

Centinela Valley Independent Study School

School Accountability Report Card

Reported Using Data from the 2014-15 School Year

Published During 2015-16

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 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, the county, and the state. 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 (Most Recent Year)

School Contact Information	
School Name	Centinela Valley Independent Study School
Street	4409 Redondo Beach Blvd.
City, State, Zip	Lawndale, CA 90260
Phone Number	(424) 255-4066
Principal	Mr. Michael Martinez
E-mail Address	martinezm@centinela.k12.ca.us
Web Site	http://www.cvalternatives.org/
Grades Served	9-12
CDS Code	19 64352 0118521

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

School Description and Mission Statement (Most Recent Year)

Principal's Message

Upon enrollment, each student and his/her parent/guardian are required to meet with a Centinela Valley Independent Study School (CVISS) administrator to discuss the student's and provides an alternative educational setting for parent's responsibilities and establish the student's students within the CVUHSD. Students may earn academic plan, goals, and expectations. Students their high school diploma while attending this are required to meet with assigned teachers flexible program that allows them to structure their once a week for a minimum of two-hours of school time to accommodate their needs. Students work time per visit. Typically, students meet with will typically attend once or twice per week, and two teachers during their appointment time to will usually complete their assignments at home. receive instruction and direction for assigned Centinela Valley Independent Study School can coursework. As students complete their assigned potentially serve any CVUHSD student. units, the content of their lessons and teacher assignments change accordingly. Parents may accompany and attend weekly appointments with their child.

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, Centinela Valley Independent Study School served 266 students in grades 9-12. Student enrollment included 20.8% qualifying for English learner support and 80.5% enrolled in the free or reduced-price meal program. Most students who experience difficulty in a traditional comprehensive high school setting often find success in an alternative program. The independent study structure enables students to progress through a standards-based curriculum at their own pace and learning level. Individualized instruction with certificated staff ensures students successfully acquire the necessary skills, knowledge, and concepts in all subject areas.

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Grade 10	4
Grade 11	15
Grade 12	63
Total Enrollment	82

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	6.1
Hispanic or Latino	76.8
Native Hawaiian or Pacific Islander	3.7
White	9.8
Two or More Races	3.7
Socioeconomically Disadvantaged	78
English Learners	17.1
Students with Disabilities	20.7
Foster Youth	1.2

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
	2013-14	2014-15	2015-16	2015-16
With Full Credential	5	5	7	307
Without Full Credential	0	0	0	17
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	6

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
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 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	81.3	18.7
High-Poverty Schools in District	80.4	19.6
Low-Poverty Schools in District	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 2015-16)

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.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	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	0
Mathematics	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 Person; Elementary Statistics: Picturing the World 2012 Pearson; Mathematics Standard Level	Yes	0

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	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	0
History-Social Science	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	0
Foreign Language	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	Yes	0

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 Centinela Valley Independent Study School and 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 Centinela Valley Independent Study School took place in 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 in which data were collected: 9/2/15				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			Principals office: Stained ceiling tile Instructional Area: Stained ceiling tile, broken light cover
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			Bulb needs to be changed
Restrooms/Fountains: Restrooms, Sinks/Fountains		X		Hot water not working in girls' restroom
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: 9/2/15				
Overall Rating	Exemplary	Good	Fair	Poor
		X		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], Science California Standards Tests); and
- The percentage of pupils 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

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	15	44	44
Mathematics	0	12	33

