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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](mailto:charters@cde.ca.gov).



**Academia Avance  
Charter Renewal Petition Appeal  
Support Documents**

**Submitted on December 2, 2019**

Received  
Charter Schools Division  
DEC 02 2019



California Department of  
**EDUCATION**

Time:  
Received by:

**Charter Schools Division  
California Department of Education  
1430 N Street, Suite 5401  
Sacramento, CA 95814-5901**

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#### ADMINISTRATIVE RECORD

*This administrative record contains the documents required by 5 Cal. Code Regs. § 11966.6, subdivision (b) to be delivered to the SBE at the time the Notice of Appeal is delivered, as well as other pertinent supporting documentation.*

#### **TAB DOCUMENT**

1. Cover letter to the California Department of Education Charter Schools Division for Charter Renewal Appeal by Academia Avance of Denial by Los Angeles Board of Education, dated December 2, 2019
2. LAUSD Finding of Fact report annotated with the Avance Response
3. Avance Key Achievement Summary Sheets shared with the LAUSD board
4. Letter from LAUSD documenting the board action to deny renewal of Avance's Charter Petition, dated October 24, 2019
5. Minutes from the LAUSD board meeting of October 15, 2019
6. LAUSD Staff Assessment and Recommendation Report and Findings of Fact for October 15, 2019 LAUSD board meeting
7. Longitudinal analysis of Academia Avance fiscal measures for current charter period encompassing fiscal years 2016 to 2020
8. Fiscal report from the independent auditor for June 30, 2019
9. First Interim Fiscal Report for FY2019-2020
10. Charter Petition (submitted to the LAUSD on August 19, 2019) [SEPARATE BINDER]
11. Letter Describing the Changes Necessary to the Renewal Petition to Reflect SBE as the Chartering Entity, dated December 2, 2019



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December 2, 2019

**VIA ELECTRONIC MAIL AND HAND DELIVERY**

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**RE: Charter Renewal Appeal by Academia Avance of  
Denial by Los Angeles Board of Education**

Dear Ms. Constancio:

Academia Avance presents its appeal for renewal of our charter to the State Board of Education pursuant to 5 C.C.R. section 11966.6(a). Academia Avance is currently authorized by the State Board of Education, and has been a cornerstone of the downtown Highland Park community of Northeast Los Angeles for fifteen years. We are fulfilling our mission as a college preparatory charter public school with strong college attainment outcomes in a community long underserved. Renewal of the Avance charter will allow us to expand our impact over the next five years.

**SUMMARY FOR APPEAL CONSIDERATION**

This cover letter and supporting documents are presented together with the Academia Avance ("Avance") charter renewal petition package as submitted to and accepted by the Los Angeles Unified School District ("LAUSD") on August 19, 2019. A public hearing for our petition was held on September 3, 2019 by the Los Angeles Board of Education, with a vote resulting in denial of the renewal petition on October 15, 2019. (See LAUSD notice of October 24, 2019 with attached Stamped Board of Education Order of Business, Staff Assessment and Recommendation Report, and LAUSD Findings of Fact (See Tabs 4-6). We present this appeal within the California Department of Education ("CDE") prescribed submission date so as to be heard by the State Board of Education ("SBE") at their meeting of March 11-12, 2020, following the review of our appeal by the SBE Advisory Commission on Charter Schools ("ACCS") at their meeting of February 5, 2020.

This letter covers these five topics:

- A. Summary background of Academia Avance
- B. An outline for how Avance meets the renewal criteria currently prescribed in California Education Code 47607(b)(4), as well as via 52052(e)(4)(3) with alternative measures for academic achievement for Avance school-wide and for sub-groups
- C. An argument for how the LAUSD did not use pupil academic achievement as the primary factor for consideration of the Avance charter renewal petition pursuant to the requirements of SB 1290/47607(a)(3)



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- D. A counterpoint to the findings of fact of the LAUSD (See Tab 2).
- E. Additional factors for consideration of the charter renewal under appeal to the SBE

## **A. BACKGROUND OF ACADEMIA AVANCE**

Academia Avance is an independent community-based charter public school located in the Northeast Los Angeles community of Highland Park. The school has nearly quintupled enrollment since opening in the Fall of 2005 to now serve 475 students in grades 6-12. The student body is 99% Latino, with over 90% qualifying for the Federal FRPM program, and over 40% identified as English Learners. Over 80% will be first generation college-bound for their family.

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

The school was created to provide an opportunity for students and their parents seeking a pathway to a professional career and sustainable living wage. Avance to date has graduated five classes totaling 191 alumni, of which 90% have been accepted to at least one four year post-secondary institution, or have joined the US military. For the Fall 2014 semester, Avance alumni exceed the national average for persistence in college, with over 70% persistence on to their second year - the majority in a Bachelors degree program, a statistic which exceeds the state and national norms for Latino students in college.

Persistence is a current focus of many education research and policy efforts, and aligns with the new college and career readiness priorities of LCFF/LCAP; priorities that recognize that *"Whether a significantly greater number of [California youth]... fare better in our education system and have the opportunity to succeed in college, will determine our economic fate."*<sup>1</sup> This is echoed at a national level in the new book from acclaimed Harvard educator Robert Putnam<sup>2</sup>, who identifies a "savvy gap" that separates the kids from families who know how to get into four year colleges, and thus professional track sustainable wage jobs... and those that don't. Avance kids transcend the savvy gap. This past May witnessed the first Avance Bachelors degree recipients.

The second component of Avance's mission is to prepare our students for a professional career after college via the Avance Life Prep Work Educational Experience program. We currently have mentor partnerships with three dozen public and private organizations through Northeast Los Angeles in a broad range of career fields. Among the partner are the Huntington Memorial Hospital, the Pasadena Waldorf School, the Pasadena VETCO Pet

- 1 *The State of Higher Education in California: Latino Report*, The Campaign for College Opportunity, April 2015
- 2 *Our Kids: The American Dream in Crisis*, Robert D. Putnam, Simon & Schuster, 2015.

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Hospital, Crown City Medical Clinic, SPACE – the South Pasadena Arts Center, radio station KPFK and the Mexican American Legal Defense Fund. Many of the Avance alumni have been invited to return to their host organization during their college breaks. Many also have pursued a college degree aligned with their internship experience. (See letter of support from the Huntington Hospital in Tab 8.)

We believe that Avance has accomplished this in large part as a result of the strong three-way partnership between the students, teachers and parents that has led to the development of a strong college-bound nurturing school culture. One clear measure of this partnership has been the level of participation for the Fall and Spring teacher-parent conferences: 90% since 2009. Other measures include the 97% average attendance rate over the last two years, and the over 90% re-enrollment rate of students year-to-year. Avance initiated in the Fall of 2011 a partnership with the Sunburst Youth Challenge Academy, a high school operated by the National Guard at the Joint Forces Training Facility in Los Alamitos, CA thirty miles south of Avance. The six month residential program is organized around a military service lifestyle, specifically designed for youth age 16-18 most at-risk to not graduate from high school. Avance has mentored over two dozen young men and women through the Sunburst program, with some graduating from high school while on base, and about half choosing to return to Avance to complete their high school studies. Among the Class of 2015 there were 7 Sunburst Cadet graduates that also chose to graduate from Avance. Five are now enlisting in the US Marine Corp.

Avance has many activities, clubs and teams supporting the academic program. The athletics program fields teams for boys and girls at both the high and middle school levels in soccer, basket ball and cross country. The Avance boys soccer team has clinched their CIF league championship in three of the last four years, twice undefeated. In the last three years Avance has advanced a runner to the state finals for cross-country. Avance teams finished the 200 mile/24 hour Ragnar Relay in 1st and 2nd for their division in 2012, 2013 and 2014. The Solar Cup team competes in the largest school solar powered boat competition in the country, and the film and art clubs are connected to the art organizations in the community. Avance kids study hard. Avance kids play hard. These are measures of how the school in all ways strives to achieve the Avance core values of consciousness, reason, synergy and action.

