

# APEX 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.

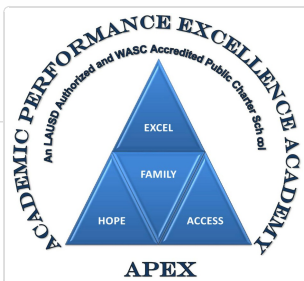
- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school,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



### Rachel Livingston, Principal

Principal, APEX Academy

#### About Our School

Dear APEX Academy families,

This SARC Report provides a snapshot of our school's journey to continued improvement.

As your child prepares to move on to high school and later, on to college or career, you have choices. APEX Academy has for the last five years served hundreds of families in our community, and is known for helping all students succeed. While the trend is for high schools to specialize within a particular field of learning, APEX's single focus is to offer every student an all A-G, college prep curriculum so that they have more options upon graduation; while we know that not all students will go to a 4-year college, all of our students graduate prepared and eligible to go. We are excited to be moving more and more students onto productive career paths and colleges, including most UCs, UCLA, UC Berkeley, and most CSUs, CSUN, and several private universities such as Loyola Marymount University. APEX is now enrolling students in the 7th, 8th, and 9th grade for the upcoming school year. It is our hope that you make APEX Academy your educational choice for your child in this school year.

Thank you so much for your ongoing support and partnership in making APEX Academy the school of choice in the East Hollywood community.

Sincerely,

Alfonso Paz, Director

Cesar Arturo Lopez, Director

#### Contact

APEX Academy  
1309 North Wilton Pl., 3rd Fl.

*Los Angeles, CA 90028-8526*

*Phone: 323-817-6550*

*E-mail: [rlivingston@apexacademyhs.info](mailto:rlivingston@apexacademyhs.info)*

# About This School

## Contact Information (School Year 2017-18)

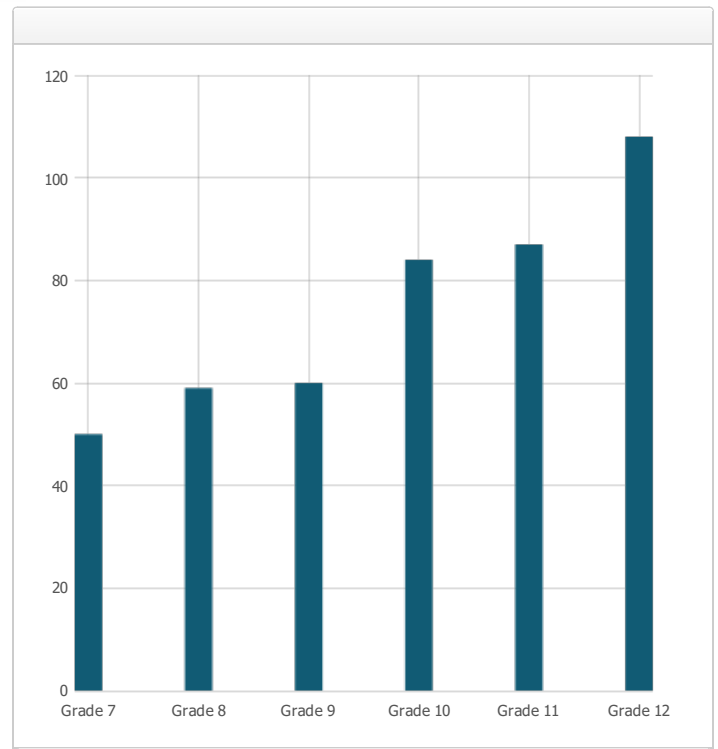
District Contact Information (School Year 2017-18)	
<b>District Name</b>	Los Angeles Unified
<b>Phone Number</b>	(213) 241-1000
<b>Superintendent</b>	Michelle King
<b>E-mail Address</b>	<a href="mailto:michelle.king@lausd.net">michelle.king@lausd.net</a>
<b>Web Site</b>	<a href="http://www.lausd.net">www.lausd.net</a>

School Contact Information (School Year 2017-18)	
<b>School Name</b>	APEX Academy
<b>Street</b>	1309 North Wilton Pl., 3rd Fl.
<b>City, State, Zip</b>	Los Angeles, Ca, 90028-8526
<b>Phone Number</b>	323-817-6550
<b>Principal</b>	Rachel Livingston, Principal
<b>E-mail Address</b>	<a href="mailto:rivingston@apexacademyhs.info">rivingston@apexacademyhs.info</a>
<b>Web Site</b>	<a href="http://www.apexacademyhs.org">www.apexacademyhs.org</a>
<b>County-District-School (CDS) Code</b>	19647330117077

