

Leuzinger High School

School Accountability Report Card

Reported Using Data from the 2014-15 School Year

Published During 2015-16

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 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, the county, and the state. 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 (Most Recent Year)

School Contact Information	
School Name	Leuzinger High School
Street	4118 West Rosecrans Avenue
City, State, Zip	Lawndale, CA 90260
Phone Number	(310) 263-2200
Principal	Dr. Pamela Brown
E-mail Address	Hendricksh@centinela.k12.ca.us
Web Site	WWW.LEUZINGER.ORG
Grades Served	9-12
CDS Code	19 64352 1935048

District Contact Information	
District Name	Centinela Valley Union High School District
Phone Number	(310) 263-3200
Superintendent	Dr. Gregory O'Brien
E-mail Address	obrieng@centinela.k12.ca.us
Web Site	www.centinela.K12.ca.us

School Description and Mission Statement (Most Recent Year)

Principal's Message

Welcome back to Leuzinger High School for the 2015-2016 school year. I hope you had a restful summer break and are ready to return to school. I am thrilled to serve this community as the Principal of Leuzinger High School. It is a privilege to lead this learning community during a time of tremendous change and opportunity. As we move into the new school year, we will work to prepare our students to be global citizens and 21st century learners. This means our students will understand the "big picture" of the world. They will understand the interconnectedness of the world and how our actions and choices relative to the environment, technology, communication, and human beings affect not only us, but those around us.

Students, as we move into another school year I would like for you to know the following:

Leuzinger High School staff is committed to ensuring our students have the necessary education and skills to be productive members of society. This includes having completed the coursework to have the opportunity enter into a 4 year university or career college and also having a foundation to move into the workforce if that is the path chosen.

ALL staff is here to support you and encourage you to be a lifelong learner, to explore the various opportunities available beyond high school, and to grow as a person.

Parents, it is an absolute privilege to be able to work with your student(s). We appreciate you entrusting your students to us and we will do everything we can to make sure they are successful here at Leuzinger High School. Along with our commitment, we expect that students will give their best effort all the time, arrive to school in a timely fashion and respect the staff, the campus, the community, themselves and their peers. In order to support the students in their success we ask that you as parents/guardians become partners in your child (rens) education.

Encourage students to show you their daily planner for homework checks

Parents should help students plan and carryout a schedule for doing their homework every night AND going to bed early so they get enough sleep.

Students will need their I.D. cards for entering and exiting campus

Have the student power down at night; turn off the TV, a computer linked to the internet and their cell-phone to get a good night sleep.

Have conversations with your student about their classes and their day at school.

We are excited about the upcoming school year that includes a new bell schedule. The bell schedule will provide additional support for our students. The changes to the bell schedule include a later start on Monday (we will move from a 9:00 am start to a 9:30am start) and the last period of the day ends at 3:00 instead of 2:53. These changes allow us to incorporate more teacher collaboration time so we can evaluate and refine student learning in the classroom and ultimately support all of our learners. Serving as the Principal at Leuzinger High is as great an honor as it is a responsibility. We ask that all members of our Learning Community walk through our doors with an attitude that will allow us to embrace and meet the challenges of academic excellence in a positive and nurturing environment.

Olympians, I am confident you will find the support you will need on your educational journey here at Leuzinger High School. Remember, success begins with you. Set a goal, achieve it, and guess what? Success can become a habit! Hard work, dedication, and a positive attitude can take you a long way.

If you have any questions, please feel free to call me at (310) 263-2201.

District Profile

Centinela Valley Union High School District is located next to the 405 freeway in the city of Lawndale, approximately 20 miles southwest of the city of Los Angeles. During the 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 2014-15 school year, Leuzinger High School served 1,784 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.

