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For more information or questions about the content of this material or to obtain alternative versions, you may contact Thomas Pacheco at tpacheco@cde.ca.gov or 916-322-1755.

LOS ANGELES COUNTY BOARD OF EDUCATION
9300 Imperial Highway, Downey, CA 90242
Phone (562) 922-6128 Fax (562) 940-1727

No. 28:2014-15

The full agenda is accessible through the receptionist at the northeast entrance of the above address. Enclosures to the agenda are available for review in the Board of Education's office during business hours 8:30 a.m. – 5:00 p.m. Any material related to an item on this Board Agenda distributed to the Board of Education is available for public inspection at our Office of Communications, Room EC 103 – LACOE Administrative Offices. Procedures for addressing the Board are in the wall receptacle in the entry to the Board Room and posted on the LACOE Board of Education website. To request a disability-related accommodation under the ADA, please call Ms. Beatrice Robles at (562) 922-6128 at least 24 hours in advance.

Board Meeting
April 14, 2015
3:00 p.m. – Board Room (EC 100)

I. BOARD COMMITTEE MEETINGS (none)

II. PRELIMINARY ACTIVITIES – 3:00 p.m.

Ms. Braude — A. Call to Order
Dr. Reisler — B. Pledge of Allegiance
Dr. Delgado — C. Ordering of the Agenda

III. COMMUNICATIONS: BOARD OF EDUCATION / SUPERINTENDENT / PUBLIC

IV. PRESENTATIONS

Ms. Benitez — A. Recognition of 2015 Science Competitions and Events

V. HEARINGS (none)

VI. REPORTS / STUDY TOPICS

Ms. Benitez — A. Staff Findings on the Renewal Petition for *Academia Avance Charter School, Grades 6-12*, Pursuant to Education Code Sections 47607 and 47605

VII. CONSENT CALENDAR RECOMMENDATIONS (none)

VIII. RECOMMENDATIONS

Dr. Delgado — A. Approve the Superintendent's Recommendation to deny Renewal of the Charter for *Academia Avance Charter School, Grades 6-12*, Pursuant to Education Code Sections 47607 and 47605

IX. INFORMATIONAL ITEMS

Dr. Delgado — A. Governmental Relations
Ms. Braude — B. Board Committee / Liaison Reports
Dr. Delgado — C. Los Angeles County Board of Education Meeting Schedule, Establishment of Meeting Times, Future Agenda Items, Follow up

X. INTERDISTRICT AND EXPULSION APPEAL HEARINGS

Ms. Braude

A. Los Angeles County Board of Education's Decision on Interdistrict Attendance Appeals (Open Session) (Enclosure)
   1. Ann Maria C. v. Los Angeles USD

Ms. Braude

XI. ADJOURNMENT

Board Meeting – April 14, 2015

Item IV. Presentations

A. Recognition of 2015 Science Competitions and Events

The Superintendent and County Board will recognize the success of students in science events and competitions.

The Los Angeles County Regional Science Olympiad: More than 2,800 students from elementary, middle, and high school levels participated in the countywide competitions held at Occidental College on February 28, and at Antelope Valley College on February 14. Students participated in 66 competitive events emphasizing critical thinking, creativity, collaboration, communication, engineering, and applied science. The top 12 middle school teams and top 11 high school teams represented Los Angeles County at the State Science Olympiad Finals held in Anaheim Hills on April 4, 2015.

The Los Angeles Environmental Education Fair: More than 1,700 students and their families participated in this annual event, which encourages students to learn about the environment and how our actions impact the world around us. The Environmental Fair was held at the Los Angeles County Arboretum on March 14, 2015.

The 65th Annual Los Angeles County Science and Engineering Fair: Over 1,000 middle and high school students participated in the Fair. More than 1,000 projects were exhibited in over 30 categories, showcasing the best research and design projects throughout Los Angeles County. The event was held at the Pasadena Convention Center from March 26-28, 2015. First - 3rd place winners in each category will represent Los Angeles County at the State Science Fair, scheduled May 18-19, 2015 at the California Science Center. Additionally, all middle school winners will represent Los Angeles at the Broadcom Competition October 1-7, 2015 and 2 high school students will represent Los Angeles at the International Science and Engineering Fair held in Pittsburgh, Pennsylvania, May 10-15, 2015.

Raynette Sanchez, Director, Division of Curriculum and Instructional Services (CIS), Gary Widdison, Project Director III, Outdoor and Marine Science Field Study / Science Education (CIS), and Anthony Quan, Consultant II, STEM (CIS) will be available during the presentation.

Board Meeting – April 14, 2015

Item VI. Reports / Study Topics

A. Staff Findings on the Renewal Petition for *Academia Avance Charter School, Grades 6-12,* Pursuant to Education Code Sections 47607 and 47605

The *Academia Avance Charter School* (Avance) renewal petition is presented to the Los Angeles County Board of Education (County Board) pursuant to Education Code (EC) sections 47607 and 47605. The renewal process requires the authorizer to evaluate both the past performance of the charter school and whether the renewal petition meets the criteria for approval. Avance is currently authorized by the Los Angeles County Board of Education.

Charter renewal is governed by EC 47607, 47605 and the California Code of Regulations Title 5 (5 CCR) sections 11966.4 and 11966.5. Critical components of these governing laws are as follows:

EC 47607(b) states that to be eligible for renewal, a charter school must meet one (1) of the following five (5) criteria:

(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 charter school.

(2) Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.

(3) Ranked in deciles 4 to 10, inclusive, on the API for a demographically comparable school in the prior year or in two of the last three years.

(4) (A) The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school. (Emphasis added)

(5) Qualified for an alternative accountability system pursuant to subdivision (h) of Section 52052.

EC 47607(a)(3)(A) states that 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. (Emphasis added)

5 CCR 11966.5(c)(1-2) provides the considerations and criteria to be used by a county board for making a determination as to whether to renew a charter: When considering a petition for renewal, the county board of education shall consider the past performance of the school's academics, finances, and operation in evaluating the likelihood of future success, along with future plans for improvement, if any.

(1) The county board of education may deny a petition for renewal of a charter school only if [it] makes written factual findings, specific to the particular petition, setting forth facts to support one or more of the grounds for denial set forth, as applicable, in **EC 47605(b) or failure to meet one of the criteria set forth in EC section 47607(b).** (Emphasis added)

EC 47607(a)(2) states that renewals of charters are governed by the standards and criteria in 47605, and shall include, but not be limited to, a reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed.

EC 47605(b) requires a school district governing board to be guided by the intent of the legislature that charter schools should become an integral part of the education system and that a charter be granted if the governing board is satisfied that granting the charter is consistent with sound educational practice.

EC 47605(b) further states that a governing board may only deny a petition if it provides written factual findings specific to the petition that supports one or more of the following findings:

(1) The charter school presents an unsound educational program.

(2) The petitioners are demonstrably unlikely to successfully implement the program.

(3) The petition does not contain the required number of signatures. (*Not applicable to a renewal petition*)

(4) The petition does not contain an affirmation of specified assurances.

(5) The petition does not contain reasonably comprehensive descriptions of 16 required elements of a charter.

The County Board shall evaluate the petition according to the criteria and procedures established in law and may only deny the petition if it provides written findings addressing the reasons for the denial.

A summary of key findings is presented through the table on the following page.

The complete report on the written findings of fact is attached.

LACOE staff will present the report to the County Board.

Academia Avance Charter School Petition for Renewal			Meets Requirements*
EC 47607(b): Failure to meet at least one of the academic performance criteria for renewal is grounds for denial.			
Finding 1	The charter school provided evidence it met one of the statutory criteria for renewal.		No
EC 47605(b): Failure to meet the criteria under Findings 2-5 is grounds for denial.			
Finding 2	Sound Educational Practice		No
Finding 3	Ability to Successfully Implement Intended Program		No
Finding 4	Affirmation of Specified Conditions		No
Finding 5: The charter petition contains a reasonably comprehensive description of all required elements.	1	Description of Educational Program	No
	2	Measureable Pupil Outcomes	No
	3	Method for Measuring Pupil Progress	No
	4	Governance Structure	Yes*
	5	Employee Qualifications	No
	6	Health and Safety Procedures	Yes*
	7	Racial and Ethnic Balance	No
	8	Admission Requirements	Yes*
	9	Annual Independent Financial Audits	No
	10	Suspension and Expulsion Procedures	No
	11	Retirement Coverage	No
	12	Public School Attendance Alternatives	Yes
	13	Post-employment Rights of Employees	Yes
	14	Dispute Resolution Procedures	No
	15	Exclusive Public School Employer	Yes
	16	Closure Procedures	No
Finding 6: The charter petition meets the additional statutory requirements *EC* 47605 (c), (e) – (h), (l) and (m)	(c)	Standards, Assessments and Parent Consultation	Meets the Condition
	(e)	Employment is Voluntary	Not Applicable
	(f)	Pupil Attendance is Voluntary	Not Applicable
	(g)	Effect on Authorizer and Financial Projections Facilities, Administrative Services, Civil Liability and Financial Statements	Does Not Provide Necessary Evidence in 3 of 4 areas.^
	(h)	Targets Academically Low Achieving Pupils**	Not Applicable
	(l)	Teacher Credentialing	Does not Meet the Condition
	(m)	Transmission of Audit Report	Meets the Condition

*Elements marked as meeting requirements may need further explanation, adjustment or technical changes; however, they are reasonably comprehensive and/or substantively comply with regulatory guidance and the LACOE standard of review described in Board Policy and the Superintendent's Administrative Regulations.

**Charters created to target academically low achieving pupils are given a priority for authorization.

Academia Avance Charter School Petition for Renewal		Meets Requirements*
EC 47607(b): Failure to meet at least one of the academic performance criteria for renewal is grounds for denial.		
Finding 1	The charter school provided evidence it met one of the statutory criteria for renewal.	No
EC 47605(b): Failure to meet the criteria under Findings 2-5 is grounds for denial.		
^There are indicators of potential civil liability effects upon the authorizer.		

Los Angeles County Office of Education
Charter School Office
Date: April 14, 2015

Staff Findings on the Renewal Petition for *Academia Avance Charter School* (Grades 6-12) Pursuant to *Education Code* Sections 47607 and 47605

Background Information

Academia Avance Charter School (Avance) has been authorized to operate by the Los Angeles County Board of Education (County Board) since 2010. The County Board first approved Avance on appeal after its charter was not renewed by the Los Angeles Unified School District Board of Education (LAUSD Board).

In 2004, the LAUSD Board initially granted Avance a three (3) year charter, and the school began operation in September 2005. At the end of the three (3) years, LAUSD extended authorization for one (1) additional year.

In 2010, Avance submitted its first petition for renewal to LAUSD. The petition was submitted more than two (2) months after the established due date. The LAUSD Board denied renewal based on the following findings: (1) The charter school presents an unsound educational program; (2) The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition; (3) The petition does not contain an affirmation of each of the conditions described in *Education Code* 47605(d); and (4) The petition does not contain a reasonably comprehensive description of all required elements.

After denial, Avance exercised its right to appeal to the County Board. Over the course of the appeal process, the petitioner was late in submitting fiscal and programmatic documents to the Los Angeles County Office of Education (LACOE) Review Team despite repeated requests for the same documents.

The County Superintendent's recommendation was to deny renewal based on the following findings: (1) The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition; (2) The petition does not contain a reasonably comprehensive description of all required elements; and (3) The petition does not satisfy all of the Required Assurances of *Education Code* 47605(c), (e) through (j), (l) and (m). LACOE's staff report cited significant concerns regarding the school's financial condition, many of which are still present and are reported below.

The County Board granted the charter subject to conditions to be fulfilled within specific timelines. Despite support from LACOE, Avance failed to meet the timelines, requiring the County Board to grant the school an extension to fulfill the conditions. The term of the charter was August 2010 – June 2015.

To support the school in submitting its current application for renewal, LACOE staff met with Avance on multiple occasions beginning in September 2013; four (4) of these meetings included representatives of the Avance Executive Board. In addition to meeting with the school, the LACOE Review Team provided feedback on a draft version of the petition, submitted in August 2014. Despite the support given to Avance, the school's petition for charter renewal was not submitted by the required due date and much of the feedback provided by LACOE staff was not incorporated into the final petition submitted to the County Board.

Location: Avance is located in Highland Park, in the Northeast area of Los Angeles, within the boundaries of LAUSD. The main campus is located at 115 N. Avenue 53, and two (2) satellite campuses are at 2635 Pasadena Avenue and 161 S. Avenue 49. Current enrollment is approximately 475 students in grades six (6) through 12.

Mission and Vision:

The school's mission statement is:

> 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.

Avance's vision statement is:

> 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."

Summary of Academic Performance:

The table below presents a summary of Avance's Academic Performance Index (API) and Adequate Yearly Progress (AYP) over the charter term.

Summary Chart: Avance's 2011-2014 Academic Performance Index (API) and Adequate Yearly Progress (AYP)

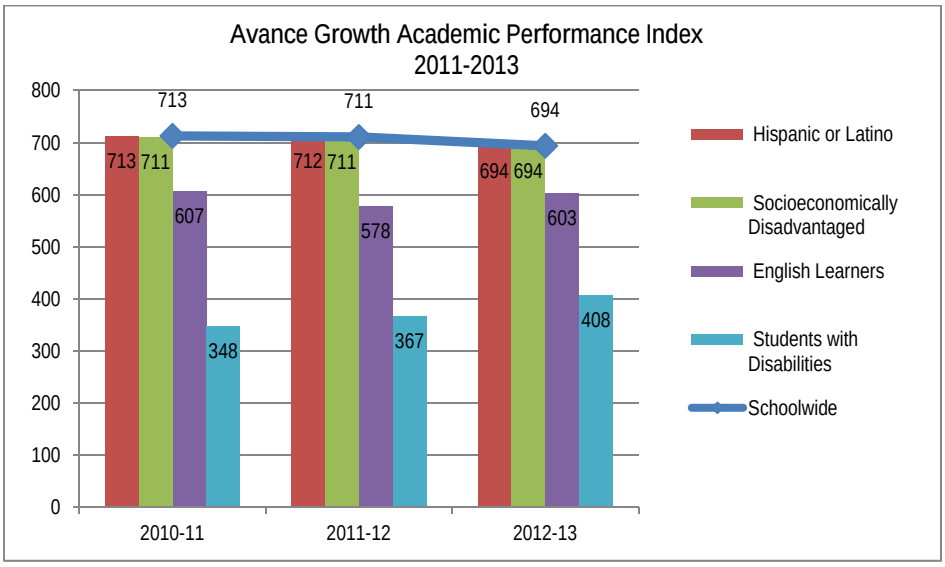
	Growth API					State Ranks		AYP
School Year	Schoolwide	Hispanic or Latino	Socioeconomically Disadvantaged	English Learners	Students with Disabilities	Statewide	Similar Schools	Program Improvement (PI) Status
2010-11	713	713	711	607	348	3	1	Year 1
2011-12	711	712	711	578	367	3	1	Year 2
2012-13	694	694	694	603	408	3	1	Year 3
2013-14*	706	706	705	595	381	n/a	n/a	Year 3

*Three-year Weighted Average API scores provided for 2013-14 due to suspension of the API; PI status frozen.
"n/a" CDE did not release rankings for 2013-14.
Source: DataQuest API (School Accountability Report) retrieved 12-29-14.

Avance's Growth API declined in 2012 and 2013 as the school failed to meet its Growth Targets schoolwide and for all numerically significant student groups. Avance is currently in Program Improvement (PI) Year 3[1].

The graph that follows presents a summary of the data showing Avance's Growth API from 2010-11 to 2012-13. Data from these years was used to calculate the school's Weighted 3-Year Average API, which Avance states qualifies the school to be eligible for renewal.

[1] Due to the suspension of the AYP calculations, Avance's PI status remained the same (PI Year 3) for 2014.



Source: DataQuest API (3-Year Average API Report) retrieved 3-11-15.

Students Served by the School:

Avance is a site-based school, serving students in grades six (6) through 12. In 2013-14, the school's demographic composition was 98% Hispanic or Latino, 17% English Learners, 95% eligible for free or reduced price meals (Socioeconomically Disadvantaged) and 8% Students with Disabilities.

Avance's current charter states an enrollment goal of 525; this goal was not achieved. Enrollment peaked in 2013-14 (492 students), and there was a slight decrease in 2014-15 (480 students). Enrollment by grade level over the past five years is shown in the chart that follows:

Avance Enrollment by Grade Level

Year	Grade Level							Total
	6	7	8	9	10	11	12	
2010-11	73	84	85	74	44	29	16	405
2011-12	30	120	83	73	73	41	28	448
2012-13	43	82	102	74	63	61	45	470
2013-14	42	90	91	88	69	54	58	492
2014-15	35	74	89	78	86	60	58	480

Source: DataQuest Enrollment (School Enrollment by Grade) retrieved 3-1-15. 2014-2015 Enrollment data was taken from Avance October 2014 Student Roster submission to LACOE.

Since 2012-13, Avance's high school (grades 9-12) enrollment comprised a majority of the school's population. As a result, the school is designated as a "High School" for academic reporting purposes since that year. Prior to 2012-13, Avance was designated as a "Middle School" for reporting purposes. Grade level designation affect the school's assigned Similar Schools and the data used to calculate API and Adequate Yearly Progress (AYP).

REQUIREMENTS OF CHARTER RENEWAL

Charter renewal is governed by *Education Code (EC)* sections 47607 and 47605, the Charter Schools Act. The Los Angeles County Office of Education (LACOE) Charter School Review Team (Review Team) considered the petition according to the requirements of the *EC* and other pertinent laws, guidance established in 5 *CCR*, *County Board Policy* (BP) and Superintendent's *Administrative Regulations* (AR).[2]

[2] Words in italics indicate a direct reference to the language in these documents.

The following section provides the legal criteria for renewal consideration and an analysis of whether Avance meets those standards.

***EC* 47607(a)(2)**: *Renewals…of charters are governed by the standards and criteria in section 47605, and shall include, but not be limited to, a reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed.* The *California Code of Regulations*, Title 5 (5 *CCR*) section 11966.4 requires a renewal petition to provide *a reasonably comprehensive description of how the charter school has met all new charter school requirements enacted into law after the charter was originally granted or last renewed.*

Analysis of Avance's Performance Pursuant to EC 47607(a)(2)

The Review Team determined whether each required element in the renewal petition complies with current legal requirements and whether the petitioners demonstrated familiarity with current legal requirements through the Capacity Interview. If the petition did not comply, or the petitioners were unfamiliar with current law, the Review Team noted the deficiency through the applicable Finding and identified the applicable statute. This information is provided under Findings 2 through 6 of this report.

***EC* 47607(a)(3)(A)**: *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.*

Analysis of Avance's Performance Pursuant to EC 47607(a)(3)(A)

The Review Team's finding is that Avance failed to provide sufficient evidence that all groups of pupils served by the school have demonstrated increases in academic achievement during the school's current charter term. The facts in support of this finding are as follows:

1. Avance's **schoolwide Growth API declined 18 points during the first three (3) years** of the current charter term. Growth API is primarily based on standardized measures of the school's academic performance. Similarly, Avance did not demonstrate increases in academic performance for all groups of students served by the school during this same period.

2. Avance **failed to document the academic performance of its students for the fourth year** of its charter term (2013-14, the year prior to renewal). The Charter Schools Act requires that a charter petition (in Element 2) specify how the school will objectively and frequently measure student progress to allow the school to make necessary changes to the instructional program. Avance's current petition states the school will utilize internal interim measures of academic performance (benchmark assessments) for this purpose; benchmark data was not submitted.

   When 2012-13 API calculations were released, Avance was informed that it would **not qualify for renewal consideration** based on its 2011-12 and 2012-13 performance. Therefore, it would need to provide benchmark data for 2013-14 to establish a case for renewal under *EC* 47607(b)(4). Although the Western Association of Schools and Colleges (WASC) report indicates the school had benchmark assessments in place since 2012, Avance failed to submit benchmark data for 2013-14 either with its renewal petition or through its Annual Report to the County Board.

   Avance's 2013-14 Annual Report states Northwest Evaluation Associate's Measures of Academic Progress (NWEA MAP) assessments were administered; however, in spite of requests from LACOE, the data was not provided. The Annual Report states, "…specific results of the MAP test do not present usable data."

   The WASC Visiting Committee notes that implementation of benchmark assessments did not take place until "last year" (e.g., 2012). This means the school failed to implement a critical component of its charter for at least part of the first two (2) years of its charter term. LACOE, through its annual site visits, made the same observation and had the same concerns.

The burden falls on the charter school to show it made progress toward meeting the measurable pupil outcomes stated in the charter and that all student groups demonstrate increases in academic achievement. By failing to provide evidence that it administered the benchmark assessments required under its current charter, Avance fails to meet this burden.

3. Data for the final year of the charter term (2014-15) is insufficient to show all groups of students served by the school have demonstrated increases in academic achievement. Avance provided NWEA MAP benchmark data for October and January of the current school year to support the position that its students have made academic progress; however, two (2) data points within a single year is insufficient to show a trend or improvement across the charter term. Additionally, Avance failed to code the data so it could be disaggregated by numerically significant student groups; therefore, the data does not provide sufficient evidence that there has been academic improvement for all groups of students served by the school as required under statute.

   The Projected Proficiency Summary Report for the October 2014 administration of MAP states:

   - **72% of high school students** are projected **not to pass** (e.g., demonstrate AYP proficiency) on the California High School Exit Exam (CAHSEE) in Mathematics
   - **60% of high school students** are projected **not to pass** (e.g., demonstrate AYP proficiency) on the CAHSEE in Reading
   - **80.7% of middle school students** are project **not to score proficient or above** on STAR tests (e.g., California Standards Test (CST)) in Mathematics
   - **63% of middle school students** are project **not to score proficient or above** on STAR tests (e.g., CST) in Reading

   While the school's students demonstrated some improvement on the January administration of the MAP, the increases are not significant and show that Avance students continue to perform below grade level with one (1) exception (grade 11 English-Language Arts). A Projected Proficiency Summary for the January administration is not available from NWEA.

   Additional analysis regarding the school's MAP data is provided under the *EC* 47607(b)(4) analysis on pages 19-20 of this report with additional data provided in Appendix 5.

***EC* 47607(b)** provides the criteria for charter renewal. To be eligible, a charter school must meet one (1) of the following five (5) criteria:

(1) Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years both school-wide and for all groups of pupils served by the charter school.

(2) Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.

(3) Ranked in deciles 4 to 10, inclusive, on the API for a demographically comparable school in the prior year or in two of the last three years.

(4)(A) The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school…

(5) Qualified for an alternative accountability system pursuant to subdivision (h) of section 52052.[3]

[3] This criterion is not applicable to Avance as it is not an alternative accountability system school.

Analysis of Avance's Performance Pursuant to EC 47607(b)(1-5)

EC 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.*

Academic Performance Index: Meeting Growth Targets

Year	Schoolwide		Hispanic/Latino		Socioeconomically Disadvantaged		English Learners	
	Target	Met	Target	Met	Target	Met	Target	Met
2014	API Suspended. No Growth Targets Established.							
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: DataQuest API (API Growth and Targets Met) retrieved 1-5-15.								

***Analysis*:** Due to the suspension of the API, Avance did not receive Growth Targets for 2014 (the year prior to renewal). Based on 2012 and 2013 data, **Avance did not qualify for renewal** under this criterion as it did not meet API Growth Targets schoolwide and for all numerically significant student groups for both of those years**.**

EC 47607(b)(2): *Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.*

Academic Performance: Statewide Decile Rank

Year	Statewide Rank
2014	API Suspended. No ranks Issued.
2013	3
2012	3
Source: DataQuest API (API Growth and Targets Met) retrieved 1-5-15.	

***Analysis*:** Due to the suspension of the API, Avance did not receive a Statewide Rank for 2014 (the year prior to renewal). Based on 2012 and 2013 data, **Avance did not qualify for renewal** under this criterion as it did not rank in deciles 4 to 10 during both of those years.

EC 47607(b)(3): *Ranked in deciles 4 to 10, inclusive, on the API for a demographically comparable school in the prior year or in two of the last three years.*

Academic Performance: Similar Schools Decile Rank

Year	Similar Schools Rank
2014	API Suspended. No ranks Issued.
2013	1
2012	1
Source: DataQuest API (API Growth and Targets Met) retrieved 1-5-15. *Avance requested data from CDE under the Public Records Act to identify its similar schools that data identifies Avance as a decile 1 school.	

***Analysis*:** Due to the suspension of the API, schools did not receive a Similar Schools Rank for 2014 (the year prior to renewal). Based on 2012 and 2013 data, **Avance did not qualify for renewal** under this criterion as it did not rank in deciles 4 to 10 during both of those years.

EC 47607(b)(4):

(A) The entity that granted the charter determines that ***the academic performance*** *of the charter school* ***is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located****, taking into account the composition of the pupil population that is served at the charter school.* (Emphasis added)

(B) The determination made pursuant to this paragraph shall be based upon all of the following: (i) Documented and clear and convincing data. (ii) Pupil achievement data from assessments, including, but not limited to, the Standardized Testing and Reporting Program established by Article 4 (commencing with Section 60640) for demographically similar pupil populations in the comparison schools. (iii) Information submitted by the charter school.

(C) A chartering authority shall submit to the [State] *Superintendent copies of supporting documentation and a written summary of the basis for any determination made pursuant to this paragraph. The Superintendent shall review the materials and make recommendations to the chartering authority based on that review. The review may be the basis for a recommendation made pursuant to Section 47604.5.*

(D) A charter renewal may not be granted to a charter school prior to 30 days after that charter school submits materials pursuant to this paragraph.

Since Avance **does not qualify to be considered for renewal under the first three (3) criteria** of *EC* 47607(b), it is necessary to consider the school's performance under the fourth criterion. The remainder of this section provides the analysis under this criterion.

EVALUATION OF ALTERNATIVE ACADEMIC PERFORMANCE DATA PURSUANT TO *EC* 47607(b)(4)

Alternative Assessment Options

In the absence of API calculations for 2013-14 (the year prior to renewal), the California Department of Education (CDE) gave schools multiple options for demonstrating that *the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located,* which is the standard under *EC* 47607(b)(4). CDE provided the following options:

1. Carry forward its 2013 Growth API and use the calculations as a means of comparing its academic performance to its resident and comparable district schools;
2. Use its 3-Year Average API calculations as a means of comparing its academic performance to its resident and comparable district schools; and
3. Utilize alternative assessment measures as a means of comparing its academic performance to its resident and comparable district schools.

Avance submitted its case for renewal in Section 1.2 of the renewal petition and states it meets the requirements of *EC* 47607(b)(4) based on its Weighted 3-Year Average API. The Review Team compared Avance's performance to that of its resident and comparable district schools and found Avance **does not qualify for renewal** consideration based on this measure (See pages 9-10). Avance did not consider performance for all student groups and was selective in its choice of comparable district schools.

With the goal of providing a broader picture of how Avance compares to its resident and comparable district schools for all groups of pupils it serves, alternative assessment measures submitted by Avance and an array of other publicly available alternative measures were analyzed to determine if there is sufficient evidence that Avance meets the statutory requirement for renewal consideration. These measures are listed on page 9.

To be eligible for renewal, Avance's academic achievement must be at least equal to the schools its students would otherwise be required to attend (resident schools) **and** comparable district schools.

Student Demographics: Avance and Comparison Schools

The tables below show Avance's demographic composition and that of its resident[4] and comparable district schools[5] (collectively referred to as "comparisons schools").

2013-14 Student Demographics: Avance and Resident Schools

School (Grades)	% of Avance Enrollment	Total Enrollment #	% Hispanic or Latino*	% English Learners*	% Socioeconomically Disadvantaged*	% Students with Disabilities^
Avance (6-12)	--	492	98	17	95	8
Burbank Middle (6-8)	32.5	919	92	15	92	13
Irving Middle (6-8)	2.3	614	85	20	82	19
Nightingale Middle (6-8)	2.3	823	71	27	89	16
Franklin Sr. High (9-12)	47.9	1,520	90	15	89	13
Lincoln Sr. High (9-12)	6.5	1,342	74	20	85	12
Marshall Sr. High (9-12)	2.7	2,542	60	14	79	10

*Source: Ed-Data (School Profile) at: www.ed-data.k12.ca.us retrieved 12-16-14.
^Source: DataQuest (2013-14 School Quality Snapshot) retrieved 3-11-15.
All percentages, except percent of Avance enrollment, are rounded to the nearest whole number.

2013-14 Student Demographics^: Avance and Comparable District Schools

School: (Grades)	Distance from Avance (miles)	Total Enrollment #	% Hispanic or Latino	% English Learners	% Socio-economically Disadvantaged	% Students with Disabilities
Avance (6-12)*	--	492	98	17	95	8
Chatsworth Charter HS (9-12)*	32	2,306	57	11	64	14
Fairfax Sr. High (9-12)	11.3	2,108	55	12	78	11
Hollywood Sr. High (9-12)	11.5	1,549	70	12	83	8
Linda Esperanza Marquez High B LIBRA Academy (9-12)*	10.5	531	97	14	92	7
Los Angeles Leadership Academy (6-12)*	2.2	541	95	19	90	6
New Designs Charter (6-12)*	7.5	455	56	30	94	4
Northridge Academy High (9-12)	26.3	1,088	65	8	75	15
PUC Community Charter Early College High (9-12)*	19.9	440	96	10	76	12
PUC Early College Academy for Leaders/Scholars (9-12)*	4.1	412	93	8	78	12
Student Empowerment Academy (9-12)*	9.2	302	98	19	64	4
Alliance Environmental Science and Technology HS (9-12)*	3.8	545	86	9	79	7
Daniel Pearl Journalism & Communications (9-12)	23.3	420	55	5	68	9
Math, Science & Technology Magnet Academy (9-12)	6.1	389	98	4	89	3
PUC CA Academy for Liberal Studies Early College (9-12)*	2.6	233	96	8	87	8
Port of Los Angeles (9-12)*	28.8	968	72	3	50	8
San Pedro Senior High (9-12)	29.1	2,734	69	7	63	12
W.H. Taft Senior Charter High (9-12)	26.1	2,385	34	7	62	11

Schools in shaded rows are Comparison Schools proposed by Avance based on Public Records Request data supplied by CDE to Avance.
*Indicates direct funded charter school.
^Source: Ed-Data (School Profile) at: www.ed-data.k12.ca.us retrieved 12-16-14.
**Source: DataQuest (2013 Growth API Report, School Demographic Characteristics) retrieved 12-16-14.
All percentages are rounded to the nearest whole number.

Consideration of Alternative Measures of Academic Assessment

The Review Team considered the following alternative measures of academic performance in evaluating whether Avance's performance is *at least equal to its resident* ***and*** *comparable district schools* as required by *EC* 47607(b)(4) and, where possible, whether Avance met that criteria *schoolwide* **and** for *all*

[4] Resident schools contributing at least 2% of Avance enrollment as of October 2014, based on student enrollment report submitted by the school to LACOE. All schools are within LAUSD.

[5] Seven (7) of the LAUSD comparison schools were identified by CDE in 2012 (the last published Similar Schools list) and 11 others are proposed as similar by Avance based on its analysis of raw data provided to the school by CDE. Avance asserts these schools would have been on its 2013 Similar School list had a list been published by CDE. Avance also asserts that 2012 list is inaccurate because CDE used incorrect demographic data for Avance. Data used by CDE is submitted by schools via CALPADS; it is the school's responsibility to correct errors within the correction window.

groups of pupils served by the school, as established by *EC* 47607(a)(3)(A). An asterisk indicates Avance proposed the measure. Comprehensive data for each measure is located in the corresponding appendix.

API and AYP Measures	**Appendix 2**
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Statewide Rank (2013)	Page 43
Similar Schools Rank (2013)	Page 43
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College Readiness Indicators	**Appendix 3**
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Scholastic Aptitude Test (SAT): Grade 12 Participation Rate*	Pages 46, 47
Scholastic Aptitude Test (SAT): Percent Scoring At/Above 1500	Pages 46, 47
CAHSEE Proficiency Rates	Pages 46, 48
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Early Assessment Program (EAP): Percent Ready for College	Pages 46, 50
Middle School Performance	**Appendix 4**
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**Measures proposed by Avance.*

API and AYP Measures

The Review Team considered six (6) alternative measures of academic performance based on data from 2011-12 to 2013-14. Due to the suspension of CST administration for 2013-14, API and AYP calculations are not available for that year, and Avance provided no internal interim (benchmark) assessment data as an alternative although its charter states the school would administer such assessments.

The table provides a summary of Avance's performance compared to its resident and comparable district schools. It shows **Avance does not qualify for renewal consideration based on any of the measures**.

Summary Chart: Renewal Eligibility Based API and AYP Measures

Measure (Year)	Did Avance score at least equal to half of its Resident Schools?				Did Avance score at least equal to half of its Comparable District Schools?			Did Avance score at least equal to half of its Resident and Comparable District Schools Schoolwide and for All Student Groups?
	Schoolwide		All Student Groups		Schoolwide		All Student Groups	
3-Year Weighted Average API (2011-2013)	Yes	And	No	AND	No	And	No	No
Growth API (2013)	No		No		No		No	No
Statewide Rank (2013)	Yes		n/a		No		n/a	No
Similar Schools Rank (2013)	No		n/a		No		n/a	No
AYP Proficiency Rate: ELA (2013)	No		No		No		No	No
AYP Proficiency Rate: Math (2013)	No		No		No		No	No

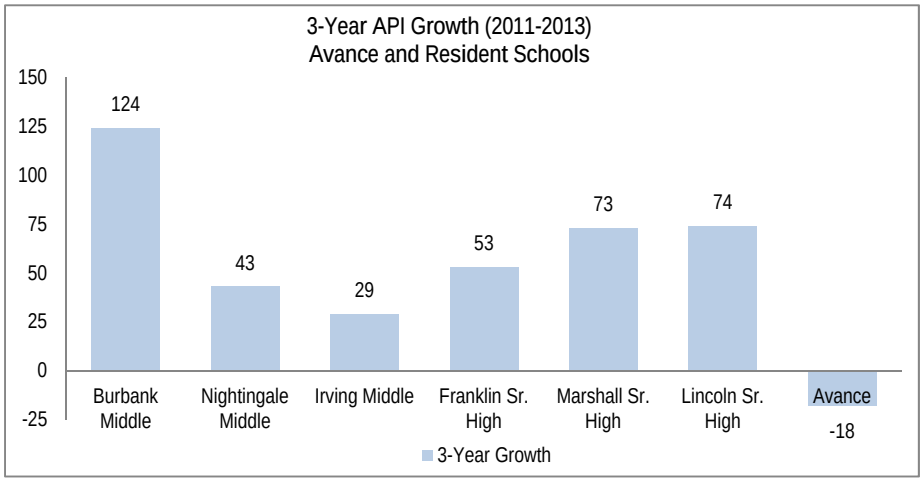
<u>Analysis by Academic Measure</u>

Weighted 3-Year Average API*

***Renewal Eligibility*:** Avance **does not qualify for renewal** consideration based on Weighted 3-Year

Average API because it does not perform at least equal to its resident **and** comparable district schools schoolwide **and** for all student groups served by the school. Avance is outperformed by all resident schools for students with disabilities and by all comparable district schools both schoolwide and for all student groups.

Additionally, when compared to its resident schools, Avance had an **API decline of 18 points over the 3-year period used to compute the Average API, while all resident schools had an increase** (from 29 to 124 points). The graph below compares API Growth for Avance and its resident schools from 2011 to 2013; data is provided in Appendix 2.



The table below shows the number of comparison schools performing above, below and equal to Avance and whether Avance qualifies for renewal consideration based on those numbers. Substantiating data is provided in Appendix 2.

Analysis of Renewal Eligibility Based on Weighted 3-Year API Average*

	Student Group	# Schools Higher than Avance	# Schools Equal to Avance	# Schools Lower than Avance	Avance performs at least equal to 50% of Schools	Avance performs at least equal to Resident Schools Schoolwide and for All Student Groups
Resident Schools	Schoolwide	3	0	3	Yes	NO
	Hispanic or Latino	1	0	5	Yes	
	Socioeconomically Disadvantaged	3	0	3	Yes	
	English Learners	3	0	3	Yes	
	Students with Disabilities	6	0	0	No	
						AND
	Student Group	# Schools Higher than Avance	# Schools Equal to Avance	# Schools Lower than Avance	Avance performs at least equal to 50% of Schools	Avance performs at least equal to Comparable District Schools Schoolwide and for All Student Groups
Comparable District Schools	Schoolwide	14	0	1	No	NO
	Hispanic or Latino	11	0	4	No	
	Socioeconomically Disadvantaged	12	0	3	No	
	English Learners	14	1	0	No	
	Students with Disabilities	12	0	0	No	

Note: Not all comparable district schools have a numerically significant number of students for all student groups; therefore, the number of comparable schools may be smaller for some groups.

2013 Growth API

Renewal Eligibility: Avance **does not qualify for renewal** consideration based on 2013 Growth API, because it **does not perform at least equal** to its resident **and** comparable district schools schoolwide and for all groups of students served by the school.

87% of Avance students would attend a resident school with a higher schoolwide 2013 Growth API.

The table below shows the number of comparison schools performing above, below and equal to Avance and whether Avance qualifies for renewal consideration based on those numbers. Substantiating data is

provided in Appendix 2.

Analysis of Renewal Eligibility Based on 2013 Growth API

	Student Group	# Schools Higher than Avance	# Schools Equal to Avance	# Schools Lower than Avance	Avance performs at least equal to 50% of Schools	Avance performs at least equal to Resident Schools Schoolwide and for All Student Groups
Resident Schools	Schoolwide	5	1	0	No	NO
	Hispanic or Latino	5	0	1	No	
	Socioeconomically Disadvantaged	5	1	0	No	
	English Learners	2	0	4	Yes	
	Students with Disabilities	6	0	0	No	
						AND
	Student Group	# Schools Higher than Avance	# Schools Equal to Avance	# Schools Lower than Avance	Avance performs at least equal to 50% of Schools	Avance performs at least equal to Comparable District Schools Schoolwide and for All Student Groups
Comparable District Schools	Schoolwide	17	0	0	No	NO
	Hispanic or Latino	16	0	1	No	
	Socioeconomically Disadvantaged	16	0	1	No	
	English Learners	10	0	7	No	
	Students with Disabilities	15	0	0	No	

Note: Not all comparable district schools have a numerically significant number of students for all student groups; therefore, the number of comparable schools may be smaller for some groups.

2013 Statewide and Similar Schools Ranks

Under *EC* 47607(b)(2-3) a charter is eligible for renewal consideration if its Statewide or Similar Schools Rank is 4 or higher in the year prior to renewal. Since CDE allowed schools to carry forward 2013 API calculations, the Review Team sought to determine if Avance might be eligible for renewal consideration based on comparing its 2013 Ranks to that of its resident and comparable district schools.

Renewal Eligibility: Avance **does not qualify for renewal** based on 2013 Statewide **or** Similar Schools Ranks, as it does not perform at least equal to resident **and** comparable district schools on either measure.

The table below shows the number of comparison schools performing above, below and equal to Avance and whether Avance qualifies for renewal consideration based on those numbers. Substantiating data is provided in Appendix 2.

Analysis Based on 2013 Statewide Rank

Comparison Type	# Schools Higher than Avance	# Schools Equal to Avance	# Schools Lower than Avance	Avance's Performance is at least equal to 50% of Comparison Schools	Avance's performance is at least equal to its Resident and Comparable District Schools
Resident Schools	3	2	1	Yes	NO
Comparable District Schools	13	4	0	No	

Analysis Based on 2013 Similar School Rank

Comparison Type	# Schools Higher than Avance	# Schools Equal to Avance	# Schools Lower than Avance	Avance's Performance is at least equal to 50% of Comparison Schools	Avance's performance is at least equal to its Resident and Comparable District Schools
Resident Schools	6	0	0	No	NO
Comparable District Schools	17	0	0	No	

2013 Adequate Yearly Progress (AYP) Proficiency Rates

The Review Team considered Avance's renewal eligibility based on its AYP proficiency rate in English-Language Arts and Mathematics. The assessments used to calculate these proficiency rates are the CST (grades 6-8); California Modified Assessment (CMA) (grades 6-8); California Alternate Performance Assessment (CAPA) (grades 6-8 and 10); and CAHSEE (grade 10).

It is important to note that CST scores for students in grades 9 and 11 are not factored into this proficiency rate. The Review Team used this measure in part because Avance states it was penalized in its API calculations because they included grade 9 scores for science. The school states it was unaware that if it did not administer this test to its ninth grade students, they would be assigned the lowest score as though they had taken the test. This penalty has been in effect since 2004-05.

AYP English-Language Arts (ELA)

Renewal Eligibility: Avance **does not qualify for renewal** based on 2013 AYP Proficiency Rates for English-Language Arts because it does not perform at least equal to its resident **and** comparable district schools, schoolwide **and** for all groups of students served by the school.

The table below shows the number of comparison schools performing above, below and equal to Avance and whether Avance qualifies for renewal consideration based on those numbers. Substantiating data is provided in Appendix 2.

Analysis of Renewal Eligibility Based on 2013 AYP Proficiency Rates in English-Language Arts

	Student Group	# Schools Higher than Avance	# Schools Equal to Avance	# Schools Lower than Avance	Avance performs at least equal to 50% of Schools	Avance performs at least equal to Resident Schools Schoolwide and for All Student Groups
Resident Schools	Schoolwide	6	0	0	No	NO
	Hispanic or Latino	6	0	0	No	
	Socioeconomically Disadvantaged	6	0	0	No	
	English Learners	5	0	1	No	
	Students with Disabilities	6	0	0	No	
						AND
	Student Group	# Schools Higher than Avance	# Schools Equal to Avance	# Schools Lower than Avance	Avance performs at least equal to 50% of Schools	Avance performs at least equal to Comparable District Schools Schoolwide and for All Student Groups
Comparable District Schools	Schoolwide	17	0	0	No	NO
	Hispanic or Latino	17	0	0	No	
	Socioeconomically Disadvantaged	17	0	0	No	
	English Learners	10	0	6	No	
	Students with Disabilities	9	0	0	No	

Note: Not all comparable district schools have a numerically significant number of students for all student groups; therefore, the number of comparable schools may be smaller for some groups.

AYP Mathematics

Renewal Eligibility: Avance **does not qualify for renewal** based on 2013 AYP Proficiency Rates for Mathematics because it does not perform at least equal to its resident **and** comparable district schools, schoolwide **and** for all groups of students served by the school.

The table below shows the number of comparison schools performing above, below and equal to Avance and whether Avance qualifies for renewal consideration based on those numbers. Substantiating data is provided in Appendix 2.

Analysis of Renewal Eligibility Based on 2013 AYP Proficiency Rates in Mathematics

	Student Group	# Schools Higher than Avance	# Schools Equal to Avance	# Schools Lower than Avance	Avance performs at least equal to 50% of Schools	Avance performs at least equal to Resident Schools Schoolwide and for All Student Groups
Resident Schools	Schoolwide	6	0	0	No	NO
	Hispanic or Latino	5	0	1	No	
	Socioeconomically Disadvantaged	6	0	0	No	
	English Learners	5	0	1	No	
	Students with Disabilities	6	0	0	No	
						AND
	Student Group	# Schools Higher than Avance	# Schools Equal to Avance	# Schools Lower than Avance	Avance performs at least equal to 50% of Schools	Avance performs at least equal to Comparable District Schools Schoolwide and for All Student Groups
Comparable District Schools	Schoolwide	16	0	1	No	NO
	Hispanic or Latino	16	0	1	No	
	Socioeconomically Disadvantaged	16	0	1	No	
	English Learners	12	0	4	No	
	Students with Disabilities	9	0	0	No	

Note: Not all comparable district schools have a numerically significant number of students for all student groups; therefore, the number of comparable schools may be smaller for some groups.

College Readiness Indicators

College and career preparedness measures vary greatly; there is no single formula or definition that guarantees readiness (CDE, Educational Policy Improvement, 2014). The following section analyzes data for some of the key indicators evaluated by researchers and considered by colleges.

Indicators proposed by Avance. In its case for renewal (Section 1.2), Avance proposed alternative measures and submitted data regarding college access and persistence. The Review Team considered the data that is verifiable and can be compared to Avance's resident and comparable district high schools. This data includes graduation rates, a-g course completion rates and grade 12 Scholastic Aptitude Test (SAT) participation rate.

Information regarding college acceptance and persistence is not publicly available and cannot be compared to Avance's resident and comparable district schools; therefore, a case for renewal cannot be made based on the requirements of *EC* 47607(b)(4). Nonetheless, an analysis of Avance's data is presented at the end of this section.

Additional indicators considered by the Review Team. The Review Team expanded the review of College Readiness Indicators beyond those proposed by Avance to provide a more complete picture of the school's performance based on these alternative measures. Additional key indicators of college readiness considered by the Review Team are SAT scores, CAHSEE proficiency rates, Early Assessment Program (EAP) results and Advanced Placement (AP) data.

Due to methods of reporting and small numbers of students in some categories, it is not possible to determine whether Avance met the criteria both schoolwide and for all of student groups for all indicators. Therefore, the Review Team considered whether Avance scored at least equal to its three (3) resident schools and 17 comparable district high schools schoolwide.

Additionally, because these indicators are specific to high school, they do not represent the academic performance of Avance's current middle school students.

Analysis of the College Readiness Indicators shows that **Avance does not perform at least equal to its comparison schools on seven (7) of the nine (9) indicators.** One of the measures on which Avance performs equal to its comparison schools is **not a measure of academic performance** (SAT participation). The fact that Avance does not perform equal to its comparison schools on multiple College Readiness Indicators is of particular importance because Avance's mission is to offer a college preparatory program.

Avance's performance and that of its resident and comparable district high schools is provided below.

Summary Chart: Renewal Eligibility Based on College Readiness Indicators

Indicator (Year^)	Did Avance score at least equal to half of its Resident High Schools?		Did Avance score at least equal to half of its Comparable District High Schools?	Did Avance score at least equal to half of its Resident and Comparable District Schools?
Graduation Rate* (2012-13)	Yes	AND	No	No
A-G Requirements: Completion Rate* (2012-13)	Yes		Yes	Yes
SAT: Grade 12 Participation Rate* (2012-13)	Yes		Yes	Yes
SAT: Percent Scoring At/Above 1500 (2012-13)	No		No	No
CAHSEE Proficiency Rates: ELA (2013-14)	No		No	No
CAHSEE Proficiency Rates: Math (2013-14)	No		No	No
AP Scores: Percent Scoring 3+ (2012-13)	No		No	No
EAP (% Ready for College): ELA (2013-14)	No		No	No
EAP (% Ready for College): Math (2013-14)	No		No	No

^ Data presented for the most recent year available.
** Measures proposed by Avance.*

Analysis by Indicator

Graduation Rate*

In its case for renewal (Section 1.2), Avance presents both its cohort and grade 12 graduation rates. It makes a case for renewal based its grade 12 graduation rate; however, this is not the standard set in Avance's current petition (Specific Measureable Outcomes) or the standard set by state and federal accountability measures. The standard measure is cohort graduation rate[6]. Avance states it used this rate because it could not obtain the cohort graduation rate for Franklin, its largest contributing resident high school.

Renewal Eligibility based on Cohort Graduation Rates: The Review Team was able to access the cohort graduation rate for Franklin and all of Avance's comparison high schools and determined Avance **does not qualify for renewal** based on this indicator because it did not perform at least equal to its resident **and** comparable district schools in 2012-13.

The table below shows the number of comparison schools performing above, below and equal to Avance and whether Avance qualifies for renewal consideration based on those numbers. Substantiating data is provided in Appendix 3.

Analysis of Renewal Eligibility Based on 2012-13 Cohort Graduation Rate

Comparison Type	# Schools Higher than Avance	# Schools Equal to Avance	# Schools Lower than Avance	Avance's Performance is at least equal to 50% of Comparison Schools	Avance's performance is at least equal to its Resident and Comparable District Schools
Resident Schools	0	0	3	Yes	NO
Comparable District Schools	11	0	5	No	
Note: No data was listed for one comparable district school; therefore, the number of comparison schools is smaller for this indicator.					

Renewal Eligibility based on Grade 12 Graduation Rates: Avance states it is eligible for renewal based on its 2012-13 grade 12 graduation rate because it outperforms one (1) of its three (3) resident high schools. This is an incomplete comparison under *EC* 47607(b)(4). Avance did not provide the data for **all** of its resident and comparable district schools. Therefore, **the Review Team makes no determination whether Avance qualifies for renewal** using this indicator.

Avance further states its performance was equal to Franklin for 2010-11. A careful review of the data Avance provided shows that Franklin's rate was miscalculated. When calculations are corrected, Franklin outperformed Avance for 2010-11. Based on the data for 2010-11 through 2012-13, Franklin outperformed Avance in two (2) of the three (3) years (2010-11 and 2011-12).

A-G Requirements Completion Rate*

Renewal Eligibility: Avance **could qualify for renewal consideration** based on a-g completion rates because it performs at least equal to its resident **and** comparable district schools.

The table below shows the number of comparison schools performing above, below and equal to Avance and whether Avance qualifies for renewal consideration based on those numbers. Substantiating data is provided in Appendix 3.

Analysis of Renewal Eligibility Based on 2012-13 Completion of A-G Requirements

Comparison Type	# Schools Higher than Avance	# Schools Equal to Avance	# Schools Lower than Avance	Avance's Performance is at least equal to 50% of Comparison Schools	Avance's performance is at least equal to its Resident and Comparable District Schools
Resident Schools	0	0	3	Yes	YES
Comparable District Schools	6	0	10	Yes	
Note: No data was listed for one comparable district school; therefore, the number of comparison schools is smaller for this indicator.					

[6] Cohort graduation rate as calculated by the CDE. The rate is calculated by dividing the number of students in the 4-year adjusted cohort who graduate in **four years or less** with either a traditional high school diploma, an adult education high school diploma, or have passed the California High School Proficiency Exam (CHSPE) by the number of students in the cohort who could have graduated. The cohort is defined as the number of first-time grade 9 students in year 1 (starting cohort) plus students who transfer in, minus students who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

SAT Grade 12 Participation Rates*

Renewal Eligibility: Avance **could qualify for renewal** consideration based on SAT Grade 12 participation rates because it performs at least equal to its resident **and** comparable district schools. However, **participation rate is not an indicator of academic performance**; taking the SAT is not equivalent to obtaining an adequate score. When student performance on the SAT is considered, Avance is outperformed by its comparison schools (see SAT Percent of Students Scoring At/Above 1500, below).

The table below shows the number of comparison schools performing above, below and equal to Avance and whether Avance qualifies for renewal consideration based on those numbers. Substantiating data is provided in Appendix 3.

Analysis of Renewal Eligibility Based on 2012-13 Grade 12 SAT Participation Rates

Comparison Type	# Schools Higher than Avance	# Schools Equal to Avance	# Schools Lower than Avance	Avance's Performance is at least equal to 50% of Comparison Schools	Avance's performance is at least equal to its Resident and Comparable District Schools
Resident Schools	0	0	3	Yes	YES
Comparable District Schools	0	0	15	Yes	
Note: Two schools reported values that exceeded the number of enrolled 12th grade students; therefore, the number of comparison schools is smaller for this indicator.					

SAT Percent of Students Scoring At/Above 1500

Renewal Eligibility: Avance **does not qualify for renewal** based on the percent of students scoring above 1500 on the SAT because it does not perform at least equal to its resident **and** comparable district schools.

The SAT Benchmark score of 1550 is associated with a 65% probability of obtaining a first-year GPA of B- or higher at a four-year college. (Source: collegeboard.org)

The table below shows the number of comparison schools performing above, below and equal to Avance and whether Avance qualifies for renewal consideration based on those numbers. Substantiating data is provided in Appendix 3.

Analysis of Renewal Eligibility Based on 2012-13 SAT Performance (% of Students Scoring At/Above 1500)

Comparison Type	# Schools Higher than Avance	# Schools Equal to Avance	# Schools Lower than Avance	Avance's Performance is at least equal to 50% of Comparison Schools	Avance's performance is at least equal to its Resident and Comparable District Schools
Resident Schools	3	0	0	No	NO
Comparable District Schools	16	0	0	No	
Note: One comparable district school had 10 or fewer valid test scores; therefore, the number of comparison schools is smaller for this indicator.					

Additionally, Avance's mean SAT score for 2012-13 is 1187. Avance is outperformed by all its resident high schools and all but one of its comparable district schools. Substantiating data is in Appendix 3.

CAHSEE Proficiency Rates

Renewal Eligibility: Avance **does not qualify for renewal** based on CAHSEE proficiency rates as it does not perform at least equal to its resident **and** comparable district schools in either English or Mathematics.

The tables below show the number of comparison schools performing above, below and equal to Avance and whether Avance qualifies for renewal consideration based on those numbers. Substantiating data is provided in Appendix 3.

Analysis of Renewal Eligibility Based on 2013-14 CAHSEE Proficiency English-Language Arts

Comparison Type	# Schools Higher than Avance	# Schools Equal to Avance	# Schools Lower than Avance	Avance's Performance is at least equal to 50% of Comparison Schools	Avance's performance is at least equal to its Resident and Comparable District Schools
Resident Schools	3	0	0	No	NO
Comparable District Schools	15	0	2	No	

Analysis of Renewal Eligibility Based on 2013-14 CAHSEE Proficiency Mathematics

Comparison Type	# Schools Higher than Avance	# Schools Equal to Avance	# Schools Lower than Avance	Avance's Performance is at least equal to 50% of Comparison Schools	Avance's performance is at least equal to its Resident and Comparable District Schools
Resident Schools	2	1	0	No	NO
Comparable District Schools	15	1	1	No	

Advanced Placement (AP) Scores: Percent Scoring 3+

Renewal Eligibility: Avance **does not qualify for renewal** based on AP Scores because it does not perform at least equal to its resident **and** comparable district schools.

The table below shows the number of comparison schools performing above, below and equal to Avance and whether Avance qualifies for renewal consideration based on those numbers. Substantiating data is provided in Appendix 3.

Analysis of Renewal Eligibility Based on 2012-13 Advanced Placement Scores (% Scoring 3+)

Comparison Type	# Schools Higher than Avance	# Schools Equal to Avance	# Schools Lower than Avance	Avance's Performance is at least equal to 50% of Comparison Schools	Avance's performance is at least equal to its Resident and Comparable District Schools
Resident Schools	3	0	0	No	NO
Comparable District Schools	15	0	0	No	
Note: No data was listed for two comparable district schools; therefore, the number of comparison schools is smaller for this indicator.					

Early Assessment Program (EAP): Percent Ready for College

English-Language Arts

Renewal Eligibility: Avance **does not qualify for renewal** based on EAP English-Language Arts because it does not perform at least equal to its resident **and** comparable district schools.

The table below shows the number of comparison schools performing above, below and equal to Avance and whether Avance qualifies for renewal consideration based on those numbers. Substantiating data is provided in Appendix 3.

Analysis of Renewal Eligibility Based on 2013-14 EAP Percent Ready for College: English-Language Arts

Comparison Type	# Schools Higher than Avance	# Schools Equal to Avance	# Schools Lower than Avance	Avance's Performance is at least equal to 50% of Comparison Schools	Avance's performance is at least equal to its Resident and Comparable District Schools
Resident Schools	2	0	0	No	NO
Comparable District Schools	13	1	0	No	
Note: No data was listed for one resident school and three comparable district schools; therefore, the number of comparison schools is smaller for this indicator.					

Mathematics

Renewal Eligibility: Avance **does not qualify for renewal** based on EAP Mathematics because it does not perform at least equal to its resident **and** comparable district schools.

The table below shows the number of comparison schools performing above, below and equal to Avance and whether Avance qualifies for renewal consideration based on those numbers. Substantiating data is provided in Appendix 3.

Analysis of Renewal Eligibility Based on 2013-14 EAP Percent Ready for College: Mathematics

Comparison Type	# Schools Higher than Avance	# Schools Equal to Avance	# Schools Lower than Avance	Avance's Performance is at least equal to 50% of Comparison Schools	Avance's performance is at least equal to its Resident and Comparable District Schools
Resident Schools	2	0	0	No	NO
Comparable District Schools	13	0	1	No	
Note: No data was listed for three comparable district schools; therefore, the number of comparison schools is smaller for this indicator.					

Analysis of College Acceptance and Persistence Data Reported by Avance

Under *EC* 47607(b)(4)(B), the determination as to whether the charter school's performance is at least equal to its schools of residence and comparable district schools must *be based upon all of the following: (i) Documented and clear and convincing data. (ii) Pupil achievement data from assessments, including, but not limited to, the Standardized Testing and Reporting Program established by Article 4 (commencing with Section 60640) for demographically similar pupil populations in the comparison schools. (iii) Information submitted by the charter school.*

In the sections above, the Review Team provided a comprehensive analysis of publicly available data and verifiable data submitted by Avance that could be used to compare the school's performance to that of its resident and comparable district schools.

That data that follows was submitted by Avance but is not publicly available and cannot be compared to Avance's resident and comparable district schools.

College Acceptance. As a part of its case for renewal (Section 1.2 of the renewal petition), Avance reported a 90% college acceptance rate. The statement does not specify for which year(s) this rate applies. It also does not specify the number of students accepted to 4-year institutions and the number that entered 2-year community college, Associate's degree or career-track programs.

A review of data Avance provided to the Review Team specific to the class of 2014 (55 graduates) shows that 17 students (31%) were accepted to and attended a CSU/UC; 10 students (18%) were accepted to and attended a community college or career track-program; and 20 students (35%) were accepted to and attended private colleges.

Of the 20 students who attended a private post-secondary program, the majority (14) attended the University of the West (a 4-year university with a sole academic entrance requirement of a 2.0 high school GPA); three (3) attended Mt. Saint Mary's (it is unknown whether students were accepted to the Associate's or Bachelor's program); two (2) attended Notre Dame du Namur (a 4-year university with entrance requirements of a high school diploma and taking the SAT with no minimum score requirement); and one (1) attended Pacific Life College (a 4-year college with entrance requirements of a 2.25 high school GPA and minimum SAT score of 700).

Additionally, nine (9) graduates (16%) provisionally accepted to a CSU, did not complete the a-g requirements and subsequently did not attend post-secondary schooling.

College Persistence. Avance also reported a 70% college persistence rate, which it defines as enrolling into a second year of college. The school included in this rate students who left a 4-year university to enroll in a community college for the second year. The school does not provide information regarding the number of students who changed schools or the reason for the change (e.g., financial issues, academic issues, family issues, etc.). The data cannot be verified as it is not publicly available information.

The lack of verifiable data, coupled with a lack of comparison data for resident and comparable district schools, renders this data insufficient to determine whether Avance is eligible for renewal consideration.

Middle School Performance

As Avance offers middle school grades (6-8) in addition to a high school program, the Review Team sought to provide an analysis of Avance's middle school performance when compared to resident and comparable district schools. However, since Avance is categorized as a high school by CDE, no comparable middle schools are identified through its Similar Schools list; therefore, no comparable district middle schools are available. Accordingly, the analysis below is limited to Avance and its three (3) resident middle schools.

The Review Team examined multiple years of middle school CST data (Appendix 4) in key subject areas: English-Language Arts, Math (general math, algebra 1, and geometry) and science (because data is available for 2014).

For 2012-13, the data show that in English-Language Arts and Mathematics, Avance compares favorably to its resident schools at sixth grade; however, at seventh and eighth grades, Avance's schoolwide performance is below that of its resident schools. Avance was outperformed by resident schools on eighth grade Algebra 1. Additionally, Avance did not test any eighth grade students in geometry, providing further evidence that the school does not provide challenging curricular options to students performing above grade level. All of Avance's resident schools offer geometry to its eighth grade students.

In the two (2) prior years, Avance was outperformed by its resident schools in English-Language Arts at all grade levels. In math, the school's performance varied with respect to its resident schools. Substantiating data is provided in Appendix 4.

The tables below show the number of resident schools performing above, below and equal to Avance for 2012-13, the most recent tests for English-Language Arts and Mathematics available. Substantiating data is provided in Appendix 4.

Resident Schools Comparison: Analysis of Renewal Eligibility Based on
2012-13 CST English-Language Arts Test Results for 6th, 7th and 8th Grade Students

	# of Schools Higher than Avance			# of Schools Equal to Avance			# of Schools Lower than Avance			Avance's Performance is at least equal to 50% of Resident Schools		
Student Group / Grade	6	7	8	6	7	8	6	7	8	6	7	8
Schoolwide	1	3	3	0	0	0	2	0	0	Yes	No	No
Hispanic or Latino	1	3	3	0	0	0	2	0	0	Yes	No	No
Socioeconomically Disadvantaged	1	3	3	2	0	0	0	0	0	Yes	No	No
English Learners	0	1	2	1	1	1	0	1	0	No	No	No
Students with Disabilities	Note: This was not a significant student group for Avance at any grade level.											

Note: Two comparison schools had 10 or fewer valid test scores for 6th grade English Learners; therefore, the number of schools for this comparison is smaller.
*Source: Ed-Data at: www.ed-data.k12.ca.us retrieved 12-16-14
**Source: CDE DataQuest (2013, 2012, and 2011 STAR Test Results) retrieved 4-1-15.

Resident Schools Comparison: Analysis of Renewal Eligibility Based on
2012-13 CST Mathematics Test Results for 6th, 7th and 8th Grade Students

	# of Schools Higher than Avance			# of School Equal to Avance			# of Schools Lower than Avance			Avance's Performance is at least equal to 50% of Resident Schools		
	Math	Alg.1		Math	Alg.1		Math	Alg.1		Math	Alg.1	
Student Group / Grade	6	7	8	6	7	8	6	7	8	6	7	8
Schoolwide	1	2	3	0	0	0	2	1	0	Yes	No	No
Hispanic or Latino	1	1	3	0	1	0	2	1	0	Yes	Yes	No
Socioeconomically Disadvantaged	1	2	3	0	0	0	2	1	0	Yes	No	No
English Learners	1	0	2	0	0	0	0	3	0	No	Yes	No
Students with Disabilities	Note: This was not a significant student group for Avance at any grade level.											

Note: Three comparison schools had 10 or fewer valid test scores for 6th grade and/or 8th grade English Learners; therefore, the number of schools for this comparison is smaller.
*Source: Ed-Data at: www.ed-data.k12.ca.us retrieved 12-16-14
**Source: CDE Dataquest (2013, 2012, and 2011 STAR Test Results) retrieved 4-1-15

In 2013-14, standardized test data was available was for eighth grade science. Avance was outperformed by all resident schools both schoolwide and for all student groups. For the period 2010-11 through 2012-13, Avance's schoolwide performance was not equal to at least half of its resident schools.

The table below shows the number of resident schools performing above, below and equal to Avance for 2013-14 eighth grade science, the most recent available scores. Substantiating data for all years is provided in Appendix 4.

Resident Schools Comparison: Analysis of Renewal Eligibility Based on 2013-14 CST Science Results for 8th Grade Students

Student Group	# of Schools Higher than Avance	# of School Equal to Avance	# of Schools Lower than Avance	Avance's Performance is at least equal to 50% of Resident Schools
Schoolwide	3	0	0	No
Hispanic or Latino	3	0	0	No
Socioeconomically Disadvantaged	3	0	0	No

Resident Schools Comparison: Analysis of Renewal Eligibility Based on 2013-14 CST Science Results for 8th Grade Students

Student Group	# of Schools Higher than Avance	# of School Equal to Avance	# of Schools Lower than Avance	Avance's Performance is at least equal to 50% of Resident Schools
English Learners	3	0	0	No
Students with Disabilities	Note: This was not a significant student group for Avance at any grade level.			

*Source: Ed-Data at: www.ed-data.k12.ca.us retrieved 12-16-14
**Source: CDE DataQuest (2013, 2012, and 2011 STAR Test Results) retrieved 4-1-15

Due to a lack of comparable district middle schools, the Review Team cannot make any renewal determination based on Avance's middle school performance.

Internal Interim (Benchmark) Assessments

NWEA MAP Data

While internal interim (benchmark) data cannot be used to evaluate Avance's performance against its comparison schools, it can be used to predict how the school's students would have performed on standardized tests that measure student progress (e.g., CAHSEE and STAR testing). The Review Team analyzed the NWEA MAP data submitted by Avance to provide the County Board another view of Avance's academic performance.

Avance reported data for two (2) administrations of MAP assessments: October 2014 and January 2015. While Avance reported that it administered the MAP assessments in May 2014, it did not report results.

Overall, Avance's performance based on two (2) current year administrations of the MAP assessments indicates the school's students predominantly perform about two (2) years below grade level expectations. The January administration shows students made some progress in most (but not all) academic areas but continued to perform below grade level expectations. Students are expected to make a month of progress for each month they are in school; however, when students begin a school year far below the expected performance level, it is incumbent on the school to provide sufficient intervention to accelerate growth to achieve grade level expectations. The data does not show that this accelerated rate of growth is occurring.

Given the documented and clear and convincing data, based on standardized tests, that Avance's performance for most student groups declined from 2011 to 2013, there is a concern that the school's academic program is not providing the intervention necessary to reverse that trend. Without clear and convincing data for 2013-14 that shows the school's educational program resulted in improved results over 2012-13, Avance's lowest performance year of its charter term, the Review Team cannot conclude that the school's students are making gains in academic performance.

A Projected Proficiency Summary Report is available for the October (Fall) administration of MAP assessments. This report predicts how Avance's students will likely perform on the CAHSEE (for high school grades) and the CST (for middle school grades). The data is reported below; the generated reports are provided in Appendix 5.

Avance NWEA Projected Proficiency Summary Report: Fall 2014-15, Aggregate by Grade
State Test Name: CAHSEE

	Mathematics					Reading				
		AYP Not Pass		AYP Pass			AYP Not Pass		AYP Pass	
Grade	Student Count	Count	Percent	Count	Percent	Student Count	Count	Percent	Count	Percent
9	72	60	83.30	12	16.70	74	58	78.40	16	21.60
10	85	65	76.50	20	23.50	84	47	56.00	37	44.00
11	60	31	51.70	29	48.30	58	24	41.40	34	58.60
12	12	11	91.70	1	8.30	5	4	80.00	1	20.00
Total	229	167	72.90	62	27.10	221	133	60.20	88	39.80

This report shows students' projected performance on the state assessment(s) based on NWEA alignment/linking studies. Performance categories are defined by the state and are specific to each state. For any state that does not have an alignment/linking study, NWEA uses the 40th percentile from the norming study to forecast basic proficiency and the 70th percentile to forecast proficient-plus. Proficiency is projected from MAP assessments administered in Fall 2014-2015 to state test(s) administered in Spring 2014-2015. Source: Avance NWEA (Projected Proficiency Summary Report) https://teach.mapnwea.org/report/download/rpt/25010960 generated 3-23-15.

Avance NWEA Projected Proficiency Summary Report: Fall 2014-15, Aggregate by Grade
State Test Name: STAR (e.g., CST)

Mathematics											
		Far Below Basic		Below Basic		Basic		Proficient		Advanced	
Grade	Student Count	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
6	35	5	14.30	14	40.00	10	28.60	6	17.10	0	0.00
7	73	7	9.60	24	32.90	23	31.50	17	23.30	2	2.70
8	89	9	10.10	25	28.10	42	47.20	13	14.60	0	0.00
Total	197	21	10.70	63	32.00	75	38.10	36	18.30	2	1.00
Reading											
		Far Below Basic		Below Basic		Basic		Proficient		Advanced	
Grade	Student Count	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
6	35	3	8.60	8	22.90	13	37.10	10	28.60	1	2.90
7	73	11	15.10	7	9.60	22	30.10	26	35.60	7	9.60
8	87	7	8.00	22	25.30	31	35.60	22	25.30	5	5.70
Total	195	21	10.80	37	19.00	66	33.80	58	29.70	13	6.70

This report shows students' projected performance on the state assessment(s) based on NWEA alignment/linking studies. Performance categories are defined by the state and are specific to each state. For any state that does not have an alignment/linking study, NWEA uses the 40th percentile from the norming study to forecast basic proficiency and the 70th percentile to forecast proficient-plus. Proficiency is projected from MAP assessments administered in Fall 2014-2015 to state test(s) administered in Spring 2014-2015.
Source: Avance NWEA (Projected Proficiency Summary Report) https://teach.mapnwea.org/report/download/rpt/25010960 generated 3-23-15.

Projected Proficiency Summary Reports are not generated by NWEA for the January (Winter) administration of the MAP assessments, therefore, the Review Team analyzed the school's Growth Summary Report for the January (Winter) MAP administration. The data, provided in Appendix 5, shows growth in all subject areas tested except sixth grade math and sixth and seventh grade language. However, at all grades and in all subjects, except eleventh grade reading, Avance students on average continue to perform at least two (2) grade levels below their grade placement.

Due to the lack of data for resident and comparable district schools, the Review Team cannot make any determination as to Avance's eligibility for renewal consideration based on this data. However, had Avance provided Projected Proficiency Summary Reports for spring 2013-14, the Review Team could have determined whether the school demonstrated academic improvement from the prior year.

Additional Considerations Under EC 47607(b)(4)

In addition to the analysis provided above, the Review Team considered data Avance submitted with its charter petition with regard to meeting the Measurable Pupil Outcomes stated in its 2010-2015 charter.

While Avance stated it met five (5) of its goals, the Review Team's analysis is that Avance only one (1) of the 10 outcomes stated in its charter (WASC accreditation; the school was given credit for this goal although it received accreditation a year later than its goal date). While some outcome measures were met in some years, none were met consistently. Avance failed to provide sufficient data to determine whether it met two (2) of its outcome measures; that data is not publicly available. Therefore, the Review Team considered alternative measures for those outcomes using publicly available data.

The table provides a summary of the school's performance toward meeting the measurable outcomes in its current charter. Analysis of Avance's performance data is provided in Appendix 6.

Summary Chart: Progress Toward Meeting the Measurable Outcomes Stated in the 2010-2015 Charter		
Performance Goals	Measureable Outcomes	Outcome Met
College Entrance Requirements (a-g) Completion Rates	At least 90% of graduating Seniors enrolled at Avance since 9th grade will have successfully met UC/CSU a-g requirements. *Alternate Measure: At least 90% of graduating Seniors will successfully meet UC/CSU a-g requirements.*	Unknown Avance did not provide sufficient data to determine except for 2013-14; data not publicly available. Goal not met for 2013-14. *Alternate Measure Met:* ***No***
California High School Exit Exam (CAHSEE) Passage Rate	At least 75% of 10th grade students enrolled at Avance since 6th grade will pass both parts of the CAHSEE beginning 2010-11.	Unknown Avance did not provide data to determine; data not publicly available.

Summary Chart: Progress Toward Meeting the Measurable Outcomes Stated in the 2010-2015 Charter		
Performance Goals	Measureable Outcomes *Alternate Measure: At least 75% of Grade 10 students will pass both parts of the CAHSEE beginning 2010-11.*	Outcome Met ***No***
NCLB Compliance	Meet Adequate Yearly Progress (AYP) goals as required by NCLB.	No
Academic Performance Index (API)	Meet the annual API growth target; achieve a minimum API score of 800.	No
Proficiency Rate (ELA)	Increase combined number of students in grades 7 to 11 attaining the "proficient" performance level in ELA by 10% or meet the CDE established AMOs.	No
Proficiency Rate (Mathematics)	Increase combined number of students in grades 7 to 11 attaining the "proficient" performance level in math by 10% or meet the CDE established AMOs.	No
English Learner (EL) Proficiency	Maintain the EL reclassification rate by 15% annually.	No
Graduation Rate	Achieve a CDE calculated graduation rate of 90% by 2014.	No
Retention Rate	Retention rate of students will be equal to or greater than resident schools (Franklin Sr. High and Burbank Middle). (Note: Continuous enrollment data from API School Demographic Characteristics was used; see Appendix 6)	No
WASC Accreditation	Be fully WASC accredited by 2012.	Yes

Summary Analysis of Renewal Eligibility Based on Education Code 47607(b)(4)

Based on the analysis of data presented above, the Review Team determined that there is **not** *documented, clear and convincing data* to show that Avance's academic performance is *at least equal to the schools it students would otherwise attend* ***and*** *the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.* The Review Team considered data submitted by the school and publicly available data, including Standardized Testing and Reporting data for 2011, 2012 and 2013.

LACOE Review Process

The Standard of Review is provided in Appendix 1 and is incorporated herein by reference.

FINDINGS OF FACT

The staff findings of fact adhere to guidance established in the *Education Code*, *California Code of Regulations*, Title 5, LACOE Board Policy, Superintendent's Administrative Regulations and other requirements of law. ***Words in italicized text indicate a direct reference to the language in these documents.***

Finding 1: The charter school does not meet one (1) of the five (5) academic performance criteria specified in *EC* 47607(b) necessary to be considered for renewal.

The Review Team presented written findings of fact in this report with substantiating data in Appendixes 2-6. Based on that information, Avance does not meet the statutory criteria to be considered for renewal.

The staff report provides additional evidence that Avance has not *demonstrated increases in academic performance* for all students served by the school: the school's Growth API declined from 2011 to 2013, Avance provided no evidence of increases in academic performance for 2013-14, and evidence for 2014-15 shows that at most grade levels, students perform below grade level expectations. Additionally, Avance did not demonstrate that it made progress toward meeting the Measurable Pupil Outcomes stated in its current charter, except for obtaining WASC accreditation.

Finding 2: The petition provides an unsound educational program for students to be enrolled in the school. [*EC* 47605(b)(1)]

5 *CCR* 11967.5.1(b)(3) states an educational program shall be considered unsound *if the petition is for renewal…and either the charter school has not met the standards for renewal… or the…measurable pupil outcomes described in the charter.*

1. As documented above, Avance has not met the minimum academic standards for renewal under *EC* 47607(b).
2. Avance only fully met one (1) of the 10 Measurable Pupil Outcomes stated in its current charter (as described above and in Appendix 5). While Avance states it met five (5) of its outcomes, the data and analysis presented in Appendix 5, indicate otherwise.

Based on the guidance in state regulations, which were adopted by the County Board through its Policies and the Superintendent's Administrative Regulations, the petition provides an unsound educational program for the students enrolled in the school.

Finding 3: The petitioners are demonstrably unlikely to successfully implement the program. [*EC* 47605(b)(2)]

5 *CCR* 11966.5(c) states, *when considering a petition for renewal,* [the authorizing entity] *shall consider the past performance of the school's academics, finances, and operation in evaluating the likelihood of future success, along with future plans for improvement, if any.*

Analysis of Past Performance: The following analysis provides an overview of the school's performance during its 2010-2015 charter term along with any future plans provided by the school.

Governance: Avance's Governing Board (Avance Executive Board or "AEB") is currently made up of six (6) members, including one of the AEB founding members and the school's former Principal. The Board is composed of community members with expertise in areas such as real estate, law, finance and education. An annual calendar is approved by the AEB; however the school has a history of cancelling or rescheduling multiple meetings throughout the year. The chart below provides a history of the AEB meetings indicating the number of meetings not held in accordance to the annual schedule submitted to LACOE and the number of times materials and/or audio recordings were not submitted per the requirements of the Charter School Agreement (CSA) between Avance and LACOE.

Avance Board Meeting History 2011 to 2014

Year	Regular Meetings Cancelled or Rescheduled	Materials/Audio not Submitted or Submitted Late
2011-12	6 of 8 (75%)	6 of 7 (85.7%)
2012-13	2 of 4 (50%)	0 of 11 (100%)
2013-14	5 of 7* (71%)	13 of 16 (81%)
2014-15**	1 of 3 (33%)	5 of 6 (83%)

*The 2 regular meetings held in on the scheduled dates were changed to "Special Meetings" due to the late posting of the agenda.
**Through January 2015.

Over the course of the current charter term, Avance received five (5) formal notices and multiple emails/phone calls regarding its failure to follow the Brown Act and/or comply with the CSA as it relates to Governing Board activities.

There is no evidence the AEB received Brown Act training over the last two (2) years despite the fact that the school added four (4) new board members within that time. The CSA states that Brown Act training should be provided to all "governing board and administrative staff prior to the execution of any duties."

At the Capacity Interview, members of the AEB demonstrated an understanding of the general mission of the school and stated they had reviewed the contents of the renewal petition. However, it was discovered that contrary to the signed "Required Certification" statement on the petition submission form, the AEB

had not reviewed the Charter School Monitoring and Oversight Memorandum of Understanding (MOU) posted on LACOE's website.

The Avance Executive Board has not conducted a formal evaluation of the Executive Director. This contradicts AEB's statement that its main role is to "oversee the Executive Director."

A lack of Board oversight of its Executive Director is a significant concern due to the school's long-standing financial issues (see below) and multiple notices the school received over the last four (4) years documenting a lack of compliance with reporting requirements, routinely late submissions of required reports, and failure to submit its 2012-13 Annual Report to the County Board.

SELPA Compliance: Avance is a part of the Los Angeles County Charter Special Education Local Plan Area (SELPA) and has increased its population of students with special needs from 35 to 49 since joining the SELPA. Annual CDE California Special Education Management Information System (CASEMIS) reports indicate the school meets compliance requirements for initial, annual and triennial Individual Education Plans (IEP) as well as demonstrating compliance with transition items. Special Education Expenditure Reports were submitted each year and the charter has met Maintenance of Effort (MOE). The current service delivery model is push in and pull out. The school has not had any CDE complaints or Office of Administrative Hearings (OAH) filings.

Academic Performance and Reporting Compliance: In addition to the schools' failure to meet its API and AYP goals, its API decline and its insufficient progress toward meeting the Measurable Pupil Outcomes in its current charter, Avance failed to implement and report academic progress using the interim assessments required under its current charter until this school year. Additionally, Avance received three (3) Notices of Concern Regarding Student Achievement during its current charter term.

The school's plan for future improvement lacks the focus and specificity necessary to effect improvement in student academic achievement.

Accreditation. Avance received WASC accreditation in June 2013, nearly eight (8) years after it commenced operations. The Self-Study Visiting Committee, comprised of charter school administrators, made the following comments and recommendations in its report with regard to the school's use of interim (benchmark) assessments, data and preparedness to implement Common Core standards:

> …The visiting committee finds that the school has created benchmark assessments via Data Director for each class, even the non-core classes such as Mandarin. **Implementation of these benchmarks is new**, so should remain a continued area of focus. There is specifically room to develop the data analysis cycle schoolwide, as it is unclear how the results are used systematically to drive instruction or intervention….
>
> …The school is using benchmark assessments to measure progress towards expected state standards outcomes for each department. However, **the school lacks foresight in planning for a transition to the Common Core Standards and Smarter Balanced Assessments.** The school has ESLRs which are possibly outdated; these ESLRs may need to be re-examined to connect better to align to the school's unique purpose and/or to become more useable by staff and students, particularly as the school's program has been refined and state standards are changing….
>
> …Centre and Data Director are used to collect student achievement data. Grade progress reports are shared with parents during Parent Conferences, with **the addition of benchmark data from Data Director starting last year.** Some teachers analyze Data Director reports quarterly; **a thorough analysis of the use of this data to inform instruction is still needed.** It is recommended that accountability in this area be increased, along with structured time and processes to ensure effective data analysis and planning occur systematically and schoolwide….

> …The school has developed an action plan to improve specific test scores for specific students and to enhance professional development efforts. **However, the action plan is narrow and not very specific or strategic in scope. There is a clear need for a longer-term strategic plan to drive professional development in the areas of assessment and instruction, especially as aligned to Common Core Standards and Smarter Balanced Assessments.** The school should pick 2 or 3 specific areas of foci for professional development outcomes and should create a multi-year road map for rolling out specific initiatives which will drive more cohesive assessment and instruction practices schoolwide…. (Emphasis added)

The findings of the WASC team corroborate observations and deficiencies identified by the Review Team stated in this report. It also provides an independent assessment of the observations and feedback provided to Avance during its current charter term through annual oversight visits.

Reporting and Compliance. Avance did not submit its 2012-13 CELDT data to the state in time for it to be recorded; therefore, the school is not compliant with Title III reporting requirements. The school's leadership team was unaware of its Title III consortium status at the Capacity Interview. The school stated it was a member of a consortium; however, official Title III records indicate it had exited the consortia in 2013-14. After the Capacity Interview, Avance informed LACOE that the school would be a member of a different consortium next year; however, the lead for that consortium informed LACOE that was not accurate. Avance later stated it would not seek Title III funds although the budget submitted with the renewal petition included Title III funding.

Avance had several instances of state data reporting errors. While the petitioner describes these as "data anomalies," the responsibility for reporting lies with the school. Prior to the public release of data, schools are provided a window for identifying and reporting errors. If a school fails to identify an error within the window provided, the data stands and cannot be changed. California Longitudinal Pupil Achievement Data System (CALPADS) provides training to schools on correct use of the data system and provides an "award" to schools that complete all the training modules.

Similarly, Avance failed to have its ninth grade students take the science CST for several years. This resulted in the school's scores being calculated as though the students performed Far Below Basic. The CST test administration manual informs schools of this outcome; it is incumbent on the school, which reports its test performance independent of LACOE, to be trained on all aspects of test administration.

Given the various difficulties Avance has experienced regarding test administration and data reporting, including the inaccurate reporting of its a-g completion rate for multiple years, the Review Team has concerns about the school's ability to accurately monitor and report the academic performance of its students.

Additionally, Avance has not adequately monitored its staff for credentials and Tuberculosis (TB) clearance. LACOE has notified the school of these concerns.

Facilities: In the first two (2) years of operation, Avance operated from the main campus and utilized various facilities before settling into its three (3) current sites.

For the first two (2) years, the school did not provide a copy of the certificate of occupancy for each site quickly or consistently. After the material revision for facilities in June 2012 and June 2013, certificate of occupancy documents and leases were submitted and are currently on file.

The school must verify the number of students/occupants allowed per school site according to the certificate of occupancy before assigning additional occupants.

Over the past five (5) years, Avance has addressed facilities items identified in annual visits. Generally speaking, administrators take action. School staff maintains open and ongoing communication with LACOE Division of Facilities and Construction.

Improvements to facilities have been made over the years.

Fiscal and Business Operations: Avance has a history of selling its receivables resulting in a high level of interest payments (see Table 1), lack of maintaining a reserve and difficulty stabilizing its facilities. **The school operated at a deficit for the first four (4) years of its current charter term** (see Table 2).

Table 1 illustrates that Avance has used **$1,955,060** in State and Federal funds the last five (5) years to support its operations. Avance has paid these funds to Charter School Capital, LLC and Pan American Bank for discounts, fees and interest.

Table 1			
Fiscal Year	Charter School Capital	Pan AM (Interest Fee)	Total
2009-10	$175,499	$19,744	$195,243
2010-11	$210,047	$99,138	$309,185
2011-12	$227,359	$137,081	$364,440
2012-13	$255,449	$148,009	$403,458
2013-14	$207,669	$194,096	$401,765
2014-15 (Thru 2/2015)	$77,730	$203,239	$280,967
Total Payments	$1,153,753	$801,307	$1,955,060

Table 2 illustrates the last five (5) years of Avance's financial performance (2010 through 2014) through its Cash, Net Assets, Liabilities, Operating Results and Net Cash flow.

Table 2					
Year of Operation	Cash	Net Assets	Liabilities	Operating Results	Net Cash Flow
2009-10 Year (1)	$116,084	$728,474	$1,610,549	$696,456	$(73,545)
2010-11 Year (2)	$97,601	$(22,132)	$2,514,432	$(672,131)	$(18,483)
2011-12 Year (3)	$64,657	$(559,654)	$2,609,058	$(537,522)	$(32,944)
2012-13 Year (4)	$1,184	$(224,278)	$2,590,502	$335,376	$(63,473)
2013-14 Year (5)	$13,079	$284,858	$1,967,710	$509,136	$11,895
Source: Annual independent audit reports (2011-2014)					

Financial Stabilization Plan (FY 2012-13). At a meeting with the school held January 15, 2013, the LACOE Controller's Office requested that Avance submit a Financial Stabilization Plan for Fiscal Year (FY) 2012-13. The plan submitted by Avance identified implementation of nine (9) corrective actions to restructure its current FY 2012-13 budget. Some of the actions stated in the plan were implemented.

The plan included a 10% reduction of all salaries; however, FY 2012-13 Certificated Salaries increased by 19.66% and Classified Salaries increased by 37.91%.

Table 3 illustrates that FY 2012-13 personnel (salary) expenditures increased by $385,638. Therefore, the corrective action plan submitted to LACOE was not fully implemented. Avance ended FY 2012-2013 with $216,936 in additional operating expenditures from its prior year, along with a negative ending balance of **($224,278).**

Table 3					
Personnel Cost	FY 2011-2012	FY 2012-2013	Difference	Number of Personnel FY 11-12	Number of Personnel FY 12-13
Certificated Salaries	$1,103,160	$1,320,057	$216,897	27	28
Classified Salaries	$445,072	$613,813	$168,741	9	8
Total Personnel	$1,548,232	$1,933,870	$385,638	36	36
Total Operating Expenditures(increase)	$3,989,671	$4,206,607	$216,936		

Reporting and Compliance. While Avance currently submits timely and accurate monthly attendance reports and its 2014-15 bell schedule, calendar and instructional minutes meet the statutory requirements, its monthly financial reports are sometimes late.

Capacity to Implement. Avance continues to demonstrate a lack of capacity with its fiscal planning for the future as described below:

1. *The petitioners have presented an unrealistic financial and operational plan for the proposed charter school. An unrealistic financial and operational plan is one to which there is evidence that any or all of* the four (4) standards specified in state regulations are not met. Avance **failed to meet three (3)** of the standards as follows:

   A. *In the area of administrative services, the charter or supporting documents do not adequately describe the structure for providing administrative services…that reflect an understanding of school business practices and expertise to carry out the necessary administrative services, or a reasonable plan and timeline to develop and assemble such practices and expertise.*

      The selection procedure lacks detail of the bidding, selection and approval process.

   B. *In the area of financial administration, the charter and supporting documents do not adequately:*

      a. *Include in the operational budget reasonable estimates of all anticipated revenues and expenditures necessary to operate the school, including, but not limited to, special education, based, when possible, on historical data from schools or school districts of similar type, size, and location.*

         The petitioner's budget does not sufficiently account for revenues, including revenues for Local Control Funding Formula (LCFF), and incorrectly includes Title III funding. The details are presented below.

      b. *Present a budget that in its totality appears viable and over a period of no less than two years of operations provides for the amassing of a reserve equivalent to that required by law for a school district of similar size to the proposed charter school.*

         The petitioners presented a budget, without the amassing of a reserve. The Review Team projected the required reserve per LACOE's current MOU. **The result was a negative cash position ending FY 2015-2016.**

         To be fiscally solvent, the Budget Plan requires that the school (1) meet its enrollment projections and (2) meet its Average Daily Attendance (ADA) projections each year. Avance did not meet the enrollment projections (525) in its current charter yet projects expansion to 625 students by 2020 of its proposed charter term. The petition does not provide an adequate plan that describes how the school intends to increase its enrollment. An analysis of the deficiencies of the Budget Plan is presented below.

         Budget Plan Deficiencies:

         - Overstated LCFF revenues by approximately $441,512 over a 4 year period.
         - No reserves as required by State Regulations and Board Policy.
         - The Line of Credit (LOC) debt of $738,024 will mature on September 15, 2016, and carries an interest of 6.73%. However, LACOE has not received any documents from Avance indicating that Pan American Bank has extended or will renew the LOC.
         - Title III Funding is included in the budget as potential revenues for four (4) years; however, Avance is not participating in a consortium and has not provided evidence of membership for the future. Without being a member of a consortium, a charter school is not eligible for Title III Funding.

- Each Fiscal Year Avance will have deficit spending in the first 5 months of operation, causing the school to sell future LCFF revenues (e.g., receivables). From July 1, 2014 to November 10, 2014, Avance completed eight (8) sales of its receivables through Charter School Capital, LLC. For fiscal year 2014-15, it sold receivables in the cumulative amount of **$1,113,100.**

Table 4 provides a financial overview of Avance's Net Income Projections and Ending Cash Balance for the first three (3) fiscal years of the proposed charter term. The positive Ending Cash Balance for FY 2 is contingent upon selling of account receivables. The positive Ending Cash Balance for FY 3 is contingent upon achieving the targeted ADA of 570.

Table 4			
Budget Plan	FY 2015-2016	FY 2016-2017	FY 2017-2018
Net Income Projections	$450,144	$757,562	$911,957
Ending Cash Balance (Before 3% reserve)	$(180,164)	$302,413	$1,129,561
Cash Balance (3% reserve Included)	$(336,472)	$135,078	$950,523

Table 5 illustrates interest fees of $701,579 resulting from the sale of receivables to be paid to Charter School Capital, LLC in FY 1 through FY 3.

Table 5			
Charter School Capital, LCC	FY 2015-2016	FY 2016-2017	FY 2017-2018
Sale of Receivables	$2,245,000	$102,500*	$ *Not provided on Cash Flow analysis*
6.20% Loan Fee	$310,318	$198,193	$193,068 (*included* in Budget Forecast)
Total Loan Fees (3) Year	---	---	$701,579
*Amount taken from Monthly cash flow/Budget FY 2016-2017.			

c. *In the area of facilities, the charter and supporting documents do not adequately describe the types and potential location of facilities needed to operate the size and scope of educational program proposed in the charter.*

Neither the petition nor the supporting documents provide a facilities plan that will meet the needs of the school based on the projected enrollment that increases to 625 students by 2020. The school's current facilities do not allow for that level of enrollment based on current certificates of occupancy.

2. *The petitioners personally lack the necessary background in… finance and/or business management, areas that are critical to the school's success. Additionally, the petitioners do not have a plan to secure the services of individuals who have the necessary background in these areas as follows:*

The petitioner has demonstrated a lack of capacity in the area of finance and/or business management. The Executive Director has not demonstrated sufficient expertise in the areas of revenue generation, charter school financing (i.e., selling of accounts receivables, managing the Line of Credit Balance) or cost cutting measures to successfully operate a charter school.

3. Additional Financial and Operational Concerns

- **Avance will have to sell its FY 2015-2016, first quarterly state apportionment to meet its current fiscal year (2014-15) cash needs.**
- Avance has been delinquent in making monthly lease payments to site 115 North Avenue 53, Los Angeles, California, the school's main educational site.
- There are concerns regarding the appropriate expenditure of funds as documented through the school's most recent Independent Audit Report (2013-14). Pertinent sections of the report are presented below in italicized text.

The Auditor states the *opinion expressed in the report was presented fairly*. The Auditor reported no negative findings for the Fiscal Year ending June 30, 2014; however, he identified one (1) finding from Fiscal Year ending 2011 that was not implemented (e.g., not corrected).

Findings and Recommendations

2011-01 City Terrace, LLC. Findings Category, 60000, Miscellaneous

- *City Terrace, LLC accessed the Academia Avance Pan American Bank Line of Credit and used the Line of Credit to pay property taxes in the amount of $58,519.*

The auditor's *recommendation included having City Terrace, LLC acknowledge ownership of the Pan American Bank Line of Credit funds owed and calculated interest on the $58,519.*

The report presents a positive Cash balance of $13,079 for the fiscal year 2013-14. It recorded Receivables of $293,494, against Payables of $1,967,710, and Net Current Asset of $284,858.

16. Related Party Transactions

- *The School rents a house located at 129 N. Avenue 53, Los Angeles, California, adjacent to the physical location of the school. The 129 N. Avenue 53 house is owned by Mr. Mario Ceballos who was the past Director of Administration for the School whose contract ended June 30, 2008. The school pays no more than the mortgage payment and operating expense of the location. The house leasing agreement began on June 1, 2007, represents a payment of $3,200 per month, and continues until such time that either party chooses to terminate the agreement; however, it is the position of the School's board, that at some time in the next two fiscal years, the house will be purchased by the School.*
- *The School purchased 49% investment interest in City Terrace Limited Liability Company for $1.00 on June 18, 2010, Mr. Alvaro Banegas is the sole 51% owner of City Terrance Limited Liability Company. The School is the beneficiary of a line of credit loan from Pan American Bank in the amount of $1,000,000. The line of credit with Pan American Bank was entered into by Mr. Alvaro Banegas on behalf of the School, and the assets of the City Terrace Limited Liability Company were pledged as collateral for the line of credit. The Pan American Bank loan identifies that the loan is exclusive for the use of the School. The School did not pledge any of its own assets as collateral for the line of credit. The loan was approved by the School's governing board.*
- *The Avance Foundation was created on October 7, 2011 to support the educational outcomes of Avance Schools, doing business as Academia Avance ("the School"). On September 20, 2012, the Avance Foundation entered into an agreement with the Presbytery of San Gabriel to amend the facilities lease between the School and the Presbytery of San Gabriel. The Presbytery of San Gabriel has turned over management of the School's leased property to Iglesias de la Comunidad, PC, and (USA) and has changed the name of the Lessor to Iglesias de la Comunidad, PC (USA). The Lease has also been amended from the School to the Avance Foundation. On September 20, 2012, the Avance Foundation entered into a lease with the School effective July 1, 2012 through June 30, 2015. The lease payments from the School to the Avance Foundation are $20,000 per month and paid quarterly.*

17. Subsequent Events

Events subsequent to June 30, 2014 have been evaluated by management through November 10, 2014, the date at which Academia Avance Charter School's audited financial statements were available to be issued.

- *Between July 1, 2014 and November 10, 2014, the School completed eight receivables sales through Charter School Capital, LLC, of fiscal year 2014-2015 receivables in the cumulative amount of* ***$1,113,100.*** (Emphasis added)

Finding 4: The petition does not contain an affirmation of all specified assurances. [*EC* 47605(b)(4); *EC* 47605(d)]

1. While the petition states all required assurances, there is evidence in supporting documents (Student Handbook) that the school is not complying with the requirement of *EC* 47605(d), which prohibits charter schools from charging tuition. The handbook states that parents are **required** to fulfill volunteer hours. This comprises a form of tuition and a violation of state law. Guidance provided by the California Code of Regulations, Title 5, which has been adopted by the County Board and LACOE as its standard of review, states that any indication a charter school may not be complying with the affirmations and assurances indicates a failure to specify the requirement.
2. The petition contains additional non-material deficiencies as follows:
   - Assurance *EC* 47605(d)(2)(B) incorrectly states that the school will extend preference to students residing within **LACOE.** This statement needs to be revised to be compliant with law, which states the preference can be extended to pupils within the **district** in which the school is located (LAUSD).
   - The petition does not spell out the requirements of *EC* 47605(d)(2)(B). Simply listing the *EC* is not adequate per state regulations adopted by LACOE.

Finding 5: The petition does not contain a reasonably comprehensive description of all required elements. [*EC* 47605(b)(5)(A)-(P)]

The Review Team has determined that **10 of the 16 required elements are not reasonably comprehensive.** Additionally, there are specific deficiencies and/or necessary technical adjustments needed in three (3) additional elements.

Element 1 (*A*)[7]: Description of the Educational Program. *Not reasonably comprehensive*

1. The petition does not provide a sufficient description of *the specific educational interests, backgrounds, or challenges* of all student populations the school proposes to serve.
   - It fails to identify the interests, background and challenges of these specific students groups to be served by the school (e.g., English Learners, low income and students with disabilities).
   - It does not identify or describe the needs of foster youth, a population that must be addressed under Local Control Accountability Plan (LCAP) requirements. Therefore, the petition indicates the petitioner is not familiar with current requirements of law.
   - It does not differentiate the needs of long-term English Learners in the secondary setting. The petition fails to describe the structured English Language Development (ELD) curriculum referenced in the school's plan for future improvement.
2. The petition does not adequately describe *the curriculum…that will enable the school's pupils to master the content standards for the four core curriculum areas.*
   - There is no mention of the social science curriculum to be implemented. The petition refers to the Common Core State Standards (CCSS) in Social Science, which do not exist at this time. The petition should be referencing CA State Standards for History-Social Science.
   - The petition incorrectly states the school will purchase CCSS aligned science materials; materials should be aligned to Next Generation Science standards, not CCSS.

[7] Avance's renewal petition uses letters that correlate to the sections of Education Code rather than numbers. Both number and letter references are included.

- The petition does not include a description of the ninth grade science course, Robotics. It is unclear if this course will be continued or what will be offered in its place.

3. The petition provides an inadequate description of how the school *will identify and respond to the needs of pupils who are not achieving at or above expected levels.*

   - It does not describe if or how interim assessments will be utilized to support and modify instruction for students. This is of particular concern given Avance's history of academic performance and Program Improvement status.

     While Avance has written several Student Achievement Plans to address its failure to meet state and/or federal goals, the plans have not resulted in increased student academic achievement as demonstrated by the school's API decline.

     Further, its own reporting of MAP results for 2014-15 indicate students at most grade levels are performing two (2) years below grade level. The purpose of an interim assessment system is to identify deficiencies so remediation plans can be put into effect. The petition fails to describe how Avance will use its interim assessment system to meet the needs of students who are not achieving at grade level.

   - The description of Response to Intervention (RTI) does not provide for immediate interventions within the school day. It indicates Level 2 support is based primarily on after school tutoring and repetition of courses (through Acellus online courses) after a student has failed. Relegating services to an after school program is not an appropriate delivery model as it does not guarantee that all student will have access. Further, waiting until a student fails a course before providing intervention is not timely.

     Additionally, the petition describes Level 3 support as special education services; levels 1-3 of RTI are **not** special education functions.

   - The petition states the use of Acellus is key to the school's blended learning and intervention programs and that the funding is based upon a grant; however, there is no indication as to the length of the grant or how the school intends to fund the program when the grant ends.

4. The petition lacks an adequate description of *how the charter school will meet the needs of Students with Disabilities, English learners, students achieving substantially above or below grade level expectations, and other special student populations.*

   <u>Deficiencies regarding the educational program for students with disabilities</u>:

   The following deficiencies are significant due to the school's failure to demonstrate academic achievement for its Students with Disabilities during its current charter term. In 2013, Avance's Growth API for Students with Disabilities was 408, lower than all of its resident and comparable district schools, below those of other student populations served by Avance, and far below the state's minimum goal of 800.

   - The description of the special education program is limited to providing services through a Resource Specialist Program (RSP). The petition fails to describe how the needs of students who qualify for other placements will be met. The school must ensure that students can access a full range of placement options.

   - The petition incorrectly states that Students with Disabilities who do not pass the CAHSEE are only eligible to receive a Certificate of Completion. Current laws state that students with an Individualized Education Plan (IEP) who take, but do not pass, the CAHSEE are eligible for a High School Diploma.

   <u>Deficiencies regarding the educational program for English Learners</u>:

The following deficiencies are significant due to the decline in AYP proficiency rates in English-Language Arts for this population. In 2010, English Learners demonstrated a 31.9% proficiency rate; in 2013, the proficiency rate was 10.8%. (Source: DataQuest Adequate Yearly Progress Report retrieved 4-2-15)

- The petition and supporting documents do not describe how the school will ensure that English Learners receive targeted ELD instruction. All students are assigned the same Language Arts course based on grade level; there is no evidence of a separate ELD course for English learners at the high school as described in the Avance English Learner Master Plan.
- It does not provide for ELD instruction during the school day for grades 9-12. The petition states English Learner level 1 and 2 students may receive additional support after school; relegating services to an after school program is not an appropriate delivery model as it does not guarantee that the students will receive ELD.
- There is no monitoring system to track reclassified English Learners. AYP proficiency rate data for English-Language Arts for English Learners shows growth has declined.

Deficiencies regarding the educational program for students achieving above grade level:

There is no description of how the school will meet the needs of students achieving above grade level.

- There is no description of how the school will identify and meet the needs of students achieving above grade level. The petition lists several programs, such as Project-based learning and integrated curriculum, but it does not adequately describe how these programs are designed to specifically meet the needs of high achieving students. These programs can be used with all student groups.
- **Avance has no AP courses authorized by the College Board for 2012-13, 2013-14 or 2014-15.** This penalizes Avance students when GPAs are calculated, because passing a College Board approved AP course carries a higher GPA value to the student. In comparison, Avance's resident high schools have between 7 and 22 College Board approved courses (Source: http://apcourseaudit.epiconline.org/ledger/school.php retrieved 4/1/15).
- The list of a-g courses on UC Doorways indicates a limited number of options for students to meet this college entrance requirement. Only two (2) honors and two (2) AP courses have been approved by the University of California. The lack of rigorous coursework and enrichment opportunities was noted in the WASC report as a critical area for follow-up by the school.

Additional deficiencies:

- There is no description of how the school will meet the needs of Socioeconomically Disadvantaged Students (SED) or Foster Youth.

  The petition states that data indicates Avance has been meeting the needs of SED students; however, a review of Growth API data shows a **decline** in academic achievement for this student group. Additionally, Avance's 2013 AYP proficiency rate for this student group was 36.5%, which is well below established targets and lower than all of Avance's resident schools.

5. The petition does not adequately describe the school's special education plan; this is of particular concern considering the school's low academic performance for this student population during the current charter term.

   - The petition states Child Find responsibilities are limited to new students. This is not compliant with state and federal law. The Child Find responsibility is applicable to all students, regardless of the term of enrollment.

- It incorrectly states that if an IEP is conducted without SELPA representation, the charter will be responsible for quality and costs of the program. Avance is a member of Los Angeles County (LAC) Charter SELPA; therefore, it operates as its own Local Educational Agency (LEA). As its own LEA, the school is responsible for providing a free and appropriate public education irrespective of the SELPA's participation in the IEP.

6. The petition provides an inadequate description *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.*

   - It fails to describe annual goals for pupils and for each subgroup of pupils. There is no mention of Foster Youth, indicating a lack of familiarity with laws implemented since the charter was last authorized.
   - The stated goals for student achievement (e.g., proficiency in Language Arts and Mathematics) and strategies to achieve these goals all relate staff actions, not to the achievement of students. Staff actions such as ordering materials and professional development cannot be used to measure student proficiency in English-Language Arts and Mathematics. Also, in several areas, listed strategies do no align with information in the "timeline/evidence" section.

7. The *bell schedule, proposed school calendar, and the instructional minutes by grade level* do not meet *minimum standards required by law*.

   - The schedule for grade 12 does not meet the minimum instructional minute requirement of 64,800; it is short by 1,095 minutes. The petition states the reduced instructional minutes are allowable under *EC* 46201.2; however, this law becomes inoperative July 1, 2015. Since the petition is for a charter term commencing July 1, 2015, the petition should have been written in accordance with laws in effect for 2015-16 and beyond. The lack of familiarity with this area of law is of particular concern since Avance was previously required to provide compensatory instructional minutes in lieu of returning apportionment due to a shortfall in instructional minutes.
   - There is a discrepancy on the total Work Experience Education (WEE) program minutes listed in Petition Appendix G. It states 10,290 WEE minutes per student for 49 days on page 1, while on page 4 it states 5,145 minutes.
   - The narrative and bell schedule for Avance House period for grades 6 and 7 is not consistent. On page 57 it states Avance House takes place during the first 20 minutes of the day and 37 minutes at the last period (total of 57 minutes); on page 60 it states 40 minutes; and the bell schedule has 42 minutes.
   - Passing times presented on the bell schedules for grades 8 through 12 are not equal. The first passing time is 10 minutes and the rest of the day the passing time is 5 minutes for grades 8 to 12. By law, passing times must be of equal duration and no greater than 10 minutes each.

Element 2 (*B*): Measurable Pupil Outcomes. *Not reasonably comprehensive*

1. The petition does not adequately *specify skills, knowledge, and attitudes that reflect the school's educational objectives and can be assessed, at a minimum, by objective means that are frequent and sufficiently detailed enough to determine whether pupils are making satisfactory progress.*

   - The petition does not commit to measurable and objective subject matter goals; therefore, there is no way to determine whether the goals are met. Subject matter competencies are listed as "Examples" or "Suggested."

- The criteria used to redesignate English Learners are not specified, and there are no benchmarks to reflect annual growth. The goal remains 15% throughout the term of the charter; the same goal as in the previous charter.
- Goals for grade 10 CAHSEE pass rates are below the school's current performance levels and do not show on-going efforts to improve student achievement. This is a significant deficiency given the school's failure to demonstrate adequate AYP performance (which relies on CAHSEE performance) during its current charter term.
- It does not explain how the school will "monitor and assist that EL meet academic targets." It is unclear what will be monitored, how often it will take place or who is responsible.
- There is no information regarding how the success of the Life Prep and Test Prep courses will be assessed.

2. The petition does not adequately specify how *it is intended that the frequency of objective means of measuring pupil outcomes will occur* in all subject areas and for all student groups.

   It states that Special Education students will be monitored every quarter; this does not allow for timely interventions. This is of particular concern due to the underperformance of this student group during the current charter term.

3. Several measureable outcomes are written in such a manner that they cannot be verified by the authorizing entity and do not align with the way data is presented on the SARC. For example, the qualifier on CAHSEE passage rates of "students who have been enrolled at Avance since 6th grade" is not aligned to how data is reported in CDE's DataQuest. Avance has this outcome in its current charter and has not provided any data to demonstrate whether the school has met the goal. Goals must be objective, observable and measurable to be reasonably comprehensive; this goal is not.

4. Pupil outcomes do not *align with 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*.

   The petition fails to meet LCAP requirements[8] in several ways:

   - It does not include growth goals in several areas: graduation rate, middle school drop-out rate, chronic absenteeism and high school drop-out rate.
   - Goals for parent involvement do not include "decision-making" roles for parents as required. They focus on parent attendance at conferences, workshops or trainings.

Element 3 (*C*): Method for Measuring Pupil Progress. *Not reasonably comprehensive*

1. The petition does not describe *assessment tools that are appropriate to the skills, knowledge, or attitudes being assessed, including, at minimum, tools that employ objective means of assessment consistent with the measurable pupil outcomes*.

   - It fails to describe how several of the assessment tools listed (e.g., the Diagnostic Online Reading Assessment) will be used to differentiate instruction or evaluate the school's instructional program.
   - It does not describe how the school will measure progress towards achieving its "life-long learning" and "interpersonal skills" goals.

2. The method for measuring student progress does not include *the annual assessment results from required statewide testing.*

[8] Neither the authorizing entity nor the County Office of Education has the authority to evaluate a charter school's LCAP. However, the authorizing entity does have the authority to ensure that the charter petition, which mirrors the LCAP in content, is compliant with law. Avance's renewal petition fails in this regard.

The petition incorrectly states that API and AYP goals are not applicable. While the tests used to measure performance have been changed, API goals remain applicable to all California public schools and AYP applies to all schools accepting federal funds.

3. The petition fails to establish baseline of performance for its goals. Given the school is currently in operation, goals should be based on current levels of performance with an aspiration for future improvement or maintenance. The school failed to specify its current level of performance; therefore, it will not be possible to determine whether growth is made over the term of the charter.

4. The *plan for…reporting data on pupil achievement to…pupils' parents and guardians* is not sufficient.

   The petition states that progress reports and report cards are issued twice a year. This is not adequate notice to parents regarding progress at the secondary level. Parents must be provided ample notice that a student is in danger of failing **prior** to the issuance of a final grade.

Element 4 (*D*): Governance Structure. *Reasonably comprehensive with specific deficiencies*

1. The petition lacks evidence that *the school's governing board has adopted internal controls policies to prevent fraud, embezzlement, and conflict of interest and ensures the implementation and monitoring of those policies.*

   It states that the Board will have final and full legal and fiduciary responsibility for Avance but such statements are vague and generic. Specific evidence of internal controls is not present in the governance structure.

2. The petition does not ensure *there will be active and effective representation of interested parties, including…parents.*

   - The function of the Avance Advisory Board is unclear. The petition does not provide a clear description of this entity's role in decision making.
   - The school does not have a School Site Council (SSC) which is a requirement for receiving federal funding. The school states that the Avance Parent Advisory Committee serves this purpose; however, this parent committee does not have the required composition to function as a SSC. Additionally, the Avance Parent Advisory Committee is not a decision making body, but rather a receiver of information from the school. A SSC is a decision-making body with regard to the expenditure of federal funds. It is clear the school does not have an adequate understanding of the current requirements of law regarding the composition and function of the SSC, leaving the school at risk under Federal Program Monitoring requirements.
   - The organizational chart indicates the Parent Advisory Committee is under the Advisory Board, not the Executive Board. This configuration does not provide parents with access to the Executive Board to provide input.

Element 5 (*E*): Employee Qualifications. *Not reasonably comprehensive*

1. The petition fails to include an organizational chart in *which the categories of employees and described reporting structures* are *accurately reflected*.

   - It does not define which employees are included in "Auxiliary academic staff" or "Administrative and operations staff."
   - There is a job description for a "Counselor," but the position is not identified in Avance's Organizational Chart.

2. It does not *identify those positions that the charter school regards as key in each category and specify the additional qualifications expected of individuals assigned to those positions.*

The petition does not include job descriptions for many positions listed in the school's Organizational chart. Key administrative positions (including Director of Instruction, Support and Student Achievement, Director of Student Affairs, Dean and Student Services Coordinator) are not included in the petition.

3. The petition does not *specify that all requirements for employment set forth in applicable provisions of law will be met, including, but not limited to credentials as necessary*.
   - It does not specify which teaching positions will require credentials from the California Commission on Teacher Credentialing. This deficiency is significant because Avance has had a history of failing to provide adequate on-going monitoring of teacher credentialing.
   - There is no indication that the school will require English Learner authorizations for its teaching staff.
   - The job description for Counselor does not comply with *EC* 49406. It states the individual must pass a TB test "within 4 years of employment and if **deemed necessary by the school**, every 4 years after that" (emphasis added). *EC* requires the initial TB test to have been given within 60 days of employment (prior to) and every four (4) years thereafter. The school does not have discretion regarding the necessity to retest. This deficiency is significant because Avance has a history of inadequate monitoring of its employees with regard to TB testing.

Element 6 (*F*): Health and Safety Procedures. *Reasonably comprehensive with specific deficiencies*

1. The petition does not specify that it will *require immunization of pupils as a condition of school attendance to the same extent as would apply if the pupils attended a non-charter public school* (5 *CCR* 11967.5.1 (f)(6)(C)).
2. The petition fails to meet the TB testing requirement of *EC* 49406 as it does not state that employees *shall be required to undergo* TB testing *at least once each four years*.

Element 7 (*G*): Means to Achieve a Reflective Racial and Ethnic Balance. *Not reasonably comprehensive*

1. The racial and ethnic demographic information provided in the petition does not reflect *the racial and ethnic composition of the general population residing within the territorial jurisdiction of the school district* in which the charter will be located.

   Racial and ethnic demographic information is provided only for the community surrounding the school (northeast Los Angeles) and northeast Los Angeles Area High Schools (Franklin, Wilson and Lincoln), which is not broad enough to determine whether Avance reflects the district as a whole.

   Additionally, the petition does not provide *benchmarks that measure whether the applicant pool is reflective of the district.*

   The following chart, compiled by the Review Team, compares the demographic composition of students enrolled in LAUSD (grades 6-12) and Avance (grades 6-12) in 2013-14 using the demographic categories and data utilized by the CALPADS as reported by DataQuest.

2013-14 Enrollment Data by Ethnicity for LAUSD and Avance

Race or Ethnicity	LAUSD (6-12)		Avance (6-12)	
	Number Enrolled	% of Enrollment	# Enrolled	% of Enrollment
White, Not Hispanic	28.383	8.32	0	--
African American, Not Hispanic	32,015	9.39	0	--
American Indian or Alaska Native, Not Hispanic	1,310	0.38	0	--
Asian, Not Hispanic	12,639	3.71	0	--
Pacific Islander, Not Hispanic	1,199	0.35	0	--
Filipino, Not Hispanic	8,319	2.44	0	--
Not Reported	5,368	1.57	9	1.8
Two or More Races, Not Hispanic	554	0.16	0	--
Hispanic or Latino of any Race	251,281	73.67	483	98.2
Totals	341,068	100	492	100

Source: CALPADS as reported by CDE, Educational Demographics Unit, DataQuest; Data as of 3-24-2014. Retrieved 3-17-15 from http://dq.cde.ca.gov/dataquest

Percent of enrollment at Avance is higher than LAUSD for Hispanic or Latino students of any Race and lower than LAUSD for all other ethnic groups. While the charter petition states the school will work towards achieving a racial and ethnic balance reflective of the general population residing within LAUSD, it has not provided any specific plans to meet the requirements of *EC* 47605(b)(5)(G).

Element 8 (*H*): Admission Requirements. *Reasonably comprehensive with specific deficiencies*

1. The stated preferences are not compliant with *EC* 47605(d)(2)(B). No preference is given for students residing within the district. The preference for students residing in the same household is not well defined and may not be in compliance with the law which allows for *siblings* to receive preference.
2. The *process for conducting the lottery* is not *clearly defined and observable.* It is unclear who will conduct the drawing, where it will be held or how parents will be notified of their selection through the lottery process.
3. The signature requirement on the "Lottery Inscription Form" may prevent some students from accessing enrollment at Avance; the form requires parents to sign that they must meet inscription requirements. However, the requirements are not stated on the form.
4. The petition states that interested students and parents/guardians "are expected to attend information session" as a part of the application process. This requirement may be discriminatory towards students who are unable to attend themselves (or with their parents/guardians).

Element 9 (*I*): Annual Independent Financial Audits. *Not reasonably comprehensive*

The petition does not contain specific information necessary to be considered reasonable comprehensive as it fails to include the following required statements:

- The audit will be conducted by an auditor from the list of approved by the State Controller's Office.
- The auditor/firm shall be hired by the Avance Board.
- How financial reporting to the chartering agency would be carried out under the requirements of *EC* 47604.33.

Avance was informed of the requirements prior to submitting its renewal petition.

Element 10 (*J*): Suspension and Expulsion Procedures. *Not reasonably comprehensive*

1. The petition's *preliminary list…*of *the offenses for which students must…or may…be suspended or expelled in non-charter public schools* contains the following deficiencies:

- The list of suspendable offenses does not indicate which offenses result in mandatory suspensions and which are discretionary.
- It lists mandatory expellable offenses, but does not provide separate lists for discretionary expellable offenses.
- It does not address bullying or cyber-bullying. A policy regarding bullying and the process for reporting and investigating occurrences is required under Assembly Bill 9. Failure to address this requirement indicates the school is not familiar with current requirements of law.

2. *The procedures by which pupils can be suspended or expelled* are inadequate and may lead to violations of student's due process rights.
   - No timeline is provided for parent notification under the suspension appeals process.
   - It is not specified whether parents and/or administrators are able to address the Avance Executive Board directly in suspension appeals.
   - The petition states suspension appeals and expulsion hearings are heard by the "Avance Advisory Board." However, there is no information regarding who sits on this Board and what type of training or experience they have in relation to student discipline matters. It was stated at the Capacity Interview that parents are a part of this Board, which may result in a Federal Education Rights and Privacy Act (FERPA) violation for students whose conduct is in question.
   - There is no process for appealing an expulsion.
   - No information is provided regarding the placement of an expelled student. The responsibility appears to be placed on the student and parent/guardian to find placement within their district or county of residence.
3. The petition lacks evidence *that in preparing the lists of offenses…the petitioners reviewed the lists of offenses that apply to students attending a non-charter school.*
   - The lists provided are not aligned with current education codes, indicating the school is not familiar with the current requirements of law.
   - No information is provided regarding the procedures that must be followed in dealing with an expulsion regarding Homeless or Foster Youth.
4. The petition fails to *outline how detailed policies and procedures regarding suspension and expulsion will be developed and periodically reviewed.*

Element 11 (*K*): STRS, PERS, and Social Security. *Not reasonably comprehensive*

The petition does not clearly identify the retirement system to be used by certificated staff. It states full time certificated staff will participate in STRS, but makes no definitive statement regarding part-time certificated staff. The petition must make a definitive statement for all members of each category of employee to meet the criteria LACOE established with STRS. If the school participates in STRS for its full-time certificated employees, its part-time certificated employees must be similarly covered.

Additionally, the statement "Staff at Avance will participate in the federal social security system" is not sufficiently clear as "staff" can refer to certificated or non-certificated staff.

Avance was apprised of the standard of review prior to submitting its renewal petition.

Element 12 (*L*): Public School Attendance Alternatives. *Reasonably comprehensive*

Element 13 (*M*): Post-Employment Rights of Employees. *Reasonably comprehensive*

Element 14 (*N*): Dispute Resolution Procedures. *Not reasonably comprehensive*

1. The dispute resolution process does not state that this process will be used for "any dispute." It is limited to disputes arising out of or relating to the charter agreement, or the breach thereof.
2. The petition fails to state that *any time that LACOE believes the dispute relates to an issue that could lead to revocation of the charter school, both parties will no longer be subject to this process* (LACOE AR 0420.4).
3. It does not include the following statement, as required by LACOE.

   The County Board may proceed immediately with the revocation procedures as set forth in law and stated below if it believes the charter school:

   (a) Committed a material violation of any of the conditions, standards, or procedures set forth in the charter.

   (b) Failed to meet or pursue any of the pupil outcomes identified in the charter.

   (c) Failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.

   (d) Violated any provision of law.

   Avance was informed of this requirement prior to submitting its renewal petition.
4. There is a conflict in the timeline for initiating mediation. Page 190 states **both** "Mediation proceedings shall commence within 60 days from the date of the Issue Conference." and "Mediation proceedings shall commence within 60 days from the date the Written Notification was tendered." This discrepancy may lead to due process violations.

Element 15 (*O*): Exclusive Public Employer. *Reasonably comprehensive*

Element 16 (*P*): Closure Procedures. *Not reasonably comprehensive*

The petition fails to include an adequate description of the specific procedures required under *EC* 47605(b)(5)(P) and 5 *CCR* 11962.

1. It does not ensure students will be able to obtain records necessary to transfer to other schools/colleges and/or document their residence, because it (1) does not specify the information to be included in the closure notification required under 5 *CCR* 11962(b) or the *manner in which parents (guardians) may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements*; and (2) closure procedures do not address how the school will handle the transfer and maintenance of *state assessment results, any special education records* or *personnel records in accordance with applicable law* as required by law.
2. It could result in financial concerns for the school and/or authorizer because (1) the description of the final audit fails to address the specific requirements of the audit and presents a timeline that is not aligned to the regulations; (2) the disposal of net assets does not address the *return of any grant funds* or *donated items*; and (3) it fails to provide a description regarding the *completion and filing of any annual reports required pursuant to Education Code section 47604.33*.
3. Failure of the petition to specify explicit requirements of law can also result in a dispute between the school and the authorizer thereby hindering orderly closure regardless of the reason.

<u>Finding 6</u>: The petition satisfies all of the Required Assurances of *Education Code* section 47605(c), (e) through (j), (l), and (m).

Standards, Assessments and Parent Consultation. *Meets the condition*

Employment is Voluntary. *Not applicable; not a conversion charter*

Pupil Attendance is Voluntary. *Not applicable; not a conversion charter*

Effect on the Authorizer and Financial Projections. *Does not provide the necessary evidence*

The petition does not provide the necessary evidence in the area of facilities, fiscal and business operations.

1. It does not provide *the manner in which the administrative services of the school are to be provided.*

   The petition does not identify or provide a copy of contracts and/or Memorandum of Understanding with Charter School Capital, LLC or City Terrace, LLC, both of which provide funds to Avance.

   During the Capacity Interview, the petitioner was asked to provide copies of the specific agreements or contracts. As of April 8, 2015, LACOE had not received the following:

   - Financial reports for City Terrace, LLC.
   - The repayment schedule for the $738,024 Line of Credit with Pan American Bank was submitted; however, no supporting documentation was submitted from Pan American Bank acknowledging that the Debt Modification Agreement will be extended passed September 2016.
   - The lease agreement between Iglesias de la Comunidad, PC (USA) and The Avance Foundation.

2. *The petitioners shall also provide financial statements that include a proposed first-year operational budget, including startup costs, and cash-flow and financial projections for the first three years of operation*.

   The necessary financial statements were included but are deficient as identified in Finding 2.

3. *The petition does not provide the necessary evidence in the area of potential civil liabilities* that could affect the authorizer.

   The numerous deficiencies identified in this report create potential civil liability for the County Board. The County Board is on notice that the school does not demonstrate adequate academic performance, does not have a strong financial position, and the petition does not fully comply with the requirements of law. This will impact the County Board's oversight and monitoring obligations.

Preference to Academically Low Performing Students. *Not applicable to a renewal petition.*

Teacher Credentialing Requirement. *Does not meet the condition*

See Element 5 (*E*).

Transmission of Audit Report. *Meets the condition*

Appendix 1
Los Angeles County Office of Education Standard of Review

Review Criteria: The Los Angeles County Office of Education (LACOE) Charter School Review Team (Review Team) considered the petition according to the requirements of the *EC* and other pertinent laws, guidance established in 5 *CCR*, *County Board Policy (BP)* and Superintendent's *Administrative Regulations* (*AR*).[9]

LACOE has adopted the petition review criteria established in *5 CCR* 11967.5.1(a-g) except where LACOE determined that the regulations provide insufficient direction or where they are not applicable because the structure or responsibility of the County Board and LACOE differ from those of the State Board of Education (SBE) and the California Department of Education (CDE). In these instances, LACOE developed its own (local) review criteria or added criteria to those developed by CDE to reflect the needs of the County Board as the authorizer and LACOE as the monitoring and oversight agency.

Reasonably Comprehensive: In addition to the regulatory guidance that specifies the components of each required element, 5 *CCR* 11967.5.1(g) states a "reasonably comprehensive" description of the required petition elements shall include, but not be limited to, information that:

1. *Is substantive and is not, for example, a listing of topics with little elaboration.*
2. *For elements that have multiple aspects, addresses essentially all aspects of the elements, not just selected aspects.*
3. *Is specific to the charter petition being proposed, not to charter schools or charter petitions generally.*
4. *Describes, as applicable among the different elements, how the charter school will:*
   a. *Improve pupil learning.*
   b. *Increase learning opportunities for its pupils, particularly pupils who have been identified as academically low achieving.*
   c. *Provide parents, guardians, and pupils with expanded educational opportunities.*
   d. *Hold itself accountable for measurable, performance based pupil outcomes.*
   e. *Provide vigorous competition with other public school options available to parents, guardians, and students.*

Reasonably Comprehensive with Deficiencies: An element may be reasonably comprehensive but lack specific critical information or contain an error important enough to warrant correction. These elements are described as "reasonably comprehensive" with a specific "deficiency" or "deficiencies." Correcting the deficiency or deficiencies would not be a material revision (as defined in statute and County Board Policy) to the charter.

Technical Adjustments: Three (3) circumstances may require a "technical adjustment" to the petition:

1. Adjustments necessary to reflect the County Board as the authorizer. These adjustments are necessary because the petition was initially submitted to a local district and contains specific references to and/or language required by that district and/or the petition does not reflect the structure of the County Office.

[9] Words in italics indicate a direct reference to the language in these documents.

2. Adjustments needed to bring the petition current with changes made to law since the petition was submitted. This includes adjustments necessary to comply with the *Charter School Act* effective July 1, 2013, as the result of *Assembly Bill* (*AB*) 97 (Local Control Funding Formula).
3. Adjustments necessary to address clerical errors or inconsistencies where making the adjustment would not be a material revision (as defined in statute and *County BP*) to the charter.

Affirmations and Assurances: *The petition shall contain a clear, unequivocal affirmation of each requirement, not a general statement of intention to comply. Neither the charter nor any of the supporting documents shall include any evidence that the charter will fail to comply with the conditions described in EC section 47605(c-f, l and m).*

Reviewers: The Review Team included staff from the Controller's Office, Facilities and Construction, Risk Management, Curriculum and Instruction, Special Education, Student Support Services, Human Resources, the Office of General Counsel, and the Division of Accountability, Support and Monitoring, including the Charter School Office**.**

Scope of Review: Findings are based on a review of the submitted renewal petition and supporting documents, information obtained through the Capacity Interview and other communications with the petitioners and representatives of the school, and other publicly available information.

Legislative Intent: The Review Team considered whether the petition complies with *EC* 47601 of the *Charter Schools Act*, which states:

> *It is the intent of the Legislature, in enacting this part, to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all of the following:*
>
> *(a) Improve pupil learning.*
>
> *(b) Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.*
>
> *(c) Encourage the use of different and innovative teaching methods.*
>
> *(d) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.*
>
> *(e) Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.*
>
> *(f) Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems.*

Appendix 2
API and AYP Measures

Weighted 3-Year Average API Data

2012-13 Weighted 3-Year Average API: Avance and Resident Schools

School: (Grades)	% of Avance Enrollment	Schoolwide	3 Year Growth	Hispanic or Latino	Socio-economically Disadvantaged	English Learners	Students with Disabilities
Burbank Middle (6-8)	32.2	757	+124	750	756	666	542
Nightingale Middle (6-8)	2.3	742	+43	697	742	668	610
Marshall Sr. High (9-12)	2.7	728	+73	673	720	573	461
Avance (6-12)	--	706	-18	706	705	595	381
Irving Middle (6-8)	2.3	705	+29	688	704	612	505
Franklin Sr. High (9-12)	47.9	687	+53	678	685	589	463
Lincoln Sr. High (9-12)	6.5	669	+74	618	669	586	461

Source: DataQuest API (3-Year Average API School Report) retrieved 3-16-15.

2012-13 Weighted 3-Year Average API: Avance and Comparable District Schools

School: (Grades)	Schoolwide	Weighted 3-Year Average API by Student Group			
		Hispanic or Latino	Socio-economically Disadvantaged	English Learners	Students with Disabilities
Alliance Environmental Science and Technology HS (9-12)*	869	864	866	851	548
PUC Community Charter Early College High (9-12)*	830	828	827	769	587
Port of Los Angeles (9-12)*	820	801	788	725	607
Daniel Pearl Journalism & Communications (9-12)	812	804	804	707	726
PUC CA Academy for Liberal Studies Early College (9-12)*	798	796	795	772	638
W.H. Taft Charter High (9-12)	773	712	739	595	505
New Designs Charter (6-12)*	755	765	754	765	--
Math, Science & Technology Magnet Academy (9-12)	753	754	753	649	--
Northridge Academy High (9-12)	753	727	741	646	599
Hollywood Senior High (9-12)	751	743	754	620	455
Fairfax Senior High (9-12)	744	716	740	635	502
Chatsworth Charter High (9-12)*	722	682	704	597	498
San Pedro Sr High (9-12)	714	696	691	602	503
Los Angeles Leadership Academy (6-12)*	708	704	708	663	474
Avance (6-12) *	706	706	705	595	381
Student Empowerment Academy (9-12)*	692	693	691	643	--
Linda Esperanza Marquez High B LIBRA Academy (9-12)*	^	^	^	^	^
PUC Early College Academy for Leaders/Scholars (9-12)*	^	^	^	^	^

Schools in shaded rows are Comparison Schools proposed by Avance based on Public Records Request data supplied by CDE to Avance.
*Indicates direct funded charter school.
--Indicates student group did not have a valid API score for 2011, 2012 and/or 2013; therefore a 3-year average could not be calculated.
^3-year average API not available for this school.
Source: DataQuest (3-Year Average API School Report, School Demographic Characteristics) retrieved 12-16-14.

2013 Growth API Data

2012-13 Growth API Scores: Avance and Resident Schools

School (Grades)	% of Avance Enrollment	School-wide	Hispanic or Latino	Socio-economically Disadvantaged	English Learners	Students with Disabilities	Statewide Rank	Similar Schools Rank
Burbank Middle (6-8)	32.2	786	780	786	637	619	5	8
Marshall Sr. High (9-12)	2.7	758	699	749	511	482	5	4
Nightingale Middle (6-8)	2.3	757	720	757	638	644	4	6
Irving Middle (6-8)	2.3	730	709	730	571	510	2	4
Franklin Sr. High (9-12)	47.9	713	703	709	532	484	3	5
Avance (6-12)	--	694	694	694	603	408	3	1
Lincoln Sr. High (9-12)	6.5	694	635	694	539	481	3	3
DataQuest API (API Growth and Targets Met) retrieved 3-16-15.								

2012-13 Growth API: Avance and Comparable District Schools

School (Grades)	School-wide	Hispanic or Latino	Socio-economically Disadvantaged	English Learners	Students with Disabilities	Statewide Rank	Similar Schools Rank
Alliance Environmental Science and Technology HS (9-12)*	860	854	856	837	473	9	10
PUC Community Charter Early College High (9-12)*	841	840	841	770	609	9	10
Port of Los Angeles (9-12)*	834	828	808	733	634	9	10
Daniel Pearl Journalism & Communications (9-12)	810	802	808	733	719	8	9
Math, Science & Technology Magnet Academy (9-12)	803	806	803	644	--	8	10
PUC CA Academy for Liberal Studies Early College (9-12)*	794	792	794	784	535	7	9
W.H. Taft Charter High (9-12)	786	716	750	533	523	7	6
New Designs Charter* (6-12)	783	786	784	792	586	7	10
Northridge Academy High (9-12)	764	737	754	531	617	6	8
Fairfax Senior High (9-12)	762	734	762	573	516	6	8
Hollywood Senior High (9-12)	762	761	764	537	461	6	7
Linda Esperanza Marquez High B LIBRA Academy (9-12)*	752	751	755	531	418	5	6
PUC Early College Academy for Leaders/ Scholars (9-12)*	724	724	713	688	429	4	4
San Pedro Sr High (9-12)	718	695	693	521	513	3	3
Student Empowerment Academy (9-12)*	718	720	717	720	--	3	3
Chatsworth Charter High (9-12)*	717	682	704	524	490	3	3
Los Angeles Leadership Academy (6-12)*	699	696	697	622	497	3	2
Avance (6-12)*	694	694	694	603	408	3	1

Schools in shaded rows are Comparison Schools proposed by Avance.
* Indicates direct funded charter school.
-- Indicates student group not numerically significant at this school.
Source: DataQuest (2013 Growth API Report) retrieved 3-23-15.

2013 AYP Proficiency Rate Data: English-Language Arts

2012-13 AYP Proficiency^-Annual Measurable Objectives (AMOs)-English-Language Arts:
Avance and Resident Schools (% Proficient or Advanced)

School (Grades)	% of Avance Enrollment	Schoolwide	Hispanic or Latino	Socioeconomically Disadvantaged	English Learners	Students with Disabilities
Marshall Sr. High (9-12)	2.7	55.3	43.7	53.0	11.4	21.8
Lincoln Sr. High (9-12)	6.5	51.9	40.7	51.9	16.1	30.0
Burbank Middle (6-8)	32.2	50.0	48.5	50.0	16.0	27.0
Franklin Sr. High (9-12)	47.9	45.1	43.4	42.7	8.0	7.7
Nightingale Middle (6-8)	2.3	44.0	39.2	44.0	18.4	40.7
Irving Middle (6-8)	2.3	39.6	35.5	39.6	15.9	22.7
Avance (6-12)	--	31.8	31.9	32.0	10.8	6.7

^Assessments used to calculate proficiency rates were the CSTs (grades 6-8); CMA (grades 6-8); CAPA (grades 6-8 and 10); and CAHSEE (Grade 10).
Source: DataQuest (Adequate Yearly Progress Report) retrieved 3-16-15.

2012-13 AYP Proficiency^-Annual Measurable Objectives (AMOs)-English-Language Arts:
Avance and Comparable LAUSD Schools (% Proficient or Advanced)

School (Grades)	Schoolwide	Hispanic or Latino	Socioeconomically Disadvantaged	English Learners	Students with Disabilities
Port of Los Angeles (9-12)*	83.8	81.3	77.8	56	35.7
Daniel Pearl Journalism & Communications (9-12)	82.3	80	80.9	54.5	--
Math, Science & Technology Magnet Academy (9-12)	79.1	79.1	79.1	--	--
Alliance Environmental Science and Technology HS (9-12)*	76.9	79.1	75.6	74.4	--
PUC CA Academy for Liberal Studies Early College (9-12)*	74.2	73.8	74.1	76.7	--
PUC Community Charter Early College High (9-12)*	68	67.8	67	42	--
Northridge Academy High (9-12)	66	60.5	67.2	8.7	22.2
Hollywood Senior High (9-12)	64.6	61.9	63.5	9.1	25
W.H. Taft Charter High (9-12)	62.3	44	50.7	9.3	13.4
Fairfax Senior High (9-12)	58	51.1	57.1	17.5	19.1
Linda Esperanza Marquez High B LIBRA Academy (9-12)*	55.7	55.4	56.6	10	--
San Pedro Sr High (9-12)	53.7	48.1	48.9	9.5	22.9
Chatsworth Charter High (9-12)*	47.6	41.7	44.8	7.5	12.3
New Designs Charter* (9-12)	47.1	46.7	47.1	48	24
PUC Early College Academy for Leaders/Scholars (9-12)*	43.8	44.3	43.5	25	--
Student Empowerment Academy (9-12)*	40.4	40.4	42.1	41.7	--
Los Angeles Leadership Academy (6-12)*	36.4	36.6	36.3	19.2	7.1
Avance (6-12)*	31.8	31.9	32.0	10.8	6.7

^Assessments used to calculate proficiency rates were the CSTs (grades 6-8); CMA (grades 6-8); CAPA (grades 6-8 and 10); and CAHSEE (grade 10)
Schools in shaded rows are Comparison Schools proposed by Avance.
--Indicates student group not numerically significant at this school.
* Indicates direct funded charter school.
Source: DataQuest (Adequate Yearly Progress Report) retrieved 11-24-14.

2013 AYP Proficiency Rate Data: Mathematics

2012-13 AYP Proficiency^-Annual Measurable Objectives (AMOs)-Mathematics:
Avance and Resident Schools (% Proficient or Advanced)

School (Grades)	% of Avance Enrollment	Schoolwide	Hispanic or Latino	Socioeconomically Disadvantaged	English Learners	Students with Disabilities
Marshall Sr. High (9-12)	2.7	61.7	48.8	60.5	21.7	23.2
Lincoln Sr. High (9-12)	6.5	59.3	45.2	59.3	29.5	33.3
Burbank MS (6-8)	32.2	51.1	49.9	51.1	30.7	30.8
Franklin Sr. High (9-12)	47.9	49.0	47.3	46.1	13.8	16.9
Irving MS (6-8)	2.3	43.7	38.6	43.7	26.8	22.7
Nightingale Middle (6-8)	2.3	42.6	32.0	42.5	29.7	29.4
Avance (6-12)	--	36.1	36.3	36.5	20.3	3.3

^Assessments used to calculate proficiency rates were the CSTs (grades 6-8); CMA (grades 6-8); CAPA (grades 6-8 and 10); and CAHSEE (grade 10).
Source: DataQuest (Adequate Yearly Progress Report) retrieved 3-16-15.

2012-13 AYP Proficiency^-Annual Measurable Objectives (AMOs)-Mathematics:
Avance and LAUSD Comparable District Schools (% Proficient or Advanced)

School (Grades)	Schoolwide	Hispanic or Latino	Socioeconomically Disadvantaged	English Learners	Students with Disabilities
PUC Community Charter Early College High (9-12)*	85.1	85.0	85.3	75.5	--
Port of Los Angeles (9-12)*	84.3	85.4	87.5	76.0	42.9
Daniel Pearl Journalism & Communications (9-12)	83.2	83.3	85.1	72.7	--
Alliance Environmental Science and Technology HS (9-12)*	82.2	81.8	81.3	82.1	--
PUC CA Academy for Liberal Studies Early College (9-12)*	81	80.6	83.6	80.6	--
Math, Science & Technology Magnet Academy (9-12)	80.5	80.5	80.5	--	--
Northridge Academy High (9-12)	71.9	68.3	74.0	26.1	37.8
Linda Esperanza Marquez High B LIBRA Academy (9-12)*	70.2	69.9	71.9	36.4	--
Hollywood Senior High (9-12)	67.2	65.7	68.6	34.1	33.3
W.H. Taft Charter High (9-12)	64.8	46.8	55.0	19.2	14.3
Fairfax Senior High (9-12)	63.5	58.1	62.9	35.9	29.8
New Designs Charter (6-12)*	57.9	59.9	58.5	61.8	29.2
San Pedro Sr High (9-12)	54.4	49.5	51.8	16.2	21.8
PUC Early College Academy for Leaders and Scholars (9-12)*	51.3	52.1	50.8	37.5	--
Chatsworth Charter High (9-12)*	47.1	39.9	44.2	16.7	12.5
Student Empowerment Academy (9-12)*	46.2	46.2	47.4	45.8	--
Avance (6-12)*	36.1	36.3	36.5	20.3	3.3
Los Angeles Leadership Academy (6-12)*	19.7	18.5	19.5	13.3	3.7

^Assessments used to calculate proficiency rates were the CSTs (grades 6-8); CMA (grades 6-8); CAPA (grades 6-8 and 10); and CAHSEE (grade 10).
Schools in shaded rows are Comparison Schools proposed by Avance.
--Indicates student group not numerically significant at this school.
* Indicates direct funded charter school.
Source: DataQuest (Adequate Yearly Progress Report) retrieved 11-24-14.

Appendix 3
College Readiness Indicators

Summary of Most Recent Data for All Indicators

Avance and Resident Schools College Readiness Indicators (Schoolwide)

School (Grades)	Cohort Graduation Rate (%) (2012-13)	A-G Requirements Completion Rate (%) (2012-13)	SAT Grade 12 Participation Rate (% Tested) (2012-13)	SAT (% Scoring ≥1500) (2012-13)	CAHSEE Proficiency Rates (% proficient and above) (2013-14)		AP Score (% of exams 3+ of total AP exams scoring 1-5)* (2012-13)	EAP (% Ready for College and Ready for College-Conditional)** (2013-14)	
					ELA	Math		ELA	Math
Avance (6-12)	84.3	93.0 / 79^	95.56	6.98	40	50	4.8	0	30
Franklin Sr. High (9-12)	78.0	31.5	49.20	22.7	46	63	38.3	28	48
Lincoln Sr. High (9-12)	73.1	45.9	56.62	20.8	41	50	38.4	29	48
Marshall Sr. High (9-12)	81.6	40.5	54.02	44.4	60	68	48.0	--	--

^ DataQuest reports the a-g completion rate as 93%; however, a review of Avance's data shows the correct calculation is 79%.
--No data listed.
*Data rounded to nearest tenth placement.
Source: DataQuest retrieved 03-31-15 except where otherwise noted.
**Source: EAP website retrieved 03-31-15.

Avance and Comparable District Schools College Readiness Indicators (Schoolwide)

School (Grades)	Cohort Graduation Rate (%) (2012-13)	A-G Requirements Completion Rate (%) (2012-13)	SAT Grade 12 Participation Rate (% Tested) (2012-13)	SAT (% Scoring ≥1500) (2012-13)	CAHSEE Proficiency Rates (% proficient and above) (2013-14)		AP Score (% of exams 3+ of total AP exams scoring 1-5)** (2012-13)	EAP (% Ready for College and Ready for College-Conditional)*** (2013-14)	
					ELA	Math		ELA	Math
Avance (6-12)	84.3	93.0 / 79^	95.56	6.98	40	50	4.8	0	30
Chatsworth Charter HS (9-12)*	84.7	28.0	39.42	29.0	49	54	31.2	25	32
Fairfax Sr. High (9-12)	81.8	32.3	55.48	30.4	49	63	54.0	39	45
Hollywood Sr. High (9-12)	87.2	37.6	60.48	21.8	59	66	27.5	41	43
Linda Esperanza Marquez High B LIBRA Academy (9-12)*	88.9	54.2	1.96	^^	60	64	33.9	22	34
Los Angeles Leadership Academy(6-12)*	94.1	100	66.07	18.92	69	68	44.2	0	19
New Designs Charter* (6-12)	72.8	100	91.30	7.9	53	75	19.4	36	67
Northridge Academy High (9-12)	92.3	33.2	56.97	23.0	60	61	18.1	43	35
PUC Community Charter Early College High(9-12)*	95.9	100	93.81	8.8	68	78	57.4	51	61
PUC Early College Academy for Leaders/ Scholars(9-12)*	73.7	96.7	E	15.6	20	24	21.7	53	64
Student Empowerment Academy(9-12)*	^^	--	0	0	32	60	--	--	--
Alliance Environmental Science and Technology HS(9-12)*	87.9	100	9.84	75.0	76	82	66.2	57	53
Daniel Pearl Journalism and Communications (9-12)	95.0	50.9	65.08	43.9	61	70	40.6	44	46
Math, Science and Technology Magnet Academy (9-12)	92.9	51.4	89.55	18.3	68	83	33.1	56	59
PUC CA Academy for Liberal Studies Early College* (9-12)	83.3	98.0	E	17.6	64	76	--	--	--
Port of Los Angeles(9-12)*	93.8	43.3	64.50	37.6	72	77	78.2	--	--
San Pedro Senior High (9-12)	76.5	27.6	44.44	34.0	52	50	38.6	31	33
W.H. Taft Senior Charter High (9-12)	86.9	29.0	45.63	51.9	64	68	64.6	48	64

^ DataQuest reports the a-g completion rate as 93%; however, a review of Avance's data shows the correct calculation is 79%.
Schools in shaded rows are Comparison Schools proposed by Avance based on Public Records Request data supplied by CDE to Avance.
*Indicates direct funded charter school.
--No data listed.
**Data rounded to nearest tenth placement.
"E" signifies school's number of grade 12 students reported to have taken the SAT test exceeds the school's reported number of students enrolled in grade 12.
^^ No scores reported to protect students' privacy with 10 or fewer students.
Source: DataQuest retrieved 03-31-15 except where otherwise noted.
***Source: EAP website retrieved on 03-31-15.

Scholastic Aptitude Test (SAT)

2012-13 SAT Scores - Avance and Resident High Schools
Comparison by Subject Matter

School	Number / % Tested	Critical Reading Average	Math Average	Writing Average	Total Mean	Total >= 1,500 Percent
Marshall Senior High	363/54	483	491	477	1451	44.4
Franklin Senior High	185/49	440	446	449	1334	22.7
Lincoln Senior High	231/57	415	445	410	1270	20.8
Avance	43/96	406	387	394	1187	6.98
County: (Los Angeles)	56566/46	469	484	469	1422	37.94

Source: CDE SAT Data File for 2012-13 retrieved 2-28-15.

2012-13 SAT Scores - Avance and Comparable LAUSD District High Schools
Comparison by Subject Matter

School	Number / % Tested	Critical Reading Average	Math Average	Writing Average	Total Mean	Total >= 1,500 Percent
Alliance Environmental Science and Technology HS (9-12)*	12/10	538	608	543	1688	75
W.H. Taft Senior Charter High (9-12)	235/46	497	515	502	1514	51.91
Daniel Pearl Journalism & Communications (9-12)	41/65	482	485	479	1446	43.9
Port of Los Angeles (9-12)*	149/65	467	492	471	1430	37.58
San Pedro Senior High (9-12)	244/44	464	459	462	1385	34.02
Fairfax Sr. High (9-12)	253/55	463	470	459	1392	30.43
Chatsworth Charter HS (9-12)*	272/39	453	466	453	1371	29.04
Northridge Academy High (9-12)	139/57	445	453	444	1343	23.02
Hollywood Sr. High (9-12)	202/60	453	443	449	1346	21.78
Los Angeles Leadership Academy (6-12)*	37/66	425	418	429	1272	18.92
Math, Science & Technology Magnet Academy (9-12)	60/90	418	430	426	1273	18.33
PUC CA Academy for Liberal Studies Early College (9-12)*	51/134	411	427	421	1259	17.65
PUC Early College Academy for Leaders/Scholars (9-12)*	109/376	407	413	406	1226	15.6
PUC Community Charter Early College High (9-12)*	91/94	398	424	405	1227	8.79
New Designs Charter (6-12)*	63/91	380	377	385	1142	7.94
Avance (6-12)*	43/96	406	387	394	1187	6.98
Linda Esperanza Marquez High B LIBRA Academy (9-12)*	2/2	^	^	^	^	^
Student Empowerment Academy (9-12)*	0/0	--	--	--	--	--

Schools in shaded rows are Comparison Schools proposed by Avance based on Public Records Request data supplied by CDE to Avance.
*Indicates direct funded charter school.
^Indicates that there were 10 or fewer students who took the test.
Source: CDE SAT Data File for 2012-13 retrieved 2-28-15.

California High School Exit Exam (CAHSEE)

2013-14 California High School Exit Exam (CAHSEE) Proficiency Rates^
English-Language Arts (ELA) and Math Performance by Student Groups
Avance and Resident High Schools (Grades 9-12)+

School	% of Avance Enrollment	Schoolwide		Hispanic or Latino		Socioeconomically Disadvantaged		English Learners		Students with Disabilities	
		ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math
Avance	--	40	50	39	49	40	50	*	*	*	*
Franklin Senior High	47.9	46	63	44	62	45	63	0	12	3	21
Lincoln Senior High	6.5	41	50	33	40	41	51	0	24	7	7
Marshall Senior High	2.7	60	68	43	54	56	66	10	24	2	11

^Proficiency rates indicate the % of students scoring above 380 on the CAHSEE exam (Grade 10).
+ Resident schools contributing at least 2% of Avance enrollment as of October 2014, based on student enrollment report submitted by the school. All schools are within LAUSD.
* Indicates that the number of pupils in this category is too small for statistical accuracy or privacy protection (fewer than 11 students).
Source: DataQuest (CAHSEE School Demographic Summary Report) retrieved 3-16-15.