*Last updated: 1/24/2018*

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

Grade Level	Number of Students
Grade 7	50
Grade 8	59
Grade 9	60
Grade 10	84
Grade 11	87
Grade 12	108
<b>Total Enrollment</b>	<b>448</b>

*Last updated: 1/24/2018***Student Enrollment by Student Group (School Year 2016-17)**

Student Group	Percent of Total Enrollment
Black or African American	4.0 %
American Indian or Alaska Native	1.6 %
Asian	0.4 %
Filipino	1.3 %
Hispanic or Latino	90.8 %
Native Hawaiian or Pacific Islander	0.2 %
White	4.0 %
Two or More Races	0.5 %
Other	-2.8 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	96.0 %
English Learners	14.7 %
Students with Disabilities	12.1 %
Foster Youth	0.9 %

*Last updated: 1/24/2018*

## A. Conditions of Learning

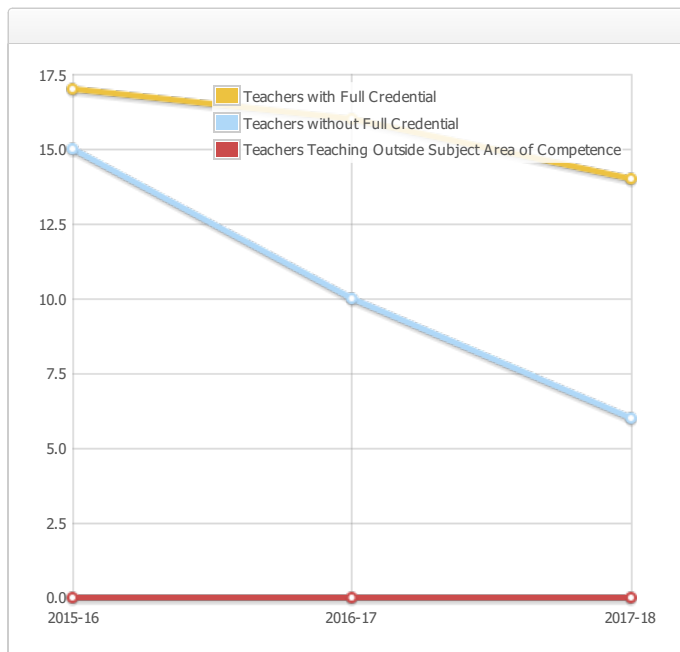
### State Priority: Basic

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

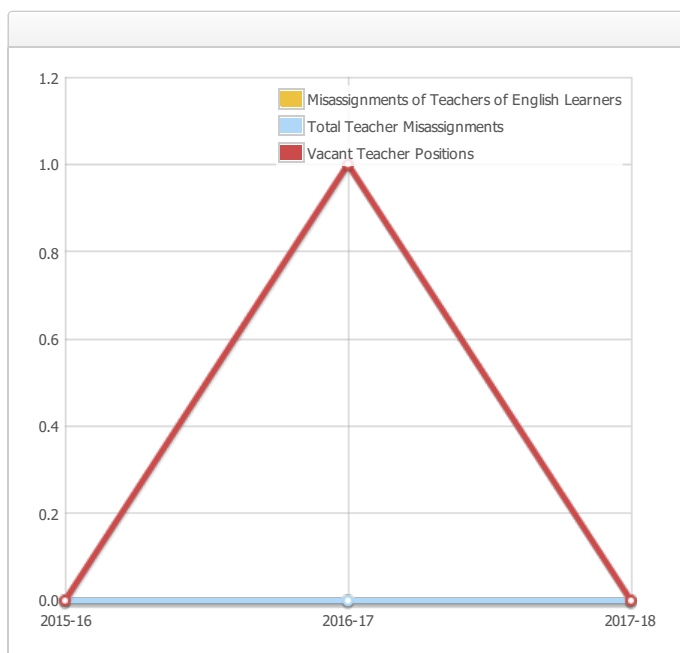
Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	17	16	14	
Without Full Credential	15	10	6	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 1/24/2018

