

# South Bay Academy Community Day School

## School Accountability Report Card

### Reported Using Data from the 2015-16 School Year

#### Published During 2016-17

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### **Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## **About This School**

#### **Contact Information (School Year 2016-17)**

<b>School Contact Information</b>	
<b>School Name</b>	South Bay Academy Community Day School
<b>Street</b>	4411 Redondo Beach Blvd.
<b>City, State, Zip</b>	Lawndale, CA 90260
<b>Phone Number</b>	(424) 255-4066
<b>Principal</b>	Mr. Michael Martinez
<b>E-mail Address</b>	<a href="mailto:martinezm@centinela.k12.ca.us">martinezm@centinela.k12.ca.us</a>
<b>Web Site</b>	<a href="http://www.cvalternatives.org/">http://www.cvalternatives.org/</a>
<b>CDS Code</b>	19 64352 0128900

<b>District Contact Information</b>	
<b>District Name</b>	Centinela Valley Union High School District
<b>Phone Number</b>	(310) 263-3200
<b>Superintendent</b>	Dr. Gregory O'Brien
<b>E-mail Address</b>	obrieng@centinela.k12.ca.us
<b>Web Site</b>	www.centinela.K12.ca.us

### School Description and Mission Statement (School Year 2016-17)

#### Principal's Message

South Bay Academy Community Day School is designed to offer a non-traditional education for students whose needs cannot be met at a traditional educational setting. As an alternative school we are focused on students who have behavioral problems, chronic trancies or other issues that cannot be addressed at our comprehensive sites. To help meet the needs of these students the class is staffed at 20 students to 1 teacher ratio. The curriculum for the class is computer based with Edgenuity Program and covers all core classes required for high school graduation.

#### District Profile

Centinela Valley Union High School District is located next to the 405 freeway in the city of Lawndale, approximately 20 miles southwest of the city of Los Angeles. During the 2014-15 school year, the district's three comprehensive high schools, one continuation school, one independent study school, and one community day school served a total of 6,661 students in grades 9-12 residing in the cities of Hawthorne, Lawndale, and Lennox, and unincorporated portions of Los Angeles County. The district serves four feeder districts, Hawthorne Elementary, Lawndale Elementary, Lennox Elementary, and Wiseburn Elementary.

#### District Vision

The Centinela Valley Union High School District is committed to providing an educational environment in which all students succeed. Students will be prepared to meet the challenges of higher education and the future demands of a modern technological society.

#### School Profile

During the 2014-15 school year, South Bay Academy Community Day School served 67 students in grades 9-12. Enrollment at South Bay Academy Community Day School varies throughout the year, as students can graduate at any time and new students can be accepted at any point. Most students who experience difficulty in a traditional comprehensive high school setting often find success in an alternative program. Individualized instruction with certificated staff ensures students successfully acquire the necessary skills, knowledge, and concepts in all subject areas. Upon enrollment, each student and his/her parent/guardian are required to meet with an administrator to discuss the student's and parent's responsibilities and establish the student's academic plan, goals, and expectations. Students are required to attend regular school hours in a computer based classroom environment which covers core classwork necessary for graduation.

### Student Enrollment by Grade Level (School Year 2015-16)

<b>Grade Level</b>	<b>Number of Students</b>
<b>Grade 10</b>	6
<b>Grade 11</b>	5
<b>Grade 12</b>	2
<b>Total Enrollment</b>	13

### Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	7.7
American Indian or Alaska Native	0
Asian	0
Filipino	0
Hispanic or Latino	92.3
Native Hawaiian or Pacific Islander	0
White	0
Two or More Races	0
Socioeconomically Disadvantaged	69.2
English Learners	30.8
Students with Disabilities	7.7
Foster Youth	7.7

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

### Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	1	1	1	334
Without Full Credential	0	0	0	12
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	6

