

CENTINELA VALLEY UNION HIGH SCHOOL DISTRICT



"Dedicated to Academic Excellence and
Achievement for All Students"

14901 South Inglewood Avenue
Lawndale, CA 90260
(310) 263-3200
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 2009.

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

SCHOOL ACCOUNTABILITY REPORT CARD 2008-09 SCHOOL ACTIVITY PUBLISHED IN JANUARY 2010

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 2008-09 school year, the district's three comprehensive high schools, continuation school, and independent study school served a total of 7,333 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 2008-09 school year, Leuzinger High School served 2,937 students in grades 9-12. Student enrollment included 10% receiving special education services, 28.5% qualifying for English learner support, and 73.4% qualifying for free or reduced-price meals. Leuzinger High School offers a comprehensive standards-based curriculum, preparing students for their post-secondary education opportunities and entrance into the workforce.

SCHOOL VISION

At Leuzinger High School, we believe that there is no such thing as staying the same. We either strive to make ourselves better, or we allow ourselves to become worse. As an Olympian community, our purpose is to empower

one another in developing awareness of the systems and conditions that have created a society of inequality and opportunity. We are facilitators who provide students with the skills necessary to become activists, work for justice, form opinions and be able to defend them; ultimately, we create positive change in our lives, classrooms, families and communities. Olympians are committed to empowering students thereby enabling them to participate in the transformation of our world.

Percentage of Students by Ethnicity

2008-09 Enrollment: 2,937

| | |
|--------------------------------|-------|
| African-Amer. | 25.0% |
| Amer. Indian or Alaskan Native | 0.1% |
| Caucasian | 2.0% |
| Asian | 5.0% |
| Filipino | 1.0% |
| Hispanic or Latino | 64.0% |
| Pacific Islander | 2.0% |
| Multiple or No Response | 0.9% |

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
- In the Parent Center
- With athletics
- With student supervision

Parent representation is an integral component of the School Site Council, English Learner Advisory Council, Quarterback Club, Title I 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) 263-2254.

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
- Title 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 2008-09 AYP cycle, high schools must achieve a 44.5% or higher proficiency rate in English/Language Arts and 43.5% 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 650 or higher or increasing the API growth by one point, and obtaining a graduation rate of 83.1%.

The AYP table in this report illustrates the school's progress in meeting 2008-09 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/.

Adequate Yearly Progress (AYP) Results Reported by Indicator and Compared to District Performance 2008-09

Did the school and district meet or exceed 2009 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 | Yes | Yes |
| Math | Yes | Yes |
| Percent Proficient | | |
| English-Language Arts | No | No |
| Math | No | No |
| API | Yes | Yes |
| Graduation Rate | Yes | Yes |

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 All Students Percentage of Students Scoring at Proficient & Advanced Levels

| | Leuzinger High | | | CVUHSD | | | California | | |
|-----------------------|----------------|-------|-------|--------|-------|-------|------------|-------|-------|
| | 06-07 | 07-08 | 08-09 | 06-07 | 07-08 | 08-09 | 06-07 | 07-08 | 08-09 |
| English-Language Arts | 14 | 17 | 19 | 22 | 24 | 27 | 43 | 46 | 50 |
| Math | 7 | 7 | 14 | 10 | 10 | 17 | 40 | 43 | 46 |
| Science | 9 | 10 | 12 | 19 | 22 | 24 | 38 | 46 | 50 |
| History | 10 | 12 | 11 | 16 | 20 | 22 | 33 | 36 | 41 |

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

STAR Leuzinger High Percentage of Students Scoring at Proficient & Advanced Levels 2008-09

| | African-Amer. | Amer. Indian or Alaskan Native | Asian | Filipino | Hispanic or Latino | Pacific Islander | Caucasian |
|---------|-----------------------|--------------------------------|-------|----------|--------------------|------------------|-----------|
| | English-Language Arts | 16 | * | 35 | 36 | 18 | 28 |
| Math | 8 | * | 28 | 22 | 15 | 17 | 25 |
| Science | 8 | | 36 | * | 12 | 14 | 6 |
| History | 8 | | 25 | 18 | 11 | 16 | 15 |

