

# Ivy High School (Continuation)

## School Accountability Report Card

### Reported Using Data from the 2018-19 School Year

#### Published During 2019-20

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/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 at <https://dq.cde.ca.gov/dataquest/> 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.

## **About This School**

### **School Contact Information (School Year 2019-20)**

Entity	Contact Information
<b>School Name</b>	Ivy High School (Continuation)
<b>Street</b>	1056 Winterhaven Rd.
<b>City, State, Zip</b>	Fallbrook, CA, 92028-4500
<b>Phone Number</b>	760-723-6395
<b>Principal</b>	Michael Gray
<b>Email Address</b>	mgray@fuhdsd.net
<b>Website</b>	www.ivyhigh.org
<b>County-District-School (CDS) Code</b>	37681223732195

Entity	Contact Information
District Name	Fallbrook Union High
Phone Number	(760) 723-6332
Superintendent	Ilsa Garza Gonzalez
Email Address	igarzagonzalez@fuhds.net
Website	www.fuhds.net

## School Description and Mission Statement (School Year 2019-20)

Fallbrook is located in northern San Diego County, nestled between the Pala Indian Reservation and the US Marine Corps Base Camp Pendleton/Fallbrook Naval Weapons Station. The community of Fallbrook began in the area known today as Live Oak County Park. The first permanent recorded settlement was in 1869, when the Vital Reche family settled in the area. While the population continues to increase at a moderate pace, Fallbrook maintains an easy lifestyle and retains its “Friendly Village” atmosphere loved by residents and envied by visitors. Fallbrook is known for its avocado groves and claims the title “Avocado Capital of the World”. Fallbrook has always featured a rural countryside with all the amenities nearby. Our community of approximately 50,000 is spread over 127 square miles. Fallbrook is “life in the country” with a feel which sets us apart and gives all who live her a special pride.

The Fallbrook Union High School District is composed of three high schools: Fallbrook Union High School (FUHS), Ivy High School (Continuation), and Oasis High School (Independent Study).

Ivy High School was established in 1978 to serve as the Continuation High School for the Fallbrook Union High School District. Ivy is dedicated to providing its students with the best possible foundation possible. Curriculum and instruction is designed to support students in their success in high school and beyond. Instruction is designed to support the state standards and to support the development of the whole child. Instructional time is very important for the success of our students. Ivy staff provide high quality instruction and curriculum designed to engage the students and to monitor time on task. Teachers organize the daily instruction by priorities and strategically plan instruction and assignments around student needs. Our teachers effectively manage time and give their students the best opportunity to learn and improve academic achievement. Ivy expects their students to attend school every day, be on time for each class and to arrive to class prepared. We recognize when students improve their attendance, they improve their academic prospects and chances for graduating. In addition, Ivy teachers strive to motivate and engage all of their students in learning and do not accept that some students cannot be engaged and destined to do poorly. We believe every student is capable of achieving success in school and we do all we can to provide ways to make each student successful. Ivy provides personal tutoring, after-school activities designed to meet academic and personal goals, and on-line courses such as College and Career I/II to Music I/II.

Ivy High school employs 9 faculty members and has a student enrollment of approximately 100. The school serves a diverse population. As of 2017-18, 89.5% are Hispanic/Latino, 6.1% White, 1.8 % Black, 1.8% Native American, and 1.9% Other. 14% of our students are English Language Learners (ELs), 61.2% are Socioeconomically Disadvantaged, 0% are Homeless, 1 student is Foster Youth, and 9% of our students are Special Education. Students and staff work collaboratively to achieve student outcomes. Ivy provides a safe and inviting learning environment. In 2014, Ivy High school received a six year WASC Accreditation and remains accredited until the Spring of 2010. In 2016, Ivy High School was named a Model Continuation School for the State of California.

### VISION

The Ivy High School community envisions providing a “flexible” setting that promotes academic, social, and personal accountability to prepare successful and responsible citizens.

## MISSION

The Mission of Ivy High School is to maintain an educational environment, which is flexible and personal that allows all students the opportunity to grow educationally and socially while acquiring the essential skills needed for careers in a global society.

## PHILOSOPHY

It is the intent of the Fallbrook Union High School District that Ivy High School meet the individual needs of the students to provide standards-based education offering an opportunity for the completion of required courses to graduate from high school; attendance at Ivy promotes individual development through open entry/open exit instruction in a flexible schedule; social, academic, personal, and career guidance and counseling; development of employability skills which prepare students for the world of work; assumption of social responsibility through a program of discipline and strong expectations.

### Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Grade 10	1
Grade 11	30
Grade 12	62
Total Enrollment	93

### Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.1
American Indian or Alaska Native	4.3
Hispanic or Latino	84.9
White	7.5
Two or More Races	2.2
Socioeconomically Disadvantaged	80.6
English Learners	18.3
Students with Disabilities	6.5
Homeless	3.2

## 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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	7	5	6.4	107
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	1	0	0	0

## Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	1

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.

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: December 2015

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Literature & Language Arts Blue/Holt/2004 Literature & Language Arts Aqua/Holt/2004 Literature & Language Arts Gold/Holt/2004 Literature & Language Arts Purple/Holt/2004 Holt Handbook Grade 9/Holt/2005 Holt Handbook Grade 10/Holt/2007 Holt Handbook Grade 11/Holt/2006 Holt Handbook Grade 12/Holt/2006 Read 180 R Book - Next Generation (Stage C)	Yes	0
Mathematics	Big Ideas Math, Algebra 1, Big Ideas Learning, 2015 Big Ideas Math, Geometry, Big Ideas Learning, 2015	Yes	0
Science	Biology/ Glencoe McGraw Hill/2008 Earth Science/McDougal Littell/2008		0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>History-Social Science</b>	Modern World History/McDougal Littell/2007 The Americans, McDougal Littell 2007 Economics, Principles in Action/Prentice Hall/2007 Magruder's American Government/Prentice Hall/2007		0
<b>Health</b>	Lifetime Health/Holt/2004	Yes	0
<b>Visual and Performing Arts</b>	Photography		

### School Facility Conditions and Planned Improvements (Most Recent Year)

FIT Overall rating: 97.11% ~ Good

The IVY High School campus is 5 years old, therefore the District has made it a priority to fund deferred maintenance due to the age of the campus. We make an effort to prioritize corrective and preventative maintenance for long-term savings. District allocates funds for routine restricted maintenance, plus additional funds for deferred maintenance. Our custodial staff inspect the campus throughout the day to ensure the safety of students, staff, and visitors. Equipment, structures, blacktop, and grass fields are maintained. Custodial staff maintains property in compliance with fire and safety requirements. Our maintenance crew work to ensure timely handling of needed facility repairs and immediate response to safety and health needs that arise. The campus includes 11 buildings, of which 11 are portables. The District facilities team spent \$7,053.42 on general repairs to our buildings in the 2017-17 school year, and \$7,244.34 in the 2017-2018 school year. Repairs are usually modest in scale and do not include modernization projects, renovations, or other construction normally paid for by bond measures.

### School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

**Year and month of the most recent FIT report:** January 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	No Repairs Needed at this time
<b>Interior:</b> Interior Surfaces	Fair	New Carpet Installed in Room 1 and 2. New Fire Door Installed and Painted in Room 1.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	Custodial cleaning looks great.
<b>Electrical:</b> Electrical	Good	New/upgraded outside LED lighting.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	New water fountain added.

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	Passed fire inspection.
<b>Structural:</b> Structural Damage, Roofs	Good	Rooftops in good condition.
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	Repaired 90' of 8' fencing. Add new side entrance gate. Replaced a new window to the principal's office.
<b>Overall Rating</b>	Good	

## 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

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	8	13	52	49	50	50
<b>Mathematics (grades 3-8 and 11)</b>	0	0	24	21	38	39

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.

Note: ELA and 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.

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	48	48	100.00	0.00	12.50
<b>Male</b>	25	25	100.00	0.00	12.00

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Female	23	23	100.00	0.00	13.04
Black or African American					
American Indian or Alaska Native	--	--	--	--	--
Filipino					
Hispanic or Latino	40	40	100.00	0.00	15.00
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	39	39	100.00	0.00	15.38
English Learners	20	20	100.00	0.00	5.00
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

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.

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	48	48	100.00	0.00	0.00
Male	25	25	100.00	0.00	0.00
Female	23	23	100.00	0.00	0.00
Black or African American					
American Indian or Alaska Native	--	--	--	--	--
Filipino					
Hispanic or Latino	40	40	100.00	0.00	0.00
Native Hawaiian or Pacific Islander					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	39	39	100.00	0.00	0.00
English Learners	20	20	100.00	0.00	0.00
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

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.

