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Academia Avance Charter – Academic Memorandum Response

General Information

School Address: 115 North Avenue 53, Highland Park, CA 90042-4005

Website Address: www.academiaavance.org

County-District-School Code: 19 76968 0109926

Charter Number: 0738

Charter Term: July 1, 2020, through June 30, 2027

School Description: Academia Avance Charter (AAC) sets the standard for public charter school excellence via rigorous college and career preparation that inspires a lifetime of learning and leading.

Grade Levels Served: Grade Six through Grade Twelve

2021–22 Enrollment: 263

Site Based or Non-Site Based: Site Based

California Assessment of Student Performance and Progress (CAASPP) Test Results

The following data represents percentages of students that met or exceeded standards for English Language Arts (ELA) and mathematics (Math). This information was obtained from the CAASPP Test Results for California's Assessments web page at <https://caaspp-elpac.ets.org/caaspp/>.

Results for All Grades and Students

Year	2016–17	2017–18	2018–19	2019–20 ¹	2020–21 ²	2021–22
School ELA	27.96%	32.40%	31.22%	No Data	No Data	28.34%
School Math	14.76%	20.18%	17.46%	No Data	No Data	5.08%

¹ Results are not available due to the suspension of testing as a result of the novel coronavirus (COVID-19) pandemic.

² Due to factors surrounding the COVID-19 pandemic, testing participation in 2020–21 varied. Care should be used when interpreting results.

Year	2016–17	2017–18	2018–19	2019–20 ¹	2020–21 ²	2021–22
State ELA	48.56%	49.88%	51.10%	No Data	49.01%	47.06%
State Math	37.56%	38.65%	39.73%	No Data	33.76%	33.38%

Results for Student Sub-Groups 2021–22

Student Sub-Group	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities
School ELA	3.85%	10 or fewer students tested	No Data	26.80%	5.56%
School Math	0.00%	10 or fewer students tested	No Data	5.26%	0.00%
State ELA	12.47%	20.64%	27.79%	35.24%	15.61%
State Math	9.71%	10.30%	15.90%	21.23%	11.41%

2022 California School Dashboard Data Overview

Due to the COVID-19 pandemic, state law allows the 2022 California School Dashboard (Dashboard) to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Additional information regarding 2022 Dashboard data is available on the Dashboard Communication Toolkit web page at <https://www.cde.ca.gov/ta/ac/cm/dashboard toolkit.asp>. The following information was obtained from the Dashboard website at <https://www.caschooldashboard.org/>.

Performance (Status) Levels

Dashboard Indicator	School Performance (Status) Level	State Performance (Status) Level
Chronic Absenteeism	Very High	Very High
Suspension Rate	Very Low	Medium
English Learner Progress	Low	Medium

Dashboard Indicator	School Performance (Status) Level	State Performance (Status) Level
Graduation Rate	Medium	Medium
College/Career	Not Reported	Not Reported
ELA	Low	Low
Math	Very Low	Low

Areas of Greatest Progress and Need

1. What internal assessments (not California Assessment of Student Performance and Progress [CAASPP]) are being used to demonstrate the school’s areas of greatest progress? Are any of these assessments on the approved verified data list? If so, which ones?

Academia Avance uses the NWEA Measures of Academic Progress (MAP) assessments, an academic progress indicator on the approved verified data list adopted in November 2020 by the State Board of Education. The full set of outcomes of the MAP for grades 6-11 in Reading, Language and Math for both the start of the year Fall 2022, and the mid-year (JAN 2023) have been shared with our CDE Oversight Consultant. The outcomes discussed here focus on the outcomes in a comparison of the mid-year outcomes compared to the start of the year.

2. Identify the school’s areas of greatest progress:

Using the CDE Dashboard indicators (numbered 1-7), these are the areas of greatest progress:

1. Chronic Absenteeism – Overall, this remain “Very High,” but needs to be interpreted within the context of the exit from the COVID-19 pandemic. Namely, Avance has had a very significant increase in overall student participation. Specifically, there was a very large increase from Spring 2022 to the current academic year for the number of students participating in in-person classroom based instruction.

2. Suspension Rate – has remained “Very Low” for Avance. We attribute the small but important gain to reduce chronic absenteeism and for keeping the suspension rate very low to the action steps of the Avance LCAP Goal #5 of developing a nurturing school environment. While it is being universally reported that student Social Emotional Wellness (SEW) is a grave concern across our state and nation, the SEW of Avance students has increased in the current year relative to the past two. The number of referrals for intervention from the MTSS Tier 1 Universal Instruction level is on track to be lower in the current year in comparison to the prior by as much as 27%.

3. ELD – the NWEA MAP outcomes for the Avance ELD sub-group show gains for closing the gap towards the NWEA norm for Reading and Language for the 7, 8, 10 and 11 grades (not 6 and 9) comparing the mid-year to the start of the year. For Math, the

trend is observed for the 6, 8, 10 and 11 grades (not 7 and 9). The ELD subgroup mid-year outcome also compares favorably to the prior year progress.

