

# CENTINELA VALLEY UNION HIGH SCHOOL DISTRICT



"Dedicated to Academic Excellence and Achievement for All Students"

14901 South Inglewood Avenue  
Lawndale, CA 90260  
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www.centinela.k12.ca.us

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The statistical information disclosed in this report is obtained from the California Department of Education and the Centinela Valley Union High School District. At the time of publishing, this report met all SARC-related state and federal requirements, using the most current data available. Data for the instructional materials and school facilities sections were acquired in December 2010.

# LEUZINGER HIGH SCHOOL

Accredited by the Western Association of Schools and Colleges



*Faster, Higher,  
Stronger*

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

Dr. Ryan Smith, Principal

## SCHOOL ACCOUNTABILITY REPORT CARD 2009-10 SCHOOL ACTIVITY PUBLISHED IN MARCH 2011

### PRINCIPAL'S MESSAGE

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

All freshmen develop a four-year plan with their parents and their counselor. This plan sets clear expectations for high school graduation and increases students' awareness of the importance of education in preparing for the future. All students meet daily with their Advocacy teacher. This valuable time is spent exploring college/career options, monitoring grades and attendance, and learning study skills and test-taking strategies.

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

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

### DISTRICT PROFILE

Centinela Valley Union High School District is located next to the 405 freeway in the city of Lawndale, approximately 20 miles southwest of the city of Los Angeles. During the 2009-10 school year, the district's three comprehensive high schools, continuation school, and independent study school served a total of 6,787 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 2009-10 school year, Leuzinger High School served 2,574 students in grades 9-12. Student enrollment included 10% receiving special education services, 23.8% qualifying for English learner support, and 82.3% qualifying for free or reduced-price meals. Leuzinger

Percentage of Students by Ethnicity / Grade Level			
2009-10			
Ethnic Group	%	Grade Level	#
African-American	0.1%	Grade 9	599
Caucasian	0.2%	Grade 10	673
Hispanic or Latino	42.2%	Grade 11	657
Pacific Islander	0.0%	Grade 12	628
Two or More Races	0.0%	Ungraded	7
Not Reported	57.5%	Secondary	
Total Enrollment			2,564

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 postsecondary education environment. They will have a strong sense of what occupation they would like to pursue as a career, and will have received guidance as to which post-secondary institutions, training programs, or industries will best fit their personal goals.

### PARENT INVOLVEMENT

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

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

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

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

- Back to School Night
- Family Mediation
- Parent Education Workshops
- I Parent Meetings
- Family Counseling
- Open House
- Student Performances
- Subject-Based Night
- College Night

### SCHOOL NEWS

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

- ConnectEd (mass communication telephone system)
- E-mail
- Flyers
- Phone calls
- School website and marquee

## STUDENT ACHIEVEMENT

### ADEQUATE YEARLY PROGRESS

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

For the 2009-10 AYP cycle, high schools must achieve a 55.6% or higher proficiency rate in English/Language Arts and 54.8% or higher proficiency rate in math on the California High School Exit Exam (grade 10 results only). Additional criteria contributing to whether or not a high school demonstrates AYP include achieving a 95% or above participation rate on the CAHSEE, obtaining an API growth score of 680 or higher or increasing the API growth by one point, and obtaining a graduation rate of 90%.

The AYP table in this report illustrates the school's progress in meeting 2009-10 AYP target rates. More information on AYP can be found on the California Department of Education's (CDE) website [www.cde.ca.gov/nclb/](http://www.cde.ca.gov/nclb/) and the U.S. Department of Education's website [www.ed.gov/nclb/accountability/](http://www.ed.gov/nclb/accountability/).

#### Adequate Yearly Progress (AYP) Results Reported by Indicator and Compared to District Performance 2009-10

Did the school and district meet or exceed 2010 AYP performance criteria in each of the areas listed below?

AYP Indicator	Leuzinger High	CVUHSD
Overall School Results	No	No
Participation Rate		
English-Language Arts	No	No
Math	No	No
Percent Proficient		
English-Language Arts	No	No
Math	No	No
API	Yes	Yes
Graduation Rate	No	No

### STANDARDIZED STATE ASSESSMENTS

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

### CALIFORNIA STANDARDS TEST

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

STAR Results All Students									
Percentage of Students Scoring at Proficient & Advanced Levels									
	Leuzinger High			CVUHSD			California		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
English-Language Arts	17	19	25	24	27	31	46	50	52
Math	7	14	8	10	17	11	43	46	48
Science	10	12	15	22	24	26	46	50	54
History	12	11	18	20	22	24	36	41	44

Only grades 9-11 take the Science and History portions of this exam.