### CAASPP Test Results in Science for All Students Grades Five, Eight, and Ten Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

### Career Technical Education Programs (School Year 2018-19)

At IVY high school our opportunities are limited for CTE programs. We are a very small school. We currently work with our Comprehensive High School on a collaborative effort to involve our students successfully. However due to their own challenges with availability for their students we have been rarely successful.

### Career Technical Education Participation (School Year 2018-19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0



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

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	70.21
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	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 areas of physical education.

### California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	n/a	n/a	n/a
7	n/a	n/a	n/a
9	0	0	0

Note: Percentages are not calculated and double dashes (--) appear in the table 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. IVY High School doesn't service 9th grade students.

## 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 school site.

### Opportunities for Parental Involvement (School Year 2019-20)

1. During all new student orientations (required)
2. Back To School Night
3. Open House Night
4. Progress Report conferences
5. Report Card conferences
6. Attendance intervention conferences
7. Student Success Team meetings
8. Career Day
9. College Information Night
10. School Site Council meetings
11. School Board Meetings
12. Student of the Month celebrations

### State Priority: Pupil Engagement

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 2015-16	School 2016-17	School 2017-18	District 2015-16	District 2016-17	District 2017-18	State 2015-16	State 2016-17	State 2017-18
<b>Dropout Rate</b>	19.8	22.8	16.9	9	9.9	7.2	9.7	9.1	9.6
<b>Graduation Rate</b>	52.3	43	57.6	79.7	78.1	84.3	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

## 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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
<b>Suspensions</b>	9.7	6.0	1.3	5.5	5.0	6.0	3.6	3.5	3.5
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1

## School Safety Plan (School Year 2019-20)

Comprehensive Safety Plans are modeled after the San Diego County Office of Education template. All components are adhered to: Child Abuse Reporting Procedures, Disaster Response Procedures, Suspension & Expulsion Policies Procedures for Notifying Teachers about Dangerous Pupils, Discrimination & Harassment Policy, School-wide Dress Code Prohibiting Gang Attire, Safe Ingress and Egress, Safe and Orderly Environment, Policies & Procedures on Positive School Climate Assessment of the Current Status, Component 1: Social Climate: People and Programs, Component 2: Physical Environment: Place, Rules and Procedures on School Discipline, Hate Crime Policies and Procedures, Bullying Prevention Policies and Procedures. The Safety Plan is presented and reviewed with the teachers, practiced with the students, and reviewed with the School Site Council throughout the school year.

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

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+
<b>English</b>	22	4	4		18	4	3		14	6	3	
<b>Mathematics</b>	18	4	1		16	4			15	5		
<b>Science</b>	9	9			8	7			9	7		
<b>Social Science</b>	18	7	2		15	6	1		14	7		

\*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.

### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	132.9

\*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.

### Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	.7
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

\*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.

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9992.41	\$927.20	\$9065.21	\$109,945.47
District	N/A	N/A	\$13377.60	\$83180.51
Percent Difference - School Site and District	N/A	N/A	-38.4	27.7
State	N/A	N/A	\$7,506.64	\$79,737.00
Percent Difference - School Site and State	N/A	N/A	18.8	31.9

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

### Types of Services Funded (Fiscal Year 2018-19)

Title I funding - college fieldtrips, academic/class interventions

District - Professional development for teachers via instructional focus and curriculum development

ASSETS - after school programming - academics and activities supports

### Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,178	\$48,684
Mid-Range Teacher Salary	\$79,997	\$78,920
Highest Teacher Salary	\$101,607	\$99,844
Average Principal Salary (Elementary)	\$0	\$137,288
Average Principal Salary (Middle)	\$0	\$135,905
Average Principal Salary (High)	\$139,451	\$134,157
Superintendent Salary	\$242,131	\$185,654
Percent of Budget for Teacher Salaries	32%	31%
Percent of Budget for Administrative Salaries	6%	6%

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

### Advanced Placement (AP) Courses (School Year 2018-19)

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

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

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

### Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	7	7	12

The annual number of days provided for professional development and continuous professional growth for the school years:

2016—17 - 7 days

2017—18 - 7 days

2018—19 - 7 days

The primary/major areas of focus for staff development were curriculum development, instructional strategies/focus, ELD training, and learning walks. Student achievement data such as CAASPP/CELDT was used to determine the need for professional development in deciding on Student to Student Interactions (or making instruction visible strategies). Ivy High School collaborates with Fallbrook High School for professional development.

Professional development is delivered via workshops during the school day and with assistance from the San Diego County Office of Education. Teachers were supported during implementation via peer to peer observations, optional learning walks/feedback and teacher-principal informal meetings.