

CENTINELA VALLEY UNION HIGH SCHOOL DISTRICT



"Dedicated to Academic Excellence and Achievement for All Students"

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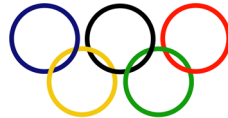
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The statistical information disclosed in this report is obtained from the California Department of Education and the Centinela Valley Union High School District. At the time of publishing, this report met all SARC-related state and federal requirements, using the most current data available. Information for the instructional materials section of this report was acquired in July and October 2013; school facilities information was obtained in January 2014.

LEUZINGER HIGH SCHOOL

Accredited by the Western Association of Schools and Colleges



*Faster, Higher,
Stronger*

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SCHOOL ACCOUNTABILITY REPORT CARD 2012-13 SCHOOL ACTIVITY PUBLISHED IN JANUARY 2014

PRINCIPAL'S MESSAGE

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

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

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

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 2012-13 school year, the district's three comprehensive high schools, continuation school, and independent study school served a total of 6,637 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 2012-13 school year, Leuzinger High School served 1,524 students in grades 9-12. Student enrollment included 13.2% receiving special education services, 20.9% qualifying for English learner support, and 90% qualifying for free or reduced-price meals. Leuzinger High School offers a comprehensive standards-based curriculum, preparing students for their post-secondary education opportunities and entrance into the workforce.

Percentage of Students by Ethnicity/Grade Level

2012-13

Ethnic Group	%	Grade Level	#
African American	22.2%	Grade 9	367
American Indian or Alaskan Native	0.1%	Grade 10	313
Asian	4.9%	Grade 11	425
Filipino	1.3%	Grade 12	388
Hawaiian or Pacific Islander	2.1%	Ungraded	31
Hispanic or Latino	66.7%		
White (not Hispanic)	1.4%		
Two or More Races	1.3%		
Total Enrollment			1,524

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
- 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
- Back on Track Night
- Family Mediation
- Parent Education Workshops
- Title I Parent Meetings
- Parent Institute for Quality Education (PIQE)
- Family Counseling
- Open House
- STAR Awards
- Student Performances
- Subject-Based Night
- College Night

SCHOOL NEWS

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

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

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 2012-13 AYP cycle, high schools must achieve a 88.9% or higher proficiency rate in English/Language Arts and 88.7% 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 740 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 2012-13 AYP target rates. More information on AYP can be found on the California Department of Education's (CDE) website www.cde.ca.gov/nclb/ and the U.S. Department of Education's website www.ed.gov/nclb/accountability/.

STAR Results All Students Percentage of Students Scoring at Proficient and Advanced Levels									
	Leuzinger			CVUHSD			CA		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
English-Language Arts	26	35	34	32	38	38	54	56	55
Math	10	12	11	12	10	9	50	51	50
Science	19	31	29	30	39	43	57	60	59
History	24	33	31	28	32	30	48	49	49

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

STAR Results Percentage of Students Scoring at Proficient and Advanced Levels 2012-13										
	Leuzinger									
	African American	Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Hawaiian or Pacific Islander	White (not Hispanic)	Two or More Races	English Learners	Economically Disadvantaged
English-Language Arts	27		37	42	35		53	40		
Math	7		25	27	11		22	7		
Science	29		12		32					
History	26		36		33					17
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education				
English-Language Arts	33	37	9	35		25				
Math	12	10	13	13		19				
Science	34	26	10	29		20				
History	38	25	7	32		10				

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

California High School Exit Exam All Students Percentage of Students Scoring at Proficient and Advanced Levels									
	Leuzinger			CVUHSD			CA		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
English-Language Arts	38	36	32	44	44	45	59	56	57
Math	32	41	47	41	43	47	56	58	60

California High School Exit Exam Tenth Grade Results by Student Group 2012-13						
	English-Language Arts			Math		
	Percentage of Students:					
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
CVUHSD						
All Students	55	24	21	53	35	12
Leuzinger						
All Students	68	18	14	53	37	10
Male	67	17	15	50	37	13
Female	68	19	13	56	38	6
African American	70	20	9	66	27	7
Asian	80	7	13	33	40	27
Hispanic or Latino	64	19	17	49	40	10
Two or More Races	0	0	0	0	0	0
Economically Disadvantaged	68	17	15	52	38	10
English Learners	95	2	3	75	25	0
Students with Disabilities	96	4	0	93	7	0

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

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

2012-13

Did the school and district meet or exceed 2013 AYP performance criteria in each of the areas listed below?

