

Executive Summary School Accountability Report Card, 2008-09

For: Aviva High School (NPS)

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Grade Span: 7 – 12
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The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

About This School



AVIVA HIGH SCHOOL
7120 Franklin Avenue
Los Angeles, CA 90046
(323) 876-0550
www.avivacenter.org

School Overview

Aviva High school (AHS) is a state certified and WASC-Accredited non-public special education high school for girls, and is one of the very few all-girl non-public high schools in Los Angeles County. It provides a unique environment for girls in grades 7 through 12 who need special academic, emotional, or behavioral support to maximize their educational potential. With maximum enrollment of 72 students, up to 36 students are enrolled from Aviva's residential treatment program; the remaining students live in the community and are referred from the Los Angeles Unified School District and other contracting districts.

Aviva High School provides:

- *an ideal student to teacher ratio of 6:1 (maximum)
- *a range of on-site educational and clinical services
- *assistance to students in meeting graduation requirements and preparing for college and/or post-secondary vocational education.
- *a close-knit, individualized, positive, and rewarding academic environment
- *an opportunity to learn appropriate social skills for handling stress and resolving conflict

Educational Program

Aviva High School (AHS) is comprised of 6 classrooms, a computer lab, library and multipurpose room. Each classroom seats a maximum of 12 students. There is one special education credentialed teacher and up to 2 full-time teaching assistants per classroom, allowing for increased teacher supervision and individual assistance to students.

An Individualized Education Plan (IEP) is created for all students to meet their unique academic, behavioral and social-emotional needs. Parents and/or guardians participate throughout their child's IEP process and receive quarterly

progress updates. Students are placed in classes according to their functional ability and required courses. In addition to the core curriculum, a variety of elective classes such as foreign language, creative writing, music, computer skills, poetry, literature, and dance are offered (subject to faculty availability).

Lunch and nutritional snacks are served daily and transportation is available. All students receive weekly individual and group counseling, per their IEP. All students also participate in weekly “transition” courses which focus on career and vocational skills in each student’s area of interest and/or strength.

AHS also offers a mandatory six-week summer school program designed to enrich and broaden the students’ reading, writing, and math skills and prepares students to pass the California High School Exit Exam. Summer school courses meet LAUSD requirements and allow the girls to gain needed credits towards graduation.

As students meet their behavioral and academic goals, dual enrollment may be possible, allowing them to participate in one or two classes in the public school system and returning to AHS to complete the school day. Enrichment activities such as field trips to museums and local parks and gardens are conducted throughout the year. Our ultimate goal is to support students who, after graduation, will continue with academic and/or vocational growth and successfully integrate themselves into the community.

Successful Outcomes

We are extremely proud of the success rate of our graduates. By the end of their 12th grade year, 100% of our graduates have passed the CAHSEE since 2006, when the exam became a requirement for graduation. Over 95% go on to attend universities, junior colleges, or post secondary vocational programs and receive financial assistance. Our curriculum meets all graduation requirements of the Los Angeles Unified School District (LAUSD) and credits are transferable to other schools. Aviva High Schools academic year maintains the same calendar as the LAUSD. Graduates complete all requirements and receive a diploma from their home school district.

Enrollment

Before a student can be enrolled, an admission interview must take place with the student, her parent/s or guardian and a member of Aviva’s administrative team to determine eligibility.

For further information on enrollment availability or to request an admission interview, please contact the Director of Education of Aviva High School at 323/876-0550 ext. 318

Student Enrollment

Group	Enrollment
Number of students	54
African American	33%
American Indian or Alaska Native	0%
Asian	0%
Filipino	0%
Hispanic or Latino	65%
Pacific Islander	0%
White (not Hispanic)	2%
Multiple or No Response	0%
Socioeconomically Disadvantaged	97%
English Learners	9%
Students with Disabilities	100%

Teachers

Indicator	Teachers
Teachers with full credential	3
Teachers without full credential	3
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

Curriculum and Instructional Materials

Core Curriculum Areas	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	0%
Visual and Performing Arts	0%
Science Laboratory Equipment (grades 9-12)	100%

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	N/A
District	N/A
State	N/A

School Completion

Indicator	Result
Graduation Rate	N/A

Postsecondary Preparation

Measures	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	N/A
Graduates Who Completed All Courses Required for University of California or California State University Admission	0%

Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%

Opportunities for Parental Involvement (School Year 2008-09)

This section provides information about opportunities for parents to become involved with school activities.

Parents are an integral part of their child's success at Aviva High School. It all begins at intake, where parents are provided with information, a tour of the school, and an opportunity to share their student's educational history, successes, concerns, and goals for their future. Parents and guardians have frequent contact with their student's DIS Counselor and have open communication with school administration. Parents are invited to attend Back to School Night, Open House, and Graduation & Awards Ceremonies, in addition to their students' IEP meetings.

