

# CENTINELA VALLEY UNION HIGH SCHOOL DISTRICT



"Dedicated to Academic Excellence and Achievement for All Students"

14901 South Inglewood Avenue  
Lawndale, CA 90260  
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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 December 2011; school facilities information was obtained in January 2012.

# LEUZINGER HIGH SCHOOL

Accredited by the Western Association of Schools and Colleges



*Faster, Higher,  
Stronger*

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

Dr. Ryan Smith, Principal

## SCHOOL ACCOUNTABILITY REPORT CARD 2010-11 SCHOOL ACTIVITY PUBLISHED IN FEBRUARY 2012

### 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 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 2010-11 school year, the district's three comprehensive high schools, continuation school, and independent study school served a total of 6,618 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 2010-11 school year, Leuzinger High School served 2,190 students in grades 9-12. Student enrollment included 11% receiving special education services, 50% qualifying for English learner support, and 70.2% 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 2010-11

Ethnic Group	%	Grade Level	#
African American	23.7%	Grade 9	443
American Indian or Alaskan Native	0.0%	Grade 10	519
Asian	4.1%	Grade 11	587
Filipino	1.2%	Grade 12	641
Hawaiian or Pacific Islander	2.0%		
Hispanic or Latino	66.6%		
White (not Hispanic)	1.8%		
Two or More Races	0.5%		
Total Enrollment			2,190

### SCHOOL VISION

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

### PARENT INVOLVEMENT

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

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

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

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

- Back to School Night
- Family Counseling
- Family Mediation
- Open House

- Parent Education Workshops
- Title I Parent Meetings
- 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](http://www.leuzinger.org)
- School marquee
- Twitter@Leuzinger\_HS

## 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 2010-11 AYP cycle, high schools must achieve a 66.7% or higher proficiency rate in English/Language Arts and 66.1% 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 710 or higher or increasing the API growth by one point, and obtaining a graduation rate of 90%.

Adequate Yearly Progress Results Reported by Indicator and Compared to District Performance		
2010-11		
Did the school and district meet or exceed 2011 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	No	Yes
Percent Proficient		
Language Arts	Yes	No
Math	No	No
API	Yes	Yes
Graduation Rate	Yes	Yes
AYP Performance Level		
Number of AYP Criteria Met Out of the Total	16/22	23/26
Number of Criteria Possible		

The AYP table in this report illustrates the school's progress in meeting 2010-11 AYP target rates. More information on AYP can be found on the California Department of Education's (CDE) website [www.cde.ca.gov/nclb/](http://www.cde.ca.gov/nclb/) and the U.S. Department of Education's website [www.ed.gov/nclb/accountability/](http://www.ed.gov/nclb/accountability/).

STAR Results All Students Percentage of Students Scoring at Proficient and Advanced Levels									
	Leuzinger			CVUHSD			CA		
	08-09	09-10	10-11	08-09	09-10	10-11	08-09	09-10	10-11
English-Language Arts	19	25	26	27	31	32	49	52	54
Math	14	8	10	17	11	12	46	48	50
Science	12	15	19	24	26	30	50	54	57
History	11	18	24	22	24	28	41	44	48

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 Ethnic Subgroups Percentage of Students Scoring at Proficient and Advanced Levels 2010-11									
	Leuzinger								
	African American	American Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Hawaiian or Pacific Islander	White (not Hispanic)	Two or More Races	
English-Language Arts	26		45	33	25	18	38	28	
Math	6		29	33	9	14	20	13	
Science	18		15	*	20	*	*	*	
History	22		39	29	24	32	20	7	
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education			
English-Language Arts	23	30	8	26	10				
Math	9	11	8	10	10				
Science	21	17	3	19	3				
History	27	20	7	25	6				

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		
	08-09	09-10	10-11	08-09	09-10	10-11	08-09	09-10	10-11
English-Language Arts	23	23	38	33	32	44	52	54	59
Math	30	30	32	33	35	41	53	54	56

