

NOVA Academy - Coachella

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.



Ms. Lisa Hernandez, Principal

Principal, NOVA Academy - Coachella

About Our School

Welcome to NOVA Academy, Early College High School, where we have demonstrated 12 years of academic excellence. Our commitment to learning has propelled us to a national silver ranking among high schools by US News and World Report.

NOVA offers programs designed to support students in their readiness for college, evidenced by the number of graduates who pursue postsecondary education. Students have the opportunity to challenge themselves like never before with the opportunity to take a wide variety of college courses. Some courses are offered on campus, and many students opt to utilize NOVA's free transportation system to take a course at College of the Desert during their school day. This ability to earn college credits as a high school student allows students to better prepare for their future studies.

NOVA Academy is a high school like few others in Riverside County, as NOVA is like another family. If you speak to a parent of a current NOVA student, you will hear that with a family structure built into the day, parents feel their children are more safe and cared for, both academically and emotionally. NOVA Academy Early College High School is extraordinary, not only because of the ability to take so many college courses at no cost to you, but because of the dedicated and family-oriented staff, and that our staff, students, and families truly care about this school. Students understand that the opportunity to be an *Eagle* is truly something special and unique.

I invite you to be a part of NOVA Academy and take advantage of the benefits of this unique school yourself.

Sincerely,
Mrs. Lisa Hernandez
Principal

Contact

NOVA Academy - Coachella
52-780 Frederick St.
Coachella, CA 92236-7319

Phone: 760-398-9806
E-mail: info@nova-academy.org

About This School

Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
District Name	Coachella Valley Unified
Phone Number	(760) 848-1000
Superintendent	Edwin Gomez
E-mail Address	edwin.gomez@cvusd.us
Web Site	http://www.cvusd.us

School Contact Information (School Year 2017-18)	
School Name	NOVA Academy - Coachella
Street	52-780 Frederick St.
City, State, Zip	Coachella, Ca, 92236-7319
Phone Number	760-398-9806
Principal	Ms. Lisa Hernandez, Principal
E-mail Address	info@nova-academy.org
Web Site	http://www.nova-academy.org
County-District-School (CDS) Code	33736760121673

Last updated: 2/2/2018

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

NOVA Academy Early College High School's Mission Statement is to inspire, educate, and prepare all students to be successful in college, career and in life.

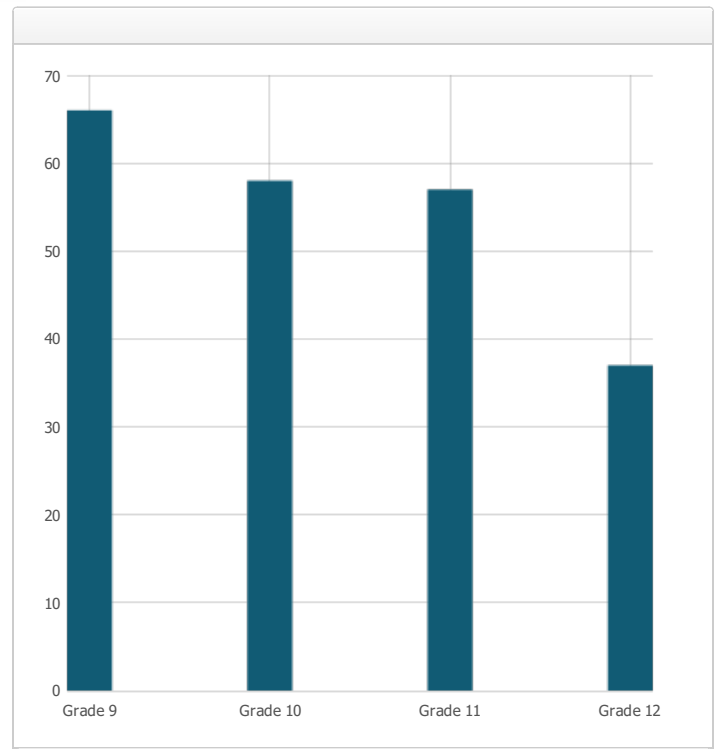
Our core values include:

- Academic Excellence - Learning in a rigorous yet nurturing environment promotes a love of ideas while encouraging discovery, creativity, and engagement.
- The Whole Child - A holistic approach to education beyond academics that centers on the development of each student's social, emotional, intellectual, and physical well-being. Seeing through the lens of compassion gives hope, helps build bridges, and develops a community of caring individuals.
- Early College - Early college high schools give students access to earning college credits with the possibility of obtaining an Associate degree without cost to students or families. These schools develop partnerships between public secondary schools and local community colleges and/or universities. The schools are small and autonomous institutions with high expectations, student-centered environments and facilitate greater student and parent participation.

Last updated: 2/2/2018

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

Grade Level	Number of Students
Grade 9	66
Grade 10	58
Grade 11	57
Grade 12	37
Total Enrollment	218



Last updated: 2/2/2018

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

Student Group	Percent of Total Enrollment
Black or African American	0.0 %
American Indian or Alaska Native	0.0 %
Asian	0.0 %
Filipino	0.0 %
Hispanic or Latino	99.5 %
Native Hawaiian or Pacific Islander	0.0 %
White	0.5 %
Two or More Races	0.0 %
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	94.5 %
English Learners	17.9 %
Students with Disabilities	5.5 %
Foster Youth	0.0 %

Last updated: 2/2/2018

A. Conditions of Learning

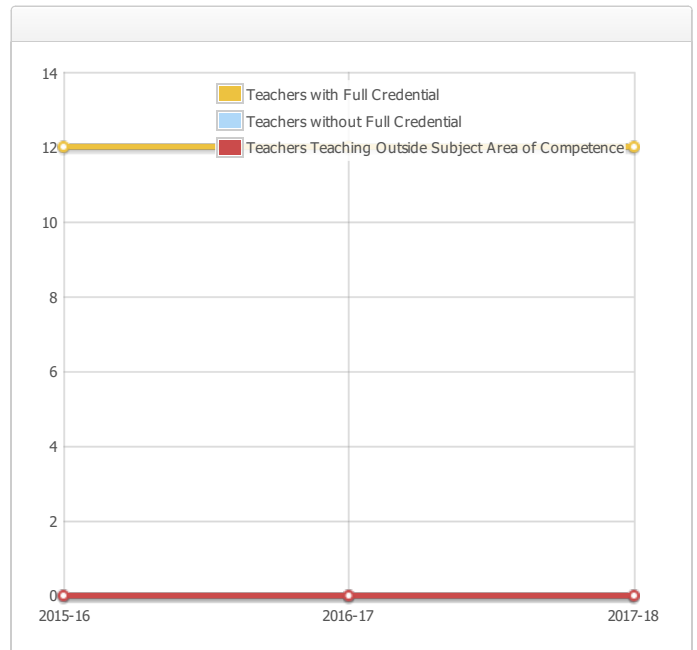
State Priority: Basic

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

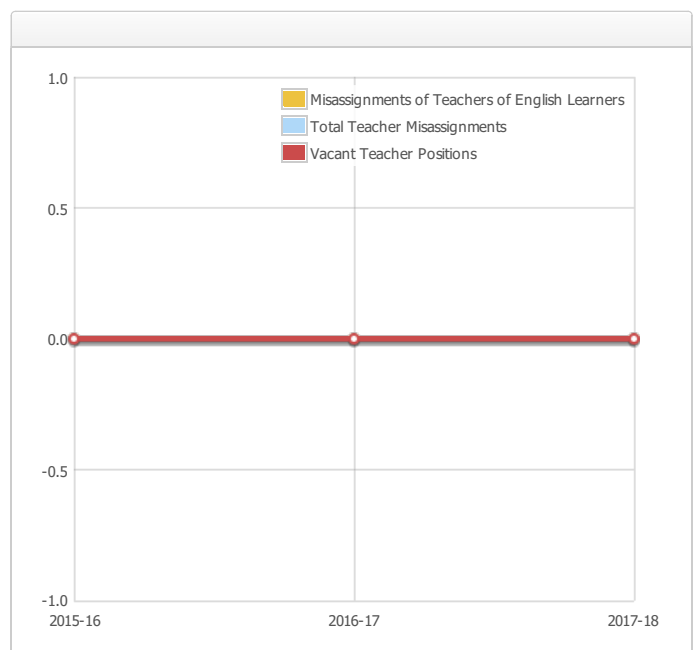
Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	12	12	12	
Without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 2/2/2018

