



"Dedicated to Academic Excellence and Achievement for All Students"

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The statistical information disclosed in this report is obtained from the California Department of Education and the Centinela Valley Union High School District. At the time of publishing, this report met all SARC-related state and federal requirements, using the most current data available. Information for the instructional materials section of this report was acquired in December 2014; school facilities information was obtained in January 2015.

# CENTINELA VALLEY INDEPENDENT STUDY SCHOOL

*The Three D's to Succeed...  
Discipline, Desire, and Dedication.*



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## SCHOOL ACCOUNTABILITY REPORT CARD 2013-14 SCHOOL ACTIVITY PUBLISHED IN FEBRUARY 2015

### PRINCIPAL'S MESSAGE

Centinela Valley Independent Study School (CVISS) provides an alternative educational setting for students within the CVUHS. Students may earn their high school diploma while attending this flexible program that allows them to structure their school time to accommodate their needs. Students will typically attend once or twice per week, and will usually complete their assignments at home. Centinela Valley Independent Study School can potentially serve any CVUHS student.

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 meet with assigned teachers once a week for a minimum of two-hours of work time per visit. Typically, students meet with two teachers during their appointment time to receive instruction and direction for assigned coursework. As students complete their assigned 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 2013-14 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 2013-14 school year, Centinela Valley Independent Study School served 231 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.

Percentage of Students by Ethnicity/Grade Level 2013-14			
Ethnic Group	%	Grade Level	#
African American	12.1%	Grade 9	0
American Indian or Alaskan Native	0.0%	Grade 10	5
Asian	1.3%	Grade 11	23
Filipino	0.0%	Grade 12	203
Hawaiian or Pacific Islander	0.9%		
Hispanic or Latino	79.2%		
White (not Hispanic)	4.3%		
Two or More Races	2.2%		
Total Enrollment			231

### LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)

As part of the new Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP). The following components of this SARC address some of the priorities identified in the District's LCAP:

Conditions of Learning – State Priority 1: Covered in Teacher Assignment, including the Teacher Credentials & Misassignments & NCLB Compliance charts; Instructional Materials, including the Textbooks chart; and School Facilities & Safety, including the Campus Description and School Facility Good Repair Status charts.

Pupil Achievement – State Priority 4: Covered in Standardized State Assessments, including the STAR Results and CAASPP charts; Academic Performance Index, including API chart; and

Career Technical Education (CTE) Programs (Workforce Preparation), including the CTE Program Participation and UC/CSU charts.

Other Pupil Outcomes – State Priority 8: Covered in California High School Exit Exam, including the CAHSEE charts; and Physical Fitness, including the Physical Fitness Test chart.

Parental Involvement – State Priority 3: Covered in Parent Involvement.

Pupil Engagement – State Priority 5: Covered in Dropout & Graduation Rate, including Dropout & Graduation Rate and Completion of High School Graduation Requirements charts.

School Climate – State Priority 6: Covered in Discipline & Climate for Learning, including Suspension & Expulsion chart; and School Site Safety Plan.

## 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.

### SCHOOL NEWS

Most school-to-home communication is provided in both English and Spanish. Through routine correspondence and special announcements, parents are kept informed on school news, student activities, schedules, policy changes, and class curriculum updates in the following formats:

- ConnectEd
- Letters
- School website
- Text Messages

## STUDENT ACHIEVEMENT

### STANDARDIZED STATE ASSESSMENTS

Students at Centinela Valley Independent Study School participate in California's STAR examination each year. The mandatory STAR Program (Standardized Testing and Reporting) is a set of assessments that evaluates student proficiency in core subject areas and compares student results with other students in the state who took the same test. The STAR is comprised of a series of four components: the California Standards Tests (CST), the California Alternative Performance Assessment (CAPA), the California Modified Assessment (CMA), and Standards-based Tests in Spanish (STS). The STAR tables in this report illustrate the percentage of students achieving Proficient and Advanced levels of proficiency through fiscal year 2012-13. Beginning in 2013-14, students at Centinela Valley Independent Study School participated in the new statewide student assessment system program identified as CAASPP, California Assessment of Student Performance and Progress. For the 2013-14 school year, the CAASPP reports results for the CST, CMA, and CAPA science tests given in grades five, eight and ten only. During the 2013-14 school year, Centinela Valley Independent Study School had less than 10 tenth grade students enrolled, therefore, no CAASPP results are shown.