2012-13 California High School Exit Exam (CAHSEE) Proficiency Rates^
English-Language Arts (ELA) and Math Performance by Student Groups
Avance and Resident High Schools (Grades 9-12)+

School	% of Avance Enrollment	Schoolwide		Hispanic or Latino		Socioeconomically Disadvantaged		English Learners		Students with Disabilities	
		ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math
Avance	--	34	38	34	38	34	37	0	0	*	*
Franklin Senior High	47.9	45	49	43	47	43	47	4	11	3	12
Lincoln Senior High	6.5	51	60	40	47	51	60	0	17	19	27
Marshall Senior High	2.7	54	63	43	51	51	60	4	22	15	17

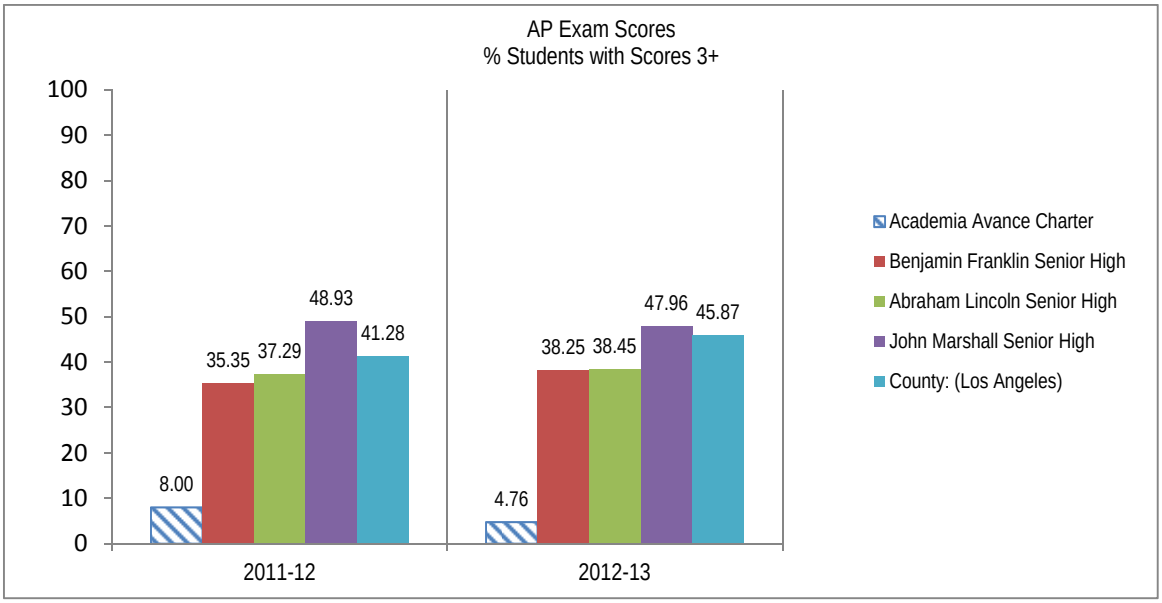
^Proficiency rates indicate the % of students scoring above 380 on the CAHSEE exam (Grade 10).
+ Resident schools contributing at least 2% of Avance enrollment as of October 2014, based on student enrollment report submitted by the school. All schools are within LAUSD.
* Indicates that the number of pupils in this category is too small for statistical accuracy or privacy protection (fewer than 11 students).
Source: DataQuest (CAHSEE School Demographic Summary Report) retrieved 3-16-15.

Advanced Placement (AP) Exams

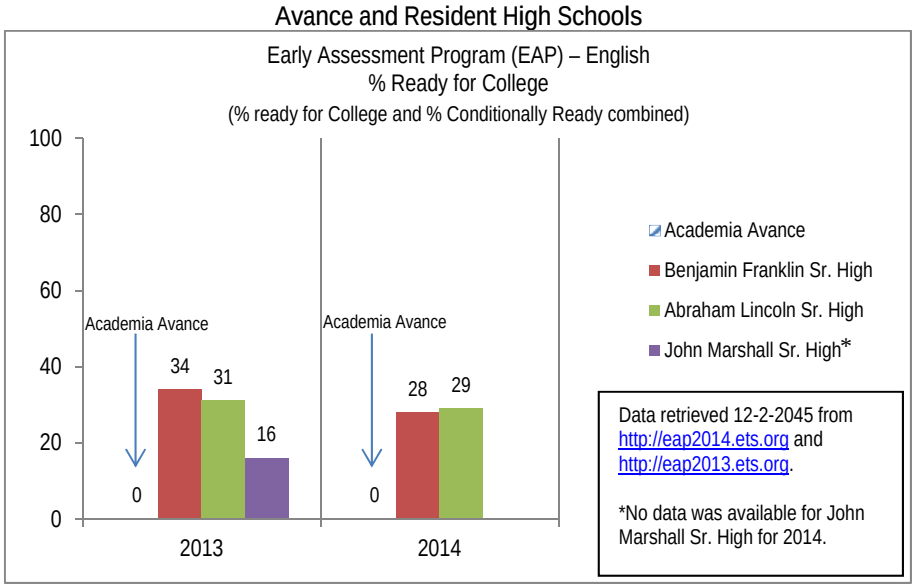
Avance and Resident High Schools

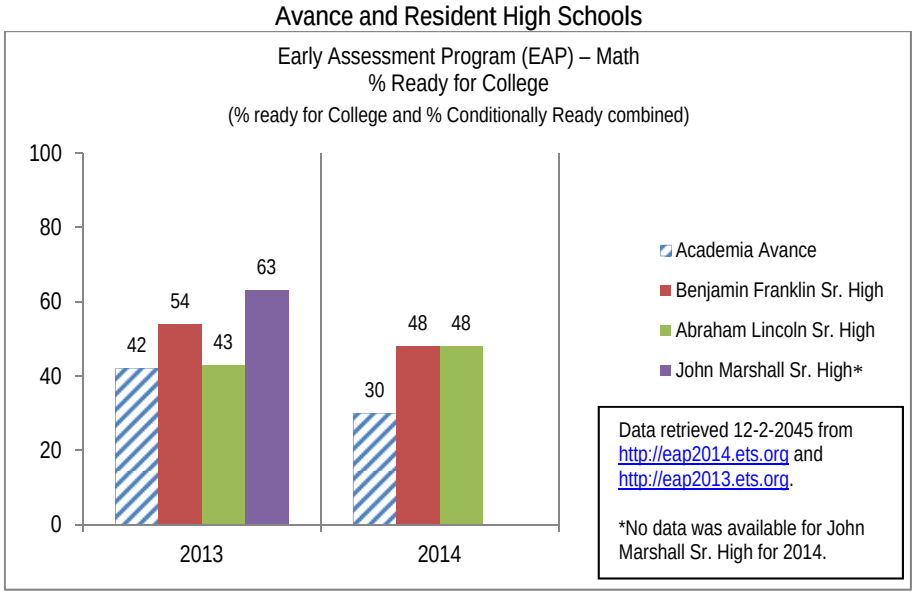
School (# of courses offered^)	Number of Exam Takers		% of Enrollment		Number of Students with Scores 3+		% Students with Scores 3+	
	2011-12	2012-13	2011-12	2012-13	2011-12	2012-13	2011-12	2012-13
Academia Avance Charter (1*)	25	21	36.23	19.81	2	1	8.00	4.76
Benjamin Franklin Sr. High (7)	302	250	40.48	36.66	210	218	35.35	38.25
Abraham Lincoln Sr. High (10)	420	306	43.03	40.58	248	193	37.29	38.45
John Marshall Sr. High (6)	628	724	43.64	55.27	660	716	48.93	47.96
County: (Los Angeles)	79,306	84,682	4.47	9.01	77,207	19,272	41.28	45.87

Values for # of course offered are for 2014-2015 from each school's website retrieved 4-1-2015.
* Indicates that course was offered but was not authorized per AP Course Ledger website: https://apcourseaudit.epiconline/ledger/school/php retrieved 4-1-2015.
Source: Data Quest (AP Exams Results Report) retrieved 12-2-2014.



Early Assessment Program (EAP)





Appendix 4
Middle School Performance

California Standards Test (CST)

2010-11 CST English-Language Arts Test Results
for 6th, 7th and 8th Grade Students: Avance and Schools of Residence*

School: (Grades)	% of Avance Enrollment	% of Middle School Students Proficient and Advanced by Significant Student Groups**					
		Grade	Schoolwide	Hispanic or Latino	Economically Disadvantaged	English Learners	Students with Disabilities
Avance (6-12)	--	6	31	32	31	40	^
		7	36	35	36	7	^
		8	37	37	36	7	^
Burbank MS (6-8)	32.5	6	55	55	57	^	^
		7	38	38	35	2	0
		8	38	36	39	3	11
Nightingale MS (6-8)	2.3	6	41	34	41	8	8
		7	37	31	37	2	15
		8	42	31	42	5	18
Irving MS (6-8)	2.3	6	19	16	20	^	^
		7	38	34	34	2	22
		8	45	42	43	4	17

*Source: Ed-Data at: www.ed-data.k12.ca.us. Retrieved 12-16-14
**Source: CDE DataQuest (2011 STAR Test Results) retrieved 4-1-15
^ Appears on the report to protect student privacy when 10 or fewer students have valid test scores.

2011-12 CST English-Language Arts Test Results
for 6th, 7th and 8th Grade Students: Avance and Schools of Residence*

School: (Grades)	% of Avance Enrollment	% of Middle School Students Proficient and Advanced by Significant Student Groups**					
		Grade	Schoolwide	Hispanic or Latino	Economically Disadvantaged	English Learners	Students with Disabilities
Avance (6-12)	--	6	32	32	32	^	^
		7	33	33	33	3	0
		8	39	39	39	0	^
Burbank MS (6-8)	32.5	6	60	60	59	^	^
		7	58	57	57	9	22
		8	50	48	49	8	17
Nightingale MS (6-8)	2.3	6	37	35	37	1	19
		7	48	42	48	10	38
		8	40	33	40	7	14
Irving MS (6-8)	2.3	6	20	17	20	^	^
		7	42	39	42	7	16
		8	41	38	40	0	11

*Source: Ed-Data at: www.ed-data.k12.ca.us. Retrieved 12-16-14
**Source: CDE DataQuest (2012 STAR Test Results) retrieved 4-1-15
^ Appears on the report to protect student privacy when 10 or fewer students have valid test scores.

2012-13 CST English-Language Arts Test Results
for 6th, 7th and 8th Grade Students: Avance and Schools of Residence*

School: (Grades)	% of Avance Enrollment	% of Middle School Students Proficient and Advanced by Significant Student Groups**					
		Grade	Schoolwide	Hispanic or Latino	Economically Disadvantaged	English Learners	Students with Disabilities
Avance (6-12)	--	6	46	47	44	0	^
		7	31	30	29	3	^
		8	24	24	25	0	^
Burbank MS (6-8)	32.5	6	54	52	55	^	^
		7	51	49	51	3	19
		8	49	48	49	3	21
Nightingale MS (6-8)	2.3	6	43	41	44	0	25
		7	40	35	40	1	31
		8	44	37	43	6	13

2012-13 CST English-Language Arts Test Results for 6th, 7th and 8th Grade Students: Avance and Schools of Residence*

School: (Grades)	% of Avance Enrollment	% of Middle School Students Proficient and Advanced by Significant Student Groups**					
		Grade	Schoolwide	Hispanic or Latino	Economically Disadvantaged	English Learners	Students with Disabilities
Irving MS (6-8)	2.3	6	44	37	44	^	^
		7	42	38	43	4	13
		8	36	32	36	0	12

*Source: Ed-Data at: www.ed-data.k12.ca.us. Retrieved 12-16-14
**Source: CDE Dataquest (2013 STAR Test Results) retrieved 4-1-15
^ 10 or fewer students have valid test scores.

2010-11 CST Math Test Results for 6th, 7th and 8th Grade Students: Avance and Schools of Residence*

School: (Grades)	% of Avance Enrollment	% of Middle School Students Proficient and Advanced by Significant Student Groups**						
		Subject	Grade	Schoolwide	Hispanic or Latino	Economically Disadvantaged	English Learners	Students with Disabilities
Avance (6-12)	--	Mathematics	6	20	20	20	25	--
			7	27	26	27	11	^
		General Mathematics	8	--	--	--	--	--
		Algebra I	7	--	--	--	--	--
			8	15	16	15	3	^
		Geometry	8	^	^	^	--	--
Burbank MS (6-8)	32.5	Mathematics	6	72	71	76	^	^
			7	35	33	34	9	15
		General Mathematics	8	3	2	2	0	0
		Algebra I	7	38	33	37	^	--
			8	51	48	51	27	38
		Geometry	8	--	--	--	--	--
Nightingale MS (6-8)	2.3	Mathematics	6	47	35	47	15	20
			7	20	14	20	8	7
		General Mathematics	8	6	5	6	4	6
		Algebra I	7	65	41	65	82	--
			8	21	11	20	16	6
		Geometry	8	99	96	99	^	^
Irving MS (6-8)	2.3	Mathematics	6	23	21	26	^	^
			7	26	24	25	0	7
		General Mathematics	8	16	16	16	10	13
		Algebra I	7	^	^	^	--	--
			8	43	38	43	^	^
		Geometry	8	^	^	^	--	--

*Source: Ed-Data at: www.ed-data.k12.ca.us. Retrieved 12-16-14
**Source: CDE DataQuest (2011 STAR Test Results) retrieved 4-1-15
^ Appears on the report to protect student privacy when 10 or fewer students have valid test scores.
-- The school did not have any students take the test in this subject for this year.

2011-12 CST Math Test Results for 6th, 7th and 8th Grade Students: Avance and Schools of Residence*

School: (Grades)	% of Avance Enrollment	% of Middle School Students Proficient and Advanced by Significant Student Groups**						
		Subject	Grade	Schoolwide	Hispanic or Latino	Economically Disadvantaged	English Learners	Students with Disabilities
Avance (6-12)	--	Mathematics	6	16	16	16	^	^
			7	24	24	24	3	0
		General Mathematics	8	--	--	--	--	--
		Algebra I	7	--	--	--	--	--
			8	31	31	31	16	^
		Geometry	8	--	--	--	--	--
Burbank MS (6-8)	32.5	Mathematics	6	68	68	66	^	^
			7	44	45	45	16	17
		General Mathematics	8	--	--	--	--	--
		Algebra I	7	57	53	56	^	--
			8	46	44	46	23	17
		Geometry	8	94	92	94	--	--
Nightingale MS (6-8)	2.3	Mathematics	6	47	37	47	22	19

2011-12 CST Math Test Results for 6th, 7th and 8th Grade Students: Avance and Schools of Residence*

School: (Grades)	% of Avance Enrollment	% of Middle School Students Proficient and Advanced by Significant Student Groups**						
		Subject	Grade	Schoolwide	Hispanic or Latino	Economically Disadvantaged	English Learners	Students with Disabilities
			7	20	15	20	15	25
		General Mathematics	8	5	5	5	2	0
		Algebra I	7	74	64	74	^	^
			8	24	14	24	33	^
		Geometry	8	95	93	95	^	--
Irving MS (6-8)	2.3	Mathematics	6	5	2	5	^	^
			7	31	27	32	7	8
		General Mathematics	8	4	4	3	0	4
		Algebra I	7	52	47	52	--	^
			8	21	18	21	^	^
		Geometry	8	--	--	--	--	--

*Source: Ed-Data at: www.ed-data.k12.ca.us. Retrieved 12-16-14
**Source: CDE DataQuest (2012 STAR Test Results) retrieved 4-1-15
^ Appears on the report to protect student privacy when 10 or fewer students have valid test scores.
-- The school did not have any students take the test in this subject for this year.

2012-13 CST Math Test Results for 6th, 7th and 8th Grade Students: Avance and Schools of Residence*

School: (Grades)	% of Avance Enrollment	% of Middle School Students Proficient and Advanced by Significant Student Groups**						
		Subject	Grade	Schoolwide	Hispanic or Latino	Economically Disadvantaged	English Learners	Students with Disabilities
Avance (6-12)	--	Mathematics	6	61	62	60	7	^
			7	41	41	43	23	^
		General Mathematics	8	--	--	--	--	--
		Algebra I	7	^	^	--	--	--
			8	18	18	19	4%	^
		Geometry	8	--	--	--	--	--
Burbank MS (6-8)	32.5	Mathematics	6	65	63	64	^	^
			7	49	49	49	11	25
		General Mathematics	8	--	--	--	--	--
		Algebra I	7	73	64	73	--	^
			8	45	44	45	7	15
		Geometry	8	90	91	90	--	--
Nightingale MS (6-8)	2.3	Mathematics	6	51	42	50	38	25
			7	16	13	15	16	^
		General Mathematics	8	10	8	10	10	5
		Algebra I	7	70	58	70	73	^
			8	34	32	33	47	^
		Geometry	8	92	84	92	^	--
Irving MS (6-8)	2.3	Mathematics	6	41	34	41	^	^
			7	46	41	46	22	13
		General Mathematics	8	23	23	23	9	9
		Algebra I	7	^	^	^	--	^
			8	66	58	66	^	^
		Geometry	8	40	42	40	--	^

*Source: Ed-Data at: www.ed-data.k12.ca.us. Retrieved 12-16-14
**Source: CDE DataQuest (2013 STAR Test Results) retrieved 4-1-15
^ Appears on the report to protect student privacy when 10 or fewer students have valid test scores.
-- The school did not have any students take the test in this subject for this year.

2010-11 CST Science Test Results for 8th Grade Students: Avance and Schools of Residence*

School: (Grades)	% of Avance Enrollment	% of 8th Grade Students Proficient and Advanced by Significant Student Groups**				
		Schoolwide	Hispanic or Latino	Economically Disadvantaged	English Learners	Students with Disabilities
Avance (6-12)	--	51	51	51	21	^
Burbank MS (6-8)	32.5	32	30	31	4	6
Nightingale MS(6-8)	2.3	63	53	62	26	32
Irving MS (6-8)	2.3	56	53	56	18	28

*Source: Ed-Data at: www.ed-data.k12.ca.us. Retrieved 12-16-14
**Source: CDE DataQuest (2011 STAR Test Results) retrieved 4-1-15
^ Appears on the report to protect student privacy when 10 or fewer students have valid test scores.

2011-12 CST Science Test Results for 8th Grade Students: Avance and Schools of Residence*

School: (Grades)	% of Avance Enrollment	% of 8th Grade Students Proficient and Advanced by Significant Student Groups**				
		Schoolwide	Hispanic or Latino	Economically Disadvantaged	English Learners	Students with Disabilities
Avance (6-12)	--	53	52	52	16	^
Burbank MS (6-8)	32.5	54	51	54	15	35
Nightingale MS(6-8)	2.3	57	48	57	31	^
Irving MS (6-8)	2.3	51	48	49	8	26

*Source: Ed-Data at: www.ed-data.k12.ca.us. Retrieved 12-16-14
**Source: CDE DataQuest (2012 STAR Test Results) retrieved 4-1-15
^ Appears on the report to protect student privacy when 10 or fewer students have valid test scores.

2012-13 CST Science Test Results for 8th Grade Students: Avance and Schools of Residence*

School: (Grades)	% of Avance Enrollment	% of 8th Grade Students Proficient and Advanced by Significant Student Groups**				
		Schoolwide	Hispanic or Latino	Economically Disadvantaged	English Learners	Students with Disabilities
Avance (6-12)	--	42	42	42	13	^
Burbank MS (6-8)	32.5	47	45	47	4	31
Nightingale MS(6-8)	2.3	68	59	68	33	54
Irving MS (6-8)	2.3	50	45	49	3	9

*Source: Ed-Data at: www.ed-data.k12.ca.us. Retrieved 12-16-14
**Source: CDE DataQuest (2013 STAR Test Results) retrieved 4-1-15
^ Appears on the report to protect student privacy when 10 or fewer students have valid test scores.

2013-14 CS Science Test Results for 8th Grade Students: Avance and Schools of Residence*

School: (Grades)	% of Avance Enrollment	% of 8th Grade Students Proficient and Advanced by Significant Student Groups**				
		Schoolwide	Hispanic or Latino	Economically Disadvantaged	English Learners	Students with Disabilities
Avance (6-12)	--	32	31	32	0	^
Burbank MS (6-8)	32.5	66	66	65	21	61
Nightingale MS(6-8)	2.3	51	42	54	20	36
Irving MS (6-8)	2.3	56	51	53	6	33

*Source: Ed-Data at: www.ed-data.k12.ca.us. Retrieved 12-16-14
**Source: CDE DataQuest (2014 STAR Test Results) retrieved 4-1-15
^ Appears on the report to protect student privacy when 10 or fewer students have valid test scores.

Appendix 5
Internal Interim (Benchmark) Assessments

NWEA MAP Assessments (2014-15)*

NWEA Northwest Evaluation Association

Projected Proficiency Summary Report

Aggregate by School by Grade

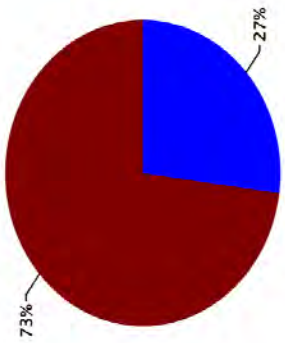
Term: Fall 2014-2015
District: Academia Avance Charter
Grouping: None

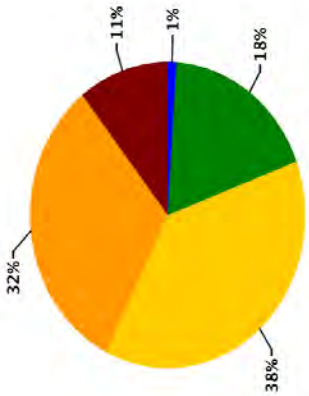
Mathematics

Academia Avance

State Test Name: CAHSEE

Grade	Student Count	AYP Not Pass Count	AYP Not Pass Percent	AYP Pass Count	AYP Pass Percent
9	72	60	83.3%	12	16.7%
10	85	65	76.5%	20	23.5%
11	60	31	51.7%	29	48.3%
12	12	11	91.7%	1	8.3%
Total	229	167	72.9%	62	27.1%





State Test Name: STAR

Grade	Student Count	Far Below Basic Count	Far Below Basic Percent	Below Basic Count	Below Basic Percent	Basic Count	Basic Percent	Proficient Count	Proficient Percent	Advanced Count	Advanced Percent
6	35	5	14.3%	14	40.0%	10	28.6%	6	17.1%	0	0.0%
7	73	7	9.6%	24	32.9%	23	31.5%	17	23.3%	2	2.7%
8	88	9	10.1%	25	28.1%	42	47.2%	13	14.6%	0	0.0%
Total	197	21	10.7%	63	32.0%	75	38.1%	36	18.3%	2	1.0%

Explanatory Notes

This report shows students' projected performance on the state assessment(s) based on NWEA alignment/linking studies. Performance categories are defined by the state and are specific to each state. For any state that does not have an alignment/linking study, NWEA uses the 40th percentile from the norming study to forecast basic proficiency and the 74th percentile to forecast proficient-plus. Proficiency is projected from MAP assessments administered in Fall 2014-2015 to state test(s) administered in Spring 2014-2015.

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Page 1 of 2

NWEA
Northwest Evaluation Association

Projected Proficiency Summary Report

Aggregate by School by Grade

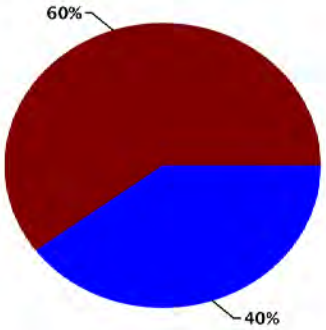
Term: Fall 2014-2015
District: Academia Avance Charter
Grouping: None

Reading

Academia Avance

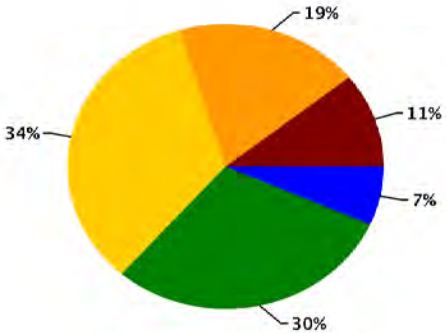
State Test Name: CAHSEE

Grade	Student Count	AYP Not Pass		AYP Pass	
		Count	Percent	Count	Percent
9	74	58	78.4%	16	21.6%
10	84	47	56.0%	37	44.0%
11	58	24	41.4%	34	58.6%
12	5	4	80.0%	1	20.0%
Total	221	133	60.2%	88	39.8%



State Test Name: STAR

Grade	Student Count	Far Below Basic		Below Basic		Basic		Proficient		Advanced	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
6	35	3	8.6%	8	22.9%	13	37.1%	10	28.6%	1	2.9%
7	73	11	15.1%	7	9.6%	22	30.1%	26	35.6%	7	9.6%
8	87	7	8.0%	22	25.3%	31	35.6%	22	25.3%	5	5.7%
Total	195	21	10.8%	37	19.0%	66	33.8%	58	29.7%	13	6.7%



Explanatory Notes

This report shows students' projected performance on the state assessment(s) based on NWEA alignment/linking studies. Performance categories are defined by the state and are specific to each state. For any state that does not have an alignment/linking study, NWEA uses the 40th percentile from the norming study to forecast basic proficiency and the 70th percentile to forecast proficient-plus.
Proficiency is projected from MAP assessments administered in Fall 2014-2015 to state test(s) administered in Spring 2014-2015.

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NWEA Student Growth Summary Report: Winter 2014-15

Mathematics		Fall 2014	Winter 2015	Mathematics Status Norms (RIT Values)			Actual Growth	Winter RIT Compared to Status Norms
Grade	Count	Mean RIT	Mean RIT	Beginning-of-Year Mean	Middle-of-Year Mean	End-of-Year Mean	Mean Growth	Grade Equivalence
6	33	209.1	209.1	219.6	222.8	225.6	0.0	> 4th Grade Mid.
7	69	217.5	218.7	225.6	228.2	230.5	1.2	> 5th Grade Mid.
8	89	222.0	224.6	230.2	232.8	234.5	2.6	> 6th Grade Mid.
9	65	214.2	225.1	233.8	234.9	236.0	11.0	> 6th Grade Mid.
10	82	222.0	226.6	234.2	235.5	236.6	4.6	> 7th Grade Beg.
11	54	232.5	234.0	236.0	237.2	238.3	1.5	> 8th Grade Mid.

Reading		Fall 2014	Winter 2015	Reading Status Norms (RIT Values)			Actual Growth	Winter RIT Compared to Status Norms
Grade	Count	Mean RIT	Mean RIT	Beginning-of-Year Mean	Middle-of-Year Mean	End-of-Year Mean	Mean Growth	Grade Equivalence
6	33	203.6	206.6	212.3	214.3	216.4	3.0	> 4th Grade Mid.
7	69	209.3	212.3	216.3	218.2	219.7	3.0	= 6th Grade Beg.
8	84	213.5	215.5	219.3	221.2	222.4	2.1	> 6th Grade Mid.
9	63	209.8	216.7	221.4	221.9	222.9	6.9	> 7th Grade Beg.
10	78	215.3	219.9	223.2	223.4	223.8	4.6	> 8th Grade Beg.
11	57	222.8	227.3	223.4	223.5	223.7	4.5	> 11th Grade End

Language Usage		Fall 2014	Winter 2015	Language Usage Status Norms (RIT Values)			Actual Growth	Winter RIT Compared to Status Norms
Grade	Count	Mean RIT	Mean RIT	Beginning-of-Year Mean	Middle-of-Year Mean	End-of-Year Mean	Mean Growth	Grade Equivalence
6	33	206.6	205.2	212.3	214.4	216.2	-1.4	> 4th Grade Mid.
7	69	211.3	211.3	215.8	217.3	218.7	0.0	> 5th Grade Mid.
8	87	213.7	217.0	218.7	220.2	221.3	3.3	> 7th Grade Beg.
9	67	212.4	216.4	220.6	221.0	221.8	4.1	> 7th Grade Beg.
10	83	216.8	219.9	221.9	222.2	222.7	3.1	> 8th Grade Beg.
11	58	223.4	224.1	222.1	222.7	223.2	0.7	> 11th Grade End

General Science		Fall 2014	Winter 2015	General Science Status Norms (RIT Values)			Actual Growth	Winter RIT Compared to Status Norms
Grade	Count	Mean RIT	Mean RIT	Beginning-of-Year Mean	Middle-of-Year Mean	End-of-Year Mean	Mean Growth	Grade Equivalence
6	33	195.8	198.7	205.4	206.8	208.1	3.0	= 4th Grade Mid.
7	69	201.9	205.1	208.2	209.5	210.9	3.1	> 5th Grade Mid.
8	85	203.5	206.8	211.2	212.5	213.5	3.3	= 6th Grade Mid.
10	82	204.6	209.3	214.9	215.6	216.2	4.7	> 7th Grade Beg.
11	59	209.3	211.6	*	*	*	2.2	> 8th Grade Beg.

* Indicates that no Status Norm is provided for the specific grade and subject
Avance values for Student Count, Mean RITs, and Actual Growth were generated 3/24/15, 8:29:50 AM from https://academiaavance-admin.mapnwea.org.
Status Norms are from https://www.nwea.org/content/uploads/2014/07/MAP-Normative-Data-One-Sheet-Dec11.pdf.

Appendix 6
Additional Considerations under *EC* 47607(b)(4)

Progress Toward Meeting the Measurable Pupil Outcomes in Current Charter

Performance Goals	Measureable Outcomes	Outcome Met	Outcome Data		
College Entrance Requirements (a-g) Completion Rates	At least 90% of graduating Seniors who have been enrolled at Avance since 9th grade will have successfully met the UC/CSU a-g requirements. ^	Unknown except for 2013-14; Not Met for that year. *(See Alternate Assessment Measure, below)*	Avance did not provide data that identifies which students enrolled since 9th grade met a-g requirements as graduating seniors except for 2013-14; therefore, a % can only be calculated for that year. In 2013-14, Avance did not meet the 90% criterion; only 47.7% of students enrolled since 9th grade met a-g requirements. As outcome data is not publicly available, it is incumbent on Avance to provide.		
College Entrance Requirements (a-g) Completion Rates	*Alternate Assessment Measure:* *At least 90% of graduating Seniors will successfully meet UC/CSU a-g requirements.*	*No (Met 2 of 4 years)*	***Year***	***% Meeting a-g (DataQuest)***	***% Meeting a-g (Transcript Review*)***
			2014	*Not available*	*40.3*
			2013	*93.0*	*79.0*
			2012	*92.3*	*92.3*
			2011	*86.7*	*100*
			**In its renewal petition, Avance stated 90% of seniors met a-g requirements last year. LACOE requested supporting transcripts and determined the % was inaccurate. Avance acknowledges its calculation was wrong and has been advised to correct its submission to CDE within the allotted window. As a result of the inaccuracy, LACOE requested and reviewed transcripts for all years; corrected calculations are provided. The window for correcting state-reported data has closed for previous years.*		
California High School Exit Exam (CAHSEE) Passage Rate	At least 75% of all 10th grade students who have been enrolled at Avance since 6th grade will pass both parts of the California High School Exit Exam. To be met beginning with the 2010-11 year. ^	Unknown *(See Alternate Assessment Measure, below)*	Avance did not provide data that identifies which students enrolled since 6th grade passed both parts of the CAHSEE beginning in 2010-11; therefore, a percent cannot be calculated. As outcome data is not publicly available, it is incumbent on Avance to provide.		
California High School Exit Exam (CAHSEE) Passage Rate	*Alternate Assessment Measure:* *At least 75% of Grade 10 students will pass both parts of the CAHSEE beginning 2010-11.*	*No (Met 3 of 4 years)*	***Year***	***% 10th Graders Passing CAHSEE (ELA)***	***% 10th Graders Passing CAHSEE (Math)***
			2014	*76%*	*80%*
			2013	*67%*	*62%*
			2012	*75%*	*76%*
			2011	*85%*	*95%*
NCLB Compliance	Meet Adequate Yearly Progress (AYP) goals as required by NCLB.	No	Year	Met AYP (Criteria met)	
			2014	Not calculated by CDE	
			2013	No (9/17)	
			2012	No (8/17)	
			2011	No (9/17)	
Academic Performance Index (API)	Meet the annual API growth target; achieve a minimum API score of 800.	No	Year	Met Schoolwide Growth Target	Growth API Score
			2014	API Suspended	
			2013	No	694
			2012	No	711
			2011	No	713
Proficiency Rate (ELA)	Increase the combined number of students in grades 7 to 11 attaining the "proficient" performance level in ELA by 10% or meet the CDE established AMOs. (Measured by percentage of students scoring Proficient (P) or Advanced (A) on the CST exams).	No	Year	% P or A in ELA	% Change
			2014	CSTs not taken	
			2013	35.3	-5.9
			2012	41.2	+.4
			2011	40.8	--
Proficiency Rate (Mathematics)	Increase the combined number of students in grades 7 to 11 attaining the "proficient" performance level in math by 10% or meet the CDE established AMOs. (Measured by percentage of students scoring Proficient (P) or Advanced (A) on the CST exams).	No	Year	% P or A in Math	% Change
			2014	CSTs not taken	
			2013	25	+.5
			2012	24.5	+4.6
			2011	19.9	--

Staff Findings on the Renewal Petition for Academia Avance Charter School

Performance Goals	Measureable Outcomes	Outcome Met	Outcome Data		
English Learner (EL) Proficiency	Maintain the English Learner reclassification rate by 15% annually. ^	No (Met 2 of 4 years)	Year	% Reclassified	
			2014	29.7	
			2013	7.5	
			2012	6.0	
			2011	51.9	
Graduation Rate	Achieve a CDE calculated* graduation rate of 90% by 2014. ^ (*CDE calculates graduation rate for AYP purposes as Cohort Graduation rates.)	No	Year	Cohort Graduation Rate	Grade 12 Graduation Rate
			2014	Not yet available	94.8
			2013	84.3	95.6
			2012	83.9	92.8
			2011	79.0	93.8
Retention Rate	Retention rate of students will be equal to or greater than resident schools (Franklin Sr. High and Burbank Middle). (Note: Retention rate is not calculated by CDE; Continuous Enrollment data from API School Demographic Characteristics utilized as the metric.)	No (Met 2 of 3 years)		Continuous Enrollment*	
			Year	Avance	Franklin	Burbank
			2013-14	Not published as CSTs not taken		
			2012-13	94	96	96
			2011-12	96	94	95
			2010-11	100	95	94
			*Percentage of students continuously enrolled since October CALPADS data collection.			
WASC Accreditation	Be fully WASC accredited by 2012. ^	Yes	In June 2013, Avance received a 6-year accreditation with a 2-day midterm review. Source: WASC Letter dated 7-3-2013			

^Avance states in its charter petition that it met this measurable outcome. An analysis of the reason it failed to do so is provided below.
Source: All data retrieved from CDE DataQuest unless otherwise noted.

***Analysis of Outcome Goals*:**

In its renewal petition, under Measurable Pupil Outcomes, Avance states it met the measurable outcome for the five (5) goal areas listed below. The Review Team disagrees for all but one (1) goal (WASC Accreditation) for the following reasons:

College Entrance Requirements (a-g) Completion Rates: Avance states it met the goal for three (3) year of its charter term; therefore it met the goal. However, Avance's analysis was based on miscalculated data. Using corrected data, the goal was met in two (2) years of the charter term. The outcome is written for the entire charter term; therefore, the data shows the goal was not met.

California High School Exit Exam (CAHSEE) Passage Rate: Avance states it met the goal because it was met for three (3) years of the charter term. The outcome is written for the entire charter term; therefore, the data shows the goal was not met.

English Learner (EL) Proficiency: Avance states it met the goal for two (2) years of the charter term; therefore, it met the goal. The outcome is written for the entire charter term; therefore, the data shows the goal was not met.

Graduation Rate: In its renewal petition, Avance calculated its graduation rate based on grade 12 graduates each year. That is not the standard used by CDE, which is the standard stated in the charter. Using the standard stated in the charter, Avance did not meet the outcome.

Board Meeting – April 14, 2015

Item VIII. Recommendations

A. Approve the Superintendent's Recommendation to deny Renewal of the Charter for *Academia Avance Charter School, Grades 6-12,* Pursuant to Education Code Sections 47607 and 47605

The Superintendent recommends that the Los Angeles County Board of Education (County Board) adopt the written findings of fact stated below and take action to deny the renewal petition for Academia Avance Charter School (Avance).

Los Angeles County Board of Education Findings

The County Board evaluated Avance's past performance and renewal petition according to the criteria and procedures established in EC 47605(b), 47607(b), and California Code of Regulations Title 5 section 11966.5, and made the following findings of fact for denial:

Finding 1: The charter school does not meet one (1) of the five (5) academic performance criteria specified in EC section 47607(b)(1-5) necessary to be considered for renewal.

Finding 2: The petition provides an unsound educational program for students to be enrolled in the school. [EC 47605(b)(1)]

Finding 3: The petitioners are demonstrably unlikely to successfully implement the proposed educational program. [EC 47605(b)(2)]

Finding 4: The petition does not contain an affirmation of all specified assurances. [EC 47605(b)(4); EC 47605(d)]

Finding 5: The petition does not contain a reasonably comprehensive description of all required elements. [EC 47605(b)(5)(A)-(P)]

Pursuant to EC 47607(a)(3)(A), the County Board considered increases in academic performance for all groups of pupils served by the charter school as the most important factor in determining whether to grant renewal.

The recommendation for denial is based on the written staff findings contained in the complete report on the Academia Avance Charter School renewal petition, which is attached to the Report Item dated April 14, 2015.

Board Meeting – April 14, 2015

Item IX. Informational Items

A. Governmental Relations

Dr. Delgado will provide an update on Governmental Relations.

Board Meeting – April 14, 2015

Item IX. Informational Items

B. Board Committee / Liaison Reports

Board members serving as Committee/Liaison representatives will report on their activities.

Board Meeting — April 14, 2015

Item IX. Informational Items

C. Los Angeles County Board of Education Meeting Schedule, Establishment of Meeting Times, Future Agenda Items, Follow up

Board meetings scheduled for 2014-2015 are listed on the following pages. The calendar is presented for discussion, to establish meeting times, and to receive Board members' requests for future agenda items.

This process will facilitate planning for Board meetings.

<u>04/14/2015</u>

LOS ANGELES COUNTY BOARD OF EDUCATION MEETING CALENDAR

April 14, 2015 – June 30, 2015

APRIL 14 2015

3:00 Board Meeting

Presentation: Recognition of 2015 Science Competitions and Events

~~**Rpt:** Uniform Complaint Procedure Quarterly Report for Educational Programs, January 1 to March 31, 2015~~

Rpt: Staff Findings on the Renewal Petition for *Academia Avance Charter School, Grades 6-12,* Pursuant to Education Code Sections 47607 and 47605

Rec: Approve the Superintendent's Recommendation to deny Renewal of the Charter for A*cademia Avance Charter School, Grades 6-12,* Pursuant to Education Code Sections 47607 and 47605

Interdistrict Attendance Appeals

1. ~~Melineh A. v. Los Angeles USD *~~
2. ~~Herman T. v. Los Angeles USD *~~
3. ~~Daniel M. v. Los Angeles USD *~~
4. Ann Maria C. v. Los Angeles USD

***Pending Appeal Hearing**
#1000 Schools List
AB – AB2444

APRIL 21 2015

2:00 Board Curriculum, Instruction and Assessment Committee Meeting

3:00 Board Meeting

4:00 p.m. Presentation: Recognition of the Winners of the Los Angeles County Office of Education's Ninth Annual Student Art Exhibition, and the Eighth Annual Los Angeles County Regional Poetry Out Loud Competition

Public Hearing: Prepa Tec Los Angeles High School, Grades 9-12: Appeal of a Petition previously denied by Los Angeles Unified School District Board of Education

Study Session:

- Attorney-Client Privilege and Closed Session under Brown Act Review

Rpt: Uniform Complaint Procedure Quarterly Report for Educational Programs, January 1 to March 31, 2015

Consent Rec/Bd. Res.: Adoption of Board Resolution No. 14 to recognize May 5, 2015, as El Dia del Maestro, or Day of the Teacher, in Los Angeles County

Consent Rec/Bd. Res.: Adoption of Board Resolution No. 15 to recognize May 17-23, 2015 as Classified School Employees Week in Los Angeles County

Rec: Approval of Career Technical Education (CTE) Support to 23 Districts Consortium

Interdistrict Attendance Appeals

1. Vanessa H. v. Los Angeles USD
2. Logan S. V. Los Angeles USD *
3. Naomi W. v. Los Angeles USD
4. Rickelle B. v. Los Angeles USD
5. ~~Jacob T. v. Los Angeles USD *~~
6. Abigail N. v. Los Angeles USD
7. Hunter N. v. Los Angeles USD
8. Tessie C. v. Los Angeles USD
9. Lisaira M. v. Los Angeles USD
10. Damian B. v. Los Angeles USD
11. ~~Rebecca M. v. Los Angeles USD *~~
12. Brian S. v. Los Angeles USD *
13. Apo H. v. Los Angeles USD *
14. Ryan K. v. Los Angeles USD
15. Brenden R. v. Los Angeles USD

Expulsion Appeal

1. Case #1415-007 v. Los Angeles USD (Closed Session

MAY 5 **2015**

2:00 Board Finance Committee Meeting
3:00 Board Meeting
Presentation: Career Technical Education (CTE) Student Recognition Presentation
Presentation: Day of the Teacher 2015
Study Session:

- Overview of the Process for Considering the Appeal to Establish or Renewal of a Charter School Petition Document

Consent Rec: Adoption of Board Resolution No. 16: to recognize May 6, 2015, as National School Nurse Day
Interdistrict Attendance Appeals

1. Hannah F. v. Los Angeles USD *
2. Anjelika E. v. Los Angeles USD *
3. Rebecca M. v. Los Angeles USD *
4. Kevin B. v. Los Angeles USD *
5. Leelah G. S. v. Los Angeles USD *
6. Shant G. S. v. Los Angeles USD *
7. Shayla G. S. v. Los Angeles USD *
8. Dennis E. v. Los Angeles USD *
9. Aleena H. v. Los Angeles USD *
10. Andrew H. v. Los Angeles USD *
11. Maryanne M. v. Los Angeles USD *
12. Xiomara W. v. Los Angeles USD *

***Pending Appeal Hearing**
#1000 Schools List
AB – AB2444

MAY 12 **2015**

3:00 Board Meeting
Presentation: Classified Employees Week
Rpt: Los Angeles County Office of Education's Proposed 2015-16 Budget
Rpt: Self-Assessment & Program Improvement Plan (HS)

MAY 19

2:00 Board Curriculum, Instruction and Assessment Committee Meeting
3:00 Board Meeting
~~**Presentation:** Juvenile Court Schools 2015 Academic Bowl~~
Rpt: Technology Master Plan Update / BEST Project Update
Rpt: Report on the Prepa Tec Los Angeles High School, Grades 9-12: Appeal of a Petition previously denied by Los Angeles Unified School District Board of Education
Rec: Approval of Self-Assessment & Program Improvement Plan HS
Rec: Approval/Denial of the Superintendent's Recommendation for the Prepa Tec Los Angeles High School, Grades 9-12: Initial Petition on appeal denied by Los Angeles Unified School District Board of Education

JUNE 2 **2015**

2:00 Board Finance Committee Meeting
3:00 Board Meeting
Presentation: History Day Awards 2015
Consent Rec: Approval of Annual Distribution of United States Forest Reserve Funds
Rec: Adoption of Board Resolution No.17: Short Term Cash Loans to School Districts in Los Angeles County
Rec: Approval of the Los Angeles County Board of Education Schedule, 2015-2016, Establishment of meeting times, future agenda items, follow up

JUNE 9

2:00 Board Policy Committee Meeting
3:00 Board Meeting
Presentation: Annual Service Awards
Public Hearing: Local Control Accountability Plan (LCAP)
Public Hearing: Adoption of 2015-16 Proposed Budget
Rpt: Proposed 2015-16 Budget First Reading
Rec: Adoption of Resolution No. 18: Education Protection Act

JUNE 16 **2015**

2:00 Board Curriculum, Instruction and Assessment Committee Meeting
3:00 Board Meeting
Presentation: Juvenile Court Schools 2015 Academic Bowl
Rec: Adoption of Local Control Accountability Plan (LCAP)
Rec: Adoption of 2015-16 Proposed Budget

Board Meeting – April 14, 2015

Item X. Interdistrict and Expulsion Appeal Hearings

A. Los Angeles County Board of Education's Decision on Interdistrict Attendance Appeals (Enclosures)

Final decisions on Interdistrict Attendance Appeals

On March 24, 2015, the Administrative Hearing Consultant heard the appeal(s). The consultant's findings and recommendations were sent to the County Board of Education, along with the hearing folder, for review.

The Superintendent will provide legal counsel from the County Office of Education.

***District of Residence is an Open Enrollment School**
On list of 1000 schools as of November 4, 2014

Interdistrict
Attendance Permit Appeal(s)

Student's Name	Hearing Consultant	Grade	Represented by	Resident District	District Representative	Desired District
1. Ann Marie C.	Jennifer Gomeztrejo	6	Mr. Sorin Colovos and Ms. Alina Colovos	Los Angeles USD	Ms. Debra Villescas	Las Virgenes USD

LOS ANGELES COUNTY BOARD OF EDUCATION
9300 Imperial Highway, Downey, CA 90242
Phone (562) 922-6128 Fax (562) 940-1727

No. 31:2014-15

The full agenda is accessible through the receptionist at the northeast entrance of the above address. Enclosures to the agenda are available for review in the Board of Education's office during business hours 8:30 a.m. – 5:00 p.m. Any material related to an item on this Board Agenda distributed to the Board of Education is available for public inspection at our Office of Communications, Room EC 103 – LACOE Administrative Offices. Procedures for addressing the Board are in the wall receptacle in the entry to the Board Room and posted on the LACOE Board of Education website. To request a disability-related accommodation under the ADA, please call Ms. Beatrice Robles at (562) 922-6128 at least 24 hours in advance.

Board Meeting
May 12, 2015
2:00 p.m. – Board Room (EC 100)

I. BOARD COMMITTEE MEETINGS (none)

II. PRELIMINARY ACTIVITIES – 2:00 p.m.

Mr. Saenz — A. Call to Order
Dr. Turrentine — B. Pledge of Allegiance
Dr. Delgado — C. Ordering of the Agenda

III. COMMUNICATIONS: BOARD OF EDUCATION / SUPERINTENDENT / PUBLIC

STUDY SESSIONS

Ms. Benitez/ Ms. Andrade — A. Overview and Discussion of the Process for Considering the Appeal of a Petition to Establish or Renew a Charter School
Ms. Andrade — B. Attorney-Client Privilege and Closed Session under Brown Act

IV. PRESENTATIONS

Dr. Delgado — A. Recognition of Classified School Employees Week

V. HEARINGS (none)

VI. REPORTS / STUDY TOPICS

Ms. Benitez — A. Staff Findings on the Renewal Petition for *Academia Avance Charter School, Grades 6-12*, Pursuant to Education Code Sections 47607 and 47605 (Enclosure)

VII. CONSENT CALENDAR RECOMMENDATIONS

A. Approval for Disposal of Surplus Personal Property
B. Approval of Los Angeles County Board of Education Institutional Memberships for the 2015-16 Fiscal Year

VIII. RECOMMENDATIONS

Ms. Benitez — A. Approve the Superintendent's Recommendation to deny Renewal of the Charter for *Academia Avance Charter School, Grades 6-12*, Pursuant to Education Code Sections 47607 and 47605
Dr. Delgado — B. Approval of Position Recommendation Report (PRR), May 2015

IX. INFORMATIONAL ITEMS

Dr. Delgado — A. Governmental Relations

Mr. Saenz — B. Board Committee / Liaison Reports

Dr. Delgado — C. Los Angeles County Board of Education Meeting Schedule, Establishment of Meeting Times, Future Agenda Items, Follow up

X. INTERDISTRICT AND EXPULSION APPEAL HEARINGS

Mr. Saenz — A. Los Angeles County Board of Education's Decision on Interdistrict Attendance Appeals (Open Session) (Enclosure)

1. Jimmy B.C. v. Montebello USD (Spanish Interpreter)

Mr. Saenz — **XI. ADJOURNMENT**

Board Meeting – May 12, 2015

Item Study Sessions

A. Study Session: Overview and Discussion of the Process for Considering the Appeal of a Petition to Establish or Renew a Charter School

Staff will present an overview of:

- The authority of the County Board;
- The authority delegated to staff; and
- The Process and Timeline for Review

Los Angeles County Office of Education
Charter School Office

Study Session A
Attachment One
5/12/15

Los Angeles County Office of Education
Charter School Office

Los Angeles County Board of Education
Study Session on Charter Schools
May 12, 2015

County Board Authority

- **Consider Appeals of Charter Petitions Denied by a District Board**
  - Establish charter
  - Renew charter
  - Revocation
- **Consider Petitions Submitted Directly to County Board**
  - Countywide (pupils cannot be served as well by a charter that operates in only one school district in the county)
  - County Direct (serves same population of students a county office is required to serve)
- **Responsibility/Authority for County Board Authorized Charters**
  - Provide oversight
  - Decide material revisions
  - Decide renewals
  - Decide revocation

2

Petition Appeals

- **County Board Authority/Responsibility**
  - Approve/deny authorization based on written findings of fact
  - Utilize "quality authorizing practices" (NACSA/CSBA/CCAP/CDE*)
    - Legal compliance
    - Due process
    - Consistent standards
- **Authority/Responsibility Delegated to Supt./Staff**
  - Receive, process and analyze petition, supporting data and budget
  - Ensure compliance with law, Board Policy, LACOE Administrative Regulations (standardized process)
  - Make written recommendations based on substantiated information and requirements of law

**CDE presentation available at http://www.cde.ca.gov/sp/cs/as/documents/authorizeroversight.pdf*

3

Review Process

Public Hearing within 30 Calendar Days* of Receipt

Week 1
- Determine petition compliance
- Validate petition same as district reviewed
- *Petitioner Notice: Petition Status & Process*

Week 2
- Establish Public Hearing date
- Establish Capacity Interview Date
- Initiate Review Team analysis, data collection/validation, fiscal review

Week 3
- Compile Review Team analysis and develop Capacity Interview questions
- *Petitioner Notice: Process for Capacity Interview & Public Hearing*

Week 4
- Hold Capacity Interview
- Complete Petition Review
- *Petitioner Notice: Capacity Interview Follow-Up*
- **PUBLIC HEARING**

**Or the last Board Meeting prior*

4

Los Angeles County Office of Education
Charter School Office

Review Process

Board Action within 60 Calendar Days* of Receipt

Week 5
- Complete Review Team analysis
- Complete data validation/collect additional data as needed
- Compile final Review Team findings

Week 6
- Write draft of Staff Report
- Unit/Division review of Staff Report
- Revise Staff Report

Week 7
- Cabinet review of Staff Report
- Finalize Staff Report
- Prepare Board Item & Recommendation

Week 8
- Finalize Board Presentation
- **BOARD REPORT & ACTION**

**Or the last Board Meeting prior*

5

Reviews: Nov. 2014 – July 2015

	Type of Review	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	July
1	Revocation*	«Action					ACCS	SBE		
2	Establish									
3	Renewal									
4	Establish					Ext				
5	Renewal					Ext				
6	Renewal					Ext				
7	Renewal*			Due				Ext		
8	Establish (Withdrawn)									
9	Establish (Withdrawn)									
10	Establish								TBD	
1	Renewal									TBD
12	Material Revision*								TBD	TBD

*Non-appeals

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Los Angeles County Office of Education
Charter School Office

Review Team Process

- **Composition**: CSO, BAS Charter Staff, LACOE staff with primary job outside of charter review
- **Review Period**: 10 days prior to Capacity Interview plus 2 days after for revision
- **Method of Input**: Electronic repository
- **Standard of Review**:
  - Ed Code
  - State Regulations (used by CDE as modified for LACOE)
  - Board Policy
  - LACOE Regulations
- **CSO Responsibility**: Coordinate, Validate, Integrate, Author, Communicate

7

Fiscal Review

Step 1

- **Charter Revenue Review**
  - Local Control Funding Formula
  - Federal Funding
  - State Funding
  - Grants & Fundraising

Step 2

- 3 Year Revenue & Expenditure Variance
- Review of Fiscal Polices and Procedures (Internal controls)

8

Fiscal Review

Step 3

- Debt to Net Assets Ratio
- Liquidity (Quick) Ratio
- Current Ratio
- Unrestricted Day Cash
- Enrollment Variance
- Debt Default
- *Total Margin (Renewals)
- Debt to Asset Ratio
- *Multi-year Cash Flow (Renewals)
- *Debt Service Coverage Ratio (Renewals)

*These calculations are only used when reviewing a renewal petition

9

Board Decision

- **Based on Ed Code/5CCR/Board Policy**
  - **Make written findings** supported by facts/administrative record
    - Signature requirement met (if applicable)
    - Petition presents sound educational practice
    - Petition elements are all reasonably comprehensive
    - Petitioners have the ability to implement
    - Affirmations and assurances are present
  - **At Renewal** additionally
    - Academic criteria of 47607 (b) met
    - *Consider academic performance of all groups of students as most important factor*
    - Consider past performance in determining ability to implement
    - Consider plans for future improvement, if any

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Los Angeles County Office of Education
Charter School Office

Review Challenges

- **Timeline compliance** when Board Meeting / Holidays / Capacity Interview date reduces timeline and petitioner will not extend
  - Standard timeline review timeline = 55 calendar days
  - Reduction can be as much 2-3 weeks
- **Petitioner information** received after petition received
  - Non-requested information after petition received
  - Late submission of requested information
  - Information not part of district administrative record
  - Vetting information submitted as response to Staff Findings
- **Multiple petitions** received simultaneously = overlapping reviews
- **Unpredictable receipt** of appeals – can come anytime

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Los Angeles County Office of Education
Charter School Office
12830 Columbia Way
Downey, CA 90242
(562) 922-8806

Study Session A
Attachment Two
5/12/15

Overview of the Process for Considering a Charter Petition Received on Appeal

The Los Angeles County Office of Education (LACOE) receives and reviews petitions on behalf of the Los Angeles County Board of Education (County Board). The appeal of a previously denied petition to establish or renew a charter is considered to have been received when the petitioner has submitted all of the following:

1. A complete copy of the charter petition *as denied* by the school district board including all supporting documents provided to the district without change or omission; budget documents; and required signatures (not applicable to a renewal petition).

   The petition to **renew** a charter must additionally contain documentation that the charter school met at least one of the renewal criteria specified in *Education Code* (*EC*) 47607(b) and a reasonably comprehensive description of how the charter school has met all new charter school requirements enacted into law after the charter was originally granted or last renewed (*California Code of Regulations,* Title 5, section 11966.4).

   The petitioner is responsible to provide district verification that the petition and supporting documents submitted to the County Board are the ones on which the district board based its denial.

2. Evidence of the school district board's action to deny the petition (e.g., meeting minutes) and its written factual findings specific to the particular petition, setting forth specific facts to support one or more of the grounds for denial as specified in *EC* 47605(b).[1]

3. A description of any changes to the petition necessary to reflect the County Board as the chartering entity. The description shall be submitted as a separate document that identifies where substantive changes to the petition may be necessary to reflect the County Board as the chartering entity based on the inherent structure of the county office or County Board Policies (e.g., special education, dispute resolution, closure procedures, fiscal reporting). It is not necessary to identify each technical adjustment where the name of the district would change to the County Board or LACOE. The document should identify petition elements and page numbers where the proposed changes would be made. *Do not submit as a "redline" or "track-changes" version of the petition.*

4. Documentation that the school's governing body has approved the petition, proposed budget and submission of the petition to the County Board.

5. Completed and signed forms: *Notice of Submission: Appeal of a Denied Charter Petition* and *Required Documents: Appeal of a Denied Charter Petition.*

Items 1 – 5 constitute a Submission Package; receipt triggers the timeline for County Board action.

Additional Documents: If the petitioner elects to submit a rebuttal to the district board's findings, it must be submitted with the petition. Once the petition is considered to have been received, no additional documents will be considered unless requested by LACOE to clarify and/or substantiate petition/budget content.

Verification Process

Prior to reviewing a petition, LACOE verifies:

1. The appeal was received within the statutory timelines: (A) The appeal of a denied petition to establish a charter must be received within 180 calendar days of the district's denial action; (B) The appeal of a denied petition to renew a charter must be received within 30 calendar days of the district's denial action unless a written request to extend the 30-day appeal timeline was agreed to by the County Board and the petitioner. The request for an extension must occur prior to the 30th day.

[1] If a district board denies a petition to establish or renew a charter without written findings of fact the County Board will not hear the appeal.

Los Angeles County Office of Education
Charter School Office

2. The submitted petition (including budgets and all supporting documents) is the same one acted on by the local district.
3. The authenticity of petition signatures: (A) Teacher signatories must have been meaningfully interested in and qualified to work at the charter at the time of signature; (B) Parent signatories had children who were or would be eligible to attend the charter; and (C) Signatories had the opportunity to review the petition.
4. The submission complies with statutory and regulatory requirements. If LACOE determines the petitioner has not submitted all required documents, the petitioner will be given the option of withdrawing and resubmitting the petition or informing LACOE that it should complete the review based on documents submitted. LACOE shall inform the petitioner of the applicable statutory and regulatory timelines and permissible extensions of those timelines to support the petitioner in making an informed decision. LACOE submits requests for timeline extensions to the County Board for action.

Review Process

LACOE utilizes a review protocol to evaluate petitions. The protocol is based on the model and standards developed by the California Department of Education (CDE). It has been modified to reflect the County Board as the authorizer.

In the case of a renewal, LACOE will also determine whether the charter school has met at least one (1) of the criteria specified in *EC* 47607(b) and that the petition reflects changes to law since the charter was first authorized or last renewed. When considering a petition for renewal, the County Board will consider the past performance of the school with regard to academics, finance, and operation in evaluating the likelihood of success along with any evidence of future plans for improvement (*California Code of Regulations*, Title 5, section 11966.5(c)(1)).

Capacity Interview

LACOE interviews the governing board and leadership team to help determine if the board has the capacity to govern the school and the leadership team has the background necessary to implement and maintain the charter. Information from the interview is included in the staff report.

Presentations to the County Board (Board Meeting Dates)

The County Board typically considers a petition at two (2) separate regularly scheduled meetings:

1. Public Hearing – Held within 30 calendar days of receipt of a Submission Package. It is the petitioner's opportunity to demonstrate support for the charter and provide an overview of the school's proposed educational program including the school's mission, the educational design and how the proposed school will fulfill the legislative intent of the *Charter Schools Act* (*EC* 47601).
2. Staff Report on Findings of Fact and County Board Action – Held within 60 calendar days of receipt of a Submission Package unless both parties agree to an extension of up to 30 days. (The request for an extension must be made prior to the County Board taking a vote to approve or deny the charter petition.) The petitioner may address the County Board, and the County Board may ask questions of LACOE staff and the petitioner.

The County Board typically meets the first three (3) Tuesdays of the month. The County Board calendar is available at http://www.lacoe.edu/Portals/0/Board/Online%20Calendar.pdf

Notification

LACOE notifies the petitioner in writing when (1) the Submission Package is received; (2) the date/time of the Capacity Interview are set; and (3) the dates of the Public Hearing, Report, and Board Action are established.

Please review the documents entitled *Notice of Submission: Appeal of a Denied Charter Petition* and *Required Documents: Appeal of a Denied Charter Petition* for further information regarding submitting a petition on appeal.

Petitioners may contact the Charter School Office at (562) 922-8806 for additional information.

Los Angeles County Office of Education
Charter School Office

Notice of Submission: Appeal of a Denied Charter Petition

❒ To Establish a Charter ❒ To Renew a Charter

Submit form with petition documents ***Please print or type***

Name of Charter School: _____

Contact Information:

Name of lead petitioner(s)/relationship to charter school: _____

_____

Name of lead contact (if not petitioner): _____

Address: Street _____

City _____

State/Zip code _____

Telephone number(s): Office _____

Mobile _____

FAX number: _____

Email: _____

School Information:

Proposed enrollment: First year: _____ Fully implemented: _____

Proposed grade levels: First year: _____ Fully implemented: _____

Proposed opening date: _____

Proposed or actual school location/address: Street _____

If more than one site, provide main site here & attach a list of additional site addresses. City _____

State/Zip code _____

Notice of Appeal:

Signature of lead petitioner(s): _____

_____

Date: _____

Los Angeles County Office of Education
Charter School Office

Required Documents: Appeal of a Denied Charter Petition

❒ To Establish a Charter ❒ To Renew a Charter

Submission Package: Submit one (1) set of the following required documents to the Los Angeles County Office of Education (LACOE) Charter School Office.

Check items submitted and submit this form with petition documents

❒ 1. Completed and signed *Notice of Submission: Appeal of a Denied Charter Petition* Form

❒ 2. Completed and signed *Required Documents: Appeal of a Denied Charter Petition* Form

❒ **Table of Contents for Sections I – VII**

Section I

❒ I.1 Evidence of the school board's action of denial (letter and/or board minutes)

❒ I.2 School board's written Findings of Fact specific to the denied petition

❒ I.3 Petitioner's response to Findings of Fact (optional)

❒ I.4 Evidence the school's governing body approved submission of the petition to the County Board

Section II

❒ A separate narrative containing a description of changes to the petition necessary to reflect the County Board as the authorizer (e.g., special education, dispute resolution, closure procedures, fiscal reporting). Indicate page numbers and elements of changes. *Do not submit as redline or "track-change" petition.*

Section III

❒ III.1 Complete copy of charter petition as denied by local school board (verified by the district)

❒ III.2 All supporting documents to the petition submitted to the district

❒ III.3 Signature page of interested parents or teachers with complete contact information (not applicable if a renewal petition)

Section IV

❒ IV.1 Proposed start-up and three-year budgets (including assumptions) as denied by local school board

❒ IV.2 A copy of the two (2) most recent Independent Financial Audits of 501(c)(3) (if applicable & not included in petition)

❒ IV.3 A copy of the Public Charter Schools Grant Program Application and budget (if applicable)

Section V

❒ V.1 Resumes for the petitioner(s) and members of the Board of Directors (if not included in petition)

Section VI

❒ VI.1 Bylaws of 501(c)(3) (if school operated as/by a nonprofit and not included in petition)

❒ VI.2 Articles of Incorporation of 501(c)(3) (if school operated as/by nonprofit and not included in petition)

Section VII

❒ VII.1 Lease/Rental Agreement(s) or Similar Documents (if not included in petition)

❒ VII.2 Certificate(s) of Occupancy (if not included in petition)

Los Angeles County Office of Education
Charter School Office

Directions: Submit all documents simultaneously in a loose-leaf (3-ring) binder with numbered dividers inserted between sections. Copies are to be single-sided. Also submit an electronic copy of items 1 – 2, Table of Contents, and Sections I – VII via CD or Flash Drive. Items 1 – 2 may be combined as one file; Table of Contents and each section shall be submitted as separate files. Section III must be submitted as three (3) separate files (III.1, III.2, III.3). Section IV.1 (Budgets) shall be submitted as unlocked spreadsheets.

Once LACOE verifies that all required documents have been submitted, it will notify the petitioner in writing. The petitioner shall have no less than five (5) working days to submit 13 collated, two-sided (back-to-back), three-hole punched, rubber banded copies of Sections I through VII.

LACOE reserves the right to request additional documents and information as necessary to provide the County Board with a complete understanding of the proposed charter.

LACOE will conduct a facilities inspection as part of the petition review process or prior to opening, if authorized.

Required Certification

Submission of a petition and this signed document certifies that:

1. The governing board has taken action to approve the submitted petition and budget.
2. The governing board has taken action to approve submission of the petition to the County Board.
3. The governing board and lead petitioner(s) have read, understand, and intend to adhere to the requirements outlined in this document, the *Overview of the Process for Considering a Charter Petition Received on Appeal*;* Los Angeles County Board Policies and Administrative Regulations regarding Charter Schools**; and the *Charter School Monitoring and Oversight Memorandum of Understanding* (MOU)***.

Printed name of board signatory:_____

Signature of board signatory:_____ Date: _____

Printed name of lead petitioner(s): _____

Signature of lead petitioner(s):_____ Date: _____

*Please review the document, *Overview of the Process for Considering a Charter Petition Received on Appeal* or contact the Charter School Office for additional information.

***Los Angeles County Board Policies and Regulations are available at*
http://gamutonline.net/district/lacoe/PolicyCategoryList/2422/0

****The Charter School Monitoring and Oversight MOU is available at*
http://www.lacoe.edu/Portals/0/LACOE/CharterSchools/Monitoring%20&%20Oversight%20MOU_Template%20for%20CSO%20Webpage_March%202013%20SAMPLE.pdf

Los Angeles County Office of Education

CHARTER SCHOOL PETITION REVIEW FORM – DRAFT

Date: May 5, 2015	Petition: **SAMPLE 03_02_15**	Reviewer: All Reviewers

This form is a tool to evaluate a charter school petition submitted to the L.A. County Board of Education (County Board). It is designed to ensure that the petition is reviewed in relation to applicable statute, regulation, County Board Policy and LACOE Administrative Regulations. *Adapted from CDE Petition Review Form.*

KEY INFORMATION REGARDING PETITION:

Grade Span and Build-Out Plan	
Location	
Brief History	
Founding Members	

SUMMARY OF REASONS FOR LOCAL SCHOOL BOARD DENIAL:

REQUIREMENTS FOR L.A. COUNTY BOARD-AUTHORIZED CHARTER SCHOOLS, PURSUANT TO *EC* SECTION 47605 *

*The Required Elements for a Countywide Charter (*EC* 47605.6) are organized in a different manner; however, the same criteria apply.
In addition to the Statutory and Regulatory references, additional review criteria are pursuant to County Board Policy 0420.4 and/or LACOE Administrative Regulations.

Reviewing Charter Petitions: Guiding Principles

State Guidance: The California Code of Regulations, Title 5, section 11967.5 provides the following guidance for reviewing a charter petition:

"The State Board of Education shall utilize the criteria set forth in Section 11967.5.1. in reviewing the elements of a charter petition submitted for its approval in accordance with the provisions of Education Code section 47605(b) and (j). The purpose of the criteria is to convey to charter petitioners the State Board of Education's understanding of the meaning of the elements specified in Education Code section 47605(b), or otherwise to convey essential information about the elements. The criteria are intended to require no charter provisions in excess of those that the State Board of Education believes necessary to determine whether each element specified in Education Code section 47605(b) has been satisfactorily addressed. Where the criteria call for judgments to be made, the judgments will be made in such a manner as to be reasonable, rational, and fair to the petitioners and other parties potentially affected by the chartering of the school ..."
The California Code of Regulations, Title 5, section 11967.5.1(g) states a "reasonably comprehensive" description shall include, but not be limited to, information that:
(1) Is substantive and is not, for example, a listing of topics with little elaboration.
(2) For elements that have multiple aspects, addresses essentially all aspects the elements, not just selected aspects.
(3) Is specific to the charter petition being proposed, not to charter schools or charter petitions generally.
(4) Describes, as applicable among the different elements, how the charter school will:
(A) Improve pupil learning.
(B) Increase learning opportunities for its pupils, particularly pupils who have been identified as academically low achieving.
(C) Provide parents, guardians, and pupils with expanded educational opportunities.
(D) Hold itself accountable for measurable, performance-based pupil outcomes.
(E) Provide vigorous competition with other public school options available to parents, guardians, and students.
LACOE Review Criteria: The Review Team considers the petition according to the requirements of the *Education Code (EC)* and other pertinent laws, guidance regarding the required petition elements established in the *California Code of Regulations, Title 5 (5 CCR)*, County Board Policy and LACOE Administrative Regulations.
LACOE has adopted the petition review criteria established in *5 CCR* section 11967.5.1(a-g) except where LACOE determined that the regulations provide insufficient direction or

where they are not applicable because the structure or responsibility of the County Board and LACOE differ from those of the State Board of Education (SBE) and the CDE. In these instances, LACOE developed its own (local) review criteria or added criteria to those developed by CDE to reflect the needs of the County Board as the authorizer and LACOE as the monitoring and oversight agency.

Evaluation Matrix
Purpose: To provide guidance for evaluating the individual components of each of the requirements of a petition.

Descriptor*	Criteria*
Exceeds Standard	The petition/petitioner exceeds the requirements specified in the standard through exceptionally detailed, accurate, and consistent information. No technical adjustment or material revision is needed and, where applicable, all aspects of pertinent law are addressed. The evidence indicates a thorough understanding of the standard, exceptional preparation, and an exceptionally clear and realistic picture of how the school will operate. The evidence inspires confidence in the capacity to open and operate a quality charter school.
Meets Standard	The petition/petitioner meets the requirements specified in the standard through sufficiently detailed, accurate, and consistent information. Some technical adjustment but no material revision is needed and, where applicable, key aspects of pertinent law are addressed. The evidence indicates an adequate understanding of the standard, reasonable preparation, and a generally clear and realistic picture of how the school intends to operate. The evidence indicates a likely capacity to open and operate a quality charter school.
Does Not Meet Standard	The petition/petitioner does not meet the requirements specified in the standard due to lack of details, inaccuracies, and/or conflicting information, which results in the need for technical adjustment and/or material revision, and where applicable, fails to address key aspects of pertinent law. The evidence indicates an inadequate understanding of the standard, insufficient preparation, and/or an unclear or unrealistic picture of how the school expects to operate. The evidence raises concerns about the ability to open and/or operate a quality charter school.
Not Addressed	The response does not address the item.
Not Applicable	The item is not applicable to the petition under review.

These descriptors/criteria are used for most items. For items where the rating scale could not be meaningfully applied, a special set of descriptors specific to the item was developed. These items are indicated with an asterisk.

Reasonably Comprehensive with Deficiencies: An element may be reasonably comprehensive but lack specific critical information or contain an error important enough to warrant correction. These elements are described as "reasonably comprehensive" with a specific "deficiency" or "deficiencies." Correcting the deficiency or deficiencies would not be a material revision (as defined in statute and County Board Policy) to the charter.

Technical Adjustments: Three (3) circumstances may require a "technical adjustment" to the petition:

- Adjustments necessary to reflect the County Board as the authorizer. These adjustments are necessary because the petition was initially submitted to a local district and contains specific references to and/or language required by that district and/or the petition does not reflect the structure of the County Office.
- Adjustments needed to bring the petition current with changes made to law since the petition was submitted.
- Adjustments necessary to address clerical errors or inconsistencies where making the adjustment would not be a material revision (as defined in statue and County Board Policy) to the charter.

SOUND EDUCATIONAL PROGRAM	_____

Los Angeles County Office of Education
CHARTER SCHOOL PETITION REVIEW FORM – DRAFT

	5 CCR 11967.5.1(a) ***Board Policy BP 0420.4*** ***LACOE AR 0420.4***

Evaluation Criteria: For purposes of EC Section 47605(b), a charter petition shall be "consistent with sound educational program" if

(1) It is likely to be of educational benefit to pupils who attend. A charter school need not be designed or intended to meet the educational needs of every student who might possibly seek to enroll in order for the charter to be granted..."

CSO, CIS, CIS/EL, ASM, SPED	*Evaluation*	*Comments*
OVERALL EVALUATION:	**Is the program likely to be of educational benefits to pupils who attend?**	
CSO, CIS, CIS/EL, ASM, SPED	*Yes/No*	*Comments*

UNSOUND EDUCATIONAL PROGRAM	***EC 47605(b)(1)*** ***5 CCR 11967.5.1(b)*** ***Board Policy BP 0420.4*** ***LACOE AR 0420.4***

Evaluation Criteria: For purposes of *EC* Section 47605(b)(1), a charter petition shall be "an unsound educational program" if it is **any** of the following:

(1) A program that involves activities that would present the likelihood of physical, educational, or psychological harm to the affected pupils. [5 CCR 11967.5.1 (b)(1)]*

CSO, CIS, CIS/EL, ASM, SPED, SSS	*Evaluation*	*Comments*

(2) A program not to be likely to be of educational benefit to the pupils who attend. [5 CCR 11967.5.1 (b)(2)]*

CSO, CIS, CIS/EL, ASM, SPED, SSS	*Evaluation*	*Comments*

(3) If the petition is for renewal of a charter and either of the following apply: (A) The charter school has not met the standards for renewal pursuant to EC 47607(b), as applicable or (B) The charter school has not met the measurable pupil outcomes as described in its charter.[5 CCR 11967.5.1 (b)(3)]*

CSO, ASM	*Evaluation*	*Comments*
OVERALL EVALUATION:	**Is the charter petition consistent with sound educational practice?**	
CSO, CIS, CIS/EL, ASM, SPED, SSS	*Yes/No*	*Comments*

DEMONSTRABLY UNLIKELY TO IMPLEMENT THE PROGRAM*	***EC 47605(b)(2)*** ***5 CCR 11966.5(c)(1), 11967.5.1(c)*** ***Board Policy BP 0420.4*** ***LACOE AR 0420.4***

Los Angeles County Office of Education

CHARTER SCHOOL PETITION REVIEW FORM – DRAFT

Evaluation Criteria: For purposes of *EC* Section 47605(b)(2), the COE shall take the following factors into consideration in determining whether charter petitioners are "demonstrably unlikely to successfully implement the program."

(1) The petitioners have a past history of involvement in charter schools or other education agencies (public or private), the history is one that the COE regards as unsuccessful, e.g., the petitioners have been associated with a charter school of which the charter has been revoked or a private school that has ceased operation for reasons within the petitioners' control. [5 CCR 11967.5 (c)(1)]*

CSO, CIS, ASM, SPED, Fiscal	*Evaluation*	*Comments*

(2) The petitioners are unfamiliar with the content of the petition or the requirements of law that would apply to the proposed charter school. [5 CCR 11967.5 (c)(2)]*

CSO, CIS, CIS/EL, ASM, SPED, SSS, Fiscal, Legal	*Evaluation*	*Comments*

(3) The petitioners have presented an unrealistic financial and operational plan for the proposed charter school. An unrealistic financial and operational plan is one to which there is evidence that any or all of (A) – (D) applies. [5 CCR 11967.5.1 (c)(3)]

(A) In the area of administrative services, the charter or supporting documents do not adequately: [5 CCR 11967.5.1 (c)(3)(A)]

(1) Describe the structure for providing administrative services, including, at a minimum, personnel transactions, accounting, and payroll that reflects an understanding of school business practices and expertise to carry out the necessary administrative services, or a reasonable plan and time line to develop and assemble such practices and expertise.

Fiscal	*Evaluation*	*Comments*

(2) For any contract services, describe criteria for the selection of a contractor or contractors that demonstrate necessary expertise and the procedure for selection of the contractor or contractors.

Fiscal	*Evaluation*	*Comments*

(B) In the area of financial administration, the charter or supporting documents do not adequately: [5 CCR 11967.5.1 (c)(3)(B)]

(1) Include, at a minimum, the first year operational budget, startup costs, cash flow, and financial projections for the first three years.

Fiscal	*Evaluation*	*Comments*

(2) Include in the operational budget reasonable estimates of all anticipated revenues and expenditures necessary to operate the school, including, but not limited to, special education, based, when possible, on historical data from schools or school districts of similar type, size, and location.

CSO, CIS, CIS/EL, ASM, SPED, Fiscal	*Evaluation*	*Comments*

(3) Include budget notes that clearly describe assumptions on revenue estimates, including, but not limited to, the basis for average daily attendance estimates and staffing levels.

Fiscal	*Evaluation*	*Comments*

(4) Present a budget that in its totality appears viable and over a period of no less than two years of operations and provides for the amassing of a reserve equivalent to that required by law for a school district of similar size to the proposed charter school.

Fiscal	*Evaluation*	*Comments*

Los Angeles County Office of Education
CHARTER SCHOOL PETITION REVIEW FORM – DRAFT

(5) Demonstrate an understanding of the timing of the receipt of various revenues and their relative relationship to timing of expenditures that are within reasonable parameters, based, when possible, on historical data from schools or school districts of similar type, size, and location.		
Fiscal	*Evaluation*	*Comments*
(C) In the area of insurance, the charter and supporting documents do not adequately provide for the acquisition of and budgeting for general liability, workers compensations, and other necessary insurance of the type and in the amounts required for an enterprise of similar purpose and circumstance. [5 CCR 11967.5.1 (c)(3)(C)]*		
Risk Mgnt	*Evaluation*	*Comments*
(D) In the area of facilities, the charter and supporting documents do not adequately: [5 CCR 11967.5.1 (c)(3)(D)] (1) Describe the types and potential location of facilities needed to operate the size and scope of educational program proposed in the charter. • The petition must identify a single charter school that will operate within the geographic boundaries of that school district pursuant to EC 47605(a). • If there are multiple locations, each one is clearly identified in the petition pursuant to EC 47605(a). • If the location is not within the geographic boundaries of the school district, the location complies with the requirements of EC 47605.1.		
CSO, Facilities	*Evaluation*	*Comments*
(2) Provide evidence of the type and projected cost of the facilities that may be available in the location of the proposed charter school, in the event a specific facility has not been secured.		
Facilities	*Evaluation*	*Comments*
(3) Reflect reasonable costs for the acquisition or leasing of facilities to house the charter school, taking into account the facilities the charter school may be allocated under the provisions of Education Code section 47614.		
Fiscal, Facilities	*Evaluation*	*Comments*
(4) The petitioners personally lack the necessary background in the following areas critical to the charter school's success, and the petitioners do not have a plan to secure the services of individuals who have the necessary background in these areas: [5 CCR 11967.5.1 9 (c)(3)(D)(4)]* (A) Curriculum, instruction, assessment.		
CSO, CIS, CIS/EL, ASM, SPED	*Evaluation*	*Comments*
(B) Finance and business management.		
Fiscal	*Evaluation*	*Comments*
(5) In the case of a renewal petition, there is evidence that the past performance of the school in academics, finances, and operation indicate a likelihood the school will not be successful in the future and/or that plans for improvement, if any, are insufficient. [5 CCR 11966.5 (c)(1)]*		
CSO, CIS/EL, ASM, SPED, SSS, Fiscal, Legal, Facilities	*Evaluation*	*Comments*
OVERALL EVALUATION:	Are the petitioners likely to successfully implement the intended program?	

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CSO, CIS, CIS/EL, ASM, SPED, SSS, Fiscal, PAAC, Legal Facilities	*Yes/No*	*Comments*

REQUIRED NUMBER OF SIGNATURES

Direct: 47605. (a) (1) Except as set forth in paragraph (2), a petition for the establishment of a charter school within a school district may be circulated by one or more persons seeking to establish the charter school. ... The petition may be submitted to the governing board of the school district for review after either of the following conditions are met:

(A) The petition has been signed by a number of parents or legal guardians of pupils that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the school for its first year of operation.

(B) The petition has been signed by a number of teachers that is equivalent to at least one-half of the number of teachers that the charter school estimates will be employed at the school during its first year of operation.

(2) A petition that proposes to convert an existing public school to a charter school that would not be eligible for a loan pursuant to subdivision (b) of Section 41365 may be circulated by one or more persons seeking to establish the charter school. The petition may be submitted to the governing board of the school district for review after the petition has been signed by not less than 50 percent of the permanent status teachers currently employed at the public school to be converted.

(3) A petition shall include a prominent statement that a signature on the petition means that the parent or legal guardian is meaningfully interested in having his or her child or ward attend the charter school, or in the case of a teacher's signature, means that the teacher is meaningfully interested in teaching at the charter school. The proposed charter shall be attached to the petition.

47605(b) The governing board of the school district shall not deny a petition... unless it makes written factual findings... setting forth specific facts to support ...The petition does not contain the requisite number of signatures.

Countywide: 47605.6(a)(1)(A) The petition has been signed by a number of parents or guardians of pupils residing within the county that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the school for its first year of operation and each of the school districts where the charter school petitioner proposes to operate a facility has received at least 30 days notice of the petitioner's intent to operate a school pursuant to this section.

(B) The petition has been signed by a number of teachers that is equivalent to at least one-half of the number of teachers that the charter school estimates will be employed at the school during its first year of operation and each of the school districts where the charter school petitioner proposes to operate a facility has received at least 30 days notice of the petitioner's intent to operate a school pursuant to this section.

(2) An existing public school may not be converted to a charter school in accordance with this section.

47605.6(b). The county board of education shall deny a petition for the establishment of a charter school if the board finds...the petition does not contain the requisite signatures.

***EC* 47605(a), 47605.5, 47605.6**
***EC* 47605(b)(3), 47605.6(b)**
***5 CCR* 11967.5.1(d)**
Board Policy BP 0420.4
LACOE AR 0420.4

Evaluation Criteria under *EC* 47605:
(1) The petition contains the required number of parent or teacher signatures; if a conversion charter, the signatories are teachers currently employed at the school.
(2) The petition includes a prominent statement that a signature on the petition means the parent is meaningfully interested in having his/her child attend the school or a teacher is meaningfully interested in teaching at the school.
(3) The signature requirement is not applicable to a petition for renewal.

CSO	*Evaluation*	*Comments*

Evaluation Criteria under *EC* 47605.6:
(1) The petition contains the required number of parent or teacher signatures and the petition does not constitute a conversion from an existing public school.
(2) There is evidence the district(s) in which the charter school will be located were provided with 30 days notice of the school's intent to operate.

(3) The signature requirement is not applicable to a petition for renewal.

CSO	*Evaluation*	*Comments*

Requisite Number of Signatures for All Charter Types:
(1) A charter petition that "does not contain the number of signatures required by [law]"...shall be a petition that did not contain the requisite number of signatures at the time of submission of the original charter to a school district governing board pursuant to *EC* 47605(a) or to the County Board in the case of a Direct County Charter or Countywide.
(2) The County Board shall not disregard signatures unless it is determined that the signature was not authentic or, at the time the petition was signed, the signatory was not "meaningfully interested." The following criteria apply:

- A parent/guardian can be meaningfully interested in having his/her child attend the school if the child is not of an age or in a grade beyond that served by the school.
- A teacher can be meaningfully interested in teaching at the school if he/she holds a valid California teaching credential appropriate to the grade levels or subjects offered by the school.
- If a representative sample of signatories indicate signatures were not authentic, they were not meaningfully interested in the school, or the signature process did not comply with the requirements of law including that the charter petition was attached to the signature page, the petition does not contain the requisite number of signatures

CSO	*Evaluation*	*Comments*

OVERALL EVALUATION:	**Does the petition contain the requisite number of signatures?**	
CSO	*Yes/No*	*Comments*

AFFIRMATION OF SPECIFIED CONDITIONS	***EC* 47605(b)(4), 47605(d)** ***Board Policy BP 0420.4*** ***LACOE AR 0420.4***

Evaluation Criteria: For purposes of *EC* Section 47605(b)(4), a charter petition that "does not contain an affirmation of each of the conditions described in [*EC* Section 47605(d)]"...shall be a petition that fails to include a clear, unequivocal affirmation of each such condition. Neither the charter nor any of the supporting documents shall include any evidence that the charter will fail to comply with the conditions described in *EC* Section 47605(d).

(1) A charter school shall:
(A) Be nonsectarian in its programs, admission policies, employment practices, and all other operations,
(B) Shall not charge tuition, and
(C) Shall 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 California *Penal Code.*
(D) Except as provided in paragraph 2 (*EC* 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 guardian, within this state, except that any 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 public school. [*EC* 47605 (d)]

CSO, Legal, HR	*Evaluation*	*Comments*

(2) (A) A charter school shall admit all pupils who wish to attend the school.
(B) However, if the number of pupils who wish to attend the charter school exceeds the school's capacity, attendance, except for existing pupils of the charter school, shall be determined by a public random drawing. Preference shall be extended to pupils currently attending the charter school and pupils who reside in the district except as provided for in Section 47614.5. Other preferences may be permitted by the chartering authority on an individual school basis and only if consistent with the law.

(C) In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the charter school and, in no event, shall take any action to impede the charter school from expanding enrollment to meet pupil demand. [*EC* 47605 (d)(2)(A-C)]

CSO, SSS, Legal	*Evaluation*	*Comments*

(3) 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. This paragraph applies only to pupils subject to compulsory full-time education pursuant to EC 48200. [*EC* 47605 (d)(2)(C)(3)]

CSO, SSS, Legal	*Evaluation*	*Comments*

OVERALL EVALUATION:	**Does the petition contain the required affirmations and assurances?**	
CSO, SSS, Legal, HR	*Yes/No*	*Comments*

REQUIRED PETITION ELEMENTS

1. DESCRIPTION OF EDUCATIONAL PROGRAM
(i) 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.
(ii) 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.
(iii) If the proposed school will serve high school pupils, a description of the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the "A" to "G" admissions criteria may be considered to meet college entrance requirements.

***EC* 47605(b)(5)(A)**
***5 CCR* 11967.5.1(f)(1)**
Board Policy BP 0420.4
LACOE AR 0420.4

Evaluation Criteria: The description of the educational program, as required by *EC* Section 47605(b)(5)(A), at a minimum:

(1) Indicates the proposed charter school's target student population, including, at a minimum, grade levels, approximate numbers of pupils, and specific educational interests, backgrounds, or challenges. Needs and challenges of the student groups to be served are clearly identified. [LACOE AR]

CSO, CIS, CIS/EL, ASM, SPED	*Evaluation*	*Comments*

(2) Specifies a clear, concise school mission statement with which all elements and programs of the school are in alignment and which conveys the petitioners' definition of an "educated person" in the 21st century, and belief how learning best occurs. The goals identified shall enable pupils to become self -motivated, competent, and lifelong learners. [EC 47605 (b)(5)(A)(i)]

CSO, CIS, CIS/EL, ASM, SPED, SSS	*Evaluation*	*Comments*

(3) Includes a framework for instructional design that is aligned with the needs of the pupils that the charter school has identified as its target student population. [5 CCR 11967.5.1 (f)(1)(C)]

- Describes how the instructional design meets the needs and challenges for each student group. [LACOE AR]
- Instructional design is research or evidence based and presents likelihood of success for student populations the school proposes to serve. [LACOE AR]

CSO, CIS, CIS/EL, ASM, SPED	*Evaluation*	*Comments*

(4) Indicates the basic learning environment or environments (e.g., site based matriculation, independent study, community based education, technology based education). [5 CCR 11967.5.1 (f)(1)(D)]

CSO, CIS, CIS/EL, ASM, SPED	*Evaluation*	*Comments*

(5) Indicates the instructional approach or approaches the charter school will utilize, including, but not limited to,

- the curriculum and teaching methods (or a process for developing the curriculum and teaching methods) that will enable the school's pupils to master the content standards for the four core curriculum areas adopted by the SBE pursuant to EC Section 60605 and
- to achieve the objectives specified in the charter.

[5 CCR 11967.5.1 (f)(1)(E)]

CSO, CIS, CIS/EL, ASM, SPED	*Evaluation*	*Comments*

(6) Indicates how the charter school will identify and respond to the needs of pupils who are not achieving at or above expected levels. [5 CCR 11967.5.1 (f)(1)(F)]

CSO, CIS, CIS/EL, ASM, SPED	*Evaluation*	*Comments*

(7) Indicates how the charter school will meet the needs of students with disabilities, English learners, students achieving substantially above or below grade level expectations, and other special student populations. [5 CCR 11967.5.1 (f)(1)(G)]

- Describes how all aspects of the school's instructional program will meet the identified needs of these student populations and comply with applicable requirements of law for each of these student populations. [LACOE AR]

CSO, CIS, CIS/EL, ASM, SPED	*Evaluation*	*Comments*

(8) Specifies the charter school's special education plan, including, but not limited to:

- the means by which the charter school will comply with the provisions of EC Section 47641 [specifies whether the charter will be a school of the district or its own Local Education Agency (LEA)]
- the process to be used to identify students who qualify for special education programs and services,
- how the school will provide or access special education programs and services,
- the school's understanding of its responsibilities under law for special education pupils, and
- how the school intends to meet those responsibilities.

[5 CCR 11967.5.1 (f)(1)(H)]

CSO, CIS, CIS/EL, ASM, SPED	*Evaluation*	*Comments*

(9) 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. [EC 47605(b)(5)(A)(ii)]		
CSO, CIS, CIS/EL, ASM, SPED	*Evaluation*	*Comments*
(10) If serving high school students, describes how the charter school informs parents about: Transferability of courses to other public high schools; and eligibility of courses to meet college entrance requirements. (Courses that are accredited by the Western Association of Schools and Colleges (WASC) may be considered transferable, and courses meeting the UC/CSU "a-g" admissions criteria may be considered to meet college entrance requirements.) [EC 47605(b)(5)(A)(iii)]		
CSO, CIS, CIS/EL, ASM, SPED	*Evaluation*	*Comments*
(11) Includes a bell schedule, proposed school calendar, and the instructional minutes by grade level, which meets minimum standards required by law. [LACOE AR]		
PAAC	*Evaluation*	*Comments*
OVERALL EVALUATION:	**Does the petition provide a reasonably comprehensive description of the educational program?**	
CSO, CIS, CIS/EL, ASM, SPED, PAAC	*Yes/No*	*Comments*
2. MEASURABLE PUPIL 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. 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 that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with 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.*	**EC 47605(b)(5)(B)** **5 CCR 11967.5.1(f)(2)** **Board Policy BP 0420.4** **LACOE AR 0420.4**	
Evaluation Criteria: Measurable pupil outcomes, as required by *EC* Section 47605(b)(5)(B), at a minimum:		
(1) Specify skills, knowledge, and attitudes that reflect the school's educational objectives and can be assessed, at a minimum, by objective means that are frequent and sufficiently detailed enough to determine whether pupils are making satisfactory progress. [5 CCR 11965.5.1 (f)(2)(A)]		
CSO, CIS, CIS/EL, ASM, SPED	*Evaluation*	*Comments*
(A) It is intended that the frequency of objective means of measuring pupil outcomes vary according to such factors as grade level, subject matter, the outcome of previous objective measurements, and information that may be collected from anecdotal sources. [5 CCR 11965.5.1 (f)(2)(A)]		
CSO, CIS, CIS/EL, ASM, SPED	*Evaluation*	*Comments*
(B) To be sufficiently detailed, objective means of measuring pupil outcomes must be capable of being used readily to evaluate the effectiveness of and to modify instruction for individual students and for groups of students. [5 CCR 11965.5.1 (f)(2)(A)]		
CSO, CIS, CIS/EL, ASM, SPED	*Evaluation*	*Comments*

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(C) Measurable outcomes must be based on data that can be verified by LACOE. [*LACOE AR*]		
CSO, CIS, CIS/EL, ASM, SPED	*Evaluation*	*Comments*
(2) Include the school's Academic Performance Index growth target, if applicable. [N/A new school] [5 CCR 11965.5.1 (f)(2)(B)]		
CSO, CIS, CIS/EL, ASM, SPED	*Evaluation*	*Comments*
(3) The pupil outcomes shall align with 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. [*EC* 47605(b)(5)(B)]		
CSO, CIS, CIS/EL, ASM, SPED	*Evaluation*	*Comments*
OVERALL EVALUATION:	**Does the petition present a reasonably comprehensive description of measurable pupil outcomes?**	
CSO, CIS, CIS/EL, ASM, SPED	*Yes/No*	*Comments*
3. METHOD FOR MEASURING PUPIL 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.*		***EC* 47605(b)(5)(C)** ***5 CCR* 11967.5.1(f)(3)** ***Board Policy BP 0420.4*** ***LACOE AR 0420.4***
Evaluation Criteria: The method for measuring pupil progress, as required by *EC* Section 47605(b)(5)(C), at a minimum:		
(1) Utilizes a variety of assessment tools that are appropriate to the skills, knowledge, or attitudes being assessed, including, at minimum, tools that employ objective means of assessment consistent with the measurable pupil outcomes. [5 CCR 11965.5.1 (f)(3)(A)]		
CSO, CIS, CIS/EL, ASM, SPED	*Evaluation*	*Comments*
(2) Includes the annual assessment results from the statewide required testing.		
CSO, CIS, CIS/EL, ASM, SPED	*Evaluation*	*Comments*
(3) Outlines a plan for collecting, analyzing, and reporting data on pupil achievement to school staff and to pupils' parents and guardians, and for utilizing the data continuously to monitor and improve the charter school's educational program. [5 CCR 11965.5.1 (f)(23)(C)]		
CSO, CIS, CIS/EL, ASM, SPED	*Evaluation*	*Comments*
(4) 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. [EC 47605 (b)(1)(C)]		
CSO, CIS, CIS/EL, ASM, SPED	*Evaluation*	*Comments*
OVERALL EVALUATION:	**Does the petition present a reasonably comprehensive description of the method for**	

	measuring pupil progress?	
CSO, CIS, CIS/EL, ASM, SPED	*Yes/No*	*Comments*

4. GOVERNANCE STRUCTURE *The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement.*	***EC 47605(b)(5)(D)*** ***5 CCR 11967.5.1(f)(4)*** ***Board Policy BP 0420.4*** ***LACOE AR 0420.4***

Evaluation Criteria: The governance structure of the school, including, but not limited to, the process…to ensure parental involvement…, as required by *EC* Section 47605(b)(5)(D), at a minimum:

(1) Includes evidence of the charter school's incorporation as a non-profit public benefit corporation, if applicable.

Legal	*Evaluation*	*Comments*

(2) Includes evidence the school has established a governing board or other entity as described in its charter that is effectively engaged in policy making, fiscal and administrative oversight, and compliance with specific laws applicable to charter school governance including the Brown Act, the Political Reform Act, Government Code sections 1090; applicable sections of the Corporations Code including the Nonprofit Integrity Act. [LACOE AR]

Legal	*Evaluation*	*Comments*

(3) Includes evidence that the schoolâ€™s governing board has adopted internal controls policies to prevent fraud, embezzlement, and conflict of interest and ensures the implementation and monitoring of those policies. [LACOE AR]

Legal	*Evaluation*	*Comments*

(4) Includes a copy of the articles of incorporation, bylaws, and an organizational chart. [LACOE AR]

Legal	*Evaluation*	*Comments*

(5) Includes evidence that the organizational and technical designs of the governance structure reflect a seriousness of purpose necessary to ensure that:
(A) The charter school will become and remain a viable enterprise. [5 CCR 11967.5.1 (f)(4)(B)(1)]

CSO, Fiscal, Legal	*Evaluation*	*Comments*

(B) There will be active and effective representation of interested parties, including, but not limited to parents (guardians). [5 CCR 11967.5.1 (f)(4)(B)(2)]

CSO, Legal	*Evaluation*	*Comments*

(C) The educational program will be successful. [5 CCR 11967.5.1 (f)(4)(B)(3)]

CSO, Legal	*Evaluation*	*Comments*

(6) An organizational chart that accurately reflects the reporting structure of the governing board, ancillary boards, and each category of school employees. [LACOE AR]

CSO, Fiscal, Legal	*Evaluation*	*Comments*
OVERALL EVALUATION:	**Does the petition present a reasonably comprehensive description of the school's governance structure?**	
CSO, Fiscal, Legal	*Yes/No*	*Comments*

5. EMPLOYEE QUALIFICATIONS *(E) The qualifications to be met by individuals to be employed by the school.*	***EC* 47605(b)(5)(E)** ***5 CCR* 11967.5.1(f)(5)** ***Board Policy BP 0420.4*** ***LACOE AR 0420.4***

Evaluation Criteria: The qualifications [of the school's employees], as required by *EC* Section 47605(b)(5)(E), at a minimum:

(1) Identify general qualifications for the various categories of employees the school anticipates (e.g., administrative, instructional, instructional support, non-instructional support). The qualifications shall be sufficient to ensure the health, and safety of the school's faculty, staff, and pupils. [5 CCR 11967.5.1 (f)(5)(A)]

- An organizational chart is required to be submitted. [LACOE AR]
- The categories of employees and described reporting structures must be accurately reflected on the organizational chart. [LACOE AR]

CSO, HR	*Evaluation*	*Comments*

(2) Identify those positions that the charter school regards as key in each category and specify the additional qualifications expected of individuals assigned to those positions. [5 CCR 11967.5.1 (f)(5)(B)]

CSO, HR	*Evaluation*	*Comments*

(3) Specify that all requirements for employment set forth in applicable provisions of law will be met, including, but not limited to credentials as necessary.[5 CCR 11967.5.1 (f)(5)(C)]

CSO, HR	*Evaluation*	*Comments*
OVERALL EVALUATION:	**Does the petition present a reasonably comprehensive description of employee qualifications?**	
CSO, HR	*Yes/No*	*Comments*

6. HEALTH AND SAFETY PROCEDURES *(F) 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 Section 44237.*	***EC* 47605(b)(5)(F)** ***5 CCR* 11967.5.1(f)(6)** ***Board Policy BP 0420.4*** ***LACOE AR 0420.4*** ***LACOE Risk Management Safety Program Matrix***

Evaluation Criteria: The procedures…to ensure the health and safety of pupils and staff, as required by *EC* Section 47605(b)(5)(F), at a minimum:

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(1) Require that each employee of the school furnish the school with a criminal record summary as described in *EC* Section 44237. [5 CCR 11967.5.1 (f)(6)(A)]		
CSO, HR	*Evaluation*	*Comments*
(2) Include the examination of faculty and staff for tuberculosis as described in *EC* Section 49406. [5 CCR 11967.5.1 (f)(6)(B)]		
CSO, HR	*Evaluation*	*Comments*
(3) Require immunization of pupils as a condition of school attendance to the same extent as would apply if the pupils attended a non-charter public school.[5 CCR 11967.5.1 (f)(6)(C)]		
CSO, SSS	*Evaluation*	*Comments*
(4) Provide for the screening of pupils' vision and hearing and the screening of pupils for scoliosis to the same extent as would be required if the pupils attended a non- charter public school. [5 CCR 11967.5.1 (f)(6)(D)]		
CSO, SSS	*Evaluation*	*Comments*
(5) A petition for renewal is required to include a copy of the student/parent handbook, the school safety plan, the employee handbook, and the policies/procedures that the school will follow to ensure the health and safety of students and staff. [LACOE AR]		
CSO, SSS	*Evaluation*	*Comments*
OVERALL EVALUATION:	**Does the petition present a reasonably comprehensive description of health and safety procedures?**	
CSO, SSS	*Yes/No*	*Comments*

7. RACIAL AND ETHNIC BALANCE *(G) 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.*	***EC* 47605(b)(5)(G)** ***5 CCR* 11967.5.1(f)(7)** ***Board Policy BP 0420.4*** ***LACOE AR 0420.4***

Evaluation Criteria: Evaluation Criteria: Recognizing the limitations on admissions to charter schools imposed by *EC* Section 47605(d), 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..., as required by *EC* Section 47605(b)(5)(G). At a minimum, the petition shall address the following:		
(1) Provide an accurate demographic description of the general population residing in the school district in which the school proposes to locate (or in the case of a countywide charter, of the county). [LACOE AR]		
CSO, SSS	*Evaluation*	*Comments*
(2) Provide benchmarks that measure whether the applicant pool is reflective of the district. [LACOE AR]		
CSO, SSS	*Evaluation*	*Comments*

(3) Provide specific outreach strategies including locations and times, specific media outlets, conducting outreach in appropriate languages and to appropriate socioeconomic groups. [LACOE AR]		
CSO, SSS	*Evaluation*	*Comments*
(4) Provide no evidence that the plan may establish barriers to access based on race or ethnicity. [LACOE AR]		
CSO, SSS, Legal	*Evaluation*	*Comments*
OVERALL EVALUATION:	**Does the petition provide a reasonably comprehensive description of the means for achieving a racial and ethnic balance?**	
CSO, SSS, Legal	*Yes/No*	*Comments*
8. ADMISSION REQUIREMENTS, IF APPLICABLE		***EC* 47605(b)(5)(H)** ***5 CCR* 11967.5.1(f)(8)** ***Board Policy BP 0420.4*** ***LACOE AR 0420.4***
Evaluation Criteria: To the extent admission requirements are included in keeping with *EC* Section 47605(b)(5)(H), the requirements shall be in compliance with the requirements of *EC* Section 47605(d) and any other applicable provision of law. At a minimum, the petition shall address the following:		
(1) The description adheres to the requirements of *EC* Section 47605(d) (e.g., nonsectarian, admissions not determined by residence except as allowed, admit all students who wish to attend or use a lottery)		
CSO, SSS, Legal	*Evaluation*	*Comments*
(2) Preferences, if given, are clearly defined (siblings, employee's children, district students, founding parents/founders, etc.). [LACOE AR]		
CSO, SSS, Legal	*Evaluation*	*Comments*
(3) Preferences, if given, are not likely to negatively impact the racial balance the school strives to reflect. [LACOE AR]		
CSO, SSS, Legal	*Evaluation*	*Comments*
(4) The process for conducting the lottery is clearly defined and observable. [LACOE AR]		
CSO, SSS, Legal	*Evaluation*	*Comments*
(5) The admissions process is not discriminatory (to protected classes and groups). [LACOE AR]		
CSO, SSS, Legal	*Evaluation*	*Comments*
(6) Information to be collected through the interest form, application form, and/or enrollment form or a copy of these forms if a renewal petition. [LACOE AR]		

CSO, SSS, Legal	*Evaluation*	*Comments*
(7) If the petition or budget indicates the school will apply for the federally funded Public Charter School (PCS) grant, the admissions criteria should either (a) match those criteria or (b) there should be a notation that if the grant is awarded, the school will request a material revision to the charter to align the admission criteria with the grant during the time grant funds are received. [LACOE AR]		
CSO, SSS, Legal	*Evaluation*	*Comments*
OVERALL EVALUATION:	**Does the petition present a reasonably comprehensive description of admission requirements?**	
CSO, SSS, Legal	*Yes/No*	*Comments*
9. ANNUAL INDEPENDENT FINANCIAL AUDITS		***EC 47605(b)(5)(I)*** ***5 CCR 11967.5.1(f)(9)*** ***Board Policy BP 0420.4*** ***LACOE AR 0420.4***
Evaluation Criteria: The manner in which annual independent financial audits shall be conducted using generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the COE's satisfaction, as required by *EC* Section 47605(b)(5)(I), at a minimum:		
(1) Specify who is responsible for contracting and overseeing the independent audit. [5 CCR 11967.5.1 (f)(9)(A)]		
Fiscal	*Evaluation*	*Comments*
(2) Specify that the auditor will have experience in education finance. [5 CCR 11967.5.1 (f)(9)(B)]		
Fiscal	*Evaluation*	*Comments*
(3) Outline the process of providing audit reports to the State Board of Education, California Department of Education, or other agency as the State Board of Education may direct. [5 CCR 11967.5.1 (f)(9)(C)]		
Fiscal	*Evaluation*	*Comments*
(4) Indicate the process that the charter school(s) will follow to address any audit findings and/or resolve any audit exceptions. [5 CCR 11967.5.1 (f)(9)(D)]		
Fiscal	*Evaluation*	*Comments*
(5) To be considered reasonably comprehensive the petition must include the following statements: [LACOE AR] • The independent audit is conducted annually. • The auditor shall be on the State controller's list of educational auditors. • The auditor shall be hired by the Board of Directors of the charter school. • Financial reporting to charter agency would be carried out in pursuant to *EC* 47604.33.		

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Fiscal	*Evaluation*	*Comments*
OVERALL EVALUATION:	**Does the petition present a reasonably comprehensive description of the manner in which annual independent financial audits are submitted?**	
Yes/No	*Evaluation*	*Comments*

10. SUSPENSION AND EXPULSION PROCEDURES *(J) The procedures by which pupils can be suspended or expelled.*	***EC* 47605(b)(5)(J)** ***5 CCR* 11967.5.1(f)(10)** ***Board Policy BP 0420.4*** ***LACOE AR 0420.4***

Evaluation Criteria: The procedures by which pupils can be suspended or expelled, as required by *EC* Section 47605(b)(5)(J), at a minimum:

(1) (A) Identify a preliminary list, subject to later revision pursuant to subparagraph (E), of the offenses for which students in the charter school

- must (where non-discretionary) and
- may (where discretionary) be suspended and, separately,
- the offenses for which students in the charter school must (where non-discretionary) or
- may (where discretionary) be expelled,
- providing evidence that the petitioners' reviewed the offenses for which students must or may be suspended or expelled in non-charter public schools.

CSO, SPED, SSS	*Evaluation*	*Comments*

(B) Identify the procedures by which pupils can be suspended or expelled. [5 CCR 11967.5.1(f)(10)(B)]

CSO, SPED, SSS	*Evaluation*	*Comments*

(C) Identify the procedures by which parents, guardians, and pupils will be informed about reasons for suspension or expulsion and of their due process rights in regard to suspension or expulsion. [5 CCR 11967.5.1 (f)(10)(C)]

CSO, SPED, SSS	*Evaluation*	*Comments*

(D) Provide evidence that in preparing the lists of offenses specified in subparagraph (A) and the procedures specified in subparagraphs (B) and (C), the petitioners reviewed the lists of offenses and procedures that apply to students attending non-charter public schools, and provide evidence that the charter petitioners believe their proposed lists of offenses and procedures provide adequate safety for students, staff, and visitors to the school and serve the best interests the school's pupils and their parents (guardians).[5 CCR 11967.5.1 (f)(10)(D)]

CSO, SPED, SSS	*Evaluation*	*Comments*

(E) If not otherwise covered under subparagraphs (A), (B), (C), and (D): [5 CCR 11967.5.1 (f)(10)(E)]
(1) Provide for due process for all pupils and demonstrate an understanding of the rights of pupils with disabilities in...regard to suspension and expulsion.
(2) Outline how detailed policies and procedures regarding suspension and expulsion will be developed and periodically reviewed, including, but not limited to, periodic review and (as necessary) modification of the lists of offenses for which students are subject to suspension or expulsion.

CSO, SPED, SSS	*Evaluation*	*Comments*
OVERALL EVALUATION:	**Does the petition present a reasonably comprehensive description of suspension and expulsion procedures?**	
CSO, SPED, SSS	*Yes/No*	*Comments*

11. STRS, PERS, AND SOCIAL SECURITY COVERAGE *(K) 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.*	***EC 47605(b)(5)(K)*** ***5 CCR 11967.5.1(f)(11)*** ***Board Policy BP 0420.4*** ***LACOE AR 0420.4***

Evaluation Criteria: 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, as required by *EC* Section 47605(b)(5)(K), at a minimum, specifies the positions to be covered under each system and the staff who will be responsible for ensuring that appropriate arrangements for that coverage have been made. [5 CCR 11967.5.1 (f)(11)]

(1) The positions to be covered under each system* and
(2) The staff responsible for ensuring that appropriate arrangements for that coverage have been made.
**LACOE School Financial Services, in cooperation with CalSTRS and CalPERS, developed language acceptable to the respective systems. Both systems retain the right to reject charter language that does not clearly specify the school's choices with regard to CalSTRS and CalPERS. The charter may offer one, both, or neither of the public retirement systems, however language must clearly reflect one of the following choices for each retirement system:*
Choice 1: Coverage will be offered to eligible employees.
Choice 2: The school retains the option to elect the coverage at a future date.
Choice 3: The school will not offer the coverage.
To be considered reasonably comprehensive, the petition must clearly identify the retirement systems for each type of position and responsible staff as stated in EC.

CSO, HR	*Evaluation*	*Comments*
OVERALL EVALUATION:	**Does the petition present a reasonably comprehensive description of retirement program coverage?**	
CSO, HR	*Yes/No*	*Comments*

12. PUBLIC SCHOOL ATTENDANCE ALTERNATIVES *(L) The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.*	***EC 47605(b)(5)(L)*** ***5 CCR 11967.5.1(f)(12)*** ***Board Policy BP 0420.4*** ***LACOE AR 0420.4***

Evaluation Criteria: The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools, as required by *EC* Section 47605(b)(5)(L), at a minimum, specify that the parent or guardian of each pupil enrolled in the charter school shall be informed that the pupil has no right to admission in a particular school of any local education agency (or program of any local education agency) as a consequence of enrollment in the charter school, except to the extent that such a right is extended by the local education agency. [5 CCR 11967.5.1 (f)(12)]

CSO, Legal	*Evaluation*	*Comments*

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OVERALL EVALUATION:	**Does the petition present a reasonably comprehensive description of public school attendance alternatives?**	
CSO, Legal	*Yes/No*	*Comments*

13. POST-EMPLOYMENT RIGHTS OF EMPLOYEES *(M) 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.*	***EC 47605(b)(5)(M)*** ***5 CCR 11967.5.1(f)(13)*** ***Board Policy BP 0420.4*** ***LACOE AR 0420.4***

Evaluation Criteria: The description of the rights of any employees 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, as required by EC Section 47605(b)(5)(M), at a minimum, specifies that an employee of the charter school shall have the following rights:

(1) Any rights upon leaving the employment of a local education agency to work in the charter school that the local education agency may specify. [5 CCR 11967.5.1 (f)(13)(A)]

CSO, HR	*Evaluation*	*Comments*

(2) Any rights of return to employment in a local education agency after employment in the charter school as the local education agency may specify. [5 CCR 11967.5.1 (f)(13)(B)]

CSO, HR	*Evaluation*	*Comments*

(3) Any other rights upon leaving employment to work in the charter school and any rights to return to a previous employer after working in the charter school that the COE determines to be reasonable and not in conflict with any provisions of law that apply to the charter school or to the employer from which the employee comes to the charter school or to which the employee returns from the charter school. [5 CCR 11967.5.1 (f)(13)(C)]

CSO, HR	*Evaluation*	*Comments*

OVERALL EVALUATION:	**Does the petition present a reasonably comprehensive description of post-employment rights of employees?**	
CSO, HR	*Yes/No*	*Comments*

14. DISPUTE RESOLUTION PROCEDURES *(N) The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.*	***EC 47605(b)(5)(N)*** ***5 CCR 11967.5.1(f)(14)*** ***Board Policy BP 0420.4*** ***LACOE AR 0420.4***

Evaluation Criteria: The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to the provisions of the charter, as required by *EC* Section 47605(b)(5)(N), at a minimum:

(1) Include the following specific provisions that have been deemed necessary:
(A) That in the event any dispute arises between the charter school and LACOE, both parties agree to use the procedure as stated herein, except for any dispute that is any way related to revocation of the charter school. [LACOE AR]

Legal	*Evaluation*	*Comments*
(B) The party who claims there is a dispute shall first identify the issue in writing with specificity and with supporting facts. The other party shall provide a written response to the identification of the issue within 20 business days. [LACOE AR]		
Legal	*Evaluation*	*Comments*
(C) Both parties will attempt to settle such dispute by meeting and conferring in a good faith attempt to resolve the dispute within 15 business days of the date of the written response. [LACOE AR]		
Legal	*Evaluation*	*Comments*
(D) At any time that LACOE believes the dispute relates to an issue that could lead to revocation of the charter school, both parties will no longer be subject to this process.[LACOE AR]		
Legal	*Evaluation*	*Comments*
(E) The County Board may proceed immediately with the revocation procedures as set forth in law and stated below if it believes the charter school: [LACOE AR] (a) Committed a material violation of any of the conditions, standards, or procedures set forth in the charter. (b) Failed to meet or pursue any of the pupil outcomes identified in the charter. (c) Failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement. (d) Violated any provision of law.		
Legal	*Evaluation*	*Comments*
(2) Describe how the costs of the dispute resolution process, if needed, would be funded. [5 CCR 11967.5.1 (f)(14)(B)]		
Legal	*Evaluation*	*Comments*
OVERALL EVALUATION:	**Does the petition present a reasonably comprehensive description of dispute resolution procedures?**	
Legal	*Yes/No*	*Comments*

15. EXCLUSIVE PUBLIC SCHOOL EMPLOYER *(O) The public school attendance alternatives for pupils residing within the county who choose not to attend the charter school.*	***EC* 47605(b)(5)(O)** ***5 CCR* 11967.5.1(f)(15)** ***Board Policy BP 0420.4*** ***LACOE AR 0420.4***

Evaluation Criteria: The declaration of whether or not the district 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*), as required by *EC* Section 47605(b)(5)(O), recognizes that the COE is not an exclusive public school employer and that, therefore, the charter school must be the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act.

CSO, HR	*Evaluation*	*Comments*

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OVERALL EVALUATION:	**Does the petition include the necessary declaration?**	
CSO, HR	*Yes/No*	*Comments*

16. CLOSURE PROCEDURES *(P) 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.*	***EC 47605(b)(5)(P)*** ***5 CCR 11962*** ***Board Policy BP 0420.4*** ***LACOE AR 0420.4***

Evaluation Criteria: A description of the procedures to be used if the charter school closes. As used in *EC* Section 47605(b)(5)(P) and 47605.6(b)(5)(Q), "procedures" means at a minimum each of the following: [5 CCR 11962(a-f)]

(1) *(Subdivision a)* Designation of a responsible entity to conduct closure-related activities.

CSO, Legal	*Evaluation*	*Comments*

(2) *(Subdivision b)* Notification of the closure of the charter school to parents (guardians) of pupils, the authorizing entity, the county office of education (unless the county board of education is the authorization entity), the special education local plan area in which the school participates, the retirement systems in which the school's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and federal social security), and the California Department of Education, providing at least the following:

- *The effective date of the closure
- *The name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure;
- *The pupils' school districts of residence; and
- The manner in which parents (guardians) may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

CSO, Legal	*Evaluation*	*Comments*

(3) *(Subdivision c)* *Provision of a list of pupils in each grade level and the classes they have completed, together with information on the pupils' district of residence, to the responsible entity designated in subdivision (a).

CSO, Legal	*Evaluation*	*Comments*

(4) *(Subdivision d)* Transfer and maintenance of all pupil records, all state assessment results, and any special education records to the custody of the responsible entity designated in subdivision (a), except for records and/or assessment results that the charter may require to be transferred to a different entity.

CSO, Legal	*Evaluation*	*Comments*

(5) *(Subdivision e)* Transfer and maintenance of personnel records in accordance with applicable law.

CSO, Legal	*Evaluation*	*Comments*

(6) *(Subdivision f)* Completion of an independent final audit within six months after the closure of the school that may function as the annual audit, and that includes at least the following:

(A) An accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value.

(B) An accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation.
(C) An assessment of the disposition of any restricted funds received by or due to the charter school.

CSO, Legal	*Evaluation*	*Comments*

(7) *(Subdivision g)* Disposal of any net assets remaining after all liabilities of the charter school have been paid or otherwise addressed, including but not limited to, the following:
(A) The return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports.
(B) The return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

CSO, Legal	*Evaluation*	*Comments*

(8) *(Subdivision h)* Completion and filing of any annual reports required pursuant to Education Code section 47604.33. *(e.g., preliminary budget, interim financial report, second interim financial report, final unaudited report for the full prior year)*

CSO, Legal	*Evaluation*	*Comments*

(9) *(Subdivision i)* Identification of funding for the activities identified in subdivisions (a) through (h).

CSO, Legal	*Evaluation*	*Comments*

OVERALL EVALUATION:	**Does the petition present a reasonably comprehensive description of closure procedures?**

CSO, Legal	*Yes/No*	*Comments*

ADDITIONAL REQUIREMENTS UNDER EC SECTION 47605

STANDARDS, ASSESSMENTS, AND PARENT CONSULTATION	***EC* 47605(c)**

Evaluation Criteria: Evidence is provided that:

(1) The school shall meet all statewide standards and conduct the pupil assessments required pursuant to *EC* sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools.

CSO, CIS, CIS/EL, ASM, SPED	*Evaluation*	*Comments*

(2) The school shall, on a regular basis, consult with their parents and teachers regarding the school's educational programs. [*EC* 47605 (c)(2)]

CSO, CIS, CIS/EL, ASM, SPED	*Evaluation*	*Comments*

OVERALL EVALUATION:	**Does the petition provide evidence addressing the requirements regarding standards, assessments, and parent consultation?**

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CSO, CIS, CIS/EL, ASM, SPED	*Yes/No*	*Comments*
EMPLOYMENT IS VOLUNTARY		***EC* 47605(e)**
Evaluation Criteria: The governing board…shall not require any employee…to be employed in a charter school.		
CSO, HR	*Evaluation*	*Comments*
OVERALL EVALUATION:	**Does the petition meet this criterion?**	
CSO, HR	*Yes/No*	*Comments*
PUPIL ATTENDANCE IS VOLUNTARY		***EC* 47605(f)**
Evaluation Criteria: The governing board…shall not require any pupil…to attend a charter school.		
CSO, SSS	*Evaluation*	*Comments*
OVERALL EVALUATION:	**Does the petition meet this criterion?**	
CSO, SSS	*Yes/No*	*Comments*
EFFECT ON AUTHORIZER AND FINANCIAL PROJECTIONS		***EC* 47605(g)**
Evaluation Criteria: …[T]he petitioners [shall] provide information regarding the proposed operation and potential effects of the school, including, but not limited to:		
(1) The facilities to be utilized by the school. The description of the facilities to be used by the charter school shall specify where the school intends to locate. (A) The petition submission package shall include copies of lease agreements, Certificates of Occupancy, MOUs, or like agreements or compliance documents for any facility identified in the petition. [LACOE AR] (B) The location of the charter must comply with *EC* 47605.1 as applicable to the specific type of charter.		
CSO, Facilities	*Evaluation*	*Comments*
(2) The manner in which administrative services of the school are to be provided. • The petition submission package shall include copies of any contracts or MOUs for administrative services, if applicable.		
CSO, Fiscal	*Evaluation*	*Comments*
(3) Potential civil liability effects, if any upon the school and the COE.		
CSO, CIS/EL, SPED, SSS, Fiscal, Legal	*Evaluation*	*Comments*
(4) The petitioners shall also provide financial statements that include a proposed first-year operational budget, including startup costs, and cash-flow and financial projections for the first three years of operation.		

(A) In the case of a Countywide Charter, the budget shall include an amount sufficient to cover an agreement with a third-party selected by the County Board to oversee, monitor, or report to the County Board and County Superintendent on the operations of the charter school pursuant to *Education Code* 47605.6(c).		
CSO, Fiscal	*Evaluation*	*Comments*
OVERALL EVALUATION:	**Does the petition provide the required information and financial projections?**	
Fiscal	*Yes/No*	*Comments*
ACADEMICALLY LOW ACHIEVING PUPILS		***EC* 47605(h)**
Evaluation Criteria: In reviewing petitions, the charter authorizer shall give preference to petitions that demonstrate the capability to provide comprehensive learning experiences to pupils identified by the petitioners as academically low achieving…		
CSO, CIS, CIS/EL, ASM	*Evaluation*	*Comments*
OVERALL EVALUATION:	**Does the petition demonstrate the capability to provide comprehensive learning experiences to pupils identified by the petitioners as academically low achieving?**	
CSO, CIS, CIS/EL, ASM	*Yes/No*	*Comments*
TEACHER CREDENTIALING		***EC* 47605(l)**
Evaluation Criteria: Teachers in charter schools shall be required to hold a CCTC certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold…It is the intent of the Legislature that charter schools be given flexibility with regard to noncore, noncollege preparatory courses.		
CSO, CIS/EL, SPED, HR	*Evaluation*	*Comments*
OVERALL EVALUATION:	**Does the petition meet this requirement?**	
CSO, CIS/EL, SPED, HR	*Yes/No*	*Comments*
TRANSMISSION OF AUDIT REPORT		***EC* 47605(m)**
Evaluation Criteria: A charter school shall transmit a copy of its annual independent financial audit report for the preceding fiscal year…to the chartering entity, the Controller, the county superintendent of schools of the county in which the charter is sited…, and the CDE by December 15 of each year.		
Fiscal	*Evaluation*	*Comments*
OVERALL EVALUATION:	**Does the petition address this requirement?**	
Fiscal	*Yes/No*	*Comments*

Board Meeting – May 12, 2015

Item Study Sessions

B. Study Session: Attorney–Client Privilege and Closed Session under Brown Act

Staff will present to the County Board an Overview of Attorney Client Privilege and Review Closed Session under Brown Act

Board Meeting – May 12, 2015

Item IV. Presentations

A. Recognition of Classified School Employees Week

The classified support staff will be recognized at today's Board meeting with the presentation of Board Resolution No.15.

On April 21, 2015, the Los Angeles County Board of Education adopted Resolution No. 15, proclaiming May 17-23, 2014, to be Classified School Employees Week in Los Angeles County.

In honor of the County Office of Education's classified support staff, Resolution No. 15 will be presented to representatives of the California School Employees Association (CSEA), Chapter 624, and Service Employees International Union (SEIU), Local 99.

Board Meeting – May 12, 2015

Item VI. Reports / Study Topics

A. Staff Findings on the Renewal Petition for *Academia Avance Charter School, Grades 6-12* Pursuant to Education Code Sections 47607 and 47605

The *Academia Avance Charter School* (Avance) renewal petition is presented to the Los Angeles County Board of Education (County Board) pursuant to Education Code (EC) sections 47607 and 47605. The renewal process requires the authorizer to evaluate both the past performance of the charter school and whether the renewal petition meets the criteria for approval. Avance is currently authorized by the Los Angeles County Board of Education.

Charter renewal is governed by EC 47607, 47605 and the California Code of Regulations Title 5 (5 CCR) sections 11966.4 and 11966.5. Critical components of these governing laws are as follows:

EC 47607(b) states that to be eligible for renewal, a charter school must meet one (1) of the following five (5) criteria:

(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 charter school.

(2) Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.

(3) Ranked in deciles 4 to 10, inclusive, on the API for a demographically comparable school in the prior year or in two of the last three years.

(4) (A) The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school. (Emphasis added)

(5) Qualified for an alternative accountability system pursuant to subdivision (h) of Section 52052.

EC 47607(a)(3)(A) states that 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. (Emphasis added)

5 CCR 11966.5(c)(1-2) provides the considerations and criteria to be used by a county board for making a determination as to whether to renew a charter: When considering a petition for renewal, the county board of education shall consider the past performance of the school's academics, finances, and operation in evaluating the likelihood of future success, along with future plans for improvement, if any.

(1) The county board of education may deny a petition for renewal of a charter school only if [it] makes written factual findings, specific to the particular petition, setting forth facts to support one or more of the grounds for denial set forth, as applicable, in **EC 47605(b) or failure to meet one of the criteria set forth in EC section 47607(b).** (Emphasis added)

EC 47607(a)(2) states that renewals of charters are governed by the standards and criteria in 47605, and shall include, but not be limited to, a reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed.

EC 47605(b) requires a school district governing board to be guided by the intent of the legislature that charter schools should become an integral part of the education system and that a charter be granted if the governing board is satisfied that granting the charter is consistent with sound educational practice.

EC 47605(b) further states that a governing board may only deny a petition if it provides written factual findings specific to the petition that supports one or more of the following findings:

(1) The charter school presents an unsound educational program.

(2) The petitioners are demonstrably unlikely to successfully implement the program.

(3) The petition does not contain the required number of signatures. (*Not applicable to a renewal petition*)

(4) The petition does not contain an affirmation of specified assurances.

(5) The petition does not contain reasonably comprehensive descriptions of 16 required elements of a charter.

The County Board shall evaluate the petition according to the criteria and procedures established in law and may only deny the petition if it provides written findings addressing the reasons for the denial.

A summary of key findings is presented through the table on the following page.

The complete report comprised of the Staff Findings of Fact (Attachment 1) and Report Addendum (Attachment 2) is attached.

LACOE staff will present the report to the County Board.

Academia Avance Charter School Petition for Renewal			Meets Requirements*
EC 47607(b): Failure to meet at least one of the academic performance criteria for renewal is grounds for denial.			
Finding 1	The charter school provided evidence it met one of the statutory criteria for renewal.		No
EC 47605(b): Failure to meet the criteria under Findings 2-5 is grounds for denial.			
Finding 2	Sound Educational Practice		No
Finding 3	Ability to Successfully Implement Intended Program		No
Finding 4	Affirmation of Specified Conditions		No
Finding 5: The charter petition contains a reasonably comprehensive description of all required elements.	1	Description of Educational Program	No
	2	Measureable Pupil Outcomes	No
	3	Method for Measuring Pupil Progress	No
	4	Governance Structure	Yes*
	5	Employee Qualifications	No
	6	Health and Safety Procedures	Yes*
	7	Racial and Ethnic Balance	No
	8	Admission Requirements	Yes*
	9	Annual Independent Financial Audits	No
	10	Suspension and Expulsion Procedures	No
	11	Retirement Coverage	No
	12	Public School Attendance Alternatives	Yes
	13	Post-employment Rights of Employees	Yes
	14	Dispute Resolution Procedures	No
	15	Exclusive Public School Employer	Yes
	16	Closure Procedures	No
Finding 6: The charter petition meets the additional statutory requirements *EC* 47605 (c), (e) – (h), (l) and (m)	(c)	Standards, Assessments and Parent Consultation	Meets the Condition
	(e)	Employment is Voluntary	Not Applicable
	(f)	Pupil Attendance is Voluntary	Not Applicable
	(g)	Effect on Authorizer and Financial Projections Facilities, Administrative Services, Civil Liability and Financial Statements	Does Not Provide Necessary Evidence in 3 of 4 areas.^
	(h)	Targets Academically Low Achieving Pupils**	Not Applicable
	(l)	Teacher Credentialing	Does not Meet the Condition
	(m)	Transmission of Audit Report	Meets the Condition

*Elements marked as meeting requirements may need further explanation, adjustment or technical changes; however, they are reasonably comprehensive and/or substantively comply with regulatory guidance and the LACOE standard of review described in Board Policy and the Superintendent's Administrative Regulations.
**Charters created to target academically low achieving pupils are given a priority for authorization.
^There are indicators of potential civil liability effects upon the authorizer.

Los Angeles County Office of Education
Charter School Office
Date: May 12, 2015

Attachment 1

Staff Findings on the Renewal Petition for *Academia Avance Charter School* (Grades 6-12) Pursuant to *Education Code* Sections 47607 and 47605

Background Information

Academia Avance Charter School (Avance) has been authorized to operate by the Los Angeles County Board of Education (County Board) since 2010. The County Board first approved Avance on appeal after its charter was not renewed by the Los Angeles Unified School District Board of Education (LAUSD Board).

In 2004, the LAUSD Board initially granted Avance a three (3) year charter, and the school began operation in September 2005. At the end of the three (3) years, LAUSD extended authorization for one (1) additional year.

In 2010, Avance submitted its first petition for renewal to LAUSD. The petition was submitted more than two (2) months after the established due date. The LAUSD Board denied renewal based on the following findings: (1) The charter school presents an unsound educational program; (2) The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition; (3) The petition does not contain an affirmation of each of the conditions described in *Education Code* 47605(d); and (4) The petition does not contain a reasonably comprehensive description of all required elements.

After denial, Avance exercised its right to appeal to the County Board. Over the course of the appeal process, the petitioner was late in submitting fiscal and programmatic documents to the Los Angeles County Office of Education (LACOE) Review Team despite repeated requests for the same documents.

The County Superintendent's recommendation was to deny renewal based on the following findings: (1) The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition; (2) The petition does not contain a reasonably comprehensive description of all required elements; and (3) The petition does not satisfy all of the Required Assurances of *Education Code* 47605(c), (e) through (j), (l) and (m). LACOE's staff report cited significant concerns regarding the school's financial condition, many of which are still present and are reported below.

The County Board granted the charter subject to conditions to be fulfilled within specific timelines. Despite support from LACOE, Avance failed to meet the timelines, requiring the County Board to grant the school an extension to fulfill the conditions. The term of the charter was August 2010 – June 2015.

To support the school in submitting its current application for renewal, LACOE staff met with Avance on multiple occasions beginning in September 2013; four (4) of these meetings included representatives of the Avance Executive Board. In addition to meeting with the school, the LACOE Review Team provided feedback on a draft version of the petition, submitted in August 2014. Despite the support given to Avance, the school's petition for charter renewal was not submitted by the required due date and much of the feedback provided by LACOE staff was not incorporated into the final petition submitted to the County Board.

Location: Avance is located in Highland Park, in the Northeast area of Los Angeles, within the boundaries of LAUSD. The main campus is located at 115 N. Avenue 53, and two (2) satellite campuses are at 2635 Pasadena Avenue and 161 S. Avenue 49. Current enrollment is approximately 475 students in grades six (6) through 12.

Mission and Vision:

The school's mission statement is:

> 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.

Avance's vision statement is:

> 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."

Summary of Academic Performance:

The table below presents a summary of Avance's Academic Performance Index (API) and Adequate Yearly Progress (AYP) over the charter term.

Summary Chart: Avance's 2011-2014 Academic Performance Index (API) and Adequate Yearly Progress (AYP)

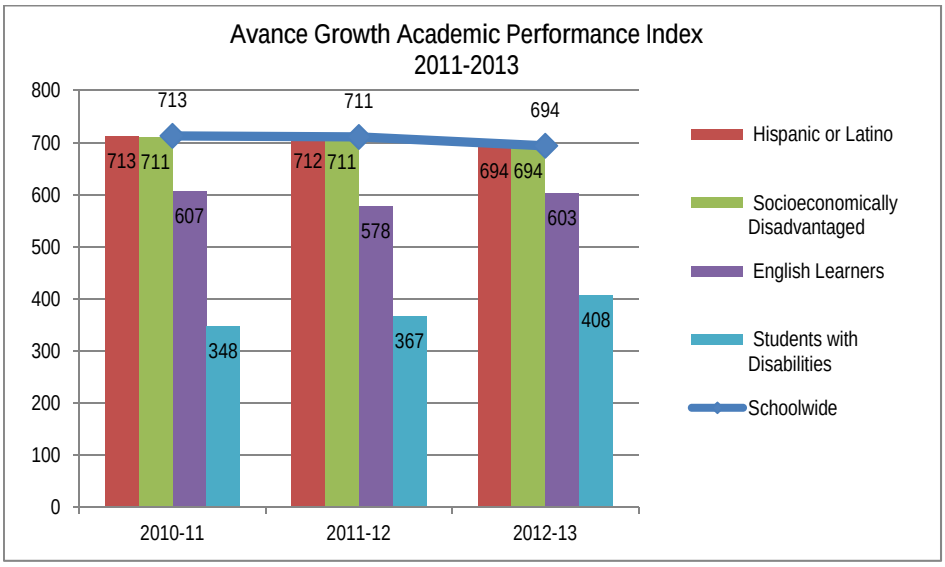
	Growth API					State Ranks		AYP
School Year	Schoolwide	Hispanic or Latino	Socioeconomically Disadvantaged	English Learners	Students with Disabilities	Statewide	Similar Schools	Program Improvement (PI) Status
2010-11	713	713	711	607	348	3	1	Year 1
2011-12	711	712	711	578	367	3	1	Year 2
2012-13	694	694	694	603	408	3	1	Year 3
2013-14*	706	706	705	595	381	n/a	n/a	Year 3

*Three-year Weighted Average API scores provided for 2013-14 due to suspension of the API; PI status frozen.
"n/a" CDE did not release rankings for 2013-14.
Source: DataQuest API (School Accountability Report) retrieved 12-29-14.

Avance's Growth API declined in 2012 and 2013 as the school failed to meet its Growth Targets schoolwide and for all numerically significant student groups. Avance is currently in Program Improvement (PI) Year 3[1].

The graph that follows presents a summary of the data showing Avance's Growth API from 2010-11 to 2012-13. Data from these years was used to calculate the school's Weighted 3-Year Average API, which Avance states qualifies the school to be eligible for renewal.

[1] Due to the suspension of the AYP calculations, Avance's PI status remained the same (PI Year 3) for 2014.



Source: DataQuest API (3-Year Average API Report) retrieved 3-11-15.

Students Served by the School:

Avance is a site-based school, serving students in grades six (6) through 12. In 2013-14, the school's demographic composition was 98% Hispanic or Latino, 17% English Learners, 95% eligible for free or reduced price meals (Socioeconomically Disadvantaged) and 8% Students with Disabilities.

Avance's current charter states an enrollment goal of 525; this goal was not achieved. Enrollment peaked in 2013-14 (492 students), and there was a slight decrease in 2014-15 (480 students). Enrollment by grade level over the past five years is shown in the chart that follows:

Avance Enrollment by Grade Level

Year	Grade Level							Total
	6	7	8	9	10	11	12	
2010-11	73	84	85	74	44	29	16	405
2011-12	30	120	83	73	73	41	28	448
2012-13	43	82	102	74	63	61	45	470
2013-14	42	90	91	88	69	54	58	492
2014-15	35	74	89	78	86	60	58	480

Source: DataQuest Enrollment (School Enrollment by Grade) retrieved 3-1-15. 2014-2015 Enrollment data was taken from Avance October 2014 Student Roster submission to LACOE.

Since 2012-13, Avance's high school (grades 9-12) enrollment comprised a majority of the school's population. As a result, the school is designated as a "High School" for academic reporting purposes since that year. Prior to 2012-13, Avance was designated as a "Middle School" for reporting purposes. Grade level designation affect the school's assigned Similar Schools and the data used to calculate API and Adequate Yearly Progress (AYP).

REQUIREMENTS OF CHARTER RENEWAL

Charter renewal is governed by *Education Code (EC)* sections 47607 and 47605, the Charter Schools Act. The Los Angeles County Office of Education (LACOE) Charter School Review Team (Review Team) considered the petition according to the requirements of the *EC* and other pertinent laws, guidance established in 5 *CCR*, *County Board Policy* (BP) and Superintendent's *Administrative Regulations* (AR).[2]

[2] Words in italics indicate a direct reference to the language in these documents.

The following section provides the legal criteria for renewal consideration and an analysis of whether Avance meets those standards.

***EC* 47607(a)(2)**: *Renewals…of charters are governed by the standards and criteria in section 47605, and shall include, but not be limited to, a reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed.* The *California Code of Regulations*, Title 5 (5 *CCR*) section 11966.4 requires a renewal petition to provide *a reasonably comprehensive description of how the charter school has met all new charter school requirements enacted into law after the charter was originally granted or last renewed.*

Analysis of Avance's Performance Pursuant to EC 47607(a)(2)

The Review Team determined whether each required element in the renewal petition complies with current legal requirements and whether the petitioners demonstrated familiarity with current legal requirements through the Capacity Interview. If the petition did not comply, or the petitioners were unfamiliar with current law, the Review Team noted the deficiency through the applicable Finding and identified the applicable statute. This information is provided under Findings 2 through 6 of this report.

***EC* 47607(a)(3)(A)**: *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.*

Analysis of Avance's Performance Pursuant to EC 47607(a)(3)(A)

The Review Team's finding is that Avance failed to provide sufficient evidence that all groups of pupils served by the school have demonstrated increases in academic achievement during the school's current charter term. The facts in support of this finding are as follows:

1. Avance's **schoolwide Growth API declined 18 points during the first three (3) years** of the current charter term. Growth API is primarily based on standardized measures of the school's academic performance. Similarly, Avance did not demonstrate increases in academic performance for all groups of students served by the school during this same period.

2. Avance **failed to document the academic performance of its students for the fourth year** of its charter term (2013-14, the year prior to renewal). The Charter Schools Act requires that a charter petition (in Element 2) specify how the school will objectively and frequently measure student progress to allow the school to make necessary changes to the instructional program. Avance's current petition states the school will utilize internal interim measures of academic performance (benchmark assessments) for this purpose; benchmark data was not submitted.

   When 2012-13 API calculations were released, Avance was informed that it would **not qualify for renewal consideration** based on its 2011-12 and 2012-13 performance. Therefore, it would need to provide benchmark data for 2013-14 to establish a case for renewal under *EC* 47607(b)(4). Although the Western Association of Schools and Colleges (WASC) report indicates the school had benchmark assessments in place since 2012, Avance failed to submit benchmark data for 2013-14 either with its renewal petition or through its Annual Report to the County Board.

   Avance's 2013-14 Annual Report states Northwest Evaluation Associate's Measures of Academic Progress (NWEA MAP) assessments were administered; however, in spite of requests from LACOE, the data was not provided. The Annual Report states, "…specific results of the MAP test do not present usable data."

   The WASC Visiting Committee notes that implementation of benchmark assessments did not take place until "last year" (e.g., 2012). This means the school failed to implement a critical component of its charter for at least part of the first two (2) years of its charter term. LACOE, through its annual site visits, made the same observation and had the same concerns.

The burden falls on the charter school to show it made progress toward meeting the measurable pupil outcomes stated in the charter and that all student groups demonstrate increases in academic achievement. By failing to provide evidence that it administered the benchmark assessments required under its current charter, Avance fails to meet this burden.

3. Data for the final year of the charter term (2014-15) is insufficient to show all groups of students served by the school have demonstrated increases in academic achievement. Avance provided NWEA MAP benchmark data for October and January of the current school year to support the position that its students have made academic progress; however, two (2) data points within a single year is insufficient to show a trend or improvement across the charter term. Additionally, Avance failed to code the data so it could be disaggregated by numerically significant student groups; therefore, the data does not provide sufficient evidence that there has been academic improvement for all groups of students served by the school as required under statute.

   The Projected Proficiency Summary Report for the October 2014 administration of MAP states:

   - **72% of high school students** are projected **not to pass** (e.g., demonstrate AYP proficiency) on the California High School Exit Exam (CAHSEE) in Mathematics
   - **60% of high school students** are projected **not to pass** (e.g., demonstrate AYP proficiency) on the CAHSEE in Reading
   - **80.7% of middle school students** are project **not to score proficient or above** on STAR tests (e.g., California Standards Test (CST)) in Mathematics
   - **63% of middle school students** are project **not to score proficient or above** on STAR tests (e.g., CST) in Reading

   While the school's students demonstrated some improvement on the January administration of the MAP, the increases are not significant and show that Avance students continue to perform below grade level with one (1) exception (grade 11 English-Language Arts). A Projected Proficiency Summary for the January administration is not available from NWEA.

   Additional analysis regarding the school's MAP data is provided under the *EC* 47607(b)(4) analysis on pages 19-20 of this report with additional data provided in Appendix 5.

***EC* 47607(b)** provides the criteria for charter renewal. To be eligible, a charter school must meet one (1) of the following five (5) criteria:

(1) Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years both school-wide and for all groups of pupils served by the charter school.

(2) Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.

(3) Ranked in deciles 4 to 10, inclusive, on the API for a demographically comparable school in the prior year or in two of the last three years.

(4)(A) The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school…

(5) Qualified for an alternative accountability system pursuant to subdivision (h) of section 52052.[3]

[3] This criterion is not applicable to Avance as it is not an alternative accountability system school.

Analysis of Avance's Performance Pursuant to EC 47607(b)(1-5)

EC 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.*

Academic Performance Index: Meeting Growth Targets

Year	Schoolwide		Hispanic/Latino		Socioeconomically Disadvantaged		English Learners	
	Target	Met	Target	Met	Target	Met	Target	Met
2014	API Suspended. No Growth Targets Established.							
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: DataQuest API (API Growth and Targets Met) retrieved 1-5-15.								

***Analysis*:** Due to the suspension of the API, Avance did not receive Growth Targets for 2014 (the year prior to renewal). Based on 2012 and 2013 data, **Avance did not qualify for renewal** under this criterion as it did not meet API Growth Targets schoolwide and for all numerically significant student groups for both of those years**.**

EC 47607(b)(2): *Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.*

Academic Performance: Statewide Decile Rank

Year	Statewide Rank
2014	API Suspended. No ranks Issued.
2013	3
2012	3
Source: DataQuest API (API Growth and Targets Met) retrieved 1-5-15.	

***Analysis*:** Due to the suspension of the API, Avance did not receive a Statewide Rank for 2014 (the year prior to renewal). Based on 2012 and 2013 data, **Avance did not qualify for renewal** under this criterion as it did not rank in deciles 4 to 10 during both of those years.

EC 47607(b)(3): *Ranked in deciles 4 to 10, inclusive, on the API for a demographically comparable school in the prior year or in two of the last three years.*

Academic Performance: Similar Schools Decile Rank

Year	Similar Schools Rank
2014	API Suspended. No ranks Issued.
2013	1
2012	1
Source: DataQuest API (API Growth and Targets Met) retrieved 1-5-15. *Avance requested data from CDE under the Public Records Act to identify its similar schools that data identifies Avance as a decile 1 school.	

***Analysis*:** Due to the suspension of the API, schools did not receive a Similar Schools Rank for 2014 (the year prior to renewal). Based on 2012 and 2013 data, **Avance did not qualify for renewal** under this criterion as it did not rank in deciles 4 to 10 during both of those years.

EC 47607(b)(4):

(A) The entity that granted the charter determines that ***the academic performance*** *of the charter school* ***is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located****, taking into account the composition of the pupil population that is served at the charter school.* (Emphasis added)

(B) The determination made pursuant to this paragraph shall be based upon all of the following: (i) Documented and clear and convincing data. (ii) Pupil achievement data from assessments, including, but not limited to, the Standardized Testing and Reporting Program established by Article 4 (commencing with Section 60640) for demographically similar pupil populations in the comparison schools. (iii) Information submitted by the charter school.

(C) A chartering authority shall submit to the [State] *Superintendent copies of supporting documentation and a written summary of the basis for any determination made pursuant to this paragraph. The Superintendent shall review the materials and make recommendations to the chartering authority based on that review. The review may be the basis for a recommendation made pursuant to Section 47604.5.*

(D) A charter renewal may not be granted to a charter school prior to 30 days after that charter school submits materials pursuant to this paragraph.

Since Avance **does not qualify to be considered for renewal under the first three (3) criteria** of *EC* 47607(b), it is necessary to consider the school's performance under the fourth criterion. The remainder of this section provides the analysis under this criterion.

EVALUATION OF ALTERNATIVE ACADEMIC PERFORMANCE DATA PURSUANT TO *EC* 47607(b)(4)

Alternative Assessment Options

In the absence of API calculations for 2013-14 (the year prior to renewal), the California Department of Education (CDE) gave schools multiple options for demonstrating that *the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located,* which is the standard under *EC* 47607(b)(4). CDE provided the following options:

1. Carry forward its 2013 Growth API and use the calculations as a means of comparing its academic performance to its resident and comparable district schools;
2. Use its 3-Year Average API calculations as a means of comparing its academic performance to its resident and comparable district schools; and
3. Utilize alternative assessment measures as a means of comparing its academic performance to its resident and comparable district schools.

Avance submitted its case for renewal in Section 1.2 of the renewal petition and states it meets the requirements of *EC* 47607(b)(4) based on its Weighted 3-Year Average API. The Review Team compared Avance's performance to that of its resident and comparable district schools and found Avance **does not qualify for renewal** consideration based on this measure (See pages 9-10). Avance did not consider performance for all student groups and was selective in its choice of comparable district schools.

With the goal of providing a broader picture of how Avance compares to its resident and comparable district schools for all groups of pupils it serves, alternative assessment measures submitted by Avance and an array of other publicly available alternative measures were analyzed to determine if there is sufficient evidence that Avance meets the statutory requirement for renewal consideration. These measures are listed on page 9.

To be eligible for renewal, Avance's academic achievement must be at least equal to the schools its students would otherwise be required to attend (resident schools) **and** comparable district schools.

Student Demographics: Avance and Comparison Schools

The tables below show Avance's demographic composition and that of its resident[4] and comparable district schools[5] (collectively referred to as "comparisons schools").

2013-14 Student Demographics: Avance and Resident Schools

School (Grades)	% of Avance Enrollment	Total Enrollment #	% Hispanic or Latino*	% English Learners*	% Socioeconomically Disadvantaged*	% Students with Disabilities^
Avance (6-12)	--	492	98	17	95	8
Burbank Middle (6-8)	32.5	919	92	15	92	13
Irving Middle (6-8)	2.3	614	85	20	82	19
Nightingale Middle (6-8)	2.3	823	71	27	89	16
Franklin Sr. High (9-12)	47.9	1,520	90	15	89	13
Lincoln Sr. High (9-12)	6.5	1,342	74	20	85	12
Marshall Sr. High (9-12)	2.7	2,542	60	14	79	10

*Source: Ed-Data (School Profile) at: www.ed-data.k12.ca.us retrieved 12-16-14.
^Source: DataQuest (2013-14 School Quality Snapshot) retrieved 3-11-15.
All percentages, except percent of Avance enrollment, are rounded to the nearest whole number.