STAR Results All Students									
Percentage of Students Scoring at Proficient & Advanced Levels 2009-10									
	Leuzinger High								
	African-American	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian	Two or More Races	
English-Language Arts	22	*	33	55	24	41	33	37	
Math	6	*	25	10	8	11	7	11	
Science	14	*	18	*	14	*	36	*	
History	11	*	25	36	19	28	32	13	

\*When 10 students or less are tested; to protect confidentiality, these results are not disclosed.

In cases where a % is not provided, no students were tested in the subgroup or subject area.

STAR Results All Students							
Percentage of Students Scoring at Proficient & Advanced Levels 2009-10							
	Leuzinger High						
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education	
English-Language Arts	23	28	5	26	7		
Math	9	7	6	8	5		
Science	18	11	2	15	0		
History	22	13	6	19	1		

### CALIFORNIA HIGH SCHOOL EXIT EXAM

The California High School Exit Exam (CAHSEE) is a state-mandated test given to 10-12 grade students to measure student proficiency in math and English/language arts. The CAHSEE helps identify students who are not developing skills that are essential for life after high school and encourages schools to give these students the attention and resources needed to help them achieve these skills during their high school years. Students must pass the English/language arts and math components of the examination to be eligible for a high school diploma. The test is initially given to students in the tenth grade. Students are given numerous chances to pass the test during their sophomore, junior, and senior years; 71% of Leuzinger High School's tenth grade students who took the test in 2009-10 passed the math portion of the exam and 58% passed the English/language arts portion of the exam. Proficiency scores from the test are used as a determination of Adequate Yearly Progress (AYP) as noted in the AYP section of this report. Detailed information about the CAHSEE can be found at [www.cde.ca.gov/ta/tg/hs/](http://www.cde.ca.gov/ta/tg/hs/).

California High School Exit Exam All Students									
Percentage of Students Scoring at Proficient & Advanced Levels									
	Leuzinger High			CVUHSD			California		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
English-Language Arts	25.0	23.7	23.9	33.2	33.4	32.4	52.9	52.0	54.0
Mathematics	29.0	32.3	30.1	32.6	35.2	34.3	51.3	53.3	53.4

Three levels of performance are set: Advanced, Proficient, and Not Proficient. A score of proficient is different than the passing score for the graduation requirement. Students must achieve a scaled score of 350 on each portion to pass the exam. Students scoring above a scaled score of 380 qualify for placement in the "proficient or above" category.

**California High School Exit Exam  
Percentage of Students Scoring in Each Performance Level  
2009-10**

	English			Math		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	76.1	14.6	9.3	69.9	23.2	7
Male	76.9	14.7	8.4	69.6	24.5	6
Female	75.3	14.5	10.2	70.2	21.8	8.1
African American	76.5	16.9	6.6	77.1	18.6	4.3
American Indian or Alaska Native	*	*	*	*	*	*
Asian	53.8	19.2	26.9	36	44	20
Filipino	*	*	*	*	*	*
Hispanic or Latino	77.3	14.3	8.5	70.3	23.5	6.2
Pacific Islander	58.3	16.7	25	33.3	41.7	25
White (not Hispanic)	*	*	*	*	*	*
English Learners	90.1	8.4	1.5	77.1	20.5	2.3
Socioeconomically Disadvantaged	76.3	14.9	8.8	69.6	23.4	6.9
Students Receiving Migrant Education	*	*	*	*	*	*
Students with Disabilities	100	0	0	98.2	1.8	0

\*To maintain confidentiality, scores are not disclosed when less than 10 students are tested.

**ACADEMIC PERFORMANCE INDEX**

The state Academic Performance Index (API) was launched by the California Department of Education in 1999 to measure the performance and progress of schools based on STAR and CAHSEE testing results. (Note: CAHSEE is the California High School Exit Exam administered to students in grades 10-12 as part of the state's graduation requirements.) The API is used to develop annual schoolwide performance growth targets for future academic improvement. The API measures academic performance and growth of California's schools based on a numeric scale ranging from a low 200 to a high 1000. Academic growth is measured by subtracting the base year API from the growth API. API growth scores are based upon the results of state standardized tests. Schools that do not meet or exceed their growth targets and are ranked in the bottom half of the statewide distribution may qualify for intervention program funding. Each annual API reporting cycle includes two reports: a base report, which is released after the first of the calendar year, and a growth report, which is released after school starts in the fall. These reports are based on APIs calculated in exactly the same fashion with the same indicators but using test results from two different years.

