and the integration of textual evidence. Teachers model the process, scaffold structure, elaborate when needed, and provide students with opportunities to revise and reflect. Students regularly annotate texts for claims and evidence, as well as analyze and discuss rhetorical and literary strategies. Intervention students accelerate academic language skills with scaffolded reading and writing strategies based on Dr. Kate Kinsella's READ 180 and E3D curriculum. All students in grades 9-11 take the SBAC interim assessments as CSAs to measure progress towards CCSS. AP English students regularly practice College Board-released free response essays and multiple choice exams as common assessments. During collaboration meetings, grade-level teams analyze results of common assessments and student work to plan actions steps for interventions, enrichment, and curriculum revision.</p>	<p>Essay Grading Calibrations</p> <p>Student Essay Samples</p> <p>Annotated Texts</p> <p>Data Analysis of CFAs and CSAs</p> <p>SBAC Interim Assessments</p>

<p><b>Math:</b> On a daily basis, each student has the opportunity to analyze and interpret problems. Expectations are to explain each step of the problem to model their individual level of understanding. Teachers will use CFA/CSA results to help modify their instruction to cater to students’ level of understanding. They are also tasked with relevant real world applicable projects that engage all students. Students are introduced to content through direct and guided lectures, assignments, and performance tasks. At the end of each quarter, students complete performance tasks which encompass academic writing, critical thinking and mathematical knowledge. Teachers conduct observations of students working towards learning goals and their work by circulating the room and checking in with individuals or groups.</p> <p><b>Science:</b> Students engage in inquiry-based learning in each science course. Curriculum maps contain units focused on anchoring scientific phenomenon that require students to create and test claims, revise, and justify their arguments with evidence. Students are instructed in concise common academic language of claim, evidence, and justification utilized across the department. CFAs and CSAs in the Science department are transitioning to higher-level thinking by asking students to make claims and justify with evidence rather than recalling and identifying terms.</p> <p><b>Social Science:</b> Students are presented with historical inquiry questions, which drive lesson and unit planning. Students are given these questions at the beginning and throughout the duration of each unit to remind them of their learning goals. Students are engaged in academic standards and the college- and career-readiness standards through the rigorous lessons teachers create that include critical thinking, research, and evidence-based responses. Historical lessons are intertwined with modern day issues to demonstrate the connection of past, present, and continuity. Students are trained and expected to work as historians by reading, writing, and verbalizing their historical findings. Students work hand-in-hand with an array of primary and secondary sources.</p> <p><b>Visual and Performing Arts:</b> Each student has the opportunity to be creative and to learn how to revisit and refine past work. Students are expected to express themselves visually or artistically through music with final products and presentations at the end of each semester.</p> <p><b>World Language:</b> Students practice translations and grammar on a daily basis. They focus on thematic units that are relevant to social issues and student culture. Oftentimes, students produce video projects, varying in topics from how to cook a certain dish to advocating for environmental issues.</p>	<p>and Data</p> <p>Curriculum Maps Outline Standards, Objectives, and Writing Tasks for Each Unit</p> <p>Collaborative Activities</p> <p>Performance Tasks</p> <p>Claim, Evidence, Justification Graphic Organizer</p> <p>Collaborative Unit Planning</p> <p>Culturally Relevant Lessons</p> <p>Class Presentations</p> <p>Video Projects</p>
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<p><b>Physical Education:</b> Students focus on personal health and teamwork through games, sports, and personal training. Dance classes focus on form and coordination, resulting in a final performance in front of parents and students. Coed Weight Training and Lifetime Fitness focus on learning proper form and expectations, setting goals for improvement, and monitoring progress.</p> <p><b>Career Technical Education:</b> In CTE classes, students’ learning follows a structured curriculum designed specifically to promote skills and knowledge needed for that career. Units are designed to have students partaking in and producing career-specific experiences and products. Students in MCA produce real media that is viewed by the rest of the school and community. Students in CCA are regularly creating dishes in the kitchen, catering events, participating in cooking competitions, and cooking in and managing Leu’s Cafe. In ECA, students research and evaluate environmental policies and laws, and they tend to the school garden to learn about organic farming and food reliance.</p> <p><b>Special Education:</b> In SAI classes, students engage in varying content areas. Most content level courses follow the specified department curriculum maps which address investigation and application. Students participate in direct, guided, and independent instructional lessons and activities that support, develop, and expand prior knowledge and develop further investigation and application of newly acquired skills through various culminating activities, projects, and assignments.</p> <p><b>English Language Development:</b> ELD students work within thematic units that are high interest and relevant. Students learn English language skills through the lens of current events, art, and American culture &amp; celebrations. Because student work and observations show understanding of the foundational skills of the English language, students often work in pairs or small groups for peer assistance and to increase collaboration.</p>	<p>MCA Videos</p> <p>CCA Cafe</p> <p>ECA Garden</p>
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**C1.1. Additional Online Instruction Prompt:** *Evaluate the effectiveness of timelines and pacing guides for completing coursework for asynchronous online instruction.*

Findings	Supporting Evidence
<p>Some students utilize discussion boards and self-paced tutorials and lectures via Canvas. The Digital Learning Initiative is currently training teachers to incorporate Canvas tools for instruction; however, online instruction is not mandated in each course.</p>	<p>Canvas Courses, Assignments, and Discussions</p>

Students can take Edgenuity asynchronous online courses as credit recovery. The flexibility of its timelines and pacing is effective for students to complete courses that are approved for A-G requirements and graduation.	Edgenuity
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**Student Understanding of Learning Expectations**

**C1.2. Indicator:** The students understand the standards/expected performance levels for each area of study.

**C1.2. Prompt:** *Examine and evaluate the extent to which students understand the standards/expected performance levels that they must achieve to demonstrate proficiency.*

Findings	Supporting Evidence
<p>Each classroom at Leuzinger High School has an agenda and a focused learning target (FLT) posted. The agenda provides a visual support of the structure and time allocations in the classroom. The FLT guides the day’s lesson as it pertains to CCSS and informs students of what they are going to learn, the degree to which they will learn it, and how each student will demonstrate their learning.</p>	<p>Posted Agendas and FLTs</p>
<p>Schoolwide, teachers receive extensive training on developing specific and applicable FLT’s. It is the expectation that, in each classroom, the FLT is referenced throughout the lesson. Some students keep a log of FLT’s and reflect on the extent to which the FLT’s were met by the end of the period.</p>	<p>Slideshows of Trainings during Schoolwide Collaborations on Writing Effective FLT’s</p>
<p>Teachers also utilize department-specific rubrics that are shared with the students early in the year, ensuring that expectations are well known. AP teachers use AP scoring guides and the College Board’s resources of annotated student work to help our students more readily understand and meet expectations. The English department uses a schoolwide Writing Handbook for students to reference the expectations of different types of writings and the rubrics used to assess their work. Students also view model essays that teachers have collected in order for students to understand rubric expectations in concrete examples. Most teachers post examples of outstanding work inside their classrooms, giving students a chance to see what quality work looks like.</p>	<p>Departmental Rubrics and Scoring Guides</p>
	<p>Curriculum Maps with Essential Questions, FLT’s, and Standards Blueprint</p> <p>District Writing Handbook</p> <p>Bank of Student Essays in District</p>

**Differentiation of Instruction**

**C1.3. Indicator:** The school’s instructional staff members differentiate instruction, including integrating multimedia and technology, and evaluate its impact on student learning.

**C1.3. Prompt:** *Determine how effectively instructional staff members differentiate instruction, such as integrating multimedia and technology, to address student needs. Evaluate the impact of this on student learning.*

Findings	Supporting Evidence
<p>Instructional staff generally differentiates instruction through scaffolding, purposeful grouping, catering to various learning styles, and delivering instruction with Canvas and Google Suite. Teachers provide digital and physical graphic organizers to scaffold notes, writing, and projects. Sentence stems and frames help students who need support with the academic language that should be used in writing and discussion. Teachers may group students heterogeneously so that students can assist each other, or homogeneously to target specific skills. Furthermore, many teachers present content to appeal to visual, auditory, and kinesthetic learners. Students are sometimes offered options of how to deliver final projects or assessments based on their respective learning styles. Students are able to generate their own research questions and topics in regard to certain projects and essays. With the Digital Learning Initiative, many teachers provide differentiation with access to remediation and enrichment with online access to assignments, instructional videos, and interactive presentations. Teachers can also assign different work and digital content to specific students through Canvas, and students often have the chance to re-submit revised assignments.</p> <p>For students performing below proficiency in ELA and math standards, we have several school resources and strategies in the classroom to increase engagement, motivation, and academic improvement. For example, READ 180, English Intensive, English Essentials, and ELA Success are support English classes intended to be taken simultaneously with a students’ regular English class in order to teach students reading skills and strategies they can apply in all classes. Integrated Math Success is the support class for students who need extra help building a stronger foundation in basic math skills and strategies. ELD also provides support classes such as Fundamentals, System44, ELD A &amp; B, READ 180, and English 9 Sheltered Language to aid ELD newcomer students in learning the basics of reading, writing, speaking, and listening. Edgenuity online courses are also available for students to make up classes they failed. Teachers use the online programs and interventions curriculum to accelerate students’ skills to grade-level and to engage students in credit recovery.</p>	<p>Graphic Organizers</p> <p>Sentence Stems and Frames</p> <p>Teacher Presentations that Incorporate Visual, Auditory, and Kinesthetic Content and Instructions</p> <p>Assignments and Quizzes on Canvas</p> <p>Nearpod Presentations</p> <p>School Media Center</p> <p>Department Tutoring Schedule</p> <p>READ 180 English</p>

<p>For students who have specific college and career interests, our campus offers AVID, AAA, Upward Bound, CARS, and three career academies. AVID, Upward Bound, and CARS enables those who are thoroughly committed to attending a four-year university after high school to learn, research, explore, and experience college-specific information and support. For academically advanced students, AAA provides support in honors and AP courses through after school study hall, workshops, and embedded college guidance in AAA cohorted classes. The three career academies, Culinary, Environmental, and Multimedia, provide opportunities for students to gain real work experience in the career paths of their choice while also giving them access to content-required curriculum through the lens of their selected academy.</p>	<p>Essentials and ELA Success</p> <p>Integrated Math Success</p> <p>Fundamentals</p> <p>System44</p> <p>ELD A &amp; B</p>
<p>All IEP and 504 Plans are available for teachers to access on the district's Google Drive. This allows for the most up-to-date information to be readily accessible for teachers and administrators to provide accommodations and modifications. Learning Center classes provide many SPED students individualized academic support, and co-taught classes allow SPED students to be taught in an intense, individualized manner while still having access to the general education curriculum and setting.</p>	<p>English 9 Sheltered Language</p> <p>Edgenuity</p> <p>AVID</p>
<p>Instruction is differentiated for ELLs with the help of specific groupings and labels. 9th and 10th grade LTELs are cohorted in ELA Intervention classes to provide them with ELPAC test preparation in addition to their placement in a mainstream ELA class. LTELs in 11th and 12th grade are only mainstreamed in ELA classes, but they are on separate rosters with teachers who have been trained to provide targeted assistance with academic language. On PowerTeacher rosters, all teachers can see who their English Language Learners are through the use of an ELL indicator icon. Teachers have implemented Pro Talk strategies to support ELLs. These strategies include creating intentional opportunities for students to talk about the academic content and providing sentence stems for practicing academic language. ELPAC preparation is delivered through an online Canvas course for LTEL students who are in mainstream academic classes but not in support classes, and can be assigned as part of the core curriculum for that student if the teacher deems it necessary. Data has demonstrated that in past years, ELL reclassification has increased as more initiatives have been adopted to specifically target ELL students.</p>	<p>Upward Bound</p> <p>CARS</p> <p>CCA</p> <p>ECA</p> <p>MCA</p> <p>AAA</p>
<p>We provide multiple avenues for students to receive help and tutoring in a way that best meets the needs and schedules of each student. The Media Center is open before school, during lunch, and after school to provide computer access and Internet to students who do not have their own devices or need a quiet working environment. After school, the Media Center also provides tutoring in all subject areas assisted by teacher and college tutors.</p>	<p>Various AP Courses</p> <p>IEP and 504 Plans on Google Drive</p> <p>ELL Labels on PowerTeacher</p> <p>Cohorted LTEL ELA</p>

<p>For students who prefer to get assistance from a specific teacher, a schedule of teacher availability by department is published to students.</p> <p>Teachers still struggle with differentiation in certain classes due to the wide breadth of knowledge levels and abilities within a single class section. It is sometimes difficult to provide enough support for those students on the lower end while also adequately challenging those on the advanced side, in addition to giving proper support for those in between. This is something that, as a school and as individual instructors, we are constantly reflecting on and working to improve.</p> <p>Overall, differentiation in instruction positively impacts student learning. Increase in graduation rates and student eligibility for four-year colleges demonstrates that students are finding more ways to succeed in grade-level curriculum. Enrollment has dramatically increased partly because our school provides a multitude of ways to meet students' interests and academic needs.</p>	<p>Classes</p> <p>Pro Talk Sentence Stems on Posters, Agendas, or Desks</p> <p>ELPAC Preparation Canvas Course</p>
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**C2. STUDENT ENGAGEMENT CRITERION**

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.

**Current Knowledge**

**C2.1. Indicator:** Teachers are current in the instructional content taught and research-based instructional methodology, including the integrated use of multimedia and technology.

**C2.1. Prompt:** *Evaluate the extent to which teachers effectively use a variety of strategies including multimedia and other technology in the delivery of the curriculum.*

Findings	Supporting Evidence
<p>Leuzinger High School uses varied means of keeping teachers current in instructional content and research-based instructional methodology. These means can generally be broken down into Professional Learning Days, Professional Development during schoolwide collaboration, lunchtime Professional Learning Opportunities, teacher workshops, Summer Institute, and symposiums. The instructional content and methodologies presented may vary slightly, but generally fall into the following categories: FLTs, checking for understanding, student socio-emotional health, supporting ELLs, Pro Talk, grading practices, technology use, AVID strategies, and Direct Interactive Instruction. Most of these are readily implemented by teachers on a daily basis. Teachers greet students by the door, provide sentence frames and graphic organizers, utilize Canvas and other technology, have</p>	<p>Professional Learning Day Agendas</p> <p>Collaboration Agendas and Presentations</p> <p>Lunch PLO Sign-in Sheets</p> <p>EdTech PL</p>

<p>students use planners and Cornell Notes, focus on text-based questioning, and model metacognition for their students. The Digital Learning Initiative focuses on training teachers how to use and implement our learning management system in effective and engaging ways. Aside from Professional Learning days in the school year and Summer, teachers can attend monthly instructional technology workshops in person or online. A large number of teachers utilize Canvas beyond the mandate of a published syllabus.</p> <p>Various groups and departments are provided with further instructional content and methodologies. All AP teachers are required to attend Summer Institute. AVID instructional teachers are required to attend a variety of conferences including ones on tutorials and organizational strategies. The Science Department received training specifically focused on using the Next Generation Science Standards to rework their curriculum map. The English Department attended a training focusing on Vertical Alignment and specified five specifics in's and out's for Argumentative Writing per grade level. Specific subject teachers also attend specialized content trainings like Introduction to Data Science and academic language development for English Learners. These specialized trainings often immediately influence the content, sequences, and routines of the specific courses.</p>	<p>Monthly Schedule</p> <p>Completed Request-to-Attend Conference Forms</p> <p>Use of Canvas, GoGuardian, Nearpod, and Kahoot</p> <p>AVID Tutorials</p> <p>Text-Dependent Questioning</p> <p>Inquiry Based Units in Science and Social Science</p>
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**C2.1. Additional Online Instruction Prompt:** *Evaluate how teacher technology competencies are assessed during online instruction.*

<b>Findings</b>	<b>Supporting Evidence</b>
<p>Leuzinger’s EdTech coach and Digital Learning Initiative teacher leaders are key components of evaluating teacher technology competencies for online instruction. These individuals all participate in various consultations, observations, learning walks, and discussions with teachers in order to assess where technology competencies are strong and where there is room for improvement.</p> <p>Specifically, our EdTech coach keeps track of teachers who are using Canvas and schedules assistance meetings with those who are not yet using Canvas to the expected standard.</p>	<p>Notes on Learning Walks</p> <p>Canvas</p>

**Teachers as Coaches**

**C2.2. Indicator:** Teachers facilitate learning as coaches to engage all students.

**C2.2. Prompt:** Evaluate and comment on the extent to which teachers use coaching strategies to facilitate learning for all students. Provide examples such as equitable questioning strategies, guided and independent practice, project-based learning, and other non-didactic techniques to engage students in their own learning.

Findings	Supporting Evidence
<p>Leuzinger teachers are implementing several equitable questioning strategies, guided and independent practices, project-based learning, and other non-didactic techniques to engage students in their own learning practice. We are sufficiently fulfilling the requirements for standards-based learning instruction.</p> <p>Some of the instructional techniques teachers use as equitable questioning strategies are call cards to check for understanding, participation tally sheets, and restructured discussions.</p> <p>Our teachers use guided techniques to teach all students. We use DII to structure lessons, and this includes the process of input and model, structured practice, guided practice, independent practice, and assessment of mastery. During lessons, we refer back to FLTs to remind students of the learning objective and hold them accountable for their own learning.</p> <p>Teachers are encouraged to use the 10-2 model of direct instruction, which dictates that after ten minutes of lecture or input, about two minutes should be used to check students’ understanding and allow them to interact with content.</p> <p>Further, we make sure we engage all students equitably. Instructional coaches and intervention specialists have led professional learning throughout the year on a variety of teaching strategies, including FLTs, checking for understanding, student engagement, Illuminate for data analysis, using Google apps and extensions, using Canvas for assessments, and facilitating classroom culture.</p> <p>Every career-based academy has at least one integrated unit that requires interdisciplinary projects. MCA has a unit that examines education segregation, for which students analyze podcasts, fine art, short stories, and data sets from School Accountability Report Cards (SARC). Furthermore, in their ELA class, students examine historical court cases and Jim Crow laws, and they create videos on the American Dream in Video Digital Productions. Academies provide partnerships with businesses and community organizations for relevant projects and real-world practice of academic skills and knowledge.</p>	<p>Canvas, Google Apps, and Other Online Applications like Nearpod, Quizlet, and Kahoot</p> <p>Professional Learning Opportunity Agendas and Sign-in Sheets</p> <p>Learning Walk Graphic Organizer and Feedback Sheet</p> <p>Project Based Learning &amp; Interdisciplinary Units within CCA, ECA, and MCA Curriculum Maps and Pathways</p> <p>Science Curriculum Maps and Lesson Resources in</p>

<p>The Science department has transitioned to using NGSS so that their curriculum and unit planning now begins with student inquiry of various scientific phenomena. More specifically, for every course, a unit begins with an anchoring scientific phenomenon, and instead of teachers providing facts and/or statistics, they act as facilitators in students' experiences and inquiry. Students then create claims that are tested, revised, and justified by evidence. Teachers do provide Direct Interactive Instruction (DII) of statistics and probability to aid in the inquiries, but the majority of the lessons are to facilitate student inquiry.</p> <p>In the Digital Literacy and Computer Applications classes, students work with a variety of assignments and projects using Google Applications and Microsoft Office. The two courses are project-based, and life experiences and prior knowledge are used when applying the new skills. Communication skills and critical thinking are reinforced through software applications and the work that is assigned, and students work independently or collaboratively as guided by the teacher. In addition, students complete a digital literacy online interactive curriculum.</p> <p>Lastly, Edgenuity is a credit recovery online independent study program that is used by students to make up courses they have failed or that need grade improvement. Students using Edgenuity have access to detailed statistics on their progress, including lesson completion percentage and scores on lessons and tests. Students access the curriculum via the Internet through their computer or tablet and begin the program with a pre-test followed by lecture-style lessons. In order to support different learning styles, the courses use audio, video, and text content, as well as different types of assignments such as written essays, projects, and graded tasks.</p>	<p>the District Google Drive</p> <p>Inquiry Based Projects</p> <p>Student Presentations on Relevant Topics such as Personal Culture, Budgeting, and Laws and Policies</p> <p>Online Everfi Ignition Digital Literacy Curriculum &amp; Responsibility</p> <p>Edgenuity Progress Report and Course Completion Certificates</p>
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**Examination of Student Work**

**C2.3. Indicator:** Students demonstrate that they can apply acquired knowledge and skills at higher cognitive levels to extend learning opportunities.

**C2.3. Prompt:** *Evaluate the extent to which students demonstrate a) that they are able to organize, access and apply knowledge they already have acquired; b) that they have the academic tools to gather and create knowledge and c) that they have opportunities to use these tools to research, inquire, discover, and invent knowledge on their own and communicate this.*

<b>Findings</b>	<b>Supporting Evidence</b>
<p><i>a) that they are able to organize, access and apply knowledge they already have acquired</i></p> <p>Leuzinger is effective in having students access a variety of physical and</p>	<p>Student Agenda and Planners</p>

<p>digital resources that they use to organize, access, and apply knowledge.</p>	<p>Google Drive</p>
<p>As for physical resources, many students respond to daily prompts and take notes in composition journals, and they assemble binders of easily accessible content as units progress. All students are provided with agenda books that contain our school calendar, the bell-schedule, and daily to-do lists.</p>	<p>Canvas Courses</p>
<p>Digital resources such as Canvas, in conjunction with Google Apps, allow students to research, compile information, and respond and discuss with peers. They also allow teachers to assess understanding in real time. In turn, students can access teachers’ feedback on Google apps, Turnitin.com, and Canvas assignments, and assessments. The school provides the Google Suite to each student, and students can then access and organize their work in their own Google Drive.</p>	<p>Student Writing Handbook</p>
<p>Both physical and digital, the student Writing Handbook provides resources for all content area to structure writing. The English department has adopted a common language for scaffolding paragraphs within an essay. For example, students structure a paragraph in an informative essay with a topic sentence, the three Es (Example, Evidence, and Explanation), and a closing sentence.</p>	<p>Science Interactive Notebooks with a Specified Format and Sequence of Content</p>
<p><i>b) that they have the academic tools to gather and create knowledge</i></p>	<p>Anticipation Guides to Begin Units</p>
<p>Students have access to the Google Suite to create documents, presentations, and more. Canvas is the learning management system that we use to access instructional material, and teachers have, at minimum, their Canvas course and syllabus posted. Many teachers are involved in the Digital Learning Initiative and use Canvas to distribute instructional materials, assignments, feedback, and assessments. Also, students have access, both at school and at home, to EBSCOhost (the academic research database) and Overdrive (the digital library of books and magazines). Students also have access to physical and/or digital textbooks as well as the Student Writing Handbook.</p>	<p>MCA Student Notebooks for Daily Multimedia Writing Prompts</p>
<p>MCA provides students with equipment to create and edit photos and videos, CCA has a professional kitchen to provide students with the practice and experience of cooking and catering, and ECA has a school garden and a professional gardener to assist with lessons on environmental practices. All career academies provide real work experience with businesses and local organizations as a resource for academic learning, as well as the creation of their own products and services.</p>	<p>Compile Notes on Assignment Specifics like Turn-in Procedures, Camera Settings, Camera Angle Drawings, and Storyboards.</p>
<p><i>c) that they have opportunities to use these tools to research, inquire, discover, and invent knowledge on their own and communicate this.</i></p>	<p>Links on leuzinger.org and Student Portal to</p>

<p>Leuzinger has been effective in providing students the opportunities to use academic tools to research, inquire, discover, and communicate knowledge on their own. For example, several courses, especially within the Social Science department, require research papers that explicitly direct students to conduct research through EBSCOhost. Students are often allowed to choose from a list of given topics to complete their research paper, or they may also choose their own approved topics.</p> <p>Courses on Canvas house student work that ranges from surveys, discussions, essays, presentations, and videos. Students produce and store process writing assignments and projects using technology that the school provides through 1:1 Chromebooks, in-class computer labs, laptop carts, and the Media Center.</p> <p>In many math classes, students are encouraged to create their own research question, gather their own data, and then present their findings using the correct charts and measures of central tendency or spread.</p>	<p>EBSCOhost and Overdrive</p> <p>CCA, ECA, and MCA</p> <p>Partnerships and Field Trips to Businesses and Organizations</p> <p>Research Paper Directions and Student Samples</p>
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**C2.3. Additional Online Instruction Prompt:** *Evaluate and comment on the effectiveness of reviewing student work online and online communications to determine the degree to which students are analyzing, comprehending, and conducting effective research.*

Findings	Supporting Evidence
<p>Turnitin.com, Canvas, and Google Suite are excellent online tools to help determine at what level students are analyzing, comprehending, and conducting effective research. Turnitin.com allows students to see comments/corrections on student essays. Most useful, however, is that the rubrics that teachers use to grade student work are available for students to view. Not only do students see the overall score they received, but also the score for each specific category and a description of what earning that score means in terms of how they performed in that category. Google Suite allows teachers to add suggestions on student documents or leave comments on specific parts of student work. This tool is ideal for giving specific feedback on specific portions of work for students. Canvas also enables teachers to leave comments on specific work that students can then view.</p>	<p>Turnitin.com</p> <p>Google Suite</p> <p>Canvas</p>

**C2.4. Indicator:** Students demonstrate higher level thinking and problem solving skills within a variety of instructional settings.

**C2.4. Prompt:** *Evaluate and provide evidence on how well the representative samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, projects, discussions and debates, and inquiries related to investigation.*

<b>Findings</b>	<b>Supporting Evidence</b>
<p>Academies have at least one integrated unit with science, math, English, social science, and CTE courses. Integrated curriculum has been effective in our academies because it allows students to make connections between subject areas.</p>	<p>Integrated Units in CCA, MCA, and ECA</p>
<p>The career-based academies of Leuzinger effectively use the Linked Learning approach to education. This method of learning integrates rigorous academics that push students to be college and career ready. Also, this method is based on the idea that students work harder and dream bigger if their education is relevant to them (Linked Learning, 2018).</p>	<p>Linked Learning MCA - LTV CCA - Caters</p>
<p>Leuzinger has been effective in creating student-centered instruction, which allows students to direct their own learning, ask questions, and complete tasks independently. Students are given an essential question per unit, key sub-questions for every lesson or assignment, and final projects that should reflect the answers to the essential questions.</p>	<p>Students Explain the Derivation of Quadratic Formula to Another Math Teacher</p>
<p>In non-academy math courses, Leuzinger teachers effectively use investigation activities to teach concepts such as the Quadratic Formula and Triangle Inequality Theorem (spaghetti activity), coupled with a strategy such as KWL charts, which build off students' prior knowledge and curiosity.</p>	<p>Family Math Night: Students Participate in Activities Created by Students. i.e. Triangle Inequality Theorem.</p>
<p>Leuzinger social science courses provide opportunities for students to compare historical events to current events. Working collaboratively, students investigate common factors in past and present events. Students further their investigation by developing a claim, providing evidence from the text, and providing additional evidence from journal articles found on EBSCOhost.</p>	<p>End of Year Essay Writing: Students Choose from Provided Specific Topics and Source Credible Evidence</p>
<p>ELA courses at Leuzinger assign a writing task for every unit of study that requires students to cite evidence to support their claim. These writing tasks are effective in the sense that students are able to think critically about the task and then provide their reasoning using properly cited evidence. In each subsequent grade, English courses increase the amount of evidence needed to cite, as well as the difficulty of essay topics.</p>	<p>Writing Tasks for Each Unit</p>
<p>Leuzinger's Science department makes use of inquiry, using the claim-evidence-reasoning (justification) model of study. This highly effective model of study has students design a lab based on a topic they are curious about. They must then write their claim, seek and provide evidence through experiment, and if the claim is supported, provide reasoning. They must also decide how and what type of data is to be collected to support their claim.</p>	

<p>Leuzinger students participate in Socratic seminars in a variety of courses to share ideas on a text or topic. Using this strategy, students are able to ask each other questions and discuss opposing opinions, which allows them to see different perspectives and effectively communicate with one another. The teacher is present to guide students and prevent the discussion from going off topic.</p>	<p>Claim Evidence Reasoning Science Inquiry</p> <p>Socratic Seminars</p>
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**C2.5. Indicator:** Students use technology to support their learning.

**C2.5. Prompt:** *Evaluate the extent to which representative samples of student work demonstrate that students use technology to assist them in achieving the schoolwide learner outcomes and academic standards.*

Findings	Supporting Evidence
<p>Students at Leuzinger are progressively demonstrating the ability to use technology to assist them in achieving the academic standards and schoolwide learner outcomes.</p>	<p>Canvas</p> <p>Chromebooks</p>
<p>Students have demonstrated strength in the use of Canvas, Edgenuity, and Google Suites. It is evident that students are using more technology for learning because assignments, papers, and projects are increasingly being turned in digitally. Students are able to access content on Canvas at home through their Chromebooks or, in some cases, their smartphones. Many students have demonstrated proficiency when using Google Suite through their use of Gmail, Google Docs, and Google Slides.</p>	<p>Google Drive</p> <p>Illuminate</p> <p>Edgenuity</p>
<p>Areas of growth include developing curriculum for our current Digital Literacy class. By establishing an appropriate curriculum, we will make sure our students are acquiring the skills necessary to become computer literate. Ensuring that our students are acquiring the appropriate technological skills is extremely important, and some teachers have indicated that students' typing and Canvas navigation skills need improvement. Increasing exposure to more project-based learning that integrates more technology is another area of growth.</p>	<p>Digital Literacy Class</p>

**C2.6. Indicator:** Students use a variety of materials and resources beyond the textbook.

**C2.6. Prompt:** *Evaluate the extent to which representative samples of student work demonstrate student use of materials and resources beyond the textbook; availability of and opportunities to access data-based, original source documents and computer information networks; and experiences, activities and resources which link students to the real world.*

Findings	Supporting Evidence
<p>Leuzinger has made significant progress with utilization of materials and resources beyond the textbook. More students than ever before have access to computers, which enables them to access information online as well as complete assignments that are not taken directly from textbooks. All departments have shared resources on the district’s Google Drive where any teacher can access them. These lessons and materials are also made available to students through printed copies or through digital management systems like Canvas and Google Classroom.</p>	<p>Student Essays and Projects Submitted through Canvas and Turnitin</p>
<p>Students often complete work in Google Docs and then submit it to their instructors via various platforms of technology including Canvas and Turnitin.com. Students may access and use various forms of information from all content areas via slides, videos, and other resources as indicated through student notes, essays, projects, and lab reports.</p>	<p>Google Suite Laptop Inventory and Distribution System</p>
<p>Leuzinger has been very effective in providing students with computer and Internet access. Members of the Advanced Academics Academy receive iPads with keyboards; departments have designated laptop carts; designated classrooms have desktop stations; and the Media Center is open during nutrition, lunch, and after school from 3:30pm to 6:30pm, Monday through Thursday.</p>	<p>Media Center Kuta Software Desmos</p>
<p>In addition to research conducted through the Internet itself, students have access to a variety of primary documents and published resource materials through the database of EBSCOhost. Student projects and essays demonstrate use of resources that have been discovered through utilizing this database.</p>	<p>EBSCOhost</p>

**Real World Experiences**

**C2.7. Indicator:** All students have access to and are engaged in career preparation activities.

**C2.7. Prompt:** *Evaluate the degree of and the effectiveness of student access to career awareness, exploration and preparation that may include such activities such as job shadowing, internships, apprenticeship programs, regional occupational programs, career academy programs, on-the-job training programs, community projects and other real world experiences that have postsecondary implications.*

Findings	Supporting Evidence
<p>In order to prepare students for their college education and future career, Leuzinger focuses on the skills that will best suit students in college and in the workforce. While the curriculum is focused on preparing students for college, Leuzinger attempts to engage students in activities to prepare them for their future careers. Many opportunities are available through</p>	<p>CCA, ECA, MCA Business Partnerships College and</p>

<p>academies, Edgenuity, regional occupational programs, community projects, career academy programs, on-the-job training programs, and many other real-world experiences. Our College and Career Center is also an effective resource that our students are consistently encouraged to use and visit. It is designed so that our students can explore possible college career choices throughout their high school education.</p>	<p>Career Center  AVID Curriculum Maps and Field Trip Rosters</p>
<p>The Culinary Careers Academy (CCA) was established in the 2013-2014 school year to address student interest and labor demands. The first state-of-the-art culinary classrooms were completed in 2014, and the academy is supported by community members, business partners, and post-secondary relationships. Above all, it is a small learning community that supports student engagement and future career and college success.</p>	<p>AAA Pathways Map and Field Trip Rosters  CCA Pathway Map</p>
<p>This pathway also prepares students for a wide range of careers in restaurants, hotels, clubs, schools, resorts, hospitals, and other institutions. The pathway focuses on key aspects of the industry, including sanitation and safe food handling, food and beverage production, nutrition, food service management, and customer service. The program also focuses on three specializations centered on the science of food and its relationship to the health and well-being of individuals, and it involves food from harvesting to consumption. With the health concerns related to food and diet that are commonplace in the United States, people with knowledge and skills in food consumption and preparation will be in high demand.</p>	<p>Leu’s Cafe &amp; Catering Meeting Minutes  Catering Invoices  Cafe Menus</p>
<p>The Environmental Careers Academy (ECA) is developing a greater emphasis on environmental design and is currently re-invigorating the program to reflect the demand for careers in California’s burgeoning green economy. Students will be continuing their work in the campus garden and extending their reach to community green space planning through advanced mapping programs. The ECA is also formalizing a partnership with the CCA to grow the fall/winter seasonal produce for Leu’s Café, and to collaborate on seasonal harvest meals.</p>	<p>ECA Pathway Map  Green Alliance Meeting Minutes</p>
<p>The Multimedia Careers Academy (MCA)-run site-based enterprise, MCA Productions, is thriving through their photo booth, promotional videos for multiple campus programs, and jobs with industry partners including Kinecta Credit Union, Rebel Media, and more. The MCA also hosted the largest parent and community event in academy history with over 300 MCA students, family, and friends joining the Comida y Media back-to-school event.</p>	<p>MCA Pathway Map  MCA Productions Website</p>
<p>Leuzinger also offers dual enrollment, for which our students are offered the option of taking college courses while simultaneously taking their high school classes. One of the benefits of having this program is that it teaches</p>	

<p>awareness to our students about the careers they might like to pursue in the future.</p> <p>Many, but not all, of our students are fully aware of the variety of opportunities that they may have after completing their high school education. Students who are keenly aware of these opportunities are most likely students that are enrolled in programs or academies such as AVID or AAA.</p>	
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**C2.7. Additional Online Instruction Prompt:** *Evaluate the effectiveness of opportunities within online instruction for real world experiences and applications for the students.*

<b>Findings</b>	<b>Supporting Evidence</b>
<p>As the world continues to increase its reliance on technology, online instruction continues to become increasingly relevant. Student use and mastery of Google Docs and Google Slides directly relates to the skills needed for everyday life and careers. Math, MCA, Digital Literacy and other disciplines utilize programs and technology that are routinely being used in these fields in the real world.</p>	<p>Google Suite</p> <p>R Studio</p>

## **ACS WASC CATEGORY C. Standards-based Student Learning: Instruction: Summary, Strengths, and Growth Needs**

**Review all the findings and supporting evidence and summarize the degree to which the criteria in Category C are being met.**

**Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Task 2, Chapter II).**

### **Summary (including comments about the preliminary identified critical learner needs)**

Leuzinger High School has been effective in ensuring that instruction is relevant, engaging, and standards-based. Course leads, department chairs, academy coordinators, and site and district instructional coaches and specialists work to create, improve, evaluate, and revise instructional practices based on CCSS, pacing plans, and student work. Students are involved in challenging and relevant learning experiences, and they are routinely encouraged to connect their research to relevant and current topics, argue claims supported by evidence, evaluate products and processes, and revise for clarity and accuracy.

Instructional content and methodology remains current and research based through continued and easily accessible professional development opportunities for teachers. These methodologies include strategies to help with differentiation, support among various groups, and student engagement.

Students use a variety of materials and resources both in print and digital, and they are able to apply and demonstrate higher-level knowledge in a multitude of ways that differ by topic, medium, level of rigor, subject, and sources. Students are able to do this in large part due to increased use of teacher and student technology, as Canvas, Google Suite, EBSCOhost, and other technology allows teachers to present and students to interact with content in a more varied and engaging manner for all.

Career preparation academies with CTE classes and college preparation programs such as AVID allow students to learn real life skills and be prepared for what comes after high school, whether they are looking to go to a four year university, community college, or straight into the workforce.

Our students' experiences in challenging and relevant learning and engagement with various materials and technology directly impacts the first critical student learner need of increasing levels of literacy and numeracy. The structural programs and academies that provide differentiation based on students' career interests, academic needs, and scheduling directly improve our third critical student learner need of increasing post-secondary opportunities through participation in college and career prep programs.

## Prioritize the strengths and areas for growth for Category C.

### **Category C: Standards-based Student Learning: Instruction: AREAS OF STRENGTH**

- Instructional support for all teachers by coaches and specialists
- Students and teachers have extensive access to technology for instruction
- The Digital Learning Initiative in supporting teachers in managing online systems through Go Guardian and housing and delivering instruction through Canvas
- Use of technology to differentiate instruction through Canvas, Google Apps, Nearpod, Quizlet, and Kahoot
- Student use of technology to produce evidence of knowledge and skills through Canvas, Google Apps, and multimedia editing programs
- Structural differentiation in terms of grouping students at different levels based on their needs

### **Category C: Standards-based Student Learning: Instruction: AREAS OF GROWTH**

- Accountability of CFAs and CSAs need to be improved so that there is more data to use for informing instruction
- Teachers struggle with increasing rigor while still meeting the needs of lower level students
- Increase student engagement and motivation

# CATEGORY D: Standards-based Student Learning: Assessment and Accountability

## Leader:

Joel Romero | Intervention Specialist  
Elizabeth Zamudio | EdTech Specialist and English Teacher  
Jeff Hromadka | Social Science Teacher

## Certificated Staff:

Mia Bowen   Special Education Teacher	Esmeralda Mora   Science Teacher
Kharizma Bryant   Special Education Teacher	Damion Nunley   Non-Departmental
Renee Dibrell   English Teacher	Sara Peterson   English Teacher
Sean Gilbert   Science Teacher	Lourdes Ramirez   World Language Teacher
Nora Hertsted   Speech Therapist	Miguel Rojas   ELD Teacher
Sean Hiller   Visual Arts Teacher	Tom Teichmann   Non-Departmental
Wendi Hoffman   World Language	Erich Tucker   Physical Education Teacher
John Le   Mathematics Teacher	Susan Varee   Special Education Teacher
Patricia Massey   Science Teacher	

## Counselors:

Donna McCoy | Counselor

Nora Hertsted | Speech Therapist

## Classified:

Clifford Lewis   Paraeducator	Fabian Moreno   Media Center Clerk
Sergio Saldana   Paraeducator	Ale Moreno   Media Center Clerk
Michelle Williams   Secretary	Joe Schoebel   Maintenance & Operations
Jerell Tullous   Campus Safety	Marcus McAdoo   Campus Safety
Sonia Martinez   Maintenance & Operations	

## Students:

Shamari Blanchard	Aaron Caamal
Andrea Cardenas	Aamayah Kajiwarra
Honesty Hasson	Kayla Savage
Janice Garcia	Mykel Briggs
Xitlali Mora	Natalie Garay
Ahn Tran	Jasmine Medina Silva

## Parents:

Lettington Brown

## D1. Using Assessment to Analyze and Report Student Progress Criterion

The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders. The analysis of data guides the school's programs and processes, the allocation and usage of resources, and forms the basis for the development of the schoolwide action plan (SPSA) aligned with the LCAP.

### Professionally Acceptable Assessment Process

**D1.1. Indicator:** The school uses effective assessment processes to collect, disaggregate, and analyze student performance data.

**D1.1. Prompt:** *Evaluate the effectiveness of the school's assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders. [This would include the collection of data from state, national, and local sources; the disaggregation of data for ethnic groups, socioeconomic status, and students with disabilities; and the analysis of performance that provides feedback as to how students are meeting the expectations of the academic standards (including Common Core) and the schoolwide learner outcomes.]*

Findings	Supporting Evidence
<p>The school effectively collected data via the school's assessments such as ELPAC (English Language Proficiency Assessment), SBAC, AP exams, the Physical Fitness Exam, the PSAT for 10th and 11th grade, the PSAT 9 for 9th grade, along with formative and summative assessments in each course. Additionally, in our science department, NGSS-based standardized testing is still in the pilot stage; however, the department is eager to embark on NGSS assessments, and they have begun to tailor their instruction for the new NGSS structure.</p>	<p>Schoolwide Assessments</p>
<p>Leuzinger has made adequate progress in regard to the disaggregation of data using PowerSchool and Illuminate. All teachers, parent, and students have Powerschool accounts and access to Illuminate where assessment results can be found. for ethnic groups and socioeconomic status. For those in special education, we can glean information from psychoeducational reports and assessment for triennials. CELDT/ELPAC (English Language Proficiency Assessments for California) data is received five months after students take the test. CELDT data is one of the criteria for reclassification; however, CELDT has been replaced by the ELPAC. The new ELPAC will be administered in a window starting February 1st through May 31st. CELDT data was shared in a Google Doc for those teachers who have EL class groupings.</p>	<p>ELPAC/PSAT/SBAC Scores on PowerSchool and Illuminate</p> <p>Opening Powerpoints Shared with Stakeholders</p>
<p>Students are given SBAC preparation exams beginning in 9th grade and continuing through 11th grade. English/math teachers spend a professional development day to hand-score the exams for the purpose of understanding trends with student responses. Afterwards, teachers report back to the</p>	

<p>students on what they need to address in order to improve on the actual SBAC exam in May of their junior year. At the same time, teachers collaborate within their departments to reflect on their instruction and its alignment with Common Core.</p> <p>Leuzinger High School shares SBAC, attendance, suspension, expulsion, A-G and other data sets with all staff at the beginning of the school year. During this process data discussions are held to evaluate what the data reveals relative to strengths, weaknesses and next steps. This data is key in determining what we need to do in our classrooms and offices to support students. Data for English Learners is also reported to staff throughout the school year and is available through Illuminate. Alerts on Powerschool help teachers clearly identify who the ELs in their classes are so that they are accommodated accordingly. In addition, staff is provided with grading distribution reports every semester for analysis and use as a tool for reflection.</p>	<p>Analyze Data during Schoolwide Professional Development</p>
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**Basis for Determination of Performance Levels**

**D1.2. Indicator:** The school leadership and instructional staff determine the basis for students’ grades, growth, and performance levels to ensure consistency across and within grade levels and content areas.

**D1.2. Prompt:** *Evaluate the impact and effectiveness of the basis for which standards-based grades, growth, and performance levels are determined.*

Findings	Supporting Evidence
<p>Going back to 2011, the administrative team and teaching staff at Leuzinger High School have engaged in meaningful discussions around grading and grading practices. These discussions have taken place at department meetings, staff collaboration, outside and internal conferences, and district-level meetings.</p> <p>We have determined that, in the best interest of the students and their academic success, grading practices should be consistent within and across departments with regard to their specific content standards.</p> <p>As a result of our communication around this topic, certain departments have agreed to make standards-based grading a priority. Some of their work includes:</p> <ul style="list-style-type: none"> <li>● Math: <ul style="list-style-type: none"> <li>○ All assessments will count towards at least 80% of a student's grade</li> <li>○ Minimize the impact of homework on final grade</li> </ul> </li> <li>● ELD: <ul style="list-style-type: none"> <li>○ Limit grading categories to Reading, Writing, and Listening &amp;</li> </ul> </li> </ul>	<p>Grading Task Force</p> <p>Grading Climate Surveys</p> <p>Science Departments Using Standards Based Grading</p> <p>Grading Circles (all-staff collaboration) prior to Schimmer</p>

<ul style="list-style-type: none"> <li>○ Speaking standards <ul style="list-style-type: none"> <li>○ Minimize the impact of homework on final grade</li> </ul> </li> <li>● Science: <ul style="list-style-type: none"> <li>○ Moved to a standards-based grading system</li> </ul> </li> <li>● Social Science <ul style="list-style-type: none"> <li>○ Movement to standards based grading system based on mastery having majority of grade based on formative and summative assessments.</li> </ul> </li> </ul> <p>We have found that an increasing number of teachers are implementing no-zero grading practices for missing or incomplete assignments in an effort to shift the grading focus away from the punitive and move towards student improvement throughout the semester, as well as evidence of knowledge gained.</p> <p>With the understanding that the conversation around grading will continue to hold high priority among the staff, the administration has put together a teacher-led grading task force to continue the discussion. We feel that the task force has been a success, as it has resulted in a number of meaningful changes to school culture, as supported by the evidence to the right.</p>	<p>Conference</p> <p>Grading Conference with Tom Schimmer</p> <p>Ongoing Department Collaboration around Grading Practices</p>
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**Monitoring of Student Growth**

**D1.3. Indicator:** The school has an effective system to determine and monitor all students’ growth and progress toward meeting the schoolwide learner outcomes, academic standards, and college- and career-readiness indicators or standards, including a sound basis upon which students’ grades are determined and monitored.

**D1.3. Prompt:** *Evaluate the effectiveness of the system used to determine and monitor the growth and progress of all students toward meeting the schoolwide learner outcomes, academic standards, and college- and career-readiness standards, including the basis for which students’ grades, their growth, and performance levels are determined.*

Findings	Supporting Evidence
<p>To help monitor the growth and progress of our freshmen at Leuzinger High School, we have Leu-Crew support, in which upperclassmen are assigned freshmen to support and mentor during their challenging first year in high school.</p> <p>Through the AVID program, students’ grades are monitored weekly by their AVID teacher. When grades fall below a C+ average, teachers and students begin the grade intervention process, requiring students to communicate with their teachers about how they can improve their grades, as well as attend tutoring and make their parents aware of their current standing.</p> <p>To monitor growth and progress toward meeting academic standards, each student is provided a school counselor that monitors grades, growth, and</p>	<p>Grade Check per Grading Period and Student Interventions in Place When Needed.</p> <p>Parent Notifications through Counselors</p>

<p>performance levels. In the counselor-student relationship, students are encouraged to stay on track in order to meet their post-high school goals. Additionally, beginning in February, students meet with their counselor one-on-one to check classes completed and any credit deficiencies before creating their schedule of classes for the following year.</p> <p>Within our leadership team, we have behavioral intervention specialists that reinforce attendance and behavior. The team encourages teachers to utilize HERO, our incentive program. Students receive points for positive behaviors that can be redeemed for various rewards at the end of each quarter. This system has proven to be effective in managing classroom behavior and addressing issues such as tardies and absences, which thereby encourages students to improve academically.</p>	<p>Student Inventory of Completed Classes and Credit Deficiencies</p>
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**D1.3. Additional Online Instruction Prompts:** *Evaluate the effectiveness for determining if a student is prepared to advance to the next unit, course, or grade level. Evaluate how course mastery is determined and evaluate the “steps” or “gates” that are in place to prevent students from proceeding to the next unit if mastery has not been demonstrated. Evaluate the effectiveness of the procedures for grading student work whether it is done electronically or individually by the teachers. Evaluate how teachers ensure academic integrity and determine students are doing their own work in the online environment. Comment on the degree to which the results of state and local assessments are used in decisions about student achievement and advancement.*

Findings	Supporting Evidence
<p>For online courses, Leuzinger uses the Edgenuity online curriculum. The Edgenuity platform has built-in assessments that determine whether or not a student demonstrates mastery of material covered within a module. Teachers are alerted on their dashboards whenever a student is preparing to take an assessment, as the assessment must be unlocked by the teacher. At this point, the teacher can take time before unlocking to review a student’s progress to gain a sense of how successfully the student is moving through the module. A teacher may also get a sense of the level of difficulty a student is having in a module based upon how many times a student must ask for the same assessment to be unlocked. If a student must repeatedly take the same assessment, a teacher might consider resetting the entire activity, which wipes out all work that student has done in that section and forces them to go back to review the material before making another attempt on the test.</p> <p>Because Edgenuity classes are relatively small and because students are working on different courses or on different semesters of the same course, overlap is minimal. This becomes a natural safeguard against large-scale academic dishonesty. Individual senses of urgency with which students approach the class become another natural safeguard against cheating.</p>	<p>Credit Recovery with the 8 Period Schedule</p> <p>Meet A-G Requirements and Comparison of Data from Previous Year</p> <p>Edgenuity</p>

<p>Some students work in a very focused, fastidious way to complete coursework so that they can quickly free up that period in their schedules. Some others take a more relaxed approach and don't mind the course spanning an entire semester. With students working on different courses and/or on different semesters, and/or at different paces, Edgenuity is not a setting for massive cheating. As an added measure to dissuade cheating, however, teachers use a Chromebook monitoring program called GoGuardian. Through this program, all online activity is recorded for each student. The teacher can view the content on the screens and tabs of each student in the class.</p> <p>At this time, we are not using online instruction in decisions about student achievement and advancement.</p>	<p>GoGuardian</p>
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**Assessment of Program Areas**

**D1.4. Indicator:** The school leadership and instructional staff periodically assess each program area, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.