## **B. LEGAL CONTEXT FOR CONSIDERATION OF THE AVANCE RENEWAL**

Despite irrefutable student achievement data that is summarized below, on May 12, 2015, the Los Angeles County Board of Education deadlocked in a 3-3 vote to on the charter renewal. The LACOE staff report—*which contained proposed findings NOT adopted by the County Board, and therefore NOT considered factual findings in the record*<sup>3</sup>—recommended denial of the charter renewal based on insufficient evidence of student achievement. The determination of the LACOE staff that Avance did not meet the criteria for renewal applied an incorrect standard when it only considered stale API scores in contravention of the state’s clear direction after AB 484 that authorizers must consider

<sup>3</sup> We understand it is the CDE’s customary practice to review charter non-renewal appeals in the context of the reasons the renewal was denied by the school’s authorizer. Indeed, the template “Petition Review Form” lists the findings made by the authorizer, the petitioner’s response, and CDE’s reconciliation of the claims and response. Here, such rubric would be inappropriate because there were *no findings* made by the LACOE Board on the renewal of Avance’s charter. LACOE staff’s reports were considered and were *not* approved by the LACOE Board of Education.

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“all data” and “alternative measures.” (See Tab 6 CDE letter of May 13, 2014; and Ed. Code, 52052(e)(4).)

LACOE staff also inappropriately used a “median” based comparison not established anywhere in the Education Code requiring that Avance have above-median API scores compared to demographically similar schools that are located nowhere near Avance.<sup>4</sup>

Education Code section 47607(a)(3) sets out the primary consideration in a charter renewal: an authorizer “shall consider increases in pupil academic achievement for all groups of pupils served by the charter school as the most important factor in determining whether to grant a charter renewal.”

The problem when it comes to proving pupil academic achievement, and the reason Avance (and many other schools) has been prejudiced in this charter renewal, is the state’s elimination of CST tests. Without test scores and API, it is difficult for charter schools to present the kind of longitudinal and norm-based data authorizers have traditionally expected in charter renewal cycles (namely, API scores). Last spring, Avance implemented the NWEA MAP system but it takes at least one year (2013-2014 for our school) for the school to learn how to implement the computer-based test and for students to become accustomed to MAP. Rather than require schools to shift immediately from CST to Smarter Balanced tests, the State suspended California’s school accountability system in 2013-2014, and now 2014-15, to give teachers and students time to adjust. However, charter schools like Avance do not have a similar “suspension” of their charter renewal cycles to allow for adjustment (and renewals are based primarily on API).

The legislation that permitted the State to suspend state testing was Assembly Bill 484 (“AB 484”), which established the new standards and assessments. For charter schools up for renewal, even one “gap year” in API poses a real problem because 3 of the 4 traditional standards for renewal in Education Code 47607(b) hinge solely on API growth and scores. For instance, 47607(b)(1)’s standard is that a school attained its API growth target in either the prior year or two of the past three years. With the prior year missing, AB 484 would essentially re-write section 47607(b)(1) to require API growth in two of the past two years—an altogether different and higher bar than the Legislature requires for charter renewal. The problem compounds in the next year, when API is suspended for a second year. Section 47607(b)(1) is entirely unworkable when a school lacks either of the prior two years of API data.

With the suspension of API, there is no way to effectively implement the criteria set out by 47607(b)(1) through (3)—the heart of the State’s standards-based renewal criteria. Schools would be left with only (b)(4), because the rest of 47607(b) is unworkable. To further compound the problem, renewals under subsection (b)(4) are disfavored because of the “extra” findings required in (b)(4)(C): submission to State Superintendent. Section 47607(b) was originally drafted to give a charter school various options to show academic success. It was not intended to tie schools to an accountability system that has been abandoned. (Cal. Ed. Code, § 52052(h).) This situation—the suspension of API without the amendment of Section 47607(b)—was labeled by LACOE Board of Education Vice President Tom Saenz as “legislative malpractice” on February 17, 2015.

The drafters of AB 484 failed to directly amend the renewal criteria in Education Code

<sup>4</sup> See Tab 4 for the letter of May 1, 2015 presented to the LACOE staff from counsel for Avance describing the legal opinion that the LACOE methodology for the determination of renewal eligibility was not established in state education code.

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section 47607(b), but they did add the new Education Code section 52052(e)(4) to address this situation. Education Code section 52052(e)(4) was specifically added to address all the provisions of the Education Code that require schools to meet a certain API score in order to receive a benefit. (Tab 5, Legislative History of AB 484 (2013).) According to the CDE, there are approximately 26 such provisions that use API scores as the threshold for a school to receive some sort of benefit—**including a charter renewal**. (Tab 7, CDE Report to the California Legislature on Alternative Methods for the API, dated October 1, 2013, see Attachment 2.) Without API scores, unless each of those 26 provisions of the Education Code were modified, there would be no way for the State to determine whether a school qualified for numerous benefits. To prevent the absurd result that the suspension of the API would mean suspension of these 26 provisions—including a charter renewal—the Legislature added Section 52052(e)(4) to the Education Code as part of AB 484. This section creates new criteria schools can use to satisfy any of the 26 statutory requirements that would normally require an API calculation—*including a charter renewal*. Section 52052(e)(4) provides:

Schools that do not have an API calculated shall use one of the following: (1) the most recent API calculation; (2) an average of the 3 most recent annual API calculations; or (3) **alternative means that show increases in pupil achievement schoolwide and among significant subgroups**.

Education Code section 52052(e)(4) was specifically added to apply to charter schools like Avance that are up for renewal, to create a path for schools to achieve the API goals they are required to meet, in API “gap years.” (Tab 5, see Page 1 [the Legislature directed that LEAs, including charter schools, that lack an API due to the State’s suspension of API “shall instead use [52052(e)(4)] to satisfy any statutory requirements requiring an API calculation...”]; See Ed. Code, § 52051.5.)

The CDE’s Charter Schools Division expressly recognized that the suspension of the API would impact charter renewal determinations, and directed authorizers to use Section 52052(e)(4). On May 13, 2014, the CDE sent a letter to charter school authorizers called “Impact of API Suspension on Charter Renewal Determinations.” The CDE’s letter stated that “charter school authorizers can consider a range of options in determining increases in pupil academic achievement for charter renewals.” (Tab 6, Letter from CDE Staff to Charter School Authorizers Discussing Impact of API Suspension on Charter Renewals, dated May 13, 2014, see Page 1.)

Specifically:

Three alternatives were authorized by Assembly Bill 484 to meet legislative and/or programmatic requirements: (a) the most recent API calculation; (b) an average of the three most recent annual API calculations; or (c) **alternative measures that show increases in pupil academic achievement for all groups of pupils school wide and among significant student subgroups**.

The CDE’s letter clarified that this route in Education Code section 52052(e)(4) **is different from and in addition to** the route for renewal in Education Code section 47607(b)(4):

[C]harter school authorizers have the three options for determining academic achievement for charter renewal stated above, **in addition to** an option in current law, EC Section 47607(b)(4)(A).

(Tab 6, see Page 2.)

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As demonstrated with the data presented in this letter, Avance has plainly met the legal standard for renewal set out by AB 484 in Education Code section 52052(e)(4)(C).<sup>5</sup>

**Avance's Verifiable, Alternative Measures Of Student Achievement—Including College Attainment Indicators, Comparison To Resident Schools, And MAP Data—Show Increases In Pupil Academic Achievement Schoolwide And Among Significant Subgroups Per Education Code Section 52052(e)(4)(C)**

## **C. ALTERNATIVE MEASURE FOR COLLEGE READINESS**

Four sources offer data with a positive context for the Avance outcomes, with these key findings:

1. The 2015 report of the The Campaign for College Opportunity that finds 65% of first-time college Latino enrollees in Fall 2013 attended a California community college, with only 26% attending a 4 year school, compared to 22% community college and 74% 4 year for Avance college enrolled alumni.
2. The 2014 report of the California Charter Schools Association that finds that the traditional public schools in Los Angeles have less than 20% of their Latino students completing the A-G requirements, and DataQuest showing that less than 50% of all students take the SAT, while about 90% of Avance complete the A-G and take the SAT, both critical factors for access to a 4 year university.
3. The 2013 USC report that presents data for the “best” high schools in the state, defined as all high schools with a 2010 API statewide ranking of “10”, which on average sent 46% of their Latino graduates to a California community college, with only 20% enrolling to the public 4 year universities (CSU 15%, UC campus 5%), compared to 29% 4 year enrollees for Avance alumni (CSU 20%, UC 9%) with an additional 31% in a private 4 years school (like Mt. St. Mary's College, or the University of the West).
4. The 2010 California Postsecondary Education Commission data report presenting alumni persistence indicators for the specific LAUSD traditional high schools that over 90% of Avance students would otherwise attend, showing 70% drops in enrollment from college Freshman to Sophomore years, compared to a less than 15% drop for Avance alumni.