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

**Academic Performance Index (API)  
Three-Year Performance Comparison**

	API Rank		
	2007	2008	2009
Statewide Rank	1	1	1
Similar Schools Rank	1	1	2

Results	School Increase/Decrease in API			School Growth 2010	District Growth 2010	State Growth 2010
	2007-08	2008-09	2009-10			
Schoolwide - All Students	18	6	34	611	644	767
Ethnic Subgroups						
African-American	16	25	15	576	603	685
Hispanic or Latino	19	0	43	612	623	715
Other Subgroups						
Economically Disadvantaged	26	4	33	609	640	712
English Learners	20	-1	20	590	615	691
Students with Disabilities	-33	36	-93	374	414	580

**PHYSICAL FITNESS**

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

**Physical Fitness Test  
Percentage of Students Meeting  
California Fitness Standards  
2009-10**

Grade Tested	Number of Standards Met:		
	4 of 6	5 of 6	6 of 6
Ninth	22.9%	26.9%	24.9%

**No CHILD LEFT BEHIND (NCLB)**

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2009-10, Leuzinger High School qualified for Targeted Assistance funding and is therefore required to comply with program mandates. Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals.

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

**Title I  
Program Improvement (PI) Status**

	Leuzinger High	CVUHSD
PI Status	In PI	In PI
First Year of PI Implementation	1999-00	2004-05
Year in PI	Year 5	Year 3
No. of Schools Currently in PI		3
Percent of Schools Currently Identified for PI		60.0

**SCHOOL FACILITIES & SAFETY**

**FACILITIES PROFILE**

Leuzinger High School provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. Original school buildings were constructed circa 1933. Monthly safety inspections and ongoing maintenance ensures school facilities are kept safe, in good working condition, and provide adequate space for students and staff.

**Campus Description**

Year Built	circa 1933
	Qty.
# of Permanent Classrooms	91
# of Portable Classrooms	42
# of Restrooms (student use)	5 sets
Auditorium	1
Cafeteria	1
Computer Lab	1
Faculty Cafeteria	1
Gym	2
Library	1
Sports Stadium	1
Teacher Work Room	1

2009-10 Campus Improvement Projects include:

- Exterior campus beautification
- Replacement or repair of existing curbing/barriers to main building
- Replacement of heat pumps and related air distribution system
- Replacement of underground natural gas system with new pipe and fittings
- Replacement of sewer system with approved plastic pipe
- Upgrade of storm drainage system
- Replacement of underground water system with new PVC piping system
- Replacement of roof system
- Replacement of cracked and lifting paving/asphalt

2010-11 Campus Improvements Projects include:

- Begin construction of a new 44 classroom building.

### SUPERVISION & SAFETY

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

### SCHOOL SITE SAFETY PLAN

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

### FACILITIES MAINTENANCE

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

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

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

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

Every morning before school begins, the day custodians inspect facilities for safety hazards, graffiti, and other conditions that require removal prior to students and staff entering school grounds. On an annual basis, schools are required by the state to perform a comprehensive inspection and report those findings to the school community. The most recent inspection for Leuzinger High School took place on September 28, 2010. 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 2009-10 school year 100% of restrooms were fully operational and available to students at all times.

### DEFERRED MAINTENANCE

Centinela Valley Union High School District participates in the State School Deferred Maintenance Program which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2009-10 school year, Leuzinger High School received \$16,870.65 of deferred maintenance funds for painting, plumbing, carpentry, and electrical projects.

## CLASSROOM ENVIRONMENT

### DISCIPLINE & CLIMATE FOR LEARNING

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

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

### Suspensions & Expulsions

	Leuzinger High		
	07-08	08-09	09-10
Suspensions (#)	1273	508	416
Suspensions (%)	41.21%	17.30%	16.16%
Expulsions (#)	40	26	54
Expulsions (%)	1.29%	0.89%	2.10%

### CVUHSD

	07-08	08-09	09-10
	Suspensions (#)	2106	932
Suspensions (%)	28.10%	12.71%	13.79%
Expulsions (#)	74	53	138
Expulsions (%)	0.99%	0.72%	2.04%

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

School Facility Good Repair Status			
Item Inspected	Repair Status		
Most Recent Inspection: September 28, 2010	Good	Fair	Poor
	Repair Needed and Action Taken or Planned		
Systems	✓		
Interior Surfaces			✓
Cleanliness	✓		
Electrical		✓	
Restrooms/Fountains	✓		
Safety	✓		
Structural	✓		
External	✓		
Overall Summary	Good: The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.		

