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**Charter Renewal Petition Submitted to:**  
**Charter Schools Office**  
Los Angeles County Office of Education  
12830 Columbia Way  
Downey, CA 90242

Charter Period  
July 1, 2015 - June 30, 2020

January 30, 2015

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# Assurances and Affirmations

The Academia Avance charter school (hereinafter “Avance” or “School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. California Education Code (hereinafter “Ed. Code”) § 47605(d)(1).
- Not charge tuition. Ed. Code § 47605(d)(1).
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code. Ed. Code § 47605(d)(1).
- Except as provided in Ed. Code section 47605(d)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. Ed. Code § 47605(d)(1).
- Admit all pupils who wish to attend the school. Ed. Code § 47605(d)(2)(A).
- Except for existing students of the charter school, determine attendance by a public random drawing if the number of pupils who wish to attend the charter school exceeds the school’s capacity. Preference shall be extended to pupils currently attending the charter school and pupils who reside in the Los Angeles County Office of Education (also referred to herein as “LACOE” and “District”).
- Ed. Code § 47605(d)(2)(B).
- If a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. Ed. Code § 47605(d)(3).
- Meet all statewide standards and conduct the pupil assessments required pursuant to Ed. Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. Ed. Code § 47605(c)(1)
- Consult, on a regular basis, with the charter school’s parents, legal guardians, and teachers regarding the school’s educational programs. Ed. Code § 47605(c)(2).

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# General Information and Brief History of Academia Avance

## General Information

Contact person for Charter School:	Ricardo Mireles
Contact address for Charter School:	115 N. Avenue 53, Los Angeles CA 90042
Contact phone number for Charter School:	(323)230-7270
Primary community served: Park	Northeast Los Angeles community of Highland Park
Location within traditional school district:	LAUSD Board District 5 - Bennet Kayser
Grade configuration:	site based for grades 6th through 12th
Proposed full enrollment number of students:	625
Scheduled opening date for charter period:	August 17, 2015
Instructional calendar type:	Traditional, single track
Bell schedule:	Traditional for grades 6 <sup>th</sup> and 7 <sup>th</sup> Block for grades 8 <sup>th</sup> to 12th
Charter term:	July 1, 2015 to June 30, 2020
Board Members:	Barbara Maxwell, President Francisco Noel Flores, Secretary and Treasurer Matthew S. Jaime, Past-President Guillermo Gutierrez, Board Member Sarah Magana-Withers, Board Member Mario Hernandez, Board Member Carolyn Harris, Board Member

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## **Community Served and History**

Academia Avance is an independent community-based charter public school located in the Northeast Los Angeles community of Highland Park. The Los Angeles Board of Education approved Avance Charter in May 2005. The school opened in August 2005 with 100 students in the 6th and 7th grades. The school has more than quadrupled the enrollment and now serves over 475 students. Avance Charter was renewed for five years by the Los Angeles County Board of Education in August 2010. The school expects to reach a 625 enrollment by the 2018-2019 academic school year.

The school was created to provide an opportunity for students and parents seeking a college preparatory middle/high school. Avance's vision is to successfully graduate a class of 100 annually, each prepared to succeed in college and beyond. The strong college and career readiness outcomes of the four classes we have graduated during the second charter are proof positive that the Avance academic and personal development programs do work: 90% of all Avance alumni have received acceptances invitation to at least one four year institution. Furthermore, our tracking of the four graduated class shows that 80% of all the alumni have persisted to their second year in college, or now hold a career-track job. These outcomes demonstrate that Avance has delivered on the college preparatory mission of our charter.

The second component of Avance's mission is to prepare our students for professional careers after college via the Avance Life Prep WEE (Work Educational Experience Program). This is an internship completed in the Senior year of over 80 hours in professional setting aligned with the career interest of the student. Over the five years that we have offered the WEE internship, Avance has developed a network of professional mentor partnerships over three dozens private and public agencies in the medical, education, legal, architecture and arts fields, among others. These include partnership with the Huntington Memorial Hospital, the Los Angeles City Council District 1, RAC Build Design, White Memorial Hospital, MALDEF, Proyecto Pastoral, and The California Science Museum, to name a few.

The zip code for the Northeast Los Angeles community of Highland Park has a population of about 62,000, mostly Latino residents, with a significant immigrant population. The US Census estimates the 2011 Median Family Income at less than \$35,000, well below the 2010 LA County median of \$54,000. Only a quarter of the adults have attained a bachelor's degree or higher, with nearly a third not completing high school (Source: US Census 2013 ACS Survey). The majority of students at Avance will be the first in their family to graduate high school and/or go to college. A 2004 University of California (UC) study found that of 1,165 9th grade students entering the local high school in Fall 1998, only 470 (40%) graduated in 2002, BUT only 171 (15%) completed the college preparatory curriculum required for UC or California State University admission. The development of future community residents and leaders necessitates college graduates and professionals. Avance is committed to this goal.

Academia Avance has accomplished these milestones in large part as a result of the strong three-way partnership between the students, teachers and parents.

Avance has many activities, clubs and teams that support the academic program. The Solar Cup team competes in the largest school solar powered boat competition in the country. The film and arts clubs are connected to organizations in the community, such as The Ricardo Montalban Foundation. For the last two years, we have built strong a partnership with Youth Policy Council (YPI), offering a variety of academic and enrichment activities beyond the school hours and days. The Avance athletics program fields' teams for the boys and girls at the high and middle school levels and soccer, basketball and cross-country.

## **Avance Meets Ed Code Requirements for Renewal Consideration**

For renewal, Avance meets Criteria 4 of Education Code Section 47607(b) (and the related CCR Title 5, Section 11966.4(b)(1) ). This petition and its supporting documents present clear and convincing data to

the charter authorizer that demonstrated the academic performance of Avance to be at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, referred herein as the "residential comparison" schools. In addition, data is also presented to demonstrate that the academic performance of Avance is at least equal to the academic performance of schools within the LAUSD with a similar pupil population composition to that of Academia Avance. The latter comparison referred herein as that for the "similar schools."

### ***Favorable Comparison Under Ed Code 47607(b) Renewal Criteria 4***

For the eight schools for which 3% or more of Avance students would have attended as their LAUSD "assigned residential school" the following conclusions result from a comparison to Avance (See Appendix A):

1. Avance held the highest 2014 API 3 year average among its "residential" comparison high schools.
2. The 2014 API 3 year average for Avance was on par among the comparison middle schools.
3. The share of the Avance Latino, SES, and Special-Ed subgroups is similar to all the "residential" comparison schools, but the Avance EL count is higher.
4. Avance was the only school that sustained an enrollment increase (+43%) over the last five years. All of the residential comparison schools showed significant declines of between 20% to 49%.

### ***Evidence of Pupil Academic Achievement per Ed Code 47607(a)(3)(A)***

Ed Code 47607(a)(3)(A) states:

The authority that granted the charter shall consider increases in pupil academic achievement for all groups of pupils served by the charter school as the most important factor in determining whether to grant a charter renewal.

The elimination of the CST tests created a challenge to Avance (among many schools) to present longitudinal and norm based data. Last Spring Avance implemented the NWEA MAP system.

The outcomes for the current academic year show a significant and clear increase from the "beginning-of-year" to the "mid-year" MAP assessment in Reading, Language Usage, Mathematics and Science, across all grades and all sub-groups. The specifics of the gains are delineated in Elements B and C. The NWEA MAP mid-year assessment outcome reports are presented in Appendix B.

The gains demonstrate the effectiveness of the classroom instruction, guided this year by new school leadership, and Common Core aligned professional development from the College of Education at California State University, Dominguez Hills. The instruction is supported by the strong college-bound culture at Avance, and the significant parent involvement.

### ***Challenges in the Second Charter***

Within the second charter, significant milestones were achieved, such as the graduation of the first high school class, achieving full WASC accreditation, and full implementation of the Avance Life Prep program. The following are major challenges that the school was able to overcome.

### ***Fiscal Turn-around***

LACOE identified concerns in January of 2013, upon analysis of the fiscal position presented in the 2012 audit report. Subsequent, Avance presented a Financial Stabilization Plan, which was fully implemented leading to a dramatic turn-around of the school's financial position. The 2014 audit report shows the school to now be operating in the "black" with an almost 30% reduction in debt, and a reduction in the sale of receivable as a share of revenues. The projected increases in funding resulting from the LCFF allocations will go far to maintain the strengthening of the school's financial position.

## **Facilities Challenges**

Widely recognized as one of the biggest challenges for charter schools operating in older densely populated urban communities, access to high quality education facilities is a major issue. Clear evidence is present in the fact that all of the new LAUSD school facilities and new charter schools in Northeast Los Angeles have been sited on the periphery of Highland Park. Avance is the only charter school serving grades 6-12 that is within the primary Northeast Los Angeles population node of Highland Park, albeit via two satellite sites. Moving into 2015-2016, will for an eighth consecutive year use the Main Campus on Avenue 53. Avance will also use the same two satellite sites for a third year, thus providing a significant stabilization force to the school.

## **Staff Capacity**

As an independent charter school, the Avance staff is very stretched (but which charter school isn't). The charter authorizer has the opinion that the ratio of administrative staff to instructional staff is high. Additionally, LACOE believes that in the near future Avance will be challenged to attract/retain top talent within a education labor market projecting rising salary levels. The last point is not unique to Avance. We counter that the needs of the students we serve, together with the facilities challenge (i.e. three sites) necessitates the current staffing model used. The four year budget projections reflect a fiscal margin that support the Avance model.

Furthermore, we present our recent academic outcomes, our strong college and career readiness results, and the positive fiscal trends for the school as counter evidence. The new school leadership is having a clear positive impact. The projected health of the state economy, and thus the continuance of the LCFF will support Avance's continuous growth model during its third charter.

## **Goals for Third Avance Charter**

The transition from the second Academia Avance charter to the third represents the opportunity to move the school from good to great. During the third charter, Avance will continue to maintain and address the needs of our students. Among the goals for this renewal are:

- Full implementation of the Common Core State Standards.
- Expand the data driven instruction strategies.
- Expand the use of blended learning tools.
- Expand the high school program from 3 class groups per grade to 4, for a high school enrollment of 400 students.
- Fully enroll grades 6-8 with 3 class groups per grade for a middle school enrollment of 225.
- Upgrade the facilities with improved amenities for safety, security, student well-being and staff efficiency, such as improved and expanded restroom facilities, modern HVAC systems, and new/improved gates/fences.
- Expand the collaboration with the Celerity Education Group to implement their high quality charter school instructional and operations strategies to increase student achievement and operations efficiencies.

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# Element A: The Educational Program

This section is a description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an ‘educated person’ in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.” Ed. Code § 47605 (b)(5)(A)

“A description, for the charter school, of annual goals, for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.” Cal. Ed. Code § 47605(b)(5)(A)(ii).

## Academia Avance Vision and Mission Statement

### ***Vision Statement***

Academia Avance is a 6th through 12th grade college preparatory school in the Northeast Los Angeles community of Highland Park. We address the critical needs of our disadvantaged students through innovative and educational alternatives. We create a mutually supportive and positive learning environment in which every member develops communication, technological and leadership skills to foster self-confidence and personal growth. Emphasis is placed on challenging students to develop problem-solving and interpersonal skills to succeed in the 21st Century through Service-Learning, Linked Learning and Technology Integrated across subjects. Our learning environment provides quality educational programs within a small learning community, which targets educationally disadvantaged students. Our belief is, “It is not about getting kids into college. It’s about getting them to succeed in college so they can advance in their life.”

### ***Mission Statement***

Academia Avance is a college preparatory school located in the heart of Highland Park. Our goal is to ensure that all students’ complete A-G requirements, graduate and be equipped to be accepted into colleges and universities. Students at the Academia Avance have opportunities to develop into active citizens characterized by the ideals of a diverse and democratic society. Our students will continue to provide service to their community, take responsibility in their own learning and form habits of mind that will continue to empower them for success in high school, college and beyond.

### ***Academia Avance Core Values***

The Academia Avance philosophy and vision, built around these core values:

**CONSCIOUSNESS** - An Academia Avance graduate uses...conscious:

1. Demonstrates self-awareness that leads to physical and psychological well-being.
2. Demonstrates and is aware of the importance of global citizenship which includes service to all levels of community.
3. Understands the value of social justice and respects all human beings.

4. Understands the importance and value of effective work habits, including integrity, honesty, and self-reliance.

**REASON** - An Academia Avance graduate uses...reason to:

1. Exhibit the necessary skills and knowledge for college success.
2. Demonstrate both creative and critical thinking skills.
3. Demonstrate the necessary strategies for successful problem solving.
4. Demonstrate the ability to research, analyze, evaluate, and logically synthesize information.
5. Demonstrate effective multiple learning strategies that enables each student to become a life-long learner as a result of meta-cognitive awareness.

**SYNERGY** - An Academia Avance graduate uses...synergy and:

1. Acknowledges and respects the contributions and opinions of others.
2. Understands and demonstrates the value of cooperation, collaboration and the sharing of ideas.

**ACTION** - An Academia Avance graduate takes...action and:

1. Develop personal goals and undertake necessary steps to accomplish them.
2. Clearly and effectively presents ideas and information through various media.
3. Contributes and improves the quality of life for their families, community and the world.
4. Demonstrates leadership skills, including integrity, vision, creativity and self-discipline.

These foundational values inform the school's philosophy and the Expected Student Learning Results (ESLRs). The ESLRs were developed by the faculty through discussion and collaboration. The school leader annually sets academic goals and the ESLRs to evaluate both students and faculty. In this respect, the school's vision, philosophy, goals, core values and ESLRs have a common thread of setting high expectations for students in academic and personal success.

### ***Means to Achieve Mission and Vision***

All students are welcome and will be supported in achieving academic success through a developmentally appropriate, rigorous and challenging college preparatory curriculum. We believe that students of any and all ethnic backgrounds can benefit from this type of rigorous, student-centered approach. Poor academic performance and prior disciplinary problems will not preclude a student from attending the school, as we believe that the personal attention and quality of our academic program can greatly benefit many students who may have experienced problems at larger schools. We also believe that students with learning challenges and disabilities can thrive socially and academically in an innovative environment. We therefore seek to recruit an ethnically, racially and academically diverse population, with the goal of enrolling a student body that is reflective of the school district within which we operate, the Los Angeles Unified School District (LAUSD). (See LAUSD School Profile in Appendix Q). Avance will comply with all provisions of NCLB as they apply to Charter School students.

## **Avance Pedagogy**

### ***How Learning Best Occurs***

Academia Avance Educators believe that learning best occurs in an environment that:

- Encourages questioning and appropriate experimentation
- Creates opportunities for knowledge to be applied to real-world contexts
- Accepting of varied methods of demonstrating knowledge
- Promotes depth of learning
- Promotes physical and emotional health and well being
- Is rich and demanding
- Is developmentally supportive
- Is psychologically safe
- Supports self-expression, creativity and appropriate risk-taking
- Models reflection and self-assessment
- Models continued learning, interest and enthusiasm
- Encourages multi-disciplinary and cross-curriculum study
- Is relevant and authentic
- Models and requires high-level thinking and communication skills
- Is democratic and student-centered
- Celebrates cultural and individual diversity

We also believe that learning best occurs over time, with related experiences building upon each other resulting in both breadth and depth of understanding. Research and investigations of the learning process conducted by John Dewey, Margaret Meade, John Holt, David Elkind, Harvey Daniels and others demonstrate that relevant, authentic experience with real questions and problems, in a safe environment that encourages experimentation and requires useful outcomes, result in durable learning and enthusiasm for the process.

Educational practices that foster the learning environment where learning best occurs include:

- Student-centered curriculum with clearly articulated learning objectives
- Project-based learning activities
- Acknowledgment of so-called "failure" as a necessary stepping stone for further investigation
- Collaborative investigations and demonstrations
- Mini-lessons that address specific skills within the context of larger projects
- Giving guidance and adequate time to self-reflect and self-assess
- Authentic assessments

### ***An Educated 21st Century Person***

Embedded in the Avance ideals are the following skills and qualities of a well-educated person in the 21st century:

- Ability to identify areas of interest, formulate questions, research topics and set goals
- Literacy and competency in reading, historical context, mathematical reasoning, scientific processes, technology and inter/intra-personal interactions
- Ability to critically analyze evidence
- Skill in written, oral and creative self-expression
- Proficiency in self-reflection, self-assessment and giving/receiving feedback

- Enthusiasm for learning that lasts beyond the school years, self-motivation

We believe that the development of these skills and qualities in an educational environment which upholds standards of academic excellence, democratic processes and developmentally appropriate learning experiences, will encourage the creative and critical thinking skills necessary to find workable solutions for all kinds of problems.

**Avance Goals Aligned to the Eight LCFF and LCAP Priorities**

Academia Avance acknowledges and agrees that it must comply with all applicable laws and regulations related to AB97 (Local Control Funding Form), as they may be amended from time to time, which include the requirement that Academia Avance shall annually submit a Local Control and Accountability Plan (LCAP) or LCAP update (current LCAP in Appendix C), as appropriate, to the Charter Schools Division and the Los Angeles County Superintendent of Schools on or before July 1. In accordance with Ed. Code sections 47604.33 and 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Ed. Code section 47605(b)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time. City High School shall comply with all requirements of Ed. Code section 47606.5, including but not limited to the requirement that Academia Avance “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the annual update.” Ed. Code§ 47606.5(e).

A chart detailing the school’s annual goals, for all pupils pursuant to California Education Code § 52052, for each of the eight (8) state priorities identified in California Education Code § 52060(d) can be found in Element C. The chart in that section also details the specific annual actions the school will take to achieve each of the identified annual goals.

**Students Served by Academia Avance**

Academia Avance is a site-based school-serving students in grades six through twelve. For the second charter, the goal was set for Avance to reach a full development enrollment of 525 students by the 2014-2015 school year. This target was not met, due to many factors, such as the changing demographics of the region during the Great Recession, increase school options, and the LAUSD change in elementary school grade span from K-5 to K-6. The high of 492 enrollment was reached in 2013-2014, with a 3% decline for 2014-2015. The school has maintained ADA rates at or above 97% for the last five years. The table below presents the enrollment and ADA counts for the last five years, followed by the projections for the new charter period.

Table A.1 Enrollment, Average Daily Attendance, and Attendance Rates

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
<b>Enrollment (DataQuest)</b>	405	448	470	492	475
<b>ADA Count (P-2)</b>	396	434	456	483	467 (P-1)
<b>Attendance Rate</b>	97.8%	96.9%	97.0%	98.2%	98.3% (P-1)

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Beginning with the 205-2016 student recruitment cycle, Avance has partnered with the two Celerity Education Group schools in Northeast Los Angeles: Octavia and Troika. These are very high quality charter schools (2014 API scores of 904 and 959, respectfully), and are K-8 span schools. The Troika school uses two sites, with a K-5 operation co-located via Prop. 39 on the LAUSD campus of Luther Burbank Middle School on Figueroa, just 1 mile from the Avance Main Campus. The Octavia School is located in the neighboring Glassell Park community, 3 miles from the Avance Main campus. (See letter of collaboration from the Celerity Education Group in Appendix D.)

The two Celerity schools have waiting lists of several hundred for families interested in enrolling. As K-8 schools (K-5 at the nearby Burbank MS), the Celerity school and families are anxious to find a continuing college-bound pathway beyond the 8th grade. To-date, the approximately 50 students promoted to the 9th grade have been directed to private high schools, many at a distance from Northeast Los Angeles. The success of the Avance Life Prep program in having students progress to 4-year universities, with strong persistence rates has attracted a strong interest among the Celerity Northeast Los Angeles community, with Avance as a charter public school pathway an attractive option.

The Celerity school leadership is now working with Avance to refer their wait-list families to Avance. Through this partnership Avance expects to modest and achievable gain in enrollment for 2015-2016 and beyond of approximately 40 additional students for the 6th grade, and 25 for the 9th grade. These referrals will allow for an expansion of the Avance middle school program to a full three class groups at an optimal size of 25 students each. Likewise, the Celerity referrals for the 9th grade will allow for an expansion of the Avance high school program to a full four class groups at an optimal size of 25 students each. The enrollment growth model for the third charter period is presented below, with an anticipation of reaching the full development enrollment of 625 for the 2019-2020 academic year. The projected revenues and expenses for this model are presented in Element Q and Appendix R.

**Table A.2: - Academia Avance - Enrollment Projections 2015-2020**

<b>GRADE</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>
<b>6</b>	75	75	75	75	75
<b>7</b>	75	75	75	75	75
<b>8</b>	75	75	75	75	75
<b>9</b>	100	100	100	100	100
<b>10</b>	75	100	100	100	100
<b>11</b>	75	75	100	100	100
<b>12</b>	60	75	75	100	100
<b>Total</b>	<b>535</b>	<b>575</b>	<b>600</b>	<b>625</b>	<b>625</b>

**Demographics of Student Body**

Demographically the ethnic composition of the school has remained relatively constant for the period of the second charter. For Fall 2014, the demographic composition is 98% Latino, 0.03% African American, 1% Native American, Asian/Pacific Isles 0.03%, and 0.06% White (non-Latino). Factors often used to identify “at risk” populations aptly describe the Avance student body: 55% are English Language Learners or Recently Fluent English Proficient (RFEP), 87.5% qualify for Free or Reduced Price Meals, and 9% are identified as having special needs. The school has an even gender ratio.

Since the 2007-2008 academic year, Avance has experienced a year-to-year return rate of 90%. Since 2007-2008, Avance has an over 95% Mobility statistic (percentage of students who were continuously enrolled from the CBEDS date in October to the first day of STAR testing).

**Statement of Need**

Academia Avance is located in the northeast Los Angeles neighborhood of Highland Park, a cohesive community within Los Angeles, in a valley that lies northeast of Mt. Washington and west of the Arroyo Seco River and freeway. The community of Eagle Rock is to the north, and the City of South Pasadena is to the northeast.

With an estimated population of just over 60,000 persons (2008 US Census), the community is predominantly Latino (over 72%) and under enormous economic pressures:

1. The US Census estimates the 2011 Median Family Income at less than \$35,000, well below the 2010 LA County median of \$54,000. .
2. 45% of the population consists of foreign-born residents, 43% Mexican origin and 12% El Salvadorian.
3. Half of the heads of households immigrated to the area from Latin America (primarily Mexico), with the majority arriving between 1990 and 2000; half of which were not naturalized by 2000.
4. Only a quarter of the adults have attained a bachelor's degree or higher, with nearly a third not completing high school (Source: US Census 2013 ACS Survey).

In 2000, the real estate run-up began, and each year, the current financial crisis has made home ownership a “pipe dream” for increasing numbers of residents.

The table below demonstrates the ethnicity and socioeconomic status of Franklin High School and Burbank Middle School, two schools within the same enrollment zone within which most Avance students reside.

**Table A.3 School Demographics for Primary LAUSD Residential Schools**

School	2013-2014 CBEDS Enrollment	Latino	African American	Asian	Caucasian	Other	SES	EL
Avance (g6-12)	492	483 (99.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	9 (1.0%)	46 (92.0%)	86 (17.5%) Corrected

Burbank MS	919	841 (91.5%)	28 (0.03%)	15 (0.2%)	12 (0.01%)	23 (8.39%)	845 (92%)	139 (15.12%)
Franklin HS	1,520	1,364 (89.7%)	17 (0.1%)	39 (0.3%)	21 (0.13%)	49 (9.7%)	1,352 (89%)	234 (15.3%)

Source: 2013-2014 ethnicity data from CDE Dataquest, SES and EL from CDE 2013 API report.

## Avance Innovative Program Components

The educational plan synthesizes three distinct program goals:

- Equip students for college - all 6th through 12th grades students engage in rigorous, standards-based curriculum that prepares them for academic, social and financial challenges of obtaining a college education.
- Prepare students for life - All students will demonstrate real world application of math, science, writing, technology and other tools to problem solve in their communities.
- Community Partnerships for Learning - Educational achievement at Avance begins first and foremost with the families and then branches into the community. The school leverages community partnerships and offers students a rich curriculum and opportunities for meaningful learning in real-world contexts.

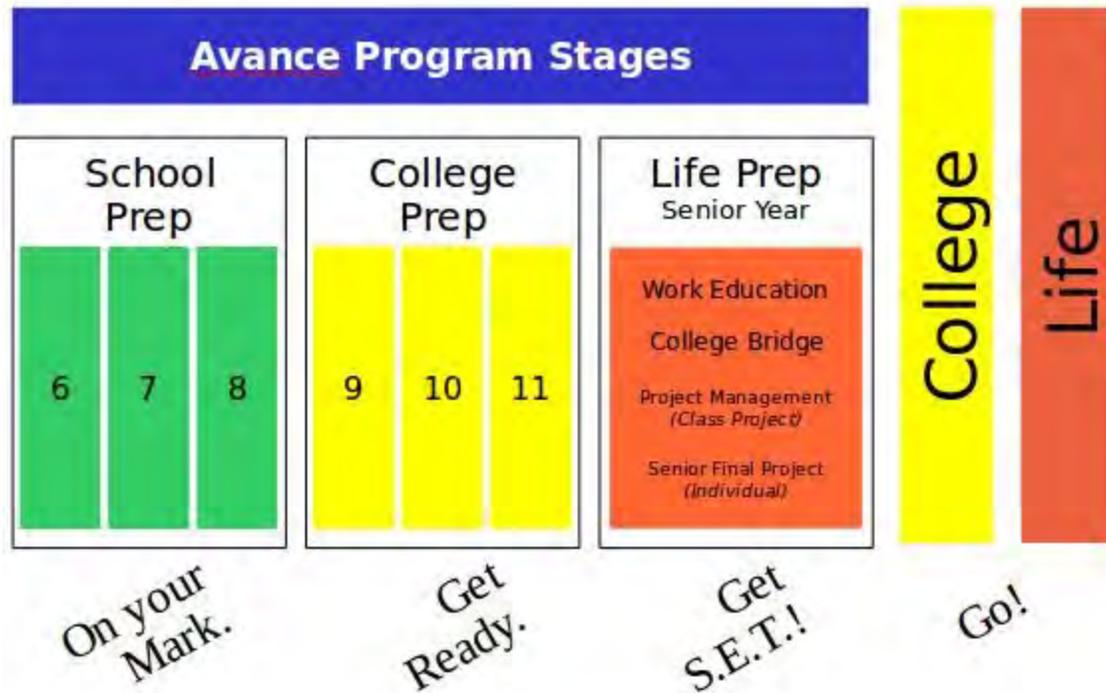
These three outcomes are relevant to Avance's targeted population of students who come from documented, under-performing schools and live in communities where lower levels of high school graduation among adults is the norm.

### **Avance Life Stages Model**

Academia Avance program has three components - School preparation, College preparation and Life preparation:

- a) Prepare the student for high quality study habits
- b) Prepare students for college by providing experiences, academics, and career readiness.
- c) Set students up for life after college, by providing opportunities during their high school years and assisting in their attendance in college and universities.

Our students, mnemonic, "*On your Mark. Get Ready. Get SET. Go!*" SET stands for our Senior Experiential Transition Program. The three components are presented in the following schematic diagram.



### ***Individualize Attention in Grade-Level "Houses"***

All Avance students will be assigned to a "house." Each teacher will be responsible for a grade-level house of 20-30 students. Their responsibilities as a house leader include:

- Meeting with their house daily
- Providing students with academic support and advising
- Monitoring, through close collaboration with other teachers - the academic and behavioral progress of house students
- Ensuring all relevant data is included in the student Individual Learning Plan (ILP)
- Acting as a family-school liaison for each student in the house

During House, teachers focus on developing students' personal responsibility, social responsibility and preparedness for college and careers. Middle school teachers will start with a 6th grade house, and continue to be the faculty liaison and house leader for that group of students through to the eighth grade; at which time the teacher will then begin the same process with a new group of sixth graders. Each graduating 8th grade house stays together, and then matched with a new house leader as a high school freshman house. That high school house leader then stays with that group through the 12th grade.

The House Instructor has the first line responsibility for the development and maintenance of the Individual Learning Plan (ILP) for each of their assigned students. The ILP is described in the last section of Element C. How, titled Academically Low-Achieving Students. When a student is moved into a higher grade and transfers to another House, the responsibility of the ILP is passed to the new House Instructor. As described in Element C, the ILP is central to the communication of each students' parents, recording the students' academic progress, as well as the commitments to progress for the future. As the years progress over the course of a student's enrollment at Avance, the ILP forms an important, longitudinal

data source, that together with the other Avance data tools (Data Director, NWEA MAP, Connect 5, Centre, etc.) provides a wide range of information to monitor the progress of each student towards their goals of college and preparation for a professional life.

The House model also draws from the “promotora” model that empowers peers in a group to become leaders. Parent involvement in the House activities can easily move a parent to greater roles in the House, from which they can progress to a role in the PAC, and then if they wish, to a school-wide role via the Avance Advisory Board.

The Avance House Instructors have “Office Hours” to aid in the teacher-parent dialog. A key factor of the Office Hours concept is to flip the information flow from one where the parent is in a passive role - waiting for calls from the school, to an active parent who participates in his/her child's learning and development.

This model provides continuity in student support and academic advising, while ensuring that each student is closely monitored and supported by at least one faculty member. The Avance bell schedules described below (see also Appendix F) detail the opportunities that the Avance Houses have to meet during each school year.

### ***Data Focused Parent-Teacher Conferences***

The key strategies for accountability tracking for both teachers and students is the teacher-parent-student conferences. Beginning in 2012, a scripted dialog was developed to guide the conversation between the teachers and parents. The goal was for the dialog to remain focused on the data available. For the first three years, the script was aligned to the CST-STAR performance levels. The questions were structured so that variance between the teach issued course grades, and the trends in performance levels would be explored and discussed. Once a baseline was understood, a target would be mutually set to the next conference. The development of the “script” included input from both the Parent Advisory Committee and the Avance Instructional Leadership Team. The initial version became known as the “PAC FAQ” (for frequently asked questions). The PAC FAQ was made available in English and Spanish. Also developed was the “post-conference survey”, which is completed by the parent with input from the teachers and students following the conference, and using the data provided by the teachers. These were then collected as an “exit ticket” for the evening, and then served a reference document for the following conference. An example of the PAC FAQ and post-conference survey forms used is provided in Appendix I.

For the 2012-2013 academic year, a series of workshops were held to in the Fall to which almost 50% of the parents attended. These workshops provided the parents with an orientation on the various California assessment schemes, and how these related to college and career-readiness. The topics included a discussion on the differences between the teach issued grade scale (A-F), and the state defined STAR Performance Levels (Advanced/Proficient/Basic...etc.). These were then compared to the SAT scheme, along with conversations about how the grades impact the college application process (via the GPA), and how the STAR scores related to the school API.

The Avance October and March parent conferences have held an over 95% attendance level for the entire second charter. The conclusion to draw from this high level of attendance is that parents at Avance recognize the value of the dialog with their Avance House teacher. The introduction of the PAC FAQ elevated these discussion to a new high. We believe the strategic evolution of the Avance conference format, and of the PAC FAQ + survey, are critical to the continuous improvement plans for the school.

For the 2014-2015 year, with the suspension of the CST STAR test in the previous Spring, the PAC FAQ and survey re-aligned to focus on the new (to Avance) NWEA MAP results. Building on the previous workshops and conference, we found that the transition was far less a challenge than we anticipated. A

new development as a result of the emphasis by the Avance instructor placed on the MAP tests, the Avance students have now made their RIT score a measure to they are self-tracking. This was not previously observed for the STAR Performance Levels. This self-awareness is being fomented, with a future goal of moving to a “student led” conference model for the Spring parent-teacher conferences.

### **Research Supporting Avance Life Stages Program**

Research supporting the overarching philosophy of the Avance are summarized in this section. Appendix V presents documentation as referenced below.

Avance seeks to synergistically unify the efforts of each student, their parents and the Avance staff for consistency, to mitigate the critical life transitions from elementary school to middle school, and high school to full-engagement in our society as an adult.

The Avance Life Stages design strives to collectively address the findings of education and behavior research that identifies the following transition points as the most critical stages where youth are derailed:

- Transition from elementary to middle school
- Transition from middle to high school
- Obstacles to college admissions and/or college graduation
- Closing the skills gap of recent college graduates to professional readiness (career-readiness)

The Academia Avance “School Preparatory” stage addresses the challenges of exiting the elementary school setting and confronting the adolescent transition, both academically and personally/socially. This stage is based on:

- The Transition to Middle School, Schumacher, Donna, ERIC Clearinghouse on Elementary and Early Childhood Education, Champaign, IL, 1998 (Publication ED422119 98)
- Middle-to-High School Transition (bibliography), National High School Center of the American Institutes for Research: <http://www.betterhighschools.org/topics/TransitionIntoHighSchool.asp>

The Avance Life preparatory program is premised on two research findings:

- That for too many, "Senior year was a waste of time." (US Department of Education National Commission on the High School Senior Year, The Lost Opportunity of Senior Year: Finding a Better Way, 2001 Preliminary Report)
- A survey of Human Resources professionals and business leaders found that "personal professionalism matters most when deciding whether to extend a job offer." A significant number of respondents believed that less than half of all new [college] graduates exhibit professionalism in the workplace." [emphasis added] (2009 survey conducted by the Center for Professional Excellence at York College)

For the most part professionalism is NOT taught in college, and developing professional skills can begin before college. The strategy of the Avance Life Stages curriculum is to accelerate the College preparatory program by devoting time to:

- Complete the A-G additional recommended courses.
- Take a strategic and methodological approach to the submission of all college admissions documents well in advance of the deadlines (a process started at Avance during the student's Junior year).

- Complete a structured real-world internship in a professional setting of interest, linked to workshops and seminars on identifying and developing professionalism.
- Experience professional team projects and corporate project management.
- Prepare a summative comprehensive multi-media Avance's Senior Project that integrates college preparatory knowledge with real-world life-skills to set post-baccalaureate goals.

The Avance Life preparatory program is a key approach to ensuring that students are prepared for college and for life (as per the mission and vision of the school). The components of the Life preparatory program rely heavily on experiential learning and project-based learning (PBL):

"a systematic teaching method that engages students in learning knowledge and skills through an extended inquiry process structured around complex, authentic questions and carefully designed products/tasks."

Appendix V presents the six measures from the Buck Institute to develop excellent PBL lessons for Avance's Life preparatory components.

Brain-based research conducted by Kotulak (1996) and Kuhl (1994) has shown that human beings learn best when information is meaningful. Conversely, new material for which there is no connection is discarded. If an emotional connection is made during learning, the material learned is reinforced. Furthermore, a recent review of "Research on Project-Based Learning" (Thomas, 2000) suggests that PBL is a teaching method that may be particularly well-adapted to urban disadvantaged youth, such as the students being served by Avance. According to this research, PBL makes the content areas more relevant and meaningful to disaffected youth, thus increasing memory retention when students are interested in what they are learning. The same review also suggests that PBL can enhance professionalism and collaboration between educators.

The Avance Life preparatory stage focuses on gaining real-world skills from direct experience in a professional setting via an internship in a field of the student's career interest. This focus responds to research from the Center for Professional Excellence (CPE) at York College, finding that college graduates are not measuring up in these areas according to national surveys (See Appendix V):

- Personal interaction skills, including courtesy and respect
- Communication skills (listening)
- A great work ethic; being motivated and staying on task until the job is completed
- Professional appearance
- Self-confidence and awareness

In the 2009 CPE poll of 520 human resource and business leaders about college graduates over the last five years:

- 53% believed level of professionalism was unchanged
- 33% believed professionalism had decreased
- 14% believed that "less than half of all new [college] graduates exhibit professionalism in the workplace."

The Life preparatory courses were extended from the curriculum and training materials of the highly recognized INROADS Internship program, which started in 1970, with the mission of developing and placing talented minority youth in business/industry and preparing them for corporate/community leadership. INROADS is the nation's largest non-profit source of paid internships and has received the

U.S. Department of Labor LIFT Award in recognition of their efforts to enhance the quality of America's workforce. They were also selected as one of "America's Top 10 Internships" by the Princeton Review and Vault every year since 1993. The Avance Senior Year program staff have worked closely with the past Western Region Vice President of INROADS to launch the Moving Forward program.

The Avance Life Prep experiences and courses will be grounded in the U.S. Labor Department Secretary's Commission on Achieving Necessary Skills (SCANS) recommendations, established in 1992 (see Appendix V for a list of the SCANS recommended competencies). The California Department of Education promotes school-to-career practices, stating that (from <http://www.cde.ca.gov/ci/ct/sc/>):

School-to-Career (STC) partnerships bring together educators, business/ industry/labor and community based organizations that integrate academic and vocational-technical education to more closely align with secondary and postsecondary curricula. Specifically, STC is about connecting the classroom to careers, and it includes:

- Connecting the curriculum to "real-world" applications as outlined in Common Core Standards
- Connecting school to life in preparation for lifelong learning as outlined in 21st Century Learning
- Connecting schools and communities
- Connecting classrooms with workplaces

Avance continues its aim to educate individuals for the 21st Century -- students that think critically, understand and internalize the responsibilities of living in a diverse society and capable of utilizing technological tools that are integral to the functioning of this society. The school's design incorporates research-based strategies for project-based and team-based work that increases each student's likelihood of success in a post-secondary institution. Student educational interests are addressed through a focus on Service Learning, Project-Based Learning, an Avance's Linked Learning, connected to our Life preparatory program, and technology integration (in all core subjects, including Mathematics and Science). Our Service Learning, Linked Learning and technology integration program will use a blended learning instructional model, using teacher direct instruction, independent learning and technology enhanced learning. This hands-on learning model is used to support project-based instruction, student internships, teacher internships and real-world relevant integrated curriculum that provides for our students as they join our workforce and continue to prepare for the 21st century. The following data supports the importance of why a continued support in our high school is in place:

- In 2009, just 34% of U.S. 8th graders were rated proficient or higher in a national math assessment. More than 1 in 4 scored below the basic level.[1]
- In 2009, an international exam given to 15 year old U.S. high school students ranked significantly behind 12 industrialized nations in science, and 17 in math. Only students in 4 industrialized nations scored lower in math.[2]
- In 2011, only 45% of U.S. high school graduates in were prepared for college work in math, and 30% were ready in science.[3]

These Avance Life Stages are presented to parents with the awareness that success in college does not automatically translate to success in life. Life requires one to have a clear sense of self, an understanding of how to work on a team and how to set goals and secure resources to achieve those goals.

At Avance there is a mutual recognition that for students to advance, it is only through the coordinated efforts of the 3-member team: student, teacher and parent. In the home, the student-parent relationship evolves. The student-teacher relationship is established through the school curriculum. Often, teacher-parent relationship is neglected. At Avance the teacher-parent relationship is developed via the Avance House model - creating small learning communities that support students through their entire time at our school, spanning grades and subjects.

The stated vision is based on the critical need for educational alternatives for students in the community of Highland Park. Students in this area have historically underperformed on the standardized exams that assess academic performance and progress. Based on these exam results it is clear that students in this geographic region of Los Angeles are educationally disadvantaged, especially when compared to more affluent areas of Los Angeles. Despite the historical low performance of the students in the school's demographic area, Avance is fully committed to developing students to have the skills to succeed in college. To this effect, the school's philosophy is firmly grounded in the belief that all students can be successful high-achievers.

The following list describes Academia Avance's program components that promote college access, and the research studies that support each practice.

Table A.15 Program Component

Program Component	Factors that positively impact college admission	Research Report
Houses: Students are assigned to a staff-led "house" where they receive academic support and mentoring	"Providing a key person who monitors and guides the student over a long of time..."	National Council for Education Statistics (NCES), 2001. Paving the Way to Postsecondary Education: K-12 Intervention Programs for Underrepresented Youth
Alignment to Common Core State Standards, ELD Common Core, NEXT Generation and Appendices.  Summer sessions Bridge Program Youth Policy Institute (YPI) (after school program) Teacher supported after school program Acellus on-line learning Credit Recovery Technology Learning Blended Learning Required A-G course fulfillment	"Providing high quality instruction through access to the most challenging courses offered by the school...through special coursework that supports and augments the regular curricular offerings..."	

<b>Avance</b> Parent Education Project	“Paying attention to the cultural background of students...”	
College Preparatory Program	“Participating in college preparatory activities...Gathering information about financial aid... getting help preparatory for entrance exams.”	MPR Associates, 1997.  Toward Resiliency: at-Risk Students Who Make it to College.

## On your Mark! Avance School Preparatory - Grades 6 to 8

Academia Avance addresses the critical transition from elementary school to secondary school - grades 6th through 8th. We emphasize strong reading, writing and critical thinking skills. Our small, safe and nurturing school environment allows students to advance on the Common Core State Standards, while gaining successful study habits and respect for others. Emphasis is placed on fostering supportive communication between students, parents and teachers. In the Avance preparatory stage, the Avance House Model bridges our students’ daily elementary school experience of self-contained classrooms (single subjects), to the academic disciplines of high school and college. By the completion of 8th grade, Avance students are ready to take the next step.

Avance 6th through 8th graders participate in cohorts throughout their daily schedule. Each student takes a minimum of the following course scope and sequence, designed specifically to meet their grade level standards.

Table A.16 Course Sequence for 6<sup>th</sup> through 8<sup>th</sup> Graders

<b>ACADEMIA Avance COURSE SEQUENCE</b>			
Subject	6 <sup>th</sup> grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade
English Language Arts (Core-CCCSS)	English Language Arts	English Language Arts	English Language Arts
History (Core-CCCSS)	History 6 Ancient History	History 7 World History	History 8 US History
Mathematics (Core-CCCSS)	Math 6	Math 7	Math 8
Science (Core-NEXT Generation)	Science 6	Science 7	Science 8

	Earth Science	Biological Science	Physical Science
Physical Education	PE	PE	PE
Advisory	Advisory 6	Advisory 7	Advisory 8
Reading elective	Reading elective	Reading elective	Reading elective
Communications/ELD (CCCSS)	Communications/ELD	Communications/ELD	Communications/ ELD

Avance’s schedule gives teachers ample time to develop student understanding. Core subject classes English Language Arts, Mathematics, Social Studies and Science, are given 50 minutes plus for all grades. Before school and after-school learning opportunities equals approximately 3 additional hours daily.

Before and After-School time is given for intervention, enrichment, extra-curricular activities and community services. In addition to credit recovery, online Advanced Placement courses are available for students to complete college courses prior to high school graduation, strengthening their eligibility for 4-year colleges. Partnership with the Youth Policy Institute (YPI) provides after school intervention, enrichment, on-line APEX Learning and credit recovery. Advance Placement, Honors courses and Acellus from the International Academy of Sciences are also provided throughout the day, including before and after school through the Avance’s supplemental support.