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)**

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

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)**

**Year and month in which data were collected:** September 2015

**Instructional Materials**

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

On September 21, 2015, the Centinela Valley Union High School District’s Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted the Resolution No. 15-16/006 which certifies as required by Education Code §60119 that (1) sufficient textbooks and instructional materials have been provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and context of the curriculum frameworks, (2) each pupil has a textbook or instructional materials, or both, to use in class and to take home, (3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, (4) laboratory science equipment was available for science laboratory classes offered in grades 9-12, inclusive, and (5) for students in grades 9-12, the instructional materials were adopted by the local governing board following district review of the materials and their alignment with state content standards as required by CCR, Title 5, Section 9531.

In addition to the core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for its visual/performing arts curricula. During the 2015-16 school year, Centinela Valley Union High School District provided all students enrolled in a visual/performing arts class with their own textbook or supplemental materials to use in class and to take home. These materials comply with the state’s content standards and curriculum frameworks.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	2010 Scholastic; Read 180 2010 Pearson; Literature for California 2002 Hampton Brown; Edge Fundamentals 2002 Hampton Brown; Edge Levels A, B, C 2011 Scholastic; English 3D Volume 1 2013 Scholastic; English 3D Volume 2 2013: The California State University; Expository Reading and Writing Course 2013: Oxford; English A: Language & Literature	Yes	

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Mathematics</b>	2012 ALEKS; Algebra Essentials & Math Success 2009 Pearson; Algebra I & II 2008 Pearson; Geometry UC 2012: ALEKS; Math Success 2007 Pearson; Pre-Calculus and Calculus: Graphical 2009 Pearson; Elementary Statistics: Picturing the World 2012 Pearson; Mathematics Standard Level	Yes	
<b>Science</b>	2007 Prentice Hall; Biology 2005 Prentice Hall; Chemistry 2006 Prentice Hall; Physics & Conceptual Physics 2003 Prentice Hall; Human Anatomy and Physiology, 6th Edition 2003 Prentice Hall; AP Physics 2008 Pearson; AP Biology, 8th Edition 2013 Holt McDougall; Environmental Science 2005 People's Publishing; Environmental Science: Earth as a Living Planet, 5th Edition	Yes	
<b>History-Social Science</b>	2008 Prentice Hall; Magruder's American Government 2006 Thomson Learning; Contemporary Economics 2006 McDougal Littel; The Americans 2005 McDougal Littel; Modern World History- Patterns of Interaction 2006 Houghton Mifflin; American Pageant 2005 McGraw Hill; Economics 2005 Longman; American Democracy 2006 Longman; American Government: Continuity & Change 2007 Addison Wesley; World Civilizations: The Global Experience 2011 Houghton Mifflin; History of Western Society 2014 Pearson; Government in America: People, Politics, & Policy 2005 Worth Publishing; Psychology, 7th Edition	Yes	
<b>Foreign Language</b>	2006 Glencoe McGraw Hill; Buen Viaje! 2008 Holt, Rinehart Winston; Nuevas Vistas 2008 Holt, Rinehart Winston; Allez, Viens! 2012 Holt McDougall Little; Abriendo Puertas: Ampliando Perspectivas 2007 Pearson; Intrigue, 2nd Edition 1993 Dawn Sign Press; Signing Naturally, Level 1-3 2009 Pearson; Building ASL Interpreting & Translation Skills 2009 Cheng & Tsui; Integrated Chinese Level 1, Part 1 & 2 and Level 2 Part 1 2014 Pearson; Abriendo Paso		

## School Facility Conditions and Planned Improvements (Most Recent Year)

### Facilities Maintenance

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

Two custodians are assigned to South Bay Academy Community Day School and are shared with Centinela Valley Independent Study School. The custodians come on campus three days per week for routine maintenance, custodial duties, and special events preparations. Administrators and the custodian communicate daily regarding campus cleaning needs and safety concerns. The custodians are responsible for setting up the cafeteria for meals and activities, keeping restrooms clean and stocked, removing debris and emptying trash receptacles, and addressing minor repairs and maintenance issues. The custodians check restrooms regularly as a proactive measure in keeping facilities fully stocked, safe, and sanitary.

