

CENTINELA VALLEY UNION HIGH SCHOOL DISTRICT



"Dedicated to Academic Excellence and
Achievement for All Students"

14901 South Inglewood Avenue
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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. Data for the instructional materials and school facilities sections were acquired in December 2009.

CENTINELA VALLEY INDEPENDENT STUDY SCHOOL

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



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SCHOOL ACCOUNTABILITY REPORT CARD 2008-09 SCHOOL ACTIVITY PUBLISHED IN JANUARY 2010

PRINCIPAL'S MESSAGE

Centinela Valley Independent Study School offers alternative solutions to completing the high school curriculum. A caring group of professionals work together to provide a rewarding experience for dedicated students who want to earn their high school diploma outside the general education environment.

The purpose of the School Accountability Report Card is to provide parents with information about Centinela Valley Independent Study School's instructional programs, academic achievement, materials and facilities, and staff. We provide this information about our school to demonstrate efforts to provide a standards-based program in a safe learning environment while offering comparisons to district and state information.

We would like to keep the lines of communication open and welcome any feedback or questions you may have about the contents of this report or our unique program. The staff of Centinela Valley Independent Study School invite parents and the community to join in the school's efforts to create an environment which fosters discipline, desire, and dedication.

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 2008-09 school year, the district's three comprehensive high schools, continuation school, and independent study school served a total of 7,333 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 2008-09 school year, Centinela Valley Independent Study School served over 82 students in grades 9-12. Student enrollment included 37.8% qualifying for English learner support and 37.7% enrolled in the free or reduced-price meal program.

Centinela Valley Independent Study School opened at the beginning of the 2008-09 school year; the campus is located next to Lloyd Continuation High School. 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.

Upon enrollment, each student and his/her parent/guardian are required to meet with the principal 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 two-hour period. 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.

Percentage of Students by Ethnicity 2008-09 Enrollment: 15

African-Amer.	9.8%
Amer. Indian or Alaskan Native	1.2%
Caucasian	11.0%
Hispanic or Latino	74.4%
Pacific Islander	3.6%

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. The principal encourages parents to visit the campus to help with office projects, make phone calls, or simply obtain information about the school or their student's progress. Parents seeking more information about becoming an active member in their child's educational experience or volunteering their efforts may contact the principal at (310) 263-3722.

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
- Spartan Bulletin (weekly)
- School website

STUDENT ACHIEVEMENT

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.

For the 2008-09 AYP cycle, high schools must achieve a 44.5% or higher proficiency rate in English/Language Arts and 43.5% or higher proficiency rate in math on the California High School Exit Exam (grade 10 results only). Additional criteria contributing to whether or not a high school demonstrates AYP include achieving a 95% or above participation rate on the CAHSEE, obtaining an API growth score of 650 or higher or increasing the API growth by one point, and obtaining a graduation rate of 83.1%.

Adequate Yearly Progress (AYP) Results Reported by Indicator and Compared to District Performance 2008-09

Did the school and district meet or exceed 2009 AYP performance criteria in each of the areas listed below?

AYP Indicator	Centinela Valley Indep. Study	CVUHSD
Overall School Results	No	No
Participation Rate		
English-Language Arts	Yes	Yes
Math	Yes	Yes
Percent Proficient		
English-Language Arts	Yes	No
Math	Yes	No
API	No	Yes
Graduation Rate	N/A	Yes

The AYP table in this report illustrates the school's progress in meeting 2008-09 AYP target rates. More information on AYP can be found on the California Department of Education's (CDE) website www.cde.ca.gov/nclb/ and the U.S. Department of Education's website www.ed.gov/nclb/accountability/.

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).

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP)

The National Assessment of Educational Progress is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English language learners (ELL) is reported based on three levels (identified, excluded, and assessed).

In the tables below, only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either Centinela Valley Union High School District or Centinela Valley Independent Study School. Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress Web page at <http://nces.ed.gov/nationsreportcard/>.

Note: Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. Additionally, the NAEP only provides state test results for grades four and eight. The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. Information on the differences between NAEP and CST can be found on the CDE National Assessment of Educational Progress (NAEP) Web page at <http://www.cde.ca.gov/ta/tg/nr/>.

