

SELF-STUDY VISITING COMMITTEE REPORT

**WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES
CALIFORNIA STATE DEPARTMENT OF EDUCATION**

FOR

OSCAR DE LA HOYA ANIMO

CHARTER SCHOOL

350 S. Figueroa St., Suite 100

Los Angeles, CA 90071

Los Angeles Unified School District

February 25--28, 2007

Visiting Committee Members

Mr. William Wellhouse, Chair
Principal, River Valley Charter School

Mr. Atotesfaye Abdu-Hakim
Instructor

Mr. Wayne Diver
Teacher, Somis Academy Charter High School

Dr. Damon Dragos
Principal, La Canada High School

Dr. William N. White
Administrator

Chapter I: Student/Community Profile

Briefly summarize the most critical information from the student/community profile that impacts the school. Include the following:

- Brief description of the students and community served by the school.
- School's analysis of student achievement data (e.g., *CAHSEE, AYP, API, AP, college SAT, graduation rates, and Program Improvement status*).
- Other pertinent data (e.g., *attendance rates, size of EL/LEP population, teacher credentialing, class size, dropout rates, programs for students*).
- ➔ **Note:** Show data in chart format and comment. Include sections of the profile that show student achievement findings and interpretations.
- Comment on significant findings revealed by the profile and/or pertinent data that were not included in the profile.

Oscar de la Hoya Animo Charter School (ODLHA) opened its doors in August 2003 with a founding class of 140 freshman students. ODLHA was created to provide the families of the Boyle Heights/East Los Angeles area with an alternative to the large traditional comprehensive urban high schools in the area (Roosevelt Senior High and Garfield Senior High, both in their 5th year of Program Improvement). This year ODLHA has an enrollment of 514 in grades 9 through 12.

The school is the third charter school created by Green Dot Public Schools, lead by Steve Barr, in an effort to provide more rigorous secondary education to Los Angeles's inner city students. Oscar de la Hoya, the boxing champion, has supported the school with a large donation and a new facility now under construction. The school's vision includes an unwavering belief in the potential of all students and the creation of a place where a passion for learning prevails. ODLHA is founded on the principle that all students can and will attend college.

Although the school currently utilizes a number of suites in a downtown highrise office building (the World Trade Center), most students live in the Boyle Heights/East Los Angeles area just east of Downtown Los Angeles. The neighborhood was once known for its diverse demographics, including large Jewish and Japanese populations, as well as Russian and Yugoslav populations. Now the neighborhood is almost 100 percent Hispanic or Latino. Surrounding communities include Lincoln Heights to the north, City Terrace to the east, Commerce to the southeast, and Vernon to the south. As of 2000, there were 124,283 people residing in the community.

The median income for a household in the community is \$28,544. The per capita income for the community was \$9,543. About 27.2 percent of the population at large were below the poverty line, including 35 percent of those under age 18. This community has historically high levels of poverty and unemployment which have facilitated generational gang affiliations, crime, and violence. The parent education level for ODLHA families includes 58% without a high school diploma while only 16% having attended any college at all.

ODLHA Student Data 2006-2007

Students	Ethnicity		Primary Language		Gender		ELL	FRL	IEP
	Hispanic	Non-Hispanic	English	Spanish	Female	Male			
514	99.6%	0.4%	25.4%	75.6%	53.1%	44.9%	31%	97.3%	7.2%

The school population is nearly 100% Hispanic with nearly 75% having Spanish as their primary language. More than 97% of students qualify for free and reduced lunch.

The school made Annual Yearly Progress (AYP) last year having met all 14 criteria.

Academic Performance Index (API)

Year	API Base	Growth Target	Actual Growth	API
2004-05	623	9	74	697
2005/06	697	5	11	708

The school has experienced significant growth in its API with last year’s score of 708 exceeding the API’s of the local high schools by more than 150 points.

API: Numerically Significant Sub Group Growth 2005-2006

Subgroup	2005 Base	Growth Target	Actual Growth	2006 API
English Learners	666	4	39	705
Hispanic	697	4	11	708
Socio-economically Disadvantaged	696	4	13	709

The school has demonstrated growth in its subgroups, especially its EL population.

CAHSEE Results Percent Passing

	English Language Arts	Mathematics
2005	77%	67%
2006	79%	75%

The school’s passing rate for CAHSEE is 19 percentage points higher than Roosevelt students on the ELA and 23 percentage points higher on the math portion.

Aggregated CST Results

Test	English	Math	Science	History
Percent Adv/Prof	29%	11%	13%	34%
Percent Basic and Above	70%	37%	64%	71%

The school is making significant efforts to improve its performance on the state standards tests. Teachers utilize elements of the standards-based backwards design model. The school has introduced quarterly benchmark testing this year provided by Action Learning Systems (ALS) to provide teachers with ongoing feedback on student performance. Among the four core subjects, math stands out as a priority for improvement with only 37% of students reaching the Basic or above level. The school has introduced a math support class taken by all 9th grade students. The school is experiencing more success at the 11th grade level than at 9th or 10th grade.

More than 80% of 11th grade students took the SAT I exam in 2006. However, scores reflect a need for more SAT preparation since only 10% scored 500 or above on the verbal and math

sections. More than 80% of the 138 students enrolled in AP courses took an AP test. Seventy-nine students passed with scores of 3 or above. However, all passing scores were in AP Spanish.

The school investigated which students were receiving D's and F's. They discovered that 24% of 9th graders received a D or F while 17% of 10th graders and 14% of 11th graders received non-passing grades. Similarly, the school found that math had the most D's and F's with 31%, followed by English at 26%, while science and history had 18% and 14% respectively. School grades along with the CST scores demonstrated a need for more support at the entry level (9th grade).

Attendance rates have decreased slightly from 2004 to 2006: 97% in 2004, 96% in 2005, and 95.1% in 2006. Student transience is relatively low with between 16% and 19% leaving during the year. There were 17 suspensions in 2004/05 and 48 suspensions in 2005/06.

Teacher Credentialing

Number Teachers	Full Credential	Interns	Application Pending	Waiver	First Yr	HQT
24	20	2	2	0	3	18

Staff ethnicity includes 40% Caucasian, 29% Hispanic, 18% Asian, and 11% African-American. The teaching staff is diverse with most relatively new to the profession having between three and four average years of experience. The average class size ratio is approximately 23:1. Seventy-five percent of teachers meet the No Child Left Behind criteria for highly qualified teachers. Staff development is ongoing with a meeting each Wednesday morning and uses a model in which teachers help determine the priorities, sufficient time is allowed for each topic, and which result in the creation of meaningful strategies that translate to classroom practice. New and struggling teachers are pulled out of class every other month and provided with one-on-one coaching from an administrator and peers.