#### 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: 1/24/2018

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

Year and month in which the data were collected: August 2016

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>Language of Literature (California Edition), 9; McDougal Littell</p> <p>Language of Literature (California Edition), 10; McDougal Littell</p> <p>Elements of Literature, Fifth Course: Essentials of American Literature; Holt, Rinehart and Winston</p> <p>11th Grade Contemporary Composition Course; LAUSD</p> <p>12th Grade Expository Reading and Writing Course; LAUSD</p> <p>Elements of Literature: Perspectives in Multicultural Literature; Holt; Fourth Course</p> <p>The Language of Composition: Reading, Writing, Rhetoric; 2nd Edition, Shea, Scanlon, Aufses</p> <p>Language Network, 7; McDougal Littell</p> <p>Language Network; 8 McDougal Littell</p>	Yes	0.0 %
Mathematics	<p>Accelerated Grade 7 Mathematics Common Core; 2013 Edition; Prentice Hall</p> <p>Mathematics I Common Core; 8, Pearson</p> <p>Mathematics II Common Core; 9, Pearson</p> <p>Mathematics III Common Core; Pearson</p> <p>Pre-Calculus with Trigonometry: Concepts and Applications, 2nd Edition; Key Curriculum Press</p> <p>Calculus: AP; John Rogawski; W. H. Freeman and Company</p>	Yes	0.0 %
Science	<p>Life on an Ocean Planet; Follett</p> <p>Biology, CA Edition; McDougal Littell</p> <p>Holt Chemistry, CA Edition; Holt, Rinehart and Winston</p> <p>Holt Physics, CA Edition; Holt, Serway and Faughn</p> <p>Life: The Science of Biology; 8th Edition; Sadava, Heller, Orians, Purves, Hillis, W. H. Freeman &amp; Associates</p> <p>Environmental Science – Earth as a Living Planet; Botkin &amp; Keller; 6th Edition</p> <p>Earth Science: Geology, the Environment, and the Universe; California Edition; Glencoe, McGraw</p> <p>Focus on Physical Science Grade 8; California Edition; Glencoe/McGraw Hill</p>	Yes	0.0 %
History-Social Science	<p>Glencoe World History: Modern Times; Glencoe/McGraw-Hill</p> <p>Pathways to the Present: Modern American History; Pearson Education/Prentice Hall</p> <p>Magruder's American Government (California Edition); Pearson Education/Prentice Hall</p> <p>Economics: Principles &amp; Practices; Glencoe/McGraw-Hill</p> <p>American Government: Institutions and Policies, 10th Edition; Wilson, Dillio?</p> <p>A People's History of the United States 1492-Present; Howard Zinn; Harper Collins Publishers</p> <p>World History Medieval and Early Modern Times; McDougal Little</p> <p>History of Our Nation Independence Through 1914; Pearson Prentice Hall;</p>	Yes	0.0 %

## California Edition

Foreign Language	Realidades, Level 1; Prentice Hall Nuevas Vistas: Holt Advanced Spanish, Curso Uno; Holt, Rinehart and Winston Realidades, Level 2; Prentice Hall Nuevas Vistas: Holt Advanced Spanish, Curso Dos; Holt, Rinehart and Winston Tesoro Literario; Nivel Avanzado, McGraw Hill	Yes	0.0 %
Health			0.0 %
Visual and Performing Arts	Arttalk; 4th Edition; Glencoe; McGraw Hill College Board AP Studio Art Workshop Handbook	Yes	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: 1/25/2018

## School Facility Conditions and Planned Improvements

The information provided below is from the most recent Facility Inspection Tool (FIT) data from LAUSD. APEX Academy shares an LAUSD campus with Helen Bernstein High School and STEM Academy, both LAUSD high schools:

The District takes great efforts to ensure that all schools are clean, safe, and functional within the available resources. The District has established cleaning standards for all school facilities in assigning and inspecting custodial work. Food service and restroom facilities are given highest priority on a daily basis to ensure the health and safety of students and staff. Other cleaning functions may be scheduled on a less than daily frequency due to the limitation of available custodial resources. Determination of repair status is based on the most recent SARC Inspection. Additional information about the condition of the school facilities may be obtained from the school.