2013-14 Student Demographics^: Avance and Comparable District Schools

School: (Grades)	Distance from Avance (miles)	Total Enrollment #	% Hispanic or Latino	% English Learners	% Socio-economically Disadvantaged	% Students with Disabilities
Avance (6-12)*	--	492	98	17	95	8
Chatsworth Charter HS (9-12)*	32	2,306	57	11	64	14
Fairfax Sr. High (9-12)	11.3	2,108	55	12	78	11
Hollywood Sr. High (9-12)	11.5	1,549	70	12	83	8
Linda Esperanza Marquez High B LIBRA Academy (9-12)*	10.5	531	97	14	92	7
Los Angeles Leadership Academy (6-12)*	2.2	541	95	19	90	6
New Designs Charter (6-12)*	7.5	455	56	30	94	4
Northridge Academy High (9-12)	26.3	1,088	65	8	75	15
PUC Community Charter Early College High (9-12)*	19.9	440	96	10	76	12
PUC Early College Academy for Leaders/Scholars (9-12)*	4.1	412	93	8	78	12
Student Empowerment Academy (9-12)*	9.2	302	98	19	64	4
Alliance Environmental Science and Technology HS (9-12)*	3.8	545	86	9	79	7
Daniel Pearl Journalism & Communications (9-12)	23.3	420	55	5	68	9
Math, Science & Technology Magnet Academy (9-12)	6.1	389	98	4	89	3
PUC CA Academy for Liberal Studies Early College (9-12)*	2.6	233	96	8	87	8
Port of Los Angeles (9-12)*	28.8	968	72	3	50	8
San Pedro Senior High (9-12)	29.1	2,734	69	7	63	12
W.H. Taft Senior Charter High (9-12)	26.1	2,385	34	7	62	11

Schools in shaded rows are Comparison Schools proposed by Avance based on Public Records Request data supplied by CDE to Avance.
*Indicates direct funded charter school.
^Source: Ed-Data (School Profile) at: www.ed-data.k12.ca.us retrieved 12-16-14.
**Source: DataQuest (2013 Growth API Report, School Demographic Characteristics) retrieved 12-16-14.
All percentages are rounded to the nearest whole number.

Consideration of Alternative Measures of Academic Assessment

The Review Team considered the following alternative measures of academic performance in evaluating whether Avance's performance is *at least equal to its resident* ***and*** *comparable district schools* as required by *EC* 47607(b)(4) and, where possible, whether Avance met that criteria *schoolwide* **and** for *all*

[4] Resident schools contributing at least 2% of Avance enrollment as of October 2014, based on student enrollment report submitted by the school to LACOE. All schools are within LAUSD.

[5] Seven (7) of the LAUSD comparison schools were identified by CDE in 2012 (the last published Similar Schools list) and 11 others are proposed as similar by Avance based on its analysis of raw data provided to the school by CDE. Avance asserts these schools would have been on its 2013 Similar School list had a list been published by CDE. Avance also asserts that 2012 list is inaccurate because CDE used incorrect demographic data for Avance. Data used by CDE is submitted by schools via CALPADS; it is the school's responsibility to correct errors within the correction window.

groups of pupils served by the school, as established by *EC* 47607(a)(3)(A). An asterisk indicates Avance proposed the measure. Comprehensive data for each measure is located in the corresponding appendix.

API and AYP Measures	**Appendix 2**
3-Year Weighted Average API*	Page 42
Growth API (2013)	Page 43
Statewide Rank (2013)	Page 43
Similar Schools Rank (2013)	Page 43
AYP Proficiency Rates (2013)	Pages 44-45
College Readiness Indicators	**Appendix 3**
Graduation Rates*	Page 46
A-G Requirements: Completion Rate (2012-13)*	Page 46
Scholastic Aptitude Test (SAT): Grade 12 Participation Rate*	Pages 46, 47
Scholastic Aptitude Test (SAT): Percent Scoring At/Above 1500	Pages 46, 47
CAHSEE Proficiency Rates	Pages 46, 48
Advanced Placement (AP) Scores: Percent Scoring 3+	Pages 46, 49
Early Assessment Program (EAP): Percent Ready for College	Pages 46, 50
Middle School Performance	**Appendix 4**
CST Proficiency Rates (2012-13)	Pages 51-54
Internal Interim (Benchmark) Assessments	**Appendix 5**
NWEA MAP Assessments (2014-15)*	Pages 55-57
Additional Considerations under EC 47607(b)(4)	**Appendix 6**
Progress Toward Meeting Measurable Pupil Outcomes in Charter	Pages 58-59

**Measures proposed by Avance.*

API and AYP Measures

The Review Team considered six (6) alternative measures of academic performance based on data from 2011-12 to 2013-14. Due to the suspension of CST administration for 2013-14, API and AYP calculations are not available for that year, and Avance provided no internal interim (benchmark) assessment data as an alternative although its charter states the school would administer such assessments.

The table provides a summary of Avance's performance compared to its resident and comparable district schools. It shows **Avance does not qualify for renewal consideration based on any of the measures**.

Summary Chart: Renewal Eligibility Based API and AYP Measures

Measure (Year)	Did Avance score at least equal to half of its Resident Schools?				Did Avance score at least equal to half of its Comparable District Schools?			Did Avance score at least equal to half of its Resident and Comparable District Schools Schoolwide and for All Student Groups?
	Schoolwide		All Student Groups		Schoolwide		All Student Groups	
3-Year Weighted Average API (2011-2013)	Yes	And	No	AND	No	And	No	No
Growth API (2013)	No		No		No		No	No
Statewide Rank (2013)	Yes		n/a		No		n/a	No
Similar Schools Rank (2013)	No		n/a		No		n/a	No
AYP Proficiency Rate: ELA (2013)	No		No		No		No	No
AYP Proficiency Rate: Math (2013)	No		No		No		No	No

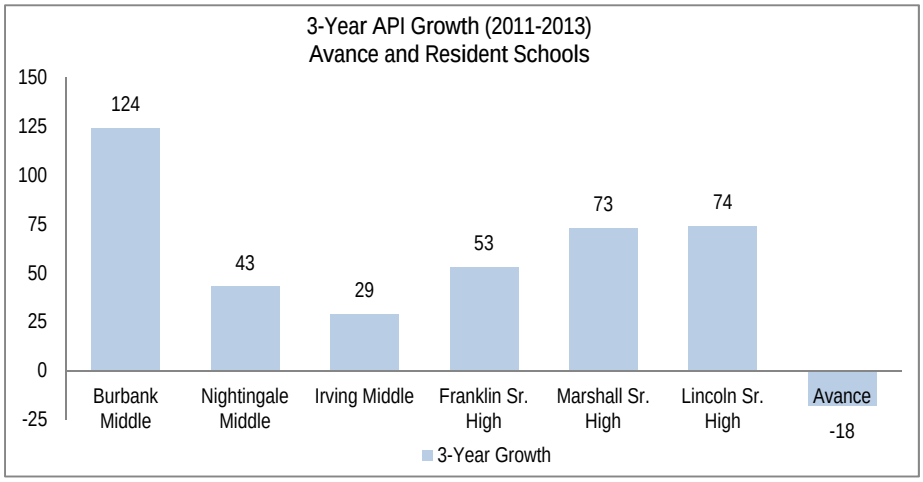
<u>Analysis by Academic Measure</u>

Weighted 3-Year Average API*

***Renewal Eligibility*:** Avance **does not qualify for renewal** consideration based on Weighted 3-Year

Average API because it does not perform at least equal to its resident **and** comparable district schools schoolwide **and** for all student groups served by the school. Avance is outperformed by all resident schools for students with disabilities and by all comparable district schools both schoolwide and for all student groups.

Additionally, when compared to its resident schools, Avance had an **API decline of 18 points over the 3-year period used to compute the Average API, while all resident schools had an increase** (from 29 to 124 points). The graph below compares API Growth for Avance and its resident schools from 2011 to 2013; data is provided in Appendix 2.



The table below shows the number of comparison schools performing above, below and equal to Avance and whether Avance qualifies for renewal consideration based on those numbers. Substantiating data is provided in Appendix 2.

Analysis of Renewal Eligibility Based on Weighted 3-Year API Average*

	Student Group	# Schools Higher than Avance	# Schools Equal to Avance	# Schools Lower than Avance	Avance performs at least equal to 50% of Schools	Avance performs at least equal to Resident Schools Schoolwide and for All Student Groups
Resident Schools	Schoolwide	3	0	3	Yes	NO
	Hispanic or Latino	1	0	5	Yes	
	Socioeconomically Disadvantaged	3	0	3	Yes	
	English Learners	3	0	3	Yes	
	Students with Disabilities	6	0	0	No	
						AND
	Student Group	# Schools Higher than Avance	# Schools Equal to Avance	# Schools Lower than Avance	Avance performs at least equal to 50% of Schools	Avance performs at least equal to Comparable District Schools Schoolwide and for All Student Groups
Comparable District Schools	Schoolwide	14	0	1	No	NO
	Hispanic or Latino	11	0	4	No	
	Socioeconomically Disadvantaged	12	0	3	No	
	English Learners	14	1	0	No	
	Students with Disabilities	12	0	0	No	

Note: Not all comparable district schools have a numerically significant number of students for all student groups; therefore, the number of comparable schools may be smaller for some groups.

2013 Growth API

Renewal Eligibility: Avance **does not qualify for renewal** consideration based on 2013 Growth API, because it **does not perform at least equal** to its resident **and** comparable district schools schoolwide and for all groups of students served by the school.

87% of Avance students would attend a resident school with a higher schoolwide 2013 Growth API.

The table below shows the number of comparison schools performing above, below and equal to Avance and whether Avance qualifies for renewal consideration based on those numbers. Substantiating data is

provided in Appendix 2.

Analysis of Renewal Eligibility Based on 2013 Growth API

	Student Group	# Schools Higher than Avance	# Schools Equal to Avance	# Schools Lower than Avance	Avance performs at least equal to 50% of Schools	Avance performs at least equal to Resident Schools Schoolwide and for All Student Groups
Resident Schools	Schoolwide	5	1	0	No	NO
	Hispanic or Latino	5	0	1	No	
	Socioeconomically Disadvantaged	5	1	0	No	
	English Learners	2	0	4	Yes	
	Students with Disabilities	6	0	0	No	
						AND
	Student Group	# Schools Higher than Avance	# Schools Equal to Avance	# Schools Lower than Avance	Avance performs at least equal to 50% of Schools	Avance performs at least equal to Comparable District Schools Schoolwide and for All Student Groups
Comparable District Schools	Schoolwide	17	0	0	No	NO
	Hispanic or Latino	16	0	1	No	
	Socioeconomically Disadvantaged	16	0	1	No	
	English Learners	10	0	7	No	
	Students with Disabilities	15	0	0	No	

Note: Not all comparable district schools have a numerically significant number of students for all student groups; therefore, the number of comparable schools may be smaller for some groups.

2013 Statewide and Similar Schools Ranks

Under *EC* 47607(b)(2-3) a charter is eligible for renewal consideration if its Statewide or Similar Schools Rank is 4 or higher in the year prior to renewal. Since CDE allowed schools to carry forward 2013 API calculations, the Review Team sought to determine if Avance might be eligible for renewal consideration based on comparing its 2013 Ranks to that of its resident and comparable district schools.

Renewal Eligibility: Avance **does not qualify for renewal** based on 2013 Statewide **or** Similar Schools Ranks, as it does not perform at least equal to resident **and** comparable district schools on either measure.

The table below shows the number of comparison schools performing above, below and equal to Avance and whether Avance qualifies for renewal consideration based on those numbers. Substantiating data is provided in Appendix 2.

Analysis Based on 2013 Statewide Rank

Comparison Type	# Schools Higher than Avance	# Schools Equal to Avance	# Schools Lower than Avance	Avance's Performance is at least equal to 50% of Comparison Schools	Avance's performance is at least equal to its Resident and Comparable District Schools
Resident Schools	3	2	1	Yes	NO
Comparable District Schools	13	4	0	No	

Analysis Based on 2013 Similar School Rank

Comparison Type	# Schools Higher than Avance	# Schools Equal to Avance	# Schools Lower than Avance	Avance's Performance is at least equal to 50% of Comparison Schools	Avance's performance is at least equal to its Resident and Comparable District Schools
Resident Schools	6	0	0	No	NO
Comparable District Schools	17	0	0	No	

2013 Adequate Yearly Progress (AYP) Proficiency Rates

The Review Team considered Avance's renewal eligibility based on its AYP proficiency rate in English-Language Arts and Mathematics. The assessments used to calculate these proficiency rates are the CST (grades 6-8); California Modified Assessment (CMA) (grades 6-8); California Alternate Performance Assessment (CAPA) (grades 6-8 and 10); and CAHSEE (grade 10).

It is important to note that CST scores for students in grades 9 and 11 are not factored into this proficiency rate. The Review Team used this measure in part because Avance states it was penalized in its API calculations because they included grade 9 scores for science. The school states it was unaware that if it did not administer this test to its ninth grade students, they would be assigned the lowest score as though they had taken the test. This penalty has been in effect since 2004-05.

AYP English-Language Arts (ELA)

Renewal Eligibility: Avance **does not qualify for renewal** based on 2013 AYP Proficiency Rates for English-Language Arts because it does not perform at least equal to its resident **and** comparable district schools, schoolwide **and** for all groups of students served by the school.

The table below shows the number of comparison schools performing above, below and equal to Avance and whether Avance qualifies for renewal consideration based on those numbers. Substantiating data is provided in Appendix 2.

Analysis of Renewal Eligibility Based on 2013 AYP Proficiency Rates in English-Language Arts

	Student Group	# Schools Higher than Avance	# Schools Equal to Avance	# Schools Lower than Avance	Avance performs at least equal to 50% of Schools	Avance performs at least equal to Resident Schools Schoolwide and for All Student Groups
Resident Schools	Schoolwide	6	0	0	No	NO
	Hispanic or Latino	6	0	0	No	
	Socioeconomically Disadvantaged	6	0	0	No	
	English Learners	5	0	1	No	
	Students with Disabilities	6	0	0	No	
						AND
	Student Group	# Schools Higher than Avance	# Schools Equal to Avance	# Schools Lower than Avance	Avance performs at least equal to 50% of Schools	Avance performs at least equal to Comparable District Schools Schoolwide and for All Student Groups
Comparable District Schools	Schoolwide	17	0	0	No	NO
	Hispanic or Latino	17	0	0	No	
	Socioeconomically Disadvantaged	17	0	0	No	
	English Learners	10	0	6	No	
	Students with Disabilities	9	0	0	No	

Note: Not all comparable district schools have a numerically significant number of students for all student groups; therefore, the number of comparable schools may be smaller for some groups.

AYP Mathematics

Renewal Eligibility: Avance **does not qualify for renewal** based on 2013 AYP Proficiency Rates for Mathematics because it does not perform at least equal to its resident **and** comparable district schools, schoolwide **and** for all groups of students served by the school.

The table below shows the number of comparison schools performing above, below and equal to Avance and whether Avance qualifies for renewal consideration based on those numbers. Substantiating data is provided in Appendix 2.

Analysis of Renewal Eligibility Based on 2013 AYP Proficiency Rates in Mathematics

	Student Group	# Schools Higher than Avance	# Schools Equal to Avance	# Schools Lower than Avance	Avance performs at least equal to 50% of Schools	Avance performs at least equal to Resident Schools Schoolwide and for All Student Groups
Resident Schools	Schoolwide	6	0	0	No	NO
	Hispanic or Latino	5	0	1	No	
	Socioeconomically Disadvantaged	6	0	0	No	
	English Learners	5	0	1	No	
	Students with Disabilities	6	0	0	No	
						AND
	Student Group	# Schools Higher than Avance	# Schools Equal to Avance	# Schools Lower than Avance	Avance performs at least equal to 50% of Schools	Avance performs at least equal to Comparable District Schools Schoolwide and for All Student Groups
Comparable District Schools	Schoolwide	16	0	1	No	NO
	Hispanic or Latino	16	0	1	No	
	Socioeconomically Disadvantaged	16	0	1	No	
	English Learners	12	0	4	No	
	Students with Disabilities	9	0	0	No	

Note: Not all comparable district schools have a numerically significant number of students for all student groups; therefore, the number of comparable schools may be smaller for some groups.

College Readiness Indicators

College and career preparedness measures vary greatly; there is no single formula or definition that guarantees readiness (CDE, Educational Policy Improvement, 2014). The following section analyzes data for some of the key indicators evaluated by researchers and considered by colleges.

Indicators proposed by Avance. In its case for renewal (Section 1.2), Avance proposed alternative measures and submitted data regarding college access and persistence. The Review Team considered the data that is verifiable and can be compared to Avance's resident and comparable district high schools. This data includes graduation rates, a-g course completion rates and grade 12 Scholastic Aptitude Test (SAT) participation rate.

Information regarding college acceptance and persistence is not publicly available and cannot be compared to Avance's resident and comparable district schools; therefore, a case for renewal cannot be made based on the requirements of *EC* 47607(b)(4). Nonetheless, an analysis of Avance's data is presented at the end of this section.

Additional indicators considered by the Review Team. The Review Team expanded the review of College Readiness Indicators beyond those proposed by Avance to provide a more complete picture of the school's performance based on these alternative measures. Additional key indicators of college readiness considered by the Review Team are SAT scores, CAHSEE proficiency rates, Early Assessment Program (EAP) results and Advanced Placement (AP) data.

Due to methods of reporting and small numbers of students in some categories, it is not possible to determine whether Avance met the criteria both schoolwide and for all of student groups for all indicators. Therefore, the Review Team considered whether Avance scored at least equal to its three (3) resident schools and 17 comparable district high schools schoolwide.

Additionally, because these indicators are specific to high school, they do not represent the academic performance of Avance's current middle school students.

Analysis of the College Readiness Indicators shows that **Avance does not perform at least equal to its comparison schools on seven (7) of the nine (9) indicators.** One of the measures on which Avance performs equal to its comparison schools is **not a measure of academic performance** (SAT participation). The fact that Avance does not perform equal to its comparison schools on multiple College Readiness Indicators is of particular importance because Avance's mission is to offer a college preparatory program.

Avance's performance and that of its resident and comparable district high schools is provided below.

Summary Chart: Renewal Eligibility Based on College Readiness Indicators

Indicator (Year^)	Did Avance score at least equal to half of its Resident High Schools?		Did Avance score at least equal to half of its Comparable District High Schools?	Did Avance score at least equal to half of its Resident and Comparable District Schools?
Graduation Rate* (2012-13)	Yes	AND	No	No
A-G Requirements: Completion Rate* (2012-13)	Yes		Yes	Yes
SAT: Grade 12 Participation Rate* (2012-13)	Yes		Yes	Yes
SAT: Percent Scoring At/Above 1500 (2012-13)	No		No	No
CAHSEE Proficiency Rates: ELA (2013-14)	No		No	No
CAHSEE Proficiency Rates: Math (2013-14)	No		No	No
AP Scores: Percent Scoring 3+ (2012-13)	No		No	No
EAP (% Ready for College): ELA (2013-14)	No		No	No
EAP (% Ready for College): Math (2013-14)	No		No	No

^ Data presented for the most recent year available.
** Measures proposed by Avance.*

Analysis by Indicator

Graduation Rate*

In its case for renewal (Section 1.2), Avance presents both its cohort and grade 12 graduation rates. It makes a case for renewal based its grade 12 graduation rate; however, this is not the standard set in Avance's current petition (Specific Measureable Outcomes) or the standard set by state and federal accountability measures. The standard measure is cohort graduation rate[6]. Avance states it used this rate because it could not obtain the cohort graduation rate for Franklin, its largest contributing resident high school.

Renewal Eligibility based on Cohort Graduation Rates: The Review Team was able to access the cohort graduation rate for Franklin and all of Avance's comparison high schools and determined Avance **does not qualify for renewal** based on this indicator because it did not perform at least equal to its resident **and** comparable district schools in 2012-13.

The table below shows the number of comparison schools performing above, below and equal to Avance and whether Avance qualifies for renewal consideration based on those numbers. Substantiating data is provided in Appendix 3.

Analysis of Renewal Eligibility Based on 2012-13 Cohort Graduation Rate

Comparison Type	# Schools Higher than Avance	# Schools Equal to Avance	# Schools Lower than Avance	Avance's Performance is at least equal to 50% of Comparison Schools	Avance's performance is at least equal to its Resident and Comparable District Schools
Resident Schools	0	0	3	Yes	NO
Comparable District Schools	11	0	5	No	
Note: No data was listed for one comparable district school; therefore, the number of comparison schools is smaller for this indicator.					

Renewal Eligibility based on Grade 12 Graduation Rates: Avance states it is eligible for renewal based on its 2012-13 grade 12 graduation rate because it outperforms one (1) of its three (3) resident high schools. This is an incomplete comparison under *EC* 47607(b)(4). Avance did not provide the data for **all** of its resident and comparable district schools. Therefore, **the Review Team makes no determination whether Avance qualifies for renewal** using this indicator.

Avance further states its performance was equal to Franklin for 2010-11. A careful review of the data Avance provided shows that Franklin's rate was miscalculated. When calculations are corrected, Franklin outperformed Avance for 2010-11. Based on the data for 2010-11 through 2012-13, Franklin outperformed Avance in two (2) of the three (3) years (2010-11 and 2011-12).

A-G Requirements Completion Rate*

Renewal Eligibility: Avance **could qualify for renewal consideration** based on a-g completion rates because it performs at least equal to its resident **and** comparable district schools.

The table below shows the number of comparison schools performing above, below and equal to Avance and whether Avance qualifies for renewal consideration based on those numbers. Substantiating data is provided in Appendix 3.

Analysis of Renewal Eligibility Based on 2012-13 Completion of A-G Requirements

Comparison Type	# Schools Higher than Avance	# Schools Equal to Avance	# Schools Lower than Avance	Avance's Performance is at least equal to 50% of Comparison Schools	Avance's performance is at least equal to its Resident and Comparable District Schools
Resident Schools	0	0	3	Yes	YES
Comparable District Schools	6	0	10	Yes	
Note: No data was listed for one comparable district school; therefore, the number of comparison schools is smaller for this indicator.					

[6] Cohort graduation rate as calculated by the CDE. The rate is calculated by dividing the number of students in the 4-year adjusted cohort who graduate in **four years or less** with either a traditional high school diploma, an adult education high school diploma, or have passed the California High School Proficiency Exam (CHSPE) by the number of students in the cohort who could have graduated. The cohort is defined as the number of first-time grade 9 students in year 1 (starting cohort) plus students who transfer in, minus students who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

SAT Grade 12 Participation Rates*

Renewal Eligibility: Avance **could qualify for renewal** consideration based on SAT Grade 12 participation rates because it performs at least equal to its resident **and** comparable district schools. However, **participation rate is not an indicator of academic performance**; taking the SAT is not equivalent to obtaining an adequate score. When student performance on the SAT is considered, Avance is outperformed by its comparison schools (see SAT Percent of Students Scoring At/Above 1500, below).

The table below shows the number of comparison schools performing above, below and equal to Avance and whether Avance qualifies for renewal consideration based on those numbers. Substantiating data is provided in Appendix 3.

Analysis of Renewal Eligibility Based on 2012-13 Grade 12 SAT Participation Rates

Comparison Type	# Schools Higher than Avance	# Schools Equal to Avance	# Schools Lower than Avance	Avance's Performance is at least equal to 50% of Comparison Schools	Avance's performance is at least equal to its Resident and Comparable District Schools
Resident Schools	0	0	3	Yes	YES
Comparable District Schools	0	0	15	Yes	
Note: Two schools reported values that exceeded the number of enrolled 12th grade students; therefore, the number of comparison schools is smaller for this indicator.					

SAT Percent of Students Scoring At/Above 1500

Renewal Eligibility: Avance **does not qualify for renewal** based on the percent of students scoring above 1500 on the SAT because it does not perform at least equal to its resident **and** comparable district schools.

The SAT Benchmark score of 1550 is associated with a 65% probability of obtaining a first-year GPA of B- or higher at a four-year college. (Source: collegeboard.org)

The table below shows the number of comparison schools performing above, below and equal to Avance and whether Avance qualifies for renewal consideration based on those numbers. Substantiating data is provided in Appendix 3.

Analysis of Renewal Eligibility Based on 2012-13 SAT Performance (% of Students Scoring At/Above 1500)

Comparison Type	# Schools Higher than Avance	# Schools Equal to Avance	# Schools Lower than Avance	Avance's Performance is at least equal to 50% of Comparison Schools	Avance's performance is at least equal to its Resident and Comparable District Schools
Resident Schools	3	0	0	No	NO
Comparable District Schools	16	0	0	No	
Note: One comparable district school had 10 or fewer valid test scores; therefore, the number of comparison schools is smaller for this indicator.					

Additionally, Avance's mean SAT score for 2012-13 is 1187. Avance is outperformed by all its resident high schools and all but one of its comparable district schools. Substantiating data is in Appendix 3.

CAHSEE Proficiency Rates

Renewal Eligibility: Avance **does not qualify for renewal** based on CAHSEE proficiency rates as it does not perform at least equal to its resident **and** comparable district schools in either English or Mathematics.

The tables below show the number of comparison schools performing above, below and equal to Avance and whether Avance qualifies for renewal consideration based on those numbers. Substantiating data is provided in Appendix 3.

Analysis of Renewal Eligibility Based on 2013-14 CAHSEE Proficiency English-Language Arts

Comparison Type	# Schools Higher than Avance	# Schools Equal to Avance	# Schools Lower than Avance	Avance's Performance is at least equal to 50% of Comparison Schools	Avance's performance is at least equal to its Resident and Comparable District Schools
Resident Schools	3	0	0	No	NO
Comparable District Schools	15	0	2	No	

Analysis of Renewal Eligibility Based on 2013-14 CAHSEE Proficiency Mathematics

Comparison Type	# Schools Higher than Avance	# Schools Equal to Avance	# Schools Lower than Avance	Avance's Performance is at least equal to 50% of Comparison Schools	Avance's performance is at least equal to its Resident and Comparable District Schools
Resident Schools	2	1	0	No	NO
Comparable District Schools	15	1	1	No	

Advanced Placement (AP) Scores: Percent Scoring 3+

Renewal Eligibility: Avance **does not qualify for renewal** based on AP Scores because it does not perform at least equal to its resident **and** comparable district schools.

The table below shows the number of comparison schools performing above, below and equal to Avance and whether Avance qualifies for renewal consideration based on those numbers. Substantiating data is provided in Appendix 3.

Analysis of Renewal Eligibility Based on 2012-13 Advanced Placement Scores (% Scoring 3+)

Comparison Type	# Schools Higher than Avance	# Schools Equal to Avance	# Schools Lower than Avance	Avance's Performance is at least equal to 50% of Comparison Schools	Avance's performance is at least equal to its Resident and Comparable District Schools
Resident Schools	3	0	0	No	NO
Comparable District Schools	15	0	0	No	
Note: No data was listed for two comparable district schools; therefore, the number of comparison schools is smaller for this indicator.					

Early Assessment Program (EAP): Percent Ready for College

English-Language Arts

Renewal Eligibility: Avance **does not qualify for renewal** based on EAP English-Language Arts because it does not perform at least equal to its resident **and** comparable district schools.

The table below shows the number of comparison schools performing above, below and equal to Avance and whether Avance qualifies for renewal consideration based on those numbers. Substantiating data is provided in Appendix 3.

Analysis of Renewal Eligibility Based on 2013-14 EAP Percent Ready for College: English-Language Arts

Comparison Type	# Schools Higher than Avance	# Schools Equal to Avance	# Schools Lower than Avance	Avance's Performance is at least equal to 50% of Comparison Schools	Avance's performance is at least equal to its Resident and Comparable District Schools
Resident Schools	2	0	0	No	NO
Comparable District Schools	13	1	0	No	
Note: No data was listed for one resident school and three comparable district schools; therefore, the number of comparison schools is smaller for this indicator.					

Mathematics

Renewal Eligibility: Avance **does not qualify for renewal** based on EAP Mathematics because it does not perform at least equal to its resident **and** comparable district schools.

The table below shows the number of comparison schools performing above, below and equal to Avance and whether Avance qualifies for renewal consideration based on those numbers. Substantiating data is provided in Appendix 3.

Analysis of Renewal Eligibility Based on 2013-14 EAP Percent Ready for College: Mathematics

Comparison Type	# Schools Higher than Avance	# Schools Equal to Avance	# Schools Lower than Avance	Avance's Performance is at least equal to 50% of Comparison Schools	Avance's performance is at least equal to its Resident and Comparable District Schools
Resident Schools	2	0	0	No	NO
Comparable District Schools	13	0	1	No	
Note: No data was listed for three comparable district schools; therefore, the number of comparison schools is smaller for this indicator.					

Analysis of College Acceptance and Persistence Data Reported by Avance

Under *EC* 47607(b)(4)(B), the determination as to whether the charter school's performance is at least equal to its schools of residence and comparable district schools must *be based upon all of the following: (i) Documented and clear and convincing data. (ii) Pupil achievement data from assessments, including, but not limited to, the Standardized Testing and Reporting Program established by Article 4 (commencing with Section 60640) for demographically similar pupil populations in the comparison schools. (iii) Information submitted by the charter school.*

In the sections above, the Review Team provided a comprehensive analysis of publicly available data and verifiable data submitted by Avance that could be used to compare the school's performance to that of its resident and comparable district schools.

That data that follows was submitted by Avance but is not publicly available and cannot be compared to Avance's resident and comparable district schools.

College Acceptance. As a part of its case for renewal (Section 1.2 of the renewal petition), Avance reported a 90% college acceptance rate. The statement does not specify for which year(s) this rate applies. It also does not specify the number of students accepted to 4-year institutions and the number that entered 2-year community college, Associate's degree or career-track programs.

A review of data Avance provided to the Review Team specific to the class of 2014 (55 graduates) shows that 17 students (31%) were accepted to and attended a CSU/UC; 10 students (18%) were accepted to and attended a community college or career track-program; and 20 students (35%) were accepted to and attended private colleges.

Of the 20 students who attended a private post-secondary program, the majority (14) attended the University of the West (a 4-year university with a sole academic entrance requirement of a 2.0 high school GPA); three (3) attended Mt. Saint Mary's (it is unknown whether students were accepted to the Associate's or Bachelor's program); two (2) attended Notre Dame du Namur (a 4-year university with entrance requirements of a high school diploma and taking the SAT with no minimum score requirement); and one (1) attended Pacific Life College (a 4-year college with entrance requirements of a 2.25 high school GPA and minimum SAT score of 700).

Additionally, nine (9) graduates (16%) provisionally accepted to a CSU, did not complete the a-g requirements and subsequently did not attend post-secondary schooling.

College Persistence. Avance also reported a 70% college persistence rate, which it defines as enrolling into a second year of college. The school included in this rate students who left a 4-year university to enroll in a community college for the second year. The school does not provide information regarding the number of students who changed schools or the reason for the change (e.g., financial issues, academic issues, family issues, etc.). The data cannot be verified as it is not publicly available information.

The lack of verifiable data, coupled with a lack of comparison data for resident and comparable district schools, renders this data insufficient to determine whether Avance is eligible for renewal consideration.

Middle School Performance

As Avance offers middle school grades (6-8) in addition to a high school program, the Review Team sought to provide an analysis of Avance's middle school performance when compared to resident and comparable district schools. However, since Avance is categorized as a high school by CDE, no comparable middle schools are identified through its Similar Schools list; therefore, no comparable district middle schools are available. Accordingly, the analysis below is limited to Avance and its three (3) resident middle schools.

The Review Team examined multiple years of middle school CST data (Appendix 4) in key subject areas: English-Language Arts, Math (general math, algebra 1, and geometry) and science (because data is available for 2014).

For 2012-13, the data show that in English-Language Arts and Mathematics, Avance compares favorably to its resident schools at sixth grade; however, at seventh and eighth grades, Avance's schoolwide performance is below that of its resident schools. Avance was outperformed by resident schools on eighth grade Algebra 1. Additionally, Avance did not test any eighth grade students in geometry, providing further evidence that the school does not provide challenging curricular options to students performing above grade level. All of Avance's resident schools offer geometry to its eighth grade students.

In the two (2) prior years, Avance was outperformed by its resident schools in English-Language Arts at all grade levels. In math, the school's performance varied with respect to its resident schools. Substantiating data is provided in Appendix 4.

The tables below show the number of resident schools performing above, below and equal to Avance for 2012-13, the most recent tests for English-Language Arts and Mathematics available. Substantiating data is provided in Appendix 4.

Resident Schools Comparison: Analysis of Renewal Eligibility Based on 2012-13 CST English-Language Arts Test Results for 6th, 7th and 8th Grade Students

	# of Schools Higher than Avance			# of Schools Equal to Avance			# of Schools Lower than Avance			Avance's Performance is at least equal to 50% of Resident Schools		
Student Group / Grade	6	7	8	6	7	8	6	7	8	6	7	8
Schoolwide	1	3	3	0	0	0	2	0	0	Yes	No	No
Hispanic or Latino	1	3	3	0	0	0	2	0	0	Yes	No	No
Socioeconomically Disadvantaged	1	3	3	2	0	0	0	0	0	Yes	No	No
English Learners	0	1	2	1	1	1	0	1	0	No	No	No
Students with Disabilities	Note: This was not a significant student group for Avance at any grade level.											

Note: Two comparison schools had 10 or fewer valid test scores for 6th grade English Learners; therefore, the number of schools for this comparison is smaller.
*Source: Ed-Data at: www.ed-data.k12.ca.us retrieved 12-16-14
**Source: CDE DataQuest (2013, 2012, and 2011 STAR Test Results) retrieved 4-1-15.

Resident Schools Comparison: Analysis of Renewal Eligibility Based on 2012-13 CST Mathematics Test Results for 6th, 7th and 8th Grade Students

	# of Schools Higher than Avance			# of School Equal to Avance			# of Schools Lower than Avance			Avance's Performance is at least equal to 50% of Resident Schools		
	Math	Alg.1		Math	Alg.1		Math	Alg.1		Math	Alg.1	
Student Group / Grade	6	7	8	6	7	8	6	7	8	6	7	8
Schoolwide	1	2	3	0	0	0	2	1	0	Yes	No	No
Hispanic or Latino	1	1	3	0	1	0	2	1	0	Yes	Yes	No
Socioeconomically Disadvantaged	1	2	3	0	0	0	2	1	0	Yes	No	No
English Learners	1	0	2	0	0	0	0	3	0	No	Yes	No
Students with Disabilities	Note: This was not a significant student group for Avance at any grade level.											

Note: Three comparison schools had 10 or fewer valid test scores for 6th grade and/or 8th grade English Learners; therefore, the number of schools for this comparison is smaller.
*Source: Ed-Data at: www.ed-data.k12.ca.us retrieved 12-16-14
**Source: CDE Dataquest (2013, 2012, and 2011 STAR Test Results) retrieved 4-1-15

In 2013-14, standardized test data was available was for eighth grade science. Avance was outperformed by all resident schools both schoolwide and for all student groups. For the period 2010-11 through 2012-13, Avance's schoolwide performance was not equal to at least half of its resident schools.

The table below shows the number of resident schools performing above, below and equal to Avance for 2013-14 eighth grade science, the most recent available scores. Substantiating data for all years is provided in Appendix 4.

Resident Schools Comparison: Analysis of Renewal Eligibility Based on 2013-14 CST Science Results for 8th Grade Students

Student Group	# of Schools Higher than Avance	# of School Equal to Avance	# of Schools Lower than Avance	Avance's Performance is at least equal to 50% of Resident Schools
Schoolwide	3	0	0	No
Hispanic or Latino	3	0	0	No
Socioeconomically Disadvantaged	3	0	0	No

Resident Schools Comparison: Analysis of Renewal Eligibility Based on 2013-14 CST Science Results for 8th Grade Students

Student Group	# of Schools Higher than Avance	# of School Equal to Avance	# of Schools Lower than Avance	Avance's Performance is at least equal to 50% of Resident Schools
English Learners	3	0	0	No
Students with Disabilities	Note: This was not a significant student group for Avance at any grade level.			

*Source: Ed-Data at: www.ed-data.k12.ca.us retrieved 12-16-14
**Source: CDE DataQuest (2013, 2012, and 2011 STAR Test Results) retrieved 4-1-15

Due to a lack of comparable district middle schools, the Review Team cannot make any renewal determination based on Avance's middle school performance.

Internal Interim (Benchmark) Assessments

NWEA MAP Data

While internal interim (benchmark) data cannot be used to evaluate Avance's performance against its comparison schools, it can be used to predict how the school's students would have performed on standardized tests that measure student progress (e.g., CAHSEE and STAR testing). The Review Team analyzed the NWEA MAP data submitted by Avance to provide the County Board another view of Avance's academic performance.

Avance reported data for two (2) administrations of MAP assessments: October 2014 and January 2015. While Avance reported that it administered the MAP assessments in May 2014, it did not report results.

Overall, Avance's performance based on two (2) current year administrations of the MAP assessments indicates the school's students predominantly perform about two (2) years below grade level expectations. The January administration shows students made some progress in most (but not all) academic areas but continued to perform below grade level expectations. Students are expected to make a month of progress for each month they are in school; however, when students begin a school year far below the expected performance level, it is incumbent on the school to provide sufficient intervention to accelerate growth to achieve grade level expectations. The data does not show that this accelerated rate of growth is occurring.

Given the documented and clear and convincing data, based on standardized tests, that Avance's performance for most student groups declined from 2011 to 2013, there is a concern that the school's academic program is not providing the intervention necessary to reverse that trend. Without clear and convincing data for 2013-14 that shows the school's educational program resulted in improved results over 2012-13, Avance's lowest performance year of its charter term, the Review Team cannot conclude that the school's students are making gains in academic performance.

A Projected Proficiency Summary Report is available for the October (Fall) administration of MAP assessments. This report predicts how Avance's students will likely perform on the CAHSEE (for high school grades) and the CST (for middle school grades). The data is reported below; the generated reports are provided in Appendix 5.

Avance NWEA Projected Proficiency Summary Report: Fall 2014-15, Aggregate by Grade
State Test Name: CAHSEE

	Mathematics					Reading				
		AYP Not Pass		AYP Pass			AYP Not Pass		AYP Pass	
Grade	Student Count	Count	Percent	Count	Percent	Student Count	Count	Percent	Count	Percent
9	72	60	83.30	12	16.70	74	58	78.40	16	21.60
10	85	65	76.50	20	23.50	84	47	56.00	37	44.00
11	60	31	51.70	29	48.30	58	24	41.40	34	58.60
12	12	11	91.70	1	8.30	5	4	80.00	1	20.00
Total	229	167	72.90	62	27.10	221	133	60.20	88	39.80

This report shows students' projected performance on the state assessment(s) based on NWEA alignment/linking studies. Performance categories are defined by the state and are specific to each state. For any state that does not have an alignment/linking study, NWEA uses the 40th percentile from the norming study to forecast basic proficiency and the 70th percentile to forecast proficient-plus. Proficiency is projected from MAP assessments administered in Fall 2014-2015 to state test(s) administered in Spring 2014-2015. Source: Avance NWEA (Projected Proficiency Summary Report) https://teach.mapnwea.org/report/download/rpt/25010960 generated 3-23-15.

Avance NWEA Projected Proficiency Summary Report: Fall 2014-15, Aggregate by Grade
State Test Name: STAR (e.g., CST)

Mathematics											
		Far Below Basic		Below Basic		Basic		Proficient		Advanced	
Grade	Student Count	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
6	35	5	14.30	14	40.00	10	28.60	6	17.10	0	0.00
7	73	7	9.60	24	32.90	23	31.50	17	23.30	2	2.70
8	89	9	10.10	25	28.10	42	47.20	13	14.60	0	0.00
Total	197	21	10.70	63	32.00	75	38.10	36	18.30	2	1.00
Reading											
		Far Below Basic		Below Basic		Basic		Proficient		Advanced	
Grade	Student Count	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
6	35	3	8.60	8	22.90	13	37.10	10	28.60	1	2.90
7	73	11	15.10	7	9.60	22	30.10	26	35.60	7	9.60
8	87	7	8.00	22	25.30	31	35.60	22	25.30	5	5.70
Total	195	21	10.80	37	19.00	66	33.80	58	29.70	13	6.70

This report shows students' projected performance on the state assessment(s) based on NWEA alignment/linking studies. Performance categories are defined by the state and are specific to each state. For any state that does not have an alignment/linking study, NWEA uses the 40th percentile from the norming study to forecast basic proficiency and the 70th percentile to forecast proficient-plus. Proficiency is projected from MAP assessments administered in Fall 2014-2015 to state test(s) administered in Spring 2014-2015.
Source: Avance NWEA (Projected Proficiency Summary Report) https://teach.mapnwea.org/report/download/rpt/25010960 generated 3-23-15.

Projected Proficiency Summary Reports are not generated by NWEA for the January (Winter) administration of the MAP assessments, therefore, the Review Team analyzed the school's Growth Summary Report for the January (Winter) MAP administration. The data, provided in Appendix 5, shows growth in all subject areas tested except sixth grade math and sixth and seventh grade language. However, at all grades and in all subjects, except eleventh grade reading, Avance students on average continue to perform at least two (2) grade levels below their grade placement.

Due to the lack of data for resident and comparable district schools, the Review Team cannot make any determination as to Avance's eligibility for renewal consideration based on this data. However, had Avance provided Projected Proficiency Summary Reports for spring 2013-14, the Review Team could have determined whether the school demonstrated academic improvement from the prior year.

Additional Considerations Under EC 47607(b)(4)

In addition to the analysis provided above, the Review Team considered data Avance submitted with its charter petition with regard to meeting the Measurable Pupil Outcomes stated in its 2010-2015 charter.

While Avance stated it met five (5) of its goals, the Review Team's analysis is that Avance only one (1) of the 10 outcomes stated in its charter (WASC accreditation; the school was given credit for this goal although it received accreditation a year later than its goal date). While some outcome measures were met in some years, none were met consistently. Avance failed to provide sufficient data to determine whether it met two (2) of its outcome measures; that data is not publicly available. Therefore, the Review Team considered alternative measures for those outcomes using publicly available data.

The table provides a summary of the school's performance toward meeting the measurable outcomes in its current charter. Analysis of Avance's performance data is provided in Appendix 6.

Summary Chart: Progress Toward Meeting the Measurable Outcomes Stated in the 2010-2015 Charter		
Performance Goals	Measureable Outcomes	Outcome Met
College Entrance Requirements (a-g) Completion Rates	At least 90% of graduating Seniors enrolled at Avance since 9th grade will have successfully met UC/CSU a-g requirements. *Alternate Measure: At least 90% of graduating Seniors will successfully meet UC/CSU a-g requirements.*	Unknown Avance did not provide sufficient data to determine except for 2013-14; data not publicly available. Goal not met for 2013-14. *Alternate Measure Met:* ***No***
California High School Exit Exam (CAHSEE) Passage Rate	At least 75% of 10th grade students enrolled at Avance since 6th grade will pass both parts of the CAHSEE beginning 2010-11.	Unknown Avance did not provide data to determine; data not publicly available.

Summary Chart: Progress Toward Meeting the Measurable Outcomes Stated in the 2010-2015 Charter		
Performance Goals	Measureable Outcomes *Alternate Measure: At least 75% of Grade 10 students will pass both parts of the CAHSEE beginning 2010-11.*	Outcome Met ***No***
NCLB Compliance	Meet Adequate Yearly Progress (AYP) goals as required by NCLB.	No
Academic Performance Index (API)	Meet the annual API growth target; achieve a minimum API score of 800.	No
Proficiency Rate (ELA)	Increase combined number of students in grades 7 to 11 attaining the "proficient" performance level in ELA by 10% or meet the CDE established AMOs.	No
Proficiency Rate (Mathematics)	Increase combined number of students in grades 7 to 11 attaining the "proficient" performance level in math by 10% or meet the CDE established AMOs.	No
English Learner (EL) Proficiency	Maintain the EL reclassification rate by 15% annually.	No
Graduation Rate	Achieve a CDE calculated graduation rate of 90% by 2014.	No
Retention Rate	Retention rate of students will be equal to or greater than resident schools (Franklin Sr. High and Burbank Middle). (Note: Continuous enrollment data from API School Demographic Characteristics was used; see Appendix 6)	No
WASC Accreditation	Be fully WASC accredited by 2012.	Yes

Summary Analysis of Renewal Eligibility Based on Education Code 47607(b)(4)

Based on the analysis of data presented above, the Review Team determined that there is **not** *documented, clear and convincing data* to show that Avance's academic performance is *at least equal to the schools it students would otherwise attend* ***and*** *the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.* The Review Team considered data submitted by the school and publicly available data, including Standardized Testing and Reporting data for 2011, 2012 and 2013.

LACOE Review Process

The Standard of Review is provided in Appendix 1 and is incorporated herein by reference.

FINDINGS OF FACT

The staff findings of fact adhere to guidance established in the *Education Code*, *California Code of Regulations*, Title 5, LACOE Board Policy, Superintendent's Administrative Regulations and other requirements of law. ***Words in italicized text indicate a direct reference to the language in these documents.***

Finding 1: The charter school does not meet one (1) of the five (5) academic performance criteria specified in *EC* 47607(b) necessary to be considered for renewal.

The Review Team presented written findings of fact in this report with substantiating data in Appendixes 2-6. Based on that information, Avance does not meet the statutory criteria to be considered for renewal.

The staff report provides additional evidence that Avance has not *demonstrated increases in academic performance* for all students served by the school: the school's Growth API declined from 2011 to 2013, Avance provided no evidence of increases in academic performance for 2013-14, and evidence for 2014-15 shows that at most grade levels, students perform below grade level expectations. Additionally, Avance did not demonstrate that it made progress toward meeting the Measurable Pupil Outcomes stated in its current charter, except for obtaining WASC accreditation.

Finding 2: The petition provides an unsound educational program for students to be enrolled in the school. [*EC* 47605(b)(1)]

5 *CCR* 11967.5.1(b)(3) states an educational program shall be considered unsound *if the petition is for renewal…and either the charter school has not met the standards for renewal… or the…measurable pupil outcomes described in the charter.*

1. As documented above, Avance has not met the minimum academic standards for renewal under *EC* 47607(b).
2. Avance only fully met one (1) of the 10 Measurable Pupil Outcomes stated in its current charter (as described above and in Appendix 5). While Avance states it met five (5) of its outcomes, the data and analysis presented in Appendix 5, indicate otherwise.

Based on the guidance in state regulations, which were adopted by the County Board through its Policies and the Superintendent's Administrative Regulations, the petition provides an unsound educational program for the students enrolled in the school.

Finding 3: The petitioners are demonstrably unlikely to successfully implement the program. [*EC* 47605(b)(2)]

5 *CCR* 11966.5(c) states, *when considering a petition for renewal,* [the authorizing entity] *shall consider the past performance of the school's academics, finances, and operation in evaluating the likelihood of future success, along with future plans for improvement, if any.*

Analysis of Past Performance: The following analysis provides an overview of the school's performance during its 2010-2015 charter term along with any future plans provided by the school.

Governance: Avance's Governing Board (Avance Executive Board or "AEB") is currently made up of six (6) members, including one of the AEB founding members and the school's former Principal. The Board is composed of community members with expertise in areas such as real estate, law, finance and education. An annual calendar is approved by the AEB; however the school has a history of cancelling or rescheduling multiple meetings throughout the year. The chart below provides a history of the AEB meetings indicating the number of meetings not held in accordance to the annual schedule submitted to LACOE and the number of times materials and/or audio recordings were not submitted per the requirements of the Charter School Agreement (CSA) between Avance and LACOE.

Avance Board Meeting History 2011 to 2014

Year	Regular Meetings Cancelled or Rescheduled	Materials/Audio not Submitted or Submitted Late
2011-12	6 of 8 (75%)	6 of 7 (85.7%)
2012-13	2 of 4 (50%)	0 of 11 (100%)
2013-14	5 of 7* (71%)	13 of 16 (81%)
2014-15**	1 of 3 (33%)	5 of 6 (83%)

*The 2 regular meetings held in on the scheduled dates were changed to "Special Meetings" due to the late posting of the agenda.
**Through January 2015.

Over the course of the current charter term, Avance received five (5) formal notices and multiple emails/phone calls regarding its failure to follow the Brown Act and/or comply with the CSA as it relates to Governing Board activities.

There is no evidence the AEB received Brown Act training over the last two (2) years despite the fact that the school added four (4) new board members within that time. The CSA states that Brown Act training should be provided to all "governing board and administrative staff prior to the execution of any duties."

At the Capacity Interview, members of the AEB demonstrated an understanding of the general mission of the school and stated they had reviewed the contents of the renewal petition. However, it was discovered that contrary to the signed "Required Certification" statement on the petition submission form, the AEB

had not reviewed the Charter School Monitoring and Oversight Memorandum of Understanding (MOU) posted on LACOE's website.

The Avance Executive Board has not conducted a formal evaluation of the Executive Director. This contradicts AEB's statement that its main role is to "oversee the Executive Director."

A lack of Board oversight of its Executive Director is a significant concern due to the school's long-standing financial issues (see below) and multiple notices the school received over the last four (4) years documenting a lack of compliance with reporting requirements, routinely late submissions of required reports, and failure to submit its 2012-13 Annual Report to the County Board.

SELPA Compliance: Avance is a part of the Los Angeles County Charter Special Education Local Plan Area (SELPA) and has increased its population of students with special needs from 35 to 49 since joining the SELPA. Annual CDE California Special Education Management Information System (CASEMIS) reports indicate the school meets compliance requirements for initial, annual and triennial Individual Education Plans (IEP) as well as demonstrating compliance with transition items. Special Education Expenditure Reports were submitted each year and the charter has met Maintenance of Effort (MOE). The current service delivery model is push in and pull out. The school has not had any CDE complaints or Office of Administrative Hearings (OAH) filings.

Academic Performance and Reporting Compliance: In addition to the schools' failure to meet its API and AYP goals, its API decline and its insufficient progress toward meeting the Measurable Pupil Outcomes in its current charter, Avance failed to implement and report academic progress using the interim assessments required under its current charter until this school year. Additionally, Avance received three (3) Notices of Concern Regarding Student Achievement during its current charter term.

The school's plan for future improvement lacks the focus and specificity necessary to effect improvement in student academic achievement.

Accreditation. Avance received WASC accreditation in June 2013, nearly eight (8) years after it commenced operations. The Self-Study Visiting Committee, comprised of charter school administrators, made the following comments and recommendations in its report with regard to the school's use of interim (benchmark) assessments, data and preparedness to implement Common Core standards:

> …The visiting committee finds that the school has created benchmark assessments via Data Director for each class, even the non-core classes such as Mandarin. **Implementation of these benchmarks is new**, so should remain a continued area of focus. There is specifically room to develop the data analysis cycle schoolwide, as it is unclear how the results are used systematically to drive instruction or intervention….
>
> …The school is using benchmark assessments to measure progress towards expected state standards outcomes for each department. However, **the school lacks foresight in planning for a transition to the Common Core Standards and Smarter Balanced Assessments.** The school has ESLRs which are possibly outdated; these ESLRs may need to be re-examined to connect better to align to the school's unique purpose and/or to become more useable by staff and students, particularly as the school's program has been refined and state standards are changing….
>
> …Centre and Data Director are used to collect student achievement data. Grade progress reports are shared with parents during Parent Conferences, with **the addition of benchmark data from Data Director starting last year.** Some teachers analyze Data Director reports quarterly; **a thorough analysis of the use of this data to inform instruction is still needed.** It is recommended that accountability in this area be increased, along with structured time and processes to ensure effective data analysis and planning occur systematically and schoolwide….

> …The school has developed an action plan to improve specific test scores for specific students and to enhance professional development efforts. **However, the action plan is narrow and not very specific or strategic in scope. There is a clear need for a longer-term strategic plan to drive professional development in the areas of assessment and instruction, especially as aligned to Common Core Standards and Smarter Balanced Assessments.** The school should pick 2 or 3 specific areas of foci for professional development outcomes and should create a multi-year road map for rolling out specific initiatives which will drive more cohesive assessment and instruction practices schoolwide…. (Emphasis added)

The findings of the WASC team corroborate observations and deficiencies identified by the Review Team stated in this report. It also provides an independent assessment of the observations and feedback provided to Avance during its current charter term through annual oversight visits.

Reporting and Compliance. Avance did not submit its 2012-13 CELDT data to the state in time for it to be recorded; therefore, the school is not compliant with Title III reporting requirements. The school's leadership team was unaware of its Title III consortium status at the Capacity Interview. The school stated it was a member of a consortium; however, official Title III records indicate it had exited the consortia in 2013-14. After the Capacity Interview, Avance informed LACOE that the school would be a member of a different consortium next year; however, the lead for that consortium informed LACOE that was not accurate. Avance later stated it would not seek Title III funds although the budget submitted with the renewal petition included Title III funding.

Avance had several instances of state data reporting errors. While the petitioner describes these as "data anomalies," the responsibility for reporting lies with the school. Prior to the public release of data, schools are provided a window for identifying and reporting errors. If a school fails to identify an error within the window provided, the data stands and cannot be changed. California Longitudinal Pupil Achievement Data System (CALPADS) provides training to schools on correct use of the data system and provides an "award" to schools that complete all the training modules.

Similarly, Avance failed to have its ninth grade students take the science CST for several years. This resulted in the school's scores being calculated as though the students performed Far Below Basic. The CST test administration manual informs schools of this outcome; it is incumbent on the school, which reports its test performance independent of LACOE, to be trained on all aspects of test administration.

Given the various difficulties Avance has experienced regarding test administration and data reporting, including the inaccurate reporting of its a-g completion rate for multiple years, the Review Team has concerns about the school's ability to accurately monitor and report the academic performance of its students.

Additionally, Avance has not adequately monitored its staff for credentials and Tuberculosis (TB) clearance. LACOE has notified the school of these concerns.

Facilities: In the first two (2) years of operation, Avance operated from the main campus and utilized various facilities before settling into its three (3) current sites.

For the first two (2) years, the school did not provide a copy of the certificate of occupancy for each site quickly or consistently. After the material revision for facilities in June 2012 and June 2013, certificate of occupancy documents and leases were submitted and are currently on file.

The school must verify the number of students/occupants allowed per school site according to the certificate of occupancy before assigning additional occupants.

Over the past five (5) years, Avance has addressed facilities items identified in annual visits. Generally speaking, administrators take action. School staff maintains open and ongoing communication with LACOE Division of Facilities and Construction.

Improvements to facilities have been made over the years.

Fiscal and Business Operations: Avance has a history of selling its receivables resulting in a high level of interest payments (see Table 1), lack of maintaining a reserve and difficulty stabilizing its facilities. **The school operated at a deficit for the first four (4) years of its current charter term** (see Table 2).

Table 1 illustrates that Avance has used **$1,955,060** in State and Federal funds the last five (5) years to support its operations. Avance has paid these funds to Charter School Capital, LLC and Pan American Bank for discounts, fees and interest.

Table 1			
Fiscal Year	Charter School Capital	Pan AM (Interest Fee)	Total
2009-10	$175,499	$19,744	$195,243
2010-11	$210,047	$99,138	$309,185
2011-12	$227,359	$137,081	$364,440
2012-13	$255,449	$148,009	$403,458
2013-14	$207,669	$194,096	$401,765
2014-15 (Thru 2/2015)	$77,730	$203,239	$280,967
Total Payments	$1,153,753	$801,307	$1,955,060

Table 2 illustrates the last five (5) years of Avance's financial performance (2010 through 2014) through its Cash, Net Assets, Liabilities, Operating Results and Net Cash flow.

Table 2					
Year of Operation	Cash	Net Assets	Liabilities	Operating Results	Net Cash Flow
2009-10 Year (1)	$116,084	$728,474	$1,610,549	$696,456	$(73,545)
2010-11 Year (2)	$97,601	$(22,132)	$2,514,432	$(672,131)	$(18,483)
2011-12 Year (3)	$64,657	$(559,654)	$2,609,058	$(537,522)	$(32,944)
2012-13 Year (4)	$1,184	$(224,278)	$2,590,502	$335,376	$(63,473)
2013-14 Year (5)	$13,079	$284,858	$1,967,710	$509,136	$11,895
Source: Annual independent audit reports (2011-2014)					

Financial Stabilization Plan (FY 2012-13). At a meeting with the school held January 15, 2013, the LACOE Controller's Office requested that Avance submit a Financial Stabilization Plan for Fiscal Year (FY) 2012-13. The plan submitted by Avance identified implementation of nine (9) corrective actions to restructure its current FY 2012-13 budget. Some of the actions stated in the plan were implemented.

The plan included a 10% reduction of all salaries; however, FY 2012-13 Certificated Salaries increased by 19.66% and Classified Salaries increased by 37.91%.

Table 3 illustrates that FY 2012-13 personnel (salary) expenditures increased by $385,638. Therefore, the corrective action plan submitted to LACOE was not fully implemented. Avance ended FY 2012-2013 with $216,936 in additional operating expenditures from its prior year, along with a negative ending balance of **($224,278).**

Table 3					
Personnel Cost	FY 2011-2012	FY 2012-2013	Difference	Number of Personnel FY 11-12	Number of Personnel FY 12-13
Certificated Salaries	$1,103,160	$1,320,057	$216,897	27	28
Classified Salaries	$445,072	$613,813	$168,741	9	8
Total Personnel	$1,548,232	$1,933,870	$385,638	36	36
Total Operating Expenditures(increase)	$3,989,671	$4,206,607	$216,936		

Reporting and Compliance. While Avance currently submits timely and accurate monthly attendance reports and its 2014-15 bell schedule, calendar and instructional minutes meet the statutory requirements, its monthly financial reports are sometimes late.

Capacity to Implement. Avance continues to demonstrate a lack of capacity with its fiscal planning for the future as described below:

1. *The petitioners have presented an unrealistic financial and operational plan for the proposed charter school. An unrealistic financial and operational plan is one to which there is evidence that any or all of* the four (4) standards specified in state regulations are not met. Avance **failed to meet three (3)** of the standards as follows:

   A. *In the area of administrative services, the charter or supporting documents do not adequately describe the structure for providing administrative services…that reflect an understanding of school business practices and expertise to carry out the necessary administrative services, or a reasonable plan and timeline to develop and assemble such practices and expertise.*

      The selection procedure lacks detail of the bidding, selection and approval process.

   B. *In the area of financial administration, the charter and supporting documents do not adequately:*

      a. *Include in the operational budget reasonable estimates of all anticipated revenues and expenditures necessary to operate the school, including, but not limited to, special education, based, when possible, on historical data from schools or school districts of similar type, size, and location.*

         The petitioner's budget does not sufficiently account for revenues, including revenues for Local Control Funding Formula (LCFF), and incorrectly includes Title III funding. The details are presented below.

      b. *Present a budget that in its totality appears viable and over a period of no less than two years of operations provides for the amassing of a reserve equivalent to that required by law for a school district of similar size to the proposed charter school.*

         The petitioners presented a budget, without the amassing of a reserve. The Review Team projected the required reserve per LACOE's current MOU. **The result was a negative cash position ending FY 2015-2016.**

         To be fiscally solvent, the Budget Plan requires that the school (1) meet its enrollment projections and (2) meet its Average Daily Attendance (ADA) projections each year. Avance did not meet the enrollment projections (525) in its current charter yet projects expansion to 625 students by 2020 of its proposed charter term. The petition does not provide an adequate plan that describes how the school intends to increase its enrollment. An analysis of the deficiencies of the Budget Plan is presented below.

         Budget Plan Deficiencies:

         - Overstated LCFF revenues by approximately $441,512 over a 4 year period.
         - No reserves as required by State Regulations and Board Policy.
         - The Line of Credit (LOC) debt of $738,024 will mature on September 15, 2016, and carries an interest of 6.73%. However, LACOE has not received any documents from Avance indicating that Pan American Bank has extended or will renew the LOC.
         - Title III Funding is included in the budget as potential revenues for four (4) years; however, Avance is not participating in a consortium and has not provided evidence of membership for the future. Without being a member of a consortium, a charter school is not eligible for Title III Funding.

- Each Fiscal Year Avance will have deficit spending in the first 5 months of operation, causing the school to sell future LCFF revenues (e.g., receivables). From July 1, 2014 to November 10, 2014, Avance completed eight (8) sales of its receivables through Charter School Capital, LLC. For fiscal year 2014-15, it sold receivables in the cumulative amount of **$1,113,100.**

Table 4 provides a financial overview of Avance's Net Income Projections and Ending Cash Balance for the first three (3) fiscal years of the proposed charter term. The positive Ending Cash Balance for FY 2 is contingent upon selling of account receivables. The positive Ending Cash Balance for FY 3 is contingent upon achieving the targeted ADA of 570.

Table 4			
Budget Plan	FY 2015-2016	FY 2016-2017	FY 2017-2018
Net Income Projections	$450,144	$757,562	$911,957
Ending Cash Balance (Before 3% reserve)	$(180,164)	$302,413	$1,129,561
Cash Balance (3% reserve Included)	$(336,472)	$135,078	$950,523

Table 5 illustrates interest fees of $701,579 resulting from the sale of receivables to be paid to Charter School Capital, LLC in FY 1 through FY 3.

Table 5			
Charter School Capital, LCC	FY 2015-2016	FY 2016-2017	FY 2017-2018
Sale of Receivables	$2,245,000	$102,500*	$ *Not provided on Cash Flow analysis*
6.20% Loan Fee	$310,318	$198,193	$193,068 (*included* in Budget Forecast)
Total Loan Fees (3) Year	---	---	$701,579
*Amount taken from Monthly cash flow/Budget FY 2016-2017.			

c. *In the area of facilities, the charter and supporting documents do not adequately describe the types and potential location of facilities needed to operate the size and scope of educational program proposed in the charter.*

Neither the petition nor the supporting documents provide a facilities plan that will meet the needs of the school based on the projected enrollment that increases to 625 students by 2020. The school's current facilities do not allow for that level of enrollment based on current certificates of occupancy.

2. *The petitioners personally lack the necessary background in… finance and/or business management, areas that are critical to the school's success. Additionally, the petitioners do not have a plan to secure the services of individuals who have the necessary background in these areas as follows:*

The petitioner has demonstrated a lack of capacity in the area of finance and/or business management. The Executive Director has not demonstrated sufficient expertise in the areas of revenue generation, charter school financing (i.e., selling of accounts receivables, managing the Line of Credit Balance) or cost cutting measures to successfully operate a charter school.

3. Additional Financial and Operational Concerns

- **Avance will have to sell its FY 2015-2016, first quarterly state apportionment to meet its current fiscal year (2014-15) cash needs.**
- Avance has been delinquent in making monthly lease payments to site 115 North Avenue 53, Los Angeles, California, the school's main educational site.
- There are concerns regarding the appropriate expenditure of funds as documented through the school's most recent Independent Audit Report (2013-14). Pertinent sections of the report are presented below in italicized text.

The Auditor states the *opinion expressed in the report was presented fairly*. The Auditor reported no negative findings for the Fiscal Year ending June 30, 2014; however, he identified one (1) finding from Fiscal Year ending 2011 that was not implemented (e.g., not corrected).

Findings and Recommendations

2011-01 City Terrace, LLC. Findings Category, 60000, Miscellaneous

- *City Terrace, LLC accessed the Academia Avance Pan American Bank Line of Credit and used the Line of Credit to pay property taxes in the amount of $58,519.*

The auditor's *recommendation included having City Terrace, LLC acknowledge ownership of the Pan American Bank Line of Credit funds owed and calculated interest on the $58,519.*

The report presents a positive Cash balance of $13,079 for the fiscal year 2013-14. It recorded Receivables of $293,494, against Payables of $1,967,710, and Net Current Asset of $284,858.

16. Related Party Transactions

- *The School rents a house located at 129 N. Avenue 53, Los Angeles, California, adjacent to the physical location of the school. The 129 N. Avenue 53 house is owned by Mr. Mario Ceballos who was the past Director of Administration for the School whose contract ended June 30, 2008. The school pays no more than the mortgage payment and operating expense of the location. The house leasing agreement began on June 1, 2007, represents a payment of $3,200 per month, and continues until such time that either party chooses to terminate the agreement; however, it is the position of the School's board, that at some time in the next two fiscal years, the house will be purchased by the School.*
- *The School purchased 49% investment interest in City Terrace Limited Liability Company for $1.00 on June 18, 2010, Mr. Alvaro Banegas is the sole 51% owner of City Terrance Limited Liability Company. The School is the beneficiary of a line of credit loan from Pan American Bank in the amount of $1,000,000. The line of credit with Pan American Bank was entered into by Mr. Alvaro Banegas on behalf of the School, and the assets of the City Terrace Limited Liability Company were pledged as collateral for the line of credit. The Pan American Bank loan identifies that the loan is exclusive for the use of the School. The School did not pledge any of its own assets as collateral for the line of credit. The loan was approved by the School's governing board.*
- *The Avance Foundation was created on October 7, 2011 to support the educational outcomes of Avance Schools, doing business as Academia Avance ("the School"). On September 20, 2012, the Avance Foundation entered into an agreement with the Presbytery of San Gabriel to amend the facilities lease between the School and the Presbytery of San Gabriel. The Presbytery of San Gabriel has turned over management of the School's leased property to Iglesias de la Comunidad, PC, and (USA) and has changed the name of the Lessor to Iglesias de la Comunidad, PC (USA). The Lease has also been amended from the School to the Avance Foundation. On September 20, 2012, the Avance Foundation entered into a lease with the School effective July 1, 2012 through June 30, 2015. The lease payments from the School to the Avance Foundation are $20,000 per month and paid quarterly.*

17. Subsequent Events

Events subsequent to June 30, 2014 have been evaluated by management through November 10, 2014, the date at which Academia Avance Charter School's audited financial statements were available to be issued.

- *Between July 1, 2014 and November 10, 2014, the School completed eight receivables sales through Charter School Capital, LLC, of fiscal year 2014-2015 receivables in the cumulative amount of* ***$1,113,100.*** (Emphasis added)

<u>Finding 4:</u> The petition does not contain an affirmation of all specified assurances. [*EC* 47605(b)(4); *EC* 47605(d)]

1. While the petition states all required assurances, there is evidence in supporting documents (Student Handbook) that the school is not complying with the requirement of *EC* 47605(d), which prohibits charter schools from charging tuition. The handbook states that parents are **required** to fulfill volunteer hours. This comprises a form of tuition and a violation of state law. Guidance provided by the California Code of Regulations, Title 5, which has been adopted by the County Board and LACOE as its standard of review, states that any indication a charter school may not be complying with the affirmations and assurances indicates a failure to specify the requirement.
2. The petition contains additional non-material deficiencies as follows:
   - Assurance *EC* 47605(d)(2)(B) incorrectly states that the school will extend preference to students residing within **LACOE.** This statement needs to be revised to be compliant with law, which states the preference can be extended to pupils within the **district** in which the school is located (LAUSD).
   - The petition does not spell out the requirements of *EC* 47605(d)(2)(B). Simply listing the *EC* is not adequate per state regulations adopted by LACOE.

<u>Finding 5</u>: The petition does not contain a reasonably comprehensive description of all required elements. [*EC* 47605(b)(5)(A)-(P)]

The Review Team has determined that **10 of the 16 required elements are not reasonably comprehensive.** Additionally, there are specific deficiencies and/or necessary technical adjustments needed in three (3) additional elements.

Element 1 (*A*)[7]: Description of the Educational Program. *Not reasonably comprehensive*

1. The petition does not provide a sufficient description of *the specific educational interests, backgrounds, or challenges* of all student populations the school proposes to serve.
   - It fails to identify the interests, background and challenges of these specific students groups to be served by the school (e.g., English Learners, low income and students with disabilities).
   - It does not identify or describe the needs of foster youth, a population that must be addressed under Local Control Accountability Plan (LCAP) requirements. Therefore, the petition indicates the petitioner is not familiar with current requirements of law.
   - It does not differentiate the needs of long-term English Learners in the secondary setting. The petition fails to describe the structured English Language Development (ELD) curriculum referenced in the school's plan for future improvement.
2. The petition does not adequately describe *the curriculum…that will enable the school's pupils to master the content standards for the four core curriculum areas.*
   - There is no mention of the social science curriculum to be implemented. The petition refers to the Common Core State Standards (CCSS) in Social Science, which do not exist at this time. The petition should be referencing CA State Standards for History-Social Science.
   - The petition incorrectly states the school will purchase CCSS aligned science materials; materials should be aligned to Next Generation Science standards, not CCSS.

[7] Avance's renewal petition uses letters that correlate to the sections of Education Code rather than numbers. Both number and letter references are included.

- The petition does not include a description of the ninth grade science course, Robotics. It is unclear if this course will be continued or what will be offered in its place.

3. The petition provides an inadequate description of how the school *will identify and respond to the needs of pupils who are not achieving at or above expected levels.*

   - It does not describe if or how interim assessments will be utilized to support and modify instruction for students. This is of particular concern given Avance's history of academic performance and Program Improvement status.

     While Avance has written several Student Achievement Plans to address its failure to meet state and/or federal goals, the plans have not resulted in increased student academic achievement as demonstrated by the school's API decline.

     Further, its own reporting of MAP results for 2014-15 indicate students at most grade levels are performing two (2) years below grade level. The purpose of an interim assessment system is to identify deficiencies so remediation plans can be put into effect. The petition fails to describe how Avance will use its interim assessment system to meet the needs of students who are not achieving at grade level.

   - The description of Response to Intervention (RTI) does not provide for immediate interventions within the school day. It indicates Level 2 support is based primarily on after school tutoring and repetition of courses (through Acellus online courses) after a student has failed. Relegating services to an after school program is not an appropriate delivery model as it does not guarantee that all student will have access. Further, waiting until a student fails a course before providing intervention is not timely.

     Additionally, the petition describes Level 3 support as special education services; levels 1-3 of RTI are **not** special education functions.

   - The petition states the use of Acellus is key to the school's blended learning and intervention programs and that the funding is based upon a grant; however, there is no indication as to the length of the grant or how the school intends to fund the program when the grant ends.

4. The petition lacks an adequate description of *how the charter school will meet the needs of Students with Disabilities, English learners, students achieving substantially above or below grade level expectations, and other special student populations.*

   <u>Deficiencies regarding the educational program for students with disabilities</u>:

   The following deficiencies are significant due to the school's failure to demonstrate academic achievement for its Students with Disabilities during its current charter term. In 2013, Avance's Growth API for Students with Disabilities was 408, lower than all of its resident and comparable district schools, below those of other student populations served by Avance, and far below the state's minimum goal of 800.

   - The description of the special education program is limited to providing services through a Resource Specialist Program (RSP). The petition fails to describe how the needs of students who qualify for other placements will be met. The school must ensure that students can access a full range of placement options.

   - The petition incorrectly states that Students with Disabilities who do not pass the CAHSEE are only eligible to receive a Certificate of Completion. Current laws state that students with an Individualized Education Plan (IEP) who take, but do not pass, the CAHSEE are eligible for a High School Diploma.

   <u>Deficiencies regarding the educational program for English Learners</u>:

The following deficiencies are significant due to the decline in AYP proficiency rates in English-Language Arts for this population. In 2010, English Learners demonstrated a 31.9% proficiency rate; in 2013, the proficiency rate was 10.8%. (Source: DataQuest Adequate Yearly Progress Report retrieved 4-2-15)

- The petition and supporting documents do not describe how the school will ensure that English Learners receive targeted ELD instruction. All students are assigned the same Language Arts course based on grade level; there is no evidence of a separate ELD course for English learners at the high school as described in the Avance English Learner Master Plan.
- It does not provide for ELD instruction during the school day for grades 9-12. The petition states English Learner level 1 and 2 students may receive additional support after school; relegating services to an after school program is not an appropriate delivery model as it does not guarantee that the students will receive ELD.
- There is no monitoring system to track reclassified English Learners. AYP proficiency rate data for English-Language Arts for English Learners shows growth has declined.

Deficiencies regarding the educational program for students achieving above grade level:

There is no description of how the school will meet the needs of students achieving above grade level.

- There is no description of how the school will identify and meet the needs of students achieving above grade level. The petition lists several programs, such as Project-based learning and integrated curriculum, but it does not adequately describe how these programs are designed to specifically meet the needs of high achieving students. These programs can be used with all student groups.
- **Avance has no AP courses authorized by the College Board for 2012-13, 2013-14 or 2014-15.** This penalizes Avance students when GPAs are calculated, because passing a College Board approved AP course carries a higher GPA value to the student. In comparison, Avance's resident high schools have between 7 and 22 College Board approved courses (Source: http://apcourseaudit.epiconline.org/ledger/school.php retrieved 4/1/15).
- The list of a-g courses on UC Doorways indicates a limited number of options for students to meet this college entrance requirement. Only two (2) honors and two (2) AP courses have been approved by the University of California. The lack of rigorous coursework and enrichment opportunities was noted in the WASC report as a critical area for follow-up by the school.

Additional deficiencies:

- There is no description of how the school will meet the needs of Socioeconomically Disadvantaged Students (SED) or Foster Youth.

  The petition states that data indicates Avance has been meeting the needs of SED students; however, a review of Growth API data shows a **decline** in academic achievement for this student group. Additionally, Avance's 2013 AYP proficiency rate for this student group was 36.5%, which is well below established targets and lower than all of Avance's resident schools.

5. The petition does not adequately describe the school's special education plan; this is of particular concern considering the school's low academic performance for this student population during the current charter term.

   - The petition states Child Find responsibilities are limited to new students. This is not compliant with state and federal law. The Child Find responsibility is applicable to all students, regardless of the term of enrollment.

- It incorrectly states that if an IEP is conducted without SELPA representation, the charter will be responsible for quality and costs of the program. Avance is a member of Los Angeles County (LAC) Charter SELPA; therefore, it operates as its own Local Educational Agency (LEA). As its own LEA, the school is responsible for providing a free and appropriate public education irrespective of the SELPA's participation in the IEP.

6. The petition provides an inadequate description *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.*

   - It fails to describe annual goals for pupils and for each subgroup of pupils. There is no mention of Foster Youth, indicating a lack of familiarity with laws implemented since the charter was last authorized.
   - The stated goals for student achievement (e.g., proficiency in Language Arts and Mathematics) and strategies to achieve these goals all relate staff actions, not to the achievement of students. Staff actions such as ordering materials and professional development cannot be used to measure student proficiency in English-Language Arts and Mathematics. Also, in several areas, listed strategies do no align with information in the "timeline/evidence" section.

7. The *bell schedule, proposed school calendar, and the instructional minutes by grade level* do not meet *minimum standards required by law*.

   - The schedule for grade 12 does not meet the minimum instructional minute requirement of 64,800; it is short by 1,095 minutes. The petition states the reduced instructional minutes are allowable under *EC* 46201.2; however, this law becomes inoperative July 1, 2015. Since the petition is for a charter term commencing July 1, 2015, the petition should have been written in accordance with laws in effect for 2015-16 and beyond. The lack of familiarity with this area of law is of particular concern since Avance was previously required to provide compensatory instructional minutes in lieu of returning apportionment due to a shortfall in instructional minutes.
   - There is a discrepancy on the total Work Experience Education (WEE) program minutes listed in Petition Appendix G. It states 10,290 WEE minutes per student for 49 days on page 1, while on page 4 it states 5,145 minutes.
   - The narrative and bell schedule for Avance House period for grades 6 and 7 is not consistent. On page 57 it states Avance House takes place during the first 20 minutes of the day and 37 minutes at the last period (total of 57 minutes); on page 60 it states 40 minutes; and the bell schedule has 42 minutes.
   - Passing times presented on the bell schedules for grades 8 through 12 are not equal. The first passing time is 10 minutes and the rest of the day the passing time is 5 minutes for grades 8 to 12. By law, passing times must be of equal duration and no greater than 10 minutes each.

Element 2 (*B*): Measurable Pupil Outcomes. *Not reasonably comprehensive*

1. The petition does not adequately *specify skills, knowledge, and attitudes that reflect the school's educational objectives and can be assessed, at a minimum, by objective means that are frequent and sufficiently detailed enough to determine whether pupils are making satisfactory progress.*

   - The petition does not commit to measurable and objective subject matter goals; therefore, there is no way to determine whether the goals are met. Subject matter competencies are listed as "Examples" or "Suggested."

- The criteria used to redesignate English Learners are not specified, and there are no benchmarks to reflect annual growth. The goal remains 15% throughout the term of the charter; the same goal as in the previous charter.
- Goals for grade 10 CAHSEE pass rates are below the school's current performance levels and do not show on-going efforts to improve student achievement. This is a significant deficiency given the school's failure to demonstrate adequate AYP performance (which relies on CAHSEE performance) during its current charter term.
- It does not explain how the school will "monitor and assist that EL meet academic targets." It is unclear what will be monitored, how often it will take place or who is responsible.
- There is no information regarding how the success of the Life Prep and Test Prep courses will be assessed.

2. The petition does not adequately specify how *it is intended that the frequency of objective means of measuring pupil outcomes will occur* in all subject areas and for all student groups.

   It states that Special Education students will be monitored every quarter; this does not allow for timely interventions. This is of particular concern due to the underperformance of this student group during the current charter term.

3. Several measureable outcomes are written in such a manner that they cannot be verified by the authorizing entity and do not align with the way data is presented on the SARC. For example, the qualifier on CAHSEE passage rates of "students who have been enrolled at Avance since 6th grade" is not aligned to how data is reported in CDE's DataQuest. Avance has this outcome in its current charter and has not provided any data to demonstrate whether the school has met the goal. Goals must be objective, observable and measurable to be reasonably comprehensive; this goal is not.

4. Pupil outcomes do not *align with 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*.

   The petition fails to meet LCAP requirements[8] in several ways:

   - It does not include growth goals in several areas: graduation rate, middle school drop-out rate, chronic absenteeism and high school drop-out rate.
   - Goals for parent involvement do not include "decision-making" roles for parents as required. They focus on parent attendance at conferences, workshops or trainings.

Element 3 (*C*): Method for Measuring Pupil Progress. *Not reasonably comprehensive*

1. The petition does not describe *assessment tools that are appropriate to the skills, knowledge, or attitudes being assessed, including, at minimum, tools that employ objective means of assessment consistent with the measurable pupil outcomes*.

   - It fails to describe how several of the assessment tools listed (e.g., the Diagnostic Online Reading Assessment) will be used to differentiate instruction or evaluate the school's instructional program.
   - It does not describe how the school will measure progress towards achieving its "life-long learning" and "interpersonal skills" goals.

2. The method for measuring student progress does not include *the annual assessment results from required statewide testing.*

[8] Neither the authorizing entity nor the County Office of Education has the authority to evaluate a charter school's LCAP. However, the authorizing entity does have the authority to ensure that the charter petition, which mirrors the LCAP in content, is compliant with law. Avance's renewal petition fails in this regard.

The petition incorrectly states that API and AYP goals are not applicable. While the tests used to measure performance have been changed, API goals remain applicable to all California public schools and AYP applies to all schools accepting federal funds.

3. The petition fails to establish baseline of performance for its goals. Given the school is currently in operation, goals should be based on current levels of performance with an aspiration for future improvement or maintenance. The school failed to specify its current level of performance; therefore, it will not be possible to determine whether growth is made over the term of the charter.

4. The *plan for…reporting data on pupil achievement to…pupils' parents and guardians* is not sufficient.

   The petition states that progress reports and report cards are issued twice a year. This is not adequate notice to parents regarding progress at the secondary level. Parents must be provided ample notice that a student is in danger of failing **prior** to the issuance of a final grade.

Element 4 (*D*): Governance Structure. *Reasonably comprehensive with specific deficiencies*

1. The petition lacks evidence that *the school's governing board has adopted internal controls policies to prevent fraud, embezzlement, and conflict of interest and ensures the implementation and monitoring of those policies.*

   It states that the Board will have final and full legal and fiduciary responsibility for Avance but such statements are vague and generic. Specific evidence of internal controls is not present in the governance structure.

2. The petition does not ensure *there will be active and effective representation of interested parties, including…parents.*

   - The function of the Avance Advisory Board is unclear. The petition does not provide a clear description of this entity's role in decision making.
   - The school does not have a School Site Council (SSC) which is a requirement for receiving federal funding. The school states that the Avance Parent Advisory Committee serves this purpose; however, this parent committee does not have the required composition to function as a SSC. Additionally, the Avance Parent Advisory Committee is not a decision making body, but rather a receiver of information from the school. A SSC is a decision-making body with regard to the expenditure of federal funds. It is clear the school does not have an adequate understanding of the current requirements of law regarding the composition and function of the SSC, leaving the school at risk under Federal Program Monitoring requirements.
   - The organizational chart indicates the Parent Advisory Committee is under the Advisory Board, not the Executive Board. This configuration does not provide parents with access to the Executive Board to provide input.

Element 5 (*E*): Employee Qualifications. *Not reasonably comprehensive*

1. The petition fails to include an organizational chart in *which the categories of employees and described reporting structures* are *accurately reflected*.

   - It does not define which employees are included in "Auxiliary academic staff" or "Administrative and operations staff."
   - There is a job description for a "Counselor," but the position is not identified in Avance's Organizational Chart.

2. It does not *identify those positions that the charter school regards as key in each category and specify the additional qualifications expected of individuals assigned to those positions.*

The petition does not include job descriptions for many positions listed in the school's Organizational chart. Key administrative positions (including Director of Instruction, Support and Student Achievement, Director of Student Affairs, Dean and Student Services Coordinator) are not included in the petition.

3. The petition does not *specify that all requirements for employment set forth in applicable provisions of law will be met, including, but not limited to credentials as necessary*.
   - It does not specify which teaching positions will require credentials from the California Commission on Teacher Credentialing. This deficiency is significant because Avance has had a history of failing to provide adequate on-going monitoring of teacher credentialing.
   - There is no indication that the school will require English Learner authorizations for its teaching staff.
   - The job description for Counselor does not comply with *EC* 49406. It states the individual must pass a TB test "within 4 years of employment and if **deemed necessary by the school**, every 4 years after that" (emphasis added). *EC* requires the initial TB test to have been given within 60 days of employment (prior to) and every four (4) years thereafter. The school does not have discretion regarding the necessity to retest. This deficiency is significant because Avance has a history of inadequate monitoring of its employees with regard to TB testing.

Element 6 (*F*): Health and Safety Procedures. *Reasonably comprehensive with specific deficiencies*

1. The petition does not specify that it will *require immunization of pupils as a condition of school attendance to the same extent as would apply if the pupils attended a non-charter public school* (5 *CCR* 11967.5.1 (f)(6)(C)).
2. The petition fails to meet the TB testing requirement of *EC* 49406 as it does not state that employees *shall be required to undergo* TB testing *at least once each four years*.

Element 7 (*G*): Means to Achieve a Reflective Racial and Ethnic Balance. *Not reasonably comprehensive*

1. The racial and ethnic demographic information provided in the petition does not reflect *the racial and ethnic composition of the general population residing within the territorial jurisdiction of the school district* in which the charter will be located.

   Racial and ethnic demographic information is provided only for the community surrounding the school (northeast Los Angeles) and northeast Los Angeles Area High Schools (Franklin, Wilson and Lincoln), which is not broad enough to determine whether Avance reflects the district as a whole.

   Additionally, the petition does not provide *benchmarks that measure whether the applicant pool is reflective of the district.*

   The following chart, compiled by the Review Team, compares the demographic composition of students enrolled in LAUSD (grades 6-12) and Avance (grades 6-12) in 2013-14 using the demographic categories and data utilized by the CALPADS as reported by DataQuest.

2013-14 Enrollment Data by Ethnicity for LAUSD and Avance

Race or Ethnicity	LAUSD (6-12)		Avance (6-12)	
	Number Enrolled	% of Enrollment	# Enrolled	% of Enrollment
White, Not Hispanic	28.383	8.32	0	--
African American, Not Hispanic	32,015	9.39	0	--
American Indian or Alaska Native, Not Hispanic	1,310	0.38	0	--
Asian, Not Hispanic	12,639	3.71	0	--
Pacific Islander, Not Hispanic	1,199	0.35	0	--
Filipino, Not Hispanic	8,319	2.44	0	--
Not Reported	5,368	1.57	9	1.8
Two or More Races, Not Hispanic	554	0.16	0	--
Hispanic or Latino of any Race	251,281	73.67	483	98.2
Totals	341,068	100	492	100

Source: CALPADS as reported by CDE, Educational Demographics Unit, DataQuest; Data as of 3-24-2014. Retrieved 3-17-15 from http://dq.cde.ca.gov/dataquest

Percent of enrollment at Avance is higher than LAUSD for Hispanic or Latino students of any Race and lower than LAUSD for all other ethnic groups. While the charter petition states the school will work towards achieving a racial and ethnic balance reflective of the general population residing within LAUSD, it has not provided any specific plans to meet the requirements of *EC* 47605(b)(5)(G).

Element 8 (*H*): Admission Requirements. *Reasonably comprehensive with specific deficiencies*

1. The stated preferences are not compliant with *EC* 47605(d)(2)(B). No preference is given for students residing within the district. The preference for students residing in the same household is not well defined and may not be in compliance with the law which allows for *siblings* to receive preference.
2. The *process for conducting the lottery* is not *clearly defined and observable.* It is unclear who will conduct the drawing, where it will be held or how parents will be notified of their selection through the lottery process.
3. The signature requirement on the "Lottery Inscription Form" may prevent some students from accessing enrollment at Avance; the form requires parents to sign that they must meet inscription requirements. However, the requirements are not stated on the form.
4. The petition states that interested students and parents/guardians "are expected to attend information session" as a part of the application process. This requirement may be discriminatory towards students who are unable to attend themselves (or with their parents/guardians).

Element 9 (*I*): Annual Independent Financial Audits. *Not reasonably comprehensive*

The petition does not contain specific information necessary to be considered reasonable comprehensive as it fails to include the following required statements:

- The audit will be conducted by an auditor from the list of approved by the State Controller's Office.
- The auditor/firm shall be hired by the Avance Board.
- How financial reporting to the chartering agency would be carried out under the requirements of *EC* 47604.33.

Avance was informed of the requirements prior to submitting its renewal petition.

Element 10 (*J*): Suspension and Expulsion Procedures. *Not reasonably comprehensive*

1. The petition's *preliminary list…*of *the offenses for which students must…or may…be suspended or expelled in non-charter public schools* contains the following deficiencies:

- The list of suspendable offenses does not indicate which offenses result in mandatory suspensions and which are discretionary.
- It lists mandatory expellable offenses, but does not provide separate lists for discretionary expellable offenses.
- It does not address bullying or cyber-bullying. A policy regarding bullying and the process for reporting and investigating occurrences is required under Assembly Bill 9. Failure to address this requirement indicates the school is not familiar with current requirements of law.

2. *The procedures by which pupils can be suspended or expelled* are inadequate and may lead to violations of student's due process rights.
   - No timeline is provided for parent notification under the suspension appeals process.
   - It is not specified whether parents and/or administrators are able to address the Avance Executive Board directly in suspension appeals.
   - The petition states suspension appeals and expulsion hearings are heard by the "Avance Advisory Board." However, there is no information regarding who sits on this Board and what type of training or experience they have in relation to student discipline matters. It was stated at the Capacity Interview that parents are a part of this Board, which may result in a Federal Education Rights and Privacy Act (FERPA) violation for students whose conduct is in question.
   - There is no process for appealing an expulsion.
   - No information is provided regarding the placement of an expelled student. The responsibility appears to be placed on the student and parent/guardian to find placement within their district or county of residence.
3. The petition lacks evidence *that in preparing the lists of offenses…the petitioners reviewed the lists of offenses that apply to students attending a non-charter school.*
   - The lists provided are not aligned with current education codes, indicating the school is not familiar with the current requirements of law.
   - No information is provided regarding the procedures that must be followed in dealing with an expulsion regarding Homeless or Foster Youth.
4. The petition fails to *outline how detailed policies and procedures regarding suspension and expulsion will be developed and periodically reviewed.*

Element 11 (*K*): STRS, PERS, and Social Security. *Not reasonably comprehensive*

The petition does not clearly identify the retirement system to be used by certificated staff. It states full time certificated staff will participate in STRS, but makes no definitive statement regarding part-time certificated staff. The petition must make a definitive statement for all members of each category of employee to meet the criteria LACOE established with STRS. If the school participates in STRS for its full-time certificated employees, its part-time certificated employees must be similarly covered.

Additionally, the statement "Staff at Avance will participate in the federal social security system" is not sufficiently clear as "staff" can refer to certificated or non-certificated staff.

Avance was apprised of the standard of review prior to submitting its renewal petition.

Element 12 (*L*): Public School Attendance Alternatives. *Reasonably comprehensive*

Element 13 (*M*): Post-Employment Rights of Employees. *Reasonably comprehensive*

Element 14 (*N*): Dispute Resolution Procedures. *Not reasonably comprehensive*

1. The dispute resolution process does not state that this process will be used for "any dispute." It is limited to disputes arising out of or relating to the charter agreement, or the breach thereof.
2. The petition fails to state that *any time that LACOE believes the dispute relates to an issue that could lead to revocation of the charter school, both parties will no longer be subject to this process* (LACOE AR 0420.4).
3. It does not include the following statement, as required by LACOE.

   The County Board may proceed immediately with the revocation procedures as set forth in law and stated below if it believes the charter school:

   (a) Committed a material violation of any of the conditions, standards, or procedures set forth in the charter.

   (b) Failed to meet or pursue any of the pupil outcomes identified in the charter.

   (c) Failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.

   (d) Violated any provision of law.

   Avance was informed of this requirement prior to submitting its renewal petition.
4. There is a conflict in the timeline for initiating mediation. Page 190 states **both** "Mediation proceedings shall commence within 60 days from the date of the Issue Conference." and "Mediation proceedings shall commence within 60 days from the date the Written Notification was tendered." This discrepancy may lead to due process violations.

Element 15 (*O*): Exclusive Public Employer. *Reasonably comprehensive*

Element 16 (*P*): Closure Procedures. *Not reasonably comprehensive*

The petition fails to include an adequate description of the specific procedures required under *EC* 47605(b)(5)(P) and 5 *CCR* 11962.

1. It does not ensure students will be able to obtain records necessary to transfer to other schools/colleges and/or document their residence, because it (1) does not specify the information to be included in the closure notification required under 5 *CCR* 11962(b) or the *manner in which parents (guardians) may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements*; and (2) closure procedures do not address how the school will handle the transfer and maintenance of *state assessment results, any special education records* or *personnel records in accordance with applicable law* as required by law.
2. It could result in financial concerns for the school and/or authorizer because (1) the description of the final audit fails to address the specific requirements of the audit and presents a timeline that is not aligned to the regulations; (2) the disposal of net assets does not address the *return of any grant funds* or *donated items*; and (3) it fails to provide a description regarding the *completion and filing of any annual reports required pursuant to Education Code section 47604.33*.
3. Failure of the petition to specify explicit requirements of law can also result in a dispute between the school and the authorizer thereby hindering orderly closure regardless of the reason.

Finding 6: The petition does not satisfy all of the Required Assurances of *Education Code* section 47605(c), (e) through (j), (l), and (m).

Standards, Assessments and Parent Consultation. *Meets the condition*

Employment is Voluntary. *Not applicable; not a conversion charter*

Pupil Attendance is Voluntary. *Not applicable; not a conversion charter*

Effect on the Authorizer and Financial Projections. *Does not provide the necessary evidence*

The petition does not provide the necessary evidence in the area of facilities, fiscal and business operations.

1. It does not provide *the manner in which the administrative services of the school are to be provided.*

   The petition does not identify or provide a copy of contracts and/or Memorandum of Understanding with Charter School Capital, LLC or City Terrace, LLC, both of which provide funds to Avance.

   During the Capacity Interview, the petitioner was asked to provide copies of the specific agreements or contracts. As of April 8, 2015, LACOE had not received the following:

   - Financial reports for City Terrace, LLC.
   - The repayment schedule for the $738,024 Line of Credit with Pan American Bank was submitted; however, no supporting documentation was submitted from Pan American Bank acknowledging that the Debt Modification Agreement will be extended passed September 2016.
   - The lease agreement between Iglesias de la Comunidad, PC (USA) and The Avance Foundation.

2. *The petitioners shall also provide financial statements that include a proposed first-year operational budget, including startup costs, and cash-flow and financial projections for the first three years of operation*.

   The necessary financial statements were included but are deficient as identified in Finding 2.

3. *The petition does not provide the necessary evidence in the area of potential civil liabilities* that could affect the authorizer.

   The numerous deficiencies identified in this report create potential civil liability for the County Board. The County Board is on notice that the school does not demonstrate adequate academic performance, does not have a strong financial position, and the petition does not fully comply with the requirements of law. This will impact the County Board's oversight and monitoring obligations.

Preference to Academically Low Performing Students. *Not applicable to a renewal petition.*

Teacher Credentialing Requirement. *Does not meet the condition*

See Element 5 (*E*).

Transmission of Audit Report. *Meets the condition*

Appendix 1
Los Angeles County Office of Education Standard of Review

Review Criteria: The Los Angeles County Office of Education (LACOE) Charter School Review Team (Review Team) considered the petition according to the requirements of the *EC* and other pertinent laws, guidance established in 5 *CCR*, *County Board Policy (BP)* and Superintendent's *Administrative Regulations* (*AR*).[9]

LACOE has adopted the petition review criteria established in *5 CCR* 11967.5.1(a-g) except where LACOE determined that the regulations provide insufficient direction or where they are not applicable because the structure or responsibility of the County Board and LACOE differ from those of the State Board of Education (SBE) and the California Department of Education (CDE). In these instances, LACOE developed its own (local) review criteria or added criteria to those developed by CDE to reflect the needs of the County Board as the authorizer and LACOE as the monitoring and oversight agency.

Reasonably Comprehensive: In addition to the regulatory guidance that specifies the components of each required element, 5 *CCR* 11967.5.1(g) states a "reasonably comprehensive" description of the required petition elements shall include, but not be limited to, information that:

1. *Is substantive and is not, for example, a listing of topics with little elaboration.*
2. *For elements that have multiple aspects, addresses essentially all aspects of the elements, not just selected aspects.*
3. *Is specific to the charter petition being proposed, not to charter schools or charter petitions generally.*
4. *Describes, as applicable among the different elements, how the charter school will:*
   a. *Improve pupil learning.*
   b. *Increase learning opportunities for its pupils, particularly pupils who have been identified as academically low achieving.*
   c. *Provide parents, guardians, and pupils with expanded educational opportunities.*
   d. *Hold itself accountable for measurable, performance based pupil outcomes.*
   e. *Provide vigorous competition with other public school options available to parents, guardians, and students.*

Reasonably Comprehensive with Deficiencies: An element may be reasonably comprehensive but lack specific critical information or contain an error important enough to warrant correction. These elements are described as "reasonably comprehensive" with a specific "deficiency" or "deficiencies." Correcting the deficiency or deficiencies would not be a material revision (as defined in statute and County Board Policy) to the charter.

Technical Adjustments: Three (3) circumstances may require a "technical adjustment" to the petition:

1. Adjustments necessary to reflect the County Board as the authorizer. These adjustments are necessary because the petition was initially submitted to a local district and contains specific references to and/or language required by that district and/or the petition does not reflect the structure of the County Office.

[9] Words in italics indicate a direct reference to the language in these documents.

2. Adjustments needed to bring the petition current with changes made to law since the petition was submitted. This includes adjustments necessary to comply with the *Charter School Act* effective July 1, 2013, as the result of *Assembly Bill* (*AB*) 97 (Local Control Funding Formula).
3. Adjustments necessary to address clerical errors or inconsistencies where making the adjustment would not be a material revision (as defined in statute and *County BP*) to the charter.

Affirmations and Assurances: *The petition shall contain a clear, unequivocal affirmation of each requirement, not a general statement of intention to comply. Neither the charter nor any of the supporting documents shall include any evidence that the charter will fail to comply with the conditions described in EC section 47605(c-f, l and m).*

Reviewers: The Review Team included staff from the Controller's Office, Facilities and Construction, Risk Management, Curriculum and Instruction, Special Education, Student Support Services, Human Resources, the Office of General Counsel, and the Division of Accountability, Support and Monitoring, including the Charter School Office**.**

Scope of Review: Findings are based on a review of the submitted renewal petition and supporting documents, information obtained through the Capacity Interview and other communications with the petitioners and representatives of the school, and other publicly available information.

Legislative Intent: The Review Team considered whether the petition complies with *EC* 47601 of the *Charter Schools Act*, which states:

> *It is the intent of the Legislature, in enacting this part, to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all of the following:*
>
> *(a) Improve pupil learning.*
>
> *(b) Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.*
>
> *(c) Encourage the use of different and innovative teaching methods.*
>
> *(d) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.*
>
> *(e) Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.*
>
> *(f) Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems.*

Appendix 2
API and AYP Measures

Weighted 3-Year Average API Data

2012-13 Weighted 3-Year Average API: Avance and Resident Schools

School: (Grades)	% of Avance Enrollment	Schoolwide	3 Year Growth	Hispanic or Latino	Socio-economically Disadvantaged	English Learners	Students with Disabilities
Burbank Middle (6-8)	32.2	757	+124	750	756	666	542
Nightingale Middle (6-8)	2.3	742	+43	697	742	668	610
Marshall Sr. High (9-12)	2.7	728	+73	673	720	573	461
Avance (6-12)	--	706	-18	706	705	595	381
Irving Middle (6-8)	2.3	705	+29	688	704	612	505
Franklin Sr. High (9-12)	47.9	687	+53	678	685	589	463
Lincoln Sr. High (9-12)	6.5	669	+74	618	669	586	461

Source: DataQuest API (3-Year Average API School Report) retrieved 3-16-15.

2012-13 Weighted 3-Year Average API: Avance and Comparable District Schools

School: (Grades)	Schoolwide	Weighted 3-Year Average API by Student Group			
		Hispanic or Latino	Socio-economically Disadvantaged	English Learners	Students with Disabilities
Alliance Environmental Science and Technology HS (9-12)*	869	864	866	851	548
PUC Community Charter Early College High (9-12)*	830	828	827	769	587
Port of Los Angeles (9-12)*	820	801	788	725	607
Daniel Pearl Journalism & Communications (9-12)	812	804	804	707	726
PUC CA Academy for Liberal Studies Early College (9-12)*	798	796	795	772	638
W.H. Taft Charter High (9-12)	773	712	739	595	505
New Designs Charter (6-12)*	755	765	754	765	--
Math, Science & Technology Magnet Academy (9-12)	753	754	753	649	--
Northridge Academy High (9-12)	753	727	741	646	599
Hollywood Senior High (9-12)	751	743	754	620	455
Fairfax Senior High (9-12)	744	716	740	635	502
Chatsworth Charter High (9-12)*	722	682	704	597	498
San Pedro Sr High (9-12)	714	696	691	602	503
Los Angeles Leadership Academy (6-12)*	708	704	708	663	474
Avance (6-12) *	706	706	705	595	381
Student Empowerment Academy (9-12)*	692	693	691	643	--
Linda Esperanza Marquez High B LIBRA Academy (9-12)*	^	^	^	^	^
PUC Early College Academy for Leaders/Scholars (9-12)*	^	^	^	^	^

Schools in shaded rows are Comparison Schools proposed by Avance based on Public Records Request data supplied by CDE to Avance.
*Indicates direct funded charter school.
--Indicates student group did not have a valid API score for 2011, 2012 and/or 2013; therefore a 3-year average could not be calculated.
^3-year average API not available for this school.
Source: DataQuest (3-Year Average API School Report, School Demographic Characteristics) retrieved 12-16-14.

2013 Growth API Data

2012-13 Growth API Scores: Avance and Resident Schools

School (Grades)	% of Avance Enrollment	School-wide	Hispanic or Latino	Socio-economically Disadvantaged	English Learners	Students with Disabilities	Statewide Rank	Similar Schools Rank
Burbank Middle (6-8)	32.2	786	780	786	637	619	5	8
Marshall Sr. High (9-12)	2.7	758	699	749	511	482	5	4
Nightingale Middle (6-8)	2.3	757	720	757	638	644	4	6
Irving Middle (6-8)	2.3	730	709	730	571	510	2	4
Franklin Sr. High (9-12)	47.9	713	703	709	532	484	3	5
Avance (6-12)	--	694	694	694	603	408	3	1
Lincoln Sr. High (9-12)	6.5	694	635	694	539	481	3	3

DataQuest API (API Growth and Targets Met) retrieved 3-16-15.

2012-13 Growth API: Avance and Comparable District Schools

School (Grades)	School-wide	Hispanic or Latino	Socio-economically Disadvantaged	English Learners	Students with Disabilities	Statewide Rank	Similar Schools Rank
Alliance Environmental Science and Technology HS (9-12)*	860	854	856	837	473	9	10
PUC Community Charter Early College High (9-12)*	841	840	841	770	609	9	10
Port of Los Angeles (9-12)*	834	828	808	733	634	9	10
Daniel Pearl Journalism & Communications (9-12)	810	802	808	733	719	8	9
Math, Science & Technology Magnet Academy (9-12)	803	806	803	644	--	8	10
PUC CA Academy for Liberal Studies Early College (9-12)*	794	792	794	784	535	7	9
W.H. Taft Charter High (9-12)	786	716	750	533	523	7	6
New Designs Charter* (6-12)	783	786	784	792	586	7	10
Northridge Academy High (9-12)	764	737	754	531	617	6	8
Fairfax Senior High (9-12)	762	734	762	573	516	6	8
Hollywood Senior High (9-12)	762	761	764	537	461	6	7
Linda Esperanza Marquez High B LIBRA Academy (9-12)*	752	751	755	531	418	5	6
PUC Early College Academy for Leaders/ Scholars (9-12)*	724	724	713	688	429	4	4
San Pedro Sr High (9-12)	718	695	693	521	513	3	3
Student Empowerment Academy (9-12)*	718	720	717	720	--	3	3
Chatsworth Charter High (9-12)*	717	682	704	524	490	3	3
Los Angeles Leadership Academy (6-12)*	699	696	697	622	497	3	2
Avance (6-12)*	694	694	694	603	408	3	1

Schools in shaded rows are Comparison Schools proposed by Avance.
* Indicates direct funded charter school.
-- Indicates student group not numerically significant at this school.
Source: DataQuest (2013 Growth API Report) retrieved 3-23-15.

2013 AYP Proficiency Rate Data: English-Language Arts

2012-13 AYP Proficiency^-Annual Measurable Objectives (AMOs)-English-Language Arts:
Avance and Resident Schools (% Proficient or Advanced)

School (Grades)	% of Avance Enrollment	Schoolwide	Hispanic or Latino	Socioeconomically Disadvantaged	English Learners	Students with Disabilities
Marshall Sr. High (9-12)	2.7	55.3	43.7	53.0	11.4	21.8
Lincoln Sr. High (9-12)	6.5	51.9	40.7	51.9	16.1	30.0
Burbank Middle (6-8)	32.2	50.0	48.5	50.0	16.0	27.0
Franklin Sr. High (9-12)	47.9	45.1	43.4	42.7	8.0	7.7
Nightingale Middle (6-8)	2.3	44.0	39.2	44.0	18.4	40.7
Irving Middle (6-8)	2.3	39.6	35.5	39.6	15.9	22.7
Avance (6-12)	--	31.8	31.9	32.0	10.8	6.7

^Assessments used to calculate proficiency rates were the CSTs (grades 6-8); CMA (grades 6-8); CAPA (grades 6-8 and 10); and CAHSEE (Grade 10).
Source: DataQuest (Adequate Yearly Progress Report) retrieved 3-16-15.

2012-13 AYP Proficiency^-Annual Measurable Objectives (AMOs)-English-Language Arts:
Avance and Comparable LAUSD Schools (% Proficient or Advanced)

School (Grades)	Schoolwide	Hispanic or Latino	Socioeconomically Disadvantaged	English Learners	Students with Disabilities
Port of Los Angeles (9-12)*	83.8	81.3	77.8	56	35.7
Daniel Pearl Journalism & Communications (9-12)	82.3	80	80.9	54.5	--
Math, Science & Technology Magnet Academy (9-12)	79.1	79.1	79.1	--	--
Alliance Environmental Science and Technology HS (9-12)*	76.9	79.1	75.6	74.4	--
PUC CA Academy for Liberal Studies Early College (9-12)*	74.2	73.8	74.1	76.7	--
PUC Community Charter Early College High (9-12)*	68	67.8	67	42	--
Northridge Academy High (9-12)	66	60.5	67.2	8.7	22.2
Hollywood Senior High (9-12)	64.6	61.9	63.5	9.1	25
W.H. Taft Charter High (9-12)	62.3	44	50.7	9.3	13.4
Fairfax Senior High (9-12)	58	51.1	57.1	17.5	19.1
Linda Esperanza Marquez High B LIBRA Academy (9-12)*	55.7	55.4	56.6	10	--
San Pedro Sr High (9-12)	53.7	48.1	48.9	9.5	22.9
Chatsworth Charter High (9-12)*	47.6	41.7	44.8	7.5	12.3
New Designs Charter* (9-12)	47.1	46.7	47.1	48	24
PUC Early College Academy for Leaders/Scholars (9-12)*	43.8	44.3	43.5	25	--
Student Empowerment Academy (9-12)*	40.4	40.4	42.1	41.7	--
Los Angeles Leadership Academy (6-12)*	36.4	36.6	36.3	19.2	7.1
Avance (6-12)*	31.8	31.9	32.0	10.8	6.7

^Assessments used to calculate proficiency rates were the CSTs (grades 6-8); CMA (grades 6-8); CAPA (grades 6-8 and 10); and CAHSEE (grade 10)
Schools in shaded rows are Comparison Schools proposed by Avance.
--Indicates student group not numerically significant at this school.
* Indicates direct funded charter school.
Source: DataQuest (Adequate Yearly Progress Report) retrieved 11-24-14.

2013 AYP Proficiency Rate Data: Mathematics

2012-13 AYP Proficiency^-Annual Measurable Objectives (AMOs)-Mathematics:
Avance and Resident Schools (% Proficient or Advanced)

School (Grades)	% of Avance Enrollment	Schoolwide	Hispanic or Latino	Socioeconomically Disadvantaged	English Learners	Students with Disabilities
Marshall Sr. High (9-12)	2.7	61.7	48.8	60.5	21.7	23.2
Lincoln Sr. High (9-12)	6.5	59.3	45.2	59.3	29.5	33.3
Burbank MS (6-8)	32.2	51.1	49.9	51.1	30.7	30.8
Franklin Sr. High (9-12)	47.9	49.0	47.3	46.1	13.8	16.9
Irving MS (6-8)	2.3	43.7	38.6	43.7	26.8	22.7
Nightingale Middle (6-8)	2.3	42.6	32.0	42.5	29.7	29.4
Avance (6-12)	--	36.1	36.3	36.5	20.3	3.3

^Assessments used to calculate proficiency rates were the CSTs (grades 6-8); CMA (grades 6-8); CAPA (grades 6-8 and 10); and CAHSEE (grade 10).
Source: DataQuest (Adequate Yearly Progress Report) retrieved 3-16-15.

2012-13 AYP Proficiency^-Annual Measurable Objectives (AMOs)-Mathematics:
Avance and LAUSD Comparable District Schools (% Proficient or Advanced)

School (Grades)	Schoolwide	Hispanic or Latino	Socioeconomically Disadvantaged	English Learners	Students with Disabilities
PUC Community Charter Early College High (9-12)*	85.1	85.0	85.3	75.5	--
Port of Los Angeles (9-12)*	84.3	85.4	87.5	76.0	42.9
Daniel Pearl Journalism & Communications (9-12)	83.2	83.3	85.1	72.7	--
Alliance Environmental Science and Technology HS (9-12)*	82.2	81.8	81.3	82.1	--
PUC CA Academy for Liberal Studies Early College (9-12)*	81	80.6	83.6	80.6	--
Math, Science & Technology Magnet Academy (9-12)	80.5	80.5	80.5	--	--
Northridge Academy High (9-12)	71.9	68.3	74.0	26.1	37.8
Linda Esperanza Marquez High B LIBRA Academy (9-12)*	70.2	69.9	71.9	36.4	--
Hollywood Senior High (9-12)	67.2	65.7	68.6	34.1	33.3
W.H. Taft Charter High (9-12)	64.8	46.8	55.0	19.2	14.3
Fairfax Senior High (9-12)	63.5	58.1	62.9	35.9	29.8
New Designs Charter (6-12)*	57.9	59.9	58.5	61.8	29.2
San Pedro Sr High (9-12)	54.4	49.5	51.8	16.2	21.8
PUC Early College Academy for Leaders and Scholars (9-12)*	51.3	52.1	50.8	37.5	--
Chatsworth Charter High (9-12)*	47.1	39.9	44.2	16.7	12.5
Student Empowerment Academy (9-12)*	46.2	46.2	47.4	45.8	--
Avance (6-12)*	36.1	36.3	36.5	20.3	3.3
Los Angeles Leadership Academy (6-12)*	19.7	18.5	19.5	13.3	3.7

^Assessments used to calculate proficiency rates were the CSTs (grades 6-8); CMA (grades 6-8); CAPA (grades 6-8 and 10); and CAHSEE (grade 10).
Schools in shaded rows are Comparison Schools proposed by Avance.
--Indicates student group not numerically significant at this school.
* Indicates direct funded charter school.
Source: DataQuest (Adequate Yearly Progress Report) retrieved 11-24-14.

Appendix 3
College Readiness Indicators

Summary of Most Recent Data for All Indicators

Avance and Resident Schools College Readiness Indicators (Schoolwide)

School (Grades)	Cohort Graduation Rate (%) (2012-13)	A-G Requirements Completion Rate (%) (2012-13)	SAT Grade 12 Participation Rate (% Tested) (2012-13)	SAT (% Scoring ≥1500) (2012-13)	CAHSEE Proficiency Rates (% proficient and above) (2013-14)		AP Score (% of exams 3+ of total AP exams scoring 1-5)* (2012-13)	EAP (% Ready for College and Ready for College-Conditional)** (2013-14)	
					ELA	Math		ELA	Math
Avance (6-12)	84.3	93.0 / 79^	95.56	6.98	40	50	4.8	0	30
Franklin Sr. High (9-12)	78.0	31.5	49.20	22.7	46	63	38.3	28	48
Lincoln Sr. High (9-12)	73.1	45.9	56.62	20.8	41	50	38.4	29	48
Marshall Sr. High (9-12)	81.6	40.5	54.02	44.4	60	68	48.0	--	--

^ DataQuest reports the a-g completion rate as 93%; however, a review of Avance's data shows the correct calculation is 79%.
--No data listed.
*Data rounded to nearest tenth placement.
Source: DataQuest retrieved 03-31-15 except where otherwise noted.
**Source: EAP website retrieved 03-31-15.

Avance and Comparable District Schools College Readiness Indicators (Schoolwide)

School (Grades)	Cohort Graduation Rate (%) (2012-13)	A-G Requirements Completion Rate (%) (2012-13)	SAT Grade 12 Participation Rate (% Tested) (2012-13)	SAT (% Scoring ≥1500) (2012-13)	CAHSEE Proficiency Rates (% proficient and above) (2013-14)		AP Score (% of exams 3+ of total AP exams scoring 1-5)** (2012-13)	EAP (% Ready for College and Ready for College-Conditional)*** (2013-14)	
					ELA	Math		ELA	Math
Avance (6-12)	84.3	93.0 / 79^	95.56	6.98	40	50	4.8	0	30
Chatsworth Charter HS (9-12)*	84.7	28.0	39.42	29.0	49	54	31.2	25	32
Fairfax Sr. High (9-12)	81.8	32.3	55.48	30.4	49	63	54.0	39	45
Hollywood Sr. High (9-12)	87.2	37.6	60.48	21.8	59	66	27.5	41	43
Linda Esperanza Marquez High B LIBRA Academy (9-12)*	88.9	54.2	1.96	^^	60	64	33.9	22	34
Los Angeles Leadership Academy(6-12)*	94.1	100	66.07	18.92	69	68	44.2	0	19
New Designs Charter* (6-12)	72.8	100	91.30	7.9	53	75	19.4	36	67
Northridge Academy High (9-12)	92.3	33.2	56.97	23.0	60	61	18.1	43	35
PUC Community Charter Early College High(9-12)*	95.9	100	93.81	8.8	68	78	57.4	51	61
PUC Early College Academy for Leaders/ Scholars(9-12)*	73.7	96.7	E	15.6	20	24	21.7	53	64
Student Empowerment Academy(9-12)*	^^	--	0	--	32	60	--	--	--
Alliance Environmental Science and Technology HS(9-12)*	87.9	100	9.84	75.0	76	82	66.2	57	53
Daniel Pearl Journalism and Communications (9-12)	95.0	50.9	65.08	43.9	61	70	40.6	44	46
Math, Science and Technology Magnet Academy (9-12)	92.9	51.4	89.55	18.3	68	83	33.1	56	59
PUC CA Academy for Liberal Studies Early College* (9-12)	83.3	98.0	E	17.6	64	76	--	--	--
Port of Los Angeles(9-12)*	93.8	43.3	64.50	37.6	72	77	78.2	--	--
San Pedro Senior High (9-12)	76.5	27.6	44.44	34.0	52	50	38.6	31	33
W.H. Taft Senior Charter High (9-12)	86.9	29.0	45.63	51.9	64	68	64.6	48	64

^ DataQuest reports the a-g completion rate as 93%; however, a review of Avance's data shows the correct calculation is 79%.
Schools in shaded rows are Comparison Schools proposed by Avance based on Public Records Request data supplied by CDE to Avance.
*Indicates direct funded charter school.
--No data listed.
**Data rounded to nearest tenth placement.
"E" signifies school's number of grade 12 students reported to have taken the SAT test exceeds the school's reported number of students enrolled in grade 12.
^^ No scores reported to protect students' privacy with 10 or fewer students.
Source: DataQuest retrieved 03-31-15 except where otherwise noted.
***Source: EAP website retrieved on 03-31-15.

Scholastic Aptitude Test (SAT)

2012-13 SAT Scores - Avance and Resident High Schools
Comparison by Subject Matter

School	Number / % Tested	Critical Reading Average	Math Average	Writing Average	Total Mean	Total >= 1,500 Percent
Marshall Senior High	363/54	483	491	477	1451	44.4
Franklin Senior High	185/49	440	446	449	1334	22.7
Lincoln Senior High	231/57	415	445	410	1270	20.8
Avance	43/96	406	387	394	1187	6.98
County: (Los Angeles)	56566/46	469	484	469	1422	37.94

Source: CDE SAT Data File for 2012-13 retrieved 2-28-15.

2012-13 SAT Scores - Avance and Comparable LAUSD District High Schools
Comparison by Subject Matter

School	Number / % Tested	Critical Reading Average	Math Average	Writing Average	Total Mean	Total >= 1,500 Percent
Alliance Environmental Science and Technology HS (9-12)*	12/10	538	608	543	1688	75
W.H. Taft Senior Charter High (9-12)	235/46	497	515	502	1514	51.91
Daniel Pearl Journalism & Communications (9-12)	41/65	482	485	479	1446	43.9
Port of Los Angeles (9-12)*	149/65	467	492	471	1430	37.58
San Pedro Senior High (9-12)	244/44	464	459	462	1385	34.02
Fairfax Sr. High (9-12)	253/55	463	470	459	1392	30.43
Chatsworth Charter HS (9-12)*	272/39	453	466	453	1371	29.04
Northridge Academy High (9-12)	139/57	445	453	444	1343	23.02
Hollywood Sr. High (9-12)	202/60	453	443	449	1346	21.78
Los Angeles Leadership Academy (6-12)*	37/66	425	418	429	1272	18.92
Math, Science & Technology Magnet Academy (9-12)	60/90	418	430	426	1273	18.33
PUC CA Academy for Liberal Studies Early College (9-12)*	51/134	411	427	421	1259	17.65
PUC Early College Academy for Leaders/Scholars (9-12)*	109/376	407	413	406	1226	15.6
PUC Community Charter Early College High (9-12)*	91/94	398	424	405	1227	8.79
New Designs Charter (6-12)*	63/91	380	377	385	1142	7.94
Avance (6-12)*	43/96	406	387	394	1187	6.98
Linda Esperanza Marquez High B LIBRA Academy (9-12)*	2/2	^	^	^	^	^
Student Empowerment Academy (9-12)*	0/0	--	--	--	--	--

Schools in shaded rows are Comparison Schools proposed by Avance based on Public Records Request data supplied by CDE to Avance.
*Indicates direct funded charter school.
^Indicates that there were 10 or fewer students who took the test.
Source: CDE SAT Data File for 2012-13 retrieved 2-28-15.

California High School Exit Exam (CAHSEE)

2013-14 California High School Exit Exam (CAHSEE) Proficiency Rates^
English-Language Arts (ELA) and Math Performance by Student Groups
Avance and Resident High Schools (Grades 9-12)+

School	% of Avance Enrollment	Schoolwide		Hispanic or Latino		Socioeconomically Disadvantaged		English Learners		Students with Disabilities	
		ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math
Avance	--	40	50	39	49	40	50	*	*	*	*
Franklin Senior High	47.9	46	63	44	62	45	63	0	12	3	21
Lincoln Senior High	6.5	41	50	33	40	41	51	0	24	7	7
Marshall Senior High	2.7	60	68	43	54	56	66	10	24	2	11

^Proficiency rates indicate the % of students scoring above 380 on the CAHSEE exam (Grade 10).
+ Resident schools contributing at least 2% of Avance enrollment as of October 2014, based on student enrollment report submitted by the school. All schools are within LAUSD.
* Indicates that the number of pupils in this category is too small for statistical accuracy or privacy protection (fewer than 11 students).
Source: DataQuest (CAHSEE School Demographic Summary Report) retrieved 3-16-15.

2012-13 California High School Exit Exam (CAHSEE) Proficiency Rates^
English-Language Arts (ELA) and Math Performance by Student Groups
Avance and Resident High Schools (Grades 9-12)+

School	% of Avance Enrollment	Schoolwide		Hispanic or Latino		Socioeconomically Disadvantaged		English Learners		Students with Disabilities	
		ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math
Avance	--	34	38	34	38	34	37	0	0	*	*
Franklin Senior High	47.9	45	49	43	47	43	47	4	11	3	12
Lincoln Senior High	6.5	51	60	40	47	51	60	0	17	19	27
Marshall Senior High	2.7	54	63	43	51	51	60	4	22	15	17

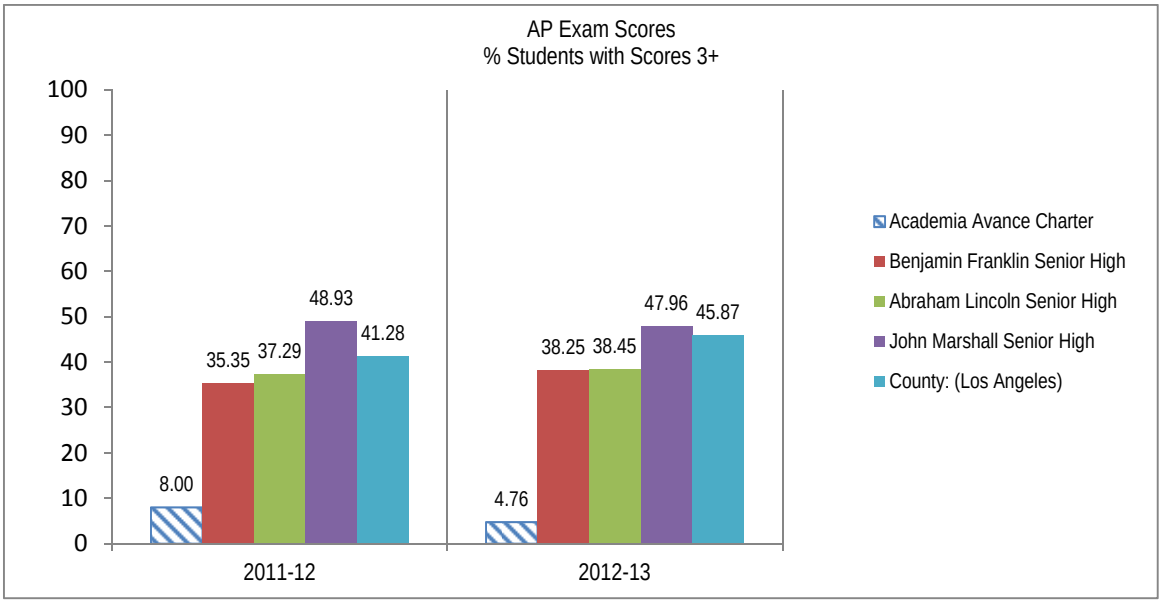
^Proficiency rates indicate the % of students scoring above 380 on the CAHSEE exam (Grade 10).
+ Resident schools contributing at least 2% of Avance enrollment as of October 2014, based on student enrollment report submitted by the school. All schools are within LAUSD.
* Indicates that the number of pupils in this category is too small for statistical accuracy or privacy protection (fewer than 11 students).
Source: DataQuest (CAHSEE School Demographic Summary Report) retrieved 3-16-15.

Advanced Placement (AP) Exams

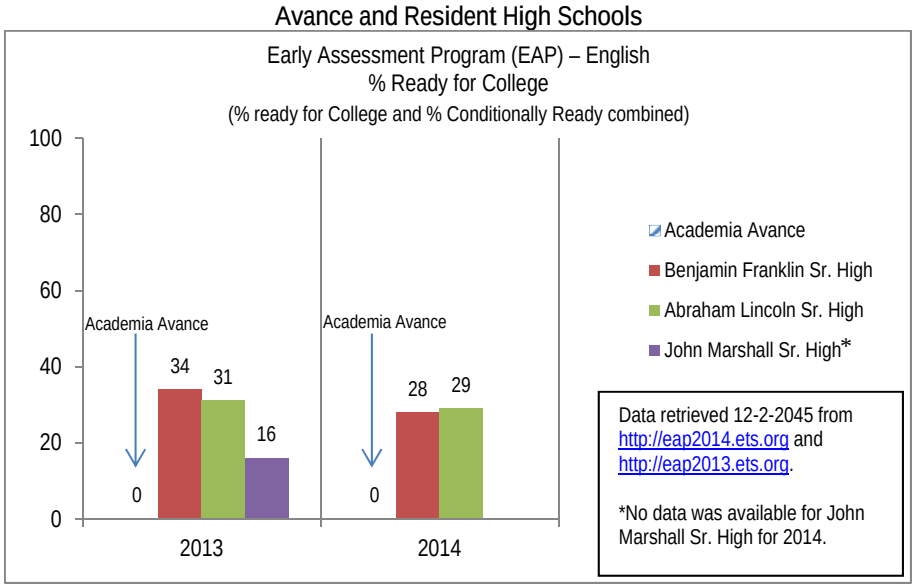
Avance and Resident High Schools

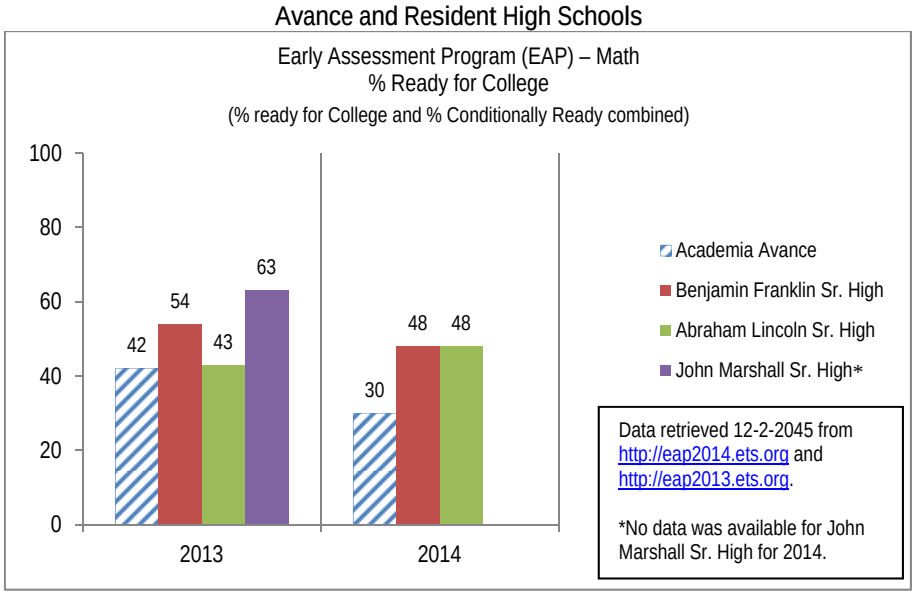
School (# of courses offered^)	Number of Exam Takers		% of Enrollment		Number of Students with Scores 3+		% Students with Scores 3+	
	2011-12	2012-13	2011-12	2012-13	2011-12	2012-13	2011-12	2012-13
Academia Avance Charter (1*)	25	21	36.23	19.81	2	1	8.00	4.76
Benjamin Franklin Sr. High (7)	302	250	40.48	36.66	210	218	35.35	38.25
Abraham Lincoln Sr. High (10)	420	306	43.03	40.58	248	193	37.29	38.45
John Marshall Sr. High (6)	628	724	43.64	55.27	660	716	48.93	47.96
County: (Los Angeles)	79,306	84,682	4.47	9.01	77,207	19,272	41.28	45.87

Values for # of course offered are for 2014-2015 from each school's website retrieved 4-1-2015.
* Indicates that course was offered but was not authorized per AP Course Ledger website: https://apcourseaudit.epiconline/ledger/school/php retrieved 4-1-2015.
Source: Data Quest (AP Exams Results Report) retrieved 12-2-2014.



Early Assessment Program (EAP)





Appendix 4
Middle School Performance

California Standards Test (CST)

2010-11 CST English-Language Arts Test Results
for 6th, 7th and 8th Grade Students: Avance and Schools of Residence*

School: (Grades)	% of Avance Enrollment	% of Middle School Students Proficient and Advanced by Significant Student Groups**					
		Grade	Schoolwide	Hispanic or Latino	Economically Disadvantaged	English Learners	Students with Disabilities
Avance (6-12)	--	6	31	32	31	40	^
		7	36	35	36	7	^
		8	37	37	36	7	^
Burbank MS (6-8)	32.5	6	55	55	57	^	^
		7	38	38	35	2	0
		8	38	36	39	3	11
Nightingale MS (6-8)	2.3	6	41	34	41	8	8
		7	37	31	37	2	15
		8	42	31	42	5	18
Irving MS (6-8)	2.3	6	19	16	20	^	^
		7	38	34	34	2	22
		8	45	42	43	4	17

*Source: Ed-Data at: www.ed-data.k12.ca.us. Retrieved 12-16-14
**Source: CDE DataQuest (2011 STAR Test Results) retrieved 4-1-15
^ Appears on the report to protect student privacy when 10 or fewer students have valid test scores.

2011-12 CST English-Language Arts Test Results
for 6th, 7th and 8th Grade Students: Avance and Schools of Residence*

School: (Grades)	% of Avance Enrollment	% of Middle School Students Proficient and Advanced by Significant Student Groups**					
		Grade	Schoolwide	Hispanic or Latino	Economically Disadvantaged	English Learners	Students with Disabilities
Avance (6-12)	--	6	32	32	32	^	^
		7	33	33	33	3	0
		8	39	39	39	0	^
Burbank MS (6-8)	32.5	6	60	60	59	^	^
		7	58	57	57	9	22
		8	50	48	49	8	17
Nightingale MS (6-8)	2.3	6	37	35	37	1	19
		7	48	42	48	10	38
		8	40	33	40	7	14
Irving MS (6-8)	2.3	6	20	17	20	^	^
		7	42	39	42	7	16
		8	41	38	40	0	11

*Source: Ed-Data at: www.ed-data.k12.ca.us. Retrieved 12-16-14
**Source: CDE DataQuest (2012 STAR Test Results) retrieved 4-1-15
^ Appears on the report to protect student privacy when 10 or fewer students have valid test scores.

2012-13 CST English-Language Arts Test Results
for 6th, 7th and 8th Grade Students: Avance and Schools of Residence*

School: (Grades)	% of Avance Enrollment	% of Middle School Students Proficient and Advanced by Significant Student Groups**					
		Grade	Schoolwide	Hispanic or Latino	Economically Disadvantaged	English Learners	Students with Disabilities
Avance (6-12)	--	6	46	47	44	0	^
		7	31	30	29	3	^
		8	24	24	25	0	^
Burbank MS (6-8)	32.5	6	54	52	55	^	^
		7	51	49	51	3	19
		8	49	48	49	3	21
Nightingale MS (6-8)	2.3	6	43	41	44	0	25
		7	40	35	40	1	31
		8	44	37	43	6	13

2012-13 CST English-Language Arts Test Results
for 6th, 7th and 8th Grade Students: Avance and Schools of Residence*

School: (Grades)	% of Avance Enrollment	% of Middle School Students Proficient and Advanced by Significant Student Groups**					
		Grade	Schoolwide	Hispanic or Latino	Economically Disadvantaged	English Learners	Students with Disabilities
Irving MS (6-8)	2.3	6	44	37	44	^	^
		7	42	38	43	4	13
		8	36	32	36	0	12

*Source: Ed-Data at: www.ed-data.k12.ca.us. Retrieved 12-16-14
**Source: CDE Dataquest (2013 STAR Test Results) retrieved 4-1-15
^ 10 or fewer students have valid test scores.

2010-11 CST Math Test Results for 6th, 7th and 8th Grade Students: Avance and Schools of Residence*

School: (Grades)	% of Avance Enrollment	% of Middle School Students Proficient and Advanced by Significant Student Groups**						
		Subject	Grade	Schoolwide	Hispanic or Latino	Economically Disadvantaged	English Learners	Students with Disabilities
Avance (6-12)	--	Mathematics	6	20	20	20	25	--
			7	27	26	27	11	^
		General Mathematics	8	--	--	--	--	--
		Algebra I	7	--	--	--	--	--
			8	15	16	15	3	^
		Geometry	8	^	^	^	--	--
Burbank MS (6-8)	32.5	Mathematics	6	72	71	76	^	^
			7	35	33	34	9	15
		General Mathematics	8	3	2	2	0	0
		Algebra I	7	38	33	37	^	--
			8	51	48	51	27	38
		Geometry	8	--	--	--	--	--
Nightingale MS (6-8)	2.3	Mathematics	6	47	35	47	15	20
			7	20	14	20	8	7
		General Mathematics	8	6	5	6	4	6
		Algebra I	7	65	41	65	82	--
			8	21	11	20	16	6
		Geometry	8	99	96	99	^	^
Irving MS (6-8)	2.3	Mathematics	6	23	21	26	^	^
			7	26	24	25	0	7
		General Mathematics	8	16	16	16	10	13
		Algebra I	7	^	^	^	--	--
			8	43	38	43	^	^
		Geometry	8	^	^	^	--	--

*Source: Ed-Data at: www.ed-data.k12.ca.us. Retrieved 12-16-14
**Source: CDE DataQuest (2011 STAR Test Results) retrieved 4-1-15
^ Appears on the report to protect student privacy when 10 or fewer students have valid test scores.
-- The school did not have any students take the test in this subject for this year.

2011-12 CST Math Test Results for 6th, 7th and 8th Grade Students: Avance and Schools of Residence*

School: (Grades)	% of Avance Enrollment	% of Middle School Students Proficient and Advanced by Significant Student Groups**						
		Subject	Grade	Schoolwide	Hispanic or Latino	Economically Disadvantaged	English Learners	Students with Disabilities
Avance (6-12)	--	Mathematics	6	16	16	16	^	^
			7	24	24	24	3	0
		General Mathematics	8	--	--	--	--	--
		Algebra I	7	--	--	--	--	--
			8	31	31	31	16	^
		Geometry	8	--	--	--	--	--
Burbank MS (6-8)	32.5	Mathematics	6	68	68	66	^	^
			7	44	45	45	16	17
		General Mathematics	8	--	--	--	--	--
		Algebra I	7	57	53	56	^	--
			8	46	44	46	23	17
		Geometry	8	94	92	94	--	--
Nightingale MS (6-8)	2.3	Mathematics	6	47	37	47	22	19

2011-12 CST Math Test Results for 6th, 7th and 8th Grade Students: Avance and Schools of Residence*

School: (Grades)	% of Avance Enrollment	% of Middle School Students Proficient and Advanced by Significant Student Groups**						
		Subject	Grade	Schoolwide	Hispanic or Latino	Economically Disadvantaged	English Learners	Students with Disabilities
			7	20	15	20	15	25
		General Mathematics	8	5	5	5	2	0
		Algebra I	7	74	64	74	^	^
			8	24	14	24	33	^
		Geometry	8	95	93	95	^	--
Irving MS (6-8)	2.3	Mathematics	6	5	2	5	^	^
			7	31	27	32	7	8
		General Mathematics	8	4	4	3	0	4
		Algebra I	7	52	47	52	--	^
			8	21	18	21	^	^
		Geometry	8	--	--	--	--	--

*Source: Ed-Data at: www.ed-data.k12.ca.us. Retrieved 12-16-14
**Source: CDE DataQuest (2012 STAR Test Results) retrieved 4-1-15
^ Appears on the report to protect student privacy when 10 or fewer students have valid test scores.
-- The school did not have any students take the test in this subject for this year.

2012-13 CST Math Test Results for 6th, 7th and 8th Grade Students: Avance and Schools of Residence*

School: (Grades)	% of Avance Enrollment	% of Middle School Students Proficient and Advanced by Significant Student Groups**						
		Subject	Grade	Schoolwide	Hispanic or Latino	Economically Disadvantaged	English Learners	Students with Disabilities
Avance (6-12)	--	Mathematics	6	61	62	60	7	^
			7	41	41	43	23	^
		General Mathematics	8	--	--	--	--	--
		Algebra I	7	^	^	--	--	--
			8	18	18	19	4%	^
		Geometry	8	--	--	--	--	--
Burbank MS (6-8)	32.5	Mathematics	6	65	63	64	^	^
			7	49	49	49	11	25
		General Mathematics	8	--	--	--	--	--
		Algebra I	7	73	64	73	--	^
			8	45	44	45	7	15
		Geometry	8	90	91	90	--	--
Nightingale MS (6-8)	2.3	Mathematics	6	51	42	50	38	25
			7	16	13	15	16	^
		General Mathematics	8	10	8	10	10	5
		Algebra I	7	70	58	70	73	^
			8	34	32	33	47	^
		Geometry	8	92	84	92	^	--
Irving MS (6-8)	2.3	Mathematics	6	41	34	41	^	^
			7	46	41	46	22	13
		General Mathematics	8	23	23	23	9	9
		Algebra I	7	^	^	^	--	^
			8	66	58	66	^	^
		Geometry	8	40	42	40	--	^

*Source: Ed-Data at: www.ed-data.k12.ca.us. Retrieved 12-16-14
**Source: CDE DataQuest (2013 STAR Test Results) retrieved 4-1-15
^ Appears on the report to protect student privacy when 10 or fewer students have valid test scores.
-- The school did not have any students take the test in this subject for this year.

2010-11 CST Science Test Results for 8th Grade Students: Avance and Schools of Residence*

School: (Grades)	% of Avance Enrollment	% of 8th Grade Students Proficient and Advanced by Significant Student Groups**				
		Schoolwide	Hispanic or Latino	Economically Disadvantaged	English Learners	Students with Disabilities
Avance (6-12)	--	51	51	51	21	^
Burbank MS (6-8)	32.5	32	30	31	4	6
Nightingale MS(6-8)	2.3	63	53	62	26	32
Irving MS (6-8)	2.3	56	53	56	18	28

*Source: Ed-Data at: www.ed-data.k12.ca.us. Retrieved 12-16-14
**Source: CDE DataQuest (2011 STAR Test Results) retrieved 4-1-15
^ Appears on the report to protect student privacy when 10 or fewer students have valid test scores.

2011-12 CST Science Test Results for 8th Grade Students: Avance and Schools of Residence*

School: (Grades)	% of Avance Enrollment	% of 8th Grade Students Proficient and Advanced by Significant Student Groups**				
		Schoolwide	Hispanic or Latino	Economically Disadvantaged	English Learners	Students with Disabilities
Avance (6-12)	--	53	52	52	16	^
Burbank MS (6-8)	32.5	54	51	54	15	35
Nightingale MS(6-8)	2.3	57	48	57	31	^
Irving MS (6-8)	2.3	51	48	49	8	26

*Source: Ed-Data at: www.ed-data.k12.ca.us. Retrieved 12-16-14
**Source: CDE DataQuest (2012 STAR Test Results) retrieved 4-1-15
^ Appears on the report to protect student privacy when 10 or fewer students have valid test scores.

2012-13 CST Science Test Results for 8th Grade Students: Avance and Schools of Residence*

School: (Grades)	% of Avance Enrollment	% of 8th Grade Students Proficient and Advanced by Significant Student Groups**				
		Schoolwide	Hispanic or Latino	Economically Disadvantaged	English Learners	Students with Disabilities
Avance (6-12)	--	42	42	42	13	^
Burbank MS (6-8)	32.5	47	45	47	4	31
Nightingale MS(6-8)	2.3	68	59	68	33	54
Irving MS (6-8)	2.3	50	45	49	3	9

*Source: Ed-Data at: www.ed-data.k12.ca.us. Retrieved 12-16-14
**Source: CDE DataQuest (2013 STAR Test Results) retrieved 4-1-15
^ Appears on the report to protect student privacy when 10 or fewer students have valid test scores.

2013-14 CS Science Test Results for 8th Grade Students: Avance and Schools of Residence*

School: (Grades)	% of Avance Enrollment	% of 8th Grade Students Proficient and Advanced by Significant Student Groups**				
		Schoolwide	Hispanic or Latino	Economically Disadvantaged	English Learners	Students with Disabilities
Avance (6-12)	--	32	31	32	0	^
Burbank MS (6-8)	32.5	66	66	65	21	61
Nightingale MS(6-8)	2.3	51	42	54	20	36
Irving MS (6-8)	2.3	56	51	53	6	33

*Source: Ed-Data at: www.ed-data.k12.ca.us. Retrieved 12-16-14
**Source: CDE DataQuest (2014 STAR Test Results) retrieved 4-1-15
^ Appears on the report to protect student privacy when 10 or fewer students have valid test scores.

Appendix 5
Internal Interim (Benchmark) Assessments

NWEA MAP Assessments (2014-15)*

NWEA

Projected Proficiency Summary Report

Aggregate by School by Grade

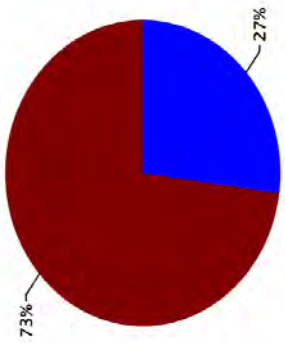
Term: Fall 2014-2015
District: Academia Avance Charter
Grouping: None

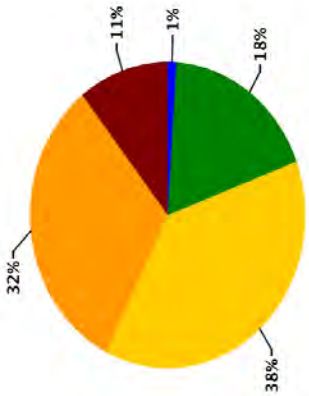
Mathematics

Academia Avance

State Test Name: CAHSEE

Grade	Student Count	AYP Not Pass Count	AYP Not Pass Percent	AYP Pass Count	AYP Pass Percent
9	72	60	83.3%	12	16.7%
10	85	65	76.5%	20	23.5%
11	60	31	51.7%	29	48.3%
12	12	11	91.7%	1	8.3%
Total	229	167	72.9%	62	27.1%





State Test Name: STAR

Grade	Student Count	Far Below Basic Count	Far Below Basic Percent	Below Basic Count	Below Basic Percent	Basic Count	Basic Percent	Proficient Count	Proficient Percent	Advanced Count	Advanced Percent
6	35	5	14.3%	14	40.0%	10	28.6%	6	17.1%	0	0.0%
7	73	7	9.6%	24	32.9%	23	31.5%	17	23.3%	2	2.7%
8	88	9	10.1%	25	28.1%	42	47.2%	13	14.6%	0	0.0%
Total	197	21	10.7%	63	32.0%	75	38.1%	36	18.3%	2	1.0%

Explanatory Notes

This report shows students' projected performance on the state assessment(s) based on NWEA alignment/linking studies. Performance categories are defined by the state and are specific to each state. For any state that does not have an alignment/linking study, NWEA uses the 40th percentile from the norming study to forecast basic proficiency and the 74th percentile to forecast proficient-plus. Proficiency is projected from MAP assessments administered in Fall 2014-2015 to state test(s) administered in Spring 2014-2015.

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NWEA
Northwest Evaluation Association

Projected Proficiency Summary Report

Aggregate by School by Grade

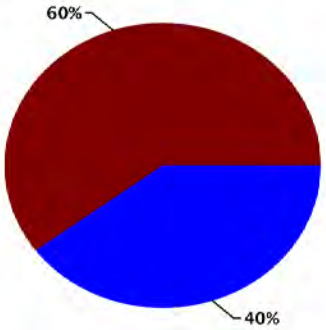
Term: Fall 2014-2015
District: Academia Avance Charter
Grouping: None

Reading

Academia Avance

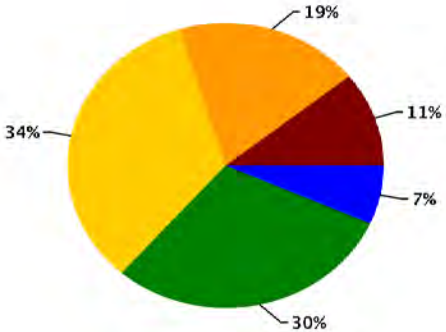
State Test Name: CAHSEE

Grade	Student Count	AYP Not Pass		AYP Pass	
		Count	Percent	Count	Percent
9	74	58	78.4%	16	21.6%
10	84	47	56.0%	37	44.0%
11	58	24	41.4%	34	58.6%
12	5	4	80.0%	1	20.0%
Total	221	133	60.2%	88	39.8%



State Test Name: STAR

Grade	Student Count	Far Below Basic		Below Basic		Basic		Proficient		Advanced	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
6	35	3	8.6%	8	22.9%	13	37.1%	10	28.6%	1	2.9%
7	73	11	15.1%	7	9.6%	22	30.1%	26	35.6%	7	9.6%
8	87	7	8.0%	22	25.3%	31	35.6%	22	25.3%	5	5.7%
Total	195	21	10.8%	37	19.0%	66	33.8%	58	29.7%	13	6.7%



Explanatory Notes

This report shows students' projected performance on the state assessment(s) based on NWEA alignment/linking studies. Performance categories are defined by the state and are specific to each state. For any state that does not have an alignment/linking study, NWEA uses the 40th percentile from the norming study to forecast basic proficiency and the 70th percentile to forecast proficient-plus.
Proficiency is projected from MAP assessments administered in Fall 2014-2015 to state test(s) administered in Spring 2014-2015.

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NWEA Student Growth Summary Report: Winter 2014-15

Mathematics		Fall 2014	Winter 2015	Mathematics Status Norms (RIT Values)			Actual Growth	Winter RIT Compared to Status Norms
Grade	Count	Mean RIT	Mean RIT	Beginning-of-Year Mean	Middle-of-Year Mean	End-of-Year Mean	Mean Growth	Grade Equivalence
6	33	209.1	209.1	219.6	222.8	225.6	0.0	> 4th Grade Mid.
7	69	217.5	218.7	225.6	228.2	230.5	1.2	> 5th Grade Mid.
8	89	222.0	224.6	230.2	232.8	234.5	2.6	> 6th Grade Mid.
9	65	214.2	225.1	233.8	234.9	236.0	11.0	> 6th Grade Mid.
10	82	222.0	226.6	234.2	235.5	236.6	4.6	> 7th Grade Beg.
11	54	232.5	234.0	236.0	237.2	238.3	1.5	> 8th Grade Mid.

Reading		Fall 2014	Winter 2015	Reading Status Norms (RIT Values)			Actual Growth	Winter RIT Compared to Status Norms
Grade	Count	Mean RIT	Mean RIT	Beginning-of-Year Mean	Middle-of-Year Mean	End-of-Year Mean	Mean Growth	Grade Equivalence
6	33	203.6	206.6	212.3	214.3	216.4	3.0	> 4th Grade Mid.
7	69	209.3	212.3	216.3	218.2	219.7	3.0	= 6th Grade Beg.
8	84	213.5	215.5	219.3	221.2	222.4	2.1	> 6th Grade Mid.
9	63	209.8	216.7	221.4	221.9	222.9	6.9	> 7th Grade Beg.
10	78	215.3	219.9	223.2	223.4	223.8	4.6	> 8th Grade Beg.
11	57	222.8	227.3	223.4	223.5	223.7	4.5	> 11th Grade End

Language Usage		Fall 2014	Winter 2015	Language Usage Status Norms (RIT Values)			Actual Growth	Winter RIT Compared to Status Norms
Grade	Count	Mean RIT	Mean RIT	Beginning-of-Year Mean	Middle-of-Year Mean	End-of-Year Mean	Mean Growth	Grade Equivalence
6	33	206.6	205.2	212.3	214.4	216.2	-1.4	> 4th Grade Mid.
7	69	211.3	211.3	215.8	217.3	218.7	0.0	> 5th Grade Mid.
8	87	213.7	217.0	218.7	220.2	221.3	3.3	> 7th Grade Beg.
9	67	212.4	216.4	220.6	221.0	221.8	4.1	> 7th Grade Beg.
10	83	216.8	219.9	221.9	222.2	222.7	3.1	> 8th Grade Beg.
11	58	223.4	224.1	222.1	222.7	223.2	0.7	> 11th Grade End

General Science		Fall 2014	Winter 2015	General Science Status Norms (RIT Values)			Actual Growth	Winter RIT Compared to Status Norms
Grade	Count	Mean RIT	Mean RIT	Beginning-of-Year Mean	Middle-of-Year Mean	End-of-Year Mean	Mean Growth	Grade Equivalence
6	33	195.8	198.7	205.4	206.8	208.1	3.0	= 4th Grade Mid.
7	69	201.9	205.1	208.2	209.5	210.9	3.1	> 5th Grade Mid.
8	85	203.5	206.8	211.2	212.5	213.5	3.3	= 6th Grade Mid.
10	82	204.6	209.3	214.9	215.6	216.2	4.7	> 7th Grade Beg.
11	59	209.3	211.6	*	*	*	2.2	> 8th Grade Beg.