Program highlights include:

- Student uniforms
- Families are required to complete 35 hours of service to the school per year.
- Incoming 9th grade students take a reading and math diagnostic instrument.
- 9th grade students needing reading intervention are placed in a class utilizing READ 180, a computer-based reading comprehension and language program.
- All 9th grade students take a required math support class.
- Teachers offer individual tutoring through after school office hours.
- AP classes are offered in Spanish Language, Spanish Literature, World History, English Literature, US History, Government, and English Language.
- Classes meet twice each week in 108 minute blocks and once in a 45 minute class.
- Students participate in a 30 minute sustained silent reading period.
- All 10th grade students are required to take a College and Career Readiness class.
- Three years of Spanish are required.
- Electives include technology, visual art, ethnic studies, and physical education.

- 9th grade students are offered summer bridge program.

Chapter II: Progress Report (2 pages)

Since the last self-study:

- Comments on the school's major changes and follow-up process.
- Discuss how the school through its action plan has accomplished each of the critical areas for follow-up, including the impact on student learning.

The school's initial WASC visit for candidacy occurred in March 2005. Many significant changes have taken place in the two years since that visit. The school has grown in student population with the addition of the 11th and 12th grade levels.

In late July 2005, the previous principal unexpectedly retired and the assistant principal, Angelique "Kris" Terry was promoted to the principal position. Mr. Harris Luu, the integrated science teacher and summer school principal was promoted to the position of assistant principal. Both leaders were with the school during the initial WASC visit.

In order to accommodate the growing student population Oscar De La Hoya Ánimo Charter High School moved from its temporary site at 5156 Whittier Blvd. in East Los Angeles to another temporary site at the World Trade Center building on 350 S. Figueroa St. in downtown Los Angeles. This temporary site is able to accommodate the school at all grade levels, 9-12. A permanent site will soon be under construction in in East Los Angeles/Boyle Heights.

A number of changes have occurred among the teaching faculty. Several teachers resigned in 2005 and three more in the summer of 2006. They have been replaced along with new teachers hired to teach the 11th and 12th grade courses. In all, nine new teachers were added to the 2005-2006 teaching staff and nine new teachers were added to the 2006-2007 teaching staff. In July 2006 the Counselor and the Dean of Discipline left the organization. Their positions were refilled.

1. The administrative staff and Green Dot Public Schools must find a suitable permanent school site facility as additional grades are added to the student body.

Since the WASC candidate visit, the school moved to the World Trade Center building at 350 S. Figueroa St. in downtown Los Angeles. This temporary site (a converted UCLA Extension complex) provides the school with 26 classrooms, two administrative offices, a main office, and a small staff lounge. The current site accommodates the school at all grade levels 9-12 until the permanent site is constructed.

The City of Los Angeles has approved preliminary plans for the construction of the permanent facility at the corner of Lorena and Garnett in East Los Angeles/Boyle Heights. State approvals are in progress and state provided building funds have been secured by Green Dot Public

Schools. In March 2006 the administrative staff met with the architects of the permanent building and the Director of Facilities and Operations of Green Dot Public Schools to review building blueprints. Demolition and construction of the permanent site is scheduled to begin in April 2007.

2. The administrative staff and Green Dot Public Schools should work together to ensure that a comprehensive instructional and co-curricular programs are available to all students. .

The school has developed a relationship with East Los Angeles Community College (ELAC) in order to offer students 16 and older with an 8th period elective in sociology taught by an ELAC professor providing students with both high school and college credits. This year ELAC will continue to partner with ODLHA and offer students English and math skill development courses in preparation for college level course work.

Limited co-curricular activities are generally student initiated and supervised by adult sponsorship. As an example, students have worked with the administration and Green Dot Public Schools to secure adult sponsors for a film and editing club, dance/hip hop club, cheerleading, baseball, softball, boys and girls basketball, social justice club, and environmental conservation clubs. This year a mural club and Girls On The Run fitness and track clubs have been added.

In November of 2006, ODLH applied for California Interscholastic Federation (CIF) Affiliate membership. The CIF unanimously approved the school's petition, allowing the school to offer both boys and girls basketball, and soccer. Spring sports being considered include softball and baseball.

3. The school staff should continue to meet collaboratively and determine appropriate ways to best meet the needs of English Language Development students, providing intervention programs and additional resources.

A team made up of the principal, assistant principal, special education teacher, and the reading intervention teacher reviewed several language acquisition intervention programs for our beginning English Language Learners (ELL). As a result, the High Point language acquisition program was selected and a pilot program initiated last year. Students were selected based on an overall California English Language Development Test (CELDT) score in the 1-2 range signifying a beginning ELL and teacher recommendation.

In addition, professional development in sheltered instruction techniques have been reviewed for new staff members. Professional development in differentiated instruction was then added to provide all teachers and students more techniques for utilizing class time, space, and peers to support the learning needs of ELL's and other diverse learners in all classes.

4. The administrative staff and teachers should work together to align the expected school wide learning results (ESLRs) with the curriculum which is delivered to each student.

After the initial visit, departments were asked to meet and evaluate how their curriculum

supported the ESLRs. It was during this recent evaluation and the following department chair meeting that the school realized that the ESLRs do not accurately reflect the expectations of the school community. In the summer of 2006, a process of revision was begun. Teachers and parent representatives continued the process of narrowing down and revising the ESLRs throughout 2006. The newly adopted ESLRS are as follows: **Socially Responsible Citizens, Effective Communicators, Academic Achievers, Life Long Learners, and Respectful Individuals**. The ESLRs have been shared with incoming students during the new student orientations in mid June and at community information meetings. The school continues to integrate the revised ESLRS with the curriculum through annual surveys from all stakeholders, student GPAs, student scores on standardized tests (SAT, CST, Advanced Placement Exams, CELDT, High School Exit Exam) and teacher/department feedback.

Chapter III: Self-Study Process (1–2 pages)

- Include a copy of the school's expected schoolwide learning results.

Ánimo graduates will be Socially Responsible Citizens who:

- Understand and participate in the democratic process and recognize its value in a global context.
- Are law abiding individuals.
- Assess individual, group, and/or community needs and choose to develop plans to meet those needs.

Ánimo graduates will be Effective Communicators who:

- Utilize technology as a tool for learning and communicating.
- 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.
- Identify and use resources effectively to gather, communicate, and evaluate information.

Ánimo graduates will be Academic Achievers who:

- Produce quality work across the curriculum.
- Are knowledgeable with regards to educational pathways and career choices.
- Are eligible for college by completing required coursework and equipped with the necessary skills to pursue and succeed in higher education.
- Demonstrate the critical thinking skills of application, analysis, synthesis, and evaluation.

