

ANIMO
VENICE
CHARTER
HIGH
SCHOOL

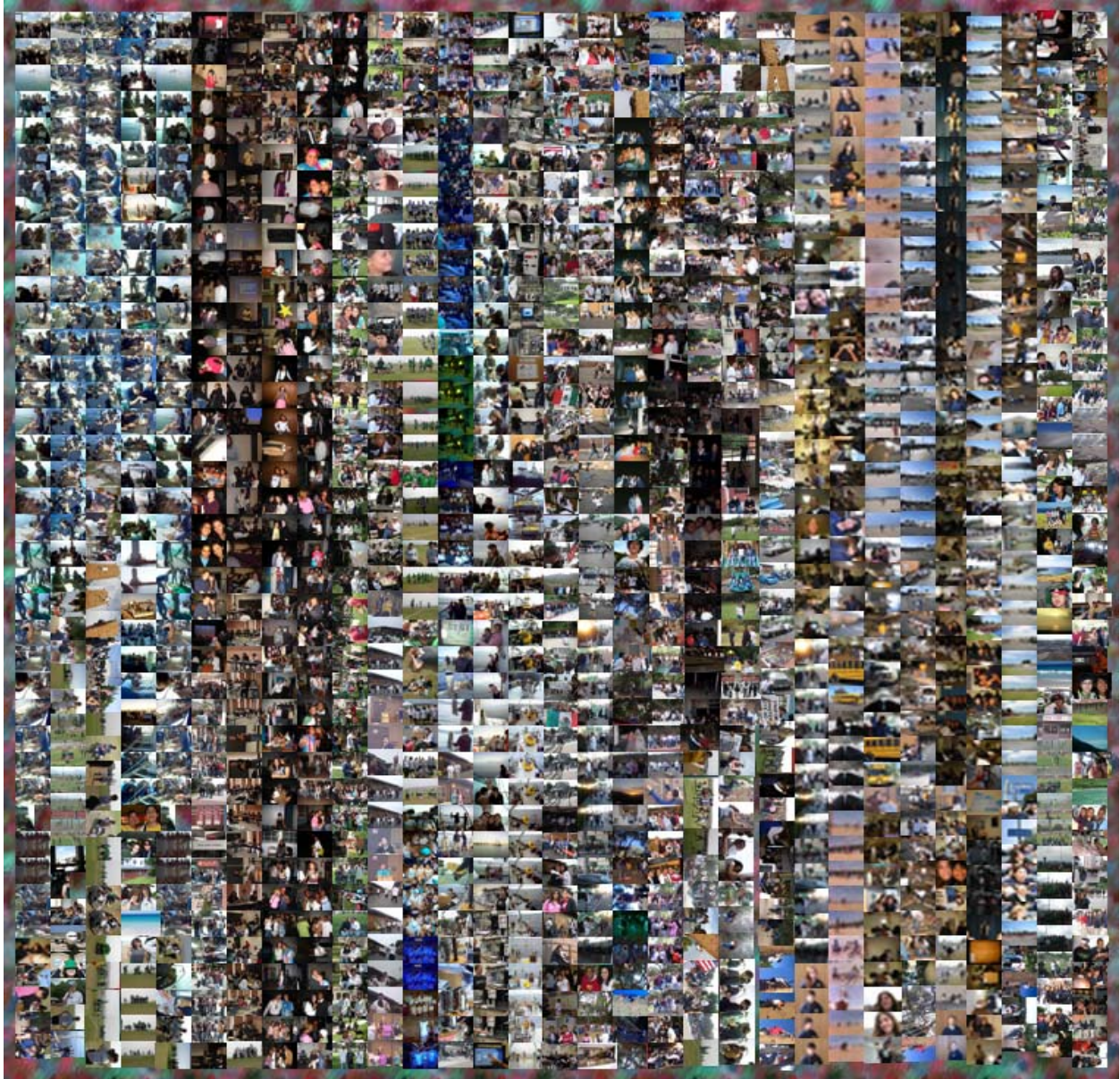
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

Accreditation Report

2007 – 2008

Visitation Chair: Ms. Kathleen O'Sullivan

Preparing students for college, leadership, and life.



ÁNIMO VENICE CHARTER HIGH SCHOOL
ESTABLISHED 2004

5431 West 98th Street, Los Angeles, California 90045

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Task 1: School Profile and Data Analysis

How We Began

Ánimo Venice Charter High School (AVCHS) was founded in September 2004 by Green Dot Public Schools, which is headed by political activist Steve Barr. Using its proven model for opening schools in underserved communities, Green Dot sought approval from Los Angeles Unified School District (LAUSD) to open a college preparatory high school on the campus of Broadway Elementary. Green Dot had received a start-up grant from the California Department of Education of \$450,000 as well as fundraising commitments from the New School Venture Fund and the Pisces Foundation.

This unique partnership between Green Dot and LAUSD became a reality only after approval from teachers, parents, and administration from Broadway Elementary and four of six LAUSD board members. On September 7, 2004, the school opened its doors to 140 freshmen students and their families at 841 California Avenue in Venice, CA. The founding staff of two administrators, six seven teachers, and one office manager provided the students an alternative public high school option to students living in Venice, Oakwood, and some of the surrounding communities of Mar Vista, Inglewood, Culver City, and West Los Angeles. At the time, the school consisted of just seven temporary modulars—six classrooms and one office.



A picture of the whole campus in 2004.

Current Situation

Ánimo Venice has grown one grade level each year since its inception, adding staff and facility space as needed. In the 2006-07 school year, Ánimo Venice served three grade levels and 410 students. The staff had grown to 20 teachers, three office staff, two administrators, and one counselor. The school was still located at 841 California Avenue in Venice on less than two acres of space, thus space was limited.



841 California Avenue, Venice, CA

During the summer of 2006, the school moved to 5431 West 98th Street in Los Angeles in order to accommodate the construction of AVCHS's permanent facility. The facility will be funded through Prop 55 monies and construction is scheduled to begin during the 2007-08 school year.



Architect's rendering of future Animo Venice Charter High School facility.

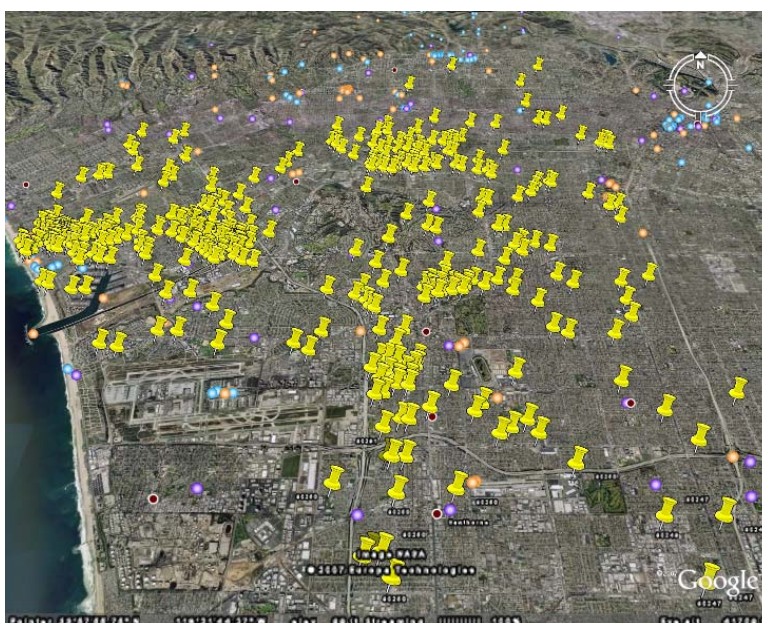
As a result, AVCHS is now at a location that was previously a LAUSD elementary school approximately five miles from its previous location. The space is leased through LAUSD and operations are shared through a partnership between Green Dot Public Schools and LAUSD.

Upgrades to the temporary site have been ongoing since the summer of 2007 in order to accommodate high school students.

Buses transport students from their local communities to school every morning and afternoon. The school currently serves 505 students from grades 9-12. The founding Class of 2008 will graduate in June at Loyola Marymount University.

Community

Ánimo Venice Charter High School serves students grades 9-12 who live in or near the Oakwood community of Venice as well as Santa Monica, Culver City and Mar Vista. Approximately 60% of our student body reside within a five mile radius of Venice, CA, but the school also attracts many students from Inglewood and other parts of Los Angeles. This phenomena is common to many public schools in West Los Angeles, and many of AVCHS' feeder middle schools bus large numbers of students from around downtown Los Angeles and south Los Angeles.



The yellow pins represent the homes of AVCHS students in 2006.

The school serves families from a wide cross-section of the racial, cultural, and socioeconomic spectrums. The student body does not mirror that of the surrounding Venice community. The ethnic make up of the student body is 81% Latino/Hispanic, 11% African American, 5% White, 2% Asian, and 0.5% multi-ethnic/no response. However, the surrounding community of Venice is 21.9% Latino/Hispanic, 5.9% African American, 64.1% White, 4.0% Asian, and 3.0% multi-racial. The median income of Venice is \$49,000 but 78% of our students receive free or reduced lunch (reduced lunch families can only make a maximum of \$37,000 for a family of four; free lunch families make even less). Since the founding of our school, the student population has seen an increase in Latino/Hispanic students and a decrease in the number of free and reduced lunch students.

Mission Statement

Ánimo Venice Charter High School shares its mission with the other schools within the Green Dot network.

The mission of Ánimo Venice Charter High School is to prepare students for college, leadership, and life through innovative instruction, a rigorous curriculum, and the use of technology. At Ánimo Venice, we are committed to the education, and social and economic success of students who historically are unlikely to attend and excel at an institution of higher learning. We aim to achieve our mission by creating a student-centered environment that unifies the efforts of family, community, and school to foster life-long learning, cross-cultural competency, critical thinking, social responsibility, and academic excellence.

WASC Accreditation History

Ánimo Venice Charter High School began its WASC accreditation process in November 2005 when it applied for an initial visit. The visit was granted and Mr. Barry Bettger and Ms. Tracy Alberry observed the school on April 26, 2006. The Western Association of Schools and Colleges approved candidacy status for AVCHS in June of 2006, and the term is scheduled to expire on June 30, 2009.

At the beginning of the 2006-07 school year, AVCHS began its WASC Self Study Process. The WASC chair, David Carr, as well as the principal, Tommy Chang, attended Self-Study trainings and participated on WASC visitation teams to other schools. On May 31, 2007, a letter from David Brown, executive director of WASC, was sent to AVCHS announcing the visitation team members and the visitation date of October 2007. This schedule was an aggressive timeline that was later determined to be unrealistic.

The visit was rescheduled for the current February 2008 date after consultation with the visitation team chair Kathleen O'Sullivan in order for AVCHS to prepare adequately.

Expected School-wide Learning Results (ESLRs)

Through the WASC Self-Study Progress, Ánimo Venice Charter High School created its ESLRs. The ESLRs were grounded in the school's mission of preparing students for "college, leadership, and life." Emphasis was placed on the skills necessary to succeed in a 4-year university as well as life principles such as leadership, tolerance, responsibility, self-reflection, and self-improvement.

Ánimo graduates will be **Socially Responsible Citizens** who:

- Are leaders within their community and who contribute to the improvement of life in their school and community.
- Demonstrate skills of speaking, listening, reading, and writing for different purposes and in a variety of situations.
- Collaborate, work effectively, and manage interpersonal relationships within diverse groups and settings.

Ánimo graduates will be **Academic Achievers** who:

- Produce quality work that reflect a rigorous, standards-based curriculum
- Are knowledgeable with regards to educational pathways and career choices.
- Are eligible for college by completing the required coursework and equipped with the necessary skills to graduate from a 4-year university.
- Utilize technology as a tool for learning and communicating.

Ánimo graduates will be **Critical Thinkers** who:

- Know how to access information and integrate knowledge.
- Identify and use resources effectively to gather, communicate, and evaluate information.
- Demonstrate the thinking skills of application, analysis, synthesis, and evaluation in a logical and integrated manner.

Ánimo graduates will be **Life-long Learners** who:

- Are reflective about their own learning.
- Are goal oriented and understand the importance of goal setting.

The school hopes to measure its long-term success with its 90 / 90 / 90 goal:

- *90% of all students entering Ánimo Venice Charter High School will graduate.*
- *90% of all graduates of Ánimo Venice Charter High School will attend a 4-year university within one calendar year of graduation.*
- *90% who enter a 4-year university from Ánimo Venice Charter High School will graduate within 5 years.*

Academic Program

Ánimo Venice Charter High School offers a college preparatory curriculum for all students based on the University of California/California State University A-G requirements. Ánimo Venice graduates must complete 160 credit units of A-G requirements along with 80 credit units of Ánimo Venice electives.

The A-G requirements include: 4 years of English, 3 years of mathematics, 2 years of Lab Science, 2 years of History/ Social Studies, 2 years of a Language other than English, 1 year of Visual or Performing Arts and 2 years of College Prep Electives.

Students must also complete 40 community service hours, pass both sections of the California High School Exit Exam, apply to three 4-year universities or colleges, complete a graduation portfolio, and their parents must complete 140 parent service hours. Distinguished graduates must complete 10 extra credit units, 10 extra hours of community service, one college/university course or AP course with a C or above, and must have a weighted GPA of 3.0 or above.

Ánimo Venice also offers advanced placement courses in Biology, Chemistry, English Language, English Literature, Spanish Language, and Spanish Literature.

The bell schedule is organized on a rotating 95 minute block schedule Mondays through Thursdays with all classes on Fridays. Classes end at 3:40 daily and office hours / detention runs from 3:45 – 4:30 on Mondays through Thursdays. Every Wednesday, students arrive late to accommodate professional development time for staff. The prioritization of this professional development time ensures that staff members are receiving the opportunities weekly to collaborate with their colleagues and receive training from fellow teachers and administrators. In addition, this time allows for regular communication among all staff members when critical school-wide decisions are made.

Monday		Tuesday		Wednesday		Thursday		Friday	
8:25 - 8:30	HOMEROOM	8:25 - 8:30	HOMEROOM	8:00 - 9:45	PROFESSION DEVELOPMENT	8:25 - 8:30	HOMEROOM	8:25 - 8:30	HOMEROOM
8:30 - 10:05	PERIOD 1	8:30 - 10:05	PERIOD 4	10:00 - 10:05	HOMEROOM	8:30 - 10:05	PERIOD 4	8:30 - 9:20	PERIOD 1
10:05 - 10:15	BREAK	10:05 - 10:15	BREAK	10:05 - 11:40	PERIOD 1	10:05 - 10:15	BREAK	9:25 - 10:15	PERIOD 2
10:20 - 11:55	PERIOD 2	10:20 - 11:55	PERIOD 5	11:40 - 12:10	LUNCH	10:20 - 11:55	PERIOD 5	10:15 - 10:25	BREAK
11:55 - 12:35	LUNCH	11:55 - 12:35	LUNCH	12:15 - 1:50	PERIOD 2	11:55 - 12:35	LUNCH	10:30 - 11:20	PERIOD 3
12:40 - 1:10	ADVISORY	12:40 - 1:10	ADVISORY	1:50 - 2:00	BREAK	12:40 - 1:10	ADVISORY	11:25 - 12:15	PERIOD 4
1:15 - 2:50	PERIOD 3	1:15 - 2:50	PERIOD 6	2:05 - 3:40	PERIOD 3	1:15 - 2:50	PERIOD 6	12:15 - 12:50	LUNCH
2:55 - 3:40	CS / ELECTIVE	2:55 - 3:40	CS / ELECTIVE			2:55 - 3:40	CS / ELECTIVE	12:55 - 1:45	PERIOD 5
3:45 - 4:30	OFFICE HOURS / DETENTION	3:45 - 4:30	OFFICE HOURS / DETENTION	3:45 - 4:30	OFFICE HOURS / DETENTION	3:45 - 4:30	OFFICE HOURS / DETENTION	1:50 - 2:40	PERIOD 6
4:30	CAMPUS CLOSED	4:30	CAMPUS CLOSED	4:30	CAMPUS CLOSED	4:30	CAMPUS CLOSED	2:45 - 3:40	CS / ELECTIVE
								3:45 - 4:30	OFFICE HOURS / DETENTION
								4:30	CAMPUS CLOSED

Students enroll in six core courses along with one advisory and one elective course offered at the end of the day.

Comprehensive Course List		
English 9 * English 10 * English 11 * English 12 * AP English Language * AP English Literature * Read 180 Ethnic Studies Technology & Leadership College Readiness Visual Art *	Spanish 1 Non-native * Spanish 2 Non-native * Spanish 3 Non-native * Spanish 2 Native * Spanish 3 Native * AP Spanish Language * AP Spanish Literature * World History * US History * Economics * Government *	Math Support Algebra 1 * Geometry * Algebra 2 * Pre-Calculus * Environmental Science * Biology * AP Biology * Chemistry * AP Chemistry * Physics * Honors Physics *
* UC/CSU Approved A-G courses.		

Grading System

Ánimo Venice uses a 4.0 grade point average system and does not offer D's.

A = 90% - 100%

B = 80% - 89%

C = 70% - 79%

F = below 70%

Students receive one extra grade point for each Advanced Placement courses that they pass with a C- or better. All credit classes are included in computing grade point average and class rank.

Interventions

Ánimo Venice Charter High School administers reading and math diagnostic exams to all incoming 9th graders. The diagnostics help determine which supports are necessary for students to be successful at the high school level. The majority of our students enter the 9th grade inadequately prepared for the rigors of a high school curriculum. Our mission is to not only provide rigorous coursework similar to other college preparatory schools, but also to provide the necessary differentiated supports for all students.

SUMMER BRIDGE:

All incoming 9th graders are required to attend a one-week summer bridge program. Summer Bridge helps students make the transition into high school and prepares them for the first day of high school. The theme of the summer bridge program is “the past, the present, and the future.” The program has three main goals:

- 1) Help students transition *mentally* from Middle School to High School, and to look ahead towards college;
- 2) Help students develop the academic skills needed for a successful high school experience;
- 3) Give students the opportunity to connect with other 9th graders, upperclassmen, teachers, and administrators.

MATH SUPPORT:

Before entering AVCHS, incoming 9th graders take a diagnostic exam to determine their placement in an appropriate math course. Students who score above an Algebra 1 level take Geometry; students who pass the pre-Algebra standards take Algebra 1; and students who lack fundamental math skills concurrently enroll in Algebra 1 and a Math Support class, which is in lieu of the standard Spanish class. In the past, we offered Math Support as a 7th period elective to students who were performing poorly in their math classes. However, students in the elective did not show dramatic improvement, so we decided to hire, in 2007, an additional math teacher who would specifically help pre-Algebra students.

READ 180:

Read 180 is a reading intervention class that works to improve the reading comprehension of high school students. All Students at AVCHS are assessed in reading comprehension the

summer prior to the start of the school year. The reading assessment is the Read 180 Scholastic Reading Inventory exam (SRI). A Lexile score of 1000 represents grade level proficiency. Students below 1000 are placed in the Read 180 course where they read books at their Lexile level and take tests on their books. They also practice spelling, fluency and reading comprehension on their own computer. In addition, the students read two books as a class and write nine essays. The midterm and final in Read 180 is the same computer SRI exam taken in the summer.

ETHNIC STUDIES:

Although there is no history requirement in the state of California at the ninth grade level, all Green Dot schools have a mandatory ninth-grade history class. At AVCHS ninth graders who score above 1000 on the Read 180 exam get placed into Ethnic Studies. The Ethnic Studies class at AVCHS is a history and writing course. The class looks at the civil rights movements from the perspectives of African Americans, Latinos, Native Americans, Asian Americans and Poor Whites. The class also studies how the various leaders and members of these movements reached out to one another during the 60's and 70's. Students are required to write eight essays for the year in the class. The break down of the essays include: five persuasive essays, one biography, one response to literature and one mock interview. Students are also required to read two novels, interview a wide variety of guest speakers, and create a website commemorating Martin Luther King Jr.'s Poor People's Campaign.

COLLEGE READINESS:

The College Readiness class is a "mandatory" elective for all 10th graders at AVCHS. The intent of the class is to provide all students with college and career advisement, goal setting, study skills enhancement, and college application preparation.

Students in the College Readiness class are required to research colleges and universities for their college portfolio, which includes sample applications and essays. Students have pen pal relationships with college students who attend four-year universities, giving them the opportunity to ask specific questions about preparing for the rigors of higher education. In the career exploration component of the class, students conduct mock interviews with professionals representing such fields as law, medicine, business and finance. Students also start work on their own graduation portfolios in the class. This portfolio is not only a showcase for student work but it also maps out their pathway for getting into a four year university.