California High School Exit Exam Tenth Grade Results by Student Group 2010-11						
	English-Language Arts			Math		
	Percentage of Students:					
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
CVUHSD						
All Students	56	26	18	59	33	8
Leuzinger						
All Students	62	23	15	68	26	6
Male	66	23	11	67	27	6
Female	57	23	19	69	25	6
African American	58	28	14	67	28	5
American Indian or Alaskan Native	*	*	*	*	*	*
Asian	47	32	21	26	63	11
Filipino	*	*	*	*	*	*
Hispanic or Latino	64	22	14	72	23	6
Hawaiian or Pacific Islander	*	*	*	*	*	*
White (not Hispanic)	*	*	*	*	*	*
Two or More Races	85	4	11	86	7	7
Economically Disadvantaged	60	23	17	63	30	7
English Learners	90	7	3	84	13	3
Students with Disabilities	98	2	0	98	2	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.

## 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; 69% of Leuzinger High School's tenth grade students who took the test in 2010-11 passed the math portion of the exam and 68% passed the English/language arts portion of the exam. Proficiency scores from the test are used as a determination of Adequate Yearly Progress (AYP) as noted in the AYP section of this report. Detailed

information about the CAHSEE can be found at [www.cde.ca.gov/ta/tg/hs/](http://www.cde.ca.gov/ta/tg/hs/).

## 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/pfi/>.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2010-11			
Grade(s) Tested	Number of Standards Met:		
	4 of 6	5 of 6	6 of 6
Ninth	22%	24%	16%

## 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 2010-11, 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.

Title I PI Status 2011-12		
	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 2011-12 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/](http://www.cde.ca.gov/ta/ac/ay/).

Academic Performance Index Three-Year Performance Comparison									
	Leuzinger								
	Base API Rank:								
	2008	2009		2010		2011		2012	
Statewide Rank	1	1		1		1		1	
Similar Schools Rank	1	2		3		3		3	
	Leuzinger		Leuzinger		CVUHSD		State		
	Increase/Decrease in API		# of Students	Growth	# of Students	Growth	# of Students	Growth	
	2008-09	2009-10	2010-11	2010-11	2010-11	2010-11	2010-11	2010-11	
All Students	6	34	33	1284	643	4,291	671	4,683,676	778
Ethnic Subgroups									
African American	25	15	72	274	647	652	641	317,856	696
Asian				51	734	130	767	398,869	898
Filipino				15	785	46	791	123,245	859
Hispanic or Latino	0	43	15	885	626	3,215	668	2,406,749	729
Hawaiian or Pacific Islander				26	698	55	676	26,953	764
White (not Hispanic)				21	647	124	737	1,258,831	845
Other Subgroups									
Economically Disadvantaged	4	33	24	1157	632	3,727	662	2,731,843	726
English Learners	-1	20	28	653	616	2,232	657	1,521,844	705
Students with Disabilities	36	-93	43	139	402	505	440	521,815	595

# 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
	Quantity
# of Permanent Classrooms	71
# of Portable Classrooms	0
# of Restrooms (student use)	5 sets
Auditorium	1
Cafeteria	1
Computer Lab	1
Faculty Cafeteria	1
Fitness Room	1
Gym	1
Library	1
Locker Rooms	1 set
Sports Stadium	1
Teacher Work Room	1
Weight Room	1

### 2010-11 Campus Improvement Projects - Measure CV

- Completion of Center for Arts and Sciences - three two-story buildings comprised of 36 classrooms and eight state-of-the-art science labs, three sets of boys and girls restrooms, and elevators
- Renovated older classrooms
- Installation of interactive multimedia technology with internet connectivity
- Outdoor learning environment that includes two outdoor amphitheater lecture areas

### 2011-12 Campus Improvement Projects - Measure CV

- Phase II Modernization begins - construction of new classroom building, cafeteria, art classrooms, and culinary arts academy facility

## 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 at the gate (guard shack) upon arrival and obtain and wear a visitor's badge.

## SCHOOL SITE SAFETY PLAN

The Comprehensive School Site Safety Plan was developed for Leuzinger High School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most current safety plan is reviewed, updated, and shared with staff in the fall of 2011.

## FACILITIES MAINTENANCE

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

Two day custodians and eight evening custodians are assigned to Leuzinger High School for routine maintenance, daily custodial duties, and special events preparations. The administrative team and 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.