Ánimo graduates will be Life-long Learners who:

- Continue their education by attending a post secondary institution, reading, and traveling.
- Are adaptive to a wide array of professional and cultural settings.
- Are goal-oriented and understand the importance of continual goal setting.
- Utilize self-reflection as a tool for personal growth.

Ánimo graduates will be Respectful Individuals who:

- Demonstrate knowledge, compassion and respect for diverse individuals and groups throughout society.
- Exhibit appropriate manners and utilize the vocabulary associated with them.
- Care for their physical environment.
- Employ active listening and communication skills to resolve conflicts peacefully.

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- Comment on the school's self-study process with respect to the expected outcomes of the self-study.
 1. The involvement and collaboration of all staff and other stakeholders to support student achievement
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All stakeholders, including staff, students, parents, and community members, were actively involved in analyzing data, assessing needs, and developing the action plan. In fact, groups were originally formed around studying various data. Later, Focus Groups were formed that reflected a variety of grade levels and disciplines. Parents and students were active participants in each Focus Group. The results were used to identify growth areas to be addressed. The Leadership Team was formed from the department heads, the principal, and assistant principal.

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2. The clarification and measurement of what all students should know, understand, and be able to do through expected schoolwide learning results and academic standards (*note the selected expected schoolwide learning results examined by the school*)
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The initial version of the expected school-wide learning results (ESLRs) which was part of the original charter, was reviewed and refined in the past year to more closely align with the school culture and mission. These significant changes reflect the school's desire to focus on real world skills as a step beyond the academic standards. They also wanted them to reflect critical needs of the community they serve. The school is standards driven, not textbook driven. A practice has been implemented that each lesson plan must show the standard and the ESLR goals of the learning.

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3. The gathering and analyzing of data about students and student achievement
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The Green Dot management organization assisted the school in collecting student data. The disaggregation and analysis of student test data was provided by a consulting company. These data, as well as, work samples, student surveys, and sample lesson plans were examined by each Focus Group. The resulting discussions created a narrative of findings and the areas of strength and key issues for follow up.

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4. The assessment of the entire school program and its impact on student learning in relation to expected schoolwide learning results, academic standards and WASC/CDE criteria
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The Focus Groups devoted time and energy to reviewing the entire school program in relation to the ESLRs, to the state standards and to the WASC criteria. The groups used the self-study process as a methodology for the development and implementation of a school improvement plan. Focus Group meeting agendas reflect the use of this process. The FOL criteria rubrics were used as starting points for discussions regarding the quality of programs offered at the school. The Action Plan went through three revisions until staff consensus was reached.

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5. The alignment of a long-range action plan to the school's areas of need; the development and implementation of an accountability system for monitoring the accomplishment of the plan
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The focus groups analyzed the areas of strength and relative weaknesses and identified major areas for growth, as follows:

1. Improve the academic achievement of all students.
2. Data will be used to inform decision making.
3. Ensure a rigorous curriculum for all students.
4. Increase co-curriculum opportunities aligned to ESLRs.

The School Wide Action Plan clearly proposes an accountability system for monitoring the accomplishment of the plan.

Chapter IV: Quality of the School's Program

Part A: What Currently Exists (10–20 pages)

Based on the self-study and Visiting Committee findings, for each category:

1. Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources
 2. Standards-Based Student Learning: Curriculum
 3. Standards-Based Student Learning: Instruction
 4. Standards-based Student Learning: Assessment and Accountability
 5. School Culture and Support for Student Personal and Academic Growth
- Summarize an analysis of what currently exists and its impact on student learning.
 - Highlight areas of strength (if any).
 - Highlight the key issues (if any).
 - List important evidence about student learning from the self-study and the visit that supports these strengths and key issues.

CATEGORY 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?

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

The school has a traditional style mission statement, based upon the same model as the other Green Dot schools and is included in the student handbook, as well as being posted in most settings.

The five ESLRs are in line with the mission stated in the school's charter as identified in their self-study findings, and address five areas that all support accomplishing the school's mission of preparing students for success in college, leadership and life.

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- 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 schoolwide learning results and academic standards based on data-driven instructional decisions for the school?

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

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

The school's charter sets and provides the policies that support the school's purpose. The school makes use of a consultant to gather and sort data to support their instructional program as a means to meet the school's purpose.

The governing board (Green Dot) delegates almost all of the implementation of the policies to the professional staff through the principal. These practices are also disseminated directly to the teaching staff through the Green Dot Intranet. The principal, assistant principal, ILT and teachers jointly determine how to implement these values and practices in the school. The principals are also responsible for making sure that they are basing their decisions on the state standards and current data and research, in accordance with Green Dot's core values

Within the school, a governing council of administrators, counselor and educational specialist, department chairs, PTO representatives, and student representatives is responsible for setting the school policies and recommended practices based on the Green Dot core values. The governing council communicates these policies and expectations to the teaching staff, which are ultimately responsible for their implementation in the classroom. An Instructional Leadership Team (ILT) comprised of department chairs, address the implementation and evaluation of instructional programs, policies, and strategies throughout the school.

The PTO board and student representative have yet to approve the by-laws of the governance council. When they do so the council will begin to meet formally to begin this process.

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 schoolwide learning results and academic standards?

To what extent does the school leadership and staff annually monitor and refine the single schoolwide action plan based on analysis of data to ensure alignment with student needs?

Decisions and initiation of activities are based on student achievement data. Departments use CST and grade data to set goals. The English and Math departments have begun using ALS (Action Learning Systems) benchmark tests to analyze student achievement throughout the year and make instructional decisions accordingly.

There is an annual review of CST data over the summer. Administrators and department chairs conduct regular classroom observations. Substitutes are provided for teachers to conduct these observations. ALS benchmark tests are administered throughout the year to allow continual monitoring of student progress while the expected school wide learning results are monitored through classroom observation, testing data, grades, and behavioral data.

The school does not currently have a single school-wide action plan.

A4. To what extent does a qualified staff facilitates achievement of the academic standards and the expected schoolwide learning results through a system of preparation, induction, and ongoing professional development?

Staff members hold credentials, are enrolled in credential programs, or are in the application process for gaining reciprocity for credentials held in other states. The staff receives professional development through Wednesday morning staff meetings, and through outside conference opportunities. Departments meet regularly for collaboration. Each teacher has a personalized plan for improvement, developed in coordination with the site administration. All of these elements contribute to the staff's charge to facilitate student academic achievement as well as the ESLRs. This is a developing process.

