



"Dedicated to Academic Excellence and Achievement for All Students"

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The statistical information disclosed in this report is obtained from the California Department of Education and the Centinela Valley Union High School District. At the time of publishing, this report met all SARC-related state and federal requirements, using the most current data available. Information for the instructional materials section of this report was acquired in December 2011; school facilities information was obtained in January 2012.

CENTINELA VALLEY *The Three D's to Succeed...
Discipline, Desire, and Dedication.*
INDEPENDENT STUDY SCHOOL

4951 Marine Avenue, Lawndale, CA 90260
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SCHOOL ACCOUNTABILITY REPORT CARD
2010-11 SCHOOL ACTIVITY PUBLISHED IN FEBRUARY 2012

PRINCIPAL'S MESSAGE

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

or reduced-price meal program. Most students who experience difficulty in a traditional comprehensive high school setting often find success in an alternative program. The independent study structure enables students to progress through a standards-based curriculum at their own pace and learning level. Individualized instruction with certificated staff ensures students successfully acquire the necessary skills, knowledge, and concepts in all subject areas.

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 2010-11 school year, the district's three comprehensive high schools, continuation school, and independent study school served a total of 6,618 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.

Upon enrollment, each student and his/her parent/guardian are required to meet with an administrator to discuss the student's and parent's responsibilities and establish the student's academic plan, goals, and expectations. Students are required to meet with assigned teachers once a week for a minimum of two-hours of work time per visit. Typically, students meet with two teachers during their appointment time to receive instruction and direction for assigned coursework. As students complete their assigned units, the content of their lessons and teacher assignments change accordingly. Parents may accompany and attend weekly appointments with their child.

DISTRICT 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 2010-11 school year, Centinela Valley Independent Study School served over 130 students in grades 9-12. Student enrollment included 5.4% qualifying for special education services, 47.7% qualifying for English learner support, and 42.3% enrolled in the free

Percentage of Students by Ethnicity/Grade Level 2010-11			
Ethnic Group	%	Grade Level	#
African American	10.8%	Grade 9	1
American Indian or Alaskan Native	0.0%	Grade 10	7
Asian	1.7%	Grade 11	41
Filipino	0.0%	Grade 12	81
Hawaiian or Pacific Islander	2.5%		
Hispanic or Latino	78.3%		
White (not Hispanic)	6.7%		
Two or More Races	0.0%		
Total Enrollment			130

PARENT INVOLVEMENT

Parents are encouraged to get involved in Centinela Valley Independent Study School's learning community by volunteering their time, attending school events, or sharing in the decision-making process. Parents seeking more information about becoming an active member in their child's educational experience or volunteering their efforts may contact the school secretary at (310) 263-3264.

SCHOOL NEWS

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

- ConnectEd
- Letters
- School website

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.

Adequate Yearly Progress Results Reported by Indicator and Compared to District Performance		
2010-11		
Did the school and district meet or exceed 2011 AYP performance criteria in each of the areas listed below?		
AYP Criteria	CVISS	CVUHSD
Overall Performance	Yes	No
Participation Rate		
Language Arts	Yes	Yes
Math	Yes	Yes
Percent Proficient		
Language Arts	Yes	No
Math	Yes	No
API	N/A	Yes
Graduation Rate	N/A	Yes
AYP Performance Level		
Number of AYP Criteria Met Out of the Total	4/5	23/26
Number of Criteria Possible		

STAR Results									
All Students									
Percentage of Students Scoring at Proficient and Advanced Levels									
	CVISS			CVUHSD			CA		
	08-09	09-10	10-11	08-09	09-10	10-11	08-09	09-10	10-11
English-Language Arts	14	11	31	27	31	32	49	52	54
Math	0	9	0	17	11	12	46	48	50
Science	15	20	0	24	26	30	50	54	57
History	14	5	19	22	24	28	41	44	48

Only grades 5, 8, 9, 10, and 11 take the Science portion of this exam and only grades 8, 9, 10, and 11 take the History portion.