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

AYP Performance Level

Number of AYP Criteria Met Out of the Total	11/22	12/26
Number of Criteria Possible		

STANDARDIZED STATE ASSESSMENTS

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

CALIFORNIA STANDARDS TEST

California Standards Tests assess student performance on the California Academic Content Standards adopted by the State Board of Education. Performance standards identify the level of student mastery of the content standards tested. The state target for every student is to score at the Advanced or Proficient level. Students scoring at the Far Below Basic, Below Basic, and Basic

levels may receive differentiated instruction through school intervention programs designed to increase student proficiency levels to meet grade level standards. Detailed results by grade level for each student group can be obtained from the California Department of Education's website <http://star.cde.ca.gov>.

CALIFORNIA HIGH SCHOOL EXIT EXAM

The California High School Exit Exam (CAHSEE) is a state-mandated test given to 10-12 grade students to measure student proficiency in math and English/language arts. The CAHSEE helps identify students who are not developing skills that are essential for life after high school and encourages schools to give these students the attention and resources needed to help them achieve these skills during their high school years. Students must pass the English/language arts and math components of the examination to be eligible for a high school diploma. The test is initially given to students in the tenth grade. Students are given numerous chances to pass the test during their sophomore, junior, and senior years; 78% of Leuzinger High School's tenth grade students who took the test in 2012-13 passed the math portion of the exam and 73% passed the English/language arts portion of the exam. Proficiency scores from the test are used as a determination of Adequate Yearly Progress (AYP) as noted in the AYP section of this report. Detailed information about the CAHSEE can be found at www.cde.ca.gov/ta/tg/hs/.

PHYSICAL FITNESS

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

Physical Fitness Test Percentage of Students Meeting California Fitness Standards			
2012-13			
Grade(s) Tested	Number of Standards Met:		
	4 of 6	5 of 6	6 of 6
Ninth	25.0%	18.0%	32.0%

ACADEMIC PERFORMANCE INDEX

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

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

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

No CHILD LEFT BEHIND (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2012-13, Leuzinger High School received Title I Schoolwide funding and is therefore required to comply with program mandates. Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals.

Academic Performance Index Three-Year Performance Comparison									
	Leuzinger								
	Base API Rank:								
	2010	2011	2012	Leuzinger			CVUHSD		State
Statewide Rank	1	2	3	Leuzinger		CVUHSD		State	
Similar Schools Rank	3	4	4	Leuzinger		CVUHSD		State	
	Leuzinger			Leuzinger		CVUHSD		State	
	Increase/Decrease in API			# of Students	Growth	# of Students	Growth	# of Students	Growth
	2010-11	2011-12	2012-13	2012-13	2012-13	2012-13	2012-13	2012-13	2012-13
All Students	33	58	-25	947	671	4,400	680	4,655,989	790
Ethnic Subgroups									
African American	72	28	-23	173	646	698	639	296,463	708
American Indian or Alaskan Native				2		11	624	30,394	743
Asian				43	737	105	760	406,527	906
Filipino				11	762	46	785	121,054	867
Hispanic or Latino	15	72	-25	646	671	3,259	683	2,438,951	744
Hawaiian or Pacific Islander				19	669	39	654	25,351	774
White (not Hispanic)				17	732	107	721	1,200,127	853
Other Subgroups									
Economically Disadvantaged	24	65	-23	840	670	3,812	681	2,774,640	743
English Learners	28	70	-90	227	592	942	567	1,482,316	721
Students with Disabilities	43			112	467	496	479	527,476	615

Title I PI Status 2013-14		
	Leuzinger	CVUHSD
PI Status	In PI	In PI
First Year of PI Implementation	1999-2000	2004-05
Year in PI	Year 5	Year 3
# Schools Currently In PI		3
% Schools Currently In PI		60%

The statistical information in this table reflects the PI status during the 2013-14 school year.

