

Centinela Valley Independent Study School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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 2017-18)

School Contact Information	
School Name	Centinela Valley Independent Study School
Street	4951 Marine Ave
City, State, Zip	Lawndale, CA 90260
Phone Number	(310)263-4469
Principal	Mr. Ben Wardrop
E-mail Address	wardropb@centinela.k12.ca.us
Web Site	http://www.cvalternatives.org/
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 (School Year 2017-18)

Centinela Valley Independent Study School (CVISS) is an alternative school for students who have extenuating circumstances that do not allow them to attend a traditional school. Students are given the opportunity to work from home while still receiving a rigorous load of coursework and having typical high school experiences. CVISS provides planning for life after high school with monthly academic counselor presentations, weekly visits from El Camino academic counselors, field trips to higher education options and speakers visiting campus. All students participate in one 1-hour class per week (content of their choice) to act as an instructional supplement to their computer-based coursework. Students and parents like the flexible schedule, web-based learning, intervention plan and easy access to teachers.

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 2016-17 school year, Centinela Valley Independent Study School served 78 students in grades 9-12. 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 2016-17)

Grade Level	Number of Students
Grade 10	5
Grade 11	12
Grade 12	37
Total Enrollment	54

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	5.6
American Indian or Alaska Native	0
Asian	0
Filipino	1.9
Hispanic or Latino	81.5
Native Hawaiian or Pacific Islander	3.7
White	5.6
Two or More Races	0
Socioeconomically Disadvantaged	87
English Learners	9.3
Students with Disabilities	14.8
Foster Youth	1.9

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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
	2015-16	2016-17	2017-18	2017-18
With Full Credential	7	5	3	324
Without Full Credential	0	0	0	6
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	3

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: October 2017

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 October 10, 2017, 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. 17-18/009 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 2017-18 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
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	2015 Houghton Mifflin Harcourt; Integrated Math 1 2015 Houghton Mifflin Harcourt; Integrated Math 2 2007 Pearson; Pre-Calculus and Calculus: Graphical 2009 Pearson; Elementary Statistics: Picturing the World 2013 W.H. Freeman; The Practice of Statistics: AP Statistics 2012 Pearson; Mathematics Standard Level	Yes	0

Subject	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	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	Yes	0
Health	Positive Prevention Plus; Health	Yes	

School Facility Conditions and Planned Improvements (Most Recent Year)

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 December 11, 2017. 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 2017-2018 school year, 100% of restrooms were fully operational and available to students at all times.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: December 11, 2017				
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			(L2 through L11)-Carpet needs to be replaced
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			A210-2 Lights out
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
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 of the most recent FIT report: December 11, 2017				
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] 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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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 Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	21	19	43	44	48	48
Mathematics (grades 3-8 and 11)		0	18	15	36	37

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 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	21	16	76.19	18.75
Male	--	--	--	--
Female	13	9	69.23	11.11
Hispanic or Latino	18	14	77.78	14.29
White	--	--	--	--
Socioeconomically Disadvantaged	17	13	76.47	23.08
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	22	17	77.27	0
Male	--	--	--	--
Female	14	10	71.43	0
Black or African American	--	--	--	--
Hispanic or Latino	18	14	77.78	0
White	--	--	--	--
Socioeconomically Disadvantaged	17	13	76.47	0
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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
Grades Five, Eight, and Ten**

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

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Career Technical Education Programs (School Year 2016-17)

Centinela Valley Independent Study School provides only those courses required to earn a high school diploma. Students interested in enrolling in work-related courses are encouraged to enroll in the community college or participate in county regional occupational programs. Students are invited to attend field trips to technical schools to inform them of workforce preparation/training options after high school. For more information on career technical programs, contact the school office or the state's career technical website at www.cde.ca.gov/ci/ct/.

Career Technical Education Participation (School Year 2016-17)

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 (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission	
2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission	

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2016-17)

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 State priority: Parental Involvement (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 2017-18)

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. Parent advisory and decision-making groups include School Site Council, District Parent Advisory Committee, and English Language Advisory Committee. 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 (310)263-3263.

State Priority: Pupil Engagement

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

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

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	60.2	54.4	40.9	16.9	12.2	11.3	11.5	10.7	9.7
Graduation Rate	10.75	8.82	36.36	70.72	80.43	81.31	80.95	82.27	83.77

Completion of High School Graduation Requirements - Graduating Class of 2016 (One-Year Rate)

Group	Graduating Class of 2016		
	School	District	State
All Students	69.14	87.01	87.11
Black or African American	58.33	86.18	79.19
American Indian or Alaska Native	0	50	80.17
Asian	0	92.31	94.42
Filipino	0	89.47	93.76
Hispanic or Latino	73.02	86.32	84.58
Native Hawaiian/Pacific Islander	0	83.33	86.57
White	66.67	100	90.99
Two or More Races	100	78.72	90.59
Socioeconomically Disadvantaged	100	72.77	63.9
English Learners	91.67	67.69	55.44
Students with Disabilities	64.41	87.08	85.45
Foster Youth	75	86.67	68.19