New teachers are provided with on site professional development during three days of on-site support including new teacher support curriculum. Experienced teachers lead new teacher support meetings quarterly. Green Dot provides generalized training for teachers new to the profession and new to Green Dot Public Schools at the start of each school year.

A5. To what extent are leadership and staff are involved in ongoing professional development that focuses on identified student learning needs?

Professional development is part of Wednesday morning staff meetings, and staff members also attend outside conferences. Teacher's report they are satisfied with the level of professional development they are receiving according to the Feedback Survey. Each teacher has an individualized plan for goal setting and improvement, developed in consultation with the administration.

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 schoolwide learning results?

The school directs its budget towards the site and student learning with an emphasis on the learning environment and hiring and developing a highly qualified staff. At the beginning of each year, the entire staff conducts a walkthrough of each classroom to ensure that each classroom is well organized. The hiring process includes each teacher going through separate interviews with current teachers, administration, and students, and includes teaching a sample lesson to a class of students. Hiring procedures are spelled out in the union contract.

A7. Has the charter school's governing authority and the school leadership executed responsible resource planning for the future? Is the charter school solvent and does it use sound and ethical accounting practices (budgeting/monitoring, internal controls, audits, fiscal health and reporting)?
[FOR CHARTER SCHOOLS ONLY]

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. The school leadership then operates within that 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, the mission and expected school wide learning results being the filter through which financial decisions are made.

All requisitions must be authorized by the principal, and then sent to Green Dot's finance and accounting department for authorization and processing. Requisitions of \$10,000 or greater require two signatures including one from the Chief Executive Officer or President of Green Dot Public Schools.

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?
[FOR CHARTER SCHOOLS ONLY]

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 a 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 its schools, including ODLHA. 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.

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

Areas of strength for Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources (if any) that need to be addressed to ensure quality education for all students.

- Teachers and parents were involved in the creation of the mission, vision, and expected school wide learning results and there is general agreement that they reflect the needs of the community we serve.
- Expenditures are made consistent with our mission, expected school wide learning results and analyzed achievement data.
- Budget is made available to all staff.
- Open communication lines to find information about budgets and other back office practices between the school and Green Dot.
- Classrooms are well supplied with essentials such as desks, chairs, and general supplies.

- Teachers are able to get instructional resources aligned to standards and student needs with relative ease. Budget is very focused on school site and a very low percentage is returned to the central office.
- Large amounts of achievement data are made available and regularly reviewed throughout the organization.

Key issues for Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources (if any) that need to be addressed to ensure quality education for all students.

- More extensive training is needed in how to analyze the volumes of achievement data provided by R3 Consultants, Green Dot, and the ALS Benchmark tests.
- An active research committee should be formed to research academic issues of concern, including why boys are struggling academically and what can be put in place to better support them.
- Students and parents understand the basic vision and mission, but students need a clearer understanding of the expected school-wide learning results as they are worded.
- More inclusion of students in leadership and decision making on campus.
- Teachers require more professional time to plan, prepare and execute strategies learned in staff development.
- Clearer definition of local governing board structure.
- More accountability for sharing best practices after conferences is needed.
- The role and back office support and accounting provided by Green Dot needs to be made clear to all stakeholders.

Important evidence from the self-study and the visit that supports these strengths and key issues include the following:

- Focus group meetings
- Interviews
- Classroom observations
- Self study documentation

CATEGORY B. STANDARDS-BASED STUDENT LEARNING: CURRICULUM

B1. To what extent do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards and the expected schoolwide learning results.

To what extent are the expected schoolwide learning results accomplished through standards-based learning (i.e., what is taught and how it is taught)?

The self study reports that indeed State Standards and the school's ESLRs are imbedded into the curriculum and that students and parents are aware of them. Lesson plan review and classroom observations are given as methods for confirming that teaching is rigorous, relevant, and inclusive of the standards. Daily measurable objectives are aligned to the standard and ESLR taught. All students are required to take rigorous A-G requirements. Some students are offered AP courses and also entry level college courses. The school's Master Plan, CST results, SAT scores and student surveys are offered as evidence.

The School offers GPA analysis to explain that most failing grades occur in lower level courses and yet the students perform well at higher level course offerings. * This may be “putting the blame on the elementary/middle school” for the raw material they begin with. A solution to this concern about receiving poorly prepared students is to begin a dialogue toward articulation between ODLHACHS and its feeder schools. The School’s own data shows a predominance of males receiving failing grades with no real research to explain why.

In all subjects the standards and ESLRs are addressed. A lesson plan “template” is used to ensure the relevance, rigorous qualities, and educational soundness of daily teaching and lessons. Plans, observations, and student surveys are offered as evidence. The school’s use of “block” scheduling speaks well to the desire for quality teaching, interaction, and learning. This practice is supported by one-on-one help from teachers if needed. Techniques such as “anticipatory set” are reminiscent of Madeline Hunter teachings which may be tried and true. In comparison to neighboring high schools, using API scores, one may well say that Oscar De La Hoya Animo is teaching with success.

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?

Using their Master Schedule, professional development agendas, graduation requirements, lesson plans, and advisory course planning added to interviews with counselors and the Special Education Coordinator, the school puts up a good argument for all students having access to the school’s entire program as well as assistance with a “personal learning plan”. They cite special remediation classes which are organized to meet academic needs thus supporting struggling students toward the goal of meeting the school’s ESLRs. The school’s ESLRs are inclusive of the students’ pursuit of their academic, personal, and school to career goals. This includes the major goal at Oscar De La Hoya of preparing each student for college. The school’s recognition of the importance of parental involvement is likely a major contributing factor in the students’ access to the entire school program.

B3. To what extent are students able to meet all the requirements of graduation upon completion of the high school program?

Utilizing the self study’s words, “Most seniors are on track for graduation”. This statement is based upon evaluation of senior transcripts. The school says that over 80 percent of all seniors have passed the CAHSEE. Further, all but one senior have applied to at least three post secondary schools. “Most” may need to be defined further as well as exactly what is being done for the 20% plus who have failed some or all of the CAHSEE. The SS does say that those failing the exit exam have “many” interventions available to them including CASHEE make-up classes. Again the school focuses on the fact that its underclassmen are the ones getting most of the failing grades. The school offers a number of programs such as High Point (ELL), Math Support, and a Summer Bridging program to support incoming freshmen and aid with transition. Though there is room for improvement Oscar De La Hoya looks very good at getting students to meet

graduation requirements when compared to other schools in the area. Areas of concern are those receiving failing grades and the development of a retention policy for the school.

Areas of strength for Standards-Based Student Learning: Curriculum (if any) that need to be addressed to ensure quality education for all students.