Results are shown only for subgroups with ten students or more taking the exam. Detailed results by grade level for each student group can be obtained from the California Department of Education's web site <http://star.cde.ca.gov>.

### CALIFORNIA HIGH SCHOOL EXIT EXAM

The California High School Exit Exam (CAHSEE) is a state-mandated test given to 10-12 grade students to measure student proficiency in math and language arts. The CAHSEE helps identify students who are not developing skills that are essential for life after high school and encourages schools to give these students the attention and resources needed to help them achieve these skills during their high school years.

Students must pass the language arts and math components of the examination to be eligible for a high school diploma. The test is initially given to students in the tenth grade. Students are given numerous chances to pass the test during their sophomore, junior, and senior years. Proficiency scores from the test are used as a determination of Adequate Yearly Progress (AYP) as noted in the AYP section of this report. Detailed information about the CAHSEE can be found at [www.cde.ca.gov/ta/tg/hs/](http://www.cde.ca.gov/ta/tg/hs/).

### ADEQUATE YEARLY PROGRESS

The Federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards based assessment by the year 2014. Meeting Adequate Yearly Progress (AYP) milestones helps determine whether students are reaching proficiency level targets set by NCLB. AYP requires annual evaluation and reporting of the academic progress of all students and defined student subgroups.

STAR Results									
All Students									
Percentage of Students Scoring at Proficient and Advanced Levels									
	CVISS			CVUHSD			CA		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
English-Language Arts	31	15	21	32	38	38	54	56	55
Math				12	11	9	49	50	50
History	19	12	27	28	32	30	48	49	49

Note: STAR Program was last administered in 2012-13. 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 Assessment of Student Performance and Progress/Standardized Testing and Reporting									
All Students									
Percentage of Students Scoring at Proficient and Advanced Levels									
	CVISS			CVUHSD			CA		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	7	0	0	40	44	32	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) for students in grades 5, 8 and 10. 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 High School Exit Exam									
All Students									
Percentage of Students Scoring at Proficient and Advanced Levels									
	CVISS			CVUHSD			CA		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
English-Language Arts	42	*	8	44	45	31	56	57	56
Math	8	*	*	43	47	33	58	60	62

California High School Exit Exam						
Tenth Grade Results by Student Group						
2013-14						
	English-Language Arts			Math		
	Percentage of Students:			Percentage of Students:		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
CVUHSD						
All Students	61	25	14	57	34	9
CVISS						
All Students	92	0	8	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.

**Adequate Yearly Progress  
Results Reported by Indicator  
and Compared to  
District Performance**

2013-14

Did the school and district meet or exceed 2014 AYP performance criteria in each of the areas listed below?

AYP Criteria	CVISS	CVUHSD
Overall Performance	No	No
Participation Rate		
Language Arts	Yes	Yes
Math	Yes	Yes
Percent Proficient		
Language Arts	No	No
Math	Yes	No
Graduation Rate	Yes	No

**AYP Performance Level**

Number of AYP Criteria		
Met Out of the Total	4/5	14/25
Number of Criteria Possible		

A "\*" means that the school or LEA did not receive a 2014 AYP Report. For 2014, only schools and LEAs identified as a "high school" or "high school LEA" are in receipt of AYP Reports.

On March 7, 2014, the U.S. Department of Education approved California's testing waiver allowing flexibility in making AYP determinations for elementary and middle schools and unified school districts participating in the Smarter Balanced Field Test. CDE will not produce a 2014 AYP report for these qualifying schools and districts. High schools and high school districts will receive a 2014 AYP report based on achievement results from the grade ten California High School Exit Examination (CAHSEE) and California Alternate Performance Assessment (CAPA) as well as the cohort graduation rate.