NAEP - State of California Student Performance Levels Reading 2007 & Math 2009 Grades Four & Eight					
	All Students		Achievement Level		
	Scale Score		Basic	Prof.	Adv.
	Calif.	Nat'l			
Reading					
4th Gr.	209	220	30	18	5
8th Gr.	251	261	41	20	2
Math					
4th Gr.	232	239	72	30	5
8th Gr.	270	282	59	23	5

NAEP - State of California Student Participation Rates Reading 2007 & Math 2009 Grades Four & Eight		
	Students with Disabilities	
	California	National
Reading		
4th Gr.	74.25	65.60
8th Gr.	77.66	65.60
Math		
4th Gr.	79.00	84.00
8th Gr.	85.00	78.00
English Learners		
	California	National
Reading		
4th Gr.	93.29	80.00
8th Gr.	92.10	77.30
Math		
4th Gr.	96.00	94.00
8th Gr.	96.00	92.00

STAR All Students Percentage of Students Scoring at Proficient & Advanced Levels

	Centinela Valley Indep. Stud			CVUHSD			California		
	06-07	07-08	08-09	06-07	07-08	08-09	06-07	07-08	08-09
English-Language Arts	-	-	14	-	-	27	-	-	50
Math	-	-	*	-	-	17	-	-	46
Science	-	-	15	-	-	24	-	-	50
History	-	-	14	-	-	22	-	-	41

Only grades 9-11 take the Science and History portions of this exam.

STAR Percentage of Students Scoring at Proficient & Advanced Levels 2008-09

	Centinela Valley Indep. Study						
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
English-Language Arts	*		*		13	*	*
Math					*	*	
Science	*				*		*
History	*		*		13	*	*

*Less than 10 students were tested; to protect confidentiality, these results are not disclosed. In cases where a % is not provided, no students were tested in the subgroup or subject area.

STAR Percentage of Students Scoring at Proficient & Advanced Levels 2008-09

	Centinela Valley Indep. Study					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education
English-Language Arts	14	14	0	12		
Math	*	*	*	*		
Science	*	*		*		
History	17	10	0	15		

CALIFORNIA STANDARDS TEST

California Standards Tests assess student performance on the California Academic Content Standards adopted by the State Board of Education. Performance standards identify the level of student mastery of the content standards tested. The state target for every student is to score at the Advanced or Proficient level. Students scoring at the Far Below Basic, Below Basic, and Basic levels may receive differentiated instruction through school intervention programs designed to increase student proficiency levels to meet grade level standards. Detailed results by grade level for each student group can be obtained from the California Department of Education's website <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.

California High School Exit Exam All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	Centinela Valley Indep. Study			CVUHSD			California		
	06-07	07-08	08-09	06-07	07-08	08-09	06-07	07-08	08-09
English-Language Arts	-	-	*	28.1	33.2	33.4	48.6	52.9	52.0
Mathematics	-	-	*	34.1	32.6	35.2	49.9	51.3	53.3

Three levels of performance are set: Advanced, Proficient, and Not Proficient. A score of proficient is different than the passing score for the graduation requirement. Students must achieve a scaled score of 350 on each portion to pass the exam. Students scoring above a scaled score of 380 qualify for placement in the "proficient or above" category.

*Scores are not shown when the number of students tested is 10 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 Percentage of Students Scoring in Each Performance Level 2008-09						
	English			Math		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	*	*	*	*	*	*
Male	*	*	*	*	*	*
Female	*	*	*	*	*	*
African American	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Hispanic or Latino	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*
White (not Hispanic)	*	*	*	*	*	*
English Learners	*	*	*	*	*	*
Socioeconomically Disadvantaged	*	*	*	*	*	*
Students Receiving Migrant Education	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*

*To maintain confidentiality, scores are not disclosed when less than 10 students are tested.

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/.

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

Academic Performance Index (API) Three-Year Performance Comparison				
	2009 API Score	API Rank		
		2006	2007	2008
Statewide Rank		-	-	**
Similar Schools Rank		-	-	**
		Increase/Decrease in API		
Results		2006-07	2007-08	2008-09
Schoolwide - All Students	574*	-	-	**

*This API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

**Rank and growth data will not be available until the school finishes its second API cycle which takes place during the 2009-10 school year.

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.

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 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 <http://www.cde.ca.gov/ta/tg/pf/>.