Students at AVCHS are also exposed to university life in two very specific ways. All students in the college readiness class participate in field trips to both UCLA and USC. During these trips, they not only tour the campus but more importantly, they meet with undergraduate students to discuss pathways to a 4-year university and college life in general.

OFFICE HOURS:

To provide additional learning support for our students, AVCHS teachers offer two 45-minute office hours per week. Office hours are conducted after-school from 3:45pm – 4:30pm Mondays-Thursdays. Posters of the office hour schedule are prominently displayed in each classroom and advertised to students and parents through other venues such as the school website. Each teacher conducts office hours differently. Some teachers provide direct instruction in small group settings, while others provide one-on-one tutoring on a first-come, first-serve basis. For some struggling students, office hours are mandated by their advisory teachers or through academic contracts.

ADVISORY:

Every student at Ánimo Venice is provided with an advisor who stays with them throughout their high school careers. The advisor serves as a mentor and advocate for students and acts as the first line of contact for parents. Advisors mentor students individually and as a group, and they provide important high school graduation and college admissions information. They also track their advisees' grades and progress towards graduation and college entrance. The advisory class meets three times for a total of one and half hours per week.

Extra-Curricular Activities

Ánimo Venice Charter High School offers a range of extra-curricular activities through its electives program. Elective courses meet four times a week on Mondays, Tuesday, Thursdays, and Fridays. Electives offered currently or in the past include:

- Advanced Technology
- Associated Student Body
- Boys and Girls Soccer
- Boys basketball
- Cheerleading
- Curriculum Skills
- Digital Publishing
- Film
- Girls softball
- Improvisation
- Latin Dance
- Leadership & Service
- Logic Gaming
- Math Support
- Peer counseling
- Rugby
- Scrape Booking
- Yearbook

Student Leadership Opportunities

The opportunities for student leadership at AVCHS have grown in the past few years. As with many other schools, we have an Associated Student Body (ASB) with elected representatives from each grade who organize school events such as dances and fundraisers. More recently, athletics has become an outlet for students to demonstrate their leadership capacity by becoming captains and role models, both athletically and academically. Athletes at AVCHS are required to maintain at least a 2.5 GPA in order to participate.

Student clubs such as the Habitat for Humanity Campus Charter and Gay-Straight Alliance were initiated and run by students with little influence from advisors. Both groups have student leaders who consistently rally members for events or fundraising. AVCHS also provides student leadership opportunities through academics by promoting service learning projects such as the Dia de Los Muertos and the Website for Businesses projects. And lastly, before the move to the new location, AVCHS partnered with Broadway Elementary for events such as Math Night and after school tutoring.

Parent Partnership

AVCHS believes that students are successful only with the combined efforts of students, parents, and teachers. Therefore, as a way to ensure accountability for parents, they are required to complete 35 hours of service to the school per year.

The primary focus of service hours is to support their child's academic achievement. Parents are encouraged to complete their service hours by checking their children's academic progress on Powerschool (an online grading system), reviewing their child's homework by checking their agenda book, attending Saturday parent workshops, shadowing their children at school, taking their children to academic enrichment trips, etc.

Parents can also attain their service hours through a variety of other ways such as:

- Participating in one of the Parent Committees
- Supervising and chaperoning extra-curricular, social activities: dances, field trips, etc.
- Donating special services to school: translating documents to Spanish, data entry, publishing parent newsletter, translating at school events, preparing school flyers/announcements, etc.
- Helping teachers in the classroom: especially during mid-terms and finals.
- Attending quarterly Saturday Clean Campus days.
- Attending Saturday Town Hall Meetings
- Serving lunch and supervising lunch time activities every day.
- Supervising/coaching after-school sports program.
- Attending certain *advertised, non-mandatory* school events such as the End of School Awards Ceremony.
- Special Opportunities
 - 5 hours for perfect attendance during STAR testing
 - 5 hours per semester if the child receives a GPA of 3.0 or above
 - 10 hours if the child receives a GPA of 3.5 or above.

Approximately 80% of parents complete their service hours each year. Hours completed above the mandated 35 hours roll-over to the following year. It is the philosophy of *Ánimo Venice* that we provide ample opportunities for parents to complete their 140 hours before graduation.

Partnerships with Community

LOCAL COMMUNITY COLLEGES:

AVCHS students who are on track for high school graduation are highly encouraged to enroll in community college courses in order to enrich their academic experience and enhance their college admissions status. Approximately one-third of the seniors at AVCHS are currently enrolled at one of several local community colleges: Santa Monica, West Los Angeles, and El Camino. Students who are on track for graduation are allowed to leave campus early as long as they are enrolled in a course at a local community college.

826LA:

826LA is a non-profit organization dedicated to supporting students ages 6 to 18 with their creative and expository writing skills, and to helping teachers inspire their students to write. Their services are structured around our belief that great leaps in learning can happen with one-on-one attention, and that strong writing skills are fundamental to future success.

The organization works with AVCHS students to provide tutors that offer one-on-one writing assistance to our students. In ethnic studies and English classes, professional writers help edit student essays and coach students in crafting their own style of writing. In addition, tutors provide one-on-one assistance for all our seniors during their college application process by reviewing and editing college essays.

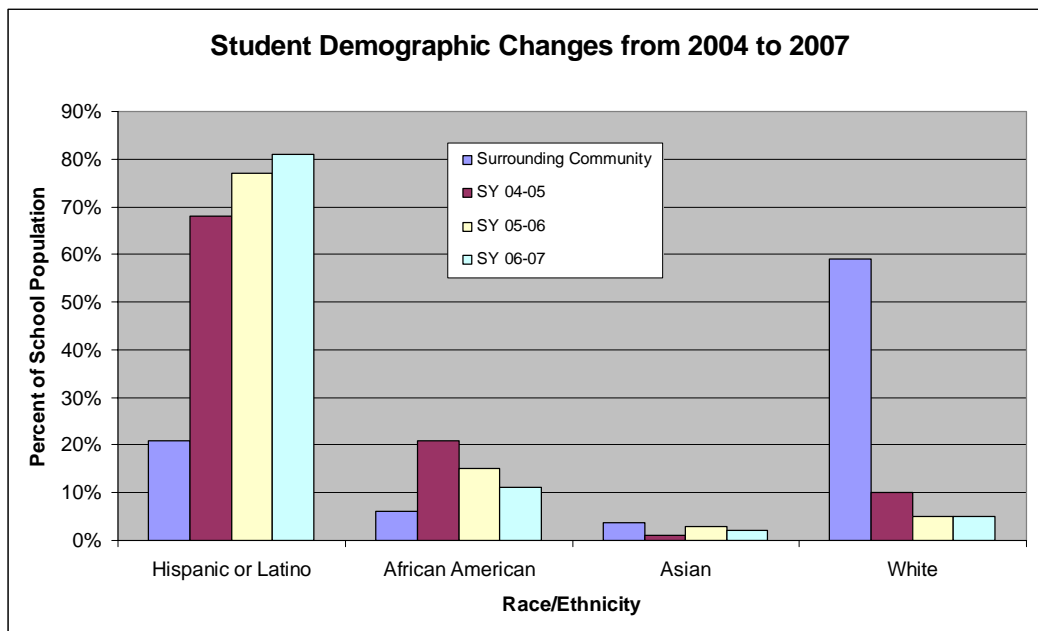
<http://www.826la.org/events/305/Ánimo-venice-college-application-essays>

<http://www.826la.org/events/333/Ánimo-venice-black-panther-party-essays>

School Data

Student Demographics Data

The school's demographics does not match that of the surrounding area. In the surrounding community, 59% are White, 6% African-American, 4% Asian, 21% Hispanic, and 10% are other. AVCHS's student population is 5% White, 11% African-American, 2% Asian, and 81% Hispanic. The median income of Venice is \$49,000 but 78% of our students receive free or reduced lunch. (For a family of four to qualify for reduced lunch, the family can only make a maximum of \$37,000.) This trend is seen in many public schools in West Los Angeles as more affluent parents choose not to send their children to local Los Angeles Unified schools. Many local middle schools bus students from all around Los Angeles, leading to student demographics that do not resemble their surrounding communities.



However, the demographics of AVCHS do mirror those of Los Angeles county. Also, the student enrollment data shows that the African-American and White student populations have decreased while the Hispanic student population has increased. The school must investigate why students of these student groups are leaving the school or why they are not being successfully recruited.

SCHOOL YEAR 2004-2005

Race/Ethnicity	Females	Males	Total	Percentage
Hispanic or Latino	60	36	96	68%
African American	13	16	29	21%
Asian	2	0	2	1%
White	9	5	14	10%
Multiple / No response	NA	NA	NA	NA
Total	84	57	141	100%

SCHOOL YEAR 2005-2006

Race/Ethnicity	Females	Males	Total	Percentage
Hispanic or Latino	126	90	216	77%
African American	19	23	42	15%
Asian	5	2	7	3%
White	8	7	15	5%
Multiple / No response	NA	NA	NA	NA
Total	158	122	280	100%

SCHOOL YEAR 2006-2007

Race/Ethnicity	Females	Males	Total	Percentage
Hispanic or Latino	176	154	330	81%
African American	24	21	45	11%
Asian	5	4	9	2%
White	10	11	21	5%
Multiple / No response	2	0	2	0.5%
Total	217	190	407	100%

Enrollment, Average Daily Attendance, & Student Transfer Data

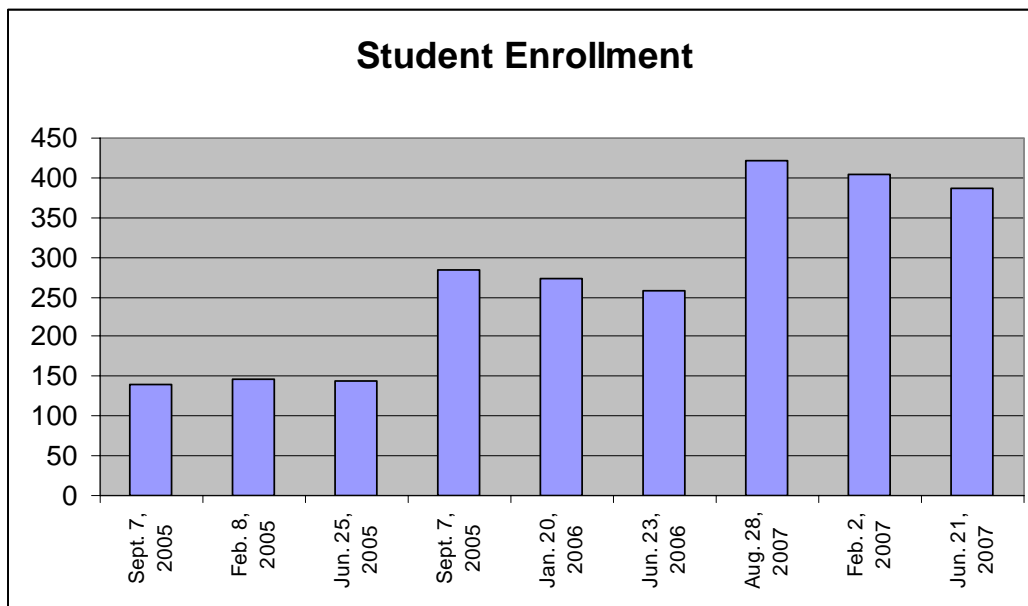
Ánimo Venice Charter High School added a grade level each year until it reached full capacity with four grade levels during the 2007-08 school year. Average daily attendance (ADA) figures are promising and the trend shows a positive increase each year. The school must continue to focus on maintaining a high ADA because higher student attendance clearly leads to high achievement. In addition, the school relies on a budget that assumes a 95% ADA.

However, there is a significant number of students who leave the school each year and their spots are not replaced. That is why enrollment numbers decrease from the beginning of each year. This decrease in enrollment is becoming a significant issue because a third-year school's budget depends on an enrollment of 410 students, whereas our average enrollment was only at 386 students by June 2007.

There have been a significant number of students who have left AVCHS for various reasons. While there is a decrease in the number of students who are leaving due to discipline issues or dissatisfaction, many students did not return to the school due to the school having to change locations. AVCHS had to move its location from Broadway Elementary to 98th Street Elementary near LAX in preparation for the construction of the permanent building. In addition, for the first time, students left the school to go to continuation schools due to credit deficiencies.

Date	Enrollment
9/7/2004	139
2/8/2005	147
6/24/2005	145
9/7/2005	285
1/20/2006	274
6/23/2006	257
8/28/2007	421
2/2/2007	404
6/21/2007	386

School Year	ADA	
2004-5	93.9	Final
2005-6	95.1	Final
2006-7	95.2	YTD



	SY 04-05	SY 05-06	SY 06-07 & Summer 07
Unsatisfied	8	34	26
Expulsion	2	4	2
Medical	0	2	2
Moved out of area	13	9	29
ELL / SPED Issue	3	4	0
Credit Deficiency	0	0	14
Due to Move	NA	NA	33
Total	26	53	106

Discipline Data

Ánimo Venice has developed a student code of conduct that reflects the mission of Green Dot and the needs of all school stakeholders. The following three principles guide our student conduct policies and practices:

- *Achieving complete campus safety for all school stakeholders (students, parents, staff, and community members) is of primary importance. Any activities that threaten campus safety will be dealt with quickly and appropriately;*
- *Where school safety is not a risk, Green Dot intends to give students every opportunity to develop self-discipline, personal self-governance and any need changes in behavior to ensure they can be successful in school, leadership and life; and*
- *We believe that all stakeholders must be held responsible and personally accountable for their actions.*

It is evident in the data that the number of referrals and suspensions have decreased from year to year. The significant drop from year to year can be attributed to many factors, including the establishing of a school culture of high expectations for student behavior based on our school's philosophy, experience of staff members working with our student population, clarification of school policies to all stakeholders, and professional development focused on clear expectations of student behavior and relationship building.

It is important to note that the school believes the first line of defense is prevention through relationship-building. The relationship between a teacher and a student is critical not only for the learning process but it is crucial in establishing a classroom climate that promotes fairness and respect.

Furthermore, as the school has matured, students have been given more extra-curricular activities and electives on campus as outlets. During the initial school year, a regular feedback from students and parents was the school's need to develop electives and extra-curricular activities such as athletics for the students. During the 2005-06 school year, the school started elective classes at the end of the school day. Students choose from a variety of electives, preference determined by GPA rank.

The school has developed two systems to intervene before more serious disciplinary actions need to be taken. Grade level conferences (GLC's) act very similar to student study teams and are convened when students are struggling academically and/or behaviorally at school. Usually led by his/her advisor and attended by the student, parents, and staff, GLC's present the data, clarify the school's expectations for the student, and create an action plan which may include interventions, modifications and accommodations. In more serious cases, Discipline Review Boards (DRB's) are convened. The purpose of a DRB meeting is to bring together all stakeholders in a formalized setting to discuss the academic and behavioral history of a student and to outline and clarify expectations, formulate consequences, and provide supports. DRB's include the student, parents, teachers, and administration. In many cases, the DRB's also recommend disciplinary action, terms of probation, and suspension duration. In these cases, students and parents are provided a clear contract for expectations and consequences. In expulsion cases, a representative from Green Dot Public Schools must also be in attendance.

It is the belief of Ánimo Venice and Green Dot that expulsions are an absolute last resort and that every effort must be made to support and educate our students. Before a school can 'recommend' for expulsion, the following must occur:

- A proven history of disciplinary issues with documentation of incidents and consequences. Types of documentation include: log entries, suspension paperwork, minutes from parent conferences, grade level meetings, SST documentation, counseling referrals, etc.
- A detailed behavior plan/contract that outlines support provided by the school (see attached samples) is in place and agreed upon and utilized by all adults in contact with the student. This applies to both general education and special education students. For special education students, the behavior plan/contract is created as a part of their IEP.
- Documentation (progress report) from teachers stating how they have implemented the plan/contract and how well the student has followed the plan within their classroom.
- Evidence of quality mid-level consequences that occurs between no consequence and suspension.
- Ample evidence of interventions and resources provided to the student in an effort to correct behavior.

Note: There are only two situations that lead to an automatic expulsion, given due process—the distribution of narcotics on campus and the use or attempted use of a weapon against any student or staff member.

If it is determined that a student needs to be expelled, the following must be included as part of the process:

- Incident Report
- Disciplinary Review Board Decision Letter (Expulsion Order)
Includes: Expulsion Date, Term of Expulsion, E.C. 48900 and E.C. 48915 violations, Rehabilitation Plan
- E.C. 49079 File (3 years of Behavioral History)
- Cumulative Records
Includes: Transcripts/Test Scores, Most Recent Progress Report, CELDT Results, Home Language Survey
- Immunization Record
- Current IEP and Psychological Report (if applicable).

School Year	Students Enrolled at End of Year	Total # of Referrals	Avg. per student	Total # of Out of School Suspensions	Avg. per student	Total # of Expulsions
2004 - 2005	145	151	1.04	47	0.32	2
2005 - 2006	257	177	0.69	44	0.17	4
2006 - 2007	385	178	0.46	75	0.19	2

Student Grade Point Average Data

A significant portion of our students are not achieving to the minimum California State University standards. Our average GPA's are only slightly over the minimum 2.0 GPA to enter CSU's and a significant portion of AVCHS students are below the 2.0 GPA mark.

In addition, while looking at our GPA data, it is clear that there is an achievement gap between male and female students. Male students at our school are performing significantly lower than females. While the gap has decreased since the inception of the school from a .67 differential to a .37 differential, it is still significant. Worse, the differential is due equally to a decrease in female GPA's as to an increase in male GPA's.

