Intellectual Virtues Academy

School Accountability Report Card
Reported Using Data from the 2017—18 School Year
California Department of Education

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.

Armine Movsisyan, Director of Learning

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. We do this through the Intellectual Virtues Model of education thereby which learners develop their intellect and character through creative, critical thinking, and self growth virtues. Research shows that these are the quintessential components of preparing our learners for life in the 21st Century.

What we do in schools and what learning opportunities we provide our learners has great meaning when our learners continue to love learning, remain curious, and strive for something better as they compose their lives and find their place in the world. To paraphrase John Dewey, if we continue to teach as we did in the past to prepare our learners for their future we would rob them of tomorrow. The Intellectual Virtues model provides a supportive framework for learners and teachers to "think outside the box" of traditional teaching and learning. Learners are encouraged to bring new solutions to real-life issues that arise in a changing world. Our curriculum never stops evolving, as learners utilize collaboration to make the shift from being consumers of information to content-originators, and producers of ideas and projects. Most importantly, learners are asked to take ownership of their education and to "think for themselves". They often have the freedom to choose the method for completing designated projects, as long as they show they have mastered the required standards. This allows for creative and critical thinking to flourish as learners integrate art, make connections across curriculum content areas, and reflect on their own self-growth. Our educators often act as a guide to help learners achieve their goals, manage projects, and make real-life connections to core content standards and concepts.

Essentially, we provide learners and educators with a variety of ways to teach and learn with one another. By making our thinking and learning visible, we establish a united culture of connection, innovation, and leadership accessible to all learners. We welcome you to explore the outcomes of this innovative, yet classic methodology.

Dr. Armine Movsisyan

Director of Curriculum and Instruction

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

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	Los Angeles County Office of Education
Phone Number	(562) 922-6111
Superintendent	Debra Duardo
E-mail Address	duardo_debra@lacoe.edu
Web Site	http://www.lacoe.edu

School Contact Information (School Year 2018—19)	
School Name	Intellectual Virtues Academy
Street	1637 Long Beach Blvd.
City, State, Zip	Long Beach, Ca, 90813-4001
Phone Number	562-283-4456
Principal	Armine Movsisyan, Director of Learning
E-mail Address	info@academylongbeach.org
Web Site	www.academylongbeach.org
County-District-School (CDS) Code	19101990134346

Last updated: 12/5/2018

School Description and Mission Statement (School Year 2018—19)

The Academy is based on an "intellectual virtues" educational model, which aligns directly with the California Common Core State Standards and 21st century learning attributes in fostering nine Master Intellectual Virtues: curiosity, attentiveness, intellectual autonomy, intellectual carefulness, intellectual thoroughness, intellectual courage, open-mindedness, intellectual humility, and intellectual tenacity.

"Intellectual virtues" reflect a different concept of intelligence – we believe that intelligence is not simply a fixed ability, but rather can be cultivated through development of virtues such as curiosity and intellectual tenacity. In other words, students can learn how to be intelligent and engage in deeper learning in secondary school and beyond by developing these critical "intellectual character" traits. As secondary schools struggle to prepare students without a clear understanding of how rapidly developing technologies will change the workplace of their future, we believe that cultivation of intellectual virtues will position students to succeed in post-secondary school and become active and engaged members of the 21st century community and workplace. The goal, quite simply, is to cultivate the personal qualities of every student as a good thinker.

In essence:

[I]ntellectual virtues cultivate students' relationship to learning—their beliefs, attitudes, and feelings about thinking, and knowledge and understanding. . . .

To understand these habits of thinking is to understand the personal basis upon which education rests—from what motivates individuals to which skills are required to think well to how we develop capacities of discernment and judgment. What we're doing is articulating and implementing a terminological and conceptual framework that will allow excellent teachers to better understand, articulate, and practice what they're already doing.

When teachers 'teach to the test,' the de facto goal is often the short-term memorization of information or the rote application of rules or formulas. Intellectual virtues aim at a different kind of understanding. It's about educating the whole person—beliefs, attitudes, feelings, and other personal attributes.

(Intellectual Virtues: Towards a New Education of Character, Templeton Report, April 3, 2013 (internal quotes omitted).)