**D1.4. Prompt:** *Evaluate the processes that the school leadership and instructional staff use to review and assess the effectiveness of each program area, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.*

Findings	Supporting Evidence
<p>School leadership meets monthly with academy/program coordinators, department heads, instructional staff, and school administrators in order to assess each program area, graduation requirements, credits, course completion, and homework and grading policies, ensuring student needs are met through a challenging, coherent, and relevant curriculum. The principal provides prompts for guided discussion based around the measures listed above.</p>	<p>Schoolwide, Department and Academy Weekly Collaboration Meetings</p>
<p>Graduation requirements are assessed on a yearly basis to ensure students have obtained skills and knowledge they need post-high school. This year, we increased the math graduation requirement from 2 years to 3 years because we determined students needed more math knowledge to be prepared for college, career, and life.</p>	<p>4-year Plans (Grad and A-G Recs)</p>
<p>We do not have a schoolwide homework or grading policy. At this time, our teachers' union states that the teacher is the final decision-maker in regards to homework and grades in the classroom. Administration supports our teachers' authority in this area, however, Leuzinger is proud of the fact that</p>	<p>Teacher Course Syllabi Provided to Admin</p>

<p>most teachers regularly assign homework which serves as an extension/review of what was covered in class.</p> <p>Students meet with their counselors two times a year to review their graduation credit and course completion. In the Fall, counselors go to all grade level classes and teach students how to read their own transcripts to see if they are on track for graduation and A-G. In the Spring, they receive advice on how to schedule programming for the next school year. These meetings are scheduled through their English class to ensure face-to-face interaction takes place between student and counselor. In addition, counselors, along with our College and Career Specialist, regularly visit classrooms to talk about the college application process, financial aid, and scholarships.</p> <p>Academies and AVID have created additional opportunities to assess progress toward completion of A-G and graduation progress through weekly academy leadership meetings, periodic student workshops, academy intervention, one-on-one counseling, and in-class presentations.</p>	<p>Student and Counselor Meetings</p>
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**Schoolwide Modifications Based on Assessment Results**

**D1.5. Indicator:** The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process.

**D1.5. Prompt:** *Comment on the overall effectiveness of how assessment results have caused changes in the school program, professional development activities, and/or resource allocations, demonstrating a results-driven continuous process. Examine examples and comment on the overall effectiveness of changes in the online opportunities, professional development of the staff, and the resource allocations to support student achievement and their needs.*

Findings	Supporting Evidence
<p>Assessment results continue to cause substantial changes in the school program at Leuzinger. The data-driven discussions and changes begin with the Course Leads and Instructional Coaches who meet during the summer to create the curriculum maps based on Common Core State Standards. Course leads, with guidance from instructional coaches, design CSAs and share them with other teachers/staff for comments and suggestions. They edit and adjust assessments and pacing based on results from the previous year. Then, during department collaboration meetings throughout the school year, teachers discuss issues/successes experienced as the curriculum maps are followed and the assessments are administered. At the end of the year, during Professional Learning week, departments meet with the entire district to discuss changes to the curriculum maps and assessments for the following school year. Online instruction will also be adjusted if the curriculum map changes as well. It is a cycle of revision and reflection based on teacher input</p>	<p>Data Analysis of CFA and CSA Results</p> <p>Curriculum Map Adjustments</p> <p>AP Success Class</p> <p>College-Prep Programs</p>

<p>and assessment data.</p> <p>Professional development activities have been centered around assessment results as well. The District-led Summer Institute is available as a paid professional development opportunity for teachers in content areas. Professional development workshops/trainings are provided based on the results of state mandated assessments, AP participation and results, and college- and career-readiness indicators. Based on CSA data collected in the 2017- 2018 school year, for example, the ELA department met during the summer to vertically align argumentative writing skills for each grade level. A list of 5 Ins and Outs was created as a guide for instruction during the writing process. It is a goal of the department to continue with informative and narrative writing before moving on to Common Core reading skills.</p>	<p>Collaborative Master Schedule Decisions</p>
<p>Leuzinger has made adequate progress in allocating resources based on assessment results. Resources were allocated to support increased student proficiency and development of college and career readiness skills, like the Chromebook program rollout to all freshmen in 2017 school year. Heightened use of technology will increase 21st century technology skills. Resources were allocated to purchase Shmoop licenses to assist with AP course prep and standardized test prep- SBAC, SAT, ACT In addition, after school SAT prep workshops are provided to students in the Media Center. Assessment results have also contributed to the AVID program growing each year according to the need to close the achievement gap. Other college-preparation programs like CARS and various Upward Bounds are in-house programs to support students in college readiness. UCLA student tutors are available in the Media Center for additional reinforcement and remedial support in all subject areas.</p>	<p>Chromebooks</p> <p>Shmoop</p> <p>Test Prep Workshops</p> <p>College Tutors</p>

**D1.6. Indicator:** The school periodically assesses its curriculum and instruction review and evaluation processes.

**D1.6. Prompt:** *Evaluate the process that the school utilizes to review and assess the effectiveness of each program area, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.*

Findings	Supporting Evidence
<p>Leuzinger evaluates the effectiveness of each program area, as well as all school areas, regularly. The valuation method varies by department but is part of an open, student-centered process.</p>	
<p>Powerschool allows access to student academic performance (transcripts, standardized testing results, class rank, GPA, etc.) Powerschool allows us to run a plethora of reports comparing data in a multitude of ways. The school's</p>	<p>Powerschool Reports</p>

<p>leadership, along with the district, uses the reports to review and assess different aspects of Leuzinger. The counselors regularly examine course completion and graduation requirements.</p>	
<p>The school as a whole is making efforts to increase its use of standards-based grading. Teachers have been challenged to question the basis of their grading procedures and re-evaluate how effective their grading policies are in evaluating true student performance based on mastery/retention in place of effort.</p>	<p>Standards Based Grading Conversations and Workshops</p>
<p>To ensure that students are taking challenging, coherent, and relevant curriculum, each department aligns their courses with the Common Core State Standards. Our Science Department has integrated NGSS into each of their classes as well. Departments use collaboration Mondays to create grade level norms, common assessments, and other relevant policies.</p>	<p>Common Core &amp; NGSS Alignment</p>

**D2. USING ASSESSMENT TO MONITOR AND MODIFY LEARNING IN THE CLASSROOM CRITERION**

Teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning.

**Appropriate Assessment Strategies**

**D2.1. Indicator:** The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report state/school performance data to all stakeholders.

**D2.1. Prompt:** Evaluate the effectiveness, the appropriateness and the frequency of the assessment strategies, especially student work, based on the programmatic goals and standards to determine student achievement.

Findings	Supporting Evidence
<p>Every department at Leuzinger uses assessments to guide instruction and increase student achievement.</p> <p>Common Summative Assessments are effective and appropriate because they are linked to Common Core/NGSS standards. They are created in Illuminare and each question is clearly linked to an appropriate, grade-level standard, as assigned by the Course Leads who create the assessments. In addition, for ELA, it is required that multiple choice questions be skill-based and not text specific so that teachers can have more flexibility when choosing texts to read in class. In the Social Science department, and</p>	<p>Teachers Create Common Assessment and Pacing Plans</p> <p>Collaborative Pacing Plans and</p>



<p><b>17-18 SBAC Results</b> SBAC Math: 15% met expectations, 2% exceeded expectations, and a total of 17% demonstrated mastery overall.</p>	17-18 SBAC Results
<p>SBAC ELA: 35% met expectations, 15% exceeded expectations, and a total 50% demonstrated mastery overall.</p>	
<p>As stated previously, our students also take interim assessments in both ELA and math, and this is our guide to the extent to which students are making progress on the curriculum throughout the semester.</p>	Interim Assessments
<p>Other online platforms used to assess students are Nearpod, Kahoot, Quizlet, EdPuzzle, Read 180, Shmoop, and Google Forms. All provide reports of student performance which teachers can use to reteach academic standards not mastered or to extend the learning.</p>	Educational Technology Tools

**Demonstration of Student Achievement**

**D2.2. Indicator:** Teachers use the analysis of assessments to guide, modify and adjust curricular and instructional approaches.

**D2.2. Prompt:** *Examine the effectiveness of the processes used by professional staff to use formative and summative approaches. This includes how professional learning communities and subject matter teams collaborate to collect, analyze, and use assessment data for the basis of curricular and instructional decisions.*

Findings	Supporting Evidence
<p>Curricular and instructional decisions at Leuzinger are made based on assessment data. Teachers administer formative and summative assessments, enter the results into Illuminate, then complete a Data Analysis Form provided by the district to analyze the data. In our Professional Learning Communities, we hold conversations during department collaboration, by grade level, where we analyze scores and trends. We also use that collaboration time to plan lessons or list strategies that colleagues effectively. When teachers fall behind on the pacing, they are unable to administer the common assessments at the correct time and that impedes their full participation in the data analysis process. Although they cannot contribute data, they do add suggestions, best practices, and/or lesson ideas for the group.</p>	<p>Common Summative Assessments  Data Analysis Protocol</p>
<p>Our EL/SPED departments make data-driven decisions when determining placement and interventions for identified students based on IEP results for SPED and ELPAC for our ELL students.</p>	<p>IEP Results  ELPAC results</p>

**Teacher and Student Feedback**

**D2.3. Indicator:** Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning goals, academic standards, college- and career-readiness standards, and schoolwide learner outcomes. Teachers also use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.

**D2.3. Prompt:** *Using interviews and dialogue with students, evaluate the extent to which students understand the expected level of performance based on the standards and the schoolwide learner outcomes in relation to preparation for college, career, and life. Evaluate the effectiveness of the student-teacher interaction and monitoring of student progress based on teacher and student feedback.*

Findings	Supporting Evidence
<p>Part of our school culture is that students expect to take the college readiness SBAC test. They also expect to take practice tests throughout their 9th-11th grade years, and they expect to see their results and read them as a college readiness assessment.</p>	<p>SBAC</p>
<p>As the students walk into the room, a Focused Learning Target (FLT) is provided that gives the students the chance to know exactly what they will be learning that day. The FLT also gives the students the opportunity to review the information that they learned, and thus determine whether or not they were able to reach the goal for that particular day. Teachers also use the FLT as a way for them to review at the end of class to see what the students were able to understand and what information that should be reviewed again later.</p>	<p>Focused Learning Target</p>
<p>In order to facilitate interaction and student progress conversations between teachers and students, Leuzinger effectively uses technology. Through Google Docs, teachers are able to quickly give specific and descriptive comments on student writing; accordingly, students are then able to revise their writing. We also use Canvas as a way for teachers to communicate with students and provide the them with materials and information needed for the class. As the semester progresses, students know the material that the teacher will cover; therefore, they have the chance to prepare before class, but also to review information after the lesson. Teachers are able to provide students with assignments that they can complete at home, and teachers can also provide students with additional resources such as videos, images, and articles that they might not have reviewed during class.</p>	<p>Canvas as a Form for Information for students Teachers and Students are Using Google Docs as a Platform for Writing Submission</p>
<p>PowerSchool is another great way for teachers to provide students with immediate feedback based on the assignments that they have been doing, and students are able to check their grades in order to make determinations about their own progress. PowerSchool also provides the chance to check off</p>	<p>PowerSchool</p>

all of the assignments that have been completed throughout the semester, as well as the attendance record of the student.	
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## **ACS WASC CATEGORY D. Standards-based Student Learning: Assessment and Accountability: Summary, Strengths and Growth Needs**

**Review all the findings and supporting evidence and summarize the degree to which the criteria in Category D are being met.**

**Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Task 2, Chapter II).**

### **Summary (including comments about the preliminary identified critical learner needs)**

All in all, Leuzinger High School has efficient systems in place for assessing students and collecting data on various categories, as well as for reporting that data to school staff, students, parents, and other stakeholders. Our efforts to target our critical learner need #1- Increasing numeracy and literacy skills to close the achievement gap- are being guided by data from assessments. CFAs allow for teacher collaboration around lesson planning and concept review within units, while CSA data focuses its impact on the modification of curriculum maps, assessment timelines, and pacing. In order to cater to all learning styles, assessment strategies employed by teachers vary from checking for understanding using exit slips and written reflections to the assigning of presentations and formal essays. Course leads assist with the collection, disaggregation, analysis, and reporting of assessment data and promote the spirit of collaboration among all stakeholders. Because of the easily accessible reports provided by Illuminate, teachers are better able to target students whose literacy and numeracy skills need strengthening and whose EL needs need to be met. The reports also allow for feedback to be provided to students and parents in a timely manner. Along with data from Illuminate, Leuzinger is able to pull vital data from PowerSchool. Non-departmental programs such as our academies rely on PowerSchool data to assess students on a monthly basis, and the data serves as a guide for the collaborative conversations, and subsequent planning, that occurs between teachers. Our critical learner need #2- Increasing participation in college- and career-prep programs- is being supported and guided by data from assessments as well. Data guides Leuzinger's programs and processes, especially when it comes to academic support and the allocation and usage of resources. The levels of support for students include guidance from teachers, academies, departments, counselors, and outside tutors, and this is in addition to the assistance provided by the College and Career Center and Media Center.

**Prioritize the strengths and areas for growth for Category D.**

### **Category D: Standards-based Student Learning: Assessment and Accountability: AREAS OF STRENGTH**

- Data for ELPAC, PSAT, SBAC, and CSAs is collected in a centralized online data assessment base system. The data has demographic and academic information that supports teachers in adjusting instruction based on student needs.
- There has been stronger and more open communication between staff and administration regarding grading and grading practices, including professional learning

opportunities for teachers during the school day.

- Teachers use a variety of formative assessment strategies like ways of checking for understanding, exit slips, and quizzes to guide instruction
- Assessment results are used to guide discussions during our Summer Professional Development in order to examine unit effectiveness.
- Staff feels comfortable with communicating areas of concern about assessment and accountability.
- Leuzinger makes a point of positively reinforcing and rewarding students who meet assessment benchmarks. For example, if a student earns a semester grade lower than a C in ELA or math, but then scores a 4 or 5 on SBAC, a retroactive grade change will occur. This motivational incentive is advertised to our juniors when we are sharing SBAC awareness with them in the spring.
- Leuzinger’s ELA department debriefs with their students upon receipt of the PSAT exam, as this gives test-takers a clear idea of how well they did and where they can improve as they prepare for the SATs.
- Leuzinger allocates funds for AP test prep materials for all of our AP subjects. Teachers appreciate being able to order the most current materials to guide their students toward AP success.
- We also allocate funds for teachers to work on Saturdays doing AP exam prep in all AP subjects. This supports our cognizance of the importance of assessments and our students being able to demonstrate success.

#### **Category D: Standards-based Student Learning: Assessment and Accountability: AREAS OF GROWTH**

- Depending on the course and content area, testing strategies that are more targeted could be adapted. VAPA, PE, or world language classes may lend themselves better to skills-based assessments that could be more effective indicators of student learning.
- Leuzinger has work to do in the area of SBAC in both ELA and math. Although we scored higher than the other two comprehensive sites in our district, we realize that we have a long way to go toward having 100% of our juniors exceeding expectations in both ELA and math.
- Our math data reveals that we can spend more time training and demonstrating effective instructional strategies that lead to higher scores on the SBAC and our interim assessments. We are continuing to discuss strategies to motivate our students to succeed in math, and to emphasize that “Math Matters.”
- Although staff is provided grading distribution reports every semester, in-depth analysis should be mandatory so that the reflection process can result in concrete steps to follow when helping students improve.
- Common Summative Assessments (CSAs) are given to all students in order to evaluate performance and skills that need to be reinforced. Not all teachers are administering the CSAs; therefore collaboration isn’t as effective as it could be. Collaboration is effective among the course leads who have the opportunity to meet once every quarter across the district to discuss and make any necessary changes to the CSAs.

# CATEGORY E: School Culture and Support for Student Personal and Academic Growth

## Leader:

Erik Hendricks | Activities Director  
Stephanie Iveland | Physical Education Teacher  
Marlon Mendez | Athletic Director

## Certificated Staff:

Ryan Cara   Social Science Teacher	Dominic Sandoval   Special Education Teacher
Mike Cassio   Performing Arts Teacher	Andy Mehta   Special Education Teacher
Andrew Doan   Mathematics Teacher	Margaret Naluswa   Special Education Teacher
Derrick Espinoza   Mathematics Teacher	Charlie Rah   Mathematics Teacher
Shakira Holt   English Teacher	Jaime Rapp   English Teacher
Chris James   Social Science Teacher	Jose Romo   World Language Teacher
Van Mai   Science Teacher	Shatonette Thornton   Mathematics Teacher
Traci Matsushima   English Teacher	James Whitt   Physical Education Teacher

## Counselors:

Lorraine Parsons   Counselor	Beatriz Lopez   Social Worker
Cynthia Vergara   School Psychologist	

## Classified:

Cynthia Brown   Paraeducator	LaRhonda Choice   Campus Safety
Susan Rincon   Data Processing	Cynthia Brown   Paraeducator
Cyndy Garcia   Admin Secretary	Kevin Erkelenz   Information Technology
Diane Diaz   Student Store Clerk	Kim Gordon   Maintenance & Operations
Yamilet Panduro   Parent Outreach Spec.	

## Students:

Van Dang	Jezabelle Flores
Angela Sanchez	Destini Moore
Ariana Diaz	Kevin Silva Pacheco
Laura Mejia	Wendy Bucio Arriaga
Katharynn Miranda	Savannah Gomez
Jessica Mills	

## Parents:

Lina Vazquez	Olivia Murillo
Tracey Talamante	Josefa Montoya
Gabriela Herrera	Neli Delich

## E1. PARENT AND COMMUNITY ENGAGEMENT CRITERION

The school leadership employs a wide range of strategies to encourage family, business, industry, and community involvement, especially with the learning/teaching process.

### Regular Parent Involvement

**E1.1. Indicator:** The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process, including parents of non-English speaking, special needs and online students.

**E1.1. Prompt:** *Evaluate the strategies and processes for the regular involvement of the family, business, industry, and the community, including being active partners in the learning/teaching process. Comment on the effectiveness of involving parents of non-English speaking, special needs and online students.*

Findings	Supporting Evidence
<p>Leuzinger continually works to actively engage families, business, industry and the community as active partners in the teaching and learning process. In doing so, Leuzinger works to ensure non-English speaking and special needs parents are an integral part of this process. One of the ways families business, industry and the community are involved in teaching and learning is via the academies. The advisory boards allow families, business, industry and the community opportunities to give feedback as well as participate in the teaching and learning of students.</p>	<p>Advisory Boards</p>
<p>Included special needs parents and non-English speaking parents is essential to supporting all students. The ELAC, DELAC and DPAC provide parents with the opportunity to provide input on teaching and learning.</p>	<p>ELAC/DELAC School Messenger</p>
<p>Written correspondence, phone correspondence and parent meetings are all delivered in English and Spanish. All workshops and parent education classes are provided in both Spanish and English. A quarterly parent newsletter produced by the parent center is provided in both English and Spanish.</p>	<p>Parent Workshops</p>
<p>With regards to special education students the district hosts several events that provide special education parents with an opportunity to engage with site and district staff and discuss the needs of students. All IEPs that require translation are done in the meeting and if the parent needs a written copy in Spanish the district will provide a translated version.</p>	<p>IEP Translations</p>
<p>Parents are updated about student progress through the PowerSchool Parent Portal. Within the portal parents can email teachers to discuss student progress and ask questions about their students learning. Parents and families are invited and encouraged to participate in school activities</p>	<p>Powerschool Portal Family Math</p>

<p>such as Family Math Night, Open House, Back to School Night, performing arts events, band, and award ceremonies. Parents are also able to access information in the Parent Center. Support classes, such as English as a Second Language (ESL) classes for parents, are also offered in the Parent Center.</p>	Night
<p>The College and Career Center offers FAFSA workshops, speakers, college applications and field trips, and meetings with parents for individual support and guidance. Meetings are held with parents for individual assistance/guidance. Translation is provided in all meetings. Within these meetings there is discussion about supporting special education students beyond high school and the resources available for special education students on college campuses.</p>	Open House  Back to School Night  FAFSA Workshops
<p>The African-American Parent Council (AAPC) is a group of parents that honors and embraces the identity and experiences of Leuzinger’s African-American families, advocates for the cultural acceptance of all, and engages all stakeholders to transform the system to ensure we are providing a high quality education for every student. This parent council gives African-American parents an opportunity to provide input on how to further support students in the teaching environment.</p>	African American Parent Council
<p>There are multiple levels of support for our non-English speaking parents to be involved at Leuzinger. Our parent center holds classes for English and non-English speaking parents. The parent liaison is bilingual and all cafe’s with the principal and counselors are translated. We have headsets that we use for our schoolwide meetings to ensure non-English speaking parents are serviced.</p>	Parent Liaison

**Use of Community Resources**

**E1.2. Indicator:** The school uses community resources to support student learning.

**E1.2. Prompt:** *Evaluate to what extent the school solicits and employs business and community resources to support and extend learning. Determine how effectively community members expertise and services, such as professional services, business partnerships, guest speakers, job fairs, field trips to local employers, and evaluation of student projects and classroom presentations, provide real world applications of the learning standards and schoolwide learning outcomes.*

<b>Findings</b>	<b>Supporting Evidence</b>
<p>Aligned with our mission to partner with families and the surrounding community, Leuzinger seeks to engage our students in relevant and meaningful curriculum by utilizing the various forms of capital that our local businesses and community offer.</p>	<p>Partnerships with Local and National Businesses: -Mattel</p>

<p>This includes but is not limited to: bringing in guest speakers (many who are Leuzinger alumni and parents) from local businesses such as Mattel and Northrop Grumman for career panels; involving our students in community service efforts at local medical centers, food banks, and youth centers where they not only volunteer their time but receive hands-on opportunities to apply the skills and knowledge they learn in class; taking our Multimedia Careers Academy students on field trips to the <i>Los Angeles Times</i> office and Grammy Museum, as well as our AVID students to college universities; finding internship and mentorship opportunities with involved community members and past Leuzinger graduates; engaging students in discussions, critical thinking, and problem solving surrounding relative issues that affect them, their families, and/or their neighborhood.</p>	<p>-Northrop -Grumman</p> <p>Guest Speakers</p>
<p>We hold an annual mental health awareness day that brings in outside groups to discuss resources available in the community to support mental health needs. Students have opportunities to engage with these organizations on campus during lunch. They are able to ask questions, pick up information, and learn about the various services these organizations provide. Also, this event provides our students with a reminder of the services offered through the on site wellness center.</p>	<p>Mental Health Awareness</p>
<p>Leuzinger students have an opportunity every year to participate in two local job fairs. One is sponsored by the south bay work investment board and the other is held in the city of Carson. The students bring resumes, dress professionally and have an opportunity for onsite interviews. This experience allows them to interact with a variety of employers and in many cases obtain jobs and practice interviewing skills.</p>	<p>Job Fairs</p>
<p>Students have opportunities to practice presentation, oral speaking skills, and interviewing skills in a variety of classes. This practice helps prepare them for real world experiences they will have beyond high school with employers and college admissions.</p>	<p>Classroom Presentations</p>
<p>This year we added an introduction to computer science course that allows students to work with current and former professionals from the STEM field. These professionals not only support the students in the classroom but they provide students with insight into various STEM related professions. The professionals help with instruction but they also share real world applications of the information students are learning.</p>	<p>Professional Insight and Instruction from STEM Professionals</p>

## E2. School Environment Criterion

The school is a) a safe, clean, and orderly place that nurtures learning and b) has a culture that is characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement.

### Safe, Clean, and Orderly Environment

**E2.1. Indicator:** The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety and Uniform Complaint Procedures.

**E2.1. Prompt:** *Determine the extent to which the school has implemented policies and committed resources to ensure a safe, clean, and orderly environment that nurtures learning. Evaluate the effectiveness of the school's practices and procedures for all aspects of student safety including: effective operating procedures for internet safety, bullying, drug and alcohol abuse education and intervention, conflict intervention, use of derogatory or hateful language especially in the context of race or gender, disaster preparedness and other safety topics of local concern that may interfere with learning.*

Findings	Supporting Evidence
<p>The Leuzinger community has provided an extensive safety net to ensure an environment that is safe and beneficial to all students' learning experience.</p>	<p>GoGuardian</p>
<p>A student online monitoring system (Go Guardian) is accessible by all teachers to help guarantee safe Internet usage. Contracts are given to students, and this holds them responsible for appropriate use. Students also have a safe communication method with teachers via phone apps like Remind.</p>	<p>Digital Learning Initiative Agreement</p> <p>Remind App</p>
<p>Weekly announcements are made to remind students on the five pillars of SPIRIT, and activities are facilitated in order for students to reflect and discuss how they are exemplifying these pillars in and around the classrooms.</p>	<p>SPIRIT Pillars</p> <p>Health Class</p>
<p>Health class is now being taught to incoming freshmen, and it focuses on several topics that include the dangers of alcohol and drug abuse.</p>	<p>Conflict resolution (Peer Mediation)</p>
<p>Leuzinger High School implements Restorative practices throughout the campus. More specifically, there is a referral process in place when students are experiencing a conflict, and they are called in to discuss the conflict and hopefully resolve before it escalates into a bigger problem. We also provide opportunities for peer mediation and restorative circles.</p>	<p>Cell Phone Policies/Classroom Expectations</p>
<p>Our school's cell phone policy is posted throughout the campus as constant reminder to students of our expectations regarding cell phone use and etiquette.</p>	<p>Posted Schoolwide</p>

Pro Talk class discussion methods are utilized to foster respectful academic language and discourage negativity.	Use of Pro Talk
Teachers have been trained for disasters such as fires and earthquakes, and have also received training on how to respond to an active shooter situation. Also, our school routinely holds fire, earthquake, and lockdown drills.	Emergency Preparedness Drills
Leuzinger offers several methods for students to provide information anonymously. We have an anonymous alert app, a bullying hotline and a We Tip anonymous tip line. These are publicized around campus and on our website.	Anonymous Alerts, WeTip, Bullying Hotline

**High Expectations/Concern for Students**

**E2.2. Indicator:** The school demonstrates caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.

**E2.2. Prompt:** *Evaluate to what extent the school has created and supported an atmosphere of caring, concern, and high expectations for students in an environment that honors individual differences. Determine how effectively school policies, programs and procedures support student learning by examining information such as: proportionality of discipline data, use of positive behavior strategies by staff, restorative justice practices, celebrations of students’ heritage and ethnicity and other information or practices that support a caring, learning environment.*

Findings	Supporting Evidence
<p>The Leuzinger staff is continually creating events and an environment to promote cultural diversity while respecting and honoring the individuality of the students’ differences. As a staff, we hold very high expectations for students academically, as well as in extra-curricular activities.</p> <p>Spanish classes at Leuzinger hold various events throughout the year to promote, enhance, and nurture pride in cultural diversity. They include traditional celebrations, cultural events, community outreach, and community service. In addition, we partner every year with a professional theater company in order to produce a play in our auditorium. This provides the students with the experience of attending a true live performance, and it also promotes the importance of the arts in education.</p> <p>The ELD program organizes a Christmas celebration including food and singing, and parents are invited to attend. In addition, ELD students, in collaboration with MEChA and Advanced Placement Spanish Literature, organize an event where students and teachers spend the day at Skid Row feeding the homeless. A bus is provided to take students there, and with assistance from teachers, about 500 meals are provided. Afterwards, students are asked to write a reflection, and many of them describe this</p>	<p>School of Choice Fair</p> <p>Dia de Los Muertos Festival</p> <p>Lawndale Parade in April</p> <p>Noche Latina Assembly in May</p> <p>MEChA and ELD students Feed the Homeless in Skid Row</p>

<p>event as one of the most meaningful that they experience during the semester.</p> <p>The Black Student Union (BSU) organizes a College Fair where the emphasis of attending college is a priority, and all students are encouraged to attend.</p> <p>There are over 50 clubs on campus, and all students are welcomed to get involved in order to broaden their horizons and take part in interesting and worthwhile activities. Clubs include The Latino Association, BSU, MEChA, Students Run Los Angeles (SRLA), and ASB.</p>	<p>BSU College Fair</p> <p>Bilingual Foundation of the Arts Performance</p>
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**Atmosphere of Trust, Respect, and Professionalism**

**E2.3. Indicator:** The school has an atmosphere of trust, respect, and professionalism.

**E2.3. Prompt:** *Evaluate the degree to which there is evidence of an atmosphere of trust, respect, and professionalism. Examine the quality and consistency of communication and collaboration between and among the school’s leadership, staff and stakeholders; this includes the degree to which stakeholders are involved in the review of the Single Plan for Student Achievement and District’s Local Control Accountability Plan and to what extent they are included in decision-making.*

Findings	Supporting Evidence
<p>Leuzinger provides many opportunities for all stakeholders to be involved in the review of the SPSA and the district’s LCAP. One such opportunity is through participation in the SSC. The SSC is comprised of teachers, students, parents and administration. Together as a team, they annually review the SPSA and provide feedback to ensure any school spending toward those stated goals is acceptable and needed to met the said goals. In addition, the SSC goals are shared with the school and feedback is solicited and brought back to the SSC to decide if any adjustments need to be made.</p> <p>The CVUHSD reaches out to all students, staff, parents to participate in a brief survey each year. The intent of survey is to help refine goals, actions and corresponding budgets of the LCAP for the following school year. Students and parent voices are also capture through various surveys, including CHKS and CHPS Cumulative District results are posted and maintained on the CVUHSD website for the public to view.</p> <p>The Parent Center is one of the main channels for Parent Outreach. Many of the parents that are on the SSC are often recruited from the Parent Outreach center, and participate in all surveys that are asked of parents.</p>	<p>SSC</p> <p>SPSA Plan Review</p> <p>LCAP Survey</p> <p>CHKS/CHPS</p> <p>Parent Center</p>

### E3.PERSONAL AND ACADEMIC STUDENT SUPPORT CRITERION

All students receive appropriate academic support and intervention to help ensure school, college, and career success. Students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school. These are enhanced by business, industry, and the community.

#### Adequate Personalized Support

**E3.1. Indicator:** The school has available and adequate services to support student’s academic and personal needs.

**E3.1. Prompt:** *Evaluate the availability and effectiveness of academic and personal support services, including referral services, to support students in such areas as physical and mental health, and career, academic and personal counseling, including an individualized learning plan.*

**E3.1. Additional Online Instruction Prompts:** *Comment on the availability and adequacy of the academic counseling, college preparation support, personal counseling, and health services provided for the students involved in online instruction.*

Findings	Supporting Evidence
<p>Students have numerous supports for their academic needs. Individual teachers have office hours at various times throughout the school day, and most departments have an organized schedule of office hours so that students know which teachers are available for tutoring. In the Media Center, students can access computers and also seek tutoring from Cal State Dominguez Hills tutors or a Leuzinger teacher. There are also tutors that are hired from CSUDH that assist in various classrooms during the instructional day. The counselors at Leuzinger offer academic support and guidance throughout the four years of high school. Finally, there are a few college bound programs that offer their own tutoring such as TRIO and Upward Bound.</p>	<p>Office Hours</p> <p>Media Center</p> <p>UCLA &amp; CSUDH Tutors</p> <p>College Bound Programs</p> <p>Tutoring</p>
<p>Regarding the personal support of students at Leuzinger, our Wellness Center is available for individual and group supports. When necessary, the Wellness Center can refer a student to Starview or Richstone. Also, Leuzinger has school psychologists that help students with their socio-emotional needs. In addition, we have an Intervention Specialist that conducts community circles in order to help alleviate conflicts and other issues.</p>	<p>RTI Specialists</p> <p>Wellness Center</p> <p>School Psychologist Counseling</p>
<p>For students taking online instruction courses, they have the same access to Leuzinger’s academic support from counselors and tutoring services. For personal support, students can also access the Wellness Center when needed.</p>	<p>Starview &amp; Richstone Referrals</p>

**Support and Intervention Strategies Used for Student Growth/Development**

**E3.2. Indicator:** Strategies are used by the school leadership and staff to develop and implement personalized multi-tiered intervention approaches to learning and alternative instructional options.

**E3.2 Prompt:** *Evaluate the effectiveness of the types of strategies used by the school leadership and staff to develop and implement personalized multi-tiered intervention approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum.*

Findings	Supporting Evidence
<p>Teachers and staff are provided numerous training opportunities to prepare for multi-tiered interventions and personalized learning. Teachers participate in 22 different collaboration days, each of which consist of 90-minute sessions for staff meetings, academy and departmental planning, and other collaborative efforts. Staff members are also given the option to attend two full day professional development days during the school year and an optional week of PD at the end of the year. Other staff trainings include Advanced Placement (AP) summer institute training for AP teachers. AVID summer institute is attended by not only AVID teachers, but regular teachers and administration. Learning Walks allow teachers to observe other classrooms to view various teaching strategies and best practices at work. Currently, the focus of Learning Walks is for new teachers, and all new teachers attend the New Teacher Institute, which consists of a series of workshops that prepare them for teaching in our district. This would be their first introduction to many of the strategies and programs that help promote personalized learning.</p>	<p>AP Summer Institute</p> <p>Access to Laptop Carts</p> <p>Digital Textbooks</p> <p>Technology Training</p> <p>Learning Walks</p>
<p>All teachers are trained in and expected to use Direct Interactive Instruction (DII) strategies and to promote Pro Talk strategies in classrooms, encouraging students to use academic language in class. All staff is trained in the use of online resources such as Canvas, and many classes use Canvas on a daily basis. At the end of 2018, all teachers were expected to have a personalized Canvas page. Other programs include PowerSchool, TurnItIn, GoGuardian, Illuminate, and Nearpod.</p>	<p>DII Training</p> <p>Professional Development</p> <p>AVID</p>
<p>The Digital Learning Initiative (DLI) team is available to assist teachers with the integration of technology into daily instruction. The team consists of a coach and 6 teachers. The DLI team offers trainings periodically after school. Teachers also have the option of scheduling time with the DLI coach, or even having the coach assist during instructional time or co-teach.</p>	<p>DLI Team</p>
<p>Our bell schedule is consistently re-evaluated and discussed. The implementation of an eight period schedule has allowed students to make up classes within the regular school day or take additional credits to get</p>	<p>Annually Re-evaluating the Bell</p>

<p>ahead. Students in need of additional support in math and English are able to take intervention classes such as Math Essentials and Read 180 in addition to their core class. Student are also able to be in academies and AVID simultaneously. Most teachers have a daily prep period, and summer school classes are offered throughout the district.</p> <p>Students can receive additional support in their classes via tutoring in the Media Center, and with numerous teachers before school, after school, and during lunch. Many also take advantage of support from the CARS program and Upward Bound, both of which focus on building pathways to college.</p>	<p>Schedule</p> <p>Math and ELA Intervention</p> <p>On-site College Prep Programs</p>
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**E3.2. Additional Online Instruction Prompt:** *Provide evidence that the processes and strategies are effective for incoming students with regard to orientation or induction and the ongoing monitoring and support of the students to ensure all have a full opportunity for academic success.*

Findings	Supporting Evidence
<p>All freshmen receive Chromebooks for 1:1 use at school and at home, and parents and students are required to partake in an online training prior to the student attaining his or her Chromebook. Access to laptop carts is provided to all classes as well. Each student and staff in the school has their own Google account, and frequent workshops are provided to teachers to train them in the use of Google Drive and other resources. Numerous optional training have also been offered by our EdTech coach. She provides after-school training sessions and is available for scheduled visits to assist with the Google platform, Canvas, Illuminate, Nearpod, TurnItIn, GoGuardian, and other technology-based programs. Along with access to tutoring from their teachers, students have access to the media center and tutoring during and after school.</p> <p>Parents and students are also required to view an informational video that orients them and welcomes them to Leuzinger. In addition, Grade Level orientations are offered at the beginning of the year, where all students and parents are welcomed to gather pertinent information regarding their child’s upcoming school year.</p> <p>Lastly, Edgenuity classes during the school year and summer allow students to make up credits.</p>	<p>Technology Training</p> <p>PowerSchool Training for Parents and Students</p> <p>Media Center Access during School and After School</p> <p>Edgenuity</p>

**Support Services – Multi-Tiered Interventions and Student Learning**

**E3.3. Indicator:** The school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning based on the schoolwide learner outcomes and academic standards, e.g., within and outside the classroom, for all students, including the EL, high achievers, special education, and other programs.

**E3.3. Prompt:** Evaluate the extent to which student learning needs are accurately identified in a timely manner and the appropriate support and intervention services are provided. Examine how the school monitors the effectiveness and appropriateness of intervention for each student within and outside the classroom.

Findings	Supporting Evidence
<p>There are several mechanisms in place to provide appropriate support and intervention services in a timely manner. These interventions address academics, attendance, and behavior. There are tiered levels of intervention in each area. There are also interventions for students needing socio-emotional supports. With these supports in place the data reveals improved attendance, decreases in suspension and improved graduation rates.</p> <p><b>Attendance</b>            Tier 1 - Call home, student conference, parent meeting, Check-in- check out, counseling referral            Tier 2 - SART contract, continue check in check out, SST            Tier 3 - SARB, parent attend with student</p> <p><b>Behavior</b>            Tier 1- teacher call home, student conference, parent meeting, check-in check-out, counseling referral            Tier 2- Behavior contract, continue check-in check-out, community circle, restorative practice interventions            Tier 3- Class suspension, school suspension, parent attend with student</p> <p><b>Academics</b>            Tier 1- Teacher call home, student conference, parent meeting, check-in check-out            Tier 2- Academic probation(AVID), continue check-in check-out            Tier 3 - parent attend with student, if deficient (credit recovery options)</p>	<p>Tiered Interventions</p>
<p>In order to assist in meeting students’ needs, an SST process is in place in which multidisciplinary team members come together to discuss appropriate interventions for students, be they academic or social-emotional in nature. In addition, when student’s needs cannot be met via SST alone, referrals are made to appropriate agencies, either within the school setting or outside (if necessary).</p> <p>Leu-Crew is in place to connect freshman students with peers from upper classes, promote a connection to school culture, and focus on academic success. The peer mentors check in with their mentees on an ongoing basis throughout the school year and are available to help support student needs.</p>	<p>SST Meeting Including All Stakeholders</p> <p>Leu-Crew Peer Support</p>

<p>Tutoring services are available to students in the media center and there are many teachers who dedicate their free time before school, at lunch, and after school to aid students who may be struggling academically.</p>	<p>Tutoring</p>
<p>Students who require social emotional supports have a multitude of resources to help meet their needs. Counselors are the first tier in social emotional supports. They evaluate the student and determine what types of mental health support is needed. For students who have IEPs their first level of support is often the school psychologist as many of them have Designated Instructional Services (DIS) counseling services within their IEP.</p>	<p>Counselors School Psychologists</p>
<p>There is an onsite wellness center with a social worker and two interns. The wellness center is a safe space for students to decompress and have conversations about struggles they may be experiencing. The social worker will work with the student and determine if there are additional supports needed.</p>	<p>Wellness Center and Social Worker</p>
<p>To further support the socio-emotional needs of students we work closely with both Richstone family services and Starview. These are both outside agencies. The Richstone representatives comes in to support staff when dealing with a student that is experiencing suicidal thoughts and they are deemed to be high risk. Starview is a service that provides our students with intensive counseling outside of school that can involve just the student, the student and parents, or the family.</p>	<p>Richstone Starview</p>

**E3.3. Additional Online Instruction Prompt:** *Evaluate the extent to which the support services and related activities have a direct relationship to student involvement in learning with respect to equity of access, availability of computers and internet.*

Findings	Supporting Evidence
<p>All freshman students were issued Chromebooks, and they and their parents were provided with training on how to use them. Those that do not have internet access at home were provided with hotspots. In addition, all students have access to wifi on campus. Teachers are able to use Chromebook laptop carts to provide students with access to technology in the classroom, and all students are also able to access technology in the Media Center.</p>	<p>Media Center 1:1 Chromebooks for All Initiatives Chromebooks Carts</p>

**Equitable Support to Enable All Students Access to a Rigorous Curriculum**

**E3.4. Indicator:** Through the use of equitable support all students have access to a challenging, relevant, and coherent curriculum.

**E3.4. Prompt:** *Evaluate the school's effectiveness in regularly examining demographic distribution of students for disproportionality throughout the class offerings (e.g., master class schedule and class enrollments).*

Findings	Supporting Evidence
<p>Students are made aware of course offerings during the second semester when they speak with their counselors. Access and prerequisites are reviewed with students at this time. All students have the option of taking AP and honors classes. To provide all students with access to advanced courses we provide an AP support class called AP Success for students who choose to enroll in AP courses but require additional support. The AP Success course gives them opportunities to collaborate with their peers and work on assignments for the class in the school setting where they can receive support from the AP teacher and classmates.</p>	<p>Counselor Meetings with Students</p> <p>AP/Honors</p> <p>AP Support Class</p>
<p>Also, multiple support measures are used to ensure that students who are placed in ELA or Math intervention courses actually belong in that class. Measures include teacher recommendations, SBAC scores, and previous course grades. Once the master schedule is built, we do not have a plan in place to evaluate the demographic distribution in every class.</p>	<p>Multiple Measures</p>
<p>The school is regularly reviewing data to ensure equity in classes. An example of we are currently addressing this is with the African-American male pilot class. This class was created after reviewing AVID and A-G data. The data revealed that there was a low number of African-American males participating in AVID and also in A-G preparation rates. This class is intended to address this disproportionality.</p>	<p>African American Male AVID Class</p>

**Co-Curricular Activities**

**E3.5. Indicator:** The school ensures that there is a high level of student involvement in curricular and co-curricular activities that link to schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

**E3.5. Prompt:** *Evaluate the availability to and involvement of students in curricular and co-curricular activities. Determine the effectiveness of the extent to which co-curricular activities link to the schoolwide learner outcomes and academic standards. Examine the process that the school utilizes to evaluate the level of involvement for all students in a variety of activities.*

Findings	Supporting Evidence
<p>At Leuzinger, students have access to a wide array of curricular and co-curricular activities that link to CCSS, the College Board learning standards that govern honors and AP coursework, and AVID principles, as well as to our district and school learner outcomes.</p>	<p>Join a Club Day</p>

<p>To ensure a high level of student involvement in these curricular and co-curricular activities, which primarily take the form of academies, clubs, and programs along with their attendant activities (such campus and community events, field trips, and volunteer opportunities), the campus utilizes a few common tools and practices. Club branding, in the form of logos and colors appearing on t-shirts and other wearable gear, makes out academies, clubs, and programs visible and gives them a presence on campus that keeps increases awareness of their existence and purposes. When these branding tools are combined, as they often are, with signage advertising an upcoming event, visibility and awareness are redoubled, increasing student involvement both as members and as general participants.</p>	<p>Branding &amp; Advertisements</p> <p>Recruitment Class Visits</p>
<p>Daily announcements, which are transmitted over the PA system and are also accessible to the larger school community via email, are another viable pipeline of advertising and invitation that keep the names of academies, clubs, and programs at the forefront of the campus experience. At the beginning of every year, ASB sponsors Join-A-Club Day, which is similar to Club Rush Days in college. During lunch, students have the option of visiting informational booths and signing up for clubs and programs that interest them. Some programs also recruit members for the following year by doing class visits in the spring with the intent of drumming up interest and excitement among diverse populations within the school community.</p>	<p>Daily Announcements</p>
<p>Students are also granted the opportunity to establish new clubs and organizations as long as they are in line with campus values and district learner outcomes. The freedom to be creative in founding new organizations, which inevitably leads to new activities, helps to insure a high level of student involvement in curricular and co-curricular activities that promote academic standards and district and school learner outcomes.</p>	<p>Establishment of New Clubs &amp; Campus Organizations</p>
<p>There is room for improvement in the area of targeted focus on freshmen and sophomores. Although Leu-Crew is designed to provide special support and engagement for freshmen, they remain a difficult population to reach and often shy away from one-on-one interaction with their junior and senior Mentors. They also tend to avoid large all-campus events, such as lunch-time games and hangouts. Similarly, sophomores tend to be a bit difficult to entice into campus involvement. Junior year is when it seems that students are most ready to engage in campus life, but it would be highly beneficial if Leuzinger could effectively create an added layer of support and engagement for our two lower grade-level groups.</p>	<p>Leu-Crew</p>

**E3.5. Additional Online Instruction Prompt:** *Evaluate the school’s processes to address the needs of socialization for the students and involvement in the school. Provide evidence about the effectiveness of the students’ involvement in school and community activities, such as clubs, yearbook, newsletter, newspaper, field trips, volunteer work, service projects, college courses, etc.*

Findings	Supporting Evidence
<p>Leuzinger students are generally well-adjusted and highly social young people who are aided in this by our school administration’s emphasis on highly visible, highly accessible grouping/teaming opportunities as related to a host of activities, organizations, and programs. There is also significant emphasis from school leadership and from club advisor/program coordinators on seizing participation and teaming opportunities as a means of developing strong leadership qualities and learning.</p> <p>Currently, many of the students that chose to take advantage of these opportunities are the mid-to-higher academic achievers who are in the process of or have already carved out a college-going identity for themselves. Students who are lower-achieving and who either have no personal notions of going to college or who are much less committal in their plans to do so are more likely to either bunch in social groups of similar students or be rather isolated. Developing a program to peel away students from this relatively anti-social population and involve them in campus life might prove helpful in drawing more of their fellows into the positive socialization opportunities at Leuzinger High School.</p> <p>There is room to improve in the area of engaging lower-achieving students in the wealth of positive socialization opportunities on campus.</p>	<p>School Based Student Clubs and Events</p> <p>Athletics, ASB, and Leu-Crew Provide Positive Extracurricular Opportunities</p> <p>ASB &amp; Link Crew Host School Events</p> <p>Leu-Crew Peer Mentors</p>

## **ACS WASC CATEGORY E. School Culture and Support for Student Personal and Academic Growth: Summary, Strengths, and Growth Needs**

**Review all the findings and supporting evidence and summarize the degree to which the criteria in Category E are being met.**

**Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Task 2, Chapter II).**

### **SUMMARY (including comments about the preliminary identified critical learner needs)**

We at Leuzinger High School see ourselves as a family that is constantly growing both in size and as one cohesive unit. The array of programs and opportunities available to our students also continues to grow as the need increases. The addition of the Wellness Center has proven to be a key component in the improvement of our students' mental health needs, and their open-door policy allows all Olympians the opportunity to speak to a counselor in a time of need. The Wellness Center, in unison with our Parent Center, has also played a key role in the continued education of our parents. Parents are offered numerous opportunities throughout the school year to participate in parent workshops focusing on topics that will assist them in raising their teens. The bi-monthly "Coffee with the Principal" is another opportunity for parents and community members to sit down to discuss school business with administration. Parents are also offered various opportunities to visit campus to see the array of programs we offer here at Leuzinger, and these opportunities range from Back to School Night, Math Night, Academy Nights, AVID Nights, cultural festivals, dance recitals, parent learning walks, and many more.

