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**Charter Renewal Petition**

**Academia Avance**  
**115 N. Avenue 53, Los Angeles, CA 90042**

**Submitted To:**  
**Los Angeles Unified School District**  
**Charter Schools Division**  
**333 South Beaudry Avenue, 20th Floor**  
**Los Angeles, CA 90017**

**Submitted:**  
**August 19, 2019**

**For**  
**July 1, 2020 – June 30, 2025**

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## Assurances, Affirmations, and Declarations

Academia Avance Charter School (also referred to herein as Avance, "AACS" and "Charter School") shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter "Ed. Code") § 47605(d)(1).)
- Not charge tuition. (Ed. Code § 47605(d)(1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code. (Ed. Code § 47605(d)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(d)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(d)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(d)(2)(A).)
- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School's capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as "LAUSD" and "District"). (Ed. Code § 47605(d)(2)(B).)
- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(d)(3).)
- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(c)(1).)
- Consult, on a regular basis, with Charter School's parents, legal guardians, and teachers regarding the school's educational programs. (Ed. Code § 47605(c)(2).)

Charter School hereby declares that Charter School, operated as or by its nonprofit public benefit corporation, is and shall be the exclusive public school employer of Charter School's employees for the purposes of the Educational Employment Relations Act (EERA), Chapter 10.7 (commencing with Section

3540) of Division 4 of Title I of the Government Code. Charter School shall comply with all provisions of the EERA and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

NOTE: This Charter contains specific "District Required Language" (DRL), including the *Assurances, Affirmations, and Declarations* section above. The DRL should be highlighted in gray within each Charter element or section. The final section of the Charter provides a consolidated addendum of the DRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the DRL for any given section of the Charter. To the extent that any inconsistency may exist between any provision contained within the body of the Charter and the DRL contained in the addendum, the provisions of the DRL addendum shall control.

## **Element 1 The Educational Program**

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

***“The annual goals for the charter school 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.” (Ed. Code § 47605(b)(5)(A)(ii).)***

***“If the proposed charter 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.” (Ed. Code § 47605(b)(5)(A)(iii).)***

### **LOCAL CONTROL FUNDING FORMULA (LCFF) AND LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP)**

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that Charter School shall annually submit a Local Control and Accountability Plan (LCAP)/annual update to the Los Angeles County Superintendent of Schools and the Charter Schools Division (CSD) on or before July 1. In accordance with Education 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 Education 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. Charter School shall comply with all requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in

developing the local control and accountability plan and annual update to the local control and accountability plan.” (Ed. Code § 47606.5(e).)

### **ACADEMIC CALENDAR AND SCHEDULES**

Charter School shall offer, at a minimum, the number of minutes of instruction set forth in Education Code section 47612.5, and the number of school days required by *California Code of Regulations*, title 5, section 11960.

### **MATHEMATICS PLACEMENT**

Charter School shall comply with all applicable requirements of the California Mathematics Placement Act of 2015.

### **TRANSITIONAL KINDERGARTEN**

Charter School shall comply with all applicable requirements regarding transitional kindergarten. For purposes of admission to Charter School, transitional kindergarten shall be considered a part of kindergarten, and therefore students enrolled in transitional kindergarten at Charter School shall be considered existing students of Charter School for purposes of Charter School’s admissions, enrollment, and lottery.

### **HIGH SCHOOL EXIT EXAMINATION**

Charter School shall comply with all applicable requirements of Education Code sections 60850 – 60859, including but not limited to the requirements of sections 60851.6 and 60852.3.

### **WASC ACCREDITATION**

If Charter School serves students in grades 9-12, before Charter School graduates its first class of students, Charter School shall obtain, and thereafter maintain, Western Association of Schools and Colleges (WASC) accreditation.

### **ENGLISH LEARNERS**

Charter School shall identify potential English Learners in a timely manner in accordance with all applicable legal requirements. Charter School must provide all English Learners with an effective English language acquisition program that also affords meaningful and equitable access to Charter School’s core academic curriculum. Instructional plans for English Learners must be (1) based on 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.

On an annual basis, upon request, Charter School shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School has

adopted and is implementing either the LAUSD English Learner Master Plan or Charter School's own English Learner (EL) Master Plan. If Charter School chooses to implement its own EL Master Plan, the plan shall provide a detailed description of Charter School's EL program, and shall address the following:

- How Charter School's EL Master Plan provides all of its English Learners, including but not limited to Long Term English Learners (LTELs) with an effective English language acquisition program as well as meaningful and equitable access to Charter School's core academic curriculum
- How English Learners' specific needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided
- How Charter 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

Each year, Charter School shall provide to the CSD a report on its annual evaluation of the effectiveness of its EL program. Upon request, Charter School shall provide a copy of its current EL Master Plan to the CSD.

Charter School shall administer the CELDT/ELPAC annually in accordance with federal and state requirements.

Charter School shall reclassify English Learners in accordance with federal and state requirements.

Charter School shall provide parent outreach services and meaningfully inform parents with limited English proficiency of important information regarding Charter School matters to the same extent as other parents.

### **STUDENTS WITH DISABILITIES**

#### **Federal Law Compliance**

Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities Education Improvement Act of 2004.

#### **Special Education Program**

Charter School shall ensure that no student otherwise eligible to enroll in Charter School shall be denied, directly or indirectly, admission due to a disability or to Charter School's inability to provide necessary services. Charter School acknowledges that policies and procedures are in place to ensure the recruitment, enrollment, service, and retention of students with disabilities at LAUSD-authorized charter schools, including Charter School.

Prior to LAUSD Board of Education approval of an initial Charter petition, and if a renewing Charter School intends to operate as a "school of the district" for



special education services, Charter School shall execute a Memorandum of Understanding (“MOU”) by and between LAUSD and Charter School regarding the provision and funding of special education services consistent with applicable state law and the LAUSD Special Education Local Plan Area (“SELPA”) Local Plan for Special Education and shall be considered a “public school of the District” for purposes of Special Education pursuant to Education Code Section 47641(b). However, Charter School reserves the right to make written verifiable assurances that it may become an independent local educational agency (LEA) and join a SELPA pursuant to Education Code Section 47641 (a) either on its own or with a grouping of charter school LEAs as a consortium following the requirements of Education Code section 56195.3(b).

### **SELPA Reorganization**

The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code section 56195.1(a). As a single-District SELPA, the District has created two charter school sections (District-operated Programs and Charter-operated Programs) under the administration of one single Administrative Unit pursuant to a reorganization plan approved by the Board of Education on January 4, 2011 (149/10-11). Full implementation of the reorganized LAUSD SELPA commenced in the 2013-2014 school year requiring all District-authorized charter schools to elect one of the three options available under the LAUSD SELPA. Prior to an option election, all District-authorized charter schools were required to participate as a school of the District under the District-Operated Programs Unit. Prior to the beginning of the 2013-2014 school year, all District-authorized charter schools, other than those that had previously executed an Option 3 Memorandum of Understanding (“MOU”), were required to execute a new MOU setting forth the LAUSD SELPA option election for the remainder of the charter petition term. The Charter-operated Program schools do not have LEA status for the purposes of special education but will function in a similar role in that each charter school will be responsible for all special education requirements, including but not limited to services, placement, due process, related services, special education classes, and special education supports. Charter schools that have elected to participate in a District-operated programs option may apply for membership in the Charter-operated Program section of the SELPA. Charter schools accepted for participation in the Charter-operated Programs section receive support from a Special Education Director for the Charter-operated Programs.

### **Modified Consent Decree Requirements**

All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of the *Chanda Smith* Modified Consent Decree (“MCD”) and other court orders imposed upon the District pertaining to special education. The MCD is a consent decree entered in a federal court class action lawsuit initially brought on behalf of students with disabilities in LAUSD. It is an agreement of the parties approved by the federal court and monitored by a court-appointed independent monitor. The MCD includes nineteen statistically measurable outcomes and facilities obligations that the District has to achieve to disengage from the MCD and federal court

oversight. All charter schools are required to use the District's Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online Individualized Education Programs ("IEPs") and tracking of related services provided to students during the course of their education.

As part of fulfilling the District's obligations under the MCD, student level data requests from District-operated and Charter-operated charter schools are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor's ("OIM") required format in accordance with the OIM's required timelines and as follows:

- End of Year Suspension

District ID, SSIS ID, last name, first name, date of birth, gender, grade, date of suspension, number of days suspended, and reason for suspension.

- Statewide Assessment Data

The standard file including District ID.

- Norm day

District ID, SSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- CBEDS

- All Students enrolled as of December 1 of each school year

District ID, SSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- Dropout

District ID, SSIS ID, last name, first name, middle name, date of birth, grade, last location, school name and local district

- Monthly SESAC and Suspension data

- Graduation roster from all charter schools with 12th grade students with disabilities

The MCD requires charter schools to implement the District's integrated student information system, which is currently referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All charter schools are required to utilize MiSiS

directly or interface with MiSiS via a web based Application Programming Interface (API) in compliance with the requirements of the MCD and applicable timelines. Upon charter school full utilization of MiSiS either directly or via a web based API, the list of required data above will automatically be captured within MiSiS.

Table 1.1 General Information

<b><u>GENERAL INFORMATION</u></b>	
• The contact person for Charter School:	Ricardo Mireles, Executive Director, Academia Avance
• The contact address for Charter School:	115 N. Avenue 53, Los Angeles, CA 90042
• The contact phone number for Charter School:	(323) 230-7270
• The proposed address or ZIP Code of the target community to be served by Charter School:	Northeast Los Angeles community of Highland Park
• This location is in LAUSD Board District:	LAUSD School Board District 5 – Jackie Goldberg
• This location is in LAUSD Local District:	Central
• The grade configuration of Charter School:	Site based for grades 6 -12
• The number of students in the first year:	<i>Renewal</i>
• The grade level(s) of the students in the first year:	<i>6th through 12th</i>
• Charter School's scheduled first day of instruction in 2019-2020:	<i>August 14, 2019</i>
• The enrollment capacity:	400
• The type of instructional calendar:	Traditional, single-track
• The bell schedule for Charter School:	<u><i>Middle School</i></u> <i>7:50 am to 3:05 pm MTThF; 7:50am to 1:22 pm Wednesday minimum days</i>  <u><i>High School</i></u> <i>7:45 am to 3:45 pm MTThF; 7:45 am to 1:50 pm Wednesday minimum days</i>
• The term of this Charter shall be from:	July 1, 2020 to June 30, 2025

Since the launch of Avance in 2005, the bell schedule for instruction was changed from the 90 minute period/alternating day “block schedule” to the daily “full schedule”, in an effort to maximize instruction time.

In the 2016-2017 academic year, a basic eight period day was introduced for grades 9th through 12th to replace the previous schedule; this basic eight period school day includes all academic subject courses and courses are taken every day. The same eight period school day schedule was made for grades 6-8 in previous years.

Table 1.2: Middle School Bell Schedules: Sycamore Campus

### **Middle School Bell Schedules: Sycamore Campus**

<b><u>Regular Schedule (Monday, Tuesday, Thursday, Friday) 57 minute class</u></b>		<b><u>Early Dismissal (Wednesday, Parent Teacher Conferences, Testing) 42 minute class</u></b>	
Period 1	7:50am - 8:50am	Period 1	7:50am - 8:32am
Period 2	8:53am - 9:50am	Period 2	8:35am - 9:17am
Period 3	9:53am - 10:50am	Period 3	9:20am - 10:02am
Lunch (6th and 7th)	10:50am - 11:30am	Period 4	10:05am - 10:47am
House (8th)		Lunch (6th and 7th)	10:50 am - 11:27pm
Lunch (8th)	11:30am - 12:10pm	House (8th)	
House (6th and 7th)		Lunch (8th)	11:30 am - 12:10 pm
Period 4	12:13pm - 1:12pm	House (8th)	
Period 5	1:15pm - 2:14pm	Period 5	12:11 pm - 12:53pm
Period 6	2:17pm - 3:pm	Period 6	12:54pm - 1:36pm

Table 1.3a: High School Bell Schedule Main Campus

<b><i>Regular Schedule (53 minute class)</i></b>	<b><i>Early Dismissal (37 minute class)</i></b>
Period 1 7:45-7:52am House Check In Period 2 (Course 1) 7:55 - 8:48am Period 3 (Course 2) 8:51 - 9:44am Period 4 (Course 3) 9:47 - 10:40am Period 5 (Course 4) 10:43 - 11:36am House- 11:39 - 12:19am (11th/12th grade) <i>Lunch for 9th-10th Grade</i> House- 12:19 - 12:53 pm (9th/10th) <i>Lunch for 11th-12th Grade</i> Period 6 (Course 5) 12:53 -1:46pm Period 7 (Course 6) 1:49 - 2:42pm Period 8 (Course 7) 2:45 - 3:38pm Period 9 3:38 - 3:45pm House Check Out	Period 1 7:45-7:52am House Check In Period 2 (Course 1) 7:55 - 8:32am Period 3 (Course 2) 8:35 - 9:12am Period 4 (Course 3) 9:15 - 9:52am Period 5 (Course 4) 9:55 - 10:32am House- 10:35 -11:10am (11th/12th grade) <i>Lunch for 9th-10th Grade</i> House- 11:10 -11:46am (9th/10th) <i>Lunch for 11th-12th Grade</i> Period 6 (Course 5) 11:46 -12:23pm Period 7 (Course 6) 12:26 - 1:03pm Period 8 (Course 7) 1:06 - 1:43pm Period 9 1:43-1:50pm House Check Out

Table 1.3b: 12<sup>th</sup> Grade Workplace Education Experience

<b><i>Regular Dismissal WEE Schedule</i></b>	<b><i>Early Dismissal WEE Schedule</i></b>
Period 1 7:45 - 7:52am House Check In Period 2 (Course 1) 7:55 - 8:48am Period 3 (Travel) 8:48 - 9:30am Period 4 (WEE) 9:30 - 12:30pm  <i>Travel/Lunch: 12:30pm - 1:49pm</i>  Period 7 (Course 6) 1:49 - 2:42pm Period 8 (Course 7) 2:45 - 3:38pm Period 9 House Check Out 3:38 - 3:45pm	Period 1 7:45 - 7:52am House Check In Period 2 (Course 1) 7:55 - 8:32am Period 3 (Travel) 8:32 - 9:15am Period 4 (WEE) 9:15 - 11:46am  <i>Travel/Lunch: 11:46 - 12:26pm</i>  Period 7 (Course 6) 12:26 - 1:03pm Period 8 (Course 7) 1:06 - 1:43pm Period 9 House Check Out 1:43 - 1:50pm

## Community Need for Academia Avance

Academia Avance is an independent community-based charter public school located in the Northeast Los Angeles community of Highland Park. The Los Angeles Board of Education approved the initial Avance Charter in May 2005. The school opened in August 2005 with 100 students in the 6th and 7th grades. The school has more than tripled the enrollment and now serves close to 400 students. Academia Avance Charter was renewed for five years by the California State Board of Education in September 2015.

The school was created to provide an opportunity for students and parents seeking a college preparatory middle/high school. Avance's vision is to successfully graduate students annually, each prepared to succeed in college and beyond. The strong college and career readiness outcomes of the graduating classes during the third charter are positive results that the Avance academic and personal development programs have been successful:

- Avance alumni number of 430 for Classes 2011 through 2019,
- 70% (300) are attaining or have attained a college degree, with 60% of these in a 4 year program.
- 14% have received a degree or certification or have career-track employment (CTE).
- 42% are on track to receive a degree (they are at or beyond 2nd year of their program).
- 13% are starting their post-secondary careers.
- 30% have exited a post-secondary program or never started.<sup>1</sup>

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<sup>1</sup> Data summarized from Spring 2019 National Student Clearinghouse snapshot consolidated with Avance Summer 2019 census, and 2018 CDE College Going Rate Data.

Table 1.4: Avance College Attainment Outcomes

## Avance College Attainment Outcomes

- Avance alumni number 430 for Classes 2011 through 2019

**70% (300) are attaining or have attained a college degree, with 60% of these in a 4 year program**

- 14% have received a degree or certification, or have career-track employment (CTE)
- 42% are on track to receive a degree (they are at or beyond 2<sup>nd</sup> year of program)
- 13% are starting their post-secondary career
- 30% have exited a post-secondary program or never started
- Data summarized from a Spring 2019 National Student Clearinghouse snapshot consolidated with a Summer 2019 census

### Outcomes for Class 2011 through 2019

ALUMNI COHORT	COUNT	Share of Alumni	Share of Cohort	2 Year Program		4 Year Program	
				Private	Public	Private	Public
<b>ACHIEVED</b>	<b>61</b>	<b>14%</b>					
Bachelors Degree*	38		62%	2%	3%	26%	36%
Associates Degree	3		5%	1	2	16	22
Certification or CTE	20		33%				
* 4 started a Masters Program							
<b>PERSISTING TOWARDS</b>	<b>182</b>	<b>42%</b>					
Bachelors Degree	96		53%	3%	45%	12%	41%
Associates Degree	86		47%	5	81	22	74
<b>STARTING WITH</b>	<b>57</b>	<b>13%</b>					
Bachelors Degree	44		77%	0%	16%	9%	68%
Associates Degree	9		16%		9	5	39
Military Service	4		7%				
<b>PROGRESS HALTED</b>	<b>130</b>	<b>30%</b>					
Bachelors Degree Program Exited	41		32%	5%	50%	14%	18%
Associates Degree Program Exited	71		55%	6	65	18	23
Never Enrolled in College	18		14%				

These outcomes demonstrate that Avance is fulfilling the college preparatory mission of the Academia Avance.

The zip code for the Northeast Los Angeles community of Highland Park has a population of about 63,500, according to the American Community Survey estimates for 2017. The Median Family Income is at approximately \$55,000<sup>2</sup>, below the 2010 LA County median of \$61,000<sup>3</sup>. Only a quarter of the adults have attained a bachelor's degree or higher, with nearly a quarter not completing high school (Source: US Census 2017 ACS Survey)<sup>4</sup>

The neighborhood of Highland Park has undergone socioeconomic changes where the Latino population has dropped from over 70% in the last census, to the current to the 2017 ACS estimate of 50%. Gentrification<sup>5</sup> forces have increased home values and increased rental costs, and there has been an influx of residents with high educational credentials. At the same time there has been a reduction in immigrant families. However, the demographics of Academia Avance students remain similar to that at Avance's founding. That is, during the 2018-2019 school year, over 96% of Academia Avance's students were

<sup>2</sup> Ibid

<sup>3</sup> <https://www.census.gov/quickfacts/losangelescountycalifornia>

<sup>4</sup> <https://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?src=CF>

<sup>5</sup> Tim Logam, "Highland Park renters feel the squeeze of gentrification," LA Times.com. Los Angeles Times, December 21, 2014. <https://www.latimes.com/business/realestate/la-fi-highland-park-renters-20141221-story.html#page=1> (Accessed July 10, 2019)

socioeconomically disadvantaged<sup>6</sup>. In light of the economic challenges facing Avance families, and the fact that the majority of students at Avance will be the first in their family to graduate high school and/or go to college, Avance remains committed to providing opportunities for students to succeed in college and thrive in the context of increasing economic disparity.

### Schoolwide Data Analysis and Reporting Data-Driven Decisions

Table 1.5: Graduation Rates

	2015-16	2016-17	2017-18
<b>Academia Avance</b>			
Academia Avance <sup>7</sup>	94.7%	94.4%	95.3%
<b>LAUSD Resident High Schools</b>			
Abraham Lincoln Senior High School	88.3%	77.9%	76.1%
Woodrow Wilson Senior High School	85.2%	83.7%	82.5%
Benjamin Franklin Senior High School	85.2%	84.8%	86.4%
LAUSD Resident Schools Median <sup>8</sup>	85.2%	83.7%	82.5%
Los Angeles Unified School District <sup>9</sup>	77.3%	76.1%	76.7%
State of California <sup>10</sup>	83.8%	82.7%	83%

*CDE.ca.gov Dataquest 2019*

Through its academic program, which focuses on providing individualized attention to each student, Academia Avance has consistently produced graduation rates of over 90%. As displayed in Table 1.4, from 2015-16 until

<sup>6</sup> CDE

<https://data1.cde.ca.gov/dataquest/dqcensus/EnrCharterSub.aspx?cds=19769680109926&aggllevel=school&year=2018-19>

<sup>7</sup> Source: cde.ca.gov Dataquest 2019

<sup>8</sup> Source: Los Angeles Unified School District Office of Data and Accountability report dated 07/30/2019

<sup>9</sup> Source: cde.ca.gov Dataquest 2019

<sup>10</sup> Source: cde.ca.gov Dataquest 2019



2017-2018, the graduation rate at Academia Avance exceeded the graduation rate from the three (3) resident high schools within its geographic area, the Los Angeles Unified School District and the State of California.

**Academia Avance is within the top 20 Public Schools in College-Going Rate within LAUSD Boundaries according to the California Department of Education**

The mission of Academia Avance is to prepare children for success in college and life. Academia Avance strongly believes that attending a 4 year university is the best way to achieve this, thus access to a university pathway is the prime objective for Avance. On July 11, 2019, The California Department of Education (CDE) released their College Going Rate (CGR) report with college attainment data. The previous similar report was released in 2011. The CGR correlates individual student data for 'High School Completers' (HSC) with post-secondary enrollment as recorded in the National Student Clearinghouse. The college-going report places Academia Avance among the top 10% of schools located within LAUSD, ranking 16th among 196 non-ASAM schools. For Avance's Class of 2018, the report finds the college-going rate at 72.1%.

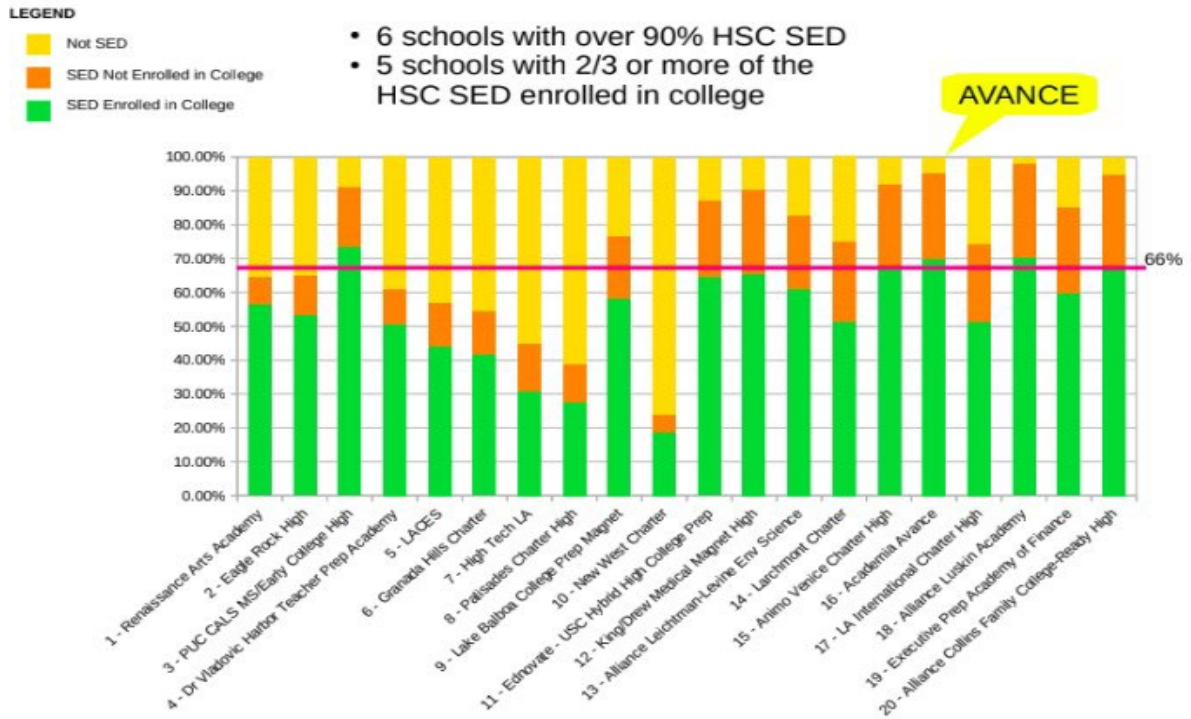
Table 1.6: Top 20 Public Schools in 'College Going Rate' within LAUSD<sup>11</sup>

2018 CGR Rank	Schools Within LAUSD - Non ASAM	Type	12 month College Going Rate % of High School Completers
1	Renaissance Arts Academy	Charter	86.5
2	Eagle Rock High	Magnet	81.8
3	PUC CALS MS and Early College High	Charter	80.7
4	Dr. Vladovic Harbor Teacher Prep Academy	Traditional	80.5
5	LACES	Magnet	79.6
6	Granada Hills Charter	Charter	77.0
7	High Tech LA	Charter	76.9
8	Palisades Charter High	Charter	76.8
9	Lake Balboa College Prep Magnet K-12	Magnet	76.7
10	New West Charter	Charter	75.8
11	Ednovate - USC Hybrid High College Prep	Charter	75.4
12	King/Drew Medical Magnet High	Magnet	74.2
13	Alliance Leichtman-Levin Environmental Science	Charter	73.7
14	Larchmont Charter	Charter	73.7
15	Animo Venice Charter High	Charter	73.6
16	Academia Avance	Charter	72.1
17	Los Angeles International Charter High	Charter	71.8
18	Alliance Luskin Academy	Charter	71.0
19	Executive Preparatory Academy of Finance	Charter	70.9
20	Alliance Collins Family College-Ready High	Charter	70.5

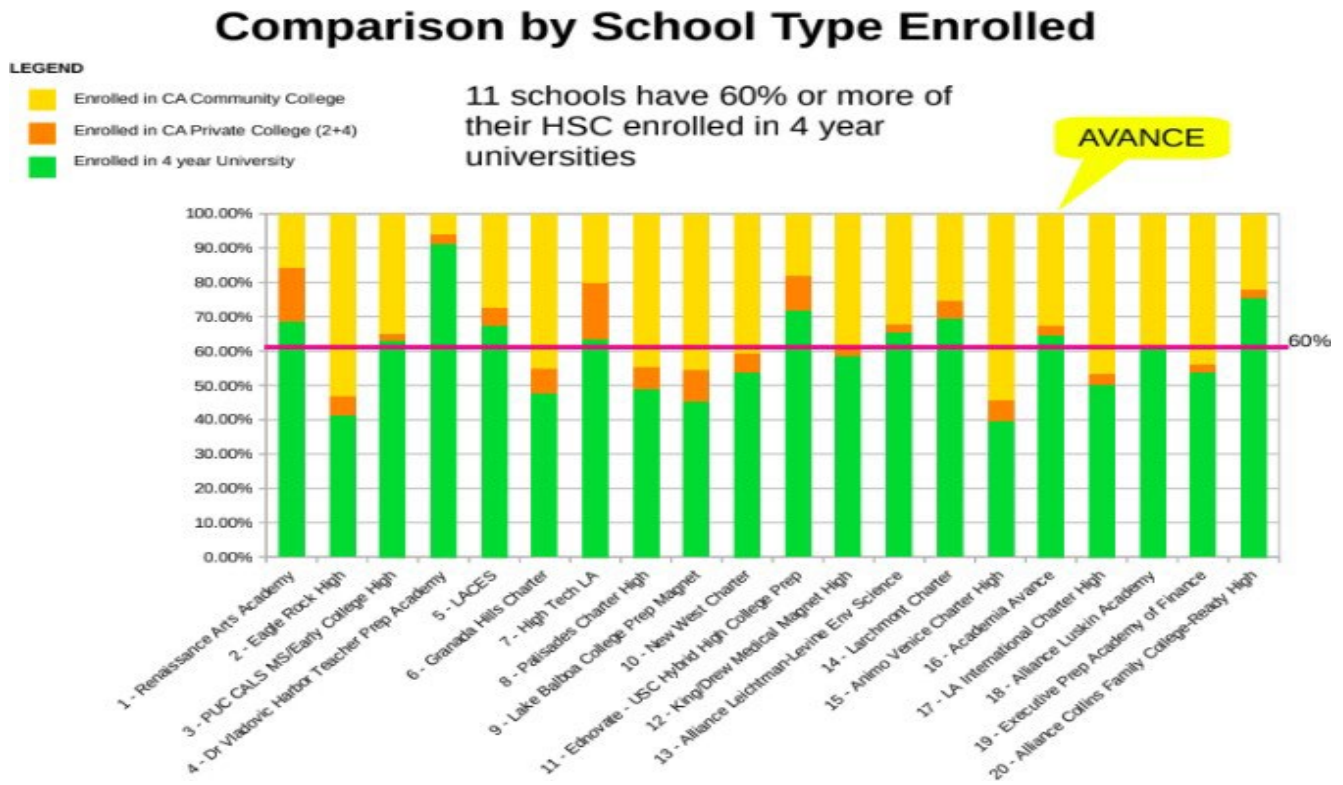
CDE.CA.gov July 2019

<sup>11</sup> From data found within <https://www.cde.ca.gov/ds/sd/sd/cgrinfo.asp>. July 11, 2019.

Graph 1.1: Comparison by HSC Socio-Economic Status

**Comparison by HSC Socio-Economic Status**

Graduation and college-going rates for Avance demonstrate positive outcomes for Avance's socioeconomically disadvantaged students. Looking at the class of 2018, the total graduation rate was 95.3%. As reported by the CDE, 73.2% of Avance's class of 2018 who proceeded to enroll in college, were also part of the subset "Socio-Economic Disability" (SED) or, students eligible for the Free/Reduced Price Meal program. According to CDE, in 2018 Avance was one of only five schools within the top 20 schools in College-Going Rate where more than 66.7% (two-thirds) of high school completers who are also socioeconomically disadvantaged have enrolled in college.

Graph 1.2: Comparison by School Type Enrolled

Disaggregated by the type of post-secondary institutions to which the HSC enrolled, Avance is shown to be among the 11 schools that have 60% or more of their HSC enrolled in 4 year universities.

#### Summary of English Language Arts SBAC Results

As shown in Table 1.7, between the 2015-16 and 2017-18 school-years Avance experienced a yearly increase in the cumulative percentage of students in 6th, 7th, 8th and 11th grade who Met or Exceeded Standards on the SBAC exam for ELA. The overall rates of increase were 0.96% from 2015-16 to 2016-17 and 4.44% from 2016-17 to 2017-18.

Centering on the college-bound 11th grade population, Academia Avance's 11th graders Met or Exceeded Standards in ELA at a larger rate than the Los Angeles Unified School District's 11th graders during 2 out of 3 years between the 2015-16 and 2017-18 school years. When compared to all 11th graders across the state of California, the percentage of 11th graders at Academia Avance who Met or Exceeded Standards in ELA was slightly below the percentage for California 11th graders (within 4%) during 2 out 3 years spanning from the 2015-16 school-year until the 2017-18 school-year.

Through a three-year tracking of students who began the 6th grade at Avance during the 2015-16 school-year, yearly improvements exist within this Cohort of students. To begin, 17% of the 2015-16 Avance 6th graders Met or Exceeded Standards in ELA. The following year, when this Cohort tested in the 7th grade, 25.45% of students Met or Exceeded Standards, an increase of 8.45%. Lastly, when this Cohort tested in the 8th grade during the 2017-18 school year, 26.78% of students Met or Exceeded Standards, an increase of 1.33% compared to the year before. This trend is significant as the student show growth in their three years at Avance. There is also an increase of 39.79% from the percentage of Avance students Meeting or Exceeding expectations in 8th grade to those Meeting or Exceeding expectations in 11th grade, which suggests that the longer the 2015-16 Cohort of 6th graders remain at Avance, the greater the number of students within the group that Meet or Exceed standards in English Language Arts.

Table 1.7: CAASPP (SBAC) – ELA

	Standard Met or Exceeded		
	2015-16	2016-17	2017-18
<b>Academia Avance</b>			
Academia Avance (Schoolwide: 6th, 7th, 8th and 11th grades) <sup>12</sup>	27%	27.96%	32.40%
Academia Avance (11th grade) <sup>13</sup>	56%	56.25%	41.27%
<b>LAUSD Residential Schools</b>			
Abraham Lincoln Senior High	60%	52.51%	52.50%
Benjamin Franklin Senior High	63%	61.74%	49.49%
Florence Nightingale Middle	22%	32.86%	38.07%
Luther Burbank Middle	42%	41.98%	42.93%
Woodrow Wilson Senior High	52%	47.67%	42.96%
LAUSD Resident Schools Median <sup>14</sup>	52%	47.67%	42.96%
Los Angeles Unified School District <sup>15</sup> (6th, 7th, 8th, 11th)	39.99%	41.47%	42.42%
Los Angeles Unified School District (11 <sup>th</sup> grade) <sup>16</sup>	54.0%	54.56%	50.99%
State of California (6th, 7th, 8th, 11th) <sup>17</sup>	50.65%	51.12%	50.69%
State of California (11 <sup>th</sup> grade) <sup>18</sup>	59.0%	59.76%	55.96%

CDE.CA.gov Dataquest 2019

<sup>12</sup> Source: cde.ca.gov Dataquest 2019<sup>13</sup> Ibid<sup>14</sup> Source: Los Angeles Unified School District Office of Data and Accountability report dated 07/30/2019<sup>15</sup> Source cde.ca.gov Dataquest 2019; For each school-year, calculated the percentage of students who Met or Exceeded Standards out of all 6th, 7th, 8th and 11th grade “Students with Test Scores”<sup>16</sup> Source: cde.ca.gov Dataquest 2019<sup>17</sup> Source cde.ca.gov Dataquest 2019; For each school-year, calculated the percentage of students who Met or Exceeded Standards out of all 6th, 7th, 8th and 11th grade “Students with Test Scores”<sup>18</sup> cde.ca.gov Dataquest 2019

English Language Arts 2015-16 SBAC Results

For the 2015-2016 school-year:

- 17% of Avance 6th-graders Met or Exceeded Standards in English Language Arts
- 11% of Avance 7th-graders Met or Exceeded Standards in English Language Arts
- 22% of Avance 8th-graders Met or Exceeded Standards in English Language Arts
- 56% of Avance 11th-graders Met or Exceeded Standards in English Language Arts (a realized increase of 34% compared to 8th grade test-takers).

English Language Arts 2016-17 SBAC Results

In the 2016-17 school year:

- 17.24% of Avance 6th-graders Met or Exceeded Standards in English Language Arts
- 25.45% of Avance 7th-graders Met or Exceeded Standards in English Language Arts
- 16.46% of Avance 8th-graders Met or Exceeded Standards in English Language Arts
- 56.25% of Avance 11th-graders Met or Exceeded Standards in ELA (a realized increase of 39.79% compared to 8th grade test-takers).

English Language Arts 2017-18 SBAC Results

In the 2017-2018 school year:

- 24.32% of Avance 6th-graders Met or Exceeded Standards in English Language Arts
- 33.33% of Avance 7th-graders Met or Exceeded Standards in English Language Arts
- 26.78% of Avance 8th-graders Met or Exceeded Standards in English Language Arts
- 41.27% of Avance 11th-graders Met or Exceeded Standards in English Language Arts (a realized an increase of 14.49% compared to 8th grade test-takers)

Summary of Mathematics SBAC Results

As shown in Table 1.8, between the 2015-16 and 2017-18 school years there was a consistent increase in the cumulative percentage of students in 6th, 7th, 8th and 11th grades that took the SBAC Mathematics assessment and Met or Exceeded Standards. The rate of increase for overall students from 2015-16 to 2016-17 was 2.76% and from the 2016-17 to 2017-18 school-year, the rate of increase was 5.42%.

In comparative terms, the rate of Academia Avance's 11th graders who Met or Exceeded Standards appears 1% smaller than the rate for Los Angeles Unified School District's 11th graders during the 2016-17 school-year.

In tracking the results of students who began in 6th grade at Avance during the 2015-16 school-year throughout the three years, yearly improvements exist within the Cohort of students. 9% of the 2015-16 Avance 6th graders Met or Exceed Standards. The following year, when this Cohort tested in the 7th grade, 14.55% of students Met or Exceeded expectations, 5.55% increase. Lastly, when this Cohort tested in the 8th grade during the 2017-18 school year, 16.37% of students Met or Exceeded expectations, an increase of 1.82%. This trend shows growth throughout these three years, there is also an increase from the percentage of Avance students Met or Exceeded Standards expectations in 8th grade to those Met or Exceeded Standards expectations in 11th grade (15.23%), suggests the longer the 2015-16 Cohort of 6th graders remained at Avance, the greater the number of students that Met or Exceeded Standards in Mathematics.



Table 1.8: CAASPP (SBAC) – Mathematics

	Standard Met or Exceeded		
	2015-16	2016-17	2017-18
<b>Academia Avance</b>			
Academia Avance (6th, 7th, 8th, 11th) <sup>19</sup>	12%	14.76%	20.18%
Academia Avance (11th grade) <sup>20</sup>	15%	22.92%	15.63%
<b>LAUSD Resident Schools</b>			
Abraham Lincoln Senior High	33%	17.76%	26%
Benjamin Franklin Senior High	39%	40.52%	31.45%
Florence Nightingale Middle	22%	28.99%	28.66%
Luther Burbank Middle	34%	35.88%	36.64%
Woodrow Wilson Senior High	18%	18.87%	15.85%
LAUSD Resident Schools Median <sup>21</sup>	33%	28.99%	28.66%
Los Angeles Unified School District (6th, 7th, 8th, 11th) <sup>22</sup>	26.05%	26.97%	28.02%
Los Angeles Unified School District (11 <sup>th</sup> grade) <sup>23</sup>	25.0%	23.92%	23.28%
State of California (6th, 7th, 8th, 11th) <sup>24</sup>	35.02%	35.49%	35.82%
State of California (11 <sup>th</sup> grade) <sup>25</sup>	33.0%	32.1%	31.37%

*Cde.ca.gov Dataquest 2019*<sup>19</sup> Source: cde.ca.gov Dataquest 2019<sup>20</sup> Ibid<sup>21</sup> Source: Los Angeles Unified School District Office of Data and Accountability report dated 07/30/2019<sup>22</sup> Source cde.ca.gov Dataquest 2019; For each school-year, calculated the percentage of students who Met or Exceeded Standards out of all 6th, 7th, 8th and 11th grade “Students with Test Scores”<sup>23</sup> Source: cde.ca.gov Dataquest 2019<sup>24</sup> Source cde.ca.gov Dataquest 2019; For each school-year, calculated the percentage of students who Met or Exceeded Standards out of all 6th, 7th, 8th and 11th grade “Students with Test Scores”<sup>25</sup> Source: cde.ca.gov Dataquest 2019

Mathematics 2015-16 SBAC Results

In the 2015-16 school year:

- 9% of Avance 6th graders Met or Exceeded Standards in Mathematics,
- 12% of Avance 7th graders Met or Exceeded Standards,
- 11% of 8th graders Met or Exceeded Standards,
- 15% of Avance 11th graders Met or Exceeded Standards, (a realized 4% increase compared to 8th grade test-takers).

Mathematics 2016-17 SBAC Results

In the 2016-2017 school year:

- 20.69% of Avance 6th graders Met or Exceeded Standards in Mathematics,
- 14.55% of Avance 7th graders Met or Exceeded Standards in Mathematics,
- 7.69% of Avance 8th graders Met or Exceeded Standards in Mathematics
- 22.92% of 11th grade students Met or Exceeded Standards in Mathematics (a realized 15.23% increase compared to 8th grade test-takers).

Mathematics 2017-18 SBAC Results

In the 2017-2018 school year:

- 21.63% of Avance 6th graders Met or Exceeded Standards in Mathematics,
- 27.42% of 7th graders Met or Exceeded Standards in Mathematics,
- 16.37% of 8th graders Met or Exceeded Standards.
- 15.63% of 11th graders Met or Exceeded Standards expectations (a realized decrease of 0.74% compared to 8th graders and the only instance perceived throughout three years where the percentage of 11th graders who Met or Exceeded Standards expectations was smaller than the percentage of 8th graders who did so).

Table 1.9: Students with Disabilities

Year	Students with Disabilities
2014-2015	41
2015-2016	44
2016-2017	47
2017-2018	44
2018-2019	45

*Cde.ca.gov Dataquest 2019*

Table 1.10: Academia Avance Student Performance by Subgroup (CAASPP)

	2015-16		2016-17		2017-18	
	ELA	Math	ELA	Math	ELA	Math
All Students <sup>26</sup>	27.0%	12.0%	27.96%	17.76%	32.40%	20.18%
Hispanic or Latino <sup>27</sup>	27.0%	12.0%	26.90%	15.30%	31.86%	20.49%
Economically Disadvantaged <sup>28</sup>	28.0%	11.0%	26.50%	15.08%	32.35%	20.0%
English Learner <sup>29</sup>	0.0%	3.39%	5.08%	3.39%	0.0%	0.0%
Students with Disabilities	4.0%	0.0%	10.71%	7.14%	4.35%	0.0%

*Cde.ca.gov Dataquest 2019*

In general, the performance of “all students” at Academia Avance largely reflects the performance of the following subgroups: a) Hispanic or Latino and b) Economically Disadvantaged students. This is due to the high percentages of each subgroup present within the overall student body during the last charter term<sup>30</sup>. As may be seen in Table 1.10, increases in the rate of students who Met or Exceeded Standards on the English Language Arts and Mathematics SBAC at Avance as a whole also represent increases in the rate of the subgroups Hispanic or Latino students and Economically Disadvantaged students who Met or Exceeded Standards expectations on these assessments.

SBAC results in both ELA and Mathematics for the English Learner (EL) population (who constituted 21.1% of students in 2015-16, 21.9% of students in 2016-17, 18.5% of students in 2017-18 and 14.8% in 2018-19) realized slight growth; such as the 5.08% increase in students Met or Exceeded Standards expectations in ELA in 2016-17. Avance interprets limited growth in SBAC scores within its English Learner population as an adjustment, that is, that this subgroup of students’ experiences a linguistic transition; as well as a social transition, and

<sup>26</sup> Source: cde.ca.gov Dataquest 2019

<sup>27</sup> Ibid

<sup>28</sup> Ibid

<sup>29</sup> Ibid

<sup>30</sup> Hispanic or Latino students constituted 98.16% of Avance students in 2015-16 and 92.32% in 2018-19. Economically Disadvantaged students constituted 94.05% of the Avance student body in 2015-16 and 96.67% of students in 2018-19.

these are reflected within the assessment results. Avance ensured that English Learners had equitable access to all course offerings, and A-G Courses.

Academia Avance addresses the needs of English Learners through the addition of English Learner Development (ELD) classes in the 2017-18 school year; which used the ELA/ELD SpringBoard curriculum. Avance's efforts are focused on ELL strategies, Specially Designed Academic Instruction in English (SDAIE) inclusion, and ELD instruction. Additionally, the Coordinators and Teachers collaborated on a monthly basis to discuss program and progress using the English Language Proficiency Assessments for California (ELPAC) programs. The curriculum used for the ELD courses are published by Springboard. The ELD program consists of the following:

**Middle School**

- ELD 6th and 7th grade (combo class)
- ELD 8th grade

**High School**

- ELD I / II
- ELD III
- ELD IV

During the 2016 academic school year, Avance experienced a significant growth in support of our English learner population with the assistance and oversight by the California Department of Education (CDE) and the State Board of Education (SBE) Charter Schools Division. Subsequently, many academic program changes were also initiated in that same year and expanded in the following years with guidance from the CDE oversight staff, the school's participation with the California State University Dominguez Hills College of Education, and support from the Latino focused national organization, UnidosUS.

In the 2017 – 2018 academic year, Avance entered its fourth (4th) year as a Model School for the California State University Dominguez Hills/ISLI or Innovative School Leadership Institute Program. The program provides tailored professional development and support for the Avance's faculty and academic leadership. The on-site Avance specific leadership and teacher mentoring and instructional strategies training emphasized English Learner (ELs) effective researched-based strategies, monitoring, and a full support system for academic gains in language acquisition.

Table 1.11: English Learners

Year	English Only (EO)	Initial Fluent-English-Proficient Students	English Learners	Students Redesignated FEP
2015-16	68 (15.6%)	46 (10.5%)	92 (21.1%)	231 (52.9%)
2016-17	66 (16.6%)	48 (12.1%)	87 (21.9 %)	196 (49.4%)
2017-18	81 (20.8%)	42 (10.8 %)	72 (18.5 %)	194 (49.9 %)
2018-2019	81 (20.7%)	39 (10.0%)	58 (14.8%)	213 (54.5%)

*Cde.ca.gov Dataquest 2019*

Throughout the latest charter term, enrollment at Academia Avance has included a majority (at least 68%) of students who are currently or at one time were considered English learners. Aware of the needs of this Cohort, Avance has placed an emphasis on the English Language Development (ELD) program in order to increase the linguistic attainment of this population. Additionally, every academic department has implemented a culturally relevant approach to classroom learning, taking into account students' multicultural and multilingual backgrounds in order to produce increased learning outcomes.

Table 1.12: Academia Avance Student Performance (English Language Proficiency Assessment for California)

School-year	Percentage of students scoring 3 on ELPAC <sup>31</sup>	Percentage of students scoring 4 on ELPAC <sup>32</sup>	# of students scoring a 3 or 4
2017-18	43.28% (29/67) <sup>33</sup>	38.80% (26/67) <sup>34</sup>	74.08%
2018-19	19.23% (10/52) <sup>35</sup>	1.92% (1/52) <sup>36</sup>	21.15%

*Cde.ca.gov Dataquest 2019**Avance Internal Data 2019*<sup>31</sup> Student has moderately developed English skills<sup>32</sup> Student has well developed English skills<sup>33</sup> Source cde.ca.gov Dataquest 2019; Avance Internal Data<sup>34</sup> Ibid<sup>35</sup> Source cde.ca.gov Dataquest 2019<sup>36</sup> Ibid

Avance's efforts to support its English Learner students has produced positive results on the English Language Proficiency Assessment for California (ELPAC). During the 2017-18 school year, Forty-two and twenty-five percent (42.25%) of Avance's 71 English Learner students tested scored a 3 on the ELPAC, signaling moderately developed English skills. Another 39.44% of English Learners scored a 4 on the ELPAC, signaling well developed English skills. During the 2017-18 school year, 3 and 4 scores suggested the possibility for a student to become reclassified as Reclassified Fluent English Proficient (RFEP). In total, 81.69% of students fell under these criteria.

During the 2018-19 school year, reclassification standards changed to requiring a score of 4 and other indicators for a student to become reclassified as Reclassified Fluent English Proficient (RFEP). During this year, the percentage of 4 scores was 1.92% (1 student out of 52).

Table 1.13: Avance Reclassification Rates<sup>37</sup>

<b>Avance Reclassification Rates</b>				
	<b>15-16</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>
Enrollment	437	397	389	391
English Learners	92	87	72	58
Reclassified	6	9	11	30
<b>Avance Rate</b>	<b>7.8%</b>	<b>9.8%</b>	<b>12.6%</b>	<b>41.7%</b>
Abraham Lincoln Senior High	*	14.9%	5.8%	13.3%
Benjamin Franklin Senior High	*	17.8%	19%	19%
Florence Nightingale Middle	*	26.6%	22.4%	22.4%
Luther Burbank Middle	*	28.6%	35.5%	35.5%
Woodrow Wilson Senior High	*	11.7%	21.2%	21.2%
Resident School Median	*	17.8%	21.2%	21.2%
Los Angeles Unified	12.1%	16.8%	20.1%	22.8%
State of California	11.2%	13.3%	14.6%	13.8%

*\*Data not made available*

<sup>37</sup> Source: Los Angeles Unified School District Office of Data and Accountability report dated 07/30/2019

From the 2015-2016 school year until the 2018-2019 school-year, Academia Avance has increased its rate per year of English Learner students reclassified into the Fluent English Proficiency category. Particularly notable is a 29% increase from the 2017-2018 school year to the 2018-2019 school year. The aforementioned increase in 2018-19 also allowed for Avance's Reclassification Rate to exceed LAUSD's and the State's Reclassification Rate for that year.

Table 1.14: NWEA Reading Distribution for Academia Avance Fall 2018 and Spring 2019

Academia Avance																
Reading																
Grade (Spring 2019)	Growth Count	Comparison Periods						Growth Evaluated Against								
		Fall 2018			Spring 2019			Growth		School Norms			Student Norms			
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
6	34	197.9	12.6	2	206.8	11.1	8	8.9	1.5	5.1	1.99	98	34	25	74	60
7	40	206.4	13.5	11	213.8	9.8	26	7.4	1.3	3.9	1.93	97	40	26	65	67
8	61	213.5	16.5	31	214.0	15.2	21	0.5	1.2	3.0	-1.12	13	61	26	43	41
9	40	206.9	21.1	3	215.6	18.1	20	8.8	1.5	1.8	2.97	99	40	25	63	64
10	60	217.4	11.1	35	219.8	11.2	43	2.4	0.9	0.8	0.56	71	60	31	52	58
11	47	220.8	12.6	41	223.9	12.0	58	3.1	1.3				0			
12	0	**			**			**					**			

Reading

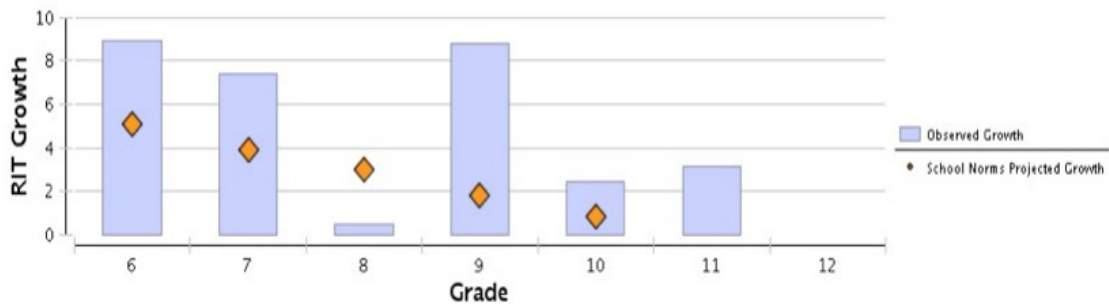
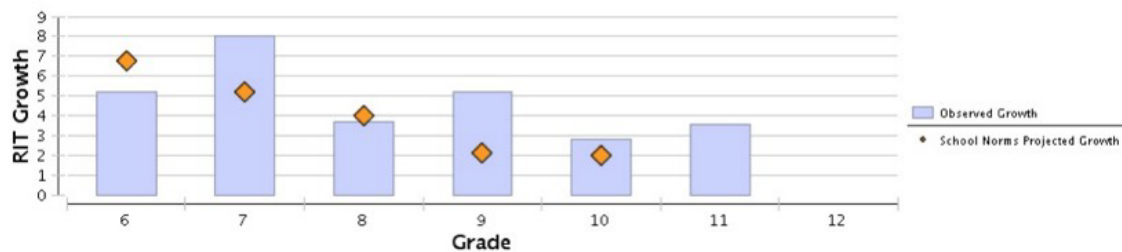


Table 1.15: NWEA Mathematics Distribution for Academia Avance Fall 2018 and Spring 2019**Academia Avance**

## Mathematics

Mathematics		Comparison Periods										Growth Evaluated Against					
Grade (Spring 2019)	Growth Count	Fall 2018			Spring 2019			Growth		School Norms			Student Norms				
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile	
6	34	205.2	14.9	4	210.4	13.5	3	5.2	1.5	6.8	-0.71	24	34	11	32	28	
7	42	209.8	15.0	5	217.9	14.9	10	8.0	1.7	5.2	1.40	92	42	21	50	48	
8	61	217.5	15.6	16	221.2	15.6	16	3.7	0.9	4.0	-0.16	44	61	29	48	47	
9	40	215.9	20.4	6	221.0	17.8	11	5.2	0.9	2.1	1.30	90	40	27	68	56	
10	63	219.8	13.2	15	222.6	13.0	18	2.8	0.8	2.0	0.32	62	63	38	60	53	
11	47	227.5	17.8	29	231.1	18.3	36	3.6	1.1				0				
12	0	**			**			**					**				

**Mathematics**

Avance students are showing significant success on NWEA MAP tests, with nearly all Cohorts outperforming their School Norm Projected growth.