**College Awareness to Readiness**

To achieve a high level of college preparation, students learn about college and the college admission process as early as the 6th grade. The primary focus of college preparation in middle school is to motivate students to set goals toward college acceptance, while educating both students and parents about the academic and financial realities of college. Students also learn how to balance their academic course load requirements, extra-curricular and athletic activities. Avance’s college preparatory model is based on the University of California, Berkeley, Center for Educational Outreach curriculum - "Realizing the College Dream" program. The progression of topics addressed in preparation for college admissions is presented during Life preparatory. The program includes visits to colleges and universities during “College Week” special sessions for all students, grade 6th through 12th.

**Get Ready! Avance College Preparatory - Grades 9 to 11**

Avance maintains a consistent and sustained level of support as the students move into high school. The habits formed during the school preparatory years allows for an accelerated College preparatory schedule. The mission of Avance is to provide and offer preparatory to all students for both college and a professional life. To this end, Avance’s graduates must expand on the minimum requirements as set in Ed Code 51225.3 for high school (which may change), by completing additional Life preparatory courses. The College preparatory curriculum is described here. Academia’s Life preparatory curriculum, described

in the next section, adds development in a professional setting to establish goals for each student during and after college.

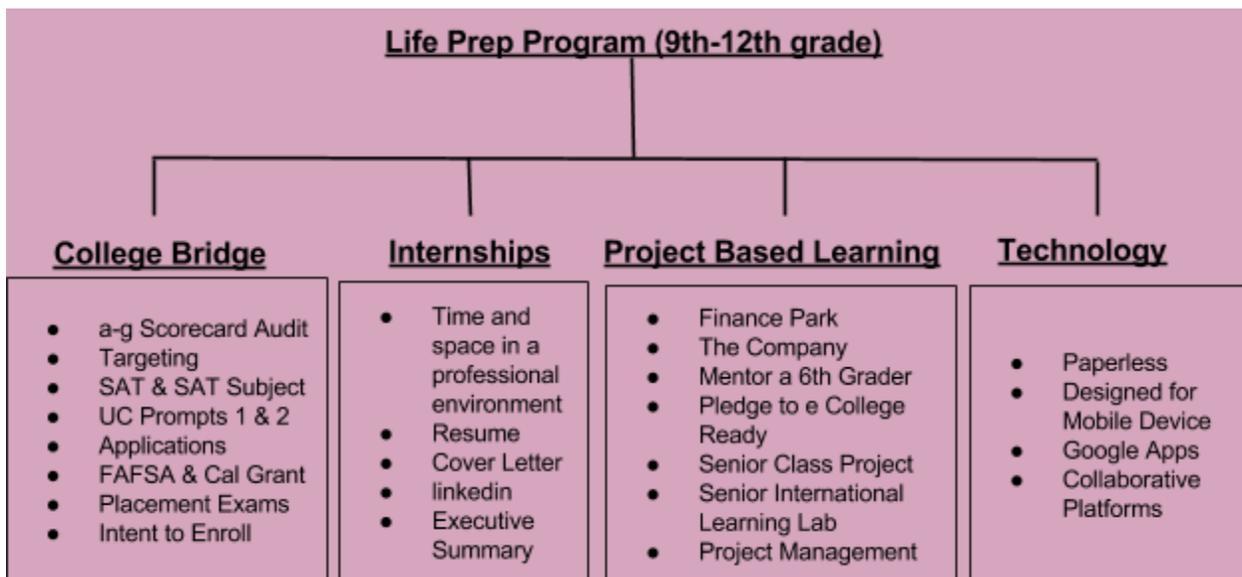
The Avance College preparatory stage offers all the state high school course requirements. The table below presents these requirements (as they exist at this time, including passing the CAHSEE). The table also presents the additional required courses for Avance’s graduation, and those for graduation with honors. The table allows for comparison to the University of California/California State University admissions requirements (A-G). Avance strongly advises all students to complete the A-G requirements at the CSU level, and offers a course sequence that allows all students to meet the UC recommended levels. Students who complete the UC/CSU A-G requirements and all of Avance Get SET program courses (described in the next section) graduates with Avance honors. Avance’s course sequence, and graduation requirements are detailed below.

Avance’s College Prep stage continues the college application process through the "Realizing the College Dream" program. The special sessions during “College Week” provides detailed reviews of the UC/CSU A-G admissions requirements, as well as individualized support for setting and meeting post-secondary aspirations. The support provided during the special sessions reinforced during the daily Avance House Meetings, in which students receive continued academic support. Many of the sessions are also designed for participation by the parents. This dual effort of including parents’ stems from the findings of this research:

College Knowledge: What Latino Parents Need to Know and Why They Don't Know It, Louis G. Tornatzky, Richard Cutler, and Jongho Lee, Ph.D., The Center for Latino Educational Excellence of the Tomás Rivera Policy Institute, USC, April 2002

Big Gaps, Small Gaps: Some Colleges and Universities Do Better Than Others in Graduating Hispanic Students, Mamie Lynch and Jennifer Engle, The Education Trust, Washington, DC, August 2010

There are strong supports throughout the College preparatory stage to identify struggling students to complete all A-G requirements. Prior to their Junior year (3rd year), plans are made to keep students on track via summer school, evening community college courses, online distance learning or by deferring Work Education Experience during their senior year. All students participate in the Avance Life preparatory program. Only students needing focus on credit recovery for graduation participate in the College Bridge and Senior Final Writing/Research Project.



### ***The Life Prep Program Activities***

- 9th Grade: Pledge to be College Ready Workshop with parent education workshops on UC a-g
- 10th Grade: Life Prep I- "Project You!"...Create a Road Map for Your Life to re-invigorate academic studies by providing forum where students are ask, "what do they want in their life at age 24?".
- 11th Grade: Life Prep II-"Professionalism in the Workplace"...The Company – students build a real company working the Junior Achievement curriculum
- 12th Grade: Senior Writing Project- Your Bridge to College! - to document, reflect, and enrich the experiences within their senior year, specifically within the Life Prep Program.
- 12th Grade: WEE- Work Educational Experience - to support and facilitate an off-site mentorship, where Students will have sustained experiences and responsibilities necessary to succeed in the professional world.
- 12th Grade: Senior Class Project - Project management skills, marketing, and presentations, the senior class works together to create a project which gives back to community.
- 12th Grade: Senior International Learning Lab - Designed to expand student's exposure to different cultures, social structures, political systems, and economic systems.

### ***Freshman Summer Bridge Program***

During Avance students' Freshman year, a "Freshman Summer Bridge Program" is provided as a 2-day summer orientation that bridges incoming students from middle schools into the Avance culture. Students are met by 9th grade faculty who will (1) Lead them into the counseling process. (2) Introduce them to the school's graduation requirements. (3) Provide a tour of the campus. (4) Welcome them as members of our school community and assign them email accounts. (5) Assess their levels academically in both mathematics and English Language Arts using Acellus, NWEA Map and other assessments. This process lays the foundation for a Student Support Team (SST) to shape the Individual Learning Plan for each student. This process also allows students an opportunity to meet each other and feel welcomed as newcomers and participate in team-building activities from the Sparks curriculum. After participating in the first day of school activities - come day two, students of the newest cohort are ready to join the Avance community.

### ***Get SET. Go! Avance Life Preparatory***

The Avance Life preparatory program provides students with a head start for the modern American professional world by getting them "set" to go via the Senior Experiential Transition (S.E.T.) courses.

The Avance "Get SET. Go!" program provides students an opportunity to explore an area of interest, through an independent research project or a community internship before college. Students will also find someone in the community with whom they collaborate, whether through research opportunities or through a project on a site with the community contact person. The program has two required courses for Avance graduation: College Bridge and the Senior Final Writing/Research Project. The Internship preparatory courses are also a part of all Avance students, as they provide critical professional development in alignment with the school's mission to prepare all students for a professional life after

college. The Avance Work Education Experience (WEE) program and the Senior Class Project Management Experience are courses open to students who have completed, or on track to complete all the UC/CSU requirements.

The objectives of the Avance Get S.E.T. Go! Program comes from findings from the US Department of Education National Commission on the High School Senior Year report findings (2000, emphasis added):

Attention must be given to structuring work experience in school to improve student learning. Research indicates that all students can benefit from quality, structured, "work-based learning" ...[such as with] internships. Good work experience can help students understand why literature and physics are important in high school.

In addition, the Vermont Department of Education summarized their WBL program as follows:

Every learner completes his or her public education with the knowledge and skills necessary for success in college, continuing education, careers and the community. The public education system provides flexible learning environments rich with 21st century tools that promote self-development, academic achievement, and active engagement in learning. It operates within a framework of high expectations for every learner with support from educators, families and the community. (Transforming Education in VT /Summary Vision Statement, VT State Board and VT Department of Education 2010)

The Avance Get SET program has the following four courses.

### ***The College Bridge Course - Fall/Spring***

This course is focused on ensuring that students complete the entire college application process with the participation and understanding of their parents. Both the academic and financial components are covered, along with planning for the critical transition to life as a college student.

The course draws from the curriculum developed by the Center for Educational Outreach at the University of California, Berkeley, entitled "*Realizing the College Dream* (RTCD)." The course incorporates RTCD units that focus on the early stages of the process, as they are presented to middle and high school students (9th through 11th), via the Avance College Week and Avance House activities.

During the Fall Semester of the College Bridge course, the student will compose their complete portfolio for UC, CSU and other institutional applications. They will finalize personal statements (e.g. UC Writing Prompts 1 and 2), review their respective application index (based on their best SAT scores and A-G GPAs for completed courses and those projected for on-going courses) and secure letters of recommendations. The course will include sessions for the parents using the RTCD unit Preparing for College: A Guide for Families (pg. 105) with the following learning goals:

- To understand the social and financial benefits of a college education.
- To learn the various pathways to college.
- To learn and review specific college admission requirements.
- Also covered will be the RTCD unit: Debunking the Myth that "You Can't Afford College" (Pg. 41) with the learning goals:
- To learn about financial aid and how to apply via the Free Application for Federal Student Aid (FAFSA).
- To understand the sources and various types of financial aid, grants and or scholarships.

The Spring Semester focuses on financial preparations and the skills and resources needed to successfully transition to college life. The course will use these RTCD units include the following:

- Learn targets for Getting Involved and Staying Involved (pg. 105):
- Prepare for life as a college student.
- Be aware of the role of parents of college students.

Learn targets for *Being a Wise Borrower: The Importance of Seniors Managing Money* (RTCD pg. 41):

- Explore the ins and outs of good credit vs. bad credit.
- Understand the benefits of accruing credit.
- Awareness of the pitfalls of unwisely managing their money and credit.
- Awareness of the long-term effects of having bad credit.
- Learn targets for Comparing Financial Aid Packages (RTCD pg. 96)
- Compare and contrast different financial aid packages.
- Understand the concept of “net cost” and apply it to the analysis of financial aid packaging.
- Understand how to make decisions by considering a variety of different factors or criteria (e.g. financial, educational, personnel, etc.).

### ***Project Management Experience - Spring Semester***

The Senior Class Project Management aims to increase problem-solving skills and connect learning at school with reality; necessary skills for the modern workplace<sup>1</sup> and align with the Avance mission. The project based learning component design of this Senior element are also based on the research of Ravitz, and Jason.<sup>2</sup> The course is to be completed as a class project - modeling a group project assignment of a professional/corporate nature. As such, it includes professional development aligned with the specific theme, determined by the Senior students. The chosen project must expose students to communities outside of Highland Park with the intention of introducing them to different perspectives.

The Class of 2011 Senior Project Management Experience was to plan a five day excursion to the Havasu-Pai Reservation in Arizona. The Supai Indians live in the bottom of the Grand Canyon, only accessible by a 12-mile hike. To stay in the village, outsiders must camp 2 miles downstream and hike in all their own supplies. The main objective was to present the Avance “Mentor a 6th Grader” lesson plans to 8<sup>th</sup> grade students at the Supai Middle School. These lessons paired a college accepted Senior with a Supai 8th grader as a mentor. The students had to coordinate the pre-trip planning at many different levels, but most challenging was navigating the tribal council to propose and approve the program. The Class of 2013 returned to Supai, with an expanded version of the project. The focus was to bring famed Chicano mural artist Leo Limon's “Art Peace Park” to the Supai Community. The Seniors also had a service day with the village elders. The project management piece focused on the ability to deploy an art program to younger peers, while mentoring them to continue with school and college.

The Class of 2012 project was focused on an exchange with the Business School students at the Mondragon University in the Basque Country – a unique in the world node of cooperative corporate

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1 Project-Based Instruction: Creating Excitement for Learning, Moursund, Bielefeldt, & Underwood, 1997

2 Ravitz, Jason (2008) "Introduction: Summarizing Findings and Looking Ahead to a New Generation of PBL Research," Interdisciplinary Journal of Problem-based Learning: Vol. 3: Iss. 1, Article 2.

structures. Students also participated in MIT's driven FAB LAB in Mundaka in a workshop called rapid prototyping. Fundraising and lodging was the main project management piece.

The Class of 2014 project – named “Kids Bridge” - focused on connecting three families with relatives in New York City and Los Angeles, via Google Hangouts. The project objective was to better understand the impacts of migration on youth from a youth perspective. Avance partnered with CDM, Centro de los Derechos del Migrante, a nonprofit based in Mexico City and Baltimore. CDM acted as agency evaluator of the students' work which was presented on May 7, 2014 in Mexico City. To accomplish the project, three Avance student teams, simultaneously in each city, used a peer-to-peer model with the Poblano youth to conduct a live 3-way video conference on May 4, 2014. While in the City of Puebla, the students were able to attend the “original” Cinco de Mayo parade celebrations, so as to compare to the US versions of this historic event. The Avance students were assisted by MASA NY (Mexican American Students' Alliance) and WHEDco (The Women's Housing and Economic Development Corp), and by several of the Poblano associations in Los Angeles, as well as with the guidance from UCLA Professor Leisy Abrago, author of *Sacrificing Families: Navigating Laws, Labor, and Love Across Borders*, and Baruch College Professor Robert Smith, author of *Mexican New York: Transnational Lives of New Immigrants*.

Research shows that students retain more knowledge and skills when engaged in genuinely managing projects. The project for this course requires seniors to use higher order thinking skills, rather than memorizing facts in an isolated context without connecting them to the real world (Blank, 1997; Bottoms & Webb, 1998; Reyes, 1998). “Often we forget to teach thinking skills to students, thus Project-based learning by design, demands that these skills be taught and assessed” (Andrew K. Miller for ASCD Inservice, 2013). At Avance, all seniors are required to complete a project that will teach them the necessary skills to accomplish success in their continued academic achievements and career readiness.

In the 21st century workplace, success requires more than basic knowledge and skills. With project based learning, students not only understand content more deeply, but also learn how to take responsibility, build confidence, solve problems, work collaboratively, communicate ideas and be creative innovators.

### ***Senior Final Writing/Research Project - Spring Semester***

All Avance students are expected to present a summative self-assessment/reflection in their senior year. The level of work required depends on the graduation status of each student. Students working to complete their state graduation and/or UC/CSU A-G requirements deliver a non-graded presentation of their completed portfolio to their Avance House Instructor and parents.

All other seniors may opt to complete their Senior Project as a course for credit, allowing them to graduate from Academia Avance with honors. As a course, participating students will meet on-site to complete course work under the supervision of the Avance Life preparatory Coordinator and Avance House Instructor, and receive input from their WEE Mentor (if student participated in WEE).

The Senior Project must meet specific criteria for academic rigor and overall quality of engagement with the following documentation required:

Pre-Experience goals – Prior to beginning their experiences, all seniors will develop and receive approval for goals in three areas: personal development, academic achievement and community connections. The academic achievement goals must be standards-based, requiring students to seek placements that contributes to their overall education in the field of their choice.

An academic component – Each experience will have written requirements, aligned with the Common Core State Standards, focusing on the historical and social contexts of the experience. Analytical exercises cover the technical skills involved, highlighting the logical and mathematical understanding necessary for a specific setting.

Regular reflections - Weekly reflections on the experiences and progress toward meeting student goals; these can be of a personal nature while still reflecting academic progress. These reflections should be based on the group dynamics and procedural learning of the experience.

Final reflection - A final reflection on how the experience helped them meet their goals, and what they would do differently in the future. This process provides an opportunity for students to continue to set and extend their goals into college and/or universities.

Multi-media presentation - A creative multi-media presentation that will allow others to benefit from their experience as the students demonstrate what they have learned and accomplished.

### **Work Education Experience - Fall/Spring**

The Work Education Experience (WEE) program is part of a total educational process that:

- Assist students to choose a career path.
- Prepare students for full-time employment, suitable for their abilities and interests.
- Afford students the opportunity to learn to work with others in ways that are successful and rewarding.
- Link the academic core curriculum with the world of work and promotes school-to-career transitions.
- Help students develop skills, habits and attitudes conducive to job success and personal growth.
- Assist students in selecting careers, realistic and wise preparation for the world of work.
- Utilize the community's business-industrial complex as a career training laboratory to help students develop a positive work ethic and acquire or refine work related skills and job performance in actual work settings.

The WEE program uses the integrated efforts of teachers, counselors, students, parents and off-campus professionals to achieve the following purposes:

The WEE program is part of the Avance "Honors" curriculum, the goal being, to expose students to a future career in their area of interest, and give them access to multi-faceted cultural experiences available in the Los Angeles metropolitan area. The program is designed to supplement the students' college preparatory classes with real-world skills development, and an opportunity to apply their learning in a meaningful context. The WEE program is integrally linked to on-campus classes by reflecting on the issues one encounters in a professional setting and how to apply academic reasoning and communication skills to solve problems in a team setting.

The WEE program is an opportunity for students to work in partnership with local businesses. Participation with these businesses will provide life changing mentorship opportunities, while encouraging students to embrace their community responsibilities. Additional benefits of the WEE component include the opportunity for students to identify their career choices, and create relationships with potential employers, while developing and maintaining professional contacts through networking. The ultimate goal of this program is to provide students with real life experience that challenges them to gain and demonstrate the necessary skills to succeed in the work place.

Avance's WEE program follows the state guidelines for a Work Education Experience Program. Students are expected to spend approximately 10 hours a week conducting research or working off-campus, under the supervision of their mentor. Students will meet weekly with their Avance Life preparatory Coordinator

and their Avance House Instructor to discuss their progress, address challenges and questions which may have arisen at the WEE site, relate experiences to designated curriculum texts, relevant to their individual project and receive assigned writings for their project or respond to course readings.

The off-campus WEE mentor will have the opportunity to interview and select students from a pool of candidates who have successfully completed the “Internship preparatory” class of the Sophomore and Junior years. The Avance WEE will be a 3 month engagement, with a 2 to 3 days a week work schedule, 3 hours per day (9 am through noon) during “B” block days. Support and training will be provided by the Avance staff to both the WEE mentors and students at each site. The WEE mentor will file weekly reports on the progress and performance of the students based on pre-set goals. The students participating in this internship program are not paid.

The WEE program is part of a total educational process that: (1) helps students choose a career path. (2) Prepares them for full-time employment suitable for their abilities and interests. (3) Affords students the opportunity to work with others in ways that are successful and rewarding. The WEE program uses the integrated efforts of teachers, counselors, students, parents and off-campus professionals to achieve the following purposes:

- Link the academic core curriculum with the world of work and promote students’ school-to-career transitions.
- Help students develop skills, habits and attitudes conducive to job success and personal growth.
- Assist students in selecting careers and preparing realistically and wisely for the world of work.
- Use the community’s business-industrial complex as a career training laboratory to help the students develop a positive work ethic and acquire or refine work related skills and job performance in actual work settings.

The WEE program is integrally linked to the on-campus classes by reflecting on the issues one faces in a professional setting, and how to apply academic reasoning and communication skills to solve problems in that environment. For example, the instructor will engage students in using the “Tuning Protocol” developed by the Buck Institute to collaboratively examine each other’s work.

Preparation for the WEE program is provided by the Internship preparatory courses in the years preceding senior year. These exercises introduce and develop skills for real-world application. The Avance WEE position is secured the summer before senior year, with selected firms that have committed to providing a mentor for an interested student. Orientations and training are provided to the WEE mentors who act as student supervisors. Daily online journals, written observations and notes from both the student and mentor can be closely monitored to align the experiences with the overall academic and professional goals of the program. Monitoring is provided by the Avance Life Preparatory Coordinator, a NCLB “highly qualified” instructor who presents on-going mentoring and support, and final evaluation in partnership with the WEE mentor.

Common Core State Standards and NEXT Generation include other present-day standards that emphasize real world application of knowledge and skills, and the development of 21st century competencies such as critical thinking, communication in a variety of media and collaboration. PBL provides an effective way to address such standards. (“Why Project Based Learning?” Buck Institute of Education, 2014).

The course must meet the same criteria for academic rigor and overall quality of engagement as used for the Senior Final Writing/Research Project (listed above), and has these learning objectives (presented with the research that supports the importance of this focus):

Prepare students for the workplace – Avance will gain skills in collaboration, project planning, decision-making and time management (Blank, 1997; Dickinson et al., 1998).

Provide collaborative opportunities to construct knowledge – The collaborative learning among Avance seniors will allow them to bounce ideas off each other, voice their own opinions and negotiate solutions; skills necessary in the workplace (Bryson, 1994; Reyes, 1998).

Provide a practical, real-world way for Avance seniors to learn and apply technology (Kadel, 1999; Moursund, Bielefeldt, & Underwood, 1997).

Project-based learning helps students apply what they learn into real-life experiences and provide an enriched comprehensive education. (“Why Teach With Project-Based Learning? Students With a well-Rounded Classroom Experience.” Edutopia, 2014)

All Avance students are expected to present a summative self-assessment/reflection during their senior year. The level of work required will depend on the graduation status of each student. Students working to complete their state graduation and/or UC/CSU A-G requirements will have the opportunity to make a non-graded presentation to their Avance House Instructor and parents. As a course, students will meet on-site to complete course work under the supervision of the Avance Life Preparatory Coordinator and Avance House Instructor, as well as with input from their WEE Mentor.

All Seniors will participate in the College Bridge and Senior Final Writing/Research Project of the SET courses. Participation in all or specific components depends on each student having completed or being on-track to complete all state graduation requirements and UC/CSU A-G application requirements.

The Avance Get SET. Go! program is one of the innovative educational program elements of the charter school. This element of the Avance program is a central component of the overall program design and represents Avance's alignment with Ed Code Section 47601, it is the intent of the Legislature ...[to] (c) Encourage the use of different and innovative teaching methods.

## **Avance Life Prep Program and Graduation Requirements**

Academia Avance graduation requirements and transferability from high school into college or universities will meet or exceed national and Common Core State Standards; for all subgroups, the A-G requirements of admission into a university of California and California State University. The following two charts outlines this comparison and courses required for college and career-readiness along three levels:

1. Minimum State requirements as prescribed by Ed Code: bestowed to all students who meet all the requirements
2. UC/CSU A-G eligibility requirements: emphasized for all students to maximize their university admissions options
3. Graduation with Avance Honors: bestowed on all students in addition to the state high school graduation requirements. These represent the intersection of the state requirements, the UC/CSU A-G, and the Avance Life Prep program. As such it represents successful completion of the full-program. This path is strongly encouraged for all Seniors, but where needed to ensure at-risk

students do not fail at meeting the state graduation requirements, only those components of the Life Prep program that can be fit into the schedule (around remediation courses) are offered.

Table A.18 Graduation Requirements

Subject	Avance Honors Graduation Requirement	State Graduation Req.	JC Admissions Req.
English	<u>4 years</u> : English 9A/B; English 10A/B; American Literature/Contemporary Composition; Expository Composition/Modern Literature	3 years	4 years
Math	<u>4 years</u> : or Calculus (both A/B) Algebra I and II and Geometry.	2 years	3 years
Science	<u>3 years</u> : Physics A/B; Chemistry A/B; Biology A/B; Environmental Science or Advanced Physics A/B (All science classes incorporate lab work.)	2 years	2 years
Social Studies	<u>3 years</u> : World Geography and Culture A/B; Modern World History A/B; U.S. History A/B; Government; Economics.	3 years	2 years
Foreign Language	<u>3 years</u> : Mandarin I, Mandarin II, Mandarin III (for Elective (G))	1 year (or Art course)	2 years
Visual/Performing Arts	<u>1 year</u> : Art I A/B		1 year
Health Education	<u>1 year</u> : embedded in the biology curriculum, with related projects in other classes	1 year	N/A
Physical Education (PE)	<u>2years</u>	2 years	N/A
Electives	<u>1 years</u> : Mandarin (third year)	N/A	1 year
Work Education Experience and Senior Writing Project	The Senior year includes experiences such as a Senior Class Project in a student-selected topic that will result in a research paper, a project or a product, and a presentation. The	N/A	N/A

	senior experience will move students away from departmentalized learning toward a more interdisciplinary approach. This approach is one, which will allow students to use a variety of skills in the areas of writing, speaking, research, and documentation. Upon completion of the Senior Project Experience, students will have learned more about their topics, their community, and most importantly, about themselves. Internships are one of the most important ways students gain experience and start to make contacts within their field. Work experience at a respected company or organization can strengthen a student's college application. An internship will allow one to explore potential careers and courses of study for college.		
CAHSEE Pass preparatory	All students must pass the CAHSEE to graduate. Students who have not passed enroll in a special month long, intensive class to preparatory are them for re-examination.	Must Pass	Must Pass
CTE	Permeates all learning, all classes	N/A	N/A
Computer Literacy	All students must be computer literate by 10th grade to keep up with the course work at Academia Avance, which is designed to preparatory are them for 21 <sup>st</sup> century living.	N/A	N/A
<p>Note: Students with Disabilities usually meet all requirements. SWD students receive supplemental support in and out of class from the teacher and/or specialists equipped to handle special need cases (i.e., ADD, autistic students or physically disabled) to help them reach their highest capability. Students with an IEP who need help in math, ELA and organization are put in determined best placement and offered intervention.</p>			

**CA State Minimum Graduation Requirements**

This option is available to students eligible for special education services and must be written into the student's IEP prior to the first day of the student's senior year. California graduation requirements (Section 5.1225.3) states that all pupils receiving a diploma of graduation from high school must complete all of the following in grades 9-12, inclusive:

- Three courses in English.
- Two courses in Mathematics, including one year of Algebra I.

- Three courses in Social Studies, including US & World History, one semester course in American Government/Civics and one-semester course in Economics.
- One course in visual or performing arts OR Foreign Language.
- Two courses in physical education, unless the pupil has been exempted pursuant to the provisions of Education Code Section 51241.

Avance is committed to the education of all students, ensuring that they will meet the requirements after the 9th grade. Our goal is to continually create an educational plan for each student that meets the requirements for completing their high school education, and prepares them to be career ready.

Certificate of Completion – If a student with disabilities does not meet all state and local requirements for earning a high school diploma, including passing the California High School Exit Exam (CAHSEE), then the local educational agency may award the student a certificate of completion. (EC Section 56390). A student qualifying for special education services who has satisfied any of the following three requirements may be awarded a special education certificate of completion:

- Satisfactory completion of 220 credits of a prescribed alternative course of study as identified on the student’s IEP; OR
- Satisfactory achievement of the student’s IEP goals and objectives during high school as determined by the IEP team; OR
- Satisfactory high school attendance, participation in the instruction prescribed by the student’s IEP and achievement of objectives in the statement of transition services.

**Credit Recovery**

Mastery of all coursework is mandatory prior to moving on to the next semester. Therefore, students will have access to credit recovery opportunities when necessary during the summer program, interim breaks or during regular school hours. Avance selects a technology curriculum such as K-12 Learning, Technology assisted learning and/or Adaptive Curriculum, so that credit recovery courses can be provided, blending learning strategies during a semester immediately after a failed course.

**Avance High School Course Sequence**

The default course sequence is presented in the following table. Student that enter Avance from other high school may follow a different sequence, according to what they may have completed elsewhere. Also, the sequence will be modified to accommodate the need to remediate course before graduation. Courses can be seen in the Course Catalog in Appendix K.

Table A.17 A-G Course of Study by Grade Level

Subject	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
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A - History		World History and Geography A/B	US History and Geography AP History and Geography A/B	United States Government and Economics
B - English Language Arts	English 9 A/B	English 10 A/B	American Literature and Composition A/B English Honors A/B	British Literature A/B
C - Mathematics	Algebra I A/B	Algebra 2 or Geometry A/B	Algebra 2 A/B, *Pre-Calculus A/B	*Pre-Calculus A/B. AP Calculus A/B
D - Science		Biology A/B	Chemistry A/B	Physics A/B
E - Foreign Language	Mandarin I	Mandarin II		
F - Visual Arts				Art A/B
G - Electives	Geography/ Humanities A/B		Mandarin III	

*A-1<sup>st</sup> Semester B-2<sup>nd</sup> Semester*

*\*Course offered according to availability*

*Physical Education is offered for two (2) years, 4 consecutive semesters.*

***Transferability of High School Credit***

Parents will be notified by the Principal, prior to enrolling their child at Avance regarding the transferability of high school course credits.

The curriculum course list is designed by the curriculum committee, to meet the University of California A-G requirements. The curriculum course list is at UC Doorways and continues to be updated and submitted to the UC Board for yearly approval. Our charter school has obtained approval of our curriculum course list by acquiring WASC “Full Accreditation through 2019.”

The readmission process for students applies as the general process for admitting transfer students. The process includes transferring the student’s cumulative files from the host school to the designated school. These procedures apply to students who voluntarily leave the school and wish to return, and students who have been expelled from another school and wish to enroll at Avance. These students must complete an academic evaluation to transfer course credits from their respective school to Avance. In order for a student to transfer credits, a clear course title and units earned from the school they are

leaving must be on their issued transcripts. All transcripts will be confirmed through the A-G UC Doorways website for transferability. Included as an official seal from their school indicating the transcripts are official.

In the event that students have transferred from Avance to another high school, their cumulative files and transcripts will be sent to the destination school in a timely manner.

Aside from the University of California system, other college systems have various admission requirements. It is the student's responsibility and their advisor to seek and adhere to the requirements of the schools they have selected to attend.

## **Expanding Student Learning**

### ***Preparation for the Global Economy: Mandarin Language Instruction***

Avance provides a unique and innovative Mandarin foreign language program. This program, taught by a highly qualified bilingual teacher, is intentionally designed to improve students' cognitive abilities, while helping them to prepare for a successful career in a global economy.

As the leading economy in the US, California is best positioned to interact with China as it emerges as a major market force in the 21<sup>st</sup> Century. Towards this goal, Avance offers Chinese as a Foreign Language course program with both cultural introduction and Chinese Language Arts instruction. The Chinese foreign language course will fulfill the UC/CSU A-G two year requirements, with an additional year offered as elective course. An introductory course is offered in the 8<sup>th</sup> grade.

The enrollment of students in Chinese foreign language course will also provide students with exposure to the rich cultural heritage of Chinese literature and poetry. By studying the works of these important literary figures, students will cultivate a deeper understanding of the role of the Chinese culture in our global community. The newly adopted World Language Content Standards for California Public Schools form the basis for both the Chinese Foreign Language courses. The standards are divided into five different categories: Content, Communication, Cultures, Structures, and Settings.

The research has consistently shown at least three major benefits to foreign language instruction. Language learning has been shown to support:

- Increased academic achievement.
- Cognitive benefits for students.
- Positive attitudes and beliefs about language learning and about other cultures.

Some specific findings of the research include:

- Language learning correlates with higher academic achievement on standardized test measures.
- Language learning is beneficial to both monolingual English and English language learners in bilingual and two-way immersion programs.
- Language learning is beneficial in the development of students' reading abilities.
- There is evidence that language learners transfer skills from one language to another.
- There is a correlation between second language learning and increased linguistic awareness.
- There is a correlation between language learning and students' ability to hypothesize in science.

- Language learning can benefit all students.
- There is a correlation between young children’s second language development and the development of print awareness.
- Heritage learners who use their language skills to interpret and translate for family members experience higher academic performance and greater self-efficacy.
- There is a correlation between language study and higher scores on the SAT and ACT Tests.
- There is a correlation between high school foreign language study and higher academic performance at the college level.

Source: American Council on the Teaching of Foreign Languages:  
[http://www.actfl.org/i4a/pages/index.cfm?pageid=4524#academic\\_achievement](http://www.actfl.org/i4a/pages/index.cfm?pageid=4524#academic_achievement)

Furthermore, learning Mandarin will give Avance students a distinct advantage in the global society. According to the 2007 world statistics, globally, only 514 million people spoke English as their first language, while over 1 billion people spoke Chinese (Mandarin) as their first language. Learning Mandarin will allow students to access a culture that is largely unknown. Mandarin is structurally so distinct from English that it provides students the opportunity to truly develop their cognitive function and create new neural pathways in their brains.

The structure of the Avance Chinese courses follows the world languages curriculum guided by the *Standards for Foreign Language Learning: Preparing for the 21st Century* (American Council on the Teaching of Foreign Languages, 1995). The course will be re-aligned to the forthcoming revised *Foreign Language Content Standards for California Public Schools: Kindergarten through Grade Twelve*.

- Integrate foreign language and culture to form a greater understanding of history-social sciences, mathematics, science, and language arts.
- Develop important “habits of mind” in the form of evidence, connections and patterns, supposition, and meaning that will produce active and thoughtful linguists and translators.
- Provide a variety of settings for students to practice speaking, reading, and writing in a second language including interactive classroom exercises, language labs, foreign language computer software, and interaction with native speakers.
- Engage students to reflect upon ways native and foreign languages impact their lives through culture, community, and international relations.
- Integrate appropriate technology and technological innovations into the study and practice of foreign languages.

### ***Implementation of Blended Learning Tools***

In the Fall of 2014, Avance was awarded grants from the International Academy of Math, obtaining a server and Acellus licenses for all Avance students. Acellus is the only online learning system that utilizes Intelligent Interaction, allowing us to cater educational content to the individual skill set of each student through customized, personal instruction. Students struggling and at-risk of not graduating receive the support they need to succeed in school, the workforce and life.

Avance students are able to utilize Acellus’ Intelligent Interaction to provide customized, personal instruction. Acellus courses (both remedial and Advanced Placement) are taught via tiered video

instruction. Each course is broken up into individual concepts, and each concept is demonstrated through multiple videos. Student can customize the Acellus course to operate at the learner's individual pace and academic level. As each student progresses through the course, every response is recorded and monitored. Intelligent Interaction technology delivers personalized help videos when the student needs assistance in a concept.

Acellus courses engage our students in live online instruction. Fifty master teachers (experts in their field of knowledge) occasionally use video instruction to teach "hard to grasp" concepts and provide accelerated and remedial instruction to both EL and Advanced Placement instruction. Through the combination of excellent instruction and immediate feedback, students are able to experience immediate success within their coursework.

Acellus is one of the research-based tools used to implement our three-tiered Response to Intervention (RTI). Each Avance student identified below proficient is supported through Special help videos, which are integrated into each Common Core State Standard concept. These videos not only help the student master content, but also provide the student with "real world" scenarios, creating a meaningful context for somewhat obscure concepts.

Avance students can access Acellus courses through the intuitive student interface. Acellus can be accessed via the web. The Acellus messaging tool allows students to easily interact with their teachers at the school, affording students to work during school hours in the after school program or from home. After logging in, students select their courses from the Acellus course list and are then taken to their current course position where they automatically mark their class attendance. Avance students can also chart their progress and class scores.

Acellus courses are developed by the International Academy of Science - a non-profit, 501c3 organization. Through grants and other funding sources, the International Academy of Science is able use master teachers to develop the Acellus courses. These grants also cover most of the costs that are associated with creating and maintaining the courseware, allowing students to participate in Acellus courses at a fraction of the cost that most online courseware providers charge.

The Acellus Teacher portal allows teachers unlimited access to detailed information on how students are progressing through the Acellus course material. The Live Student Monitor allows teachers to view student activity in real-time, notifying them when a student is struggling with a concept or is inactive for an extended period of time.

The Acellus Gradebook keeps track of every action done through the system; grades and responses on every assignment and exam are recorded, as is the length of time spent on every video and lesson. Attendance and "time spent on task" are automatically recorded. Teachers and administrators can pull reports on a particular student for the class or for the entire school if needed.

Acellus courses cover all core areas, 6th through 12th. Common Core State Standards are offered in mathematics, social studies, science, language arts, reading, electives and College Board Approved advanced placement courses. These courses are deployed by Avance, as a solution to enhance teacher instruction. Acellus offers courses that fit a wide spectrum of needs, from special needs to honors students.

Within the Fall 2014 pilot implementation with the Avance Juniors and Seniors, the table below present which course student selected (with guidance from their House Instructors and Life Prep coaches.) Of the pilot students that completed the course within the Fall semester, the percentage of students that received a passing grade (C or better) on their Acellus course was 88%.

**Table A.14 Fall 2014 Acellus Student Participation**

Courses	First Semester	Second Semester
American Literature	1	
Biology	13	
Comp & World Lit 1	6	
Comp & World Lit 2	2	
Geometry	5	
Algebra I		6
Algebra 2	3	
Calculus		2
Modern World History	2	
Art		3
Music Appreciation	25	1
Physics	10	
Pre-Calculus	9	
Spanish	2	
US History	9	
World Cultures	3	
CASHEE Prep		1
Total of Students Participating	90	13

**Objectives of Avance Physical Education and Health Courses**

In the area of curriculum development and physical education and health for grades 6-8. The primary goal of the physical education program is to teach its students a life-long pursuit and understanding of the importance of healthy living. Research demonstrates that the majorities of students spend only 8% of their physical education class time in actual activity and are, instead, generally waiting or observing (Gutfeld, 1993). Avance believes that regular activity during the school day is strongly associated with higher concentration levels, as well as more directed, composed behavior.

Based on this research and our core values, Avance allocates at least 140 minutes of physical and health education with additional opportunities for physical activities engagement in the extended day program.

In the area of curriculum development and physical education and health for grades 9-12, Avance will:

- Implement and refine a physical education program using the guidelines specified in Challenge Standards for Student Success: Physical Education (California Department of Education, 1998).

- Implement and refine a health curriculum that incorporates the grade-level curriculum content specified in the Challenge Standards for Student Success: Health Education (California Department of Education, 1998).
- Approach physical fitness with the goals of personal challenge, teamwork, sportsmanship, and fun.
- Promote excellent physical, social, and emotional health among students through stress management, health education, nutrition, gang prevention, and conflict resolution.
- Engage students to reflect upon ways physical education and health impact their lives through personal well-being.

### ***Academia Avance Athletics***

Competitive athletics provides a critical outlet for some students, and a forum for building character, developing fitness and experiencing a sense of achievement. Avance offers high school students the opportunity to participate in interscholastic boys and girls teams: soccer, cross-country and basketball. In 2010-2011, Avance reached its goal and gained full school status with the Los Angeles CIF Small Schools Division. In 2008-2009, Academia Avance was fielding competitive boys' and girls' teams. In the spring of 2009, Academia Avance joined a charter middle school athletics league to open this important personal development activity to middle school students. For all teams, the academic requirements for participation ensure that sports activities support the academic development.

### **Transition to Common Core, Smarter Balanced and CAASP**

The difference in assessment tools is that through Common Core State Standards students are required to respond in a different way of what was previously expected in testing. Through Smarter Balanced students are required to look at question and respond to multiple levels of responses.

During this period of adopting and fully implementing the Common Core State Standards, as well as participating in the Smarter Balanced/CAASPP data supports and identifies the areas of most need to show an increase in student academic growth.

### ***Explicit Direct Instruction - Connection to Common Core***

With the adoption of the Common Core State Standards, the Dataworks Explicit Direct Instruction (EDI) strategies are more relevant than ever. The EDI collection of research-based strategies already included 75% of the shifts for Common Core, such as text-based lessons, text-based answers, academic and content vocabulary, strong concepts, skills and real-world connections.

In the Summer of 2014 Academia Avance became one of 30 high schools in Los Angeles to be a partner school for the Innovative School Leadership Initiative (ISLI). This project is directed by the California State University Dominguez Hills (CSUDH) College of Education, via a five-year \$10 million grant from the US Department of Education. The ISLI project introduced the EDI techniques to the entire faculty, and has included several follow-up visits to monitor progress on implementation. The ISLI project is detailed in project briefing report presented in Appendix T.) (See also the CSUDH letter of support in Appendix D.)

EDI ready to teach Lessons and Lesson Design training have evolved to include more expository text, additional application problems, Common Core-based learning objectives and Access Common Core

questions that utilize new types of assessments. Common Core is the destination all schools aim for. As we describe below, Common Core-EDI is an effective vehicle for getting there.

There are several different philosophies to classroom instruction, typically grouped into two broad philosophies. First is teacher-centered, direct instruction. The second is called progressive. Our experience proves that teacher-centered, direct instruction is more effective and efficient - especially for students below grade level. Indeed, there is overwhelming research supporting teacher-centered instruction (see Important Articles). Dataworks built upon this approach, developing and refining specific versions of direct instruction, called Explicit Direct Instruction.

Explicit Direct Instruction (EDI) is a strategic collection of instructional practices that, when combined, help Academia Avance teachers deliver well-crafted lessons that explicitly teach grade-level content to all students. EDI is based on the teacher-centered, direct instruction philosophy. EDI is an approach that encompasses the Dataworks' goal of improving learning for all Academia Avance students, especially for low-performing students.

### ***EDI Aligned Lesson Planning***

An EDI lesson includes specific lesson design components and lesson delivery strategies, independent of grade level and content. EDI lessons start with Learning Objectives, end with Lesson Closures and have continuous Checking for Understanding to verify that Avance students are progressively learning throughout instruction. Well-crafted EDI lessons strive for all students to achieve 80% correct answers during Independent Practice. After Lesson Closure, Avance students are prepared for Independent Practice. An example of lesson delivery strategies include, Checking for Understanding and are not specific to any design component but are used throughout the lesson.

### ***EDI Lesson Design Components***

- Learning Objective: A descriptive statement of what students will learn by the end of each lesson must match the Independent Practice and set Learning objectives.
- Activate Prior Knowledge: Purposefully relate information from the new lesson to students' prior knowledge in an effort to build upon their existing knowledge.
- Concept Development: Teach students the concepts contained in the Learning Objective.
- Skill Development: Teach students the steps or processes used to execute the skills in the Learning Objective, in addition to the following:
- Lesson Relevance: Teach students why each lesson content is relevant.
- Guided Practice: Simultaneously work and correct each problem, while verifying each step is correctly executed.
- Lesson Closure: Students work problems or answer questions to prove they learned the concepts and skills in the Learning Objective before being released to work on their own.
- Independent Practice: Students apply what they were just taught.