Grade Level	SY04-05 S1	SY04-05 S2	SY05-06 S1	SY05-06 S2	SY06-07 S1	SY06-07 S2
9	2.05	2.06	2.23	2.05	2.37	2.16
10			1.90	1.89	2.02	2.24
11					2.09	1.94
Average	2.05	2.06	2.07	1.97	2.16	2.11

Class	SY04-05 S1	SY04-05 S2	SY05-06 S1	SY05-06 S2	SY06-07 S1	SY06-07 S2
2008	2.05	2.06	1.90	1.89	2.09	1.94
2009			2.23	2.05	2.02	2.24
2010					2.37	2.16
Average	2.05	2.06	2.07	1.97	2.16	2.20

Gender	SY04-05 S1	SY04-05 S2	SY05-06 S1	SY05-06 S2	SY06-07 S1	SY06-07 S2
Female	2.47	2.36	2.22	2.10	2.36	2.30
Male	1.80	1.75	1.88	1.80	2.06	1.93

Ethnicity	SY04-05 S1	SY04-05 S2	SY05-06 S1	SY05-06 S2	SY06-07 S1	SY06-07 S2
Asian	3.72	3.82	3.67	3.28	3.02	3.13
Hispanic	2.14	2.12	2.09	1.98	2.18	2.11
African American	1.97	1.93	1.86	1.75	2.11	1.91
White	2.59	2.06	1.88	1.84	2.60	2.50
Declined to State				1.79	3.00	2.33

Lunch Status	SY04-05 S1	SY04-05 S2	SY05-06 S1	SY05-06 S2	SY06-07 S1	SY06-07 S2
Free	no data	no data	2.08	1.92	2.21	no data
Full Pay	no data	no data	1.85	1.82	2.10	no data
Reduced	no data	no data	2.33	2.28	2.41	no data

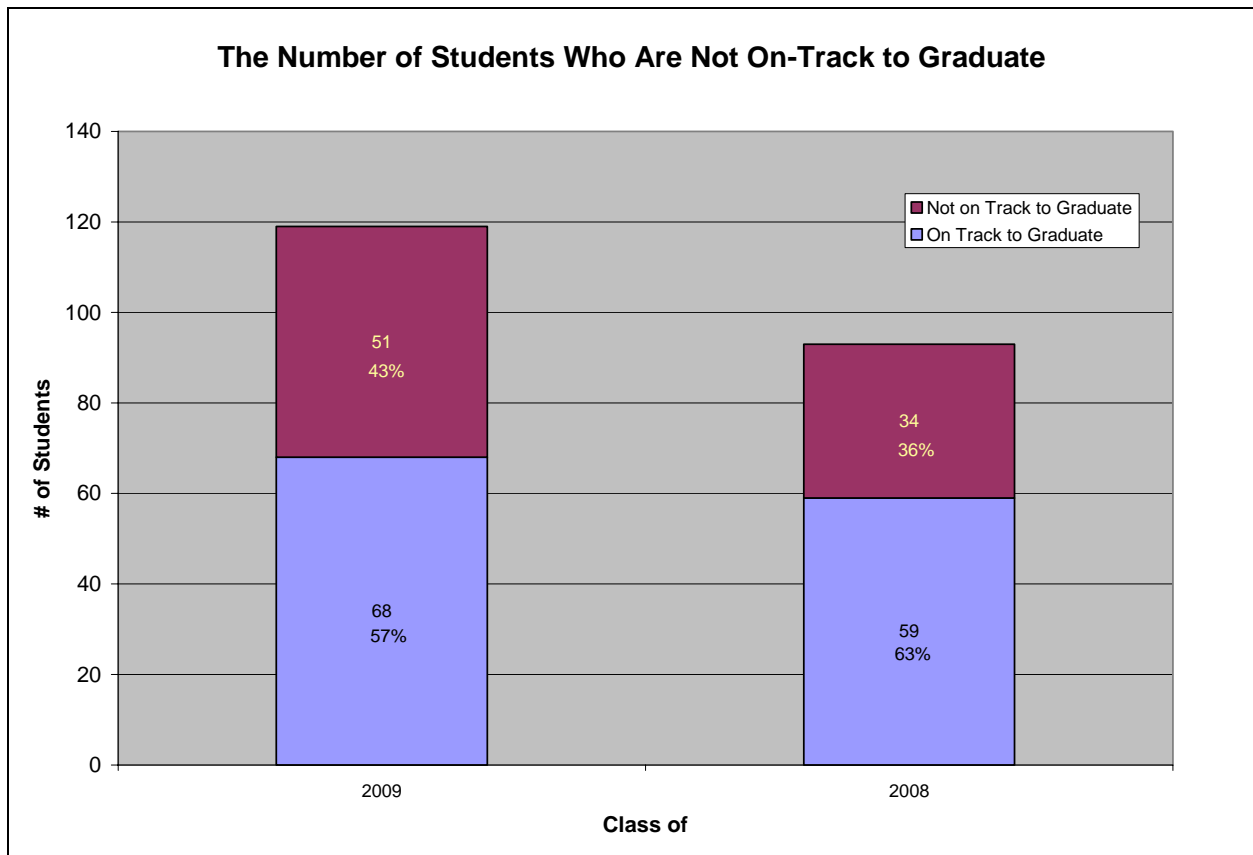
Subject	SY04-05 S1	SY04-05 S2	SY05-06 S1	SY05-06 S2	SY06-07 S1	SY06-07 S2
English	1.96	2.29	2.06	1.92	1.81	1.67
Math	1.67	1.83	1.63	1.47	1.76	1.65
Science	1.78	1.70	1.90	1.71	1.87	1.78
Social Science			2.00	2.25	1.97	2.11
Spanish	2.29	2.12	1.63	1.42	1.63	1.54

Progress Towards Graduation- Cumulative Credits

It is evident that the low grade point averages and cumulative credit units will lead to lower graduation rates than our expected 90 / 90 / 90 goal. As evidenced by the number of students who have left the school as well as the number of students not on track for graduation, AVCHS will fail to meet its goal of graduating 90 percent of the students who entered our school. This is

the absolute key issue that we are attempting to tackle as a school. This first '90' speaks to all aspects of our school—classroom instruction, academic and behavioral interventions, advising, etc. The discrepancy in the percentage of not-on-track students between the classes of 2008 and 2009 is due to the fact that fourteen students from the class of 2008 left because of credit deficiencies during the 2006-07 school year.

During the 2007-08 school year, AVCHS will graduate its first class. At that point, we will have a better indication of our progress towards our second '90' goal of ensuring that 90 percent of our graduates attend a 4-year university.



	Class of 2010		Class of 2009		Class of 2008	
Students on par with credits	73	55%	68	57%	59	63%
Students missing no more an 10 credit units	14	11%	10	8%	4	4%
Students missing more than 10 credit units	46	35%	41	35%	30	32%
TOTAL	133	100%	119	100%	93	100%

	Class of 2010		Class of 2009		Class of 2008	
Cumulative GPA over 3.0	34	26%	27	23%	20	22%
Cumulative GPA bet. 2.0 and 3.0	11	32%	58	49%	43	46%
Cumulative GPA under 2.0	99	43%	34	29%	30	32%
TOTAL	133	100%	119	100%	93	100%

Academic Performance Index and Adequately Yearly Progress

AVCHS met its Adequately Yearly Progress for the first time in 2007 because of significant increases in math achievement. The school has also shown slight increases in English Language Arts proficiency rates. Participation rates have always been high. In addition, the school has shown growth each year in its Academic Performance Index. The school grew 9 points in the 2005-06 cycle and doubled that growth to 18 points for the 2006-07 cycle. The school is proud of this accomplishment and hopes to increase this trend with continued professional development and student interventions.

2007 AYP: MET 14 OUT OF 14 AYP CRITERIA

Participation Rate	ELA- Target 95%		Math- Target 95%	
	Rate	Met AYP	Rate	Met AYP
All Students	100%	Yes	100%	Yes
Hispanic or Latino	100%	Yes	100%	Yes
Socially Disadvantaged	100%	Yes	100%	Yes

Annual Measurable Objectives	ELA- Target 22.3%		Math- Target 20.9%	
	Rate	Met AYP	Rate	Met AYP
All Students	46.7	Yes	41.9	Yes
Hispanic or Latino	42.5	Yes	41.9	Yes
Socially Disadvantaged	44.5	Yes	42.2	Yes

Academic Performance Index	2007 Growth	2006 Base	2006-07 Growth Target	2006-07 Growth	Met Target
All Students	703	685	6	18	Yes
Hispanic or Latino	700	665	7	35	Yes
Socioeconomically Disadvantaged	702	671	6	31	Yes
English Learners	693	642	8	51	Yes

Graduation Rate	Rate for 2006	Rate for 2007	Met AYP
All Students	100.0	100.0	Yes

2006 AYP: MET 13 OUT OF 14 AYP CRITERIA

Participation Rate	ELA- Target 95%		Math- Target 95%	
	Rate	Met AYP	Rate	Met AYP
All	99%	Yes	99%	Yes
Hispanic or Latino	99%	Yes	99%	Yes
Socially Disadvantaged	99%	Yes	99%	Yes

Annual Measurable Objectives	ELA- Target 22.3%		Math- Target 20.9%	
	Rate	Met AYP	Rate	Met AYP
All	42.5%	Yes	24.2%	Yes
Hispanic or Latino	32.9%	Yes	17.6%	No
Socially Disadvantaged	39.6%	Yes	22.8%	Yes

Academic Performance Index	2006 Growth	2005 Base	2005-06 Growth Target	2005-06 Growth	Met Target
All Students	700	691	5	9	Yes
Hispanic or Latino	680	685	4	-5	No
Socioeconomically Disadvantaged	686	678	4	8	Yes
English Learners	650	676	4	-26	No

Graduation Rate	Rate for 2005	Rate for 2006	Met AYP
All Students	NA	100.0	Yes

Note: The significant decrease in CST scores for English Language Learners from 2005 to 2006 can be attributed to the fact that the school received incomplete student information during its initial year on student language proficiency. Therefore, many student identified during SY04-05 as English Learners were incorrectly categorized. They should have been categorized as IFEP or RFEP but student data is incomplete at the time of testing.

2005 AYP: MET 13 OUT OF 17 AYP CRITERIA

Participation Rate	ELA- Target 95%		Math- Target 95%	
	Rate	Met AYP	Rate	Met AYP
All	100%	Yes	100%	Yes
Hispanic or Latino	100%	Yes	100%	Yes
Socially Disadvantaged	100%	Yes	100%	Yes
ELL	100%	Yes	100%	Yes

Annual Measurable Objectives	ELA- Target 22.3%		Math- Target 20.9%	
	Rate	Met AYP	Rate	Met AYP
All	42.5%	Yes	9.4%	No
Hispanic or Latino	37.0%	Yes	9.9%	No
Socially Disadvantaged	36.5%	Yes	10.4%	No
ELL	32.7%	Yes	9.1%	No

Academic Performance Index	2005 Growth	2004 Base	2004-05 Growth Target	2004-05 Growth	Met Target
All Students	691	NA	NA	NA	Yes
Hispanic or Latino	685	NA	NA	NA	Yes
Socioeconomically Disadvantaged	678	NA	NA	NA	Yes
English Learners	NA	NA	NA	NA	Yes

Graduation Rate	Rate for 2004	Rate for 2005	Met AYP
All Students	NA	NA	NA

California Standards Tests

Note: At the time of the start of the WASC focus groups, only 2005 and 2006 disaggregated data was available.

Our school must improve student achievement across the board in mathematics. On the CSTs, math scores are significantly lower than English Language Arts scores in all subgroups. In addition, GPAs in math courses are significantly lower as well. In the 2004-05 school year, no subgroup made its adequately yearly progress (AYP) for mathematics while in the 2005-06 school year, the only subgroup to not make its AYP was the Hispanic/Latino subgroup for mathematics.

The class of 2008, *Ánimo Venice's* initial class, shows no academic improvement. State test scores on the CSTs for the Class of 2008 show no improvement and decreases in some subject areas. GPAs from this group of students also decreased from the freshmen to sophomore years.

2006 PERCENT PROFICIENT

Subject	#	No Disabilities	#	With Disabilities
English 10	104	38%	18	11%
English 9	118	48%	17	12%
Algebra I	131	5%	25	0%
Geometry	81	15%	9	*
Algebra 2	11	9%	1	*
World History	104	29%	17	12%
Biology	22*	77%	1	*
Integrated Science	197	10%	21	0%

**Note: In the 2005-6 school year, *Ánimo Venice* switched from teaching Biology in the 9th grade to Environmental Science. Thus, only the 23 students enrolled in AP Biology took the Biology CSTs.*

Subject	#	Economically Disadvantaged	#	Non-economically Disadvantaged
English 10	105	32%	19	47%
English 9	119	45%	17	35%
Algebra I	140	4%	17	6%
Geometry	76	12%	16	19%
Algebra 2	9	*	3	*
World History	104	23%	19	42%
Biology	18	72%	5	*
Integrated Science	191	9%	30	7%

Subject	#	Male	#	Female
English 10	49	29%	75	39%
English 9	62	52%	74	38%
Algebra I	64	5%	93	3%
Geometry	42	14%	50	12%
Algebra 2	5	*	7	*
World History	49	33%	74	22%
Biology	11	82%	12	75%
Integrated Science	92	14%	129	5%

Subject	#	EO	#	ELL
English 10	70	36%	54	33%
English 9	106	50%	30	23%
Algebra I	106	4%	51	4%
Geometry	62	15%	30	10%
Algebra 2	9	*	3	*
World History	69	28%	54	21%
Biology	11	100%	12	58%
Integrated Science	153	10%	68	4%

Subject	#	IFEP	#	RFEP
English 10	3	*	3	*
English 9	15	47%	34	53%
Algebra I	13	0%	29	10%
Geometry	5	*	8	*
Algebra 2				
World History	3	*	3	*
Biology				
Integrated Science	16	6%	36	17%

2005: PERCENT PROFICIENT

Subject	#	No Disabilities	#	With Disabilities
English 9	120	39%	20	15%
Algebra I	98	3%	18	0%
Geometry	19	21%	2	*
Biology	120	22%	14	14%

Subject	#	Economically Disadvantaged	#	Non-economically Disadvantaged
English 9	104	30%	36	53%
Algebra I	92	3%	24	0%
Geometry	9	*	12	17%
Biology	99	20%	35	23%

Subject	#	Male	#	Female
English 9	56	33%	84	38%
Algebra I	37	2%	69	3%
Geometry	9	*	12	25%
Biology	51	25%	83	18%

Note: CST data disaggregated by language proficiency is not accurate due to insufficient student language proficiency data at the time of the state testing.

CLASS OF 2008 CST Longitudinal Data

Level	Biology 04-05	Biology 05-06
Advanced	4%	43%
Proficient	17%	35%
Basic	51%	22%
Below Basic	20%	0%
Far Below Basic	7%	0%

Level	Algebra I 04-05	Algebra I 05-06
Advanced	0%	0%
Proficient	3%	0%
Basic	19%	14%
Below Basic	58%	52%
Far Below Basic	21%	34%

Level	Geometry 04-05	Geometry 05-06
Advanced	5%	0%
Proficient	19%	4%
Basic	38%	12%
Below Basic	33%	66%
Far Below Basic	5%	18%

Level	Algebra 2 04-05	Algebra 2 05-06
Advanced	Na	0%

Proficient	Na	8%
Basic	Na	67%
Below Basic	Na	17%
Far Below Basic	Na	8%

	Int. Sci 04-05	Int. Sci 05-06
Advanced	Na	0%
Proficient	Na	6%
Basic	Na	55%
Below Basic	Na	27%
Far Below Basic	Na	12%

Level	ELA 04-05	ELA 05-06
Advanced	11%	7%
Proficient	25%	27%
Basic	45%	38%
Below Basic	18%	19%
Far Below Basic	1%	9%

Level	History 04-05	History 05-06
Advanced	Na	11%
Proficient	Na	15%
Basic	Na	41%
Below Basic	Na	15%
Far Below Basic	Na	18%

CLASS OF 2009 CST Data

Level	Int. Sci 05-06
Advanced	2%
Proficient	8%
Basic	59%
Below Basic	29%
Far Below Basic	13%

Level	Algebra I 05-06
Advanced	0%
Proficient	5%
Basic	25%
Below Basic	47%
Far Below Basic	23%

Level	Geometry 05-06
Advanced	8%
Proficient	28%
Basic	40%
Below Basic	24%
Far Below Basic	0%

Level	ELA 05-06
Advanced	12%
Proficient	32%
Basic	38%
Below Basic	16%
Far Below Basic	1%

California High School Exit Exams

Looking at the data related to the CAHSEE, although we have a large percentage of students passing both parts when compared to other high schools, we still have a certain percentage of kids that need support to pass the exam. Students who have not passed the exam may have to enroll in a pull out program in lieu of the elective class to help students improve their basic skills. We also need to know who specifically is not passing the exam with regards to special education, English Language Learners, etc.

CLASS OF 2008 PASS RATES AS OF EXAM #1 - MARCH 2006

	ELA- Pass	Math- Pass	ELA- No Pass	Math- No Pass
All	78%	67%	22%	33%
Male	86%	70%	14%	30%
Female	73%	65%	27%	35%
Hispanic	76%	63%	24%	37%
African-American	79%	63%	21%	37%
EO	85%	74%	15%	26%
IFEP	74%	52%	26%	48%
RFEP	71%	71%	29%	29%
EL	70%	61%	30%	39%
Non-Economically Disadvantaged	87%	87%	13%	13%
Economically Disadvantaged	76%	63%	24%	37%

CLASS OF 2008 PASS RATES AS OF EXAM #2 - OCTOBER 2006

	ELA- Pass	Math- Pass	ELA- No Pass	Math- No Pass
All	94%	78%	6%	22%

Advanced Placement

AP enrollment and PSAT participation are showing a developing college-going culture. However, PSAT scores are significantly lower than the national average and the school must find ways to prepare students for these sorts of standardized exams in order to strengthen their college candidacy. Our 11th graders are showing better potential for college entrance with slightly higher PSAT scores.

There is wider opportunity for students to take AP classes during the 2006-07 school year with continuing plans to increase the number of AP classes offered in the future. Our school is allowing students to take advantage of native speakers' skills by enrolling them in AP Spanish Language and Literature. However, significant improvement can be made in AP test scores outside of Spanish Language and Spanish Literature.

Course Enrollment	SY 04-05	SY 05-06	SY 06-07
Spanish Language	NA	62	31
Biology	NA	23	23
Spanish Literature	NA	NA	27
English Language	NA	NA	29
Chemistry	NA	NA	25

AP Exam Scores: SY 06-07	5	4	3	2	1	Avg.
Spanish Language	7	17	8	2	1	3.771
Biology	0	1	1	8	12	1.591
Spanish Literature	0	2	12	6	5	2.440
Chemistry	0	0	0	0	21	1.000
English Lanuage	0	2	4	16	5	2.111

AP Exam Scores: SY 05-06	5	4	3	2	1	Avg.
Spanish Language	7	16	22	8	1	3.370
Biology	0	3	2	9	9	1.957

PSAT

At this point, we only have college preparatory standardized exam data for the PSAT's. From the first round of PSAT testing, test results show that our students are far below national averages on the math, verbal and writing sections. The school is exploring different methods of providing the necessary PSAT and SAT test preparation for our students. The reality is that these exams are important for the college application process and students must receive the necessary guidance and support in order to be more competitive on these standardized exams.

OCTOBER OF 2006

Grade	#	Math Percentile	Math Score	Verbal Percentile	Verbal Score	Writing Percentile	Writing Score
11 th	115	20.63	37.39	26.39	39.33	24.77	36.65
10 th	130	26.71	35.12	31.17	36.33	30.90	34.05

**Note: Every AVCHS 9th, 10th, and 11th grade student takes the PSAT exam.*

Scholastic Reading Inventory (SRI) Data

A score of 950 to 1000 on the SRI assumes a 9th grade reading level. All 9th grade students who score below 950 are enrolled in the Read 180 program. The data shows that students are benefiting from Read 180. Students are demonstrating significant gains in their SRI scores and

exiting the Read 180 program after one semester. Further analysis of SRI data is needed to determine the numbers of students who designated as student with disabilities who are enrolled in Read 180.

SY 04-05

Average during first exam	835
Average after first semester	922
Average growth	87
# of students in Read 180 program first semester	79
Average growth of students leaving Read 180 after first semester	140
# of students leaving Read 180 after first semester	34
# of remaining students in Read 180 program second semester	44
Average of remaining students at the start of second semester	795
Average of remaining students after 2nd semester	821
Average growth of remaining students for second semester	26
Average growth of remaining students for school year	106

SY 05-06

Average during first exam	738 (Limited data)
Average after first semester	805 (Limited data)
Average growth	67 (Limited data)
# of students in Read 180 program first semester	81
Average growth of students leaving Read 180 after first semester	74 (Limited data)
# of students leaving Read 180 after first semester	30
# of remaining students in Read 180 program second semester	51
Average of remaining students at the start of second semester	776
Average of remaining students after 2nd semester	840
Average growth of remaining students for second semester	64
Average growth of remaining students for school year	135

SY 06-07

Average during first exam	739
Average after first semester	829
Average growth	90
# of students in Read 180 program first semester	61
Average growth of students leaving Read 180 after first semester	164
# of students leaving Read 180 after first semester	28

Task 2: Critical Academic Needs Based on the Data

1.) We must close the gender achievement gap as measured by GPA.

Evidence:

- GPA's for male students have been lower than females since the beginning of this school and while the gap has closed from a .67 differential during the first semester of SY04-05 to a .37 differential during the second semester of SY05-06, it is still significant.
- During the 2006 CST's, males outperformed females in 6 out of 7 subject areas but GPA's for female students were higher by .34 during the first semester and .30 during the second semester.

Current and possible future interventions:

- Men of Excellence class for 10th grade male students.
- Further research is needed for differences in learning styles for male vs. female students along with an analysis of grading practices across all curriculum.
- Detailed analysis of AVCHS's grading practices and assessment systems is necessary. Questions such as "What goes into a course grade?" and "What are we assessing and not assessing?" are critical.

2.) There is a need to create systems to intervene for students who are not achieving to expectations in terms of GPA's and Cumulative Credit Units.

Evidence:

- Currently, 21.5% of the Class of 2008 have under a 2.0 cumulative GPA and 32.3% of the students are behind by more than 10 credit units. These students are not meeting the expectations of college-bound students.
- Currently, 34% of the Class of 2009 have under a 2.0 cumulative GPA and 34.5% of the students are behind by more than 10 credit units. These students are not meeting the expectations of college-bound students.

Current and possible future interventions:

- Explore make-up opportunities for student who are credit deficient such as summer school, community colleges, online schools, and night schools.
- Create Grade-level specific interventions for students whose GPAs and credit units are determined to be at risk.
- Develop professional development for advisory program by grade level.
- Provide attainable model of success, students who have graduated.
- Create closer relationships between parents and advisors.

3.) There is a need to increase math achievement across the board.

Evidence:

- For the 2005 AYP, 13 out of the 17 criteria were met. The only criteria not met were overall mathematics and the three mathematics subgroups.
- For the 2006 AYP, 13 out of the 14 criteria were met. The only criteria not met was in one mathematics subgroup.

- Mathematics CST scores across the board are significantly lower than English Language Arts.
- There is a significant differential in GPA's between math and English Language Arts course since the beginning of the school. Over the past three semester, the differential has averaged 0.34 GPA points.