These and other contextual measures are presented in Tab 3 within the “Avance College Attainment Indicators” summary document. Version 1 of this document was present to LACOE on April 27<sup>th</sup>. Version 2 is presented here that includes the newer Campaign for College Opportunity data. In Tab 1 is the “Avance Renewal Criteria Fulfillment” document (Section 1.2 of the original petition documents. The source reports are presented in Tab 14 for all the cited reports. All of these contextual measures were dismissed by the LACOE staff in their review of the school on the grounds that the source data was not verifiable, despite being derived from published reports from reputable and recognized organizations that used published government data.

Looking forward, Avance believes we are well aligned with the new LCFF/LCAP priorities. This past Fall CDE announced that the new API, while still under development, will have

<sup>5</sup> The record demonstrates that Avance also meets the standard under Education Code section 47607(b)(4). See document in Tab 1 as presented to LACOE on February 2, 2015.

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40% of its weight established with non-academic measures such as college and career readiness, and parent participation.

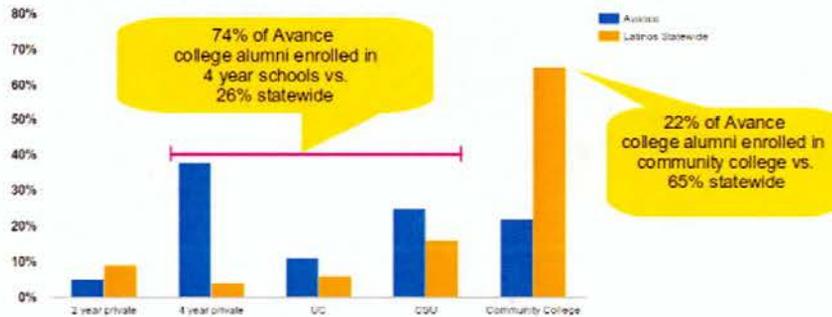
The four charts on the following two pages present summary data for the findings above. (See larger size print of the charts in Tab 3.)

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**Avance outcomes compared to the finding of the Campaign for College Opportunity (CCO) report on Latinos in higher education in California. (See report summary in Tab 13.)**

## Avance Outcomes Surpass Statewide Latino Trends – CCO Study

Avance College Outcome vs. Statewide  
Latinos Outcomes 2013



### SUMMARY

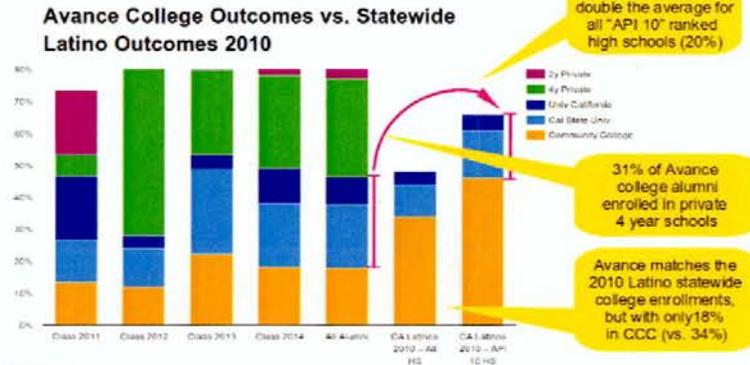
- 74% of all the Alumni enrolled in college for their first year are in a 4 year degree program (36% within CSU/UC), and 22% within the California community college system (i.e. not private).
- 26% of college enrolled Latinos statewide enrolled in college for their first year in 2013 into a 4 year degree program (22% within CSU/UC), and 65% within the California community college system (i.e. not private).
- Avance essentially reverses the 4 year to 2 year trend for Latinos in California.

SOURCE: Avance alumni tracking with validation using the National Student Clearinghouse data for April 10, 2010, compared to Integrated Postsecondary Education Data System (IPEDS), U.S. Dept. of Education, Institute of Education Sciences, National Center for Education Statistics, 2013 data data as presented in The State of Higher Education in California: Latino Report, The Campaign for College Opportunity, April 2013.

**Avance outcomes compared to the findings of the University of Southern California report on Latinos in higher education in California. (See report summary in Tab 14.)**

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## Avance Outcomes Surpass Statewide Latino Trends – USC Study



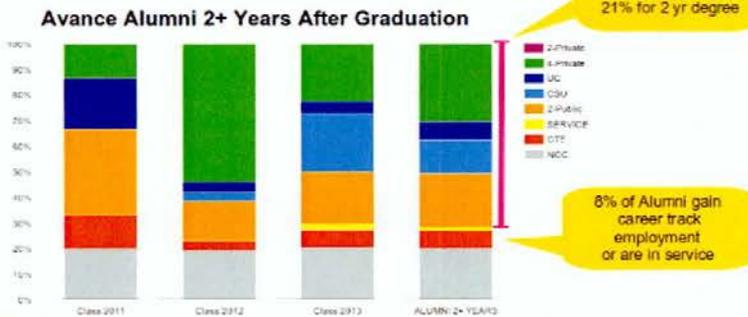
**SUMMARY**

- 72% of all the Alumni in their second or greater year after graduation remain enrolled in college, with 51% within a 4 year degree program (20% within CSU/UC), and 21% within the California community college system (i.e. not private).
- 8% of the alumni hold a job that will lead to an independent sustainable living wage, or are in a service vocation (military or religious). The jobs are in a professional setting, with a management track, or resulting from a skill certificate/degree program. Retail sales positions not counted.
- 20% of the alumni are not enrolled in post-secondary institution, nor hold a career-track job.

SOURCE: Avance alumni tracking with validation using the National Student Clearinghouse data for April 16, 2015, compared to 2010 California Postsecondary Education Commission 2010 data data as analyzed by USC 2013 study: Addressing Latino Outcomes at California's Historically-Serving Institutions

**Avance persistence outcomes tracked by the school, and verified with information from the National Student Clearinghouse.**

## Avance Alumni Persistence Towards College/Career Goals



**SUMMARY**

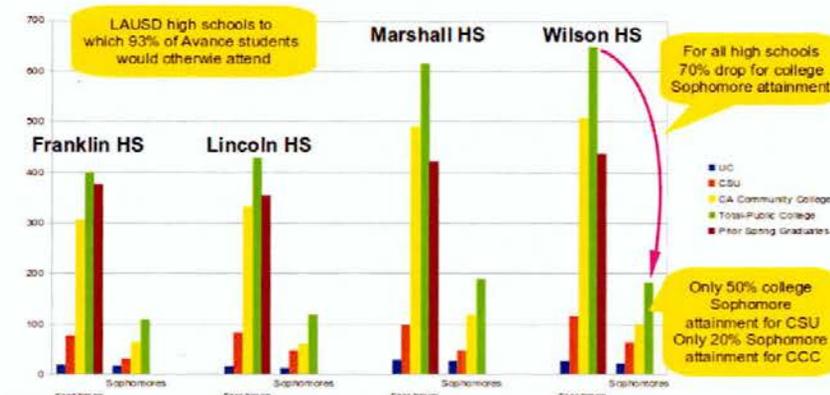
- 72% of all the Alumni that are in their second or greater year after graduation remain enrolled in college, with 51% within a 4 year degree program (20% within CSU/UC), and 21% within the California community college system (i.e. not private).
- 8% of the alumni hold a job that will lead to an independent sustainable living wage, or are in a service vocation (military or religious). The jobs are in a professional setting, with a management track, or resulting from a skill certificate/degree program. Retail sales positions not counted.
- 20% of the alumni are not enrolled in post-secondary institution, nor hold a career-track job.

