This document was provided, as is, to the California Department of Education (CDE) by **Academia Avance Charter**. This document is posted to the CDE website to meet the legal requirements of California *Education Code* Section 33009.5.

For more information regarding the content of this material, please contact the Charter Schools Division by phone at 916-322-6029 or by email at charters@cde.ca.gov.

LOS ANGELES UNIFIED SCHOOL DISTRICT
CHARTER SCHOOLS DIVISION
333 South Beaudry Avenue, 20th Floor, Los Angeles, CA 90017
Office: (213) 241-0399 ♦ Prop. 39: (213) 241-5130 ♦ Fax: (213) 241-2054

AUSTIN BEUTNER
Superintendent

VERONICA ARREGUIN
Chief Strategy Officer

JOSÉ COLE-GUTIÉRREZ
Director, Charter Schools Division

October 24, 2019

Distributed Via:
Email and U.S. Mail

Ricardo Mireles, Executive Director
Academia Avance Charter
115 North Avenue 53
Highland Park, CA 90042-4005

Dear Mr. Mireles,

On September 3, 2019, the Los Angeles Unified School District (LAUSD) Board of Education conducted a public hearing for Academia Avance Charter. On October 15, 2019, the LAUSD Board of Education took action and voted to deny the charter petition for Academia Avance Charter.

When a school district denies a charter petition, the petitioner may file an appeal, in this case, to the California State Board of Education (SBE). Please contact the California SBE, 1430 N Street, Suite 5401, Sacramento, California 95814-5901, if you decide to appeal the District's decision. The phone number to the SBE Charter Office is (916)322-6029.The SBE will inform you of their procedures and requirements for filing an appeal. The SBE may contact the LAUSD Charter Schools Division regarding the forwarding of documents.

Please contact the LAUSD Charter Schools Division at (213)241-0399 to arrange a date and time for pickup of the petition binder.

Kind regards,

Aida Tatiossian, Ed.D.
Specialist

Attachments: Stamped Board of Education Order of Business
Staff Assessment and Recommendation Report
Findings of Fact

Cc: Robert Perry, Ph.D., Administrative Coordinator
James Robinson, Fiscal Administrator
Marla Wilmott, Senior Coordinator
Amy Long, Fiscal Services Administrator
Bobby Chua, Fiscal Services Manager
Miguel Juarez, Avance Board Chair

BOARD OF EDUCATION OF THE CITY OF LOS ANGELES
Governing Board of the Los Angeles Unified School District

REGULAR MEETING STAMPED ORDER OF BUSINESS
333 South Beaudry Avenue, Board Room
1 p.m., Tuesday, October 15, 2019

Roll Call

Pledge of Allegiance

Board President's Reports

Superintendent's Reports

New Charter Approval Legislation (AB 1505)

Public Notice of Bargaining Union Initial Proposals

RECEIVED

1. Los Angeles School Police Association (Unit A) Initial Bargaining Proposals for 2019 Reopener Agreement (UIP 002-19/20). Initial proposals from collective bargaining representatives are made public before negotiations begin.

Consent Items

Items for action below assigned by the Board at the meeting to be adopted by a single vote. Any item may be pulled off of consent for further discussion by any Board Member at any time before action is taken.

2. Board of Education Report No. 079 – 19/20 ADOPTED BY CONSENT VOTE
Charter Schools Division
(Renewal Charter Petition for Alliance Tennenbaum Family Technology High) Recommends approval of the renewal petition for Alliance Tennenbaum Family Technology High, for 5 years, to serve up to 520 students in grades 9-12 at 2050 North San Fernando Road in Los Angeles.

3. Board of Education Report No. 095 – 19/20 ADOPTED BY CONSENT VOTE
Charter Schools Division
(Renewal Charter Petition for Ánimo Jefferson Charter Middle) Recommends approval of the renewal petition with benchmarks for Ánimo Jefferson Charter Middle, for 5 years, to serve up to 540 students in grades 6-8 at 1655 East 27th Street, Suite A in South Los Angeles.

4. Board of Education Report No. 097 – 19/20 ADOPTED BY CONSENT VOTE
Charter Schools Division
(Renewal Charter Petition for Aspire Firestone Academy Charter) Recommends approval of the renewal petition with benchmarks for Aspire Firestone Academy Charter, for 5 years, to serve up to 425 students in grades TK-5 at 8929 Kauffman Avenue in the South Gate area of Los Angeles.

5. Board of Education Report No. 098 – 19/20 **ADOPTED BY CONSENT VOTE**
Charter Schools Division
(Renewal Charter Petition for Aspire Gateway Academy Charter) Recommends approval of the renewal petition with benchmarks for Aspire Gateway Academy Charter, for 5 years, to serve up to 434 students in grades TK-5 at 8929 Kauffman Avenue in the South Gate area of Los Angeles.

6. Board of Education Report No. 099 – 19/20 **ADOPTED BY CONSENT VOTE**
Charter Schools Division
(Renewal Charter Petition for Aspire Pacific Academy) Recommends approval of the renewal petition with benchmarks for Aspire Pacific Academy, for 5 years, to serve students in grades 9-12 at 2565 58th Street in the Huntington Park area of Los Angeles. The charter is also requesting to reduce enrollment to serve up to 600 students instead of 660.

7. Board of Education Report No. 100 – 19/20 **ADOPTED BY CONSENT VOTE**
Charter Schools Division
(Renewal Charter Petition for Camino Nuevo Charter Academy) Recommends approval of the renewal petition with benchmarks for Camino Nuevo Charter Academy, for 5 years, to serve up to 555 students in grades TK-8 at two private sites located at 697 South Burlington Avenue and 653 South Burlington Avenue, in Los Angeles.

8. Board of Education Report No. 101 – 19/20 **ADOPTED BY CONSENT VOTE**
Charter Schools Division
(Renewal Charter Petition for Camino Nuevo Charter Academy 2) Recommends approval of the renewal petition with benchmarks for Camino Nuevo Charter Academy 2, for 5 years, to serve up to 696 students in grades TK-8 at 3400 West 3rd Street, in Los Angeles.

9. Board of Education Report No. 102 – 19/20 **ADOPTED BY CONSENT VOTE**
Charter Schools Division
(Renewal Charter Petition for Camino Nuevo Elementary School 3) Recommends approval of the renewal petition with benchmarks for Camino Nuevo Elementary School 3, for 5 years, to serve up to 889 students in grades TK-8 on a Public School Choice site located at 1723 West Cordova Street and a private site located at 2755 West 15th Street, in Los Angeles.

10. Board of Education Report No. 104 – 19/20 **ADOPTED BY CONSENT VOTE**
Charter Schools Division
(Renewal Charter Petition for KIPP Comienza Community Prep) Recommends approval of the renewal petition for KIPP Comienza Community Prep, for 5 years, to serve up to 995 students in grades TK-8 at 7300 Roseberry Avenue, 6348 Seville Avenue, and 6410 Rita Avenue, in the Huntington Park area of Los Angeles.

11. Board of Education Report No. 105 – 19/20 **ADOPTED BY CONSENT VOTE**
Charter Schools Division
(Renewal Charter Petition for KIPP Empower Academy) Recommends approval of the renewal petition with benchmarks for KIPP Empower Academy, for 5 years, to serve up to 578 students in grades TK-4 at 8466 South Figueroa Boulevard, in South Los Angeles.

12. Board of Education Report No. 107 – 19/20 **ADOPTED BY CONSENT VOTE**
Charter Schools Division
(Renewal Charter Petition for KIPP Promesa Prep) Recommends approval of the renewal petition for KIPP Promesa Prep, for 5 years, to serve up to 550 students in grades TK-4 on two private sites located at 207 South Dacota and at 5156 and 5154 Whittier Boulevard, in East Los Angeles.

Discussion Item

13. Board of Education Report No. 108 – 19/20 **ADOPTED**
Charter Schools Division
(Renewal Charter Petition for Larchmont Charter) Recommends approval of the renewal petition with benchmarks for Larchmont Charter, for 5 years, to serve up to 1,841 students in grades TK-12 on three private sites at 1265 North Fairfax Avenue, 815 North El Centro, and 2801 West 6th Street in the West Hollywood area of Los Angeles.

Consent Items (Continued)

14. Board of Education Report No. 109 – 19/20 **ADOPTED BY CONSENT VOTE**
Charter Schools Division
(Renewal Charter Petition for Magnolia Science Academy Bell) Recommends approval of the renewal petition with benchmarks for Magnolia Science Academy Bell, for 5 years, to serve students in grades 6-8 at a Public School Choice location at 6411 Orchard Avenue in the Bell area of Los Angeles. The charter is also requesting to reduce enrollment to serve up to 495 students instead of 496.

15. Board of Education Report No. 110 – 19/20 **ADOPTED BY CONSENT VOTE**
Charter Schools Division
(Renewal Charter Petition for Our Community Charter School) Recommends approval of the renewal petition with benchmarks for Our Community Charter School, for 5 years, to serve up to 450 students in grades TK-8 at Devonshire Elementary School at 10045 Jumilla Avenue, in the Chatsworth area of Los Angeles.

16. Board of Education Report No. 111 – 19/20 **ADOPTED BY CONSENT VOTE**
Charter Schools Division
(Renewal Charter Petition for Palisades Charter High) Recommends approval of the renewal petition with benchmarks for Palisades Charter High, for 5 years, to serve up to 3,000 students in grades 9-12 at 15777 Bowdoin Street in the Pacific Palisades area of Los Angeles.

17. Board of Education Report No. 114 – 19/20 **ADOPTED BY CONSENT VOTE**
Charter Schools Division
(Renewal Charter Petition for Vista Charter Middle) Recommends approval of the renewal petition with benchmarks for Vista Charter Middle, for 5 years, to serve up to 420 students in grades 6-8 at 2900 West Temple Street in Los Angeles.

18. Board of Education Report No. 117 – 19/20 **ADOPTED BY CONSENT VOTE**
Charter Schools Division
(Renewal Charter Petition for Crown Preparatory Academy) Recommends approval of the renewal petition for Crown Preparatory Academy, for 5 years, to serve up to 480 students in grades 5-8 on a co-located facility with 24th Street School, at 2055 West 24th Street, in Los Angeles.

Discussion Items (Continued)

19. Board of Education Report No. 096 – 19/20 **ADOPTED**
Charter Schools Division
(Renewal Charter Petition for Ánimo Westside Charter Middle) Recommends approval of the renewal petition with benchmarks for Ánimo Westside Charter Middle, for 5 years, to serve up to 500 students in grades 6-8 at 5456 McConnell Avenue in Los Angeles.

20. Board of Education Report No. 103 – 19/20 **FAILED**
Charter Schools Division
(Renewal Charter Petition for Collegiate Charter High of Los Angeles) Recommends approval of the renewal petition for Collegiate Charter High of Los Angeles, for 5 years, to serve students in grades 9-12 on a co-located facility with Belvedere Middle School, at 312 North Record Avenue, in Los Angeles. The charter is also requesting to reduce enrollment to serve up to 420 students instead of 528.

Consent Items (Continued)

21. Board of Education Report No. 106 – 19/20 **ADOPTED BY CONSENT VOTE**
Charter Schools Division
(Renewal Charter Petition for KIPP Ignite Academy) Recommends approval of the renewal petition for KIPP Ignite Academy, for 5 years, to serve up to 550 students in grades TK-4 on a co-located facility with Florence Joyner Elementary School, in South Los Angeles and in a private location at 9010 South Central Avenue in Los Angeles.

Discussion Items (Continued)

22. Board of Education Report No. 112 – 19/20 **ADOPTED BY CONSENT VOTE**
Charter Schools Division
(Renewal Charter Petition for Para Los Ninos-Evelyn Thurman Gratts) Recommends approval of the renewal petition with benchmarks for Para Los Ninos-Evelyn Thurman Gratts, for 5 years, to serve up to 360 students in grades TK-2 on a co-located facility with Gratts Early Education Center, at 474 South Hartford Avenue in Los Angeles.

23. Board of Education Report No. 113 – 19/20 **ADOPTED**
Charter Schools Division
(Renewal Charter Petition for The City) Recommends approval of the renewal petition with benchmarks for The City, for 5 years, to serve students in grades 6-8 at 5753 Obama Boulevard, in Los Angeles. The charter is also requesting to increase enrollment to serve up to 450 students instead of 405.

24. Board of Education Report No. 115 – 19/20 **ADOPTED**
Charter Schools Division
(Approval of New Petition for Invictus Leadership Academy) Recommends approval of a new charter petition for Invictus Leadership Academy, for 5 years, to serve up to 586 students in grades TK-8 at in the Watts area of South Los Angeles.

25. Board of Education Report No. 116 – 19/20 **ADOPTED**
Charter Schools Division
(Denial of the Renewal Petition for Academia Avance Charter) Recommends denial of the renewal petition for Academia Avance Charter beginning July 1, 2020, to serve up to 350 students in grades 6-12 by the end of the charter term and adoption of the attached Findings of Fact In Support of Denial of the Charter.

PUBLIC HEARINGS:

26. Charter Petitions for Public Hearing (009-19/20) **STATEMENT READ**

Ararat Charter (BD, 6 BD 3, LD Northeast)
Consideration of the level of support for a start-up independent charter renewal petition requesting a 5 year term (2020-2025) to serve up to 340 students in grades TK-5 with a proposed locations of 6555 Sylmar Ave, Van Nuys, CA 91401, and 13400 Erwin Street, Van Nuys, CA 91401.

Environmental Charter High School #2 (BD 7, LD South)
Consideration of the level of support for a new start-up independent charter petition requesting a 5 year term (2020-2025) to serve up to 500 students in grades 9-12 with a proposed location at Van Ness & Marine, Gardena, CA 90249.

Ingenium Charter (BD 3, LD Northwest)
Consideration of the level of support for a start-up independent charter renewal petition requesting a 5 year term (2020-2025) to serve up to 611 students in grades TK-5 with a proposed location of 22250 Elkwood Street, Canoga Park, CA 91304.

Public Policy Charter (BD 1, LD Central)
Consideration of the level of support for a start-up independent charter renewal petition requesting a 5 year term (2020-2025) to serve up to 223 students in grades 5-8 with a proposed location of 1701 Browning Blvd., Los Angeles, CA 90062.

PUC CALS Charter Middle and Early College High School (BD 5, LD Central)
Consideration of the level of support for a start-up independent charter renewal petition requesting a 5 year term (2020-2025) to serve up to 650 students in grades 6-12 with a proposed location of 7350 N. Figueroa St., Los Angeles, CA 90041.

PUC Lakeview Charter High School (BD 6, LD Northeast)
Consideration of the level of support for a start-up independent charter renewal petition requesting a 5 year term (2020-2025) to serve up to 450 students in grades 9-12 with a proposed location of 13361 Glenoaks Blvd., Sylmar, CA 91342.

Public Comment

Announcements

Adjournment

Please note that the Board of Education may consider at this meeting any item referred from a Board Meeting five calendar days prior to this meeting (Education Code 54954.2(b)(3)).

The Board of Education may also refer any item on this Order of Business for the consideration of a committee or meeting of the Board of Education, which meets on the Thursday immediately after this meeting.

Requests for disability related modifications or accommodations shall be made 24 hours prior to the meeting to the Board Secretariat in person or by calling (213) 241-7002.

Individuals wishing to speak at a Board meeting must sign up at the meeting. There will be no sign ups in advance of the meeting. Speakers must sign up prior to the item being acted upon by the Board. Speakers should plan to arrive early as items with no speakers may be acted on at the beginning of the meeting.

If you or your organization is seeking to influence an agreement, policy, site selection or any other LAUSD decision, registration may be required under the District's Lobbying Disclosure Code. Please visit http://ethics.lausd.net/ to determine if you need to register or call (213) 241-3330.

Materials related to an item on this Order of Business distributed to the Board of Education are available for public inspection at the Security Desk on the first floor of the Administrative Headquarters, and at:
http://laschoolboard.org/10-15-19RegBdCharters

Items circulated after the initial distribution of materials are available for inspection at the Security Desk.

STAFF ASSESSMENT AND RECOMMENDATION REPORT
RENEWAL PETITION

Board of Education Report 116-19/20
October 15, 2019

School Name:	**Academia Avance Charter**		BOARD IS REQUIRED TO TAKE ACTION BY: **October 18, 2019**
Type of Charter School:	**Start-Up Independent Charter School**		
Charter Operator	**Avance Schools, Inc.**		
Location Code:	**N/A**		
Type of Site(s):	**(1) Private** **(2) Private**		
Site Address(es):	**(1) 161 S. Avenue 49, Highland Park, CA 90042 (6-8)** **(2) 115 N. Avenue 53, Highland Park, CA 90042 (9-12)**		
Board District(s):	**5**	Local District(s):	**Central**
Grade Levels Served:	**6-12**	Current Enrollment:	**335**
Grade Levels Authorized in Current Charter:	**6-12**	Approved Enrollment in Current Charter:	**500 (See proposed change in "Action Proposed" below)**
CONSIDERATION:	**Renewal**		
STAFF RECOMMENDATION:	**Denial**		
SUMMARY OF STAFF FINDINGS:	Based on a comprehensive review of the renewal petition application and the school's record of performance, staff has determined that the charter school has not met the standards and criteria for renewal (Ed. Code § 47605 and 47607). Staff findings: • Petitioners are ***demonstrably unlikely to successfully implement the educational program*** set forth in the charter petition. • The petition does not provide ***reasonably comprehensive descriptions of all required elements***. Please see *Findings of Fact in Support of Recommendation of Denial of the Renewal Charter Petition for Academia Avance Charter* for further detail. Please also see "Staff Review and Assessment" section below.		
PROPOSED BENCHMARKS:	N/A		

STAFF ASSESSMENT

I. ACTION PROPOSED

Staff recommends denial of the renewal petition for Academia Avance Charter ("Avance" or "Charter School"), located in Board District 5 and Local District Central, for five (5) years, beginning July 1, 2020, until June 30, 2025, to serve up to 350 students in grades 6-12 in each year of the charter term. The charter school has requested a decrease in their enrollment capacity from 500 to 350 students due to declining enrollment trends experienced by the school.

II. CRITERIA FOR RENEWAL

Upon submission, District staff comprehensively reviews each renewal petition application to determine whether the school has met the requirements for renewal set forth in California Education Code sections 47605 and 47607. As part of staff's holistic review of the renewal petition application, the charter school must be determined to be eligible for renewal under § 47607(b), and the school must submit a renewal petition application that is deemed to be **educationally sound**, **reasonably comprehensive**, and **demonstrably likely to be successfully implemented**. (Ed. Code §§ 47607(a) and 47605.) Pursuant to the requirements of SB 1290, the District "shall consider increases in pupil academic achievement for all groups of pupils served by the charter school as the most important factor in determining whether to grant a charter renewal." (Ed. Code § 47607(a) (3) (A).) The District "shall consider the past performance of the school's academics, finances, and operation in evaluating the likelihood of future success, along with future plans for improvement if any." (5 CCR § 11966.4.) Please see *Policy for Charter School Authorizing* (LAUSD Board of Education, February 7, 2012) for more information.

III. GENERAL SCHOOL INFORMATION

A. School History

	Academia Avance Charter
Initial Authorization:	On May 24, 2005, Academia Avance Charter was authorized by the LAUSD Board of Education, for three years, to serve 390 students in grades 6-12.
Most Recent Renewal	On May 18, 2010, the LAUSD Board of Education denied the renewal of Academia Avance and the charter school exercised its right to appeal to the Los Angeles County Board of Education ("LACBOE"). LACBOE approved the charter for a term ending June 2015. On May 12, 2015, LACBOE did not approve the renewal petition for Academia Avance. Academia Avance then exercised its right to appeal to the SBE, which approved its renewal in September 2015. The charter was renewed by the California State Board of Education on September 2, 2015, to serve up to 500 students in grades 6-12.

	Academia Avance Charter
Approved Material Revisions of Current Charter:	N/A
Board Benchmarks in Current Charter Term:	On September 2, 2015, as part of the school's most recent renewal, the California Department of Education (CDE) issued the following conditions for renewal: ◆ Academia Avance Charter School (AACS) shall provide an academic plan for the 2015-2016 school year by September 30, 2015, which details the benchmark assessments the school will administer and the instructional modifications that will take place schoolwide and by subgroup for students still needing to come up to grade level. ◆ Within 60 days after the close of escrow on the sale of the City Terrace Limited Liability Company investment, AACS shall provide the CDE with a copy of the settlement statement that identifies the amount of proceeds that the charter will receive, and updated financial statements that reflect the sale of the investment. ◆ Within 90 days after approval of the charter renewal, AACS shall provide the CDE with a plan, including a timeline, regarding how the school intends to pay all outstanding rent owed and any vendor bills that are more than 90 days past due. ◆ AACS will abide by the other technical amendments reflected in the CDE staff report. The Charter Schools Division (CSD) has confirmed with the CDE that Academia Avance Charter met all of the conditions above.
Submission of Renewal Petition Application:	Academia Avance Charter submitted its renewal petition application on August 19, 2019. The 60-day statutory timeline for Board action on the petition runs through October 18, 2019.
Concurrent Request for Material Revision:	N/A

B. Educational Program

	Academia Avance Charter
Key Features of Educational Program:	Academia Avance Charter offers a 6-12 educational program, which includes the following features: ◆ Individualized attention to each student with a focus on preparing students for success in college and life. ◆ Career and Technical Education that allows students to experience a collaborative learning environment with blended individual and group activities throughout the school day.

	Academia Avance Charter
English Learner Master Plan:	Academia Avance Charter implements its own English Learner Master Plan which includes the following features: • Mainstream English Program, which provides sheltered instruction with Specially Designed Academic Instruction in English (SDAIE) techniques. • Follow-up and progress monitoring, which includes feedback to students.
Special Education SELPA	Academia Avance Charter participates in Los Angeles County SELPA and has indicated that it plans to remain with this SELPA.