Current and possible future interventions:

- Develop ways for students to build basic skills in order to prepare them for the rigors of high school mathematics.
- Develop more math support classes for a great number of students.
- Increase staffing of math teachers to decrease the class sizes in math classes.
- Use of benchmark exams to assess student proficiency on standards.
- Seek greater curriculum alignment within math courses and increase vertical teaming communication within the math department.
- Provide intensive coaching for math teachers.
- Infuse math across all content areas.

4.) There is need for support or a program to prepare for the PSAT and SAT.

Evidence:

- PSAT scores for both the Class of 2008 and 2009 are significantly lower than the national average.
- For the class of 2008, percentiles for the math, verbal, and writing sections are 20.63, 26.39, and 24.77 respectively.
- For the class of 2009, percentiles for the math, verbal, and writing sections are 26.71, 31.17, and 30.90 respectively.

Current and possible future interventions:

- PSAT preparation needs to start at the 9th grade.
- Funds to be made available to provide SAT preparation courses for all our students.

Task 3: Critical Areas of Improvement

1.) Ánimo Venice must investigate additional methods to collaborate across all content areas in the development of a school wide curriculum plan.

As a staff, Ánimo Venice Charter High School (AVCHS) implemented monthly curriculum planning by allocating time each month for individuals to collaborate in their grade levels on cross curricular planning. The school-wide goal of cross curricular and inter-disciplinary planning was for each grade level to complete 3 major cross-curricular projects that had a focus on service learning.

After looking at GPA data, it was determined that our priority as a school needed to shift. Although many teachers continue to plan across disciplines, the focus of our school with regards to professional development is now on assessment and trying to make sure all teachers are making sure their assessments truly assess what students have learned and mastered.

2.) We should continue to encourage attainment of higher education through emphasis on academics, student leadership and decision making opportunities.

The College Readiness class is a “mandatory” elective for all 10th graders at AVCHS. The intent of the class is to provide all students with college and career advisement, goal setting, study techniques, college application preparation, etc.

Students in the college readiness class are required to research colleges and universities around the country, preparing their college portfolio which includes sample applications and essays. They are required to have a pen pal relationship with a student attending a four-year university and ask specific questions about how they prepared to take on the rigors of academia in their university. There is a career exploration component of the class in which students meet with and go through mock interviews with professionals representing such fields as law, medicine, business and finance. Students must also start work on their own graduation portfolio in the class. This portfolio is not only a showcase for students work but it also maps out their pathway to getting to a four year university while at AVCHS.

Students at AVCHS are also exposed to university life in two very specific ways. All students in the college readiness class participate in field trips to both UCLA and USC. During these trips, they not only tour the campus but more importantly, they meet with undergraduate students to discuss pathways to a 4-year university.

Our school holds college trips during the first week of spring break for students based on GPA. Students with a 3.0 or above are invited to visit universities on the East Coast. Students with a GPA of 2.0 or above are invited to visit universities in Northern California and Southern California. Students take tours of the universities and meet with admissions counselors and undergraduate students who are currently attending the university.

Ánimo Venice now has a comprehensive list of A-G courses that are approved by the UC system as well as five Advance Placement courses. The graduation requirements at AVCHS exceed the UC's A-G requirements. We also have a full-time counselor now at AVCHS with a primary role

of ensuring students are on track to graduate and meet A-G requirements. This role is shared by the advisory teachers. Advisory is a class that meets four times a week for thirty minutes. During advisory, teachers work one on one with a group of students and go over their weekly/daily progress in all of their classes. When necessary, students are assigned to meet with their teachers after school in their office hours in order to improve their grades. The advisor can also play a key role in preparing students for the PSAT, SAT, California High School Exit Exam and all statewide tests.

Ánimo Venice has developed an athletic department with four sports (basketball, boys and girls soccer, boys and girls rugby and girls softball) and a strict GPA guideline for all athletes. Athletes on these teams must maintain a GPA of at least a 2.5

3.) We must continue to provide a variety of assessments to ensure that students are learning and demonstrating competency in acquisition of state standards.

Ánimo Venice Charter High School now has a school wide focus on assessment. The theory behind this school wide focus is the idea that the more assessing and communicating to students of their learning progress, the greater the student motivation and learning. The essential questions the staff is having to ask itself are:

- 1.) What are the components of an effective assessment?
- 2.) How does assessment measure and communicate the level of student understanding?
- 3.) How do grades best communicate the level of student learning?

4.) We must continue to develop additional school wide intervention opportunities for students with socio-economic and academic needs.

With the addition of a counselor and the expansion of our advisory class, our interventions have grown since our last visit. Our full-time counselor has two primary roles: college preparation and socio-emotional support. The counselor keeps up to date with the latest information about UC/CSU A-G requirements, tracks student progress towards graduation, and creates action plans for students who are not on track. She also provides financial information and materials for all our students, including financial support for our undocumented student population.

She also provides socio-emotional counseling for many of our students in individual or group settings. Furthermore, she provides DIS counseling for our special needs population.

The advisor serves as a mentor and advocate for students and acts as the first line of contact for parents. Advisors mentor students individually and as a group. They provide important high school graduation and college admission information. They track their advisees' grades and progress towards graduation and college entrance. The advisory teacher is in constant communication with the students and their parents about their grades. The advisory class meets three times for a total of one and half hours per week. In addition, advisory teachers hold parent conferences twice a year

Before entering AVCHS, incoming 9th graders take a diagnostic exam to determine their placement in an appropriate math course. Students who score above an Algebra 1 level take Geometry; students who pass the pre-Algebra standards take Algebra 1; and students who lack fundamental math skills concurrently enroll in Algebra 1 and a Math Support class, which is in lieu of the standard Spanish class. In the past, we offered Math Support as a 7th period elective to students who were performing poorly in their math classes. However, students in the elective did not show dramatic improvement, so we decided to hire, in 2007, an additional math teacher who would specifically help pre-Algebra students. The math support teacher focuses on the pre-Algebra standards while supporting what is being learned in the Algebra 1 courses.

AVCHS has continued with its summer bridge program. The first intervention program that students come into contact with at the school is the summer bridge program. Summer Bridge continues to be a one-week program that exposes the incoming freshman class to what they can expect when they get to AVCHS. During Summer Bridge the students take three classes focused on the themes of past, present and future to get the ready for the up coming year. They also take part in a field trip to a university in Southern California.

Lastly, AVCHS provided summer school for the first time during the summer of 2006. The intent of summer school is for students in need of credit recovery to receive the opportunity to re-take core A-G subject courses. During the summer of 2006, 118 students attended summer school and during the summer of 2007, 179 students attended summer school. The average pass rate for both years of summer school was 74 percent.

5.) *Ánimo Venice* must infuse WASC as a process within the school culture.

At *Ánimo Venice* Charter High School the WASC process has become an integral part of our staff development and staff meetings. We are constantly trying new ways to reflect on what is actually working at our school and what we need to improve. Although as a staff we have been very reflective since the opening of the school, the WASC process has been a strong tool in getting the staff as a whole to reflect on data, pin-point strengths and weaknesses of our school, and action plan to ensure growth.

Task 4: Self-Study

Section A: Organization Vision and Purpose, Governance, Leadership and Staff, and Resources

A1: To what extent does the school have a clearly stated vision or purpose based on its student needs, current educational research and the belief that all students can achieve at high levels?

Findings	Evidence
<p>The school has a clearly stated mission statement as follows: “The mission of Ánimo Venice Charter High School is to prepare students for college, leadership, and life through innovative instruction, a rigorous curriculum, and the use of technology. At Ánimo Venice, we are committed to the education, and social and economic success of students who historically are unlikely to attend and excel at an institution of higher learning. We aim to achieve our mission by creating a student-centered environment that unifies the efforts of family, community, and school to foster life-long learning, cross-cultural competency, critical thinking, social responsibility, and academic excellence.” This statement is supported by Green Dot Public Schools and Ánimo Venice students, teachers, and parents as revealed through annual feedback surveys.</p> <p>The ESLRs were written with the premise that Ánimo Venice is preparing its students to graduate not only from high school but college as well. The mission of Ánimo Venice is to prepare students for “college, leadership, and life” so special emphasis is placed on skills necessary to be successful in a 4-year university. In addition, the ESLRs emphasize principles that hope to engender life skills such as leadership, tolerance, personal responsibility, and reflective improvement.</p>	<ul style="list-style-type: none"> ▪ School mission statement in student handbook and staff handbook ▪ Ánimo Venice ESLRs ▪ Stakeholder Feedback

To what extent is the school’s purpose supported by the governing board and the central administration and further defined by expected schoolwide learning results and the academic standards?

Findings	Evidence
<p>Green Dot Public Schools is a non-profit, charter management organization that currently operates twelve independent charter schools throughout Los Angeles. Its</p>	<ul style="list-style-type: none"> ▪ Green Dot Website ▪ Stakeholder Feedback

mission is to be an important catalyst for education reform throughout the city and throughout the state by focusing its effort “on influencing Los Angeles Unified School District (LAUSD) to transform its failing high schools into clusters of small successful schools and helping the district reinvent itself as one of the best school districts in the country.”

As a charter management organization, Green Dot aims to provide all the “back-office” services for school sites, allowing for school site administrators and teachers to focus their attention on instruction and student academic achievement. Green Dot does provide six tenets that all schools must follow:

- High Expectations for All Students
- Local Control with Extensive Professional Development and Accountability
- Small, Safe, Personalized Schools
- Parent Participation
- Get Dollars into the Classroom
- Keep Schools Opened Later

These tenets are based on the needs of the students we serve as well as current educational research on urban education.

“High Expectations for All Students” means that all students who attend a Green Dot School take a college-prep curriculum that meets the UC A-G requirements. These courses are approved by the University of California and their curriculums follow the California state standards.

“Local Control with Extensive Professional Development and Accountability” means that principals and teachers own critical decisions at their schools in terms of instruction and professional development. Quarterly and annual performance targets are defined by Green Dot and support is provided by the Green Dot’s education team in order to achieve those targets.

Green Dot makes recommendations on best practices in areas of curriculum, interventions, professional development, parent participation and operations to ensure a consistent level of quality and standardization.

Recommended Practices are provided in all curriculum and operational areas to help principals and teachers make the most informed decisions for their schools. Schools receive comprehensive, year-round training in these practices. Green Dot firmly believes in the idea of local control and does not require its schools to follow the Recommended Practices. If a school fails to meet performance expectations, however, then the Home Office will require some or all of its Recommended Practices to be followed at that particular

school. Site walkthroughs, standardized tests, interim assessments and stakeholder feedback surveys are all used to detect early warning signals of struggling schools or teachers so that the Home Office and/or principals are able to provide supports and require recommended practices quickly.

If a school site chooses not to follow a Recommended Practice, they are required to provide a plan that describes why they are not following that practice, lay out the new practice that the school site will employ, and provide support for the new practice in the form of research and evidence from other successful schools. If school sites or teachers are not following the Recommended Practices and do not meet their performance targets, they will be required to adopt the Recommended Practices. Green Dot is continually updating its Recommended Practices through innovations from within Green Dot's own network and from best practices developed by other school operators.

Green Dot is led by a management team of eight individuals that includes a Chief Executive Officer, a Chief Operating Officer, a Chief Academic Officer, a Chief Financial Officer, a Vice President of Curriculum and Instruction, a Vice President of New School Development, a Vice President of Operations, and a Vice President of External & Government Affairs. The board of directors that includes seventeen individuals who are leaders from throughout the corporate and education worlds.

As part of Green Dot's vision to reform education, the organization believes that a key constituent must be a teachers' union. Green Dot's teachers have organized as the Asociacion de Maestros Unidos (AMU), a CTA/NEA affiliate. Key reforms embodied in the AMU contract include: teachers have explicit say in school policy and curriculum; no tenure or seniority preference; a professional work day rather than defined minutes; and flexibility to adjust the contract in critical areas over time. Green Dot was able to achieve these reforms by establishing a relationship of mutual trust with the teachers union and committing to pay its teachers above the average salary at comparable schools.

The Green Dot vision of preparing students for college, leadership, and life has led to Animo Venice to develop a goal of its own, named "The 90/90/90 Goal." This goal aims to see 90% of incoming 9th grade students graduating from the school, 90% of those graduates attending a 4-year university, and 90% of those college-bound students graduating within 5 years. All decisions that affect the instructional and academic support programs are made with

the goal in mind.

A2: To what extent does the governing board have policies and bylaws that are aligned with the school’s purpose and support the achievement of the expected school-wide learning results and academic standards based on data-driven instructional decisions for the school?

To what extent does the governing board delegate implementation of these policies to the professional staff?

Findings	Evidence
<p>Currently, the school lacks a local governance structure that seeks alignment from all stake-holders, monitors academic results, and supports the achievement of ESLRs. As the school has grown from the initial class of 140 students, the need for a governance team comprised of administration, teachers, classified staff, students, and parents is realized.</p> <p>In the current system, the principal acts as the Chief Executive Officer of the school site and reports directly to the Green Dot management team. Currently, key decisions at Ánimo Venice are made through whole staff meetings and the parent leadership committee in consultation with the school administration. The principal then takes responsibility for holding staff accountable for carrying out the key decisions.</p>	<ul style="list-style-type: none">▪ Charter▪ Staff handbook▪ Green Dot website

To what extent does the governing board regularly monitor results and approve the single schoolwide action plan and its relationship to the Local Educational Association (LEA) plan?

Findings	Evidence
<p>As seen in the charter and the Green Dot Core Values, the charter management organization’s policies and bylaws are aligned with the school’s purpose and support achievement within the school. The charter lays out the purpose and organization of the school. Green Dot believes that all students can learn and should be academically prepared for college. Green Dot also believes in the participation of all stakeholders and allows the local school and its decision-making bodies to set the policies and practices. This desire to see all stakeholders participate is seen in the fact that Green Dot extensively surveys all stakeholders annually.</p>	<ul style="list-style-type: none">▪ Charter▪ Stakeholder Feedback Survey

Green Dot facilitates data-driven instructional decision making by providing an online student information system called Powerschool. Through PowerSchool, data on students can be gathered and disaggregated for analysis by the school sites. Green Dot has several full-time employees dedicated to data management as well as PowerSchool maintenance. Green Dot promotes our school wide expectations by monitoring achievement data and providing support to school leaders in the form of professional development. In addition, Green Dot provided financial support for pilot benchmark assessments and math coaches that help ensure students meet standards and expected school-wide learning results.

The typical Ánimo Venice Charter High School student comes to the school in the 9th grade in need of some remediation when it comes to reading comprehension and math. The typical Ánimo student is a student not reading at grade level and he/she needs an extra math class to reinforce basic skills needed to tackle algebra.

- Staff meeting agendas
- Agendas from GD administrator meetings
- Green Dot Intranet

A3: To what extent based on student achievement data, does the school leadership and staff make decisions and initiate activities that focus on all students achieving the expected school wide learning results and academic standards?

Findings	Evidence
<p>Currently, the process of making key decisions at Ánimo Venice Charter High School can be best described as shared decision making. As a staff, norms and staff non-negotiables guide the process of decision making to ensure that the group is working efficiently, trusting with open communication, collaborating respectfully, and always mindful of the “big picture.” Parents are involved in decision making through the parent leadership committee. The parent leadership team is comprised of administration, teachers, office staff, and the leaders of each of the parent committees: social events, advisory, fundraising, public relations, and volunteer.</p> <p>Before the beginning of each year, the school leadership team and staff review student standardized tests scores and subject grades to determine and implement action plans and goals for each grade level and subject area for the upcoming year. For example, based on test score data from the two years previous to the 2006-07 school year, the school created a school-wide focus of “clear expectations for learning.” The</p>	<ul style="list-style-type: none"> ▪ Instructional Leadership Team meeting agendas ▪ Staff meeting agendas ▪ Department and Grade-Level meeting agendas ▪ Staff Norms ▪ Parent leadership meeting

<p>school wide focus became the center of professional development throughout the entire school year. It was the school’s belief that an instructional focus encompassing all content areas was necessary to see improvement in student academic achievement. The school wide focus was interwoven throughout the entire school culture.</p> <p>In <i>Ánimo Venice’s</i> first year school wide decision making was made by the entire staff. As the school and staff has grown decisions have had to be made by departments or special task forces consisting of groups of teachers. The rationale for the decisions is shared within the confines of staff meetings. Any teacher can join a task force in order to tackle issues pertaining to the school.</p> <p>Key intervention programs developed over the past three school years have been the result of student academic achievement and stakeholder’s survey data. Programs such as advisory, math support, math summer bridge, and Men of Excellence were all developed as a result of our data analysis.</p> <p>The main priority of school administration is the supervision of instruction. Data is collected through formal and informal observations of teachers by administration. Data is also collected through “peer buddy” observations and learning walks. Each department is provided a professional development budget and many departments have used their money to fund substitutes during peer observation days.</p> <p>The math department uses the California Standards Tests (CST) and Action Learning Systems (ALS) Benchmark test data to drive instruction. Specifically, the department determines which standards need additional practice or review based on the ALS benchmark test data and allots time in the pacing plan to address them. The ALS benchmark test provides data broken down by specific standards, making it easy to identify problematic standards.</p>	<ul style="list-style-type: none"> agendas ▪ Parent committee meeting agendas ▪ Learning Walk Protocol ▪ Teacher Buddy “Clear Expectations” Protocol ▪ Department minutes
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To what extent does the school leadership and staff annually monitor and refine the single school wide action plan based on analysis of data to ensure alignment with student needs?

Findings	Evidence
<p>Problem-solving amongst staff has resulted from end-of-year student survey data. Based on feedback from the 2005 and 2006 student survey, school spirit received low marks along with school clubs and sports. Starting the 2006-07 school</p>	<ul style="list-style-type: none"> ▪ Meeting agenda and minutes

year, the school created an athletic director job with a budget and started three CIF sports programs- basketball, soccer, and softball and two club sports- beach volleyball and rugby. In addition, a full range of electives were instituted such as logic gaming, scrap-booking, dance team, circuit training, health & fitness, and film. Clubs such as yearbook, newspaper, and GSA have recently been started.

Based on data of student GPA's and progress towards graduation, intervention programs such as advisory class and Men of Excellence (MOE) have been instituted. Each student at our school is provided one advisory teacher based on their grade level which meets with them three times a week. The role of advisory is to monitor students academically and socially. It is a forum for teachers-student conversation which may lead to parent meetings. The advisory teacher acts as a buffer between students and their teacher as well as a confidant for students regarding school-wide issues and concerns. Advisory class meets three times a week. The MOE class is provided for 12 of our lowest performing sophomores males based on disaggregated GPA data. This is an intervention program designed to prevent these students from dropping out.

After looking at the CST and CAHSEE math results of 2004-06, the staff decided to develop a series of math interventions and activities to assist and encourage student learning. First we developed a one-week summer bridge program that concentrated on building fundamental math skills for high school success. The lowest 25% of incoming freshmen were selected for this program based on a standards-based assessment. In addition, more than 50% of incoming freshmen enrolled in a math support class that met four times a week for an hour. This class was geared to reinforcing content taught during their math academic period. In the past, 10-15 minutes of each advisory period was devoted to reading. In order to provide more support for math instruction, "math-in" was developed. "Math-in" occurred three times a week during advisory periods in which students practiced CST, CAHSEE, and SAT math problems. The math department provided the necessary materials for each advisory teacher. Lastly, extensive resources have been devoted to the professional development of our math teachers. Ánimo Venice math teachers are enrolled in a year-round coaching program at LMU where they refined assessment methods, best practices, and teaching strategies.

- Disaggregated GPA and cumulative units data

- CST and CAHSEE data
- Math department meeting minutes
- Incoming freshmen assessment data
- LMU MAST program description

A4: To what extent does a qualified staff facilitate achievement of the academic standards and the expected school wide learning results through a system of preparation, induction, and ongoing professional development?