School Vision

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

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Grade 9	479
Grade 10	539
Grade 11	421
Grade 12	337
Ungraded Secondary	28
Total Enrollment	1,804

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	19.6
American Indian or Alaska Native	0.2
Asian	5.3
Filipino	1.1
Hispanic or Latino	66.5
Native Hawaiian or Pacific Islander	1.9
White	1.9
Two or More Races	2.3
Socioeconomically Disadvantaged	87
English Learners	19.2
Students with Disabilities	11.7
Foster Youth	1.9

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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
	2013-14	2014-15	2015-16	2015-16
With Full Credential	79	87	86	307
Without Full Credential	1	3	3	17
Teaching Outside Subject Area of Competence (with full credential)	2	2	3	6

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	1	2
Total Teacher Misassignments *	2	1	6
Vacant Teacher Positions	0	0	1

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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	84.8	15.2
All Schools in District	81.3	18.7
High-Poverty Schools in District	80.4	19.6
Low-Poverty Schools in District	100.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: September 2015

Instructional Materials

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 September 21, 2015, 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. 15-16/006 which certifies as required by Education Code §60119 that (1) sufficient textbooks and instructional materials have been provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and context of the curriculum frameworks, (2) each pupil has a textbook or instructional materials, or both, to use in class and to take home, (3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, (4) laboratory science equipment was available for science laboratory classes offered in grades 9-12, inclusive, and (5) for students in grades 9-12, the instructional materials were adopted by the local governing board following district review of the materials and their alignment with state content standards as required by CCR, Title 5, Section 9531.

In addition to the core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for its visual/performing arts curricula. During the 2015-16 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.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	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
Mathematics	2012 ALEKS; Algebra Essentials & Math Success 2009 Pearson; Algebra I 2008 Pearson; Algebra II, Geometry UC 2012: ALEKS; Math Success 2007 Pearson; Pre-Calculus and Calculus: Graphical 2009 Pearson; Elementary Statistics: Picturing the World 2012 Pearson; Mathematics Standard Level	Yes	0
Science	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		

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
History-Social Science	2008 Prentice Hall; Magruder's American Government 2005 Thomson Learning; Contemporary Economics 1999 McDougal Littell; The Americans 1999 McDougal Littell; 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 Wesley; 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		
Foreign Language	2006 Glencoe McGraw Hill; Buen Viaje! 2006 Holt, Rinehart Winston; Nuevas Vistas 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		

School Facility Conditions and Planned Improvements (Most Recent Year)

Facilities Maintenance

School custodial staff and the district's maintenance department work together to ensure classrooms and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors. Maintenance and Operations (M&O) employs an electronic (web-based) work order system enabling school staff to communicate unscheduled maintenance needs, urgent repairs, or special projects. Most of Leuzinger High School's repairs and maintenance projects are performed by the school's day custodians. 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 21, 2015. 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 2015-16 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 2016-17 will be the small gym.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: September 21, 2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			Room 101- Ceiling tile stained;
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Boys Locker Room- exit lights are out
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			Room D207- Plug in air freshener, Room G112- air freshener
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: September 21, 2015				
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], Science California Standards Tests); and
- The percentage of pupils 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

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	48	44	44
Mathematics	15	12	33

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 Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	404	382	94.6	24	28	37	11
Male	11		188	46.5	32	26	34	8
Female	11		194	48.0	17	29	39	14
Black or African American	11		65	16.1	28	40	29	3
American Indian or Alaska Native	11		1	0.2	--	--	--	--
Asian	11		14	3.5	29	21	21	29
Filipino	11		8	2.0	--	--	--	--
Hispanic or Latino	11		271	67.1	23	27	37	13
Native Hawaiian or Pacific Islander	11		4	1.0	--	--	--	--
White	11		5	1.2	--	--	--	--
Two or More Races	11		13	3.2	15	23	54	8
Socioeconomically Disadvantaged	11		325	80.4	22	29	36	12
English Learners	11		59	14.6	71	20	7	0
Students with Disabilities	11		42	10.4	67	19	12	2
Foster Youth	11		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	404	391	96.8	64	21	11	5
Male	11		195	48.3	65	21	8	6
Female	11		196	48.5	62	21	13	3
Black or African American	11		66	16.3	74	21	2	3
American Indian or Alaska Native	11		1	0.2	--	--	--	--
Asian	11		14	3.5	43	7	29	21
Filipino	11		11	2.7	55	36	9	0
Hispanic or Latino	11		275	68.1	61	22	12	5
Native Hawaiian or Pacific Islander	11		4	1.0	--	--	--	--
White	11		6	1.5	--	--	--	--
Two or More Races	11		13	3.2	77	8	15	0
Socioeconomically Disadvantaged	11		332	82.2	63	22	10	5
English Learners	11		66	16.3	91	8	2	0
Students with Disabilities	11		42	10.4	88	10	2	0
Foster Youth	11		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	28	26	36	42	30	30	59	60	56