* Indicates that no Status Norm is provided for the specific grade and subject
Avance values for Student Count, Mean RITs, and Actual Growth were generated 3/24/15, 8:29:50 AM from https://academiaavance-admin.mapnwea.org.
Status Norms are from https://www.nwea.org/content/uploads/2014/07/MAP-Normative-Data-One-Sheet-Dec11.pdf.

Appendix 6
Additional Considerations under *EC* 47607(b)(4)

Progress Toward Meeting the Measurable Pupil Outcomes in Current Charter

Performance Goals	Measureable Outcomes	Outcome Met	Outcome Data		
College Entrance Requirements (a-g) Completion Rates	At least 90% of graduating Seniors who have been enrolled at Avance since 9th grade will have successfully met the UC/CSU a-g requirements. ^	Unknown except for 2013-14; Not Met for that year. *(See Alternate Assessment Measure, below)*	Avance did not provide data that identifies which students enrolled since 9th grade met a-g requirements as graduating seniors except for 2013-14; therefore, a % can only be calculated for that year. In 2013-14, Avance did not meet the 90% criterion; only 47.7% of students enrolled since 9th grade met a-g requirements. As outcome data is not publicly available, it is incumbent on Avance to provide.		
College Entrance Requirements (a-g) Completion Rates	*Alternate Assessment Measure:* *At least 90% of graduating Seniors will successfully meet UC/CSU a-g requirements.*	*No (Met 2 of 4 years)*	***Year***	***% Meeting a-g (DataQuest)***	***% Meeting a-g (Transcript Review*)***
			2014	*Not available*	*40.3*
			2013	*93.0*	*79.0*
			2012	*92.3*	*92.3*
			2011	*86.7*	*100*
			**In its renewal petition, Avance stated 90% of seniors met a-g requirements last year. LACOE requested supporting transcripts and determined the % was inaccurate. Avance acknowledges its calculation was wrong and has been advised to correct its submission to CDE within the allotted window. As a result of the inaccuracy, LACOE requested and reviewed transcripts for all years; corrected calculations are provided. The window for correcting state-reported data has closed for previous years.*		
California High School Exit Exam (CAHSEE) Passage Rate	At least 75% of all 10th grade students who have been enrolled at Avance since 6th grade will pass both parts of the California High School Exit Exam. To be met beginning with the 2010-11 year. ^	Unknown *(See Alternate Assessment Measure, below)*	Avance did not provide data that identifies which students enrolled since 6th grade passed both parts of the CAHSEE beginning in 2010-11; therefore, a percent cannot be calculated. As outcome data is not publicly available, it is incumbent on Avance to provide.		
California High School Exit Exam (CAHSEE) Passage Rate	*Alternate Assessment Measure:* *At least 75% of Grade 10 students will pass both parts of the CAHSEE beginning 2010-11.*	*No (Met 3 of 4 years)*	***Year***	***% 10th Graders Passing CAHSEE (ELA)***	***% 10th Graders Passing CAHSEE (Math)***
			2014	*76%*	*80%*
			2013	*67%*	*62%*
			2012	*75%*	*76%*
			2011	*85%*	*95%*
NCLB Compliance	Meet Adequate Yearly Progress (AYP) goals as required by NCLB.	No	Year	Met AYP (Criteria met)	
			2014	Not calculated by CDE	
			2013	No (9/17)	
			2012	No (8/17)	
			2011	No (9/17)	
Academic Performance Index (API)	Meet the annual API growth target; achieve a minimum API score of 800.	No	Year	Met Schoolwide Growth Target	Growth API Score
			2014	API Suspended	
			2013	No	694
			2012	No	711
			2011	No	713
Proficiency Rate (ELA)	Increase the combined number of students in grades 7 to 11 attaining the "proficient" performance level in ELA by 10% or meet the CDE established AMOs. (Measured by percentage of students scoring Proficient (P) or Advanced (A) on the CST exams).	No	Year	% P or A in ELA	% Change
			2014	CSTs not taken	
			2013	35.3	-5.9
			2012	41.2	+.4
			2011	40.8	--
Proficiency Rate (Mathematics)	Increase the combined number of students in grades 7 to 11 attaining the "proficient" performance level in math by 10% or meet the CDE established AMOs. (Measured by percentage of students scoring Proficient (P) or Advanced (A) on the CST exams).	No	Year	% P or A in Math	% Change
			2014	CSTs not taken	
			2013	25	+.5
			2012	24.5	+4.6
			2011	19.9	--

Staff Findings on the Renewal Petition for Academia Avance Charter School

Performance Goals	Measureable Outcomes	Outcome Met	Outcome Data		
English Learner (EL) Proficiency	Maintain the English Learner reclassification rate by 15% annually. ^	No (Met 2 of 4 years)	Year	% Reclassified	
			2014	29.7	
			2013	7.5	
			2012	6.0	
			2011	51.9	
Graduation Rate	Achieve a CDE calculated* graduation rate of 90% by 2014. ^ (*CDE calculates graduation rate for AYP purposes as Cohort Graduation rates.)	No	Year	Cohort Graduation Rate	Grade 12 Graduation Rate
			2014	Not yet available	94.8
			2013	84.3	95.6
			2012	83.9	92.8
			2011	79.0	93.8
Retention Rate	Retention rate of students will be equal to or greater than resident schools (Franklin Sr. High and Burbank Middle). (Note: Retention rate is not calculated by CDE; Continuous Enrollment data from API School Demographic Characteristics utilized as the metric.)	No (Met 2 of 3 years)		Continuous Enrollment*	
			Year	Avance	Franklin	Burbank
			2013-14	Not published as CSTs not taken		
			2012-13	94	96	96
			2011-12	96	94	95
			2010-11	100	95	94
			*Percentage of students continuously enrolled since October CALPADS data collection.			
WASC Accreditation	Be fully WASC accredited by 2012. ^	Yes	In June 2013, Avance received a 6-year accreditation with a 2-day midterm review. Source: WASC Letter dated 7-3-2013			

^Avance states in its charter petition that it met this measurable outcome. An analysis of the reason it failed to do so is provided below.
Source: All data retrieved from CDE DataQuest unless otherwise noted.

***Analysis of Outcome Goals*:**

In its renewal petition, under Measurable Pupil Outcomes, Avance states it met the measurable outcome for the five (5) goal areas listed below. The Review Team disagrees for all but one (1) goal (WASC Accreditation) for the following reasons:

College Entrance Requirements (a-g) Completion Rates: Avance states it met the goal for three (3) year of its charter term; therefore it met the goal. However, Avance's analysis was based on miscalculated data. Using corrected data, the goal was met in two (2) years of the charter term. The outcome is written for the entire charter term; therefore, the data shows the goal was not met.

California High School Exit Exam (CAHSEE) Passage Rate: Avance states it met the goal because it was met for three (3) years of the charter term. The outcome is written for the entire charter term; therefore, the data shows the goal was not met.

English Learner (EL) Proficiency: Avance states it met the goal for two (2) years of the charter term; therefore, it met the goal. The outcome is written for the entire charter term; therefore, the data shows the goal was not met.

Graduation Rate: In its renewal petition, Avance calculated its graduation rate based on grade 12 graduates each year. That is not the standard used by CDE, which is the standard stated in the charter. Using the standard stated in the charter, Avance did not meet the outcome.

Attachment 2

Los Angeles County Office of Education
Charter School Office
Date: May 12, 2015

Staff Findings on the Renewal Petition for *Academia Avance Charter School* (Grades 6-12) Pursuant to *Education Code* Sections 47607 and 47605
Report Addendum

On Monday, April 27, 2015, the Los Angeles County Office of Education (LACOE) received documentation from Academia Avance Charter School (Avance). The 323-page submission, entitled "Response to LACOE Charter School Office Staff Findings," included the school's response to the LACOE report *Staff Findings on the Renewal Petition for Academia Avance Charter School (Grades 6-12) Pursuant to Education Code Sections 47607 and 47605* (dated April 14, 2015) and related attachments.

On Friday, May 1, 2015, LACOE and Avance staff met to clarify any questions related to the documents submitted on April 27, 2015.

The written findings of fact stated in the *Staff Findings on the Renewal Petition for Academia Avance Charter School (Grades 6-12) Pursuant to Education Code Sections 47607 and 47605* ("staff report") dated April 14, 2015 still stand.

The response from Avance focuses on three (3) primary issues: The methodology used to determine renewal eligibility under *Education Code* (*EC*) 47607(b)(4), the data used to make the determination and the fiscal viability of the school.

LACOE has been consistent in the methodology used to evaluate schools under *EC* 47607(b)(4), as explained in Item #1 below. A plain reading of the law results in the charter school having to demonstrate academic performance at least equal to **all** of its resident **and** comparable district schools.

LACOE's use of a median (evaluating whether the school was at least equal to half of its comparison schools) controls for outliers and data anomalies. Removing the median methodology, results in Avance's failure to perform at least equal to all of its resident and comparable district school on **any** of the academic measures reviewed in the staff report, including those proposed by the school (Appendix A). Avance demonstrates equal performance to resident and comparable district schools for only (1) measure – SAT participation rate, which is not an academic metric.

As Avance did not qualify for renewal under the first three (3) criteria under *EC* 47607(b), multiple measures were reviewed under criterion four (4) to make a determination of the school's eligibility for renewal consideration. The Review Team considered data submitted by the school and publicly available data, including Standardized Testing and Reporting data for 2011, 2012 and 2013. The data and analysis are presented in the staff report (pages 6-21).

Additionally, during the 30-day extension period granted by the County Board at Avance's request, CDE published 2014 graduation rate and a-g completion rate data. This new information is provided in Item #29 with supporting data in Appendix A.

In the area of finances, Avance has operated at a deficit in the first four (4) years of its current charter term, maintains high debt levels and relies on the sale of future receivables to support its operations. Over the past five (5) years, the school has paid over $1.9 million in fees and interest related to borrowing money and selling future apportionments. Further, the school has in excess of $140,000 in past due accounts payable. The budget submitted with the renewal petition indicates that the school will continue to sell future revenues into school year 2016-17. The excessive levels of debt, past due bills and high interest payments indicate the school's lack of capacity to effectively manage its finances.

The table below presents Avance's response[1]to staff findings and LACOE's analysis of that response:

[1] Avance's response is presented as a direct quotation from the document submitted to the LACOE on April 27, 2015. Some formatting has been changed to fit the style of this report, but the wording has not. Any typographical errors are as presented in Avance's document.

Addendum to the Staff Findings on the Renewal Petition for Academia Avance Charter School Pursuant to Education Code Sections 47607 and 47605

Item[2] Page	Avance's Statement	LACOE's Response
#1 p.1	**<u>Legal Analysis of the Charter Renewal requirement with respect to Eduction Code 47607(b)</u>** The criteria utilized by the Los Angeles County Office of Education ("LACOE") in evaluating Academia Avance's ("Avance") Charter School Petition for Renewal in its Staff Findings on the Renewal Petition for Academia Avance Charter School ('Staff Findings") is not established in Ed Code. Specifically, Education Code Section 47607(b)(4) does not require a charter school seeking renewal to score (emphasis added) "at least equal to **half** of the Resident Schools or comparable District Schools." (Staff Findings, pp. 9-12)	The criteria utilized by LACOE is based on the requirements of *EC* 47607(b)(4) which states, "*the entity that granted the charter determines that the academic performance of the charter school is* ***at least equal to*** *the academic performance of the public schools its students would otherwise attend* ***as well as*** *the academic performance of the schools in the school district in which the charter school is located, taking into account the pupil population served by the school*." (Emphasis added) A plain reading of the law results in a charter school having to demonstrate academic performance at least equal to **all** of its resident **and** comparable district schools. Board Policy delegates the monitoring and oversight of charter schools to the County Superintendent. Under this authority, LACOE established a **less stringent standard** that a charter school must demonstrate academic performance at least equal to half of its resident and comparable district schools. The use of the **median** as the basis of comparison has been the consistent standard used by LACOE and the County Board since *EC* 47607(b) established specific renewal criteria. The use of the median provides a counterbalance to outlier data.
#2 p.1	Education Code Section 47607(b)(4) merely states that the academic performance of the charter school must be "at least equal" to the academic performance of the charter school in the district.	Avance's statement is an incorrect citation of the law.

[2] The item numbers were added by LACOE to facilitate reference.

Addendum to the Staff Findings on the Renewal Petition for Academia Avance Charter School Pursuant to Education Code Sections 47607 and 47605

Item[2] **Page**	**Avance's Statement**	**LACOE's Response**
#3 p.1	Because the Education Code does not require charter schools seeking renewal to score at least equal to half of its Resident Schools or comparable District Schools, Avance must only demonstrate that its API scores are equal to its Resident Schools or comparable District Schools.	The school's statement that "Avance must only demonstrate that its API scores are equal to its Resident Schools **or** comparable District Schools." (Emphasis added) is not aligned to *EC* 47606(b)(4), which requires comparison to resident **and** comparable district schools. Further, *EC* 47606(b)(4) provides for alternative measures of academic performance other than API. LACOE utilized multiple alternative measures, those proposed by Avance and other publicly available data, to provide the County Board with multiple data sets to consider. This has been the standard of review used consistently by LACOE and the County Board in making renewal decisions.
#4 p.1	Setting aside this non-established LACOE criteria that Avance score at least equal to half of its Resident Schools or comparable District Schools, and instead assessing Avance's weighted 3-year average API, Avance equaled or exceeded the weighted 3-year API Average for the Resident Schools and at least one of the comparable District Schools for all students schoolwide.	The statement that "Avance equaled or exceeded the weighted-three year average for its resident schools" is **not supported by the data**. The API data shows that Avance's Weighted 3-Year Average API ("Average API") is higher than three (3) of its resident schools and lower than three (3) others. Its Average API is lower than 14 of its 15 comparable district schools.
#5 p.2	The most significant evidence that the Avance educational programs are succeeding were dismissed: • The college readiness indicators, which demonstrates that Avance's graduation rates. • A-G requirements completion rate. • SAT participation rate all far exceed those of Residential Schools and are at least equal to comparable District Schools. Furthermore, with respect to pupil achievement data, it is important to note that Education Code Section 47607(b)(4)(B)(ii) permits the chartering entity to consider pupil achievement data outside of the Standardized Testing and Reporting Program, which Avance has submitted to LACOE to consider all of the information submitted by the charter school and to view	Avance's statement that LACOE staff "dismissed" the listed indicators is **false**. College readiness indicators are listed and analyzed on pages 13-17 of the Staff Report. LACOE expanded the indicators to include measurements of **academic achievement** (e.g., SAT scores At/Above 1500; Advanced Placement Exam scores) as well as participation. While *EC* 47607(b)(4) allows for alternative assessments to be used, and LACOE considered those indicators, it still requires the comparison to resident and comparable district schools.

Addendum to the Staff Findings on the Renewal Petition for Academia Avance Charter School Pursuant to Education Code Sections 47607 and 47605

Item[2] Page	Avance's Statement	LACOE's Response
	all such information within the larger context of the many challenges and reforms that have taken place in state education policy and the considerable progress that has been made and continues to be made with respect to Avance's alignment with new state college and readiness priorities.	
Background Information		
#6 p. 6	Avance is very appreciative of LACOE Charter School Office staff support; however the school incorporated any suggest aligned recommendation with California Charter School Law and any recommendations that were not statue were opinions from the LACOE staff and were not included in the final petition. However, Avance remains committed to make any changes in true collaboration with LACOE. Academia Avance has built a partnership with LACOE over the last five years. Many challenges have been surmounted and while we are committed to a process of continuous improvement, we strongly urge you to renew our charter based on our recent outcomes and commitment to excellence. Please accept the attached summary, which is the collective effort of our committed Board of Directors, faculty, staff, parents and students.	LACOE staff met with Avance on multiple occasions in preparation for renewal. The school submitted a draft of its petition in early August 2014. The purpose of the draft submission was to allow the Review Team to provide Avance with feedback that would be incorporated into the final petition. The feedback provided was aligned to law and regulations (including County Board Policy and LACOE Administrative Regulations) for reviewing charter petitions. Specific feedback was provided and not utilized by the school, resulting in a number of petition elements deemed "Not reasonably comprehensive." For example, the school was given feedback that the description of its program for English Learners (ELs) failed to describe the challenges of the population and the specifics describing how the school's program meets these needs. This is a specific requirement of the California Code of Regulations, Title 5 adopted by LACOE through Board Policy. In Element 7: Racial and Ethnic Balance, law and County Board policy clearly state the school must provide information on how it will seek to achieve a racial and ethnic balance reflective of the district in which it is located. Avance narrowed its description and focused on Northeast Los Angeles. The feedback given in August 2014 included the need to align the petition to the requirements of *EC* 47605(b)(5); that feedback was ignored.
#7 p.6	Location is correctly stated.	LACOE had no finding related to stated locations.

Addendum to the Staff Findings on the Renewal Petition for Academia Avance Charter School Pursuant to Education Code Sections 47607 and 47605

Item[2] **Page**	**Avance's Statement**	**LACOE's Response**
#8 p.7	<u>UC Doorway Course Listing and Avance Course Offerings</u> The mission of **Academia Avance** is to provide and offer preparatory to all students for both college and a professional life. To this end, **Academia 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 **Academia Avance** College preparatory stage offers all the state high school course requirements. Avance Course table listed presents these requirements (as they exist at this time, including passing the CAHSEE) presented on page 92 through 93 in the submitted charter renewal petition. The table allows for comparison to the University of California/California State University admissions requirements (A-G). Academia 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 Academia Avance Get SET program courses graduates our students with Academia Avance honors. Academia Avance's course sequence and graduation requirements allow for a strong transition into universities, colleges and career paths. recommended levels. Students who complete the UC/CSU A-G requirements and all of **Academia Avance** Get SET program courses graduates our students with **Academia Avance** honors. **Academia Avance's** course sequence and graduation requirements allow for a strong transition into universities, colleges and career paths.	Further information provided by the school. This information is not in response to a LACOE finding.

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#9 p.8	Data is based on CST testing in years prior to 2013-2014, no state testing took place during this timeframe schools were asked to internal field testing. This year 2014-2015 will be the first year Smarter Balanced will fully administer in California Schools. **Program Improvement Goals and Strategies** Academia Avance addressed this in the charter renewal petition Program Improvement Status on pages 80 through 88 of the submitted charter petition. Table A.13 Program Improvement 3 Goals and Strategies. 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 also embedded in our LCAP.	Further information provided by the school explaining the changes in the state's accountability system. This information is not in response to a LACOE finding. AYP reports were produced for schools in which at least 90% of its population was composed of students in grades 9-12. Avance did not receive a 2014 AYP as its 2013-14 student population in grades 9-12 did not meet the 90% threshold.
#10 p.9	LACOE staff retrieved API from DataQuest (3 Year Average API Report) 3-11-15. CDE did not reconfigure the data once English Learner data was corrected. It was an anomaly within the CALPAD system, one that CDE acknowledged and attempted to resolve. While we are fully aware that CALPAD's timing in regards to making correction it is critical that LACOE understands that error were corrected and reports do show partial corrections.	CALPADS provides CDE DataQuest with "snapshot" data, a picture of the data at a specific date in time. LEAs are informed of this "snapshot" data by CDE and are provided a window of time to correct any errors and/or data anomalies. After the correction window closes, the data is posted publically. **If Avance did not notify CDE of data errors within the allotted window** any change made after the correction window

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	The use of statewide assessment Smarter Balance to replace CST was a decision made by the Department of Education. CDE issued the bulletins and provisions to use internal measurers: As Elements A, B, and C outlines the use of in Academia Avance's submitted petition. Communication with LACOE staff did transpire to discuss English Learner issues and was discounted by LACOE staff as a school site issue. CDE acknowledged this glitch impacted several schools in the state. Not only Avance experienced this 100+ negative decrease. Avance had discussions with CDE recognizing internal issues and attempted to work LACOE staff retrieved API from DataQuest (3-Year Average API Report) 3-11-15.	closed will not be reflected in published reports. EL data, previously collected via R-30 reports, was collected and reported solely via CALPADS beginning in 2012-13. Incomplete and/or inaccurate EL information within the Student Information Systems (SIS) of LEAs resulted in data anomalies across the state. All LEAs had the same opportunity to make data corrections within the window provided by the CDE. Further, the existence of the same issue at other sites does not negate the fact that Avance had the responsibility to review its data and notify the CDE regarding any possible errors within the given timeline.
REQUIREMENTS OF CHARTER RENEWAL		
Items 11 – 20 Respond to LACOE's analysis pursuant to EC 47607(a)(3)(A) – The authorizer shall consider increases in pupil academic achievement for all groups of pupils served by the school as the most important factor in granting renewal		
#11 p.13	Refer to Element A, B, C pages 89-117 in the submitted renewal petition. Also included in Element B are the following: LACOE Charter School Office staff was given access (log-in and password) for online viewing of the stream for NWEA Map results. They were directed to view the following: -Available results for Spring of 2013-3014 -Available results for Fall and Winter of 2014-2015 LACOE Charter School Office staff additionally had access to Data Director with testing results for the 2013-2014 and 2014-2015 school year.	Avance's renewal petition did not include benchmark data for 2013-14, the year prior to renewal, despite multiple conversations with the school regarding the need for it to have data showing its academic performance for that year. The petition included Northwest Evaluation Association's Measures of Academic Progress (NWEA MAP) data by teacher, which often included multiple grade levels on the same list. The CSO requested the lists by grade level and to be provided with the "Projected Proficiency" report for the data received. In response to the CSO's request, Avance provided log-in information for its NWEA MAP assessments. The request for 2013-14 NWEA MAP data **was not answered by Avance**; the CSO was told the data produced was not useable (see Avance's response to LACOE Staff report page 14). CSO staff does not have access to Avance's Data Director program.

Addendum to the Staff Findings on the Renewal Petition for Academia Avance Charter School Pursuant to Education Code Sections 47607 and 47605

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#12 p.14	Avance and the LACOE Charter School Office Staff anticipated to issues that arouse from the signing of AB 484[3] suspending the STAR tests and the API determinations back in the Fall of 2013. The changes that resulted, many with little prior announcement made the task of preparing for renewal for both sides essentially impossible. The LACOE Charter School Office Staff was not able to present a list of specific requirements for how Criteria 4 could be met, and Avance was also not able to present to LACOE prior to the submission of the renewal charter, actual data to meet the criteria.	The CSO met with all schools up for renewal in 2013-14 and 2014-15 in 2013 to discuss alternatives to STAR testing in light of AB 484. Several options were given to the schools; LACOE does not prescribe the data to be used.
	Avance in good faith communicated to the LACOE Charter School Office Staff in the Fall of 2013 that it intended to use the CST aligned STAR test as a continuum of the achievement assessment data already collected. This plan resulted from the announcement that schools could voluntarily issue the STAR test post-AB484.	Avance proposed continued use of the CSTs to document data in preparation for renewal. LACOE was informed at a later date that the CSTs would not be administered and the school would use NWEA MAP benchmarks for 2013-14.
	We recall from the Fall 2013 conversations that the LACOE Charter School Office Staff deemed this approach acceptable, as it would make a multi-year analysis acceptable. Furthermore, this plan aligned with the Data Director benchmark procedures and data that Avance had been evolving since years prior (as described in the WASC report), which were still CST based, ie. not Common Core aligned.	Both last year, and at the Capacity Interview, the Executive Director stated ETS informed him, via email, that Avance could not administer the CSTs. The CSO requested the email on several occasions. While the Executive Director stated he would provide this documentation, it was not received. LACOE contacted ETS and was informed many district and charter schools did order and administer the tests last year.
	The specific problem of the 2013-2014 benchmarks stems from an announcement in February 2014, ie. well into the Spring semester, that ETS would not deliver to Avance the STAR test need for our benchmark and renewal Criteria 4 analysis. Avance immediately switched to a year-end strategy to use NWEA MAPs assessments instead. But these tests proved to be far different from the prior benchmarks, making interpretation of the MAPs results incomprehensible, and completely	**On May 1, 2015, Avance submitted an email to the CSO between Avance and ETS. The email, also dated May 1, 2015, clearly identified that it was the school's misunderstanding of the ordering process that resulted in it not being able to administer the tests, not a decision made by ETS.** In July and August 2014, LACOE and Avance met regarding the renewal process. At that time, Avance was notified that the

[3] AB 484 is the legislation that established California's new assessment system: California Assessment of Student Performance and Progress (CAASPP) that replaces the STAR Program.

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	misaligned to the prior benchmark data. This critical context for why the 2013-2014 benchmark data was not provided was not included in the LACOE Charter School Office staff analysis. Furthermore, we presented this issue to the LACOE Charter School Office Staff, and described how Avance would present student achievement benchmark data for the 2014-2015 academic year to meet the Criteria. This data was also not included correctly in the renewal review.	school did not meet the academic criteria for renewal under *EC* 47607(b)(1-3). **Avance was asked to identify alternative measures under *EC* 47607(b)(4)** and propose those measures by October 1, 2014. The school was subsequently given a submission extension to October 24, 2014. **Avance did not submit the alternative measures.** Avance has determined that the benchmark results from the May 2014 NWEA MAP assessments were not useable and did not include them in the renewal petition. Since September 2013, Avance was informed that it would need to provide academic data for the **2013-14 school year** (the year prior to renewal) to determine renewal eligibility pursuant to EC 47607(b)(4). The benchmark data provided for 2014-15 was reviewed and included in the staff report (p. 19-20). Avance's statement, "This data was not included correctly…" is not explained or justified.
#13 p.16	**<u>NWEA Data</u>** **Priorities**: the LACOE staff report does not properly account for the state shift in public school policy towards the Common Core/Smarter Balanced and pending API that emphasis college and career readiness, and have made obsolete the prior STAR/API based measures. That Avance is aligned with the new priorities AND has the outcomes providing evidence are the 2014 Silver Award from the US News & World Report High School rankings (among top 10% in the country), and the selection as a model school by the CSUDH College of Education. Furthermore, the Avance college acceptance and persistence outcome for our Latino students (98%) surpass those of statistics found for "top" high schools in the state, as reported by a 2013 USC statewide study.	*(Avance is responding to LACOE's finding that it did not provide benchmark data for 2013-14)* LACOE utilized the guidance provided by *EC* 47607, the active and operative code section, in reviewing Avance's renewal petition. Avance refers to a future API calculation that emphasizes college and career readiness. The parameters for the new API have not been defined, so it cannot be determined if Avance is aligned to the "new priorities." <u>US News & World Report</u>: The 2014 list of high schools and rankings was based on data from school year **2011-12.** Avance ranked 392 out of the 574 California schools listed (bottom third). Schools are ranked based primarily on two (2) measures: The percentage of seniors who enrolled in an Advanced Placement (AP) course, and the percentage passing the exam. The schools on the list are assigned a "College Readiness Index" (CRI) score based on the AP data.

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	Electronic and hard copies of data was provided to LACOE staff and included in the attachments of the submitted Charter Renewal Petitions. The data retrieved from NWEA MAPs from LACOE staff was directly accessed from the Avance files, as they did not trust Avance internal reporting. **Avance staff provided LACOE with passwords and support on data for a full review of NWEA MAPs findings.**	**Avance received a CRI of 20.9, its resident schools received scores of 29.7-34.6.** CSUDH Program: Avance is participating in California State University-Dominguez Hills' (CSUDH) Innovative School Leadership Initiative (ISLI). This program is designed to develop effective leadership by training school principals and teacher leaders. The program targets "low-performing charter high schools or semi-autonomous high schools" (e.g., the Partnership for Los Angeles Schools). The program defines its target schools as those enrolling "low-income students of color, **and are in the bottom 10% to 20% of high schools statewide**…The schools have a history of poor student achievement and low graduation." (Emphasis added) Avance was selected to be a part of this program. USC Study: Avance references an article from USC regarding post-secondary enrollment of Latino students in California. Data utilized in the study dates back to 2010. Avance make a comparison of this data to all of its graduates from 2011-2014; a statistically invalid comparison. Further, the comparison is made to all schools across the state, not to its resident and comparable district schools; thus it does not meet the standard of *EC* 47607(b)(4). NWEA Data Access: Avance provided NWEA MAP data printouts by class list which mixed grade levels. The CSO requested to have the lists by grade level and to be provided the "Projected Proficiency" report for the data received. In response, Avance provided the log-in information for Avance's NWEA MAP assessments.
#14 p.16	**Data Director Response** When API calculations were released in 2013 and the State was transitioning its standardized measuring tool (Smarter Balance) at the same time, the district was	*(Avance is responding to LACOE's finding that it did not provide benchmark data for 2013-14)* The use of benchmark exams has been recognized as a best practice for schools for many years. Schools have had the option to

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	required to obtain and administer its own benchmark data. In 2010, Academia Avance proactively began researching and piloting Data Director for internal benchmarks and by 2012 decided to utilize Data-Director as our official measurement tool. All sub-groups (student academic performance data) were tested and analyzed. State testing requirements kept changing. The correlation between Data-Director and the new Smarter Balance was weak along with technology constraints. These external factors caused inaccurate performance results. In spring 2014, Academia Avance had to abandon Data-Director student performance results and began fully implementing NWEA MAPs. After two years of implementing NWEA and upgrading bandwidth for accurate test administration, Avance has a benchmark tool that clearly aligns to the Smarter Balance assessment. Avance has improved technological capacity to provide equal and optimal testing environments as well. Most important, Academia Avance 2014-2015 NWEA MAPs results demonstrate sufficient growth in relation to the schools within the same geographic area.	develop internal benchmarks or utilize exams provided by an outside agency. Avance's statement that "state testing requirements kept changing" is inaccurate. State testing requirements remained essentially constant from 2006 through 2013. AB 484 did not become effective until January 1, 2014. For high schools, the CAHSEE has been a consistent requirement since 2006 and remains operative. Many schools serving grades 9-12 utilize benchmarks aligned to the CAHSEE. Avance implemented NWEA MAP benchmarking in 2014-15. The CSO received no data indicating the "results demonstrate sufficient growth in relation to the schools within the same geographic area."
#15 p.17	Refer to WASC letter as in 1.10 above. The curriculum course list is represented at UC Doorways and continues to be updated, changed or new courses submitted as we progress to full inclusion of AP Courses. Our charter school has obtained approval of our curriculum course list by acquiring WASC "Full Accreditation through 2019." (Six-year accreditation) The WASC process would not have given full authorization and would have given interim or not given accreditation to Avance if it was not deemed a sound educational program.	Avance's WASC visit took place in April 2013. The school received a 6-year accreditation term, with a Mid-cycle Progress Report and two-day Midterm Review. The WASC accreditation term is six (6) years for most schools. There are three (3) levels of accreditation: (1) a six-year accreditation status with a Mid-cycle Progress Report, (2) a six-year accreditation status with a Mid-cycle Progress Report and one-day visit or (3) a six-year accreditation status with a Mid-cycle Progress Report and two-day visit. When a school receives a two-day Mid-term Review (as Avance did), it indicates **"There is compelling evidence that the school**

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		needs additional support in strengthening student achievement (emphasis added) by addressing the critical areas for follow-up." (Source: ASC WASC Accreditation Status Explanation. Retrieved 4-30-15 from: www.acswasc.org/pdf_general/WASC_AccreditationStatusExplanation.pdf) Avance's WASC visiting committee report cited five (5) critical areas for follow-up: 1. Develop a strategic Professional Development Plan for implementation of California Common Core Standards, shared instructional and assessment strategies, and data-driven instruction. 2. Specifically allocate funds for instructional resources, professional development and expansion of technology. 3. Develop written policies and procedures to ensure continued sustainability of the organization, including operation, instruction, and assessment. 4. Increase transparency and collaboration between the executive team and all stakeholders which includes on-going review and measurement of the school wide action plan, progress on ESLRs and student results, and resource allocation to ensure alignment with the mission, vision, and values. 5. Develop more rigorous curricular options to help differentiate learning for higher performing students.
#16 p.18	The LACOE Charter School Office staff report seems to ignore the NWEA MAP data and summary analysis presented in Appendix B of the renewal submission package. This analysis specifically tabulated the MAP data achievements for the English Learner sub-group and for students with IEP (showing significant growth for both groups). The actual student MAP results showing the Start-of-Year and Mid-year results were presented in the Appendices (with names redacted). Furthermore, LACOE staff was given full access to the Avance NWEA MAP system.	LACOE reviewed all information submitted in Avance's renewal petition. NWEA MAP data provided included student results from fall 2014 and winter 2015 exams. Disaggregated results were not available by accessing Avance's NWEA MAP system as the school has not coded its students to allow such reports. LACOE reviewed the subgroup analysis provided by Avance and found the following: • English Learner (EL) sub-group data submitted by the school shows that in the critical area of language 56% of the

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		students did not show growth. In fact, at grades six (6), seven (7) and 11, the average growth from fall to winter in language was negative. • In reading, 53% of ELs showed growth; in math, 58% of ELs showed growth (average growth was negative at the 6th and 7th grades); and 64% showed growth in science. • For Students with Disabilities, the data indicates 64% showed growth in language; 58% showed growth in reading; 61% showed growth in math and 57% showed growth in science. Remaining students showed a decline in achievement or no change. NWEA MAP data for ELs and Students with Disabilities shows some growth for some students and no growth or negative growth for others. Because the period between administrations was short, it cannot be determined whether these groups showed "significant growth" as stated by Avance.
#17 p.18	The LACOE Charter School Office staff report goes on to state: While the school's students demonstrated some improvement on the January administration of the MAP, the increases are not significant and show that Avance students continue to perform below grade level with one (1) exception (grade 11 English-Language Arts). A Projected Proficiency Summary for the January administration is not available from NWEA.	The statement quoted out of the staff report demonstrates that LACOE staff did not "ignore the NWEA MAP data" provided by Avance. Appendix 5 of the staff report provides the data analysis referenced in Avance's citation.
#18 p.18	The Ed Code for renewal does not specify the students must be at grade level, merely that there be academic achievement, with the data shows there is, especially for those students that have been with Avance for two or more years. The staff report ignores the academic realities of the vast majority of students in Northeast LA, a reality that is well known.	*EC* 47607(a) does not state "merely that there be academic achievement"; it states that *the authority that granted the charter shall consider* ***increases*** *in academic performance for all groups of pupils served by the charter school as the most important factor in determining whether to grant a charter renewal.* (Emphasis added) The data presented in the staff report shows there has been a decline in academic performance for most student groups (only

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		Students with Disabilities showed growth from 2011 to 2013). NWEA MAP data is insufficient to claim it shows "significant increases" in academic achievement. LACOE is aware that many communities face challenges. However, improved academic performance is expected of all schools, and a review of publicly available data shows there has been improvement at all of Avance's resident schools (see chart in staff report, page 10). **Avance's charter was granted in 2010 for the specific purpose of meeting the needs (e.g., "academic realities") of the students in Northeast LA. The authorized charter established specific measurable pupil outcomes to be used to determine whether or not the school fulfilled its intended purpose. If Avance did not demonstrate progress toward meeting these outcomes, it did not fulfill its intended purpose. Only one (1) of the 10 outcomes was met.**
#19 p.19	An area of concern that warrants further attention is when the LACOE Charter School Office staff report choose to use a NWEA report that merely projected proficiency rates, showing the following results: • The report contradicts itself by criticizing the school for have a analysis with "two data points", i.e. the NWEA MAPs results from October and January, yet relies on a beginning of year projection, based mostly on the PRIOR year MAP results of May, and start of year results. • Given that the May 2014 tests were hastily issued with students not prepared for the new on-line format, and with serious technical issues. • There is a reason why CDE has chosen not to use the Smarter Balanced results in it first two years of implementation. It seems more than just a difference in statistical interpretation for the LACOE Charter School Office staff to not do the same for the first Avance MAPs implementations.	One of the primary purposes for using NWEA MAP benchmarks is to provide an estimate of how the students will score on state accountability measures. This is done through the "Projected Proficiency" report produced by the NWEA software program. The report also provides a context within the state accountability system for the results. For example, the high school level Projected Proficiency report projects how the students will do on the CAHSEE. When LACOE staff requested the Proficiency Report, it was not known that NWEA only produces that report for winter and spring administrations. Had the school made its spring 2014 data available, there would have been multiple points for comparison. The magnitude of implementing a new statewide assessment system (e.g., Smarter Balanced) is not equivalent to initiating a commercial benchmark assessment system (used across the county) at a school with less

<table>
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<tr><td></td><td></td><td>than 500 students.

It was incumbent upon Avance to provide data for 2013-14, whichever system it chose to implement.</td></tr>
<tr><td>#20

p.20</td><td>Based on the CAHSEE results in past years the statements of "72% of high school students are projected not to pass (e.g.. demonstrated AYP proficiency) on the California High School Exit Exam (CAHSEE in Mathematics." or "60% of high school students are projected not to pass (e.g.. demonstrate AYP proficiency) on the CAHSEE in Reading." Results reflect the following:

Table B.2 10th Grader Students Passing CAHSEE
<table>
<tr><th colspan="3">10th Grade Students Passing CAHSEE</th></tr>
<tr><th>Year</th><th>Math</th><th>ELA</th></tr>
<tr><td>2013-14</td><td>76%</td><td>80%</td></tr>
<tr><td>2012-13</td><td>67%</td><td>62%</td></tr>
<tr><td>2011-12</td><td>75%</td><td>76%</td></tr>
<tr><td>2010-11</td><td>85%</td><td>95%</td></tr>
<tr><td>2009-10</td><td>71%</td><td>70%</td></tr>
<tr><td colspan="3">Data Source: cde.ca.gov Dataquest</td></tr>
</table>
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 two following statements 80.7% of middle school students are project not to score proficient or above on STAR tests (e.g., California Standard Test (CST) in mathematics." and 63% of middle school students are project not to score proficient or above on STAR tests (e.g., California Standard Test (CST) in Reading." Both of these statements are obsolete as the state of California will assess using Smarter Balanced. School year 2013-2014 launched field- testing where schools receive or have access to scores. This year with the administration of Smarter Balanced a baseline will be established.</td><td>Avance's analysis indicates the school is not distinguishing between passing the CAHSEE and demonstrating proficiency, as required by federal AYP criteria.

The NWEA projects the level of proficiency (scoring 380 or above), not passing (scoring 350 or above).

The data Avance provided is solely for the percent of students passing the CAHSEE; not the percent proficient.

The projected proficiency results produced by the school's internal benchmark system should not be considered obsolete. Regardless of the specific exam, the results indicate a need to improve the academic program offered to students.</td></tr>
<tr><td colspan="3">Evaluation of Alternative Academic Performance Data Pursuant to EC 47607(b)(4)</td></tr>
<tr><td>#21</td><td>Refer to Section 1.2 of the renewal petition,</td><td></td></tr>
</table>

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p.21 & 23	"Renewal Criteria Fulfillment" SUMMARY 1. 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: 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%. As stated above, the document for Section 1.2 of the renewal submission package provides a detail explanation, with a summary on the first page. We are unclear why the LACOE staff did not include this analysis in their review, nor seeded to refer on include this analysis in the communications to the Board of Education.	LACOE determined the list of resident schools based on October 2014 enrollment data submitted by Avance. Resident schools that contributed at least 2% of Avance's students were used Resident schools for comparison purposes. Enrollment data shows the schools are: Burbank, Irving and Nightingale Middle Schools and Franklin, Lincoln and Marshall High Schools (all within LAUSD). Avance's statement that it "held the highest 2014 API 3-year average among its 'residential comparison high schools'" is false. Avance's score was higher than three (3) of its six (6) resident schools and lower that three (3) others. Additionally, Avance fails to state that its score was lower than 14 of the 15 comparable district schools on this metric. Avance includes Wilson High School and El Sereno Middle School in Section 1.2. Enrollment data for 2014-15 shows no students would otherwise attend Wilson and 1.7% would attend El Sereno as the resident school. Bullet 3 of Avance's "conclusions" is irrelevant and inaccurate: the demographic composition of resident schools is not a component of the renewal criteria under EC 47607(b) and three (3) of Avance's resident schools have a higher percent of EL enrollment than Avance (see page 8 of staff report). Bullet 4 is irrelevant as it does not pertain to academic achievement. LACOE reviewed the entire petition, and the Board was provided copies of the petition and supporting documents prior to the Public Hearing held March 17, 2015. The data and analysis referenced by Avance was included in the staff report on pages 9-10.
#22	1. **Public Law**: the LACOE Charter School	The criteria utilized by LACOE is based on

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p.24	Office Staff report finding on Ed Code 47607(b)4 which establishes eligibility for renewal are based on opinion, not a factual interpretation of the law. They use specific measures that are NOT set in the law, thus biasing their analysis against Avance.	the requirements of *EC* 47607(b)(4)(A) which states, "***the entity that granted the charter*** *determines that the academic performance of the charter school is* ***at least equal to*** *the academic performance of the public schools its students would otherwise attend* ***as well as*** *the academic performance of the schools in the school district in which the charter school is located, taking into account the pupil population served by the school.*" (Emphasis added) Avance was provided an opportunity to propose alternative measures to be used under this criterion. It did not propose any alternatives by the deadline established (or by the provided extension of the deadline). LACOE's determination that Avance does not qualify for renewal is based on *(i) clear and convincing data. (ii) Pupil achievement data, including, but not limited to the Standardized Testing and Reporting Program*….and *(iii) Information submitted by the charter school.* (*EC* 47607(b)(4)(D)).
#23 p.24	2. **Priorities**: the LACOE Charter School Office Staff report does not properly account for the state shift in public school policy towards the Common Core/Smarter Balanced and pending API that emphasis college and career readiness, and have made obsolete the prior STAR/API based measures. Additionally, on March 12, 2015, the State Board of Education Suspended the Academic Performance Index altogether for a second year. Avance has focused alignment with the new priorities AND has the outcomes providing evidence are the 2014 Silver Award from the US News & World Report High School rankings (among top 10% in the country), and the selection as a model school by the CSUDH College of Education. Furthermore, the Avance college acceptance and persistence outcome for our Latino students (98%) surpass those of statistics found for "top" high schools in the state, as reported by a 2013 USC statewide study.	The academic criteria for renewal are based in existing statute and include the performance of the school over the term of its current charter. Renewal is not based on future or possible accountability measures. The suspension of the API for 2014-15 does not affect Avance's current petition for renewal. See Item #13 for LACOE's response to the US News & World Report ranking, CSUDH program and 2013 USC study.
#24	3. **People**: if LACOE does not renew the charter and Avance were not able to remain	*EC* 47601 defines the intent of the state legislature in enacting the Charter Schools

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p.24	open, this would force 92% of the students to return to their LAUSD assigned school of residence where their 4 year university preparation outcomes are half that of Avance, as reported by LACOE. These are Franklin HS, Lincoln HS and Wilson HS (not Marshal HS). We do not have any students attending (yet) that reside in Los Feliz nor Silver Lake (as implied by LACOE). We do have have students from El Sereno, Boyle Heights and Compton because they do not feel they will be served by the school in those communities. We need to think of the Highland Park students first as they have been an after thought for far too long.	Act. Subsection f states the legislative intent is, in part, to *hold schools accountable for meeting measureable outcomes* in exchange for independence from the existing school district structure. Prior to renewal being granted, a charter school must show that it has met measureable outcomes by meeting one of the four (4) academic performance criteria under *EC* 47607(b). Avance has failed to meet this standard. The staff report contains the data and analysis of the schools performance relative to *EC* 47607(b) on pages 3-21. Multiple traditional public and charter schools located near Avance have demonstrated higher academic performance and improvement over the past three (3) years.
#25 p.25	The methodology used for the LACOE analysis is not established in Ed Code. Thus, the dismissal of the data and analysis presented by Avance that shows how the school does meet Criteria 4 (as described above for the Avance Section 1.2 appendix) seems like an over-reach by the LACOE staff. Specifically, the LACOE staff report used a "median" test (Avance must surpass half of the comparison schools) is not stipulated in Ed Code, mere that the school be "equal". Given the freedom to present alternative measures, Avance presented a "range" test, ie. as long as Avance was within the minimum and maximum of the comparison schools, Avance meets the "equal" test.	See LACOE's response under Item #1 regarding the methodology used. Avance's data and analysis was taken under consideration by LACOE. See Item #21 for the analysis to Section 1.2. Avance's "range" methodology is not established in Education Code. No statistical or legal basis for this methodology was provided.
#26 p.27	Please refer to document Section 1.2. The comparison to the LACOE staff selected schools does not compare to schools within our residential area. The compositions of these are not similar, i.e. New Designs (African American Population), PUC schools 4-5th generation immigrants and are home owners not apartment dwellers In other words some of these schools are not comparable in terms of demographics.	LACOE has established a protocol for determining the list of comparable district schools for use under *EC* 47607(b)(4). The CDE publishes a *Similar Schools* List; this list is based on demographic information including race/ethnicity, parent education levels, socioeconomic status and population of specialized student groups (i.e., ELs and Students with Disabilities). LACOE utilizes

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	Avance is a high density urban center, city dwellers vs many other schools that are in the valley and in urban-suburban areas. Very different to parents working two jobs and not around to provide literacy and academic support to their children, as they are in survivor mode. Life experiences are extremely different- gangs vs no gangs, income vs no income, citizenship vs non-citizenship, education vs no education.	the most recent Similar Schools list to identify schools in the district in which the charter resides. In Avance's case, LACOE used its 2012 Similar School list. Avance was provided this list in July 2014. At that time, the school's Executive Director expressed concerns regarding the listed schools stating there were mistakes in the data CDE used to generate the lists and claiming CDE used incorrect EL numbers for Avance (see Item #10). The school was given the opportunity to propose a list of similar schools to be used for renewal purposes. They were given a deadline of October 1, 2014. Although Avance failed to meet this deadline, LACOE included the similar schools provided by Avance in addition to those identified by the CDE (see staff report page 8).
#27 p.29	See analysis of Section 1.2. Also consider that this is an over reliance on a measure that has been dis-credited by the CDE under AB 484.	***EC* 47607(b) remains operative** and continues to be used as a standard for renewing charter schools during California's transition to a new accountability system. AB 484 does not "discredit" the measures used in the State Accountability and Reporting System (e.g., CST exams) in place since 2001. The purpose of AB 484 was to introduce a new testing and accountability system aligned with the move toward national standards in curriculum and assessment.
#28 p.33	The methodology used by the LACOE Charter School Office Staff is not established by the Ed Code, and again relies on a "at least half" test. A review of these nine College Readiness Indicators used by the LACOE Charter School Office Staff should consider the following for six of the nine measures, really four since the CAHSEE and EAP tests have two parts: ELA and Math. The LACOE Charter School Office Staff used the CDE published "SAT: Percent Scoring At/Above 1500" indicator, primarily because this is the data point made available	Refer to Item #1 regarding LACOE's methodology. The mission of Academia Avance, as stated throughout its renewal petition, is to prepare students for college and beyond. In support of this mission, LACOE reviewed publically available data that indicates college readiness, in addition to those proposed by Avance. The use of SAT scores (percent scoring at or above 1500 and average (mean) scores) was used to show student academic achievement. The specific data points were chosen as they

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	by the CDE to show how well student score. BUT the 1500 threshold is out context for this analysis because it is not qualified by the participation rate, ie much lower for the comparison schools than for Avance (by nearly half). More troubling is that 1500 is NOT a requirement for the UC nor CSU systems. Where is this threshold established as the test?	are publically available. The CDE uses the 1500 score in this metric as it represents the median score possible. Additionally, the College Board (SAT publishers) state that a score of 1550 is associated with a 65% probability of obtaining a first-year GPA of B- or higher at a four-year college, providing a strong predictor of college readiness. UC and CSU schools rely greatly on a student's high school GPA as an entrance requirement and do not require a specific SAT score unless an applicant's GPA is below 3.0. However, a student's SAT score is still a factor in admissions decisions. For the UC system, there are 14 factors taken into consideration when applications are reviewed. The second factor on the list is "Scores on the following tests: ACT…or the SAT" (Source: University of California Admissions.). Students with higher SAT scores are more likely to be accepted, especially to competitive entry schools like UCLA and UC Berkeley.
	CAHSEE Proficiency Rates for ELA and Math: CAHSEE Proficiency is not the requirement for graduation, merely passage. And this can happen in the 10th or 11th or 12th grades. The better consideration is if the ELA and Math CAHSEE exams are PASSED so as to graduate. The high graduation rates (using the Senior year measure or the cohort measure) for Avance show we are beyond "equal". AND since one must be a graduate (i.e. passed CAHSEE) before one can enroll in a 4 year university, the more efficient college readiness indicator is ACTUAL college enrollment. Appendix ** uses the to 2010 California Postsecondary Education Commission (CPEC) 2010 data data as analyzed by USC 2013 study "Addressing Latino Outcomes at California's Hispanic-Serving Institutions" to show that Avance is way beyond "equal." Use if this indicator by LACOE is confusing the test required under	The passing score on the CAHSEE is 350, which equates to scoring 55-60% on the exams. CDE recognizes this low bar and has set the AYP criteria for proficiency on Annual Measureable Objectives at 380. LACOE utilized the proficiency rate, rather than the pass rate, as it is publically available and the same measure used under AYP. Meeting minimum high school graduation requirements does not equate to college readiness and the rigors of college. The USC study is based on 2010 data. Avance had no graduates in 2010; therefore, a valid comparison cannot be made (see Item #13). Avance did not include or provide references to the studies it refers to as questioning "the Academic Placement scheme as a preparation for college." Colleges have a long-standing practice of considering scores on AP exams as an

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	EC 47405b4. AP Scores: there is ample and vast written that questions the Advance Placement scheme as a preparation for college, especially for the student demographic served by Avance. An academic measure that depends on the financial contributions of the student (in the form of fees for the tests) must be questioned. Avance has always been forthright and in good faith to declare that very few AP courses would be offered (e.g. AP US History and AP Calculus). The LACOE Charter School Office Staff did not inform Avance that the AP measures would be used for the high stakes Criteria 4 analysis, as it is not established in Ed Code, and has many detractors. Had we known, we would have presented a protest.	indicator of academic preparedness. In fact, many colleges consider passing an AP exam (receiving a score of 3 or higher) equivalent to passing a college course, and students are often given college credit for the course. A 2009 study, The Relationship Between AP Exam Performance and College Outcomes (Mattern, K., Shaw, E. and Xiong, X.), found that *students earning a 3, 4 or 5* (a passing score) *on one of the AP Exams tended to outperform students who received lower scores…* or *did not take any AP exams, with regards to FYGPA* (First year college Grade Point Average), *retention, and institution selectivity*. With regard to the cost of exams, fee waivers are given to all students who qualify as socioeconomically disadvantaged. Fees are also charged for taking the SAT exam, a measure which Avance proposes under *EC* 47606(b)(4). Avance could similarly pay the fee for the AP exam as many high schools do. Avance was made aware of the data LACOE was planning to include in the staff report on March 23, 2015. No protest was made at that time regarding the measures.
#29 p.34	EAP ELA/Math: these test were only made a requirement for 2013-2014 to meet federal requirements in lieu of STAR, ie another result of AB484. Avance never stated they would use EAP as college readiness indicator. This can be understood given that many studies have shown that the vast majority (greater than two thirds) of the Freshman in the CSU system have not placed out of the EAP ELA and or MATH requirements. To use EAP, then, is incongruent with the intent of the California legislature in merely making "equal" the test for Criteria 4, that is, NOT a measure that most of the public schools in the state would fail. This leaves three measure, which should be,	The Early Assessment Program (EAP) has been available to schools for many years and continues to be available during the transition to a new accountability system under AB 484. Avance's students have participated in the exam as evidenced by results posted on the EAP website. EAP results are publically available data for Avance and its comparable schools, making this metric appropriate for use under *EC* 47607(b)(4). Avance proposes three (3) college readiness indicators for consideration: Graduation, a-g completion and SAT participation rates. LACOE included these items in its analysis beginning on page 14 of the staff report.

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	used in combination for a renewal consideration for these reasons: 1. You cannot enroll in college, if you do not graduate. This measure, which was proposed by Avance, does shows that the school is at least "equal" for the District Comparison schools, and surpasses for the Residential schools. 2. A student must complete - or nearly complete - the UC/CSU A-G Requirements in order to be considered for admission, but for sure for enrollment. Avance has demonstrated that "nearly" complete has allowed my struggling students - like the many (too many) from Northeast LA - CAN be accepted at many 4 year institutions, eg. under the CSU EOP programs. Regardless, Avance is at least "equal" in this measure to its District comparison schools, and surpasses (nearly doubles) the indicator for the Residential comparison schools.	Other metrics were included as described above. Avance's 2012-13 graduation rate was not at least equal to its resident **and** comparable district schools. Avance had a higher graduation rate than its resident schools and a lower graduation rate than 11 of 16 comparable district schools (see Appendix 3, p.46 of the staff report) The completion of a-g required courses is a standard metric used to gauge college readiness (it is also a required LCAP metric). The review of a-g data in regards to renewal was two-fold: (1) the data is publically available for Avance and its comparable schools, and (2) a-g completion rate is one of the measureable pupil outcomes in Avance's charter. Avance's renewal petition contained multiple calculation errors for its a-g completion rates. For example, **Avance stated its 2013-14 a-g completion rate was 90%**. A review of student transcripts shows **the actual completion rate was 40.3%.** At the time the renewal petition was submitted, CDE had not published the 2013-14 graduation data; thus, 2012-13 graduation rate and a-g completion rate data was used in the staff report. On April 28, 2015, CDE posted the 2013-14 data on DataQuest which indicates the following (substantiating data may be found in Appendix B): <u>Graduation Rate</u>: Avance's 2013-14 graduation rate was not at least equal to its resident **and** comparable district schools. Avance had a higher graduation rate than 3 of 3 resident schools and a lower graduation rate than 10 of 17 comparable district schools. (See Appendix A) <u>A-G Completion Rate</u>: Avance's 2013-14 a-g completion rate was not at least equal to it resident **and** comparable district schools. Avance had a lower a-g completion rate than 3 of 3 resident schools and a lower a-g

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	3. The CAHSEE, more than the score, it is the bi-nominal measure of did you take the SAT that is the far more efficient indicator for college readiness. The far higher SAT participation rate TOGETHER with the graduation rate (which implicitly includes the CAHSEE PASSAGE rate) that is far simpler and effective indicator that Avance meets the EC 47605b4 "equal" test. Considered in this way, without the mis-applied indicators, the tables of page 46 actually show that Avance compares very favorably to the residential and district comparison schools.	completion rate than 11 of 17 comparable district schools. (See Appendix A) Taking of the SAT exam is required for entrance to most colleges; it is not an indicator of academic performance. While Avance has a high SAT participation rate, *EC* 47607(b)(4) requires the chartering authority to review the school's **academic performance**. To meet this requirement, LACOE presented data on SAT scores in Appendix 3 of the Staff Report. **Based on the percentage of students scoring at/above 1500** (the median SAT score), **Avance scores below 3 of 3 resident school and 16 of 16 comparable district schools** (one school had no scores), therefore it does not qualify for renewal consideration based on this academic metric.
#30 p.35	It most be noted that the table of Appendix 6 on page 46, remove the API outcomes, which are instead presents in a table on page 42. Had they been included, Avance would be shown to be with range, thus should be considered as "equal" to the comparison school, and this found eligible. Consider the analysis of Appendice prepared for this response using a newer reference recently identified: the USC 2013 study "Addressing Latino Outcomes at California's Hispanic-Serving Institutions." The data of the USC study are a further indication of why the now retired API based school quality measures are NOT and efficient indicator of college readiness. Avance surpasses the college attainment of the average for all "10" API ranked schools. It is no wonder that the CDE is hard/fast at work to introduce a new API measure where 40% of the weight would stem from college and career readiness indicators. The recent US News & World Report Silver Award to Avance does show that with different measures, Avance measures up - like in the top 10% of all high schools in the country. If Ed Code 47605b4 allows for alternative	API outcomes are presented in Appendix 2, pages 42-43 of the staff report. Avance's Average API is lower than 2 of 3 resident middle schools and 1 of 3 resident high schools. It is lower than 14 of its 15 comparable district schools (2 span-schools serving grades 6-12 and 13 high schools serving grades 9-12). Charter schools seeking renewal must demonstrate that they have met one of the academic criteria specified in *EC* 47607(b). Avance references a study by USC (see Item #13 for analysis) and a proposed new API measure as evidence for renewal. LACOE considered 10 alternative measures

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	measures, than why only choose measure for which Avance looks bad? Lastly: the 9 measure College Readiness Indicators methodology was not disclosed to Avance prior to issuance of the report. If it had, we would have immediately taken issue, and presented the critique above in protest. Why is Avance the only party labeled a "late" to act?	(including the schools progress toward meeting the measurable outcomes established in its charter) in addition to the five (5) metrics proposed by Avance. As stated above, Avance was informed of LACOE's intention to use the college readiness indicators in the staff report on March 23, 2015; it did not object at that time.
#31 p.37	See response for 1.21. [item #25] Avance Charter submitted Renewal page 96	See Item #29.
#32 p.38	See response for 1.21. [item #25] Avance's a-g completion rates reflect performs at least equal to its resident and comparable district schools.	Avance's a-g completion rate has declined annually from 2011 to 2014. Based on the most recent a-g completion rate data (2013-14), Avance ranks lower than all of its resident schools and 11 of its 17 comparable district schools. (See Appendix A) Avance **does not qualify for renewal consideration** based on a-g completion rates, because it does not perform at least equal to its resident and comparable district schools.
#33 p.39	See response for 1.21. [item #25] Per LACOE staff Avance could qualify for renewal consideration based on SAT Grade 12 participation rates because it performs at least equal to its resident and comparable district schools. However, participation rate is not an indicator of academic performance; taking the SAT is not equivalent to obtaining an adequate score. When student performance on the SAT is considered, Avance is outperformed by its comparison schools (see SAT Percent of Students Scoring At/Above 1500, below). SAT is not considered a part of API and AYP as of yet. Avance does believe that it will be included as part of College Readiness. We offer SAT Prep and support students to take the SAT Examination. The information on testing retrieved from the Princeton Review shares the following: *The exam consists of three parts: Critical*	See Item #29 The SAT exam has not been a part of the API or AYP calculations in the past; however, it is unknown what factors will be included in future calculations. Avance's mean SAT scores for 2013 are as

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	Reading, Mathematics and Writing. The scores from each section can range from 200 to 800, so the best possible total score is 2400. The average score for each section is roughly 500, so the average total score is about 1500. For the 1.66 million test-takers in 2013, the mean scores were 496 critical reading, 514 math, and 488 writing. *Very few students get a perfect SAT score, even those at the country's top colleges. The list below shows the middle range of SAT scores for different schools. The middle 50% of admitted students fell within these numbers. Keep in mind that 25% of students who were admitted scored below the lower numbers listed.*	follows: Critical reading: 406 Math: 387 Writing: 394 **The school's mean scores are well below the national average cited by the Princeton Review.** The list referred to in this item was not included in the submission.
#34 p.40	See response for 1.21. [item #25] Scores for 2013-2014 Scores for 2014-2015 SAT score along with college acceptance rates (This is part of the persistence data) Data gathered from College Confidential provides the following: The source is the admissions office, now when trying to determine your chances, you can directly compare to your race group in order to have a more accurate guess.	Avance **does not qualify for renewal consideration** based on the percent of students scoring At/Above 1500 on the SAT because it does not perform at least equal to its resident and comparable district schools. Avance ranked below **all** of its comparison schools (see Item #29, Addendum Appendix A and Appendix 3 to the staff report). (Avance did not submit SAT scores for 2013-14 or 2014-15 in its response. At the May 1, 2015 meeting to clarify the school's response to the findings of fact, Avance stated they chose not to submit the data.) Avance has included in its response the average SAT scores for students who applied and accepted to colleges for the years 2004-2006. The average scores are listed by race and total students. It does not indicate if this data is national or whether the acceptance is to public or private universities (Source data was not included in Avance's response and the school did not respond to LACOE's request for this document). During the years presented, 2004-2006, the highest score possible was 1600. The SAT later changed to include a writing portion and the highest possible score became 2400.

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	Average SAT Score of Applied (04-06) Asian SAT 1262 1262 1234 Black SAT 1103 1093 1075 Hisp SAT 1167 1186 1174 White SAT 1239 1253 1234 Total SAT 1216 1229 1208 Average SAT Score of Admitted (04-06) Asian SAT 1326 1327 1318 Black SAT 1190 1195 1176 Hisp SAT 1254 1266 1263 White SAT 1315 1322 1317 Total SAT 1296 1306 1295 College admission officers do take race into account when considering SAT scores. Our students are scoring within the acceptable ranges for acceptance into colleges and universities throughout the nation for Hispanic students, which is 97% of our population.. Further as evidence by our current college going rate of 90% of our alumni accepted by 4 year universities, with a 70% persistence measure, surpassing outcomes measured for Latinos statewide and nationally. Although we will continue to provide our students support to improve their scores on the SAT exams. The community that we are currently serving shows that we [response cut off in document]	**The data presented in the tables to the left cannot be compared to Avance's data during its current charter term (beginning 2010-11) as the scale used to score the SAT changed prior to that year.** **Avance's average SAT score for 2012-13 is 1187. Nationally, the average score for that year was 1497.** Avance's mission is to prepare students for college. The importance of SAT scores in college admissions and college success should not be ignored. California's public universities are prohibited from using race in a factor for admissions under Proposition 209. It is unclear what Avance is referring to as the "acceptable range." SAT data provided in this section of the response is not comparable to Avance's SAT data due to the change in scoring identified above.
#35 p.41	See response for 1.21. [item #25] Avance submitted Charter Renewal page 93, 113 referenced throughout, Ed.Code 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	Avance **does not qualify for renewal consideration** based on CAHSEE proficiency rates as it does not perform at least equal to its resident and comparable district schools (see staff report, pages 15-16). Avance ranked below all resident schools in ELA and math, and below 15 of 17 comparable district schools in ELA and math. Avance's response is not related to the finding.

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	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. Table B.2 [Same table as Item #20]	See Item #20.
#36 p.42	See response for 1.21. [item #25] Avance will increase the availability of AP Courses and continue with partnership with local community colleges and universities for College Level Courses.	An increase in AP course offerings or partnerships with local colleges and universities for college level course was not articulated in the school's renewal petition. Avance does not qualify for renewal consideration based on AP scores because it does not perform as least equal to its resident and comparable district schools. Avance ranked lower than 3 of 3 resident and 15 of 15 comparable district schools on the percent of students scoring 3 or better on an AP exam.
#37 p.43	See response for 1.21 [item #25]	Avance **does not qualify for renewal consideration** based on EAP: Percent Ready for College results as it does not perform at least equal to its resident and comparable district schools (see Staff Report, p. 16). Avance ranked below 3 of 3 resident schools and below 13 of the 14 comparable district schools in both ELA and math.
#38 p.45	See response for 1.21 [item #25] The Appendix ** is presented in response to this section of the LACOE staff report. In addition, all of the 4 year institutions at which Avance Alumni are enrolled (73%) are accredited. Ignoring the bias and flaws of the LACOE comments on some of the schools that Avance alumni attend, this is not a requirement of the EC47605 Criteria 4. Using the National Student Clearinghouse data, the Avance alumni tracking was validated. ie the high enrollment and	It was clarified at the May 1, 2015, meeting that Appendix ** references the first appendix, specifically the five (5) charts at the end of Avance's document. The alumni information in Avance's renewal petition was analyzed and presented in the staff report on page 17. The school did not define the biases and flaws to which they refer. Regardless, the information presented by the school is not applicable under *EC* 47607(b), as it was not publically verifiable and could not be compared to Avance's resident and comparable district schools. The National Student Clearinghouse (NSC) is a non-profit organization that collects post-secondary enrollment data from 3,600

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	persistence data is corroborated. We do not accept the dismissal of these key indicators. By way of comparison, far beyond the residential and district comparison schools, to ALL high schools in the state, and then to the average for all the "10" API ranked schools, Avance far exceeds for college enrollment. Yes, this is a comparison to data for 2010 - because that is the most recent release of this data that is published only every five years. But even if the measure had increased by 50% since 2010 - a generous suggestion - Avance would still be judged at least "equal" in a fair analysis under EC 47605b4	college and universities throughout the nation. It provides high schools information on the post-secondary enrollment and degree completion of its alumni. At the May 1, 2015 meeting, Avance clarified that the appendix to its response entitled, "Compilation with National Student Clearinghouse Data for APR 16 2015" is a **combination of NSC data and Avance's internal data. The NSC data only contained post-secondary enrollment data records for 67 (48%) of the school's 140 graduates; Avance added its own information for the remaining 73 students. Data for those students is not verifiable.** LACOE staff reviewed the data file from NSC for the 67 students and found the following: 1st Year Post-secondary Enrollment: • 31 students (46%) attended a UC or CSU in the 1st year (2 students withdrew after the 1st term) • 7 students (10%) attended a private, 4-year university in the 1st year • 21 students (31%) attended a community college or trade school in the 1st year • 8 students (12%) did not enroll in a post-secondary program for the 1st year. 2nd Year Post-secondary Enrollment: • Of the 31 students attending a UC or CSU, 14 (42%) matriculated to the 2nd year, 9 (29%) withdrew during or after the 1st year and 8 (26%) are currently in their 1st year. • Of the 7 students attending a private university, 5 (71%) matriculated to the 2nd year, 1 (14%) withdrew after the 1st year and 1 (14%) is currently in their 1st year. • Of the 21 attending a community college, 10 (48%) matriculated to the 2nd year, 3 (14%) withdrew after the first year and 8 (38%) are currently in their 1st year. The data available through NSC shows that 59 of Avance's 140 graduates (42%) enrolled

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		in a post-secondary program in the year following high school. Of those students, 69% matriculated to the second year. Because the NSC data does not include all 140 graduates, LACOE cannot validate Avance's statement that "80% of all alumni are enrolled in a post-secondary institute or employed in a career-track position" or that "over 73% of all Avance alumni have persisted to their second year of enrollment."
#39 p.46	See 1.25 and 1.29.	See Item #29 and #33.
#40 p.50	Assessment benchmarks are used to provide teacher, students, administrators and parents. Key is individual student scores, for individual goal setting, and their use to benefit student learning. In reference to NWEA MAPs it is an interim assessment administered used at different intervals between instruction. The intent is to guide instructionally useful information for teachers, students, principals, administrators and parents. Specifically, measure student achievement where students are starting-growth over time. Data is used to identify patterns in learning for individual students or groups of students. Also data is used to target additional resources for students and teachers, i.e. intervention, gifted or talented, or professional development for teachers in support of student academic achievement. Although results show levels that need to be addressed immediately, and as state officials have predicted declines in assessment scores on Smarter Balance (SBAC). The focus on SBAC is to measure growth that is aligned to the new Common Core State Standards. The current NWEA MAPs is in alignment with state official's predictions and indicate Avance students are learning and growing as teachers and student adjust to the new focus in curriculum and instructional practices.	This section provides further information about the school's use of NWEA benchmarks and is not responding to a LACOE finding. See Item #16 and #19.
#41 p.51	The analysis and conclusions of the LACOE staff are necessarily dependent on the now obsolete STAR regimen. This stands at odds	See Item #22, #23 and #24.

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	with the new: LCAP priorities of the state for public schools, especially since the new API will have a 40% emphasis on non-academic measures such as college and career readiness. We ask the members of the Board of Education to consider the quandary of staff, i.e. LCAP priorities in the now obsolete pre AB 484...what Vice President Tom Saenz recently labeled as an example of "legislative malpractice" on February 17th. Do not penalize 500 families for this contradiction.	
#42 p.53	1. EdCode Sec. 47607b(4) specifies a renewal criteria with pupil academic achievement that is "equal" for both residential AND similar demographic comparison schools. But, the law does NOT define the measures NOR clarify what EQUAL means. • For residential comparison schools, Avance surpasses the 2014 API (3 year ave) for all but one school (which should not have been included anyways). Also note that the staff report buries this data on Page 46 in am appendices. • For similar schools, Avance is NOT the	Avance's statement is accurate. In a February 2015 report to the Advisory Commission on Charter Schools for Flex Academy, CDE stated, "SB 1290 [the legislation resulting in EC 47607(b)] does not define how 'academic achievement' will be measured. Chartering authorities therefore have some latitude in evaluating a charter school's success based on the description provided in each individual charter petition. CDE staff have reviewed Element 2, Measurable Pupil Outcomes (MPOs), listed in the 2010–15 SFFA petition, the CDE Accountability Progress Report data for years 2010–14, California English Language Development (CELDT) reports for English Learners (ELs) reclassification, and provide the following [results]." LACOE established a parallel approach in evaluating Avance's renewal petition as describe in Item #1. It considered Avance's progress toward meeting its measurable pupil outcomes, Accountability Progress Report data, alternative measures proposed by the school and alternative measures that reflect Avance's college readiness mission. Since Education Code does not prohibit this flexibility, it is permitted under law. See Item #4. The staff report addresses the data on pages 9-10 as well as in Appendix 2 (p.42).

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	worst school based on 2014 API. LACOE uses a "half of the group" (ie median) threshold...this is NOT established in the ed code. 2. The best data in support of Avance can be found in the same table on pg. 46: for a student to be ACCEPTED to a 4 year university, an applicant MUST have taken the SAT at least once (or ACT). Avance has a 95% SAT participation rate - almost DOUBLE all the comparison schools. Combined with the A-G completion rate, it is VERY clear that only half of the students at the other schools are even eligible to apply, let alone be accepted. The staff report obfuscates this fact by presenting data on the average number of students who scored 1500 or above on the SAT. The table also presents data for the EAP test ...which we do NOT administer so of course we look bad. Lastly, the use CAHSEE "proficiency" data: again not a requirement, only a "passing" score. It would be easy to recognize this table as overly biased, and not aligned with the EC 47607 requirement. 3. The LACOE staff finding that Avance does not meet 47607b4 is an OPINION, not an established fact.	See Item #28, #29, #33 and #34. EC 47607(b)(4) requires the chartering authority to make this determination based on written findings of fact. The staff report provides the Board with the necessary data to make the determination.
<u>Finding 1</u>: The charter school does not meet one (1) of the five (5) academic performance criteria specified in *EC* section 47607(b)(1-5) necessary to be considered for renewal.		
#43 p.54	Avance does meet Criteria 4 given that the 2014 API surpasses that of all but One "residential" comparison school, and is not the lowest among the "similar" comparison schools. The use by LACOE of a "median" methodology as a measure of the "equal" threshold is not specified in the law.	LACOE reviewed Avance's performance as it relates to the criteria outlined in *EC* 47607(b). See Item #1 regarding LACOE's methodology. API data indicates that Avance's Average API is higher than three (3) of six (6) resident schools; it is lower than 14 of 15 comparable district schools. Based on the analysis of data presented on pages 6-21 of the staff report, the Review Team determined that there is not *documented, clear and convincing data* to show that Avance's academic performance *is at least equal to the schools it students would otherwise attend as well as the schools in the*

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		school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school. The Review Team considered data submitted by the school and publicly available data, including Standardized Testing and Reporting data for 2011, 2012 and 2013.
<u>Finding 2</u>: The petition provides an unsound educational program for students to be enrolled in the school. [*EC* 47605(b)(1)]		
#44 p.55	The major components of the Avance program were developed in partnership with LACOE staff in 2011. That these are now deemed unsound does not align with our experience of the last four years, or the differences are not materials. This finding also stands in contrast to the recent US N&W report ranking and the selection of Avance as a model school among 30 pilot and charter schools in Los Angeles by the CSU Dominguez Hills College of Education.	5 *CCR* 11967.5.1(b) states *a charter petition shall be "an unsound educational program" if…the petition is for renewal of a charter school, and either the charter school has not, met the standards for renewal pursuant to Education Code 47607(b)…or the charter school has not met the measureable pupil outcomes as described in its charter.* **The finding is consistent with the California Code of Regulations as adopted through County Board Policy.** As documented in the staff report, the Review Team found that Avance does not meet the standards for renewal outlined in *EC* 47607(b) and only fully met one (1) of the 10 measureable pupil outcomes stated in its current charter.
#45 p.57	The favorable indicators described above demonstrate that Avance has successfully implemented its college and career preparatory mission as corroborated by: • The WASC six-year accreditation • The US News & World Report - 2014 Silver Award • The support of the California Charter School Association (CCSA) • Most importantly by the students and families of Northeast LA. Enrollment at Avance has risen over the last five years, while dramatically falling for the LAUSD middle and high schools. Do not take this viable option away	See Item #13 and #15. <u>CCSA</u>: Avance failed to meet CCSA's minimum criteria for renewal as it did not: • Have a 2013 API score above 749, or • Demonstrate 3-year cumulative API growth of 50 points of more, or • Score within range or exceeding predicted performance on CCSA's Similar Students measure. CCSA's support came through its "Second Look" criteria. In CCSA's opinion, Avance met the "Second Look" criteria based on the

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		school's internal college acceptance and persistence data (see Item #38 and staff report page 17). Enrollment: Multiple factors are involved in school enrollment, both academic and non-academic. While Avance has increased its enrollment over the past five (5) years, the school has failed to meets its enrollment projections. Further, enrollment is not an academic achievement measure applicable to the renewal criteria presented in *EC* 47607(b).
Finding 3: The petitioners are demonstrably unlikely to successfully implement the proposed educational program. [EC 47605(b)(2)]		
#46 p.58	This finding stands in contrast to the actual performance of the last four years where 90% of our alumni to be accepted by 4 year universities, with a 70% persistence measure, surpassing outcomes measured for Latinos statewide and nationally.	5 *CCR* 11966.5(c) states, *when considering a petition for renewal*, [the authorizing entity] *shall consider the past performance of the school's academics, finances, and operation in evaluating the likelihood of future success, along with future plans for improvement, if any.* As outlined in the Staff report (pages 22-26), Avance has shown deficiencies in governance, academic performance and reporting compliance and fiscal and business operations.
#47 p.58	1.38 Academia Avance's response While the 2013-2014 information is not on the Consortium listing, as it is not in a consortium nor does legal regulations bind Academia Avance to participate in a Consortium, it is looking at being its own Consortium. The data for 2012-2013 is in the cde.ca.gov The information that you indicate that is not in the CELDT data is included in the 2012-2013 school at the cde.ca.gov Dataquest, and Student Demographics English Learners (submit), indicate Academia Avance, these are the following choices (reports for each school years are ___Number of English Learners by language ___Number of Fluent English Proficient	At the Capacity Interview, Avance's Executive Director was unaware of the school's status as it related to Title III Consortia. He stated they were a member of the Academia Semillas consortium; however the school had been removed from that consortium in 2013-14. He later stated that Avance was pursuing membership with another consortium. When CSO staff asked for progress on the status of membership, the Executive Director stated Avance was not joining a consortium as the Title III monies were not significant. The staff report (page 24) indicates that Avance does not have CELDT results for 2012-13 in CDE DataQuest. The school stated the reason for this was the results were

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	(FEP) by language Number and Percent of students Redesignated to FEP ___Bilingual Para professions ___Time Series-Number of English Learners ___Language Group Data to Determine 15 percent and above Translation Needs School, student demographics, English Learner (submit) Subgroup:All Students, Gender:All [See Avance charts response pages 58-59]	not returned from the school in time to meet the CDE deadline. Avance's response to the staff report includes information for retrieving the numbers of EL students enrolled in 2012-13. This information is not responsive to the findings in the staff report.
#48 p.61	Academia Avance staff members have participated in CALPADS training the errors that have taken place are not internal error but problems with CDE. As previously stated over 100 LAUSD schools experienced the same anomalies.	Avance has had multiple reporting errors and anomalies. In relation to the release of academic achievement data, the school did not make the needed corrections within the allotted window. While other schools may have also had errors when the conversion from the use of the R-30 to CALPADS for EL data was made, that does not affect the responsibility Avance had to make the corrections on time (see Item #10).
	EdSource Today reported that "… the State Board of Education suspended the Academic Performance Index for a second year on Wednesday, March 12, 2015, moving one step closer to the 15-year-old accountability system's expected demise."	The change from STAR to CAASPP accountability system is not responsive to this finding.
	Avance staff asked CDE staff many program questions and held discussions with the Department of Education in regards CELDT, reclassification, and reporting on subgroups. The challenge is that reports that supported reporting were integrated into the CALPADS system were eliminated, i.e. R30. While CALPADS captures a great deal of data it has not been able to successfully process all data. Among the challenges is that those windows for identifying reporting errors do not always work, in that programmers have not been able to separate or run a section or specific school data without running the information for the entire state, which then creates other problems and misreporting of data.	See first paragraph above.

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#49 p.62	Academia Avance did not test ninth grade students in Earth Science CST, Avance did not order test booklets or test students in Earth Science. LACOE staff confirms that an automatic -200 points was added to Avance's API and AYP results as stated above. This data must also be viewed within the context that the **2011, 2012 and 2013 API scores UNDERSTATE the Avance student outcomes** as all 9th grade students (approximately 19%/17%/17% respectfully) of the tested students were assigned a "Far Below Basic" score for Science. This anomaly was not discovered and confirmed until September of 2013. It is not an issue of reporting it is an issue of transitioning into CALPADS from the California of Education. While LACOE staff may believe that CDE is not in direct communication with Avance it has been only through this communication that Avance has been able to resolve these miscalculations.	Avance states that until September 2013, it was unaware that if a 9th grade students did not take an End-of-Course (EOC) science exam, the student would be automatically assigned a score of Far Below Basic (a score of 200 out of 800). In calculating a school's API, the state assigns a score of 200 to any student in grades nine (9) through 11 that did not take and EOC exam in a required area. This score is then included in the school's overall API calculation. This process for calculating the API, including the assignment of 200 for students who do not take a science exam is included in the CDE's annual Academic Performance Index information guide. This guide is published for accountability coordinators and school administrators, but is also publically available. Avance's statement that "it is not an issue of reporting it is an issue of transitioning into CALPADS" is incorrect; **it is a matter of knowing testing requirements.** Avance's lack of knowledge regarding testing policies and procedures reinforces LACOE's assessment that the school lacks the capacity to successfully implement the program described in its charter petition.
#50 p.63	**Avance's submitted Renewal Petition pages 11, 58, 61, 145, 147, 149, 156, Element S: Charter School Facilities 205-205, LCAP, State Priority #1 Basic Services, Facilites Maintenance page 122** **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	The staff report provides a history of Avance's performance over the term of its current charter in the area of facilities. The concern expressed by LACOE regarding the need for Avance to verify the number of students assigned to each location site in relation to the Certificate of Occupancy was not addressed. The petition states that the school is planning to expand from its current enrollment of 480 to 625 students; however, **no facility plan was included to account for the additional enrollment**.

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	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.	Avance's response provides additional information about the school, but fails to address LACOE's concerns.
	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.	There no is finding in the staff report regarding the school's administrator to teacher ratio nor is there any finding regarding the school's future ability to attract or retain teachers. However, the school has identified valid concerns.
	The four-year budget projections reflect a fiscal margin that support the Avance model.	The budget submitted with the renewal petition contains multiple deficiencies (see staff report p. 26). Meeting budget projections is dependent on meeting annual enrollment goals.
#51 p.64	Appears to be correct.	No analysis needed. Avance concurs it has operated at a deficit for the first four (4) years of the current charter term, and has paid over $1.9 million in interest, discounts and fees related to loans and receivable sales to support its operations.
#52 p.66	The comment above is an over simplification of the process of estimating revenues multiple years into the future without knowing exactly what rates and changes the State of California will approve.	FCMAT provides a calculator which is updated regularly to account for changes in California school finance policies.
	Specifically in regards the difference in LCFF funds forecasted, the following is a comparison between the FCMAT's forecasted revenue and the amounts included in the School's forecast: [see budget forecast chart, Avance response document (p. 66)]	LACOE BAS (Business Advisory Services) division used FCMAT Calculator version 16.1a to verify the projected budget for LCFF. Based on FCMAT's calculator, using the maximum allowable unduplicated count of 78.54% (LAUSD), the school has overestimated its revenues by $441,512 over

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	In taking into consideration the fact that all of these numbers and amounts are unknown, characterizing a difference in estimate of less than 1% ass "not sufficiently accounting for revenues" appears to be an exaggeration. In terms of the Title III funds included in the forecast, the School did in fact receive a preliminary estimate of entitlement and had the option to join a consortium to receive the funds. It was not until after the forecast was submitted that the School voluntarily elected to forego the Title III funds. If the school so chooses, they may opt back into the Title III program by joining a consortium. Considering that this is still an option for future years, the statement above indicating that the budget "incorrectly includes Title III funding" is an over simplification which does not accurately describe the School's financial outlook and ability to budget revenues.	a four-year period. Therefore, LACOE is projecting Avance will be operating in a deficit for the first (2) years of the proposed charter term. Furthermore, Avance's revised multiyear forecast is contingent on it meeting the projected ADA of 625. The school failed to meet the enrollment projection of 525 in its current charter and does not present an adequate plan for securing additional enrollment. LACOE was informed by the school's Executive Director that it would not be seeking membership in a Title III consortium (see Item # 47).
#53 p.68	Since the Review Team's projections have not been shared with the School, we can't respond to where this comment is coming from or how they came to this conclusion. With regards to the budget plan deficiencies: • The comment relating to overstated LCFF revenues is simply false. As shown above and confirmed by FCMAT, the differences each year are minor. It is also important to note that all of these numbers are estimates. Even the amounts projected by FCMAT are guaranteed. • While the school has the capacity to amass the required cash reserves, we believe it would be more prudent to use the cash on hand to reduce debt and therefore interest costs. As noted in the budget provided, the school will use its cash on hand and accumulated surpluses to eliminate debt over the next 2 fiscal years. After which, there is a clear ability to build cash reserves of upwards of 40% by the end of fiscal year 2018-19.	LACOE BAS division used FCMAT Calculator version 16.1a to verify Avance's projected budget for LCFF (see Item #52). The $441,512 overstatement of LCFF revenues is not minor. Further, the projections are based on meeting the increased enrollment goal of 625; Avance has not been able to meet its enrollment projections in the past. **Avance's cash on hand as of March 31, 2015 is $536,866. Its estimated payroll expenses are $678,000. This leaves no funding to pay rent and other operational expenses through the end of FY 2014-15.** **In addition, the school owes over $140,000 in past due accounts payable.**

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	• The budget plan submitted as a response to the Review Team dated 3/31/15 clearly indicates the School's intentions to fully repay the line of credit. As such, there is no need for a renewal or extension.	The Line of Credit has a balance of $738,024 and will mature on September 15, 2016. According to Avance's revised Multi-Year forecast, the plan will not pay the loan off by the due date, possibly leading to additional late fees and interest. The plan is to settle the balance in FY 2016-2017.
	• As indicated above, the School is eligible for Title II funding and has voluntarily elected not to join a consortium. Although the budget plan submitted to the Review Team dated 3/31/15 removed the Title III funds in the interest of conservativeness, the School may opt back in and receive the funds in future years.	LACOE removed the Title III funding of $40,000 from our calculation per an email from Avance (see Item #52).
	• The deficit spending noted at the beginning of each year is due to the delay in State revenue cash flow. For example, the school must begin paying teachers at the beginning of the school year although only 37% of the State Aide will be received in cash by December 31st each year. This delay in cash flow, which affects every public school in the State, is what has caused the need for borrowing. However as mentioned in the second bullet point above, the current budget plan will lead to reserves sufficient to cover the State's delay in funding by the third fiscal year after renewal.	According to the review, the deficit is caused by the selling of the school's July, August and September FY 2015-16 state aid revenues to close the current fiscal 2014-15, not for the costs of starting up the 2015-16 school year. **This will result in deficit spending in first 5 months of operations.**
#54 p.69	Since the net income and cash balance projections above are not from the budget plan created by the School, nor were the shared with the School by the Review Team, we can't comment directly on these figures nor confirm their accuracy. However, the following amounts are taken directly from the School's budget plan dated 3/31/15: (see chart) 2014---15 2015---16 2016---17 2017---18 Net Income Projections	See Items #52 and #53

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	$621,582 $533,336 $843,726 $968,628 Ending Cash Balance $37,764 $28,971 $309,688 $1,393,506 Cash as a % of Operating Expenses 0.86% 0.55% 5.48% 23.35% Line of Credit Balance at Year End $638,024 $338,024 $--- $ --- As discussed previously and indicated above, the School will be using its cash on hand to eliminate debt. By the end of fiscal year 2016-17, the debt will be paid off and the reserve will exceed the 3% requirement.	Eliminating debt and meeting the required reserve is contingent on Avance meeting its projected ADA of 625.
#55 p.69	The figures above, while taken from the budget plan, do not all relate to the sale of receivables for cash flow purposes. The total sale of receivables is correct, but the amounts referred to as "Loan Fees" are actually total interest costs including amounts payable on the outstanding line of credit. The loan fees paid to CSC would be $139,190, $6,355 and $0, respectively. There will be no need for receivable sales in the 3rd year of renewal.	Table #5 in the staff report (page 27) is referring to "interest fee" and not Loan Fees. This information was gathered from Avance's Monthly Cash Flow/Budget. **For the sale of future receivables in 2015-16 and 2016-17, Avance will pay $508,511 in interest alone; this is in addition to loan fees of $139,190 and $6,355**. Avance is projecting that it will not need to sell receivables past 2016-17; this is contingent on the school meeting its projected ADA of 625.
#56 p.70	Avance will resubmit facilities plan.	Avance's petition for renewal did not contain a facilities plan to account for the projected increase in enrollment. The April 27, 2015 response document also lacks a plan.
#57 p.70	The fiscal operations have been outsourced to an expert firm as clearly shown by the financial results of the school since the partnership began in 2013.	Avance uses Charter Impact as its back-office service provider. This outside agency completes accounting duties and completes the school's fiscal reports. Charter Impact does not make financial decisions for Avance. Internal capacity is needed as the spending and borrowing decisions are made internally.
#58 p.71	See response below:	See response below.
#59	**AVANCE HAS THE FISCAL AND**	

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p.71	**OPERATIONS CAPACITY** The California public school policy transition comes on the heals of the state fiscal crisis that placed great stress on almost all schools in the state. Avance experienced steep financial hardship in the 2011-2012 academic year resulting from the expansion of the high school program to meet our college preparatory mission during the worst of the Great Recession. But the 2013, audit report demonstrated the effective implementation of the Fiscal Mitigation Plan presented to LACOE that year, with the 2014 audit report showing a positive net asset position, and a significant reduction in debt. The February 2015 financial statements filed with LACOE show that since 2012 we have increased revenues by 42%, reduced debt by 56%, and project a net asset position for the JUN 2015 to include the 5% budget reserve requirement ($250,000).	See Item #52 regarding the Financial Stabilization plan. LACOE's review indicates revenues increased by 39% (not 42%) during this time. The February 2015 financials indicate that Avance's **debt** was reduced by 28%. The school reduced its **Total Liabilities** by 56%. The school's debt as of February 2015 was $738,024. Through an analysis of Avance's March 31, 2015 financial statement, the school's cash on hand as of March 31, 2015 is $536,866. Its estimated payroll expenses are $678,000. This leaves no funding to pay rent and other operational expenses through the end of FY 2014-15. The school also has overdue bills exceeding $140,000, in addition to the debt mentioned above.
	The participation by the Avance Executive Board as one of eight charter schools nation-wide in the "Strengthening the Base" governance capacity development program will ensure that the school maintains progress on its path of continuous improvement.	Based on these figures, the school will not amass a reserve by June 2015.
	Our new partnership with the highly regarded K-8 Celerity Education Group schools in Northeast LA will provide a new level of synergy to expand our program in the new charter period.	There is no formalized partnership with Celerity Education Group (CEG). The details provided in the petition state the partnership involves CEG informing families on its waiting list and those leaving its 8th grade of the option of attending Academia Avance Charter School. No written agreement or guarantee of enrollment from CEG to

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		Avance was submitted.
#60 p.72	The audit finding is for not recording and recognizing revenue from City Terrace LLC. The School has chosen not to show this revenue because of the doubtful nature of collectability. This reduces the reported revenue and shows a more conservative fiscal outlook. The related party transaction is not an audit funding. It is a disclosure to increase transparency as required by GAAP.	The $58, 519 owed from City Terrace, LLC is for property taxes paid out of the loan given to Avance. The loan documents state that all funds are to be used exclusively for the furthering of education through Avance school, not for the payment of City Terrace, LLC's property taxes. While the finding may not have been considered material, it is still a finding.
#61 p.73	This not an audit funding. It is a disclosure to increase transparency as required by GAAP. See additional attached information.	LACOE did not characterize this as an audit finding, it was included in the staff report to inform the County Board of the relationship between Avance and City Terrace, LLC. This item was also noted as it raises concerns regarding appropriate expenditures (see Item #60). Avance is referencing the 2013-14 tax filing for City Terrace, LLC (the last attachment in the response document).
#62 p.74	This is not an audit funding. It is a disclosure to increase transparency as required by GAAP. See additional attached information.	LACOE did not characterize this as an audit finding, it was included in the staff report to inform the County Board of the relationship between Avance Schools, Inc., the Avance Foundation and the Presbytery of San Gabriel. This item was also noted due to the delinquency of monthly lease payments. Avance is referencing its attached lease and related information from Faith United Presbyterian Church.
#63 p.74	This is not an audit finding, it is a required footnote to the financial statements. Subsequent events are identified for every company undergoing an audit as required by GAAP. See additional attached information.	LACOE did not define this as an audit finding; however, it is important to note such activity as it relates to the school's overall fiscal health. Based on information provided by Avance, it has engaged in 12 receivable sales transactions to support its operations in school year 2014-15. Avance clarified that the related document (schedule of receivable sales for 2014-15) was not attached to the response. It was later sent to LACOE BAS.

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<u>Finding 4</u>: The petition does not contain an affirmation of all specified assurances. [*EC* 47605(b)(4); *EC* 47605(d)]		
#64 p.74-75	Staff, administrators, teachers, parents and legal counsel are revising the Student Handbook. Avance has not charged parents' tuition and is overstating that our parent participation is interpreted as charging tuition. Word "required" will be changed to "encouraged" with an addition of alternatives to at school volunteering, and encouraged to assist their child at home by providing an area to study, making sure that their children know school expectations and encouraging their children, our students.	The CDE Fiscal Management Advisory states the prohibition against student fees, *bars a school district or school from requiring "volunteer hours" or payment of a fee in lieu of performing volunteer hours as a condition of admission, enrollment, continued enrollment, sibling preference, attendance, participation in educational activities or receipt of credit or privileges related to educational activities*. Volunteer hours thus equate to charging student fees, which may be considered a form of tuition.
	Refer to page 25 of Submitted Renewal Petition (Mandatory "required" is not in the submitted petition-language was in prior years) 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	There is no reference to Mandatory "required" on page 25 of the renewal petition; however, Avance was unable to clarify this reference at the May 1, 2015 meeting. LACOE understands the school's desire for parental involvement and does not discount the research that shows parental involvement has positive effects on student achievement. This does not discount a student's right to a Free and Appropriate Public Education.

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	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. Avance believes that when parents understand the structures and operations of schools they can become more involved in their students' education. Research shows that parent involvement at their child's school is positively correlated to increased achievement. (Keith, 1993), Parent participation is focused on how best to support their children in the educational process.	
#65 p.74	The specific deficiencies identified do not preclude renewal, and can be remedied in partnership with LACOE staff as was the case in the current charter.	The findings of fact in the April 14, 2015 staff report remain.
<u>Finding 5</u>: The petition does not contain a reasonably comprehensive description of all required elements. [*EC* 47605(b)(5)(A)-(P)]		
#66 p. 76 - 145	Pages 76-145 of Avance's response document include revisions and additions to the 16 required elements. A review of the new contents would require the entire LACOE Review Team to analyze the changes made to 12 of the 16 elements. Many of the deficiencies noted in the LACOE staff report were also noted in the feedback provided to the school in the August 2014 and should have already been incorporated into the petition. The Review Team would need at least 10 calendar days to analyze the changes and the Charter School Office would minimally need an additional 5 business days to compile and write the findings. The extension afforded to Avance does not permit the analysis to be included in this addendum.	
<u>Finding 6:</u> The petition does not satisfy all of the Required Assurances of *Education Code* section 47605(c), (e) through (j), (l), and (m).		
Effect on the Authorizer and Financial Projections. *The petition does not provide the necessary evidence in the area of facilities, fiscal and business operations.*		
#67 p.146-147	1. It does not provide *the manner in which the administrative services of the school are to be provided.* See attachments	Avance submitted the Memorandum of Understanding (MOU) with City Terrace, LLC, the tax filings for City Terrace, LLC and the lease agreement with Iglesias de Comunidad. It did not submit the MOU with Charter Impact, LLC or the Debt Modification agreement with Pan American Bank.
#68	2. *The petitioners shall also provide financial statements that include a proposed first-year*	The school submitted a revised budget. The details used to generate LCFF revenues were

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p.148	*operational budget, including startup costs, and cash-flow and financial projections for the first three years of operation.* See attachments.	not included. LACOE cannot verify these numbers.
#69 p.148	*3. The petition does not provide the necessary evidence in the area of potential civil liabilities* that could affect the authorizer. This is an opinion Avance At any given time and place public citizens have the right to file a lawsuit against any entity. Neither LACOE nor the school has control over those matters or choices. However carries all the liability insurance coverage as specified by the LACOE MOU, with LACOE as a named insured party.	It is understood that a charter school is unable to guarantee that no lawsuit by a third party will ever be filed concerning the County Board's authorization of the charter; however, LACOE has identified several deficiencies that put the County Board on notice that Avance is not providing an appropriate educational program and is not fiscally sound. The County Board cannot authorize the charter and allow it to use public funds with the knowledge that it does not provide an appropriate educational program that is also fiscally sound. To do so would violate its oversight and monitoring obligations and expose the County Board to liability.
Teacher Credentialing Requirement. *Does not meet the condition* See Element 5 (E)		
#70 p.149	Submitted Charter Renewal Petition page 154 states: 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	As stated in the staff report, the renewal petition does not meet this condition. The petition fails to specify which teaching positions will require credentials from the California Commission on Teacher Credentialing (CTC) and does not indicate that English Learner authorizations are required for all teachers who provide instruction to ELs.

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	but must demonstrate subject expertise, meet Avance employment preconditions, 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.	

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Appendix A

Summary of Renewal Eligibility Pursuant to *EC* 47607(b)(4)		
Measure	Analysis	Meets Eligibility Criteria
3-Year Weighted Average API*	Avance performs at least equal to three (3) of its six (6) resident schools; it performs at least equal to one (1) of 15 comparable district schools. **Avance performs at least equal to four (4) of 21 comparison schools.**	**No**
	For the Hispanic or Latino student group, Avance performs at least equal to five (5) of its six (6) resident schools; it performs at least equal to four (4) of 15 comparable district schools. **Avance performs at least equal to nine (9) of 21 comparison schools.**	**No**
	For the socioeconomically disadvantaged student group, Avance performs at least equal to three (3) of its six (6) resident schools; it performs at least equal to three (3) of 15 comparable district schools. **Avance performs at least equal to six (6) of 21 comparison schools.**	**No**
	For the English Learners student group, Avance performs at least equal to three (3) of its six (6) resident schools; it performs at least equal to one (1) of 15 comparable district schools. **Avance performs at least equal to four (4) of 21 comparison schools.**	**No**
	For the students with disabilities student group, Avance performs at least equal to zero (0) of all six (6) of its resident schools; it performs at least equal to zero (0) of the 12 comparable district schools. **Avance performs at least equal to zero (0) of 18 comparison schools.**	**No**
2013 Growth API	Avance performs at least equal to one (1) of its six (6) resident schools; it performs at least equal to zero (0) of the 17 comparable district schools. **Avance performs at least equal to one (1) of the 23 comparison schools.**	**No**
	For the Hispanic or Latino student group, Avance performs at least equal to one (1) of its six (6) resident schools; it performs at least equal to one (1) of the 17 comparable district schools. **Avance performs at least equal to two (2) of the 23 comparison schools.**	**No**
	For the socioeconomically disadvantaged student group, Avance performs at least equal to one (1) of its six (6) resident schools; it performs at least equal to one (1) of the 17 comparable district schools. **Avance performs at least equal to two (2) of the 23 comparison schools.**	**No**
	For the English Learners student group, Avance performs at least equal to four (4) of its six (6) resident schools; it performs at least equal to seven (7) of 17 comparable district schools. **Avance performs at least equal to 11 of the 23 comparison schools.**	**No**
	For the students with disabilities student group, Avance performs at least equal to zero (0) of all six (6) of its resident schools; it performs at least equal to zero (0) of the 15 comparable district schools. **Avance performs at least equal to zero (0) of 21 comparison schools.**	**No**
2013 Statewide Rank	Avance performs at least equal to three (3) of its six (6) resident schools; it performs at least equal to four (4) of the 17 comparable district schools. **Avance performs at least equal to seven (7) of the 23 comparison schools.**	**No**
2013 Similar Schools Rank	Avance performs at least equal to zero (0) of its six (6) resident schools; it performs at least equal to zero (0) of the 17 comparable district schools. **Avance performs at least equal to zero (0) of the 23 comparison schools.**	**No**

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Summary of Renewal Eligibility Pursuant to *EC* 47607(b)(4)		
Measure	Analysis	Meets Eligibility Criteria
2013 AYP Proficiency Rates in English - Language Arts	Schoolwide, Avance performs at least equal to zero (0) of its six (6) resident schools; it performs at least equal to zero (0) of the 17 comparable district schools. **Avance performs at least equal to zero (0) of the 23 comparison schools.**	**No**
	For the Hispanic or Latino student group, Avance performs at least equal to zero (0) of its six (6) resident schools; it performs at least equal to zero (0) of the 17 comparable district schools. **Avance performs at least equal to zero (0) of the 23 comparison schools.**	**No**
	For the socioeconomically disadvantaged student group, Avance performs at least equal to zero (0) of its six (6) resident schools; it performs at least equal to zero (0) of the 17 comparable district schools. **Avance performs at least equal to zero (0) of the 23 comparison schools.**	**No**
	For the English Learners student group, Avance performs at least equal to one (1) of its six (6) resident schools; it performs at least equal to six (6) of 16 comparable district schools. **Avance performs at least equal to seven (7) of 22 comparison schools.**	**No**
	For the students with disabilities student group, Avance performs at least equal to zero (0) of its six (6) resident schools; it performs at least equal to zero (0) of 9 comparable district schools. **Avance performs at least equal to zero (0) of 15 comparison schools.**	**No**
2013 AYP Proficiency Rates in Mathematics	Schoolwide, Avance performs at least equal to zero (0) of its six (6) resident schools; it performs at least equal to one (1) of the 17 comparable district schools. **Avance performs at least equal to one (1) of the 23 comparison schools.**	**No**
	For the Hispanic or Latino student group, Avance performs at least equal to one (1) of its six (6) resident schools; it performs at least equal to one (1) of the 17 comparable district schools. **Avance performs at least equal to two (2) of the 23 comparison schools.**	**No**
	For the socioeconomically disadvantaged student group, Avance performs at least equal to zero (0) of its six (6) resident schools; it performs at least equal to one (1) of the 17 comparable district schools. **Avance performs at least equal to one (1) of the 23 comparison schools.**	**No**
	For the English Learners student group, Avance performs at least equal to one (1) of its six (6) resident schools; it performs at least equal to four (4) of 16 comparable district schools. **Avance performs at least equal to five (5) of 22 comparison schools.**	**No**
	For the students with disabilities student group, Avance performs at least equal to zero (0) of its six (6) resident schools; it performs at least equal to zero (0) of nine (9) comparable district schools. **Avance performs at least equal to zero (0) of 15 comparison schools.**	**No**
2013-14 Cohort*^ Graduation Rate	Avance performs at least equal to three (3) of its three (3) resident schools; it performs at least equal to seven (7) of the 17 comparable district schools. **Avance performs at least equal to 10 of 20 comparison schools.**	**No**
2013-14*^ Completion of A-G Requirements	Avance performs at least equal to zero (0) of its three (3) resident schools; it performs at least equal to six (6) of the 17 comparable district schools. **Avance performs at least equal to six (6) of 20 comparison schools.**	**No**

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Summary of Renewal Eligibility Pursuant to *EC* 47607(b)(4)		
Measure	Analysis	Meets Eligibility Criteria
2012-13 SAT Participation Rate*	Avance performs at least equal to three (3) of its three (3) resident schools; it performs at least equal to 15 of 15 comparable district schools. **Avance performs at least equal to 18 of 18 comparison schools.**	**Yes**
2012-13 SAT Performance (% Students Scoring At/Above 1500)	Avance performs at least equal to zero (0) of its three (3) resident schools; it performs at least equal to zero (0) of the 16 comparable district schools. **Avance performs at least equal to zero (0) of 19 comparison schools.**	**No**
2013-14 CAHSEE Proficiency Rate in English – Language Arts	Avance performs at least equal to zero (0) of its three (3) resident schools; it performs at least equal to two (2) of the 17 comparable district schools. **Avance performs at least equal to two (2) of 20 comparison schools.**	**No**
2013-14 CAHSEE Proficiency Rate in Mathematics	Avance performs at least equal to one (1) of its three (3) resident schools; it performs at least equal to two (2) of the 17 comparable district schools. **Avance performs at least equal to three (3) of 20 comparison schools.**	**No**
2012-13 Advanced Placement Scores (% Scoring 3+)	Avance performs at least equal to zero (0) of its three (3) resident schools; it performs at least equal to zero (0) of the 15 comparable district schools. **Avance performs at least equal to zero (0) of 18 comparison schools.**	**No**
2013-14 EAP Percent Ready for College: English – Language Arts	Avance performs at least equal to zero (0) of its two (2) resident schools; it performs at least equal to one (1) of 14 comparable district schools. **Avance performs at least equal to one (1) of 16 comparison schools.**	**No**
2013-14 EAP Percent Ready for College: Mathematics	Avance performs at least equal to zero (0) of its two (2) resident schools; it performs at least equal to one (1) of the 14 comparable district schools. **Avance performs at least equal to one (1) of 16 comparison schools.**	**No**

*Alternative measures proposed by Avance.
^*This data was published after the originally scheduled date for County Board action on the Avance renewal petition.*

2013-14 Cohort Graduation & A-G Completion Rates for Avance and Resident Schools

School (Grades)	Cohort Graduation Rate (%) (2013-14)	A-G Requirements Completion Rate (%) (2013-14)
Avance (6-12)	89.7	42.6
Franklin Sr. High (9-12)	82.6	50
Lincoln Sr. High (9-12)	77.7	53.8
Marshall Sr. High (9-12)	80.8	50.9
Source: DataQuest (Cohort Outcome Summary Report by Race/Ethnicity, Grads & Grads meeting UC/CSU Entrance Requirements by Gender & Ethnicity) retrieved 5-1-15.		

Data for Comparable District Schools is provided on the following page.

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2013-14 Cohort Graduation & A-G Completion Rates for Avance and Comparable District Schools

School (Grades)	Cohort Graduation Rate (%) (2013-14)	A-G Requirements Completion Rate (%) (2013-14)
Avance (6-12)	89.7	42.6
Chatsworth Charter HS (9-12)*	88.3	35.9
Fairfax Sr. High (9-12)	85	41.8
Hollywood Sr. High (9-12)	90.4	49.5
Linda Esperanza Marquez High B LIBRA Academy (9-12)*	90	60.7
Los Angeles Leadership Academy(6-12)*	88.2	100
New Designs Charter* (6-12)	75.6	100
Northridge Academy High (9-12)	92.7	41.6
PUC Community Charter Early College High(9-12)*	88.2	100
PUC Early College Academy for Leaders/ Scholars(9-12)*	90.7	100
Student Empowerment Academy(9-12)*	93.7	15.3
Alliance Environmental Science and Technology HS (9-12)*	90.6	100
Daniel Pearl Journalism and Communications (9-12)	96	57.9
Math, Science and Technology Magnet Academy (9-12)	95.4	61.5
PUC CA Academy for Liberal Studies Early College* (9-12)	97.1	100
Port of Los Angeles(9-12)*	94.4	43.3
San Pedro Senior High (9-12)	83.5	38.3
W.H. Taft Senior Charter High (9-12)	89.4	38.1

*Indicates Charter School
Source: DataQuest (Cohort Outcome Summary Report by Race/Ethnicity, Grads & Grads meeting UC/CSU Entrance Requirements by Gender & Ethnicity) retrieved 5-1-15.

Appendix B

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APR 27 2015
BOARD OF EDUCATION

LACOE Charter School Office Staff will present the report to the County Board

Responses from Academia Avance Charter School in Highlighted Area and Comment Boxes

5:00 pm (BOE)

Academia Avance's Response

Legal Analysis of the Charter Renewal requirement with respect to Eduction Code Section 47607(b)

Pursuant to Education Code Section 47607(b)(4), if the entity granting the charter determined that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the school district in which the charter school is locate, taking into account the composition of the pupil population that is served at the charter school, a charter school that has been in operation for four years will have met the criteria necessary for a charter renewal. (Ed. Code §47807(b)(4)(A).)

The criteria utilized by the Los Angeles County Office of Education ("LACOE") in evaluating Academia Avance's ("Avance") Charter School Petition for Renewal in its Staff Findings on the Renewal Petition for Academia Avance Charter School ('Staff Findings") is not established in Ed Code. Specifically, Education Code Section 47607(b)(4) does not require a charter school seeking renewal to score (emphasis added) "at least equal to **half** of the Resident Schools or comparable District Schools." (Staff Findings, pp. 9-12) Education Code Section 47607(b)(4) merely states that the academic performance of the charter school must be "at least equal" to the academic performance of the charter school in the district. Because the Education Code does not require charter schools seeking renewal to score at least equal to half of its Resident Schools or comparable District Schools, Avance must only demonstrate that its API scores are equal to its Resident Schools or comparable District Schools. Setting aside this non-established LACOE criteria that Avance score at least equal to half of its Resident Schools or comparable District Schools, and instead assessing Avance's weighted 3-year average API, Avance equaled or exceeded the weighted 3-year API Average for the Resident Schools and at least one of the comparable District Schools for all students schoolwide.

In addition to misinterpreting the requirements for Education Code Section 47607(b)(4), Education Code Section 47607(b)(4)(B) clearly states *that chartering entity shall consider all of the following in determining whether a charter school has sufficiently met the following three considerations in determining whether a charter school has sufficiently met the requirements for academic performance:*

(1) documented, clear and convincing data;
(2) pupil achievement data from assessments, including, but not limited to, the Standardized Testing and Reporting Program for demographically similar pupil populations in the comparison schools; and
(3) information submitted by the charter school.

<u>In its Charter School Petition for Renewal, Avance provided documents, and clear, and convincing data on pupil achievement, but not all of the data submitted was used for the review.</u>

The most significant evidence that the Avance educational programs are succeeding were dismissed:

- The college readiness indicators, which demonstrates that Avance's graduation rates.
- A-G requirements completion rate.
- SAT participation rate all far exceed those of Residential Schools and are at least equal to comparable District Schools.

Furthermore, with respect to pupil achievement data, it is important to note that Education Code Section 47607(b)(4)(B)(ii) permits the chartering entity to consider pupil achievement data outside of the Standardized Testing and Reporting Program, which Avance has submitted to LACOE to consider all of the information submitted by the charter school and to view all such information within the larger context of the many challenges and reforms that have taken place in state education policy and the considerable progress that has been made and continues to be made with respect to Avance's alignment with new state college and readiness priorities.

Academia Avance Charter School Petition for Renewal			Meets Requirements*	Academia Avance Response	Renewal Petition
EC 47607(b): Failure to meet at least one of the academic performance criteria for renewal is grounds for					
Finding 1	The charter school provided evidence it met one of the statutory criteria for renewal.		**No**	**Yes**	**Renewal Criteria 1.2**
EC 47605(b): Failure to meet the criteria under Findings 2-5 is grounds for denial.					
Finding 2	Sound Educational Practice		**No**	**Yes**	**Element A**
Finding 3	Ability to Successfully Implement Intended Program		**No**	**Yes**	**Element A**
Finding 4	Affirmation of Specified Conditions		**No**	**Yes**	**Assurances and Affirmations**
Finding 5: The charter petition contains a reasonably comprehensive description of all required elements.	1	Description of Educational Program	**No**	**Yes**	**Element A**
	2	Measureable Pupil Outcomes	**No**	**Yes**	**Element B**
	3	Method for Measuring Pupil Progress	**No**	**Yes**	**Element C**
	4	Governance Structure	Yes	Yes	Element D
	5	Employee Qualifications	**No**	**Yes**	**Element E**
	6	Health and Safety Procedures	Yes	Yes	Element F
	7	Racial and Ethnic Balance	**No**	**Yes**	**Element G**
	8	Admission Requirements	Yes	Yes	Element H
	9	Annual Independent Financial Audits	**No**	**Yes**	**Element I**
	10	Suspension and Expulsion Procedures	**No**	**Yes**	**Element J**
	11	Retirement Coverage	**No**	**Yes**	**Element K**
	12	Public School Attendance Alternatives	Yes	Yes	Element L
	13	Post-employment Rights of Employees	Yes	Yes	Element M
	14	Dispute Resolution Procedures	**No**	**Yes**	**Element N**
	15	Exclusive Public School Employer	Yes	Yes	Element O
	16	Closure Procedures	**No**	**Yes**	**Element P**
Finding 6: The charter petition meets the additional statutory requirements *EC* 47605 (c), (e) – (h), (l) and (m)	(c)	Standards, Assessments and Parent Consultation	Meets the Condition	**Yes**	**Element B & C**
	(e)	Employment is Voluntary	Not Applicable	**Yes**	**Element M**
	(f)	Pupil Attendance is Voluntary	Not Applicable	**Yes**	**Element L**
	(g)	Effect on Authorizer and Financial Projections Facilities, Administrative Services, Civil Liability and Financial Statements	Does Not Provide Necessary Evidence in 3 of 4 areas.^	**Yes**	**Financials**
	(h)	Targets Academically Low Achieving Pupils**	Not Applicable	**Yes**	**Element A**
	(l)	Teacher Credentialing	Does not Meet the Condition	**Yes**	**Element A & F**
	(m)	Transmission of Audit Report	Meets the	**Yes**	**Element D**

*Elements marked as meeting requirements may need further explanation, adjustment or technical changes; however, they are reasonably comprehensive and/or substantively comply with regulatory guidance and the LACOE standard of review described in Board Policy and the Superintendent's Administrative Regulations.		
Academia Avance is accessible to provide further explanation, adjustment or technical changes. Upon LACOE's request for student transcripts, access to NWEA Map Assessment, Internal Assess to all documents were provided, system passwords and access to internal data and other fiscal items and records were made available to staff.		
Academia Avance Charter School Petition for Renewal	**Meets Requirements***	**Academia Avance Response**
EC 47607(b): Failure to meet at least one of the academic performance criteria for renewal is grounds for denial.		
Finding 1 The charter school provided evidence it met one of the statutory criteria for	**No**	**Yes**
EC 47605(b): Failure to meet the criteria under Findings 2-5 is grounds for denial.		
^There are indicators of potential civil liability effects upon the authorizer.		

Academia Avance's Response

The last two columns are responses from Academia Avance.

Los Angeles County Office of Education
Charter School Office
Date: April 14, 2015

Academia Avance's Responses

Staff Findings on the Renewal Petition for *Academia Avance Charter School* (Grades 6-12) Pursuant to *Education Code* Sections 47607 and 47605/ Responses from Academia Avance

Background Information

Academia Avance Charter School (Avance) has been authorized to operate by the Los Angeles County Board of Education (County Board) since 2010. The County Board first approved Avance on appeal after its charter was not renewed by the Los Angeles Unified School District Board of Education (LAUSD Board).

In 2004, the LAUSD Board initially granted Avance a three (3) year charter, and the school began operation in September 2005. At the end of the three (3) years, LAUSD extended authorization for one (1) additional year.

In 2010, Avance submitted its first petition for renewal to LAUSD. The petition was submitted more than two (2) months after the established due date. The LAUSD Board denied renewal based on the following findings: (1) The charter school presents an unsound educational program; (2) The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition; (3) The petition does not contain an affirmation of each of the conditions described in *Education Code* 47605(d); and (4) The petition does not contain a reasonably comprehensive description of all required elements.

After denial, Avance exercised its right to appeal to the County Board. Over the course of the appeal process, the petitioner was late in submitting fiscal and programmatic documents to the Los Angeles County Office of Education (LACOE) Review Team despite repeated requests for the same documents.

The County Superintendent's recommendation was to deny renewal based on the following findings: (1) The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition; (2) The petition does not contain a reasonably comprehensive description of all required elements; and (3) The petition does not satisfy all of the Required Assurances of *Education Code* 47605(c), (e) through (j), (l) and (m). LACOE's staff report cited significant concerns regarding the school's financial condition, many of which are still present and are reported below.

The County Board granted the charter subject to conditions to be fulfilled within specific timelines. Despite support from LACOE, Avance failed to meet the timelines, requiring the County Board to grant the school an extension to fulfill the conditions. The term of the charter was August 2010 – June 2015.

To support the school in submitting its current application for renewal, LACOE staff met with Avance on multiple occasions beginning in September 2013; four (4) of these meetings included representatives of the Avance Executive Board. In addition to meeting with the school, the LACOE Review Team provided feedback on a draft version of the petition, submitted in August 2014. Despite the support given to Avance, the school's petition for charter renewal was not submitted by the required due date and much of the feedback provided by LACOE staff was not incorporated into the final petition submitted to the County Board.

Academia Avance's Response

Avance is very appreciated of LACOE Charter School Office staff support; however the school incorporated any suggest aligned recommendation with California Charter School Law and any recommendations that were not statue were opinions from the LACOE staff and were not included in the final petition. However, Avance remains committed to make any changes in true collaboration with LACOE.

Academia Avance has built a partnership with LACOE over the last five years. Many challenges have been surmounted and while we are committed to a process of continuous improvement, we strongly urge you to renew our charter based on our recent outcomes and commitment to excellence. Please accept the attached summary, which is the collective effort of our committed Board of Directors, faculty, staff, parents and students.

Location: Avance is located in Highland Park, in the Northeast area of Los Angeles, within the boundaries of LAUSD. The main campus is located at 115 N. Avenue 53, and two (2) satellite campuses are at 2635 Pasadena Avenue and 161 S. Avenue 49. Current enrollment is approximately 475 students in grades six (6) through 12.

Academia Avance's Response

Location is correctly stated.

Mission and Vision:

The school's mission statement is:

> 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 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.

Avance's vision statement is:

> 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

Academia Avance's Response

UC Doorway Course Listing and Avance Course Offerings

The mission of **Academia Avance** is to provide and offer preparatory to all students for both college and a professional life. To this end, **Academia 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 **Academia Avance** College preparatory stage offers all the state high school course requirements. Avance Course table listed presents these requirements (as they exist at this time, including passing the CAHSEE) presented on page 92 through 93 in the submitted charter renewal petition. The table allows for comparison to the University of California/California State University admissions requirements (A-G).

Academia 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 **Academia Avance** Get SET program courses graduates our students with **Academia Avance** honors. **Academia Avance's** course sequence and graduation requirements allow for a strong transition into universities, colleges and career paths.

Summary of Academic Performance:

The table below presents a summary of Avance's Academic Performance Index (API) and Adequate Yearly Progress (AYP) over the charter term.

ry								
	Growth API					State Ranks		AYP
School Year	Schoolwide	Hispanic or Latino	Socioeconomically Disadvantaged	English Learners	Students with Disabilities	Statewide	Similar Schools	Program Improvement (PI) Status
2010-11	713	713	711	607	348	3	1	Year 1
2011-12	711	712	711	578	367	3	1	Year 2
2012-13	694	694	694	603	408	3	1	Year 3
2013-14*	706	706	705	595	381	n/a	n/a	Year 3

*Three-year Weighted Average API scores provided for 2013-14 due to suspension of the API; PI status frozen.
"n/a" CDE did not release rankings for 2013-14.
Source: DataQuest API (School Accountability Report) retrieved 12-29-14.

Avance's Growth API declined in 2012 and 2013 as the school failed to meet its Growth Targets schoolwide and for all numerically significant student groups. Avance is currently in Program Improvement (PI) Year 3[1].

Academia Avance's Response

Data is based on CST testing in years prior to 2013-2014, no state testing took place during this timeframe schools were asked to internal field testing.

This year 2014-2015 will be the first year Smarter Balanced will fully administer in California Schools.

Program Improvement Goals and Strategies

Academia Avance addressed this in the charter renewal petition Program Improvement Status on pages 80 through 88 of the submitted charter petition. Table A.13 Program Improvement 3 Goals and Strategies.

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 also embedded in our LCAP.

The graph that follows presents a summary of the data showing Avance's Growth API from 2010-11 to 2012-13. Data from these years was used to calculate the school's Weighted 3-Year Average API, which Avance states qualifies the school to be eligible for renewal.1 Due to the suspension of the AYP calculations, Avance's PI status remained the same (PI Year 3) for 2014.Source: DataQuest API (3-Year Average API Report) retrieved 3-11-15.

Academia Avance's Response

LACOE staff retrieved API from DataQuest (3-Year Average API Report) 3-11-15.

CDE did not reconfigure the data once English Learner data was corrected. It was an anomaly within the CALPAD system, one that CDE acknowledged and attempted to resolve. While we are fully aware that CALPAD's timing in regards to making correction it is critical that LACOE understands that error were corrected and reports do show partial corrections.

The use of statewide assessment Smarter Balance to replace CST was a decision made by the Department of Education. CDE issued the bulletins and provisions to use internal measurers: As Elements A, B, and C outlines the use of in Academia Avance's submitted petition.

Communication with LACOE staff did transpire to discuss English Learner issues and was discounted by LACOE staff as a school site issue. CDE acknowledged this glitch impacted several schools in the state. Not only Avance experienced this 100+ negative decrease. Avance had discussions with CDE recognizing internal issues and attempted to work with our school. CDE's recommendation was to move forward stating that they were not able to make corrections.

Students Served by the School:

Avance is a site-based school, serving students in grades six (6) through 12. In 2013-14, the school's demographic composition was 98% Hispanic or Latino, 17% English Learners, 95% eligible for free or reduced price meals (Socioeconomically Disadvantaged) and 8% Students with Disabilities.

Avance's current charter states an enrollment goal of 525; this goal was not achieved. Enrollment peaked in 2013-14 (492 students), and there was a slight decrease in 2014-15 (480 students). Enrollment by grade level over the past five years is shown in the chart that follows:

Avance Enrollment by Grade Level

Year	Grade Level 6	7	8	9	10	11	12	Total
2010-11	73	84	85	74	44	29	16	405
2011-12	30	120	83	73	73	41	28	448
2012-13	43	82	102	74	63	61	45	470
2013-14	42	90	91	88	69	54	58	492
2014-15	35	74	89	78	86	60	58	480

Source: DataQuest Enrollment (School Enrollment by Grade) retrieved 3-1-15. 2014-2015 Enrollment data was taken from Avance October 2014 Student Roster submission to LACOE.

Since 2012-13, Avance's high school (grades 9-12) enrollment comprised a majority of the school's population. As a result, the school is designated as a "High School" for academic reporting purposes since that year. Prior to 2012-13, Avance was designated as a "Middle School" for reporting purposes. Grade level designation affect the school's assigned Similar Schools and the data used to calculate API and Adequate Yearly Progress (AYP).

Academia Avance's Response
Renewal Petition

Refer to Section 1.2 Renewal Document

Academia Avance's Charter Petition page 16 through 18 addresses Students Served by our Charter.

The high of 492 enrollment was reached in 2013-2014, with a 3% decline for 2014-2015 this decline mirrors the current trends in the transiency rates of local LAUSD schools. The school has maintained ADA rates at or above 97% for the last five years; which is higher than local LAUSD schools. 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
Enrollment (DataQuest)	405	448	470	492	475
ADA Count (P-2)	396	434	456	483	467 (P-1)
Attendance Rate	97.8%	96.9%	97.0%	98.2%	98.3% (P-1)

Enrollment cde.ca.gov, ADA submitted P-2 Reposts

Beginning with the 2015-2016 student recruitment cycles, 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's 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 in our submitted charter renewal.

In addition the following:

A detailed description with supporting data analysis for how Avance is eligible for renewal under Criteria 4 of the EC 47605b was presented in Section 1.2 of the renewal submission package. This analysis was first presented on November 5, 2014. The contents of the analysis were reviewed during the subsequent November 6 meeting, as well via several conversations in January, and during the capacity interview on March 3, 2015, and again on March 23. It was not communicated to Avance that this information would be dismissed from the staff analysis.

REQUIREMENTS OF CHARTER RENEWAL

Charter renewal is governed by *Education Code (EC)* sections 47607 and 47605, the Charter Schools Act. The Los Angeles County Office of Education (LACOE) Charter School Review Team (Review Team) considered the petition according to the requirements of the *EC* and other pertinent laws, guidance established in 5 *CCR, County Board Policy* (BP) and Superintendent's *Administrative Regulations* (AR).[2]

The following section provides the legal criteria for renewal consideration and an analysis of whether Avance meets those standards.

***EC* 47607(a)(2):** *Renewals...of charters are governed by the standards and criteria in section 47605, and shall include, but not be limited to, a reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed.* The *California Code of Regulations*, Title 5 (5 *CCR*) section 11966.4 requires a renewal petition to provide *a reasonably comprehensive description of how the charter school has met all new charter school requirements enacted into law after the charter was originally granted or last renewed.*

Analysis of Avance's Performance Pursuant to EC 47607(a)(2)

The Review Team determined whether each required element in the renewal petition complies with current legal requirements and whether the petitioners demonstrated familiarity with current legal requirements through the Capacity Interview. If the petition did not comply, or the petitioners were unfamiliar with current law, the Review Team noted the deficiency through the applicable Finding and identified the applicable statute. This information is provided under Findings 2 through 6 of this report.

***EC* 47607(a)(3)(A):** *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.*

Analysis of Avance's Performance Pursuant to EC 47607(a)(3)(A)

The Review Team's finding is that Avance failed to provide sufficient evidence that all groups of pupils served by the school have demonstrated increases in academic achievement during the school's current charter term. The facts in support of this finding are as follows:

1. Avance's **schoolwide Growth API declined 18 points during the first three (3) years** of the current charter term. Growth API is primarily based on standardized measures of the school's academic performance. Similarly, Avance did not demonstrate increases in academic performance for all groups of students served by the school during this same period.
2. Avance **failed to document the academic performance of its students for the fourth year** of its charter term (2013-14, the year prior to renewal). The Charter Schools Act requires that a charter petition (in Element 2) specify how the school will objectively and frequently measure student progress to allow the school to make necessary changes to the instructional program. Avance's current petition states the school will utilize internal interim measures of academic performance (benchmark assessments) for this purpose; benchmark data was not submitted.

Academia Avance's Response

When 2012-13 API calculations were released, Avance was informed that it would **not qualify for renewal consideration** based on its 2011-12 and 2012-13 performance. Therefore, it would need to provide benchmark data for 2013-14 to establish a case for renewal under *EC* 47607(b)(4). Although the Western Association of Schools and Colleges (WASC) report indicates the school had benchmark assessments in place since 2012, Avance failed to submit benchmark data for 2013-14 either with its renewal petition or through its Annual Report to the County Board.

Academia Avance's Response

Avance and the LACOE Charter School Office Staff anticipated to issues that arouse from the signing of AB 484 suspending the STAR tests and the API determinations back in the Fall of 2013. The changes that resulted, many with little prior announcement made the task of preparing for renewal for both sides essentially impossible. The LACOE Charter School Office Staff was not able to present a list of specific requirements for how Criteria 4 could be met, and Avance was also not able to present to LACOE prior to the submission of the renewal charter, actual data to meet the criteria.

Avance in good faith communicated to the LACOE Charter School Office Staff in the Fall of 2013 that it intended to use the CST aligned STAR test as a continuum of the achievement assessment data already collected. This plan resulted from the announcement that schools could voluntarily issue the STAR test post-AB484.

We recall from the Fall 2013 conversations that the LACOE Charter School Office Staff deemed this approach acceptable, as it would make a multi-year analysis acceptable. Furthermore, this plan aligned with the Data Director benchmark procedures and data that Avance had been evolving since years prior (as described in the WASC report), which were still CST based, ie. not Common Core aligned.

The specific problem of the 2013-2014 benchmarks stems from an announcement in February 2014, ie. well into the Spring semester, that ETS would not deliver to Avance the STAR test need for our benchmark and renewal Criteria 4 analysis. Avance immediately switched to a year-end strategy to use NWEA MAPs assessments instead. But these tests proved to be far different from the prior benchmarks, making interpretation of the MAPs results incomprehensible, and completely misaligned to the prior benchmark data.

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Academia Avance's Response (Continued)

This critical context for why the 2013-2014 benchmark data was not provided was not included in the LACOE Charter School Office staff analysis.

Furthermore, we presented this issue to the LACOE Charter School Office Staff, and described how Avance would present student achievement benchmark data for the 2014-2015 academic year to meet the Criteria. This data was also not included correctly in the renewal review.

Avance's 2013-14 Annual Report states Northwest Evaluation Associate's Measures of Academic Progress (NWEA MAP) assessments were administered; however, in spite of requests from LACOE, the data was not provided. The Annual Report states, "...specific results of the MAP test do not present usable data.

Academia Avance's Response

NWEA Data

Priorities: the LACOE staff report does not properly account for the state shift in public school policy towards the Common Core/Smarter Balanced and pending API that emphasis college and career readiness, and have made obsolete the prior STAR/API based measures. That Avance is aligned with the new priorities AND has the outcomes providing evidence are the 2014 Silver Award from the US News & World Report High School rankings (among top 10% in the country), and the selection as a model school by the CSUDH College of Education. Furthermore, the Avance college acceptance and persistence outcome for our Latino students (98%) surpass those of statistics found for "top" high schools in the state, as reported by a 2013 USC statewide study.

Electronic and hard copies of data was provided to LACOE staff and included in the attachments of the submitted Charter Renewal Petitions. The data retrieved from NWEA MAPs from LACOE staff was directly accessed from the Avance files, as they did not trust Avance internal reporting.

Avance staff provided LACOE with passwords and support on data for a full review of NWEA MAPs findings.

Data Director Response
When API calculations were released in 2013 and the State was transitioning its standardized measuring tool (Smarter Balance) at the same time, the district was required to obtain and administer its own benchmark data.

In 2010, Academia Avance proactively began researching and piloting Data Director for internal benchmarks and by 2012 decided to utilize Data-Director as our official measurement tool. All sub-groups (student academic performance data) were tested and analyzed. State testing requirements kept changing. The correlation between Data-Director and the new Smarter Balance was weak along with technology constraints. These external factors caused inaccurate performance results.

In spring 2014, Academia Avance had to abandon Data-Director student performance results and began fully implementing NWEA MAPs. After two years of implementing NWEA and upgrading bandwidth for accurate test administration, Avance has a benchmark tool that clearly aligns to the Smarter Balance assessment. Avance has improved technological capacity to provide equal and optimal testing environments as well. Most important, Academia Avance 2014-2015 NWEA MAPs results demonstrate sufficient growth in relation to the schools within the same geographic area.

The WASC Visiting Committee notes that implementation of benchmark assessments did not take place until "last year" (e.g., 2012). This means the school failed to implement a critical component of its charter for at least part of the first two (2) years of its charter term. LACOE, through its annual site visits, made the same observation and had the same concerns

Academia Avance's Response

Refer to WASC letter as in 1.10 above.

The curriculum course list is represented at UC Doorways and continues to be updated, changed or new courses submitted as we progress to full inclusion of AP Courses. Our charter school has obtained approval of our curriculum course list by acquiring WASC "Full Accreditation through 2019." (Six-year accreditation)

The WASC process would not have given full authorization and would have given interim or not given accreditation to Avance if it was not deemed a sound educational program.

The burden falls on the charter school to show it made progress toward meeting the measurable pupil outcomes stated in the charter and that all student groups demonstrate increases in academic achievement. By failing to provide evidence that it administered the benchmark assessments required under its current charter, Avance fails to meet this burden.

> Data for the final year of the charter term (2014-15) is insufficient to show all groups of students served by the school have demonstrated increases in academic achievement. Avance provided NWEA MAP benchmark data for October and January of the current school year to support the position that its students have made academic progress; however, two (2) data points within a single year is insufficient to show a trend or improvement across the charter term. Additionally, Avance failed to code the data so it could be disaggregated by numerically significant student groups; therefore, the data does not provide sufficient evidence that there has been academic improvement for all groups of students served by the school as required under statute.

Academia Avance's Response

The LACOE Charter School Office staff report seems to ignore the NWEA MAP data and summary analysis presented in Appendix B of the renewal submission package. This analysis specifically tabulated the MAP data achievements for the English Learner sub-group and for students with IEP (showing significant growth for both groups). The actual student MAP results showing the Start-of-Year and Mid-year results were presented in the Appendices (with names redacted). Furthermore, LACOE staff was given full access to the Avance NWEA MAP system.

The LACOE Charter School Office staff report goes on to state:

While the school's students demonstrated some improvement on the January administration of the MAP, the increases are not significant and show that Avance students continue to perform below grade level with one (1) exception (grade 11 English-Language Arts). A Projected Proficiency Summary for the January administration is not available from NWEA.

The Ed Code for renewal does not specify the students must be at grade level, merely that there be academic achievement, with the data shows there is, especially for those students that have been with Avance for two or more years. The staff report ignores the academic realities of the vast majority of students in Northeast LA, a reality that is well known.

Academia Avance's Response (Continued)

The Projected Proficiency Summary Report for the October 2014 administration of MAP states:

- **72% of high school students** are projected **not to pass** (e.g., demonstrate AYP proficiency) on the California High School Exit Exam (CAHSEE) in Mathematics
- **60% of high school students** are projected **not to pass** (e.g., demonstrate AYP proficiency) on the CAHSEE in Reading
- **80.7% of middle school students** are project **not to score proficient or above** on STAR tests (e.g., California Standards Test (CST)) in Mathematics
- **63% of middle school students** are project **not to score proficient or above** on STAR tests (e.g., CST) in Reading

While the school's students demonstrated some improvement on the January administration of the MAP, the increases are not significant and show that Avance students continue to perform below grade level with one (1) exception (grade 11 English-Language Arts). A Projected Proficiency Summary for the January administration is not available from NWEA.

Additional analysis regarding the school's MAP data is provided under the *EC* 47607(b)(4) analysis on pages 19-20 of this report with additional data provided in Appendix 5.

Academia Avance's Response

Based on the CAHSEE results in past years the statements of "*72% of high school students are projected not to pass (e.g.. demonstrated AYP proficiency) on the California High School Exit Exam (CAHSEE in Mathematics." or "60% of high school students are projected not to pass (e.g.. demonstrate AYP proficiency) on the CAHSEE in Reading." Results reflect the following:*

Avance submitted Charter Renewal page 93, 113 referenced throughout, Ed.Code

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.

Table B.2 10th Grader Students Passing CAHSEE

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

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 two following statements *80.7% of middle school students are project not to score proficient or above on STAR tests (e.g., California Standard Test (CST) in mathematics." and 63% of middle school students are project not to score proficient or above on STAR tests (e.g., California Standard Test (CST) in Reading." Both of these statements are obsolete as the state of California will assess using Smarter Balanced. School year 2013-2014 launched field-testing where schools receive or have access to scores. This year with the administration of Smarter Balanced a baseline will be established.*

***EC* 47607(b)** provides the criteria for charter renewal. To be eligible, a charter school must meet one (1) of the following five (5) criteria:

(1) Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years both school-wide and for all groups of pupils served by the charter school.

(2) Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.

(3) Ranked in deciles 4 to 10, inclusive, on the API for a demographically comparable school in the prior year or in two of the last three years.

(4)(A) The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school...

(5) Qualified for an alternative accountability system pursuant to subdivision (h) of section 52052.[3]

Academia Avance's Response

Refer to Complete Document Attached

Section I.2 Renewal Criteria Fulfillment

This documents presents evidence in support of the renewal charter petition for Academia Avance to the Los Angeles County Board of Education.

SUMMARY

1. 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:

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%.

EC 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.*

Academic Performance Index: Meeting Growth Targets

Year	Schoolwide		Hispanic/Latino		Socioeconomically Disadvantaged		English Learners	
	Target	Met	Target	Met	Target	Met	Target	Met
2014	API Suspended. No Growth Targets Established.							
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: DataQuest API (API Growth and Targets Met) retrieved 1-5-15.

Analysis: Due to the suspension of the API, Avance did not receive Growth Targets for 2014 (the year prior to renewal). Based on 2012 and 2013 data, **Avance did not qualify for renewal** under this criterion as it did not meet API Growth Targets schoolwide and for all numerically significant student groups for both of those years.

EC 47607(b)(2): *Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.*

Academic Performance: Statewide Decile Rank

Year	Statewide Rank
2014	API Suspended. No ranks Issued.
2013	3
2012	3

Source: DataQuest API (API Growth and Targets Met) retrieved 1-5-15.

Analysis: Due to the suspension of the API, Avance did not receive a Statewide Rank for 2014 (the year prior to renewal). Based on 2012 and 2013 data, **Avance did not qualify for renewal** under this criterion as it did not rank in deciles 4 to 10 during both of those years.

EC 47607(b)(3): *Ranked in deciles 4 to 10, inclusive, on the API for a demographically comparable school in the prior year or in two of the last three years.*

Academic Performance: Similar Schools Decile Rank

Year	Similar Schools Rank
2014	API Suspended. No ranks Issued.
2013	1
2012	1

Source: DataQuest API (API Growth and Targets Met) retrieved 1-5-15.
*Avance requested data from CDE under the Public Records Act to identify its similar schools that data identifies Avance as a decile 1 school.

Analysis: Due to the suspension of the API, schools did not receive a Similar Schools Rank for 2014 (the year prior to renewal). Based on 2012 and 2013 data, **Avance did not qualify for renewal** under this criterion as it did not rank in deciles 4 to 10 during both of those years.

Academia Avance's Response

As stated above, the document for Section 1.2 of the renewal submission package provides a detail explanation, with a summary on the first page. We are unclear why the LACOE staff did not include this analysis in their review, nor seeded to refer on include this analysis in the communications to the Board of Education.

***EC* 47607(b)(4):**

(A) The entity that granted the charter determines that ***the academic performance*** *of the charter school* ***is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located****, taking into account the composition of the pupil population that is served at the charter school.* (Emphasis added)

(B)The determination made pursuant to this paragraph shall be based upon all of the following: (i) Documented and clear and convincing data. (ii) Pupil achievement data from assessments, including, but not limited to, the Standardized Testing and Reporting Program established by Article 4 (commencing with Section 60640) for demographically similar pupil populations in the comparison schools. (iii) Information submitted by the charter school.

(C) A chartering authority shall submit to the [State] *Superintendent copies of supporting documentation and a written summary of the basis for any determination made pursuant to this paragraph. The Superintendent shall review the materials and make recommendations to the chartering authority based on that review. The review may be the basis for a recommendation made pursuant to Section 47604.5.*

(D) A charter renewal may not be granted to a charter school prior to 30 days after that charter school submits materials pursuant to this paragraph.

Since Avance **does not qualify to be considered for renewal under the first three (3) criteria** of *EC* 47607(b), it is necessary to consider the school's performance under the fourth criterion. The remainder of this section provides the analysis under this criterion.

Academia Avance's Response

1. **Public Law:** the LACOE Charter School Office Staff report finding on Ed Code 47607(b)4 which establishes eligibility for renewal are based on opinion, not a factual interpretation of the law. They use specific measures that are NOT set in the law, thus biasing their analysis against Avance.

2. **Priorities**: the LACOE Charter School Office Staff report does not properly account for the state shift in public school policy towards the Common Core/Smarter Balanced and pending API that emphasis college and career readiness, and have made obsolete the prior STAR/API based measures. Additionally, on March 12, 2015, the State Board of Education Suspended the Academic Performance Index altogether for a second year. Avance has focused alignment with the new priorities AND has the outcomes providing evidence are the 2014 Silver Award from the US News & World Report High School rankings (among top 10% in the country), and the selection as a model school by the CSUDH College of Education. Furthermore, the Avance college acceptance and persistence outcome for our Latino students (98%) surpass those of statistics found for "top" high schools in the state, as reported by a 2013 USC statewide study.

3. **People**: if LACOE does not renew the charter and Avance were not able to remain open, this would force 92% of the students to return to their LAUSD assigned school of residence where their 4 year university preparation outcomes are half that of Avance, as reported by LACOE. These are Franklin HS, Lincoln HS and Wilson HS (not Marshal HS). We do not have any students attending (yet) that reside in Los Feliz nor Silver Lake (as implied by LACOE). We do have have students from El Sereno, Boyle Heights and Compton because they do not feel they will be served by the school in those communities. We need to think of the Highland Park students first as they have been an after thought for far too long.

EVALUATION OF ALTERNATIVE ACADEMIC PERFORMANCE DATA PURSUANT TO *EC* 47607(b)(4)

Alternative Assessment Options

In the absence of API calculations for 2013-14 (the year prior to renewal), the California Department of Education (CDE) gave schools multiple options for demonstrating that *the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located,* which is the standard under *EC* 47607(b)(4). CDE provided the following options:

1. Carry forward its 2013 Growth API and use the calculations as a means of comparing its academic performance to its resident and comparable district schools;
2. Use its 3-Year Average API calculations as a means of comparing its academic performance to its resident and comparable district schools; and
3. Utilize alternative assessment measures as a means of comparing its academic performance to its resident and comparable district schools.

Avance submitted its case for renewal in Section 1.2 of the renewal petition and states it meets the requirements of *EC* 47607(b)(4) based on its Weighted 3-Year Average API. The Review Team compared Avance's performance to that of its resident and comparable district schools and found Avance **does not qualify for renewal** consideration based on this measure (See pages 9-10). Avance did not consider performance for all student groups and was selective in its choice of comparable district schools.

With the goal of providing a broader picture of how Avance compares to its resident and comparable district schools for all groups of pupils it serves, alternative assessment measures submitted by Avance and an array of other publicly available alternative measures were analyzed to determine if there is sufficient evidence that Avance meets the statutory requirement for renewal consideration. These measures are listed on page 9.

To be eligible for renewal, Avance's academic achievement must be at least equal to the schools its students would otherwise be required to attend (resident schools) **and** comparable district schools.

Academia Avance's Response

The methodology used for the LACOE analysis is not established in Ed Code. Thus, the dismissal of the data and analysis presented by Avance that shows how the school does meet Criteria 4 (as described above for the Avance Section 1.2 appendix) seems like an over-reach by the LACOE staff.

Specifically, the LACOE staff report used a "median" test (Avance must surpass half of the comparison schools) is not stipulated in Ed Code, mere that the school be "equal". Given the freedom to present alternative measures, Avance presented a "range" test, ie. as long as Avance was within the minimum and maximum of the comparison schools, Avance meets the "equal" test.

School **Student Demographics: Avance and Comparison Schools**

The tables below show Avance's demographic composition and that of its resident[4] and comparable district schools [5] (collectively referred to as "comparisons schools").

2013-14 Student Demographics: Avance and Resident Schools

School (Grades)	% of Avance Enrollment	Total Enrollment #	% Hispanic or Latino*	% English Learners*	% Socioeconomically Disadvantaged*	% Students with Disabilities**
Avance (6-12)	--	**492**	**98**	**17**	**95**	**8**
Burbank Middle (6-8)	32.5	919	92	15	92	13
Irving Middle (6-8)	2.3	614	85	20	82	19
Nightingale Middle (6-8)	2.3	823	71	27	89	16
Franklin Sr. High (9-12)	47.9	1,520	90	15	89	13
Lincoln Sr. High (9-12)	6.5	1,342	74	20	85	12
Marshall Sr. High (9-12)	2.7	2,542	60	14	79	10

*Source: Ed-Data (School Profile) at: www.ed-data.k12.ca.us retrieved 12-16-14.
**Source: DataQuest (2013-14 AISchool Quality Snapshot) retrieved 3-11-15. All percentages, except percent of Avance enrollment, are rounded to the nearest whole number.

2013-14 Student Demographics: Avance and Comparable District Schools**

School (Grades)	Distance from Avance (miles)	Total Enrollment #	% Hispanic or Latino	% English Learners	% Socio-economically Disadvantaged	% Students with Disabilities
Avance (6-12)*	--	**492**	**98**	**17**	**95**	**8**
Chatsworth Charter HS (9-12)*	32	2,306	57	11	64	14
Fairfax Sr. High (9-12)	11.3	2,108	55	12	78	11
Hollywood Sr. High (9-12)	11.5	1,549	70	12	83	8
Linda Esperanza Marquez High B LIBRA Academy (9-12)*	10.5	531	97	14	92	7
Los Angeles Leadership Academy (6-12)*	2.2	541	95	19	90	6
New Designs Charter (6-12)*	7.5	455	56	30	94	4
Northridge Academy High (9-12)	26.3	1,088	65	8	75	15
PUC Community Charter Early College High (9-12)*	19.9	440	96	10	76	12
PUC Early College Academy for Leaders/Scholars (9-12)*	4.1	412	93	8	78	12
Student Empowerment Academy (9-12)*	9.2	302	98	19	64	4
Alliance Environmental Science and Technology HS (9-12)*	3.8	545	86	9	79	7
Daniel Pearl Journalism & Communications (9-12)	23.3	420	55	5	68	9
Math, Science & Technology Magnet Academy (9-12)	6.1	389	98	4	89	3
PUC CA Academy for Liberal Studies Early College (9-12)*	2.6	233	96	8	87	8
Port of Los Angeles (9-12)*	28.8	968	72	3	50	8
San Pedro Senior High (9-12)	29.1	2,734	69	7	63	12
W.H. Taft Senior Charter High (9-12)	26.1	2,385	34	7	62	11

Schools in shaded rows are Comparison Schools proposed by Avance based on Public Records Request data supplied by CDE to Avance.
*Indicates direct funded charter school.
*Source: Ed-Data (School Profile) at: www.ed-data.k12.ca.us retrieved 12-16-14.
**Source: DataQuest (2013 Growth API Report, School Demographic Characteristics) retrieved 12-16-14.
All percentages are rounded to the nearest whole number.

Academia Avance's Response

Please refer to document Section 1.2.

The comparison to the LACOE staff selected schools does not compare to schools within our residential area. The compositions of these are not similar, i.e. New Designs (African American Population), PUC schools 4-5th generation immigrants and are home owners not apartment dwellers I n other words some of these schools are not comparable in terms of demographics. Avance is a high density urban center, city dwellers vs many other schools that are in the valley and in urban-suburban areas. Very different to parents working two jobs and not around to provide literacy and academic support to their children, as they are in survivor mode. Life experiences are extremely different- gangs vs no gangs, income vs no income, citizenship vs non-citizenship, education vs no education.

Consideration of Alternative Measures of Academic Assessment

The Review Team considered the following alternative measures of academic performance in evaluating whether Avance's performance is *at least equal to its resident* ***and*** *comparable district schools* as required by *EC* 47607(b)(4) and, where possible, whether Avance met that criteria *schoolwide* **and** for *all* 4 Resident schools contributing at least 2% of Avance enrollment as of October 2014, based on student enrollment report submitted by the school to LACOE. All schools are within LAUSD.

5 Seven (7) of the LAUSD comparison schools were identified by CDE in 2012 (the last published Similar Schools list) and 11 others are proposed as similar by Avance based on its analysis of raw data provided to the school by CDE. Avance asserts these schools would have been on its 2013 Similar School list had a list been published by CDE. Avance also asserts that 2012 list is inaccurate because CDE used incorrect demographic data for Avance. Data used by CDE is submitted by schools via CALPADS; it is the school's responsibility to correct errors within the correction window

groups of pupils served by the school, as established by *EC* 47607(a)(3)(A). An asterisk indicates Avance proposed the measure. Comprehensive data for each measure is located in the corresponding appendix.