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 Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	45	39	86.7	51	28	15	0
Male	11		20	44.4	60	25	10	0
Female	11		19	42.2	42	32	21	0
Black or African American	11		3	6.7	--	--	--	--
Asian	11		1	2.2	--	--	--	--
Hispanic or Latino	11		31	68.9	45	32	16	0
Native Hawaiian or Pacific Islander	11		1	2.2	--	--	--	--
White	11		3	6.7	--	--	--	--
Socioeconomically Disadvantaged	11		25	55.6	44	32	16	0
English Learners	11		8	17.8	--	--	--	--
Students with Disabilities	11		4	8.9	--	--	--	--
Foster Youth	11		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	45	39	86.7	97	3	0	0
Male	11		20	44.4	95	5	0	0
Female	11		19	42.2	100	0	0	0
Black or African American	11		3	6.7	--	--	--	--
Asian	11		1	2.2	--	--	--	--
Hispanic or Latino	11		31	68.9	97	3	0	0
Native Hawaiian or Pacific Islander	11		1	2.2	--	--	--	--
White	11		3	6.7	--	--	--	--
Socioeconomically Disadvantaged	11		25	55.6	96	4	0	0
English Learners	11		8	17.8	--	--	--	--
Students with Disabilities	11		4	8.9	--	--	--	--
Foster Youth	11		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	--	--	14	42	30	30	59	60	56

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.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	30
All Students at the School	14
Male	--
Female	--
Black or African American	--
Hispanic or Latino	--
White	--
English Learners	--
Students with Disabilities	--
Foster Youth	--

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 2014-15)

Workforce Preparation

Centinela Valley Independent Study 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 2014-15)

Measure	CTE Program Participation
Number of pupils participating in CTE	0
% of pupils completing a CTE program and earning a high school diploma	0
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	0
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	0

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California High School Exit Examination Results for Grade Ten Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English-Language Arts		8		45	31	37	57	56	58
Mathematics				47	33	36	60	62	59

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.

California High School Exit Examination Grade Ten Results by Student Group (School Year 2014-15)

Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	52	27	21	54	35	11
All Students at the School	0	0		0		

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.

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards

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.

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 (Most Recent Year)

Parent Involvement

Parents are encouraged to get involved in Centinela Valley Independent Study 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		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	57.90	52.60	60.20	24.00	18.20	16.90	13.10	11.40	11.50
Graduation Rate	14.04	10.53	10.75	64.67	68.16	70.72	78.87	80.44	80.95

Completion of High School Graduation Requirements (Graduating Class of 2014)

Group	Graduating Class of 2014		
	School	District	State
All Students	28.57	75.07	84.6
Black or African American	37.04	73.93	76
American Indian or Alaska Native		100	78.07
Asian		87.5	92.62
Filipino		85.71	96.49
Hispanic or Latino	29.19	74.7	81.28
Native Hawaiian/Pacific Islander	50	86.67	83.58
White		61.54	89.93
Two or More Races		78.79	82.8
Socioeconomically Disadvantaged	700	63.03	61.28
English Learners	19.57	37.6	50.76
Students with Disabilities	26.99	74.21	81.36
Foster Youth	--	--	--

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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	0.00	0.00	0.00	5.26	4.69	2.34	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.00	0.00	0.05	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Centinela Valley Independent Study School in collaboration with Lloyd High School 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.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	No	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	No	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	N/A	N/A	Yes
Met Graduation Rate	Yes	No	Yes

Federal Intervention Program (School Year 2015-16)

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.

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13			Avg. Class Size	2013-14			Avg. Class Size	2014-15					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms				
		1-22	23-32			33+	1-22			23-32	33+	1-22	23-32	33+
English														
Mathematics														
Science														
Social Science														

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	.5	112
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	.5	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 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$3511	\$40	\$3471	\$71484
District	N/A	N/A	\$4595	
Percent Difference: School Site and District	N/A	N/A	-24.5	
State	N/A	N/A	\$5,348	\$74,908
Percent Difference: School Site and State	N/A	N/A	-35.1	-4.6

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

Types of Services Funded (Fiscal Year 2014-15)

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 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		\$44,363
Mid-Range Teacher Salary		\$71,768
Highest Teacher Salary		\$92,368
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		\$121,276
Average Principal Salary (High)		\$133,673
Superintendent Salary		\$210,998
Percent of Budget for Teacher Salaries	34%	36%
Percent of Budget for Administrative Salaries	7%	5%

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

Advanced Placement (AP) Courses (School Year 2014-15)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses		

* Cells with N/A values do not require data. Where there are student course enrollments.

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