STAR Results									
Ethnic Subgroups									
Percentage of Students Scoring at Proficient and Advanced Levels									
2010-11									
	CVISS								
	African American	American Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Hawaiian or Pacific Islander	White (not Hispanic)	Two or More Races	
English-Language Arts	*		*		30		*	*	
Math	*		*		*		*	*	
Science	*		*		*		*	*	
History	*		*		22		*	*	
	Gender		English Learners		Economically Disadvantaged		Students with Disabilities		Migrant Education
	Male	Female							
English-Language Arts	25	35	*		28				
Math	*	*	*		*				
Science	*	*	*		*				
History	21	17	*		17				

In order to protect student confidentiality, no results are reported for any group of 10 or fewer students. In cases where a % is not provided, no students were tested in the respective subgroup or subject area.

California High School Exit Exam									
All Students									
Percentage of Students Scoring at Proficient and Advanced Levels									
	CVISS			CVUHSD			CA		
	08-09	09-10	10-11	08-09	09-10	10-11	08-09	09-10	10-11
English-Language Arts	15	*	*	33	32	44	52	54	59
Math	*	*	*	33	35	41	53	54	56

California High School Exit Exam						
Tenth Grade Results by Student Group						
2010-11						
	English-Language Arts			Math		
	Percentage of Students:					
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
CVUHSD						
All Students	56	26	18	59	33	8
CVISS						
All Students	*	*	*	*	*	*
Female	*	*	*	*	*	*
Hispanic or Latino	*	*	*	*	*	*
White (not Hispanic)	*	*	*	*	*	*
Economically Disadvantaged	*	*	*	*	*	*
English Learners	*	*	*	*	*	*

In order to protect student confidentiality, no results are reported for any group of 10 or fewer students. In cases where a % is not provided, no students were tested in the respective subgroup or subject area.

For the 2010-11 AYP cycle, high schools must achieve a 66.7% or higher proficiency rate in English/Language Arts and 66.1% 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 710 or higher or increasing the API growth by one point, and obtaining a graduation rate of 90%.

The AYP table in this report illustrates the school's progress in meeting 2010-11 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).

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.

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/.

PHYSICAL FITNESS

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

ACADEMIC PERFORMANCE INDEX

The state Academic Performance Index (API) was launched by the California Department of Education in 1999 to measure the performance and progress of schools based on STAR and CAHSEE testing results. (Note: CAHSEE is the California High School Exit Exam administered to students in grades 10-12 as part of the state's graduation requirements.) The API is used to develop annual schoolwide performance growth targets for future academic improvement. The API measures academic performance and growth of

California's schools based on a numeric scale ranging from a low 200 to a high 1000. Academic growth is measured by subtracting the base year API from the growth API. API growth scores are based upon the results of state standardized tests. Schools that do not meet or exceed their growth targets and are ranked in the bottom half of the statewide distribution may qualify for intervention program funding. Each annual API reporting cycle includes two reports: a base report, which is released after the first of the calendar year, and a growth report, which is released after school starts in the fall. These reports are based on APIs calculated in exactly the same fashion with the same indicators but using test results from two different years.

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

NO CHILD LEFT BEHIND (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2010-11, Centinela Valley Independent Study School received Title I Targeted Assistance funding and is therefore required to comply with program mandates. Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals.

Academic Performance Index Three-Year Performance Comparison							
	CVISS						
	Base API Rank:						
	2008	2009		2010			
Statewide Rank	N/A	N/A		N/A			
Similar Schools Rank	N/A	N/A		N/A			
	CVISS		CVISS		CVUHSD		State
	Increase/Decrease in API			# of Students	Growth	# of Students	Growth
	2008-09	2009-10	2010-11	2010-11		2010-11	2010-11
All Students	-	-95	115	17	594	4,291	671
Ethnic Subgroups							
Hispanic or Latino				13	537	3,215	668
						2,406,749	729

Title I PI Status 2011-12		
	CVISS	CVUHSD
PI Status	Not in PI	In PI
First Year of PI Implementation	N/A	2004-05
Year in PI	N/A	Year 3
# Schools Currently In PI		3
% Schools Currently In PI		60%

The statistical information in this table reflects the PI status during the 2011-12 school year.

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

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
	Quantity
# of Permanent Classrooms	0
# of Portable Classrooms	1
# of Restrooms (student use)	2 sets
Computer Lab	1
Staff Lounge/Teacher Work Room	1

Restrooms, computer lab, staff lounge, and teacher work room are shared with Lloyd High School.