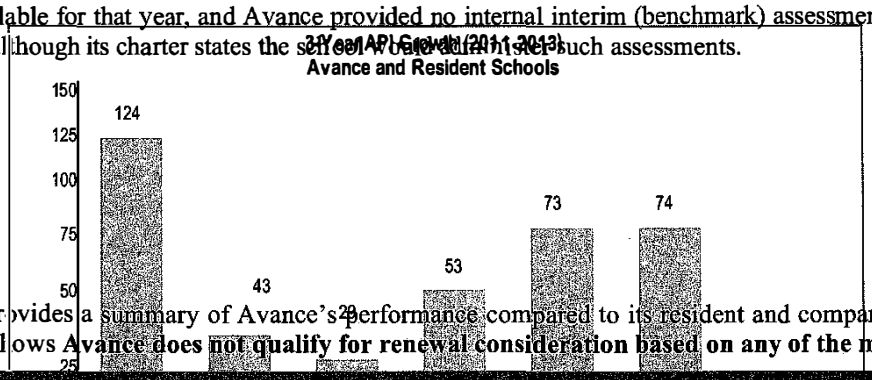
API and AYP Measures	Appendix 2
3-Year Weighted Average API*	Page 42
Growth API (2013)	Page 43
Statewide Rank (2013)	Page 43
Similar Schools Rank (2013)	Page 43
AYP Proficiency Rates (2013)	Pages 44-45
College Readiness Indicators	**Appendix 3**
Graduation Rates*	Page 46
A-G Requirements: Completion Rate (2012-13)*	Page 46
Scholastic Aptitude Test (SAT): Grade 12 Participation Rate*	Pages 46, 47
Scholastic Aptitude Test (SAT): Percent Scoring At/Above 1500	Pages 46, 47
CAHSEE Proficiency Rates	Pages 46, 48
Advanced Placement (AP) Scores: Percent Scoring 3+	Pages 46, 49
Early Assessment Program (EAP): Percent Ready for College	Pages 46, 50
Middle School Performance	**Appendix 4**

CST Proficiency Rates (2012-13) Pages 51-54
Internal Interim (Benchmark) Assessments **Appendix 5**
NWEA MAP Assessments (2014-15)* Pages 55-57
Additional Considerations under EC 47607(b)(4) **Appendix 6**
Progress Toward Meeting Measurable Pupil Outcomes in Charter Pages 58-59

**Measures proposed by Avance.*

API and AYP Measures

The Review Team considered six (6) alternative measures of academic performance based on data from 2011-12 to 2013-14. Due to the suspension of CST administration for 2013-14, API and AYP calculations are not available for that year, and Avance provided no internal interim (benchmark) assessment data as an alternative although its charter states the school would administer such assessments.



The table provides a summary of Avance's performance compared to its resident and comparable district schools. It shows **Avance does not qualify for renewal consideration based on any of the measures.**

Summary Chart: Renewal Eligibility Based API and AYP Measures

Measure (Year)	Did Avance score at least equal to half of its Resident Schools? Schoolwide	And	All Student Groups	AND	Did Avance score at least equal to half of its Comparable District Schools? Schoolwide	And	All Student Groups	Did Avance score at least equal to half of its Resident and Comparable District Schools Schoolwide and for All Student Groups?
3-Year Weighted Average API (2011-2013)	Yes		No		No		No	**No**
Growth API (2013)	No		No		No		No	**No**
Statewide Rank (2013)	Yes		n/a		No		n/a	**No**
Similar Schools Rank (2013)	No		n/a		No		n/a	**No**
AYP Proficiency Rate: ELA (2013)	No		No		No		No	**No**
AYP Proficiency Rate: Math (2013)	No		No		No		No	**No**

Analysis by Academic Measure

Weighted 3-Year Average API*

Renewal Eligibility: Avance **does not qualify for renewal** consideration based on Weighted 3-Year Average API because it does not perform at least equal to its resident **and** comparable district schools schoolwide **and** for all student groups served by the school. Avance is outperformed by all resident schools for students with disabilities and by all comparable district schools both schoolwide and for all student groups.

Additionally, when compared to its resident schools, Avance had an **API decline of 18 points over the 3-year period used to compute the Average API, while all resident schools had an increase** (from 29 to 124 points). The graph below compares API Growth for Avance and its resident schools from 2011 to 2013; data is provided in Appendix 2.

The table below shows the number of comparison schools performing above, below and equal to Avance and whether Avance qualifies for renewal consideration based on those numbers. Substantiating data is provided in Appendix 2.

Analysis of Renewal Eligibility Based on Weighted 3-Year API Average*

	Student Group	# Schools Higher than Avance	# Schools Equal to Avance	# Schools Lower than Avance	Avance performs at least equal to 50% of Schools	Avance performs at least equal to Resident Schools Schoolwide **and** for All Student Groups
Resident Schools	Schoolwide	3	0	3	Yes	NO
	Hispanic or Latino	1	0	5	Yes	
	Socioeconomically Disadvantaged	3	0	3	Yes	
	English Learners	3	0	3	Yes	
	Students with Disabilities	6	0	0	No	

AND

	Student Group	# Schools Higher than Avance	# Schools Equal to Avance	# Schools Lower than Avance	Avance performs at least equal to 50% of Schools	Avance performs at least equal to Comparable District Schools Schoolwide **and** for All Student Groups
Comparable District Schools	Schoolwide	14	0	1	No	NO
	Hispanic or Latino	11	0	4	No	
	Socioeconomically Disadvantaged	12	0	3	No	
	English Learners	14	1	0	No	
	Students with Disabilities	12	0	0	No	

Note: Not all comparable district schools have a numerically significant number of students for all student groups; therefore, the number of comparable schools may be smaller for some groups.

Academia Avance's Response

See analysis of Section 1.2. Also consider that this is an over reliance on a measure that has been dis-credited by the CDE under AB 484.

2013 Growth API

Renewal Eligibility: Avance **does not qualify for renewal** consideration based on 2013 Growth API, because **it does not perform at least equal** to its resident **and** comparable district schools schoolwide and for all groups of students served by the school.

87% of Avance students would attend a resident school with a higher schoolwide 2013 Growth API.

The table below shows the number of comparison schools performing above, below and equal to Avance and whether Avance qualifies for renewal consideration based on those numbers. Substantiating data is

School provided in Appendix 2.

		of Renewal		Based on 2013 Growth API		
Resident Schools	Student	# Schools Higher than Avance	# Schools Equal to Avance	# Schools Lower than Avance	Avance performs at least equal to 50% of Schools	Avance performs at least equal to Resident Schools Schoolwide **and** for All Student
	Schoolwide	5	1	0	No	
	or Latino	5	0	1	No	
		5	1	0	No	**NO**
	Learners	2	0	4	Yes	
	Students with Disabilities	6	0	0	No	
						AND
Comparable District Schools	Student	# Schools Higher than Avance	# Schools Equal to Avance	# Schools Lower than Avance	Avance performs at least equal to 50% of Schools	Avance performs at least equal to Comparable District Schools Schoolwide **and** for All Student Groups
	Schoolwide	17	0	0	No	
	or Latino	16	0	1	No	
		16	0	1	No	**NO**
	Learners	10	0	7	No	
	Students with Disabilities	15	0	0	No	

Note: Not all comparable district schools have a numerically significant number of students for all student groups; therefore, the number of comparable schools be smaller for some

2013 Statewide and Similar Schools Ranks

Under *EC* 47607(b)(2-3) a charter is eligible for renewal consideration if its Statewide or Similar Schools Rank is 4 or higher in the year prior to renewal. Since CDE allowed schools to carry forward 2013 API calculations, the Review Team sought to determine if Avance might be eligible for renewal consideration based on comparing its 2013 Ranks to that of its resident and comparable district schools.

Renewal Eligibility: Avance **does not qualify for renewal** based on 2013 Statewide **or** Similar Schools Ranks, as it does not perform at least equal to resident **and** comparable district schools on either measure.

The table below shows the number of comparison schools performing above, below and equal to Avance and whether Avance qualifies for renewal consideration based on those numbers. Substantiating data is provided in Appendix 2.

	Based on 2013 Statewide Rank				
	# Schools Higher than Avance	# Schools Equal to Avance	# Schools Lower than Avance	Avance's Performance is at least equal to 50% of Comparison Schools	Avance's performance is at least equal to its Resident **and** Comparable District Schools
Resident Schools	3	2	1	Yes	**NO**
District Schools	13		0	No	

	Based on 2013 Similar School Rank				
	# Schools Higher than Avance	# Schools Equal to Avance	# Schools Lower than Avance	Avance's Performance is at least equal to 50% of Schools	Avance's performance is at least equal to its Resident **and** District Schools
Resident Schools	6	0	0	No	**NO**
District Schools	17	0	0	No	

2013 Adequate Yearly Progress (AYP) Proficiency Rates

The Review Team considered Avance's renewal eligibility based on its AYP proficiency rate in English-Language Arts and Mathematics. The assessments used to calculate these proficiency rates are the CST (grades 6-8); California Modified Assessment (CMA) (grades 6-8); California Alternate Performance Assessment (CAPA) (grades 6-8 and 10); and CAHSEE (grade 10).

It is important to note that CST scores for students in grades 9 and 11 are not factored into this proficiency rate. The Review Team used this measure in part because Avance states it was penalized in its API calculations because they included grade 9 scores for science. The school states it was unaware that if it did

not administer this test to its ninth grade students, they would be assigned the lowest score as though they had taken the test. This penalty has been in effect since 2004-05.

School AYP English-Language Arts (ELA)

Renewal Eligibility: Avance **does not qualify for renewal** based on 2013 AYP Proficiency Rates for English-Language Arts because it does not perform at least equal to its resident **and** comparable district schools, schoolwide **and** for all groups of students served by the school.

The table below shows the number of comparison schools performing above, below and equal to Avance and whether Avance qualifies for renewal consideration based on those numbers. Substantiating data is provided in Appendix 2.

Analysis of Renewal Eligibility Based on 2013 AYP Proficiency Rates in English-Language Arts

	Student Group	# Schools Higher than Avance	# Schools Equal to Avance	# Schools Lower than Avance	Avance performs at least equal to 50% of Schools	Avance performs at least equal to Resident Schools Schoolwide **and** for All Student Groups
Resident Schools	Schoolwide	6	0	0	No	**NO**
	Hispanic or Latino	6	0	0	No	
	Socioeconomically Disadvantaged	6	0	0	No	
	English Learners	5	0	1	No	
	Students with Disabilities	6	0	0	No	
						AND
Comparable District Schools	Student Group	# Schools Higher than Avance	# Schools Equal to Avance	# Schools Lower than Avance	Avance performs at least equal to 50% of Schools	Avance performs at least equal to Comparable District Schools Schoolwide **and** for All Student Groups
	Schoolwide	17	0	0	No	**NO**
	Hispanic or Latino	17	0	0	No	
	Socioeconomically Disadvantaged	17	0	0	No	
	English Learners	10	0	6	No	
	Students with Disabilities	9	0	0	No	

Note: Not all comparable district schools have a numerically significant number of students for all student groups; therefore, the number of comparable schools may be smaller for some groups.

AYP Mathematics

Renewal Eligibility: Avance **does not qualify for renewal** based on 2013 AYP Proficiency Rates for Mathematics because it does not perform at least equal to its resident **and** comparable district schools, schoolwide **and** for all groups of students served by the school.

The table below shows the number of comparison schools performing above, below and equal to Avance and whether Avance qualifies for renewal consideration based on those numbers. Substantiating data is provided in Appendix 2.

Analysis of Renewal Eligibility Based on 2013 AYP Proficiency Rates in Mathematics

	Student Group	# Schools Higher than Avance	# Schools Equal to Avance	# Schools Lower than Avance	Avance performs at least equal to 50% of Schools	Avance performs at least equal to Resident Schools Schoolwide **and** for All Student Groups
Resident Schools	Schoolwide	6	0	0	No	**NO**
	Hispanic or Latino	5	0	1	No	
	Socioeconomically Disadvantaged	6	0	0	No	
	English Learners	5	0	1	No	
	Students with Disabilities	6	0	0	No	
						AND
Comparable District Schools	Student Group	# Schools Higher than Avance	# Schools Equal to Avance	# Schools Lower than Avance	Avance performs at least equal to 50% of Schools	Avance performs at least equal to Comparable District Schools Schoolwide **and** for All Student Groups
	Schoolwide	16	0	1	No	**NO**
	Hispanic or Latino	16	0	1	No	
	Socioeconomically Disadvantaged	16	0	1	No	
	English Learners	12	0	4	No	
	Students with Disabilities	9	0	0	No	

Note: Not all comparable district schools have a numerically significant number of students for all student groups; therefore, the number of comparable schools may be smaller for some groups.

College Readiness Indicators

College and career preparedness measures vary greatly; there is no single formula or definition that guarantees readiness (CDE, Educational Policy Improvement, 2014). The following section analyzes data for some of the key indicators evaluated by researchers and considered by colleges.

Indicators proposed by Avance. In its case for renewal (Section 1.2), Avance proposed alternative measures and submitted data regarding college access and persistence. The Review Team considered the data that is verifiable and can be compared to Avance's resident and comparable district high schools. This data includes graduation rates, a-g course completion rates and grade 12 Scholastic Aptitude Test (SAT) participation rate.

Information regarding college acceptance and persistence is not publicly available and cannot be compared to Avance's resident and comparable district schools; therefore, a case for renewal cannot be made based on the requirements of *EC* 47607(b)(4). Nonetheless, an analysis of Avance's data is presented at the end of this section.

Additional indicators considered by the Review Team. The Review Team expanded the review of College Readiness Indicators beyond those proposed by Avance to provide a more complete picture of the school's performance based on these alternative measures. Additional key indicators of college readiness considered by the Review Team are SAT scores, CAHSEE proficiency rates, Early Assessment Program (EAP) results and Advanced Placement (AP) data.

Due to methods of reporting and small numbers of students in some categories, it is not possible to determine whether Avance met the criteria both schoolwide and for all of student groups for all indicators. Therefore, the Review Team considered whether Avance scored at least equal to its three (3) resident schools and 17 comparable district high schools schoolwide.

Additionally, because these indicators are specific to high school, they do not represent the academic performance of Avance's current middle school students.

Analysis of the College Readiness Indicators shows that **Avance does not perform at least equal to its comparison schools on seven (7) of the nine (9) indicators.** One of the measures on which Avance performs equal to its comparison schools is **not a measure of academic performance** (SAT participation). The fact that Avance does not perform equal to its comparison schools on multiple College Readiness Indicators is of particular importance because Avance's mission is to offer a college preparatory program.

Avance's performance and that of its resident and comparable district high schools is provided below.

Summary Chart: Renewal Eligibility Based on College Readiness Indicators

Indicator (Year^)	Did Avance score at least equal to half of its Resident High Schools?		Did Avance score at least equal to half of its Comparable District High Schools?	Did Avance score at least equal to half of its Resident **and** Comparable District Schools?
Graduation Rate* (2012-13)	Yes		No	**No**
A-G Requirements: Completion Rate* (2012-13)	Yes		Yes	**Yes**
SAT: Grade 12 Participation Rate* (2012-13)	Yes		Yes	**Yes**
SAT: Percent Scoring At/Above 1500 (2012-13)	No		No	**No**
CAHSEE Proficiency Rates: ELA (2013-14)	No	AND	No	**No**
CAHSEE Proficiency Rates: Math (2013-14)	No		No	**No**
AP Scores: Percent Scoring 3+ (2012-13)	No		No	**No**
EAP (% Ready for College): ELA (2013-14)	No		No	**No**
EAP (% Ready for College): Math (2013-14)	No		No	**No**

^ Data presented for the most recent year available.
** Measures proposed by Avance.*

Academia Avance's Response

The methodology used by the LACOE Charter School Office Staff is not established by the Ed Code, and again relies on a "at least half" test.

A review of these nine College Readiness Indicators used by the LACOE Charter School Office Staff should consider the following for six of the nine measures, really four since the CAHSEE and EAP tests have two parts: ELA and Math.

The LACOE Charter School Office Staff used the CDE published "SAT: Percent Scoring At/Above 1500" indicator, primarily because this is the data point made available by the CDE to show how well student score. BUT the 1500 threshold is out context for this analysis because it is not qualified by the participation rate, ie much lower for the comparison schools than for Avance (by nearly half). More troubling is that 1500 is NOT a requirement for the UC nor CSU systems. Where is this threshold established as the test?

CAHSEE Proficiency Rates for ELA and Math: CAHSEE **Proficiency** is not the requirement for graduation, merely **passage**. And this can happen in the 10th or 11th or 12th grades. The better consideration is if the ELA and Math CAHSEE exams are PASSED so as to graduate. The high graduation rates (using the Senior year measure or the cohort measure) for Avance show we are beyond "equal". AND since one must be a graduate (i.e. passed CAHSEE) before one can enroll in a 4 year university, the more efficient college readiness indicator is ACTUAL college enrollment. Appendix ** uses the to 2010 California Postsecondary Education Commission (CPEC) 2010 data data as analyzed by USC 2013 study "Addressing Latino Outcomes at California's Hispanic-Serving Institutions" to show that Avance is way beyond "equal." Use if this indicator by LACOE is confusing the test required under EC 47405b4.

AP Scores: there is ample and vast written that questions the Advance Placement scheme as a preparation for college, especially for the student demographic served by Avance. An academic measure that depends on the financial contributions of the student (in the form of fees for the tests) must be questioned. Avance has always been forthright and in good faith to declare that very few AP courses would be offered (e.g. AP US History and AP Calculus). The LACOE Charter School Office Staff did not inform Avance that the AP measures would be used for the high stakes Criteria 4 analysis, as it is not established in Ed Code, and has many detractors. Had we known, we would have presented a protest.

Academia Avance's Response (Continued)

EAP ELA/Math: these test were only made a requirement for 2013-2014 to meet federal requirements in lieu of STAR, ie another result of AB484. Avance never stated they would use EAP as college readiness indicator. This can be understood given that many studies have shown that the vast majority (greater than two thirds) of the Freshman in the CSU system have not placed out of the EAP ELA and or MATH requirements. To use EAP, then, is incongruent with the intent of the California legislature in merely making "equal" the test for Criteria 4, that is, NOT a measure that most of the public schools in the state would fail.

<u>This leaves three measure, which should be, used in combination for a renewal consideration for these reasons:</u>

1. You cannot enroll in college, if you do not graduate. This measure, which was proposed by Avance, does shows that the school is at least "equal" for the District Comparison schools, and surpasses for the Residential schools.

2. A student must complete - or nearly complete - the UC/CSU A-G Requirements in order to be considered for admission, but for sure for enrollment. Avance has demonstrated that "nearly" complete has allowed my struggling students - like the many (too many) from Northeast LA - CAN be accepted at many 4 year institutions, eg. under the CSU EOP programs. Regardless, Avance is at least "equal" in this measure to its District comparison schools, and surpasses (nearly doubles) the indicator for the Residential comparison schools.

3. The CAHSEE, more than the score, it is the bi-nominal measure of <u>did you take the SAT</u> that is the far more efficient indicator for college readiness. The far higher SAT participation rate TOGETHER with the graduation rate (which implicitly includes the CAHSEE PASSAGE rate) that is far simpler and effective indicator that Avance meets the EC 47605b4 "equal" test.

Considered in this way, with out the mis-applied indicators, the tables of page 46 actually show that Avance compares very favorably to the residential and district comparison schools.

Academia Avance's Response (Continued)

It most be noted that the table of Appendix 6 on page 46, remove the API outcomes, which are instead presents in a table on page 42. Had they been included, Avance would be shown to be with range, thus should be considered as "equal" to the comparison school, and this found eligible.

Consider the analysis of Appendice prepared for this response using a newer reference recently identified: the USC 2013 study "Addressing Latino Outcomes at California's Hispanic-Serving Institutions." The data of the USC study are a further indication of why the now retired API based school quality measures are NOT and efficient indicator of college readiness. Avance surpasses the college attainment of the average for all "10" API ranked schools. It is no wonder that the CDE is hard/fast at work to introduce a new API measure where 40% of the weight would stem from college and career readiness indicators. The recent US News & World Report Silver Award to Avance does show that with different measures, Avance measures up - like in the top 10% of all high schools in the country.

If Ed Code 47605b4 allows for alternative measures, than why only choose measure for which Avance looks bad?

Lastly: the 9 measure College Readiness Indicators methodology was not disclosed to Avance prior to issuance of the report. If it had, we would have immediately taken issue, and presented the critique above in protest. Why is Avance the only party labeled a "late" to act?

Graduation Rate*

In its case for renewal (Section 1.2), Avance presents both its cohort and grade 12 graduation rates. It makes a case for renewal based its grade 12 graduation rate; however, this is not the standard set in Avance's current petition (Specific Measureable Outcomes) or the standard set by state and federal accountability measures. The standard measure is cohort graduation rate[6]. Avance states it used this rate because it could not obtain the cohort graduation rate for Franklin, its largest contributing resident high school.

Renewal Eligibility based on Cohort Graduation Rates: The Review Team was able to access the cohort graduation rate for Franklin and all of Avance's comparison high schools and determined Avance **does not qualify for renewal** based on this indicator because it did not perform at least equal to its resident **and** comparable district schools in 2012-13.

The table below shows the number of comparison schools performing above, below and equal to Avance and whether Avance qualifies for renewal consideration based on those numbers. Substantiating data is provided in Appendix 3.

Analysis of Renewal Eligibility Based on 2012-13 Cohort Graduation Rate

Comparison Type	# Schools Higher than Avance	# Schools Equal to Avance	# Schools Lower than Avance	Avance's Performance is at least equal to 50% of Comparison Schools	Avance's performance is at least equal to its Resident **and** Comparable District Schools
Resident Schools	0	0	3	Yes	**NO**
Comparable District Schools	11	0	5	No	
Note: No data was listed for one comparable district school; therefore, the number of comparison schools is smaller for this indicator.					

Renewal Eligibility based on Grade 12 Graduation Rates: Avance states it is eligible for renewal based on its 2012-13 grade 12 graduation rate because it outperforms one (1) of its three (3) resident high schools. This is an incomplete comparison under *EC* 47607(b)(4). Avance did not provide the data for **all** of its resident and comparable district schools. Therefore, **the Review Team makes no determination whether Avance qualifies for renewal** using this indicator.

Avance further states its performance was equal to Franklin for 2010-11. A careful review of the data Avance provided shows that Franklin's rate was miscalculated. When calculations are corrected, Franklin outperformed Avance for 2010-11. Based on the data for 2010-11 through 2012-13, Franklin outperformed Avance in two (2) of the three (3) years (2010-11 and 2011-12).

Academia Avance's Response

See response for 1.21. Avance Charter submitted Renewal page 96

Table B Graduation Rate

Avance Graduation Rates					
Year	12g CBEDS Enrollment	Graduates	Graduates Rate	Cohort	Cohort Rate
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

A-G Requirements Completion Rate*

Renewal Eligibility: Avance **could qualify for renewal consideration** based on a-g completion rates because it performs at least equal to its resident **and** comparable district schools.

The table below shows the number of comparison schools performing above, below and equal to Avance and whether Avance qualifies for renewal consideration based on those numbers. Substantiating data is provided in Appendix 3.

Analysis of Renewal Eligibility Based on 2012-13 Completion of A-G Requirements

Comparison Type	# Schools Higher than Avance	# Schools Equal to Avance	# Schools Lower than Avance	Avance's Performance is at least equal to 50% of Comparison Schools	Avance's performance is at least equal to its Resident **and** Comparable District Schools
Resident Schools	0	0	3	Yes	**YES**
Comparable District Schools	6	0	10	Yes	

Note: No data was listed for one comparable district school; therefore, the number of comparison schools is smaller for this indicator.

6 Cohort graduation rate as calculated by the CDE. The rate is calculated by dividing the number of students in the 4-year adjusted cohort who graduate in **four years or less** with either a traditional high school diploma, an adult education high school diploma, or have passed the California High School Proficiency Exam (CHSPE) by the number of students in the cohort who could have graduated. The cohort is defined as the number of first-time grade 9 students in year 1 (starting cohort) plus students who transfer in, minus students who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

Academia Avance's Response

See response for 1.21.

Avance's a-g completion rates reflect performs at least equal to its resident and comparable district schools.

School **SAT Grade 12 Participation Rates***

Renewal Eligibility: Avance **could qualify for renewal** consideration based on SAT Grade 12 participation rates because it performs at least equal to its resident **and** comparable district schools. However, **participation rate is not an indicator of academic performance**; taking the SAT is not equivalent to obtaining an adequate score. When student performance on the SAT is considered, Avance is outperformed by its comparison schools (see SAT Percent of Students Scoring At/Above 1500, below).

The table below shows the number of comparison schools performing above, below and equal to Avance and whether Avance qualifies for renewal consideration based on those numbers. Substantiating data is provided in Appendix 3.

Analysis of Renewal Eligibility Based on 2012-13 Grade 12 SAT Participation Rates

Comparison Type	# Schools Higher than Avance	# Schools Equal to Avance	# Schools Lower than Avance	Avance's Performance is at least equal to 50% of Comparison Schools	Avance's performance is at least equal to its Resident **and** Comparable District Schools
Resident Schools	0	0	3	Yes	**YES**
Comparable District Schools	0	0	15	Yes	
Note: Two schools reported values that exceeded the number of enrolled 12th grade students; therefore, the number of comparison schools is smaller for this indicator.					

Academia Avance's Response

See response for 1.21.

Per LACOE staff Avance **could qualify for renewal** consideration based on SAT Grade 12 participation rates because it performs at least equal to its resident **and** comparable district schools.

However, **participation rate is not an indicator of academic performance**; taking the SAT is not equivalent to obtaining an adequate score. When student performance on the SAT is considered, Avance is outperformed by its comparison schools (see SAT Percent of Students Scoring At/Above 1500, below).

SAT is not considered a part of API and AYP as of yet. Avance does believe that it will be included as part of College Readiness. We offer SAT Prep and support students to take the SAT Examination.

The information on testing retrieved from the Princeton Review shares the following:

The exam consists of three parts: Critical Reading, Mathematics and Writing. The scores from each section can range from 200 to 800, so the best possible total score is 2400. The average score for each section is roughly 500, so the average total score is about 1500. For the 1.66 million test-takers in 2013, the mean scores were 496 critical reading, 514 math, and 488 writing.

Very few students get a perfect SAT score, even those at the country's top colleges. The list below shows the middle range of SAT scores for different schools. The middle 50% of admitted students fell within these numbers. Keep in mind that 25% of students who were admitted scored below *the lower numbers listed.*

AT Percent of Students Scoring At/Above 1500

Renewal Eligibility: Avance **does not qualify for renewal** based on the percent of students scoring above 1500 on the SAT because it does not perform at least equal to its resident **and** comparable district schools.

The SAT Benchmark score of 1550 is associated with a 65% probability of obtaining a first-year GPA of B- or higher at a four-year college. (Source: collegeboard.org)

The table below shows the number of comparison schools performing above, below and equal to Avance and whether Avance qualifies for renewal consideration based on those numbers. Substantiating data is provided in Appendix 3.

Analysis of Renewal Eligibility Based on 2012-13 SAT Performance (% of Students Scoring At/Above 1500

Comparison Type	# Schools Higher than Avance	# Schools Equal to Avance	# Schools Lower than Avance	Avance's Performance is at least equal to 50% of Comparison Schools	Avance's performance is at least equal to its Resident **and** Comparable District Schools
Resident Schools	3	0	0	No	**NO**
Comparable District Schools	16	0	0	No	
Note: One comparable district school had 10 or fewer valid test scores; therefore, the number of comparison schools is smaller for this indicator.					

Additionally, Avance's mean SAT score for 2012-13 is 1187. Avance is outperformed by all its resident high schools and all but one of its comparable district schools. Substantiating data is in Appendix 3.

Academia Avance's Response

See response for 1.21.

Scores for 2013-2014

Scores for 2014-2015

SAT score along with college acceptance rates (This is part of the persistence data)

Data gathered from College Confidential provides the following:

The source is the admissions office, now when trying to determine your chances, you can directly compare to your race group in order to have a more accurate guess.

Average SAT Score of Applied (04-06)

Asian Black Hisp White Total
SAT SAT SAT SAT SAT
1262 1103 1167 1239 1216
1262 1093 1186 1253 1229
1234 1075 1174 1234 1208

Average SAT Score of Admitted (04-06)

Asian Black Hisp White Total
SAT SAT SAT SAT SAT
1326 1190 1254 1315 1296
1327 1195 1266 1322 1306
1318 1176 1263 1317 1295

College admission officers do take race into account when considering SAT scores. Our students are scoring within the acceptable ranges for acceptance into colleges and universities throughout the nation for Hispanic students, which is 97% of our population.. Further as evidence by our current college going rate of 90% of our alumni accepted by 4 year universities, with a 70% persistence measure, surpassing outcomes measured for Latinos statewide and nationally. Although we will continue to provide our students support to improve their scores on the SAT exams. The community that we are currently serving shows that we

CAHSEE Proficiency Rates

Renewal Eligibility: Avance **does not qualify for renewal** based on CAHSEE proficiency rates as it does not perform at least equal to its resident **and** comparable district schools in either English or Mathematics.

The tables below show the number of comparison schools performing above, below and equal to Avance and whether Avance qualifies for renewal consideration based on those numbers. Substantiating data is provided in Appendix 3.

Analysis of Renewal Eligibility Based on 2013-14 CAHSEE Proficiency English-Language Arts

Comparison Type	# Schools Higher than Avance	# Schools Equal to Avance	# Schools Lower than Avance	Avance's Performance is at least equal to 50% of Comparison Schools	Avance's performance is at least equal to its Resident **and** Comparable District Schools
Resident Schools	3	0	0	No	**NO**
Comparable District Schools	15	0	2	No	

Analysis of Renewal Eligibility Based on 2013-14 CAHSEE Proficiency Mathematics

Comparison Type	# Schools Higher than Avance	# Schools Equal to Avance	# Schools Lower than Avance	Avance's Performance is at least equal to 50% of Comparison Schools	Avance's performance is at least equal to its Resident **and** Comparable District Schools
Resident Schools	2	1	0	No	**NO**
Comparable District Schools	15	1	1	No	

Academia Avance's Response

See response for 1.21.

Avance submitted Charter Renewal page 93, 113 referenced throughout, Ed.Code

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.

Table B.2 10th Grader Students Passing CAHSEE

10th Grade Students Passing CAHSEE		
Year	**Math**	**ELA**
2013-14	76%	80%
2012-13	67%	62%
2011-12	75%	76%
2010-11	85%	95%
2009-10	71%	70%

Data Source: *cde.ca.gov*

Advanced Placement (AP) Scores: Percent Scoring 3+

Renewal Eligibility: Avance **does not qualify for renewal** based on AP Scores because it does not perform at least equal to its resident **and** comparable district schools.

The table below shows the number of comparison schools performing above, below and equal to Avance and whether Avance qualifies for renewal consideration based on those numbers. Substantiating data is provided in Appendix 3.

Analysis of Renewal Eligibility Based on 2012-13 Advanced Placement Scores (% Scoring 3+

Comparison Type	# Schools Higher than Avance	# Schools Equal to Avance	# Schools Lower than Avance	Avance's Performance is at least equal to 50% of Comparison Schools	Avance's performance is at least equal to its Resident **and** Comparable District Schools
Resident Schools	3	0	0	No	**NO**
Comparable District Schools	15	0	0	No	
Note: No data was listed for two comparable district schools; therefore, the number of comparison schools is smaller for this indicator.					

Academia Avance's Response

See response for 1.21.

Avance will increase the availability of AP Courses and continue with partnership with local community colleges and universities for College Level Courses.

Early Assessment Program (EAP): Percent Ready for College

English-Language Arts

Renewal Eligibility: Avance **does not qualify for renewal** based on EAP English-Language Arts because it does not perform at least equal to its resident **and** comparable district schools.

The table below shows the number of comparison schools performing above, below and equal to Avance and whether Avance qualifies for renewal consideration based on those numbers. Substantiating data is provided in Appendix 3.

Analysis of Renewal Eligibility Based on 2013-14 EAP Percent Ready for College: English-Language Arts

Comparison Type	# Schools Higher than Avance	# Schools Equal to Avance	# Schools Lower than Avance	Avance's Performance is at least equal to 50% of Comparison Schools	Avance's performance is at least equal to its Resident **and** Comparable District Schools
Resident Schools	2	0	0	No	**NO**
Comparable District Schools	13	1	0	No	
Note: No data was listed for one resident school and three comparable district schools; therefore, the number of comparison schools is smaller for this indicator.					

Mathematics

Renewal Eligibility: Avance **does not qualify for renewal** based on EAP Mathematics because it does not perform at least equal to its resident **and** comparable district schools.

The table below shows the number of comparison schools performing above, below and equal to Avance and whether Avance qualifies for renewal consideration based on those numbers. Substantiating data is provided in Appendix 3.

Analysis of Renewal Eligibility Based on 2013-14 EAP Percent Ready for College: Mathematics

Comparison Type	# Schools Higher than Avance	# Schools Equal to Avance	# Schools Lower than Avance	Avance's Performance is at least equal to 50% of Comparison Schools	Avance's performance is at least equal to its Resident **and** Comparable District Schools
Resident Schools	2	0	0	No	**NO**
Comparable District Schools	13	0	1	No	
Note: No data was listed for three comparable district schools; therefore, the number of comparison schools is smaller for this indicator.					

Academia Avance's Response

See response for 1.21.

Under *EC* 47607(b)(4)(B), the determination as to whether the charter school's performance is at least equal to its schools of residence and comparable district schools must *be based upon all of the following: (i) Documented and clear and convincing data. (ii) Pupil achievement data from assessments, including, but not limited to, the Standardized Testing and Reporting Program established by Article 4 (commencing with Section 60640) for demographically similar pupil populations in the comparison schools. (iii) Information submitted by the charter school.*

In the sections above, the Review Team provided a comprehensive analysis of publicly available data and verifiable data submitted by Avance that could be used to compare the school's performance to that of its resident and comparable district schools.

That data that follows was submitted by Avance but is not publicly available and cannot be compared to Avance's resident and comparable district schools.

College Acceptance. As a part of its case for renewal (Section 1.2 of the renewal petition), Avance reported a 90% college acceptance rate. The statement does not specify for which year(s) this rate applies. It also does not specify the number of students accepted to 4-year institutions and the number that entered 2-year community college, Associate's degree or career-track programs.

A review of data Avance provided to the Review Team specific to the class of 2014 (55 graduates) shows that 17 students (31%) were accepted to and attended a CSU/UC; 10 students (18%) were accepted to and attended a community college or career track-program; and 20 students (35%) were accepted to and attended private colleges.

Of the 20 students who attended a private post-secondary program, the majority (14) attended the University of the West (a 4-year university with a sole academic entrance requirement of a 2.0 high school GPA); three (3) attended Mt. Saint Mary's (it is unknown whether students were accepted to the Associate's or Bachelor's program); two (2) attended Notre Dame du Namur (a 4-year university with entrance requirements of a high school diploma and taking the SAT with no minimum score requirement); and one (1) attended Pacific Life College (a 4-year college with entrance requirements of a 2.25 high school GPA and minimum SAT score of 700).

Additionally, nine (9) graduates (16%) provisionally accepted to a CSU, did not complete the a-g requirements and subsequently did not attend post-secondary schooling.

Academia Avance's Response

See response for 1.21

The Appendix ** is presented in response to this section of the LACOE staff report.

In addition, all of the 4 year institutions at which Avance Alumni are enrolled (73%) are accredited. Ignoring the bias and flaws of the LACOE comments on some of the schools that Avance alumni attend, this is not a requirement of the EC47605 Criteria 4.

Using the National Student Clearinghouse data, the Avance alumni tracking was validated. ie the high enrollment and persistence data is corroborated. We do not accept the dismissal of these key indicators.

By way of comparison, far beyond the residential and district comparison schools, to ALL high schools in the state, and then to the average for all the "10" API ranked schools, Avance far exceeds for college enrollment. Yes, this is a comparison to data for 2010 - because that is the most recent release of this data that is published only every five years. But even if the measure had increased by 50% since 2010 - a generous suggestion - Avance would still be judged at least "equal" in a fair analysis under EC 47605b4.

College Persistence. Avance also reported a 70% college persistence rate, which it defines as enrolling into a second year of college. The school included in this rate students who left a 4-year university to enroll in a community college for the second year. The school does not provide information regarding the number of students who changed schools or the reason for the change (e.g., financial issues, academic issues, family issues, etc.). The data cannot be verified as it is not publicly available information.

The lack of verifiable data, coupled with a lack of comparison data for resident and comparable district schools, renders this data insufficient to determine whether Avance is eligible for renewal consideration.

Academia Avance's Response

See 1.25 and 1.29.

Middle School Performance

As Avance offers middle school grades (6-8) in addition to a high school program, the Review Team sought to provide an analysis of Avance's middle school performance when compared to resident and comparable district schools. However, since Avance is categorized as a high school by CDE, no comparable middle schools are identified through its Similar Schools list; therefore, no comparable district middle schools are available. Accordingly, the analysis below is limited to Avance and its three (3) resident middle schools..

The Review Team examined multiple years of middle school CST data (Appendix 4) in key subject areas: English-Language Arts, Math (general math, algebra 1, and geometry) and science (because data is available for 2014).

For 2012-13, the data show that in English-Language Arts and Mathematics, Avance compares favorably to its resident schools at sixth grade; however, at seventh and eighth grades, Avance's schoolwide performance is below that of its resident schools. Avance was outperformed by resident schools on eighth grade Algebra 1. Additionally, Avance did not test any eighth grade students in geometry, providing further evidence that the school does not provide challenging curricular options to students performing above grade level. All of Avance's resident schools offer geometry to its eighth grade students.

In the two (2) prior years, Avance was outperformed by its resident schools in English-Language Arts at all grade levels. In math, the school's performance varied with respect to its resident schools. Substantiating data is provided in Appendix 4.

The tables below show the number of resident schools performing above, below and equal to Avance for 2012-13, the most recent tests for English-Language Arts and Mathematics available. Substantiating data is provided in Appendix 4.

Resident Schools Comparison: Analysis of Renewal Eligibility Based on 2012-13 CST English-Language Arts Test Results for 6th, 7th and 8th Grade Students

Student Group / Grade	# of Schools Higher than Avance			#of Schools Equal to Avance			# of Schools Lower than Avance			Avance's Performance is at least equal to 50% of Resident Schools		
	6	7	8	6	7	8	6	7	8	6	7	8
Schoolwide	1	3	3	0	0	0	2	0	0	Yes	No	No
Hispanic or Latino	1	3	3	0	0	0	2	0	0	Yes	No	No
Socioeconomically Disadvantaged	1	3	3	2	0	0	0	0	0	Yes	No	No
English Learners	0	1	2	1	1	1	0	1	0	No	No	No
Students with Disabilities	Note: This was not a significant student group for Avance at any grade level.											

Note: Two comparison schools had 10 or fewer valid test scores for 6th grade English Learners; therefore, the number of schools for this comparison is smaller.
*Source: Ed-Data at: www.ed-data.k12.ca.us retrieved 12-16-14
**Source: CDE DataQuest (2013, 2012, and 2011 STAR Test Results) retrieved 4-1-15.

Resident Schools Comparison: Analysis of Renewal Eligibility Based on 2012-13 CST Mathematics Test Results for 6th, 7th and 8th Grade Students

Student Group / Grade	# of Schools Higher than Avance			# of School Equal to Avance			# of Schools Lower than Avance			Avance's Performance is at least equal to 50% of Resident Schools		
	Math	Alg.1		Math	Alg.1		Math	Alg.1		Math	Alg.1	
	6	7	8	6	7	8	6	7	8	6	7	8
Schoolwide	1	2	3	0	0	0	2	1	0	Yes	No	No
Hispanic or Latino	1	1	3	0	1	0	2	1	0	Yes	Yes	No
Socioeconomically Disadvantaged	1	2	3	0	0	0	2	1	0	Yes	No	No
English Learners	1	0	2	0	0	0	0	3	0	No	Yes	No
Students with Disabilities	Note: This was not a significant student group for Avance at any grade level.											

Note: Three comparison schools had 10 or fewer valid test scores for 6th grade and/or 8th grade English Learners; therefore, the number of schools for this comparison is smaller.
*Source: Ed-Data at: www.ed-data.k12.ca.us retrieved 12-16-14
**Source: CDE Dataquest (2013, 2012, and 2011 STAR Test Results) retrieved 4-1-15

In 2013-14, standardized test data was available was for eighth grade science. Avance was outperformed by all resident schools both schoolwide and for all student groups. For the period 2010-11 through 201213, Avance's schoolwide performance was not equal to at least half of its resident schools.

The table below shows the number of resident schools performing above, below and equal to Avance for 2013-14 eighth grade science, the most recent available scores. Substantiating data for all years is provided in Appendix 4.

Resident Schools Comparison: Analysis of Renewal Eligibility Based on 2013-14 CST Science Results for 8th Grade Students

Student Group	# of Schools Higher than Avance	# of School Equal to Avance	# of Schools Lower than Avance	Avance's Performance is at least equal to 50% of Resident Schools
Schoolwide	3	0	0	No
Hispanic or Latino	3	0	0	No
Socioeconomically Disadvantaged	3	0	0	No

Resident Schools Comparison: Analysis of Renewal Eligibility Based on 2013-14 CST Science Results for 6th Grade Students

Student Group	# of Schools Higher than Avance	# of School Equal to Avance	# of Schools Lower than Avance	Avance's Performance is at least equal to 50% of Resident Schools
English Learners	3	0	0	No
Students with Disabilities	Note: This was not a significant student group for Avance at any grade level.			

*Source: Ed-Data at: www.ed-data.k12.ca.us retrieved 12-16-14
**Source: CDE DataQuest (2013, 2012, and 2011

Due to a lack of comparable district middle schools, the Review Team cannot make any renewal determination based on Avance's middle school performance.

Internal Interim (Benchmark) Assessments

NWEA MAP Data

While internal interim (benchmark) data cannot be used to evaluate Avance's performance against its comparison schools, it can be used to predict how the school's students would have performed on standardized tests that measure student progress (e.g., CAHSEE and STAR testing). The Review Team analyzed the NWEA MAP data submitted by Avance to provide the County Board another view of Avance's academic performance.

Avance reported data for two (2) administrations of MAP assessments: October 2014 and January 2015. While Avance reported that it administered the MAP assessments in May 2014, it did not report results.

Overall, Avance's performance based on two (2) current year administrations of the MAP assessments indicates the school's students predominantly perform about two (2) years below grade level expectations. The January administration shows students made some progress in most (but not all) academic areas but continued to perform below grade level expectations. Students are expected to make a month of progress for each month they are in school; however, when students begin a school year far below the expected performance level, it is incumbent on the school to provide sufficient intervention to accelerate growth to achieve grade level expectations. The data does not show that this accelerated rate of growth is occurring.

Given the documented and clear and convincing data, based on standardized tests, that Avance's performance for most student groups declined from 2011 to 2013, there is a concern that the school's academic program is not providing the intervention necessary to reverse that trend. Without clear and convincing data for 2013-14 that shows the school's educational program resulted in improved results over 2012-13, Avance's lowest performance year of its charter term, the Review Team cannot conclude that the school's students are making gains in academic performance.

A Projected Proficiency Summary Report is available for the October (Fall) administration of MAP assessments. This report predicts how Avance's students will likely perform on the CAHSEE (for high school grades) and the CST (for middle school grades). The data is reported below; the generated reports are provided in Appendix 5

Avance NWEA Projected Proficiency Summary Report: Fall 2014-15, Aggregate by Grade
State Test Name: CAHSEE

	Mathematics					Reading				
		AYP Not Pass		AYP Pass			AYP Not Pass		AYP Pass	
Grade	Student Count	Count	Percent	Count	Percent	Student Count	Count	Percent	Count	Percent
9	72	60	83.30	12	16.70	74	58	78.40	16	21.60
10	85	65	76.50	20	23.50	84	47	56.00	37	44.00
11	60	31	51.70	29	48.30	58	24	41.40	34	58.60
12	12	11	91.70	1	8.30	5	4	80.00	1	20.00
Total	229	167	72.90	62	27.10	221	133	60.20	88	39.80

This report shows students' projected performance on the state assessment(s) based on NWEA alignment/linking studies. Performance categories are defined by the state and are specific to each state. For any state that does not have an alignment/linking study, NWEA uses the 40th percentile from the norming study to forecast basic proficiency and the 70th percentile to forecast proficient-plus. Proficiency is projected from MAP assessments administered in Fall 2014-2015 to state test(s) administered in Spring 2014-2015. Source: Avance NWEA (Projected Proficiency Summary Report) https://teach.mapnwea.org/report/download/rpt/25010960 generated 3-23-15.

Avance NWEA Projected Proficiency Summary Report: Fall 2014-15, Aggregate by Grade
State Test Name: STAR (e.g., CST)

Mathematics											
		Far Below Basic		Below Basic		Basic		Proficient		Advanced	
Grade	Student Count	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
6	35	5	14.30	14	40.00	10	28.60	6	17.10	0	0.00
7	73	7	9.60	24	32.90	23	31.50	17	23.30	2	2.70
8	89	9	10.10	25	28.10	42	47.20	13	14.60	0	0.00
Total	197	21	10.70	63	32.00	75	38.10	36	18.30	2	1.00

Reading											
		Far Below Basic		Below Basic		Basic		Proficient		Advanced	
Grade	Student Count	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
6	35	3	8.60	8	22.90	13	37.10	10	28.60	1	2.90
7	73	11	15.10	7	9.60	22	30.10	26	35.60	7	9.60
8	87	7	8.00	22	25.30	31	35.60	22	25.30	5	5.70
Total	195	21	10.80	37	19.00	66	33.80	58	29.70	13	6.70

This report shows students' projected performance on the state assessment(s) based on NWEA alignment/linking studies. Performance categories are defined by the state and are specific to each state. For any state that does not have an alignment/linking study, NWEA uses the 40th percentile from the norming study to forecast basic proficiency and the 70th percentile to forecast proficient-plus. Proficiency is projected from MAP assessments administered in Fall 2014-2015 to state test(s) administered in Spring 2014-2015.
Source: Avance NWEA (Projected Proficiency Summary Report) https://teach.mapnwea.org/report/download/rpt/25010960 generated 3-23-15.

Projected Proficiency Summary Reports are not generated by NWEA for the January (Winter) administration of the MAP assessments, therefore, the Review Team analyzed the school's Growth Summary Report for the January (Winter) MAP administration. The data, provided in Appendix 5, shows growth in all subject areas tested except sixth grade math and sixth and seventh grade language. However, at all grades and in all subjects, except eleventh grade reading, Avance students on average continue to perform at least two (2) grade levels below their grade placement.

Due to the lack of data for resident and comparable district schools, the Review Team cannot make any determination as to Avance's eligibility for renewal consideration based on this data. However, had Avance provided Projected Proficiency Summary Reports for spring 2013-14, the Review Team could have determined whether the school demonstrated academic improvement from the prior year.

Academia Avance's Response

Assessment benchmarks are used to provide teacher, students, administrators and parents. Key is individual student scores, for individual goal setting, and their use to benefit student learning.

In reference to NWEA MAPs it is an interim assessment administered used at different intervals between instruction. The intent is to guide instructionally useful information for teachers, students, principals, administrators and parents. Specifically, measure student achievement where students are starting-growth over time. Data is used to identify patterns in learning for individual students or groups of students. Also data is used to target additional resources for students and teachers, i.e. intervention, gifted or talented, or professional development for teachers in support of student academic achievement.

Although results show levels that need to be addressed immediately, and as state officials have predicted declines in assessment scores on Smarter Balance (SBAC). The focus on SBAC is to measure growth that is aligned to the new Common Core State Standards. The current NWEA MAPs is in alignment with state official's predictions and indicate Avance students are learning and growing as teachers and student adjust to the new focus in curriculum and instructional practices.

Additional Considerations Under EC 47607(b)(4)

In addition to the analysis provided above, the Review Team considered data Avance submitted with its charter petition with regard to meeting the Measurable Pupil Outcomes stated in its 2010-2015 charter.

While Avance stated it met five (5) of its goals, the Review Team's analysis is that Avance only one (1) of the 10 outcomes stated in its charter (WASC accreditation; the school was given credit for this goal although it received accreditation a year later than its goal date). While some outcome measures were met in some years, none were met consistently. Avance failed to provide sufficient data to determine whether it met two (2) of its outcome measures; that data is not publicly available. Therefore, the Review Team considered alternative measures for those outcomes using publicly available data.

Academia Avance's Response

The analysis and conclusions of the LACOE staff are necessarily dependent on the now obsolete STAR regimen. This stands at odds with the new: LCAP priorities of the state for public schools, especially since the new API will have a 40% emphasis on non-academic measures such as college and career readiness. We ask the members of the Board of Education to consider the quandary of staff, i.e. LCAP priorities in the now obsolete pre AB 484...what Vice President Tom Saenz recently labeled as an example of "legislative malpractice" on February 17th. Do not penalize 500 families for this contradiction.

The table provides a summary of the school's performance toward meeting the measurable outcomes in its current charter. Analysis of Avance's performance data is provided in Appendix 6.

Summary Chart: Progress Toward Meeting the Measurable Outcomes Stated in the 2010-2015 Charter		
Performance Goals	**Measureable Outcomes**	**Outcome Met**
College Entrance Requirements (a-g) Completion Rates	At least 90% of graduating Seniors enrolled at Avance since 9th grade will have successfully met UC/CSU a-g requirements. *Alternate Measure: At least 90% of graduating Seniors will successfully meet UC/CSU a-g requirements.*	**Unknown** Avance did not provide sufficient data to determine except for 2013-14; data not publicly available. Goal not met for 2013-14. *Alternate Measure Met:* **No**
California High School Exit Exam (CAHSEE) Passage Rate	At least 75% of 10th grade students enrolled at Avance since 6th grede will pass both parts of the CAHSEE beginning 2010-11.	**Unknown** Avance did not provide data to determine; data not publicly available.

Summary Chart: Progress Toward Meeting the Measurable Outcomes Stated in the 2010-2015 Charter		
Performance Goals	**Measureable Outcomes** *Alternate Measure: At least 75% of Grade 10 students will pass both parts of the CAHSEE beginning 2010-11.*	**Outcome Met** **No**
NCLB Compliance	Meet Adequate Yearly Progress (AYP) goals as required by NCLB.	**No**
Academic Performance Index (API)	Meet the annual API growth target; achieve a minimum API score of 800.	**No**
Proficiency Rate (ELA)	Increase combined number of students in grades 7 to 11 attaining the "proficient" performance level in ELA by 10% or meet the CDE established AMOs.	**No**
Proficiency Rate (Mathematics)	Increase combined number of students in grades 7 to 11 attaining the "proficient" performance level in math by 10% or meet the CDE established AMOs.	**No**
English Learner (EL) Proficiency	Maintain the EL reclassification rate by 15% annually.	**No**
Graduation Rate	Achieve a CDE calculated graduation rate of 90% by 2014.	**No**
Retention Rate	Retention rate of students will be equal to or greater than resident schools (Franklin Sr. High and Burbank Middle). (Note: Continuous enrollment data from API School Demographic Characteristics was used; see Appendix 6)	**No**
WASC Accreditation	Be fully WASC accredited by 2012.	**Yes**

Summary Analysis of Renewal Eligibility Based on Education Code 47607(b)(4)

Based on the analysis of data presented above, the Review Team determined that there is **not** *documented, clear and convincing data* to show that Avance's academic performance is *at least equal to the schools it students would otherwise attend* ***and*** *the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.* The Review Team considered data submitted by the school and publicly available data, including Standardized Testing and Reporting data for 2011, 2012 and 2013.

Academia Avance's Response

1. Ed Code Sec. 47607b(4) specifies a renewal criteria with pupil academic achievement that is "equal" for both residential AND similar demographic comparison schools. But, the law does NOT define the measures NOR clarify what EQUAL means.

- For residential comparison schools, Avance surpasses the 2014 API (3 year ave) for all but one school (which should not have been included anyways). Also note that the staff report buries this data on Page 46 in am appendices.
- For similar schools, Avance is NOT the worst school based on 2014 API. LACOE uses a "half of the group" (ie median) threshold...this is NOT established in the ed code.

2. The best data in support of Avance can be found in the same table on pg. 46: for a student to be ACCEPTED to a 4 year university, an applicant MUST have taken the SAT at least once (or ACT). Avance has a 95% SAT participation rate - almost DOUBLE all the comparison schools. Combined with the A-G completion rate, it is VERY clear that only half of the students at the other schools are even eligible to apply, let alone be accepted. The staff report obfuscates this fact by presenting data on the average number of students who scored 1500 or above on the SAT. The table also presents data for the EAP test ...which we do NOT administer so of course we look bad. Lastly, the use CAHSEE "proficiency" data: again not a requirement, only a "passing" score. It would be easy to recognize this table as overly biased, and not aligned with the EC 47607 requirement.

3. The LACOE staff finding that Avance does not meet 47607b4 is an OPINION, not an established fact.

LACOE Review Process

The Standard of Review is provided in Appendix 1 and is incorporated herein by reference.

FINDINGS OF FACT

The staff findings of fact adhere to guidance established in the *Education Code*, *California Code of Regulations*, Title 5, LACOE Board Policy, Superintendent's Administrative Regulations and other requirements of law. ***Words in italicized text indicate a direct reference to the language in these documents.***

Finding 1: The charter school does not meet one (1) of the five (5) academic performance criteria specified in *EC* 47607(b) necessary to be considered for renewal.

The Review Team presented written findings of fact in this report with substantiating data in Appendixes 2-6. Based on that information, Avance does not meet the statutory criteria to be considered for renewal.

The staff report provides additional evidence that Avance has not *demonstrated increases in academic performance* for all students served by the school: the school's Growth API declined from 2011 to 2013, Avance provided no evidence of increases in academic performance for 2013-14, and evidence for 201415 shows that at most grade levels, students perform below grade level expectations. Additionally, Avance did not demonstrate that it made progress toward meeting the Measurable Pupil Outcomes stated in its current charter, except for obtaining WASC accreditation.

Academia Avance's Response

Finding 1: The charter school does not meet one (1) of the five (5) academic performance criteria specified in EC section 47607(b)(1-5) necessary to be considered for renewal.

Avance does meet Criteria 4 given that the 2014 API surpasses that of all but One "residential" comparison school, and is not the lowest among the "similar" comparison schools. The use by LACOE of a "median" methodology as a measure of the "equal" threshold is not specified in the law.

Finding 2: The petition provides an unsound educational program for students to be enrolled in the school. [*EC* 47605(b)(1)]

5 *CCR* 11967.5.1(b)(3) states an educational program shall be considered unsound *if the petition is for renewal...and either the charter school has not met the standards for renewal... or the...measurable pupil outcomes described in the charter.*

1. As documented above, Avance has not met the minimum academic standards for renewal under *EC* 47607(b).

2. Avance only fully met one (1) of the 10 Measurable Pupil Outcomes stated in its current charter (as described above and in Appendix 5). While Avance states it met five (5) of its outcomes, the data and analysis presented in Appendix 5, indicate otherwise.

Based on the guidance in state regulations, which were adopted by the County Board through its Policies and the Superintendent's Administrative Regulations, the petition provides an unsound educational program for the students enrolled in the school.

Academia Avance's Response

Finding 2: The petition provides an unsound educational program for students to be enrolled in the school. [EC 47605(b)(1)]

The major components of the Avance program were developed in partnership with LACOE staff in 2011. That these are now deemed unsound does not align with our experience of the last four years, or the differences are not materials. This finding also stands in contrast to the recent US N&W report ranking and the selection of Avance as a model school among 30 pilot and charter schools in Los Angeles by the CSU Dominguez Hills College of Education.

Finding 3: The petitioners are demonstrably unlikely to successfully implement the program. [*EC* 47605(b)(2)]

5 *CCR* 11966.5(c) states, *when considering a petition for renewal,* [the authorizing entity] *shall consider the past performance of the school's academics, finances, and operation in evaluating the likelihood of future success, along with future plans for improvement, if any.*

Analysis of Past Performance: The following analysis provides an overview of the school's performance during its 2010-2015 charter term along with any future plans provided by the school.

Governance: Avance's Governing Board (Avance Executive Board or "AEB") is currently made up of six (6) members, including one of the AEB founding members and the school's former Principal. The Board is composed of community members with expertise in areas such as real estate, law, finance and education. An annual calendar is approved by the AEB; however the school has a history of cancelling or rescheduling multiple meetings throughout the year. The chart below provides a history of the AEB meetings indicating the number of meetings not held in accordance to the annual schedule submitted to LACOE and the number of times materials and/or audio recordings were not submitted per the requirements of the Charter School Agreement (CSA) between Avance and LACOE.

Avance Board Meeting History 2011 to 2014

Year	Regular Meetings Cancelled or Rescheduled	Materials/Audio **not** Submitted or Submitted Late
2011-12	6 of 8 (75%)	6 of7 (85.7%)
2012-13	2 of4 (50%)	0 of 11 (100%)
2013-14	5 of 7* (71%)	13 of 16 (81%)
2014-15**	1 of 3 (33%)	5 of 6 (83%)

*The 2 regular meetings held in on the scheduled dates were changed to "Special Meetings" due to the late posting of the agenda. **Through January 2015.

Over the course of the current charter term, Avance received five (5) formal notices and multiple emails/phone calls regarding its failure to follow the Brown Act and/or comply with the CSA as it relates to Governing Board activities.

There is no evidence the AEB received Brown Act training over the last two (2) years despite the fact that the school added four (4) new board members within that time. The CSA states that Brown Act training should be provided to all "governing board and administrative staff prior to the execution of any duties."

At the Capacity Interview, members of the AEB demonstrated an understanding of the general mission of the school and stated they had reviewed the contents of the renewal petition. However, it was discovered that contrary to the signed "Required Certification" statement on the petition submission form, the AEB had not reviewed the Charter School Monitoring and Oversight Memorandum of Understanding (MOU) posted on LACOE's website.

The Avance Executive Board has not conducted a formal evaluation of the Executive Director. This contradicts AEB's statement that its main role is to "oversee the Executive Director."

A lack of Board oversight of its Executive Director is a significant concern due to the school's longstanding financial issues (see below) and multiple notices the school received over the last four (4) years documenting a lack of compliance with reporting requirements, routinely late submissions of required reports, and failure to submit its 2012-13 Annual Report to the County Board.

SELPA Compliance: Avance is a part of the Los Angeles County Charter Special Education Local Plan Area (SELPA) and has increased its population of students with special needs from 35 to 49 since joining the SELPA. Annual CDE California Special Education Management Information System (CASEMIS) reports indicate the school meets compliance requirements for initial, annual and triennial Individual Education Plans (IEP) as well as demonstrating compliance with transition items. Special Education Expenditure Reports were submitted each year and the charter has met Maintenance of Effort (MOE). The current service delivery model is push in and pull out. The school has not had any CDE complaints or Office of Administrative Hearings (OAH) filings.

Academic Performance and Reporting Compliance: In addition to the schools' failure to meet its API and AYP goals, its API decline and its insufficient progress toward meeting the Measurable Pupil Outcomes in its current charter, Avance failed to implement and report academic progress using the interim assessments required under its current charter until this school year. Additionally, Avance received three (3) Notices of Concern Regarding Student Achievement during its current charter term.

The school's plan for future improvement lacks the focus and specificity necessary to effect improvement in student academic achievement.

Academia Avance's Response

The favorable indicators described above demonstrate that Avance has successfully implemented its college and career preparatory mission as corroborated by:

- The WASC six-year accreditation
- The US News & World Report - 2014 Silver Award
- The support of the California Charter School Association (CCSA)
- Most importantly by the students and families of Northeast LA. Enrollment at Avance has risen over the last five years, while dramatically falling for the LAUSD middle and high schools.

Do not take this viable option away.

Accreditation. Avance received WASC accreditation in June 2013, nearly eight (8) years after it commenced operations. The Self-Study Visiting Committee, comprised of charter school administrators, made the following comments and recommendations in its report with regard to the school's use of interim (benchmark) assessments, data and preparedness to implement Common Core standards:

...The visiting committee finds that the school has created benchmark assessments via Data Director for each class, even the non-core classes such as Mandarin. **Implementation of these benchmarks is new**, so should remain a continued area of focus. There is specifically room to develop the data analysis cycle schoolwide, as it is unclear how the results are used systematically to drive instruction or intervention....

...The school is using benchmark assessments to measure progress towards expected state standards outcomes for each department. However, **the school lacks foresight in planning for a transition to the Common Core Standards and Smarter Balanced Assessments.** The school has ESLRs which are possibly outdated; these ESLRs may need to be re-examined to connect better to align to the school's unique purpose and/or to become more useable by staff and students, particularly as the school's program has been refined and state standards are changing....

...Centre and Data Director are used to collect student achievement data. Grade progress reports are shared with parents during Parent Conferences, with **the addition of benchmark data from Data Director starting last year.** Some teachers analyze Data Director reports quarterly; **a thorough analysis of the use of this data to inform instruction is still needed.** It is recommended that accountability in this area be increased, along with structured time and processes to ensure effective data analysis and planning occur systematically and schoolwide....

The school has developed an action plan to improve specific test scores for specific students and to enhance professional development efforts. **However, the action plan is narrow and not very specific or strategic in scope. There is a clear need for a longer-term strategic plan to drive professional development in the areas of assessment and instruction, especially as aligned to Common Core Standards and Smarter Balanced Assessments.** The school should pick 2 or 3 specific areas of foci for professional development outcomes and should create a multi-year road map for rolling out specific initiatives which will drive more cohesive assessment and instruction practices schoolwide.... (Emphasis added)

The findings of the WASC team corroborate observations and deficiencies identified by the Review Team stated in this report. It also provides an independent assessment of the observations and feedback provided to Avance during its current charter term through annual oversight visits.

Academia Avance's Response

Finding 3: The petitioners are demonstrably unlikely to successfully implement the proposed educational program. [EC 47605(b)(2)]

This finding stands in contrast to the actual performance of the last four years where 90% of our alumni to be accepted by 4 year universities, with a 70% persistence measure, surpassing outcomes measured for Latinos statewide and nationally.

1.38 Academia Avance's Response

While the 2013-2014 information is not on the Consortium listing, as it is not in a consortium nor does legal regulations bind Academia Avance to participate in a Consortium, it is looking at being its own Consortium. The data for 2012-2013 is in the cde.ca.gov

The information that you indicate that is not in the CELDT data is included in the 2012-2013 school at the cde.ca.gov Dataquest, and Student Demographics English Learners (submit), indicate Academia Avance, these are the following choices (reports for each school years are

___Number of English Learners by language
___Number of Fluent English Proficient (FEP) by language
___Number and Percent of students Redesignated to FEP
___Bilingual Para professions
___Time Series-Number of English Learners
___Language Group Data to Determine 15 percent and above
___Translation Needs

School, student demographics, English Learner (submit)

Subgroup:All Students, Gender:All

01	Spanish	14	28	23	14	17	8	6	0	110	98.21%
02	Vietnamese	0	1	0	0	0	0	0	0	1	0.89%
05	Filipino(PilipinoTagalog)	0	1	0	0	0	0	0	0	1	0.89%

Academia Avance Charter	19101990109926	470	112 (23.8 %)	300 (63.8 %)	
District Total:		9,136	2,624 (28.7 %)	1,726 (18.9 %)	91 (3.3 %)

School	CDSCode	Enrollment	English Learners	Fluent-English-Proficient Students	Students Redesignated FEP
Academia Avance Charter	19101990109926	470	112 (23.8 %)	300 (63.8 %)	7 (7.5%)
District Total:		9,136	2,624 (28.7 %)	1,726 (18.9 %)	91 (3.3 %)
County Total:		1,564,205	354,601 (22.7 %)	464,956 (29.7 %)	49,155 (13.2 %)
State Total:		6,226,989	1,346,333 (21.6%)	1,339,566 (21.5%)	168,960 (12.2%)

Avance had several instances of state data reporting errors. While the petitioner describes these as "data anomalies," the responsibility for reporting lies with the school. Prior to the public release of data, schools are provided a window for identifying and reporting errors. If a school fails to identify an error within the window provided, the data stands and cannot be changed. California Longitudinal Pupil Achievement Data System (CALPADS) provides training to schools on correct use of the data system and provides an "award" to schools that complete all the training modules.

Academia Avance's Response

Academia Avance staff members have participated in CALPADS training the errors that have taken place are not internal error but problems with CDE. As previously stated over 100 LAUSD schools experienced the same anomalies.

EdSource Today reported that "... *the State Board of Education suspended the Academic Performance Index for a second year on Wednesday, March 12, 2015, moving one step closer to the 15-year-old accountability system's expected demise.*"

Avance staff asked CDE staff many program questions and held discussions with the Department of Education in regards CELDT, reclassification, and reporting on subgroups. The challenge is that reports that supported reporting were integrated into the CALPADS system were eliminated, i.e. R30. While CALPADS captures a great deal of data it has not been able to successfully process all data. Among the challenges is that those windows for identifying reporting errors do not always work, in that programmers have not been able to separate or run a section or specific school data without running the information for the entire state, which then creates other problems and misreporting of data.

Similarly, Avance failed to have its ninth grade students take the science CST for several years. This resulted in the school's scores being calculated as though the students performed Far Below Basic. The CST test administration manual informs schools of this outcome; it is incumbent on the school, which reports its test performance independent of LACOE, to be trained on all aspects of test administration.

Given the various difficulties Avance has experienced regarding test administration and data reporting, including the inaccurate reporting of its a-g completion rate for multiple years, the Review Team has concerns about the school's ability to accurately monitor and report the academic performance of its students.

Additionally, Avance has not adequately monitored its staff for credentials and Tuberculosis (TB) clearance. LACOE has notified the school of these concerns.

Academia Avance's Response

Academia Avance did not test ninth grade students in Earth Science CST, Avance did not order test booklets or test students in Earth Science.

LACOE staff confirms that an automatic -200 points was added to Avance's API and AYP results as stated above.

This data must also be viewed within the context that the **2011, 2012 and 2013 API scores UNDERSTATE the Avance student outcomes** as all 9th grade students (approximately 19%/17%/17% respectfully) of the tested students were assigned a "Far Below Basic" score for Science. This anomaly was not discovered and confirmed until September of 2013.

It is not an issue of reporting it is an issue of transitioning into CALPADS from the California of Education. While LACOE staff may believe that CDE is not in direct communication with Avance it has been only through this communication that Avance has been able to resolve these miscalculations.

Facilities: In the first two (2) years of operation, Avance operated from the main campus and utilized various facilities before settling into its three (3) current sites.

For the first two (2) years, the school did not provide a copy of the certificate of occupancy for each site quickly or consistently. After the material revision for facilities in June 2012 and June 2013, certificate of occupancy documents and leases were submitted and are currently on file.

The school must verify the number of students/occupants allowed per school site according to the certificate of occupancy before assigning additional occupants.

Over the past five (5) years, Avance has addressed facilities items identified in annual visits. Generally speaking, administrators take action. School staff maintains open and ongoing communication with LACOE Division of Facilities and Construction.

Improvements to facilities have been made over the years.

Academia Avance's Response

Avance's submitted Renewal Petition pages 11, 58, 61, 145, 147, 149, 156, Element S: Charter School Facilities 205-205, LCAP, State Priority #1 Basic Services, Facilites Maintenance page 122

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.

Fiscal and Business Operations: Avance has a history of selling its receivables resulting in a high level of interest payments (see Table 1), lack of maintaining a reserve and difficulty stabilizing its facilities. **The school operated at a deficit for the first four (4) years of its current charter term** (see Table 2).

Table 1 illustrates that Avance has used **$1,955,060** in State and Federal funds the last five (5) years to support its operations. Avance has paid these funds to Charter School Capital, LLC and Pan American Bank for discounts, fees and interest.

Table 1			
Fiscal Year	Charter School Capital	Pan AM (Interest Fee)	Total
2009-10	$175,499	$19,744	$195,243
2010-11	$210,047	$99,138	$309,185
2011-12	$227,359	$137,081	$364,440
2012-13	$255,449	$148,009	$403,458
2013-14	$207,669	$194,096	$401,765
2014-15 (Thru 2/2015)	$77,730	$203,239	$280,967
Total Payments	**$1,153,753**	**$801,307**	**$1,955,060**

Academia Avance's Response

Appears to be correct.

Table 2 illustrates the last five (5) years of Avance's financial performance (2010 through 2014) through its Cash, Net Assets, Liabilities, Operating Results and Net Cash flow.

Table 2					
Year of Operation	Cash	Net Assets	Liabilities	Operating Results	Net Cash Flow
2009-10 Year (1)	$116,084	$728,474	$1,610,549	$696,456	$(73,545)
2010-11 Year (2)	$97,601	$(22,132)	$2,514,432	$(672,131)	$(18,483)
2011-12 Year (3)	$64,657	$(559,654)	$2,609,058	$(537,522)	$(32,944)
2012-13 Year (4)	$1,184	$(224,278)	$2,590,502	$335,376	$(63,473)
2013-14 Year (5)	$13,079	$284,858	$1,967,710	$509,136	$11,895
Source: Annual independent audit reports (2011-2014)					

Financial Stabilization Plan (FY 2012-13). At a meeting with the school held January 15, 2013, the LACOE Controller's Office requested that Avance submit a Financial Stabilization Plan for Fiscal Year (FY) 2012-13. The plan submitted by Avance identified implementation of nine (9) corrective actions to restructure its current FY 2012-13 budget. Some of the actions stated in the plan were implemented.

The plan included a 10% reduction of all salaries; however, FY 2012-13 Certificated Salaries increased by 19.66% and Classified Salaries increased by 37.91%.

Table 3 illustrates that FY 2012-13 personnel (salary) expenditures increased by $385,638. Therefore, the corrective action plan submitted to LACOE was not fully implemented. Avance ended FY 2012-2013 with $216,936 in additional operating expenditures from its prior year, along with a negative ending balance of **($224,278).**

Table 3					
Personnel Cost	FY 2011-2012	FY 2012-2013	Difference	Number of Personnel FY 11-12	Number of Personnel FY 12-13
Certificated Salaries	$1,103,160	$1,320,057	$216,897	27	28
Classified Salaries	$445,072	$613,813	$168,741	9	8
Total Personnel	**$1,548,232**	**$1,933,870**	**$385,638**	**36**	**36**
Total Operating Expenditures(increase)	$3,989,671	$4,206,607	**$216,936**		

Reporting and Compliance. While Avance currently submits timely and accurate monthly attendance reports and its 2014-15 bell schedule, calendar and instructional minutes meet the statutory requirements, its monthly financial reports are sometimes late.

Capacity to Implement. Avance continues to demonstrate a lack of capacity with its fiscal planning for the future as described below:

1. *The petitioners have presented an unrealistic financial and operational plan for the proposed charter school. An unrealistic financial and operational plan is one to which there is evidence that any or all of* the four (4) standards specified in state regulations are not met. Avance **failed to meet three (3)** of the standards as follows:

A. *In the area of administrative services, the charter or supporting documents do not adequately describe the structure for providing administrative services...that reflect an understanding of school business practices and expertise to carry out the necessary administrative services, or a reasonable plan and timeline to develop and assemble such practices and expertise.*

The selection procedure lacks detail of the bidding, selection and approval process.

A. *In the area of financial administration, the charter and supporting documents do not adequately:*

a. Include in the operational budget reasonable estimates of all anticipated revenues and expenditures necessary to operate the school, including, but not limited to, special education, based, when possible, on historical data from schools or school districts of similar type, size, and location.

The petitioner's budget does not sufficiently account for revenues, including revenues for Local Control Funding Formula (LCFF), and incorrectly includes Title III funding. The details are presented below.

Academia Avance's Response

The comment above is an over simplification of the process of estimating revenues multiple years into the future without knowing exactly what rates and changes the State of California will approve.

Specifically in regards the difference in LCFF funds forecasted, the following is a comparison between the FCMAT's forecasted revenue and the amounts included in the School's forecast:

	EST. 2014-15	EST. 2015-16	EST. 2016-17
Forecasted LCFF per Budget (object codes 8011, 8012 and 8096)	$ 3,846,696	$ 4,643,516	$ 5,302,199
Forecasted LCFF per FCMAT Calculator version 15.3b2	$ 3,821,265	$ 4,616,636	$ 5,250,065
Variance	$ 25,431 0.66%	$ 26,880 0.58%	$ 52,134 0.98%
Total Operating Budget	$ 4,394,671	$ 5,234,493	$ 5,655,477
Variance as a % of Budget	0.58%	0.51%	0.92%

In taking into consideration the fact that all of these numbers and amounts are unknown, characterizing a difference in estimate of less than 1% ass "not sufficiently accounting for revenues" appears to be an exaggeration.

In terms of the Title III funds included in the forecast, the School did in fact receive a preliminary estimate of entitlement and had the option to join a consortium to receive the funds. It was not until after the forecast was submitted that the School voluntarily elected to forego the Title III funds. If the school so chooses, they may opt back into the Title III program by joining a consortium. Considering that this is still an option for future years, the statement above indicating that the budget "incorrectly includes Title III funding" is an over simplification which does not accurately describe the School's financial outlook and ability to budget revenues.

b. Present a budget that in its totality appears viable and over a period of no less than two years of operations provides for the amassing of a reserve equivalent to that required by law for a school district of similar size to the proposed charter school.

The petitioners presented a budget, without the amassing of a reserve. The Review Team projected the required reserve per LACOE's current MOU. **The result was a negative cash position ending FY 2015-2016.**

To be fiscally solvent, the Budget Plan requires that the school (1) meet its enrollment projections and (2) meet its Average Daily Attendance (ADA) projections each year. Avance did not meet the enrollment projections (525) in its current charter yet projects expansion to 625 students by 2020 of its proposed charter term. The petition does not provide an adequate plan that describes how the school intends to increase its enrollment. An analysis of the deficiencies of the Budget Plan is presented below.

Budget Plan Deficiencies:

- Overstated LCFF revenues by approximately $441,512 over a 4 year period.
- No reserves as required by State Regulations and Board Policy.
- The Line of Credit (LOC) debt of $738,024 will mature on September 15, 2016, and carries an interest of 6.73%. However, LACOE has not received any documents from Avance indicating that Pan American Bank has extended or will renew the LOC.
- Title III Funding is included in the budget as potential revenues for four (4) years; however, Avance is not participating in a consortium and has not provided evidence of membership for the future. Without being a member of a consortium, a charter school is not eligible for Title III Funding.
    - Staff Findings on the Renewal Petition for Academia Avance Charter School
- Each Fiscal Year Avance will have deficit spending in the first 5 months of operation, causing the school to sell future LCFF revenues (e.g., receivables). From July 1, 2014 to November 10, 2014, Avance completed eight (8) sales of its receivables through Charter School Capital, LLC. For fiscal year 2014-15, it sold receivables in the cumulative amount of **$1,113,100.**

Academia Avance's Response

Since the Review Team's projections have not been shared with the School, we can't respond to where this comment is coming from or how they came to this conclusion. With regards to the budget plan deficiencies:

- The comment relating to overstated LCFF revenues is simply false. As shown above and confirmed by FCMAT, the differences each year are minor. It is also important to note that all of these numbers are estimates. Even the amounts projected by FCMAT are guaranteed.
- While the school has the capacity to amass the required cash reserves, we believe it would be more prudent to use the cash on hand to reduce debt and therefore interest costs. As noted in the budget provided, the school will use its cash on hand and accumulated surpluses to eliminate debt over the next 2 fiscal years. After which, there is a clear ability to build cash reserves of upwards of 40% by the end of fiscal year 2018-19.
- The budget plan submitted as a response to the Review Team dated 3/31/15 clearly indicates the School's intentions to fully repay the line of credit. As such, there is no need for a renewal or extension.
- As indicated above, the School is eligible for Title II funding and has voluntarily elected not to join a consortium. Although the budget plan submitted to the Review Team dated 3/31/15 removed the Title III funds in the interest of conservativeness, the School may opt back in and receive the funds in future years.
- The deficit spending noted at the beginning of each year is due to the delay in State revenue cash flow. For example, the school must begin paying teachers at the beginning of the school year although only 37% of the State Aide will be received in cash by December 31st each year. This delay in cash flow, which affects every public school in the State, is what has caused the need for borrowing. However as mentioned in the second bullet point above, the current budget plan will lead to reserves sufficient to cover the State's delay in funding by the third fiscal year after renewal.

Table 4 provides a financial overview of Avance's Net Income Projections and Ending Cash Balance for the first three (3) fiscal years of the proposed charter term. The positive Ending Cash Balance for FY 2 is contingent upon selling of account receivables. The positive Ending Cash Balance for FY 3 is contingent upon achieving the targeted ADA of 570.

Table 4

Budget Plan	FY 2015-2016	FY 2016-2017	FY 2017-2018
Net Income Projections	$450,144	$757,562	$911,957
Ending Cash Balance (Before 3% reserve)	$(180,164)	$302,413	$1,129,561
Cash Balance (3% reserve Included)	$(336,472)	$135,078	$950,523

Academia Avance's Response

Table 5			
Charter School Capital LLC	FY 2015-2016	FY 2016-2017	FY 2017-2018
Sale of Receivables	$2,245,000	$102,500*	$ *Not provided on Cash Flow analysis*
6.20% Loan Fee	$310,318	$198,193	$193,068 (*included* in Budget Forecast)
Total Loan Fees (3) Year	---	---	**$701,579**

*Amount taken from Monthly cash flow/Budget FY 2016-2017.

Academia Avance's Response

The figures above, while taken from the budget plan, do not all relate to the sale of receivables for cash flow purposes. The total sale of receivables is correct, but the amounts referred to as "Loan Fees" are actually total interest costs including amounts payable on the outstanding line of credit. The loan fees paid to CSC would be $139,190, $6,355 and $0, respectively. There will be no need for receivable sales in the 3rd year of renewal.

c. *In the area of facilities, the charter and supporting documents do not adequately describe the types and potential location of facilities needed to operate the size and scope of educational program proposed in the charter.*

Neither the petition nor the supporting documents provide a facilities plan that will meet the needs of the school based on the projected enrollment that increases to 625 students by 2020. The school's current facilities do not allow for that level of enrollment based on current certificates of occupancy.

Academia Avance's Response

Avance will resubmit facilities plan.

2. *The petitioners personally lack the necessary background in finance and/or business management, areas that are critical to the school's success. Additionally, the petitioners do not have a plan to secure the services of individuals who have the necessary background in these areas as follows:*

The petitioner has demonstrated a lack of capacity in the area of finance and/or business management. The Executive Director has not demonstrated sufficient expertise in the areas of revenue generation, charter school financing (i.e., selling of accounts receivables, managing the Line of Credit Balance) or cost cutting measures to successfully operate a charter school.

Academia Avance's Response

The fiscal operations have been outsourced to an expert firm as clearly shown by the financial results of the school since the partnership began in 2013.

•

• Avance has been delinquent in making monthly lease payments to site 115 North Avenue 53, Los Angeles, California, the school's main educational site.

• There are concerns regarding the appropriate expenditure of funds as documented through the school's most recent Independent Audit Report (2013-14). Pertinent sections of the report are presented below in italicized text.

Academia Avance's Response

See response below.

Staff Findings on the Renewal Petition for Academia Avance Charter School

The Auditor states the *opinion expressed in the report was presented fairly.* The Auditor reported no negative findings for the Fiscal Year ending June 30, 2014; however, he identified one (1) finding from Fiscal Year ending 2011 that was not implemented (e.g., not corrected).

Academia Avance's Response

AVANCE HAS THE FISCAL AND OPERATIONS CAPACITY

The California public school policy transition comes on the heals of the state fiscal crisis that placed great stress on almost all schools in the state. Avance experienced steep financial hardship in the 2011-2012 academic year resulting from the expansion of the high school program to meet our college preparatory mission during the worst of the Great Recession. But the 2013, audit report demonstrated the effective implementation of the Fiscal Mitigation Plan presented to LACOE that year, with the 2014 audit report showing a positive net asset position, and a significant reduction in debt. The February 2015 financial statements filed with LACOE show that since 2012 we have increased revenues by 42%, reduced debt by 56%, and project a net asset position for the JUN 2015 to include the 5% budget reserve requirement ($250,000). The participation by the Avance Executive Board as one of eight charter schools nation-wide in the "Strengthening the Base" governance capacity development program will ensure that the school maintains progress on its path of continuous improvement. Our new partnership with the highly regarded K-8 Celerity Education Group schools in Northeast LA will provide a new level of synergy to expand our program in the new charter period.

2011-01 City Terrace, LLC. Findings Category, 60000, Miscellaneous

- *City Terrace, LLC accessed the Academia Avance Pan American Bank Line of Credit and used the Line of Credit to pay property taxes in the amount of $58,519.*

The auditor's *recommendation included having City Terrace, LLC acknowledge ownership of the Pan American Bank Line of Credit funds owed and calculated interest on the $58,519.*

The report presents a positive Cash balance of $13,079 for the fiscal year 2013-14. It recorded Receivables of $293,494, against Payables of $1,967,710, and Net Current Asset of $284,858.

16. Related Party Transactions

- *The School rents a house located at 129 N. Avenue 53, Los Angeles, California, adjacent to the physical location of the school. The 129 N. Avenue 53 house is owned by Mr. Mario Ceballos who was the past Director of Administration for the School whose contract ended June 30, 2008. The school pays no more than the mortgage payment and operating expense of the location. The house leasing agreement began on June 1, 2007, represents a payment of $3,200 per month, and continues until such time that either party chooses to terminate the agreement; however, it is the position of the School's board, that at some time in the next two fiscal years, the house will be purchased by the School.*

Academia Avance's Response

The audit finding is for not recording and recognizing revenue from City Terrace LLC. The School has chosen not to show this revenue because of the doubtful nature of collectability. This reduces the reported revenue and shows a more conservative fiscal outlook.

The related party transaction is not an audit funding. It is a disclosure to increase transparency as required by GAAP.

- *The School purchased 49% investment interest in City Terrace Limited Liability Company for $1.00 on June 18, 2010, Mr. Alvaro Banegas is the sole 51% owner of City Terrance Limited Liability Company. The School is the beneficiary of a line of credit loan from Pan American Bank in the amount of $1,000,000. The line of credit with Pan American Bank was entered into by Mr. Alvaro Banegas on behalf of the School, and the assets of the City Terrace Limited Liability Company were pledged as collateral for the line of credit. The Pan American Bank loan identifies that the loan is exclusive for the use of the School. The School did not pledge any of its own assets as collateral for the line of credit. The loan was approved by the School's governing board.*

Academia Avance's Response

This is not an audit funding. It is a disclosure to increase transparency as required by GAAP.

See additional attached information.

- *The Avance Foundation was created on October 7, 2011 to support the educational outcomes of Avance Schools, doing business as Academia Avance ("the School"). On September 20, 2012, the Avance Foundation entered into an agreement with the Presbytery of San Gabriel to amend the facilities lease between the School and the Presbytery of San Gabriel. The Presbytery of San Gabriel has turned over management of the School's leased property to Iglesias de la Comunidad, PC, and (USA) and has changed the name of the Lessor to Iglesias de la Comunidad, PC (USA). The Lease has also been amended from the School to the Avance Foundation. On September 20, 2012, the Avance Foundation entered into a lease with the School effective July 1, 2012 through June 30, 2015. The lease payments from the School to the Avance Foundation are $20,000 per month and paid quarterly.*

Academia Avance's Response

This is not an audit funding. It is a disclosure to increase transparency as required by GAAP.

See additional attached information.

17. Subsequent Events

Events subsequent to June 30, 2014 have been evaluated by management through November 10, 2014, the date at which Academia Avance Charter School's audited financial statements were available to be issued.

- *Between July 1, 2014 and November 10, 2014, the School completed eight receivables sales through Charter School Capital, LLC, of fiscal year 2014-2015 receivables in the cumulative amount of* ***$1,113,100.*** (Emphasis added)

Academia Avance's Response

This is not an audit finding, it is a required footnote to the financial statements. Subsequent events are identified for every company undergoing an audit as required by GAAP.

See additional attached information.

Finding 4: The petition does not contain an affirmation of all specified assurances. [*EC* 47605(b)(4); *EC* 47605(d)]

1. While the petition states all required assurances, there is evidence in supporting documents (Student Handbook) that the school is not complying with the requirement of *EC* 47605(d), which prohibits charter schools from charging tuition. The handbook states that parents are **required** to fulfill volunteer hours. This comprises a form of tuition and a violation of state law. Guidance provided by the California Code of Regulations, Title 5, which has been adopted by the County Board and LACOE as its standard of review, states that any indication a charter school may not be complying with the affirmations and assurances indicates a failure to specify the requirement.

Academia Avance's Response

Staff, administrators, teachers, parents and legal counsel are revising the Student Handbook. Avance has not charged parents' tuition and is overstating that our parent participation is interpreted as charging tuition. Word "required" will be changed to "encouraged" with an addition of alternatives to at school volunteering, and encouraged to assist their child at home by providing an area to study, making sure that their children know school expectations and encouraging their children, our students.

Refer to page 25 of Submitted Renewal Petition (Mandatory "required" is not in the submitted petition-language was in prior years)

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.

Avance believes that when parents understand the structures and operations of schools they can become more involved in their students' education. Research shows that parent involvement at their child's school is positively correlated to increased achievement. (Keith, 1993), Parent participation is focused on how best to support their children in the educational process.

2. The petition contains additional non-material deficiencies as follows:

- Assurance *EC* 47605(d)(2)(B) incorrectly states that the school will extend preference to students residing within **LACOE.** This statement needs to be revised to be compliant with law, which states the preference can be extended to pupils within the **district** in which the school is located (LAUSD).

- The petition does not spell out the requirements of *EC* 47605(d)(2)(B). Simply listing the *EC* is not adequate per state regulations adopted by LACOE.

Academia Avance's Response

Finding 4: The petition does not contain an affirmation of all specified assurances. [EC 47605(b)(4); EC 47605(d)]

The specific deficiencies identified do not preclude renewal, and can be remedied in partnership with LACOE staff as was the case in the current charter.

Finding 5: The petition does not contain a reasonably comprehensive description of all required elements. [*EC* 47605(b)(5)(A)-(P)]

The Review Team has determined that **10 of the 16 required elements are not reasonably comprehensive.** Additionally, there are specific deficiencies and/or necessary technical adjustments needed in three (3) additional elements.

Academia Avance's Response

Finding 5: The petition does not contain a reasonably comprehensive description of all required elements. [EC 47605(b)(5)(A)-(P)]

Element J - is attached as revised.

The specific deficiencies identified do not preclude renewal, and can be remedied in partnership with LACOE staff as was the case in the current charter.

Element 1 (*A*)[7]: Description of the Educational Program. *Not reasonably comprehensive*

1. The petition does not provide a sufficient description of *the specific educational interests, backgrounds, or challenges* of all student populations the school proposes to serve.

- It fails to identify the interests, background and challenges of these specific students groups to be served by the school (e.g., English Learners, low income and students with disabilities).
- It does not identify or describe the needs of foster youth, a population that must be addressed under Local Control Accountability Plan (LCAP) requirements. Therefore, the petition indicates the petitioner is not familiar with current requirements of law.
- It does not differentiate the needs of long-term English Learners in the secondary setting. The petition fails to describe the structured English Language Development (ELD) curriculum referenced in the school's plan for future improvement.

Academia Avance's Response

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. Academia Avance 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.

Foster Care, LCAP page 125

ELD-Component

2. The petition does not adequately describe *the curriculum... that will enable the school's pupils to master the content standards for the four core curriculum areas.*

- There is no mention of the social science curriculum to be implemented. The petition refers to the Common Core State Standards (CCSS) in Social Science, which do not exist at this time. The petition should be referencing CA State Standards for History-Social Science.

- The petition incorrectly states the school will purchase CCSS aligned science materials; materials should be aligned to Next Generation Science standards, not CCSS.

Academia Avance's Response

Integrated model of literacy, CCSS p.2
Although the Standards are divided into Reading, Writing, Speaking and Listening, and Language strands for conceptual clarity, the processes of communication are closely intertwined, as reflected throughout this document. For example, Writing standard 9 requires that students be able to write about what they read. Likewise, Speaking and Listening standard 4 sets the expectation that students will share findings from their research.

As per Common Core State Standards Avance staff has been provided training and continues support using the following guides:

- *Reading Standards 6-12, pp. 46-54*
- *College and Career Readiness Anchor p. 55*
- *Standards for Writing 6-12, pp. 55-65*
- *Speaking and Listening Standard 6-12, pp. 66-69*
- *College and Career Readiness Anchor for Language p. 70*
- *Language Standard 6-12, pp. 71-76*
- *Standard 10: Range, Quality, and Complexity of Student Reading 6-12, p.77*
- *Text Illustrating the Complexity Quality and Range of Student Reading 6-12, p.78*
- *Standard in History/Social Studies, Science and Technical Subject 6-12, pp. 80-89*

Common Core State Standards Mathematics (Separate Document)
As stated Michael W. Kirst, President California State Board of Education and Tom Torlakson, State Superintendent of Public Instruction, Common Core State Standards Mathematics page.

> Implementation of the CA CCSSM will take time and effort, but it also provides a new and exciting opportunity to ensure that California's students are held to the same high expectations in mathematics as their national and global peers. Although California educators have implemented standards before, the CA CCSSM require not only rigorous curriculum and instruction but also conceptual understanding, procedural skill and fluency, and the ability to apply mathematics. In short, the standards call for meeting the challenges of the twenty-first century through innovation.

As per Common Core State Standards Avance teachers and staff have been provided training and continues support using the following guides:

- Reading Standards 6-12, pp. 46-54
- College and Career Readiness Anchor p. 55
- Standards for Writing 6-12, pp. 55-65
- Speaking and Listening Standard 6-12, pp. 66-69
- College and Career Readiness Anchor for Language p. 70
- Language Standard 6-12, pp. 71-76
- Standard 10: Range, Quality, and Complexity of Student Reading 6-12, p.77
- Text Illustrating the Complexity Quality and Range of Student Reading 6-12, p.78
- Standard in History/Social Studies, Science and Technical Subject 6-12, pp. 80-89

Common Core State Standards Mathematics (Separate)

As stated Michael W. Kirst, President California State Board of Education and Tom Torlakson, State Superintendent of Public Instruction, Common Core State Standards Mathematics page V.

- K-8 Standards
- Grade 6, pp. 40-45
- Grade 7, pp. 46-51
- Grade 8, pp. 52-56

Higher Mathematics Standards Courses Traditional Pathway

- Algebra I, pp. 60-68
- Geometry, pp. 69-76
- Algebra II, pp. 77-84
- Calculus Standards pp.115-117

Higher Mathematics Standards by Conceptual Category, pp. 120-141

> Implementation of the CA CCSSM will take time and effort, but it also provides a new and exciting opportunity to ensure that California's students are held to the same high expectations in mathematics as their national and global peers. Although California educators have implemented standards before, the CA CCSSM require rigorous curriculum and instruction but also conceptual understanding, procedural skill and fluency, and the ability to apply mathematics. In short, the standards call for meeting the challenges of the twenty-first century through innovation. CCSS Mathematics, p. V.
> *On January 8, 2003, the California State Board of Education approved the modified Criteria for Evaluating Instructional Materials in History–Social Science, Kindergarten Through Grade Eight.*

When the History–Social Science Framework for California Public Schools, Kindergarten Through Grade Twelve, 2001 Updated Edition with Content Standards was adopted by the

California State Board of Education on October 9, 2000. The 2001 framework was developed by the Curriculum Development and Supplemental Materials Commission.
The framework was published by the California Department of Education, 1430 N Street, Sacramento, California 95814-5901. It was printed by the Office of State Publishing and distributed under the provisions of the Library Distribution Act and Government Code Section 11096. © 2005 by the California Department of Education All rights reserved, ISBN 0-8011-1598-1, Content includes the following:

- **Introduction to the Framework Goals and Curriculum Strands, p.** 9
- Goal of Knowledge and Cultural Understanding, p. 12
- Historical Literacy , p. 12
- Ethical Literacy, p. 14
- Cultural Literacy, p.15
- Geographic Literacy, p. 16
- Economic Literacy, p. 17
- Sociopolitical Literacy, p. 19
- Goal of Democratic Understanding and Civic Values, p. 20
- National Identity, p. 20
- Constitutional Heritage, p. 22
- Civic Values, Rights, and Responsibilities, p.23
- Goal of Skills Attainment and Social Participation, p. 24
- Participation Skills, p. 24
- Critical Thinking Skills, p. 25
- Basic Study Skills, p. 26
- **Course Descriptions, p.** 27
- The United States and World History Courses, p. 29
- The Middle Grades Curriculum, Grades Four Through Eight, p.54
- Grade Six—World History and Geography: Ancient Civilizations, p. 76
- Grade Seven—World History and Geography: Medieval and Early Modern Times, p. 86
- Grade Eight—United States History and Geography: Growth and Conflict, p. 100
- The Secondary Curriculum, Grades Nine Through Twelve, p. 116
- Grade Nine—Elective Courses in History–Social Science . 118
- Grade Ten—World History, Culture, and Geography: The Modern World, p. 125
- Grade Eleven—United States History and Geography: Continuity and Change in the Twentieth Century, p. 140
- Grade Twelve—Principles of American Democracy (One Semester), p. 158
- Grade Twelve—Economics (One Semester), p.169
- Criteria for Evaluating Instructional Materials, p. 179
- Appendixes, p. 191
- Introduction to the Appendixes, p. 192
- Appendix A: Nationalism, Free Markets, and Democracy in the Contemporary World, p. 194 Appendix B: U.S. History and Geography, p. 204
- Appendix C: Religion and the Teaching of History–Social Science, p. 207
- Appendix D: The World History Sequence at Grades Six, Seven, and Ten: Content,

Breadth/Depth, and Coverage Issues with Some Local Options, p. 212
- Appendix E: Examples of Careers in History–Social Science, p. 215
- Appendix F: Using Primary Sources in the Study of History, p. 217
- Appendix G: Bowling Alone: America's Declining Social Capital , p. 221
- Appendix H: History–Social Science and Service-Learning., p. 233

Publication-A Look at Sixth Grade in California Public Schools and the Common Sore State Standards, published by Curriculum Frameworks And Instructional Resources Division, Instruction And Learning Support Branch **California Department of Education,** October 2011 Edition. This publication includes all core subjects and for History-Social Science Avance references the section below. While Avance acknowledges that the Common Core State Standards for History-Social Science they are being developed History-Social Science is embedded in CCSS.

History–Social Science, p. 6.37
- Overview, p. 6.37
- What Sixth-Grade Students Should Know, p. 6.37
- What Students Learn in Sixth Grade, p. 6.38
- Early Humankind and the Development of Human Societies, p. 6.38
- The Early Civilization of Mesopotamia, Egypt, and Kush, p. 6.39
- The Ancient Israelites (Hebrews) 6.40 Ancient Greece., p. 6.41
- The Early Civilizations of India 6.42 The Early Civilizations of China, p. 6.44
- The Development of Rome, p. 6.45
- The Education and the Environment Initiative, p. 6.46
- Support for English Learners, p. 6.47
- The Standards, p. 6.48

2014-2015 History-Social Framework Chapters, The Instructional Quality Commission approved the Draft *History-Social Science Framework for California Public Schools* for field review on September 19, 2014.

Chapter 1: Introduction to the Framework (DOC)
Chapter 2: Goals and Curriculum Strands (DOC)
Chapter 3: Course Descriptions for Kindergarten through Grade Five (DOC) (Not Applicable-used as a resource)
Chapter 4: Course Descriptions for Grades Six through Eight (DOC)
Chapter 5: Course Descriptions for Grades Nine through Twelve (DOC)
Chapter 6: Assessment of Proficiency in History-Social Science (DOC)
Chapter 7: Universal Access to the History-Social Science Curriculum (DOC)
Chapter 8: Instructional Strategies and Professional Development in History-Social Science (DOC)
Chapter 9: Criteria for Evaluating Instructional Materials: Kindergarten through Grade Eight (DOC)
Appendixes (DOC)

Curriculum Frameworks

Guidelines for implementing the content standards adopted by the California State Board of Education that are developed by the Instructional Quality Commission. (cde.ca.gov, common core state standards-history)

History-Social Science

2014-2015 History-Social Science Framework Update

- Draft History-Social Science Frameworkhttp://www.cde.ca.gov/ci/hs/cf/hssfwforfieldreview.asp
- The Instructional Quality Commission approved the Draft *History-Social Science Framework for California Public Schools* for field review on September 18, 2014.
- Members of the Curriculum Framework and Evaluation Criteria Committeehttp://www.cde.ca.gov/ci/hs/cf/hsscfccmemberslist.asp
- Appointed by the State Board of Education on November 5, 2008.
- Guidelines for the Curriculum Framework and Evaluation Criteria Committeehttp://www.cde.ca.gov/ci/hs/cf/hsscfccguidelines.asp
- Approved by the State Board of Education on November 5, 2008, updated on September 3, 2014.
- Timeline for Framework Updatehttp://www.cde.ca.gov/ci/hs/cf/hssdrafttimeline.asp
- Updated by the State Board of Education on September 3, 2014.
- Content Standards (PDF)
- Kindergarten Through Grade Twelve, adopted by the State Board of Education and are the basis for the curriculum framework.
- 2005 History-Social Science Framework (PDF; 3MB)
- For California Public Schools, Kindergarten Through Grade Twelve
- Grade Level Curriculum The grade-level curriculum documents are organized by individual grade levels and include information about the Common Core State Standards. All Curriculum Frameworkshttp://www.cde.ca.gov/ci/cr/cf/allfwks.asp

NEXT Generation Science, cde.ca.gov NEXT Generation
NEXT Generation-Hyperlinks

Next Generation Science Standards - Sciencehttp://www.cde.ca.gov/pd/ca/sc/ngssintrod.asp
Latest information on the Conceptual Framework and implementation of the **Next NEXT Generation** Science Standards.
http://www.cde.ca.gov/pd/ca/sc/ngssintrod.asp
NGSS for California Public Schools, K-12 - Sciencehttp://www.cde.ca.gov/pd/ca/sc/ngssstandards.asp
Aug 20, 2014 ... On September 4, 2013, the State Board of Education (SBE) adopted the **Next Generation** Science Standards for California Public Schools,
http://www.cde.ca.gov/pd/ca/sc/ngssstandards.asp
NGSS Frequently Asked Questions - Sciencehttp://www.cde.ca.gov/pd/ca/sc/ngssfaq.asp
Aug 5, 2014 ... Answers to frequently asked questions (FAQ) about the **Next Generation** Science Standards (NGSS) for California.
http://www.cde.ca.gov/pd/ca/sc/ngssfaq.asp
[PDF] (NGSS) Systems Implementation Plan for Californiahttp://www.cde.ca.gov/pd/ca/sc/documents/scienceimplementationplan072414draft.pdf-search=NEXT%20Generation&view=FitH&pagemode=none
Jul 25, 2014 ... California **Next Generation** Science Standards Implementation Timeline
I

INTRODUCTION .
http://www.cde.ca.gov/pd/ca/sc/documents/scienceimplementationplan072414draft.pdf#search=NEXT%20Generation&view=FitH&pagemode=none
State Adopts NGSS - Year 2013http://www.cde.ca.gov/nr/ne/yr13/yr13rel82.asp
Sep 4, 2013 ... State Schools Chief Tom Torlakson Announces State Adopts **Next Generation** Science Standards.
http://www.cde.ca.gov/nr/ne/yr13/yr13rel82.asp
[PDF] California's **Next Generation** ELD Standards - English Learnershttp://www.cde.ca.gov/sp/el/er/documents/westednextgen.pdf - search=NEXT%20Generation&view=FitH&pagemode=none
California's **Next-Generation** English. Language Development Standards. Examining the ELA-ELD Correspondence and a. "Walk Through" of the Standards ...
http://www.cde.ca.gov/sp/el/er/documents/westednextgen.pdf#search=NEXT%20Generation&view=FitH&pagemode=none
English Language Development Standards - Resourceshttp://www.cde.ca.gov/sp/el/er/eldstandards.asp
... the California Common Core State Standards for Mathematics, and correspondence between the 2012 CA ELD Standards and the California **Next Generation** ...
http://www.cde.ca.gov/sp/el/er/eldstandards.asp
[PDF] NGSS Systems Implementation Plan for Californiahttp://www.cde.ca.gov/pd/ca/sc/documents/scienceimplementationplan102714.pdf - search=NEXT%20Generation&view=FitH&pagemode=none
Next Generation Science Standards. Systems Implementation Plan for California. November 2014. California Department of Education. **Next Generation** Science ...
http://www.cde.ca.gov/pd/ca/sc/documents/scienceimplementationplan102714.pdf#search=NEXT%20Generation&view=FitH&pagemode=none
[PDF] NGSS Webinar - **Next Generation** Science Standards-Sciencehttp://www.cde.ca.gov/pd/ca/sc/documents/ngsswbnr101613.pdf - search=NEXT%20Generation&view=FitH&pagemode=none
Oct 16, 2013 ... CALIFORNIA DEPARTMENT OF EDUCATION. Tom Torlakson, State Superintendent of Public Instruction. **Next Generation** Science Standards ...
http://www.cde.ca.gov/pd/ca/sc/documents/ngsswbnr101613.pdf#search=NEXT%20Generation&view=FitH&pagemode=none
Next Generation Science Standards Update - Sciencehttp://www.cde.ca.gov/pd/ca/sc/ngssupdate0513.asp
This is an Accessible Alternative Version or AAV of the **Next Generation** Science Standards Update presentation slides. The original presentation slides (PPT) is ...
http://www.cde.ca.gov/pd/ca/sc/ngssupdate0513.asp
11. **Next Generation** Science Standards Proposed - Year 2013http://www.cde.ca.gov/nr/ne/yr13/yr13rel68.asp
Jun 28, 2013 ... State Schools Chief Tom Torlakson Proposes **Next Generation** Science Standards Focused on Deep Understanding of Science and ...
http://www.cde.ca.gov/nr/ne/yr13/yr13rel68.asp
12. **[PDF]** ELD Overview and Proficiency Level Descriptorshttp://www.cde.ca.gov/sp/el/er/documents/sbeoverviewpld.pdf - search=NEXT%20Generation&view=FitH&pagemode=none
Oct 19, 2012 ... These **next generation** standards, along with the Common Core State ... Mathematics and the **Next Generation** Science Standards, are part of a ...
http://www.cde.ca.gov/sp/el/er/documents/sbeoverviewpld.pdf#search=NEXT%20Generation&view=FitH&pagemode=none

Avance's renewal petition uses letters that correlate to the sections of Education Code rather than numbers. Both number and letter references are included.

- The petition does not include a description of the ninth grade science course, Robotics. It is unclear if this course will be continued or what will be offered in its place.

Academia Avance's Response

The Robotics course will be submitted for approval through A-G- UC Doorways. There are other electives for students to select from.

3. The petition provides an inadequate description of how the school *will identify and respond to the needs of pupils who are not achieving at or above expected levels.*

- It does not describe if or how interim assessments will be utilized to support and modify instruction for students. This is of particular concern given Avance's history of academic performance and Program Improvement status.

While Avance has written several Student Achievement Plans to address its failure to meet state and/or federal goals, the plans have not resulted in increased student academic achievement as demonstrated by the school's API decline.

Further, its own reporting of NWEA MAPs results for 2014-15 indicate students at most grade levels are performing two (2) years below grade level. The purpose of an interim assessment system is to identify deficiencies so remediation plans can be put into effect. The petition fails to describe how Avance will use its interim assessment system to meet the needs of students who are not achieving at grade level.

Academia Avance's Response

Answered above.

- The description of Response to Intervention (RTI) does not provide for immediate interventions within the school day. It indicates Level 2 support is based primarily on after school tutoring and repetition of courses (through Acellus online courses) after a student has failed. Relegating services to an after school program is not an appropriate delivery model as it does not guarantee that all student will have access. Further, waiting until a student fails a course before providing intervention is not timely.

Additionally, the petition describes Level 3 support as special education services; levels 1-3 of RTI are **not** special education functions.

Academia Avance's Response

Academia Avance's Explicit Direct Instruction (EDI)

The EDI approach to teaching covers all Response to Intervention Tiers within the daily lessons. Academia Avance's RTI collection of research-based EDI strategies integrate Common Core such as text-based lessons, text-based answers, academic and content vocabulary, strong concepts as well as skills, and real-world connections. Academia Avance's RTI lessons include more expository text, more application problems, Common Core-based learning objectives, and Access Common Core questions that utilize the new types of assessments. Common Core is the destination that Academia Avance aiming for, and, as we describe below is an effective vehicle to thoroughly integrate differentiated instruction within daily lessons. Avance integrates researched-based teacher-centered, direct instruction. The strategies are more effective and efficient, especially for struggling EL, low socio-economic, and special ed. students.

Explicit Direct Instruction (EDI) is a strategic collection of RTI instructional practices that allow AVANCE teachers to deliver well-crafted lessons that explicitly teach grade-level content to all students at their learning level. Lessons are based on the teacher-centered, direct instruction philosophy. EDI is an RTI approach allowing improvement of learning for all Academia Avance students and especially for low-performing students.

Through EDI strategies, teachers build language skills at the same time they teach new content. Academia Avance teachers are implementing the step by step guide Explicit Direct Instruction and EDI for English Learners (2009, Hollingsworth & Ybarra). Academia Avance teachers combine the best of educational theory, brain

research, EL research, and data analysis to provide a proven method for creating and delivering lessons that help every student, especially ELs, learn more and learn

faster.

Academia Avance EL, special ed, and low socio-economic students have been improving gradually in language use and content knowledge due to teachers focusing on how they use language in the classroom.

Instructional strategies for English Learners:
•Vocabulary Development: Teaching English Learners new words in every lesson
•Language Objectives: Teaching English Learners listening, speaking, reading, and writing English in every lesson
•Content Access Strategies: Make English easier to understand for struggling readers (EL, Special Ed., Low Socio-Economic).

Academia Avance's EDI lesson includes specific lesson design components and lesson delivery strategies. It includes continuous Checking for Understanding to verify that AVANCE students are learning during the lesson. Well-crafted lessons have a goal of 80% of Academia Avance students achieving 80% correct answers during Independent Practice.

Teachers are provided feedback quarterly from both the Instructional Leadership Team (ILT) and Cal State Dominguez Hills Instructional Leadership professors. Because Academia Avance students are experiencing 100% school wide implementation of RTI strategies using EDI instruction, Academia Avance teaching staff is committed to receiving four years of professional development through Cal State Dominguez Hill and the research of Dr. Syliva Ybarra and John Hollingsworth. Dr. Sylvia personally requested CSDH to invite our teaching staff to participate in this specialized education because the students and staff are so receptive to implementing the best Response to Intervention Strategies. Academia Avance's instruction combined with the professional development the teachers are receiving; thoroughly allows for successful Implementation State required Response to Intervention instruction and assessment (i.e. Common Core State Standards and Smarter-Balance Testing). See Academia Avance's RTI Three-Tiered diagram for visual reference.

Students who need to be more challenged are encouraged to take additional Advance Placement courses to increase college readiness before, during (blended-learning) or afterschool.

- The petition states the use of Acellus is key to the school's blended learning and intervention programs and that the funding is based upon a grant; however, there is no indication as to the length of the grant or how the school intends to fund the program when the grant ends.

Academia Avance's Response

Acellus courses are developed by the International Academy of Science – a not-for-profit, 501c3 organization. Through grants and other funding sources, the International Academy of Science is able use master teachers, who are experts in their field of knowledge, to develop the Acellus courses. These grants also cover most of the costs that are associated with creating and maintaining the courseware. This allows the Academy to provide Acellus courses to Academia Avance students at a fraction of the cost that most online courseware providers charge. As long as Academia Avance is willing to participate in research and development, the students can benefit from the ongoing 50% coverage of annual on-line fees and any additional hardware needed to improve bandwidth (Acellus servers). On an average, The International Academy of Science will cover approximately $2,000 a year and Academia Avance will cover $2,000 a year (not including additional professional development). The research and educational program has been in existence for over a decade.

4. The petition lacks an adequate description of *how the charter school will meet the needs of Students with Disabilities, English learners, students achieving substantially above or below grade level expectations, and other special student populations.*

Deficiencies regarding the educational program for students with disabilities:

The following deficiencies are significant due to the school's failure to demonstrate academic achievement for its Students with Disabilities during its current charter term. In 2013, Avance's Growth API for Students with Disabilities was 408, lower than all of its resident and comparable district schools, below those of other student populations served by Avance, and far below the state's minimum goal of 800.

- The description of the special education program is limited to providing services through a Resource Specialist Program (RSP). The petition fails to describe how the needs of students who qualify for other placements will be met. The school must ensure that students can access a full range of placement options.

- The petition incorrectly states that Students with Disabilities who do not pass the CAHSEE are only eligible to receive a Certificate of Completion. Current laws state that students with an Individualized Education Plan (IEP) who take, but do not pass, the CAHSEE are eligible for a High School Diploma.

Academia Avance's Response

This will be reviewed. See responses below.

Deficiencies regarding the educational program for English Learners:

The following deficiencies are significant due to the decline in AYP proficiency rates in English-Language Arts for this population. In 2010, English Learners demonstrated a 31.9% proficiency rate; in 2013, the proficiency rate was 10.8%. (Source: DataQuest Adequate Yearly Progress Report retrieved 4-2-15)

- The petition and supporting documents do not describe how the school will ensure that English Learners receive targeted ELD instruction. All students are assigned the same Language Arts course based on grade level; there is no evidence of a separate ELD course for English learners at the high school as described in the Avance English Learner Master Plan.

- It does not provide for ELD instruction during the school day for grades 9-12. The petition states English Learner level 1 and 2 students may receive additional support after school; relegating services to an after school program is not an appropriate delivery model as it does not guarantee that the students will receive ELD.

- There is no monitoring system to track reclassified English Learners. AYP proficiency rate data for English-Language Arts for English Learners shows growth has declined.

Academia Avance's Response

There is a monitoring system for English Learners through CENTRE and CELDT results, Teacher Grades and NWEA MAPs results, also indicating reading levels for teachers to individualize student needs. Teachers include ELD strategies in lesson plans and can identify levels of proficiency. The Table below indicated the decrease number of English Learners as they are Redesignated, and monitored for student academic achievement and provided support.

As per submitted Charter Renewal pages 64 through 68

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.

Level. English Proficient levels are expected to maintain that level.	Use Avance English Learner Plan - will be 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 reclassification ratio yearly. Continue to Monitor students who have been reclassified 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)

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.

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.

Deficiencies regarding the educational program for students achieving above grade level:

There is no description of how the school will meet the needs of students achieving above grade level.

- There is no description of how the school will identify and meet the needs of students achieving above grade level. The petition lists several programs, such as Project-based learning and integrated curriculum, but it does not adequately describe how these programs are designed to specifically meet the needs of high achieving students. These programs can be used with all student groups.

Academia Avance's Response

This is addressed on pages 68 through 69 as follows:

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.

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- Integrated art curriculum
- Explicit Direct Instruction

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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.

- **Avance has no AP courses authorized by the College Board for 2012-13, 2013-14 or 2014-15.** This penalizes Avance students when GPAs are calculated, because passing a College Board approved AP course carries a higher GPA value to the student. In comparison, Avance's resident high schools have between 7 and 22 College Board approved courses (Source: http://apcourseaudit.epiconline.org/ledger/school.php retrieved 4/1/15).

Academia Avance's Response

Courses approved for UC Doorways as AP Courses must be approved by the College Board

AP United States History
AP Calculus AB
Honors American Literature and Composition
Honors Pre-Calculus

Avance teachers will be attending training for AP English Literature and Composition and AP Comparative Government and Polices.

http://www.collegeboard.com/student/testing/ap/about.html

All schools wishing to label a course "AP" must submit the subject-specific AP Course Audit form and the course syllabus for each teacher of that AP course.

Update annual AP Course Renewals beginning in August of each academic year. Avance will update online all AP Courses. New Submissions training on the AP process in June 2015. New courses to be offered will also be submitted to UC Doorways. The AP Courses listed above "AP Course Syllabus have been approved.

- The list of a-g courses on UC Doorways indicates a limited number of options for students to meet this college entrance requirement. Only two (2) honors and two (2) AP courses have been approved by the University of California. The lack of rigorous coursework and enrichment opportunities was noted in the WASC report as a critical area for follow-up by the school.

Academia Avance's Response

Response is addressed above.

Additional deficiencies:

- There is no description of how the school will meet the needs of Socioeconomically Disadvantaged Students (SED) or Foster Youth.

The petition states that data indicates Avance has been meeting the needs of SED students; however, a review of Growth API data shows a **decline** in academic achievement for this student group. Additionally, Avance's 2013 AYP proficiency rate for this student group was 36.5%, which is well below established targets and lower than all of Avance's resident schools.

Academia Avance's Response

Referenced on pages 69-80 on submitted Renewal Petition.

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 students Individual Learning Plan (ILP). Every year at the end of the first quarter, the fall benchmark assessments are comparing 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

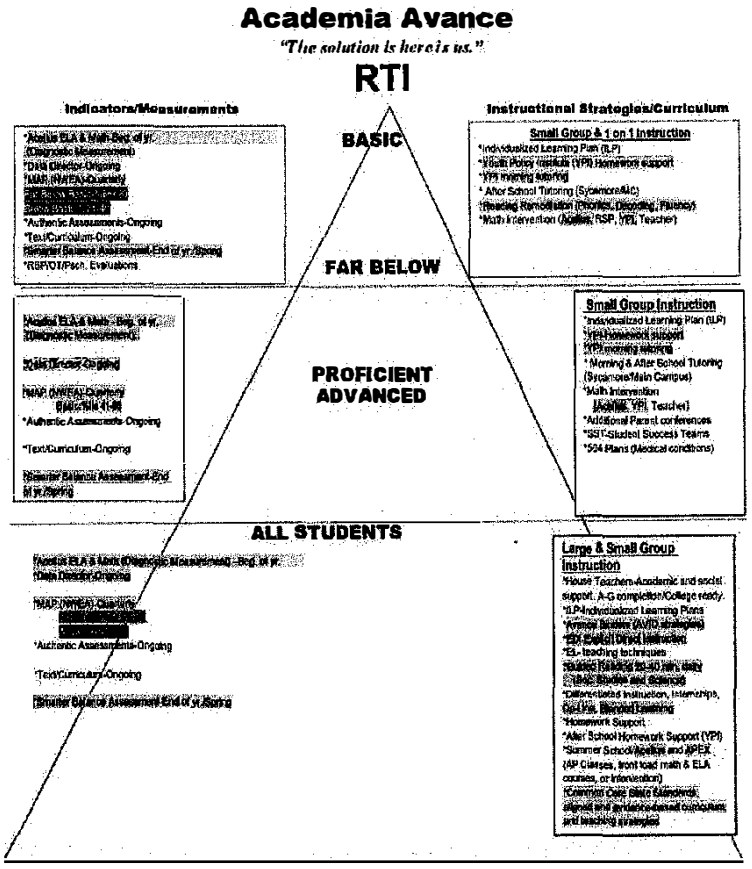
Level 2 Support Strategies for Low-Achieving Students

- 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



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 completes 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 ifthe 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 cum to 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.

5. The petition does not adequately describe the school's special education plan; this is of particular concern considering the school's low academic performance for this student population during the current charter term.

- The petition states Child Find responsibilities are limited to new students. This is not compliant with state and federal law. The Child Find responsibility is applicable to all students, regardless of the term of enrollment.

- It incorrectly states that if an IEP is conducted without SELPA representation, the charter will be responsible for quality and costs of the program. Avance is a member of Los Angeles County (LAC) Charter SELPA; therefore, it operates as its own Local Educational Agency (LEA). As its own LEA, the school is responsible for providing a free and appropriate public education irrespective of the SELPA's participation in the IEP.

Academia Avance's Response

The additional required language will be added: The Child Find responsibility is applicable to all students, regardless of the term of enrollment.

6. The petition provides an inadequate description *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.*

- It fails to describe annual goals for pupils and for each subgroup of pupils. There is no mention of Foster Youth, indicating a lack of familiarity with laws implemented since the charter was last authorized.

- The stated goals for student achievement (e.g., proficiency in Language Arts and Mathematics) and strategies to achieve these goals all relate staff actions, not to the achievement of students. Staff actions such as ordering materials and professional development cannot be used to measure student proficiency in English-Language Arts and Mathematics. Also, in several areas, listed strategies do no align with information in the "timeline/evidence" section.

Academia Avance's Response

Reference attachment and detailed in Renewal Petition Element C pages 120 through 137.

7. The *bell schedule, proposed school calendar, and the instructional minutes by grade level* do not meet *minimum standards required by law.*

- The schedule for grade 12 does not meet the minimum instructional minute requirement of 64,800; it is short by 1,095 minutes. The petition states the reduced instructional minutes are allowable under *EC* 46201.2; however, this law becomes inoperative July 1, 2015. Since the petition is for a charter term commencing July 1, 2015, the petition should have been written in accordance with laws in effect for 2015-16 and beyond. The lack of familiarity with this area of law is of particular concern since Avance was previously required to provide compensatory instructional minutes in lieu of returning apportionment due to a shortfall in instructional minutes.

Academia Avance's Response

This is correct as per Local Control Funding Formula Instructional Time Requirement Table, attached for 9-12 is at 64,800.

Per Charter School reference.

Charter schools	170	K 34,971 1–3 48,960 4–8 52,457 9–12 62,949	175	K 36,000 1–3 50,400 4–8 54,000 9–12 64,800	Product of total apportionment for affected students multiplied by percentage of instructional time the school failed to offer.	Apportionment proportionately reduced for each school day less than 175.	Not Applicable

- There is a discrepancy on the total Work Experience Education (WEE) program minutes listed in Petition Appendix G. It states 10,290 WEE minutes per student for 49 days on page 1, while on page 4 it states 5,145 minutes.

Academia Avance's Response

This is being reviewed.

- The narrative and bell schedule for Avance House period for grades 6 and 7 is not consistent. On page 57 it states Avance House takes place during the first 20 minutes of the day and 37 minutes at the last period (total of 57 minutes); on page 60 it states 40 minutes; and the bell schedule has 42 minutes.

- Passing times presented on the bell schedules for grades 8 through 12 are not equal. The first passing time is 10 minutes and the rest of the day the passing time is 5 minutes for grades 8 to 12. By law, passing times must be of equal duration and no greater than 10 minutes each.

Academia Avance's Response

This will be corrected.

Element 2 (*B*): Measurable Pupil Outcomes. *Not reasonably comprehensive*

1. The petition does not adequately *specify skills, knowledge, and attitudes that reflect the school's educational objectives and can be assessed, at a minimum, by objective means that are frequent and sufficiently detailed enough to determine whether pupils are making satisfactory progress.*

- The petition does not commit to measurable and objective subject matter goals; therefore, there is no way to determine whether the goals are met. Subject matter competencies are listed as "Examples" or "Suggested." The criteria used to redesignate English Learners are not specified, and there are no benchmarks to reflect annual growth. The goal remains 15% throughout the term of the charter; the same goal as in the previous charter.

Academia Avance's Response

Element B pages 89-117, clearly outlines measurable and objective subject matter goals.

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.

Refer to Table B.13 Academic Rigor and the Common Core State Standards Goals, pp. 99-101 The term Example can be eliminate.

Refer Measuring Pupil Outcomes, Summative Assessment Performance Targets pp. 109-110. Refer Other Performance Targets, pp. 110-117.

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

The criteria used to redesignate English Learners are specified on pages 102-106, reference to English Learner Plan, AMO's and Specific Criteria.

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.

The specific criteria for redesignation was fully described in Element A, can be add to this Element B as well.

- Goals for grade 10 CAHSEE pass rates are below tbe school's current performance levels and do not show on-going efforts to improve student achievement. This is a significant deficiency given tbe school's failure to demonstrate adequate AYP performance (which relies on CAHSEE performance) during its current charter term.

Academia Avance's Response

Table B.2 10th Grader Students Passing CAHSEE

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

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

Academia Avance's Response

There is no information regarding how the success of the Life Prep and Test Prep courses will be assessed.

Academia Avance's Response

Specific student achievement for the Life Prep and Test Pre are measured using multiple measurements to evaluate student progress. Life Prep's technologically based curriculum includes a variety of multiple measures. The multiple measure include public speaking, research, planning (both academically and life prep), web-design, portfolios, internships, networking, and community projects.

2. The petition does not adequately specify how *it is intended that the frequency of objective means of measuring pupil outcomes will occur* in all subject areas and for all student groups.

Academia Avance's Response

Please refer to Element C.

It states that Special Education students will be monitored every quarter; this does not allow for timely interventions. This is of particular concern due to the underperformance of this student group during the current charter term.

Academia Avance's Response

Avance's goal is also to improve academic achievement for Special Education Students who are monitored and provided services based on their individual IEPs. Teachers provide differentiated instruction and support for student academic achievement. Special Education students are monitored on an ongoing basis. The "monitored every quarter" will be corrected to include all measurements.

3. Several measureable outcomes are written in such a manner that they cannot be verified by the authorizing entity and do not align with the way data is presented on the SARC. For example, the qualifier on CAHSEE passage rates of "students who have been enrolled at Avance since 6th grade" is not aligned to how data is reported in CDE's DataQuest. Avance has this outcome in its current charter and has not provided any data to demonstrate whether the school has met the goal. Goals must be objective, observable and measurable to be reasonably comprehensive; this goal is not.

Academia Avance's Response

Previously discussed in Element C.

4. Pupil outcomes do not *align with 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.*

The petition fails to meet LCAP requirements[8] in several ways:

- It does not include growth goals in several areas: graduation rate, middle school drop-out rate, chronic absenteeism and high school drop-out rate.

Academia Avance's Response

Avance included growth goals in Element C , starting on page 119 of submitted renewal petition.

LACOE approved the LCAP, working directly with Avance's staff.

- Goals for parent involvement do not include "decision-making" roles for parents as required. They focus on parent attendance at conferences, workshops or trainings.

Academia Avance's Response

PAC meetings are held on a monthly basis. An official decision making body for Federal compliance will take place where parents vote for parents, and teachers vote for teachers. Election will take place immediately. At Avance parent "decision-making" is key in all that we do. Parents have represented Avance at CDE on Common Core State Standards, attended and participated in the National Council of La Raza Institute, Reviewing and approving Avance's LCAP, Review of LEA Plan, and annual stakeholders meetings. Sub-committees are ongoing. Monthly parent coffees is a form for parents to voice their concerns, and ideas. In addition, our PAC Coordinator relies on parent involvement, participation, planning, organizing, and facilitating. The various special events throughout the year are all parent engagement.

Element 3 (*C*): Method for Measuring Pupil Progress. *Not reasonably comprehensive*

1. The petition does not describe *assessment tools that are appropriate to the skills, knowledge, or attitudes being assessed, including, at minimum, tools that employ objective means of assessment consistent with the measurable pupil outcomes.*

- It fails to describe how several of the assessment tools listed (e.g., the Diagnostic Online Reading Assessment) will be used to differentiate instruction or evaluate the school's instructional program.

- It does not describe how the school will measure progress towards achieving its "life-long learning" and "interpersonal skills" goals.

Academia Avance's Response

Avance regards this Element C as a critical component of our program.

2. The method for measuring student progress does not include *the annual assessment results from required statewide testing.*

s Neither the authorizing entity nor the County Office of Education has the authority to evaluate a charter school's LCAP. However, the authorizing entity does have the authority to ensure that the charter petition, which mirrors the LCAP in content, is compliant with law. Avance's renewal petition fails in this regard.

The petition incorrectly states that API and AYP goals are not applicable. While the tests used to measure performance have been changed, API goals remain applicable to all California public schools and AYP applies to all schools accepting federal funds.

Academia Avance's Response

Described in Elements A, B, C. While Avance acknowledges that API and AYP will remain the titles will change to include Accountability. It is part of the redrafting of measurements and indicators at this time at both the California Department of Education and our federal government.

3. The petition fails to establish baseline of performance for its goals. Given the school is currently in operation, goals should be based on current levels of performance with an aspiration for future improvement or maintenance. The school failed to specify its current level of performance; therefore, it will not be possible to determine whether growth is made over the term of the charter.

Academia Avance's Response

Baselines are include in Element C, LCAP pages 120-137, Baselines have been set for 2015-2016, due to the extension of the full implementation of Smarter Balanced may change.

LACOE is correct in that our current performance levels must improve.

4. The *plan for...reporting data on pupil achievement to...pupils' parents and guardians* is not sufficient.

The petition states that progress reports and report cards are issued twice a year. This is not adequate notice to parents regarding progress at the secondary level. Parents must be provided ample notice that a student is in danger of failing **prior** to the issuance of a final grade.

Academia Avance's Response

This is correct progress reports are provided quarterly and semester grades twice a year. Avance holds individual parent conferences at each quarter and semester period. In total 6 times a year and two schoolwide parent conferences. Individual parent meeting are held with teachers as needed. When students need more support a student study team meeting is scheduled so that the educational team can develop academic and or behavior support plans.

2. *monitoring of those policies.*

It states that the Board will have final and full legal and fiduciary responsibility for Avance but such statements are vague and generic. Specific evidence of internal controls is not present in the governance structure.

Academia Avance's Response

Academia Avance addresses its status and refers to By-Laws (Pages147-151). As required by the Fair Political Practices Commission, Academia Avance's Board of Trustees annually completes and signs the statement of economic interest (Form 700). Government Code Section 87200.

The petition does not ensure *there will be active and effective representation of interested parties, including...parents.*

- The function of the Avance Advisory Board is unclear. The petition does not provide a clear description of this entity's role in decision making.

Academia Avance's Response

Avance's fully supports that parents, community members, stakeholders are critical to its institutional viability. The arrow has been corrected from Advisory Board to the Executive Director.

Our group of stakeholders are an integral part of daily operations at Avance. They assist with coordinating parent volunteers and serve as liaison between the school staff and its community.

- The school does not have a School Site Council (SSC) which is a requirement for receiving federal funding. The school states that the Avance Parent Advisory Committee serves this purpose; however, this parent committee does not have the required composition to function as a SSC. Additionally, the Avance Parent Advisory Committee is not a decision making body, but rather a receiver of information from the school. A SSC is a decision-making body with regard to the expenditure of federal funds. It is clear the school does not have an adequate understanding of the current requirements of law regarding the composition and function of the SSC, leaving the school at risk under Federal Program Monitoring requirements.

Academia Avance's Response

All steps to correct this issue is being addressed immediately. The SSC/ PAC is being formalized.

- The organizational chart indicates the Parent Advisory Committee is under the Advisory Board, not the Executive Board. This configuration does not provide parents with access to the Executive Board to provide input.

Academia Avance's Response

All Avance parents, community members staff and administrators have access to Board Members at scheduled Board Meeting, emails, and other communication as needed. Avance holds an open door policy that is supported by the Uniform Complaint Procedures, and has access to all persons at Avance.

Board member regularly participate in school functions making themselves available to staff, parents and school community.

Element 5 (*E*): Employee Qualifications. *Not reasonably comprehensive*

1. The petition fails to include an organizational chart in *which the categories of employees and described reporting structures* are *accurately reflected.*

- It does not define which employees are included in "Auxiliary academic staff" or "Administrative and operations staff."

- There is a job description for a "Counselor," but the position is not identified in Avance's Organizational Chart.

Academia Avance's Response

The Counselor position will be added to the Organizational Chart. Labeling of all positions will be addressed.

2. It does not *identify those positions that the charter school regards as key in each category and specify the additional qualifications expected of individuals assigned to those positions.*

The petition does not include job descriptions for many positions listed in the school's Organizational chart. Key administrative positions (including Director of Instruction, Support and Student Achievement, Director of Student Affairs, Dean and Student Services Coordinator) are not included in the petition.

Academia Avance's Response

Avance is in the process of revising job descriptions as we align it to the LCAP criteria.

3. The petition does not *specify that all requirements for employment set forth in applicable provisions of law will be met, including, but not limited to credentials as necessary.*

- It does not specify which teaching positions will require credentials from the California Commission on Teacher Credentialing. This deficiency is significant because Avance has had a history of failing to provide adequate on-going monitoring of teacher credentialing.

Academia Avance's Response

Avance staff is striving to improve their monitoring practices in regards to Teacher Credentials in each subject area; as well as, English Learner provisions.

- There is no indication that the school will require English Learner authorizations for its teaching staff.

Academia Avance's Response

This will be added to the petition. All job posting clearly define proper credentials in each teaching position as required by the California Commission on Teacher Credentialing.

- The job description for Counselor does not comply with *EC* 49406. It states the individual must pass a TB test "within 4 years of employment and if **deemed necessary by the school,** every 4 years after that" (emphasis added). *EC* requires the initial TB test to have been given within 60 days of employment (prior to) and every four (4) years thereafter. The school does not have discretion regarding the necessity to retest. This deficiency is significant because Avance has a history of inadequate monitoring of its employees with regard to TB testing.

Academia Avance's Response

Avance adheres to *EC that* requires the initial TB test to have been given within 60 days of employment (prior to) and every four (4) years thereafter. This will be added to the petition.

Internal spreadsheets and controls are in place.

Academia Avance's Response

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.

All job descriptions include: (The language provided by LACOE can be added)

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.

1. *attendance to the same extent as would apply if the pupils attended a non-charter public school* (5 *CCR* 11967.5.1 (f)(6)(C)).

2. The petition fails to meet the TB testing requirement of *EC* 49406 as it does not state that employees *shall be required to undergo* TB testing *at least once each four years.*

Academia Avance's Response

Required language will be added to renewal petition. Which includes:

EC requires the initial TB test to have been given within 60 days of employment (prior to) and every four (4) years thereafter.

Element 7 (*G*): Means to Achieve a Reflective Racial and Ethnic Balance. *Not reasonably comprehensive*

1. The racial and ethnic demographic information provided in the petition does not reflect *the racial and ethnic composition of the general population residing within the territorial jurisdiction of the school district* in which the charter will be located.

Racial and ethnic demographic information is provided only for the community surrounding the school (northeast Los Angeles) and northeast Los Angeles Area High Schools (Franklin, Wilson and Lincoln), which is not broad enough to determine whether Avance reflects the district as a whole.

Additionally, the petition does not provide *benchmarks that measure whether the applicant pool is reflective of the district.*

The following chart, compiled by the Review Team, compares the demographic composition of students enrolled in LAUSD (grades 6-12) and Avance (grades 6-12) in 2013-14 using the demographic categories and data utilized by the CALPADS as reported by DataQuest.

2013-14 Enrollment Data by Ethnicity for LAUSD and Avance

Race or Ethnicity	LAUSD (6-12)		Avance (6-12)	
	Number Enrolled	% of Enrollment	# Enrolled	% of Enrollment
White, Not Hispanic	28.383	8.32	0	--
African American, Not Hispanic	32,015	9.39	0	--
American Indian or Alaska Native, Not Hispanic	1,310	0.38	0	--
Asian, Not Hispanic	12,639	3.71	0	--
Pacific Islander, Not Hispanic	1,199	0.35	0	--
Filipino, Not Hispanic	8,319	2.44	0	--
Not Reported	5,368	1.57	9	1.8
Two or More Races, Not Hispanic	554	0.16	0	--
Hispanic or Latino of any Race	251,281	73.67	483	98.2
Totals	341,068	100	492	100

Source: CALPADS as reported by CDE, Educational Demographics Unit, DataQuest; Data as of 3-24-2014. Retrieved 3-17-15 from http://dq.cde.ca.gov/dataquest

Percent of enrollment at Avance is higher than LAUSD for Hispanic or Latino students of any Race and lower than LAUSD for all other ethnic groups. While the charter petition states the school will work towards achieving a racial and ethnic balance reflective of the general population residing within LAUSD, it has not provided any specific plans to meet the requirements of *EC* 47605(b)(5)(G).

Academia Avance's Response

Avance is not clear as to LACOE's selection of LAUSD information. A listing of schools representing this racial balance should identified. The three high school listed in the petition were recommended by LACOE.

Element 8 (*H*): Admission Requirements. *Reasonably comprehensive with specific deficiencies*

1. The stated preferences are not compliant with *EC* 47605(d)(2)(B). No preference is given for students residing within the district. The preference for students residing in the same household is not well defined and may not be in compliance with the law which allows for *siblings* to receive preference.

2. The *process for conducting the lottery* is not *clearly defined and observable.* It is unclear who will conduct the drawing, where it will be held or how parents will be notified of their selection through the lottery process.

3. The signature requirement on the "Lottery Inscription Form" may prevent some students from accessing enrollment at Avance; the form requires parents to sign that they must meet inscription requirements. However, the requirements are not stated on the form.

4. The petition states that interested students and parents/guardians "are expected to attend information session" as a part of the application process. This requirement may be discriminatory towards students who are unable to attend themselves (or with their parents/guardians).

Academia Avance's Response

Under review with Legal Counsel.

Element 9 (*I*): Annual Independent Financial Audits. *Not reasonably comprehensive*

The petition does not contain specific information necessary to be considered reasonable comprehensive as it fails to include the following required statements:

- The audit will be conducted by an auditor from the list of approved by the State Controller's Office.
- The auditor/firm shall be hired by the Avance Board.
- How financial reporting to the chartering agency would be carried out under the requirements of *EC* 47604.33.

Avance was informed of the requirements prior to submitting its renewal petition.

Academia Avance's Response

Avance does not recall discussions on this matter. These items will be adhered to and added to the petition.

Element 10 (*J*): Suspension and Expulsion Procedures. *Not reasonably comprehensive*

1. The petition's *preliminary list...*of *the offenses for which students must...or may...be suspended or expelled in non-charter public schools* contains the following deficiencies:

- The list of suspendable offenses does not indicate which offenses result in mandatory suspensions and which are discretionary.
- It lists mandatory expellable offenses, but does not provide separate lists for discretionary expellable offenses.
- It does not address bullying or cyber-bullying. A policy regarding bullying and the process for reporting and investigating occurrences is required under Assembly Bill 9. Failure to address this requirement indicates the school is not familiar with current requirements of law.

Academia Avance's Response

Element J - Revised for LACOE's approval. To be added to the petition.

2. *The procedures by which pupils can be suspended or expelled* are inadequate and may lead to violations of student's due process rights.

- No timeline is provided for parent notification under the suspension appeals process.
- It is not specified whether parents and/or administrators are able to address the Avance Executive Board directly in suspension appeals.
- The petition states suspension appeals and expulsion hearings are heard by the "Avance Advisory Board." However, there is no information regarding who sits on this Board and what type of training or experience they have in relation to student discipline matters. It was stated at the Capacity Interview that parents are a part of this Board, which may result in a Federal Education Rights and Privacy Act (FERPA) violation for students whose conduct is in question.
- There is no process for appealing an expulsion.
- No information is provided regarding the placement of an expelled student. The responsibility appears to be placed on the student and parent/guardian to find placement within their district or county of residence.

Academia Avance's Response

Included in Element J (Revised) for LACOE's approval.

3. The petition lacks evidence *that in preparing the lists of offenses...the petitioners reviewed the lists of offenses that apply to students attending a non-charter school.*

- The lists provided are not aligned with current education codes, indicating the school is not familiar with the current requirements of law.
- No information is provided regarding the procedures that must be followed in dealing with an expulsion regarding Homeless or Foster Youth.

Academia Avance's Response

Included in Element J (Revised) for LACOE's approval.

4. The petition fails to *outline how detailed policies and procedures regarding suspension and expulsion will be developed and periodically reviewed.*

Academia Avance's Response

Included in Element J (Revised) for LACOE's approval.

Element 11 (*K*): STRS, PERS, and Social Security. *Not reasonably comprehensive*

The petition does not clearly identify the retirement system to be used by certificated staff. It states full time certificated staff will participate in STRS, but makes no definitive statement regarding part-time certificated staff. The petition must make a definitive statement for all members of each category of employee to meet the criteria LACOE established with STRS. If the school participates in STRS for its full-time certificated employees, its part-time certificated employees must be similarly covered.

Additionally, the statement "Staff at Avance will participate in the federal social security system" is not sufficiently clear as "staff" can refer to certificated or non-certificated staff.
Avance was apprised of the standard of review prior to submitting its renewal petition.

Academia Avance's Response

Per CalSTRS

"Benefits for Part-Time Educators As a part-time educator, you have access to all the benefits CalSTRS offers and may have a choice of retirement plans. Your employer must offer the Defined Benefit Program, and may also offer an alternative retirement plan such as the Cash Balance Benefit Program or Social Security. Contact your employer to determine your plan eligibility. Retirement Plans and Options If you are in a certificated position in a public school and your time base is less than half time, your employer must offer you either Social Security or another retirement program as an alternative to Social Security, in addition to the Defined Benefit Program. The CalSTRS Cash Balance Benefit Program is an alternative program to Social Security. Contact your employer for details about the programs it offers. In addition, offering the Cash Balance program may be bargained. Contact your district, county superintendent of schools or union representative to find out if the Cash Balance program is available to you. Defined Benefit Program If you choose to be a member of the Defined Benefit Program, your retirement benefit calculation uses the same components as a member who works full time: your retirement benefit = service credit x age factor x final compensation Your final compensation and service credit depend on the amount you would have earned if you were working full time at your pay rate in your position. This amount of work is called full-time equivalent, and the amount of compensation for the full-time equivalent is called compensation earnable."

There are no part time certificated employees. All full time certificated employees currently participated in STRS. In the event that the school employees part time certificated employees Avance will adhere to all state and federal laws regarding charter school.

Element 12 (*L*): Public School Attendance Alternatives. *Reasonably comprehensive*
Element 13 (*M*): Post-Employment Rights of Employees. *Reasonably comprehensive*
Element 14 (*N*): Dispute Resolution Procedures. *Not reasonably comprehensive*

1. The dispute resolution process does not state that this process will be used for "any dispute." It is limited to disputes arising out of or relating to the charter agreement, or the breach thereof.

Academia Avance's Response

Element N: Dispute Resolution pages 189-196

"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.

Element N includes all disputes with the granting entity Page 190. Including Disputes Internal to Academia Avance, Procedures, Unifonn Complaint Policy and Procedures (UCP), Appeals to the California Department of Education, Direct CDE Interventions, Civil Law Remedies..

2. The petition fails to state that *any time that LACOE believes the dispute relates to an issue that could lead to revocation of the charter school, both parties will no longer be subject to this process* (LACOE AR 0420.4).

3. It does not include the following statement, as required by LACOE.

The County Board may proceed immediately with the revocation procedures as set forth in law and stated below if it believes the charter school:

(a) Committed a material violation of any of the conditions, standards, or procedures set forth in the charter.

(b) Failed to meet or pursue any of the pupil outcomes identified in the charter.

(c) Failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.

(d) Violated any provision of law.

Avance was informed of this requirement prior to submitting its renewal petition.

5. There is a conflict in the timeline for initiating mediation. Page 190 states **both** "Mediation proceedings shall commence within 60 days from the date of the Issue Conference." and "Mediation proceedings shall commence within 60 days from the date the Written Notification was tendered." This discrepancy may lead to due process violations.

Academia Avance's Response

Avance will include the following "LACOE believes the dispute relates to an issue that could lead to revocation of the charter school, both parties will no longer be subject to this process (LACOE AR 0420.4)."

The County Board may proceed immediately with the revocation procedures as set forth in law and stated below if it believes the charter school:

(e) Committed a material violation of any of the conditions, standards, or procedures set forth in the charter.

(f) Failed to meet or pursue any of the pupil outcomes identified in the charter.

(g) Failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.

(h) Violated any provision of law.

Avance will revise all due process components necessary to stay in compliance.

Element 15 (*O*): Exclusive Public Employer. *Reasonably comprehensive*

Elemeut 16 (*P*): Closure Procedures. *Not reasonably comprehensive*

The petition fails to include an adequate description of the specific procedures required under *EC* 47605(b)(5)(P) and 5 *CCR* 11962.

1. It does not ensure students will be able to obtain records necessary to transfer to other schools/colleges and/or document their residence, because it (1) does not specify the information to be included in the closure notification required under 5 *CCR* 11962(b) or the *manner in which parents (guardians) may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements*; and (2) closure procedures do not address how the school will handle the transfer and maintenance of *state assessment results, any special education records* or *personnel records in accordance with applicable law* as required by law.

Academia Avance's Response

Revisions to Element P, as per LACOE Recommendation.
The Board will ensure that the notification to the parents and students of the Charter School of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close the Charter School.

The Board will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, the Charter School will provide parents, students and the County with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA"), 20 U.S.C. § 1232g. The Charter School will ask the County to store original records of Charter School students. All student records of the Charter School shall be transferred to the County upon Charter School closure. If the County will not or cannot store the records, the Charter School shall work with the County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

2. It could result in financial concerns for the school and/or authorizer because (1) the description of the final audit fails to address the specific requirements of the audit and presents a timeline that is not aligned to the regulations; (2) the disposal of net assets does not address the *return of any grant funds* or *donated items*; and (3) it fails to provide a description regarding the *completion and filing of any annual reports required pursuant to Education Code section 47604.33.*

Academia Avance's Response

Avance will revise and add the following to Element P:

As soon as reasonably practical, the Charter School will prepare final financial records. The Charter School will also have an independent audit completed within six months after closure. The Charter School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the Charter School and will be provided to the County promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the Charter School.

The Charter School will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of the Charter School, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of the Charter School and, upon the dissolution of the non-profit public benefit corporation, shall be distributed in accordance with the Articles of Incorporation. Any assets acquired from the County or County property will be promptly returned upon Charter School closure to the County. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, the Charter School shall remain solely responsible for all liabilities arising from the operation of the Charter School.

As the Charter School is operated as a non-profit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

3. Failure of the petition to specify explicit requirements of law can also result in a dispute between the school and the authorizer thereby hindering orderly closure regardless of the reason **Finding 6: The petition satisfies all of the Required Assurances of *Education Code* section 47605(c), (e) through (j), (l), and (m).**

Standards, Assessments and Parent Consultation. *Meets the condition*

Employment is Voluntary. *Not applicable; not a conversion charter*

Pupil Attendance is Voluntary. *Not applicable; not a conversion charter*

Effect on the Authorizer and Financial Projections. *Does not provide the necessary evidence*

The petition does not provide the necessary evidence in the area of facilities, fiscal and business operations.

1. It does not provide *the manner in which the administrative services of the school are to be provided.*

The petition does not identify or provide a copy of contracts and/or Memorandum of Understanding with Charter School Capital, LLC or City Terrace, LLC, both of which provide funds to Avance.

Academia Avance's Response

See attachments.

During the Capacity Interview, the petitioner was asked to provide copies of the specific agreements or contracts. As of April 8, 2015, LACOE had not received the following:

- Financial reports for City Terrace, LLC.

Academia Avance's Response

See attachments.

- The repayment schedule for the $738,024 Line of Credit with Pan American Bank was submitted; however, no supporting documentation was submitted from Pan American Bank acknowledging that the Debt Modification Agreement will be extended passed September 2016.

Academia Avance's Response

See attachments.

- The lease agreement between Iglesias de la Comunidad, PC (USA) and The Avance Foundation.

Academia Avance's Response

See attachments.

2. *The petitioners shall also provide financial statements that include a proposed first-year operational budget, including startup costs, and cash-flow and financial projections for the first three years of operation.*

The necessary financial statements were included but are deficient as identified in Finding 2.

Academia Avance's Response

See attachments.

3. *The petition does not provide the necessary evidence in the area of potential civil liabilities* that could affect the authorizer.

The numerous deficiencies identified in this report create potential civil liability for the County Board. The County Board is on notice that the school does not demonstrate adequate academic performance, does not have a strong financial position, and the petition does not fully comply with the requirements of law. This will impact the County Board's oversight and monitoring obligations.

Academia Avance's Response

This is an opinion Avance

At any given time and place public citizens have the right to file a lawsuit against any entity. Neither LACOE nor the school has control over those matters or choices. However carries all the liability insurance coverage as specified by the LACOE MOU, with LACOE as a named insured party.

Preference to Academically Low Performing Students. *Not applicable to a renewal petition.*

Teacher Credentialing Requirement. *Does not meet the condition* See Element 5 (*E*).

Academia Avance's Response

Submitted Charter Renewal Petition page 154 states:

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 preconditions, 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.

Transmission of Audit Report. *Meets the condition*

Academia Avance

Summary of Responses to LACOE Staff Report of April 10, 2015 For Charter Renewal Petition

Framework for Issues with LACOE Staff Report

1. Over-reach relative to California Education Code and regulations pertaining to renewal consideration: failure to use all the information provided by Avance, and use of a methodology not prescribed in the EC.
2. Failure of fair due process for consideration of renewal preparations: report released on Friday for a vote on Tuesday, with significant components not previsously disclosed to Avance.
3. Impact of suspended school assessments, and the yet to be defined new API with 40% college and career readiness indicators.

Education Code Over-reach

- EC 47605 which prescribes the framework for how a charter school shall be considered for renewal stipulates:
- The most significant factor shall be education achievement
- "all data" submitted by the school school shall be considered
- That the student academic achievement of the charter school shall be at least "equal" to that of the residential and district comparison schools, BUT does NOT establish a methodology for how "equal" shall be determined. The use by LACOE of a "median" based comparison is not established in ed code.

Unfair Due Process

- The LACOE staff report was release on Friday April 10, 2015 for action on April 14th . This timing allows for only one business day before the action to prepare for the high stakes action.
- While many components of the report were shared by the staff, the critical determination under EC 47605b was not, despite at least three requests prior.
- The school was not informed that the college attainment data presented by Avance would not be used, nor was the methodology and measures that were used for this key indicator of "past performance".

Conflicting Legislation

- AB 484, signed into law in OCT 2013, suspended STAR and the API determinations, rendering obsolete three of the four renewal criteria* under EC 47605b for charter schools under review this year (and next year).
- This situation was labeled by LA Co. Board of Education Vice President Tom Saenz as an example of "legislative malpractice" on February 17, 2015, given the conflicting legislative stipulations.
- The LACOE staff must use the existing EC 47605b structure, despite the challenges of suspended state data for the years under review.
- Criteria 4 under EC 47605b does not provide specificity for the thresholds stipulated other than that the charter school must have academic achievement "equal to" those of the residential and district comparison schools.
- The new eight state education priorities that took effect on July 1, 2014 under the Local Control Funding Formula structure, and as presented by Avance in the required 2014-2015 Local Control Accountability Plan (LCAP) emphasizing college and career readiness. Avance is aligned with the new priorities.
- CDE has announced that the new API for all public schools will have 40% as non-academic measures such as college and career readiness, and parent participation – indicators for which Avance has clear and positive outcomes.