C. Student Population

School	Enrollment	F/R Meal	GATE	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless	Latino	Native Hawaiian or Pacific Islander	Socio-economically Disadvant-aged	Students with Disabilities	Two or More Races	White
Academia Avance Charter	391	95.1%	--	0.0%	0.0%	0.0%	14.8%	0.0%	0.8%	1.8%	92.3%	0.0%	96.7%	11.5%	0.0%	8.0%

*As of October 2018 Census Day

D. Charter School Operator

Academia Avance Charter is operated by Avance Schools, Inc., a California nonprofit public benefit corporation that does not operate any other LAUSD-authorized charter school.

IV. STAFF REVIEW AND ASSESSMENT

Based on a comprehensive review of the renewal petition application and the school's record of performance, staff has determined that the charter school has not met the standards and criteria for renewal. Staff findings include the following:

A. Has the Charter School Presented a Sound Educational Program?

This criterion has not been determined to be a finding.

B. Is the Charter School Demonstrably Likely To Succeed?

For reasons more fully set forth in the Findings of Fact in Support of Denial of the Renewal Petition for Academia Avance Charter, petitioners are not demonstrably likely to successfully implement the educational program set forth in the renewal petition.

1. ***Student Achievement and Educational Performance***

Academia Avance Charter's record of student academic performance and related information demonstrate that the school is not likely to succeed in the area of student achievement and educational performance.

a. Summary

Academia Avance Charter's 2018-2019 CAASPP (SBAC) results show levels of academic performance that are below the Resident Schools Median in English Language Arts (ELA) and Math. The California Department of Education (CDE) has not identified Similar Schools for this school. Please see attached *Academia Avance Charter Data Set*.

2018-2019 CAASPP Assessment
Percentage of Students who Met/Exceeded the Standards

	Academia Avance Charter	***Resident Schools Median***	***Similar Schools Median***
English Language Arts	30.69	46.36	--
Math	17.46	33.88	--

b. Minimum Renewal Eligibility Criteria

Academia Avance Charter has not met the minimum renewal eligibility criteria. The school's schoolwide performance levels on the CAASPP (SBAC) ELA and Math assessments in 2018-2019 are lower than the Resident Schools Median performance levels. In ELA, 30.69% of Avance's students Met or Exceeded the performance standards, which is 15.67 percentage points lower than the Resident Schools Median. In Math, 17.46% of Avance's students Met or Exceeded the performance standards, which is 16.42 percentage points lower than the Resident Schools Median.

Minimum Renewal Criteria (School must meet at least one of the following criteria (Ed. Code § 47607(b).)	**Yes/No**
Has the charter school attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years, both schoolwide and for all significant subgroups?	N/A
Has the charter school ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years?	N/A
Has the charter school ranked in deciles 4 to 10, inclusive, on the API for a demographically comparable school in the prior year or in two of the last three years?	N/A
Has the charter school presented clear and convincing evidence that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend*, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school**?	No

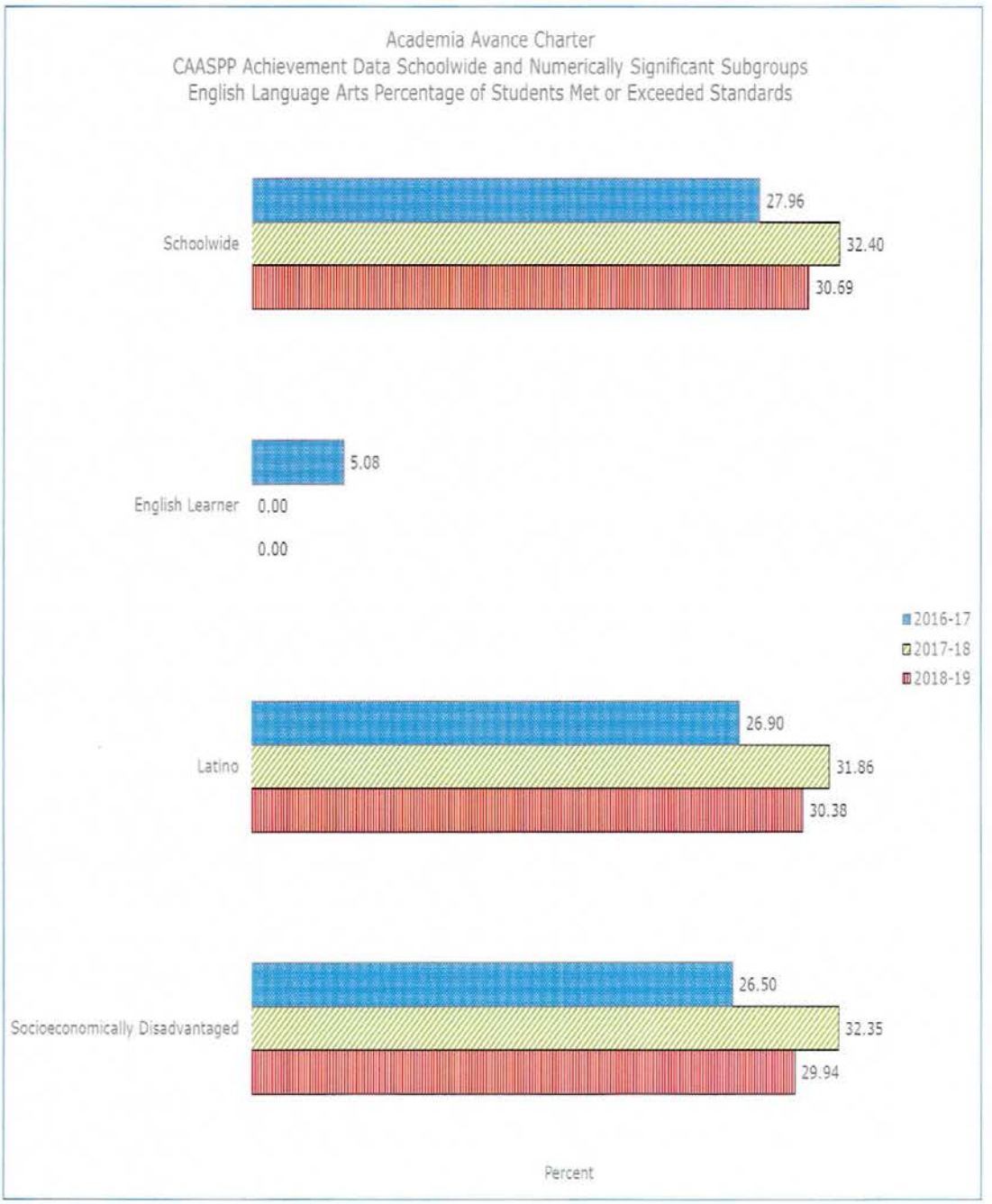
** "Resident Schools" are public schools that the charter school students would have attended based on their addresses.*
*** "District Similar Schools" are LAUSD schools on the CDE's Similar Schools list for this charter school.*

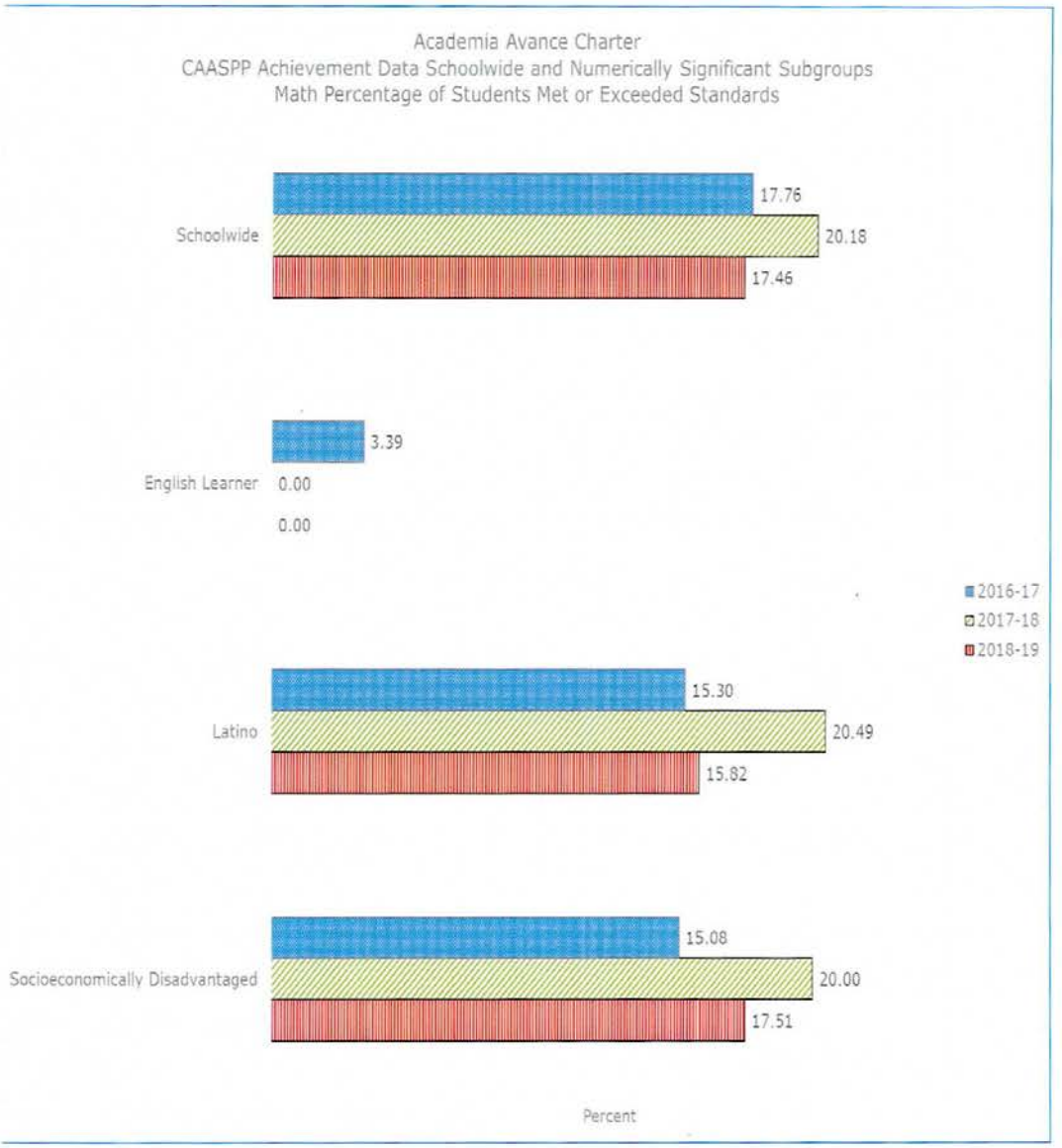
c. Student Academic Growth

For reasons more fully set forth in the attached *Findings of Fact in Support of Recommendation of Denial of the Renewal Charter Petition for Academia Avance Charter*, staff's recommendation is consistent with the requirements of SB 1290. Based on the CAASPP (SBAC) data from 2016-2017, 2017-2018 and 2018-2019, comparison of the percentages of students that Met or Exceeded the performance standards reveals that the charter school did not demonstrate academic growth in most areas. Avance's schoolwide comparative performance on the CAASPP (SBAC) from 2017-2018 to 2018-2019 reflects a 1.71 percentage point decrease of students who Met or Exceeded the performance standards in ELA and a 2.72 percentage point decrease of students who Met or Exceeded the performance standards in Math. A three-year analysis shows an increase of 2.73 percentage points in ELA and a decrease of 0.30 percentage point in Math between 2016-2017 and 2018-2019.

In ELA, of the three numerically significant subgroups (Latino, Socioeconomically Disadvantaged, and English Learners), two showed a decline in performance from 2017-2018 to 2018-2019 (Latino and Socioeconomically Disadvantaged). The Latino subgroup declined 1.48 percentage points and the Socioeconomically Disadvantaged subgroup declined 2.41 percentage points. A three-year analysis reveals an increase of 3.48 percentage points for the Latino subgroup and an increase of 3.44 percentage points for the Socioeconomically Disadvantaged subgroup from 2016-2017 to 2018-2019. Similarly in Math, the Latino and Socioeconomically Disadvantaged subgroups declined from 2017-2018 to 2018-2019. The Latino subgroup declined 4.67 percentage points and the Socioeconomically Disadvantaged subgroup declined 2.49 percentage points. A three-year analysis reveals an increase of 0.52 percentage point for the Latino subgroup and 2.43 percentage points for the Socioeconomically Disadvantaged subgroup from 2016-2017 to 2018-2019.

It is important to note that the English Learner subgroup did not show growth in a two- or three-year analysis between 2016-2017 and 2018-2019 in either ELA or Math. The two-year analysis, from 2017-2018 to 2018-2019, reveals that 0.00% of students Met or Exceeded the performance standards in ELA and Math. A three-year analysis reveals 5.08 percentage points decline in ELA and 3.39 percentage points decline in Math. Furthermore, a Resident School's Median subgroup comparison of English Learners on the 2018-2019 CAASPP (SBAC) shows the school performs lower than the Resident Schools by 3.03 percentage points in ELA and 9.09 percentage points in Math.


Academia Avance Charter
CAASPP Achievement Data Schoolwide and Numerically Significant Subgroups
English Language Arts Percentage of Students Met or Exceeded Standards
Schoolwide
27.96
32.40
30.69
English Learner
5.08
0.00
0.00
Latino
26.90
31.86
30.38
Socioeconomically Disadvantaged
26.50
32.35
29.94
2016-17
2017-18
2018-19
Percent



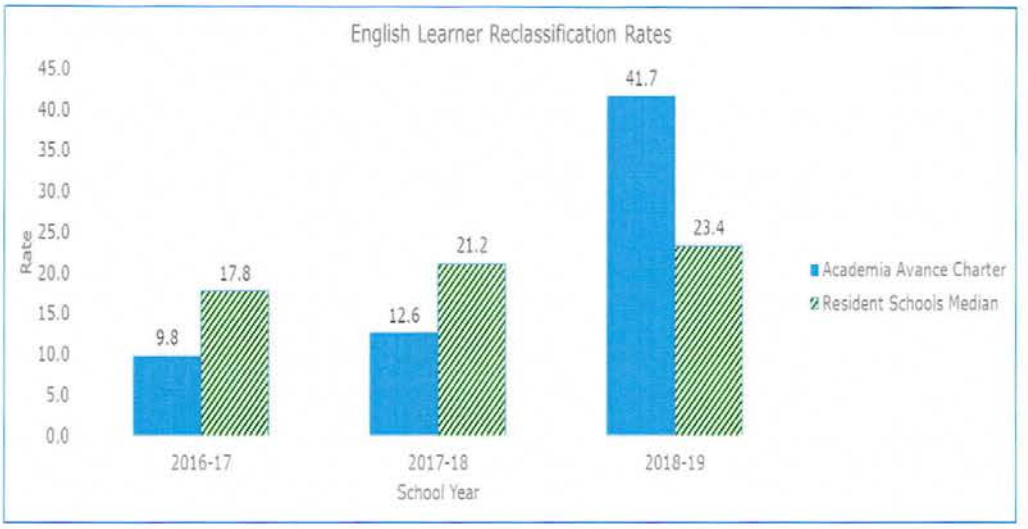
d. English Learner Reclassification Rates

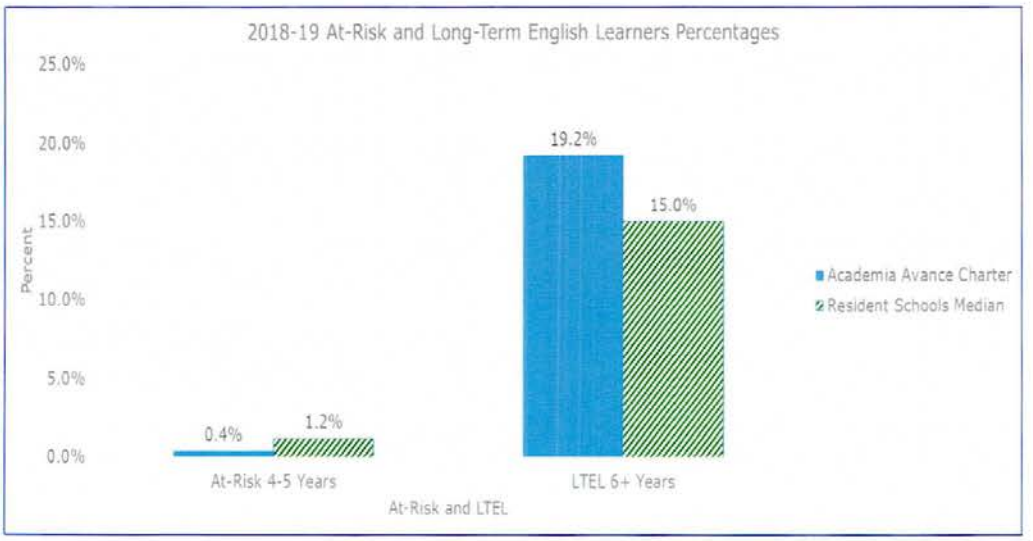
In 2018-2019, Avance's reclassification rate was 41.7%, which was higher than the Resident Schools Median of 23.4%. In 2017-2018, Avance's reclassification rate of 12.6% was lower than the Resident Schools' Median of 21.2%. In 2016-2017, the school's rate of 9.8% was lower than the Resident Schools' Median of 17.8%. Additional information is presented in the *Findings of Fact in Support of Recommendation of Denial of the Renewal Charter Petition for Academia Avance Charter.*

Academia Avance Charter's reclassification criteria are as follows:

- Student scores on the CAASPP (SBAC) must be upper level 2 or higher or NWEA MAPS scores of 212 or higher RIT
- ELPAC overall proficiency of 4
- Grade C- or better in the Spring semester course in ELA
- Teacher evaluation and recommendation
- Parent Consultation

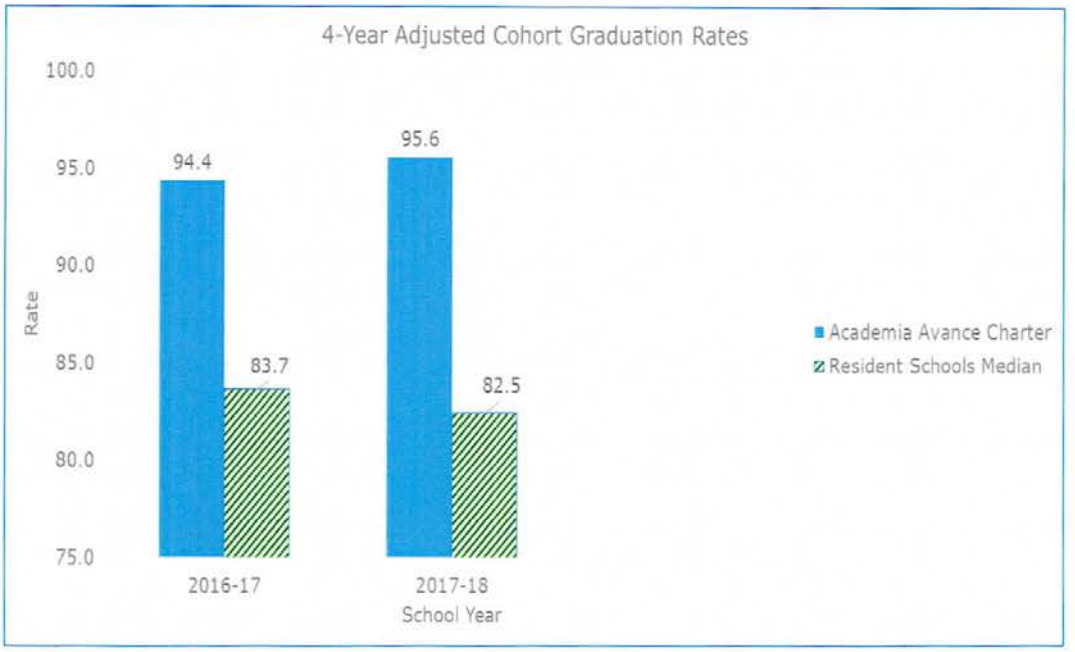
Academia Avance Charter's percentage of Long Term English Learners (LTELs) is 19.2% (52 students), compared to the Resident Schools Median of 15.0%. The school has 0.4% "At-Risk" (1 student), compared to the Resident Schools Median of 1.2%.





e. Graduation Rates [HS only]

Academia Avance Charter's 2017-2018 4-year adjusted cohort graduation rate was 95.6% as compared to the Resident Schools Median of 82.5%. Academia Avance Charter's students are strongly advised, but not required, to meet A-G requirements with a grade of "C" or better.



f. Annual Oversight Results

The school has been overseen by the State Board of Education during its current charter term. Staff has communicated with personnel at the California Department of Education to obtain additional information.

	2017-2018	2018-2019
Annual Oversight Evaluation Report Rating in Category of **Student Achievement and Educational Performance**	N/A	N/A

*Note: The annual oversight rating represents the Charter Schools Division staff evaluation of the school's performance as outlined in the Annual Performance-Based Oversight Visit Report on or about the date of the annual oversight visit.

g. Additional Information

None

2. ***Governance***
Please see the *Findings of Fact in Support of Denial of the Renewal Petition for Academia Avance Charter* for further detail.

	2017-2018	2018-2019
Annual Oversight Evaluation Report Rating in Category of **Governance**	N/A	N/A

*Note: The annual oversight rating represents the Charter Schools Division staff evaluation of the school's performance as outlined in the Annual Performance-Based Oversight Visit Report on or about the date of the annual oversight visit.