The intellectual virtues model provides a supportive framework for students and teachers to "think outside the box" of traditional teaching and learning. Students are encouraged to bring new solutions to real-life issues that arise in a changing world. Our curriculum never stops evolving, as students utilize collaboration to make the shift from being consumers of information to content-originators, and producers of ideas and projects. Most importantly, students are asked to take ownership of their education and to "think for themselves." Students often have the freedom to choose the method for completing designated projects, as long as they show they have mastered the required standards. This allows for creative and critical thinking to flourish as students make connections across curriculum content areas, integrate art and technology, and reflect on their own self-growth. Our teachers often act as a guide to help students achieve their goals, manage projects, and make real-life connections to core content standards and concepts. Essentially, we provide students and teachers with a variety of ways to teach and learn with one another. By making our thinking and learning visible, we establish a united culture of connection, innovation, and leadership accessible to all learners.
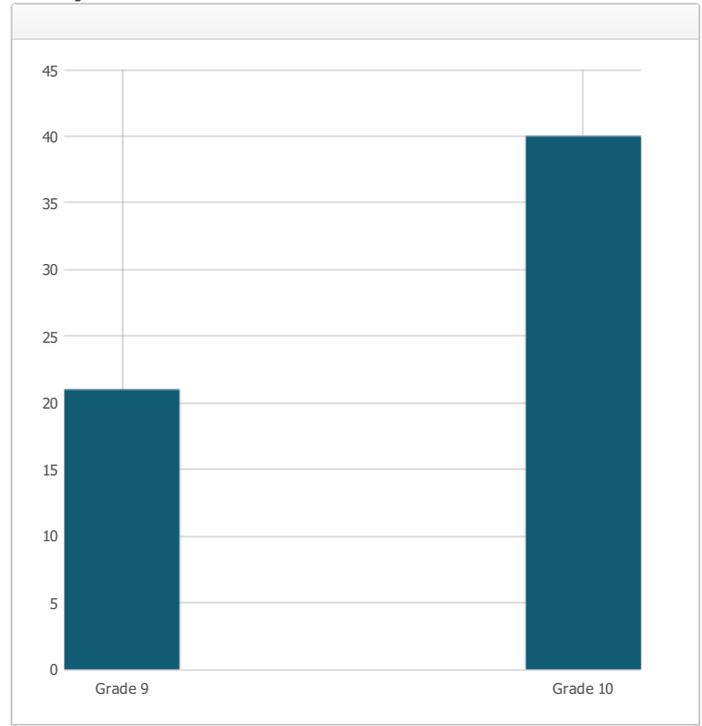
The Academy is the only school we know of that is implementing a whole-school intellectual character model of education for high needs students. Other schools

are either private, serve primarily middle class populations, or attempt to do so only in part (e.g., through honors or limited advisory programs). Our recent successful grant application to the John Templeton Foundation (JTF) was premised on our belief that urban populations can respond well to a thoughtful, challenging, and supportive academic environment that promotes deep thinking. They can do so both academically (see discussion above) and intellectually (see immediately below). JTF agreed that this premise was worth promoting even further, and we were one of only 2% of JTF applicants to receive funding.

Last updated: 12/5/2018

Student Enrollment by Grade Level (School Year 2017—18)

Grade Level	Number of Students
Grade 9	21
Grade 10	40
Total Enrollment	61

Student Enrollment by Student Group (School Year 2017—18)

Student Group	Percent of Total Enrollment
Black or African American	31.1 %
American Indian or Alaska Native	%
Asian	1.6 %
Filipino	3.3 %
Hispanic or Latino	49.2 %
Native Hawaiian or Pacific Islander	%
White	14.8 %
Two or More Races	%
Other	0.0 %

| Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	57.4 %
English Learners	18.0 %
Students with Disabilities	32.8 %
Foster Youth	%