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	0	0



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

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

Last updated: 2/2/2018

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

Year and month in which the data were collected:

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	The Language of Literature - McDougal Littell Literature and Language Art - Holt Animal Farm Of Mice & Men The Jungle (Dover Thrift Editions) by Upton Sinclair Narrative of the Life of Frederick Douglass Merriam-Webster's School Dictionary		0.0 %
Mathematics	Houghton Mifflin Harcourt Subscription for Integrated Math 1 Vol 1 & 2 Houghton Mifflin Harcourt Subscription for Integrated Math 2 Vol 1 & 2 Houghton Mifflin Harcourt Subscription for Integrated Math 3 Vol 1 & 2 Canculos Concepts & Calculators - Venture Texas Instruments Fundamental, Two-Line Scientific Calculator, Blue (30XIS/TBL/1L1/BA) Prentice Hall Math: Geometry, Student Edition		0.0 %
Science	Anatomy and Physiology by Michelle Watson Biology - Pearson Prentice Hall Chemistry - Pearson Prentice Hall Physics - Pearson Prentice Hall PASPORT Motion Sensor Hooked Mass Set Rod Clamps Dynamics System Supplies Spares Kit - IDS Photogate Pendulum Set Buret Clamp PASPORT Force Sensors Discover Centripetal Force Kit PASPORT Temperature Sensor Basic Calorimetry Set Braided Physics String Base and Support Rod American Government - Holt American Anthem Modern American History - Holt Economic Principal & Practice - McGraw Hill Patterns of Interaction - McDougal Littell American Cinema / American Culture, 4th Edition The Unfinished Nation: A Concise History of the American 0.0 % 2015-16 SARC - NOVA Academy - Coachella Page 7 of 23 Last updated: 3/1/2017 Note: Cells with N/A values do not require data. People 8th edition West Side Story		0.0 %
History-Social Science	American Government - Holt American Anthem Modern American History - Holt Economic Principal & Practice - McGraw Hill Patterns of Interaction - McDougal Littell American Cinema / American Culture, 4th Edition The Unfinished Nation: A Concise History of the American People 8th edition West Side Story		0.0 %
Foreign Language	Realidades, Level 1: Student Edition 1st Edition ISBN-10: 0131016873 Realidades, Level 2 (English and Spanish Edition) ISBN-10: 0130359513		0.0 %

	Realidades 3 (Spanish Edition) (Spanish) New title Edition ISBN- 10: 0130359688 Sendas literarias: Level 2 (Spanish)			
Health	Lifetime Health: Student Edition 2007 1st Edition ISBN-10: 0030672015			0.0 %
Visual and Performing Arts	The Art of Watching Films ISBN# 13: 978-0073386171 Everybody's Strum & Play Guitar Chords with CD G1025 - Everybody's Guitar Method Book 1 ISBN-10: 1569392811 BRUSH WATER COLOR SIZE 12 - SCHOOL SMART PAPER SKETCH PAD TONED TAN 9X12 50 SHEET APD PAINT TEMPERA			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: 2/2/2018

School Facility Conditions and Planned Improvements

NOVA Academy ECHS has been kept in good condition. The grounds receive regular maintenance by a grounds keeper and maintenance personnel. The school remains safe with metal gates that are easily closed in the case of an emergency. All doors are also locked at all times maintaining student safety

Last updated: 2/2/2018

School Facility Good Repair Status

Year and month of the most recent FIT report: January 2018

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: January 2018

Overall Rating	Exemplary
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Last updated: 2/2/2018

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)	55%	49%	22%	25%	48%	48%
Mathematics (grades 3-8 and 11)	15%	12%	14%	16%	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: 2/2/2018