*Less than 10 students were 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 Leuzinger High Percentage of Students Scoring at Proficient & Advanced Levels 2008-09

| | Male | Female | English Learners | Economically Disadvantaged | Students with Disabilities | Migrant Education |
|---------|-----------------------|--------|------------------|----------------------------|----------------------------|-------------------|
| | English-Language Arts | 16 | 23 | 6 | 18 | 11 |
| Math | 16 | 13 | 13 | 15 | 14 | |
| Science | 16 | 9 | 4 | 13 | 7 | |
| History | 12 | 10 | 2 | 11 | 4 | |

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP)

The National Assessment of Educational Progress is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English language learners (ELL) is reported based on three levels (identified, excluded, and assessed).

In the tables below, only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either Centinela Valley Union High School District or Leuzinger High School. Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress Web page at <http://nces.ed.gov/nationsreportcard/>.

Note: Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. Additionally, the NAEP only provides state test results for grades four and eight. The California Standards Tests (CST) are based on a different set of standards than the NAEP assessments. Information on the differences between NAEP and CST can be found on the CDE National Assessment of Educational Progress (NAEP) Web page at <http://www.cde.ca.gov/ta/tg/nr/>.

NAEP - State of California Student Performance Levels Reading 2007 & Math 2009 Grades Four & Eight

| | All Students | | | | |
|---------|--------------|-------|-------------------|-------|------|
| | Scale Score | | Achievement Level | | |
| | Calif. | Nat'l | Basic | Prof. | Adv. |
| Reading | | | | | |
| 4th Gr. | 209 | 220 | 30 | 18 | 5 |
| 8th Gr. | 251 | 261 | 41 | 20 | 2 |
| Math | | | | | |
| 4th Gr. | 232 | 239 | 72 | 30 | 5 |
| 8th Gr. | 270 | 282 | 59 | 23 | 5 |

NAEP - State of California Student Participation Rates Reading 2007 & Math 2009 Grades Four & Eight

| | Students with Disabilities | |
|------------------|----------------------------|----------|
| | California | National |
| Reading | | |
| 4th Gr. | 74.25 | 65.60 |
| 8th Gr. | 77.66 | 65.60 |
| Math | | |
| 4th Gr. | 79.00 | 84.00 |
| 8th Gr. | 85.00 | 78.00 |
| English Learners | | |
| | California | National |
| Reading | | |
| 4th Gr. | 93.29 | 80.00 |
| 8th Gr. | 92.10 | 77.30 |
| Math | | |
| 4th Gr. | 96.00 | 94.00 |
| 8th Gr. | 96.00 | 92.00 |

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; 67% of Leuzinger High School's tenth grade students who took the test in 2008-09 passed the math portion of the exam and 64% 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/.

| California High School Exit Exam All Students Percentage of Students Scoring at Proficient & Advanced Levels | | | | | | | | | |
|--|----------------|-------|-------|--------|-------|-------|------------|-------|-------|
| | Leuzinger High | | | CVUHSD | | | California | | |
| | 06-07 | 07-08 | 08-09 | 06-07 | 07-08 | 08-09 | 06-07 | 07-08 | 08-09 |
| English-Language Arts | 22.5 | 25.0 | 23.7 | 28.1 | 33.2 | 33.4 | 48.6 | 52.9 | 52.0 |
| Mathematics | 29.6 | 29.0 | 32.3 | 34.1 | 32.6 | 35.2 | 49.9 | 51.3 | 53.3 |