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

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. Leuzinger High's Center for Arts and Science complex, a 44-classroom facilities, was completed and opened 2012-13. Monthly safety inspections and ongoing maintenance ensures school facilities are kept safe, in good working condition, and provide adequate space for students and staff.

2012-13 Campus Improvement Projects - Measure CV
• Phase II Modernization continues (bond project)

SUPERVISION & SAFETY

All staff share in the supervision of students throughout the day. As students arrive on campus each morning, administrators, counselors, the dean of students, the safety officers, and school resource officer are stationed at strategic locations to monitor student activities. During the lunch period, all administrators, the dean of students, safety officers, custodians, and the school resource officer share supervision of students in meal areas and common gathering areas. When students are dismissed at the end of the day, all administrators, the dean of students, safety officers, and the school resource officer circulate throughout the campus and monitor exit areas to ensure students leave campus in a safe and orderly manner. To maintain a safe and secure

environment, all parents and visitors are required to check in with the security officer at the front of the school upon arrival and obtain and wear a visitor's badge.

Campus Description	
Year Built	circa 1933
	Quantity
# of Permanent Classrooms	71
# of Portable Classrooms	0
# of Restrooms (student use)	4 sets
Auditorium	1
Cafeteria	1
Computer Lab	1
Faculty Cafeteria	1
Fitness Room	1
Gym	2
Library	1
Locker Rooms	1 set
Sports Stadium	1
Teacher Work Room	1
Weight Room	1

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 and updated in September 2013, and shared with staff in the November 2013.

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 custodians visits Leuzinger High school on a rotational basis for intensive cleaning and maintenance projects. Emergency situations are immediately resolved either by the school custodian or district maintenance staff, based upon the nature of the situation.

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

The day custodians are responsible for setting up the cafeteria for meals and activities, keeping restrooms clean and stocked, gymnasium cleaning, removing debris and emptying trash receptacles, and addressing minor repairs and maintenance issues. The day custodians check restrooms every hour as a proactive approach in keeping facilities fully stocked, safe, and sanitary. Evening custodians are responsible for daily comprehensive cleaning of classrooms, office areas, library, career center, locker rooms, gymnasium, restrooms, and other areas as assigned. The groundskeeper is responsible for daily landscaping and irrigation maintenance. A crew of skilled groundskeepers visits Leuzinger High School on a rotational basis for large scale mowing, scrubbing, 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 manager, 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 February 3, 2014. 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 2012-13 school year 100% of restrooms were fully operational and available to students at all times.

CLASSROOM ENVIRONMENT

DISCIPLINE & CLIMATE FOR LEARNING

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

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 an associate for further intervention measures, taking into consideration past behavior trends. Misbehavior is not tolerated and is dealt with firmly, consistently, and fairly to the extent necessary to ensure a safe and positive learning environment in the classroom and on campus. The Positive Behavior Intervention Support (PBIS) program provides comprehensive curriculum to promote responsible, safe behaviors as well as bully prevention strategies through classroom activities, presentations, hands-on activities, and scripted weekly lessons.

School Facility Good Repair Status				
Item Inspected	Repair Status			
	Good	Fair	Poor	Repair Needed and Action Taken or Planned
Inspection Date: February 3, 2014				
Systems	✓			
Interior Surfaces	✓			M101 - Stained ceiling tile
Cleanliness	✓			F-102, F-101 & M204 - Items stored too high; H204 - Excessive clutter in storage
Electrical	✓			G212 - Electrical panel blocked; T-23 & T-12 - Emergency exit blocked/not labeled; M212, M214 & M102 - Exit door blocked; M203 - Missing cover plates; M101 - Improper use of extension
Restrooms/Fountains	✓			M217 - Sink hanging from wall outside; Boy's Restroom/M212 - One urinal not working
Safety	✓			
Structural	✓			
External	✓			
Overall Summary of School Facility Good Repair Status				
Overall Summary	Exemplary	Good	Fair	Poor
		✓		

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.