2010-11 Campus Improvements

- Installation of five new portable buildings equipped with Internet access
- Purchased 100 new computers to support E2020 and Moving Up programs

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 Lloyd 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 Lloyd High School staff, local agencies, and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most current safety plan was reviewed, updated, and shared with school staff in December 2011.

FACILITIES MAINTENANCE

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

One day custodian is assigned to Centinela Valley Independent Study School (and shared with Lloyd High School) for routine maintenance, daily custodial duties, and special events preparations. Administrators 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 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 on January 11, 2012 (the school inspection for Centinela Valley Independent School was performed during the Lloyd High School inspection; findings are recorded on Lloyd High School's Facilities Inspection Tool dated January 11, 2012). 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 2010-11 school year, 100% of restrooms were fully operational and available to students at all times.

School Facility Good Repair Status			
Item Inspected	Repair Status		
	Good	Fair	Poor
Inspection Date:	January 11, 2012		
	Repair Needed and Action Taken or Planned		
Systems	✓		
Interior Surfaces		✓	Boys' and Girls' Restrooms, Rooms 6, 7, 8, 9, 10, 11, 12, 14, 15, 16, 17: replace VCT various areas. Room 8: front wall conduit blank cover. Room 16: missing front wall receptacle cover.
Cleanliness		✓	Boys' and Girls' Restrooms, Rooms 6, 7, 8, 9, 10, 11, 12, 14, 15, 16, 17: VCT needs strip
Electrical	✓		
Restrooms/Fountains	✓		
Safety		✓	Room 5: no fire extinguisher. Room 10: rear window blocked, no fire escape egress. Room 15: missing front wall conduit blank and receptacle covers.
Structural	✓		Room 14: ceiling tiles have water leak spots.
External	✓		Room 8: perimeter pedestrian gate needs repair.
Overall Summary of School Facility Good Repair Status			
	Exemplary	Good	Fair
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.

CLASSROOM ENVIRONMENT

DISCIPLINE & CLIMATE FOR LEARNING

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

Suspensions and Expulsions			
	CIVISS		
	08-09	09-10	10-11
Suspensions (#)	0	0	0
Suspensions (%)	0.00%	0.00%	0.00%
Expulsions (#)	0	0	0
Expulsions (%)	0.00%	0.00%	0.00%
	CVUHSD		
	08-09	09-10	10-11
Suspensions (#)	0	0	0
Suspensions (%)	#DIV/0!	#DIV/0!	#DIV/0!
Expulsions (#)	0	0	0
Expulsions (%)	#DIV/0!	#DIV/0!	#DIV/0!

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.

DROPOUTS

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

In the following Dropout & Graduation Rates table, 2009-10 data are most current information available since state certification/release dates for dropout data occur too late for inclusion in this report. Detailed information about dropout rates and graduation rates can be found on the DataQuest web page at <http://dq.cde.ca.gov/dataquest/>.

Dropout and Graduation Rates			
	CIVISS		
	07-08	08-09	09-10
Dropout Rate (%)	0.7	35.4	39.2
Graduation Rate (%)	66.8	62.61	72.03
	CVUHSD		
	08-09	09-10	10-11
Dropout Rate (%)	5.8	9.5	8.1
Graduation Rate (%)	66.8	62.6	72.0
	CA		
	08-09	09-10	10-11
Dropout Rate (%)	4.9	5.7	4.6
Graduation Rate (%)	80.2	78.6	80.4

Behavioral and academic intervention strategies provide the support and motivation some students require to earn their diploma. Counseling, parent conferences, concurrent enrollment in El Camino College, concurrent enrollment in adult education, and Hawthorne Community Center tutoring are available to assist those students having difficulty with subject area content. 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.

Completion of High School Graduation Requirements for the Graduation Class of: 2011			
	CIVISS	CVUHSD	CA
All Students	28.6%	68.8%	-

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.

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.

