

# Intellectual Virtues Academy

## California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 School Year

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

### DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## Armine Movsisyan, Director of Instruction

Principal, Intellectual Virtues Academy

### About Our School

Greetings!

The mission of the Intellectual Virtues Academy is to foster meaningful growth in those personal qualities essential to thinking well by creating an academic environment that is thoughtful, challenging, and supportive. Recent research shows that these qualities are perhaps the best indicator of future academic and career success. I welcome you to learn about the Academy, and to rethink the exciting possibilities of a rigorous and contemplative 21st Century curriculum.

The hallmark of the Academy classroom experience is student engagement: we care not just about what each of our students accomplish, but also how they do so. Colleges and employers are increasingly seeking individuals who can think well: critically, creatively, and with the capacity for self-growth. We know that growth in such intellectual virtues requires an encouraging, supportive environment. At the Academy, there are smaller class sizes, smaller school environment, and more school counselors per student than many private schools.

We also are well aware of the research that demonstrates that no other in-school factor is more important to our students' success than great teachers, and thus we are proud of our faculty that has demonstrated such success in their teaching careers prior to joining the Academy, including almost half who have taught at the college and university level. They are well poised to implement a college preparatory curriculum and take advantage of the Academy's many university research partnerships.

High school is also a place where one should be able to look back on as a positive and enriching time in their lives. Unlike other large high school options where such opportunities are limited because of the competition of thousands of other students for limited spots, at the Academy, students are limited by only their interest. We encourage our students to make their mark, and build a legacy for future Academy students to enjoy. Our students are partners in the process of building a school, a creative opportunity few others will experience in their academic lives.

James J. McGrath - Founding Director

### Principal's Comment

Dr. Armine Movsisyan, Director of Curriculum and Instruction

### Contact

*Intellectual Virtues Academy  
1637 Long Beach Blvd.  
Long Beach, CA 90813-4001*

*Phone: 562-283-4456  
E-mail: [info@academylongbeach.org](mailto:info@academylongbeach.org)*

## About This School

### Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
<b>District Name</b>	Los Angeles County Office of Education
<b>Phone Number</b>	(562) 922-6111
<b>Superintendent</b>	Debra Duardo
<b>E-mail Address</b>	<a href="mailto:duardo_debra@lacoed.edu">duardo_debra@lacoed.edu</a>
<b>Web Site</b>	<a href="http://www.lacoed.edu">http://www.lacoed.edu</a>

School Contact Information (School Year 2017-18)	
<b>School Name</b>	Intellectual Virtues Academy
<b>Street</b>	1637 Long Beach Blvd.
<b>City, State, Zip</b>	Long Beach, Ca, 90813-4001
<b>Phone Number</b>	562-283-4456
<b>Principal</b>	Armine Movsisyan, Director of Instruction
<b>E-mail Address</b>	<a href="mailto:info@academylongbeach.org">info@academylongbeach.org</a>
<b>Web Site</b>	<a href="http://www.academylongbeach.org">www.academylongbeach.org</a>
<b>County-District-School (CDS) Code</b>	19101990134346

*Last updated: 11/29/2017*

### School Description and Mission Statement (School Year 2017-18)

#### ACADEMY MISSION

To foster meaningful growth with students, faculty, and staff in the intellectual character virtues in a thoughtful, challenging, and supportive academic environment.

#### ACADEMY VISION

To equip students to engage the world with curiosity and thoughtfulness, to know themselves, and to live well.

#### ACADEMY VALUES

Sense of purpose: we deliberately align all of our thinking and decision-making with the mission, vision, and values of the school.

Culture of thinking: we ask questions, seek understanding, and practice the habits of good thinking.

Self-knowledge: believing in the importance of self-knowledge, we practice ongoing self-reflection and self-awareness.

Openness and respect: we strive for a strong sense of community marked by collaboration, empowerment, and intentional openness and respect for the thinking of others.

Growth mindset: being optimistic about the potential for personal growth, we embrace challenges and regard failure as an opportunity to learn and improve.