### ***EDI Lesson Delivery Strategies***

- Verify Student Progress and Comprehension During Lessons
- Check for Understanding – TAPPLE
- Corrective Feedback
- Higher-Order Questions

### ***Help Students Learn and Remember***

- Teaching Strategies: Model - think aloud in 1st person and state personal strategies.
- Explain - speak in 2nd or 3rd person.
- Demonstrate - use a physical object.
- Rule of Two: Teacher models problem solving, as student immediately works on a similar problem (“I do, you do”).
- Differentiating Strategies - adjust sub-skills and time for diverse learners.
- Content Area Literacy - help students access content information from text.
- Cognitive Strategies - help students recall and retrieve information.
- Content Access Strategies - make English easier to comprehend (modified speech, clear academic tasks, multi-modality).
- Contextual clues (definitions, gestures, visual aids, graphic organizers, word banks, etc.).
- Supplementary materials
- Adaptation of materials
- Language Strategies - Vocabulary Development
- Language Objectives (Listen, Speak, Read, Write)

### ***Research Supporting Instructional Practices***

Avance understands the importance and use of research-based instructional practices to promote student achievement, resulting in professional development and support in the following areas:

- Design standards-based instruction (using the principles of backwards design)
- Align appropriate assessments to the standards
- Implement instructional activities that are aligned to standards, and reflect research-based best practices
- Teachers are incorporating instructional strategies detailed in *Explicit Direct Instruction: The Power of the Well Crafted, Well-Taught Lesson*, by John Hollingworth and Dr. Silvia Ybarra. Corwin Press, 2009.
- The traditional backwards design process guides teachers through a three step process:
- Internalization and prioritization of the Common Core State Standards, NEXT Generation and Appendices
- Differentiated assessment methods aligned to prioritized standards and identified learning targets
- Innovative, research-based instructional strategies clearly articulating student learning objectives

The third step is a process of aligning Common Core State Standards and assessments to real-world learning applications that take the shape of meaningful, meticulous and accessible projects.

At Avance, students are involved in conversations about learning objects, instruction and assessment. Teachers continuously communicate, learning objectives to our students while formatively and summatively assessing (NWEA-MAP, benchmarks, Acellus diagnostic math & ELA) for student mastery (proficiency) of all concepts mandated within the Common Core State Standards.

Furthermore, this student-centered approach supports a culturally relevant curriculum that connects with students’ interests and experiences. For the past two years, Avance’s Parent Advisory Committee (PAC) calls every parent to schedule fall and spring conferences with their child’s House Teachers who lead parents and their children to: complete the “Parent Survey”. In this process, both the parent and student fill out NWEA MAP RIT achieved scores in each tested subject, develop goals and target progress. This

process of student involvement in their own goal setting, facilitated by teachers and parents affords the student to maintain or engage in learning strategies that reflect academic achievement.

Another implemented process is the Backward Design, which is used by teachers to develop Common Core State Standards - aligned assessments and project-based instructional activities at each grade level across the content areas.

The foundational coursework, as outlined above, uses a repertoire of instructional strategies, curriculum and materials. Instructional strategies include:

- Research-based projects
- Cooperative group work and projects
- Inter-disciplinary approaches to curriculum
- The presentation of clearly defined "Learning Targets" for all students by all teachers and clearly understood by all students
- Rubric self-assessment
- The involvement of community members and educational partners in instructional presentation
- Mentoring program
- Implementation of a Professional Learning Community for peer interactions based on the work of nationally recognized work of Richard Dufour and Robert Eaker.

## **Instructional Materials**

Instructional materials at Avance will be chosen by the teachers and Administrators, and coordinated within the teacher teams. Textbooks are integrated as appropriate in relation to an analysis of Common Core State Standards via the Strategic Design process. Specifically, teachers will continue to cluster or prioritize Common Core State Standards, NEXT Generation and Appendices to design units, and then integrate textbook resources as appropriate to address Common Core State Standards in each unit. Textbooks will be purchased as list and materials are adopted by the Common Core State Standards. A continued use of on-hand textbooks and materials will be used and updated as adoptions take place. Novels and supplemental materials will continually be purchased as requested by teachers.

Student texts and instructional materials are identified based on the following criteria:

- Alignment with Common Core State Standards, NEXT Generation and Appendices
- Research-based and evaluation data showing success with similar student populations
- Accessibility for students
- Alignment with school's mission
- Ease of use for teachers

The school will continuously evaluate, update and revise textbook adoptions based on student needs and research about the most effective resources.

Teachers are encouraged to use original and primary source material as much as possible. Instructional materials include novels, photographs, essays, speeches, video, textbooks and manipulatives. Teachers and students have internet access, educational software, word processing, data processing and digital graphics in each classroom.

## **Core Subject Materials**

Core subject course will use the following:

- Subject matter textbooks aligned with the Common Core State Standards
- Supplemental learning aids as selected by teachers to aid in instruction (aligned with Common Core State Standards, NEXT Generation and Appendices)
- Technological tools, such as computer software and the internet (aligned with the 21st Century Learning goals)
- Manipulatives that support Differentiated Instruction
- Laboratory equipment
- Newspapers
- Curricular materials provided by the community and educational partners

The emphasis of the teacher's planning period will be the examination and research of curriculum programs and materials that are aligned with the CCSS. Teachers, parents and community members will be involved in the selection of course textbooks and supplemental materials. It is firmly believed that by utilizing faculty to design curricular approaches to teaching and learning, Avance will provide a learning environment tailored to the individual needs of our student population. Programs throughout the state will be examined, and programs will be evaluated for projected success at Avance.

Avance will follow the state guidelines for approved textbooks for core subjects. These textbooks are aligned with the Common Core State Standards. The current list of textbooks will be presented to the authorizer in any given year to show evidence of compliance.

For the 2014-2015 school year, our LCAP goals (see Appendix C) are to order all CCSS materials for English Language Arts and Mathematics. By 2015-2016, CCSS Social Studies curriculum will be provided. Lastly, by 2016-2017, CCSS Science will be purchased and implemented.

### ***Curriculum Scope and Sequence***

The graduation requirements are described above in the section on the Avance College preparatory program. Curriculum will address all state required standards as structured under the CA Common Core State Standards, and will utilize:

- State approved secondary school curriculum (English, Fine Arts, Foreign Language, Math, Science, Social Science, and P.E.)
- Standards based curriculum units
- Mandarin language instruction

### ***Standards-Based Instruction***

Avance recognizes the importance of ensuring that a standards-based curriculum program is in place and regularly evaluated for effectiveness. In order to create this program, a research-based instructional design method will be employed by the school. The method, known as "Backward Design," is an instructional method with a strong research-based strategy currently being employed in reform efforts across the nation. Originally published in "Understanding by Design," by Grant Wiggins and Jay McTighe, this process of instructional planning provides teachers with a method for aligning standards, assessment, and instruction.

This process is one in which teachers start with the desired results (goals or standards), and then derive the curriculum from the evidence of learning (performances) called for by the standard and the teaching needed to equip students to perform. Avance will use these three distinct stages of this process:

#### **Stage 1: Unpacking and Prioritizing State Content Standards**

Teachers and administrators will apply specific tools necessary to “unpack” and prioritize content standards - a necessary prerequisite step to effectively design assessments, aligned with standards. Specifically, teachers will:

- Understand the three steps of the backward design process (identifying desired results, designing and aligning assessments to those results, differentiating instruction to meet the needs of all learners).
- Apply a concrete process for analyzing standards which helps teachers internalize the standards as well as determine the following information:
- Level of thinking (based on Bloom’s Taxonomy) required to reach mastery of the standard (this will be tied to creating assessments)
- Use of Common Core State Standards, NEXT Generation, and Appendices
- Percentage of questions from the Smarter Balanced exam) that relate to each strand of the standard (this will be tied to creating assessments)
- Identification of standards that will serve as “anchors” upon which units can be based. Other standards are tied to these “anchor” standards within each unit designed by teachers (this will be tied to creating assessments for units as well as individual lessons within the unit).
- Teachers in each of the content areas, including Physical Education and visual performing arts will use Common Core State Standards as part of this process.

### **Stage 2: Align Assessments (formative and summative) to content standards.**

Teachers will design effective assessments, aligned to standards and provide an accurate measure of a student’s ability to engage in the level of thinking, required by each standard. Specifically, teachers will:

- Identify 4 overarching assessment methods (selected response, constructed response, performance assessment and personal communication) from which to choose when designing standards-based assessments (both formative and summative)
- Analyze content standards to determine the “achievement target” embedded within each standard (achievement targets are the link between standards and assessment)
- Match an appropriate assessment method to each standard
- Establish and articulate clear criteria for reaching proficient performance on standards

### **Stage 3: Designing Instructional Activities to Meet the Needs of All Learners**

Teachers will design instructional strategies by:

- Identifying 4 overarching assessment methods (selected response, constructed response, performance assessment, and personal communication) from which to choose when designing standards-based assessments (both formative and summative)
- Identifying high-interest themes and projects that relate to the standards and assessment targets
- Explore how all learners (including ELs and special needs students) vary in their readiness, interests and learning profiles
- Differentiate the content, process and products delivered to students in order to provide equal access to standards-based education for all learners (including English language learners and students with special needs)

- Write effective standards-based lesson plans
- Use a repertoire of research-based instructional strategies proven to increase student achievement in a standards-based system (e.g. latest research from Marzano, Pickering, Pollock, Schmoker, Tomlinson, as well as Core Knowledge Instructional Resources)
- Create learning experiences that promote understanding, interest and excellence

As a result of implementing and using this process, educational objectives become the criteria by which materials are selected, content is outlined, instructional procedures are developed and tests and examinations are used to prepare our students. Projects are the instructional vehicle for ensuring student mastery of standards. Specific examples of standards-based, integrated Project-Based Learning units are provided below under “Innovative Curriculum.” Avance teachers will use the process on a continual basis to evaluate the effectiveness of materials and instructional strategies used in their classrooms. An example of the forms used to document the process is presented on the next page.

The process will serve as the vehicle for ongoing conversations among and between grade levels and departments at Avance. Specifically, all teachers are responsible for weekly staff meetings, to engage in lesson study and the scrutiny of student work in order to critically examine lessons to determine their effectiveness.

Teachers will be in-serviced on the method outlined above by qualified individuals, specializing in professional development, comprehensive school reform and charter development, in order to design a comprehensive, professional development plan aimed at equipping the Avance staff with the knowledge and resources necessary to effectively engage in the Backward Design process. Avance has worked with the nationally recognized consultant Insight Education Group to structure this professional development. Avance will also continue its partnership with the NCLR Education Initiative, which has provided the school with professional development based on the University Park successes in Worcester, Massachusetts.

### ***Interventions and Supplemental Curricula***

Additional curricular adoptions will be determined based on student needs, as determined by diagnostics assessments at the beginning of each year, and at every grade level. In particular, the school will focus substantial resources on identifying and serving under-performing students, down by two or more grade-levels, or who scored Basic, Below Basic, or far Below Basic on any portion of the STAR tests (use of Smarter Balanced). Avance will identify and address the needs of under-performing students through targeted intervention programs, designed to accelerate their learning and bring them up to grade level. Depending on the identified needs of such students, Avance will adopt the necessary intervention programs (e.g. Acellus, Dataworks Vocabulary building program, etc.) to remediate achievement gaps.

## **Professional Development**

The development of the faculty and staff is of primary importance to the Avance community. As the school has progressed, student learning needs have been primarily addressed through the formal faculty meetings, leadership meetings and assessment of student achievement data. For example, Avance recognized that due to the low proficiency rates for incoming students in English Language Arts, the school staff needed assistance with EL strategies. Steps were taken in 2006-2007, and every year thereafter, to increase professional development for leadership and staff. The school has had the good

fortune of receiving professional development funding from NCLR (National Council of La Raza) during the first three years, however, the school recognizes that it must be strategic and allocate sufficient funding to ensure ongoing professional development.

Appendix U presents the units scheduled for professional development of the teachers and staff for the 2014-2015 school year.

***Continuous Professional Development***

The initiation of ongoing professional development follows from mid-year and end of the year assessments. Reflective data taken from leadership, faculty, staff and parents helps develop the planning for professional development. As stated above, the school has focused much of the professional development towards strengthening of instructional strategies.

The school has adopted an instructional model that focuses on the following strategies:

- Collaborative learning
- Explicit Direct Instruction (EDI) - Dataworks
- Teach Like A Champion - Doug Lemov
- Checking for Understanding
- Implementing EL strategies
- Classroom Management: % of students on task, noticing and responding to misbehavior, giving clear directions
- Writing to learn
- Literacy group
- Scaffolding texts
- Academic classroom talk
- Targeted teacher coaching - each teacher has a coach who observe them weekly and have O3's weekly focusing on teacher growth and efficacy
- Train the Trainers: Coaches are trained in best practices and effective coaching techniques
- Data - driven instruction - Paul Bambrick Santoyo
- Corrective Instruction (Remediation)
- Building Relationships with students
- Growth Mindset

This instructional model was adopted from the model implemented at University Park High School (UPHS) in Worcester, Massachusetts. UPHS is nationally recognized for demonstrating significant gains with English Language Learners.

Table A.19 Instructional Methods and/or Strategies

Instructional Method/Strategies	Assessment Method or Tools
<ul style="list-style-type: none"> <li>• Strategic Design Unit Planning</li> </ul>	<ul style="list-style-type: none"> <li>• Strategic Design Focus Walk</li> </ul>

<ul style="list-style-type: none"> <li>• Common Unit Boards</li> <li>• Project group work</li> <li>• Questioning Strategies</li> <li>• Academic Talk (Conversations)</li> <li>• Graphic Organizers</li> <li>• Reciprocal Teaching</li> <li>• Effective Reading Strategies</li> <li>• Individualized student work and support</li> <li>• Direct Instruction</li> <li>• Teacher demonstration</li> <li>• Lecture</li> <li>• Guided practice</li> <li>• Discussion</li> <li>• Differentiate instruction</li> <li>• Multimedia presentation</li> <li>• Videos</li> <li>• Student/Peer Presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Observation Checklist</li> <li>• Review of work by teacher</li> <li>• Written examinations</li> <li>• Student demonstrations, reviewed by selected panel</li> <li>• Student work</li> <li>• Student applied concept projects</li> <li>• Portfolios</li> <li>• Learning Logs</li> <li>• Student Individual Learning Plan (Goals and objectives for each student)</li> <li>• Smarter Balanced</li> <li>• Acellus</li> <li>• APEX</li> </ul>
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A Director of Instruction Support and Student Achievement has been engaged to assist in overseeing and guide a process of systematic, intentional and continuous improvement in student achievement, remain current in the research and act as a resource to all personnel in the areas of curriculum, assessment practices and instruction; including their implications for Explicit Direct Instruction and Common Core State Standards. Train the trainer - train middle level leaders on how to become excellent teacher coaches at Avance. Lead the systematic coaching program for teachers at Avance - facilitate instructional improvement through observations and debriefing. A key element is to ensure that Lead Instructional Teacher (LIT) are given opportunities to coach new teachers, and maintain a rigorous research-based curriculum and instruction for student academic achievement. Another aspect of our process is to analyze data and develop improvement plans around what the data is saying for each student.

***Curricula for Professional Development at Academia Avance***

The Principal and Director of Instruction Support and Student Achievement both coordinate and collaborate, and oversee the staff in the development, revision and implementation of all core content, skill, knowledge and performance areas, scope and sequence and articulation and placement of everything taught in grades 6th through 12th.

In addition, the following are addressed:

- Coordinate, collaborate with, and oversee the staff in the development and implementation of a variety of content and performance assessments and their alignment with the respective performance standards within the curricula, including teacher-made, DataDirector, Measures of Academic Performance (NWEA MAP), Acellus Diagnostic Tools and Smarter Balance State Test.
- Assume responsibility for the documentation and dissemination of all curricula for all new and revised/updated curricula.
- Guide and collaborate with the staff in the selection of instructional materials and resources, their modification, revision, deletion, organizational pattern and use, including a process for their

systematic replacement and updating to Common Core State Standards and the Next Generation Science Curriculum.

### ***Instructional Programs***

In addition, professional development trainings collaborate with the staff in the identification, development of, training in and implementation of instructional methods appropriate to the respective curricula they support which are aimed at the continuous improvement of student achievement and expansion of the instructional repertoire.

### ***Technology***

Technology is a significant factor of access to student learning and implementation of a curriculum database and computerized assessment system. It is important that the staff collaborates with operations, to provide technological instructional support and expand technologically-driven resources and research opportunities for students. It is critical that the staff is provided with training and support in developing technology-driven instructional applications in both the computer labs and the classroom in order to produce 21st Century Learners.

### ***Goals for Professional Development***

As previously stated collaboration with staff in developing and maintaining a program of continuous staff training/retraining in support of student achievement.

- All teachers will make 2 points of growth on the Avance's rubric by May 31, 2015
- All instructional coaches will be fully trained and effective by October 30, 2014
- Teacher's will show dramatic improvement in EDI and classroom management
- Coaches will be rated a 8+ on the Quarterly Coaching Survey

Action Steps to significantly increase coaching effectiveness and teacher growth:

- Help coaches internalize the Avance rubric, Evaluation Steps and the Debrief Protocol
- Train coaches how to leverage the greatest areas of growth during observations and debriefs
- Practice and Role Play the Debrief Protocol
- Have coaches observe debriefing and attending coaches debrief sessions
- Create a schedule for observing and debriefing teachers making sure all coaches give themselves ample time to preparatory are for the debrief.
- Help coaches get familiar with using video-recordings of the teacher during debriefing sessions.
- Make sure that coach's feedback to teachers will be direct and actionable, so that teachers are clear on what to do to improve.

Data-Driven Instruction: Improving Teacher Efficacy in the use of data -

- Daily through Exit Tickets
- Weekly through quizzes and class test
- Quarterly through Benchmarks

Teachers will have the opportunity to evaluate data during one on one meetings and on data, the day after a Benchmark. During this time, teachers will identify trends in students' scores and responses and discuss with their peers what instructional practices can help improve scores. Teachers will identify how to correctively instruct whole class, small groups and individuals. Teachers will develop corrective instruction plans and re-assess plans and set goals to improve student mastery. A protocol for data day from Paul Bambrink's book, Data Driven Instruction is used during data day.

### ***NCLR Partnership for Professional Development***

The Avance principal and instructional coach received training from UPHS staff during the 2007-08 school year. This training was made possible through a grant awarded by NCLR (National Council of La Raza). In order to support the teachers in the implementation of these strategies, the school has scheduled professional development time on a weekly basis. Every professional development session will focus on one particular strategy, as outlined in the Avance instructional model. The goal is to provide teachers the necessary information regarding the particular strategy, being presented, so as to allow the teacher to develop a confident and effective use of the strategy in the classroom. Once one strategy has been competently adopted, the professional development meetings shift their focus on to a different strategy. In past years, Avance hired educational experts to plan and implement its professional development program. For 2009-2010 Avance decided to give that responsibility to an on-campus curriculum advisor. The responsibilities for this person include planning the professional development sessions, as well as, provide teachers feedback in regard to the implementation of the common instructional strategies. The advantage to this approach is, the curriculum advisor will be an on campus resource for the teachers available every day.

The partnership of Avance and NCLR was maintained and provides access to the national literacy conferences offered by NCLR every summer. The instructional strategies adopted by the school have all been recommended by NCLR literacy experts, and have shown to be effective in the development of academic success by English Language Learners. As an NCLR affiliate, Avance has the opportunity throughout the year for professional development.

A main component of the induction process is the Avance teacher summer session. This is a two-week teacher-led orientation, prior to the start of the academic school year. New teachers attend various meetings and workshops to acquaint themselves with procedures and processes relative to the operation of the school and culture of the campus. Teachers are introduced to the Avance instructional model, and workshops are presented by The Avance instructional Leadership Team (ILT) .

In addition to ILT support, the Avance staff now includes a Director of Instructional Support and Student Achievement. This specialized leader focuses on teacher coaching, data-driven instruction, student achievement and implementation of best EL teaching practices.

Avance teachers participate weekly in professional development that focuses on curriculum and data-driven instruction every Wednesday from 2:30-4:30. The initiation of ongoing professional development follows from mid-year, and end of the year assessments. Reflective data taken from leadership, faculty, staff and parents helps develop the planning for professional development. As stated above, the school focused much of the professional development towards strengthening instructional strategies, analyzing student data and progress and aligning college-preparatory curriculum to Common Core State Standards.

At the year-end progress monitoring session, the staff has concluded that more ongoing analysis of multiple measures are necessary to differentiate instruction. Mid-year and end of the year assessment

reviews are not enough to determine the instructional strategy changes necessary to improve student achievement as required by the State or research-based best practices.

Avance recently hired a curriculum instruction specialist to guide the teaching staff as our Charter transitions from CA State Standards to Common Core State Standards. The Professional Development Wednesdays are systematically balanced, so teachers can work individually, collaboratively and district-wide, consistently reviewing and modifying teaching strategies and curricula as follows:

- First Wednesdays of the month-Individual teacher planning and evaluating time.
- Second Wednesdays of the month-Vertical teaming across the disciplines.
- Third Wednesdays of the month-Review LCAP progress and goals.
- Fourth Wednesdays of the month-Review WASC progress and goals.
- Fifth Wednesdays of the month-Review SPSA progress and goals.

### ***Professional Development for the Common Core***

Academia Avance will continue to implement a professional development system, refocused and redesigned to address the specific needs of a staff committed to the implementation and assessment of an instructional program that is standards-based, academically rigorous, research-based and uniformly available to all students. The staff will dedicate “banked hours” professional development time throughout the school year.

Avance’s teams that include teachers, administrators and out-of-classroom personnel will meet regularly, both within and across disciplines, to research and discuss best practices; design benchmark and core assignments for every grade level, content area, and where applicable, interdisciplinary teams, examine student work and analyze assessment data to modify instruction. Individuals and teams of teachers from every department will regularly attend conferences, workshops and demonstration sites, to gather information on innovative strategies for improving student mastery and necessary content required for promotion. These teachers will share their findings during professional development days with their departments and/or interdisciplinary groups. All staff will meet regularly to examine student work, analyze the effectiveness of the benchmark and core assignments, and redesign activities and curriculum in response to the assessment data.

In addition to developing performance assessments for students, we will explore new evaluation tools/instruments modeled on subject-specific teacher standards and the Teaching Performance Expectations of the California Standards of Quality and Effectiveness for the teaching profession, incorporating elements of self-evaluation, professional growth activities, portfolio documentation, peer observation and demonstration lessons.

- Subject-specific common core strategies
- Addressing the difference between teaching strategies and curriculum content
- Common Core and the EL student
- Common Core and the Special Ed. student
- Common Core and cross-curriculum teaching

## **Recruiting Qualified Teachers**

Qualified teachers are recruited through various search methods such as: EdJoin, CCSA, ACSA, LACOE's Charter School Network, networking with other administrators from districts statewide, administrators and instructors from local universities and at community organizations. Recruitment is both local and global in an effort to successfully identify the teachers who will best assimilate to our unique school climate, thus providing an optimally research-based instructional approach (i.e. project-based learning, technology integration, etc.).

Avance recognizes our school community involvement, whereas the hiring process includes the entire school community. Parents provide input during Parent Advisory Committee (PAC) meetings, teachers assist in developing interview questions and sample lesson prompts during professional development meetings. Students participate in the demonstration lesson component presented by the prospective teacher(s).

Once hired, new teachers participate in a two-day Dataworks, Explicit Direct Instruction (EDI) training, Orientation meetings covering the Academia Avance's Local Educational Agency Plan (LEA), SPSA, WASC, LCAP instructional goals and educational expectations. Training and other instructional staff meet the requirements for highly qualified teachers and staff, required by Common Core State Standards, National and California Teaching Standards. In addition, all teachers participate in the University of Dominguez Hills' and Harvard University's Explicit Direct Instruction and English Learner (EL) trainings. These professional development trainings are key in providing teachers and staff, along with all the needed follow-up and implementation of these processes.

## **Academic Calendar and Schedule**

This section presents information about the annual calendar and the weekly/daily schedule for Avance, using the schedule template for the 2014-2015 academic year. This will be the template for subsequent years.

See Appendix E for the 2014-2015 Academic Calendar showing the monthly schedule, the number of instructional days, the number of minimal days, the number of pupil-free days and the number of professional-development days.

See Appendix F for the 2014-2015 bell schedules by grade and instructional minute per period.

This Avance calendar template has evolved over the last charter renewal as Avance's instructional needs become more targeted because of ongoing improved data and system analysis. In addition, college and life preparatory programs have evolved into comprehensive, hi-tech programs, preparing our students for the 10% of the known jobs of the future and the 90% that have not evolved yet.

The schedule has these features:

- A block schedule for grades 8-12 with four 90-minute periods for core subject courses and a 40-minute House period (matched with an alternated lunch schedule). The dual block model, designated as A and B, allows for 8 core and elective course to ensure all UC A-G requirements are met, and provide the opportunity for students to participate in the Avance Senior Year Experiences
- Grades 6-7 involves a non-block with nine periods: six for core and elective subjects, lunch, Avance House. The latter is split between the start and end of the day.

- The Senior Year Schedule modifies the College preparatory program block schedule to allow for the Senior Year Experiences

Ongoing, research-based improvements are presented and approval by the LACOE Charter Schools Office to ensure the plans meet all code requirements. Additionally, the schedule of courses offered in each academic year will present the same number of instructional minutes to all the students of each grade, in accordance with state and federal requirements.

### ***Instructional Periods***

In alignment with the Avance Life Stages model, the daily schedule is optimized for the School preparatory, College preparatory and Life preparatory stages.

The Bell schedule for grades 6 through 7 uses a traditional daily schedule, with subjects presented every day to maximize instruction of Common Core State Standards. There are 6 periods, 55 minutes each for the core subject of Language Arts, Math, Science, History and PE. Additionally, All middle school students take an Introduction to Mandarin to prepare them for their high school foreign language courses in the same language.

As previously described, the Avance House Model is introduced in 6th and 7th grade, and acts as a bridge from their elementary school "home room" experience. This House Model takes place during the first 20 minutes of the day, and the last period (37 minutes) of the day. During this time the House leader can support students when school begins and ends. Support involves preparing students for instruction as school begins. At days' end, the House Leader reviews homework assignments, ensures that messages reach parents and answers student requests for help. The daily Avance House preparatory and period follow the recommendations of research that shows how the House advisory program can "establish a connection between teacher and students [that] can be in the form of academic advisement and coaching, student-led conferences and portfolio development, character and study skills development, discussion of current events and packaged advisory program curricula." The CDE *Taking Center Stage: A Portal for Middle Grades Educators* on the Internet presents a series of best practices related to homeroom advisory programs of high achieving middle schools. (<http://pubs.cde.ca.gov/TCSII/ch5/advisoryprograms.aspx>)

Grades 8 through 12 uses a Block schedule with 4 subjects presented on "A Days", and 4 on "B Days", in addition to Avance House presented every day. The Block schedule has 90 minute periods. These longer periods allow for deeper exploration of subject matter, thematic integration and integrate interdisciplinary instruction to ensure mastery of content. In addition to their content instructors, all students meet with their Avance House teachers, who may be one of their content instructors, fostering deep, supportive relationships with teachers. The Block schedule further supports a small learning community and minimizes opportunities for problems to arise. The Block schedule increases instructional time and reduces passing time, thus reducing potential social issues that typically arise in middle and high school climates.

Lunch times are staggered in order to foster a safe and pro-social environment, as the school site lunch areas at the Main campus are limited. The 8th grades have lunch for 40mins, while the 9th and 10th graders are at Avance House. The groups then swap, to create a well-organized lunch program. All Avance students participate in House meetings where discussions on topics may include: conflict resolution, college awareness and service-learning projects.

### ***Assertion of On-Site Classroom-Based Instruction for Apportionment***

Academia Avance offers at least 80% of on-site instruction and classroom-based Explicit Direct Instruction (EDI) teaching. As such, Academia Avance does not fall within the criteria of Section 47612.5

that defines non-classroom-based instruction, thus Academia Avance does not need a determination for funding as required in Section 47634.2 for charter schools that offer less than 80% of on-site and as classroom-based instruction.

The 80% on-site classroom-based instruction at Academia Avance shall meet this criterion as specified in Section 47612.5(e) (1) for the purposes of classroom-based apportionment:

- Pupils are engaged in educational activities required of those pupils
- Pupils are under the immediate supervision and control of an employee of the charter school who possesses a valid teaching certification in accordance with subdivision (l) of Section 47605.

Academia Avance shall require the attendance of all pupils for whom a classroom-based apportionment is claimed at the school site for at least 80 percent of the minimum instructional time required to be offered pursuant to paragraph (1) of subdivision (a) of Section 47612.5.

Academia Avance works directly with LACOE Charter Schools Office to thoroughly analyze and account for instructional requirements for the Academia Avance programs that utilize the 20 percent allowance for non-classroom based instruction within the Ed Code allowances for charter schools, as defined in Section 47634.2. Specifically, the resulting agreement allows for these Academia Avance academic program elements to be offered in conjunction with the classroom based attendance apportionment model per Ed.Code guidelines that are pertinent to charter schools:

- Off-site activities that support the Academia Avance college preparatory curriculum such as tours of off-site post-secondary institutions
- Off-site activities that support the Academia Avance development of professional career skills development such as tours of facilities of specific industries, government offices, non-governmental institutions, or locations tied to specific instructional objectives
- Off-site activities related to the Academia Avance Senior Experiential Transition program

In every case, the off-site activities will be directly related to Common Core State Standards, reviewed by the Instructional Leadership Team (ILT) , Principal, Executive Director, and approved by the Avance Advisory Board .

***Specification of Instructional Days***

The Academia Avance academic year is as a single-track calendar with the start of instruction in the third week of August, with the end of the year set for the second week of June. This schedule allows for a 4-6 week summer session, if offered. The plan establishes for at least a 2 week winter break, and a one week Spring break, yet offer instructional days in excess of the 175 day minimum for charter schools, along with holidays and pupil-free in-service days.

The table below summarizes key dates for the 2015-2016 academic year. Subsequent years will follow a similar template.

**Table A.20 Academic Calendar for Second Renewed Charter -- 2015-2016**

<b>Event</b>	<b>Dates</b>
First Day of Instruction	August 17
Labor Day Holiday	September 7

Fall Professional Development (Pupil Free Days)	September 28 October 20 December 18
Veterans Day	November 11
Thanksgiving	November 25-27
Winter Recess	December 18-January 4
M.L. King, Jr. day	January 18
Presidents' Day	February 15
Spring Professional Development	January 4 March 7
Spring Recess	March 28 through April 1
Memorial Day	May 30
Last Day of Instruction	June 10

- 180 Instructional Days
- 6 Pupil Free Professional Development Days during year
- 37 Minimum days for Professional Development
- 10 Minimum days for Testing
- 9 Minimum days for Special Events

**Specification of Annual Instructional Minutes**

The number of instructional minutes for each academic year will surpass Ed Code Sec. 47612.5(a)(1), and the schedule plans for each year will be presented to the LACOE Charter Schools Office in July before the start of the year for certification. The provision of these instructional minutes is verified in the annual audit of the school.

The tables in Appendix G specify the annual tallies for instructional minutes for the base Avance schedule template. These represent a minimum to be used to establish the actual schedule for each year, adjusted for the specifics of that year (dates of holidays, unique annual goals or requirements, adjustments for state budget allowances, etc.). Schedules are presented for the following:

- Instructional minute tallies for grades using the non-block schedule model “6 period” traditional day (Grades 6-7 for 2014-2015)

- Instructional minute tallies for grades using the Avance “Block Schedule” model (Grades 8-12 for 2014-2015)

These tallies are further differentiated for the regular day bell schedule, and for the minimum day bell schedule. The latter is used every Wednesday to allow for teacher professional development, as well as for testing days and special event days, which are tallied above for 2014-2015.

### ***Bell Schedule***

See Appendix F for a detailed presentation of the 2014-2015 bell schedules by grade.

To facilitate the delivery of the above Avance academic program, the charter implements an "A/B Block Schedule" alternated over 10 days. This schedule utilizes four 90-minute blocks of instructional time each day to allow in-depth coursework. It is believed that a block system gives students time to examine topics in greater depth - typically including instruction, exploratory activity, and assessment pieces within each block period.

The Middle and High School bell schedules have several advantages, including:

1. Early dismissal (2 pm) every Wednesday to allow for weekly professional development.
2. Longer core content periods allow for deeper exploration of themes, and facilitate complex project-based instructional activities
3. 90 minute teacher prepare periods every other day
4. 40 minutes of Avance House to strengthen the relationship between students and their designated House Instructor, develop character, and review and set goals for grade accountability.
5. A break in the academic schedule for House meetings in the middle of the day
6. A longer school day allowing students ample time to meet academic goals through core curriculum and enrichment

A greater offering of courses (10 per semester) allows for:

- Foreign language instruction for every student in every grade
- A broad offering of enrichment and elective courses
- PE offered five times over 10 days
- An opportunity to "double load" subjects that need additional instruction, e.g. Geometry on A days and Computational Math on B days, the latter required application of the former.

## **Charter Implementation Plan**

The transition from the second Avance charter to the third represents the opportunity to move the school from good to great. Within the second charter, significant milestones were achieved, such as the graduation of the first high school class, achieving full WASC accreditation, and full implementation of the Avance Life Prep program. During the third charter, Avance will continue to maintain and address the needs of our students. Among the goals for this authorizations includes:

- Full implementation of the Common Core State Standards.
- Expand the data driven instruction strategies.
- Expand the use of blended learning tools.

- Expand the high school program from 3 class groups per grade to 4, for a high school enrollment of 400 students.
- Full enroll for the grades 6-8 for 3 class groups per grade for a middle school enrollment of 225.
- Upgrade the facilities with improved amenities for safety, security, student well-being and staff efficiency, such as improved and expanded restroom facilities, modern HVAC systems, and new/improved gates/fences.
- Expand the collaboration with the Celerity Education Group to implement their high quality charter school instructional and operations strategies to increase student achievement and operations efficiencies.

## **WASC School Accreditation**

The Western Association of Schools and Colleges (WASC) Commission granted Academia Avance “Full Accreditation through 2019” status. The approval entitles Academia Avance to use the following phrase on transcripts and school advertising: “Approved by the Schools Commission of the Western Association of Schools and Colleges.” (See Appendix H.)

The WASC Accrediting Commission for Schools identified Avance’s Area of Strength as strong parent support and participation, a clear mission, a clear vision, strong governance and a cohesive school team.

In June 2013, Academia Avance was awarded 6 -year’s accreditation. In order to meet the needs of our college-bound students in July 2014, Academia Avance added AP Calculus, Web Programming and Honors English.

## **UC Doorways Course Certification and Parent Notification**

The Avance core academic courses have been certified as meeting the University of California/California State University (UC/CSU) A-G eligibility requirements. All parents and students have been informed of the process by which the WASC approval was achieved. Notification will be provided regarding the following:

- Academia Avance courses are transferable to other public schools
- Academia Avance offers A-G college requirements
- Academia Avance courses meet college entrance requirements
- Accredited through Acellus on-line learning system
- Accredited through APEX credit recovery system

The notification of such is completed in the following ways: summer mailings, school brochures, parent information nights, fall recruitment nights at feeder middle schools, updated website and on-line resource information, grade-level and new student orientations, grade level meetings, college awareness meetings and our monthly newsletter to the community.

### Table A.21 A-G Course List for 2014-15 as posted on UC Doorways

#### **a - History / Social Science - 2 years required**

Two years of history/social science, including one year of World History, Cultures or Geography; and one year of US History or one-half year of US History and one-half year of American Government/Civics.

Course Title	Transcript Abbreviation(s)	Category	Honors Type	Course Notes
American Government	American Government, American Government	American Government / Civics		Semester
AP United States History	AP US History A/B, AP United States History	U.S. History	AP	
Modern World History	Modern World History A/B	World History / Geography / Cultures		
United States History	United States History, United States History A/B	U.S. History		

**b - English - 4 years required**

Four years of college preparatory English. Students may only use 1 year of ESL/ELD English.

Course Title	Transcript Abbreviation(s)	Category	Honors Type	Course Notes
American Literature	American Literature 1A/1B, American Literature IA/IB	English		
British Literature	British Literature A/B	English		
Composition and World Literature I	Composition and World Lit 1A/1B, Composition and World Lit IA/IB	English		
Composition and World Literature II	Composition and World Lit IIA/IIB	English		
Honors American Lit and Composition	Honors American Literature	English	H	Course UC approved for the 2014-2015.

**c - Mathematics - 3 years required , 4 years recommended**

Three years of college preparatory mathematics that includes the topics covered in Elementary Algebra/Algebra 1, Geometry and Advanced Algebra/Algebra 2. Approved Integrated Math courses may be used to fulfill part or all of this requirement.

Course Title	Transcript Abbreviation(s)	Category	Honors Type	Course Notes
Algebra I	Algebra I A/B	Algebra 1		
Algebra II	Algebra IIA/IIB	Algebra 2		
AP Calculus AB	AP Calc AB	Advanced Mathematics	AP	
Geometry	Geometry A/B	Geometry		
Honors Pre-Calculus	Pre-Calculus (H) A/B	Advanced Mathematics	H	
Pre-Calculus	Pre-Calculus A/B	Advanced Mathematics		

**d - Laboratory Science - 2 years required , 3 years recommended**

Two years of laboratory science, including two of the three fundamental disciplines of Biology, Chemistry and Physics. This requirement can also be met by completing the latter two years of a 3-year Integrated Science program.

Course Title	Transcript Abbreviation(s)	Category	Honors Type	Course Notes
Biology	Biology	Biological Science		
Chemistry	Chemistry A/B	Chemistry		
Physics	Physics A/B	Physics		

**e - Language Other than English - 2 years required , 3 years recommended**

Two years of the same language other than English.

Course Title	Transcript Abbreviation(s)	Category	Honors Type	Course Notes
Mandarin I	Mandarin IA/2A, Mandarin I A/B	LOTE Year 1		
Mandarin II	Mandarin IIA/IIB	LOTE Year 2		
Mandarin III	Mandarin IIIA/IIIB	LOTE Year 3		Applied as G elective.

**f - Visual & Performing Arts - 1 year required**

Course Title	Transcript Abbreviation(s)	Category	Honors Type	Course Notes
Art Appreciation	Art Appreciation A/B	Visual Arts (Intro)		
Art I	Art 1 A/B, Art I A/B	Visual Arts (Intro)		

**g - Elective - 1 year required**

One year (two semesters), in addition to those required in "a-f" above. All courses must be listed under "a-f" above with the exception of courses mark) in Mathematics, Language Other than English, and VPA; plus the following:

Course Title	Transcript Abbreviation(s)	Category	Honors Type	Course Notes
Computer Science	Computer Science A/B	Math		
Earth Science	Earth Science A/B	Science-Physical		
Economics	Econ, economics	History / Social Science		Semester
Website Programming Languages	Web Programming Languages	Math		Provisionally approved for the 2014-2015

**Support for Students in All Sub-groups**

Avance is committed to the ideals of academic excellence, democratic leadership and personal growth for all students. Our mission includes full inclusion of all students across the range of academic and language achievement from educationally disadvantaged to gifted and talented. Specific special populations served include English Language Learners, academically gifted students, academically low-achieving students, students of low socioeconomic status and students with Individualized Educational Plans (IEPs).

**English Language Learners**

Academia Avance is required to timely identify potential English Learners (ELs) and provide them with an effective English language acquisition program that affords meaningful access to the school's academic Common Core State Standards curriculum. Instructional plans for English Learners must be (1) researched-based, sound educational theory; (2) adequately supported with trained teachers and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.

In the event a student enters Avance without records and/or prior assessment and there is a family request or an apparent need for English language enrichment, a Home Language Survey will be

completed. If language other than English is indicated on the survey, appropriate testing and ELD level will be utilized to maximize the student's capacity for English language acquisition.

Academia Avance implements its own EL plan. Our plan includes, but is not limited to, the following:

- How English Learners' needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided
- How the school will evaluate its EL program each year, and how the results of this evaluation will be used to improve the program, including the provision of EL services

Academia Avance administers the CELDT/ELPAC annually in accordance with federal and state requirements.

Academia Avance reclassifies English Learners in accordance with federal and state requirements. Academia Avance continues to monitor students who have been reclassified for the required three-years (as RFEP). Intervention is provided to students who are classified below proficient on the Smarter-Balance assessment.

Academia Avance ensures parent outreach services and meaningfully inform parents with limited English proficiency of important information regarding school matters to the same extent as other parents.

The Academia Avance English language support program will consist of five steps: 1) Identification, 2) Assessment, 3) Support Services, 4) Transition, and 5) Monitoring.

Identification: A home language survey (HLS) will be distributed to every student as part of the enrollment process. The purpose of the HLS is to identify students who come from homes where a language other than English is spoken. The survey will be equitable, comprehensive and not based on prior assumptions.

Assessment: Standardized tests such as the California English Language Development Test (CELDT) will be given to each incoming EL to determine each student's home language and English language proficiency level. The CELDT will be administered to all new students with a home language other than English (as indicated on their HLS) and to all English learners annually to determine students' individual proficiency level for reclassifying if necessary.

Support Services: Appropriate language support services will be provided to all students that require them. English as a Second language (ESL) teachers will work closely with the interdisciplinary teaching teams to provide teaching strategies and support for classes containing EL students. Teachers will monitor ELs through daily reading, writing, and discussion activities to determine each student's literacy habits and skills. Based on these observations, plans to address the needs will be developed and implemented into the curriculum. Teachers will be encouraged to use the Cognitive Academic Language Learning Approach. This three-pronged approach integrates language learning, academic content, and learning strategies. Language is learned within the context of a lesson. Learning strategies such as prediction, organizing information, and note-taking are taught explicitly and help all students become more effective learners. The EL programs will utilize the same educational content as the regular school programs.

Transition: Once a student gains proficiency in English, Avance staff will be responsible for transferring the student out of the EL program and into the regular school program. Transfers will be based on pre-determined criteria established by staff at the school.

Monitoring: Students exiting an EL program to a regular program will be continuously monitored for academic progress. Staff will determine if the regular program is adequately addressing student needs or if further language development is required.

Instruction for Avance students identified as EL's will integrate the CA Common Core State Standards, NEXT Generation and Appendices. Academia Avance will seek to recruit teachers that hold either a BCLAD or CLAD credential and can use their bi-cultural training to better serve our ELs. Teachers will be well-versed in Specially Designed Academic Instruction In English (SDAIE) and English Language Development (ELD) techniques. If necessary, after-school supplemental programs or summer classes will be available to support EL development.

Academia Avance will follow the state guidelines for the reclassification of English learners. Reclassification will use these criteria:

- Performance level on the Fall CELDT
- Performance level in Language Arts on the Smarter-Balance
- Performance in the Fall and/or Spring semester in Language Arts
- Teacher observations

Academia Avance has incorporated an English Language Development (ELD) program that will target students who are struggling with the development of their English language skills that will include:

- Ongoing measurement of each English Learner student's progress toward English language proficiency, through the use of ELD portfolios.
- Use of Dataworks, and Acellus to assist EL students.
- Ongoing professional development in the area of sheltered instruction for all subject area teachers, primarily using the SIOP model.
- Using explicit Direct Instructions that provides vocabulary and language acquisition, reading comprehension and skills need for learning English.
- Opportunities for ELD level 1 and 2 students to receive additional instructional support after school.