For grades 6 through 11, teachers administer the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) benchmarking assessments two to three times a year--Beginning, Middle, and End of the year (BOY, MOY, EOY). The Principal leads teacher training in analyzing MAP results, which are available in a variety of reports that provide details student academic performance. Teachers use these comprehensive performance reports, along with the embedded graphs and charts, to identify students' area of mastery and development, and select ways to modify instruction through re-teaching, mini-lessons, etc. Teacher and Principals' analysis of this data is an important part of monitoring student progress and schoolwide instructional practices. While trainings on NWEA MAP results are in progress, teachers would benefit from additional preparation in this area.

The NWEA MAP Test (Measures of Academic Progress) is an adaptive assessment experience by adjusting to each student's learning level—precisely measuring progress and growth for each student. When a student correctly answers a question, the computer assessment provides a more challenging question. When a student answers incorrectly, a question follows at a lower level of rigor.. This provides essential information about what each child knows and is ready to learn. The test is untimed, but generally requires about 60 minutes per subject area. Feedback results are available within 24 hours.

Every item on a MAP assessment is anchored to a vertically aligned equal interval scale, called the RIT scale for Rasch Unit—a stable measurement, like inches on a ruler, which covers all grades. The measurement is reliable and



accurate, RIT scores serve as an essential data point in a student's learning plan; educators can see their precise learning level and respond accordingly.

When sampling the 2018-19 school year for students falling within the expected reading level for their grade level, improvements are noted in all three Cohorts found in Table 1.9. The Cohort consisting of the middle school (6th, 7th and 8th grade) realized an improvement of 4.53% of students falling within the expected reading level range, the Cohort containing the 9th and 10th grade realized an improvement of 5.40% of students falling within the expected range. Finally, the Cohort containing only the 11th grade realized an increase of 2.19%, which is expected due to the increased difficulty in producing a large single-year improvement while they adjusted to social climate, college applications and other areas of development. All students have full access to A-G approved courses and curriculum.

Table 1.16: Total 6th through 8th Grades NWEA MAP Data

# of Students Reading at Grade Level or Above	Grades (Reading student status norms in RIT <sup>3839</sup> )	Semester	RIT Levels at Grade Level or Above
39/120 Students	6 (211), 7 (214.4), and 8 (217.2)	Fall 2018 (August)	32.50%
44/142 Students	6 (215.8), 7 (218.2), and 8 (220.1)	Spring 2019 (February)	30.98%

*NWEA Data 2019*

<sup>38</sup> Rasch UnIT; stable, equal interval scales that use individual item difficulty values to measure student achievement independent of grade level (that is, across grades). "Equal interval" means that the difference between scores is the same regardless of whether a student is at the top, bottom, or middle of the RIT scale. "Stable" means that the scores on the same scale from different students, or from the same students at different times, can be directly compared, even though different sets of test items are administered. A RIT score also has the same meaning regardless of the grade or age of the student.  
(<https://community.nwea.org/docs/DOC-1647>). Accessed 07/01/19.

<sup>39</sup> 2015 NWEA MAP Growth Normative Data. <https://files.eric.ed.gov/fulltext/ED568352.pdf>

Table 1.17: Total 9th through 12th Grades NWEA MAP Data

# of Students Reading at Grade Level or Above	Grades (Reading student status norms in RIT <sup>4041</sup> )	Semester	RIT Levels at Grade Level or Above
63/174 Students	9 (220.2) , 10 (220.4), 11 (222.6)	Fall 2018 (August)	36.20%
79/164 Students	9 (221.9) , 10 (221.2), 11 (222.3)	Spring 2019 (February)	48.17%

*NWEA Data 2019*

The high school Cohort realized an increase of 11.97% in students reading at grade level or above.

## Suspensions

Table 1.18: Suspension Rates

School-year	15-16	16-17	17-18	18-19
<b>Total Suspension Rate</b>	3.3%	4.5%	4.7%	2.42%

*CDE.CA.gov Dataquest 2019-Avance internal data 2019*

Avance realized a decrease in Suspension Rate due to the use of Restorative Justice (RJ) as a powerful approach to discipline that focuses on repairing harm through inclusive processes that engage all stakeholders. RJ is a requirement, not an option, and as such all stakeholders are held accountable. Avance's Principals, 8<sup>th</sup> Grade Teacher, and Dean of Students are the foundation of our RJ Trainings and with their assistance and guidance Avance's faculty and staff are provided professional development in RJ procedures and guidelines and follow

<sup>40</sup> Rasch Unit; stable, equal interval scales that use individual item difficulty values to measure student achievement independent of grade level (that is, across grades). "Equal interval" means that the difference between scores is the same regardless of whether a student is at the top, bottom, or middle of the RIT scale. "Stable" means that the scores on the same scale from different students, or from the same students at different times, can be directly compared, even though different sets of test items are administered. A RIT score also has the same meaning regardless of the grade or age of the student.  
(<https://community.nwea.org/docs/DOC-1647>)

<sup>41</sup> 2015 NWEA MAP Growth Normative Data. <https://files.eric.ed.gov/fulltext/ED568352.pdf>. Accessed 07/01/19.

all rules and processes to ensure RJ school compliance. Multiple other staff members have been trained in the Restorative Practices program, which supports the emotional safety of all students on campus. Avance has also shifted the focus of discipline as punishment (i.e. suspension) to learning from individuals to the school community for a more sustainable, equitable, and respectful conflict resolution process and outcome of improved behavior. Avance addresses suspension through RJ as a holistic approach to behavior. Avance also addresses the root causes of behavior issues, building positive working relationships, promoting emotional safety, and the deeper work of building a progressive school community.

Table 1.19: Class of 2019 SAT Score Distribution

<b>Percentile</b>	<b>1-10 (640-800)</b>	<b>11 - 24 (810-910)</b>	<b>26 - 49 (920-1050)</b>	<b>51 - 74 (1060-1200)</b>	<b>76 - 90 (1210-1340)</b>	<b>91-100 (1350-1600)</b>
Percentage of Class of 2018 scoring within percentile	20.93%	27.90%	32.55%	13.95%	2.32%	4.65%
Percentage of Class of 2019 scoring within percentile	16.36%	36.36%	34.54%	10.90%	1.18%	0.0%

#### *College Board 2019*

Academia Avance aims for 100% participation in the SAT exam. Avance emphasizes the importance of participating in the examination in order to position its graduates as eligible for admission into a college or university. Additionally, students are made aware that when placed in conjunction with their academic grades and extracurricular activities, a high SAT score may strengthen their applications for admission into the institutions of their choice. For the class of 2018, 43 out of 43 (100 % of graduating seniors) took the examination. Of these students, around 21% scored at or above the national average score of 1060 that is reported by CollegeBoard. For the class of 2019, 55 out of 62 (around 90%) of graduating seniors took the examination. Of these students, around 12% scored at or above the national average score of 1060 that is reported by CollegeBoard.

In order to best prepare its students for the SAT, Avance has partnered with the test- preparation organization CollegeSpring. Beginning with the 2015-2016 school year, the non-profit that provides support for schools to prepare students for the SAT tests. Using CollegeSpring curriculum, Avance instructors present a course every day with all Juniors in the Fall and Spring semesters. During the year, four practice tests are administered. In 2018-2019 at mid-year, the 2nd practice test resulted in some students getting close to surpassing a 1000 combined test score. The partnership also provides access to a snapshot data report for most Avance alumni for their actual college enrollment history via the National Student Clearinghouse service.

## Student Population To Be Served

### Historical Enrollment

In Avance's first year of operation, 2005-06, the school served 98 students in grades 6 and 7. Each year, the school has added a grade, ultimately serving grades 6-12 by its sixth year of operation.

Table 1.20 : Historical Enrollment

<b>Grade</b>	<b>05-06</b>	<b>06-07</b>	<b>07-08</b>	<b>08-09</b>	<b>09-10</b>	<b>10-11</b>	<b>11-12</b>	<b>12-13</b>	<b>13-14</b>	<b>14-15</b>	<b>15-16</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>
12						16	27	45	58	57	60	69	44	65
11					16	29	44	61	54	60	69	52	63	54
10				19	34	38	65	63	69	85	59	65	54	76
9			28	40	43	76	72	74	88	76	68	54	77	53
8		30	47	57	76	85	77	102	91	88	64	77	55	65
7	27	53	58	70	88	85	115	82	90	73	82	53	59	43
6	71	52	67	81	83	70	34	43	42	35	35	27	37	35
<b>Total</b>	<b>98</b>	<b>135</b>	<b>200</b>	<b>267</b>	<b>340</b>	<b>399</b>	<b>434</b>	<b>470</b>	<b>492</b>	<b>474</b>	<b>437</b>	<b>397</b>	<b>389</b>	<b>391</b>

A peak enrollment was reached for the 2013-2014 year. Since then, the shifting demographics of the region have reduced the overall number of 6-12 students. This decline has been exacerbated by the spike in housing costs and gentrification pressures. Stepped up immigration enforcement actions have also had a dramatic impact in the last two years. Finally, the uncertainty created from the protracted charter renewal process in the summer of 2015 led to the largest drop in enrollment since the peak.

### Projected Enrollment Roll-Out Plan

Projected enrollment for each year for purposes of planning our budgets and operations the following are our enrollment projections for the term of this charter:

Table 1.21: Enrollment Roll-Out Plan

Enrollment Roll-Out Plan					
Grade	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
12	50	50	50	50	50
11	55	55	55	55	55
10	55	55	55	55	55
9	55	55	55	55	55
8	55	55	55	55	55
7	55	55	55	55	55
6	25	25	25	25	25
<b>Total</b>	<b>350</b>	<b>350</b>	<b>350</b>	<b>350</b>	<b>350</b>

## Goals and Philosophy

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

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

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

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

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

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

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

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

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

**ACTION** – An Academia Avance graduate takes action and:

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

These foundational values inform the school's philosophy and the Expected Student Learning Results (ESLRs) updated to Schoolwide Learner Objectives (SLOs).<sup>42</sup> The SLOs were developed by the faculty through discussion and collaboration. The school leaders annually sets academic goals and address the SLOs to evaluate both students and faculty. In this respect, the school's vision, philosophy, goals, core values and SLOs have a common thread of setting high expectations for students in academic achievement and personal success.

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<sup>42</sup><http://www.acswasc.org/wp-content/uploads/2015/03/ACS-WASC-CDE-CHARTER-FOL-2017-Edition-Edited-for-2018-2019-SY-Visits-FINAL.pdf>

***Means to Achieve the Mission and Vision*** All students are welcome and will be supported in achieving academic success through a developmentally appropriate, rigorous and challenging college preparatory curriculum. Avance believes that students of any and all ethnic backgrounds can benefit from this type of rigorous, student-centered approach. Poor academic performance and prior disciplinary problems will not preclude a student from attending the school, as Avance believes that the personal attention and quality of the academic program can greatly benefit many students who may have experienced problems at larger schools. Avance also believes that students with learning challenges and disabilities can thrive socially and academically in an innovative environment. Avance therefore recruits an ethnically, racially and academically diverse population, with the goal of enrolling a student body that is reflective of the school district within which we operate, the Los Angeles Unified School District (LAUSD). Avance will comply with all provisions of Every Student Succeeds Act (ESSA)<sup>43</sup> as they apply to Charter School students.

## **The 21st Century Educated Person**

Academia Avance believes that educated citizens of the 21st century must have global awareness and a solid foundation in science, math, history and literature and language arts. With such knowledge Academia Avance students will be able to keep up with the rapid growth of science and technology, as well as being able to contextualize and understand its global implications and interconnectedness. Through the study of these traditional disciplines, the curriculum accentuates the interrelatedness of core subjects and advances a holistic view of learning.

A well-educated person in the 21st Century is one who continuously strives to develop and improve cognitive, affective and metacognitive skills and knowledge. Academia Avance believes that well-educated individuals are intrinsically motivated to seek out new ideas and information from a variety of perspectives. A 21st Century education reflects the rapid, and often unpredictable, changes in our world. A well- educated person has the skills and knowledge to adapt, the ability to collaborate and effectively communicate in more than one language. Therefore, promoting language as a value plus and ensure that students value their home language, as well as to aspire to learning other languages.

Educated persons of the 21st century have a love of learning that will enable them to be lifelong independent learners, so they can adapt quickly and easily to changes in core knowledge. They must be able to work productively and cooperatively in a multicultural environment. By encouraging students to consider multiple perspectives and intercultural awareness, tolerance, respect and empathy are fostered. In addition, Academia Avance must be an effective language user adept at writing and speaking, and they must be committed to the intellectual virtues of objectivity, respect for the truth, social and moral awareness.

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<sup>43</sup> <https://www.ed.gov/ESSA>

Within this context, Academia Avance believes that a truly educated person in the 21<sup>st</sup> Century must possess the following skills and attributes:

1. High Academic Proficiency: the academic understanding of concepts that include and exceed the scope of state and national standards in the major subject areas.
2. Communication Skills: the ability to communicate ideas effectively through reading, writing, and speaking in more than one language.
3. Research Skills: the aptitude to access, process, manage, interpret, question, validate, and act upon information.
4. Technological Proficiency: the knowledge of the software and hardware required to research and present information in a variety of media.
5. College and Career Readiness: In addition to academic preparation, students must have consistent access to college and career counseling, as well as opportunities to explore higher-Ed options through college days/nights and college and career fairs for the community.
6. Interpersonal Skills: the social skills necessary to cooperate, make group decisions, resolve conflicts, and identify group roles in order to work effectively as a team.
7. Intrapersonal Skills: the ability to be aware of one's own learning, reflect upon personal strengths/weaknesses, and identify and execute the steps necessary to achieve growth.
8. Innovation: the ingenuity to creatively solve problems, makes connections, and construct interdisciplinary combinations (Boyer 1995, Friedman).
9. Tolerance: the willingness to understand and respect cultural differences in perspectives, beliefs, values and traditions.
10. Curiosity: the capacity to recognize personal inquiries and identify individualized learning goals accordingly.

Academia Avance believes that these skills and qualities are necessary for humankind to adequately resolve the tenacious and long-standing problems facing our world at the dawn of this new century. Fostering the development of these skills and qualities in an educational environment by upholding standards of academic excellence, democratic processes and developmentally appropriate learning experiences will encourage the creative and critical thinking skills that will enable all students to find workable solutions to these kinds of problems.

The Approaches to Learning Skills and the Learner Profile attributes are embedded within all subject areas each year of the program, as detailed below.

### **Approaches to Learning Skills**

- *Communication:*
  - Exchanging thoughts, messages and information effectively through interaction



- Reading, writing, speaking, listening and using language to gather and communicate information
- *Thinking:*
  - Critical Thinking: analyzing and evaluating issues and ideas
  - Creativity and Innovative Thinking: developing skills and ideas that never existed before
  - Transfer: utilizing skills and knowledge in multiple contexts
- *Research:*
  - Information Literacy: finding, interpreting, judging and creating information
  - Media Literacy: interacting with media to use and create ideas and information
- *Self-Management:*
  - Organization Skills: managing time and tasks effectively
  - Affective Skills: managing state of mind
  - Reflection: considering and reconsidering what has been learned
- *Social:*
  - Collaboration Skills: working effectively with others

**College and Career Readiness:** A well-educated person in the 21st century must be college and career ready, Avance emphasizes and support student, college and career learning and awareness continuing in grades 6<sup>th</sup> through 12<sup>th</sup>. Students along with their families take field trips to local universities; as well as to local businesses and other learning communities. While the work and college discussion begins in the earliest years, the entire school carries out these practices. In addition, all courses and instruction are planned and implemented for students to gain the foundational skills, transcripts, and test scores and the personal ambition - necessary to prepare students for success in middle school, high school, and college.

**Use of Technology integration:** Additionally, aligned with the philosophy that a well-educated person in the 21st century must be technologically savvy and in response to the Common Core State Standards in Literacy in Technical Subjects, students apply their literacy skills to enhance their learning. This course involves the use of computer technology to generate solutions to real world problems or tasks. Projects require students to demonstrate their ability to use technology for research, critical thinking, problem solving, decision-making, communication, creativity and innovation. Students specifically demonstrate mastery of basic productivity tools such as word processing, spreadsheet, database, electronic research, email, social media and applications for presentations and graphics. Additionally, students understand the concepts underlying hardware, software, and connectivity including the ethical dimensions of digital citizenship.

Avance believes that a 21st century learner must be proficient in accessing information and concepts and synthesizing ideas through instructional technology. The School's investment in a near 1:1 ratio of Chromebooks and adoption of Google for Education applications facilitates student access to and synthesis of information. Students regularly utilize Chromebooks to conduct research, engage in writing activities, and develop presentations for both individual and group assignments.

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

## How Learning Best Occurs

Academia Avance applies best practices that have been researched, tested, and successful in Avance classrooms as well as in highly effective charter schools across the country. Each practice is designed and adopted to provide a rich and rigorous academic program that gives all students an equitable opportunity for success. Academia Avance believes that learning best occurs when there is excellence in the approach to work, the learning process, the analysis of student outcomes, and strong positive culture.

### I. **The Work: Students learn best in a classroom in which they are given authentic opportunities to grow their skills.**

Academia Avance provides a rigorous academic environment because students learn best in a school in which they are given authentic opportunities to grow their skills. Every Avance teacher begins with the certitude that all students can meet the high expectations that are held for them and will get them to and through college. Growth for students occurs when their school community sets and communicates a high standard of performance and has the conviction that all students have the capacity to meet those expectations<sup>44</sup>. Avance teachers find ways to convince students that they are believers in both the students and in the challenging content. Research shows that students who are both challenged and believed in show significant gains, particularly those labeled "low performing."<sup>45</sup>

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<sup>44</sup> Saphier, J., Gower, R., & Haley-Speca, M. A. (2008). *The skillful teacher: Building your teaching skills*. Acton, MA: Research for Better Teaching.

<sup>45</sup> Ibid

Beyond expectations and belief, students are given genuine opportunities for growth when challenged. For this reason, rigor is key to Avance's strategy of closing the achievement gap for our students.

*"All champion classrooms share one overarching characteristic. Champion teachers are always pushing to create an environment in which the maximum level of academic rigor is expected, practiced, and valued."*<sup>46</sup>

At Avance, rigor looks like access to grade level standards in Math and ELA, critical analysis of fiction and non-fiction texts, and a focus on process and problem solving. Rigor begins with aggressively and purposefully monitoring independent practice and giving feedback early and often.<sup>47</sup> Avance teachers hold students accountable for finding the right answer, rather than settling for the "almost-right answer". When challenged to stretch their thinking and meet a higher standard, students learn best and grow the most.

To ensure said rigor, it is paramount that a school hires and coaches the best teachers. Darling-Hammond (1997) states, "the single most important determinant of student achievement is the expertise and qualifications of teachers."<sup>48</sup> Academia Avance provides a complete program of staff development as outlined below and will participate in selected staff development programs in cooperation with the Los Angeles Unified School District.

Along with the challenges, belief, and teacher quality; mindset on both the part of student and teacher is key to best learning. "Research has increasingly shown that there is more to student success than cognitive ability, curriculum and instruction. Students' *mindsets - their beliefs about themselves and the school setting* - can powerfully affect whether students learn and grow in school."<sup>49</sup> Teachers at Avance believe and teach that intelligence is a practiced skill; that working hard is the core of how learning best takes place. Avance faculty approaches student learning with a growth mindset in order to instill in every student a love of challenges, fascination with mistakes, enjoyment of effort, and the hunger to learn.<sup>50</sup> At Avance, students and teachers create a culture of error, where it is safe to make mistakes. When students willingly share their struggles,

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<sup>46</sup>Lemov, D. (2015). *Teach like a champion 2.0 62 techniques that put students on the path to college*. San Francisco, CA: Jossey-Bass.

<sup>47</sup> Bambrick-Santoyo, P. (2016). *Get better faster: A 90-day plan for developing new teachers*. San Francisco, CA: Jossey-Bass, A Wiley Brand.

<sup>48</sup> Darling-Hammon, L. (1997) The quality of teaching matters most. *Journal of Staff Development*, v18 n1 p38-41 Win 1997

<sup>49</sup> Yeager, D. S., & Dweck, C. S. (2012). Mindsets That Promote Resilience: When Students Believe That Personal Characteristics Can Be Developed. *Educational Psychologist*, 47(4), 302-314. doi:10.1080/00461520.2012.722805

<sup>50</sup> Dweck, C. S. (2008). *Mindset: The new psychology of success*. New York: Random House.

teachers need less time to discover them and can dedicate more time to supporting them. Students know that there is enormous value in the learning that comes from error when they make it safe to be wrong.<sup>51</sup>

In high quality schools, best learning occurs because of the approach to the work. Assignments are rigorous, effective teachers believe in students, and teachers and students alike share a strong growth mindset.

## **II. The Process: Students learn best in a classroom where learning is a shared social experience.**

Academia Avance has partnered with The Success For All Foundation to provide a learning structure that focuses on collaboration, problem solving skills, and accountability for every student in the room. School success is dependent upon collaboration and goals.<sup>52</sup> The cooperative learning model promotes small, mixed-ability learning teams to pursue a common goal, as well as providing team recognition, individual accountability, and equal opportunities for success. Research has shown that this practice has positive effects on academic achievement, social relationships, development of English language proficiency, self-esteem development, and class engagement.<sup>53</sup> In his review of 28 field projects, Robert Slavin found a statistically significant positive impact on 67% of activities and measures where various cooperative learning strategies were used across economic, geographic, and racial demographics. Slavin's study further found that aside from academic gains (which were more pronounced depending on the rigor of the activity), there was an undeniable positive shift in social metrics such as mutual concern and race relations.<sup>54</sup>

## **III. The Analysis: Students learn best in a classroom that makes data informed decisions.**

Students are constantly moving, growing, improving, and sometimes falling behind. In order to learn best, instructors must respond to their needs as quickly as possible. "Looking at student learning closes the gap between teaching that looks incredible and teaching that teaches."<sup>55</sup> Schools where students learn best use diagnostic, formative and summative assessment to provide teachers with the data necessary to best serve each student and thereby aid their best learning. Avance teachers pay particular attention to daily formative assessment

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<sup>51</sup> Lemov, D. (2015). *Teach like a champion 2.0 62 techniques that put students on the path to college*. San Francisco, CA: Jossey-Bass.

<sup>52</sup> Schmoker, M. (1996). Setting school-wide goals specific measurable accelerated and attainable relevant timely equitable. Partners in School Innovation. [www.partnersinschools.org/wp-content/uploads/2012/06/SampleSchoolwideGoalsandBank-](http://www.partnersinschools.org/wp-content/uploads/2012/06/SampleSchoolwideGoalsandBank-)

<sup>53</sup> Success For All Foundation [SFAF], 2015.

<sup>54</sup> Slavin, R. E. (2011, July 11). Cooperative Learning - Robert E. Slavin, 1980. Retrieved from <http://rer.sagepub.com/content/50/2/315>

<sup>55</sup> Bambrick-Santoyo, P. (2016). *Get better faster: A 90-day plan for developing new teachers*. San Francisco, CA: Jossey-Bass, A Wiley Brand.

because it is used to diagnose student needs, plan next steps and lesson adjustments, and give the immediate feedback that students will use to improve comprehension and performance. These observation and feedback cycles are done in class before students leave their desks. “This is important because misunderstandings don’t merely linger but often snowball, becoming more entrenched and gathering further misconceptions.”<sup>56</sup> This feedback and improvement loop gives students a sense of control of their path to achievement.<sup>57</sup> A study of 250 research sources from several countries revealed that improving formative assessment significantly raises student achievement.<sup>58</sup> This is further supported by Avance’s teacher to student ratio, where the average class size is 22:1. Second only to socioeconomic status, school size has been shown to be the most significant predictor of student success.<sup>59</sup>

Further, research strongly emphasizes the superiority of small schools as places where the learning environment is enhanced.<sup>60</sup> Smaller class sizes help to prevent Avance students from “falling through the cracks” as they might in a larger school environment, and allow each teacher more time to analyze data for each student. Small schools also tend to increase student participation across the board resulting in lower dropout rates and higher attendance rates. Avance teachers ensure that students are learning by keeping class sizes low, welcoming misconceptions, catching them early, and fixing them immediately. In conjunction with a growth mindset and a positive culture of error, this becomes a joyous process.

#### **IV. The Culture: Students learn best in an environment that values them.**

Learning best occurs when students see themselves reflected in their education. For this reason, Avance adopts pedagogy of cultural proficiency. Cultural proficiency looks like a school that displays advocacy and activism for the importance of the culture of its student body.<sup>61</sup> Making classroom content culturally relevant builds relationships and engagement. Enduring understanding

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<sup>56</sup> Lemov, D. (2015). *Teach like a champion 2.0 62 techniques that put students on the path to college*. San Francisco, CA: Jossey-Bass.

<sup>57</sup> Stiggins et al., 2004; Stiggins & Chappuis, (2006), *Assessment Through the Student's Eyes - Educational Leadership*. [www.ascd.org/publications/educational-leadership/may07/vol64/num08/Assessment-Through...](http://www.ascd.org/publications/educational-leadership/may07/vol64/num08/Assessment-Through...)

<sup>58</sup> Black, P., & Wiliam, D. (2010). Inside the Black Box: Raising Standards through Classroom Assessment. *Phi Delta Kappan*, 92(1), 81-90. doi:10.1177/003172171009200119

<sup>59</sup> Klonsky, (1998)

<sup>60</sup> Ravitz, J. M. (2002/4). *What's school got to do with it? Cautionary tales about correlations between student computer use and academic achievement*.

<sup>61</sup> *Studying Skillful Teaching: Promoting Motivation, Learning, and Achievement* [Course materials created by Research for Better Teaching, Inc.]. (2016). MA, Acton.

occurs when content instruction includes cultural learning as well.<sup>62</sup> Materials are selected and lessons are planned to encourage and celebrate the prior knowledge that students bring to the classroom. Discussions about cultural relevance are welcomed and student heritage is celebrated in every facet of school culture. “Once context and content are focused on in a way that challenges how educators look at the communities where the students are from and the ways they allow youth to engage content, the very nature of teaching and learning begins to shift.”<sup>63</sup>

Further, learning occurs best when relationships are fostered and cultivated. The replacement of harsh zero tolerance policy with more inclusive restorative practices creates an environment where faculty, students and administration share ownership of their learning community: “A sense of teamwork develops and people are more inclined to resolve problems through cooperation.”<sup>64</sup> Academia Avance embraces Restorative Justice as the primary approach when rules and trust are breached; with the end in mind of repairing damaged relationships, hearing all parties, and welcoming every student into their classroom community. When schools strive to create an environment that maximizes positive affect, minimizes negative affect, and allows for the free expression of affect, they will transform into authentic communities, where conflict is dealt with effectively, relationships are maintained, and learning can occur.<sup>65</sup>

Finally, learning best occurs when parents participate, and small schools are more likely to encourage parental involvement.<sup>66</sup> When the US Department of Education focused their research on 4th grade reading comprehension (1996), researchers found a significant gap in scores still existed between students with significant parent involvement and students without. Academia Avance enhances relationships with parents through a program of parent participation on various committees, high turnout at parent teacher conferences, and parent educational opportunities in technology and higher educational opportunities. Learning best occurs when students are in an environment that values them by involving families as key stakeholders. By being accountable to each constituency, all charter schools can positively change the climate of accountability in a district.

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<sup>62</sup> Lemov, D. (2015). *Teach like a champion 2.0 62 techniques that put students on the path to college*. San Francisco, CA: Jossey-Bass.

<sup>63</sup> Emdin, C. (2016). *For White Folks Who Teach in the Hood ... and the Rest of Y'all Too Reality Pedagogy and Urban Education*. Beacon Pr.

<sup>64</sup> Costello, B., Wachtel, J., & Wachtel, T. (2009). *The restorative practices handbook: For teachers, disciplinarians and administrators*. Bethlehem, PA: International Institute for Restorative Practices.

<sup>65</sup> Ibid

<sup>66</sup> Cotton, K. (1996). School size, school climate, and student performance  
[www.ruraledu.org/user\\_uploads/file/cotton.pdf](http://www.ruraledu.org/user_uploads/file/cotton.pdf)

Students best learn when the work that they are given is rigorous, the process of learning is shared, the analysis of student work is immediate, and the culture is welcoming. Avance holds these beliefs as central to its pedagogy and nurturing of the whole student.

### **Charter School Annual Goals and Actions to Achieve State Priorities**

Pursuant to Education Code Section §47605(b)(5)(A)(ii), the following is a table describing the Charter School's annual goals to be achieved in the state priorities schoolwide and for all pupil subgroups, as described in Education Code Section §52060(d), and specific annual actions to achieve those goals.

Description of the school's Annual Goals, for all pupils (i.e., schoolwide) and for each subgroup of pupils identified pursuant to Education Code § 52052, for each of the eight (8) state priorities identified in Education Code § 52060(d) by the California Local Control Funding Formula (LCFF) legislation enacted in 2013, as it may be amended from time to time. Please see the "LCFF State Priorities" template provided below. This partial template provides the layout for one goal; repeat the same template layout for each goal in order to create a complete LCFF table. Please see notes below.

Table 1.22: Academia Avance LCFF State Priorities

LCFF STATE PRIORITIES		
GOAL #1		
Increase consistency on classroom instructional practices	Related State Priorities: x 1      x 4      x 7 x 2 <input type="checkbox"/> 5      x 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6	
	Local Priorities: <input type="checkbox"/> : Conditions of Learning and Student Outcomes <input type="checkbox"/> :	
Specific Annual Actions to Achieve Goal		
<ul style="list-style-type: none"><li>Professional developments were used to help teachers identify factors,</li><li>Indicators and strategies to improve classroom management.</li><li>Observation and Evaluation rubrics were streamlined using non-negotiable and CA Standards of teaching. SFA was also utilized to help with collaborative learning that was used school wide. Teachers were observed twice (full class period) and evaluated twice for performance (mid and end year evaluation)</li><li>Assessments were constructed using resources provided in PD: IAB, ICA's rubrics, DOK, etc.</li><li>Teachers led PD's increased with topics covered like: fundraising, interactive lessons, classroom management, communication styles.</li><li>Faculty survey</li><li>Teachers were able to observe each other using walk-through and visits throughout the year. Looking to increase total for next year.</li><li>Evaluation and Observations forms were revised to ensure standard teaching strategies and requirements were completed school wide. Evaluations were tied to observations and professionalism.</li><li>School wide PD's and individual meetings with new teachers were used to help with discipline and office referral policies.</li></ul>		



Expected Annual Measurable Outcomes						
Outcome #1: Maintain teacher retention. Avance maintained a 96% retention rate. Attendance Records, substitute teacher						
Applicable Student Groups	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide) ELA 6 <sup>th</sup> through 8 <sup>th</sup> , 11 <sup>th</sup> 6 <sup>th</sup> ELA 24.32% 7 <sup>th</sup> ELA 33.33% 8 <sup>th</sup> ELA 26.78% 11 <sup>th</sup> ELA 41.27% Math 6 <sup>th</sup> through 8 <sup>th</sup> , 11 <sup>th</sup> 6 <sup>th</sup> Math 21.63% 7 <sup>th</sup> Math 27.42% 8 <sup>th</sup> Math 16.37% 11 <sup>th</sup> Math 15.63	2017-2018 CAASPP Baseline levels of ELA 32.40% Math 20.18%	96%	96%	96%	96%	96%
English Learners - ELA Nearly Met 11.63% Not Met 88.37%	ELA N/A* Math N/A*					
Socioeconomic Disadvantage/Low Income Students	ELA 32.35% Math 20%	96%	96%	96%	96%	96%
Foster Youth	N/A*					
Students with Disabilities	ELA 4.35% Math None Exceeded or Standard Met	96%	96%	96%	96%	96%
African American Students	N/A*					
Asian	N/A*					
Filipino	N/A*					
Latino Students	ELA 31.56% Math 20.49%	96%	96%	96%	96%	96%
Native Hawaiian/Pacific Islander Students	N/A*					1
White Students	N/A*					
Students of Two or More Races	N/A*					

\* Not numerically significant at this time

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<b>Outcome #2:</b> 95% of teachers had opportunity to make a classroom walkthrough and observation <b>Outcome met</b>						
Applicable Student Groups	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	95% of teacher made classroom walkthrough and observations	95% Maintain	95% Maintain	95% Maintain	95% Maintain	95% Maintain
English Learners	95% of teacher made classroom walkthrough and observations	95% Maintain	95% Maintain	95% Maintain	95% Maintain	95% Maintain
Socioecon. Disadv./Low Income Students	95% of teacher made classroom walkthrough and observations	95% Maintain	95% Maintain	95% Maintain	95% Maintain	95% Maintain
Foster Youth	N/A*					
Students with Disabilities	95% of teacher made classroom walkthrough and observations	95% Maintain	95% Maintain	95% Maintain	95% Maintain	95% Maintain
African American Students	N/A*					
Asian	N/A*					
Filipino	N/A*					
Latino Students	95% of teacher made classroom walkthrough and observations	95% Maintain	95% Maintain	95% Maintain	95% Maintain	95% Maintain
Native Hawaiian/Pacific Islander Students	N/A*					
Students of Two or More Races	N/A*					
White Students <ul style="list-style-type: none"> <li>Not numerically significant at this time.</li> </ul>	N/A*					

<b>Outcome 3: Increase Fall evaluation</b> <b>Evaluation scores increased by and average of .25 points on a 5 point scale.</b>						
Applicable Student Groups	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	Evaluation scores increased by and average of .25 points on a 5 point scale. 2017-2018 CAASPP Baseline levels of ELA 32.40% Math 20.18%	+5% <i>Meet/ Exceed</i>	+8% <i>Meet/ Exceed</i>	+9% <i>Meet/ Exceed</i>	+10% <i>Meet/ Exceed</i>	+12% <i>Meet/ Exceed</i>
English Learners	ELA N/A* Math N/A*	+5% <i>Meet/ Exceed</i>	+8% <i>Meet/ Exceed</i>	+9% <i>Meet/ Exceed</i>	+10% <i>Meet/ Exceed</i>	+12% <i>Meet/ Exceed</i>
Socioecon. Disadv./Low Income Students	ELA 32.35% Math 20%	+5% <i>Meet/ Exceed</i>	+8% <i>Meet/ Exceed</i>	+9% <i>Meet/ Exceed</i>	+10% <i>Meet/ Exceed</i>	+12% <i>Meet/ Exceed</i>
Foster Youth	N/A*					
Students with Disabilities	ELA 4.35% Math None	+12% <i>Meet/ Exceed</i>	+12% <i>Meet/ Exceed</i>	+12% <i>Meet/ Exceed</i>	+12% <i>Meet/ Exceed</i>	+12% <i>Meet/ Exceed</i>
African American Students	N/A*					
Asian	N/A*					
Filipino	N/A*					
Latino Students	ELA 31.56% Math 20.49%	+5% <i>Meet/ Exceed</i>	+8% <i>Meet/ Exceed</i>	+9% <i>Meet/ Exceed</i>	+10% <i>Meet/ Exceed</i>	+12% <i>Meet/ Exceed</i>
Native Hawaiian/Pacific Islander Students	N/A*					
Students of Two or More Races	N/A*					
White Students <ul style="list-style-type: none"> <li>Not numerically significant at this time.</li> </ul>	N/A*					

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Outcome #4: Decrease office referrals by 5% Office referrals decreased by 25%. Suspensions decreased by 40%						
Applicable Student Groups	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	Office referrals decreased by 25%. Suspensions decreased by 40%	≤ 2%	≤ 2%	≤ 2%	≤ 2%	≤ 2%
English Learners	Office referrals decreased by 25%. Suspensions decreased by 40%	≤ 2%	≤ 2%	≤ 2%	≤ 2%	≤ 2%
Socioecon. Disadv./Low Income Students	Office referrals decreased by 25%. Suspensions decreased by 40%	≤ 2%	≤ 2%	≤ 2%	≤ 2%	≤ 2%
Foster Youth	N/A*					
Students with Disabilities	Office referrals decreased by 25%. Suspensions decreased by 40%	≤ 2%	≤ 2%	≤ 2%	≤ 2%	≤ 2%
African American Students	N/A*					
Asian	N/A*					
Filipino	N/A*					
Latino Students	Office referrals decreased by 25%. Suspensions decreased by 40%	≤ 2%	≤ 2%	≤ 2%	≤ 2%	≤ 2%
Native Hawaiian/Pacific Islander Students	N/A*					
Students of Two or More Races	N/A*					
White Students	N/A*					

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Outcome #5: Decrease teacher attendance by 5% (Lower the number of teachers absent more than 50%) 54% total combined attendance rate for teachers for the 2018-2019 school year.

Applicable Student Groups	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	2017-2018 CAASPP Baseline levels of ELA 32.40% Math 20.18%	+5% <i>Meet/ Exceed</i>	+6% <i>Meet/ Exceed</i>	+8% <i>Meet/ Exceed</i>	+10% <i>Meet/ Exceed</i>	+12% <i>Meet/ Exceed</i>
English Learners	ELA N/A* Math N/A*					
Socioecon. Disadv./Low Income Students	ELA 32.35% Math 20%					
Foster Youth	N/A*					
Students with Disabilities	ELA 4.35% Math None					
African American Students	N/A*					
Asian	N/A*					
Filipino	N/A*					
Latino Students	ELA 31.56% Math 20.49%	+5% <i>Meet/ Exceed</i>	+6% <i>Meet/ Exceed</i>	+8% <i>Meet/ Exceed</i>	+10% <i>Meet/ Exceed</i>	+12% <i>Meet/ Exceed</i>
Native Hawaiian/Pacific Islander Students	N/A*					
Students of Two or More Races	N/A*					
White Students	N/A*					

LCFF STATE PRIORITIES						
GOAL #2						
<b>Goal #2: Accelerate English Language acquisition for our EL subgroup</b>					Related State Priorities: <input type="checkbox"/> 1      x 4      x 7 <input type="checkbox"/> 2 <input type="checkbox"/> 5      x 8 x 3 <input type="checkbox"/> 6	
					Local Priorities: <input type="checkbox"/> : Pupil Outcomes <input type="checkbox"/> :	
Expected Annual Measurable Outcomes						
Outcome #1: Increase EL Overall ELPAC by 3% Metric/Method for Measuring: Rate of students scoring 3 or 4 on ELPAC is at 71%( based on preliminary data) from 85.7% in 2017-2018						
Applicable Student Groups	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	2017-2018 CAASPP Baseline levels of ELA 32.40%	+5% <i>Meet/ Exceed</i>	+6% <i>Meet/ Exceed</i>	+8% <i>Meet/ Exceed</i>	+10% <i>Meet/ Exceed</i>	+12% <i>Meet/ Exceed</i>
English Learners	ELA N/A*	+5% <i>Meet/ Exceed</i>	+6% <i>Meet/ Exceed</i>	+8% <i>Meet/ Exceed</i>	+10% <i>Meet/ Exceed</i>	+12% <i>Meet/ Exceed</i>
Socioecon. Disadv./Low Income Students	ELA 32.35%	+5% <i>Meet/ Exceed</i>	+6% <i>Meet/ Exceed</i>	+8% <i>Meet/ Exceed</i>	+10% <i>Meet/ Exceed</i>	+12% <i>Meet/ Exceed</i>
Foster Youth	N/A*					
Students with Disabilities	ELA 4.35%	+5% <i>Meet/ Exceed</i>	+6% <i>Meet/ Exceed</i>	+8% <i>Meet/ Exceed</i>	+10% <i>Meet/ Exceed</i>	+12% <i>Meet/ Exceed</i>
African American Students	N/A*					
Asian	N/A*					
Filipino	N/A*					
Latino Students	ELA 31.56%	+5% <i>Meet/ Exceed</i>	+6% <i>Meet/ Exceed</i>	+8% <i>Meet/ Exceed</i>	+10% <i>Meet/ Exceed</i>	+12% <i>Meet/ Exceed</i>
Native Hawaiian/Pacific Islander Students	N/A*					
Students of Two or More Races	N/A*					
White Students	N/A*					

**Outcome #2:** Increase number of EL students scoring a 3 or 4 overall on the ELPAC by 10% (Aligns with WASC action plan: Raise the percentage (of students) from any level of 1 - 4 beginning with “Standard Not Met” to the highest standard level of “Standard Exceeded” on the English Language Proficiency Assessments for California (ELPAC)). Increase reclassification rate by 3%\

**Metric/Method for Measuring:** Rate of students scoring 3 or 4 on ELPAC is at 71%( based on preliminary data) from 85.7% in 2017-2018. EL Reclassification data will be available in August 2019

Applicable Student Groups	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	2017-2018 CAASPP Baseline levels of ELA 32.40%	+5% <i>Meet/ Exceed</i>	+6% <i>Meet/ Exceed</i>	+8% <i>Meet/ Exceed</i>	+10% <i>Meet/ Exceed</i>	+12% <i>Meet/ Exceed</i>
English Learners	ELA N/A* Math N/A*	+5% <i>Meet/ Exceed</i>	+6% <i>Meet/ Exceed</i>	+8% <i>Meet/ Exceed</i>	+10% <i>Meet/ Exceed</i>	+12% <i>Meet/ Exceed</i>
Socioecon. Disadv./Low Income Students	ELA 32.35%	+5% <i>Meet/ Exceed</i>	+6% <i>Meet/ Exceed</i>	+8% <i>Meet/ Exceed</i>	+10% <i>Meet/ Exceed</i>	+12% <i>Meet/ Exceed</i>
Foster Youth	N/A*					
Students with Disabilities	ELA 4.35%	+5% <i>Meet/ Exceed</i>	+6% <i>Meet/ Exceed</i>	+8% <i>Meet/ Exceed</i>	+10% <i>Meet/ Exceed</i>	+12% <i>Meet/ Exceed</i>
African American Students	N/A*					
Asian	N/A*					
Filipino	N/A*					
Latino Students	ELA 31.56%	+5% <i>Meet/ Exceed</i>	+6% <i>Meet/ Exceed</i>	+8% <i>Meet/ Exceed</i>	+10% <i>Meet/ Exceed</i>	+12% <i>Meet/ Exceed</i>
Native Hawaiian/Pacific Islander Students	N/A*					
Students of Two or More Races	N/A*					
White Students	N/A*					

Outcome #3: Increase 2% of EL students who either meet or increase their projected RIT score on the overall MAP Test (from Fall to Spring).  
 Met goal. 83% of EL's improved in math. 69% improved in Reading (using scores from Fall 2018 and Spring 2019)

Applicable Student Groups	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	2017-2018 CAASPP Baseline levels of ELA 32.40% Math 20.18%	+5% <i>Meet/ Exceed</i>	+6% <i>Meet/ Exceed</i>	+8% <i>Meet/ Exceed</i>	+10% <i>Meet/ Exceed</i>	+12% <i>Meet/ Exceed</i>
English Learners	ELA N/A* Math N/A*	+5% <i>Meet/ Exceed</i>	+6% <i>Meet/ Exceed</i>	+8% <i>Meet/ Exceed</i>	+10% <i>Meet/ Exceed</i>	+12% <i>Meet/ Exceed</i>
Socioecon. Disadv./Low Income Students	ELA 32.35% Math 20%	+5% <i>Meet/ Exceed</i>	+6% <i>Meet/ Exceed</i>	+8% <i>Meet/ Exceed</i>	+10% <i>Meet/ Exceed</i>	+12% <i>Meet/ Exceed</i>
Foster Youth	N/A*					
Students with Disabilities	ELA 4.35% Math None					
African American Students	N/A*					
Asian	N/A*					
Filipino	N/A*					
Latino Students	ELA 31.56% Math 20.49%	+5% <i>Meet/ Exceed</i>	+6% <i>Meet/ Exceed</i>	+8% <i>Meet/ Exceed</i>	+10% <i>Meet/ Exceed</i>	+12% <i>Meet/ Exceed</i>
Native Hawaiian/Pacific Islander Students	N/A*					
Students of Two or More Races	N/A*					



White Students	N/A*					
<b>Outcome #4: Increase percentage of students meeting or exceeding the standard on SBAC in ELA by 7%.</b> <b>This goal was not met. The ELA rate fell from 32% to 30% from 2018 to 2019.</b>						
Applicable Student Groups	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	2017-2018 CAASPP Baseline levels of ELA 32.40% Math 20.18%	+5% <i>Meet/ Exceed</i>	+6% <i>Meet/ Exceed</i>	+8% <i>Meet/ Exceed</i>	+10% <i>Meet/ Exceed</i>	+12% <i>Meet/ Exceed</i>
English Learners	ELA N/A* Math N/A*	+5% <i>Meet/ Exceed</i>	+6% <i>Meet/ Exceed</i>	+8% <i>Meet/ Exceed</i>	+10% <i>Meet/ Exceed</i>	+12% <i>Meet/ Exceed</i>
Socioecon. Disadv./Low Income Students	ELA 32.35% Math 20%	+5% <i>Meet/ Exceed</i>	+6% <i>Meet/ Exceed</i>	+8% <i>Meet/ Exceed</i>	+10% <i>Meet/ Exceed</i>	+12% <i>Meet/ Exceed</i>
Foster Youth	N/A*					
Students with Disabilities	ELA 4.35% Math None	+5% <i>Meet/ Exceed</i>	+6% <i>Meet/ Exceed</i>	+8% <i>Meet/ Exceed</i>	+10% <i>Meet/ Exceed</i>	+12% <i>Meet/ Exceed</i>
African American Students	N/A*					
Asian	N/A*					
Filipino	N/A*					
Latino Students	ELA 31.56% Math 20.49%	+5% <i>Meet/ Exceed</i>	+6% <i>Meet/ Exceed</i>	+8% <i>Meet/ Exceed</i>	+10% <i>Meet/ Exceed</i>	+12% <i>Meet/ Exceed</i>
Native Hawaiian/Pacific Islander Students	N/A*					
Students of Two or More Races	N/A*					
White Students	N/A*					

Outcome #5: Increase percentage of students meeting or exceeding the standard on SBAC in Math by 7%.

This goal was not met. The ELA rate fell from 20% to 18% from 2018 to 2019.

Mathematics Proficiency

Metric/Method for Measuring: SBA results +5% annual increase for each student. Use of SBA Interim Assessment increase by 15% per application. Monthly PLC time dedicated to data analysis by teachers, assistants and support staff to drive planning of instruction.

Applicable Student Groups	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	2017-2018 CAASPP Baseline levels of ELA 32.40% Math 20.18	+5% <i>Meet/ Exceed</i>	+6% <i>Meet/ Exceed</i>	+8% <i>Meet/ Exceed</i>	+10% <i>Meet/ Exceed</i>	+12% <i>Meet/ Exceed</i>
English Learners	ELA N/A* Math N/A*	+5% <i>Meet/ Exceed</i>	+6% <i>Meet/ Exceed</i>	+8% <i>Meet/ Exceed</i>	+10% <i>Meet/ Exceed</i>	+12% <i>Meet/ Exceed</i>
Socioecon. Disadv./Low Income Students	ELA 32.35%	+5% <i>Meet/ Exceed</i>	+6% <i>Meet/ Exceed</i>	+8% <i>Meet/ Exceed</i>	+10% <i>Meet/ Exceed</i>	+12% <i>Meet/ Exceed</i>
Foster Youth	N/A*					
Students with Disabilities	ELA 4.35%	+5% <i>Meet/ Exceed</i>	+6% <i>Meet/ Exceed</i>	+8% <i>Meet/ Exceed</i>	+10% <i>Meet/ Exceed</i>	+12% <i>Meet/ Exceed</i>
African American Students	N/A*					
Asian	N/A*					
Filipino	N/A*					
Latino Students	ELA 31.56% %	+5% <i>Meet/ Exceed</i>	+6% <i>Meet/ Exceed</i>	+8% <i>Meet/ Exceed</i>	+10% <i>Meet/ Exceed</i>	+12% <i>Meet/ Exceed</i>
Native Hawaiian/Pacific Islander Students	N/A*					
Students of Two or More Races	N/A*					
White Students	N/A*					

Outcome #6: Percentage % of teachers implementing and utilizing SDAIE strategies in classroom observable through walkthroughs and observations.