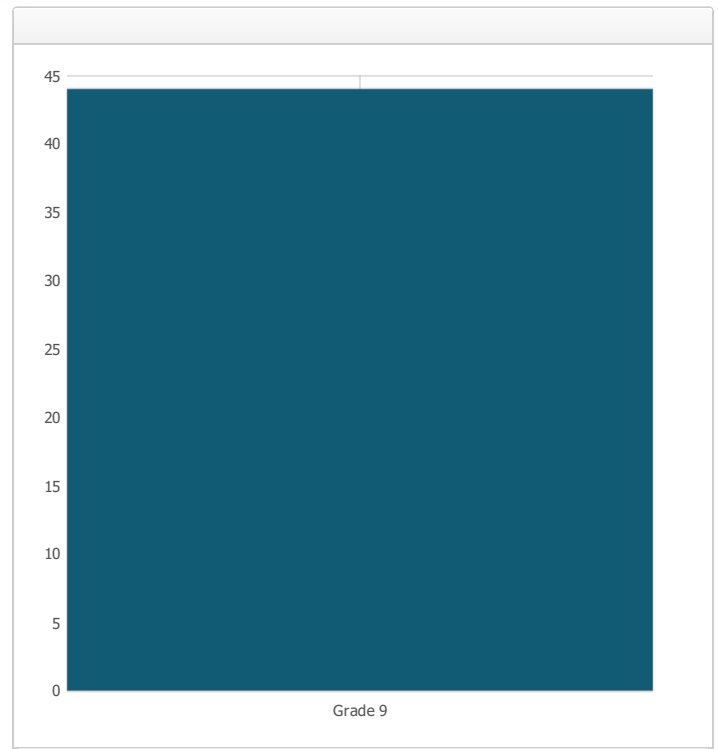
#### ACADEMY MOTTO

Equipping Every Student to Think Well: Creatively, Critically, and with a Capacity for Self-Growth.

*Last updated: 11/29/2017*

**Student Enrollment by Grade Level (School Year 2016-17)**

Grade Level	Number of Students
Grade 9	44
Total Enrollment	44



Last updated: 11/29/2017

**Student Enrollment by Student Group (School Year 2016-17)**

Student Group	Percent of Total Enrollment
Black or African American	25.0 %
American Indian or Alaska Native	0.0 %
Asian	4.5 %
Filipino	0.0 %
Hispanic or Latino	47.7 %
Native Hawaiian or Pacific Islander	0.0 %
White	20.5 %
Two or More Races	2.3 %
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	56.8 %
English Learners	18.2 %
Students with Disabilities	22.7 %
Foster Youth	2.3 %

Last updated: 11/29/2017

## A. Conditions of Learning

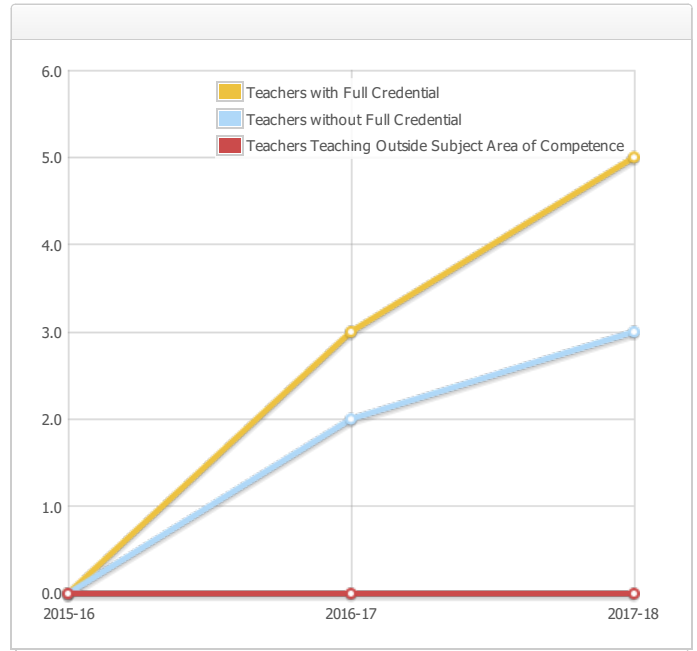
### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