Title III funding from the federal government to help English learners to speak, read, and write in English and to achieve in reading and mathematics. Academia Avance will receive Title III funds that are reviewed each year, as required under the No Child Left Behind (NCLB) Act of 2001, to see if they meet the three Annual Measurable Achievement Objectives (AMAOs) for our students who are identified as English learners:

Table A.22 AMOS for English Learners

AMAO's	Measurable Goals
Progress in learning English Increase one proficiency level Early Advanced and Advanced must reach English Proficient level bringing all skills to Intermediate	Administer the CELDT to ascertain the level of proficiency. Conduct analysis of EL's using ELSSA. Identify factors that contribute to meeting or not meeting AMAO's.

<p>Level.</p> <p>English Proficient levels are expected to maintain that level.</p>	<p>Use Avance English Learner Plan - will be visited yearly and/or on an ongoing basis.</p> <p>Work with teachers, parents and staff to provide services.</p>
<p>Progress in the percentage of students who become proficient in English</p>	<p>Increase English Learner reclassification ratio yearly.</p> <p>Continue to Monitor students who have been reclassified and work with students at each level.</p>
<p>Academic targets in English-language arts and mathematics</p> <p>AYP-</p> <p>Participation Rate</p> <p>Percentage Proficient or Above</p>	<p>Monitor and assist that EL meet academic targets in English Language Arts of 56.0%, and 56.4% in Mathematics (Increasing yearly)</p>

Hold quarterly meetings with parents to discuss each student's progress toward English language proficiency. ELAC provides leadership for our EL students.

English Learners will achieve and sustain high levels of academic, linguistic and cultural competency. The goals are:

- The English Learner Master Plan programs will be developed and fully implemented.
- ALL English Learners will master the English language as efficiently and effectively as possible.
- ALL English Learners will achieve academic success.
- There will be a substantial increase and optimization of EL and RFEP participation in GATE, and other classes. ELs and RFEPs will have representation in success with college entrance exams and enrollments in colleges and universities consistent with their size of the entire student enrollment.
- ELs and RFEPs will continue traditions of responsibility and positive relationships within their families and home community and will be prepared to develop the ability to live and work productively in various cultural settings throughout the wider society.
- ELs and English Only students enrolled in programs where they will master listening, speaking, reading, and writing in Spanish as well as English.
- Parents of ELs and RFEPs will be engaged and represented in their children's education consistent with the proportion of the students enrolled.

English Learners will develop the skills necessary to be successful citizens. These skills include:

- Academic preparation
- Information literacy
- Fluency in technology

- Cross-Cultural sensitivity
- Interpersonal communication
- Community and civic participation
- Social and environmental responsibility.

### **Learning Environment**

English Learners at Academia Avance will be provided a safe, non-threatening and affirming learning environment in which it is the norm for them to:

- Interact, collaborate, communicate, and negotiate with their peers.
- Experience an education that is rich and challenging, which will prepare our student to be college and career ready.
- Use and fully develop their language and culture.
- Have their voices heard and reflected throughout the school community.
- Share equitably in the allocation of access and resources.

### **Pedagogy**

English Learners will have access to culturally and linguistically responsive teaching strategies that are focused on their experiences, interests, and needs. This includes:

- Complex, hands-on learning experiences.
- Opportunities for active processing, deep and critical thinking, and reflection.
- Connections between new and prior knowledge.
- Examining issues of social justice which have daily impact on students' families and their communities.

In the event a student enters Academia Avance without records and/or prior assessment and there is a family request or an apparent need for English language enrichment, a Home Language Survey will be completed. If language other than English is indicated on the survey, appropriate testing and ELD level as identified by the California Department of Education will be utilized to maximize the student's capacity for English language acquisition.

### ***Gifted and Talented Students and Student Achieving Above Grade Level***

Some students will enter the school better prepared or be able to learn at a faster pace than the majority. Academia Avance will use the student cumulative files to determine which students have been identified as gifted students. The mission of Academia Avance includes assuring that all students' educational experience is rigorous. This will be accomplished via the educational program components described above:

- Linked Learning
- Project-based Learning
- Grade-level Advisory
- Block Scheduling with Electives
- Integrated curriculum

Teachers will be prepared to provide additional challenges for these students with these components. Portfolios and exhibitions will be used in assuring that students are accountable for working up to their potential by customizing expectations to the learner. Students working at different paces will sometimes be paired so that students excelling in a particular subject help students struggling with material that is more challenging. Research shows that people deepen understanding through the process of teaching others.

Some students will enter the school better prepared or be naturally endowed to learn at a faster pace than the majority. Avance will use the student cumulative files to determine which students have been identified as gifted students. The mission of Academia Avance includes assuring that all students' educational experience is rigorous and research-based. This will be accomplished via the educational program components described below:

- Project-based Learning
- Grade-level Houses
- Block Scheduling with Electives
- Integrated art curriculum
- Explicit Direct Instruction

Teachers are prepared to provide additional academic challenges for these students with these components. Portfolios and exhibitions will be used in assuring that students are accountable for working up to their potential by customizing expectations to the learner. Students working at different paces will sometimes be paired so that students who excel in a particular subject can help students who are struggling with that subject. Research shows that people deepen understanding through the process of teaching others.

### ***Students Achieving Below Grade Level***

The progress of all Academia Avance students will be reviewed throughout the year, with progress and concerns recorded in each student's Individual Learning Plan (ILP). Every year at the end of the first quarter, the fall benchmark assessments are compared to the outcomes of the previous STAR tests to set the academic goals for the year. Academia Avance will use of the Smarter Balanced Assessments to measure student academic achievement. The ILP goals for each subject are compared to the goals of the previous year's ILP (if a returning student), and aligned to the school-wide achievement plans.

Academia Avance identifies students' performing below grade level through the results of ILP and student work products. Faculty identifies students struggling to stay at grade level throughout the year by on-going assessments and monitoring their ILP. The students assigned Avance Advisory Instructor is in the lead role to ensure that the ILP is up-to-date, and to interpret the latest information. The Administrators support the Advisory Instructor in this continuous review.

The support provided by Avance to all students falls within a range of intervention strategies, presented according to need. If a student is not progressing toward the standards and is between 1.9 and 2.0 grade levels below proficiency, the student will automatically move to Level 2 of support strategies.

These services fall along the "Response To Intervention" (RTI) scale, according to need:

Level 1 Support Strategies for All Students

- Additional instructional time
- Differentiated instruction
- Flexible groupings
- Additional exposure to the information and language being presented in the lesson
- Progress reports to parents/guardians
- Planner checks
- Paraprofessional support
- Focus on accelerating student progress and meeting student needs

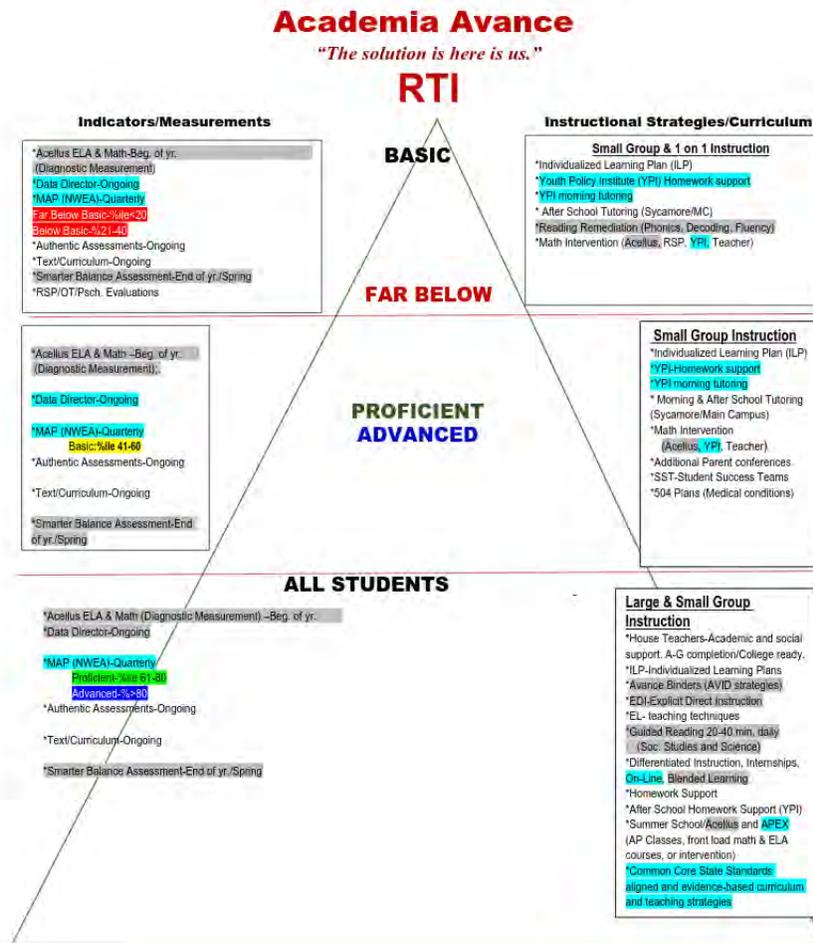
#### Level 2 Support Strategies for Low-Achieving Students

- Extended day program for tutoring
- Teacher assistance
- Counseling and parent meetings
- One-on-One Instruction by teachers, paraprofessionals or the Inclusion Specialist
- Peer tutoring
- Additional Focused assignments

#### Level 3 Support Strategies for Low-Achieving Students

- Formal Avance Advisory meeting held to determine need for formal assessment for Special Education
- Special education classes providing academic support and learning strategies
- Special education/general education collaboration for instruction and assignments

The following is a schematic of the RTI scale as implemented at Avance.



Academia Avance recognizes that there are students who may need additional support within the classroom both academically and behaviorally. The school requires that the teacher make the best use of their resources in the general education classroom before referring a student for consideration of Special Education Services. All Avance staff will be offered training in the signs of common learning disorders to increase the likelihood that these needs will be identified. Instruction activities will vary to accommodate different learning styles to draw out students' various strengths. Students' simply needing additional assistance in particular subjects or skill areas may get additional help from peers, staff, and volunteer tutors. Students who are not achieving because of distracting issues in their personal lives will have a forum for identifying and discussing issues during their Advisory sessions (described in an earlier section of this element) or one-on-one with staff. When additional interventions are needed, the staff will be proactive in coordinating support services.

In core and non-core academic areas, the central goal for all Avance students will continue to be for all students to demonstrate academic proficiency in all of the core academic areas. "Proficiency" will be defined as a score of proficient or above on the Common Core State Standards Test/ Smarter Balance, and "Satisfactory" evaluations on ILP goals, projects, or presentations. "Proficiency" for students with special needs and students designated as English Language Learners is defined appropriately according to their Individual Education Plans and English proficiency levels, respectively. Performance standards and assessments for students with special needs are adapted as appropriate to their Individualized

Education Plans as well. Additionally, performance standards and assessments for English Language Learner students are in accordance with the state-adopted English Language Development standards and CELDT.

Students arriving with standard scores below grade level in reading and math will be enrolled in supplemental programs such as Acellus, Dataworks, and NWEA MAP. Avance is uniquely positioned to use computer-assisted intervention programs that assess students and adapt to their needs in real time. All students will receive reading instruction at their level of proficiency through the Acellus, Dataworks, and NWEA MAP. Students struggling with math computation receive support during and after school via Acellus, Dataworks, and NWEA MAP. Identified students are enrolled in after-school tutoring sessions to supplement regular instruction.

Regular progress monitoring is also an essential component of the academic support structure. Student reading and math proficiency are regularly assessed, and the data are used to identify appropriate placements, modify instruction, and identify student needs

The progress of all Avance students will be reviewed throughout the year, with progress and concerns recorded in each student's Individualized Learning Plan (ILP)

### ***Students of Low Socioeconomic Status.***

Academia Avance is committed to meeting the needs of all students who enroll in the school. The school serves a neighborhood where the vast majority of residents are of a low socioeconomic status. Enrollment patterns in the first and second charter resulted in a demographic that was at least 90 percent FRPM students, which is why socio-economically disadvantaged students are identified by the CDE as a significant subgroup for Avance. The academic performance of the school in the first and second charter demonstrates that the needs of this subgroup are being met by the Academia Avance curriculum.

### ***Students with Disabilities***

The Avance staff will continue to monitor students to assure that they receive appropriate support services, including special education and/or related services for students with exceptional needs. An important objective of professional development is to assure that teachers and administrators are aware of the breadth of student needs and the ways they are manifested in the classroom. Teachers who skillfully target students' diverse needs through appropriate instruction can do a lot to reduce the need for additional supplemental services. We are committed to create a supportive environment for students with demonstrated needs, and to provide services for those students who have Individualized Education Plans (IEPs).

Families enrolling with documented special needs students participate in discussions with qualified, certificated staff to identify and assign the specific special needs services and/or programs. Based on data gathered from existing documentation and the Avance inscription documents, the staff of Avance will assign available services for students' projected needs. Requests, conferences and assessments will be documented and kept in students' files.

The progress of all Avance students will be reviewed throughout the year, with progress and concerns recorded in each student's Individual Learning Plan (ILP). A description of the ILP is presented in the last section of Element C with a timeline for how it is used. In summary, every year at the end of the first quarter, the Fall benchmark assessments are compared to the outcomes of the previous STAR tests to set the academic goals for the year. The ILP goals for each subject are compared to the goals of the previous year's ILP (if a returning student) and aligned to the school-wide achievement plans.

Academia Avance identifies students' performing below grade level through the results of their Individualized Learning Plan (ILP) folders that include: Smarter Balance assessment, progress monitoring and diagnostic assessments, authentic assessments and student work products. Faculty identifies students' struggling to stay at grade level throughout the year by on-going assessments and monitoring their Individualized Learning Plan (ILP). The students assigned Avance House Instructor is in the lead role to ensure that the ILP is up-to-date and to interpret the latest information. The House Instructor is supported in this continuous review by the Principal.

The support provided by Academia Avance to all students falls within a range of intervention strategies, presented according to need. If a student is not progressing toward the standards and is between 1.9 and 2.0 grade levels below proficiency, the student will automatically move to Level 2 of support strategies.

These services fall along a RTI scale, according to need (similar to that outlined above):

#### Level 1 Support Strategies for All Students

- Additional instructional time
- Differentiated instruction
- Flexible groupings
- Additional exposure to the information and language being presented in the lesson
- Progress reports to parents/guardians
- Planner checks
- Paraprofessional support
- Focus on accelerating student progress and meeting student needs

#### Level 2 Support Strategies for Low-Achieving Students

- Extended day program for tutoring
- Teacher assistance
- Counseling and parent meetings
- One-on-One Instruction by teachers, paraprofessionals or the Inclusion Specialist
- Peer tutoring
- Additional Focused assignments

#### Level 3 Support Strategies for Low-Achieving Students

- Formal Avance House meeting held to determine need of formal assessment for Special Education
- Special education classes providing academic support and learning strategies
- Special education/general education collaboration for instruction and assignments

Academia Avance recognizes that there are students who may need additional support within the classroom both academically and behaviorally. The school requires that the teacher make the best use of their resources in the general education classroom before referring a student for consideration of Special Education Services. All Avance faculty will be trained in the signs of common learning disorders to increase the likelihood that these needs will be identified. Instruction activities will vary to accommodate different learning styles to draw out students' various strengths. Students' simply needing additional

assistance in particular subjects or skill areas may get additional help from peers, staff and volunteer tutors. Students who are not achieving because of distracting issues in their personal lives will have a forum for identifying and discussing issues during their House advisory sessions (described in an earlier section of this element) or one-on-one with staff. When additional interventions are needed, the staff will be proactive in coordinating support services.

The interventions for students who do not have an Individual Education Plan, but for whom special education services the school leadership determines may be needed, are described later in this element with procedures for developing an IEP. Efforts will be made to assist the student in a general education setting before seeking Special Education services.

In core and non-core academic areas, the central goal for all Avance students continues to be for all students to demonstrate academic proficiency in all of the core academic areas. "Proficiency" will be defined as a score of proficient or above on the Common Core State Standards Test, and "Satisfactory" evaluations on individual student ILP goals, projects or presentations. "Proficiency" for students with special needs and students designated as English Language Learners is defined appropriately according to their Individual Education Plans and English proficiency levels, respectively. Performance standards and assessments for students with special needs are adapted as appropriate to their Individualized Education Plans as well. Additionally, performance standards and assessments for English Language Learner students are in accordance with the state-adopted English Language Development standards and CELDT.

## **Special Education Services**

Academia Avance reasserts its commitment as a public school to serve all students enrolled. The share of students with an IEP for Academia Avance during the first charter has been within the range of 8% to 10%, reflecting the share of the LAUSD. This proportion is expected to remain in the same range for the second charter.

Academia Avance has developed a hybrid model for the provisioning of special education services, with one credentialed RSP instructor on staff and the balance of services contracted via a state registered provider. Collectively, the staff providing special education services brings a rich set of experience to the school and meets all certification requirements. Academia Avance plans to maintain the hybrid model, projecting the hiring of an additional RSP instructor to accommodate enrollment growth.

Academia Avance reached its goal in 2010-2011, witnessing their first class of Academia Avance students graduating to pursue college degree. This class, like those that have followed, have includes several students with IEPs that have been accepted to universities, and are now forwarding their college career. Avance works with these students to find the resources and supports on their campus to continue receiving academic supports as they deem needed.

### ***Students with Individualized Educational Plans.***

The Avance staff will monitor all students to assure that they receive appropriate support services, including special education and/or related services for students with exceptional needs. A key objective of Avance's professional development is to assure that teachers and administrators are provided in-service on effective instructional strategies to provide for student needs and the ways they are or can be manifested in the classroom. Avance is committed to creating a supportive environment for students who have Individualized Education Plans (IEPs), 504 plans or other identified services.

### ***Charter School Special Education Responsibilities***

Avance asserts its commitment to the following, in concert with the SELPA for which it is a member:

- Academia Avance will adhere to the provisions of the Individuals with Disabilities Education Act (IDEA) and state special education laws and regulations to assure that all its students with disabilities have a free, appropriate public education (FAPE). Academia Avance also ensures that no student otherwise eligible to enroll in his or her charter school is denied enrollment.
- Academia Avance will comply with Section 504 of the Federal Rehabilitation Act, the Americans with Disabilities Act, and all Office of Civil Rights mandates for its students.
- Academia Avance will adhere to all SELPA policies and procedures regarding special education, including submission of documents and information, participation in reviews, and attendance at informational sessions and meetings.
- Academia Avance will use SELPA forms to develop, maintain, and review assessments and IEPs in the format required by the SELPA, including assessment and IEP data into the SELPA data system in accordance with SELPA policies and procedures. Academia Avance will maintain copies of assessments and IEP materials for review by the SELPA. Academia Avance will submit to the SELPA and CDE all required reports, in a timely manner as necessary to comply with state and federal laws. Academia Avance will develop Individual Transition Plans to help a student with disabilities, age 14 and older, in transitioning to adult living.
- Academia Avance will participate in the state's quality assurance process for special education (i.e., verification reviews, coordinated compliance self-reviews, complaints monitoring, procedural safeguards and the local plan). Academia Avance will participate in internal validation review.
- Academia Avance in conjunction with the SELPA will be responsible for the management of its special education budgets, personnel, programs, and services. Academia Avance ensures that its special education personnel will be appropriately credentialed, licensed, or on waiver consistent with California laws and regulations.
- Academia Avance will implement the programs and services, including providing related services, required by a student's IEP. Academia Avance may request related services (e.g., Speech, Occupational Therapy, Adapted P.E., Nursing, and Transportation) from the SELPA, subject to SELPA approval and availability. Academia Avance may also provide related services by hiring credentialed or licensed providers through private agencies or independent contractors.

All IEPs will be maintained in accordance with state and federal student confidentiality laws. Service providers from other agencies, who provide instruction or a related service off the school site, will also be provided a copy of the IEP.

When a student transfers to Academia Avance from another school, Academia Avance will hold an Administrative Placement meeting. Academia Avance will provide related services required by the student's IEP upon the student's enrollment regardless of the type of service provider (school, NPA or private). A review by the IEP team for such a student will be held within 30 days of the student's enrollment in accordance with state and federal law. When requested by Academia Avance, a representative from the SELPA or district of residence may attend a student's first IEP meeting at Academia Avance to assist with transition issues.

The referral process includes Student Success Team (SST) meetings to review prior interventions, accommodations, and modifications, and to recommend further interventions as appropriate. Academia Avance will identify and refer students who demonstrate early signs of academic, social, or behavioral difficulty that may require assessment for special education eligibility and placement in a special education program.

Although we have an SST process in place, the House teacher and a designated SST Coordinator will help improve the SST process and follow up meetings. It was evident that 20% of the student population attended the 2014 summer school due to not passing a class. Half of those students had more than 1 A-G class to make up due to not passing with a C or better. These students (approximately 10% of the student population) should have SST plans in order to proactively support increased academic growth, attendance, or improved learning behavior.

Academia Avance will be responsible for the development of assessment plans for students with suspected disabilities or appropriate written notices to parents when denying a request for assessment. Academia Avance will make decisions regarding eligibility, goals, program, placement and exit from special education by consensus of the student's IEP team.

If Academia Avance cannot provide an appropriate placement or services for a student with special needs, Academia Avance will contact the SELPA to discuss placement and service alternatives. Academia Avance will request participation of a SELPA special education representative and/or a representative of the student's district of residence at an IEP team meeting whenever special education programs outside of Academia Avance are anticipated, including but not limited to placement at another school within the SELPA or at a non-public or private school. If an IEP team that includes Academia Avance personnel places a student in a special education program provided by another entity without SELPA representation on the IEP team, then Academia Avance will be fully responsible for the quality of the program, for any costs incurred for such a placement, and for monitoring progress towards the student's IEP goals.

Academia Avance will promote movement of students with disabilities into less restrictive environments as well as increased interactions of students with disabilities with non-disabled students. Academia Avance will use assessment and standardized testing procedures, including guidelines for accommodations, modifications and adaptations, to monitor student progress.

Academia Avance will provide planned staff development activities whereby school personnel participate in appropriate SELPA trainings to support access by students with disabilities to the general education classroom. Academia Avance ensures that the teachers and other persons who provide services to a student with disabilities will be knowledgeable of the content of the student's IEP.

Academia Avance ensures that student discipline and procedures for suspension and expulsion of students with disabilities will be in compliance with state and federal law. Discipline procedures include positive behavioral interventions. In accordance with the Modified Consent Decree, Academia Avance collects data pertaining to the number of special education students suspended or expelled.

All students will be given equal access to the school regardless of disabilities, and Academia Avance will not discriminate against any student based on his/ her disabilities. All students with disabilities will be accorded a Free, Appropriate Public Education.

### ***Avance Child Find Procedures***

For all newly enrolled students, Avance will follow these steps to as a due diligence measure to determine any special needs:

- The Avance student inscription package has as part of the main application form a self-reporting statement of prior use of special education service, and a request for a copy of any existing IEP.
- Avance staff will review the cumulative file, when received.
- Avance faculty complete an observation of all students in the first 30 days of instruction, at the start of the year or upon enrollment. Special needs services will be offered if the need is identified up to the period when an IEP can be established.
- A review of all known IEPs is completed in the first 30 days to set initial services

An Avance House meeting (Avance equivalent of an initial SST) is held for all students that may be in need of specialized services for which there is no IEP, so as to determine intervention strategies for the semester, with input from the parent and the student's teachers.

### ***Inclusion Model and General Education Program Modifications***

Academia Avance implements a modified full-inclusion instruction model for students with special needs, with a hybrid model for staff that includes a directly employed RSP and contracted specialists. The goal is for the student to have as much access to General Education population/curriculum as possible within the student's Least Restrictive Environment (LRE). The on-staff full-time Academia Avance Resource Specialist provides daily services to students with an IEP with a combination of push-in services (by going into the classrooms as extra support for the students and teachers), and pull-out services (pulling small groups for about 45 minutes for additional instruction outside of the classroom). The amount of services for each student is determined by the number of minutes indicated on their IEP.

The Academia Avance RSP is also responsible for providing the General Education teachers a list of the accommodations and modifications stated in each child's IEP. He/she monitors to make sure the General Education teachers are implementing said accommodations and modifications in the classrooms. Periodic meetings between the Specialist and General Ed Teachers are conducted to share successes and concerns regarding strategies implemented, and the Specialist assists the General Ed teacher in finding new accommodations/modifications if necessary.

Any needed additional services are delivered via the contracted service provider, which would include:

- Speech and Language therapy
- Adaptive Physical Education
- Occupational/Physical therapy
- Counseling
- Sign Language Interpreting

### ***Referral Process***

The need for special education service can be initiated by the Academia Avance General Education teachers, or the parent. The process is initiated via a referral form submitted to the Principal. The teacher must state what the student's strengths are, areas for concern, and what accommodations/modifications/strategies he/she have already tried with the student and the rate of success or failure. The form triggers the scheduling of an Avance House Meeting -- the Avance equivalent of a Student Success Team, which is set up by the House teacher and consists of all of the student's teachers, parent(s), student, and administrators).

During the House Meeting the information from the referral form is discussed together with behavioral issues (if any), attendance issues (if any), and grades. The administrator and/or House teacher will also

look at the student's cumulative research history, and review prior the academic performance record and Smarter Balance scores. The team also gets input from the parents on what is going on at home to see if there are any connections, which may be affecting the student's performance. The team comes up with an action plan that is implemented for a certain period of time (usually one grading period) to give the student a chance to show improvement.

The team reconvenes to review new information (such as new grades, teacher reports, etc.) at the completion of the designated time. If there is no significant improvement, and if there is a concern that the student may have a disability, the parent is instructed to submit a formal letter requesting an assessment of their son/daughter for Special Education services, to which Avance has fifteen (15) days to respond. The RSP teacher notifies the contracted School Psychologist of pending assessment, sends out an Assessment Plan to the parent, and the IEP team has 60 days from the date the Assessment Plan is signed by the parent to complete the assessment and hold the IEP meeting to discuss findings and next steps. All IEP meeting will be held with the required team members present.

### ***Special Needs Assessment Services Available***

The Academia Avance employed Resource Specialist is responsible for administering the academic assessments. The Specialist uses the Woodcock Johnson III Tests of Achievement (WJIII).

The contracted credentialed School Psychologist provides these assessments:

- Behavioral, Cognitive, Social-Emotional, Visual and Auditory Perception, Psychomotor using these tools:
- Cognitive: Matrix Analogies Test (MAT)
- Visual Perception: Tests of Visual Perceptual Skills (TVPS – 3)
- Auditory Perception: Tests of Auditory Perceptual Skills (TAPS -3)
- Psychomotor: Beery – Burktencia Visual Motor Integration (Beery VMI)
- Social-Emotional and Behavioral: Youth Self Report (YSR)

The contracted credentialed Speech/Language and Hard of Hearing Therapist uses these assessments based on the nature of the child's disorder:

- Articulation: Templin-Darley Test of Articulation
- Language: Clinical Evaluation of Language Fundamentals (CELF-4), Language Sample.
- Expressive Language: Expressive One Word Picture Vocabulary Test, Utah Test of Language Development (UTLD-4)
- Receptive Language: One Word Picture Vocabulary Test
- Fluency: Fluency Scales

Assessment and Service needs identified for the student that are not listed above can be contacted via the service partners available to Academia Avance. It is also anticipated the service needs can be coordinated with the new arrangement with the Los Angeles County SELPA.

### ***Development and Implementation of an IEP***

After a student has been assessed, an IEP meeting is held at a time and place convenient for the parent, the school, and any invited district representative. At the meeting, the IEP team discusses the assessment results to determine whether the student is eligible for special education services, based upon state and federal criteria. In the case that the student is eligible, IEP's are developed at the meeting.

If Academia Avance places a student in a special education program provided by another entity, the charter school shall be fully responsible and accountable for the quality of the program and for any costs it incurs from such a placement.

Members of the IEP team include a parent or guardian, a Academia Avance administrator/RSP Teacher, a general education teacher, a representative from LACOE if applicable, other persons, such as the student, whom the parent or Academia Avance wishes to invite.

The IEP team may include special education representation from the student's district of residence, when service is considered within least restrictive environments other than Academia Avance; and the team develops an Individual Transition Plan for services to help students 14 and older, meet goals for a successful transition to adult living.

After the IEP has been finished, the parent reviews and requests revisions of the plan. The IEP to be implemented by Academia Avance and all IEP team members, will contain:

- The services that the student will receive.
- How these services will be delivered.
- The instructional program(s) where these services will be delivered.
- The rationale for placement decisions.
- Annual goals, benchmarks, and short-term objectives focusing on the student's current level of performance.
- How the student's progress will be measured.
- Conduct assessment and standardized testing of students with disabilities using state and district guidelines for modifications and adaptations;
- Transition goals for work-related skills.
- EL goals, as necessary.

The IEP team delivers, in the least restrictive environment, the Special Education Strategies for Instruction and Services agreed upon at IEP meetings. Special Education students are educated with their non-disabled peers to the maximum extent appropriate.

All IEPs will be reviewed annually or:

- When a student in an IEP is faced with a suspension for more than 10 days, or an expulsion, the IEP team meets to determine whether the student's misconduct is a manifestation of his or her disability.
- Ensure that its student discipline and procedures for suspension and expulsion comply with federal and state laws and regulations, and include positive behavioral interventions;
- When a parent or teacher requests a meeting to develop, review, or revise an IEP.
- When a parent or teacher feels that the student has demonstrated significant growth or a lack of anticipated growth.
- After a student has received a formal assessment or reassessment.

### ***Designation of SELPA for Academia Avance***

For the purposes of Special Education, Academia Avance is considered as a Local Education Agency (LEA) within the Los Angeles County Special Education Local Plan Area (LAC-SELPA).

**Special Education Due Process and Procedural Safeguards**

In accordance with the IDEA, parents or guardians of a student with an IEP at Academia Avance must give written consent for the evaluation and placement of their child, be included in the decision-making process when change in placement is under consideration, and be invited, along with teachers, to conferences and meetings to develop their child’s IEP.

Any concerns or disagreements raised by parents will be acknowledged by Academia Avance within five days, after which a meeting between the parent and school will be scheduled to seek resolution of the disagreement. If a disagreement or concern persists, parents or guardians have the right to initiate a due process hearing to challenge a decision regarding the identification, evaluation, or educational placement of their child.

Academia Avance will provide the parent with all notices of procedural safeguards as well the information on the procedure to initiate both formal and informal dispute resolutions. This will include:

The policies and procedures of the Academia Avance Uniform Complaint Procedures (UCP).

The complaint resolution process available to them via the California Department of Education Procedural Safeguards Referral Service, and of the Office of Administrative Hearings.

Parents have the right to initiate a due process hearing to challenge a decision regarding the identification, evaluation, or educational placement of their child. If this occurs, Academia Avance and the SELPA of which it is a member shall be named respondents and shall work together to defend the case.

Parents have the right to file a complaint if they believe that the school has violated federal or state laws or regulations governing special education. If this occurs, Academia Avance will address and respond to the complaint according the Academia Avance UCP.

**Program Improvement Status**

On March 7, 2014, the U.S. Department of Education approved California's testing waiver for certain statutory and regulatory requirements of Title I, Part A of the ESEA of 1965, as amended. Specifically, a one-year waiver was granted that allows flexibility in making AYP determinations for schools and LEAs participating in the Smarter Balanced assessment field test.

The California Department of Education (CDE) did not produce a 2014 AYP report for elementary, middle schools and high schools and unified school districts. Therefore, PI status for these schools and districts did not change. Schools and districts will not enter or exit PI. Academia Avance has been identified as a PI 3 school. The Goals and Strategies are embedded in our LCAP.

Table A.13 Program Improvement 3 Goals and Strategies

Goal	Strategy	Time line/Evidence
Goal IA: Proficiency in Reading/Language Arts	1. Strategy: Instructional materials ensure that every student in every classroom has standards-based/standards-aligned core instructional materials.	For the 2014-2015 school year, our LCAP goals are to order all CCSS materials for English Language Arts and Mathematics. By 2015-2016, CCSS Social Studies curriculum will be provided,

		<p>and by 2016-2017, CCSS Science will be purchased and implemented.</p> <p>Professional Development</p>
	<p>2. Strategy: Standards-aligned Instruction</p> <p>Ensure that classroom instruction is aligned with Common Core State Standards and standards-based/standards-aligned (including technology-based, as appropriate) instructional materials.</p>	<p>For the 2014-2015 school year, our LCAP goals are to order all CCSS materials for English Language Arts and Mathematics. By 2015-2016, CCSS Social Studies curriculum will be provided, and by 2016-2017, CCSS Science will continue to be purchased and implemented.</p> <p>Professional Development</p>
<p>Goal IB: Proficiency in Mathematics</p>	<p>1. Strategy: Instructional Materials</p> <p>Ensure that every student in every classroom has standards-based/ standards-aligned core instructional materials.</p>	<p>For the 2014-2015 school year, our LCAP goals are to order all CCSS materials for English Language Arts and Mathematics. By 2015-2016, CCSS Social Studies curriculum will continue to be provided, and by 2016-2017, CCSS Science will be purchased and implemented.</p> <p>Professional Development</p>
	<p>2. Strategy: Standards-aligned Instruction</p> <p>Ensure that classroom instruction is aligned with Common Core State Standards and standards-based/ standards-aligned (including technology-based, as appropriate) instructional materials.</p>	<p>For the 2014-2015 school year, our LCAP goals are to order all CCSS materials for English Language Arts and Mathematics. By 2015-2016, CCSS Social Studies curriculum will be provided, and by 2016-2017, CCSS Science will be purchased and implemented.</p> <p>Professional Development</p>

<p>Goal 1C: Proficiency for High Priority Students</p>	<p>1. Strategy: Strategic and Intensive Interventions</p> <p>Provide research-based strategic and intensive interventions in ELA and mathematics to meet the needs of students identified as not meeting grade-level standards.</p>	<p>Professional Development</p> <p>Parent Workshops and Training</p> <p>Coaching/Teachers and administrator</p>
	<p>Proficiency for Students with Disabilities</p> <p>1. Strategy: Teacher Collaboration</p> <p>Provides opportunities for collaboration between general education and special education teachers.</p> <p>2. Strategy: Academic Support</p> <p>Provide academic support to meet the specific needs of SWDs in the core instructional program.</p>	<p>Professional Development</p> <p>Parent Workshops and Training</p> <p>Coaching/ Teachers and administrator</p> <p>Teacher Planning Periods</p>
	<p>Proficiency for English Learners</p> <p>LEAs with a Title III Improvement Plan in the California Accountability Improvement System (CAIS) should implement the current Title III Improvement Plan (LEAs in Title III Improvement Years 2, 3, 4 and 4+).</p> <p>LEAs without a Title III Improvement Plan in CAIS should complete goals 2a–g as part of this LEA Plan revision.</p>	<p>Professional Development</p> <p>Parent Workshops and Training</p> <p>Coaching/ Teachers and administrator</p> <p>Teacher Planning Period</p>
<p>Goal ID: Effective Teaching and Administration (<i>Leadership</i>)</p>	<p>1. Strategy: PD for Teachers</p> <p>Provide standards-based/ standards-aligned PD to all teachers, including effective instructional and improvement strategies (e.g. use of formative assessments to inform instruction).</p> <p>2. Strategy: Professional Collaboration Time</p> <p>Provide regular opportunities for data-based collaboration for all teachers.</p> <p>3. Strategy: PD for Administrators</p>	<p>Professional Development</p> <p>Parent Workshops and Training</p> <p>Coaching/ Teachers and administrator</p> <p>Teacher Planning Period</p> <p>Data Driven Instruction</p>

	<p>Provide all administrators with PD based on standards-based/ standards-aligned curriculum used in their schools and on effective instructional and improvement practices.</p> <p>4. Strategy: Preparing for Transition to CCSS</p> <p>Develop LEA-wide plans for transition to CCSS, including training in use of instructional materials as they become available.</p>	
<p>Goal IE: Implementation and Monitoring</p>	<p>1. Strategy: Parent and Community Involvement</p> <p>Involve and engage staff, parents, and community groups in academic improvement strategies.</p> <p>2. Strategy: Articulation Among Educational Levels</p> <p>Ensure articulation of services among educational levels including preschool, elementary, middle school, high school, and post-secondary options.</p> <p>3. Strategy: Program Monitoring</p> <p>Monitor program effectiveness.</p>	<p>Professional Development</p> <p>Parent Workshops and Training</p> <p>Coaching/ Teachers and administrator</p> <p>Teacher Planning Period</p> <p>Scheduled parent meetings</p> <p>Monitoring and assessment access</p>
<p>Goal 2A: AMAO 1 – Annual Progress in Learning English</p>	<p>1. Strategy: Accountability</p> <p>Hold schools accountable for ELs making annual progress in learning English (AMAO 1).</p> <p>2. Strategy: English Learner Assessment</p> <p>Administer the State’s EL assessment.</p> <p>3. Strategy: English Learner Language Program Placement</p> <p>Place students appropriately based on the results of the State’s EL assessment.</p> <p>4. Strategy: English Learner Language Instruction</p> <p>Deliver high quality English language instruction based on scientifically based</p>	<p>Professional Development</p> <p>Parent Workshops and Training</p> <p>Coaching/ Teachers and administrator</p> <p>Teacher Planning Period</p> <p>CELDT</p> <p>Smarter Balanced</p> <p>Use of technology based instruction</p>

	<p>research.</p> <p>5. Strategy: English Learner Progress Monitoring          Monitor student progress regularly and adjust instructional program accordingly.</p> <p>6. Strategy: English Learner Reclassification          Reclassify ELs using multiple measures.</p>	
<p>Goal 2B: AMAO 2 – English Proficiency</p>	<p>1. Strategy: Accountability          Hold schools accountable for ELs making annual progress in learning English (AMAO 1).</p> <p>2. Strategy: English Learner Assessment          Administer the State’s EL assessment.</p> <p>3. Strategy: English Learner Language Program Placement          Place students appropriately based on the results of the State’s EL assessment.</p> <p>4. Strategy: English Learner Language Instruction          Deliver high quality English language instruction based on scientifically based research.</p> <p>5. Strategy: English Learner Progress Monitoring          Monitor student progress regularly and adjust instructional program accordingly.</p> <p>6. Strategy: English Learner Reclassification          Reclassify ELs using multiple measures.</p>	<p>Professional Development</p> <p>Parent Workshops and Training</p> <p>Coaching/ Teachers and administrator</p> <p>Teacher Planning Period</p>
<p>Goal 2C: AMAO 3 – AYP for EL Subgroup</p>	<p>1. Strategy: Accountability          Hold schools accountable for meeting AYP requirements for the EL subgroup (AMAO 3).</p> <p>2. Strategy: English-language Arts Proficiency          Implement standards-based/standards-aligned</p>	

	<p>ELA/ELD instructional materials, including intervention and supplemental materials.</p> <p>3. Strategy: Mathematics Proficiency</p> <p>Implement standards-based/standards-aligned mathematics instructional materials, including intervention and supplemental materials.</p> <p>4. Strategy: Participation Rate</p> <p>Ensure that the EL subgroup meets the State academic assessment participation rate for ELA, and mathematics.</p>	
Goal 2D: High Quality Professional Development	<p>1. Strategy: PD for Teachers</p> <p>Provide research-based PD designed to improve the instruction and assessment of ELs.</p> <p>2. Strategy: PD for Administrators</p> <p>Provide research-based PD designed to improve the instruction and assessment of ELs.</p> <p>3. Strategy: PD for Other Personnel</p> <p>Provide research-based PD for other school- or community-based personnel to increase EL achievement.</p>	<p>Professional Development</p> <p>Parent Workshops and Training</p> <p>Coaching/ Teachers and administrator</p> <p>Teacher Planning Period</p>
Goal 2E: Parent and Community Participation	<p>1. Strategy: Parental Participation</p> <p>Promote parental participation in programs for ELs.</p> <p>2. Strategy: Community Participation</p> <p>Promote community participation in programs for ELs.</p>	<p>Professional Development</p> <p>Parent Workshops and Training</p> <p>Parent Meeting and support</p>
Goal 2F: Parental Notification	<p>1. Strategy: Plans to Notify Parents of ELs</p> <p>Develop and implement an LEA-wide plan to meet parent notification requirements under 20 USC 6312[g].</p>	<p>Letter and meeting to notify parents</p>

<p>Goal 2G: Services for Immigrant Students</p>	<p>1. Strategy: Plans to Provide Services for Immigrant Students</p> <p>Provide enhanced educational opportunities for immigrant students and their families.</p>	
<p>Goal 3: Highly-Qualified Teachers</p>	<p>1. Strategy: Ensure that all students, specifically poor and minority students, are taught by highly-qualified teachers.</p>	<p>Hire teachers who know their subject field</p> <p>Provide Professional Development/ trained to deliver rigorous instruction and attend to the diverse needs of individual students</p> <p>Search for and develop these skills in selecting teachers.</p> <p>Teachers work in small collaborative teams with common planning time where lessons are developed, presented and evaluated.</p>
<p>Goal 4: Safe and Drug Free Schools (not federally funded—optional)</p>	<p>Not participating in the Safe and Drug Free Schools</p>	<p>Continue to work with parents and community to address school and community safety.</p>
<p>Goal 5A: Increase Graduation Rates</p>	<p>On target</p>	<p>Continue to address the enrollment and attendance of students.</p>
<p>Goal 5B: Decrease Dropout Rates</p>	<p>On target</p>	<p>Continue to offer support to students who may need additional counseling or services to prevent them from dropout of</p>

The data presents this performance rubric, followed with an identification of the growth areas and the critical focus areas for 2013-2014.

- 2012 API scores and 2013 statewide ranking and similar school rankings for Northeast Los Angeles.

- Comparison of academic performance with all public schools in Northeast Los Angeles.
- Historical trend of Academia Avance API scores, statewide ranking and similar school rankings.
- Academia Avance performance of numerically significant subgroups.
- Statewide and local comparisons of 2013 Advanced and Proficient students by Smarter Balance subject.
- Comparison of Language Arts and Math 2012-2013 distribution of performance levels.
- 2014 Reclassification of English Learners.
- 2014 CAHSEE results for 10th grade students, with comparison to all public high schools serving Northeast Los Angeles.

Key areas of need were identified to improve student academic achievement growth, resulting in a school wide reconfiguration. Below are our following educational changes:

A serious reconstruction was addressed of our administration, academic leadership and teaching staff.

All staff and positions are to be re-evaluated by Internal and future directives from the Board.

Teachers needed additional support in providing strategies for English Learners. A professional development strategy based on highly acclaimed Explicit Direct Instruction (EDI) instructional strategies developed by Dataworks was implemented to directly identify and use effective strategies to address the needs of our students and/or EL population.

Services for English Learners – College Readiness requires proficiency in English for all students. A structured English language development curriculum and instructional strategies are provided for all students, including those learning to speak English as a second language and for English only students who speak non-standard English.