## STUDENT RECOGNITION

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

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

## EXTRACURRICULAR & ENRICHMENT ACTIVITIES

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

## TEACHING LOAD DISTRIBUTION

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

Teaching Load Distribution Departmentalized Instruction					
2007-08					
Subject	Avg. Class Size	Number of Classrooms			
		1-20	21-32	33+	
English	27.5	53	26	46	
Math	27.7	34	33	39	
Science	31.6	7	22	36	
Social Science	32.6	6	16	52	
2008-09					
English	27.3	49	32	42	
Math	27.3	42	19	40	
Science	34.4	6	9	50	
Social Science	33.7	6	18	45	
2009-10					
English	18.1	60	27	11	
Math	19.8	45	28	8	
Science	19.1	34	18	6	
Social Science	20.4	29	17	9	

## DROPOUTS

Leuzinger High School's teachers and administrative staff are skilled in and have developed ways to detect the early identification of students exhibiting the warning signs and/or behavioral traits that typically lead to dropping out of school. A total of 334 dropouts were recorded for the 2008-09 school year.

In the following Dropout & Graduation Rates table, 2008-09 data is the most current information available since state certification/release dates for dropout data occur too late for inclusion in this report. 2006-07 was the first year that dropout rates were derived from actual student-level data reported to the state by the school district. Dropout rates were calculated using the one-year rate formula: adjusted grades 9-12 dropouts/grades 9-12 enrollment\*100. Detailed information about dropout rates and graduation rates can be found on the DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Dropout & Graduation Rates			
Leuzinger High			
	06-07	07-08	08-09
Dropout Rate (%)	3.6	6.3	11.3
Graduation Rate (%)	88.3	74.9	60.0
CVUHSD			
	06-07	07-08	08-09
Dropout Rate (%)	5.6	5.8	9.5
Graduation Rate (%)	73.4	66.8	62.6
California			
	06-07	07-08	08-09
Dropout Rate (%)	4.4	3.9	5.7
Graduation Rate (%)	80.6	80.2	78.6

Behavioral and academic intervention strategies provide the support and motivation some students require to earn their diploma. Counseling, tutoring, parent conferences, and CAHSEE prep classes are available to assist those students having difficulty with subject area content. For those students who have been unsuccessful in the comprehensive high school environment or have exhausted their opportunities to remain at Leuzinger High School, alternative methods of acquiring a diploma are available through the district's continuation school program or through concurrent enrollment at the community college or the district's adult school. The following table illustrates the percentage of students who graduated from Leuzinger High School having met both CAHSEE exam requirements and district graduation requirements.

Percentage of Students Passing CAHSEE & Meeting District Graduation Requirements* 2007-08**		
Leuzinger High	CVUHSD	California
60%	63%	79%
Graduation Rate Formula: # of Graduates divided by CBEDS 12th Grade Enrollment		

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

\*\*Most current information available.

## CURRICULUM & INSTRUCTION

### SCHOOL LEADERSHIP

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

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

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

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

### STAFF DEVELOPMENT

All curriculum and instructional improvement activities at Centinela Valley Union High School District are aligned to the California State Content Standards and Frameworks. Staff development is selected and identified based upon student assessment results, state content standards, and professional development staff surveys. The district's Professional Development Steering Committee, Professional Development Instructional Development Coaches, and Educational Services Department staff work as a team to identify areas of need and deliver innovative training programs to support the district's efforts to increase student performance levels.

Staff Development Days Three-Year Trend		
2007-08	2008-09	2009-10
*	3	3

During the 2009-10 school year, the district offered three professional development days for teaching staff. Topics of training sessions included:

- Action Learning Systems Benchmarks for Math, Social Studies, Math, Science, Language Arts
- Interventions
- EDGE Training
- Writing Across the Curriculum
- CAHSEE Prep Training
- Compliance and Best Practices for Physical Education
- Pacing Plans and Benchmark Revisions
- Practical Strategies for the Classroom
- Working with Content Curriculum

All supplemental staff development activities at Leuzinger High School focused on increasing student learning and proficiency. Training topics are based upon results of student performance data from state and benchmark assessments. All staff engaged in professional development WASC-related (Western Association of Schools and Colleges) activities and action plans.