The AYP table in this report illustrates the school's progress in meeting 2013-14 AYP target rates for applicable schools. More information on AYP can be found on the California Department of Education's (CDE) web site [www.cde.ca.gov/nclb/](http://www.cde.ca.gov/nclb/) and the U.S. Department of Education's web site [www.ed.gov/nclb/accountability/](http://www.ed.gov/nclb/accountability/).

**PHYSICAL FITNESS**

In the spring of each year, Centinela Valley Independent Study School is required by the state to administer a physical fitness test to all students in the ninth grade. The physical fitness test measures each student's ability to complete six fitness tasks in six major areas. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone." There were no ninth grade students enrolled at the time this exam would have been administered; therefore school results are not provided. Comparative district and state results can be found at the CDE's website [www.cde.ca.gov/ta/tg/pf/](http://www.cde.ca.gov/ta/tg/pf/).

**ACADEMIC PERFORMANCE INDEX**

The state Academic Performance Index (API) was launched by the California Department of Education in 1999 to measure the performance and progress of schools based on STAR and CAHSEE testing results. (Note: CAHSEE is the California High School Exit Exam administered to students in grades 10-12 as part of the state's graduation requirements.) The API is used to develop annual schoolwide performance growth targets for future academic improvement. The API measures academic performance and growth of California's schools based on a numeric scale ranging from a low 200 to a high 1000. Academic growth is measured by subtracting the base year API from the growth API. API growth scores are based upon the results of state standardized tests. Schools that do not meet or exceed their growth

targets and are ranked in the bottom half of the statewide distribution may qualify for intervention program funding. Each annual API reporting cycle includes two reports: a base report, which is released after the first of the calendar year, and a growth report, which is released after school starts in the fall. These reports are based on APIs calculated in exactly the same fashion with the same indicators but using test results from two different years.

The API table in this report highlights Centinela Valley Independent Study School's progress during its first year of operation. To maintain confidentiality, results are reported for numerically significant subgroups only. Numerically significant subgroups are comprised of 1) at least 100 students with valid test scores or 2) at least 50 valid scores comprising at least 15% of the valid test scores.

**No CHILD LEFT BEHIND (NCLB)**

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2013-14, Centinela Valley Independent Study School received Title I Targeted Assistance funding and is therefore required to comply with program mandates. Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals.

**Academic Performance Index  
Three-Year Performance Comparison**

	CVISS		
	Base API Rank:		
	2010-11	2011-12	2012-13
Statewide Rank	1	2	3
Similar Schools Rank			
	Actual API Change		
	2010-11	2011-12	2012-13
	All Students	115	107
Ethnic Subgroups			
African American			
American Indian or Alaskan Native			
Asian			
Filipino			
Hispanic or Latino			
Hawaiian or Pacific Islander			
White (not Hispanic)			
Two or More Races			
Other Subgroups			
Economically Disadvantaged			
English Learners			
Students with Disabilities			

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced. "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

**Title I PI Status  
2014-15**

	CVISS	CVUHSD
	Not in PI	In PI
PI Status		
First Year of PI Implementation	N/A	2004-05
Year in PI	N/A	Year 3
# Schools Currently In PI		3
% Schools Currently In PI		60%

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

\*DW (Determination Waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

California Adequate Yearly Progress calculations determine whether a Title I school has met performance goals. Schools not meeting specific AYP criteria enter Program Improvement, a monitoring system and curriculum enhancement program designed to help schools increase student proficiency levels. More information about Title I and Program Improvement can be located on the CDE's website [www.cde.ca.gov/ta/ac/ay/](http://www.cde.ca.gov/ta/ac/ay/).

# SCHOOL FACILITIES & SAFETY

## FACILITIES PROFILE

Centinela Valley Independent Study School provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. Monthly safety inspections and ongoing maintenance ensures school facilities are kept safe, in good working condition, and provide adequate space for students and staff.