How Students Learn Best – Adherence to a meticulous, standards-based, critical thinking curriculum that challenges students to test their understanding of concepts through the application of real life experiences. When students have a clarity of criteria and their teachers' expectations, they develop a skillset to analyze their own work. Active student participation in the classroom, filled with discussion of the topics and concepts they are learning.

Integrated Technology – We believe that technology in high performing schools must provide electronic assessment and electronic student portfolios that have immediate access to student progress data for teachers, students and their parents. Adequate access to technology gives students and teachers' effective learning, classroom instruction, data management and communication.

Principal Leadership – Academia Avance must have an exemplary Principal who is a capable instructional leader and experienced in managing resources, who thrives through ongoing leadership training. Also, the Principal must understand and implement all academic programs while ensuring that teachers are receiving coaching and mentoring through their professional development.

Highly Qualified, Highly Effective Teachers – We search for well-trained, thorough teachers, highly qualified in their subject field, capable of attending to the diverse needs of our individual students. Our teachers work in small, collaborative teams with common planning time, where lessons are developed, presented and evaluated.

Diagnostic assessment in ELA and mathematics, through an aligned assessment to Common Core State Standards are clearly aligned to providing academic achievement. The Smarter Balanced alignment to internal benchmarks will also clarify and more accurately reflect student progress.

Increased summer intervention through the partnership with Youth Policy Institute and Avance's credit recovery through APEX.

Adoption and use of Acellus on-line for assessment, credit recovery and intervention.

# Element B: Measurable Student Outcomes

“The measurable pupil outcomes identified for use by the charter school. ‘Pupil outcomes,’ for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program.” Ed. Code § 47605 (b) (5)(B) which requires a description of “the method by which pupil progress in meeting those outcomes is to be measured.” These outcomes apply to each grade level.

## Student Achievement

Academia Avance will continue to implement a rigorous assessment program to ensure that student performance levels are meeting or progressing towards the state and school academic objectives. Students will be assessed regularly throughout their years at Academia Avance through a variety of methods (see chart below with assessment methods). Student content mastery will be assessed using multiple measures that are based on an assessment program that improves learning and provides ample assurances of accountability and objectivity. The approach to assessment will be conducive to benchmarking students against themselves, evaluating groups of students, and assessing the school on an annual basis, using local, state, and national standards. Academia Avance will meet all statewide California Common Core State Standards and conduct the pupil assessments required pursuant to Section 60602.5 and any other statewide standards authorized in statute or student assessments applicable to students in non-charter public schools.

## Summary of Charter Specific Measurable Outcomes

The Element B of the second charter specified eleven specific measurable outcomes (SMO). A summary of these outcomes for the five year period is provided below, together with whether the SMO will be kept for the third charter. Following the table is a detailed review of each SMO.

Measure Number	Specific Measure	Second Charter Outcome	SMO Kept for Third Charter
1	At least 90% of the graduating Seniors who have been enrolled at Avance since the 9th grade, will, at graduation, have successfully met all the UC/CSU A-G requirements for application.	MET	YES
2	At least 75% of all 10th grade students who have been enrolled at Avance since the 6th grade, will pass both parts of the California High School Exit Exam, with 95% of all Seniors passing both parts.	MET	YES

Measure Number	Specific Measure	Second Charter Outcome	SMO Kept for Third Charter
3	Increase the combined number of students in grades 7 to 11 attaining the “Proficient” performance level in English Language arts and Math by 10%, or meet the CDE established Annual Measurable Outcomes in these subjects.	NOT MET  NOTE: CST-STAR testing suspended for ELA and Math for last two years of charter.	NO APPLICABLE  New outcomes to be set when SmarterBalanced data is released.
4	The Avance rate of reclassification of English Learner will be at least 15%.	MET	YES
5	Achieve the annual API growth target and AYP each year.	NOT MET	NO APPLICABLE  New outcomes to be set when CAASP parameters are published.
6	Achieve a minimum schoolwide API score of 800 by 2014.	NOT MET	NO APPLICABLE  New outcomes to be set when CAASP parameters are published.
7	Achieve a CDE calculated graduation rate of at least 90% by 2014.	MET	YES
8	Retention rate of students will be equal to or greater than resident schools: Franklin HS, and Burbank Middle School.	NOT MEASURABLE	NO
9	Be fully WASC accredited by 2012.	MET	YES  To achieve WASC re-accreditation by 2020.
10	Meet Adequate Yearly Progress (AYP) as required by NCLB.	NOT MET	NO APPLICABLE  New outcomes to be set when CAASP parameters are published.

Measure Number	Specific Measure	Second Charter Outcome	SMO Kept for Third Charter
11	Meet yearly Academic Performance Index (API) growth targets.	NOT MET	NO APPLICABLE  New outcomes to be set when CAASP parameters are published.

**Outcome Goals – Skills, Knowledge, and Attitudes**

Academia Avance will satisfy state requirements for student assessments as required by law. Avance is committed to closing achievement gaps and increasing the academic performance of all its students, including low achievers, high achievers, and English Language Learners and students with Special Needs. The goals and performance outcomes for all students and the school follows.

**Comparisons to Residential and Similar Schools**

A context for the Avance SMO is need for the review of the Avance outcomes. This context is structured via comparisons to:

1. schools within the LAUSD to which 3% or greater of Avance students have them as “assigned residential schools” due to their place of residence.
2. LAUSD schools which place within the 50 “nearest” school above or below as determined by the CDE School Characteristics Index. (The future of the SCI, however, may change with the transition to CAASP.)

An analysis of these comparison is presented in Appendix A. The summary is that the comparisons show Avance:

1. Surpasses the academic achievement of the comparison residential high schools, while on par with the residential middle schools
2. Is in the lower median of the “similar” schools, but on par with those for which the major demographic variables match those at Avance.

With the suspension of the CST-STAR test, and while the full implementation of CAASP/SmarterBalanced is reached, Avance will use NWEA-MAP for assessments in Reading, Language Usage, Mathematics, and Science.

**Implementation of NWEA MAP for Measures of Pupil Academic Achievement**

Appendix B presents the outcomes from MAP for the Fall and Winter assessments. Overall, the data shows:

1. Significant gains across all grades for all four tested subjects.
2. Significant gains for the EL and learning disabled students, the two sub-groups separately tracked.

- The school-wide data nearly matches that of the Latino and SES sub-groups as both of these are at over 90% of the student population.

## Specific Measurable Outcomes Results

The specific measurable outcomes (SMO) for the third charter for Avance are presented below. Where the SMO is a continuation of the second charter will be noted.

- GOAL: At least 90% of the graduating Seniors who have been enrolled at Academia Avance since the 9th grade, will, at graduation, have successfully met all the UC/CSU A-G requirements for application.

This SMO was met in the second charter, and will be kept for the third charter.

**Table B.1 Students Completing a-g Courses**

Students Completing a-g Courses		
YEAR	# of students	%
2013-14*	45	90%
2012-13	43	93%
2011-12	26	92.3%
2010-11	15	86.7%
2009-10	No 12 <sup>th</sup> grade in 2009-10	
Data Source: <a href="http://cde.ca.gov">cde.ca.gov</a> Dataquest		

\* For 2013-2014 the CDE did not report A-G completion. This statistic is from Avance records.

In 2010-2011, the graduating seniors who were enrolled at Avance since the 9th grade was at 86.7%, this growth did not meet our 90% by 3.3%. For both 2011-12 through 2013 a 92.3% and 93% respectively reflect an above targeted goal growth of 90%.

In summary the following information supports student growth:

- 96% seniors have been continuously enrolled at Avance since 9th Grade.
- 96% seniors have taken “two” SAT tests by 10/11/14.
- 98% seniors in 2013-14 passed the CAHSEE by graduation.
- 90% seniors in 2013-14 accepted to a 4-year university.
- 100% seniors in 2012-2013 accepted to a 4-year university.

- CAHSEE

- GOAL: At least 75% of all 10th grade students who have been enrolled at Academia Avance since the 6th grade, will pass both parts of the California High School Exit Exam,

with 95% of all Seniors passing both parts. This measure will be met beginning with the 2014-2015 year.

- Achieve CAHSEE academic passing rate for ELA and mathematics for 10th grade (80%), 11th grade (90%), and 12th grade (100%)

Table B.2 10<sup>th</sup> Grader Students Passing CAHSEE

<b>10<sup>th</sup> Grade Students Passing CAHSEE</b>		
<b>Year</b>	<b>Math</b>	<b>ELA</b>
2013-14	76%	80%
2012-13	67%	62%
2011-12	75%	76%
2010-11	85%	95%
2009-10	71%	70%
Data Source: <i>cde.ca.gov Dataquest</i>		

Data reflects that the 75% goal of 10th graders was met for 2013-2014, 2011-2012, 2010-2011 and not for 2012-2013 or 2009-2010.

The trend is upward. This SMO will be kept for the third charter.

3. Increase the combined number of students in grades 7 to 11 attaining the “Proficient” performance level in English Language arts and Math by 10%, or meet the CDE established Annual Measurable Outcomes in these subjects. This measure will be met for each year beginning with the 2014-2015 year.

This goal was not met before the suspension of the CST-STAR tests. This SMO will not be kept for the third charter. A new SMO will be set via the LCAP process when the SmarterBalanced data is released. In the interim, then in parallel when the SmarterBalanced data is release, the school will monitor student achievement with NWEA-MAP assessments.

Table B.3 Students Meeting Proficiency: ELA

<b>Student Meeting Proficiency: ELA</b>		
	<b>% Prof/Adv</b>	<b>% Increase</b>
2013-14	No Report	-No Report
2012-13	31.8	-5.7%
2011-12	37.5%	-1.3%
2010-11	38.8%	+1.5%
2009-10	37.3%	-
Data Source: <i>cde.ca.gov Dataquest</i>		

Table B.4 Students Meeting Proficiency: Math

<b>Student Meeting Proficiency: Math</b>		
	<b>% Prof/Adv</b>	<b>% increase</b>
2013-14	No Report	No Report
2012-13	36.1%	+7.8
2011-12	28.3%	+4.4
2010-11	23.9%	+5.3%
2009-10	18.6%	--
Data Source: <i>cde.ca.gov Dataquest</i>		

4. The Academia Avance rate of reclassification of English Learner will be at least 15%. This measure will be met for each year beginning with the 2014-2015 year.

This SMO was met. The SMO will be kept for the third charter. There were data anomalies that skewed the data down for two of the years in the last charter.

Table B.5 EL Reclassification Rate (%)

<b>EL Reclassification Rate (%)</b>	
2013-14	29.7%
2012-13	7.5%**
2011-12	6.0%**
2010-11	51.9%
2009-10	20.9%
Data Source: <i>cde.ca.gov Dataquest</i>	

As indicated the two (2) year of 2012-2013, and 2011-12 show a decrease that does not adequately reflect reclassified student numbers or percentage in our school.

5. Achieve the annual API growth target and AYP each year as determined by the California Department of Education.

The SMO was not met. Avance awaits the resumption of the API via the new CAASP so as to set a new SMO.

Table B.7 Academic Performance Index (API) Growth Scores

Year	2010-2011	2011-2012	2012-2013
API	713	711	694

Table B.8 2010-2014 API Scores

2010-2014 API Scores					
Year	API Statewide Ranking	API Similar Schools Ranking	API Growth Scores	API Growth Target (Actual Growth)	Met School Growth Target?
2013-2014	State-mandated testing suspended; API data not calculated or reported (see Note below). 2014 Weighted 3-Year Average API: 706				
2012-2013	3	1	694	-18	No
2011-2012	3	3	711	-4	No
2010-2011	3	4	713	+5	Yes

(Source: CDE DataQuest, accessed November 5, 2014.)

Academia Avance has not maintained its proposed 5-point increase in API score. EC section 47607(b) (1): Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years both schoolwide and for all groups of pupils served by the school.

Table B.9 API-Meeting Growth Targets

<b>Academic Performance Index: Meeting Growth Targets</b>
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Year	Growth Target Schoolwide		Growth Target Hispanic/Latino Student Group		Growth Target Socio-economically Disadvantaged Student Group		Growth Target English Learners Student Group	
	Target	Met	Target	Met	Target	Met	Target	Met
2014	Not applicable-API suspended; therefore no Growth Targets Calculated/Smarter Balanced and Common Core State Standards							
2013	5	No (-18)	5	No (-18)	5	No (-18)	11	Yes (+22)
2012	5	No (-4)	5	No (-3)	5	No (-1)	10	No (-31)
Source: CDE Dataquest								

6. Achieve a minimum schoolwide API score of 800 by 2014.

The SMO was not met. Avance awaits the resumption of the API via the new CAASP so as to set a new SMO.

7. Achieve a CDE calculated graduation rate of at least 90% by 2019.

The SMO was met. The SMO will be kept for the third charter. The SMO will use the rate of CDE reported “Graduates” divided by the number of Seniors reported by CDE for the specific year. This rate is separate from the “Cohort” graduation rate.

8. Retention rate of students will be equal to or greater than resident schools: Franklin HS, and Burbank Middle School.

Data is not published by CDE for this SMO. Thus, this SMO will not be kept for the third charter.

The trend of declining enrollments for LAUSD schools, combined with the major program re-configurations of the Northeast Los Angeles LAUSD schools would complicate analysis of this data even if it were available. The reconfigurations included the following:

1. Significant enrollment declines.
2. Shift of elementary school grade span from K-5 to K-6.
3. Reconstitution of Burbank MS to a 7-8 campus in 2011-2012, with two magnet programs and a co-located charter (Celerity Troika for K-5).
4. Opening of the Sotomayor Learning Academies, with two LAUSD pilot schools, and two charter schools.
5. Expansion of the magnet program at Franklin HS.
6. Proposal of a 6-12 dual immersion magnet school on the Franklin HS campus.

9. Achieve a CDE calculated graduation rate of at least 90% by 2014.

Table B Graduation Rate

<b>Avance Graduation Rates</b>					
<b>Year</b>	<b>12g CBEDS Enrollment</b>	<b>Graduates</b>	<b>Graduates Rate</b>	<b>Cohort</b>	<b>Cohort Rate</b>
2013-14	58	55*	94.8%	-	-
2012-13	45	43	95.6%	51	84.3%
2011-12	28	26	92.8%	31	83.9%
2010-11	16	15	93.8%	19	78.9%
Data Source: CDE DataQuest					
* Avance data as CDE has not published the 2013-2014 data					

This SMO was met, using the “Graduates” rate. The outcomes are trending upward for the “Cohort” rate. The later is determined by CDE for all students in the state in the 12 grade that were enrolled at Avance for their 9th grade. The “Graduates” rate SMO will be kept for the third charter. A new SMO set to 85% will be set for the “Cohort” rate.

The Avance “Graduates” rate. SMO compares favorably to that of Franklin HS, the LASUD school for which some 80% of Avance high school students have as their “assigned residential school.”

The CDE cohort data for Franklin HS was not available at the time of compiling this charter petition.

There is an anomaly for the 2011-2012 “Graduates” rate for Franklin HS, as a greater number of graduates are reported than the number of Seniors reported as enrolled at the school.

<b>Franklin HS Graduation Rates</b>					
<b>Year</b>	<b>12g CBEDS Enrollment</b>	<b>Graduates</b>	<b>Graduates Rate</b>	<b>Cohort+</b>	<b>Cohort Rate</b>
2013-14	272	-	-	-	-
2012-13	376	321	85.4%	-	-
2011-12	293	313*	106.8%	-	-
2010-11	388	370	93.8%	-	-

Data Source: CDE DataQuest

CDE has not published the 2013-2014 data

\* DataQuest reports more graduates than the number of enrolled Seniors

+ DataQuest produces an error on request of the Franklin HS Cohort data

10. Be fully WASC accredited by 2012

Academia Avance successfully earned a full six year accreditation by the Western Association of Schools and Colleges (“WASC”), expiring June 30, 2019. Avance has set an SMO for re-accreditation by this date during the third charter.

### **Content-Specific Performance Outcomes**

Both classroom assessments and standardized test scores help to measure subject specific outcomes related to the Common Core State Standards. The chart below demonstrates what each student will master in each core subject.

The target SMO as set without the full understanding of the CAASP/SmarterBalanced scheme still under development. The SMO will be re-evaluated when this context is published, and via the LCAP process.

Table B. 13 Academic Rigor and the Common Core State Standards Goals

Curriculum Focus/Courses	Examples of Learning Objectives Based on Common Core State Standards	Assessments	Proficiency
<p><b>English/Language Arts</b></p> <p>Composition and Literature I</p> <p>Composition and Literature II</p> <p>American Literature</p> <p>British Literature</p>	<p>Students will be able to read with comprehension, write with clarity, speak with meaning, and possess familiarity with literary works and will be able to:</p> <ul style="list-style-type: none"> <li>- understand the main and subordinate ideas in written works, lectures, and discussions</li> <li>- to manipulate and create ideas about a topic and be able to organize them for presentation in both verbal and written forms</li> <li>- write essays using the English language correctly and effectively</li> <li>- write an autobiography every year with increased breadth and depth expected in succeeding years</li> </ul>	<p>CAHSEE, ELA CCSS, Interim School-Based Quarterly Assessments, NWEA MAP, Acellus,</p> <p>Teacher-Made Tests, Portfolios, Service Learning Projects</p> <p>Administration of EAP option for college placement.</p>	<p>60%</p>
<p><b>Mathematics</b></p> <p>Algebra I</p> <p>Geometry</p> <p>Algebra II</p> <p>Trigonometry</p> <p>Pre-Calculus</p> <p>Calculus</p>	<p>Students will be able to demonstrate an understanding of the symbolic language of mathematics and the use of mathematics in a variety of problem-solving situations.</p> <ul style="list-style-type: none"> <li>- Students will be able to calculate and solve problems using ratios, proportions, percentages, roots and powers.</li> <li>- Read and summarize the main ideas of economics, statistics and science texts.</li> <li>- Students will be able to explain and utilize the mathematical concepts and operations of algebra and geometry</li> </ul>	<p>CAHSEE, Math, Algebra I, Geometry, Algebra II CCSS Interim School-Based Quarterly Assessments, Teacher-Made Tests, MDTP algebra readiness tests</p> <p>AP Examinations</p>	<p>60%</p>

Curriculum Focus/Courses	Examples of Learning Objectives Based on Common Core State Standards	Assessments	Proficiency
<p><b>Science</b></p> <p>Biology</p> <p>Chemistry</p> <p>Physics</p>	<ul style="list-style-type: none"> <li>- Students will be able to demonstrate through investigation and experimentation an understanding of the principles of physical and life science as well as ecology.</li> <li>- Students will be able to intelligently discuss concepts of matter, energy, motion and force as well as the natural laws and processes of the physical world and the science of life and living matter. Special references will be made to evolution, growth, reproduction and structure.</li> <li>- Students will be able to use the scientific method to successfully complete an experiment to investigate a current scientific question; while being able to interpret and generalize the results obtained.</li> <li>- Students will be able to use laboratory equipment effectively.</li> </ul>	<p>Integrated Science, Biology, Chemistry            CCSS Interim School-Based Assessments, Teacher-Made Tests Service Learning Projects</p>	<p>60%</p>

Curriculum Focus/Courses	Examples of Learning Objectives Based on Common Core State Standards	Assessments	Proficiency
<p><b>Social Science/ History</b></p> <p>World History            American History            American Gov.            Economics            AP US History</p>	<p>- Students will be able to demonstrate intellectual reasoning, reflections, and research skills related to chronological and spatial thinking, historical interpretations, and research, evidence and point of view</p> <p>- Students will be able to demonstrate an understanding of Ancient Civilizations, Medieval and Early Modern Times</p> <p>- Students will be able to display understanding of the social systems, customs, communities, values, economies, governments, and politics of at least three cultures and societies Explain how this understanding relates to the students' culture and society</p> <p>- Students will be able to generate educated opinions and write pieces on current events, using historical references to the events and ideas that have shaped our nation, its place in the world, other nations, and the world at large</p> <p>-Students will be able to explain our system of government, including the relationships between the branches, how laws are enacted, as well as the importance of an independent press and an educated citizenry</p>	<p>US History, World History CCSS Interim School-Based Assessments, Teacher-Made Tests</p> <p>Assessments for the Senior Project Management Experience Class Project – the multi-disciplinary effort that applies social studies learning and professional team dynamics.</p>	<p>60%</p>
<p><b>Foreign Language</b></p> <p>Mandarin I            Mandarin II            Mandarin III</p>	<p>-Students will be able to demonstrate spoken and written proficiency in a foreign language</p> <p>-Students will be able to demonstrate the ability to read with comprehension, write with clarity, speak with meaning, and possess familiarity with literary works</p>	<p>AP tests (where applicable) Interim School-Based Assessments, Teacher-Made Tests Project Learning</p>	<p>60%</p>

Curriculum Focus/Courses	Examples of Learning Objectives Based on Common Core State Standards	Assessments	Proficiency
<b>Fine Arts</b>	Students will be able to demonstrate some facility with a fine or performing art Students will understand the place of art in society  -Students will be able to explain a work of art and criticize it  -Students will be able to create a work of art in the visual and plastic arts  - Students will be able to participate in performance art	Individual course assessments Portfolio Assessments Teacher-Made Tests Project Learning	60%
<b>Overall Achievements</b>		CCSS/ Smarter Balanced Assessments, NWEA MAP, and other assessments	60%

## English Learners

Students will master English language skills to fully access all educational, social, cultural and employment opportunities of mainstream society.

### **Measurable Outcome**

English Learners will increase individual CELDT/ELPAC scores for the majority of the years covered by this renewal petition and will continue to be assessed annually.

Review of EL data shows major fluctuations in data. The data for Growth Target includes the following:

As indicated in the chart below In 2009-2010 was a base year for Academia Avance. In 210-2011 119 students were identified as English Learners earned a -79 point growth of 606 In 2011-2012 the English Learners identified 169 students an increase of 50 EL students. Decreases of -79 growth points were realized and API was not met. During 2012-2013 the English Learner population grew an additional 39 points and -31 was realized from 581 to 603 a positive growth of +22 was realized. Initially, the English Learner population was identified in the hundreds, as CALPADS formats changed and the reports collected data it we realized that a glitch was occurring, as our reclassification levels were taking place. In our system of reporting we had failed to indicate follow-up of English Learners who had been reclassified and the area of monitoring had not been checked. Further, the new English Learner reporting system has a section that indicates information that the R-30 contained. It is through this process that Academia Avance will capture that English Learners are provided with academic support and language acquisition.

**Table B.14 English Learners**

English Learners	# of Students	# Significant	Prior Year	Year	Growth Target	Growth	API
2013-2014 (No scores due to Smarter Balance Assessment)	208	Yes				+22	No
2012-2013	208	Yes	581	603	11	+22	No
2011-2012	169	Yes	609	578	10	-31	No
2010-2011	119	Yes	686	606	8	-79	No
2009-2010	Base 686						

CDE Dataquest

The definition of an "English Learner" :

A student who is identified as EL based on the results of the California English Language Development Test (CELDT).

OR

An RFEP student who has not scored at the proficient level or above on the CST, CMA, or a combination of both in ELA for three times after being reclassified.

Academia Avance implements strategies for EL students, as defined in the Avance EL Plan (see Appendix J). The plan targets students who are struggling with the development of their English language skills for these interventions:

- Ongoing measurement of each EL student’s progress toward English language proficiency, through the use of ELD portfolios.
- Use of Dataworks Explicit Direct Instruction strategies by all the teachers to assist EL students.
- Ongoing professional development in the area of sheltered instruction for all subject area teachers, primarily using the SIOP model.
- Opportunities for ELD Level 1 and 2 students to receive additional instructional support after school.
- Title III funding from the federal government to help English learners to speak, read, and write in English and to achieve in reading and mathematics. Avance receives Title III funds that are reviewed each year, as required under the No Child Left Behind (NCLB) Act of 2001, to see if they meet the three Annual Measurable Achievement Objectives (AMAOs) for our English learners.

**Table B.15 English Learner Annual Measurable Objectives (AMOs)**

AMAO's	Measurable Goals
Progress in learning English Increase one proficiency level Early Advanced and Advanced must reach English Proficient level bringing all skills to Intermediate Level. English Proficient level are expected to maintain that level.	Administer the CELDT to ascertain the level of proficiency. Conduct analysis of EL's using ELSSA. Identify factors that contribute to meeting or not meeting AMAO's. Use <b>Avance's</b> English Learner Plan of Action-Visited yearly and/or on an ongoing basis. Work with teachers, parents and staff to provide services.
Progress in the percentage of students who become proficient in English	Increase English Learner redesignation ratio yearly. Continue to Monitor students who have been redesignated and work with students at each level.
Academic targets in English-language arts and mathematics AYP- Participation Rate Percentage Proficient or Above	Monitor and assist that EL meet academic targets in English Language Arts of 56.0%, and 56.4% in Mathematics (Increasing yearly)

Holding quarterly meetings with parents to discuss each student's progress toward English language proficiency. ELAC/PAC provides leadership for our EL students.

Avance is monitoring [progress on this SMO through internal controls where every teacher has access to English Learners and their ILP. As reflected in the data presented above regarding the decrease of growth for English Learners it has been determined that CALPAD data reporting must be closely monitored. Specifically, the RFEP students monitoring of achieving proficiency and ensuring that this data is correct.

Specifically to address English Learners all teachers have been provided with training in working with English Learners through regular professional developments on best practices for English Language Development.

Our curriculum materials provide opportunities for students to:

- Read, write and discuss interesting and engaging literary and informational texts
- Write in a range of genres including text-based explanations and arguments
- Get smarter about the real reading, writing, and discussion work that distinguishes the best English classes
- Dataworks brings to our school exactly the rigorous academic work demanded by the Common Core State Standards (CCSS) in English Language Arts and Literacy. These standards underscore the need for more close reading, deep thinking, textual analysis, text-based writing,

and student collaboration. EDI supports our teachers and students to make these shifts mandated by CCSS.

Strategies include the following:

- Amplify rather than Simplify
  - Peruse the text, text or graphics for multiple meaning words and figurative language
  - Front Load new vocabulary
  - Reiterate sophisticated terms
- Build Background
  - Assess prior knowledge
  - Anticipate and bridge the gaps
  - Use Cognates
- Check for Understanding
  - Know levels of language proficiency and use them to check to assess understanding
  - Craft ways for students to demonstrate their knowledge and practice language
  - Include metacognitive, strategies thinking about how they learn (e.g. How did you figure that out? What strategies did you use?
- Deliver Content through Comprehensible Input
  - Utilize assessment information to differentiate
  - Use multiple clues such as gestures, visuals, hands-on, demos and repetition
- Engage students and educate their parents
  - Structure interactive vs. passive learning
  - Connect to students' culture and experience
  - Utilize the strengths of the student's home connection
  - A continued use of SDAIE (Specially Designed Academic Instruction in English) is an approach to teaching grade –level subject matter content in English to ESL/EL students using strategies tailor -made to help speakers of other languages access content. Frequently referred to as "sheltered English" or sheltered instruction," the goal of SDAIE is to assist ESL/EL students of intermediate fluency or higher to benefit from instruction in complex academic content.

Studies shows that seventy-five percent (75%) of English language learners feel that vocabulary is the key to understanding English. In addition to the content specific / technical words there are four other categories of words that may be unknown or misunderstood by ELs:

- New usages of familiar words
- Synonyms
- Idioms
- Just plain new words

Our students are supported in this learning process by our teachers who also incorporate technology and our Blended Learning through our APEX and Acellus programs.

Academia Avance clearly and consistently implement, monitor and modify its Master Plan for English Learners to ensure the timely EL identification, progress monitoring, and reclassification. This major issue is addressed in Element A.

This is implemented in the teachers' lesson plans every week:

- Ensure teachers know how we reclassify, when, how and what are the guidelines

- Smarter Balance Score in English Language Arts, 4 on CELDT, a grade of a C or above in English for the fall and spring of that past year. Teacher recommendations are also considered.
- SPED students and all of the students need to be monitor at the end of every quarter
- Identification of EL's is due to the Home Language Surveyed. If the answers for 3 of the questions is a different language other than English the students will be designated as an EL student.
- Identify that we at the Academia Avance have a systemic issue where every single faculty and staff member was in need of a review of what an EL learner is and what it transpires to be, and this is what we did, we had the Professional Development looking forward we are monitoring progress every quarter, our intent is to sit with our English teachers, the EL Lead the IEP teacher if needed and the administrative team, and reclassify the students and to review them quarterly. As well as, monitor students have been Reclassified for the required 3 years and ensure that CALPADS reflects proficiency.

Avance has a English Learner plan, adapted to the schools needs.

## **Suggested Subject Matter Competencies**

As indicated above, Academia Avance expects its graduates to demonstrate a mastery of specific subject matter competencies, as detailed by the California State Content Standards for Reading/Language Arts, Math, Science, History, and recommended standards in Visual and Performing Arts, Physical Education, and Foreign Language; monitored using quarterly benchmark assessment results.

As described in the section on Standards-Based Instruction in Element A, the professional development of the Academia Avance faculty is focused on developing and implementing the use of curriculum guides (Pacing guides) aligned to the Common Core State Standards, NEXT Generation and using the Appendices. The guides are directly connected to the course descriptions as presented for UC Doorways A-G approval. These curriculum guides will allow Academia Avance to set concrete goals for content mastery. In turn, Academia Avance will conduct periodic standards based assessment every six to eight weeks to measure individual students' results. These results will guide teacher in specific teaching and re-teaching opportunities to ensure student mastery of content.

The following is a list of suggested goals for subject matter competencies. It should be noted that the lists have been developed from the Common Core State Content Standards and are by no means meant to replace the standards. The following lists detail broad learning targets by content area. All faculty will utilize state content standards detailing specific learning targets as mandated by the State of California Common Core Standards. Additionally, in-depth discussions with the school community on what students should know and be able to do will occur.

### **English/Language Arts**

In the area of English/Language Arts, students will:

- Understand and appreciate literature and the arts as expressions of and ways to interpret the human experience
- Obtain meaning from a variety of complex texts
- Be well read as demonstrated by reading a variety of literary works representing different genres
- Make informed interpretations of the purpose and meaning of literary works
- Convey interpretations of the purpose and meaning of literary works
- Explain how literature from various cultural/ethnic groups expresses both distinctive and similar values, experiences, struggles, and contributions

- Evaluation how the form and content of literary work contributes to its message and impact

Percentage of students who are proficient or advanced in Language Arts for the year 2014-2015 will be set as mandated by CDE, increasing annually to reach the required academic growth that will be established in the CDE Smarter Balance Performance Guide.

## **History**

In the area of History, students will:

- Understand and apply civic, historical, and geographical knowledge in order to become a citizen in a diverse world
- Apply information, concepts, and perspectives from the history of our nation and the history and development of other nations
- Deliberate on public issues which arise in a representative democracy
- Use historical research to ask and answer questions about the past
- Recognize that regions can be defined in cultural, physical, or political terms
- Accurately interpret and summarize information from maps, charts, and graphs
- Understand the building blocks of representative government
- Understand the evolution of early civilizations and the development of new ideas, institutions, and systems of thought
- Recognize that events in the past inform the present
- Understand the rich and varied achievements of diverse peoples

## **Math**

In Math, students will:

- Construct mathematical models
- Use a variety of problem solving strategies
- Use advanced computing systems
- Understand and apply advanced properties of numbers
- Understand and apply advanced methods of measurement
- Understand and apply advanced concepts of geometry
- Understand and apply advanced concepts of functions and algebra
- Understand and apply advanced concepts of probability and statistics
- Understand and apply advanced concepts of data analysis

Percentage of students who are proficient or advanced in Math for the year 2014-2015 will be set as required by the State, increasing annually that will be established in the CDE Smarter Balance Information Guide.

## **Science**

In Science, students will:

- Analyze real world phenomena using scientific concepts, principles, and processes (e.g. cause and effect, energy, systems, etc.)
- Use the scientific method to ask and answer questions about the world
- Understand essential ideas about the compositions and structure of the universe and the motions of objects in it
- Know basic earth, biological, physical, and chemical concepts
- Understand basic concepts of matter and energy, motion and forces

## **Arts**

In the Arts, students will:

- Participate in artistic activities
- Make informed interpretations of the purpose and meaning of artistic works
- Convey interpretations of personal experiences in expressive forms
- Explain how art from various cultural/ethnic groups expresses both distinctive and similar values, experiences, struggles, and contributions
- Explain how the form and content of an artistic work contributes to its message and impact
- Explain the role of the artist in providing service to the community and world

## **Foreign Language (Mandarin)**

In the area of Foreign Language, students will:

- Standard 1 : Use the target language to engage in conversations, express feelings and emotions, and exchange opinions and information
- Standard 2 : Understand and interpret written and spoken language on diverse topics from diverse media
- Standard 3 : Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics
- Standard 4 : Understand traditional ideas and perspectives, institutions, professions, literary and artistic expressions, and other components of the target culture
- Standard 5 : Understand that different languages use different patterns to communicate and applies this knowledge to the target and native languages

## **Physical Education**

In the area of Physical Education, students will:

- Exhibit a physically active lifestyle
- Demonstrate responsible personal and social behavior in physical activity settings
- Understand and apply the rules of multiple sports
- Understand how individual contributions lend themselves to the success of a team

## **Outcome Goals-Skills, Knowledge, and Attitudes**

Academia Avance will satisfy state requirements for student assessments as required by law. Academia Avance is committed to closing achievement gaps and increasing the academic performance of all its students, including low achievers, high achievers, and English Learners (EL) and students with special needs. The goals and performance outcomes for all students and the school are as follows.

The purpose of assessment is to support and guide the learning process. Assessment also clarifies those areas that need further development, and enables teachers to focus their efforts to fine-tune their instructional practices. Assessment allows teachers to diagnose students' abilities at a given time in order to differentiate instruction based on individual needs.

At Academia Avance assessment is a means of measuring each student's progress according to clearly recognizable standards. It is a source of motivation for the students and a guide for helping them achieve personal expertise while being carried out in a spirit of collaboration that provides positive reinforcement to the student. Academia Avance will use these measurements to assess the extent to which all students demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in Academia Avance's educational program. Furthermore, these assessment tools will provide structure and guidance to teachers to drive classroom instruction. The Administrators and teachers will be accountable to the

students, parents, our community, Los Angeles County Board of Education, and the state for student progress and student achievement.

## **Who Will be Accountable for Student Progress**

Students will be held accountable and taught to be responsible for their own learning through a number of approaches. Parents will be held accountable for involvement in the school and in their child's education. However, at Avance, primary responsibility for student progress falls on teachers and administrators.

Some of the programs and practices that hold teachers and administrators responsible for student progress are described in the section in Element A on Data-Driven Instruction, Professional Development, and the Avance House model.

## **Data-Driven Decision-Making**

Research shows that classrooms can make significant gains in student achievement even with the most academically challenged students, and Academia Avance is committed to doing just that. To reach each of its goals, and to continually improve the quality of the education that the students are receiving, Academia Avance community utilizes data-driven decision-making. This process begins with teachers and administrators working together to collect key assessments, setting benchmarks, and pieces of student work. Academic Avance files for every student will be created. Before the students earn culminate, they must present work from different classes. In essence, they must support the knowledge they have acquired throughout their matriculation at Academia Avance. Data also includes Academic Performance Index API prior to 2013. The California Assessment of Student Performance and Progress Standards Test (CAASPP) results, published and teacher generated classroom assessments will be used to determine student needs and the curricular and instructional approaches that best address those needs.

This process keeps all involved community members, including teachers and students, accountable for teaching and learning. With an overall intent to meet Academic Performance Index ("API") growth targets and Adequate Yearly Progress ("AYP") as set forth in the No Child Left Behind Act, the following goals shall be pursued by Academia Avance.

## **Measuring Pupil Outcomes: Summative Assessment Performance Targets**

Academia Avance will evaluate academic; as well as, critical-thinking, problem-solving, and interpersonal skills. The following student outcomes are more fully described in Element A. In addition, the assessment methods by which the outcomes will be evaluated are outlined in Element C under "Methods to Measure Student Outcomes" and Student Outcomes Align with California Common Core State Standards.

Both classroom assessments and standardized test scores help to measure subject specific outcomes related to the California Common Core State Standards, NEXT Generation, and Appendices. The chart below demonstrates what each student will master in each core subject.

Academia Avance expects its students to develop the following abilities:

Academia Avance will address all state Common Core State Standards, NEXT Generation, and Related Appendices for each grade and subject level. In addition, students at Academia Avance will continue to foster lifelong learning and interpersonal skills. All project based learning activities will include

assessments and reflection on students' core subject knowledge as well as the following life skills, including:

Table B.18 Life-long Learning and Interpersonal Skills

Life Skills	Goals
Collaboration and Cooperation	Gain knowledge of and demonstrate the managerial, adaptive, and associative skills appropriate to their level
Self-assessment	Assess themselves, be aware of their status, and accordingly change their own behavior and attitudes
Goal Setting	Learn to set their own short-term and long-term goals in keeping with their own goals and abilities
Critical Thinking and Problem Solving	Learn to be effective problem solvers and develop advanced critical-thinking skills
Self-discipline	Learn to control their behavior at all times while respecting and upholding the values of the community
Technology	Be familiar with current technology and use technological tools appropriately in their school work and community service.

Academia Avance will design projects and lesson plans for each core subject according to Common Core State Standards and NEXT Generation Science Standards (NGSS).

**Other Performance Targets**

Academia Avance will maintain clear and high expectations for its students and their academic achievements. The school will meet the benchmarks set forth under AB 1137, by outperforming similar and resident schools in the district, and meeting its API growth targets.

All future data will be disaggregated to show how sub-groups such as English Learners, non-English Learners, mobility, gender, and other relevant sub-groups perform. The school administrators, staff, and teachers will be held accountable to the Board for meeting the school outcome goals. Academia Avance will pursue the following outcome goals. Pursuant to AB1137, we expect the Academia Avance petition to be renewed should it satisfy at least one of the following student outcome goals.

## Grading, Progress Reporting, and Promotion/Retention

### Grade Policy

As previously stated Academia Avance courses are graded using a traditional A-F grading scale. Progress reports and report cards are issued twice a year. Academia Avance will use school-generated Student Progress Reports. Teacher grade-books are kept electronically using the applications Grade Keeper, NWEA MAP, and other accepted recording and documentation platforms. All specific information regarding students' grades are made available to the respective parents and other Academia Avance staff upon request.

Table B.19 GPA Range, Percentage, Descriptors

Letters	GPA Range	Percentage	Descriptors
A/A+	4.00	94-100	Advanced
A-	3.67	90-93	Advanced
B+	3.33	87-89	Proficient
B	3.00	84-86	Proficient
B-	2.67	80-83	Proficient
C+	2.33	77-79	Basic
C	2.00	74-76	Basic
C-	1.67	70-73	Improvement
D+	1.33	67-69	Below Basic/ Unsatisfactory
D	1.000	64-66	Below Basic/ Unsatisfactory
D-	0.67	60-63	Far Below Basic/ Unsatisfactory
F	0.00	50	Unsatisfactory
I	Incomplete	0	Insufficient Work Submitted

The teachers will use the standard “4-point” grading scale. Grades will be determined by demonstrated proficiency on assignments, projects, and assessments that are linked to the California Common Core State Standards.

As prescribed by the UC/CSU system, Advanced Placement (AP), Honors, and course completed at a college, will gain a one point bonus for purposes of GPA calculations. The following equivalences will be used:

Table B.20 Equivalences for Advanced placement (AP) courses using the following scale.

<i>Letter grade</i>	<i>Number equivalent</i>
A	5
B	4
C	3

Students are required to complete at least a “C” average in each AP Class/Course. In addition, written permission from the student’s advisor will be needed to enroll in an AP class.

Students have regular end-of-course examinations, performances, projects, papers, research reports, as well as mid- course assessments that are graded using a collaboratively designed four-point proficiency rubric, which translates easily to a letter-grade system. Letter grades ranging from A to F are given for all courses. The school will explore a transition to a four-point grading system for report cards as well. Teachers will determine the deadlines for submission of missing work as well as consequences and final grades when students fail to complete missing work. Academia Avance will follow a two semester calendar. Three progress reports and one summative report card are given each semester. All grades reflect student proficiency on grade-level standards, as well as work habit and citizenship grades (assigned separately from standards proficiency to reflect effort, compliance, and completion of work). All teachers will work collaboratively to align their grading criteria and ensure consistency throughout the school. Periodic assessments (approximately every five to five weeks) given by teachers will provide timely feedback for parents and teachers regarding student progress. Parents have access to student progress on an ongoing basis.

**Promotion/Retention Policy and Procedures**

The Avance Executive Board will create the promotion and retention guidelines that align to California law, Pupil Promotion and Retention (PPR) (see California Education Code [EC] Section 48070), without specifying any requirements for those policies. With a growing concern about the "social promotion" of students who do not meet grade-level standards, in 1998 the California Legislature passed, and the Governor signed, a new set of laws which transformed the way students move from grade level to grade level . The three-bill package, Assembly Bill (AB) 1626 (Chapter 742, Statutes of 1998), AB 1639 (Chapter 743, Statutes of 1998) and Senate Bill (SB) 1370 (Chapter 942, Statutes of 1998), outlined new pupil promotion and retention policy requirements and provided for related supplemental instruction programs. These laws became effective in January 1999. As part of the larger standards-based school reform movement, this legislation outlined a promotion process based on student attainment of grade-level content standards (EC Section 48070.5 (a) through (j)), and at the same time provided funding for intensive instructional support for those students who are at risk of being retained (in grades two through six) or who are recommended for retention or retained (in grades two through nine) (see EC sections 37252.2 and 37252.8).

## **California High School Exit Exam**

Education Code Section 60850a authorized the development of a high school exit examination in English Language Arts and Mathematics based on California content standards. It is understood by the Academia Avance that all students must pass both the English Language Arts and Mathematics section of California High School Exit Exam (CAHSEE) to be eligible to receive a diploma from a public high school in California. Academia Avance will offer multiple opportunities to retake the exam.

## **Primary Growth Measures**

Growth in student achievement is the primary measure that will be used to determine whether the school has been an academic success in its renewal period. The growth of the charter school will be measured annually against the growth of the comparison schools. At the time of renewal, if the charter school has met required benchmarks either in the previous year or in two of the previous three years, the charter school will be considered an academic success.

## **Other Measures**

### **Annual School Report**

Applying the measures above, the charter school will submit to the Los Angeles County Charter Schools Division an annual progress report. The district will identify the comparison schools, provide the names and specific data by which they were selected. The LACOE Charter Schools Division will review the progress report and provide comments to the charter school within 60 days.

### **No Child Left Behind**

Student outcomes at Academia Avance will comply with the requirements of No Child Left Behind and all other state and federal laws. The school will be ready for the eventual change that will come from the change in Federal education policy, given that the Elementary and Secondary Education Act (ESEA), the official name of the NLCB policy, was suppose to have been re-authorized in 2007.

Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607.

SB 1290 revised Education Code sections 47605 to specify that “all groups of pupils served by the charter school” means “a numerically significant pupil subgroup” as defined by Education Code section 52052(a) (3). In particular, section 52052(a)(3) (also recently revised), specifies that a “ numerically significant pupil subgroup” is one that meets both of the following criteria:

- (1) The subgroup consists of at least 50 pupils, each of whom has a valid test score; and
- (2) The subgroup constitutes at least 15 percent of the total population of pupils at a school who have valid test scores.

If a subgroup does not constitute 15 percent of the total population of pupils at a school who have valid test scores, the subgroup may constitute a numerically significant pupil subgroup if it has at least 100 valid test scores.

For a school with an API score that is based on no fewer than 11 and no more than 99 pupils with valid test scores, numerically significant pupil subgroups shall be defined by the Superintendent, with approval by the state board.

Examples of potentially significant student subgroups include ethnic subgroups, socioeconomically disadvantaged pupils, English learners, and pupils with disabilities. (Ed. Code § 52052(a)(2)(As revised by Assembly Bill 1668, effective 1/1/13.)

### ***State Standardized Testing***

Academia Avance agrees to comply with and adhere to the State requirements for participation and administration of all state mandated tests. If the Charter School does not test (i.e. Smarter Balanced, CELDT, CAHSEE) with the Los Angeles County Office of Education, the Charter School hereby grants authority to the state of California to provide a copy of all test results directly to the Los Angeles County Office of Education.

Assessments at Academia Avance will be fully integrated into teaching and learning. Assessments will guide the course of instruction. Students will demonstrate they can integrate knowledge, skill, and analysis to produce authentic work. They will have the opportunity to synthesize information across disciplines and evaluate their own learning and progress. Examples of such work at Academia Avance will include essays, performances, debates, staged conferences, presentations, and community service projects.

All the data for each student will be summarized within a Individual Learning Plan (ILP). The ILP will form the primary document to record progress, as well as to record annual commitments from the Advisory Team formed by the student, the student's parent(s), and the assigned Avance House Leader. (The Avance House model and ILPs are described in Element A.)

### **Methods To Measure Student Outcomes**

Avance will use various methods to assess student progress and fulfillment of instructional objectives. These are described below.

School wide Quarterly Assessments, such as the NWEA MAP Assessment will be utilized to monitor student progress and to determine if students are in need of additional interventions or more challenging curriculum for gifted students. In science and social studies, quarterly assessments will be designed using a test-generator tools. This resource will allow teachers to input standards they have addressed for the quarter into a system that will then generate standards-based test items. In the case where two teachers teach the same grade level and content area, they will collaborate to ensure pacing alignment and common test design. The results of these assessments will be used in conjunction with teacher-created assessments to monitor student progress on at least a quarterly basis.

Classroom Assessment will provide ongoing analysis of student progress on a daily basis. Each lesson will incorporate some form of assessment to determine whether the objectives of that lesson were met. Daily assessment will be documented in the form of class work and activities and will be recorded in teacher grade books. Teachers will monitor student progress through exams, essays, research projects, presentations, and group projects. Teachers may administer these assessments within their content area or collaborate across disciplines. Classroom assessments will reflect unit objectives, provide opportunity for authentic work, and allow for peer review and self-reflection. Parents will be informed of their child's progress and report cards will be sent home quarterly. Teachers will be encouraged to provide a narrative report in addition to a letter grade for each student. Teacher teams will meet weekly to discuss the

progress of students in their cohort. These meetings will allow teachers to share concerns, teaching strategies, and successes in order to best meet the needs of each student.

Digital Portfolios that reflect schoolwide ESLRs and state standards provide students with the opportunity to reflect upon and demonstrate their learning. Students at Avance will document their mastery of skills deemed essential for success in the 21st Century through academic portfolios. Portfolios will be a collection of drafts, polished pieces, class projects, videos, web pages, and DVDs that document each student's growth and progress. Students will incorporate work-based learning activities by reflecting on how they intersect with academic concepts. Students will engage with their teachers and peers in a meaningful reflection process with each piece they add to their portfolio. Throughout this process students will analyze their academic progress and with a teacher set new short and long term goals. Student portfolios will be evaluated by teachers and staff according to a predetermined scoring rubric.

Project Based Learning and Presentations of Learning at the end of each semester will demonstrate student learning across disciplines within their Linked Learning pathway. Students will work in extended project blocks during the last week of each semester. Projects and Presentations of Learning may take the form of an exhibit, community project, or theatrical presentation. Students in the 9th grade might create stops along the Silk Road complete with the cultural-historical conditions, maps and distance calculations, scientific discoveries, and stories found along the way. Students in the 10th grade might stage a demonstration and debate that compare the scientific and technological changes of the current age with those of the Scientific Revolution through the modern age complete with an analysis of the impacts on science and society. Students in the 12th grade might complete a service learning project on the technology divide and its impact on freedom, equality, economics and democracy complete with surveys, data analysis and a proposal presented to local authorities.

Academia Avance staff will refine a rubric for evaluating student performance for the Project and presentations of learning projects. Rubrics will be in alignment with educational goals of the school and developed for each academic core area. Teachers, peers, parents, and community experts will all take part providing constructive critique and assessment of projects.

State Standardized Testing: Students will be expected to meet or exceed the standard educational benchmarks established by the California Department of Education and demonstrated by the California Smarter Balanced Testing and Reporting exams.

Academia Avance Data Dashboard: Beginning in 2015-2016, in combination of prior years of data. Information includes attendance, enrollment, demographics, curriculum embedded assessments, and data to drive instruction. In addition to use of the NWEA MAP Assessment Tools aligned to Common Core State Standards.

Smarter Balanced Test Results will be mailed to our school, and in turn Academia Avance mails individual data results home to the student's parents. Parents and others can also access school data by using the California Department of Education website, Dataquest.

CELDT-- the California English Learners Development Test, is another standardized test generated by the state to look at the progress of students who are developing proficiency in English. All EL students take this in the fall of every school year.

API, the Academic Performance Index, is determined by the state. Our students' scores on the California Smarter Balanced Testing and additional demographic statistical information are used by the state to determine our API according to the state formula. This statistical data includes sub-group reports on meeting Adequate Yearly Progress.

The purpose of the Academia Avance assessments is to support and guide the learning process. Assessment also clarifies those areas that need further development, and enables teachers to focus their efforts to fine-tune their instructional practices. Assessment allows teachers to diagnose students' abilities at a given time in order to differentiate instruction based on individual needs.

At Academia Avance assessments are a means of measuring each student's progress according to clearly recognizable standards. It is a source of motivation for the students and a guide for helping them achieve personal expertise while being carried out in a spirit of collaboration that provides positive reinforcement to the student. Academia Avance will use these measurements to assess the extent to which all students demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in Academia Avance' educational program. Furthermore, these assessment tools will provide structure and guidance to teachers to drive classroom instruction. The Administrators and teachers will be accountable to the students, parents, our community, the Los Angeles County Office of Education, and the state for student progress and student achievement.

Teacher-led assessment design is tempered by the need for common assessments that allow for collaborative data analysis, examination of student work, and progress monitoring. In order to meet this need, all content areas administer common objective assessments. In ELA and math, the assessments are externally designed Dataworks for ELA and NWEA MAP for Math, and Kahn Academy, ALEKS math, NWEA MAP Assessment Tools. In Science and Social Studies, teachers have in the past worked together to develop standards-based assessment items. Beginning in 2014-2015, they will be able to use the test-item generator function of NWEA MAP to input standards and automatically produce professionally designed test items that help predict performance on the Smarter Balance. In this way, all four core content areas will have objectively designed assessments that they will administer quarterly, as well as teacher and textbook designed assessments to be used formatively (daily and weekly) and summatively (Project based learning and presentation of learning projects, etc.). As described under the section on exiting Program Improvement, all teacher-designed assessments, including the POLs projects are designed based on an analysis and alignment to the state content standards.

### **Assessment Benchmarks**

Students scoring 80% or above on quarterly, portfolio, classroom, and/or project assessments will have mastered the standards aligned to the specific assessment. Students scoring between 50-80% are still at an instructional level and students scoring below 50% will receive additional interventions.

### **Longitudinal Data Analysis**

Academia Avance staff will monitor student and school progress through the collection of all academic assessments, teacher assessments, student portfolios, state tests, and projects through software such as NWEA MAP. This data will be analyzed on an annual basis and compared to previous years' data to determine student progress and the effectiveness of the school curriculum. This information will be used to drive instruction. In addition to reviewing multiple forms of data on an annual basis, the Academia Avance leadership team will hold quarterly data and strategic planning meetings (coinciding with the administration of quarterly assessments) in order to study student achievement data and make mid-course adjustments.

Administrators along with lead teachers will examine the following data in order to identify students at risk of failing and patterns of achievement across classrooms:

- Attendance
- Discipline (suspensions and referrals)
- Quarterly test scores
- Grades

- IEP assessments if applicable
- NWEA Map
- Smarter Balanced and CELDT scores

The use of NWEA MAP will facilitate an examination of all of this data, as the leadership team will be able to quickly generate school, grade-level, class, and student-level reports, as well as a comprehensive profile of each student.

If students are not meeting targets, depending on the nature of the issue (class or grade-wide pattern or individual student issue) the leadership team will take proactive and immediate steps to remedy the issue through an SST, referral to SES services, teacher training, classroom observation, rescheduling, after school tutoring and other intervention program, or any other intervention that is deemed appropriate for the given case. Conversely, in cases where the data has demonstrated individual student gaps, students will be referred to SES services, where they will receive tutoring and support from teachers during lunch and nutrition, and from tutors after school.

As part of the monitoring process, teachers will hold quarterly meetings with parents to discuss student progress based on NWEA MAP reports.

### ***Test Preparation***

Students will engage in daily test preparation throughout the year in all subjects by completing daily warm-up activities that include problems modeled on the CDE Released Test Questions, Dataworks, and Data Director test questions. Furthermore, in the 2 months leading up to end-of-year testing, all students practice test problems and reinforce standards-based skills through NWEA MAP, Acellus and other online resources.

Students will be prepared to take the state tests through their participation in the school's Common Core State Standards based instructional program. In addition, just prior to the test, teachers will work with students to familiarize them with the test format and develop effective strategies for taking the test.

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## Element C: Evaluation and Methods to Ensure Progress

“The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.” Ed. Code § 47605(b)(5)(C).

The Charter School affirms that, to the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.

### **Avance Annual LCAP Goals and Actions to Achieve State Priorities**

Pursuant to Education Code Section §§47605(b)(5)(A)(ii) and 47605(b)(5)(B), the following table describes the Charter School’s annual goals toward meeting state priorities for all pupil subgroups as described in Education Code Section §52060(d), specific annual actions to achieve those goals and projected outcomes aligned to state priorities.

The tables below present the LCAP Goals and Actions for 2014-2015.

**Table C.1 Academia Avance Annual Goals**

TEACHER ASSIGNMENTS AND CREDENTIALING							
STATE PRIORITY #1: BASIC SERVICES							
ANNUAL GOALS  (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES					
		Method for Measuring:  CA Commission on Teacher Credentialing, Internal reviews, CALPADS					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Teachers are fully credentialed, as defined by the CA Commission on Teaching Credentialing, in the subject areas and for the pupils they are teaching and properly assigned.	<p>100% of teachers will hold NCLB required authorizations.</p> <p>100% of teachers will be assigned to appropriate classrooms based on their credentials and authorizations.</p> <p>To ensure that all students are instructed by teachers who are fully credentialed, appropriately assigned and highly qualified.</p> <p>Metrics: Teacher assignments CA Commission on Teacher Credentialing;</p> <p>CALPADS Report,</p> <p>NCLB Core Course Section</p> <p>Compliance, Annual publication of School Accountability Report Card</p>	2015-16	100%	100%	100%	100%	100%

ACCESS TO INSTRUCTIONAL MATERIALS							
STATE PRIORITY #1: BASIC SERVICES							
ANNUAL GOALS  (Identify schoolwide and subgroup goals as applicable)	SPECIFIC  ANNUAL ACTIONS	MEASURABLE OUTCOMES					
		Method for Measuring: <u>Inventories, Textbooks and invoices</u>					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Students will have access to standards-aligned materials and additional instructional materials as outlined in our charter.	100% of students will have access to standards-aligned materials and additional instructional materials as outlined in our Charter Petition.	2015-16	100%	100%	100%	100%	100%

ACCESS TO INSTRUCTIONAL MATERIALS							
STATE PRIORITY #1: BASIC SERVICES							
FACILITIES MAINTENANCE							
STATE PRIORITY #1: BASIC SERVICES							
ANNUAL GOALS  (Identify schoolwide and subgroup goals as applicable)	SPECIFIC  ANNUAL ACTIONS	MEASURABLE OUTCOMES					
		Method for Measuring: <u>Regular facility inspections, daily spot checks.</u>					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Maintain the school facility in good repair, including ensuring a clean, safe and functional school facility.  Daily spot checks will be conducted	Annually, 90% of all items on Monthly site instruction checklists are compliant, 90% of bi-annual Facility Inspection checklists will be compliant, in good standing and 100% of identified Required Corrections of a minor nature will be corrected within three months. If it is urgent or a safety related issue, the Required Corrections or repairs will be completed as soon as possible.	2015-2016	90%	90%	95%	100%	100%

ACCESS TO INSTRUCTIONAL MATERIALS							
STATE PRIORITY #1: BASIC SERVICES							
IMPLEMENTATION OF STATE CONTENT AND PERFORMANCE STANDARDS							
STATE PRIORITY #2							
ANNUAL GOALS  (Identify schoolwide and subgroup goals as applicable)	SPECIFIC  ANNUAL ACTIONS	MEASURABLE OUTCOMES					
		Method for Measuring: <u>Professional Development Sign-in sheets, agendas and implementation of what has been presented</u>					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Teachers will participate in annual and ongoing professional development on the implementation of CA Common Core State Standards (CA CCSS), including development on enabling English Learners to access the CA CCSS and English language development standards.	<p>Need: CA Common Core State Standards Implementation</p> <p>Metric: Identify and participate in intensive professional development and training on teaching and learning the CA CCSS.</p> <p>Classroom observations by administrators and documented suggestions for further improvement</p>	2015-2016	100%	100%	100%	100%	100%

ACCESS TO INSTRUCTIONAL MATERIALS							
STATE PRIORITY #1: BASIC SERVICES							
PARENT INVOLVEMENT							
STATE PRIORITY #3							
ANNUAL GOALS  (Identify schoolwide and subgroup goals as applicable)	SPECIFIC  ANNUAL ACTIONS	MEASURABLE OUTCOMES					
		Method for Measuring: <u>To be measured by all parent meeting, council, and committee agendas, minutes and sign</u>					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Establish and maintain Parent Advisory Council (PAC), Parent Committee, and Parent Workshops that provide input in making decisions for the school and promote parent participation in programs for unduplicated pupils and students with exceptional needs.	Need: Parent Input, access to opportunities for participation and input on decision-making  Metric: To be measured by all parent meeting, council, and committee agendas, minutes and sign ins.	2015-2016	2 Parent Members				

ACCESS TO INSTRUCTIONAL MATERIALS							
STATE PRIORITY #1: BASIC SERVICES							
STATEWIDE ASSESSMENTS							
STATE PRIORITY #4: STUDENT ACHIEVEMENT							
ANNUAL GOALS  (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES					
		Method for Measuring: <u>Smarter Balanced/CAASPP</u>					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Percentage of students at every applicable grade level, including all student subgroups, will score at a higher proficiency rate than local schools on the Smarter Balance/CAASPP statewide assessment in the area of English Language Arts/Literacy and Mathematics.	Need: All Students Achieving; Smarter Balanced/CAASP P: ELA/ LITERACY AND MATHEMATICS  Metric:  Percentage of students at every applicable grade level, including all student subgroups (Hispanic/Latino, Socioeconomically Disadvantaged, English Learners, Students with Disabilities, foster youth) will score at higher proficiency rates than local schools within a 5 mile radius on the Smarter Balanced/CAASP	2015-2016	To the extent that the targets set forth in the charter do not meet state requirements, the state targets shall supersede the state standardized assessments goals	To the extent that the targets set forth in the charter do not meet state requirements the state targets shall supersede the state standardized assessments goals	To the extent that the targets set forth in the charter do not meet state requirements, the state targets shall supersede the state standardized assessments goals	To the extent that the targets set forth in the charter do not meet state requirements, the state targets shall supersede the state standardized assessments goals	To the extent that the targets set forth in the charter do not meet state requirements, the state targets shall supersede the state standardized assessments goals

ACCESS TO INSTRUCTIONAL MATERIALS							
STATE PRIORITY #1: BASIC SERVICES							
Academic Performance Index (API)							
STATE PRIORITY #4: STUDENT ACHIEVEMENT							
ANNUAL GOALS  (Identify schoolwide and subgroup goals as applicable)	SPECIFIC  ANNUAL  ACTIONS	MEASURABLE OUTCOMES					
		Method for Measuring: _____					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
School will meet the annual API Growth Target Schoolwide and Subgroups, or equivalent, as mandated by the CA State Board of Education.	Need: School will meet the annual API Growth Target, or equivalent, as mandated by the CA State Board of Education.  Metric: Results on administered assessment.	2015-2016	Classroom instruction will incorporate testing strategies in preparation for the Smarter Balanced/CAASPP	Classroom instruction will incorporate testing strategies in preparation for the Smarter Balanced / CAASPP	Meet Schoolwide & Subgroup Growth targets	Meet Schoolwide & Subgroup Growth targets	Meet Schoolwide & Subgroup Growth targets

ACCESS TO INSTRUCTIONAL MATERIALS							
STATE PRIORITY #1: BASIC SERVICES							
STATE PRIORITY #4: STUDENT ACHIEVEMENT							
ANNUAL GOALS  (Identify schoolwide and subgroup goals as applicable)	SPECIFIC  ANNUAL ACTIONS	MEASURABLE OUTCOMES					
		Method for Measuring: <u>Results on administered assessment.</u>					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Students will meet or exceed state requirements for API.	<p>Metric: Students show growth on benchmark assessments.</p> <p>Students, including those in numerically significant subgroups, will show measurable progress on state assessments.</p>	2015-2016	85% or more of all students will demonstrate at least a 10% combined score improvement from the previous year on the CAASPP.	85% or more of all students will demonstrate at least a 10% combined score improvement from the previous year on the CAASPP.	90% or more of all students will demonstrate at least a 10% combined score improvement from the previous year on the CAASPP.	90% or more of all students will demonstrate at least a 10% combined score improvement from the previous year on the CAASPP.	90% or more of all students will demonstrate at least a 10% combined score improvement from the previous year on the CAASPP.

ACCESS TO INSTRUCTIONAL MATERIALS							
STATE PRIORITY #1: BASIC SERVICES							
English Learner Adequate Progress Rate							
STATE PRIORITY #4: STUDENT ACHIEVEMENT							
ANNUAL GOALS  (Identify schoolwide and subgroup goals as applicable)	SPECIFIC  ANNUAL  ACTIONS	MEASURABLE OUTCOMES					
		Method for Measuring:  <u>CELDT/ELPAC or other available external assessment</u>					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Increase the percentage of English Learner students advancing at least one performance level per the CELDT or similar assessment each academic year.	Metric: CELDT or other available external assessment.	2015-2016	Achieve similar or higher rate of EL growth and reclassification compared to the District on the CELDT/ELPAC (or similar) scale each year.	Achieve similar or higher rate of EL growth and reclassification compared to the District on the CELDT/ELPAC (or similar) scale each year.	Achieve similar or higher rate of EL growth and reclassification compared to the District on the CELDT/ELPAC (or similar) scale each year.	Achieve similar or higher rate of EL growth and reclassification compared to the District on the CELDT/ELPAC (or similar) scale each year.	Achieve similar or higher rate of EL growth and reclassification compared to the District on the CELDT/ELPAC (or similar) scale each year.

ACCESS TO INSTRUCTIONAL MATERIALS							
STATE PRIORITY #1: BASIC SERVICES							
ENGLISH LEARNER RECLASSIFICATION RATE							
STATE PRIORITY #4: STUDENT ACHIEVEMENT							
ANNUAL GOALS  (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES					
		Method for Measuring: <u>CELDT or other available external assessments; reclassification rate.</u>					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Increase the number of EL students reclassified as Fluent English Proficient.	Need: EL Reclassification Rates  Metric:  CELDT/ELPAC or other available external assessments; reclassification rate.	2015-2016	Meet or exceed the District's EL reclassification rate, meet or exceed annual AMAOs.	Meet or exceed the District's EL reclassification rate, meet or exceed annual AMAOs.	Meet or exceed the District's EL reclassification rate, meet or exceed annual AMAOs.	Meet or exceed the District's EL reclassification rate, meet or exceed annual AMAOs.	Meet or exceed the District's EL reclassification rate, meet or exceed annual AMAOs.

ACCESS TO INSTRUCTIONAL MATERIALS							
STATE PRIORITY #1: BASIC SERVICES							
SCHOOL ATTENDANCE RATE							
STATE PRIORITY #5: STUDENT ENGAGEMENT							
ANNUAL GOALS  (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES					
		Method for Measuring: <u>ADA records/reports</u>					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
The Charter School will maintain a high Average Daily Attendance (ADA) rate.	School will provide a safe, nurturing and engaging learning environment for all its students and families, including those of the various subgroups enrolled: Periodic attendance updates to families reminding them of the importance of in-school attendance as the primary way of learning and success.	2015-2016	ADA will be at least 96%				

ACCESS TO INSTRUCTIONAL MATERIALS							
STATE PRIORITY #1: BASIC SERVICES							
Chronic Absenteeism Rate							
STATE PRIORITY #5: STUDENT ENGAGEMENT							
ANNUAL GOALS <small>(Identify schoolwide and subgroup goals as applicable)</small>	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES					
		Method for Measuring _____ _____					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Reduce chronic absenteeism by establishing and promoting school policies regarding absences in any school year	Parents and students will be informed of our attendance policies specified in our Student/Parent Handbook given out at the beginning of every year and to in-year enrollee	2015-2016	96%	96%	96%	96%	96%

ACCESS TO INSTRUCTIONAL MATERIALS							
STATE PRIORITY #1: BASIC SERVICES							
Dropout Rate [Middle and High Schools Only]							
STATE PRIORITY #5: STUDENT ENGAGEMENT							
ANNUAL GOALS  (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES					
		Method for Measuring: <u>Internal benchmarks, API/AYP</u>					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Reduce Middle school dropout rates through student support, college ready pathways, and remediation and intervention as deemed necessary.	Student individual data will be monitored and the school will ensure intervention is provided if the student is not meeting their benchmarks or overall student academic achievement.	2015-2016	≤ 5%	≤ 5%	≤ 5%	≤ 5%	≤ 5%

ACCESS TO INSTRUCTIONAL MATERIALS							
STATE PRIORITY #1: BASIC SERVICES							
Student Suspension Rate							
STATE PRIORITY #6: SCHOOL CLIMATE							
ANNUAL GOALS  (Identify schoolwide and subgroup goals as applicable)	SPECIFIC  ANNUAL  ACTIONS	MEASURABLE OUTCOMES					
		Method for Measuring:  <u>Monitoring of Expulsions and interventions.</u>					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
The Charter School will maintain a low annual suspension rate.	Teachers will be trained in the schoolwide Behavior Support Plan as well as implement the positive behavior supports; Administrators will work with teachers and families to manage student behavior issues and concerns. Alternatives to suspension will be considered prior to administering consequences.	2015-2016	Annually ≤ 1% of enrolled students will be suspended	Annually ≤ 1% of enrolled students will be suspended	Annually ≤ 1% of enrolled students will be suspended	Annually ≤ 1% of enrolled students will be suspended	Annually ≤ 1% of enrolled students will be suspended

ACCESS TO INSTRUCTIONAL MATERIALS							
STATE PRIORITY #1: BASIC SERVICES							
Student Expulsion Rate							
STATE PRIORITY #6: SCHOOL CLIMATE							
ANNUAL GOALS  (Identify schoolwide and subgroup goals as applicable)	SPECIFIC  ANNUAL ACTIONS	MEASURABLE OUTCOMES					
		Method for Measuring: _____					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
The Charter School will maintain a low annual expulsion rate.	Teachers will be trained in the schoolwide Behavior Support Plan as well as implement the positive behavior supports; Administrators will work with teachers and families to manage student behavior issues and concerns. Alternatives to expulsion will be considered prior to administering consequences.	2015-2016	Annually ≤ 1% of enrolled students will be expelled	Annually ≤ 1% of enrolled students will be expelled	Annually ≤ 1% of enrolled students will be expelled	Annually ≤ 1% of enrolled students will be expelled	Annually ≤ 1% of enrolled students will be expelled

ACCESS TO INSTRUCTIONAL MATERIALS							
STATE PRIORITY #1: BASIC SERVICES							
OTHER LOCAL MEASURE(S) OF SCHOOL CLIMATE							
STATE PRIORITY #6: SCHOOL CLIMATE							
ANNUAL GOALS  (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES					
		Method for Measuring: <u>Surveys</u>					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Develop, promote and implement programs and metrics to measure student, teacher and parent sense of safety and school connectedness.	Students will actively participate throughout the school year in their classroom. Meetings and professional development opportunities for teachers. A variety of engaging family meetings will further enhance family's sense of belonging and community. School will administer satisfaction surveys to parents, students, and teachers annually.	2015-2016	85% approval rating				

ACCESS TO INSTRUCTIONAL MATERIALS							
STATE PRIORITY #1: BASIC SERVICES							
BROAD COURSE OF STUDY							
STATE PRIORITY #7							
ANNUAL GOALS  (Identify schoolwide and subgroup goals as applicable)	SPECIFIC  ANNUAL  ACTIONS	MEASURABLE OUTCOMES					
		study programs, online curriculum, and A-G English Language Arts course requirements					
		Baseline					2019-2020
Students, including all student subgroups (Hispanic or Latino, Socioeconomically Disadvantaged, English Learners, Students with Disabilities, and Foster Youth), unduplicated students and students with exceptional needs will have access to a broad course of study including all required subject areas through the academic and educational programs outlined in the school's charter.	Annually, 100% of students, including all student subgroups, unduplicated students, and students with exceptional needs, will have access to and enroll in all core, technical, and non-core subjects content areas available.	2015-2016	100% access				

ACCESS TO INSTRUCTIONAL MATERIALS							
STATE PRIORITY #1: BASIC SERVICES							
OTHER STUDENT OUTCOMES							
STATE PRIORITY #8							
ANNUAL GOALS  (Identify schoolwide and subgroup goals as applicable)	SPECIFIC  ANNUAL  ACTIONS	MEASURABLE OUTCOMES					
		Method for Measuring: Regular review of student performance in each academic category; <u>Completed Community Service Project</u>					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
<p>Annually, measure pupil outcomes in the required academic and educational programs specified in the Charter School's Charter, including requiring students to demonstrate a commitment to citizen-scholarship through service, leadership, and advocacy in the community</p>	<p>School administration will regularly review the performance data in each of the areas of study provided by the school.</p> <p>Students will also complete at least one group project and one individual project. 95% of students will complete their community service by culmination</p>	2015-2016	<p>Annual review of outcome in each area of study.</p> <p>90%</p> <p>Complete Community Service Project</p>	<p>Annual review of outcome in each area of study.</p> <p>90%</p> <p>Complete Community Service Project</p>	<p>Annual review of outcome in each area of study.</p> <p>90%</p> <p>Complete Community Service Project</p>	<p>Annual review of outcome in each area of study.</p> <p>90%</p> <p>Complete Community Service Project</p>	<p>Annual review of outcome in each area of study.</p> <p>90%</p> <p>Complete Community Service Project</p>

## Methods for Attaining Achievement Outcomes

Having previously operated according to California State Standards, we are now transitioning into the California Common Core State Standards, NEXT Generation and Appendices to define what students should know in each core subject at each grade/course level. These measurable student outcomes are based on curriculum content and will serve as the basis to measure student outcomes. Student achievement in developing conceptual thinking, problem-solving skills and content mastery will be assessed using multiple measures designed to improve learning and provide assurances of accountability. Students will be able to demonstrate proficiency when measured against multiple measures. Proficiency will be measured using an assessment model that is formative and summative, holistic and standardized, narrative and norm referenced. The approach will compare individual students with statewide benchmarks and their own previous performances while also evaluating groups of students and assessing the whole school from year to year.

**Avance** uses several assessment tools to measure student achievement and report student data to the community. In addition to the disaggregated data from the California Department of Education API and AYP reports, the school will use quarterly online assessment tools available via NWEA MAP.

All the data for each student will be summarized within an Individual Learning Plan (ILP). The ILP will form the primary document to record progress, as well as annual commitments from the **Avance** House Team formed by the student, the student's parent(s)/guardian(s) and their assigned House instructor. The **Avance** House model is described in Element A. Details of the ILP are described in the last section of this element.

The following is a sample of the kinds of standardized reports available to the school community for analysis:

- Avance has used Data Director since 2010 in conjunction with prior years of data. Avance will use NWEA MAP Information this year (2014-2015), which includes curriculum embedded assessments aligned to Common Core State Standards. Presently, the "NWEA MAP" assessment is being used for English Language Arts and Mathematics. Data Director is used for all other core courses.
- STAR Test Results/Smarter Balanced/CAASPP are mailed to Academia Avance and individual data results are mailed to the student's parents. Parents and others can also access CAASPP school data by using the California Department of Education website, Dataquest. The CST results were provided by the state up to 2013.
- Curriculum Embedded Assessments: quarterly teacher/department tests.
- CELDT-- the California English Learners Development Test is another standardized test generated by the state to gauge the progress of students developing proficiency in English. All EL students take this in the fall of every school year.
- Academic Performance Index (API) is determined by the state. Our students' scores on the STAR and additional demographic statistical information are used by the state to determine our API according to the state formula. This statistical data includes sub-group reports on meeting Adequate Yearly Progress. The state last provided results in 2013.
- Student Grades: Reports are mailed home frequently (every 5 weeks) during the year to indicate student progress. Parents may contact teachers and meet with their Avance's House Advisor on a regular basis.
- Connect 5 Phone communication tool used to provide parents with up-to-date information about their student's attendance, class performance and test scores, as well as news about upcoming school events and activities.

The purpose of Avance assessments is to support and guide the learning process. Assessment also clarifies those areas that need further development, enabling teachers to focus their efforts and fine-tune their instructional practices accordingly. Assessment allows teachers to diagnose students' abilities at a given time in order to differentiate instruction based on individual needs.

Avance assessments are a means of measuring each student's progress according to clearly recognizable standards. It is a source of motivation for the students and a guide to help them achieve personal expertise through a collaborative process that provides positive reinforcement. Avance will use these measurements to assess the extent to which all students demonstrate that they have attained the skills, knowledge and attitudes specified as goals by our educational program. Furthermore, these assessment tools will provide structure and guidance for teachers to drive classroom instruction. The Principal, administrators and teachers will be accountable to the students, parents, our community, LACOE and the state for student progress/achievement.

With an overall intent to meet Academic Performance Index ("API") growth targets and Adequate Yearly Progress ("AYP") as set forth in the No Child Left Behind Act, the following goals shall be pursued by Avance (restated from Element B):

- At least 90% of the graduating Seniors who have been enrolled at Avance since the 9th grade will have successfully met all the UC/CSU A-G requirements for application before graduating. This measure was met and will continue to be met during the 2014-2019 school years.
- At least 75% of all 10th grade students who have been enrolled at Avance since the 6th grade will pass both parts of the California High School Exit Exam, with 95% of all Seniors passing both parts. This measure will be met beginning with the 2014-2015 year.
- Increase the combined number of 7-11 graders attaining the "Proficient" performance level in English Language arts and Math by 10%, or meet the CDE established Annual Measurable Outcomes in these subjects. This measure will be met each year beginning with the 2014-2015 school year.
- The Avance reclassification rate of English Learners will be at least 15%. This measure will be met each year beginning with the 2014-2015 school year.
- Achieve the annual growth target and yearly progress set forth by the state each year as it relates to the new standardized assessment tool, "Smarter Balanced".
- Achieve a CDE calculated graduation rate of at least 90% by 2019.

## State Assessments

As is required by the California Department of Education, students will also participate in all state mandated testing. **Avance** will meet all statewide standards and conduct the pupil assessments required pursuant to Section 60602.5 and any other statewide standards authorized in statute or student assessments applicable to students in non-charter public schools. We firmly believe that our academic program will fully prepare students for success in these statewide assessment programs. Additional support structures (i.e., after-school tutoring, summer enrichment programs, mentoring programs, peer study groups, etc.) will be in place to ensure that students surpass the performance of their peers in comparable high school settings.

During the 2013-2014 school year, **Avance** students participated in the Smarter-Balanced testing. **Avance** utilized technology to conduct the statewide assessment and will order another set of Chromebooks in order to assess students even more efficiently. It was apparent that typing skills slowed down the process. Therefore, a typing skills course will be provided for our students during the 2014-2015 school year prior to spring assessments.

## **Benchmarks**

Benchmark testing will be conducted prior to finalizing student grades each Semester. Benchmark testing utilizes published tests in language arts, mathematics, English language development and science.

NWEA MAP is another method Avance uses as a benchmark assessment. NWEA MAP is a Standards-based Adaptive Measurement that utilizes an innovative computer-adaptive, Internet-based model, to target the instructional level of each student by altering question difficulty based on previous answers. Once the test has been completed, the results are immediately available, providing an accurate evaluation of each student's abilities. This research-based program is a reliable diagnostic test that predicts performance on standardized tests such as the California Standards Tests and has been an effective tool for identifying specific student needs in schools with demographics similar to ours.

Data Director was used by Avance for all assessment since 2010 to monitor student achievement on benchmark assessments. Presently, the "NWEA MAP" assessment is being used for English Language Arts and Mathematics. Data Director is used for all other core courses. In addition to monitoring benchmark assessments, this software enables administrators and teachers to track and monitor student achievement on summative assessments including CSTs/Smarter Balanced, CELDT/ELPAC and publisher created benchmark assessments. Benchmark assessment data is clustered in alignment with the Smarter Balanced data, enabling us to effectively monitor progress and predict API and AYP growth.

NWEA MAP: Through adaptive, online assessment and differentiated supplemental instruction, NWEA MAP help educators utilize technology to ensure academic success for all their students.

NWEA MAP can make individual student assessment or widespread universal diagnosis possible with products that are easy to use and scalable throughout our entire school, utilizing our existing computer labs and classroom installations. NWEA MAP provide the opportunity to implement a web-based, diagnostic platform, while allowing teachers to meet the instructional needs of each student.

## **Reading Assessments**

Diagnostic Online Reading Assessment is a K-12 measure that provides objective, individualized assessment data across eight reading measures to profile each student's reading ability and prescribe individual learning paths.

Phonemic Awareness is ideal for non-readers or struggling readers, as it applies audio and pictorial items to provide a thorough oral assessment of nine phonemic awareness skills.

California English Language Development Test (CELDT) is a powerful diagnostic assessment of Spanish student reading abilities. The system provides an effective means of comparing students' first language Spanish abilities with their developing second language English reading skills, enabling parents and teachers to best exploit those Spanish reading skills to further develop English reading skills.

## **NWEA MAP Mathematics**

NWEA MAP is fully aligned with Common Core State Standards and measures constructs across the five instructional strands identified by the National Council of Teachers of Mathematics (NCTM's).

Pre-Algebra intelligently assesses students in 14 Pre-Algebra constructs and follows with a detailed roadmap for remediation/instruction.

Algebra intelligently assesses students in 11 Algebra constructs and follows with a detailed roadmap for remediation/instruction.

#### Individual Student Sample Assessment Reports

All NWEA Map assessments are accompanied by diagnostic reports for parents, teachers and administrators. These reports include:

- Descriptive, diagnostic assessment of student strengths and weaknesses
- Comprehensive scoring, with grade-level equivalencies for all sub-skills in the assessment
- Clear, easy-to-read graphics
- Detailed instructional suggestions and intervention techniques developed by education specialists
- Math and reading standards evaluations from all 50 states are accessible

Avance faculty and administration have worked diligently to establish benchmark assessments at every grade level. Data from these benchmark assessments aid in tracking student progress toward academic standards. The Principal and Director of Curriculum dedicate much of their time toward observation and direct classroom support of teachers. A team of lead teachers are being trained to observe and provide support to designated teachers. The school has established a team approach for students who are struggling and meetings are held on a regular basis that focus on student achievement. The Student Study Team process involves experts on campus, including the Resource Specialist and School Psychologist, meeting with teachers and parents to come up with specific action plans to meet the needs of students who may be struggling in either academic or social-emotional areas.

Avance staff regularly assesses student progress toward achieving Common Core State Standards. Students participate in all state-mandated testing, including the Smarter Balanced, California State Test (CST) Assessment and the Physical Fitness test for 7th and 9th grades. As results are made available, parents and teachers examine them to determine how best to modify each student's educational program. Student progress is determined and monitored on multiple levels, including individual, grade, subgroup and school-wide. Results are reported to our Executive Director and Board of Directors.

Avance RTI 2015-2016

Programs-Strategies-Accountability

Academic Goal #1:	ENGLISH/ LANGUAGE ARTS
Students will achieve proficiency levels in ELA by: 2015=base year, 2016=80%, 2017= 85%, 2018=90%, 2019=95%	
Action Plan	Create contracts with students who are below proficient in ELA, Reading/Writing.  Analyze and report progress of the ELA program(s).
1	English Instructional Leader coaches House teachers on how to develop ELA intervention plans during their House class time with students who are below proficient in ELA/Reading/Writing.
2	English Instructional Leader meets with Acellus ILT to review progress of Acellus ELA students.
3	English Instructional Leader meets with RSP Instructional Leader monthly to review progress of students with IEP's, determining areas of disability (i.e. mathematics, ELA, auditory processing, ADD, etc.).
4	English Instructional Leader meets with Principal Monthly; review progress of ELA intervention program.
5	Principal meets with Executive Director weekly to share progress of ELA achievement/intervention.
6	Executive Director reports to Board monthly about progress of ELA program(s).

Academic Goal #2:	MATHEMATICS
Students will achieve proficiency levels in Mathematics by: 2015=base year, 2016=80%, 2017= 85%, 2018=90%, 2019=95%	
Action Plan	Create math intervention contracts with students who are below proficient in mathematics.
1	C & I Administrator will coach House teachers on how to develop math intervention plans during their House class time with students who are below proficient in mathematics.
2	Principal will hire a math technician to rove through math classes. Tier 2 and 3 intervention.
3	C & I Administrator meets with YPI Math Tutor and math teachers to develop streamlined communication while delivering after school intervention..
4	C & I Administrator meets with RSP Instructional Leader monthly to review progress of students with IEP's, determining areas of disability (i.e. mathematics, ELA, auditory processing, ADD, etc.).
5	C & I Administrator will meet with Acellus ILT to review progress of Acellus

	Math students.
4	C & I Administrator will meet with all math teachers to review the progress of math program(s).
5	C & I Administrator meets with Principal Monthly; review progress of math intervention program.
6	Principal meets with Executive Director weekly to share progress of math achievement/intervention.
7	Executive Director reports to Board monthly about progress of math program(s).

Academic Goal #3:	<b>SOCIAL STUDIES</b>
Students will achieve proficiency levels in Social Studies by: 2015=base year, 2016=80%, 2017=85%, 2018=90%, 2019=95%	
Action Plan	Create math intervention contracts with students who are below proficient in social studies.
1	Social Studies Instructional Leader will coach House teachers on how to develop math intervention plans during their House class time with students who are below proficient in mathematics.
2	Social Studies Instructional Leader meets with Acellus ILT to review progress of Acellus Math students.
3	Social Studies Instructional Leader meets with RSP Instructor. Leader monthly to review progress of students with IEP's and determine areas are of disability (i.e. mathematics, ELA, auditory processing, ADD, etc.).
4	Social Studies Instructor. Leader meets with Principal Monthly; review progress of math intervention program.
5	Principal meets with Executive Director weekly to share progress of social studies achievement/intervention.
6	Executive Director meets monthly with Board to report progress of social studies program(s).

Academic Goal #4:	<b>SCIENCE</b>
Students will achieve proficiency levels in Science by: 2015=base year, 2016=80%, 2017= 85%, 2018=90%, 2019=95%	
Action Plan	Create math intervention contracts with students who are below proficient in science.
1	C & I Administrator/ Science Instructional Leader (ILT) will coach House teachers on how to develop science intervention plans during their House class time with students who are below proficient in mathematics.
2	C & I Admin./Science Instructor. Leader meets monthly with RSP Instructor. Leader to review progress of students with IEP's and determine areas are of disability (i.e.

	mathematics, ELA, auditory processing, ADD, etc.).
3	Science ILT meets with Acellus ILT to review progress of Acellus science students.
4	C & I/Science Instructional Leader meets with Principal Monthly; review progress of science program.
5	Principal meets with Executive Director weekly to share progress of science achievement/intervention.
6	Executive Director meets Board monthly to report progress of science program(s).

## State Mandated Assessment

Avance participates in all required statewide assessment tests and will meet all statewide standards applicable to non-charter public schools.

Avance will test independently and hereby grants the state of California authority to provide a copy of all test results directly to the Los Angeles County Board of Education as well as to Avance.

## Use of Assessment Data

The Executive Director will report to the Board of Directors the process and results of student assessment data at regularly scheduled meetings. Percentages on publishers' tests for each classroom along with other teacher-developed assessments, anecdotal records and grades will be reviewed by the Principal and the Director of Curriculum prior to school progress reports. Positive, as well as negative results will be shared by teachers and evaluated by the administrative team to determine specific causes for upward and downward trends; action will be taken to modify instructional practices as deemed necessary. Student achievement data provides additional insight into teacher effectiveness and is recognized as one component within the revised teacher evaluation process.

School administration will disaggregate data from yearly Smarter Balanced tests to compare Avance's progress to that of the district's and states for each curricular area, grade level and significant subgroup. This analysis will focus our efforts to keep pace with the state and District by monitoring best practices of the educational community-at-large.

All findings from the analysis of state/local assessments and state/district comparisons, will continue to drive the allocation of Avance's resources. Funding recommendations and the scheduling of professional development activities will be made by the Director of Curriculum and the Principal based on careful analysis of student achievement data. These recommendations will be passed on to the Budget, Facilities and staff for fiscal review. Final determination to implement all policies and programs will be the responsibility of our Board of Directors.

Individual student test score results are mailed home to parents in a timely manner, then interpreted and analyzed for parents by classroom teachers during parent conferences scheduled in the fall of each school year.

## Ongoing Assessment of Pupil Outcome Goals

Student Performance and Assessment will take into account several assessment methods, specifically based upon the assessment program created and researched by Richard J. Stiggins, author of Student Involved Classroom Assessment, 3rd ed., 2001. Stiggins' work is based on the idea that effective assessment must directly correspond to specific achievement targets that have been revealed to students as part of the instructional program. This method has been included based on its successful usage in

secondary educational settings; it includes assessments such as selected response, essays, performances and products.