Findings	Evidence
<p>Our staff is qualified, as seen by the fact that most staff members hold credentials, are enrolled in a credential program, or will soon be enrolled in a credential program. The staff receives extensive professional development throughout the year, through weekly morning staff meetings, Green Dot professional development days, and through outside professional development opportunities. All teachers also meet regularly within their departments for collaboration. Each teacher also has a personalized plan for improvement, developed in coordination with the administration (APAP).</p> <p>The teacher interview process has led to a qualified staff that fits the culture of our school. Candidates are recruited in partnership with Green Dot Public Schools human resources department, outside agencies such as Teacher California Charters, and personal connections of current staff members. Candidates are screened through an initial interview with the principal. If candidates pass the initial screen, they come back for an interview day which includes a sample teaching lesson, a teacher interview panel, and an interview with the assistant principal.</p> <p>New teachers are inducted to Green Dot Public Schools and Ánimo Venice through a week-long summer professional development. New teachers are trained on Green Dot policies and procedures as well as those specific to Ánimo Venice. Ongoing new teacher support is provided by new teacher mentors throughout the school year through monthly new teacher meetings as well as individual mentor meetings. Green Dot also provides additional professional development days to help teachers collaborate across school sites.</p>	<ul style="list-style-type: none"> ▪ List of Teachers and Qualifications ▪ Examples of APAP ▪ Agendas from staff meetings ▪ Agendas from department meeting ▪ Teacher recruitment protocol

A5: To what extent are leadership and staff involved in ongoing research or data-based correlated professional development that focuses on identified student learning needs?

Findings	Evidence
<p>Beginning of school professional development week is vital for building staff culture and finding focus for the school year. Professional development week begins with a staff retreat off-campus when the emphasis is establishing core values and staff non-negotiables. Throughout the week, time is spent providing a focus for professional development throughout the school year, collaborating in departments and grade-levels, and individual preparation time.</p> <p>Ongoing throughout the school year, Wednesday professional development time is an opportunity for staff to analyze student data and gain best practices. These staff development sessions are co-led by administration and teachers mostly from the Instructional Leadership Team (ILT), which organizes professional development at the school site.</p> <p>The ILT team is composed of administration, department chairs, and other teacher leaders. The team meets monthly to structure the professional development time for the rest of the staff. It also creates annual goals and prepares the yearly professional development plan. The team attends professional development conferences and researches for best practices.</p> <p>The close knit culture at <i>Ánimo Venice</i>, as well the staff retreat, eases the induction of new teachers. The willingness of veteran teachers to offer advice when needed is also crucial to the initial support of new staff. Finally, monthly new teacher meetings led by veteran staff allow new teachers the opportunity to ask questions, voice concerns, and receive guidance on educational issues.</p> <p>The LMU MAST program has been very effective in helping the math department grow professionally. In addition to monthly meetings and observations, the program has done a fantastic job of attending to the individual needs of our math department. During meetings, the program addresses the concerns of the department and offers practical, readily applicable recommendations. The meetings revolve around the specific needs of the department, whether it is pacing plans, lesson planning, classroom management, student psychology, or teacher sustainability. Coaches from the program observe our teaching on several occasions and</p>	<ul style="list-style-type: none"> ▪ Agendas from staff development week ▪ Retreat feedback forms ▪ Observation feedback forms ▪ New teacher meeting agendas ▪ Staff feedback survey ▪ Collaborative opportunities ▪ Essential questions incorporated into lesson plans ▪ Teaching observations ▪ Constant communication through email, scheduled meetings and drop-in hours

debrief afterwards. Some of the observations have been recorded for further analysis. Each observation focuses on a particular area of teaching and progress is examined between observations. The program has also encouraged collaboration, both within our math department and with math departments from other schools. Pacing plans and certain projects have resulted. In addition, the program offers extensive individualized help for math teachers.

Coaches from the program meet with teachers on a one-on-one basis and address the specific concerns of the teacher.

Coaches are consistently available for guidance, not just during planned meetings.

Following the focus on clear expectations of learning goals, each month grade level teachers meet together to develop a monthly curriculum plan that encourages cross-curricular lessons. Prior to the meeting, teachers email out completed templates that include what standards they are covering, major assessments, key unit themes, reading and writing assignments to be completed, analytical activities, possible grade level projects, important dates, and how they are going to incorporate technology into their curriculum. This shared information allows teachers to find similarities and connections within their content so that they might reinforce critical concepts across the grade level.

Following the focus on clear expectations of learning goals, during the 2006-07 school year, each department has created a sequencing plan by department based on skills and standards and student need for each course. In addition, a syllabus that follows the requirements of the UC/CSU or CollegeBoard has been created for each course. In addition, pacing plans that explain when key standards and skills are taught has been created as well.

The math department uses Action Learning Systems (ALS) Benchmark test data to drive instruction. Specifically, the department determines which standards need additional practice or review based on the ALS benchmark test data and allots time in the pacing plan to address them. The ALS benchmark test provides data broken down by specific standards, making it easy to identify problematic standards.

- Monthly curriculum plan template
- Co-created lesson plans of cross-curricular activities

- Course syllabi
- UC course descriptions
- College Board audits
- Department pacing plans

A6: To what extent are the human, material, physical, and financial resources sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) to support students in accomplishing the academic standards and the expected school wide learning results?

Findings	Evidence
<p>Ánimo Venice Charter High School believes that all resources must be prioritized towards student learning. The design of the school as well as the school budget show that the school allocates as many resources as possible to support students in the learning of academic standards as well as the expected school wide learning results.</p> <p>Staff salaries and compensations make up 52% of the entire budget, which is \$3.66 million. In addition, \$19,000 is allocated for professional development throughout the school year.</p> <p>Approximate budgets of \$70,000 for textbooks and \$22,500 for supplies have been allotted per fiscal year. This has resulted in textbooks, novels, and other books being provided to every student and classroom sets for certain textbooks. Supplementary instructional materials are also provided whenever possible. For example, all necessary science lab materials are available. An allocation of \$2,500 was provided for each grade level annually to fund fieldtrips and supplementary learning activities for students. In addition, every teacher who has requested an LCD projector has been provided with one and every teacher has been given a laptop. Rooms are equipped with overhead screen and there are enough chairs and desks for every student. There are also two carts full of laptops for students to utilize. The main office is steadily supplied with paper, markers, clips, and various materials. There are two copying machines, a printer, and a Scantron machine available for use in the main office.</p> <p>In addition, \$69,000 was allocated for computer hardware and software, the majority of which paid for the Read 180 reading intervention program and student computers. \$17,000 was allocated for student events and enrichment activities such as field trips.</p> <p>The school has worked hard to build a diverse and qualified staff that is dedicated to meeting the needs of the students. 22 out of 23 certificated staff have full credentials. Out of those teachers, 20 have master degrees. In addition to teaching rigorous academic courses, teachers are encouraged</p>	<ul style="list-style-type: none"> ▪ Staff member profiles ▪ Budget

to teach an elective in an area of strength or interest. This allows the school to offer students a variety of electives such as Latin Dance, logical gaming, beach volleyball, advanced technology, leadership, circuit training, yearbook, and film.

Financial resources are also made available for teachers to attend conferences and professional development activities outside of the school. For example, the science department annually attends a National Science Teachers Association conference. The social science department attended a professional development presentation at the "Social Science Store" in the Fall of 2006 and obtained classroom materials. Every AP teacher at our school has attended at least one AP training either during the summer or during the school year.

Preparing students for college is the responsibility of all certificated staff at the school site. All students are assigned an advisor upon entering the school. The advisor advocates for each student by tracking student progress towards graduation and college acceptance. In addition, all 10th grade students take a college readiness class which is taught by a full-time college-readiness instructor. In addition, a full-time school counselor coordinates college-prep programs, trainings for advisors, and organizes PSAT, SAT, and ACT testing on site. However, there is still a lack of specialized staff to address an obvious weakness in student performance on the PSAT and the SAT. Additional resources are necessary to provide our student more intense test-prep for these exams.

Ánimo Venice has always provided every teacher their own individual classroom. Currently, Ánimo Venice has an office, 18 classrooms, one college/career center, and one special education room. The school has received \$12.3 million in Prop 55 funds to construct the permanent facilities. Plans have been approved by the California Department of Education as well as the Department of State Architects. Green Dot is currently finalizing the final lease agreement with LAUSD and has arranged for temporary facilities while the construction takes place.

As the school has grown, additional financial resources have been allocated towards hiring more support personnel, such as counselor, math teachers, special education assistants, and office staff.

A7: To what extent has the charter school’s governing authority and the school leadership executed responsible resource planning for the future. Is the charter school fiscally solvent and does it use sound and ethical accounting practices (budgeting/monitoring, internal controls, audits, fiscal health and reporting)?

Findings	Evidence
<p>Green Dot treats each of its school sites as its own financial entity. School sites are responsible for ensuring adequate generation of revenue based on ADA and enrollment, and on the expenses side, each school site decides how the money is budgeted. Green Dot espouses the philosophy of “Same Dollars, Same Kids” and does not provide supplemental financial resources to individual school sites after the fourth year of operation. Green Dot is centered on getting more money into the classroom. Each school keeps 94 cents of every dollar from public funds. The remaining 6% is paid to Green Dot home office as a management fee for providing back office support functions such as financing and accounting, facilities and operational support, and data & knowledge management.</p> <p>For the school site, we have a budget, reviewed by school leadership and we operate within the budget. The Green Dot Home Office provides back office support for accounting and monitoring of budgets and expenditures.</p> <p>Budgets are approved by the Green Dot Board and shared with principals at the beginning of each school year. Green Dot seeks to get more principal and site input into how budget allocations are distributed throughout the budget. Teachers and staff are made aware of funds available for professional development, teacher stipends, instructional materials and supplies, and overtime. Staff input is gathered regarding how these moneys are to be spent with student achievement data, our mission and expected school wide learning results being the filter through which financial decisions are made.</p> <p>For purchases all requisitions must be authorized by the principal. This purchase requisition is then sent to Green Dot’s finance and accounting department for authorization and processing. Any requisition of \$10,000 or greater requires two signatures including one from the Chief Executive Officer or President of Green Dot Public Schools. This process ensures strong internal controls as teachers and school site staff must get purchases approved by the Principal and the Principal must get purchases approved by</p>	<ul style="list-style-type: none"> ▪ Budgets ▪ Budget Meeting Notes ▪ Green Dot Intranet ▪ Green Dot Director of Accounting Report

<p>the finance and accounting department at Green Dot. Having visibility into the purchases also enables Green Dot and the school leadership to ensure that we are not placing orders for goods or services than we can't afford.</p>	
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A8: Has the charter school developed policies, procedures, and internal controls for managing the financial operations that meet state laws, generally accepted practices, and ethical standards?

Findings	Evidence
<p>Green Dot Public Schools utilizes the acumen, experience, and economies of scale it has gained through opening and operating four other charter high schools to serve as our schools service provider for all finance and accounting functions. Green Dot Public Schools provides a centralized financial management and accounting department that serves all of it schools, including Ánimo Venice. The main purpose of this department is to: 1) Ensure that the financial position of each of Green Dot's schools is adequately and accurately reported on a periodic basis, 2) The processes that govern financial transactions are efficient, prudent, and documented, 3) the assets entrusted to Green Dot's schools are safeguarded, and 4) the school remains fiscally solvent and continues operations without interruptions. To this end Green Dot has established documented policies and procedures and a set of internal controls that ensures that financial transactions are carried out on a consistent and accurate basis.</p> <p>In accordance with its accounting and financial management model Green Dot Public Schools utilizes the accrual basis of accounting for our school. In accordance with Generally Accepted Accounting Principles ("GAAP") revenues and expenses are recognized in the period in which they are earned/incurred. In addition, annual accrual-based budgets are developed by the financial management office of Green Dot for use in tracking the school site financial condition at the school. Further the accounting records of Ánimo Venice are closed on a monthly basis with all general ledger accounts being reconciled after the necessary accruals. A monthly standardized financial reporting package including the Statement of Financial Position, and the Statement of Changes in Net Assets including budget to actual comparisons is developed by the Green Dot financial management office and provided to school administration, the President, CEO, and Board of Directors of Green Dot acting as the governing entity for review and discussion. The monthly reports compare actual spending to budgets to</p>	<ul style="list-style-type: none"> ▪ Green Dot Director Of Accounting Report ▪ E-mail Financial Reports ▪ Audit Report ▪ Current Budget Overview

monitor our spending and ensure that the school is operating within its means.

In addition to the internal procedures above Green Dot ensures that each of its schools, including ours, conduct annually a full-scope audit by a qualified independent public accountant in accordance with GAAP. In the selection process of these independent public accountants Green Dot ensures that the audits will also be conducted in accordance with the standards of the American Institute of Certified Public Accountants (“AICPA”) as promulgated in the AICPA Audit and Accounting Guides Health Care Organizations, Not-for-Profit Organizations, and Audits of State and Local Governmental Units, OMB Circular A-100, OMB Circular A-133, Audits of States, Local Governments, and Non-Profit Organizations. In accordance with AICPA standards, any and all material unadjusted differences will be presented to Green Dot’s Board of Directors acting as the governing entity for *Ánimo Venice*. Audit reports are issued to all relevant chartering and funding agencies as required by law.

As evidenced in our most recent audited financials, the school is fiscally solvent and operating effectively.

Section A: Areas of Strength

Question A1 & A2

- The school mission and vision is clear and relatively well-understood by all stakeholders.
- The Green Dot management organization provides many back office services and support, thus allowing school site administrators and teachers to focus on instruction.

Question A3

- Shared decision making between administration, teachers, and parent committees have shaped the formation of the school programs.
- The analysis of data informs key decisions.

Question A4

- Teachers are highly qualified and have a broad range of experiences.

Question A5

- Time and resources allocated for professional development that center around a clear school-wide focus.
- Professional Development is ongoing and research-based.
- Pre-school year staff retreat is vital for building staff culture and finding focus for the school year.
- More focused professional development in math department from LMU MAST program.
- Veteran teachers provide support to incoming and/or novice teachers.

Section A: Areas for Growth

Question A1

- A governance team needs to be created to ensure shared decision-making processes and accountability as the school expands.

Question A4

- A new teacher mentor program needs to be codified to provide continuing support throughout the school year. This can be formalized Beginning Teacher Support and Assessment (BTSA) program.

Question A6

- We need to seek additional financial and human resources to implement intervention and support programs for certain segments of the student population.

These interdisciplinary projects also help students see the connection between subjects and make the learning more relevant for the students. For example, the Veterans project was a joint project between the English and History departments in which the students interviewed veterans about their war experiences, and then described those experiences in a narrative written through the English class. Another example was the Poor People's Campaign websites, which was a joint project between Ethnic Studies and the technology class. The technology class also supports the teacher of linear equations in Algebra 1 through the use of Geometer Sketchpad and demonstrations using motion detectors.

Because of the ALS assessment system, time is allotted for subject-alike teachers to align their curriculum so that formative assessments could be administered at set intervals. Because the assessments are standards-based, teachers can find out from the results which standards are not being addressed and re-teach the material to students.

The math department's unit plans are standards-based, and all learning objectives come directly from the core content standards. Each math course has a 'CST unit' taught prior to the CST exams in May where students complete a Content Standards Worksheet. On each worksheet, students research and document the key vocabulary, concepts and processes of a standard, and practice CST-like problems on that standard. Students then present their work on a standard to the teacher who assesses their level of mastery. Once a standard is mastered, that standard is signed off and the student is given a completion star on the wall chart showing each student and each standard.

All students are required to take the rigorous A-G requirements as part of the high school graduation requirement. All teachers are required to teach A-G courses and follow UC course descriptions that are aligned to state standards. All core courses are now UC approved, and all AP courses offered are certified by the AP Board. Support classes such as Technology, Ethnic Studies, and College Readiness, are also focused on academic course preparation and prepare students for college.

Parents know that classes are UC-approved through parent meetings with advisory teachers, administration, and counselor. Parents are also informed by their children through the College Readiness Course.

All students, including English Language Learners and students with special needs, take the same rigorous courses (full immersion) and are given the necessary supports.

- ALS assessments

- CST unit plans
- Content Standard Worksheets
- Wall chart of all students and all content standards

- Master Schedule
- UC Course Descriptions
- Graduation Requirement Worksheet
- Parent Focus Group notes

- AP Course Participation Data
- Class Enrollments in PowerSchool

<p>Students also have the option to take several AP courses in English, Science, and Spanish. Some students also take additional courses at local community colleges.</p>	<ul style="list-style-type: none"> ▪ Counselor Interview
<p>Ánimo Venice currently provides AP courses in English Language, English Literature, Spanish Language, Spanish Literature, Biology, and Chemistry. Students who satisfy the prerequisites are eligible to take AP courses. Currently, 15% of students are enrolled in an AP English classes, 12% are enrolled in an AP science classes, and 15% are enrolled in an AP Spanish classes.</p>	<ul style="list-style-type: none"> ▪ School-wide Grade and GPA Analysis ▪ Individual CST Results in English and Math ▪ SAT Scores ▪ AP Results

B2: To what extent do all students have access to the school’s entire program and assistance with a personal learning plan to prepare them for the pursuit of their academic, personal, and school-to-career goals?

Findings	Evidence
<p>All students have access to the school’s entire program. We have a full-inclusion model, and students can take everything from electives to AP courses, as long as they have completed the prerequisites. In addition, the entire school’s course offerings fulfill the A-G requirements, allowing students to graduate with college as a post-high school option. All seniors are required to complete at least three applications to four-year universities with the help of the counselor and advisors.</p>	<ul style="list-style-type: none"> – Master Schedule – Individual Student Schedules
<p>Our school program is designed to support learners in completing all graduation requirements. All students have an Advisory class, lead by an advisor-teacher who follows them all four years. The teacher-advisor helps students track their grades, credits, and progression towards graduation. Every year all students complete a map of the courses they need to take and/or make up to graduate from Ánimo Venice and apply for post secondary institutions. As a student enters their junior and senior years, this class also aides in the college application process.</p>	<ul style="list-style-type: none"> – Ánimo Venice Graduation Requirements – Advisory Unit Plans – Student Graduation plans as filled out in 9th, 10th and 11th grade. – Course Planning Documents and Syllabi – Summer School forms
<p>All Ánimo Venice 10th graders are required to take the elective College Readiness. The main goal of this course is to prepare students for their college experience by becoming familiar with the college entrance requirements and professional opportunities. The class not only prepares students to apply to a variety of universities but it also serves to prepare students for the realities of interviewing for an internship or a job. Through project-based learning,</p>	

discussions, interacting in real-world situations, portfolios and reflection, students also focus on self-awareness, goal setting, current health topics, and improved critical thinking and writing skills necessary for achieving success in college or at a meaningful job in the future.

Our counselor meets with juniors to review their transcripts and to discuss their progress toward graduation, develop career goals, and research various available resources both at the school and within the community to advance these goals. Our counselor visits the junior advisory classes to work with the advisory teachers to create individual plans for graduation.

Special education students are provided with additional support in preparing for the future after high school with individualized transition plans documented in the student's Individualized Education Plans. These transition plans are structured and well documented according to special education guidelines. These special education students also graduate with an up-to-date psychological evaluation, to ensure that any student wishing to continue within the field of academia be guaranteed any supports and services at the college or university of their choosing.

Students who have IEPs or who need extra help with specific skills, such as writing or arithmetic, can take advantage of the school's Academic Success class. Academic Success reinforces the academic content for students with special needs, all of whom are full immersion students; students do not take Academic Success in lieu of core academic classes. The special education teachers re-teach content from core courses, provide one-on-one help, and help students develop study skills. Non-IEP students with particular needs can be placed in this class, by their own request or by teacher recommendation.

Read 180 is a reading intervention course that prepares students for the academic language in core classes. Read 180 takes a three-pronged approach to reading instruction—teacher-directed lessons, computer based learning, and individual reading time—and has been proven effective in raising students' reading levels. Before the beginning of each school year, incoming 9th graders take a reading diagnostic and are then assigned Lexile scores to track their progress. Students who read below grade level are enrolled in Read 180, and those who are above grade level take Ethnic Studies. After the first semester, if Read 180 students reach a 9th grade reading level, they are then transferred into Ethnic Studies.