*Last updated: 1/25/2018*

## School Facility Good Repair Status

Year and month of the most recent FIT report: July 2015

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	Good	
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	Good	

## Overall Facility Rate

Year and month of the most recent FIT report: July 2015

Overall Rating	Exemplary
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*Last updated: 1/25/2018*



## 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)	15%	16%	39%	40%	48%	48%
Mathematics (grades 3-8 and 11)	5%	3%	29%	30%	36%	37%

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

*Last updated: 1/25/2018*

**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	179	162	90.50%	15.82%
Male	100	92	92.00%	--
Female	79	70	88.61%	23.19%
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian				
Filipino	--	--	--	
Hispanic or Latino	159	143	89.94%	17.27%
Native Hawaiian or Pacific Islander	--	--	--	
White	--	--	--	
Two or More Races				
Socioeconomically Disadvantaged	177	160	90.40%	15.38%
English Learners	76	73	96.05%	
Students with Disabilities	22	18	81.82%	
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: 1/25/2018*

**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	179	161	89.94%	
Male	100	91	91.00%	
Female	79	70	88.61%	
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian				
Filipino	--	--	--	
Hispanic or Latino	159	143	89.94%	
Native Hawaiian or Pacific Islander	--	--	--	
White	--	--	--	
Two or More Races				
Socioeconomically Disadvantaged	177	159	89.83%	
English Learners	76	73	96.05%	
Students with Disabilities	22	18	81.82%	
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: 1/25/2018*

**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)	14.0%	17.0%	46.0%	46.0%	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: 1/25/2018*

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

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

*Last updated: 1/25/2018*

**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	74.0%
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	63.3%

# 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
7	17.4%	15.2%	8.7%
9	10.2%	12.2%	12.2%

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: 1/26/2018

## 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)

APEX Academy has a new, dedicated Parent Center this school year. Workshops, trainings, and informational meetings are held there at least twice a week. See the link below for details, or call the main office at (323) 817-6550 for more information:

[APEX Academy 2017-18 Parent Center Schedule](#)

# State Priority: Pupil Engagement

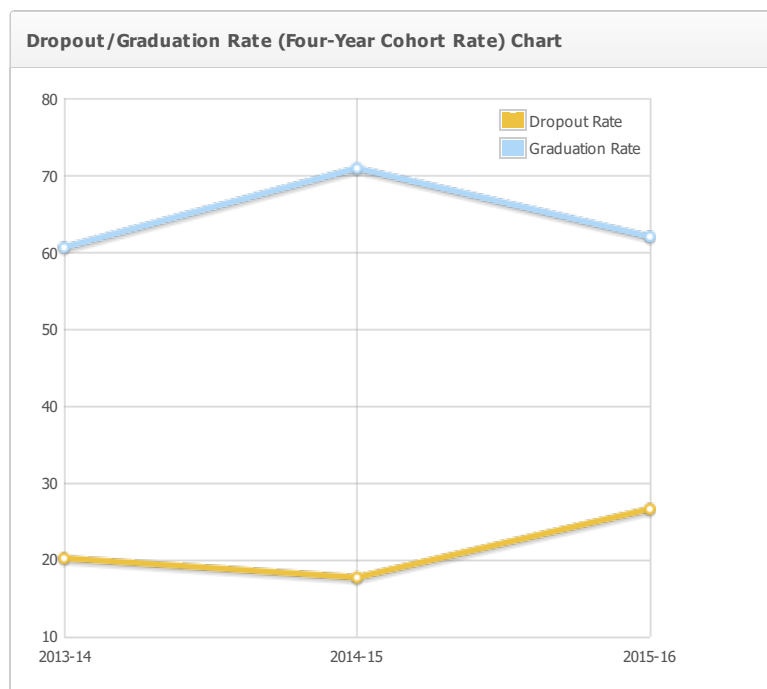
*Last updated: 1/30/2018*

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	20.2%	17.7%	26.6%	17.4%	16.7%	13.7%	11.5%	10.7%	9.7%
Graduation Rate	60.6%	70.9%	62.0%	0.0%	0.0%	0.0%	81.0%	82.3%	83.8%





**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	58.8%	86.9%	87.1%
Black or African American	100.0%	82.9%	79.2%
American Indian or Alaska Native	0.0%	81.7%	80.2%
Asian	0.0%	89.2%	94.4%
Filipino	100.0%	90.1%	93.8%
Hispanic or Latino	58.5%	87.3%	84.6%
Native Hawaiian or Pacific Islander	0.0%	88.8%	86.6%
White	0.0%	86.0%	91.0%
Two or More Races	0.0%	83.3%	90.6%
Socioeconomically Disadvantaged	57.7%	87.9%	85.5%
English Learners	28.6%	38.2%	55.4%
Students with Disabilities	55.6%	59.2%	63.9%
Foster Youth	50.0%	82.7%	68.2%