95% of teachers implemented and utilized SDAIE strategies based on informal walkthroughs and 90% based on HS class observations

Applicable Student Groups	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	2017-2018 CAASPP Baseline levels of ELA 32.40% Math 20.18%	+5% <i>Meet/ Exceed</i>	+6% <i>Meet/ Exceed</i>	+8% <i>Meet/ Exceed</i>	+10% <i>Meet/ Exceed</i>	+12% <i>Meet/ Exceed</i>
English Learners	ELA N/A* Math N/A*	+5% <i>Meet/ Exceed</i>	+6% <i>Meet/ Exceed</i>	+8% <i>Meet/ Exceed</i>	+10% <i>Meet/ Exceed</i>	+12% <i>Meet/ Exceed</i>
Socioecon. Disadv./Low Income Students	ELA 32.35% Math 20%	+5% <i>Meet/ Exceed</i>	+6% <i>Meet/ Exceed</i>	+8% <i>Meet/ Exceed</i>	+10% <i>Meet/ Exceed</i>	+12% <i>Meet/ Exceed</i>
Foster Youth	N/A*					
Students with Disabilities	ELA 4.35% Math None	+5% <i>Meet/ Exceed</i>	+6% <i>Meet/ Exceed</i>	+8% <i>Meet/ Exceed</i>	+10% <i>Meet/ Exceed</i>	+12% <i>Meet/ Exceed</i>
African American Students	N/A*					
Asian	N/A*					
Filipino	N/A*					
Latino Students	ELA 31.56% Math 20.49%	+5% <i>Meet/ Exceed</i>	+6% <i>Meet/ Exceed</i>	+8% <i>Meet/ Exceed</i>	+10% <i>Meet/ Exceed</i>	+12% <i>Meet/ Exceed</i>
Native Hawaiian/Pacific Islander Students	N/A*					
Students of Two or More Races	N/A*					
White Students	N/A*					

**LCFF STATE PRIORITIES****GOAL #3**

**Goal #3: Close the achievement gap in reading and mathematics for our student body. (Aligns with WASC Goal: Support all Avance students to achieve academic proficiency and continue to maintain or exceed current graduating and four-year institutions matriculation percentages.)**

Related State Priorities:

x 1    x 4    x 7  
x 2    x 5    x 8  
x 3    ☐ 6

Local Priorities:

☐: Pupil Outcomes  
☐:

Expected Annual Measurable Outcomes

**Outcome #1: Increase by 2% of students meeting or exceeding projected growth on the overall MAP Test (from the 1st MAP test to the 3rd MAP test).**

Applicable Student Groups	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	2017-2018 CAASPP Baseline levels of ELA 32.40% Math 20.18%	+5% <i>Meet/ Exceed</i>	+6% <i>Meet/ Exceed</i>	+8% <i>Meet/ Exceed</i>	+10% <i>Meet/ Exceed</i>	+12% <i>Meet/ Exceed</i>
English Learners	ELA N/A*	+5% <i>Meet/ Exceed</i>	+6% <i>Meet/ Exceed</i>	+8% <i>Meet/ Exceed</i>	+10% <i>Meet/ Exceed</i>	+12% <i>Meet/ Exceed</i>
Socioecon. Disadv./Low Income Students	ELA 32.35% Math 20%	+5% <i>Meet/ Exceed</i>	+6% <i>Meet/ Exceed</i>	+8% <i>Meet/ Exceed</i>	+10% <i>Meet/ Exceed</i>	+12% <i>Meet/ Exceed</i>
Foster Youth	N/A*					
Students with Disabilities	ELA 4.35% Math None Exceeded or Standard Met	+5% <i>Meet/ Exceed</i>	+6% <i>Meet/ Exceed</i>	+8% <i>Meet/ Exceed</i>	+10% <i>Meet/ Exceed</i>	+12% <i>Meet/ Exceed</i>
African American Students	N/A*					
Asian	N/A*					

Filipino	N/A*					
Latino Students	ELA 31.56% Math 20.49%	+5% <i>Meet/ Exceed</i>	+6% <i>Meet/ Exceed</i>	+8% <i>Meet/ Exceed</i>	+10% <i>Meet/ Exceed</i>	+12% <i>Meet/ Exceed</i>
Native Hawaiian/Pacific Islander Students	N/A*					
Students of Two or More Races	N/A*					
White Students	N/A*					
<b>Outcome #2:</b> Increase 5% overall on SBAC percentage of “met” or “exceeded” in ELA. (aligns with WASC action plan: Raise the percentage (of students) from any level of 1 - 4 beginning with “Standard Not Met” to the highest standard level of “Standard Exceeded” on the Smarter Balanced Assessment Consortium (SBAC)) percentage of “met” or “exceeded” in Math.						
Applicable Student Groups	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	2017-2018 CAASPP Baseline levels of ELA 32.40% Math 20.18%	+5% <i>Meet/ Exceed</i>	+6% <i>Meet/ Exceed</i>	+8% <i>Meet/ Exceed</i>	+10% <i>Meet/ Exceed</i>	+12% <i>Meet/ Exceed</i>
English Learners	ELA N/A*	+5% <i>Meet/ Exceed</i>	+6% <i>Meet/ Exceed</i>	+8% <i>Meet/ Exceed</i>	+10% <i>Meet/ Exceed</i>	+12% <i>Meet/ Exceed</i>
Socioecon. Disadv./Low Income Students	ELA 32.35% Math 20%	+5% <i>Meet/ Exceed</i>	+6% <i>Meet/ Exceed</i>	+8% <i>Meet/ Exceed</i>	+10% <i>Meet/ Exceed</i>	+12% <i>Meet/ Exceed</i>
Foster Youth	N/A*					
Students with Disabilities	ELA 4.35% Math None Exceeded or Standard Met	+5% <i>Meet/ Exceed</i>	+6% <i>Meet/ Exceed</i>	+8% <i>Meet/ Exceed</i>	+10% <i>Meet/ Exceed</i>	+12% <i>Meet/ Exceed</i>
African American Students	N/A*					
Asian	N/A*					
Filipino	N/A*					
Latino Students	ELA 31.56%	+5%	+6%	+8%	+10%	+12%

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**GOAL #4****Goal #4: Increase graduation, college and career readiness.**

Related State Priorities:

x 1	x 4	x 7
x 2	<input type="checkbox"/> 5	x 8
x 3	<input type="checkbox"/> 6	

Local Priorities:

☐: Pupil Outcomes  
☐:
**Expected Annual Measurable Outcomes**

**Outcome #1: Maintain Graduation rate (Increase or maintain) (Aligns with WASC Action Plan: Continue to maintain our school's graduating rates of 90% with 80% of these graduates matriculating to a four-year institution)**

Applicable Student Groups	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	Graduation Rate 96.77%	98%	98%	98%	98%	98%
English Learners	Graduation Rate 96.77%	98%	98%	98%	98%	98%
Socioecon. Disadv./Low Income Students	Graduation Rate 96.77%	98%	98%	98%	98%	98%
Foster Youth	N/A*					
Students with Disabilities	Graduation Rate 96.77%%	98%	98%	98%	98%	98%
African American Students	N/A*					
Asian	N/A*					
Filipino	N/A*					
Latino Students	Graduation Rate 96.77%	98%	98%	98%	98%	98%
Native Hawaiian/Pacific Islander Students	N/A*					
Students of Two or More Races	N/A*					
White Students	N/A*					

**Outcome #2:** 70 % of students will be A-G ready in grades 9th-10th grade level at the end of year. (Aligns with WASC Action Plan: Raise the percentage (of students) achieving a grade of “C” or better in all courses)

Applicable Student Groups	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	9 grade (class of 2020)- 35%  10th grade (class of 2019)- 70%	9th grade (class of 2020)- 35%  10th grade (class of 2019)- 70%	9 grade (class of 2020)- 40%  10th grade (class of 2019)- 70%	9 grade (class of 2020)- 45%  10th grade (class of 2019)- 70%	9 grade (class of 2020)- 50%  10th grade (class of 2019)- 70%	9 grade (class of 2020)- 50%  10th grade (class of 2019)- 70%
English Learners	9 grade (class of 2020)- 35%  10th grade (class of 2019)- 70%	9th grade (class of 2020)- 35%  10th grade (class of 2019)- 70%	9 grade (class of 2020)- 40%  10th grade (class of 2019)- 70%	9 grade (class of 2020)- 45%  10th grade (class of 2019)- 70%	9 grade (class of 2020)- 50%  10th grade (class of 2019)- 70%	9 grade (class of 2020)- 50%  10th grade (class of 2019)- 70%
Socioecon. Disadv./Low Income Students	9 <sup>th</sup> grade (class of 2020)- 35%  10th grade (class of 2019)- 70%	9th grade (class of 2020)- 35%  10th grade (class of 2019)- 70%	9 grade (class of 2020)- 40%  10th grade (class of 2019)- 70%	9 grade (class of 2020)- 45%  10th grade (class of 2019)- 70%	9 grade (class of 2020)- 50%  10th grade (class of 2019)- 70%	9 grade (class of 2020)- 50%  10th grade (class of 2019)- 70%
Foster Youth	N/A*					
Students with Disabilities	9 <sup>th</sup> grade (class of 2020)- 35%  10th grade (class of 2019)- 70%	9th grade (class of 2020)- 35%  10th grade (class of 2019)- 70%	9 grade (class of 2020)- 40%  10th grade (class of 2019)- 70%	9 grade (class of 2020)- 45%  10th grade (class of 2019)- 70%	9 grade (class of 2020)- 50%  10th grade (class of 2019)- 70%	9 grade (class of 2020)- 50%  10th grade (class of 2019)- 70%
African American Students	N/A*					



Asian	N/A*					
Filipino	N/A*					
Latino Students	9 <sup>th</sup> grade (class of 2020)- 35%  10 <sup>th</sup> grade (class of 2019)- 70%	9 <sup>th</sup> grade (class of 2020)- 35%  10 <sup>th</sup> grade (class of 2019)- 70%	9 grade (class of 2020)- 40%  10 <sup>th</sup> grade (class of 2019)- 70%	9 grade (class of 2020)- 45%  10 <sup>th</sup> grade (class of 2019)- 70%	9 grade (class of 2020)- 50%  10 <sup>th</sup> grade (class of 2019)- 70%	9 grade (class of 2020)- 50%  10 <sup>th</sup> grade (class of 2019)- 70%
Native Hawaiian/Pacific Islander Students	N/A*					
Students of Two or More Races	N/A*					
White Students	N/A*					

Expected Annual Measurable Outcomes						
Outcome #3: Increase percentage of juniors A-G ready by Fall of Senior year. (Charter indicates 80%) (Aligns with WASC Action Plan: Raise the percentage (of students) achieving a grade of "C" or better in all courses)						
Applicable Student Groups	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	Class of 2018 is 33% A-G ready as of Spring 2017.	33%	33%	38%	43%	43%
English Learners	Class of 2018 is 33% A-G ready as of Spring 2017.	33%	33%	38%	43%	43%
Socioecon. Disadv./Low Income Students	Class of 2018 is 33% A-G ready as of Spring 2017.	33%	33%	38%	43%	43%
Foster Youth	N/A*					
Students with Disabilities	Class of 2018 is 33% A-G ready as of Spring 2017.	33%	33%	38%	43%	43%
African American Students	N/A*					
Asian	N/A*					

Filipino	N/A*					
Latino Students	Class of 2018 is 33% A-G ready as of Spring 2017.	33%	33%	38%	43%	43%
Native Hawaiian/Pacific Islander Students	N/A*					
Students of Two or More Races	N/A*					
White Students	N/A*					
Outcome #4: Increase students passing AP exams by 5%.						
Applicable Student Groups	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	Increase students passing AP exams by 5%.	+8% d	+13%	+18%	+23%	+23%
English Learners	Increase students passing AP exams by 5%.	+8% d	+13%	+18%	+23%	+23%
Socioecon. Disadv./Low Income Students	Increase students passing AP exams by 5%.	+8% d	+13%	+18%	+23%	+23%
Foster Youth	N/A*	+8% d	+13%	+18%	+23%	+23%
Students with Disabilities	Increase students passing AP exams by 5%.	+8% d	+13%	+18%	+23%	+23%
African American Students	N/A*					
Asian	N/A*					
Filipino	N/A*					

Latino Students	Increase students passing AP exams by 5%.	+8% <i>d</i>	+13%	+18%	+23%	+23%
Native Hawaiian/Pacific Islander Students	N/A*					
Students of Two or More Races	N/A*					
White Students	N/A					

Expected Annual Measurable Outcomes						
Outcome #5: Increase amount of junior students meeting or exceeding the standard on the SBAC ELA and Math (Exempts students from EAP) by 10%.						
Applicable Student Groups	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	2017-2018 CAASPP Baseline levels of ELA 32.40% Math 20.18%	+5% <i>Meet/ Exceed</i>	+6% <i>Meet/ Exceed</i>	+8% <i>Meet/ Exceed</i>	+10% <i>Meet/ Exceed</i>	+12% <i>Meet/ Exceed</i>
English Learners	ELA N/A*	+5% <i>Meet/ Exceed</i>	+6% <i>Meet/ Exceed</i>	+8% <i>Meet/ Exceed</i>	+10% <i>Meet/ Exceed</i>	+12% <i>Meet/ Exceed</i>
Socioecon. Disadv./Low Income Students	ELA 32.35% Math 20%	+5% <i>Meet/ Exceed</i>	+6% <i>Meet/ Exceed</i>	+8% <i>Meet/ Exceed</i>	+10% <i>Meet/ Exceed</i>	+12% <i>Meet/ Exceed</i>
Foster Youth	N/A*					
Students with Disabilities	ELA 4.35% Math None Exceeded or Standard Met	+5% <i>Meet/ Exceed</i>	+6% <i>Meet/ Exceed</i>	+8% <i>Meet/ Exceed</i>	+10% <i>Meet/ Exceed</i>	+12% <i>Meet/ Exceed</i>
African American Students	N/A*					

Asian	N/A*					
Filipino	N/A*					
Latino Students	ELA 31.56% Math 20.49%	+5% <i>Meet/ Exceed</i>	+6% <i>Meet/ Exceed</i>	+8% <i>Meet/ Exceed</i>	+10% <i>Meet/ Exceed</i>	+12% <i>Meet/ Exceed</i>
Native Hawaiian/Pacific Islander Students	N/A*					
Students of Two or More Races	N/A*					
White Students	N/A*					
Outcome #6: Percentage of seniors who score 1000 or more on the SAT.						
Applicable Student Groups	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	SAT Results	+5%	+6%	+8%	+10%	+12%
English Learners	SAT Results	+5%	+6%	+8%	+10%	+12%
Socioecon. Disadv./Low Income Students	SAT Results	+5%	+6%	+8%	+10%	+12%
Foster Youth	N/A*					
Students with Disabilities	SAT Results	+5%	+6%	+8%	+10%	+12%
African American Students	N/A*					
Asian	N/A*					
Filipino	N/A*					
Latino Students	SAT Results	+5%	+6%	+8%	+10%	+12%
Native Hawaiian/Pacific Islander Students	N/A*					
Students of Two or More Races	N/A*					
White Students	N/A*					

## Expected Annual Measurable Outcomes

## Outcome #7: 100% participation Rate for 11th grade SAT test takers.

Applicable Student Groups	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	44/ 48 or 91%	98%	98%	98%	98%	98%
English Learners	44/ 48 or 91%	98%	98%	98%	98%	98%
Socioecon. Disadv./Low Income Students	44/ 48 or 91%	98%	98%	98%	98%	98%
Foster Youth	N/A*					
Students with Disabilities	44/ 48 or 91%	98%	98%	98%	98%	98%
African American Students	N/A*					
Asian	N/A*					
Filipino	N/A*					
Latino Students	44/ 48 or 91%	98%	98%	98%	98%	98%
Native Hawaiian/Pacific Islander Students	N/A*					
Students of Two or More Races	N/A*					
White Students	N/A*					

## Outcome #8: 100% participation Rate for 10th grade PSAT test takers

Applicable Student Groups	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learners	100%	100%	100%	100%	100%	100%
Socioecon. Disadv./Low Income Students	100%	100%	100%	100%	100%	100%
Foster Youth	N/A*					
Students with Disabilities	100%	100%	100%	100%	100%	100%
African American Students	N/A*					
Asian	N/A*					

Filipino	N/A*					
Latino Students	100%	100%	100%	100%	100%	100%
Native Hawaiian/Pacific Islander Students	N/A*					
Students of Two or More Races	N/A*					
White Students	N/A*					

Expected Annual Measurable Outcomes						
Outcome #9: 50% of students participating in a CTE course						
Applicable Student Groups	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	41 students participated	50%	50%	50%	50%	50%
English Learners	41 students participated	50%	50%	50%	50%	50%
Socioecon. Disadv./Low Income Students	41 students participated	50%	50%	50%	50%	50%
Foster Youth	N/A*					
Students with Disabilities	41 students participated	50%	50%	50%	50%	50%
African American Students	N/A*					
Asian	N/A*					
Filipino	N/A*					
Latino Students	41 students participated	50%	50%	50%	50%	50%
Native Hawaiian/Pacific Islander Students	N/A*					
Students of Two or More Races	N/A*					
White Students	N/A*					

Outcome #10: 50% will students who are CTE completers ("C" or better in two CTE courses in the same pathway)- 2 stacking Courses

Applicable Student Groups	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	0 students	50%	50%	50%	50%	50%
English Learners	0 students	50%	50%	50%	50%	50%
Socioecon. Disadv./Low Income Students	0 students	50%	50%	50%	50%	50%
Foster Youth	N/A*					
Students with Disabilities	0 students	50%	50%	50%	50%	50%
African American Students	N/A*					
Asian	N/A*					
Filipino	N/A*					
Latino Students	0 students	50%	50%	50%	50%	50%
Native Hawaiian/Pacific Islander Students	N/A*					
Students of Two or More Races	N/A*					
White Students	N/A					

#### Expected Annual Measurable Outcomes

Outcome #5: Increase amount of junior students meeting or exceeding the standard on the SBAC ELA and Math (Exempts students from EAP) by 10%.

Applicable Student Groups	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	2017-2018 CAASPP Baseline levels of ELA 32.40% Math 20.18%	+5% <i>Meet/ Exceed</i>	+6% <i>Meet/ Exceed</i>	+8% <i>Meet/ Exceed</i>	+10% <i>Meet/ Exceed</i>	+12% <i>Meet/ Exceed</i>
English Learners	ELA N/A*	+5% <i>Meet/ Exceed</i>	+6% <i>Meet/ Exceed</i>	+8% <i>Meet/ Exceed</i>	+10% <i>Meet/ Exceed</i>	+12% <i>Meet/ Exceed</i>
Socioecon. Disadv./Low Income Students	ELA 32.35% Math 20%	+5% <i>Meet/ Exceed</i>	+6% <i>Meet/ Exceed</i>	+8% <i>Meet/ Exceed</i>	+10% <i>Meet/ Exceed</i>	+12% <i>Meet/ Exceed</i>
Foster Youth	N/A*					

Students with Disabilities	ELA 4.35% Math None Exceeded or Standard Met	+5% <i>Meet/ Exceed</i>	+6% <i>Meet/ Exceed</i>	+8% <i>Meet/ Exceed</i>	+10% <i>Meet/ Exceed</i>	+12% <i>Meet/ Exceed</i>
African American Students	N/A*					
Asian	N/A*					
Filipino	N/A*					
Latino Students	ELA 31.56% Math 20.49	+5% <i>Meet/ Exceed</i>	+6% <i>Meet/ Exceed</i>	+8% <i>Meet/ Exceed</i>	+10% <i>Meet/ Exceed</i>	+12% <i>Meet/ Exceed</i>
Native Hawaiian/Pacific Islander Students	N/A*					
Students of Two or More Races	N/A*					
White Students	N/A*					

**Outcome #6: Percentage of seniors who score 1000 or more on the SAT.**

Applicable Student Groups	Baseline	2020- 2021	2021- 2022	2022- 2023	2023- 2024	2024- 2025
All Students (Schoolwide)	SAT Results	+5%	+6%	+8%	+10%	+12%
English Learners	SAT Results	+5%	+6%	+8%	+10%	+12%
Socioecon. Disadv./Low Income Students	SAT Results	+5%	+6%	+8%	+10%	+12%
Foster Youth	N/A*					
Students with Disabilities	SAT Results	+5%	+6%	+8%	+10%	+12%
African American Students	N/A*					
Asian	N/A*					
Filipino	N/A*					
Latino Students	SAT Results	+5%	+6%	+8%	+10%	+12%



Native Hawaiian/Pacific Islander Students	N/A*					
Students of Two or More Races	N/A*					
White Students	N/A*					

**LCFF STATE PRIORITIES****GOAL #5**

**Goal #5: Provide a positive school environment that increases student engagement.**

Related State Priorities:

x 1    x 4    x 7  
x 2    ☐ 5    x 8  
x 3    ☐ 6

Local Priorities:

☐: Pupil Outcomes

☐:

Expected Annual Measurable Outcomes

**Outcome #1: Identify % of students serviced by Mental Health Services.**

Applicable Student Groups	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	Referral of students	98%	98%	98%	98%	98%
English Learners	Referral of students	98%	98%	98%	98%	98%
Socioecon. Disadv./Low Income Students	Referral of students	98%	98%	98%	98%	98%
Foster Youth	N/A*					
Students with Disabilities	Referral of students	98%	98%	98%	98%	98%
African American Students	N/A*					
Asian	N/A*					
Filipino	N/A*					
Latino Students	Referral of students	98%	98%	98%	98%	98%
Native Hawaiian/Pacific Islander Students	N/A*					
Students of Two or More Races	N/A*					

White Students	N/A*					
<b>Outcome #2: Maintain or increase our daily attendance rate; 96%.</b>						
Applicable Student Groups	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	96%	96%	96%	96%	96	96%
English Learners	96%	96%	96%	96%	96%	96%
Socioecon. Disadv./Low Income Students	96%	96%	96%	96%	96%	96%
Foster Youth	N/A*					
Students with Disabilities	96%	96%	96%	96%	96%	96%
African American Students	N/A*					
Asian	N/A*					
Filipino	N/A*					
Latino Students	96%	96%	96%	96%	96%	96%
Native Hawaiian/Pacific Islander Students	N/A*					
Students of Two or More Races	N/A*					
White Students	N/A*					

<b>Expected Annual Measurable Outcomes</b>						
<b>Outcome #3: Reduce suspensions</b>						
Applicable Student Groups	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	.242	<2.45	<2.45	<2.45	<2.45	<2.45
English Learners	2.42	<2.45	<2.45	<2.45	<2.45	<2.45

Socioecon. Disadv./Low Income Students	2.42	<2.45	<2.45	<2.45	<2.45	<2.45
Foster Youth	N/A*					
Students with Disabilities	2.42	<2.45	<2.45	<2.45	<2.45	<2.45
African American Students	N/A*					
Asian	N/A*					
Filipino	N/A*					
Latino Students	2.42	<2.45	<2.45	<2.45	<2.45	<2.45
Native Hawaiian/Pacific Islander Students	N/A*					
Students of Two or More Races	N/A*					
White Students	N/A*					

**Outcome #4: Maintain % of students participating in Building Healthy Relationship workshops.**

Applicable Student Groups	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	96% participation rate	96%	96%	96%	96%	96%
English Learners	96% participation rate	96%	96%	96%	96%	96%
Socioecon. Disadv./Low Income Students	96% participation rate	96%	96%	96%	96%	96%
Foster Youth	N/A*					
Students with Disabilities	96% participation rate	96%	96%	96%	96%	96%
African American Students	N/A*					
Asian	N/A*					
Filipino	N/A*					
Latino Students	96% participation rate	96%	96%	96%	96%	96%

Native Hawaiian/Pacific Islander Students	N/A*					
Students of Two or More Races	N/A*					
White Students	N/A					

Expected Annual Measurable Outcomes						
Outcome #5: Increase % of parents participating in Building Healthy Relationship (BHR) workshops by 5%.						
Applicable Student Groups	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	32% of parents participated in BHR presentations.	37%	42%	47%	47%	47%
English Learners	32% of parents participated in BHR presentations.	37%	42%	47%	47%	47%
Socioecon. Disadv./Low Income Students	32% of parents participated in BHR presentations.	37%	42%	47%	47%	47%
Foster Youth	N/A*					
Students with Disabilities						
African American Students	N/A*					
Asian	N/A*					
Filipino	N/A*					
Latino Students	32% of parents participated in BHR presentations.	37%	42%	47%	47%	47%
Native Hawaiian/Pacific Islander Students	N/A*					
Students of Two or More Races	N/A*					
White Students	N/A*					

## **Self-motivated, Competent, and Lifelong Learners**

Avance is committed to enabling students to become self-motivated, competent, lifelong learners by providing a multicultural, student-centered environment in which all students are held to high academic and behavioral standards. Avance will continue to develop a culture that fosters in students' self-motivation, competence and the foundation of lifelong learning. This will be accomplished through social emotional learning opportunities provided in House, where students review their affirmations and address their individual goals.

Further, supported by the impact of professional development offered through Avance has created an environment that supports student learning and achievement; as well as, supporting and enriching teachers to create motivation to learn effective use their learning process and instruments designed to enhance student academic success and move students into their personal achievement goals.

In the Avance deployment, the approach for monitoring student achievement and teacher effectiveness is carried forward to evaluate an entire school. The Academia Avance system provides monitoring, calibration and technical support to ensure each teacher's effectiveness and each student's level of academic achievement.

## **Instructional Design**

Avance teachers are consistent practitioners of backwards planning and Avance's instructional design follows suit. Design begins with a comprehensive study of content standards; looking both horizontally and vertically. ELA standards are studied for development from anchor to 12th grade. Integrated math standards are dissected by both middle and high school instructors to gain a macroscopic understanding of how math development progresses from year to year across the 6 domains of middle school and 5 domains of high school. Instructors then create a scope and sequence for each course that preserves the rigor and appropriate pacing demanded by each grade level standard.

At Avance all teachers are literacy teachers. Special attention is given by the science and social studies departments to aid in Reading: Informational Texts standards, as well as Writing standards. Math teachers focus on literacy through scenario based math word problems. Lesson plans are designed not only to build towards a mastery of direct content knowledge, but also the reading and writing skills that will make students lifelong independent learners.

Classroom instruction is designed to nurture our students by focusing on the following:

- Academic Rigor
- Social Emotional Learning
- Cooperative Learning

**Academic Rigor:** Lessons at Avance are planned (and assisted through coaching meetings and weekly classroom observation) to maintain the highest standard of rigor. Rigor begins with rooting daily learning objectives in grade level standards and progresses into the planning of text dependent questions (TDQs) that stretch student thinking at a high level depth of knowledge. Teachers are then trained during professional development and coached in class to preserve rigor by establishing conventions of discussion that include, but are not limited to opening the floor for student to student response more often than a “student, teacher, student, teacher” structure (class discussion more closely resembles volleyball, than tennis). Teachers practice probing students to pull answers from them, rather than giving answers for students to simply repeat. Teachers task student groups to discern strongest responses and to support their claims. Students are writing frequently and assessed based on rubrics that are aligned to the Smarter Balanced Writing Rubrics. Mathematics courses are kept to a similar high standard by ensuring that class time is spent on grade level standards and that tutoring, house periods and homework are used for closing the gaps that students may come to Avance with. IXL is being deployed to provide mastery based practice activities for current grade level standards as well as standards below grade level that may require practice.

**Social Emotional Learning:** At Academia Avance instructors teach the whole student, ensuring that instruction is supported by a welcoming environment where students feel safe to learn and take risks. Restorative Justice (RJ) makes up the backbone of Social and Emotional Learning (SEL) at Academia Avance. Restorative practices such as solution circles are employed proactively before problems arise rather than solely relying on them as a reactive measure. Relationship capital is built from day one and instructors are expected to maintain a 3:1 positive to negative feedback ratio as tracked by Kickboard software. Data is analyzed weekly by administration and acted upon in coaching sessions to best leverage positive relationships. Teachers are given professional development on further restorative practices such as affective questioning, multi-tiered conferencing, reparation of harm, and rehabilitation into the classroom environment when removed. Counselling is available to further support all students who may suffer various traumas outside of school. Finally, a tiered behavior system provides a fair, consistent response to various student actions, with a focus on de-escalation, keeping students in class and reducing punitive disciplinary action that detracts from student learning. Kickboard, again plays a pivotal role in keeping staff and students accountable.

**Cooperative Learning:** Academia Avance works with the Success For All Foundation to train teachers and administrators to follow the Cycle of Effective Learning for every lesson. The cycle is comprised of: 1) Active Instruction, 2) Teamwork, 3) Assessment, 4) Celebration. The cycle is planned for and visible in every lesson in every class in every content area.

**Active Instruction:** Instructors spend a short time modelling processes with the intent to place the heavy lift on students as quickly as possible. Brief direct instruction gives way to teacher led group practice in which students have multiple “at-bats” where misconceptions can be cleared up quickly and success can be publicly celebrated.

**Teamwork:** The bulk of learning is done in teams, preserving the heaviest lifting for the students themselves. Every member of each team is held accountable through rotating jobs with clearly defined responsibilities. Teamwork combines independent reading and annotation; partner sharing (with emphasis given to wait time), and group collaboration and response refinement. All group members are further held accountable through cold-calling practices, while still being preserving emotional safety due to the collaboration of the team ensuring all members are prepared to share. Teachers monitor the progress carefully, collecting data that immediately informs instruction decisions such as re-teaching, pulling small groups, whole-class quick correction, etc.

Teachers, too, benefit from collaboration. Through Avance’s parallel learning structure, during key learning blocks, teachers co-teach math and ELA to identified English Learner and Special Education students. The collaboration allows for individualized attention for the highest need students at both the academic and behavioral levels. Teachers too benefit from combining strengths in pedagogy and practice, with Avance students being the primary beneficiaries.

**Assessment:** Students are further held accountable for individual learning through regular rigorous assessment. NWEA MAP assessments are given three times each year and SBAC assessments are taken annually. Class assessments happen at least bi-weekly, all providing data that is acted upon immediately to correct misconceptions in their earliest phases. Teamwork, as above described, acts as formative assessment as teachers actively/purposefully monitor the room for misconceptions which can be redirected individually, in small groups, or whole-class.

**Celebration:** The final phase of the cycle is to celebrate student growth based on formative and summative assessment. Teachers build relationship capital as they focus on success and deepen the social and emotional trust that they have built with their students. When the cycle is completed, it restarts for the next lesson.

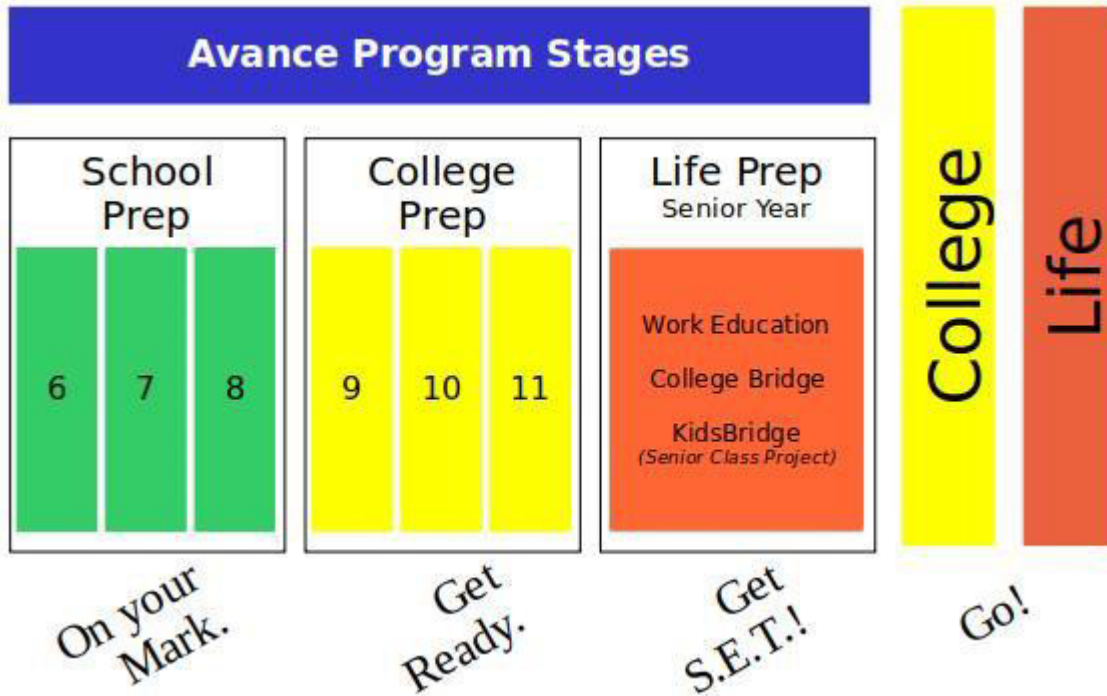
**Research Based:** The Instructional design at Academia Avance is based on research and field proven methodology. Instructors begin by planning backward with a dissection of the common-core grade level standards and then carefully identifies daily objectives that push authentic grade-level appropriate learning. With a clear destination, teachers lesson plan focusing on rigor through cooperative learning, while never losing sight of the social and emotional needs of every student. Coaching and observation support the planning and design process; as well as, reinforce the Cycle of Effective Learning. Through

Professional Development, every teacher remains aligned with Avance's vision of successful and empowering its instructional design.

**Avance's Innovative Program Components:** The educational plan synthesizes three distinct program goals:

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



Graph 1.4: Avance Program Stages

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

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

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

Our students, mnemonic, "*On your Mark. Get Ready. Get SET. Go!*" SET stands for our Senior Experiential Transition Program. The three components are presented in the following schematic diagram. A "House," each teacher is responsible for a grade-level house of 20-30 students. Their responsibilities as a House Leader include:

- Meeting with their house daily
- Providing students with academic support and advising
- Monitoring, through close collaboration with other teachers - the academic and behavioral progress of house students

- Ensuring all relevant data is included in the student's Individual Learning Plan (ILP)
- Acting as a family-school liaison for each student in the house

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

The House Instructor is the point person for the development and maintenance of the Individual Learning Plan (ILP) for each of their assigned students. When a student is moved into a higher grade and transfers to another House, the responsibility of the ILP is passed to the new House Instructor. The ILP is central to the communication of each student's parents, recording the students' academic progress; as well as the commitments to progress for the future. As the years progress over the course of a student's enrollment at Avance, the ILP forms an important, longitudinal data source, that together with the other Avance data tools (PowerSchool, NWEA MAP, CALPADs, CDE-Smarter Balanced testing results, Teacher administered assessments, etc.) provides information to monitor the progress of each student towards their goals of college and preparation for a professional life.

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

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

This model provides continuity in student support and academic advising, while ensuring that each student is closely monitored and supported by at least one faculty member. The Avance bell schedules described detailed information of the opportunities that the Avance Houses have to meet during each school year.

**Research Supporting Avance Life Stages Program:** Research supporting the overarching philosophy of the Avance are summarized as follows: Avance seeks to synergistically unify the efforts of each student, their parents and the Avance staff for consistency, to mitigate the critical life transitions from

elementary school to middle school, and high school to full-engagement in our society as an adult.

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

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

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

- The Transition to Middle School, Schumacher, D.<sup>67</sup>
- Middle-to-High School Transition (bibliography)<sup>68</sup>

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

- That for too many, Senior year was a waste of time.”<sup>69</sup>
- A survey of Human Resources professionals and business leaders found that “personal professionalism matters most when deciding whether to extend a job offer.” A significant number of respondents believed that less than half of all new [college] graduates exhibit professionalism in the workplace.”<sup>70</sup>

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

- Complete the A-G approved courses and additional recommended courses.

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<sup>67</sup> Schumacher, D. (1998),# ERIC Clearinghouse on Elementary and Early Childhood Education, Champaign, IL, (Publication ED422119 98)

<sup>68</sup> Middle-to-High School Transition (bibliography), National High School Center of the American Institutes for Research: <http://www.betterhighschools.org/topics/TransitionIntoHighSchool.asp>

<sup>69</sup> US Department of Education National Commission on the High School Senior Year, The Lost Opportunity of Senior Year: Finding a Better Way, 2001 Preliminary Report.

<sup>70</sup> Survey conducted by the Center for Professional Excellence at York College (2009)

- Take a strategic and methodological approach to the submission of all college admissions documents; well in advance of the deadlines (a process started at Avance during the student's Junior year).
- Complete a structured real-world internship in a professional setting of interest, linked to workshops and seminars on identifying and developing professionalism.
- Experience professional team projects and corporate project management.
- Prepare a summative comprehensive multi-media Avance's Senior Project that integrates college preparatory knowledge with real-world life-skills to set post-baccalaureate goals.

The Avance Life Prep program is a key approach to ensuring that students are prepared for college and for life (as per the mission and vision of the school). The components of the Life Prep program rely heavily on experiential learning, and the use of Restorative Justice process and protocols:

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

Brain-based research conducted by Kotulak (1996)<sup>71</sup> and Kuhl (1994)<sup>72</sup> has shown that human beings learn best when information is meaningful. Conversely, new material for which there is no connection is discarded. If an emotional connection is made during learning, the material learned is reinforced. Furthermore, a recent review of "Research on Project-Based Learning" (Thomas, 2000)<sup>73</sup> suggests that experiential learning is a teaching method that may be particularly well-adapted to urban disadvantaged youth, such as the students being served by Avance. According to this research, experiential learning makes the content areas more relevant and meaningful to disaffected youth, thus increasing memory retention when students are interested in what they are learning. The same review also suggests that experiential learning can enhance professionalism and collaboration between educators.

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

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<sup>71</sup> Kotulak, R. (1996, 1997) Inside the brain: Revolutionary discoveries of how the mind works, Andrews McMeel Publishing, 1997, 0836232895, 9780836232899, 222 pages. Now revised and updated.

<sup>72</sup> Ibid

<sup>73</sup> Thomas, J.W. (March, 2000)

[https://my.pblworks.org/resource/document/a\\_review\\_of\\_research\\_on\\_project\\_based\\_learning](https://my.pblworks.org/resource/document/a_review_of_research_on_project_based_learning)

- Personal interaction skills, including courtesy and respect
- Communication skills (listening)
- A great work ethic; being motivated and staying on task until the job is completed
- Professional appearance
- Self-confidence and awareness In the 2009 CPE poll of 520 human resource and business leaders about college graduates over the last five years:
  - 53% believed level of professionalism was unchanged
  - 33% believed professionalism had decreased
  - 14% believed that "less than half of all new [college] graduates exhibit professionalism in the workplace."

The Life Prep courses were extended from the curriculum and training materials of the highly recognized INROADS Internship Program,<sup>74</sup> which started in 1970, with the mission of developing and placing talented minority youth in business/industry and prepare them for corporate/community leadership. INROADS is the nation's largest non-profit source of paid internships and has received the U.S. Department of Labor LIFT Award in recognition of their efforts to enhance the quality of America's workforce. They were also selected as one of "America's Top 10 Internships" by the Princeton Review and Vault every year since 1993. The Avance Senior Year program staff has worked closely with the past Western Region Vice President of INROADS to launch the Avance Moving Forward program.

The Avance Life Prep experiences and courses are grounded in the U.S. Labor Department Secretary's Commission on Achieving Necessary Skills (SCANS) recommendations, established in 1992. The California Department of Education promotes school-to-career practices, stating that

(from <http://www.cde.ca.gov/ci/ct/sc/>):

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

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

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<sup>74</sup> INROADS Internship Program (2018) <https://spcc2017.wixsite.com/mmmsp>

Avance continues its aim to educate individuals for the 21st Century, students that think critically, understand and internalize the responsibilities of living in a diverse society and capable of utilizing technological tools that are integral to the functioning of this society. The school's design incorporates research-based strategies for experiential learning and team-based work that increases each student's likelihood of success in a post-secondary institution. Student educational interests are addressed through a focus on experiential learning, Avance's Linked Learning, connected to our Life Prep Program, and technology integration (in all core subjects, including Mathematics and Science). Avance's Linked Learning and technology integration program uses a Blended Learning Instructional Model, using teacher direct instruction, independent learning and technology enhanced learning. This hands-on learning model is used to support experiential learning, student internships, teacher internships and real-world relevant integrated curriculum that provides for our students as they join our workforce and continue to prepare for the 21st century. These Avance Life Stages are presented to parents with the awareness that success in college does not automatically translate to success in life. Life requires one to have a clear sense of self, an understanding of how to work on a team and how to set goals and secure resources to achieve those goals.

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

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

Table 1.23: Program Components

Program Component	College admission	Research Report
<b>Houses: Students are assigned to a staff-led “House” where they receive academic support and mentoring</b>	Providing a key person who monitors and guides the student over time...	The National Council for Education Statistics (NCES), 2001. Paving the Way to Postsecondary Education: K-12 Intervention Programs for Underrepresented Youth
<ul style="list-style-type: none"> <li>• Alignment to Common Core State Standards, ELD Common Core, NEXT Generation and Appendices</li> <li>• Summer sessions</li> <li>• Bridge Program</li> <li>• Youth Policy Institute (YPI) (after school program)</li> <li>• Teacher supported after school program</li> <li>• Acellus on-line learning support</li> <li>• Credit Recovery</li> <li>• Technology Learning</li> <li>• Blended Learning</li> <li>• Required</li> <li>• A-G course fulfillment</li> </ul>	Providing high quality instruction through access to the most challenging courses offered by the school...through special coursework that supports and augments the regular curricular offerings...	Referenced in Footnotes and within the Avance’s Charter Renewal.
<b>Avance Parent Education Project</b>	“Paying attention to the cultural background of students...”	Continue to provide ongoing workshops/training in support of their child(rens) educational achievement, college and career focus.
<b>College Preparatory Program</b>	“Participating in college preparatory activities...Gathering information about financial aid...getting help preparatory for entrance exams.”	MPR Associates, 1997.  Toward Resiliency: at-Risk Students Who Make it to College.

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

Avance 6th through 8th graders participates in Cohort s throughout their daily schedule. Each student takes a minimum of the following course scope and sequence, designed specifically to meet their grade level standards. The organizational process will evolve into charting concepts that support, nurture and provide for every students academic achievement.

## Scope and Sequence

Avance offers students an academically rich program incorporating the following characteristics:

- **Standards-Based Curriculum:** Avance will offer a rigorous education for all students in line with the Common Core State Standards.
- **Family-Community-School Partnerships** Avance will actively engage families and the community in the life of the school, and students engage in community service to the community.
- **Technology Integration:** By implementing technology with the curriculum, Avance will ensure that students learn computer skills while pursuing academic goals.
- **Small Learning Communities (Linked Learning Pathways):** Students are given the opportunity to work in small Cohort groups throughout their three years at school, thereby increasing teacher-student interaction.
- **Interdisciplinary, Project-Based Curriculum:** Students will understand how subjects relate to each other while achieving proficiency in all core subjects and becoming critical thinkers. Teachers engage students by organizing curricula around central ideas, building on students' prior knowledge, and connecting learning to students' lives. Core academic and technical classes link with work-based learning opportunities to increase engagement and ability to apply academics to real world situations. Restorative practices allow for a shift in practice that results in a culture which is inclusive, builds fair process into decision-making practices, and facilitates student learning to address the impact of their actions



through an approach that allows for true accountability, skill building, cooperation, and mutual understanding. As implemented at Academia Avance: through restorative practices, Avance-ros will:

- Have an opportunity to be heard;
- Understand the greater impact of one's actions;
- Learn to take responsibility;
- Repair the harm one's actions may have caused;
- Recognize one's role in maintaining a safe school environment;
- Build upon and expand on personal relationships in the school community; and
- Recognize one's role as a positive contributing member of the school community.

Ultimately, people will learn to make positive, productive, and effective choices in response to situations they may encounter in the future after engaging in a restorative practice.

At Academia Avance:

- The Restorative Justice process was first formally implemented in the Spring of 2016 and continues to be part of Avance's practices.
- All staff are provided with restorative questions for the student harmed/repairing the harm.
- Professional Development with all instructional staff was initiated in the 2017-2018 academic year emphasizing "Effective Circles".
- Professional Development on November 6, 2018 focused on the use of Affective Statements.
- Principal and Dean are to complete the training in Restorative Practices presented by the IIRP (International Institute for Restorative Practices) in 2019.
- Culturally-Relevant Instruction: Culturally relevant instruction is integrated into the Instructional experience to increase the relevance of school for students.

Avance promotes a positive atmosphere for learning and growth for each student. Through our Life Prep Program our faculty and staff encourage our students to become lifetime learners, to be mindful of the trust we place in them to be respectful of faculty and staff, family and friends, their community, and amongst themselves. The school has established a well-ordered learning environment where students are encouraged to participate not only in educational activities, but also in school-sponsored activities. As a part of Avance's great leadership, administration constantly seeks the opinions of its own faculty, staff, and students to address differences. At Avance we recognize the unique and special efforts of faculty, staff, and individual students in non-traditional ways.

Table 1:25: 6th through 8th Course Sequence

<b>ACADEMIA AVANCE's COURSE SEQUENCE</b>			
<b>Subject</b>	<b>6<sup>th</sup> grade</b>	<b>7<sup>th</sup> Grade</b>	<b>8<sup>th</sup> Grade</b>
English Language Arts (Core-CCSS)	English Language Arts	English Language Arts	English Language Arts
History (Core-CCSS)	History 6 Ancient History	History 7 World History	History 8 US History
Mathematics (Core-CCSS)	Math 6	Math 7	Math 8
Science (Core-NEXT Generation)	Science 6 Earth Science	Science 7 Biological Science	Science 8 Physical Science
Physical Education	PE	PE	PE
Advisory	Advisory 6	Advisory 7	Advisory 8
Reading elective	Reading elective SFA	Reading elective SFA	Reading elective SFA
Communications/ELD (CCCSS)	Communications/ELD	Communications/ELD	Communications/ ELD

*Academia Avance 2019*

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

Before and After-School time is given for intervention, enrichment, extra-curricular activities and community services. In addition to credit recovery,

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

**Advisory Period** - Students meet with faculty or staff in small groups (approximately 25:1 ratio) throughout the course of the school year. Each year begins with the advisory group focusing on academic reflection and development of digital portfolios. As the year progresses, House teachers provide a forum for goal setting, problem-solving and launching service learning activities. At the middle and end of each year, the House teacher provides an avenue for students to reflect on their school efforts, behavior, academic progress (MAP/RIT scores) and accomplishments. This model is used to build trusting relationships and a strong sense of community that supports student academic achievement.

**Individualized Attention in Grade-Level "Houses":** All Academia Avance students will be assigned to a "house." Each teacher will be responsible for a grade-level house of 20-30 students. Their responsibilities as a house leader include:

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

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

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

forms an important, longitudinal data source, that together with the other Avance data tools (PowerSchool, NWEA Maps, teacher assessment, publisher assessment and other etc.) provides a wide range of information to monitor the progress of each student towards their goals of college and preparation for a professional life.

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

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

This model provides continuity in student support and academic advising, while ensuring that each student is closely monitored and supported by at least one faculty member. The Academia Avance Course Sequence Chart and the Bell Schedules presented below detail the opportunities that houses have to meet during each school year.

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

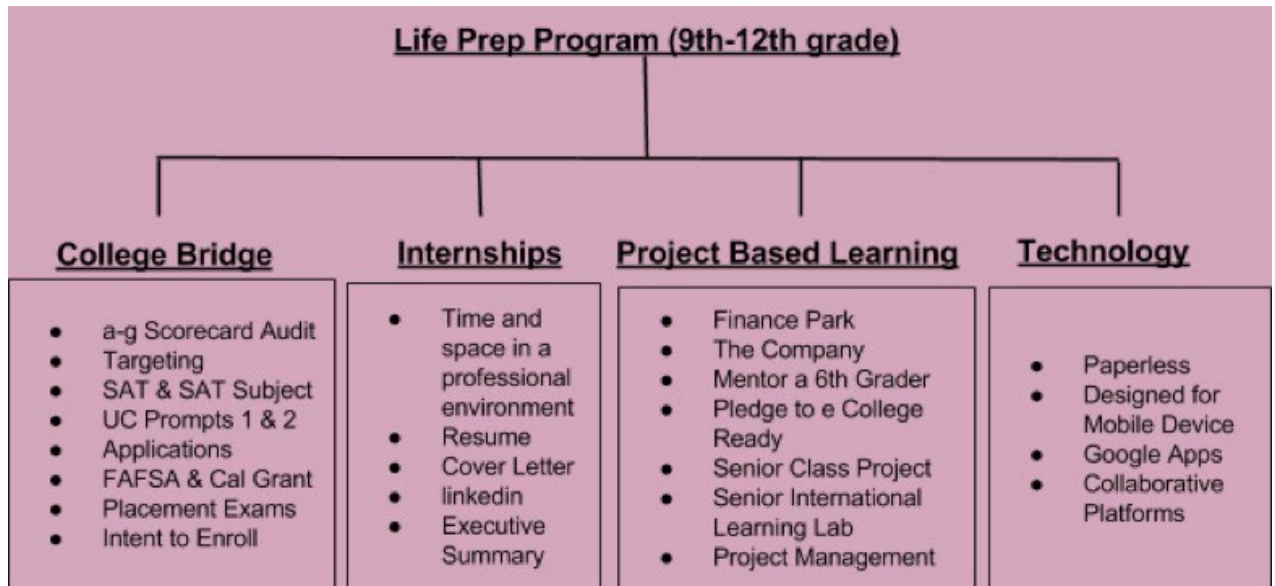
***Get Ready! Avance College Preparatory - Grades 9 to 12*** Avance maintains a consistent and sustained level of support as the students move into high school. The habits formed during the school preparatory years allows for an accelerated College preparatory schedule. The mission of Avance is to provide and offer preparatory to all students for both college and a professional life. To this end, Avance’s graduates must expand on the minimum requirements as set in Ed Code 51225.3 for high school (which may change), by completing additional Life preparatory courses. The College preparatory curriculum is described here. Academia's Life preparatory curriculum, described in the next section, adds development in a professional setting to establish goals for each student during and after college.

The Avance college preparatory stage offers all the state high school course requirements. The table below presents the additional required courses for Avance's graduation, and those for graduation with honors. The table allows for comparison to the University of California/California State University admissions requirements (A-G). Avance strongly advises all students to complete the A-G requirements at the CSU level, and offers a course sequence that allows all students to meet the UC recommended levels. Students who complete the UC/CSU A-G requirements and all of Avance Get SET program courses graduates with Avance honors. Avance's course sequence, and graduation requirements are detailed below.

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

- College Knowledge: What Latino Parents Need to Know and Why They Don't Know It, Louis G. Tornatzky, Richard Cutler, and Jongho Lee, Ph.D., The Center for Latino Educational Excellence of the Tomás Rivera Policy Institute, USC, April 2002
- Big Gaps, Small Gaps: Some Colleges and Universities Do Better Than Others in Graduating Hispanic Students, Mamie Lynch and Jennifer Engle, The Education Trust, Washington, DC, August 2010

There are strong administration, teachers, staff and parent support throughout the college preparatory stage to identify struggling students to complete all A-G requirements. Prior to their Junior year (3rd year), plans are made to keep students on track via summer school, evening community college courses, online distance learning or by deferring Work Education Experience during their senior year. All students participate in the Avance Life Prep program.

Graph 1.5: Life Prep Program

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

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

***Freshman Summer Bridge Program*** During Avance students' Freshman year, a "Freshman Summer Bridge Program" is provided as a 2-day summer

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

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

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

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

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

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

*Every learner completes his or her public education with the knowledge and skills necessary for success in college, continuing education, careers and the community. The public education system provides flexible learning environments rich with 21st century tools that promote self-development, academic achievement, and active engagement in learning. It operates within a framework of high expectations for every learner with support from educators, families and the community.<sup>75</sup>*

The Avance **Get SET** program has the following four courses.

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

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

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

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

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<sup>75</sup> Transforming Education in VT /Summary Vision Statement, VT State Board and VT Department of Education 2010



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

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

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

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

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

Table 1.26: Avance's Senior Projects

Avance's Senior Projects		
Year	Senior Project	Partnerships
<p><b>Class of 2011</b></p> <p>The main objective was to present the Avance "Mentor a 6th Grader" lesson plans to 8<sup>th</sup> grade students at the Supai Middle School. These lessons paired a college accepted Senior with a Supai 8th grader as a mentor</p>	<ul style="list-style-type: none"> <li>• <b>Senior Project Management Experience</b> was to plan a five day excursion to the Havasu-Pai Reservation in Arizona.</li> <li>• The Supai Indians live in the bottom of the Grand Canyon, only accessible by a 12-mile hike.</li> </ul>	<ul style="list-style-type: none"> <li>• The students had to coordinate the pre-trip planning at many different levels, but most challenging was navigating the tribal council to propose and approve the program.</li> <li>• To stay in the village, outsiders must camp 2 miles downstream and hike in all their own supplies.</li> </ul>
<p><b>Class of 2012</b></p> <p>An exchange with the Business School students at the Mondragon University in the Basque Country – a unique in the world node of cooperative corporate</p>	<ul style="list-style-type: none"> <li>• <b>Senior Project</b> was focused on an exchange with the Business School students at the Mondragon University in the Basque Country</li> <li>• Fundraising and lodging was the main project management piece.</li> </ul>	<ul style="list-style-type: none"> <li>• Students also participated in MIT's driven FAB LAB in Mundaka in a workshop called rapid prototyping.</li> </ul>

<p><b>Class of 2013</b></p> <p>Senior Project returned to Supai, with an expanded version of the project. The focus was to bring famed Chicano mural artist Leo Limon's "Art Peace Park" to the Supai Community.</p>	<ul style="list-style-type: none"> <li>• Senior Project returned to Supai, with an expanded version of the project.</li> <li>• The project management piece focused on the ability to deploy an art program to younger peers, while mentoring them to continue with school and college.</li> </ul>	<ul style="list-style-type: none"> <li>• The Seniors had a service day with the village elders</li> </ul>
<p><b>Class of 2014</b></p> <p>The project objective was to better understand the impacts of migration on youth from a youth perspective.</p>	<ul style="list-style-type: none"> <li>• Named "Kids Bridge" focused on connecting three families with relatives in New York City and Los Angeles, via Google Hangouts.</li> <li>• To accomplish the project, three Avance student teams, simultaneously in each city, used a peer-to-peer model with the Poblano youth to conduct a live 3-way video conference on May 4, 2014.</li> <li>• While in the City of Puebla, the students were able to attend the "original" Cinco de Mayo parade celebrations, so as to compare to the US versions of this historic event.</li> </ul>	<ul style="list-style-type: none"> <li>• Avance partnered with CDM, Centro de los Derechos del Migrante, a nonprofit based in Mexico City and Baltimore. CDM acted as agency evaluator of the students' work which was presented on May 7, 2014 in Mexico City.</li> <li>• Avance students were assisted by MASA NY (Mexican American Students' Alliance) and WHEDco (The Women's Housing and Economic Development Corp), and by several of the Poblano associations in Los Angeles, as well as with the guidance of Professor Leisy Abrago, author of Sacrificing Families: Navigating Laws, Labor, and Love Across Borders.</li> <li>• Baruch College Professor Robert Smith, author of Mexican New York: Transnational Lives of New Immigrant from UCLA</li> </ul>

<p>Class of 2015</p> <p>In the format of a cross-country road trip, Avance students were exposed to the life experiences of undocumented students across the United States.</p>	<ul style="list-style-type: none"> <li>• The methodology for this project was a comparative analysis drawn from site visits to cities containing communities of undocumented students. These cities included Nashville, Tennessee, Chicago, Illinois, Houston, and Texas.</li> <li>• Avance seniors interfaced with people nationwide who worked with undocumented students or were undocumented themselves in order to exchange knowledge and experiences</li> </ul>	<ul style="list-style-type: none"> <li>• Avance partnered with the organization 'Conexion Americas' in Nashville, Tennessee, which arranged a brunch wherein Avance students socialized with student activists in the area of immigrant rights</li> <li>• Avance partnered with Loyola University Chicago Medical School which arranged a tour and medical student panel for Avance students</li> <li>• Avance partnered with 'Project Grad', an institution for continuing education in Houston, Texas which arranged an evening for Avance students to socialize with 'Project Grad' students</li> </ul>
<p>Class of 2016</p> <p>Seniors visited sites within the states of Illinois, Michigan, Missouri and Ohio with the dual goal of learning how communities respond to water crises and recruiting people to register to vote</p>	<ul style="list-style-type: none"> <li>• Through the trip, one of Avance's project goals included registering at least 300 people to people to vote using the 'UnidosUS' voting application.</li> <li>• Students visited areas affected by water contamination such as Flint Michigan and Parkersburg, West Virginia</li> </ul>	<ul style="list-style-type: none"> <li>• Avance partnered with the Genesee County Hispanic/Latino Collaborative's Juani Olivares, an activist who identified a need to translate safety pamphlets for non-English speaking communities during their water crisis</li> <li>• Avance met with the Mayor of Ferguson, Missouri as well as Robert Bilott, the Corporate Lawyer who executed a class action lawsuit in Parkersburg, West Virginia on behalf of individuals affected by C8 contamination in water supplies</li> </ul>

<p>Class of 2017</p> <p>Seniors conducted a project entitled “A Bridge we Cross”, a follow-up project within the communities that experienced water contamination visited by the Class of 2016.</p>	<ul style="list-style-type: none"> <li>• Based on information gathered by the Class of 2016 in Flint, Michigan and Parkersburg, West Virginia, Avance seniors presented at the Bennington Water Conference at Bennington College in Vermont where they posed the question “What would you do if you realized that your water had been contaminated?”</li> <li>• Avance seniors visited Hoosick Falls, New York, a village affected by C8 contamination in its water supply</li> <li>• Students visited members of the indigenous Mohawk nation on the border of the United States and Canada</li> </ul>	<ul style="list-style-type: none"> <li>• Avance partnered with the Bennington Water Conference, which allowed Avance seniors to spectate as well as present before the conference</li> <li>• Avance partnered with the Kahnawake Survival School in Canada</li> <li>• Avance partnered with the Akwesasne Boys and Girls Club: part of the Mohawk nation</li> </ul>
<p>Class of 2018</p> <p>This project sought to deepen the class of 2018’s understanding of environmental sustainability and indigenous communities, Seniors visited the lands straddling the US-Canada border to learn from the Mohawk community of Akwesasne.</p>	<ul style="list-style-type: none"> <li>• Focused on exposure to themes of self-reliance and preservation through narratives of the Akwesasne inhabitants on land located between Canada and New York.</li> <li>• An emphasis was put on how the Mohawk and Maya peoples are related as described by their origins and how it related to the experiences of Latino immigrants travelling from the south today.</li> </ul>	<ul style="list-style-type: none"> <li>• Avance met with members of the Mohawk Nation from Kanesatake, Kahnawake, and Akwesasne territories to learn about environmental justice issues, and addressed different problems each territory faced.</li> <li>• Students and staff from the Kahnawake Survival School shared stories of their efforts to keep the school open and how it reflected the struggles experienced by the Mohawk Nation as a whole.</li> </ul>

<p>Class of 2019</p> <p>The senior class traveled to the island of Puerto Rico with aims to learn about Puerto Rican culture and history, and partake in post-Hurricane Maria relief efforts.</p>	<ul style="list-style-type: none"> <li>• Avance students assisted in various relief effort projects across Puerto Rico where students learned from the types of service everyday citizens have taken-on since the Hurricane Maria.</li> <li>• Through discussions, Avance students gained insight as to the political experience of Puerto Rican residents, with their island being under the proprietorship of the United States</li> <li>• Avance Seniors interacted with students at The Renaissance Charter School of Queens, New York. The students connected through their shared experiences of living in neighborhoods experiencing gentrification.</li> </ul>	<ul style="list-style-type: none"> <li>• Avance partnered with the Manhattan School of Music towards lodging</li> <li>• Avance partnered with the Municipality of Salinas towards relief efforts</li> <li>• Avance partnered with the Escuela Republica de Peru in San Juan, Puerto Rico where students from both schools experienced a cultural exchange</li> <li>• Avance partnered with the Escuela Montessori Elemental Rafael A. Delgado Mateo en Guayama towards hurricane relief</li> </ul>
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#### *Academia Avance 2019 Summary of Senior Projects*

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

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

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

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

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

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

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

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

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

**Multimedia presentation** – A creative multimedia presentation that will allow others to benefit from their experience as the students demonstrate what they have learned and accomplished.