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 2008-09, Centinela Valley Independent Study School qualified for 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.

Title I Program Improvement (PI) Status		
PI Status	Centinela Valley Indep. Study	CVUHSD
	First Year of PI Implementation	Not in PI N/A
Year in PI	N/A	Year 3
No. of Schools Currently in PI		
Percent of Schools Currently Identified for PI		
		60.0

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 <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. Original school buildings were constructed circa 1998. Monthly safety inspections and ongoing maintenance ensures school facilities are kept safe, in good working condition, and provide adequate space for students and staff.

Campus Description	
Year Built	1998
	Qty.
# of Permanent Classrooms	0
# of Portable Classrooms	1
# of Restrooms (student use)*	2 sets
Library*	1
Staff Lounge*	1

*Facilities shared with Loyde High School

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, and dress code policy. The school's most current safety plan was reviewed, updated, and shared with school staff in March 2009.

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

School Facility Good Repair Status				
Item Inspected	Repair Status			
Most Recent Inspection: December 16, 2009	Good	Fair	Poor	Repair Needed and Action Taken or Planned
Systems			✓	Rm 14: sewer smells.
Interior Surfaces			✓	Rm 14: ceiling tiles have water stains, carpet stains.
Cleanliness	✓			
Electrical	✓			
Restrooms/Fountains	✓			
Safety	✓			
Structural	✓			
External	✓			
Overall Summary	Fair: The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.			

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.

One day custodian is assigned to Centinela Valley Independent Study School (and shared with Loyde High School) for routine maintenance, daily custodial duties, and special events preparations. Principal James Eder and the custodian communicate daily regarding campus cleaning needs and safety concerns. The day 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 day custodian checks 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 daily routines. The custodian receives 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 day custodian inspects 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 on December 16, 2009. 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 2008-09 school year, 100% of restrooms were fully operational and available to students at all times.

DEFERRED MAINTENANCE

Centinela Valley Union High School District participates in the State School Deferred Maintenance Program which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems,

interior/exterior painting, and floor systems. During the 2008-09 school year, Centinela Valley Independent Study School did not receive deferred maintenance funds for campus upkeep projects.

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 policies and code of conduct. 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 & Expulsions			
	Centinela Valley Indep. Study		
	06-07	07-08	08-09
Suspensions (#)	-	-	0
Suspensions (%)			0.00%
Expulsions (#)	-	-	0
Expulsions (%)			0.00%
	CVUHSD		
	06-07	07-08	08-09
Suspensions (#)	1486	2106	932
Suspensions (%)	20.04%	28.10%	12.71%
Expulsions (#)	46	74	53
Expulsions (%)	0.62%	0.99%	0.72%

This table illustrates the total cases (not number of days) of suspensions and expulsions, and includes students with multiple instances of suspension. For example, a student suspended in one month for two days and then suspended a month later for three days is counted as two cases of suspension.

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.

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. Staff training throughout the year equips teachers with the skills to mentor students and identify gang-related issues (colors, gestures, clothing, etc.). Statistical data related to dropouts for Centinela Valley Independent Study School will not be available until July 2010.

In the following Dropout & Graduation Rates table, 2007-08 data are most current information available since state certification/release dates for dropout data occur too late for inclusion in this report. 2006-07 was the first year that dropout rates were derived from actual student-level data reported to the state by the school district. For the 2005-06 school year, dropout rates were calculated using the one-year rate formula: adjusted grades 9-12 dropouts/grades 9-12 enrollment*100. Detailed information about dropout rates and graduation rates can be found on the DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Dropout & Graduation Rates				
	Centinela Valley Indep. Study			
	05-06	06-07	07-08	
Dropout Rate (%)	-	-	-	
Graduation Rate (%)	-	-	-	
	CVUHSD			
	05-06	06-07	07-08	
Dropout Rate (%)	4.5	5.6	5.8	
Graduation Rate (%)	66.4	73.4	66.8	
	California			
	05-06	06-07	07-08	
Dropout Rate (%)	3.5	4.4	3.9	
Graduation Rate (%)	83.4	80.6	80.2	

Behavioral and academic intervention strategies provide the support and motivation some students require to earn their diploma. Counseling, tutoring, parent conferences, concurrent enrollment in El Camino College, concurrent enrollment in adult education or community college classes, Hawthorne Community Center tutoring, and the GED track are available to assist those students having difficulty with subject area content. 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. 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. Graduation rate statistics for Centinela Valley Independent Study School will not be available until July 2010.