- There is evidence to support that the school’s curriculum is Standards Based.
- The use of a “template” for lesson plans ensures continuity.
- All students are exposed to rigorous A-G curricular selections.
- Exit Exam classes and interventions are offered for those taking the CAHSEE
- Education Specialists review all lesson plans to ensure that all plans offer modifications and accommodations as needed.
- Teacher “Office Hours” are offered to all students who need extra assistance.

Key issues for Standards-Based Student Learning: Curriculum (if any) that need to be addressed to ensure quality education for all students.

- More interventions are needed for those students who are receiving failing grades.
- 20% of seniors have not met A through G requirements.
- Male students earn significantly more “D”s and “F”s than do the female students.
- An articulation process involving feeder schools should be initiated.

Important evidence from the self-study and the visit that supports these strengths and key issues include the following:

- Focus Group discussions
- GPA analysis
- Senior transcripts and progress reports
- Course offerings and intervention programs
- Lesson plans
- Counselor interviews
- Various test scores including API, CST, SAT, CASHEE, and AP results.
- Student surveys

CATEGORY C. STANDARDS-BASED STUDENT LEARNING: INSTRUCTION

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

The school offers lesson plans, syllabi, assessments, student work samples, student reflections/surveys and walk-through/observations as evidence that all students are involved in challenging learning experiences aimed at achievement of academic standards and the ESLRs. With emphasis on “all” students, the self study offers a number of specific steps taken to include “all” students. These include ALS benchmark tests and professional development for teachers. Samples of “accommodations” and “modifications” for lessons and assessments were sited.

Professional development in “Differentiated Instruction with supporting documents is also evidence of the school’s effort at being inclusive and striving to involve all students.

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

The school states that all teachers demonstrate a wide variety of strategies for teaching beyond the textbook and including technology. They site instructional and intervention software, lab projects, collaborative learning opportunities, the use of interest inventories and learning style analysis in addition to staff development for “Active Learning” as evidence to support the school’s claim that all teachers “do” meet the requirement of C2. A list of field trips taken, guest speakers presented, and project samples round out support for the school’s claims.

There seems to be a need for more choices of a wider variety. The socio-economic area surrounding the school seems to offer little to meet this goal. A tie-in with Mr. De La Hoya’s Gym and future plans for construction of a new school may offer ground level opportunities for wiring the school to better serve the learning needs of students outside the textbook. Research shows that students from socio-economically disadvantaged neighborhoods often lack many positive “real-world” experiences. Students can have their horizons broadened thus inspiring greater writing skills, and other artistic opportunities. The simple use of a camera could change the way a student does a report or presentation. This school has its work cut out for it. Taking students from an often failing school system and inspiring them to do better and reach goals is a challenge. If any kind of school needs to rely on learning other than textbook-driven, it is this school.

During focus group interviews teachers stated that their instructional styles were flexible and personalized. Interviews also brought to light the greater need for the use of rubrics in a consistent process. The group also was in agreement that higher level questioning and learning need to take place.

Areas of strength for Standards-Based Student Learning: Instruction (if any) that need to be addressed to ensure quality education for all students.

- Lesson Plan template
- Flexible and personalized approach to instruction meeting the needs of all students
- Non-textbook driven
- Summer bridging program
- Staff office hours

Key issues for Standards-Based Student Learning: Instruction (if any) that need to be addressed to ensure quality education for all students.

- Staff development should become shared experiences

- The grading process needs closer examination to ensure consistency and fairness.
- The “block” schedule offers a greater period of time during which the students must be constantly engaged and on task.
- The school and or teachers need to become more creative or concentrated in their efforts to instill the value of education and certain subject matter into students.

Important evidence from the self-study and the visit that supports these strengths and key issues include the following:

- Focus group interviews
- Classroom observations
- Student feedback
- Work samples
- Student surveys
- Lesson plans
- Course rubrics

CATEGORY D. STANDARDS-BASED STUDENT LEARNING: 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?
-

The school and staff use a variety of assessment strategies that are professionally acceptable to gather and analyze student performance. This information is accumulated through the California Standards Test (CST), the California High School Exit Exam (CAHSEE) and the Action Learning Testing Program (ALS).

With this information, the school hired R3, a consulting firm, to disaggregate the schools 2005-2006 California Standards Test (CST) data. The firm broke down the data for easy comparisons between the grade level averages, the Green Dot Schools, and the California state average. All of the data is communicated to students and parents on a regular basis through take-home reports, monthly progress reports, and through the schools link to PowerSchool, an on-line website program. Students and parents can access the Website at anytime. Teachers continually input grades for all student assignments and assessments on the PowerGrade program that is directly linked to the PowerSchool Website Program.

Teachers also mail home Deficiency Notices for any course that a student is not passing. The notice includes the students’ current grade in the class, behavior, and recommendations for how the student can improve his/her grade by the end of the term.

In addition, the school has created Data Charts about each teacher’s total grades for each year having taught at ODLHA. The charts reveal the patterns of the teacher in grading students, by

gender, and courses with a greater numbers of failing students.

Individual teachers are trained in, and expected to utilize, a variety of assessment strategies to evaluate student learning each week. Course Syllabi are provided to students in each class at the beginning of the school year. The Syllabi include each teacher’s expectations for student performance, types of assessments used and behavioral standards.

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

To what extent do students and teachers use assessment results to enhance the educational progress of every student?

Teachers and departments use a variety of assessment tools including Exit Exams, Quizzes, Essays, Problem Sets, Role-Playing Exercises, Labs, Projects, Presentations, Power Point Presentations, Midterm Exams, Final Exams and Portfolios. Individual departments throughout the school also use a variety of assessments that are described by each department.

Student participation is also solicited in the creation of assessment strategies, Students are given choices of projects to allow for creativity and utilization of their personal learning strengths.

Teachers utilize the results of their various assessments to modify teaching in several ways such as Exit Tickets and Quiz results on a weekly basis. These measures allow for teachers to frequently assess student mastery of a particular Performance Standard and make adjustments as needed. Teachers also assess how instruction must be adjusted through informal oral feedback from students on the effectiveness of a particular teaching strategy.

Many teachers frequently use the results on quizzes and other assessments to assign mandatory Tutoring and interventions to students who are failing to demonstrate an adequate understanding of the course material. Teachers also make efforts to motivate students to utilize assessment information to modify their own learning.

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 schoolwide learning results?

The school monitors overall student academic progress towards mastering the California State Standards through the California Standards Test (CST) and the schools Academic Performance Index (API). Individual student progress is monitored by teachers, parents, and community stakeholders through monthly Progress Reports, Bi-semester Report Cards, and Final Student Transcripts. Additionally, stakeholders have daily access to students’ progress through the schools PowerSchool Program on the Website that displays grades and teacher comments.