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 in-class observations. During the 2010-11 school year, the district offered one non-student professional development day for teaching staff to address:

- Focused Learning Targets
- Higher Order Questioning
- Engaging Instruction/Active Learning
- Grading and Assessment Reform by Tom Schimmer

Staff Development Days Three-Year Trend		
2008-09	2009-10	2010-11
3	3	1

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

2010-11 Staff Development Offerings

- Academy Retreat
- Administrators' Retreat
- Direct Interactive Instruction
- E2020
- Pearson Assessment Training Institute - Sound Grading Practices Conference
- Prentice Hall Literature - Curriculum Training
- Promethean Training
- Read 180 for English Language Arts
- Spring Academy Leadership Retreat

New teachers and teachers not yet fully credentialed are supported by peer coaching and extensive staff development. Centinela Valley Union High School District offers the BTSA Induction Program (Beginning Teacher Support and Assessment), a state-approved program that provides 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 a three-day program for teachers who are new to the district. Training sessions focus on foundational items such as BTSA, Effective English language learner strategies, an overview of the district's special education program, equity and diversity, technology in the classroom, and classroom management.

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

SITE-BASED PROFESSIONAL DEVELOPMENT

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

assessments, and continue alignment of pacing plans and benchmark assessments with the comprehensive high school program.

SCHOOL LEADERSHIP

Leadership is a responsibility shared among the principal, teachers, and parents. Principal James Tarouilly is responsible for the day-to-day operations of the school and overall instructional program. The principal, associate principal, and teaching staff work closely as a collaborative body to meet the demands of an effective alternative education program. Formal staff meetings are held once a month 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 October 12, 2011, 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. 11-12/006 which certifies as required by Education Code §60119 that (1) sufficient textbooks and instructional materials have been provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and context of the curriculum frameworks, (2) each pupil has a textbook or instructional materials, or both, to use in class and to take home, (3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, (4) laboratory science equipment was available for science laboratory classes offered in grades 9-12, inclusive, and (5) for students in grades 9-12, the instructional materials were adopted by the local governing board following district review of the materials and their alignment with state content standards as required by CCR, Title 5, Section 9531.

In addition to the core subject areas, districts are required to disclose in their SARC's the sufficiency of instructional materials used for its visual/performing arts curricula. During the 2011-12 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 and district special education representatives visit the campus to review student performance and progress, identify areas of need, and collaborate with teaching staff to explore additional student's needs.

Textbooks				
Year Adopted	From Most Recent State Adoption?	Publisher and Series	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials	Grade
Reading/Language Arts				
2010	*	Scholastic; Read 180	0%	9
2010	*	Pearson; Literature for California	0%	9-12
2002	*	Hampton Brown; Edge Fundamentals	0%	9-12
2002	*	Hampton Brown; Edge Levels A, B, C	0%	9-12
Math				
2009	*	Pearson; Algebra Essentials	0%	9-12
2009	*	Pearson; Algebra I UC	0%	9-11
2008	*	Pearson; Algebra II	0%	9-12
2008	*	Pearson; Geometry UC	0%	10-12
Science				
2007	*	Prentice Hall; Biology	0%	9-12
2005	*	Prentice Hall; Prentice Hall Chemistry	0%	10-12
2006	*	Prentice Hall; Earth Science	0%	9-12
2006	*	Prentice Hall; Conceptual Physical Science Explorations	0%	11-12
2003	*	Prentice Hall; Human Anatomy and Physiology	0%	11-12
Social Science				
2008	*	Prentice Hall; Magruder's American Government	0%	12
2006	*	Thomson Learning; Contemporary Economics	0%	12
2006	*	McDougal Littell; The Americans	0%	11
2005	*	McDougal Littell; Modern World History - Patterns of Interaction	0%	10
2000	*	West; Psychology and You	0%	11-12
Foreign Language				
2006	*	Glencoe McGraw Hill; Buen Viaje!	0%	9-12
2008	*	Holt, Rinehart Winston; Nuevas Vistas	0%	9-12
2008	*	Holt, Rinehart Winston; Allez, Viens!	0%	9-12

ENGLISH LEARNERS

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

AT RISK INTERVENTIONS

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

The textbooks and instructional materials used by the school comply with the California Department of Education's (CDE) curriculum frameworks and content standards. The CDE does not compile an approved adoptions list for 9-12 coursework.

having difficulty with academic or social development. Identified students are then placed in a supplemental program that fits their academic needs and learning levels. Intervention strategies include:

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

COLLEGE & WORK READINESS

COLLEGE PREPARATION COURSES

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

UNIVERSITY OF CALIFORNIA

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements please visit the University of California 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 does not offer vocational education courses on campus. Career education and work readiness opportunities are available through elective courses.