Suspensions and Expulsions			
	Leuzinger		
	10-11	11-12	12-13
Suspensions (#)	381	233	103
Suspensions (%)	17.32%	15.06%	6.76%
Expulsions (#)	9	10	3
Expulsions (%)	0.41%	0.65%	0.20%
	CVUHSD		
	10-11	11-12	12-13
Suspensions (#)	1,157	1,069	773
Suspensions (%)	17.55%	16.46%	11.66%
Expulsions (#)	27	23	20
Expulsions (%)	0.41%	0.35%	0.30%

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.

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
- Most Improved Student (quarterly)
- Senior Awards Night
- STAR Awards
- 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. The SHAPE Project provides educational support services that help and encourage youth in Los Angeles. SHAPE has worked in communities with the most need, serving students that are academically at-risk, as well as at risk for being lured into the entrapments of injurious social pathologies. Because the SHAPE Program is built on a solid foundation of student empowerment and holistic development, we aim to facilitate these same tenets with all of our students. Through SHAPE's components, our students not only emerge academically successful, they are equipped with a heightened consciousness and the advocacy skills necessary to become agents of change in their schools and communities.

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 114 dropouts were recorded for the 2011-12 school year.

In the following Dropout & Graduation Rates table, 2011-12 data are most current information available since state certification/release dates for dropout data occur too late for inclusion in this report. Beginning with the graduation class of 2010, the California Department of Education developed Cohort Dropout and Cohort Graduate rate formulas, based on CALPADS' (California Longitudinal Pupil Achievement Data System) four-year accumulation of student data, to more accurately

determine dropout and graduation rates in California's schools. The new calculations take many factors into consideration when identifying actual dropouts/graduates. Graduation rates include only graduates that earned their diplomas within a specific four-year period of time; graduation rates do not include students who, for a variety of reasons, took longer than four years to graduate. Detailed information about dropout rates and graduation rates can be found on the DataQuest web page at <http://dq.cde.ca.gov/dataquest/>.

Dropout and Graduation Rates			
	Leuzinger		
	09-10	10-11	11-12
Dropout Rate (%)	33.9	24.6	22.6
Graduation Rate (%)	58.89	66.8	73.1
	CVUHSD		
Dropout Rate (%)	30	22.5	24.1
Graduation Rate (%)	61.5	65.5	64.7
	CA		
Dropout Rate (%)	16.6	14.4	13.1
Graduation Rate (%)	74.7	76.3	78.7

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

For those students who have been unsuccessful in the comprehensive high school environment or have exhausted their opportunities to remain at Leuzinger High School, alternative methods of acquiring a diploma are available through the district's continuation school program, concurrent enrollment at the community college, or the district's adult school.

Students must earn 220 credits and pass the CAHSEE to earn a diploma from Leuzinger High School. The following table illustrates the percentage of students who graduated from Leuzinger High School having met both CAHSEE exam requirements and district graduation requirements.

Completion of High School Graduation Requirements for the Graduation Class of:			
	2012		
	Leuzinger	CVUHSD	CA
All Students	78.5%	71.0%	84.4%
African American	16.8%	11.4%	5.7%
American Indian or Alaskan Native	0.0%	0.2%	0.6%
Asian	4.5%	2.5%	8.4%
Filipino	1.3%	0.8%	2.6%
Hispanic or Latino	52.2%	52.4%	39.0%
Islander	1.7%	1.3%	0.5%
White (not Hispanic)	1.5%	1.9%	25.8%
Two or More Races	0.2%	0.2%	1.4%
Economically Disadvantaged	6.6%	4.8%	6.4%
English Learners	40.9%	34.8%	18.8%
Students with Disabilities	74.2%	60.4%	43.9%

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				
	2010-11			
Subject	Average Class Size	Number of Classes		
		1-20	21-32	33+
English	23.3	51	26	30
Math	27.7	16	35	28
Science	28.8	12	15	34
History	26.8	13	19	18
	2011-12			
English	22.5	32	22	18
Math	23.1	25	27	10
Science	26.9	9	21	11
History	23.2	14	14	9
	2012-13			
English	18	34	15	29
Math	24	21	14	23
Science	29	9	8	29
History	27	13	8	25

CURRICULUM & INSTRUCTION

SCHOOL LEADERSHIP

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

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

The School Site Council (SSC) is comprised of the principal, teachers, classified staff, parents, and students. The SSC meets monthly to assist in the decision-making process as well as take an advisory role in evaluating school programs, services for underachieving students, and progress in meeting school goals. Team members serve as a liaison between the school and community and are responsible for approving the annual budget, school site plan, and school safety plan.