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.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	30
All Students at the School	36
Male	37
Female	36
Black or African American	22
American Indian or Alaska Native	--
Asian	60
Filipino	53
Hispanic or Latino	38
Native Hawaiian or Pacific Islander	--
White	--
Two or More Races	18
Socioeconomically Disadvantaged	4
English Learners	6
Students with Disabilities	36
Foster Youth	--

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.

Career Technical Education Programs (School Year 2014-15)

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. Regional Occupational Programs (ROP) are available off campus and help prepare high school students (16 years and older) for entry-level employment, upgrading current job skills, or obtaining more advanced levels of education.

Career Technical Education Courses:

- Commercial Photography
- Filmmaking/Computer
- Operations/Computer Science
- Culinary Arts

Career Academies:

- Environmental Careers Academy (a California Partnership Academy)
- Multimedia Careers Academy (a California Partnership Academy) - Digital Film
- Multimedia Careers Academy (a California Partnership Academy) - Digital Arts
- Multimedia Careers Academy (a California Partnership Academy) - Digital Photography
- Culinary Careers Academy

Career Pathway Sequences:

- Food and Nutrition
- Video Production

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 2014-15)

Measure	CTE Program Participation
Number of pupils participating in CTE	467
% of pupils completing a CTE program and earning a high school diploma	100
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	96.78
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	30.21

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California High School Exit Examination Results for Grade Ten Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English-Language Arts	32	40	46	45	31	37	57	56	58
Mathematics	47	47	48	47	33	36	60	62	59

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.

California High School Exit Examination Grade Ten Results by Student Group (School Year 2014-15)

Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	52	27	21	54	35	11
All Students at the School	54	24	22	52	36	12
Male	58	26	15	53	36	10
Female	48	23	29	52	35	13
Black or African American	59	24	17	64	28	8
Asian	33	15	52	11	44	44
Hispanic or Latino	55	24	21	53	36	10
Two or More Races	28	33	39	39	44	17
Socioeconomically Disadvantaged	53	25	21	52	37	11
English Learners	93	5	1	87	12	1
Students with Disabilities	90	6	4	92	6	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.

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	21.60	20.70	26.50

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 Parental Involvement State Priority (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 (Most Recent Year)

Parent Involvement

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

- In the library
- Chaperoning field trips
- 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 Pupil Engagement State Priority (Priority 5):

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

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

Indicator	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	22.70	10.30	10.20	24.00	18.20	16.90	13.10	11.40	11.50
Graduation Rate	72.91	84.83	81.46	64.67	68.16	70.72	78.87	80.44	80.95

Completion of High School Graduation Requirements (Graduating Class of 2014)

Group	Graduating Class of 2014		
	School	District	State
All Students	80.61	75.07	84.6
Black or African American	77.53	73.93	76
American Indian or Alaska Native		100	78.07
Asian	88.89	87.5	92.62
Filipino	75	85.71	96.49
Hispanic or Latino	81.23	74.7	81.28
Native Hawaiian/Pacific Islander	100	86.67	83.58
White	66.67	61.54	89.93
Two or More Races	87.5	78.79	82.8
Socioeconomically Disadvantaged	57.89	63.03	61.28
English Learners	37.88	37.6	50.76
Students with Disabilities	80.4	74.21	81.36
Foster Youth	--	--	--

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	4.22	5.02	1.21	5.26	4.69	2.34	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.00	0.00	0.05	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Leuzinger High School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, dress code policy, and bully prevention policy. The school's most current safety plan was reviewed, updated, and shared with staff in winter 2015.