Leuzinger maintains a strong partnership with SBWIB and other community business partners. Several foundations regularly provide scholarships to help Olympians continue their educations after graduation. Other examples of Leuzinger's local partnerships can be seen during the school days in the form of UCLA providing students with eye exams and glasses, and their hosting of blood drives. Kaiser also remains committed to partnering with Leuzinger, and they annually host an STD Prevention musical performance for students to enjoy.

One of the most critical improvements that has assisted in the transformation of Leuzinger has been the addition of the Digital Learning Initiative (DLI) that will eventually provide all students with a Chromebook that they can use both at school and at home. Leuzinger is dedicated to educating our students with 21<sup>st</sup> century resources. The school's Wifi infrastructure has been improved to meet everyone's (staff and students) needs, and staff has increasingly continued to utilize our online educational platform, Canvas, to organize, manage, and facilitate their classes. Both students and parents have expressed their approval of the usage of Canvas, and although it is still a work in progress, its future looks bright.

Leuzinger continues to offer various resources to those students having difficulties in their respective classes. Teachers and college tutors are available for tutoring four days a week after school in the Media Center. Most teachers also offer tutoring to students in their classrooms; this tutoring is scheduled before school, during lunch, and after school, and many students take advantage of this valuable resource. In addition to the general tutoring available, our academies and Upward Bound Programs offer tutoring to all of their students. Also, we added AP Success just this year, which is a supplemental class for AP students that is facilitated by AP teachers.

The goal of having every student ready for college, career, and life is evident throughout our school. Every student is different; therefore, there is no single mold to a successful program. The academic needs of students are met through an individualized and holistic approach that accommodates all types and levels of learners. The culture of support provided at Leuzinger helps support student attendance. Our students have tutoring services, academic and social clubs, mental health support, athletics, and dual enrollment courses to support them with their learning and well being.

One of our primary critical learner needs is student attendance. Leuzinger regularly informs students on the weekly ADA and keeps a poster consistently updated with current data in order to be transparent on our progress as we strive to improve attendance rates. Regular schoolwide announcements are also made that declare our attendance expectations and periodically highlight students who have achieved perfect attendance.

### **Prioritize the strengths and areas for growth for Category E.**

#### **CATEGORY E: School Culture and Support for Student Personal and Academic Growth: Areas of STRENGTH**

- Diversity of options for students to get involved on and off campus through the different academies, clubs, sports, and resource centers that encourage students to discover their passions and skills, as well as apply classroom knowledge to real-world settings
- Availability of social-emotional resources (i.e. Parent Center, Wellness Center, school counselors, school psychologist, and outside agencies such as Starview, Richstone)
- Additional support for AP students during the instructional day with AP Success course
- Multiple measures are used to ensure accurate placement of students in ELA and Math intervention courses
- Internet safety through online monitoring and student Internet usage agreements
- Announcements, signage, Join-A-Club Day, club/organization branding, and the establishment process for new clubs and organizations
- Emphasis on campus life and culture for the purposes of teaming and socialization from school leadership and from club advisors/program coordinators

#### **CATEGORY E: School Culture and Support for Student Personal and Academic Growth: Areas of GROWTH**

- Collaboration/communication amongst support services staff (i.e. discussion of cases)
- Increase amount of parent/student information sessions throughout the school year

- Continue ninth grade student support through Leu-Crew
- Increase student involvement/membership in Leuzinger's clubs and sports
- Create a support system (similar to Leu-Crew) for tenth grade students
- Need for targeted effort to incorporate more students from lower-achieving population into the positive socialization opportunities on campus

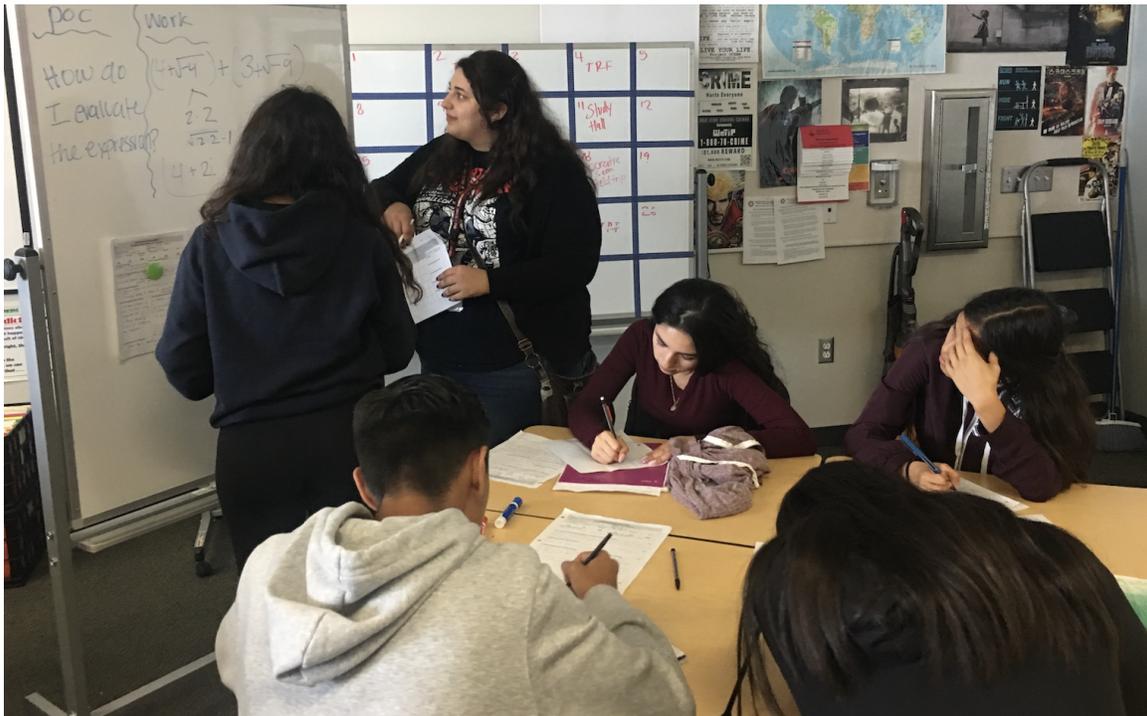
## Prioritized Areas of Growth Needs from Categories A through E

Prioritize the growth areas from the five categories.

- Leuzinger has work to do in the area of SBAC in both ELA and math. Although we scored higher than the other two comprehensive sites in our district, we realize that we have a long way to go toward having 100% of our juniors exceeding expectations in both ELA and math.
- Teachers struggle with increasing rigor while still meeting the needs of lower level students
- Accountability of CFAs and CSAs need to be improved so that there is more data to use for informing instruction
- Consistency in collaboration data evaluation
- Increase student engagement and motivation
- Increase student involvement/membership in Leuzinger's clubs and sports
- Need for targeted effort to incorporate more students from lower-achieving population into the positive socialization opportunities on campus
- Transparency and additional training on new discipline policies
- Increase A-G completion rates to above 50% by updating A-G courses and supporting students in passing with C or above and re-taking courses when necessary
- Increase enrollment in AVID and academies to 75%+ of student population
- Increase dual enrollment by one or more courses each year
- Increase amount of parent/student information sessions throughout the school year

# Chapter IV

## Summary from Analysis of Identified Critical Student Learner Needs



## **Chapter IV: Summary from Analysis of Identified Critical Student Learner Needs**

**Summarize the identified critical student learner needs based on profile and Focus Group findings.**

Based on the school profile and focus group findings, all stakeholders worked together to identify the following three critical student learner needs:

1. Increase levels of literacy and numeracy skills of all high school students by 2% while closing the achievement gap between higher and lower performing subgroups.

Literacy and numeracy skills will be determined by ELA and math SBAC scores, ELA and math CSA data, ELPAC data, tutorial logs, SAT data, ACT data, A-G data, and AP data. ELA and Math department course leads collaborate to align the CSAs to the SBAC exam. Course leads also work with their course-alike teachers during Monday collaboration to calibrate grading, analyze data, and share best practices. This school year, the district instructional leadership team created a Math Task Force comprised of teachers from all comprehensive sites to focus our efforts on improving math instruction and math SBAC scores. The ELA and math instructional coaches provide support to all teachers in curriculum, instruction, and assessment, while also supporting our intervention and first-year teachers in the co-planning and co-teaching cycle. Our district EL coach provides extensive support to our LTEL cohorts in order to assist in reclassifying our LTEL students. Our district EL coach also works closely with our teachers on how to incorporate academic language into the classroom. Leuzinger offers an SAT class during the school day and will also be offering after-school SAT tutoring in the spring with Bruin Partners. Our counselors visit English classes from each grade level to promote A-G awareness, and students analyze their own transcripts to determine their graduation and A-G progress on an annual basis. Leuzinger currently offers 17 AP classes, and students who were recommended for an AP class with hesitation by a former teacher are concurrently placed in a support class called AP Success. Various after-school and Saturday AP review sessions take place throughout the year. Teachers provide tutoring before school, during nutrition, during lunch, and after school, and there are also tutoring sessions held every day in the Media Center by teachers and college tutors. Through our partnership with Project Reach and CSUDH, Leuzinger has 25 college tutors who support our students in math intervention, ELA intervention, ELD classes, and AVID. To help lower level students see progress in their ELA intervention classes, clear goals are articulated to students about how to move up or out of the ELA intervention courses. The math intervention course leads are currently working at the district level to identify essential skills a student must have in order to move out of the math intervention course.

2. Increase overall attendance rate by 2% by 2019-2020.

Attendance is measured by Average Daily Attendance (ADA), with supporting data from chronic absenteeism and graduation rates. Our ADA and graduation data has steadily increased but the data for chronic absenteeism has remained stagnant. There are still large numbers of students who are taking extended leaves during certain times of the year. Leuzinger has an RTI specialist who focuses specifically on attendance. September was Attendance Awareness month, and several attendance-focused data points and facts were shared in class during this time via PA announcements as well as on Leuzinger's various social media platforms. Students who have positive attendance are recognized via PA announcements and at schoolwide pep rallies. Our RTI specialist also supports teachers in helping them promote positive attendance by presenting at Monday collaboration meetings and during lunch PLOs. Tardy sweeps are held throughout the school year to ensure all students get to class on-time, and our intervention specialist runs reports to identify students who are chronically absent, which allows him to then conduct attendance circles with these students. Students who are on the No-Go list, which determines students' eligibility to attend school-related events such as field trips and social events, have an opportunity to recover absences by attending Saturday School. For students who are chronically absent, extensive individual support is provided such as parent meetings, check-in check-out (CICO), student success team (SST), and class visits. Students who need support with attending school daily are placed on a SART contract agreed upon by the school, the student, and the parent/guardian. After a student is placed on a SART contract, the school checks in on progress at the 30-, 60-, and 90-day marks. If the student continues to struggle, the school refers the student to the SARB panel held monthly at the district office. Home visits are also conducted when the school experiences difficulty contacting parents whose children have severe attendance issues. To keep attendance at the forefront of the minds of students, parents, and staff, the weekly attendance rates that detail ADA percentages and monetary losses are displayed in our main hallway.

3. Increase post-secondary opportunities by 10% by increasing participation in college and career prep programs.

Most of the courses offered at Leuzinger High School are UC-approved. In addition to enrolling students in UC-approved classes, Leuzinger has been working diligently to increase A-G awareness. There have been several A-G campaigns promoted by counselors as well as classroom visits where counselors provide transcript evaluations to ensure students understand the importance of earning C's or better. There has been a steady increase in enrollment in AVID, AAA, and our three career academies - CCA, ECA, and MCA - as a result of various recruitment efforts held throughout the school year. This year, Leuzinger has two dual enrollment classes after school as well as a construction program called CUES (Construction, Utilities, Energy, and Safety). Leuzinger also has seven college prep programs: TRIO Upward Bound CSUDH Classic, TRIO Upward Bound CSUDH Math and Science, TRIO Upward Bound Cal Lutheran Classic, TRIO Upward Bound Cal Lutheran Math and Science, VOA Upward Bound Classic, VOA Talent Search, and CARS. These

programs provide students individual support via college field trips, tutoring, SAT prep, grade check-ins, and application support. Leuzinger also has a College and Career Center, and our College and Career Guidance Specialist individually assists all of our students with college, FAFSA, and scholarship applications. There is also a concerted effort to ensure that most of our seniors apply to El Camino College, our local community college. Last spring, we held a schoolwide College and Career Fair during lunch, at which over 40 groups were represented. We had a Senior Signing Day last November at which seniors participated in large-group and small-group workshops focused on college and careers. All of our students are also signed up for CCGI where they will receive further support in exploring colleges and careers via various lessons throughout the school year.

# Chapter V

## Schoolwide Action Plan



# Chapter V: Schoolwide Action Plan

## A. Single Plan for Student Achievement

The full report can be accessed at: <https://tinyurl.com/SPSA201819>

### Goals, Strategies, & Proposed Expenditures

#### Goal 1

##### Subject

Student Achievement

##### Goal Statement

1. Increase levels of literacy and numeracy skills by 2% while closing the achievement gap between higher and lower performing subgroups

##### LCAP Goal

LCAP Goal #1: Close the achievement gaps between all students and the District's five lowest performing subgroups by increasing the percentage of EL, Black/African-American, SpEd, Foster Youth, and Low Income students who graduate and who are ready for college, career, and life.

##### Basis for this Goal

2017-2018 SBAC Data  
 2017-2018 ELPAC data  
 2017-18 AP Data  
 2017-18 Grade data  
 Tutorial logs  
 SAT numbers  
 ACT data  
 SAT class enrollment  
 A-G data

##### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
SBAC Data ELPAC data AP Data Grade data Tutorial logs SAT numbers ACT data SAT class enrollment A-G data		

##### Planned Strategies/Activities

##### Strategy/Activity 1

1.1 Saturday AP Support Sessions (increase success of struggling students who enrolled in AP through open access of all students at all academic levels)

##### Students to be Served by this Strategy/Activity

AP Students

**Timeline**

2018-2019

**Person(s) Responsible**

Admin

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	7000
<b>Source</b>	Title I
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Targeted AP support sessions for students entering AP classes
<b>Amount</b>	1387.68
<b>Source</b>	Title I
<b>Budget Reference</b>	3000-3999: Employee Benefits
<b>Description</b>	Benefits

**Strategy/Activity 2**

1.2 180 Consumables

**Students to be Served by this Strategy/Activity**

Students in ELA intervention courses

**Timeline**

2018-2019

**Person(s) Responsible**

Instructional Coach

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	2000.16
<b>Source</b>	Title I
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Read 180 consumables for intervention classes

**Strategy/Activity 3**

1.3 After school or Saturday SAT support class

**Students to be Served by this Strategy/Activity**

Open to all students but targeted to juniors

**Timeline**

2018-2019

**Person(s) Responsible**

Administration

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	4000
<b>Source</b>	Title I
<b>Budget Reference</b>	5800: Professional/Consulting Services And Operating Expenditures
<b>Description</b>	After school SAT or Saturday support class for increasing access to college for struggling students.

**Strategy/Activity 4**

1.4 Community Liaison

**Students to be Served by this Strategy/Activity**

All students and parents

**Timeline**

2018-2019

**Person(s) Responsible**

Administration

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	34027.00
<b>Source</b>	Title I Part A: Parent Involvement
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Meet with parents and integrate them to participate in PIQE and other parent workshops on campus in relation to student achievement, A-G
<b>Amount</b>	9461.55
<b>Source</b>	Title I Part A: Parent Involvement
<b>Budget Reference</b>	3000-3999: Employee Benefits
<b>Description</b>	Benefits
<b>Amount</b>	14500.00
<b>Source</b>	Title I Part A: Parent Involvement
<b>Budget Reference</b>	3000-3999: Employee Benefits
<b>Description</b>	Health and Welfare
<b>Amount</b>	500

<b>Source</b>	Title I Part A: Parent Involvement
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Copier charges for parent involvement

### Strategy/Activity 5

1.5 Intervention Sections (Math and ELA support courses with reduced class sizes)

#### Students to be Served by this Strategy/Activity

Students identified via multiple measures that require ELA or math instructional support

#### Timeline

2018-2019

#### Person(s) Responsible

Administration

#### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	157696
<b>Source</b>	Title I
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Provide students with additional ELA and math support
<b>Amount</b>	69976.66
<b>Source</b>	Title I
<b>Budget Reference</b>	3000-3999: Employee Benefits
<b>Description</b>	Benefits - Health and Welfare

### Strategy/Activity 6

1.6 AP student resource books

#### Students to be Served by this Strategy/Activity

All students in AP classes

#### Timeline

2018-2019

#### Person(s) Responsible

Site

#### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	3000
<b>Source</b>	Title I

<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Ap prep workbooks for AP classes

**Strategy/Activity 7**

1.7 CSUDH REACH Push in tutoring

**Students to be Served by this Strategy/Activity**

All students

**Timeline**

2018-2019

**Person(s) Responsible**

Administration

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	89991
<b>Source</b>	Title I
<b>Budget Reference</b>	5800: Professional/Consulting Services And Operating Expenditures
<b>Description</b>	Support in ELA and Math intervention classes

**Strategy/Activity 8**

1.8 Provide Credit recovery program

**Students to be Served by this Strategy/Activity**

**Timeline**

2018-2019

**Person(s) Responsible**

Administration

**Proposed Expenditures for this Strategy/Activity**

<b>Description</b>	8 period day to be offered so students have opportunities to recover credits
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**Strategy/Activity 9**

1.9 Provide Field Trips for EL's

**Students to be Served by this Strategy/Activity**

**Timeline**

2018-2019

**Person(s) Responsible**

ELD Coordinator

**Proposed Expenditures for this Strategy/Activity**

**Description** Provide ELD students with academic field trips.

**Strategy/Activity 10**

1.10 Data Analysis

**Students to be Served by this Strategy/Activity**

**Timeline**

2018-2019

**Person(s) Responsible**

Administration

**Proposed Expenditures for this Strategy/Activity**

**Description** Teachers to collaborate weekly and analyze data to ensure all students are being supported

**Strategy/Activity 11**

1.11 Co-teaching planning time, Lunchtime PLO's for all staff

**Students to be Served by this Strategy/Activity**

All Students (teachers will learn strategies to support literacy and numeracy skills in the classroom)

**Timeline**

2018-2019

**Person(s) Responsible**

Administration/District SPED

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	5000
<b>Source</b>	Title I
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Time for co-teachers to work with another on planning instruction to support our SPED students in the LRE. Time for Gen ed teachers to attend lunchtime PLO's to learn and share strategies on consistently incorporating literacy and numeracy skills in the classroom.
<b>Amount</b>	2000
<b>Source</b>	Title I
<b>Budget Reference</b>	4000-4999: Books And Supplies

<b>Description</b>	Lunch for the lunchtime PLO's payment to teachers for prepping for lunch PLO's
<b>Amount</b>	991.20
<b>Source</b>	Title I
<b>Budget Reference</b>	3000-3999: Employee Benefits
<b>Description</b>	Benefits for teachers planning the PLO

### Strategy/Activity 12

1.12 Use SAM data to support interventions students in setting and understanding goals

#### Students to be Served by this Strategy/Activity

Students in ELA and math intervention courses

#### Timeline

2018-2019

#### Person(s) Responsible

Intervention teachers and instructional coaches

#### Proposed Expenditures for this Strategy/Activity

<b>Description</b>	Use SAM data to support the needs of intervention students in helping them meet goals
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### Strategy/Activity 13

1.13 Teen Parent Coordinator

#### Students to be Served by this Strategy/Activity

#### Timeline

2018-2019

#### Person(s) Responsible

Administration

#### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	2500
<b>Source</b>	Title I
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Stipend to provide for monthly meetings and supports for students who become pregnant.
<b>Amount</b>	495.60
<b>Source</b>	Title I
<b>Budget Reference</b>	3000-3999: Employee Benefits

<b>Description</b>	Benefits
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**Strategy/Activity 14**

Increase access for students to receive additional support in SLC's (academies, AVID, upward bound)

**Students to be Served by this Strategy/Activity**

All

**Timeline**

2018-2019

**Person(s) Responsible**

Administration

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	800
<b>Source</b>	Title I
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Hold informational meetings on academies and AVID, classroom visits to discuss academies and AVID program

**Strategy/Activity 15**

1.15 Parent Workshops on college admissions and financial aid

**Students to be Served by this Strategy/Activity**

**Timeline**

2018-2019

**Person(s) Responsible**

Teacher leaders, counselors, career center and administration

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	2000
<b>Source</b>	Title I Part A: Parent Involvement
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Provide multiple workshops for parents on navigating the college application process and FAFSA
<b>Amount</b>	396.48
<b>Source</b>	Title I Part A: Parent Involvement
<b>Budget Reference</b>	3000-3999: Employee Benefits

**Strategy/Activity 16**

1.16 After School workshops for teachers

### Students to be Served by this Strategy/Activity

#### Timeline

2018-2019

#### Person(s) Responsible

Administration

#### Proposed Expenditures for this Strategy/Activity

Amount	7000
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Planning time for teachers presenting after school workshops and payment for teachers who attend after school PLO's.
Amount	1387.68
Source	Title I
Budget Reference	3000-3999: Employee Benefits
Description	Benefits for teachers who plan and attend after school PLO

### Strategy/Activity 17

1.17 Breakfast/Lunch items for parent center events

### Students to be Served by this Strategy/Activity

All staff

#### Timeline

2018-2019

#### Person(s) Responsible

Administration/instructional coaches

#### Proposed Expenditures for this Strategy/Activity

Amount	4000
Source	Title I Part A: Parent Involvement
Budget Reference	4000-4999: Books And Supplies
Description	lunch/breakfast for parent center events.

### Strategy/Activity 18

1.18 After School Vertical Team Planning

**Students to be Served by this Strategy/Activity**

**Timeline**

2018-2019

**Person(s) Responsible**

Administration and District

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	6700
<b>Source</b>	Title I
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Vertical team planning in core subjects
<b>Amount</b>	1328.21
<b>Source</b>	Title I
<b>Budget Reference</b>	3000-3999: Employee Benefits

**Strategy/Activity 19**

1.19 Learning Walks

**Students to be Served by this Strategy/Activity**

All teachers

**Timeline**

2018-2019

**Person(s) Responsible**

Administration and District

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	5000
<b>Source</b>	Title I
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	collaborate on best instructional practices and visit peers classrooms for learning walks
<b>Amount</b>	991.20
<b>Source</b>	Title I
<b>Budget Reference</b>	3000-3999: Employee Benefits

**Strategy/Activity 20**

1.20 Materials for math and ELA support classes

**Students to be Served by this Strategy/Activity**

Intervention students

**Timeline**

2018-2019

**Person(s) Responsible**

Administration

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	5000
<b>Source</b>	Title I
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Calculators all math classes, journals, manipulatives, small white boards, markers

# Goals, Strategies, & Proposed Expenditures

## Goal 2

### Subject

Student Engagement/ other student outcomes/ parent involvement

### Goal Statement

Increase overall attendance rate by 2% by 2019-2020.

### LCAP Goal

LCAP Goal #2: Build local capacity to fully implement a multi-tiered system of supports in all classrooms and throughout the organization by actively engaging students, families, and the school community in promoting students' academic and behavioral health.

### Basis for this Goal

- 2015-17 Attendance data
- A2A Chronic Absenteeism rates

graduation data

AVID Data

Academy Data

Tutoring Data

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Attendance data A2A Chronic Absenteeism rates graduation data AVID Data Academy Data Tutoring Data		

### Planned Strategies/Activities

#### Strategy/Activity 1

2.1 Intervention specialists to work directly with admin. on attendance

#### Students to be Served by this Strategy/Activity

All

#### Timeline

2018-2019

**Person(s) Responsible**

Intervention Specialists

**Proposed Expenditures for this Strategy/Activity**

**Description**

Work on attendance and chronic absenteeism rates - Parent conferences, SART meetings, attendance campaigns, attendance awards

**Strategy/Activity 2**

2.2 parent involvement to present attendance data at semester parent meeting

**Students to be Served by this Strategy/Activity**

**Timeline**

2018-2019

**Person(s) Responsible**

Title I Parent involvement

**Proposed Expenditures for this Strategy/Activity**

**Description**

Organizing and planning semester parent meetings and presenting data on graduation/attendance

**Strategy/Activity 3**

2.3 Parent Engagement Advisors

**Students to be Served by this Strategy/Activity**

**Timeline**

2018-2019

**Person(s) Responsible**

Parent Liaison

**Proposed Expenditures for this Strategy/Activity**

**Amount**

12750

**Source**

Title I Part A: Parent Involvement

**Budget Reference**

5800: Professional/Consulting Services And Operating Expenditures

**Description**

Provide Parent Training Courses - on attendance, study habits, supporting learning at home

**Strategy/Activity 4**

2.4 Intervention specialist to deal with parent student attendance interventions and conferences- increase parent engagement.

**Students to be Served by this Strategy/Activity**

All

**Timeline**  
2018-2019

**Person(s) Responsible**  
Intervention Specialist

**Proposed Expenditures for this Strategy/Activity**  
**Description** Share attendance data, have clear supports on how to deal with students who struggle with attendance. Tiered interventions in place

**Strategy/Activity 5**  
2.5 Attendance Incentives

**Students to be Served by this Strategy/Activity**  
**Timeline**  
2018-2019

**Person(s) Responsible**  
Intervention Specialists

**Proposed Expenditures for this Strategy/Activity**

**Strategy/Activity 6**  
2.6 Attendance Award Night

**Students to be Served by this Strategy/Activity**  
**Timeline**  
2018-2019

**Person(s) Responsible**  
Intervention specialists

**Proposed Expenditures for this Strategy/Activity**  
**Amount** 500  
**Source** Title I  
**Budget Reference** 4000-4999: Books And Supplies  
**Description** attendance awards for students

**Strategy/Activity 7**  
2.7 AVID Meetings

**Students to be Served by this Strategy/Activity**

**Timeline**

2018-2019

**Person(s) Responsible**

Admin over AVID and AVID Coordinator

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	1000
<b>Source</b>	Title I Part A: Parent Involvement
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	AVID Parent Meeting Refreshments

**Strategy/Activity 8**

2.8 AVID Copier Charges

**Students to be Served by this Strategy/Activity****Timeline**

2018-2019

**Person(s) Responsible**

Admin over AVID and AVID coordinator

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	2000
<b>Source</b>	Title I
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Copies for cornell notes, tutorials etc...

**Strategy/Activity 9**

2.9 Intramural Sports at lunch

**Students to be Served by this Strategy/Activity**

All Students

**Timeline**

2018-2019

**Person(s) Responsible**

Administration

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	4400
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<b>Source</b>	Title I
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	2 Teachers to provide students with intramural sports supervision in the small gym and on the basketball courts during lunch.
<b>Amount</b>	872.26
<b>Source</b>	Title I
<b>Budget Reference</b>	3000-3999: Employee Benefits
<b>Description</b>	Benefits

### Strategy/Activity 10

2.10 AVID Materials

#### Students to be Served by this Strategy/Activity

##### Timeline

2018-2019

##### Person(s) Responsible

Admin over AVID and AVID coordinator

#### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	4000
<b>Source</b>	Title I
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Materials to support student learning

### Strategy/Activity 11

2.11 Student motivational speaker for 1st semester and 2nd semester

#### Students to be Served by this Strategy/Activity

All students

##### Timeline

2018-2019

##### Person(s) Responsible

Admin

#### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	7000
<b>Source</b>	Title I

<b>Budget Reference</b>	5800: Professional/Consulting Services And Operating Expenditures
<b>Description</b>	motivational speaker on being in school, following your dreams and seeking achievement

### Strategy/Activity 12

2.12 Link Crew Summer Hours for preparation and training for Link Crew Mentors

#### Students to be Served by this Strategy/Activity

#### Timeline

2018-2019

#### Person(s) Responsible

Administration

#### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	2500
<b>Source</b>	Title I
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Preparation for freshman 1st day - training of link crew students and preparation for link crew teachers to plan out the first day and trainings
<b>Amount</b>	495.60
<b>Source</b>	Title I
<b>Budget Reference</b>	3000-3999: Employee Benefits
<b>Description</b>	Benefits

### Strategy/Activity 13

2.13 Parent Workshops

#### Students to be Served by this Strategy/Activity

#### Timeline

2018-2019

#### Person(s) Responsible

Administration/ Parent Liaison

#### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	10000
<b>Source</b>	Title I Part A: Parent Involvement
<b>Budget Reference</b>	5800: Professional/Consulting Services And Operating Expenditures
<b>Description</b>	Computer classes to understand accessing powerschool, family and social support on encouraging good habits,

## Strategy/Activity 14

2.14 Teacher workshops

### Students to be Served by this Strategy/Activity

#### Timeline

2018-2019

#### Person(s) Responsible

Administration

#### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	5000
<b>Source</b>	Title I
<b>Budget Reference</b>	5800: Professional/Consulting Services And Operating Expenditures
<b>Description</b>	conferences on equity, building classroom culture, creating success for ALL students and providing targeted assistance for identified students who are performing below grade level.

## Strategy/Activity 15

2.15 Restorative Practices

### Students to be Served by this Strategy/Activity

#### Timeline

2018-2019

#### Person(s) Responsible

Administration

#### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	3000
<b>Source</b>	Title I
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Workshop for all departments on building classroom culture, creating success for ALL students and providing targeted assistance for identified students who are performing below grade level
<b>Amount</b>	594.72
<b>Source</b>	Title I
<b>Budget Reference</b>	3000-3999: Employee Benefits
<b>Description</b>	Benefits

# Goals, Strategies, & Proposed Expenditures

## Goal 3

### Subject

College/Career Readiness

### Goal Statement

Increase post-secondary opportunities by 10% by increasing participation in college and career prep programs

### LCAP Goal

LCAP Goal #1: Close achievement gaps by increasing the percentage of students who graduate ready for college, career, and life.

### Basis for this Goal

Academy data  
A-G data  
AVID data

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Academy data A-G data AVID data		

### Planned Strategies/Activities

#### Strategy/Activity 1

3.1 Teacher Training on supporting students with college and career readiness

#### Students to be Served by this Strategy/Activity

All teachers

#### Timeline

2018-2019

#### Person(s) Responsible

Admin

#### Proposed Expenditures for this Strategy/Activity

Amount
4000

<b>Source</b>	Title I
<b>Budget Reference</b>	5800: Professional/Consulting Services And Operating Expenditures
<b>Description</b>	Guest Speakers on cultural competence, A-G, Career Readiness

### Strategy/Activity 2

3.2 Supplemental materials for science, math and ELA classes

#### Students to be Served by this Strategy/Activity

All students

#### Timeline

2018-2019

#### Person(s) Responsible

Administration

#### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	8000
<b>Source</b>	Title I
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Calculators, iPhone microscopes, etc...

### Strategy/Activity 3

3.3 Career trip for all senior Economics students to visit ECC and evaluate the various programs available; students will analyze the local labor market and engage with college administration to understand how that data impacts the program offerings at the college and how that, in turn, impacts the local economy.

#### Students to be Served by this Strategy/Activity

#### Timeline

2018-2019

#### Person(s) Responsible

Administration

#### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	4000
<b>Source</b>	Title I
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	ECC labor market/career awareness trip

### Strategy/Activity 4

3.4 Continue to provide AP trainings and refine student entry and support provided once entered in AP classes

**Students to be Served by this Strategy/Activity**

**Timeline**

2018-2019

**Person(s) Responsible**

Administration

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	5000
<b>Source</b>	Title I
<b>Budget Reference</b>	5800: Professional/Consulting Services And Operating Expenditures
<b>Description</b>	Ap teacher training, AP summer support and in school support

**Strategy/Activity 5**

3.5 Parent Workshops on college and career readiness

**Students to be Served by this Strategy/Activity**

Parents/Students to learn about college, A-G and FAFSA

**Timeline**

2018-2019

**Person(s) Responsible**

Administration/ Career center

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	3000
<b>Source</b>	Title I Part A: Parent Involvement
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Parent to learn about college, A-G and FAFSA

**Strategy/Activity 6**

3.6 AVID Materials

**Students to be Served by this Strategy/Activity**

**Timeline**

2018-2019

**Person(s) Responsible**

Administration/ AVID Coordinator

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	6000
<b>Source</b>	Title I
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Materials for AVID classrooms- whiteboards, markers, pennants,

### Strategy/Activity 7

3.7 AVID Copier Charges

#### Students to be Served by this Strategy/Activity

#### Timeline

2018-2019

#### Person(s) Responsible

AVID Coordinator

#### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	2000
<b>Source</b>	Title I
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Copies of tutorials, assignment logs, cornell note sheets, learning logs.....

### Strategy/Activity 8

3.8 AVID Meetings and Parent Nights

#### Students to be Served by this Strategy/Activity

#### Timeline

2018-2019

#### Person(s) Responsible

Administrator

#### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	2545
<b>Source</b>	Title I Part A: Parent Involvement
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Food, decorations etc for parent nights

### Strategy/Activity 9

3.9 College/Career Workshops

**Students to be Served by this Strategy/Activity**

**Timeline**

2018-2019

**Person(s) Responsible**

Administration

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	6000
<b>Source</b>	Title I
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Various workshops and college fair on campus during the day

**Strategy/Activity 10**

3.10 AP Practice materials for AP classes

**Students to be Served by this Strategy/Activity**

**Timeline**

2018-2019

**Person(s) Responsible**

Administration

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	12000
<b>Source</b>	Title I
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	AP practice workbooks

**B. State any additional specific strategies to be used by staff within each subject area/support program to support sections of the schoolwide action plan.**

There are several strategies teachers at Leuzinger are asked to use to support literacy and numeracy (Goal 1). Specifically, all teachers are expected to use academic language in all of their classes, and to support teachers in meeting this goal, they are provided with academic language stems (under the Pro Talk umbrella) that they can have students use in the classroom. In addition, another schoolwide strategy in support of literacy is having teachers explicitly model and teach text annotation. Aside from these two strategies, teachers of the ELA support classes use the Reading Inventory (RI) test to measure student growth and help students understand what it takes for them to move up and out of the reading intervention program. In math support classes, teachers are provided with mini whiteboards, calculators, and manipulatives in order to help create a more interactive learning environment. In relation to supporting attendance, (Goal 2), teachers are expected to use our HERO system to award points to students for positive attendance and behavior, and students are then in turn able to use the points to purchase rewards. Finally, in our AP program (Goal 3), students are given opportunities to work with teachers on Saturdays to increase their skill levels and participate in mock exams.

**C. Describe the school's follow-up process, ensuring an ongoing improvement process.**

The SPSA is a plan that is continuously evaluated by the School Site Council (SSC) and adjustments are made as needed. When the plan is being created, stakeholders gather and review data regarding student-based learning outcomes as a means to measure if instructional/intervention strategies are effective at meeting schoolwide learner outcomes and critical learner needs. There is then feedback from stakeholders and suggestions for areas of improvement that are shared with the SSC. The SSC team then works together to review the feedback and identify critical learner needs/goals for the SPSA that support student learning. Once the critical learner needs/goals are identified, the SSC selects strategies and interventions combined with an appropriate timeline, actions, and funding to support them. These critical learner needs/goals are then shared with stakeholders at the beginning of the new school year, and at that time, staff is asked to identify the strategies and interventions we have in place to support the goals and to also identify ways it can be supported in their classrooms. This means that every single department discusses the strategies that they are using to support literacy, numeracy, attendance, and college and career readiness. This also ensures that everyone understands that the critical learner needs/goals are not the responsibility of specific departments, but the responsibility of the entire school. This process continues throughout the year, and specifically during collaboration, at which time our staff assesses and reflects on our progress in terms of addressing the critical learner needs/goals.

At SSC meetings, the team regularly re-evaluates and re-assesses progress towards meeting our goals; in addition, the team reviews the effectiveness of the strategies that we have employed. For example, the goal of literacy and numeracy that was created

based on 2016-17 SBAC data is re-evaluated whenever new testing data is received. This reevaluation includes reflection and analysis as to whether there has been meaningful progress made. If there is no progress, decisions are made as to what types of adjustments should be put into place. Lastly, it is important to note that when students are demonstrating progress towards the expected outcomes, the strategies that are in place continue to be implemented.

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## Acronyms

AAA	Advance Academics Academy
AAPC	African American Parent Council
ACT	American College Test
AP	Advanced Placement
ASB	Associated Student Body
AVID	Advancement Via Individual Determination
BSU	Black Student Union
BTSA	Beginning Teacher Support and Assessment
CAASPP	California Assessment of Student Performance and Progress
CABE	California Association for Bilingual Education
CADS	College Access through Data Science
CARS	College Access, Readiness, and Support
CAST	California Science Test
CCA	Culinary Careers Academy
CCAP	College and Career Access Pathways
CCC	California Community Colleges
CCGI	College Career Guidance Initiative
CELDT	California English Language Development Test
CFA	Common Formative Assessments
CFU	Checking For Understanding
CHKS	California Healthy Kids Survey
CHPS	California Healthy Parents Survey
CICO	Check In Check Out
CRA	California Restaurant Association
CSA	Common Summative Assessments
CSUDH	California State University of Dominguez Hills
CTC	Commission on Teacher Credentialing
CTE	Career and Technical Education
CTEIG	Career Technical Education Incentive Grant
CTEPS	Career and Technical Education Program Specialist
CV	Centinela Valley
CVUHSD	Centinela Valley Union High School District
CYS	Centinela Youth Services
DELAC	District English Learner Advisory Committee
DII	Direct Interactive Instruction
DIS	Designated Instructional Services
DLI	Digital Learning Initiative
DPAC	District Parent Advisory Council Meetings
EAP	Early Assessment Program

ECA	Environmental Careers Academy
EdTech	Educational Technology
EL	English Learners
ELA	English Language Arts
ELAC	English Learner Advisory Committee
ELD	English Language Development
ELL	English Language Learners
ELPAC	English Language Proficiency Assessments for California
ERWC	Expository Reading and Writing Course
ESL	English as a Second Language
FAC	Faculty Advisory Committee
FAFSA	Free Application for Federal Student Aid
FCMAT	Fiscal Crisis and Management Assistance Team
FLS	Functional Living Skills
FLT	Focus Learning Target
FTE	Full Time Equivalent
GPA	Grade Point Average
GSEIS	Graduate School of Education and Information Systems
HEAL	Healthy Eating Active Living
HESD	Hawthorne Elementary School District
IDS	Introduction to Data Science
IEP	Individualized Education Program
IHE	Institute of Higher Education
IST	Instructional Support Team
KWL	Know, Want to Learn, Learned
LACOE	Los Angeles County Office of Education
LCAP	Local Control and Accountability Plan
LMS	Learning Management System
LTEL	Long Term English Learners
LWESD	Lawndale Elementary School District
LXESD	Lennox Elementary School District
MCA	Multimedia Careers Academy
MDTP	Math Diagnostic Testing Project
MEChA	Movimiento Estudiantil Chicano de Aztlan
MESA	Math, Engineering, Science Achievement
NGSS	Next Generation Science Standards
ODR	Office Discipline Referrals
OLT	Olympian Leadership Team
PBIS	Positive Behavioral Interventions and Supports

PE	Physical Education
PLC	Professional Learning Community
PLO	Professional Learning Opportunities
PSAT	Preliminary Scholastic Aptitude Test
PTO	Parent Teacher Organization
RFEP	Reclassification as Fluent English Proficient
RI	Reading Inventory
RTI	Response to Intervention
S.P.I.R.I.T.	Success, Pride, Integrity, Respect, Inspiration, and Trust
SAI	Specialized Academic Instruction
SAM	Student Achievement Manager
SARB	School Attendance Review Board
SARC	School Accountability Report Card
SART	School Attendance Review Team
SAT	Scholastic Aptitude Test
SBAC	Smarter Balanced Assessment Consortium
SBWIB	South Bay Workforce Investment Board
SDAIE	Specialized Designed Academic Instruction in English
SED	Socially Economically Disadvantaged
SEP	Science and Engineering Practice
SL	Sheltered Language
SLSP	Science Lab Safety Plan
SOLOM	Student Oral Language Observation Matrix
SPED	Special Education
SPSA	School Plan for Student Achievement
SRI	Scholastic Reading Inventory
SRLA	Students Run Los Angeles
SSC	School Site Council
SST	Student Success Team
SSW	School Social Worker
TEP	Teacher Education Program
TOSA	Teacher on Special Assignment
UCP	Uniform Complaint Procedures
VAPA	Visual And Performing Arts
VOALA	Volunteers of America Los Angeles
WASC	Western Association of Schools and Colleges
WBL	Work Based Learning

**Summary of Local Control and Accountability Plan (LCAP)**

The full document can be accessed at:

[https://www.centinela.k12.ca.us/apps/pages/index.jsp?uREC\\_ID=390871&type=d&pREC\\_ID=1560749](https://www.centinela.k12.ca.us/apps/pages/index.jsp?uREC_ID=390871&type=d&pREC_ID=1560749)



**Centinela Valley Union High School District  
Local Control & Accountability Plan  
LCAP Year 2018-2019  
*Reader-Friendly Version***

**2018-2019 LCAP HIGHLIGHTS**

Through the goals, actions, and services articulated for the 2018-19 LCAP Year, the Centinela Valley Union High School District will continue its work of putting students first in pursuit of our ultimate vision: "Every student graduates ready for college, career, and life." Our LCAP embodies what our District refers to as The CV Way, the key tenets of which are: 1) safe, 2) clean, 3) kind; and, 4) learn. Through multiple opportunities and formats for garnering stakeholder engagement, the District has developed a plan to increase students' academic achievement, promote students' college and career readiness, increase student attendance, and improve overall school climate. The CVUHSD Every Student Succeeds Plan (our LCAP) is articulated through three central goals aligned to the eight state priorities. The table below links the District's LCAP goals to the eight state priorities and provides an overview of the highlights aligned to each goal:

LCAP Goal	State Priorities Addressed	LCAP Highlights
<p>Goal #1: Close achievement gaps by increasing the percentage of students who graduate ready for college, career, and life.</p>	<p><u>Pupil Outcomes</u> Pupil Achievement (Priority 4) Other Pupil Outcomes (Priority 8)</p>	<ul style="list-style-type: none"> <li>* SAT for Non-Income Qualified (Fee Waiver Eligible) 12<sup>th</sup> Grade Students</li> <li>* CV LEARNS Program Tutors (CSUDH Project Reach) via Site Title I Allocations</li> <li>* CA College Guidance Initiative (CCGI) Partnership</li> <li>* Counselor on Special Assignment (COSA)</li> <li>* Grade 9-11 College Visits</li> <li>* Advanced Placement Program</li> <li>* AVID Districtwide</li> <li>* LTEL/RFEP Mentoring Program</li> <li>* Secondary Bilingual Pathway Foundational Training &amp; Planning</li> <li>* Regional Arts Coordination</li> <li>* Summer School</li> <li>* District College &amp; Career Fairs</li> <li>* Expanded Post-Secondary Involvement in Linked Learning</li> <li>* Increased provision of industry-current equipment, software, etc.</li> <li>* Fully Staffed Digital Media Centers</li> </ul>
<p>Goal #2: Provide varied supports to actively engage students, families, and the school community in promoting students' academic and behavioral health.</p>	<p><u>Engagement</u> Parent Involvement (Priority 3) Pupil Engagement (Priority 5) School Climate (Priority 6)</p>	<ul style="list-style-type: none"> <li>* 3 Targeted Assistance (TAC) Counselors Serving ELs, Foster Youth &amp; Homeless Students</li> <li>* Expansion from 4 to 5 Social Workers</li> <li>* Link Crew</li> <li>* Wellness Centers @ Each School Site</li> <li>* Centinela Youth Services</li> <li>* Male Success Alliance &amp; Empowering Young Women Teacher Leaders</li> <li>* RtI Specialists</li> <li>* Full-Time Bilingual Therapist (Richstone)</li> <li>* District Family Engagement Specialist</li> <li>* Athletics Allocations &amp; Facilities Upgrades</li> </ul>
<p>Goal #3: Provide students with access to highly trained teachers, courses, programs, and 1:1 technology that support students' college and career readiness.</p>	<p><u>Conditions of Learning</u> Basic Services (Priority 1) Implementation of State Standards (Priority 2) Course Access (Priority 7)</p>	<ul style="list-style-type: none"> <li>* Digital Learning Initiative Chromebooks for All 9<sup>th</sup> &amp; 10<sup>th</sup> Graders</li> <li>* Instructional Technology Coaches</li> <li>* Weekly Collaboration Time for All Teachers</li> <li>* The 8-Period Day Class Size Reduction for HW, LW &amp; LZ</li> <li>* ELA, Mathematics, Science &amp; English Learner Instructional Coaches</li> <li>* Student Welfare &amp; Instructional Support Specialist</li> </ul>

		<ul style="list-style-type: none"><li>* Expanded 5-Day New Hire Orientation</li><li>* Co-Teaching Training</li><li>* Adaptive School &amp; Cognitive Coaching Training</li><li>* Paraprofessional &amp; Classified Professional Learning</li> <li>*CSU Channel Islands PE-Health Project</li><li>* English Learner Symposium</li><li>* UCLA Extension Induction Program</li><li>* Linked Learning Retreat</li><li>* Summer Professional Learning Week</li><li>* Course Leads</li><li>* Maintenance of Facilities</li></ul>
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### **GREATEST PROGRESS**

CVUHSD is most proud of the progress we have made in increasing our reclassification rate. In the 2016-17 LCAP year, the District identified providing support for English Learners as our area of greatest need. Therefore, the recognition of the 13% increase in the District's reclassification rate is a testament to the District's commitment to immediately working to address our most pressing gaps in student progress. In 2016-17, the District's reclassification rate was 7.7%, accounting for 106 students who were assessed and designated RFEP. The District fell short of our goal of an 11.1% reclassification rate by 3.4%.

However, in the Spring of 2017, the District began to implement specific, targeted plans to address this gap. The District English Learner Instructional Coach, utilizing our current RFEP criteria, identified students eligible, or possibly eligible, for redesignation. Next, the District met with ELD Coordinators from each school site and developed an action plan for redesignating as many eligible students as possible. The district also targeted the redesignation of special education English Learners, and met with Special Education Department Chairs and case carriers to develop an RFEP plan for these students as well.