STAFF DEVELOPMENT

All curriculum and instructional improvement activities at Centinela Valley Union High School District are aligned to the California State Content Standards and Frameworks. Staff development is selected and identified based upon student assessment results, state content standards, and in-class observations. During the 2012-13 school year, the district offered two non-student professional development days; one day was devoted to districtwide instruction and supplementary workshops on a wide range of topics. The second staff development day's activities were selected by each high school.

- 2012-13 Districtwide Topics
- Direct Interactive Instruction Training
- Special Education
- Supporting English Learners in the Mainstream Classroom
- Technology Training
- English Language Arts, Science, and World Languages
- Read 180/System 44 Virtual Cadres
- English Language Arts Success Virtual Cadres
- Math Success Professional Learning Community
- E2020
- Common Core English Language Arts

- 2012-13 Leuzinger High Topics
- Common Formative Assessments
- Illuminate Formative Assessments
- Positive Behavior Intervention & Support
- Common Core State Standards
- Cross Curricular Collaboration
- Linked Learning
- Direct Interaction Instructor Refresher
- Connect Ed
- Department Collaboration
- Eno Board Training

- Promethean Board Training
- Special Education
- Systematic Intervention

Staff Development Days Three-Year Trend		
2010-11	2011-12	2012-13
1	2	2

Centinela Valley Union High School District and three other local districts (Lawndale, Lennox and Hawthorne) jointly support new teachers in developing their teaching skills through the New Teacher Induction Program, which is designed for first- and second-year teachers holding a preliminary credential to earn their clear teaching credential. The New Teacher Summer Institute 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 in twice a month in seminars focused on 1) data analysis, 2) teaching strategies, 3) classroom management, 4) standardized test preparation, and 5) aligning the curriculum to state standards. Teachers meet by grade level and in department teams beyond the school day to collaborate on specific program areas need. New teachers participate in monthly training activities.

INSTRUCTIONAL MATERIALS

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

On October 8, 2013, 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. 13-14/009](#) which certifies as required by Education Code §60119 that (1) sufficient textbooks and instructional materials have been provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and context of the curriculum frameworks, (2) each pupil has a textbook or instructional materials, or both, to use in class and to take home, (3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, (4) laboratory science equipment was available for science laboratory classes offered in grades 9-12, inclusive, and (5) for students in grades 9-12, the instructional materials were adopted by