SOURCE: Avance alumni tracking with validation using the National Student Clearinghouse data for April 16, 2015

**Comparison to persistence outcomes of 2010 (most recent CPEC data available) for the high schools 93% of Avance students would have to attend.**

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**Indicators for Low Persistence for Latinos in  
 Northeast Los Angeles - 2010**



**SUMMARY**

- **Public System Enrollment Constant:** roughly equal distribution to the UC, CSU and Community College systems at 5%/20%/75% respectively. (Freshmen counts inflated with "second year Freshmen" (less than 30 semester credits)
- **Persistence is Low for CSU and Community College:** high numbers of students are not progressing to Sophomore level (over 30 semester credits or equiv.).
- **Evidence for Low Private School Enrollment:** Public College enrollment for all 3 systems is higher than the prior year graduation counts, thus few enrolling outside of UC/CSU/CCC AND high counts of "second year Freshmen".

SOURCE: California Postsecondary Education Commission 2010 data report for Enrollment by High School Origin, CDE DataQuest Graduates by Ethnicity 2009/2010

The key Avance college indicators are based on the Avance alumni tracking data, compiled from surveys of the 140 (now 191 with the Class of 2015) alumni. The following auxiliary information was presented to LACOE staff to corroborate the Avance alumni tracking tallies:

1. the final transcripts for all alumni in Classes 2011 to 2014
2. image copies of the Fall 2014 course schedules for 90% of the college enrolled alumni from the Class of 2014
3. the data from an April 16, 2015 snapshot from the National Student Clearinghouse (NSC) for all matched college enrolled Avance alumni (66 of 114 students).

In addition to the the NSC snapshot, Avance collaborated with the University of the West, the small private 4 year university in Rosemead, CA where 34 Avance alumni attend. A letter of support from the Dean of Enrollment at UWest (see UWest letter of support in Tab 8) describes the close partnership that has been formed between Avance and this WASC accredited university. The letter has as an attachment the Avance Student Success Report prepared by the UWest Office of Institutional Research and Assessment this past April. With the UWest data, Avance held independent confirmation of actual college enrollment status for 87% of all the college enrolled students. Despite this, however, LACOE dismissed all of the the Avance college attainment data and measures. However, the California Charter Schools Association did accept the Avance College Indicators analysis as part of their "second look" review of our charter in September of 2014, given the suspension of the CST aligned API and STAR data. (See CCSA letter of support in Tab 8.)

The Seniors from the Class of 2015 that just graduated on June 6<sup>th</sup> will join their more senior alumni who attend UC Berkeley, UCLA, UC Davis, UC Irvine, UC Santa Cruz, UC Merced, UC San Diego, UC Riverside, Cal Poly Pomona, CalState Northridge, CalState LA, San Jose State, San Diego State, Humboldt State, Mt St Mary's College, and UWest among the 40+ institutions attended by Avance-ros.

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## **College Readiness for Sub-groups**

There are a number of credible alternative measures of student achievement at Avance that demonstrate our school meets the minimum requirements for charter renewal under Section 52052(e)(4)(C). First, and most dramatic, Avance's outcomes for our college bound graduates meet or surpass state and national statistics as described above in Section A.

Expanding on the above school-wide achievements, are the data for the CDE designated sub-groups. For Latinos and low SES students, this is easy: with 99% and the over 90% statistics for these groups, the school-wide outcome are essentially the outcome for these sub-groups.

This leaves the academic outcomes for English Learners as requiring data. Of Avance's English Learners, 45% enroll in four-year universities, matching the outcome for Latino graduates from the 2010 "best" API "10" ranked schools, as was described above for the 2013 USC study.

Separately, while not a sub-groups for API purposes, the outcomes for students with a disability are important, and also count for the LCFF/LCAP. Avance's college enrollment outcomes for students with IEPs match those of our non-IEP students.

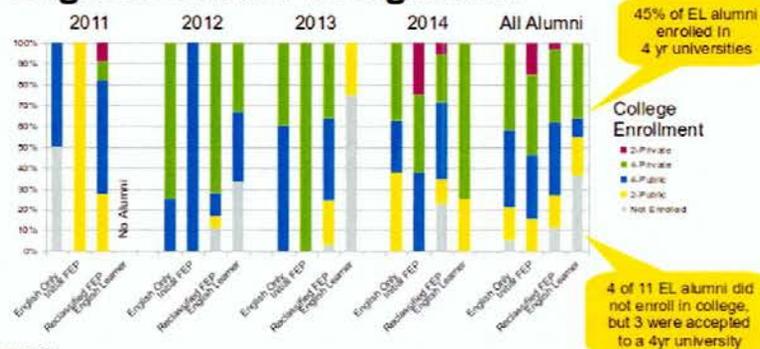
These outcomes align with Avance's college and career preparatory mission. They are evidence of our school's achievement not only for all pupils at the school, but also in the arena of a key LCFF state priorities. Our students not only complete A-G courses while at Avance, they actually achieve four-year institution acceptance—a far more complex and comprehensive rubric for success.

The two charts on the following page present summary data for the findings above for English Learners and students with an IEP. (See larger size print of the charts in Tab 3.)

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**College attainment for Avance English Learners, with 45% enrolled in 4 year universities, surpasses the averages measured for all Latinos graduates of the "best" high schools in the state, defined as having an API "10" statewide rank 20% enroll in the**

**College Outcomes for Alumni by English Learner Designation**



**SUMMARY**

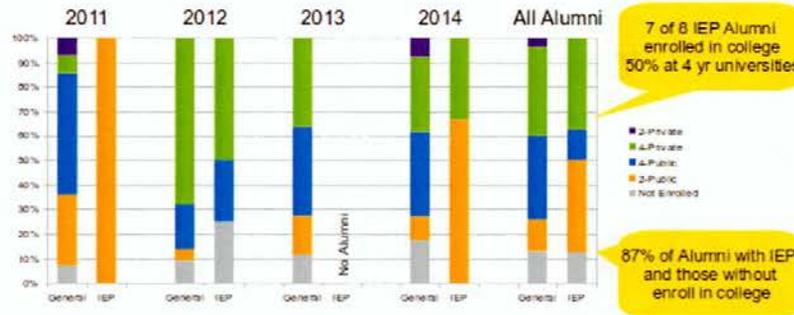
- **English Learners 11:** 64% (7) enrolled in college after graduation; 36% (4) did not. Of those that did not enroll, 3 did receive an acceptance to a 4 year institution; 3 were not continuously enrolled at Avance since the 9th grade; 1 EL Senior did not graduate.
- **Reclassified FEP 97:** 89% (86) enrolled in college after graduation; 11% (11) did not. Of those that did not enroll, 5 did receive an acceptance to a 4 year institution; 1 gained employment with a career-track position. 2 RFEP Seniors did not graduate.
- **Initial FEP 12:** 100% enrolled in college after graduation.
- **English Only 19:** 95% (18) enrolled in college after graduation; 5% (1) did not.

SOURCE: Avance alumni tracking with validation using the National Student Clearinghouse data for April 16, 2015

**UC/CSU systems.**  
**College attainment for Avance Seniors with an IEP matches that of the Seniors without an IEP, both at 87%.**

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### College Outcomes for Alumni with IEP



**SUMMARY**

- IEP Alumni outcomes closely match those of the non-IEP alumni.
- **Alumni with IEP 8:** 87% (7) enrolled in college after graduation; 13% (1) did not. All Seniors with IEP graduated.
- **General Education Alumni 132:** 87% (115) enrolled in college after graduation; 13% (17) did not. Of those that did not enroll, 5 did receive an acceptance to a 4 year institution; 1 gained employment with a career-track position.

SOURCE: Avance alumni tracking with validation using the National Student Clearinghouse data for April 16, 2015

## D. ALTERNATIVE MEASURES FOR ACADEMIC ACHIEVEMENT SCHOOLWIDE AND FOR SUB-GROUPS

Given the state's suspension of the STAR assessments in 2013, and the difficulties faced by Avance to obtain STAR tests for Spring 2014 (ETS would not provide all the needed assessment materials as they were only provided on a voluntary "as-available" basis) Avance quickly implemented the nationally recognized NWEA MAP assessments in March 2014. The initial assessments issued in April had many technology based issues, not unlike the initial Smarter Balanced field test of the same period. The resulting data was far too varied to provide any comprehensible interpretations, as the outcomes did not correlate with the STAR results from prior years, nor with the teacher based assessments and observations.

