

The Single Plan for Student Achievement

School: Leuzinger High School
CDS Code: 19 64352 1935048
District: Centinela Valley Union High School District
Principal: Dr. Pamela Brown
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The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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School Vision and Mission

Leuzinger High School's Vision and Mission Statements

CENTINELA VALLEY UNION HIGH SCHOOL DISTRICT

The mission of the CVUHSD is to ensure the academic success of all students by implementing school to career academies to address all learning needs and choices, reflecting the industry careers in the South Bay.

The CVUHSD Vision Statement

The Centinela Valley Union High School District believes that all students can learn, and expects each and every student to make continuous progress toward meeting and exceeding the California State Standards. Our success as educators can only be measured by the success of our students and that success must and will be the driving force behind everything we do.

To that end, the Centinela Valley Union High School District believes that the following tenets are necessary in order for all our students to be successful.

1. It is not enough for us to teach and assume that our students have learned. Learning will be continuously assessed in order to evaluate the success of our teaching.
2. We will never blame students. Their success is our responsibility. When our students fail, we fail. Policies and practices of the District and its' employees will foster and never be a hindrance to student success. These policies and practices include, but are not limited to Instruction, Grading, Placement, Curriculum and Discipline.
3. All students have the right to access the most rigorous curriculum, and when appropriate, will be given any necessary support to be successful in the most advanced courses.
4. Our responsibility goes beyond the earning of a high school diploma. We will advance a curriculum that provides both academic and career-technical skills so that students have the choice to enter and be successful in a four-year university and/or obtain an industry job from a variety of career pathways.

The CVUHSD Graduate Profile

The graduate profile was developed in collaboration with partners from industry, post-secondary, the community, as well as students, parents, school staff and administration, and district leadership. Each course and program works toward alignment with it, supporting each CVUHSD student in matching this profile upon graduation:

- College & Career Ready Individuals
 - o Graduates will develop and manage a clearly articulated post secondary plan that is aligned with their academic and/or career goals and personal passions.
- Effective Communicators
 - o Graduates will be able to express thoughts and articulate ideas through verbal, non-verbal, written, and technological means.
- Ethical Leaders
 - o Graduates will demonstrate ethical leadership through effective decision-making and self-management by understanding their personal strengths and weaknesses.
- Independent & Collaborative Critical Thinkers & Problem Solvers
 - o Graduates will exercise critical thinking skills to independently and collaboratively address the nature of a problem and propose creative solutions.
- Socially Aware & Responsive Community Members
 - o Graduates will act as productive citizens who serve in the community to improve the quality of life for their local, national, and global community.

Leuzinger High School Mission and Vision Statement:

Mission Statement

The Leuzinger High School community, in partnership with supportive families, strives to maximize the unique potential of each student to cultivate the skills essential for lifelong learning and to nurture responsible citizenship.

Vision Statement

Leuzinger High School will empower all students to act with integrity to achieve excellence through rigorous college and career pathways.

School Profile

School Facilities:

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. On November 4th, 2009 the local residents voted to approve Measure CV, a bond measure that will give Leuzinger High School a possible 90 million dollars to make repairs to buildings, and improve the facilities. This is a major win for our students and the school community, as Measure CV will ensure that the facilities continue to improve and new classrooms will be built in the upcoming years. The measure guarantees the upgrade and improvement of the school library and computer labs, as well, so it's expected that this money will soon help our school tremendously. 41 bungalows were replaced with a new two-story permanent building with Measure CV. Teachers were integral in helping this measure pass, as many volunteered time to phone bank during the campaign, showing their school pride and their belief in our school district. Phase II of construction is completed and includes 31 new classrooms that is dedicated to our Academies and there is also a new state of the art cafeteria.

Other School Characteristics:

In 2016 – 2017 Leuzinger High School is serving 1885 students in grades 9-12. Student enrollment included 12.69% receiving special education services, 19.04% qualifying for English learner support, and 100% 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 Programs:

Title 1, GATE, AVID, AP, Honors, PBIS opening day structures for students and 2nd semester resets, Supplemental Math and English Programs, Mandatory Peer Tutoring, After school tutoring, Environmental Career Academy, Multi-Media Career Academy, Advanced Academic Academy, Culinary Career Academy, SHAPE, BTSA, District Professional Development Days, Peer Assistance and Review (PAR), Department Collaboration, SPED, ELAC, PREP, and BSU

Title I School-wide Program:

Leuzinger High School operates a Title I School Wide Program. The School Site Council first completed the schoolwide needs assessment and submission of Schoolwide status in June of 2011 and it has been approved annually since then.

A school-wide program is a comprehensive reform strategy designed to upgrade the entire educational program in a Title I school; its primary goal is to ensure that all students, particularly those who are low-achieving, demonstrate proficient and advanced levels of achievement on State academic achievement standards. This school-wide reform strategy requires that a school--

- Conduct a comprehensive needs assessment;
- Identify and commit to specific goals and strategies that address those needs;
- Create a comprehensive plan; and
- Conduct an annual review of the effectiveness of the school-wide program and revise the plan as necessary.

Adopting this strategy should result in an ongoing, comprehensive plan for school improvement that is owned by the entire school community and tailored to its unique needs.

Whereas Title I targeted assistance programs only provide educational services to identified individual students, school-wide programs allow staff in schools with high concentrations of students from low-income families to redesign their entire educational program to serve all students. The emphasis in school-wide program schools is on serving all students, improving all structures that support student learning, and combining all resources, as allowed, to achieve a common goal. Schoolwide programs maximize the impact of Title I.

A growing body of evidence shows that it is possible to create schools where all students achieve to high standards, even when most students in the school are poor or disadvantaged. These schools share common characteristics, including:

- A clear focus;
- High expectations for students and staff;

- An environment focused on learning;
- Strong leadership;
- Curriculum, instruction, and assessments aligned with standards;
- High-quality professional development;
- A collaborative spirit and collaborative structures;
- Meaningful parental involvement; and
- A commitment to continuous review and improvement.

These characteristics are most likely to produce effective schools when they are integrated together into a school-wide framework. The Title I school-wide process supports the creation of high-performing schools by encouraging schools to make significant, even radical, changes in how they do business, and providing them with a comprehensive process for doing so. Developing and implementing a high-quality school-wide program is a systemic, effective strategy for increasing the academic achievement of all students.

The school-wide authority also reflects the following fundamental principles of Title I, as amended by the NCLB:

- **Accountability for results.** In a school-wide program, accountability for results is shared throughout the school. All students are expected to meet the State’s challenging standards, and students who experience difficulty mastering those standards are provided timely, effective, additional assistance. Teachers use information about student performance and share ways that instruction can be improved to meet a wide range of student needs. The school keeps parents informed of the achievement of individual students, and of the progress of the school in meeting its goals.
- **Research-based practices.** School-wide programs operate according to a plan that contains proven, research-based strategies designed to facilitate schoolwide reform and improvement. Professional development activities are based on practices proven to be successful in helping teachers improve the quality of their instruction.
- **School and community engagement.** Staff in school-wide programs engage parents and the community in their work as planners, participants, and decision makers in the operation of the school. This collaboration is based on a shared vision of the school’s values and overall mission. These partnerships strengthen the school’s ability to meet the needs of all students and improve the school.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

There were several surveys given in the 2016-17 school year. The surveys included a parent survey that asked for information on the physical and instructional environment. The results revealed that parents have some concerns about student safety. The primary concerns related to students on their way home. Another concern noted from parents was the updating of grades for students. There was a concern that some teachers have not been keeping grades up to date. The next survey was a staff survey on the school administration. This survey revealed that overall the teachers are satisfied with the administrative team with overall rankings 80% or above. There was a student survey and the primary concern of students was how we could work to get better food in the cafeteria. In addition there were school-wide surveys of students on how to address attendance, school pride, school safety and course selections. The surveys revealed that students want consistency when it comes to attendance, safety and dress code. It also revealed the students would like to see an increased selection of electives and more school-wide activities that they connect to.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Classroom observations were conducted by administration on a weekly basis. The average number of observations per month was around 25. The summary of findings is that the school-wide strategies of Cornell Notes, Annotating text, and using FLT's are used with fidelity in about 80% of the classrooms. The struggle in some classrooms is not centered on content but instead on management. Administration will continue to provide professional development for all staff members on classroom management.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Leuzinger High School regularly uses CELDT, grades and SBAC data to target students and improve instruction. Specifically, the students performing below grade level are scheduled in support classes based on this data, grades, and teacher feedback. The results of the SBAC data reveals that the targeted instruction and familiarity with the test and computers is needed to support students as they take this test. This school year our math and ELA instructional coaches worked with ELA and math teachers to run the SBAC interim assessment in the classes so students could become familiar with the types of questions on the test as well as how to navigate the functions on the computer when taking the test. In addition all departments have course leads that create, modify and evaluate CFA's and CSA's. When the CSA's and CFA's are given the teacher use the results to identify student learning gaps. In addition to learning gaps the data provides teachers with information on students that need enrichment. This is all discussed in weekly collaboration where teachers devise plans on how to support all students (those that got it, those that kind of got, and those that did not get it).

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

This past year, there was a clear use of curriculum embedded assessments and a schoolwide data protocol was used. The data protocol was used to help teachers identify who needs additional help/reteaching, who just needs more practice, and who needs enrichment.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

Most of the staff at Leuzinger was highly qualified for the 2016-17 school year. This year we have a few of our special education teachers that do not meet the requirements of being highly qualified. We also have 5 mis-assignments of teachers with SPED due to the disability of the a students. We are working with our director of special education to clear this up in student IEP's. W

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

We had a sufficient number of credentialed teachers in all subject areas. Teachers received professional development opportunities during lunchtime PLO's, after school workshops, weekly collaboration time and district-wide PD. We also allotted money for our teachers to attend professional development relative to school-wide practices and departmental practices. This included conferences on grading, NGSS standards, Ceramics, and math instructions. All teachers had access to SBE adopted instructional materials. The teachers continue to receive professional development from our coaches and ELD coach, and science coach to support the learning of all levels of students.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

The staff development has been aligned to the content standards, student performance and professional needs. For example, ELA and math have been working on common core standards in collaboration. They are using them to help create their CFA's and they were used in creating and updating the CSA's. The lunchtime professional learning opportunities are generated by teacher request. For example, if we have teachers requesting refreshers on DII, then the instructional coaches will present during a lunchtime PLO or in collaboration. The instructional coaches also worked closely with teachers on the co-plan, co-teach and debrief model to support them in the use of DII. All of the DII strategies continue to support our EL's, SPED and gen ed populations.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

We had a science coach, math coach, ELA coach and pathway specialists that supported teachers in the classroom. The Pathway specialists supported teachers on implementing linked learning concepts. The ELA and math coaches worked with new teachers and existing teachers on items such as: classroom management, lesson planning, instruction, student engagement, etc. The science coach worked with our science department on NGSS and the new health class we will be offering next year. In addition we have an ELD coach who works closely with teachers on supporting English Learners.