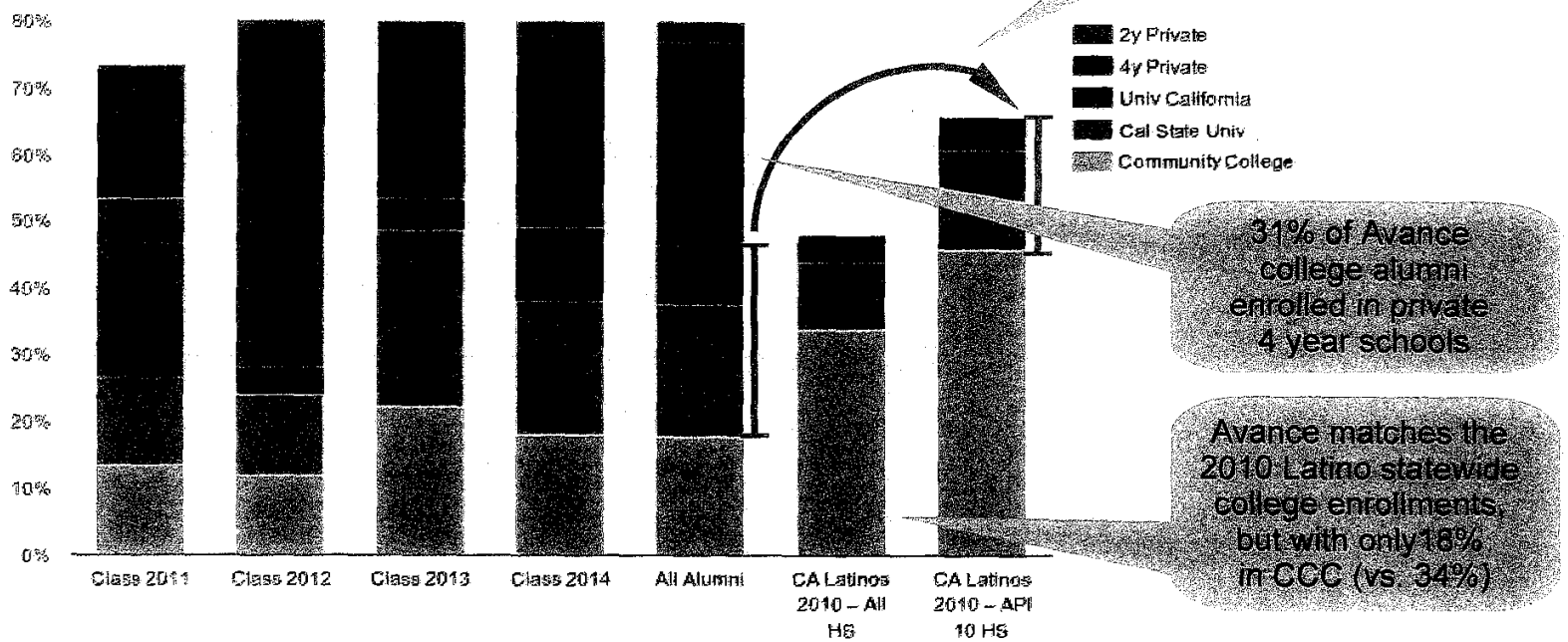
** The fifth criteria option under EC 47605b is not applicable to Avance.*

Avance College Attainment Indicators

1. Avance alumni college enrollments surpass the observed historical trends for Latinos statewide, including from the "top" ranked high schools.
2. Avance alumni persistence indicators surpass the observed historical trends for Latinos from the LAUSD residential comparison schools in Northeast Los Angeles.
3. Avance 4 year university enrollments for English Learners surpass the 2010 all student graduate count of the the LAUSD residential comparison schools.
4. Avance college enrollment outcomes for students with IEPs match those of the non-IEP students.

Avance Outcomes Surpass Statewide Latino Trends

Avance College Outcomes vs. Statewide Latino Outcomes 2010



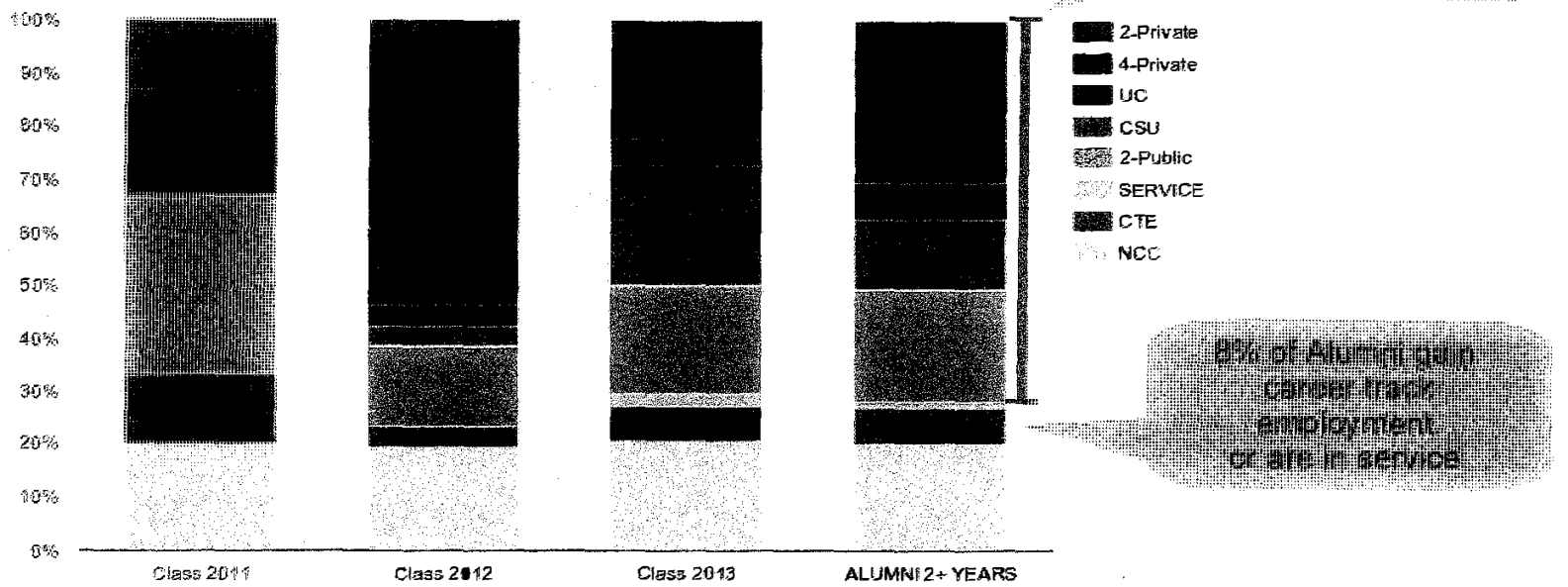
SUMMARY

- 72% of all the Alumni in their second or greater year after graduation remain enrolled in college, with 51% within a 4 year degree program (20% within CSU/UC), and 21% within the California community college system (ie. not private).
- 8% of the alumni hold a job that will lead to an independent sustainable living wage, or are in a service vocation (military or religious). The jobs are in a professional setting, with a management track, or resulting from a skill certificate/degree program. Retail sales positions not counted.
- 20% of the alumni are not enrolled in post-secondary institution, nor hold a career-track job.

SOURCE: Avance alumni tracking with validation using the National Student Clearinghouse data for April 16, 2015, compared to 2010 California Postsecondary Education Commission 2010 data data as analyzed by USC 2013 study: Addressing Latino Outcomes at California's Hispanic-Serving Institutions

Avance Alumni Persistence Towards College/Career Goals

Avance Alumni 2+ Years After Graduation

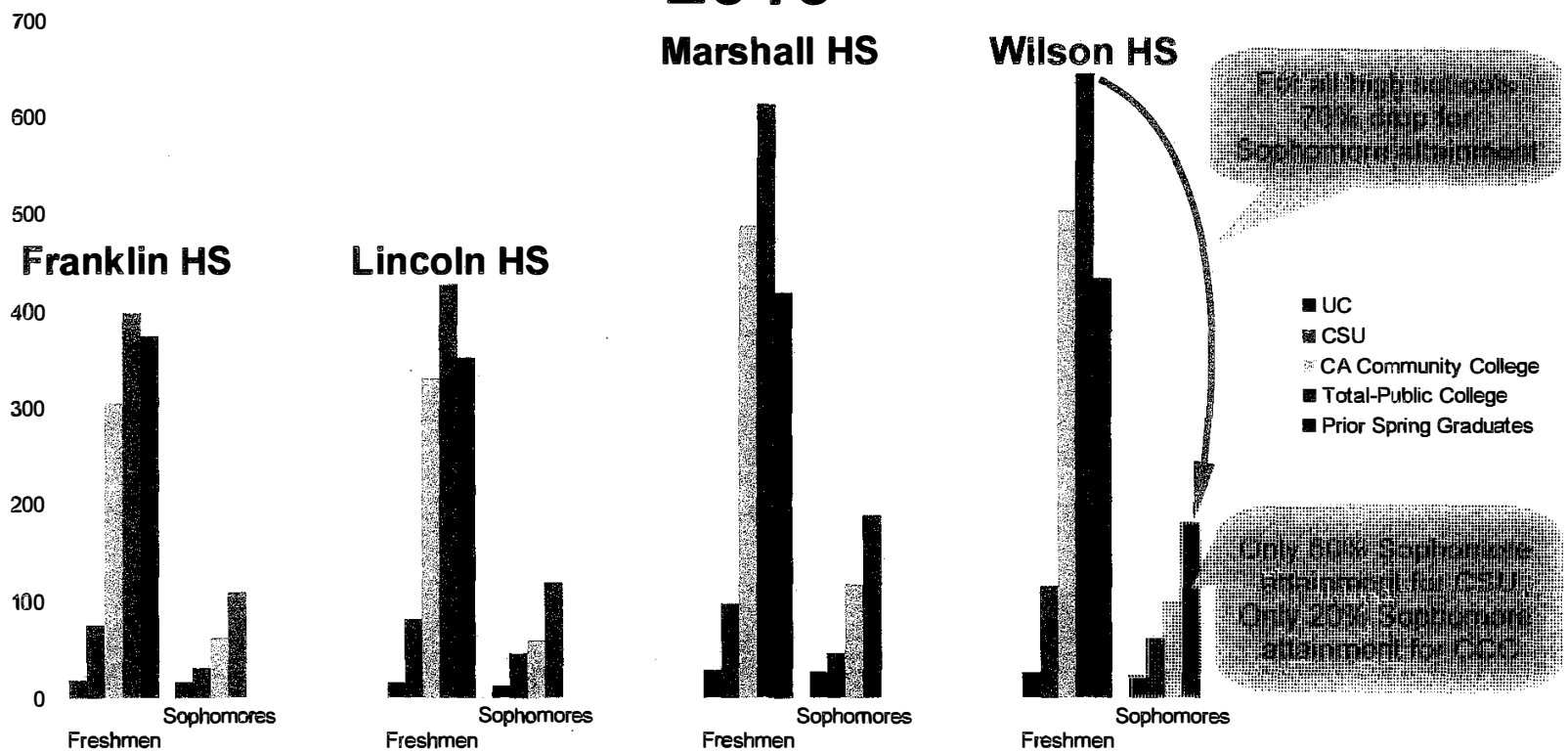


SUMMARY

- 72% of all the Alumni that are in their second or greater year after graduation remain enrolled in college, with 51% within a 4 year degree program (20% within CSU/UC), and 21% within the California community college system (ie. not private).
- 8% of the alumni hold a job that will lead to an independent sustainable living wage, or are in a service vocation (military or religious). The jobs are in a professional setting, with a management track, or resulting from a skill certificate/degree program. Retail sales positions not counted.
- 20% of the alumni are not enrolled in post-secondary institution, nor hold a career-track job.

SOURCE: Avance alumni tracking with validation using the National Student Clearinghouse data for April 16, 2015

Indicators for Low Persistence for Latinos in Northeast Los Angeles - 2010

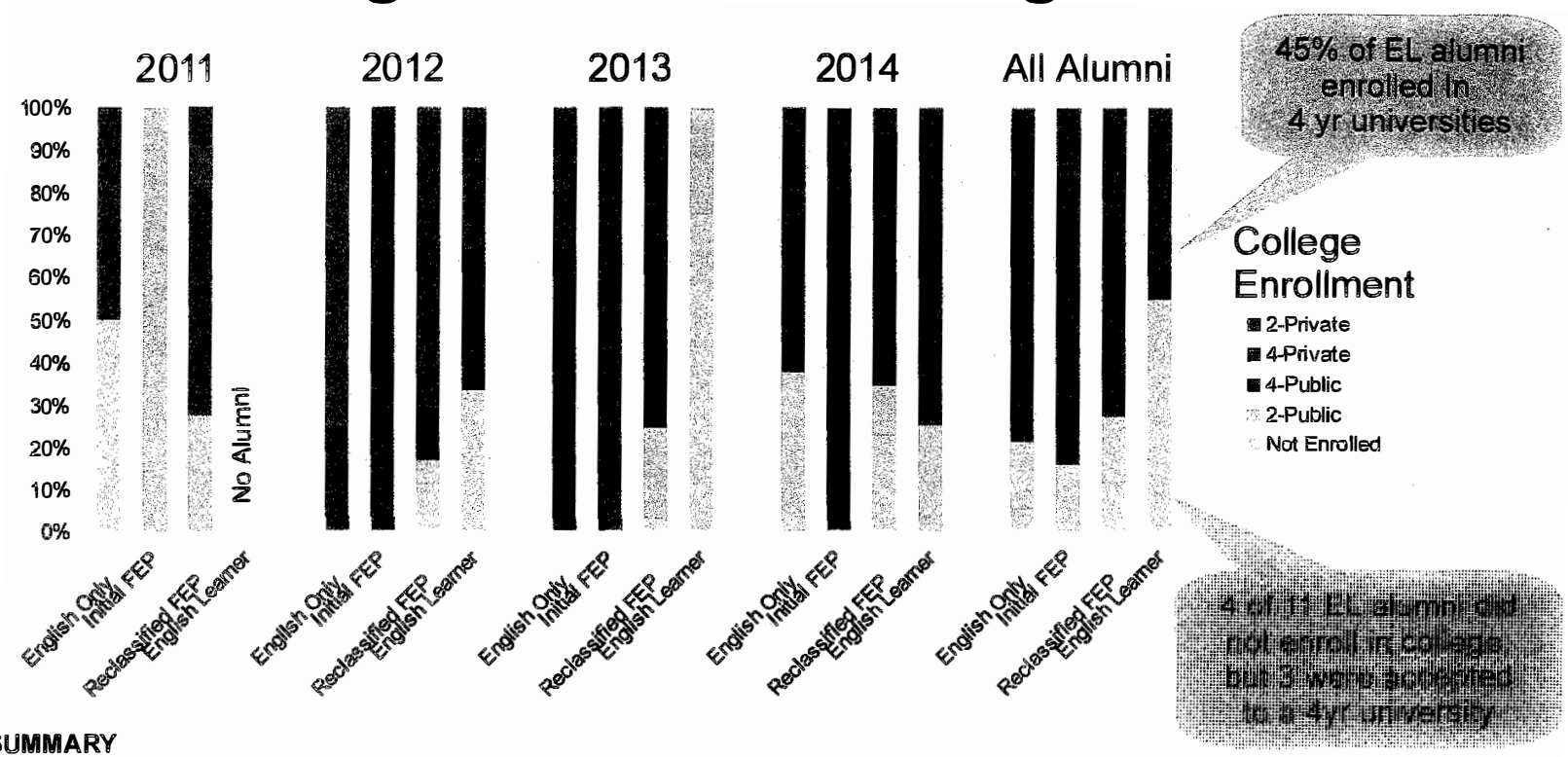


SUMMARY

- **Public System Enrollment Constant**: roughly equal distribution to the UC, CSU and Community College systems at 5%/20%/75% respectfully. (Freshmen counts inflated with "second year Freshmen" (less than 30 semester credits)
- **Persistence is Low for CSU and Community College:** high numbers of students are not progressing to Sophomore level (over 30 semester credits or equiv.).
- **Evidence for Low Private School Enrollment:** Public College enrollment for all 3 systems is higher than the prior year graduation counts, thus few enrolling outside of UC/CSU/CCC AND high counts of "second year Freshmen".

SOURCES: California Postsecondary Education Commission 2010 data report for Enrollment by High School Origin, CDE DataQuest Graduates by Ethnicity 2009-2010

College Outcomes for Alumni by English Learner Designation

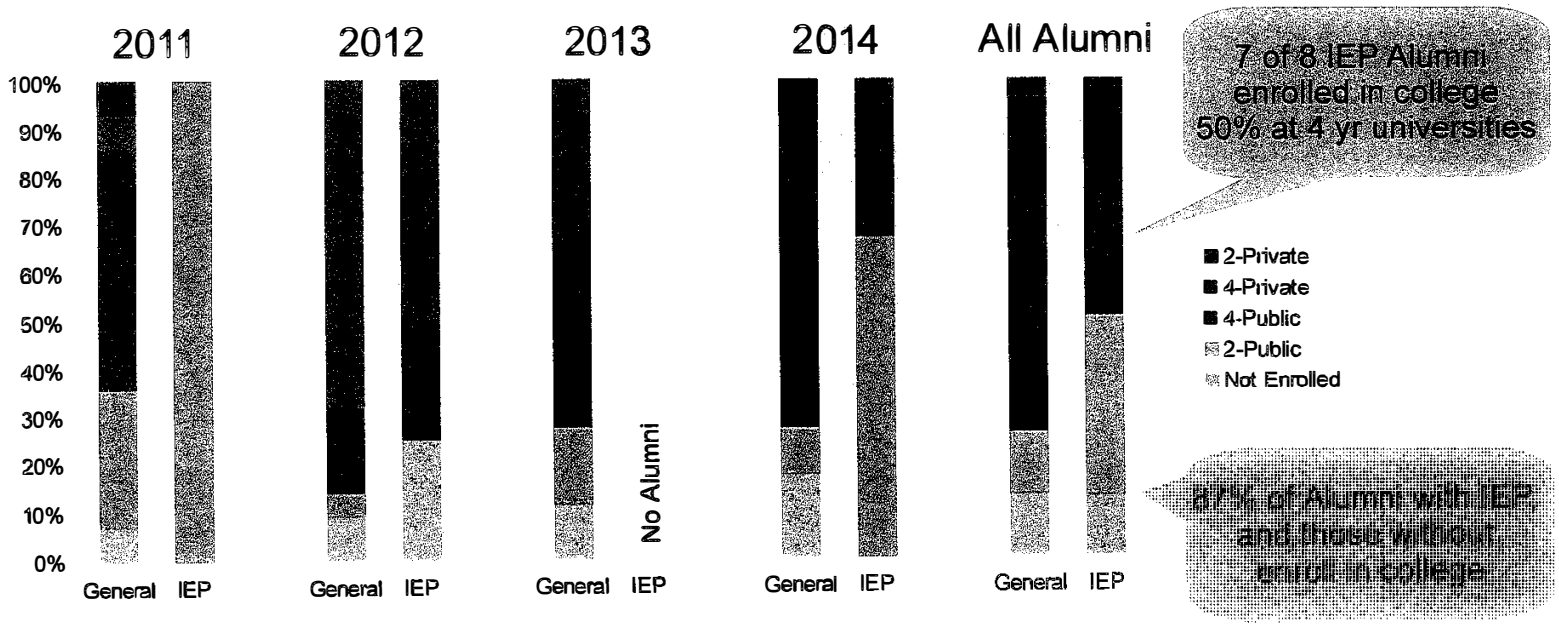


SUMMARY

- **English Learners 11**: 64% (7) enrolled in college after graduation; 36% (4) did not. Of those that did not enroll, 3 did receive an acceptance to a 4 year institution; 3 were not continuously enrolled at Avance since the 9th grade; 1 EL Senior did not graduate.
- **Reclassified FEP 97**: 89% (86) enrolled in college after graduation; 11% (11) did not. Of those that did not enroll, 5 did receive an acceptance to a 4 year institution; 1 gained employment with a career-track position. 2 RFEP Seniors did not graduate.
- **Initial FEP 13**: 100% enrolled in college after graduation.
- **English Only 19**: 95% (18) enrolled in college after graduation; 5% (1) did not.

SOURCE: Avance alumni tracking with validation using the National Student Clearinghouse data for April 16, 2015

College Outcomes for Alumni with IEP



SUMMARY

- IEP Alumni outcomes closely match those of the non-IEP alumni.
- **Alumni with IEP 8**: 87% (7) enrolled in college after graduation; 13% (1) did not. All Seniors with IEP graduated.
- **General Education Alumni 132**: 87% (115) enrolled in college after graduation; 13% (17) did not. Of those that did not enroll, 5 did receive an acceptance to a 4 year institution; 1 gained employment with a career-track position.

SOURCE: Avance alumni tracking with validation using the National Student Clearinghouse data for April 16, 2015

Academia Avance

Section I.2
Renewal Criteria Fulfillment

This documents presents evidence in support of the renewal charter petition for Academia Avance to the Los Angeles County Board of Education.

SUMMARY

1. 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:

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%.

2. 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.

3. Avance Outcomes for College Bound Graduates Meets or Surpasses State and National Statistics

The rate of Senior Graduates at Academia Avance surpasses that for Franklin HS for the last year for which data is available; 2012-2013.

Additionally, data to compare Avance to the residential schools for college-bound statistics is not available. But the Avance measures for acceptance to 4 year universities, and for persistance to a 2nd year in collage met or surpass comparable statistics at a state and national level.

PRESENTATION OF DATA

1. Data for Ed Code 47607(b) Renewal Criteria 4

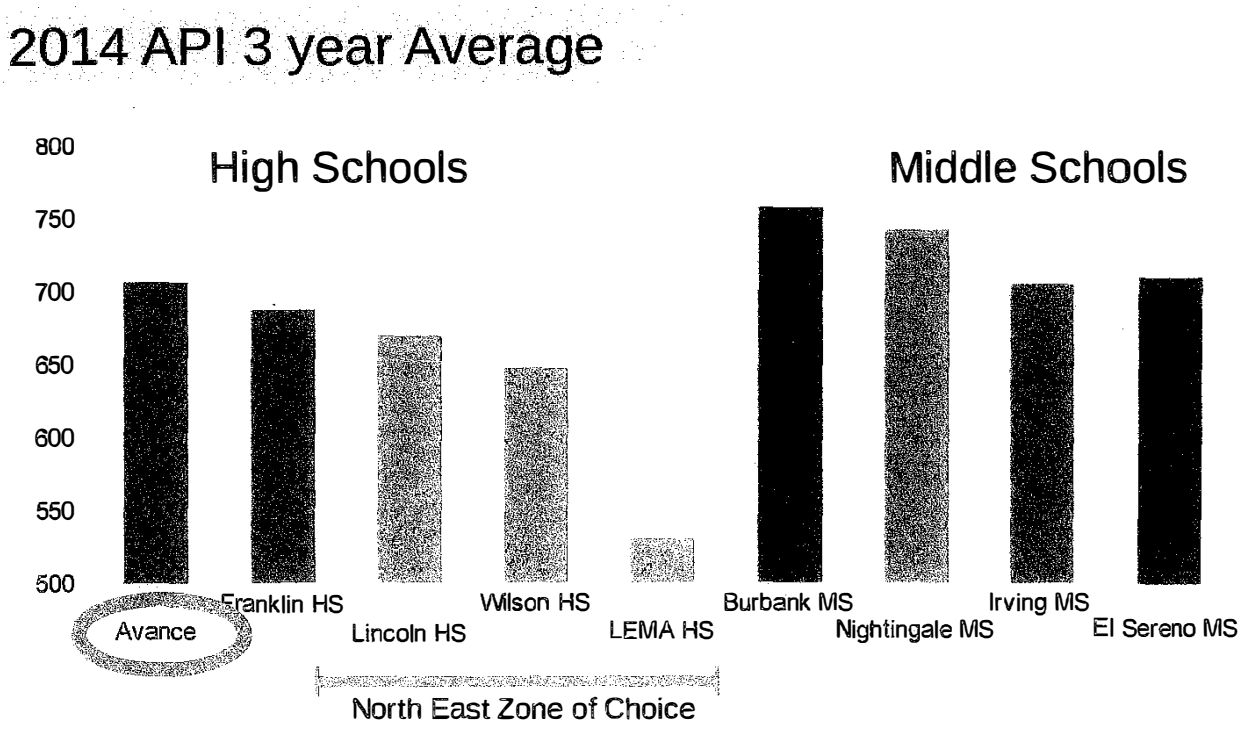
For renewal, Avance does NOT meet Criteria 1-3 of Education Code Section 47607(b). These are based on the API scores and rankings of 2013 and prior.

But Avance does meet the dual components of Criteria 4, namely that (emphasis added):

1. "... the academic performance of the charter school **is at least equal** to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, ..." ... ie. the "**RESIDENTIAL** schools" comparison.
2. AND that "... the academic performance of the schools in the school district in which the charter school is located [LAUSD], **taking into account the composition of the pupil population** that is served at the charter school." ...ie. the "**SIMILAR** schools" comparison.

Below are tables and charts that presents the analysis of the RESIDENTIAL schools for renewal comparison: school where at least 3% of the Avance students have as their LAUSD "Assigned Residential School."

"Residential" Schools - Academic Outcomes



The analysis uses the 2014 CDE published 3 year API average for 2011-2013 due to the suspension of API determinations for 2014.

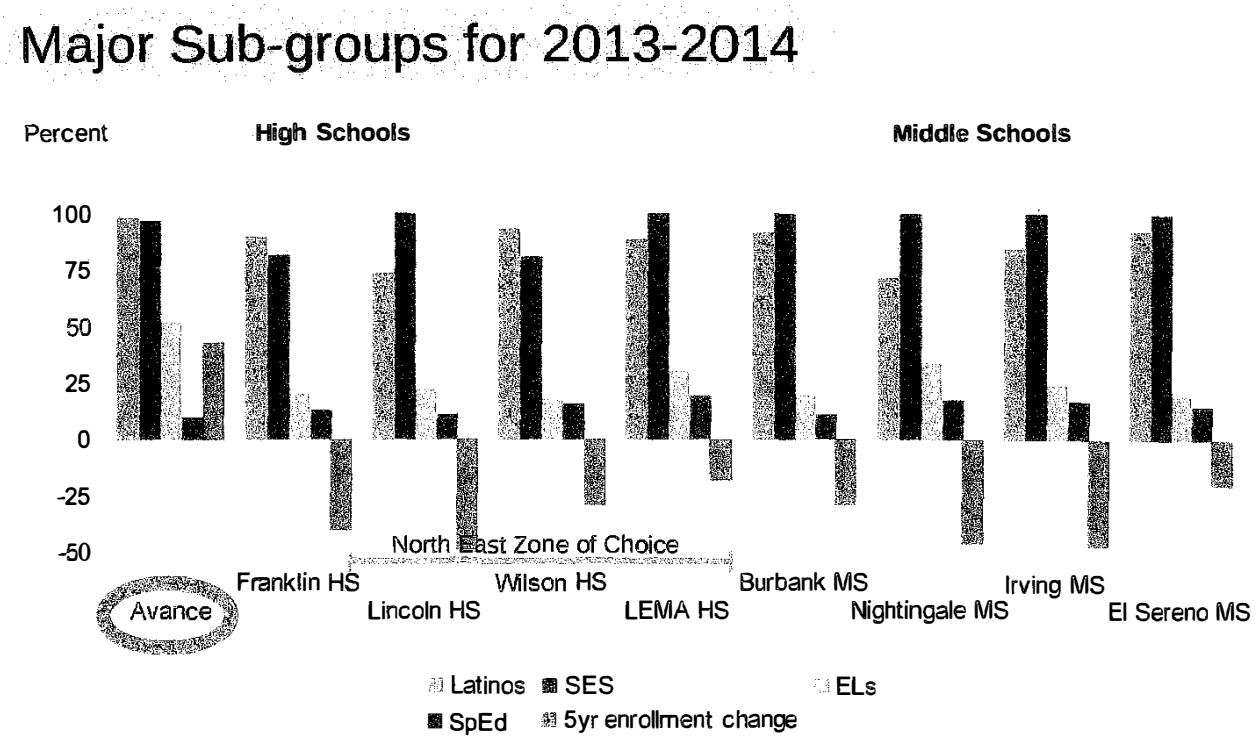
Share of Avance High School and Middle School Students, and Measures comparisons

SCHOOL	2014 API 3yr-ave	2013-2014 Enrollment	Grade Span	Share of Cohort
Avance	706	492	6-12	
Franklin HS	687	1520	9-12	36%
Lincoln HS	669	1342	9-12	
Wilson HS	647	1739	9-12	6%
LEMA HS	530	268	9-12	
Burbank MS	757	919	6-8	78%
Nightingale MS	742	823	6-8	7%
Irving MS	705	614	6-8	6%
El Sereno MS	710	1306	6-8	5%

The LAUSD North East Zone of Choice includes Lincoln HS, Wilson HS, and the Leadership in Entertainment and Media Arts (LEMA) co-located at Lincoln HS which opened in Fall 2012.

Avance is a 6-12 Span school, identified by the CDE as a "high school" for data reporting given that the majority of students are in grades 9-12.

"Residential" Schools - Demographic Comparisons



Residential Schools Demographics Comparisosns

SCHOOL	Latinos	SES	ELs	SpEd	5yr enrollment change %
Avance	98	97	52	10	43
Franklin HS	90	82	20	13	-40
Lincoln HS	74	100	22	11	-49
Wilson HS	93	81	17	16	-29
LEMA HS	89	100	30	19	-18
Burbank MS	92	100	20	11	-29
Nightingale MS	72	100	34	18	-46
Irving MS	85	100	24	17	-47
El Sereno MS	92	100	20	15	-20

Comparison of "Graduates" and "Cohort" rates with Main Residential Comparison School

The Avance "Graduates" and "Cohort" rate show an upward trend. The later is determined by CDE for all students in the state in the 12th grade that were enrolled at Avance for their 9th grade. (The CDE cohort data for Franklin HS was not available at the time of compiling this charter petition.) The Avance "Graduates" rate compares favorably to that of Franklin HS, the LASUD school for which 86% of Avance high school students have as their "assigned residential school." There is an anomoly 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.

Avance Graduation Rates					
Year	12g CBEDS Enrollment	Graduates	Graduate sRate	Cohort	Cohort Rate
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

Franklin HS Graduation Rates					
Year	12g CBEDS Enrollment	Graduates	Graduate sRate	Cohort+	Cohort Rate
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

Residential Schools Comparison Conclusions:

1. Avance held the highest 2014 API 3 year average among its "residential" comparison high schools.
2. Avance was on par among the middle schools.
3. The share of the Avance Latino, SES, and Special-Ed subgroups is similar to all the "residential" comparison schools, while the EL count is double.
4. Avance was the only school that sustained an enrollment increase (+43%) over the last five years. All of the comparison schools showed a significant decline.
5. The "Graduates" and "Cohort" rates for Avance match or exceed those of the main residential comparison school, Franklin HS (which is the LAUSD "assigned residential school" for 86% of the Avance high school students).

2. Similar School Comparison

There is a need to review the CDE published data for Academia Avance for data anomalies related to data collection and reporting errors within CALPADS, and the resulting derivative data used for the 2011, 2012 and 2013 CDE statistics. Evidence of the error can be readily recognized given the abrupt change in the published API Similar Schools Rank (SSR) for Academia Avance. For 2008, through 2010 the SSR were 9,7,7 respectfully. The SSR dropped to 3 in 2011, than 1 in 2012. The 2013 SSR was not published. Data reviews with CDE in OCT of 2013 revealed that the CALPADS counts in 2011, 2012 and early 2013 for RFEPS were zero, thus the EL counts used for API/AYP determinations for these year were significantly understated (only 22% in early 2013, vs, the 2013 correct count of 45%).

On SEP 25, 2014, the CDE presented previously unpublished state-wide School Characteristic Index (SCI) data that was clerived from processes that used corrected counts for the Avance EL cohort.

The next page presents a comparison of the published uncorrected data, and the later released corrected statistics. The charts show the following:

- TOP - API statistics for Avance and the schools deemed "Similar" from the CDE School Characteristic Index, that are within the LAUSD boundary (closer regional correlation), as listed in the last CDE published list of "similar" schools for Avance from 2012.
- BOTTOM - API statistics for Avance and the schools deemed "Similar" from the later released CDE School Characteristic Index data, that includes the corrected EL counts for Avance, and that are within the LAUSD boundary.

The comparison charts use the more recent "2014 API" to rank the schools. This API is the weighted average of the prior three year API scores. As such it reflects a longitudinal trend.

This preliminary analysis of with the corrected Avance SCI suggest the following:

1. The CDE 2013 SCI with corrected EL counts for Academia Avance result in a 2013 SSR determination for Academia Avance that **DOES NOT PRESENT EVIDENCE OF ELIGIBILITY FOR RENEWAL under EC 47607 Criteria 3**. The new SSR data presents Avance with a 2013 SSR of 1. (EC 47607 Criteria 3 stipulates an SSR of 4 or above.)
2. The CDE does show the sensitivity of the SCI input variables. **The 2014 SCI with the corrected 2013 EL count (45% instead of 22%) results in a 64% point reduction of the gap between the 2014 API for Avance compared to the median for the LAUSD "similar schools".** The variance of the resulting LAUSD SSR group median API was 64 points, with a 28 point gap for the corrected SSR vs. a 92 point gap for the uncorrected 2012 data.

This data must also be viewed within the context that the **2011, 2012 and 2013 API scores UNDERSTATE the Avance student outcomes** as all 9th grade students (approximately 19%/17%/17% respectfully) of the tested students were assigned a "Far Below Basic" score for Science. This anomaly was not discovered and confirmed until SEP 2013.

Thus, it is suggested that the 2012 CDE published API and derived SSR data for Academia Avance harbor statistically significant errors that bias the outcome indices negatively. Conclusions based on this data are thus subject to question. As such, Academia Avance merits renewal consideration based on an analysis of the available data that recognizes the bias errors. The SARC supplemental data was not presented in the 2013-2014 academic year given these flaws.

As presented in the above charts, the new 2013 CDE SCI data completely changes the schools within Avance's CDE "Similar Schools" list of 100. The charts list only those high schools that are within the LAUSD boundaries. A comparison of the these major demographic statistics for each school reveals that even with the short lists, there is a wide variance:

Percentage of all students that are Black/African American
Percentage of all students that are Asian

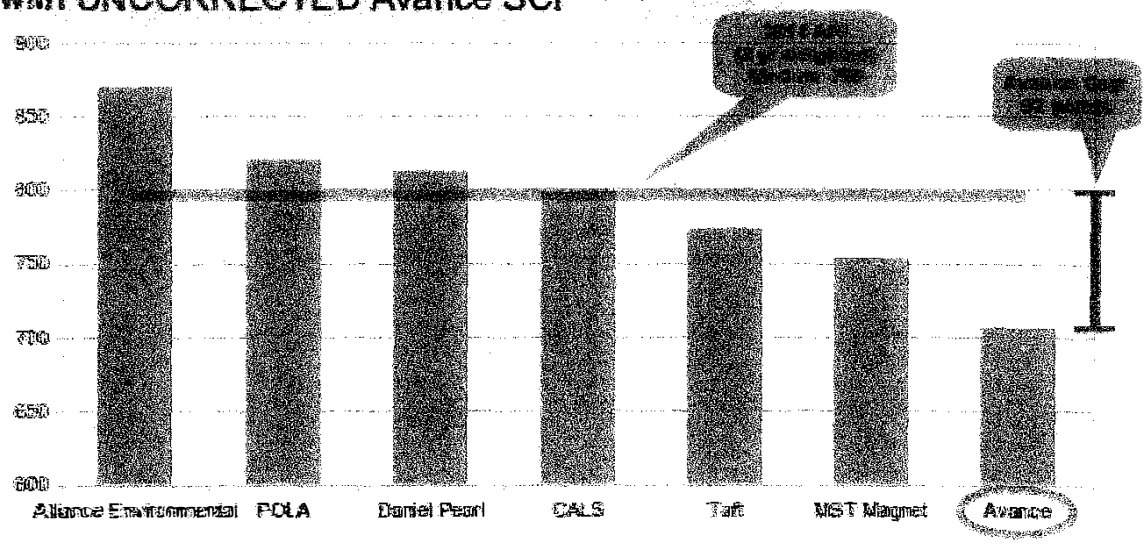
3. Percentage of all students that are Latino
4. Percentage of all students that are White
5. Percentage of all students that categorized as socio-economically disadvantaged
6. Percentage of all students that English Learners
7. Percentage of all students with disabilities

One school to note is the Math Science and Technology (MST). This school is a magnet school, thus uses academic criteria for enrollment, thus is not comparable to Avance, a charter public school of choice. Additionally, the percentage of all students with disabilities is far lower.

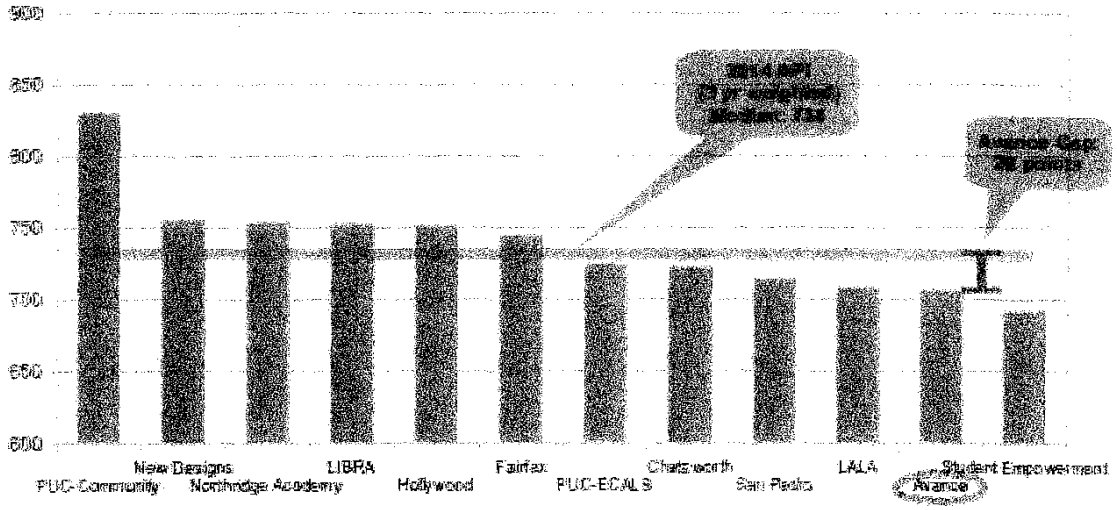
"Similar" Schools - API

The CDE published list of Similar Schools for Academia Avance dates to 2012, and is based on an uncorrected School Characteristic Index (SCI) for Avance. CDE has since corrected the Avance SCI, but has not published a new Similar Schools list. The data here results from SEP 25 2014 CDE PRAR released data.

2014 API for Published LAUSD Similar Schools with UNCORRECTED Avance SCI



2014 API for LAUSD Similar Schools with CORRECTED Avance SCI



3. College Access and Persistence

These three outcomes that are a direct match to our college preparatory mission:

1. over 90% of all Avance alumni have been accepted to a 4 year post-secondary institution, far surpassing the average for all traditional high schools in Los Angeles, and even the average for all charter schools in Los Angeles.
2. over the last four years, 80% of all Avance alumni are enrolled in a post-secondary institution, or are employed in a career-track position, far surpassing the national statistic for education achievement for all demographic groups, especially for Latinos.
3. over 73% of all Avance alumni have persisted to their second year of enrollment in a post-secondary institution, surpassing the national index, matching the state index for all demographic groups, and nearly matching the national Latino index – but far surpassing with 4 year institutions.

These outcomes align with the Avance college and career preparatory mission. The Avance charter specifies the mission of the school as two-fold: preparation for college and for a professional career. These are accomplished via the Avance high school course schedule prescribed for all students that is aligned to the UC/CSU A-G eligibility requirements, and with the Avance Life Prep program. The later is a sequence of courses beginning in the 10th grade that guides each student to explores and define their career interests. The develop an college degree attainment plan in the 10th and 11th grades, then prepare for all stages of the college application process in the 11th and 12th grades. In their Senior year they participate in a series of individual and team projects that provide a real-world context within which they can apply and expand their understanding. The experiences include an off-campus workplace education experience via an on-site internship in a professional setting for a minimum of 80 hours.

The Avance Life Prep program is now in its fifth year of implementation, and has graduated four classes. The Class of 2011 had 15 graduates, growing to 25 for 2012, then 43 for 2013. Last June Avance graduated 55 Seniors. The net overall gradation rate (senior year calculation, not cohort calculation) for all classes has been 96%. For all classes, Avance has achieved a 91% rate of acceptance for graduates to post-secondary institutions for a four year baccalaureate program. This statistic is aligned with the highest outcomes of the CCSA 2014 report: A Promise Fulfilled: How Los Angeles Charter Schools Answer the College Readiness Challenge.

The table below presents statistics for the graduates of each Avance alumni class with the following statistics:

1. Total students in each Senior class, and the number that received an Avance diploma, having met all the requirements.
2. The count of students that received an acceptance to at least one post-secondary institution for a four year baccalaureate program for the subsequent Fall term.
3. The count of students that went on to enroll in a 4 year institutions within two years of graduating.
4. The persistence count – students that continued past the first year of college into the second (counts all for both 4 year and 2 year programs)
5. The count of students that have entered the work force in a management-track and or certificated career position.
6. The combination count of persistence and career track employed alumni.

Post-Secondary Education Attainment

Class	Classsize	HS Graduates		[illegible]		[illegible]		Graduates enrolled in 2nd year of post-secondary education		Graduates employed with certification/ career track position	Graduates in 2nd year of post-secondary OR career track employment	
2011	15	15	100%	11	73%	14	93%	11	73%	2	13	87%
2012	27	25	93%	25	100%	23	92%	20	80%	1	21	84%
2013	45	43	96%	39	91%	39	91%	27	63%	5		
2014	57	55	96%	50	91%	43	78%	NA			NA	
TOTAL	144	138	96%	125	91%	119	86%	58	70%	8	66	80%

The data presented is a summary of the tracking data surveyed from each alumnus, collected every Fall and Spring semester via email and telephone calls with the alumni, with follow-up verification interviews and calls to their parents and school colleagues.

Avance has also launched the collection of images for each Class of 2014 alumnnus for their Fall 2014 college schedule. These schedules proved specific details of the institution they actually enrolled at, their course load, and the ranges of subject they registered for. In addition to supporting the alumni tracking goal, the detailed schedule data will help inform lesson planning for the Avance Life Prep program, as well as the academic core courses. The latter by shedding light on which Avance course have the biggest impact on the early years in college (good and/or bad).

At the time of this analysis, the resonse rate is just under 80%. The collected data exactly verifies the survery tracking information, thus lending credibility to the survey tallies. The collection has been shared with our LACOE coordinator.

This collection is being extended to the Class 2011, 2012 and 2013 alumni, and will be repeated for Fall 2015, and subsequent years.

Continuation to Post-Secondary Institutions

The net statistic for all Avance classes, and the counts for each class of graduates enrolling in college is in-line with national trends, especially for Latinos.

There has been a steady increase in the number of Latino high school graduates attending post-secondary institutions, increasing nationally to 69% in 2012 from 49% in 2000, as reported in 2013 by the Pew Research Center's Hispanic Trends Project. (*Hispanic High School Graduates Pass Whites in Rate of College Enrollment: High School Drop-out Rate at Record Low*, Richard Fry And Paul Taylor, Pew Research Center's Hispanic Trends Project, May 9, 2013.) But, the report also points to other key higher education measures that severely limits the positive impacts of this trend. Namely, that young Latino college students, compared to their white counterparts, are

1. less likely to enroll in a four-year college (56% versus 72%)
2. are less likely to attend a selective college
3. less likely to be enrolled in college full-time (78% versus 85%)
   half as likely to finish a four-year college degree (11% versus 22%)

These factors add up to a picture where low-income Latino students confront an evermore unreachable dream to attain a higher education given the costs, their migration and/or poverty status, and the strong trends to help support their family financially at a young age.

Data to demonstrate a record of sustainable results for overall education and career attainment for Academia Avance is still several years away. The very first Avance baccalaureate degree recipients are on track to graduate at the end of the current academic year. But there are two specifics sets of statistics that provide evidence that Avance alumni will surpass regional, state and national education attainment trends:

- First- to Second-Year Retention Rates
- Continuous Enrollment

Statistics for these dimensions are present below, dis-aggregated by institution type, as there are significant differences between the outcomes of students in four year baccalaureate programs, as compared to two year associate degree or skill certification programs. Also, the research in this area differentiates between public and private institutions.

It must be noted that there is an important difference between measures of A-G course requirement ***completion***, and actual 4 year institution ***acceptance***. The later is far more complex and comprehensive related to the overall college admissions process. SAT scores, demographics, immigration status and financial factors weigh heavily (and oven unpredictably) on actual acceptance, as well as individual student and family pressures. These factors are highly correlated to the obstacles and outcomes identified by the Pew Research Center's Hispanic Trends Project.

Avance has built a relationship with the admissions staff at several baccalaureate degree programs committed to addressing these obstacles, and to narrowing the gap experienced by Latinos. Over the last four years Avance students have succeeded in gaining acceptance to several selective baccalaureate programs, including these:

- California State University at Northridge, via the Equal Opportuity Program (EOP)
- San Jose State University, via the Equal Opportuity Program (EOP)
- Mt. Saint Mary's College
- University of the West

Several of the students accepted would not met all the A-G requirements in a simple review. But the retention and continuous enrollment data presented below demonstrate that a simple A-G completion statistic is not an accurate predictor of college attainment.

First- to Second-Year Retention Rates

The outcomes for the Avance alumni are aligned with the observed state and national rates. The National Center for Education Statistics (NCES) of the Institute of Education Sciences at the U.S. Department of Education identifies the "Freshman to Sophomore Retention Rate" as an important measure, presenting:

> … the rate at which entering freshmen in a fall semester enroll the following fall semester...[for] students who begin full- time in associate and baccalaureate programs.
> (http://nces.ed.gov/programs/digest/d13/tables/dt13_326.30.asp)

NCES describes the policy implications of the data of this measure, explaining that:

> Students are more likely to drop out of postsecondary education during the first year than any other time... [thus, for institutions and] policies that help to increase retention rates either within institutions or through transfer, the likelihood of students persisting to graduation is far greater. (http://nces.ed.gov/programs/digest/d13/tables/dt13_326.30.asp)

However, as presented in *Minority Student Retention: Resources for Practitioners* by Alan Seidman (New Directions for Institutional Research, no. 125, Spring 2005) research shows that:

> Although minority students are entering college at a higher rate than in previous years, they continue to leave at a higher rate than nonminorities. [Citing 2002 data from The Consortium for Student Retention

Data Exchange (CSRDE) at The University of Oklahoma.1

	California 2010 – NCHEMS	National 2014 - ACT	Latinos	Whites	African Americans	Asians
1						
		67.6%				

Continuous Enrollment

The report *Latino Youth and the Pathway to College* by Dr. Watson Scott Swail, Dr. Alberto F. Cabrera , and Mr. Chul Lee published by the Educational Policy Institute (EPI) in 2004 describes a second index that can be used to describe the Avance outcomes for Classes 2011 to 2013.

> Another predictor of academic success and completion is continuous enrollment (Adelman, 1999). A student is considered continuously enrolled if they attend successive semesters and do not stop-out of studies for more than four months at one time. Our analysis found that Latinos are much less likely to maintain continuous enrollment than other students.

The EPI report found that on average 43% of Latinos maintained continuous enrollment in postsecondary education, vs. 67% of White students, and 62.9% for all students in the analysis. The table below presents these comparison data. Avance outcomes exceed the 2004 reported national trends, thus probably still above recent gains, as can be extrapolated from the more recent 2013 Pew Research Center's Hispanic Trends Project.

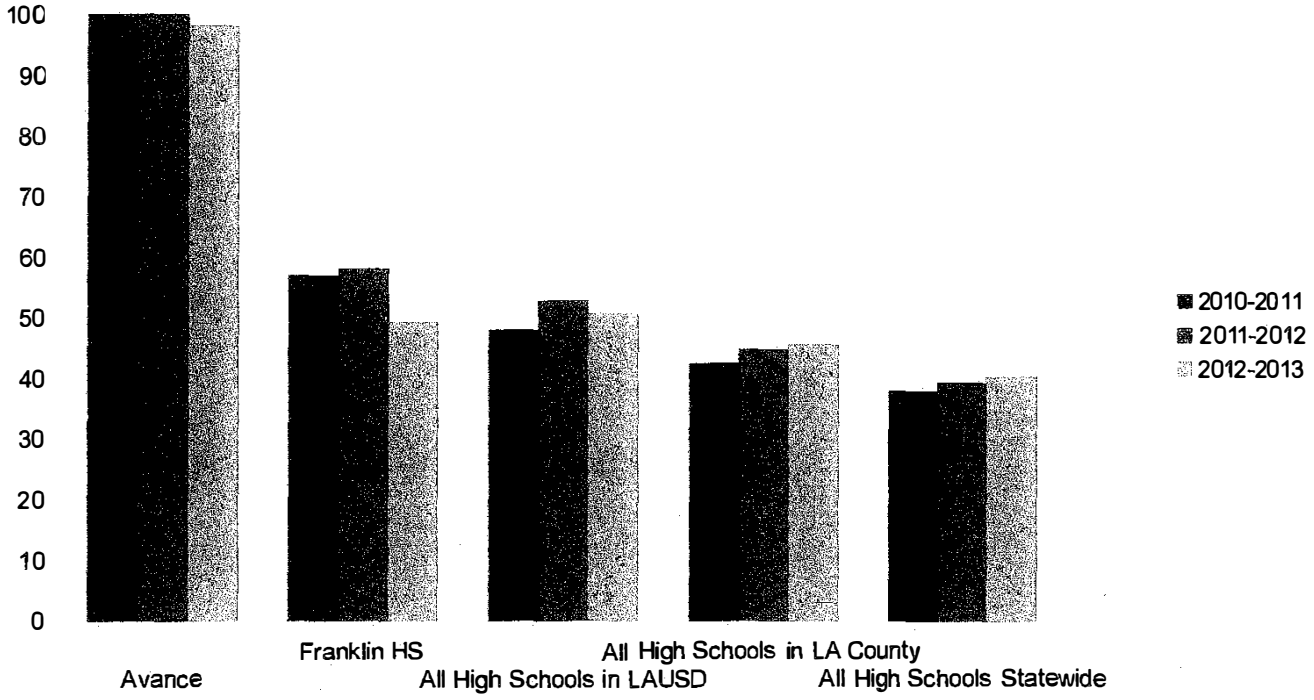
Continuous Enrollment

Post-Secondary Institution Type	Avance Outcomes thru Fall 2014 for Classes 2011-2013		All students	Whites	Latinos
	Started	Continuous Enrollment			
Two year Private	1	100.0%			
Two year Public	18	88.9%			
Four Year Private	30	73.3%			
Four Year Public	26	69.2%			
ALL TYPES	**75**	**76.0%**	**63%**	**67%**	**43%**

Comparison to School of Residence

Data for the above indices for the high schools of residence for our students is not published. Over 80% percent of our high school students have as their high school of residence Benjamin Franklin Senior School. One simple comparison point that has published information, however, provides a stark contrast: the percentage of students that take the SAT college entrance exam. Not taking the SAT is a major impediment to being eligible, and thus to eventual acceptance and enrollment, at a 4 year post-secondary institution. Data from the CDE DataQuest SAT Report is presented below. It shows that the Franklin rate for taking the SAT, while above the rate for all schools in the LAUSD, the county and the state, are well below the just shy of 100% of all Avance students that have taken this critical entrance exam.

Percentage of Seniors Who Have Taken the SAT College Entrance Exam



LEGEND
[redacted]
2-3 yr. implementation
1-5 yr. implementation

Academia Avance

"The solution is here with us."

RTI

Indicators/Measurements
Strategies/Curriculum
ELEMENT B

Instructional
ELEMENT C

LOW

TIER 3

[redacted]
LOW-%ile<20
LOW/AVG.-%21-40
*Authentic Assessments-Ongoing
*Text/Curriculum-Ongoing
[redacted]
*Special Ed. Evaluations
*Psychological Evaluations

Small Group & 1 on 1 Instruction
*Individualized Learning Plan (ILP)-Class inst., [redacted]
[redacted]
[redacted]
* After School Tutoring (Sycamore/MC)
[redacted]
*Math Intervention ([redacted], [redacted] Teacher)
*504 Plans (Medical Conditions)
*Mental Health support/Family Counseling

TIER 2

[redacted]
AVG %ile 41-60
*Authentic Assessments-Ongoing
*Text/Curriculum-Ongoing
[redacted]

Small Group Instruction
*Individualized Learning Plan (ILP)-Class inst. [redacted]
[redacted]
* Morning & After School Tutoring (Sycamore/Main Campus)
*Math Intervention
([redacted], Teacher)
*Additional Parent conferences
*SST-Student Success Teams
*504 Plans (Medical conditions)
*Mental Health support/Family Counseling

TIER 1

[redacted]
*Authentic Assessments-Ongoing
[redacted]
[redacted]

HIGH/AVG
HIGH

Large & Small Group Instruction
*House Teachers-Academic and social support. A-G completion/College ready.
[redacted]
*Homework Support
*After School Homework Support (YPI)
*Summer School/[redacted] and [redacted] (AP Classes, front load math & ELA courses, or intervention)
[redacted]
*504 Plans (Medical Conditions)

Printed on: 04-24-2015 02:07 PM

UC/CSU - Approved Course List

Academia Avance

Location: Los Angeles, CA

Website: academiaavance.com (http://academiaavance.com)

Course List Manager: Adriaan St Claire
Course List Manager Phone: (619) 578-3834

College Board Code: 054247

School Governance: Public
School Type: Comprehensive High School
School Subtype(s): Site-Based/Traditional, Charter School

Note: New School 2010

School accredited through 2019

Course list for 2015-16

Updated as of Sep 16th, 2014

History / Social Science ("a") 2 years required

Two units (equivalent to two years) of history/social science required, including: one year of world history, cultures and historical geography and one year of U.S. history; or one-half year of U.S. history and one-half year of civics or American government.

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

Literature I	World Literature 1A/1B Composition and World Literature IA/IB		
Composition and World Literature II	Composition and World Literature IIA/IIB	English	
Honors American Literature and Composition	Honors American Literature	English	Honors

Mathematics ("c") 3 years required, 4 years recommended

Three units (equivalent to three years) of college-preparatory mathematics (four units are strongly recommended), including or integrating topics covered in elementary algebra, advanced algebra, and two-and three-dimensional geometry.

Title	Transcript Abbreviation(s)	Discipline	Honors Type	Course Notes
Algebra I	Algebra I A/B	Algebra I		

Algebra I	Algebra I A/B	Algebra I	
Algebra II	Algebra IIA/IIB	Algebra II	
AP Calculus AB	AP Calc AB	Advanced Mathematics	AP
Geometry	Geometry A/B	Geometry	
Honors Pre-Calculus	Pre-Calculus (H) A/B	Advanced Mathematics	Honors
Pre-Calculus	Pre-Calculus A/B	Advanced Mathematics	

Laboratory Science ("d") 2 years required, 3 years recommended

Two units (equivalent to two years) of laboratory science are required (three units are strongly recommended), providing fundamental knowledge in two of the following: biology, chemistry, or physics. Interdisciplinary science courses can also fulfill all or part of this requirement.

Title	Transcript Abbreviation(s)	Discipline	Honors Type	Course Notes
Biology	Biology	Biology / Life Sciences		
Chemistry	Chemistry A/B	Chemistry		
Physics	Physics A/B	Physics		

Language Other than English ("e") 2 years required, 3 years recommended

Two units (equivalent to two years, or through the second level of high school instruction) of the same language other than English (three units recommended).

Title	Transcript Abbreviation(s)	Discipline	Honors Type	Course Notes
Mandarin I	Mandarin IA/2A Mandaring I A/B	LOTE Level 1		

Mandarin II	Mandarin IIA/IIB	LOTE Level 2
Mandarin III	Mandarin IIIA/IIIB	LOTE Level 3

Visual & Performing Arts ("f") 1 year required

One unit (equivalent to one year) required, chosen from one of the following categories: dance, music, theater, or visual arts (e.g., painting, web/graphic design, film/video, inter/multimedia arts).

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

College-Preparatory Elective ("g") 1 year required

One unit (equivalent to one year) chosen from the "a-f" courses beyond those used to satisfy the requirements of the "a-f" subjects, or courses that have been approved solely in the elective area.

Title	Transcript Abbreviation(s)	Discipline	Honors Type	Course Notes
Computer Science	Computer Science A/B	Mathematics		
Earth Science	Earth Science A/B	Laboratory Science – Physical Sciences		
Economics	Econ economics	History / Social Science		Semester
Website Programming Languages	Web Programming Languages	Mathematics		

Suggestions and Opportunities for LEAs

2011–12	2012–13	2013–14	2014–15
• Subscribe to CDE Smarter Balanced e-mail list to remain apprised of the latest developments and resources for professional learning regarding the new assessment system.	• Monitor CDE Smarter Balanced Web page for opportunities to participate in pilot testing • Utilize Smarter Balanced Sample Items and Performance Tasks to become familiar with new assessments	• Utilize Smarter Balanced Practice Tests to gain experience with the new assessments • Identify field testing window • Administer the Smarter Balanced Spring 2014 Field Test	• Administer operational summative assessment
• Compare/contrast CCSS with current content standards and begin to incorporate new skills in the CCSS into instructional planning	• Revise existing quizzes, unit exams, and end-of-course exams to assess higher-level thinking, constructed responses, and collaboration as indicated in the CCSS	• Revise existing quizzes, unit exams, and end-of-course exams to assess higher-level thinking, constructed responses, and collaboration as indicated in the CCSS • Utilize formative tools and practices from the Smarter Balanced Digital Library to assess student learning and enhance day-to-day instruction	• Utilize Smarter Balanced interim assessments
• Visit CDE California High School Exit Exam (CAHSEE) and Standardized Testing and Reporting (STAR) Web sites for released test questions and constructed responses. Mirror the format into quiz/test questions and weekly writing prompts	• Revisit end-of-chapter/unit questions and quizzes in existing materials and elevate them to higher level thinking. For example, a question may ask, "What tone does the author use in the article?" Elevate the question to, "Which words or phrases set the tone of this article?" or, "Replace words or phrases to change the tone of this article from impersonal to friendly." For mathematics, utilize word problems to provide students with opportunities to apply mathematical thinking to real-world challenges.		

Suggestions and Opportunities for LEAs			
2011–12	**2012–13**	**2013–14**	**2014–15**
• Participate in public meetings regarding development of assessment transition plan	• Review the assessment transition recommendations	• Promote awareness of the assessment transition plan, Smarter Balanced assessments, and purposes of assessment with parents, school board members, and additional local implementation partners	
• Utilize online technology readiness tool to evaluate current technology and infrastructure	• Use information from tool to identify technology gaps and develop a plan that identifies strategies to update technology	• Update information in the technology readiness tool to identify inform technology purchases • Install secure browsers on computers • Verify and update student demographic information in CALPADS • Update student test settings for Smarter Balanced Field Test	• Install secure browsers on computers • Verify and update student demographic information in CALPADS • Update student test settings for Smarter Balanced operational test
• Provide opportunities for professional learning to develop understanding of various elements of an assessment system (e.g., formative practices and tools, interim and summative assessments)		• Utilize the CDE Assessment Literacy professional learning module to learn more about the elements of the new assessment system	• Review Smarter Balanced formative resources and tools available online

EXPLICIT DIRECT INSTRUCTION
KEY ELEMENTS

Explicit Direct Instruction (EDI) , is a strategic collection of instructional practices combined together to design and deliver well crafted lessons that explicitly teach content, to all students. It always includes specific design components and lesson delivery strategies. It includes continuous checking for understanding to verify student mastery of material taught. EDI lessons is targeting 80% mastery by students on independent practice including the "EXIT TICKET."

Design Components:

Component	Explanation
Learning Objective **contains:** **Main Idea** **Skill (Measurable Behavior)** **Context**	• What will student be able to apply at the end of the lesson • Must match independent practice • Must match your "EXIT TICKET" • It must be clearly stated to the students You read the objective Students read the objective Use TAPPLE to check if students can describe the learning objective. Explain and define vocabulary in the learning objective.
Activate Prior Knowledge	• Retrieval of pertinent information from student's long term memory that will make mastering new content easier. • It can be done in 2 ways - **universal experience** or **sub - skill review** **Universal experience** - activating from the students schema, that which is related to new content • **Sub-skill review** - you reteach a sub-skill that is needed in the new lesson • Activating prior knowledge should not take more than 5 minutes **Reminder:** → **Activate, do not assess** Remember: Contact time time is sacred time, and most of the time allocated to the lesson must be spent on teaching the new material. ★ Do not use new vocabulary to activate prior knowledge ★ it must work for all students Remember:

	Link All students Short
Concept Development	Teach students the concepts contained in the learning objective. • Teach the **BIG IDEA** of the lesson • **Deductive**: State the definition then give examples and non-examples
Skill Development	Teach students the steps or processes used to execute the skills in the learning objective. Teach students how to do it! • teach students how to solve problems associated with the concept • **RULE OF TWO**: Provide two problems of the same type/variation: teacher does the first problem. • **Sentence Starter**: *I will do the first problem and explain step by step, when I am done, you will do the next problems following the same steps.*
Lesson Importance	Teach students why the content of the lesson is important for them to learn.
Guided Practice	Working problems with students at the same time step by step. Check if the execute the steps correctly. Great place to use whiteboards. Math Teachers: • You do a problem • Students do a problem • Pair-share their answers • Make sure each step is executed correctly. → slowly start releasing the students → check each step at a time → **RULE OF TWO**: Provide two problems of the same type/variation: teacher does the first problem. Reminder: GP is not where the teacher walks around while student work on problems - work with students
Lesson Closure	Have students work out problems or answer questions that show that they have mastered the skills and concepts in the learning objective before they are given Independent practice to do by themselves.
Independent Practice	Have students practice exactly what they have been taught. **(If you have read this far and is the first one to email one thing you will be implementing in your class based on this EDI hand-out, you will receive a $25 gift card.)** Reminder:

	No more teaching here, you are checking for mastery.

Academia Avance

Agenda for Data Overview
November 5, 2014
Presenter: St. Claire Adriaan

Introduction 5 minutes	• Go over why we use MAP o Comprehensive analysis of students' abilities in reading, math and science • Hard Facts about data (Schoolwide) o Data gives us a starting place. o Sometimes can be harsh. • ***These are all of our kids.*** o Not just my class, but we own all of these students and how they do is dependent on all of us.
Learning the Tracker 5 minutes	• How do we use the Class Breakdown by RIT Report? o Overall Score Boxes (20 intervals) o What is your Norm L o Grade Level Mean RIT (Highlight it on your data) ▪ Right of it =above grade level at this given point in the year (will change over the course of the year) ▪ Middle =on target at this given point in the year (will change over the course of the year) ▪ Left =a little below grade level at this point in the year ▪ Far Left =far below grade level at this point in the year o Student Identification ▪ Green=SPED ▪ Light Pink=New this year ▪ Yellow=English Learner
Independent Time with the Tracker And Discussion 30 minutes	• Spend 10 minutes looking over the data for your grade level. • Use the attached handout to help you walk through the data. • Share out what you wrote about on the handout. • The reality of our students for this year. o Where are we? o Where do we need to go? o What do we need to do to get there?
"This is where I am" 10 minutes	• Discuss what is going through your mind regarding data

Last 10 minutes:

- Brainstorm solutions to improve student achievement
- Set Goal for winter testing

Date: 3/11/15

Academia Avance

POST-CONFERENCE SURVEY

For parents to complete with help from student

dentName. _____ *Parent Name:* _____ *House Instructor:* Cortez

1. ACADEMIC MEASURES

***STRATEGIES** for improvi g the course **GRADES** that I will implement as a parent:*

a. Try to use thinking maps
b. Take notes more often then before
c. Read as much as I can

*How do the course grades compare to **MAP PERFORMANCE LEVELS** of last week?*

	2nd MAP/ Benchmark (January '15)	Q3 Course Grade (March)	1st MAP/ Benchmark (September '14)	Q4 Target Score (May 2015)	Trend for MAP/ Benchmark? (Increased/ Same/ Decreased)	Do grades match the assessment outcomes? (Y/N)	Explanation for the trends:
English	R: 210 L: 223	A-	R: 213 L: 213	R: 217 L: 216	↑ / ↑	Y	
Math	246	A+	243	247	↑	Y	
Science	204	?	209	211	↓	/	
History	/	A+	/	/	/	/	

2. LEARNING FACTORS (check)

My child's WRITING SKILLS are:	My child uses THINKING MAPS:	The language status for my child is:
__Above average	__Extensively	__English Learner
✓ Average	__Often	__English Only
__ Below Average	✓ Not Often	__ IFEP
		✓ RFEP

3. MY CHILD'S INTERESTS

My child's interests/hobbies are (not related to school):	I need to have another meeting to discuss these things:
- soccer - reading - video games	NO

I have these comments about the conference:

_____

_____

Student Signat re:	Parent Signature:	House Teacher Signature:

Teacher: _____ **Grade Level:** 8th

Subject: Math

1. Overall Performance: Goal Area (Page 2 of Class Report)

Rate the strands 1-4 (3)/ 1 = Highest % of student at and above grade level

Math		%	ELA	%
Operations and Algebraic Thinking	2	23%	Literature	
The Real and Complex Number Systems	1	26%	Informational Text	
Geometry	4	9%	Vocabulary Acquisition and Use	
Statistics and Probability	3	19%		

Language Usage	%	Science
Writing: Plan, Organize, Develop, Revise		Physical Sciences
Language: Understand, Editor Grammar, Usage		Life Sciences
Language: Understand, Edit Mechanics		Earth Sciences

Possible Reasons/How did you teach it the first time?	What will you do before the Winter MAP Administration to change this/ How will you teach it differently?
Semester. (Low) Our current unit is focusing on the real # system and operations & alg thinking (high)	-I will incorporate Geometry questions to spiral or

Quick Thoughts:

A. **What do you notice about the strenght-area?**

The strenght-area is the current area of study.

B. **What specific students or results surprised you? Why?**

- Giovanni F - I thought he was going to score higher.
- Eden A. & Paola B. - These girls are new to the school and was happily surprised to see that they are at grade level

2. Where should your students be starting the year?

230.2

3. What level are most of your students in your classroom at? What percentage of them are below level? At level? Above level?

4. What level are most of your students in your grade level at? What percentage of them are below level? At level? Above level?

Below: 57%
At: 29%
Above: 14%

Most are within 211-220 (4-BOY6)
221-230 (MOY6-BOY8)

5. About how many levels do students need to grow to meet the end of year benchmark (SPRINGRIT SCORE) ? (Backwards plan for your students!)

222 → 234.5

2.5 grade levels

6. What do we need to do to get them there? (Brainstorm!)

- Acellus (differentiate instruction) - small group instruction
- Peer-support (seating chart)

7. Who are you lowest performing students?

Needs intervention

I. Vergara
E. Villegas

D. Garcia
F. Castro
I. Pentera

A. Gonzalez
E. ~~Ramirez~~
D. Alvarenga

8. How will you use Acellus to help differentiate your instruction to help with remediation?

I will use Acellus on a weekly basis. Students are placed in classes based on their MAP Score.

Consciousness Action Reason Summary

BRAINSTORMING

spiralling to maintain mastery

your class period during:

Do Now	Independent Practice	Exit Ticket
- Spiral Problems - H.O.T Problems	- Appointment clocks - group work - error analysis - whiteboards - games/activities - real-world - [illegible] maps	- Test Prep Q's - use as assessment [illegible] strategies)

How do I divide my

Time	Resources	Myself
Fridays - Acellus	- Fridays - Chromebooks	- Tuesdays - Tutoring

so that I am an effective catalyst for maximizing talent in ALL my students?

Consciousness Action Reason Synergy

Career and Guidance Counselor

Job Description

The Career and Guidance Counselor provides guidance counseling, career services and employment assistance to students, graduates, and alumni of the Early Career Academy by providing career counseling and building relationships with local corporate, non-profit and government employers.

Responsibilities

•Serves as the primary student counselor and advisor by conducting enrollment interviews with prospective students and parents, reviews student transcripts and develops an individual learning plan. Administers school-wide assessments and the State Testing Plan and assists with marketing and recruiting for the Early Career Academy.
•Builds effective relationships with local and regional corporations, non-profit and government organizations and community partners to identify employment opportunities and to promote the school's qualified students, graduates, and alumni.
•Provides career coaching, including seminars and workshops, in interviewing techniques and other job search skills training to students and alumni.
•Develops and maintains systems for identifying employment opportunities in the community, including soliciting job leads and opportunities for graduates by phone and personal contacts with employers.
•Conducts professional presentations to employers regarding hiring relationships as dictated by policies and standards.
•Ensures the up-to-date maintenance of the Career Services database, documentation, reports and student records in accordance with company policies. Tracks and reports activities that measure department's effectiveness. employers regarding hiring relationships as dictated by corporate policies and procedures.
•Ensures compliance with corporate policies and procedures, ethical practices, and the guidelines of government and accrediting organizations.
•Participates in public relations activities promoting the school.

Test Administrator and Presenter:

- Keeps current in all State and Federal assessment requirements.
- Provides in-services and trainings on proper Smarter-Balanced, CELDT, and NWEA/MAP assessments.
- Gathers, analyzes, and reports assessment findings to the Executive Director, Principal, Director of Curriculum and Instruction, staff, parent meetings, and school board.

Requirements

- Graduate or Bachelor's degree from an institution accredited by an accrediting agency recognized by the US Department of Education.
- Valid CA Pupil Personnel Services Credential (PPS).
- DOJ fingerprinting clearance
- TB clearance
- At least one year counseling experience in a secondary education setting. Experience in executive search, employment staffing, outplacement services, career services, employment assistance, or sales experience in the corporate sector preferred.

•Ability to respond effectively to the most sensitive inquiries or complaints in writing. Ability to organize and write reports and presentations in original or innovative techniques or style on controversial or complex topics to top management.
•Proactively and proficiently able to diagnose problems and identify solutions. Proven educational or administrative experience in solving complex problems for individuals. Experience with analyzing and identifying the strengths and weaknesses of options and exercising critical thinking, problem solving, and judgment skills. Ability to analyze risks and identify ways to mitigate those risks.
•Strong creative project management skills with proven track record of successful project completions.
•Apply and maintain a broad knowledge of principles, practices, procedures, laws and regulations.
•Able to provide examples of situations needing rule interpretation and application. Proven experience in performing inductive and deductive reasoning to combine pieces of information to form general rules or conclusions and then apply those rules to specific problems to produce answers.
•Able to work independently with minimal supervision while maintaining high level, quality work and output. Proven ability to work in a fast-paced, dynamic, results-oriented environment.
•Proven track record of project completions on time and within budget or other constraints. Past history of quality attention to detail.
•Interacts in a cooperative and professional manner with others. Able to work effectively in a team environment. Past history of developing constructive and cooperative working relationships with others and maintaining them over time.
•Possess excellent interpersonal, influencing and collaboration skills. Able to present results to all levels of management and public. Able to work with a variety of disciplines and levels inside and outside of the organization.
•Efficiently utilize a personal computer and related software including Microsoft Office, departmental specific software and Internet proficiencies.

DIRECTOR OF CURRICULUM AND INSTRUCTION

Job Description

Position Summary
The Director of Curriculum coordinates district curriculum writing to facilitate \integration of curriculum. This position will assist in maintaining a unified curriculum in the district schools, makes suggestions for ongoing improvements and enhancements to Curriculum & Instruction department. Supervises and coordinates the activities of coordinators, resource teachers, facilitators, and coaches. This would include organizing a system that clearly defines the role of the curriculum specialists, schedule and assign staff accordingly, and demonstrate how Curriculum and Instruction will support schools.

Qualifications/Job Requirements
Education:

- Master's degree
- CA Teaching Credential
- DOJ Fingerprinting
- TB Test

Experience:
Minimum five years of verifiable experience as a successful classroom teacher and/or administrator in a K-12 school district.

Specific Training/Skills:

- Strong organizational, communication, and interpersonal skills.
- ·Ability to complete assignments and reports, along with preparing presentations for the public.
- Ability to balance several job functions at one time and work under a heavy work load.
- Ability to work in and contribute to creating a performance culture and highly collaborative environment.
- ·Ability to analyze statistical data for trends and standard performance in various programs and to develop strategies for improvement.
- Extensive knowledge of elementary & secondary curriculum and graduation requirements.

Scope of Authority (If Applicable):

- Work with Principal to supervise and evaluate instructional leaders and teaching staff.
- Financial Responsibility (Such as budgetary responsibility, cash management, and purchasing):
- Participates in a group plan and/or budget development.

Duties and Responsibilities:

- Participate in ongoing review of proposed programs to assess their affectiveness and alignment with current district initiatives and the Common core State Standards.
- Facilitates curriculum development centered on the district school improvement initiatives.
- Facilitates curriculum mapping and the development of a viable curriculum for 6th-12th college preparatory education. A-G required courses regularly submitted and evaluated.
- Facilitate the selection of CCSS textbooks and resource materials.
- Responsible for the preparation of Middle and High School Courses of Study and various reports as needed. Submit courses on UC Doorways.
- Report to the Board A-G submissions and revisions twice a year.
- Uses organizational strategy to build a coherent plan for school improvement.
- Analyze NWEA, Data Director, Smarter-Balanced and other required MAP data to evaluate the effectiveness of curriculum and teaching methods. Ensure that the school curriculum is aligned with the LCAP goals, Common Core State Standards, and the SPSA. Monitor progress quarterly.
- Develop, implement, and evaluate curriculum for improvement of instruction and student achievement.
- Exhibits a knowledgeable, passionate, and enthusiastic commitment to continuous student improvement with a focus on the district's instructional priorities.
- ·Attend all instructional committee meetings and Board meetings.
- Plan and organize regular meetings with principals and asst. principals to coordinate a unified curriculum.
- Report to the Principal, Executive Director and Board regarding benchmarks, instructional management data & progress toward meeting API and beyond.
- Coordinate the recommendation, development, implementation, and evaluation of all instructional school improvement, curriculum, & instruction. Respond to public inquiries about curriculum and instruction.
- Perform other duties or services as required.

Implementation of Technology

- Work with districts IT to ensure efficient bandwidth for on-line assessment.
- Train teachers on how to use technology tools for statewide and MAP assessments.
- Work with the principal and executive director to proactively stay abreast of technology upgrades. Fiscally plan and earmark hardware and software upgrades.

Fall 2014

Element J: Suspension and Expulsion Procedures

"The procedures by which pupils can be suspended or expelled." Ed. Code § 47605(b)(5)(J).

School-Wide Positive Behavior Intervention, Support and Alternatives to Suspensions
Academia Avance is committed to providing a rigorous educational program, which prepares students to be college ready, active citizens, and lifelong learners. Our school culture will focus on creating a safe and respectful environment for all of our community members (stakeholders) and support our faculty, staff, and students and family to be responsible participants in our school community. Our school climate will be welcoming and supportive of continuous personal growth and academic achievement. In this effort, Academia Avance will implement and continue to develop a school-wide positive behavior intervention and support that will foster a culture of discipline grounded in positive behavior intervention so students can succeed both socially and academically.

The student leadership (ASB) and the Parent Advisory Committee (PAC) participate in providing feedback of Academia Avance's positive behavior plan. Analysis of the referral, suspension, expulsion, and attendance process are provided through constructive criticism from ASB, PAC/Site Council meetings, Parent Coffee meetings and survey data in order to make recommendations to administration on how to improve the program.

Academia Avance's positive behavior plan is used to address the needs of our students. Tier one will focus on universal strategies that encourage all students to be safe, respectful, and responsible. Tier one strategies will include but not be limited to the following efforts: praise of positive behavior, a reward system, student activities during nutrition and lunch clubs, incentive trips, service activities, a rich advisory program, a competitive sports program, an academic support and enrichment program outside of school hours, assemblies, and workshops for students and parents.

Tier Two and Tier Three will provide more intensive and targeted services for students and families that need greater support from the school community. Services will include Student Success Team (SST) meetings, Family Support Team, counseling services on site and in the community, individualized incentive plans, behavior contracts, social skills training, and referrals to community based programs, parent conferences, and student and parent workshops.

Academia Avance will build upon a school wide classroom management plan that will ensure an equitable disciplinary system across classrooms, and clearly articulated and explicitly taught behavioral expectations for all common areas of the school.

Academia Avance's three-tiered approach will be the foundation that will be used to reduce suspensions and expulsion. Other alternatives to suspension will include:

- In-school suspension

- Parent supervision
- Make-up time (before or after school)
- Loss of privileges during lunch, recess, social time, etc.
- Mentoring (with a teacher, counselor, or other staff member before or after school)

When other means of corrective action are not feasible or have repeatedly failed to bring about proper conduct the following actions will be considered:

- In school suspension
- Out of school suspension
- Expulsion

Grounds for Suspension and Expulsion

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well being of all students at Academia Avance. In creating this policy, Academia Avance has reviewed Education Code Section 48900 et seq. which describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 et seq. The Academia Avance is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as Academia Avance's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. The staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

Academia Avance administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that this Policy and Procedures are available on request at the district office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

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 of 2004 ("IDEIA") or who is qualified for services 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 general education students except when federal and state law mandates additional or different procedures. Academia Avance will follow 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.

A. **Grounds for Suspension and Expulsion of Students**
A student may be suspended or expelled for prohibited misconduct ifthe act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

B. **Enumerated Offenses**
1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.
b) Willfully used force or violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property.

g) Stole or attempted to steal school property or private property.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.

l) Knowingly received stolen school property or private property.

m) Possessed an imitation firearm, i.e.: 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.

n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.

o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.

r) Made terroristic threats against school officials and/or school property. 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 property, or the personal property of the person threatened or his or her immediate family.

s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a

reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

t) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by Academia Avance.

2) "Electronic Act" means the creation and transmission originated on or off the school-site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

i. A message, text, sound, or image.
ii. A post on a social network Internet Web site including, but not limited to:

(a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

(b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the administrator or designee's concurrence.

2. **Non-Discretionary Suspension Offenses:** Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the administrator or designee's concurrence.

3. **Discretionary Expellable Offenses:** Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force or violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property.

g) Stole or attempted to steal school property or private property.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.

l) Knowingly received stolen school property or private property.

m) Possessed an imitation firearm, i.e.: 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.

n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.

o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.

r) Made terroristic threats against school officials and/or school property. 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 property, or the personal property of the person threatened or his or her immediate family.

s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

t) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
iii. Causing a reasonable student to experience substantial interference with his or her academic performance.

iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by Academia Avance.

2) "Electronic Act" means the creation and transmission originated on or off the school-site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

i. A message, text, sound, or image.
ii. A post on a social network Internet Web site including, but not limited to:
(a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
(b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the admistrator or designee's concurrence.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the administrator or designee's concurrence.

If it is determined by the Board of Directors that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to

have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

C. **Suspension Procedures**
Suspensions shall be initiated according to the following procedures:

1. Conference
Suspension shall be preceded, if possible, by a conference conducted by the administrator or designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the administrator or designee.

The conference may be omitted if the administrator or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right 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 Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. 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 Charter 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.

3. Suspension Time Limits/Recommendation for Expulsion
Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the administrator or 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 administrator or designee upon either of the following: 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. Authority to Expel
A student may be expelled either by Academia Avance Board of Trustees following a hearing before it or by Academia Avance upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a Board member of Academia Avance's governing board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

E. Expulsion Procedures
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 administrator or 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 Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) 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 ten (10) calendar days before 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 Academia Avance 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.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

Academia Avance may, upon a finding of 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 that shall be examined only by Academia Avance or the hearing officer. 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-day 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. Academia Avance 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 entity conducting the expulsion hearing, 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 entity 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 entity 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 entity 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, Academia Avance must present evidence that the witness' presence is both desired by the witness and will be helpful to Academia Avance. 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, ifthe hearing is to be conducted in 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 no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room 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 circumstance 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 ofthe 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.

G. 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.

H. 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. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel 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 Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Board is final.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

I. Written Notice to Expel
The administrator or designee, following a decision of the Board to expel, shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) 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 administrator or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

J. Disciplinary Records
Academia Avance shall maintain records of all student suspensions and expulsions at Academia Avance. Such records shall be made available to the authorizer upon request.

K. Expulsions Appeals
Pupils who are expelled by Academia Avance governing board may appeal that expulsion to the Los Angeles County Board of Education pursuant to the current Los Angeles County Board of Education Policies and Procedures within thirty (30) calendar days after Academia Avance decision to expel the pupil. The Appeal may be filed by the pupil/parent/or guardian.

L. Expelled Pupils/Alternative Education
Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. Academia Avance shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

M. Rehabilitation Plans
Students who are expelled from Academia Avance shall be given a rehabilitation plan upon expulsion as developed by the 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.

N. Readmission
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 Board following a meeting with the administrator or designee 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 administrator or designee shall make a recommendation to the Board following the meeting regarding his or her determination. The pupil's readmission is also contingent upon Academia Avance's capacity at the time the student seeks readmission.

O. Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

1. Notification of SELPA
Academia Avance shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student who Academia Avance or SELPA would be deemed to have knowledge that the student had a disability.

2. 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/504 Plan; and receive, as appropriate, a functional behavioral 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 alterative educational setting.

3. Procedural Safeguards/Manifestation Determination
Within ten (10) 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, Academia Avance, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If Academia Avance, the parent, and relevant members of the IEP/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 Academia Avance, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that Academia Avance had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
b. 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
c. Return the child to the placement from which the child was removed, unless the parent and Academia Avance agree to a change of placement as part of the modification of the behavioral intervention plan.

If Academia Avance, the parent, and relevant members of the IEP/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/504 Plan, then Academia Avance 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 Academia Avance 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 or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or Academia Avance, 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 Academia Avance agree otherwise.

Special Circumstances
Academia Avance 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 administrator 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:

a. 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;
b. 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
c. 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.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated Academia Avance's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if Academia Avance had knowledge that the student was disabled before the behavior occurred.

Academia Avance shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, 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.
b. The parent has requested an evaluation of the child.
c. 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 administrator or to the Executive Director.

If Academia Avance 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 IDEIA-eligible children with disabilities, including the right to stay-put.

If Academia Avance had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. Academia Avance shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by Academia Avance pending the results of the evaluation.

Academia Avance 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.

Postsecondary Education Commission

Data_Request@cpec.ca.gov

Working with Downloaded

Caveats

				ol ct	School Type	CDS Code	High School City	Student Level Classification	Student Level	Asian/ Pac Is	Black	Filipino	Latino	Nat Amer	Other	White	NonRes Alien	No Response	Totals
2010	University of California	Los Angeles	Los Angeles	Los Angeles Unified	Public High Schools (Grades 9-12 Inclusive)	19647331933043	Benjamin Franklin Senior High, Los Angeles	Undergraduate	Freshman	7	0	0	18	1	0	0	0	0	26
									Sophomore	10	0	1	16	0	0	0	0	0	27
									Junior	9	1	1	19	0	1	0	0	0	31
									Senior	13	0	1	22	1	0	0	0	0	37
								Student Level Classification Total											

							(Undergraduate)		39	1	3	75	2	1	0	0	0	121
							High School, City Total (Benjamin Franklin Senior High, Los Angeles)		39	1	3	75	2	1	0	0	0	121
					School Type Total (Public High Schools (Grades 9-12 Inclusive))				39	1	3	75	2	1	0	0	0	121
				School District Total (Los Angeles Unified)					39	1	3	75	2	1	0	0	0	121
			High School County Total (Los Angeles)						39	1	3	75	2	1	0	0	0	121
		High School Region Total (Los Angeles)							39	1	3	75	2	1	0	0	0	121
	Higher Education System Total (University of California)								39	1	3	75	2	1	0	0	0	121
	California State University	Los Angeles	Los Angeles	Los Angeles Unified	Public High Schools (Grades 9-12 inclusive)	19647331933043	Benjamin Franklin Senior High, Los Angeles	Undergraduate	Freshman	6	0	3	75	0	0	0	1	2	87
									Sophomore	5	0	2	30	0	1	0	3	2	43
									Junior	4	0	1	29	0	0	1	3	2	40
									Senior	6	4	0	43	0	0	0	2	0	55
								Student Level Classification Total (Undergraduate)		21	4	6	177	0	1	1	9	6	225
							High School, City Total (Benjamin Franklin Senior High, Los Angeles)			21	4	6	177	0	1	1	9	6	225
					School Type Total (Public High Schools (Grades 9-12 Inclusive))					21	4	6	177	0	1	1	9	6	225
				School District Total (Los Angeles Unified)						21	4	6	177	0	1	1	9	6	225
			High School County Total (Los Angeles)							21	4	6	177	0	1	1	9	6	225
		High School Region Total (Los Angeles)								21	4	6	177	0	1	1	9	6	225
	Higher Education System Total (California State University)									21	4	6	177	0	1	1	9	6	225
	California Community Colleges	Los Angeles	Los Angeles	Los Angeles Unified	Public High Schools (Grades 9-12 inclusive)	19647331933043	Benjamin Franklin Senior High, Los Angeles	Undergraduate	Freshman	19	3	19	305	1	1	6	0	5	359
									Sophomore	7	0	3	62	0	0	0	0	8	80
									Unclassified Undergraduate	2	0	0	17	0	0	0	0	0	19
									AA/AS Recipient										

									Returning to College	0	0	0	0	0	1	0	0	0	1
								Student Level Classification Total (Undergraduate)		28	3	22	384	1	2	6	0	13	459
							High School, City Total (Benjamin Franklin Senior High, Los Angeles)			28	3	22	384	1	2	6	0	13	459
					School Type Total (Public High Schools (Grades 9-12 inclusive))					28	3	22	384	1	2	6	0	13	459
				School District Total (Los Angeles Unified)						28	3	22	384	1	2	6	0	13	459
			High School County Total (Los Angeles)							28	3	22	384	1	2	6	0	13	459
		High School Region Total (Los Angeles)								28	3	22	384	1	2	6	0	13	459
	Higher Education System Total (California Community Colleges)									28	3	22	384	1	2	6	0	13	459
Year Total (2010)										88	8	31	636	3	4	7	9	19	806

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Los Angeles County Board of Education Recommendation to Deny
Academia Avance Charter Schools

Academia Avance

Compilation with
National Student Clearinghouse Data
for APR 162015

AlumniTracking

DATA_Note	AVANCE_C	URRENT	YEAR1	YourUniqueFirstName	[redacted]	Name Suffix	AVANCE_C	Record Fou	Search Dat	College Cor	College Name	College St	2-year/ 4-year	Public/Private	Enrollment Beg	Enrollment End	Enrollmen:	SClass Level	Enrollment IV	EnrollmentC
	Y			MARIA DEL CARMEN			2011_	N												
	Y	S2015	Y1	MARIA DEL CARMEN			2011_	A	20110604		Non Career/College	CA	NCC							
	Y			ISMAEL			2011_	N												
	Y	S2015	Y1	ISMAEL			2011_	A	20110604		Non Career/College	CA	NCC							
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	Y			YVONNE			2011_	Y	20110604001243-00		MOUNT SAINT MARY'S UNIVERSITY	CA		4Private	20130826	20131212F				
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	Y	S2015	Y4	YVONNE			2011_	Y	20110604001243-00		MOUNT SAINT MARY'S UNIVERSITY	CA		4Private	20150112	20150507F				
OVERLAP ENROLY				YVONNE			2011_	Y	20110604001243-00		MOUNT SAINT MARY'S UNIVERSITY	CA		4 DEP						
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	Y			CHRISTIAN			2011_	Y	20110604001288-00		SANTA MONICA COLLEGE	CA		2Public	20140901	20141223				
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	Y		Y2	DANIELA			2011_	A		001261-00	PASADENA CITY COLLEGE	CA		2Public-TransD						
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	Y		Y2	BRIAN			2011_	Y	20110604041271-00		UNIVERSITY OF CALIFORNIA - MERCED	CA		4Public-UC	20130122	20130517F	S	POLITICAL S	451001	
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	Y		Y3	BRIAN			2011_	Y	20110604041271-00		UNIVERSITY OF CALIFORNIA - MERCED	CA		4Public-UC	20140121	20140516 F	J	POLITICAL S	451001	
	Y			BRIAN			2011_	Y	20110604041271-00		UNIVERSITY OF CALIFORNIA - MERCED	CA		4Public-UC	20140828	20141219 F	R	POLITICAL S	451001	
	Y	S2015	Y4	BRIAN			2011_	Y	20110604041271-00		UNIVERSITY OF CALIFORNIA - MERCED	CA		4Public-UC	20150120	20150515F	R	POLITICAL S	451001	
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OVERLAP ENROLY				RUBY			2011_	Y	20110604001141-00		CALIFORNIA STATE UNIVERSITY - DOMINGUEZ HI	CA		4DEP	20140118	20140522H				
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	Y			RUBY			2011_	Y	20110604022260-00		EAST LOS ANGELES COLLEGE	CA		2Public	20140616	20140831	N	PSYCHOLOGY FOR TRA		
	Y			RUBY			2011_	Y	20110604022260-00		EAST LOS ANGELES COLLEGE	CA		2Public	20140901	20141221	N	PSYCHOLOGY FOR TRA		
	Y	S2015	Y4	RUBY			2011_	Y	20110604022260-00		EAST LOS ANGELES COLLEGE	CA		2Public-TransD	20150209	20150607	N	PSYCHOLOGY FOR TRA		
	Y			PERLA			2011_	Y	20110604001261-00		PASADENA CITY COLLEGE	CA		2 Public	20110827	20110828	F	SOCIOLOGY		
	Y			PERLA			2011_	Y	20110604001261-00		PASADENA CITY COLLEGE	CA		2Public	20110829	20111218	F	SOCIOLOGY		
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	Y		Y2	PERLA			2011_	Y	20110604022260-00		EAST LOS ANGELES COLLEGE	CA		2Public	20130204	20130603	N	CHILD DEVELOPMENT 1		
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	Y		Y2	FATIMA			2011_	Y	20110604001316-00		UNIVERSITY OF CALIFORNIA - RIVERSIDE	CA		4Public-UC	20130401	20130614F	S	UNDECLARI	309999	
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DEGREE-AS	Y		Y1	DAVIO			2011_	A	20110604		UNIVERSAL TECHNICAL INSTITUTE	CA		2 Private						
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	Y			JORGE			2011_	N	20110604											
CERTIFICATE	Y		Y1	JORGE			2011_	A			MEDICAL SCIENCE CENTER	CA		2 Private						
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	Y	S2015		MANUEL			2011_	A			Non Career/College	CA	NCC							
	Y			ANDREW			2011_	Y	20110604001261-00		PASADENA CITY COLLEGE	CA		2 Public	20110829	20111216	F	ENGLISH		
	Y		Y1	ANDREW			2011_	Y	20110604001261-00		PASADENA CITY COLLEGE	CA		2 Public	20120220	20120617	F	ENGLISH		

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	Y			ANDREW	[redacted]	2011_	Y	20110604 001261-00	PASADENA CITY COLLEGE	CA		2 Public	20120827	20121216	F	ENGLISH	
OVERLAP ENROLY				ANDREW		2011_	Y	20110604 001261-00	PASADENA CITY COLLEGE	CA		2 DEP	20130107	20130504	F	ENGLISH	
	Y		Y2	ANDREW		2011_	Y	20110604 001261-00	PASADENA CITY COLLEGE	CA		2 Public	20130107	20130623	F	ENGLISH	
	Y			ANDREW		2011_	Y	20110604 001261-00	PASADENA CITY COLLEGE	CA		2 Public	20130824	20130825			
	Y			ANDREW		2011_	Y	20110604 001261-00	PASADENA CITY COLLEGE	CA		2 Public	20130826	20131215			
	Y		Y3	ANDREW		2011_	Y	20110604 001261-00	PASADENA CITY COLLEGE	CA		2 Public	20140113	20140511			
	Y			ANDREW		2011_	Y	20110604 001261-00	PASADENA CITY COLLEGE	CA		2 Public	20140825	20141214	A	ENGLISH LI	230101
	Y	S2015	Y4	ANDREW		2011_	Y	20110604 001261-00	PASADENA CITY COLLEGE	CA		2 Public	20150112	20150510	A	ENGLISH LI	230101
	Y			JOSE		2012_	N	20120609									
	Y		Y1	JOSE		2012_	A		UNIVERSITY OF THE WEST	CA		4 Private					
	Y		Y2	JOSE		2012_	A		UNIVERSITY OF THE WEST	CA		4 Private					
	Y	S2015	Y3	JOSE		2012_	A		UNIVERSITY OF THE WEST	CA		4 Private					
	Y			VICENTA		2012_	N	20120609									
	Y		Y1	VICENTA		2012_	A		UNIVERSITY OF THE WEST	CA		4 Private					
	Y		Y2	VICENTA		2012_	A		UNIVERSITY OF THE WEST	CA		4 Private					
	Y	S2015	Y3	VICENTA		2012_	A		UNIVERSITY OF THE WEST	CA		4 Private					
	Y			NICKOLE		2012_	N	20120609									
	Y		Y1	NICKOLE		2012_	A		UNIVERSITY OF THE WEST	CA		4 Private					
	Y		Y2	NICKOLE		2012_	A		UNIVERSITY OF THE WEST	CA		4 Private					
	Y	S2015	Y3	NICKOLE		2012_	A		UNIVERSITY OF THE WEST	CA		4 Private					
	Y			DAVID		2012_	N	20120609									
	Y	S2015	Y1	DAVID		2012_	A		Non Career/College	CA	NCC						
	Y			SAMANTHA		2012_	Y	20120609 001243-00	MOUNT SAINT MARY'S UNIVERSITY	CA		4 Private	20120820	20121206 F			
OVERLAP ENROLY				SAMANTHA		2012_	Y	20120609 007993-00	CALIFORNIA STATE UNIVERSITY - BAKERSFIELD	CA		4 DEP	20120910	20121002 W	F	BIOLOGY - E	260101
	Y		Y1	SAMANTHA		2012_	Y	20120609 001243-00	MOUNT SAINT MARY'S UNIVERSITY	CA		4 Private	20130107	20130502 F			
	Y			SAMANTHA		2012_	Y	20120609 001243-00	MOUNT SAINT MARY'S UNIVERSITY	CA		4 Private	20130826	20131212 F			
	Y		Y2	SAMANTHA		2012_	Y	20120609 001243-00	MOUNT SAINT MARY'S UNIVERSITY	CA		4 Private	20140113	20140508 F			
	Y			SAMANTHA		2012_	Y	20120609 001243-00	MOUNT SAINT MARY'S UNIVERSITY	CA		4 Private	20140825	20141211 F			
	Y	S2015	Y3	SAMANTHA		2012_	Y	20120609 001243-00	MOUNT SAINT MARY'S UNIVERSITY	CA		4 Private	20150112	20150507 F			
	Y	S2015	Y1	ROBERT		2012_	Y	20120609 001652-00	CITY OF CHICAGO - HAROLD WASHINGTON COLLEGE			2 Public-TransD	20150112	20150510 F	F		
	Y			KARLA		2012_	N	20120609									
	Y		Y1	KARLA		2012_	A		UNIVERSITY OF THE WEST	CA		4 Private					
	Y		Y2	KARLA		2012_	A		UNIVERSITY OF THE WEST	CA		4 Private					
	Y	S2015	Y3	KARLA		2012_	A		UNIVERSITY OF THE WEST	CA		4 Private					
	Y			MAYRA		2012_	N	20120609									
	Y	S2015	Y1	MAYRA		2012_	A		Non Career/College	CA	NCC						
	Y			HEATHER		2012_	Y	20120609 001243-00	MOUNT SAINT MARY'S UNIVERSITY	CA		4 Private	20120820	20121206 F			
	Y		Y1	HEATHER		2012_	Y	20120609 001243-00	MOUNT SAINT MARY'S UNIVERSITY	CA		4 Private	20130107	20130502 F			
	Y			HEATHER		2012_	Y	20120609 001243-00	MOUNT SAINT MARY'S UNIVERSITY	CA		4 Private	20130826	20131212 F			
	Y		Y2	HEATHER		2012_	Y	20120609 001243-00	MOUNT SAINT MARY'S UNIVERSITY	CA		4 Private	20140113	20140508 F			
	Y			HEATHER		2012_	Y	20120609 001243-00	MOUNT SAINT MARY'S UNIVERSITY	CA		4 Private	20140825	20141211 F			
	Y	S2015	Y3	HEATHER		2012_	Y	20120609 001243-00	MOUNT SAINT MARY'S UNIVERSITY	CA		4 Private	20150112	20150507 F			
	Y			FRANCISCO		2012_	Y	20120609 001155-00	SAN JOSE STATE UNIVERSITY	CA		4 Public-CSU	20120822	20121210 F			
	Y		Y1	FRANCISCO		2012_	Y	20120609 001155-00	SAN JOSE STATE UNIVERSITY	CA		4 Public-CSU	20130123	20130513 F	F		
	Y			FRANCISCO		2012_	Y	20120609 001155-00	SAN JOSE STATE UNIVERSITY	CA		4 Public-CSU	20130821	20131209 F	F		
	Y		Y2	FRANCISCO		2012_	Y	20120609 001155-00	SAN JOSE STATE UNIVERSITY	CA		4 Public-CSU	20140123	20140513 F	F		
	Y			FRANCISCO		2012_	Y	20120609 001155-00	SAN JOSE STATE UNIVERSITY	CA		4 Public-CSU	20140825	20141210 F	S		
	Y	S2015	Y3	FRANCISCO		2012_	Y	20120609 001155-00	SAN JOSE STATE UNIVERSITY	CA		4 Public-CSU	20150122	20150513 F	S		
	Y			KEVIN		2012_	N	20120609									
	Y		Y1	KEVIN		2012_	A		UNIVERSITY OF THE WEST	CA		4 Private					
	Y		Y2	KEVIN		2012_	A		UNIVERSITY OF THE WEST	CA		4 Private					
	Y	S2015	Y3	KEVIN		2012_	A		UNIVERSITY OF THE WEST	CA		4 Private					
	Y			ALBERT		2012_	N	20120609									
	Y		Y1	ALBERT		2012_	A		UNIVERSITY OF THE WEST	CA		4 Private					
	Y		Y2	ALBERT		2012_	A		UNIVERSITY OF THE WEST	CA		4 Private					
	Y	S2015	Y3	ALBERT		2012_	A		UNIVERSITY OF THE WEST	CA		4 Private					
	Y			FRANCIS		2012_	N	20120609									
	Y	S2015	Y1	FRANCIS		2012_	A		Non Career/College	CA	NCC						
	Y			BRITTANY		2012_	N	20120609									
	Y		Y1	BRITTANY		2012_	A		UNIVERSITY OF THE WEST	CA		4 Private					
	Y		Y2	BRITTANY		2012_	A		UNIVERSITY OF THE WEST	CA		4 Private					
	Y	S2015	Y3	BRITTANY		2012_	A		UNIVERSITY OF THE WEST	CA		4 Private					
	Y			DALIN		2012_	N	20120609									
	Y		Y1	DALIN		2012_	A		UNIVERSITY OF THE WEST	CA		4 Private					
	Y		Y2	DALIN		2012_	A		UNIVERSITY OF THE WEST	CA		4 Private					
	Y	S2015	Y3	DALIN		2012_	A		UNIVERSITY OF THE WEST	CA		4 Private					
	Y			ADAM		2012_	A		UNIVERSITY OF THE WEST	CA		4 Private					
	Y			ADAM		2012_	Y	20120609 001261-00	PASADENA CITY COLLEGE	CA		2 Public-TransD	20130826	20131215			
	Y		Y1	ADAM		2012_	Y	20120609 001261-00	PASADENA CITY COLLEGE	CA		2 Public-TransD	20140113	20140511			
OVERLAP ENROLY				ADAM		2012_	Y	20120609 001261-00	PASADENA CITY COLLEGE	CA		2 DEP	20140519	20140629			
	Y			ADAM		2012_	Y	20120609 001261-00	PASADENA CITY COLLEGE	CA		2 Public-TransD	20140519	20140624			
	Y			ADAM		2012_	Y	20120609 001261-00	PASADENA CITY COLLEGE	CA		2 Public-TransD	20140825	20141109	A	CIS PROGR	110101
	Y	S2015	Y2	ADAM		2012_	A		LOS ANGELES TRADE TECHNICAL	CA		2 Public-TransD					
	Y			LILIANA		2012_	N	20120609									
	Y		Y1	LILIANA		2012_	A		UNIVERSITY OF THE WEST	CA		4 Private					
	Y		Y2	LILIANA		2012_	A		UNIVERSITY OF THE WEST	CA		4 Private					
	Y	S2015	Y3	LILIANA		2012_	A		UNIVERSITY OF THE WEST	CA		4 Private					
	Y			MARLENE		2012_	Y	20120609 001153-00	CALIFORNIA STATE UNIVERSITY- NORTHRIDGE	CA		4 Public-CSU	20120827	20121224 F			
	Y		Y1	MARLENE		2012_	Y	20120609 001153-00	CALIFORNIA STATE UNIVERSITY- NORTHRIDGE	CA		4 Public-CSU	20130122	20130524 F	F		
	Y	S2015		MARLENE		2012_	A		Non Career/College	CA	NCC						
	Y			ERIK		2012_	N	20120609									
	Y		Y1	ERIK		2012_	A		UNIVERSITY OF THE WEST	CA		4 Private					
	Y		Y2	ERIK		2012_	A		UNIVERSITY OF THE WEST	CA		4 Private					
	Y	S2015	Y3	ERIK		2012_	A		UNIVERSITY OF THE WEST	CA		4 Private					
	Y			AMANDA		2012_	Y	20120609 001149-00	HUMBOLDT STATE UNIVERSITY	CA		4 Public-CSU	20120820	20121214 F			
	Y		Y1	AMANDA		2012_	Y	20120609 001149-00	HUMBOLDT STATE UNIVERSITY	CA		4 Public-CSU	20130122	20130517 F			
	Y			AMANDA		2012_	Y	20120609 001149-00	HUMBOLDT STATE UNIVERSITY	CA		4 Public-CSU	20130528	20130530 W			
	Y	S2015		AMANDA		2012_	A		LOS ANGELES OCCUPATIONAL CENTER	ca		2 Public-TransD					
	Y			CHABELY		2012_	Y	20120609 001261-00	PASADENA CITY COLLEGE	CA		2 Public	20130624	20130710			
	Y	S2015		CHABELY		2012_	A		CAREER-TRACK EMPLOYMENT		CTE						
	Y			JOHN		2012_	Y	20120609 001314-00	UNIVERSITY OF CALIFORNIA - IRVINE	CA		4 Public-UC	20120924	20121214 F			
	Y			JOHN		2012_	Y	20120609 001314-00	UNIVERSITY OF CALIFORNIA - IRVINE	CA		4 Public-UC	20130102	20130322 F			
	Y		Y1	JOHN		2012_	Y	20120609 001314-00	UNIVERSITY OF CALIFORNIA - IRVINE	CA		4 Public-UC	20130327	20130614 F	F		
OVERLAP ENROLY				JOHN		2012_	Y	20120609 001156-00	CITRUS COLLEGE	CA		2 DEP	20130624	20130615 F			
	Y			JOHN		2012_	Y	20120609 001314-00	UNIVERSITY OF CALIFORNIA - IRVINE	CA		4 Public-UC	20130823	20131213 F	S		
	Y			JOHN		2012_	Y	20120609 001314-00	UNIVERSITY OF CALIFORNIA - IRVINE	CA		4 Public-UC	20140102	20140321 F	S		

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	Y		Y2	JOHN	[redacted]	2012_	Y	20120609001314-00	UNIVERSITY OF CALIFORNIA - IRVINE	CA		4 Public-UC	20140326	20140813 F	J		
	Y			JOHN		2012_	Y	20120609001314-00	UNIVERSITY OF CALIFORNIA - IRVINE	CA		4 Public-UC	20140623	20140310 F			
	Y			JOHN		2012_	Y	20120609001314-00	UNIVERSITY OF CALIFORNIA - IRVINE	CA		4 Public-UC	20140929	20141219 F	J		
	Y			JOHN		2012_	Y	20120609001314-00	UNIVERSITY OF CALIFORNIA - IRVINE	CA		4 Public-UC	20150102	20150320 F	R		
	Y	S2015	Y3	JOHN		2012_	Y	20120609001314-00	UNIVERSITY OF CALIFORNIA - IRVINE	CA		4Public-UC	20150325	20150612 F	R		
	Y			ADRIAN		2012_	N	20120609									
	Y	S2015	Y1	ADRIAN		2012_	A		Non Career/College	CA	NCC						
	N			KEVIN		2012_	N	20120609									
NG	N	S2015		KEVIN		2012_	A		Non Graduate		NG						
	Y			CRISTIAN		2012_	Y	20120609001168-00	CITRUS COLLEGE	CA		2 Public	20120624	20121215 L			
	Y		Y1	CRISTIAN		2012_	Y	20120609001286-00	SANTA MONICA COLLEGE	CA		2 Public	20130211	20130611			
	Y			CRISTIAN		2012_	Y	20120609001286-00	SANTA MONICA COLLEGE	CA		2 Public	20130617	20130609			
	Y			CRISTIAN		2012_	Y	20120609001286-00	SANTA MONICA COLLEGE	CA		2 Public	20130826	20131217			
	Y			CRISTIAN		2012_	Y	20120609001286-00	SANTA MONICA COLLEGE	CA		2 Public	20140106	20140213			
	Y		Y2	CRISTIAN		2012_	Y	20120609001286-00	SANTA MONICA COLLEGE	CA		2 Public	20140217	20140508			
	Y			CRISTIAN		2012_	Y	20120609001288-00	SANTA MONICA COLLEGE	CA		2 Public	20140623	20140815			
	Y			CRISTIAN		2012_	Y	20120609001285-00	SANTA MONICA COLLEGE	CA		2 Public	20140901	20141223			
	Y			CRISTIAN		2012_	Y	20120609 001288-00	SANTA MONICA COLLEGE	CA		2 Public	20150105	20150202			
	Y	S2015	Y3	CRISTIAN		2012_	Y	20120609001288-00	SANTA MONICA COLLEGE	CA		2 Public	20150216	20150616			
	Y			ELIAS		2012_	N	20120609									
	Y		Y1	ELIAS		2012_	A		UNIVERSITY OF THE WEST	CA		4 Private					
	Y		Y2	ELIAS		2012_	A		UNIVERSITY OF THE WEST	CA		4Private					
	Y	S2015	Y3	ELIAS		2012_	A		UNIVERSITY OF THE WEST	CA		4Private					
	Y			VALERIE		2012_	N	20120609									
	Y		Y1	VALERIE		2012_	A		UNIVERSITY OF THE WEST	CA		4 Private					
	Y		Y2	VALERIE		2012_	A		UNIVERSITY OF THE WEST	CA		4 Private					
	Y	S2015	Y3	VALERIE		2012_	A		UNIVERSITY OF THE WEST	CA		4Private					
	Y			JOSELIN		2013_	N	20130608									
	Y		Y1	JOSELIN		2013_	A		UNIVERSITY OF THE WEST	CA		4 Private					
	Y	S2015	Y2	JOSELIN		2013_	A		UNIVERSITY OF THE WEST	CA		4 Private					
NO ENROLLMENTY				SEBASTIAN		2013_	Y	20130608001151-00	SAN DIEGO STATE UNIVERSITY	CA		4DEP	20130522	20130815	F	BUSINESS ADMINISTRA	
NO ENROLLMENTY				SEBASTIAN		2013_	Y	20130608001273-00	SAN DIEGO CITY COLLEGE	CA		2DEP	20130610	20130603			
	Y	S2015	Y1	SEBASTIAN		2013_	A		UNIVERSITY OF THE WEST	CA		4 Private					
	Y			MONSERRAT		2013_	Y	20130608001227-00	LOS ANGELES TRADE TECHNICAL	CA		2Public	20130610	20130818	N	NURSING SCIENCE LVN	
	Y			MONSERRAT		2013_	Y	20130608001227-00	LOS ANGELES TRADE TECHNICAL	CA		2Public	20130828	20131229	N	NURSING SCIENCE LVN	
	Y			MONSERRAT		2013_	Y	20130608001227-00	LOS ANGELES TRADE TECHNICAL	CA		2DEP	20130626	20140209	N	NURSING SCIENCE LVN	
	Y		Y1	MONSERRAT		2013_	Y	20130608001227-00	LOS ANGELES TRADE TECHNICAL	CA		2Public	20140210	20140609	N	NURSING SCIENCE LVN	
	Y			MONSERRAT		2013_	Y	20130608001227-00	LOS ANGELES TRADE TECHNICAL	CA		2Public	20140616	20140831	N	NURSING SCIENCE LVN	
	Y	S2015		MONSERRAT		2013_	Y	20130608001227-00	LOS ANGELES TRADE TECHNICAL	CA		2 Public	20140901	20141221	N	NURSING, REGISTERED	
	Y			RAUL		2013_	N	20130608									
	Y	S2015	Y1	RAUL		2013_	A		CAREER-TRACK EMPLOYMENT		CTE						
	Y			DARWIN		2013_	Y	20130608001149-00	HUMBOLDT STATE UNIVERSITY	CA		4 Public-CSU	20130828	20131220 F			
	Y		Y1	DARWIN		2013_	Y	20130608001149-00	HUMBOLDT STATE UNIVERSITY	CA		4 Public-CSU	20140121	20140516 F			
	Y			DARWIN		2013_	Y	20130608001149-00	HUMBOLDT STATE UNIVERSITY	CA		4 Public-CSU	20140527	20140813 W			
	Y	S2015		DARWIN		2013_	A		NonCareer/College	AR	NCC						
	Y			JOSIE		2013_	N	20130608									
	Y	S2015	Y1	JOSIE		2013_	A		CAREER-TRACK EMPLOYMENT		CTE						
	Y		Y1	ERIC		2013_	Y	20130606022260-00	EAST LOS ANGELES COLLEGE	CA		2 Public	20140210	20140609	N	UNDECIDED	
	Y	S2015		ERIC		2013_	A		NonCareer/College	CA	NCC						
	Y			LUIS		2013_	N	20130608									
	Y		Y1	LUIS		2013_	A		UNIVERSITY OF THE WEST	CA		4 Private					
	Y	S2015		LUIS		2013_	A		NonCareer/College	CA	NCC						
	Y			ANDREA		2013_	Y	20130608001227-00	LOS ANGELES TRADE TECHNICAL	CA		2 Public	20130610	20130818	N	NURSING SCIENCE LVN	
	Y			ANDREA		2013_	Y	20130608008090-00	EVEREST COLLEGE-ALHAMBRA	CA		2Private	20130729	20130623 F			510801
	Y			ANDREA		2013_	Y	20130608001227-00	LOS ANGELES TRADE TECHNICAL	CA		2 Public	20130826	20131020	N	NURSING SCIENCE LVN	
	Y	S2015	Y1	ANDREA		2013_	Y	20130608022260-00	EAST LOS ANGELES COLLEGE	CA		2 Public	20150209	20150807	N	PHYSICAL EDUCATION	
NO ENROLLMENTY				ENRIQUE		2013_	Y	20130608001227-00	LOS ANGELES TRADE TECHNICAL	CA		2DEP	20130610	20130818	N	UNDECIDED	
NO ENROLLMENTY				ENRIQUE		2013_	Y	20130608001227-00	LOS ANGELES TRADE TECHNICAL	CA		2DEP	20130826	20130929	N	AUTO & RELATED MECH	
	Y	S2015	Y1	ENRIQUE		2013_	A		Non Career/College	CA	NCC						
	Y		Y1	AXCELY		2013_	Y	20130608001262-00	SAN JOSE CITY COLLEGE	CA		2Public	20140102	20140523 F			
	Y			AXCELY		2013_	Y	20130608012452-00	EVERGREEN VALLEY COLLEGE	CA		2DEP	20140102	20140523 F			
	Y			AXCELY		2013_	Y	20130608004460-00	DE ANZA COLLEGE	CA		2Public	20140922	20141212 H		CHILD DEVE	190706
	Y	S2015		AXCELY		2013_	Y	20130606004480-00	DE ANZA COLLEGE	CA		2Public	20150105	20150327 L	A	CHILD DEVE	190706
	Y			APRIL		2013_	Y	20130608001149-00	HUMBOLDT STATE UNIVERSITY	CA		4Public-CSU	20130826	20131220 F	F		
	Y		Y1	APRIL		2013_	Y	20130608001149-00	HUMSOLDT STATE UNIVERSITY	CA		4 Public-CSU	20140121	20140516 F	F		
	Y	S2015		APRIL		2013_	A		NonCareer/College	AR	NCC						
NO ENROLLMENTY				YEYMY		2013_	Y	20130608001151-00	SAN DIEGO STATE UNIVERSITY	CA		4DEP	20130522	20130815	F	CHILD DEVELOPMENT	
NO ENROLLMENTY				YEYMY		2013_	Y	20130608001273-00	SAN DIEGO CITY COLLEGE	CA		2DEP	20130610	20130603			
	Y	S2015	Y1	YEYMY		2013_	A		NonCareer/College	CA	NCC						
NO ENROLLMENTY				ITZEL		2013_	Y	20130608001155-00	SAN JOSE STATE UNIVERSITY	CA		4DEP	20130603	20130609 L	F		
NO ENROLLMENTY				ITZEL		2013_	Y	20130608007993-00	CALIFORNIA STATE UNIVERSITY - BAKERSFIELD	CA		4DEP	20140915	20141006 W	F	COMMUNIC.	90189
	Y	S2015	Y1	ITZEL		2013_	A		UNIVERSITY OF THE WEST	CA		4Private					
	Y			SHIOMARA		2013_	Y	20130408001261-00	PASADENA CITY COLLEGE	CA		2 Public	20130826	20131215			
	Y		Y1	SHIOMARA		2013_	Y	20130608001261-00	PASADENA CITY COLLEGE	CA		2 Public	20140113	20140511			
	Y			SHIOMARA		2013_	Y	20130608001261-00	PASADENA CITY COLLEGE	CA		2Public	20140825	20140929	A	SOCIOLOGY	451101
	Y	S2015	Y2	SHIOMARA		2013_	Y	20130608001261-00	PASADENA CITY COLLEGE	CA		2 Public	20150112	20150510	A	SOCIOLOGY	451101
	Y			HENRY		2013_	N	20130608									
	Y	S2015	Y1	HENRY		2013_	A		Non Career/College	CA	NCC						
	Y			DALILA		2013_	N	20130608									
	Y		Y1	DALILA		2013_	A		UNIVERSITY OF THE WEST	CA		4Private					
	Y	S2015	Y2	DALILA		2013_	A		UNIVERSITY OF THE WEST	CA		4Private					
	Y			JOSE		2013_	Y	20130608 001155-00	SAN JOSE STATE UNIVERSITY	CA		4 Public-CSU	20130821	20131209 F	F		
	Y		Y1	JOSE		2013_	Y	20130608 001155-00	SAN JOSE STATE UNIVERSITY	CA		4 Public-CSU	20140120	20140513 F	F		
	Y			JOSE		2013_	Y	20130608001155-00	SAN JOSE STATE UNIVERSITY	CA		4Public CSU	20140825	20141210 F	F		
	Y	S2015	Y2	JOSE		2013_	Y	20130608001155-00	SAN JOSE STATE UNIVERSITY	CA		4 Public-CSU	20150122	20150513 F	F		
	Y			HAZEL		2013_	N	20130608									
	Y	S2015	Y1	HAZEL		2013_	A		NonCareer/College	CA	NCC						
	Y			KEIRY		2013_	Y	20130608001243-00	MOUNT SAINT MARY'S UNIVERSITY	CA		4 Private	20130828	20131212 F			
	Y		Y1	KEIRY		2013_	Y	20130608001243-00	MOUNT SAINT MARY'S UNIVERSITY	CA		4Private	20140113	20140508 F			
	Y			KEIRY		2013_	Y	20130608001243-00	MOUNT SAINT MARY'S UNIVERSITY	CA		4Private	20140825	20141211 F			
	Y	S2015	Y2	KEIRY		2013_	Y	20130608001243-00	MOUNT SAINT MARY'S UNIVERSITY	CA		4 Private	20150112	20150507 F			
OVERLAP ENROLY				GENESIS		2013_	Y	20130608001151-00	SAN DIEGO STATE UNIVERSITY	CA		4DEP	20130522	20130815	F	POLITICAL SCIENCE	
OVERLAP ENROLY				GENESIS		2013_	Y	20130608001273-00	SAN DIEGO CITY COLLEGE	CA		2DEP	20130610	20130603			
OVERLAP ENROLY				GENESIS		2013_	Y	20130608001273-00	SAN DIEGO CITY COLLEGE	CA		2DEP	20130419	20131216			
	Y			GENESIS		2013_	Y	20130608001151-00	SAN DIEGO STATE UNIVERSITY	CA		4 Public-CSU	20130826	20131218	F	POLITICAL SCIENCE	
	Y		Y1	GENESIS		2013_	Y	20130608001151-00	SAN DIEGO STATE UNIVERSITY	CA		4 Public-CSU	20140122	20140515	F	POLITICAL SCIENCE	

Los Angeles County Board of Education Recommendation to Deny
Academia Avance Charter Schools

Academia Avance

Compilation with
NationalStudentClearinghouse Data
for APR 16 2015

AlumniTracking

OVERLAP ENROLY			GENESIS	[redacted]	2013_	Y	20130808001273-00	SAN DIEGO CITY COLLEGE	CA		2DEP	20140127	20140524			
	Y		GENESIS		2013_	Y	20130808001151-00	SAN DIEGO STATE UNIVERSITY	CA		4Public-CSU	20140825	20141217	S	POLITICAL SCIENCE	
	Y	S2015	Y2	GENESIS	2013_	Y	20130808001151-00	SAN DIEGO STATE UNIVERSITY	CA		4Public-CSU	20150121	20150514	S	POLITICAL SCIENCE	
	Y			BRYAN	2013_	N	20130808									
	Y		Y1	BRYAN	2013_	A	001149-00	HUMBOLDT STATE UNIVERSITY	CA		4Public-CSU					
	Y	S2015	Y2	BRYAN	2013_	A	001149-00	HUMBOLDT STATE UNIVERSITY	CA		4Public-CSU					
	Y			JUAN	2013_	Y	20130808001261-00	PASADENA CITY COLLEGE	CA		2Public	20130828	20131215			
	Y		Y1	JUAN	2013_	Y	20130808001261-00	PASADENA CITY COLLEGE	CA		2Public	20140113	20140511			
	Y			JUAN	2013_	Y	20130808001261-00	PASADENA CITY COLLEGE	CA		2Public	20140825	20141214	A	SOCIOLOGY	451101
	Y	S2015	Y2	JUAN	2013_	Y	20130808001261-00	PASADENA CITY COLLEGE	CA		2Public	20150112	20150510	A	SOCIOLOGY	451101
	Y			GUILLERMO-CRUZ	2013_	N	20130808									
	Y	S2015	Y1	GUILLERMO-CRUZ	2013_	A		MISSION	NY	MISSION						
	Y			LIONEL	2013_	Y	20130808001261-00	PASADENA CITY COLLEGE	CA		2Public	20140825	20141214	A	MATHEMAT	270101
	Y	S2015	Y1	LIONEL	2013_	Y	20130808001251-00	PASADENA CITY COLLEGE	CA		2Public	20150112	20150510	A	MATHEMAT	270101
	Y		Y1	MARIO	2013_	A	20130808041271-00	UNIVERSITY OF CALIFORNIA - MERCED	CA		4Public-UC					
	Y			MARIO	2013_	Y	20130808041271-00	UNIVERSITY OF CALIFORNIA - MERCED	CA		4Public-UC	20140828	20141219 F	S	UNDECLARI	309999
	Y	S2015	Y2	MARIO	2013_	Y	20130808041271-00	UNIVERSITY OF CALIFORNIA - MERCED	CA		4Public-UC	20150120	20150515 F	S	UNDECLARI	309999
	Y			DENISE	2013_	Y	20130808007606-00	EVEREST COLLEGE - LOS ANGELES	CA		2Private	20131024	20131120 F			510713
	Y			DENISE	2013_	Y	20130808007606-00	EVEREST COLLEGE - LOS ANGELES	CA		2Private	20131121	20131220 F			510713
	Y			DENISE	2013_	Y	20130808007606-00	EVEREST COLLEGE - LOS ANGELES	CA		2Private	20140108	20140204 F			510713
	Y			DENISE	2013_	Y	20130808007606-00	EVEREST COLLEGE - LOS ANGELES	CA		2Private	20140206	20140307 F			510713
	Y			DENISE	2013_	Y	20130808007606-00	EVEREST COLLEGE - LOS ANGELES	CA		2Private	20140310	20140404 F	F		510713
	Y			DENISE	2013_	Y	20130808007606-00	EVEREST COLLEGE - LOS ANGELES	CA		2Private	20140408	20140505 F	F		510713
	Y			DENISE	2013_	Y	20130808007606-00	EVEREST COLLEGE - LOS ANGELES	CA		2Private	20140507	20140604 F	F		510713
CERTIFICATE	Y		Y1	DENISE	2013_	Y	20130808007606-00	EVEREST COLLEGE - LOS ANGELES	CA		2Private	20140606	20140710 F	F		510713
	Y	S2015		DENISE	2013_	A		CAREER-TRACK EMPLOYMENT		CTE						
	Y			LUIS	2013_	N	20130808									
	Y	S2015	Y1	LUIS	2013_	A		NonCareerCollege	CA	NCC						
	Y			EDWIN	2013_	Y	20130808001144-00	CALIFORNIA STATE POLYTECHNIC	CA		4Public-CSU	20130926	20131213 F	F		
	Y			EDWIN	2013_	Y	20130808001144-00	CALIFORNIA STATE POLYTECHNIC	CA		4Public-CSU	20140106	20140321 F	F		
	Y		Y1	EDWIN	2013_	Y	20130808001144-00	CALIFORNIA STATE POLYTECHNIC	CA		4Public-CSU	20140401	20140613 F	F		
OVERLAP ENROLY				EDWIN	2013_	Y	20130808001203-00	GLENDALE COMMUNITY COLLEGE	CA		2DEP	20140623	20140731			
	Y			EDWIN	2013_	Y	20130808001144-00	CALIFORNIA STATE POLYTECHNIC	CA		4Public-CSU	20140925	20141212 F	F		
	Y	S2015	Y2	EDWIN	2013_	Y	20130808001144-00	CALIFORNIA STATE POLYTECHNIC	CA		4Public-CSU	20150105	20150320 F	S		
	Y			ELIZABETH	2013_	Y	20130808001136-00	CALIFORNIA STATE UNIVERSITY - EAST BAY	CA		4Public-CSU	20130925	20131215 F			
	Y			ELIZABETH	2013_	Y	20130808001138-00	CALIFORNIA STATE UNIVERSITY - EAST BAY	CA		4Public-CSU	20140108	20140323 F			
	Y		Y1	ELIZABETH	2013_	Y	20130808001138-00	CALIFORNIA STATE UNIVERSITY - EAST BAY	CA		4Public-CSU	20140401	20140615 F	F		
	Y			ELIZABETH	2013_	Y	20130808001138-00	CALIFORNIA STATE UNIVERSITY - EAST BAY	CA		4Public-CSU	20140924	20141214 F	F		
	Y			ELIZABETH	2013_	Y	20130808001138-00	CALIFORNIA STATE UNIVERSITY - EAST BAY	CA		4Public-CSU	20150105	20150322 F	S		
	Y	S2015	Y2	ELIZABETH	2013_	Y	20130808001136-00	CALIFORNIA STATE UNIVERSITY - EAST BAY	CA		4Public-CSU	20150330	20150614 F	S		
	N			IRMA	2013_	N	20130808									
NG	N	S2015		IRMA	2013_	A		Non Graduate		NG						
MIS-IDENTIFIED	Y			JESUS	2013_	Y	20130808010987-00	EL PASO COMMUNITY COLLEGE	TX		2DEP	20130825	20131214 H	F	ASSOCIATE	240101
MIS-IDENTIFIED	Y			JESUS	2013_	Y	20130808010987-00	EL PASO COMMUNITY COLLEGE	TX		2DEP	20140119	20140617 L	F	ASSOCIATE	240101
MIS-IDENTIFIED	Y			JESUS	2013_	Y	20130808010987-00	EL PASO COMMUNITY COLLEGE	TX		2DEP	20150118	20150516 H	F	ASSOCIATE	240101
	Y	S2015	Y1	JESUS	2013_	A		UNIVERSITY OF THE WEST	CA		4Private					
	Y			BLANCA	2013_	Y	20130808001157-00	CALIFORNIA STATE UNIVERSITY - STANISLAUS	CA		4Public-CSU	20130822	20131218 F	F		
	Y		Y1	BLANCA	2013_	Y	20130808001157-00	CALIFORNIA STATE UNIVERSITY - STANISLAUS	CA		4Public-CSU	20140127	20140523 F	F		
	Y			BLANCA	2013_	Y	20130808001157-00	CALIFORNIA STATE UNIVERSITY - STANISLAUS	CA		4Public-CSU	20140821	20141217 F	F		
	Y	S2015	Y2	BLANCA	2013_	Y	20130808001157-00	CALIFORNIA STATE UNIVERSITY - STANISLAUS	CA		4Public-CSU	20150127	20150522 F	S		
	Y			JONATHAN	2013_	N	20130808									
	Y		Y1	JONATHAN	2013_	A		UNIVERSITY OF THE WEST	CA		4Private					
	Y	S2015	Y2	JONATHAN	2013_	A		UNIVERSITY OF THE WEST	CA		4Private					
	Y			EDWIN	2013_	Y	20130808001155-00	SAN JOSE STATE UNIVERSITY	CA		4Public-CSU	20130821	20131209 F	F		
	Y		Y1	EDWIN	2013_	Y	20130808001155-00	SAN JOSE STATE UNIVERSITY	CA		4Public-CSU	20140123	20140513 F	F		
	Y			EDWIN	2013_	Y	20130808001155-00	SAN JOSE STATE UNIVERSITY	CA		4Public-CSU	20140825	20141210 F	F		
	Y	S2015	Y2	EDWIN	2013_	Y	20130808001155-00	SAN JOSE STATE UNIVERSITY	CA		4Public-CSU	20150122	20150513 F	S		
	Y			CHRISTOPHER	2013_	Y	20130808001227-00	LOS ANGELES TRADE TECHNICAL	CA		2Public	20130826	20131229	N	UNDECIDED	
OVERLAP ENROLY				CHRISTOPHER	2013_	Y	20130808001227-00	LOS ANGELES TRADE TECHNICAL	CA		2DEP	20130828	20140209	N	ELECTRONICS ENGINEI	
	Y			CHRISTOPHER	2013_	Y	20130808001321-00	UNIVERSITY OF CALIFORNIA-SANTA CRUZ	CA		4Public-UC	20130921	20131030 W			
	Y		Y1	CHRISTOPHER	2013_	Y	20130808001224-00	LOS ANGELES HARBOR COLLEGE	CA		2Public	20140210	20140609	N	ELECTRONIC TECHNICI.	
	Y			CHRISTOPHER	2013_	Y	20130808001224-00	LOS ANGELES HARBOR COLLEGE	CA		2Public	20140901	20140914	N	ENGINEERING TECHNO	
	Y	S2015	Y2	CHRISTOPHER	2013_	Y	20130808001227-00	LOS ANGELES TRADE TECHNICAL	CA		2Public-TransD	20150209	20150807	N	ELECTRONICS ENGINEI	
	Y			DIANA	2013_	Y	20130808001151-00	SAN DIEGO STATE UNIVERSITY	CA		4Public-CSU	20130522	20130815	F	BIOLOGY	
OVERLAP ENROLY				DIANA	2013_	Y	20130808001273-00	SAN DIEGO CITY COLLEGE	CA		2DEP	20130610	20130803			
OVERLAP ENROLY				DIANA	2013_	Y	20130808001273-00	SAN DIEGO CITY COLLEGE	CA		2DEP	20130819	20131218			
	Y			DIANA	2013_	Y	20130808001151-00	SAN DIEGO STATE UNIVERSITY	CA		4Public-CSU	20130828	20131218	F	NURSING PREMAJOR	
	Y		Y1	DIANA	2013_	Y	20130808001151-00	SAN DIEGO STATE UNIVERSITY	CA		4Public-CSU	20140122	20140515	F	NURSING PREMAJOR	
OVERLAP ENROLY				DIANA	2013_	Y	20130808001203-00	GLENDALE COMMUNITY COLLEGE	CA		2DEP	20140623	20140731			
	Y			DIANA	2013_	Y	20130808001151-00	SAN DIEGO STATE UNIVERSITY	CA		4Public-CSU	20140825	20141217	S	NURSING PREMAJOR	
	Y	S2015	Y2	DIANA	2013_	Y	20130808001151-00	SAN DIEGO STATE UNIVERSITY	CA		4Public-CSU	20150121	20150514	S	NURSING PREMAJOR	
	Y			HAYLEY	2013_	Y	20130808001243-00	MOUNT SAINT MARY'S UNIVERSITY	CA		4Private	20130508	20130811 L			
	Y			HAYLEY	2013_	Y	20130808001243-00	MOUNT SAINT MARY'S UNIVERSITY	CA		4Private	20130826	20131212 F			
	Y		Y1	HAYLEY	2013_	Y	20130808001243-00	MOUNT SAINT MARY'S UNIVERSITY	CA		4Private	20140113	20140508 F			
	Y			HAYLEY	2013_	Y	20130808001243-00	MOUNT SAINT MARY'S UNIVERSITY	CA		4Private	20140825	20141211 F			
	Y	S2015	Y2	HAYLEY	2013_	Y	20130808001243-00	MOUNT SAINT MARY'S UNIVERSITY	CA		4Private	20150112	20150507 F			
	Y			RICHARD	2013_	N	20130808									
	Y		Y1	RICHARD	2013_	A		UNIVERSITY OF THE WEST	CA		4Private					
	Y	S2015	Y2	RICHARD	2013_	A	001261-00	PASADENA CITY COLLEGE	CA		2Public-TransD					
	Y			EDUARDO	2013_	Y	20130808001144-00	CALIFORNIA STATE POLYTECHNIC	CA		4Public-CSU	20130926	20131213 F	F		
	Y			EDUARDO	2013_	Y	20130808001144-00	CALIFORNIA STATE POLYTECHNIC	CA		4Public-CSU	20140106	20140321 F	F		
	Y		Y1	EDUARDO	2013_	Y	20130808001144-00	CALIFORNIA STATE POLYTECHNIC	CA		4Public-CSU	20140401	20140613 F	F		
	Y			EDUARDO	2013_	Y	20130808001144-00	CALIFORNIA STATE POLYTECHNIC	CA		4Public-CSU	20140925	20141212 F	S		
	Y	S2015	Y2	EDUARDO	2013_	Y	20130808001144-00	CALIFORNIA STATE POLYTECHNIC	CA		4Public-CSU	20150105	20150320 F	S		
	Y			ERICK	2013_	N	20130808									
	Y		Y1	ERICK	2013_	A		UNIVERSITY OF THE WEST	CA		4Private					
	Y	S2015	Y2	ERICK	2013_	A		UNIVERSITY OF THE WEST	CA		4Private					
	Y			JAMES	2013_	Y	20130808001261-00	PASADENA CITY COLLEGE	CA		2Public	20130828	20131215			
	Y			JAMES	2013_	Y	20130808001261-00	PASADENA CITY COLLEGE	CA		2Public	20140113	20140511			
OVERLAP ENROLY				JAMES	2013_	Y	20130808001261-00	PASADENA CITY COLLEGE	CA		2DEP	20140519	20140523			
	Y		Y1	JAMES	2013_	Y	20130808001261-00	PASADENA CITY COLLEGE	CA		2Public	20140519	20140523			
	Y			JAMES	2013_	Y	20130808001261-00	PASADENA CITY COLLEGE	CA		2Public	20140825	20141214	A	ENGNRNG I	150000
	Y	S2015	Y1	JAMES	2013_	Y	20130808001261-00	PASADENA CITY COLLEGE	CA		2Public	20150112	20150510	A	ENGNRNG I	150000
				MARGARITA	2013_	Y	20130808003467-00	PRESENTATION COLLEGE	SD		4Private	20130827	20131217 F	F	PRE BS IN S	440701
	Y		Y1	MARGARITA	2013_	Y	20130808003467-00	PRESENTATION COLLEGE	SD		4Private	20140107	20140508 H	F	PRE BS IN S	440701

	Y	S2015	Y2	MARGARITA	[redacted]	2013_	A		UNIVERSITY OF THE WEST	CA		4 Private					
	Y			SAUL		2013_	N	20130606									
	Y		Y1	SAUL		2013_	A	001155-00	SAN JOSE STATE UNIVERSITY	CA		4 Public-CSU					
	Y	S2015	Y2	SAUL		2013_	A	001155-00	SAN JOSE STATE UNIVERSITY	CA		4 Public-CSU					
	Y			MAURICIO		2013_	Y	2013060600131312-00	UNIVERSITY OF CALIFORNIA - BERKELEY	CA		4Public-UC	20130526	20130616			
	Y			MAURICIO		2013_	Y	2013060600131312-00	UNIVERSITY OF CALIFORNIA - BERKELEY	CA		4Public-UC	20130619	20131230			
	Y		Y1	MAURICIO		2013_	Y	2013060600131312-00	UNIVERSITY OF CALIFORNIA - BERKELEY	CA		4Public-UC	20140110	20140516			
	Y			MAURICIO		2013_	Y	2013060600131312-00	UNIVERSITY OF CALIFORNIA - BERKELEY	CA		4Public-UC	20140615	20141219			
OVERLAP ENROLY				MAURICIO		2013_	Y	2013060600131312-00	UNIVERSITY OF CALIFORNIA - BERKELEY	CA		4DEP	20140821	20141219			
	Y	S2015	Y2	MAURICIO		2013_	Y	2013060600131312-00	UNIVERSITY OF CALIFORNIA - BERKELEY	CA		4 Public-UC	20150113	20150515			
	Y			LORENZO		2014_	Y	2014060600131140-00	CALIFORNIA STATE UNIVERSITY - LOS ANGELES	CA		4 Public-CSU	20140925	20141213 F	F		
	Y	S2015	Y1	LORENZO		2014_	Y	2014060600131140-00	CALIFORNIA STATE UNIVERSITY - LOS ANGELES	CA		4 Public-CSU	20150106	20150321 F	F		
	Y			JAVIER		2014_	N	20140606									
	Y	S2015	Y1	JAVIER		2014_	A		LE CORDON BLEU COLLEGE OF CULINARY ARTS	CA		2 Private					
	Y			KARLA		2014_	N	20140606									
	Y	S2015	Y1	KARLA		2014_	A	001312-00	UNIVERSITY OF CALIFORNIA - BERKELEY	CA		4 Public-UC					
	Y			ALLISON		2014_	N	20140606									
	Y	S2015	Y1	ALLISON		2014_	A		UNIVERSITY OF THE WEST	CA		4 Private					
	Y			FELICITAS		2014_	Y	2014060600131317-00	UNIVERSITY OF CALIFORNIA-SAN DIEGO	CA		4Public-UC	20140616	20140927 F	F	HUMAN BIO	260101
OVERLAP ENROLY				FELICITAS		2014_	Y	2014060600127500	SAN DIEGO MESA COLLEGE	CA		2DEP	20140818	20141216			
	Y			FELICITAS		2014_	Y	2014060600131317-00	UNIVERSITY OF CALIFORNIA-SAN DIEGO	CA		4 Public-UC	20141002	20141220 F	F	HUMAN BIO	260101
	Y		Y1	FELICITAS		2014_	Y	2014060600131317-00	UNIVERSITY OF CALIFORNIA-SAN DIEGO	CA		4Public-UC	20150105	20150321 F	F	HUMAN BIO	260101
OVERLAP ENROLY				FELICITAS		2014_	Y	2014060600127500	SAN DIEGO MESA COLLEGE	CA		2DEP	20150126	20150523			
	Y	S2015	Y2	FELICITAS		2014_	Y	2014060600131317-00	UNIVERSITY OF CALIFORNIA-SAN DIEGO	CA		4 Public-UC	20150330	20150612 F	F	HUMAN BIO	260101
	Y			MICHELLE		2014_	N	20140606									
	Y	S2015	Y1	MICHELLE		2014_	A		Non Career/College	CA	NCC						
	Y			GIOVANNI		2014_	N	20140606									
	Y	S2015	Y1	GIOVANNI		2014_	A		NonCareer/College	CA	NCC						
	Y			JONATHAN		2014_	N	20140606									
	Y	S2015	Y1	JONATHAN		2014_	A		UNIVERSITY OF THE WEST	CA		4 Private					
	Y			DANIELLE		2014_	N	20140606									
	Y	S2015	Y1	DANIELLE		2014_	A	2013060600124300	MOUNT SAINT MARY'S UNIVERSITY	CA		4Private					
	Y			BRIGETTE		2014_	Y	2014060600131500	UNIVERSITY OF CALIFORNIA-LOS ANGELES	CA		4Public-UC	20140623	20140912 F	F	SUMMER SI	240102
	Y			BRIGETTE		2014_	Y	2014060600131500	UNIVERSITY OF CALIFORNIA-LOS ANGELES	CA		4Public-UC	20140629	20141219F	F	PREPOLITIC	451001
OVERLAP ENROLY				BRIGETTE		2014_	Y	2014060600131500	UNIVERSITY OF CALIFORNIA-LOS ANGELES	CA		4DEP	20141002	20141219F	F		
	Y			BRIGETTE		2014_	Y	2014060600131500	UNIVERSITY OF CALIFORNIA-LOS ANGELES	CA		4 Public-UC	20150105	20150320Q	F		
	Y	S2015	Y1	BRIGETTE		2014_	Y	2014060600131500	UNIVERSITY OF CALIFORNIA-LOS ANGELES	CA		4 Public-UC	20150330	20150612F	F		
	Y			JESUS		2014_	N	20140606									
	Y	S2015	Y1	JESUS		2014_	A	001153-00	CALIFORNIA STATE UNIVERSITY - NORTHRIDGE	CA		4Public-CSU					
	N			TANIA		2014_	N	20140605									
NG	N	S2015		TANIA		2014_	A		NonGraduate		NG						
	Y			JORGE		2014_	Y	2014060600131500	UNIVERSITY OF CALIFORNIA-LOS ANGELES	CA		4 Public-UC	20140623	20140912 F	F	SUMMER SI	240102
	Y			JORGE		2014_	Y	2014060600131500	UNIVERSITY OF CALIFORNIA-LOS ANGELES	CA		4Public-UC	20140629	20141219F	F	BIOLOGY	260101
OVERLAP ENROLY				JORGE		2014_	Y	2014060600131500	UNIVERSITY OF CALIFORNIA-LOS ANGELES	CA		4DEP	20141002	20141219F	F		
	Y			JORGE		2014_	Y	2014060600131500	UNIVERSITY OF CALIFORNIA-LOS ANGELES	CA		4 Public-UC	20150105	20150320F	F		
	Y	S2015	Y1	JORGE		2014_	Y	2014060600131500	UNIVERSITY OF CALIFORNIA-LOS ANGELES	CA		4 Public-UC	20150330	20150612F	F		
	Y			DIANA		2014_	Y	2014060600115600	SAN JOSE STATE UNIVERSITY	CA		4Public-CSU	20140825	20141210F	F		
	Y	S2015	Y1	DIANA		2014_	Y	2014060600115600	SAN JOSE STATE UNIVERSITY	CA		4Public-CSU	20150122	20150513F	F		
OVERLAP ENROLY				ELIZABETH		2014_	Y	2014060600099917-00	IVY TECH COMMUNITY COLLEGE	IN		2DEP	20140825	20141220H	F	HEALTH CA	512601
	Y	S2015	Y1	ELIZABETH		2014_	A	2014060600124300	MOUNT SAINT MARY'S UNIVERSITY	CA		4 Private					
	Y			JOVANY		2014_	N	20140606									
	Y	S2015	Y1	JOVANY		2014_	A		LOS ANGELES COMMUNITY COLLEGE	CA		2 Public					
	Y			PHILLIP		2014_	N	20140606									
	Y	S2015	Y1	PHILLIP		2014_	A		UNIVERSITY OF THE WEST	CA		4 Private					
	Y			RICARDO		2014_	N	20140606									
	Y	S2015	Y1	RICARDO		2014_	A		NonCareer/College	CA	NCC						
	Y			ANDRES		2014_	N	20140606									
	Y	S2015	Y1	ANDRES		2014_	A		UNIVERSITY OF THE WEST	CA		4 Private					
	Y			CONSUELO		2014_	N	20140606									
	Y	S2015	Y1	CONSUELO		2014_	A	001203-00	GLENDALE COMMUNITY COLLEGE			2 Public					
	Y			MIRIAM		2014_	N	20140606									
	Y	S2015	Y1	MIRIAM		2014_	A		LIFE PACIFIC COLLEGE			4 Private					
	Y			XIOMARA		2014_	N	20140606									
	Y	S2015	Y1	XIOMARA		2014_	A		Non Career/College	CA	NCC						
	Y			ADRIANA		2014_	N	20140606									
	Y	S2015	Y1	ADRIANA		2014_	A		Non Career/College	CA	NCC						
	Y			ALEJANDRO		2014_	Y	2014060600128600	SANTA MONICA COLLEGE	CA		2Public	20140801	20141223			
	Y	S2015	Y1	ALEJANDRO		2014_	Y	2014060600128100	PASADENA CITY COLLEGE	CA		2Public	20150112	20150204	A	POLITICAL S	451001
	Y			MARIA DEL CARMEN		2014_	Y	2014060602222600	EAST LOS ANGELES COLLEGE	CA		2Public	20140901	20141221	N	GENERAL STUDIES: SO	
	Y	S2015	Y1	MARIA DEL CARMEN		2014_	Y	2014060602222600	EAST LOS ANGELES COLLEGE	CA		2Public	20150209	20150507	N	UNDECIDED	
	Y			LUISCARLOS		2014_	N	20140606									
	Y	S2015	Y1	LUISCARLOS		2014_	A		UNIVERSITY OF THE WEST	CA		4 Private					
	Y			SEAN		2014_	N	20140606									
	Y	S2015	Y1	SEAN		2014_	A	2014060600128100	PASADENA CITY COLLEGE	CA		2 Public					
	Y			ALBERTO		2014_	N	20140606									
	Y	S2015	Y1	ALBERTO		2014_	A		NonCareer/College	CA	NCC						
	Y			GIOVANNIE		2014_	N	20140606									
	Y	S2015	Y1	GIOVANNIE		2014_	A		UNIVERSITY OF THE WEST	CA		4 Private					
	N			CINDY		2014_	N	20140606									
NG	N	S2015		CINDY		2014_	A		Non Graduate		NG						
	Y			MARIANA		2014_	N	20140606									
	Y	S2015	Y1	MARIANA		2014_	A	001312-00	UNIVERSITY OF CALIFORNIA - BERKELEY	CA		4 Public-UC					
	Y			TIFFANY		2014_	N	20140606									
	Y	S2015	Y1	TIFFANY		2014_	A		UNIVERSITY OF THE WEST	CA		4 Private					
	Y			ERIC		2014_	N	20140606									
	Y	S2015	Y1	ERIC		2014_	A		NonCareer/College	CA	NCC						
	Y			FIDEL		2014_	N	20140606									
	Y	S2015	Y1	FIDEL		2014_	A	2014060600115300	CALIFORNIA STATE UNIVERSITY - NORTHRIDGE	CA		4 Public-CSU					
	Y			ALEXANDER		2014_	N	20140606									
	Y	S2015	Y1	ALEXANDER		2014_	A	2014060600117900	NOTRE DAME DENAMUR UNIVERSITY	CA		4 Private					
	Y			ANA		2014_	N	20140606									
	Y	S2015	Y1	ANA		2014_	A	022260-00	EAST LOS ANGELES COLLEGE			2 Public					
	Y			MIGUEL		2014_	N	20140606									
	Y	S2015	Y1	MIGUEL		2014_	A	2014060600115300	CALIFORNIA STATE UNIVERSITY - NORTHRIDGE	CA		4 Public-CSU					
	Y			NOE		2014_	N	20140606									

Academia Avance

Compilation with National Student Clearinghouse Data for APR 16 2015

Alumni Tracking

	Y	S2015	Y1	NOE	[redacted]	2014_	A		Non Career/College	CA	NCC							
	Y			ARACELI		2014_	N	20140606										
	Y	S2015	Y1	ARACELI		2014_	A		UNIVERSITY OF THE WEST	CA		4 Private						
	Y			ELIZABETH		2014_	N	20140606										
	Y	S2015	Y1	ELIZABETH		2014_	A	001155-00	SAN JOSE STATE UNIVERSITY	CA		4 Public-CSU						
	Y			JERRY		2014_	Y	20140606 001153-00	CALIFORNIA STATE UNIVERSITY- NORTHRIDGE	CA		4 Public-CSU	20140825	20141223 F	F			
	Y	S2015	Y1	JERRY		2014_	Y	20140606 001153-00	CALIFORNIA STATE UNIVERSITY- NORTHRIDGE	CA		4 Public-CSU	20150120	20150522 F	F			
	Y			MARK ANTHONY		2014_	Y	20140606 001153-00	CALIFORNIA STATE UNIVERSITY- NORTHRIDGE	CA		4 Public-CSU	20140825	20141223 F	F			
OVERLAP ENROLY				MARK ANTHONY		2014_	Y	20140606 007993-00	CALIFORNIA STATE UNIVERSITY - BAKERSFIELD	CA		4 DEP	20140915	20141006 W	F	CRIMINAL JI	430104	
	Y	S2015	Y1	MARK ANTHONY		2014_	Y	20140606 001153-00	CALIFORNIA STATE UNIVERSITY- NORTHRIDGE	CA		4 Public-CSU	20150120	20150522 F	F			
	Y			CITLALI		2014_	N	20140606										
	Y	S2015	Y1	CITLALI		2014_	A		Non Career/College	CA	NCC							
	Y			GABRIELA		2014_	N	20140606										
	Y	S2015	Y1	GABRIELA		2014_	A	20130606 001243-00	MOUNT SAINT MARY'S UNIVERSITY	CA		4 Private						
	Y			CAROL		2014_	N	20140606										
	Y	S2015	Y1	CAROL		2014_	A	20140606 001317-00	UNIVERSITY OF CALIFORNIA-SAN DIEGO	CA		4 Public-UC						
	Y			SELENA		2014_	Y	20140606 001203-00	GLENDALE COMMUNITY COLLEGE	CA		2 Public	20140825	20141210				
	Y	S2015	Y1	SELENA		2014_	Y	20140606 001203-00	GLENDALE COMMUNITY COLLEGE	CA		2 Public	20150217	20150810				
	Y	S2015	Y1	JORGE		2014_	Y	20140606 022260-00	EAST LOS ANGELES COLLEGE	CA		2 Public	20150209	20150807	N	PHYSICAL EDUCATION		
	Y			EMMANUEL		2014_	Y	20140606 001153-00	CALIFORNIA STATE UNIVERSITY- NORTHRIDGE	CA		4 Public-CSU	20140825	20141223 F	F			
	Y	S2015	Y1	EMMANUEL		2014_	Y	20140606 001153-00	CALIFORNIA STATE UNIVERSITY- NORTHRIDGE	CA		4 Public-CSU	20150120	20150522 F	F			
	Y			DEREK		2014_	Y	20140606 001281-00	PASADENA CITY COLLEGE	CA		2 Public	20140825	20141214				
CHECK FOR DUAIY		S2015	Y1	DEREK		2014_	Y	20140606 001209-00	HARTNELL COLLEGE	CA		2 Public	20150120	20150528 H	F	GENERAL S	240101	
	Y			GILBERTO		2014_	N	20140606										
	Y	S2015	Y1	GILBERTO		2014_	A		UNIVERSITY OF THE WEST	CA		4 Private						
	Y			ALEJANDRA		2014_	Y	20140606 001155-00	SAN JOSE STATE UNIVERSITY	CA		4 Public-CSU	20140825	20141210 F	F			
	Y	S2015	Y1	ALEJANDRA		2014_	Y	20140606 001155-00	SAN JOSE STATE UNIVERSITY	CA		4 Public-CSU	20150122	20150513 F	F			
OVERLAP ENROLY				ARON		2014_	Y	20140606 007993-00	CALIFORNIA STATE UNIVERSITY - BAKERSFIELD	CA		4 DEP	20140915	20141006 W	F	BUSINESS /	520201	
	Y	S2015	Y1	ARON		2014_	A	001227-00	LOS ANGELES TRADE TECHNICAL	CA		2 Public						
	Y			MATTHEW		2014_	N	20140606										
	Y	S2015	Y1	MATTHEW		2014_	A		US ARMY		MILITARY							
	Y			SERGIO		2014_	N	20140606										
	Y	S2015	Y1	SERGIO		2014_	A		UNIVERSITY OF THE WEST	CA		4 Private						
	Y			RUDY		2014_	N	20140606										
	Y	S2015	Y1	RUDY		2014_	A	001149-00	HUMBOLDT STATE UNIVERSITY	CA		4 Public-CSU						
	Y			MARIA		2014_	N	20140606										
	Y	S2015	Y1	MARIA		2014_	A		AMERICAN CAREER COLLEGE			2 Private						
	Y			MILAGROS		2014_	Y	20140606 001179-00	NOTRE DAME DE NAMUR UNIVERSITY	CA		4 Private	20140827	20141213	F	BUSINESS /	520201	
	Y	S2015	Y1	MILAGROS		2014_	Y	20140606 001179-00	NOTRE DAME DE NAMUR UNIVERSITY	CA		4 Private	20150114	20150506	F	BUSINESS /	520201	

	N	Y	Grand Total	
2011_		**15**	15	100%
2012_	1	**26**	27	96%
2013_	1	**44**	45	98%
2014_	2	**55**	57	96%
Grand Total	4	140	144	97%

Record Found Y/N	- multiple -
Public / Private	- multiple -

College Name	
MOUNT SAINT MARY'S UNIVERSITY	
CALIFORNIA STATE UNIVERSITY- NORTHRIDGE	
SANTA MONICA COLLEGE	
GLENDALE COMMUNITY COLLEGE	
PASADENA CITY COLLEGE	
UNIVERSITY OF CALIFORNIA - MERCED	
CALIFORNIA STATE UNIVERSITY - DOMINGUEZ HILLS	
EAST LOS ANGELES COLLEGE	
UNIVERSITY OF THE WEST	
UNIVERSITY OF CALIFORNIA - RIVERSIDE	
UNIVERSITY OF CALIFORNIA-SANTA CRUZ	
UNIVERSAL TECHNICAL INSTITUTE	
MEDICAL SCIENCE CENTER	
EVEREST COLLEGE - ALHAMBRA	
CITY OF CHICAGO - HAROLD WASHINGTON COLLEGE	
SAN JOSE STATE UNIVERSITY	
LOS ANGELES TRADE TECHNICAL	
HUMBOLDT STATE UNIVERSITY	
LOS ANGELES OCCUPATIONAL CENTER	
UNIVERSITY OF CALIFORNIA - IRVINE	
CITRUS COLLEGE	
SAN DIEGO STATE UNIVERSITY	
SAN JOSE CITY COLLEGE	
DE ANZA COLLEGE	
EVEREST COLLEGE - LOS ANGELES	
CALIFORNIA STATE POLYTECHNIC	
CALIFORNIA STATE UNIVERSITY - EAST BAY	
CALIFORNIA STATE UNIVERSITY - STANISLAUS	
LOS ANGELES HARBOR COLLEGE	
PRESENTATION COLLEGE	
UNIVERSITY OF CALIFORNIA - BERKELEY	
CALIFORNIA STATE UNIVERSITY - LOS ANGELES	
LE CORDON BLEU COLLEGE OF CULINARY ARTS IN PASADENA	
UNIVERSITY OF CALIFORNIA-SAN DIEGO	
UNIVERSITY OF CALIFORNIA-LOS ANGELES	
LOS ANGELES COMMUNITY COLLEGE	
LIFE PACIFIC COLLEGE	
NOTRE DAME DE NAMUR UNIVERSITY	
HARTNELL COLLEGE	
AMERICAN CAREER COLLEGE	
Total Result	

PRESBYTERIAN CHURCH (USA)

Faith United Presbyterian Church

In Highland Park on the corner of Figueroa and Avenue 53
115 North Avenue 53
Los Angeles, California 90042-4005
Office: (323) 256-4171
Fax: (323) 256-4172

April 6, 2009

Mr. Matt Jaime, President
Avance Executive Board
115 North Avenue 53
Los Angeles, CA 90042

Dear Matt,

This letter serves as an attachment to the lease of April 3, 2006, between Faith United and Academia Avance and supersedes any and all other attachment to that lease with the following provisions:

1. The terms of Exhibit A and Exhibit B of the original lease remain unchanged;
2. The new expiration date is June 30, 2010; and
3. The option to extend the lease for another 60 months (point 27) remains valid.