#### Teacher Credentials

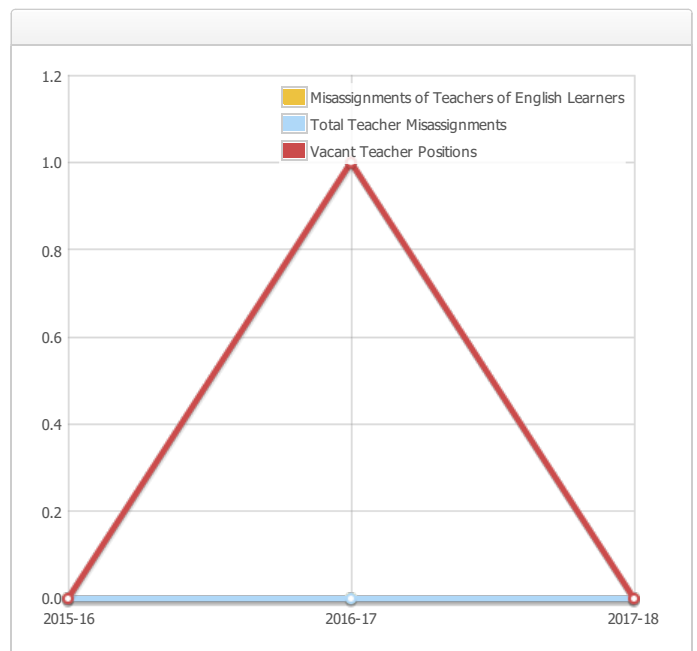
Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	0	3	5	5
Without Full Credential	0	2	3	3
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 11/29/2017

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	1	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 12/7/2017

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

Year and month in which the data were collected: January 2018

<b>Subject</b>	<b>Textbooks and Instructional Materials/year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
Reading/Language Arts	California Connections, Level 9 (Print, digital, and consumable) Houghton Mifflin Harcourt	Yes	0.0 %
Mathematics	Algebra I: IAT Meaningful Math--Algebra I (ISBN 978-1-60720-638-5) - Digital Dan Fendel, Diane Resek, Lynne Alper, and Sherry Fraser  Geometry: IAT Meaningful Math--Geometry (ISBN 978-1-60720-602-6) - Digital Dan Fendel, Diane Resek, Lynne Alper, and Sherry Fraser	Yes	0.0 %
Science	Biology ISBN 1-323-20585-3 Miller & Levine	Yes	0.0 %
History-Social Science	Modern World History: Grade 10 Ways of the World: A Brief Global History with Sources, Combined Volume Robert W. Strayer; Eric Nelson		0.0 %
Foreign Language	Spanish I Vista Higher Learning	Yes	0.0 %
Health	More Than Sex Education Pamela M. Wilson  Dynamic Physical Education Carole M. Casten	Yes	0.0 %
Visual and Performing Arts	NA		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/29/2018

## School Facility Conditions and Planned Improvements

The school facility is highly regarded as safe, clean, and conducive to learning. Parent surveys show that 100% feel their children are safe; 100% feel the campus is clean; and 92% report the campus is conducive to learning. Moreover, weekly inspection reports show that the campus is in 98% compliance.

The campus went through a buildout that included new classrooms (with new smart TVs, furniture, and white boards). Summer upgrades that included interior painting, and reconfiguring classrooms and office spaces.

There are no significant repairs needed to ensure good repair. All projects for 2017-18 are for optimization of the campus space.

*Last updated: 11/29/2017*

## School Facility Good Repair Status

Year and month of the most recent FIT report: December 2017

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Fair	Ongoing termite remediation.
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	Wood chips in the backyard should be replaced; some doors missing for unused rooms.