7. Teacher collaboration by grade level (kindergarten through grade eight [K-8]) and department (grades nine through twelve) (EPC)

At Leuzinger High School we have weekly collaboration. In 2016-2017 we continued the 90 minute collaboration model. We have school-wide collaboration for the first 30 minutes then one hour of department collaboration. In addition, in the department collaboration teachers created CFA's and then used the district-wide data protocol to evaluate data. We currently have departmental and academy collaboration. In the coming year we will have collaboration for teachers by grade level.

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

In the summer of 2017 teachers will work together to evaluate the curriculum and update it as needed. There is a weeklong PD that is open for all teachers to participate in. The district instructional support team will meet over the summer to identify the key instructional areas we will focus on. Some of the focus areas for 17-18 include, FLT's, CFU, CFA/CSA, Annotating text, note-taking and data evaluation. All teachers have teacher ancillary materials and teachers editions.

9. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

The school sites have worked closely with the district to ensure there is adequate instructional materials for all students and courses. Each school year there is a data sheet completed on materials on hand and the number of courses being offered the following year to ensure there is enough materials.

10. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Leuzinger high school uses standards aligned instructional materials in all classes. We adopted a new text book in math for the 16-17 school year and we are moved to the integrated math model.

Opportunity and Equal Educational Access

11. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Both ELA and math have support classes in place for students that are under performing. These courses are offered in both the 9th and the 10th grade in ELA and with math it is open to grade 9-12 These classes are all taught by highly qualified teachers who regularly evaluate data to see how they are meeting the needs of students. In looking at the data for this past year, there will be some modification. In the master schedule there will be some major difference: 1. MATH and ELA will have class size reductions for both the support and the core class (this past year reduction was only for the support class). 2.

12. Research-based educational practices to raise student achievement

Some of the research based educational practices we are using to support and raise student achievement are as follows: Direct Interactive Instruction, Common formative assessments, common summative assessments, district-wide learning strategies (cornell notes, text dependent questioning, protalk and text annotation). All of these are research based strategies to support all levels of learners.

Parental Involvement

13. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

We offer after school tutoring, mandatory tutoring during the school day for failing students, Parenting classes from PIQE, richstone parent workshops and richstone counseling, outside tutoring with UCLA shape on our campus, and centinela youth services community counseling. When a struggling student is identified we offer a combination of the services previously mentioned.

14. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

In 2016-2017 we have parent representatives on DPAC, ELAC, DELAC and SSC. In addition, the SSC membership includes students, teachers, and other school personnel. Having this parent involvement allows us to ensure we are hearing their voice and meeting the needs of all students.

Funding

15. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

We offer Math and ELA intervention courses, AVID classes, AVID tutors, AVID field trips, a parent center, Title I parent meetings, Teacher professional development, AP support sessions and Intervention classroom supplies. All of these items are funded using categorical money. The parents had input on how the funds were spent. Each of the items in our SPSA provide support for underperforming students.

16. Fiscal support (EPC)

The business and state and federal programs offices meet with principals throughout the year to ensure budgets are developed and expended correctly.

Description of Barriers and Related School Goals

One of the primary barriers we are struggling with continues to be increasing student performance on standardized tests. With SBAC being a new test, we are still getting students acclimated to the new format. This school year we have a targeted plan in place to continue to address all grade levels and all students. There are three primary goals we must achieve to help increase performance on the standardized tests. The three goals are: Getting our students familiar with the question stems so they can become comfortable and confident with the academic language and expectations of cognition, getting them a chance to work on the practice test, and then using the interim assessment. All of these things will give all of our students not only familiarity with the test but also familiarity with the computer as a testing instrument. Other barriers we must address is supporting the large number of LTEL's we have. We must provide PD for teachers and structured instructional support for out EL's. We are using the co-taught model to support our SPED students. We must continue to provide our teachers with professional development on how to work with and provide optimal support for SPED students. In addition to what we have discussed above, there is a need to better prepare our students for college. We need to evaluate A-G data and clearly identify ways to maximize the 8 period day. In addition we will offer prep classes for the SAT and AP courses in order to help ensure student success. Finally, we continue to increase access to computers in order to hone their research and writing skills across all content areas. Finally, there is a need to offer structured tutoring within the school day. There will be mandatory tutoring instituted beginning with our 9th grade class to support students that are failing core classes.

Existing factors that will support school improvement:

- Development and implementation of RTI model to change inappropriate student behaviors.
- DII instruction and learning models,
- Co-Taught classes, intervention math and English classes
- Supportive technology to enhance student learning
- Analysis of data

The school identified three Critical Academic Needs

- Critical Academic Need #1: Improve the academic achievement of all students in all content areas.
- Critical Academic Need #2: Improve the percentage of students successfully completing high school, and ensure that they are properly prepared for college and career.
- Critical Academic Need #3: Support English Learners and Special Education subgroups to close achievement gaps

School wide Critical Areas for Follow-Up: WASC Report

- Continue to refine the process by which a student enters the AP program to ensure the fidelity of the AP curriculum
- Continue to encourage students to take advantage of academic support
- Provide training and support for DII strategies and technology use campus wide

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	404	514	382	492	381	492	94.6	95.5
All Grades	404	514	382	492	381	492	94.6	95.5

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	2567.0	2574.1	11	16	37	32	28	29	24	24
All Grades	N/A	N/A	11	16	37	32	28	29	24	24

Reading Demonstrating understanding of literary and non-fictional texts							
Grade Level	% Above Standard		% At or Near Standard		% Below Standard		
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	
Grade 11	22	16	52	60	26	24	
All Grades	22	16	52	60	26	24	

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	18	26	50	44	27	30
All Grades	18	26	50	44	27	30

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	13	15	66	64	20	21
All Grades	13	15	66	64	20	21

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	22	30	59	53	19	16
All Grades	22	30	59	53	19	16

Conclusions based on this data:

1. Within our departments we need to continue to analyze the areas that our students struggled with. A large percentage of our students were at or near the standard. We have more students that have moved into the above standard, in research and inquiry, listening and writing. We need to look at the data on reading and identify the specific areas our students struggled with. We need to delve into this data and see just how close they were to being above and what were the types of questions they struggled with.
2. We will need to integrate more reading (comprehension) across the curriculum. The use of the text annotation can help students in all course content areas.
3. We need to look closely at the data for students and identify whether they were in the top tier or the lower tier in each area. We need to provide students with access to the practice questions in a computer based setting so they are familiar with the test.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	404	514	382	492	381	492	94.6	95.5
All Grades	404	514	382	492	381	492	94.6	95.5

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	2567.0	2574.1	11	16	37	32	28	29	24	24
All Grades	N/A	N/A	11	16	37	32	28	29	24	24

Concepts & Procedures Applying mathematical concepts and procedures							
Grade Level	% Above Standard		% At or Near Standard		% Below Standard		
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	
Grade 11	22	16	52	60	26	24	
All Grades	22	16	52	60	26	24	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	18	26	50	44	27	30
All Grades	18	26	50	44	27	30

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	13	15	66	64	20	21
All Grades	13	15	66	64	20	21

Conclusions based on this data:

1. Our students will need opportunities to engage in math problem solving using the computers. This will help them become familiar with navigating the computerized math test, using the calculator functions on the computer and typing out mathematical answers on the computer. In addition we need to look closer at the data and see the breakdowns of the questions, how they are written and how much of understanding and answering the questions involve literacy.
2. Our teachers will need to build in more literacy skills into their math classrooms. Students will need to be provided with opportunities to write about the math concepts they are learning.

CAASPP Results (Hispanic or Latino of Any Race)

Data for this subgroup has been suppressed by CDE because the CDE is aware of a potential data error. The CDE will publish the results for this subgroup once the correction has been made. The District and site will examine the data once release by CDE.

English Language Arts/Literacy

Overall Participation for Hispanic or Latino								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	404	340	271	324	270	324	67.1	95
All Grades	404	340	271	324	270	324	67.1	95

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for Hispanic or Latino										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	2572.2	2574.0	13	18	37	31	27	26	23	25
All Grades	N/A	N/A	13	18	37	31	27	26	23	25

Reading Demonstrating understanding of literary and non-fictional texts							
Grade Level	% Above Standard		% At or Near Standard		% Below Standard		
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	
Grade 11	24	18	51	58	24	25	
All Grades	24	18	51	58	24	25	

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	20	27	47	44	26	30
All Grades	20	27	47	44	26	30

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	14	15	67	65	19	20
All Grades	14	15	67	65	19	20

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	23	31	57	51	20	18
All Grades	23	31	57	51	20	18

Conclusions based on this data:

1. There is a need to integrate structured support into the ELA classes beginning at the 9th grade level. Our data remained constant with a few changes. Overall, there is a need to collaborate on how we can effectively build in the skills and content needed for SBAC across the curriculum.
2. This includes adding in practice tests and scoring them and providing feedback to our students in a timely manner.

CAASPP Results (Hispanic or Latino of Any Race)

Data for this subgroup has been suppressed by CDE because the CDE is aware of a potential data error. The CDE will publish the results for this subgroup once the correction has been made. The District and site will examine the data once release by CDE.