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	52	51	98.08%	49.02%
Male	25	25	100.00%	52.00%
Female	27	26	96.30%	46.15%
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	52	51	98.08%	49.02%
Native Hawaiian or Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged	49	48	97.96%	47.92%
English Learners	24	23	95.83%	26.09%
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: 2/2/2018

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	52	51	98.08%	11.76%
Male	25	25	100.00%	16.00%
Female	27	26	96.30%	
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	52	51	98.08%	11.76%
Native Hawaiian or Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged	49	48	97.96%	--
English Learners	24	23	95.83%	
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: 2/2/2018

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)	31.0%	16.0%	33.0%	32.0%	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: 2/2/2018

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	100.0%
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	66.7%

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	24.2%	11.3%	19.4%

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: 2/2/2018

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)

Parent engagement at NOVA Academy Early College High School occurs through the input, feedback and participation at numerous events supporting students. This year, NOVA Academy has involved parents in the following activities:

School Site Council, Coffee with the Principal, Parent University nights on a variety of topics, FAFSA Night, Back to School Night, Open House, Parent Information Nights, and Posadas. Parents have also supported a number of school activities including school dances and Family Feast. Parents were surveyed twice during the 2016-2017 school year to determine how school staff can best reach out to them and what topics they would find most helpful for future parent events. Feedback from these surveys have helped inform practices at NOVA to better serve parents. Additionally, a new parent outreach program has been obtained for this year to better communicate with parents via phone, text, and email in the appropriate home language.

State Priority: Pupil Engagement

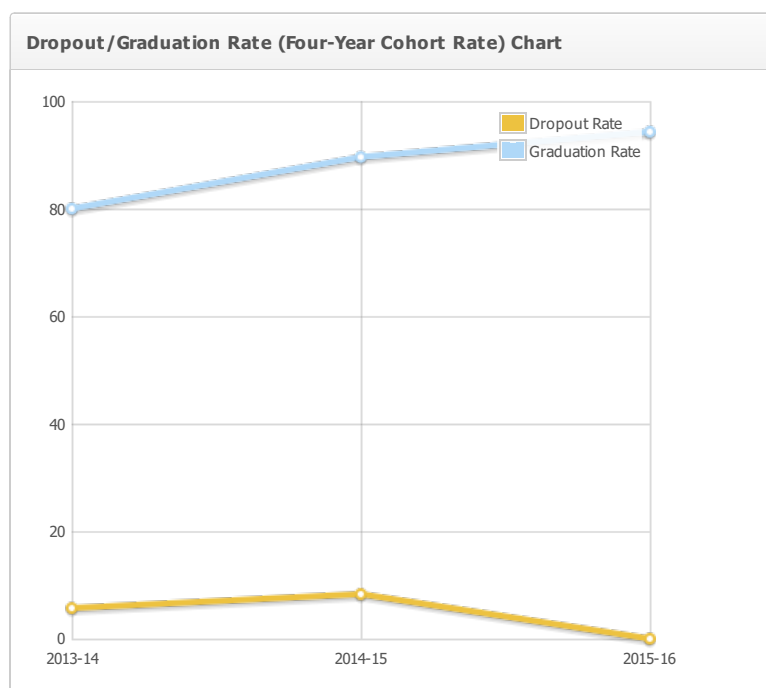
Last updated: 2/2/2018

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	5.7%	8.3%	0.0%	16.3%	11.8%	10.2%	11.5%	10.7%	9.7%
Graduation Rate	80.0%	89.6%	94.3%	78.3%	83.6%	86.1%	81.0%	82.3%	83.8%



Last updated: 2/2/2018

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

Student Group	School	District	State
All Students	94.3%	86.5%	87.1%
Black or African American	0.0%	33.3%	79.2%
American Indian or Alaska Native	0.0%	100.0%	80.2%
Asian	0.0%	0.0%	94.4%
Filipino	0.0%	100.0%	93.8%
Hispanic or Latino	94.3%	86.7%	84.6%
Native Hawaiian or Pacific Islander	0.0%	0.0%	86.6%
White	0.0%	66.7%	91.0%
Two or More Races	0.0%	0.0%	90.6%
Socioeconomically Disadvantaged	93.8%	88.7%	85.5%
English Learners	50.0%	54.5%	55.4%
Students with Disabilities	0.0%	86.1%	63.9%
Foster Youth	0.0%	50.0%	68.2%