As se have discussed in the past, the Administrative Commission is committed to working with Academia Avance to retain them as a long-term tenant.

Sincerely,

Fried R. Wilson, Treasurer
For the San Gabriel Presbytery Administrative Commission

PRESBYTERIAN CHURCH (USA)

Administrative Commission

of San Gabriel Presbytery for the church & Property
In Highland Park on the corner of Figueroa and Avenue 53
115 North Avenue 53
Los Angeles, California 90042-4005
Office: (323) 256-4171 Fax: (323) 256-4172

May 20, 2010

Ricardo Mireles, Executive Director
Academia Avance
PO Box 42095
Los Angeles, CA 90042

Dear Mr. Mireles,

On behalf of the Administrative Commission of San Gabriel Presbytery, we are reconfirming our previous verbal and written commitment to Academia Avance.

San Gabriel Presbytery is the sole owner of the property at 115 North Avenue 53 where the charter school Academia Avance is located. On behalf of the Presbytery, the Administrative Commission is responsible for the future of the property, its tenants and all lease agreements.

Upon the renewal of your charter, we look forward to finalizing a five-year lease with your school that will include, but not be limited to, the use of the classrooms in the basement of the Akron Building.

In this interim period if we may be of further assistance, please let us know. We remain enthusiastic supporters of the high quality education offered to the Highland Park community through Academia Avance and your unwavering leadership.

Faithfully yours,

Martha M. Campbell
Co-Chair

Fried Wilson
Co-Chair

LEASE AGREEMENT
between
Avance Schools, Inc.
and
Faith United Presbyterian Church

This Lease, made and entered into this 3rd day of April, 2006, by and between Academia Avance Charter School, hereinafter designated as "Lessee", and the Faith United Presbyterian Church of Los Angeles, California, hereinafter designated "Lessor", is as follows:

Lessee, for the consideration hereinafter set forth, does hereby lease from Lessor certain premises subject to the terms and conditions as follows:

1. **PREMISES**. Lessee hereby leases from Lessor the space within the facilities located on parcels identified by the Los Angeles County Assessor Parcel Numbers: 5468020015, 546802002, 5468020023, 5468020025, and identified as the addresses 115 & 129 N Avenue 53, Los Angeles, California.

2. The spaces to be leased, as identified in the Exhibit A, are hereinafter "the Premises".

3. **TERM**. The term of this Lease shall be from January 1, 2006 through June 30, 2008.

4. **USE OF PREMISES.** The Premises shall be used by Lessee solely for the operation of a charter school, as authorized by the Education Code of the State of California.

5. **RENT**. For consideration for entering into this Lease, Lessee agrees to pay the sum as stipulated in the schedule presented in

Exhibit B upon execution of this agreement. Rent for subsequent lease years shall be due on the first day of the calendar year quarter.

6. **CARE, MAINTENANCE AND REPAIR.** Lessee at its cost shall provide usual and customary care to the Premises including custodial and maintenance. Lessee shall be responsible for and shall pay for any repairs or replacements which are occasioned or made necessary by reason of the use of said Premises by Lessee or its agents or employees. Lessee shall not be responsible for damage thereto by earthquake, act of God or the elements.

   As a condition of this Lease, Lessee shall participate in Lessor's Maintenance Plan. Lessee shall identify projects to be included in the plan and file the plan with the Lessor. Lessee shall pay its pro rata share of related expenses as specified in the said Maintenance Plan. Lessee may undertake projects outside of the Lessor's Maintenance Plan with the prior written consent of the Lessor. Lessee shall pay for all such expenses as determined by the fraction of the total usable area leased and occupied by Lessee. The Lessor's Maintenance Plan shall be reviewed and agreed to by both parties in writing according to a set schedule which shall have a frequency of not less than twice a year.

7. **INSPECTION BY LESSOR.** Lessee shall permit Lessor or Lessor's agents, representatives or employees to enter said Premises during the regular school hours maintained by Lessee and with reasonable notice of not less than one day for the purpose of inspecting said Premises to determine whether Lessee is complying with the terms of this Lease and for the purpose of doing other lawful acts that may be necessary to protect Lessor's interest in said Premises under this Lease or to perform Lessor's duties under this Lease.

8. **ALTERATIONS.** No alterations may be made by Lessee without written consent of Lessor, which shall not be unreasonably withheld. Lessee must submit a change of facilities form to the Lessor and receive approval before beginning any alteration. Lessor shall be responsible for and shall pay for any inspections, permits or fees required, including, but not limited to, any fees charged by the Los Angeles Department of Building and Safety. Any alterations, additions or improvements Lessee has made to the Premises shall become the property of Lessor at the end of this or any subsequent Lease term.

9. **UTILITIES.** Lessee shall pay its pro rata share of all utilities and services, including garbage, gas, electricity and water and telephone. Lessee shall make all such payments against the presentation of a final invoice for the actual charges incurred by and in the name of the Lessee. For the use of utilities and services which are not invoiced in the name of the Lessee, Lessor shall present an invoice of Lessee's pro rata share of such expenses determined by the fraction of the total usable area leased and occupied by Lessee. Lessor shall provide details of expenses actually incurred as evinced in an auditable record. Lessee shall make all such expense reimbursements together with the subsequent rent payment according to the agreed rent schedule of Exhibit B .

10. **COMMON AREA EXPENSES.** Lessee agrees to pay its pro-rata share of maintenance for the common area as determined by the fraction of the total usable area leased and occupied by Lessee and against the presentation of an invoice by Lessor providing details of expenses actually incurred as evinced in an auditable record. Lessee shall make all such expense reimbursements together with the subsequent rent payment according to the agreed rent schedule of Exhibit B .

11. **ASSIGNMENT AND SUBLETTING**. Lessee shall not assign this lease or sublet any portion of the premises without prior written consent of the Lessor, which shall not be unreasonably withheld. Any such assignment or subletting without consent shall be void and, at the option of the Lessor, may terminate this lease.

12. **HOLD HARMLESS**. Lessee shall hold harmless, defend and indemnify Lessor, its officers, agents and employees, from and against any liability, claim, action, cost, damage or loss, including reasonable costs and attorneys' fees, for injury, including death, to any person or damage to any property arising out of Lessee's activities under this Lease, but excluding liability due to the sole negligence or willful misconduct of Lessor. This obligation shall continue beyond the term of this Lease as to any act or omission which occurred during or under this Lease. This indemnification obligation is not limited in any way by any limitation on the amount or type of damages or compensation payable to or for Lessee or its employees or agents under workers' compensation acts, disability benefit acts, or other employee benefit acts.

13. **INSURANCE.**

A. **Lessee:** With respect to this Lease, Lessee shall maintain insurance as described below:

1. Workers' compensation insurance with limits of $1,000,000 for each claim with an insurance carrier in accordance with the Act of the Legislature of the State of California, known as the "Workers' Compensation Insurance and Safety Act" originally approved May 26, 1913, and all Act amendments and supplements thereto. Said policy shall be endorsed with the following specific language: "This policy shall not be canceled or materially

changed without first giving thirty (30) days prior written notice to Lessor. In the event Lessee is self-insured, it shall furnish a certificate of permission to self-insure, signed by the Department of Industrial Relations Administration of Self-insurance, Sacramento, California."

2. Commercial or Comprehensive General Liability insurance covering bodily injury and property damage utilizing an occurrence policy form, in an amount no less than $5,000,000 combined single limit for each occurrence. Said insurance shall include, but not be limited to: premises and operations liability, independent contractors liability, and personal injury liability.

3. Each said comprehensive or commercial general liability insurance policy shall be endorsed with the following specific language:

(a) Lessor, its officers and employee, is named as additional insured for all liability arising out of the operations by or on behalf of the name insured in the performance of this Lease.

(b) The inclusion of more than one insured shall not operate to impair the rights of one insured against another insured, and the coverage afforded shall apply as though separate policies had been issued to each insured, but the inclusion of more than one insured shall not operate to increase the limits of the company's liability.

(c) The insurance provided herein is primary coverage to Lessor with respect to any insurance or

self-insurance programs maintained by Lessor and no insurance held or owned by Lessor shall be called upon to contribute to a loss, except for the sole negligence of Lessor.

(d) This policy shall not be canceled or materially changed without first giving thirty (30) days prior written notice to Lessor.

4. Documentation

The following documentation shall be submitted to Lessor:

(a) Properly executed Certificates of Insurance clearly evidencing all coverage, limits, and endorsements required above. Said certificates shall be submitted prior to the execution of this Lease.

(b) Signed copies of the specified endorsements for each policy. Said endorsement copies shall be submitted within thirty (30) days of execution of this Lease.

(c) Upon Lessor's written request, certified copies of insurance policies. Said policy copies shall be submitted within thirty (30) days of Lessor's request.

5. Policy Obligations

Lessee's indemnity and other obligations shall not be limited by the foregoing insurance requirements.

6. Material Breach

If Lessee, for any reason, fails to maintain insurance coverage which is required pursuant to this Agreement, the same shall be deemed a material breach of Lease.

B. **Fire Insurance.** In the event of a loss which is not due to the fault of either party (i.e. Act of God), each party shall carry adequate fire insurance on their respective property.

14. **DESTRUCTION OF PREMISES.** In the event of destruction of the leased Premises, Lessee shall be entitled, at its election, to terminate the Lease and all liability of Lessee for rent accruing subsequent to the date of destruction shall cease.

15. **EMINENT DOMAIN**. If the premises or any part thereof or any estate therein, or any other part of the building materially affecting Lessee's use of the premises, shall be taken by eminent domain, this lease shall terminate on the date when title vests pursuant to such taking. The rent, and any additional rent, shall be apportioned as of the termination date, and any rent paid for any period beyond that date shall be repaid to Lessee. Lessee shall not be entitled to any part of the award for such taking or any payment in lieu thereof, but Lessee may file a claim for any taking of fixtures and improvements owned by Lessee, and for moving expenses

16. **ABANDONMENT BY LESSEE.** Should Lessee breach this Lease and abandon Premises prior to the natural expiration of the term of this Lease, Lessor may terminate this Lease.

17. **LESSOR'S REMEDIES ON DEFAULT.** If Lessee defaults in the payment of rent, or any additional rent, or defaults in the

performance of any of the other covenants or conditions of this agreement, Lessor may give Lessee notice of such default and if Lessee does not cure any default within thirty (30) days, after the giving of such notice, or if such default is of such nature that it cannot be completely cured within such period, if Lessee does not commence such curing within such thirty (30) days and thereafter proceed with reasonable diligence and in good faith to cure such default, then Lessor may terminate this Lease on not less than fifteen (15) days' notice to Lessee. On the date specified in the notice, the term of this Lease shall terminate and Lessee shall then quit and surrender the Premises to Lessor, but Lessee shall remain liable as provided below. If this Lease shall have been so terminated by Lessor, Lessor may at any time thereafter resume possession of the Premises by any lawful means and remove Lessee or other occupants and their effects.

18. **LESSOR'S REMEDIES IN EVENT OF BREACH**. In the event of any breach of this Lease, Lessor, in addition to the other rights or remedies Lessor may have, shall have the immediate right of reentry and may remove all persons and property from the Premises. The property may be removed and stored in any place in the building where the demised Premises are located, or in any other place, for the account of, and at the expense and risk of Lessee. Lessee waives all claims for damages which may be caused by the reentry of Lessor and the taking of possession of the demised Premises or removal or storage of the furniture and property as herein provided. Lessee will save Lessor harmless from any loss, costs or damages caused by Lessor and no such entry will be considered or construed to be a forcible entry. Should Lessor elect to reenter, as provided in this agreement, or should Lessor take possession pursuant to legal proceedings or pursuant to any notice provided for by law, this Lease shall terminate, effective the date that Lessor takes possession.

19. **SECURITY DEPOSIT**. Lessee shall deposit with Lessor within thirty (30) days from the signing of this lease the sum of six thousand Dollars ($6,000) as security for the performance of Lessee's obligations under this lease, including without limitation the surrender of possession of the premises to Lessor as herein provided. If Lessor applies any part of the deposit to cure any default of Lessee, Lessee shall on demand deposit with Lessor the amount so applied so that Lessor shall have the full deposit on hand at all times during the term of this lease.

20. **QUIET ENJOYMENT AND PERMITTED USE**. Lessor warrants that Lessee, so long as no event of Default has occurred and is then continuing under this Lease, shall have peaceful possession and quiet enjoyment of the Premises during the term of this Lease and that Lessee may use the same for a charter school or for any related purposes. Lessee's use of the Premises shall not violate any ordinance, law or regulations of any Governmental Authority. Except as provided otherwise herein, all signs and the location thereof shall be furnished at the sole cost and expense of Lessee, and shall be subject to the prior approval of Lessor, such approval not to be unreasonably withheld or unduly delayed.

21. **COMPLIANCE WITH RULES AND REGULATIONS**. The rules and regulations contained in this Lease, as well as such rules and regulations as may b e adopted in the future by Lessor for the safety, care, and cleanliness of the Premises and the preservation of good order on the Premises, are expressly made a part of this Lease, and Lessee agrees to obey all such rules and regulations. With the exception of safety rules and regulations, Lessee shall be given thirty (30) days written notice prior to Lessor's adoption of any change in the rules and regulations regarding the Premises.

22. **COMPLIANCE WITH LAW**. Lessee shall not use the Premises or permit anything to be done in or about the Premises which will in any way conflict with any law, statute, ordinance or

governmental rule or regulation now in force or which may hereafter be enacted or promulgated. Lessee shall participate in the cost and expense and promptly comply with all laws, statutes, ordinances and governmental rules, regulations or requirements now in force or which may hereafter be in force, and with the requirements of any board of fire insurance underwriters or other similar bodies now or hereafter constituted, relating to, or affecting the condition, use or occupancy of the Premises.

23. **SEVERABILITY.** The invalidity or illegality of any provision shall not affect the remainder of the Lease.

24. **NOTICE.** As used in this Lease, notice includes but is not limited to the communication of notice, request, demand, approval, statement, report, acceptance, consent, waiver and appointment. All notices must be in writing. Notice is considered given either (a) when delivered in person to the recipient named as below, or (b) when deposited in the United States mail in a sealed envelope or container, postage and postal charges prepaid, addressed by name and address to the party or person intended as follows:

Notice to Lessee: Avance Schools, Inc.
P.O. Box 42095
Los Angeles, CA 90042

Notice to Lessor: Faith United Presbyterian Church
115 N Avenue 53
Los Angeles, CA 90042

25. **SUCCESSORS IN INTEREST.** The provisions and conditions of this Lease shall extend to and bind the assignees or transferees under said Lease., and shall also extend to and bind heirs,

executors, administrators and successors in interest of the parties hereto.

26. **HOLDING OVER.** If Lessee, with Lessor's consent, remains in possession of the Premises after expiration or termination of the term, or after the date in any notice given by Lessor to Lessee terminating this Lease, such possession by Lessee shall be deemed to be a month-to-month tenancy terminable on 30 days' notice given at any time by either party. All provisions of this Lease, except those pertaining to term and option to extend shall apply to the month-to-month tenancy.

27. **OPTION TO RENEW**. Provided that Lessee is not in default in the performance of this lease, Lessee shall have the option to renew the lease for an additional term of sixty (60) months commencing at the expiration of the initial lease term. All of the terms and conditions of the lease shall apply during the renewal term except that the rent shall be set according to mutual agreement based on the prevailing median commercial rents along the N. Figueroa St. corridor in Highland park. The option shall be exercised by written notice given to Lessor not less than ninety (90) days prior to the expiration of the initial lease term. If notice is not given in the manner provided herein within the time specified, this option shall expire.

28. **OPTION TO EXPAND**. Provided that Lessee is not in default in the performance of this lease, Lessee shall have the option to rent space adjacent to or in the vicinity of the leased Premises. The option shall be exercised by written notice given to Lessor not less than ninety (90) days following the Lessor's initial notice of the availability of space adjacent to or in the vicinity of the leased Premises. All of the terms and conditions of the lease shall apply to any adjacent or additional space leased except that any rent for the additional space shall be agreed upon at such time as the option is

exercised. Lessee has the option but not obligation to take specified space during some specified window of time.

29. **AMERICANS WITH DISABILITIES ACT (ADA).** It is acknowledged that Premises, at time of original occupancy by Lessee, was not in compliance with the Americans with Disabilities Act ("ADA"). Lessee is responsible for compliance with the ADA, its supporting regulations, and all similar Federal, state or local laws, regulations and ordinances relating to removal of barriers within the workplace, i.e. arrangement of interior furnishings and access within the Premises, and any improvements installed by Lessee. If Lessor's consent would be required for alterations to bring the Premises into compliance, Lessor agrees not to unreasonably withhold its consent.

30. **HAZARDOUS MATERIALS ACKNOWLEDGMENT ENVIRONMENTAL REPRESENTATION and LIABILITY RELEASE.** Lessee acknowledges that various materials utilized in the construction of the Premises may contain materials that have been or may in the future be determined to be toxic, hazardous or undesirable and may need to be specially treated, specially handled and/or removed from the Premises. Such substances may be above and below ground on the Premises or may be present in soils, water, building components or other portions of the Premises in areas that may or may not be accessible or noticeable. Lessee shall use and operate all Premises, at all times during the term hereof, under and in compliance with the laws of the State of California and in compliance with all applicable environmental legal requirements. For any contamination to Premises due to Lessee's use, Lessee assumes full responsibility for the clean-up of such toxic hazardous or undesirable materials as required by current and further federal, state and local laws and regulations. Lessee acknowledges that toxic wastes, hazardous materials and undesirable substances problems can be extremely costly to correct and Lessee relieves Lessor from all liability related thereto due to Lessee's use. Lessee therefore agrees that Lessee shall indemnify and defend and hold Lessor harmless from any claim, liability, damage, cost or expense, including but not limited to court costs and attorney's fees, arising out of or in any way related to toxic waste, hazardous material and/or undesirable substance affecting the Premises related to and/or caused by Lessee's use.

31. **CONDITION AT TERMINATION.** During the term of this Lease, Lessee shall at all times maintain the Premises in a good, clean and safe condition. Upon the expiration of the term of this Lease and any renewals thereof or upon the sooner termination thereof, Lessee shall surrender to Lessor possession of the Premises. Lessee shall leave the Premises in as good order and condition as said Premises were in at the beginning of the term of this Lease, ordinary wear and tear thereof and damage by the

elements, fire, earthquake, flood, act of God, or public calamity excepted.

32. **ENTIRE AGREEMENT**. The foregoing constitutes the entire agreement between the parties and may be modified only by writing signed by both parties. The following Exhibits, if any, have been made a part of this lease before the parties' execution hereof:

Exhibit A: Leased Premises

Exhibit B: Rent Schedule

IN WITNESS WHEREOF, the parties hereto have caused this Lease to be executed the day and year first above written.

FAITH UNITED PRESBYTERIAN CHURCH

By: Arato Sue Norton - Clerk of Session

AVANCE SCHOOLS, INC.

By: _____

Appendum to Lease Agreement
Exhibit A Leased Premises

		Academic YEAR	2005_2006	2006_2007	2007_2008
		Operating Year	1	2	3
		Classrooms Needed	4	6	9
		Total SF	10,491	13,596	15,875
BUILDING	FLOOR	SPACE			
Akron	3rd	Server room	204	204	204
Akron	3rd	Office	204	204	204
Akron	2nd	Class Room 1	745	745	745
Akron	2nd	Class Room 2	614	614	614
Akron	2nd	Class Room 3	600	600	600
Akron	2nd	Class Room 4	681	681	681
Akron	2nd	Bathroom 1 (boys)	160	160	160
Akron	2nd	Bathroom 2 (girls)	160	160	160
Akron	1st	Office	616	616	616
Akron	1st	Mail Room	132	132	132
Akron	1st	Bathroom (pair)	240	240	240
Akron	Basement	Class Room 1			927
Akron	Basement	Class Room 2			914
Akron	Basement	Class Room 3		907	907
Akron	Basement	Class Room 4		958	958
Akron	Basement	Class Room 5			442
Akron	Basement	Lunch room		1,240	1,240
Akron	Basement	Multi-purpose room	2,100	2,100	2,100
Akron	Basement	Bathroom (pair)	500	500	500
Westminster	2nd	Rooms	1,000	1,000	1,000
Westminster	1st	Gym	2,400	2,400	2,400
Westminster	1st	Bathroom 1 (boys)	135	135	135

EXHIBIT B

ADDENDUM TO LEASE AGREEMENT BETWEEN FAITH UNITED PRESBYTERIAN CHURCH AND AVANCE SCHOOLS, INC.

SCHEDULE OF RENT DUE

The parties agree that Lessee shall pay the sum corresponding to the schedule below on a quarterly basis:

January 1, 2006 to June 30, 2006:	$12,000.00 per month
July 1, 2006 to June 30, 2007:	$14,000.00 per month
July 1, 2007 to June 30, 2008:	$16,000.00 per month

Administrative Commission
of San Gabriel Presbytery for the church & property
In Highland Park on the corner of Figueroa and Avenue 53
115 North Avenue 53
Los Angeles, California 90042-4005
Office: (323) 256-4171 Fax: (323) 256-4172

New Lease Agreement between Administrative Commission of San Gabriel Presbytery
And
Academia Avance

This document serves as an attachment to the lease of April 3, 2006 between Faith United Presbyterian Church and Academia Avance, and supersedes any and all other attachments to that lease and represents the new agreement between both parties relative to the property at the corner of N Figueroa St and N Avenue 53 in Los Angeles, recognized by the address of 115 N Avenue 53 (Akron Building), and 125 N Avenue 53 (Westminster Building). (Note that the original 2006 lease document incorrectly identifies the latter as 129 N Avenue 53.)

This new agreement follows the terms of the original lease, but represents mutual agreement of revisions, as presented here. Both parties agree to allow for revisions to the lease at any time during the lease term, provided they are presented in writing, and with 30 days prior notice.

This new agreement sets the lease expiration to June 30, 2015 to align with the current charter authorization under the Los Angeles County Board of Education and is retroactive to July 1, 2010. This extension follows from the original lease Item 27: OPTION TO RENEW of the lease term for 60 months. Note that this 60 month renewal is subsequent to the previous application of Item 26 HOLDING OVER, where by previous mutual agreements the original lease term end date was moved to June 30, 2009, then to June 30, 2010 so as to be co-terminus with the school's original charter term under the Los Angeles Unified School District.

Attached to this document is Exhibit A, the schedule of leased premises for the new agreement, and Exhibit B, presenting the schedule of rent due. These replace Exhibit A and Exhibit B of the original lease.

This new agreement abides with Item 25: SUCCESSORS IN INTEREST keeping the lease terms intact, even with the transference of title of the property from the Faith United Presbyterian Church congregation in Highland Park, to the San Gabriel Presbytery. The Administrative Commission is responsible for the management of this property on behalf of the San Gabriel Presbytery.

Fried R Wilson
Co-Moderator and Treasurer
Administrative Commission for the Property
Date: June 15, 2011

Ricardo Mireles
Executive Director
Academia Avance
Date: June 15, 2011

Addendum to Lease Agreement Between San Gabriel Presbytery and Academia Avance

Exhibit A: Schedule of Leased Premises

The parties agree that Lessee shall occupy the space located within the property, on the schedule and within the spaces identified below for the lease term of July 1, 2010 to June 30, 2015:

INTERIOR SPACES

1. Within the "Akron Building", as primary tenants:
   - all rooms of the "Basement Floor"
   - the student restrooms on the "Basement Floor"
   - the 2 rooms on the "3rd Floor"
2. Within the "Akron Building", with shared use:
   - the large meeting room "Library" on the "First Floor"
   - the adult restrooms on the "First Floor"
3. Within the "Westminster Building", as primary tenants:
   - all rooms northeast of the "Gym" for the school "Front Office"
   - the adult restroom within the "Front Office"
   - the storage room next to the "Gym" restrooms
   - the small enclosed office on the "2nd Floor" on the southwest side of the building
4. Within the "Westminster Building", with shared use:
   - the "Gym"
   - the restrooms connected to the "Gym"
   - the meeting rooms facing Avenue 53 on the "1st Floor"
   - the kitchen between the "1st Floor" meeting room and the "Gym"
   - the meeting rooms facing Avenue 53 on the "2nd Floor"

EXTERIOR SPACES

1. The "Courtyard" to the northwest of the "Westminster Building"
2. The parking spaces on the lot facing N Figueroa
3. The vacant lot to the north of Gractia Pl

Fred R. Wilson
Co-Chair
San Gabriel Presbytery
Administrative Commission
Date June 15, 2011

Ricardo Mireles
Executive Director
Academia Avance

Date June 15, 2011

Addendum to Lease Agreement Between San Gabriel Presbytery and Academia Avance

Exhibit B: Schedule of Rent Due

The parties agree that Lessee shall pay the sum corresponding to the schedule below for the life of the lease agreement for the lease term of July 1, 2010 to June 30, 2015:

$20,000 per month paid quarterly

Fred R. Wilson
Co-Chair
San Gabriel Presbytery
Administrative Commission
Date June 15, 2011

Ricardo Mireles
Executive Director
Academia Avance

Date June 15, 2011

AMENDMENT TO LEASE

THIS AMENDMENT TO LEASE ("Amendment") is made as of the date written below, by and between AVANCE SCHOOLS, INC., a California corporation ("Lessee"), and FAITH UNITED PRESBYTERIAN CHURCH, ("Lessor").

RECITALS

A. Lessee and Lessor are parties to that certain Lease Agreement dated April 3, 2006, and as previously amended and extended in term to June 30, 2015. Pursuant to the Lease Agreement, Lessee leases from Lessor those certain buildings and property on the parcels identified as 115 and 121 N Avenue 53, Los Angeles, California, identified with Assessor Parcel Numbers 546-802-0013, 546-802-0015, 546-802-0023, 546-802-0025 ("Premises").

B. In recognition of the fact that:

1. The Faith United Presbyterian Church, a member church of the Presbytery of San Gabriel, was dissolved on April 19, 2009.
2. Title of the Premises was reassigned to the Presbytery of San Gabriel.
3. Management of the Premises was assigned by the Presbytery of San Gabriel to the Administrative Commission for the Property of Highland Park of the Presbytery of San Gabriel, to act as the Lessor.
4. The Iglesia de la Comunidad, PC(USA), a new member church of the Presbytery of San Gabriel, is to assume management of the Premises.
5. The Avance Foundation, a California public benefit corporation, was incorporated in October of 2011 with the mission of supporting the education outcomes of Avance Schools, Inc. DBA Academia Avance.

C. The original Lessee and Lessor of the Lease now desire to the change the named parties of the lease as follows:

1. the Lessor will now become Iglesia de la Comunidad, PC(USA), a member church of the Presbytery of San Gabriel
2. the Lessee will now become the Avance Foundation

IN WITNESS WHEREOF, the parties hereto have executed this Amendment as of the date written below.

Date: September 20, 2012

Previous "Lessee": AVANCE SCHOOLS, INC.,

By: _____
Ricardo Mireles, Executive Director

New "Lessee": Avance Foundation

By: _____
Jacqueline Loza, President

FAITH UNITED PC

Previous "Lessor": ~~AVANCE SCHOOLS, INC.~~

By: _____
Rev. Martha Campbell, Co-Chair of AC

By: _____
Fried Wilson, Co-Chair of AC

New "Lessor": Iglesia de la Comunidad, PC(USA)

By: _____
Elder Martha Zakari, Clerk of Session

PAN AMERICAN BANK
P.O. BOX 227000
LOS ANGELES, CA. 90022-0700

HL
7/14/14

LOAN STATEMENT

AVANCE SCHOOLS INC
P.O. BOX 42095
LOS ANGELES, CA 90042
00000

ACCOUNT NUMBER	4200168
PAYMENT DUE DATE	7/15/14
PRINCIPAL DUE	1,773.59
INTEREST DUE	4,642.81
ESCROW/OTHER CHGS	1,742.00
TOTAL CURRENT DUE	8,158.40
PAST DUE AMOUNT	8,158.40
LATE CHARGES DUE	1,539.92
TOTAL AMOUNT DUE	17,856.72

PLEASE RETURN TOP PORTION OF STATEMENT WITH YOUR PAYMENT TO PAN AMERICAN BANK

STATEMENT DATE - 6/27/14

ACCOUNT NUMBER	4200168	PAYMENT DUE DATE	7/15/14
CURRENT BALANCE	839,636.27	PRINCIPAL DUE	1,773.59
INTEREST RATE	6.7300%	INTEREST DUE	4,642.81
INTEREST PAID YTD	31,165.84	ESCROW/OTHER CHGS	1,742.00
MATURITY DATE	9/15/16	TOTAL CURRENT DUE	8,158.40
		PAST DUE AMOUNT	8,158.40
		LATE CHARGES DUE	1,539.92
		TOTAL AMOUNT DUE	17,856.72

DATE	DESCRIPTION OF TRANSACTIONS	AMOUNT	BALANCE
	BEGINNING BALANCE		840,323.58
6/02/14	ESCROW #1 BALANCE INCREASE	1,742.00	840,323.58
6/02/14	INTEREST PAYMENT SPLIT OUT	5,729.09	840,323.58
6/02/14	PRINCIPAL PAYMENT SPLIT OUT	687.31	839,636.27

Send Payments To:
PAN AMERICAN BANK
P.O. BOX 227000 LOS ANGELES, CA 90022-0700
Payments received at this address prior to 3 p.m. each banking day will be credited as of that date.
If you have questions in regard to your account, please call (323) 264-3310

EQUAL HOUSING LENDER

MEMBER FDIC

Amendment to Vacant Land Purchase Agreement and Joint Escrow Instructions

This Amendment to Vacant Land Purchase Agreement and Joint Escrow Instructions is made as of this 16th day of May, 2014 (this "**Amendment**"), by and between Clearwater Communities LLC ("**Buyer**") and City Terrace, LLC ("**Seller**"), with reference to the following:

RECITALS:

Whereas, Buyer and Seller entered into that certain Vacant Land Purchase Agreement and Joint Escrow Instructions dated March 11, 2014, with an addendum thereto (together, the "**Agreement**"), for the purchase of certain real property located at 2520-2608 N. Eastern, 2647 Lombardy, Los Angeles, California (the "**Property**").

AGREEMENT:

NOW, THEREFORE, the parties hereto agree to amend the Agreement as follows:

1. The Purchase Price set forth in Section 3F shall be revised to be $4,000,000.00.

2. Subject to the provisions of this Amendment, Buyer confirms that it has waived its inspection reviews and contingencies. However, Buyer's earnest money deposit shall continue to be fully refundable to Buyer and shall be returned to Buyer on demand unless Buyer makes the additional deposit described in paragraph 3 below, on or prior to June 13, 2014.

3. In addition to the $25,000 Initial Deposit, Buyer shall have the right to make an additional deposit in the amount of $725,000, thereby making the total earnest money deposit amount $750,000 (the "Total Deposit"). If Buyer makes such additional deposit, the Total Deposit shall become non-refundable in the event of a default by Buyer which prevents the close of escrow, and the Total Deposit shall be released to Seller outside of escrow, on or before June 13, 2014, promptly following and conditioned on the execution, acknowledgment and recording of: i) a Memorandum of Purchase Agreement, in the form of Exhibit A attached hereto, and ii) a Deed of Trust, securing the return of the Total Deposit if under the Agreement Buyer is entitled to a return of the Total Deposit, in the form of Exhibit B attached hereto.

4. The Closing Date shall be revised to be December 13, 2015, or such earlier date as Buyer designates. Buyer has reviewed the Preliminary Report for the subject property, dated March 11, 2014, issued by Fidelity National Title Company ("TC"), order no. 008-23044254-A-PP2 (the "Report"). Other than as described in paragraph 3 above, Seller shall not allow any additional title exceptions to be recorded against title to the subject property. Seller shall satisfy all of TC's requirements regarding the owner of the property so that TC can issue its owner's policy of title insurance free of exceptions for rights or claims of third parties, and Seller shall pay off and satisfy all monetary liens and encumbrances and loan documents, and all citations, affecting title to the property on or before the closing. If Buyer pays any amounts in relation to such liens or encumbrances, Buyer shall have the right to offset all amounts so paid against the purchase price.

5. In the event that Buyer does not close escrow by June 13, 2015, Buyer shall reimburse Seller at the closing for the interest component of Seller's non-delinquent loan payments (for the period between June 13, 2015 and the closing date) under that certain loan agreement between Seller and Preferred Bank, dated September 7, 2005 (the "**Loan**"). Seller shall not modify the Loan or take any additional advances with regard to or otherwise increase the balance of the Loan. Buyer's interest component payment amounts reimbursed to Seller shall not be applicable to the Purchase Price.

6. If Seller extends the maturity date of its Loan, Buyer shall pay the loan extension fees, not to exceed 1% of the then principal balance of the Loan. Buyer's payment of such loan extension fees shall not be applicable to the Purchase Price. Seller shall use its best efforts to minimize the loan extension fees.

7. If Buyer has not received written approval for its requested zone change and tentative map approval (with no appeals filed) with regard to its project by the City of Los Angeles and the Los Angeles Mayor's office by December 13, 2015, the closing date shall be extended to June 13, 2016 or such earlier date as Buyer shall designate; provided, however, that such extension of the Closing Date is conditioned upon Buyer's additional deposit of $250,000 (the "**Additional Deposit**") into escrow on or prior to December 13, 2015. If made, the Additional Deposit shall become part of the Total Deposit. The Additional Deposit shall be released to Seller outside of escrow and the Total Deposit shall be applicable to the Purchase Price.

8. Except as set forth above, the Agreement shall continue in full force and effect in accordance with its terms.

IN WITNESS WHEREOF, this Amendment has been executed as of the date first set forth above.

BUYER:

CLEARWATER COMMUNITIES, LLC

By: [signature]
Name: Daniel Kassel
Its: CEO/Manager

SELLER:

CITY TERRACE, LLC

By: [signature]
Name: Alvaro Bermeo
Its: Managing Member

029 01 00 00048

PREFERRED BANK

LOS ANGELES - HEADQUARTERS
601 S. FIGUEROA ST. 29TH FLOOR
LOS ANGELES, CA 90017

PHONE:213-891-1188

BANCOMER CONST & DEV INC
CITY TERRACE LLC
2168 S ATLANTIC BLVD PMB 206
MONTEREY PARK CA 91754

LOAN: 203503

AS OF: 07/22/14

* L O A N P A Y M E N T *

PAGE 1

LOAN TYPE:	REAL ESTATE	MATURITY DATE:	05/06/15
PRINCIPAL BALANCE:	1,374,471.05	ORIGINAL LOAN DATE:	09/07/05
CURRENT RATE:	5.5000	TOTAL ADVANCES:	1,450,000.00
INTEREST THRU 07/22/14:	3,569.57	INTEREST PAID 2014:	51,010.25
ONE DAY'S INTEREST:	209.98	DATE OF LAST PAYMENT:	07/03/14
AMOUNT PAST DUE:	471.05	LAST PAYMENT AMOUNT:	6,901.91
LATE CHARGE BALANCE:	11,903.37		

DATE PAYMENT DUE:	08/06/14
PRINCIPAL DUE:	1,471.05
INTEREST DUE:	6,509.41
LATE CHARGES DUE:	11,903.37
TOTAL AMOUNT DUE:	19,883.83

7980.46

ADD ADDITIONAL LATE CHARGE OF 375.47 IF NO PAYMENT IS RECEIVED BY 08/16/14

* * PLEASE RETURN THIS PORTION WITH YOUR PAYMENT * *

L O A N P A Y M E N T N O T I C E

SCHEDULED PAYMENT DUE:	7,980.46
LATE CHARGES DUE:	11,903.37
TOTAL AMOUNT DUE:	19,883.83
ADDITIONAL PRINCIPAL:	_____
ADDITIONAL PAYMENT:	_____

BANCOMER CONST & DEV INC
CITY TERRACE LLC
2168 S ATLANTIC BLVD PMB 206
MONTEREY PARK CA 91754

AMOUNT ENCLOSED: $_____

DATE PAYMENT DUE:	08/06/14
LOAN TYPE:	REAL ESTATE
LOAN NUMBER:	203503
REGULAR PAYMENT T/C:	32*

PREFERRED BANK
601 S. FIGUEROA ST.,29TH FLOOR
LOS ANGELES, CA 90017

Member FDIC

EQUAL HOUSING LENDER

Re: Documents for the membership interest in City Terrace LLC by Avance Schools, Inc.

Inbox x

Ricardo Mireles <ricardo.mireles@academiaavance.com> 11/7/14

to Spencer, Michael, me

Spencer,
Below in this thread is the accounting we have used for the last bunch of years to support the valuation of the Avance partnership with City Terrace LLC (CTLLC). In this message, I present the figures that establish the JUN 30 2014 valuation for the 2013-2014 FY. These documents support this valuation:

1. Escrow agreement of JUN 2014, that sets the sales price for the Eastern/Lombardy property.
2. Zillow report for 3716 City Terrace Dr., a home that is identical in structure to the four units held by CTLLC. The 3716 home abuts the four CTLLC property to the West located at 3700, 3704, 3708 and 3712 on said street. For the 2013 audit, an appraisal report was filed for the four units which set the value for each at $385,040. The 3716 property sold in JUL 2013 for $390,000, thus providing strong supporting evidence for the appraisal value. At this time, Zillow estimates the value of 3716 at $413,000. For the audit we are using a valuation of $400,000 for each of the four units owned by CTLLC.
3. The statements from the three banks holding loans on the the CTLLC properties.

These documents can be accessed via this DropBox folder:
https://www.dropbox.com/sh/9qgc008pac5jjy2/AADqdrHTislBNN04fUNuPM9va?dl=0

These are the components of the valuation:

Amount	Item
$4,000,000.00	Value of Eastern Property (per May 16, 2014 escrow agreement)

$1,600,000.00	Value Estimation of 4 Other CTLLC Properties (4x$400,000)
-$1,374,471.05	Lien on Eastern Property held by Preferred Bank
-$397,750.87	Lien on Other CTLLC Properties held by American Plus Bank
-$839,636.27	Balance due on Line of Credit at PanAmerican Bank
$2,988,141.81	Net Equity Value of CTTLC
$1,464,189.49	Valuation Of 49% Interest of CTLLC on Jun 30 2014
$1,200,974.81	Valuation Of 49% Interest of CTLLC on Jun 30 2013
$263,214.67	Year-to-Year change

N

State of California
Secretary of State

Statement of Information
(Domestic Nonprofit, Credit Union and Consumer Cooperative Corporations)

Filing Fee: $20.00. If this is an amendment, see instructions.
IMPORTANT – READ INSTRUCTIONS BEFORE COMPLETING THIS FORM

1. CORPORATE NAME
AVANCE FOUNDATION

2. CALIFORNIA CORPORATE NUMBER
C3421308

This Space for Filing Use Only

Complete Principal Office Address (Do not abbreviate the name of the city. Item 3 cannot be a P.O. Box.)

3. STREET ADDRESS OF PRINCIPAL OFFICE IN CALIFORNIA, IF ANY	CITY	STATE	ZIP CODE
700 N. CENTRAL AVE., #570	GLENDALE	CA	91203

4. MAILING ADDRESS OF THE CORPORATION	CITY	STATE	ZIP CODE
700 N. CENTRAL AVE., #570	GLENDALE	CA	91203

Names and Complete Addresses of the Following Officers (The corporation must list these three officers. A comparable title for the specific officer may be added; however, the preprinted titles on this form must not be altered.)

	ADDRESS	CITY	STATE	ZIP CODE
5. CHIEF EXECUTIVE OFFICER/ JACQUELINE LOZA	700 N. CENTRAL AVE., #570	GLENDALE	CA	91203
6. SECRETARY ALEJANDRO MARTINEZ	700 N. CENTRAL AVE., #570	GLENDALE	CA	91203
7. CHIEF FINANCIAL OFFICER/ ALEJANDRO MARTINEZ	700 N. CENTRAL AVE., #570	GLENDALE	CA	91203

Agent for Service of Process If the agent is an individual, the agent must reside in California and Item 9 must be completed with a California street address, a P.O. Box address is not acceptable. If the agent is another corporation, the agent must have on file with the California Secretary of State a certificate pursuant to California Corporations Code section 1505 and Item 9 must be left blank.

8. NAME OF AGENT FOR SERVICE OF PROCESS
RICARDO MIRELESS

9. STREET ADDRESS OF AGENT FOR SERVICE OF PROCESS IN CALIFORNIA, IF AN INDIVIDUAL	CITY	STATE	ZIP CODE
700 N. CENTRAL AVE., #570	GLENDALE	CA	91203

Common Interest Developments

10. ☐ Check here if the corporation is an association formed to manage a common interest development under the Davis-Stirling Common Interest Development Act, (California Civil Code section 4000, et seq.) or under the Commercial and Industrial Common Interest Development Act, (California Civil Code section 6500, et seq.). The corporation must file a Statement by Common Interest Development Association (Form SI-CID) as required by California Civil Code sections 5405(a) and 6760(a). Please see instructions on the reverse side of this form.

11. THE INFORMATION CONTAINED HEREIN IS TRUE AND CORRECT.

DATE	TYPE/PRINT NAME OF PERSON COMPLETING FORM	TITLE	SIGNATURE
4/25/2015	RICARDO MIRELESS	EXECUTIVE DIRECTOR	

SI-100 (REV 01/2014) APPROVED BY SECRETARY OF STATE

Form **1120**

Department of the Treasury
Internal Revenue Service

U.S. Corporation Income Tax Return

For calendar year 2012 or tax year beginning Jul 01, 2012, end. Jun 30, 2013

▶ Information about Form 1120 and its separate instructions is a www.irs.gov/form1120.

OMB No. 1545-0123

2012

A Check if:
1a Consolidated return (attach Form 851)
b Life/nonlife consolidated return
2 Personal holding co. (attach Sch. PH)
3 Personal service corp. (see instructions)
4 Sch. M-3 attached

Use IRS label. Otherwise, print or type.

Name Number, street, room/suite no. City/town, state, & ZIP code
AVANCE FOUNDATION
700 N CENTRAL AVE STE 570
GLENDALE CA 91203

B Employer identification number: 80-0771631

C Date incorporated: 10/07/2011

D Total assets (see instructions) $ 5,044.

E Check if: (1) Initial return (2) Final return (3) Name change (4) Address change

Income	1a	Gross receipts or sales	1a	223,246.	
	b	Returns and allowances	1b		
	c	Balance. Subtract line 1b from line 1a			1c 223,246.
	2	Cost of goods sold (attach Form 1125-A)			2
	3	Gross profit. Subtract line 2 from line 1c			3 223,246.
	4	Dividends (Schedule C, line 19)			4
	5	Interest			5
	6	Gross rents			6
	7	Gross royalties			7
	8	Capital gain net income (attach Schedule D (Form 1120))			8
	9	Net gain or (loss) from Form 4797, Part II, line 17 (attach Form 4797)			9
	10	Other income (see instructions - attach statement)			10
	11	**Total income.** Add lines 3 through 10 ▶			11 223,246.
Deductions (See inst. for limitations on deductions.)	12	Compensation of officers (see instructions - attach Form 1125-E) ▶			12
	13	Salaries and wages (less employment credits)			13
	14	Repairs and maintenance			14
	15	Bad debts			15
	16	Rents			16 195,192.
	17	Taxes and licenses			17
	18	Interest			18
	19	Charitable contributions			19
	20	Depreciation from Form 4562 not claimed on Form 1125-A or elsewhere on return (attach Form 4562)			20
	21	Depletion			21
	22	Advertising			22
	23	Pension, profit-sharing, etc., plans			23
	24	Employee benefit programs			24
	25	Domestic production activities deduction (attach Form 8903)			25
	26	Other deductions (attach statement)			26 23,010.
	27	**Total deductions.** Add lines 12 through 26 ▶			27 218,202.
	28	Taxable income before net operating loss deduction and special deductions. Subtract line 27 from line 11.			28 5,044.
	29a	Net operating loss deduction (see instructions)	29a		
	b	Special deductions (Schedule C, line 20)	29b		
	c	Add lines 29a and 29b			29c
Tax, Refundable Credits, and Payments	30	**Taxable income.** Subtract line 29c from line 28 (see instructions)			30 5,044.
	31	Total tax (Schedule J, Part I, line 11)			31 757.
	32	Total payments and refundable credits (Schedule J, Part II, line 21)			32
	33	Estimated tax penalty (see instructions). Check if Form 2220 is attached ▶ ☐			33
	34	**Amount owed.** If line 32 is smaller than the total of lines 31 and 33, enter amount owed			34 757.
	35	**Overpayment.** If line 32 is larger than the total of lines 31 and 33, enter amount overpaid			35
	36	Enter amount from line 35 you want: **Credited to 2013 estimated tax** ▶		**Refunded** ▶	36

Sign Here

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than taxpayer) is based on all information of which preparer has any knowledge.

▶ Signature of officer | Date | ▶ Secretary Title

May the IRS discuss this return with the preparer shown below (see instructions)? ☒ Yes ☐ No

Paid Preparer Use Only

Print/Type preparer's name	Preparer's signature	Date	Check ☒ if self-employed	PTIN
Emilio Campos				P01598238

Firm's name ▶ Emilio Campos CPA — Firm's EIN ▶

Firm's address ▶ 2807 North Broadway, LOS ANGELES CA 90031- — Phone no. 626-576-4600

Schedule C Dividends and Special Deductions (see instructions)	(a) Dividends received	(b) %	(c) Special deductions (a) x (b)
1 Dividends from less-than-20%-owned domestic corporations (other than debt-financed stock)		70	
2 Dividends from 20%-or-more-owned domestic corporations (other than debt-financed stock)		80	
3 Dividends on debt-financed stock of domestic and foreign corporations		see instr.	
4 Dividends on certain preferred stock of less-than-20%-owned public utilities		42	
5 Dividends on certain preferred stock of 20%-or-more-owned public utilities		48	
6 Dividends from less-than-20%-owned foreign corporations and certain FSCs		70	
7 Dividends from 20%-or-more-owned foreign corporations and certain FSCs		80	
8 Dividends from wholly owned foreign subsidiaries		100	
9 **Total.** Add lines 1 through 8. See instructions for limitation			
10 Dividends from domestic corporations received by a small business investment company operating under the Small Business Investment Act of 1958		100	
11 Dividends from affiliated group members		100	
12 Dividends from certain FSCs		100	
13 Dividends from foreign corporations not included on lines 3, 6, 7, 8, 11, or 12			
14 Income from controlled foreign corporations under subpart F (attach Form(s) 5471)			
15 Foreign dividend gross-up			
16 IC-DISC and former DISC dividends not included on lines 1, 2, or 3			
17 Other dividends			
18 Deduction for dividends paid on certain preferred stock of public utilities			
19 **Total dividends.** Add lines 1 through 17. Enter here and on page 1, line 4 ▶			
20 **Total special deductions.** Add lines 9, 10, 11, 12, and 18. Enter here and on page 1, line 29b ▶			

Schedule J Tax Computation and Payment (see instructions)

Part I-Tax Computation

1	Check if the corporation is a member of a controlled group (attach Schedule O (Form 1120)) ▶ ☐				
2	Income tax. Check if a qualified personal service corporation (see instructions) ▶ ☐			2	757.
3	Alternative minimum tax (attach Form 4626)			3	
4	Add lines 2 and 3			4	757.
5a	Foreign tax credit (attach Form 1118)	5a			
b	Credits from Form 8834, line 30 (attach Form 8834)	5b			
c	General business credit (attach Form 3800)	5c			
d	Credit for prior year minimum tax (attach Form 8827)	5d			
e	Bond credits from Form 8912	5e			
6	**Total credits.** Add lines 5a through 5e			6	
7	Subtract line 6 from line 4			7	757.
8	Personal holding company tax (attach Schedule PH (Form 1120))			8	
9a	Recapture of investment credit (attach Form 4255)	9a			
b	Recapture of low-income housing credit (attach Form 8611)	9b			
c	Interest due under the look-back method-completed long-term contracts (attach Form 8697)	9c			
d	Interest due under the look-back method-income forecast method (attach Form 8866)	9d			
e	Alternative tax on qualifying shipping activities (attach Form 8902)	9e			
f	Other (see instructions-attach statement)	9f			
10	**Total.** Add lines 9a through 9f			10	
11	**Total tax.** Add lines 7 through 10. Enter here and on page 1, line 31			11	757.

Part II-Payments and Refundable Credits

12	2011 overpayment credited to 2012			12	
13	2012 estimated tax payments			13	
14	2012 refund applied for on Form 4466			14	( )
15	Combine lines 12, 13, and 14			15	
16	Tax deposited with Form 7004			16	
17	Withholding (see instructions)			17	
18	**Total payments.** Add lines 15, 16 and 17			18	
19	Refundable credits from:				
a	Form 2439	19a			
b	Form 4136	19b			
c	Form 8827, line 8c	19c			
d	Other (attach schedule-see instructions)	19d			
20	**Total credits.** Add lines 19a through 19d			20	
21	**Total payments and credits.** Add lines 18 and 20. Enter here and on page 1, line 32			21	

Schedule K Other Information (see instructions)

		Yes	No
1	Check accounting method: a [X] Cash b [ ] Accrual c [ ] Other (specify) ▶		
2	See the instructions and enter the:		
a	Business activity code no. ▶ 813000		
b	Business activity ▶ Support Academia CS		
c	Product or service ▶ Enhance Education/Pr		
3	Is the corporation a subsidiary in an affiliated group or a parent-subsidiary controlled group?		X
	If "Yes," enter name and EIN of the parent corporation ▶		
4	At the end of the tax year:		
a	Did any foreign or domestic corporation, partnership (including any entity treated as a partnership), trust, or tax-exempt organization own directly 20% or more, or own, directly or indirectly, 50% or more of the total voting power of all classes of the corporation's stock entitled to vote? If "Yes," complete Part I of Schedule G (Form 1120) (attach Schedule G)		X
b	Did any individual or estate own directly 20% or more, or own, directly or indirectly, 50% or more of the total voting power of all classes of the corporation's stock entitled to vote? If "Yes," complete Part II of Schedule G (Form 1120) (attach Schedule G)		X

Schedule K Other Information continued (see instructions)

	Yes	No
5 At the end of the tax year, did the corporation:		
a Own directly 20% or more, or own, directly or indirectly, 50% or more of the total voting power of all classes of stock entitled to vote of any foreign or domestic corporation not included on **Form 851**, Affiliations Schedule? For rules of constructive ownership, see instructions. If "Yes," complete (i) through (iv) below.		X

(i) Name of Corporation	(ii) Employer Identification Number (if any)	(iii) Country of Incorporation	(iv) Percentage Owned in Voting Stock
			0.000
			0.000
			0.000

b Own directly an interest of 20% or more, or own, directly or indirectly, an interest of 50% or more in any foreign or domestic partnership (including an entity treated as a partnership) or in the beneficial interest of a trust? For rules of constructive ownership, see instructions. If "Yes," complete (i) through (iv) below.		X

(i) Name of Entity	(ii) Employer Identification Number (if any)	(iii) Country of Organization	(iv) Maximum Percentage Owned in Profit, Loss, or Capital
			0.000
			0.000
			0.000

6 During this tax year, did the corporation pay dividends (other than stock dividends and distributions in exchange for stock) in excess of the corporation's current and accumulated earnings and profits? (See sections 301 and 316.) If "Yes," file **Form 5452,** Corporate Report of Nondividend Distributions. If this is a consolidated return, answer here for the parent corporation and on Form 851 for each subsidiary.		X
7 At any time during the tax year, did one foreign person own, directly or indirectly, at least 25% of **(a)** the total voting power of all classes of the corporation's stock entitled to vote or **(b)** the total value of all classes of the corporation's stock? For rules of attribution, see section 318. If "Yes," enter: **(i)** Percentage owned ▶ 0.000 and **(ii)** Owner's country ▶ **(c)** The corporation may have to file **Form 5472,** Information Return of a 25% Foreign-Owned U.S. Corporation or a Foreign Corporation Engaged in a U.S. Trade or Business. Enter the number of Forms 5472 attached ▶		X
8 Check this box if the corporation issued publicly offered debt instruments with original issue discount ▶ ☐ If checked, the corporation may have to file **Form 8281,** Info. Return for Publicly Offered Original Issue Discount Instruments.		
9 Enter the amount of tax-exempt interest received or accrued during the tax year ▶ $		
10 Enter the number of shareholders at the end of the tax year (if 100 or fewer) ▶		
11 If the corporation has an NOL for the tax year and is electing to forego the carryback period, check here ▶ ☐ If the corporation is filing a consolidated return, the statement required by Regulations section 1.1502-21(b)(3) must be attached or the election will not be valid.		
12 Enter the available NOL carryover from prior tax years (do not reduce it by any deduction on line 29a.) ▶ $		
13 Are the corporation's total receipts (line 1c plus lines 4 through 10 on page 1) for the tax year and its total assets at the end of the tax year less than $250,000?	X	
If "Yes," the corporation is not required to complete Schedules L, M-1, and M-2 on page 5. Instead, enter the total amount of cash distributions and the book value of property distributions (other than cash) made during the tax year. ▶ $		
14 Is the corporation required to file Schedule UTP (Form 1120), Uncertain Tax Position Statement (see instructions)? If "Yes, " complete and attach Schedule UTP.		X
15a Did the corporation make any payments in 2012 that would require it to file Form(s) 1099?		X
b If "Yes," did or will the corporation file required Form(s) 1099?		
16 During this tax year, did the corporation have an 80% or more change in ownership, including a change due to redemption of its own stock?		X
17 During or subsequent to this tax year, but before the filing of this return, did the corporation dispose of more than 65% (by value) of its assets in a taxable, non-taxable, or tax deferred transaction?		X
18 Did the corporation receive assets in a section 351 transfer in which any of the transferred assets had a fair market basis or fair market value of more than $1 million?		X

Schedule L Balance Sheets per Books

Assets	Beginning of tax year (a)	Beginning of tax year (b)	End of tax year (c)	End of tax year (d)
1 Cash				5,044.
2a Trade notes and accounts receivable				
b Less allowance for bad debts	( )		( )	
3 Inventories				
4 U.S. government obligations				
5 Tax-exempt securities (see instructions)				
6 Other current assets (attach statement)				
7 Loans to shareholders				
8 Mortgage and real estate loans				
9 Other investments (attach statement)				
10a Buildings and other depreciable assets				
b Less accumulated depreciation	( )		( )	
11a Depletable assets				
b Less accumulated depletion	( )		( )	
12 Land (net of any amortization)				
13a Intangible assets (amortizable only)				
b Less accumulated amortization	( )		( )	
14 Other assets (attach statement)				
15 Total assets		0.		5,044.
Liabilities and Shareholders' Equity				
16 Accounts payable				
17 Mortgages, notes, bonds payable in less than 1 year				
18 Other current liabilities (attach statement)				
19 Loans from shareholders				
20 Mortgages, notes, bonds payable in 1 year or more				
21 Other liabilities (attach statement)				
22 Capital stock: a Preferred stock				
b Common stock				
23 Additional paid-in capital				
24 Retained earnings-Appropriated (attach statement)				
25 Retained earnings-Unappropriated				5,044.
26 Adjustments to shareholders' equity (attach statement)				
27 Less cost of treasury stock		( )		( )
28 Total liabilities and shareholders' equity		0.		5,044.

Schedule M-1 Reconciliation of Income (Loss) per Books With Income per Return

Note: Schedule M-3 required instead of Schedule M-1 if total assets are $10 million or more - see instructions

1 Net income (loss) per books	5,044.	7 Income recorded on books this year not included on this return (itemize): Tax-exempt interest $	
2 Federal income tax per books	9		
3 Excess of capital losses over capital gains			
4 Income subject to tax not recorded on books this year (itemize):		8 Deductions on this return not charged against book income this year (itemize): a Depreciation $ b Charitable contributions $	
5 Expenses recorded on books this year not deducted on this return (itemize): a Depreciation $ b Charitable contributions $ c Travel and entertainment $			
		9 Add lines 7 and 8	
6 Add lines 1 through 5	5,044.	10 Income (page 1, line 28)-line 6 less line 9	5,044.

Schedule M-2 Analysis of Unappropriated Retained Earnings per Books (Line 25, Schedule L)

1 Balance at beginning of year		5 Distributions: a Cash	
2 Net income (loss) per books	5,044.	b Stock	
3 Other increases (itemize):		c Property	
		6 Other decreases (itemize):	
		7 Add lines 5 and 6	
4 Add lines 1, 2, and 3	5,044.	8 Balance at end of year (line 4 less line 7)	5,044.

US 1120 State Information and 2012 Estimated Tax Payments 2012

Name: AVANCE FOUNDATION **EIN:** 80-0771631

	State return is needed	Overpayment credited from 2010	First quarter 10/15/2012	Second quarter 12/15/2012	Third quarter 03/15/2013	Fourth quarter 06/15/2013	Total
Federal	Not applicable						
Alabama	☐						
Alaska	☐						
Arizona	☐						
Arkansas	☐						
California	☒						
Colorado	☐						
Connecticut	☐						
Delaware	☐						
DC	☐						
Florida	☐						
Georgia	☐						
Hawaii	☐						
Idaho	☐						
Illinois	☐						
Indiana	☐						
Iowa	☐						
Kansas	☐						
Kentucky	☐						
Louisiana	☐						
Maine	☐						
Maryland	☐						
Massachusetts	☐						
Michigan	☐						
Minnesota	☐						
Mississippi	☐						
Missouri	☐						
Montana	☐						
Nebraska	☐						
New Hampshire	☐						
New Jersey	☐						
New Mexico	☐						
New York	☐						
North Carolina	☐						
North Dakota	☐						
Ohio	☐						
Oklahoma	☐						
Oregon	☐						
Pennsylvania	☐						
Rhode Island	☐						
South Carolina	☐						
Tennessee	☐						
Texas	☐						
Utah	☐						
Vermont	☐						
Virginia	☐						
West Virginia	☐						
Wisconsin	☐						

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US 1120 Page 1, Line 26 - Other Deductions 2012

Name: AVANCE FOUNDATION EIN: 80-0771631

Type:	
Accounting	
Amortization	
Answering service	
Auto and truck expenses	
Bank charges	10.
Commissions	
Computer expense	
Delivery and freight	
Dues and subscriptions	
Entertainment and promotion	
Gifts	
Insurance	
Janitorial	
Laundry and cleaning	
Legal and professional fees	
Licenses and permits	
Meals: ____ at 50%	
____ at 80% - DOT hours of service	
____ at 100% - See instructions	
Miscellaneous	
Office expense	
Outside service	
Parking fees and tolls	
Postage	
Printing	
Sales expense	
Security	
Supplies	
Telephone	
Temporary help	
Tools	
Trade show expense	
Training and seminars	
Travel	
Uniforms	
Utilities	
Travel sponsored China trip 11	20,000.
Fundraising Expenses	3,000.
Total	23,010.

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Form **8879-C**

Department of the Treasury
Internal Revenue Service

IRS e-file Signature Authorization for Form 1120

For calendar year 2012, or tax year begining Jul 01, 2012, ending Jun 30, 2013

▶ See instructions. Do not send to the IRS. Keep for your records.

▶ Information about Form 8879-C and its instructions is at www.irs.gov/form1120.

OMB No. 1545-1864

2012

Name of corporation: AVANCE FOUNDATION

Employer identification number: 80-0771631

Part I Tax Return Information (Whole dollars only)

1	Total income (Form 1120, line 11)	1	223,246.
2	Taxable income (Form 1120, line 30)	2	5,044.
3	Total tax (Form 1120, line 31)	3	757.
4	Amount owed (Form 1120, line 34)	4	757.
5	Overpayment (Form 1120, line 35)	5	

Part II Declaration and Signature Authorization of Officer (Be sure to get a copy of the corporation's return)

Under penalties of perjury, I declare that I am an officer of the above corporation and that I have examined a copy of the corporation's 2012 electronic income tax return and accompanying schedules and statements and to the best of my knowledge and belief, it is true, correct, and complete. I further declare that the amounts in Part I above are the amounts shown on the copy of the corporation's electronic income tax return. I consent to allow my electronic return originator (ERO), transmitter, or intermediate service provider to send the corporation's return to the IRS and to receive from the IRS **(a)** an acknowledgment of receipt or reason for rejection of the transmission, **(b)** the reason for any delay in processing the return or refund, and **(c)** the date of any refund. If applicable, I authorize the U.S. Treasury and its designated Financial Agent to initiate an electronic funds withdrawal (direct debit) entry to the financial institution account indicated in the tax preparation software for payment of the corporation's federal taxes owed on this return, and the financial institution to debit the entry to this account. To revoke a payment, I must contact the U.S. Treasury Financial Agent at **1-888-353-4537** no later than 2 business days prior to the payment (settlement) date. I also authorize the financial institutions involved in the processing of the electronic payment of taxes to receive confidential information necessary to answer inquiries and resolve issues related to the payment. I have selected a personal identification number (PIN) as my signature for the corporation's electronic income tax return and, if applicable, the corporation's consent to electronic funds withdrawal.

Officer's PIN: check one box only

[X] I authorize Emilio Campos CPA (**ERO firm name**) to enter my PIN 55555 (**do not enter all zeros**) as my signature on the corporation's 2012 electronically filed income tax return.

[ ] As an officer of the corporation, I will enter my PIN as my signature on the corporation's 2012 electronically filed income tax return.

Officer's signature ▶ _____ Date ▶ 04/27/2015 Title ▶ Secretary

Part III Certification and Authentication

ERO's EFIN/PIN. Enter your six-digit EFIN followed by your five-digit self-selected PIN. 95702655555 (**do not enter all zeros**)

I certify that the above numeric entry is my PIN, which is my signature on the 2012 electronically filed income tax return for the corporation indicated above. I confirm that I am submitting this return in accordance with the requirements of **Pub. 3112**, IRS e-file Application and Participation, and **Pub. 4163**, Modernized e-File (MeF) Information for Authorized IRS e-file Providers for Business Returns.

ERO's signature ▶ _____ Date ▶ 04/27/2015

ERO Must Retain This Form - See Instructions
Do Not Submit This Form to the IRS Unless Requested To Do So

For Paperwork Reduction Act Notice, see instructions.

Emilio Campos CPA
2807 North Broadway
Los Angeles CA 90031
626-576-4600

April 27, 2015

Alejandro Martinez
AVANCE FOUNDATION
700 N CENTRAL AVE STE 570
GLENDALE, CA 91203

Enclosed is the 2012 Federal 1120C tax return for AVANCE FOUNDATION.

Your Federal tax return has been filed electronically. Please keep a copy of the return with your records.

Include your payment of $757.00 with your return.
Include your payment of $.00 with your return.
Include your payment of $.00 with your return.
Include your payment of $.00 with your return.
Include your payment of $.00 with your return.
Include your payment of $.00 with your return.
Include your payment of $.00 with your return.
Include your payment of $.00 with your return.
Include your payment of $.00 with your return.
Include your payment of $.00 with your return.

If you have any questions, please call us. We appreciate the opportunity to serve you.

Sincerely,

Emilio Campos

TAXABLE YEAR **2012**

California Corporation Franchise or Income Tax Return

FORM **100**

For calendar year 2012 or fiscal year beginning month Jul day 01 year 2012, and ending month Jun day 30 year 2013.

Corporation name	California corporation number
AVANCE FOUNDATION	3421308
Address (suite, room, or PMB no.)	FEIN
700 N CENTRAL AVE STE 570	80-0771631

City	State	ZIP Code	California Secretary of State file number
GLENDALE	CA	91203	

Schedule Q Questions (continued on Side 2)

A **FINAL RETURN?** ● ☐ Dissolved ☐ Surrendered (withdrawn) ☐ Merged/Reorganized ☐ IRC Section 338 sale ☐ QSub election

Enter date ●

B1. Is income included in a combined report of a unitary group? ● ☐ Yes ☒ No

2. If "Yes," indicate: ☐ wholly within CA (R&TC 25101.15) ☐ within and outside of CA

3. Is there a change in the members listed in Schedule R-7 from the prior year? ● ☐ Yes ☒ No

4. Enter the number of members (including parent or key corporation) listed in the Schedule R-7, Part I, Section A, subject to income or franchise tax ●

5. Is form FTB 3544 **and/or** 3544 A attached to the return? ● ☐ Yes ☒ No

State Adjustments	1	Net income (loss) before state adjustments. See instructions			1	5,044.00
	2	Amount deducted for foreign or domestic tax based on income or profits from Schedule A			2	.00
	3	Amount deducted for tax under the provisions of the Corporation Tax Law from Schedule A			3	.00
	4	Interest on government obligations			4	.00
	5	Net California capital gain from Side 5, Schedule D, line 11			5	.00
	6	Depreciation and amortization in excess of amount allowed under CA law. Attach form FTB 3885.			6	.00
	7	Net income from corporations not included in federal consolidated return. See instructions			7	.00
	8	Other additions. Attach schedule(s)			8	.00
	9	Total. Add line 1 through line 8			9	5,044.00
	10	Intercompany dividend deduction. Attach Schedule H (100)	10	.00		
	11	Dividends received deduction. Attach Schedule H (100)	11	.00		
	12	Additional depreciation allowed under CA law. Attach form FTB 3885	12	.00		
	13	Capital gain from federal Form 1120, line 8	13	.00		
	14	Contributions	14	.00		
	15	EZ, LAMBRA, or TTA business expense and EZ net interest deduction	15	.00		
	16	Other deductions. Attach schedule(s)	16	.00		
	17	Total. Add line 10 through line 16			17	.00
	18	Net income (loss) after state adjustments. Subtract line 17 from line 9			18	5,044.00
CA Net Income	19	Net income (loss) for state purposes. Complete Sch. R if apportioning income. See instructions			19	5,044.00
	20	Net operating loss (NOL) carryover deduction. See instructions	20	.00		
	21	Pierce's disease, EZ, LARZ, TTA, or LAMBRA NOL carryover deduction. See instructions	21	.00		
	22	Disaster loss carryover deduction. See instructions	22	.00		
	23	Net income for tax purposes. Combine line 20 through line 22. Then, subtract from line 19			23	5,044.00
Taxes	24	Tax 8.84 % x line 23 (not less than minimum franchise tax, if applicable). See instr.			24	800.00
	25	New jobs credit a) amount generated ● b) amount claimed			25b	.00
	26a	Credit name code no. amount ▶	26a	.00		
	b	Credit name code no. amount ▶	26b	.00		
	27	To claim more than two credits, see instructions	27	.00		
	28	Add line 25b through line 27			28	.00
	29	**Balance.** Subtract line 28 from line 24 (not less than minimum franchise tax, if applicable)			29	800.00
	30	Alternative minimum tax. Attach Schedule P (100). See instructions			30	.00
	31	**Total tax.** Add line 29 and line 30			31	800.00
Payments	32	Overpayment from prior year allowed as a credit	32	.00		
	33	**2012 Estimated tax payments.** See instructions	33	.00		
	34	2012 Withholding (Form 592-B and/or 593). See instructions	34	.00		
	35	Amount paid with extension of time to file tax return	35	.00		
	36	Total payments. Add line 32 through line 35			36	.00

AVANCE FOUNDATION 80-0771631

Refund or Amount Due

37	**Franchise or income tax due.** If line 31 is more than line 36, subtract line 36 from line 31. Go to line 40		37	800 00
38	**Overpayment.** If line 36 is more than line 31, subtract line 31 from line 36.		38	00
39	Amount of line 38 to be credited to 2013 estimated tax		39	00
40	**Use tax. This is not a total line.** See instructions	40 00		
41	**Refund.** If the sum of line 39 and line 40 is less than line 38, then subtract the result from line 38		41	00
	See instructions to have the refund directly deposited. a Routing number	41a		
	b Type: Checking ☐ Savings ☐ c Account number	41c		
42	a Penalties and interest		42a	11 00
	b ☐ Check if estimate penalty computed using Exception B or C. See instructions.			
43	**Total amount due.** Add line 37, line 39, line 40, and line 42a. Then, subtract line 38 from the result		43	811 00

Schedule Q Questions (continued from Side 1)

C If the corporation filed on a water's-edge basis pursuant to R&TC Sections 25110 and 25113 in previous years, enter the date the water's-edge election ended

D Was the corporation's income included in a consolidated federal return? ☐ Yes ☐ No

E Principal business activity code. (Do not leave blank): 813000
Business activity Support Academia
Product or service Enhance Education

F Date incorporated: 10/07/2011
Where: State CA Country

G Date business began in CA or date income was first derived from CA sources

H First return? ☐ Yes ☐ No If "Yes" and this corporation is a successor to a previously existing business, check the appropriate box.
(1) ☐ sole proprietorship (2) ☐ partnership (3) ☐ joint venture
(4) ☐ corporation (5) ☐ other
(attach statement showing name, address, and FEIN/SSN/ITIN of previous business)

I "Doing business as" name. See instructions:

J 1. During this taxable year, did another person or legal entity acquire control or majority ownership (more than a 50% interest) of this corp. or any of its subsidiaries that owned CA real property (i.e., land, buildings), leased such property for a term of 35 yrs. or more, or leased such property from a government agency for any term? ☐ Yes ☐ No

2. During this taxable year, did this corporation or any of its subsidiaries acquire control or majority ownership (more than a 50% interest) in another legal entity that owned California real property (i.e., land, buildings), leased such property for a term of 35 years or more, or leased such property from a government agency for any term? ☐ Yes ☐ No

3. During this taxable year, has more than 50% of the voting stock of this corporation cumulatively transferred in one or more transactions after an interest in CA real property (i.e., land, buildings) was transferred to it that was excluded from property tax reassessment under R&TC Section 62(a)(2) and it was not reported on a previous year's tax return? ☐ Yes ☐ No

(Yes requires filing of statement, penalties may apply - see instructions.)

K At any time during taxable year, was more than 50% of the voting stock:
1. Of the corporation owned by any single interest? ☐ Yes ☐ No
2. Of another corporation owned by this corporation? ☐ Yes ☐ No

3. Of this and one or more other corporations owned or controlled, directly or indirectly, by the same interests? ☐ Yes ☐ No
If 1 or 3 is "Yes," enter the country of the ultimate parent
If 1, 2, or 3 is "Yes," furnish a statement of ownership indicating pertinent names, addresses, and percentages of stock owned. If the owner(s) is an individual, provide the SSN/ITIN.

L Has the corporation included a reportable transaction or listed transaction within this return? (See instructions for definitions) ☐ Yes ☐ No
If "Yes," complete and attach federal Form 8886 for each transaction.

M Is this corporation apportioning income to California using Schedule R? ☐ Yes ☐ No

N How many affiliates in the combined report are claiming immunity from taxation in California under Public Law 86-272?

O Corporation headquarters are: (1) ☐ Within California
(2) ☐ Outside of CA, within the U.S. (3) ☐ Outside of the U.S.

P Location of principal acct. records

Q Accounting method: (1) ☒ Cash (2) ☐ Accrual (3) ☐ Other

R Does this corporation or any of its subsidiaries have a Deferred Intercompany Stock Account (DISA)? ☐ Yes ☐ No
If "Yes," enter the total balance of all DISAs $

S Is this corporation or any of its subsidiaries a RIC? ☐ Yes ☐ No

T Is this corp. treated as a REMIC for CA purposes? ☐ Yes ☐ No

U Is this corporation a REIT for California purposes? ☐ Yes ☐ No

V Is this corporation an LLC or limited partnership electing to be taxed as a corporation for federal purposes? ☐ Yes ☐ No

W Is this corporation to be treated as a credit union? ☐ Yes ☐ No

X Is the corporation under audit by the IRS or has it been audited by the IRS in a prior year? ☐ Yes ☐ No

Y Have all required information returns (e.g. federal Forms 1099, 5471, 5472, 8300, 8865, etc.) been filed with the Franchise Tax Board? ☐ N/A ☐ Yes ☐ No

Z Does the taxpayer (or any corporation of the taxpayer's combined group, if applicable) own 80% or more of the stock of an insurance company? ☐ Yes ☐ No

AA Did the corporation file the federal Schedule UTP (Form 1120)? ☐ Yes ☐ No

BB Does any member of the combined report own an SMLLC or generate/claim credits that are attributable to an SMLLC? 9 ☐ Yes ☐ No

Sign Here

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than taxpayer) is based on all information of which preparer has any knowledge.

Signature of officer ▶ | Title Secretary | Date | Telephone

Officer's email address (optional)

Paid Preparer's Use Only

Preparer's signature ▶ | Date | Check if self-employed ▶ ☒ | PTIN P01598238

Firm's name (or yours, if self-employed) and address ▶ Emilio Campos CPA
LOS ANGELES CA 90031-

FEIN

Telephone 626-576-4600

May the FTB discuss this return with the preparer shown above? See instructions ☐ Yes ☐ No

AVANCE FOUNDATION [redacted] 80-0771631

Schedule A **Taxes Deducted.** Use additional sheet(s) if necessary.

(a) Nature of tax	(b) Taxing authority	(c) Total amount	(d) Nondeductible amount
			00
			00
Total. Enter total of column (c) on Sch. F, line 17, and total of column (d) on Side 1, line 2 or line 3. If the corporation uses California computation method to compute the net income, see instructions.			00

Schedule F **Computation of Net Income.** See instructions.

Income	1	a) Gross receipts or gross sales 223,246			
		b) Less returns and allowance	c) Balance	1c	223,246 00
	2	Cost of goods sold. Attach federal Form 1125-A (California Schedule V)		2	00
	3	Gross profit. Subtract line 2 from line 1c		3	223,246 00
	4	Total dividends. Attach federal Schedule C, California Schedule H (100)		4	00
	5	a) Interest on obligations of the United States and U.S. instrumentalities		5a	00
		b) Other interest. Attach schedule		5b	00
	6	Gross rents		6	00
	7	Gross royalties		7	00
	8	Capital gain net income. Attach federal Schedule D (California Schedule D)		8	00
	9	Ordinary gain (loss). Attach federal Form 4797 (California Schedule D-1)		9	00
	10	Other income (loss). Attach schedule		10	00
	11	**Total income.** Add line 3 through line 10		11	223,246 00
Deductions	12	Compensation of officers. Attach federal Form 1125-E or equivalent schedule	12	00	
	13	Salaries and wages (not deducted elsewhere)	13	00	
	14	Repairs	14	00	
	15	Bad debts	15	00	
	16	Rents	16	195,192 00	
	17	Taxes (California Schedule A). See instructions	17	00	
	18	Interest. Attach schedule	18	00	
	19	Contributions. Attach schedule	19	00	
	20	Depreciation. Attach federal Form 4562 and FTB 3885 — 20			
	21	Less depreciation claimed elsewhere on return — 21a	21b	00	
	22	Depletion. Attach schedule	22	00	
	23	Advertising	23	00	
	24	Pension, profit-sharing plans, etc.	24	00	
	25	Employee benefit plans	25	00	
	26	a) Total travel and entertainment			
		b) Deductible amounts	26b	00	
	27	Other deductions. Attach schedule	27	23,010 00	
	28	Specific deduction for organizations under R&TC Section 23701r or 23701t. See instructions	28	00	
	29	**Total deductions.** Add line 12 through line 28		29	218,202 00
	30	Net income before state adjustments. Subtract line 29 from line 11. Enter here and on Side 1, line 1		30	5,044 00

Schedule J **Add-On Taxes and Recapture of Tax Credits.** See Instructions.

1	LIFO recapture due to S corporation election, IRC Sec. 1363(d) deferral: $	1	00
2	Interest computed under the took-back method for completed long-term contracts (Attach form FTB 3834)	2	00
3	Interest on tax attributable to installment: a Sales of certain timeshares and residential lots	3a	00
	b Method for nondealer installment obligations	3b	00
4	IRC Section 197(f)(9)(B)(ii) election	4	00
5	Credit recapture name:	5	00
6	Combine line 1 through line 5, revise Side 2, line 37 or line 38, whichever applies, by this amount. Write "Schedule J" to the left of line 37 or line 38	6	00

AVANCE FOUNDATION 80-0771631

Schedule V Cost of Goods Sold

1	Inventory at beginning of year	1	00
2	Purchases	2	00
3	Cost of labor	3	00
4	a Additional IRC Section 263A costs. Attach schedule	4a	00
	b Other costs. Attach schedule	4b	00
5	Total. Add line 1 through line 4b	5	00
6	Inventory at end of year	6	00
7	Cost of goods sold. Subtract line 6 from line 5. Enter here and on Side 3, Schedule F, line 2	7	00

Method of inventory valuation ▶ COST

Was there any change in determining quantities, costs of valuations between opening and closing inventory? ☐ Yes ☐ No

If "Yes," attach an explanation.

Enter California seller's permit number, if any ▶

Check if the LIFO inventory method was adopted this taxable year f r any goods. If checked, attach federal Form 970 ☐

If the LIFO inventory method was used f r this taxable year, enter the amount of closing inventory under LIFO

Do the rules of IRC Section 263A (with respect to property produced or ac uired for resale) apply to the corporation? ☐ Yes ☐ No

The corporation may not be required to complete Schedules L, M-1 and M-2. See Schedule M-1 instructions for reporting requirements.

Schedule L Balance Sheet	Beginning of taxable year (a)	Beginning of taxable year (b)	End of taxable year (c)	End of taxable year (d)
Assets				
1 Cash				5,044
2 a Trade notes and accounts receivable				
b Less allowance for bad debts				
3 Inventories				
4 Federal and state government obligations				
5 Other current assets. Attach schedule(s)				
6 Loans to stockholders/off cers. Attach schedule				
7 Mortgage and real estate loans				
8 Other investments. Attach schedule(s)				
9 a Buildings and other fixed depreciable assets				
b Less accumulated depreciation				
10 a Depletable assets				
b Less accumulated depletion				
11 Land (net of any amortization)				
12 a Intangible assets (amortizable only)				
b Less accumulated amortization				
13 Other assets. Attach schedule(s)				
14 **Total assets**				5,044
Liabilities and Stockholders' Equity				
15 Accounts payable				
16 Mortgages, notes, bonds payable in less than 1 year				
17 Other current liabilities. Attach schedule(s)				
18 Loans from stockholders Attach schedule(s)				
19 Mortgages, notes, bonds payable in 1 year or more				
20 Other liabilities. Attach schedule(s)				
21 Capital stock: a Preferred stock				
b Common stock				
22 Paid-in or capital surplus. Attach reconciliation				
23 Retained earnings - Appropriated. Attach schedule				
24 Retained earnings - Unappropriated				5,044
25 Adjustments to shareholders' equity. Attach schedule				
26 Less cost of treasury stock				
27 **Total liabilities and stockholders' equity**				5,044

AVANCE FOUNDATION 80-0771631

Schedule M-1 **Reconciliation of Income (Loss) per Books With Income (Loss) per Return.**
If the corporation **completed** federal **Schedule M-3 (Form 1120/1120-F)**, see instructions.

1 Net income per books	5,044	7 Income recorded on books this year not included in this return (itemize)	
2 Federal income tax		a Tax-exempt interest $	
3 Excess of capital losses over capital gains		b Other $	
4 Taxable income not recorded on books this year (itemize)		c Total. Add line 7a and line 7b	
5 Expenses recorded on books this year not deducted in this return (itemize)		8 Deductions in this return not charged against book income this year (itemize)	
a Depreciation $		a Depreciation $	
b State taxes $		b State tax refunds $	
c Travel and entertainment $		c Other $	
d Other $		d Total. Add line 8a through line 8c	
e Total. Add line 5a through line 5d		9 Total. Add line 7c and line 8d	
6 Total. Add line 1 through line 5e	5,044	10 Net income per return. Subtract line 9 from line 6	5,044

Schedule M-2 **Analysis of Unappropriated Retained Earnings per Books** (Side 4, Schedule L, line 24)

1 Balance at beginning of year		5 Distributions: a Cash	
2 Net income per books	5,044	b Stock	
3 Other increases (itemize)		c Property	
		6 Other decreases (itemize)	
		7 Total. Add line 5 and line 6	
4 Total. Add line 1 through line 3	5,044	8 Balance at end of year. Subtract line 7 from line 4	5,044

Schedule D **California Capital Gains and Losses**

Part I Short-Term Capital Gains and Losses - Assets Held One Year or Less. Use additional sheet(s) if necessary.

(a) Kind of property and description (Example, 100 shares of Z Co.)	(b) Date acquired (mo., day, yr.)	(c) Date sold (mo., day, yr.)	(d) Gross sales price	(e) Cost or other basis plus expense of sale	(f) Gain (loss) (d) less (e)
1					00
					00
					00
					00
					00

2	Short-term capital gain from installment sales from form FTB 3805E, line 26 or line 37	2	00
3	Unused capital loss carryover from 2011	3	00
4	Net short-term capital gain (loss). Combine line 1 through line 3	4	00

Part II Long-Term Capital Gains and Losses - Assets Held More Than One Year. Use additional sheet(s) if necessary.

5					00
					00
					00
					00
					00

6	Enter gain from Schedule D-1, line 9 and/or any capital gain distributions	6	00
7	Long-term capital gain from installment sales from form FTB 3805E, line 26 or line 37	7	00
8	Net long-term capital gain (loss). Combine line 5 through line 7	8	00
9	Enter excess of net short-term capital gain (line 4) over net long-term capital loss (line 8)	9	00
10	Net capital gain. Enter excess of net long-term capital gain (line 8) over net short-term capital loss (line 4)	10	00
11	Total lines 9 and 10. Enter here and on Form 100, Side 1, line 5. If losses exceed gains, carry forward losses to 2013	11	00

TAXABLE YEAR **2012**

Underpayment of Estimated Tax by Corporations

CALIFORNIA FORM **5806**

For calendar year 2012 or fiscal year beginning month Jul day 01 year 2012, and ending month Jun day 30 year 2013

Corporation name: AVANCE FOUNDATION

California corporation number: 3421308

Part I Figure the Underpayment

1	Current year's tax. See instructions	1			800.
		(a)	(b)	(c)	(d)
2	Installment due dates. See instructions	2	10/15/2012	12/15/2012	03/15/2013	06/15/2013
3	Percentage required. See instructions	3	30% (not less than min.)	70% less 1st	70% less prior	100% less prior
4	Amount due. See instructions	4	240.	320.		240.
5	a Amount paid or credited for each installment	5a				
	b Overpayment from previous installment. See instructions	5b				
6	Add line 5a and line 5b	6				
7	Underpayment (subtract line 6 from line 4). See instructions. Overpayment (subtract line 4 from line 6). (If line 7 shows an underpayment for any installment, go to **Part IV, Exceptions Worksheets**.)	7	240.	320.		240.

Part II Exceptions to the Penalty

If Exception A, line 8a is met for all four installments, do not attach this form to the return.

(check the applicable boxes)		Yes	No	Yes	No	Yes	No	Yes	No
8 a Exception A - Regular Corporations, line 26	8a								
b Exception A - Large Corporations. See instructions	8b								
9 Exception B (line 42) met?	9								
10 Exception C (line 64) met?	10								

Part III Figure the Penalty If line 7 shows an underpayment for any installment and one of the three exceptions was not met, figure the penalty for that installment by completing line 11 through line 22.

11	Enter the earlier of the payment date, or the 15th day of the 3rd month after the close of the taxable year. Form 109 filers, see instructions	11				
12	Number of days from date shown on line 2 to date shown on line 11	12	335	274	184	92
13	Number of days on line 12 before 7/01/12	13				
14	Number of days on line 12 after 6/30/12 and before 1/01/13	14	77	16		
15	Number of days on line 12 after 12/31/12 and before 07/01/13	15	181	181	107	15
16	Number of days on line 12 after 6/30/13 and before 01/01/14. See instructions	16	77	77	77	77
17	Number of days on line 12 after 12/31/13 and before 2/15/14	17				
18	Number of days on line 13 / Number of days in taxable year x 4% x line 7	18				
19	Number of days on line 14 / Number of days in taxable year x 3% x line 7	19	2.			
20	Number of days on line 15 / Number of days in taxable year x 3% x line 7	20	4.	5.		
21	Number of days on line 16 / Number of days in taxable year x % (see instr.) x line 7	21				
22	Number of days on line 17 / Number of days in taxable year x % (see instr.) x line 7	22				
22a	Add amounts for each column from line 18 through line 22	22a	6.	5.		
22b	**Total estimated penalty due**. Add line 22a, column (a) through column (d). Enter here and on Form 100, line 42a; Form 100W, line 41a; Form 100S, line 41a; or Form 109, line 25	22b	11.			

Form **1120**

Department of the Treasury
Internal Revenue Service

U.S. Corporation Income Tax Return

For calendar year 2012 or tax year beginning Jul 01, 2012, end. Jun 30, 2013

▶ Information about Form 1120 and its separate instructions is a www.irs.gov/form1120.

OMB No. 1545-0123

2012

A Check if:
1a Consolidated return (attach Form 851) ☐
b Life/nonlife consolidated return ☐
2 Personal holding co. (attach Sch. PH) ☐
3 Personal service corp. (see instructions) ☐
4 Sch. M-3 attached ☐

Use IRS label. Otherwise, print or type.

Name Number, street, room/suite no. City/town, state, & ZIP code
AVANCE FOUNDATION
700 N CENTRAL AVE STE 570
GLENDALE CA 91203

B Employer identification number: 80-0771631

C Date incorporated: 10/07/2011

D Total assets (see instructions): $ 5,044.

E Check if: (1) Initial return (2) Final return (3) Name change (4) Address change

Income	1a	Gross receipts or sales	1a	223,246.	
	b	Returns and allowances	1b		
	c	Balance. Subtract line 1b from line 1a			1c 223,246.
	2	Cost of goods sold (attach Form 1125-A)			2
	3	Gross profit. Subtract line 2 from line 1c			3 223,246.
	4	Dividends (Schedule C, line 19)			4
	5	Interest			5
	6	Gross rents			6
	7	Gross royalties			7
	8	Capital gain net income (attach Schedule D (Form 1120))			8
	9	Net gain or (loss) from Form 4797, Part II, line 17 (attach Form 4797)			9
	10	Other income (see instructions - attach statement)			10
	11	**Total income.** Add lines 3 through 10 ▶			11 223,246.
Deductions (See inst. for limitations on deductions.)	12	Compensation of officers (see instructions - attach Form 1125-E) ▶			12
	13	Salaries and wages (less employment credits)			13
	14	Repairs and maintenance			14
	15	Bad debts			15
	16	Rents			16 195,192.
	17	Taxes and licenses			17
	18	Interest			18
	19	Charitable contributions			19
	20	Depreciation from Form 4562 not claimed on Form 1125-A or elsewhere on return (attach Form 4562)			20
	21	Depletion			21
	22	Advertising			22
	23	Pension, profit-sharing, etc., plans			23
	24	Employee benefit programs			24
	25	Domestic production activities deduction (attach Form 8903)			25
	26	Other deductions (attach statement)			26 23,010.
	27	**Total deductions.** Add lines 12 through 26 ▶			27 218,202.
	28	Taxable income before net operating loss deduction and special deductions. Subtract line 27 from line 11.			28 5,044.
	29a	Net operating loss deduction (see instructions)	29a		
	b	Special deductions (Schedule C, line 20)	29b		
	c	Add lines 29a and 29b			29c
Tax, Refundable Credits, and Payments	30	**Taxable income.** Subtract line 29c from line 28 (see instructions)			30 5,044.
	31	Total tax (Schedule J, Part I, line 11)			31 757.
	32	Total payments and refundable credits (Schedule J, Part II, line 21)			32
	33	Estimated tax penalty (see instructions). Check if Form 2220 is attached ▶ ☐			33
	34	**Amount owed.** If line 32 is smaller than the total of lines 31 and 33, enter amount owed			34 757.
	35	**Overpayment.** If line 32 is larger than the total of lines 31 and 33, enter amount overpaid			35
	36	Enter amount from line 35 you want: **Credited to 2013 estimated tax** ▶		**Refunded** ▶	36

Sign Here

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than taxpayer) is based on all information of which preparer has any knowledge.

▶ Signature of officer | Date | ▶ Secretary Title

May the IRS discuss this return with the preparer shown below (see instructions)? ☒ Yes ☐ No

Paid Preparer Use Only

Print/Type preparer's name	Preparer's signature	Date	Check ☒ if self-employed	PTIN
Emilio Campos				P01598238

Firm's name ▶ Emilio Campos CPA — Firm's EIN ▶

Firm's address ▶ 2807 North Broadway, LOS ANGELES CA 90031- — Phone no. 626-576-4600

Schedule C Dividends and Special Deductions (see instructions)	(a) Dividends received	(b) %	(c) Special deductions (a) x (b)
1 Dividends from less-than-20%-owned domestic corporations (other than debt-financed stock)		70	
2 Dividends from 20%-or-more-owned domestic corporations (other than debt-financed stock)		80	
3 Dividends on debt-financed stock of domestic and foreign corporations		see instr.	
4 Dividends on certain preferred stock of less-than-20%-owned public utilities		42	
5 Dividends on certain preferred stock of 20%-or-more-owned public utilities		48	
6 Dividends from less-than-20%-owned foreign corporations and certain FSCs		70	
7 Dividends from 20%-or-more-owned foreign corporations and certain FSCs		80	
8 Dividends from wholly owned foreign subsidiaries		100	
9 **Total.** Add lines 1 through 8. See instructions for limitation			
10 Dividends from domestic corporations received by a small business investment company operating under the Small Business Investment Act of 1958		100	
11 Dividends from affiliated group members		100	
12 Dividends from certain FSCs		100	
13 Dividends from foreign corporations not included on lines 3, 6, 7, 8, 11, or 12			
14 Income from controlled foreign corporations under subpart F (attach Form(s) 5471)			
15 Foreign dividend gross-up			
16 IC-DISC and former DISC dividends not included on lines 1, 2, or 3			
17 Other dividends			
18 Deduction for dividends paid on certain preferred stock of public utilities			
19 **Total dividends.** Add lines 1 through 17. Enter here and on page 1, line 4 ▶			
20 **Total special deductions.** Add lines 9, 10, 11, 12, and 18. Enter here and on page 1, line 29b ▶			

Schedule J Tax Computation and Payment (see instructions)

Part I-Tax Computation

1	Check if the corporation is a member of a controlled group (attach Schedule O (Form 1120)) ▶ ☐				
2	Income tax. Check if a qualified personal service corporation (see instructions) ▶ ☐			2	757.
3	Alternative minimum tax (attach Form 4626)			3	
4	Add lines 2 and 3			4	757.
5a	Foreign tax credit (attach Form 1118)	5a			
b	Credits from Form 8834, line 30 (attach Form 8834)	5b			
c	General business credit (attach Form 3800)	5c			
d	Credit for prior year minimum tax (attach Form 8827)	5d			
e	Bond credits from Form 8912	5e			
6	**Total credits.** Add lines 5a through 5e			6	
7	Subtract line 6 from line 4			7	757.
8	Personal holding company tax (attach Schedule PH (Form 1120))			8	
9a	Recapture of investment credit (attach Form 4255)	9a			
b	Recapture of low-income housing credit (attach Form 8611)	9b			
c	Interest due under the look-back method-completed long-term contracts (attach Form 8697)	9c			
d	Interest due under the look-back method-income forecast method (attach Form 8866)	9d			
e	Alternative tax on qualifying shipping activities (attach Form 8902)	9e			
f	Other (see instructions-attach statement)	9f			
10	**Total.** Add lines 9a through 9f			10	
11	**Total tax.** Add lines 7 through 10. Enter here and on page 1, line 31			11	757.

Part II-Payments and Refundable Credits

12	2011 overpayment credited to 2012			12	
13	2012 estimated tax payments			13	
14	2012 refund applied for on Form 4466			14	( )
15	Combine lines 12, 13, and 14			15	
16	Tax deposited with Form 7004			16	
17	Withholding (see instructions)			17	
18	**Total payments.** Add lines 15, 16 and 17			18	
19	Refundable credits from:				
a	Form 2439	19a			
b	Form 4136	19b			
c	Form 8827, line 8c	19c			
d	Other (attach schedule-see instructions)	19d			
20	**Total credits.** Add lines 19a through 19d			20	
21	**Total payments and credits.** Add lines 18 and 20. Enter here and on page 1, line 32			21	

Schedule K Other Information (see instructions)

		Yes	No
1	Check accounting method: a ☒ Cash b ☐ Accrual c ☐ Other (specify) ▶		
2	See the instructions and enter the:		
a	Business activity code no. ▶ 813000		
b	Business activity ▶ Support Academia CS		
c	Product or service ▶ Enhance Education/Pr		
3	Is the corporation a subsidiary in an affiliated group or a parent-subsidiary controlled group?		X
	If "Yes," enter name and EIN of the parent corporation ▶		
4	At the end of the tax year:		
a	Did any foreign or domestic corporation, partnership (including any entity treated as a partnership), trust, or tax-exempt organization own directly 20% or more, or own, directly or indirectly, 50% or more of the total voting power of all classes of the corporation's stock entitled to vote? If "Yes," complete Part I of Schedule G (Form 1120) (attach Schedule G)		X
b	Did any individual or estate own directly 20% or more, or own, directly or indirectly, 50% or more of the total voting power of all classes of the corporation's stock entitled to vote? If "Yes," complete Part II of Schedule G (Form 1120) (attach Schedule G)		X

Schedule K Other Information continued (see instructions)

	Yes	No
5 At the end of the tax year, did the corporation:		
a Own directly 20% or more, or own, directly or indirectly, 50% or more of the total voting power of all classes of stock entitled to vote of any foreign or domestic corporation not included on **Form 851**, Affiliations Schedule? For rules of constructive ownership, see instructions. If "Yes," complete (i) through (iv) below.		X

(i) Name of Corporation	(ii) Employer Identification Number (if any)	(iii) Country of Incorporation	(iv) Percentage Owned in Voting Stock
			0.000
			0.000
			0.000

b Own directly an interest of 20% or more, or own, directly or indirectly, an interest of 50% or more in any foreign or domestic partnership (including an entity treated as a partnership) or in the beneficial interest of a trust? For rules of constructive ownership, see instructions. If "Yes," complete (i) through (iv) below.		X

(i) Name of Entity	(ii) Employer Identification Number (if any)	(iii) Country of Organization	(iv) Maximum Percentage Owned in Profit, Loss, or Capital
			0.000
			0.000
			0.000

6 During this tax year, did the corporation pay dividends (other than stock dividends and distributions in exchange for stock) in excess of the corporation's current and accumulated earnings and profits? (See sections 301 and 316.) ..... If "Yes," file **Form 5452,** Corporate Report of Nondividend Distributions. If this is a consolidated return, answer here for the parent corporation and on Form 851 for each subsidiary.		X
7 At any time during the tax year, did one foreign person own, directly or indirectly, at least 25% of **(a)** the total voting power of all classes of the corporation's stock entitled to vote or **(b)** the total value of all classes of the corporation's stock? ..... For rules of attribution, see section 318. If "Yes," enter: **(i)** Percentage owned ▶ 0.000 and **(ii)** Owner's country ▶ _____ **(c)** The corporation may have to file **Form 5472,** Infonnation Return of a 25% Foreign-Owned U.S. Corporation or a Foreign Corporation Engaged in a U.S. Trade or Business. Enter the number of Forms 5472 attached▶ _____		X
8 Check this box if the corporation issued publicly offered debt instruments with original issue discount ..... ▶ ☐ If checked, the corporation may have to file **Form 8281,** Info. Return for Publicly Offered Original Issue Discount Instruments.		
9 Enter the amount of tax-exempt interest received or accrued during the tax year ▶ $ _____		
10 Enter the number of shareholders at the end of the tax year (if 100 or fewer) ▶ _____		
11 If the corporation has an NOL for the tax year and is electing to forego the carryback period, check here ..... ▶ ☐ If the corporation is filing a consolidated return, the statement required by Regulations section 1.1502-21(b)(3) must be attached or the election will not be valid.		
12 Enter the available NOL carryover from prior tax years (do not reduce it by any deduction on line 29a.) ▶ $ _____		
13 Are the corporation's total receipts (line 1c plus lines 4 through 10 on page 1) for the tax year and its total assets at the end of the tax year less than $250,000? ..... If "Yes," the corporation is not required to complete Schedules L, M-1, and M-2 on page 5. Instead, enter the total amount of cash distributions and the book value of property distributions (other than cash) made during the tax year. ..... ▶ $ _____	X	
14 Is the corporation required to file Schedule UTP (Form 1120), Uncertain Tax Position Statement (see instructions)? ..... If "Yes, " complete and attach Schedule UTP.		X
15a Did the corporation make any payments in 2012 that would require it to file Form(s) 1099?		X
b If "Yes," did or will the corporation file required Form(s) 1099?		
16 During this tax year, did the corporation have an 80% or more change in ownership, including a change due to redemption of its own stock?		X
17 During or subsequent to this tax year, but before the filing of this return, did the corporation dispose of more than 65% (by value) of its assets in a taxable, non-taxable, or tax deferred transaction?		X
18 Did the corporation receive assets in a section 351 transfer in which any of the transferred assets had a fair market basis or fair market value of more than $1 million?		X

Schedule L Balance Sheets per Books

Assets	Beginning of tax year (a)	Beginning of tax year (b)	End of tax year (c)	End of tax year (d)
1 Cash				5,044.
2a Trade notes and accounts receivable				
b Less allowance for bad debts	( )		( )	
3 Inventories				
4 U.S. government obligations				
5 Tax-exempt securities (see instructions)				
6 Other current assets (attach statement)				
7 Loans to shareholders				
8 Mortgage and real estate loans				
9 Other investments (attach statement)				
10a Buildings and other depreciable assets				
b Less accumulated depreciation	( )		( )	
11a Depletable assets				
b Less accumulated depletion	( )		( )	
12 Land (net of any amortization)				
13a Intangible assets (amortizable only)				
b Less accumulated amortization	( )		( )	
14 Other assets (attach statement)				
15 Total assets		0.		5,044.
Liabilities and Shareholders' Equity				
16 Accounts payable				
17 Mortgages, notes, bonds payable in less than 1 year				
18 Other current liabilities (attach statement)				
19 Loans from shareholders				
20 Mortgages, notes, bonds payable in 1 year or more				
21 Other liabilities (attach statement)				
22 Capital stock: a Preferred stock				
b Common stock				
23 Additional paid-in capital				
24 Retained earnings-Appropriated (attach statement)				
25 Retained earnings-Unappropriated				5,044.
26 Adjustments to shareholders' equity (attach statement)				
27 Less cost of treasury stock		( )		( )
28 Total liabilities and shareholders' equity		0.		5,044.

Schedule M-1 Reconciliation of Income (Loss) per Books With Income per Return

Note: Schedule M-3 required instead of Schedule M-1 if total assets are $10 million or more - see instructions

1 Net income (loss) per books	5,044.	7 Income recorded on books this year not included on this return (itemize): Tax-exempt interest $	
2 Federal income tax per books			
3 Excess of capital losses over capital gains			
4 Income subject to tax not recorded on books this year (itemize):		8 Deductions on this return not charged against book income this year (itemize):	
5 Expenses recorded on books this year not deducted on this return (itemize): a Depreciation $ b Charitable contributions $ c Travel and entertainment $		a Depreciation $ b Charitable contributions $	
		9 Add lines 7 and 8	
6 Add lines 1 through 5	5,044.	10 Income (page 1, line 28)-line 6 less line 9	5,044.

Schedule M-2 Analysis of Unappropriated Retained Earnings per Books (Line 25, Schedule L)

1 Balance at beginning of year		5 Distributions: a Cash	
2 Net income (loss) per books	5,044.	b Stock	
3 Other increases (itemize):		c Property	
		6 Other decreases (itemize):	
		7 Add lines 5 and 6	
4 Add lines 1, 2, and 3	5,044.	8 Balance at end of year (line 4 less line 7)	5,044.

US 1120 Page 1, Line 26 - Other Deductions 2012

Name: AVANCE FOUNDATION EIN: 80-0771631

Type:	
Accounting	
Amortization	
Answering service	
Auto and truck expenses	
Bank charges	10.
Commissions	
Computer expense	
Delivery and freight	
Dues and subscriptions	
Entertainment and promotion	
Gifts	
Insurance	
Janitorial	
Laundry and cleaning	
Legal and professional fees	
Licenses and permits	
Meals: at 50%	
at 80% - DOT hours of service	
at 100% - See instructions	
Miscellaneous	
Office expense	
Outside service	
Parking fees and tolls	
Postage	
Printing	
Sales expense	
Security	
Supplies	
Telephone	
Temporary help	
Tools	
Trade show expense	
Training and seminars	
Travel	
Uniforms	
Utilities	
Travel sponsored China trip 11	20,000.
Fundraising Expenses	3,000.
Total	23,010.

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EAD

ACADEMIA AVANCE CHARTER SCHOOL
Note for Long Term Debt

( ) = Decrease

The future maturities of Long Term Debt are as follows:

				PF-150 Mr. Kei Teramoto Loan	PF-90/19 Faith United Landlord Rent	
				~~PF-10~~ T-Value = "Kei"	CC-10 Paid Pursuant Agreement	
2014	$ 144,000	$ -	$ -	$ -	$ 144,000	$ -
2015	-	-	-	-	-	-
2016	-	-	-	-	-	-
2017	-	-	-	-	-	-
2018	-	-	-	-	-	-
Thereafter	-	-	-	-	-	-
Total	$ 144,000	$ -	$ -	$ -	$ 144,000	$ -
Less Current Porti	144,000	-	-	-	144,000	-
Long-Term Debt	$ -	$ -	$ -	$ -	$ -	$ -

Both payments made on time. MWA

	2014	2013	Change
The Administrative Commission of San Gabriel Presbytery agreed to restructure $105,000 of the School's outstanding lease rent payable as of June 30, 2014 at zero percent interest, maturing November 15, 2014. The restructuring agreement is two $55,000 payments on September 15, 2014, October 15, 2014, and one payment of $34,000 on November 15, 2014.	$ 144,000	96,000	48,000
Teramoto loan, unsecured, dated 12/31/2007 in the original amount of $75,000. Interest accrues at 5.75%.	-	5,994	(5,994)
Total	144,000	101,994	
Less Current Portion	(144,000)	-	
Long-Term Debt	$ -	$ 101,994	

The future maturities of long-term debt are as follows:

2015	$ 144,000
2016	-
2017	-
2018	-
2019	-
Thereafter	-
Total	$ 144,000

Book Balance @6/30/14	-	-	-	165,000	CC-10/1	
Amortization Schedule @6/30/14	-	-	-	144,000	CC-10/1	
Book vs. Amort. Sched. Difference						
Book/Amort. Difference -	-	-	-	21,000	CC-10/1	
Loan Billing Stmts @ approx. 6/30		-	-	144,000	-	
Diff: Loan Stmts and Books	-	-		21,000	-	
		Immaterial	Immaterial	Immaterial		
Interest Expense 7/1/13 - 6/30/14	$ -	$	$ -	$ -	$ -	
SEE CC-5						
Total Loan Interest Expense	$ -					

Note: The "thereafter section of each loan is adjusted for the difference needed to agree to the ending June 30, 2014 balance determined.

Statement of Cash Flows Issues:

Repayment of Bank Loans.

Note: Loans Payable are reasonably stated.
MWA 11/10/2014
MWA 11/25/2014

Repayment of Kei Teramoto Loan	$ 5,994 AJE #6
Note: $5,994 paid in full settlement of Kei Teramoto loan without any interest accrual. Loan settled June 2014. No Interest to be accrued this fiscal year.	-
Adjustment of Church Loan Payable	(21,000) AJE #7
To balance Statement of Cash Flows	- To balance
Total	(15,006)
Entering into Bank Loans:	
Re-restructuring of Church loan	$ 48,000
	-
	-
	-
Total	48,000
Net Effect	$ 63,000

CC-10 page

File:\Avance Financial Statements and Audit Workbook 05-30-14.xlsx Tab:\Long Term Debt

CC-10/1

Confirmation

Academia Avance

A Life Preparatory Charter Public School in Highland Park

Main Campus (G8-10)
115 N Avenue 53
Highland Park, CA

Boys & Girls Site (G6-7)
2635 N Pasadena Av
Los Angeles, CA

Sycamore Site (G11-12)
161 S Avenue 49
Los Angeles, CA

Mailing Address
P.O. Box 42095
Los Angeles, CA 90042

Telephone
323-230-7270
Fax
213-652-0994
Email
info@AcademiaAvance.org
Web Site
www.AcademiaAvance.org

Executive Director
Ricardo Mireles

Principal
Jaenelle Lampp

Avance Executive Board

President
Matthew Jaime

Treasurer/Secretary
Mario Hernandez

Directors
Barbara Maxwell
Guillermo Gutierrez
Carolyn Harris
Sara Magaña-Withers
John A. Torres
Francisco Flores

AUDITORS CONFIRMATION OF ACCOUNTS PAYABLE
Funds Owed by ACADEMIA AVANCE to Your Organization
as of JUNE 30, 2014

November 10, 2014

Noelia Martí-Colón
Elder, Administration & Finance
Iglesia de la Comunidad
115 N. Avenue 53
Los Angeles, CA 90042-4005

Re: Academia Avance Charter School Accounts Payable at June 30, 2014.

Our auditor, **Michael W. Ammermon, CPA, CFE** is conducting an audit of our financial statements for the year ended June 30, 2014. The audit includes confirmation of account payable balances (funds owed by Avance) as of June 30, 2014.

Please confirm the balance that Academia Avance Charter School owed to your organization at June 30, 2014, which is shown on our records as
Restructured Rent – Loan Payable = **$144,000.00** CC-Loan
P-2

Owed to your organization by Avance Foundation is the following:

- Unpaid Rent for April, May, June 2014 due at June 30, 2014 = $ 60,000.00
- Unpaid Utilities at June 30, 2014 = $ 66,434.22 = ok
  AP-30

Please indicate in the space provided below whether this information is in agreement with your records. If there are differences, please provide any information you have that will assist our auditors in reconciling the difference.

After signing and dating your reply below, please mail or fax this confirmation page directly to the address below.

Sincerely,

Ricardo Mireles, Executive Director

To: Michael W. Ammermon, CPA
30100 Crown Valley Pkwy., Ste. 35E
Laguna Niguel, CA 92677
E-Mail: mwacpa@me.com
Fax: (877) 667-1538
Phone: (949) 364-2486

D-21,000 CC-AJE#7
CC-14a

The balance owed to you by Academia Avance Charter School as described on page one as of June 30, 2014 is correct with the following exceptions (if any):

The balance owed of $144,000 relects an adjustments from the agreement dated June 30, 2014 reducing the amount owed from $165,000 to $150,000, and the application of $6,000 previously paid on APR 7, but not credited to the restructure rent due balance. (See attached worksheet.)

Signature: Noelia M. Colón
Title: Elder - Administration Date: 11/10/14

WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

CC-10/2

Academia Avance | ***Rent Payments*** | **2013-2014 Fiscal Audit**

		Avance Schools – Restructured Debt with FUPC (now IDLC)	Avance Schools – Rent owed to FUPC (now IDLC)			
		Balance owed to FUPC (now IdlC) on JUN 30 2010, restated as 5 year, $120,000 $2,000/mo. Loan				
Prior to JUL 1 2012		$0 Payments in 2010-2011	$100,000		Rent owed by ASI to FUPC (old lease) for JUN 30 2011 for 2010-2011	
		$0 Payments in 2011-2012	$74,500		Rent owed by ASI to FUPC (old lease) on JUN 30 2012 for 2011-2012	
2012-2013			$0	$216,000 Rent due for 2012-2013	$240,000 Rent due for 2012-2013	
				$24,000 Component of rent for 2010 debt		
				$12,217 Aux Lease costs for 2012-2013	$12,217 Aux Lease costs for 2012-2013	
				$252,217 SUBTOTAL	$252,217 SUBTOTAL	
				[illegible] Total Rent paid by AF in 2012-2013	[illegible] Total Rent paid to AF in 2012-2013	
		[illegible] ASI payment to IDLC in 2012-2013		[illegible] Credit for ASI payment to IDLC	[illegible] Credit for ASI payment to IDLC	
Owed on JUN 30 2013	**$90,000**		**$176,500**	**$57,217**	**$57,217**	**$329,717**
	[illegible]			AF payment for prior year Q4 on AUG 5 [illegible] 2013	payment to AF for prior year Q4 on [illegible] AUG 1 2013	
				$60,000 2013-2014 Rent Q1 (JUL-AUG-SEP)	$60,000 2013-2014 Rent Q1 (JUL-AUG-SEP)	
	[illegible]			[illegible] AF payment for Q1 on OCT 5 2013	[illegible] payment to AF for Q1 on OCT 3 2013	
				$60,000 2013-2014 Rent Q2 (OCT-NOV-DEC)	$60,000 2013-2014 Rent Q2 (OCT-NOV-DEC)	
2013-2014	[illegible]			[illegible] AF payment for Q2 on DEC 27 2013	[illegible] payment to AF for Q2 on DEC 27 2014	
				$60,000 2013-2014 Rent Q3 (JAN-FEB-MAR)	$60,000 2013-2014 Rent Q3 (JAN-FEB-MAR)	
	[illegible]	← Not previously accounted		[illegible] AF payment for Q3 on APR 7 2014	[illegible] payment to AF for Q3 on APR 5 2014	
				$500,[illegible] 2013-2014 Utilities costs	$500,[illegible] 2013-2014 Utilities costs	
				$60,000 2013-2014 Rent Q4 (APR-MAY-JUN)	$60,000 2013-2014 Rent Q4 (APR-MAY-JUN)	
Owed on JUN 30 2014	**$72,000**		**$176,500**	**$123,651**	**$123,651**	**$372,151**
FY Adjustments	[illegible]		[illegible]	[illegible]	[illegible]	-$104,500 -28%
	[illegible]	Credit applied →	[illegible]	[illegible]	[illegible]	
Adjusted JUN 30 2014 Balance	$0.00		**$144,000**	**$123,651**	**$123,651**	**$267,651** 72%
	[illegible]	Overage payment on rent for prior year Q4		AF Payment for prior year Q4 on JUL 3 [illegible] 2014	payment to AF for prior year Q4 on JUL [illegible] 3 2014	
		ASI to IdlC SEP 30, 2014	[illegible]	$60,000 2014-2015 Rent Q1 (JUL-AUG-SEP)	$60,000 2013-2014 Rent Q1 (JUL-AUG-SEP)	
		ASI to IdlC OCT 15, 2014	[illegible]	[illegible] AF payment on NOV 6 2014	[illegible] payment to AF on OCT 3 2013	
				$60,000 2014-2015 Rent Q2 (OCT-NOV-DEC)	$60,000 2013-2014 Rent Q2 (OCT-NOV-DEC)	
				2014-2015 Q1 Utilities (presented OCT $13,262 28, 2014)	2014-2015 Q1 Utilities (presented OCT $13,262 28, 2014)	
		Overage payment on rent credit applied	[illegible]			
Balance on JUN NOV 28 2014			**$25,000**	**$136,913 Owed Q2 rent + 2013-2014 Utilities**	**$136,913 Owed Q2 rent + 2013-2014 Utilities**	**$161,913**
				[illegible] Rent Q2 payment planned for DEC 2014	[illegible] Rent Q2 payment planned for DEC 2014	
		Final ASI payment to IdlC – planned DEC	[illegible]	[illegible] Utilities Q1 payment planned for DEC 2014	[illegible] Utilities Q1 payment planned for DEC 2014	
				[illegible] Prior Year Utilities 50% planned JAN 2015	[illegible] Prior Year Utilities 50% planned JAN 2015	
				[illegible] Prior Year Utilities 50% planned MAR 2015	[illegible] Prior Year Utilities 50% planned MAR 2015	
			$2,783	[illegible]	[illegible]	

CC-10/3

Iglesia De La Comunidad

Past Due Rent Payment Agreement

Iglesia de la Comunidad, PC(USA) ("IDLC") and Avance Schools, Inc. ("Avance") hereby agree as follows:

1. Avance owes IDLC the amount of $165,000 in past due rent.

2. Said amount will be paid by Avance to IDLC in three installments of $55,000 each payable on September 15, 2014, October 15, 2014 and November 15, 2014.

3. This agreement will settle all past rent debt owed to IDLC exclusively by Avance as of this date.

The persons signing this agreement have the legal authority to commit their organizations to the terms agreed upon.

Dated: June 30, 2014

Avance Schools, Inc.
By:

Iglesia de la Comunidad
By: Noelia Martí-Colón, Elder
Administration & Finance

AVANCE FOUNDATION
(A California Public Benefit Corporation)
Interim Statement of Financial Position
March 31, 2015

ASSETS	**2015**
CURRENT ASSETS:	
Cash and Cash Equivalents	$ 5,044
Total Current Assets	$ 5,044
TOTAL ASSETS	$ 5,044
LIABILITIES AND NET ASSESTS	
CURRENT LIABILITIES	
Accounts Payable and Accrued Liabilities	$ -
Total Current Liabilites	$ -
TOTAL LIABILITIES	$ -
NET ASSETS:	
Unrestricted net assets:	
Operating	$ 5,044
Total Unrestricted Net Assets	$ 5,044
TOTAL NET ASSETS	$ 5,044
TOTAL LIABILITIES AND NET ASSETS	$ 5,044

AVANCE FOUNDATION
(A California Public Benefit Corporation)
Interim Statement of Activities
For the Nine Months Ended March 31, 2015

REVENUES AND SUPPORT	**2015**
Revenues and Support:	
Rental Income	$ 226,479
TOTAL REVENUES AND SUPPORT	$ 226,479
EXPENSES	
Rent Expense	$ 180,000
Utility Expense	$ 46,479
Total Expenses	$ 226,479
INCREASE IN UNRESTRICTED NET ASSETS	$ -
NET ASSETS AT BEGINNING OF YEAR	$ 5,044
NET ASSETS MARCH 31, 2015	$ 5,044

Academia Avance

Multi-Year Forecast

Revised 1/30/15

charter impact

		2014-15	2015-16	2016-17	2017-18	2018-19
		Forecast	Forecast	Forecast	Forecast	Forecast
	Revenue COLA	n/a	*0.00%*	*0.00%*	*0.00%*	*0.00%*
	Expense COLA	n/a	*1.00%*	*2.00%*	*2.00%*	*2.00%*
Revenues	*ADA*	*467.82*	*508.25*	*546.25*	*570.00*	*593.75*
Private grants and contributions						
8980	Contributions, Unrestricted	4,000	4,346	4,671	4,874	5,077
8699	School Fundraising	21,569	23,433	25,185	26,280	27,375
	Total private grants and contributions	25,569	27,779	29,856	31,154	32,452
Federal revenue						
8220	Federal Child Nutrition	122,416	132,995	131,569	127,738	127,517
8290	Title I, Part A - Basic Low Income	194,514	211,324	227,124	236,999	246,874
8291	Title II, Part A - Teacher Quality	4,000	4,346	4,671	4,874	5,077
8293	Title III - Limited English	8,547	-	-	-	-
8296	Other Federal Revenue	2,779	3,019	3,245	3,386	3,527
	Total federal revenue	362,798	351,685	366,608	372,997	382,995
State revenue						
8011	LCFF/General Purpose	2,554,079	3,187,980	3,682,017	3,977,004	4,280,961
8012	EPA Funding	593,511	696,011	803,871	868,274	934,635
8311	Special Ed Instructional Entitlement	231,605	251,621	270,434	282,192	293,950
8520	Child Nutrition	11,498	12,492	13,426	14,009	14,593
8545	School Facilities Apportionment (SB740)	325,800	353,956	380,420	396,960	413,500
8550	Mandate Cost Reimbursement	43,248	46,986	50,499	52,694	54,890
8560	State Lottery	73,448	79,796	85,762	89,490	93,219
	Total state revenue	3,928,780	4,628,842	5,286,428	5,680,623	6,085,747
Local revenue						
8096	In Lieu of Property Taxes	699,106	759,524	816,311	851,803	887,295
	Total local revenue	699,106	759,524	816,311	851,803	887,295
Total Revenue		**$ 5,016,253**	**$ 5,767,829**	**$ 6,499,203**	**$ 6,936,577**	**$ 7,388,488**
Expenses						
Certificated Salaries						
1100	Certificated Teachers' Salaries	1,225,605	1,533,101	1,726,679	1,884,788	2,050,587
1170	Certificated Teachers' Substitute Hours	7,150	7,846	8,601	9,154	9,726
1175	Certificated Teachers' Extra Duty/Stipends	13,300	14,594	15,999	17,028	18,092
1300	Certificated Administrators' Salaries	277,280	304,256	333,544	355,007	377,194
		1,523,335	1,859,796	2,084,823	2,265,977	2,455,600
Classified Salaries						
2300	Classified Administrators' Salaries	162,501	178,310	195,475	208,053	221,056
2400	Clerical and Office Staff Salaries	273,446	300,049	328,932	350,098	371,979
2900	Other Classified Salaries	130,755	143,476	157,287	167,408	177,871
		566,702	621,834	681,693	725,559	770,906
Benefits						
3101	STRS	134,351	199,556	262,271	326,980	399,772
3301	OASDI	34,568	41,045	45,757	49,478	53,365
3311	Medicare	29,989	35,608	39,695	42,924	46,296
3401	Health and Welfare	154,000	182,854	203,845	220,425	237,738
3501	State Unemployment	6,286	7,464	8,321	8,997	9,704
3601	Workers' Compensation	41,394	49,150	54,792	59,249	63,902
3901	Other Benefits	242	287	320	346	374
		400,830	515,963	615,001	708,400	811,150

Academia Avance

Multi-Year Forecast

Revised 1/30/15

charter impact

		2014-15	2015-16	2016-17	2017-18	2018-19
		Forecast	Forecast	Forecast	Forecast	Forecast
Books and supplies						
4100	Textbooks and Core Curricula Materials	9,406	40,321	44,202	47,047	49,987
4200	Books and Other Reference Materials	543	10,000	10,963	11,668	12,397
4302	School Supplies	16,110	37,677	41,304	43,962	46,710
4303	Special Activities/Field Trips	61,032	106,970	117,267	124,813	132,613
4304	Uniforms	5,384	11,908	13,054	13,894	14,762
4305	Software	17,285	37,967	41,621	44,300	47,068
4400	Noncapitalized Equipment	11,810	32,959	36,132	38,457	40,860
4700	Food Services	162,246	178,030	195,168	207,726	220,709
		283,816	455,832	499,711	531,866	565,108
Subagreement services						
5102	Special Education	82,781	100,834	110,541	117,654	125,007
5103	Substitute Teacher	21,377	23,457	25,715	27,369	29,080
5104	Transportation	23,074	25,319	27,756	29,542	31,388
5105	Security	426	467	512	545	580
5106	Other Educational Consultants	84,459	85,304	87,010	88,750	90,525
		212,116	235,381	251,534	263,861	276,580
Professional/consulting services						
5801	IT	10,370	10,474	10,683	10,897	11,115
5802	Audit & Taxes	11,000	11,110	11,332	11,559	11,790
5803	Legal	42,728	43,155	44,018	44,899	45,797
5804	Professional Development	34,488	64,833	66,130	67,452	68,801
5805	General Consulting	34,212	34,554	35,245	35,950	36,669
5810	Payroll Service Fee	5,186	5,238	5,343	5,449	5,558
5811	Management Fee	56,398	62,038	65,140	68,397	71,817
5812	Oversight Fee	38,467	46,435	53,022	56,971	61,029
5813	LACOE Fees	5,448	5,502	5,613	5,725	5,839
5814	SELPA Fees	1,209	1,209	1,209	1,209	1,209
		239,506	284,548	297,734	308,507	319,624
Facilities, repairs and other leases						
5601	Rent	494,700	594,700	606,594	618,726	631,100
5603	Equipment Leases	5,310	5,363	5,470	5,580	5,691
5604	Other Leases	5,955	6,015	6,135	6,258	6,383
5610	Repairs and Maintenance	28,183	28,465	29,034	29,615	30,207
		534,148	634,542	647,233	660,178	673,382
Operations and housekeeping						
5201	Auto and Travel	4,994	5,044	5,145	5,248	5,353
5202	Conference Fees	3,685	3,722	3,796	3,872	3,950
5203	Business Meals	570	576	587	599	611
5300	Dues & Memberships	19,384	19,578	19,969	20,369	20,776
5400	Insurance	37,597	41,255	45,226	48,136	51,145
5501	Utilities	57,798	58,376	59,543	60,734	61,949
5502	Janitorial/Trash Removal	10,525	11,549	12,661	13,475	14,318
5510	Office Expense	11,134	11,245	11,470	11,700	11,934
5511	Postage and Shipping	3,284	3,317	3,383	3,451	3,520
5512	Printing	3,349	3,382	3,450	3,519	3,590
5513	Other taxes and fees	1,925	1,944	1,983	2,023	2,063
5514	Bank Charges	313	316	322	329	335
5515	Public Relations	1,808	1,826	1,863	1,900	1,938
5530	School Fundraising Expense	4,225	4,267	4,353	4,440	4,528
5900	Communications	16,885	17,054	17,395	17,743	18,098
		177,475	183,451	191,147	197,537	204,106

Academia Avance

Multi-Year Forecast

Revised 1/30/15

charter impact

		2014-15	2015-16	2016-17	2017-18	2018-19
		Forecast	Forecast	Forecast	Forecast	Forecast
Depreciation						
6900	Depreciation Expense	107,533	108,608	110,780	112,996	115,256
	Total depreciation	107,533	108,608	110,780	112,996	115,256
Interest						
7438	Interest Expense	349,209	334,539	275,823	193,068	193,068
	Total interest	349,209	334,539	275,823	193,068	193,068
Total Expenses		$ 4,394,671	$ 5,234,493	$ 5,655,477	$ 5,967,949	$ 6,384,780
Surplus (Deficit)		$ 621,582	$ 533,336	$ 843,726	$ 968,628	$ 1,003,708
Net Position, Beginning of Year		284,585	906,167	1,439,503	2,283,229	3,251,857
Net Position, End of Year		$ 906,167	$ 1,439,503	$ 2,283,229	$ 3,251,857	$ 4,255,565
Components of Ending Net Position:						
5% Reserve for Uncertainties		219,734	261,725	282,774	298,397	319,239
Unrestricted Net Position		686,433	1,177,779	2,000,455	2,953,460	3,936,326
		$ 906,167	$ 1,439,503	$ 2,283,229	$ 3,251,857	$ 4,255,565
Cash Flow Statement						
Surplus (Deficit)		621,582	533,336	843,726	968,628	1,003,708
Cash flows from operating activities						
	Depreciation/amortization	107,533	108,608	110,780	112,996	115,256
	Public funding receivables	(145,272)	(318,389)	(87,961)	-	-
	Accounts payable	(4,799)	17,653	2,194	2,194	2,194
	Accrued expenses	(112,102)	(300,000)	-	-	-
	Other Liabilities	(130,900)	250,000	(250,000)	-	-
Cash flows from financing activities						
	Proceeds from (payments on) debt	(294,000)	(300,000)	(338,024)	-	-
Total Change in Cash		35,417	(8,793)	280,717	1,083,818	1,121,158
Cash, Beginning of Year		2,347	37,764	28,971	309,688	1,393,506
Cash, End of Year		$ 37,764	$ 28,971	$ 309,688	$ 1,393,506	$ 2,514,664

Academia Avance

Monthly Cash Flow/Budget FY 15-16

Revised 1/30/15

charter impact

	Prior Year P2 and PENSEC Estimates							P-1				P-2		
	Jul-15	Aug-15	Sep-15	Oct-15	Nov-15	Dec-15	Jan-16	Feb-16	Mar-16	Apr-16	May-16	Jun-16	Deferral Amount	Total Annual Budget
Revenues														
Private grants and contributions														
8980 Contributions, Unrestricted	-	-	-	-	-	4,346	-	-	-	-	-	-		4,346
8699 School Fundraising	1,255	112	-	-	-	7	5,531	4,432	7,421	4,677	-	-		23,433
Total private grants and contributions	1,255	112	-	-	-	4,352	5,531	4,432	7,421	4,677	-	-		27,779
Federal revenue														
8220 Federal Child Nutrition	-	-	-	-	-	19,903	14,136	14,136	14,136	14,136	14,136	14,136	26,273	132,995
8290 Title I, Part A- Basic Low Income	-	-	52,832	-	-	53,040	-	-	63,188	-	-	-	42,265	211,324
8291 Title II, Part A - Teacher Quality	-	-	-	737	-	-	-	-	1,738	-	-	1,002	869	4,346
8293 Title III - Limited English	-	-	-	-	-	-	-	-	-	-	-	-		-
8296 Other Federal Revenue	-	-	-	-	2,921	98	-	-	-	-	-	-		3,019
Total federal revenue	-	-	52,832	737	2,921	73,041	14,136	14,136	79,062	14,136	14,136	15,138	71,407	351,684
State revenue														
8011 LCFF	-	140,930	140,930	253,674	253,674	253,674	253,674	253,674	327,550	327,550	327,550	327,550	327,550	3,187,981
8012 EPA Funding	-	-	-	148,378	-	-	148,378	-	-	225,253	-	-	174,003	696,011
8311 Special Ed Instructional Entitlement	-	11,537	11,537	20,767	20,767	20,768	20,767	20,767	41,571	20,785	20,785	20,785	20,785	251,621
8520 Child Nutrition	-	-	-	-	-	1,459	1,379	1,379	1,379	1,379	1,379	1,379	2,758	12,492
8545 School Facilities Apportionment (58740)	-	-	-	-	-	-	-	132,734	-	-	132,734	-	88,489	353,956
8550 Mandate Cost Reimbursement	-	-	-	-	-	46,986	-	-	-	-	-	-		46,986
8560 State Lottery	-	-	-	-	-	-	-	-	39,898	-	-	19,949	19,949	79,795
Total state revenue	-	152,467	152,467	422,819	274,441	322,887	424,198	408,554	410,397	574,967	482,448	369,663	633,534	4,628,842
Local revenue														
8096 In Lieu of Property Taxes	-	47,014	94,028	62,685	62,685	62,685	62,685	62,685	101,685	50,842	50,842	50,842	50,842	759,524
Total local revenue	-	47,014	94,028	62,685	62,685	62,685	62,685	62,685	101,685	50,842	50,842	50,842	50,842	759,524
Total Revenue	1,255	199,593	299,327	486,241	340,048	462,966	506,551	489,807	598,565	644,623	547,427	435,644	755,784	5,767,829
Expenses														
Certificated Salaries														
1100 Certificated Teachers' Salaries	8,530	137,972	143,000	138,006	138,006	138,006	138,263	138,263	138,263	138,263	138,263	138,263		1,533,100
1170 Certificated Teachers' Substitute Hours	-	-	-	2,897	2,414	2,535	-	-	-	-	-	-		7,846
1175 Certificated Teachers' Extra	-	1,097	-	-	-	13,497	-	-	-	-	-	-		14,594
1300 Certificated Administrators' Salaries	26,117	17,078	20,370	23,662	23,662	23,662	28,284	28,284	28,284	28,284	28,284	28,284		304,256
	34,646	156,148	163,370	164,565	164,082	177,699	166,548	166,548	166,548	166,548	166,548	166,548		1,859,796
Classified Salaries														
2300 Classified Administrators' Salaries	10,059	10,059	10,059	16,459	16,459	16,459	16,459	16,459	16,459	16,459	16,459	16,459		178,310
2400 Clerical and Office Staff Salaries	27,523	30,772	33,922	24,415	24,159	24,292	22,494	22,494	22,494	22,494	22,494	22,494		300,049
2900 Other Classified Salaries	6,428	13,066	10,050	16,216	14,626	19,418	10,612	10,612	10,612	10,612	10,612	10,612		143,476
	44,010	53,898	54,030	57,090	55,244	60,169	49,566	49,566	49,566	49,566	49,566	49,566		621,835
Benefits														
3101 STRS	4,043	16,726	17,386	17,410	17,396	19,018	17,929	17,929	17,929	17,929	17,929	17,929		199,556
3301 OASDI	3,036	3,629	3,910	4,006	3,849	3,871	3,124	3,124	3,124	3,124	3,124	3,124		41,045
3311 Medicare	1,236	3,029	3,180	3,206	3,169	3,386	3,067	3,067	3,067	3,067	3,067	3,067		35,608
3401 Health and Welfare	14,773	12,491	15,221	13,998	14,081	20,032	15,376	15,376	15,376	15,376	15,376	15,376		182,854
3501 State Unemployment	-	101	118	110	109	109	4,453	1,800	95	95	379	95		7,464
3601 Workers' Compensation	9,967	3,562	3,562	3,562	3,562	3,562	3,562	3,562	3,562	3,562	3,562	3,562		49,150
3901 Other Benefits	15	-	-	272	-	-	-	-	-	-	-	-		287
	33,071	39,538	43,376	42,564	42,167	49,979	47,512	44,859	43,154	43,154	43,438	43,154		515,964
Books and supplies														
4100 Textbooks and Core Curricula Materials	-	18,647	2,778	18,896	-	-	-	-	-	-	-	-		40,321
4200 Books and Other Reference Materials	-	7,716	-	2,284	-	-	-	-	-	-	-	-		10,000
4302 School Supplies	1,836	7,042	2,584	2,191	2,524	2,364	3,189	3,189	3,189	3,189	3,189	3,189		37,677
4303 Special Activities/Field Trips	46	-	16,829	934	20,116	7,004	-	26,290	26,290	9,461	-	-		106,970
4304 Uniforms	4,300	-	-	-	-	973	1,106	1,106	1,106	1,106	1,106	1,106		11,908
4305 Software	874	-	2,702	22,002	659	747	1,830	1,830	1,830	1,830	1,830	1,830		37,967
4400 Noncapitalized Equipment	-	3,865	4,155	17,682	-	7,256	-	-	-	-	-	-		32,959
4700 Food Services	-	-	-	12,544	37,216	30,309	16,327	16,327	16,327	16,327	16,327	16,327		178,030
	7,055	37,271	29,049	76,534	60,514	48,653	22,452	48,743	48,743	31,913	22,452	22,452		455,831

Academia Avance

Monthly Cash Flow/Budget FY 15-16
Revised 1/30/15

charter impact

	Prior Year P2 and PENSEC Estimates							P-1				P-2		
	Jul-15	Aug-15	Sep-15	Oct-15	Nov-15	Dec-15	Jan-16	Feb-16	Mar-16	Apr-16	May-16	Jun-16	Deferral Amount	Total Annual Budget
Subagreement services														
5102 Special Education	-	-	-	10,454	10,651	-	13,288	13,288	13,288	13,288	13,288	13,288		100,834
5103 Substitute Teacher	-	-	-	4,729	720	4,840	2,195	2,195	2,195	2,195	2,195	2,195		23,457
5104 Transportation	-	6,332	429	3,364	3,708	512	1,829	1,829	1,829	1,829	1,829	1,829		25,319
5105 Security	55	-	171	55	55	132	-	-	-	-	-	-		467
5106 Other Educational Consultants	-	7,252	-	10,402	9,314	9,470	8,144	8,144	8,144	8,144	8,144	8,144		85,303
	55	13,584	600	29,004	24,448	14,954	25,456	25,456	25,456	25,456	25,456	25,456		235,380
Professional/consulting services														
5801 IT	-	-	-	-	374	-	1,683	1,683	1,683	1,683	1,683	1,683		10,474
5802 Audit & Taxes	-	-	-	11,110	-	-	-	-	-	-	-	-		11,110
5803 Legal	3,247	12,356	889	21,147	611	2,885	1,010	1,010	-	-	-	-		43,155
5804 Professional Development	-	26,732	38,101	-	-	-	-	-	-	-	-	-		64,833
5805 General Consulting	-	3,292	3,935	10,497	303	-	2,755	2,755	2,755	2,755	2,755	2,755		34,554
5810 Payroll Service Fee	347	460	507	481	477	542	404	404	404	404	404	404		5,238
5811 Management Fee	4,538	5,328	5,328	3,703	4,538	4,503	6,600	5,500	5,500	5,500	5,500	5,500		62,038
5812 District Oversight Fee	-	1,879	2,350	4,647	3,164	3,164	4,647	3,164	4,292	6,036	3,784	3,784	5,524	46,435
5813 LACOE Fees	1,263	-	-	-	1,715	-	-	-	1,263	-	-	1,263		5,502
5814 SELPA Fees	-	-	1,209	-	-	-	-	-	-	-	-	-		1,209
	9,395	50,047	52,319	51,585	11,181	11,094	17,099	14,515	15,897	16,378	14,126	15,388	5,524	284,548
Facilities, repairs and other leases														
5601 Rent	23,802	17,551	23,802	95,931	24,764	20,436	100,800	28,671	28,671	100,800	28,671	28,671	72,129	594,700
5603 Equipment Leases	-	261	-	970	-	194	657	657	657	657	657	657		5,363
5604 Other Leases	616	616	-	-	-	1,086	616	616	616	616	616	616		6,015
5610 Repairs and Maintenance	2,372	2,372	2,372	2,372	2,372	2,372	2,372	2,372	2,372	2,372	2,372	2,372		28,465
	26,791	20,800	26,174	99,273	27,136	24,088	104,444	32,316	32,316	104,444	32,316	32,316	72,129	634,542
Operations and housekeeping														
5201 Auto and Travel	-	-	-	-	-	-	1,261	1,261	1,261	1,261	-	-		5,044
5202 Conference Fees	-	-	-	968	-	-	459	459	459	459	459	459		3,722
5203 Business Meals	-	-	-	576	-	-	-	-	-	-	-	-		576
5300 Dues & Memberships	8,595	171	-	-	2,696	1,383	1,122	1,122	1,122	1,122	1,122	1,122		19,578
5400 Insurance	4,326	4,326	5,856	6,023	6,023	2,100	2,100	2,100	2,100	2,100	2,100	2,100		41,255
5501 Utilities	2,492	2,108	2,103	12,120	4,536	5,003	5,003	5,003	5,003	5,003	5,003	5,003		58,376
5502 Janitorial/Trash Removal	174	229	1,420	2,822	793	124	998	998	998	998	998	998		11,548
5510 Office Expense	574	142	139	2,827	977	1,077	918	918	918	918	918	918		11,245
5511 Postage and Shipping	49	105	55	34	86	2,563	71	71	71	71	71	71		3,317
5512 Printing	30	-	-	-	-	2,928	71	71	71	71	71	71		3,382
5513 Other taxes and fees	266	81	-	-	-	143	242	242	242	242	242	242		1,944
5514 Bank Charges	-	2	8	-	-	3	51	51	51	51	51	51		316
5515 Public Relations	-	-	8	-	-	-	303	303	303	303	303	303		1,826
5530 School Fundraising Expense	-	-	1,237	-	-	-	505	505	505	505	505	505		4,267
5900 Communications	1,461	132	3,177	1,614	1,834	249	1,431	1,431	1,431	1,431	1,431	1,431		17,054
	17,967	7,296	14,004	26,984	16,945	15,573	14,534	14,534	14,534	14,534	13,273	13,273		183,450
Depreciation														
6900 Depreciation Expense	10,766	10,192	9,541	9,617	9,641	8,407	8,407	8,407	8,407	8,407	8,407	8,407		108,608
Total depreciation	10,766	10,192	9,541	9,617	9,641	8,407	8,407	8,407	8,407	8,407	8,407	8,407		108,608
Interest														
7438 Interest Expense	20,339	26,089	30,325	30,325	37,002	31,116	35,405	28,162	31,225	19,873	28,589	16,089		334,539
Total interest	20,339	26,089	30,325	30,325	37,002	31,116	35,405	28,162	31,225	19,873	28,589	16,089		334,539
Total Expenses	204,094	414,862	422,788	587,540	448,359	441,733	491,423	433,105	435,844	480,273	404,170	392,648	77,653	5,234,493
Monthly Surplus (Deficit)	(202,839)	(215,270)	(123,462)	(101,299)	(108,311)	21,233	15,128	56,702	162,721	164,350	143,257	42,995	(678,131)	533,336

Net Position, Beginning of Year	906,167
Net Position, End of Year	1,439,503
Components of Ending Net Position:	
5% Reserve for Uncertainties	261,725
Unrestricted Net Position	1,177,778
	1,439,503

Academia Avance

Monthly Cash Flow/Budget FY 15-16

Revised 1/30/15

charter impact

	Prior Year P2 and PENSEC Estimates							P-1				P-2		
	Jul-15	Aug-15	Sep-15	Oct-15	Nov-15	Dec-15	Jan-16	Feb-16	Mar-16	Apr-16	May-16	Jun-16	Deferral Amount	Total Annual Budget
Cash Flow Adjustments														
Monthly Surplus (Deficit)	(202,839)	(215,270)	(123,462)	(101,299)	(108,311)	21,233	15,128	56,702	162,721	164,350	143,257	42,995	578,131	533,337
Cash flows from operating activities														
Depreciation/amortization	10,766	10,192	9,541	9,617	9,641	8,407	8,407	8,407	8,407	8,407	8,407	8,407	-	108,608
Public funding receivables	437,394	-	-	-	-	-	-	-	-	-	-	-	(755,784)	(318,389)
Sales of Receivables	85,000	200,000	284,724	284,724	418,264	300,542	386,311	241,458	302,714	75,678	-	-		2,579,414
Repayment of AR Sales	-	-	(85,000)	(200,000)	(284,724)	(284,724)	(418,264)	(300,542)	(386,311)	(241,458)	(302,714)	(75,678)		(2,579,414)
Accounts payable	(60,000)	-	-	-	-	-	-	-	-	-	-	-	77,653	17,653
Accrued expenses	(300,000)	-	-	-	-	-	-	-	-	-	-	-		(300,000)
Other Liabilities	-	-	-	-	-	-	-	-	-	-	250,000	-		250,000
Cash flows from financing activities														
Proceeds from (payments on) debt	-	-	(75,000)	-	-	(75,000)	-	-	(75,000)	-	-	(75,000)		(300,000)
Total Change in Cash	(29,679)	(5,078)	10,803	(6,958)	34,870	(29,542)	(8,417)	6,026	12,531	6,978	98,950	(99,276)		
Cash, Beginning of Month	37,764	8,084	3,007	13,810	6,852	41,722	12,180	3,763	9,789	22,320	29,298	128,248		
Cash, End of Month	8,084	3,007	13,810	6,852	41,722	12,180	3,763	9,789	22,320	29,298	128,248	28,972		

Academia Avance

Monthly Cash Flow/Budget FY 16-17

Revised 1/30/15

charter impact

	Prior Year P2 and PENSEC Estimates							P-1				P-2		
	Jul-16	Aug-16	Sep-16	Oct-16	Nov-16	Dec-16	Jan-17	Feb-17	Mar-17	Apr-17	May-17	Jun-17	Deferral Amount	Total Annual Budget
Revenues														
Private grants and contributions														
8980 Contributions, Unrestricted	-	-	-	-	-	4,671	-	-	-	-	-	-		4,671
8699 School Fundraising	1,349	120	-	-	-	7	5,945	4,763	7,976	5,026	-	-		25,185
Total private grants and contributions	1,349	120	-	-	-	4,678	5,945	4,763	7,976	5,026	-	-		29,856
Federal revenue														
8220 Federal Child Nutrition	-	-	-	-	-	19,690	13,985	13,985	13,985	13,985	13,985	13,985	27,970	131,568
8290 Title I, Part A - Basic Low Income	-	-	56,782	-	-	57,006	-	-	67,912	-	-	-	45,425	227,124
8291 Title II, Part A - Teacher Quality	-	-	-	792	-	-	-	-	1,868	-	-	1,077	934	4,671
8296 Other Federal Revenue	-	-	-	-	3,140	105	-	-	-	-	-	-		3,245
Total federal revenue	-	-	56,782	792	3,140	76,801	13,985	13,985	83,765	13,985	13,985	15,061	74,329	366,608
State revenue														
8011 LCFF	-	165,658	165,658	298,185	298,185	298,185	298,185	298,185	371,955	371,955	371,955	371,955	371,955	3,682,017
8012 EPA Funding	-	-	-	174,003	-	-	174,003	-	-	254,898	-	-	200,968	803,871
8311 Special Ed Instructional Entitlement	-	12,399	12,399	22,320	22,320	22,321	22,320	22,320	44,679	22,339	22,339	22,339	22,339	270,434
8520 Child Nutrition	-	-	-	-	-	1,568	1,482	1,482	1,482	1,482	1,482	1,482	2,964	13,426
8545 School Facilities Apportionment (58740)	-	-	-	-	-	-	-	142,658	-	-	142,658	-	95,105	380,420
8550 Mandate Cost Reimbursement	-	-	-	-	-	50,499	-	-	-	-	-	-		50,499
8560 State Lottery	-	-	-	-	-	-	-	-	42,881	-	-	21,440	21,440	85,761
Total state revenue	-	178,058	178,058	494,508	320,505	372,573	495,990	464,645	460,996	650,674	538,434	417,217	714,772	5,286,428
Local revenue														
8096 In Lieu of Property Taxes	-	50,529	101,058	67,372	67,372	67,372	67,372	67,372	109,287	54,644	54,644	54,644	54,644	816,311
Total local revenue	-	50,529	101,058	67,372	67,372	67,372	67,372	67,372	109,287	54,644	54,644	54,644	54,644	816,311
Total Revenue	1,349	228,707	335,898	562,672	391,017	521,423	583,291	550,765	662,024	724,329	607,063	486,922	843,744	6,499,203
Expenses														
Certificated Salaries														
1100 Certificated Teachers' Salaries	9,607	155,393	161,056	155,432	155,432	155,432	155,721	155,721	155,721	155,721	155,721	155,721	-	1,726,679
1170 Certificated Teachers' Substitute Hours	-	-	-	3,176	2,646	2,779	-	-	-	-	-	-		8,601
1175 Certificated Teachers' Extra Duty/Stipends	-	1,203	-	-	-	14,796	-	-	-	-	-	-		15,999
1300 Certificated Administrators' Salaries	28,631	18,722	22,331	25,940	25,940	25,940	31,007	31,007	31,007	31,007	31,007	31,007	-	333,544
	38,237	175,319	183,386	184,547	184,018	198,946	186,728	186,728	186,728	186,728	186,728	186,728	-	2,084,823
Classified Salaries														
2300 Classified Administrators' Salaries	11,027	11,027	11,027	18,044	18,044	18,044	18,044	18,044	18,044	18,044	18,044	18,044	-	195,475
2400 Clerical and Office Staff Salaries	30,173	33,734	37,187	26,765	26,485	26,630	24,660	24,660	24,660	24,660	24,660	24,660		328,932
2900 Other Classified Salaries	7,047	14,324	11,017	17,777	16,034	21,287	11,634	11,634	11,634	11,634	11,634	11,634		157,287
	48,246	59,086	59,231	62,585	60,562	65,961	54,337	54,337	54,337	54,337	54,337	54,337	-	681,694
Benefits														
3101 STRS	5,314	21,983	22,850	22,881	22,863	24,995	23,564	23,564	23,564	23,564	23,564	23,564		262,271
3202 PERS	-	-	-	-	-	-	-	-	-	-	-	-		-
3301 OASDI	3,385	4,045	4,359	4,466	4,291	4,315	3,483	3,483	3,483	3,483	3,483	3,483		45,757
3311 Medicare	1,378	3,377	3,545	3,574	3,533	3,775	3,419	3,419	3,419	3,419	3,419	3,419		39,695
3401 Health and Welfare	16,469	13,925	16,968	15,605	15,697	22,332	17,142	17,142	17,142	17,142	17,142	17,142		203,845
3501 State Unemployment	-	113	131	123	122	122	4,965	2,007	106	106	423	106		8,321
3601 Workers' Compensation	11,111	3,971	3,971	3,971	3,971	3,971	3,971	3,971	3,971	3,971	3,971	3,971		54,792
3901 Other Benefits	17	-	-	303	-	-	-	-	-	-	-	-		320
	37,673	47,413	51,823	50,923	50,478	59,510	56,543	53,585	51,684	51,684	52,001	51,684		615,001
Books and supplies														
4100 Textbooks and Core Curricula Materials	-	20,442	3,045	20,715	-	-	-	-	-	-	-	-		44,202
4200 Books and Other Reference Materials	-	8,459	-	2,503	-	-	-	-	-	-	-	-		10,963
4301 College Prep	-	-	-	-	-	-	-	-	-	-	-	-		-
4302 School Supplies	2,013	7,720	2,833	2,402	2,766	2,592	3,496	3,496	3,496	3,496	3,496	3,496		41,304
4303 Special Activities/Field Trips	50	-	18,449	1,024	22,052	7,678	-	28,821	28,821	10,372	-	-		117,267
4304 Uniforms	4,713	-	-	-	-	1,067	1,212	1,212	1,212	1,212	1,212	1,212		13,054
4305 Software	958	-	2,962	24,120	722	819	2,007	2,007	2,007	2,007	2,007	2,007		41,621
4400 Noncapitalized Equipment	-	4,237	4,555	19,384	-	7,954	-	-	-	-	-	-		36,132
4700 Food Services	-	-	-	13,752	40,798	33,227	17,899	17,899	17,899	17,899	17,899	17,899		195,168
	7,734	40,859	31,845	83,901	66,339	53,337	24,614	53,435	53,435	34,985	24,614	24,614		499,710

Academia Avance

Monthly Cash Flow/Budget FY 16-17

Revised 1/30/15

charter impact

	Prior Year P2 and PENSEC Estimates							P-1				P-2		
	Jul-16	Aug-16	Sep-16	Oct-16	Nov-16	Dec-16	Jan-17	Feb-17	Mar-17	Apr-17	May-17	Jun-17	Deferral Amount	Total Annual Budget
Subagreement services														
5101 Nursing	-	-	-	-	-	-	-	-	-	-	-	-		-
5102 Special Education	-	-	-	11,460	11,676	-	14,567	14,567	14,567	14,567	14,567	14,567		110,540
5103 Substitute Teacher	-	-	-	5,185	789	5,306	2,406	2,406	2,406	2,406	2,406	2,406		25,715
5104 Transportation	-	6,942	470	3,688	4,065	562	2,005	2,005	2,005	2,005	2,005	2,005		27,756
5105 Security	60	-	188	60	60	144	-	-	-	-	-	-		512
5106 Other Educational Consultants	-	7,397	-	10,610	9,501	9,669	8,307	8,307	8,307	8,307	8,307	8,307		87,009
	60	14,339	658	31,003	26,091	15,671	27,285	27,285	27,285	27,285	27,285	27,285		251,533
Professional/consulting services														
5801 IT	-	-	-	-	381	-	1,717	1,717	1,717	1,717	1,717	1,717		10,683
5802 Audit & Taxes	-	-	-	11,332	-	-	-	-	-	-	-	-		11,332
5803 Legal	3,312	12,603	907	21,570	623	2,942	1,030	1,030	-	-	-	-		44,018
5804 Professional Development	-	27,266	38,863	-	-	-	-	-	-	-	-	-		66,130
5805 General Consulting	-	3,357	4,014	10,707	309	-	2,810	2,810	2,810	2,810	2,810	2,810		35,245
5810 Payroll Service Fee	354	469	517	490	486	553	412	412	412	412	412	412		5,343
5811 Management Fee	4,764	5,595	5,595	3,888	4,764	4,729	6,930	5,775	5,775	5,775	5,775	5,775		65,140
5812 District Oversight Fee	-	2,162	2,667	5,396	3,656	3,656	5,396	3,656	4,812	6,815	4,266	4,266	6,276	53,022
5813 LACOE Fees	1,288	-	-	-	1,749	-	-	-	1,288	-	-	1,288		5,613
5814 SELPA Fees	-	-	1,209	-	-	-	-	-	-	-	-	-		1,209
	9,719	51,453	53,772	53,383	11,969	11,880	18,295	15,399	16,814	17,529	14,980	16,267	6,276	297,734
Facilities, repairs and other leases														
5601 Rent	24,278	17,902	24,278	97,850	25,259	20,845	102,816	29,245	29,245	102,816	29,245	29,245	73,571	606,594
5603 Equipment Leases	-	266	-	989	-	198	670	670	670	670	670	670		5,470
5604 Other Leases	628	628	-	-	-	1,107	628	628	628	628	628	628		6,135
5610 Repairs and Maintenance	2,420	2,420	2,420	2,420	2,420	2,420	2,420	2,420	2,420	2,420	2,420	2,420		29,034
	27,326	21,216	26,698	101,258	27,679	24,570	106,533	32,962	32,962	106,533	32,962	32,962	73,571	647,233
Operations and housekeeping														
5201 Auto and Travel	-	-	-	-	-	-	1,286	1,286	1,286	1,286	-	-		5,145
5202 Conference Fees	-	-	-	987	-	-	468	468	468	468	468	468		3,797
5203 Business Meals	-	-	-	587	-	-	-	-	-	-	-	-		587
5300 Dues& Memberships	8,767	174	-	-	2,750	1,410	1,145	1,145	1,145	1,145	1,145	1,145		19,969
5400 Insurance	4,742	4,742	6,420	6,603	6,603	2,302	2,302	2,302	2,302	2,302	2,302	2,302		45,226
5501 Utilities	2,542	2,150	2,145	12,362	4,627	5,103	5,103	5,103	5,103	5,103	5,103	5,103		59,543
5502 Janitorial/Trash Removal	191	251	1,557	3,094	870	136	1,094	1,094	1,094	1,094	1,094	1,094		12,660
5510 Office Expense	585	145	142	2,884	996	1,098	937	937	937	937	937	937		11,470
5511 Postage and Shipping	50	107	56	35	88	2,615	72	72	72	72	72	72		3,383
5512 Printing	31	-	-	-	-	2,987	72	72	72	72	72	72		3,450
5513 Other taxes and fees	271	82	-	-	-	146	247	247	247	247	247	247		1,983
5514 Bank Charges	-	2	8	-	-	3	52	52	52	52	52	52		322
5515 Public Relations	-	-	8	-	-	-	309	309	309	309	309	309		1,863
5530 School Fundraising Expense	-	-	1,262	-	-	-	515	515	515	515	515	515		4,353
5900 Communications	1,491	135	3,241	1,646	1,871	254	1,459	1,459	1,459	1,459	1,459	1,459		17,395
	18,670	7,789	14,839	28,198	17,803	16,054	15,061	15,061	15,061	15,061	13,775	13,775		191,146
Depreciation														
6900 Depreciation Expense	10,981	10,396	9,732	9,810	9,834	8,575	8,575	8,575	8,575	8,575	8,575	8,575		110,780
Total depreciation	10,981	10,396	9,732	9,810	9,834	8,575	8,575	8,575	8,575	8,575	8,575	8,575		110,780
Interest														
7438 Interest Expense	16,089	18,787	34,367	21,572	40,369	17,917	37,745	16,089	24,621	16,089	16,089	16,089		275,823
Total interest	16,089	18,787	34,367	21,572	40,369	17,917	37,745	16,089	24,621	16,089	16,089	16,089		275,823
Total Expenses	214,737	446,656	466,352	627,180	495,141	472,420	535,716	463,457	471,502	518,807	431,346	432,317	79,847	5,655,477
Monthly Surplus (Deficit)	(213,388)	(217,949)	(130,454)	(64,509)	(104,124)	49,003	47,575	87,307	190,522	205,522	175,717	54,605	763,897	843,726
													Net Position, Beginning of Year	1,439,503
													Net Position, End of Year	2,283,229
													Components of Ending Net Position:	
													5% Reserve for Uncertainties	282,774
													Unrestricted Net Position	2,000,455
														2,283,229

Academia Avance

Monthly Cash Flow/Budget FY 16-17

Revised 1/30/15

charter impact

	Prior Year P2 and PENSEC Estimates							P-1				P-2		
	Jul-16	Aug-16	Sep-16	Oct-16	Nov-16	Dec-16	Jan-17	Feb-17	Mar-17	Apr-17	May-17	Jun-17	Deferral Amount	Total Annual Budget
Cash Flow Adjustments														
Monthly Surplus (Deficit)	(213,388)	(217,949)	(130,454)	(64,509)	(104,124)	49,003	47,575	87,307	190,522	205,522	175,717	54,605	763,897	843,726
Cash flows from operating activities														
Depreciation/amortization	10,981	10,396	9,732	9,810	9,834	8,575	8,575	8,575	8,575	8,575	8,575	8,575		110,780
Public funding receivables	755,784	-	-	-	-	-	-	-	-	-	-	-	(843,744)	(87,961)
Sales of Receivables	-	53,956	365,557	109,667	485,604	36,556	433,118	-	170,639	-	-	-		1,655,098
Repayment of AR Sales	-	-	-	(53,956)	(365,557)	(109,667)	(485,604)	(36,556)	(433,118)	-	(170,639)	-		(1,655,098)
Accounts payable	(77,653)	-	-	4,526	3,654	-	-	(8,180)	-	-	-	-	79,847	2,194
Other Liabilities	(250,000)	-	-	-	-	-	-	-	-	-	-	-		(250,000)
Cash flows from financing activities														
Proceeds from (payments on) debt	-	-	-	-	-	-	-	-	-	-	-	-		-
Proceeds from (payments on) capital leases	-	-	(338,024)	-	-	-	-	-	-	-	-	-		(338,024)
Total Change in Cash	225,724	(153,597)	(93,188)	5,538	29,411	(15,533)	3,665	51,147	(63,381)	214,097	13,653	63,180		
Cash, Beginning of Month	28,972	254,696	101,099	7,911	13,449	42,860	27,327	30,991	82,139	18,757	232,855	246,508		
Cash, End of Month	**254,696**	**101,099**	**7,911**	**13,449**	**42,860**	**27,327**	**30,991**	**82,139**	**18,757**	**232,855**	**246,508**	**309,688**		

A-1 Accounting and Tax Services
8562 Florence Ave Ste B
Downey, CA 90240-4015
562-869-0609

December 16, 2014

CONFIDENTIAL

CITY TERRACE, LLC
2168 S. ATLANTIC BLVD STE 206
MONTEREY PARK, CA 91754

Dear Al & Claudia:

We have prepared the enclosed extension forms from information provided by you without verification or audit. We suggest that you examine these extension forms carefully to fully acquaint yourself with all items contained therein to ensure that there are no omissions or misstatements. Attached are instructions for filing each extension form. Please follow those instructions carefully.