Mathematics

Overall Participation for Hispanic or Latino								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	404	340	275	330	275	330	68.1	96.8
All Grades	404	340	275	330	275	330	68.1	96.8

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for Hispanic or Latino										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	2515.6	2535.2	5	4	12	15	22	30	61	51
All Grades	N/A	N/A	5	4	12	15	22	30	61	51

Concepts & Procedures Applying mathematical concepts and procedures							
Grade Level	% Above Standard		% At or Near Standard		% Below Standard		
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	
Grade 11	10	10	27	35	63	56	
All Grades	10	10	27	35	63	56	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	4	5	51	55	45	40
All Grades	4	5	51	55	45	40

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	7	7	62	60	31	33
All Grades	7	7	62	60	31	33

Conclusions based on this data:

1. There is a need to integrate structured support into the Math classes beginning at the 9th grade level. This structured support needs to include per-assessments so teachers know what skill gaps students have and they can collaborate with their colleagues on how to address the gaps so students can access the content.
2. This includes adding in practice tests and scoring them and providing feedback. Collaborating with their peers on ways to spiral required skills into their learning.

CAASPP Results (White)

Data for this subgroup has been suppressed by CDE because the CDE is aware of a potential data error. The CDE will publish the results for this subgroup once the correction has been made. The District and site will examine the data once release by CDE.

English Language Arts/Literacy

Overall Participation for White								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	404	6	5	6	5	6	1.2	100
All Grades	404	6	5	6	5	6	1.2	100

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for White										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	*	*	*	*	*	*	*	*

Reading Demonstrating understanding of literary and non-fictional texts							
Grade Level	% Above Standard		% At or Near Standard		% Below Standard		
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	
Grade 11	*	*	*	*	*	*	
All Grades	*	*	*	*	*	*	

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	*	*	*	*	*	*
All Grades	*	*	*	*	*	*

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	*	*	*	*	*	*
All Grades	*	*	*	*	*	*

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	*	*	*	*	*	*
All Grades	*	*	*	*	*	*

Conclusions based on this data:

1.

CAASPP Results (White)

Data for this subgroup has been suppressed by CDE because the CDE is aware of a potential data error. The CDE will publish the results for this subgroup once the correction has been made. The District and site will examine the data once release by CDE.

Mathematics

Overall Participation for White								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	404	6	6	6	6	6	1.5	100
All Grades	404	6	6	6	6	6	1.5	100

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for White										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	*	*	*	*	*	*	*	*

Concepts & Procedures Applying mathematical concepts and procedures							
Grade Level	% Above Standard		% At or Near Standard		% Below Standard		
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	
Grade 11	*	*	*	*	*	*	
All Grades	*	*	*	*	*	*	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	*	*	*	*	*	*
All Grades	*	*	*	*	*	*

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	*	*	*	*	*	*
All Grades	*	*	*	*	*	*

Conclusions based on this data:

1.

CAASPP Results (Economically Disadvantaged)

English Language Arts/Literacy

Overall Participation for Economically Disadvantaged								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	404	446	325	431	324	431	80.4	96.4
All Grades	404	446	325	431	324	431	80.4	96.4

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for Economically Disadvantaged										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	2571.5	2578.1	12	17	36	33	29	28	22	22
All Grades	N/A	N/A	12	17	36	33	29	28	22	22

Reading Demonstrating understanding of literary and non-fictional texts						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	24	16	51	60	25	24
All Grades	24	16	51	60	25	24

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	19	27	50	45	26	29
All Grades	19	27	50	45	26	29

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	14	16	67	65	19	19
All Grades	14	16	67	65	19	19

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	23	32	58	53	19	15
All Grades	23	32	58	53	19	15

Conclusions based on this data:

1. There is a need to integrate structured support into the ELA classes beginning at the 9th grade level. Our scores remained constant except in Research and inquiry we saw a jump of standard exceeded by almost 47%. Teachers need to collaborate and evaluate practices to identify things they did different the past year.
2. This includes adding in practice tests and scoring them and providing feedback.

CAASPP Results (Economically Disadvantaged)

Mathematics

Overall Participation for Economically Disadvantaged								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	404	446	332	436	332	436	82.2	97.5
All Grades	404	446	332	436	332	436	82.2	97.5

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for Economically Disadvantaged										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	2511.4	2539.2	5	4	10	16	22	30	63	50
All Grades	N/A	N/A	5	4	10	16	22	30	63	50

Concepts & Procedures Applying mathematical concepts and procedures							
Grade Level	% Above Standard		% At or Near Standard		% Below Standard		
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	
Grade 11	10	10	26	37	64	53	
All Grades	10	10	26	37	64	53	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	5	6	48	53	47	41
All Grades	5	6	48	53	47	41

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	6	8	60	61	34	32
All Grades	6	8	60	61	34	32

Conclusions based on this data:

1. There is a need to integrate structured support into the Math classes beginning at the 9th grade level. Our math teachers need to look closely at the data and identify things they can put into place to support our students with gaps.
2. This includes adding in practice tests and scoring them and providing feedback.

CAASPP Results (Students w/ Disabilities)

English Language Arts/Literacy

Overall Participation for Students with Disability								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	404	49	42	47	42	47	10.4	95.9
All Grades	404	49	42	47	42	47	10.4	95.9

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for Students with Disability										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	2473.3	2474.7	2	2	12	2	19	36	67	60
All Grades	N/A	N/A	2	2	12	2	19	36	67	60

Reading Demonstrating understanding of literary and non-fictional texts							
Grade Level	% Above Standard		% At or Near Standard		% Below Standard		
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	
Grade 11	10	2	26	47	64	51	
All Grades	10	2	26	47	64	51	

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	0	4	31	21	57	74
All Grades	0	4	31	21	57	74

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	2	2	52	53	45	45
All Grades	2	2	52	53	45	45

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	7	4	43	55	50	40
All Grades	7	4	43	55	50	40

Conclusions based on this data:

1. There is a need to integrate structured support into the ELA classes beginning at the 9th grade level. We need to continue to have our SPED teachers collaborating regularly with our general education teachers to ensure their students are receiving access to the course content with the necessary scaffolds.
2. This includes adding in practice tests, scoring them and providing feedback.

CAASPP Results (Students w/ Disabilities)

Mathematics

Overall Participation for Students with Disability								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	404	49	42	47	42	47	10.4	95.9
All Grades	404	49	42	47	42	47	10.4	95.9

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for Students with Disability										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	2447.9	2418.0	0	2	2	2	10	4	88	91
All Grades	N/A	N/A	0	2	2	2	10	4	88	91

Concepts & Procedures Applying mathematical concepts and procedures							
Grade Level	% Above Standard		% At or Near Standard		% Below Standard		
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	
Grade 11	2	2	7	6	90	91	
All Grades	2	2	7	6	90	91	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	0	2	48	17	52	81
All Grades	0	2	48	17	52	81

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	0	2	48	36	52	62
All Grades	0	2	48	36	52	62

Conclusions based on this data:

1. There is a need to integrate structured support into the Math classes beginning at the 9th grade level. We need to continue to have our SPED teachers collaborating regularly with our general education teachers to ensure their students are receiving access to the course content with the necessary scaffolds.
2. This includes adding in practice tests, scoring them and providing feedback.

CAASPP Results (English Learner)

English Language Arts/Literacy

Overall Participation for English Learner								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	404	77	59	66	58	66	14.6	85.7
All Grades	404	77	59	66	58	66	14.6	85.7

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for English Learner										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	2459.7	2461.5	0	2	7	8	20	27	71	64
All Grades	N/A	N/A	0	2	7	8	20	27	71	64

Reading Demonstrating understanding of literary and non-fictional texts							
Grade Level	% Above Standard		% At or Near Standard		% Below Standard		
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	
Grade 11	0	0	31	35	69	65	
All Grades	0	0	31	35	69	65	

Writing Producing clear and purposeful writing							
Grade Level	% Above Standard		% At or Near Standard		% Below Standard		
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	
Grade 11	2	6	26	25	59	69	
All Grades	2	6	26	25	59	69	

Listening Demonstrating effective communication skills							
Grade Level	% Above Standard		% At or Near Standard		% Below Standard		
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	
Grade 11	0	2	50	41	50	58	
All Grades	0	2	50	41	50	58	

Research/Inquiry Investigating, analyzing, and presenting information							
Grade Level	% Above Standard		% At or Near Standard		% Below Standard		
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	
Grade 11	3	6	43	55	53	39	
All Grades	3	6	43	55	53	39	

Conclusions based on this data:

1. There is a need to integrate structured support into the ELD classes and ELA beginning at the beginning level and across all levels. We need to continue to have our EL teachers collaborating regularly with our general education teachers to ensure their students are receiving access to the course content with the necessary scaffolds.
2. We need to provide our students with access to become familiar with taking these tests in a computer based setting.

CAASPP Results (English Learner)

Mathematics

Overall Participation for English Learner								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	404	77	66	73	66	73	16.3	94.8
All Grades	404	77	66	73	66	73	16.3	94.8

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for English Learner										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	2433.2	2459.5	0	1	2	1	8	18	91	79
All Grades	N/A	N/A	0	1	2	1	8	18	91	79

Concepts & Procedures Applying mathematical concepts and procedures						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	2	3	11	14	88	84
All Grades	2	3	11	14	88	84

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	0	1	29	34	71	64
All Grades	0	1	29	34	71	64

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	0	1	58	53	42	45
All Grades	0	1	58	53	42	45

Conclusions based on this data:

1. There is a need to integrate structured support into the SL classes and Math beginning at the beginning level and across all levels. We need to continue to have our EL teachers collaborating regularly with our general education teachers to ensure their students are receiving access to the course content with the necessary scaffolds.
2. We need to provide our students with access to become familiar with taking these tests in a computer based setting.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
9	6	14	8	40	39	41	37	31	32	12	9	12	5	8	8
10		13	5	25	36	34	8	32	30	8	13	20	58	6	11
11		2	7	23	33	33	53	24	20	12	22	19	12	19	21
12	5	5	2	18	27	19	50	38	27	18	11	24	9	20	27
Total	4	9	5	31	35	33	41	31	28	13	13	18	11	12	16

Conclusions based on this data:

1. With 17% of our population being English Learners we must ensure teachers are using strategies to support English Learners in the classroom. Our highest percentage of English Learners are Intermediate and Early Advanced. We must ensure our students are familiar with the CELDT test and the students and parents understand the goal of getting their students in a position to be reclassified within a 3 year time frame. In addition, we must continue to provide PD to ensure our teachers are providing consistent and ongoing support to our EL's. Our teachers must continue to use the support of the district EL coach.
2. We need to provide teachers with training on how to support EL students using ProTalk (sentence frames etc...). Students need opportunities to use the target language in class daily.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
9	8	11	7	34	35	38	35	28	32	11	9	12	13	17	12
10	4	13	5	26	32	31	27	27	27	14	12	19	29	17	19
11	5	1	6	18	32	29	43	20	18	14	21	18	20	26	30
12	13	6	1	19	23	18	33	35	24	15	11	23	19	25	34
Total	7	9	5	26	31	29	34	27	26	13	13	18	20	20	23

Conclusions based on this data:

1. With 17% of our population being English Learners we must ensure teachers are using strategies to support English Learners in the classroom. Our highest percentage of English Learners are Intermediate and Early Advanced. We must ensure our students are familiar with the CELDT test and the students and parents understand the goal of getting their students in a position to be reclassified within a 3 year time frame. In addition, we must continue to provide PD to ensure our teachers are providing consistent and ongoing support to our EL's. Our teachers must continue to use the support of the district EL Specialist.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	160	300	316
Percent with Prior Year Data	100.0%	95.7%	80.1%
Number in Cohort	160	287	253
Number Met	85	164	129
Percent Met	53.1%	57.1%	51.0%
NCLB Target	59.0	60.5	62.0%
Met Target	No	No	No

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	107	152	134	206	148	200
Number Met	7	40	19	98	19	93
Percent Met	6.5%	26.3%	14.2%	47.6%	12.8%	46.5%
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	No	No	No	No	No	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	Yes	--	
Mathematics			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	Yes	--	

Conclusions based on this data:

1. Our LTEL's and new comers continue to struggle in attaining proficiency. Additional training/ professional development is needed for all teachers on how to address the learning needs of LTEL's and new comers.
2. Teachers can be supported with continual training from our EL Specialist on ways to support English learners in the classroom. It is important that we are notifying teachers of who their English Learners are so they can ensure they are providing them with the language support needed.
3. AMAO III Data is not available at the time of this SPSA approval.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	518	930	941
Percent with Prior Year Data	100.0%	91.0	69.4
Number in Cohort	518	846	653
Number Met	255	417	315
Percent Met	49.2	49.3	48.2
NCLB Target	59.0	60.5	62.0%
Met Target	No	No	N/A

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	172	616	222	766	263	738
Number Met	11	173	27	316	32	293
Percent Met	6.4	28.1	12.2	41.3	12.2	39.7
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	No	No	No	No	N/A	N/A

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate	Yes	97	
Met Percent Proficient or Above	Yes	N/A	
Mathematics			
Met Participation Rate	Yes	95	
Met Percent Proficient or Above	Yes	N/A	
Met Target for AMAO 3	Yes		N/A

Conclusions based on this data:

1. Teachers can be supported with continual training from our EL Specialist on ways to support English learners in the classroom. It is important that we are notifying teachers of who their English Learners are so they can ensure they are providing them with the language support needed.
2. AMAO III Data, which is based on an exam that is no longer administered (the CAHSEE), is not available at the time of this SPSA approval.

School and Student Performance Data

Student Enrollment

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Student		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
American Indian	0.2%	0.1%	0.1%	3	2	1
African American	19.6%	19.3%	18.5%	353	353	358
Asian	5.3%	5.2%	5.5%	95	96	106
Filipino	1.1%	1.3%	1.2%	20	24	23
Hispanic/Latino	66.5%	67.9%	68.9%	1200	1241	1,334
Pacific Islander	1.9%	1.4%	1.5%	34	25	29
White	1.9%	1.7%	2.0%	35	32	38
Multiple/No Response	3.5%	3.1%	0.0%	64	56	46
Total Enrollment:				1804	1829	1,935

Student Enrollment by Grade Level			
Grade	Number of Students		
	2014-15	2015-16	2016-17
Kindergarten			
Grade 1			
Grade 2			
Grade 3			
Grade 4			
Grade 5			
Grade 6			
Grade 7			
Grade 8			
Grade 9	479	404	480
Grade 10	539	494	425
Grade 11	421	518	488
Grade 12	337	390	518
Total Enrollment:	1804	1829	1,935

Conclusions based on this data:

1. Our enrollment has increased for the past three years. This increased enrollment has led to the need to open up additional elective courses and hire additional teachers.

School and Student Performance Data

Suspension and Expulsion

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	5.0	1.2	1.1	4.7	2.3	1.9	4.4	3.8	3.7
Expulsions	0.0	0.0	0.3	0.0	0.1	0.3	0.1	0.1	0.1

Conclusions based on this data:

1. The suspension rates saw a sharp decline in 2012-2013 while it remained kind of constant between 2013/2014 and once again declined in 2014-2015. The decline in suspension rates has created increased class time for our subgroups that have been most frequently suspended (males AA/Hispanic).

School and Student Performance Data

AP Scores

2013-14								
	Grade 12 Enrollment	Grades 11 + 12 Enrollment	Number Tested	AP Score=1	AP Score=2	AP Score=3	AP Score=4	AP Score=5
District								

2014-15								
	Enrollment 9-12	Number Tested	AP Score=1	AP Score=2	AP Score=3	AP Score=4	AP Score=5	
District								

2015-16								
	Enrollment 9-12	Number Tested	AP Score=1	AP Score=2	AP Score=3	AP Score=4	AP Score=5	
District								

School and Student Performance Data

SAT Scores

2013-14								
	Grade 12 Enrollment	Number Tested	Percent Tested	Average Score			# of Scores ≥ 1500	% of Scores ≥ 1500
				Reading	Math	Writing		
District								

2014-15							
	Enrollment 9-12	Number Tested	Average Score			# of Scores ≥ 1500	% of Scores ≥ 1500
			Reading	Math	Writing		
District							

2015-16							
	Enrollment 9-12	Number Tested	Average Score			# of Scores ≥ 1500	% of Scores ≥ 1500
			Reading	Math	Writing		
District							

Conclusions based on this data:

School and Student Performance Data

Graduation and Dropout Rate (Four Year Cohort Rate)

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	10.30	10.20	8.40	18.20	16.90	12.20	11.40	11.50	10.70
Graduation Rate	84.83	81.46	84.94	68.16	70.72	80.43	80.44	80.95	82.27

Conclusions based on this data:

Our dropout rate has seen a sharp decline and our graduation rate saw a steep increase. The 8 period bell schedule, PBIS and RTI have supported our students.

School and Student Performance Data

NCLB Core and Compliant Classes

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	86.9	13.1
All Schools in District	88.6	11.4
High-Poverty Schools in District	88.3	11.7
Low-Poverty Schools in District	100.0	0.0

Conclusions based on this data:

We need to ensure our teachers are highly qualified and monitor the assignments given to ensure they fall within their area of expertise.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Student Achievement
LEA/LCAP GOAL:
LCAP Goal #1: Close the achievement gaps between all students and the District's five lowest performing subgroups by increasing the percentage of EL, Black/African-American, SpEd, Foster Youth, and Low Income students who graduate and who are ready for college, career, and life. LEA Plan Goal Alignment: Goal #1: All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2016-2017. Goal #2: All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
SCHOOL GOAL #1:
Improve academic achievement for all students and Improve the percentage of students successfully completing high school by 2% and ensure they are prepared for college/ careers.
Data Used to Form this Goal:
2015-2016 SBAC Data 2016-17 CELDT data 2016-17 AP Data 2016-17 Grade data Tutorial logs SAT numbers SAT class enrollment A-G data
Findings from the Analysis of this Data:
The data reveals a need to work with our students and teachers on understanding the format and expectations of the new state testing. In addition we need to work with teachers on knowing what the CELDT covers and ensuring our students are prepared for the annual CELDT test. In addition we need to provide students with additional support for AP testing and teachers that teach the classes with professional development. We also need to ensure our students are taking advantage of the supplemental tutoring as well as the tutorial class during the day.

How the School will Evaluate the Progress of this Goal:

- Evaluate 9th and 10th grade students on their performance on the interim and practice SBAC tests
- Evaluate 11th grade SBAC data
- analyze common assessments data
- Look at student performance on CFA and CSA tests
- Evaluate 2016 and 2017 AP Scores
- Evaluate grade data

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Saturday AP Support Sessions (increase succes of struggling students who enrolled in AP through open access of all students at all academic levels)	2017-2018	Admin	Targeted AP support sessions for students entering AP classes	1000-1999: Certificated Personnel Salaries	Title I	7000
			Benefits	3000-3999: Employee Benefits	Title I	1322
Read 180 Consumables	2017-2018	Instructional Coach	Read 180 consumables for intervention classes	4000-4999: Books And Supplies	Title I	4800
After school SAT support class	2017-2018	Administration	After school SAT support class for increasing access to college for struggling students.	1000-1999: Certificated Personnel Salaries	Title I	2500
			After school SAT support class for increasing access - Benefits	3000-3999: Employee Benefits	Title I	472.00
Community Liaison	2017-2018	Administration	Meet with parents and integrate them to participate in PIQE and other parent workshops on campus in relation to student achievement, A-G	2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	34027.00
			Benefits	3000-3999: Employee Benefits	Title I Part A: Parent Involvement	9000
			Health and Welfare	3000-3999: Employee Benefits	Title I Part A: Parent Involvement	11000
			Copier charges for parent involvement	4000-4999: Books And Supplies	Title I Part A: Parent Involvement	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Intervention Sections (Math and ELA support courses with reduced class sizes)	2017-2018	Administration	Provide students with additional ELA and math support	1000-1999: Certificated Personnel Salaries	Title I	104116
			Benefits	3000-3999: Employee Benefits	Title I	19657
			Health and Welfare	3000-3999: Employee Benefits	Title I	18480
Course Leads meet to develop formative and summative assessments	2017-2018	District	Course lead summer professional development			
Guest Speakers for Back to School Night and 2 additional parent meeting/sessions	2017-2018	Administration	Provide engaging information on topics of high need/interest to parents.	5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Parent Involvement	3000
Provide Credit recovery program	2017-2018	Administration	8 period day to be offered so students have opportunities to recover credits			
Provide Field Trips for EL's	2017-2018	ELD Coordinator	Provide ELD students with academic field trips.			
Data Analysis	2017-2018	Administration	Teachers to collaborate weekly and analyze data to ensure all students are being supported			
Co-teaching planning time	2017-2018	Administration/District SPED	Time for co-teachers to work with another on planning instruction to support our SPED students in the LRE.			
Use SAM data to support interventions students in setting and understanding goals	2017-2018	Intervention teachers and instructional coaches	Use SAM data to support the needs of intervention students in helping them meet goals			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teen Parent Coordinator	2017-2018	Administration	Stipend to provide for monthly meetings and supports for students who become pregnant.	1000-1999: Certificated Personnel Salaries	Title I	2500
			Benefits	3000-3999: Employee Benefits	Title I	472
Mandatory Back on Track parent meetings	2017-2018	Administration	Hold quarterly back on track parent meetings to support students who are failing classes			
Parent Workshops on college admissions and financial aid	2017-2018	Teacher leaders, counselors, career center and administration	Provide multiple workshops for parents on navigating the college application process and FAFSA			
Freshmen Orientation Day	2017-2018	ASB, Link Crew and administration	Provide Freshmen with a campus orientation and a getting to know you atmosphere			
Back to School 1st day celebration	2017-2018	Administration, ASB, Link Crew and all staff	Integrate students into the Leuzinger culture - provide resources, school-wide behavioral expectations etc...			
Co-Taught classes	2017-2018	Administration and District	Students to be taught in the LRE environment using the CT mode.			
Continue to offer after hours tutoring	2017-2018	Administration and District	Provide students with after school tutoring in the media center			
Snacks for Cafe with the principal	2016-2018	Administration, counselors, and career center	Provide ongoing opportunities for parents to interact/communicate with the site administration.	4000-4999: Books And Supplies	Title I Part A: Parent Involvement	800