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 2008-09 | | | | | | |
|---|----------------|------------|----------|----------------|------------|----------|
| | English | | | Math | | |
| | Not Proficient | Proficient | Advanced | Not Proficient | Proficient | Advanced |
| All Students | 76.3 | 17.0 | 6.7 | 67.7 | 26.1 | 6.2 |
| Male | 80.3 | 14.1 | 5.6 | 66.8 | 26.6 | 6.6 |
| Female | 72.3 | 20.0 | 7.7 | 68.7 | 25.6 | 5.8 |
| African American | 82.7 | 11.5 | 5.8 | 78.2 | 19.2 | 2.6 |
| American Indian or Alaska Native | * | * | * | * | * | * |
| Asian | 58.1 | 32.3 | 9.7 | 25.8 | 61.3 | 12.9 |
| Filipino | * | * | * | * | * | * |
| Hispanic or Latino | 75.6 | 18.0 | 6.4 | 67.7 | 25.4 | 6.9 |
| Pacific Islander | * | * | * | * | * | * |
| White (not Hispanic) | 63.6 | 27.3 | 9.1 | 54.5 | 45.5 | 0.0 |
| English Learners | 78.1 | 16.0 | 5.8 | 66.2 | 26.5 | 7.3 |
| Socioeconomically Disadvantaged | 75.2 | 17.6 | 7.1 | 66.1 | 27.2 | 6.7 |
| Students Receiving Migrant Education | * | * | * | * | * | * |
| Students with Disabilities | 96.6 | 3.4 | 0.0 | 96.6 | 3.4 | 0.0 |

*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

| Academic Performance Index (API) Three-Year Performance Comparison | | | | |
|---|----------------|---------|---------|---------|
| | API Rank | 2006 | 2007 | 2008 |
| | | | | |
| Statewide Rank | | 1 | 1 | 1 |
| Similar Schools Rank | | 4 | 1 | 1 |
| Increase/Decrease in API | | | | |
| Results | 2009 API Score | 2006-07 | 2007-08 | 2008-09 |
| Schoolwide - All Students | 576 | -10 | 18 | 6 |
| Ethnic Subgroups: | | | | |
| African-Amer. | 562 | -8 | 16 | 25 |
| Asian | | -31 | | |
| Hispanic or Latino | 568 | -10 | 19 | 0 |
| Other Subgroups: | | | | |
| Economically Disadvantaged | 575 | -16 | 26 | 4 |
| English Learners | 569 | -8 | 20 | -1 |
| Students with Disabilities | 464 | 93 | -33 | 36 |

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.

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/pff/>.

| Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2008-09 | | | |
|--|--------------------------|--------|--------|
| Grade Tested | Number of Standards Met: | | |
| | 4 of 6 | 5 of 6 | 6 of 6 |
| Ninth | 52.7% | 32.4% | 14.3% |

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 2008-09, 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 | 1999-2000 | 2004-2005 |
| 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 |

2008-09 Campus Improvement Projects

- Conversion of classroom to create the Parent Center

A 2008-09 campus survey of school facilities identified a series of projects that need to be completed. An application has been submitted to appropriate state agencies to acquire funding for:

- 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

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 was reviewed, updated, and share with staff in _____ (Month/Year).

FACILITIES MAINTENANCE

School custodial staff and the district's maintenance department work together to ensure classrooms and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors. Maintenance and Operations (M&O) employs an electronic (web-based) work order system enabling school staff to communicate unscheduled maintenance needs, urgent repairs, or special projects. Most of Leuzinger High School's repairs and maintenance projects are performed by the school's day custodians. 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 principal and custodians communicate daily regarding campus cleaning needs and safety concerns. Once a week, 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 October 15, 2009. 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 2008-09 school year, 100% of restrooms were fully operational and available to students; on occasion, some restrooms were inaccessible for a few hours until minor repairs were completed.

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 2008-09 school year, Leuzinger High School received \$16,870.65 of deferred maintenance funds for painting, plumbing, carpentry, and electrical projects.

| School Facility Good Repair Status | | | |
|---|--|------|------|
| Item Inspected | Repair Status | | |
| Most Recent Inspection: October 15, 2009 | Good | Fair | Poor |
| | Repair Needed and Action Taken or Planned | | |
| Systems | ✓ | | |
| Interior Surfaces | | ✓ | |
| Cleanliness | | ✓ | |
| Electrical | | ✓ | |
| Restrooms/Fountains | ✓ | | |
| Safety | | ✓ | |
| Structural | | ✓ | |
| External | | ✓ | |
| Overall Summary | Poor: the school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout the campus. | | |

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 advocacy class and at the 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.