One specific step taken by the District had a clearly significant impact on English Learner progress and reclassification. All LTELs were assigned an adult Mentor as part of the District's 1:1 LTEL Mentoring Program. 45% of the mentored 9<sup>th</sup> graders were assessed and deemed Redesignated Fluent English Proficient during the 2017-18 Fall semester alone.

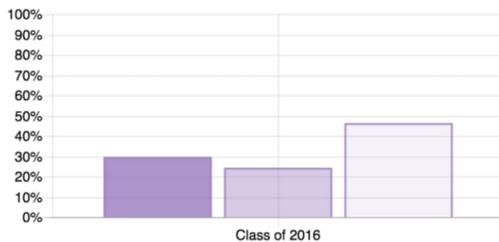
The District plans to build upon this success by taking the following actions:

- Continuing the provision of a District English Learner Instructional Coach
- Provide mini-lessons to teachers of LTELs on ELPAC prep
- All 9<sup>th</sup> and 10<sup>th</sup> grade LTELs will be enrolled in an ELA intervention courses for LTELs based on multiple data points
- The District will continue to place AVID-trained tutors in the Newcomer ELD/SL classes and add tutors to the 11<sup>th</sup> and 12<sup>th</sup> grade LTEL Cohorts and the 9<sup>th</sup> and 10<sup>th</sup> grade LTEL ELA Intervention courses as well as additional courses in which ELs are struggling to show progress
- Continue professional learning and coaching related to Integrated ELD
- Implement LTEL Support and data chats through: 9<sup>th</sup> and 10<sup>th</sup> grade ELA Intervention; 11<sup>th</sup> and 12<sup>th</sup> grade LTEL Mentor program implementation (one-on-one or in small groups)
- Continue to research and pilot supports for LTELs who are far from meeting reclassification criteria (especially at the 11<sup>th</sup> and 12<sup>th</sup> grades)

### **GREATEST NEED**

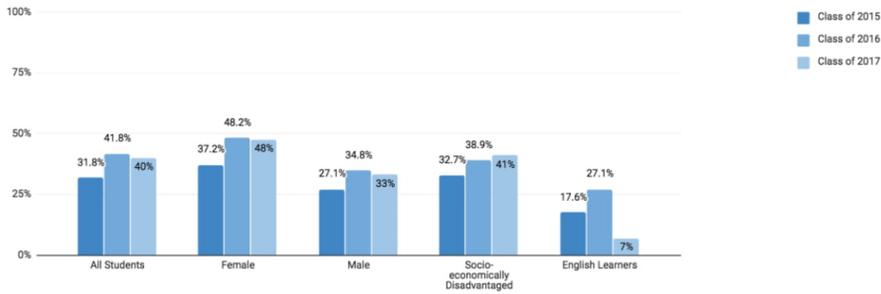
According to the LCFF Evaluation Rubrics, CVUHSD does not have any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. However, local indicators and the pending College & Career Readiness Indicator (CCI) data clearly point toward A-G Completion Rate for all students as a greatest need. For the Class of 2016 - the base year of data reported for the CCI - 29.6% of graduates were "prepared;" 24.3% were "approaching prepared," and; and 46.2% were "not prepared" for college and career.

#### **College/Career Indicator**



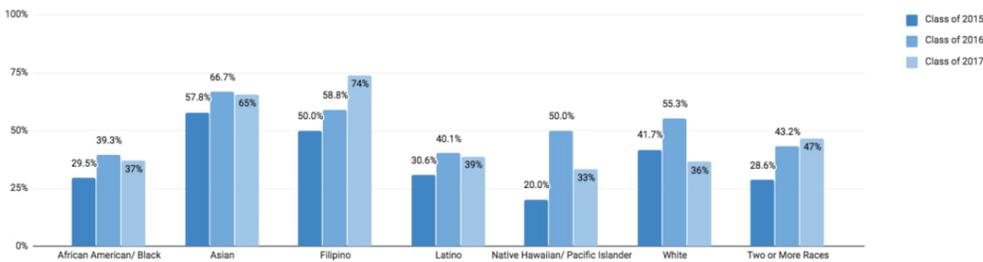
Though the District's A-G Completion Rate has increased 8.2% from the Class of 2015 (31.8%) to the Class of 2017 (40%), continuing to significantly increase the A-G Completion Rate is necessary in order to fulfill the District's vision of every student graduating ready for college, career, and life.

**CVUHSD  
University of California (UC) / California State University (CSU)  
A-G Required Course Completion Rate**



In addressing the A-G Completion rate for All Students, it is also essential that the District look closely at the subgroup data. English Learners exemplify the most prominent gap in comparison to all students. However, the District must also look for ways to specifically address the needs of the following subgroups whose A-G Completion rates also fall below that of all students: males, African American/Black, Latino, Native Hawaiian/Pacific Islander, and white students.

**CVUHSD  
University of California (UC) / California State University (CSU)  
A-G Required Course Completion Rate**



In order to address this area of greatest need for improvement, the LEA plans to do the following:

- Ensure that counseling services are clearly defined, articulated, institutionalized, and evaluated.
- Ensure all students have a four-year plan to achieve college and career readiness, as well as access to a rigorous and relevant curriculum.
- Implement the California College Guidance Initiative (CCGI). CCGI Partner Districts receive ongoing consultation, professional development, and support to help them effectively utilize CaliforniaColleges.edu to increase students' college and career readiness. Additionally, Partner Districts enter into a data-sharing agreement with CCGI that allows them to upload verified transcript data into student accounts on CaliforniaColleges.edu, thereby unlocking enhanced, data-informed features that substantially benefit students and educators. The goal of CCGI is two-fold: 1) all high school seniors graduate with a thoughtful, well-informed, post-secondary plan, and 2) students' academic transcript, unique identifier, and college and career planning data follow them in a manner that reduces information gaps that hinder student success.
- Hire a Counselor on Special Assignment (COSA) to support the District Counseling Program. The COSA will support the provision of increased and improved counseling services for CVUHSD students. The COSA will assist in the development and coordination of the District Counseling Program, including the roll-out and implementation of the California College Guidance Initiative (CCGI) online platform. Additionally, the COSA will play a key role in implementing professional learning related to the Counseling Program for fellow counselors, administrators, teachers, students, and families.
- Increase efforts to connect students with the various college readiness and access programs offered on campuses. The goal of each of these programs is to increase the rate at which students complete high school and enroll in and graduate from a post-secondary institution. The District has coordinated efforts across these programs, which are now being referred to collectively as the CVUHSD College Access Collaborative (CAC). These programs include: Cal Lutheran TRIO Upward Bound Classic; Cal Lutheran TRIO Upward Bound Math & Science; CSUDH Upward Bound Classic; CSUDH Upward Bound Math &

Science; Volunteers of America Upward Bound; Volunteers of America Educational Talent Search, and; CARS (College Access, Readiness, and Success).

- Increase the number of dual enrollment courses offered on campus to 9, accounting for 14 sections (in 16-17, the District offered 3 dual enrollment courses, accounting for 7 sections) in order to increase A-G course access.
- Provide multiple credit recovery options, including Edgenuity and direct instruction credit recovery available through the 8-period day, in order to remediate UC/CSU A-G eligibility.
- The District's Family Engagement Specialist will continue to provide college readiness workshops for parents and guardians in order to increase families' knowledge of A-G requirements.
- Ensure Counselors and College & Career Guidance Specialists have access to the most current college readiness information for UCs, CSUs, and private institutions through attendance at a variety of Counselor workshops.
- The District will cover the cost of one SAT for all 12<sup>th</sup> grade students who do not meet the income requirements for a fee waiver.
- Piloted at one school during the 17-17 school year, the District will support all schools in participating in the California College Application & Success Campaign.

**PERFORMANCE GAPS**

According to the LCFF Evaluation Rubrics, the District’s Foster Youth performed two levels below the “all students” performance level for both the Suspension Rate (School Climate) and Graduation Rate (Pupil Engagement) state indicators.

State Indicators	All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities	African American	Hispanic
Chronic Absenteeism	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Suspension Rate (K-12)								
English Learner Progress (1-12)		N/A	N/A	N/A	N/A	N/A	N/A	N/A
Graduation Rate (9-12)								

Due to this performance gap, the District met the criteria to receive Differentiated Assistance provided by LACOE. Through engagement in an LEA self-assessment process, the District identified the following means of addressing these performance gaps for Foster Youth:

- **New for the 2018-19 School Year:** The District has established the position of Targeted Assistance Counselor (TAC). One TAC will serve each of the traditional high schools – Hawthorne, Lawndale, and Leuzinger. The Targeted Assistance Counselor provides increased or improved services for Newcomer English Learners, homeless students, and foster youth. The TAC will serve as the school site’s Foster Youth Liaison and will regularly collaborate with the School Social Worker regarding foster youth. The TAC will also ensure compliance with AB 490 (School Stability for Foster Youth), including immediate enrollment of foster youth, application of partial credits to student transcripts, and enrollment in the same or equivalent classes as those in which they were enrolled in their previous school. Finally, the TAC will inform foster youth, their educational rights holder, and the School Social Worker of the foster youth’s eligibility for AB 167/216 graduation within 30 days of the youth’s transfer to the school, and regularly monitor foster youth progress toward AB 167/216 graduation requirements for CVUHSD graduation.
- **New for the 2018-19 School Year:** The District will expand it’s Social Worker Program from 4 to 5 Social Workers. One District Social Worker will coordinate the work of a School Social Worker at Hawthorne, Lawndale, Leuzinger, and Loyde High Schools. Both the Social Workers and Social Worker Interns will provide targeted, increased student support services to District Foster Youth.
- The District’s Student Welfare Specialist (TOSA) will continue to reconcile the LACOE EPS foster youth information to District foster youth information in PowerSchool on a consistent basis. *(emphasized following the Fall 2017 Dashboard release)*
- The District will ensure that each identified foster youth has an Individualized Support Plan (ISP) and that it is referred to and updated each time a staff member (Counselor, Social Worker, Intervention Specialist, administrator, etc.) interacts with a foster youth. *(emphasized following the Fall 2017 Dashboard release)*
- Ensure that site Social Workers are meeting regularly with identified foster youth and reviewing/updating their ISP. *(emphasized following the Fall 2017 Dashboard release)*
- The District has already established a Foster Youth Alert in PowerSchool so that school personnel are immediately aware of students identified as Foster Youth. *(established March 2018)*
- Continue to update the District Foster Youth Strategic Plan and monitor implementation progress. *(emphasized following the Fall 2017 Dashboard release)*
- Allocate a portion of each monthly Management Team, Districtwide Counselors, and Districtwide Social Worker, and Districtwide Intervention Specialists meetings to foster youth data analysis. *(emphasized following the Fall 2017 Dashboard release)*

## WASC Student Survey

### WASC Student 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. 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 Parent Survey – English

### 1. Parent/Community Survey

#### WASC - Focus on Learning

All parents of returning students please complete this survey. Parents of incoming 9th grade students the survey is optional.

Please mark one answer in each column for how much you agree or disagree with each statement.

	Strongly Agree	Agree	Disagree	Strongly Disagree
Students are involved in challenging learning experiences at Leuzinger HS.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students are able to meet all requirements for graduation upon completing a four-year academic program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
LeuzingerHS regularly communicates student achievement to parents and community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leuzinger HS prepares students to pursue education and career goals beyond high school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leuzinger HS provides a nurturing learning environment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School culture is characterized by high expectations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School discipline is fair and consistent.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
All students have the opportunity to participate in extracurricular activities including sports and clubs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School grounds and facilities are clean and orderly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Leuzinger HS community is supportive of the school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly Agree	Agree	Disagree	Strongly Disagree
Students are comfortable asking staff for help with problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students have a sense of belonging at Leuzinger HS.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leuzinger HS offers a wide range of elective courses.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The administration provides good leadership that focuses on student achievement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School leadership employs a wide range of strategies to encourage parental and community involvement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My student receives appropriate support to help ensure academic success.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The teachers at Leuzinger HS are well prepared and act professionally.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The school has enough staff to meet the needs of my student.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The school has sufficient facilities and materials to meet the needs of my student.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students have fair access to honors and advanced classes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand the sequencing of courses and graduation requirements.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My student is receiving good preparation for all standardized tests.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers provide sufficient and timely feedback on student achievement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly Agree	Agree	Disagree	Strongly Disagree
Teachers assign a variety of activities such as presentations, projects, group work, and written assignments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers require the use of technology in a variety of assignments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers provide the instruction to develop academic skills such as writing, reading comprehension, and research.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students receive appropriate math instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students have the necessary preparation to pass Algebra 1.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers provide enough time to complete assignments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers provide timely notification of upcoming assignments and tests.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The grading systems used by teachers are fair, and understood by the student.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am able to effectively communicate with teachers, counselors and administration.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am aware of opportunities for parent involvement at Leuzinger HS.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents have sufficient opportunities to learn about the teaching and learning process at Leuzinger HS.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel my student is safe on the Leuzinger campus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly Agree	Agree	Disagree	Strongly Disagree
I am aware that Leuzinger HS offers support services through the school psychologist and nurse.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Leuzinger HS mission statement reflects the beliefs of the community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leuzinger HS is actively pursuing the mission statement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Schoolwide Learner Outcomes reflect the skills that are needed for success in today's world.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## WASC Parent Survey – Spanish

### 1. Encuesta a los padres de WASC

#### WASC - Focus on Learning

Todos los padres de los estudiantes que regresan por favor complete esta encuesta. Los padres de los alumnos de nuevo ingreso del 9º grado de la encuesta es opcional.

Por favor marque una respuesta en cada columna por si esta de acuerdo o desacuerdo con cada declaracion.

	Muy de acuerdo	De acuerdo	Desacuerdo	Muy en desacuerdo
Los estudiantes participan en experiencias de aprendizaje desafiantes en la escuela secundaria de Leuzinger.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Los estudiantes son capaces de cumplir con todos los requisitos de graduación al completar el programa académico de cuatro años.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
La escuela secundaria de Leuzinger comunica regularmente los logros del estudiante a los padres y la comunidad.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
La escuela secundaria de Leuzinger prepara a los estudiantes para continuar los estudios y objetivos de carrera mas allá de la educación secundaria.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
La escuela secundaria de Leuzinger proporciona un entorno de aprendizaje.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
La cultura escolar se caracteriza por las altas expectativas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
La disciplina escolar es justa y coherente.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Muy de acuerdo	De acuerdo	Desacuerdo	Muy en desacuerdo
Todos los estudiantes tienen la oportunidad de participar en actividades extracurriculares como deportes y clubes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Terrenos e instalaciones de la escuela están limpios y ordenados.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
La comunidad de la escuela secundaria de Leuzinger apoya a la escuela.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Los estudiantes se sienten cómodos pidiendo ayuda para resolver sus problemas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Los estudiantes tienen un sentido de pertenencia a la escuela secundaria de Leuzinger.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
La escuela secundaria de Leuzinger ofrece una amplia gama de cursos electivos.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
La administración ofrece un buen liderazgo que se centra en el logro de los alumnos.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
El liderazgo escolar emplea una amplia gama de estrategias para fomentar la participación de los padres y la comunidad.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mi estudiante recibe el apoyo apropiado para ayudar a obtener el éxito académico.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Los profesores de la escuela secundaria de Leuzinger están bien preparados y actúan profesionalmente.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
La escuela cuenta con el personal suficiente para satisfacer las necesidades de mi estudiante.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Muy de acuerdo	De acuerdo	Desacuerdo	Muy en desacuerdo
La escuela cuenta con instalaciones y materiales suficientes para satisfacer las necesidades de mi estudiante.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Los estudiantes tienen acceso equitativo a honores y clases avanzadas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Entiendo la secuencia de los cursos y requisitos de graduación.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mi estudiante está recibiendo una buena preparación para todos los exámenes estandarizados.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Los maestros proporcionan información suficiente y oportuna sobre el desempeño estudiantil.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Los maestros requieren el uso de la tecnología en una variedad de trabajos.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Los maestros proveen una variedad de actividades tales como presentaciones, proyectos, trabajos en grupo y trabajos escritos.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Los estudiantes reciben instrucción en matemáticas apropiadas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Los estudiantes tienen la preparación necesaria para aprobar Álgebra 1.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Los maestros proporcionan suficiente tiempo para completar las tareas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Muy de acuerdo	De acuerdo	Desacuerdo	Muy en desacuerdo
Los maestros proporcionan la notificación oportuna de las próximas tareas y exámenes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Los sistemas de clasificación utilizados por los profesores son justos, y entendido por el estudiante.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Soy capaz de comunicarme de manera efectiva con los maestros, consejeros y administración.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Soy consciente de las oportunidades de participación de los padres en la escuela secundaria de Leuzinger.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Los padres tienen suficientes oportunidades para aprender sobre el proceso de enseñanza y aprendizaje en la escuela secundaria de Leuzinger.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Siento que mi estudiante está seguro en el campo escolar de Leuzinger.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Soy consciente de que la preparatoria Leuzinger ofrece servicios de apoyo a través del psicólogo de la escuela y la enfermería.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
La declaración de la misión de la escuela secundaria de Leuzinger refleja las creencias de la comunidad.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
La escuela secundaria de Leuzinger está activamente persiguiendo su objetivo.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Muy de acuerdo	De acuerdo	Desacuerdo	Muy en desacuerdo
Los resultados de aprendizaje esperados en toda la escuela reflejan las habilidades que se necesitan para tener éxito en el mundo de hoy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

# WASC Teacher Survey

**1. Default Section**

\* 1. In what department is your primary teaching assignment?

Departments

Select one:

\* 2. How long have you been teaching at LZ (including this year)?

1-2 years
  3-5 years
  6-10 years
  10-20 years
  more than 20 years

\* 3. Please rate the degree to which you agree with the following statements about LZ:

	Strongly Disagree	Disagree	Agree	Strongly Agree
I feel that LZ is a physically safe environment for students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that LZ is a good environment for student learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that the administration supports instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that my department chair facilitates collaboration & curriculum alignment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that the time I have to collaborate with other teachers is used effectively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that the culture of LZ is one which places a higher priority on the success of students than the convenience of adults.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that the discipline policies of LZ are effective in maintaining an effective learning environment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that all students have the opportunity to be successful at LZ.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly Disagree	Disagree	Agree	Strongly Agree
I feel that all of my students have the intellectual ability and skills to learn the content of my course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that there are multiple opportunities for students to get extra help outside of class time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that the counseling office provides support and accessibility for our students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that my students understand the requirements for graduation from LZ.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments (optional):	<input type="text"/>			
* 4. Please rate the degree to which you agree that LZ is MOVING IN THE RIGHT DIRECTION in the following areas:				
	Strongly Disagree	Disagree	Agree	Strongly Agree
Administrative Support of Teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Administrative Support of Students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School Safety	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School outreach to parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Campus Cleanliness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Culture of High Expectations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collaboration within your department	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collaboration between different departments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff Morale	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments (optional):	<input type="text"/>			

\* 5. Please rate the degree to which you agree that YOUR DEPARTMENT is MOVING IN THE RIGHT DIRECTION in the following areas:

	Strongly Disagree	Disagree	Agree	Strongly Agree
Collaboration within the department	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use of Common Timelines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Implementation of CSA's	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use of CSA's to Guide Instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use of Common Rubrics for Scoring Student Work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
High Expectations for Students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments (optional):

\* 6. Please rank the following items in terms of how important they are to move LZ in the right direction:

	Least Critical				Most Critical
Improving Campus Safety	<input type="radio"/>				
Improving Counseling Services & Resources for Students	<input type="radio"/>				
Improving Classroom Instruction	<input type="radio"/>				
Improving Discipline Policies & Follow-through	<input type="radio"/>				
Improving Collaboration between Teachers	<input type="radio"/>				
Improving Outreach to Parents & Community	<input type="radio"/>				

Comments (optional):

7. Other Comments:

# WASC Classified Survey

**1. WASC Survey about Leuzinger High School**

**Please take the time to completely fill out the survey. The data will be used to determine how different groups view Leuzinger High School. Furthermore, the data will be used for the WASC report on Leuzinger High School.**

\* 1. For each statement, please choose your level of agreement regarding Leuzinger High School:

	Strongly Agree	Agree	Disagree	Strongly Disagree	I Don't Know
Leuzinger High School is a safe school	<input type="radio"/>				
Leuzinger High School communicates with parents effectively	<input type="radio"/>				
Leuzinger High School provides opportunities for parent involvement	<input type="radio"/>				
Leuzinger High School provides a quality education for students	<input type="radio"/>				
Leuzinger High School has high academic expectations for students	<input type="radio"/>				
Leuzinger High School provides effective guidance and counseling services for students	<input type="radio"/>				
Leuzinger High School is a well maintained campus	<input type="radio"/>				
Leuzinger High School provides opportunities for extracurricular activities for students	<input type="radio"/>				
Leuzinger High School provides a rigorous curriculum for students	<input type="radio"/>				
Leuzinger High School encourages a collaborative working environment	<input type="radio"/>				
I am aware of the goals for students at Leuzinger High School.	<input type="radio"/>				

	Strongly Agree	Agree	Disagree	Strongly Disagree	I Don't Know
I feel supported at Leuzinger High School.	<input type="radio"/>				
Leuzinger High School administration are accessible	<input type="radio"/>				
I am treated with respect in regards to my role/relationship with Leuzinger High School	<input type="radio"/>				
I am satisfied with my role/relationship with Leuzinger High School	<input type="radio"/>				

2. Please provide comments on why Leuzinger High School is a successful school.

3. Please provide suggestions on how Leuzinger High School can be more successful.

Thanks for completing the survey and have a good day.

CALIFORNIA  
CaSCHLS  
SURVEY SYSTEM

# CALIFORNIA HEALTHY KIDS SURVEY



## Leuzinger High Secondary 2017-2018 Main Report



This report was prepared by WestEd, a research, development, and service agency, in collaboration with Duerr Evaluation Resources, under contract from the California Department of Education Coordinated School Health and Safety Office. For contract information, contact:

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## PREFACE

### HYPERLINK FEATURE

The digital version of this report has been hyperlinked. Click on the title of a section or a table in the List of Tables and you will be automatically directed to the actual content section or table in the report.

This report provides the detailed results for each question from this school/district's 2017-18 *California Healthy Kids Survey* (CHKS), presented in tables organized by topic.

The CHKS, along with its two companion surveys—*California School Staff Survey* (CSSS) for staff and the *California School Parent Survey* (CSPS)—is a service of the California Department of Education (CDE). These three surveys form the *California School Climate, Health, and Learning Surveys* (CalSCHLS) System, the largest, most comprehensive state effort in the nation to regularly assess students, staff, and parents at the local level to provide key data on school climate and safety, learning supports and barriers, and stakeholder engagement, as well as youth development, health, and well-being. Exhibit 1, at the end of the Preface, presents the major school-related domains and constructs assessed by CalSCHLS.

These surveys grew out of CDE's commitment to helping schools promote the successful cognitive, social, emotional, and physical development of all students; create more positive, engaging school environments for students, staff, and parents; and ensure college and career readiness. They provide a wealth of information to guide school improvement and **Local Control and Accountability Plan** (LCAP) efforts, particularly in regard to the state priorities of enhancing school climate, pupil engagement, parent involvement, and addressing the needs of vulnerable groups.

Factsheets, guidebooks, and other resources to help in understanding and using CHKS results are available for downloading from the survey website ([chks.wested.org](http://chks.wested.org)), including *Helpful Resources for Local Control and Accountability Plans* ([chks.wested.org/resources/LCAP-Cal\\_SCHLS.pdf](http://chks.wested.org/resources/LCAP-Cal_SCHLS.pdf)). The California Safe and Supportive Schools website ([CaliforniaS3.wested.org](http://CaliforniaS3.wested.org)) provides information and tools helpful in implementing effective strategies to address the needs identified by the survey.

The CalSCHLS Technical Assistance Center offers a Data Workshop to help identify local needs and develop action plans to meet those needs, including a *Listening to Students Workshop* for involving student voice in the process (see below).

### THE SURVEY

The California Department of Education (CDE) has funded the CHKS since 1997 to provide data to assist schools in: (1) fostering safe and supportive school climates, social-emotional competencies, and engagement in learning; (2) preventing youth health-risk behaviors and other barriers to academic achievement; and (3) promoting positive youth development, resilience, and well-being. A thorough understanding of the scope and nature of these student behaviors, attitudes, experiences, and supports is essential for guiding school improvement and academic, prevention, and health programs.

The CHKS is not just a standalone instrument but a data collection system that districts can customize to meet local needs and interests. The secondary-school CHKS consists of a required general Core Module

and a series of optional, supplementary topic-focused modules that districts can elect to administer. Districts may also add their own questions of local interest in a custom module. Table 1 indicates the modules administered by the district/school.

### **Core Module**

As outlined in Exhibit 1, the Core Module consists of key questions, identified by an expert advisory committee, that are considered most important for schools to guide improvement of academic, health, and prevention programs and promote student achievement, college and career readiness, positive development, and well-being. The great majority of the questions are school-specific, including the following indicators:

- Student grades, truancy, attendance rate and reasons for missing school, academic motivation, and school connectedness, as indicators of engagement;
- The levels of students' three fundamental developmental supports (protective factors) that promote positive academic, social, and emotional outcomes: experiences of caring adult relationships, high expectations, and opportunities for meaningful participation at school;
- Perceived safety and the frequency and type of harassment and bullying at school; and
- Levels of violence, substance use, and crime-related behavior (e.g., weapons possession) at school.

The Core Module also includes a wide range of demographic questions to help districts identify and address the needs of significant and vulnerable student subgroups, including those required to be included in the LCAP efforts. These include race/ethnicity, gender, and socioeconomic status; homeless, migrant, and foster status; and English language proficiency.

**What's New?** For 2017-18, the following improvements are made to the Core Module:

- Added questions assessing frequency of school absences; lifetime frequency of heroin use, and vaping, eating, or drinking marijuana; perceived harm and availability of e-cigarettes; being an immigrant as a reason for being harassed or bullied;
- Modified sexual orientation question to better assess gender identity; and
- Expanded Opportunities for Meaningful Participation scale questions for better reliability.

### **Supplemental School Climate Module**

To further support school improvement efforts and the LCAP process, a supplementary School Climate Module is available. It provides additional data on student academic mindset, school academic supports, discipline/order, supports for social-emotional learning, bullying prevention and positive peer relationships, respect for diversity, and the quality of the physical environment (download from [chks.wested.org/administer/download/supplemental/#clim](https://chks.wested.org/administer/download/supplemental/#clim)). These questions are also included in the staff survey, so you can compare staff and student perceptions on the same constructs.

### **Supplemental Social Emotional Health Module (SEHM)**

The SEHM greatly enhances the value of the CHKS as a strength-based assessment of positive emotions, engagement, ability to build and maintain relationships, and other social-emotional competencies linked to student mental health and well-being, academic success, and college and career readiness. It includes 56 items that capture the totality of core adolescent psychological assets.

## **SURVEY ADMINISTRATION AND SAMPLING**

School staff administered the survey, following detailed instructions provided by CDE that were designed to assure the protection of all student and parental rights to privacy and to maintain confidentiality. Students were surveyed only with the consent of parents or guardians. Student participation was voluntary, anonymous, and confidential.

- Table A1.1 gives the target sample of students and the final number and percent of students who completed the survey (the participation response rate).
- Appendix I lists all the secondary schools in the district that were eligible to participate in the survey and the percentage of students enrolled in each of them that completed the survey (included in the district report).
- Appendix II provides detailed information about the survey content areas (included in the district report).

## **THE REPORT**

The survey results are reported in tables, organized by topic, that provide the percentages responding to each question response option by grade level. Because it is just as important to identify the positive behaviors of youth as it is to identify the risks they face, the tables reporting risk-behavior data include the percentages of youth who responded negatively (did not engage in the behavior).

### **Racial/Ethnic and Gender Results**

Summary tables provide key findings (e.g., safety, harassment, developmental supports, school connectedness) disaggregated by race/ethnic categories and gender (see Sections 9 and 10). Schools can request supplementary reports disaggregating all their CHKS results by the race/ethnicity or gender of students or by other demographic categories (see Next Steps below).

## **UNDERSTANDING THE DATA**

Care must be taken to understand the factors that can impact the quality, validity, and generalizability of the results, such as changes that occur in survey content, administration, and/or sample characteristics between administrations. The following are a few of the key issues that should be kept in mind. A more detailed discussion of these topics can be found in the *CHKS Guidebook to Data Use and Dissemination* (download [chks.wested.org/resources/chks\\_guidebook\\_3\\_datause.pdf](https://chks.wested.org/resources/chks_guidebook_3_datause.pdf)).

### **Sample Characteristics.**

Among the most important factors affecting the quality of survey results is the level and type of student participation. The validity and representativeness of the results will be adversely affected if the student response rate is lower than 70%. One indication of the survey's representativeness is how accurately the sample reflects the gender and ethnic composition of the student enrollment. Even if the response rate is low, the results provide an indication of what those students who did respond felt about the school and their experiences and behavior.

### **Changes Between Survey Administrations.**

Many factors besides real changes in behavior, attitudes, or experiences among students may account for changes in results from administration to administration. Changes may be due to differences over time in

the characteristics or size of the sample of students who completed the survey, changes in the questions themselves, or differences between time periods in which the survey was administered (e.g., some risk behaviors tend to increase as students age, or may increase during holidays or social events).

## RESOURCES

The CHKS website contains numerous guidebooks and other resources for using and understanding survey results.

- *CHKS Guidebook to Data Use and Dissemination* provides step-by-step instructions on how to interpret survey results and effectively disseminate them (download [chks.wested.org/resources/chks\\_guidebook\\_3\\_datause.pdf](https://chks.wested.org/resources/chks_guidebook_3_datause.pdf)).
- CHKS **factsheets** ([chks.wested.org/using-results/factsheets](https://chks.wested.org/using-results/factsheets)) analyze key topics at the state level, show how data variables are related, and offer suggestions for how data can be analyzed at the local level.
- *Making Sense of School Climate* provides a discussion of all the CalSCHLS survey items that relate to school climate (download [californiaS3.wested.org/resources/S3\\_schoolclimateguidebook\\_final.pdf](https://californiaS3.wested.org/resources/S3_schoolclimateguidebook_final.pdf)).
- *Helpful Resources for Local Control and Accountability Plans* ([chks.wested.org/resources/LCAP\\_Cal\\_SCHLS.pdf](https://chks.wested.org/resources/LCAP_Cal_SCHLS.pdf)) describes how survey items align with LCAP priorities and indicators. Also available is an LCAP-related PowerPoint presentation ([chks.wested.org/training-support/workshops-presentations](https://chks.wested.org/training-support/workshops-presentations)).
- The *School Climate Connection Newsletter* provides monthly announcements of resources, tools, webinars and workshops, and research. Sign up on the CHKS or CaliforniaS3 websites.
- CDE's **California Safe and Supportive Schools** website ([CaliforniaS3.wested.org](https://CaliforniaS3.wested.org)) contains a wealth of information and tools related to school climate improvement and social-emotional learning. It includes factsheets analyzing CalSCHLS data and *What Works Briefs* that provide guidance on strategies to implement.

## NEXT STEPS

Receiving this report is just a beginning step in a data-driven decision-making process of continuous improvement. The following describes some followup steps you should take and some custom services (additional fees apply) available from the CalSCHLS TA Center to help in fostering effective use of the results and provide additional information to support school and program improvement efforts and the LCAP process.

### Engage Students, Staff, and Parents in Reviewing the Results and Action Planning

First and foremost, engage students, staff, parents, and community stakeholders in reviewing and exploring the meaning of the results and obtain their input into how the school might better meet the identified needs and into the development of a detailed action plan. This communicates to stakeholders that you value their input into how to improve the schools and gives them an opportunity for meaningful participation. This helps enhance pupil engagement and parent involvement, two LCAP priorities. Their input, in turn, will help in identifying school needs and developing an effective response. It will also promote higher

rates of participation the next time the survey is administered, as stakeholders will see how the data has been used for positive purposes.

As part of this process, it is highly recommended that you conduct a structured *Listening to Students Workshop* in which you explore with students, as adults observe, the meaning of survey results and obtain their input on how to address the needs identified by the survey and school improvement in general. These workshops were found to be a highly effective in fostering school climate improvements as part of CDE's Safe and Supportive School Projects (see [CaliforniaS3.wested.org](http://CaliforniaS3.wested.org)). For more information, email [schoolclimate@wested.org](mailto:schoolclimate@wested.org).

### **Compare Results with Other Data**

The value of your CHKS results will be greatly enhanced if examined in the content of the following sources of related data.

- **Staff and Parent Surveys.** The results of this student survey should be compared to those obtained from the CalSCHLS surveys of school staff and parents. It is important to determine how consistent are student, staff, and parent perceptions and experiences. If you did not administer these companion surveys, consider doing so next time.
- **Elementary CHKS Results.** Examine how the results from 7<sup>th</sup>, 9<sup>th</sup>, and 11<sup>th</sup> graders compare with those from 5<sup>th</sup> graders on common indicators to see the developmental trajectory in the results and explore what programs at the elementary level might help mitigate problems that are evident among older students.
- **Other Data.** Examine how the results compare with other data typically collected by schools that relate to the variables assessed, such as discipline referrals, school demographic information, school vandalism costs, and behavioral observations in classrooms.

### **Data Workshop**

To assist in your review of the survey results, you can request the CalSCHLS TA Center to conduct a structured, customized Data Workshop. In this workshop, a survey specialist works with district stakeholders to promote better understanding of the results and to identify local needs that need to be addressed. The workshops can also include engaging stakeholders in developing a detailed Action Plan and timetable for meeting those needs using evidence-based strategies.

For more information, contact your CalSCHLS TA Center (call 888.841.7536) or email [schoolclimate@wested.org](mailto:schoolclimate@wested.org).

### **Request Additional Reports and Data**

As you review your data with stakeholders, you may find that additional data needs emerge. The following custom services (additional fees apply) are available through the CalSCHLS TA Center to help delve more deeply into your survey results and foster more effective use of the results in support of school and program improvement efforts and the LCAP process.

### **School Reports and School Climate Report Cards**

If the schools in the district vary significantly in demographics, programs, or other characteristics, consider requesting individual reports for each school (a fee applies). Two types of reports are available:

- A full report with all the survey results; and

- A short, user-friendly, graphic **School Climate Report Card** that provides results across eight domains of school climate and provides an overall **School Climate Index** score based on those domains. (View a sample report: visit [californiaS3.wested.org/resources/California\\_State\\_SCRC\\_1314.pdf](http://californiaS3.wested.org/resources/California_State_SCRC_1314.pdf)).

### **District School Climate Report Card**

For districts that survey all their schools, a district-level School Climate Report Card can be requested. This is a powerful, useful tool for guiding efforts to meet the school climate and pupil engagement priorities for the Local Control and Accountability Plan.

### **Disaggregated Reports**

The staff of the Regional TA Centers can produce full reports that look at how results vary by demographic subgroups (e.g., race/ethnicity as discussed above, or by youth who are low in academic motivation compared those who are high). This is particularly important given the LCAP requirement that districts identify and address the needs of underserved, vulnerable subgroups. This helps in understanding the meaning of the results and developing interventions that target groups most in need.

### **Analyze Dataset**

The complete dataset is available electronically for additional analysis (there is a small fee for preparation). The dataset enables analyses of patterns in the results, how they are interrelated, and how they vary by different subgroups of students and across schools within a district. You can also request an analysis from the CalSCHLS TA Center as a custom service.

### **Add Questions to Your Next Surveys**

Determine what additional information is needed from students to guide school improvement efforts and add questions to your next CHKS, staff, or parent surveys. All three surveys are designed so that schools can add additional questions to help them conduct a more individualized and comprehensive assessment.

**Exhibit 1**

***Major School-related Domains and Constructs Assessed by CalSCHLS in Secondary Schools***

	Student Core	Student School Climate	Student Social Emotional Health	Staff Survey	Parent Survey
<b>Student Well-Being</b>					
Academic mindset			✓		
Academic motivation	✓	✓		✓	✓
Academic performance (grades)	✓				
Alcohol, tobacco, and drug use	✓			✓	✓
Attendance (absences, truancy, reasons absent)	✓			✓	
Behavioral self-control			✓		
Collaboration			✓		
Emotional self-regulation			✓		
Empathy			✓		
Gratitude			✓		
Optimism			✓		
Perceived safety	✓			✓	✓
Persistence			✓		
Problem Solving			✓		
School connectedness	✓				
Self-awareness			✓		
Self-efficacy			✓		
Social-emotional competencies and health			✓	✓	
Social emotional distress			✓		
Violence and victimization (bullying)	✓			✓	✓
Zest			✓		
<b>School Climate</b>					
Academic rigor and norms				✓	✓
College and career supports		✓		✓	✓
Family support			✓		
High expectations	✓			✓	✓
Meaningful participation and decision-making	✓			✓	✓
Parent involvement	✓			✓	✓
Quality of physical environment	✓	✓		✓	✓
Relationships among staff				✓	
Relationships among students		✓	✓	✓	✓
Relationships between students and staff	✓			✓	✓
Respect for diversity and cultural sensitivity		✓		✓	✓
Teacher and other supports for learning		✓		✓	✓
<b>School Climate Improvement Practices</b>					
Bullying prevention		✓		✓	✓
Discipline and order (policies, enforcement)		✓		✓	✓
Services and policies to address student needs				✓	
Social-emotional/behavioral supports		✓		✓	✓
Staff supports				✓	

## **ACKNOWLEDGMENTS**

The CHKS and this report were developed by WestEd, in collaboration with Duerr Evaluation Resources, under contract from the California Department of Education Coordinated School Health and Safety Office. For more information, call the toll-free helpline at 888.841.7536, or visit the website at [chks.wested.org](http://chks.wested.org).

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## Survey Module Administration

**Table 1**  
***CHKS Survey Modules Administered***

Survey Module	Administered
A. Core (Required)	X
B. Alcohol and Other Drugs (AOD) Module	X
C. Building Healthy Communities (BHC) Module	
D. Cal-Well Module	
E. Closing the Achievement Gap (CTAG) Module	
F. District Afterschool Module (DASM)	
G. Drug Free Communities (DFC) Module	
H. Gang Risk Awareness Module	
I. Gender & Sex-Based Harassment Module	
J. Military Connected School Module	
K. Physical Health & Nutrition Module	
L. Resilience & Youth Development Module	
M. Safety & Violence Module	
N. School Climate Module	X
O. Sexual Behavior Module	
P. Social Emotional Health Module	
Q. Tobacco Module	
Z. Custom Questions	

# Core Module Results

## 1. Survey Sample

**Table A1.1**  
*Student Sample for Core Module*

	Grade 9	Grade 10	Grade 11	Grade 12
<i>Student Sample Size</i>				
Target sample	494	486	416	453
Final number	226	315	224	69
<b>Response Rate</b>	46%	65%	54%	15%

## 2. Summary of Key Indicators

**Table A2.1**  
*Key Indicators of School Climate and Student Well-Being*

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %	Table
<b>School Engagement and Supports</b>					
School connectedness <sup>†</sup>	19	14	9	10	A4.6
Academic motivation <sup>†</sup>	42	31	29	16	A4.6
Chronic truancy (twice a month or more often) <sup>§</sup>	3	7	6	6	A4.2
Caring adult relationships <sup>‡</sup>	29	22	20	27	A4.5
High expectations <sup>‡</sup>	44	30	30	37	A4.5
Meaningful participation <sup>‡</sup>	16	11	11	11	A4.5
Facilities upkeep	12	8	6	6	A4.13
<b>School Safety and Substance Use</b>					
School perceived as very safe or safe	67	49	47	50	A5.1
Experienced any harassment or bullying <sup>§</sup>	24	24	18	21	A5.2
Had mean rumors or lies spread about you <sup>§</sup>	28	24	23	21	A5.3
Been afraid of being beaten up <sup>§</sup>	10	14	6	14	A5.4
Been in a physical fight <sup>§</sup>	11	8	9	14	A5.4
Seen a weapon on campus <sup>§</sup>	6	13	6	10	A5.6
Been drunk or “high” on drugs at school, ever	2	6	10	13	A6.9
<b>Mental and Physical Health</b>					
Current alcohol or drug use <sup>¶</sup>	11	9	15	20	A6.5
Current binge drinking <sup>¶</sup>	0	3	2	5	A6.5
Very drunk or “high” 7 or more times	4	6	8	15	A6.7
Current cigarette smoking <sup>¶</sup>	1	1	0	2	A7.3
Current electronic cigarette use <sup>¶</sup>	2	3	4	5	A7.3
Experienced chronic sadness/hopelessness <sup>§</sup>	28	37	31	29	A8.3
Considered suicide <sup>§</sup>	10	11	16	9	A8.4

*Notes: Cells are empty if there are less than 10 respondents.*

<sup>†</sup>*Average percent of respondents reporting “Strongly agree.”*

<sup>‡</sup>*Average percent of respondents reporting “Very much true.”*

<sup>§</sup>*Past 12 months.*

<sup>¶</sup>*Past 30 days.*

### 3. Demographics

**Table A3.1**

***Gender of Sample***

	Grade 9	Grade 10	Grade 11	Grade 12
	%	%	%	%
Male	50	56	41	62
Female	50	44	59	38

*Question HS/MS A.3: What is your sex?*

*Note: Cells are empty if there are less than 10 respondents.*

**Table A3.2**

***Hispanic or Latino***

	Grade 9	Grade 10	Grade 11	Grade 12
	%	%	%	%
No	30	24	32	38
Yes	70	76	68	62

*Question HS/MS A.5: Are you of Hispanic or Latino origin?*

*Note: Cells are empty if there are less than 10 respondents.*

**Table A3.3**

***Race***

	Grade 9	Grade 10	Grade 11	Grade 12
	%	%	%	%
American Indian or Alaska Native	3	3	1	11
Asian	3	8	9	7
Black or African American	19	14	23	26
Native Hawaiian or Pacific Islander	3	3	2	6
White	12	12	15	17
Mixed (two or more) races	60	60	51	33

*Question HS/MS A.6: What is your race?*

*Note: Cells are empty if there are less than 10 respondents.*

**Table A3.4**  
***Living Situation***

	Grade 9	Grade 10	Grade 11	Grade 12
	%	%	%	%
A home with one or more parent or guardian	86	93	92	89
Other relative's home	2	2	3	2
A home with more than one family	9	3	3	8
Friend's home	0	0	0	0
Foster home, group care, or waiting placement	0	0	0	0
Hotel or motel	0	0	0	2
Shelter, car, campground, or other transitional or temporary housing	0	0	0	0
Other living arrangement	2	2	1	0

*Question HS/MS A.8: What best describes where you live? A home includes a house, apartment, trailer, or mobile home.*

*Note: Cells are empty if there are less than 10 respondents.*

**Table A3.5**  
***Highest Education of Parents***

	Grade 9	Grade 10	Grade 11	Grade 12
	%	%	%	%
Did not finish high school	17	28	32	34
Graduated from high school	28	23	22	14
Attended college but did not complete four-year degree	10	16	12	14
Graduated from college	25	14	15	20
Don't know	19	20	19	18

*Question HS/MS A.9: What is the highest level of education your parents or guardians completed? (Mark the educational level of the parent or guardian who went the furthest in school.)*

*Note: Cells are empty if there are less than 10 respondents.*

**Table A3.6*****Free or Reduced Price Meals Eligibility***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No	6	3	2	5
Yes	77	80	89	83
Don't know	17	17	9	12

*Question HS/MS A.10: Do you receive free or reduced-price lunches at school? (Receiving free or reduced-price lunches means that lunch at school is provided to you for free or you pay less for it.)*

*Note: Cells are empty if there are less than 10 respondents.*

**Table A3.7*****Participation in Migrant Education Program, Past 3 Years***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No	60	71	82	75
Yes	2	2	1	2
Don't know	37	27	17	23

*Question HS/MS A.11: In the past three years, were you part of the Migrant Education Program or did your family move to find seasonal or temporary work in agriculture or fishing?*

*Note: Cells are empty if there are less than 10 respondents.*

**Table A3.8*****Language Spoken at Home***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
English	51	44	47	54
Spanish	45	48	44	40
Mandarin	0	0	0	0
Cantonese	0	0	0	0
Taiwanese	0	0	0	0
Tagalog	0	1	2	0
Vietnamese	1	4	4	2
Korean	0	0	0	0
Other	2	3	3	5

*Question HS/MS A.12: What language is spoken most of the time in your home?*

*Note: Cells are empty if there are less than 10 respondents.*

**Table A3.9**  
**English Language Proficiency – All Students**

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>How well do you...</b>				
<b>understand English?</b>				
Very well	88	88	92	91
Well	11	12	8	9
Not well	0	0	0	0
Not at all	0	0	0	0
<b>speak English?</b>				
Very well	82	81	88	87
Well	17	18	11	11
Not well	1	1	1	2
Not at all	0	0	0	0
<b>read English?</b>				
Very well	81	80	85	87
Well	18	18	13	10
Not well	1	2	1	3
Not at all	0	0	0	0
<b>write English?</b>				
Very well	78	73	81	81
Well	19	25	18	17
Not well	2	2	1	2
Not at all	0	0	0	0
<b>English Language Proficiency Status</b>				
Proficient	78	76	83	83
Not proficient	22	24	17	17

*Question HS/MS A.13-16: How well do you understand, speak, read, and write English?... Understand English... Speak English... Read English... Write English.*

*Notes: Cells are empty if there are less than 10 respondents.*

*English Language Proficiency was determined by creating a scale score using four survey questions - how well do you understand... speak... read... and write English. Response options are reverse coded so higher values indicate higher English proficiency level ("Not at all" (1); "Not well" (2); "Well" (3); and "Very well" (4)). The scale score was computed by averaging the survey responses. Respondents are categorized as "Proficient" or "Not Proficient" based on the English language proficiency scale.*

*Proficient: students with average item response > 3.5; and*

*Not Proficient: students with average item response ≤ 3.5.*

**Table A3.10****English Language Proficiency – Students Speaking a Language Other Than English at Home**

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>How well do you...</b>				
<b>understand English?</b>				
Very well	79	84	89	97
Well	19	16	11	3
Not well	1	0	0	0
Not at all	1	0	0	0
<b>speak English?</b>				
Very well	72	75	85	87
Well	26	24	13	10
Not well	2	1	2	3
Not at all	0	0	0	0
<b>read English?</b>				
Very well	73	75	80	87
Well	25	21	18	7
Not well	2	4	2	7
Not at all	0	0	0	0
<b>write English?</b>				
Very well	68	66	71	83
Well	29	31	28	17
Not well	3	3	1	0
Not at all	0	0	0	0
<b>English Language Proficiency Status</b>				
Proficient	67	70	76	83
Not proficient	33	30	24	17

Question HS/MS A.13-16: What language is spoken most of the time in your home?... How well do you understand, speak, read, and write English?... Understand English... Speak English... Read English... Write English.

Notes: Cells are empty if there are less than 10 respondents.

English Language Proficiency was determined by creating a scale score using four survey questions - how well do you understand... speak... read... and write English. Response options are reverse coded so higher values indicate higher English proficiency level ("Not at all" (1); "Not well" (2); "Well" (3); and "Very well" (4)). The scale score was computed by averaging the survey responses. Respondents are categorized as "Proficient" or "Not Proficient" based on the English language proficiency scale.