PROFESSIONAL STAFF

TEACHER ASSIGNMENT

Centinela Valley Independent Study School recruits and employs the most qualified credentialed teachers. For the 2010-11 school year, the school employed four fully credentialed teachers. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant". Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

Teacher Credentials and Assignments				
	CIVISS			
	08-09	09-10	10-11	11-12
Total Teachers	3	4	4	
Teachers with Full Credential	3	4	4	
Teachers without Full Credential	0	0	0	
Teachers Teaching Outside				
Subject Area	0	0	0	
Teacher Misassignments for English Learners	0	1	0	0
Total Teacher Misassignments	0	1	0	0
Teacher Vacancies	0	2	0	0
	CVUHSD			
	08-09	09-10	10-11	11-12
Total Teachers	312	303	294	
Teachers with Full Credential	268	261	290	
Teachers without Full Credential	44	42	4	
Teachers Teaching Outside				
Subject Area	2	2	3	
Teacher Misassignments for English Learners	38	45	22	18
Total Teacher Misassignments	46	45	22	18
Teacher Vacancies	0	3	5	2

Teacher Education Levels 2010-11		
	CIVISS	
	CIVISS	CVUHSD
Doctorate	0.0%	2.9%
Master's Degree Plus 30 or More Semester Hours	0.0%	24.7%
Master's Degree	25.0%	26.3%
Bachelor's Degree Plus 30 or More Semester Hours	0.0%	27.7%
Bachelor's Degree	75.0%	18.0%
Less Than a Bachelor's Degree	0.0%	0.4%

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 www.cde.ca.gov/nclb/sr/tq/.

NCLB Compliance		
	Percentage of Classes in Core Academic Subjects:	
	Taught by NCLB-Compliant Teachers	Not Taught by NCLB-Compliant Teachers
2010-11		
CIVISS	100.0%	0.0%
District Totals		
All Schools	100.0%	0.0%
High-Poverty Schools	100.0%	0.0%
Low-Poverty Schools	0.0%	0.0%

SUPPORT SERVICES STAFF

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

Counselors and Support Personnel (Nonteaching Professional Staff)		
	2010-11	
	No. of Staff	FTE
Academic Counselor	As needed	
DIS Counselor	As needed	
Richstone Counselor	As needed	
Starview Counselor	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 2009-10		
	CVUHSD	State Average of Districts in Same Category
Beginning Teacher Salary	40,682	42,954
Mid-Range Teacher Salary	67,494	69,905
Highest Teacher Salary	85,721	89,464
Average Principal Salaries:		
High School	127,660	128,348
Superintendent Salary	198,938	205,119
Percentage of Budget For:		
Teacher Salaries	31	37
Administrative Salaries	6	5

EXPENDITURES PER STUDENT

For the 2009-10 school year, Centinela Valley Union High School District spent an average of \$9,366 of total general funds to educate each student (based on 2009-10 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 www.cde.ca.gov/ds/fd/ec/ and 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 2009-10					
Dollars Spent Per Student					
Expenditures Per Pupil	CVISS	CVUHSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	6,241	6,794	91.9%	N/A	N/A
Restricted (Supplemental)	161	1,972	8.2%	N/A	N/A
Unrestricted (Basic)	6,080	4,822	126.1%	5,455	111.5%
Average Teacher Salary	-	65,336	-	70,570	-

In addition to general fund state funding, Centinela Valley Union High School District receives state and federal categorical funding for special programs. For the 2009-10 school year, the district received federal, state, and local aid for the following categorical, special education, and support programs:

- ARRA: State Fiscal Stabilization Fund
- Department of Rehabilitation
- Economic Impact Aid (EIA)
- Governor's CTE Initiative: California Partnership Academies
- Lottery: Instructional Materials
- Partnership Academies Program
- Special Education
- Title I, II, III, IV, V
- Transportation Special Education
- Vocational Programs
- Williams Case Settlement