## Overall Facility Rate

Year and month of the most recent FIT report: December 2017

Overall Rating	Good
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*Last updated: 11/29/2017*

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

#### CAASPP Test Results in ELA and Mathematics for All Students

##### Grades Three through Eight and Grade Eleven (School Year 2016-17)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)						
Mathematics (grades 3-8 and 11)						

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

*Last updated: 12/4/2017*



**CAASPP Test Results in ELA by Student Group****Grades Three through Eight and Grade Eleven (School Year 2016-17)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	--	--	--	--
Male				
Female				
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged				
English Learners				
Students with Disabilities				
Students Receiving Migrant Education Services				
Foster Youth				

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 12/5/2017*

**CAASPP Test Results in Mathematics by Student Group****Grades Three through Eight and Grade Eleven (School Year 2016-17)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students				
Male				
Female				
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged				
English Learners				
Students with Disabilities				
Students Receiving Migrant Education Services				
Foster Youth				

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 12/4/2017*

**CAASPP Test Results in Science for All Students****Grades Five, Eight and Ten**

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)					56%	54%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

*Last updated: 12/4/2017*

**Career Technical Education Programs (School Year 2016-17)**

In 2016-17, we only served 9th graders, and provided an A-G college-preparatory curriculum.

*Last updated: 12/4/2017*

**Career Technical Education Participation (School Year 2016-17)**

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	0.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.0%

*Last updated: 12/4/2017*

**Courses for University of California (UC) and/or California State University (CSU) Admission**

UC/CSU Course Measure	Percent
2016-17 Pupils Enrolled in Courses Required for UC/CSU Admission	100.0%
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

# State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

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

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
9	0.0%	0.0%	0.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 12/5/2017

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

#### Opportunities for Parental Involvement (School Year 2017-18)

We highly value parental involvement. In fact, 100% of parents state they feel welcomed at the Academy, and 97% report that the Academy values feedback and collaboration.

The Family Alliance (FA) is the Academy's parent "association".

All parents/guardians of Academy students are members of the FA, and are welcome to attend all meetings and events. We do not require dues, rather ask families to participate in developing the school through ideas, connection, and action. The FA serves to bring together parent interests, concerns, and activities, and connect our community.

The FA is committed to providing opportunities to connect parents with each other and to create a sense of community. We hope ALL Academy parents will choose to be involved in a way that interests them during the time their student is enrolled at the Academy.

If you are interested in leading the Family Alliance, please contact Summer Sanders, [summer.sanders@academylongbeach.org](mailto:summer.sanders@academylongbeach.org).

### State Priority: Pupil Engagement

*Last updated: 12/4/2017*

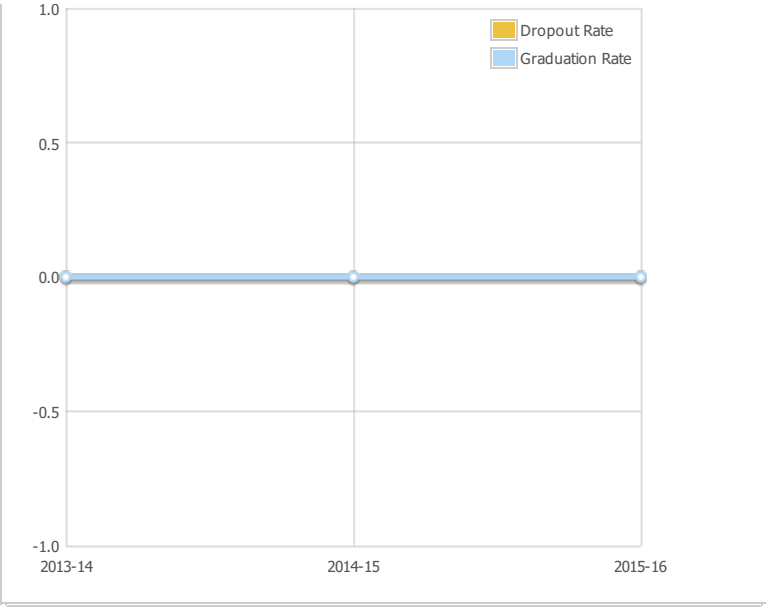
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	11.5%	10.7%	9.7%
Graduation Rate	0.0%	0.0%	0.0%	--	--	--	81.0%	82.3%	83.8%

#### Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



Last updated: 12/4/2017

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

<b>Student Group</b>	<b>School</b>	<b>District</b>	<b>State</b>
All Students	0.0%	0.0%	87.1%
Black or African American	0.0%	0.0%	79.2%
American Indian or Alaska Native	0.0%	0.0%	80.2%
Asian	0.0%	0.0%	94.4%
Filipino	0.0%	0.0%	93.8%
Hispanic or Latino	0.0%	0.0%	84.6%
Native Hawaiian or Pacific Islander	0.0%	0.0%	86.6%
White	0.0%	0.0%	91.0%
Two or More Races	0.0%	0.0%	90.6%
Socioeconomically Disadvantaged	0.0%	0.0%	85.5%
English Learners	0.0%	0.0%	55.4%
Students with Disabilities	0.0%	0.0%	63.9%
Foster Youth	0.0%	0.0%	--

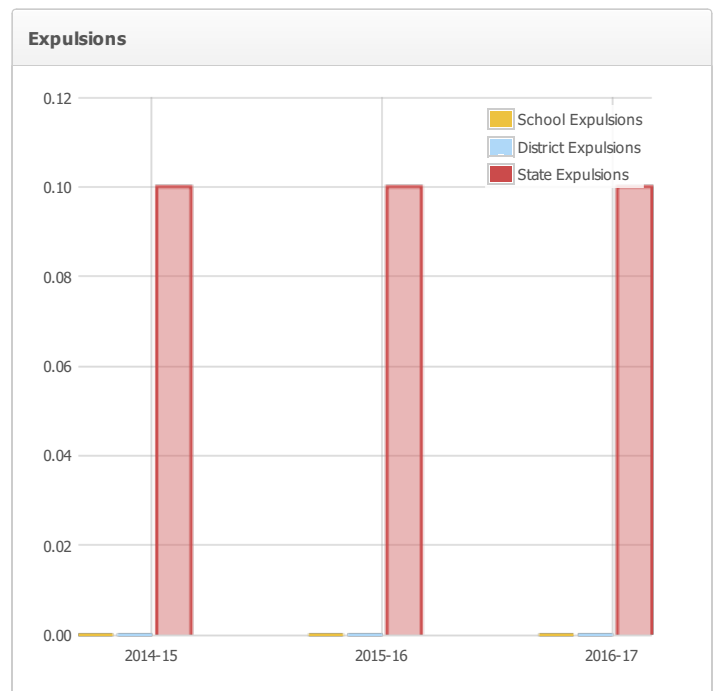
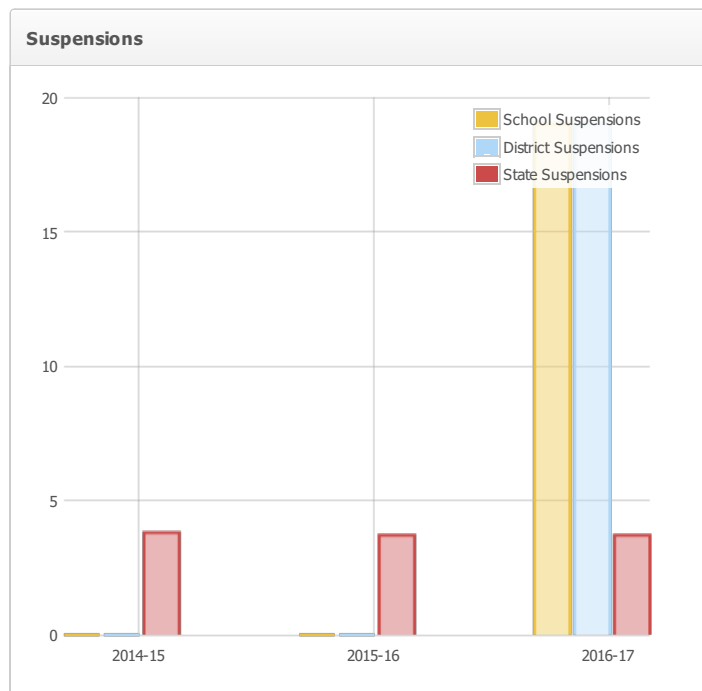
# State Priority: School Climate