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Student Engagement/ other student outcomes/ parent involvement

LEA/LCAP GOAL:

LCAP Goal #2: Build local capacity to fully implement a multi-tiered system of supports in all classrooms and throughout the organization by actively engaging students, families, and the school community in promoting students' academic and behavioral health.

LEA Plan Alignment:

Goal #4: All students will be educated in learning environments that are safe, drug free, and conducive to learning.

Goal #5: All students will graduate from high school.

SCHOOL GOAL #2:

Increase the percentage of students using school-wide supports like AVID, Academies, tutoring by 5%. .

Data Used to Form this Goal:

- 2015-17 Attendance data
 - A2A Chronic Absenteeism rates
- graduation data
college/career survey data
AVID Data
Academy Data
Tutoring Data

Findings from the Analysis of this Data:

Data shows a need to create a schoolwide early intervention plan to address chronic absenteeism rates. A campaign needs to be created on campus involving student leaders and the data needs to be displayed in a prominent location with a goal in mind. In addition our graduation rate has steadily increased but in looking at the breakdown of subgroups we need to look at ways to increase the graduation rate among EL students.

How the School will Evaluate the Progress of this Goal:

- Monthly attendance rate reports (Goal charts around campus)
- Monthly chronic absentee rates

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Intervention specialists to work directly with admin. on attendance	2017-2018	Intervention Specialists	Work on attendance and chronic absenteeism rates			
Title I parent involvement to present data at semester title I parent meeting	2017-2018	Title I Parent involvement	Organizing and planning semester title I parent meetings and presenting data on graduation/attendance			
Intervention specialist to deal with parent student attendance interventions and conferences	2017-2018	Intervention Specialist				
Attendance Incentives	2017-2018	Intervention Specialists				
Attendance Award Night	2017-2018	Intervention specialists	attendance awards for students			
AVID Field trips	2017-2018	AVID Coordinator	AVID fieldtrips to expose students to colleges/careers	5800: Professional/Consulting Services And Operating Expenditures	Title I	4800
			Subs to cover classes for AVID field trips	1000-1999: Certificated Personnel Salaries	Title I	2500
			Benefits for subs covering AVID trips	3000-3999: Employee Benefits	Title I	472
AVID Tutors	2017-2018	AVID Coordinator	Tutors to support students in the AVID elective (all subject area support)	2000-2999: Classified Personnel Salaries	Title I	84480
			Benefits for AVID tutors	3000-3999: Employee Benefits	Title I	8997

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Community liaison	2017-2018	AP over media center and tutoring	Parent Liaison to work with families on ensuring students that need additional assistance to meet graduation receives it, working with attendance, bringing in students to ensure they use the on campus support. Funds already listed under goal #1.			
Snacks for AVID meetings	2017-2018	Admin over AVID and AVID coordinator	AVID parent meeting refreshments	4000-4999: Books And Supplies	Title I Part A: Parent Involvement	500
AVID Copier Charges	2017-2018	Admin over AVID	Copies for cornell notes, tutorials etc..	4000-4999: Books And Supplies	Title I	1500
AVID Materials	2017-2018	Admin over AVID and AVID coordinator	Materials to support student learning and college going culture	4000-4999: Books And Supplies	Title I	1200
Parent Guest Speaker	2017-2018	Associate principal	Parent Guest Speaker for BTS Night	5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Parent Involvement	3000
Academy program coordinators	2017-2018	Administration	Provide academies with program coordinators to continue to develop the academy curriculum and work based learning opportunities			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Link Crew Summer Hours for preparation and training for Link Crew Mentors	2017-2018	Administration	Preparation for freshman 1st day - training of link crew students and preparation for link crew teachers to plan out the first day and trainings	1000-1999: Certificated Personnel Salaries	Title I	2500
			Benefits	3000-3999: Employee Benefits	Title I	472
Technology Trainers	2017-2018	District	Technology trainers to support teachers and students on the use and integration of technology			
Tutoring for struggling students	2017-2018	Administration	After School UCLA Shape Tutoring	5000-5999: Services And Other Operating Expenditures	Title I	17544
			Tutoring During the school day	2000-2999: Classified Personnel Salaries	Title I	14190
Back on Track parent meetings	2017-2018	AP over counseling	Quarterly parent meetings for students failing classes			
Parent Workshops	2017-2018	Administration	Workshops on supporting your teenager, financial aid, college applications			
Back to School/Open House	2017-2018	Administration	Opportunities for parents to meet with teachers and visit school site classrooms			

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Professional Development/ Curriculum/ AP Enrollment
LEA/LCAP GOAL:
LCAP Goal 3: Increase the alignment of district-level educational, fiscal, human resources in order to better support schools in providing students access to college and career ready courses through the implementation of innovative, research-based programs and the Common Core State Standards.
LEA Plan Goal Alignment: Goal #3: By 2017-18, all students will be taught by highly qualified teachers.
SCHOOL GOAL #3:
Provide teachers with professional development to support them in the use of technology.
Data Used to Form this Goal:
Group data to be collected to measure gains: DII trained staff data technology survey
Findings from the Analysis of this Data:
We have a lot of new teachers who have not been trained on the use of DII. We have many teachers that want additional and "refresher" training on the use of the classroom technology as well as the technology that supports student learning.
How the School will Evaluate the Progress of this Goal:
DII training logs, teacher workshop logs, PLO logs, technology training logs and surveys

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Professional Development on Grading and aligning grading practices to the support of struggling students.	2017-2018	Administration	Tom Schimmer to provide staff PD on grading	5000-5999: Services And Other Operating Expenditures	Title I Part A: Professional Development (PI Schools)	8000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Professional development for entire staff on grading	2017-2018	Administration	Hourly Pay for teachers to meet with Schimmer on prep period	1000-1999: Certificated Personnel Salaries	Title I Part A: Professional Development (PI Schools)	8000
			Benefits	3000-3999: Employee Benefits	Title I Part A: Professional Development (PI Schools)	1510
Cultural Competence	2017-2018	Administration	Professional development on cultural competence	5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Professional Development (PI Schools)	5315
BTSA Coaching	2016-2017	Administration/District	Mentors to work with new teachers as they work on completing credential			
PBIS Training/Support	2016-2017	District/Administration	Continue infusing PBIS strategies to support students			
Link Crew Coordinator/Admin training	2016-2017	Administration/Coordinator	Link Crew training to continue to support the mentoring program for incoming students.			
Continue to provide AP trainings and refine student entry and support provided once entered in AP classes	2016-2017	Administration	Ap teacher training, AP summer support and in school support			
Continue to offer the Co-Taught model	2016-2017	District/Administration	CT for our SPED students to be mainstreamed and have access to LRE			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)				
			Description	Type	Funding Source	Amount	
Technology Shares	2017-2018	Admin over Tech	Training by peers on technology use in the classroom to boost struggling students' access to the curriculum.	1000-1999: Certificated Personnel Salaries	Title I Part A: Professional Development (PI Schools)	1270	
				3000-3999: Employee Benefits	Title I Part A: Professional Development (PI Schools)	240	
DII for teachers to address the differentiation needs of struggling students and students in high need target groups.	2017-2018	Administration	Training on DII	5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Professional Development (PI Schools)	6800	
				Subs	1000-1999: Certificated Personnel Salaries	Title I Part A: Professional Development (PI Schools)	3000
				benefits	3000-3999: Employee Benefits	Title I Part A: Professional Development (PI Schools)	566
Teacher Conferences to provide pedagogy for improving engagement for struggling and target group students.	2017-2018	Administration	Conferences for professional development	5000-5999: Services And Other Operating Expenditures	Title I Part A: Professional Development (PI Schools)	4500	
				Subs	1000-1999: Certificated Personnel Salaries	Title I Part A: Professional Development (PI Schools)	3000
				Benefits	3000-3999: Employee Benefits	Title I Part A: Professional Development (PI Schools)	567

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

Centralized Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in District and State accountability criteria for the lowest achieving subgroups.
LEA Plan and LCAP Goal #1:
LCAP Goal #1: Close the achievement gaps between all students and the District’s five lowest performing subgroups by increasing the percentage of EL, Black/African-American, SpEd, Foster Youth, and Low Income students who graduate and who are ready for college, career, and life.
LEA Plan Goal Alignment: Goal #1: All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2016-2017. Goal #2: All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics. Goal #5: All students will graduate from high school.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Increase access to opportunities for academic advancement in support of students' college readiness, including the International Baccalaureate Program at Hawthorne High School, the Advanced Academics Academy at Leuzinger High School, and the the provision of Advanced Placement courses at all three traditional high schools. (1001)	2017-2018	Assistant Superintendent, Educational Services	AAA Program and AP success support services IB Program, College Field Trips, College and Career Fair, AP test support		LCFF	111807