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

The custodians and school safety officer inspect facilities routinely for safety hazards, graffiti, and other conditions that require immediate removal or correction. On an annual basis, schools are required by the state to perform a comprehensive inspection and report those findings to the school community. The most recent inspection for South Bay Academy Community Day School took place on September 2, 2015. The School Facility Good Repair Status table illustrated in this report identifies the state-required inspection areas and discloses the operational status in each of those areas. During the 2015-16 school year, 100% of restrooms were fully operational and available to students at all times.

### School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 09/02/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces			X	Administration: (2) stained ceiling tiles, stained carpet Computer lab: 1 stained ceiling tile
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			Cover outlet missing
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 09/02/2016				
Overall Rating	Exemplary	Good	Fair	Poor
				X

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	8	--	45	43	44	48
Mathematics	0	--	13	18	34	36

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	--	--	--	--
Male	11	--	--	--	--
Female	11	--	--	--	--
Black or African American	11	--	--	--	--
Hispanic or Latino	11	--	--	--	--
Socioeconomically Disadvantaged	11	--	--	--	--
English Learners	11	--	--	--	--
Foster Youth	11	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	--	--	--	--
Male	11	--	--	--	--
Female	11	--	--	--	--
Black or African American	11	--	--	--	--
Hispanic or Latino	11	--	--	--	--
Socioeconomically Disadvantaged	11	--	--	--	--
English Learners	11	--	--	--	--
Foster Youth	11	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Science for All Students**

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	--	--	--	30	30	25	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**CAASPP Test Results in Science by Student Group  
Grades Five, Eight, and Ten (School Year 2015-16)**

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students				

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.



## Career Technical Education Programs (School Year 2015-16)

### Workforce Preparation

South Bay Academy Community Day School does not offer vocational education courses on campus. Career education and work readiness opportunities are available through elective courses.

### Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of pupils participating in CTE	
% of pupils completing a CTE program and earning a high school diploma	
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	

### Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	0

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

### Opportunities for Parental Involvement (School Year 2016-17)

#### Parent Involvement

Parents are encouraged to get involved in South Bay Academy Community Day School's learning community by volunteering their time, attending school events, or sharing in the decision-making process. Parents seeking more information about becoming an active member in their child's educational experience or volunteering their efforts may contact the school secretary at (424) 255-4066.

### State Priority: Pupil Engagement

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates; and
- High school graduation rates.

### Dropout Rate and Graduation 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			16.70			12.20	11.40	11.50	10.70
Graduation Rate			83.33			80.43	80.44	80.95	82.27

**Completion of High School Graduation Requirements - Graduating Class of 2015 (One-Year Rate)**

Group	Graduating Class of 2015		
	School	District	State
All Students	100	74	86
Black or African American	100	69	78
American Indian or Alaska Native	0	38	78
Asian	0	88	93
Filipino	0	100	93
Hispanic or Latino	100	79	83
Native Hawaiian/Pacific Islander	0	88	85
White	0	59	91
Two or More Races	0	70	89
Socioeconomically Disadvantaged	0	90	66
English Learners	0	76	54
Students with Disabilities	100	83	78

**State Priority: School Climate**

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

**Suspensions and Expulsions**

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.0	9.4	7.0	4.7	2.3	1.9	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.1	0.3	0.1	0.1	0.1

**School Safety Plan (School Year 2016-17)**

**School Site Safety Plan**

The Comprehensive School Site Safety Plan was developed for South Bay Academy Community Day School in collaboration with staff, local agencies, and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, dress code policy, and bully prevention policy. The school's safety plan is reviewed, updated, and shared with school staff on an annual basis.