In order that we may properly advise you of tax considerations, please keep us informed of any significant changes in your financial affairs or of any correspondence received from taxing authorities.

If you have any questions, or if we can be of assistance in any way, please call.

Sincerely,

A-1 Accounting and Tax Services

Filing Instructions

CITY TERRACE, LLC

Form 7004 - Application for Automatic Extension of Time To File Certain Business Income Tax, Information and Other Returns

Taxable Year Ended September 30, 2014

Date Due: December 15, 2014

Remittance: None is required.

Mail To: Department of the Treasury
Internal Revenue Service Center
Ogden, UT 84201-0045

Other: Initial and date the copy, and retain it for your records. The federal extension is valid until June 15, 2015; therefore, your completed Form 1120 must be filed on or before this date. We will be contacting you in advance of this date with the completed return.

Form **7004**
(Rev. December 2012)
Department of the Treasury
Internal Revenue Service

Application for Automatic Extension of Time To File Certain Business Income Tax, Information, and Other Returns

▶ File a separate application for each return.
▶ Information about Form 7004 and its separate instructions is at www.irs.gov/form7004.

OMB No. 1545-0233

Print or Type

Name: CITY TERRACE, LLC

Identifying number: 20-1025068

Number, street, and room or suite no. (If P.O. box, see instructions.): 2168 S. ATLANTIC BLVD STE 206

City, town, state, and ZIP code (If a foreign address, enter city, province or state, and country (follow the country's practice for entering postal code)): MONTEREY PARK CA 91754

Note. File request for extension by the due date of the return for which the extension is granted. See instructions before completing this form.

Part I Automatic 5-Month Extension

1a Enter the form code for the return that this application is for (see below) ____

Application Is For:	Form Code	Application Is For:	Form Code
Form 1065	09	Form 1041 (estate other than a bankruptcy estate)	04
Form 8804	31	Form 1041 (trust)	05

Part II Automatic 6-Month Extension

b Enter the form code for the return that this application is for (see below) 12

Application Is For:	Form Code	Application Is For:	Form Code
Form 706-GS(D)	01	Form 1120-ND (section 4951 taxes)	20
Form 706-GS(T)	02	Form 1120-PC	21
Form 1041 (bankruptcy estate only)	03	Form 1120-POL	22
Form 1041-N	06	Form 1120-REIT	23
Form 1041-QFT	07	Form 1120-RIC	24
Form 1042	08	Form 1120S	25
Form 1065-B	10	Form 1120-SF	26
Form 1066	11	Form 3520-A	27
Form 1120	12	Form 8612	28
Form 1120-C	34	Form 8613	29
Form 1120-F	15	Form 8725	30
Form 1120-FSC	16	Form 8831	32
Form 1120-H	17	Form 8876	33
Form 1120-L	18	Form 8924	35
Form 1120-ND	19	Form 8928	36

2 If the organization is a foreign corporation that does not have an office or place of business in the United States, check here ▶ ☐

3 If the organization is a corporation and is the common parent of a group that intends to file a consolidated return, check here ▶ ☐
If checked, attach a statement, listing the name, address, and Employer Identification Number (EIN) for each member covered by this application.

Part III All Filers Must Complete This Part

4 If the organization is a corporation or partnership that qualifies under Regulations section 1.6081-5, check here ▶ ☐

5a The application is for calendar year 20 13, or tax year beginning 10/01/13, and ending 09/30/14.

b **Short tax year.** If this tax year is less than 12 months, check the reason: ☐ Initial return ☐ Final return
☐ Change in accounting period ☐ Consolidated return to be filed ☐ Other (see instructions-attach explanation)

6 Tentative total tax	6	0
7 Total payments and credits (see instructions)	7	0
8 **Balance due.** Subtract line 7 from line 6 (see instructions)	8	0

For Privacy Act and Paperwork Reduction Act Notice, see separate Instructions.

Form **7004** (Rev. 12-2012)

DAA

Form **1120**
Department of the Treasury
Internal Revenue Service

U.S. Corporation Income Tax Return

For calendar year 2012 or tax year beginning 10/01/12, ending 09/30/13

▶ Information about Form 1120 and its separate instructions is at www.irs.gov/form1120.

OMB No. 1545-0123

2012

A Check if:
1a Consolidated return (attach Form 851) ☐
Life/nonlife consolidated return ☐
2 Personal holding co. (attach Sch. PH) ☐
3 Personal service corp. (see instructions) ☐
4 Schedule M-3 attached ☐

TYPE OR PRINT

Name: CITY TERRACE, LLC

Number, street, and room or suite no. If a P.O. box, see instructions. City or town, state, and ZIP code: 2168 S. ATLANTIC BLVD STE 206
MONTEREY PARK CA 91754

B Employer identification number: 20-1025068

C Date incorporated: 01/30/2004

D Total assets (see instructions): $ 4,466,169

E Check if: (1) Initial return (2) Final return (3) Name change (4) Address change

Income	1a	Gross receipts or sales	1a	
	b	Returns and allowances	1b	
	c	Balance. Subtract line 1b from line 1a	1c	
	2	Cost of goods sold (attach Form 1125-A)	2	
	3	Gross profit. Subtract line 2 from line 1c	3	
	4	Dividends (Schedule C, line 19)	4	
	5	Interest	5	
	6	Gross rents	6	79,691
	7	Gross royalties	7	
	8	Capital gain net income (attach Schedule D (Form 1120))	8	
	9	Net gain or (loss) from Form 4797, Part II, line 17 (attach Form 4797)	9	
	10	Other income (see instructions—attach statement)	10	
	11	**Total income.** Add lines 3 through 10 ▶	11	79,691
Deductions (See instructions for limitations on deductions.)	12	Compensation of officers (see instructions—attach Form 1125-E) ▶	12	
	13	Salaries and wages (less employment credits)	13	
	14	Repairs and maintenance	14	11,969
	15	Bad debts	15	
	16	Rents	16	
	17	Taxes and licenses	17	8,100
	18	Interest	18	32,839
	19	Charitable contributions See Stmt 1	19	0
	20	Depreciation from Form 4562 not claimed on Form 1125-A or elsewhere on return (attach Form 4562)	20	52,172
	21	Depletion	21	
	22	Advertising	22	
	23	Pension, profit-sharing, etc., plans	23	
	24	Employee benefit programs	24	
	25	Domestic production activities deduction (attach Form 8903)	25	
	26	Other deductions (attach statement) See Stmt 2	26	5,216
	27	**Total deductions.** Add lines 12 through 26 ▶	27	110,296
	28	Taxable income before net operating loss deduction and special deductions. Subtract line 27 from line 11	28	-30,605
	29a	Net operating loss deduction (see instructions) 29a		
	b	Special deductions (Schedule C, line 20) 29b		
	c	Add lines 29a and 29b	29c	
Tax, Refundable Credits, and Payments	30	**Taxable income.** Subtract line 29c from line 28 (see instructions)	30	-30,605
	31	Total tax (Schedule J, Part I, line 11)	31	0
	32	Total payments and refundable credits (Schedule J, Part II, line 21)	32	
	33	Estimated tax penalty (see instructions). Check if Form 2220 is attached ▶ ☐	33	
	34	**Amount owed.** If line 32 is smaller than the total of lines 31 and 33, enter amount owed	34	
	35	**Overpayment.** If line 32 is larger than the total of lines 31 and 33, enter amount overpaid	35	
	36	Enter amount from line 35 you want: **Credited to 2013 estimated tax** ▶ Refunded ▶	36	

Sign Here

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than taxpayer) is based on all information of which preparer has any knowledge.

May the IRS discuss this return with the preparer shown below (see instructions)? ☒ Yes ☐ No

▶ Signature of officer: Alvaro Banegas Date ▶ Title: President

Paid Preparer Use Only

Print/Type preparer's name	Preparer's signature	Date	Check ☒ if self-employed	PTIN
A-1 ACCOUNTING & TAX SERV		06/10/14		P01448951

Firm's name ▶ A-1 Accounting and Tax Services — Firm's EIN ▶

Firm's address ▶ 8562 Florence Ave Ste B, Downey, CA 90240-4015 — Phone no. 562-869-0609

For Paperwork Reduction Act Notice, see separate instructions.

Form **1120** (2012)

DAA

Schedule C Dividends and Special Deductions (see instructions)

		(a) Dividends received	(b) %	(c) Special deductions (a)x (b)
1	Dividends from less-than-20%-owned domestic corporations (other than debt-financed stock)		70	
2	Dividends from 20%-or-more-owned domestic corporations (other than debt-financed stock)		80	
3	Dividends on debt-financed stock of domestic and foreign corporations		see instructions	
4	Dividends on certain preferred stock of less-than-20%-owned public utilities		42	
5	Dividends on certain preferred stock of 20%-or-more-owned public utilities		48	
6	Dividends from less-than-20%-owned foreign corporations and certain FSCs		70	
7	Dividends from 20%-or-more-owned foreign corporations and certain FSCs		80	
8	Dividends from wholly owned foreign subsidiaries		100	
9	**Total.** Add lines 1 through 8. See instructions for limitation			
10	Dividends from domestic corporations received by a small business investment company operating under the Small Business Investment Act of 1958		100	
11	Dividends from affiliated group members		100	
12	Dividends from certain FSCs		100	
13	Dividends from foreign corporations not included on lines 3, 6, 7, 8, 11, or 12			
14	Income from controlled foreign corporations under subpart F (attach Form(s) 5471)			
15	Foreign dividend gross-up			
16	IC-DISC and former DISC dividends not included on lines 1, 2, or 3			
17	Other dividends			
18	Deduction for dividends paid on certain preferred stock of public utilities			
19	**Total dividends.** Add lines 1 through 17. Enter here and on page 1, line 4 ▶			
20	**Total special deductions.** Add lines 9, 10, 11, 12, and 18. Enter here and on page 1, line 29b ▶			

File

DAA

Schedule J Tax Computation and Payment (see instructions)

Part I–Tax Computation

1	Check if the corporation is a member of a controlled group (attach Schedule O (Form 1120)) ▶ ☐				
2	Income tax. Check if a qualified personal service corporation (see instructions) ▶ ☐			2	0
3	Alternative minimum tax (attach Form 4626)			3	
4	Add lines 2 and 3			4	0
5a	Foreign tax credit (attach Form 1118)	5a			
b	Credit from Form 8834, line 30 (attach Form 8834)	5b			
c	General business credit (attach Form 3800)	5c			
d	Credit for prior year minimum tax (attach Form 8827)	5d			
e	Bond credits from Form 8912	5e			
6	**Total credits.** Add lines 5a through 5e			6	
7	Subtract line 6 from line 4			7	
8	Personal holding company tax (attach Schedule PH (Form 1120))			8	
9a	Recapture of investment credit (attach Form 4255)	9a			
b	Recapture of low-income housing credit (attach Form 8611)	9b			
c	Interest due under the look-back method—completed long-term contracts (attach Form 8697)	9c			
d	Interest due under the look-back method—income forecast method (attach Form 8866)	9d			
e	Alternative tax on qualifying shipping activities (attach Form 8902)	9e			
f	Other (see instructions—attach statement)	9f			
10	**Total.** Add lines 9a through 9f			10	
11	**Total tax.** Add lines 7, 8, and 10. Enter here and on page 1, line 31			11	0

Part II–Payments and Refundable Credits

12	2011 overpayment credited to 2012			12	
13	2012 estimated tax payments			13	
14	2012 refund applied for on Form 4466			14	( )
15	Combine lines 12, 13, and 14			15	
16	Tax deposited with Form 7004			16	
17	Withholding (see instructions)			17	
18	**Total payments.** Add lines 15, 16, and 17			18	
19	Refundable credits from:				
a	Form 2439	19a			
b	Form 4136	19b			
c	Form 8827, line 8c	19c			
d	Other (attach statement—see instructions)	19d			
20	**Total credits.** Add lines 19a through 19d			20	
21	**Total payments and credits.** Add lines 18 and 20. Enter here and on page 1, line 32			21	

Schedule K Other Information (see instructions)

		Yes	No
1	Check accounting method: a [X] Cash b ☐ Accrual c ☐ Other (specify) ▶		
2	See the instructions and enter the:		
a	Business activity code no. ▶ 236110		
b	Business activity ▶ REAL ESTATE		
c	Product or service ▶ REAL ESTATE		
3	Is the corporation a subsidiary in an affiliated group or a parent-subsidiary controlled group?		X
	If "Yes," enter name and EIN of the parent corporation ▶		
4	At the end of the tax year:		
a	Did any foreign or domestic corporation, partnership (including any entity treated as a partnership), trust, or tax-exempt organization own directly 20% or more, or own, directly or indirectly, 50% or more of the total voting power of all classes of the corporation's stock entitled to vote? If "Yes," complete Part I of Schedule G (Form 1120) (attach Schedule G)		X
b	Did any individual or estate own directly 20% or more, or own, directly or indirectly, 50% or more of the total voting power of all classes of the corporation's stock entitled to vote? If "Yes," complete Part II of Schedule G (Form 1120) (attach Schedule G)		X

DAA

Form 1120 (2012) CITY TERRACE, LLC 20-1025068 Page 4

Schedule K Other Information continued (see instructions)

		Yes	No
5	At the end of the tax year, did the corporation:		
a	Own directly 20% or more, or own, directly or indirectly, 50% or more of the total voting power of all classes of stock entitled to vote of any foreign or domestic corporation not included on Form **851**, Affiliations Schedule? For rules of constructive ownership, see instructions. If "Yes," complete (i) through (iv) below.		X

(i) Name of Corporation	(ii) Employer Identification Number (if any)	(iii) Country of Incorporation	(iv) Percentage Owned in Voting Stock

b	Own directly an interest of 20% or more, or own, directly or indirectly, an interest of 50% or more in any foreign or domestic partnership (including an entity treated as a partnership) or in the beneficial interest of a trust? For rules of constructive ownership, see instructions If "Yes," complete (i) through (iv) below.		X

(i) Name of Entity	(ii) Employer Identification Number (if any)	(iii) Country of Organization	(iv) Maximum Percentage Owned in Profit, Loss, or Capital

6	During this tax year, did the corporation pay dividends (other than stock dividends and distributions in exchange for stock) in excess of the corporation's current and accumulated earnings and profits? (See sections 301 and 316.) If "Yes," file Form **5452**, Corporate Report of Nondividend Distributions. If this is a consolidated return, answer here for the parent corporation and on Form 851 for each subsidiary.		X
7	At any time during the tax year, did one foreign person own, directly or indirectly, at least 25% of **(a)** the total voting power of all classes of the corporation's stock entitled to vote or **(b)** the total value of all classes of the corporation's stock? For rules of attribution, see section 318. If "Yes," enter: **(i)** Percentage owned ▶ and **(ii)** Owner's country ▶ **(c)** The corporation may have to file **Form 5472**, Information Return of a 25% Foreign-Owned U.S. Corporation or a Foreign Corporation Engaged in a U.S. Trade or Business. Enter the number of Forms 5472 attached ▶		X
8	Check this box if the corporation issued publicly offered debt instruments with original issue discount ▶ ☐ If checked, the corporation may have to file **Form 8281**, Information Return for Publicly Offered Original Issue Discount Instruments.		
9	Enter the amount of tax-exempt interest received or accrued during the tax year ▶ $ 0		
10	Enter the number of shareholders at the end of the tax year (if 100 or fewer) ▶		
11	If the corporation has an NOL for the tax year and is electing to forego the carryback period, check here ▶ ☐ If the corporation is filing a consolidated return, the statement required by Regulations section 1.1502-21(b)(3) must be attached or the election will not be valid.		
12	Enter the available NOL carryover from prior tax years (do not reduce it by any deduction on line 29a.) ▶ $ 91,848		
13	Are the corporation's total receipts (line 1c plus lines 4 through 10 on page 1) for the tax year and its total assets at the end of the tax year less than $250,000? If "Yes," the corporation is not required to complete Schedules L, M-1, and M-2 on page 5. Instead, enter the total amount of cash distributions and the book value of property distributions (other than cash) made during the tax year ▶ $		X
14	Is the corporation required to file Schedule UTP (Form 1120), Uncertain Tax Position Statement (see instructions)? If "Yes," complete and attach Schedule UTP.		X
15a	Did the corporation make any payments in 2012 that would require it to file Form(s) 1099?		X
b	If "Yes," did or will the corporation file all required Forms 1099?		
16	During this tax year, did the corporation have an 80% or more change in ownership, including a change due to redemption of its own stock?		
17	During or subsequent to this tax year, but before the filing of this return, did the corporation dispose of more than 65% (by value) of its assets in a taxable, non-taxable, or tax deferred transaction?		
18	Did the corporation receive assets in a section 351 transfer in which any of the transferred assets had a fair market basis or fair market value of more than $1 million?		

Form 1120 (2012) CITY TERRACE, LLC 20-1025068 Page 5

Schedule L Balance Sheets per Books

	Assets	Beginning of tax year (a)	(b)	End of tax year (c)	(d)
1	Cash		-1,829		3,870
2a	Trade notes and accounts receivable				
b	Less allowance for bad debts				
3	Inventories				
4	U.S. government obligations				
5	Tax-exempt securities (see instructions)				
6	Other current assets (att. stmt.)				
7	Loans to shareholders				
8	Mortgage and real estate loans				
9	Other investments (attach stmt.) Stmt 3		991,303		991,303
10a	Buildings and other depreciable assets	1,726,997		1,434,723	
b	Less accumulated depreciation	146,077	1,580,920	198,249	1,236,474
11a	Depletable assets				
b	Less accumulated depletion				
12	Land (net of any amortization)		1,937,064		2,234,522
13a	Intangible assets (amortizable only)				
b	Less accumulated amortization				
14	Other assets (attach stmt.)				
15	Total assets		4,507,458		4,466,169
	Liabilities and Shareholders' Equity				
16	Accounts payable				
17	Mortgages, notes, bonds payable in less than 1 year				
18	Other current liabilities (att. stmt.) Stmt 4		8,349		557
19	Loans from shareholders		669,935		679,348
20	Mortgages, notes, bonds payable in 1 year or more		2,808,400		2,796,095
21	Other liabilities (attach statement)				
22	Capital stock: a Preferred stock				
	b Common stock	1,096,698	1,096,698	1,096,698	1,096,698
23	Additional paid-in capital				
24	Retained earnings—Appropriated (att. stmt.)				
25	Retained earnings—Unappropriated		-75,924		-106,529
26	Adjustments to SH equity (att. stmt.)				
27	Less cost of treasury stock		( )		( )
28	Total liabilities and shareholders' equity		4,507,458		4,466,169

Only NOT FILE

Schedule M-1 Reconciliation of Income (Loss) per Books With Income per Return

Note: Schedule M-3 required instead of Schedule M-1 if total assets are $10 million or more – see instructions

1	Net income (loss) per books	-30,605	7	Income recorded on books this year not included on this return (itemize): Tax-exempt interest $	
2	Federal income tax per books				
3	Excess of capital losses over capital gains				
4	Income subject to tax not recorded on books this year (itemize):		8	Deductions on this return not charged against book income this year (itemize): a Depreciation $ b Charitable contributions $	
5	Expenses recorded on books this year not deducted on this return (itemize): a Depreciation $ b Charitable contributions $ c Travel and entertainment $		9	Add lines 7 and 8	
6	Add lines 1 through 5	-30,605	10	Income (page 1, line 28)—line 6 less line 9	-30,605

Schedule M-2 Analysis of Unappropriated Retained Earnings per Books (Line 25, Schedule L)

1	Balance at beginning of year	-75,924	5	Distributions: a Cash	
2	Net income (loss) per books	-30,605		b Stock	
3	Other increases (itemize):			c Property	
			6	Other decreases (itemize):	
			7	Add lines 5 and 6	
4	Add lines 1, 2, and 3	-106,529	8	Balance at end of year (line 4 less line 7)	-106,529

Form **4562**

Department of the Treasury
Internal Revenue Service (99)

Depreciation and Amortization

(Including Information on Listed Property)

▶ See separate instructions. ▶ Attach to your tax return.

OMB No. 1545-0172

2012

Attachment Sequence No. 179

Name(s) shown on return: CITY TERRACE, LLC

Identifying number: 20-1025068

Business or activity to which this form relates: 5 SFR BUILDING

Part I Election To Expense Certain Property Under Section 179

Note: If you have any listed property, complete Part V before you complete Part I.

1	Maximum amount (see instructions)	1	500,000
2	Total cost of section 179 property placed in service (see instructions)	2	
3	Threshold cost of section 179 property before reduction in limitation (see instructions)	3	2,000,000
4	Reduction in limitation. Subtract line 3 from line 2. If zero or less, enter -0-	4	
5	Dollar limitation for tax year. Subtract line 4 from line 1. If zero or less, enter -0-. If married filing separately, see instructions	5	

6	(a) Description of property	(b) Cost (business use only)	(c) Elected cost

7	Listed property. Enter the amount from line 29	7	
8	Total elected cost of section 179 property. Add amounts in column (c), lines 6 and 7	8	
9	Tentative deduction. Enter the smaller of line 5 or line 8	9	
10	Carryover of disallowed deduction from line 13 of your 2011 Form 4562	10	
11	Business income limitation. Enter the smaller of business income (not less than zero) or line 5 (see instructions)	11	
12	Section 179 expense deduction. Add lines 9 and 10, but do not enter more than line 11	12	
13	Carryover of disallowed deduction to 2013. Add lines 9 and 10, less line 12 ▶	13	

Note: Do not use Part II or Part III below for listed property. Instead, use Part V.

Part II Special Depreciation Allowance and Other Depreciation (Do not include listed property.) (See instructions)

14	Special depreciation allowance for qualified property (other than listed property) placed in service during the tax year (see instructions)	14	
15	Property subject to section 168(f)(1) election	15	
16	Other depreciation (including ACRS)	16	52,172

Part III MACRS Depreciation (Do not include listed property.) (See instructions.)

Section A

17	MACRS deductions for assets placed in service in tax years beginning before 2012	17	0
18	If you are electing to group any assets placed in service during the tax year into one or more general asset accounts, check here ▶ ☐		

Section B—Assets Placed in Service During 2012 Tax Year Using the General Depreciation System

	(a) Classification of property	(b) Month and year placed in service	(c) Basis for depreciation (business/investment use only—see instructions)	(d) Recovery period	(e) Convention	(f) Method	(g) Depreciation deduction
19a	3-year property						
b	5-year property						
c	7-year property						
d	10-year property						
e	15-year property						
f	20-year property						
g	25-year property			25 yrs.		S/L	
h	Residential rental property			27.5 yrs.	MM	S/L	
				27.5 yrs.	MM	S/L	
i	Nonresidential real property			39 yrs.	MM	S/L	
					MM	S/L	

Section C—Assets Placed in Service During 2012 Tax Year Using the Alternative Depreciation System

20a	Class life					S/L	
b	12-year			12 yrs.		S/L	
c	40-year			40 yrs.	MM	S/L	

Part IV Summary (See instructions.)

21	Listed property. Enter amount from line 28	21	
22	**Total.** Add amounts from line 12, lines 14 through 17, lines 19 and 20 in column (g), and line 21. Enter here and on the appropriate lines of your return. Partnerships and S corporations—see instructions	22	52,172
23	For assets shown above and placed in service during the current year, enter the portion of the basis attributable to section 263A costs	23	

For Paperwork Reduction Act Notice, see separate instructions.

Form **4562** (2012)

DAA

There are no amounts for Page 2

Form **1120**

Charitable Contribution Carryover Worksheet

For calendar year 2012 or tax year beginning 10/01/12 , ending 09/30/13

2012

Name: CITY TERRACE, LLC

Employer Identification Number: 20-1025068

Regular Tax Calculations

		Prior Year		Current Year		Next Year
Preceding Tax Year	Excess Contributions	Utilized Or Reclassed to NOL	Carryover	Reclassed to NOL Reg.Sec. 1.170A-11(c)(2))	Carryovers Utilized	Carryover
5th 09/30/08						
4th 09/30/09						
3rd 09/30/10						
2nd 09/30/11						
1st 09/30/12	250		250			250
Charitable Contribution Carryover To Current Year - Regular			250			
Current Year	0					0
Charitable Contribution Carryover Available To Next Year						250

Alternative Minimum Tax Calculations

		Prior Year		Current Year		Next Year
Preceding Tax Year	Excess Contributions	Utilized Or Reclassed to NOL	Carryover	Reclassed to NOL Reg.Sec. 1.170A-11(c)(2))	Carryovers Utilized	Carryover
5th 09/30/08						
4th 09/30/09						
3rd 09/30/10						
2nd 09/30/11						
1st 09/30/12	250		250			250
AMT Charitable Contribution Carryover To Current Year			250			
Current Year	0					0
AMT Charitable Contribution Carryover Available To Next Year						250

Rent and Royalty Worksheet

Form 1120/ 1120S

For calendar year 2012 or tax year beginning 10/01/12 , ending 09/30/13

2012

Name: CITY TERRACE, LLC

Employer Identification Number: 20-1025068

Property Description

5 SFR BUILDING
CITY TERRACE DRIVE
LOS ANGELES CA 90063

Type of Activity

- Rental Real Estate [ ]
- Other Rental Property [X]
- Royalty Property [ ]

Income and Expenses

Income		
Gross rents	79,691	
Gross royalties		
Income from sale of property reported on Form 4797, line 17 (S Corporation)		
Other income		
Total income		79,691
Expenses		
Advertising		
Auto and travel		
Cleaning and maintenance		
Commissions		
Insurance		
Legal and professional		
Interest	25,218	
Repairs	11,969	
Taxes	7,905	
Utilities		
Wages and salaries		
Depreciation	52,172	
Depletion (C Corporation)		
Other expenses		
Total expenses		97,264
Net income (loss) from this property		-17,573

Copy for File

Form **1120**

Net Operating Loss Carryover Worksheet - Regular Tax

For calendar year 2012 or tax year beginning 10/01/12 , ending 09/30/13

2012

Name: CITY TERRACE, LLC

Employer Identification Number: 20-1025068

Preceding Taxable Year	Adj. To NOL Inc/(Loss) After Adj.	Prior Year: NOL Utilized (Income Offset)	Prior Year: Carryovers	Current Year: Income Offset By NOL Carryback/ Carryover NOL Utilized	Next Year: Carryover
15th 09/30/98					
14th 09/30/99					
13th 09/30/00					
12th 09/30/01					
11th 09/30/02					
10th 09/30/03					
9th 09/30/04					
8th 09/30/05					
7th 09/30/06					
6th 09/30/07					
5th 09/30/08	-90,393	66,317	24,076		24,076
4th 09/30/09	-59,069		59,069		59,069
3rd 09/30/10	6,663	-6,663			
2nd 09/30/11	59,654	-59,654			
1st 09/30/12	-8,703		8,703		8,703
NOL Carryover Available To Current Year			91,848		
Current Year	0 -30,605				30,605
NOL Carryover Available To Next Year					122,453

Form **1120**

Net Operating Loss Carryover Worksheet - AMT

For calendar year 2012 or tax year beginning 10/01/12 , ending 09/30/13

2012

Name: CITY TERRACE, LLC

Employer Identification Number: 20-1025068

Preceding Taxable Year	Adj. To NOL Inc/(Loss) After Adj.	Prior Year: NOL Utilized (Income Offset)	Prior Year: Carryovers	Current Year: Income Offset By NOL Carryback/ Carryover NOL Utilized	Next Year: Carryover
15th 09/30/98					
14th 09/30/99					
13th 09/30/00					
12th 09/30/01					
11th 09/30/02					
10th 09/30/03					
9th 09/30/04					
8th 09/30/05					
7th 09/30/06					
6th 09/30/07					
5th 09/30/08	-90,393	59,686	30,707		30,707
4th 09/30/09	-59,069		59,069		59,069
3rd 09/30/10	5,997				
2nd 09/30/11	53,689	-53,689			
1st 09/30/12	-8,703		8,703		8,703
NOL Carryover Available To Current Year			98,479		
Current Year	0 -30,605				30,605
NOL Carryover Available To Next Year					129,084

20-1025068

Federal Statements

Statement 1 - Form 1120, Page 1, Line 19 - Charitable Contributions

Description	Amount
Carryover From Prior Years	$ 250
Total Contributions Available	250
Less Contributions Disallowed	250
Less QCC Contributions Disall	0
Total Deduction Allowed	$ 0

Statement 2 - Form 1120, Page 1, Line 26 - Other Deductions

Description	Amount
AUTOMOBILE EXPENSES	$ 2,518
BANK SERVICE CHARGES	499
DUES AND SUBSCRIPTION	389
OFFICE EXPENSES	535
POSTAGE AND DELIVERY	50
PROFESSIONAL FEES	1,225
Total	$ 5,216

20-1025068

Federal Statements

Statement 3 - Form 1120, Page 5, Schedule L, Line 9 - Other Investments

Description	Beginning of Year	End of Year
NOTE RECEVIABLES	$ 991,303	$ 991,303
Total	$ 991,303	$ 991,303

Statement 4 - Form 1120, Page 5, Schedule L, Line 18 - Other Current Liabilities

Description	Beginning of Year	End of Year
AMERICAN EXPRESS	$ 8,349	$ 557
Total	$ 8,349	$ 557

TAXABLE YEAR **2012**

California Corporation Franchise or Income Tax Return

FORM **100**

For calendar year 2012 or fiscal year beginning month 10 day 01 year 2012, and ending month 9 day 30 year 2013.

Corporation name: CITY TERRACE, LLC

California corporation number: 3510129

Address (suite, room, or PMB no.): 2168 S. ATLANTIC BLVD STE 206

FEIN: 20-1025068

City: MONTEREY PARK | State: CA | ZIP Code: 91754

California Secretary of State file number: 200403510129

Schedule Q Questions (continued on Side 2)

A **FINAL RETURN?** ● ☐ Dissolved ☐ Surrendered (withdrawn) ☐ Merged/Reorganized ☐ IRC Section 338 sale ☐ QSub election

Enter date ●

B 1. Is income included in a combined report of a unitary group? ● ☐ Yes ☒ No

2. If "Yes," indicate: ☐ wholly within CA (R&TC 25101.15) ☐ within and outside of CA

3. Is there a change in the members listed in Schedule R-7 from the prior year? ● ☐ Yes ☐ No

4. Enter the number of members (including parent or key corporation) listed in the Schedule R-7, Part I, Section A, subject to income or franchise tax ●

5. Is form FTB 3544 and/or 3544A attached to the return? ● ☐ Yes ☒ No

State Adjustments	1 Net income (loss) before state adjustments. See instructions			1	-30,605.00
	2 Amount deducted for foreign or domestic tax based on income or profits from Schedule A			2	.00
	3 Amount deducted for tax under the provisions of the Corporation Tax Law from Schedule A			3	.00
	4 Interest on government obligations			4	.00
	5 Net California capital gain from Side 5, Schedule D, line 11			5	.00
	6 Depreciation and amortization in excess of amount allowed under California law. Attach form FTB 3885			6	.00
	7 Net income from corporations not included in federal consolidated return. See instructions			7	.00
	8 Other additions. Attach schedule(s)			8	.00
	9 Total. Add line 1 through line 8			9	-30,605.00
	10 Intercompany dividend deduction. Attach Schedule H (100)	10	.00		
	11 Dividends received deduction. Attach Schedule H (100)	11	.00		
	12 Additional depreciation allowed under CA law. Attach form FTB 3885	12	966.00		
	13 Capital gain from federal Form 1120, line 8	13	.00		
	14 Contributions	14	.00		
	15 EZ, LAMBRA, or TTA business expense and EZ net interest deduction	15	.00		
	16 Other deductions. Attach schedule(s)	16	.00		
	17 Total. Add line 10 through line 16			17	966.00
	18 Net income (loss) after state adjustments. Subtract line 17 from line 9			18	-31,571.00
CA Net Income	19 Net income (loss) for state purposes. Complete Schedule R if apportioning income. See instructions			19	-31,571.00
	20 Net operating loss (NOL) carryover deduction. See instructions	20	.00		
	21 Pierce's disease, EZ, LARZ, TTA, or LAMBRA NOL carryover deduction. See instructions	21	.00		
	22 Disaster loss carryover deduction. See instructions	22	.00		
	23 Net income for tax purposes. Combine line 20 through line 22. Then, subtract from line 19			23	-31,571.00
Taxes	24 Tax 8.840 % x line 23 (not less than minimum franchise tax, if applicable). See instructions			24	800.00
	25 New jobs credit a) amount generated ● b) amount claimed ●			25b	.00
	26a Credit name ____ code no. ____ amount ▶	26a	.00		
	b Credit name ____ code no. ____ amount ▶	26b	.00		
	27 To claim more than two credits, see instructions	27	.00		
	28 Add line 25b through line 27			28	0.00
	29 **Balance.** Subtract line 28 from line 24 (not less than minimum franchise tax, if applicable)			29	800.00
	30 Alternative minimum tax. Attach Schedule P (100). See instructions			30	0.00
	31 **Total tax.** Add line 29 and line 30			31	800.00
Payments	32 Overpayment from prior year allowed as a credit	32	.00		
	33 **2012 Estimated tax payments.** See instructions	33	.00		
	34 2012 Withholding (Form 592-B and/or 593). See instructions	34	.00		
	35 Amount paid with extension of time to file tax return	35	.00		
	36 Total payments. Add line 32 through line 35			36	.00

CITY TERRACE, LLC
3510129

Refund or Amount Due

37	**Franchise or income tax due.** If line 31 is more than line 36, subtract line 36 from line 31. Go to line 40	37	800 00
38	**Overpayment.** If line 36 is more than line 31, subtract line 31 from line 36	38	00
39	Amount of line 38 to be credited to 2013 estimated tax	39	00
40	**Use tax. This is not a total line.** See instructions 40 00		
41	**Refund.** If the sum of line 39 and line 40 is less than line 38, then subtract the result from line 38	41	00
	See instructions to have the refund directly deposited. a Routing number	41a	
	b Type: Checking ☐ Savings ☐ c Account number	41c	
42	a Penalties & interest UP 22	42a	22 00
	b ☐ Check if estimate penalty computed using Exception B or C. See instructions.		
43	**Total amount due.** Add line 37, line 39, line 40, and line 42a. Then, subtract line 38 from the result	43	822 00

Schedule Q Questions (continued from Side 1)

C If the corporation filed on a water's-edge basis pursuant to R&TC Sections 25110 and 25113 in previous years, enter the date the water's-edge election ended

D Was the corporation's income included in a consolidated federal return? ☐ Yes ☒ No

E Principal business activity code. (Do not leave blank): 236110
Business activity REAL ESTATE
Product or service REAL ESTATE

F Date incorporated: 01/30/2004
Where: State CA Country

G Date business began in California or date income was first derived from California sources 01/30/2004

H First return? ☐ Yes ☒ No If "Yes" and this corporation is a successor to a previously existing business, check the appropriate box.
(1) ☐ sole proprietorship (2) ☐ partnership (3) ☐ joint venture
(4) ☐ corporation (5) ☐ other
(attach statement showing name, address, and FEIN/SSN/ITIN of previous business)

I "Doing business as" name. See instructions: CITY TERRACE, LLC

J 1. During this taxable year, did another person or legal entity acquire control or majority ownership (more than a 50% interest) of this corporation or any of its subsidiaries that owned California real property (i.e., land, buildings), leased such property for a term of 35 years or more, or leased such property from a government agency for any term? ☐ Yes ☒ No

2. During this taxable year, did this corporation or any of its subsidiaries acquire control or majority ownership (more than a 50% interest) in another legal entity that owned California real property (i.e., land, buildings), leased such property for a term of 35 years or more, or leased such property from a government agency for any term? ☐ Yes ☒ No

3. During this taxable year, has more than 50% of the voting stock of this corporation cumulatively transferred in one or more transactions after an interest in California real property (i.e., land, buildings) was transferred to it that was excluded from property tax reassessment under R&TC Section 62(e)(2) and it was not reported on a previous year's tax return? ☐ Yes ☒ No

(Yes requires filing of statement, penalties may apply - see instructions.)

K At any time during the taxable year, was more than 50% of the voting stock:
1. Of the corporation owned by any single interest? ☐ Yes ☒ No
2. Of another corporation owned by this corporation? ☐ Yes ☒ No

3. Of this and one or more other corporations owned or controlled, directly or indirectly, by the same interests? ☐ Yes ☒ No
If 1 or 3 is "Yes," enter the country of the ultimate parent
If 1, 2, or 3 is "Yes," furnish a statement of ownership indicating pertinent names, addresses, and percentages of stock owned. If the owner(s) is an individual, provide the SSN/ITIN.

L Has the corporation included a reportable transaction or listed transaction within this return? (See instructions for definitions) ☐ Yes ☒ No
If "Yes," complete and attach federal Form 8886 for each transaction.

M Is this corporation apportioning income to California using Schedule R? ☐ Yes ☒ No

N How many affiliates in the combined report are claiming immunity from taxation in California under Public Law 86-272?

O Corporation headquarters are: (1) ☒ Within California
(2) ☐ Outside of California, within the U.S. (3) ☐ Outside of the U.S.

P Location of principal accounting records See Stmt 1

Q Accounting method: (1) ☒ Cash (2) ☐ Accrual (3) ☐ Other

R Does this corporation or any of its subsidiaries have a Deferred Intercompany Stock Account (DISA)? ☐ Yes ☒ No
If "Yes," enter the total balance of all DISAs $

S Is this corporation or any of its subsidiaries a RIC? ☐ Yes ☒ No

T Is this corporation treated as a REMIC for California purposes? ☐ Yes ☒ No

U Is this corporation a REIT for California purposes? ☐ Yes ☒ No

V Is this corporation an LLC or limited partnership electing to be taxed as a corporation for federal purposes? ☐ Yes ☒ No

W Is this corporation to be treated as a credit union? ☐ Yes ☒ No

X Is the corporation under audit by the IRS or has it been audited by the IRS in a prior year? ☐ Yes ☒ No

Y Have all required information returns (e.g. federal Forms 1099, 5471, 5472, 8300, 8865, etc.) been filed with the Franchise Tax Board? ☒ N/A ☐ Yes ☐ No

Z Does the taxpayer (or any corp. of the taxpayer's combined group, if applicable) own 80% or more of the stock of an insurance company? ☐ Yes ☒ No

AA Did the corporation file the federal Schedule UTP (Form 1120)? ☐ Yes ☒ No

BB Does any member of the combined report own an SMLLC or generate/claim credits that are attributable to an SMLLC? ☐ Yes ☒ No

Sign Here

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than taxpayer) is based on all information of which preparer has any knowledge.

Signature of officer ▶ Title President Date Telephone
Officer's email address (optional)

Paid Preparer's Use Only

Preparer's signature ▶ Date 06/10/14 Check if self-employed ▶ ☒ PTIN P01448951
Firm's name (or yours, if self-employed) and address ▶ A-1 Accounting and Tax Services
8562 Florence Ave Ste B
Downey, CA 90240-4015
FEIN
Telephone 562-869-0609
May the FTB discuss this return with the preparer shown above? See instructions ☒ Yes ☐ No

CITY TERRACE, LLC
3510129

Schedule A **Taxes Deducted.** Use additional sheet(s) if necessary.

(a) Nature of tax	(b) Taxing authority	(c) Total amount	(d) Nondeductible amount
See Statement 2			00
			00
Total. Enter total of column (c) on Schedule F, line 17, and total of column (d) on Side 1, line 2 or line 3. If the corporation uses California computation method to compute the net income, see instructions.		8,100	00

Schedule F **Computation of Net Income.** See instructions.

Income	1 a) Gross receipts or gross sales ____ b) Less returns and allowance ____ c) Balance	1c	0	00
	2 Cost of goods sold. Attach federal Form 1125-A (California Schedule V)	2		00
	3 Gross profit. Subtract line 2 from line 1c	3		00
	4 Total dividends. Attach federal Schedule C, California Schedule H (100)	4		00
	5 a) Interest on obligations of the United States and U.S. instrumentalities	5a		00
	b) Other interest. Attach schedule	5b		00
	6 Gross rents	6	79,691	00
	7 Gross royalties	7		00
	8 Capital gain net income. Attach federal Schedule D (California Schedule D)	8		00
	9 Ordinary gain (loss). Attach federal Form 4797 (California Schedule D-1)	9		00
	10 Other income (loss). Attach schedule	10		00
	11 **Total income.** Add line 3 through line 10	11	79,691	00

Deductions	12 Compensation of officers. Attach federal Form 1125-E or equivalent schedule	12		00
	13 Salaries and wages (not deducted elsewhere)	13		00
	14 Repairs	14	11,969	00
	15 Bad debts	15		00
	16 Rents	16		00
	17 Taxes (California Schedule A). See instructions	17	8,100	00
	18 Interest. Attach schedule	18	32,839	00
	19 Contributions. Attach schedule See Stmt 3	19	0	00
	20 Depreciation. Attach federal Form 4562 and FTB 3885 — 20: 52,172			
	21 Less depreciation claimed elsewhere on return — 21a:	21b	52,172	00
	22 Depletion. Attach schedule	22		00
	23 Advertising	23		00
	24 Pension, profit-sharing plans, etc.	24		00
	25 Employee benefit plans	25		00
	26 a) Total travel and entertainment ____ b) Deductible amounts	26b		00
	27 Other deductions. Attach schedule See Stmt 4	27	5,216	00
	28 Specific deduction for organizations under R&TC Section 23701r or 23701t. See instructions	28		00
	29 **Total deductions.** Add line 12 through line 28	29	110,296	00
	30 Net income before state adjustments. Subtract line 29 from line 11. Enter here and on Side 1, line 1	30	-30,605	00

Schedule J **Add-On Taxes and Recapture of Tax Credits.** See instructions.

1 LIFO recapture due to S corporation election, IRC Sec. 1363(d) deferral: $ ____	1		00
2 Interest computed under the look-back method for completed long-term contracts (Attach form FTB 3834)	2		00
3 Interest on tax attributable to installment: a Sales of certain timeshares and residential lots	3a		00
b Method for nondealer installment obligations	3b		00
4 IRC Section 197(f)(9)(B)(ii) election	4		00
5 Credit recapture name: ____	5		00
6 Combine line 1 through line 5, revise Side 2, line 37 or line 38, whichever applies, by this amount. Write "Schedule J" to the left of line 37 or line 38	6		00

Copy File

CITY TERRACE, LLC
3510129

Schedule V Cost of Goods Sold

1	Inventory at beginning of year	1		00
2	Purchases	2		00
3	Cost of labor	3		00
4 a	Additional IRC Section 263A costs. Attach schedule	4a		00
b	Other costs. Attach schedule	4b		00
5	Total. Add line 1 through line 4b	5		00
6	Inventory at end of year	6		00
7	Cost of goods sold. Subtract line 6 from line 5. Enter here and on Side 3, Schedule F, line 2	7		00

Method of inventory valuation ▶

Was there any change in determining quantities, costs of valuations between opening and closing inventory? ☐ Yes ☐ No

If "Yes," attach an explanation.

Enter California seller's permit number, if any ▶

Check if the LIFO inventory method was adopted this taxable year for any goods. If checked, attach federal Form 970 ☐

If the LIFO inventory method was used for this taxable year, enter the amount of closing inventory under LIFO

Do the rules of IRC Section 263A (with respect to property produced or acquired for resale) apply to the corporation? ☐ Yes ☐ No

The corporation may not be required to complete Schedules L, M-1, and M-2. See Schedule M-1 instructions for reporting requirements.

Schedule L Balance Sheet

	Beginning of taxable year		End of taxable year	
Assets	(a)	(b)	(c)	(d)
1 Cash		-1,829		3,870
2 a Trade notes and accounts receivable				
b Less allowance for bad debts	( )		( )	
3 Inventories				
4 Federal and state government obligations				
5 Other current assets				
6 Loans to stockholders/officers				
7 Mortgage and real estate loans				
8 Other investments Stmt 5		991,303		991,303
9 a Buildings and other fixed depreciable assets	1,726,997		1,434,723	
b Less accumulated depreciation	146,077	1,580,920	198,249	1,236,474
10 a Depletable assets				
b Less accumulated depletion	( )		( )	
11 Land (net of any amortization)		1,937,064		2,234,522
12 a Intangible assets (amortizable only)				
b Less accumulated amortization	( )		( )	
13 Other assets				
14 **Total assets**		4,507,458		4,466,169
Liabilities and Stockholders' Equity				
15 Accounts payable				
16 Mortgages, notes, bonds payable in less than 1 year				
17 Other current liabilities Stmt 6		8,349		557
18 Loans from stockholders Stmt 7		669,935		679,348
19 Mortgages, notes, bonds payable in 1 year or more		2,808,400		2,796,095
20 Other liabilities				
21 Capital stock: a Preferred stock				
b Common stock	1,096,698	1,096,698	1,096,698	1,096,698
22 Paid-in or capital surplus. Attach reconciliation				
23 Retained earnings - Appropriated				
24 Retained earnings - Unappropriated		-75,924		-106,529
25 Adjustments to shareholders' equity				
26 Less cost of treasury stock		( )		( )
27 Total liabilities and stockholders' equity		4,507,458		4,466,169

CITY TERRACE, LLC
3510129

Schedule M-1 Reconciliation of Income (Loss) per Books With Income (Loss) per Return.
If the corporation completed federal Schedule M-3 (Form 1120/1120-F), see instructions.

1 Net income per books	-30,605	7 Income recorded on books this year not included in this return (itemize)	
2 Federal income tax		a Tax-exempt interest $	
3 Excess of capital losses over capital gains		b Other $	
4 Taxable income not recorded on books this year (itemize)		c Total. Add line 7a and line 7b	
5 Expenses recorded on books this year not deducted in this return (itemize)		8 Deductions in this return not charged against book income this year (itemize)	
a Depreciation $		a Depreciation $ 966	
b State taxes $		b State tax refunds $	
c Travel and entertainment $		c Other $	
d Other $		d Total. Add line 8a through line 8c	966
e Total. Add line 5a through line 5d		9 Total. Add line 7c and line 8d	966
6 Total. Add line 1 through line 5e	-30,605	10 Net income per return. Subtract line 9 from line 6	-31,571

Schedule M-2 Analysis of Unappropriated Retained Earnings per Books (Side 4, Schedule L, line 24)

1 Balance at beginning of year	-75,924	5 Distributions: a Cash	
2 Net income per books	-30,605	b Stock	
3 Other increases (itemize)		c Property	
		6 Other decreases (itemize)	
		7 Total. Add line 5 and line 6	
4 Total. Add line 1 through line 3	-106,529	8 Balance at end of year. Subtract line 7 from line 4	-106,529

Schedule D California Capital Gains and Losses

Part I Short-Term Capital Gains and Losses – Assets Held One Year or Less. Use additional sheet(s) if necessary.

(a) Kind of property and description (Example, 100 shares of Z Co.)	(b) Date acquired (mo., day, yr.)	(c) Date sold (mo., day, yr.)	(d) Gross sales price	(e) Cost or other basis plus expense of sale	(f) Gain (loss) (d) less (e)	
1						00
						00

2 Short-term capital gain from installment sales from form FTB 3805E, line 26 or line 37	2		00
3 Unused capital loss carryover from 2011	3		00
4 Net short-term capital gain (loss). Combine line 1 through line 3	4		00

Part II Long-Term Capital Gains and Losses – Assets Held More Than One Year. Use additional sheet(s) if necessary.

5						00
						00

6 Enter gain from Schedule D-1, line 9 and/or any capital gain distributions	6		00
7 Long-term capital gain from installment sales from form FTB 3805E, line 26 or line 37	7		00
8 Net long-term capital gain (loss). Combine line 5 through line 7	8		00
9 Enter excess of net short-term capital gain (line 4) over net long-term capital loss (line 8)	9		00
10 Net capital gain. Enter excess of net long-term capital gain (line 8) over net short-term capital loss (line 4)	10		00
11 Total lines 9 and 10. Enter here and on Form 100, Side 1, line 5. If losses exceed gains, carry forward losses to 2013	11		00

TAXABLE YEAR **2012**

Net Operating Loss (NOL) Computation and NOL and Disaster Loss Limitations — Corporations

CALIFORNIA FORM **3805Q**

Attach to Form 100, Form 100W, Form 100S, or Form 109.

Corporation name: CITY TERRACE, LLC

California corporation number: 3510129

FEIN: 20-1025068

During the taxable year the corporation incurred the NOL, the corporation was a(n): [X] C corporation [ ] S corporation [ ] Exempt organization [ ] Limited Liability Company (electing to be taxed as a corporation)

If the corporation previously filed California tax returns under another corporate name, enter the corporation name and California corporation number:

If the corporation is included in a combined report of a unitary group, see instructions, General Information C, Combined Reporting.

Part I Current year NOL. If the corporation does not have a current year NOL, go to Part II.

1	Net loss from Form 100, line 19; Form 100W, line 19; Form 100S, line 16; or Form 109, line 2. Enter as a positive number	1	31,571 00
2	2012 disaster loss included in line 1. Enter as a positive number	2	00
3	Subtract line 2 from line 1. If zero or less, enter -0- and see instructions	3	31,571 00
4 a	Enter the amount of the loss incurred by a new business included in line 3 — 4a 00		
b	Enter the amount of the loss incurred by an eligible small business included in line 3 — 4b 00		
c	Add line 4a and line 4b	4c	00
5	General NOL. Subtract line 4c from line 3	5	31,571 00
6	2012 NOL carryover. Add line 2, line 4c, and line 5. See instructions	6	31,571 00

Part II NOL carryover and disaster loss carryover limitations. See Instructions.

		(g) Available balance
1	Net income (loss) – Enter the amount from Form 100, line 19; Form 100W, line 19; Form 100S, line 16 less line 17 (but not less than -0-); or Form 109, line 2. See Worksheet	

Prior Year NOLs

	(a) Year of loss	(b) Code – See instructions	(c) Type of NOL – See below*	(d) Initial loss	(e) Carryover from 2011	(f) Amount used in 2012		(h) Carryover to 2013 col. (e) - col. (f)
2								

Current Year NOLs

								col. (d) - col. (f)
3	2012		DIS					
4	2012							
	2012							
	2012							
	2012							

*Type of NOL: General (GEN), New Business (NB), Eligible Small Business (ESB), or Disaster (DIS).

Part III 2012 NOL deduction

1	Total the amounts in Part II, line 2, column (f)	1	00
2	Enter the total amount from line 1 that represents disaster loss carryover deduction here and on Form 100, line 22; Form 100W, line 22; or Form 100S, line 20. Form 109 filers enter -0-	2	00
3	Subtract line 2 from line 1. Enter the result here and on Form 100, line 20; Form 100W, line 20; Form 100S, line 18; or Form 109, line 7	3	00

Los Angeles County Board of Education Recommendation to Deny
Academia Avance Charter Schools

Form **3805Q**

CA Net Operating Loss and Disaster Loss Carryover Worksheet - Page 1

2012

For calendar year 2012 or fiscal year beginning 10/01/12 and ending 09/30/13

Name	California Corporation Number	Employer Identification Number
CITY TERRACE, LLC	3510129	20-1025068

PART II Net operating loss carryover and disaster loss carryover limitations

Net income (loss) - Enter the remaining available balance from CA NOL and Disaster Loss Carryover Worksheet, page 2, column (g) ..... (g) Available Balance -31,571

(a) Year of Loss	(b) Code	(c) NOL Type*	(d) Initial Loss	(e) Carryover from 2011	(f) Amount Used in 2012		(h) Carryover to 2013
09/30/05		DIS					
09/30/05		GEN					
09/30/06		DIS					
09/30/06		GEN					
09/30/07		DIS					
09/30/07		GEN					
09/30/08		DIS					
09/30/08		GEN	90,393	22,368			22,368
09/30/09		DIS					
09/30/09		GEN	59,069	59,069			59,069
09/30/10		DIS					
09/30/10		GEN					
09/30/11		DIS					
09/30/11		GEN					
09/30/12		DIS					
09/30/12		GEN	7,854	7,854			7,854
Current Year: Disaster Loss							
General NOL			31,571				31,571
Carryover Available to Next Year							120,862

Total 2012 Deduction _____ Total 2012 Disaster Loss Deduction _____

* NOL Type: General (GEN), New Business (NB), Eligible Small Business (ESB), or Disaster (DIS)

Los Angeles County Board of Education Recommendation to Deny
Academia Avance Charter Schools

Form **3805Q**

CA Net Operating Loss and Disaster Loss Carryover Worksheet - Page 2

2012

For calendar year 2012 or fiscal year beginning 10/01/12 , and ending 09/30/13

Name	California Corporation Number	Employer Identification Number
CITY TERRACE, LLC	3510129	20-1025068

PART II NOL carryover and disaster loss carryover limitations

Net income (loss) - Enter the amount from Form 100/100W, line 19; Form 109, line 2; or Form 100S, line 16 less line 17

(g) Available Balance -31,571

(a) Year of Loss	(b) Code	(c) NOL Type *	(d) Initial Loss	(e) Carryover from 2011	(f) Amount Used in 2012		(h) Carryover to 2013
09/30/98		DIS					
09/30/99		NB					
09/30/99		DIS					
09/30/00		NB					
09/30/00		DIS					
09/30/01		NB					
09/30/01		ESB					
09/30/01		DIS					
09/30/01		GEN					
09/30/02		NB					
09/30/02		ESB					
09/30/02		DIS					
09/30/02		GEN					
09/30/03		NB					
09/30/03		ESB					
09/30/03		DIS					
09/30/03		GEN					
09/30/04		NB					
09/30/04		ESB					
09/30/04		DIS					
09/30/04		GEN					

* NOL Type: General (GEN), New Business (NB), Eligible Small Business (ESB), or Disaster (DIS)

TAXABLE YEAR **2012**

Corporation Depreciation and Amortization

CALIFORNIA FORM **3885**

Attach to Form 100 or Form 100W.

Corporation name: CITY TERRACE, LLC

California corporation number: 3510129

Part I Election To Expense Certain Property Under IRC Section 179

1 Maximum deduction under IRC Section 179 for California	1	25,000
2 Total cost of IRC Section 179 property placed in service	2	
3 Threshold cost of IRC Section 179 property before reduction in limitation	3	200,000
4 Reduction in limitation. Subtract line 3 from line 2. If zero or less, enter -0-	4	
5 Dollar limitation for taxable year. Subtract line 4 from line 1. If zero or less, enter -0-	5	

	(a) Description of property	(b) Cost (business use only)	(c) Elected cost
6			
7 Listed property (elected IRC Section 179 cost)		7	

8 Total elected cost of IRC Section 179 property. Add amounts in column (c), line 6 and line 7	8	
9 Tentative deduction. Enter the **smaller** of line 5 or line 8	9	
10 Carryover of disallowed deduction from prior taxable years	10	
11 Business income limitation. Enter the smaller of business income (not less than zero) or line 5	11	
12 IRC Section 179 expense deduction. Add line 9 and line 10, but do not enter more than line 11	12	
13 Carryover of disallowed deduction to 2013. Add line 9 and line 10, less line 12	13	

Part II Depreciation and Election of Additional First Year Expense Deduction Under R&TC Section 24356

	(a) Description of property	(b) Date acquired	(c) Cost or other basis	(d) Depreciation allowed or allowable in earlier years	(e) Depreciation method	(f) Life or rate	(g) Depreciation for this year	(h) Additional first year depreciation
14	5 SFR BLDG	10/01/06	1,434,723	146,077	S/L	27.0	53,138	
15 Add the amounts in column (g) and column (h). The total of column (h) may not exceed $2,000. See instructions for line 14, column (h)						15	53,138	

Part III Summary

16 Total: If the corporation is electing: IRC Section 179 expense, add the amount on line 12 and line 15, column (g) or Additional first year depreciation under R&TC Section 24356, add the amounts on line 15, columns (g) and (h) or Depreciation (if no election is made), enter the amount from line 15, column (g)	16	53,138
17 Total depreciation claimed for federal purposes from federal Form 4562, line 22	17	52,172
18 Depreciation adjustment. If line 17 is greater than line 16, enter the difference here and on Form 100 or Form 100W, Side 1, line 6. If line 17 is less than line 16, enter the difference here and on Form 100 or Form 100W, Side 1, line 12. (If California depreciation amounts are used to determine net income before state adjustments on Form 100 or Form 100W, no adjustment is necessary.)	18	966

Part IV Amortization

	(a) Description of property	(b) Date acquired	(c) Cost or other basis	(d) Amortization allowed or allowable in earlier years	(e) R&TC section (see instructions)	(f) Period or percentage	(g) Amortization for this year
19							

20 Total. Add the amounts in column (g)	20	
21 Total amortization claimed for federal purposes from federal Form 4562, line 44	21	
22 Amortization adjustment. If line 21 is greater than line 20, enter the difference here and on Form 100 or Form 100W, Side 1, line 6. If line 21 is less than line 20, enter the difference here and on Form 100 or Form 100W, Side 1, line 12	22	0

TAXABLE YEAR **2012**

Underpayment of Estimated Tax by Corporations

CALIFORNIA FORM **5806**

For calendar year 2012 or fiscal year beginning (month day year) 10/01/12, and ending (month day year) 09/30/13.

Corporation name: CITY TERRACE, LLC

California corporation number: 3510129

Part I Figure the Underpayment

1 Current year's tax. See instructions					1 800
		(a)	(b)	(c)	(d)
2 Installment due dates. See instructions	2	01/15/13	03/15/13	06/15/13	09/15/13
3 Percentage required. See instructions	3	30% (not less than min.)	70% less 1st	70% less prior	100% less prior
4 Amount due. See instructions	4	800			
5 a Amount paid or credited for each installment	5a				
b Overpayment from previous installment. See instr	5b				
6 Add line 5a and line 5b	6				
7 Underpayment (subtract line 6 from line 4). See instructions. Overpayment (subtract line 4 from line 6). (If line 7 shows an underpayment for any installment, go to Part IV, Exceptions Worksheets.)	7	800			

Part II Exceptions to the Penalty

If Exception A, line 8a is met for all four installments, do not attach this form to the return.

(check the applicable boxes)		Yes	No	Yes	No	Yes	No	Yes	No
8 a Exception A – Regular Corporations, line 26	8a		X		X		X		X
b Exception A – Large Corporations. See instructions	8b		X		X				
9 Exception B (line 42) met?	9		X		X		X		X
10 Exception C (line 64) met?	10		X		X		X		X

Part III Figure the Penalty

If line 7 shows an underpayment for any installment and one of the three exceptions was not met, figure the penalty for that installment by completing line 11 through line 22.

11 Enter the earlier of the payment date, or the 15th day of the 3rd month after the close of the taxable year. Form 109 filers, see instructions	11	See Worksheet			
12 Number of days from date shown on line 2 to date shown on line 11	12				
13 Number of days on line 12 before 7/01/12	13				
14 Number of days on line 12 after 6/30/12 and before 1/01/13	14				
15 Number of days on line 12 after 12/31/12 and before 07/01/13	15				
16 Number of days on line 12 after 6/30/13 and before 01/01/14. See instr.	16				
17 Number of days on line 12 after 12/31/13 and before 2/15/14	17				
18 Number of days on line 13 / Number of days in taxable year x 4% x line 7	18				
19 Number of days on line 14 / Number of days in taxable year x 3% x line 7	19				
20 Number of days on line 15 / Number of days in taxable year x 3% x line 7	20				
21 Number of days on line 16 / Number of days in taxable year x % (see instructions) x line 7	21				
22 Number of days on line 17 / Number of days in taxable year x % (see instructions) x line 7	22				
22a Add amounts for each column from line 18 through line 22	22a				

22b **Total estimated penalty due.** Add line 22a, column (a) through column (d). Enter here and on Form 100, line 42a; Form 100W, line 41a; Form 100S, line 41a; or Form 109, line 25 — 22b 22

CITY TERRACE, LLC

3510129

Part IV **Exceptions Worksheets** Even if line 7 shows an underpayment for any installment, the Franchise Tax Board (FTB) will **not** assess a penalty if timely payments were made and they equal or exceed the amount determined under any of the three exceptions for the same installment period.

Exception A — Prior Year's Tax — Regular Corporations

23 Prior year's tax (the return must have been for a full 12 months) 23

		(a)		(b)		(c)		(d)	
		30% (not less than min.)		70%		70%		100%	
24 Enter line 23 x the percentage shown	24								
25 Amount paid by the installment due date (cumulative)	25								
26 If line 25 is greater than line 24, the exception was met. Check "Yes" here and check the applicable "Yes" box in Part II, line 8a. If line 24 is greater than line 25, the exception was **not** met. Check "No" here and check the applicable "No" box in Part II, line 8a	26	Yes	No X	Yes	No X	Yes	No X	Yes	No X

Exception A — Prior Year's Tax — Large Corporations

Use this exception only if prior year tax is less than current year tax.

27 Current year's tax 27

		1st Installment		2nd Installment	
28 a Installment due. Enter line 23 x 30%	28a				
b Installment due. Enter line 27 x 70%	28b				
29 Amount paid by the installment due date (cumulative)	29				
30 Compare the amount on line 28 with the amount on line 29. If line 28 is greater than line 29, the exception was **not** met. Check "Yes" or "No" and check applicable boxes on line 8b. To meet this exception you must check "Yes" for both installments	30	Yes	No X	Yes	No X

See instructions regarding amounts to use for installment 3 and installment 4.

Exception B — Tax on Annualized Current Year Income		(a)	(b)	(c)	(d)
Enter number of months for each period. See instructions ▶					
31 Enter taxable income for each annualization period	31				
32 Annualization amounts. See instructions	32				
33 a Annualized taxable income. Multiply line 31 by line 32	33a				
b R&TC Section 23802(e) deduction (S corporations only)	33b				
c Net income. Subtract line 33b from line 33a	33c				
34 Tax. Multiply line 33c by the current tax rate	34				
35 Tax credits for each payment period	35				
36 Subtract line 35 from line 34	36				
37 Other taxes*	37				
38 Total tax. Add line 36 and line 37	38				
39 Applicable percentage. For short period returns (taxable year of less than 12 months), see the instructions for Part I, line 3	39	30%	70%	70%	100%
40 Installment due. Multiply line 38 by line 39	40	(not less than min.)			
41 Amount paid by the installment due date (cumulative)	41				
42 If line 41 is greater than line 40, the exception was met. Check "Yes" here and check the applicable "Yes" box in Part II, line 9. If line 40 is greater than line 41, the exception was **not** met. Check "No" here and check the applicable "No" box in Part II, line 9.	42	Yes / No X	Yes / No X	Yes / No X	Yes / No X

*Include alternative minimum tax, S corporation taxes from Schedule D (100S) and from the excess net passive income, the QSub annual tax, installment amount credit recapture, and the minimum franchise tax.

Form **5806**

CA Underpayment of Estimated Tax Worksheet Page 2

2012

For calendar year 2012 or fiscal year beginning 10/01/12 , and ending 09/30/13

Name	California Corporation Number	Employer Identification Number
CITY TERRACE, LLC	3510129	20-1025068

	1st Qtr.	2nd Qtr.	3rd Qtr.	4th Qtr.
Due date of estimated payment	01/15/13	03/15/13	06/15/13	09/15/13
Amount of underpayment	800			
Withholding				

	1st Pymt	2nd Pymt	3rd Pymt	4th Pymt	5th Pymt
Date of payment					
Amount of payment					

Qtr	From	To	Underpayment	Days	Rate	Penalty
1	1/15/13	12/15/13	800	334	3.00	22
	Total Penalty					22

Copy Only Do Not File

Form 100/ 100S/100W

CA Contribution Carryover Worksheet

For calendar year 2012 or fiscal year beginning 10/01/12 and ending 09/30/13

2012

Name	California Corporation Number	Employer Identification Number
CITY TERRACE, LLC	3510129	20-1025068

Charitable Contributions		Prior Year		Current Year	Next Year
Preceding Tax Year	Excess Contributions	Carryover Utilized	Carryover	Carryover Utilized	Carryover
5th 09/30/08					
4th 09/30/09					
3rd 09/30/10					
2nd 09/30/11					
1st 09/30/12	250		250		250
Charitable Contribution Carryover To Current Year			250		
Current Year	0				0
Charitable Contribution Carryover Available To Next Year					250

AMT Charitable Contributions		Prior Year		Current Year	Next Year
Preceding Tax Year	AMT Excess Contributions	Carryover Utilized	Carryover	Carryover Utilized	AMT Contributions Carryover
5th 09/30/08					
4th 09/30/09					
3rd 09/30/10					
2nd 09/30/11					
1st 09/30/12	250		250		250
AMT Charitable Contribution Carryover To Current Year			250		
Current Year	0				0
AMT Charitable Contribution Carryover Available To Next Year					250

Los Angeles County Board of Education Recommendation to Deny
Academia Avance Charter Schools

Form **3805Q**

CA AMT Net Operating Loss and Disaster Loss Carryover Worksheet - Page 1

For calendar year 2012 or fiscal year beginning 10/01/12 , and ending 09/30/13

2012

Name	California Corporation Number	Employer Identification Number
CITY TERRACE, LLC	3510129	20-1025068

PART II Net operating loss carryover and disaster loss carryover limitations

Net income (loss) - Enter the remaining available balance from CA AMT NOL and Disaster Loss Carryover Worksheet, page 2, column (g) ..... (g) Available Balance -28,414

(a) Year of Loss	(b) Code	(c) NOL Type *	(d) Initial Loss	(e) Carryover from 2011	(f) Amount Used in 2012		(h) Carryover to 2013
09/30/05		DIS					
09/30/05		GEN					
09/30/06		DIS					
09/30/06		GEN					
09/30/07		DIS					
09/30/07		GEN					
09/30/08		DIS					
09/30/08		GEN	90,393	28,333			28,333
09/30/09		DIS					
09/30/09		GEN	59,069	59,069			59,069
09/30/10		DIS					
09/30/10		GEN					
09/30/11		DIS					
09/30/11		GEN					
09/30/12		DIS					
09/30/12		GEN	7,854	7,854			7,854
Current Year: Disaster Loss							
General NOL			31,571				31,571
Carryover Available to Next Year							126,827

Total 2012 Deduction _____ Total 2012 Disaster Loss Deduction _____

* NOL Type: General (GEN), New Business (NB), Eligible Small Business (ESB), or Disaster (DIS)

Form **3805Q**

CA AMT Net Operating Loss and Disaster Loss Carryover Worksheet - Page 2

2012

For calendar year 2012 or fiscal year beginning 10/01/12 , and ending 09/30/13

Name	California Corporation Number	Employer Identification Number
CITY TERRACE, LLC	3510129	20-1025068

PART II NOL carryover and disaster loss carryover limitations

Alternative minimum taxable net income/(loss) - Enter 90% of the amount from Schedule P, line 6						(g) Available Balance -28,414	
(a) Year of Loss	(b) Code	(c) NOL Type *	(d) Initial Loss	(e) Carryover from 2011	(f) Amount Used in 2012		(h) Carryover to 2013
09/30/98		DIS					
09/30/99		NB					
09/30/99		DIS					
09/30/00		NB					
09/30/00		DIS					
09/30/01		NB					
09/30/01		ESB					
09/30/01		DIS					
09/30/01		GEN					
09/30/02		NB					
09/30/02		ESB					
09/30/02		DIS					
09/30/02		GEN					
09/30/03		NB					
09/30/03		ESB					
09/30/03		DIS					
09/30/03		GEN					
09/30/04		NB					
09/30/04		ESB					
09/30/04		DIS					
09/30/04		GEN					

* NOL Type: General (GEN), New Business (NB), Eligible Small Business (ESB), or Disaster (DIS)

Form 100/ 100S/100W

CA Rent and Royalty Worksheet

For calendar year 2012 or fiscal year beginning 10/01/12 , and ending 09/30/13

2012

Name	California Corporation Number	Employer Identification Number
CITY TERRACE, LLC	3510129	20-1025068

Property Description

5 SFR BUILDING
CITY TERRACE DRIVE
LOS ANGELES CA 90063

Type of Property

- Rental Real Estate [ ]
- Other Rental Property [X]
- Royalty Property [ ]

State ID

Income and Expenses

Income		
Gross rents	79,691	
Gross royalties		
Income from sale of property reported on Schedule D-1, line 17		
Other income		
Total gross income		79,691
Expense		
Advertising		
Auto and travel		
Cleaning and maintenance		
Commissions		
Insurance		
Legal and professional		
Interest	25,218	
Repairs	11,969	
Taxes	7,905	
Utilities		
Wages and salaries		
Depreciation	53,138	
Other expenses		
Total expenses		98,230
Net income or loss from this property		-18,539

20-1025068

California Statements

Statement 1 - Form 100, Side 2, Question P - Location of Principal Accounting Records

Address	City	State	Zip Code	Country
2168 S. ATLANTIC BLVD STE 206	MONTEREY PARK	CA	91754	

California Statements

Statement 2 - Form 100, Side 3, Schedule A - Taxes Deducted

Nature of Tax	Taxing Authority	Total Amount	Other Inc Taxes	CA Income Taxes	Nondeduct Amount	Tax After Adjust
LICENSES & PERMITS		$ 195	$	$	$	$ 195
PROPERTY TAX						
STATE TAX						
Rent & Royalty Taxes		7,905				7,905
Total		$ 8,100	$ 0	$ 0	$ 0	$ 8,100

20-1025068

California Statements

Statement 3 - Form 100, Side 3, Schedule F, Line 19 - Contributions

Description	Amount
Carryover From Prior Years	$ 250
Total Contributions Available	250
Less Contributions Disallowed	250
Total Deduction Allowed	$ 0

Statement 4 - Form 100, Side 3, Schedule F, Line 27 - Other Deductions

Description	Amount
AUTOMOBILE EXPENSES	$ 2,518
BANK SERVICE CHARGES	499
DUES AND SUBSCRIPTION	389
OFFICE EXPENSES	535
POSTAGE AND DELIVERY	50
PROFESSIONAL FEES	1,225
Total	$ 5,216

20-1025068

California Statements

Statement 5 - Form 100, Side 4, Schedule L, Line 8 - Other Investments

Description	Beginning of Year	End of Year
NOTE RECEVIABLES	$ 991,303	$ 991,303
Total	$ 991,303	$ 991,303

Statement 6 - Form 100, Side 4, Schedule L, Line 17 - Other Current Liabilities

Description	Beginning of Year	End of Year
AMERICAN EXPRESS	$ 8,349	$ 557
Total	$ 8,349	$ 557

Statement 7 - Form 100, Side 4, Schedule L, Line 18 - Loans from Stockholders

Description	Beginning of Year	End of Year
Loans From Shareholders	$ 669,935	$ 679,348
Total	$ 669,935	$ 679,348

Board Meeting – May 12, 2015

Item VII. Consent Calendar Recommendations

A. Approval for Disposal of Surplus Personal Property

The Superintendent recommends that the County Board approve the disposal of public personal property. Surplus assets will be disposed of through e-waste.

Education Code Section 17545 authorizes the governing board to sell or dispose of surplus personal property. Any personal property not required for school purposes, unsuitable or unsatisfactory for school use or to be disposed of due to replacement, may be disposed in this manner.

E-Waste property to be disposed of may include unusable:

Equipment – Projectors, Typewriters, Fax Machines, Computers, Monitors, Printers, Camcorders, VCRs, Bulbs, and Old/Obsolete items, etc.

SURPLUS LIST 20 W/O COST

DT REC'D	ITEM DESCRIPTION	TAG #	SERIAL #	ACQUIRED DATE
Jan-15	Motorola Walkie Talkie		672TZSQ939	
Jan-15	Motorola Walkie Talkie		672TZSX017	
Jan-15	Motorola Walkie Talkie		672TZSP637	
Jan-15	Motorola Walkie Talkie		672TZSP653	
Jan-15	Motorola Walkie Talkie		672TZSP650	
Jan-15	Motorola Walkie Talkie		672TZSX?96	
Jan-15	Motorola Walkie Talkie		672TZSP300	
Jan-15	Gateway Laptop	EK39625	38665666	01/24/07
Jan-15	Gateway Laptop	EK42570	39427473	08/10/07
Jan-15	Gateway Laptop	EK35307	36421652	02/10/06
Jan-15	Gateway Laptop	EK35308	36421651	02/10/06
Jan-15	Dell Laptop	EK45892	82VGMJ1	03/31/09
Jan-15	Apple Ipad	EK63228	SDMPHP290DNQV	05/19/12
Jan-15	Vertex 2Way Radio		5M100424	
Jan-15	Vertex 2Way Radio		9L033185	
Jan-15	Vertex 2Way Radio		9L033190	
Jan-15	Vertex 2Way Radio		9L033183	
Jan-15	Vertex 2Way Radio		11030164	
Jan-15	Vertex 2Way Radio		0K170299	
Jan-15	HP 4100 Printer	EK21571	USJNG15980	03/27/02
Jan-15	HP 4100 Printer	EK21569		
Jan-15	MPC AIO	EK45834	SZSL93DA082700292	08/12/08
Jan-15	Gateway Profile	EK44696	4540164	05/01/08
Jan-15	Gateway Profile	EK37677	36794064	06/26/06
Jan-15	Gateway Profile	EK35346	36457491	02/28/06
Jan-15	Gateway Profile	EK35343	36457495	02/28/06
Jan-15	Gateway Profile	EK35347		
Jan-15	Gateway Profile	EK34706	36072809	11/08/05
Jan-15	Gateway Profile	EK34692	36072795	11/08/05
Jan-15	Gateway Profile	EK35348	36457498	02/28/06
Jan-15	Gateway Monitor	EK42507		
Jan-15	Gateway Monitor	EK42506		
Jan-15	Gateway Monitor	EK42504		
Jan-15	Dell Monitor		CN0H265R6418004T01LL	
Jan-15	Dell Tower		DFMQQJ1	
Jan-15	Sony Store Station	EK42432		
Jan-15	Infocus Projectors	EK49280	AZNB95001301	02/08/10
Jan-15	Infocus Projectors	EK49276	1SAZNB95001307	02/08/10
Jan-15	Infocus Projectors	EK43975	1SAULC73801482	05/01/08
Jan-15	Epson Projectors	EK13767	B9Z0020217C	03/31/00
Jan-15	Infocus Projectors	EK44478	AZNB80800864	04/15/08
Jan-15	Sharp Projectors	EK39584	610914098	12/28/06
Jan-15	Mitsubishi Projectors	EK29243	1003128	06/16/04
Jan-15	Sharp Calculator		4D045373	
Jan-15	Sharp Calculator		6D069369	
Jan-15	Gateway Tower	EK43211	40424175	10/11/07

SURPLUS LIST 20 W/O COST

DT REC'D	ITEM DESCRIPTION	TAG #	SERIAL #	ACQ. DATE
Jan-15	Gateway Tower	EK43203	40424165	10/11/07
Jan-15	Gateway Tower	EK43198	40424198	10/11/07
Jan-15	Gateway Tower	EK43202	40424183	10/11/07
Jan-15	Gateway Tower	EK43206	40424179	10/11/07
Jan-15	Gateway Tower	EK35714	3657933	04/18/06
Jan-15	Gateway Tower	EK43190	40424188	10/11/07
Jan-15	Gateway Tower	EK43199	40424168	10/11/07
Jan-15	Gateway Tower	EK43217	40424161	10/11/07
Jan-15	Gateway Tower	EK40718		
Jan-15	Gateway Tower	EK43207	40424169	10/11/07
Jan-15	Gateway Tower	EK43194	40424182	10/11/07
Jan-15	Gateway Tower	EK43189	40424181	10/11/07
Jan-15	Gateway Tower	EK43197	40424177	10/11/07
Jan-15	Gateway Tower	EK43201	40424185	10/11/07
Jan-15	Gateway Tower	EK43209	40424170	10/11/07
Jan-15	Gateway Tower	EK43204	40424186	10/11/07
Jan-15	Gateway Tower	EK40706	39125676	05/09/07
Jan-15	Gateway Tower	EK40739	39125658	05/09/07
Jan-15	Gateway Tower	EK40715	39125683	05/09/07
Jan-15	Gateway Tower	EK40723	39125654	05/09/07
Jan-15	Gateway Tower	EK40719	39125645	05/09/07
Jan-15	Gateway Monitor	EK44376	M1381B0N02732	04/22/08
Jan-15	Gateway Monitor	EK44380	M1381B0N03424	04/22/08
Jan-15	Gateway Monitor	EK44381	M1381B0N03429	04/22/08
Jan-15	Gateway Monitor	EK44378	M1381B0N02735	04/22/08
Jan-15	Gateway Monitor	EK44382	M1381B0N03426	04/22/08
Jan-15	Gateway Monitor		MWT76B0H07169	
Jan-15	Gateway Monitor	EK43245	MWT76B0H06360	10/11/07
Jan-15	Gateway Tower	EK43208	40424159	10/11/07
Jan-15	Gateway Tower	EK43214	40424166	10/11/07
Jan-15	Gateway Tower	EK43193	40424167	10/11/07
Jan-15	Gateway Tower	EK43213	40424162	10/11/07
Jan-15	Gateway Tower	EK43196	40424196	10/11/07
Jan-15	Gateway Tower	EK43212	40424176	10/11/07
Jan-15	Gateway Tower	EK43191	40424187	10/11/07
Jan-15	Gateway Tower	EK43210	40424171	10/11/07
Jan-15	Gateway Tower	EK43192	40424163	10/11/07
Jan-15	Gateway Tower	EK43216	40424180	10/11/07
Jan-15	HP Printer	EK34406	JPKAC41925	06/30/05
Jan-15	Samsung TV		3CDH302843	
Jan-15	Dell Monitor	CN09M5566418031N00TE		
Jan-15	Gateway Monitor	EK40813	MXH73D0N04002	05/09/07
Jan-15	Gateway Monitor	EK40784	MLR7450H08402	05/09/07
Jan-15	Gateway Monitor		MWT76B0H07159	
Jan-15	Gateway Monitor	EK40397	MQ17350N03799	05/03/07
Jan-15	Gateway Monitor	EK40766	MLR7450H08474	05/09/07

SURPLUS LIST 20 W/O COST

DT REC'D	ITEM DESCRIPTION	TAG #	SERIAL #	ACQ. DATE
Jan-15	Gateway Tower	EK40731	39125664	05/09/07
Jan-15	Gateway Tower	EK43195	40424184	10/11/07
Jan-15	Gateway Tower	EK43215	40424178	10/11/07
Jan-15	Gateway Tower	EK43205	40424164	10/11/07
Jan-15	Gateway Tower	EK43188	40424160	10/11/07
Jan-15	Gateway Tower	EK40700	39125675	05/09/07
Jan-15	Gateway Tower	EK43200	40424172	10/11/07
Jan-15	Dell Tower	EK46936	2691KG1	04/08/09
Jan-15	Dell Tower	EK46933	2693KG1	04/08/09
Jan-15	Dell Tower	EK46934	2682JG1	04/08/09
Jan-15	Dell Tower	EK26103		05/27/03
Jan-15	Maxim Eyes		O1A08410708	
Jan-15	Telesensory System Inc.		ER8902-003	
Jan-15	Mansight Camera/Stand		500134	
Jan-15	Gateway Monitor	EK40782	MLR7450H08411	05/09/07
Jan-15	Gateway Monitor	EK44383	M1381B0N03052	04/22/08
Jan-15	Gateway Monitor	EK40773	MLR7450H08000	05/09/07
Jan-15	Gateway Monitor		MW868B0H04052	
Jan-15	Gateway Monitor	EK43233	MWT76B0H06353	10/11/07
Jan-15	Gateway Monitor	EK40806	MQ17250N01146	05/24/07
Jan-15	Gateway Monitor	EK40759	MLR7450H08386	05/09/07
Jan-15	Gateway Monitor	EK43227	MWT76B0H06367	10/11/07
Jan-15	Dell Monitor	EK48106	CN0C553H7444594RAAZY	06/10/09
Jan-15	Dell Monitor	EK48102	CN0C553H7444594RAAUL	06/10/09
Jan-15	Dell Monitor	EK48107	CN0C553H7444594RAAZH	06/10/09
Jan-15	Dell Monitor	EK48109	CN0C553H7444594RAAZP	06/10/09
Jan-15	Dell Monitor	EK46939	CN0C553H744438BKA217	04/08/09
Jan-15	Dell Monitor	EK48101	CN0C553H7444594RAAUA	06/10/09
Jan-15	Dell Monitor	EK46942	CN0C553H744438BKA215	04/08/09
Jan-15	Envision Monitor		9737CA001818	
Jan-15	Infocus Projector	EK20520	7KW13801086	10/23/01
Jan-15	Infocus Projector	EK23215	7KN23790413	10/16/02
Jan-15	Infocus Projector	EK23216	7KN23690538	10/16/02
Jan-15	Hitachi Projector	EK28492	RT4E002449	06/15/04
Jan-15	Hitachi Projector	EK28491	RT4E002443	06/15/04
Jan-15	Hitachi Projector	EK24827	G3D008341	04/03/03
Jan-15	Sanyo Projector	EK44097	G75049378	06/30/07
Jan-15	Epson Projector	EK48043	JHZF930590L	06/04/09
Jan-15	Smart Unifi 35 Projector		UF35-41098	
Jan-15	HP 4100 Printer	EK23613	USLNG33678	10/28/02
Jan-15	HP 4200 Printer	EK27491	27851USGNP	04/16/04
Jan-15	HP AIO Printer		MY64RC4242	
Jan-15	IBM Typewriter	EK2984	11YT540	02/20/98
Jan-15	Brother Fax	EK26233	U6028E3J401389	06/24/03
Jan-15	HP 4200 Printer	EK24544	USBNL18966	05/23/03
Jan-15	HP 4200 Printer		USEF150729	

SURPLUS LIST 20 W/O COST

DT REC'D	ITEM DESCRIPTION	TAG #	SERIAL #	ACQ. DATE
Jan-15	Dell 5230 Printer		794F585	
Jan-15	Data Video 3000	EK29336	90213	06/17/04
Jan-15	CD Recorder	EK25136		
Jan-15	Sony VCR			
Jan-15	Toshiba DVD Player	EK36511		06/08/06
Jan-15	Cisco Continent 507	EK50239		05/07/08
Jan-15	Asante Ethernet Hub		0708R07080052	
Jan-15	DirecTV DVR		D12BF0TB811032	
Jan-15	HP Deskjet Printer	EK21280	SMYOCC1120S	03/04/02
Jan-15	Dell Tower	EK49345	8KVBPL1	03/15/10
Jan-15	Dell Tower	EK49346	8KQGPL1	03/15/10
Jan-15	Dell Tower	EK47625	CCN1WJ1	05/11/09
Jan-15	Dell Tower	EK48520	5C3WBK1	06/30/09
Jan-15	Dell Tower	EK48522	4C3WBK1	06/30/09
Jan-15	Dell Tower	EK49340	8KPGPL1	03/15/10
Jan-15	Gateway Tower	EK42627	39319095	08/09/07
Jan-15	Gateway Tower	EK42363	38336366	07/26/07
Jan-15	Gateway Tower	EK35513	36533713	03/23/06
Jan-15	Gateway Tower		33941409	
Jan-15	Gateway Tower		33941403	
Jan-15	Gateway Tower		33941419	
Jan-15	Gateway Tower	EK33514		05/31/05
Jan-15	Gateway Tower	EK29492		05/13/04
Jan-15	Gateway Tower	EK42309	39336361	07/26/07
Jan-15	Gateway Tower	EK42318	39336348	07/26/07
Jan-15	Gateway Tower	EK42319	39336347	07/26/07
Jan-15	Gateway Tower	EK42312	39336353	07/26/07
Jan-15	Gateway Tower	EK42315	39336358	07/26/07
Jan-15	Gateway Tower	EK42313	39336359	07/26/07
Jan-15	Gateway Tower	EK42320	39336354	07/26/07
Jan-15	Gateway Tower	EK32075	35027942	03/23/05
Jan-15	Gateway Monitor	EK42376	MLR7550N03930	07/14/07
Jan-15	Gateway Monitor	EK33218		
Jan-15	Gateway Monitor	EK42350	MWT74B0H09736	07/26/07
Jan-15	Gateway Monitor	EK35507	ME35B90L06268	03/23/06
Jan-15	Gateway Monitor	EK45096	MGM7C70P15753	05/15/08
Jan-15	Gateway Monitor	EK42604	MW675B0N02430	08/10/07
Jan-15	Gateway Monitor	EK25833-01	MUL5016E0077003	06/20/03
Jan-15	Gateway Monitor		MUL5016E0076934	
Jan-15	Gateway Monitor	EK25763-01	MUL5016E0076837	06/19/03
Jan-15	Gateway Monitor	EK33939-01	ME55590L00927	05/31/05
Jan-15	Gateway Monitor	EK37283	MW664BOC09824	06/15/06
Jan-15	Gateway Monitor	EK37270	MW664BOC09893	06/15/06
Jan-15	Gateway Monitor	EK42121	MGM7270P07882	06/30/07
Jan-15	Gateway Monitor	EK42353	MWT74B0H09759	07/26/07
Jan-15	Hanns G		036SJ3BY01054	

SURPLUS LIST 20 W/O COST

DT REC'D	ITEM DESCRIPTION	TAG #	SERIAL #	ACQ. DATE
Jan-15	Viewsonic	EK27677		
Jan-15	Gateway Tower	EK45090	4571735	05/15/08
Jan-15	Gateway Tower		33941401	
Jan-15	Gateway Tower	EK42369	39198221	07/14/07
Jan-15	Gateway Tower	EK36765		
Jan-15	Gateway Tower	EK32084	35027960	03/23/05
Jan-15	Gateway Tower	EK33936	35472244	05/26/05
Jan-15	Gateway Tower	EK36334	NONE	06/26/06
Jan-15	Gateway Tower	EK42366	38336368	07/26/07
Jan-15	Gateway Tower	EK32076	35027953	03/23/05
Jan-15	Gateway Tower	EK32091	35027956	03/23/05
Jan-15	Dell Tower	EK49336	8KVFPL1	03/15/10
Jan-15	Dell Tower	EK49337	8KSDPL1	03/15/10
Jan-15	Dell Tower	EK48517	GB3WBK1	06/30/09
Jan-15	HP 4250 Printer	EK41347	SCNRXK63286	06/30/07
Jan-15	HP 2100 Printer	EK17317		02/05/01
Jan-15	Smart Sympodium		DT770R110703	
Jan-15	Gateway Monitor	EK42372	MLR7550N03928	07/14/07
Jan-15	Gateway Monitor	EK42374	MLR7550N03958	07/14/07
Jan-15	Dell Monitor	EK54822		
Jan-15	Dell Monitor	EK48530	CNOW160G728729621FE1	06/30/09
Jan-15	Dell Monitor	EK59135	1820UDM	09/28/11
Jan-15	Dell Monitor	EK54847		
Jan-15	Dell Monitor	EK59137	1820UNM	09/28/11
Jan-15	Dell Monitor	EK54851		
Jan-15	Dell Monitor	EK54839		
Jan-15	Dell Monitor	EK48527	CNOW160G728729621E51	06/30/09
Jan-15	Dell Monitor	EK54853		
Jan-15	Gateway Monitor		MUL5016E0076938	
Jan-15	Gateway Monitor	EK45094	MGM7CU0P15733	05/15/08
Jan-15	Dell Monitor	EK40037	CN0CC2996418071U1N1L	03/28/07
Jan-15	Gateway Monitor	EK29606-01	TL819A410019245	05/14/04
Jan-15	Gateway Monitor	EK24774-01	MUL8007C0023322	06/13/03
Jan-15	Toshiba TV	EK40388	BAC617015668	05/07/07
Jan-15	Toshiba TV	EK40387	BAC617012716	05/07/07
Jan-15	Toshiba TV		92698415A	
Jan-15	HP Printer	EK33956	SJPFKF17660	05/20/05
Jan-15	Fellowes Shredder			
Jan-15	Wilson Jones	EK2402	A080623	07/15/97
Jan-15	Fellowes Shredder	EK52091	CRC38250	06/07/10
Jan-15	Fellowes Shredder	EK53615		09/17/10
Jan-15	Panasonic TV	EH8958	PV-M2023	02/03/94
Jan-15	Gateway Monitor	EK37005	MP16350002719	05/30/06
Jan-15	Gateway Monitor	EK37303		
Jan-15	Gateway Monitor		MR14B50099021	
Jan-15	Sony Video Monitor	EH4639	2001075	10/07/92

SURPLUS LIST 20 W/O COST

DT REC'D	ITEM DESCRIPTION	TAG #	SERIAL #	ACQ. DATE
Jan-15	Gateway Tower	EK39202	37208706	10/17/06
Jan-15	Gateway Tower	EK40286	39011292	04/24/07
Jan-15	Gateway Tower	EK39307	37149635	09/26/06
Jan-15	Gateway Tower	EK40047	38951898	03/28/07
Jan-15	Gateway Tower	EK42582		
Jan-15	Gateway Tower	EK31804	3562802	04/21/05
Jan-15	Gateway Tower	EK30814		10/06/04
Jan-15	Gateway Tower	EK34308	35632894	08/22/05
Jan-15	Gateway Tower	EK40380	39091896	04/30/07
Jan-15	Gateway Tower	EK40045	38951897	03/28/07
Jan-15	LG TV	EK48111	905RMAQ009480	
Jan-15	Emerson TV	EJ8688		
Jan-15	Panasonic TV	EH8941	L3AA10354	
Jan-15	Phillips TV		DD1A0623131382	
Jan-15	Panasonic TV		E4AA48895	
Jan-15	Gateway Tower	EK43117	40293372	9/12/2007
Jan-15	Apple		YM55006YUUY	
Jan-15	Dell	EK48859	3LL8TK1	8/19/2009
Jan-15	HP	EK46014	SMXL90310XX	2/27/2009
Jan-15	Fridgedaire Microwave		KG74120701	
Jan-15	Brother Fax	EK44927	U60283B8J776607	5/6/2008
Jan-15	JVC DVD/VHS		HR-XVC17SU11151687	
Jan-15	3M Overhead Projector		181559138	
Jan-15	HP 1300N Printer		CNBJD32385	
Jan-15	Canon Printer	EK34592	XAFD45480	
Jan-15	HP ScanJet	EK47365	SCN929A704G	5/4/2009
Jan-15	Porta-Vox	ED8689-00		
Jan-15	IBM Typewriter	EK20271	11PFZ09	3/15/2002
Jan-15	IBM Typewriter	EJ8777	11YG198	
Jan-15	Martin Yale 6200		72597	
Jan-15	Martin Yale P7200		109498	
Jan-15	Martin Yale AutoFolder		12197	
Jan-15	HP Photosmart		MY5BA333BP	
Jan-15	Clear One Max	EK43494	104060704	8/3/2007
Jan-15	Clear One Max		54630719	
Jan-15	Sony Camera	EK31674	553550	8/10/2004
Jan-15	Brother Label Writer		M9S712966	
Jan-15	HP 1022N Printer		CNBC62P0RR	
Jan-15	Gateway Monitor	EK31770-01	4L16106069B	3/13/2005
Jan-15	Gateway Monitor	EK29107-01	MUL7007A0123504	6/17/2004
Jan-15	Gateway Monitor	EK35318	MPT5C50N04681	2/9/2006
Jan-15	Gateway Monitor	EK25066-01	TL719A318000495	6/4/2003
Jan-15	Gateway Monitor	EK32933-01	MUL7007K006454	5/6/2005
Jan-15	Dell Monitor	EK22737-01		
Jan-15	Dell Monitor	EK54821		
Jan-15	Dell Monitor	EK47384	CN0Y858D7287293G020S	4/28/2009

SURPLUS LIST 20 W/O COST

DT REC'D	ITEM DESCRIPTION	TAG #	SERIAL #	ACQ. DATE
Jan-15	Dell Monitor	EK67454	CN0X6M0J7287227VDCAL	12/21/2012
Jan-15	Compac	EK35354	MSN6250N00840	3/2/2006
Jan-15	Apple Printer		CK5440FP4SZ	
Jan-15	Dell Laptop	EK61709	3HQRQS1	2/21/2012
Jan-15	Gateway Laptop	EK32443	35194089	4/19/2005
Jan-15	HP All in one Copy	EK44904	2SMY83R11096	5/27/2008
Jan-15	HP All in one Copy	EK26422		8/29/2003
Jan-15	HP CP1215 Printer	EK49998	SCNB1307122	6/18/2010
Jan-15	3M Overhead Projector		170083657	
Jan-15	ELMO Overhead Projector		120700	
Jan-15	Dell Tower	EK21845	J32BL11	
Jan-15	Gateway Tower	EK35320	36434517	2/9/2006
Jan-15	Gateway Tower	EK43622	40527943	12/26/2007
Jan-15	Gateway Tower	EK41419	39211429	6/14/2007
Jan-15	GBC Electric Hole Punch		WL15444H	
Jan-15	HP Printer	EK05770	CN7ADIK13S	
Jan-15	HP Printer		MX0BF131XS	
Jan-15	Gateway Tower	EK35663	36557346	4/6/2006
Jan-15	Gateway Tower	EK35662	36557351	4/6/2006
Jan-15	Gateway Tower	EK45796	4582856	6/30/2008
Jan-15	Gateway Tower	EK35659	36557353	4/6/2006
Jan-15	Califone DVD/VHS Combo		JB0828	
Jan-15	Apple Tower	EK21507		
Jan-15	GBC Binding Machine		KC42199	
Jan-15	HP Vivera Printer	EK40541	MY6BF4Z078	4/5/2007
Jan-15	HP Vivera Printer	EK40543	MY6BH4Z0B8	4/5/2007
Jan-15	HP Vivera Printer		MY6BG4Z15G	
Jan-15	HP Vivera Printer		MY6BH4Z0VF	
Jan-15	HP Vivera Printer	EK40549	MY6CE4Z32S	4/5/2007
Jan-15	HP Vivera Printer	EK40533	MY6BF4Z0BG	4/5/2007
Jan-15	HP C8111 Printer	EK26616	SG36921927	
Jan-15	Dell Laptop	EK45869	CN0C4708486435334566	9/24/2008
Jan-15	Gateway Laptop	EK42643	40290015	8/22/2007
Jan-15	Gateway Laptop	EK34971	36287510	12/14/2005
Jan-15	Gateway Laptop	EK44449	4529591	4/14/2008
Jan-15	Dell Laptop	EK48177	8HLK9K1	6/15/2009
Jan-15	HP Laptop	EK53648	SCND03615RL	10/11/2010
Jan-15	HP Laptop	EK53651	SCND0351GCP	10/11/2010
Jan-15	ARRAID	EJ6645	A456782	12/29/1995
Jan-15	ARRAID	EJ6645-1		
Jan-15	Smart Label Printer	EK07576	A940778407	
Jan-15	Toshiba TV	EK50018	A22163M07108A1	6/14/2010
Jan-15	GE Refrigerator		TM701678	
Jan-15	GE Refrigerator	EJ0588	2045YQZB	
Jan-15	8 dr File Cabinet (cards)			
Jan-15	Storage Cabinets (2)			

SURPLUS LIST 20 W/O COST

DT REC'D	ITEM DESCRIPTION	TAG #	SERIAL #	ACQ. DATE
Jan-15	Grey Book Shelves (2)			
Jan-15	6 dr Lat File Cabinet			
Jan-15	Book Shelf			
Jan-15	Brown Storage Cabinet			
Jan-15	Book Shelf			
Jan-15	Metal Hutch			
Jan-15	4 dr File Cabinet			
Jan-15	Book Shelves (2)			
Jan-15	Small Bookshelf			
Jan-15	Refrigerator (white)	ED6723	1173118412	1/27/1988
Jan-15	Small Bookshelves (3)			
Jan-15	2 dr File Cabinet			
Jan-15	Book Shelves (2)			
Jan-15	4 dr File Cabinet	AD7081		
Jan-15	4 dr File Cabinet			

Board Meeting – May 12, 2015

Item VII. Consent Calendar Recommendations

B. Approval of Los Angeles County Board of Education Institutional Memberships for the 2015-16 Fiscal Year

The Superintendent recommends that the County Board approve the list of organizations on the following page as the institutional memberships for the Board of Education for the 2015-16 Fiscal Year.

LOS ANGELES COUNTY BOARD OF EDUCATION
INSTITUTIONAL MEMBERSHIP FOR 2015-16 FISCAL YEAR

Initiator	Organization	Division	Corridor	Cost
Board	California County Boards of Education (CCBE)	Board	A / I	$5,670
Board	California School Boards Association (CSBA)	Board	A / I	$15,100
Board	National School Boards Association (NSBA), Direct Affiliates	Board	A / I	$4,165
	Total:			$24,935

Board Meeting – May 12, 2015

Item VIII. Recommendations

A. Approve the Superintendent's Recommendation to deny Renewal of the Charter for *Academia Avance Charter School, Grades 6-12* Pursuant to Education Code Sections 47607 and 47605

The Superintendent recommends that the Los Angeles County Board of Education (County Board) adopt the written findings of fact stated below and take action to deny the renewal petition for Academia Avance Charter School (Avance).

Los Angeles County Board of Education Findings

The County Board evaluated Avance's past performance and renewal petition according to the criteria and procedures established in EC 47605(b), 47607(b), and California Code of Regulations Title 5 section 11966.5, and made the following findings of fact for denial:

Finding 1: The charter school does not meet one (1) of the five (5) academic performance criteria specified in EC section 47607(b)(1-5) necessary to be considered for renewal.

Finding 2: The petition provides an unsound educational program for students to be enrolled in the school. [EC 47605(b)(1)]

Finding 3: The petitioners are demonstrably unlikely to successfully implement the proposed educational program. [EC 47605(b)(2)]

Finding 4: The petition does not contain an affirmation of all specified assurances. [EC 47605(b)(4); EC 47605(d)]

Finding 5: The petition does not contain a reasonably comprehensive description of all required elements. [EC 47605(b)(5)(A)-(P)]

Pursuant to EC 47607(a)(3)(A), the County Board considered increases in academic performance for all groups of pupils served by the charter school as the most important factor in determining whether to grant renewal.

The recommendation for denial is based on the written staff findings contained in the complete report on the Academia Avance Charter School renewal petition, which is attached to the Report Item dated May 12, 2015.

Item VIII. Recommendations

B. Approval of Position Recommendation Report (PRR), May 2015

The Superintendent recommends that the Board approve the position recommendations made by Governmental Relations for the following bills:

Bill No.	Author	Topic	Position
AB 288	Holden	Public schools: College and Career Access Pathways partnerships.	Support
AB 709	Gipson	Charter schools.	Support
AB 710	Brown	Youth on probation: local control funding formula: local control and accountability plans.	Support
AB 854	Weber	Educational services: pupils in foster care.	Support
AB 907	Burke	Career training: adult students.	Support
SB 148	McGuire	Career technical education: Career and Job Skills Education Act.	Support
SB 425	Hernandez	Career training: adult students.	Support
SB 451	Lara	Pupil instruction and services: educational counseling.	Support

AB 288 (Holden) Public schools: College and Career Access Pathways partnerships.
[As Amended: 4/22/2015]

Recommended Position: **Support**

Background Information: California law authorizes the governing board of a school district to allow pupils whom the district has determined would benefit from advanced scholastic or vocational work to attend community college as special part-time or full-time students, subject to parental permission. Existing law requires credit to be awarded to these pupils authorizes a school principal to recommend a pupil for community college

summer session if the pupil meets specified criteria, and prohibits the principal from recommending more than five percent of the total number of pupils from any particular grade level who completed that grade immediately before the time of recommendation for summer session attendance.

This bill would authorize the governing board of a community college district to enter into a College and Career Access Pathways partnership with the governing board of a school district with the goal of developing seamless pathways from high school to community college for career technical education or preparation for transfer, improving high school graduation rates, or helping high school pupils achieve college and career readiness. The bill would require the partnership agreement to outline the terms of the partnership and to establish protocols for information sharing, joint facilities use, and parental consent for high school pupils to enroll in community college courses.

The bill would authorize specified high school pupils to enroll in up to 15 units per term if those units are required for these pupils' partnership programs and specified conditions are satisfied, and would authorize a community college district to exempt special part-time and full-time students taking up to a maximum of 15 units per term from specified fee requirements. The bill would prohibit a district from receiving a state allowance or apportionment for an instructional activity for which the partnering district has been, or will be, paid an allowance or apportionment under a concurrent enrollment partnership agreement. The bill would require, for each partnership agreement entered into under the bill, the affected community college district and school district to provide an annual report, containing specified data, to the office of the Chancellor of the California Community Colleges.

The CCAP partnership agreement shall specify both of the following:

(1) Which participating district will be the employer of record for purposes of
assignment monitoring and reporting to the county office of education.

(2) Which participating district will assume reporting responsibilities pursuant
to applicable federal teacher quality mandates.

<u>Justification</u>: A concurrent enrollment study by the James Irvine Foundation concluded that these programs effectively help low achieving students integrate into a college environment, increase the likelihood a degree program will be completed, decrease the length of time to complete a degree

program, and stimulate interest in higher education among high school students.

The College Promise Partnership Act was signed into law in 2011. This act authorizes Long Beach Unified School District (LBUSD) and Long Beach Community College District to form partnership agreements that expand the scope of concurrent enrollment. The legislation expanded the law on concurrent enrollment to grant districts flexibility:

- To remove barriers that disincentivize historically underserved students from enrolling in dual enrollment programs.

- To grant priority enrollment to high school students participating in a career pathway.

- To allow high school students who are not seniors to concurrently enroll in college coursework.

According to the Long Beach College Promise study, Long Beach City College has seen a 500 percent increase in students from LBUSD that have completed college level English and a 200 percent increase in students from the LBUSD completing college level math and those students did not require remediation once they started classes at Long Beach City College.

Recent reports from the California Community College system reveal a 74 percent remediation rate with new, incoming freshman for English and Math. Data also shows that there is only a 43.6 percent chance that students needing remedial English will actually move on to college level English. For college level math that statistic lowers considerably to 30.6 percent.

AB 228, also known as the College and Career Access Pathways Act, seeks to build upon existing concurrent enrollment efforts, the career pathways trust, and the Long Beach College Promise to better prepare high school students for college and career success attaining the following goals:

- Expand access to concurrent enrollment programs for students by specifically authorizing college courses to be offered on a high school campus exclusively to high school students.

- Increase exposure to college coursework and environments for underserved students by specifically authorizing community college districts that have formed a Career Access Pathways partnership to grant limited priority enrollment to those students.

- Accelerate learning for students by creating a framework that allows

students who demonstrate competency to take up to 15 units of community college coursework instead of 11 units.

- Build pathways that fill projected labor market needs and uniquely customized to the student populations to be served.

- Promote accountability for student learning by granting school districts more authority to monitor a student's progress and obtain student academic records from the participating community college.

- Increase transparency by requiring Career Access Pathway partnerships to be adopted at a public, regularly scheduled meeting of each respective governing board to ensure that members of the public have an opportunity to weigh in.

- Gather data that is more consistent and reliable from school and community college districts to allow for better analyses of concurrent enrollment programs and to ensure that school districts are not displacing high school teachers by inviting community college courses.

For these reasons, we recommend a support position.

Organizations in Support:
American Federation of State, County and Municipal Employees
Los Angeles Community College District
San Diego Unified School District
Community College League of California
California Catholic Conference
San Bernardino Community College District
Long Beach Community College District
EdVoice
Yuba Community College District
Kern Community College District
Los Angeles College Faculty Guild
Los Rios Community College District
Mt. San Jacinto Community College District
Peralta Community College District
West Kern Community College District
Oakland Unified School District
Cerritos Community College District
College of the Sequoias
San Diego Community College District
Grossmont Union High School District
Compton Unified School District

Santa Monica College
Coast Community College District
Hemet Unified School District
Riverside Community College District
Tri-Valley Haven
Castro Valley Unified School District
Fremont Union High School District
Moreno Valley Unified School District
Santa Rosa Junior College
Shasta-Tehama-Trinity Joint Community College District
North Orange County Community College District
Saddleback College
William S. Hart Union High School District
Paloma Valley High School
Porterville Unified School District
Foothill De Anza Community College District
City of Temecula
South Orange County Community College District
Porterville College
Feather River Community College District
Chaffey Joint Union High School District
Murieta Valley Unified School District
Pasadena Community College District
Alameda Unified School District
Alameda Science and Technology Institute
Banning High School
California Community Colleges (Sponsor)
College of the Siskiyous
Design Science Early College High School Boosters Club
Gateway to College at Laney College
Gentrain Society of Monterey Peninsula College
Hemet High School
Irvine Valley College
Kings Canyon Unified
Mountain View Los Altos High School District
North Valley Military Institute College Preparatory Academy
Sacramento City College, Davis Center
San Diego Metropolitan Regional Career & Technical High School
San Francisco Community College District
San Jacinto Valley Academy
Santa Rosa Academy
Valley Regional Occupational Program

Opposition: None on record.

Status: The bill is in the Assembly Committee on Appropriations.

AB 709 (Gipson) Charter schools.
[As Amended: 2/25/2015]

Recommended Position: **Support**

Background Information: This bill would expressly state that a charter school is subject to the Ralph M. Brown Act, unless it is operated by an entity governed by the Bagley-Keene Open Meeting Act, in which case the charter school would be subject to the Bagley-Keene Open Meeting Act. This bill would also expressly state that a charter school is subject to the California Public Records Act and the Political Reform Act of 1974.

Current law prohibits certain public officials, including, but not limited to, state, county, or district officers or employees, from being financially interested in any contract made by them in their official capacity, or by any body or board of which they are members. This bill would expressly state that a charter school is subject to these provisions, except that the bill would provide that an employee of a charter school is not disqualified from serving as such a member of the governing body of the charter school because of that employment status.

The bill also would require such a member of the governing body of a charter school to abstain from voting on, or influencing or attempting to influence another member of that body regarding, any matter affecting his or her own employment.

Justification: Charter govering boards, though they may be formally organized as nonprofit corporations, must operate as public bodies representing the communities served by the school. While charter schools, as public bodies, should be subject to the Brown Act, the provision in the bill that allows charter school employees to sit on the board allows executive directors too much influence that can result in a conflict of interest.

For these reasons, we recommend a watch position.

Organizations in Support:
California Teachers Association (Sponsor)

Organizations in Opposition: None on record.

Status: The bill is scheduled to be heard in the Assembly Committee on Education on May 13, 2015.

AB 710 (Brown) Youth on probation: local control funding formula: local control and accountability plans.
[As Amended: 4/14/2015]

Recommended Position: **Support**

Background Information: Current law requires funding pursuant to the local control funding formula to include, in addition to a base grant, supplemental and concentration grant add-ons that are based on the percentage of certain categories of pupils, known as unduplicated pupils, served by the county superintendent of schools, school district, or charter school. Current law includes among unduplicated pupils, a pupil who is classified as an English learner, eligible for a free or reduced-price meal, or a foster youth and requires county superintendents of schools, school districts, and charter schools to submit and report data relating to these pupils. This bill would, commencing with the 2016-17 fiscal year, include a youth who is on probation as an unduplicated pupil.

According to the author's fact sheet on the bill, the original Local Control Funding Formula (LCFF) language, signed into law in July of 2013, defined foster youth as a foster child who has been removed from his or her home and is the subject of a petition filed under Section 300 or 602 of the Welfare and Institutions Code. This inclusive language ensured that all youth involved in the State's child welfare or juvenile justice systems were included in the funding and accountability framework in the State. AB 710 would re-include youth involved in the juvenile justice system in the Local Control Funding Formula.

Justification: California collects very limited data about the educational outcomes for the estimated 40,000 or fewer youth involved in the juvenile justice system. Unfortunately, the data that is available paints a bleak picture, one which is further reinforced by national studies. Under AB 710, districts will provide the relevant information regarding juvenile justice involvement status already in their possession under Welfare and Institutions Code Section 827 to the California Department of Education utilizing the state's existing data collection system and such youth would be re-included as a high needs unduplicated student group in the LCFF.

For these reasons, we recommend a support position.

Organizations in Support:
Public Counsel
National Center for Youth Law
Youth Law Center

Organizations in Opposition: None on record.

Status: The bill is pending a vote on the Assembly Floor.

AB 854 (Weber) Educational services: pupils in foster care.
[As Amended: 5/4/2015]

Recommended Position: Support

Background Information: Current law requires six specified foster children services program sites to receive a certain allowance that is required to be used exclusively for foster children services. Current law also authorizes any county office of education, or consortium of county offices of education, to apply to the Superintendent of Public Instruction for grant funding, to the extent the funds are available, to operate an education-based foster youth services program to provide educational and support services for foster children who reside in a licensed foster home or county-operated juvenile detention facility.

This bill would instead authorize a county office of education, or consortium of county offices of education, in addition to the six specified program sites, to apply to the Superintendent for grant funding, to the extent funds are available, to operate an education-based foster youth services program to provide educational support for pupils in foster care. The bill also would provide, commencing with the 2016-17 fiscal year, that each of the six specified program sites shall receive, in addition to their local control funding formula apportionment, an allowance equal to the amount the school district spent on foster children service programs in the 2014-15 fiscal year.

Justification: This bill takes an important step in aligning definitions of foster youth. In order to support districts, it will be important to align the definition of foster youth in FYS to match the definition of foster youth in LCFF. Until the FYS program is aligned with LCFF, an estimated two-thirds of school-age foster children will not receive the educational supports they need. Foster children and youth should not be denied services and supports because he or she is living with a relative caregiver or guardian.

This bill is requesting an increase in FYS funding by $20-30 million to serve all the youth LCFF intended to serve. The current FYS budget is approximately $15 million. This supports about 33 percent of California's foster youth.

Counties will require the financial resources they need to support the youth

wherever they are placed.

For these reasons, we recommend a support position on the bill.

Organizations in Support:
California School Boards Association
Public Counsel
Youth Law Center
Equality California (EQCA)
Legal Services for Children
Legal Advocates for Children and Youth
John Burton Foundation for Children without Homes
Several individuals
Community Coalition
PolicyLink
California Alliance of Child and Family Services
American Civil Liberties Union of California
Court Appointed Special Advocates (CASA)
Reading and Beyond
Hillsides
Superior Court of California, County of Santa Cruz
Santa Cruz County Office of Education
Glenn County Office of Education
National Center for Youth Law (Sponsor)
Alameda County CASA
California Peace Alliance
CASA of Los Angeles
CASA of Santa Cruz County
East Bay Asian Youth Center
Greater New Beginnings
Humboldt County Office of Education Foster Youth Education Services Program

Organizations in Opposition: None on record.

Status: The bill is in the Assembly Committee on Appropriations.

AB 907 (Burke) Career training: adult students.
[As Amended: 4/30/2015]

Recommended Position: **Support**

Background Information: AB 907 would authorize the Superintendent of Public Instruction to certify, by name, any regional occupational center or program, county office of education, or adult education program, that

provides a program of training to prepare adult students for gainful employment in a recognized occupation, to legally authorize the center, program, or office to provide an educational program beyond secondary education. The bill is an urgency measure and would take effect immediately upon signature by the Governor.

The Superintendent shall adopt regulations that authorize any person to file a complaint under the Uniform Complaint Procedures, as set forth in Title 5 of the California Code of Regulations, regarding an alleged violation by a county office of education of federal or state law or regulations governing to county office's participation in any student financial assistance program authorized by Title IV of the federal Higher Education Act of 1965, as amended, including allegations of unlawful discrimination, harassment, intimidation, or bullying.

The bill makes the following findings and declarations:

- Career training for adults is an important part of workforce and economic development in California.
- Many of California's neediest adult students require financial aid to support their career training.
- Historically, those adult students have had access to federal financial aid under Title IV of the federal Higher Education Act of 1965.
- Recent revisions in federal regulations to improve integrity of the programs authorized under Title IV of the federal Higher Education Act established new institutional eligibility requirements for financial aid for adult students in many of California's career training programs operated by local educational agencies, even though adults in those programs have been historically eligible agencies.

Justification: The passage of AB 907 will grant high school students and graduates the opportunity to receive free to low-cost postsecondary career technical certification training from ROC/Ps, county offices of education, adult schools and evening high schools. If AB 907 does not become law before July 1, 2015, these public entities run the risk of becoming ineligible to participate in Title IV financial aid, negatively impacting thousands of students in their access to this career pathway and opportunities for advancement.

For these reasons, we recommend a support position.

Organizations in Support:
Association of California School Administrators
California Federation of Teachers
California Manufacturers and Technology Association
San Joaquin County Office of Education
Riverside County Superintendent of Schools
Metropolitan Education District
Compton Unified School District
North Orange County Regional Occupational Program
Southern California Regional Occupational Center
Baldy View Regional Occupational Program
Butte County Regional Occupational Program
Colton Redlands Yucaipa Regional Occupational Program
East San Gabriel Valley Regional Occupational Program

Organizations in Opposition: None on record.

Status: The bill is currently in the Assembly Committee on Appropriations.

SB 148 (McGuire) Career technical education: Career and Job Skills Education Act.
[As Introduced: 4/7/2015]

Recommended Position: **Support**

Background Information: This bill would establish the Career and Job Skills Education Act, which would authorize the governing board of one or more school districts, county offices of education, direct-funded charter schools, and regional occupational centers or programs (ROC/P) operated by joint powers authorities with the written consent from each participating local education agency, that operate any state-approved career technical education sequence of courses, to apply to the Superintendent for a grant for the development and enhancement of high-quality career technical education programs.

The bill would require each grant recipient to adopt certain policies and procedures and establish a career technical education program that satisfies specified criteria:

(a) The program shall provide a series of career technical education courses aligned with the California Career Technical Education Model Curriculum Standards adopted by the state board, and offer a coherent sequence of career technical education courses leading to specific competencies that will enable pupils to transition to postsecondary

education on a career pathway or attain entry level employment in business or industry upon their graduation from high school.

(b) The program shall include plans, developed and implemented by the
grant recipient for articulation of career technical education courses with community colleges or apprenticeship programs in the geographic area of the grant recipient to continue the sequence of career technical education courses through grades 13 and 14 and for the acquisition of high-quality industry certifications, credentials, and licenses.

(c) The program shall include assessments of local business and industry needs to ensure that the program provides pupils with the competency, knowledge, and skills necessary to pursue employment opportunities.

(d) The program shall provide counseling and guidance services to pupils to help them satisfy all of the requirements for high school graduation and make informed career preparation choices. Counseling and guidance services provided for purposes of this subdivision may include counseling for pupils in grades 6 to 12, inclusive.

(e) The program shall involve business and industry in cooperative projects with schools in the school district geographic area of the grant recipient to provide internships for pupils, externships for teachers, paid or nonpaid work experience, job-shadowing or mentoring opportunities, instructors from business and industry, assistance with needs assessments and program evaluations, and access to business and industry employment placement services to help graduating pupils obtain employment.

(f) The program shall include a system for data collection to be reported annually that shall comply with the requirements established by the Superintendent in terms of all of the following:

(1) Number of pupils enrolled in career technical education courses.

(2) Number of pupils completing high school.

(3) Pupils earning industry recognized certifications, credentials, or licenses as determined by a list approved by the Superintendent, or who passed third-party career technical education pathway specific assessments.

(4) Pupils securing employment, particularly in jobs related to the area of their career technical preparation in high school.

(5) Pupils proceeding to advanced education or training at the postsecondary educational level.

(6) Pupils proceeding to advanced education or training at the postsecondary educational level in the same career pathway as their career technical preparation in high school.

(7) Number and types of career technical courses offered and the number of those courses that qualify as alternative means to complete the prescribed course of study requirements as described in subdivision (b) of Section 51225.3.

The bill would establish the Career and Job Skills Education Fund in the State Treasury, and would also require the Superintendent to, among other things, administer the fund and distribute awards through an annual application process to applicants that meet certain requirements. The bill would further require the Superintendent and the State Board of Education to incorporate appropriate metrics into state-adopted accountability measures to determine career readiness of California's high school pupils.

The bill would appropriate $600,000,000 from the General Fund to the Superintendent, for deposit in the Career and Job Skills Education Fund, for purposes of the Career and Job Skills Education Act, and would express the intent of the Legislature that additional funds be appropriated from the General Fund, as necessary, for those purposes in the 2017-18 and 2018-19 fiscal years.
(2) Funds appropriated by the bill for purposes of funding this act would be applied toward the minimum funding requirements for school districts and community college districts imposed by Section 8 of Article XVI of the California Constitution.

Would establish the Career and Job Skills Education Act, which would authorize the governing board of one or more school districts, county offices of education, direct-funded charter schools, and ROC/Ps operated by joint powers authorities with the written consent from each participating local education agency, that operate any state-approved career technical education sequence of courses, to apply to the Superintendent for a $600 million incentive grant for the development and enhancement of high-quality career technical education programs.

Salary expenditures for career technical education staff shall be capped at 50 percent of the annual amount apportioned to the recipient.

Justification: While the Governor's 2015-16 State Budget proposes a career technical education (CTE) incentive grant program funded at $250 million per year for 2015-16, 2016-17 and 2017-18, SB 148 proposes a second grant opportunity funded at $600 million, and establishes the Career and Job Skills Educational Act. Both proposals would require a one-on-one state/local funding match.

For this reason, we recommend a support position.

Organizations in Support:
California Farm Bureau Federation
State Building and Construction Trades Council of California
California Association of Sheet Metal and Air Conditioning Contractors' National Association
Contractors' National Association
California Manufacturers and Technology Association
California Hospital Association
California School Employees Association
Kelseyville Unified School District
Southern California Regional Occupational Center (SCROC)

Organizations in Opposition: None on record.

Status: The bill is currently on the Assembly Committee on Appropriations' suspense file pending a hearing.

SB 425 (Hernandez) Career training: adult students.
[As amended 4/21/2015]

Recommended Position: **Support**

Background Information: SB 425 would authorize the Superintendent of Public Instruction (SPI) to certify by name, any regional occupational center or program (ROC/P), county office of education, or adult education program, that provides a program of training to prepare adult students for gainful employment in a recognized occupation to legally authorize the center, program, or office to provide an educational program beyond secondary education, including an education program that leads to a degree or certificate.

SB 425 would also extend the authority mentioned above exclusively for the purpose of participation in Title IV authorized federal student financial assistance programs and would require a ROC/P, county office of education, or adult education program applying for certification to comply with both of

the following:

- Satisfy all applicable eligibility requirements specified in federal rulemaking pursuant to specified federal regulations.

- Apply in writing to the SPI as an individual entity to be considered for certification.

SB 425 would authorize any person to file a complaint under the Uniform Complaint Procedures (UCPs) regarding an alleged violation by a local agency of federal or state law governing adult education programs or ROC/Ps, including allegations of unlawful discrimination, harassment, intimidation, or bullying, and requires the SPI to adopt regulations to implement this authorization.

The bill would also authorize the SPI to decertify a ROC/P, county office of education, or adult education program, for purposes of participation in Title IV authorized federal student financial assistance programs, upon a determination that the entity is no longer in compliance with the specified federal regulations.

Justification: The passage of SB 425 will grant high school students and graduates the opportunity to receive free to low-cost postsecondary career technical certification training from ROC/Ps, county offices of education, adult schools and evening high schools. If SB 425 does not become law before July 1, 2015, these public entities run the risk of becoming ineligible to participate in Title IV financial aid, negatively impacting thousands of students in their access to this career pathway and opportunities for advancement.

For these reasons, we recommend a support position on the bill.

Organizations in Support:
East San Gabriel Valley Regional Occupational Program/Technical Center
La Puente Valley Regional Occupational Program
Riverside County Superintendent of Schools
ROP North Orange County

Organizations in Opposition: None on file.

Status: The bill is in the Assembly Committee on Appropriations.

SB 451 (Lara) Pupil instruction and services: educational counseling.
[As Introduced: 4/29/2015]

Recommended Position: **Support**

Background Information: SB 451 authorizes school districts that choose to provide a comprehensive educational counseling program to:

A. Provide specific academic counseling services such as reviewing student records, meeting with students and parents to discuss a student's records, educational goals, and academic progress, providing course work information, assisting students having difficulty passing the high school exit exam or its successor, and other services specified.

B. Provide career and vocational counseling services such as those that help pupils identify personal interests, skills, and abilities, understand the relationship between academic achievement and career success, and understand the value of participating in career technical education and work-based learning activities, among other things as specified.

The bill also states legislative intent that school counselors perform specified functions and services including:

A. Monitor and improve pupil behavior, collaborate and coordinate with school and community resources, engage in professional development opportunities, use research-based strategies to reduce stigma and conflict and improve student well-being.

B. Provide counseling intervention and support services, promote and maintain a safe learning environment by providing restorative justice strategies, intervene to address school-related problems, including issues related to chronic absences, implement programs to promote the academic, career, personal, and social development of all students.

SB 451 would also require ongoing professional development related to career and vocational counseling to include strategies for pupils pursuing postsecondary, career technical education, multiple pathway, college, and global career opportunities.

Justification: SB 451 would provide professional development for counselors related to career and vocational counseling which is aligned to the Common Core state curriculum. LACOE's student population, both in juvenile court schools and county community schools, can benefit greatly from vocational counseling which is critical to their ability to access

different college and career pathways.

For these reasons, we recommend a support position.

Organizations in Support:
California Association of School Counselors
California Teachers Association

Organizations in Opposition: None on file.

Status: The bill is currently in the Assembly pending referral to committee.

Board Meeting – May 12, 2015

Item IX. Informational Items

A. Governmental Relations

Dr. Delgado will provide an update on Governmental Relations.

Board Meeting –May 12, 2015

Item IX. Informational Items

B. Board Committee / Liaison Reports

Board members serving as Committee/Liaison representatives will report on their activities.

Board Meeting —May 12, 2015

Item IX. Informational Items

C. Los Angeles County Board of Education Meeting Schedule, Establishment of Meeting Times, Future Agenda Items, Follow up

Board meetings scheduled for 2014-2015 are listed on the following pages. The calendar is presented for discussion, to establish meeting times, and to receive Board members' requests for future agenda items.

This process will facilitate planning for Board meetings.

05/12/2015

LOS ANGELES COUNTY BOARD OF EDUCATION MEETING CALENDAR

May 12, 2015 – June 30, 2015

MAY 12 **2015**	**MAY 19** **2015**
2:00 Board Meeting **Study Session:** Overview and Discussion of the Process for Considering the Appeal of a Petition to Establish or Renew a Charter School **Study Session:** Attorney-Client Privilege and Closed Session under Brown Act **Presentation:** Recognition of Classified School Employees Week **Rpt:** Staff Findings on the Renewal Petition for *Academia Avance Charter School, Grades 6-1*, Pursuant to Education Code Sections 47607 and 47605 **Consent Rec:** Approval for Disposal of Surplus Personal Property **Consent Rec:** Approval of Los Angeles County Board of Education Institutional Memberships for the 2015-16 Fiscal Year **Rec:** Approve the Superintendent's Recommendation to deny Renewal of the Charter for *Academia Avance Charter School, Grades 6-12*, Pursuant to Education Code Sections 47607 and 47605 **Rec:** Approval of Position Recommendation Report (PRR), May 2015 **Interdistrict Attendance Appeals** 1. Jimmy B.C. v. Montebello USD (Spanish Interpreter) ~~2. Roman P. v. Los Angeles USD *~~ ~~3. Ricky P. v. Los Angeles USD *~~ ~~4. Riley P. v. Los Angeles USD *~~ ***Pending Appeal Hearing** **#1000 Schools List** **AB – AB2444**	2:00 Board Curriculum, Instruction and Assessment Committee Meeting 3:00 Board Meeting **Presentation:** South Pasadena High School Academic Decathlon Team ~~**Public Hearing:** (Time Certain: 3:35 p.m.) Annual Budget and Service Plans for the Los Angeles County Office of Education, Special Education Local Plan Area (LACOE SELPA)~~ **Rpt:** Technology Master Plan Update / BEST Project Update **Rpt:** Report on the Prepa Tec Los Angeles High School, Grades 9-12: Appeal of a Petition previously denied by Los Angeles Unified School District Board of Education ~~**Rec:** Approval of the Annual Budget and Service Plans for the Los Angeles County Office of Education, Special Education Local Plan Area (LACOE SELPA)~~ **Rec:** Approval/Denial of the Superintendent's Recommendation for the Prepa Tec Los Angeles High School, Grades 9-12: Initial Petition on appeal denied by Los Angeles Unified School District Board of Education **Interdistrict Attendance Appeals** 1. Rebecca M. v. Los Angeles USD 2. Nathan B. v. Los Angeles USD 3. Elijah H. v. Los Angeles USD * 4. Josue H. v. Los Angeles USD 5. Alana A. v. Los Angeles USD 6. Eric C. v. Los Angeles USD ~~7. Joshua C. v. Los Angeles USD *~~ 8. Miles M. v. Los Angeles USD * 9. Tyler H. v. Los Angeles USD 10. Kilei P. B. v. Los Angeles USD ~~11. Monica K. v. Whittier City SD *~~ 12. Carlos M. v. Los Nietos SD *

JUNE 2 **2015**

2:00 Board Finance Committee Meeting
3:00 Board Meeting
Presentation: History Day Awards 2015
Public Hearing: (Time Certain: 3:00 p.m.) Annual Budget and Service Plans for the Los Angeles County Office of Education, Special Education Local Plan Area (LACOE SELPA)
Consent Rec: Approval of Annual Distribution of United States Forest Reserve Funds
Rpt: Head Start Self-Assessment and Program Improvement Plan
Rec: Approval of Head Start Self –Assessment and Program Improvement Plan
Rec: Adoption of Board Resolution No.17: Short Term Cash Loans to School Districts in Los Angeles County
Rec: Approval of the Los Angeles County Board of Education Schedule, 2015-2016, Establishment of meeting times, future agenda items, follow up
Rec: Approval of the Annual Budget and Service Plans for the Los Angeles County Office of Education, Special Education Local Plan Area (LACOE SELPA)
Interdistrict Attendance Appeals

1. Kenia A. v. Compton USD * (Spanish Interpreter)
2. Jorge A. v. Compton USD * (Spanish Interpreter)
3. Natalie C. v. Compton USD * (Spanish Interpreter)
4. Kierra L. v. Lawndale SD *
5. Gilmar A. v. Alhambra USD *
6. Pepper L. v. Los Angeles USD *
7. Sloan C. v. Los Angeles USD *
8. Kira P. v. Los Angeles USD *
9. Jada V. v. Los Angeles USD *
10. Holly B. v. Los Angeles USD *
11. David N. v. Los Angeles USD *
12. Mia H. v. Los Angeles USD *
13. Michael H. v. Los Angeles USD *
14. Ricardo C. v. Los Angeles USD *
15. Melissa B. v. Los Angeles USD *
16. Hailey H. v. Los Angeles USD *
17. Artashes S. v. Los Angeles USD *
18. Madisoon P. v. Los Angeles USD *
19. Sameh D. v. Las Virgenes USD *
20. Anthony D. v. Las Virgenes USD *

JUNE 9 **2015**

2:00 Board Policy Committee Meeting
3:00 Board Meeting
Presentation: Annual Service Awards
Public Hearing: Local Control Accountability Plan (LCAP)
Public Hearing: Adoption of 2015-16 Proposed Budget
Rpt: Proposed 2015-16 Budget First Reading
Rec: Adoption of Resolution No. 18: Education Protection Act

JUNE 16

2:00 Board Curriculum, Instruction and Assessment Committee Meeting
3:00 Board Meeting
Presentation: Juvenile Court Schools 2015 Academic Bowl
Rec: Adoption of Local Control Accountability Plan (LCAP)
Rec: Adoption of 2015-16 Proposed Budget

***Pending Appeal Hearing**
#1000 Schools List
AB – AB2444

Board Meeting – May 12, 2015

Item X. Interdistrict and Expulsion Appeal Hearings

A. Los Angeles County Board of Education's Decision on Interdistrict Attendance Appeals (Enclosures)

Final decisions on Interdistrict Attendance Appeals

On April 27, 2015, the Administrative Hearing Consultant heard the appeal(s). The consultant's findings and recommendations were sent to the County Board of Education, along with the hearing folder, for review.

The Superintendent will provide legal counsel from the County Office of Education.

Interdistrict
Attendance Permit Appeal(s)

Student's Name	Hearing Consultant	Grade	Represented by	Resident District	District Representative	Desired District
1. Jimmy B.	Vicente Bravo	9	Mr. Jose Benitez and Ms. Soledad Cortez	Montebello USD	Dr. Angel Gallardo	Alhambra USD