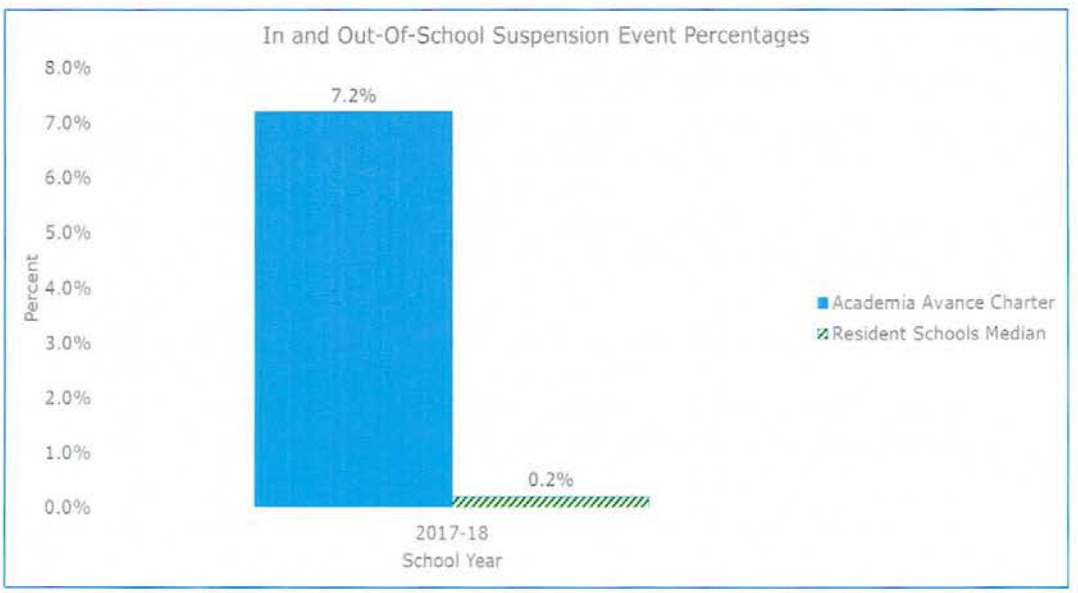
3. ***Organizational Management, Programs, and Operations***
Please see the *Findings of Fact in Support of Denial of the Renewal Petition for Academia Avance Charter* for further detail.

a. Summary

	2017-2018	2018-2019
Annual Oversight Evaluation Report Rating in Category of **Organizational Management, Programs, and Operations**	N/A	N/A

*Note: The annual oversight rating represents the Charter Schools Division staff evaluation of the school's performance as outlined in the Annual Performance-Based Oversight Visit Report on or about the date of the annual oversight visit.

b. School Climate and Student Discipline
Academia Avance Charter's suspension event rates for the past two years are: 2017-2018: 7.2%; 2016-2017: 3.5%. Please see the *Findings of Fact in Support of Denial of the Renewal Petition for Academia Avance Charter* for further detail.



c. Access and Equity

School	Enrollment	F/R Meal	GATE	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless	Latino	Native Hawaiian or Pacific Islander	Socio-economically Disadvant-aged	Students with Disabilities	Two or More Races	White
Academia Avance Charter	391	95.1%	--	0.0%	0.0%	0.0%	14.8%	0.0%	0.8%	1.8%	92.3%	0.0%	96.7%	11.5%	0.0%	8.0%
Resident Schools Median	1,066	82.8%	19.5%	0.4%	2.8%	2.0%	9.4%	0.6%	0.4%	2.9%	88.5%	0.2%	91.4%	16.7%	0.0%	1.6%

*As of October 2018 Census Day

d. Special Education

According to the 2018 CASEMIS report, Avance has an 11.0% Special Education enrollment, which is lower than the Resident Schools Median of 13.0%. Avance is currently part of the Los Angeles County (LAC) SELPA. CSD confirmed with the LAC SELPA that the charter school is in good standing.

School	OCT 2018 Enroll #	Sp Ed Enroll #	Sp Ed Enroll %	% High Incidence	% Low Incidence	# AUT	# DB	# DEAF	# ED	# EMD	# HOH	# ID	# OHI*	# OI	# SLD*	# SLI*	# TBI	# VI
Academia Avance Charter	391	43	11%	100%	0%	0	0	0	0	0	0	0	4	0	39	0	0	0
Resident Schools Median	1,066	158	13%	68%	32%	29	--	--	3	--	2	11	12	2	90	2	1	2

e. Additional Information

None

4. ***Fiscal Operations***

Please see the review of the school's performance in fiscal operations below and also *Findings of Fact in Support of Denial of the Renewal Petition for Academia Avance Charter* for further detail.

a. Summary

Based on the CSD's review of Academia Avance Charter's annual independent financial audit reports for Fiscal Years 2015-2016, 2016-2017, 2017-2018, and 2018-2019, the school has a history of recurring audit findings, deficit spending, and going concern risk.

b. Fiscal Condition

Academia Avance Charter's fiscal condition is positive. According to the 2018-2019 independent audit report, the school had positive net assets of $237,102 and net income of $230,540. The 2019-2020 renewal petition budget projects positive net assets and net income.

According to the 2016-2017 and 2017-2018 independent audit reports, the school reported net losses of ($1,141,637) and ($379,459), respectively, which further negatively impacted Academia Avance Charter's fiscal condition.

	2014-2015 (Audited Actuals)	2015-2016 (Audited Actuals)	2016-2017 (Audited Actuals)	2017-2018 (Audited Actuals)	2018-2019 (Audited Actuals)
Net Assets	N/A	$1,527,658	$386,021	$6,562	$237,102
Net Income/Loss	N/A	$213,827	($1,141,637)	($379,459)	$230,540
Transfers In/Out	N/A	$0	$0	$0	$0
Prior Year Adjustment(s)	N/A	$0	$0	$0	$0

c. 2018 – 2019 Independent Audit Report
Audit Opinion: Unmodified
Material Weaknesses: None Reported
Deficiencies/Findings: None Reported

During Fiscal Years 2014-2015, 2015-2016, and 2016-2017, the school had recurring audit findings in the area of cash receipts and, during Fiscal Years 2015-2016, 2016-2017, and 2017-2018, the school had recurring audit findings in the area of cash disbursements. Although the school's 2018-2019 independent financial audit report stated that prior years' audit findings were remediated, the school continues to experience fiscal challenges and has demonstrated ineffective fiscal management in other areas of its operations.

d. Other Significant Fiscal Information
Please see *Findings of Fact in Support of Denial of the Renewal Petition for Academia Avance Charter* for further detail.

C. Is the Petition Reasonably Comprehensive?
For reasons more fully set forth in the Findings of Fact in Support of Denial of the Renewal Petition for Academia Avance Charter, the petition does not contain reasonably comprehensive descriptions of all required elements.

D. Does the Petition Contain the Required Affirmations, Assurances, and Declarations?
This criterion has not been determined to be a finding.

FINDINGS OF FACT IN SUPPORT OF DENIAL OF THE RENEWAL CHARTER PETITION FOR ACADEMIA AVANCE CHARTER BY THE LOS ANGELES UNIFIED SCHOOL DISTRICT

BOARD OF EDUCATION REPORT 116-19/20
October 15, 2019

I. INTRODUCTION

On August 19, 2019, Academia Avance Charter ("Charter School," or "Petitioners") submitted a renewal petition application seeking to renew its charter for a five-year term to serve up to 350 students in grades 6-12 (Exhibit 1, Academia Avance Charter Renewal Petition). Academia Avance Charter is located on 115 N. Avenue 53, Highland Park, CA 90042 (grades 9-12); and 161 S. Avenue 49, Highland Park, CA 90042 (grades 6-8), in Board District 5 and Local District Central. The charter school has requested a decrease in their enrollment capacity from 500 to 350 students due to declining enrollment trends experienced by the school.

Academia Avance Charter is currently authorized by the State Board of Education ("SBE"). The LAUSD Board of Education ("Board") initially approved the charter petition for Academia Avance Charter in May 2005. On May 18, 2010, the Board denied the renewal of Academia Avance Charter and the charter school exercised its right to appeal to the Los Angeles County Board of Education ("LACBOE"). LACBOE approved the charter for a term ending June 2015. On May 12, 2015, LACBOE did not approve the renewal petition for Academia Avance Charter. Academia Avance Charter then exercised its right to appeal to the SBE, which approved its renewal in September 2015 (Exhibit 2, SBE Meeting Minutes – September 2015).

Pursuant to Education Code section 47605(k)(3), a charter school that is granted its charter through an appeal to the state board shall submit its petition for renewal to the governing board of the school district that initially denied the charter. If the governing board denies the petition for renewal, the charter school may petition the state board for renewal of the charter. Academia Avance Charter submits the renewal petition to LAUSD pursuant to this code section and procedure.

II. STANDARD OF REVIEW FOR RENEWAL PETITIONS

Education Code sections 47605(b) and 47607(b) set forth grounds for denying a renewal petition. Pursuant to section 47607(b), a charter school that has been in operation at least four years and is seeking renewal must meet at least one of the following minimum academic performance criteria:

- Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years both school wide and for all groups of pupils served by the charter school.
- Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.
- Ranked in deciles 4 to 10, inclusive, on the API for a demographically comparable school in the prior year or in two of the last three years.

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

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

- Qualified for an alternative accountability system pursuant to subdivision (h) of section 52052.

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

Section 47605(b) states that "[t]he governing board of the school district shall grant a charter for the operation of a school under this part if it is satisfied that granting the charter is consistent with sound educational practice. The governing board of the school district shall not deny a petition for the establishment of a charter school unless it makes written factual findings, specific to the particular petition, setting forth specific facts to support one or more of the following findings:

(1) The charter school presents an unsound educational program for the pupils to be enrolled in the charter school.

(2) The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition.

(3) The petition does not contain the number of signatures required by subdivision (a) [of section 47605].[1]

(4) The petition does not contain an affirmation of each of the conditions described in subdivision (d) [of section 47605].

(5) The petition does not contain reasonably comprehensive descriptions of all of the [fifteen elements set forth in section 47605, subdivision (b)(5)].

[1] Signatures are not required for charter renewals.

(6) The petition does not contain a declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code."

(Ed. Code § 47605, subd. (b).)

Pursuant to the requirements of SB 1290, the District "shall consider increases in pupil academic achievement for all groups of pupils served by the charter school as the most important factor in determining whether to grant a charter renewal." Ed. Code § 47607(a)(3)(A). In addition, state regulations require the District to "consider the past performance of the school's academics, finances, and operation in evaluating the likelihood of future success, along with future plans for improvement if any." 5 CCR § 11966.4.

III. FINDINGS OF FACT IN SUPPORT OF DENIAL

Based on a comprehensive review of the Academia Avance Charter renewal petition application and the school's record of performance, District staff recommends that the Board of Education deny the renewal petition and adopt these *Findings of Fact In Support of Denial of the Renewal Petition for Academia Avance Charter* based on the following ground(s):

- Petitioners are demonstrably unlikely to successfully implement the program set forth in the petition. (Ed. Code § 47605(b)(2).)
- The petition does not contain reasonably comprehensive descriptions of all required elements. (Ed. Code § 47605(b)(5).)

a. Petitioners are demonstrably unlikely to successfully implement the educational program set forth in the renewal petition. (Ed. Code, § 47605, subd. (b)(2).)

1. Academic Performance and SB 1290

a. Academic Performance

(1) Academia Avance Charter Has **Not** Met the Minimum Renewal Eligibility Criteria.

Based on a comprehensive review of the renewal petition and the school's record of performance, District staff has concluded that Academia Avance Charter has not met the minimum criteria for renewal eligibility and standards and criteria for renewal, in that the Charter School has not presented clear and convincing evidence of academic performance that is at least equal to or greater than the academic performance of Resident Schools (Exhibit 3, Academia Avance Charter Data Set).

For three consecutive years (2016-2017, 2017-2018 and 2018-2019), Academia Avance Charter's CAASPP (SBAC) results show levels of academic performance that are below the Resident Schools Median in both English Language Arts (ELA) and in Math.

(2) Student Academic Performance in ELA and Math

On the 2018-2019 CAASPP (SBAC) assessment in English Language Arts, 30.69% of Academia Avance Charter's students Met or Exceeded the performance standards, which

is lower than the Resident Schools Median of 46.36%. In Math, 17.46% of Academia Avance Charter's students Met or Exceeded the performance standards, which is lower than the Resident Schools Median of 33.88%. On the 2017-2018 CAASPP (SBAC) assessment, the same pattern emerged. In English Language Arts, 32.40% of Academia Avance Charter's students Met or Exceeded the performance standards, which is lower than the Resident Schools Median of 42.96%. In Math, 20.18% of Academia Avance Charter's students Met or Exceeded the performance standards, which is lower than the Resident Schools Median of 28.66%. Similarly, on the 2016-2017 CAASPP (SBAC) assessment in English Language Arts, 27.96% of Academia Avance Charter's students Met or Exceeded the performance standards, which is lower than the Resident Schools Median of 47.67%. In Math, 17.76% of Academia Avance Charter's students Met or Exceeded the performance standards, which is lower than the Resident Schools Median of 28.99%. In summary, Academia Avance Charter has performed lower than the Resident Schools Median for three consecutive years in both ELA and Math (Exhibit 3, Academia Avance Charter Data Set).

(3) Student Subgroup Academic Growth/SB 1290 Analysis

Pursuant to the requirements of SB 1290, the District "shall consider increases in pupil academic achievement for all groups of pupils served by the charter school as the most important factor in determining whether to grant a charter renewal." (Ed. Code § 47607(a)(3)(A).) The Charter School's record of academic performance indicates that all of Academia Avance Charter's numerically significant subgroups (Latino, Socioeconomically Disadvantaged, and English Learners) have not consistently achieved growth in academic performance, and their performance levels are below Resident Schools subgroup Medians.

Academia Avance Charter's schoolwide comparative performance on the CAASPP (SBAC) from 2017-2018 to 2018-2019 reflects a 1.71 percentage point decrease of students who Met or Exceeded performance standards in ELA and a 2.72 percentage points decrease of students who Met or Exceeded performance standards in Math. A three-year analysis shows an increase of 2.73 percentage points in ELA and decrease of 0.30 percentage point in Math between 2016-2017 and 2018-2019.

Based on two years of CAASPP (SBAC) data, from 2017-2018 and 2018-2019, of the three numerically significant subgroups (Latino, Socioeconomically Disadvantaged, and English Learners), two showed a decline in performance in ELA. The Latino subgroup declined 1.48 percentage points and the Socioeconomically Disadvantaged subgroup declined 2.41 percentage points. A three-year analysis reveals an increase of 3.48 percentage points for Latino students and 3.44 percentage points for Socioeconomically Disadvantaged students from 2016-2017 to 2018-2019. Similarly in Math, from 2017-2018 and 2018-2019, the Latino and Socioeconomically Disadvantaged subgroups declined. The Latino subgroup declined 4.67 percentage points and the Socioeconomically Disadvantaged subgroup declined 2.49 percentage points. A three-year analysis reveals an increase of 0.52 percentage point for Latino students and 2.43 percentage points for Socioeconomically Disadvantaged students from 2016-2017 and 2018-2019. It is important to note that the English Learner subgroup did not show growth in a two- or three-year analysis between 2016-2017 and 2018-2019 in either ELA or Math. The two-year analysis, from 2017-2018 to 2018-2019, reveals that 0.00% of students Met or Exceeded the performance standards

in ELA and Math. A three-year analysis reveals a 5.08 percentage points decline in ELA and 3.39 percentage points decline in Math (Exhibit 3, Academia Avance Charter Data Set).

As part of the District's extra consideration of Academia Avance Charter's performance in academic achievement, an analysis of Academia Avance Charter's 2018-2019 CAASPP (SBAC) subgroup performance compared to subgroup performance of District Resident Schools ("Resident Schools") has been performed.

This analysis revealed that Academia Avance Charter's subgroup performance was lower than the performance of the subgroups of Resident Schools subgroup Medians in ELA and Math. At Academia Avance Charter, 30.38% of the Latino subgroup Met or Exceeded the Standards in ELA, compared to Resident Schools subgroup Median of 46.35%. At Academia Avance Charter, 29.94% of the Socioeconomically Disadvantaged subgroup Met or Exceeded the performance Standards in ELA, compared to Resident Schools subgroup Median of 45.63%. The English Learner subgroup at Academia Avance Charter had 0.00% of students who Met or Exceeded the performance Standards in ELA, compared to Resident Schools subgroup Median of 3.03%. In Math, 15.82% of Academia Avance Charter's Latino subgroup Met or Exceeded the performance Standards, compared to the Resident Schools subgroup Median of 24.22%. At Academia Avance Charter, 17.51% of the Socioeconomically Disadvantaged subgroup Met or Exceeded the performance Standards in Math, compared to the Resident Schools subgroup Median of 32.71%. Also, 0.00% of the English Learner subgroup at Academia Avance Charter Met or Exceeded the performance Standards in Math, compared to Resident Schools subgroup Median of 9.09%. (Exhibit 4, Academia Avance Charter Resident School subgroup Medians).

Furthermore, when comparing the percentage of students who Met or Exceeded the performance standards in ELA and Math, Academia Avance Charter was lower than 5 out of 5 Resident Schools in both ELA and Math (Exhibit 3, Academia Avance Charter Data Set).

Moreover, although Academia Avance Charter's record reveals a significant increase in English Learner reclassification rates from 2016-2017 to 2018-2019, the performance of English Learners in both English Language Arts and Math is at 0.00% Met or Exceeded the performance standards. In other words, English Learners did not Meet or Exceed the performance Standards in English Language Arts and Math for two consecutive years (2017-2018 and 2018-2019) (Exhibit 3, Academia Avance Charter Data Set).

Academia Avance Charter is ***not meeting the needs of English Learners***

In 2017-2018, students in the English Learner subgroup decreased by 5.08 percentage points in ELA, (resulting in 0.00% of students at Met or Exceeded the standards) and decreased by 3.39 percentage points in Math, (resulting in 0.00% of students at Met or Exceeded the standards). In 2018-2019, the English Learner subgroup did not exhbit growth and remained at 0.00% Met or Exceeded the standards. Furthermore, in 2018-2019 the percentage of Long-Term English Learners (LTEL) was 19.2%, which is 4.2 percentage points more than the Resident Schools Median (Exhibit 3, Academia Avance Charter Data Set). On August 19, 2019, the Charter Schools Division (CSD) emailed Academia Avance Charter guiding questions based on the school's CAASPP (SBAC) data (Exhibit 5, LAUSD Guiding Questions Initial Email 081919). On August 26, 2019, Academia Avance Charter

responded to the CSD's questions. (Exhibit 6, LAUSD Guiding Questions Response Email 082619). The response addressed the slight growth of English Learners in 2016-2017 school year; however, the response did not explain the reason for the decline of the English Learner subgroup to 0.00% Met or Exceeded the standards the following year, in the 2017-2018 school year. Academia Avance Charter's plans for the 2017-2018 school year included addressing "the needs of EL[s] through the addition of English Language Development (ELD) classes in the 2017-2018 school year, which used the ELA/ELD SpringBoard curriculum." (Exhibit 7, Academia Avance Charter Guiding Questions Response 082619, p. 7). The plans set forth yielded a significant decline in the performance of English Learners to 0.00% Met and Exceeded the standards for two consecutive years (2017-2018 and 2018-2019), which puts into question the implementation of the plans shared with the CSD. Additionally, Academia Avance Charter's responses during the Capacity Interview as well as the site visit conducted by CSD staff on August 21, 2019, did not reveal a comprehensive EL program that provides both designated and integrated ELD. Furthermore, the petition failed to provide a set of sample daily schedules for each grade level to be served that shows designated and integrated ELD.

*Academia Avance Charter has **low proficiency rates and high graduation rates***
Charter School's four-year cohort graduation rate for the 2017-2018 school year is 95.6%, higher than the Resident Schools Median of 82.5%. However, completion of A-G coursework is not a requirement for graduation at Academia Avance Charter. Additionally, staff is concerned with the low levels of proficiency noted above in the CAASPP (SBAC) data, including in comparison with Resident Schools (Exhibit 3, Academia Avance Charter Data Set).

(4) High Suspension Event Rate

Academia Avance Charter's 2017-2018 Suspension Event Rate was 7.2%. According to their current charter, and student level suspension data derived from CALPADS, the incidents that led to student suspensions were based on misconduct that does not require suspension, but are discretionary. It is important to note four of the suspensions were for "willful defiance," which further raises concerns about Academia Avance Charter's implementation of alternatives to suspension (Exhibit 3, Academia Avance Charter Data Set).

2. Fiscal Concerns

a. Ineffective Fiscal Management

Based on the Charter Schools Division's review of Academia Avance Charter's annual independent financial audit reports for Fiscal Years 2015-2016, 2016-2017, 2017-2018, and 2018-2019, the school's independent auditors have noted recurring audit findings, deficit spending, and significant doubts regarding the school's ability to meet all of its financial obligations as they become due—i.e., its ability to continue as a "going concern." (Exhibit 8, Annual Independent Financial Audit Reports).

During Fiscal Years 2014-2015, 2015-2016, and 2016-2017, the school had recurring audit findings in the area of cash receipts and, during Fiscal Years 2015-2016, 2016-2017, and 2017-2018, the school had recurring audit findings in the area of cash disbursements.

Further, the school's year-end fund balance for Fiscal Year 2017-2018 declined significantly (from $1,527,658 to $6,562), which was primarily attributed to losses from the school's divestiture of City Terrace, LLC, a real estate development limited liability company (Exhibit 9, City Terrace, LLC – Articles of Organization). While the school's 2018-2019 annual independent financial audit report did report a $230,540 increase in the school's year-end fund balance for Fiscal Year 2018-2019 (and included information stating that the prior years' audit findings were remediated), the school's financial challenges remain, and the school has demonstrated ineffective fiscal management in other areas of its operations, as described in greater detail below.

b. Inadequate Cash Reserves

As indicated above, in Academia Avance Charter's annual independent financial audit reports for Fiscal Years 2016-2017, 2017-2018, and 2018-2019, the school's independent auditors noted a "going concern risk." While the school's independent auditors issued unmodified opinions regarding these audits (meaning that, in the independent auditor's opinion, the school's financial statements were fairly presented in all material respects), the auditors also disclosed that Academia Avance Charter "…has faced challenges in maintaining its fiscal liquidity and solvency." Furthermore, the school's independent auditors acknowledge that the school "…has continued to rely on debt financing in order to generate cash flows to pay its current and future obligations, thereby advancing State aid cash flows while increasing its current costs of financing." (See Exhibit 8, Annual Independent Financial Audit Reports). This further highlights the school's inability to maintain adequate cash reserves. California Code of Regulations Section 15450, Title 5 (and LAUSD's Board-approved Required Language), both recommend that charter schools maintain cash reserve levels equal to at least 5% of annual expenditures. Academia Avance Charter's cash reserves have remained below this recommended threshold during the entirety of its current charter term. The table below summarizes Academia Avance Charter's ending cash balances and its cash reserve levels for the most recent 5 years—i.e., from Fiscal Year 2015-2016 (the school's 11th year of operation), through the current year, Fiscal Year 2019-2020. According to Academia Avance Charter's annual independent financial audit reports for Fiscal Years 2016-2017, 2017-2018, and 2018-2019, the school's independent auditors noted a going concern risk. Although an unmodified opinion was noted in these three financial audit reports, the independent auditors disclosed that Academia Avance Charter "will need to continue reducing its costs and pursuing new sources of revenue to ensure it can meet all obligations in the coming year."