## SUPERVISION & SAFETY

All staff share in the supervision of students throughout the day. Due to the nature of the program, students are responsible for arriving to the school's main classroom on time with or without parent/guardian escort. During their lessons, they are responsible for conducting themselves in a responsible, respectful manner. Since restroom facilities are shared with Loyde High School students, Centinela Valley Independent Study School students are escorted by school staff to and from restrooms. Upon arrival, parents and visitors are required to check in with the school secretary who is located in the main classroom.

## SCHOOL SITE SAFETY PLAN

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

## 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 Facility Good Repair Status				
Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Inspection Date: December 2, 2014	✓			
Systems	✓			
Interior Surfaces	✓			
Cleanliness	✓			
Electrical	✓			Main Office - Broken light fixture and stained ceiling tile
Restrooms/Fountains	✓			
Safety	✓			Computer Lab A - Blocked exit door
Structural	✓			
External	✓			
Overall Summary of School Facility Good Repair Status				
Overall Summary	Exemplary	Good	Fair	Poor
		✓		

### Percentage Description Rating:

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

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 December 2014. 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 2013-14 school year, 100% of restrooms were fully operational and available to students at all times.

# CLASSROOM ENVIRONMENT

## DISCIPLINE & CLIMATE FOR LEARNING

All staff believe that a safe learning environment is an effective learning environment. All new students are required to attend a pre-enrollment conference with their parents and the principal to discuss school programs and expectations. School rules are based upon the district's discipline matrix. Throughout the year, teachers address unacceptable trends in behavior and remind students to conduct themselves in a safe, responsible, and respectful manner on a case-by-case basis. Academic expectations are reinforced at weekly meetings and are an important factor of participation in independent study.

	Suspensions and Expulsions								
	CVISS			CVUHSD			CA		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Suspensions (#)	0	0	0	682	974	368	366629	329370	279383
Expulsions (#)	0	0	0	18	34	35	9553	8266	6611

This chart provides an unduplicated count of students involved in one or more incidents during the academic year who were subsequently suspended or expelled from school.

## DROPOUTS

Centinela Valley Independent Study School's teachers and administrative staff are skilled in working with students at risk of dropping out of school. During staff meetings, teachers and the principal review student behavior and performance to develop strategies aimed at eliminating the barriers interfering with the learning process.

In the following Dropout & Graduation Rates table, 2012-13 data are most current information available since state certification/release dates for dropout data occur too late for inclusion in this report. Beginning with the graduation class of 2010, the California Department of Education developed Cohort Dropout and Cohort Graduate rate formulas, based on CALPADS' (California Longitudinal Pupil Achievement Data System) four-year accumulation of student data, to more accurately determine dropout and graduation rates in California's schools. The new calculations take many factors into consideration when identifying actual dropouts/graduates. Graduation rates include only graduates that earned their diplomas within a specific four-year period of time; graduation rates do not include students who, for a variety of reasons, took longer than four years to graduate. Detailed information

about dropout rates and graduation rates can be found on the DataQuest web page at <http://dq.cde.ca.gov/dataquest/>.

Behavioral and academic intervention strategies provide the support and motivation some students require to earn their diploma. Counseling, parent conferences, concurrent enrollment in El Camino College, concurrent enrollment in adult education, and Hawthorne Community Center tutoring are available to assist those students having difficulty with subject area content. The Positive Behavior Intervention Support (PBIS) program provides comprehensive curriculum to promote responsible, safe behaviors as well as bully prevention strategies through classroom activities, presentations, hands-on activities, and scripted weekly lessons.

School staff may collaborate with local law enforcement or conduct parent meetings to discuss unacceptable behavior, relative consequences, and positive solutions for at-risk students. Alternative methods of acquiring a diploma are available through the district's adult school for those students who have been unsuccessful in the traditional schools or have exhausted their opportunities to remain at Centinela Valley Independent Study School.