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Expand opportunities to dually support students' college and career readiness, including access to Linked Learning pathways, targeted support for low-income students, and expanded post-secondary linkages to provide work-based learning opportunities. (1002)	2017-2018	Director, Federal and State Programs	Career Academy materials, field trips, student support services.		LCFF - Supplemental	357552
			LTEL College Trips		Title III Part A: Language Instruction for LEP Students	12000
			CELDT Incentives for Students			
			ELlevation Contract and Training			
Ensure systematic support for instruction of Long-Term English Learners and designate specific academic support structures for RFEP students. Enhance coordination support for English Learner programs at all school sites. (1003/1004)	2017-2018	Assistant Superintendent of Educational Services Director, Federal and State Programs Director, Curriculum and Instruction	In-class and out-of-class support services for English Learners.		LCFF - Supplemental	227454
			Immigrant-specific supports.		Title III Immigrant Education Program	9472
Provide resources to enhance academic interventions and enrichments based upon RtI and PLC response to student needs; provisions include a credit recovery system and intensive instruction and intervention within the school day as well as the coordination of after school programs to provide academic support by highly qualified teachers for both enrichment and intervention purposes for all students and identified populations (i.e. Low Income, English Learners, Foster Youth, Special Education, etc.) (1005)	2017-2018	Assistant Superintendent of Educational Services Director, Federal and State Programs Director, Curriculum and Instruction	Required and Allowed Reservations: Homeless support, administrative costs		Title I	111701
			Media Center support, after school tutors, credit recovery		LCFF - Supplemental	589729

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide resources to support meaningful arts instruction through the Arts for All Program which is targeted to enhance the quality of arts instruction and arts-based professional development at all schools. (1006)	2017-2018	Assistant Superintendent of Educational Services Director, Federal and State Programs Director, Curriculum and Instruction	Master Classes, Arts Coordination, professional development and conferences		LCFF - Supplemental	41000
Expand the AVID program in pursuit of Districtwide AVID implementation as a means of increasing the percentage of all District students who are college ready and providing college readiness support for the District's five lowest performing subgroups (EL, Black/African American, SpEd, Foster Youth, Low Income). (1007)	2017-2018	Assistant Superintendent of Educational Services	AVID PD, membership, trainings, Cougar Academy staff, field trips, and materials		LCFF - Supplemental	124140
Support the achievement of all students, including the targeted student population, through the provision of summer learning opportunities for credit recovery. (1013)	2017-2018	Assistant Superintendent of Educational Services	Summer School Staff		Title I	335082

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

SUBJECT: Centralized Services for Planned Improvements in Student Performance in Academic Achievement and Behavioral Health through family and community
LEA Plan and LCAP Goal #2:
LCAP Goal #2: Build local capacity to fully implement a multi-tiered system of supports in all classrooms and throughout the organization by actively engaging students, families, and the school community in promoting students' academic and behavioral health.
LEA Plan Goal Alignment: Goal #4: All students will be educated in learning environments that are safe, drug free, and conducive to learning.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Improve school climate and student engagement through a robust and comprehensive Multi-Tiered System of Support (MTSS) aimed at improving student attendance and behavior. (2001)	2017-2018	Assistant Superintendent, Educational Services Director, Pupil Services	Comprehensive MTSS program.		LCFF - Supplemental	1144163

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Expand family engagement efforts by increasing meaningful family engagement opportunities and providing parent education to support student success. (2003)	2017-2018	Assistant Superintendent, Educational Services Director, Federal and State Programs	Title I Family Engagement Specialist Parent Outreach Postage for Mailers (Goal 11134)		Title I	143224
			Parent Outreach and Meeting Materials and Support (Goal 11134) Materials for Parent Events/Workshops Food for Parent Events/Workshops/Meetings Staff and Parents to attend Conferences Contractors to provide parenting/parent workshops (Richstone) Parent/Student Field Trips Parent Info Nights			
			Open Enrollment and Community Events, Student/Parent Trainings		LCFF - Supplemental	86560

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

SUBJECT: Centralized Services for Planned Improvements in Student Performance in College and Career Readiness.
LEA Plan and LCAP Goal #3:
LCAP Goal #3: Increase the alignment of district-level educational, fiscal, human resources in order to better support schools in providing students access to college and career ready courses through the implementation of innovative, research-based programs and the Common Core State Standards.
LEA Plan Goal Alignment: Goal #3: By 2016-17, all students will be taught by highly qualified teachers.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Upgrade technology infrastructure, equipment, and software in order to support the further integration of technology into the classroom for the purpose of fostering an increase in 21st century teaching and learning. (3001)	2017-2018	Assistant Superintendent, Educational Services Coordinator, Educational Technology	Educational Technology, Ed Tech Software, Infrastructure		LCFF - Supplemental	591050
Provide professional learning targeting common core instruction, including the provision of instructional coaching in ELA, Mathematics, and Science provided by highly qualified teachers on special assignment. (3002)	2017-2018	Assistant Superintendent, Educational Services Director, Curriculum and Instruction	Conferences, Curriculum Training, Content Instructional Coaches, SAT Prep Teacher Professional Development		LCFF - Supplemental Title II Part A: Improving Teacher Quality	1085114 207892

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide professional learning targeting effective instruction for English Learners, including the provision of instructional coaching provided by a highly qualified teacher on special assignment. (3003)	2017-2018	Assistant Superintendent, Educational Services Director, Federal and State Programs	LTEL Mentor Program		Title III Part A: Language Instruction for LEP Students	80356
			LTEL Instructional Specialist TOSA 50% EL Specific Professional Development Conferences			
			LTEL Instructional Specialist TOSA 50%		Title I	51473
			CABE and Accountability Leadership Institute for ELs and Immigrants Conference		Title III Immigrant Education Program	4500
			CVUHSD English Learner Symposium		LCFF - Supplemental	26770
Provide professional learning targeting Linked Learning best practices including the provision of instructional coaching and programmatic support provided by highly qualified teachers on special assignment. (3004)	2017-2018	Assistant Superintendent, Educational Services Director, Federal and State Programs	Linked Learning Professional Development and support		LCFF - Supplemental	245452
Provide professional learning to support implementation of the co-teaching instructional model. (3005)	2017-2018	Assistant Superintendent, Educational Services Director, Special Education	Co-Teacher Professional Development and support		LCFF - Supplemental	50998

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide professional learning targeting 21st century learning skills, including the provision of instructional coaching provided by a highly qualified teacher on special assignment. (3006)	2017-2018	Assistant Superintendent, Educational Services Coordinator, Educational Technology	Digital Learning Initiative, Ed Teach Conferences, Technology Workshops		LCFF - Supplemental	537724
Provide professional learning for administrators and other instructional leaders targeting support of the Professional Learning Communities (PLC) model of collaboration in CVUHSD, including Cognitive Coaching and Adaptive Schools. (3008)	2017-2018	Assistant Superintendent, Educational Services Director, Curriculum and Instruction	Cognitive Coaching and Adaptive Schools training and support		LCFF - Supplemental	1162037

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I	356175	56,201.00
Title I Part A: Parent Involvement	7937	-53,890.00
Title I Part A: Professional Development	40457	-2,311.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
Title I	299,974.00
Title I Part A: Parent Involvement	61,827.00
Title I Part A: Professional Development (PI Schools)	42,768.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	136,386.00
2000-2999: Classified Personnel Salaries	132,697.00
3000-3999: Employee Benefits	73,227.00
4000-4999: Books And Supplies	9,300.00
5000-5999: Services And Other Operating Expenditures	30,044.00
5800: Professional/Consulting Services And Operating	22,915.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	Title I	121,116.00
2000-2999: Classified Personnel Salaries	Title I	98,670.00
3000-3999: Employee Benefits	Title I	50,344.00
4000-4999: Books And Supplies	Title I	7,500.00
5000-5999: Services And Other Operating	Title I	17,544.00
5800: Professional/Consulting Services And	Title I	4,800.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	34,027.00
3000-3999: Employee Benefits	Title I Part A: Parent Involvement	20,000.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	1,800.00
5800: Professional/Consulting Services And	Title I Part A: Parent Involvement	6,000.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Professional Development (PI	15,270.00
3000-3999: Employee Benefits	Title I Part A: Professional Development (PI	2,883.00
5000-5999: Services And Other Operating	Title I Part A: Professional Development (PI	12,500.00
5800: Professional/Consulting Services And	Title I Part A: Professional Development (PI	12,115.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	219,646.00
Goal 2	142,155.00
Goal 3	42,768.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Pamela Brown	X				
Noel DeQuina		X			
Erick Hendricks		X			
Dr. Shakira Holt		X			
Edith Navarro					X
Deborah Anderson				X	
Melinda Pitts				X	
Tiahnna Barmore					X
Ricardo Herarte					X
Norma Navarro				X	
Yamilet Panduro			X		
Strawn Holmes		X			
Numbers of members of each category:	1	4	1	3	3

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

State Compensatory Education Advisory Committee

Signature

X English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

Other committees established by the school or district (list):

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on 05/12/2017.