Centinela Valley Union High School District offers supplemental training and support for new and ongoing program implementation. Training activities take place throughout the school year and generally focus on curriculum, teaching strategies, and methodologies. During the 2009-10 school year, instructional staff were offered the following workshops:

- Overview of the English/Language Arts Curriculum
- Leadership Training for Administrators
- Reading Institute for Academic Performance
- Action Learning Administrative Leadership Academy
- Technology
- Studio
- Read 180
- SB 472 - English/Language Arts
- Classroom Management

New teachers and teachers not yet fully credentialed are supported by peer coaching and extensive staff development. Centinela Valley Union High School District's new teacher programs include BTSA and the Initial Teacher Series, which includes once-weekly professional development workshops held over an eight-week period. The BTSA Induction Program (Beginning Teacher Support and Assessment) is a state-approved program that offers comprehensive support and training for new teachers with a preliminary credential; after successful completion of the two-year BTSA training, teachers may apply for their clear teaching credential. All program participants are assigned to a Support Provider (mentor teacher) for individualized support and guidance.

The New Teacher Summer Institute is held over a two-week period (before the school year starts) for teachers who are new to the district. Sessions focus on foundational items such as the California Standards for the Teaching Profession, district policies, classroom management, curriculum, and district/site procedures. Training activities are led by the district's Instructional Coaches and National Board Certified Teachers.

To support veteran teachers as well as new teachers to the district, Centinela Valley Union High School District offers Peer Assistance and Review (PAR) which is easily defined as teachers helping teachers. Experienced and knowledgeable veteran teachers, referred to as Consulting Teachers, provide ongoing assistance to teachers who need to improve their instructional skills, classroom management strategies, subject knowledge, and/or related aspects of their teaching performance.

Centinela Valley Union High School District recently initiated its new Staff Mentoring Program. Eight highly qualified experienced teachers work with assigned teachers who are new to the district. Mentoring and support is provided in the teacher's assigned subject area of teaching.

Staff members are encouraged to attend professional workshops offered by the district, professional organizations, or the county office of education. 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 additional job-related training from vendors, department supervisors, and district representatives.

### INSTRUCTIONAL MATERIALS

All textbooks used in the core curriculum throughout Centinela Valley Union High School District are aligned to the California Content Standards and Frameworks. Instructional materials for core content areas are approved by the district's Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials and the eight-year cycle for textbook adoptions in foreign language, visual and performing arts, and health.

On October 15, 2010 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. 10-11/005](#) 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 in the following subjects: history/social science, mathematics, reading/language arts, and science, (2) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, (3) laboratory equipment was available for science laboratory classes offered in

grades 9-12, inclusive, and (4) 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 2009-10 school year, Centinela Valley Union High School District provided all students enrolled in a visual/performing arts class with their own textbook or supplemental materials to use in class and to take home. These materials comply with the state's content standards and curriculum frameworks.

### SPECIALIZED INSTRUCTION

All curriculum and instruction is aligned to the California State Content Standards and Frameworks approved by the State Board of Education. Every child receives a rigorous, well-balanced standards-aligned curriculum. Leuzinger High School structures its course offerings so that all students receive instruction appropriate to their learning level. To ensure the success of every student, teachers use a variety of instructional techniques using research-based instructional materials and strategies.

### SPECIAL EDUCATION

Special education students are mainstreamed into the general education classroom based upon their IEP (Individual Education Plan) and provided instruction in the least restrictive environment. A team of special education teachers and special education aides provide both full-day and full-period support for all core subject areas. Resource specialist staff provide full period instruction as well as individual support in the general education environment. Each student is provided instruction based upon their IEP, which is reviewed and updated annually by the school's IEP teams. The IEP ensures students with disabilities have equal access to core curriculum and educational opportunities and is designed to coordinate specially-designed instruction based upon individual academic, social, and/or behavioral needs.