Academia Avance Charter has a history of cash reserves below the recommended 5%.

Academia Avance Charter Analysis of School's Year-End Cash Reserve Levels for Most Recent 5 Years			
Fiscal Year	**Ending Cash Balance on June 30**	**Total Expenditures**	**Cash Reserve**
2015-2016	$183,947	$5,584,739	3.29%
2016-2017	$184,074	$6,174,077	2.98%
2017-2018	$51,041	$5,574,717	0.92%
2018-2019	$221,142	$5,622,272	3.93%
2019-2020	$58,768[1]	$5,131,716[1]	1.15%

[1]Based on Academia Avance Charter's renewal petition budget submitted in August 2019.

Per Academia Avance Charter's petition budget, the cash flow statement reflects even lower cash reserves for the next two years (i.e., Fiscal Years 2020-2021 and 2021-2022) (See Exhibit 10, Petition Budget).

c. Selling of Receivables (Factoring)

Academia Avance Charter's annual independent financial audit reports show that the school has a history of pledging its receivables to factoring agent Charter School Capital, LLC. The Charter Schools Division determined that, during the 48-month period spanning from July 2015 through June 2019, the school paid a total of $874,231 in fees to the factoring agent (i.e., purchase discount and program fees). Despite the school's selling of its receivables over an extended period, the school remains a going concern risk, which underscores the concerns cited regarding the school's ability to properly manage its cash flow and timely meet all of its financial obligations (Exhibit 8, Annual Independent Financial Audit Reports).

Academia Avance Charter Analysis of Sale of School's Receivables for Most Recent Completed 4 Years				
Fiscal Year	**Purchase Discount**	**Program Fees**	**Total Costs**	**Rate**
2015-2016	$132,127	$52,039	$184,166	7.55%
2016-2017	$210,262	$37,697	$247,959	7.10%
2017-2018	$167,025	$50,974	$217,999	6.41%
2018-2019	$166,971	$57,136	$224,107	6.25%
		TOTAL	**$874,231**	

b. The Petition does not contain reasonably comprehensive descriptions of all required elements. (Ed. Code, § 47605, subd. (b)(5).)[2,3]

Educational Program (Element 1)

The charter petition does not contain a reasonably comprehensive description of the the Charter School's educational program in the following areas:

- Charter School failed to provide a comprehensive set of sample daily schedules for each grade level to be served that shows the subjects to be taught including designated

[2] For findings of fact related to grounds for reasonably comprehensive descriptions, please see the Academia Avance's Renewal Petition and corresponding element (Exhibit 1, Academia Avance Renewal Petition).

[3] Annually, the LAUSD Charter Schools Division publishes an *Independent Charter School Renewal Application Guide* to provide petitioners with clear information regarding what the District considers to be a "reasonably comprehensive" petition (Exhibit 12, Independent Charter School Renewal Application Guide).

and integrated ELD, during the various periods of the day as well as subtotals and totals of daily instructional minutes.

Governance Structure of the Charter School (Element 4)

The charter petition does not contain a reasonably comprehensive description of the Charter School's governance structure:

- Page 195 includes a statement that the "[Charter] 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*...." However, Article VI of the Avance Schools, Inc. bylaws ("Bylaws") explicitly states that "this corporation shall have no voting members within the meaning of the Nonprofit Corporation law." It is therefore unclear what the statement in the petition means when it refers to the Charter School as the sole statutory member of its corporate operating entity.

- The petition does not outline the criteria and process for selecting governing board members. For example, the petition failed to address board member qualifications, selection criteria and process, or length or rotation of service terms.

- Element 4, and Bylaws, do not comprehensively address governing board meeting requirements. For example, procedures that will ensure compliance with key Brown Act requirements were not addressed including: location and frequency of governing board and committee meetings, location(s) for posting governing board and committee meeting agendas, rules regarding participation in board meetings by teleconference per Government Code section 54953.

- The petition and Bylaws make references to directors with voting authority/voting members, but neither the petition nor Bylaws identify any class of board members as non-voting. That notwithstanding, Corporations Code section 5047 provides that a director for all purposes and shall have the same rights and obligations, including voting rights.

Provisions in the corporation's Bylaws submitted for review present some possible conflict of interest issues:

- The Bylaws in Article VII, sections 16, under Quorum, and 21(c) and (h), under Creation of Power of Committees contain provisions that may run contrary to Government Code 1090 and Education Code 47604.1 (effective January 1, 2020) which prohibit a public entity from entering into any contract in which any of its board members has a direct or indirect financial interest.

- Article VII, section 16 requires a quorum in the "(a) approval of contracts or transactions in which a trustee has a direct or indirect material financial interest."

- Article VII, section 21 describe the powers of committees but withholds the power of a committee to fix compensation of directors for serving on the board (section 21 (c)), or to approve a transaction in which the corporation is a party and in which one or more of its directors has a material financial interest (section 21 (h)). The provisions in these

subsections could be interpreted to mean that the board, not a committee has the power to fix board members' compensation and approve transaction of material financial interest. If this is the case, these provisions may cause the corporation to violate conflict of interest laws, including Govt. Code 1090 et seq., Education Code 47604.1 (effective January 1, 2020) and LAUSD COI policy.

Qualifications of Employees of Charter School (Element 5)
The charter petition does not contain a reasonably comprehensive description of qualifications of the Charter School's employees.

- Petition does not specify the minimum and desirable educational qualification/degree for some of the positions identified in Element 5, for example the Executive Director, Director of Special Education, school Psychologist, and High School Dean.

Health and Safety Procedures (Element 6)
The charter petition does not contain a reasonably comprehensive description of the Charter School's Health and Safety procedures. Element 6 does not address how Charter School will comply with requirements of the following:

- Effective January 1, 2019, AB 1747, requires charter schools to develop a comprehensive school safety plan with input from classified employees, consultation with a fire department and other first responder entities and that the school safety plan shall include procedures for conducting tactical responses to criminal incidents, including procedures related to persons with guns on school campuses and at school-related functions.

Admissions Process (Element 8)
The charter petition does not contain a reasonably comprehensive description of the Charter School's Admission Requirements. The petition does not address the following:

- A description of how the school will recruit and reach out to students with disabilities.
- The procedures the Charter School will follow to determine waiting list priorities based upon lottery results and to enroll students from the waiting list.
- The means by which the Charter School will notify parents/guardians of students who have been offered a seat as a result of the lottery or from the waiting list following a lottery, and the procedures and timelines under which parents/guardians must respond in order to secure admission.
- The method for documenting the fair execution of lottery and waitlist procedures.

Annual Independent Financial Audits (Element 9)
The charter petition does not contain a reasonably comprehensive description of the Charter School's process for annual financial audits.

It is unclear who is responsible at the Charter School for contracting with an independent auditor to conduct the required annual financial audit. While Element 4 provides, as part of the board's responsibilities under "Annual financial audit" that the *"Board hires the school's auditor..."*, Element 9 provides that the "Executive Director, will be responsible for contracting and overseeing the independent financial audit."

Suspension and Expulsion (Element 10)

The charter petition does not contain a reasonably comprehensive description of the Charter School's students' Suspension and Expulsion Procedures.

- While Element 4 provides on page 198 that, as part of its roles, the board is responsible for hearing "appeals by parents on matters of student discipline, including student expulsions," Element 10 states on page 276 that students have "no rights to appeal from expulsion from the School as the decision to expel by the Avance Executive Board shall be final." This provision not only bars students and their families from exercising all their due process rights and an opportunity to appeal a process or decision they feel was not fair or unjustifiable but contradicts District Required Language for Element 10, which provides in part that "Charter School shall provide due process for all students,...regarding suspension and expulsion, including rights of appeal."

- Charter School indicates that it will implement in-school suspension as one of the alternatives to suspension but does not describe comprehensively or separately, how it will authorize and implement in-school suspension.

- Although Charter School agrees to comply with District's School Climate Bill of Rights per District Required Language included on page 258, which provides that: "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," and prohibits discipline based on willful defiance and disruption of school activities, the petition content belies this stated agreement by indicating willfill defiance as grounds for suspension. The petition further indicates willful defiance may be grounds for expulsion, which contravenes state law.

- Petition does not include "a clear statement," per Education Code 47605(b)(5)(J)(iii), "that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action." In addition, procedures outlined in Element 10 do not assure that the written notice of student suspension/expulsion "shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder."

- Petition does not specify what position(s) is/are authorized to suspend students.

- Petition fails to assure that the process for investigating incidents and collecting evidence will be fair and thorough.

- Petition does not specify how and to whom may parent/student appeal a suspension decision.

- Petition does not specify the maximum number of days a student may be suspended for any may be suspended within one academic year, including for students with Individualized Education Programs.

- Petition does not provide a description of additional findings and does not assure that the decision to expel a pupil for discretionary offense shall be based on additional findings (e.g., Other means of correction are not feasible or have repeatedly failed to bring about proper conduct; Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.)

- Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.

- Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

- Petition fails to describe the Charter School's own policies and procedures regarding rehabilitation plans, including the term of expulsion, criteria to be set forth in the plan, and the timelines and process for reinstatement and/or readmission following completion of the term of expulsion.

Closure Procedures (Element 15)
Petition does not identify the specific position(s) that will serve as the school's closure agent(s) in the event that the school closes.

IV. RECOMMENDATION

Based on the foregoing, staff recommends that the Board of Education deny the renewal petition of Academia Avance Charter. The recommendation of denial is consistent with the requirements of SB 1290. As stated in the comments to SB 1290, "[t]his bill specifies that a charter authorizer must consider increases in pupil academic achievement for all groups of pupils served by the school … 'as the most important factor' for renewal and revocation. This does not mean the charter school is automatically not renewed or revoked, but it does mean that the chartering authority must consider this information as the most important factor in making its decision. In other words, the charter authority must give extra weight to this factor when it considers all the factors for renewal or revocation."

Academia Avance Charter does not meet minimum academic renewal criteria requirements under the law. An analysis of SB1290 schoolwide and subgroup growth factors also reveals that Academia Avance Charter's record of academic performance indicates that Academia Avance Charter's numerically significant subgroups (Latino, Socioeconomically Disadvantaged, and English Learners) have not consistently achieved growth in academic performance, and their performance levels are below Resident Schools Medians. Moreover, while the Charter School's four-year cohort graduation rate for the 2017-2018 school year is 95.6%, completion of A-G coursework is not a requirement for graduation, and staff is concerned with the low levels of

proficiency noted above in the CAASPP (SBAC) data, including in comparison with Resident Schools.

In order to deny the renewal petition on the grounds set forth above, Education Code section 47605, subdivision (b), requires the Board to make "written factual findings, specific to the particular petition, setting forth specific facts to support one or more" grounds for denying the petition. (Ed. Code § 47605, subd. (b).) Should the Board decide to deny the Academia Avance Charter renewal petition, District staff recommends that the Board adopt these findings of fact as its own.

ACADEMIA AVANCE CHARTER SCHOOL RESPONSES TO THE LOS ANGELES UNIFIED SCHOOL DISTRICT FINDINGS OF FACT OF DENIAL OF THE 2020-2025 CHARTER RENEWAL PETITION

October 15, 2019

INTRODUCTION

Academia Avance ("Avance") is a charter public school in Northeast Los Angeles, now in its 15th year of operations, serving some 330 students in grades 6 to 12. Avance has graduated 430 alumni, of which 70% (300) are attaining or have attained a college degree, with 60% of these at a 4 year institution (***Avance Renewal Petition, page 12***).

Avance:

1. Is a community school, serving 1st generation college bound students from families most in need of educational support.
2. Serves and holds all students to high expectations for college attainment and career preparation. Outcomes are evidence that Avance is fulfilling its stated charter mission, ranking in the top 10% of all public high schools located within the Los Angeles Unified School District (LAUSD) according to the California Department of Education (CDE) 2018 College Going Rate (CGR) data (***Avance Renewal Petition, page 15***).
3. Is an extension of the student's family with a nurturing and welcoming environment that respects the cultural and lifestyle identities of all of our students and provides comprehensive support to the student's entire family, and cares about assisting those that are immigrants.
4. Emphasizes academics and out-of-classroom experiential learning via internships, college campus visits, civic engagement, and athletics.

LAUSD STANDARD OF REVIEW FOR RENEWAL PETITIONS

(Ed. Code § 47605, subd. (b).)

Pursuant to the requirements of SB 1290, the District "shall consider increases in pupil academic achievement for all groups of pupils served by the charter school as the most important factor in determining whether to grant a charter renewal." Ed. Code § 47607(a)(3)(A). In addition, state regulations require the District to "consider the past performance of the school's academics, finances, and operation in evaluating the likelihood of future success, along with future plans for improvement, if any." 5 CCR § 11966.4.

FINDINGS OF FACT IN SUPPORT OF DENIAL

LAUSD Findings:

Based on a comprehensive review of the Academia Avance Charter renewal petition application and the school's record of performance, District staff recommends that the Board of Education deny the renewal petition and adopt these Findings of Fact In Support of Denial of the Renewal Petition for Academia Avance Charter based on the following ground(s):

• *Petitioners are demonstrably unlikely to successfully implement the program set forth in the petition. (Ed. Code § 47605(b)(2).)*

Response from Academia Avance:

1. The 2018 CGR and Special Education Outcomes are but two of several pupil academic outcomes that successfully demonstrate implementation of the Avance charter. These measures were ignored by the LAUSD.
2. The Avance college attainment outcomes for all alumni.
3. Summary report of the CDE 2019 comprehensive campus oversight visit completed this past September.
4. California Charter Schools Association (CCSA) Multiple Measures Review.
5. Audited fiscal report for June 30, 2019.

It is important to acknowledge that the resident schools (Florence Nightingale, Luther Burbank, Benjamin Franklin, Woodrow Wilson - International Baccalaureate World School, and Abraham Lincoln) compared to Avance, all contain magnet programs. These programs skew the data upward and do not necessarily represent a fair "apples to apples" comparison, as the data for the selective admissions magnet programs is not disaggregated in the LAUSD analysis. For that reason, Avance selected the 7 middle schools and 7 high schools that most closely match both the Socio-Economically Disadvantaged (SED) and Hispanic population of Avance, as allowed with the "composition" comparison of the renewal criteria under 47607(x). Schools with Magnet programs were excluded to maintain a level field for comparison. SED and Hispanic demographics were the sole consideration of the Avance school comparative analysis, which was provided to the LAUSD for the October 15 action on the charter renewal petition.

Table 1. Comparative LAUSD Middle Schools

School	Total	SED Population	SED %	SED Diff From Avance	Hispanic or Latino	Hispanic/Latino Diff From Avance
[redacted]	391	378	96.68%	0.00%	92.30%	0.00%
Dr. Julian Nava Learning Academy	784	763	97.32%	0.64%	94.50%	2.20%
George Washington Carver Middle	756	738	97.62%	0.94%	90.50%	-1.80%
Los Angeles Academy Middle	1,173	1,132	96.50%	-0.18%	90.50%	-1.80%
Sal Castro Middle	315	308	97.78%	1.10%	93.00%	0.70%
Thomas A. Edison Middle	1,268	1,231	97.08%	0.40%	95.40%	3.10%
William Jefferson Clinton Middle	808	789	97.65%	0.97%	90.80%	-1.50%
Young Oak Kim Academy	864	835	96.64%	-0.04%	94.00%	1.70%

List of demographic information of LAUSD middle schools similar in make-up to Academia Avance.

Table 2. Comparative LAUSD High Schools

School	Total	SED Population	SED %	SED Diff From Avance	Hispanic or Latino	Hispanic/Latino Diff From Avance
[redacted]	391	378	96.68%	0.00%	92.30%	0.00%
Cal Burke High	187	182	97.33%	0.65%	92.50%	0.20%
Contreras Learning Center-Academic Leadership Community	453	435	96.03%	-0.65%	95.80%	3.50%
Contreras Learning Center-School of Social Justice	461	444	96.31%	-0.37%	96.30%	4.00%
Dr. Maya Angelou Community High	988	954	96.56%	-0.12%	91.00%	-1.30%
Edward R. Roybal Learning Center	829	803	96.86%	0.18%	88.40%	-3.90%
John C. Fremont Senior High	1,980	1,910	96.46%	-0.22%	90.40%	-1.90%
NAVA College Preparatory Academy	733	713	97.27%	0.59%	95.40%	3.10%

List of demographic information of LAUSD high schools similar in make-up to Academia Avance.

Avance looked at 4 measures of comparison for middle schools; which include English Learner Acquisition (ELA) and Math data for 3 cohorts.

1. **Comparing percentage of students Meeting or Exceeding the Standard (scoring 3 or 4):** This is a basic overview of California Assessment of Student Performance and Progress (CAASPP) achievement.
2. **Comparing Mean Scale Score:** This lens accounts for student average achievement. Some schools have higher 3/4 score rates but do not account for the distribution of scores at the top and bottom performance bands. This lens addresses Schoolwide performance at all bands.
3. **Percentage of students Meeting or Exceeding Standards Growth Over Time:** This lens looks at the percent of 3s and 4s that each cohort scored in 6th grade and the percent scoring 3s or 4s in 8th grade. This establishes the rate for each school's and student's academic growth over time, as determined by the slope of the line in the graph _____ presented.
4. **Mean Scale Score Point Growth Over Time:** This measure was established by determining the difference between the mean scale score in 6th grade and the mean

scale score in 8th grade. The metric shows Schoolwide growth at all performance bands. This accounts for growth at the lower and upper bands, where the previous chart cannot, as they only account for the movement from a score of 2 to 3.

For full comparative middle school results for 2019, 2018, and 2017 cohorts, see

Table 3. 2019 8th Grade Cohort Mean Scale Score-ELA

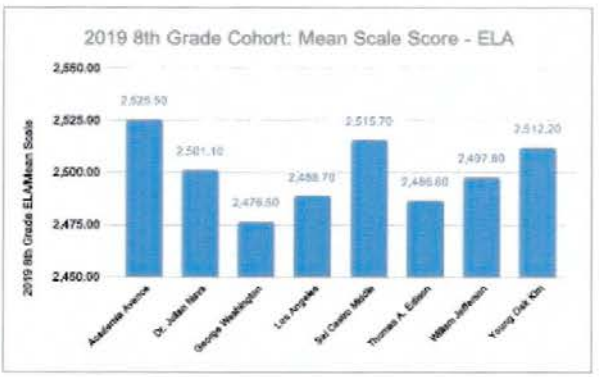
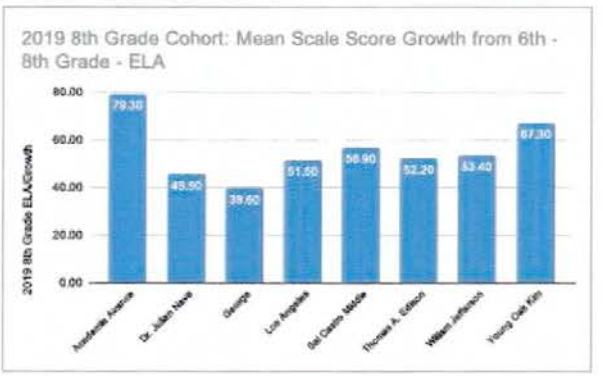


Table 4. 2019 8th Grade Cohort Mean Scale Score Growth from 6th-8th Grade-ELA



Academia Avance

Table 5: 2019 6-8th Grade % Meeting or Exceeding Standard

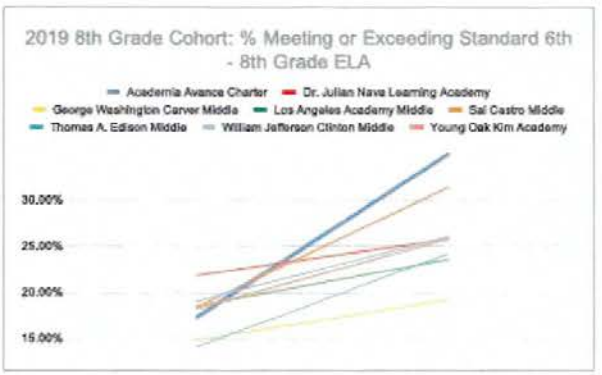


Table 6: 2019 8th Grade Cohort % Meeting o Exceeding the Standard ELA

Data Source for all graphs: California Assessment of Student Performance and Progress [CAASPP]

For Avance's high school student results, tracking academic growth over time is not feasible; as the test is only taken in 11th grade (which is why Avance's Measures of Academic Progress [MAP] data is so revealing). Three (3) measures were used to view and compare performance:

1. Four (4) Performance Band: The stacked bar graph below shows all 4 levels of performance for all 8 schools.
2. Comparing of percent Meeting or Exceeding Standard.