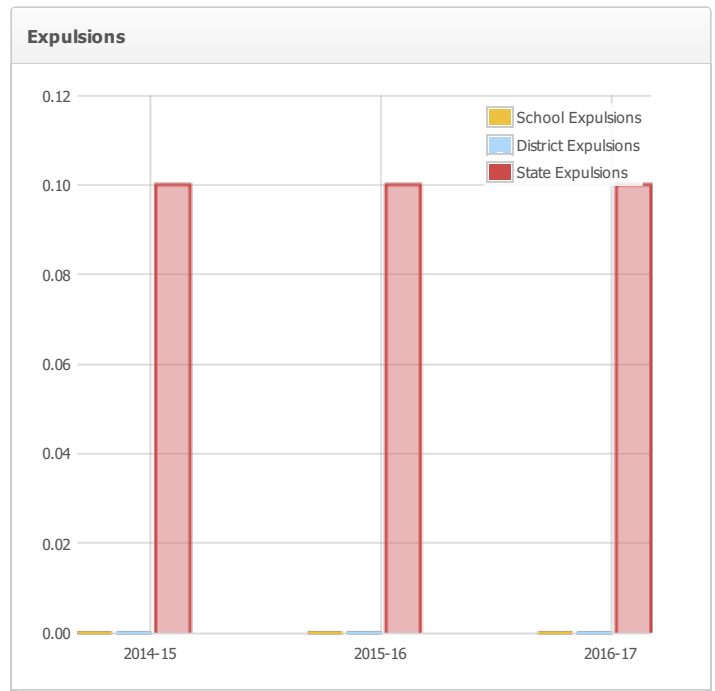
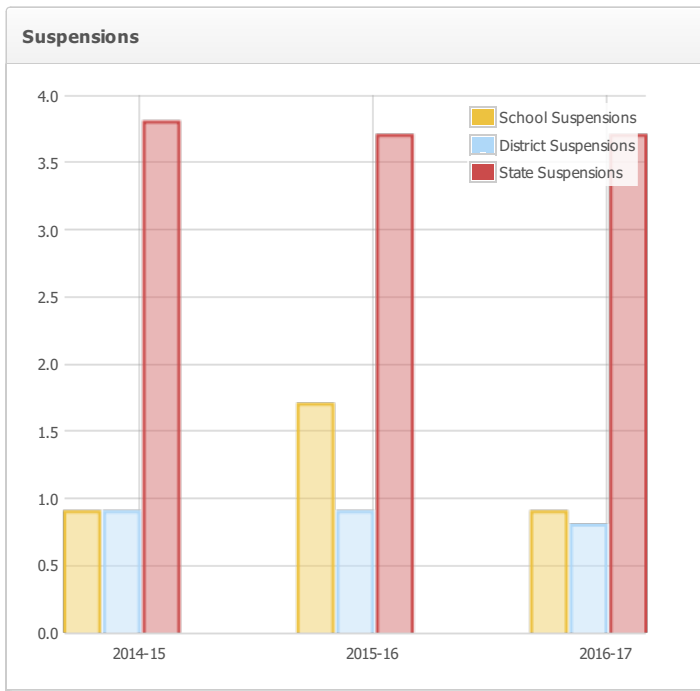
# State Priority: School Climate

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	0.9%	1.7%	0.9%	0.9%	0.9%	0.8%	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: 1/30/2018

## D. Other SARC Information

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

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

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2010-2011	2004-2005
Year in Program Improvement	Year 2	Year 3
Number of Schools Currently in Program Improvement	N/A	642
Percent of Schools Currently in Program Improvement	N/A	69.0%

*Last updated: 1/30/2018*

**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	19.0	18	9	0	19.0	10	16	0	17.0	18	8	0
Mathematics	18.0	16	6	0	19.0	11	7	0	15.0	16	2	0
Science	18.0	12	5	0	27.0	3	10	1	19.0	11	7	0
Social Science	20.0	16	6	0	14.0	23	9	0	15.0	19	6	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: 1/30/2018

**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	3.0	118.5
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.0	N/A
Psychologist	0.0	N/A
Social Worker	1.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.0	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other		N/A

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

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

Last updated: 1/30/2018

**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	\$12185.5	\$2470.4	\$9715.1	\$54698.9
District	N/A	N/A	\$0.0	\$73658.0
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$6574.0	\$79228.0
Percent Difference – School Site and State	N/A	N/A	--	--