Percentage of Students Passing CAHSEE & Meeting District Graduation Requirements* 2007-08**		
Centinela Valley Indep. Study	CVUHSD	California
-	58%	80%

Graduation Rate Formula:
of Graduates divided by
CBEDS 12th Grade Enrollment

*The state requires disaggregated data for numerically significant subgroups to be disclosed; however, the statistical data necessary to provide disaggregated results were not collected by the state and are not available for disclosure at the time this report was published.

**Most current information available.

CURRICULUM & INSTRUCTION

STAFF DEVELOPMENT

All curriculum and instructional improvement activities at Centinela Valley Union High School District are aligned to the California State Content Standards and Frameworks. Staff development is selected and identified based upon student assessment results, state content standards, and professional development staff surveys. The district's Professional Development Steering Committee, Professional Development Instructional Development Coach, and Educational Services Department staff work as a team to identify areas of need and deliver innovative training programs to support the district's efforts to increase student performance levels.

Staff Development Days Three-Year Trend		
2006-07	2007-08	2008-09
*	*	3

*Professional development activities took place throughout the year on early release days.

During the 2008-09 school year, the district offered three professional development days for teaching staff. Topics of training sessions included:

- Action Learning Systems Benchmarks for Math, Social Studies, Math, Science, Language Arts
- Interventions
- EDGE Training
- Writing Across the Curriculum
- CAHSEE Prep Training
- Compliance and Best Practices for Physical Education
- Pacing Plans and Benchmark Revisions
- Practical Strategies for the Classroom
- Working with Content Curriculum

All supplemental staff development activities at Centinela Valley Independent Study School are focused on increasing student learning and proficiency. Site-based training is held before school on an as-needed basis throughout the year. During the 2008-09 school year, training activities addressed:

- Attendance
- Course Outline
- Pacing Plans
- Credit Recovery

Centinela Valley Union High School District offers supplemental training and support for new and ongoing program implementation. Training activities take place throughout the school year and generally focus on curriculum, teaching strategies, and methodologies. During the 2008-09 school year, instructional staff were offered the following workshops:

- Overview of the English/Language Arts Curriculum
- Leadership Training for Administrators
- Reading Institute for Academic Performance
- Action Learning Administrative Leadership Academy
- Technology
- Studio
- Read 180
- SB 472 - English/Language Arts
- Classroom Management

New teachers and teachers not yet fully credentialed are supported by peer coaching and extensive staff development. Centinela Valley Union High School District's new teacher programs include BTSA and the Initial Teacher Series, which includes once-weekly professional development workshops held over an eight-week period. The BTSA Induction Program (Beginning Teacher Support and Assessment) is a state-approved program that offers comprehensive support and training for new teachers with a preliminary credential; 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.

The New Teacher Summer Institute is held over a two-week period (before the school year starts) for teachers who are new to the district. Sessions focus on foundational items such as the California Standards for the Teaching Profession, district policies, classroom management, curriculum, and district/site procedures. Training activities are led by the district's Instructional Coaches and National Board Certified Teachers.

To support veteran teachers as well as new teachers to the district, Centinela Valley Union High School District offers Peer Assistance and Review (PAR) which is easily defined as teachers helping teachers. Experienced and knowledgeable veteran teachers, referred to as Consulting Teachers, provide ongoing assistance to teachers who need to improve their instructional skills, classroom management strategies, subject knowledge, and/or related aspects of their teaching performance.

Centinela Valley Union High School District recently initiated its new Staff Mentoring Program. Eight highly qualified experienced teachers work with assigned teachers who are new to the district. Mentoring and support is provided in the teacher's assigned subject area of teaching.

Staff members are encouraged to attend professional workshops offered by the district, professional organizations, or the county office of education. Substitute teachers are invited to attend an annual orientation to better serve the students of the district. Instructional aides are invited to one district-sponsored staff development day to gain insight and understanding of the current curriculum. Classified

support staff may receive additional job-related training from vendors, department supervisors, and district representatives.