Proficient: students with average item response > 3.5; and

Not Proficient: students with average item response ≤ 3.5.

**Table A3.11*****Number of Days Attending Afterschool Program***

	Grade 9	Grade 10	Grade 11	Grade 12
	%	%	%	%
0 days	75	73	65	67
1 day	3	4	4	11
2 days	5	8	6	2
3 days	1	4	11	0
4 days	4	1	4	0
5 days	11	10	10	20

*Question HS/MS A.17: How many days a week do you usually go to your school's afterschool program?*

*Note: Cells are empty if there are less than 10 respondents.*

**Table A3.12*****Military Connections***

	Grade 9	Grade 10	Grade 11	Grade 12
	%	%	%	%
No	88	96	97	96
Yes	7	2	1	2
Don't know	6	2	1	2

*Question HS A.128/MS A.117: Is your father, mother, or guardian currently in the military (Army, Navy, Marines, Air Force, National Guard, or Reserves)?*

*Note: Cells are empty if there are less than 10 respondents.*

**Table A3.13*****Sexual Orientation***

	Grade 9	Grade 10	Grade 11	Grade 12
	%	%	%	%
Straight (not gay)	85	86	82	89
Gay or Lesbian	1	3	1	0
Bisexual	6	5	6	2
I am not sure yet	4	2	3	2
Something else	1	2	2	4
Decline to respond	4	2	6	4

*Question HS A.129/MS A.118: Which of the following best describes you?*

*Note: Cells are empty if there are less than 10 respondents.*

**Table A3.14*****Gender Identity***

	Grade 9	Grade 10	Grade 11	Grade 12
	%	%	%	%
No, I am not transgender	96	94	94	94
Yes, I am transgender	1	0	0	0
I am not sure if I am transgender	1	2	1	6
Decline to respond	3	4	4	0

*Question HS A.130/MS A.119: Some people describe themselves as transgender when their sex at birth does not match the way they think or feel about their gender. Are you transgender?*

*Note: Cells are empty if there are less than 10 respondents.*

## 4. School Performance, Supports, and Engagement

**Table A4.1**  
**Grades, Past 12 Months**

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Mostly A's	14	11	11	8
A's and B's	40	35	33	25
Mostly B's	7	8	14	6
B's and C's	24	28	30	32
Mostly C's	7	6	7	14
C's and D's	5	7	4	13
Mostly D's	1	2	0	2
Mostly F's	2	2	2	0

*Question HS/MS A.18: During the past 12 months, how would you describe the grades you mostly received in school?*

*Notes: Cells are empty if there are less than 10 respondents.*

**Table A4.2**  
**Truancy, Past 12 Months**

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
0 times	79	66	68	52
1-2 times	11	16	16	19
A few times	6	10	10	21
Once a month	0	0	1	2
Twice a month	0	1	1	0
Once a week	0	2	1	0
More than once a week	2	4	4	6

*Question HS/MS A.21: During the past 12 months, about how many times did you skip school or cut classes?*

*Notes: Cells are empty if there are less than 10 respondents.*

**Table A4.3*****Absences, Past 30 Days***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
I did not miss any days of school in the past 30 days	55	42	46	36
1 day	19	20	26	27
2 days	13	21	17	17
3 or more days	12	17	11	20

*Question HS/MS A.19: In the past 30 days, how often did you miss an entire day of school for any reason?*

*Notes: Cells are empty if there are less than 10 respondents.*

**Table A4.4*****Reasons for Absence, Past 30 Days***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Does not apply; I didn't miss any school	52	40	44	35
Illness (feeling physically sick), including problems with breathing or your teeth	37	44	37	48
Were being bullied or mistreated at school	1	0	0	3
Felt very sad, hopeless, anxious, stressed, or angry	5	9	7	15
Didn't get enough sleep	5	10	13	15
Didn't feel safe at school or going to and from school	2	1	0	5
Had to take care of or help a family member or friend	6	6	7	13
Wanted to spend time with friends	0	1	3	3
Use alcohol or drugs	1	1	1	2
Were behind in schoolwork or weren't prepared for a test or class assignment	2	7	4	3
Were bored or uninterested in school	1	4	2	10
Had no transportation to school	2	4	3	10
Other reason	11	11	11	17

*Question HS/MS A.20: In the past 30 days, did you miss a day of school for any of the following reasons? (Mark All That Apply.)*

*Notes: Cells are empty if there are less than 10 respondents. Total percentages may exceed 100% for "mark all that apply" items.*

**Table A4.5****School Environment Scales (Developmental Supports)**

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %	Table
<b>Total school supports</b>					
<i>Average Reporting "Very much true"</i>	29	21	20	25	
High	30	22	24	25	
Moderate	51	54	53	51	
Low	19	24	23	25	
<b>Caring adults in school</b>					
<i>Average Reporting "Very much true"</i>	29	22	20	27	A4.7
High	32	25	23	31	
Moderate	54	59	63	57	
Low	14	16	14	11	
<b>High expectations-adults in school</b>					
<i>Average Reporting "Very much true"</i>	44	30	30	37	A4.8
High	54	36	36	46	
Moderate	40	58	56	44	
Low	6	7	8	10	
<b>Meaningful participation at school</b>					
<i>Average Reporting "Very much true"</i>	16	11	11	11	A4.9
High	14	10	9	10	
Moderate	39	37	41	36	
Low	47	53	50	54	

Notes: Cells are empty if there are less than 10 respondents.

Table numbers refer to tables with item-level results for the survey questions that comprise each scale.

**Table A4.6*****School Connectedness, Academic Motivation, and Parent Involvement Scales***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %	Table
<b>School Connectedness</b>					
<i>Average Reporting “Strongly agree”</i>	19	14	9	10	A4.10
High	49	40	35	31	
Moderate	43	49	55	53	
Low	8	11	10	16	
<b>Academic Motivation</b>					
<i>Average Reporting “Strongly agree”</i>	42	31	29	16	A4.11
High	44	33	29	18	
Moderate	43	42	48	45	
Low	12	25	24	37	
<b>Parent Involvement in School</b>					
<i>Average Reporting “Strongly agree”</i>	17	13	8	12	A4.12
High	36	30	25	32	
Moderate	50	47	54	44	
Low	14	23	21	24	

*Notes: Cells are empty if there are less than 10 respondents.*

*Table numbers refer to tables with item-level results for the survey questions that comprise each scale.*

**Table A4.7**  
***Caring Relationships Scale Questions***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>Caring adults in school</b>				
<i>Average Reporting "Very much true"</i>	29	22	20	27
<b><i>At my school, there is a teacher or some other adult... who really cares about me.</i></b>				
Not at all true	10	10	9	11
A little true	29	38	38	28
Pretty much true	38	33	34	36
Very much true	23	19	19	25
<b><i>who notices when I'm not there.</i></b>				
Not at all true	15	17	15	15
A little true	23	28	34	35
Pretty much true	32	33	35	27
Very much true	29	22	16	23
<b><i>who listens to me when I have something to say.</i></b>				
Not at all true	11	10	10	8
A little true	24	30	21	28
Pretty much true	32	35	45	31
Very much true	34	25	24	33

*Question HS/MS A.35, 37, 39: At my school, there is a teacher or some other adult... who really cares about me... who notices when I am not there... who listens to me when I have something to say.*  
Notes: Cells are empty if there are less than 10 respondents.

**Table A4.8**  
**High Expectations Scale Questions**

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>High expectations-adults in school</b>				
<i>Average Reporting "Very much true"</i>	44	30	30	37
<b>At my school, there is a teacher or some other adult... who tells me when I do a good job.</b>				
Not at all true	4	8	7	8
A little true	24	29	29	28
Pretty much true	38	38	40	34
Very much true	34	25	25	30
<b>who always wants me to do my best.</b>				
Not at all true	3	4	6	7
A little true	18	26	22	22
Pretty much true	30	35	39	28
Very much true	49	35	33	43
<b>who believes that I will be a success.</b>				
Not at all true	5	5	9	10
A little true	19	26	22	25
Pretty much true	26	37	37	28
Very much true	50	32	33	38

*Question HS/MS A.36, 38, 40: At my school, there is a teacher or some other adult... who tells me when I do a good job... who always wants me to do my best... who believes that I will be a success.*

*Notes: Cells are empty if there are less than 10 respondents.*

**Table A4.9**  
*Meaningful Participation Scale Questions*

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>Meaningful participation at school</b>				
<i>Average Reporting "Very much true"</i>	16	11	11	11
<b>At school...</b>				
<b>I do interesting activities.</b>				
Not at all true	23	26	20	38
A little true	29	33	27	26
Pretty much true	26	23	34	13
Very much true	22	19	19	23
<b>I help decide things like class activities or rules.</b>				
Not at all true	45	49	40	46
A little true	22	28	33	30
Pretty much true	18	16	16	16
Very much true	15	7	12	8
<b>I do things that make a difference.</b>				
Not at all true	28	37	34	39
A little true	37	29	32	28
Pretty much true	20	22	23	25
Very much true	15	12	11	8
<b>I have a say in how things work.</b>				
Not at all true	38	42	39	46
A little true	23	31	32	26
Pretty much true	23	18	20	20
Very much true	17	9	8	8
<b>I help decide school activities or rules.</b>				
Not at all true	66	62	60	62
A little true	16	19	22	23
Pretty much true	8	11	12	8
Very much true	10	7	5	7

*Question HS/MS A.41-45: At school... I do interesting activities... I help decide things like class activities or rules... I do things that make a difference... I have a say in how things work... I help decide school activities or rules.*

*Notes: Cells are empty if there are less than 10 respondents.*

**Table A4.10**  
**School Connectedness Scale Questions**

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>School Connectedness</b>				
<i>Average Reporting "Strongly agree"</i>	19	14	9	10
<b>I feel close to people at this school.</b>				
Strongly disagree	6	5	8	15
Disagree	7	13	12	20
Neither disagree nor agree	26	27	35	23
Agree	44	39	33	36
Strongly agree	17	16	12	7
<b>I am happy to be at this school.</b>				
Strongly disagree	5	8	9	13
Disagree	5	6	5	11
Neither disagree nor agree	22	30	38	35
Agree	46	38	37	29
Strongly agree	22	18	10	11
<b>I feel like I am part of this school.</b>				
Strongly disagree	5	6	8	15
Disagree	7	10	10	7
Neither disagree nor agree	33	37	34	39
Agree	40	36	40	31
Strongly agree	15	11	7	8
<b>The teachers at this school treat students fairly.</b>				
Strongly disagree	6	6	5	10
Disagree	7	11	6	6
Neither disagree nor agree	27	31	35	34
Agree	41	37	45	39
Strongly agree	19	16	9	11
<b>I feel safe in my school.</b>				
Strongly disagree	4	6	7	10
Disagree	6	11	7	10
Neither disagree nor agree	29	32	39	34
Agree	41	39	40	34
Strongly agree	20	12	7	13

*Question HS/MS A.22-26: How strongly do you agree or disagree with the following statements?... I feel close to people at this school... I am happy to be at this school... I feel like I am part of this school... The teachers at this school treat students fairly... I feel safe in my school.*

*Note: Cells are empty if there are less than 10 respondents.*

**Table A4.11**  
**Academic Motivation Scale Questions**

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>Academic Motivation</b>				
<i>Average Reporting “Strongly agree”</i>	42	31	29	16
<b>I try hard to make sure that I am good at my schoolwork.</b>				
Strongly disagree	3	5	4	10
Disagree	1	2	3	3
Neither disagree nor agree	12	17	18	26
Agree	39	41	43	39
Strongly agree	44	35	31	23
<b>I try hard at school because I am interested in my work.</b>				
Strongly disagree	4	6	7	13
Disagree	3	9	8	7
Neither disagree nor agree	23	28	26	30
Agree	38	33	38	39
Strongly agree	32	24	21	11
<b>I work hard to try to understand new things at school.</b>				
Strongly disagree	3	4	4	13
Disagree	2	3	3	0
Neither disagree nor agree	12	20	18	26
Agree	44	45	48	50
Strongly agree	40	28	26	11
<b>I am always trying to do better in my schoolwork.</b>				
Strongly disagree	2	4	4	13
Disagree	2	3	0	0
Neither disagree nor agree	8	16	16	18
Agree	38	40	43	50
Strongly agree	52	36	37	19

*Question HS/MS A.31-34: How strongly do you agree or disagree with the following statements?... I try hard to make sure that I am good at my schoolwork... I try hard at school because I am interested in my work... I work hard to try to understand new things at school... I am always trying to do better in my schoolwork.*  
Notes: Cells are empty if there are less than 10 respondents.

**Table A4.12**  
**Parent Involvement Scale Questions**

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>Parent Involvement in School</b>				
<i>Average Reporting “Strongly agree”</i>	17	13	8	12
<b>Teachers at this school communicate with parents about what students are expected to learn in class.</b>				
Strongly disagree	5	5	6	10
Disagree	8	13	16	11
Neither disagree nor agree	28	36	34	31
Agree	38	31	37	37
Strongly agree	21	14	8	11
<b>Parents feel welcome to participate at this school.</b>				
Strongly disagree	2	5	5	10
Disagree	5	7	7	8
Neither disagree nor agree	41	41	43	28
Agree	37	35	37	37
Strongly agree	15	13	8	17
<b>School staff takes parent concerns seriously.</b>				
Strongly disagree	5	6	5	15
Disagree	5	11	11	13
Neither disagree nor agree	37	40	44	34
Agree	38	33	31	31
Strongly agree	15	10	9	8

*Question HS/MS A.28-30: How strongly do you agree or disagree with the following statements?... Teachers at this school communicate with parents about what students are expected to learn in class... Parents feel welcome to participate at this school... School staff takes parent concerns seriously.*

*Notes: Cells are empty if there are less than 10 respondents.*

**Table A4.13**

***Quality of School Physical Environment***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>My school is usually clean and tidy.</b>				
Strongly disagree	6	9	12	11
Disagree	12	17	15	29
Neither disagree nor agree	35	36	38	27
Agree	34	30	30	26
Strongly agree	12	8	6	6

*Question HS/MS A.27: How strongly do you agree or disagree with the following statements?... My school is usually clean and tidy.*

*Notes: Cells are empty if there are less than 10 respondents.*

## 5. School Violence, Victimization, and Safety

**Table A5.1**  
*Perceived Safety at School*

	Grade 9	Grade 10	Grade 11	Grade 12
	%	%	%	%
Very safe	20	10	11	24
Safe	47	38	36	26
Neither safe nor unsafe	30	44	42	41
Unsafe	2	4	6	3
Very unsafe	2	4	4	5

*Question HS A.99/MS A.88: How safe do you feel when you are at school?*  
*Notes: Cells are empty if there are less than 10 respondents.*

**Table A5.2*****Reasons for Harassment on School Property, Past 12 Months***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>Race, ethnicity, or national origin</b>				
0 times	90	91	90	84
1 time	8	4	3	9
2 or more times	2	5	6	7
<b>Religion</b>				
0 times	94	95	94	90
1 time	4	4	3	9
2 or more times	2	1	3	2
<b>Gender (being male or female)</b>				
0 times	96	93	95	96
1 time	3	5	2	2
2 or more times	2	2	3	2
<b>Because you are gay or lesbian or someone thought you were</b>				
0 times	95	92	95	97
1 time	3	4	2	3
2 or more times	2	4	2	0
<b>A physical or mental disability</b>				
0 times	98	97	97	88
1 time	1	2	3	9
2 or more times	2	1	0	4
<b>You are an immigrant or someone thought you were</b>				
0 times	95	95	96	91
1 time	4	3	2	5
2 or more times	1	2	1	3
<b><i>Any of the above six reasons</i></b>				
	18	18	15	19

*Question HS A.115-120/MS A.105-110: During the past 12 months, how many times on school property were you harassed or bullied for any of the following reasons?... Your race, ethnicity, or national origin... Your religion... Your gender... Because you are gay or lesbian or someone thought you were... A physical or mental disability... You are an immigrant or someone thought you were.*

*Notes: Cells are empty if there are less than 10 respondents.*

**Table A5.2*****Reasons for Harassment on School Property, Past 12 Months – Continued***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>Any other reason</b>				
0 times	88	87	90	88
1 time	5	3	4	4
2 or more times	7	11	6	9
<b>Any harassment</b>				
	24	24	18	21

*Question HS A.115-121/MS A.105-111: During the past 12 months, how many times on school property were you harassed or bullied for any of the following reasons?... Your race, ethnicity, or national origin... Your religion... Your gender... Because you are gay or lesbian or someone thought you were... A physical or mental disability... You are an immigrant or someone thought you were... Any other reason.*

*Notes: Cells are empty if there are less than 10 respondents.*

**Table A5.3****Verbal Harassment at School, Past 12 Months**

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>During the past 12 months, how many times on school property have you...</b>				
<b>had mean rumors or lies spread about you?</b>				
0 times	72	76	77	79
1 time	16	11	10	9
2 to 3 times	7	8	7	10
4 or more times	4	5	5	2
<b>had sexual jokes, comments, or gestures made to you?</b>				
0 times	84	75	79	82
1 time	5	7	4	9
2 to 3 times	4	8	6	7
4 or more times	7	10	11	2
<b>been made fun of because of your looks or the way you talk?</b>				
0 times	80	77	77	79
1 time	5	8	7	5
2 to 3 times	7	8	7	10
4 or more times	8	6	9	5
<b>been made fun of, insulted, or called names?</b>				
0 times	79	81	84	84
1 time	9	8	7	5
2 to 3 times	5	7	3	2
4 or more times	6	4	6	9

*Question HS A.103-105, 114/MS A.93-95, 104: During the past 12 months, how many times on school property have you... had mean rumors or lies spread about you... had sexual jokes, comments, or gestures made to you... been made fun of because of your looks or the way you talk... been made fun of, insulted, or called names?*

*Notes: Cells are empty if there are less than 10 respondents.*

**Table A5.4**

***Violence and Victimization on School Property, Past 12 Months***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b><i>During the past 12 months, how many times on school property have you...</i></b>				
<b>been pushed, shoved, slapped, hit, or kicked by someone who wasn't just kidding around?</b>				
0 times	87	86	91	84
1 time	7	8	5	5
2 to 3 times	4	3	1	7
4 or more times	2	3	2	3
<b>been afraid of being beaten up?</b>				
0 times	90	86	94	86
1 time	6	11	3	7
2 to 3 times	1	2	1	5
4 or more times	3	1	2	2
<b>been threatened with harm or injury?</b>				
0 times	96	95	96	91
1 time	3	2	2	5
2 to 3 times	1	1	1	3
4 or more times	1	2	1	0
<b>been in a physical fight?</b>				
0 times	89	92	91	86
1 time	5	4	6	7
2 to 3 times	3	3	1	7
4 or more times	3	1	2	0
<b>been threatened or injured with a weapon (gun, knife, club, etc.)?</b>				
0 times	98	98	97	95
1 time	2	1	2	4
2 to 3 times	0	0	0	2
4 or more times	1	1	0	0
<b>been offered, sold, or given an illegal drug?</b>				
0 times	88	83	83	77
1 time	5	9	5	16
2 to 3 times	4	4	5	5
4 or more times	3	5	7	2

*Question HS A.100-102, 107, 111, 113/MS A.90-92, 97, 101, 103: During the past 12 months, how many times on school property have you... been pushed, shoved, slapped, hit, or kicked by someone who wasn't just kidding around... been afraid of being beaten up... been in a physical fight... been offered, sold, or given an illegal drug... been threatened or injured with a weapon (gun, knife, club, etc.) ... been threatened with harm or injury?*

*Note: Cells are empty if there are less than 10 respondents.*

**Table A5.5*****Property Damage on School Property, Past 12 Months***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>Had your property stolen or deliberately damaged</b>				
0 times	87	88	89	84
1 time	10	6	7	10
2 to 3 times	2	4	2	5
4 or more times	2	2	2	0
<b>Damaged school property on purpose</b>				
0 times	98	95	99	93
1 time	1	4	1	3
2 to 3 times	0	1	0	3
4 or more times	1	0	0	0

*Question HS A.106, 108/MS A.96, 98: During the past 12 months, how many times on school property have you... had your property stolen or deliberately damaged, such as your car, clothing, or books... damaged school property on purpose?*

*Note: Cells are empty if there are less than 10 respondents.*

**Table A5.6*****Weapons Possession on School Property, Past 12 Months***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>Carried a gun</b>				
0 times	99	98	99	97
1 time	0	1	0	3
2 to 3 times	0	0	0	0
4 or more times	1	1	1	0
<b>Carried any other weapon (such as a knife or club)</b>				
0 times	98	95	97	93
1 time	1	1	0	2
2 to 3 times	1	2	0	2
4 or more times	1	1	2	4
<b>Seen someone carrying a gun, knife, or other weapon</b>				
0 times	94	87	94	90
1 time	3	6	2	7
2 to 3 times	1	4	3	2
4 or more times	2	2	1	2

*Question HS A.109, 110, 112/MS A.99, 100, 102: During the past 12 months, how many times on school property have you... carried a gun... carried any other weapon (such as a knife or club)... seen someone carrying a gun, knife, or other weapon?*

*Note: Cells are empty if there are less than 10 respondents.*

## 6. Alcohol and Other Drug Use

**Table A6.1**

*Summary Measures of Level of AOD Use and Perceptions*

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %	Table
Lifetime illicit AOD use to get “high” <sup>†</sup>	20	30	35	44	A6.2
Lifetime alcohol or drugs (any use)	21	31	36	46	A6.2
Lifetime very drunk or high (7 or more times)	4	6	8	15	A6.7
Lifetime drinking and driving involvement	7	9	7	7	A6.11
Current alcohol or drugs	11	9	15	20	A6.5
Current heavy drug uses	5	4	7	10	A6.5
Current heavy alcohol use (binge drinking)	0	3	2	5	A6.5
Current alcohol or drug use on school property	3	5	4	15	A6.8
Harmfulness of occasional marijuana use <sup>‡</sup>	38	35	34	35	A6.12
Difficulty of obtaining marijuana <sup>§</sup>	12	9	7	16	A6.13

*Notes: Cells are empty if there are less than 10 respondents.*

<sup>†</sup>*Excludes prescription pain medication, Diet Pills, and prescription stimulant.*

<sup>‡</sup>*Great harm.*

<sup>§</sup>*Very difficult.*

**Table A6.2**  
*Summary of AOD Lifetime Use*

	Grade 9	Grade 10	Grade 11	Grade 12
	%	%	%	%
Alcohol	13	21	27	39
Marijuana	8	19	26	28
Inhalants	2	4	1	3
Cocaine, Methamphetamine, or any amphetamines	0	1	1	3
Heroin	1	0	0	2
Ecstasy, LSD, or other psychedelics	1	3	1	7
Prescription pain killers, Diet Pills, or other prescription stimulant	5	9	8	10
Cold/Cough Medicines or other over-the-counter medicines to get “high”	8	7	3	13
Any other drug, pill, or medicine to get “high”	4	5	3	5
<b><i>Any of the above AOD use</i></b>	21	31	36	46
<b><i>Any illicit AOD use to get “high”<sup>†</sup></i></b>	20	30	35	44

*Notes: Cells are empty if there are less than 10 respondents.*

<sup>†</sup>*Excludes prescription pain medication, Diet Pills, and prescription stimulant.*

**Table A6.3**  
*Lifetime AOD Use*

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>Alcohol (one full drink)</b>				
0 times	87	79	73	61
1 time	6	4	8	10
2 to 3 times	5	8	8	13
4 or more times	2	10	12	16
<b>Marijuana (smoke, vape, eat, or drink)</b>				
0 times	92	81	74	72
1 time	2	6	4	2
2 to 3 times	2	5	7	7
4 or more times	5	8	15	20
<b>Inhalants</b>				
0 times	98	96	99	97
1 time	2	1	0	0
2 to 3 times	0	1	0	3
4 or more times	1	2	1	0
<b>Cocaine, Methamphetamine, or any amphetamines</b>				
0 times	100	99	99	97
1 time	0	1	0	2
2 to 3 times	0	0	0	2
4 or more times	0	0	0	0
<b>Heroin</b>				
0 times	99	100	100	98
1 time	0	0	0	0
2 to 3 times	1	0	0	2
4 or more times	0	0	0	0
<b>Ecstasy, LSD, or other psychedelics</b>				
0 times	99	97	99	93
1 time	1	1	1	3
2 to 3 times	0	1	0	2
4 or more times	1	0	0	2

*Question HS A.49-52, 54, 55/MS A.50-52: During your life, how many times have you used the following? One full drink of alcohol (such as a can of beer, glass of wine, wine cooler, or shot of liquor)... Marijuana (smoke, vape, eat, or drink)... Inhalants (things you sniff, huff, or breathe to get “high” such as glue, paint, aerosol sprays, gasoline, poppers, gases)... Cocaine, Methamphetamine, or any amphetamines (meth, speed, crystal, crank, ice)... Heroin... Ecstasy, LSD, or other psychedelics (acid, mescaline, peyote, mushrooms).*

*Notes: Cells are empty if there are less than 10 respondents.*

**Table A6.3**  
*Lifetime AOD Use – Continued*

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>Prescription pain medication or opioids, tranquilizers, or sedatives</b>				
0 times	97	93	96	93
1 time	2	2	1	3
2 to 3 times	1	4	2	3
4 or more times	0	1	1	0
<b>Diet Pills</b>				
0 times	97	96	96	95
1 time	1	1	0	0
2 to 3 times	1	2	1	3
4 or more times	1	2	3	2
<b>Ritalin™ or Adderall™ or other prescription stimulant</b>				
0 times	99	99	99	95
1 time	0	1	0	0
2 to 3 times	1	1	0	2
4 or more times	0	0	1	3
<b>Cold/Cough Medicines or other over-the-counter medicines to get “high”</b>				
0 times	92	93	97	87
1 time	3	2	0	3
2 to 3 times	3	4	1	8
4 or more times	3	2	2	2
<b>Any other drug, pill, or medicine to get “high” or for other than medical reasons</b>				
0 times	96	95	97	95
1 time	2	2	0	0
2 to 3 times	1	2	2	5
4 or more times	1	1	1	0

*Question HS A.56-60/MS A.54: During your life, how many times have you used the following?... Prescription pain medication or opioids (Vicodin™, OxyContin™, Percodan™, Lortab™), tranquilizers, or sedatives (Xanax™, Ativan™)... Diet Pills (Didrex, Dexedrine, Zinadrine, Skittles, M&M's)... Ritalin™ or Adderall™ or other prescription stimulant... Cold/Cough Medicines or other over-the-counter medicines to get “high”... Any other drug, pill, or medicine to get “high” or for other than medical reasons.*

*Notes: Cells are empty if there are less than 10 respondents.*

**Table A6.4**  
**Lifetime Marijuana Consumption**

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>During your life, how many times have you used marijuana in any of the following ways...</b>				
<b>Smoke it?</b>				
0 times	93	84	79	70
1 time	1	5	4	5
2 to 3 times	2	4	4	5
4 or more times	5	8	13	20
<b>In an electronic or e-cigarette or other vaping device?</b>				
0 times	95	88	86	78
1 time	1	4	6	8
2 to 3 times	2	2	4	2
4 or more times	2	6	4	12
<b>Eat or drink it in products made with marijuana?</b>				
0 times	94	87	82	75
1 time	3	5	4	8
2 to 3 times	2	3	10	7
4 or more times	2	4	5	10

*Question HS A.64-66/MS A.58-60: During your life, how many times have you used marijuana in any of the following ways... Smoke it?... In an electronic or e-cigarette or other vaping device?... Eat or drink it in products made with marijuana?*

*Note: Cells are empty if there are less than 10 respondents.*

**Table A6.5**  
**Current AOD Use, Past 30 Days**

	Grade 9	Grade 10	Grade 11	Grade 12
	%	%	%	%
Alcohol (one or more drinks of alcohol)	4	7	7	8
Binge drinking (5 or more drinks in a row)	0	3	2	5
Marijuana (smoke, vape, eat, or drink)	6	8	10	15
Inhalants	2	2	0	3
Prescription drugs to get “high” or for reasons other than prescribed	1	2	1	5
Other drug, pill, or medicine to get “high” or for reasons other than medical	1	1	0	5
<b>Any drug use</b>	7	9	10	18
<b>Heavy drug use</b>	5	4	7	10
<b>Any AOD Use</b>	11	9	15	20
Two or more substances at the same time	1	4	1	5

*Question HS A.70-76/MS A.64-68: During the past 30 days, on how many days did you use... one or more drinks of alcohol... five or more drinks of alcohol in a row, that is, within a couple of hours... marijuana (smoke, vape, eat, or drink)... inhalants (things you sniff, huff, or breathe to get “high”)... prescription drugs to get “high” or for reasons other than prescribed ... any other drug, pill, or medicine to get “high” or for reasons other than medical... two or more substances at the same time (for example, alcohol with marijuana, ecstasy with mushrooms)?*

*Notes: Cells are empty if there are less than 10 respondents.*

*Heavy drug use was calculated based on pattern of combined current drug use on three or more days (marijuana, inhalants, prescription pain medicine to get “high” (high school only) and any other illegal drug/pill to get “high”).*

**Table A6.6**  
**Frequency of Current AOD Use, Past 30 Days**

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>Alcohol (one or more drinks)</b>				
0 days	96	93	93	92
1 or 2 days	4	4	6	8
3 to 9 days	0	2	0	0
10 to 19 days	0	0	0	0
20 or more days	0	0	1	0
<b>Binge drinking (5 or more drinks in a row)</b>				
0 days	100	97	98	95
1 or 2 days	0	1	1	5
3 to 9 days	0	1	0	0
10 to 19 days	0	0	0	0
20 or more days	0	0	1	0
<b>Marijuana (smoke, vape, eat, or drink)</b>				
0 days	94	92	90	85
1 or 2 days	2	4	4	8
3 to 9 days	2	1	2	3
10 to 19 days	2	1	1	0
20 or more days	1	2	2	3

*Question HS A.70-72/MS A.64-66: During the past 30 days, on how many days did you use... one or more drinks of alcohol... five or more drinks of alcohol in a row, that is, within a couple of hours... marijuana (smoke, vape, eat, or drink)?*

*Note: Cells are empty if there are less than 10 respondents.*

**Table A6.7**  
***Lifetime Drunk or “High”***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>Very drunk or sick after drinking alcohol</b>				
0 times	94	91	90	89
1 to 2 times	6	5	8	7
3 to 6 times	0	2	0	2
7 or more times	0	2	2	3
<b>“High” (loaded, stoned, or wasted) from using drugs</b>				
0 times	93	87	80	70
1 to 2 times	3	4	7	13
3 to 6 times	1	3	6	2
7 or more times	4	5	8	15
<b><i>Very drunk or “high” 7 or more times</i></b>	<b>4</b>	<b>6</b>	<b>8</b>	<b>15</b>

*Question HS A.61, 62/MS A.55, 56: During your life, how many times have you been... very drunk or sick after drinking alcohol... “high” (loaded, stoned, or wasted) from using drugs?*

*Note: Cells are empty if there are less than 10 respondents.*

**Table A6.8**  
**Current AOD Use on School Property, Past 30 Days**

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>Alcohol</b>				
0 days	99	98	99	93
1 to 2 days	1	1	1	5
3 or more days	1	1	0	2
<b>Marijuana (smoke, vape, eat, or drink)</b>				
0 days	98	96	98	88
1 to 2 days	1	2	1	7
3 or more days	1	2	1	5
<b>Any other drug, pill, or medicine to get “high” or for reasons other than medical?</b>				
0 days	99	98	100	93
1 to 2 days	1	0	0	7
3 or more days	1	1	0	0
<b>Any of the above</b>	3	5	4	15

*Question HS A.80-82/MS A.72-74: During the past 30 days, on how many days on school property did you use... at least one drink of alcohol... marijuana (smoke, vape, eat, or drink)... any other drug, pill, or medicine to get “high” or for reasons other than medical?*

*Note: Cells are empty if there are less than 10 respondents.*

**Table A6.9**  
**Lifetime Drunk or “High” on School Property**

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
0 times	98	94	90	87
1 to 2 times	2	3	5	5
3 to 6 times	0	1	1	3
7 or more times	0	2	4	5

*Question HS A.63/MS A.57: During your life, how many times have you been... drunk on alcohol or “high” on drugs on school property?*

*Note: Cells are empty if there are less than 10 respondents.*

**Table A6.10**  
**Cessation Attempts**

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>Alcohol</b>				
Does not apply, don't use	88	85	86	79
0 times	9	9	10	12
1 time	3	3	1	3
2 to 3 times	1	1	0	5
4 or more times	1	2	2	0
<b>Marijuana</b>				
Does not apply, don't use	89	84	79	72
0 times	5	8	14	14
1 time	2	4	2	5
2 to 3 times	2	1	1	7
4 or more times	2	4	3	2

*Question HS A.96, 97: How many times have you tried to quit or stop using... alcohol... marijuana?*

*Note: Cells are empty if there are less than 10 respondents.*

**Table A6.11**  
*Drinking While Driving, Lifetime*

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>Driven a car when you had been using alcohol or drugs, or been in a car driven by a friend who had been using</b>				
Never	93	91	93	93
1 time	3	2	2	5
2 times	2	2	2	2
3 to 6 times	1	3	0	0
7 or more times	1	3	2	0

*Question HS A.98: During your life, how many times have you ever driven a car when you had been using alcohol or drugs, or been in a car driven by a friend when he or she had been using?*

*Note: Cells are empty if there are less than 10 respondents.*

**Table A6.12**  
**Perceived Harm of AOD Use**

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>Alcohol - drink occasionally</b>				
Great	38	40	37	37
Moderate	18	21	22	22
Slight	16	14	17	12
None	29	26	24	30
<b>Alcohol - 5 or more drinks once or twice a week</b>				
Great	51	52	47	43
Moderate	16	17	21	21
Slight	3	6	6	5
None	31	24	26	31
<b>Marijuana - use occasionally</b>				
Great	38	35	34	35
Moderate	20	21	17	17
Slight	10	14	15	8
None	32	30	34	40
<b>Marijuana - use daily</b>				
Great	53	48	46	33
Moderate	11	15	12	17
Slight	3	8	10	10
None	33	29	32	40

*Question HS A.87-90/MS A.79-82: How much do people risk harming themselves physically and in other ways when they do the following?... Drink alcohol (beer, wine, liquor ) occasionally... Have five or more drinks of alcohol once or twice a week... Use marijuana occasionally (smoke, eat, or drink) ... Use marijuana daily.*

*Note: Cells are empty if there are less than 10 respondents.*

**Table A6.13**  
***Perceived Difficulty of Obtaining Alcohol and Marijuana***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>Alcohol</b>				
Very difficult	11	10	9	12
Fairly difficult	8	9	6	10
Fairly easy	19	20	25	24
Very easy	18	26	24	12
Don't know	43	36	36	41
<b>Marijuana</b>				
Very difficult	12	9	7	16
Fairly difficult	8	5	8	0
Fairly easy	18	17	20	21
Very easy	22	37	33	26
Don't know	40	32	33	38

*Question HS A.93, 94/MS A.85, 86: How difficult is it for students in your grade to get any of the following if they really want them?... Alcohol... Marijuana.*

*Note: Cells are empty if there are less than 10 respondents.*

## 7. Tobacco Use

**Table A7.1**  
*Summary of Key CHKS Tobacco Indicators*

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %	Table
<b>Use Prevalence and Patterns</b>					
Ever smoked a whole cigarette	0	4	3	10	A7.2
Current cigarette smoking <sup>†</sup>	1	1	0	2	A7.3
Current cigarette smoking at school <sup>†</sup>	1	0	0	3	A7.4
Ever tried smokeless tobacco	1	1	1	3	A7.2
Current smokeless tobacco use <sup>†</sup>	0	1	0	3	A7.3
Current smokeless tobacco use at school <sup>†</sup>	1	0	0	3	A7.4
Ever used electronic cigarettes	7	13	14	21	A7.2
Current use of electronic cigarettes <sup>†</sup>	2	3	4	5	A7.3
Current use of electronic cigarettes at school <sup>†</sup>	1	1	0	3	A7.4
<b>Cessation Attempts</b>					
Tried to quit or stop using cigarettes	1	1	1	5	A7.5
<b>Attitudes and Correlates</b>					
Harmfulness of occasional cigarette smoking <sup>‡</sup>	40	42	40	43	A7.6
Harmfulness of smoking 1 or more packs/day <sup>‡</sup>	57	60	55	52	A7.6
Difficulty of obtaining cigarettes <sup>§</sup>	13	11	10	12	A7.8

*Notes: Cells are empty if there are less than 10 respondents.*

<sup>†</sup>Past 30 days.

<sup>‡</sup>Great harm.

<sup>§</sup>Very difficult.

**Table A7.2**  
***Lifetime Tobacco Use***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>A whole cigarette</b>				
0 times	100	96	97	90
1 time	0	2	1	2
2 to 3 times	0	1	1	5
4 or more times	0	1	0	3
<b>Smokeless tobacco</b>				
0 times	99	99	99	97
1 time	0	0	0	0
2 to 3 times	1	0	1	3
4 or more times	0	0	0	0
<b>An electronic cigarette or other vaping device</b>				
0 times	93	87	86	79
1 time	2	6	5	5
2 to 3 times	3	4	4	5
4 or more times	3	3	4	11

*Question HS A.46-48/MS A.47-49: During your life, how many times have you used the following? A whole cigarette... Smokeless tobacco (dip, chew, or snuff)... Electronic cigarettes, e-cigarettes, or other vaping device such as e-hookah, hookah pens, or vape pens.*

*Notes: Cells are empty if there are less than 10 respondents.*

**Table A7.3**  
**Any Current Use and Daily Use**

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>Cigarettes</b>				
Any	1	1	0	2
Daily (20 or more days)	0	0	0	0
<b>Smokeless tobacco</b>				
Any	0	1	0	3
Daily (20 or more days)	0	0	0	0
<b>Electronic cigarettes or other vaping device</b>				
Any	2	3	4	5
Daily (20 or more days)	0	0	0	0

*Question HS A.67-69/MS A.61-63: During the past 30 days, on how many days did you use... cigarettes... smokeless tobacco (dip, chew, or snuff)... electronic cigarettes, e-cigarettes, or other vaping device such as e-hookah, hookah pens, or vape pens?*

*Note: Cells are empty if there are less than 10 respondents.*

**Table A7.4**  
**Current Smoking on School Property, Past 30 Days**

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>Cigarettes</b>				
0 days	99	100	100	97
1 or 2 days	0	0	0	3
3 to 9 days	0	0	0	0
10 to 19 days	0	0	0	0
20 or more days	1	0	0	0
<b>Smokeless tobacco</b>				
0 days	99	100	100	97
1 or 2 days	0	0	0	2
3 to 9 days	0	0	0	0
10 to 19 days	0	0	0	2
20 or more days	1	0	0	0
<b>Electronic cigarettes or other vaping device</b>				
0 days	99	99	100	97
1 or 2 days	0	1	0	2
3 to 9 days	1	0	0	0
10 to 19 days	0	0	0	2
20 or more days	1	0	0	0

*Question HS A.77-79/MS A.69-71: During the past 30 days, on how many days on school property did you use... cigarettes... smokeless tobacco (dip, chew, or snuff)... electronic cigarette, e-cigarette, or other vaping device such as e-hookah, hookah pens, or vape pens?*

*Note: Cells are empty if there are less than 10 respondents.*

**Table A7.5*****Cigarette Smoking Cessation Attempts***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Does not apply, don't use	95	95	94	84
0 times	4	4	5	10
1 time	1	0	0	3
2 to 3 times	0	0	0	2
4 or more times	1	1	1	0

*Question HS A.95: How many times have you tried to quit or stop using cigarettes?*

*Notes: Cells are empty if there are less than 10 respondents.*

**Table A7.6*****Perceived Harm of Cigarette Smoking***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>Smoke cigarettes occasionally</b>				
Great	40	42	40	43
Moderate	19	20	20	10
Slight	13	12	13	10
None	29	26	26	37
<b>Smoke 1 or more packs of cigarettes each day</b>				
Great	57	60	55	52
Moderate	11	10	13	12
Slight	3	4	6	3
None	29	25	27	33

*Question HS A.83, 84/MS A.75, 76: How much do people risk harming themselves physically and in other ways when they do the following?... Smoke cigarettes occasionally... Smoke 1 or more packs of cigarettes each day.*

*Note: Cells are empty if there are less than 10 respondents.*

**Table A7.7*****Perceived Harm of E-Cigarette Use Compared to Smoking***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>Use e-cigarettes or vaping device occasionally compared to smoking cigarettes</b>				
Great	37	34	34	33
Moderate	22	23	17	13
Slight	12	16	21	13
None	29	27	29	40
<b>Use e-cigarettes or vaping devices several times a day compared to smoking cigarettes</b>				
Great	46	44	37	35
Moderate	17	19	23	20
Slight	8	11	10	8
None	29	26	30	37

*Question HS A.85, 86/MS A.77, 78: How much do people risk harming themselves physically and in other ways when they do the following?... Use e-cigarettes (electronic) or vaping device occasionally compared to smoking cigarettes... Use e-cigarettes or vaping devices several times a day compared to smoking cigarettes.*

*Note: Cells are empty if there are less than 10 respondents.*

**Table A7.8**  
***Perceived Difficulty of Obtaining Cigarettes and E-Cigarettes***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>Cigarettes</b>				
Very difficult	13	11	10	12
Fairly difficult	12	9	10	9
Fairly easy	18	18	23	28
Very easy	12	17	15	7
Don't know	44	44	42	45
<b>E-Cigarettes or vaping device</b>				
Very difficult	13	9	8	12
Fairly difficult	9	7	7	3
Fairly easy	23	21	24	19
Very easy	9	24	21	21
Don't know	47	39	40	45

*Question HS A.91, 92/MS A.83, 84: How difficult is it for students in your grade to get any of the following if they really want them?... Cigarettes.... E-cigarettes (electronic) or vaping device*

*Note: Cells are empty if there are less than 10 respondents.*

## 8. Other Physical and Mental Health Risks

**Table A8.1**  
***Cyber Bullying, Past 12 Months***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
0 times (never)	79	84	83	84
1 time	10	8	9	5
2 to 3 times	8	3	4	7
4 or more times	2	5	4	3

*Question HS A.122/MS A.112: During the past 12 months, how many times did other students spread mean rumors or lies, or hurtful pictures, about you online, on social media, or on a cell phone?*

*Note: Cells are empty if there are less than 10 respondents.*

**Table A8.2**  
***Eating of Breakfast***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No	31	38	37	46
Yes	69	62	63	54

*Question HS A.126/MS A.115: Did you eat breakfast today?*

*Note: Cells are empty if there are less than 10 respondents.*

**Table A8.3**  
***Chronic Sad or Hopeless Feelings, Past 12 Months***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No	72	63	69	71
Yes	28	37	31	29

*Question HS A.124/MS A.114: During the past 12 months, did you ever feel so sad or hopeless almost every day for two weeks or more that you stopped doing some usual activities?*

*Note: Cells are empty if there are less than 10 respondents.*

**Table A8.4*****Seriously Considered Attempting Suicide, Past 12 Months***

	Grade 9	Grade 10	Grade 11	Grade 12
	%	%	%	%
No	90	89	84	91
Yes	10	11	16	9

*Question HS A.125: During the past 12 months, did you ever seriously consider attempting suicide?*

*Notes: Cells are empty if there are less than 10 respondents.*

**Table A8.5*****Gang Involvement***

	Grade 9	Grade 10	Grade 11	Grade 12
	%	%	%	%
No	97	98	96	98
Yes	3	2	4	2

*Question HS A.123/MS A.113: Do you consider yourself a member of a gang?*

*Note: Cells are empty if there are less than 10 respondents.*

## 9. Race/Ethnic Breakdowns

**Table A9.1**  
**School Supports and Engagement by Race/Ethnicity - 9th Grade**

Percent of Students (%)	Grade 9						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
<b>School Environment</b>							
Total school supports <sup>‡</sup>	29			38		25	30
Caring adults in school <sup>‡</sup>	27			39		29	28
High expectations-adults in school <sup>‡</sup>	45			56		39	45
Meaningful participation at school <sup>‡</sup>	14			19		9	17
<b>School Connectedness</b> <sup>†</sup>	17			16		14	21
<b>Academic Motivation</b> <sup>†</sup>	44			34		42	45
<b>Parent Involvement in School</b> <sup>†</sup>	14			20		11	19

Notes: Cells are empty if there are less than 10 respondents. H/L: Hispanic or Latino; AI/AN: American Indian or Alaska Native; AA: Black or African American; NH/PI: Native Hawaiian or Pacific Islander; Mixed: Mixed (two or more) races. <sup>†</sup>Average percent of respondents reporting “Strongly agree.” <sup>‡</sup>Average percent of respondents reporting “Very much true.”

**Table A9.2**  
**School Supports and Engagement by Race/Ethnicity - 10th Grade**

Percent of Students (%)	Grade 10						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
<b>School Environment</b>							
Total school supports <sup>‡</sup>	19		38	27		28	18
Caring adults in school <sup>‡</sup>	20		35	36		24	19
High expectations-adults in school <sup>‡</sup>	28		56	33		45	27
Meaningful participation at school <sup>‡</sup>	10		22	10		16	8
<b>School Connectedness</b> <sup>†</sup>	15		12	17		17	16
<b>Academic Motivation</b> <sup>†</sup>	29		42	48		32	26
<b>Parent Involvement in School</b> <sup>†</sup>	13		6	15		16	14

Notes: Cells are empty if there are less than 10 respondents. H/L: Hispanic or Latino; AI/AN: American Indian or Alaska Native; AA: Black or African American; NH/PI: Native Hawaiian or Pacific Islander; Mixed: Mixed (two or more) races. <sup>†</sup>Average percent of respondents reporting “Strongly agree.” <sup>‡</sup>Average percent of respondents reporting “Very much true.”

**Table A9.3****School Supports and Engagement by Race/Ethnicity - 11th Grade**

Percent of Students (%)	Grade 11						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
<b>School Environment</b>							
Total school supports <sup>‡</sup>	21		14	18		11	26
Caring adults in school <sup>‡</sup>	20		7	19		9	27
High expectations-adults in school <sup>‡</sup>	33		14	25		19	38
Meaningful participation at school <sup>‡</sup>	11		20	9		6	12
<b>School Connectedness<sup>†</sup></b>	9		7	11		4	11
<b>Academic Motivation<sup>†</sup></b>	30		32	27		31	25
<b>Parent Involvement in School<sup>†</sup></b>	8		6	10		5	9

Notes: Cells are empty if there are less than 10 respondents. H/L: Hispanic or Latino; AI/AN: American Indian or Alaska Native; AA: Black or African American; NH/PI: Native Hawaiian or Pacific Islander; Mixed: Mixed (two or more) races. <sup>†</sup>Average percent of respondents reporting “Strongly agree.” <sup>‡</sup>Average percent of respondents reporting “Very much true.”