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

Every morning before school begins, the day custodians inspect facilities for safety hazards, graffiti, and other conditions that require removal prior to students and staff entering school grounds. On an annual basis, schools are required by the state to perform a comprehensive inspection and report those findings to the school community. The most recent inspection for Leuzinger High School took place on September 22, 2011. 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 2010-11 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.

Suspensions and Expulsions			
	Leuzinger		
	08-09	09-10	10-11
Suspensions (#)	508	416	381
Suspensions (%)	17.26%	16.16%	17.32%
Expulsions (#)	26	54	9
Expulsions (%)	0.88%	2.10%	0.41%
	CVUHSD		
	08-09	09-10	10-11
Suspensions (#)	1,002	933	1,157
Suspensions (%)	13.68%	13.79%	17.55%
Expulsions (#)	53	138	27
Expulsions (%)	0.72%	2.04%	0.41%

*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.*

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

School Facility Good Repair Status			
Item Inspected	Repair Status		
	Good	Fair	Poor
Inspection Date:	September 22, 2011		
	Repair Needed and Action Taken or Planned		
Systems	✓		
Interior Surfaces	✓		Rooms 101, 102, 215, 206: stained ceiling tiles. Rooms 215, 212: damaged floor tiles.
Cleanliness	✓		Health Office; boxes stored on high cabinets. Rooms G-205, 217: items, boxes stored on high cabinets. Boys' Locker Room: graffiti.
Electrical	✓		Library: several light fixtures not working. Room 213: broken outlet cover. Room 212: one light fixture not working. Room 211: one light fixture not working. Room 207: exposed electrical wires in reach of students. Room 200: TV on high shelf, not secured. Boys' Locker Room: one light fixture not working. Girls' Locker Room: one light fixture not working.
Restrooms/Fountains	✓		
Safety	✓		
Structural	✓		
External	✓		Girls' Locker Room: broken window coach's office.
Overall Summary of School Facility Good Repair Status			
	Exemplary	Good	Fair
Overall Summary		✓	

*Good: The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.*

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.

### STUDENT RECOGNITION

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

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

### EXTRACURRICULAR & ENRICHMENT ACTIVITIES

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

### TEACHING LOAD DISTRIBUTION

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

Teaching Load Distribution Departmentalized Instruction				
2008-09				
Subject	Average Class Size	Number of Classes		
		1-20	21-32	33+
English	27.3	49	32	42
Math	27.3	42	19	40
Science	34.4	6	9	50
History	33.7	6	18	45
2009-10				
English	18.1	60	27	11
Math	19.8	45	28	8
Science	19.1	34	18	6
History	20.4	29	17	9
2010-11				
English	23.3	51	26	30
Math	27.7	16	35	28
Science	28.8	12	15	34
History	26.8	13	19	18

### 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 238 dropouts were recorded for the 2009-10 school year.

In the following Dropout & Graduation Rates table, 2009-10 data is the most current information available since state certification/release dates for dropout data occur too late for inclusion in this report. 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		
	07-08	08-09	09-10
Dropout Rate (%)	6.3	11.3	9.3
Graduation Rate (%)	66.1	60	68.04
	CVUHSD		
	07-08	08-09	09-10
Dropout Rate (%)	5.8	9.5	8.1
Graduation Rate (%)	66.8	62.6	72.0
	CA		
	07-08	08-09	09-10
Dropout Rate (%)	4.9	5.7	4.6
Graduation Rate (%)	80.2	78.6	80.4

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, Club Olympian, 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. 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: 2011			
	Leuzinger	CVUHSD	CA
All Students	63.1%	68.8%	-

*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.*

## CURRICULUM & INSTRUCTION

### SCHOOL LEADERSHIP

Leadership is a responsibility shared among the school administration, school staff, and parents. Principal Ryan Smith is responsible for the day-to-day operations of the school and overall instructional program. The principal and 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, programs 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 2010-11 school year, the district offered one non-student professional development day for teaching staff to address:

- Focused Learning Targets
- Higher Order Questioning
- Engaging Instruction/Active Learning
- Grading and Assessment Reform by Tom Schimmer

Staff Development Days Three-Year Trend		
2008-09	2009-10	2010-11
3	3	1

Throughout the year, Centinela Valley Union High School District provided training and support for identified concentrations and districtwide implementation of new and ongoing programs.