**Work Education Experience - Fall/Spring** The Work Education Experience (WEE) program is part of a total educational process that:

- Assist students to choose a career path.
- Prepare students for full-time employment, suitable for their abilities and interests.
- Afford students the opportunity to learn to work with others in ways that are successful and rewarding.
- Link the academic core curriculum with the world of work and promotes school-to-career transitions.
- Help students develop skills, habits and attitudes conducive to job success and personal growth.
- Assist students in selecting careers, realistic and wise preparation for the world of work.

Utilize the community's business-industrial complex as a career training laboratory to help students develop a positive work ethic and acquire or refine work related skills and job performance in actual work settings. The WEE program uses the integrated efforts of teachers, counselors, students, parents and off-campus professionals to achieve the following purposes:

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

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

Avance's WEE program follows the state guidelines for a Work Education Experience Program. Students are expected to spend approximately 10 hours a week conducting research or working off-campus, under the supervision of their mentor. Students will meet weekly with their Avance Life preparatory Coordinator and their Avance House Instructor to discuss their progress, address challenges and questions which may have arisen at the WEE site, relate experiences to designated curriculum texts, relevant to their individual



project and receive assigned writings for their project or respond to course readings.

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

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

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

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

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

going mentoring and support, and final evaluation in partnership with the WEE mentor.

Common Core State Standards and NEXT Generation include other present-day standards that emphasize real world application of knowledge and skills, and the development of 21st century competencies such as critical thinking, communication in a variety of media and collaboration. PBL provides an effective way to address such standards.<sup>76</sup>

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

- Prepare students for the workplace – Avance will gain skills in collaboration, project planning, decision-making and time management (Blank, 1997; Dickinson et al., 1998).
- Provide collaborative opportunities to construct knowledge. The collaborative learning among Avance seniors will allow them to bounce ideas off each other, voice their own opinions and negotiate solutions; skills necessary in the workplace (Bryson, 1994; Reyes, 1998).
- Provide a practical, real-world way for Avance seniors to learn and apply technology (Kadel, 1999; Moursund, Bielefeldt, & Underwood, 1997).
- Project-based learning helps students apply what they learn into real-life experiences and provide an enriched comprehensive education. (“Why Teach With Project-Based Learning? Students With a well-Rounded Classroom Experience.” Edutopia, 2014)

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

All seniors will participate in the College Bridge and Senior Final Writing/Research Project of the SET courses. Participation in all or specific components depends on each student having completed or being on-track to

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<sup>76</sup> Buck Institute of Education, (2014). Why Project Based Learning?

complete all state graduation requirements and UC/CSU A-G application requirements.

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

Table 1.28: Course Sequence 9th through 12th

**A-G Course of Study by Grade Level**

<b>Subject</b>	<b>9<sup>th</sup> Grade</b>	<b>10<sup>th</sup> Grade</b>	<b>11<sup>th</sup> Grade</b>	<b>12<sup>th</sup> Grade</b>
<b>History</b>	Geography/ Humanities A/B	World History and Geography A/B	US History and Geography AP History and Geography A/B	United States Government and Economics
<b>English Language Arts</b>	English 9 A/B	English 10 A/B	American Literature and Composition A/B English Honors A/B	British Literature and Advance Composition A/B
<b>Mathematics</b>	Algebra I A/B Integrated Math 1 AB	Algebra 2 or Geometry A/B Integrated Math 2 A/B	Algebra 2 A/B, Pre- Calculus A/B Calculus A/B	Pre-Calculus A/B. Trigonometry A, Statistics B, or Calculus A/B AP Calculus A/B
<b>Science</b>	Biology A/B	Chemistry A/B	Physics A/B Honors Science, or AP Biology	Advanced Physics or AP Environmental
<b>Foreign Language</b>	Mandarin Spanish 1 A/B or Spanish 2 A/B	Mandarin Spanish 3 A/B Or Spanish 4 A/B	Mandarin Spanish 4 A/B or AP Spanish	AP Spanish
<b>Electives</b>	SFA Photography Art I A/B	SFA Other Electives	SFA Internship Elective	Internship Elective

A-1<sup>st</sup> Semester

B-2<sup>nd</sup> Semester

Table 1.29: Graduation Requirements

<b>Academia Avance Charter School Curriculum/Graduation Requirements (built on Common Core State Standards for graduation for ALL students)</b>			
<b>Subject</b>	<b>Academia Avance Charter School</b>	<b>CA Grad.</b>	<b>UC Entry</b>
<b>English</b>	<u>4 years</u> : English 9A/B; English 10A/B; American Literature/Contemporary Composition; Expository Composition/Modern Literature	3 years	4 years
<b>Math</b>	<u>4 years</u> : or Calculus (both A/B) Algebra I and II and Geometry.	2 years	3 years
<b>Science</b>	<u>3 years</u> : Physics A/B; Chemistry A/B; Biology A/B; Environmental Science or Advanced Physics A/B (All science classes incorporate lab work.)	2 years	2 years
<b>Social Studies</b>	<u>3 years</u> : World Geography and Culture A/B; Modern World History A/B; U.S. History A/B; Government; Economics.	3 years	2 years
<b>Foreign Language</b>	<u>3 years</u> : Mandarin I, Mandarin II, Mandarin III Spanish 1, 2, 3 and AP Spanish	1 year of either	2 years
<b>Visual// Performing Arts</b>	<u>1 year</u> : Art I A/B		1 year
<b>Health Education</b>	<u>1 year</u> : embedded in the biology curriculum, with related projects in other classes	1 year	N/A
<b>Physical Education (PE)</b>	<u>2 years</u>	2 years	N/A
<b>Electives</b>	<u>1 years</u> : Mandarin (third year) Spanish 1, 2, 3 AP Spanish	N/A	1 year

Work Education Experience and Senior Writing Project	The Senior year includes experiences such as a Senior Class Project in a student-selected topic that will result in a research paper, a project or a product, and a presentation. The senior experience will move students away from departmentalized learning toward a more interdisciplinary approach. This approach is one, which will allow students to use a variety of skills in the areas of writing, speaking, research, and documentation. Upon completion of the Senior Project Experience, students will have learned more about their topics, their community, and most importantly, about themselves. Internships are one of the most important ways students gain experience and start to make contacts within their field. Work experience at a respected company or organization can strengthen a student's college application. An internship will allow one to explore potential careers and courses of study for college.	N/A	N/A
CTE	Permeates all learning, all classes	N/A	N/A
Computer Literacy	All students must be computer literate by 10th grade to keep up with the course work at Academia Avance Charter School, which is designed to preparatory are them for 21 <sup>st</sup> century living.	N/A	N/A
<u>Note:</u> Students with Disabilities usually meet all requirements. SWD students receive supplemental support in and out of class from the teacher and/or specialists equipped to handle special need cases (i.e., ADD, autistic students or physically disabled) to help them reach their highest capability. Students with an IEP who need help in math, ELA and organization are put in determined best placement and offered intervention.			

Academia Avance Course Descriptions  
“a” through “g” Approved Courses (UCOP)  
WASC Accredited

**“a” History/Social**

**Science**

**Acellus US Government**

Adopted from International Academy of Science (IAS)  
Civics / American Government A History / Social Science  
Grades 11, 12  
Online

The students learn about the foundations of the U.S. Government. They study the impact of English documents that shaped the U.S. Constitution, and the

philosophies of great thinkers that influenced its principles. Historical events at the time of the writing of the Constitution are explored, and the move from the Articles of Confederation to the Constitution is examined. Each Article of the Constitution is studied. The importance of “checks and balances” to provide separation of power is emphasized. Each branch of government and its limits and powers

are studied. The course covers the amendment process and the twenty-seven amendments to the U.S. Constitution. Examples of Supreme Court cases are presented as evidence of the laws of the land process. The fact that the U.S. Constitution is the supreme law of the land is emphasized. The development of political analysis skills is encouraged through the use of writing assignments and group projects. The importance of understanding the U.S. Constitution and the protection it provides for the U.S. nation and its citizens is the focus of this course.

### **Acellus US History I & II**

History / Social Science (A) / U.S. History  
Grade Level 9th, 10th, 11th, 12th  
Online

Acellus U.S. History A (I) - 1877-1940 is the first semester of a two-part series that delves into the history of the United States. Beginning with a review of the nation's beginnings and the impact of the Enlightenment on U.S. ideals, these course studies events of significant historical importance that occurred from the period of reconstruction and industrialization up to World War II.

Acellus U.S. History B (II)- 1940-21st Century covers the development of the United States from the end of the Civil War through issues facing the country today. Acellus U.S. History II is the second in a two-part series that provides high school students with a good foundation in the history of this country.

### **Acellus World History I/2711**

History/Social Science  
Grade 10

Acellus World History I examines world civilizations from Prehistory through 1200 AD. Course topics include:

- Prehistory to Early Civilization
- Nile River Civilization
- Ancient India and China
- Classical Greece
- Ancient Rome
- Civilizations in the Americas
- Chinese and Indian Empires
- The Rise of Islam
- Ancient Africa
- East Asia

### **Journey for Justice in America:**

### **American Government & Public Services**

History/Social Science/2703  
CTE Sector; Public Services  
CTE Pathways: Legal Practices  
Grade 12

Journey for Justice in America provides students with the necessary skills and content knowledge in a standard American Government course, while also allowing them to understand how this knowledge is applied in careers in government services and legal sectors. The foundational American Government concepts students learn in the course also allow them to become informed, active citizens in their respective communities. In this course, students come to understand the principles on which the United States government was founded, the structure of government at the federal, state and local levels, the individual and civil liberties needed to maintain a democratic society, and the way in which order is maintained through law enforcement and the judiciary.

### **American Government**

History / Social Science (A) / Civics / American Government  
Half Year  
Grade 12

In this course, students apply knowledge gained in previous years of study to pursue a deeper understanding of the institutions of American Government. In addition, they draw on their studies of world and American history and geography and other societies to compare differences and similarities in world governmental systems today. This course is the culmination of history/social science classes to prepare students to solve society's problems, to understand and to participate in the governmental process, and to be a responsible citizen of the United States and the world.

### **AP United States History**

AP US History A/B / SS209/210 , AP  
United States History / SS209/210  
Grade 11

Study the cultural, economic, political, and social developments that have shaped the United States from c. 1491 to the present. You'll analyze texts, visual sources, and other historical evidence and write essays expressing historical arguments.

### **Modern World History**

Modern World History A/B / SS 207/208,  
Modern World History A/B / SS 205/206  
Full Year  
Grade 10

This history/social science course examines the major turning points of the modern world from approximately 1750 to the present. Components of this class include: Historical Linkage, the French Revolution, the Industrial Revolution, the Rise of Imperialism and Colonialism, World War I, Totalitarianism, World War II and Nationalism. Students should develop an understanding of the historic as well as the contemporary geographic, social, political and economic consequences of the various areas and problems they review.

### **United States History**

History / Social Science (A) / U.S.  
History  
Full Year  
Grade 11

This course will cover American history beginning with the Civil War through the present. Particular attention will be paid to political and social history. However, diplomatic, economic, and cultural history will also be studied. Assignments will focus on the acquisition of objective knowledge as well as emphasizing the skills necessary to interpret primary sources and to contribute to historical debate. Written assignments will be a major component of the course. As such, students will work on developing a thesis and defending it with historical data. Classroom discussion will also be emphasized as an exercise in critical thinking and expression.

### **"b" English**

### **Acellus High School English I**

Acellus English 1 A/B  
Full Year  
Grade 9

Online  
The Acellus High School English I course provides a detailed investigation of literary techniques and devices using classics from American and English literature as examples. It explains how to recognize these techniques and to incorporate them into writing. It also presents strategies for expanding vocabulary through reading and provides a focus on grammar skills for advanced writing.

### **American Literature**

American Literature 1A/1B / LA 219/220,  
American Literature IA/IB / LA 219/220  
Full Year  
Grade 11

The American Literature course is designed to familiarize students with the origins and evolution of American literature through a chronological study of each significant literary era. We will analyze various formats of literature from myths of origin, poetry, speeches, short stories, essays, plays and novels. This course will allow students to explore themes and styles of these various samples of literature through discussion, questions, presentations, and writing. Grade level grammar and vocabulary will be implemented.

### **AP English Literature and Composition**

AP English Lit. and Composition A/B  
UC honors designation  
Grade 12

The course content is organized into nine units of study that provide one possible sequence for the course. The units define the skills you'll work on as the course progresses, but your teacher can choose the content and themes that you'll focus on in each unit. Students learn about the elements of argument and composition as you develop your critical-reading and writing skills. You'll read and analyze nonfiction works from various periods and write essays with different aims: for example, to explain an idea, argue a point, or persuade your reader of something.

### **British Literature**

British Literature A/B / LA222/223, British Literature A/B / LA 222/223  
Grade 12

Students will read British literature from the Anglo-Saxon period to Contemporary period studying various genres. As they read, they will understand the development of English literature through the historical developments of this society. Students will improve their writing skills through responses to

literature through a variety of formal essays including expository, persuasive, and research-based as well as through informal, reflective compositions. They will increase their word power through extensive vocabulary development. Students will also work on their critical and analytical thinking skills. Listening and speaking skills will be practiced through individual and small group presentations.

### **Composition and World Literature I**

Composition and World Literature 1A/1B / LA211, Composition and World Literature IA/IB / LA211  
Grade 9

World Cultures Literature and Composition I (9th grade) is designed to build upon student's understanding and appreciation of literature. Students read, analyze, and discuss Latin American literature, African literature and Middle Eastern literature by way of short stories, essays, poetry, folklore and the novel. Each literary composition will be studied in relation to culture, values, style, structure, theme and personal experience. Writing is a major component of the course. Students will be asked to compose well-developed paragraphs, essays, research papers and creative writing assignments such as poetry and narratives.

### **Composition and World Literature II**

Composition and World Literature IIA/IIB / LA215/216, Composition and World Literature IIA/IIB / LA 215/216  
Grade 10

World Cultures Literature and Composition II (10th grade) is designed to build upon student's understanding and appreciation of literature. Students read, analyze, and discuss Asian and Asian American literature, Indian American literature, British literature and even sample political allegory by way of



short stories, essays, poetry, a play and the novel. Each literary composition will focus on culture, values, style, structure, theme and personal experience.

### **World Cultures Literature and Composition II**

(10th grade) is designed to build upon student's understanding and appreciation of literature. Students read, analyze, and discuss Asian and Asian American literature, Indian American literature, British literature and even sample political allegory by way of short stories, essays, poetry, a play and the novel. Each literary composition will focus on culture, values, style, structure, theme and personal experience.

### **CSU Expository Reading and Writing**

CSU Expository Reading and Writing  
A/B

Grade 12

The California State University (CSU) CSU Expository Reading and Writing Course (ERWC) is available to high schools to adopt as a college-preparatory course in English language arts for grade 11 and grade 12. Schools may opt to teach the year-long course in either grade or both. Recently expanded and revised, the third edition of the course is aligned with the California Standards for English Language Arts and English Language Development, and the courses are approved by the University of California (UC) to satisfy the "B" English subject requirement. Since the CSU has been granted "Program Status" authority by UC to approve high schools to adopt the ERWC11 and ERWC12, the process for adoption is different than for other new "A-G" courses. An adopting high school needs to submit an application to the CSU and then upload the course into UC's A-G Course Management Portal; both steps are required for the course to

be officially recognized on students' transcripts.

### **English 10 (Honors)**

English 10A (Honors), English 10B (Honors)

Grade 10

English 10 Honors builds upon students' foundation of critical reading and analytical writing skills in preparation for Advanced Placement and/or International Baccalaureate coursework in their junior and senior years. Students analyze the elements of literature and nonfiction including investigative journalism, essays, articles, historical documents, novels, drama, poetry and short stories. As they develop rhetorical writing skills and respond to claims, students learn to refine arguments and organize evidence to appropriately and thoroughly support a position. Students engage with various media types through which they analyze and synthesize information to discuss and use during collaborative projects and presentations. Students strengthen and build writing and speaking skills in journals, discussions and essays. They learn to communicate clearly and credibly in narrative, argumentative and explanatory styles. Students are evaluated through a diversity of assessments designed to prepare them for the content, form, and depth of the Common Core as well as college-level courses. Students are evaluated at the end of each semester through a complex performance task which allows students to demonstrate their ability to use critical thinking, problem-solving, and inquiry skills. This final written task will require a synthesis of skills from the entire course such as research, argumentative writing, works-cited, and will touch on themes such as tone, structure, irony, and symbolism.

**English 10 Reading and Writing in Law and Public Safety**

English 10: Awareness and Ethics A/B  
Integrated Academics/CTE: Public Services

Pathway: Public Safety

Grade 10

English 10: Awareness and Ethics in Law and Public Safety increases and deepens student knowledge of the content and skills of English-Language Arts through the lens of a potential applicant in the law and public safety field. In this course, students research the complex nature of law and public safety professions in order to be prepared to enter their chosen field. Through research of legal cases and through collaborative discussion, students develop complex knowledge regarding legal and ethical dilemmas faced by those working in public safety positions. In addition to focusing on how these dilemmas affect those working in public services, students examine the effects of the results of these dilemmas on the public whom public safety professionals serve. By the end of the course, students also develop a profound understanding of the physical and psychological demands on those who serve in public safety roles.

**English 11 Honors**

English 11 Honors A / 211, English 11 Honors B / 212

Grade 11

This course will develop students' skills and processes, as well as the role and purpose of language arts. Students will demonstrate and understanding of the nature of language. Students will learn to use oral language skills for effective communicating and writing. This course will teach students to develop the skills, strategies, and processes of reading and writing. The year will end with a comprehensive final that assesses the

full range of these skills, strategies, and processes (see Final unit).

**ENGLISH 9 Honors**

ENG9H

Grade 9

English 9 honors class is designed for students who want to challenge themselves to improve their mastery level in English and who wish to demonstrate the ability to earn honors credit. The course covers the basics of the regular 9th grade college prep class, with additional higher level core readings, an increased number of written essays, more advanced literary technique instructions, and a greater emphasis on writing style, quality, and structure. This prep course offers differentiated instruction based on students' individual needs. The curriculum for Honors English 9 is aligned with the Common Core State Standards.

**English 9 Reading, Writing and Research in Social Entrepreneurship**

English 9: Entrepreneurs as Researchers A/B

Integrated/CTE: Marketing, Sales, and Services

CTE Pathway: Entrepreneurship

Grade 9

UCCI

Reading, Writing and Research in Social Entrepreneurship is a college preparatory 9th grade English course integrated with entrepreneurship and self-employment pathway standards of the marketing, sales, and services CTE sector. In Entrepreneurs as Researchers, students read and write about who they are and what they believe, in relation to their families and their communities. The Entrepreneurs as Researchers course uses the Common Core's attention to multi-media, argumentation and informational text as

an opportunity for students to explore their experiences, define ethics, analyze social responsibility, and create an action plan for community change. Woven throughout these units of study is an exploration of the characteristics of entrepreneurs such as, integrity, risk-taking, creativity, curiosity, determination, discipline, empathy, flexibility, and responsibility.

### **Honors American Literature and Composition**

Honors American Literature

Grade 11

Honors American Literature is a one year challenging, college-preparatory course designed to meet eleventh grade ELA A-G requirements, while preparing students to continue a disciplined study of the language arts in their senior year and into their college years. The course of study will explore selections by contemporary as well as traditional American authors from diverse cultural origins. The ways in which prevalent philosophical, political, ethical and social influences of the times affected American writers will be explored through a chronological and historical look at literature. Particular focus will be upon the Common Core Language Arts Standards as they apply to reading, writing, listening and speaking skills. Students will engage in intellectual dialogue, reflection, formal and informal writing including - but not exclusively - analysis, persuasion, narrative, exposition, compare-and-contrast and the research process. Class work and homework will consist of a variety of college-level academic endeavors including crafted analysis and research-based essays, in-class essays, reading response, dialectical journals, Socratic seminars, presentations, vocabulary development and self-directed reading (annotations).

### **Integrated English and Marketing**

Integrated Marketing and English A/B  
Integrated (Academics / CTE):  
Marketing, Sales, and Services

CTE Pathway: Marketing

Grades 10, 11, 12

In ***Integrated English and Marketing***, students gain foundational knowledge in marketing within the framework of year three or four high school English, so that they will be equipped for the challenges in the workplace and in their pursuit of post-secondary education. Whether a student is interested in exploring the field of Marketing as a career or whether they just want to become better acquainted with understanding how marketing works, this course provides an opportunity for students to fulfill their English course requirement while pursuing a career pathway and developing critical reading, writing, speaking, and thinking skills geared towards the business field.

### **Language Takes the Stage: English 9 and the Performing Arts**

Language Takes the Stages A/B

Integrated (Academics / CTE): Arts,  
Media, and Entertainment

CTE Pathway: Performing Arts

Grade 9

Who are we and what do we contribute to the stage of life? In ***Language Takes the Stage***, we consider what theatre is and why people feel compelled to create it. In addition to analyzing, researching, and writing about text, students take an active role in transforming text to actual performances. Language, theater, culture, and self are the driving themes of this course. We compose monologues, write narratives, act, argue character interpretation, invent, improvise, and otherwise consider how the story is told and how the story is used to influence and communicate with

the world around us. Quite simply, we travel the path from page to stage.

**Literacy, Advocacy and Public Service: Advanced English in Public Service Work**

Literacy, Advocacy and Public Service  
A/B

Integrated (Academics / CTE): Health  
Science and Medical Technology  
CTE Pathway: Public and Community  
Health

Grade Levels: 11, 12

Through this upper division English Course, students hone their reading, writing, speaking and presentation skills to become effective and empowered agents of change as they explore the impact that the field of Public Administration and Social Services has on their community, state and country. Through close reading and analysis of informational and literary texts written for a variety of purposes and audiences, students examine instances when personal identity becomes political and the ways in which societal issues are influenced by and can be addressed through public administration, social service agencies and community organizations. Because writing and communication are just as critical to effective advocacy as research, synthesis and close reading, students themselves compose texts for real audiences and authentic purposes from using a variety of digital media to inform those for whom social [services](#) has direct and indirect impact to making public arguments to effect positive change.

**“c” Mathematics**

**Acellus Advanced Algebra I**

Acellus Advance Algebra I A/B  
Grade 9  
Online

Acellus Algebra I – Advanced teaches students the basic principles, rules, and operations of working with expressions containing variables. Upon successful completion of Acellus Algebra I – Advanced, students will have a strong foundation in basic Algebra skills upon which they can build as they delve into more advanced mathematical concepts in future years. Students will know how to solve equations and inequalities and systems of the same. They will be familiar with various types of functions — including linear, quadratic, exponential, and rational functions — and use them to model real world situations. They understand and can identify linear and exponential patterns. Students know what polynomials are and how to factor them. They learn how to model using quadratic equations and have experience working with radical and rational expressions and equations. Students will be familiar with frequency tables, histograms, and box and whisker plots, and will know how to conduct a meaningful [survey](#). They will also know how to calculate permutation and combinations, theoretical and experimental probability, as well as the probability of compound events.

**Acellus Algebra II Plus**

Acellus Algebra II Plus A/B

Grade levels: 9, 10, 11, 12

Online

Algebra II builds upon the algebraic concepts taught in Algebra I, continuing on to functions, expressions, etc. and providing students with a more in-depth understanding of algebraic concepts. In Acellus Algebra II, basic skills learned in Algebra I are reinforced and built upon. With the successful completion of this course, students will have the solid foundation in Algebra needed for continued success in more advanced math courses. Students will have

reviewed expressions, equations, inequalities, and systems and extended their understanding of functions, equations, and graphs. They have attained a deeper understanding of linear, quadratic, exponential, and rational functions and how to transform them and use them to model situations. They also have a basic understanding of polynomial, radical, and logarithmic functions. Students have attained an understanding of complex numbers and know how to graph them and perform various mathematical operations with them. Students are experienced working with sequences and series. They are familiar with various conic sections, their graphs and equations. Students know how to perform operations on matrices and use them to solve systems of equations and to perform geometric transformations. Students are more confident with calculations involving permutations and combinations. They know how to calculate the probability associated with multiple events and also conditional probability and are familiar with probability models. They also have worked with binomial, normal, and probability [distribution](#) functions. Students are familiar with the unit circle and graphs of the sine, cosine, and tangent functions and how to translate them. They also know basic trig identities and how to use them to solve problems.

### **Acellus Pre Calculus**

Acellus Pre Calculus A/B

Grade levels: 9, 10, 11, 12

Online

Acellus Precalculus covers topics that students must understand to tackle the rigorous Acellus AP Calculus AB course.

Course topics include:

- Functions
- Parallel and Perpendicular Lines
- Analytic Trigonometry

- Vectors, Parametric, and Polar
- Systems and Matrices
- Conics
- Binomial Theorem, Regression
- Finding Limits
- Tangent Lines
- Area Under a Curve

### **Algebra I**

Algebra I A/B / MA 211/212

Grade 9

This is a first year algebra course in which students will learn to reason symbolically. The key content involves writing, solving, and graphing linear and quadratic equations, including systems of two linear equations in two unknowns. Quadratic equations are solved using factoring, completing the square, graphically, or by application of the quadratic formula. The course also includes study of monomial and polynomial expressions, inequalities, exponents, functions, rational expressions, ratio, and proportion. Algebraic skills are applied in a wide variety of problem-solving situations. Providing students with rigorous activities that lead to a deep understanding of the major concepts outlined by California State Standards and ultimately preparing students for success in university-level mathematics.

### **Algebra II**

Algebra IIA/IIB / MA 219/220, Algebra IIA/IIB / MA219/220

Grade Levels: 10, 11, 12

This is a course that expands on the basic algebraic concepts involved in solving equations and inequalities, factoring polynomials, graphs, exponents, and solving quadratic equations. Additionally, the course examines quadratic, logarithmic, and exponential functions, the application of functions to real world problems, conic sections, probability, trigonometric functions, and complex numbers.

**Acellus Algebra II**

Algebra II A/B

Grade Levels: 11, 12

Online

Algebra II builds upon the algebraic concepts taught in Algebra I, continuing on to functions, expressions, etc. and providing students with a more in-depth understanding of algebraic concepts. It is taught by award-winning Acellus [Master](#) Teacher, Patrick Mara. Acellus Algebra II is A-G [Approved](#) through the [University of](#) California.

**AP Calculus AB**

AP Calculus AB (IAS) A/B, AP Calc AB

Grades Levels: 11, 12

College Course Equivalent

A first-semester college calculus course devoted to topics in differential and integral calculus

**AP Calculus BC**

AP Calculus A/B

Grade 12

Explores the concepts, methods, and applications of differential and integral calculus, including topics such as parametric, polar, and vector functions, and series. You'll perform experiments and investigations and solve problems by applying your knowledge and skills.

**Geometry**

Geometry A/B / MA 215/216

Grade Levels: 9, 10

The purpose of this course is for students to master the key ideas present in Geometry, as it is essential for success in high school and post-secondary mathematics. Specifically, students will learn how to make plausible conclusions based on patterns they observe. They will learn the foundation blocks for the structure of geometry; which will provide ways to measure segments and angles. Further, students

will learn how to use constructions and the coordinate plane to represent geometric figures. Students completing this class will be able to do the following: Understand the application of geometry in the real-world. Understand the relationship between data tables, graphs, and equations and differentiate between linear and quadratic equations. Understand how to write equations and inequalities and solve for unknown variables using inverse operations, guess and check, mental math, factoring, and quadratic equations as supported and outlined in the California State Standards.

**Honors Pre-Calculus**

Pre-Calculus (H) A/B

Grade Levels: 11, 12

Pre-Calculus serves as a rigorous prelude to AP Calculus. The first half concentrates on algebra and functions, with particular attention paid to graphing and solving linear, quadratic, polynomial, rational, exponential, and logarithmic functions. Applications of the material during first semester include maxima/minima problems, average rate of change, and compound interest. Second semester, the course shifts to trigonometry, with discussion of the trigonometric ratios, radian measure, the graphs of the trigonometric functions, the special angle formulas, the laws of sines and cosines, vectors, parametric equations, and the conic sections. If time permits, the course explores additional topics such as mathematical induction, the binomial theorem, and sequences and series. Throughout the course, students make use of TI-83 graphing calculators for the purpose of solving problems and regression modeling.

**Pre-Calculus**

Pre-Calculus A/B / MA 222/223, Pre-Calculus A/B



Grade Levels: 11, 12

The course reviews and unifies mathematical experience and acts as a transition from secondary to higher mathematics. Topics include analytic geometry, circular and special functions, theory of equations, matrices, determinants, the derivative (differential) and the integral. The Honors section of this course expands the depth and complexity of the content and requires students to complete a comprehensive final exam.

### **“d” Laboratory Science**

#### **Acellus Honors Chemistry**

Acellus Honors Chemistry A/B

Grade Levels: 9, 10, 11, 12

Online

Acellus Honors Chemistry provides students with an in-depth introduction to chemistry. Students are introduced to various forms of matter. They learn about the basic components of the atom and electron orbitals. They will become familiar with the Periodic Table and learn how to use it to predict properties of specific elements. They will learn about chemical bonding, practice stoichiometry, and learn basic reactions. An introduction to organic chemistry is also included. Additional lessons have been included in this course to provide students with the more in-depth understanding that they will require for AP Chemistry.

#### **AP Environmental Science**

AP Environmental Science A/B

Grade Levels: 11, 12

Explore and investigate the interrelationships of the natural world and analyze environmental problems, both natural and human-made. You'll take part in laboratory investigations and field work.

### **Biology**

Biology / SC 209/210

Grade Levels: 9, 10

This is an in-depth study of the life sciences. In particular, organic chemistry, microbiology, cytology, genetics, bio genetics, evolution/creation, ecology, biodiversity, human biology, and botany.

Emphasizing investigation, analysis and critical thinking of content through labs, research, and other various media.

Inquiry based laboratories and other projects will be landmark curriculum to access and rehearse contents from the California State Standards.

### **Biology**

Biology A/B

Grade Levels: 9, 10, 11, 12

Online APEX

Biology focuses on the mastery of basic biological concepts and models while building scientific inquiry skills and exploring the connections between living things and their environment.

The course begins with an introduction to the nature of science and biology, including the major themes of structure and function, matter and energy flow, systems, and the interconnectedness of life. Students then apply those themes to the structure and function of the cell, cellular [metabolism](#), and biogeochemical cycles. Building on this foundation, students explore the connections and interactions between living things by studying genetics, ecosystems and natural selection, and evolution. The course ends with an applied look at human biology.

### **Chemistry**

Chemistry A/B / SC 213/214

Grade Levels: 10, 11

Chemistry is a college-prep, laboratory based science subject designed for 10th, 11th, and 12th grade high school

students. This course will cover concepts and theories relating to the scientific field of Chemistry. Students will have a clear understanding of the atomic and molecular structure, chemical bonds, conservation of matter and stoichiometry, gases and their properties, acids and bases, solutions, chemical thermodynamics, reaction rates, chemical equilibrium, organic chemistry and biochemistry, and nuclear processes. The laboratory work will develop students reasoning power, the ability to apply chemical principles; as well as acquaint students with chemical laboratory techniques.

### **Physics**

Physics A/B / SC215/216

Grade Levels: 11, 12

Prerequisite: Completion of both semesters of Geometry with a “B” or higher in each semester OR completion of both semesters of a more advanced math course with a “C” or higher in each semester. Physics is a college prep, lab based science subject designed for high school students. The goals and objectives of this course are aligned with the California State Content Standards for Physics. Reading and Writing Standards are a part of the course curriculum. In addition to coursework, laboratory activities, projects and assessments, Core and Benchmark assignments will be used to assess student attainment of the state standards.

### **“e” Language Other than English**

#### **AP Spanish Language and Culture**

AP Spanish Lang and Culture

Grade Levels: 11, 12

Language Other than English (E)

Develop your Spanish language skills and learn about the cultures in Spanish-

speaking parts of the world. You’ll practice communicating in Spanish and study real-life materials such as newspaper articles, films, music, and books.

### **Mandarin I**

Mandarin IA/2A / FL 201/202, Mandarin I A/B

Grade Level: 9

This high school foreign language curriculum is designed to introduce Mandarin Chinese to non-heritage speakers. Starting in the 9th grade and culminating in the 11th grade, Mandarin students will build a foundation in the language using the Pinyin Romanization System alongside traditional Chinese characters. Upon completion, students will have achieved a level of proficiency that will enable them to continue on into college-level Mandarin courses, apply and utilize on the job, during travel, or in their daily lives. Additionally, students will explore the geography, culture, and local customs of Mandarin speaking countries including China and Taiwan. This program’s proficiency-based orientation of the target language also challenges students to achieve an understanding of both similarities and differences between Chinese language and culture and that of the United States and their home culture.

### **Mandarin II**

Mandarin IIA/IIB / FL 205/206

Grade 10

This high school foreign language curriculum is designed to introduce Mandarin Chinese to non-heritage speakers. Starting in the 9th grade and culminating in the 11th grade, Mandarin students will build a foundation in the language using the pinyin romanization system alongside traditional Chinese characters. Upon completion, students will have achieved a level of proficiency



that will enable them to continue on into college-level Mandarin courses, apply and utilize on the job, during travel, or in their daily lives. Additionally, students will explore the geography, culture, and local customs of Mandarin speaking countries including China and Taiwan. This program's proficiency-based orientation of the target language also challenges students to achieve an understanding of both similarities and differences between Chinese language and culture and that of the United States and their home culture. Lastly, it is our hope that students will come to see and appreciate the value of learning Mandarin Chinese, that the target language is a beneficial addition to their intellectual repertoire, and that learning another language opens them to state of global consciousness, fulfillment, and opportunities. No previous knowledge of Chinese culture and language is required.

### **Mandarin III**

Mandarin IIIA/IIIB / FL 208/209

Grade Level: 11

This high school foreign language curriculum is designed to introduce Mandarin Chinese to non-heritage speakers. Starting in the 9th grade and culminating in the 11th grade, Mandarin students will build a foundation in the language using the Pinyin Romanization System alongside traditional Chinese characters. Upon completion, students will have achieved a level of proficiency that will enable them to continue on into college-level Mandarin courses, apply and utilize on the job, during travel, or in their daily lives. Additionally, students will explore the geography, culture, and local customs of Mandarin speaking countries including China and Taiwan. This program's proficiency-based orientation of the target language also challenges students to achieve an

understanding of both similarities and differences between Chinese language and culture and that of the United States and their home culture. Lastly, it is our hope that students will come to see and appreciate the value of learning Mandarin Chinese, that the target language is a beneficial addition to their intellectual repertoire, and that learning another language opens them to state of global consciousness, fulfillment, and opportunities. No previous knowledge of Chinese culture and language is required.

### **Spanish 1 A/B**

Grade Level: 9

Spanish 1 is an introductory class for those who wish to learn a second language. It is intended to develop limited facility in each of the major communication skills: listening, reading, speaking, and writing. Major emphasis is on the development of the ability to speak fluently with accurate pronunciation and intonation, while fostering an appreciation for the Spanish-speaking cultures.

### **Spanish 2 A/B**

Grade Levels: 10, 11, 12

The Spanish 2 course is designed for high school students to advance their understanding from novice to intermediate after completing Spanish 1. In this course, students build on their skills with speaking, listening, reading and writing. The continuing development of these skills encourage students to communicate in target language about the topics of family and friends, foods, traveling, sports, daily routines, celebrations, technology, and health in multiple verb tenses. Students learn to speak in the preterit, conditional, imperfect, and subjunctive tenses. Students also continue to study culture in Spanish- speaking countries.

**Spanish 3 A/B**

Grade Levels: 9, 10, 11, 12

Students review structures of the language previously learned, concentrating on more complex as well as new aspects of Spanish grammar such as accent marks. Conducted entirely in Spanish, the course introduces students to new vocabulary for usage in situations of everyday living. The course also serves as an introduction to literary works by well known and prestigious Spanish and Latin-American writers such as: Sandra Cisneros, Roberto Fernandez, Pablo Neruda, Francisco Rios, Elena Poniantowska, Alfonsina Stormi, Juan Ramon Jimenez, and Alfredo Villanueva-Collado. Also students will learn about history, geography and cultures of various Spanish-speaking countries. Students will be required to write short compositions and prepare oral presentations.

**Spanish 3 for the Entrepreneurial****Mind**

CTE: Marketing, Sales, and Services

CTE Pathway: Entrepreneurship/Self-Employment

Grade Levels: 9, 10, 11, 12

Within the context of a third year high school Spanish class, students will explore how their interests and talents fit into the marketing, sales and service sector, come to understand, develop and implement workplace norms that meet safety and comportment standards, decide upon a product or service to sell, develop that product or service in a simulated market environment, [create a marketing campaign](#) to vend the product or service, hire a staff, and present their product or service for sale. Students will use situational appropriate and culturally sensitive Spanish as the means of

communication and instruction as they learn the concepts and principles of sales and marketing inherent in completing these tasks and in demonstrating their ability to apply them appropriately.

**Spanish I**

Spanish 1 (Apex)

Grade Levels: 9, 10, 11

Spanish I teaches students to greet people, describe family and friends, talk about hobbies, and communicate about other topics, such as [home](#) life, occupations, [travel](#), and [medicine](#). Each lesson presents vocabulary, grammar, and culture in context, followed by explanations and exercises. Vocabulary includes terms to describe school subjects, parts of the body, and people, as well as idiomatic phrases. Instruction in language structure and grammar includes the structures and uses of present-tense verb forms, imperatives, adjective agreement, impersonal constructions, formal and informal address, and reflexive verbs. Students explore words used in different Spanish-speaking regions and learn about the cultures of Spanish-speaking countries and regions within and outside Europe.

**Spanish I Honors**

Spanish 1 A/B Honors (Apex)

Grade Levels: 11, 12

**Spanish II**

Spanish II A/B (Apex Learning)

Grade Levels: 9, 10, 1, 12

Building on Spanish I concepts, Spanish II students learn to communicate more confidently about themselves, as well as about topics beyond their own lives - both in formal and informal situations. Each lesson presents vocabulary, grammar, and culture in context, followed by explanations and exercises. Students expand their vocabulary in

topics such as cooking, ecology, geography, and architecture. Instruction in language structure and grammar includes a review of present-tense verb forms, an introduction to the past tense, the conditional mood, imperatives, impersonal constructions, and reported speech. Students deepen their knowledge of Spanish-speaking regions and cultures by learning about [history](#), literature, culture, and contemporary issues.

### **Step into the World of**

#### **Entrepreneurship: Chinese 3**

Step into the World of Entrepreneurship:  
China

CTE: Marketing, Sales and Service

CTE Pathway: Marketing, Sales, and  
Services

Grade Levels: 10, 11, 12

This course will prepare students with the foundational knowledge of Entrepreneurship within the framework of Stage II of the Language Learning Continuum in a level three high school Chinese language course. The objective is to prepare students to be both college and career-ready to enter the global workspace. Students, whether interested in entrepreneurial pursuits or fulfilling the World Language requirements of college admission, will be developing the linguistic and cultural competencies in Chinese, as well as the critical thinking skills necessary to successfully collaborate and compete in today's entrepreneurial global business context. The course integrates technology, cultural awareness, real-world business practice, and the fundamental linguistic competencies derived from the interpretive, interpersonal and presentational communication modes framework for World Language learning.

### **"f" Visual & Performing Arts**

#### **Art Appreciation**

Art Appreciation A/B / VA201/202

Grade Level: 9

This course is a chronological survey of Western art. It also includes an overview of art and ideas from sources outside of the Western tradition. Students will study the ideas and trends influencing artists from ancient times to present day. Art will be viewed both as an expression of a culture and as an exchange of ideas across cultures. This course includes the investigation of art and art history through reading, slides, films, field trips and art projects. Special attention will be given to the development of skills and knowledge necessary for written and oral interpretation of art. Studio projects will provide exploration of historic media and methods and an understanding of the creative process.

#### **Art Appreciation**

Art Appreciation A/B

Grade Levels: 9, 10, 11, 12

Art Appreciation is a [survey](#) of the [history](#) of Western visual arts, with a primary focus on painting. Students begin with an introduction to the basic principles of painting and learn how to critique and compare works of art. Students then explore prehistoric and early Greek and Roman art before they move on to the Middle Ages. Emphasis is placed on the Renaissance and the principles and masters that emerged in Italy and northern Europe. Students continue their art tour with the United States during the 20th century, a time of great innovation as abstract art took [center](#) stage. While Western art is the course's primary focus, students will finish the course by studying artistic traditions from Africa, Asia, Oceania, and the Americas.

## **Art I**

Art 1 A/B / VA 201, Art I A/B

Grade Levels: 9, 10, 11, 12

The first semester course is an introduction to art theory and application in the areas of drawing, conceptual design, painting and color theory. Assignments are created to meet each of the 5 content strands of the Visual Art Standards, with projects that focus on the elements of art and design: line, color, shape/form texture, value and space. Students will develop a portfolio that will include both class work and independent projects outside the classroom. Research in art history will be an integral part of the course of study.

## **Theatre**

Theatre A/B

Grade Levels: 9, 10

The purpose of this course is to provide a balanced theatre arts program that guides students to achieve the standards in the performing arts. The course will emphasize artistic perception and creative expression. It will promote understanding of aesthetic valuing, historical and cultural awareness, and the interconnections of the arts and other disciplines. Students will be trained in the fundamental skills of the theatre arts, including improvisation techniques, body control, voice, diction, pantomime, learning of lines, creation of character, projection of ideas and emotions and preparation and acting of scenes from plays. Acting projects will provide positive group experiences in collaborative assignments, developing self-discipline, evaluating the performances of others, and accepting constructive criticism. Instruction develops language skills and appreciation through reading dramatic literature from various periods and cultures; using written critiques to evaluate one's own work and that of

others; writing dramatic scenes; character analyses, play reports, and introductions; observing with sensitivity; listening critically; and speaking effectively.

## **Visual Arts A/B**

Grade Levels: 9, 10, 11, 12

This course introduces students to the Elements of Art (EOAs) and Principles of Design (PODs) as described in the California Visual and Performing Arts Framework and teaches students how to use these tools to create and interpret a variety of visual arts. Students learn to define and identify the EOAs and PODs, use them to create their own original art and develop the academic vocabulary necessary to understand, interpret and react to art work from diverse regions and periods. Through studio work, critique assignments, portfolio review and periodic testing students are assessed on their acquisition of the art theory behind the EOAs and PODs and their ability to use them with increasing complexity to compare and contrast their own work and visual artwork from around the world.

## **"g" College-Preparatory Elective**

### **AP Psychology**

AP Psychology A/B

Grade Levels: 11, 12

Explore the ideas, theories, and methods of the scientific study of behavior and mental processes. You'll examine the concepts of psychology through reading and discussion and you'll analyze data from psychological research studies.

### **Computer Science**

Computer Science A/B

Grade Levels: 10, 11, 12

This course teaches general computer science concepts with a focus on programming using the Java

programming language. We will cover general principles of computer science (including programming, operating systems, networking, graphics and multimedia), but will also spend a significant amount of time learning how computers actually work. Students will learn and are expected to demonstrate a thorough understanding of every concept and technology that they use in class.

### **Earth Science**

Earth Science A/B

Grade Levels: 9, 10

This course will study earth as a system recognizing the important interrelationship among Earth's spheres. Earth's Place in the Universe, the carbon cycle, is Earth on a collision course and variable sun and climatic change or changes. It will also cover people and the environment developing a better understanding of the effects of human activity on the natural environment. The Ogallala Aquifer-how long will the water last, the San Andreas Fault system, damaging earthquakes east of the rockies, atmospheric stability and air pollution. Understanding earth by examining some of the difficulties encountered by scientists as they collect reliable data about our planet. The California Earth Sciences strand will be used which is organized into ten general standard sets.

### **Economics**

Economics B

Grade Level: 12

Economics offers a tightly focused and scaffold curriculum that provides an introduction to key economic principles. The course covers fundamental properties of economics, including an examination of markets from both historical and current perspectives; the [basics](#) of supply and demand; the theories of early economic philosophers

such as Adam Smith and David Ricardo; theories of value; the concept of money and how it has evolved; the role of banks, investment houses, and the Federal [Reserve](#); Keynesian economics; the productivity, wages, investment, and growth involved in capitalism; unemployment, inflations, and the national [debt](#); and a [survey](#) of markets in areas such as China, Europe, and the Middle East.

### **Economics**

Economics / SC 217, Econ

Grade Level: 12

Economics offers a tightly focused and scaffold curriculum that provides an introduction to key economic principles. The course covers fundamental properties of economics, including an examination of markets from both historical and current perspectives; the [basics](#) of supply and demand; the theories of early economic philosophers such as Adam Smith and David Ricardo; theories of value; the concept of money and how it has evolved; the role of banks, investment houses, and the Federal [Reserve](#); Keynesian economics; the productivity, wages, investment, and growth involved in capitalism; unemployment, inflations, and the national [debt](#); and a [survey](#) of markets in areas such as China, Europe, and the Middle East.

### **Geography and World Cultures**

Geography and World Cultures A/B

Grade Levels: 9, 10, 11, 12

Geography and World Cultures is a robust, one-semester course that explores how geographic features, human relationships, political and social structures, economics, science and technology, and the arts have developed and influenced life in countries around the world. Along the way, students are given rigorous instruction on how to read

maps, charts, and graphs, and how to [create](#) them.

participation in the chosen performance practicum

### **Music Appreciation**

Music Appreciation A/B

Grade Levels: 9, 10, 11, 12

This course introduces students to the history, theory, and genres of music. The course explores the history of music, from the surviving examples of rudimentary musical forms through to contemporary pieces from around the world. The first semester covers early musical forms, classical music, and American jazz. The second semester presents modern traditions, including gospel, folk, soul, blues, Latin rhythms, rock and roll, and hip hop. The course explores the relationship between music and social movements and reveals how the emergent global society and the prominence of the Internet are making musical forms more accessible worldwide.

To comply with certain state standards for the arts, a student "performance practicum" is required for full credit each semester. The performance practicum requirement can be met through participation in supervised instrumental or vocal lessons, church or community choirs, community musical performances, or any other structured program that meets at regular intervals and provides opportunities for students to build vocal and/or instrumental skills. Parents or guardians will be required to present their proposed practicum to the students' teachers for approval, and validate their children's regular

### **Website Programming Languages**

Web Programming Languages / CS101

Grade Levels: 11, 12

The purpose of this course is to introduce students to the world of web design, exploring the historically changing trends in the fields of design for the web. Through design projects for the web, students will develop problem solving skills, critical thinking, and self reflection of computer programming, website creation and website design. Students will learn programming techniques in HTML, CSS, and PHP and will create a website using these languages. This course is offered so that students may pursue careers in the growing fields of web programming and design, in addition to providing and extending technology opportunities to enhance learning at all levels as referenced in the Common Core State Standards, NEXT Generation, and appendices as they relate to learning and college readiness.

Topics taught in this course;

Website structure, files, browsers, servers

HTML (Hypertext MArkup Language) programming language structure, essential tags, attributes, syntax

HTML links both internal and external  
Tables, lists and image mapping

Introduction to CSS (Cascading Style Sheets), DIVs, layers, and Z position

PHP (Hypertext Preprocessor Language) - the role of PHP

Essential elements of PHP, code preprocessing.

### **ALEKS Math Elective**

Assessment and Learning in Knowledge Spaces is a Web-based, artificially intelligent assessment and learning system. ALEKS uses adaptive questioning to quickly and accurately determine exactly what a student knows and doesn't know in a course.



ALEKS then instructs the student on the topics she is most ready to learn. As a student works through a course, ALEKS periodically reassesses the student to ensure that topics learned are also retained. ALEKS courses are very complete in their topic coverage and ALEKS avoids multiple-choice questions. A student who shows a high level of mastery of an ALEKS course will be successful in the actual course s/he is taking.

ALEKS also provides the advantages of one-on-one instruction, 24/7, from virtually any Web-based computer for a fraction of the cost of a human tutor. ALEKS has been used by millions of students in more than 50 academic subjects ranging from Basic Math to Pre-calculus and collegiate level math courses at thousands of institutions throughout the world.

Many topics are available in both English and Spanish. Simply click next to "English" in the main menu and pull down to "Española."

- ALEKS avoids multiple-choice questions. All questions are algorithmically generated and require a "free response."
- Whenever the student reenters the system after a break, s/he automatically returns to the place she was last working. This is true even if the departure was caused by unexpected loss of connectivity on the Internet or a PC crash.
- ALEKS offers a comprehensive message center that allows the student to communicate with her instructor about the content using subject-appropriate notation.
- ALEKS offers "textbook/syllabus integration" to align students' work with the syllabus of a course.