Textbooks				
Year Adopted	From Most Recent State Adoption?	Publisher and Series	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials	Grade
Reading/Language Arts				
2010	*	Scholastic; <i>Read 180</i>	0%	9-10
2010	*	Pearson; <i>Literature for California</i>	0%	9-11
2002	*	Hampton Brown; <i>Edge Fundamentals</i>	0%	9-12
2002	*	Hampton Brown; <i>Edge Levels A, B, C</i>	0%	9-12
2011	*	Scholastic; <i>English 3D Volume 1</i>	0%	9
2013	*	Scholastic; <i>English 3D Volume 2</i>	0%	10
2013	*	The California State University; <i>Expository Reading & Writing Course</i>	0%	12
2013	*	Oxford; <i>English A: Language & Literature</i>	0%	11
Math				
2012	*	ALEKS; <i>Algebra Essentials</i>	0%	9
2009	*	Pearson; <i>Algebra I and II</i>	0%	9-11
2008	*	Pearson; <i>Geometry UC</i>	0%	9-12
2012	*	ALEKS; <i>Math Success</i>	0%	10
2007	*	Pearson; <i>Pre-Calculus and Calculus: Graphical</i>	0%	11-12
2009	*	Pearson; <i>Elementary Statistics: Picturing the World</i>	0%	11-12
2012	*	Pearson; <i>Mathematics Standard Level</i>	0%	11
Science				
2007	*	Prentice Hall; <i>Biology</i>	0%	9-12
2005	*	Prentice Hall; <i>Chemistry</i>	0%	10-12
2006	*	Prentice Hall; <i>Conceptual Physics</i>	0%	11-12
2003	*	Prentice Hall; <i>Human Anatomy and Physiology, 6th Edition</i>	0%	11-12
2003	*	Prentice Hall; <i>AP Physics</i>	0%	11-12
2008	*	Pearson; <i>AP Biology, 8th Edition</i>	0%	11-12
2013	*	Holt McDougall; <i>Environmental Science</i>	0%	10-12
2005	*	People's Publishing; <i>Environmental Science: Earth as a Living Planet, 5th Edition</i>	0%	11-12
Social Science				
2008	*	Prentice Hall; <i>Magruder's American Government</i>	0%	12
2006	*	Thomson Learning; <i>Contemporary Economics</i>	0%	12
2006	*	McDougal Littell; <i>The Americans</i>	0%	11
2005	*	McDougal Littell; <i>Modern World History - Patterns of Interaction</i>	0%	10
2006	*	Houghton Mifflin; <i>American Pageant</i>	0%	11
2005	*	McGraw Hill; <i>Economics</i>	0%	12
2005	*	Longman; <i>American Democracy</i>	0%	12
2006	*	Longman; <i>American Government: Continuity & Change</i>	0%	12
2007	*	Addison Wesley; <i>World Civilizations: The Global Experience</i>	0%	10
2011	*	Houghton Mifflin; <i>History of Western Society</i>	0%	10
Foreign Language				
2006	*	Glencoe McGraw Hill; <i>Buen Viaje!</i>	0%	9-12
2008	*	Holt, Rinehart Winston; <i>Nuevas Vistas</i>	0%	9-12
2008	*	Holt, Rinehart Winston; <i>Allez, Viens!</i>	0%	9-12
2012	*	Holt McDougall Little; <i>Abriendo Puertas: Ampliando Perspectivas</i>	0%	11-12

The textbooks and instructional materials used by the school comply with the California Department of Education's (CDE) curriculum frameworks and content standards. The CDE does not compile an approved adoptions list for 9-12 coursework.

Textbook information was obtained from district office personnel in October 2013.

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 2013-14 school year, Centinela Valley Union High School District provided all students enrolled in a visual/performing arts class with their own textbook or supplemental materials to use in class and to take home. These materials comply with the state's content standards and curriculum frameworks.

SPECIALIZED INSTRUCTION

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

SPECIAL EDUCATION

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

ENGLISH LANGUAGE LEARNERS

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

AT RISK INTERVENTIONS

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

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

- CAHSEE Prep Classes (math and language arts)
- AVID (Advancement via Individual Determination)
- Before and After-School Tutoring
- SHAPE
- English Language Arts Success
- Free Tutoring (Title I funded)
- Read 180 (reading intervention)
- Algebra Essentials
- Math Success

PROFESSIONAL STAFF

TEACHER ASSIGNMENT

Leuzinger High recruits and employs the most qualified credentialed teachers. For the 2012-13 school year, the school employed 59 fully credentialed teachers. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant". Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

Teacher Credentials and Assignments				
	Leuzinger			
	10-11	11-12	12-13	13-14
Total Teachers	101	77	60	
Teachers with Full Credential	98	77	59	
Teachers without Full Credential	3	0	1	
Teachers Teaching Outside Subject Area	3	0	1	
Teacher Misassignments for English Learners	7	2	1	0
Total Teacher Misassignments	7	8	1	2
Teacher Vacancies	1	1	0	0
	CVUHSD			
	10-11	11-12	12-13	13-14
Total Teachers	294	286	244	
Teachers with Full Credential	290	283	237	
Teachers without Full Credential	4	3	7	
Teachers Teaching Outside Subject Area	3	1	2	
Teacher Misassignments for English Learners	22	4	4	4
Total Teacher Misassignments	22	20	9	17
Teacher Vacancies	5	5	7	5

The following table identifies the number of classrooms taught and not taught by NCLB compliant teachers. High poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25% or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality web page at www.cde.ca.gov/nclb/sr/tq/.