3. Comparing Mean Scale Score.

Table 7

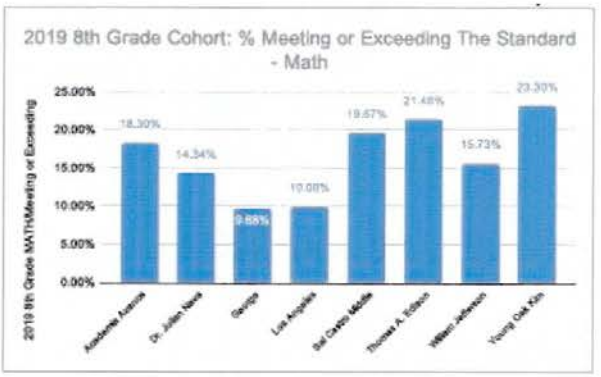


Table 8

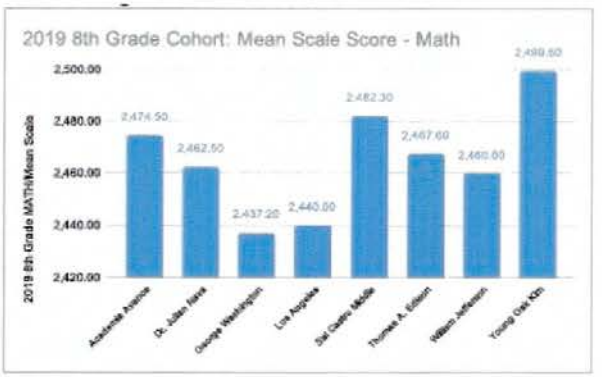


Table 9

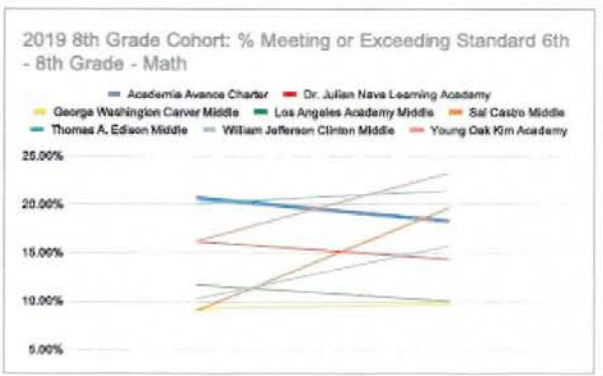
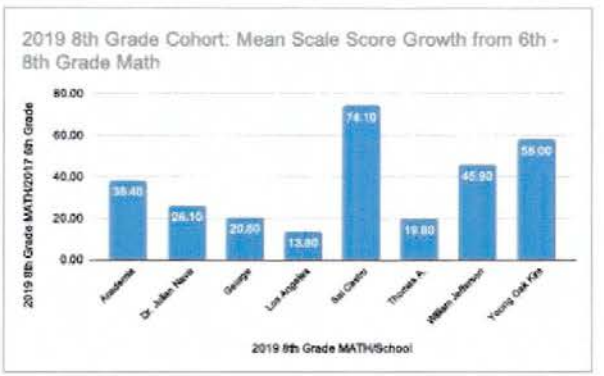


Table 10



Data Source for all graphs: California Assessment of Student Performance and Progress [CAASPP]

Findings of the Avance Analysis:

1. At the middle school level, the comparison of mean scale score growth is consistently where Avance is the top school every year in ELA and is the top or second ranking school 2/3 years in Math. This directly challenges the critique that Avance is not demonstrating student academic achievement or academic growth of its students. The difference is significantly more profound when compared against Avance's resident schools, Burbank and Nightingale (see comparison chart).
2. In all comparisons, Avance is often the top performing school, or near the top. By all measures, this data runs contrary to LAUSD's claim that Avance students academically perform lower than they would if they were attending a comparable LAUSD traditional public school. According to these findings and especially in ELA, Avance students frequently outperform and grow faster than their LAUSD counterparts.

3. Avance's position compared against comparative LAUSD schools has improved year over year, more specifically at the middle school where growth comparison data is available.

Table 11

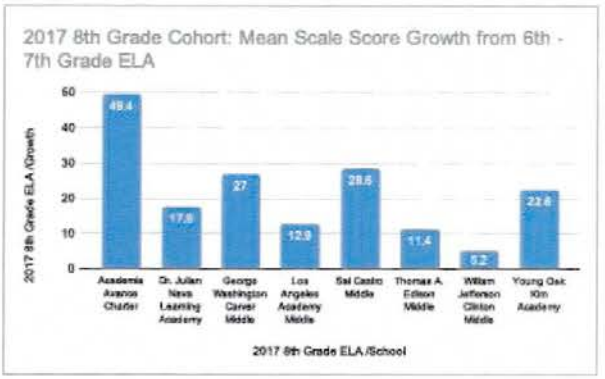
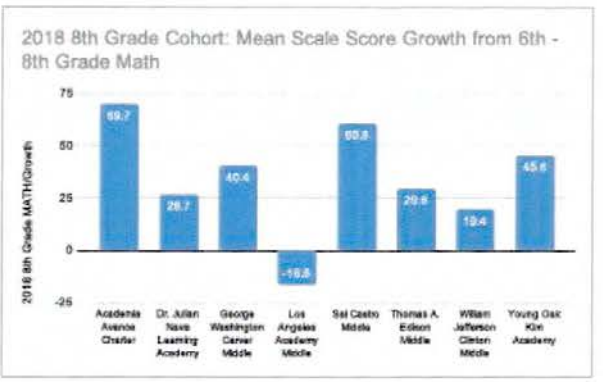


Table 12



Data Source for both graphs: California Assessment of Student Performance and Progress [CAASPP]

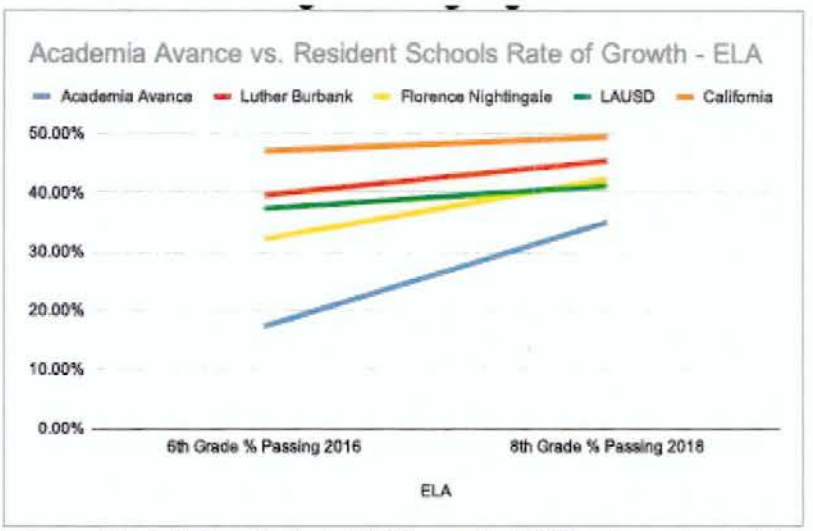
Further, Avance's response to the new LAUSD "Data Set" analysis presented on October 3, 2019; which is focused on these measures, listed below:

1. **SBAC Data**
   - Avance has had mixed results with the state-required testing over the last 3 years, as have many schools throughout the state, due to its high incidence of SED students. The share of SED students at Avance is 96.7%, the highest amongst the LAUSD schools Avance was compared to by the LAUSD, where LAUSD's SED median recorded 91.4% (80.8% for LAUSD as a whole). The preponderance of research shows that SED is the most determinant factor in predicting academic outcomes. Still, and despite our high SED counts, Avance ranks in the top 10% of 196 public high schools within LAUSD for its 2018 CGR reported by the CDE. Furthermore, Avance earned the full support of the California Charter Schools Association following their comprehensive Multiple Measures Review (Avance Renewal page 15).
2. **October 2018 California Longitudinal Pupil Achievement Data System (CALPADS) demographics information (note the SED variance)**
3. **Resident Schools Comparison to Academia Avance**
   - As discussed above, the resident schools that Avance is being compared to, include magnet programs that skew the data; as compared to other schools with similar Hispanic and SED populations (See Comparison School Graphs above). However, when comparing average student growth against the resident middle

schools identified, Avance outperforms each school for both increase in percentage of students performing at or exceeding the standard, as well as increase in mean scale score. These findings further illustrate how Avance's 6th grade students enter Avance well behind the 6th graders entering the resident schools, and how over 3 years with Avance they are closing the gap (see Table 13). A similar comparison could not be done for high school, as there is only one data point in the 11th grade. Avance has instead relied upon, and previously submitted, MAP data showing our student outperforming comparative schools for growth (see Tables 15 & 16).

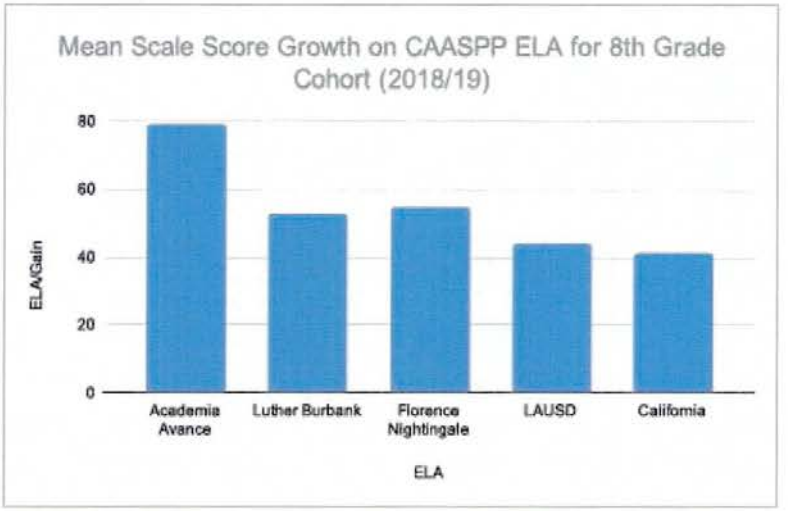
For full comparative resident middle school results for 2019, 2018, and 2017 cohorts)

Table 13



The above graph tracks the 8th grade cohorts of 2019 by comparing 2017 6th grade percentage of students scoring 3 or 4 on ELA SBAC to 2019 8th grade percentage tracks the growth of students performing at or above grade level. Avance's (blue) steeper positive slope shows greater growth than resident middle schools including magnet programs; and greater growth than LAUSD or the State of California. Data source: California Assessment of Student Performance and Progress

Table 14



The above graph tracks the growth of the 2019 8th grade cohorts by finding the difference between raw scores of 8th graders on the 2019 SBAC and the raw score of the same cohort as 6th graders in 2017. Comparing raw score growth reveals that Avance students at all performance bands are growing at a greater rate than any of it's neighboring resident schools, LAUSD, and the statewide mean. *Data source: California Assessment of Student Performance and Progress*

Data Source for Tables 13 & 14: California Assessment of Student Performance and Progress [CAASPP]

Table 15: 2019 Fall Student Growth Summary Report - Northwest Evaluation Association (NWEA) MAP Reading

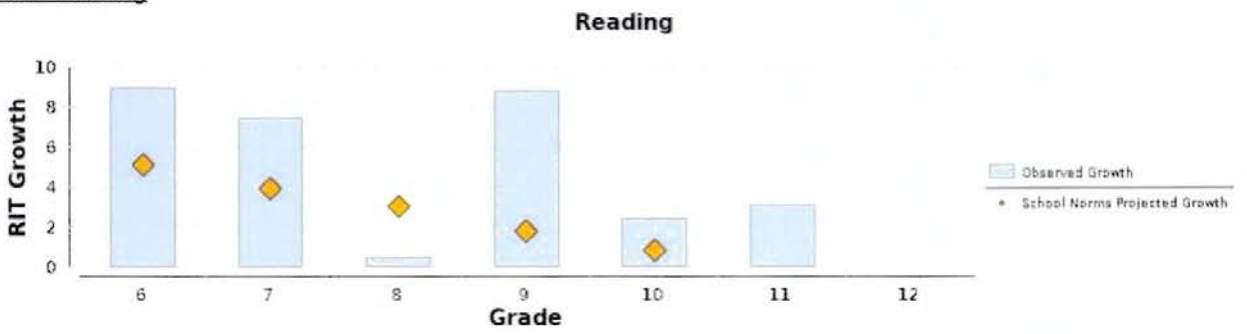
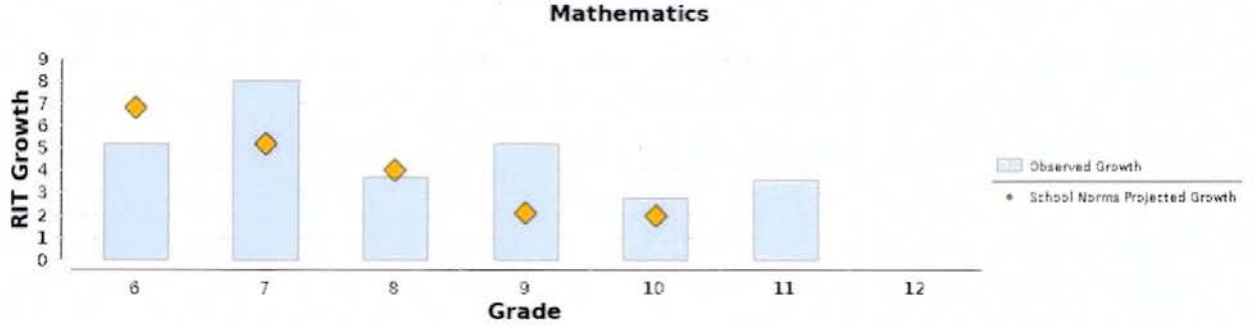


Table 16: 2019 Fall Student Growth Summary Report - NWEA MAP Math



Data Source for Tables 15 & 16: Northwest Evaluation Association [NWEA]

4. **Reclassification Rates**
   - Avance far outperforms the comparison schools. Note that this measure biases the remaining English Learner (EL) student outcome metrics **down**.
5. **K-12 Special Education Students (December 2018 CASEMIS Reports)**
   - Avance is not significantly variant in the numbers served - with 14% in 2019-2020 - but has 100% graduation for IEP students, with 89% CGR and 76% persistence.
6. **2018-2019 "At-Risk" and Long-Term English Learners (LTEL)**
   - Avance has had a significant influx over the last three (3) years of recently arrived minors from Central America, which has expanded our LTEL cohort.
7. **2017-2018 Four-Year Adjusted Cohort Graduation Rate**
   - Avance surpasses all the comparison schools and LAUSD as a whole.
8. **In and Out-of-School Suspension Events**
   - Avance data does not compare favorably, but scale bias is evident (number of data points), and the variance in policy makes this comparison difficult. More important is to place this data within the context of the Avance graduation rates, CGR and/or MAP outcomes; i.e., our behavior policy is **not** diminishing our college going culture.

LAUSD was presented with other measures - as prescribed in Ed Code - which are not included in their analysis; such as the JUL 2019 published CDE CGR data for Class of 2018 and our NWEA MAP results. For the former, Avance outcomes outperformed LAUSD, State, and National trends. For the latter, Avance students approach the national norms for Reading, Language Arts, and Mathematics by the 11th grade.

Guiding Goals for the Avance Program:

1. Avance takes a **holistic** approach to the education of our students. As shown in both the Renewal Petition and Local Control and Accountability Plan (LCAP). Avance has focused on getting its students into and through four (4) year universities; for which we

have maintained both acceptance and persistence rates that outpace both the district and the state. Our whole-student focus on A-G (College Entrance Requirements) completion, Career and Technical Education (CTE) coursework, life-prep, wellness counseling, and college counseling have been rewarded with a blue rating for College and Career Readiness on the California School Dashboard for 2018.

2. Students who remain enrolled at Avance are thriving, as shown by the fact that Avance's 11th graders Met or Exceeded Standards in ELA at a higher rate than LAUSD's 11th graders and came within 4% of the State of California average during two (2) out of three (3) years between the 2015-2016 and 2017-2018 school years.
3. While we are proud of what we have and continue to achieve for our students, we acknowledge that testing remains an area for growth; which is why on the 2019-2020 LCAP we have pushed for 7% growth on both Math and ELA Smarter Balanced Assessment Consortium (SBAC) performance and have put into place a plan of action to achieve this goal (as detailed in the LCAP, Renewal Petition, and LAUSD Guiding Questions document).

(***Avance Renewal Petition, pages 13 through 19***)

Table 17: Graduation Rates

	2015-16	2016-17	2017-18
Academia Avance			
Academia Avance[7]	94.7%	94.4%	95.3%
LAUSD Resident High Schools			
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[8]	85.2%	83.7%	82.5%
Los Angeles Unified School District[9]	77.3%	76.1%	76.7%
State of California[10]	83.8%	82.7%	83%

CDE.ca.gov Dataquest 2019

(***Avance Renewal Petition, page 14***)

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

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[1], below the 2010 Los Angeles County median of $61,000[2]. 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)[3]

The neighborhood of Highland Park has undergone socio-economic changes where the Latino population has dropped from over 70% in the last census, to the current 2017 ACS estimate of 50%. Gentrification[4] 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 of its founding. That is, during the 2018-2019 school year, over 96% of Avance's students were socio-economically disadvantaged[5]. 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 (***Avance Renewal Petition, page 13***).

Through its academic program, which focuses on providing individualized attention to each student, Avance has consistently produced graduation rates of over 90%. As displayed in Table 1.4, from 2015-2016 until 2017-2018, the graduation rate at Avance exceeded the graduation rate from the three (3) resident high schools within its geographic area, LAUSD and the State of California.

Academia Avance is within the top 20 Public Schools in CGR within LAUSD Boundaries according to the CDE

Avance's mission is to prepare children for success in college and life. Avance strongly believes that attending a 4 year university education is the best way to achieve this, thus access to a university pathway is our prime objective. On July 11, 2019, CDE released their 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 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% (***Avance Renewal Petition, page 15***).

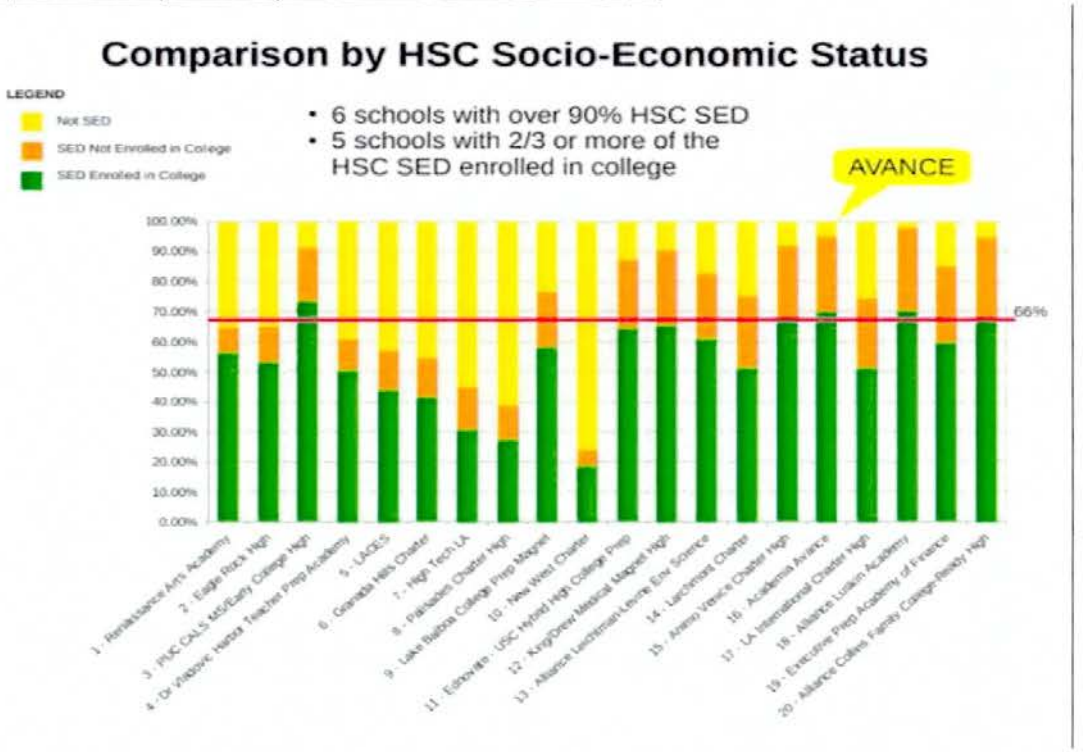
Table 1.6: Top 20 Public Schools in 'College Going Rate' within LAUSD[10]

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

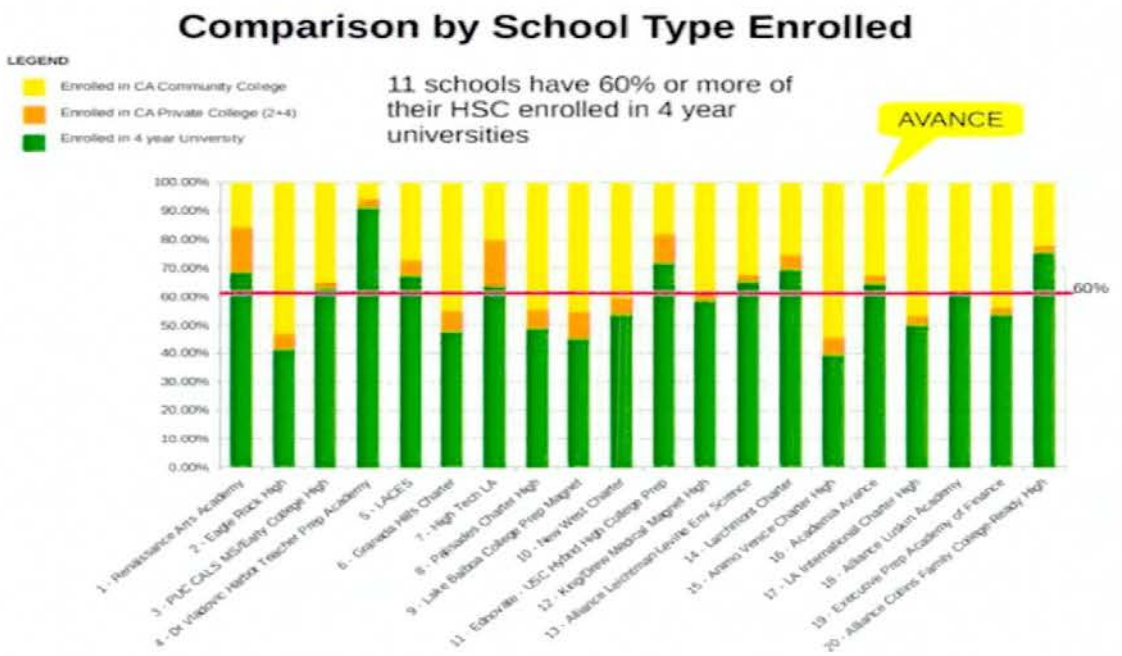
CDE.CA.gov July 2019
(***Avance Renewal Petition, page 16***)

Graph 1.1: Comparison by HSC Socio-Economic Status



Graduation and college-going rates for Avance demonstrate positive outcomes for Avance's socio-economically 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 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 CGR where more than 66.7% (two-thirds) of high school completers who are also socio-economically disadvantaged have enrolled in college (***Avance Renewal Petition, page 17***).