### 2010-11 Staff Development Offerings

- Academy Retreat
- Administrators' Retreat
- Direct Interactive Instruction
- E2020
- Pearson Assessment Training Institute - Sound Grading Practices Conference
- Prentice Hall Literature - Curriculum Training
- Promethean Training
- Read 180 for English Language Arts
- Spring Academy Leadership Retreat

New teachers and teachers not yet fully credentialed are supported by peer coaching and extensive staff development. Centinela Valley Union High School District offers the BTSA Induction Program (Beginning Teacher Support and Assessment), a state-approved program that provides 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 a three-day program for teachers who are new to the district. Training sessions focus on foundational items such as BTSA, Effective English language learner strategies, an overview of the district's special education program, equity and diversity, technology in the classroom, and classroom management.

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 12, 2011, 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. 11-12/006](#) which certifies as required by Education Code §60119 that (1) sufficient textbooks and instructional materials have been provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and

context of the curriculum frameworks, (2) each pupil has a textbook or instructional materials, or both, to use in class and to take home, (3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, (4) laboratory science equipment was available for science laboratory classes offered in grades 9-12, inclusive, and (5) for students in grades 9-12, the instructional materials were adopted by the local governing board following district review of the materials and their alignment with state content standards as required by CCR, Title 5, Section 9531.

In addition to the core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for its visual/performing arts curricula. During the 2011-12 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
- Club Olympian
- English Language Arts Success
- Free Tutoring (Title I funded)
- Read 180 (reading intervention)
- Algebra Essentials
- Math Success

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; Read 180	0%	9	
2010	*	Pearson; Literature for California	0%	9-12	
2002	*	Hampton Brown; Edge Fundamentals	0%	9-12	
2002	*	Hampton Brown; Edge Levels A, B, C	0%	9-12	
Math					
2009	*	Pearson; Algebra Essentials	0%	9-12	
2009	*	Pearson; Algebra I UC	0%	9-11	
2008	*	Pearson; Algebra II	0%	9-12	
2008	*	Pearson; Geometry UC	0%	10-12	
Science					
2007	*	Prentice Hall; Biology	0%	9-12	
2005	*	Prentice Hall; Prentice Hall Chemistry	0%	10-12	
2006	*	Prentice Hall; Earth Science	0%	9-12	
2006	*	Prentice Hall; Conceptual Physical Science Explorations	0%	11-12	
2003	*	Prentice Hall; Human Anatomy and Physiology	0%	11-12	
Social Science					
2008	*	Prentice Hall; Magruder's American Government	0%	12	
2006	*	Thomson Learning; Contemporary Economics	0%	12	
2006	*	McDougal Littell; The Americans	0%	11	
2005	*	McDougal Littell; Modern World History - Patterns of Interaction	0%	10	
2000	*	West; Psychology and You	0%	11-12	
Foreign Language					
2006	*	Glencoe McGraw Hill; Buen Viaje!	0%	9-12	
2008	*	Holt, Rinehart Winston; Nuevas Vistas	0%	9-12	
2008	*	Holt, Rinehart Winston; Allez, Viens!	0%	9-12	

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.

## 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 and Support Personnel (Nonteaching Professional Staff)

2010-11

	No. of Staff	FTE
Academic Counselor	5	5.0
College and Career Technician	1	1.0
DIS Counselor	1	1.0
Discipline Dean	1	1.0
District 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		440