## **Tools for Student Data Management**

In the context of the assessments described above, Avance will use the NWEA Map assessment tool. This system enables teachers to generate standards-based assessments, as well as upload and analyze data in real time.

Staff will utilize the assessment system in an ongoing effort to examine student performance and revise instructional practices to address student needs. At no time will Avance become complacent in the examination of assessment findings. Staff will continuously be challenged to rethink current pedagogical practices and address the changing needs of our present and future student populations.

Student interaction with teachers around data is a vital component of Avance. NWEA MAP will assist in the qualitative assessment of student growth relating to our goal of establishing a college-bound culture.

The NWEA MAP tool allows for the integration and utilization of data from multiple sources, simplifying a broad range of data to provide longitudinal tracking and reporting of student assessment/demographic/attendance data, professional development activities, paraprofessional activities, student grades and teacher data (Source: NWEA MAP web-site). At Avance these tools will include:

- State Assessments
- Demographic information and grades
- Avance developed and administered benchmark tests
- Daily classroom assessments given by teachers

Implementation of NWEA MAP has provided the additional benefit of shared data from across the country, aiding Avance faculty as they can easily draw from assessments and reports developed by staff at other schools.

The Avance school leadership will emphasize at weekly in-service sessions the evolution of our school-wide culture with data-driven instructional strategies being central to school operations. In addition, our data-driven culture will bind the shared commitments of Avance's Executive Board, school leadership, teachers and parents with student goals.

## **Development and Use of Individual Learning Plans for Each Student**

Avance's Individual Learning Plans (ILP's) document each student's core and non-core academic learning goals and academic achievement. The student, their parents, teachers and administrators review academic and social progress quarterly, ultimately guiding each individual toward attaining Avance's Expected Schoolwide Learning Results (ESLR's). Individual Learning Plans serve as the backbone for reaching these objectives:

1. To record yearly academic goals for mutual agreement and collective monitoring. NWEA (RIT Scores) are recorded quarterly by the student, his/her Avance House Instructor and parent/guardian.
2. To form a longitudinal record to assess both individual student progress and collective school-wide progress.
3. An aggregator of summary reports from the various Avance data tools (NWEA MAP, Data Director, Centre, Acellus ELA and math, Data Quest, Google Apps etc.)

Regarding the first goal, student progress can be monitored at any point in the year by all stakeholders on the student's Avance House team (i.e. House Instructor, other subject teachers, parents, student and school administration).

Individual Learning Plans are the foundational elements of our district's documented progress monitoring system. They are reviewed with both parents and students during fall/spring parent conferences as college preparation goals are established. The previous spring CST outcomes and First Quarter benchmark results are used during the fall conference to set grade-specific ILP goals for each core subject. As a result of this student centered approach, we are simultaneously drawing closer to achieving the objectives defined in Common Core State Standards assessments Smarter Balanced/CAASPP.

Updates are made to the data in the ILP throughout the year. Additional interim assessments of student learning are administered throughout the year to monitor student progress towards achieving state and school wide goals; these consist of anecdotal and observational records, student projects, written work/reflections and formal exams. In addition, ILP's include grade-specific goals identified by the our college admissions preparatory objectives that reflect UC "Realizing the College Dream" curriculum. (See Appendix L, and the section in Element A: The Avance Program).

Students, House Instructors and other faculty can monitor progress on the stated ILP goals at any time. A formal review is made during the spring conference each March. The ILP also becomes the basis for a comprehensive year-end assessment and is produced by the student, parent/guardian and House Instructor. Preliminary goals will be developed for the upcoming school year at this time.

A longitudinal record emerges over the lifespan of each student at Avance. The ILP documents used to prepare for the fall/spring conferences and the signed documents that result are collected in an ILP Folder and placed in the student's complete cumulative file. Thus, the ILP folders become a longitudinal "warehouse" of student data that contain CST scores (Smarter Balanced), pre and post tests, exams, teacher driven assessment/observations and student reflections. The ILP folder is also used in conjunction with additional longitudinal data collected by NWEA MAP, Centre, Connect 5 and all other Avance data tools to monitor each student's progress toward their college and life preparatory missions.

The student's ILP folder is maintained by the student's House Instructor from year to year, with oversight from the Principal. When/if the student moves to a different Avance House, the folder is passed to their new House Instructor.

All ILP folders are reviewed over the summer by lead instructors as school leadership helps with end-of-year school-wide assessment reports and any necessary adjustments of academic strategies for the upcoming school year.

## Element D: Governance

“The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement” Ed. Code § 47605 (b)(5)(D)

### California Nonprofit Public Benefit Corporation

Avance exists as a legally and operationally independent nonprofit entity. As such, Avance has incorporated as an independent California Nonprofit Public Benefit Corporation with its own Board of Directors. The affairs of the nonprofit corporation are managed and its powers exercised under the Board's ultimate jurisdiction.

Avance is governed pursuant to the Articles of Incorporation and bylaws adopted by the incorporators, and subject to the limitations of the California Nonprofit Public Benefit Corporation Law. Avance complies with all laws relating to public agencies in general, and all federal laws and regulations and state codes as it pertaining to charter schools. The by-laws for Avance Schools, Inc. and other pertinent legal documents are presented in Appendix M.

### Public Operating Principles

Avance will be nonsectarian in its programs, admission policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against any student on the basis of race, ethnicity, national origin, religion, gender, disability, or sexual orientation.

### Governance Structure for Academia Avance

Governance of Academia Avance utilizes a structure that balances these critical parameters:

- legal and fiduciary oversight of the school
- day-to-day operations of the school
- clear lines of communication among all stakeholder groups
- real integration of the interests of the staff and parents
- ability to deep partner with community organizations that can provide resources to the school

A schematic of the Academia Avance governance structure and organization chart are presented in Appendix N.

### Avance Executive Board

The Avance Executive Board has final and full legal and fiduciary responsibility for Academia Avance. The Avance Executive Board will be responsible for providing fiscal accountability by approving and monitoring the budget. The Board will also help ensure effective organizational planning by approving long-range goals and annual objectives, monitoring the general policies such as health and safety, use and maintenance of facilities, fundraising, and overseeing that school resources are managed effectively. This goal will be accomplished primarily through hiring, supporting, reviewing the performance, and evaluating the Executive Director.

There are seven members that will serve on the Avance Executive Board. It is the objective of the school to try to keep the representation on the broad in the spectrum on backgrounds and perspectives. Ideally, although not at all times, the composition of the Avance Executive Board will have persons with these direct or related backgrounds:

- Educator
- Community Representative
- Non-profit Business Operator
- Partnership Representative
- Entrepreneur
- Facilities Partner
- Charter School Operator

The initial composition of the Avance Executive Board was established by the original Avance development team. Members serve two-year terms, which can be renewed. New members are nominated by sitting members, with review from current members during a regular meeting. A vote on the nomination during a regular meeting moves the nominee to member.

Notification for all meetings of the Avance Executive Board will follow the requirements of the Brown Act. Notification of meetings will be posted on the publicly-accessible Avance website, as well as a printed copy posted in the main office of the school, clearly visible to the general public, according to the timelines provided by the Brown Act.

The Avance Executive Board will have the following standing committees:

- Finance Committee
- Audit Committee

Other ad-hoc and standing committees will be formed as needed.

The Avance Executive Board will hold a regular meeting the second Saturday of August, October, December, February, April, and June (unless the schedule is modified by action of the Executive Board). Special meetings shall be called as needed to act on items requiring action before the next regular meeting.

The Finance Committee shall be comprised, at a minimum, of the Treasurer and President, and other Board members as agree to by the full Avance Executive Board. Selection of the Board members that make up the Finance Committee must take into account experience with financial matters. The Executive Director can be present at all Finance committee meetings, and may invite outside persons to the meeting as needed.

## **Avance Advisory Board**

In addition to the Avance Executive Board, an on-site governing structure will be the Avance Advisory Board. This board will allow for representation from key stakeholders of the school. Each significant stakeholder group will select representation for the advisory board on an annual basis for one-year terms starting in the Fall of 2010. The Advisory Board has these standing committees:

- FAC - Faculty Advisory Committee
- PAC - Parent Advisory Committee

The Executive Director is the Chair of the Advisor Board; the Principal is the Vice Chair. The Advisory Board will meet twice yearly (October and June) and present an annual advisory report to the Avance Executive Board on concerns and suggestions.

## **Parental Involvement**

One of the primary predictors of student success is parent involvement. Parents of Avance students are encouraged and expected to participate in the educational process of their child(ren). Parents participate in the school governance structure via the Parent Advisory Committee, as described above, and also via the Avance House model, described in Element A. The House model draws from the “promotora” model that empowers peers in a group to become leaders of an effort. Parent involvement in the House activities can easily move a parent to greater roles in the House, from which they can progress to a role in the PAC, and then if they wish to a school-wide role via the Avance Advisory Board. Parents will support, in a variety of ways, the instruction of certificated teachers.

## **Compliance with Laws, Policies and Regulations**

Members of the Avance Executive Board, any administrators, managers or employees, and any other committees of the School shall comply with federal and state laws and nonprofit integrity standards and regulations regarding ethics and conflicts of interest as presented in the Avance Schools, Inc. By-laws, which are presented in Appendix M.

At the first regular meeting of the Avance Executive Board following July 1 of each year, the Executive Board shall review and acknowledge adherence to all policies and regulations pertaining to charter schools adopted by LACOE.

## **Federal Compliance**

To the extent that Avance is a recipient of federal funds, including federal Title I, Part A funds, Avance has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the No Child Left Behind Act and other applicable federal grant programs. Avance agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of the No Child Left Behind Act and other applicable federal programs, including, but not limited to, documentation related to required parental notifications, appropriate credentialing of teaching and paraprofessional staff, the implementation of Public School Choice and Supplemental Educational Services, where applicable, or any other mandated federal program requirement. The mandated requirements of NCLB include, but are not limited to, the following:

- Notify parents at the beginning of each school year of their “right to know” the professional qualifications of their child’s classroom teacher including a timely notice to each individual parent that the parent’s child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified.
- Develop jointly with, and distribute to, parents of participating children, a school-parent compact.
- Hold an annual Title I meeting for parents of participating Title I students.

- Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy.

Avance also understands that as part of its oversight of the school, the Charter School Office may conduct program review of federal and state compliance issues.

## **Grievance Procedure for Parents and Students**

Avance will designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and Section 504 of the Rehabilitation Act of 1973 (Section 504) including any investigation of any complaint filed with Avance alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Avance will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

### ***Avance Uniform Complaint Process***

Avance has established a uniform complaint procedure (UCP) to provide prompt and equitable resolution of student, parent and employee complaints alleging any action, including those prohibited by Title IX, or Section 504. The UCP process and documents are presented as part of the Avance Inscription Packet, are reviewed at the beginning of the year in the school orientation sessions for parents, and are posted on the school's website.

Avance will implement specific and continuing steps to notify applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the recipient, that it does not discriminate on the basis of sex or mental or physical disability in the educational program or activity which it operates, and that it is required by Title IX and Section 504 not to discriminate in such a manner.

## **Audit and Inspection of Records**

Avance shall promptly respond to all inquiries, including but not limited to, inquiries regarding financial records, from LACOE and shall consult with LACOE regarding any inquiries. Avance acknowledges that it is subject to audit by LACOE. LACOE likewise agrees to provide a copy of all communications regarding or related to Avance, its students, parents or staff to Avance within one week of receipt. Notification is to be made to the LACOE of any notices of workplace

hazards, investigations by outside regulatory agencies, lawsuits, or other formal complaints, within one week of receipt of such notices by Avance.

Avance agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining their charter authorization:

- Avance is subject to LACOE oversight.
- LACOE's statutory oversight responsibility continues throughout the life of the Charter and requires that it, among other things, monitor the fiscal condition of the Charter School.
- LACOE is authorized to revoke this charter for, among other reasons, the failure of Avance to meet generally accepted accounting principles or if it engages in fiscal mismanagement.

- Pursuant to EC Sec 47604.4, Avance recognizes the authority of the County Superintendent to monitor and conduct investigations into the operations of the charter school based upon written complaints by parents or other information that justifies an investigation.

Accordingly, LACOE hereby reserves the right, pursuant to its oversight responsibility, to audit the Avance books, records, data, processes and procedures. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of school financial information,
- The school's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- The school's enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

The Avance shall cooperate fully with such audits and to make available any and all records necessary for the performance of the audit upon 30 days' notice to Charter School. When 30 days' notice may defeat the purpose of the audit, LACOE may conduct the audit upon 24 hours' notice. In addition, if an allegation of waste, fraud or abuse related to the Avance operations is received by the District, Avance will cooperate with any investigation initiated by LACOE.

Avance accepts and understands the obligations to comply with Education Code Section 41365 related to the Revolving Loan Fund.

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## Element E: Employee Qualifications

“The qualifications to be met by individuals to be employed by the school.” Ed. Code § 47605 (b)(5)(E)

Avance is committed to recruiting and hiring a community of professionals who are dedicated to the best practice of education of all students. Regardless of their role in the school, every person hired by Avance will actively help to promote the curricular philosophy, instructional program and the school community’s guiding principles.

Avance will select its own staff and will not discriminate against any employee on the basis of race, color, age, gender, sex, national origin, actual or perceived sexual orientation, marital status, affiliations, political or religious beliefs, medical condition (cancer-related), physical disability or in retaliation. To best meet families’ needs and the school’s mission, employee recruitment will seek to create a bilingual, multicultural staff. All staff is expected to be sensitive to the linguistic and cultural needs of students, and to participate in staff development to enhance their skills in this area.

### Recruitment for Open Positions

The Avance Executive Director and designee will direct the process for recruiting and hiring all employees. All job openings will be posted via the Avance web-site, as well as education related job-poring sites, such as Ed-Join. The inclusion to the candidate pool will follow full submission of all job application materials.

The Avance Executive Board will direct the process for recruiting and hiring an Executive Director with recommendations from the incumbent Executive Director if available.

Staff racial and ethnic balance will comply with Federal laws requiring that no teaching staff be identified as intended for students of a particular race, color, or national origin.

### Pre-conditions for Employment

Avance will require each employee to submit to a criminal background check as required by Education Code Section 44237. Avance will adhere to California laws, including background checks via LiveScan, and prohibitions regarding the employment of any person who has been convicted of a violent or serious felony.

Avance will adhere to school policy pertaining to the safety and health of all employees and students. All employees must furnish or be able to provide:

- Medical clearance of communicable diseases and tuberculosis (TB).
- Fingerprinting and the service fee to the Department of Justice for a criminal record check. Applicants will be required to provide a full disclosure statement regarding their prior criminal record.
- Documents establishing legal status.

All Avance personnel contracts are executed on an "at-will" basis. Contracts will be renewed based on demonstration of meeting or exceeding the requirements of individual job responsibilities, as described in their contract, and adhering to policies,

procedures, and expectations outlined in the employee handbook. The expectations outlined in the evaluation process will be designed to support the mission and vision of the school and to comply with applicable state and federal laws.

The Avance employee handbook (see Appendix O) was developed with a collaborative process that included members of the Board of Trustees, administrative staff, certificated staff, classified staff and community members with expertise in human resources law and personnel evaluation, as well as by the school's legal counsel. The employee handbook is reviewed annually, with new versions approved by the Avance Executive Board.

## **Credentials and Credential Monitoring**

Avance will conform to the legal requirements that all charter school teachers shall hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. The Director of Operations shall be responsible for Employee documentation compliance. The Principal and Executive Director will monitor the compliance. The Principal or designee will ensure that credentials are in accordance with requirements as set forth by the Commission for Teacher Credentialing and the State's interpretation of Highly Qualified for the purposes of compliance with No Child Left Behind. Teacher contracts will have a provision that holds the contract valid only upon successful presentation of documentation for full compliance. Non-core teachers are not required to hold credentials but must demonstrate subject expertise, meet Avance employment pre-conditions, and have the ability to communicate and work well with students.

Avance credentialed positions are subject to other requirements, depending on need and availability. Positions might or might not require graduate degrees.

The credential documents will be securely maintained at the school. The school will provide a report of the teacher credentials upon request.

The charter school may also employ or retain qualified non-certificated instructional support staff to serve in an instructional support capacity. Those employees will have an appropriate mix of subject matter expertise, professional experience, and a demonstrated capacity to work successfully in the role of instructional support.

## **Salaries and Benefits**

The Avance Executive Board will set policies for salaries, benefits and annual work calendars of all employees. Avance is committed to equitable and just salaries and benefits for its employees.

Avance will offer its own health benefits package. Avance will ensure that employee benefits are extended under the provisions of the Family Medical Leave Act (CFRA) and Labor Code II ensure that employee benefits are extended under the provisions of the Family Medical Leave Act (CFRA) and Labor Code 233 to all employees.

## **Employee Selection Process**

The Executive Director and designees will select employees for the school on an application and interview basis. Individuals that wish to apply for a position will be required to submit a resume and an Avance employment application.

The Executive Director and designees such as the Principal will review all submissions and determine which candidates are best suited for the school based on their qualifications. Selection will be based on the demonstrated ability to perform required job duties. Candidates that are offered employment will

receive a written notice from Avance. Classified employees will be hired either on a full-time or part-time basis depending on the job function and individual contract.

A schematic of the Academia Avance governance structure and organization chart are presented in Appendix N.

## **Avance School Leadership and Staff**

### ***Executive Director: Responsibilities and Qualifications***

- Provides vision, strategic planning and leadership for the organization
- Lead all fund development including the ongoing maintenance and new development of contracts and other funding sources so as to provide the principal with all the needed and available resources to execute the academic program.
- Oversee financial stability and growth of the organization, assure sound financial planning, effective asset management, and full compliance with government audit requirements.
- Present operating and capital expenditure budgets for review and approval of the Avance Executive Board annually.
- Oversee operations, consistent with all applicable local, State and Federal statutes and in compliance with the organization's by-laws, policies and procedures.
- Ensure that the policies and procedures are uniformly understood and properly interpreted and administered.
- Responsible for the compliance and submittal of all reporting requirements.
- Responsible for the design and execution of the facilities plan.
- Oversee the schools fundraising activities.
- Serves as the school's chief spokesperson and develops and maintains effective relationships with all stakeholders, government, and media.
- Participate in meetings of the Avance Executive Board and Board Committees.
- Serves as Chair of the Avance Advisory Board.
- Provide advice and counsel, serve as a resource to the Board in establishing overall direction of the organization.
- Participate in Board development, including recruitment and training.

### **Executive Director: Qualifications**

The qualifications for this position include demonstrated appropriate and substantial previous experience and leadership in:

- Non-profit management
- Public-sector program compliance
- Charter-school operations
- Educational advocacy and reform

- Cultural relevancy with community served, including parent involvement
- Education of youth in alignment with the Avance mission statement and educational program

### ***Principal: Responsibilities and Qualifications***

The Executive Director will select the Principal on an application and interview basis. Qualifications for this position include demonstrated substantial previous experience in educational leadership, in program design and/or development, and in entrepreneurial and commitment to educational reform as well as an educational vision for and experience with low-income and/or minority children. The Principal will:

- Have ultimate responsibility and accountability for student progress as it relates to student achievement.
- Serves as Vice-Chair of the Avance Advisory Board.
- Shares responsibility of hiring and firing (with cause) employees according to the mission, philosophy, and obligations of the school as spelled out in the charter.
- Oversee the day-to-day operations of the school.
- Prepare credentialing paperwork and monitor processing.
- Organize and lead teacher workshops and in-service.
- Organize teacher common planning time.
- Assist with student discipline.
- Report to the Avance Executive Board on the progress of the school in achieving educational success once a month.
- Be a liaison to partners.
- Represent schools at meetings/forums.
- Call needed meetings.
- Open and close campus.
- Assist in writing grants, facilitating fundraising, and/or obtaining loans.
- Help parents organize parent support center and meetings.

### ***Principal: Qualifications***

The qualifications for this position include demonstrated appropriate and substantial previous experience and leadership in:

- Academic school leadership focused on increasing student achievement.
- Management of certificated, classified and contracted employees.
- Day-to-day operations of the safety, facilities and procedures of a school.
- Oversight of the California teacher credentialing policies.
- Management of instructional professional development.
- Development and management of middle school and high school behavior and discipline plans,
- Communications with parents and the community.

***Director of Operations: Responsibilities and Qualifications***

The Executive Director will select the Director of Operations on an application and interview basis. Qualifications for this position include demonstrated substantial previous experience in educational leadership, in program design and/or development, and in entrepreneurial and commitment to educational reform as well as an educational vision for and experience with low-income and/or minority children. The Director of Operations will:

- Manage all state and federal program compliance and reporting, such as for the National School Lunch Program, and the ASES Program
- Monthly Attendance Reporting/Accounting
- Human Resource Management
- Maintain & Process Accounts Payable
- Coordinate School Emergency Grant
- Manage all transportation services

***Director of Operations: Qualifications***

The qualifications for this position include demonstrated appropriate and previous experience in:

- Business accounting policies and procedures
- Small business and/or non-profit finance
- Human resources
- Contracts and vendor management

***Teachers***

Teachers will be selected by the Principal on an application and interview basis. Qualifications for teaching positions include professional credentials in alignment with their assigned duties, demonstrating subject-matter competency and classroom instructional and management capabilities as well as experience teaching students that fit the demographic profile of the community served. Avance will monitor the status of all teachers holding alternative certification. Teachers will:

- Provide a quality, enriched and powerful curriculum.
- Provide continual assessment of student progress and maintain records.
- Continually evaluate classroom performance to meet the needs of the students.
- Provide an effective classroom environment that reflects and facilitates the academic program.
- Provide peer assistance to fellow teachers.
- Continue to work on professional growth.
- Actively strive for continuous and open communication with parents and community members.
- Maintain regular, punctual attendance.

### ***Other Certificated Staff/Substitute Teachers***

A list of day-to-day substitutes will be established and a list of qualified substitutes will be maintained.

### ***Office Personnel***

Office Personnel will be selected by the principal and/or administrative staff on an application and interview basis. Selection will be based on the ability to perform the job duties for that position. Office personnel duties will include, but not be limited to:

- Answering telephones
- Filing reports
- Enrolling students
- Managing/monitoring office operations
- Ordering and purchasing office and classroom supplies, and vendor management
- Developing and implementing clerical and administrative procedures for daily school operations
- Preparing correspondence, reports, bulletins, files, forms, memorandums, and performing other clerical and administrative duties as assigned
- Bilingual translation and communication with parents and community

### ***Counselor***

Under the administrative direction of the Principal, counselors implement programs which emphasize developmental guidance, preventive and proactive counseling, and which focus on the academic, personal, social, and career development of all students. Qualifications for a counselor include: at least one year of experience working with youth, excellent communication and teamwork skills, knowledge of child/adolescent development child/adolescent psychology, excellent active listening skills, and the ability to build trust and rapport quickly. Duties will include, but not be limited to:

- Implementing broad based programs which deal with decision making skills, conflict resolution, self-esteem, positive attitudes, goal setting techniques, and coping strategies.
- Serving as school based resources for dealing with crisis prevention/intervention, and child abuse/neglect.
- Providing classroom guidance focusing on emotional and social issues, family relationships, peer relations, and decision making, individual and group counseling.
- Coordinating and facilitating programs and services which impact directly upon students' abilities to achieve academically, emotionally, socially, and personally.
- Consulting and collaborating with parents, school staff, and agency personnel in planning for the students.
- Participating in team intervention with staff to support students.
- Maintaining liaison relationships in order to integrate the resources of the school and the community
- Pass a Department of Justice (DOJ) background check
- Must be examined and pass a Tuberculosis (TB) test within 4 years of employment and if deemed necessary by school, every 4 years after that.
- Performing related work as required.

### **Classified Staff**

Classified and other personnel will be selected by the principal and/or administrative staff on an application and interview basis. Selection will be based on demonstrated ability to perform required job duties. Classified personnel will perform duties suitable for their job positions.

### **Evaluations**

Evaluations will be performed annually. Performance measures will be used to evaluate all school personnel. The Executive Director will be evaluated by the Avance Executive Board on:

- Degree to which all business objectives are met with sound financial procedures
- Maintaining a fiscally sound charter school including a balanced budget with clean audits
- Accommodation of all necessary space requirements according to the facilities plan
- Success in promoting a positive message about the school
- Success in managing fundraising program

The Principal will be evaluated by the Executive Director on:

- Overall successful school academic program and achievement of educational goals
- High parental and community involvement
- Completion of required job duties
- Creation of a school atmosphere of enthusiasm, warmth, and cooperation among all parties.

The Director of Operations will be evaluated by the Executive Director on:

- Compliance, accuracy and timeliness in the presentation of all required reporting
- Management of all sensitive data and records
- Resolution of emerging challenges

Teachers and lead teachers will be evaluated by the Principal on:

- Student progress as referenced from assessment measures.
- Effectiveness of teaching strategies as evaluated by the director, lead/mentor teacher, and Academic Review Board through classroom visitations.
- Performance of job duties
- Knowledge of curriculum

Classified and other personnel will be evaluated by the Executive Director based upon completion of assigned job duties and regular, punctual attendance. If an employee disagrees with an evaluation, a written objection may be appended to the review.

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## Element F: Health and Safety

“The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in § 44237.” Ed. Code § 47605 (b)(5)(F)

For Avance, the health and safety of our students and staff members is our highest priority. Avance will continue to follow established standards of health and safety as commonly practiced in California public schools according to the California Education Code and California Health and Safety Code, including Education Codes 44237, 45125.1, and 45122.1.

### Emergency Readiness

Avance participated in the Los Angeles Readiness and Emergency Management for Schools (REMS) consortium with 17 other region charter schools. The consortium is a recipient of a US Department of Education REMS Grant, with the CALS Early College High School acting as the lead LEA. The consortium ensures plans policies and procedures that are consistent with the National Incident Management System (NIMS)/Standardized Emergency Management System (SEMS) requirements, and which are developed in conjunction with the local law enforcement agencies and fire departments.

The REMS consortium provided response planning and training for the following situations, among others: fire, flood, earthquake, terrorist threats, and hostage situations. The REMS consortium also provides emergency response, CPR and other appropriate "first responder" training to the Avance instructional and administrative staff, as well as to interested Avance parents. All Avance staff are made aware of their duties and responsibilities in the event of an earthquake or other national disaster Drills for fire, earthquake, lock-down and other situations will be held throughout the year, in compliance with the mandated frequency requirements.

The Avance Principal is designated as the Incident Commander for the School Emergency Response Team (SERT), and holds the master copy of the Avance Emergency Response Plan, Health & Safety Procedures document, presented in Appendix P.

### Health and Student Services

Avance will adhere to Education Code Section 49423 regarding administration of medication in school. Avance will adhere to Education Code Section 49450, et seq. applicable to the grade levels served by the school, by providing screening for issues with vision and/or hearing, and for scoliosis. as mandated to comply with California Department of Education Health and Services guidelines provided by the CDE. The screening will be made available via a partnership with the North East Community Clinics, located across the street from the school. This partnership also provides a full range of health services at no cost to the students and parents.

### Family and Youth Counseling

Through a partnerships with nearby community organizations, such as the Family Development Network of El Centro Del Pueblo, students and parents have access to youth and family counseling, both on-site and at the El Centro Del Pueblo complex.

## **Child Abuse Reporting**

Avance will adhere to the requirements of California Penal Code Section 11164 and 11166 regarding child abuse reporting. Avance staff must report to the proper authorities if they suspect that a student is subject to the following:

- Sexual assault
- Neglect
- Willful cruelty or unjustifiable punishment
- Cruel or inhuman corporal punishment or injury
- Abuse in out-of-home care

The reporting person need only be "reasonably suspect" that abuse or neglect has occurred. The reporting person does not have to prove abuse. The principal will work with all faculty and staff members to make sure all appropriate steps are taken if a child abuse situation occurs. All faculty and staff will understand that it is their duty and responsibility to report any suspicions of child abuse. Staff will understand that under California law, anyone who fails to report an incident of known or reasonably suspected child abuse or neglect is guilty of a misdemeanor punishable by up to six months confinement in a county jail or by a fine of one thousand dollars (\$1,000) or by both. Staff will not be made to investigate any incident, only report to the principal and proper authorities.

Academia Avance staff will complete a written report of the situation and immediately notify the Department of Children Services. If necessary, the Los Angeles Police Department will be informed of the situation as well. The reporting person will be responsible for providing all the necessary information and child abuse reports to the Department of Children Services and/or Los Angeles Police Department since he/she will be most knowledgeable of the situation.

Should it be necessary to remove the child from school, Academia Avance staff will obtain the contact information of the agency person removing the child. This information will be placed in the student's record and be available to the parents.

## **Drug Free/Alcohol Free/Smoke Free Environment**

Academia Avance will adhere to Title IV of the Safe and Drug-Free Schools and Communities Act, to insure that the campus is kept safe and is tobacco, drug and alcohol free.

## **Blood-borne Pathogens**

Academia Avance shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. The New Los Angeles Charter School Board shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus ("HIV") and hepatitis B virus ("HBV"). Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

## **Comprehensive Sexual Harassment Policies and Procedures**

Academia Avance is committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. Avance will develop a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at Avance (including employee to employee, employee to student, and student to employee misconduct).

Misconduct of this nature is very serious and will be addressed in a sexual misconduct policy that will be developed. Any employee who knows or reasonably suspects a child has been the victim of child abuse shall report the instance pursuant to the following policy. Child abuse or neglect is broadly defined as a “physical injury that is inflicted by other than accidental means upon a child by another person.” This includes both acts and omissions on the part of the responsible person. Charter School employees are required to report instances of child abuse and/or neglect when the employee has knowledge of or observes a child that the employee knows or reasonably suspects has been the victim of child abuse or neglect. Reasonable suspicion arises when the facts surrounding the incident could cause another person in a similar situation to suspect child abuse or neglect.

Section 11166 of the California Penal Code applies to all employees employed by a public school. These employees are mandated reporters. It is the policy of Avance that all employees shall comply with the law’s reporting procedures whenever they have knowledge of or observe a child in the course of their employment whom they know or reasonably suspect to have been the victim of child abuse.

## **Criminal Background Checks**

Each employee of the school will submit to a Department of Justice criminal background check via LiveScan processing and furnish a criminal record summary as required by Education Code Section 44237. Any offer of employment made by Avance prior to the criminal conviction/fingerprint check will be null and void in the event that the records show that the person does not meet the Avance standards. Volunteers who will provide services outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

## **Immunizations and Tuberculosis Testing**

All staff and volunteers will provide records documenting immunizations against appropriate diseases, and Tuberculosis (Mantoux) clearance, as required by Education Code Section 49406. All students enrolled and Avance will provide records documenting immunizations against appropriate diseases as is required at public schools pursuant to Health and Safety Code Section 120325-120375, and Title 17, California Code of Regulations Section 6000-6075.

## **Food Service and Other Auxiliary Services Safety**

Avance will contract with an outside agency for its food service needs. Avance will be responsible and accountable for filing all documents necessary for operating the food service program, as well as for reimbursement from the State. Avance will ensure that its auxiliary services such as food services, transportation, custodial services are safe and free from hazardous materials.

## **Contractors and Consultants**

Contractors and consultants working on campus will be required to show proof of TB testing done within the past 4 years and must pass a DOJ background check

## **Personal Belief Exemption - Immunization Waiver**

Immunization of a person shall not be required for admission to Avance if the parent or guardian or adult who has assumed responsibility for his or her care and custody in the case of a minor, or the person seeking admission if an emancipated minor, files with the governing authority a letter or affidavit that documents which immunizations have been given, and which immunizations have not been given on the basis that they are contrary to his or her beliefs. Personal Belief Exemption (PBE) form available is available from the CA department of Public Health.

## **School Athletics – Concussions**

An athlete who is suspected of sustaining a concussion or head injury in an athletic activity shall be immediately removed from the athletic activity for the remainder of the day, and shall not be permitted to return to the athletic activity until he or she is evaluated by a licensed health care provider who is trained in the management of concussions and is acting within the scope of his or her practice. The athlete shall not be permitted to return to the athletic activity until he or she receives written clearance to return to the athletic activity from that licensed health care provider.

On a yearly basis, a concussion and head injury information sheet shall be signed and returned by the athlete and the athlete's parent or guardian before the athlete initiates practice or competition.

## Element G: Racial and Ethnic Balance

“The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” Ed. Code § 47605 (b)(5)(G)

Avance will implement policies and procedures to work towards a racial and ethnic balance among its pupils that is reflective of the general population residing within the Los Angeles Unified School District (LAUSD). The plan to achieve this balance is detailed below, but will be regularly updated based on LACOE feedback and guidance for support and success in achieving this balance. Appendix Q presents the demographic profile for the LAUSD.

### Geographic Area for Outreach Efforts

Outreach efforts for student recruitment to Avance will take place in the communities that fall within or adjacent to the Franklin High School enrollment zone. These include the Northeast Los Angeles communities of:

- Highland Park
- Cypress Park/Glassell Park/Atwater Village
- Eagle Rock
- El Sereno
- Garvanza/Hermon
- Lincoln Heights
- Mt. Washington

### Annual Outreach Efforts Methods

Annual notification of application availability will be given to large numbers of students reflective of racially and ethnically diverse backgrounds through the following methods:

- Year Long - Public notification of all inscription dates and requirements in the local community newspaper: The Northeast Sun.
- Spring and Summer - Community outreach efforts including working with local council members' field offices, local public libraries, park and recreation centers, community based organizations, churches and synagogues.
- Year Long - Developing and maintaining a web site with current information about the school.
- Year Long - Publicizing our instructional program, hosting community open houses.
- Year Long - Providing tours of the school and speaking to interested parties
- All outreach efforts will be tailored in English and other languages as needed.

### Recruitment of Academically Low-Achieving and Economically Disadvantaged Students

The following efforts will be employed by Avance in order to recruit low-achieving, economically disadvantaged students:

- Students will be recruited from Northeast Los Angeles where the public schools are characterized by low achievement and a predominantly Title 1 population.

- Flyers with enrollment events will be distributed to the local elementary schools, six weeks prior to the closing of the enrollment period and the implementation of the public lottery (if needed).
- Flyers will be distributed to local community agencies, six weeks prior to the closing of the enrollment period and the implementation of the public lottery (if needed).
- All students will be encouraged to apply, if interested.
- There will be no special qualifications required for admission to Avance.

## **Collaboration with Celerity Octavia and Celerity Troika**

Beginning with the 2015-2016 student recruitment cycle, Avance has partnered with the two Celerity Education Group schools in Northeast Los Angeles: Octavia and Troika. These are very high quality charter schools (2014 API scores of 904 and 959, respectfully), and are K-8 span schools. The Troika school uses two sites, with a K-5 operation co-located via Prop. 39 on the LAUSD campus of Luther Burbank Middle School on Figueroa, just 1 mile from the Avance Main Campus. The Octavia school is located in the neighboring Glassell Park community, 3 miles from the Avance Main campus. (See letter of collaboration from the Celerity Education Group in Appendix D.)

The two Celerity schools have waiting lists of several hundred for families interested in enrolling. As K-8 schools (K-5 at the nearby Burbank MS), the Celerity school and families are anxious to find a continuing college-bound pathway beyond the 8th grade. To-date, the approximately 50 students promoted to the 9th grade have been directed to private high schools, many at a distance from Northeast Los Angeles. The success of the Avance Life Prep program in having students progress to 4 year universities, with strong persistence rates has attracted a strong interest among the Celerity Northeast Los Angeles community, with Avance as a charter public school pathway an attractive option.

The Celerity school leadership is now working with Avance to refer their wait-list families to Avance. Through this partnership Avance expects to modest and achievable gain in enrollment for 2015-2016 and beyond of approximately 40 additional students for the 6th grade, and 25 for the 9th grade. These referrals will allow for an expansion of the Avance middle school program to a full three class groups at an optimal size of 25 students each. Likewise, the Celerity referrals for the 9th grade will allow for an expansion of the Avance high school program to a full four class groups at an optimal size of 25 students each. The enrollment growth model for the third charter period is presented below, with an anticipation of reaching the full development enrollment of 625 for the 2019-2020 academic year. The projected revenues and expenses for this model are presented in Element Q and its related appendices.

# Element H: Admission Requirements

“Admission Requirements, if applicable.”  
Ed. Code § 47605 (b)(5)(H)

Avance is committed to serving all students, including those more likely to “slip through the cracks” for lack of adequate support at home or school. Avance will recruit an ethnically and academically diverse population.

## Affirmations

Avance shall abide by the specified items of the Assertions section at the beginning of this petition.

## Public Random Drawing for Enrollment

A public random drawing will determine enrollment, should there be more applications than available spaces per education code, section 47605(d)(b).

A public meeting where all parents who have filed a Lottery Inscription Form are invited as is the general public in order to ensure a fair execution of the lottery. The lottery will be observed by at minimum one administrator and two other school staff members in order to insure fair execution of the lottery rules and procedures.

## Communication of Public Random Drawing Rules to Interested Parties

Parents and students will be informed of the dates and rules of the public random drawing at the time they fill out a “Lottery Inscription Form” with certifies their intent for inscription for admission into the school. Dates and rules of the public random drawing will be published via the school Internet web site, and made available for all staff and other interested parties per request, at the school site.

## Timelines for Enrollment and Lottery

The enrollment period published via the school Internet web page, and via targeted flyers during the month of December and January utilizing the methods listed above. The Lottery Inscription Forms shall be accepted on an open basis throughout the year for the subsequent Fall semester. Those received before the public random drawing will be included in the lottery; those received after the public random drawing, but before the start of the Fall semester will be added to the wait list in the order received. The lottery inscription forms will be collected at the school site for applicants. The public random drawing will be scheduled for the third Saturday of January.

Application to Avance should be an informed, carefully considered decision. As part of the application process, students and parents or guardians are expected to attend an information session to learn more about the educational program of the school. The content of materials in the admissions process will not be used as a factor of admission. Information and documents that pertain to academic records, achievement test, and if applicable IEPs shall not be collected until after the public random drawing.

As per EC§47605(d)(2), if the number of applicants exceeds enrollment capacity at the time of the application deadline as set by the date of the public random drawing, students will be admitted to the school according to the order determined by the public random drawing for each grade (respecting the admissions priorities stated below).

### **Applicable Preferences for Inscription Order**

In case the number of applicants exceed enrollment capacity and prior to the public random drawing, the school will give admissions priority to the following students in the following order:

1. Students returning having completed the previous year.
2. Students residing in the same confirmed household of currently enrolled students or other applying students, so as not to split households.

All applications received after the date of the public random drawing, will be added to the waiting list according to the date of submission of the complete inscription package. The waiting list will have a confirmation date in June certified via a statement of continuance of interest.

### **Minimum and Maximum Age Requirements**

Academia Avance accepts and understands the obligation to comply with all laws establishing:

- minimum age for public school attendance
- not enrolling pupils over 19 years of age unless continuously enrolled in public school and making satisfactory progress toward high school diploma requirements.

## Element I: Fiscal Accountability

“The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.”

Ed. Code § 47605 (b)(5)(I)

### Annual Audit

Avance will retain the services of an independent auditor/CPA who is familiar with California Public School accounting procedures and public school finances. Such an audit will, at a minimum, verify the accuracy of the school's financial statements, revenue -related data collection and reporting practices, attendance procedures, and examine the school's internal controls.

The Executive Director, will be responsible for contracting and overseeing the independent financial audit.

The annual audit will be completed no later than four months after the close of the fiscal year (June 30). As required by AB1994, Avance will send a copy its annual audited financial report to the chief financial officer of LACOE and the California Department of Education by December 15 of each year.

The Audit Committee of the Avance Executive Board will review any audit exceptions or deficiencies and report to the full Avance Executive Board with recommendations on how to resolve them. The Board will report to LACOE regarding how the exceptions and deficiencies have been or will be resolved. It is understood that exceptions and deficiencies will be resolved to the satisfaction of LACOE.

The schedule of reports to be submitted by Avance to LACOE shall be established in the LACOE Charter School Agreement. Avance shall promptly respond to all inquiries and requests for documents from and shall consult with LACOE regarding and inquiries. Furthermore, Avance will provide any financial information requested by LACOE during any business day upon request or within 24 hours. In addition, all legally required financial reports will be submitted to LACOE, in the format required by LACOE within the time lines specified by LACOE each year.

Avance has retained an independent firm that specializes in forensic auditing, fraud examination and the investigation of asset misappropriation. The service provides a way to address these issues when or if these matters arise. This number is monitored by an external fraud examiner who is not employed by the authorizer. All reports to Report-Fraud.com are confidential.

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# Element J: Student Suspensions/Expulsions

“The procedures by which pupils can be suspended or expelled.” Ed. Code § 47605 (b)(5)(J)

## General Discipline Policies

The Avance Student Parent Handbook outlines the expectations of all matriculated students (See Appendix S). Scholar Team Pledge is the statement of agreed expectations signed by each student, one of their parents, and their assigned Avance House Instructor. The pledge is reviewed in detail with every Avance candidate during the inscription process, during the start of the year orientation, and in Avance House. The results of the annual periodic policy reviews will be presented to the Avance Executive Board for a final review and ratification.

A key objective for the annual review of these policies will be for suspension and expulsion procedures, and thus determinations, to follow a standard that are established and known to all stakeholders. As such, the review and application of Avance disciplinary action shall seek to eliminate arbitrary and or disparate consequences, by ensuring a consistent and comprehensive due process that is in alignment with all state and federal codes.

The Avance Behavior Plan shall specify preventive measures that will be applied following expected due process, according to the severity and re-occurrence of the in-appropriate behavior. The general escalation of measures will follow this sequence:

- Warnings
- Loss of privileges
- Isolation within the classroom or in other supervised areas
- Notices to parents by telephone or letter
- Request for parent conference
- Detention after school (with advance notice to parents if the detention is more than 10 minutes)
- Sending the student to the designated Opportunity Room (in-school suspension location) when deemed necessary by the classroom teacher
- Suspension from school for a period ranging from one (1) to five (5) consecutive days per suspension, and not more than twenty (20) school days per school year, depending upon the severity and recurring nature of the violation. In-school suspension (in the Opportunity Room) and all other alternatives will be considered before suspension from school.
- Expulsion from Academia Avance

Parents will be asked to participate in the Behavioral Student Study Team process if the student's behavior does not improve. Appropriate modifications and intervention strategies will be developed by the Behavioral Student Study Team and Avance school leadership.

## Reasons for Suspension and Expulsion

In cases of serious misconduct, a student may be suspended from class or from school, or recommended for expulsion from Avance by the Principal or designated administrator. The length of the suspension or expulsion will be determined by the severity and recurring nature of the violation. Suspensions may be one (1) to five (5) days in length, and will be at the discretion of the Principal or designated administrator.