Student Enrollment by Grade Level (School Year 2009-10)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	0	Grade 8	1
Grade 1	0	Ungraded Elementary	0
Grade 2	0	Grade 9	20
Grade 3	0	Grade 10	21
Grade 4	0	Grade 11	9
Grade 5	0	Grade 12	3
Grade 6	0	Ungraded Secondary	0
Grade 7	0	Total Enrollment	54

Average Class Size and Class Size Distribution (Secondary)

This table displays, by subject area, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2006-07			2007-08			2008-09					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	10	6			10	6			10	6		
Mathematics	10	6			10	6			10	6		
Science	10	6			10	6			10	6		
Social Science	10	6			10	6			10	6		

School Climate

[School Safety Plan \(School Year 2009-10\)](#)

This section provides information about the school's comprehensive safety plan.

AVIVA HIGH SCHOOL Fire/Disaster Evacuation Procedures

All Aviva High School staff are expected to follow the following procedures during fire/disaster drills and/or when the fire alarm sounds:

1. Each and every fire alarm is to be treated as an emergency until and unless otherwise notified by the Director of Education or Director of Support Services.
2. All students and staff are to exit the building immediately according to the posted evacuation routes and gather on the sidewalk in front of the school on El Cerrito Street.
3. Teachers must leave the room with all of their students. If a student is in the bathroom, notify the Vice Principal, who must check all restrooms within the school.
4. Close your empty classroom door behind you.
5. Staff located in the multipurpose room, Franklin classroom, or computer lab are to exit the administration building north, towards the parking lot on the corner of Franklin and La Brea. Teachers must then walk their students east on Franklin and south on El Cerrito, to join the rest of the students and teachers on El Cerrito.

Once gathered on the sidewalk of El Cerrito Street,

Homeroom Teachers must:

- ASSEMBLE your students, BY HOMEROOM, according to the following diagram. All of your homeroom students **must** report to you.

INSERT EVACUATION ROUTE & ASSEMBLY
DIAGRAM

- ALWAYS bring your homeroom attendance register with you in order to take attendance. You must account for each
- and every one of your students. The Director or Vice Principal will ask if you are missing any students, and you must be able to answer.

Teaching Assistants must:

- SUPERVISE students and ensure that NO ONE is standing in the driveway or in the street. This is an emergency access route and must be kept clear.
- KNOW where your homeroom teacher keeps the attendance register. In his/her absence, you are responsible for assembling and accounting for all of your homeroom students.

Social Workers/Case Manager must:

- If you are with a student at the time of the alarm, you must escort her out of the building according to the evacuation routes and deliver the student to her homeroom teacher.

AVIVA HIGH SCHOOL

Emergency Behavior Intervention Policy

The following disciplinary measures are prohibited and are not used by staff at Aviva Family and Children's Services:

1. Corporal punishment
2. Infliction of bodily pain and discomfort
3. Degrading or humiliating punishment
4. Punishment before the group
5. Verbal abuse
6. Threats of physical harm
7. Withholding of meals, allowances, or visits from parents.
8. Students disciplining one another.

Mechanical restraints are prohibited. Physical restraint is used only by staff trained in Pro-ACT and only to prevent a student from hurting herself or others. All staff who directly supervises the students receive certification in Pro-ACT.

As has been legislated by the Hughes Bill, for those students who exhibit a serious behavior problem which significantly interferes with the implementation of their IEP goals and objectives **and** is self-injurious, assaultive or causes property damage which if allowed to continue could lead to suspension or expulsion; or which is severe, pervasive and maladaptive and requires frequent and systematic application of behavioral interventions, a Behavior Intervention Plan will be developed as delineated by Title 5 Regulations requiring an assignment of a case manager, functional analysis and an IEP meeting.

**The Behavioral Intervention Case Managers (BICMs) for Aviva High School for 2009-2010 are:
Sinead Coleman, Director of Education and Katheryn Nguyen, Vice Principal
All school staff are annually certified in Pro-ACT.**

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Suspensions	0.7	0.7	0.5	unknown	unknown	unknown
Expulsions	0	0	0	unknown	unknown	unknown

School Facilities

[School Facility Conditions and Planned Improvement \(School Year 2008-09\)](#)

This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.

Aviva High School maintains its grounds and facilities according to all federal, state, and local requirements.

Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2006-07	2007-08	2008-09	2008-09
With Full Credential	1	1	3	n/a
Without Full Credential	5	5	3	n/a
Teaching Outside Subject Area of Competence	<i>Data provided by the LEA</i>			n/a

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*.