However, the 2014-2015 implementation of the NWEA MAP assessments, with improved technology, training and staff preparations, yielded excellent data. The outcomes for the October, January and May assessments show positive increases from the beginning-of-year to end-of-year in Reading, Language Usage, Mathematics and Science across all tested grades (6-11), and for all CDE designated significant sub-groups: Latinos, Low SES, and English Learners (EL+RFEP), which represent 99%, 90%, and 55% of the student population, respectfully. Additionally, there were gains for students with an IEP (8% of students) which is not a CDE designated significant sub-group for our school.

The table and chart on the next two pages present a summary of the MAP assessment outcomes for the 2014-2015 academic year, with these summary points:

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1. The Growth Target for the Year was met for the following grade/subjects (cells in green).
2. There were no instances of negative growth for the year in all grades/subjects.
3. There was one instance of negative growth (orange cell) at mid-year for 6<sup>th</sup> grade Language, with some growth achieved for the year, albeit not enough to meet the year growth target.
4. The 9<sup>th</sup> graders are not tested in Science as the Avance 9<sup>th</sup> grade course program offers a double-block of English, and Robotics instead of Science.
5. The 11<sup>th</sup> grade students met the End-of-year RIT target at mid-year for Reading and Language.
6. The 11<sup>th</sup> graders met the year growth target in Math, Reading and Science. The target was moot for the Language, as the RIT mean had already surpassed the End-of-year target at the start of the year.
7. The gap between the achieved mean RIT at End-of-year, and the NWEA MAP norm RIT for the specific grade/subject is in the double

Note: the original charter petition submission to LACOE of February 2<sup>nd</sup> presented the beginning-of-year to mid-year MAP outcomes, with sub-group tallies. LACOE ignored the subgroup tallies, and mid-year data, choosing instead to apply the NWEA "predictors" from the beginning-of-year data that compares the MAP RIT scores to preliminary Smarter Balanced scores from New York, Illinois and Kentucky. This comparison seems ill-fit to the high-stakes interpretations applied by the LACOE staff due to the very evident and significant differences between the student demographics and realities of California students and these three comparison states.

(See larger size print of the charts in Tab 3.)

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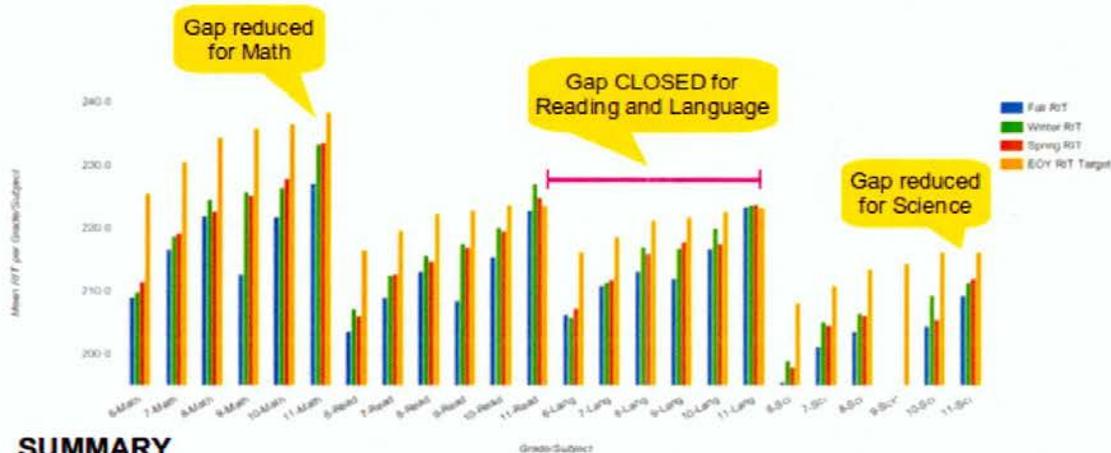
**Summary of NWEA MAP outcomes for 2014-2015 by grade - mean RIT**

Grade	Fall RIT	Winter RIT	Growth	Spring RIT	Growth	Growth Year	Year Growth Target	EOY RIT Target	EOY Mean Gap
<b>Grade 6</b>									
Math	208.9	209.9	1.0	211.4	1.5	2.5	6.0	225.6	14.2
Reading	203.5	207.1	3.6	205.9	-1.2	2.4	3.0	216.4	10.5
Language	206.3	205.7	-0.6	207.2	1.5	0.9	4.0	216.2	9.0
Science	195.5	198.9	3.4	197.9	-1.2	2.2	3.0	208.1	10.2
<b>Grade 7</b>									
Math	216.5	218.8	2.3	219.2	0.4	2.7	5.0	230.5	11.3
Reading	208.9	212.5	3.6	212.7	0.2	3.8	3.0	219.7	7.0
Language	210.9	211.5	0.6	211.9	0.43	1.0	2.0	218.7	6.8
Science	201.2	205.1	3.9	204.4	-0.7	3.2	3.0	210.9	6.5
<b>Grade 8</b>									
Math	222.0	224.6	2.6	222.7	-1.9	0.7	4.0	234.5	11.8
Reading	213.1	215.6	2.5	214.6	-1	1.5	3.0	222.4	7.8
Language	213.3	217.0	3.7	215.9	-1.1	2.6	2.0	221.3	5.4
Science	203.5	206.5	3.0	206.0	-0.5	2.5	2.3	213.5	7.5
<b>Grade 9</b>									
Math	212.7	225.8	13.1	225.2	-0.6	12.5	4.0	236.0	10.8
Reading	208.5	217.6	9.1	216.9	-0.7	7.4	2.0	222.9	6.0
Language	212.1	216.8	4.7	217.8	1	5.7	2.0	221.8	4.0
Science	Not Tested	Not Tested		Not Tested	-			214.3	Not Tested
<b>Grade 10</b>									
Math	221.8	226.4	4.6	227.8	1.4	6.0	2.0	236.6	8.8
Reading	215.4	220.2	4.8	219.6	-0.4	4.2	2.0	223.8	4.2
Language	216.6	220.0	3.4	217.5	-2.5	0.9	2.0	222.7	5.2
Science	204.3	209.3	5.0	205.4	-3.9	1.1	2.0	216.2	10.8
<b>Grade 11</b>									
Math	227.0	233.3	6.3	233.5	0.2	6.5	2.0	238.3	4.8
Reading	222.9	227.0	4.1	224.9	-2.1	2.0	2.0	223.7	NO GAP
Language	223.4	223.8	0.4	223.9	0.1	0.5	2.0	223.3	NO GAP
Science	209.3	211.5	2.2	212.1	0.5	2.8	1.0	216.2	4.1

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**Chart of Avance NWEA MAP Outcomes for 2014-2015**

## Avance NWEA-MAP Outcomes 2014-2015



### SUMMARY

- For every grade/subject, there is pupil academic achievement, with overall growth in the mean RIT for the year.
- The content mastery gap is reduced for Reading and Language from 6<sup>th</sup> to 10<sup>th</sup> grades, and is CLOSED for the 11<sup>th</sup> grade, ie. target mean RIT is met or surpassed.

*SOURCE: NWEA-MAP assessment summary reports for 2014-2015*

The following are inferred from the 2014-2015 Avance NWEA-MAP outcomes:

1. The 6<sup>th</sup> grade students as a whole are farther behind than the upper grades. There mean RIT gap suggests that there is a significant gap in content master at the 6<sup>th</sup> grade
2. There is evidence that the gap in content master is reduced as students progress by grade, with evidence of closing the gap by the 11<sup>th</sup> grade.
3. There is test bias from familiarity with the test format and specific testing skills needed for the NWEA-MAP assessments (basic computer skills, typing, etc.). Similarly, there is evidence that the bias is lost with time, as the older student outcomes as a whole improve.
4. The Start-of-year outcomes may be biased down, as this was the first time to take the MAP tests in the year, or for all new Avance students, especially in the 6<sup>th</sup> and 7<sup>th</sup> grades.