NCLB Compliance		
Percentage of Classes in Core Academic Subjects:		
	Taught by NCLB-Compliant Teachers	Not Taught by NCLB-Compliant Teachers
2012-13		
Leuzinger	96%	4%
District Totals		
All Schools	85%	15%
High-Poverty Schools	85%	15%
Low-Poverty Schools	-	-

*Most current data available.

SUPPORT SERVICES STAFF

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

Counselors and Support Personnel (Nonteaching Professional Staff) 2012-13		
	No. of Staff	FTE
Academic Counselor	4	4.0
College and Career Technician	1	1.0
DIS Counselor	1	1.0
Discipline Dean	1	1.0
School Nurse	As needed	
Health Technician	1	1.0
Psychologist	1	1.0
Safety Chief	1	1.0
School Resource Officer	1	1.0
Average Number of Students per Academic Counselor		381

FTE = Full-Time Equivalent

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		%
2012-13 Students Enrolled in UC/CSU Courses Required for UC/CSU Admission		76.2
2011-12 Graduates Who Completed All Courses Required for UC/CSU Admission		34.5

*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 website at 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 website at www.calstate.edu/admission/.

ADVANCED PLACEMENT

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

Advanced Placement Courses Offered and Student Participation Rates 2012-13		
	No. of Courses Offered	% of Students Enrolled in AP Courses
Art		
English	4	
Foreign Language	6	
Math	5	
Science	4	
Social Science	7	
Totals	26	11.9%

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
- Fashion Textiles and Apparel
- Filmmaking
- Computer Operations/Computer Science

CALIFORNIA PARTNERSHIP ACADEMIES

- Environmental Careers Academy
- Multimedia Careers Academy - Digital Film
- Multimedia Careers Academy - Digital Arts
- Multimedia Careers Academy - Digital Photography
- Culinary Career Academy

CAREER PATHWAY SEQUENCES

- Child Development and Guidance
- Computer Operations/Computer Science
- Drafting Occupations
- Fashion Textiles and Apparel
- Food and Nutrition
- Other Manufacturing and Product Development
- Video Production

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/>.

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: 12

Printers Available: Yes

DISTRICT EXPENDITURES

SALARY & BUDGET COMPARISON

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

EXPENDITURES PER STUDENT

For the 2011-12 school year, Centinela Valley Union High School District spent an average of \$9,850 of total general funds to educate each student (based on 2011-12 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 expenditures and salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

Current Expense of Education Per Pupil 2011-12					
Dollars Spent Per Student					
Expenditures Per Pupil	Leuzinger	CVUHSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	6,075	N/A	N/A	N/A	N/A
Restricted (Supplemental)	662	N/A	N/A	N/A	N/A
Unrestricted (Basic)	5,414	4,364	124.0%	5,537	97.8%
Average Teacher Salary	67,707	67,973	99.6%	71,584	94.6%

In addition to general fund state funding, Centinela Valley Union High School District receives state and federal categorical funding for special programs. For the 2011-12 school year, the district received federal, state, and local aid for the following categorical, special education, and support programs:

- Department of Rehabilitation
- Economic Impact Aid (EIA)
- Education Jobs Fund
- Governor's CTE Initiative: California Partnership Academies
- Lottery: Instructional Materials
- Other Local: Locally Defined
- Partnership Academies Program
- Special Education
- State Lottery
- Title I, II, III, IV
- Transportation Special Education
- Vocational Programs
- Williams Case Settlement

Career Technical Education Program Participation

2012-13	
Total Number of Students Participating in CTE Programs	88
Percentage of Students Completing a CTE Program and Earning a High School Diploma	95.7%
Percentage of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0

Salary Comparison 2011-12		
	CVUHSD	State Average of Districts in Same Category
Beginning Teacher Salary	41,394	42,865
Mid-Range Teacher Salary	68,616	69,484
Highest Teacher Salary	87,221	89,290
Average Principal Salaries:		
High School	127,368	128,378
Superintendent Salary	240,613	202,664
Percentage of Budget For:		
Teacher Salaries	32	37
Administrative Salaries	7	5