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

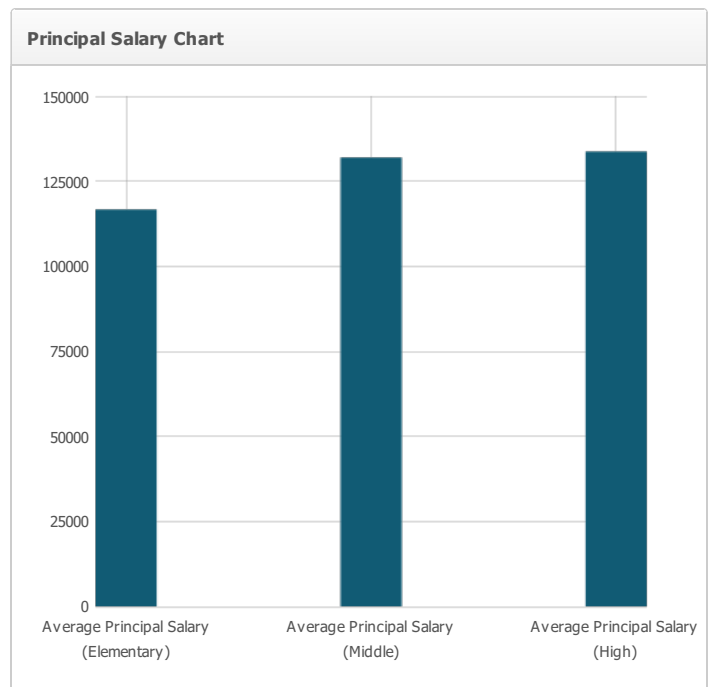
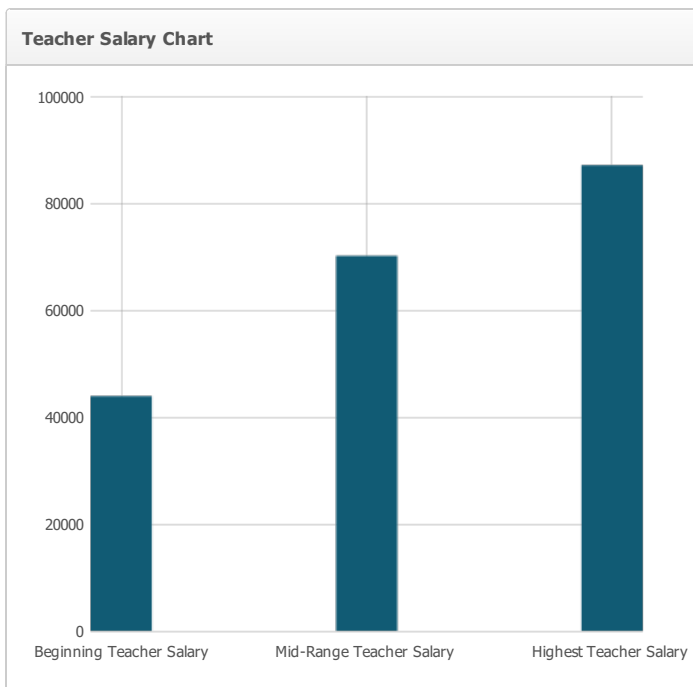
Last updated: 1/31/2018

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

Category	District Amount	State Average For Districts In Same Category
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Beginning Teacher Salary	\$43,913	\$47,808
Mid-Range Teacher Salary	\$70,141	\$73,555
Highest Teacher Salary	\$87,085	\$95,850
Average Principal Salary (Elementary)	\$116,684	\$120,448
Average Principal Salary (Middle)	\$131,969	\$125,592
Average Principal Salary (High)	\$133,725	\$138,175
Superintendent Salary	\$350,000	\$264,457
Percent of Budget for Teacher Salaries	32.0%	35.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

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



*Last updated: 1/31/2018*

**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	1	N/A
Fine and Performing Arts	1	N/A
Foreign Language	0	N/A
Mathematics	1	N/A
Science	1	N/A
Social Science	1	N/A
All Courses	4	19.6%

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

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

*Last updated: 1/31/2018*

**Professional Development**

Professional Development is offered on a weekly basis throughout the school year. Various topics are covered, including instructional practices, lesson planning, community/social-emotional support, policy and procedure updates, etc. At the beginning of each school year, teachers and staff are offered 3 days of intensive PD in order to prepare for the new year. Additional PD is provided for new teachers and staff members at that time as well. Winter break includes 2 days of professional development in preparation for the new semester.

Regular PD meetings are supplemented by in-class visits and observation, additional support and training for teachers when necessary. Teachers are also encouraged to seek out and attend outside professional development to support their classroom instruction and subject area.

*Last updated: 1/31/2018*