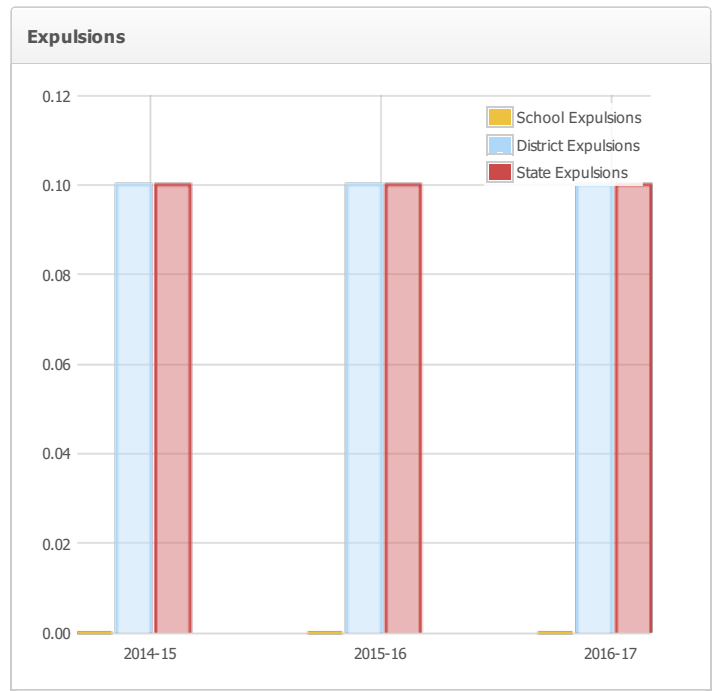
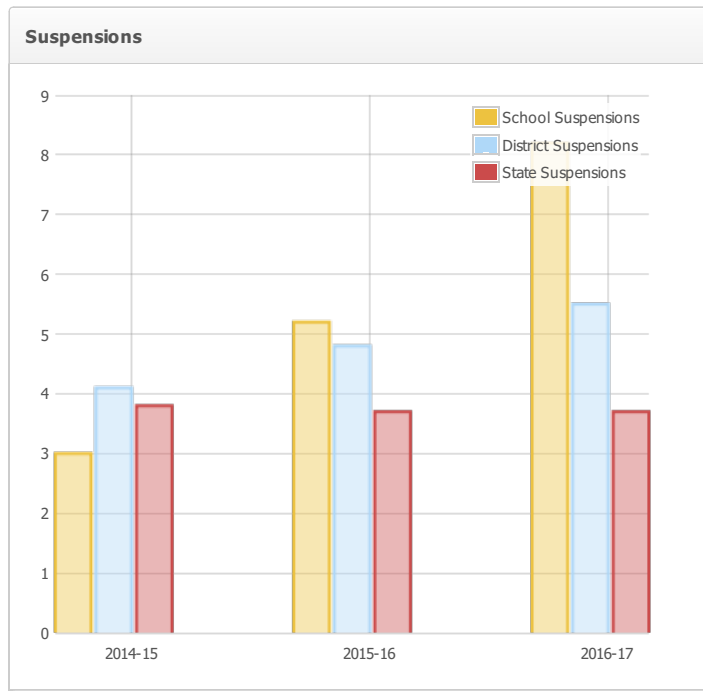
State Priority: School Climate

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	3.0%	5.2%	8.2%	4.1%	4.8%	5.5%	3.8%	3.7%	3.7%
Expulsions	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%



Last updated: 2/2/2018

School Safety Plan (School Year 2017-18)

The comprehensive School Site Safety Plan was developed for NOVA Academy in collaboration with local agencies 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 for teachers and students. The plan has been reviewed with all staff annually.