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	4
Percent of Schools Currently in Program Improvement	N/A	100.0

Note: Cells with N/A values do not require data.

### Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	.5	20
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist		N/A
Other		N/A

Note: Cells with N/A values do not require data.

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

### Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	N/A	N/A	N/A	N/A
District	N/A	N/A	6632.46	68249.92
Percent Difference: School Site and District	N/A	N/A		
State	N/A	N/A	\$5,677	\$77,824
Percent Difference: School Site and State	N/A	N/A		

Note: Cells with N/A values do not require data.

### Types of Services Funded (Fiscal Year 2015-16)

In addition to general fund state funding, Centinela Valley Union High School District receives state and federal categorical funding for special programs. For the 2014-2015 school year, the district received federal, state, and local aid for the following categorical, special education, and support programs:

- Department of Rehabilitation
- California Partnership Academies
- Lottery: Instructional Materials
- Prop 39: California Clean Energy Jobs Act funding

- Special Education
- State Lottery
- Title I, II, III
- Vocational Programs (Perkins)
- California Careers Pathway Trust
- Common Core State Standards Implementation funding
- Mandated Block Grant funding
- Other Local: Locally Defined

#### Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,523	\$46,184
Mid-Range Teacher Salary	\$72,207	\$75,179
Highest Teacher Salary	\$88,688	\$96,169
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		\$124,243
Average Principal Salary (High)	\$150,008	\$137,939
Superintendent Salary	\$193,950	\$217,637
Percent of Budget for Teacher Salaries	29%	35%
Percent of Budget for Administrative Salaries	6%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

#### Professional Development (Most Recent Three Years)

##### Staff Development

All curriculum and instructional improvement activities at Centinela Valley Union High School District are being aligned to the Common Core State Standards. Staff development is selected and identified based upon student assessment results, state content standards, and in-class observations. During the 2014-15 school year, the district offered two non-student professional development days; one day was devoted to district wide instruction and supplementary workshops on a wide range of topics. The second staff development day's activities were selected by each high school.

##### 2014-15 District wide Topics

- Activate for Math, Science, and Social Studies Curriculum
- Common Core State Standards
- Common Formative Assessments
- Implementation of Performance Tasks Connection to Graduate Profile
- Synced for English Language Arts Curriculum

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

##### 2014-15 Staff Development Offerings

- ALEKS Professional Development
- Common Core State Standards
- Direct Interactive Instruction (DII) Training
- E3D Cadre
- Edge eAssessment Training
- Edgenuity (e2020) Training
- Eno Board Training
- Illuminate Refresher
- iPad Demonstration
- Linked Learning Master Schedule Workshop
- Power Teacher and Blackboard Connect
- Read 180/System 44 Cadre

- SBAC Usability, Accessibility & Accommodations Training
- Scholastics Training English Essentials
- System 44 Training
- TurnItIn.com Training

Centinela Valley Union High School District and three other local districts (Lawndale, Lennox and Hawthorne) jointly support new teachers in developing their teaching skills through the New Teacher Induction Program, which is designed for first- and second-year teachers holding a preliminary credential to earn their clear teaching credential. The New Teacher Summer Institute is a three-day program for teachers who are new to the district. Training sessions focus on The Big Three (engagement, active learning, and questioning), grading reform, data and accountability, BTSA (Beginning Teacher Support and Assessment), effective English language learner strategies, an overview of the district's special education program, equity and diversity, technology in the classroom, and classroom management. After successful completion of the two-year BTSA training, teachers may apply for their clear teaching credential. All program participants are assigned to a Support Provider (mentor teacher) for individualized support and guidance.

Staff members are encouraged to attend professional workshops offered by the district, professional organizations, or the county office of education. Long-term substitute teachers are invited to attend an annual orientation to better serve the students of the district. Special education instructional aides are invited to district and county sponsored workshops to gain insight and understanding of the current curriculum and student support strategies. Classified support staff receive job-related training from school administration.