**Table A9.4****School Supports and Engagement by Race/Ethnicity - 12th Grade**

Percent of Students (%)	Grade 12						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
<b>School Environment</b>							
Total school supports <sup>‡</sup>	18			44			20
Caring adults in school <sup>‡</sup>	18			50			15
High expectations-adults in school <sup>‡</sup>	28			58			38
Meaningful participation at school <sup>‡</sup>	8			25			8
<b>School Connectedness<sup>†</sup></b>	8			22			4
<b>Academic Motivation<sup>†</sup></b>	11			31			7
<b>Parent Involvement in School<sup>†</sup></b>	9			26			12

Notes: Cells are empty if there are less than 10 respondents. H/L: Hispanic or Latino; AI/AN: American Indian or Alaska Native; AA: Black or African American; NH/PI: Native Hawaiian or Pacific Islander; Mixed: Mixed (two or more) races. <sup>†</sup>Average percent of respondents reporting “Strongly agree.” <sup>‡</sup>Average percent of respondents reporting “Very much true.”

**Table A9.5**  
***Feeling Safe or Very Safe at School by Race/Ethnicity***

	Grade 9	Grade 10	Grade 11	Grade 12
	%	%	%	%
Hispanic or Latino	66	50	52	51
American Indian or Alaska Native				
Asian		29	31	
Black or African American	65	54	35	73
Native Hawaiian or Pacific Islander				
White	67	58	32	
Mixed (two or more) races	70	57	49	19

*Note: Cells are empty if there are less than 10 respondents.*

**Table A9.6**  
***Harassment Due to Six Reasons at School in the Past 12 Months by Race/Ethnicity***

	Grade 9	Grade 10	Grade 11	Grade 12
	%	%	%	%
Hispanic or Latino	19	18	11	14
American Indian or Alaska Native				
Asian		29	50	
Black or African American	8	15	20	45
Native Hawaiian or Pacific Islander				
White	5	27	12	
Mixed (two or more) races	24	18	11	6

*Notes: Cells are empty if there are less than 10 respondents. The six reasons include race, ethnicity or national origin; religion; gender (being male or female); sexual orientation; a physical or mental disability; and immigrant status.*

**Table A9.7*****Any Harassment or Bullying at School in the Past 12 Months by Race/Ethnicity***

	Grade 9	Grade 10	Grade 11	Grade 12
	%	%	%	%
Hispanic or Latino	24	23	13	14
American Indian or Alaska Native				
Asian		35	50	
Black or African American	16	19	29	45
Native Hawaiian or Pacific Islander				
White	16	31	16	
Mixed (two or more) races	30	22	12	13

*Note: Cells are empty if there are less than 10 respondents.*

**Table A9.8*****Any Alcohol Use at School in the Past 30 Days by Race/Ethnicity***

	Grade 9	Grade 10	Grade 11	Grade 12
	%	%	%	%
Hispanic or Latino	1	3	2	11
American Indian or Alaska Native				
Asian		6	7	
Black or African American	0	0	0	0
Native Hawaiian or Pacific Islander				
White	0	0	4	
Mixed (two or more) races	1	2	0	0

*Notes: Cells are empty if there are less than 10 respondents.*

**Table A9.9*****Cigarette Smoking in the Past 30 Days by Race/Ethnicity***

	Grade 9	Grade 10	Grade 11	Grade 12
	%	%	%	%
Hispanic or Latino	0	1	1	3
American Indian or Alaska Native				
Asian		0	0	
Black or African American	0	0	0	0
Native Hawaiian or Pacific Islander				
White	0	0	0	
Mixed (two or more) races	0	1	1	0

*Notes: Cells are empty if there are less than 10 respondents.*

**Table A9.10*****Any Alcohol Use in the Past 30 Days by Race/Ethnicity***

	Grade 9	Grade 10	Grade 11	Grade 12
	%	%	%	%
Hispanic or Latino	6	8	10	14
American Indian or Alaska Native				
Asian		6	7	
Black or African American	0	4	3	0
Native Hawaiian or Pacific Islander				
White	15	4	12	
Mixed (two or more) races	4	5	9	6

*Note: Cells are empty if there are less than 10 respondents.*

**Table A9.11*****Any Marijuana Use in the Past 30 Days by Race/Ethnicity***

	Grade 9	Grade 10	Grade 11	Grade 12
	%	%	%	%
Hispanic or Latino	6	9	10	18
American Indian or Alaska Native				
Asian		6	0	
Black or African American	0	4	9	0
Native Hawaiian or Pacific Islander				
White	0	8	8	
Mixed (two or more) races	8	7	12	19

*Notes: Cells are empty if there are less than 10 respondents.*

**Table A9.12*****Chronic Sad or Hopeless Feelings in the Past 12 Months by Race/Ethnicity***

	Grade 9	Grade 10	Grade 11	Grade 12
	%	%	%	%
Hispanic or Latino	30	41	32	23
American Indian or Alaska Native				
Asian		35	64	
Black or African American	21	23	30	36
Native Hawaiian or Pacific Islander				
White	32	54	29	
Mixed (two or more) races	28	33	28	31

*Note: Cells are empty if there are less than 10 respondents.*

## 10. Gender Breakdowns

**Table A10.1**  
**School Supports and Engagement by Gender**

	Grade 9		Grade 10		Grade 11		Grade 12	
	Female %	Male %	Female %	Male %	Female %	Male %	Female %	Male %
<b>School Environment</b>								
Total school supports <sup>‡</sup>	30	30	21	21	19	23	25	23
Caring adults in school <sup>‡</sup>	29	29	22	22	18	23	26	25
High expectations-adults in school <sup>‡</sup>	45	44	32	29	27	35	41	31
Meaningful participation at school <sup>‡</sup>	16	16	8	13	12	10	8	13
<b>School Connectedness<sup>†</sup></b>								
	18	20	10	17	5	15	8	9
<b>Academic Motivation<sup>†</sup></b>								
	46	38	32	30	30	27	23	9
<b>Parent Involvement in School<sup>†</sup></b>								
	13	21	9	14	6	11	16	9

Notes: Cells are empty if there are less than 10 respondents.

<sup>†</sup>Average percent of respondents reporting "Strongly agree."

<sup>‡</sup>Average percent of respondents reporting "Very much true."

**Table A10.2**  
**Select Perceived Safety, Harassment, Alcohol and Other Drug Use, and Mental Health Measures by Gender**

	Grade 9		Grade 10		Grade 11		Grade 12	
	Female %	Male %	Female %	Male %	Female %	Male %	Female %	Male %
<b>Perceived Safety at School</b>								
Feel safe or very safe at school	70	63	42	54	41	56	58	42
<b>Harassment/Bullying at School</b>								
<i>During the past 12 month at school, have you been...</i>								
harassed/bullied for any of the six reasons	22	14	22	15	19	10	21	18
harassed/bullied for any reasons	28	18	27	21	22	13	21	21
<b>Current ATOD Use</b>								
<i>During the past 30 days, did you...</i>								
have at least one drink of alcohol at school	0	2	5	1	1	2	8	6
smoke cigarettes	1	0	0	1	1	0	0	3
have at least one drink of alcohol	4	4	6	7	8	6	8	9
use marijuana	7	4	8	8	13	5	4	24
<b>Mental Health</b>								
Chronic sad or hopeless feelings, past 12 months	37	17	52	25	39	20	35	25

*Note: Cells are empty if there are less than 10 respondents.*

# Alcohol and Other Drugs (AOD) Module

## 1. Module Sample

**Table B1.1**

*Student Sample for AOD Module*

	Grade 9	Grade 10	Grade 11	Grade 12
<b><i>Student Sample Size</i></b>				
Target sample	494	486	416	453
Final number	163	258	176	47
<b>Response Rate</b>	33%	53%	42%	10%

## 2. Summary of Key Indicators

**Table B2.1**  
*Key Indicators of Alcohol and Other Drug Use*

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %	Table
<b>Alcohol and Marijuana Consumption Patterns</b>					
Usually drank until felt it a lot	1	3	2	4	B3.3
Usually used marijuana or other drugs until felt it a lot	2	6	7	13	B3.4
<b>Consequences of AOD Consumption</b>					
Caused one or more problems	3	6	6	11	B4.2
Caused one or more dependency-related experiences	6	5	5	11	B4.3
<b>Supports to Reduce AOD Use</b>					
Very likely find help at school for quitting or reducing use	28	21	17	24	B5.2
<b>Strong Personal Disapproval of AOD Use</b>					
Having one or two drinks of any alcoholic beverage nearly every day	49	41	42	33	B7.1
Trying marijuana once or twice	36	26	29	26	B7.1
Using marijuana once a month or more	46	34	36	33	B7.1

*Note: Cells are empty if there are less than 10 respondents.*

### 3. Alcohol, Tobacco, and Marijuana Consumption Patterns

**Table B3.1**  
*Age of Onset – AOD Use*

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>Alcohol (one full drink)</b>				
Never	81	72	68	66
10 or under	4	7	7	4
11-12 years old	4	2	5	2
13-14 years old	10	10	11	6
15-16 years old	0	8	8	15
17 years or older	0	0	1	6
<b>Marijuana (smoke, eat, or drink)</b>				
Never	91	81	78	70
10 or under	2	2	1	2
11-12 years old	2	2	2	2
13-14 years old	4	9	5	6
15-16 years old	0	6	13	13
17 years or older	0	0	1	6
<b>Any other illegal drug or pill to get “high”</b>				
Never	98	93	96	96
10 or under	1	1	0	2
11-12 years old	0	0	0	0
13-14 years old	2	4	2	2
15-16 years old	0	3	2	0
17 years or older	0	0	1	0

*Question HS/MS B.1, 4, 5: About how old were you the first time you tried any of these things?... A drink of an alcoholic beverage (other than a sip or two)... Marijuana (smoke, eat, or drink)... Any other illegal drug or pill to get “high.”*

*Note: Cells are empty if there are less than 10 respondents.*

**Table B3.2*****Age of Onset – Tobacco Use***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>Smoked part or all of a cigarette</b>				
Never	99	95	95	85
10 or under	1	2	2	4
11-12 years old	0	0	1	2
13-14 years old	0	2	1	2
15-16 years old	0	1	1	2
17 years or older	0	0	1	4
<b>Electronic cigarette</b>				
Never	94	86	86	81
10 or under	1	1	0	2
11-12 years old	0	3	1	2
13-14 years old	5	6	8	6
15-16 years old	0	3	6	4
17 years or older	0	0	0	4

*Question HS/MS B.2, 3: About how old were you the first time you tried any of these things?... Part or all of a cigarette... An electronic cigarette (e-cigarette or vaping device).*

*Note: Cells are empty if there are less than 10 respondents.*

**Table B3.3*****Usual Alcohol Consumption Level***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
I don't drink alcohol	92	82	78	76
Just enough to feel it a little	6	11	13	9
Enough to feel it moderately	2	5	7	11
Until I feel it a lot or get really drunk	1	3	2	4

*Question HS/MS B.6: If you drink alcohol, how much do you usually drink?*

*Note: Cells are empty if there are less than 10 respondents.*

**Table B3.4*****Usual Marijuana Consumption Level***

	Grade 9	Grade 10	Grade 11	Grade 12
	%	%	%	%
I don't use drugs	94	87	80	74
Just enough to feel a little high	3	5	7	4
Enough to feel it moderately	1	2	6	9
Until I feel it a lot or get really high	2	6	7	13

*Question HS B.7: If you use marijuana or other drugs, how "high" (stoned, faded, wasted, trashed) do you usually like to get?*

*Note: Cells are empty if there are less than 10 respondents.*

**Table B3.5*****E-Cigarette Consumption***

	Grade 9	Grade 10	Grade 11	Grade 12
	%	%	%	%
<b>Have you ever used an e-cigarette or vaping device to consume any of the following? (Mark All That Apply.)</b>				
I've never used an e-cigarette or vaping device	94	85	84	80
Nicotine or tobacco substitute	0	3	1	2
Marijuana or THC	3	6	9	9
Amphetamines, cocaine, or heroin	0	1	0	2
Alcohol	1	4	1	0
A flavored product without nicotine, alcohol, or other drug	3	5	7	7
Any other product or substance	1	2	2	5

*Question HS B.30/MS B.24: Have you ever used an e-cigarette or vaping device to consume any of the following? (Mark All That Apply.)*

*Notes: Cells are empty if there are less than 10 respondents. Total percentages may exceed 100% for "mark all that apply" items.*

## 4. Reasons for and Consequences of AOD Consumption

**Table B4.1**  
*Reasons for AOD Use in the Past 12 Months*

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Does not apply, I haven't used alcohol, marijuana, or other drugs in the past 12 months	83	75	74	70
To experiment (try using)	6	7	10	4
To get high	4	7	10	6
To have a good time with friends	5	9	10	4
To fit in with a group you like	0	0	0	4
Because of boredom	1	3	3	6
To relax	4	9	10	11
To get away from problems	4	8	4	4
Because of anger or frustration	3	3	2	4
To get through the day	2	4	3	2
Because it made you feel better	4	7	5	9
To seek deeper insights and understanding	2	3	3	9
None of the above	8	9	7	23

*Question HS B.8/MS B.7: Have you used alcoholic beverages, marijuana, or other drugs in the past 12 months for any of the following reasons? (Mark All That Apply.)*

*Notes: Cells are empty if there are less than 10 respondents. Total percentages may exceed 100% for "mark all that apply" items.*

**Table B4.2**  
***Problems Caused by AOD Use***

	Grade 9	Grade 10	Grade 11	Grade 12
	%	%	%	%
Doesn't apply; I've never used alcohol or drugs	88	85	79	78
I've used alcohol or drugs but never had any problems	9	9	16	13
Have problems with emotions, nerves, or mental health	1	2	3	7
Get into trouble or have problems with the police	2	1	0	0
Have money problems	0	1	1	0
Miss school	1	3	1	2
Have problems with schoolwork	0	2	2	2
Fight with others	1	1	0	2
Damage a friendship	1	1	1	0
Physically hurt or injure yourself	1	1	0	0
Have unwanted or unprotected sex	1	0	0	0
Forget what happened or pass out	1	3	1	2
Been suspended from school	1	0	1	0
<b><i>One or more problems</i></b>	<b>3</b>	<b>6</b>	<b>6</b>	<b>11</b>

*Question HS B.9: Has using alcohol, marijuana, or other drugs ever caused you to have any of the following problems? (Mark All That Apply.)*

*Notes: Cells are empty if there are less than 10 respondents. Total percentages may exceed 100% for "mark all that apply" items.*

**Table B4.3*****Alcohol or Other Drug Use Caused Negative Experiences***

	Grade 9	Grade 10	Grade 11	Grade 12
	%	%	%	%
Does not apply; I have not used alcohol or drugs	89	85	81	78
I use alcohol or drugs but have not experienced any of these things	6	10	15	11
Found you had to increase how much you use to have the same effect as before	1	2	1	2
Frequently spent a lot of time getting, using, or being hung over from using alcohol or other drugs	1	2	1	0
Used alcohol or drugs a lot more than you intended	2	2	2	0
Used alcohol or drugs when you were alone	2	3	3	7
Your use of alcohol or drugs often kept you from doing a normal activity	1	2	0	2
You didn't feel OK unless you had something to drink or used a drug	1	1	0	4
Thought about reducing or stopping use	2	2	1	2
Told yourself you were not going to use but found yourself using anyway	2	2	2	4
Spoke with someone about reducing or stopping use	2	1	1	2
Attended counseling, a program, or group to help you reduce or stop use	0	0	0	0
<b><i>One or more negative experiences</i></b>	<b>6</b>	<b>5</b>	<b>5</b>	<b>11</b>

*Question HS B.10: If you use alcohol, marijuana, or another drug, have you had any of the following experiences? (Mark All That Apply.)*

*Notes: Cells are empty if there are less than 10 respondents. Total percentages may exceed 100% for "mark all that apply" items.*

**Table B4.4**

***Likelihood of Suspension, Expulsion, Transfer Because of AOD Use/Possession***

	Grade 9	Grade 10	Grade 11	Grade 12
	%	%	%	%
Very likely	37	35	27	27
Likely	24	26	25	16
Not likely	13	11	12	9
Don't know	26	28	36	48

*Question HS B.13: In your opinion, how likely is it that a student will be suspended, expelled, or transferred if he or she is caught on school property using or possessing alcohol or other drugs?*

*Note: Cells are empty if there are less than 10 respondents.*

## 5. Supports to Reduce AOD Use

**Table B5.1**  
*Needed Counseling for Use*

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No, I never used alcohol or other drugs	89	84	82	78
No, but I do use alcohol or other drugs	9	14	15	17
Yes, I have felt that I needed help	2	2	3	4

*Question HS B.11: Have you ever felt that you needed help (such as counseling or treatment) for your alcohol or other drug use?*

*Note: Cells are empty if there are less than 10 respondents.*

**Table B5.2**  
*Likelihood of Finding Help at School for Quitting or Reducing Use*

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Very likely	28	21	17	24
Likely	34	29	31	24
Not likely	9	19	9	16
Don't know	28	31	43	36

*Question HS B.12: In your opinion, how likely is it that a student could find help at your school from a counselor, teacher, or other adult to stop or reduce using alcohol or other drugs?*

*Note: Cells are empty if there are less than 10 respondents.*

**Table B5.3**  
*Talked with Parent About AOD Use*

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No	46	60	68	58
Yes	54	40	32	42

*Question HS B.20/MS B.14: During the past 12 months, have you talked with at least one of your parents or guardians about the dangers of alcohol or drug use?*

*Note: Cells are empty if there are less than 10 respondents.*

## 6. Availability

**Table B6.1**  
*Sources for Obtaining Alcohol*

	Grade 9	Grade 10	Grade 11	Grade 12
	%	%	%	%
At school	5	8	7	4
At parties	20	28	23	24
At concerts or other social events	4	6	7	9
At their own home	15	19	17	13
From adults at friends' homes	13	10	12	11
From friends or another teenager	17	18	13	20
Get adults to buy it for them	8	9	9	11
Buy it themselves from a store	8	6	6	11
At bars, clubs, or gambling casinos	2	2	1	0
Other	3	7	4	11
Don't know	71	64	74	67

*Question HS B.15/MS B.9: How do most students at your school who drink alcohol usually get it? (Mark All That Apply.)*

*Notes: Cells are empty if there are less than 10 respondents. Total percentages may exceed 100% for "mark all that apply" items.*

**Table B6.2**  
**Sources for Obtaining Marijuana**

	Grade 9	Grade 10	Grade 11	Grade 12
	%	%	%	%
At school	10	19	17	13
At parties	14	20	20	24
At concerts or other social events	5	9	10	16
At their own home	11	14	17	18
From an adult acquaintance	11	14	10	13
From friends or another teenager	21	26	23	29
Buy it at a marijuana dispensary	7	9	13	18
At bars or clubs	1	1	1	9
Other	8	7	4	9
Don't know	70	61	68	62

*Question HS B.16/MS B.10: How do most kids at your school who use marijuana usually get it? (Mark All That Apply.)*

*Notes: Cells are empty if there are less than 10 respondents. Total percentages may exceed 100% for "mark all that apply" items.*

## 7. Influences on ATOD Use

**Table B7.1**  
*Personal Disapproval of AOD Use*

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>Having one or two drinks of any alcoholic beverage nearly every day</b>				
Neither approve nor disapprove	34	43	45	53
Somewhat disapprove	17	16	13	13
Strongly disapprove	49	41	42	33
<b>Trying marijuana once or twice</b>				
Neither approve nor disapprove	38	54	55	58
Somewhat disapprove	26	20	16	16
Strongly disapprove	36	26	29	26
<b>Using marijuana once a month or more regularly</b>				
Neither approve nor disapprove	40	49	53	58
Somewhat disapprove	14	17	11	9
Strongly disapprove	46	34	36	33

*Question HS B.17-19/MS B.11-13: How do you feel about someone your age doing the following?... Having one or two drinks of any alcoholic beverage nearly every day... Trying marijuana once or twice... Using marijuana once a month or more regularly.*

*Note: Cells are empty if there are less than 10 respondents.*

**Table B7.2**  
**Parent Disapproval of ATOD Use**

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>Take one or two drinks of alcohol nearly every day</b>				
Very wrong	84	83	75	79
Wrong	10	9	17	16
A little wrong	3	4	5	5
Not at all wrong	3	3	4	0
<b>Smoke tobacco</b>				
Very wrong	87	86	83	84
Wrong	9	7	13	16
A little wrong	1	2	2	0
Not at all wrong	3	4	2	0
<b>Use marijuana</b>				
Very wrong	86	83	75	77
Wrong	9	10	13	14
A little wrong	2	4	5	7
Not at all wrong	3	3	6	2
<b>Use prescription drugs to get high or for reasons other than prescribed</b>				
Very wrong	86	87	84	84
Wrong	8	7	12	16
A little wrong	2	2	2	0
Not at all wrong	3	3	2	0

*Question HS B.22-25/MS B.16-19: How wrong do your parents or guardians feel it would be for you to do the following?... Take one or two drinks of alcohol nearly every day... Smoke tobacco... Use marijuana (smoke, eat, or drink)... Use prescription drugs to get high or for reasons other than prescribed.*

*Note: Cells are empty if there are less than 10 respondents.*

**Table B7.3**  
**Peer Disapproval of ATOD Use**

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>Take one or two drinks of alcohol nearly every day</b>				
Very wrong	63	63	67	66
Wrong	24	21	15	16
A little wrong	8	9	8	14
Not at all wrong	5	8	9	5
<b>Smoke tobacco</b>				
Very wrong	64	68	73	70
Wrong	23	19	17	16
A little wrong	6	7	8	12
Not at all wrong	6	6	2	2
<b>Use marijuana</b>				
Very wrong	59	60	59	55
Wrong	24	16	16	11
A little wrong	11	11	13	16
Not at all wrong	6	13	12	18
<b>Use prescription drugs to get high or for reasons other than prescribed</b>				
Very wrong	64	68	70	70
Wrong	22	18	15	16
A little wrong	10	6	9	9
Not at all wrong	4	8	6	5

*Question HS B.26-29/MS B.20-23: How wrong would your close friends feel it would be if you did the following?... Take one or two drinks of alcohol nearly every day... Smoke tobacco... Use marijuana (smoke, eat, or drink)... Use prescription drugs to get high or for reasons other than prescribed.*

*Note: Cells are empty if there are less than 10 respondents.*

**Table B7.4**

***Heard, Read, or Watched Any Anti-ATOD Messages, Past 12 Months***

	Grade 9	Grade 10	Grade 11	Grade 12
	%	%	%	%
No	31	45	53	49
Yes	69	55	47	51

*Question HS B.21/MS B.15: During the past 12 months, have you heard, read, or watched any messages about not using alcohol, tobacco, or drugs?*

*Note: Cells are empty if there are less than 10 respondents.*

## 8. School Suspension

**Table B8.1**  
*Suspension from School, Past 12 Month*

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No	94	98	96	96
Yes	6	2	4	4

*Question HS B.14/MS B.8: In the past 12 months, have you been suspended from school one or more times?*

*Note: Cells are empty if there are less than 10 respondents.*

# School Climate Module

## 1. Module Sample

**Table N1.1**  
*Student Sample for School Climate Module*

	Grade 9	Grade 10	Grade 11	Grade 12
<b><i>Student Sample Size</i></b>				
Target sample	494	486	416	453
Final number	181	271	199	53
<b>Response Rate</b>	37%	56%	48%	12%

## 2. Supports for Learning & Student Academic Engagement

**Table N2.1**  
***Supports for Learning***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>Students at this school are motivated to learn.</b>				
Strongly disagree	7	11	12	17
Disagree	9	13	10	15
Neither disagree nor agree	41	45	43	40
Agree	33	25	32	17
Strongly agree	10	7	5	11
<b>Adults at this school encourage me to work hard so I can be successful in college or at the job I choose.</b>				
Strongly disagree	3	4	8	17
Disagree	3	5	4	9
Neither disagree nor agree	16	35	34	26
Agree	46	38	40	21
Strongly agree	31	18	15	26
<b>My teachers work hard to help me with my schoolwork when I need it.</b>				
Strongly disagree	5	6	5	13
Disagree	3	6	7	11
Neither disagree nor agree	17	29	33	23
Agree	49	41	40	34
Strongly agree	26	19	15	19
<b>Teachers show how classroom lessons are helpful to students in real life.</b>				
Strongly disagree	7	8	11	15
Disagree	2	10	9	13
Neither disagree nor agree	31	36	38	32
Agree	40	31	33	23
Strongly agree	19	14	10	17

*Question HS/MS N.1-4: How strongly do you agree or disagree with the following statements about your school?... Students at this school are motivated to learn... Adults at this school encourage me to work hard so I can be successful in college or at the job I choose... My teachers work hard to help me with my schoolwork when I need it... Teachers show how classroom lessons are helpful to students in real life.*

*Note: Cells are empty if there are less than 10 respondents.*

**Table N2.1**  
*Supports for Learning – Continued*

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>Teachers give students a chance to take part in classroom discussions or activities.</b>				
Strongly disagree	6	5	7	11
Disagree	3	4	5	8
Neither disagree nor agree	17	33	29	26
Agree	49	40	47	34
Strongly agree	26	18	13	21
<b>This school promotes academic success for all students.</b>				
Strongly disagree	4	7	4	11
Disagree	4	2	3	11
Neither disagree nor agree	28	48	50	32
Agree	45	30	33	26
Strongly agree	19	12	10	21
<b>This school is a supportive and inviting place for students to learn.</b>				
Strongly disagree	4	6	7	15
Disagree	1	8	5	6
Neither disagree nor agree	23	33	39	34
Agree	47	39	40	23
Strongly agree	25	15	10	23
<b>Teachers go out of their way to help students.</b>				
Strongly disagree	4	6	8	13
Disagree	7	8	5	13
Neither disagree nor agree	26	35	40	36
Agree	42	36	35	21
Strongly agree	21	15	12	17

*Question HS/MS N.5-7, 50: How strongly do you agree or disagree with the following statements about your school?... Teachers give students a chance to take part in classroom discussions or activities... This school is a supportive and inviting place for students to learn... Teachers go out of their way to help students... This school promotes academic success for all students.*

*Note: Cells are empty if there are less than 10 respondents.*

**Table N2.1**  
*Supports for Learning – Continued*

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>Teachers help students catch up when they return from an absence.</b>				
Strongly disagree	8	12	11	13
Disagree	8	10	10	15
Neither disagree nor agree	35	36	35	34
Agree	33	27	35	25
Strongly agree	16	15	9	13
<b>My teachers give me useful feedback on my work.</b>				
Strongly disagree	4	8	10	11
Disagree	6	7	9	4
Neither disagree nor agree	22	37	31	42
Agree	44	33	40	30
Strongly agree	23	14	10	13
<b>My classroom is so crowded it is hard to concentrate and learn.</b>				
Strongly disagree	20	15	15	13
Disagree	36	27	22	30
Neither disagree nor agree	32	48	52	48
Agree	10	7	7	7
Strongly agree	3	3	3	2

*Question HS/MS N.8, 9, 42: How strongly do you agree or disagree with the following statements about your school?... Teachers help students catch up when they return from an absence... My teachers give me useful feedback on my work... My classroom is so crowded it is hard to concentrate and learn.*

*Note: Cells are empty if there are less than 10 respondents.*

**Table N2.2**  
***Student Academic Mindset and Learning Engagement***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>Students pay attention in class.</b>				
Strongly disagree	7	9	6	9
Disagree	14	12	10	15
Neither disagree nor agree	50	56	62	53
Agree	22	20	20	13
Strongly agree	7	3	2	11
<b>Students try their best in school.</b>				
Strongly disagree	6	8	4	11
Disagree	10	10	7	13
Neither disagree nor agree	47	55	60	40
Agree	30	23	25	21
Strongly agree	7	5	4	15
<b>Students usually follow the rules at school.</b>				
Strongly disagree	6	9	6	13
Disagree	14	10	9	15
Neither disagree nor agree	43	51	58	50
Agree	31	26	25	11
Strongly agree	6	5	2	11
<b>Students turn in their homework on time.</b>				
Strongly disagree	7	10	7	11
Disagree	17	13	11	17
Neither disagree nor agree	47	57	62	53
Agree	25	18	19	9
Strongly agree	4	3	1	11

*Question HS/MS N.46-49: How strongly do you agree or disagree with the following statements about your school?... Students pay attention in class... Students try their best in school... Students usually follow the rules at school... Students turn in their homework on time.*

*Note: Cells are empty if there are less than 10 respondents.*

### 3. Fairness and Respect for Diversity

**Table N3.1**  
*Fairness and Respect*

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>Adults at this school treat all students with respect.</b>				
Strongly disagree	5	9	9	11
Disagree	7	11	8	8
Neither disagree nor agree	31	36	36	42
Agree	39	28	37	26
Strongly agree	18	16	10	13
<b>Students treat teachers with respect.</b>				
Strongly disagree	11	12	11	13
Disagree	18	16	11	19
Neither disagree nor agree	43	45	45	49
Agree	20	19	27	9
Strongly agree	9	7	7	9
<b>The school rules are fair.</b>				
Strongly disagree	5	9	9	12
Disagree	5	11	8	12
Neither disagree nor agree	32	39	43	43
Agree	45	28	34	24
Strongly agree	13	14	7	10
<b>All students are treated fairly when they break school rules.</b>				
Strongly disagree	8	9	10	13
Disagree	11	10	9	9
Neither disagree nor agree	34	42	42	43
Agree	34	28	31	21
Strongly agree	13	11	8	13

*Question HS/MS N.10-13: How strongly do you agree or disagree with the following statements about your school?... Adults at this school treat all students with respect... Students treat teachers with respect... The school rules are fair... All students are treated fairly when they break school rules.*

*Note: Cells are empty if there are less than 10 respondents.*

**Table N3.1**  
***Fairness and Respect – Continued***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>When there is a conflict between people, this school tries to make sure all sides are heard to help resolve the conflict.</b>				
Strongly disagree	6	8	7	11
Disagree	12	4	6	9
Neither disagree nor agree	41	53	55	47
Agree	28	27	27	17
Strongly agree	13	8	5	17

*Question HS/MS N.51: How strongly do you agree or disagree with the following statements about your school?... When there is a conflict between people, this school tries to make sure all sides are heard to help resolve the conflict (like restorative practices).*

*Note: Cells are empty if there are less than 10 respondents.*

**Table N3.2**  
**Respect for Diversity**

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>I have been disrespected by an adult at this school because of my race, ethnicity, or culture.</b>				
Strongly disagree	45	32	30	30
Disagree	30	25	26	32
Neither disagree nor agree	16	35	38	36
Agree	7	6	4	2
Strongly agree	2	2	2	0
<b>There is a lot of tension in this school between people of different cultures, races, or ethnicities.</b>				
Strongly disagree	29	21	24	23
Disagree	21	21	23	32
Neither disagree nor agree	36	48	45	45
Agree	11	8	7	0
Strongly agree	3	2	2	0
<b>Students in this school respect each other's differences.</b>				
Strongly disagree	10	9	10	15
Disagree	11	10	6	19
Neither disagree nor agree	31	47	50	40
Agree	34	25	27	17
Strongly agree	13	9	8	9
<b>Adults in this school respect differences in students.</b>				
Strongly disagree	7	8	7	17
Disagree	5	5	4	13
Neither disagree nor agree	23	47	47	36
Agree	48	24	30	23
Strongly agree	17	16	12	11

*Question HS/MS N.36-39: How strongly do you agree or disagree with the following statements about your school?... I have been disrespected by an adult at this school because of my race, ethnicity, or culture... There is a lot of tension in this school between people of different cultures, races, or ethnicities... Students in this school respect each other's differences (for example, gender, race, culture, sexual orientation)... Adults in this school respect differences in students (for example, gender, race, culture, sexual orientation).*

*Note: Cells are empty if there are less than 10 respondents.*

**Table N3.2*****Respect for Diversity – Continued***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>Teachers show that they think it is important for students of different races and cultures at this school to get along with each other.</b>				
Strongly disagree	7	7	7	13
Disagree	7	5	6	9
Neither disagree nor agree	28	50	52	39
Agree	39	27	25	28
Strongly agree	19	11	10	11

*Question HS/MS N.40: How strongly do you agree or disagree with the following statements about your school?... Teachers show that they think it is important for students of different races and cultures at this school to get along with each other.*

*Note: Cells are empty if there are less than 10 respondents.*

## 4. Disciplinary Environment

**Table N4.1**  
*Consistency and Clarity of Rules and Expectations*

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>This school clearly informs students what would happen if they break school rules.</b>				
Strongly disagree	5	6	8	13
Disagree	2	6	5	11
Neither disagree nor agree	23	34	37	30
Agree	48	36	39	23
Strongly agree	21	17	11	23
<b>Rules in this school are made clear to students.</b>				
Strongly disagree	2	6	6	15
Disagree	7	7	7	2
Neither disagree nor agree	31	40	46	40
Agree	46	35	34	30
Strongly agree	14	11	6	13
<b>This school makes it clear how students are expected to act.</b>				
Strongly disagree	2	5	5	13
Disagree	3	3	3	2
Neither disagree nor agree	29	40	42	41
Agree	51	40	40	26
Strongly agree	15	11	10	17

*Question HS/MS N.14, 19-20: How strongly do you agree or disagree with the following statements about your school?... This school clearly informs students what would happen if they break school rules... Rules in this school are made clear to students... This school makes it clear how students are expected to act.*

*Note: Cells are empty if there are less than 10 respondents.*

**Table N4.2**  
***Disciplinary Harshness***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>The rules in this school are too strict.</b>				
Strongly disagree	8	9	10	17
Disagree	21	16	15	17
Neither disagree nor agree	45	47	47	43
Agree	15	15	17	19
Strongly agree	10	13	11	4
<b>It is easy for students to get kicked out of class or get suspended.</b>				
Strongly disagree	5	6	8	13
Disagree	13	14	11	19
Neither disagree nor agree	47	49	54	45
Agree	25	20	21	15
Strongly agree	9	10	6	8
<b>Students get in trouble for breaking small rules.</b>				
Strongly disagree	3	6	7	15
Disagree	17	10	10	12
Neither disagree nor agree	43	46	48	46
Agree	24	24	26	19
Strongly agree	13	13	9	8
<b>Teachers are very strict here.</b>				
Strongly disagree	7	12	7	15
Disagree	20	19	21	17
Neither disagree nor agree	57	54	59	56
Agree	11	13	11	13
Strongly agree	6	3	2	0

*Question HS/MS N.15-18: How strongly do you agree or disagree with the following statements about your school?... The rules in this school are too strict... It is easy for students to get kicked out of class or get suspended... Students get in trouble for breaking small rules... Teachers are very strict here.*

*Note: Cells are empty if there are less than 10 respondents.*

## 5. Student Peer Relationships

**Table N5.1**  
*Peer Caring Relationships*

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>Students enjoy doing things with each other during school activities.</b>				
Strongly disagree	2	7	5	11
Disagree	7	6	6	9
Neither disagree nor agree	37	46	54	53
Agree	43	31	29	21
Strongly agree	11	9	5	6
<b>Students care about each other.</b>				
Strongly disagree	3	10	9	11
Disagree	13	7	4	21
Neither disagree nor agree	41	48	58	40
Agree	32	27	23	23
Strongly agree	11	7	5	4
<b>Students treat each other with respect.</b>				
Strongly disagree	6	9	10	11
Disagree	12	11	5	15
Neither disagree nor agree	45	53	55	52
Agree	28	22	27	15
Strongly agree	8	5	4	7
<b>Students get along well with each other.</b>				
Strongly disagree	6	9	8	9
Disagree	10	8	5	11
Neither disagree nor agree	43	52	54	64
Agree	31	25	28	15
Strongly agree	10	5	5	2

*Question HS/MS N.21-24: How strongly do you agree or disagree with the following statements about your school?... Students enjoy doing things with each other during school activities... Students care about each other... Students treat each other with respect... Students get along well with each other.*

*Note: Cells are empty if there are less than 10 respondents.*

## 6. Social and Emotional Learning

**Table N6.1**  
*Supports for Social and Emotional Learning*

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>This school encourages students to feel responsible for how they act.</b>				
Strongly disagree	5	7	5	13
Disagree	4	4	5	9
Neither disagree nor agree	32	43	46	40
Agree	46	34	37	23
Strongly agree	13	12	6	15
<b>Students are often given rewards for being good.</b>				
Strongly disagree	7	10	7	15
Disagree	12	9	5	9
Neither disagree nor agree	35	39	48	43
Agree	35	28	33	17
Strongly agree	13	14	7	17
<b>This school encourages students to understand how others think and feel.</b>				
Strongly disagree	3	8	8	15
Disagree	8	7	9	7
Neither disagree nor agree	34	47	49	46
Agree	43	30	27	22
Strongly agree	12	8	8	11
<b>Students are taught that they can control their own behavior.</b>				
Strongly disagree	3	7	5	15
Disagree	6	6	8	9
Neither disagree nor agree	31	45	45	38
Agree	46	35	33	21
Strongly agree	14	7	9	17

*Question HS/MS N.25-28: How strongly do you agree or disagree with the following statements about your school?... This school encourages students to feel responsible for how they act... Students are often given rewards for being good... This school encourages students to understand how others think and feel... Students are taught that they can control their own behavior.*

*Note: Cells are empty if there are less than 10 respondents.*

**Table N6.1**  
***Supports for Social and Emotional Learning – Continued***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>This school helps students solve conflicts with one another.</b>				
Strongly disagree	3	8	5	15
Disagree	8	8	7	7
Neither disagree nor agree	39	48	52	41
Agree	37	29	28	28
Strongly agree	12	8	9	9
<b>This school encourages students to care about how others feel.</b>				
Strongly disagree	4	8	5	13
Disagree	7	6	6	11
Neither disagree nor agree	36	51	49	36
Agree	39	27	32	28
Strongly agree	15	8	8	13

*Question HS/MS N.29-30: How strongly do you agree or disagree with the following statements about your school?... This school helps students solve conflicts with one another... This school encourages students to care about how others feel.*

*Note: Cells are empty if there are less than 10 respondents.*

## 7. School Anti-Bullying Climate

**Table N7.1**  
*School Responses to Bullying*

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>Teachers here make it clear to students that bullying is not tolerated.</b>				
Strongly disagree	3	7	4	13
Disagree	5	4	5	11
Neither disagree nor agree	24	40	46	36
Agree	38	32	26	21
Strongly agree	30	17	18	19
<b>If another student was bullying me, I would tell one of the teachers or staff at school.</b>				
Strongly disagree	4	9	9	20
Disagree	6	11	6	9
Neither disagree nor agree	29	40	47	37
Agree	36	26	26	20
Strongly agree	25	14	12	15
<b>Students tell teachers when other students are being bullied.</b>				
Strongly disagree	8	12	8	19
Disagree	12	12	9	13
Neither disagree nor agree	46	52	56	40
Agree	21	18	22	17
Strongly agree	14	7	6	11

*Question HS/MS N.31-33: How strongly do you agree or disagree with the following statements about your school?... Teachers here make it clear to students that bullying is not tolerated... If another student was bullying me, I would tell one of the teachers or staff at school... Students tell teachers when other students are being bullied.*

*Note: Cells are empty if there are less than 10 respondents.*

**Table N7.1**  
**School Responses to Bullying – Continued**

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>If I tell a teacher that someone is bullying me, the teacher will do something to help.</b>				
Strongly disagree	3	6	6	13
Disagree	5	4	3	9
Neither disagree nor agree	31	49	46	38
Agree	39	25	31	26
Strongly agree	23	15	13	15
<b>Students here try to stop bullying when they see it happening.</b>				
Strongly disagree	9	13	9	13
Disagree	8	8	4	13
Neither disagree nor agree	46	50	52	43
Agree	26	19	26	17
Strongly agree	11	10	8	15

*Question HS/MS N.34-35: How strongly do you agree or disagree with the following statements about your school?... If I tell a teacher that someone is bullying me, the teacher will do something to help... Students here try to stop bullying when they see it happening.*

*Note: Cells are empty if there are less than 10 respondents.*

## 8. College and Career Planning

**Table N8.1**  
*Supports for College and Career Planning*

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>This school has helped me put my college and career goals and experiences in a plan which I update every year.</b>				
Strongly disagree	5	7	6	13
Disagree	6	6	3	6
Neither disagree nor agree	38	50	55	38
Agree	35	27	27	23
Strongly agree	16	10	10	19
<b>This school has helped me learn about colleges, how to apply to them, and get financial aid if I need it.</b>				
Strongly disagree	5	7	6	15
Disagree	11	8	4	6
Neither disagree nor agree	27	45	50	34
Agree	41	28	31	23
Strongly agree	17	12	9	21
<b>This school has helped me think about and explore future career options.</b>				
Strongly disagree	6	7	7	13
Disagree	6	5	6	7
Neither disagree nor agree	25	47	48	33
Agree	41	27	30	26
Strongly agree	22	14	9	22

*Question HS/MS N.53-55: This school has helped me put my college and career goals and experiences in a plan which I update every year... This school has helped me learn about colleges, how to apply to them, and get financial aid if I need it... This school has helped me think about and explore future career options.*

*Note: Cells are empty if there are less than 10 respondents.*

## 9. Facilities Physical Environment

**Table N9.1**

***Quality of Physical Environment***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>The schoolyard and buildings are clean and in good condition.</b>				
Strongly disagree	7	10	9	11
Disagree	12	8	7	17
Neither disagree nor agree	35	53	53	51
Agree	36	25	25	15
Strongly agree	9	4	6	6
<b>The school grounds are kept clean.</b>				
Strongly disagree	7	13	11	13
Disagree	15	12	11	22
Neither disagree nor agree	42	50	52	47
Agree	28	19	23	11
Strongly agree	9	7	3	7

*Question HS/MS N.41, 45: How strongly do you agree or disagree with the following statements about your school?... The schoolyard and buildings are clean and in good condition... The school grounds are kept clean.*

*Note: Cells are empty if there are less than 10 respondents.*

## 10. Scheduled Lunch and Drinkable Water

**Table N10.1**

***Scheduled Lunch at School***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>I eat my lunch at the right time of day.</b>				
Strongly disagree	9	10	8	13
Disagree	10	7	10	11
Neither disagree nor agree	34	44	52	45
Agree	29	26	24	26
Strongly agree	18	11	7	6
<b>I have plenty of time to eat my lunch.</b>				
Strongly disagree	17	15	11	13
Disagree	12	11	14	9
Neither disagree nor agree	23	41	48	39
Agree	33	25	22	30
Strongly agree	15	8	5	9

*Question HS/MS N.43, 44: How strongly do you agree or disagree with the following statements about your school?... I eat my lunch at the right time of day... I have plenty of time to eat my lunch.*

*Note: Cells are empty if there are less than 10 respondents.*

**Table N10.2**

***Clean and Drinkable Water***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>This school has clean and drinkable water.</b>				
Strongly disagree	9	13	11	15
Disagree	11	13	6	11
Neither disagree nor agree	34	44	56	38
Agree	35	23	22	19
Strongly agree	12	6	4	17

*Question HS/MS N.52: How strongly do you agree or disagree with the following statements about your school?... I eat my lunch at the right time of day... I have plenty of time to eat my lunch.*

*Note: Cells are empty if there are less than 10 respondents.*









# Edgenuity Course Offerings 2017-18

## EDGEUNITY COURSE OFFERINGS 2017-18

EDGEUNITY COURSE NAME	CV TRANSCRIPT COURSE NAME	PowerSchool Course #	Partial Credits Available?	UC/CSU Approved?	Credit Type	Chromebook Compatible?	Requires Special Software?	EDGEUNITY Base Course/NOTES
<b>ENGLISH LANGUAGE ARTS (UC/CSU APPROVED)</b>								
CV English 9A	ENG 9A/UC (ONLINE)	ENO111A	YES	YES-B	E09UC,ELEUC,CG	YES		
CV English 9B	ENG 9B/UC (ONLINE)	ENO111B	YES	YES-B	E09UC,ELEUC,CG	YES		
CV English 10A	ENG 10A/UC (ONLINE)	ENO211A	YES	YES-B	E10UC,ELEUC,CG	YES		
CV English 10B	ENG 10B/UC (ONLINE)	ENO211B	YES	YES-B	E10UC,ELEUC,CG	YES		
CV English 11A	ENG 11A/UC (ONLINE)	ENO311A	YES	YES-B	E11UC,ELEUC,CG	YES		
CV English 11B	ENG 11B/UC (ONLINE)	ENO311B	YES	YES-B	E11UC,ELEUC,CG	YES		
CV Expository Reading and Writing A	CSU EXPOSITORY RDG & WTG A/UC (ONLINE)	ENO115A	YES	YES-B	E12UC,ELEUC,CG	YES		
CV Expository Reading and Writing B	CSU EXPOSITORY RDG & WTG B/UC (ONLINE)	ENO115B	YES	YES-B	E12UC,ELEUC,CG	YES		
<b>MATHEMATICS (UC/CSU APPROVED)</b>								
CV Integrated Math I A	INTEGRATED MATH I A/UC (ONLINE)	MAOI19A	YES	YES-C	MTH,M1UC,ELEUC,CG	YES		CA-Common Core Math I A
CV Integrated Math I B	INTEGRATED MATH I B/UC (ONLINE)	MAOI19B	YES	YES-C	MTH,M1UC,ELEUC,CG	YES		
CV Integrated Math II A	INTEGRATED MATH II A/UC (ONLINE)	MAOI45A	YES	YES-C	MTH,M2UC,ELEUC,CG	YES		CA-Common Core Math II A
CV Integrated Math II B	INTEGRATED MATH II B/UC (ONLINE)	MAOI45B	YES	YES-C	MTH,M2UC,ELEUC,CG	YES		
CV Geometry A	GEOM 1A/UC (ONLINE)	MAOI31A	YES	YES-C	MTH,M2UC,ELEUC,CG	YES		
CV Geometry B	GEOM 1B/UC (ONLINE)	MAOI31B	YES	YES-C	MTH,M2UC,ELEUC,CG	YES		
CV Algebra 2A	ALG 2A/UC (ONLINE)	MAOI41A	YES	YES-C	MTH,M3UC,ELEUC,CG	YES		
CV Algebra 2B	ALG 2B/UC (ONLINE)	MAOI41B	YES	YES-C	MTH,M3UC,ELEUC,CG	YES		
CV Precalculus A	PRE-CALCULUS A/UC (ONLINE)	MAOI60A	YES	YES-C	MTH,M4UC,ELEUC,CG	YES		
CV Precalculus B	PRE-CALCULUS B/UC (ONLINE)	MAOI60B	YES	YES-C	MTH,M4UC,ELEUC,CG	YES		
<b>SCIENCE (NOT UC ELIGIBLE)</b>								
CV Biology A	BIOLOGY A (ONLINE)	SCOI01A	YES	NO	BIO,ELE,CG	YES		
CV Biology B	BIOLOGY B (ONLINE)	SCOI01B	YES	NO	BIO,ELE,CG	YES		
CV Chemistry A	CHEMISTRY A (ONLINE)	SCOI32A	YES	NO	PHY,ELE,CG	YES		
CV Chemistry B	CHEMISTRY B (ONLINE)	SCOI32B	YES	NO	PHY,ELE,CG	YES		
CV Environmental Science A	ENVIRON SCIENCE A (ONLINE)	SCOI03A	YES	NO	BIO,PHY,ELE,CG	YES		CA-Environmental Science A
CV Environmental Science B	ENVIRON SCIENCE B (ONLINE)	SCOI03B	YES	NO	BIO,PHY,ELE,CG	YES		CA-Environmental Science B
CV Physics A	PHYSICS A (ONLINE)	SCOI34A	YES	NO	PHY,ELE,CG	YES		
CV Physics B	PHYSICS B (ONLINE)	SCOI34B	YES	NO	PHY,ELE,CG	YES		
<b>SOCIAL STUDIES (UC/CSU APPROVED)</b>								
CV World History A	WLD HST A/UC (ONLINE)	S0011A	YES	YES-A	WHUC,ELEUC,CG	YES		
CV World History B	WLD HST B/UC (ONLINE)	S0011B	YES	YES-A	WHUC,ELEUC,CG	YES		
CV US History A	US HST A/UC (ONLINE)	S00132A	YES	YES-A	UHUC,ELEUC,CG	YES		
CV US History B	US HST B/UC (ONLINE)	S00132B	YES	YES-A	UHUC,ELEUC,CG	YES		
CV Economics	ECONOMICS/UC (ONLINE)	S001412	YES	YES-A	ECN,ELEUC,CG	YES		
CV US Government	US GOVT/UC (ONLINE)	S001411	YES	YES-A	GOV,ELEUC,CG	YES		
<b>WORLD LANGUAGES</b>								
CV Mandarin 1A (NO PARTIAL CREDIT)	MANDARIN 1A (ONLINE)	FOOI38A	NO	NO	WL,ELE,CG	YES		
CV Mandarin 1B (NO PARTIAL CREDIT)	MANDARIN 1B (ONLINE)	FOOI38B	NO	NO	WL,ELE,CG	YES		
CV Spanish 1A	SPAN 1A/UC (ONLINE)	FOOI21A	YES	YES-E	WLUC,ELEUC,CG	YES		
CV Spanish 1B	SPAN 1B/UC (ONLINE)	FOOI21B	YES	YES-E	WLUC,ELEUC,CG	YES		
CV Spanish 2A	SPAN 2A/UC (ONLINE)	FOOI23A	YES	YES-E	WLUC,ELEUC,CG	YES		
CV Spanish 2B	SPAN 2B/UC (ONLINE)	FOOI23B	YES	YES-E	WLUC,ELEUC,CG	YES		
<b>ELECTIVES (UC/CSU Approved)</b>								
CV Psychology A	PSYCHOLOGY A/UC (ONLINE)	S00123A	YES	YES-GA	ELEUC,CG	YES		
CV Psychology B	PSYCHOLOGY B/UC (ONLINE)	S00123B	YES	YES-GA	ELEUC,CG	YES		
CV Intro to Communications and Speech A (NO PARTIAL CREDIT)	INTRO TO COMM & SPEECH A/UC (ONLINE)	ENO116A	NO	YES-GB	ELEUC,CG	YES		
CV Intro to Communications and Speech B (NO PARTIAL CREDIT)	INTRO TO COMM & SPEECH B/UC (ONLINE)	ENO116B	NO	YES-GB	ELEUC,CG	YES		
CV Financial Math A (NO PARTIAL CREDIT)	FINANCIAL MATH A/UC (ONLINE)	MAOI50A	NO	YES-GC	ELEUC,CG	YES		
CV Financial Math B (NO PARTIAL CREDIT)	FINANCIAL MATH B/UC (ONLINE)	MAOI50B	NO	YES-GC	ELEUC,CG	YES		
CV Personal Finance (NO PARTIAL CREDIT)	PERSONAL FINANCE UC (ONLINE)	BUOI400	NO	YES-GO	PRA,ELEUC,CG	YES		
<b>ELECTIVES (NOT UC ELIGIBLE)</b>								
CV Healthy Living (NO PARTIAL CREDIT)	HEALTHY LIVING (ONLINE)	ND01100	NO	NO	ELE,CG	YES		
CV Lifetime Fitness (NO PARTIAL CREDIT)	LIFETIME FITNESS (ONLINE)	ND01102	NO	NO	ELE,CG	YES		
CV Health	HEALTH (ONLINE)	ND01101	YES	NO	ELE,CG	YES		CA-Contemporary Health
CV Career Planning and Development (NO PARTIAL CREDIT)	CAREER PLAN & DEV (ONLINE)	INOI100	NO	NO	PRA,ELE,CG	YES		
CV Strategies for Academic Success	STRAT FOR ACAD SUCCESS (ONLINE)	ND01103	YES	NO	ELE,CG	YES		formerly Success
CV Introduction to Art	INTRO TO ART (ONLINE)	FAOI201	YES	NO	VPA,ELE,CG	YES		formerly CV Art
CV Art History (NO PARTIAL CREDIT)	ART HISTORY (ONLINE)	FAOI202	NO	NO	VPA,ELE,CG	YES		
CV Computer Applications A (NO PARTIAL CREDIT)	CMP APP 1A (ONLINE)	BUOI311	NO	NO	PRA,ELE,CG	NO	Yes- Microsoft Office	
CV Computer Applications B (NO PARTIAL CREDIT)	CMP APP 1B (ONLINE)	BUOI312	NO	NO	PRA,ELE,CG	NO	Yes- Microsoft Office	
CV Online Learning and Digital Citizenship (NO PARTIAL CREDIT)	ONLINE LEARN & DIG CITZ (ONLINE)	ND01104	NO	NO	ELE,CG	YES		

**Approved AP Course List**

<https://apcourseaudit.inflexion.org/ledger/school.php?a=MzM2Ng==&b=MA==>

**UC A-G Approved Course List**

<https://hs-articulation.ucop.edu/agcourselist/institution/842>

# College & Career Readiness Academies

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## Advance Academics Academy

Home



Home

Staff

Academy News

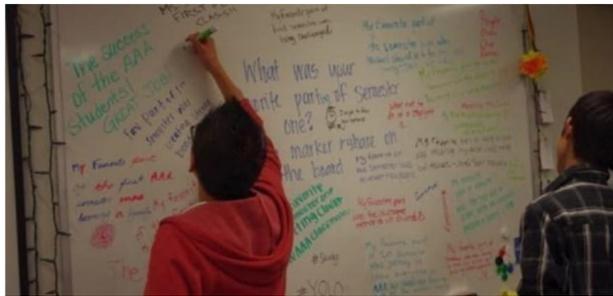
Academy Events

Videos

AAA Family Video

AAA Course Pathways

AAA Application



### About Us

The AAA is a high quality program offering high achieving Leuzinger students the AP classes to qualify them to earn the prestigious AP International Diploma. This academy provides students with a solid academic foundation and prepares them to be highly qualified for the universities of their choice. All AAA students receive an iPad or a Chromebook for use at school and home.