Last updated: 2/2/2018

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	Not in PI	In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	21
Percent of Schools Currently in Program Improvement	N/A	95.5%

Last updated: 2/2/2018

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	23.0	5	5	0	20.0	10	4	0	20.0	10	6	0
Mathematics	23.0	3	6	0	16.0	9	3	0	16.0	11	2	0
Science	26.0	0	3	0	22.0	2	6	0	23.0	4	4	0
Social Science	22.0	4	4	0	22.0	6	4	0	20.0	8	3	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: 2/2/2018

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	1.0	200.0
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		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: 2/2/2018

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	\$11179.6	\$1324.1	\$9855.5	\$50413.6
District	N/A	N/A	\$0.0	\$76496.0
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$6574.0	\$77824.0
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 2/5/2018

Types of Services Funded (Fiscal Year 2016-17)

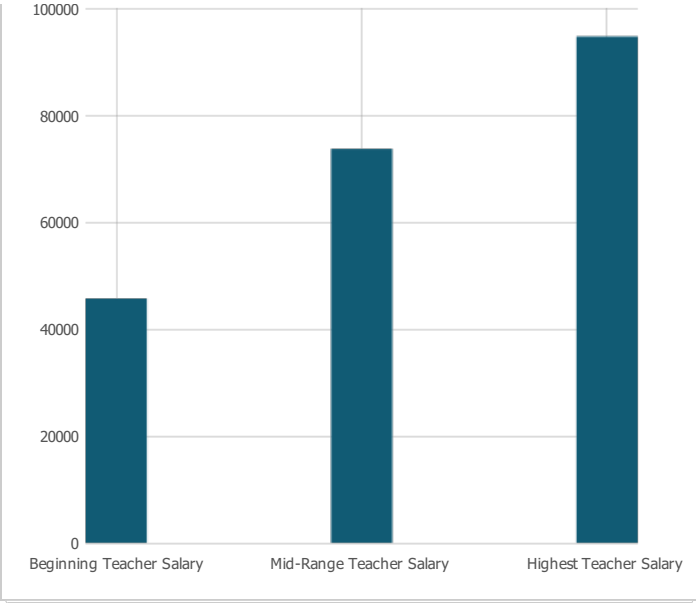
- LCFF
- Education Protection Account
- In Lieu of Property Tax
- NSLP Federal and State
- Mandate Block Grant
- State Lottery
- Title I and II
- Advanced Placement (AP)
- College Readiness Grant
- Charter School Facility Grant Program (SB740 Program)

*Last updated: 2/2/2018***Teacher and Administrative Salaries (Fiscal Year 2015-16)**

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$45,708	\$48,522
Mid-Range Teacher Salary	\$73,691	\$75,065
Highest Teacher Salary	\$94,705	\$94,688
Average Principal Salary (Elementary)	\$115,562	\$119,876
Average Principal Salary (Middle)	\$129,918	\$126,749
Average Principal Salary (High)	\$130,475	\$135,830
Superintendent Salary	\$241,740	\$232,390
Percent of Budget for Teacher Salaries	35.0%	37.0%
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/>.

Teacher Salary Chart**Principal Salary Chart**



Last updated: 2/2/2018

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	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: 2/2/2018

Professional Development

At the start of each school year, teachers participate in three days of staff development in August. Teachers and staff participate in weekly professional development meetings each year. Professional development is structured into whole group, department, and grade level learning communities, and topics are determined by student needs.

Some topics of professional development include, but are not limited to:

- Book Study of *Visible Learning* by John Hattie
- Instructional Strategies with the greatest impact on students
- Effective Classroom Management Strategies
- Department Meetings
- Communications with students and families regarding progress and performance
- Interim Assessments
- Family Interventions
- Support for Students struggling academically
- School safety
- Emergency and disaster preparedness
- Student discipline
- Academic support for all students
- Assessment
- Serving students with learning disabilities
- English Language Learners

Additionally, AP teachers have attended AP conferences in their subject areas. Math teachers have attended annual math conferences, science teachers attend the National Science Teacher Association conference, and language teachers attended subject specific training as well.

In addition to instructional and academic discipline training, staff members received professional development regarding CAASPP, ELPAC, special education translation and Aeries.

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