Although the PowerSchool Program has made progress in communication to Stakeholders, more work needs to be done to improve overall access to community members. Consistent education on the use of the Website needs to be developed and implemented as soon as possible.

Each of the five Expected School-wide Learning Results (ESLRS) for all students are monitored with various criteria to determine student progress in the individual stated ESLRs.

Academic Achievement is monitored through analysis of statewide tests including the California High School Exit Exam (CAHSEE), the California Standards Test (CST), the California English Learners Development Test (CELD), Advance Placement scores, SAT scores, grades and GPA's, student work samples demonstrating higher level thinking, and the Action Learning System benchmark testing (ALS). A College and Career Readiness course is also provided to students in their tenth grade year.

In addition to being Academic Learners, students are expected to be Effective Communicators, Socially Responsible Citizens, Lifelong Learners and Respectful Individuals. Each of these ESLRs are monitored with an assortment of evaluation criteria appropriate to each ESLR.

D4. To what extent does the assessment of student achievement in relation to the academic standards and the expected schoolwide learning results drive the school's program, its regular evaluation and improvement and usage of resources?

School staff members understand the internal and external resources that are available and are involved in the continuing discussions on how to tap those resources to meet the students' needs.

Data from CST, CAHSEE and the ALS has been collected and are consistently analyzed to help improve student progress toward academic achievement with regard to the California state Standards and to fulfill the schools Expected School-Wide Learning Results.

Special programs have been forthcoming to fortify the schools efforts to address low scores in the CST and CAHSEE. These include Math Support for all incoming freshmen, CAHSEE preparation classes lead by teachers, Advisory Class time for teachers to provide supplemental tutoring, READ 180 for English and Reading support for freshman.

The Green Dot schools have made it a district-wide goal for all schools to be data driven in their classrooms and to help improve overall student achievement.

Areas of strength for Standards-Based Student Learning: Assessment and Accountability (if any) that need to be addressed to ensure quality education for all students.

- The addition of the R3 Consulting firm to organize the school's data has been particularly helpful to teachers and staff, allowing them to more accurately access student performance on the California Standards Test. The result is R3's services allow teachers, administrators and departments to identify specific areas of strengths and weakness to modify teaching the standards in all classes.
- The school publicizes the grade level results of the California High School Exit Exam (CAHSEE) to teachers and students to motivate and encourage the eligible grade levels to put their best effort forward when taking the test.

- The school and staff utilize benchmarks from the Action Learning System (ALS) testing services to accurately assess how well students are performing on the State Standards. The teachers, in turn, use this data to adjust instructional methods as necessary.
- The school uses the PowerSchool program as a communication tool, which allows teachers, parents, administrators and students to access grades and transcripts at any time.
- ODLHA teachers use a wide variety of assessments strategies, which provides opportunities to allow students to be creative and demonstrate different levels of knowledge, display strengths, and use their multiple intelligences.
- Regular use of formative assessments enables teachers to utilize the results to adjust their teaching methods and to re-teach or review particular content.
- ALS Testing benchmarks allow teachers to accurately assess how their students are performing in the standards with greater frequency, and adjust instruction in areas of need.
- The mission statement of the school along with programs and services provided, strongly encourages students to pursue college and post-secondary education.
- The school is making efforts to train parents to help their own students improve study habits and motivate them to produce quality work.

Key issues for Standards-Based Student Learning: Assessment and Accountability (if any) that need to be addressed to ensure quality education for all students.

- The school and staff need to increase its efforts to enable stakeholders to clearly understand the results of the CST results data, including developing a condensed version of results, and enhancing the accessibility and availability of the data.
- The administration and staff develop a system for providing additional training for teachers to assist them in making better use of all data collected on students.
- The school and staff need to develop creative ways to assist parents in the use of computers and the Internet, including information and training conducted in the Spanish language.
- The school and staff need to gather additional data that helps to clarify significant discrepancies between achievement levels of boys and girls.
- The school and staff should increase its effort to provide course syllabi and other student performance information to parents in the Spanish language.
- The school and staff needs to find ways to hold students more accountable for improving their academic performance by accessing the available services provided for them including, peer counseling, teacher office hours etc.
- The teaching staff needs to share amongst each other, the best assessment practices gleaned from conferences or from experience to maximize teacher effectiveness.

Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:

- Green Dot Testing Profile
- ALS Benchmark Data

- Report Cards
- Grades/Progress Reports
- CST Results

CATEGORY E. SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

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

The primary resource for evaluation of parental and community involvement specifically targeting teaching/learning outlined included Parent Teacher meetings, mandatory parents meetings addressing academic and behavioral, intervention strategies, community partnerships and school website offering insights about school events, grades, policies, teacher's biographies. There was extensive discussion about the parental training in computer classes, parental course with Planned Parenthood, at-risk behavior, homework assistance, Internet safety, and fundraising strategies. There is little evidence of assessment strategies to evaluation continually the effectiveness of these courses. The intervention strategies and programs are not assessed as evidenced in the report. The U.S.C. mentoring program is not available to all grade levels which suggest there is no support continually throughout the educational experience. There is peer tutoring as discussed with YES program. The annual Health and Wellness Day is discussed but there is no specific reference about this valuable component is implemented into the curriculum and its impact specifically with the male population in terms of poor academic and behavioral issues which are definitely interrelated. The website doesn't provide bilingual component which excludes parents who don't speak English which is a significant percentage of the population, parents, extended family members and students. Also, there is no apparent assessment instrument to evaluate its effectiveness and individuals who can't access via internet aren't offered alternative methods beyond PTO meetings who maybe unable to attend or participate. There is little evidence which suggest strategies specifically addresses how parents can support the leadership, college preparatory objectives since the student population maybe the first generation to attend college. There is numerous discussion about PSAT and SAT programs to support academic excellence but there is minimal assessment of the effectiveness and the progress of each specific program and collaborative effort to improve the quality of these programs

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

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?

The primary discussion is characterized with dress code for students and staff, the building's safety program, log entries which discuss the male behavioral patterns in terms of suspension and expulsions in relation to female which is significantly higher and problematic, comments from substitute teachers who applaud the exemplary behavior of the students, a crisis intervention program, World Trade Center building emergency plan alignment, lack of adequate staffing has resulted with damage to the male's bathroom and the APAP which addressing teacher and administrator review of teaching practices. There is minimal discussion about again intervention strategies to address the learning and behavioral patterns which impede the male population from

fully accessing and engaging positively in the learning milieu. There is a reference affirming a high retention level for teachers but in the document there is a contrary information inferring that has been numerous examples of teachers who have not returned within the short four years existence of the school which causes a consistency issue for the students as they adjust to their milieu. The milieu was also characterized as aesthetically pleasing with community flyer and announcements, motivational posters, student work, and discipline specific posters in the hallways and classrooms. There was no discussion about the male student population in terms of specifically ensuring their learning experience was nurtured. The crisis intervention plan was not discussed extensively in terms of access and assessment.