District Adopted Textbooks		
Subject & Year Adopted	Publisher/Series	
<b>Math</b>		
2008	Holt, Rinehart Winston; <i>Algebra 1 Interactions</i>	
2009	Pearson; Algebra I	
2008	Pearson; Algebra II	
2008	Pearson; Geometry	
<b>Language Arts</b>		
2010	Sholastic; <i>Read 180</i>	
2010	Pearson; Literature for California	
2002	Hampton Brown; Edge Fundamentals	
<b>Science</b>		
2007	Prentice Hall; <i>Biology</i>	
2005	Prentice Hall; <i>Prentice Hall Chemistry</i>	
2006	Prentice Hall; <i>Earth Science</i>	
2006	Prentice Hall; <i>Conceptual Physical Science</i>	
<b>Social Science</b>		
2008	Prentice Hall; <i>Magruder's American Government</i>	
2006	Thomson Learning; <i>Contemporary Economics</i>	
2006	McDougal Littell; <i>The Americans</i>	
2005	McDougal Littell; <i>Modern World History - Patterns of Interaction</i>	
<b>Foreign Language</b>		
2006	Glencoe McGraw Hill; <i>Buen Viaje!</i>	
2008	Holt, Rinehart Winston; <i>Nuevas Vistas</i>	
2008	Holt, Rinehart Winston; <i>Allez, Viens!</i>	

*The textbooks and instructional materials used by the school are the most recently SBE adopted instructional materials.*

### ENGLISH LANGUAGE LEARNERS

Students identified as English Learners (EL) through the CELDT exam and home language survey are placed in a classroom with a teacher who has been certified to teach English learners. Teachers use differentiated instruction and SDAIE (Specially-Designed Academic Instruction In English) strategies to maximize student understanding of lesson content and concepts. English learners may be placed in an ELD (English Language Development) class in lieu of an elective and as a supplement to their core language arts class. ELD lessons focus on developing listening, speaking, reading, and writing skills as quickly as possible, enabling students to successfully participate in the regular education program. As students gain a better understanding of the English language, they may be placed in a Transitional ELD or Advanced ELD class to receive instruction specially designed to meet current language and learning levels. Teachers use the *Edge* curricula for both ELD and reading intervention activities. As students increase fluency, progress is measured through classroom performance and CELDT results. Instruction is subsequently adjusted to meet the current learning needs of each student.

### AT RISK INTERVENTIONS

Leuzinger High School offers unique programs to support students not meeting grade level proficiency standards. Intervention and remediation programs are provided during school hours as part of the core curriculum and after school. Analyzing and identifying students who need additional academic assistance is a top priority among school administration, counselors, teachers, and special education staff. Teachers use student assessment results, report card grades, CAHSEE results, attendance records, and classroom performance on end-of-unit tests to evaluate student progress and identify students performing below grade level proficiency standards in reading, language arts, and math.

The Student Study Team is comprised of school administrators, teachers, and parents work together to identify individualized intervention strategies for and monitor progress of students having difficulty with academic or social development. Identified students are then placed in a supplemental program that fits their academic needs and learning levels. Intervention strategies include:

- CAHSEE Prep Classes (math and language arts)
- AVID (Advancement via Individual Determination)
- Before and After-School Tutoring
- Club Olympian
- Free Tutoring (Title I funded)
- Read 180 (reading intervention)
- Studio (reading intervention)
- Algebra Essentials
- Additional ELA Class in lieu of elective

## PROFESSIONAL STAFF

### TEACHER ASSIGNMENT

Leuzinger High recruits and employs the most qualified credentialed teachers. For the 2009-10 school year, the school employed 105 fully credentialed teachers. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant". Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

The table below identifies the number of classrooms taught and not taught by NCLB compliant teachers. High poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced price meals program. Low

poverty schools are those with student participation of approximately 25% or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

### SUPPORT SERVICES STAFF

Leuzinger High School's non-teaching support services staff is a specialized team of experts who, through close collaboration, is instrumental in improving student attendance and achievement through the identification, referral, and remediation of health and/or emotional concerns.

Counselors & Support Personnel (Nonteaching Professional Staff) 2009-10		
	No. of Staff	FTE
Counselors	5	5.0
DIS Counselor	1	1.0
College Career Technican	1	1.0
Discipline Deans	2	2.0
District Nurse	As needed	
District Psychologist	As needed	
Health Technician	1	1.0
Psychologist	1	1.0
Safety Chief	1	1.0
School Resource Officer	1	1.0
Work Experience Coordinator	1	1.0

FTE = Full-Time Equivalent  
Counselor to Teacher Ratio: 1:515

### TEACHER EVALUATIONS

School and district administration believe that regular and comprehensive evaluations can help instructional staff improve their teaching skills and raise students'

levels of achievement, as well as hold staff accountable for their performance. Evaluation procedures are outlined in the district's collective bargaining agreement and based upon the California Standards for the Teaching Profession.