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 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	4	5	5	5
Without Full Credential	2	2	3	3
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0
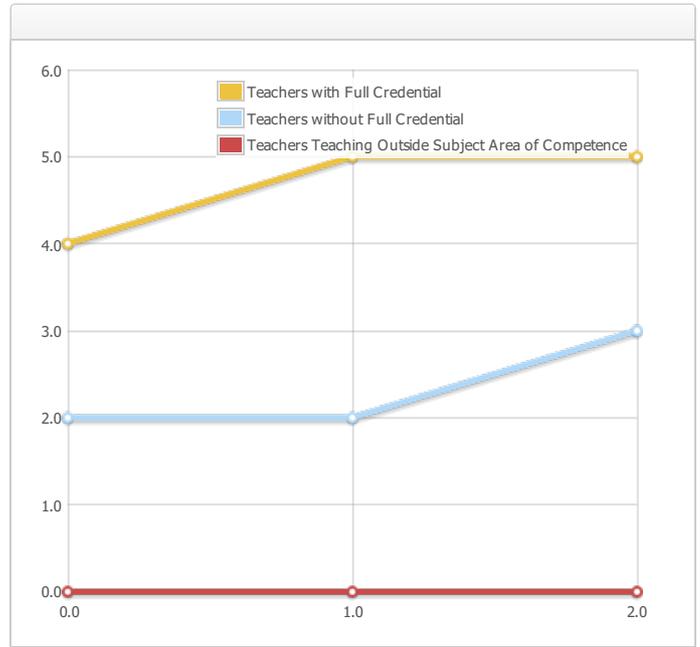
Last updated: 1/16/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	1	0	1
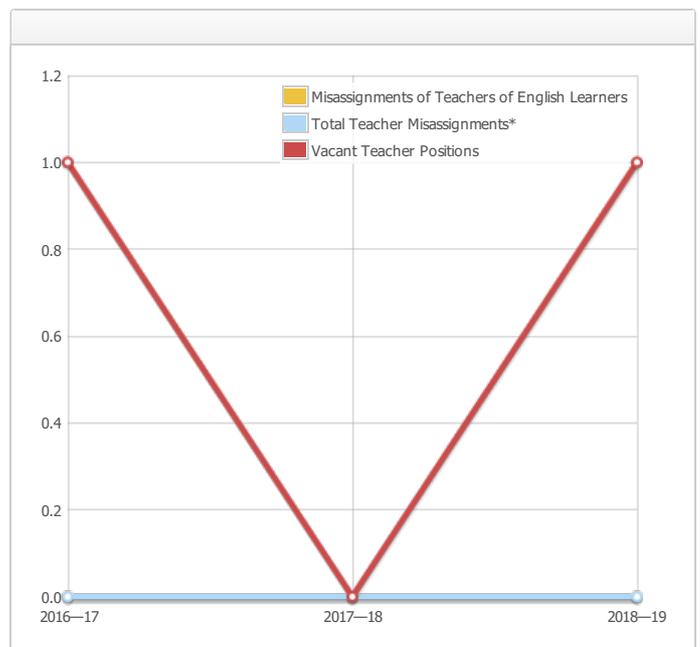
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

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

Last updated: 12/5/2018

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

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

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Teacher-selected resources to include class sets of novels (provided through tablet devices), curated primary source online materials (e.g. from Newsela.com and www.proquestk12.com), and school-wide writing rubrics. California Connections (Houghton Mifflin Harcourt)	Yes	0.0 %
Mathematics	CC Algebra I – CPM; Meaningful Math CC Algebra II – CPM; Meaningful Math CC Geometry – CPM	Yes	0.0 %
Science	Biology (Miller & Levine) Environmental Science (Jay Withgott)	Yes	0.0 %
History-Social Science	10th – History Alive! World Connections; Traditions and Encounters: A Brief Global History 11th – History Alive! Pursuing American Ideals; America's History (9th Edition)	Yes	0.0 %
Foreign Language	Prentice Hall Realidades Supersite plus (vText) + eCuaderno Code Descubre Cuaderno para Hispanohablantes Vol 3 Descubre Cuaderno de actividades comunicativas Descubre	Yes	0.0 %
Health	More Than Sex Ed	Yes	0.0 %
Visual and Performing Arts			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: 1/16/2019

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; and 100% feel the campus is clean. Moreover, weekly inspection reports show that the campus in 96% compliance.

The campus went through a buildout that included sound proofing classrooms, and furnishing them so that 5 classrooms can operate at the same time. There are no significant repairs needed to ensure good repair. All projects slated for the 2018-19 year are for building new classrooms and optimalization of the campus space.