Students must earn a total of 220 credits and pass the CAHSEE to earn a diploma from Centinela Valley Union High School District. The following table illustrates the percentage of students who graduated from Centinela Valley Union High School District having met both CAHSEE exam requirements and district graduation requirements.

### TEACHING LOAD DISTRIBUTION

The state requires schools to report average class sizes and teaching loads for every grade level and subject area. Since Centinela Valley Independent Study School's teachers meet with each student individually and classroom instruction is not offered, required disclosures do not apply.

Dropout and Graduation Rates (Four-Year Cohort Rate)			
	CVISS		
	10-11	11-12	12-13
Dropout Rate (%)	48.6	56.9	52.6
Graduation Rate (%)	6.76	13.8	10.5
	CVUHSD		
Dropout Rate (%)	22.5	24.1	18.2
Graduation Rate (%)	65.5	64.7	68.2
	CA		
Dropout Rate (%)	14.4	13.1	11.4
Graduation Rate (%)	76.3	78.7	80.4

Completion of High School Graduation Requirements for the Graduation Class of:			
	2013		
	CVISS	CVUHSD	CA
All Students	26%	70%	84%
African American	27%	71%	75%
American Indian or Alaskan Native	-	-	77%
Asian	100%	81%	92%
Filipino	25%	73%	92%
Hispanic or Latino	25%	69%	80%
Hawaiian or Pacific Islander	100%	100%	84%
White (not Hispanic)	-	60%	90%
Two or More Races	-	88%	89%
Economically Disadvantaged	24%	71%	82%
English Learners	25%	50%	53%
Students with Disabilities	-	65%	60%

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

Staff Development Days Three-Year Trend		
2011-12	2012-13	2013-14
2	2	2

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.

### SITE-BASED PROFESSIONAL DEVELOPMENT

All supplemental staff development activities at Centinela Valley Independent Study School are focused on increasing student learning and proficiency. The administrative team identifies professional development needs based upon district goals, pacing plans, and benchmark assessment performance. School administrators and teachers meet once a month to review academic contracts, student progress, common assessments, and continue alignment of pacing plans and benchmark assessments with the comprehensive high school program.

2013-14 Site-Based Topics:

- Common Core State Standards
- Edgenuity
- Illuminate
- Positive Behavior Intervention Support (PBIS)
- Response to Intervention (RtI)

### SCHOOL LEADERSHIP

Leadership is a responsibility shared among the principal, teachers, and parents. Principal Michael Martinez is responsible for the day-to-day operations of the school and overall instructional program. The principal, associate principal, and teaching staff work closely as a collaborative body to meet the demands of an effective alternative education program. Formal staff meetings are

## CURRICULUM & INSTRUCTION

### 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 2013-14 school year, the district offered two non-student professional development days; one day was devoted to districtwide instruction and supplementary workshops on a wide range of topics. The second staff development day's activities were selected by each high school.

2013-14 Districtwide 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.

2013-14 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

held once a week to address both curriculum and operational concerns as well as student performance.

### 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 9, 2014, 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. 14-15/004](#) 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 2014-15 school year, Centinela Valley Union High School District provided all students enrolled in a visual/performing arts class with their own textbook or supplemental materials to use in class and to take home. These materials comply with the state's content standards and curriculum frameworks.

### SPECIALIZED INSTRUCTION

All curriculum and instruction are being aligned to the Common Core State Standards approved by the State Board of Education. Every child receives a rigorous, well-balanced standards-aligned curriculum. Centinela Valley Independent Study School structures its course offerings so that all students receive instruction appropriate to their learning level. To ensure the success of every student, teachers use a variety of instructional techniques using research-based instructional materials and strategies.