SCHOOL LEADERSHIP

Leadership is a responsibility shared among the principal, teachers, and parents. Principal James Eder is responsible for the day-to-day operations of the school and overall instructional program. The principal and teaching staff work closely as a collaborative body to meet the demands of an effective independent study program. Informal staff meetings are held as needed 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 aligned to the California Content Standards and Frameworks. 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 November 10, 2009, 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., 09-10/007 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 in the following subjects: history/social science, mathematics, reading/language arts, and science, (2) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, (3) laboratory equipment was available for science laboratory classes offered in grades

9-12, inclusive, and (4) 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 SARC's the sufficiency of instructional materials used for its visual/performing arts curricula. During the 2009-10 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 is aligned to the California State Content Standards and Frameworks 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 visits 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 intermediate or advanced levels 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 week, 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:

- 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.

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 Web site at <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 Web site at <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's does not offer vocational education courses on campus. Career education and work readiness opportunities

District Adopted Textbooks	
Subject & Year Adopted	Publisher/Series
Math	
2008	Holt, Rinehart Winston; <i>Algebra 1 Interactions</i>
2009	Pearson Prentice Hall; <i>California Algebra I</i>
2005	McDougal Littell; <i>Algebra I</i>
2005	McDougal Littell; <i>Algebra II</i>
2005	McDougal Littell; <i>Geometry</i>
Language Arts	
2004	Hampton Brown; <i>Highpoint</i>
2008	Hampton Brown; <i>Edge</i>
2005	McDougal Littell; <i>The Language of Literature</i>
Science	
2005	Prentice Hall; <i>Biology</i>
2005	Prentice Hall; <i>Prentice Hall Chemistry</i>
2007	Prentice Hall; <i>Earth Science</i>
2005	Prentice Hall; <i>Conceptual Physical Science</i>
Social Science	
2008	Prentice Hall; <i>Magruder's American Government</i>
2006	Thomson Learning; <i>Contemporary Economics</i>
2006	McDougal Littell; <i>The Americans</i>
2005	McDougal Littell; <i>Modern World History - Patterns of Interaction</i>
Foreign Language	
2006	Glencoe McGraw Hill; <i>Buen Viaje!</i>
2008	Holt, Rinehart Winston; <i>Nuevas Vistas</i>
2008	Holt, Rinehart Winston; <i>Allez, Viens!</i>

are available through elective courses. Students may participate in Regional Occupational Programs (ROP) offered off campus through the Southern California Regional Occupational Center (SCROC). A variety of ROP courses are available to help prepare high school students (16 years and older) for entry-level employment, upgrading current job skills, or obtaining more advanced levels of education.

PROFESSIONAL STAFF

TEACHER ASSIGNMENT

Centinela Valley Independent Study School recruits and employs the most qualified credentialed teachers. For the 2008-09 school year, the school employed three 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.

The table below 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 <http://www.cde.ca.gov/nclb/sr/tq/>.

TEACHER EVALUATIONS

School and district administration believe that regular and comprehensive evaluations can help instructional staff improve their teaching skills and raise students' levels of achievement, as well as hold staff accountable for their performance. Evaluation procedures are outlined in the district's collective bargaining agreement and based upon the California Standards for the Teaching Profession.

Probationary/temporary teachers are formally evaluated once a year; permanent teachers are evaluated once every two years. Evaluations are conducted by the principal who has been trained and certified for competency to perform teacher evaluations.

SUBSTITUTE TEACHERS

Centinela Valley Independent Study School does not experience any difficulties in obtaining a qualified substitute teacher to fill in for an absent teacher. The district makes every effort to select the most qualified substitute teacher for the respective day's assignment. During the 2008-09 school year, Centinela Valley Union High School District's pool of substitutes was comprised of 50 teachers, of which the majority are aspiring teachers proven to be effective in the high school environment. Applicants seeking a position as a substitute must have passed the CBEST (California Basic Educational Skills Test), possess a bachelor's degree, and hold a 30-Day Emergency Permit.

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 & Support Personnel (Nonteaching Professional Staff) 2008-09		
	No. of Staff	FTE
Counselors	0	
District Nurse	As needed	

FTE = Full-Time Equivalent

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: 6
Printers Available: Yes

DISTRICT EXPENDITURES

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.