FTE = Full-Time Equivalent

### TEACHER ASSIGNMENT

Leuzinger High recruits and employs the most qualified credentialed teachers. For the 2010-11 school year, the school employed 98 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			
	08-09	09-10	10-11	11-12
Total Teachers	119	107	101	
Teachers with Full Credential	105	105	98	
Teachers without Full Credential	14	2	3	
Teachers Teaching Outside Subject Area	2	2	3	
Teacher Misassignments for English Learners	16	15	7	5
Total Teacher Misassignments	16	15	7	5
Teacher Vacancies	0	1	1	0
	CVUHSD			
	08-09	09-10	10-11	11-12
Total Teachers	312	303	294	
Teachers with Full Credential	268	261	290	
Teachers without Full Credential	44	42	4	
Teachers Teaching Outside Subject Area	2	2	3	
Teacher Misassignments for English Learners	38	45	22	18
Total Teacher Misassignments	46	45	22	18
Teacher Vacancies	0	3	5	2

### Teacher Education Levels 2010-11

	Leuzinger	CVUHSD
Doctorate	3.2%	2.9%
Master's Degree Plus 30 or More Semester Hours	20.0%	24.7%
Master's Degree	29.5%	26.3%
Bachelor's Degree Plus 30 or More Semester Hours	23.2%	27.7%
Bachelor's Degree	24.2%	18.0%
Less Than a Bachelor's Degree	0.0%	0.4%

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 [www.cde.ca.gov/nclb/sr/tq/](http://www.cde.ca.gov/nclb/sr/tq/).

### NCLB Compliance

#### Percentage of Classes in Core Academic Subjects:

	2010-11	
	Taught by NCLB-Compliant Teachers	Not Taught by NCLB-Compliant Teachers
Leuzinger	100.0%	0.0%
District Totals		
All Schools	100.0%	0.0%
High-Poverty Schools	100.0%	0.0%
Low-Poverty Schools	0.0%	0.0%

## 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 [www.calstate.edu/admission/](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 and Student Participation Rates 2010-11

	No. of Courses Offered	% of Students Enrolled in AP Courses
English	2	3.0%
Foreign Language	2	3.7%
Math	1	1.4%
Science	1	2.8%
Social Science	5	12.6%
Totals	11	23.5%

## 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 followup 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

Fashion Textiles and Apparel  
Food and Nutrition  
Computer Operations/Computer Science  
Video Production

## CALIFORNIA PARTNERSHIP ACADEMIES

Environmental Careers Academy  
Multimedia Careers Academy - Film  
Multimedia Careers Academy - Media

## 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

## 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

2009-10

	%
Students Enrolled in UC/CSU Courses Required for UC/CSU Admission	67.6
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>.

The Career Technical Education Program table in this report shows the total number of students enrolled in Leuzinger High School's vocational education courses. For more information on career technical programs, contact the high school's career center or the state's career technical website at <http://www.cde.ca.gov/ci/ct/>.

Career Technical Education Program Participation 2010-11	
Total Number of Students Participating in CTE Programs	524
Percentage of Students Completing a CTE Program and Earning a High School Diploma	98.4%
Percentage of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	*

\*Two Introduction to Multimedia courses; articulation agreement with the Art Institute.

## 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 2009-10		
	CVUHSD	State Average of Districts in Same Category
Beginning Teacher Salary	40,682	42,954
Mid-Range Teacher Salary	67,494	69,905
Highest Teacher Salary	85,721	89,464
Average Principal Salaries:		
High School	127,660	128,348
Superintendent Salary	198,938	205,119
Percentage of Budget For:		
Teacher Salaries	31	37
Administrative Salaries	6	5

### EXPENDITURES PER STUDENT

For the 2009-10 school year, Centinela Valley Union High School District spent an average of \$9,366 of total general funds to educate each student (based on 2009-10 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 [www.cde.ca.gov/ds/fd/ec/](http://www.cde.ca.gov/ds/fd/ec/) and [www.cde.ca.gov/ds/fd/cs/](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 2009-10					
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	6,473	6,794	95.3%	N/A	N/A
Restricted (Supplemental)	1,434	1,972	72.7%	N/A	N/A
Unrestricted (Basic)	5,040	4,822	104.5%	5,455	92.4%
Average Teacher Salary	64,071	65,336	98.1%	70,570	90.8%

In addition to general fund state funding, Centinela Valley Union High School District receives state and federal categorical funding for special programs. For the 2009-10 school year, the district received federal, state, and local aid for the following categorical, special education, and support programs:

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