Last updated: 12/5/2018

School Facility Good Repair Status

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

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Fair	Gas, air, and sewer systems working well, except in two classrooms where air flow needs to be analyzed now that walls were built that would have otherwise allowed for air flow with the rest of campus. The result is slightly warmer classrooms (for these two) than the rest of campus.
Interior: Interior Surfaces	Good	Annual interior surface maintanence holds up well.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Fair	Termite remediation resulted in drastically reduced incidences.
Electrical: Electrical	Good	One bathroom lighting needs repair.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	While some fountains are not operational, these are superfluous as we provide filtered water.
Safety: Fire Safety, Hazardous Materials	Good	None.
Structural: Structural Damage, Roofs	Good	None.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	Wood chips in the backyard pose dust issues. Plan to remove for a concrete surface for a sports court.

Overall Facility Rate

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

Overall Rating	Good

Last updated: 12/5/2018

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.

Career Technical Education (CTE) Programs (School Year 2017—18)

We do not offer CTE programs. We only served 9th and 10th grade students in 2017-18.

Last updated: 12/5/2018

Career Technical Education (CTE) Participation (School Year 2017—18)

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: 12/5/2018

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

UC/CSU Course Measure	Percent
2017—18 Pupils Enrolled in Courses Required for UC/CSU Admission	100.0%
2016—17 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 2017—18)

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
9	23.0%	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: 1/16/2019

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 2018—19)

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.

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 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	--	--	56.0%	36.1%	10.7%	9.7%
Graduation Rate	--	--	81.6%	80.8%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	0.0%	35.9%	9.1%
Graduation Rate	--	81.6%	82.7%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart
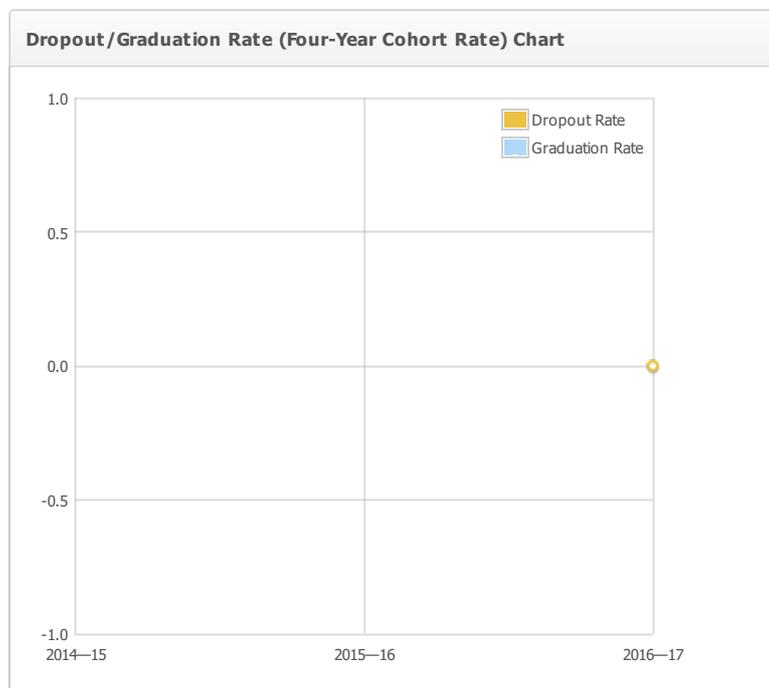
For the formula to calculate the 2016—17 adjusted cohort graduation rate, see the 2017—18 Data Element Definitions document located on the SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

Last updated: 12/5/2018

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

| Student Group	School	District	State
All Students	--	--	--
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	--	--	--
Foster Youth	--	--	--