The APAP was discussed as the primary instrument to ensure the trust, professionalism, and high expectation component for ensuring the implementation of the achievement of high expectations for all students. There is minimal discussion about how this data impacts the ILP for each individual student and its impact upon the curriculum and the instructional delivery system. The expectation for collegial discussion is evident but the quality and quantity are ambivalent. The high expectation for student achievement with mandatory enrollment for all students in the A-G courses is exemplary but there are evidence of a plethora of strategies to ensure the achievement of this objective. There is minimal Arts programs, and performance component doesn't exist presently in the master schedule. There is evidence of PSAT and SAT requirement for all students. There is a discussion about continual growth with the API and CAHSEE achievement but minimal discussion about strategies to ensure that at a specific grade level for example all tenth graders will have passed the CAHSEE by tenth grade level. There is discussion about as summer bridge program which minimally addresses this issue because of the brevity and content of the program restricts a serious exploration. The Senior Exit Portfolio appears in its infancy stage which suggests the articulation and assessment component haven't been addressed. The community of stakeholders have not been appraised and interactively involved in the formation and buy in into the project. The professional training component was not discussed and the topics of rubric, reflection component, process of viewing and storage were not outlined.

E3. To what extent do all students receive appropriate support along with an individualized learning plan to help ensure academic success?

There are various strategies utilized to ensure that all students are able to successfully achieve their individualized learning plan. There is full inclusion program where accommodations, modifications, enrichment, and sheltered instructional strategies appear evident in teacher's lessons and classrooms. The learning process infers high and rigorous expectations as well as behavioral expectations are embedded. There is no evidence that the male population's identified behavioral issue and learning pattern is addressed in the learning process and/or instructional delivery system. There are intervention classes designed based upon reading, math and language assessment instruments. These classes are supported by an educational specialist, school counselor, and teachers who provide mentoring and additional after school office hours. All teachers design their instructional delivery system within a block schedule format which includes the utilization of a scaffolding techniques, multiple learning modalities, and sheltered instructional strategies. The primary purpose outlined for the syllabus is to inform the students about classroom policies such as make up work, test and quiz polices to ensure academic

success. There are opportunities for student to review and revise work as well as to correct mistakes on assignment and make up tests and quizzes. There was no evidence that the syllabus outlines the course content. There is a summer school program designed primarily for remediation in core subjects of English and Math. There is extensive discussion about the intervention courses which are designed for students unable to demonstrate proficiency in Reading by passing diagnostic exam by incoming ninth graders. ELL students and Learning and Disabled students are placed in the program according to their test results. All of these students are placed into the Read 180, a computer based program where students have an opportunity to retest and progress throughout the year long course. The program has existed for three years and there has been no formal evaluation to assess the success and necessary modifications to improve the quality of the program or effectively design the instructional delivery system. Students with Learning Disabilities have access to an Academic Success class in lieu of an elective course. In this class, students with special needs are provided with curriculum support, skill development, and transition planning support according to their Individual Educational Plan. There is discussion verifying success in this course and the issue of inclusion to the same rigorous programs for all students may present equity issue with in the school's program. The first year Math Support is offered as a mandatory elective providing hands on learning modality and computer designed tutorials. There is no mandatory mechanism to enforce the teacher volunteer program identified to support students with academic problems and success in the learning milieu. Annual Teacher and Student Observations indicate positive feedback about the academic program. There is a plethora of student clubs and co-curricular activities on campus. There is a need to address the thirty percent of students who don't participate because there are no activities that stimulate their interests. There is no evidence of a diversified foreign language program at the site. The summer school program doesn't offer enrichment courses or AP preparatory courses offered during regular school year. There is little evidence of an articulation program with the elementary or middle schools to address the language arts and math deficiencies evidenced in the significant population in achieving the benchmarks in these core courses.

E4. To what extent do students have access to a system of personal support services, activities and opportunities at the school and within the community?

The counselor at the site assumes primary role in the achievement of this objective. These individual programs include collaborative instructions with teachers, individual counseling services, group counseling services, parent conferences and meetings, and access to community resources and agencies. There is also individual counseling addressing college preparatory procedures, including college searches, visiting colleges, registration for appropriate tests, completion of applications for admission and financial assistance. A crisis intervention manual exists on the site as well as a community resource manual with the following subjects of individual and family counseling, drug abuse counseling, eating disorder counseling, anger management courses, and parenting. There are no intervention strategies for diversity and sexual orientation issues outlined as topics. The crisis manual doesn't appear available to students and parents. The tutoring program identified as YES Peer Tutoring and USC Mentors to support success in the academic performance solely. There is no formal or informal assessment for these programs to determine their success or failure. The Salesian Boys and Girls Club offers SAT test preparation, scholarships, family counseling and athletic facilities to ensure academic success

and improve their fitness addressing the holistic perspective of these students. East Los Angeles Community College offers a sociology course on site for eleventh graders including a Basic Skills English and Math courses during the 2007 school year. There is a Learning Center in the community housing a state of the art computer exit available to parents and students. There are several mini computer labs located in selected English, Math, and Science classrooms. There is no discussion about how these computer classes impact the learning milieu and enhance the instructional delivery system. Every student explores college preparation process through their enrollment during the tenth grade in the Career Readiness Class.

Areas of strength for School Culture and Support for Student Personal and Academic Growth (if any) that need to be addressed to ensure quality education for all students.

- Rigorous courses are accessible to all students.
- The staff has reintroduced school activities back into the neighborhood community including school dances, haunted house, PTO meetings, located at the Learning Center.
- Community members provide positive feedback about their experience on our school campus.
- It is evident that a sense of Family exist with the relationships among students, parents, staff, exhibits genuine teamwork, compassion, care and commitment for all students..
- Two security guards and parent volunteers ensure the safety of the students by monitoring the range of traffic flow and student supervision.
- Teachers attend weekly professional development meetings held at the school site and attend conferences throughout the school year to support diverse students in our inclusive environment.
- School and classrooms are aesthetically pleasing with examples of student work, content standards, ESLRs and interactive learning modalities stations exist to nurture the learning milieu..
- Teachers consistently communicate with parents regarding student performance and participate via the student information system.
- Teachers voluntarily provide three hours of tutoring to students weekly and actively participate in student activities enhancing the learning process. These adjunct duties addressing learning disparities..
- Most teachers instruct utilizing multiple learning modalities and provide alternative assessment models to ensure multiple instruments to demonstrate proficiency.
- Students can access multiple opportunities for personalized learning and support including computer labs, tutoring programs, co-curricular activities, a counselor, and intervention programs.