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	0.0	0.0	0.0	2.3	1.7	2.6	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.0	0.3	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

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

Federal Intervention Program (School Year 2017-18)

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

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15			2015-16			2016-17					
	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 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	.5	48
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 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	5261.01	604.80	4656.20	83073.50
District	N/A	N/A	8657.80	\$75,050
Percent Difference: School Site and District	N/A	N/A	-46.2	20.0
State	N/A	N/A	\$6,574	\$82,770
Percent Difference: School Site and State	N/A	N/A	-29.2	0.4

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

Types of Services Funded (Fiscal Year 2016-17)

In addition to general fund state funding, Centinela Valley Union High School District receives state and federal categorical funding for special programs. For the 2016-2017 school year, the district received federal, state, and local aid for the following categorical, special education, and support programs for this site:

- Title I, II, III
- Department of Rehabilitation
- Lottery: Instructional Materials
- Prop 39: California Clean Energy Jobs Act funding
- Special Education
- State Lottery
- Mandated Block Grant funding
- Other Local: Locally Defined

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,069	\$50,221
Mid-Range Teacher Salary	\$78,091	\$83,072
Highest Teacher Salary	\$99,179	\$104,882
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		\$128,094
Average Principal Salary (High)	\$150,008	\$146,114
Superintendent Salary	\$205,000	\$226,121
Percent of Budget for Teacher Salaries	30%	34%
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/>.

Advanced Placement (AP) Courses (School Year 2016-17)

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 of at least one student.

Professional Development (Most Recent Three Years)

All curriculum and instructional improvement activities at Centinela Valley Union High School District have been aligned to the Common Core State, ELD and NGSS Standards. Staff development is selected and identified based upon student assessment results, state content standards, in-class observations and as the results of LCAP focus group data. Similarly to the 2016-2017 school year, the district offered two voluntary non-student professional learning (PL) days; one per semester. On the first offered voluntary PL day, teachers attended 90 minute workshops on the District's Digital Learning Initiative (including Learning Management System: Canvas), Achieving Rigor Through Reading, Writing & Collaboration: Annotating Text 2.0 - Writing in the Margins (AVID strategies), Oral Academic Discourse Strategies (Pro Talk: Best Practices), and strategies for Supporting Our Students' Social & Emotional Health: PTSD & Urban Youth 101. The second day of PL day offered will focus on an advanced level on the strategies previously listed. During the 2015-16 School Year, the district offered two mandatory non-student professional development days; the first PD 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.

For the past four years, Centinela Valley has also provided a Summer Professional Learning Week for teachers to work collaboratively on shared decision-making to develop Curriculum Maps, Common Summative and Formative Assessments, and to share best practices. Additionally during Summer, teachers who attended the Summer PL week also had the opportunity to attend teacher led workshops. The topics in the Summer of 2016 included: Student Engagement Strategies (Interactive/Structured Notebooks, Cornell Notes, Inclusion Instructional Strategies and Grading Practices, Socratic Seminars, Supporting Long Term ELs, and Tutorials in the Content Areas); Use of Technology (LMS-Canvas, Google Drive, Effective use of Technology to Guide Learning & Instruction, Google Sites, and Google Apps); and Other Workshops (A-G College Entrance Requirements, SBAC Information and Resources, LCAP Overview, Grading Practices, Effective Parent Communication, and Introduction to Restorative Practices). During the Summer of 2017, some of the topics from 2016 were offered but varied the level from beginner to intermediate and added other topics of interest to the teachers which include: Strategies on Checking for Understanding, Designing Meaning Focused Learning Targets, Collaborative Study Groups, Partnering with Digital Textbooks, Practical Application of Accommodations for All teachers, Creating Passionate Learners, Strategies for Teacher Wellness, and Developing a Restorative Practice Mindset to create a positive classroom culture. Along with teachers, Academic Counselors, Intervention Specialists, Activities Directors, and Moderate/Severe Special Education teachers are provided with opportunities to collaborate and attend workshops tailored to their specific role.

During the 2016 Summer PL Week, course leads attended an extra day of training, led by the district's Instructional Support Team, where they were given overall training on the LMS-Canvas, "Building a Collaborative Culture" through a shared understanding of the role of a citizen facilitator and Tools for collaboration, Google Drive, and the use of Data Protocol. For the 2017 Summer PL Week, training focused on leading a data conversation using the Data Driven Dialogue model. Course leads were also responsible to facilitate the use of the district approved data protocol for their course during the site-based weekly collaboration meeting. For Science and Social Science course leads, Centinela Valley partnered with the UCLA Science and Social Science/History Project to develop leadership skills and curriculum.