### SPECIAL EDUCATION

Special education students are provided instruction in the least restrictive environment and based upon students' IEPs (Individual Education Plan). Each student is provided instruction based upon their IEP, which is reviewed and updated annually by the school's IEP teams. The IEP ensures students with disabilities have equal access to core curriculum and educational opportunities and is designed to coordinate specially-designed instruction based upon individual academic, social, and/or behavioral needs. One program specialist and

Textbooks				
Year Adopted	From Most Recent State Adoption?	Publisher and Series	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials	Grade
Reading/Language Arts				
2010	*	Scholastic; <i>Read 180</i>	0%	9-10
2010	*	Pearson; <i>Literature for California</i>	0%	9-11
2002	*	Hampton Brown; <i>Edge Fundamentals</i>	0%	9-12
2002	*	Hampton Brown; <i>Edge Levels A, B, C</i>	0%	9-12
2011	*	Scholastic; <i>English 3D Volume 1</i>	0%	9
2013	*	Scholastic; <i>English 3D Volume 2</i>	0%	10
2013	*	The California State University; <i>Expository Reading &amp; Writing Course</i>	0%	12
2013	*	Oxford; <i>English A: Language &amp; Literature</i>	0%	11
Math				
2012	*	ALEKS; <i>Algebra Essentials &amp; Math Success</i>	0%	9-10
2009	*	Pearson; <i>Algebra I and II</i>	0%	9-12
2008	*	Pearson; <i>Geometry UC</i>	0%	9-12
2012	*	ALEKS; <i>Math Success</i>	0%	10
2007	*	Pearson; <i>Pre-Calculus and Calculus: Graphical</i>	0%	11-12
2009	*	Pearson; <i>Elementary Statistics: Picturing the World</i>	0%	11-12
2012	*	Pearson; <i>Mathematics Standard Level</i>	0%	11
Science				
2007	*	Prentice Hall; <i>Biology</i>	0%	9-12
2005	*	Prentice Hall; <i>Chemistry</i>	0%	10-12
2006	*	Prentice Hall; <i>Physics &amp; Conceptual Physics</i>	0%	11-12
2003	*	Prentice Hall; <i>Human Anatomy and Physiology, 6th Edition</i>	0%	11-12
2003	*	Prentice Hall; <i>AP Physics</i>	0%	11-12
2008	*	Pearson; <i>AP Biology, 8th Edition</i>	0%	11-12
2013	*	Holt McDougall; <i>Environmental Science</i>	0%	10-12
2005	*	People's Publishing; <i>Environmental Science: Earth as a Living Planet, 5th Edition</i>	0%	11-12
2003	*	Worth Publishing; <i>Thinking About Psychology</i>	0%	11-12
Social Science				
2008	*	Prentice Hall; <i>Magruder's American Government</i>	0%	12
2006	*	Thomson Learning; <i>Contemporary Economics</i>	0%	12
2006	*	McDougal Littell; <i>The Americans</i>	0%	11
2005	*	McDougal Littell; <i>Modern World History - Patterns of Interaction</i>	0%	10
2006	*	Houghton Mifflin; <i>American Pageant</i>	0%	11
2005	*	McGraw Hill; <i>Economics</i>	0%	12
2005	*	Longman; <i>American Democracy</i>	0%	12
2006	*	Longman; <i>American Government: Continuity &amp; Change</i>	0%	12
2007	*	Addison Wesley; <i>World Civilizations: The Global Experience</i>	0%	10
2011	*	Houghton Mifflin; <i>History of Western Society</i>	0%	10
Foreign Language				
2006	*	Glencoe McGraw Hill; <i>Buen Viaje!</i>	0%	9-12
2008	*	Holt, Rinehart Winston; <i>Nuevas Vistas</i>	0%	9-12
2008	*	Holt, Rinehart Winston; <i>Allez, Viens!</i>	0%	9-12
2012	*	Holt McDougall Little; <i>Abriendo Puertas: Ampliando Perspectivas</i>	0%	11-12
2007	*	Pearson; <i>Intrigue, 2nd Edition</i>	0%	11-12
1993	*	Dawn Sign Press; <i>Signing Naturally, Level 1-3</i>	0%	9-12
2009	*	Pearson; <i>Building ASL Interpreting &amp; Translation Skills</i>	0%	11-12
2009	*	Cheng & Tsui; <i>Integrated Chinese: Level 1, Part 1 &amp; 2 and Level 2 Part 1</i>	0%	9-12

The textbooks and instructional materials used by the school comply with the California Department of Education's (CDE) curriculum frameworks and content standards. The CDE does not compile an approved adoptions list for 9-12 coursework. Textbook information was obtained from district office personnel in December 2014.

district special education representatives visit the campus to review student performance and progress, identify areas of need, and collaborate with teaching staff to explore additional student's needs.