Probationary/temporary teachers are formally evaluated once a year; permanent teachers are evaluated once every two years. Evaluations are conducted by the principal and associate principals who have been trained and certified for competency to perform teacher evaluations.

### SUBSTITUTE TEACHERS

Leuzinger High School occasionally experiences difficulty in obtaining a qualified substitute teacher to fill in for an absent teacher. If this situation should occur, teachers share the responsibility and cover the absent teacher's class during their prep period.

The district makes every effort to select the most qualified substitute teacher for the respective day's assignment. During the 2009-10 school year, Centinela Valley Union High School District's pool of substitutes was comprised of 50 teachers, of which the majority are aspiring teachers proven to be effective in the high school environment. Applicants seeking a position as a substitute must have passed the CBEST (California Basic Educational Skills Test), possess a bachelor's degree, and hold a 30-Day Emergency Permit.

## COLLEGE & WORK READINESS

### COLLEGE PREPARATION COURSES

Students meet with their counselor annually to review progress in meeting personal goals and graduation requirements. Students are encouraged to take required courses if they plan on attending a four-year college or university. The following table in this report illustrates the proportion of courses taken and successfully completed in relation to the number of course enrollments (sum of total enrollment in all classes).

*Enrollment In and Completion of UC/CSU-Required Courses 2008-09		%
Students Enrolled in UC/CSU Courses Required for UC/CSU Admission		74.8%
Graduates Who Completed All Courses Required for UC/CSU Admission		30.8%

\*Most current data available.

### UNIVERSITY OF CALIFORNIA ADMISSION REQUIREMENTS

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements please visit the University of California Web site at <http://www.universityofcalifornia.edu/admissions/general.html>.

### CALIFORNIA STATE UNIVERSITY ADMISSION REQUIREMENTS

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the California State University Web site at <http://www.calstate.edu/admission/>.

### ADVANCED PLACEMENT

Advanced placement (AP) programs give students an opportunity to take college-level courses and exams while still in high school. Students who receive a 3, 4, or 5 on their final AP exams qualify for college credit at most of the nation's colleges.

Advanced Placement Courses Offered & Student Participation 2009-10		
	No. of Courses Offered	% of Students in AP Courses
Art	1	0.08%
Science	1	3.11%
English	1	1.55%
Foreign Language	1	0.23%
Math	1	0.78%
Social Science	3	8.39%
All Courses	8	14.14%

### WORKFORCE PREPARATION

Leuzinger High School's career technical education courses, work experience, workability, career academies, and regional occupational programs offer a wide range of opportunities for students to get a head start on their future. Students participate in career exploration activities during their sophomore year in Advocacy Class. 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, and on-the-job/classroom observation. Community partnerships and course instructors provide feedback on student progress following an established schedule based on program type.

	Teacher Credentials & Assignments							
	Leuzinger High				CVUHSD			
	07-08	08-09	09-10	10-11	07-08	08-09	09-10	10-11
Total Teachers	123	119	107		328	312	303	
Teachers with Full Credential	98	105	105		261	268	261	
Teachers without Full Credential	25	14	2		67	44	42	
Teachers in Alternative Routes to Certification	14	8	8		35	31	31	
Pre-Internship	1	0	0		4	0	0	
Teachers with Emergency Permits	10	5	5		27	10	10	
Teachers with Waivers	0	0	0		0	0	0	
Teachers Teaching Outside Subject Area	2	2	2		2	2	2	
Other Misassignments of Certificated Staff	0	0	0	0	0	8	0	0
Teacher Misassignments for English Learners	16	16	15	5	44	38	45	22
Teacher Misassignments - Total	16	16	15	5	44	46	45	22
Teacher Vacancies	3	0	1	1	8	0	2	5

	Percentage of Core Classes:	
	Taught by NCLB-Compliant Teachers	Not Taught by NCLB-Compliant Teachers
	2009-10	
Leuzinger High	95.8	4.2
All District Schools		
All Schools	96.4	3.6
High-Poverty Sch.	96.4	3.6
Low-Poverty Sch.	N/A	N/A

	Teacher Education Levels 2009-10	
	Leuzinger High	CVUHSD
	Doctorate	1.9%
Master's Degree plus 30 or more semester hours	28.0%	28.1%
Master's Degree	24.3%	24.4%
Bachelor's Degree plus 30 or more semester hours	38.3%	36.0%
Bachelor's Degree	7.5%	8.9%
Less than a Bachelor's Degree	0.0%	0.3%

Regional Occupational Programs (ROP) are offered off campus through the Southern California Regional Occupational Center (SCROC). A variety of ROP courses are available to help prepare high school students (16 years and older) for entry-level employment, upgrading current job skills, or obtaining more advanced levels of education. 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, SCROC's website [www.scroc.com](http://www.scroc.com), or the state's career technical website at <http://www.cde.ca.gov/ci/ct/>.