Math Support and the AP electives reinforce the standards-

- Course Descriptions and Syllabi of Academic Success
- Lifemaps
- IEP Outline
- Transition Plan Outline

- Course Descriptions and Syllabi of Read 180

- Course Descriptions and

<p>based content taught in their respective AP classes through re-teaching and different forms of information delivery and practice, such as games or multimedia presentations.</p> <p>Our school program prepares students the essential skills necessary for pursuing their academic and career goals. All 9th graders take the Technology and Leadership class, which teaches students essential skills for college by connecting technology and service learning. In the past three years, students created websites for their community service projects and also for local business that did not have websites. These projects not only developed students' technical skills but also helped them develop the qualities outlined in the ESLRs, such as leadership and communication skills.</p> <p>The majority of 9th graders also take Ethnic Studies, a multidisciplinary history course that focuses on the development of writing skills. Students write essays on current and controversial topics, and learn the writing process through peer-review, rewriting of drafts, and one-on-one sessions with tutors from 826LA.</p> <p>Our school program prepares students for the college application process. All students take College Readiness in the 10th grade, where they design High School Graduations Plans, and work on creating goals for the year, for high school, and for their future. Students produce essential products that will help them meet those goals. These including sample college applications, financial aid forms, college essays, and an extensive search of career paths that may fit their post-secondary goals. To support this goal setting towards college and career, students attend tours on college campuses and attend local college fairs. Guest speakers in various career fields are also brought on campus through the CR class and other classes including US Government. Through the College Readiness course, parents also receive information on high school graduation and application to colleges when students fill out assignments and have parents sign documents. The College Readiness teacher also involves parents on field trips and other activities.</p>	<p>Syllabi of Math Support, AP Biology, and AP Chemistry Electives</p> <ul style="list-style-type: none"> ▪ Lesson and Unit Plans ▪ Student Work <ul style="list-style-type: none"> ▪ Lesson and Unit Plans ▪ Student Work <ul style="list-style-type: none"> ▪ Lesson and Unit Plans ▪ Student Work
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B3: To what extent are students able to meet all the requirements of graduation upon completion of the high school program?

Findings	Evidence
When looking at all students' grades, 53 percent of the	<ul style="list-style-type: none"> ▪ GPA data

student body has a 2.0 GPA or higher. In addition, 66 percent are missing less than 10 credit units (10 credit units being the number easily made up in summer school). Thus, approximately 50 percent of students are on track for graduation and are eligible for University of California and/or California State University admissions in their current grade levels.

Those students who are missing more than 10 credit units, who have not yet passed the CAHSEE, or who carry a GPA lower than 2.0 (which is the minimum for admission to a California State University) have many credit recovery options available to them. These options include summer school, night school throughout the year at a nearby adult school with support from our counselor, CAHSEE review courses before the retests, constant updates on graduation progress in Advisory and from the counselor, and multiple opportunities to retake courses at *Ánimo Venice* during the regular school year.

In terms of the graduation requirements from the State -of California, our students are well on their way to passing the High School Exit Exam. As of October 2006, 94% of our students passed the CAHSEE English Language Arts Section, and 78% passed the Math Section.

Through conversations with the counselor and advisors we know mandatory parent meetings are held for students who need to make up courses in which they earned F's and thus put them in danger of not graduating. Many students make up coursework over the summer at our summer school, Santa Monica College, West Los Angeles College, Venice High and Venice Adult School.

Based on achievement data, courses were created to better support students struggling with the rigor of our school program. Examples are Math Support, Summer Bridge for incoming freshmen, and the Academic Success course for our students with IEPs and other students with specific academic struggles. The Read180 class continues to support students with lower reading skills. In addition teachers offer tutoring ("office hours") after school for those students who are having difficulty in their classes and need extra help. Office hour attendance is voluntary in most cases. Some students are assigned mandatory office hours if they have low test scores or large amounts of missing assignments.

Parent conferences are held once per semester. Advisors sit with parents and discuss grades, growth areas, and goals for improvement in student performance. All students are required to meet with their parents and advisor, as well as

- Advisory course selection
- Counselor data on night school and summer school

- CAHSEE data (as of Spring 2007)

- Counselor records of meetings
- Advisory records of meetings
- Letter of notice to students in danger of not graduating

- Course descriptions for electives and support classes.

- Advisory conference data
- Advisory conference forms

any teachers with special interest in the particular student, and any administration necessary. Parents state that communication about options outside of school is inconsistent in terms of how the information and what information is communicated.

For students who are having difficulty in multiple classes, the advisor or teachers may call a Grade Level Conference with parents and students to create an action plan for success. The meetings are run by the teachers, who present data, make recommendations, listen to parents' recommendations, and create a student contract or action plan.

To graduate from *Ánimo Venice*, students are also required to complete 40 hours of community service. Students can conduct community service through on campus opportunities such as the Habitat for Humanity club and service learning projects such as the *Dias de los Muertos* project. Students can also earn hours by participating in off campus events or joining outside organizations of their choice.

Lastly, students are required to apply to least 3 four-year universities. During their senior year, the counselor holds special sessions with the seniors to complete college applications and make sure all requirements are met, such as submitting SAT scores and teacher recommendations. Seniors can also take a 7th period elective that provides extra support with the college application process, including the writing of personal statements and the application for financial aid, scholarships, and grants.

- GLC meeting template

Section B: Areas of Strength

Question B1

- Graduation requirements are more stringent than minimum UC A-G requirements. All courses have been UC-approved, and all courses are aligned to California state standards. We now offer six AP courses and plan to add more in the future and all students have access to these courses.
- Common pacing plans and curriculum alignment allows for the use of practices such as the ALS benchmarking interim assessments.
- While ESLRs have yet to be fully integrated into curriculum building, teachers already reinforce the ESLRs through various methods, especially in the mandatory electives such as Technology & Leadership, Ethnic Studies, and College Readiness. For example, planning across the curriculum to create service learning projects that address the socially responsible citizens ESLR; all ninth grade students use technology
- Teachers provide students with multiple opportunities to show proof of learning.

Question B2

- Office hours helps students succeed in school.
- Advisory effectively informs students about their current academic progress; provides another person who the student is accountable to; and provides a point person who can work with other teachers to support students. Advisory also ensures constant communication between school and home regarding student performance.

Question B3

- All students have access to systematic, school-wide support systems such as advisory, office hours, and Summer Bridge.
- Counselor provides immediate and direct support to juniors and seniors to help them meet graduation requirements and applying for colleges. She also helps students who deviate from their graduation plan find alternative means of achieving their goals.
- Advisory system allows every student to have an advisor who tracks graduation progress and recommend opportunities for credit recovery. The Powerschool information system acts as a tool for advisors because all student grades and information are tracked on a central database.
- All seniors complete at least three applications to 4-year colleges and universities with support from their advisor and the counselor.

Section B: Areas for Growth

Question B1

- The ESLRs were not developed till 2006 so many syllabi do not explicitly describe how the curriculum supports the ESLRs. As such, the ESLRs need to be systematically presented to all stakeholders and explicitly integrated into the curriculum.
- Although some teachers have developed cross-disciplinary projects, cross-content planning is not a common practice among all teachers.

Question B3

- The school-wide support systems do not catch individual students or student groups that need specific methods of intervention and support. Certain segments of the student population need additional support that is tailored to their individual needs.

Section C: Instruction
Student Engagement and Successful Teaching Strategies

C1: To what extent are all students involved in challenging learning experiences to achieve the academic standards and the expected schoolwide learning results?

Findings	Evidence
<p>The instruction at Ánimo Venice provides rigorous, standards-based, “A-G” curriculum for all students, including special education students and English Language Learners. Aligning instruction across all classes to California State Standards provides all students with a rigorous and relevant curriculum that teaches strong reading, writing, and math skills but also includes social studies, science, Spanish, and a variety of electives.</p> <p>In addition to classrooms this year has been a clear objective or essential question posted on the wall. Objectives are daily or for the unit; during classroom observations students were asked what the standards or objectives were for the unit, and the majority responded with knowledge. Teachers are working this year, in particular in the 9th grade, to return to the standards, objective, or essential question throughout the unit, and to incorporate it in a meaningful way. For example, the math department issues a packet of standards to all students at the beginning of the year, and students record mastery of the standards in classroom charts and graphs.</p> <p>Instruction at Ánimo Venice is largely standards-based, evidenced by the continually increasing CST and standardized testing data. The scores in English, in particular, attest to the high standards for that course. The scores in Math and History reflect the need for additional support in those subjects. This is confirmed by the student survey; the majority of students reported feeling “somewhat prepared” for the CST exams in each subject with the highest confidence level in English, and the lowest confidence level for math. However, preliminary results on the CaHSEE reveal that the math support from this year is working – passing scores increased by 7% from last year, which</p>	<ul style="list-style-type: none"> ▪ Student Work, such as: exams, quizzes, essays, presentations, projects, debates, Socratic Seminars, Service Learning projects, portfolios, role plays, performances, labs ▪ Rubrics for major assessments including student work mentioned above ▪ Course syllabi ▪ Minutes from department and grade-level meetings ▪ Field trips ▪ Evidence is gathered from 20 minute classroom observations over a series of days, where several teachers observed each department, noting their findings on an evaluation form. ▪ Student survey ▪ Graduation Portfolios ▪ Guest Speaker PowerPoints ▪ Student PowerPoints ▪ Student survey ▪ UC/CSU A-G requirements ▪ AP opportunities/scores ▪ Student survey ▪ Classroom observations ▪ CST and CAHSEE scores ▪ Parent meeting notes and commentary

suggests that the professional development the math department received this year has worked to make instruction more rigorous and standards-based.

Students attest to the rigor of the instruction through a recent student survey. The majority of students who participated in the survey felt most challenged by Spanish and English and least challenged by Science and History. Students responded most to the statement regarding writing and reading in each class and least to having a challenging curriculum, seeing applications to the real world and understanding why they are doing assignments in class. Through the survey responses, it is evident that students connect projects to challenging work experience. As more professional development time has been allotted for grade level meetings this year, there has been more time to collaborate on cross-curricular projects. As the English and Spanish classes are project based, an increase in cross-curricular projects could help challenge students in science and history.

Areas where the standards and ESLRs are met best include the writing portfolios with reflections, ALS data, rubrics in English classrooms, and the manner in which English classes ask students to compare articles to synthesize information and construct an essay. In each Science and Math lesson, there is some type of problem-solving. The writing process integrated into all classes and grade levels. Students who were formally designated with IEPs are given numerous opportunities to develop communication and language skills through class discussions, Socratic seminar, and the use of vocabulary development techniques, even in some math classes.

Some courses need to address the standards to a larger extent. For example, teachers could use more strategies to increase retention of information in Science classes. In Math classes, teachers used mostly one type of instruction in Math. The Spanish classes could aim for 100 percent of class spoken in target language by last quarter. In History, instructors could provide activities that require students to do higher order thinking on their own, and change the way writing prompts are phrased to increase Blooms level. In addition, students could write research papers using primary and secondary sources in History classes

Parents were concerned that classroom instruction has not kept up with the technology. They felt that more technology is needed in instruction, even within the textbook – perhaps have a mixed media type of thing, where kids get

information from more than one source (not just lecture and textbook, but also use a computer).

In addition, parents were unaware of the methods being used to engage students with ADS (auditory issues) and ADD, or how ELL were being supported in the classroom.

Two strengths in classroom instruction parents noted were that there is mainstreaming in all classes, and that our Special Education coordinators go into English and Math classes to support IEP students and others.

C2: To what extent do all teachers use a variety of strategies and resources including technology and experiences beyond the textbook and strategy that actively engage students, emphasize high order thinking skills and help them succeed at high levels?

Findings	Evidence
<p>Variety of Teaching Strategies A variety of teaching strategies are used by teachers to achieve California State Standards and Ánimo Venice ESLRs.</p> <p>In the Spanish classes, students interact in partners and small groups to practice vocabulary and speak in the target language. Spanish students additionally complete role plays practicing on grammar and vocabulary, and ultimately utilize their knowledge in real world experiences, taking field trips to local Spanish-speaking eateries, museums, and on Olvera Street scavenger hunts. The variety of teaching strategies continues in the AP classes, where students conduct a service learning project teaching local elementary school students about Dia de los Muertos.</p> <p>In the Science classes, there is evidence of students helping others and answering questions to encourage participation. Students understand how to use textbooks as a resource. In addition, science teachers would make sure that all students were “on board” using frequent, scaffolded comprehension checks that adapt the textbook questions, and oftentimes ask students to apply content to the “real world.” For example, during observations Biology students were expected to not only take notes on content, but were asked to explain the information in short-essay format in their own language. Science classes complete several labs throughout the year, and take field trips to locations in the community, such as the Ballona Wetlands and the UCLA Botanical Gardens, and participate in UCLA’s City Labs and AP Readiness. In each of the science classes, there are often interdisciplinary lessons</p>	<ul style="list-style-type: none"> ▪ Evidence is gathered from 20 minute classroom observations over a series of days, where several teachers observed each department, noting their findings on an evaluation form. ▪ Course syllabi ▪ Minutes from department and grade-level meetings ▪ Student samples, portfolios and class rubrics ▪ Field trips ▪ Parent meeting

combining math with science content.

The math department uses manipulatives to increase engagement, thus teaching in a different way for kinesthetic learners. During classroom observations each math class, during several visits, still managed to make math accessible through real-world application (i.e., using coffee filters to explain bisectors.) Math classrooms are designed in a way to promote group work, and lots of organic peer to peer mentoring was observed. There is interdisciplinary education in math, as well, including the Geometer sketch pad (art), and the writing in a daily journal (English).

Parents noted that the Algebra 1 classes show students lots of information. Students feel like they are learning. Teachers give students examples and break it down so that students can understand the information. Also, they use mixed media, and reinforce lessons with different forms of media, which parents noted as being “excellent.”

History teachers employ current events as an “intro” for the daily lesson, and cross-curricular, literacy strategies with in-class novel reading and essay writing. Simulations such as the “trench warfare” and role plays such as the Paris Peace Conference in World History make history literally come alive. In each of the history classes, students make “real world” applications independently, interviewing veterans and immigrants for research papers.

Observers in English classrooms noted that the room environments demonstrate challenging curriculum, themes, and cross curricular integration. In the 9th grade English class, there is an interview-based narrative that students write, supporting both English and History standards. In the 10th grade, students write a persuasive essay based on Biology content (biotechnology), as well as a narrative based on a veteran interview. In the 11th grade, students write a research paper based upon Thoreau’s *Civil Disobedience*. The subject lends itself to real-world applications, evidenced by the classroom discussions and Socratic seminars, such as an observed small group discussion comparing students’ experiences with others in preparation for *Raisin in the Sun*.

The elective classes consistently use technology, evidenced by the observed online reading, researching, and blogging. In addition, there are leadership opportunities in classes, from the local business website creation in 9th grade, to the math mentoring program in the 10th grade College Readiness class. There are frequent discussions in the 9th and 10th grade classes, and instructors facilitate students answering

each other's questions, and independent group work. For example, the Technology & Leadership class emphasizes team work in projects by creating group norms and distributing responsibilities through the timeline.

Within the Ethnic Studies class, the students are exposed to the writing process through eight essay topics. The writing process involves multiple peer-reviewed drafts as well as one-on-one sessions with writing professionals. To augment classroom learning, students attend two field trips to the Japanese American National Museum and the Tia Chucha Cultural Center, read two books to help engage in discussions centering on race and class issues, and meet a multitude of guest speakers, including civic leader Joe Hicks, congressman Tom Hayden, *LA Times* reporter Erin Aubry-Kaplan, and author Luis Rodriguez.

The College Readiness course appeals to various learning strategies, from letter-writing with College "buddies," to role plays in mock interviews. The art class additionally incorporates writing and technology with online art conversations on its website.

Professional Development provided by Green Dot emphasizes student awareness of essential questions and daily objectives. Instruction is modified to help students understand why they are doing assignments in class and the connection the assignments have to the real world. Special Education teachers often team teach and collaborate with core instructors on lesson plans and modified projects. The collaboration between teachers ensures that instruction and assessments challenge the students to master the standards and essential skills while balancing their IEP modifications.

Student Engagement

Students are actively engaged in a variety of classroom activities. During the observations, students were actively working in groups for a lab in a Chemistry class, taking turns walking the teacher through Algebra 2 problems and competing with each other to win a World History review game. Evidence of student engagement also is shown by students being able to identify standards and objectives for their lesson and show pride in the products of their elective and academic classes.

In addition, students were answering questions, discussing, listening to other students, and asking good questions in nearly every classroom observed. During the survey, students responded favorably to classes, citing a high interest level for Ethnic Studies and World History, in

particular.

Parents felt that the achievement gap between males and females at this school could be the result of the greater number of female teachers on staff. They worried that the poor GPAs of males could be a result of a lack of engagement in the classroom. Parents were impressed with how teachers connected classroom material to the students' lives, noting that "the work is meaningful and relates to their lives, which helps motivate students to think."

A variety of classes provide students with learning opportunities which require them to use Higher Order thinking skills. Cross-curriculum lessons offer students the ability to evaluate and compare using knowledge obtained in two or more subject areas.

Students are asked to recall information in Spanish classes by relating and applying terminology in the target language, as well as grammar, through a series of self-written and performed role playing activities, or skits. These activities provide students with the ability to interpret and relate what they are learning in the classroom and apply it to real life scenarios.

Science classes integrate problem solving strategies through classroom assignments and labs. They also show evidence of Bloom's Taxonomy by comparing and analyzing data gathered from these lab assignments, as well as the classroom lectures. In predicting possible result to labs and using hypothesis to help draw conclusion, student are making inferences in their work. Once students have either proven or disproved their hypothesis, they are able to evaluate the result and explain the reason behind a given result.

Problem solving strategies can be found in every Math class. Students are asked to problem solve daily in their Math classroom. Examples of this include solving problem during classroom lectures, group activities, homework and assessments. Active participation is highly encouraged during class lectures. Students are also taught different methods of problem solving skills with the use of textbooks, real-life scenarios and manipulatives. Students have also been asked to list and identify learning objectives with California state standards.

In the English classes, students are using Higher Order thinking skills by being asked to analyze and synthesize information from books they have read, movies they have watched, or articles they have been asked to read. Socratic

- Evidence is gathered from 20 minute classroom observations over a series of days, where several teachers observed each department, noting their findings on an evaluation form.
- Course syllabi
- Minutes from department and grade-level meetings
- Student samples, portfolios and class rubrics
- Field trips

seminars during class help students tap into their prior knowledge, categorize information, compare and contrast specific details, defend or argue different points of view and opinions, and draw conclusions to be discussed in class. In addition, English classes require student to peer edit papers where they showcase their ability to compare and critique, evidencing research skills.

Most of the Electives displayed evidence of Higher Order thinking within the classroom environment. The Technology class asks students to apply the knowledge they have gained in class to create a home page for the *Ánimo Venice* website using the program Flash. College Readiness offers students the opportunity to use Higher Order thinking skills by going beyond the classroom on fieldtrips to local college fairs, where students can compare the differences and similarities between colleges and evaluate which schools are best suited for them and their educational goals. College Readiness also invites guest speakers to help provide information students may not be exposed to by just simply reading a textbook. Guest speakers generate interest and manage to make information more relevant and concrete for the students, as well as give students the opportunity to judge how the information being provided for them will be useful in their own lives.

Some parents noted that students were able to connect their learning to issues outside of the classroom, which was a sign of higher-order thinking.

Success at High Levels

Students are clearly involved in challenging learning experiences and feel prepared to graduate high school and continue onto a four year university. According to the student survey, 70% of students say that they plan to attend a 4 year university after completing their coursework here at *Ánimo Venice*. 70% of students also state that they feel they are prepared for the university. The pursuit of college as a final goal is evident specifically in the students' advisory courses and their 10th grade College Readiness class.

All students in the 10th and 11th grade are in the process of completing their online application for the CSU system. Many students also attended extensive college tours and visitations during their Spring Break vacations. All 10th graders have also completed an in-depth survey of their coursework, planned for their future courses, and tallied their various graduation requirements and completion of their A-G requirements. Their classes have also hosted numerous visitors from various college-degree careers who

showed them PowerPoints about the path to that career. Each 10th grader was also matched with a specially selected college student pen-pal who matched their future career path or their future university.

Students also engage in visitations of campuses and also college fairs during the school year. The entire 11th grade class visited USC last year and the 10th graders this year attended the national college fair. College admissions officers also make frequent visitations to our campus to answer questions for the students.

The number of students enrolling in AP courses, and the number of AP courses offered, at our school is further attestation to the rigorous instruction provided in the required curriculum at *Ánimo Venice*. Currently, 25% of our population is enrolled in at least one AP course, and course offerings have increased from 2 to 6 by the 2007-08 school year.

To help all students master the rigorous A-G curriculum that is required for admission to a four-year state university, additional instruction is provided through the school's office hours program. In addition, professional development in grade-level and department meetings, as well as through the Greendot home office, emphasize and encourage "backwards planning," ensuring that units and lessons align with standards. During the two-week professional development during the summer, departments meet to create a unit using the backwards planning model. This is also the goal of district professional development. Vertical teaming in department meetings additionally clarifies essential standards and skills for grade levels, and creates scaffolded benchmarks to attain the essential standards.

Some parents worried about the mentality about "college not being for me," and that many bright and capable students are resistant towards furthering their education. In contrast, other parents were very impressed that their child, who had never talked about college, was coming along and applying to college.