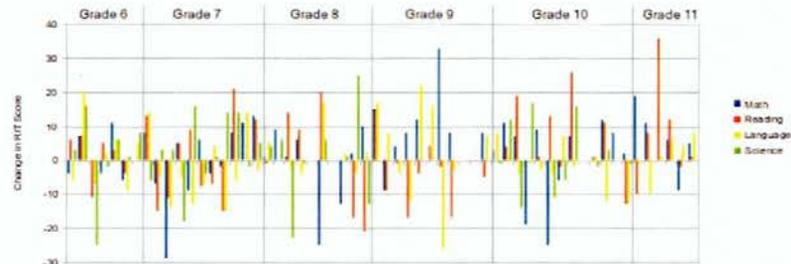
**Inference Number 2 is a strong indication of the overall impact of the Avance academic program, ie. there is clear and documented evidence of pupil academic achievement.**

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**Individual EL Student Outcomes (anonymized) for End-of-year NWEA-MAP**

**Avance NWEA-MAP Outcomes 2014-2015  
for English Learners**



**SUMMARY**

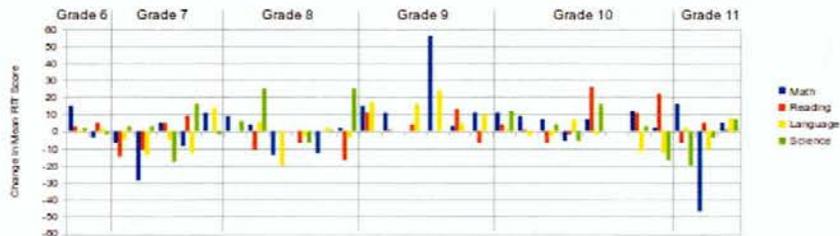
- The RIT change is presented for each English Learner in grades 6-11 for subjects Math, Reading, Language and Science, ordered left to right by grade (9<sup>th</sup> graders not tested in Science)
- RIT change greater than 20 should be considered anomalies (test result not an accurate measure of the students mastery of the content).
- Over all, there are more students/subjects with growth, especially in grades 9 and 10.

SOURCE: NWEA-MAP assessment summary reports for 2014-2015

**Individual (anonymized) Outcomes for Students with IEPs for End-of-Year NWEA-MAP**

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**Avance NWEA-MAP Outcomes 2014-2015  
 for Students with an IEP**



**SUMMARY**

- The RIT change is presented for each student in grades 6-11 with an IEP for subjects Math, Reading, Language and Science, ordered left to right by grade (9<sup>th</sup> graders not tested in Science)
- RIT change greater than 20 should be considered anomalies (test result not an accurate measure of the students mastery of the content).
- Over all, there are more students with growth, especially in grades 9 and 10.

SOURCE: NWEA-MAP assessment summary reports for 2014-2015

**Summary of 2014-2015 NWEA-MAP Outcome for English Learners and Students with IEPs**

**ENGLISH LEARNERS**

	Met MAP Growth-Year Projection	Share of Cohort Showing Growth Over Year
Math	57%	65%
Reading	42%	51%
Language	35%	47%
Science	46%	57%

**STUDENTS WITH IEP**

	Met MAP Growth-Year Projection	Share of Cohort Showing Growth Over Year
Math	62%	66%
Reading	48%	60%
Language	39%	50%
Science	41%	59%

The following are inferred from the 2014-2015 Avance NWEA-MAP outcomes for English Learners and Students with IEPs:

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1. The majority of EL students as a whole cohort demonstrate growth as measured by gains in the RIT score over the 2014-2015 year for Math, Reading and Science. Almost a majority (47%) likewise on the Language assessment.
2. For EL students, a significant share met or surpassed the NWEA projected RIT growth target for the year.
3. The majority of students with IEPs as a whole cohort demonstrate growth as measured by gains in the RIT score over the 2014-2015 year for all for subjects: Math, Reading, Language and Science.
4. For students with IEPs, a significant share met or surpassed the NWEA projected RIT growth target for the year.

**The NWEA-MAP data indicate that the majority of EL and IEP students are showing academic progress, ie. there is clear and documented evidence of pupil academic achievement for the Avance student sub-groups, accounting the the fact that the outcomes for the Latino and low SES sub-groups are statistically equivalent to the schoolwide outcomes as these group have a 99%/ 90% share, respectfully.**

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## **E. ADDITIONAL FACTORS FOR CONSIDERATION OF THE CHARTER RENEWAL UNDER APPEAL TO THE SBE**

For appeals of charters that have not been renewed, we understand the CDE customarily reviews the reasons cited by the authorizer that denied the charter, as well as the position and responses of the charter school. However, this is a unique appeal. As described above and in the confirmation letter from LACOE staff dated May 14, 2015 (see letter in Tab 11), the LACOE Board of Education *did not grant or deny the renewal of the Avance charter*. LACOE staff prepared reports with proposed findings, which the LACOE Board considered and *did not adopt or approve*. Subdivision (b) of 5 C.C.R. section 11966.6 describes what documents comprise the administrative record for charter petitions that have not been renewed locally and are submitted to the SBE. Section 11966.6(b)(3) lists:

A copy of district governing board's written factual findings denying the petition for renewal, and evidence of the county governing board's denial or, if the county board of education failed to act, evidence that the timeline set forth in section 11966.5(d) has expired.

Here, there are no "written factual findings", and there is no "evidence of the county governing board's denial" because the renewal was not denied. A county board of education acts by its board—not its staff. (See, e.g., Gov. Code, § 54952.) Indeed, when the LACOE board first approved the Avance charter in 2011, it was over a staff recommendation to deny. Here, staff's recommendations to deny the renewal of our charter were never approved by the LACOE Board. This means there is an absence of factual findings by the agency. We believe it would be a violation of Avance's due process for CDE to consider this appeal in the context of claims made by LACOE staff that were never approved by the LACOE Board.

While we believe the LACOE staff's claims are irrelevant to this *de novo* appeal, we present below a brief summary of our responses to the main issues identified.

Most importantly, LACOE staff used the incorrect standard of review to determine whether Avance qualified for renewal based on academic achievement while state API is suspended. LACOE improperly ignored the CDE's directive to consider "alternative measures that show increases in pupil academic achievement for all groups of pupils school wide and among significant student groups." Indeed, LACOE staff ignored Education Code section 52052(e)(4) and AB 484 entirely.

Reviewed closely, the entire LACOE staff analysis hinges on the staff determination under Education Code section 47607(b)(4) in proposed finding 1. Proposed finding 3 is closely related to the alleged under-performance described in proposed finding 1. Proposed finding 2 ignores key independent and verifiable evidence of how the Avance program is sound. (See, for example, Avance's designation as a California State University Dominguez Hills College of Education Model School as described in their letter of support in Tab 8.) Proposed finding 4 (that the petition does not contain adequate assurances because its sample student handbook erroneously states that parents are "required" to volunteer, a form of tuition) is a non-issue. Avance has never penalized a student for a parent's choice not to volunteer, and the language in Avance's handbook can be revised by a technical amendment.

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**Reasonable description of the Required Petition  
Elements**

Proposed finding 5 (that staff believes the petition does not contain reasonably comprehensive descriptions of required elements) directly contravenes the LACOE letter of June 1, 2011 that states Avance meets all the conditions imposed by the Los Angeles County Board of Education when it approved renewal of the Avance charter on August 17 of 2010. The charter presented to LACOE on February 2, 2015 is an update of the 2010/2011 approved charter, using text from other recent LACOE approved charters, and with the new LCFF/LCAP requirements.

Furthermore, consider that to fulfill the 2010 conditions, the entire 2010 charter was re-written *in collaboration with the LACOE staff*. A determination in 2015 that 10 of the 16 elements in the petition do not provide a reasonable and comprehensive description is not aligned with the prior actions and statements of the LACOE staff. However, Avance is happy to make amendments and revisions to the charter elements as required by the SBE as our authorizer.