## NWEA MAP

Based on over 30 years of solid research, NWEA MAP computer adaptive interim assessments create personalized test for every student: they provide the most stable scale and data in the assessment industry. The [interactive MAP Learning Continuum](#) to deliver instructional insights that help them accelerate student learning. The NWEA Maps offers student progress results after every Measures of Academic Progress® (MAP®) interim assessment, each student receives a score that helps assess what he or she knows, is ready to learn, and is projected to achieve. These assessments offer reliable, and stable scale—you can trust that the scores you see are both accurate and fair. Our scale, the RIT (Rasch Unit) scale, is a stable equal-interval vertical scale. You can compare your students' academic performance relative to: National achievement and growth norms State standards, including the Common Core State Standards (CCSS)

- Teachers  
Personalize instruction in order to maximize every student's academic growth
- Principals  
Track/Monitor the achievement and growth of individual students and classrooms and help evaluate the success of your programs

- Educational leaders

Understand the progress of every student, classroom, and the school as a whole.

[Measures of Academic Progress® \(MAP®\)](#) and [MAP for Primary Grades \(MPG\)](#) interim assessments include our proprietary interactive tool for teachers, the Learning Continuum. Teachers using the Learning Continuum can see what students performing at a given RIT level on MAP assessments are typically ready to learn. From there, they can use the learning statements within the continuum to help them differentiate instruction for both individual students and skill-based activity groups.

In 2017-2018, the number of Advanced Placement (AP) courses was increased to 4 to expand college access and rigor. The 3 new AP classes added were AP English Literature, AP Psychology, and AP Environmental Science. An AP US History course has been a part of the curriculum since 2011-2012.

Our biggest success continues to be our college acceptance and persistence rates from our graduating Cohort s. As of 2018, over 80% were accepted into post-secondary institutions and over 70% persisted into their second year. Our goal is to continue to grow this by additionally maintaining the CTEIG (Career Technical Education Incentive Grant) courses.

The CTEIG is a state education, economic, and workforce development initiative with the goal of providing students with the knowledge and skills necessary to transition to employment and postsecondary education.

Our students are enrolled in these classes starting in the sophomore year and during their senior year have internships and technical education which increases opportunities by preparing students in the areas of health sciences, arts, media & entertainment, and engineering design.

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

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

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



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

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

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

**Transferability of High School Credit:** Parents will be notified by the Principal, prior to enrolling their child at Academia Avance regarding the transferability of high school course credits.

The curriculum course list is designed by the curriculum committee, to meet the University of California A-G requirements. The curriculum course list is at UC Doorways and continues to be updated and submitted to the UC Board for yearly approval. Our charter school has obtained approval of our curriculum course list by acquiring WASC "Full Accreditation through June 30, 2025." The ACS WASC Commissioners have determined Academia Avance Charter School (6 - 12) meets the ACS WASC criteria for accreditation. This accreditation status is based on all of the information provided by the school, including the self-study report, and the satisfactory completion of the on-site accreditation visit.

The readmission process for students applies as the general process for admitting transfer students. The process includes transferring the student's cumulative files from the host school to the designated school. These procedures apply to students who voluntarily leave the school and wish to return, and students who have been expelled from another school and wish to enroll at Academia Avance. These students must complete an academic evaluation to transfer course credits from their respective school to Academia Avance. In order for a student to transfer credits, a clear course title and units earned from the school they are leaving must be on their issued transcripts. All transcripts will be confirmed through the A-G UC Doorways website for transferability. Including an official seal from their school indicating the transcripts are official.

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

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

### **Instructional Materials**

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

- Student texts and instructional materials are identified based on the following criteria:
- Alignment with Common Core State Standards, NEXT Generation and Appendices
- Research-based and evaluation data showing success with similar student populations
- Accessibility for students
- Alignment with school's mission
- Ease of use for teachers

The school will continuously evaluate, update and revise textbook adoptions based on student needs and research about the most effective resources. Teachers are encouraged to use original and primary source material as much as possible. Instructional materials include novels, photographs, essays, speeches, videos, textbooks and manipulatives. Teachers and students have internet access, educational software, word processing, data processing and digital graphics in each classroom.

### **Recruiting Qualified Teachers**

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

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

Once hired, Success For ALL, Explicit Direct Instruction (EDI) training, Orientation meetings covering the Academia Avance Charter School's LCAP, LEA Federal Addendum, WASC, A-G's instructional goals and educational expectations. Training and other instructional staff meet the requirements for highly qualified teachers and staff, required by Common Core State Standards, National and California Teaching Standards. In addition, all teachers participate in the University of Dominguez Hills' and Harvard University's Explicit Direct Instruction and English Learner (EL) trainings. These professional development trainings are key in providing teachers and staff, along with all the needed follow-up and implementation of these processes.

## **Curriculum and Instruction**

### **I. English Language Arts**

The Common Core State Standards were updated, as stated in the Department of Education publications Senate Bill 1200, Statutes of 2012 and provided an update for: English Language Arts and Literacy in History/ Social Studies, Science and Technical Subjects (CA CCSS for ELA/Literacy). The CA CCSS for ELA/Literacy were modified on March 13, 2013, following the recommendation of State Superintendent of Public Instruction Tom Torlakson, to include the addition of the College and Career Readiness Anchor Standards and technical changes.

Senate Bill 1 from the fifth Extraordinary Session (SB X5 1) in 2010 established the California Academic Content Standards Commission (Commission) to evaluate the Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects, developed by the Common Core State Standards Initiative for rigor and alignment with the California standards. It was distributed under the provisions of the Library Distribution Act and *Government Code* Section 11096. The Common Core State Standards appear as they were published by the Common Core State Standards Initiative.

The English Language Arts courses will prepare students for thoughtful study by conveying the importance of being active thinkers during reading and writing exercises. In the area of curriculum development and language arts instruction for grades 9<sup>th</sup>-12<sup>th</sup>, Academia Avance Charter School will:

- Develop an English Language Arts curriculum that incorporates the grade-level curriculum content specified in the Common Core State Standard. (CCSS Appendices)
- Integrate reading, writing, speaking, and listening to form a greater understanding of history-social science, mathematics, and science.

- Develop important “habits of mind” in the form of evidence, connections and patterns, supposition, and meaning that will produce active and thoughtful writers, poets, researchers, and speakers.
- Teach students to read with ease, fluency, and enjoyment.
- Expose students to multicultural fiction, non-fiction, poetry, essays, and scripts.
- Teach students to write with clarity, expression, and purpose.
- Coach students to deliver and critique oral presentations effectively.
- Engage students to reflect upon ways literature and writing impact their lives through authentic writing and multicultural literature selections.
- Integrate appropriate technology and technological analysis into the study of English-Language Arts.
- Adopt and implement Common Core State Standards.

Table 1.30: Grade 6 English Language Arts

<b>Reading: Word Analysis, Fluency, and Systematic Vocabulary Development</b>	Students will use their knowledge of word origins and word relationships, as well as historical and literary context clues to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level appropriate words.
<b>Reading: Comprehension (Focus on Informational Materials)</b>	Students will read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose.
<b>Writing</b>	Students will write clear, coherent, and focused essays. The writing exhibits students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students will progress through the stages of the writing process as needed.
<b>Literary Response and Analysis</b>	Students will read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They will clarify the ideas and connect them to other literary works.
<b>Written and Oral English Language Conventions</b>	Students will write and speak with a command of standard English conventions appropriate to the grade level.

<b>Listening and Speaking</b>	Students will deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They will learn to evaluate the content of oral communication.
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Table 1.31: Grade 7 English Language Arts

<b>Reading: Word Analysis, Fluency, and Systematic Vocabulary Development</b>	Students will use their knowledge of word origins and word relationships, as well as historical and literary context clues to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level appropriate words.
<b>Reading: Reading Comprehension (Focus on Informational Materials)</b>	Students will read and understand grade-level-appropriate material. They will describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. Students will understand various structural features of informational materials and students will comprehend and analyze grade-level-appropriate text.
<b>Literary Response and Analysis</b>	Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They clarify the ideas and connect them to other literary works.
<b>Writing</b>	Students write clear, coherent, and focused essays. The writing exhibits students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students' progress through the stages of the writing process as needed.
<b>Written and Oral English Language Conventions</b>	Students will write and speak with a command of standard English conventions appropriate to the grade level.
<b>Listening and Speaking Strategies</b>	Deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. Students evaluate the content of oral communication.

Table 1.32: Grade 8 English Language Arts

<b>Reading: Word Analysis, Fluency, and Systematic Vocabulary Development</b>	Students will use their knowledge of word origins and word relationships, as well as historical and literary context clues to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level appropriate words.
<b>Reading: Comprehension (Focus on Informational Materials)</b>	Students will read and understand grade-level-appropriate material. They will describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose.
<b>Literary Response and Analysis</b>	Students will read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They will clarify the ideas and connect them to other literary works.
<b>Writing Strategies</b>	Students will write clear, coherent, and focused essays. The writing exhibits students' awareness of audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students will progress through the stages of the writing process as needed.
<b>Written and Oral English Language Conventions</b>	Students write and speak with a command of standard English conventions appropriate to this grade level.
<b>Listening and Speaking Strategies</b>	Students will deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They will evaluate the content of oral communication.

*Academia Avance 2019*

**The Avance educational program is enriched by a variety of online curricula, such as these:**

### **Reading**

[Newsela \(Grades 6-12\)](#): Provides engaging, adaptive reading material to build interest and content literacy across subjects--English language arts, social studies, science, and mathematics. Avance students started using Newsela during the 2017-18 year.

### **Writing**

[Frontier/eSpark \(Grades 6-8\)](#): Avance implemented the CCSS-aligned Frontier writing program in 2018-19. Frontier provides an engaging platform for online writing projects to increase skill in all forms of writing, including narrative, informational, argumentative, and expository.

## Listening

[Listenwise](#): Analysis of student performance in comprehension on the CAASPP indicated a need to strengthen listening as part of an overall strategy to increase reading levels for both English proficient and English learner students. The Listenwise program emphasizes listening and reading together to develop academic language, which is a critical component of English language development, listening comprehension, and overall literacy in English language arts, social studies, science, and current events. Listenwise was implemented in 2017-18.

[Freedom Writers podcast \(Grades 8-12\)](#): Avance students in grades 8 through 12 access the Freedom Writers podcast, a product of the Freedom Writers Foundation. In 2017-18, eighth grade students had the opportunity to meet with Freedom Writer founder and acclaimed educator, Erin Gruwell. The use of the Freedom Writers podcast to develop listening, reading, and writing is an example of how Avance provides a culturally relevant curriculum that fosters student interest and engagement.

## Core Content

In 2017-18, Avance adopted the Teachers Curriculum Institute [History Alive! curriculum for grades 6-8](#). The Ancient World (Grade 6), The Medieval World and Beyond (Grade 7), The United States through Industrialism (Grade 8). Teachers utilize the online component to provide interactive lessons.

## Credit Recovery and Acceleration Support

Acellus: Beginning in the 2014-2015 year, Avance implemented the Acellus Learning System to provide distance learning options. Students may access a wide variety of courses, but primarily access the English and math courses for high school credit recovery. Due to the decreasing opportunities for summer school in the surrounding district schools, students may enroll in Acellus courses for credit acceleration on an individual basis. The Acellus option has been key to the Avance measure for A-G completion and reducing non-graduating Seniors.

The program “Triumph of Learning/Coach Buckle Down” was introduced in 2018-2019 for the grades 6-8 in three leveled groups, each identified based on BOY MAP and IAB results. This tool is helping students better prepare for the 2019 SBAC tests.

Avance’s Breakfast Club is an initiative that allows students to come in before school to stay on track with all classes. Between 6:45 a.m. and 7:45 a.m., staff oversees the club which is open to all students, but is heavily used by the student athletes, who often have to leave early in the day for games. In February 2019, at the peak of the Winter Sports Season, some half-dozen kids participated in this initiative. In addition, Saturday Class is another similar option, with about a dozen kids participating in February 2019.

For the 2018-2019 academic year, a new “2nd Chance” strategy has been introduced, which provide two days in the semester to be set aside for special credit recovery

afternoons from 2:00 p.m. to 5:00 p.m. For the Fall 2018 semester, September 26th and December 5th were used in this way with one-on-one student-teacher interactions for credit recovery, but also additional support to ensure courses were passed. The Avance House instructors identified which students should participate. For the first session, about 200 students participated, with a slight increase for the second session, demonstrating the high interest for this extra academic attention among the students.

These strategies have contributed to the weighted cumulative GPA outcomes listed below for the Class of 2019 at mid-year with 64% at/above 3.0:

8	4.00 and over
17	3.50 to 3.99
15	3.00 to 3.49
10	2.50 to 2.99
6	2.00 to 2.49
6	Under 2.0

**Staff Technology:** Teachers are issued a school cell phone that facilitates their ability to communicate with students and parents, as well as complete other instructional tasks such as recording attendance on PowerSchool, which is especially helpful during PE classes, at athletic events, and during field trips. While teachers may bring their own laptop or device, teachers are also offered a Chromebook to support their instructional planning and communication.

**Expand the Avance House Curriculum:** Through open lines of communication, our teachers, parents, and administrators, work together to create and maintain a productive learning environment for our students. Together, through this partnership in communication accessibility, we encourage and support a healthy school atmosphere where everyone involved can thrive and accomplish the common goal – to provide the best educational outcomes for our students.

The Avance House model has been developed to bridge stakeholders in the Avance community and to prepare our students for high school, college, and beyond. The curriculum is designed by the House teachers in conjunction with resources provided by our administration team and senior House leaders who are familiar with the needs of the class and understand how to best carry them out. Teachers in each House can tap into the individual and group needs of our students to best support their academic and personal development, more collaboratively.

All of our House teachers become the first line of communication for students, parents, and administration. House teachers almost serve as counselors who keep in constant contact with other teachers, start and end the school day through the House check-in and check-out process, contact parents (when necessary), and liaise during parent-teacher conferences. The Avance House utilizes a variety of strategies to build community and help with academic and social success. Some strategies include class



discussions, write-ups, lectures, videos, and presentations. The House model uses scheduled days to build routines and structures and can focus on various topics that are not addressed in our students' content classes.

Avance's House model helps increase collaboration between our teachers, parents, and administrators and promotes mutual trust.

### **Grades 9<sup>th</sup> -12th English Language Arts**

#### **Reading: Word Analysis, Fluency and Systematic Vocabulary Development**

Students will use their knowledge of word origins and word relationships, as well as historical and literary context clues to determine the meaning of specialized vocabulary and understand the precise meaning of grade-level- appropriate words.

#### **Reading: Comprehension (Focus on Informational Materials)**

Students will read and understand grade-level-appropriate material. They will describe and connect the essential ideas, arguments and perspectives of the text by using their knowledge of text structure, organization and purpose.

#### **Literary Response and Analysis**

Students will read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They will clarify the ideas and connect them to other literary works.

#### **Writing Strategies**

Students will read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They will clarify the ideas and connect them to other literary works.

#### **Written and Oral English Language Conventions**

Students will write and speak with a command of standard English conventions appropriate to grade level.

### **Listening and Speaking Strategies**

Students will deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They will evaluate the content of oral communication.

## **II. Mathematics**

Students will acquire a combination of mathematical hands-on skills and conceptual understanding. In the area of curriculum development and mathematics instruction for grades 6-8, Academia Avance will:

Implement and refine a mathematics curriculum that incorporates the grade-level curriculum.

Content specified in the Mathematics California Common Core State Standards. Integrate the core concepts of numbers, algebra, geometry, and statistics into a greater understanding of science, history-social science, and language arts. (modified paragraph below). Integrate the Mathematics California Common Core State Standards of integrating the core concepts of numbers, algebra, geometry and statistics into a greater understanding of science, history-social science, and language arts.

Develop important “habits of mind” in the form of evidence, connections and patterns, supposition and meaning that will produce active and thoughtful mathematicians and statisticians.

Teach students to understand and intuitively use mathematical reasoning: analyze a problem; estimate a solution, express a clear solution and process and check the validity of results.

Engage students to reflect upon ways mathematical concepts and theories impact their lives through real-life examples and problems.

Integrate appropriate technology and technological concepts into the study of mathematics.

**Instructional Minutes:** The instructional time for each period in the basic schedule was expanded by 3 minutes to 53 minutes for each period. An additional adjustment to the bell schedule for grades 9-12 was added to include the 7 minute “House” check-in and check-out both at the beginning and at the end of the school day; in addition to the regular “House” check-in and check-out at mid-day. During the first House check-in period, all student cellular phones are collected by House Leaders, which are then returned at the end of the school day during House check-out period. The collection of cell phones has led to an increase in student focus, as observed and commented on by both faculty and students.

## Academic Calendar and Schedules

Table 1.33: Academic Calendar

Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100	101	102	103	104	105	106	107	108	109	110	111	112	113	114	115	116	117	118	119	120	121	122	123	124	125	126	127	128	129	130	131	132	133	134	135	136	137	138	139	140	141	142	143	144	145	146	147	148	149	150	151	152	153	154	155	156	157	158	159	160	161	162	163	164	165	166	167	168	169	170	171	172	173	174	175	176	177	178	179	180	181	182	183	184	185	186	187	188	189	190	191	192	193	194	195	196	197	198	199	200	201	202	203	204	205	206	207	208	209	210	211	212	213	214	215	216	217	218	219	220	221	222	223	224	225	226	227	228	229	230	231	232	233	234	235	236	237	238	239	240	241	242	243	244	245	246	247	248	249	250	251	252	253	254	255	256	257	258	259	260	261	262	263	264	265	266	267	268	269	270	271	272	273	274	275	276	277	278	279	280	281	282	283	284	285	286	287	288	289	290	291	292	293	294	295	296	297	298	299	300	301	302	303	304	305	306	307	308	309	310	311	312	313	314	315	316	317	318	319	320	321	322	323	324	325	326	327	328	329	330	331	332	333	334	335	336	337	338	339	340	341	342	343	344	345	346	347	348	349	350	351	352	353	354	355	356	357	358	359	360	361	362	363	364	365	366	367	368	369	370	371	372	373	374	375	376	377	378	379	380	381	382	383	384	385	386	387	388	389	390	391	392	393	394	395	396	397	398	399	400	401	402	403	404	405	406	407	408	409	410	411	412	413	414	415	416	417	418	419	420	421	422	423	424	425	426	427	428	429	430	431	432	433	434	435	436	437	438	439	440	441	442	443	444	445	446	447	448	449	450	451	452	453	454	455	456	457	458	459	460	461	462	463	464	465	466	467	468	469	470	471	472	473	474	475	476	477	478	479	480	481	482	483	484	485	486	487	488	489	490	491	492	493	494	495	496	497	498	499	500	501	502	503	504	505	506	507	508	509	510	511	512	513	514	515	516	517	518	519	520	521	522	523	524	525	526	527	528	529	530	531	532	533	534	535	536	537	538	539	540	541	542	543	544	545	546	547	548	549	550	551	552	553	554	555	556	557	558	559	560	561	562	563	564	565	566	567	568	569	570	571	572	573	574	575	576	577	578	579	580	581	582	583	584	585	586	587	588	589	590	591	592	593	594	595	596	597	598	599	600	601	602	603	604	605	606	607	608	609	610	611	612	613	614	615	616	617	618	619	620	621	622	623	624	625	626	627	628	629	630	631	632	633	634	635	636	637	638	639	640	641	642	643	644	645	646	647	648	649	650	651	652	653	654	655	656	657	658	659	660	661	662	663	664	665	666	667	668	669	670	671	672	673	674	675	676	677	678	679	680	681	682	683	684	685	686	687	688	689	690	691	692	693	694	695	696	697	698	699	700	701	702	703	704	705	706	707	708	709	710	711	712	713	714	715	716	717	718	719	720	721	722	723	724	725	726	727	728	729	730	731	732	733	734	735	736	737	738	739	740	741	742	743	744	745	746	747	748	749	750	751	752	753	754	755	756	757	758	759	760	761	762	763	764	765	766	767	768	769	770	771	772	773	774	775	776	777	778	779	780	781	782	783	784	785	786	787	788	789	790	791	792	793	794	795	796	797	798	799	800	801	802	803	804	805	806	807	808	809	810	811	812	813	814	815	816	817	818	819	820	821	822	823	824	825	826	827	828	829	830	831	832	833	834	835	836	837	838	839	840	841	842	843	844	845	846	847	848	849	850	851	852	853	854	855	856	857	858	859	860	861	862	863	864	865	866	867	868	869	870	871	872	873	874	875	876	877	878	879	880	881	882	883	884	885	886	887	888	889	890	891	892	893	894	895	896	897	898	899	900	901	902	903	904	905	906	907	908	909	910	911	912	913	914	915	916	917	918	919	920	921	922	923	924	925	926	927	928	929	930	931	932	933	934	935	936	937	938	939	940	941	942	943	944	945	946	947	948	949	950	951	952	953	954	955	956	957	958	959	960	961	962	963	964	965	966	967	968	969	970	971	972	973	974	975	976	977	978	979	980	981	982	983	984	985	986	987	988	989	990	991	992	993	994	995	996	997	998	999	1000	1001	1002	1003	1004	1005	1006	1007	1008	1009	1010	1011	1012	1013	1014	1015	1016	1017	1018	1019	1020	1021	1022	1023	1024	1025	1026	1027	1028	1029	1030	1031	1032	1033	1034	1035	1036	1037	1038	1039	1040	1041	1042	1043	1044	1045	1046	1047	1048	1049	1050	1051	1052	1053	1054	1055	1056	1057	1058	1059	1060	1061	1062	1063	1064	1065	1066	1067	1068	1069	1070	1071	1072	1073	1074	1075	1076	1077	1078	1079	1080	1081	1082	1083	1084	1085	1086	1087	1088	1089	1090	1091	1092	1093	1094	1095	1096	1097	1098	1099	1100	1101	1102	1103	1104	1105	1106	1107	1108	1109	1110	1111	1112	1113	1114	1115	1116	1117	1118	1119	1120	1121	1122	1123	1124	1125	1126	1127	1128	1129	1130	1131	1132	1133	1134	1135	1136	1137	1138	1139	1140	1141	1142	1143	1144	1145	1146	1147	1148	1149	1150	1151	1152	1153	1154	1155	1156	1157	1158	1159	1160	1161	1162	1163	1164	1165	1166	1167	1168	1169	1170	1171	1172	1173	1174	1175	1176	1177	1178	1179	1180	1181	1182	1183	1184	1185	1186	1187	1188	1189	1190	1191	1192	1193	1194	1195	1196	1197	1198	1199	1200	1201	1202	1203	1204	1205	1206	1207	1208	1209	1210	1211	1212	1213	1214	1215	1216	1217	1218	1219	1220	12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Grades	Grades Offered	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Early Dismissal Days	Number of Instr. Minutes Per Early Dismissal Day	Number of Minimum Days	Number of Instr. Minutes Per Minimum Day	Number of [Other] Days	Number of Instr. Minutes Per [Other] Day	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Number of Instr. Minutes	Number of Instr. Minutes Above/Below State Req't.
K	N												
1	N												
2	N												
3	N												
4	N												
5	N												
6	Y	138	387	39	289					177	54,000	64,677	10,677
7	Y	138	387	39	289					177	54,000	64,677	10,677
8	Y	138	387	39	289					177	54,000	64,677	10,677
9	Y	138	446	39	329					177	64,800	74,379	9,579
10	Y	138	446	39	329					177	64,800	74,379	9,579
11	Y	138	446	39	329					177	64,800	74,379	9,579
12	Y	138	446	39	329					177	64,800	74,379	9,579

Table 1.34: Instructional Days and Minutes Calculator

## Professional Development

The development of the faculty and staff is of primary importance to the Avance community. As the school has progressed, student learning needs have been primarily addressed through the formal faculty meetings, leadership meetings and assessment of student achievement data. Avance recognized that due to the low student proficiency rates for incoming students in English Language Arts, the school staff needed assistance with the use of strategies for English Language Learners (EL). Steps were taken in 2006-2007, and every year thereafter, to increase professional development for leadership and staff. The school has had the good fortune of receiving professional development funding from UnidosUS formally National Council of La Raza, during the first three years, however, the school recognizes that it must be strategic and allocate sufficient funding to ensure ongoing professional development.

***Continuous Professional Development:*** The initiation of ongoing professional development follows from mid-year and end of year assessments. Reflective data taken from leadership, faculty, staff and parents helps develop the planning for professional development. As stated above, the school has focused much of the professional development towards strengthening of instructional strategies. The school has adopted an instructional model that focuses on the following strategies:

- Collaborative learning
- Explicit Direct Instruction (EDI)
- Teach Like A Champion - Doug Lemov
- Checking for Understanding
- Implementing EL strategies
- Classroom Management: % of students on task, noticing and responding to misbehavior, giving clear directions
- Writing to learn
- Literacy group
- Scaffolding texts
- Academic classroom talk
- Targeted teacher coaching - each teacher has a coach who observe them weekly and have O3's weekly focusing on teacher growth and efficacy
- Train the Trainers: Coaches are trained in best practices and effective coaching techniques
- Data Driven Instruction - Paul Bambrick Santoyo
- Corrective Instruction (Remediation)
- Building Relationships with students
- Growth Mindset - Dweck
- Administrator and Staff trainings in implementing the following edtech software programs:
  - Kickboard (Behavior token economy system)
  - IXL (Math skills development)

- Frontier (Writing skills development)
- Hapara (real-time in-class computer usage monitoring)

Table 1.35: Instructional Methods and/or Strategies

<b>Instructional Method/Strategies Assessment Method or Tool</b>	
<b>Instructional Method/Strategies</b>	<b>Assessment Method or Tools</b>
Strategic Design Unit Planning <ul style="list-style-type: none"> <li>• Common Unit Boards</li> <li>• Project group work</li> <li>• Questioning Strategies</li> <li>• Academic Talk (Conversations)</li> <li>• Graphic Organizers</li> <li>• Reciprocal Teaching</li> <li>• Effective Reading Strategies</li> <li>• Individualized student work and support</li> <li>• Direct Instruction</li> <li>• Teacher demonstration</li> <li>• Lecture</li> <li>• Guided practice</li> <li>• Discussion</li> <li>• Differentiate instruction</li> <li>• Multimedia presentation</li> <li>• Videos</li> <li>• Student/Peer Presentations</li> </ul>	Strategic Design Focus Walk <ul style="list-style-type: none"> <li>• Observation Checklist</li> <li>• Review of work by teacher</li> <li>• Written examinations</li> <li>• Student demonstrations, reviewed by selected panel</li> <li>• Student work</li> <li>• Student applied concept projects</li> <li>• Portfolios</li> <li>• Learning Logs</li> <li>• Student Individual Learning Plan (Goals and objectives for each student)</li> <li>• Smarter Balanced</li> <li>• Acellus</li> <li>• APEX</li> </ul>

*Avance 2019*

An Instructional Coordinator has been engaged to assist in coaching and guiding a process of systematic, intentional and continuous improvement in student achievement, remain current in the research and act as a resource to all personnel in the areas of curriculum, assessment practices and instruction; including their implications for the use of the Success For All program and protocols, Explicit Direct Instruction and alignment to Common Core State Standards English Language Arts, English Language Development, Mathematics, History and NEXT Generation Science. Train the trainer - train middle level leaders on how to become excellent teacher coaches at Academia Avance. Lead the systematic coaching program for teachers at Academia Avance - facilitate instructional improvement through observations and debriefing. A key element is to ensure that Lead Instructional Teacher (LIT) are given opportunities to coach new teachers, and maintain a rigorous research-based curriculum and instruction for student academic achievement. Another aspect of our process is to analyze data and develop improvement plans around what the data is saying for each student.

***Curricula for Professional Development at Academia Avance*** The Principals and the Instructional Coordinator coordinate and collaborate, and oversee the staff in the development, revision and implementation of all core content, skill, knowledge and performance areas, scope and sequence and articulation and placement of everything taught in grades 6th through 12th.

In addition, the following are addressed:

- Coordinate, collaborate with, and oversee the staff in the development and implementation of a variety of content and performance assessments and their alignment with the respective performance standards within the curricula, including teacher-made, Success For Measures of Academic Performance (NWEA MAP), Acellus Diagnostic Tools and Smarter Balanced State assessment.
- Assume responsibility for the documentation and dissemination of all curricula for all new and revised/updated curricula.
- Guide and collaborate with the staff in the selection of instructional materials and resources, their modification, revision, deletion, organizational pattern and use, including a process for their systematic replacement and updating to Common Core State Standards and the Next Generation Science Curriculum.

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

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

**Goals for Professional Development:** As previously stated collaboration with staff in developing and maintaining a program of continuous staff training/retraining in support of student achievement.

- All teachers will make 2 points of growth on the Avance's rubric.
- All instructional coaches will be fully trained and effective.
- Teacher's will show dramatic improvement in the use of SFA, Explicit Direct Instruction and classroom management using Restorative Justice strategies;
- Action Steps to significantly increase coaching effectiveness and teacher growth:
- Help coaches internalize the Avance rubric, Evaluation Steps and the Debrief Protocol
- Train coaches how to leverage the greatest areas of growth during observations and debriefs
- Practice and Role Play the Debrief Protocol
- Have coaches observe debriefing and attending coaches debrief sessions
- Create a schedule for observing and debriefing teachers making sure all coaches give themselves ample time to preparatory are for the debrief.
- Help coaches get familiar with using video-recordings of the teacher during debriefing sessions.
- Make sure that coach's feedback to teachers will be direct and actionable, so that teachers are clear on what to do to improve.



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

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

Teachers will have the opportunity to evaluate data during one on one meetings and on data, the day after a Benchmark. During this time, teachers will identify trends in students' scores and responses and discuss with their peers what instructional practices can help improve scores. Teachers will identify how to correctly instruct the whole class, small groups and individuals. Teachers will develop corrective instruction plans and re-assess plans and set goals to improve student mastery. A protocol for data day from Paul Bambrink's book, *Data Driven Instruction*<sup>77</sup> is used during data day.

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

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

Avance teachers participate weekly in professional development that focuses on curriculum and data-driven instruction every Wednesday from 2:00 pm – 4:00 pm. The initiation of ongoing professional development follows from mid-year, and end of the year assessments. Reflective data taken from leadership, faculty, staff and parents helps develop the planning for professional development. As stated above, the school focused much of the professional development towards strengthening instructional strategies, analyzing student data and progress and aligning college-preparatory curriculum to Common Core State Standards.

At the year-end progress monitoring session, the staff has concluded that more ongoing analysis of multiple measures are necessary to differentiate instruction. Mid-year and end of the year assessment reviews are not enough to determine the instructional strategy changes necessary to improve student achievement as required by the State or research-based best practices.

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<sup>77</sup> Bambrink-Santoyo, P. (2016). *Get better faster: A 90-day plan for developing new teachers*. San Francisco, CA: Jossey-Bass, A Wiley Brand.

The Professional Development Wednesdays are systematically balanced, so teachers can work individually, collaboratively and school-wide, consistently reviewing and modifying teaching strategies and curricula as follows:

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

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

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

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

- Subject-specific common core strategies
- Addressing the difference between teaching strategies and curriculum content
- Common Core English Language Development and the EL student
- Common Core and the Special Needs student
- Common Core and cross-curriculum teaching

In the Spring of 2016, Avance initiated the Power Teaching Math-i3 program for students in grades 6 through 8, directed by the Success for All Foundation (SFAF) based at the John Hopkins University. This was expanded in school year 2016 – 2017, and expanded to the high school grades in school year 2017 – 2018. This program continues to be implemented as an effective program at Avance. Independent reviews of the SFAF strategies over the extensive history of their organization as it has increased academic outcomes via the SFAF Cooperative Learning model, providing effective strategies for English Learner (EL) students:

*Six studies have involved ELL and have shown that Success for All teachers are prepared to support English learners special needs and are successful in increasing their reading levels substantially more than control schools.<sup>78</sup>*

The Avance-SFAF partnership provides access to the SFAF national online Hub that support the organization of lessons, additional Common Core aligned materials and resources for teachers and students, further enhancing communication between staff and SFAF coaches. SFAF provides on-site coaching for eight days during the year. Avance instructors attended the SFAF New Leaders Institute last summer, and the Experienced Sites Conference in February, 2018.

## **Meeting the Needs of All Students**

### ***English Learners***

Upon initial enrollment, parents complete the Home Language Survey (HLS) section on the Student Enrollment Form, as required by state and federal law. The purpose of the HLS is to determine if a language other than English is used in the student's home. Prior to completing the HLS, parents receive an explanation regarding its purpose and uses, as well as the possibility that their child may be given an assessment to measure their English language proficiency level. In particular, it provides information about the purpose of the HLS and that it is not used to determine a student's language classification or immigration status.

The HLS consists of the following four questions:

1. What language did the student learn when he or she first began to talk?
2. What language does this student most frequently use at home?
3. What language do you use most frequently to speak to this student?
4. Which language is most often used by the adults at home?

A student's initial language classification or status is determined by their overall performance on the initial English Language Proficiency Assessment (ELPAC) is used for summative assessment in the Spring of 2018 and then after. Beginning in the 2018-2019 school year, the ELPAC was used as the initial assessment for qualifying and identifying ELLs.

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

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<sup>78</sup> <http://www.successforall.org/results/evidence-for-success/>

Standards curriculum for English Language Arts and English Language Development instructional plans for English Learners must be (1) researched-based, sound educational theory; (2) adequately supported professional development/trained teachers and appropriate materials and resources; and (3) periodically evaluated to ensure the program is successful and modified when the program strategies are not successful. This process has resulted in a Redesignated/Reclassification Rate of 41% in school year 2018-2019

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 English Language Proficiency Assessment for California (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 as Standards Nearly Met or Standards Not Met on the Smarter Balanced 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 English Language Proficiency Assessment for California (ELPAC) will be given to each incoming EL to determine each student's home language and English language proficiency level. The ELPAC 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, Academia 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 predetermined 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 Academia 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 ELPAC
- Performance level in Language Arts on the Smarter-Balanced
- Performance in the Fall and/or Spring semester course in English 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 Success for All (SFA), 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 needed 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 Every Student Succeeds Act, 2015 to see if they meet the three Avance Annual Measurable Achievement Objectives (AMAOs) for our students who are identified as English learners:

Table 1.36: AMOS for English Learners

AMAO's	Measurable Goals
<ul style="list-style-type: none"> <li>• Progress in learning English</li> <li>• Increase one proficiency level</li> <li>• Initial Fluent (IFEP) Well developed, Intermediate English Learner-somewhat to moderately developed, Novice English Learner - minimally developed must reach English Proficient level bringing all skills to Intermediate Level.</li> <li>• English Proficient levels are expected to maintain that level.               <ul style="list-style-type: none"> <li>○ <u>Emerging</u>: Students at this level typically progress very quickly, learn to use English for immediate needs, and begin to understand and use academic language for the grade level, with substantial language support provided.</li> <li>○ <u>Expanding</u>: Students at this level use their growing language skills in more advanced ways that are appropriate to their age and grade level, with moderate language support provided.</li> <li>○ <u>Bridging</u>: Students at this level can independently use a variety of high-level English language skills and fully participate in grade-level academic activities in all content areas, with light</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Administer the ELPAC to ascertain the level of proficiency.</li> <li>• Conduct analysis of EL's</li> <li>• Identify factors that contribute to meeting or not meeting AMAO's.</li> <li>• Use Academia Avance English Learner Plan of Action-will be visited yearly and/or on an ongoing basis.</li> <li>• Work with teachers, parents and staff to provide services.</li> </ul>

language support provided.	
<ul style="list-style-type: none"> <li>Progress in the percentage of students who become proficient in English</li> </ul>	<ul style="list-style-type: none"> <li>Increase English Learner reclassification ratio yearly. Continue to Monitor students who have been reclassified and work with students at each level.</li> </ul>
<ul style="list-style-type: none"> <li>Academic targets in English-language arts</li> <li>Participation Rate</li> <li>Percentage Proficient or Above</li> </ul>	<ul style="list-style-type: none"> <li>Monitor and assist EL students to meet academic targets in English Language Arts of 5% (Increasing yearly)</li> </ul>

Hold quarterly meetings with parents to discuss each student's progress toward English language proficiency. The Parent Advisory Council and the School Site Council provide 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 continues to 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.

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 a 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.

1. English learners are held to the same high expectations of learning established for all students. We hold the same standards for all students. Our work in meeting student needs can draw upon work in the fields of bilingual education and second language acquisition. Recognizing that the education of an EL student is multifaceted, we are to work towards not just supporting second language acquisition but all educational subjects and needs.
2. English learners develop full receptive and productive proficiencies in English in the domains of listening, speaking, reading, and writing, consistent with expectations for all students. We recognize that while informal social language usually develops quickly, the academic use of language can take from 4-7 years, depending on the individual.
3. English learners are taught challenging academic content that enables them to meet performance standards in all content areas, including reading and language arts, mathematics, social studies, science, fine arts, health, and physical education, consistent with those for all students.
4. English learners receive instruction that builds on their previous education and cognitive abilities and that reflects their language proficiency levels. We recognize that ongoing assessment using multiple measures is crucial to determine progress and to drive instruction that focuses on language acquisition and academic content. Avance further recognizes the need to provide professional development for administrators, teachers, and all school staff to help support the learning of ELs in our schools.
5. English learners are evaluated with appropriate and valid assessments that are aligned to state and local standards and that take into account

the language development stages and cultural backgrounds of the students.

6. The academic success of English learners is a responsibility shared by all educators, the family, and the community. We are in partnership with the families and community, must take interest and responsibility for the education of EL students. The English Learner Master Plan strives to promote the family's role in the education of ELs and to promote open communication and avenues for involvement.

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:

- Success For All
- Linked Learning
- Project-based Learning
- Grade-level Advisory
- Block Scheduling with Electives
- Integrated curriculum
- Grade-level Houses
- Explicit Direct Instruction

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.

Recognizing that students work and learn at different paces they will 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.

- How the school will use the results of the ELPAC to support and accelerate student progress towards English proficiency
- How the school will provide ELs at all English language proficiency levels with meaningful access to the full curriculum, including but not limited to identification of specific instructional strategies and interventions in both designated and integrated ELD through the use of the Common Core State Standards in English Language Arts/English Language Development Framework
- Process for annual evaluation of the school's EL program(s)
- Process and specific criteria for EL reclassification for the grades served by the charter school

- Process for monitoring progress of ELs and reclassified (RFEP) students
- Process for monitoring progress and effectiveness of support for Long Term English Learners (LTELs) and for students At-Risk of Becoming LTELs.

#### Long-Term English Learners (LTELs):

Long Term English Learners have different needs as compared with other English Learners. LTELs have hit certain barriers that have prevented them from successfully progressing through language acquisition programs. Therefore, LTELs often need more individualized, targeted support. Our Instructional Coordinator, teachers, along with our administrative team will take the necessary time to carefully assess and strategically meet the unique needs of each LTEL student based on their results provide a focus on active engagement, oral language, vocabulary acquisition, reading comprehension, and writing strategies.

Monitor the success of LTEL students in mainstream classes. Individually check in with them to ensure that they are effectively developing the literacy skills to fully engage in the content.

Meet, engage, and train parents of LTELs in supporting their students' acquisition of literacy and language. Especially with LTELs we cannot assume that they are getting the necessary wraparound literacy supports (inside and outside of school) as English proficient students

Provide explicit academic and literacy development across the curriculum (lessons designed around language objectives). Starting this semester, each department will be responsible for focusing on certain ELD standards that align with their core curriculum. Teachers will also be made aware of the various literacy proficiency levels and needs of each LTEL student so that they can provide these students with more intensive support.

### **Gifted and Talented (GATE) Students and Students Achieving Above Grade Level**

The Academia Avance community is committed to designing learning experiences that differentiate for different populations of students, including gifted and advanced students. Academia Avance believes that differentiation does not imply that teachers must use a different curriculum, but that the complexity and depth of assignments differ to meet the student's need in increasing their knowledge base. Instead of assigning busy and extended work, lessons are crafted to challenge the students to think more critically and engage in the content in depth.

Academia Avance's teachers will keep up to date with the research and methods of teaching that best serve the diverse community of gifted students. Differentiation strategies modify what students will know (content), how students

will think (process), and how students will summarize and share their learning (products). An example is using different dimensions of depth and complexity in all lesson plans. Differentiation will also be facilitated through flexible groupings and regrouping of students for different tasks. The groupings will also be based on need, interest, and ability. Students will have the opportunity to experience the content by going on expeditions that allow them to see how scholars use the content they learn in class in a real-life context.

In addition, teachers will offer differentiated independent research projects as a strategy to challenge and support these students to increase their learning. Teachers will use advanced learning opportunities that allow students to participate in out-of grade-level activities using and selecting resources beyond grade level when appropriate. The teachers will also adjust the time needed to learn, noting that some students learn more quickly than others. Academia Avance believes that the family connection is important to the success of the gifted student. Parents will be encouraged to collaborate with school leaders, teachers and children in order to present and develop an individualized plan that best meets their child's needs.

Ultimately, we expect that all students at Academia Avance will achieve above grade level standards. High-achieving students are those who score at least one grade level above on standardized tests or internal metrics for Reading, Writing, Math, and Oral Language.

Our gifted students will benefit from the same practices, which are helpful to our struggling students. Academia Avance ' internal systems measure student gains monthly, we will be able to monitor our high-achievers to make sure that their gains continue and do not regress to class averages. Our interventions include:

1. Early Detection. Academia Avance will use internal assessment in Reading, Writing, Math, and Oral Language to help us identify high performing students within the first four weeks of school and monthly thereafter.
2. Family Communication. We will inform the families as soon as we are sure of the child's performance. Our parents sign a significant Commitment, committing to help their student.
3. Teacher Collaboration. At least once a month, grade-level teachers will gather to compare their student data, discuss students, and discuss instructional strategies, interventions and enrichment.
4. Focused Instruction. The standard Academia Avance's instructional approach will be for teachers to plan their lessons with at least three groups of students broken out who are striving for different sub-goals in their development towards meeting the same overall grade-level standards

Ongoing Assessment. Data is gathered through frequent assessments performed in the subject areas. Teachers will be trained in our school-wide integrated SIS PowerSchool system that will allow teachers to gather, input and assess student

information in real-time. This will facilitate the ongoing assessment of all students

Academia Avance will use the following procedure for identifying gifted students: a teacher, parent, or student can make a referral for identification. Identification is accomplished through an assessment process consisting of the following elements: Students must meet one of the criteria for gifted:

- Intellectual Ability
- High Academic Achievement/Specific Academic Ability
- Visual Arts Ability
- Performing Arts Ability
- Creativity Ability
- Leadership Ability

The same progress monitoring and enrichment/intervention process will be used for this subgroup as any other subgroup at the school.

### **Student Achieving Below Grade Level**

Academia Avance will screen the following data to identify at-risk students in accordance with the California and LAUSD guidelines:

- Students scoring Standard Nearly Met, or Standard Not Met on the previous year's Smarter Balanced adopted standardized tests in any one subtest score in Reading and Language Arts and Mathematics.
- Students who are at least one year below grade level in the areas of Reading, Writing, Math and Oral Language as identified by interim assessments.
- Students recommended for academic intervention.

Our core program is geared to students like these. Academia Avance will use strategies listed below to improve academic performance.

Students Achieving Below Grade Level in ELA and Mathematics: In order to address the needs of students achieving below grade level, Academia Avance will ensure the following is implemented:

1. Students not performing a grade level are identifying using the SBA ELA and Math scores.
  - a. The instructional leadership team disaggregates the data by overall performance in both ELA and Mathematics and reviews the claim level data down to the target list of standards.
  - b. This data is then presented to the entire school team to discuss appropriate and researched based interventions that can be implemented to support student achievement in both content areas.
2. Once students achieving below grade level are identified with specific areas of need, targeted instruction is then implemented in a variety of settings.

- a. Small group instruction is embedded during the day in either ELA or Math focused specific areas of need.
  - b. Teacher collaborates with all disciplines to review how to best integrate ELA and Math CCSS in unit lesson design.
  - c. Students performing below grade level are also invited to Saturday intervention courses lead by Instructional Assistants, Teachers, and monitored by the school administration.
3. School leaders, coaches, and educators will review student data to monitor progress and to inform instructional practices and interventions instruction is then implemented in a variety of settings.
    - a. School data and performance will be reviewed with all educators in professional development, PLCs, and during Student Success Progress Team (SSPT) meetings.
    - b. Common formative assessments as well as interim comprehensive assessments will be administered in order to

### **Strategies to Improve At-Risk Performance**

1. Early Detection. Academia Avance will use diagnostic assessments in Reading, Writing, and Math to help us identify struggling students within the first four weeks of school, and every two months thereafter.
2. Family Communication. Academia Avance will inform the families as soon as we become concerned about performance. Our parents' are provided workshops and training on strategies to help their students get through these times.
3. Teacher Collaboration. Teachers will gather once per month to compare their student data, discuss students, and discuss/provide instructional strategies, interventions and enrichment.
4. Focused Instruction. The standard Academia Avance instructional approach will be for teachers to plan their lessons for at least three groups of students, who are striving for different sub-goals in their development towards meeting the same overall grade-level standards.
5. Direct Intervention. Despite the significant amount of individualization built into the Academia Avance curriculum, some students may need more. Teacher Assistants will provide direct intervention to the bottom quartile of our students during the after-school program each day.
6. Ongoing Assessment. Data is gathered both through frequent interim assessments performed in the subject areas. Teachers will have the tools they need to track all of their students and make sure they are not falling behind again in the areas where they received intervention.
7. A Commitment to Each Student. The Academia Avance mission is to provide a world-class education to each student by bringing all students to grade level and above grade level as our staff will provide a structured program that will help each student succeed in Math, Reading, Writing and more.

## **Socioeconomically Disadvantaged Income Students**

As previously stated Academia Avance is designed to serve all students, including those who would be at risk of achieving below basic proficiency on state exams. Based on the surrounding elementary schools, our target population is 14.83% English Learner ("EL"), Reclassification 41.7% (30 students out of 58 students) and 96.67% Free and Reduced Lunch ("FRL"). As discussed above, we will identify at-risk students based on the data collected through teacher assessments, standardized tests scores, exiting records, services provided at their previous schools, interviews with their parents and those who are operating at least one year below grade level in Reading, Writing, Math and Oral Language as measured through our interim assessments. Please see the section in Student Outcomes on *Measuring Student Progress* for details on planned assessments. We believe that our students will progress from low-achieving to grade level proficiency and ultimately high-achieving during their time, at Academia Avance over a three year period. Through ILPs, we intend to isolate specific challenges for each at-risk students and individualize instruction for each of these students to become, not just proficient, but advanced achievers in at least one specific area, within the classroom and on state tests.

Recognizing that Academia Avance will have a majority of socioeconomically disadvantaged students, who have unique academic challenges and come from varied demographic backgrounds, Avance will further assist these students by providing small group intervention and remedial instruction utilizing additional personnel specifically designated to assist this group. Additionally, Avance will enhance their educational experience by providing the necessary learning materials needed to aid this process, travel and school project experiences, after-school tutoring, computer and computer-aided tutorials, with the goal to improve student learning. These specific interventions will be provided through the use of Title I and after school funding.

Through assessment, Student Success Teams, and parent-teacher communication, Avance intends to isolate specific challenges for each at-risk students and individualize instruction for each of these students to become, not just proficient, but advanced achievers in at least one specific area, within the classroom and on state tests.

Additionally, we will enhance their educational experience by providing the necessary learning materials needed to aid this process, travel and school project experiences, after-school tutoring, computer and computer-aided tutorials, with the goal to improve student learning. These specific interventions will be provided through the use of Title I and after school funding.

### **Special Education MOU**

"A Memorandum of Understanding ("MOU") has been executed by and between the Los Angeles County of Education, Special Education Local Plan Area (LAC-

SELPA) and Academia Avance regarding the provision and funding of special education services consistent with the requirements of the SELPA Local Plan for Special Education.”

### **Special Education MOU**

Pursuant to section 47641.5, Academia Avance is deemed a local education agency member of the Los Angeles County Charter Special Education Local Plan Area (LAC Charter SELPA), and has been a member in good standing since 2010-2011. A Memorandum of Understanding defines the relationship between the LAC Charter SELPA and Academia Avance regarding the provision and funding of special education services consistent with the requirements of the SELPA Local Plan for Special Education. The school seeks to remain as a LEA member of the LAC Charter SELPA for the 2020-2025 charter term.



## **Students With Disabilities**

### **Special Education Services**

Avance reasserts its commitment as a public school to serve all students enrolled. The share of students with an IEP for 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.

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. Avance plans to maintain the hybrid model, projecting the hiring of an additional RSP instructor to accommodate enrollment growth.

### ***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:

- 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.
- 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.
- 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.
- 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.

- 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.
- 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.
- 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 Avance from another school, Avance will hold an Administrative Placement meeting. 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 Avance, a representative from the SELPA or district of residence may attend a student's first IEP meeting at 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. Avance will identify and refer students who demonstrate early signs of academic, social, or behavioral difficulties 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.

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 Avance cannot provide an appropriate placement or services for a student with special needs, Avance will contact the SELPA to discuss placement and service alternatives. 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 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 Avance personnel places a student in a special education program provided by another entity without SELPA representation on the IEP team, then 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.

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. Avance will use assessment and California Assessment of Student Performance and Progress procedures, including guidelines for accommodations, modifications and adaptations, to monitor student progress.

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. 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.

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, 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 Avance will not discriminate against any student based on his/ her disabilities. All students with disabilities will be accorded a Free, Appropriate Public Education.

### **Assessment and Accountability**

Assessment data serves as a primary factor in measuring teacher effectiveness, student achievement, and the school's performance in achieving its mission. Assessment will be frequent and cyclical on a daily, weekly, unit, trimester and annual basis, as we believe that maintaining clear awareness of students' levels of mastery is critical to tailoring the curriculum to meet their specific needs.

At the beginning of the school year, all students at Academia Avance will take the SFA, NWEA, and the Interim Comprehensive Assessment in both ELA and Math against which all future longitudinal growth will be measured. Teacher-developed quizzes, homework, and formative assessments will be utilized to reinforce learning of new content, promote student accountability, and quickly assess the need for re-teaching. Interim assessments will be utilized at the conclusion of each trimester (three times total throughout the school year) to provide students with clear final trimester opportunities to demonstrate academic achievement, as well as for the school to gather, interpret, and analyze comprehensive data regarding student mastery of content.

### **Students in Other Subgroups**

Academia Avance provides support for students with special needs such as homeless and foster youth. The Director of Special Education and school Psychologist manages information for these student populations and follows accordingly with incidences that require intervention. If a parent or student indicates they are living in a situation that would qualify as homeless, the school will inform them of their rights under the McKinney-Vento Act and provides all required support to its homeless youth.

The SST and student's teacher collaborate closely with a student's wrap around team (social workers, etc.) and ensure close communication with external service providers (as appropriate) regarding a student's welfare and progress in school.

As detailed above, our SST process and teacher training will ensure that all students with special needs are promptly identified and provided the support they need, including referrals for students and their families to outside support organizations.

### **"A Typical Day"**

#### **Academia Avance High School:**

A normal day at Avance begins with students getting to campus around 7am-7:30 am. Our quad area houses the breakfast program where students can get a free breakfast before going into their House Advisory classes. Teachers arrive to campus from 7:15-7:30am. On Mondays, the staff has a short meeting with the Principal to go over the main schedule for the week (events, possible coverage, athletics, etc.) and also go over weekly goals. Students are greeted daily by the Principal and Dean of Students, along with our facilities manager who assists with the breakfast program. House check in begins at 7:45 and students that are late, sign in to the tardy list. House check-in serves as an arena for House Advisory teachers to greet their students and collect phones (school wide policy). Morning check in allows for advisory teachers to gauge their students and provide the first notice if something is needed to support our students. 2nd period

starts at 7:55am and students can continue to get breakfast to ensure they get the nutrition they need to be attentive and stay engaged.

Once students enter their classrooms, all classes start with a “warm up”, a 5 minute assessment of their grasp of the prior class’s lesson. This provides time for the teacher to take attendance and get the information into our school system, Powerschool, to provide real time information for our office staff about attendance. Avance HS follows the collaborative system of teaching from Success For All, combined with Explicit Direct Instruction. Once the warm up is completed, the teacher goes over the learning objective for the day and the agenda. Then, the teacher provides instruction, the whole class performs a task with the teacher, some classes provide a section for group work or partner work to be done to help with accessing the information. This provides a time for teachers to quickly assess informally to determine if the class is ready to perform the task individually with increased rigor. The last 5 minutes of the class are designated for an exit ticket to determine if the class is in need of re-teaching or they are able to move on.