Career Technical Education (CTE) Program Participation 2009-10	
Total Number of Students Participating in CTE Programs	873
Percentage of Students Completing CTE Program and Earning a High School Diploma	96.2%
Percentage of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	28.6%

\*Articulated Courses: Drafting I  
 Articulation agreements are with El Camino Community College

Career Technical Education Courses	
Child Development & Guidance	
Computer Operations/Computer Science	
Drafting Occupations	
Fashion Textiles & Apparel	
Food & Nutrition	
Other Manufacturing and Product Development	
Viedo Production	

California Partnership Academies	
Environment Sciences	Multimedia

Career Technical Education Pathway Courses	
Accountant	Fashion Designer
Architect	Fashion Merchandising
Banking	Food Management
Business	Graphic Artist
Chef	Interior Designer
Computer Aided Designer	Special Effects
Computer Programmer	Web Developer
Draftsman	

## SARC DATA & INTERNET ACCESS

### DATAQUEST

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Leuzinger High School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability including but not limited to API, AYP, STAR results, enrollment, and staffing.

### PUBLIC INTERNET ACCESS LOCATION

Parents may access Leuzinger High School's SARC and access the internet at any of the county's public libraries. The closest library to Leuzinger High School is Lawndale Public Library located at 14615 Burin Avenue, Lawndale.

Open to the Public: Tue. & Wed. 1:00 - 8:00  
 Thur. & Fri. 11:00 - 6:00 • Sat. 10:00 - 5:00  
 Sun. & Mon. - Closed  
 Number of Computers Available: 6  
 Printers Available: Yes

## DISTRICT EXPENDITURES

### SALARY & BUDGET COMPARISON

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state.

	Salary Comparison 2008-09	
	CVUHSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$40,682	\$43,096
Mid-Range Teacher Salary	\$67,494	\$70,018
Highest Teacher Salary	\$85,721	\$89,675
Average Principal Salaries:		
High School	\$124,677	\$128,615
Superintendent Salary	\$179,186	\$204,469
Percentage of General Fund Expenditures For:		
Teacher Salaries	29.70 %	37.50 %
Administrative Salaries	5.00 %	5.10 %

### EXPENDITURES PER STUDENT

For the 2008-09 school year, Centinela Valley Union High School District spent an average of \$8,628 of total general funds to educate each student (based on 2008-09 audited financial statements). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

Current Expense of Education per Pupil 2008-09					
Dollars Spent per Student					
Expenditures Per Pupil	Leuzinger High	CVUHSD	% Difference - School and District	State Average for Districts of Same Size & Type	% Difference - School Site and State
Total Restricted and Unrestricted	\$7,258	\$8,628	84.12%	N/A	N/A
Restricted (Supplemental)	\$2,633	\$2,890	91.09%	N/A	N/A
Unrestricted (Basic)	\$4,626	\$5,738	80.62%	\$5,681	81.42%
Average Teacher Salary	\$61,380	\$58,728	104.52%	\$66,478	92.33%

In addition to general fund state funding, Centinela Valley Union High School District receives state and federal categorical funding for special programs. For the 2006-07 school year, the district received federal, state, and local aid for the following categorical, special education, and support programs:

- ARRA: State Fiscal Stabilization Fund
- Arts and Music Block Grant
- CA High School Exit Examination (CAHSEE)
- California Instructional School Garden
- California Peer Assistance & Review Program for Teachers (CPARP)
- Department of Rehabilitation
- Economic Impact Aid (EIA)
- Gifted & Talented Education (GATE)
- Instructional Materials
- Lottery: Instructional Materials
- Other Federal Funds
- Partnership Academies Program
- Professional Development Block Grant
- Pupil Retention Block Grant
- Regional Occupation Center and Programs
- School and Library Improvement Block Grant
- School Safety & Violence Prevention, Grades 8-12
- Special Education
- Staff Development
- Supplemental School Counseling Program
- Targeted Instructional Improvement Block Grant
- Teacher Credentialing Block Grant
- Teacher Recruitment/Incentives
- Title I, II, III, IV, V
- Transportation Special Education
- Vocational Programs
- Williams Case Settlement