### Mission Statement

The AAA is a community of ambitious, high-achieving students with the goal of graduating high school eligible to attend the college of their choosing.



# LEUZINGER HIGH SCHOOL



## CULINARY CAREERS ACADEMY

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Culinary Fundamentals

Culinary Arts I

Culinary Arts II

Advanced Culinary & Restaurant Management

### Mission

The Leuzinger High School Culinary Careers Academy provides students with relevant and integrated learning opportunities focused on preparation for post-secondary education and careers in health and wellness, restaurant management, and the exciting world of foods.



### Experiential Learning

CCA students are involved in multiple real-world learning experiences on campus and in the community by catering events and managing the staff cafe. CCA's site-based enterprise, Leu's Cafe & Catering enables students to create menus, price items, complete inventory and cost analysis, and interact with customers as professional chefs and managers. Students participate in field experiences to Marmalade Cafe, Freshpoint, Gourmandise School, LBCC, CSULB, and the Collins School of Hospitality at Cal Poly Pomona as well as participate in culinary competitions with the CA Restaurant Association and Careers Through Culinary Arts Program.

### Student Support

CCA's academic support runs from the beginning of 9th grade through college and career. All students have access to personalized academic interventions, tutoring, four-year plans, and college workshops. Through progress reports and transcript analysis, students are recognized with Leuzinger SPIRIT points, incentive parties and trips for academic achievement.



The Governing Board is committed to providing equal opportunity for all individuals in education. District programs, activities, and practices shall be free from unlawful discrimination, including discrimination against an individual or group based on race, color, ancestry, nationality, national origin, ethnic group identification, age, religion, marital, pregnancy, or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity or expression, or genetic information, a perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.

[www.leuscafeandcatering.com](http://www.leuscafeandcatering.com)



# LEUZINGER HIGH SCHOOL

## ENVIRONMENTAL CAREERS ACADEMY



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**Introduction to  
Sustainability**

**Environmental  
Systems**

**Green Urban  
Design &  
Technology**

**Environmental  
Technology**  
*(El Camino College Credit)*

### Mission

The Environmental Careers Academy is a community of learners dedicated to preserving our Earth's natural resources and being agents of change through sustainable design. Students prepare for careers and advocacy by exploring the environment, gathering data, and proposing solutions that will have positive effects on our planet.



### Experiential Learning

ECA students explore the Santa Monica Mountains, Catalina Island, Yosemite, and more. Students also implement sustainable design ideas that impact their communities such as creating solar charging stations on campus, sharing environmental practices, and increasing access to green spaces.

### Student Support

The ECA provides extensive personalized support including transcript analysis, academic tutoring, and a monthly newsletter highlighting important information and activities. Students have access to the ECA leadership club, academic celebration parties, college application workshops, and multiple parent and community events.



The Governing Board is committed to providing equal opportunity for all individuals in education. District programs, activities, and practices shall be free from unlawful discrimination, including discrimination against an individual or group based on race, color, ancestry, nationality, national origin, ethnic group identification, age, religion, marital, pregnancy, or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity or expression, or genetic information; a perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.

[www.leuzinger.org/eca](http://www.leuzinger.org/eca)



# LEUZINGER HIGH SCHOOL



## MULTIMEDIA CAREERS ACADEMY

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**Drawing &  
Digital Art**

**Introduction  
to  
Media Arts**

**Digital Video  
Production  
or  
Game Design  
or  
Digital Photography**

**Digital Video  
Production II  
or  
Game Production  
or  
Photojournalism  
(El Camino College credit)**

### Mission

The Multimedia Careers Academy (MCA) is a community of critical thinkers, problem-solvers, and technological artists. The students work and create collaboratively to progress individually, artistically, and academically.



### Experiential Learning

MCA students interact with professionals in photography, video production, and game design through guest speakers, site visits, immersive multimedia activities, and job shadowing. Industry partners include Rebel Media, Kinecta Credit Union, D.I.G Games, Disneyland, the Grammy Museum, and the Los Angeles Times. The MCA also runs an on-site enterprise, MCA Productions, which provides opportunities for students to develop media-based business planning and management skills.



### Student Support

The MCA provides multiple opportunities for support including transcript analysis, academic tutoring, 4-year plans, and college application workshops. Students also have access to the MCA leadership club and multiple parent and community events including the annual back to school Comida y Media celebration and end of the year MCA luau.

The Governing Board is committed to providing equal opportunity for all individuals in education. District programs, activities, and practices shall be free from unlawful discrimination, including discrimination against an individual or group based on race, color, ancestry, nationality, national origin, ethnic group identification, age, religion, marital, pregnancy, or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity or expression, or genetic information, a perception of one or more of such characteristics, or association with a person or group with one or more of these actual or perceived characteristics.

[www.leuzinger.org](http://www.leuzinger.org)

## Leuzinger AVID



### What is avid ?

Its where we grow to be a family.

*Advancement Via Individual Determination (AVID)* is an elective program that helps students to achieve the necessary requirements and skills to be eligible for university acceptance. AVID's mission is to close the achievement gap by preparing all students for college readiness and success in a global society. The program has two major components: tutorials and AVID curriculum. Tutorials occur 2 times per week. Tutorials are small study groups that are facilitated by college students who assist students with their studies. Each AVID student is to come prepared for the tutorial with questions from their core or college classes. Field trips may be scheduled to visit local colleges and universities, providing students with the opportunity to visit the institutions firsthand.

AVID students are expected to be motivated and determined to achieve university acceptance at the end of their high school career. It will be necessary for AVID students to manage their time so that school and studies become a top priority. This means that they will need to be responsible for making wise and sometimes difficult choices.

Some of the many topics covered in the 9th-12th grade AVID program include:

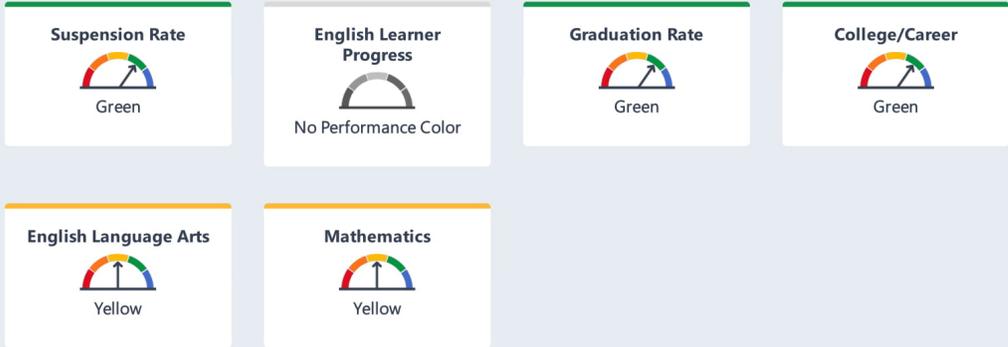
- Research Skills
- Research Papers
- Public Speaking (including how-to speeches, informational speeches, and persuasive speeches)
- Cornell Notes
- Philosophical Chairs
- Socratic Seminars
- Scholarship & Financial Aid Research
- Goal Setting
- Mission Statements
- Self Discovery & Reflection
- Character Development
- Tips for Success
- Binder Checks
- Interpersonal Relationships
- Organizational Skills & Projects
- Time Management
- Money Management (including how to balance a check book and using credit cards responsibly)
- College Readiness Skills
- Tutorials
- College Exploration
- Career Exploration
- The Process of Getting a Job (including resumes, preparing for interviews, mock interviews, filling out job applications, and thank you letters)
- Study Skills
- Guidance Lessons
- Starting Your Own Business
- Community Service Projects

# California School Dashboard Performance Indicators

## SCHOOL PERFORMANCE OVERVIEW

# Leuzinger High

Explore the performance of Leuzinger High under California's Accountability System.



## School Details

<b>NAME</b> Leuzinger High	<b>ADDRESS</b> 4118 West Rosecrans Avenue Lawndale, CA 90260-1601	<b>WEBSITE</b> N/A	<b>GRADES SERVED</b> 9-12
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## LEUZINGER HIGH

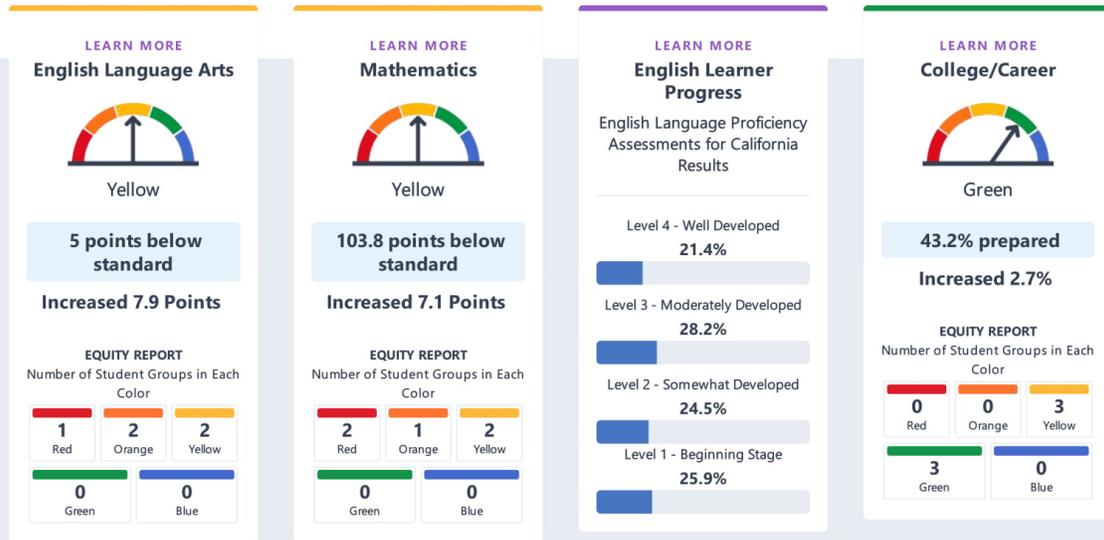
# Student Population

Explore information about this school's student population.



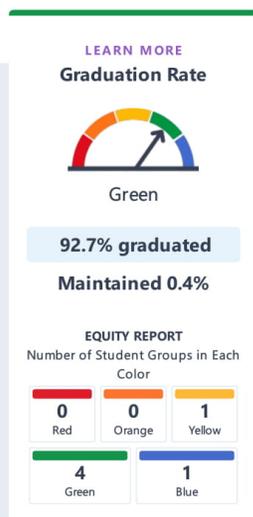
# Academic Performance

View Student Assessment Results and other aspects of school performance.



# Academic Engagement

See information that shows how well schools are engaging students in their learning.



LEUZINGER HIGH

## Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.



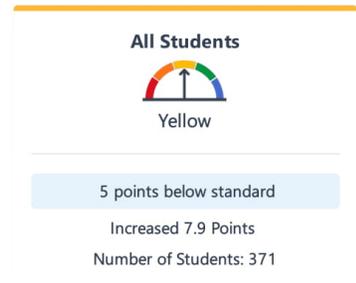
# Academic Performance

View student assessment results and other aspects of school performance under the California Accountability System.

## English Language Arts

### All Students

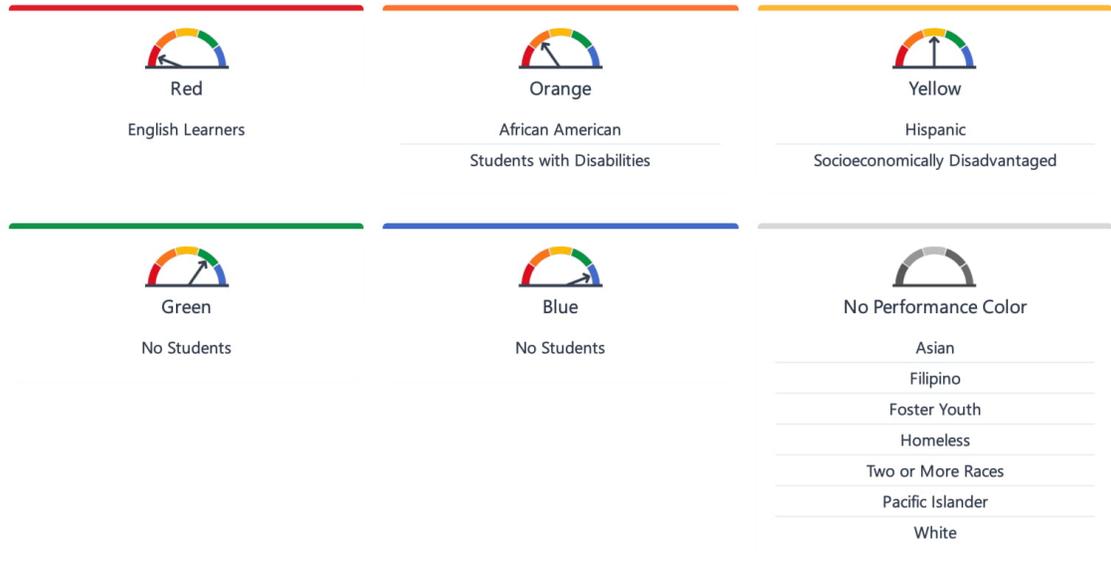
Explore how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

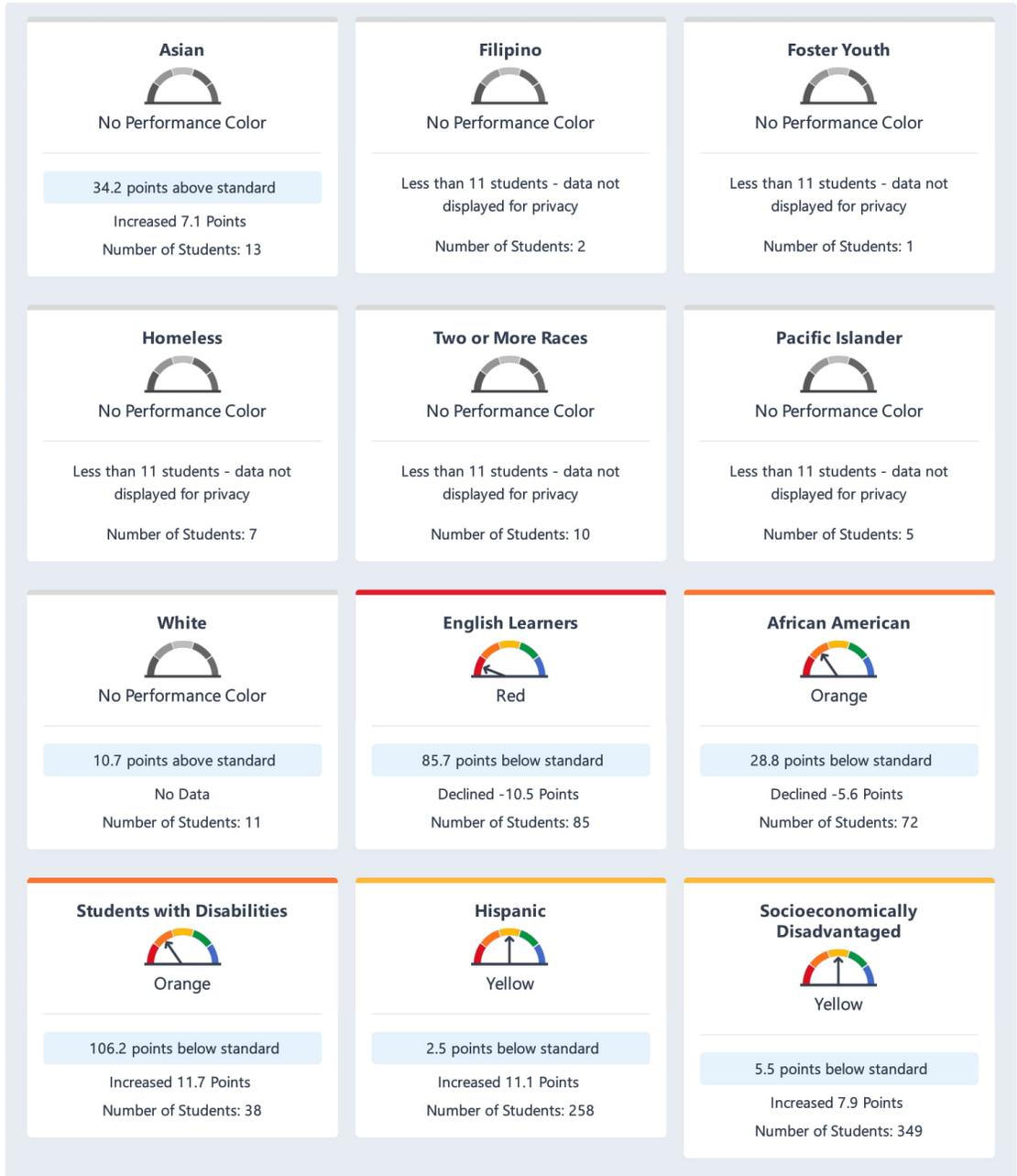


### Student Group Details

#### All Student Groups by Performance Level

5 Total Student Groups





### Distance From Standard (English Language Arts)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2016	2017	2018
All Students	N/A	12.8 points below standard	5 points below standard

## English Language Arts Data Comparisons: English Learners

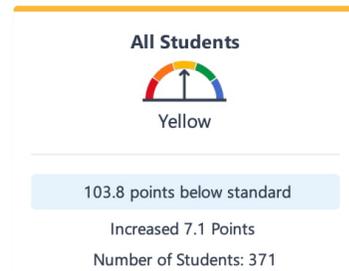
Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

Current English Learners	Reclassified English Learners	English Only
120.6 points below standard	56.1 points below standard	9.5 points below standard
Declined -28.2 Points	Declined -9.8 Points	Maintained 1.1 Points
Number of Students: 39	Number of Students: 46	Number of Students: 135

## Mathematics

### All Students

Explore how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

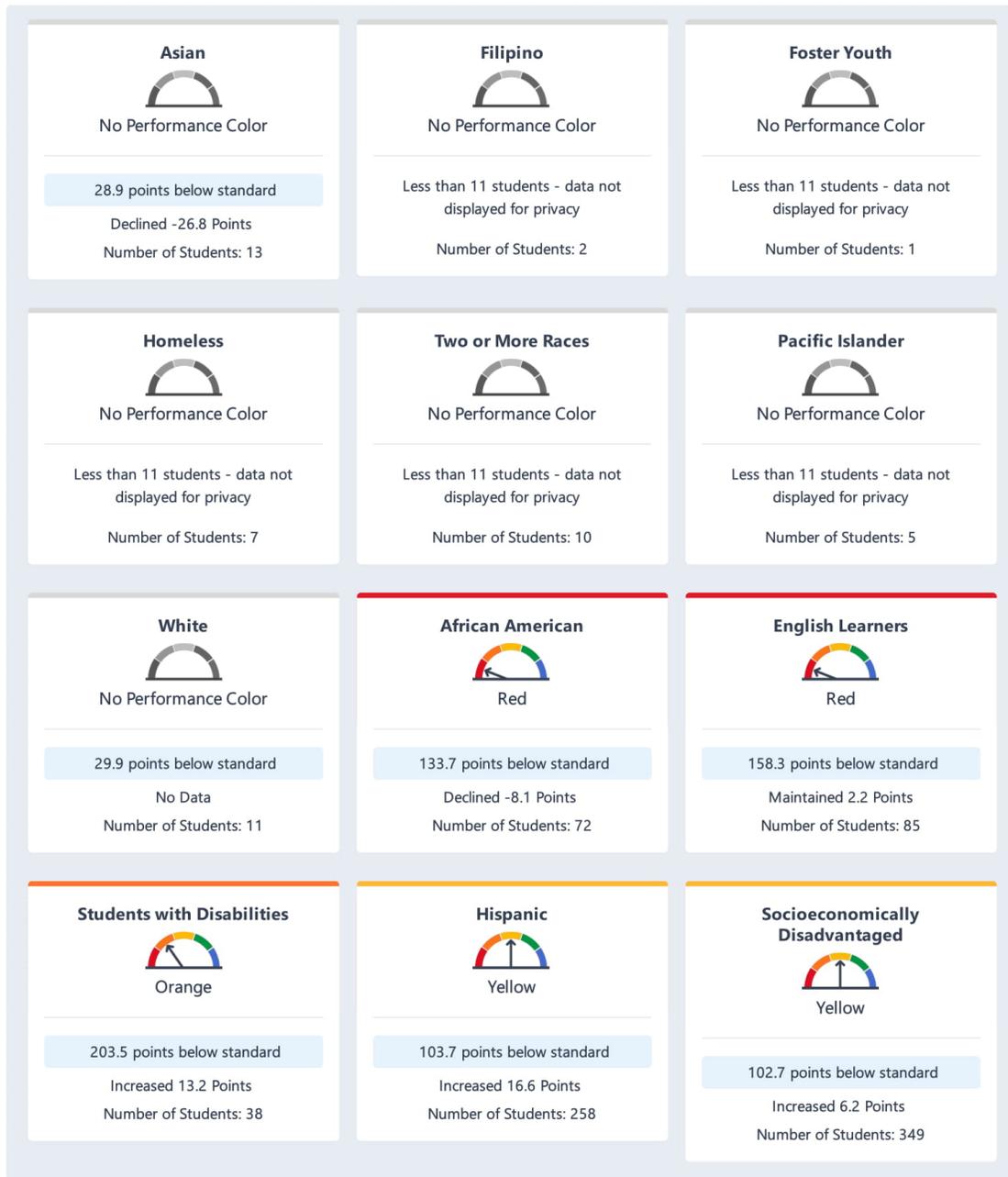


### Student Group Details

#### All Student Groups by Performance Level

5 Total Student Groups

<p>Red</p> <p>African American English Learners</p>	<p>Orange</p> <p>Students with Disabilities</p>	<p>Yellow</p> <p>Hispanic Socioeconomically Disadvantaged</p>
<p>Green</p> <p>No Students</p>	<p>Blue</p> <p>No Students</p>	<p>No Performance Color</p> <p>Asian Filipino Foster Youth Homeless Two or More Races</p>



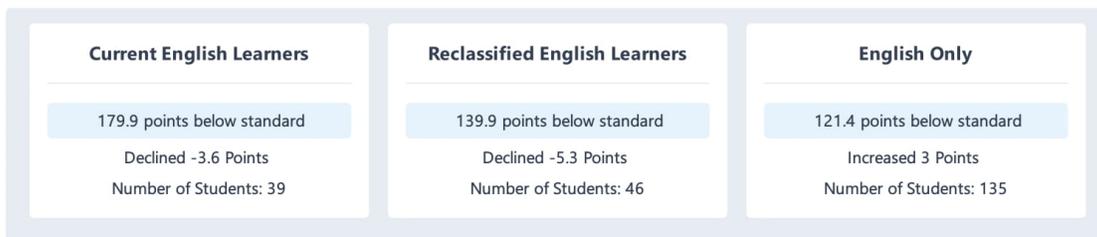
### Distance From Standard (Mathematics)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

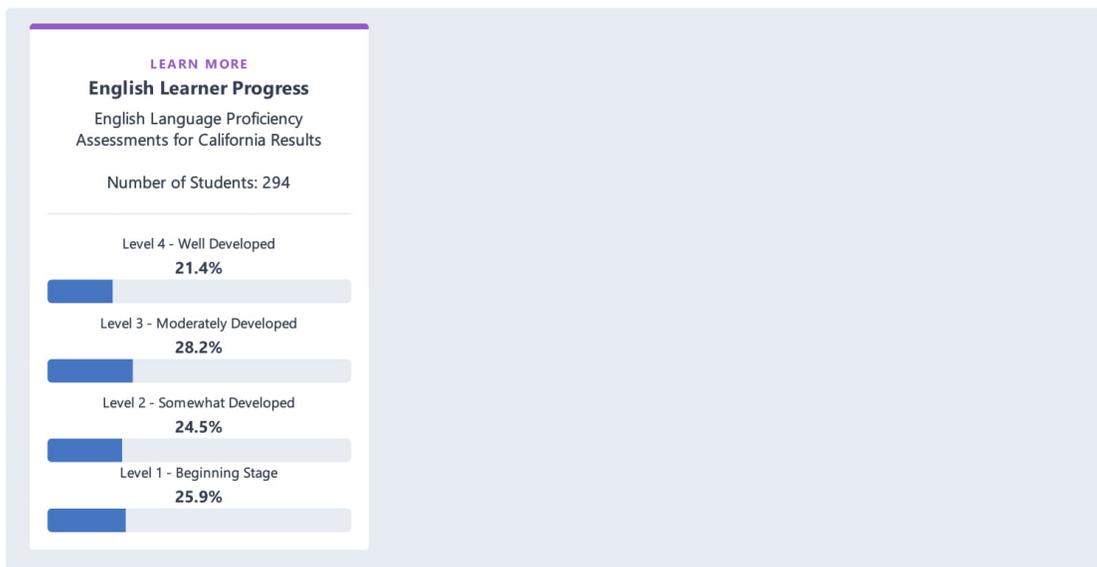
	2016	2017	2018
All Students	N/A	110.9 points below standard	103.8 points below standard

## Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics.



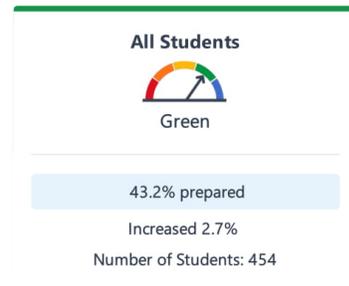
## English Learner Progress



## College/Career

## All Students

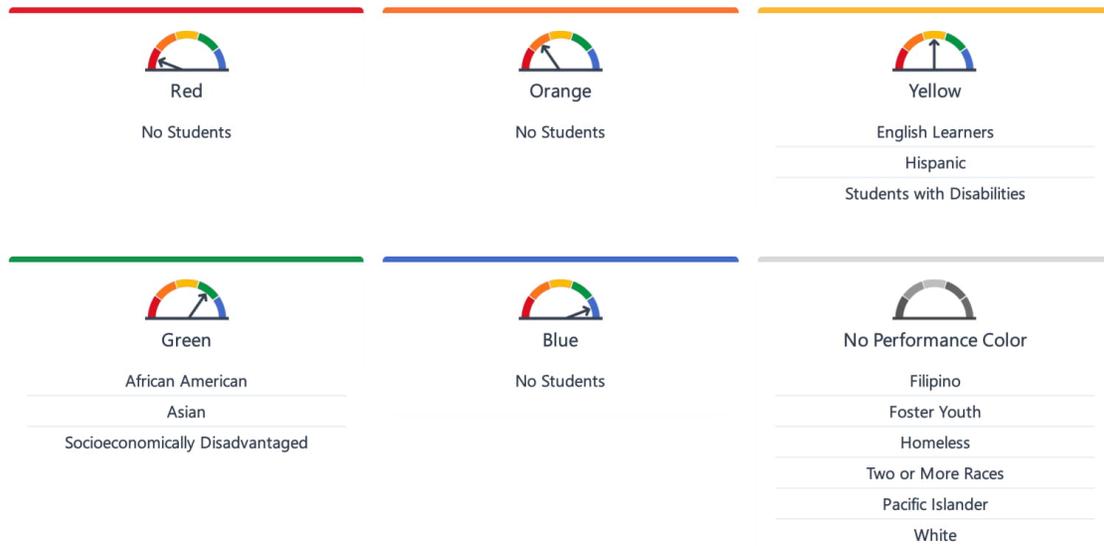
Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

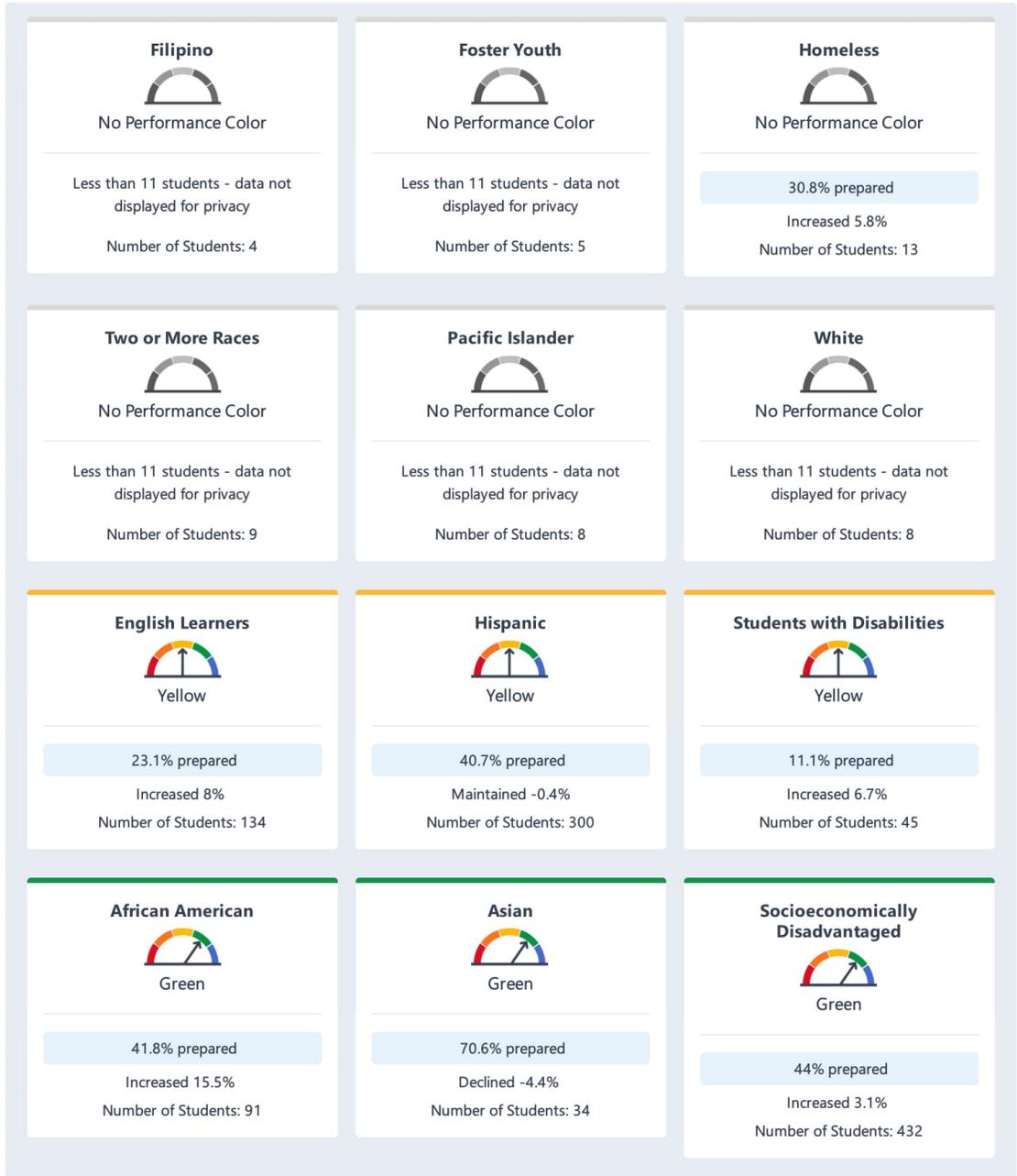


## Student Group Details

### All Student Groups by Performance Level

6 Total Student Groups





### College/Career

The percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

	Class of 2016	Class of 2017	Class of 2018
Not Prepared	42.5%	32%	37%
Approaching Prepared	23.5%	27.6%	19.8%

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	<b>Class of 2016</b>	<b>Class of 2017</b>	<b>Class of 2018</b>
Prepared	34%	40.4%	43.2%

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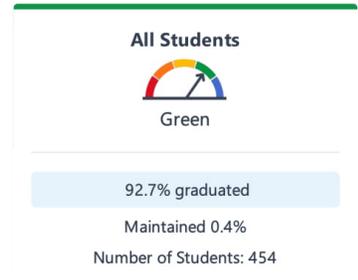
# Academic Engagement

View data about academic participation.

## Graduation Rate

### All Students

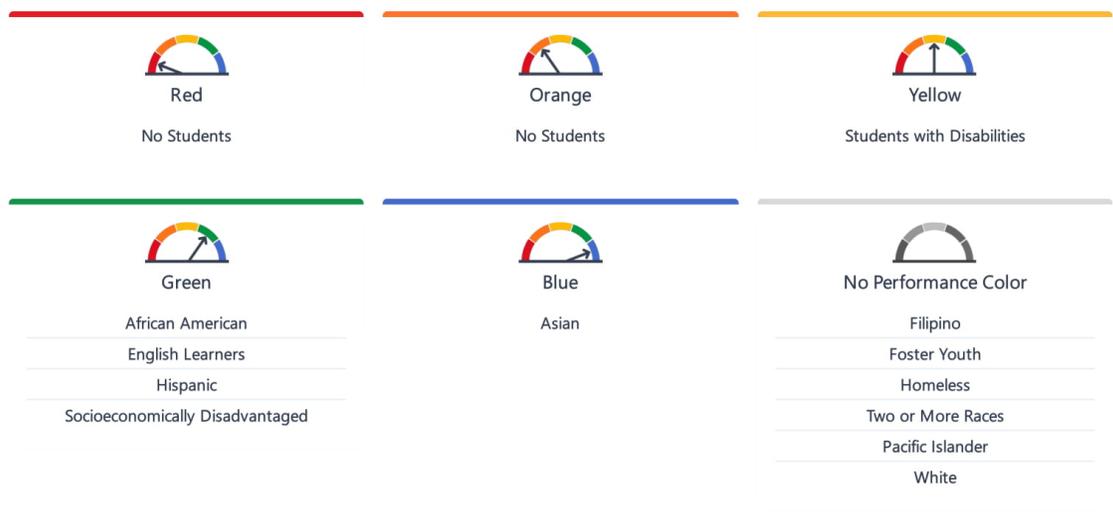
Explore information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

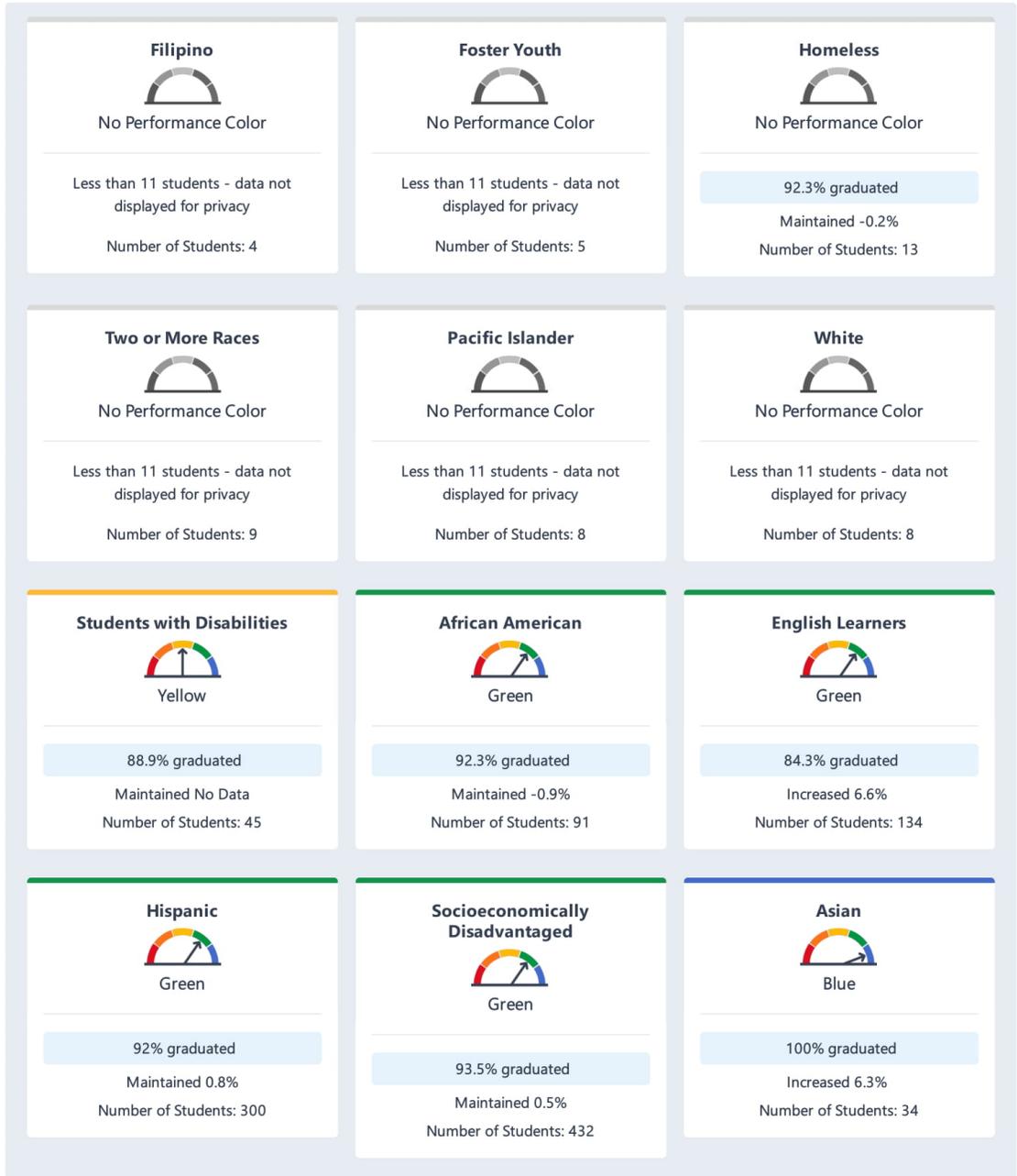


### Student Group Details

#### All Student Groups by Performance Level

6 Total Student Groups





### Graduation Rate By Year

Percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

	2017	2018
Graduation Rate	92.3%	92.7%

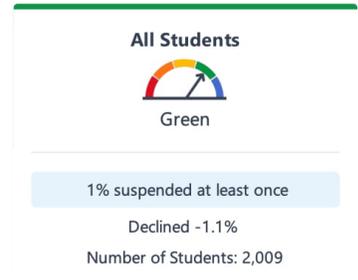
# Conditions and Climate

View data related to the attitudes, behaviors, and performance of students.

## Suspension Rate

### All Students

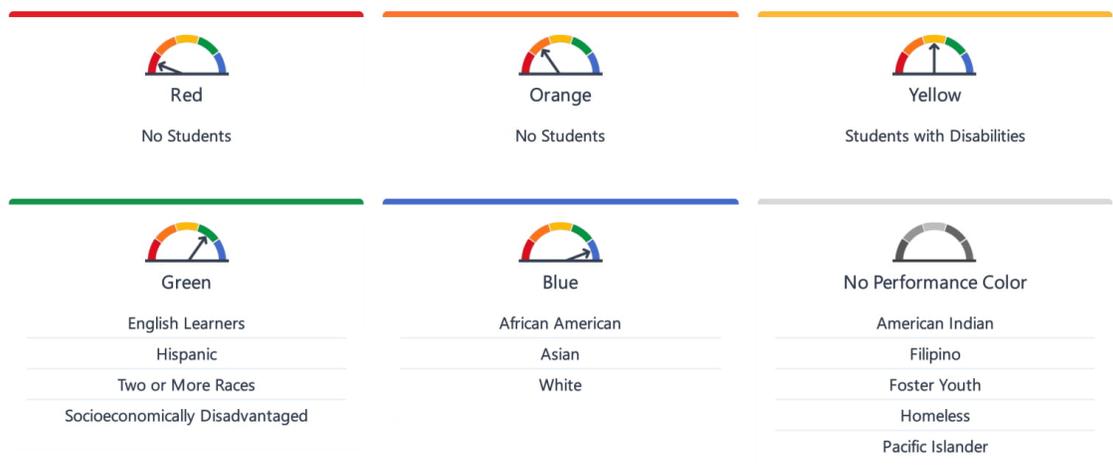
Explore information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

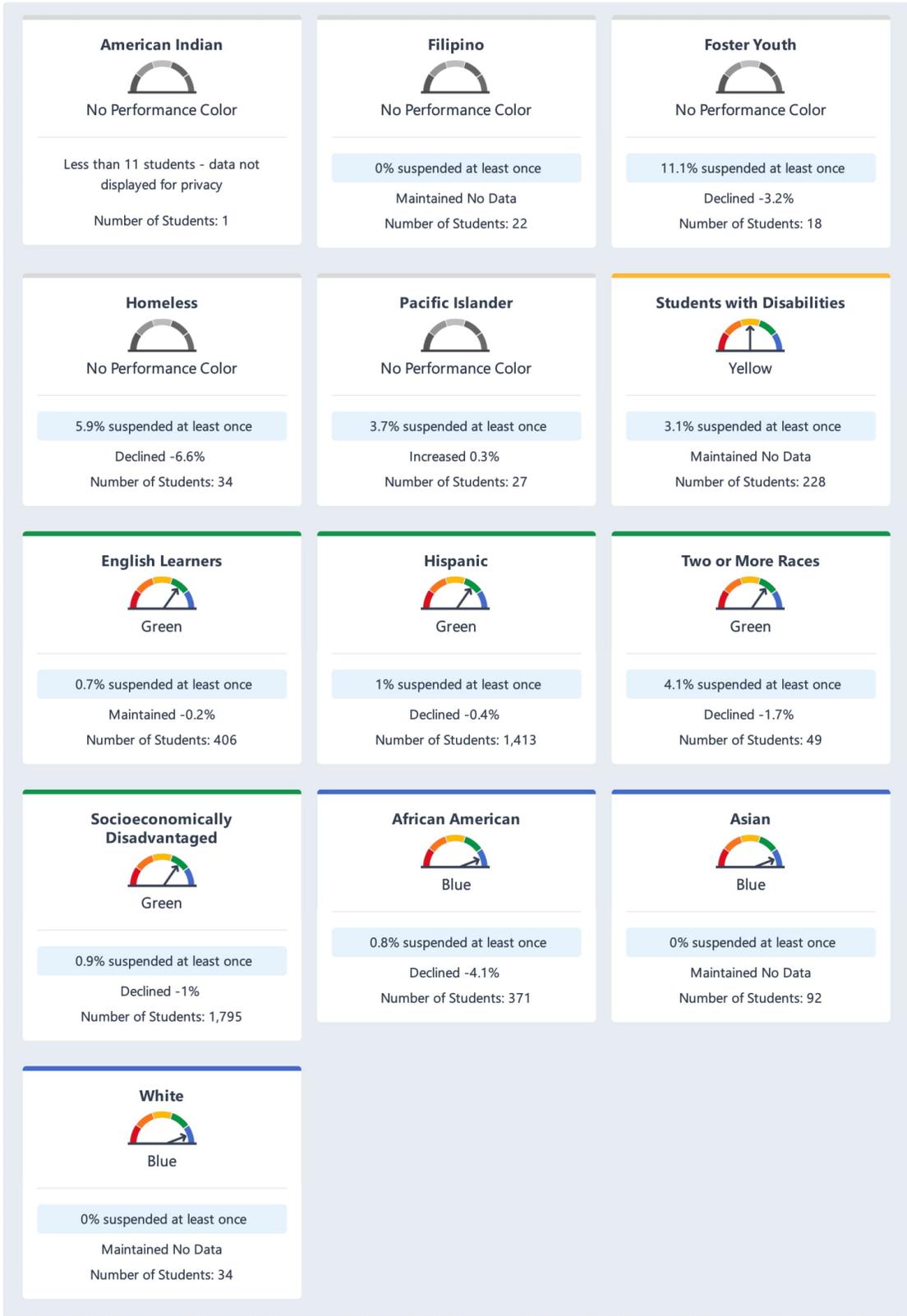


### Student Group Details

#### All Student Groups by Performance Level

8 Total Student Groups





**Suspension Rate By Year**

Percentage of students who were suspended.