Areas of Strength

Question C1

- Our courses are providing challenging and diverse learning experiences to ALL students.
- Core content courses are standards-based and aligned to A-G requirements.

Question C2

- Teachers utilize strategies learned in professional development and seek to continually engage students in meaningful learning experiences.
- Technology is used to support student mastery of standards and the expected school wide learning results.
- Instructional strategies are having a positive impact on the performance of students.
- Students appear engaged and on task during most classroom observations.
- Parents also noted that kids are quite engaged in classes and meaningful work, evidenced by the attendance rate and conversations.
- Students feel challenged in their coursework and prepared for college.

Areas for Growth

Question C1

- Continued professional development around varied classroom instruction, assessment, and feedback techniques that promote student motivation and learning.

Question C2

- More staff development in differentiated instructional strategies is needed make sure all students are being reached in the classroom.
- We need to work to increase student intrinsic motivation so students will push themselves beyond “satisfactory” work.
- Higher level questioning techniques need to be used more often during instruction to facilitate students thinking at higher levels.

Section D: Assessment and Accountability

D1: To what extent does the school use a professionally acceptable assessment process to collect, disaggregate, analyze and report student performance data to the parents and other shareholders of the community?

Findings	Evidence
<p>Our school uses professionally acceptable assessment processes to collect, disaggregate, aggregate, analyze, and report student performance data to students, parents, and other shareholders of the community to a large extent. Currently, our primary sources of student performance data include: (1) CST Testing, (2) CAHSEE Testing, (3) ALS Testing Service tests in Math and English, and (4) frequent teacher assessments of individual students and course grades, (5) PSAT scores, and (6) SAT scores.</p> <p>CST Testing takes place in May of each year for our 9th, 10th, and 11th grade students. Subjects that are tested include: English-Language Arts, Algebra I, Geometry, Algebra II, Integrated Science 1, Life Science, Biology, World History, Chemistry, and U.S. History.</p> <p>Last summer the R3 firm was hired to disaggregate the school's 2005-2006 CST score data. This facilitated our analysis of the data in several ways by breaking it down into charts that allowed easy comparisons between 2006 school grade-level averages to the prior year's school grade level averages and between our school, the other Green Dot schools, and the California state average. Performance data was broken down further into particular standards areas. For example, the reports gave us students' scores on questions that specifically involved the "Causes and Effects of the First World War" and "International Developments in the Post WWII Era" in the World History test.</p> <p>These results were made available to teachers for further analysis in August of the same year that the test was taken. Teachers read through the results and were given professional development time to discuss the results by department.</p> <p>CST performance results are received by students and their parents to review. Parents are notified of the school's average performance and progress on these professionally accepted assessments at mandatory parent orientations at the beginning of the year.</p> <p>Students take the CAHSEE for the first time in March of</p>	<ul style="list-style-type: none"> ▪ Green Dot Testing Profile ▪ ALS Benchmark Data ▪ Report Cards ▪ CAHSEE Scores ▪ PSAT and SAT Scores ▪ CST Results and R3 Reports ▪ Retreat and Week One Staff Development Agendas ▪ CST Reports ▪ Parent Orientation Power Point ▪ CAHSEE Data and Analysis

their 10th grade year. Retakes for those who have already taken the test and need to retake a section take place in February of their 11th and/or 12th grade years. The CAHSEE tests students in Math and English Language Arts. CAHSEE Math and English Language Arts results are provided to teachers (both as a whole and for individual students), and individual student scores are sent to students and their parents. Two scores are provided for each student: one for English Language Arts and the other for Math. Students are told the score that is needed in each category to pass and meet with the school counselor to discuss next steps.

In addition, this year the school created an intervention for students who had not passed one or both sections of the CAHSEE. Students were mandated to attend various Saturday workshops where teachers along with various members of the community lead an intensive review of the exam material 3-4 weeks before the testing date.

This year, the English and Math department have been using the ALS testing program. The program provides training to teachers and tests to be used four times per year to assess how well the students are performing in the standards. The training sets up benchmarks of certain standards to be met at certain times during the year, and the tests are itemized based on the standards to be met and this schedule.

The results of all English and math ALS tests in Green Dot are shared. The math and English departments receive the scores of every teacher in their subject that teaches in Green Dot. In the case of the CST score reports, this sharing of results facilitates reflection and collaboration and the sharing of best practices and strategies with other schools in the district. Teachers also share individual ALS benchmark student scores with their students, so students will be more aware of how well they are performing in the standards and in what areas they need more practice.

Individual teachers are trained and expected to utilize a variety of assessment strategies to evaluate student learning each week. Several teachers are also making efforts to tie their tests more closely to the standards so that they can better assess student performance in the standards throughout the year. In addition, course syllabi are provided to students in each of their classes at the beginning of the school year and include a description of the teacher's expectations for students as to performance, types of assessments, and behavior. Most teachers require a parent and a student signature on these syllabi and review them in class during the first week of school.

- CAHSEE Support Workshops

- ALS Benchmark Data
- GD ALS Professional Development Agenda

- ALS Benchmark Data

- Course Syllabi
- Lesson Plans

Teachers input grades for all student assignments and assessments in PowerGrade, a grading program which is linked to PowerSchool, a program that students, teachers, administrators, and parents can access on-line.

PowerSchool can give students and parents access to all of the student's grades and assignments at any time so long as they have access to a computer, the internet, and log-in and password information.

Teachers also prepare and send home student progress reports for parents to sign bi-monthly through the *Advisory* class. The Advisory teacher also assigns students office hours for the classes with unsatisfactory grades. First and third quarter grade reports are sent out halfway through each semester, and first and second semester grade reports are sent out at the end of each semester. Deficiency notices for students who are not on track for graduation are sent home to parents and student with recommendations of ways to fulfill their graduation requirements alternatively.

Additionally students (and their parent) who are in danger of not graduating must also meet with the school counselor. Parents are also required to meet with their child's Advisory teacher twice a year to discuss students' behavior and progress towards graduation along with other important upcoming school events (test dates, workshops, etc.)

- Power Grade Print Outs
- Class Schedule with Log In Information

- Advisory Expectations
- Sample School Progress Reports
- Deficiency Notice
- Parent/Advisory Conference Log
- School Calendar

D2: To what extent do teachers employ a variety of assessment strategies to evaluate student learning?

To what extent do students and teachers use these findings to modify the teaching/learning process for the enhancement of the educational progress of every student?

Findings	Evidence
<p>Teachers at Ánimo Venice employ a wide variety of assessment strategies to evaluate student learning. The assessments used by the teachers at our school include (with some variance based on course topic): exit tickets, quizzes, essays, problem sets, role playing exercises, labs, projects, presentations, PowerPoint presentations, midterms, final exams, and portfolios.</p> <p>Formative assessments used at Ánimo Venice include:</p> <ul style="list-style-type: none"> ▪ Exit Tickets ▪ Quizzes ▪ ALS Assessments 	<ul style="list-style-type: none"> ▪ Formative assessments ▪ Cumulative assessments ▪ Student work

Teachers use formative assessments to guide teaching/ learning progress. Teachers modify teaching strategies based on assessment results.

Example: English department uses ALS assessments to guide instruction based on identifying standards and skills that need improvement.

A variety of other informal assessments and daily monitoring tools are utilized by Ánimo Venice teachers. For example, teachers will monitor for understanding through discussions, debates, Socratic seminars, written reflections, problem sets, service learning projects, and other forms of class work or homework.

Cumulative assessments used at Ánimo Venice include:

- Labs
- Essays
- Exams (multiple choice, true/false, fill in the blank, short answer, diagrams, problems, matching, essay, etc.)
- Individual projects and presentations are also used in several courses.
- Portfolios

Teachers utilize the results of their assessments to modify their teaching in several ways.

- Many Ánimo Venice teachers use formative assessments such as exit tickets and quiz results on a regular basis (weekly). These measures allow for teachers to frequently assess student mastery or performance of a particular standard or learning objective and to make adjustments as needed.
- For large projects or essays, and portfolios many Ánimo Venice teachers break the project into developmental steps or parts that allow them to assess what amount of progress students are making in groups or individually and what areas students need more assistance or guidance in as they work towards their final project goal.
- Teachers test the value of new study or testing strategies by surveying students and evaluating the assessment results. For example, a teacher went through the practice of reading each quiz question out loud first.

Teachers utilize systematic criteria to determine students' grades and performance levels based on academic standards and the expected school wide learning results.

- Course Syllabus
- Holistic Rubrics

- Sample Assessments
- Teacher Survey

- Lesson Plans

- Sample Assessments
- Finals and Midterms

- Unit Plans

- Analytic Rubrics

Teachers also make efforts to motivate students to utilize the information they get on their assessments to modify their learning:

- Some *Ánimo Venice* teachers permit quiz or exam retakes to motivate students to study harder, to attend office hours and/or tutoring, and to do whatever is necessary to improve their understanding of the course materials.
- Some *Ánimo Venice* teachers have also begun to require students to reflect on their performance on the major term exams (Midterms and Finals).
- *Ánimo Venice* teachers spend time informing students about their performance either through specific written comments or frequently by grading based on rubrics that have been provided to the students.

Teachers have been asked to reflect on the variety of assessments utilized in their classes. This professional development should be continued and addressed on an annual basis to insure a balance is achieved for the students' success.

In addition, the school has also created data charts about each teacher's total grades, each year he/she has taught. These charts also reveal the patterns in grading by the gender of the students, courses with greater numbers of failing students, and consistency or inconsistency in grading as well. Several staff development days have been dedicated to improving assessment and ensuring grades are an accurate measure of student mastery of standards based content. Teachers spend time evaluating each others grading practices and reflect on underlying assumptions and issues involved with grading. Teachers discuss best practices and alternative forms of assessment to be used individually or during interdisciplinary/cross curricular units.

- Professional Development

- Grade Chart Organized by Teachers
- Staff Development Agendas and Handouts

D3: To what extent does the school with the support of the district and community have an assessment and monitoring system to determine student progress toward achievement of the academic standards and the expected school wide learning results?

Findings	Evidence
<p>Student progress towards mastering the state standards is monitored through a variety of methods. Before starting at Ánimo Venice, 9th grade students are assessed in Spanish, reading, and math during Summer Bridge. This allows the school to monitor progress for all students. Each year, the school analyzes student performance data on California State Testing (CST), Adequate Yearly Progress (AYP), and Academic Performance Index (API), and California High School Exit Exam (CAHSEE) scores. These data reports are discussed during professional development, grade-level, and department meetings. Additionally, Ánimo Venice’s scores are posted online and shared with the community at large, while students’ individual scores are reported to the families.</p> <p>In order to help monitor student progress throughout the year, AV implemented a quarterly assessment tool in all English courses with assistance from Green Dot. Action Learning Systems (ALS) is able to assist teachers and students in tracking individual improvement in mastering the state standards.</p> <p>The English assessments are recursive. We share the results with parents by sending home score reports for each individual student. In class, students write reflections based on their performance for each assessment. They have the opportunity to compare their scores and mastery of each standard.</p> <p>Green Dot supports the staff by organizing professional development opportunities for teachers to collaborate, share best practices, and analyze data. Teachers create pacing plans and analyze what will be on the assessments. Teachers are able to compare grade-level scores with other schools within Green Dot in order to see the level of success that has been achieved on specific standards and know what to reteach. Because the expected school wide learning results have been communicated with the students, it makes it easier for teachers to see how students have been successful in mastering these learning goals.</p> <p>Lastly, members of our school community have regular access to Power School. Students, parents, and staff may check quarterly and semester grades, assignments and</p>	<ul style="list-style-type: none"> ▪ Similar schools ranking based on standards testing ▪ State ranking ▪ Report Card ▪ CST Scores ▪ CAHSEE ▪ School Website ▪ Spanish, reading, and math assessments for 9th grader students ▪ ALS Assessments ▪ Score Reports ▪ Student Reflections ▪ School Data ▪ Professional Development ▪ Power School ▪ Report Cards ▪ Grade Reports from

<p>assessments for each class, transcripts, and teacher comments. The information on Power School is accessible at all times. Advisors send home informal grade reports printed from Power School. Students are then required to obtain their parent’s signature and attend assigned office hours based on their performance. In order to further monitor student progress, advisors also discuss opportunities to make up credits for failed classes with their advisees. This ensures that students are given the opportunity to make up lost credit and stay on track for graduation. Quarter and semester report cards are mailed home each semester.</p>	<p>Advisors</p>
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D4: To what extent does the assessment of student achievement in relation to the academic standards and the expected school wide learning results drive the school’s program, its regular evaluation and improvement and usage of resources?

Findings	Evidence
<p>Our school-wide focus has been largely based on our data from the CSTs and student GPAs. We have articulated this focus as measuring and communicating student learning.</p> <p>Administrators, teachers, and LMU MAST consultants consistently analyze CST, CAHSEE, and Action Learning Systems (ALS) data to help improve student progress toward academic achievement with regard to the California state standards. Various resources have been used to improve student achievement in the classroom. For example, an extra math teacher was hired beginning in the 2007-2008 school year and a Math Support elective course was created and implemented for incoming freshmen as a result of low overall math CST and CAHSEE scores across the board. Teacher- and volunteer-lead CAHSEE preparation classes were also offered on weekends for students who needed additional help. Additionally, advisory class Math-In time was created to provide supplemental tutoring for CST prep in the 9th grade, CAHSEE prep in the 10th grade, and SAT prep in the 11th grade. Preliminary CAHSEE results indicate that this preparation was successful. ALS was implemented in order to track all students’ progress in English. Finally, Read 180 has been continued for all freshmen who need support in English and reading. Green Dot has made it a goal, district-wide, for all schools to be data driven in their classrooms and to help improve overall student achievement. Data informs our school’s professional development plan as is evidenced by the continued discussions on school wide focus of clear expectations of</p>	<ul style="list-style-type: none"> ▪ CST/STAR results ▪ CAHSEE results ▪ ALS interim assessment data ▪ API analysis

learning goals and how we measure and communicate student learning.

In addition, the school has also created data charts of each teacher's total grades and GPAs. These charts reveal the patterns in grading by the gender of the students, courses with greater numbers of failing students, and consistency or inconsistency in grading for different teachers. Several staff development days have been dedicated to improving assessment and ensuring grades are an accurate measure of student mastery of standards based content. Teachers spend time evaluating each others grading practices and reflecting on underlying assumptions and issues involved with grading both in whole school staff meetings and department meetings. Teachers discuss best practices and alternative forms of assessment to be used individually or during interdisciplinary/cross curricular units.

- Grades/Progress Reports
- Grade Chart Organized by Teachers

Areas of Strength

Question D1

- Parents (and students) are contacted often regarding their progress towards graduation.
- Teachers have access to student test and performance data, and have frequent opportunities to reflect on and evaluate their teaching strategies based on the data.
- Best practices are discussed openly during professional development time.
- ALS for math and English has helped to focus learning goals for the two departments.
- The staff is proactive in finding and implementing programs to aide student achievement.

Question D2

- A variety of assessments are utilized within every course with specific criteria defined in the course syllabus and rubrics which are standards based.

Question D3

- The school has several assessment and monitoring systems to determine student progress toward academic standards and expected schoolwide learning results.
- The district and community are able to continue monitoring student progress through report cards, ALS data, Power School, and test results (CST, CAHSEE, etc).
- ALS and testing data are analyzed in a variety of ways for the staff to identify areas of strengths and weaknesses during meetings.

Question D4

- ALS data is shared with all math teachers at Green Dot-wide Professional Development days.
- Same-subject teachers meet to collaborate in planning curriculum outside of these PD days, as do the Green Dot teachers involved with the LMU MAST program.
- LMU MAST coaches were hired to work with the math teachers on research-based best practices in curriculum, instruction, and assessment.
- Ánimo Venice hired a fifth math teacher to decrease class size in mathematics and offer a math support class for pre-Algebra level students.
- The English department has implemented vertical teaming in planning their curriculums for each grade level, scaffolded writing assessments to support students in achieving the California State Standards, and used AP course requirements to establish learning goals for each grade level in English.

Areas for Growth

Question D1

- The community has no means of providing feedback on the assessment system at Ánimo Venice.
- Other subjects besides English and math have not formalized their assessment and reporting systems.

Question D2:

- Assessment strategies are not discussed throughout the school year.
- Ánimo Venice needs to find additional ways of assessing the English language learning population and students with special needs.

Question D3

- Green Dot should continue finding ways to increase the accuracy of the ALS quarterly assessments.
- Students and parents do not have access to testing data on Powerschool.

Question D4

- The sequencing of math course and implementation of math intervention programs has been slow to materialize.
- Further support is needed for providing accommodations on assessments for students with special needs. Teachers need more time for collaboration on best practices used by other schools and teachers in the Green Dot district.
- *Ánimo Venice* can still expand the use of data to inform and alter teaching practices.
- Vertical teaming has not been implemented in all subjects.
- The current assessment and reporting system does not provide effective feedback to students on their learning progress and promotes a fixed mindset to learning.

Section E: School Culture and Support

E1: To what extent does school leadership employ a wide range of strategies to encourage parental and community involvement, especially with the teaching/learning process?

Findings	Evidence
<p>The school leadership at Ánimo Venice Charter High School (AVCHS) believes that for students to receive the full benefit of a high school education, all members of the community must be involved in teaching them. Parents need to be a part of their child’s learning while students need to see the relevance and application of their education in the community. AVCHS has implemented a wide variety of strategies that promote and assure parent and community involvement at a variety of levels to meet these goals.</p> <p>A cornerstone of parent involvement is the requirement of 35 parental service hours a year. Completing 140 parent service hours is actually one of AVCHS’ graduation requirements. We stress to parents that we want those service hours to be completed by getting them involved in their child’s learning. For example, all students’ grades are available online 24 hours a day on our Power School system. We ask parents to log on and check their child’s grades every day and they can earn up to 10 minutes of parent service a day for doing this. Our computer system automatically tracks every time a parent logs on and those minutes are then added and parents are given service hour credit. The parents of Ánimo Venice are very well versed in keeping track of their students’ grades and GPAs. However, parent involvement so far has been mostly limited to informing parents about student grades and less on involving parents in the teaching/learning process. We are in the process of creating workshops to show parents how to get directly involved with their son or daughter’s homework and learning.</p> <p>Several teachers have set up effective service-learning, community-based projects and have brought community members into the classroom. For example, we have hosted Broadway Elementary students for our “Dia de Los Muertos” Spanish service learning project and for our “Math Family Fun Night.” We have hosted a plethora of guest speakers with knowledge and experience that are relevant to the school’s academic goals. In addition, we have been able to partner up with several local community based organizations to enhance the services we provide our students. For example, the Venice Boys’ & Girls’ Club has hosted school dances and provides all of our students with free membership. Our</p>	<ul style="list-style-type: none"> ▪ List of opportunities parents are given to complete their 35 service hour requirement: ▪ Page 13 of the parent student handbook ▪ PowerSchool access: ▪ Family-2.5 hours per year (15 logins) / averages once every 2 or 3 weeks. <ul style="list-style-type: none"> ▪ Guest speakers and volunteers: <ul style="list-style-type: none"> - University admissions officers: USC/UCLA/Harvard College, Gina Aguirre – California Lutheran, Bank Chantaruchirakorn – UCLA -Tom Hayden, Joe Hicks, Ronald Takaki, Jessie Trejo, Holocaust survivors, Kristi Hughes – lawyer, judge for

Athletics program has been able to partner with Oakwood Park and Recreation center to host all of our home basketball, soccer, and softball games. 826LA provides us with freelance writers who come in during class and help our students edit their rough draft essays.

AVCHS understands that communication is one of the most important obstacles to getting parents involved. We have tackled this barrier with two strategies: 1. Monthly communication envelopes and 2. An automated 3N phone calling service. The monthly communication envelope provides the school with one standard method to communicate ALL happenings at our school in a given month. A monthly calendar, bulletin, and all relevant flyers are included in the communication envelope on the first Tuesday of EVERY month. We have established a tracking system so that parents receive service hour credit for reading all included documents. In addition, we have invested in an automated phone system which we use to advertise major events, daily attendance issues, and daily detention issues. This has helped us tremendously to inform parents, at home and cell phone numbers, about important school related matters.

Many of the families we serve are Spanish speaking first, second, and/or third generation immigrants. We are well aware that reaching out to this parent demographic requires a grassroots effort which empowers parents to overcome any language and or cultural barriers.

Having these goals in mind, AVCHS has encouraged parents to form five parent committees, fundraising, advisory, hosting social events, public relations, parent volunteer. Each committee has English and Spanish speaking co-chairpersons, who make up the parent leadership committee. All school meetings provide Spanish translation. In fact over 80% of the AVCHS staff understand Spanish, our parents' primary language.