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 2015-2016 and 2017-2018 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 Smarter Balanced Assessment Consortium (SBAC) exam for ELA. The overall rates of increase were 0.96% from 2015-2016 to 2016-2017 and 4.44% from 2016-17 to 2017-2018 (***Avance Renewal Petition, page 18***).

Centering on the college-bound 11th grade population, Avance's 11th graders Met or Exceeded Standards in ELA at a larger rate than the LAUSD's 11th graders during 2 out of 3 years between the 2015-2016 and 2017-2018 school years. When compared to all 11th graders across the state of California, the percentage of 11th graders at 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 2015-2016 school-year until the 2017-2018 school-year (***Avance Renewal Petition, page 18***).

Through a three-year tracking of students who began the 6th grade at Avance during the 2015-2016 school-year, yearly improvements exist within this Cohort of students. To begin, 17% of the 2015-2016 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 2017-2018 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 (3) 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 2015-2016 Cohort of 6th graders remain at Avance, the greater the number of students within the group that Meet or Exceed Standards in ELA (***Avance Renewal Petition, page 19***).

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[1] Ibid

[2] https://www.census.gov/quickfacts/losangelescountycalifornia

[3] https://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?src=CF

[4] 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)

[5] CDE https://data1.cde.ca.gov/dataquest/dqcensus/EnrCharterSub.aspx?cds=19769680109926&agglevel=school&year=2018-19

[6] Source: cde.ca.gov Dataquest 2019

[7] Source: Los Angeles Unified School District Office of Data and Accountability report dated 07/30/2019

[8] Source: cde.ca.gov Dataquest 2019

[9] Source: cde.ca.gov Dataquest 2019

[10] From data found within https://www.cde.ca.gov/ds/sd/sd/cgrinfo.asp. July 11, 2019.

LAUSD Findings:

• *The petition does not contain reasonably comprehensive descriptions of all required elements. (Ed. Code § 47605(b)(5).)*

Response from Academia Avance:

Followed LAUSD documents:
Instructions about each document can be found in the application guide. The Academia Avance Renewal team attended the LAUSD Informational session.

- District Required Language - Revised 11-03-17
- Independent Charter School Renewal Application Guide 2019-2020 (Revised 07-10-19)
- Instructional Minutes and Days Calculator 2019-20
- Resume Minimum Requirements 2019-20
- Due Diligence Questionnaire 2019-20
- Board Member Questionnaire 2019-20
- Charter School Renewal Petition Intake Checklist 2019-20
- Admissions Requirements and Materials
- Sample LCFF Provisions - Revised 05-24-18

LAUSD Findings:

a. Petitioners are demonstrably unlikely to successfully implement the educational program set forth in the renewal petition. (Ed. Code, § 47605, subd. (b)(2).)

1. Academic Performance and SB 1290

a. Academic Performance

*(1) Academia Avance Charter Has **Not** Met the Minimum Renewal Eligibility Criteria.*

Based on a comprehensive review of the renewal petition and the school's record of performance, District staff has concluded that Academia Avance Charter has not met the minimum criteria for renewal eligibility and standards and criteria for renewal, in that the Charter School has not presented clear and convincing evidence of academic performance that is at least equal to or greater than the academic performance of Residential Schools (Exhibit 3, Academia Avance Charter Data Set).

For three consecutive years (2016-2017, 2017-2018 and 2018-2019), Academia Avance Charter's CAASPP (SBAC) results show levels of academic performance that are below the Resident Schools Median in both English Language Arts (ELA) and in Math.
(2) Student Academic Performance in ELA and Math

On the 2018-2019 CAASPP (SBAC) assessment in English Language Arts, 30.69% of Academia Avance Charter's students Met or Exceeded the performance standards, which is lower than the Resident Schools Median of 46.36%. In Math, 17.46% of Academia Avance Charter's students Met or Exceeded the performance standards, which is lower than the Resident Schools Median of 33.88%. On the 2017-2018 CAASPP (SBAC) assessment, the same pattern emerged. In English Language Arts, 32.40% of Academia Avance Charter's students Met or Exceeded the performance standards, which is lower than the Resident Schools Median of 42.96%. In Math, 20.18% of Academia Avance Charter's students Met or Exceeded the performance standards, which is lower than the Resident Schools Median of 28.66%. Similarly, on the 2016-2017 CAASPP (SBAC) assessment in English Language Arts,27.96% ofAcademia Avance Charter's students Met or Exceeded the performance standards, which is lower than the Resident Schools Median of 47.67%. In Math, 17.76% of Academia Avance Charter's students Met or Exceeded the performance standards, which is lower than the Resident Schools Median of 28.99%. In summary, Academia Avance Charter has performed lower than the Resident Schools Median for three consecutive years in both ELA and Math (Exhibit 3, Academia Avance Charter Data Set).

Response from Academia Avance:

The Avance SBAC outcomes do not surpass the LAUSD "residential" comparison schools for the last 3 years.

Data presented above outline that when students enroll (first entering Avance) in the 6th and 7th grades they are academically far behind (See tables above). This key factor is exacerbated when LAUSD identifies and compares Avance to Nightingale Middle School, a "Gifted/High Ability" magnet school. Other comparisons are made to another middle school co-locating two magnet centers. Likewise, all three of the high schools in the LAUSD comparison set host a magnet center, with a "School for Advanced Studies" magnet at Franklin High School. School for Advanced Studies dual magnet programs have selective academic achievement eligibility requirements, whereby students must have a demonstrated record of achieving "two years" ahead. Another selective academic achievement eligibility requirement is that students must have successfully participated in Spanish Dual Program I (https://franklinhs.org/apps/pages/index.jsp?uREC_ID=345521&type=d&termREC_ID=&pREC_ID=649461). Therefore, the cited SBAC scores include the results for magnet students, which introduces a bias and represent a unauthentic comparison. Furthermore, Avance has additional strong data points, i.e., CGR and NWEA MAP.

Again, these schools are not exact comparisons as Avance is a grade 6 through 12 span school, while the LAUSD comparison schools are either high school or middle school only, with the exception of the magnet school, which has a Dual Immersion Program with mandated application conditions and requirements. Nightingale Middle School also has a Spanish Dual Immersion Program and a Gate Program which technically Avance students would need to apply and be accepted.

As previously discussed, Avance's demographic data shows Avance to have the highest share for students that are SED: 96.7% compared to 91.4% for the median of the comparison schools. For the two schools that more than 80% of Avance students would "otherwise attend" there is a 5 point variance to Franklin High School and a 15 point variance to Burbank Middle School. The preponderance of research shows that SED is the most determinant factor in predicting academic outcomes. It should be considered that the SBAC scores for Avance reflect this bias.

LAUSD Findings:

(3) Student Subgroup Academic Growth/SB 1290 Analysis

Pursuant to the requirements of SB 1290, the District "shall consider increases in pupil academic achievement for all groups of pupils served by the charter school as the most important factor in determining whether to grant a charter renewal." (Ed. Code § 47607(a) (3) (A).) The Charter School's record of academic performance indicates that all of Academia Avance Charter's numerically significant subgroups (Latino, Socioeconomically Disadvantaged, and English Learners) have not consistently achieved growth in academic performance, and their performance levels are below Resident Schools subgroup Medians.

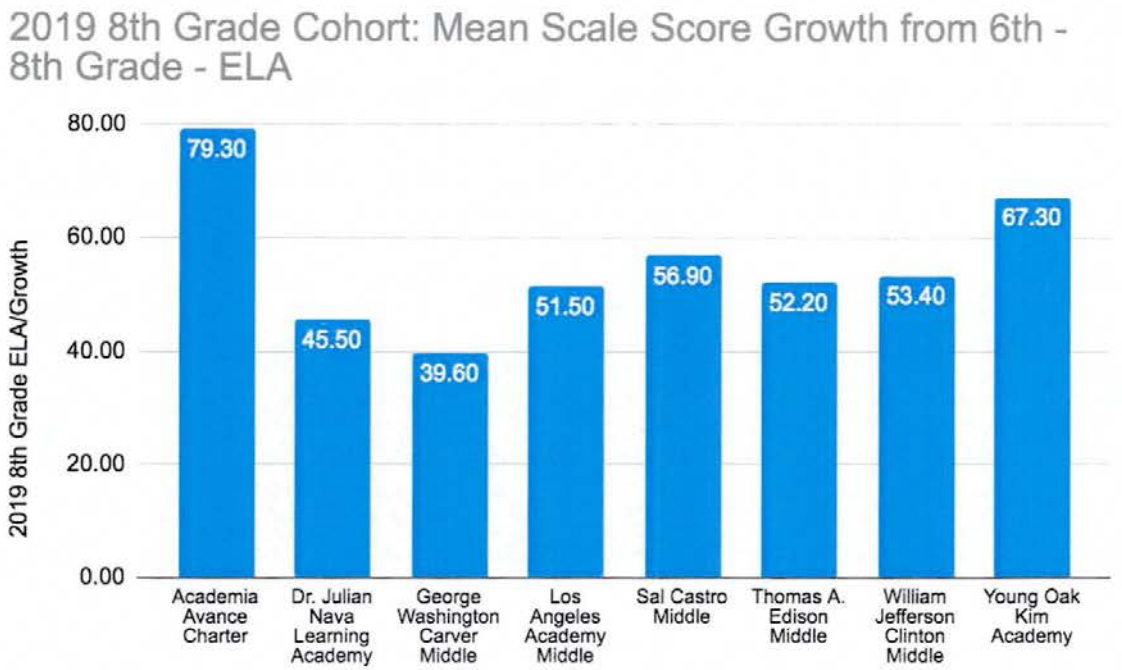
Academia Avance Charter's schoolwide comparative performance on the CAASPP (SBAC)from 2017-2018 to 2018-2019reflects a1.71 percentage point decrease of students who Met orExceeded performance standards in ELA and a 2.72 percentage points decrease of students who Met or Exceeded performance standards in Math. A three-year analysis shows an increase of 2.73 percentage points in ELA and decrease of 0.30 percentage point in Math between 2016-2017 and 2018-2019.

Based on two years of CAASPP (SBAC) data, from 2017-2018 and 2018-2019, of the three numerically significant subgroups (Latino,Socioeconomically Disadvantaged, and English Learners), two showed a decline in performance in ELA. The Latino subgroup declined 1.48 percentage points and the Socioeconomically Disadvantaged subgroup declined 2.41 percentage points. A three-year analysis reveals an increase of 3.48 percentage points for Latino students and 3.44 percentage points for Socioeconomically

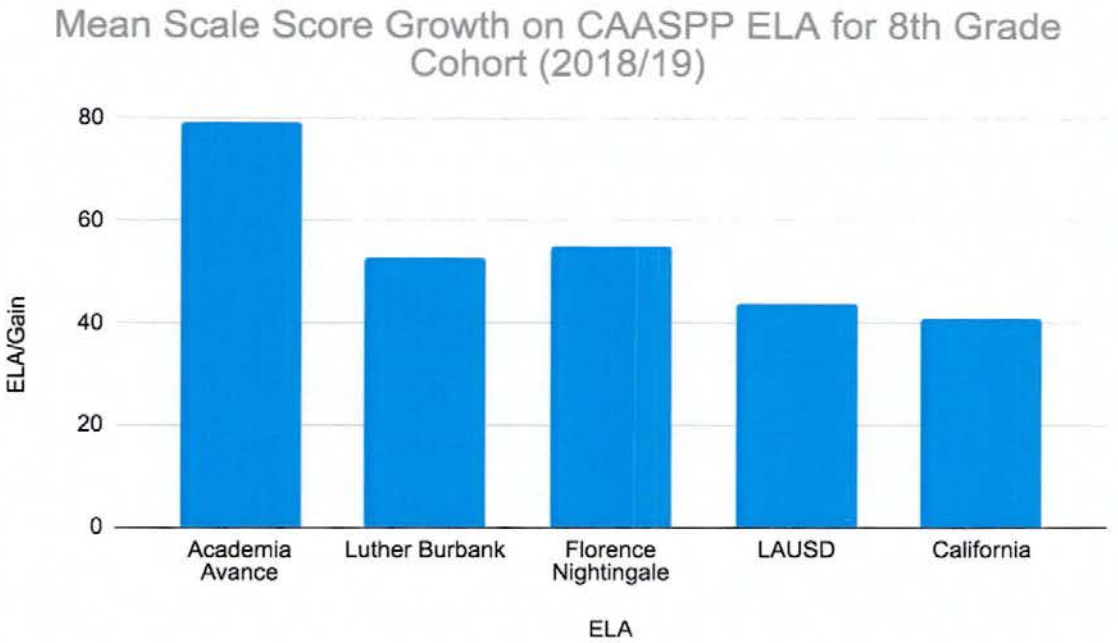
Response from Academia Avance:

This information is correct when comparing to the Data Set LAUSD recommended. Two of the comparison schools are considered magnet schools; one is a STEM Magnet and Dual Language Academy Magnet. The other is also a Dual Language Academy and Gate. These magnet schools would require students to apply and become eligible to attend. The following schools would be aligned with where Avance students would attend.

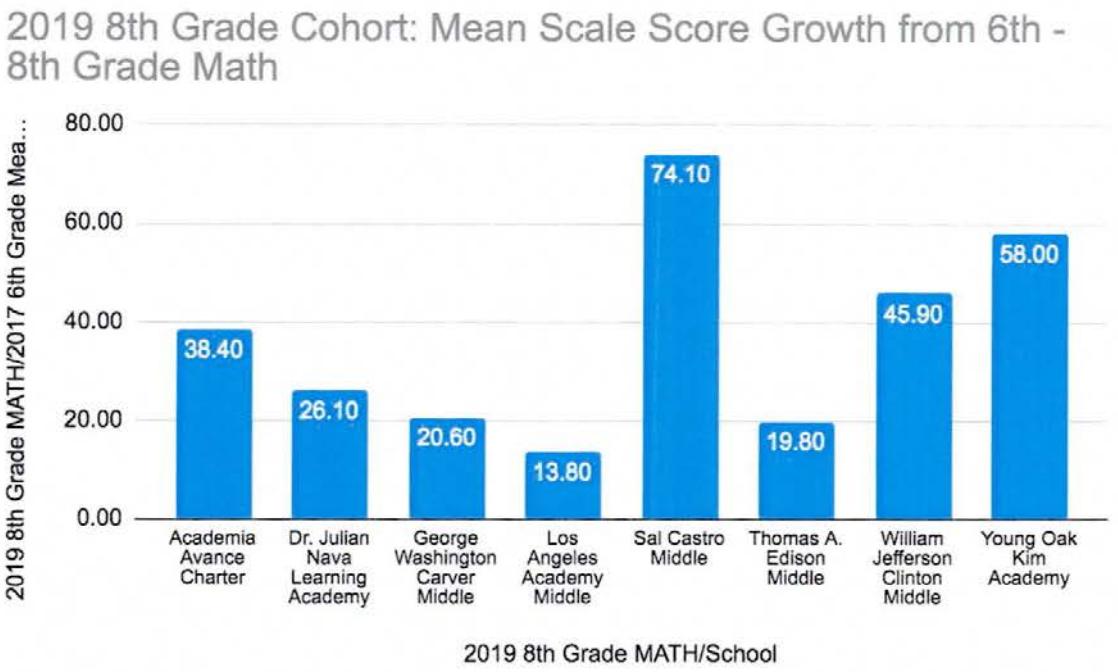
Academic Growth



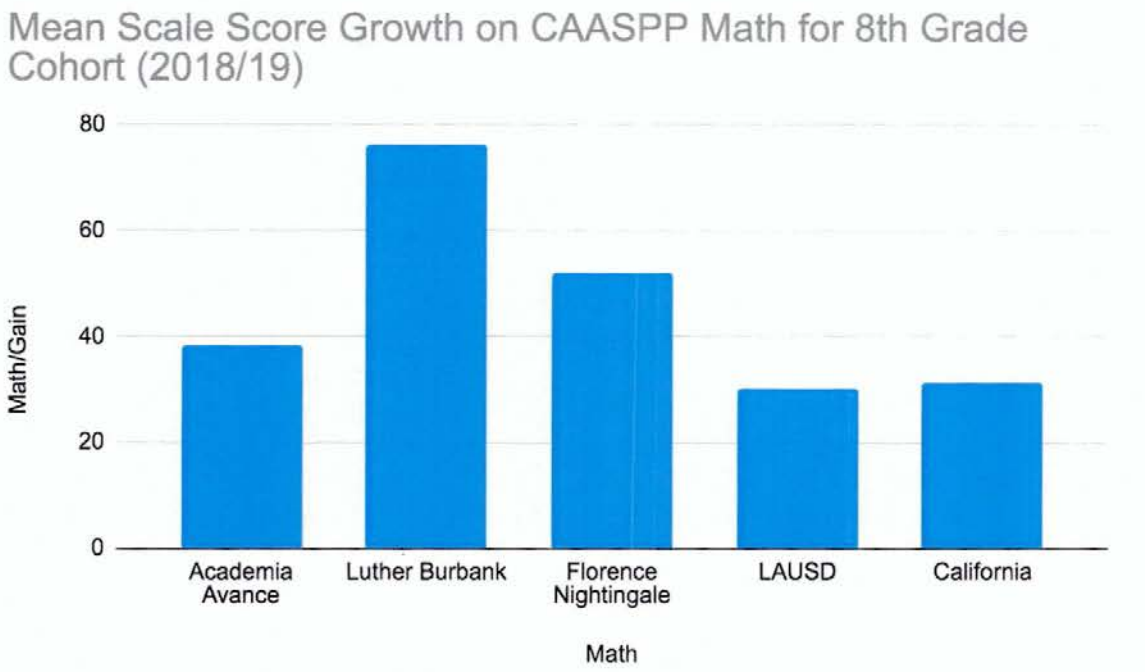
Compared to 7 middle schools with similar SED and Hispanic populations, Avance shows higher growth in ELA SBAC median scale scores than any other school.



Avance also outperforms the LAUSD "resident" comparison schools as well as the district and the state averages for growth in ELA.

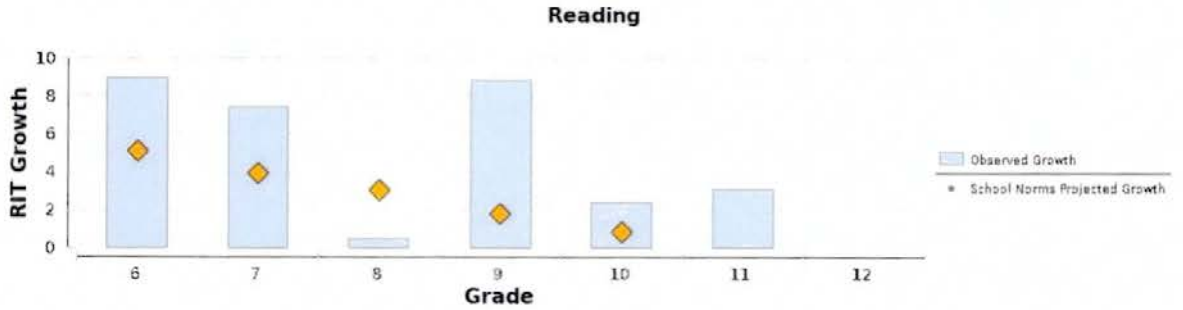


For Math growth, Avance is in the top 50% compared against similar LAUSD middle schools.

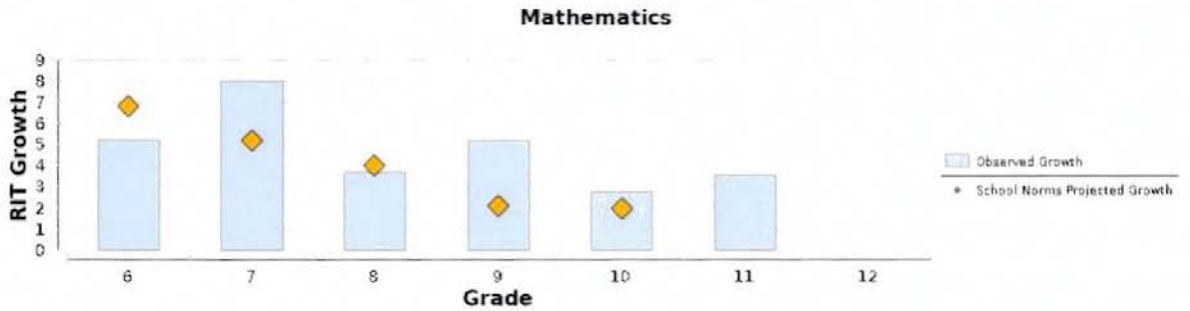


Avance also outpaces both district and state for 6th to 8th grade math growth, but falls short of the LAUSD "resident" comparison schools.