#### ENGLISH LEARNERS

Students identified as English Learners (EL) through the CELDT exam and home language survey are assigned to teachers who have been certified to teach English learners. English learners who are at the advanced level of learning the English language are enrolled and equipped with the basic skills to experience success in the independent study program. Teachers use differentiated instruction and SDAIE (Specially-Designed Academic Instruction In English) strategies to maximize student understanding of lesson content and concepts to accommodate the limitations of English learners. As students increase fluency, progress is measured through classroom performance and CELDT results. Instruction is subsequently adjusted to meet the current learning needs of each student.

#### AT RISK INTERVENTIONS

Centinela Valley Independent Study School offers unique programs to support students not meeting grade level proficiency standards or district graduation requirements. Once a month, teachers collaborate to review student progress and identify needs for further intervention and remediation strategies based upon specific situations. Analyzing and identifying students who need additional academic assistance is a top priority among school staff. Teachers use student assessment results, progress in completing units, report card grades, CAHSEE results, and performance on end-of-unit tests to evaluate student progress. The Student Study Team is comprised of school administrators, teachers, and parents who work together to identify individualized intervention strategies for and monitor progress of students having difficulty with academic or social development. Identified students are then placed in a supplemental program that fits their academic needs and learning levels. Intervention strategies include:

- After-school Tutoring
- SDAIE Strategies (Specially Designed Academic Instruction in English)
- Hawthorne Teen Center (Dominguez Hills College tutors)

## COLLEGE & WORK READINESS

#### COLLEGE PREPARATION COURSES

Upon enrollment and during regular meetings with their teachers and the principal, students review their progress in meeting personal goals and graduation requirements. Students are encouraged to concurrently enroll in the local community college to take required courses if they plan on attending a four-year college or university. Centinela Valley Independent Study School only offers those units required to earn a high school diploma. Elective credits are often obtained at the community college.

#### UNIVERSITY OF CALIFORNIA

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed

specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements please visit the University of California website at [www.universityofcalifornia.edu/admissions/general.html](http://www.universityofcalifornia.edu/admissions/general.html).

#### CALIFORNIA STATE UNIVERSITY

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the California State University website at [www.calstate.edu/admission/](http://www.calstate.edu/admission/).

#### ADVANCED PLACEMENT

Advanced placement (AP) programs give students an opportunity to take college-level courses and exams while still in high school. Students who receive a 3, 4, or 5 on their final AP exams qualify for college credit at most of the nation's colleges. Centinela Valley Independent Study School does not offer advanced placement courses. Students are encouraged to concurrently enroll in the community college for intensive course work.

#### 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.

## PROFESSIONAL STAFF

#### SUPPORT SERVICES STAFF

Centinela Valley Independent Study School has access to non-teaching support services staff on an as needed basis through district resources. Through close collaboration with students, parents, and teaching staff, support services personnel are instrumental in identifying barriers having a negative impact on student attendance and achievement through the identification, referral, and remediation of health and/or emotional concerns.