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

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	--	16.0%	3.9%	--	16.0%	3.9%	3.7%	3.7%	3.5%
Expulsions	--	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
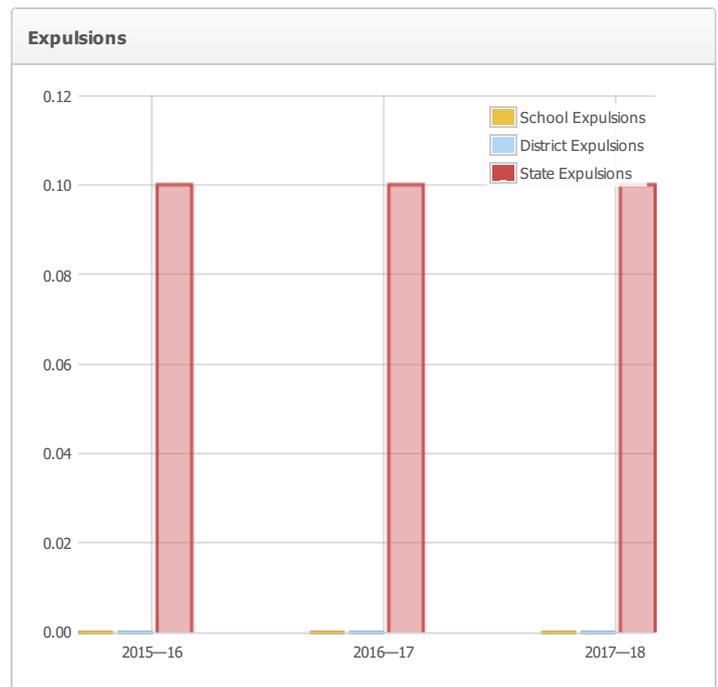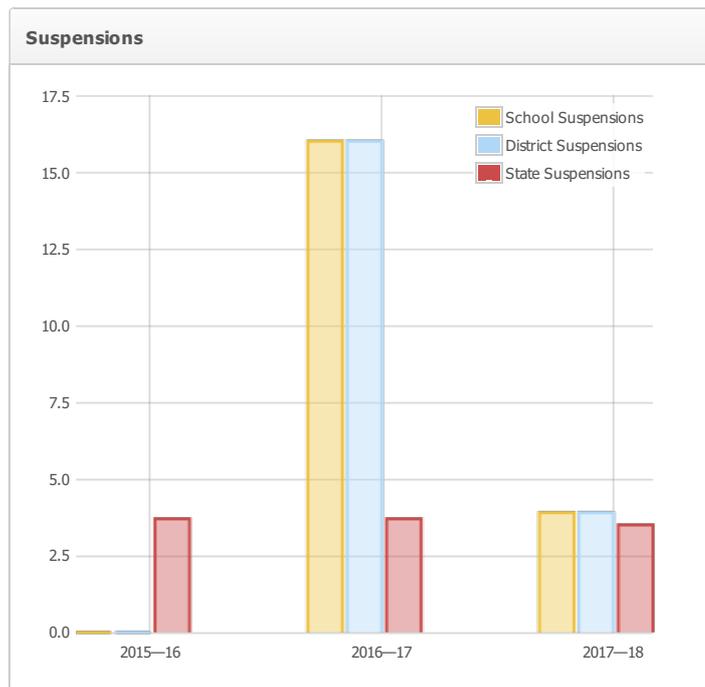
School Safety Plan (School Year 2018—19)

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 and again in the summer of 2018. Plan details were discussed with stakeholders at the beginning of the year (August 2018). 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

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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English				
Mathematics				
Science				
Social Science				

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	22.0	2	0	0
Mathematics	22.0	2	0	0
Science	22.0	2	0	0
Social Science	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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	15.0	4	0	0
Mathematics	20.3	2	1	0
Science	20.1	3	1	0
Social Science	21.0	1	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: 1/17/2019

Academic Counselors and Other Support Staff (School Year 2017—18)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.5	61.0
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	0.1	N/A
Resource Specialist (non-teaching)	0.8	N/A
Other	1.2	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: 1/16/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$44646.0	$33097.0	$11549.0	$62711.0
District	N/A	N/A	$11549.0	$62711.0
Percent Difference – School Site and District	N/A	N/A	0.0%	0.0%
State	N/A	N/A	$6574.0	--
Percent Difference – School Site and State	N/A	N/A	62.1%	--

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

Last updated: 1/17/2019

## Types of Services Funded (Fiscal Year 2017—18)

We have a full time Director of Student Services that provides college and behavioral counseling, and homeless support. Our counselor-to-student ratio was thus about 15 times state average. Additionally, we provided classroom aides that supported high academic and behavioral expectations.