Avance disputes the LACOE staff's conclusion that the school does not meet the criteria for renewal established in Education Code section 47607(b)(4).<sup>6</sup> LACOE staff stated in the unapproved report that (b)(4) required Avance's academic performance to be (emphasis added) "at least equal to half of its Resident Schools or comparable District Schools." Education Code section 47607(b)(4) requires that the academic performance of a charter school be "at least equal to" the academic performance of the resident schools or other schools in the district—it does not say a school must be at the median or that it must outperform half of the other comparison schools. LACOE staff's "median" standard is not found anywhere in (b)(4) or the Education Code. Avance's 2014 API (the most recent API) surpasses that of all but one "residential" comparison school, and Avance is "at least equal to" (ie. it is not the lowest of) the "similar" comparison schools.

6 Education Code section 47607(b)(4) sets out the following criteria for charter renewal:

- (4) (A) The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.
- (B) The determination made pursuant to this paragraph shall be based upon all of the following:
  - (i) Documented and clear and convincing data.
  - (ii) Pupil achievement data from assessments, including, but not limited to, the Standardized Testing and Reporting Program established by Article 4 (commencing with Section 60640) of Chapter 5 of Part 33 for demographically similar pupil populations in the comparison schools.
  - (iii) Information submitted by the charter school.
- (C) A chartering authority shall submit to the Superintendent copies of supporting documentation and a written summary of the basis for any determination made pursuant to this paragraph. The Superintendent shall review the materials and make recommendations to the chartering authority based on that review. The review may be the basis for a recommendation made pursuant to Section 47604.5
- (D) A charter renewal may not be granted to a charter school prior to 30 days after that charter school submits materials pursuant to this paragraph.

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On the next page is a table that presents our response to LACOE on each of the charter petition document components.

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Academia Avance Charter School Petition for Renewal		Meets Requirements*	Academia Avance Response	Renewal Petition
<b>EC 47607(b): Failure to meet at least one of the academic performance criteria for renewal is grounds for</b>				
<b>Finding 1</b>	The charter school provided evidence it met one of the statutory criteria for renewal.	No	Yes	Renewal Criteria 1.2
<b>EC 47605(b): Failure to meet the criteria under Findings 2-5 is grounds for denial.</b>				
<b>Finding 2</b>	Sound Educational Practice	No	Yes	Element A
<b>Finding 3</b>	Ability to Successfully Implement Intended Program	No	Yes	Element A
<b>Finding 4</b>	Affirmation of Specified Conditions	No	Yes	Assurances and Affirmations
	1 Description of Educational Program	No	Yes	Element A
	2 Measureable Pupil Outcomes	No	Yes	Element B
	3 Method for Measuring Pupil Progress	No	Yes	Element C
	4 Governance Structure	Yes*	Yes	Element D
	5 Employee Qualifications	No	Yes	Element E
	6 Health and Safety Procedures	Yes*	Yes	Element F
	7 Racial and Ethnic Balance	No	Yes	Element G
	8 Admission Requirements	Yes*	Yes	Element H
	9 Annual Independent Financial Audits	No	Yes	Element I
	10 Suspension and Expulsion Procedures	No	Yes	Element J
	11 Retirement Coverage	No	Yes	Element K
	12 Public School Attendance Alternatives	Yes	Yes	Element L
	13 Post-employment Rights of Employees	Yes	Yes	Element M
	14 Dispute Resolution Procedures	No	Yes	Element N
	15 Exclusive Public School Employer	Yes	Yes	Element O
	16 Closure Procedures	No	Yes	Element P
	(c) Standards, Assessments and Parent Consultation	Meets the Condition	Yes	Element B & C
	(e) Employment is Voluntary	Not Applicable	Yes	Element M
	(f) Pupil Attendance is Voluntary	Not Applicable	Yes	Element L
	(g) Effect on Authorizer and Financial Projections Facilities, Administrative Services, Civil Liability and Financial Statements	Does Not Provide Necessary Evidence in 3 of 4 areas. <sup>^</sup>	Yes	Financials
	(h) Targets Academically Low Achieving Pupils**	Not Applicable	Yes	Element A
	(l) Teacher Credentialing	Does not Meet the Condition	Yes	Element A & F
	(m) Transmission of Audit Report	Meets the	Yes	Element D
*Elements marked as meeting requirements may need further explanation, adjustment or technical changes; however, they are reasonably comprehensive and/or substantively comply with regulatory guidance and the LACOE standard of review described in Board Policy and the Superintendent's Administrative Regulations.				
<b>Academia Avance is accessible to provide further explanation, adjustment or technical changes. Upon LACOE's request for student transcripts, access to NWEA Map Assessment, Internal Assess to all documents were provided, system passwords and access to internal data and other fiscal items and records were made available to staff.</b>				

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### ***Fiscal Soundness And Viability For New Charter***

Our school emerged from the state fiscal crisis of the recent past with increased revenues and reduced debt that will create a positive momentum for the new charter period, especially with the projected state allocation levels under LCFF. California's current public school policy transition comes on the heels of the state fiscal crisis that placed enormous stress on almost all schools in the state. Avance experienced steep financial hardship in the 2011-12 academic year, which was a result of our expansion of the high school program to meet our college preparatory mission and preparations for WASC accreditation during the worst of the economic recession. However, by 2013, our audit report demonstrated our effective implementation of a Fiscal Mitigation Plan adopted by the Avance Executive Board. The plan was presented to then LACOE Controller Dr. Cherniss in that year. The 2013 fiscal position showed significant movement in the positive direction, as predicted by the mitigation plan. By the close of the 2014 fiscal year, the independent audit report showed a positive net asset position and a significant reduction in debt. (See copies of audit fiscal audit reports in Tab 16.) Our February 2015 financial statements show that since 2012 we have increased revenues by 42%, reduced debt by 56%, and we project a net asset position for June 2015 to include a 5% budget reserve (\$250,000).

It deserves to mention that the LACOE review of the fiscal position of the school, while cautious, did not identify serious nor material concerns that cannot be addressed when more certainty is established. One issue identified is, in our believe, mis-contextualized, namely the nature of the 2011-1 Finding of the 2011 audit. The issue is mis-contextualized because as is stated in all the subsequent audits, but which is clearly qualified in the 2012, 2013 and 2014 audits as non-material, with an impact of approximately \$3,938 in each year. The cause stems for a pre-condition from the bank to have all property taxes for the property pledged for a line of credit to be cleared before the line-of-credit could be used. The balance identified as liable to the company holding title to the property, and all the incurred interest is not, nor will be a liability for the school. There are no material findings identified in the 2011 to 2014 audits.

The budget projections for the new charter were prepared with conservative assumptions as to the allocation of state funds. The projection does increase the over all final "full-build" enrollment of the school, moving from 525 student in grades 6-8, to 625. This increase is established over the five years with an increase in each of 25 students, one grade at a time, for the high school in addition to the 75 student model that has been in place for the current charter. The recruitment of these students will greatly benefit from the collaboration established this Spring with the very capable CMO organization, Celerity Education Group. CEG currently operates two charters at three sites in Northeast Los Angeles for grades K-8. They wish to encourage their 8<sup>th</sup> grade alumni to access the Avance Life Prep program, and the college attainment outcomes we have achieved. Given that in the recent past they have promoted some 50 students to the 9<sup>th</sup> grade, mostly to privates schools in the not-so-near area, an assumption of a free, local option to attract 50% of these students is a reasonable assumption. Additionally, CEG is ready to host voluntary information orientation sessions for the Avance middle school grades for the CEG students and parents that are on their wait lists. It is assumed that this strategy would net about another 25 students total per year for the middle school 6-8 grades. With this increased enrollment, revenue projections cover all expenses, debt reduction and budget reserve maintenance, as presented in the original petition. It will be noted that the cash projections do allow for payment to be made to retire the line of credit debt by the end of the 2017 fiscal year.

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## **Organizational Capacity Improvements**

Avance has and remains committed to continuous improvement, as it has for the last ten years. We are not blind to the growth areas of our operations, program and staff. The school has steadily progressed on the goals established via the WASC accreditation process of June 2013, and the strategic planning of the Avance Executive Board in each subsequent summer.