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 for further intervention measures, taking into consideration past behavior trends. In some cases, students may be referred to the Guidance Room for the remainder of their class period, the school day, or in lieu of an off-campus suspension. 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.

Character education is embedded into the daily curriculum through each student's advocacy class. Teachers lead discussions and activities to motivate students to make good choices in behavior, explore career opportunities, develop good study skills, and learn effective test-taking strategies.

Responsible students may enroll in Leuzinger High School's Peer Mediation class to fulfill one of their elective requirements. Students receive training to effectively serve as mentors to fellow students, help their peers resolve minor social issues, and identify situations that require adult intervention.

Suspensions & Expulsions

| | Leuzinger High | | |
|-----------------|----------------|--------|--------|
| | 06-07 | 07-08 | 08-09 |
| Suspensions (#) | 815 | 1273 | 508 |
| Suspensions (%) | 26.49% | 41.21% | 17.30% |
| Expulsions (#) | 17 | 40 | 26 |
| Expulsions (%) | 0.55% | 1.29% | 0.89% |

| | CVUHSD | | |
|-----------------|--------|--------|--------|
| | 06-07 | 07-08 | 08-09 |
| Suspensions (#) | 1486 | 2106 | 932 |
| Suspensions (%) | 20.04% | 28.10% | 12.71% |
| Expulsions (#) | 46 | 74 | 53 |
| Expulsions (%) | 0.62% | 0.99% | 0.72% |

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
- Living the Olympian Vision
- Senior Awards Night
- 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.

| Subject | Teaching Load Distribution Departmentalized Instruction | | | |
|----------------|--|---------|-------|-----|
| | Avg. Class Size | 2006-07 | | |
| | | 1-20 | 21-32 | 33+ |
| English | 25.0 | 69 | 47 | 25 |
| Math | 25.7 | 52 | 30 | 31 |
| Science | 31.5 | 5 | 22 | 39 |
| Social Science | 29.5 | 13 | 38 | 24 |

| Subject | 2007-08 | | | |
|----------------|-----------------------|---------|-------|-----|
| | Avg. Class Size | 2007-08 | | |
| | | 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 |

| Subject | 2008-09 | | | |
|----------------|-----------------------|---------|-------|-----|
| | Avg. Class Size | 2008-09 | | |
| | | 1-20 | 21-32 | 33+ |
| 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 |

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 194 dropouts were recorded for the 2007-08 school year.

In the following Dropout & Graduation Rates table, 2007-08 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. For the 2005-06 school year, 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 | | |
| | 05-06 | 06-07 | 07-08 |
| Dropout Rate (%) | 4.3 | 3.6 | 6.3 |
| Graduation Rate (%) | 79.6 | 88.3 | 74.9 |

| | CVUHSD | | |
|---------------------|--------|-------|-------|
| | 05-06 | 06-07 | 07-08 |
| Dropout Rate (%) | 4.5 | 5.6 | 5.8 |
| Graduation Rate (%) | 66.4 | 73.4 | 66.8 |

| | California | | |
|---------------------|------------|-------|-------|
| | 05-06 | 06-07 | 07-08 |
| Dropout Rate (%) | 3.5 | 4.4 | 3.9 |
| Graduation Rate (%) | 83.4 | 80.6 | 80.2 |

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 |
| 52% | 58% | 80% |

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 Raoul Carranza 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, activities director, academy coordinators, department chairpersons, instructional coaches, and the project facilitator. 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, project facilitator, 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

| 2006-07 | 2007-08 | 2008-09 |
|---------|---------|---------|
| * | * | 3 |

*Professional development activities took place throughout the year on early release days.

During the 2008-09 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. Twice a month, site-based collaboration is held after school on early release collaboration days. 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 2008-09 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 November 10, 2009, 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. 09-10/007 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.