Transition between classes are 3 minutes long, but provide enough time for students to get from class to class since the rooms are all situated in a relatively small space. Some teachers share classrooms due to space, but teacher movement has been limited due to more considerate planning of their course load and prep periods. To best provide help for English Learners and SPED population, Avance has started a parallel teaching program. Designated teachers with preps, resource specialists and those experienced in working with English Learners provide support for the cohorts in English, Math and Social Science. The program started last school year with 9th graders and was successful in providing the students and the teacher the support needed to be successful. Growth on their summative assessments (NWEA MAP) from this cohort showed that the strategies and parallel teaching model was effective.

Normal school days go from 7:45 to 3:45pm with 53 minute courses (7 academic classes), 40 minute lunches and house advisory in the middle of the day and 7 minute house check in and check out to open and close each day. Professional development Wednesdays start at 7:45 and end at 1:50 with 37 minute classes with lunch and the advisory periods remaining the same. Lunch is parallel with House advisory for lower classmen (9-10th grade) and upperclassmen (11-12th grade). House advisory is a program that allows for teachers to get to know and cater to the needs of their students. There are mandatory tasks like Individual Learning Plans, character development lessons and team building activities. Teachers are allowed to plan their activities, weeks, and lessons to ensure they get the most out of it with their students. Students are empowered to help plan activities, topics, incentives and more. This period also serves as a perfect time for having grade level meetings or celebrations. Lunch is served in the courtyard outside, which connects to the gym where students either play basketball or volleyball. Students play organized soccer games outside in a confined space with determined time limits and space. The Dean of students supervises the lunches, along with a teacher and other staff based on a determined schedule.

Some teachers are there everyday to get to coexist and learn more about their students.

Students go from class to class, all designed and catered to meet the A-G requirements for college eligibility. Elective classes were chosen and developed to help students prepare for college and career, including Life Prep- one of the jewels of the Avance program where students learn about career paths, the college application process, financial aid packages, find an internship based on their career choice and availability. This class is taken in conjunction to the new Escalera program, which uses the College Spring curriculum to prepare students for transitioning from middle school to high school and high school to college and SAT Prep where students are taught strategies, practice tests, and assessments to increase their SAT scores over time. Students can also take remediation classes with a teacher this school year to ensure class sizes are normal and manageable. Others can take classes on Acellus, an online class that is fully accredited, and allows for students to catch up on classes if they failed a semester or need to make up a full course. This has really helped with A-G completion.

Once school ends, our students have options of what to participate in. Our largest program is the athletic program where students participate in CIF Cross Country and Girls Volleyball (Fall), Basketball and Soccer (Winter) and Boys Volleyball (Spring). Almost 45% of our students participate in sports or serve as a team manager. YPI, Youth Policy Institute provides programming ranging from tutoring to sports in the gym and courtyard or homework help.

#### **Academia Avance Middle School:**

A typical day at Academia Avance Middle School begins with our students arriving at our campus with a smile on their face and being received with a handshake and a smile in return. If you stand at the top of the stairs you can see and hear everything. You can hear students walking up towards the school, staff greeting students and each other, and students offering teachers assistance with their belongings.

The majority of students head towards the back of the campus to enjoy some fun banter and breakfast with friends while others hang out towards the front of campus and socialize with teachers and staff before the school-day begins. Because our campus is unique, we do not have a typical bell system like other schools. Instead, at around 7:45, our Principal rings a loud hand held-bell throughout the campus.

At the sound of the bell, students begin to make their way to first period, greeted outside of their classrooms by their teachers, while office and support staff begin to herd students to make sure they all make it to class on time. The best part of the day is yet to come. As students enter their classrooms, each teacher has a unique way of greeting them. You can see some high fives, regular, handshakes and handshakes.

At 10:50 there is a small break in the routine. It's the beginning of the first of our two lunch sessions. The first group to eat are the 6-7th graders, and while they eat, our 8th graders proceed to House. Then at 11:30, 8th grade goes to lunch and 6-7th graders head to House.

House does not refer to a student's residency or address but rather to a unique type of class conducted at Avance. Teachers can elect to devote this period of time to silent reading, a day of Restorative Justice Circles or other reflective activities. It's a time for students and teachers to get to know each other on a different level, and every individual House is run differently, unique to each teacher.

After Lunch/House, student's head out to their next period and again the bell rings, doors open and students exit and enter. There are unique greetings and goodbyes by their teacher at each door. Then during the last period of the day, a representative from each class eagerly runs into the office to obtain the most precious commodities, at this age, that our students cherish and adore, their cell phones. Did I not mention that as they enter their first period, we at Avance, collect every phone? Yes we do! And our students comply, as well as our parents.

At 3:15, the bell is rung for the last time on this day. Doors fly open, hand are shook, students fly out the door and parents wait anxiously either in their cars or at the foot of the steps, for their children. Teachers drop from exhaustion or run to the bathroom. Others just stay in their rooms and enjoy the silence, for about a minute, before someone comes in and reminds them about a meeting or a parent walks in.

## **Element 2 Measurable Pupil Outcomes and Element 3 Method by which Pupil Progress Toward Outcomes will be Measured**

*“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.” (Ed. Code § 47605(b)(5)(B).)*

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

### **MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM**

Charter School shall meet all statewide content and performance standards and targets. (Ed. Code §§ 47605(c)(1), 60605.)

Charter School shall comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula) and AB 484 (2013), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

### **STANDARDIZED TESTING**

Charter School agrees to comply with state requirements for participation and administration of all state-mandated tests, including computer-based assessments. Charter School shall submit and maintain complete, accurate, and up-to-date California Longitudinal Pupil Achievement Data System (CALPADS) data in accordance with the requirements of California Code of Regulations, title 5, section 861. Charter School hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as Charter School. Upon request, Charter School shall submit, in the requested format (e.g., CD), a copy of the results of all state-mandated tests to the District.



## **Measurable Goals of the Educational Program**

Please refer to the LCFF State Priorities table in Element 1 for a description of the measurable goals and objectives of Academia Avance/s educational program. Academia Avance's educational goals or objectives include a description of the knowledge, skills, and aptitudes to be measured. Each state priority has multiple parts, in order to align with the goals and annual actions to these multiple parts of each State priority.

Specific performance targets (pupil outcomes), for all pupils (i.e. school-wide) and for each subgroup of pupils identified pursuant to Education Code § 52052, that align with the eight (8) state priorities identified in Education Code § 52060(d).

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

Academia Avance's primary focus in all aspects of our curriculum, direct subject- matter instruction, project- based learning time and instruction in the arts is in ensuring each student's mastery of grade level standards in the core content areas, as a mission- based school, we also value highly qualities and skills above and beyond the core state standards. As detailed throughout this petition, our "backwards design" approach to lesson planning and our focus on data- informed instruction both work to clearly define and then assess which state standards and other objectives are desired and then achieved.

Academia Avance utilizes a variety of assessment tools in evaluating student achievement of stated objectives across all disciplines. Among the assessments used are teachers' assessments of student work and mastery of applicable standards and other learning objectives, student work portfolios, teacher observation, and conferencing with students.

The skills, knowledge, and attitudes in the chart below are measurable school-wide learning objectives derived from state and national standards, as well as school-wide learning outcomes. The use of in-house assessments and the frequency of assessment are also addressed. Academia Avance uses the following assessments.

- Use of NWEA Maps, and Acellus Program for setting of benchmarks and ongoing assessments, course intervention, course recovery.
- Ensure that PowerSchool is used for courses that are not available in NWEA Maps and Acellus; such as Science (Biology, Chemistry and Physics), and History-Social Studies. Ensure that teachers

populate and use PowerSchool to support student learning and individual needs.

- Set Benchmarks-Review all student data as indicated below per summaries of English Language Arts, Mathematics, History, and Science.
- Use of Common Core State Standards (ELD, English Language Arts, Mathematics and History), NEXT Generation-Science.
- Monitor each student to ensure student academic achievement, determining where students are and moving toward mastery of subject areas. The use of NWEA Maps, Acellus and teacher developed assessment will show when students are not achieving academic growth.

The NWEA MAP Test (Measures of Academic Progress) creates a personalized assessment experience by adapting to each student's learning level—precisely measuring progress and growth for each student. If your child correctly answers a question, the computer assessment provides a harder question next. If they miss that same question, then an easier question is asked. This provides essential information about what your child knows and is ready to learn.

The NWEA MAP is published by the Northwest Evaluation Association (NWEA) and is given via computer to children in grades K-12. Its structure is cross-grade, which provides the measurement of students who perform on, above, and below grade level. It is multiple choice and contains questions that are the depth of knowledge so that you can see if your child performs at level 1, 2 or 3 of difficulties. The test is untimed, but students generally spend about 60 minutes per subject area. Feedback results are available in 24 hours. The MAP is not a high-stakes test but is given to students at the beginning, middle, and end of the school year to measure a student's academic achievement and calculate academic growth. The MAP offers teachers a way to focus and plan for how they use the time for either intervening with students or providing enrichment (if your child qualifies) to challenge higher-level students.

The MAP Test assessments reveal precisely which academic skills and concepts your child has acquired and what he/she is ready to learn. MAP assessments are grade independent and adapt to each student's instructional level so that you can track your child's achievement and notice trends to help with setting objectives. Every item on a MAP assessment is anchored to a vertically aligned equal interval scale, called the RIT scale for Rasch Unit—a stable measurement, like inches on a ruler, that covers all grades. Because the measurement is reliable and accurate, RIT scores serve as an essential data point in a student's learning plan; educators can see their precise learning level and respond accordingly.

## **Student Achievement**

Academia Avance will implement a rigorous assessment program to ensure that student performance levels are meeting or progressing towards the state and school academic objectives. Students will be assessed throughout each

instructional unit along with ongoing formal and informal assessments to assess student mastery of content standards. Benchmarks will be administered three times a year. Student content mastery will be assessed using multiple measures that are based on an assessment program that improves learning and provides ample assurances of accountability and objectivity. The approach to assessment will be conducive to benchmarking students against themselves, evaluating groups of students, and assessing the school on an annual basis using local, state, and national standards.

Academia Avance will meet all statewide California Common Core State Standards and conduct the pupil assessments required pursuant to Section 60602.5 and any other statewide standards authorized in statute or student assessments applicable to students in non- charter public schools. In addition, all students will be required to complete all A-G course work required for CSU and UC admissions as minimum requirements for earning a high school diploma.

Avance faculty and administration have worked diligently to establish benchmark assessments at every grade level. Data from these benchmark assessments aid in tracking student progress toward academic standards. The Principal and the Instructional Coordinator dedicate much of their time toward observation and direct classroom support of teachers. A team of lead teachers are being trained to observe and provide support to designated teachers. The school has established a team approach for students who are struggling and meetings are held on a regular basis that focus on student achievement. The Student Study Team process involves experts on campus, including the Resource Specialist and School Psychologist, meeting with teachers and parents to come up with specific action plans to meet the needs of students who may be struggling in either academic or social-emotional areas.

Avance staff regularly assesses student progress toward achieving Common Core State Standards. Students participate in all state-mandated testing, including the Smarter Balanced, ELPAC, NWEA Assessment and the Physical Fitness test for 5th, 7th and 9th grades. As results are made available, parents and teachers examine them to determine how best to modify each student's educational program. Student progress is determined and monitored on multiple levels, including individual, grade, subgroup and school-wide. Results are reported to our Executive Director and Board of Directors.

Table 2.1: Avance Program Strategies and Accountability 2019-2023

<b>Programs-Strategies-Accountability</b>	
<b>Academic Goal #1: Students will achieve proficiency levels in ELA by: 2019=base year, 2020=80%, 2021= 85%, 2022=90%, 2023=95%</b>	<b>ENGLISH/ LANGUAGE ARTS</b>
Action Plan	Create contracts with students who are below proficient in ELA, Reading/Writing.  Analyze and report progress of the ELA program(s).
1	English Instructional Leader coaches House teachers on how to develop ELA intervention plans during their House class time with students who are below proficient in ELA/Reading/Writing.
2	English Instructional Leader meets with Acellus ILT to review progress of Acellus ELA students.
3	English Instructional Leader meets with RSP Instructional Leader monthly to review progress of students with IEP's, determining areas of disability (i.e. mathematics, ELA, auditory processing, ADD, etc.).
4	English Instructional Leader meets with Principal Monthly; review progress of ELA intervention program.
5	Principal meets with Executive Director weekly to share progress of ELA achievement/intervention.
6	Executive Director reports to Board monthly about progress of ELA program(s).

Table 2.2: Avance Program Strategies and Accountability 2019-2023

Academic Goal #2:	MATHEMATICS
<b>Students will achieve proficiency levels in Mathematics by: 2019=base year, 2020=80%, 2021= 85%, 2022=90%, 2023=95%</b>	
Action Plan	Create math intervention contracts with students who are below proficient in mathematics.
1	C & I Administrator will coach House teachers on how to develop math intervention plans during their House class time with students who are below proficient in mathematics.
2	Principal will hire a math technician to rove through math classes. Tier 2 and 3 intervention.
3	C & I Administrator meets with YPI Math Tutor and math teachers to develop streamlined communication while delivering after school intervention..
4	C & I Administrator meets with RSP Instructional Leader monthly to review progress of students with IEP's, determining areas of disability (i.e. mathematics, ELA, auditory processing, ADD, etc.).
5	C & I Administrator will meet with Acellus ILT to review progress of Acellus Math students.
4	C & I Administrator will meet with all math teachers to review the progress of math program(s).

5	C & I Administrator meets with Principal Monthly; review progress of math intervention program.
6	Principal meets with Executive Director weekly to share progress of math achievement/intervention.
7	Executive Director reports to Board monthly about progress of math program(s).

Table 2.3: Avance Program Strategies and Accountability 2019-2023

Academic Goal #3:	SOCIAL STUDIES
<b>Students will achieve proficiency levels in Social Studies by: 2019=base year, 2020=80%, 2021= 85%, 2022=90%, 2023=95%</b>	
Action Plan	Create math intervention contracts with students who are below proficient in social studies.
1	Social Studies Instructional Leader will coach House teachers on how to develop math intervention plans during their House class time with students who are below proficient in mathematics.
2	Social Studies Instructional Leader meets with Acellus ILT to review progress of Acellus Math students.
3	Social Studies Instructional Leader meets with RSP Instructor. Leader monthly to review progress of students with IEP's and determine areas are of disability (i.e. mathematics, ELA, auditory processing, ADD, etc.).

4	Social Studies Instructor. Leader meets with Principal Monthly; review progress of math intervention program.
5	Principal meets with Executive Director weekly to share progress of social studies achievement/intervention.
6	Executive Director meets monthly with Board to report progress of social studies program(s).

Table 2.4: Avance Program Strategies and Accountability 2019-2023

Academic Goal #4:	SCIENCE
<b>Students will achieve proficiency levels in Science by: 2019=base year, 2020=80%, 2021=85%, 2022=90%, 2023=95%</b>	
Action Plan	Create math intervention contracts with students who are below proficient in science.
1	C & I Administrator/ Science Instructional Leader (ILT) will coach House teachers on how to develop science intervention plans during their House class time with students who are below proficient in mathematics.
2	C & I Admin./Science Instructor. Leader meets monthly with RSP Instructor. Leader to review progress of students with IEP's and determine areas are of disability (i.e. mathematics, ELA, auditory processing, ADD, etc.).
3	Science ILT meets with Acellus ILT to review progress of Acellus science students.

## Other Performance Targets

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

**College-Readiness:** All students matriculating through Academia Avance will complete a board-approved A through G, CSU and UC mandated scope and sequence of courses, at a graded level of performance of C or better. These courses are approved by the UC Regents, and required by every student seeking a diploma. There are no non-diploma course sequences available to students at Academia Avance. All graduates of Academia Avance will be immediately eligible for admission to a CSU or UC institution of higher education, the determination of which being dependent on GPA and SAT performance. All seniors will be required to take the PSAT NMSQT and the SAT prior to graduation.

**Life-Long Learning:** Students at Academia Avance will be monitored for reading level growth (grade-level lexile), writing accuracy and effectiveness, and problem solving ability. Formal interim assessments as well as state and national criterion-referenced measurement tools will give multiple points of feedback to students as they seek to become skilled in capacities they will need to continue their educational journeys in post-secondary training and beyond. These capacities will include a toolkit of immediately employable job skills in the area of digital media production and publishing, which the school will instill in each of its graduates through a three year CTE continuum of courses taught by a highly skilled and credentialed multi-media artist with industry experience.

**Active Citizens:** Students at Academia Avance collaborate with community organizations such as CHIRLA, AIDS walks, OneLA, UnidosUS, the Highland Park Chamber of Commerce, Boys/Girls State, and other community organizations on a volunteer service over the course of their high school enrollment. Both staff and parent stakeholders will continue to build relationships with local service organizations, resulting in sustained, annual service opportunities for all students.

## 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.



Table 2.5: Academic Rigor and the Common Core State Standards Goals

<b>English/Language Arts</b>  <b>English 9</b>  <b>English 10</b>  <b>English 11</b>  <b>English 12</b>  <b>Life Skills</b>	<p>Students will be able to read with comprehension, write with clarity, speak with meaning, and possess familiarity with literary works and will be able to:</p> <ul style="list-style-type: none"> <li>- understand the main and subordinate ideas in written works, lectures, and discussions</li> <li>- to manipulate and create ideas about a topic and be able to organize them for presentation in both verbal and written forms</li> <li>- write essays using the English language correctly and effectively</li> <li>- write an autobiography every year with increased breadth and depth expected in succeeding years</li> </ul>	<p>ELA CCSS, Interim School-Based Quarterly Assessments, NWEA Maps, Acellus,</p> <p>Teacher-Made Tests, Portfolios, Service Learning Projects</p> <p>Administration of EAP option for college placement.</p>	80%
<b>English Language Development</b>	<ul style="list-style-type: none"> <li>- Students will be able to gain increasing control of the ability to understand, speak, read and write in the English language.</li> </ul>	<p>ELPAC, CCSS—ELA</p> <p>Interim School-Based Quarterly Assessments, Teacher-Made Tests</p>	80%

<b>Mathematics</b> <b>Algebra I</b> <b>Geometry</b> <b>Algebra II</b> <b>Trigonometry</b> <b>Pre-Calculus</b> <b>AP Calculus</b>	<p>Students will be able to demonstrate an understanding of the symbolic language of mathematics and the use of mathematics in a variety of problem-solving situations.</p> <ul style="list-style-type: none"> <li>- Students will be able to calculate and solve problems using ratios, proportions, percentages, roots and powers.</li> <li>- Read and summarize the main ideas of economics, statistics and science texts.</li> <li>- Students will be able to explain and utilize the mathematical concepts and operations of algebra and geometry</li> </ul>	<p>Math, Algebra I, Geometry, Algebra II CCSS Interim School-Based Quarterly Assessments, Teacher-Made Tests, MDTP algebra readiness tests</p> <p>AP Examinations</p>	80%
<b>Science</b> <b>Biology</b> <b>Chemistry</b> <b>Physics</b> <b>Earth Science</b>	<ul style="list-style-type: none"> <li>- Students will be able to demonstrate through investigation and experimentation an understanding of the principles of physical and life science as well as ecology.</li> <li>- Students will be able to intelligently discuss concepts of matter, energy, motion and force as well as the natural laws and processes of the physical world and the science of life and living matter. Special references will be made to evolution, growth, reproduction and structure.</li> <li>- Students will be able to use the scientific method to successfully complete an experiment to investigate a current scientific question; while being able to interpret and generalize the results obtained.</li> <li>- Students will be able to use laboratory equipment effectively.</li> </ul>	<p>Integrated Science, Biology, Chemistry CCSS Interim School-Based Assessments, Teacher-Made Tests Service Learning Projects</p>	80%

<b>Social Science/ History</b>  <b>World History</b>  <b>American History</b>  <b>American Gov.</b>  <b>Economics</b>	<ul style="list-style-type: none"> <li>- Students will be able to demonstrate intellectual reasoning, reflections, and research skills related to chronological and spatial thinking, historical interpretations, and research, evidence and point of view</li> <li>- Students will be able to demonstrate an understanding of Ancient Civilizations, Medieval and Early Modern Times</li> <li>- Students will be able to display an understanding of the social systems, customs, communities, values, economies, governments, and politics of at least three cultures and societies Explain how this understanding relates to the students' culture and society</li> <li>- Students will be able to generate educated opinions and write pieces on current events, using historical references to the events and ideas that have shaped our nation, its place in the world, other nations, and the world at large</li> <li>-Students will be able to explain our system of government, including the relationships between the branches, how laws are enacted, as well as the importance of an independent press and an educated citizenry</li> </ul>	US History, World History CCSS Interim School-Based Assessments, Teacher-Made Tests  Assessments for the Senior Project Management Experience Class Project – the multi-disciplinary effort that applies social studies learning and professional team dynamics.	80%
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<b>Foreign Language</b>  <b>Chinese</b>  <b>Other Languages (two consecutive years)</b>	-Students will be able to demonstrate spoken and written proficiency in a foreign language  -Students will be able to demonstrate the ability to read with comprehension, write with clarity, speak with meaning, and possess familiarity with literary works	AP tests (where applicable) Interim School-Based Assessments, Teacher-Made Tests Project Learning	80%
<b>Fine Arts</b>	Students will be able to demonstrate some facility with a fine or performing art Students will understand the place of art in society  -Students will be able to explain a work of art and criticize it  -Students will be able to create a work of art in the visual and plastic arts  - Students will be able to participate in performance art	Individual course assessments Portfolio Assessments Teacher-Made Tests Project Learning	80%
<b>Overall Achievements</b>		CCSS/ Smarter Balanced Assessments, NWEA MAP, and other assessments	80%

*Avance 2019 Updated*

### **Method for Measuring Pupil Progress: Formative**

Academia Avance will evaluate academic; as well as, critical-thinking, problem-solving, and interpersonal skills. The following student outcomes are more fully described in Element 1.

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

Academia Avance expects its students to develop the following abilities:

Academia Avance will address all state Common Core State Standards in English Language Arts, English Language Development, Mathematics, History, NEXT Generation, and Related Appendices for each grade and subject level. In addition, students at Academia Avance will continue to foster lifelong learning and interpersonal skills. All project based learning activities will include assessments and reflection on students' core subject knowledge as well as the following life skills.

### Who Will Be Accountable for Student Progress

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

Among the programs and practices that hold teachers and administrators responsible for student progress are described in Element 1 on Data-Driven Instruction, Professional Development, and the Avance House model.

Table 2.6: Life-long Learning and Interpersonal Skills

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

*Avance 2019*

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

Standards (NGSS).

## **Data Analysis and Reporting**

Academia Avance will use the following methods to assess student progress and fulfillment of instructional objectives:

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

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

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

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

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

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

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

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

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

## **Assessment Methods**

The chart below outlines a balanced suite of quantitative and qualitative assessments, an approach that is supported by the research: teachers must be knowledgeable to select the appropriate test given the level of cognition required by each standard.<sup>79</sup> Standards at a high level of Bloom's Taxonomy (e.g.

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<sup>79</sup> Stiggins, R. J. (2005) Introduction to student-involved assessment for Learning, An, 5<sup>th</sup> Edition, Pearson 2008

synthesis) may require a performance assessment, such as a grade level project. Lower levels of Bloom's are effectively assessed with multiple choice or constructed response assessments. All Academia Avance teachers will be trained to analyze the standards, and select or create the appropriate assessment (either from the existing textbook, or from other resources if supplementation is required).

Teacher-led assessment design is tempered by the need for common assessments that allow for collaborative data analysis, examination of student work, and progress monitoring. In order to meet this need, all content areas administer common objective assessments. In ELA and math, the assessments are externally designed with the use of PowerSchool for ELA and Mathematics, ALEKS math, NWEA Maps Assessment Tools. In Science and Social Studies, teachers have in the past worked together to develop standards-based assessment items. In this way, all four core content areas will have objectively designed assessments that they will administer quarterly, as well as teacher and textbook designed assessments to be used formatively (daily and weekly) and summatively (Project based learning and presentation of learning projects, etc.). All teacher-designed assessments, including the POLs projects are designed based on an analysis and alignment to the state content standards.

## **Assessment Benchmarks**

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

## **Longitudinal Data Analysis**

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

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

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



- IEP assessments if applicable
- NWEA Map
- SFA
- Smarter Balanced and ELPAC scores

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

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

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

## **Grading, Progress Reporting, and Promotion/Retention**

### **Grade Policy**

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

Table 2.7: GPA Range, Percentage, Descriptors

Letters	GPA Range	Percentage	Descriptors
A/A+	4.0	94-100	Advanced
A-	3.67	90-93	Advanced
B+	3.33	87-89	Proficient
B	3.00	84-86	Proficient
B-	2.67	80-83	Proficient
C+	2.33	77-79	Basic
C	2.00	74-76	Basic
C-	1.67	70-73	Improvement Needed
D+	1.33	67-69	Below Basic/ Unsatisfactory
D	1.00	64-66	Below Basic/ Unsatisfactory
D-	.67	60-63	Far Below Basic/ Unsatisfactory
F	0.00	50	Unsatisfactory
I	Incomplete	0	No Work Submitted

*Academia Avance 2019*

Teachers use the standard “4-point” grading scale. Grades will be determined by demonstrated proficiency on assignments, projects, and assessments that are linked to the California Common Core State Standards. In order to compute a student’s Grade Point Average.

Table 2.8: Equivalencies for Advanced Placement (AP) courses using the following scale.

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

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

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

## **Board Policy- Assessments and Examinations Reference Number: 6162**

### **PURPOSE:**

Academia Avance Charter School's Board believes that student assessments are an important instructional and accountability tool to measure the success of the overall instructional program of the school. The purpose of the examinations is to help students, parent/guardians and teachers identify each student's educational performance, growth and areas needing improvement in order to enhance teaching and learning. Examinations of student progress are based on numerous measures of student performance that provide a thorough evaluation and therefore, an extensive scope of the student's learning.

### **SCOPE:**

#### **Examinations Required by the State and Federal Governments**

Academia Avance Charter School's students shall participate in all state and federal required examinations. Such examinations provide Academia Avance Charter School's with information for evaluation and future planning. State and federal examinations also indicate Academia Avance Charter School's effectiveness in carrying out its educational mission.

Whenever examinations required by law are administered, the Executive Director of Academia Avance or his/her designee shall provide parents/guardians written notice of the date of the examination, the uses and importance of the examination and the student's test results.

### **GENERAL POLICY STATEMENT:**

All examinations required by the state or federal law will be administered according to law on the dates required by law.

Special Education student shall participate in state and federal examinations according to their IEP.

Parents/guardians may obtain for their student an exemption for the state and deferral examinations only by written request sent to the Executive Director of Academia Avance Charter School's or his/her designee.

**POLICY DETAILS:****Grading**

Student progress evaluation provides information on student learning and where the student needs improvement. Parent/guardians are integral to student educational accomplishments. Therefore, parent/teacher conferences will be held as needed. Parents/guardians will receive report cards indicating their student's educational and citizenship progress. Parents/guardians will be notified of deficiencies in their student's educational program.

At back to school night, parents will be informed as to the goals and objectives of the class, grading procedures for academic and citizenship grades, classroom practices and procedures, and parent/guardian responsibilities including but not limited to volunteering at the school.

Teachers are responsible for setting objective standards for grading academics and citizenship and shall make these standards known to the parents/guardians. Teachers are responsible for assigning grades to the student in their classes. In the absence of a finding that the grade was inaccurate, an unsubstantiated personal conclusion or inference, a conclusion or inference outside of the observers' area of competence not based on personal observation of a named person with the time and place of observation noted, misleading, or in violation of the privacy of other rights of the pupil, the grade shall be final. A grade change may not be made as the result of coercion by any person(s).

If a student or parent/ guardian believes a grade is unfair or inappropriate, the grade can be appealed with the Academia Avance Charter School's employee who gave the grade, then the administration team as per the Complaint Policy. If the matter is still unresolved, the student or parent/guardian shall appeal in writing to the Board in accordance with the Complaint Policy procedures.

The appeal shall allege specifically how the teacher's grading system or a grade is;

1. Inaccurate
2. An unsubstantiated personal conclusion or inference
3. A conclusion or inference outside of the observer's area of competence
4. Note based on the personal observation of a named person with the time and place of the observation noted.
5. Misleading
6. In violation of the privacy of other rights of the pupil.

Student's grades will not be changed by the Board or the Executive Director or designee without the input of the teacher who assigned the grade.

**Promotion/retention policy and procedures**  
**Board Policy - Acceleration and Retention Reference Number:**  
**5123**

**PURPOSE:**

The Academia Avance Charter School's Governing Board expects students to progress through each grade within one school year. To accomplish this, instruction should accommodate the varying interests and growth patterns of individual students and include strategies for addressing academic deficiencies when needed.

**SCOPE:**

Students shall progress through the grade levels by demonstrating growth in learning and meeting grade level standards of expected student achievement set by the Board of Education. (cf. 6011--Academic Standards) (cf. 6146.1--High School Graduation Requirements/Standards of Proficiency) (cf. Elementary School Promotion/Standards of Proficiency) the Executive Director or designee shall secure an agreement, signed by the parent/ guardian, stating that the student shall continue in designated grade for not more than one additional school year. (Ed Code 46300)

**GENERAL POLICY:**

Students Promotion/Acceleration/Retention BP 5123 Benchmark Grades: Academia Avance Charter School's staff will pay special attention to students performing below the minimum standard in grades 6, and 8. Students can also be retained in any grade based upon current law. Students may be retained only once in their 6-8 school career. Grades 6-8 Retention Criteria: If a student is identified as performing below the minimum standard for promotion, the student shall be retained in his/her current grade level unless the student's regular classroom teacher determines, in writing, that retention is not the appropriate intervention for the student's academic deficiencies. This determination shall specify the reasons that retention is not appropriate for the student and shall include recommendations for interventions other than retention that, in the opinion of the teacher, are necessary to assist the student in attaining acceptable levels of academic achievement. Appeals will be heard at the school level by the Principal. The burden of proof for the appeal rests with the appealing party. (Ed Code 48070.5) The teacher(s) of record for students in grades 6-8 will recommend retention for any student who meets all criteria listed below, unless the teacher(s) specify in writing that retention is not the appropriate intervention.

**POLICY DETAILS:**

1. Admission shall be subject to the following minimum criteria:

1.1. The student has attended a public school for a period long enough time to enable school personnel to evaluate his/her ability.

1.2. The student is in the upper five percent of his/her age group in terms of general mental ability. This can be verified by completion of grade benchmark assessment used in the Academia Avance's program.

1.3. The physical development and social maturity of the student are consistent with his/her advanced mental ability.

1.4. The parent/guardian of the student has filed a written statement with the school approving the placement in the recommended grade.

## **2. Retention at Other Grade Levels**

2.1. The Executive Director or designee shall identify students who should be retained or who are at risk of being retained at the following grade levels: (Education Code [48070.5](#))

2.1.1. Between the end of the intermediate grades and the beginning of the middle school grades

2.1.2. Between the end of the middle school grade

2.2. Students between grades shall be identified primarily on the basis of their level of proficiency in reading. Proficiency in reading, English language arts and mathematics shall be the basis for identifying students between grades, between intermediate and middle school grades, and between middle school grades and high school grades. (Education Code [48070.5](#))

3. Students shall be identified on the basis of either statewide assessment results or grades and other indicators of academic achievement, as established by Board policy.

3.1. If a student is identified as performing below the minimum standard for promotion, the student shall be retained in his/her current grade level unless the student's regular classroom teacher determines, in writing, that retention is not the appropriate intervention for the student's academic deficiencies. This determination shall specify the reasons that retention is not appropriate for the student and shall include recommendations for interventions other than retention that, in the opinion of the teacher, are necessary to assist the student in attaining acceptable levels of academic achievement. (Education Code [48070.5](#))

3.2. If the student does not have a single regular classroom teacher, the Executive Director or designee shall specify the teacher(s) responsible for the recommendation to promote or retain the student. (Education Code [48070.5](#))

#### **4. Process of Retention**

4.1. When a student is identified as being at risk of retention, the Executive Director or designee shall so notify the student's parent/guardian as early in the school year as practicable. The student's parent/guardian shall be provided an opportunity to consult with the teacher(s) responsible for the decision to promote or retain the student. (Education Code [48070.5](#))

4.1.1. The Executive Director or designee shall also provide a copy of the school's promotion/retention policy and administrative regulation to those parents/guardians who have been notified that their child is at risk of retention.

4.1.2. The teacher's recommendation and the Executive Director's decision to promote or retain a student may be appealed consistent with Governing Board policy, administrative regulation and law.

4.1.3. The burden shall be on the appealing party to show why the Executive Director's decision should be overruled. (Education Code [48070.5](#))

4.1.4. To appeal a teacher's recommendation, the appealing party shall submit a written request to the Executive Director or designee specifying the reasons that the teacher's decision should be overruled. The appeal must be initiated within 10 school days of the determination of retention or promotion.

4.1.5. The teacher shall be provided an opportunity to state orally and/or in writing the criteria on which his/her recommendation was based.

4.1.6. Within 30 days of receiving the request, the Executive Director or designee shall determine whether or not to overrule the teacher's recommendation. Prior to making this determination, the Executive Director or designee may meet with the appealing party and the teacher. If the Executive Director or designee determines that the appealing party has overwhelmingly proven that the teacher's recommendation should be overruled, he/she shall overrule the teacher's recommendation.

4.1.7. The Executive Director or designee's determination may be appealed by submitting a written appeal to the Board within 15 school days. Within 30 days of receipt of a written appeal, the Board shall meet in closed session to decide the appeal. The Board's decision may be made on the basis of documentation prepared as part of the appeal process or, at the discretion of the Board, the Board may also meet with the appealing party, the teacher and the Executive Director/designee to decide the appeal. The decision of the Board



Academia Avance Charter Petition as Approved by the Attachment 2  
California State Board of Education on March 12, 2020Page 192 of 309  
shall be final.

4.1.8. If the decision of the Board is unfavorable to the appealing party, he/she shall have the right to submit a written statement of objections which shall become part of the student's record.

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

## Element 4 Governance

***“The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement.” (Ed. Code § 47605(b)(5)(D).)***

### **GENERAL PROVISIONS**

As an independent charter school, Charter School, operated as or by its nonprofit public benefit corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of Charter School.

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that the governing board and/or nonprofit corporation operating Charter School amends the bylaws, Charter School shall provide a copy of the amended bylaws to CSD within 30 days of adoption.

Charter School shall send to the CSD copies of all governing board meeting agendas at the same time that they are posted in accordance with the Brown Act. Charter School shall also send to the CSD copies of all board meeting minutes within one week of governing board approval of the minutes. Timely posting of agendas and minutes on Charter School’s website will satisfy this requirement.

The District reserves the right to appoint a single representative to the Charter School governing board pursuant to Education Code section 47604(b).

### **LEGAL AND POLICY COMPLIANCE**

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policies as it relates to charter schools adopted through Board action.<sup>80</sup>

Charter School shall comply with all applicable federal and state reporting requirements, including but not limited to the requirements of CBEDS, CALPADS, the Public Schools Accountability Act of 1999, and Education Code section 47604.33.

Charter School shall comply with the Brown Act and the Public Records Act.

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<sup>80</sup>The District is in the process of compiling a list of LAUSD policies that apply to its authorized charter schools. The list will be finalized by April 1, 2018. Charter Schools Division staff will annually review District policies and make recommendations to the LAUSD Board of Education on continued application to charter schools.

Charter School and all employees and representatives of Charter School, including members of Charter School's governing board, members of Charter School or governing board committees and councils, Charter School administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD charter school policy, regarding ethics and conflicts of interest. Charter School shall enter into all transactions and conduct business with all persons and entities at arm's length or, in the case of otherwise permissible related party transactions, in a manner equivalent to arm's length.

Charter School shall notify parents, guardians, and teachers in writing within 72 hours of the issuance of a Notice of Violation, Notice of Intent to Revoke, Final Decision to Revoke, Notice of Non-Renewal, or equivalent notice, by the LAUSD Board of Education.

#### **TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES**

Charter School shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and section 504 of the Rehabilitation Act of 1973 ("Section 504"), including any investigation of any complaint filed with Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Charter School shall notify all of its students and employees of the name, office address, and telephone number of the designated employee or employees.

Charter School shall adopt and publish complaint procedures providing for prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited by Title IX or Section 504.

Charter School shall adopt and implement specific and continuing procedures for notifying applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with Charter School, that Charter School does not discriminate on the basis of sex or mental or physical disability in the educational programs or activities which it operates, and that it is required by Title IX and Section 504 not to discriminate on any such basis.

Charter School shall establish and provide a uniform complaint procedure in accordance with applicable federal and state laws and regulations, including but not limited to all applicable requirements of *California Code of Regulations*, title 5, section 4600 et seq.

Charter School shall adhere to all applicable federal and state laws and regulations regarding pupil fees, including Education Code sections 49010 -

49013, and extend its uniform complaint procedure to complaints filed pursuant to Education Code section 49013.

Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the Local Control Funding Formula legislation provisions set forth in Education Code section 52075.

#### **RESPONDING TO INQUIRIES**

Charter School, including its nonprofit corporation shall promptly respond to all reasonable inquiries, including but not limited to inquiries regarding financial records from the District, and shall cooperate with the District regarding any inquiries. Charter School acknowledges that Charter School, including but not limited to its nonprofit corporation, is subject to audit by LAUSD, including, without limitation, audit by the District Office of the Inspector General. Charter School shall provide the District with current, complete, and accurate contact information for Charter School, Charter School administrators, and Board members.

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School's operations, or breach of the Charter, is received or discovered by the District, Charter School, including but not limited to its nonprofit corporation, employees, and representatives, shall cooperate with any resulting inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

Charter School acknowledges and agrees that persons and entities that directly exercise control over the expenditure of Charter School's public funds shall be subject to all necessary and appropriate District charter school oversight.

#### **NOTIFICATION OF THE DISTRICT**

Charter School shall notify the Charter Schools Division (CSD) in writing of any citations or notices of workplace hazards, investigations by outside governmental regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g., loss of IRS 501(c)(3) status), or other formal complaints or notices, within one week of receipt of such notices by Charter School. Unless prohibited by law, Charter School shall notify the CSD in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the CSD within 24 hours of any dire emergency or serious threat to the health and safety of students or staff.

#### **STUDENT RECORDS**

Upon receipt of a student records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068. Charter School shall comply with the requirements of California Code of

Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 15. Charter School shall comply with the requirements of Education Code section 49060 et seq., which include provisions regarding rights to access student records and transfer of records for youth in foster care.

#### **PARENT ENGAGEMENT**

Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of his/her child's admission, continued enrollment, attendance, or participation in the school's educational activities, or otherwise discriminate against a student in any manner because his/her parent cannot, has not, or will not provide volunteer service to Charter School.

#### **FEDERAL PROGRAM COMPLIANCE**

As a recipient of federal funds, Charter School has agreed to meet all applicable programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) and other applicable federal programs. Charter School understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. Charter School agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of ESEA and other applicable federal programs. Charter School also acknowledges that, as part of its oversight of Charter School, the District may conduct program review for federal as well as state compliance.

### **Governance Structure**

The legal entity that holds the Academia Avance Charter is Avance Schools, Inc., a California Public Benefit Corporation. The corporation has filed a "doing business as" (DBA) certificate with Los Angeles County for "Academia Avance". Avance Schools, Inc. has been designated by the US Internal Revenue Service (IRS) as a 501c(3) tax exempt organization. Avance Schools Inc., is the holder of the Academia Avance charter, and ultimately has all governing and fiduciary responsibility for any and all actions related to the School. The School agrees and acknowledges that Avance Schools Inc. governing board shall follow any and all laws, standards, and policies regarding ethics and conflicts of interest applicable to its role as sole statutory member of Avance Schools Inc. and as a nonprofit corporation.

Academia Avance is governed pursuant to the Articles of Incorporation and Bylaws adopted by the incorporators of Avance School, Inc. Academia Avance complies with all laws relating to public agencies and all federal laws and regulations and state codes as pertaining to charter schools. The Bylaws for

Avance Schools, Inc. are presented in Tab 3; which align the corporation with the pertinent law and guidelines for a charter school.

Academia Avance will be nonsectarian in its programs, admission policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against any student on the basis of race, ethnicity, national origin, religion, gender, disability, or sexual orientation.

The governance structure is organized to serve the educational vision of the Academia Avance by ensuring that decision-making is responsive to school needs and that staff are held accountable for student outcomes. Additionally, the governance structure is designed to:

- Assure input to every member of the staff into the governance of the school;
- Include parents in the process of decision-making;
- Avoid domination by any select individual or group;
- Develop increased organizational capacity and assure the viability of local school control and accountability.

Avance Schools, Inc. agrees and acknowledges that all public funds received by or on behalf of Academia Avance, including School assets derived from public funds, shall be deemed to retain their statutorily restricted purposes and remain within the jurisdiction and control of the School. Such public funds shall remain subject to Education Code section 47633(c) and shall be included within the scope of Charter School's annual audit per Education Code section 47605(m) and the Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting, as updated annually, and as applicable to charter schools.

Avance Schools Inc. acknowledges and agrees that all of the School's related party transactions, as that term is defined in the applicable Generally Accepted Accounting Principles ("GAAP") standards, that involve Academia Avance's public funds shall remain within the scope of the annual audit required under Education Code section 47605(m) and the Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting, as updated annually and as applicable to charter schools and subject to District oversight.

The Avance Executive Board has final and full legal and fiduciary responsibility for Academia Avance. The Avance Executive Board will be responsible for providing fiscal accountability by approving and monitoring the budget. The Board will also help ensure effective organizational planning by approving long-range goals and annual objectives, monitoring the general policies such as health and safety, use and maintenance of facilities (for non-district sites), fundraising, and overseeing that school resources are managed effectively. This goal will be accomplished primarily through hiring, supporting, reviewing the performance, and evaluating the Executive Director.

It is the objective of the Avance Executive Board membership to keep a broad representation of backgrounds, skills, and perspectives. Ideally, although not at all times, the composition of the Avance Executive Board will have persons with these direct or related backgrounds:

- Educator
- Community Representative
- Non-profit Business Operator
- Partnership Representative
- Entrepreneur
- Facilities Partner
- Attorney

The initial composition of the Avance Executive Board was established by the original Avance development team. Members serve two-year terms, which can be renewed. New members are nominated by sitting members, with review from current members during a regular meeting. A vote on the nomination during a regular meeting moves the nominee to member.

Notification for all meetings of the Avance Executive Board will follow the requirements of the Brown Act. Notification of meetings will be posted on the publicly-accessible Avance website, as well as a printed copy posted in the main office of the school, clearly visible to the general public, according to the timelines provided by the Brown Act.

The Avance Executive Board will provide accountability, oversight and guidance to ensure Academia Avance's ongoing success. It will meet to ensure achievements and provide support in achieving short-term and long-term goals set by the board. The Avance Executive Board will hold a regular meeting Saturdays (unless the schedule is modified by action of the Executive Board). Per attached for 2019-2020 school year:

## **ANNUAL CALENDAR OF REGULAR BOARD**

### **Meeting Dates 2019-2020**

- Saturday, September 21, 2019– 9:00am
- Saturday, October 26, 2019– 9:00am
- Saturday, December 7, 2019 – 9:00am
- Saturday, January 25, 2020 – 9:00am
- Saturday, March 7, 2020 – 9:00am
- Saturday, April 25, 2020 – 9:00am
- Saturday, June 06, 2020 – 9:00am
- Saturday, June 27, 2020 – 9:00am

The Avance Executive Board will have the following standing committees:

- Finance Committee
- Audit Committee

Other ad-hoc and standing committees will be formed as needed.

The Finance Committee shall be comprised, at a minimum, of the Treasurer and President, and other Board members as agree to by the full Avance Executive Board. Selection of the Board members that make up the Finance Committee must take into account experience with financial matters. The Executive Director can be present at all Finance committee meetings, and may invite outside persons to the meeting as needed.

## **Governance Procedures and Operations**

In addition, the specific responsibilities of the Academia Avance Board are:

- Oversight of the school: The Academia Avance Board is ultimately responsible for monitoring school performance, including its compliance with its charter and other governing documents. The Board is accountable to the LAUSD for the achievement of the school's goals set out in the school's petition. The Board is responsible for the approval and monitoring of the School Plans (LCAP, LEA Federal Addendum, Schoolwide Plans (SMART Goals, Programs, etc.) and for ratifying the school's mission. The Board reviews the School Plan at the beginning of the year and supports the goals set forth and monitor achievement of these goals.
- Budget and financial resources: School management prepares an annual budget for consideration by the Board. The Board approves the budget and reviews the school's financial performance and position at each meeting. The Board is responsible for financially managing the school, including budget development and monitoring, establishing fiscal controls, and causing audits of the school's books and records to be made as required by law and as otherwise prudent.
- Annual financial audit. The Board hires the school's auditor, reviews the annual audit, and, if necessary, adjusts policies and procedures.
- Appeals by parents. The Board hears appeals by parents on matters of student discipline, including student expulsions.
- Enhancing the organization's standing. The Board members are ambassadors of the school to the community and work individually and collectively to increase the organization's standing in the community.
- Ensure legal and ethical integrity. The Board members ensure that the school adheres to all laws, regulations, and rules, and that it conforms to the highest standards of ethical conduct.
- Fundraising. The Board assists the school in fundraising, and in the school's applications for public grants (categorical and discretionary) and private donations from foundations, corporations, and individuals.
- Strategic planning. The Board, in conjunction with school leadership, develops a strategic plan for the school and monitors its implementation.
- School Policies. The Board is responsible for establishing, implementing, and enforcing, or delegating the implementation and/or the enforcement of, school policies with respect to:



- Admissions,
- Curricular guidelines,
- Employment and other personnel matters,
- Student discipline,
- Special education,
- English language education for English Learners,
- Ethics,
- Transportation,
- Student food services,
- Student health services,
- Communication with students' families,
- Communication with governmental and regulatory agencies,
- Public relations and outreach, and
- Hearing complaints,
- All or more particularly set forth in the By-Laws of the School.

### **Description of School Leadership**

**Executive Director** - The Executive Director is responsible for the school environment and student performance at Academia Avance. The Executive Director is also responsible for the implementation of policies, procedures, and practices that will ensure the ongoing financial and legal viability of the schools. The duties include: Executive Administrator support and supervision, support and supervision of Learning and support staff, facilities development, serving as a spokesperson for the Avance Schools, Inc. bi-weekly school visitations and observations; monthly presentations to the staff, parents, and students of Academia Avance and managing the hiring process of the school Executive Administrators.

**Chief Operations Officer** – The COO will report to the ED and assume a strategic role in the overall management of Academia Avance. The COO will have primary day-to-day responsibility for planning, implementing, managing and controlling all financial-related activities of the organization. Plans, organizes, assigns, directs and reviews the business and risk management functions of the schools and participates in the development and implementation of policies and programs at the executive level.

Serves as the Executive Director in his or her absence.

**Co-Principals**- The Co-Principals serve as part of the overall organizational executive team and are responsible for establishing a positive school culture and high levels of student achievement. The Co-Principals duties will include, but is not limited to, facilitating curriculum development; teacher selection, supervision and evaluation; facilitating parent involvement in school governance, volunteering at school, and supporting student learning at home; monitoring and supporting professional development for all staff; the implementation of student support programs; weekly visits of each class; managing school discipline; and

supervising other support staff as assigned. Additionally, the Co-Principals manages the teacher selection and curriculum development process.

## **Governance Board Decision Making Process**

A majority of the Board members then in office shall constitute a quorum. Every act or decision done or made by a majority of the Board members present at a meeting duly held at which a quorum is present is an act of the Avance Executive Board. Per the California Attorney General (Brown Act publication 2003), when there is less than a quorum present at a noticed meeting, the body may either (1) meet as a committee, or (2) adjourn to a future date. The presence of a quorum is necessary to take action. (Govt. Code §§ 54952.6; 54955; 54955.1.)

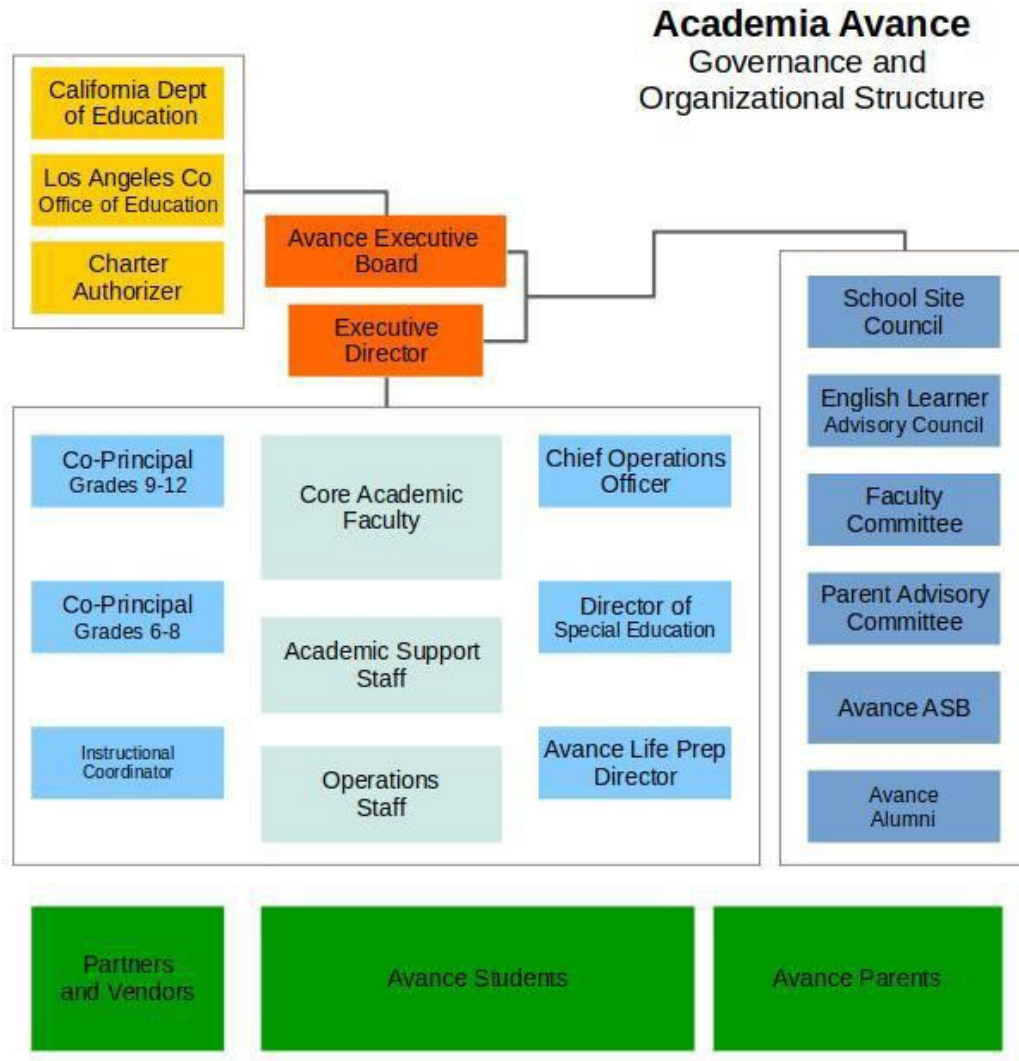
Quorum: A majority of directors with voting authority then in office constitutes a quorum of the Board for the transaction of business, Participation in meetings by Conference Telephone: Members of the Board may participate in any meeting through the use of video or telephone conference equipment. These meetings will be held pursuant to the teleconferencing rules of the Brown Act.

## **Stakeholder Involvement**

The Academia Avance decision-making process in which all school stakeholders are represented is designed to:

- Ensure that all decisions regarding policy and practice made at Academia Avance are focused to achieve the educational student outcomes outlined in the petition
- Ensure that all staff members are involved in the decision-making process
- Ensure that parents, community members, and all school personnel are involved as active partners in the decision-making process
- Ensure that all stakeholders model a collaborative, consensus-building school culture applied to all decision-making processes

The Academia Avance model of decision-making will be democratic in nature. If an agreement cannot be reached on any issue, the Executive Director will have final authority in all matters pertaining to school operations and instructional pedagogy. Academia Avance is founded on the principle of inclusiveness. Therefore, keeping with our themes of teamwork and unity, all staff will model a culture of consensus building that is strongly aligned with the vision and mission of Academia Avance. It is our belief that as we build a strong positive culture and community, more parents will champion the school vision and mission.