Indicator	2006-07	2007-08	2008-09
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Support Staff

Academic Counselors and Other Support Staff (School Year 2008-09)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	54
Library Media Teacher (Librarian)	0	n/a
Library Media Services Staff (paraprofessional)	0	n/a
Psychologist	0	n/a
Social Worker (DIS Counselor)	8	6.75
Nurse	1	54
Speech/Language/Hearing Specialist	0	n/a
Resource Specialist (non-teaching)	0	n/a
Other	0	n/a

Curriculum and Instructional Materials

[Quality, Currency, and Availability of Textbooks and Instructional Materials \(School Year 2008-09\)](#)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

CONTENT AREA TEXTBOOKS AND YEAR PUBLISHED

English

McDougal-Little: *The Language of Literature Series*; 1997
American Book Company: *CAHSEE Language Arts Review*; 2004
AGS: *Basic English Composition*; 2005
AGS: *English for the World of Work*; 1997
Buckle-Down: *California Standards Review – English/Language Arts (8)*; 2007
McGraw-Hill: *SRA Reach*; 2002 (and *Specific Skills Series*)
Sopris West: *Language! Comprehensive Literacy Curriculum – Third Edition*; 2004

Math

AGS *Basic Math*; 2003
AGS *Pre-Algebra*; 2004
AGS *Algebra 1*; 2004
AGS *Geometry*; 2005
AGS *Algebra 2*; 2004
American Book Company: *CAHSEE Mathematics Review*; 2004

Science

Glencoe *Life Science*; 2005
Glencoe *Physical Science*; 2005
Glencoe *Earth Science*; 2005
Glencoe *Biology*; 2003
Glencoe *Health*; 2006
Buckle-Down *7-8 Science*; 2007

Social Science

Glencoe *Exploring Our World: Peoples, Places, and Cultures*; 2008
Glencoe *Human Heritage: A World History*; 2006
AGS *Everyday Life Skills*; 2001
Glencoe *Modern World History (California Edition)*; 2009
Glencoe *The American Vision: Modern Times*; 2006
AGS *World History*; 2001
AGS *United States History*; 1998
AGS *United States Government*; 1997
Glencoe *Economics: Today and Tomorrow*; 2005
Glencoe *Civics Today*; 2005
Buckle-Down *Sharpen-Up on California History & Social Science – Book 8*; 2007

Student Participation in Academic and Extra-Curricular Activities

Aviva High School is proud to offer its students a variety of classes and clubs that support positive behavior change and personal growth. Our current elective classes include: fine art, arts & crafts, poetry, Korean, computer skills, child development, psychology, nutrition, and mythology. For over a year, we have also been able to offer a grant-supported course in Music Production, where the class goes to a local music studio for instruction on mixing and studio music production. The students sing in the studio and create their own CDs.

A mainstay at Aviva High School is the Hiking Club, which explores nearby Griffith Park, Runyon Canyon, or Fryman Canyon each Wednesday afternoon. The girls in this club vary from week to week, depending on their availability (medical/dental appointments, court dates, and detention will take precedence). Nonetheless, this club has a dedicated following among the student body and their leader, Mr. Gerhardt. He takes numerous photos of the girls as well as the insects, birds, plant life and extraordinary views that the park offers. Recent trips include the LA Arboretum and the Huntington Library.

Another club founded in January 2007 at the suggestion of Aviva students, is our Cultural Affairs Committee. This club celebrates each month (Black History, Women's History, Stop-the-Violence, Asian-Pacific Islander, etc.) with a student-led assembly featuring poetry, spoken-word, dances, food, skits, music, art, and fashion inspired by the monthly themes.

For those students who wish to represent their peers in student government, Aviva High School has a Student Council. Past activities designed and sponsored by Student Council include Spirit Week (held once in Fall and once in Spring), student identification cards, choosing a school mascot (the Eagle), choosing school colors (green and yellow), and meeting with school administration to voice suggestions and concerns. Student Council meets once a month, or more often in preparation for Spirit Week. Membership is limited to one student per homeroom who maintains role model behavior, as evidenced by no "zeros" on her point sheet in the month prior to a meeting and by faculty recommendation.

On Friday afternoons, students either participate in their choice of activities and outings or serve detention, dependent upon their behavior scores during the preceding week. Among the activities that students can choose from include art studio, hiking, Cultural Affairs Committee, Senior Meeting, and Student Council. The Seniors recently led an educational assembly on Denim Day in LA which taught our students about dating violence and sexual assault. They also raised money this year to purchase our first ever Student Council sweatshirts, Senior t-shirts, and Senior sweatshirts.