District Adopted Textbooks

| Subject & Year Adopted | Publisher/Series |
|-------------------------|---|
| Math | |
| 2008 | Holt, Rinehart Winston; <i>Algebra 1 Interactions</i> |
| 2009 | Pearson Prentice Hall; <i>California Algebra I</i> |
| 2005 | McDougal Littell; <i>Algebra I</i> |
| 2005 | McDougal Littell; <i>Algebra II</i> |
| 2005 | McDougal Littell; <i>Geometry</i> |
| Language Arts | |
| 2004 | Hampton Brown; <i>Highpoint</i> |
| 2008 | Hampton Brown; <i>Edge</i> |
| 2005 | McDougal Littell; <i>The Language of Literature</i> |
| Science | |
| 2005 | Prentice Hall; <i>Biology</i> |
| 2005 | Prentice Hall; <i>Prentice Hall Chemistry</i> |
| 2007 | Prentice Hall; <i>Earth Science</i> |
| 2005 | Prentice Hall; <i>Conceptual Physical Science</i> |
| Social Science | |
| 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> |
| Foreign Language | |
| 2006 | Glencoe McGraw Hill; <i>Buen Viaje!</i> |
| 2008 | Holt, Rinehart Winston; <i>Nuevas Vistas</i> |
| 2008 | Holt, Rinehart Winston; <i>Allez, Viens!</i> |

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 2008-09 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. 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 *HighPoint* 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)
- Advocacy Class enrichment/intervention activities
- Read 180 (reading intervention)
- Studio (reading intervention)
- Math Essentials

PROFESSIONAL STAFF

SUPPORT SERVICES STAFF

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

| Counselors & Support Personnel (Nonteaching Professional Staff) 2008-09 | | |
|---|--------------|-----|
| | No. of Staff | FTE |
| Counselors | 8 | 8.0 |
| DIS Counselor | 1 | 1.0 |
| College Career Technican | 1 | 1.0 |
| Community Liaison | 2 | 2.0 |
| Discipline Deans | 2 | 2.0 |
| District Nurse | As needed | |
| District Psychologist | As needed | |
| Health Technician | 1 | 1.0 |
| Instructional Coaches | 2 | 2.0 |
| Project Facilitator | 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: 1:367

TEACHER ASSIGNMENT

Leuzinger High recruits and employs the most qualified credentialed teachers. For the 2008-09 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/>.

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 2008-09 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 2007-08 | | % |
|---|--|------|
| Students Enrolled in UC/CSU Courses Required for UC/CSU Admission | | 58.6 |
| Graduates Who Completed All Courses Required for UC/CSU Admission | | 31.6 |

*Most current data available.

UNIVERSITY OF CALIFORNIA ADMISSION REQUIREMENTS

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

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 2008-09

| | No. of Courses Offered | % of Students in AP Courses |
|------------------|------------------------|-----------------------------|
| English | 2 | 2.28% |
| Foreign Language | 2 | 2.79% |
| Math | 1 | 0.89% |
| Social Science | 5 | 10.49% |
| All Courses | 10 | 16.45% |

Teacher Credentials & Assignments

| | Leuzinger High | | | | CVUHSD | | | |
|---|----------------|-------|-------|-------|--------|-------|-------|-------|
| | 06-07 | 07-08 | 08-09 | 09-10 | 06-07 | 07-08 | 08-09 | 09-10 |
| Total Teachers | 134 | 123 | 119 | | 346 | 328 | 312 | |
| Teachers with Full Credential | 97 | 98 | 105 | | 264 | 261 | 268 | |
| Teachers without Full Credential | 37 | 25 | 14 | | 82 | 67 | 44 | |
| Teachers in Alternative Routes to Certification | 24 | 14 | 8 | | 54 | 35 | 31 | |
| Pre-Internship | 3 | 1 | 0 | | 8 | 4 | 0 | |
| Teachers with Emergency Permits | 10 | 10 | 5 | | 20 | 27 | 10 | |
| Teachers with Waivers | 0 | 0 | 0 | | 0 | 0 | 0 | |
| Teachers Teaching Outside Subject Area | 5 | 2 | 2 | | 5 | 2 | 2 | |
| Other Misassignments of Certificated Staff | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 2 |
| Teacher Misassignments for English Learners | 7 | 16 | 16 | 9 | 19 | 44 | 38 | 17 |
| Teacher Misassignments - Total | 7 | 16 | 16 | 9 | 19 | 44 | 46 | 19 |
| Teacher Vacancies | 2 | 3 | 0 | 0 | 12 | 8 | 0 | 0 |