Graph 4.1: Governance and Organizational Structure

### Staff involvement in School Governance

Both classified and certificated staff will have the opportunity to participate in school committees. These committees will provide a communication channel by which the Executive Director, Principals and the Avance Executive Board, which will be informed of employee stakeholder inquiries, ideas, and concerns.

### Parent Involvement in School Governance

Academia Avance understands that parental involvement in the life of the school is essential to the success of the school. Academia Avance made it a priority in its mission to have parent participation throughout the school, including in consulting parents on instructional program. Academia Avance will encourage parents to participate in the school by:

*Parents will be encouraged to serve on the Parent Advisory Committee (PAC) and the School Site Council (SSC). Parents will be consulted and advised regarding the school's educational programs and student progress through meetings and informational bulletins on an ongoing basis. The school web site will facilitate the dissemination of information on areas of specific interest to parents.*

One of the primary predictors of student success is parent involvement. Parents of Avance students are encouraged and expected to participate in the educational process of their children. Parents participate in the school governance structure via the Parent Advisory Committee, the School Site Council, and also via the Avance House model, described in Element 1. The House model draws from the “promotora” model that empowers peers in a group to become leaders of an effort. Parent involvement in the House activities can easily move a parent to greater roles in the House, from which they can progress to a role in the PAC, SSC and then if they wish to a school-wide role via the Avance Advisory Board. Parents will support, in a variety of ways, the instruction of certificated teachers.

Academia Avance has engaging meetings throughout the year with the parents of Title I students. The School's Parental Involvement Policy and Parent/School Agreement exemplify our dedication to using active parent and family engagement practices. Both documents were developed with parent engagement and support. Academia Avance holds ongoing meetings throughout the year to engage parents. One of these meetings takes place in the Fall and is our annual meeting to inform parents of the school's participation in Title 1 and the requirements of a Title 1 school. Meetings are held both in the AM and PM to increase parent participation. Parents receive timely information about academic progress (every five weeks), assessments, curriculum, and are informed of schoolwide initiatives for the year. Academia Avance reviews the Parent/School Agreement and endeavors to ensure frequent, meaningful communication by addressing any questions or concerns about the Parent/Agreement or school policies. Parents have two, one in the Fall and one in the Spring, individual parent conference appointments with teachers to ensure that they are an active part of their child's academic program.

Finally, learning best occurs when parents participate, and small schools are more likely to encourage parental involvement. When the US Department of Education focused their research on 4th grade reading comprehension (1996), researchers found a significant gap in scores still existed between students with significant parent involvement and students without. Academia Avance enhances relationships with parents through a program of parent participation on various committees, high turnout at parent teacher conferences, and parent educational opportunities in technology and higher educational opportunities. Learning best occurs when students are in an environment that values them by involving families as key stakeholders. By being accountable to each constituency, all charter schools can positively change the climate of accountability in a district.

The process by which stakeholders are involved in the consultation is to join the School Advisory Council, the Academia Avance's Executive Director or Principals will involve the students, parents, teachers and staff in developing the school's annual LCAP and will work with all stakeholders to participate in reviewing the school's annual progress and providing feedback on established goals to allocate resources for potential needed program adjustments for coming years.

### **Parent Advisory Council (PAC)**

Academia Avance believes that parent involvement translates into increased student achievement. The philosophy of Academia Avance is to encourage, honor and respect the parent voice. Parent involvement and the inclusion of the parent voice will be ensured in the following manner:

Parent meetings will be held regularly while school is in session or more frequently if necessary in order to facilitate the communication process between parents and the Academia Avance governing board. The Avance web site will facilitate the dissemination of information on areas of specific interest to parents. In addition all information regarding parental involvement will be presented at all parent meetings held.

*(n) A charter school may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at the charter school.*

Parents will be encouraged to serve on the PAC and the School Site Council. Parents and Councils will be consulted and advised regarding the school's educational programs and student progress through meetings and informational bulletins on an ongoing basis. The PAC Council meets on every first Tuesday of each month at 6 p.m. in the Cal State L.A. room of the Main Campus. This important group of parent/family stakeholders is an integral part of daily operations at Avance. They assist with coordinating parent volunteers and serve as a liaison between House Teachers and other House Parents.

### **School Site Council (SSC)**

Parents involved within the School Site Council will influence decisions on the allocation of funds provided to the school, as per Section 64001(g) of the California Education Code. Avance's School Site Council (SSC) was explicitly convened on November 14, 2017. Prior to this, and since the School's inception, the Parent Advisory Council (PAC) served as Avance's parent advisory body. Under the guidance of the CDE Charter School Office staff liaison, Avance created the SSC in compliance with Education Code. SSC elections were held on November 14, 2017. The SSC is comprised of four teachers (two representing

high school and two representing middle school grades), two students, four parents, a staff liaison, and is chaired by Avance's Co-Principals.

Parents are encouraged to provide service to the school in areas that will enhance the educational development of their children, and will be informed that participation is not required as a condition of continued enrollment and attendance at Academia Avance. Other service opportunities will include but not be limited to assistance in classrooms, tutoring, supervision, communications facilitation, clerical support, and supervision of student field trips. Service selections will be based on the strengths and preferences of parents and on student and school needs. Parents will determine the type of work they will contribute to the educational development of the children based on their own particular interests, strengths and free time. Details of the type and time of service will be requested during parent/staff conferences held prior to the onset of each school year.

The school will provide parent workshops and education classes, in English and Spanish language, at times that are conducive and suitable for both stay at home and working parents. Workshops may include the following:

- Monitoring Your Child's Use of the Internet
- Adolescent Psychology and Behavior
- Helping Your Child with Homework
- Helping in Planning Educational Family Outings
- Planning Your Child's Educational Future (High School and College)
- Participating in College visits
- Understanding Linked Learning Career Pathways

The content of these workshops will be designed to assist parents in the educational development of their children. We believe that if given the proper tools parents will become equal partners with the school in the education of their children. We also believe that these workshops will help parents feel connected to each other and the school community.

The staff and Executive Director, Principals, Instructional Coordinator, Parent Coordinator will maintain open lines of communication at all times with all parents. Parents will meet with staff and administrators for conferences at regular intervals throughout the year. Parents will be advised that the administrators and teaching staff will be available for additional conferences as needed.

## **Community Involvement**

Avance works closely with established community based organization in the Northeast Los Angeles to ensure community participation and maximize the resources available to students and their families. The community-based organizations in the surrounding areas and other partnering stakeholders will work collaboratively in support of the Academia Avance. This includes colleges and universities partnerships, as well as partnerships with businesses that will

support our students in their academic achievement as well as our college to career program.

**Compliance with Laws, Policies and Regulations**

Members of the Avance Executive Board, any administrators, managers or employees, and any other committees of the School shall comply with federal and state laws and nonprofit integrity standards and regulations regarding ethics and conflicts of interest as presented in the Avance Schools, Inc. By-laws, which are presented in Tab 3.

**Federal Compliance**

To the extent that Avance is a recipient of federal funds, including federal Title I, Part A funds, Avance has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the federal education act in effect for the term of this charter, and other applicable federal grant programs. Avance agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with applicable federal acts and programs, including, but not limited to, documentation related to required parental notifications, appropriate credentialing of teaching and paraprofessional staff, the implementation of Public School Choice and Supplemental Educational Services, where applicable, or any other mandated federal program requirement. The mandated requirements of federal acts and programs include, but are not limited to, the following:

- Notify parents at the beginning of each school year of their “right to know” the professional qualifications of their child’s classroom teacher including a timely notice to each individual parent that the parent’s child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified.
- Develop jointly with, and distribute to, parents of participating children, a school-parent compact.
- Hold an annual Title I meeting for parents of participating Title I students.
- Develop jointly with, agree with, and distribute to, parents of participating children a written parent involvement policy.

Avance also understands that as part of its oversight of the school, the LAUSD Charter Schools Division may conduct program review of federal and state compliance issues.

**Grievance Procedure for Parents and Students**

Avance will designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and Section 504 of the Rehabilitation Act of 1973 (Section 504) including any investigation of any complaint filed with Avance alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Avance will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

**Avance Uniform Complaint Process**

Avance has established a uniform complaint procedure (UCP) to provide prompt and equitable resolution of student, parent and employee complaints alleging any action, including those prohibited by Title IX, or Section 504. The UCP process and documents are presented as part of the Avance Inscription Packet, are reviewed at the beginning of the year in the school orientation sessions for parents, and are posted on the school's website.

Avance will implement specific and continuing steps to notify applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the recipient, that it does not discriminate on the basis of sex or mental or physical disability in the educational program or activity which it operates, and that it is required by Title IX and Section 504 not to discriminate in such a manner.



## **Element 5 Employee Qualifications**

***“The qualifications to be met by individuals to be employed by the charter school.” (Ed. Code § 47605(b)(5)(E).)***

### **EQUAL EMPLOYMENT OPPORTUNITY**

Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including but not limited to recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

### **ESEA/ESSA AND CREDENTIALING REQUIREMENTS**

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers are appropriately assigned and fully credentialed in accordance with applicable state requirements for certificated employment, including but not limited to the provisions of Education Code section 47605(l). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

Academia Avance is committed to recruiting and hiring a community of professionals who are dedicated to the best practice of education of all students. Regardless of their role in the school, every person hired by Avance will actively help to promote the curricular philosophy, instructional program and the school community's guiding principles.

Avance will select its own staff and will not discriminate against any employee on the basis of race, color, age, gender, sex, national origin, actual or perceived sexual orientation, marital status, affiliations, political or religious beliefs, medical condition (cancer-related), physical disability or in retaliation. To best meet families' needs and the school's mission, employee recruitment will seek to create a bilingual, multicultural staff. All staff are expected to be sensitive to the linguistic and cultural needs of students, and to participate in staff development to enhance their skills in this area.

**Recruitment for Open Positions**

The Avance Executive Director and designee will direct the process for recruiting and hiring all employees. All job openings will be posted via the Avance web-site, as well as education related job-posting sites, such as Ed-Join. The inclusion to the candidate pool will follow full submission of all job application materials.

The Avance Executive Board will direct the process for recruiting and hiring an Executive Director with recommendations from the incumbent Executive Director if available.

Staff racial and ethnic balance will comply with Federal laws requiring that no teaching staff be identified as intended for students of a particular race, color, or national origin.

**Pre-conditions for Employment**

Avance will require each employee to submit to a criminal background check as required by Education Code Section 44237. Avance will adhere to California laws, including background checks via LiveScan, and prohibitions regarding the employment of any person who has been convicted of a violent or serious felony. Avance will adhere to school policies pertaining to the safety and health of all employees and students. All employees must furnish or be able to provide:

- Medical clearance of communicable diseases and tuberculosis (TB).
- Fingerprinting and the service fee to the Department of Justice for a criminal record check. Applicants will be required to provide a full disclosure statement regarding their prior criminal record.
- Documents establishing legal status.

All Avance personnel contracts are executed on an "at-will" basis. Contracts will be renewed based on demonstration of meeting or exceeding the requirements of individual job responsibilities, as described in their contract, and adhering to policies, procedures, and expectations outlined in the employee handbook. The expectations outlined in the evaluation process will be designed to support the mission and vision of the school and to comply with applicable state and federal laws.

The Avance Employee Handbook was developed with a collaborative process that included members of the Board of Trustees, administrative staff, certificated staff, classified staff and community members with expertise in human resources law and personnel evaluation, as well as by the school's legal counsel. The employee handbook is reviewed annually, with new versions approved by the Avance Executive Board.

## **Academia Avance School Leadership and Staff**

### **Executive Director**

The Executive Director provides leadership and executive direction to Academia Avance's personnel, programs, activities, and operations; ensures compliance with established goals and legal requirements; is guided by the school's charter; promotes success for all students; and supports the governing Avance Executive Board's focus on student learning and achievement while facilitating the mission, vision, and values statements.

The Executive Director contributes to a culture of excellence by fulfilling the following key responsibilities:

Related to the Avance Executive Board:

- Keeps the Avance Executive Board informed on issues, needs and operations.
- Ensures preparation of agendas for Avance Executive Board meetings, providing pertinent information and data.
- Offers professional advice to the Avance Executive Board on items requiring action, with appropriate recommendations.
- Understands and supports the Avance Executive Board's policy-making role and the Executive Director's policy implementation role.
- Interprets and implements policies and incorporates such interpretations into written administrative rules, regulations and procedures.

Related to Business and Financial Matters

- Keeps the Avance Executive Board informed of long-range and short-range financial needs and proposals and is responsible for ensuring the sound financial and legal operations.
- In collaboration with the business services provider, ensures the preparation of the
- Budget and provides the Avance Executive Board with periodic reports on the school's financial condition.
- In collaboration with the business services provider, annually prepares and submits to the Avance Executive Board the budget for the upcoming year; revises the budget or takes other related action as the Avance Executive Board designates.
- Ensures maintenance of a financial accounting system.
- Allocates resources in accordance with Avance Executive Board priorities.

## Related to Staff Relationships:

- Encourages participation in governance activities while observing the governance structure as prescribed in the charter.
- At the direction of the Avance Executive Board, represents the interests and direction of the Avance Executive Board to the best of his/her ability.
- Keeps staff members informed of issues, goals and activities.
- Gives consideration to varying viewpoints when making personnel decisions.
- Defines the duties of all personnel and coordinates administrative staff activities.
- Informs the Avance Executive Board regarding personnel issues as necessary and as delegated by the Avance Executive Board,
- Manages personnel including but not limited to hiring, firing, disciplining, directing work, and supervising.
- Promotes a positive work environment.
- Anticipates, manages and resolves conflict.

## Related to Educational Leadership:

- Utilizes the shared governance and leadership model in curricular work, utilizing the abilities and talents of the professional staff and other stakeholders.
- Holds staff accountable for meeting their responsibilities, while providing sufficient autonomy and staff development.
- Provides leadership for the continuous development and improvement of the instructional program.
- Ensures that there is a continuous focus on student growth and learning.
- Ensures that students engage in the educational program as outlined in the charter.
- Works with staff, the Avance Executive Board, and the community in planning and implementing support services for students.

## Related to Stakeholder Relations:

- Participates in the school community.
- Informs stakeholder groups of school programs, activities, and academic achievement.
- Receives, analyzes, and responds to concerns and complaints in a timely fashion.
- Assures timely and effective responses to student issues in collaboration with the administrative team.

## Professional Qualities:

- Maintains high standards of ethics, honesty, integrity, and professional conduct.
- Demonstrates ability to work effectively with a variety of individuals and groups.
- Demonstrates the ability to make difficult decisions and recommendations in order to preserve Academia Avance's mission, vision, and values.

- Develops trust and collaboration between various groups within the school and community.
- Recognizes that change is vital in any organization, necessary change can best take place when those affected by change are actively involved in the process.

#### Delegation of Duties

- The Executive Director may delegate to subordinates any of the powers and duties which the Avance Executive Board has entrusted to him/her but shall continue to be responsible to the Avance Executive Board for the execution of the powers so delegated.
- Makes such assignments of powers and duties to administrative assistants and other certificated personnel as he/she deems necessary, consistent with Avance Executive Board goals.

#### Qualifications

The qualifications for this position include demonstrated appropriate and substantial previous experience and leadership in:

- Non-profit management
- Public-sector program compliance
- Charter-school operations
- Educational advocacy and reform
- Cultural relevance with community served, including parent involvement
- Education of youth in alignment with the Avance mission statement and educational program

#### **Chief Operations Officer (COO)**

Reporting to the Executive Director (ED), the Chief Operating Officer (COO) will have both internal and external facing responsibilities such as operational, financial, human resources, data & compliance, program development, strategic planning, and fund/resource development. The COO will partner closely with the ED and Principals to chart Avance's future growth and strategic response to an ever-increasing demand for the organization's success via the strategic plan, by updating annually the goals, strategies and milestones.

Responsibilities include, but are not limited to:

- Operations
- Oversees the schools operations, including technology (infrastructure and devices)
- Manages school site operations staff
- Manages targeted training program for operations team members
- Oversees all reporting to authorizer (SBE) and other agencies
- Manages the day-to-day operations such as supplies, contracts, lease and other areas
- Manages document retention policy, including all key documents.

## Financial Management:

- Reviews and approves organizational invoices (accounts payable, etc)
  - Any other duties, as assigned by the Executive Director
  - Leads budget development process with Executive Director
- Works closely with back office provider to ensure that the processing of all funds follows the school's Fiscal Policies
- Assists with budget management process and financial reporting during the school year to the Board of Directors, including budget vs. actual reports, audit preparation and tax return filings
- Human Resources
  - Oversees strategic recruiting of key school site staff
  - Develops and manages employee evaluation systems
  - Develops and manages on-boarding and off-boarding processes
  - Ensures compliant reporting of all personnel matters, including payroll, benefits, and COBRA
  - Manages implementation of all school policies and procedures relating to human resources
  - Regularly updates employee handbook (yearly)
  - Supports team in providing appropriate information and assistance to school staff and school administrative teams regarding personnel matters and benefits
  - Ensures that all staff has current credentials required by law and complete all other requirements for employment
  - Works closely with Principals to prepare and maintain personnel-related documentation
    - Manages offer letter process
    - Any other duties, as assigned by the Executive Director
    - Data & Compliance
    - Ensures timely and proper enrollment and attendance reporting to all appropriate agencies
    - Ensures timely and accurate collection of public funds, including but not limited to CALPADs, CBEDS, Categorical and Statistical reports and other reports required by the CA Dept. of Education and US Dept. of Education and the District.
  - Leads lottery process; supports school-based Community Coordinators through student lotteries and waitlist management in compliance with the charter law and other regulations
  - Works closely with School Office team to oversee school meal programs
  - Ensures that all National School Lunch Program (NSLP) claims for reimbursement, annual applications and certification of all program activities, vendors and contracts are accurate

## Facilities

- Oversees individuals who supports the responsibilities of facilities
- Manages external partner relationships to build and finance facilities or projects, working in close collaboration with the Executive Director
- Ensure that school facilities are fully functional, clean, safe learning environments
- Works collaboratively with school leadership teams to ensure sites are compliant with all facilities requirements, including emergency drills, annual Emergency and Safety documentation, and on-going training and support

## Contracts & Procurement

- Works with school operations teams to manage procurement of goods and services, in accordance with the school's Fiscal Policies
- Oversees drafting and approval of all contracts with vendors; negotiates select contracts
- Manages vendor approval list and vendor compliance with all applicable laws

## Culture & Community

- Plays critical leadership role to model the organization's values
- Helps lead culture & community initiatives
- Serves as an ambassador of the organization internally and externally

## Qualifications

- Bachelor's degree; Master's degree or equivalent experience preferred
- Prior school site operations experience, charter school environment a plus
- Experience working in a fast-paced educational environment, nonprofit or social enterprise
- Ability to apply critical thinking skills to complex systems and operations in a highly regulated industry
- Proficiency communicating in Spanish a plus

**Co-Principal – High School and Middle School**

The Executive Director will select Co-Principals on an application and interview basis. Qualifications for this position include demonstrated substantial previous experience in educational leadership, in program design and/or development, and in entrepreneurial and commitment to educational reform as well as an educational vision for and experience with low-income and/or minority children.

The Co-Principals will:

- Have ultimate responsibility and accountability for student progress as it relates to student achievement.
- Shares responsibility of hiring and firing (with cause) employees according to the mission, philosophy, and obligations of the school as spelled out in the charter.
- Oversee the day-to-day operations of the school.
- Prepare credentialing paperwork and monitor processing.
- Organize and lead teacher workshops and in-service.
- Organize teacher common planning time.
- Assist with student discipline.
- Report to the Avance Executive Board on the progress of the school in achieving educational success once a month.
- Be a liaison to partners.
- Represent schools at meetings/forums.
- Open and close campus.
- Assist in writing grants, facilitating fundraising, and/or obtaining loans.
- Help parents organize parent support center and meetings.

The Co-Principals lead a school that is committed to the ongoing development and well-being of college bound students, teachers and staff. S/he provides educational leadership and directly supervises teacher and instructional staff.

The Co-Principals contribute to a culture of excellence by being accountable for:

- Strategic leadership for school improvement and development
- A high standard of achievement for all students
- An orderly, motivational and aspirational culture and strong school community
- Responsive and effective systems of management of people and systems

In the area of School Development, the Co-Principals are responsible for:

- Beginning, middle, and end-of-year analysis of student achievement data.
- Annual school development plan consistent with the school's charter and LCAP.
- Ethical and motivational leadership appropriate to the cultural and political context in which the school operates.
- Development and implementation of school policies and advice to the board in analyzing policy options.
- Special education program compliance.
- State test administration.



In the area of Curriculum and Instruction, the Principal is responsible for:

- Facilitating a shared vision among all teachers.
- Designing and training teachers in appropriate intervention strategies.
- Using formative assessment data to guide learning support and drive instruction, curriculum and professional development.
- Supporting teachers in developing and implementing course descriptions, scope and sequence, and pacing guides.
- Identifying and selecting standards-aligned curricula.
- Ensuring A-G course availability for all high school students.
- Identifying opportunities for experiential learning e.g. field trips, service learning.
- Volunteer opportunities.

In the area of School Culture and Behavior, the Principal is responsible for:

- Aligning all stakeholders around Avance's mission, vision, and values.
- Establishing high expectations for student achievement and behavior.
- Developing student support systems which address students' academic and behavioral struggles holistically and involves parents, teachers and all relevant staff.
- Facilitating transformative relationships between students and teachers.
- Coordinating public celebration of student achievement e.g. Honor Roll.

In the area of parent and community engagement, the Co-Principals are responsible for:

- Developing mutually supportive relationships with parents, characterized by excellent communication strategies and involving parents where possible in the school. Establishing and continuing partnerships with external organizations that enrich the culture of the school through service opportunities, life and cultural experiences educational support programs, and other resources.
- Soliciting public support for the school's academic and extracurricular programs.
- Soliciting input from the school community regarding school performance.
- Maintaining effective and strong working relationships with the school's authorizer.
- Avance Executive Board, and Highland Park community.
- Serving as ambassador and advocate of the school's mission, representing the school at local, state and national events
- Informing the school community about the unique qualities of the school's learning environment.

In the area of Human Capital, the Co-Principals are responsible for:

- Designing instructional positions with clarity of responsibilities and lines of accountability.
- Recruiting and retaining talented teachers

- Providing continuous and appropriate professional development, including a strong collaborative professional community, regular training opportunities, and the summer planning and development experience.
- Implementing a performance management system that is both developmental and establishes a culture of accountability.
- Developing and implementing recognition strategies for teachers and staff.

#### Professional Qualities

- Maintains high standards of ethics, honesty, integrity, and professional conduct.
- Demonstrates ability to work effectively with a variety of individuals and groups.
- Demonstrates the ability to make difficult decisions and recommendations in order to preserve Academia Avance's mission, vision, and values.
- Develops trust and collaboration between various groups within the school and community.
- Recognizes that change is vital in any organization, necessary change can best take place when those affected by change are actively involved in the process.

#### Qualifications

The qualifications for this position include demonstrated appropriate and substantial previous experience and leadership in:

- Academic school leadership focused on increasing student achievement.
- Management of certificated classified and contracted employees.
- Day-to-day operations of the safety, facilities and procedures of a school.
- Oversight of the California teacher credentialing policies.
- Management of instructional professional development.
- Development and management of middle school and high school behavior and discipline plans,
- Communications with parents and the community.

#### **School Instructional Coordinator**

The School Instructional Coordinator 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. 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.

#### 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 the Co-Principals 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 effectiveness and alignment with current district initiatives and the Common core State Standards.
- Facilitates curriculum development centered on the school district improvement initiative, via Success For All (SFA) and other program and/or partners
- 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 MAP, Smarter-Balanced and other required 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.
- Monitor progress quarterly.
- Develop, implement, and evaluate curriculum for improvement of instruction and student achievement, via Success For All and other program and/or partners.

- 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 Co-Principals to coordinate a uniform curriculum, via Success For All (SFA) and other program and/or partners
- Report to the Co-Principals, Executive Director and Board regarding benchmarks, instructional management data & progress toward meeting CCSS and beyond.
- Coordinate the recommendation, development, implementation, and evaluation of all instructional school improvement, curriculum, & instruction.
- Responds to public inquiries about curriculum and instruction.
- Perform other duties or services as required.
- Work to ensure efficient bandwidth for on-line assessment.
- Train teachers on how to use technology tools for statewide and MAP assessments.
- Work with the Co-Principals and Executive Director to proactively stay abreast of technology upgrades. Fiscally plan and earmark hardware and software upgrade.

Experience:

- Minimum five years of verifiable experience as a successful classroom teacher and/or administrator in a K-12 school district.

Qualifications/Job Requirements Education:

- Master's degree
- CA Teaching Credential
- DOJ Fingerprinting
- TB Test

## **Director of Special Education**

### Strategy and Vision Setting Responsibilities

- Set the vision for a legally compliant, highly regarded fully inclusive Special Education Program (SPED).
- Serve as a member of the Leadership Team, contributing expertise on Special Education to inform the overall vision and strategy of the SPED program
- Support the development of strategic plan for the ongoing success of the Leadership Team
- Drive the research and development of a cohesive plan for Special Education in grades 6 through 12
- Contribute to the development of structures and processes to increase the level of excellence across Avance schools, and specifically as they relate to Special Education
- Monitor the effectiveness of Special Education programming
- Elevate challenges that arise in the context of Special Education, and work with the LACOE SELPA to inform and improve work
- Compliance and Management Responsibilities
- Ensure that all Special Education functions and projects are effectively managed, including implementation of all district, state and federal policies as they apply to Special Education, network expenditures for Special Education expenses, and Due Process/legal proceedings for Special Education
- Active member of LACOE SELPA, attends Program Council meetings
- Supervises SPED staff which include RSP Teachers, Counselors, SPED assistants, and outside agency staff
- Ensure that all direct service minutes are met and school remains in compliance with CDE
- Leads, collaborates, and prepares PIR reports, as needed
- Periodically evaluate the effectiveness of special education teachers, vendors and partners and make recommendations for efficient spending and use of resources.
- Establish relationships with outside agencies related to Special Education programming and compliance
- Communicate effectively orally and in writing
- Translates IEPs
- Other duties as assigned

**School Psychologist**

Provides psychological services to general education students and students with disabilities.

- Conducts psycho-educational assessments including but not limited to Initial Evaluation, Triennial Evaluation, Manifestation Determination, Functional Analysis, Socio-Emotional Evaluation, and others as needed.
- Assist in determining eligibility for special education services and the development of educational programs in a timely manner that meets all compliance deadlines.
- Actively participate and facilitate Individualized Educational Program (IEP) meetings; interpret results of psycho-educational assessment; work as part of a team to determine special education eligibility and make program recommendations.
- Collaborate with SPED team members to develop coherent and comprehensive individual behavior support plans.
- Consults with school personnel, parents and others concerned with the progress of students.
- Offers support and feedback regarding both students in General and Special Education program to colleagues as needed.
- Offers support and feedback, and participates in student Section 504 plans and SST's
- Provides individual and group counseling services.
- Act as a liaison between public and private agencies and county programs
- Records all service tracking in the SIRAS system in a timely manner to maintain updated and accurate service records.
- Updates the SIRAS pages in the IEP for Present Levels of Performance
- Offers social skills support to both students within the General Education and Special Education programs.
- Creates, monitors, and updates Section 504 Plans with families and enters information into the SIRAS system.
- Collaborate with school staff around RTI implementation, mental health and SEL initiatives across tiers, Student Study Team meetings, and crisis planning.
- Consult with parents, teachers, and other staff regarding accommodations needed for a specific student.
- Establish and monitor necessary caseloads, work with schools and other staff to plan assessments and meetings. Submit records, reports, and assignments promptly and efficiently.
- Develop, coordinate and provide in-service training to staff, parents and agency personnel.
- Informs fellow staff members when on campus by formally checking in each day of work at the start of the day and indicating when leaving campus
- Communicates materials needs to Director of Operations in a timely fashion.

- Regularly attend School Psychologist PD and meetings available through the SELPA LACOE office.
- Follows school policies and procedures as described in the Employee Handbook.

### **High School and Middle School Resource Specialist**

- Provide instruction, assessment and program planning for special education students with primary learning disabilities, mild to moderate mental retardation, attention deficit and attention deficit hyperactivity disorders, and emotional.
- Monitor and evaluate progress and behavior of eligible special education students; report IEP progress, prepare report card grades as appropriate.
- Research, obtain and provide instructional materials for special education services.
- Serve as an informational resource for students, parents, general education teachers, and school personnel; respond to inquiries and provide information, recommendations and interpretation of student records.
- Receive and respond to referrals from faculty, psychologists, parents, administrators, physicians and other personnel; provide screening and academic assessment for special education students referred by the Student Study Team and other referring groups; interpret assessment results for team members; write behavior support plan.
- Prepare and maintain a variety of records and reports related to assigned activities and student progress and behavior; review official records for parents and school personnel as requested.
- Coordinate and conduct various team meetings and implement team recommendations as assigned.
- Train and provide work direction and guidance to assigned personnel; organize and conduct in-services for staff as directed.
- Operate a variety of office and classroom equipment including a computer and assigned software.
- Monitor expenditures as appropriate.
- Perform related duties as assigned.

### **Demonstrated Knowledge and Abilities:**

- Practices and procedures of instruction, assessment and program planning for special education students with primary learning disabilities, mild to moderate mental retardation, attention deficit and attention deficit hyperactivity disorders, and emotional disabilities.
- Basic subjects taught including mathematics, reading, writing, language arts, spelling, social studies, and science. Correct English usage, grammar, spelling, punctuation and vocabulary.
- Child guidance principles and practices related to children with special education needs.
- Classroom procedures and appropriate student conduct.
- Problems and concerns of students with special needs.

- Applicable laws, codes, regulations, policies and procedures.
- Oral and written communication skills.
- Interpersonal skills using tact, patience and courtesy.
- Record-keeping and report preparation techniques.
- Operation of standard office and classroom equipment including a computer and assigned software.

Ability to:

- Provide instruction, assessment and program planning for special education students with primary learning disabilities, mild to moderate mental retardation, attention deficit and attention deficit hyperactivity disorders, and emotional disabilities.
- Monitor and evaluate student progress and behavior.
- Research, obtain and provide instructional materials for special education services.
- Serve as an informational resource for students, parents, general education teachers, and school personnel.
- Understand and relate to students with special needs.
- Learn school organization, operations, policies and objectives.
- Learn department and program objectives and goals.
- Interpret, apply and explain policies, procedures, rules and regulations.
- Communicate effectively both orally and in writing.
- Establish and maintain cooperative and effective working relationships with others.
- Analyze situations accurately and adopt an effective course of action.
- Prioritize and schedule work.
- Maintain records and prepare reports.
- Operate standard office and classroom equipment including a computer and assigned software.
- Maintain consistent, punctual and regular attendance.
- Move hands and fingers to operate a computer keyboard; Hear and speak to exchange information. See to read a variety of materials.

Minimum Qualifications:

- 2-3 Years of experience preferred
- BA Degree with college transcripts,
- 3 Letters of Recommendations
- Valid California credential authorizing service in the appropriate grade level and/or subject area, Education Specialist Instruction Credential – Mild/Moderate Disabilities or Specialist Instruction Credential – Special Education/Learning Handicapped.
- CLAD/CTEL or equivalent certification



**Additional Items:**

- Spanish – speaking skills a plus.
- Academia Avance and school site general policies, procedures and mission statement (acquire within a reasonable amount of time).
- Work effectively and collaboratively in a “start-up” environment.
- Communicate clearly and effectively in verbal and written forums.
- Interact effectively with others with excellent interpersonal skills.
- Handle a variety of tasks and to set priorities among them.
- Complete assigned tasks and projects in a timely and effective manner.
- Exercise discretion in the dissemination of inform.

**High School and Middle School Teacher**

To plan, organize and implement an appropriate instructional program in a learning environment that guides and encourages students to develop and fulfill their academic potential. Work is performed under the supervision of the Principal and guided instructionally by the Principal and Instructional Coach.

Essential functions of the job may include but are not limited to the following:

- Plan, prepare and deliver lesson plans and instructional materials that facilitate active learning.
- Develop pacing guides, unit plans, lesson plans, quizzes, tests and projects that are tied to the Common Core State Standards in accordance with State requirements.
- Instruct and monitor students in the use of learning materials and equipment. Use relevant technology to support and differentiate instruction.
- Manage student behavior in the classroom by establishing and enforcing rules and procedures. Maintain discipline in accordance with the rules and disciplinary systems of the school.
- Provide appropriate feedback on student work and students' academic progress on a weekly basis.
- Encourage and monitor the progress of individual students and use data and information to adjust teaching strategies.
- Maintain accurate and complete records of students' progress and development.
- Update all necessary records accurately and completely as required by laws, district policies and school regulations.
- Prepare required reports on students for parent conferences.
- Engage and participate in department, school, district and parent meetings.
- Communicate necessary information regularly to students, colleagues and parents regarding student progress and student needs.
- Establish and communicate clear objectives for all learning activities.
- Prepare classroom on a timely manner for class activities.
- Provide a variety of learning materials and resources for use in educational activities.
- Observe and evaluate student's performance and development.

- Assign and grade class work, homework, tests and assignments.
- Keep schools grading program up to date to ensure administration, students and parents are kept informed of student's progress.
- Responsible for taking accurate daily attendance, revising and signing attendance verification sheets.

Other functions of the job include but are not limited to the following:

- Demonstrate preparation and skill in working with students from diverse cultural, economic and ability backgrounds.
- Encourage parent and community involvement, obtain information for parents when requested, promptly return phone calls and answer emails.
- Participate in appropriate professional activities.
- Participate in extracurricular activities such as social activities, sporting activities, clubs and student organizations as directed.

#### Knowledge Skills and Ability Required:

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. B.A/B.S degree, EL appropriate teaching credential from an accredited institution or related field in the appropriate subject area required.

- Ability to establish and maintain cooperative and effective working relationships with Avance Faculty and Staff.
- Ability to communicate effectively orally and in writing.
- Must have the ability and proven ability to report to work on a regular and punctual basis.
- Perform all other related work delegated or required to accomplish the objectives of the total school program.
- Knowledge and implementation of relevant technology.
- Meet professional teacher education requirements of school, district and state.
- Physical Requirements Regularly required to sit, stand, walk, talk, hear, and operate a computer, hand-held learning devices and other office equipment, reach with hands and arms.

#### Teacher's Assistant

- Carry out tasks assigned by the teacher
- Assume responsibility for small learning groups of children
- Assist in the maintenance of instructional materials
- Assist in the implementation of student IEP and behavior goals
- Assist in maintenance of student record of attendance and achievement
- Bilingual (oral & written) Spanish/English
- Demonstrated successful experience working with students
- Demonstrated ability to positively work with staff and parents alike

**High School Dean**

- Manage school wide behavior issues and maintain a safe environment that allows students to develop their intellect in a professional learning community.
- Maximize the amount of instructional minutes students spend in the classroom by limiting referrals and time spent out of class during suspensions in collaboration with teachers for student success.
- Mediate student-teacher conflicts to insure student success and improve school culture.
- Oversee attendance issues with students who face challenges coming to school on a daily and timely basis to increase ADA.
- Identify students with attendance issues such as chronic absence or trancies and collaborate with principal, House Teachers, and parents to insure that students attend school on a regular basis.
- Coordinate with the Principal to reduce number of suspensions.
- Work with students who have been suspended or are in danger of being suspended to decrease behavior issues via Plan of Action, or behavior contracts.
- Manage facilities and overall operations in absence of principal.
- Mentoring and advising college bound high school seniors through the college application process, Equal Opportunity Program applications, and the Free Application for Federal Student Aid.
- Guide seniors through the college application process for the University of California, Cal State University, and The Common Application admissions requirements and NCAA and NAIA Eligibility requirements.
- Oversee, plan, and coordinate workshops for UC Application and personal insight questions alongside university representatives.
- Guide seniors accepted to college through “Next Steps”, statement of intent to enroll, housing, and any other processes required to facilitate high school to college transition, college and career readiness counseling, AP testing, and work permits.

**Data and Compliance Coordinator**

Ensure compliance to established policies, procedures and/or regulations; and addressing other duties and processes, as assigned, required to maintain the school's programs and services.

**Essential Duties and Responsibilities:**

- Ensure compliance with federal, state, and local legal requirements by studying existing and new legislation and advising management on needed actions.
- Provide support for systems, procedures, and policies as assigned.
- Support departments by collecting and providing information and data related to compliance.
- Prepare compliance data by compiling and analyzing internal and external information.

- Ensure district policies are up to date and in compliance with the law.
- Ensure that documents and procedures are in place for assigned programs and services.
- Collaborate with management for the purpose of implementing and maintaining assigned programs and services accordance with programmatic, district, and/or regulatory requirements.
- Monitor a variety of processes, programs and services for the purpose of ensuring compliance.
- Monitor assigned programs and services for the purpose of ensuring stated outcomes are achieved, relevant policies and procedures are addressed, and services are efficiently provided within budgetary guidelines and federal/state regulatory guidelines.
- Prepare and submit a variety of reports.
- Perform other tasks as may be deemed appropriate by the supervisor and/or superintendent.
- Perform duties related to student hearings and parent concerns.

**Qualifications:**

- A Bachelor's Degree, or equivalent work experience.
- A valid driver's license.
- Safety and Health: Knowledge of universal hygiene precautions.
- Equipment/Material Handled: Must know how to properly operate, or be willing to learn to operate, all multimedia equipment including current technology.
- Work Environment: Must be self-motivated and able to complete job assignment without direct supervision. After hours work may be required. Flexible hours and travel for research and training may be required. Must be able to work under stressful conditions.

**Internship Coordinator W.E.E. Program**

- The WEE Site Coordinator must have cleared a live scan before performing duties.
- The Site Coordinator is the direct link between the internship experience and the outside world.
- Visit all internships, interview students and mentors, oversee paperwork associated with internships sites, write blogs & post pictures regarding student learning, experiences, and observations at their respective work sites.

**WEE Site Coordinator will be responsible for:**

- 2 site visits per semester (at each work site)
- Visits which consist of a(n):
- Interview w/ student(s) and mentor(s)
- 5+ pictures
- Written document about student learning & insights
- Posted blog to WEE website documenting student learning and experience

- Building rapport with Students, Employers, Mentors, and Staff
- Maintaining relationships with Employers, Mentors, Students, and Staff.
- Being a role model to students
- Creating trust and a safe place for students to be open
- Being a Direct Line of communication with Internships and WEE Program.
- Viewing and understanding documents and paperwork associated with WEE program including:
  - Program requirements, goals, and expectations
  - Student placements
  - Mentor site locations
  - WEE Binder
  - Certification of Insurance for mentor sites
  - Essentials for program success
  - Student follow-ups; 1 Reflection per internship day
  - You may post student blogs
  - Providing support to the Employer/supervisor and WEE Administrator if required

#### Before the Placement (August – September)

- Prepare a Site Coordinator Bio for Students and Employers (via email)
- Prepare an In Class presentation for students
- Provide support to the Employer/supervisor and WEE Administrator if required; and
- Review documents, policies, expectations, and procedures for role success

#### During the Placement (October – May)

- Visit students at work sites twice a semester
- Write Blogs and upload pictures to the WEE website
- Use WEE email templates to introduce and notify students & mentors of site visits and important information
- Input WEE data in the shared WEE spreadsheets
- Perform WEE website utilization
- Utilize blog interview and posting best practices
- Communicate and follow-up with students and mentors before and after site visits
- Follow Site Coordinator Protocols
- Take notes and pictures on site visits
- Take notes on program pluses, deltas, and feedbacks for improvements
- Compile pictures and music to create a WEE slideshow of current year
- Conduct WEE Site Coordinator Evaluation & Feedback

After the Placement (May – June)

- Complete a WEE Program evaluation
- Send thank you email to employers with a thank email and blog website reminder
- Conduct a debriefing session with WEE Administrator WEE slideshow

### **Student Support Services Coordinator**

Under the general supervision of the designated Principal or Assistant Principal, the incumbent leads and works along with staff assigned to providing behavioral management for students in a special education residential facility school and is responsible for programs designed to ensure that students in a special education residential environment interact in a constructive and productive manner, as well as designing and scheduling program area training. Does related work as required.

Examples of Work:

- Works as a team member with teachers, counselors, school social workers and other appropriate personnel to establish positive student behavior by developing appropriate strategies tailored to individual students;
- Collaborates with instructional staff to develop student behavior objectives, goals and plans as well as methods to monitor conduct;
- Consults with staff to obtain information and advice on student behavior problems;
- Confers regularly with parents/guardians regarding student behavior;
- Identifies and schedules programs beneficial to the student which are outside the traditional classroom setting;
- Works one-on-one with students evaluating needs and providing interventions to affect behavior;
- Assesses and defuses situations using conflict resolution and management techniques;
- Reinforces appropriate behaviors by using a variety of established strategies and responses;
- Provides value clarification including rules, expectations and consequences for inappropriate behavior;
- Reviews incident reports daily and monitors activity throughout the instructional day to maintain a safe environment for students and staff;
- Provides training and updates for all staff as needed on any aspect of the program;
- Uses computer applications such as spreadsheets, word processing, calendar, e-mail and database software in performing work assignments.

**Required Knowledge, Skills, Abilities and Attributes:**

- Good knowledge of the theory and practices of youth and child behavioral problems; good counseling skills;
- Good interviewing skills; ability to deal with effectively with students with behavioral problems; ability to communicate effectively with students, staff professionals, parents and administrators; ability to speak and write effectively;
- Ability to effectively use computer. applications such as spreadsheets, word processing, calendar, e-mail and database software; ability to read, write, understand and communicate in English sufficiently to perform the essential functions of the position; emotional maturity, good judgment, discretion; tolerance for differing values and attitudes; reliability and physical condition commensurate with the duties of the position.

**Qualification**

- Graduation from a recognized college or university with a Bachelor's Degree\* and
- Five (5) years of work experience where the primary function of the position was working with children in a special educational, social service or health care facility dealing with emotionally troubled youth.
- A Bachelor's Degree\* in Social Work, Psychology, Education or related field may be substituted for one year of the work experience described above.
- Satisfactory completion of 30 post-graduate college credits\* in Social Work, Psychology, Education or related field may be substituted on a year for year basis for up to two years of the work experience described above.

**School Operations Manager**

The School Operations Manager is responsible for all non-academic operations at the school, including the school's business operations, finances, and compliance with its charter and all laws and regulations. He or she is responsible for the school's budget, accounting, and financial reporting; enrollment and student records; human resources, payroll, and credential management; meals programs and receipts; facilities; student services; information technology; procurement; security and school safety programs; regulatory compliance; and relationships with the charter authorizer. He or she supervises all non-academic staff at the school.

**Responsibilities:**

The School Operations Manager is responsible for-

- Financial transactions and operations. The School Operations Manager manages the daily financial and business activities of the school; ensures proper cash management, including timely and accurate deposits, record-keeping, and receipts; ensures proper asset management and adherence to the school's budget; manages and ensures compliance with grants; prepares the proposed school budget, in close coordination with the school director and the back office; coordinates with the school director to

ensure that staff members adhere to the budget; and ensures that all reports are submitted accurately and on time.

- Enrollment and funding. The School Operations Manager ensures timely and proper enrollment and attendance reporting and the timely and accurate collection of public funds; maintains the school's waiting list for admission and enrolls new students in compliance with the charter law and other regulations; and maintains all student records using the school management software and ensures compliance with student confidentiality laws.
- Human Resources. The School Operations Manager oversees and administers personnel matters, including (through vendors) payroll, benefits, and COBRA; properly implements all school and Academia Avance policies and procedures relating to human resources (HR); provides appropriate information and assistance to school staff regarding personnel matters and benefits; provides effective support and advice to the school administrative team on personnel and HR issues; ensures that all staff hold credentials required by law (including ESSA) and pass background checks; prepares and maintains legal personnel-related documentation (including employment statements of hire, disciplinary procedures, and terminations of employment); maintains up-to-date personnel files; assists the school director with salary budget planning and staffing requirements; and effectively coordinates with the school director and Academia Avance as needed.
- Meals. The School Operations Manager oversees the school's meals programs (NSLP) and achievement of the school's goal of serving healthful, fresh, and appealing meals; manages food service vendor and lunch staff, as well as the determination of free and reduced-price lunch eligibility and the collection of meals payments from families.
- Facilities. The School Operations Manager manages and oversees the school's custodial staff and manages the school's facilities, including contract reviews, all repairs and preventive maintenance programs.
- Information technology. Working with the Avance IT Manager, the School Operations Manager ensures that the school's information systems are fully operative and meet the requirements of the educational curriculum. The Operations Manager also ensures that staff have technical support for IT issues.
- External reporting and compliance. The School Operations Manager ensures strict compliance with state and federal regulations; and maintains effective working relationship with the authorizer, the state, and other regulatory and oversight agencies.
- Transportation. The Operations Manager supervises transportation staff and oversees the compliance of transportation program, including scheduling CHP inspections, maintaining vehicles up to code (through vendor), and scheduling of transportation.



- Insurance. The School Operations Manager establishes, maintains, and renews school wide insurances

#### Staff and Reporting Relationships

The School Operations Manager reports to the Chief Operations Officer and participates as a member of the school leadership team. The Operations Manager manages the school's non-academic staff, including the front office staff, custodial staff, transportation staff, facilities staff, and other team members as the school expands.

#### Qualifications:

- Bachelor's Degree; MPA or MBA preferred
- A minimum of two years of experience in Operational Management, Finance, or Bookkeeping, and Budget development and oversight required

### **Transportation and Facilities Associate**

A Transportation & Facilities Associate is (1) responsible for safe and compliant operation of a school bus to transport students, and (2) responsible for the general maintenance of the physical plant. A TFA directly reports to the Director of Operations & Strategy with dotted line reporting to the Office Manager (HS site).

A TFA fulfills the following responsibilities to establish and maintain a culture of excellence:

#### Bus Operation and Maintenance

- Operates the school bus in a safe and effective manner in order to minimize the risk of injury, property damage or loss of life
- Performs required daily safety and maintenance checks (i.e. pre-trip, post-trip logs)
- Clean the bus as scheduled and/or required
- Ensures the bus is safely and securely stored
- Advises the Office Manager (HS) and or Director of Operations & Strategy of any requirements for maintenance or repairs
- Complies with all applicable laws, regulations and rules of conduct.

#### Student Supervision

- Transports students as per the schedule
- Ensures students are aware of rules and responsibilities as passengers
- Maintains order and security on the bus
- Reports behavioral or disciplinary problems to the Principal/s

### Facilities Maintenance

- Performs janitorial duties (e.g. mopping, sweeping, trash) during the school/work day
- Perform routine maintenance of interior and exterior spaces (e.g. painting classrooms, Power-wash courtyard)
- Complete non-routine cleaning according to specified job orders
- Handle emergency cleaning and maintenance requests
- Ensure rooms are maintained and fully equipped
- Other duties as assigned

### Communication

- Report immediately any safety concerns to school administrators
- Read and respond to electronic mail (e-mail)
- Operate a hand-held radio (walkie-talkie)
- Participate in staff meetings

### Qualifications

To perform this job successfully, an individual must be able to execute each requirement satisfactorily:

- Willingness to work additional hours or a split shift on occasion
- Possession of a valid California Class B driver's license
- California Bus Operator Certificate
- Current Medical Certificate and Red Cross first aid and CPR certificates
- California Education Code and Vehicle Code provisions, laws, rules and regulations
- Applicable to the operation of vehicles in the transportation of school children
- Safe driving practices
- Basic English and mathematical skills
- Vehicle maintenance
- Development and decision making processes
- Behavior modification techniques
- Maintain regular, punctual attendance
- Drive a bus safely and efficiently
- Read and understand maps, written instructions and schedule routes
- Prioritize and organize work
- Interpersonal skills to effectively communicate with diverse populations in both oral and written forms
- Perform physical and manual tasks in loading and unloading students.
- Perform health care safety procedures including cardiopulmonary resuscitation and first aid
- Check fluid levels and fuel bus; prepare reports; maintain records

**Qualification**

High school diploma or equivalent

**Information Technology Coordinator****Information Systems:****Websites**

- Create, design, & maintain websites content, and update as necessary
- Manage and create users
- Provide training/resources for creating teacher sites
- Ensure DNS records are appropriate
- Renew/acquire domains as needed
- \*PowerSchool (SIS)
- Manage Food Service software (Kiosk) installation, configuration, and student photos
- Train staff on all aspects of Centre and provide resources for training
- Troubleshoot all issues-->server, attendance, scheduling, etc.
- Create and manage users
- Create protocols/best practices for scheduling
- Work with vendor to improve data collection for seamless reports creation
- Ensure we are collecting state mandated information
- Submit invoice payments to business office

**Data Director (Achievement Data System)**

- Create and manage users
- Upload and manage core files; demographics, courses, staff, results etc.
- Provide support for teachers in user log-in

**Blackboard Mass Notification (Student Communication System)**

- Create and manage users
- Manage information on Connect 5 as needed
- Upload core files
- Provide training for new staff annually and as needed

**Google apps (Collaboration Suite)**

- Create and manage users for teachers and students
- Help users with security lockout
- Manage Avance access to pre-installed programs
- Organize users and access levels
- Manage firewall protections

**Data: (Student Performance Data)**

- Identify data collection discrepancies and request support when necessary
- Organize data collection processes
- Technological Infrastructure

- Thin clients (LTSP)
- Troubleshoot as necessary
- Replace broken equipment
- Keep inventory
- Manage and create users

#### Chromebooks (Main platform using cumulative Google apps suite)

- Establish and manage policies, procedures, and oversight
- Troubleshoot as necessary
- Review maintenance reports
- Manage inventory
- Configure Chromebooks for network, smarter balanced tests, etc.
- Copy Machines/Printers
- Maintain inventory of copy cards
- Provide copy cards as necessary
- Provide training for copy count resets
- Support staff with troubleshooting printers
- E-rate
- Develop 3-year technology plan for approval with LACOE and ensure compliance with approved plan
- Post 470-Request services as needed by deadline
- Create and manage competitive bidding process
- Post 471-Receipt of Acknowledgement by deadline
- Post 486 and Post Item 21-Confirm Specific Items by deadline
- Provide documents as needed for PIA review
- Facilitate payments to vendors

#### Manage services to school

- Keep records of all documents and communication for 5 years
- Ensure CIPA compliance and manage Open DNS
- Block websites and create filters as delineated by CIPA on all networks
- IT Infrastructure
- Configure Chromebooks as needed
- Manage school technological infrastructure including but not limited to telecommunications, network connections, cabling, and maintenance
- Build network infrastructure that is supportive of educational needs

#### IT Agreements

- Create and facilitate IT user agreements such as school wide user agreement, cell phone user agreement, Chromebook policies user agreements, etc.
- Technology Devices
- Manage distribution of devices
- Create policies and procedures for device use

**Special Assemblies**

- Support staff in all aspects of technology including special assemblies such as commencement, award ceremonies, and culmination

**Additional Items**

- You are also subject to complete additional duties as assigned.
- Attend all meetings & School events (those which require operational team support)
- Provide coverage support for operations
- Academia Avance and school site general policies, procedures and mission statement (acquire within a reasonable amount of time).
- MS Office products such as MS Word and Excel.
- School office operations.

**Qualifications**

- Minimum of 2 years in an IT support capacity in an office environment is preferred. Prior experience within a school setting is desired.
- High school diploma or equivalent.

**High School Front Office**

The Office Coordinator responsible for presenting a positive image to all who come to the main campus site, for carrying out a wide range of administrative and clerical functions and for providing support to the daily operations of the school and its faculty and staff. The Office Coordinator reports to the Director of Operations & Strategy. The Office Coordinator fulfills the following responsibilities to establish and maintain a culture of excellence:

**Reception and Communication**

- Cordially greets visitors to the school and identify the purpose of their visit.
- Answers phones, transcribes accurate and complete messages, routes messages to recipient promptly.
- Maintains visitor log, and student tardy/early departure log. Contacts parent/guardian when a student may need to be picked up and document on sign out log.
- Is available for question and problem solving with parents and teachers & staff
- Facilitates communication to parents and families through calendars, auto dialer calls, and the school website per school administrators.
- Arrange for coverage when away from office.

**Clerical**

- Supports the Office Manager (main campus) with maintenance of vendor and student record files.
- Follows school protocol for distributing office, classroom, and janitorial supplies.