Student Performance

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8, and 10 through 11. Student scores are reported as performance levels.

Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found on the Standardized Testing and Reporting (STAR) Results Web page at <http://star.cde.ca.gov>.

Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

CST Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	13%	3%	0%	n/a	n/a	n/a	n/a	n/a	n/a
Mathematics	3%	0%	0%	n/a	n/a	n/a	n/a	n/a	n/a
Science	0%	0%	0%	n/a	n/a	n/a	n/a	n/a	n/a
History-Social Science	3%	0%	0%	n/a	n/a	n/a	n/a	n/a	n/a

CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	0%	0%	0%	0%
American Indian or Alaska Native	0%	0%	0%	0%
Asian	0%	0%	0%	0%
Filipino	0%	0%	0%	0%
Hispanic or Latino	5%	0%	0%	0%
Pacific Islander	0%	0%	0%	0%
White (not Hispanic)	0%	0%	0%	0%
Male	n/a	n/a	n/a	n/a
Female	0%	0%	0%	0%
Economically Disadvantaged	0%	0%	0%	0%
English Learners	0%	0%	0%	0%
Students with Disabilities	0%	0%	0%	0%
Students Receiving Migrant Education Services	n/a	n/a	n/a	n/a

School Completion and Postsecondary Preparation

Completion of High School Graduation Requirements

Students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2007-08 school year in grade 12, as evidenced by that school year's October CBEDS enrollment, this table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CAHSEE Web page at <http://www.cde.ca.gov/ta/tg/hs/>. Note: "N/A" means that the student group is not numerically significant.

Group	Graduating Class of 2009		
	School	District	State
All Students	40%	n/a	n/a
African American	50%	n/a	n/a
American Indian or Alaska Native	n/a	n/a	n/a
Asian	n/a	n/a	n/a
Filipino	n/a	n/a	n/a
Hispanic or Latino	33%	n/a	n/a
Pacific Islander	n/a	n/a	n/a
White (not Hispanic)	n/a	n/a	n/a
Socioeconomically Disadvantaged	40%	n/a	n/a
English Learners	0%	n/a	n/a
Students with Disabilities	40%	n/a	n/a

TRANSITION PROGRAM

Weekly Transition Class

The transition program at Aviva High School is based upon 3 key strands: EMPLOYMENT, EDUCATION, and INDEPENDENT LIVING. Students meet once a week for lessons that address a wide variety of skills such as opening and maintaining a bank account, college requirements and applications, appropriate interview and employment behavior, purchasing groceries and other household expenses, and community services. Interactive lessons, field trips, assemblies, and guest speakers make this program appropriate for a wide variety of students.

College and Career Counseling

Based upon Individual Transition Plan (ITP) goals, student interests and strengths, age, grade, and functioning level, transition teachers and our educational case manager provide guidance in the area of college and career counseling. Juniors and Seniors receive individual help researching colleges, filling out the FAFSA, filling out scholarship packets, and registering for placement tests. Teachers accompany students to community colleges, help them navigate the CCC system, and assist in enrolling students in community college EOPS programs. For younger students, our case manager reviews student transcripts and helps students track their progress towards graduation. If a student needs to make up classes, Aviva works closely with Hollywood High Community Adult School; Los Angeles Community College (LACC) and others to ensure that students have the opportunity to work towards additional high school credits. For students who are interested in learning a trade or acquiring work skills, Aviva's case manager is also knowledgeable about job training programs such as the Independent Living Program (ILP), the Workforce Initiative Act (WIA), Job Corps, and WorkSource Centers.

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Aviva High School Professional Development

Appropriate, professional and necessary staff development and in-service training of our staff is of significant importance to our school program. In order to achieve this, there will be frequent opportunities and choices for training. Topics will address continuing education, instructional and treatment practices, and the best current methodology derived from the prevailing body of knowledge.

The following is a listing of ongoing staff development opportunities for Aviva High School staff:

- Four days of in-service training prior to the opening of the academic year
- Twenty hours of Pro-ACT training (upon hire and every 2 years)
- Twelve hours of Aviva Family & Children's Services orientation classes provided by administrative staff of agency during the first month of employment.
- On-site CPR and First Aid certification classes.
- On-site seminars on psychotropic medication, anger management, bereavement, art therapy, drug and alcohol abuse, gang/violence prevention, and other relevant clinical topics.
- Monthly inservice training and staff development for school faculty
- Training offered by contracting districts and LACOE
- Weekly Faculty Meetings
- Intern Support Meetings (for University Interns)

Teachers are also encouraged, with prior approval, to attend outside workshops and conferences which would be relevant to our population.