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	<b>2016</b>	<b>2017</b>	<b>2018</b>
Suspension Rate	1.1%	2.1%	1%

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## School Accountability Report Card (SARC)

### Leuzinger High School

### School Accountability Report Card

### Reported Using Data from the 2016-17 School Year

### Published During 2017-18

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

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

#### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### **Internet Access**

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

## About This School

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

School Contact Information	
School Name	Leuzinger High School
Street	4118 West Rosecrans Avenue
City, State, Zip	Lawndale, CA 90260
Phone Number	(310) 263-2201
Principal	Dr. Pamela Brown
E-mail Address	brownp@centinela.k12.ca.us
Web Site	WWW.LEUZINGER.ORG
CDS Code	19 64352 1935048

<b>District Contact Information</b>	
<b>District Name</b>	Centinela Valley Union High School District
<b>Phone Number</b>	(310) 263-3200
<b>Superintendent</b>	Dr. Gregory O'Brien
<b>E-mail Address</b>	obrieng@centinela.k12.ca.us
<b>Web Site</b>	www.centinela.K12.ca.us

#### **School Description and Mission Statement (School Year 2017-18)**

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 2013-14 school year, the district's three comprehensive high schools, one continuation school, one independent study school, and one community day school served a total of 6,661 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 2017-18 school year, Leuzinger High School served 1841 students in grades 9-12. Student enrollment included 12.5% receiving special education services, 17.3% qualifying for English learner support, and 93.5% 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.

#### **Mission Statement**

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

#### **School Vision**

Leuzinger High School will empower all students to act with integrity to achieve excellence through rigorous college and career pathways. All Olympian graduates will be eligible to attend a four-year college or university.

#### **Student Enrollment by Grade Level (School Year 2016-17)**

<b>Grade Level</b>	<b>Number of Students</b>
<b>Grade 9</b>	480
<b>Grade 10</b>	425
<b>Grade 11</b>	488
<b>Grade 12</b>	518
<b>Ungraded Secondary</b>	24
<b>Total Enrollment</b>	1,935

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

Student Group	Percent of Total Enrollment
Black or African American	18.5
American Indian or Alaska Native	0.1
Asian	5.5
Filipino	1.2
Hispanic or Latino	68.9
Native Hawaiian or Pacific Islander	1.5
White	2
Two or More Races	2.4
Socioeconomically Disadvantaged	86.6
English Learners	19.8
Students with Disabilities	11.1
Foster Youth	0.4

**A. Conditions of Learning**

**State Priority: Basic**

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

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

**Teacher Credentials**

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	86	89.5	94	324
Without Full Credential	3	3	1.5	6
Teaching Outside Subject Area of Competence (with full credential)	3	2	0	3

**Teacher Misassignments and Vacant Teacher Positions**

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	2	2	1
Total Teacher Misassignments *	6	4	1
Vacant Teacher Positions	1	0	0

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

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

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

**Year and month in which data were collected:** October 2017

All textbooks used in the core curriculum throughout Centinela Valley Union High School District are being aligned to the Common Core State Standards. 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 10, 2017, 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. 17-18/009 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 SARC’s the sufficiency of instructional materials used for its visual/performing arts curricula. During the 2017-18 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.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	2012 Scholastic; Read 180 Next Generation 2010 Pearson; Literature for California 2002 Hampton Brown; Edge Fundamentals 2002 Hampton Brown; Edge Levels A, B 2000 Hampton Brown; Edge Level C 2011 Scholastic; English 3D Volume 1 2013 Scholastic; English 3D Volume 2 2013: The California State University; Expository Reading and Writing Course 2013: Oxford; English A: Language & Literature	Yes	0
<b>Mathematics</b>	2015 Houghton Mifflin Harcourt; Integrated Math 1 2015 Houghton Mifflin Harcourt; Integrated Math 2 2007 Pearson; Pre-Calculus and Calculus: Graphical 2009 Pearson; Elementary Statistics: Picturing the World 2013 W.H. Freeman; The Practice of Statistics: AP Statistics 2012 Pearson; Mathematics Standard Level	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Science</b>	2007 Pearson; Biology 2005 Prentice Hall; Chemistry 2006 Prentice Hall; Chemistry The Central Science 2006 Prentice Hall; Physics & Conceptual Physics 2003 Prentice Hall; Human Anatomy and Physiology, 7th Edition 2003 Prentice Hall; AP Physics 2008 Pearson; AP Biology, 8th Edition 2013 Holt McDougall; Environmental Science 2005 People's Publishing; Environmental Science: Earth as a Living Planet, 5th Edition	Yes	0
<b>History-Social Science</b>	2008 Prentice Hall; Magraders American Government 2005 Thomson Learning; Contemporary Economics 1999 McDougal Littel; The Americans 1999 McDougal Littel; Modern World History- Patterns of Interaction 2006 Houghton Mifflin; American Pageant 2005 McGraw Hill; Economics, 16th Edition 2005 Longman; American Democracy 2006 Longman; American Government: Continuity & Change 2007 Addison Wessley; World Civilizations: The Global Experience 2011 Houghton Mifflin; History of Western Society 2014 Pearson; Government in America: People, Politics, & Policy 2005 Worth Publishing; Psychology, 7th Edition 2011 Pearson; The Cultural Landscape: An Introduction to Human Geography	Yes	0
<b>Foreign Language</b>	2011 Santillana; Espanol Level 1-3 2013 Wayside Publishing; Tejidos 2008 Holt, Rinehart Winston; Allez, Viens! 2012 Holt McDougall Little; Abriendo Puertas: Ampliando Perspectivas 2007 Pearson; Intrigue, 2nd Edition 1993 Dawn Sign Press; Signing Naturally, Level 1-3 2009 Pearson; Building ASL Interpreting & Translation Skills 2009 Cheng & Tsui; Integrated Chinese Level 1, Part 1 & 2 and Level 2 Part 1	Yes	0
<b>Health</b>	2016 Positive Prevention Plus; Health	Yes	0

**School Facility Conditions and Planned Improvements (Most Recent Year)**

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. A crew of evening custodians visits Leuzinger High school on a rotational basis for intensive cleaning and maintenance projects. Emergency situations are immediately resolved either by the school custodians or the district maintenance staff, based upon the nature of the situation.

One plant manager, two day custodians, one grounds worker, 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, Plant manager and lead day custodian, meet to discuss campus projects, setups, special activities, general housekeeping, and project priorities.

The day custodians are responsible for maintaining the cafeteria, 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, media center, career center, locker rooms, gymnasium, restrooms, and other areas as assigned. A team of 3 groundskeepers visits Leuzinger High School on a rotational basis for large scale mowing, irrigation repairs, and sweeping.

School safety and cleanliness are the custodians’ highest priority and strongly emphasized as a component of their daily routines. Custodians receive training from the plant managers, department supervisors, and supply vendors regarding proper cleaning methods, use of chemicals, and use of equipment. The district provides appropriate equipment and supplies current with today’s cleaning technologies in order to effectively 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 6, 2017. 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 2017-2018 school year 100% of restrooms were fully operational and available to students at all times.

We are currently planning on replacing the bleachers in Leuzinger’s big gymnasium, rehabilitating our baseball field, and painting the exterior of our locker building. This work will begin during this school year. After we finish with these projects my next focus for 2017-2018 will be the small gym.

**School Facility Good Repair Status (Most Recent Year)**

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

<b>School Facility Good Repair Status (Most Recent Year)</b>				
<b>Year and month of the most recent FIT report: September 6, 2017</b>				
<b>System Inspected</b>	<b>Repair Status</b>			<b>Repair Needed and Action Taken or Planned</b>
	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			Electrical-Broken outlet cover Room/Area: Classroom F203

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: September 6, 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			Interior Surfaces-High shelving above cork board Room/Area: Classroom G111 Fire Safety-Plug in air freshener Room/Area: Classroom G111
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

**Overall Facility Rating (Most Recent Year)**

Year and month of the most recent FIT report: September 6, 2017				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

**B. Pupil Outcomes**

**State Priority: Pupil Achievement**

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

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

**CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students  
Grades Three through Eight and Grade Eleven**

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	48	48	43	44	48	48
Mathematics (grades 3-8 and 11)	20	17	18	15	36	37

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	452	433	95.8	47.58
Male	226	217	96.02	40.09
Female	226	216	95.58	55.09
Black or African American	104	101	97.12	40.59
Asian	35	33	94.29	66.67
Filipino	--	--	--	--
Hispanic or Latino	290	276	95.17	47.83
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	397	380	95.72	47.11
English Learners	152	139	91.45	18.71
Students with Disabilities	44	44	100	11.36
Foster Youth	--	--	--	--

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

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

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	453	444	98.01	16.89
Male	226	220	97.35	15.91
Female	227	224	98.68	17.86
Black or African American	105	101	96.19	12.87
Asian	35	34	97.14	55.88
Filipino	--	--	--	--
Hispanic or Latino	290	286	98.62	13.29
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	398	390	97.99	17.69
English Learners	152	148	97.37	7.43
Students with Disabilities	44	44	100	2.27
Foster Youth	--	--	--	--

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

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

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

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

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
<b>Science (grades 5, 8, and 10)</b>	36	23	30	25	60	56

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

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

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

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

**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 follow-up by counseling staff. Community partnerships and course instructors provide feedback on student progress following an established schedule based on program type.

**Career Technical Education Courses:**

- Drawing and Digital Art
- Intro to Media Arts
- Digital Photography
- Advanced Photojournalism
- Digital Video Production I
- Digital Video Production II
- Digital Media Arts
- Game Art Development
- Culinary Fundamentals
- Culinary Arts I
- Culinary Arts II
- Advanced Culinary Management

**Career Academies:**

Environmental Careers Academy (a California Partnership Academy)

Multimedia Careers Academy (a California Partnership Academy); Pathways include: Design, Visual and Media Arts and Game Art Development

Culinary Careers Academy; Pathway: Food Services and Hospitality

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 Participation (School Year 2016-17)**

Measure	CTE Program Participation
Number of pupils participating in CTE	666
% of pupils completing a CTE program and earning a high school diploma	94.44
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

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

UC/CSU Course Measure	Percent
2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission	97.57
2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission	46.86

**State Priority: Other Pupil Outcomes**

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

**California Physical Fitness Test Results (School Year 2016-17)**

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	19.7	22.6	31.2

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

**C. Engagement**

**State Priority: Parental Involvement**

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

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

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

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Parent Involvement - Please contact our parent Liaiso, Yamilet Panduro at 310-263-2271

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 media center
- The million father march
- Chaperoning field trips
- Parent Learning Walks
- Presentations at parent meetings
- 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.

PIQE's signature program is the Parent Engagement Education. True to the organization's mission, the program educates parents on how to foster a positive educational environment for their children both at home and at school.

The program, which lasts nine weeks, is free to parents. Parents who participate learn how to create a positive and lasting educational environment at home using a number of proven academic success tools: dedicating a home study location and time of day for homework; creating ongoing dialog with their kids' surrounding their academic successes and challenges; and discussing children's college expectations.

Creating a bridge between home and school is also emphasized. Parents learn about how grades are used for college admittance; what classes are important and needed for children planning to attend college; how to navigate the school system, and other information vital to academic success of their child.

The class series culminates in a parent group meeting with the school principal, followed by a PIQE graduation ceremony. Parent graduation is a celebration that is typically very powerful to parents who may not have a formal education, and an opportunity for children to see their parents as graduates themselves.

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
- Back on Track Night
- Open House
- Family Mediation
- Honor Roll Awards
- Parent Education
- Student Performances Workshops
- Subject-Based Night
- Title I Parent Meetings
- College Night
- Parent Institute for Quality Education (PI)

**State Priority: Pupil Engagement**

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

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

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

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
<b>Dropout Rate</b>	10.2	8.4	6	16.9	12.2	11.3	11.5	10.7	9.7
<b>Graduation Rate</b>	81.46	84.94	87.96	70.72	80.43	81.31	80.95	82.27	83.77

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

Group	Graduating Class of 2016		
	School	District	State
All Students	89.74	87.01	87.11
Black or African American	98.41	86.18	79.19
American Indian or Alaska Native	100	50	80.17
Asian	100	92.31	94.42
Filipino	100	89.47	93.76
Hispanic or Latino	85.14	86.32	84.58
Native Hawaiian/Pacific Islander	100	83.33	86.57
White	100	100	90.99
Two or More Races	88.24	78.72	90.59
Socioeconomically Disadvantaged	89.13	72.77	63.9
English Learners	61.19	67.69	55.44
Students with Disabilities	92.01	87.08	85.45
Foster Youth	83.33	86.67	68.19

**State Priority: School Climate**

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

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

**Suspensions and Expulsions**

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	1.2	1.1	2.1	2.3	1.7	2.6	3.8	3.7	3.6
Expulsions	0.0	0.2	0.0	0.0	0.3	0.1	0.1	0.1	0.1

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

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, dress code policy, and bully prevention policy. The school's most current safety plan was reviewed, updated, and shared with staff in winter 2017.

## D. Other SARC Information

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

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

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	1999-2000	2004-2005
Year in Program Improvement*	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	4
Percent of Schools Currently in Program Improvement	N/A	100

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

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

Subject	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	19	79	49		21	52	59		21	60	57	
Mathematics	22	39	53		24	28	53		23	25	37	
Science	23	24	40		26	13	49		27	10	49	
Social Science	23	25	43		24	17	53	1	26	14	53	

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

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

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	5	368
Counselor (Social/Behavioral or Career Development)	1.0	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	2	N/A
Psychologist	1	N/A
Social Worker	1	N/A
Nurse	.33	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist		N/A
Other	1	N/A

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

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

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

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	9036.47	1547.15	7489.32	71171.11
District	N/A	N/A	8657.80	\$75,050
Percent Difference: School Site and District	N/A	N/A	-13.5	2.8
State	N/A	N/A	\$6,574	\$82,770
Percent Difference: School Site and State	N/A	N/A	13.9	-14.0

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

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

In addition to general fund state funding, Centinela Valley Union High School District receives state and federal categorical funding for special programs. For the 2016-2017 school year, the district received federal, state, and local aid for the following categorical, special education, and support programs for this site:

- Vocational Programs (Perkins)
- California Careers Pathway Trust
- Career Technical Education Incentive Grant
- California Partnership Academies
- Title I, II, III
- Department of Rehabilitation
- Lottery: Instructional Materials
- Prop 39: California Clean Energy Jobs Act funding
- Special Education
- State Lottery
- Mandated Block Grant funding
- Other Local: Locally Defined

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

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,069	\$50,221
Mid-Range Teacher Salary	\$78,091	\$83,072
Highest Teacher Salary	\$99,179	\$104,882
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		\$128,094
Average Principal Salary (High)	\$150,008	\$146,114
Superintendent Salary	\$205,000	\$226,121
Percent of Budget for Teacher Salaries	30%	34%
Percent of Budget for Administrative Salaries	6%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

**Advanced Placement (AP) Courses (School Year 2016-17)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	2	N/A
Fine and Performing Arts	1	N/A
Foreign Language	2	N/A
Mathematics	2	N/A
Science	2	N/A
Social Science	4	N/A
All courses	13	26.4

Cells with N/A values do not require data.

\*Where there are student course enrollments of at least one student.

**Professional Development (Most Recent Three Years)**

All curriculum and instructional improvement activities at Centinela Valley Union High School District have been aligned to the Common Core State, ELD and NGSS Standards. Staff development is selected and identified based upon student assessment results, state content standards, in-class observations and as the results of LCAP focus group data. Similarly to the 2016-2017 school year, the district offered two voluntary non-student professional learning (PL) days; one per semester. On the first offered voluntary PL day, teachers attended 90 minute workshops on the District's Digital Learning Initiative (including Learning Management System: Canvas), Achieving Rigor Through Reading, Writing & Collaboration: Annotating Text 2.0 - Writing in the Margins (AVID strategies), Oral Academic Discourse Strategies (Pro Talk: Best Practices), and strategies for Supporting Our Students' Social & Emotional Health: PTSD & Urban Youth 101. The second day of PL day offered will focus on an advanced level on the strategies previously listed. During the 2015-16 School Year, the district offered two mandatory non-student professional development days; the first PD day was devoted to district wide instruction and supplementary workshops on a wide range of topics. The second staff development day's activities were selected by each high school.

For the past four years, Centinela Valley has also provided a Summer Professional Learning Week for teachers to work collaboratively on shared decision-making to develop Curriculum Maps, Common Summative and Formative Assessments, and to share best practices. Additionally during Summer, teachers who attended the Summer PL week also had the opportunity to attend teacher led workshops. The topics in the Summer of 2016 included: Student Engagement Strategies (Interactive/Structured Notebooks, Cornell Notes, Inclusion Instructional Strategies and Grading Practices, Socratic Seminars, Supporting Long Term ELs, and Tutorials in the Content Areas); Use of Technology (LMS-Canvas, Google Drive, Effective use of Technology to Guide Learning & Instruction, Google Sites, and Google Apps); and Other Workshops (A-G College Entrance Requirements, SBAC Information and Resources, LCAP Overview, Grading Practices, Effective Parent Communication, and Introduction to Restorative Practices). During the Summer of 2017, some of the topics from 2016 were offered but varied the level from beginner to intermediate and added other topics of interest to the teachers which include: Strategies on Checking for Understanding, Designing Meaning Focused Learning Targets, Collaborative Study Groups, Partnering with Digital Textbooks, Practical Application of Accommodations for All teachers, Creating Passionate Learners, Strategies for Teacher Wellness, and Developing a Restorative Practice Mindset to create a positive classroom culture. Along with teachers, Academic Counselors, Intervention Specialists, Activities Directors, and Moderate/Severe Special Education teachers are provided with opportunities to collaborate and attend workshops tailored to their specific role.

During the 2016 Summer PL Week, course leads attended an extra day of training, led by the district's Instructional Support Team, where they were given overall training on the LMS-Canvas, "Building a Collaborative Culture" through a shared understanding of the role of a citizen facilitator and Tools for collaboration, Google Drive, and the use of Data Protocol. For the 2017 Summer PL Week, training focused on leading a data conversation using the Data Driven Dialogue model. Course leads were also responsible to facilitate the use of the district approved data protocol for their course during the site-based weekly collaboration meeting. For Science and Social Science course leads, Centinela Valley partnered with the UCLA Science and Social Science/History Project to develop leadership skills and curriculum.

Targeted Professional Learning for all Math Teachers: College Access through Data Science (CADS) is a partnership between UCLA's Graduate School of Education & Information Studies (GSEIS) Center X, UCLA's Department of Statistics and the Centinela Valley Union High School District (CVUHSD) to strengthen teaching and learning in mathematics to prepare high school students to succeed at college level mathematics. At the core of CADS is the development of a Data Science Pathway, which culminates in the fourth-year course IDS (Introduction to Data Science), a course that uses both statistical reasoning, data analysis, and technology to engage students in strengthening their mathematical content knowledge. CADS will address the mathematics-readiness needs for the CVUHSD students across all levels - student, classroom, school, and the district. This project will allow for the teachers, administrators, and the IHE to explore the factors that hinder CVUHSD students in adequately demonstrating their ability to be successful at a post-secondary educational institution. At the student level, CADS will provide students with a practical and engaging course that will strengthen their mathematical skills, particularly in the areas of data and statistics, and introduce them to the world of programming. At the classroom level, CADS will enhance the content knowledge, add to the repertoire of instructional practices, and increase the effective use of technology and software to engage students in practicing math. At the school level, participating teachers and administrators will deepen their understanding of the Common Core Standards and how to determine if the lessons are rigorous enough to prepare students for college level math courses. At the district level, the project will further build capacity of teacher leaders and administrators as instructional leaders through the collaborative process in the development and reflection of the effectiveness and relevance of lessons. CADS will address the mathematics-readiness needs for the CVUHSD students across all levels - student, classroom, school, and the district. This project will allow for the teachers, administrators, and the IHE to explore the factors that hinder CVUHSD students in adequately demonstrating their ability to be successful at a post-secondary educational institution. At the student level, CADS will provide students with a practical and engaging course that will strengthen their mathematical skills, particularly in the areas of data and statistics, and introduce them to the world of programming. At the classroom level, CADS will enhance the content knowledge, add to the repertoire of instructional practices, and increase the effective use of technology and software to engage students in practicing math. At the school level, participating teachers and administrators will deepen their understanding of the Common Core Standards and how to determine if the lessons are rigorous enough to prepare students for college level math courses. At the district level, the project will further build capacity of teacher leaders and administrators as instructional leaders through the collaborative process in the development and reflection of the effectiveness and relevance of lessons.

Targeted Professional Learning for all Science Teachers: For the fourth year in a row, CVUHSD has partnered with UCLA's Science Project to increase content knowledge and strategies to deliver high quality science instruction aligned to the components and philosophy of the Next Generation Science Standards for all science teachers, and to provide teachers with more opportunities to collaborate in high functioning professional learning communities to plan, analyze results, reflect and refine lesson plans and instruction to support student learning and increase student achievement.

Professional Learning for All Classified and Certificated Staff: In the Spring of 2018, CVUHSD will host its second annual English Learner Symposium. The goal of the symposium is to provide staff with a variety of workshops on topics related to supporting English Learners. Workshops topics include: Long Term ELs, Newcomer ELs, SDAIE Strategies, Standard English Learners, Oral Academic Language, ELs and Engagement, ELs and Writing, Academic Language and Vocabulary, Support for Redesignated Students, Social/Emotional Health of ELs, Parent Involvement, Dream Act/College for ELs, Technology and ELs, RTI for ELs, the ELD Standards, and ELs with Learning Disabilities.

#### 2017-2018 Continued Staff Professional Learning Offerings

- Canvas Professional Development
- Common Core State Standards
- Digital Learning Initiative Training
- Edge eAssessment Training
- Edgenuity (e2020) Training
- E3D Training
- Google Training
- Illuminate Refreshers
- Interim Assessment SBAC Hand Scoring Calibration Training
- Interim Assessment SBAC Training
- Linked Learning Master Schedule Workshop
- Next Generation Science Standards
- New Textbook Adoption Training
- Power Teacher and Blackboard Connect
- Read 180 Training
- SBAC Usability, Accessibility & Accommodations Training

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

Centinela Valley Union High School District supported new teachers in developing their teaching skills through the New Teacher Induction Program, which is designed for first- and second-year teachers holding a preliminary credential to earn their clear teaching credential. The New Teacher Summer Institute was a three-day program for teachers who were new to the district. Training sessions focused on engagement, active learning, and questioning (The Big Three), grading reform, data and accountability, BTSA (Beginning Teacher Support and Assessment), effective English language learner strategies, an overview of the district's special education program, equity and diversity, technology in the classroom, and classroom management. After successful completion of the one-year BTSA program through UCLA, teachers may apply for their clear teaching credential. Due to CTC implementing new standards for Induction Programs, first- and second-year teachers will participate in a two year induction program through UCLA. n All program participants are assigned to a veteran teacher who acts as a Mentor Teacher for individualized support and guidance.

All supplemental staff development activities at Centinela Valley Union High School District are focused on increasing student engagement and proficiency.

Co-Teaching: A special education and general education teacher who share instructional responsibility for a single group of students with and without IEP's.

Learning Center: a designated classroom for students with IEP's receive academic and study skills support (through the use of AVID strategies and Blueprint for Success) that will contribute to success in general education core academic classes.

Crisis Prevention Intervention: a behavior management system that teaches skills on how to deescalate a behavioral crisis, or behavior situation.

Staff members are encouraged to attend professional workshops offered by the district, professional organizations, or the county office of education. Substitute teachers were invited to attend an annual training which covered many of the same topics as our new teacher orientation in order to better serve the students of the district. Classified support staff may have received additional job-related training by district representatives.

#### Site Based Professional Development

All supplemental staff development activities at Leuzinger High School focus on increasing student learning and proficiency and preparing our students for colleges and careers. 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 every Monday in schoolwide, departmental, or interdisciplinary groups to focus on 1) Data Analysis, 2) Teaching Strategies, 3) Classroom Management, 4) Positive Behavior Intervention Support, 5) Common Core State Standards, 6) AVID, and 7) Response to Intervention. Teachers meet by grade level and department teams beyond the school day to collaborate on specific program areas need. New teachers participate in monthly training activities that are offered after school once a month. The PD includes classroom management, understanding SBAC, supporting ELs, incorporating AVID strategies into your classroom, understanding student data, common grading practices, use of technology and teachers best practices. New teachers and veteran teachers also participate in guided Learning Walks to observe teachers from across the disciplines and debrief on instructional strategies. Additionally, all teachers have the opportunities to attend conferences and come back to the site and share information learned with their colleagues. Moreover, at Leuzinger High School all teachers will receive professional development on grading practices led by grading expert, Tom Schimmer, to reflect on grading philosophies and practices. Additionally, site administrators, teacher leaders, teachers, students, and classified staff are promoting a positive school environment applying the principles from the PBIS program. Administrators, Intervention specialists, and students also engage in discussions applying principles from Restorative Justice practices & Community Building philosophy.

### CBEDS: School Information Form (SIF)

October 2018 California Basic Educational Data System (CBEDS). California Department of Education. Created (5/1/2018).

#### School Information

Please provide the district name, school name, and school's County-District-School (CDS) code.

District Name	School Name	CDS Code
Centinela Valley Union High School District	Leuzinger High School	

#### A. Full-Time Equivalent of Classified Staff

Report to two decimal places the full-time equivalents (FTEs) of classified staff assigned to this school. For example, report full-time as 1.00 FTE, half-time as .50 FTE, and quarter-time as .25 FTE. (Single-school districts should report classified staff only on this form.)

##### Male Full-Time Equivalent Staff Count

Row	Gender and Classified Staff Type	America Indian or Alaska Native not Hispanic	Asian Not Hispanic	Pacific Islander Not Hispanic	Filipino Not Hispanic	Hispanic or Latino of Any Race	African American Not Hispanic	White Not Hispanic	Two or More Races Not Hispanic	Total
1	Male Paraprofessional	0.00	0.00	0.00	0.00	2.75	0.75	0.00	0.00	3.5
2	Male Office/Clerical Staff	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0
3	Male Other Classified Staff	0.00	0.00	0.00	0.00	6.00	9.00	2.00	0.00	17

(Section A. Full-Time Equivalent of Classified Staff continued)  
**Female Full-Time Equivalent Staff Count**

Row	Gender and Classified Staff Type	American Indian or Alaska Native Not Hispanic	Asian Not Hispanic	Pacific Islander Not Hispanic	Filipino Not Hispanic	Hispanic or Latino of Any Race	African American Not Hispanic	White Not Hispanic	Two or More Races Not Hispanic	Total
4	Female Paraprofessional	0.00	0.00	0.00	0.00	4.25	3.25	0.75	0.00	8.25
5	Female Office/Clerical Staff	0.00	0.00	1.00	0.00	9.00	1.00	1.00	0.00	12
6	Female Other Classified Staff	0.33	0.00	0.00	0.00	10.34	5.94	1.47	0.00	18.08

**B. Kindergarten Program Type**

Report the type of kindergarten and transitional kindergarten program offered by the school by selecting the appropriate program type below.

- Kindergarten Program (Select one)**  
 Full-day  Part-day  Both full-day and part-day  None
- Transitional Kindergarten Program (Select one)**  
 Full-day  Part-day  Both full-day and part-day  None

**C. Work Visa Applications (For charter schools only)**

Report the number of H-1B work visa applications applied for on behalf of potential employees, and the number of those visa applications that were granted.

1. Number of H-1B work visa applications submitted.          **N/A**
2. Number of H-1B work visa applications granted.          **N/A**

**D. Educational Calendar**

Report the type of calendar on which the school operates, as well as the school's start and end date for the 2018–2019 school year.

**Calendar Type**

When selecting a calendar type, do not report both single-track and multitrack. If **ANY** part of the school is year-round, select more than one type of calendar: Traditional and single-track, or traditional and multitrack.

- Traditional       Single-Track       Multitrack

**Year-Round Calendar Type (Select one)**

For schools on a single-track or multitrack calendar, report the type of year-round calendar on which the school operates.

- 60/20       90/30       Modified Concept
- Custom       60/15       45/15

**School Start and End Dates**

Report the school's start date (first day of school) and end date (last day of school) for the 2018–19 school year.

If on a multitrack calendar, report the first day of school for the earliest track, and the last day of school for the latest track. For example, if Track A students are attending school from September 3, 2018 through May 10, 2019, and Track B students are attending school from November 1, 2018 through July 13, 2019, report the start date as 09/03/18 and the end date as 07/13/19.

Start Date (First Day of School)      08/20/18

End Date (Last Day of School)      06/12/19

**F. Multilingual Instructional Programs**

Specify whether or not the school offers a multilingual instructional program and if so, report the type(s) of program(s) offered.

**Do you offer multilingual/biliteracy education programs?**

- Yes       No

**Type of Multilingual/Biliteracy Education Program (Choose all that apply)**

- Dual-Language Immersion
- Developmental Bilingual
- Transitional Bilingual
- One-Way Immersion
- Heritage Language/Indigenous Language
- Foreign Language Elementary Experience (FLEX)
- Foreign Language in Elementary Schools (FLES)
- Native Speakers Courses

**G. Language(s) of Instruction**

Report the target language(s) in which multilingual instructional programs are offered. A list of reportable languages is available in the CBEDS Administrative manual.

N/A

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**THIS SECTION IS ONLY TO BE COMPLETED BY INDEPENDENTLY REPORTING CHARTER SCHOOLS.**

**E. Estimated Number of Teacher Hires  
(2019–20)**

For classroom teaching and specialist positions only. Report in full-time equivalents (FTEs) to one decimal place (i.e. 3.5).

**Do not** include administrative, guidance, media, library, health service, or classified positions.

Row	Subject Area	Estimated Number of Teacher Hires
1	Agriculture	N/A
2	Art	N/A
3	Multilingual Education	N/A
4	Business	N/A
5	Dance	N/A
6	English	N/A
7	Foreign Language	N/A
8	Health Education	N/A
9	Home Economics	N/A
10	Life Science	N/A
11	Mathematics	N/A
12	Music	N/A
13	Physical Education	N/A
14	Physical Science	N/A
15	Reading	N/A
16	Self-contained Classes	N/A
17	Special Education	N/A
18	Social Science/Studies	N/A
19	Drama/Theater	N/A
20	Trades and Industrial Arts	N/A
21	Other Specializations	N/A

## Graduation Requirements

### Centinela Valley Union High School District Graduation Requirement

#### Graduation Requirements: Class of 2011 and Beyond

<b>English</b>		<b>40 Credits</b>
English 9	10 Credits	
English 10	10 Credits	
English 11	10 Credits	
English 12	10 Credits	
<b>Mathematics</b>		<b>20 Credits</b>
Algebra I or higher. Courses below Algebra I do not count toward the 20 credits required for graduation.		
<b>Social Science</b>		<b>30 Credits</b>
World History	10 Credits	
US History	10 Credits	
US Government	5 Credits	
Economics	10 Credits	
<b>Science</b>		<b>20 Credits</b>
Biological Science	10 Credits	
Physical Science	10 Credits	
<b>World Languages/Visual and Performing Arts/Practical Arts</b>		<b>20 Credits</b>
10 credits in two of three areas.		
<b>Physical Education</b>		<b>20 Credits</b>
<b>Electives</b>		<b>70 Credits</b>
<b>Total Credits Required for Graduation:</b>		<b>220</b>
<b>Additional Requirement:</b>		<b>CAHSEE</b>

*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.*

**CVUHSD Courses Required for High School Graduation and University Admission**  
(Updated May 2010)

<b>Subject Area CVUHSD</b>	<b>Requirements</b>	<b>UC Requirements</b>	<b>CSU Requirements</b>
<b>English</b>	<u>4 Years</u> English 9 English 10 English 11 English 12	<u>4 Years</u> English 9 English 10 English 11 English 12	<u>4 Years</u> English 9 English 10 English 11 English 12
<b>Mathematics</b>	<u>2 Years</u> Algebra I Geometry (or higher)	<u>3 Years</u> Algebra I Geometry Algebra II (or higher) <i>4 years recommended</i>	<u>3 Years</u> Algebra I Geometry Algebra II
<b>Social Science</b>	<u>3 Years</u> US History World History US Government Economics	<u>2 Years</u> World History US History	<u>2 Years</u> US History
<b>Science</b>	<u>2 Years</u> Biological Science Physical Science	<u>2 Years (with lab)</u> Biology or Chemistry or Physics <i>3 years recommended</i>	<u>2 Years (with lab)</u> Biological Science Physical Science
<b>World Language</b>		<u>2 Years (same language)</u> <i>3 years recommended</i>	<u>2 Years (same language)</u>
<b>Visual and Performing Arts</b>	<u>2 Years</u> 1 year-long course from two of three areas.	<u>1 Year (same art)</u> Dance or Drama/Theater or Music or Visual Art	<u>1 Year (same art)</u> Dance or Drama/Theater or Music or Visual Art
<b>Practical Arts</b>			
<b>Electives</b>	(Number will vary based on student schedule)	<u>1 Year (college prep)</u> Additional Mathematics, Science, English, Art, Social Studies, or World Language	<u>1 Year (college prep)</u> Additional Mathematics, Science, English, Art, Social Studies, or World Language
<b>Physical Education</b>	<u>2 Years</u>		

**Budget Summary from SPSA**

**Budget Summary and Consolidation**

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

**Budget Summary**

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$545,788
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$545,788

**Allocations by Funding Source**

Funding Source	Amount	Balance
Title I	76640.82	0.00
Title I Part A: Parent Involvement	93783.55	0.00
Title I Part A: Disadvantaged Students	342663.63	0.00
Title I Part A: Professional Development (PI Schools)	37700	0.00

## Expenditures by Funding Source

Funding Source	Amount
Title I	76,640.82
Title I Part A: Disadvantaged Students	342,663.63
Title I Part A: Parent Involvement	93,783.55
Title I Part A: Professional Development (PI Schools)	37,700.00

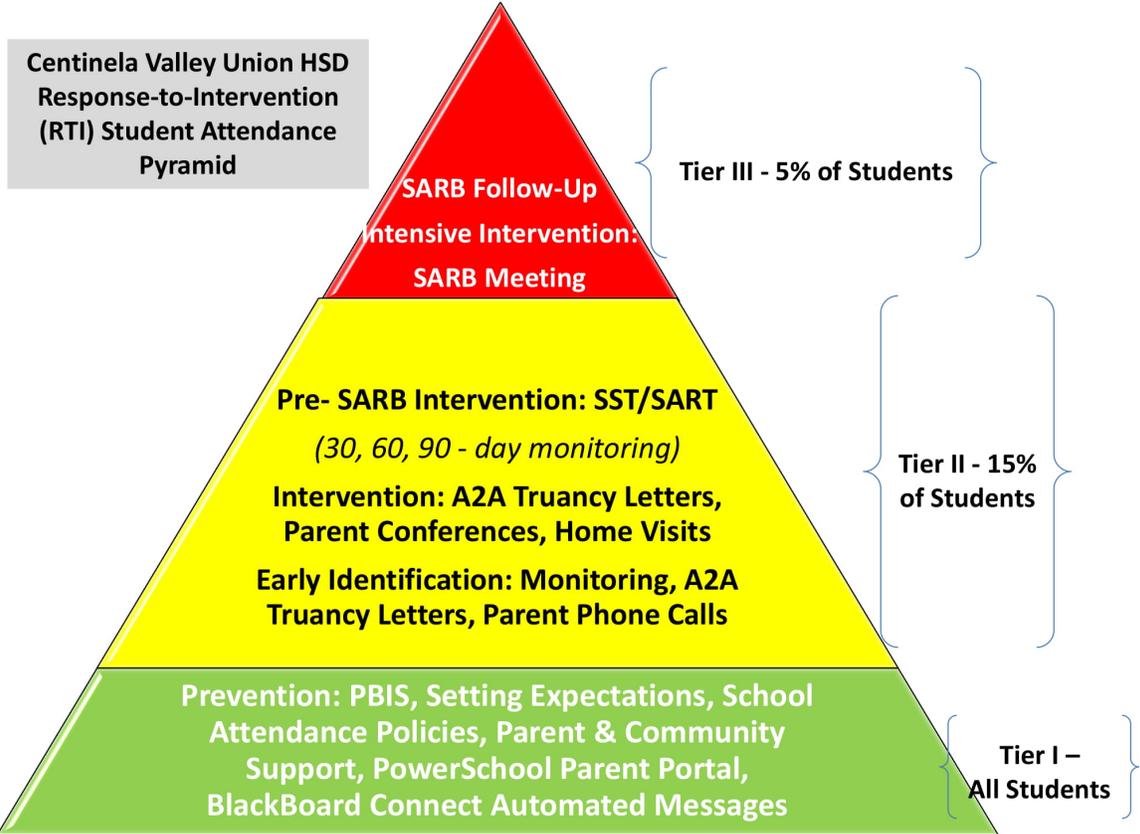
## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	165,153.00
2000-2999: Classified Personnel Salaries	34,027.00
3000-3999: Employee Benefits	58,683.89
4000-4999: Books And Supplies	77,345.00
5000-5999: Services And Other Operating Expenditures	3,000.00
5800: Professional/Consulting Services And Operating Expenditures	212,579.11

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I	18,000.00
3000-3999: Employee Benefits	Title I	32,640.82
4000-4999: Books And Supplies	Title I	26,000.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Disadvantaged Students	133,453.00
3000-3999: Employee Benefits	Title I Part A: Disadvantaged Students	2,081.52
4000-4999: Books And Supplies	Title I Part A: Disadvantaged Students	34,300.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Disadvantaged Students	172,829.11
1000-1999: Certificated Personnel Salaries	Title I Part A: Parent Involvement	2,000.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	34,027.00
3000-3999: Employee Benefits	Title I Part A: Parent Involvement	23,961.55
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	8,045.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Parent Involvement	3,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Parent Involvement	22,750.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Professional Development (PI Schools)	11,700.00
4000-4999: Books And Supplies	Title I Part A: Professional Development (PI Schools)	9,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Professional Development (PI Schools)	17,000.00

**RTI Pyramid**



# Discipline Matrix

## Student Discipline Code

The student discipline code applies to all students attending school in the Centinela Valley Union High School District (CVUHSD) under the following circumstances: (1) while on any school grounds; (2) while going to or coming from any school; (3) during the lunch period, whether on or off the school campus; and (4) during, going to, or coming from a school-sponsored activity. Where appropriate, discipline should be progressive, meaning that a student's first violation will usually merit a consequence of a lesser degree than subsequent violations, taking into account all factors relevant to the severity of the current violation. Except where specified by Education Code Section 48900.5, a student may be suspended only when there has been a determination that other means of correction have failed to bring about proper conduct or that the student's presence causes a danger to persons.

The student discipline code also applies to: (1) all school-related trips and excursions approved according to governing board standards; and (2) optional District educational programs such as: (a) summer school; and (b) after-school programs. At the principal's discretion, a student with documented discipline problems not requiring expulsion may be removed from the remainder of an optional educational program. Before a removal occurs, the parent will receive a written notice and an opportunity to be heard in front of the principal or principal's designee.

### Consequences and Interventions

Understanding that consequences and interventions represent "teachable moments" is fundamental to a positive approach to discipline. The goal of progressive consequences and interventions is the teaching of pro-social behavior. Progressive consequences seek accountability and behavioral change. Prevention of negative behavior occurs by helping students learn from their mistakes. Essential to progressive discipline is helping students who have engaged in unacceptable behavior to:

1. Understand why the behavior is unacceptable and the harm it has caused
2. Understand what they could have done differently in the same situation
3. Take responsibility for their action
4. Be given the opportunity to learn pro-social strategies and skills to use in the future
5. Understand the progression of more stringent consequences if the behavior reoccurs

Consequences and interventions are most effective with students when they deal directly with the problem, in a way that is fair and impartial. These procedures were developed to establish a uniform discipline code for the District; it is expected that this code would be followed and consistently enforced throughout the District. All District staff who are authorized to impose disciplinary actions are expected to do so in a prompt, fair, and lawful manner and to place emphasis on the student's ability to grow in self-discipline. To correct the behavior of any student who is subject to discipline, the principal/designee should, to the extent allowed by law, first use an alternative to suspension. Except for single acts of a grave nature or multiple offenses, suspensions and expulsions are used only when other means of correction have failed to bring about proper conduct or the student's presence causes a continuing danger to persons. All District staff are to assure due process for students. When choosing interventions and consequences for a student's behavior, District staff should consider the following factors:

1. Age, health, maturation and disability or special education status of the student
2. Student's prior conduct and record of behavior
3. Student's understanding of the impact of their behavior
4. Student's willingness to repair the harm caused by their behavior
5. Seriousness of the behavior offense and the degree of harm caused
6. Impact of the incident on overall school community
7. Whether the student's violation threatened the safety of any student or staff member
8. The likelihood that a lesser intervention or consequence would adequately address the violation

When students are disruptive or act inappropriately, and following consideration of the factors previously mentioned, District staff shall determine the level of consequence and intervention needed to assist the student in bringing about proper conduct. Consequences should be paired with an appropriate intervention. The following levels of interventions and consequences shall be applied in a logical, appropriate, and consistent manner.

# CENTINELA VALLEY UNION HIGH SCHOOL DISTRICT

## BEHAVIORS AND RESPONSES MATRIX

*The Centinela Valley Union High School District Behaviors and Responses Matrix was developed in compliance with California Education Code as an aid to CVUHSD teachers and administrators. The Matrix is part of a coordinated effort to improve school climate for all stakeholders, reduce suspension and expulsion, eliminate disproportionality in disciplinary responses, and focus on prevention and intervention, rather than punishment.*

LEVEL	RESPONSES
<b>1</b>	<p><b>Classroom-Managed Responses</b> Level 1 responses are implemented at the classroom level. Responses at this level demonstrate and reinforce appropriate behaviors, or provide corrections to inappropriate behaviors. Teachers are encouraged to try a variety of teaching and classroom management strategies. Below are some examples of appropriate consequences and interventions.</p> <p><b>Examples</b></p> <ul style="list-style-type: none"> <li>• PBIS</li> <li>• Verbal corrective feedback or redirection</li> <li>• Parent/guardian notification</li> <li>• Re-teach behavior or expectation</li> <li>• Conference with student, parent/guardian, or both</li> <li>• Written reflection or apology</li> <li>• Change of seat</li> <li>• Community-building circle</li> <li>• Check-In-Check-Out (CICO)</li> <li>• Loss of classroom privileges</li> <li>• Classroom detention</li> <li>• Parent/guardian classroom visit</li> </ul>
<b>2</b>	<p><b>Administrator-Managed Responses</b> Level 2 responses are implemented by administration or support staff. Responses at this level aim to correct behavior by stressing the seriousness of the behavior, while keeping the student in school. Such responses often involve support staff and aim to engage the student's support system to ensure successful learning, consistency, and change the conditions that contribute to the student's inappropriate or disruptive behavior. Below are some examples of appropriate consequences and interventions.</p> <p><b>Examples</b></p> <ul style="list-style-type: none"> <li>• Parent/guardian notification</li> <li>• Conference with student, parent/guardian, or both</li> <li>• Detention</li> <li>• Check-In-Check-Out (CICO)</li> <li>• No-go list</li> <li>• Rescind work permit</li> <li>• Community service</li> <li>• Restorative circle</li> <li>• Behavior Intervention Plan</li> <li>• SART/SARB</li> <li>• Peer mediation</li> <li>• Change of class</li> <li>• Refer to SST/504 Team/IEP Team</li> <li>• Refer to RTI Specialist</li> <li>• Refer to school counselor</li> <li>• Refer to substance abuse intervention</li> <li>• Rescind athletics eligibility</li> <li>• Mentoring</li> <li>• Refer to school or community mental health support</li> <li>• Alternative to suspension contract</li> <li>• Saturday school</li> <li>• Campus beautification</li> </ul>
<b>3</b>	<p><b>Administrator-Managed Removal</b> Level 3 responses are implemented by administration. Responsible at this level may involve the removal of the student from the instructional setting if 1) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct, or 2) Due to the nature of the act, the presence of the student causes a continuing danger to the physical safety of himself/herself or others. The duration of the removal is to be limited as much as practicable while adequately addressing the behavior.</p> <p><b>Examples</b></p> <ul style="list-style-type: none"> <li>• Conference with student and parent/guardian</li> <li>• Teacher-imposed suspension</li> <li>• In-school suspension</li> <li>• Placement in alternative setting (SPED)</li> <li>• SARB referral for disciplinary reasons</li> <li>• Opportunity transfer</li> <li>• Involuntary transfer to continuation school</li> <li>• Suspension</li> <li>• Expulsion</li> <li>• Manifestation determination</li> </ul>