Attested:

Dr. Pamela Brown

Typed Name of School Principal

Signature of School Principal

Date

Erick Hendricks

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

Centinela Valley Union High School District
Educational Services Division

SPSA Annual Evaluation
Title I: School-Wide Program
Categorical Programs this year: Title I

SCHOOL: Leuzinger High School

YEAR: 16-17

School data that supports below responses should be reflected in the Single Plan for Student Achievement

<p><u>GOAL/Objective from SPSA:</u> (Add rows as necessary to address all of the goals/objectives in your SPSA.)</p>	<p>How effective were the categorical programs in assisting students to improve academic achievement? Please site data to support description.</p>	<p>What were the most significant factors contributing to the success of these programs in improving student achievement?</p>	<p>What changes/ modifications/ additions need to be made next year for the programs (e.g. this goal) supported by categorical funds?</p>
<p>Goal 1- Improve academic achievement for all students and Improve the percentage of students successfully completing high school by 2% and ensure they are prepared for college/ careers.</p>	<p>We saw increases in the pass rates of students enrolled in ELA and math intervention classes. In addition there was over 900 students on honor roll 1st semester. This shows improved grades. Our graduation rate has increased steadily over the past two years.</p>	<p>The smaller class sizes and the specialty programs in the academy has supported our students as learners.</p>	<p>The biggest change is going to be to offer reduced class size in all of the intervention math classes and the support classes for math. The SBAC data and the grading data reveals a need to provide our students with additional support in the math classroom.</p>
<p>Goal 2 - Increase the percentage of students using school-wide supports like AVID, Academies, tutoring by 5%.</p>	<p>The teen pregnancy coordinator position provides students with resources and support so they can stay in school. The intervention specialist worked hand in hand with attendance office doing home visits, SART meetings, SARB hearings and attendance incentive rallies at lunch. Although we wanted to see an increase of 1% this school year, the attendance rate remained constant (96%). The chronic absenteeism rate fluctuated from month to month but the overall rate saw a small decrease of about .05%. Our enrollment in AVID has increased due to the increased level of support from AVID tutors.</p>	<p>The most significant factors were the coordinated efforts of the teen pregnancy coordinator to meet with students regularly and get them access to resources so they can stay in school. In addition, the intervention specialists visiting classrooms and reaching out to students helped increase our attendance in tutoring. Also, the coordinated efforts of the AVID team to spread the word about the AVID program.</p>	<p>Structured checks monthly and follow up monthly on the students who are chronically absent. Also, ensure we are providing them with the services to support the struggles they may have with being in school whether it's family issues, substance abuse, depression etc...In addition the academies and AVID will continue to do outreach to our local middle schools as well as with our existing students.</p>
<p>Goal 3- Provide teachers with professional development to support them in the use of technology in the classroom.</p>	<p>The teachers were provided with after school workshops on DII and the use of technology in the classroom. More</p>	<p>The most significant factors was the use of the coaches to co-plan, co-teach and debrief with teachers on the use of DII</p>	<p>The biggest change for the coming year is going to be to focus on the use of technology such as google classroom and</p>

GOAL/Objective from SPSA: (Add rows as necessary to address all of the goals/objectives in your SPSA.)	How effective were the categorical programs in assisting students to improve academic achievement? Please site data to support description.	What were the most significant factors contributing to the success of these programs in improving student achievement?	What changes/ modifications/ additions need to be made next year for the programs (e.g. this goal) supported by categorical funds?
	teachers were able to use the features on the Eno Boards and new teachers were able to get an understanding of DII.	strategies. Also, having the technology classes after school once a month worked for the teachers.	canvas.

1. Describe professional development activities for meeting the goals of you SPSA.

Our PD goals included teacher PD on DII, FLT, CFU and grading practices.

2. Describe all parent education and involvement activities.

We offered a variety of parent education and involvement activities. We offered parenting workshops via Richstone, PIQE parenting classes, and opportunities for involvement included classroom volunteers, college and career trip volunteers, and parent volunteers to speak with students about careers at the SSC conference.

3. Describe parent input/feedback about categorical programs:

We received parental input and feedback on our programs from ELAC, SSC , Title I meetings and a parental survey. Other assessment information used this year to evaluate our categorical programs as supports include: parent attendance data at workshops, Read 180 data, SBAC data, A-G data, D/F rate data, college acceptance data, attendance data

4. Other Evaluation/Assessment Information:

We received parental input and feedback on our programs from ELAC, SSC , Title I meetings and a parental survey. Other assessment information used this year to evaluate our categorical programs as supports include: parent attendance data at workshops, Read 180 data, SBAC data, A-G data, D/F rate data, college acceptance data, attendance data

Pamela Brown

Principal's Signature

5/12/2017

Date

Appendix

Appendix A – Parent Involvement

Leuzinger High School Title 1 Parent Involvement Policy

Leuzinger High School has developed a parent involvement policy with input from Title 1 parents. The school hosts quarterly meetings in order to keep parents informed about all aspects of the Leuzinger High School Community. Parents have been given the opportunity at these meetings to provide feedback to school leaders about steps that can be taken to increase parent involvement, improve communication between all stakeholders, and further increase student performance. In addition, parents are represented on the school's Leuzinger High School's School Site Council which is responsible for working together to develop programs to improve student performance. Leuzinger High School's policy describes the means for carrying out the following Title 1 parental involvement requirements.

Involvement of Parents in the Title 1 Program

Leuzinger High School does the following:

1. Convenes an annual meeting to inform parents of Title 1 students of Title 1 requirements and their rights to be involved in the Title 1 program
 - A meeting is held during the first month of the school year to review this information.
 - The meeting is conducted in both English and Spanish; all handouts are in both languages as well.
 - Parents are informed of this meeting through letters mailed to home addresses, as well as autodialers and phone calls made by school personnel
2. Offers a flexible number of meetings
 - Leuzinger's administration hosts quarterly Title 1 parent meetings.
 - These meetings are conducted in both English and Spanish; all handouts are in both languages as well.
 - Parents are informed of these meetings through letters mailed to home addresses, as well as phone calls made by school personnel.
3. Involves parents of Title 1 students in an organized, ongoing, and timely way, in the planning, review, and improvement of its Title 1 programs and the Title 1 parental involvement policy.
 - At the quarterly parent meetings, the principal reviews the school's performance data with parents, and encourages them to make suggestions as to steps that can be taken to improve that data.

- Parents are provided with their student's testing results at the quarterly parent meetings as it becomes available. Such data includes SBAC scores, AP results, CELDT levels, and CSA data
 - The Single School Plan for Student Achievement is shared with parents at these meetings, and feedback is solicited.
 - The Title 1 Parent Involvement Policy is shared with parents at these meetings, and feedback is solicited.
4. Provides parents of Title 1 students with timely information about Title 1 programs
- Each quarterly Title 1 parent meeting provides information to parents about important Title 1 programs, as well as information about how those programs can help their students achieve at higher levels.
 - At most meetings, representatives from these programs are present to answer questions and address concerns from parents.
5. Provides parents of Title 1 students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet.
- The principal and her staff routinely review the expectations that the school, district, state, and federal government have for all students at the quarterly Title 1 meetings
 - At these meetings, parents are provided information about the curriculum that is being taught in each academic department.
 - Parents are presented with specific information about the various tests the school is give: CELDT, SBAC, SAT/ACT, AP exams, and CSA exams.
 - Assessment data is shared with parents at these meetings, and parents are provided with resources that are available to help their students reach proficiency.
6. Provides parents of Title 1 students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children
- Quarterly parent meetings for Title 1 parents are held at Leuzinger High School.
 - Parents are represented on the School Site Council and other organizations such as ELAC
 - Counselors meet with every student and their parents at least once per year.
 - Administrators, department leaders, and academy coordinators hold meetings throughout the year to provide parents with detailed information about how their students can improve in school.

ADOPTION

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by Title I Parent Meeting/SSC Meeting. This Parent Involvement Policy was adopted by **Leuzinger High School** on 5/12/2017 and will be in effect for the period of the school year. The school will distribute this policy to all parents of participating Title I, Part A children on or before June 9, 2018. It will be made available to the local community on or before June 9, 2018. Leuzinger high School's notification to parents of this policy will be in an understandable and uniform format and, to the extent required by law, provided to parents in a language they can understand. These people were involved with the development of this document:

Pamela Brown, Principal
Erik Hendricks, Teacher
Noel Dequina, Teacher
Shakira Holt, Teacher
Yamilet Panduro, Classified Staff Member
Strawn Holmes, Parent
Norma Navarro, Parent
Deborah Anderson, Parent
Melinda Pitts, Parent
Edith Navarro, Student
Ricardo Herrarte, Student
Tianna Barmore, Student

Signature and Date

Building Capacity for Involvement

Leuzinger High School engages Title 1 parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school does the following:

1. Assists Title 1 parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.
 - Parent meetings are held to review this information.
 - Parents are presented with their student's performance data at these meetings as the data becomes available.
 - Information about the school's instructional program and curriculum are presented to parents throughout the year.
 - Parents are trained how to use the Power School Parent Portal to stay informed of their student's progress throughout the school year.
 - Parents are provided with resources available at Leuzinger High School to help their student achieve at a higher level.

Provides materials and training to help Title 1 parents work with their children to improve their children's achievement.

- Parents are given information about how to contact their teachers via phone, email, or appointment.
 - Parents are provided with information about the various support services that are available at Leuzinger High School.
 - Representatives from support programs are usually present at the Title 1 meetings to promote their programs to parents and students who need them.
 - School staff provides workshops throughout the year to help parents support their students.
3. Educates staff, with the assistance of Title 1 parents, in the value of parent contributions and how to work with parents as equal partners.
 - School administration works with teachers throughout the year on improving school-home communication.
 - Tools such as Blackboard Connect and email are available for teachers to communicate with parents more frequently.
 - Translation for parent meetings is readily available.
 - Staff is trained periodically on effective techniques to build parent involvement.

-
- 4. Coordinates and integrates the Title 1 parental involvement program with other programs and conducts other activities that encourage and support parents in more fully participating in the education of their student.
 - Parent representation is welcome on school improvement committees.
 - All school groups such as academies, athletic teams, clubs, and the like are required to involve parents in their programs.
- 5. Distributes to Title 1 parent's information related to school and parent programs, meetings, and other activities in a form and language that the parents can understand.
 - All items mailed home are sent in both English and Spanish.
 - All parent meetings are conducted in both English and Spanish.
 - Phone calls home through the Blackboard Connect system are made in the parent's home language.
 - Translation is available for all parent conferences.
- 6. Provides support for parental involvement activities requested by Title 1 parents.
 - Such requests are acted upon by the school administration in a timely manner.
 - Utilization of PIQE (Parent Institute for Quality Education) to inform parent about the educational process Leuzinger High School
 - Outside agencies such as the South Bay Work Investment Board or Centinela Youth Services are often used to assist with providing additional activities of interest to parents.

Accessibility

Leuzinger High School provides opportunities for all Title 1 parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language that parents can understand.

- All items mailed home are sent in both English and Spanish.
- All items available on the schools web page: <http://www.leuzinger.org/>
- All parent meetings are conducted in both English and Spanish.
- Phone calls home through the Blackboard Connect system are made in the parent's home language.
- Translation is available for all parent conferences.
- Leuzinger High School is easily accessible to parents who require wheelchair access to its facilities.