### Student Information

- Demonstrates proficiency in PowerSchool, including but not limited to: logging in, searches, enrolling students, logging transactions, importing and exporting data, and creating reports
- Provides monthly list of student absences by class to teachers and Director of Education Programs.
- Generates weekly attendance registers and maintains the printed records for teacher signatures.
- Collects, verifies and compiles absence data by making daily phone calls to families and create appropriate computer records, as directed by school administrators.
- Requests and sends records for incoming and exiting students. Opens and closes student cumulative records (in PowerSchool and hard copy)
- Enters student and staff information accurately and timely as required by Avance operational standards.

### Reporting and Referral

- Refers non-routine questions from prospective parents to the Principal.
- Refers all parent questions and inquiries about a student's behavior to Principal

### Student Health

- Triage students complaining of illness, including taking temperatures, administering bandages and other minor first aid not requiring medical or parent intervention.
- Administers medications per school policy.
- Reports and documents student behavior to teachers as appropriate, e.g. repeated
- In-accurate complaints of health problems. Logs entries in PowerSchool.
- Observes and maintains order among students sent to office for any reason.

### Student Meal Program

- Coordinates menu and daily food count with vendor.
- Send monthly menus to families.

### Qualifications

- Oral and written proficiency in English and Spanish.
- Proficiency in Word and Excel, including producing mail merge documents.
- Proficiency in basic graphic design to facilitate school communication, e.g. Pages or Photoshop to create flyers and invitations.
- Bachelor's degree—preferred
- 2 years' experience in school and or administrative setting—preferred

**Middle School Front Office Manager**

The Office Manager—Middle School Site is responsible for carrying out a wide range of administrative and clerical functions and for providing support to the daily operations of the school and its faculty and staff. The Office Manager reports to the Site Principal, with dotted line reporting to the Director of Operations and Strategy.

The Office Manager fulfills the following responsibilities to establish and maintain a culture of excellence:

**Administrative Duties**

- Serves as liaison between staff and Principal
- Assists Director of Operations and Strategy with various tasks as needed.

**Student Services**

- PowerSchool
- Demonstrates proficiency in PowerSchool, including but not limited to: logging in, searches, enrolling students, logging transactions, importing and exporting data, and creating reports.

**Attendance and Enrollment**

- Distributes enrollment packets to returning students (Grades 7-8)
- Manages enrollment of new students in grades 6-8
- Manages student records for grades 6-8, including records requests

**Student Meal Program**

- Distributes and collects meal applications for students in grades 6-8
- With support of Director of Operations and Strategy, coordinates verification of meal applications for students in grades 6-12
- Trains lunch staff on meal counts processes to ensure compliance with School Meal Program regulations.
- Processes monthly meal reimbursement claims for review by Director of Operations and Strategy.

**Student Uniforms**

- Manages the sale of student uniforms at the middle school site.

**Accounting**

- Prepares deposits of checks and cash as applicable to middle school program

**Communications**

- Serves as liaison between staff and Principal/Director of Operations and Strategy as needed.
- Provides Spanish language translation and interpretation support to Principal
- Coordinates letters and auto-calls to parents

- Ensures report cards and progress reports are mailed/distributed to parents
- Schedules parent meetings with teachers/administrators as needed.
- Update School calendar website as needed.

#### Qualifications

- Oral and written proficiency in English and Spanish.
- Proficiency in Word and Excel, including producing mail merge documents.
- Proficiency in basic graphic design to facilitate school communication, e.g. Pages or Photoshop to create flyers and invitations.
- Bachelor's degree—preferred.
- 3-5 years' experience in school and or administrative setting—preferred.

#### Parent Coordinator

- Coordinate College week activities- i.e. College Week tours (Fall-and-Spring) for grades 6th-12th; Got College? Avance U College Fair; assist in college theme activities and projects for Avance College Gallery
- Lead Coordinator for Avance/YPI youth leadership club - L.A. Be the Change
- Volunteer opportunities- i.e. Midnight Mission
- Fund raisers
- School dances- Halloween Haunted House & Dance, Valentine's Dance and Last day of school dance
- Senior Activities Coordinator
- Prom
- Grad Nite
- Class Ring
- Academic regalia
- Assist with Senior Experience (as needed)
- Parent Meetings
- Graduation Coordinator
- Assist 8th grade House teachers and parents with culmination, activities, attaining donations, funds as needed, etc.
- Solar Cup team co-adviser
- ASB/Student Council advisor
- Lead Yearbook Advisor- (requires assistance from a co-adviser)
- Coordinate Student volunteer activities- i.e. 4 Mile Hill Challenge Run at Audubon, etc.
- Assist principal coordinate yearly NE Holiday Parade- i.e. Avance float entry, student and parent volunteers, food, clean-up crew, administrative duties
- Assist with College Applications, SAT testing, CST testing (as needed)
- Coordinate Academia Avance Awards Blazer presentation to Juniors



**Parent Liaison:**

- Avance Parent Advisory Committee (PAC) Coordinator
- Lead monthly meetings (1st Tuesday of each month)
- Communicate PAC leader duties and responsibilities
- Assist PAC leaders coordinate and facilitate House meetings with their House teacher (at least 2 meetings per year)
- Lead Parent Forum Meetings, Draft Agenda, etc.
- Identify Parent leadership and assist House teachers Identify a House Parent
- Project Director of Avance's UnidosUS Parents Organizing for Education parent group (Aug. 2010 – June 2012)
- Project Director for Avance's PConn grassroots organization (NCLR/UnidosUS grantee 2011-2012)
- Participate in planning NE stakeholders conferences with Northeast Strategies Group as an Avance Leader/ Stakeholder and parent coordinator
- Assist and attend One LA meetings and actions- recruit parent and student participants
- Coordinate Parent Teacher conferences with parent leaders
- Lead and/or assist parents with fund raising efforts
- Annual Tamalisa
- PAC membership drive
- After-school store
- Lunch time sales
- Box Tops
- Senior fund raising
- 8th grade fundraising
- Raffles
- Recruit parent participation for meetings (as needed) - i.e. Redistricting meeting, etc.
- Coordinate Parent Volunteer opportunities- i.e. Welcome BBQ, etc.
- Coordinate parent participation in NE Holiday Parade
- Coordinate Employee and volunteer luncheons- i.e. staff appreciation lunch, holiday lunch, etc.

**Custodian**

The school custodian plays an essential role in maintaining the building and physical plant, and supporting a learning environment that promotes health, attitude and pride of students. In addition to regular building maintenance functions, the school custodian provides direct support to classroom teachers in set up and maintenance of furniture and equipment.

The school custodian also serves as a role model for students by displaying a professional, courteous, and helpful nature. Assists in campus security as necessary.

#### Supervision and Controls over the Work:

- The school custodian receives day-to-day direction from the school administrator(s) and receives specific performance requirements from the supervisor for maintenance/custodial.
- The school custodian operates within district and school policies and procedures, and by applying acceptable custodial standards, Labor and Industry standards, and OSHA standards.

Major Duties and Responsibilities (depending on specific assignment, duties and responsibilities listed may include, but are not limited to the following):

- Cleaning Functions:
  - Sweep, mop, vacuum, scrub, and refinish floors; clean, dust and polish furniture; wash windows and walls; clean restrooms; dispose of rubbish, change lights, etc.; make certain all areas of the building are kept in a clean, sanitary and orderly condition according to industry and/or district standards.
- Pick up litter within the schools and on school grounds.
- Assure safety during inclement weather to including shoveling, salting, providing slip protection on wet floors, securing against wind damage, snow removal from roofs, remove debris from down spouts when clogged, etc.
- Applies cleaning chemicals according to established safety procedures.
- Adheres to safety measures for cleaning, lifting, moving, and operating equipment.
- Performs minor repair and maintenance as authorized by district maintenance staff.
- Removes extraneous dirt/markings from interior and exterior vertical/horizontal surfaces (walls, doors, etc.).
- Advise building principal/Maintenance Department on matters relating to mechanical equipment and/or building maintenance.
- Performs minor painting to walls, rails, playgrounds and other areas of the school.
- Keeps all equipment in a good state of repair and cleanliness.

#### Administrative Functions

- Initiate maintenance service requests according to district procedures. Follows-through to assure that maintenance is performed in a timely manner.
- Maintains inventory and request cleaning supplies and materials needed to accomplish assigned tasks.
- Maintains awareness of energy conservation and make suggestions of methods and procedures to consider energy.
- Secures equipment and supplies and protects against pilferage, loss, theft, or abuse.

### Safety and Security

- Periodically inspects, or otherwise maintains awareness of, facility and equipment to detect and prevent injuries or damage.
- Secures school building to insure proper building security at all times. Lock, secure and code out building at end of shift.
- Verifies that emergency equipment is maintained and repaired as needed. d. Assists in implementing emergency planning and response. e. Performs other duties as assigned.

### Qualifications:

- Incumbents must have successful experience in working with culturally diverse families and communities, or have otherwise demonstrated a commitment to strengthening engagement of a diverse community and skill in communicating with a diverse population.
- Graduation from high school or equivalent.
- Ability to communicate and maintain good working relations with all employees, vendors, contractors, and public entities.
- Ability to work effectively in an environment with frequent interruptions requiring the ability to concentrate and consistently produce accurate work while responding to interruptions and changing priorities.
- Initiative and ability to work with minimal direction; sound judgment and decision-making capabilities are essential.

## **Element 6 Health and Safety Procedures**

***“The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the charter school furnish it with a criminal record summary as described in Section 44237.” (Ed. Code § 47605(b)(5)(F).)***

### **HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN**

Charter School shall comply with all applicable federal, state, and local requirements related to school and student health, safety, and emergency preparedness.

If Charter School occupies and/or operates on a District facility, Charter School shall comply with all District health, safety, and emergency procedures and requirements applicable to District facilities and related operations, and shall be subject to inspection by the District’s Facilities Services Division, Office of Environmental Health and Safety, and other District offices in the same manner as other LAUSD campuses.

Charter School shall adopt, implement, and maintain at all times a current, comprehensive, and site-specific Health, Safety, and Emergency Preparedness Plan (“Plan”), which must include but is not limited to provisions for building and site emergency evacuation, the acquisition and maintenance of adequate onsite emergency supplies. The Plan must include Charter School’s requirements and procedures for protecting student health and safety during off-campus school-sponsored activities, including but not limited to field trips and transportation. Charter School shall ensure that all staff members receive annual training on Charter School’s health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person’s employment if employed after the beginning of the school year, in accordance with the requirements of AB 1432 (2014).

Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by Education Code section 49414 and section 4119.2 of the Business and Professions Code, as they may be amended from time to time.

Charter School shall comply with the requirements of Education Code section 49475, with respect to any athletics program (as defined in Education Code § 49475) offered by or on behalf of Charter School.

Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety, and Emergency Preparedness Plan, and keep it readily available for on-site use. Charter School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon CSD request.

#### **FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)**

Charter School, including its employees, officers, and representatives, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Education Code section 49060 et seq. at all times.

#### **CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING**

Charter School shall comply with all requirements of Education Code sections 44237 and 45125.1. Charter School shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of schoolsite services and/or any contact with students, and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records. Charter School, including its administrators and officers, shall comply with the requirements of Education Code section 44030.5.

#### **IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS**

Charter School shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, or otherwise meet the requirements of Education Code section 49406. Charter School shall maintain TB clearance records and certificates on file.

Charter School shall comply with all federal and state legal requirements, including but not limited to the requirements of SB 277 (2015), related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

**SAFE PLACE TO LEARN ACT**

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code section 234 et seq.

**SUICIDE PREVENTION POLICY**

If Charter School serves students in grades 7-12, Charter School shall comply with the requirements of AB 2246 (2016), codified in Education Code section 215, including but not limited to the requirement that the school's pupil suicide prevention policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

Academia Avance, the health and safety of our students and staff members is our highest priority. Avance will continue to follow established standards of health and safety as commonly practiced in California public schools according to the California Education Code and the California Health and Safety Code, including Education Codes 44237, 45125.1, and 45122.1.

**CUSTODIAN OF RECORDS**

The Chief Operations Officer will serve as the Custodian of Records Academia Avance.

**STUDENT HEALTH AND WELLNESS**

Academia Avance is committed to providing a school environment that promotes and protects students' health, well - being, and ability to learn by supporting healthy eating, and overall physical and emotional health. All students will have opportunities, support, and encouragement to be physically active on a regular basis, including at physical activity during P.E. and in the After School Program. Our food vendor provides students with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students and will provide clean, safe, and pleasant settings and adequate time for students to eat. Avance will participate in appropriate and available federal school meal programs (including the School Breakfast Program, National School Lunch Program, etc.).

During the school day and in Physical Education class, students engage in health education, including nutrition and the importance of physical activity, drug and alcohol abuse awareness, healthy relationships, sexual health and counseling services are provided for all students in need of additional social and emotional health support.

Academia Avance is committed to creating a healthy school environment that enhances the development of lifelong wellness practices to promote healthy eating and physical activities that support student achievement. The Avance Board reviews our policy each year to ensure we maintain our commitment to wellness.

### **Emergency Readiness**

Avance participated in the Los Angeles Readiness and Emergency Management for Schools (REMS) consortium with 17 other region charter schools. The consortium is a recipient of a US Department of Education REMS Grant, with the CALS Early College High School acting as the lead LEA. The consortium ensures plans policies and procedures that are consistent with the National Incident Management System (NIMS)/Standardized Emergency Management System (SEMS) requirements, and which are developed in conjunction with the local law enforcement agencies and fire departments.

The REMS consortium provided response planning and training for the following situations, among others: fire, flood, earthquake, terrorist threats, and hostage situations. The REMS consortium also provides emergency response, CPR and other appropriate "first responder" training to the Avance instructional and administrative staff, as well as to interested Avance parents. All Avance staff are made aware of their duties and responsibilities in the event of an earthquake or other national disaster Drills for fire, earthquake, lock-down and other situations will be held throughout the year, in compliance with the mandated frequency requirements.

The Avance Principal is designated as the Incident Commander for the School Emergency Response Team (SERT), and holds the master copy of the Avance Emergency Response Plan, Health & Safety Procedures document.

### **Health and Student Services**

Avance will adhere to Education Code Section 49423 regarding administration of medication in school. Avance will adhere to Education Code Section 49450, et seq. applicable to the grade levels served by the school, by providing screening for issues with vision and/or hearing, and for scoliosis. as mandated to comply with California Department of Education Health and Services guidelines provided by the CDE. The screening will be made available via a partnership with the North East Community Clinics, located across the street from the school. This partnership also provides a full range of health services at no cost to the students and parents. Avance will train personnel on the use of epinephrine auto-injectors to provide emergency medical aid to persons suffering from an anaphylactic reaction as required by EC Section 49414.

**Family and Youth Counseling**

Through a partnership with nearby community organizations, such as the Family Development Network of El Centro Del Pueblo, students and parents have access to youth and family counseling, both on-site and at the El Centro Del Pueblo complex.

**Child Abuse Reporting**

Avance will adhere to the requirements of California Penal Code Section 11164 and 11166 regarding child abuse reporting. Avance staff must report to the proper authorities if they suspect that a student is subject to the following:

- Sexual assault
- Neglect
- Willful cruelty or unjustifiable punishment
- Cruel or inhuman corporal punishment or injury
- Abuse in out-of-home care

The reporting person needs only be "reasonably suspect" that abuse or neglect has occurred. The reporting person does not have to prove abuse. The principal will work with all faculty and staff members to make sure all appropriate steps are taken if a child abuse situation occurs. All faculty and staff will understand that it is their duty and responsibility to report any suspicions of child abuse. Staff will understand that under California law, anyone who fails to report an incident of known or reasonably suspected child abuse or neglect is guilty of a misdemeanor punishable by up to six months confinement in a county jail or by a fine of one thousand dollars (\$1,000) or by both. Staff will not be made to investigate any incident, only report to the principal and proper authorities.

Academia Avance staff will complete a written report of the situation and immediately notify the Department of Children's Services. If necessary, the Los Angeles Police Department will be informed of the situation as well. The reporting person will be responsible for providing all the necessary information and child abuse reports to the Department of Children Services and/or Los Angeles Police Department since he/she will be most knowledgeable of the situation.

Should it be necessary to remove the child from school, Academia Avance staff will obtain the contact information of the agency person removing the child. This information will be placed in the student's record and be available to the parents.

**Drug Free/Alcohol Free/Smoke Free Environment**

Academia Avance will adhere to Title IV of the Safe and Drug-Free Schools and Communities Act, to insure that the campus is kept safe and is tobacco, drug and alcohol free.



**Blood-borne Pathogens**

Academia Avance shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. The New Los Angeles Charter School Board shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus ("HIV") and hepatitis B virus ("HBV"). Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

**Comprehensive Sexual Harassment Policies and Procedures**

Academia Avance is committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. Avance will develop a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at Avance (including employee to employee, employee to student, and student to employee misconduct).

Misconduct of this nature is very serious and will be addressed in a sexual misconduct policy that will be developed. Any employee who knows or reasonably suspects a child has been the victim of child abuse shall report the instance pursuant to the following policy. Child abuse or neglect is broadly defined as a "physical injury that is inflicted by other than accidental means upon a child by another person." This includes both acts and omissions on the part of the responsible person. Charter School employees are required to report instances of child abuse and/or neglect when the employee has knowledge of or observes a child that the employee knows or reasonably suspects has been the victim of child abuse or neglect. Reasonable suspicion arises when the facts surrounding the incident could cause another person in a similar situation to suspect child abuse or neglect.

Section 11166 of the California Penal Code applies to all employees employed by a public school. These employees are mandated reporters. It is the policy of Avance that all employees shall comply with the law's reporting procedures whenever they have knowledge of or observe a child in the course of their employment whom they know or reasonably suspect to have been the victim of child abuse.

**Criminal Background Checks**

Each employee of the school will submit to a Department of Justice criminal background check via LiveScan processing and furnish a criminal record summary as required by Education Code Section 44237. Any offer of employment made by Avance prior to the criminal conviction/fingerprint check will be null and void in the event that the records show that the person does not meet the Avance standards. Volunteers who will provide services outside of the direct supervision of a credentialed employee shall be fingerprinted and receive

background clearance prior to volunteering without the direct supervision of a credentialed employee.

**Immunizations and Tuberculosis Testing**

All staff and volunteers will provide records documenting immunizations against appropriate diseases, and Tuberculosis (Mantoux) clearance, as required by Education Code Section 49406. All students enrolled and Avance will provide records documenting immunizations against appropriate diseases as is required at public schools pursuant to Health and Safety Code Section 120325-120375, and Title 17, California Code of Regulations Section 6000-6075.

## **Element 7 Means to Achieve Racial and Ethnic Balance**

***“The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” (Ed. Code § 47605(b)(5)(G).)***

### **COURT-ORDERED INTEGRATION**

Charter School shall comply with all requirements of the *Crawford v. Board of Education, City of Los Angeles* court order and the LAUSD Integration Policy adopted and maintained pursuant to the Crawford court order by the District’s Student Integration Services (collectively the “Court-ordered Integration Program”). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD.

Charter School has set forth below its initial plan for achieving and maintaining the LAUSD’s Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio. (*Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW)*). The written plan lists specific dates and locations of recruitment activities that Charter School will undertake in order to achieve the District’s Racial and Ethnic Balance goal. Charter School shall monitor the implementation and outcomes of the initial plan, and modify it as necessary throughout the term of the Charter to achieve the District’s goal. Upon request, Charter School shall provide the District with a copy of its current written plan.

The District receives neither average daily attendance allocations nor Court-ordered Integration Program cost reimbursements for charter school students. The District may receive the Targeted Instructional Improvement Block Grant (TIIBG) for its Court-ordered Integration Program. The District retains sole discretion over the allocation of TIIBG funding, where available, and cannot guarantee the availability of this funding.

### **Academia Avance’s Court-Ordered Integration Plan**

Academia Avance will make every effort to recruit students of various racial and ethnic groups in order to achieve a balance reflective of the general population residing within the territorial jurisdiction of LAUSD. Academia Avance will conduct orientation meetings prior to the opening of each school year to inform interested parents and students on what the school has to offer. Outreach meetings will be held in several locations of the Highland Park area in order to ensure all students in the area have an opportunity to attend the school. Open houses and school tours will be conducted on a regular basis during the school year as well.

Academia Avance will develop promotional and informational material (i.e. a school brochure, flyers, a website, and advertisements for local media) that will be easily transmittable to all of the various racial and ethnic groups represented in the district. Promotional and informational materials will be distributed in a variety of community settings to a broad range of community groups, agencies, neighborhood youth organizations, social service providers, churches, grocery stores, public libraries, and legislators that serve the various racial, ethnic, and interest groups represented in the district. Materials in languages other than English, such as Spanish, will be distributed in order to reach the limited English proficient populations that exist in the area. Should the language base of the community change in the future and become more diversified we would accommodate additional language needs for outreach purposes. Interested students will be subjected to the admission procedures detailed in **Element 8**. As presented above it is the objective of Academia Avance to notify parents and students in the community through the following methods:

Provide information handouts to businesses frequented by local community members. The flyers will include enrollment period and lottery information (location, date, time). Letters sent to existing families. The letter will include enrollment period and lottery information (location, date, time).

Community outreach efforts including communication with local council members' field offices (Current District Representative), local public libraries, park and recreation centers, community based organizations, and churches and synagogues. Flyers in Spanish and English announcing the enrollment period will be distributed to the local elementary schools, six weeks prior to the closing of the enrollment period and the implementation of the public random lottery (if needed). The flyers will include enrollment period and lottery information (location, date, time).

Avance will implement policies and procedures to work towards a racial and ethnic balance among its pupils that is reflective of the general population residing within the Los Angeles Unified School District (LAUSD).

## **Geographic Area for Outreach Efforts**

Outreach efforts for student recruitment to Avance will take place in the communities that fall within or adjacent to the Franklin High School enrollment zone. These include the Northeast Los Angeles communities of:

- Highland Park
- Cypress Park/Glassell Park/Atwater Village
- Eagle Rock
- El Sereno
- Garvanza/Hermon
- Lincoln Heights

- Mt. Washington

## **Annual Outreach Efforts Methods**

Annual notification of application availability will be given to large numbers of students reflective of racially and ethnically diverse backgrounds through the following methods:

- Year Long - Public notification of all inscription dates and requirements in the local community newspaper: The Northeast Sun.
- Spring and Summer - Community outreach efforts including working with local council members' field offices, local public libraries, park and recreation centers, community based organizations, churches and synagogues.
- Year Long - Developing and maintaining a website with current information about the school.
- Year Long - Publicizing our instructional program, hosting community open houses.
- Year Long - Providing tours of the school and speaking to interested parties
- All outreach efforts will be tailored in English and other languages as needed.

**Element 8 Admission Requirements**

***“Admission requirements, if applicable.” (Ed. Code § 47605(b)(5)(H).)***

**DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES**

Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter. These records shall be made available to the District upon request.

**HOMELESS AND FOSTER YOUTH**

Charter School shall adhere to the provisions of the federal McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School is open to enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment.

Charter School shall comply with all applicable federal and state laws regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time. Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the applicable provisions of AB 379.

**NON-DISCRIMINATION**

Charter School shall not require a parent/legal guardian/student to provide information regarding a student's disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

Charter School shall not request or require submission of a student's IEP, Section 504 Plan, or any other record or related information prior to admission,

participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

**In accordance with AB 699 enacted on October 4, 2017, the school's non-discrimination provision shall include immigration status.**

Charter School shall not require a parent/legal guardian/student to provide information regarding a student's disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, immigration status, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

Avance is committed to serving all students, including those more likely to "slip through the cracks" for lack of adequate support at home or school. Avance will recruit an ethnically and academically diverse population.

### **Admission Requirements**

Academia Avance shall admit all pupils who wish to attend the school. EC 47605(d)(2)(A). Academia Avance is located in Highland Park, California, neighborhood specifically to serve the students in this population – traditionally low-achieving and socioeconomically disadvantaged students.

### **Student Recruitment**

#### **Dates and locations for Recruitment Efforts**

The plan includes:

An enrollment process that includes a timeline that allows for a broad-based recruiting process. Outreach meetings will be held in several locations described below in the target area in an effort to ensure all students in the area have equitable access to the school. Open houses and school tours will also be conducted.

Develop promotional and informational materials (i.e. a school brochure, flyers, a website, and advertisements for local media) in English and languages other than English for distribution to a broad variety of

community groups, agencies, neighborhood youth organizations, social service providers, churches, grocery stores, public libraries, and legislators that serve the various racial, ethnic, and interest groups represented in LAUSD..

### **Public Random Drawing for Enrollment**

A public random drawing will determine enrollment, should there be more applications than available spaces per education code, section 47605(d)(b).

A public meeting where all parents who have filed a Lottery Inscription Form are invited as is the general public in order to ensure a fair execution of the lottery. The lottery will be observed by at minimum one administrator and two other school staff members in order to insure fair execution of the lottery rules and procedures.

### **Communication of Public Random Drawing Rules to Interested Parties**

Parents and students will be informed of the dates and rules of the public random drawing at the time they fill out a "Lottery Inscription Form" with certifies their intent for inscription for admission into the school. Dates and rules of the public random drawing will be published via the school Internet web site, and made available for all staff and other interested parties per request, at the school site.

### **Timelines for Enrollment and Lottery**

The enrollment period published via the school Internet web page, and via targeted flyers during the month of December and January utilizing the methods listed above. The Lottery Inscription Forms shall be accepted on an open basis throughout the year for the subsequent Fall semester. Those received before the public random drawing will be included in the lottery; those received after the public random drawing, but before the start of the Fall semester will be added to the wait list in the order received. The lottery inscription forms will be collected at the school site for applicants. The public random drawing will be scheduled for the third Saturday of January.

Application to Avance should be an informed, carefully considered decision. As part of the application process, students and parents or guardians are encouraged to attend an information session to learn more about the educational program of the school. The content of materials in the admissions process will not be used as a factor of admission. Information and documents that pertain to academic records, achievement test, and if applicable IEPs shall not be collected until after the public random drawing. All pupils who wish to attend Avance will have the opportunity to participate in the public random drawing, even if they do not attend an orientation or information session.



As per EC§47605(d)(2), if the number of applicants exceeds enrollment capacity at the time of the application deadline as set by the date of the public random drawing, students will be admitted to the school according to the order determined by the public random drawing for each grade (respecting the admissions priorities stated below).

### **Applicable Preferences for Inscription Order**

In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of Avance and, in no event, shall take any action to impede Avance from expanding enrollment to meet pupil demands.

Admission preferences to align with EC Section 47605 (d)(2)(B) in case the number of applicants exceed enrollment capacity and prior to the public random drawing, the school will give admissions priority to the following students in the following order:

1. Pupils currently attending the charter school, and
2. Pupils who reside in the district.

All applications received after the date of the public random drawing, will be added to the waiting list according to the date of submission of the complete inscription package. The waiting list will have a confirmation date in June certified via a statement of continuance of interest.

## Element 9 Annual Financial Audits

***“The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.” (Ed. Code § 47605(b)(5)(I).)***

Charter School shall provide for an annual audit that shall be conducted in compliance with applicable state and federal laws, including but not limited to the requirements of Education Code sections 47605(b)(5)(I) and 41020 as they may be amended from time to time. Charter School shall ensure compliance with the requirements of section 41020(f)(2), which makes it unlawful, absent an Education Audits Appeal Panel waiver, for a public accounting firm to provide audit services to a local educational agency if the lead audit partner, or coordinating audit partner, having primary responsibility for the audit, or the audit partner responsible for reviewing the audit, has performed audit services for that local educational agency in each of the six previous years.

The following reports will be submitted to LAUSD, in the required format and within timelines to be specified by LAUSD, each year:

- a. Provisional Budget – Spring prior to operating fiscal year
  - b. Final Budget – July of the budget fiscal year
  - c. First Interim Projections – November of operating fiscal year
  - d. Second Interim Projections – February of operating fiscal year
  - e. Unaudited Actuals – July following the end of the fiscal year
  - f. Audited Actuals – December 15 following the end of the fiscal year
  - g. Classification Report – monthly according to Charter School’s Calendar
  - h. Statistical Report – monthly according to Charter School’s Calendar of Reports
- In addition:
- P1, first week of January
  - P2, first week of April
- i. Instructional Calendar – annually five weeks prior to first day of instruction
  - j. Other reports as requested by the District

## Annual Audit Procedure

The books and records of Academia Avance will be kept in accordance with generally accepted accounting principles, and as required by applicable law and the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the

California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide.

Avance will select an independent auditor through a request for proposal format. The services of an independent auditor/CPA who is familiar with California Public School accounting procedures and public school finances, and shall be selected from the approved list by the State Controller's Office. Such an audit will, at a minimum, verify the accuracy of the school's financial statements, revenue - related data collection and reporting practices, attendance procedures, and examine the school's internal controls.

The Executive Director, will be responsible for contracting and overseeing the independent financial audit.

The annual audit will be completed no later than four months after the close of the fiscal year (June 30). As required by AB1994, The Avance annual audit will be completed and forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year.

The Audit Committee of the Avance Executive Board will review any audit exceptions or deficiencies and report to the full Avance Executive Board with recommendations on how to resolve them. The Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel (EAAP) in accordance with applicable law.

The independent financial audit of Academia Avance is a public record to be provided to the public upon request.

- Audit exceptions will be addressed to the satisfaction of the district.
- Academia Avance has a financial procedures policy/manual that outlines the fiscal policies and procedures of Academia Avance. The policies and procedures will provide proper segregation of duties and finances and conform to Generally Accepted Accounting Principles. The policies and procedures manual will have approval by the Academia Avance Board.

## **Element 10 Suspension and Expulsion Procedures**

***“The procedures by which pupils can be suspended or expelled.”*** (Ed. Code § 47605(b)(5)(J).)

### **GENERAL PROVISIONS**

Charter School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

Charter School shall ensure that its staff is knowledgeable about and complies with the District's Discipline Foundation Policy and/or current equivalent policy, as required by the Modified Consent Decree. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of Charter School's student expulsion process and shall facilitate the post-expulsion placement of expelled students.

Charter School shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

### **STUDENTS WITH DISABILITIES**

Charter School shall establish and implement policies and procedures to ensure full compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, pending the completion of the expulsion process, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement determined in coordination with the LAUSD Division of Special Education.

In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a Section 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and Charter

School, an IEP team will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District's Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a Section 504 Plan, Charter School's administrator will convene a Link Determination meeting to ask the following two questions:

- A. Was the misconduct caused by, or directly and substantially related to the student's disability?
- B. Was the misconduct a direct result of the Charter School's failure to implement Section 504?

#### **NOTIFICATION OF THE DISTRICT**

Upon expelling any student, Charter School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

- Completed "Notification of Charter School Expulsion" [form available from the CSD website or office], including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School's policies and procedures were followed
- Copy of parental notice of expulsion hearing
- Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student's compliance for reinstatement, appeal process, and options for enrollment
- If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA and the MCD, including the Expulsion Analysis page of the pre-expulsion IEP
- If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
  - A. Was the misconduct caused by, or directly and substantially related to the student's disability?
  - B. Was the misconduct a direct result of Charter School's failure to implement Section 504 Plan?

Notwithstanding and apart from the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the superintendent of the student's district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code section 49068 (a) and (b).

#### **OUTCOME DATA**

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

### **REHABILITATION PLANS**

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School's governing 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. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

### **READMISSION**

Charter School's governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School's governing board shall readmit the pupil, unless Charter School's governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

### **REINSTATEMENT**

Charter School's governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

### **GUN-FREE SCHOOLS ACT**

Charter School shall comply with the federal Gun-Free Schools Act.

**School-Wide Positive Behavior Intervention and Support and Alternatives to Suspensions**

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, 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 group will also advise the Executive Director and Leadership Committee on the development and implementation of the positive behavior plan will use referral, suspension, expulsion, attendance, and survey data to make recommendations to administration and student leadership on how to improve the program.

**Restorative Practices at Academia Avance**

Avance firmly believes that Restorative Practices, when broadly and consistently implemented, promotes and strengthens the positive school culture at our school, and enhances pro-social relationships across all the stakeholder groups: students, teachers, staff, and parents. That this core belief bears real outcomes has been verified most concretely by the observations of the CDE Charter Schools Division oversight staff during their annual school visit for the current academic year, and last year.

Restorative practices allow for a shift in practice that results in a culture which is inclusive, builds fair process into decision-making practices, and facilitates student learning to address the impact of their actions through an approach that allows for true accountability, skill building, cooperation, and mutual understanding. As implemented at Academia Avance: through restorative practices, Avance-ros will:

- Have an opportunity to be heard;
- Understand the greater impact of one's actions;
- Learn to take responsibility;
- Repair the harm one's actions may have caused;
- Recognize one's role in maintaining a safe school environment;
- Build upon and expand on personal relationships in the school community; and
- Recognize one's role as a positive contributing member of the school community.

Ultimately, people will learn to make positive, productive, and effective choices in response to situations they may encounter in the future after engaging in a restorative practice.

Avance's positive behavior plan is used to address the needs of our students using a Multiple-Tier process. 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 token economy, 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.

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.

The Avance 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 the School. In creating this policy, the School 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 School 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 the School'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 School 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.

The School 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 Director's 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 the School 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. The School 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 the School 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 student may be suspended or expelled for prohibited misconduct if the 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.

## **Enumerated Offenses**

### ***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 the Charter School.

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.

ii. 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.

a. 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).

b. 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 Director or designee's concurrence.

### ***Non-Discretionary Suspension Offenses***

Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

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 Director or designee's concurrence.

### ***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 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. 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)
- w. 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 Director or designee's concurrence
- x. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
- y. "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 the Charter School.

1)“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.
- i. 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.



***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:

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 Director 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.

**Suspension Procedure**

Suspensions shall be initiated according to the following procedures:

***1. Conference***

Suspension shall be preceded, if possible, by a conference conducted by the Executive Director the designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to Executive Director or designee.

The conference may be omitted if the Executive Director 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 Director or Director's 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 Executive Director 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.

## ***Authority to Expel***

A student may be expelled either by the Avance Executive Board following a hearing before it, or by the Avance Executive Board upon the recommendation of an Administrative Panel to be assigned by the Avance Executive Board as needed. The Administrative Panel should consist of at least three members who are certificated, and neither a teacher of the pupil, nor a member of the Avance Executive Board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

## ***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 Director 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:

The date and place of the expulsion hearing;

1. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
2. A copy of the Charter School's disciplinary rules which relate to the alleged violation;
3. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
4. 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;
5. The right to inspect and obtain copies of all documents to be used at the hearing;
6. The opportunity to confront and question all witnesses who testify at the hearing;
7. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

### **Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses**

The Charter School 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 the Charter School 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 days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.

3. At the discretion of the 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, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in 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 of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

**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.

**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.

**Written Notice to Expel**

The Executive Director 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 the Charter School.

The Executive Director 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.

**Disciplinary Records**

The School shall maintain records of all student suspensions and expulsions at the School. Such records shall be made available to the authorizer upon request.

**No Right to Appeal**

The pupil shall have no right of appeal from expulsion from the School as the decision to expel by the Avance Executive Board shall be final.

**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. The Charter School 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.

**Rehabilitation Plans**

Students who are expelled from the Charter School 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 the Charter School for readmission.

**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 Executive Director 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 Executive Director 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 the Charter School's capacity at the time the student seeks readmission.

**Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities****1. Notification of SELPA**

The Charter School 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 the Charter School 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 alternative 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, the Charter School, 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 the Charter School, 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 the Charter School, 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 the Charter School 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 the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP/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 the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

#### 4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings 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 the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the Charter School agree otherwise.

#### 5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Executive Director 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 the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

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.

1. The parent has requested an evaluation of the child.
2. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put.

If the School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the School pending the results of the evaluation.

The School shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

## **Element 11 Employee Retirement Systems**

***“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.” (Ed. Code § 47605(b)(5)(K).)***

Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing Charter School’s participation in, and/or coverage of its staff members by, the State Teachers’ Retirement System (CalSTRS), the Public Employees’ Retirement System (CalPERS), and/or federal social security.

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a “government plan” governed by section 414(d) (e.g., CalPERS), upon dissolution or final liquidation of Charter School, and/or its nonprofit public benefit corporation, notwithstanding any provision in Element 15 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan’s requirements.

If Charter School participates in CalSTRS and/or CalPERS, Charter School shall continue such participation for the duration of Charter School’s existence under the same CDS code, if mandated by applicable legal and retirement plan requirements.

### **Certificated Staff Members**

All full-time certificated employees of Academia Avance will continue to be members of STRS (State Teachers’ Retirement System). Employees will contribute the required percentage and Academia Avance will contribute the employer’s portion. All withholdings from employees and from Academia Avance will be forwarded to the STRS fund as required. Employees will accumulate service credit years in the same manner as all other members of STRS. Academia Avance will contract with the Los Angeles County Office of Education to transmit data to STRS.

Avance accepts and understands the obligations to comply with Education Code Section 47611 related to STRS.

### **Classified Staff Members**

The Academia Avance Executive Director will be responsible for ensuring that appropriate arrangements for staff retirement benefits. Non-certificated staff at Avance will participate in the federal social security system, and will have access to other school-sponsored retirement plans for the school’s employees.

**Element 12 Public School Attendance Alternatives**

***“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” (Ed. Code § 47605(b)(5)(L).)***

Pupils of Charter School do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in Charter School, except to the extent that such a right is extended by the school district.

A pupil who chooses not to attend Charter School may attend a public school within the pupil's school district of residence in accordance with applicable law and that school district's policies and procedures. The pupil alternatively may seek to enroll in another charter school in accordance with applicable law and the terms of the school's charter. If LAUSD is the pupil's school district of residence, an eligible pupil may pursue an inter-district transfer, if available, in accordance with the admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time.

As established in California Education Code Section 47605 (b)(5)(L), no student is required to attend Academia Avance.

Students who do not desire to attend the Academia Avance will possess the same alternatives as those offered to other students currently residing in the district in which the student resides. These students may attend other district schools or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of the district or county of residence.

The parent (s) or guardian(s) of each pupil enrolled in Academia Avance shall be informed that the pupil has no right to admission in a non-charter school of the district or county of residence (or program within a district school) while enrolled at Academia Avance, except to the extent that such a right is extended by the district.

The governing board of a school district shall not require any pupil enrolled in the school district to attend a charter school.

If space is available, traveling students will have the option to attend Academia Avance.

**Element 13 Rights of District Employees**

***“The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.”***  
**(Ed. Code § 47605(b)(5)(M).)**

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

All employees shall be employees' sole of Academia Avance. Upon employment at Academia Avance, new employees will resign from any other full-time position.

When an employee leaves a public school district or LACOE to work at Avance and subsequently chooses to return to that public school district or LACOE, the specific rights and return rights afforded the employee will be governed by the policy of that public school district or LACOE respectively, including but not limited to whether the employee may carry any unused sick/ personal leave and/or earned service credit (tenure) in the district for the time worked at Avance.

All rights of employees are clearly listed in the latest version of the Avance Employee Handbook approved by the Avance Executive Board.

## **Element 14 Mandatory Dispute Resolution**

***“The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.” (Ed. Code § 47605(b)(5)(N).)***

### **GENERAL PROVISIONS**

Any claim, controversy or dispute between the District and Charter School arising out of or relating to this Charter, except for any claim, controversy or dispute related to the authorization (non-renewal, revision and/or revocation) of this Charter, (“Dispute”) shall be resolved pursuant to the terms of this Element 14.

Notwithstanding any other provision of law, each party shall bear and be solely responsible for all of its own attorneys’ fees, costs and expenses associated with any Dispute, including, but not limited to, any written/oral communication, meeting, Issues Conference, mediation, arbitration, administrative and/or civil action (including all levels of appeal), and no party shall be ordered to pay, or be awarded, any other party’s attorneys’ fees, costs or expenses in connection therewith, regardless of who may be deemed the prevailing party. Any fees, costs and expenses charged by a mediator or arbitrator (including all associated administration fees, costs and expenses) shall be shared equally by the parties regardless of the outcome or award. To that effect, any order or award of attorneys’ fees, costs and/or expenses, or mediator’s or arbitrator’s fees, costs or expenses (including any associated administration fees, costs and expenses), issued by a mediator, arbitrator, judicial officer (including all levels of appeal) or jury in any Dispute shall be deemed invalid as a matter of law and unenforceable by one party against the other party.

### **PROPOSITION 39 DISPUTES**

Any Dispute related to or arising out of Education Code §47614 and/or its implementing regulations set forth in California Code of Regulations, title 5, section 11969 *et seq.* (“Proposition 39”), shall be resolved in accordance with the procedures set forth below:

- 1) Any Dispute shall be communicated in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and all supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise, all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director  
Charter Schools Division  
Los Angeles Unified School District  
333 South Beaudry Avenue, 20<sup>th</sup> Floor  
Los Angeles, California 90017

Ricardo Mireles, Executive Director  
Academia Avance  
115 North Avenue 53rd  
Los Angeles, CA 90042

- 2) A written response ("Written Response") shall be tendered to the other party within fifteen (15) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been resolved by mutual agreement from the Written Response, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, and conclude within forty (40) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

- 5) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.

### **NON-PROPOSITION 39 DISPUTES**

Any Dispute not related to or arising out of Proposition 39 shall be resolved in accordance with the procedures set forth below:

- 1) Any Dispute shall be communicated in writing ("Written Notification"). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director  
Charter Schools Division  
Los Angeles Unified School District  
333 South Beaudry Avenue, 20<sup>th</sup> Floor  
Los Angeles, California 90017

Charter School:  
Ricardo Mireles, Executive Director  
Academia Avance  
115 North Avenue 53rd  
Los Angeles, CA 90042

- 2) A written response ("Written Response") shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in

the Written Notice ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.

- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 5) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California.



## **Element 15 Charter School Closure Procedures**

***“The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” (Ed. Code § 47605(b)(5)(O).)***

### **REVOCATION OF THE CHARTER**

The District may revoke the Charter pursuant to the provisions set forth in the Charter Schools Act of 1992, as they may be amended from time to time. The District may revoke the Charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

- Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.
- Charter School failed to meet or pursue any of the pupil outcomes identified in the Charter.
- Charter School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Charter School violated any provision of law.

Prior to revocation, and in accordance with Education Code section 47607(d) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution provisions set forth in this Charter.

Pursuant to AB 97, charter schools may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

### **CLOSURE ACTION**

The decision to close Charter School, by the governing board of Charter School must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(i)) or non-renewed by the LAUSD Board of Education and Charter School has exhausted its revocation or non-renewal administrative appeal rights pursuant to Education Code sections 47605(j)(1) and 47607(f), or its administrative appeal rights have lapsed, or the charter school voluntarily closes at any stage of the administrative

appeal process;; the governing board of Charter School votes to close Charter School; or the Charter lapses.

### **CLOSURE PROCEDURES**

The procedures for charter school closure set forth below are guided by *Education Code* sections 47604.32, 47605, and 47607 as well as *California Code of Regulations*, title 5, sections 11962 and 11962.1, and are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

### **Designation of Responsible Person(s) and Funding of Closure**

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

### **Notification of Closure Action**

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.
3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

5. The retirement systems in which Charter School's employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.
6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.
7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.
8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The students' school districts of residence
4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

1. A description of the circumstances of the closure
2. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record and other records, including but not limited to grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 calendar days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of all such employee verification letters to the CSD.

### **Records Retention and Transfer**

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.

3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.
4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.
5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).
7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.
8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

**Financial Close-Out**

After receiving notification of closure, the California Department of Education (CDE) will notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of

apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final audit within six months after the closure of Charter School that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School's annual audit if it meets all of the requirements of the annual audit.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not LAUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after

the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

**Disposition of Liabilities and Assets**

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.
2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated as or by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

- a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- b. Make final federal tax payments (employee taxes, etc.)
- c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

## **Additional Provisions**

### **FACILITIES**

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

### **District-Owned Facilities**

If Charter School is using District facilities as of the date of the submission of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.



The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term may be co-terminous with the approved Charter, as permitted by law. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1<sup>st</sup> or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30<sup>th</sup> of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District's Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees that it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code

47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.

- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, ("F&E") that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.
- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors
  - (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term "instructional program" is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on "average daily attendance" and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
  - (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.
- Minimum Payments or Charges to be Paid to District Arising From the Facilities:
  - (i) Pro Rata Share: The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
  - (ii) Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School's legal or equitable interest created by the use agreement.
- Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the

District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.

- (i) Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.
- (ii) Sole Occupant: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.
- Real Property Insurance: Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

### **Non-District-Owned Facilities**

**Occupancy and Use of the Site:** Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such

facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

**Facility Compliance:** Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

**Pest Management:** Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

**Asbestos Management:** Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

## **INSURANCE**

### **Insurance Requirements**

No coverage shall be provided to Charter School by the District under any of the District's self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] or the equivalent provided through a California Joint Powers Authority self-insurance program to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School's responsibility, not the District's, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.
2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be \$1,000,000 per occurrence/\$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.
5. Cyber Liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.
6. Professional Educators Errors and Omissions liability coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
7. Sexual Molestation and Abuse coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.
8. Employment Practices Legal Liability coverage with limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.

9. Excess/Umbrella Liability insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies and alternative methods of coverage as approved by the District. *The policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.*

### **Evidence of Insurance**

Charter School shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28<sup>th</sup> Floor, Los Angeles CA 90017 within 30 calendar days of all new policies, inceptions, renewals or changes, certificates, or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

*"Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed."*

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter School, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

### **Hold Harmless/Indemnification Provision**

To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever for claims, damages, losses and

expenses arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless “the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School’s vendors, contractors, partners or sponsors.

## **FISCAL MATTERS**

### **District Oversight Costs**

The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School’s revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

### **Cash Reserves**

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

### **Third Party Contracts**

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

### **Special Education Revenue Adjustment/Payment for Services**

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State’s adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

### **Student Body Funds**

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School's annual audit as a stand-alone item.

**Audit and Inspection of Records**

Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- Charter School is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School's financial information,
- Charter School's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School's enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days notice to Charter School. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24-hours notice.

**Fiscal Policies and Procedures**

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.



**Apportionment Eligibility for Students Over 19 Years of Age**

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

**Local Control and Accountability Plan**

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a “listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)” of section 47606.5(a). These expenditures shall be “classified using the California School Accounting Manual pursuant to Section 41010.” (Ed. Code § 47606.5(b).)

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- [1] Data summarized from Spring 2019 National Student Clearinghouse snapshot consolidated with Avance Summer 2019 census, and 2018 CDE College Going Rate Data.
- [2] Ibid
- [3] <https://www.census.gov/quickfacts/losangelescountycalifornia>
- [4] <https://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?src=CF>
- [5] Tim Logam, "Highland Park renters feel the squeeze of gentrification," LA Times.com. Los Angeles Times, December 21, 2014. <https://www.latimes.com/business/realestate/la-fi-highland-park-renters-20141221-story.html#page=1> (Accessed July 10, 2019)
- [6] CDE  
<https://data1.cde.ca.gov/dataquest/dqcensus/EnrCharterSub.aspx?cds=19769680109926&aggllevel=school&year=2018-19>
- [7] Source: cde.ca.gov Dataquest 2019
- [8] Source: Los Angeles Unified School District Office of Data and Accountability report dated 07/30/2019
- [9] Source: cde.ca.gov Dataquest 2019
- [10] Source: cde.ca.gov Dataquest 2019
- [11] From data found within <https://www.cde.ca.gov/ds/sd/sd/cgrinfo.asp>. July 11, 2019.
- [12] Source: cde.ca.gov Dataquest 2019
- [13] Ibid
- [14] Source: Los Angeles Unified School District Office of Data and Accountability report dated 07/30/2019
- [15] Source cde.ca.gov Dataquest 2019; For each school-year, calculated the percentage of students who Met or Exceeded Standards out of all 6th, 7th, 8th and 11th grade "Students with Test Scores"
- [16] Source: cde.ca.gov Dataquest 2019
- [17] Source cde.ca.gov Dataquest 2019; For each school-year, calculated the percentage of students who Met or Exceeded Standards out of all 6th, 7th, 8th and 11th grade "Students with Test Scores"
- [18] cde.ca.gov Dataquest 2019
- [19] Source: cde.ca.gov Dataquest 2019
- [20] Ibid
- [21] Source: Los Angeles Unified School District Office of Data and Accountability report dated 07/30/2019
- [22] Source cde.ca.gov Dataquest 2019; For each school-year, calculated the percentage of students who Met or Exceeded Standards out of all 6th, 7th, 8th and 11th grade "Students with Test Scores"
- [23] Source: cde.ca.gov Dataquest 2019
- [24] Source cde.ca.gov Dataquest 2019; For each school-year, calculated the percentage of students who Met or Exceeded Standards out of all 6th, 7th, 8th and 11th grade "Students with Test Scores"
- [25] Source: cde.ca.gov Dataquest 2019
- [26] Source: cde.ca.gov Dataquest 2019
- [27] Ibid
- [28] Ibid
- [29] Ibid
- [30] Hispanic or Latino students constituted 98.16% of Avance students in 2015-16 and 92.32% in 2018-19. Economically Disadvantaged students constituted 94.05% of the Avance student body in 2015-16 and 96.67% of students in 2018-19.
- [31] Student has moderately developed English skills
- [32] Student has well developed English skills
- [33] Source cde.ca.gov Dataquest 2019; Avance Internal Data
- [34] Ibid
- [35] Source cde.ca.gov Dataquest 2019
- [36] Ibid
- [37] Source: Los Angeles Unified School District Office of Data and Accountability report dated 07/30/2019

- [38] Rasch UNIT; stable, equal interval scales that use individual item difficulty values to measure student achievement independent of grade level (that is, across grades). "Equal interval" means that the difference between scores is the same regardless of whether a student is at the top, bottom, or middle of the RIT scale. "Stable" means that the scores on the same scale from different students, or from the same students at different times, can be directly compared, even though different sets of test items are administered. A RIT score also has the same meaning regardless of the grade or age of the student. (<https://community.nwea.org/docs/DOC-1647>). Accessed 07/01/19.
- [39] 2015 NWEA MAP Growth Normative Data. <https://files.eric.ed.gov/fulltext/ED568352.pdf>
- [40] Rasch UNIT; stable, equal interval scales that use individual item difficulty values to measure student achievement independent of grade level (that is, across grades). "Equal interval" means that the difference between scores is the same regardless of whether a student is at the top, bottom, or middle of the RIT scale. "Stable" means that the scores on the same scale from different students, or from the same students at different times, can be directly compared, even though different sets of test items are administered. A RIT score also has the same meaning regardless of the grade or age of the student. (<https://community.nwea.org/docs/DOC-1647>)
- [41] 2015 NWEA MAP Growth Normative Data. <https://files.eric.ed.gov/fulltext/ED568352.pdf>. Accessed 07/01/19.
- [42] <http://www.acswasc.org/wp-content/uploads/2015/03/ACS-WASC-CDE-CHARTER-FOL-2017-Edition-Edited-for-2018-2019-SY-Visits-FINAL.pdf>
- [43] <https://www.ed.gov/ESSA>
- [44] Saphier, J., Gower, R., & Haley-Speca, M. A. (2008). *The skillful teacher: Building your teaching skills*. Acton, MA: Research for Better Teaching.
- [45] Ibid
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- [52] Schmoker, M. (1996). Setting school-wide goals specific measurable accelerated and attainable relevant timely equitable. Partners in School Innovation. [www.partnersinschools.org/wp-content/uploads/2012/06/SampleSchoolwideGoalsandBank-](http://www.partnersinschools.org/wp-content/uploads/2012/06/SampleSchoolwideGoalsandBank-)
- [53] Success For All Foundation [SFAF], 2015.
- [54] Slavin, R. E. (2011, July 11). Cooperative Learning - Robert E. Slavin, 1980. Retrieved from <http://rer.sagepub.com/content/50/2/315>
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[59] Klonsky, (1998)

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[65] Ibid

[66] Cotton, K. (1996). [School size, school climate, and student performance](http://www.ruraledu.org/user_uploads/file/cotton.pdf) [www.ruraledu.org/user\\_uploads/file/cotton.pdf](http://www.ruraledu.org/user_uploads/file/cotton.pdf)

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[72] Ibid

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[74] INROADS Internship Program (2018) <https://spcc2017.wixsite.com/mmmsp>

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[78] <http://www.successforall.org/results/evidence-for-success/>

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[80] The District is in the process of compiling a list of LAUSD policies that apply to its authorized charter schools. The list will be finalized by April 1, 2018. Charter Schools Division staff will annually review District policies and make recommendations to the LAUSD Board of Education on continued application to charter schools.

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