Last updated: 1/16/2019

Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$50,800	--
Mid-Range Teacher Salary	$62,711	--
Highest Teacher Salary	$73,000	--
Average Principal Salary (Elementary)	--	--
Average Principal Salary (Middle)	--	--
Average Principal Salary (High)	$87,093	--
Superintendent Salary	$132,800	--
Percent of Budget for Teacher Salaries	11.7%	--
Percent of Budget for Administrative Salaries	11.4%	--

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

Teacher Salary Chart

Principal Salary Chart
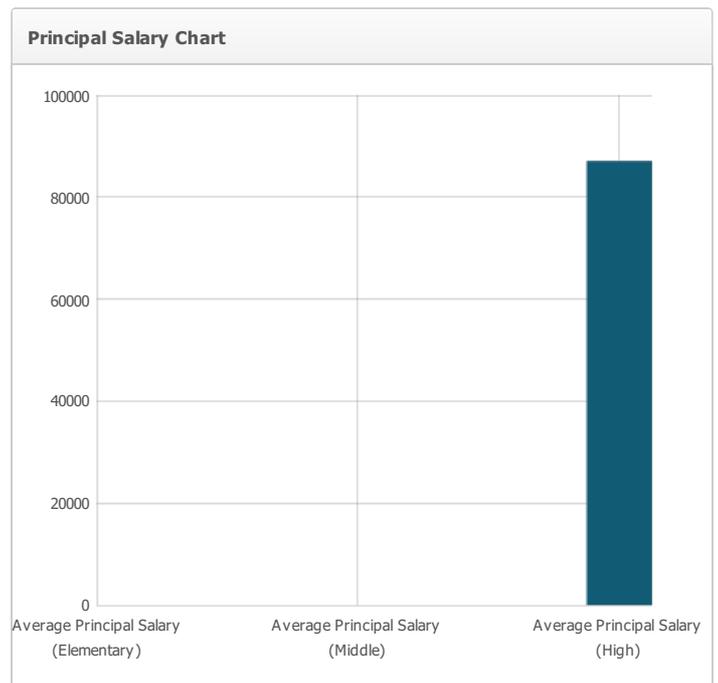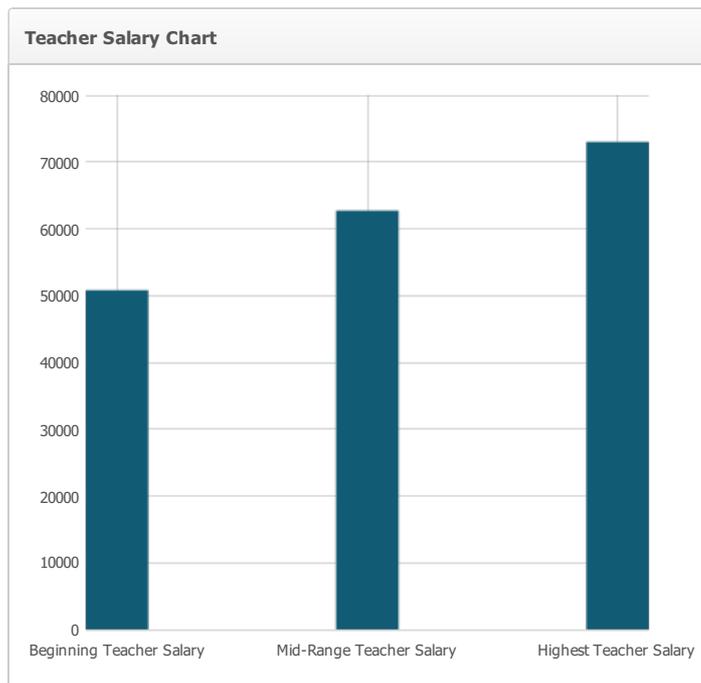
Last updated: 1/17/2019

Advanced Placement (AP) Courses (School Year 2017—18)

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: 1/16/2019

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, acquire new instructional strategies, and come to a greater understanding of the intellectual virtue model for both professional and personal growth. 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, 2017-18, and 2018-19 school years, there were at least nine full 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: 1/16/2019