Appendix B - Compact

Pacto entre La Escuela y Padres

La Preparatoria Leuzinger ha distribuido y desarrollado en conjunto con los padres de los estudiantes de Title 1 un pacto entre la escuela y los padres. El pacto resume como los padres, el personal de la escuela y los estudiantes compartirán la responsabilidad por el progreso en el éxito académico de los estudiantes. El pacto resume los medios con los cuales la escuela y los padres construirán y desarrollaran una asociación que ayudara a que los estudiantes logren los estándares más altos del estado. Este pacto entre la escuela y padres esta en efecto durante este año escolar.

Responsabilidades del Estudiante

- Asistir a todas las clases diario puntualmente con los útiles necesarios.
- Completar todas las asignaturas del salón y tareas.
- Respetarse a uno mismo y a los demás.
- Obedecer todas las reglas del salón y escuela.
- Tomar responsabilidad por mis propias actividades de aprendizaje y actividades extracurriculares (durante el almuerzo, antes y después de clases) progreso académico.

La Preparatoria Leuzinger

- Proveerá un currículum de alta calidad e instrucción.
- Participara en capacitación profesional para mejorar las estrategias de enseñanza para así poder abordar las necesidades académicas de todos los estudiantes.
- Apoyará normas escolares con respecto a las academias, asistencia y disciplina.
- Evaluará y notificara a padres sobre el progreso del estudiante cada cinco semanas.
- Mantendrá comunicación entre padres y maestros por medio de y a lo mínimo en conferencias anuales, reportes de progreso estudiantil, acceso al personal, y oportunidades de ser voluntario y participar observando el programa educativo.
- Proveerá un ambiente seguro, positivo y saludable para los estudiantes.
- Se asegurara que los estudiantes reciban ayuda en cuanto es requerida.

Responsabilidades de los Padres

Nosotros como padres apoyaremos el aprendizaje de nuestro estudiante haciendo lo siguiente:

- Apoyando el aprendizaje de mi estudiante y asegurándome que mi estudiante asista a la escuela todos los días, que tenga un lugar en casa donde estudiar y que complete todas las tareas asignadas.
- Mandar a mi estudiante a la escuela bien nutrido, descansado, y con los útiles necesarios.
- Apoyar las normas de la escuela con respecto a las academias, asistencia y disciplina.
- Contactar a la escuela con respecto a las ausencias, tareas, disciplina, y si mi estudiante tiene alguna dificultad con el aprendizaje.
- Apoyar un ambiente seguro, positivo y saludable para los estudiantes

Asegurarse que todos los estudiantes reciban ayuda en cuanto es requerida.

X _____

Firma de los Padres

X _____

Firma del estudiante

School-Parent Compact

Leuzinger High School has jointly developed with and distributed to parents of Title 1 students a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help students achieve the State's high standards. This school-parent compact is in effect during the school year.

Student Responsibilities:

- Attend all classes on time every day, with necessary supplies.
- Complete all classroom and homework assignments
- Respect self and others.
- Obey all school and classroom rules
- Take responsibility for my own learning activities and extracurricular activities (during lunch, before or after school) academic improvement.

Leuzinger High School Will

- Provide high-quality curriculum and instruction
- Participate in professional development to improve teaching strategies in order to address the academic needs of all students.
- Support school policies regarding academics, attendance and discipline.
- Evaluate and notify parents of student progress every five weeks.
- Maintain ongoing communication between parents and the teachers through, at a minimum, annual conferences, report on the student progress, access to staff, and opportunities to volunteer and participate in and observe the educational program.
- Provide a safe, positive, and healthy learning environment for all students.
- Ensure that all students get the help as soon as it is needed.

Parent Responsibilities

We as parents will support our students' learning by doing the following things:

- Support my student's learning by insuring that my student attends school every day, has a quiet place to study at home and completes all homework assignments
- Send my student to school well nourished ,rested, and with the necessary school supplies
- Support school policies regarding academics, attendance and discipline.
- Contact the school regarding absences, schoolwork, discipline, and if my student has any problems with learning.
- Support a safe, positive, and healthy learning environment for all students.
- Ensure that all students get help as soon as it is needed.

X_____

Parent Signature

X_____

Student Signature

Appendix C – By-Laws

Article I Duties of the SSC

The SSC of Leuzinger High School, hereinafter referred to as the SSC, shall carry out the following duties:

- Obtain recommendations for, and review of, the proposed SPSA from all school advisory committees
- Develop and approve the SPSA and related expenditures in accordance with all state and federal laws and regulations
- Recommend the SPSA and expenditures to the governing board for approval
- Provide ongoing review of the implementation of the SPSA with the principal, teachers, and other school staff members
- Make modifications to the SPSA whenever the need arises
- Submit the modified SPSA for governing board approval whenever a material change (as defined in district governing board policy) is made in planned activities or related expenditures
- Annually (and at each semester, trimester, etc) evaluate the progress made toward school goals to raise the academic achievement of all students
- Carry out all other duties assigned to the SSC by the district governing board and by state law

Article II Members

Section A: Composition

The SSC shall be composed of 15 members, selected by their peers, as follows:

- 4 Classroom teachers
- 1 Other school staff members
- 3 Parents or community members
- 3 students
- The school principal shall be an ex officio member of the SSC

SSC members chosen to represent parents may be employees of the school district so long as they are not employed at this school.

Section B: Term of Office

SSC members shall be elected for 2 year terms. Half, or the nearest approximation thereof, of each representative group shall be elected during odd years, and the remaining number elected during even years. At the first regular meeting of the SSC, each member's current term of office shall be recorded in the minutes of the meeting.

Section C: Voting Rights

Each member is entitled to one vote and may cast that vote on any matter submitted to a vote of the SSC. Absentee ballots shall not be permitted. Voting by proxy is permitted.

Section D: Termination of Membership

The SSC may, by an affirmative vote of two-thirds of all its members, suspend or expel a member. Any elected member may terminate his or her membership by submitting a written letter of resignation to the SSC chairperson.

Section E: Transfer of Membership

Membership on the SSC may not be assigned or transferred.

Section F: Vacancy

Any vacancy on the SSC occurring during the term of a duly elected member shall be filled by a new member selected in an appropriate manner (e.g., regular elections; appointment of the SSC for the period of time until the next regular election; or the seating of a previously elected alternate member to fill the remainder of the term of the vacant seat).

Article III Officers

Section A: Officers

The officers of the SSC shall be a chairperson, vice-chairperson, secretary, parliamentarian and other officers the SSC may deem desirable.

The chairperson shall:

- Preside at all meetings of the SSC
- Sign all letters, reports, and other communications of the SSC
- Perform all duties incident to the office of the chairperson
- Have other such duties as are prescribed by the SSC

The vice-chairperson shall:

- Represent the chairperson in assigned duties
- Substitute for the chairperson in his or her absence

The secretary shall:

- Keep minutes of all regular and special meetings of the SSC
- Transmit true and correct copies of the minutes of such meetings to members of the SSC and to the following other persons: Hatha Parrish
- Provide all notices in accordance with these bylaws
- Be custodian of the records of the SSC
- Keep a register of the names, addresses and telephone numbers of each member of the SSC, the chairpersons of school advisory committees, and others with whom the SSC has regular dealings, as furnished by those persons
- Perform other such duties as are assigned by the chairperson or the SSC

The Parliamentarian shall:

- Assist the chairperson in maintaining order
- Should be familiar with the committee's bylaws, parliamentary procedures and Robert's Rules of Order

Section B: Election and Terms of Office

The officers shall be elected annually at the Title I meeting of the SSC and shall serve for one year, or until each successor has been elected

Section C: Removal of Officers

Officers may be removed from office by a two-thirds vote of all the members.

Section D: Vacancy

A vacancy in any office shall be filled at the earliest opportunity by a special election of the SSC for the remaining portion of the term of office.

Article IV Committees

Section A: Subcommittees

The SSC may establish and abolish subcommittees of its own membership to perform duties as shall be prescribed by the SSC. At least one member representing teachers and one member representing parents shall make up the subcommittee. No subcommittee may exercise the authority of the SSC.

Section B: Membership

Unless otherwise determined by the SSC, the SSC chairperson shall appoint members of standing or special committees. A vacancy on a committee shall be filled by appointment made by the chairperson.

Section C: Terms of Office

The SSC shall determine the terms of office for members of a committee.

Section E: Rules

Each committee may adopt rules for its own government not inconsistent with these bylaws or rules adopted by the SSC, or policies of the district governing board.

Section F: Quorum

At least one member from each group shall be represented at SSC meetings to constitute a quorum, unless otherwise determined by the SSC. The act of a majority of the members present shall be the act of the committee, provided a quorum is in attendance.

Article V
Meetings of the SSC

Section A: Meetings

The SSC shall meet quarterly on the date published on the school website and in parent calendars. Special meetings of the SSC may be called by the chairperson or by a majority vote of the SSC.

Section B: Place of Meetings

The SSC shall hold its regular meetings at a facility provided by the school, unless such a facility accessible to the public, including handicapped persons, is unavailable. Alternate meeting places may be determined by the chairperson or by majority vote of the SSC.

Section C: Notice of Meetings

Written public notice shall be given of all meetings at least 72 hours in advance of the meeting. Changes in the established date, time, or location shall be given special notice. All meetings shall be publicized in the following venues: Teacher Bulletin Board, Web Page, and Student Bulletin Board.

All required notices shall be delivered to the SSC and committee members no less than 72 hours and no more than 4 days in advance of the meeting, personally or by mail (or by e-mail).

Section D: Administrative Responsibility

The principal shall have the responsibility for the proper function of the SSC.

Section E: Conduct of Meetings

Meetings of the SSC shall be conducted in accordance with the rules of order established by California *EC* Section 3147(c), and with *Robert's Rules of Order* or an adaptation thereof approved by the SSC.

Section F: Meetings Open to the Public

All meetings of the SSC, and of committees established by the SSC, shall be open to the public. Notice of such meetings shall be provided in accordance with Section C of this article.

Article VII Amendments

An amendment of these bylaws may be made at any regular meeting of the SSC by a vote of two-thirds of the members present. Written notice of the proposed amendment must be submitted to SSC members at least 5 days prior to the meeting at which the amendment is to be considered for adoption.