Targeted Professional Learning for all Math Teachers: College Access through Data Science (CADS) is a partnership between UCLA's Graduate School of Education & Information Studies (GSEIS) Center X, UCLA's Department of Statistics and the Centinela Valley Union High School District (CVUHSD) to strengthen teaching and learning in mathematics to prepare high school students to succeed at college level mathematics. At the core of CADS is the development of a Data Science Pathway, which culminates in the fourth-year course IDS (Introduction to Data Science), a course that uses both statistical reasoning, data analysis, and technology to engage students in strengthening their mathematical content knowledge. CADS will address the mathematics-readiness needs for the CVUHSD students across all levels - student, classroom, school, and the district. This project will allow for the teachers, administrators, and the IHE to explore the factors that hinder CVUHSD students in adequately demonstrating their ability to be successful at a post-secondary educational institution. At the student level, CADS will provide students with a practical and engaging course that will strengthen their mathematical skills, particularly in the areas of data and statistics, and introduce them to the world of programming. At the classroom level, CADS will enhance the content knowledge, add to the repertoire of instructional practices, and increase the effective use of technology and software to engage students in practicing math. At the school level, participating teachers and administrators will deepen their understanding of the Common Core Standards and how to determine if the lessons are rigorous enough to prepare students for college level math courses. At the district level, the project will further build capacity of teacher leaders and administrators as instructional leaders through the collaborative process in the development and reflection of the effectiveness and relevance of lessons. CADS will address the mathematics-readiness needs for the CVUHSD students across all levels - student, classroom, school, and the district. This project will allow for the teachers, administrators, and the IHE to explore the factors that hinder CVUHSD students in adequately demonstrating their ability to be successful at a post-secondary educational institution. At the student level, CADS will provide students with a practical and engaging course that will strengthen their mathematical skills, particularly in the areas of data and statistics, and introduce them to the world of programming. At the classroom level, CADS will enhance the content knowledge, add to the repertoire of instructional practices, and increase the effective use of technology and software to engage students in practicing math. At the school level, participating teachers and administrators will deepen their understanding of the Common Core Standards and how to determine if the lessons are rigorous enough to prepare students for college level math courses. At the district level, the project will further build capacity of teacher leaders and administrators as instructional leaders through the collaborative process in the development and reflection of the effectiveness and relevance of lessons.

Targeted Professional Learning for all Science Teachers: For the fourth year in a row, CVUHSD has partnered with UCLA's Science Project to increase content knowledge and strategies to deliver high quality science instruction aligned to the components and philosophy of the Next Generation Science Standards for all science teachers, and to provide teachers with more opportunities to collaborate in high functioning professional learning communities to plan, analyze results, reflect and refine lesson plans and instruction to support student learning and increase student achievement.

Professional Learning for All Classified and Certificated Staff: In the Spring of 2018, CVUHSD will host its second annual English Learner Symposium. The goal of the symposium is to provide staff with a variety of workshops on topics related to supporting English Learners. Workshops topics include: Long Term ELs, Newcomer ELs, SDAIE Strategies, Standard English Learners, Oral Academic Language, ELs and Engagement, ELs and Writing, Academic Language and Vocabulary, Support for Redesignated Students, Social/Emotional Health of ELs, Parent Involvement, Dream Act/College for ELs, Technology and ELs, RTI for ELs, the ELD Standards, and ELs with Learning Disabilities.

2017-2018 Continued Staff Professional Learning Offerings

- Canvas Professional Development
- Common Core State Standards
- Digital Learning Initiative Training
- Edge eAssessment Training
- Edgenuity (e2020) Training
- E3D Training
- Google Training
- Illuminate Refreshers
- Interim Assessment SBAC Hand Scoring Calibration Training
- Interim Assessment SBAC Training
- Linked Learning Master Schedule Workshop
- Next Generation Science Standards
- New Textbook Adoption Training
- Power Teacher and Blackboard Connect
- Read 180 Training
- SBAC Usability, Accessibility & Accommodations Training

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

Centinela Valley Union High School District supported 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 was a three-day program for teachers who were new to the district. Training sessions focused on engagement, active learning, and questioning (The Big Three), 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 one-year BTSA program through UCLA, teachers may apply for their clear teaching credential. Due to CTC implementing new standards for Induction Programs, first- and second-year teachers will participate in a two year induction program through UCLA. n All program participants are assigned to a veteran teacher who acts as a Mentor Teacher for individualized support and guidance.

All supplemental staff development activities at Centinela Valley Union High School District are focused on increasing student engagement and proficiency.

Co-Teaching: A special education and general education teacher who share instructional responsibility for a single group of students with and without IEP's.

Learning Center: a designated classroom for students with IEP's receive academic and study skills support (through the use of AVID strategies and Blueprint for Success) that will contribute to success in general education core academic classes.

Crisis Prevention Intervention: a behavior management system that teaches skills on how to deescalate a behavioral crisis, or behavior situation.

Staff members are encouraged to attend professional workshops offered by the district, professional organizations, or the county office of education. Substitute teachers were invited to attend an annual training which covered many of the same topics as our new teacher orientation in order to better serve the students of the district. Classified support staff may have received additional job-related training by district representatives.