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at Avance or at any other school or a Avance sponsored event at any time including but not limited to:

1. while on school grounds;
2. while going to or coming from school;
3. during the lunch period, whether on or off the school campus;
4. during, going to, or coming from a school-sponsored activity.

## Enumerated Offenses

Causes for suspension or recommended expulsion will follow these standards as specified in the California Education Code section 48900:

1. Caused, attempted to cause, or threatened to cause physical injury to another person, except in self-defense.
2. Willfully used force or violence upon the person of another, except in self-defense.
3. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee which is concurred in by the Executive Director or his/her designee.
4. Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance, as defined in Health and Safety Code 11053-11058, an alcoholic beverage, or an intoxicant of any kind.
5. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or materials as controlled substance, alcoholic beverage, or intoxicant.
6. Committed or attempted to commit robbery or extortion.
7. Caused or attempted to cause damage to school property or private property.
8. Stole or attempted to steal school property or private property.
9. Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel.

10. Committed an obscene act or engaged in habitual profanity or vulgarity.
11. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
12. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
13. Knowingly received stolen school property or private property.
14. Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
15. Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the penal Code or committed a sexual battery as defined in section 243.4 of the Penal Code.
16. Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
17. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
18. Engaged in, or attempted to engage in, hazing of another as defined in Section 32050.
19. Aiding or abetting as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person.
20. Committed sexual harassment as defined in Section 48900.2.
21. Caused, attempted to cause, threatened to cause, or participated in an act of, hate violence as defined in Section 48900.3.
22. Intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils as defined in Section 48900.4 that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of either school personnel or pupils by creating an intimidating or hostile educational environment.
23. Made terrorist threats against school officials and/or school property as defined in Section 48900.7. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family.

The above list represents a categorization based on Education Code. Where observed, an offense that is not an exact match will be reviewed by the Principal or other designated administrator together with the Executive Director, and if appropriate the student's parent(s) to discuss the appropriate school response. Alternatives to suspension or expulsion will first be attempted with students who are truant, tardy, or otherwise absent from assigned school activities.

## **Reasons for Expulsion - Mandatory**

Students will be recommended for expulsion from Avance for any of the following conduct as specified in the California Education Code section 48915:

1. Causing serious physical injury to another person.
2. Possession, selling or furnishing of any firearm, knife, explosive, or other dangerous object.
3. Brandishing a knife at another person
4. Committing or attempting to commit a sexual assault or committing a sexual battery.
5. Unlawful possession or selling of any controlled substance listed in Chapter 2 of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
6. Robbery or extortion.
7. Assault or battery upon any school employee.

Academia Avance will comply with the Gun-Free Schools Act of 1994, and any student who brings a weapon to school will face mandatory expulsion for a period of not more than one year.

## **Due Process for Student Behavior Actions**

The Principal or other designated administrator, may suspend a student and recommend expulsion whenever a student has violated any of the above enumerated offenses. For the process described below, the Administrative Panel will be comprised of the Principal and other certificated/credentialed staff designated that could include the Assistant Principal, Student Service Coordinator, instructor, other Avance staff deemed not related and impartial to the actions under review. If there is a concern with the Principal's findings and/or recommendation(s), the Executive Director can be called to sit on the Administrative Panel.

## **Suspension Procedures**

### **A. Conference**

Suspension shall be preceded, if possible, by a conference conducted by the Principal or his/her designee with the student and his or her parents and, whenever practical, the teacher supervisor or school employee who referred the student to the Principal or his/her designee. The conference may be omitted if the Principal or his/her designee or designee determines that an emergency situation exists. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's rights to return to school for the purpose of a conference. At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials.

Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

### ***B. Notice to Parents/Guardians***

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

### ***C. Suspension Time Limits/Recommendation for Placement/Expulsion***

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of Placement/Expulsion by the Principal or his/her designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Principal or his/her designee upon either of the following determinations:

1. the pupil's presence will be disruptive to the education process; or
2. the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

### ***D. Suspension Appeal***

The parent and student may contest a suspension through a meeting with the Executive Director, and then the Avance Executive Board if needed. The Avance Executive Board will review the circumstances of all suspension cases contested by the parent, except for cases that are proceeding through the expulsion process, by following the steps below which will also be used to mediate any parent conflicts:

1. Parent(s) or guardian meets with the Executive Director and/or Principal, if the concern is not with the Principal's findings and recommendation(s). If not resolved, parent(s) or guardian may submit their concern in writing via the Avance Uniform Complaint Process and submit to the Avance Advisory Board.
2. The Avance Advisory Board will meet in closed session (the parents/guardians and administrators will recuse themselves) and render a decision on the matter.
3. The decision will be communicated to the Avance Executive Board.
4. If the parent(s) or guardian wishes to appeal the decision of the Avance

Advisory Board, they may present the Avance Uniform Complaint Process case to the Avance Executive Board. A decision by the Avance Executive Board is final.

## **Expulsion Procedures**

### ***A. Expulsion Hearing***

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Principal or his/her designee determines that the pupil has committed an expellable offense. In the event an Administrative Panel hears the case, it will make a recommendation to the Avance Executive

Board for a final decision whether to expel. Members of the Avance Advisory Board who agree to be impartial to ensure that the student has a fair hearing may be used as the administrative panel. (As defined in Element D, the Avance Advisory Board includes faculty and parents.) The hearing shall be held in closed session unless the pupil makes a written request for a public hearing three (3) days prior to the hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least five (5) calendar days prior to the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of Academia Avance's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent'/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

### ***B. Record of Hearing***

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

### ***C. Presentation of Evidence***

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay and sworn declarations may be admitted as testimony from witnesses of whom the Avance Executive Director, Principal, or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm. If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Avance Executive Board who will make a final determination regarding the expulsion. The final decision by the Avance Executive Board shall be made within ten (10) school days following the conclusion of the hearing. The Decision of the Avance Executive Board is final. If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program. Written Notice to Expel

The Principal following a decision of the Avance Executive Board to expel, shall send written notice of the decision to expel, including the Avance Executive Board' adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

1. Notice of the specific offense committed by the student
2. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with Academia Avance. The Executive Director or designee shall send a copy of the written notice of the decision to expel to the District. This notice shall include the following:
  - The student's name
  - The specific expellable offense committed by the student

Additionally, in accordance with Education Code Section 47605(d)(3), upon expulsion of any student, Academia Avance shall notify the superintendent of the school district of the pupil's last known address within thirty (30) days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. The Avance Executive Board decision to expel shall be final.

If a student is recommended for expulsion, while awaiting the final determination of the Avance Executive Board, or during the appeal process, the Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days, unless the parent and the Charter School agree otherwise.

If the student is to be expelled, Academia Avance will notify the District in which the student resides. Students who are expelled may seek alternative education programs within the District or the county of residence.

Pupils who are expelled from Academia Avance shall be given a rehabilitation plan upon expulsion as developed by the Avance Executive Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to Academia Avance for readmission.

### ***Re-admission***

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Avance Executive Board, and the pupil and guardian or representative, to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment.

The Executive Director shall make a recommendation to the Avance Executive Board following the meeting regarding his/her recommendation. The readmission is also contingent upon the school's capacity at the time the student seeks readmission.

## **Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses**

The Charter School may, upon finding a good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the Avance Executive Board. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the person or Governing Board, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are not alternative

procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing by means of closed-circuit television. 10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

## **Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities**

Federal Special education law requires that pupils with disabilities receive a "free appropriate public education" in the "least restrictive environment" based on the pupil's Individual Education Program.

Every effort will be made to re-mediate behaviors before they become serious misconduct. A student identified as an individual with disabilities or for whom Academia Avance has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act ("IDEIA") or who is qualified for service under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures.

Academia Avance will follow Section 504, the IDEIA, and all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom Academia Avance has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

### ***Notification of SELPA/County Office***

The Charter School shall immediately notify the SELPA and/or LACOE and coordinate the procedures in this policy with the SELPA and/or LACOE the discipline of any student with a disability or student who the Charter School or SELPA and/or LACOE would be deemed to have knowledge that the student had a disability.

### ***Services During Suspension***

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP or 504 Plan; and receive, as appropriate, a functional behavioral assessment or functional analysis assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

### ***Procedural Safeguards/Manifestation Determination***

Within five (5) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP or 504 Team shall review all relevant information in the student's file, including the child's IEP or 504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

1. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
2. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP or 504 Plan.

If the Charter School, the parent, and relevant members of the IEP or 504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP or 504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP or 504 Team shall:

1. Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
2. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
3. Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP or 504 team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP or 504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

### ***Due Process Appeals***

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter school, the

student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the Charter School agree otherwise.

Students with a 504 Plan may appeal the decision regarding the manifestation determination pursuant to the 504 policies and procedures.

### ***Special Circumstances***

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Executive Director, School Counselor or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

1. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
2. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
3. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

### ***Interim Alternative Educational Setting***

The student's interim alternative educational setting shall be determined by the student's IEP or 504 team.

### ***Procedures for Students Not Yet Eligible for Special Education Services***

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the district's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

1. The parent/guardian has expressed concern in writing to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services. If a parent expresses a concern orally and is unable to write, the staff shall provide assistance to that parent.
2. The parent has requested an evaluation of the child.
3. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

## Element K: Retirement Systems

“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.” Ed. Code § 47605 (b)(5)(K)

The Academia Avance Executive Director will be responsible for ensuring that appropriate arrangements for the staff retirement benefits. Staff at Avance will participate in the federal social security system and will have access to other school-sponsored retirement plans for the school’s employees.

All full-time certificated employees of Academia Avance will continue to be members of STRS (State Teachers’ Retirement System). Employees will contribute the required percentage and Academia Avance will contribute the employer’s portion. All withholdings from employees and from Academia Avance will be forwarded to the STRS fund as required. Employees will accumulate service credit years in the same manner as all other members of STRS. Academia Avance will contract with the Los Angeles County Office of Education to transmit data to STRS.

Avance accepts and understands the obligations to comply with Education Code Section 47611 related to STRS.

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## Element L: Attendance Alternatives

“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” Ed. Code § 47605 (b)(5)(L)

As established in California Education Code Section 47605 (b)(5)(L), no student is required to attend Academia Avance.

Students who do not desire to attend the Academia Avance will possess the same alternatives as those offered to other students currently residing in the district in which the student resides. These students may attend other district schools or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of the district or county of residence.

The parent (s) or guardian(s) of each pupil enrolled in Academia Avance shall be informed that the pupil has no right to admission in a non-charter school of the district or county of residence (or program within a district school) while enrolled at Academia Avance, except to the extent that such a right is extended by the district.

The governing board of a school district shall not require any pupil enrolled in the school district to attend a charter school.

If space is available, traveling students will have the option to attend Academia Avance.

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## Element M: Employee Rights

“A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” Ed. Code § 47605 (b)(5)(M)

All employees shall be employees sole of Academia Avance. Upon employment at Academia Avance, new employees will resign from any other full-time position.

When an employee leaves a public school district or LACOE to work at Avance and subsequently chooses to return to that public school district or LACOE, the specific rights and return rights afforded the employee will be governed by the policy of that public school district or LACOE respectively, including but not limited to whether the employee may carry any unused sick/ personal leave and/or earned service credit (tenure) in the district for the time worked at Avance.

All rights of employees are clearly listed in the latest version of the Avance Employee Handbook approved by the Avance Executive Board.

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# Element N: Dispute Resolution

“The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.” Ed. Code § 47605 (b)(5)(N)

The intent of these dispute resolution processes are to:

- Minimize the oversight burden on LACOE.
- Ensure a fair and timely resolution to disputes.
- Resolve disputes within Academia Avance pursuant to the school’s policies.
- Provide a uniform complaint process to address all complaints which allege that Academia Avance has violated federal or state laws or regulations governing educational programs.

The Avance Executive Board and the staff of Avance agree to attempt to resolve all disputes regarding this charter pursuant to the terms of this section. All will refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

## Disputes between Academia Avance and LACOE

Academia Avance will respond within five (5) business days of the receipt of any written inquiry from LACOE, including but not limited to, inquiries regarding financial records from LACOE. In the event of a dispute between Academia Avance and LACOE, the Avance Executive Board and the staff of Avance, together with the LACOE staff, agree to first frame the issue in written format and refer the issue to the LACOE Charter Schools Office and the Executive Director of Avance.

Any controversy, claim, or dispute arising out of or relating to the charter agreement between LACOE and Avance, except any controversy or claim that in any way is related to revocation of this charter, shall be handled first through an informal process in accordance with the procedures set forth below.

1. Any controversy, claim, or dispute arising out of or relating to the charter agreement, or the breach thereof, must be submitted in writing ("Written Notification"). The Written Notification must identify the nature of the dispute. The Written Notification may be tendered by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. Written Notifications shall be addressed as follows:

To Charter School:  
Academia Avance  
Ricardo Mireles, Executive Director  
115 N Avenue 53  
Los Angeles, CA 90042

To Director of Charter Schools:  
Charter Schools Office  
Los Angeles County Office of Education  
12830 Columbia Way  
Downey, CA 90242

2. A written response ("Written Response") shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification. The parties agree to schedule a conference to discuss and resolve the controversy, claim, or dispute at issue ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.
3. If the controversy, claim, or dispute cannot be resolved by mutual agreement at the Issue Conference, then either party may request that the matter be resolved by mediation. Each party shall bear its own costs and expenses associated with the mediation. The mediator's fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 60 days from the date of the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the controversy or claim at dispute. The mediator may be selected from the approved list of mediators prepared by the American Arbitration Association. Mediation proceedings must be administered in accordance with the mediation rules or guidelines of the American Arbitration Association.
4. If mediation is not successful, then the parties agree to settle the controversy, claim, or dispute by arbitration conducted by a single arbitrator in accordance with the rules or guidelines of the American Arbitration Association. The arbitrator must be an active member of the California State Bar or a retired judge of the state or federal judiciary of California. Each party shall bear its own costs and expenses associated with the arbitration. The arbitrator's fees and the administrative fees of the arbitration shall be shared equally among the parties.
5. Any party who fails or refuses to submit to arbitration shall bear all costs and expenses incurred by such other party in compelling arbitration of any controversy, claim, or dispute.

Either party's failure to comply with the prescribed timelines set forth in Paragraph's One and Two of this Section shall result in the parties proceeding forward with mediation. Mediation proceedings shall commence within 60 days from the date the Written Notification was tendered.

The dispute resolution provision does not apply to issues that may trigger the revocation process (as outlined in Education Code section 47607 including violations of law or charter, failure to meet pupil outcomes, or engaged in fiscal mismanagement.)

## **Disputes Internal to Academia Avance**

Disputes arising from within parties related to Academia Avance including all disputes among and between students, staff, parents, volunteers, advisors, parent organizations and governing board members of the school will be resolved by the administration of the school and if necessary the Avance Executive Board. LACOE will refer within 5 days of receipt all complaints or reports regarding Academia Avance to the Avance Executive Board for resolution. If the matter is not resolved to the satisfaction of the person or persons complaining, LACOE may, among other things, refer the complaining persons to the appropriate local, state or federal agency.

LACOE may investigate if a complaint is made and there is a statutory obligation for the superintendent to investigate. Otherwise, LACOE will not intervene in any such internal disputes unless the internal dispute has given LACOE reasonable cause to believe that the dispute involves a possible violation of this charter or related laws or agreements, or unless the Avance Executive Board has requested LACOE to intervene in the internal dispute.

### ***Internal Dispute Policy***

Avance's internal dispute resolutions process is for disputes between Avance and its stakeholders. The purpose of the internal dispute resolution process is twofold: 1) to resolve disputes quickly and with clarity and, 2) to have all members of the school resolve conflicts within the structures of the school. Avance will implement the dispute resolution process described in the following steps and will provide all members of the school community with a copy of the same. Everyone in the school community will sign a statement acknowledging their intent to use the dispute resolution process in resolving conflicts. Parents will be also be advised of the Avance Uniform Complain Policy delineated herein.

### ***Procedures for All Persons***

Each member of the school community should first attempt to resolve the conflict with the person or persons directly involved or affected by the issue. The final school-level appeal is the Principal. Conflicts not resolved at the school-level can be appealed to the Executive Director. The final level of appeal is the Avance Executive Board. Intermediate levels of conflict resolution are outlined below.

### ***Procedures for Students***

If there is a conflict between students and direct discussion cannot resolve the conflict, students will be expected to follow the conflict resolution techniques taught in the classrooms and on the playground through real-life situation, role-playing and/or discussions. The conflict resolution structure asks students to be responsible for their own choices and gives students various choices to act upon when in a conflict. Students may choose to walk away from a situation, choose to share how they feel without continuing on to find consensus, chose to use active listening and problem-solving strategies to reach a consensus amongst the students or request support from other students with a strong understanding of active listening and problem-solving strategies. Learning and practicing these skills and strategies is a part of the Avance program. Staff will incorporate these techniques into problem-solving situations as a regular practice. If students are unable to resolve the conflict they will be expected to ask a teacher for assistance in resolving the conflict. If the teacher is unable to resolve the conflict, the Principal will facilitate a dispute resolution process.

### ***Procedures for Staff***

If there is a conflict between staff and staff members are unsuccessful in resolving the conflict, the Principal will facilitate a formal mediation. If the conflict involves the Principal, staff will request a dispute resolution process through the Executive Director.

### ***Procedures for Parents***

If a parent has a conflict, the parent should contact the Principal for assistance in resolving the conflict. If the conflict involves the Principal, parents will request a dispute resolution process through the Executive Director.

### ***Procedures for Board Members***

If a board member has a conflict, and the board member is unable to resolve it, the board member may request a dispute resolution process through the entire Board of Trustees.

### ***Procedures for Independent Contractors***

If an independent contractor has a conflict, the individual should contact the Principal for assistance in resolving the conflict. If the conflict involves the Principal, an independent contractor will request a dispute resolution process through the Executive Director.

In the event that the Los Angeles County Board of Education receives a complaint directly regarding the school's operations, LACOE agrees to refer said complaint to the Executive Director for resolution in accordance with the steps outlined above, unless otherwise prohibited by law (e.g. child abuse reporting).

### ***Timeline for Final Appeal to the Avance Executive Board***

The party initiating the appeal must submit a written request for Avance Executive Board review to the President within (5) five business days of the Executive Director's final decision. The Avance Executive Board will hear the appeal at the next scheduled regular meeting, unless the President determines that the urgency of the issues necessitate that a special meeting be called to hear the appeal. All confidential issues will be heard in closed session, in accordance with the Brown Act.

## **Uniform Complaint Policy and Procedures - UCP**

### ***Scope of the UCP***

The policy of Academia Avance is to comply with applicable federal and state laws and regulations. Avance is the local educational agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for conducting investigations shall be knowledgeable about the laws and programs which they are assigned to investigate. This complaint procedure is adopted to provide a uniform system of complaint processing for the following types of complaints:

1. Complaints of discrimination against any protected group including actual or perceived, including discrimination on the basis actual or perceived age, sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any Avance program or activity; and
2. Complaints of violations of state or federal law and regulations governing the following programs including but not limited to: special education, Title II, Section 504 of the Rehabilitation Act, consolidated categorical aid, No Child Left Behind, migrant and Indian education, career technical and technical education training programs, child care and development programs, child nutrition program

Avance acknowledges and respects every individual's rights to privacy. Discrimination complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process. This includes keeping the identity of the complainant confidential, as appropriate and except to the extent necessary to carry out the investigation or proceedings, as determined by the Principal or designee on a case-by-case basis.

Avance prohibits any form of retaliation against any complainant in the complaint process, including but not limited to a complainant's filing of a complaint or the reporting of instances of discrimination. Such participation shall not in any way affect the status, grades or work assignments of the complainant.

### ***Compliance Officers***

The Avance Executive Board designates the following compliance officer(s) to receive and investigate complaints and to ensure the Charter School's compliance with law:

Executive Director & Principal

Academia Avance  
PO Box 42095  
Los Angeles, CA 90042

The Executive Director or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Designated employees may have access to legal counsel as determined by the Executive Director or designee.

### **Notifications**

The Executive Director or designee shall annually provide written notification of Avance's uniform complaint procedures to students, employees, parents/guardians, the Board of Trustees, appropriate private officials or representatives, and other interested parties.

The Executive Director or designee shall make available copies of the Avance's uniform complaint procedures free of charge. The notice shall:

1. Identify the person(s), position(s), or unit(s) responsible for receiving complaints.
2. Advise the complainant of any civil law remedies that may be available to him/her under state or federal discrimination laws, if applicable.
3. Advise the complainant of the appeal process pursuant to Education Code 262.3, including the complainant's right to take the complaint directly to the California Department of Education (CDE) or to pursue remedies before civil courts or other public agencies.
4. Include statements that:
  - a) Avance is primarily responsible for compliance with state and federal laws and regulations.
  - b) The complaint review shall be completed within 60 calendar days from the date of receipt of the complaint unless the complainant agrees in writing to an extension of the timeline.
  - c) An unlawful discrimination complaint must be filed not later than six months from the date the alleged discrimination occurs, or six months from the date the complainant first obtains knowledge of the facts of the alleged discrimination.
  - d) The complainant has a right to appeal Avance's decision to the CDE by filing a written appeal within 15 days of receiving the Avance's decision.
  - e) The appeal to the CDE must include a copy of the complaint filed with the Avance and a copy of the Avance's decision.

### **Procedures**

The following procedures shall be used to address all complaints which allege that the Avance has violated federal or state laws or regulations governing educational programs. The compliance officers shall maintain a record of each complaint and subsequent related actions.

All parties involved in allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

#### **Step 1: Filing Of Complaint**

Any individual, public agency or organization may file a written complaint of alleged noncompliance by Avance.

A complaint alleging unlawful discrimination shall be initiated no later than six months from the date when the alleged discrimination occurred, or six months from the date when the complainant first obtained knowledge of the facts of the alleged discrimination. A complaint may be filed by a person who alleges that he/she personally suffered unlawful discrimination or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination.

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp.

If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, Avance staff shall assist him/her in the filing of the complaint.

## **Step 2: Mediation**

Within three days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process.

Before initiating the mediation of a discrimination complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information.

If the mediation process does not resolve the problem within the parameters of law, the compliance officer shall proceed with his/her investigation of the complaint.

The use of mediation shall not extend Avance's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

## **Step 3: Investigation Of Complaint**

The compliance officer is encouraged to hold an investigative meeting within five days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or his/her representative to repeat the complaint orally.

The complainant and/or his/her representative shall have an opportunity to present the complaint and evidence or information leading to evidence to support the allegations in the complaint.

A complainant's refusal to provide the Avance's investigator with documents or other evidence related to the allegations in the complaint, or his/her failure or refusal to cooperate in the investigation or his/her engagement in any other obstruction of the investigation may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

Avance's refusal to provide the investigator with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

## **Step 4: Response**

OPTION 1:

Unless extended by written agreement with the complainant, the compliance officer shall prepare and send to the complainant a written report of the Avance's investigation and decision, as described in Step #5 below, within 60 days of the Avance's receipt of the complaint.

OPTION 2:

Within 30 days of receiving the complaint, the compliance officer shall prepare and send to the complainant a written report of the Avance's investigation and decision, as described in Step #5 below. If the complainant is dissatisfied with the compliance officer's decision, he/she may, within five days, file his/her complaint in writing with the Avance Executive Board.

The Avance Executive Board may consider the matter at its next regular Board meeting or at a special Board meeting convened in order to meet the 60-day time limit within which the complaint must be answered. The Avance Executive Board may decide not to hear the complaint, in which case the compliance officer's decision shall be final.

If the Avance Executive Board hears the complaint, the compliance officer shall send the Board's decision to the complainant within 60 days of the Avance's initial receipt of the complaint or within the time period that has been specified in a written agreement with the complainant.

### **Step 5: Final Written Decision**

Avance's decision shall be in writing and sent to the complainant. Avance's decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

The decision shall include:

1. The findings of fact based on evidence gathered.
2. The conclusion(s) of law.
3. Disposition of the complaint.
4. Rationale for such disposition.
5. Corrective actions, if any are warranted.
6. Notice of the complainant's right to appeal the Avance's decision within fifteen (15) days to the CDE and procedures to be followed for initiating such an appeal.
7. For discrimination complaints arising under state law, notice that the complainant must wait until 60 days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies.
8. For discrimination complaints arising under federal law such complaint may be made at any time to the U.S. Department of Education, Office for Civil Rights. If an employee is disciplined as a result of the complaint, the decision shall simply state that effective action was taken and that the employee was informed of Avance's expectations. The report shall not give any further information as to the nature of the disciplinary action.

### ***Appeals to the California Department of Education***

If dissatisfied with Avance's decision, the complainant may appeal in writing to the CDE within fifteen (15) days of receiving Avance's decision. When appealing to the CDE, the complainant must specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of Avance's decision.

Upon notification by the CDE that the complainant has appealed Avance's decision, the Executive Director or designee shall forward the following documents to the CDE:

1. A copy of the original complaint.
2. A copy of the decision.

3. A summary of the nature and extent of the investigation conducted by Avance, if not covered by the decision.
4. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by all parties and gathered by the investigator.
5. A report of any action taken to resolve the complaint.
6. A copy of Avance's complaint procedures.
7. Other relevant information requested by the CDE.

### ***Direct CDE Intervention***

The CDE may directly intervene in the complaint without waiting for action by Avance when one of the conditions listed in Title 5, California Code of Regulations, Section 4650 (5 CCR 4650) exists, including cases in which Avance has not taken action within 60 days of the date the complaint was filed with Avance. Pursuant to 5 CCR 4650 among the bases for CDE directly intervention are if the complainant requests anonymity because he or she would be in danger of retaliation and would suffer immediate and irreparable harm should the he or she file a complaint with the charter school or if the complainant alleges facts that indicate that the health, safety or welfare of a child or group of children is threatened or in immediate physical danger.

### ***Civil Law Remedies***

A complainant may pursue available civil law remedies outside of Avance's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For discrimination complaints arising under state law, however, a complainant must wait until 60 days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if Avance has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint in accordance with 5 CCR 4622.

The above referenced Uniform Complaint Policy and Procedure may be amended Academia Avance to comply with state and federal law as it is amended from time to time. Such amendments shall not be considered material amendments but LACOE staff shall be notified if such changes are made to the uniform complaint procedure.

## Element O: Collective Bargaining

“A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act (Chapter 10.7 (commencing with Section 3540) of division 4 of Title 1 of the Government Code).” Ed. Code § 47605 (b)(5)(O)

Academia Avance shall be deemed the exclusive public school employer for collective bargaining purposes under the Education Employment Relation Act (EERA).

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# Element P: Procedures for Amendments and Termination of Charter

“A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” Ed. Code § 47605 (b)(5)(P)

## Charter Term

The duration of the charter granted with this petition will be five years. The term of this charter will begin on July 1, 2015 and expire five years thereafter, unless renewed. The process to renew this charter will follow the LACOE policy guidelines and time line as established for the 2019-2020 academic year.

## Charter Amendments

Any material additions, alterations, or amendments to this charter will be made by the mutual agreement of the Avance Executive Board and Los Angeles County Board of Education. Material revisions and amendments shall be made pursuant to the standards, criteria, and timelines in Education Code Section 47605 and LACOE Board Policy and Administrative Regulations 0420.4.

## Charter Petition Revocation

The charter may be revoked by the Los Angeles County Board of Education based on material breach of the terms of its charter or any provision set forth by the Los Angeles County Board of Education and/or any provisions set forth in the Charter School Act of 1992. Specifically, the Los Angeles County Board of Education may revoke the charter on any of the following grounds:

- Committed a material violation of any of the conditions, standards, or procedures set forth in the charter
- Failed to meet or pursue any of the pupil outcomes identified in the charter
- Failed to meet generally accepted accounting principles or engaged in fiscal mismanagement
- Violated any provision of law

Prior to revocation, and in accordance with California Education Code Section 47607(d), LACOE will notify Academia Avance of any violation (as set forth above) in writing, noting the specific reasons for which the charter may be revoked, and give the school a reasonable opportunity to cure the violation, unless LACOE determine in writing, that the violation constitutes a severe and imminent threat to the health and safety of the students.

Notwithstanding the immediately preceding language, revocation proceedings are not subject to the dispute resolution clause set forth in this charter.

## **School Closure Procedures**

Academia Avance shall follow the school closure provisions of the LACOE charter school policy and regulations, and the State Board of Education school closure provisions in the event of school closure. The following additional provisions relating to school closure shall apply.

### ***Administration***

The Avance Executive Board will be the responsible entity for oversight of the school closure procedures, and the Executive Director shall be primarily charged with implementing school closure procedures mandated by the SBE charter school closure regulations. The Executive Director will be employed after the closing of the school for a period of time adequate to facilitate school closure, disposition of assets and the transfer of all student records. Communications to the Avance Executive Board or to the Executive Director shall be made to: Academia Avance, PO Box 42095, Los Angeles CA 90042.

### ***Disposition of Assets***

All goods and materials purchased by Academia Avance with funds received by the LEA will be owned by the Avance Schools, Inc. corporation as the not-for-profit sponsor organization, and will remain so notwithstanding any revocation of the Charter by the Los Angeles County Board of Education. In the event that Avance closes, the assets and liabilities of the school will be disposed of by the Avance Executive Board to another charter school, non-profit organization, or other appropriate entity in accordance with the asset disposition provisions of the school's articles of incorporation and all related laws and regulations. Notwithstanding to above, all restricted funds shall be returned to their respective sources. Additionally, a full list of equipment, furniture, and instructional supplies must be documented prior to assets being distributed. The Avance Executive Board members will attend to enumerating and disposing of the assets and liabilities as directed in the articles of incorporation, and the Avance Executive Board Treasurer shall ensure that a final audit of the school's assets and liabilities is performed. A final audit will be completed and provided to LACOE within 60 days of school closure. Funds in the Avance reserve account will be utilized to pay for this final audit. (Education Code 47605(b)(5)(P).

### ***Notification***

The Avance Executive Board will provide the students and parents a 90-day notice (if possible) of the voluntary closure of the school or revocation of the charter by the Los Angeles County Board of Education. Avance shall also notify all other government entities as mandated by the SBE charter school closure regulations. The closing will generally be at the end of the school year. However, the school may be closed during the school year if Avance has exhausted all of its administrative and legal remedies after revocation.

### ***Transfer of Records***

The Avance Executive Board will ensure the transfer of official student records to the students' district of residence or LACOE upon school closure. Parents will also be provided with copies of appropriate records. The Avance Executive Board shall transfer all employee records in accordance with the SBE charter school closure regulations.

All employees will be given a letter (on official letterhead) detailing the position(s) held and term of employment

### ***Cost of Closure***

The Avance Executive Board shall cover the cost of closure of Academia Avance out of its reserves.

# Element Q: Financial Plan

## Budget and Financial Reporting

Academia Avance will adopt site based budgeting in order to:

- Allow the direction of spending priorities to provide leverage for fundamental change
- Link budget to student outcomes
- Make budgeting program-driven instead of formula-driven

Budget development will begin each year immediately following the January announcement of the governor's K-12 State Budget Proposals and continually refined through the May Revision to the Final State Budget Act. Budgeted resources will always be consistent with charter school goals as identified by the Avance Executive Board and the Avance Advisory Board.

The process for investment procedures will consist of recommendations from the Executive Director to the Avance Executive Board, who will make the final determination related to such investments. The Executive Director will insure adequate cash flow through close monitoring of expenditures in relation to the budget and time line of incoming revenue, with guidance from the Finance Committee and of the Avance Executive Director.

The financial system used by Academia Avance will follow the generally accepted accounting principles (GAAP).

## Responsibility for Financial Administration Tasks

Daily administrative and accounting functions are the primary responsibility of the Director of Operations, under the supervision of the Executive Director. The Director of Operations will oversee the financial accounting, attendance accounting, and all vendor/ contract processing. The Director will be aided in these tasks by the assigned staff of a contracted charter school back-office provider. No persons on staff nor on the Avance Executive Board has been affiliated with a public or private school which has been closed.

## Budget Projections

The 2015-2016 operational budget, a statement of anticipated revenues by month, and financial projections for the first four years are presented in Appendix R. These worksheets provide estimates of all anticipated revenues and expenditures necessary to operate the school, based on current understanding of the state and federal fund allocations.

Below are the parameters, inputs and assumptions used for these budget projections:

- The forecasted enrollment for fiscal year 2015-2016 through 2018-2019 is 535, 575, 600 and 625, respectively.
- All years assume a 95% attendance rate, which is a conservative estimate as compared to the actual observed ADA rate of over 97% for the last five years.

- The forecasted revenues include the most up-to-date assumptions from the State for the LCFF calculation.
- All other income is projected to remain flat on a per pupil basis (no COLA increase).
- The schools expenses include a minimum increase of a cost of living adjustment of 1% in fiscal year 15-16 and 2% thereafter in addition to a proportionate increase in the number of students.
- In addition to the COLA and school size adjustments, the following increases were also projected:
  - An additional 5% increase for certificated teacher salaries to account for the tighter teacher labor market.
  - An additional 3 certificated teachers in fiscal year 2015-16 and an additional 1 per year thereafter, to accommodate the expanded enrollment.
  - Student Supplies and Operating Expenses are based on historical averages, but include a significant increases (60%) in textbooks, reference materials and classroom supplies to account for the incorporation of Common Core aligned resources.
  - An increased facilities cost of \$100,000 in fiscal year 2015-2016 relative to the current expenses for expanded space for the additional students.
- The school fiscal plan calls for the reduction on the dependence on working capital financing, thus reducing interest costs by \$40k, \$20k and \$5k in years 2015-2016 through 2018-2019, respectively.
- The school fiscal plan calls for the reduction of its total liabilities by roughly \$1million over the next 4 years.
- Private grants and contributions are projected at less than 1% of total revenues.
- Teacher Salaries represent 27 full time teachers for 2015-2016, then with the addition of one additional teacher each following year to accommodate the enrollment growth.
- Non-Teacher Salaries include a Principal, Executive Director, Director of Operations, and 10 Office/Administrative Staff deployed at the Main campus and satellite sites.
- All assets greater than \$1,000 are depreciated. Depreciation is high as a result of the high level of capital expenditures in prior years.
- The budget projections show a positive year-end balance that represents a reserve.

## **LACOE Human Resource Services**

Avance maintains its commitment to use the LACOE Human Resource Services (HRS) system for payroll processing and STRS/PERS retirement reporting, as used for all years of the first charter term.

## **Corporate Standing**

Academia Avance is the sole operations of the California nonprofit public benefit corporation, Avance Schools, Inc. As such, Avance will be solely responsible for the debts and obligations of the charter school. Copies of the articles of incorporation and bylaws are provided in Appendix M, as well as certification of federal tax exempt status.

# Element R: Administrative Services

## Responsibility for School Administration Tasks

The governance structure of the school, as described in Element D and in the organization chart in Appendix G, places ultimate the fiduciary and legal responsibilities of the school with the Avance Executive Board. The Avance Executive Board receives direct school-site guidance from the Avance Advisory Board which incorporates the input of the parents and faculty via the Parent Advisory Committee and Faculty Committee, respectfully. The Avance Executive Board delegates all operations management authority to the Executive Director, who in turn delegates academic operations to the Principal. The on-site school leadership is comprised of the Executive Director, Principal and Director of Operations. The delegation of primary school administration responsibilities among these positions is listed in Element D.

## Oversight Costs and Fees

LACOE may charge for the actual costs of supervisor oversight of the Avance not to exceed 1% of the charter school's revenue. Avance maintains its commitment to use the LACOE Human Resource Services (HRS) system for payroll processing and STRS/PERS retirement reporting, as used for all years of the first charter term. As such it will maintain the same level of fee services for payroll processing.

## Attendance Accounting

Academia Avance will use attendance accounting procedures that satisfy the requirements of CDE and LACOE. Classroom teachers will record daily attendance. Required reports will be completed regarding daily attendance and submitted to the requesting agencies. This includes reporting enrollment and attendance figures to LACOE on a monthly basis.

## Student Information System

Academia Avance utilizes a student information system and other data systems that can generate reports as requested by LACOE, the CDE, or other oversight agencies. All academic and operations records are managed with procedures to safeguard confidentiality. The procedural elements in place include:

- All academic records are held locked file cabinets within a locked room that is separated from all other school spaces.
- Access to the records room is available only to designated staff.
- A log is maintained of access to records.
- End-of-year/Start-of-year inventories of all records is completed of the summer.

Academia Avance shall promptly respond to all inquiries, including but not limited to, inquiries regarding financial records, from LACOE and shall consult with the LACOE regarding any inquiries.

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# Element S: Charter School Facilities

## Facilities Partnerships and Growth Strategy

Academia Avance is a site-based school serving students in grades six through twelve. For the second charter, a maximum enrollment of just under 500 students was reached. For the third charter, the school plans to expand by some 20% to reach a full enrollment of 625 students by the 2018-2019 school year. The projected enrollment growth is presented in the table in the Students Section at the start of Element A.

For 2015-2016 Avance will maintain the three site arrangement as used in 2013-2014 and 2014-2015, as follows:

- Grades 8-10: 265 students at Main Campus at 115 N Avenue 53
- Grades 11-12: 120 students at satellite site at 161 S Avenue 49
- Grades 6-7: 150 students at satellite site at 2635 Pasadena Av

The Avenue 53 site is the main campus for the school. The school is in a strong long-term relationship for the use of the facilities at this site with the Presbytery of San Gabriel. This partnership allowed for the major renovations completed on site. The partnership is also moving plans forward for the expansion of capacity at this site, via the use of modular classrooms in the parking lot, targeted for 2016.

Academia Avance has also established a strong partnership with the Pilar or Fire church on Avenue 49, the location of the grade 11-12 satellite site. The satellite is within 0.5 miles (4 blocks south of Main campus), and is directly across the street from the Sycamore Park.

Academia Avance holds the option to extend the lease at 2635 Pasadena Av via the partnership with the Los Angeles Boys & Girls Club. The facility offers an excellent learning environment with recreational facilities on-site via a full size basketball gym, outdoor baseball field and ample sized multi-purpose room.

A copy of the certificates of occupancy for the three locations are on file with the charter authorizer.

Inter-campus bus transportation will be provided for students from the Main Campus to the satellite sites such that students need only travel to the main campus; a benefit to the approximately 90% of students that reside within 2 miles of the Main Campus.

All facilities related costs fall under the recommended range of a 15% maximum of all expenses. (See Appendix R).

## Facilities Compliance

As all the academic spaces used by the school are sited in recently renovated spaces, the school and its partners have worked carefully with the City of Los Angeles to ensure that all spaces comply with all zoning, accessibility, seismic, and health and safety requirements, as well as having LAFD clearance for occupancy. The Certificates of occupancy provided evidence as such.

## **Facilities Maintenance**

Academia Avance will contract with a cleaning service company to provide custodial services for the school. The cleaning company will come in during non-school hours to provide custodial services. All maintenance directly related to the health, welfare and safety of the students, parents and employees of the school will be taken care of immediately. Any additional maintenance to the facilities will be handled on an as needed basis. The school will contract with a rubbish pick-up company to pick up rubbish generated by the school on a weekly basis.

## **Asbestos Management**

Academia Avance shall occupy facilities that comply with the Asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

## **Healthy Schools Act**

Academia Avance adheres to the requirements of California Education Code Section 17608 regarding pest management. In collaboration with the school's facilities partners, maintenance operations will address the management of pests while minimizing the use of pesticides, and applying preventative measures. The policy fits the appropriate components of the Integrated Pest Management (IPM) Policy adopted by the LAUSD Board of Education in March, 1999.

# Element T: Risk Management Plan

## Minimum Insurance Requirements

No coverage shall be provided to the charter school by LACOE. The charter school shall secure and maintain, as a minimum, insurance as set forth below with insurance companies acceptable to the LACOE [A.M. Best A-, VII or better] to protect the charter school from claims which may arise from its operations. Each charter school location shall meet the below insurance requirements individually.

It shall be the school's responsibility, not that of LACOE, to monitor its vendors, contractors, partners or sponsors for compliance with the insurance requirements.

Academia Avance will comply with these policy requirements:

1. Commercial General Liability with coverage for Fire Legal Liability, Professional Educators Errors and Omissions liability, Employment Practices Legal Liability, and Sexual Molestation and Abuse coverage, with limits of \$1,000,000 per Occurrence and in the Aggregate.
2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect the Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if the Charter School does not operate a student bus service. If the Charter School provides student bus services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
4. Fidelity Bond coverage shall be maintained by the Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment or other assets. Minimum amount of coverage shall be \$50,000 per occurrence, with no self-insured retention.
5. Excess/umbrella insurance with limits of not less than \$15,000,000.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies.

The policies shall add as "named additional insured" the Los Angeles County Office of Education and its Board of Education.

## Evidence of Insurance

Avance shall furnish to LACOE annually notice of all new policies inceptions, renewals or changes, certificates or such insurance signed by authorized representatives of the insurance carrier.

Should Avance deem it prudent and/or desirable to have insurance coverage for damage or theft to school, employee or student property, for student accident, or another type of insurance coverage not

listed above, such insurance shall not be provided by LACOE, and its purchase shall be the responsibility of Avance.

### **Hold Harmless/Indemnification Provision**

To the fullest extent permitted by law, Avance does hereby agree, at its own expense, to indemnify, defend and hold harmless LACOE and its Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorney's fees, brought by any person or entity whatsoever, arising out of, or relating to this charter agreement. Avance further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless LACOE and its Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorney's fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by the charter school, and their officers, directors, employees or volunteers. Moreover, Academia Avance agrees to indemnify and hold harmless LACOE for any contractual liability resulting from third party contracts with its vendors, contractors, partners or sponsors.

### **Auxiliary Services**

Avance will contract with legal, personnel and risk management services as needed.

# List of Appendices

The following documents referenced in the elements of this petition can be found in Binder 3.

Appendix A – Renewal Criteria Schools Comparisons

Appendix B - Evidence of Pupil Academic Achievement – NWEA/MAP scores

Appendix C – Local Control Accountability Plan

Appendix D – Letters of Support

Appendix E – 2014-2015 Academic Year Calendar

Appendix F – 2014-2015 Bell Schedules

Appendix G – 2014-2015 Instructional Minutes Tallies

Appendix H – WASC Accreditation

Appendix I – Teacher/Parent Conference Templates

Appendix J – Academia Avance English Learners Plan

Appendix K – Academia Avance Course Catalog

Appendix L – Realizing the College Dream - UCLA

Appendix M – Corporate Legal Documents

Appendix N – Avance Governance Structure and Organizational Chart

Appendix O – Employee Handbook

Appendix P – Emergency Response Plan

Appendix Q – LAUSD Demographic Profile

Appendix R – Third Charter Four Year Budget Projection

Appendix S – Student/Parent Handbook

Appendix T – CSUDH ISLI CSUDH Grant Description

Appendix U – Professional Develop Units and Calendar

Appendix V – Research Supporting Avance Life Stages Program