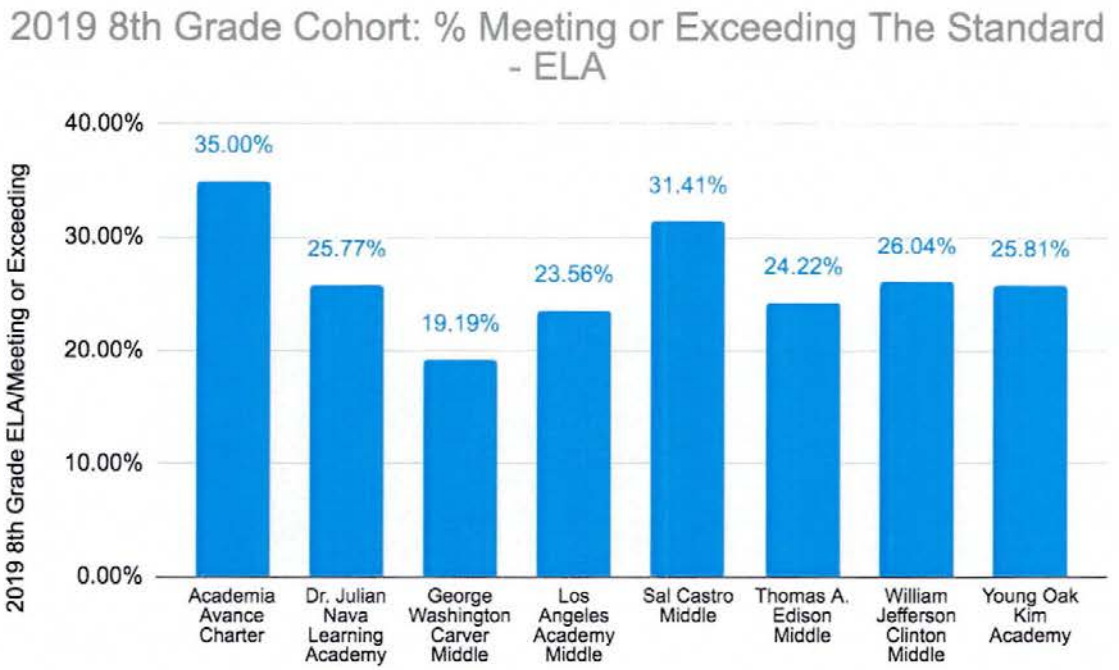
There is no growth data for SBAC for high school as the exam is only given once in 11th grade, but according to nationally normed MAP data, Avance is growing well beyond the normed projected growth in ELA.



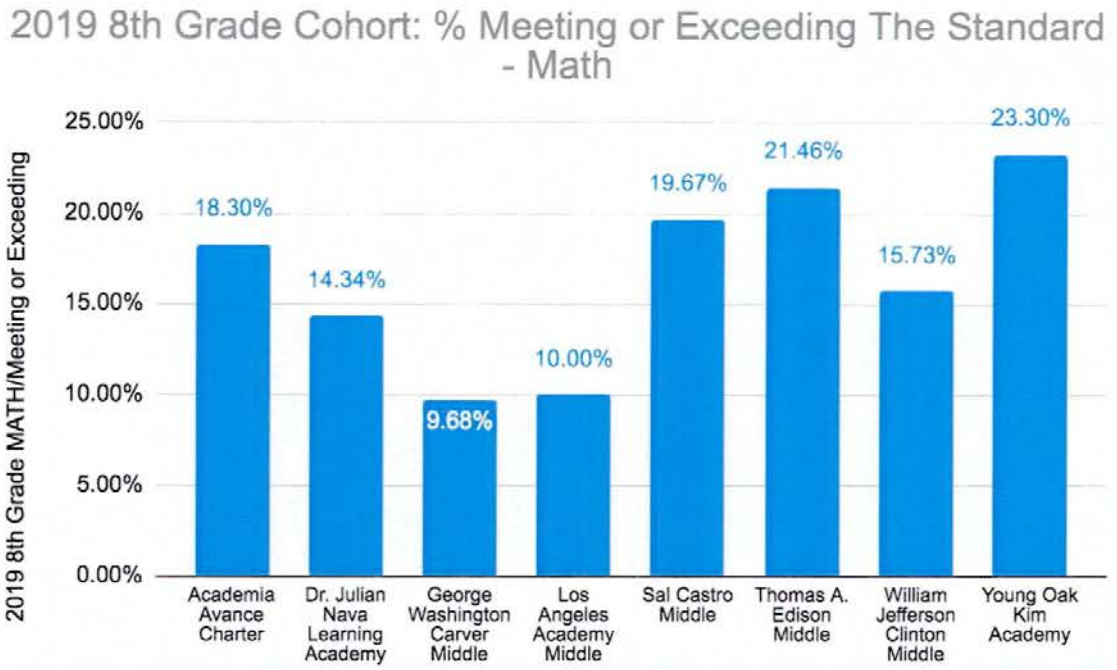
There is no growth data for SBAC for high school as the exam is only given once in 11th grade, but according to nationally normed MAP data, Avance is growing well beyond the normed projected growth in Math.



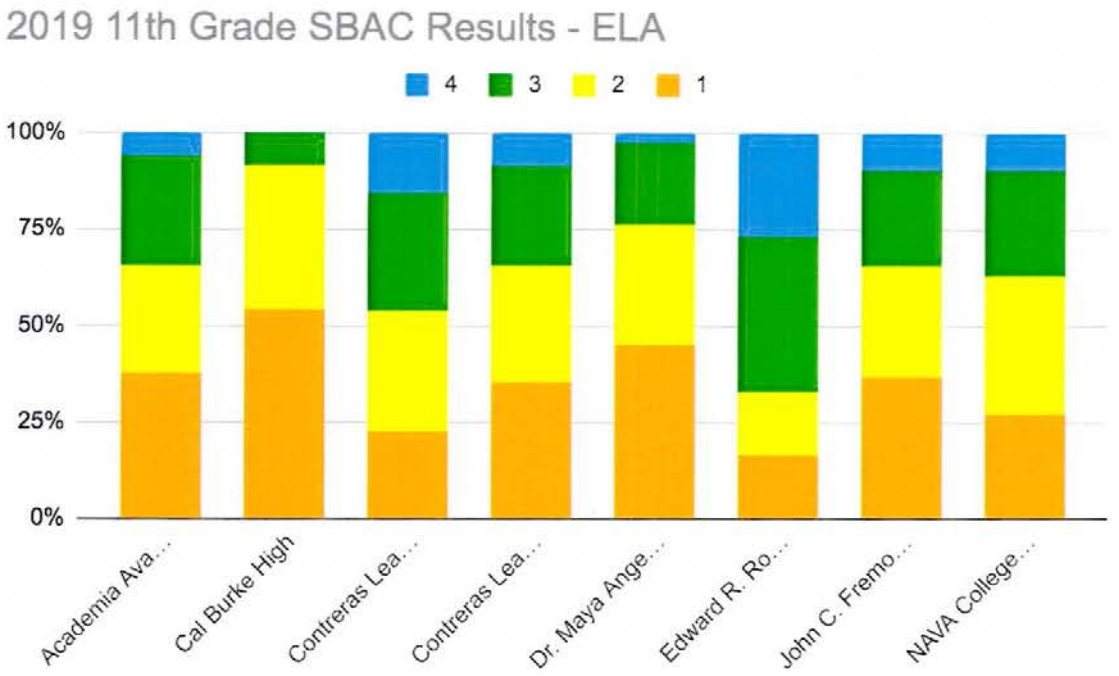
Overall Academic Achievement



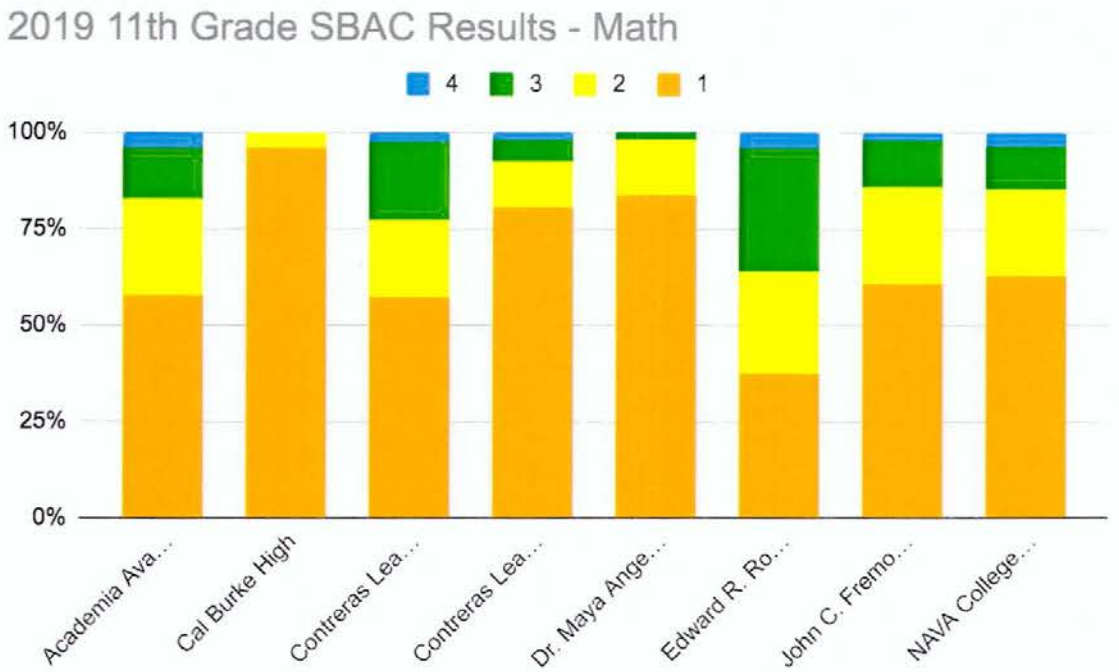
Compared against similar LAUSD middle schools, Avance scored higher on the 2019 ELA SBAC than all 7. Avance scored lower than its resident schools, however, all resident schools contain at least one magnet program which skews results and it must be noted that when received as 6th graders, Avance 15% fewer students were meeting or exceeding the standard in ELA than the next lowest resident school and 30% behind the highest. Avance closes this gap significantly by 8th grade.



Compared against similar LAUSD middle schools, Avance scored higher on the 2019 Math SBAC than 50% of the comparative schools. Avance scored lower than the LAUSD "resident" comparison schools, however, all resident schools contain at least one magnet program which skews results.



Avance ranks in the top 50% of 7 comparison high schools for ELA SBAC.



Avance ranks in the top 50% of 7 comparison high schools for Math SBAC.

LAUSD Findings:

Disadvantaged students from 2016-2017 to 2018-2019. Similarly in Math, from 2017-2018 and 2018-2019, the Latino and Socioeconomically Disadvantaged subgroups declined. The Latino subgroup declined 4.67 percentage points and the Socioeconomically Disadvantaged subgroup declined 2.49 percentage points. A three-year analysis reveals an increase of 0.52 percentage point for Latino students and 2.43 percentage points for Socioeconomically Disadvantaged students from 2016-2017 and 2018-2019. It is important to note that the English Learner subgroup did not show growth in a two- or three-year analysis between 2016-2017 and 2018-2019 in either ELA or Math. The two-year analysis, from 2017-2018 to 2018-2019, reveals that 0.00% of students Met or Exceeded the performance standards in ELA and Math. A three-year analysis reveals a 5.08 percentage points decline in ELA and 3.39 percentage points decline in Math (Exhibit 3, Academia Avance Charter Data Set).

As part of the District's extra consideration of Academia Avance Charter's performance in academic achievement, an analysis of Academia Avance Charter's 2018-2019 CAASPP (SBAC) subgroup performance compared to subgroup performance of District Resident Schools ("Resident Schools") has been performed.

This analysis revealed that Academia Avance Charter's subgroup performance was lower than the performance of the subgroups of Resident Schools subgroup Medians in ELA and Math. At Academia Avance Charter, 30.38% of the Latino subgroup Met or Exceeded the Standards in ELA, compared to Resident Schools subgroup Median of 46.35%. At Academia Avance Charter, 29.94% of the Socioeconomically Disadvantaged subgroup Met or Exceeded the performance Standards in ELA, compared to Resident Schools subgroup Median of 45.63%. The English Learner subgroup at Academia Avance Charter had 0.00% of students who Met or Exceeded the performance Standards in ELA, compared to Resident Schools subgroup Median of 3.03%. In Math, 15.82% of Academia Avance Charter's Latino subgroup Met or Exceeded the performance Standards, compared to the Resident Schools subgroup Median of 24.22%. At Academia Avance Charter, 17.51% of the Socioeconomically Disadvantaged subgroup Met or Exceeded the performance Standards in Math, compared to the Resident Schools subgroup Median of 32.71%. Also, 0.00% of the English Learner subgroup at Academia Avance Charter Met or Exceeded the performance Standards in Math, compared to Resident Schools subgroup Median of 9.09%. (Exhibit 4, Academia Avance Charter Resident School subgroup Medians).

Furthermore, when comparing the percentage of students who Met or Exceeded the performance standards in ELA and Math, Academia Avance Charter was lower than 5 out of 5 Resident Schools in both ELA and Math (Exhibit 3, Academia Avance Charter Data Set).

Moreover, although Academia Avance Charter's record reveals a significant increase in English Learner reclassification rates from 2016-2017 to 2018-2019, the performance of English Learners in both English Language Arts and Math is at 0.00% Met or Exceeded the performance standards. In other words, English Learners did not Meet or Exceed the

performance Standards in English Language Arts and Math for two consecutive years (2017-2018 and 2018-2019) (Exhibit 3, Academia Avance Charter Data Set).

Response from Academia Avance:

LAUSD Findings:

Academia Avance Charter is ***not meeting the needs of English Learners*** *In 2017-2018, students in the English Learner subgroup decreased by 5.08 percentage points in ELA, (resulting in 0.00% of students at Met or Exceeded the standards) and decreased by 3.39 percentage points in Math, (resulting in 0.00% of students at Met or Exceeded the standards). In 2018-2019, the English Learner subgroup did not exhibit growth and remained at 0.00% Met or Exceeded the standards. Furthermore, in 2018-2019 the percentage of Long-TermEnglish Learners (LTEL)was 19.2%,which is 4.2 percentage points more than the Resident Schools Median (Exhibit 3, Academia Avance Charter Data Set). On August 19, 2019, the Charter Schools Division (CSD) emailed Academia Avance Charter guiding questions based on the school's CAASPP(SBAC) data(Exhibit5,LAUSD Guiding Questions Initial Email 081919). On August 26, 2019, Academia Avance Charter responded to the CSD's questions. (Exhibit 6,LAUSDGuiding Questions Response Email 082619). The response addressed the slight growth of English Learners in 2016-2017 school year; however, the response did not explain the reason for the decline of the English Learner subgroup to 0.00% Met or Exceeded the standards the following year, in the 2017- 2018 school year. Academia Avance Charter's plans for the 2017-2018 school year included addressing "the needs of EL[s] through the addition of English Language Development (ELD) classes in the 2017-2018 school year, which used the ELA/ELD SpringBoard curriculum." (Exhibit 7, Academia Avance Charter Guiding Questions Response 082619,p.7). The plans set forth yielded a significant decline in the performance of English Learners to 0.00% Met and Exceeded the standards for two consecutive years (2017-2018 and 2018-2019), which puts into question the implementation of the plans shared with the CSD. Additionally, Academia Avance Charter's responses during the Capacity Interview as well as the site visit conducted by CSD staff on August 21, 2019, did not reveal a comprehensive EL program that provides both designated and integrated ELD. Furthermore, the petition failed to provide a set of sample daily schedules for each grade level to be served that shows designated and integrated ELD.*

Academia Avance Charter has ***low proficiency rates and high graduation rates*** *Charter School's four-year cohort graduation rate for the 2017-2018 school year is 95.6%, higher than the Resident Schools Median of 82.5%. However, completion of A-G coursework is not a requirement for graduation at Academia Avance Charter. Additionally, staff is concerned with the low levels of proficiency noted above in the CAASPP (SBAC) data, including in comparison with Resident Schools (Exhibit 3, Academia Avance Charter Data Set).*

Response from Academia Avance:

A. English Learners

Our parallel teaching model is currently the centerpiece of our EL strategy. 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 (Avance Renewal page 28).

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) (Avance Renewal page 28).

B. LAUSD Fact Finding brushes over the fact that our graduation rates are higher, as are college acceptance and persistence.

References to A-G requirements/offerings is throughout the Academia Avance Renewal Petition. WASC Accrediation UC Doorways website https://hs-articulation.ucop.edu/agcourselist/results;searchType=2;query=academia%20avance Course Offerings (Avance Renewal page 127).

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

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

(Avance Renewal page 126)

LAUSD Findings:

(4) High Suspension Event Rate

Academia Avance Charter's 2017-2018 Suspension Event Rate was 7.2%. According to their current charter, and student level suspension data derived from CALPADS, the incidents that led to student suspensions were based on misconduct that does not require suspension, but are discretionary. It is important to note that four of the suspensions were for "willful defiance," which further raises concerns about Academia Avance Charter's implementation of alternatives to suspension (Exhibit 3, Academia Avance Charter Data Set).

Response from Academia Avance:

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

LAUSD Findings:

2. Governance and Operations

a. Academia Avance Has Not Provided Valid Occupancy Documentation For One of Its School Sites

On August 15, 2019, the Charter Schools Division requested Certificates of Occupancy from Academia Avance Charter. On August 19, 2019, Academia Avance Charter shared documents for the Main Campus (grades 9-12 at 115 N.Avenue 53)and Sycamore Campus (grades 6-8 at 161 S. Avenue 49). Upon review of the information provided by petitioners, the document submitted for the Sycamore site was not a Certificate of Occupancy (COO), but an application to construct a new building. On August 27, 2019, the Charter Schools Division reached out to Academia Avance Charter again and informed the charter school that the document submitted as a COO, for the Sycamore site, was actually an application to construct a new building. On August 29, 2019, petitioners responded to the Division's email with the following information:

> *"Regarding the Certificate of Occupancy for the Sycamore Campus at 161 South Avenue 49: we do not have any additional documents at this time. The document provided was used for clearance with LACOE for 2011-2012 to 2014-2015, and also with the CDE from 2015-2016 to present. It was explained to us that it was a past practice of the LADBS to recognize a building permit as the certificate of occupancy. It is our belief that we are occupying the Sycamore Campus in compliance with the LADBS allowances. We will inquire with the*

LADBS and our City Council staff for additional information." (Exhibit 8, Emails and Building Permit)

On September 16, given that the provided building permit is not a COO, the Charter Schools Division followed up with Academia Avance Charter regarding their inquiry with LADBS for the Sycamore site. On September 20, 2019, Academia Avance Charter responded to the email, however, did not provide the COO, stating in part, "I write to you to see if there are items/actions needed from us...other than the COO for the Sycamore satellite site..." (Exhibit 8, Emails and Building Permit)

District policy requires that "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." As of the writing of this report, Academia Avance Charter has notprovided the documentation requested and only presented a building permit from LADBS. Although Academia Avance Charter indicates that past authorizers have accepted this and that LADBS recognizes the building permit as a COO, the school has not provided written verification from LADBS; moreover, the Charter Schools Division has not been able to verify this information. As such, the permit is not appropriate documentation as part of required documentation for authorization. Without appropriate documentation, the District has concerns that this may lead to safety concerns of students and staff. It further raises concerns about the petitioners' capacity to successfully implement the program in accordance with applicable laws and requirements.

Response from Academia Avance:

This item was part of the findings of fact as posted on October 10, 2019, but was removed from the final issued denial documents presented by the LAUSD on October 24, 2019.

Research of LADBS documents does not identify a CoO for our satellite "Sycamore Campus" at 161 South Avenue 49. Avance did provide the 1959 "Building Permit." This document was used for clearance with the facilities staff at LACOE for 2011-2012 to 2014-2015, and also with the CDE from 2015-2016 to present. LADBE has explained that it was past practice of the LADBS to recognize a building permit as the certificate of occupancy.

LAUSD Findings:

b. Fiscal Concerns

(1) Ineffective Fiscal Management

Based on the Charter Schools Division's review of Academia Avance Charter's annual independent financial audit reports for Fiscal Years 2015-2016, 2016-2017, 2017-2018, and 2018-2019, the school's independent auditors have noted recurring audit findings, deficit spending, and significant doubts regarding the school's ability to meet all of its financial obligations as they become due—i.e., its ability to continue as a "going concern." (Exhibit 9,

Annual Independent Financial Audit Reports).

During Fiscal Years 2014-2015, 2015-2016, and 2016-2017, the school had recurring audit findings in the area of cash receipts and, during Fiscal Years 2015-2016, 2016-2017, and 2017-2018, the school had recurring audit findings in the area of cash disbursements.

Further, the school's year-end fund balance for Fiscal Year 2017-2018 declined significantly (from $1,527,658 to $6,562), which was primarily attributed to losses from the school's divestiture of City Terrace, LLC, a real estate development limited liability company (Exhibit 10, City Terrace, LLC – Articles of Organization). While the school's 2018-2019 annual independent financial audit report did report a $230,540 increase in the school's year-end fund balance for Fiscal Year 2018-2019 (and included information stating that the prior years' audit findings were remediated), the school's financial challenges remain, and the school has demonstrated ineffective fiscal management in other areas of its operations, as described in greater detail below.

(2) Inadequate Cash Reserves

As indicated above, in Academia Avance Charter's annual independent financial audit reports for Fiscal Years 2016-2017, 2017-2018, and 2018-2019, the school's independent auditors noted a "going concern risk." While the school's independent auditors issued unmodified opinions regarding these audits (meaning that, in the independent auditor's opinion, the school's financial statements were fairly presented in all material respects), the auditors also disclosed that Academia Avance Charter "...has faced challenges in maintaining its fiscal liquidity and solvency." Furthermore, the school's independent auditors acknowledge that the school "...has continued to rely on debt financing in order to generate cash flows to pay its current and future obligations, thereby advancing State aid cash flows while increasing its current costs of financing." (See Exhibit 9, Annual Independent Financial Audit Reports). This further highlights the school's inability to maintain adequate cash reserves. California Code of Regulations Section 15450, Title 5 (andLAUSD's Board-approved Required Language),both recommend that charter schools maintain cash reserve levels equal to at least 5% of annual expenditures. Academia Avance Charter's cash reserves have remained below this recommended threshold during the entirety of its current charter term. The table below summarizes Academia Avance Charter's ending cash balances and its cash reserve levels for the most recent 5 years—i.e.,

> *from Fiscal Year 2015-2016 (the school's 11th year of operation), through the current year, Fiscal Year 2019-2020. According to Academia Avance Chaiier's annual independent financial audit report for Fiscal Years 2016-2017, 2017-2018, and 2018-2019, the school's independent auditors noted a going concern risk. Although an unmodified opinion was noted in these three financial audit reports, the independent auditors disclosed that Academia Avance Cha1ier "will need to continue reducing its costs and pursuing new sources of revenue to ensure it can meet all obligations in the coming year."*

Academia Avance Charter has a history of cash reserves below the recommended 5%.