Counselors and Support Personnel (Nonteaching Professional Staff) 2013-14	
	No. of Staff FTE*
Academic Counselor	As needed
DIS Counselor	As needed
Richstone Counselor	As needed
Starview Counselor	As needed

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

#### TEACHER ASSIGNMENT

Centinela Valley Independent Study School recruits and employs the most qualified credentialed teachers. For the 2013-14 school year, the school employed five fully credentialed teachers. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant". Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

Teacher Credentials and Assignments			
	CVISS		
	12-13	13-14	14-15
Total Teachers	4	5	5
Teachers with Full Credential	4	5	5
Teachers without Full Credential	0	0	0
Teachers Teaching Outside Subject Area (with full credential)	0	0	0
Teacher Misassignments for English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Teacher Vacancies	0	0	0
	CVUHSD		
	12-13	13-14	14-15
Total Teachers	244	303	329
Teachers with Full Credential	237	296	317
Teachers without Full Credential	7	7	12
Teachers Teaching Outside Subject Area (with full credential)	2	4	4
Teacher Misassignments for English Learners	4	4	10
Total Teacher Misassignments*	9	17	11
Teacher Vacancies	7	5	1

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.

The following table identifies the number of classrooms taught and not taught by NCLB compliant teachers. High poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25% or less in the free and reduced price meals program. More information on teacher

qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality web page at [www.cde.ca.gov/nclb/sr/tq/](http://www.cde.ca.gov/nclb/sr/tq/).

## DISTRICT EXPENDITURES

NCLB Compliance		
Percentage of Classes in Core Academic Subjects:		
	Taught by NCLB-Compliant Teachers	Not Taught by NCLB-Compliant Teachers
2013-14		
CVISS	100%	0%
District Totals		
All Schools	86%	14%
High-Poverty Schools	86%	14%
Low-Poverty Schools	-	-

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

## SARC DATA & ACCESS

### DATAQUEST

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Centinela Valley Independent Study School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability including but not limited to API, AYP, STAR results, enrollment, and staffing.

### PUBLIC INTERNET ACCESS LOCATION

Parents may access Centinela Valley Independent Study School's SARC and access the internet at any of the county's public libraries. The closest library to Centinela Valley Independent Study School is the Lawndale Public Library located at 14615 Burin Avenue, Lawndale, CA 90260-1431.

### Lawndale Public Library

Open to the Public: Sun. & Mon. - Closed  
Tue. & Wed. 1:00 - 8:00; Thur. & Fri. 11:00 - 6:00  
Sat. 10:00 - 5:00

Number of Computers Available: 12

Printers Available: Yes

### SALARY & BUDGET COMPARISON

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state.

### EXPENDITURES PER STUDENT

For the 2012-13 school year, Centinela Valley Union High School District spent an average of \$9,191 of total general funds to educate each student (based on 2012-13 audited financial statements). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding expenditures and salaries can be found at the CDE website at [www.cde.ca.gov/ds/fd/ec/](http://www.cde.ca.gov/ds/fd/ec/) and [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/). (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

Salary Comparison 2012-13		
	CVUHSD	State Average of Districts in Same Category
Beginning Teacher Salary	41,394	42,957
Mid-Range Teacher Salary	68,616	69,613
Highest Teacher Salary	87,221	89,407
Average Principal Salaries:		
High School	130,402	129,506
Superintendent Salary	271,260	207,044
Percentage of Budget For:		
Teacher Salaries	34	37
Administrative Salaries	7	5

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

Current Expense of Education Per Pupil 2012-13					
Dollars Spent Per Student					
Expenditures Per Pupil	CVISS	CVUHSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	3,511	N/A	N/A	N/A	N/A
Restricted (Supplemental)	40	N/A	N/A	N/A	N/A
Unrestricted (Basic)	3,471	4,595	75.5%	4,690	74.0%
Average Teacher Salary	71,484	67,750	N/A	72,276	92.4%

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

In addition to general fund state funding, Centinela Valley Union High School District receives state and federal categorical funding for special programs. For the 2012-13 school year, the district received federal, state, and local aid for the following categorical, special education, and support programs:

- Department of Rehabilitation
- Economic Impact Aid (EIA)
- Education Protection Account
- Governor's CTE Initiative: California Partnership Academies
- Lottery: Instructional Materials
- Other ARRA Programs
- Other Local: Locally Defined
- Partnership Academies Program
- Special Education
- State Lottery
- Title I, II, III
- Transportation Special Education
- Vocational Programs