Salary Comparison 2007-08		
	CVUHSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$40,682	\$42,810
Mid-Range Teacher Salary	\$67,494	\$69,375
Highest Teacher Salary	\$85,721	\$89,104
Average Principal Salaries:		
High School	\$126,025	\$126,901
Superintendent Salary	\$158,840	\$198,563
Percentage of General Fund Expenditures For:		
Teacher Salaries	34.00 %	37.30 %
Administrative Salaries	5.70 %	5.20 %

Teacher Credentials & Assignments

	Centinela Valley Indep. Study				CVUHSD			
	06-07	07-08	08-09	09-10	06-07	07-08	08-09	09-10
Total Teachers	-	-	3		346	328	312	
Teachers with Full Credential	-	-	3		264	261	268	
Teachers without Full Credential	-	-	0		82	67	44	
Teachers in Alternative Routes to Certification	-	-	0		54	35	31	
Pre-Internship	-	-	0		8	4	0	
Teachers with Emergency Permits	-	-	0		20	27	10	
Teachers with Waivers	-	-	0		0	0	0	
Teachers Teaching Outside Subject Area	-	-	0		5	2	2	
Other Misassignments of Certificated Staff	-	-	0	0	0	0	8	2
Teacher Misassignments for English Learners	-	-	0	0	19	44	38	17
Teacher Misassignments - Total	-	-	0	0	19	44	46	19
Teacher Vacancies	-	-	0	0	12	8	0	0

Percentage of Core Classes:

	Not Taught by	
	Taught by NCLB-Compliant Teachers	NCLB-Compliant Teachers
	2008-09	
Centinela Valley Indep. Study	100	0
District Totals		
All Schools	96.4	3.6
High-Poverty Sch.	96.4	3.6
Low-Poverty Sch.	N/A	N/A

Teacher Education Levels

	2008-09	
	Valley Indep. Study	CVUHSD
Doctorate	0.0%	1.9%
Master's Degree plus 30 or more semester hours	33.3%	22.8%
Master's Degree	0.0%	23.7%
Bachelor's Degree plus 30 or more semester hours	66.7%	36.9%
Bachelor's Degree	0.0%	14.4%
Less than a Bachelor's Degree	0.0%	0.3%

EXPENDITURES PER STUDENT

For the 2007-08 school year, Centinela Valley Union High School District spent an average of \$8,357 of total general funds to educate each student (based on 2007-08 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 salaries can be found at the CDE website at <http://www.cde.ca.gov/ds/fd/ec/> and <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.)

Current Expense of Education per Pupil 2007-08					
Expenditures Per Pupil	Dollars Spent per Student				
	Centinela Valley Indep. Study		% Difference - School and District	State Average for Districts of Same Size & Type	% Difference - School Site and State
	CVUHSD				
Total Restricted and Unrestricted	-	*	-	N/A	N/A
Restricted (Supplemental)	-	*	-	N/A	N/A
Unrestricted (Basic)	-	*	-	\$5,512	-
Average Teacher Salary	-	\$61,333	-	\$68,332	-

The school's first year of operation was in 2008-09; therefore, financial data for 2007-08 are not available.

**District level expenditure data was not available at the time this report was published.*

In addition to general fund state funding, Centinela Valley Union High School District receives state and federal categorical funding for special programs. For the 2007-08 school year, the district received approximately \$2,840 per student in federal, state, and local aid for the following categorical, special education, and support programs:

- Arts and Music Block Grant
- CA High School Exit Examination (CAHSEE)
- California Instructional School Garden
- Career Technical Education Equipment and Supplies
- California Peer Assistance & Review Program for Teacher (CPARP)
- Department of Rehabilitation
- Discretionary Block Grant
- Economic Impact Aid (EIA)
- Gifted & Talented Education (GATE)
- High Priority School Grants Program
- Lottery: Instructional Materials
- Instructional Materials
- Parent/Teacher Involvement
- Partnership Academies Program
- Pupil Retention Block Grant
- Regional Occupation Center and Programs
- School and Library Improvement Block Grant
- School Safety & Violence Prevention, Grades 8-12
- Special Education
- School to Career Local Partnerships
- Staff Development
- Supplemental School Counseling Program
- Supplementary Programs
- Targeted Instructional Improvement Block Grant
- Teacher Recruitment/Incentives
- Title I, II, III, IV, V
- Tobacco Use Prevention Education
- Transportation Special Education
- Vocational Programs