Academia Avance Charter Analysis of School's Year-End Cash Reserve Levels for Most Recent S Years Fiscal Year Ending Cash Balance on Total Expenditures Cash Reserve June30 2015-2016 $183,947 $5,584,739 3.29% 2016-2017 $184,074 $6,174,077 2.98% 2017-2018 $51,041 $5,574,717 0.92% 2018-2019 $221,142 $5,622,272 3.93% 2019-2020 $58,768[1] $5,131,716[1] 1.15%

[1]Based on Academia Avance Charter's renewal petition budget submitted in August 2019.

Per Academia Avance Chaiter's petition budget, the cash flow statement reflects even lower cash reserves for the next two years (i.e., Fiscal Year is 2020-2021 and 2021-2022) (See Exhibit 11, Petition Budget).

(3) Selling of Receivables (Factoring)

Academia Avance Charter's annual independent financial audit report shows that the school has a history of pledging its receivables to factoring agent Charter School Capital, LLC. The Charter Schools Division determined that, during the 48-month period spanning from July 2015 through June 2019, the school paid a total of $874,231 in fees to the factoring agent (i.e., purchase discount and program fees). Despite the school's selling of its receivables over an extended period, the school remains a going concern risk, which underscores the concerns cited regarding the school's ability to properly manage its cash flow and timely meet all of its financial obligations (Exhibit 9, Annual Independent Financial Audit Report Is).

Academia Avance Chute1· Analysis of Sale of School's Receivables for Most Recent Completed 4 Years

Fisci1l Yeu Porchi1se Discount Pr·ognm Fees Toti1l Costs Rate

2015-2016 $132, 127 $52,039 $184,166 7.55% 2016-2017 $210,262 $37,697 $247,959 7.10% 2017-2018 $167,025 $50.974 $217,999 6.41% 2018-2019 $166,971 $57, 136 $224,107 6.25%

TOTAL S874,231

Response from Academia Avance:

This issue stems from findings in the audit reports of 3 and 2 years ago. The audit report of 2 months ago shows that all the findings have been resolved, shows a net positive position that is within the 4% CDE guidelines for budget reserve for schools of our enrollment range, and demonstrates a significant reduction in debt. This is the text to the "Going concern note" of the independent audit report for June 30, 2019 - emphasis added:

> The school assumed significant debt to maintain operations in 2010 due to a protracted process for charter renewal, which severely limited access to working capital during a substantial portion of that year. Management of the debt incurred was exacerbated

beginning in 2012 as a result of increasing deferrals of State aid entitlements which continued through 2017. Together with the more recent trends in declining enrollment, the School has continued to rely on debt financing in order to generate cash flows to pay its current and future obligations, thereby advancing State aid cash flows while increasing its current costs of financing. The School achieved a positive net asset position of approximately $6,500 by June 30, 2018 and $230,500 by June 30, 2019. For the year ending June 30, 2020, the School's financial services provider has estimated that its ending net assets will again be positive by approximately $247,000, with no unearned revenue sold at the end of the new fiscal year. **These measures appear to mitigate the going concern risk**, but the School will need to continue reducing its costs and pursuing new sources of revenue to ensure it can meet all obligations in the coming year. The fiscal year cost for receivables sales were $224,107 (4.1 percent of expenses).

The Avance counterpoint to the LAUSD fiscal concerns:

1. Ineffective Fiscal Management: The findings noted by LAUSD staff refer to individual fiscal year financial performance without acknowledging the full extent of past performance. The School's fund balance reflects the accumulation of ALL surpluses and deficits of the organization going back to the beginning of its existence and reflects net value. The all-encompassing nature of the figure is why it is used as the basis for fiscal health and identified specifically by CCR Section 1540, Title 5. Under this provision, schools with enrollment between 300 to 1,000 students should maintain a reserve of unrestricted fund balance of 4% of annual expenses. The School's FY2018-2019 audit report showed an unrestricted fund balance of $237,102, thus 4.22% of annual expenses. As a result, the full review of the School's past financial performance exceeds State requirements. Furthermore, the FY2018-2019 audit clearly states that any and all prior deficiencies have been corrected and there are no deficiencies in current operations of the School.
2. Inadequate Cash Reserves: The LAUSD staff finding erroneously conflates the term "reserve" to apply to the ending cash balance. As referenced by the staff report, CCR Section 1540, Title 5 is the specific regulation dictating required reserve levels. This Code section defines "reserve" as "…unrestricted amounts in the Reserve for Economic Uncertainties and the Unassigned/Unappropriated accounts in the General Fund…" As noted above in the above response, the School's audit reflects a reserve of 4.22%, above the State requirement.
3. Selling Receivables: As noted above, the School has established required reserves through operating surpluses. However, the timing of revenue payments from State and local sources is heavily weighted until the end of the fiscal year and beyond. For example, as of 6/30/19, the School had $813k (or 14% of revenue) of public funding receivables outstanding. Since that balance far exceed the State's reserve requirements, the School was forced to sell those receivables in order to receive its revenue in cash during the school year to pay for operations. This is a common and well known practice throughout the industry and has been included in prior petitions and renewals approved by the District.

LAUSD Findings:

b. The Petition does not contain reasonably comprehensive descriptions of all required elements. (Ed. Code, § 47605, subd. (b)(5).)[2,3]

Educational Program (Element 1) The charter petition does not contain a reasonably comprehensive description of the Charter School's educational program in the following areas:

• Charter School failed to provide a comprehensive set of sample daily schedules for each grade level to be served that shows the subjects to be taught including designated and integrated ELD, during the various periods of the day as well as subtotals and totals of daily instructional minutes.

Response from Academia Avance:

(Avance Renewal page 11)

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.

(Avance Renewal page 91, Table 1.25 6th through 8th Course Sequence)

(Avance Renewal page 108, Table 1.27 A-G Course of Study by Grade Level)
(Avance Renewal page 140, Instructional Minutes)
(Avance Renewal pages 149 through 157)

LAUSD Findings:

Governance Structure of the Charter School (Element 4) *The charter petition does not contain a reasonably comprehensive description of the Charter School's governance structure:*

• *Page 195 includes a statement that the "[Charter] 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...." However, Article VI of the Avance Schools, Inc. bylaws ("Bylaws")*

explicitly states that "this corporation shall have non-voting members within the meaning of the Nonprofit Corporation law." It is therefore unclear what the statement in the petition means when it refers to the Charter School as the sole statutory member of its corporate operating entity.

Response from Academia Avance:

(Avance Renewal page 195 through 210)

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.

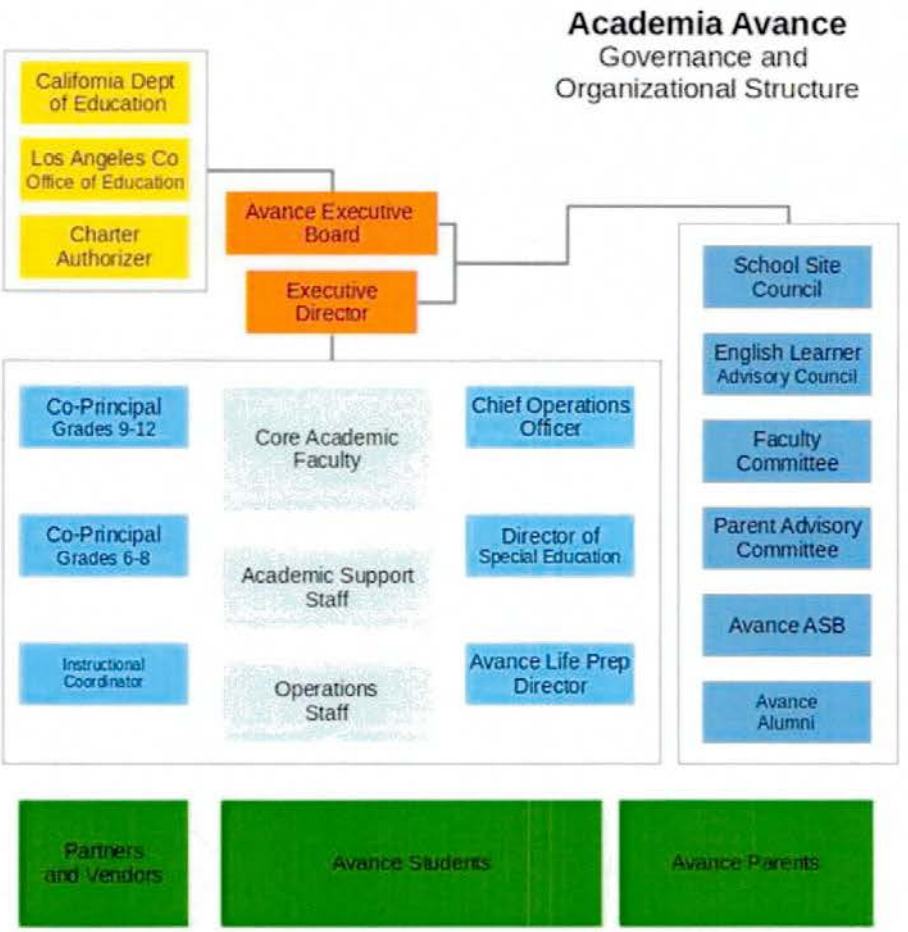
Academia Avance is governed pursuant to the Articles of Incorporation and Bylaws adopted by the incorporators of Avance School, Inc. Academia Avance complies with all laws relating to public agencies and all federal laws and regulations and state codes as pertaining to charter schools. The Bylaws for 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.

Graph 4.1: Governance and Organizational Structure



LAUSD Findings:

• *The petition does not outline the criteria and process for selecting governing board members. For example, the petition failed to address board member qualifications, selection criteria and process, or length or rotation of service terms.*

Response from Academia Avance:

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~~ SBE 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.

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 and 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.

LAUSD Findings:

• *Element 4, and Bylaws, do not comprehensively address governing board meeting requirements. For example, procedures that will ensure compliance with ey Brown Act requirements were not addressed including: location and frequency of governing board and committee meetings, location(s) for posting governing board and committee meeting agendas, rules regarding participation in board meetings by teleconference per Government Code section 54953.*

Response from Academia Avance:

(Avance Renewal Petition, Page 199-200)

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.

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.

(Avance Renewal pages 198 through 199)

LAUSD Findings:

• *The petition and Bylaws made references to directors with voting authority/voting members, but neither the petition nor Bylaws identify any class of board members as non-voting. That notwithstanding, Corporations Code section 5047 provides that a director for all purposes and shall have the same rights and obligations, including voting rights.*

[2] For findings of fact related to grounds for reasonably comprehensive descriptions, please see the Academia Avance's Renewal Petition and corresponding element (Exhibit 1, Academia Avance Renewal Petition). [3]

Annually, the LAUSD Charter Schools Division publishes an *Independent Charter School Renewal Application Guide* to provide petitioners with clear information regarding what the District considers to be a "reasonably comprehensive" petition (Exhibit 12, Independent Charter School Renewal Application Guide).

Response from Academia Avance:

Non-voting members was not located in the Academia Avance Renewal petition.

Avance's Renewal Petition, page 202, states the following:

"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.

LAUSD Findings:

Provisions in the corporation's Bylaws submitted for review present some possible conflict of interest issues:

• *The Bylaws in Article VII, sections 16, under Quorum, and 21(c) and (h), under Creation of Power of Committees contain provisions that may run contrary to Government Code1090 and Education Code 47604.1 (effective January 1,2020) which prohibit a public entity from entering into any contract in which any of its board members has a direct or indirect financial interest.*

Response from Academia Avance:

Government Code1090 and Education Code 47604.1 (effective January 1,2020) which prohibit a public entity from entering into any contract in which any of its board members has a direct or indirect financial interest.

LAUSD Findings:

• *Article VII, section 16 requires a quorum in the "(a) approval of contracts or transactions in which a trustee has a direct or indirect material financial interest."*

• *Article VII, section 21 describe the powers of committees but withholds the power of a committee to fix the compensation of directors for serving on the board (section 21 (c)), or to approve a transaction in which the corporation is a party and in which one or more of its directors has a material financial interest (section 21 (h)). The provisions in these subsections could be interpreted to mean that the board, not a committee has the power to fix board members' compensation and approve transactions of material financial interest.If This is the case,these provisions may cause the corporation to violate conflict of interest laws, including Govt. Code 1090 et seq., Education Code 47604.1 (effective January 1, 2020) and LAUSD COI policy.*

Response from Academia Avance:

LAUSD Findings:

Qualifications of Employees of Charter School (Element 5) *The charter petition does not contain a reasonably comprehensive description of qualifications of the Charter School's employees.*

• *Petition does not specify the minimum and desirable educational qualification/degree for some of the positions identified in Element 5, for example the Executive Director, Director of Special Education, school Psychologist, and High School Dean.*

Response from Academia Avance:

(Avance Renewal page 213)

Executive Director
Qualifications
The qualifications for this position include demonstrated appropriate and substantial previous experience and leadership in:

- Non-profit management
- Public-sector program compliance

- Charter-school operations
- Educational advocacy and reform
- Cultural relevance with community served, including parent involvement
- Education of youth in alignment with the Avance mission statement and educational program

Add:

Director of Special Education

Minimum Qualifications:

- 2-3 Years of experience preferred
- Bachelor's Degree with college transcripts,
- Masters Degree in Education 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, or Pupil Personnel Services.

School Psychologist,

Add:
Minimum Qualifications:

- 2-3 Years of experience preferred
- Master's Degree in School Psychology with transcripts,
- Must have passed CBEST
- 3 Letters of Recommendations
- Valid California Pupil Personnel Services credential

High School Dean:

Add:

Minimum Qualifications:

- 6-8 Years of experience preferred in Educational Student Support
- BA/MA Degree with college transcripts,
- Teaching experience minimum 2-3
- MTSS training and implementation
- Restorative Justice Practices
- Strong communication skills with teachers, students and parents

LAUSD Findings:

Health and Safety Procedures (Element 6) *The charter petition does not contain a reasonably comprehensive description of the Charter School's Health and Safety procedures. Element 6 does not address how Charter School will comply with requirements of the following:*

• *Effective January 1, 2019, AB 1747, requires charter schools to develop a comprehensive school safety plan with input from classified employees, consultation with the fire department and other first responder entities and that the school safety plan shall include procedures for conducting tactical responses to criminal incidents, including procedures related to persons with guns on school campuses and at school- related functions.*

Response from Academia Avance:

In accordance with AB 1747, effective January 1, 2019, assure that the Academia Avance will develop a comprehensive school safety plan with input from classified employees of the charter school, a fire department and other first responder entities and that the school safety plan shall include procedures for conducting tactical responses to criminal incidents, including procedures related to persons with guns on school campuses and at school-related functions.

LAUSD Findings:

Admissions Process (Element 8) *The charter petition does not contain a reasonably comprehensive description of the Charter School's Admission Requirements. The petition does not address the following:*

• *A description of how the school will recruit and reach out to students with disabilities.*

Response from Academia Avance:

(Avance's Renewal, page 255, add the highlighted text)

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 and students with disabilities. (added)

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, 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..

LAUSD Findings:

• *The procedures the Charter School will follow to determine waiting list priorities based upon lottery results and to enroll students from the waiting list.*

Response from Academia Avance:

(Avance Renewal page 256) 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.

(Avance Renewal page 257) 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).

LAUSD Findings:

• *The means by which the Charter School will notify parents/guardians of students who have been offered a seat as a result of the lottery or from the waiting list following a lottery, and the procedures and timelines under which parents/guardians must respond in order to secure admission.*

Response from Academia Avance:

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.

Add:

If a drawing is necessary, the following procedures will be followed:

- Academia Avance will designate a deadline so that all interested parties may submit a lottery form which contains the name of the student, birth date, grade, address, phone number and parents'/guardians' names. The form will be available in the Academia Avance's Main Office
- All forms must be received in the Academia Avance Main Office by 4:30 p.m. on the second Friday in January of each year, and only one form may be submitted per student. If it has been determined that more than one form has been submitted, the student will be disqualified.
- A drawing will be held at. Academia Avance on a chosen date and time for the lottery. Preferably on the weekend or after 5:30 pm on a weekday so that most interested parties will be able to attend:
    - A neutral member of the community will draw names until all names have been called.
    - Names will be listed on a spreadsheet, which will be projected on a screen at the front of the auditorium/cafeteria for all participants to view, and those who will be enrolled will be clearly identified on the publicly viewed spreadsheet.
    - When all open spaces have been filled, it will be announced that all names that are pulled from that point on will be placed on a waiting list with the first name drawn, the first on the waiting list.
    - This process will continue until all forms have been drawn and all names are listed on the publicly viewed spreadsheet.
    - Following the drawing, the Academia Avance's Main Office staff will call the parents of all students to be enrolled and those on the waiting list.
    - Parents of students on the waiting list will be informed by phone and letter as to the student's place on this list.
    - When a student from the waiting list is offered enrollment, the parent/guardian will have three days to determine whether to accept or reject the offer of enrollment to the Executive Director or the Co-Principals.
    - Lottery procedures and timelines will be posted yearly in Academia Avance's main office beginning on October 1st.
    - The office manager of the Charter School will maintain all forms and records for all students who participated in the lottery for one year as well as the spreadsheet completed during the lottery drawing documenting the order of names selected.

LAUSD Findings:

• *The method for documenting the fair execution of lottery and waitlist procedures.*

Response from Academia Avance:

Added as per above

LAUSD Findings:

Annual Independent Financial Audits (Element 9) *The charter petition does not contain a reasonably comprehensive description of the Charter School's process for annual financial audits.*

Response from Academia Avance:

Element 9 removal of LAUSD DRL updated Avance strikethrough document.

LAUSD Findings:

It is unclear who is responsible at the Charter School for contracting with an independent auditor to conduct the required annual financial audit. While Element 4 provides, as part of the board's responsibilities under "Annual financial audit" that the "Board hires the school's auditor...", Element 9 provides that the "Executive Director, will be responsible for contracting and overseeing the independent financial audit."

Response from Academia Avance:

The Board of Directors reviews and approves the audit no later than December 15.

The Chief Operations' Officer is responsible for submitting the audit to all reporting agencies no later than December 15. The audit committee reviews any audit exceptions or deficiencies and report recommendations on resolution to the Board of Directors. The Board reports to SBE ~~LAUSD~~ regarding how exceptions and deficiencies have been or will be resolved. It is understood that exceptions and deficiencies will be resolved to the satisfaction of SBE ~~LAUSD~~.

LAUSD Findings:

Suspension and Expulsion (Element 10) The charter petition does not contain a reasonably comprehensive description of the Charter School's students' Suspension and Expulsion Procedures.

Response from Academia Avance:

LAUSD Findings:

• *While Element 4 provides on page 198 that, as part of its roles, the board is responsible for hearing "appeals by parents on matters of student discipline, including student expulsions," Element 10 states on page 276 that students have "no rights to appeal from expulsion from the School as the decision to expel by the Avance Executive Board shall be final." This provision not only bars students and their families from exercising all of their due process rights and an opportunity to appeal a process or decision they feel was not fair or unjustifiable but contradicts District Required Language for Element 10, which provides in part that "Charter School shall provide due process for all students,...regarding suspension and expulsion, including rights of appeal."*

Response from Academia Avance:

(Avance Renewal page 273, LAUSD statement out of context)

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Executive Director or designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to 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.

LAUSD Findings:

• *Charter School indicates that it will implement in-school suspension as one of the alternatives to suspension but does not describe comprehensively or separately, how it will authorize and implement in-school suspension.*

Response from Academia Avance:

(Avance Renewal page 264)

Avances uses Restorative Justice Practices.

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

LAUSD Findings:

• *Although Charter School agrees to comply with District's School Climate Bill of Rights per District Required Language included on page 258, which provides that: "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," and prohibits discipline based on willful defiance and disruption of school activities, the petition content*

believes this stated agreement by indicating willful defiance as grounds for suspension. The petition further indicates willful defiance may be grounds for expulsion, which contravenes state law.

• *Petition does not include "a clear statement," per Education Code 47605(b)(5)(J)(iii), "that no*

pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action." In addition, the procedures outlined in Element 10 do not assure that the written notice of student suspension/expulsion "shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder."

• *Petition fails to describe the Charter School's own policies and procedures regarding rehabilitation plans, including the term of expulsion, criteria to be set forth in the plan, and the timelines and process for reinstatement and/or readmission following completion of the term of expulsion.*

Response from Academia Avance:

LAUSD asks that you do not restated District Required Language (DRL).

LAUSD Findings:

Closure Procedures (Element 15) *Petition does not identify the specific position(s) that will serve as the school's closure agent(s) in the event that the school closes.*

Response from Academia Avance:

Academia Avance Renewal, Element 14, Page 286, 287 District Required Language (Element 15, District Required Language removed contact and has accepted the following:

Page 286:

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, 20th Floor
Los Angeles, California 90017

Ricardo Mireles, Executive Director
Academia Avance
115 North Avenue 53rd
Los Angeles, CA 90042
(323) 230-7270

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, 20th Floor
Los Angeles, California 90017

Charter School:
Ricardo Mireles, Executive Director
Academia Avance
115 North Avenue 53rd
Los Angeles, CA 90042
(323) 230-7270

Insert the following in Element 15:

Charter School Closing Contact:
Ricardo Mireles, Executive Director
Academia Avance
115 North Avenue 53rd
Los Angeles, CA 90042
(323) 230-7270

RECOMMENDATION -Restate Summary

Information provided by Avance to meet the SB1290 requirements was not included in the LAUSD Findings of Fact, specifically the academic achievement gains demonstrated by the NWEA MAP outcomes on pages *** of the petition. Analysis of the 2019 SBAC data available after petition intake once the CDE published the 2019 data also demonstrates strong academic achievement gains made by Avance students.

Avance contests the recommendation, and disputes the LAUSD findings of fact report.