4. Graduation Rate – on track to reach 95% for the Class of 2023, an increase from the prior year.

5. College & Career Readiness – Avance uses the A-G eligibility completion, as well as tally for “Concentrators” for the two CTE pathway programs at Avance. The Class of 2023 is on track to reach 84% for using these tallies. This represents an increase for this Dashboard indicator from the prior year.

6. & 7. ELA and Math Outcomes - While there is a decrease in the NWEA MAP outcomes in ELA and Math overall for 2022-2023 mid-year, compared to 2021-2022, there were gains for the CURRENT year comparing the mid-year to the start-of-the year for grades 7, 8, 10 and 11 (not 6 and 9), specifically in closing the gap towards the NWEA national norm. We have high expectations for continuing this positive trend for the balance of this year so that the end-of-year outcomes comparing favorably to the prior year.

3. What data demonstrate these areas of progress? Include any related Dashboard data and internal data.

1. Chronic Absenteeism – For the Spring 2023, over 95% of the ADA is for students on campus. However the ADA rates for this year, while slightly higher than last year, remain some 10 points below the pre-pandemic rates of over 96%.

2. Suspension Rate – We see the suspension rate as part of the overall SEW of our students. The progress observed for SEW at Avance is tracked with the number of referrals tallied for the MTSS tiers: Tier 1 – Universal Instruction; Tier 2 – Targeted, Group Interventions; Tier 3 – Intensive Individualized Interventions. The data that demonstrates this SEW progress is the 53 Tier 1 referrals to-date (March) within the MTSS tracking for this year, with a projection of a total of about 80 Tier 1 referrals for all of 2022-2023. This compares favorably to the total of 109 in 2021-2022, and would represent a 27% year-to-year reduction. We attribute this reduction to the achievement of Avance’s five LCAP Goals, specifically Goals #1 of increased consistency of classroom instruction practices, and Goal #5 for having a true nurturing school environment. For the former, the continued use of the collaborative learning strategies developed via the Avance partnership with the Success For All Foundation is a major contributor. For the later, the expanded implementation of the Vibex Learning C3 (Collective Continuum of Care) strategies is a major contributor. Related to the SEW gains at Avance is the strong outcomes in the current year of the Avance Athletics program. Boys and Girls Basketball teams both went to the CIF playoffs for our CIF divisions, as did the Boys and Girls Soccer teams, with the Girls Soccer team reaching the Final Four. It must be noted that near 50% of all the grade 9-12 students participate in at least one of the Avance Athletics teams. This level of participation, we believe, also contributes to the overall school academic outcomes.

3. ELD – the NWEA MAP outcomes for the Avance ELD sub-group show gains for closing the gap towards the NWEA norm for Reading and Language for the 7, 8, 10 and 11 grades (not 6 and 9) comparing the mid-year to the start of the year. For Math, the trend is observed for the 6, 8, 10 and 11 grades (not 7 and 9). The ELD subgroup mid-year outcome also compares favorably to the prior year progress.

4. Graduation Rate – on track to reach 95% for the Class of 2023, an increase from the prior year.

5. College & Career Readiness – The A-G eligibility status is on track to reach 75% for the Class of 2023, an increase from the prior year. Avance has two CTE pathway programs for the Class of 2023: Introduction to Business, and Media and Commercial Visual Arts. The Class of 2023 is on track to reach 84% for the CDE Dashboard indicator for College & Career Readiness using these tallies for CTE “Concentrator”, and the tally of those completing the A-G eligibility indicator. In addition to the Dashboard indicator outcomes, at this time, 75% of the Class of 2023 have received an acceptance from at least one CSU school. Also, 67% of the Class of 2023 participated in the Avance Workplace Education Experience program during the Fall 2022 semester with a internship in a professional setting that aligns with the career interests of each student.

6. & 7. ELA and Math Outcomes - NWEA MAP “Student Growth Summary” which provides a comparative report for each subject grade level outcome to similar demographic cohorts of other schools, as well as the school’s tracking of each grade and subject (with disaggregation for the two main sub-groups ELD and SWD) of the progress in closing the gap towards the NWEA national norm.

4. Identify the school’s areas of greatest need including references to student sub-groups:

The Avance LCAP program identifies the ELD subgroup as a top priority. The low outcomes for the incoming grade 6 students points to this need. One factor to identify among the 27 grade 6 students for 2022-2023 is the high number of these students that are recent entries to the United States, most from Central America. The Avance LCAP program also identifies the SWD subgroup as a top priority. The low outcome for the SWD, especially in the NWEA MAP Reading outcomes. Attendance is a definite area of need growth, as we struggles to reach even a 90% ADA for all the Fall semester, which compared unfavorably to the greater than 96% ADA rates achieved before the pandemic. We do see a positive impact of the mandated 8:30am start time for grades 9-12 to decreasing tardiness.