- The school has partnerships with many community organizations that support academic and holistic growth of students. New partnerships are continuously evolving presenting alternative methods to address student's needs.
- The counselor serves as the liaison between the school staff, parents, and

community partners. There exist multiple avenues for communication among counselor, staff, and leadership team consistently through e-mail, phone calls, and meetings.

- Students expressed enthusiastically that they are valued and sincerely expressed how happy and appreciate they are to attend the school.

Key issues for School Culture and Support for Student Personal and Academic Growth (if any) that need to be addressed to ensure quality education for all students.

- Administration needs to provide teachers with methods on how to support non-readers and writers in rigorous core classes.
- School needs to create strategies to support students who struggle with study skills including developing a consistent time and place for homework.
- Administration and faculty needs to establish an effective communication system to improve bilingual communications for Spanish speaking parents including the web site and Power School information system.
- Parents, faculty and administration need to expand community resources including a critical examination of research concerning counseling, male mentor programs, and other support services to address the specific needs of boys with disciplinary and/or academic challenges.
- School needs to identify partnerships to expand support services for students and community involvement by offering internships for all students.
- School needs to create community relations program with all stakeholders to expand community relations committee to seek more partners, create pamphlets and host community events on campus. This committee should expand student achievement.
- Administration and counselor should provide training for physical emotional, social and psychological aspects of the student and increase staff awareness of crisis management plan and community resources available to assess and address students' needs.
- Teachers and administration need to create strategies to identify, notify and communicate with parents about student who is performing admirably and validate through incentive programs to motivate all students to achieve at high levels.
- Administration need a more timely identification system for ELL students to ensure and provide support upon entering the school and have timely data to track if improvements are made in language proficiency.
- Administration needs to expand summer school program beyond English and Math remediation courses to include additional subjects enriching the program.

Part B: Synthesis of Schoolwide Areas of Strength and Schoolwide Critical Areas for Follow-up

- Briefly comment about the previously identified schoolwide strengths and critical areas for follow-up.

- Synthesize schoolwide areas of strengths and list numerically. *Be sure that these can be documented by other sections of the report.*
 - Synthesize schoolwide critical areas for follow-up and list numerically. *Be sure that these can be documented by other sections of the report.*
 - ✓ Areas already identified by the school in the action plan sections
 - ✓ Areas to be strengthened within the already identified areas
 - ✓ Additional areas identified by the Visiting Committee. *This includes areas related to student achievement and other profile data, the school program and operation, and the action plan.*
-

General Comments:

The school is to be commended for their conscientious effort in preparing the WASC self study. All stakeholders assisted the visiting committee in clarifying the contents of the document. The visiting committee found that the students and parents were extremely congenial and appreciative of the efforts made to improve the overall quality of the school. The visiting committee found the focus groups to be helpful and forthcoming throughout the various meeting during the visit.

Schoolwide Areas of Strength (list numerically)

1. 9th grade interventions to ensure success in high school.
2. The school places the expenditure of resources, fiscal, human and material, are to consistently focus on the school's stated priority—their students.
3. The Green Dot Public Schools are to be commended for their obvious and energetic support of the school – especially in the areas of providing data, resource development and coaching support.
4. The curriculum is designed around the specific needs of the unique population of the school in order to attain the school's goal.
5. The students are to be commended for their demonstrated obvious pride in their school and appreciation for the staff
6. The staff is to be commended for their flexibility and personalized approach to instruction in meeting the needs of all students.
7. The administration, teaching and classified staff are to be commended for providing a fostering, nurturing and caring environment that promotes success for the students.
8. The parents are to be commended for their exceptional support and dedication to the realization of the vision and purpose of the school as observed through their volunteerism and demonstrated pride in the school.

Schoolwide Critical Areas for Follow-Up (list numerically)

1. Continue to seek ways to better communicate with all stakeholders.
2. Green Dot Public Schools and the site administration should work collaboratively with the school's staff in developing the specifics of the new permanent building.
3. Reduce all data to a useful format, and use it to drive instruction.
4. The school and staff need to gather additional data that helps to clarify significant discrepancies between achievement levels of boys and girls.
5. Continue to find ways to intervene with 9th graders to increase their rate of success.
6. Find ways to create greater success in math through curricular modification.
7. Expand curricular and co-curricular options for students through use of available resources.

Chapter V: Ongoing School Improvement (1–2 pages)

- Include a brief summary of the schoolwide action plan
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The school's action plan was developed as a part of the self-study process and focuses on four major components. These components and rationale for each are:

1. Improve the academic achievement of all students.
Rationale: The mission is to prepare students for college, leadership, and life. Certain subgroups or the school's population are not achieving academically.
2. Data will be used to inform decision making.
Rationale: In order to ensure the best possible support for all students accurate and comprehensible student data needs to be available to all stakeholders involved in decision making.
3. Ensure a rigorous curriculum for all students.
Rationale: Rigor is an essential part of our curricular program which needs to be extended beyond individual courses into larger school wide projects where students are challenged to exhibit mastery of content and the ESLRs.
4. Increase co-curriculum opportunities aligned to ESLRs.
Rational: In order to be prepared for college, leadership, and life students need more opportunities to serve and work with individuals outside the school in the work, college, and community environments in which they wish to excel.

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- Comments on the following school improvement issues:
 - ✓ Adequacy of the schoolwide action plan in addressing the identified critical areas for follow-up
 - ♦ Do the action plan sections address the critical areas for follow-up?
 - ♦ Will the action plan steps enhance student learning?
 - ♦ Is the action plan feasible within existing resources?
 - ♦ Is there sufficient commitment to the action plan, schoolwide and system-wide?
 - ✓ Existing factors that will support school improvement
 - ✓ Impediments to improvement that the school will need to overcome
 - ✓ Soundness of the follow-up process that the school intends to use for monitoring the accomplishment of the schoolwide action plan.
-

The action plan should be reviewed in light of recommendations left by the visiting committee. The visiting committee believes that the action plan statements are too general, and that the plan should be stated in action language in order to direct change.

The committee finds the action plan to be feasible within the given resources. The committee is confident that a great deal of commitment exists to follow through the implementation of the action plans. The visiting committee recognizes the challenges facing this young charter school as it addresses the issues of facility, consistency and staffing.