Percentage of Core Classes:

| | Not Taught by | |
|----------------------|-----------------------------------|-------------------------|
| | Taught by NCLB-Compliant Teachers | NCLB-Compliant Teachers |
| | 2008-09 | |
| 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

| | 2008-09 | |
|--|----------------|--------|
| | Leuzinger High | CVUHSD |
| Doctorate | 0.8% | 1.9% |
| Master's Degree plus 30 or more semester hours | 21.8% | 22.8% |
| Master's Degree | 20.2% | 23.7% |
| Bachelor's Degree plus 30 or more semester hours | 42.0% | 36.9% |
| Bachelor's Degree | 15.2% | 14.4% |
| Less than a Bachelor's Degree | 0.0% | 0.3% |

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.

Career Technical Education Courses

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

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, or the state's career technical website at <http://www.cde.ca.gov/ci/ct/>.

Career Technical Education (CTE) Program Participation 2008-09

Total Number of Students Participating in CTE Programs 2,016
 Percentage of Students Completing CTE Program and Earning a High School Diploma 68%
 Percentage of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education *

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

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 2007-08 | | |
|--|-----------|---|
| | CVUHSD | State Average of Districts in Same Category |
| Beginning Teacher Salary | \$40,682 | \$42,810 |
| Mid-Range Teacher Salary | \$67,494 | \$69,375 |
| Highest Teacher Salary | \$85,721 | \$89,104 |
| Average Principal Salaries: | | |
| High School | \$126,025 | \$126,901 |
| Superintendent Salary | \$158,840 | \$198,563 |
| Percentage of General Fund Expenditures For: | | |
| Teacher Salaries | 34.0% | 37.3% |
| Administrative Salaries | 5.7% | 5.2% |

EXPENDITURES PER STUDENT

For the 2007-08 school year, Centinela Valley Union High School District spent an average of \$8,357 of total general funds to educate each student (based on 2007-08 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 2007-08

| Expenditures Per Pupil | Dollars Spent per Student | | % Difference - School and District | State Average for Districts of Same Size & Type | % Difference - School Site and State |
|-----------------------------------|---------------------------|----------|------------------------------------|---|--------------------------------------|
| | Leuzinger High | CVUHSD | | | |
| Total Restricted and Unrestricted | * | * | - | N/A | N/A |
| Restricted (Supplemental) | * | * | - | N/A | N/A |
| Unrestricted (Basic) | * | * | - | \$5,512 | - |
| Average Teacher Salary | * | \$61,333 | - | \$68,332 | - |

*Expenditures data for the school site and the district were not available at the time this report was published.

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 approximately \$2,840 per student in federal, state, and local aid for the following categorical, special education, and support programs:

- Arts and Music Block Grant
- CA High School Exit Examination (CAHSEE)
- California Instructional School Garden
- Career Technical Education Equipment and Supplies
- California Peer Assistance & Review Program for Teachers (CPARP)
- Department of Rehabilitation
- Discretionary Block Grant
- Economic Impact Aid (EIA)
- Gifted & Talented Education (GATE)
- High Priority School Grants Program
- Lottery: Instructional Materials
- Instructional Materials
- Parent/Teacher Involvement
- Partnership Academies Program
- Pupil Retention Block Grant
- Regional Occupation Center and Programs
- School and Library Improvement Block Grant
- School Safety & Violence Prevention, Grades 8-12
- Special Education
- School to Career Local Partnerships
- Staff Development
- Supplemental School Counseling Program
- Supplementary Programs
- Targeted Instructional Improvement Block Grant
- Teacher Recruitment/Incentives
- Title I, II, III, IV, V
- Tobacco Use Prevention Education
- Transportation Special Education
- Vocational Programs
- Williams Case Settlement