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	No	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	No	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	N/A	N/A	Yes
Met Graduation Rate	Yes	No	Yes

Federal Intervention Program (School Year 2015-16)

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	100.0

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13				2013-14				2014-15			
	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	22	34	15	29	22	48	32	20	19	79	49	
Mathematics	24	21	14	23	27	19	15	34	22	39	53	
Science	29	9	8	29	27	14	15	20	23	24	40	
Social Science	27	13	8	25	25	18	12	22	23	25	43	

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 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	4.0	450
Counselor (Social/Behavioral or Career Development)	1.0	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	1.0	N/A
Psychologist	1.0	N/A
Social Worker		N/A
Nurse	.33	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist		N/A
Other	7	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 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	6270.85	453.13	5817.72	69034.08
District	N/A	N/A	5517.44	
Percent Difference: School Site and District	N/A	N/A	5.4	4.8
State	N/A	N/A	\$5,348	\$74,908
Percent Difference: School Site and State	N/A	N/A	8.8	-7.8

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

Types of Services Funded (Fiscal Year 2014-15)

In addition to general fund state funding, Centinela Valley Union High School District receives state and federal categorical funding for special programs. For the 2014-2015 school year, the district received federal, state, and local aid for the following categorical, special education, and support programs:

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

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		\$44,363
Mid-Range Teacher Salary		\$71,768
Highest Teacher Salary		\$92,368
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		\$121,276
Average Principal Salary (High)		\$133,673
Superintendent Salary		\$210,998
Percent of Budget for Teacher Salaries	34%	36%
Percent of Budget for Administrative Salaries	7%	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 2014-15)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	6	N/A
Fine and Performing Arts		N/A
Foreign Language	5	N/A
Mathematics	2	N/A
Science	4	N/A
Social Science	18	N/A
All courses	35	.8

* Cells with N/A values do not require data. Where there are student course enrollments.

Professional Development (Most Recent Three Years)

Staff Development

All curriculum and instructional improvement activities at Centinela Valley Union High School District are being aligned to the Common Core State Standards. Staff development is selected and identified based upon student assessment results, state content standards, and in-class observations. During the 2015-16 school year, the district offered two non-student professional development days; one 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.

2013-14 District wide Topics

- Activate for Math, Science, and Social Studies Curriculum
- Common Core State Standards
- Common Formative Assessments
- Implementation of Performance Tasks Connection to Graduate Profile
- Synced for English Language Arts Curriculum

2013-14 Staff Development Offerings

- ALEKS Professional Development
- Common Core State Standards
- Direct Interactive Instruction (DII) Training
- E3D Cadre
- Edge eAssessment Training
- Edgenuity (e2020) Training
- Eno Board Training
- Illuminate Refresher
- iPad Demonstration
- Linked Learning Master Schedule Workshop

- Power Teacher and Blackboard Connect
- Read 180/System 44 Cadre
- SBAC Usability, Accessibility & Accommodations Training
- Scholastics Training English Essentials
- System 44 Training
- TurnItIn.com Training

New Teacher Summer Institute is a three-day program for teachers who are new to the district. Training sessions focus on The Big Three (engagement, active learning, and questioning), 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 two-year BTSA training, teachers may apply for their clear teaching credential. All program participants are assigned to a Support Provider (mentor teacher) for individualized support and guidance.

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

Site Based Professional Development

All supplemental staff development activities at Leuzinger High School focused on increasing student learning and proficiency. The principal with the support of the leadership identifies teacher training needs based upon WASC action plans, school goals, and analysis of student performance data. Teachers collaborate every Monday in departments and focus on 1) Data Analysis, 2) Teaching Strategies, 3) Classroom Management, 4) Positive Behavior Intervention Support, 5) Common Core State Standards, 6) AVID, 7) Response to Intervention, and Teachers meet by grade level and in department teams beyond the school day to collaborate on specific program areas need. New teachers participate in monthly training activities that are offered after school once a month. The PD includes classroom management, understanding SBAC, supporting EL's, incorporating AVID strategies into your classroom, understanding student data etc...