Many of our parents have not attained a post high school education and some did not complete their high school diploma. Therefore, our initial efforts to get them involved entail exposing them to our school culture, environment, and goals. For example, on a daily basis we host between 4-10 parent volunteers who help us set up, serve, and breakdown lunch. We host monthly Saturday parent workshops in both English and Spanish geared at teaching parents about preparing their students for, getting accepted into, and paying

debates last year, Venice family clinic staff, 826 LA writing tutors, Anderson School of Business students, David Liu-IT Consultant at Cerner Corporation, MALDEF speakers, and many undergraduate students.

- Communication envelopes:
- 90 % return rate

- Parent volunteer logs
- Monthly Committees
- Parenting workshops
- Semester teacher/parent conferences: 60% attendance

for college. In addition we host familial parent/advisory teacher conferences once a semester. Instead of parents scrambling to meet with all of the child's 6 teachers, we set up one meeting with the child's advisory teacher, who stays with the students all 4 years of high school. Therefore, the parent establishes a relationship with the advisor, who has been meeting with the child 3 days a week all year long tracking academic and social progress. In addition, we host "Winter and Spring Cleaning Days" once a semester, where parents help us to keep our facility looking beautiful. This event, although not directly related to the teaching/learning process, allows parents to gather at school in a less intimidating setting to establish some sense of community, which we hope will lead towards getting parents comfortable enough to transition into more important involvement with classroom instruction and student learning.

In conclusion, parents and the community are involved with the school, its development, and academic mission. Whereas community members are involved through service learning projects and as guest speakers directly related to classroom instruction, parent are less involved with the academic aspects of the school but still contributing in other aspects.

E2: To what extent is school a safe, clean, and orderly place that nurtures learning?

Findings	Evidence
<p>Ánimo Venice CHS provides a safe, clean and organized environment that helps promote learning and self expression. The school's culture creates an academic environment that engenders a high degree of trust, teacher professionalism, and higher expectations for all students while continually trying to improve the school's culture to foster stronger student achievement.</p> <p>Our student/parent handbook clearly outlines expectations regarding discipline, dress code, and general student behavior. A clear discipline rubric is communicated to all students and in general a majority of our students follow our expectations. In addition, teachers are very transparent about their classroom rules and expectations. Many if not all teachers have communicated (some visually) not only class rules but a clear procedure to deal with disciplinary infractions.</p> <p>Naturally, there are students who choose to break school rules and policies and AVCHS has established an effective method of dealing with severe discipline violations. For</p>	<ul style="list-style-type: none"> ▪ Parent/Student Handbook (sections on: discipline to ensure a safe campus, discipline rubric; Dress code policy) ▪ Discipline Data Tables: No. of Suspensions/Referrals/Dete

<p>example, our detention/referral/suspension system is effective for our average student. However our referral/suspension data indicate that this system is not effective in deterring behaviorally chronic students. For example, over 65% of suspensions last year were for students who refused to attend detention. We had very few suspensions for severe disciplinary reasons like fighting, etc.</p> <p>We have attempted to empower students into maintaining a clean campus. For example, every Advisory class is scheduled to do after lunch campus clean up about once a month. In addition, we have two custodians that keep a cleaning schedule. Trash cans are found all around campus. This effort has resulted in a generally clean and orderly campus.</p> <p>In addition, as part of the Green Dot model, we believe that schools should provide a safe and enriching environment for students beyond the regular bell schedule. Each teacher provides 2 office hours per week after school, and students can choose which office hours to attend on a daily basis. Also, student athletes participate in practices and games after school. However, there is little beyond office hours and sports.</p>	<p>ntions</p> <ul style="list-style-type: none"> ▪ Advisory Clean up schedule ▪ Office Hours Schedule ▪ Athletics Schedule
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To what extent is the culture of the school characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement?

Findings	Evidence
<p>All staff (administration, teachers, classified) descriptions and responsibilities are clearly outlined in our faculty handbook. Because we are only in our fourth year, some of these responsibilities have changed and therefore the faculty handbook is updated.</p> <p>Parents are given a forum to discuss any school operational, culture, or safety issues at quarterly town hall meetings and monthly parent advisory committee meetings. Administration attends these meetings so that corrective measures are put in place.</p> <p>Every teacher, similar to university professors, host two “Office Hours” after school every week. A group of approximately 10 teachers have volunteered to be part of the Instructional Leadership Team. This team meets once a month to creates and develops the focus and scope of professional development. PD meetings are embedded into our school week every Wednesday morning from 8 to 9:30am.</p>	<ul style="list-style-type: none"> ▪ Staff Faculty Handbook ▪ Parent open forums about student safety – record of meetings/locations/ time/dates) ▪ Office Hours Schedule that is posted and distributed to all stakeholders ▪ ILT Agenda & Minutes from meetings (Tool for Measuring School Improvement Rubric & Categories of key indicators

<p>AVCHS has a long term school wide 90/90/90 goal. That is 90% of seniors will graduate, 90% of those graduates will attend a 4 year university, and 90% of those enrolled in 4 year universities will earn a bachelor's degree.</p> <p>To accomplish this goal, we require every student to complete the UC A-G requirements in order to earn a diploma from our school. Our AP program is available to all students.</p> <p>In trying to establish a culture of success, we reward students for academic achievement. We celebrate success with Monthly Student Awards, End of the Year Award Ceremony, GPA reward fieldtrip, and VIP Lunch Raffle.</p> <p>Our staff is very reflective and is continuously brainstorming ways to improve our school. At least once a semester, in whole staff professional development meetings, we look at student achievement data and reflect on improvement areas. As a result, after our first year, we realized the incoming 9th graders were not prepared for the rigorous high expectations at AVCHS. Therefore, we developed and implemented Summer Bridge Program. After our second year, we noticed our math scores were not as high as our ELA scores, so we went out and brought in LMU math coaches to work with our math department on improving class instruction.</p>	<p>for school improvement)</p> <ul style="list-style-type: none"> ▪ PD Schedule - collaborative efforts to foster trust and professionalism w/in school environment ▪ Summer Bridge Enrollment & Attendance ▪ LMU MAST support program
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E3: To what extent do all students receive appropriate support along with individualized learning plan to help ensure academic success?

Findings	Evidence
<p>The mission of Ánimo Venice Charter High School (Ánimo Venice) is that each student is prepared to enter college. Towards this goal, Ánimo Venice students receive a significant level of personalized support as part of their high school experience. Some programs require student participation while others are voluntary and open to all students. However, Ánimo Venice has not instituted a system to create specific individual learning plans for each student. Only special education students currently receive individual plans through their IEPs. The general student population</p> <p>Ánimo Venice has scheduled as part of the school day, 90 minutes per week for teachers to meet with students to review their grades and classroom behavior, discuss college requirements and any other issue that will hinder classroom performance. Unlike many public high schools, Ánimo Venice places each student with the same teacher as their advisor over their four year high school career. Parents agreed that</p>	<ul style="list-style-type: none"> ▪ Advisory schedule: Monday, Tuesday and Friday

<p>this should be the primary support system at school. However, they agreed that it is still being underutilized, stating specifically that not all teachers are consistently calling home or sending grade reports for parent signatures.</p> <p>Teachers also set up conferences each semester so that parents who are unable to monitor their child's progress regularly, on PowerSchool, for example, or have questions about their child's performance, may have the opportunity to receive important information and guidance directly.</p> <p>All students receive diagnostic evaluations prior to entering <i>Ánimo Venice</i>. If a student tests below grade level in reading and needs remediation, then they are placed in Read 180. Each student's performance is monitored by their advisor throughout their high school career and they are programmed into after-school programs such as Math Support whenever necessary.</p> <p>AVCHS serves almost 50 special education students. We have two special education teachers who spend half their time teaching an academic success class and the other half working in general education teachers' classes. All of our students are mainstreamed into general education classes. The master schedule has been strategically designed to maximize the time our two special education teachers spend in general education classes. Every general education teacher is provided a synopsis of accommodations and modifications for each student with an IEP in their classes. General education teachers are required to attend IEP meetings and/or provide feedback on annual goals.</p> <p><i>Ánimo Venice</i> enrolls all students each school year in the minimum required courses for UC admissions. Most of the curriculum falls within this category. By the completion of their senior year, <i>Ánimo Venice</i> students will have the required course credits to enter college. Students also have the option of entering a variety of AP courses to help improve their grades and give them an opportunity to experience college-level curriculum.</p> <p>Students receive other interventions as well. Three programs have been set up to help students succeed: Academic Success, Men of Excellence (MoE) and the Home Visit Program. Academic Success is set for those with individualized education plans. They meet regularly as a course. MoE is for male students who are consistently underperforming. MoE students meet as a class. The Home Visit program is designed to help students improve home work habits. Two visits per year are scheduled for each student that is underperforming.</p>	<ul style="list-style-type: none"> ▪ Parent conference data: 60% of parents attend ▪ 9th Grade course: Read 180 ▪ Elective for all students: Math Support ▪ IEPs on file ▪ Special education teachers' master schedule ▪ <i>Ánimo Venice</i> UC admissions requirements chart ▪ AP courses: Biology, Chemistry, English, Spanish, History, Physics, Art History; Syllabi and/or UC course descriptions ▪ Academic Success Surveys; Men of Excellence Surveys; Home Visit logs
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E4: To what extent do students have access to a system of a personal support services, activities and opportunities at the school and within the community?

Findings	Evidence
<p>Each teacher has two office hours available per week. All students have the opportunity to meet with the teacher at this time to receive extra help. Many advisors require students to attend office hours when their grades need improvement. Parents reinforced this is happening and told us how grateful they were that someone at school was monitoring academic progress and holding their child accountable for low grades.</p> <p>All students have access to technology and are able to monitor their own grades regularly. Along with the portable computer carts available for class work and projects, the student to computer ratio is 3:1.</p> <p>During the school year 2006-2007, several teachers contributed time to running after-school sports programs. Each program is open to all students and helps contribute to grade improvement by requiring students maintain a minimum GPA to participate.</p> <p>Each year students participate in college trips to different sections of the country. Students receive tours of different universities, meet with college counselors, attend college classes, and are then required to apply to three different colleges before they graduate.</p> <p>Ánimo Venice students participate in numerous service learning and neighborhood projects within the community. These projects involve applied skills and knowledge and attempt to connect classroom learning with real work. Students also receive guidance and tutoring from local groups and community members. Parents' feedback indicates that they would like to see more partnering with university outreach programs. Parent's feel that university student mentors could provide guidance and advice from a younger more palatable point of view that may be more effective with HS aged students. In addition, although parents are extremely grateful for teachers providing office hours, they also feel like HS aged students might be more receptive to a college student tutor.</p>	<ul style="list-style-type: none"> ▪ Ánimo Venice office hours schedule and an example student's weekly printout of grades ▪ 140 computers on campus. ▪ Basketball, softball, soccer, volleyball schedules. Document from each coach with GPA requirements. ▪ East Coast and West Coast College Trip Schedules ▪ 826 writing program ▪ Broadway Elementary projects ▪ Local community murals

Areas of Strength

Question E1

- In general, parents are satisfied with the school and feel like the school is trying to reach out and get them involved.
- Parents have been very pleased with Saturday parent workshops.
- Parents are welcomed to all school functions in bilingual environment, where most teachers understand Spanish and can communicate with parents.
- Translators have been made available for those teachers who need it.
- A majority of parents read communication envelopes, as evidenced by the 90% return rate.
- *Ánimo Venice* brings community members into the classroom, and helps students get involved with community organizations/projects.
- *Ánimo Venice* has established several community partnerships with local organizations like, Westside Youth Agency, Oakwood Park and Recreation Center, 826 LA, Venice Family Clinic, and Venice Boys and Girls Club.

Question E2

- Parents agreed that all teachers are passionate and extremely committed to the success of their children.
- Parents confirm that their children are being exposed to a rigorous college prep curriculum.
- The summer bridge program establishes a culture of high expectations for all students at the beginning of their high school career.
- Teachers plan and facilitate Wednesday professional development time.

Question E3

- The general student population does not have individualized learning plans.
- Some interventions have been created for specific student groups.
- Advisory helps students and teachers track academic achievement.

Question E4

- Students have improved access to extra curricular activities, with the addition of several sports teams and clubs.

Areas for Growth

Question E1

- Although parents help with facilities, they are not directly helping with the school's academic mission in classroom.
- Parents use PowerSchool less than expected.
- Only about one-third of parents are on schedule to reach their required service hours.
- We need a better tracking system for monitoring contact between school and parents.
- Not all written communication is translated.
- Parents feel that more parents need to get involved with school social events and the current low levels of participation can be improved by increasing communication.
- Parents have requested ESL and citizenship night classes.
- The Nell Soto Home Visit grant has not been fully implemented.
- Parents have requested to have a full time school employee dedicated solely to being a parent liaison.
- Not enough teachers design collaborative projects with the community.

Question E2

- Parents feel that the school has increasingly lost its “family feel” and small school culture as the school has grown and moved to a different location.
- Parents state that student misbehavior and other inappropriate student activities has increased as the school has grown.
- The current discipline and intervention systems do not help the fifteen percent of students who chronically incur infractions. The discipline policy has a tendency to de-motivate some students.
- Students who succeed at *Ánimo Venice* are not visibly rewarded enough

Question E3

- *Ánimo Venice* needs to develop methods of evaluating the effectiveness of support systems and intervention programs.
- Students need greater support for scoring higher on the PSAT/SAT exams
- More contact between parents and advisory teachers is needed, and advisory needs to be more consistently implemented across site.
- *Ánimo Venice* needs to provide better support for students if they are to attain the grades necessary to enter college and achieve the school’s 90/90/90 goal.

Question E4

- Parents recommended that a full time staff member should be hired to supervise and oversee all student extra curricular and social activities.

Task 5: Comprehensive School-wide Action Plan

GROWTH AREA #1

AVCHS needs to create a school site governance council represented by staff, parents, students, and community members.

Rationale:

The goals of the governance council are to serve as the operating governing body, to provide input on long-term planning, to recommend school improvement plans, approve budgets, create policy, and facilitate communication between all stakeholders. The governance council must include representatives from the staff, parents, students, and the local community. Through the governance council, we aim to empower students, increase buy-in and involvement of parents, and support the continued improvement of student achievement.

Action Steps	Parties Responsible	Evidence / Assessment	Timeline
<p>Creation of a team to organize the structure of the governance council and to create its bylaws and guidelines.</p> <p>The jurisdiction of the governance team must be clearly defined by this process.</p> <p>The key roles and responsibilities of governance team members must be clearly defined as well.</p>	<p>Administration Parent Leadership Team Staff Student Leaders</p>	<p>AVCHS Governance Council By-Laws Meeting agendas</p>	<p>By the end of SY 07-08</p>
<p>Advertise the formation of the school governance council in order to educate all stakeholders on the role of the group.</p>	<p>Administration Parent Leadership Team Staff Student Leaders</p>	<p>Communication Envelopes Powerschool announcements School website Staff and student handbook Meeting agendas</p>	<p>By the start of SY 08-09</p>
<p>Recruit candidates for school governance council members and</p>	<p>Election Officer</p>	<p>Ballots Final vote tally</p>	<p>Fall of 2008</p>

to hold a public election to select its members.			
Provide training for elected members on the role of the governance council and articulate purpose, norms, and goals.	Green Dot Home Office OR Third-party Experts or Mentors	Training agendas	Fall of 2008
Execute and monitor the WASC action plan.	Governance Council	Action Plan Progress Reports	Ongoing
Implement and evaluate the decision making processes used by the governance council.	Governance Council	Meeting agendas / minutes End of Year Surveys	Ongoing

Resources Needed

- Examples of governance structures and governance by-laws.
- Support from other charter schools who have created governance councils.
- Recruitment of an Election officer and Third-part expert/mentor.

Accountability Report of Progress

- Report to GD
- Communication to all stakeholders

GROWTH AREA #2

AVCHS seeks to improve student learning through a comprehensive staff professional development plan focused on creating growth mindset learners. Through this process, AVCHS hopes to see an improvement in student achievement in terms of GPA.

Rationale:

In order to prepare students for college, leadership, and life as stated on our mission statement, we aim to improve student motivation and student learning through a focus on best assessments and grading practices that promote student learning. Research has shown that classroom assessment and grading practices have the potential not only to measure and report learning but also to promote it.

Action Steps	Parties Responsible	Assessment	Timeline
Planning of a yearly school-wide professional development plan focused on assessment and grading practices that promote student learning.	Instructional Leadership Team	Professional Development Plan	At the start of each school year
Time and funds allocated for the professional development of instructional leadership team members as well as all staff members.	Administration Governance council	Budget	End of fiscal year- End of June
Create buy-in and sense of urgency among staff to drive the professional development plan. The conversation needs to be framed around the idea that student motivation and the idea that learning increases through constant feedback.	Instructional Leadership Team	Meeting Agenda / Minutes Producibles from professional development meetings- Whole staff & Department Exit slips	Fall of 2007
Implementation of a school-wide professional	Instructional Leadership Team	Meeting Agendas / Minutes GPA Data	Ongoing during SY 07-08 and SY 08-09 and possibly

development plan that includes: <ul style="list-style-type: none"> ▪ AVCHS “Summative” assessment criterion. ▪ Best practices for classroom assessment-formative and summative. ▪ The effective use of rubrics. ▪ Best practices for grading. 		Teacher gradebooks Classroom observations	beyond
Collecting of data in the form of teacher unit & lesson plans, summative assessments, and classroom observations.	All staff members	Professional development meetings	Ongoing
Analysis of student work to norm grading practices.	All staff members	Meeting Agendas / Minutes Student Work	Ongoing
Creation of best practices for summative and formative assessments as individual teachers, departments, grade levels, and school.	All staff members	Meeting Agendas / Minutes	Ongoing
Gathering and evaluation of data relating to student performance- such as GPA's, CST scores, ALS interim assessments, summative assessments, etc.	Green Dot Home Office Administration Instructional Leadership Team	GD Semester-End Data Reports CST test scores ALS assessment reports Meeting Agendas / Minutes	Ongoing
Survey of students on their learning mindset-fixed vs. growth.	Instructional Leadership Team	Survey Results	End of SY 07-08 and SY 08-09

<p>Resources Needed</p> <ul style="list-style-type: none"> ▪ Continued professional development for Instructional Leadership Team ▪ Expert advice on transforming grading practices and technology used to support such
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practices

- Survey questions that reveal whether students have shifted from fixed vs. growth mindsets

Accountability Report of Progress

- Continued support from Green Dot home office to report data Year-end data reported to governance council
- Advertisement of GPA data to all stakeholders

GROWTH AREA #3

AVCHS must refine its current intervention programs while developing new systems that tailor academic support to the needs of individuals and particular student groups.

Rationale:

Through the WASC process, we have come to realize that the intervention system at Ánimo Venice targets students as a whole. From the data, certain individuals and particular student groups need more individualized intervention programs. For the most part, current AVCHS intervention systems have been implemented campus wide with little differentiation between students. We intend to refine our intervention systems so that individual students, specific student groups, and the school as a whole are targeted for addition support and resources.

Action Steps	Parties Responsible	Assessment	Timeline
Create Intervention Task Force	Governance Council	Meeting Agendas / Minutes Intervention Task Force Mission Statement and Goals	Fall of 2008
Create standards for evaluating current intervention programs	Intervention Task Force	Meeting Agendas / Minutes Program Evaluation Standards	Fall of 2008
Evaluate current intervention programs and make recommendations for improvement	Intervention Task Force	Results of Program Evaluation	Spring of 2009
Identify deficiencies in the academic performance of individual students, students groups, and the school as a whole	Intervention Task Force	Subgroup achievement data	Spring of 2009
Identify research-based intervention models and formulate action plan for implementation. Create evaluation system for the intervention models	Intervention Task Force	Intervention Task Force Report Intervention Task Force Action Plan Intervention Evaluation System	Summer of 2009
Get action plan	Governance Council	Meeting Agendas /	Summer of 2009

approved by governance council. Allocate funds and gather resources from within the school and outside community		Minutes Budget	
Implement action plan	TBD	Meeting Agendas / Minutes Master schedule	Fall of 2009
Use evaluation system to measure effectiveness of intervention program	Intervention Task Force	Student achievement data Student surveys Case studies	Ongoing after Fall of 2009

Resources Needed

- Research and professional development for Intervention Task Force.
- Funds allocated for professional development, additional human resources, and implementation of action plan.

Accountability Report of Progress

- Year-end report provided for governance council