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

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

## Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	0.0%	0.0%	19.0%	0.0%	0.0%	19.0%	3.8%	3.7%	3.7%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 12/4/2017

## School Safety Plan (School Year 2017-18)

School safety plan was developed and adopted by the Board of Directors in the summer of 2016, prior to school opening and faculty employed. The plan was reviewed and updated over the summer 2017. The key points to the plan include:

\*Campus security, including entrances, exits, visitors, registered sex offender policies

\*Traffic and pedestrian safety

\*Emergency preparedness

\*Disaster plans

\*Threats, including lockdown, shooting, bomb, death/suicide

\*Anti-discrimination

\*Student discipline



*Last updated: 12/4/2017*

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2012-2013
Year in Program Improvement		Year 2
Number of Schools Currently in Program Improvement	N/A	0
Percent of Schools Currently in Program Improvement	N/A	0.0%

*Last updated: 12/4/2017*

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15			2015-16			2016-17					
	Average Class Size	Number of Classes *		Average Class Size	Number of Classes *		Average Class Size	Number of Classes *				
		1-20	21-32		33+	1-20		21-32	33+	1-20	21-32	33+
K												
1												
2												
3												
4												
5												
6												
Other												

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

*Last updated: 12/4/2017*

**Average Class Size and Class Size Distribution (Secondary)**

Subject	2014-15				2015-16				2016-17			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	0.0	0	0	0	0.0	0	0	0	22.0	2	0	0
Mathematics	0.0	0	0	0	0.0	0	0	0	22.0	2	0	0
Science	0.0	0	0	0	0.0	0	0	0	22.0	2	0	0
Social Science	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0

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

Last updated: 12/4/2017

**Academic Counselors and Other Support Staff (School Year 2016-17)**

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.5	44.0
Counselor (Social/Behavioral or Career Development)	0.5	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.0	N/A
Psychologist	0.1	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.2	N/A
Resource Specialist (non-teaching)	0.6	N/A
Other	0.0	N/A

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

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

Last updated: 12/4/2017

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	--	\$33097.0	--	\$63300.0
District	N/A	N/A	\$11549.0	\$63300.0
Percent Difference – School Site and District	N/A	N/A	0.0%	0.0%
State	N/A	N/A	\$6574.0	\$69964.0
Percent Difference – School Site and State	N/A	N/A	0.0%	0.0%