5. What data demonstrate these areas of need? Include any related Dashboard data and internal data.

The NWEA MAP outcomes, in year to year comparisons, as well as the Fall 2022 to Mid-year JAN 2023 outcomes. No year-over-year indicators from the CDE Dashboard

due challenges in 2022 for Dashboard data due to the pandemic. We plan to use 2023 outcomes for year-over-year comparison in 2024.

6. How is the school addressing these areas of need? Include references to student sub-groups.

Avance is addressing the areas of need with implementation of the Avance five LCAP goals and action steps which are MTSS focused. These LCAP goals expanded the level of instruction school-wide and for the ELD students, as well as expanding services to the SWD sub-group. Of specific mention is the implementation of the Vibex Learning C3 (Collective Continuum of Care) strategies address Social Emotional Wellbeing for both students and staff.

Avance has two significant sub-groups – ELD and SWD - given that the LatinX sub-group at 98% of the student population, and 95% SED subgroup, at 98% and 96% respectfully, essential track with the school-wide outcomes, thus are not separately reported.

Summary of Performance on Measurable Pupil Outcomes

1. Provide a summary of the performance in Element 2 (Measurable Pupil Outcomes) in the petition:

The Avance LCAP Goals numbers 2, 3 and 4 are identified in the Academia Avance Charter for Element 2 as the Measurable Pupil Outcomes (MPO). Below are each of these MPOs/LCAP Goals, with the outcomes for the 2022-2023 mid-year NWEA MAP assessments, and the projected Class of 2023 achievements.

Goal #2 – Accelerate English language acquisition for ELD Students: the outcomes for this sub-group show gains for closing the gap towards the NWEA norm for Reading and Language for the 7, 8, 10 and 11 grades (not 6 and 9) comparing the mid-year to the start of the year. For Math, the trend is observed for the 6, 8, 10 and 11 grades (not 7 and 9).

Goal #3 – Increase reading and math outcomes for Socio-Economic Depressed (SED) students: this sub-group (which is over 90% of all students) tracks with the school-wide NWEA outcomes, where the CURRENT year mid-year showed gains compared to the start-of-the year for grades 7, 8, 10 and 11 (not 6 and 9), specifically in closing the gap towards the NWEA national norm.

Goal #4 – Increase HS graduation and college and career readiness: The projected graduation rate (95%), CDE Dashboard indicator for College & Career Readiness (84%), together with the high CSU acceptance rate (75%) demonstrate strong progress.

2021–22 Local Control and Accountability Plan Progress

1. Provide a summary of progress made in meeting the school’s 2021–22 Local Control and Accountability Plan (LCAP) goals:

The Avance LCAP has five goals, each summarized below with a statement of how many of the goal action steps were met in 2021-2022.

Goal #1 – Increase consistency of classroom instruction practices across all grades for all students, with 6 actions, of which 5 were met.

Goal #2 – Accelerate English language acquisition for ELD Students, with 13 actions, of which 7 were met.

Goal #3 – Increase reading and math outcomes for SED students, with 6 actions, of which 5 were met.

Goal #4 – Increase HS graduation and college and career readiness, with 6 actions, of which 3 were met.

Goal #5 – Foster a nurturing school environment, with 7 actions, of which 7 were met.

2. Provide a summary of the ongoing 2022–23 LCAP annual update process, including the school’s work to engage community members in the process:

The five goals of the Avance LCAP remain for 2022-2023, with an update to the actions to be implemented for each goal. The outcomes of the prior year informed a collaborative review of all the LCAP goal actions, working with the teachers during the 10 day faculty in-service in August, and the all-day pupil-free sessions on September 12 and January 9. These reviewed LCAP goals and actions were then deliberated during the Avance All-Stakeholders Retreat of February 13 that included the leaders of the Parent Advisory Council, School Site Council, Student Body Council, all faculty, and members of the Avance Governance Board.

3. How is the school addressing learning loss from the prior school year?

Avance is using these three initiatives in the current year to address the learning loss of the 2021-2022:

a. Tracking teacher fidelity to the Savvas Learning Co. curriculum, and the Illustrative Math curriculum. Specifically, all teachers are to utilize the diagnostic, formative and summative assessments from these top rated curriculum.

b. Increase and consistent teacher coaching, with both in-moment and weekly one-one session with all teachers, supported with support from a senior coach from the Success For All Foundation for instruction strategies using collaborative learning, and the principles of “Teach Like a Champion” espoused by Doug Lemov.

c. The expanded implementation of the Vibex Learning C3 (Collective Continuum of Care) strategies, which increases the time focused by each student on course material

in the classroom by increase the capacity to comprehend the provided instruction, resulting from effectively addressing the emotional needs of each student.

2022–23 Plan for Independent Study

1. Inform if the school is providing independent study (IS) in the 2022–23 school year, including the percentage of average daily attendance enrolled in IS:

Academia Avance is offering Independent Study in this 2022–2023 school year for 8 students, which represents about 3.5% of the ADA.