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

Last updated: 2/1/2018

### Types of Services Funded (Fiscal Year 2016-17)

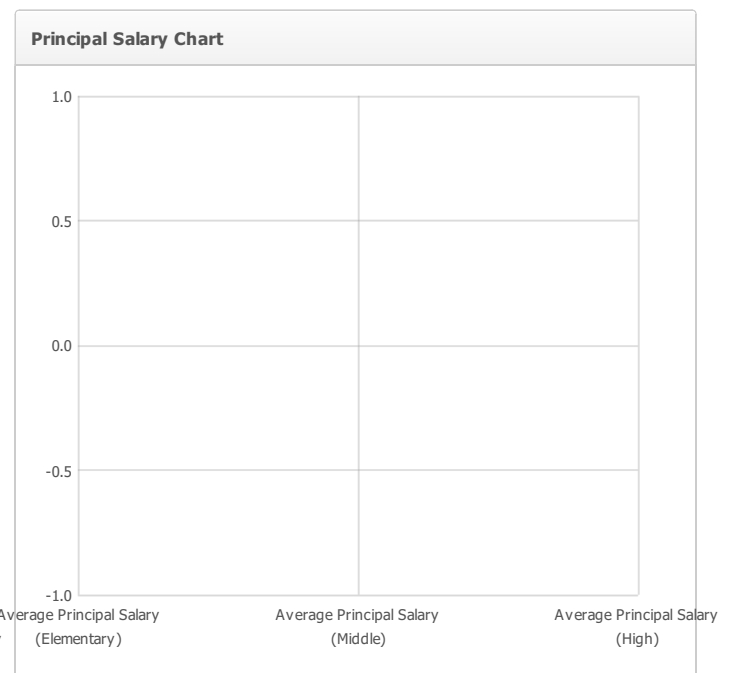
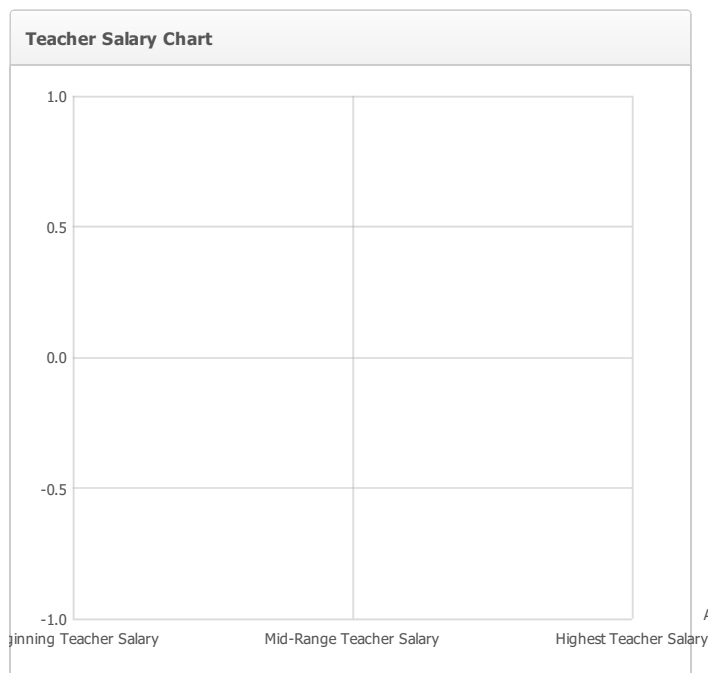
We have a full time Director of Student Services that provides college and behavioral counseling. Our counselor-to-student ratio was thus about 15 times state average.

*Last updated: 12/4/2017*

### Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$	--
Mid-Range Teacher Salary	\$	--
Highest Teacher Salary	\$	--
Average Principal Salary (Elementary)	\$	--
Average Principal Salary (Middle)	\$	--
Average Principal Salary (High)	\$	--
Superintendent Salary	\$	--
Percent of Budget for Teacher Salaries	0.0%	--
Percent of Budget for Administrative Salaries	0.0%	--

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



*Last updated: 12/4/2017*

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

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.0%

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

\*Where there are student course enrollments of at least one student.

*Last updated: 12/4/2017*

**Professional Development**

Professional Development is a major component of instructional support to faculty and staff. The Professional Development program provides opportunities for teachers to implement our core curriculum for all students, update subject area expertise, use data to plan instructional improvement strategies and acquire new instructional strategies. The entire staff engages in cycles of inquiry during summer and weekly professional development meetings, including full-day professional developments during the year.

In 2016-17 and 2017-18 school years, there were at least nine days in the summer devoted to classroom pedagogy and instruction, and schoolwide policies and procedures. We have weekly professional development meetings and at least 4 full-day PDs during the year. Most of the professional development opportunities occur on campus, but almost every staff attends conferences for targeted development, and in 2017-18, weekly one-on-one Director of Instruction and teacher meetings were instituted. There are at least 4 observations scheduled for each teacher, and student data is presented for instructional and grading reflection.

*Last updated: 12/4/2017*