We have gained critical and detailed insight from the consulting services of Dr. Sabrina Bow who has over ten years of "frontline" charter management experience. She completed an organizational inventory of all administrative functions with a report presented to the Avance Executive Board. She also provided insightful administrative leadership coaching in the 2014-2015 academic year.

During the summer of 2014, Avance was very fortunate to gain on its staff Dr. St. Claire Adriaan, in the role of Director of Instructional Supports and Student Achievement. Dr. Adriaan, is an award-winning teacher who's been involved in education for the last 27 years. He was born and educated in South Africa where, during high school, he became involved in fighting against oppression and for equal education for people of color. He received his diploma in elementary education at Dower College of Education, then went on to complete his bachelor of arts in education from Nelson Mandela Metropolitan University (NMMU) in Port Elizabeth. At NMMU he was the first person of color to be elected as student government president. Dr. Adriaan then went on to complete two post-graduate degrees at NMMU: a fifth-year education degree in education and a Bachelor of Arts in biblical and religious studies. He also received a post-graduate diploma in educational leadership and management from Rhodes University in Grahamstown, South Africa. Before moving to the United States, Mr. Adriaan was a lecturer at Kagisanong College of Education, where he trained teachers. He has taught in various states and at charter schools like KIPP, Noble Street Charter in Chicago, and is now at Academia Avance in Los Angeles. Dr. Adriaan also transformed Success Preparatory School in New Orleans from a failing school to being ninth out of 42 schools after three years, where he was also the middle school principal. He has also won a number of awards as a teacher, including the Disney Honoree Math Teacher in 2006. St. Claire's life is guided by the philosophy of *ubuntu*, which means "I am who I am because of you," and thus always seeks equality, justice, and excellent education for all children.

To address the new challenges ahead, and to rectify the identified capacity issues of the past charter, and reflecting on the recommendations resulting from the organization inventory, a new leadership team is being formed for the new charter period. The leadership model remains as presented in Element D of the charter, and is accounted for in the budget projections.

The new Principal for 2015-2016 will be Angelica Gil, our nine year veteran teacher and instructional coach, and recent graduate of the administration leadership development program of the College of Education at California State University, Dominguez Hills. She is joined as a Vice Principal by highly regarded Herber Marquez, a favorite among teachers, parents and students. He is completing his administrative credential training from the same Dominguez Hills program, so there will be plenty of synergistic opportunities. Both are fully bilingual (a challenge for the out-going Principal).

In addition to the academic leadership re-alignment, the operations leadership will be bolstered with diverse academic and business skills of Sally Chuang. She is a six year veteran at Avance, but brings her eight years of experience in the corporate sector prior to becoming a teacher to the benefit of Avance. She is recent graduate of the school

*Charter Renewal Appeal by Academia Avance of  
Denial by Los Angeles Board of Education  
Page 27 of 27*

administration program at Loyola Marymount University. She will be the critical "hybrid" academic/administration bridge for the teacher, students and staff.

Ms. Chuang will also be assisted by the very capable staff at Charter Impact, the back office services provider led by Spencer Styles. Avance initiated the engagement with Charter Impact at the start of the 2013-2014 year. They now have significant insight into all aspects of the school, and are ready to support the growth area plans of the school.

The new leadership will be able to build on the gains made in 2014-2015 via our expanding partnership with Cal State Dominguez Hills, described above, and in their letter of support in Tab 8.

Avance board members are participating in the 18 month nationwide "Strengthening the Base" governance capacity development program presented by the largest Latino focused policy, advocacy and affiliate organization, the National Council of La Raza (NCLR) to ensure our school remains dedicated to continuous improvement.

We are confident that with the new leadership team, and with the renewed charter, Avance will make significant and swift progress towards in the growth areas of the school, especially for the administrative oversight, and transition to authorization with CDE and the SBE.

## **CONCLUSION**

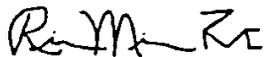
We respectfully ask the State Board of Education take action at its September 2015 meeting to renew the charter for Academia Avance.

Denial of the Avance renewal appeal would result in a significant detrimental situation to our students, especially those in the high school grades in-light of the data presented above in Section C for the four LAUSD residential schools. The data show these schools do have college attainment and persistence far below that of Avance alumni. We believe the Avance outcomes are highly aligned with the intent of the state legislature for the California charter school laws, and the new LCFF/LCAP priorities.

We look forward to the opportunity to discuss the above issues with CDE staff, the ACCS, and the members of the State Board of Education.

We thank you very much for your consideration. Please contact me if you have any questions or require any additional information.

Sincerely,



Ricardo Mireles, Executive Director

cc:

Carrie Lopes, CDE Charter Schools Division  
Miguel Ángel Juárez, Avance Executive Board President

**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
<a href="#">Academia Avance Charter</a>	391	378	96.68%	0.00%	92.30%	0.00%
<a href="#">Dr. Julian Nava Learning Academy</a>	784	763	97.32%	0.64%	94.50%	2.20%
<a href="#">George Washington Carver Middle</a>	756	738	97.62%	0.94%	90.50%	-1.80%
<a href="#">Los Angeles Academy Middle</a>	1,173	1,132	96.50%	-0.18%	90.50%	-1.80%
<a href="#">Sal Castro Middle</a>	315	308	97.78%	1.10%	93.00%	0.70%
<a href="#">Thomas A. Edison Middle</a>	1,268	1,231	97.08%	0.40%	95.40%	3.10%
<a href="#">William Jefferson Clinton Middle</a>	808	789	97.65%	0.97%	90.80%	-1.50%
<a href="#">Young Oak Kim Academy</a>	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
<a href="#">Academia Avance Charter</a>	391	378	96.68%	0.00%	92.30%	0.00%
<a href="#">Cal Burke High</a>	187	182	97.33%	0.65%	92.50%	0.20%
<a href="#">Contreras Learning Center- Academic Leadership Community</a>	453	435	96.03%	-0.65%	95.80%	3.50%
<a href="#">Contreras Learning Center- School of Social Justice</a>	461	444	96.31%	-0.37%	96.30%	4.00%
<a href="#">Dr. Maya Angelou Community High</a>	988	954	96.56%	-0.12%	91.00%	-1.30%
<a href="#">Edward R. Roybal Learning Center</a>	829	803	96.86%	0.18%	88.40%	-3.90%
<a href="#">John C. Fremont Senior High</a>	1,980	1,910	96.46%	-0.22%	90.40%	-1.90%
<a href="#">NAVA College Preparatory Academy</a>	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



# **COLLEGE GOING RATE**

## **Top 20**

**Among 196 high schools within LAUSD  
boundaries for 2018 per CDE**

## **Top 5**

**Among high schools with over  
90% Socio-Economically Disadvantaged students**



## **Special Education**

**14%**

**Fall 2019 share of students**

**100% Graduation Rate**

**89% Enroll in College**

**76% Persistence in College  
for Seniors with IEP over last four years**



## WE NEED YOUR HELP NOW

Academia Avance (Avance) provides a small, college-preparatory public-school opportunity to families in Highland Park. Every day, we work hard to help parents make their dreams of college-preparedness for their children, a reality. To stay open, our school agreement - called a "charter" - must be approved by the State Board of Education. We need to secure the votes of 4 of 7 board members. We are sharing this information with you because we need to keep our community-based school open.

## WE PROUDLY SERVE SPECIAL EDUCATION STUDENTS WELL!

**100%**  
 of Special Education students graduate!

**89%**  
 enroll in college

**76%**  
 persisted in college - seniors with Individualized Education Plan (IEP) over the last 4 years

## WE ARE A SUCCESSFUL SCHOOL!

**TOP 20**

of all Los Angeles Unified School District (LAUSD) high schools in LAUSD boundaries

**TOP 5**

among high schools with

**90%**

Socially-Economically Disadvantaged students

## WE OUTPERFORM LAUSD IN KEY AREAS.

### English Learners (EL) Reclassification Rates: Redesignated Fluent English Proficient (RFEP)

YEAR	SCHOOL/DISTRICT	ENGLISH LEARNERS	REDESIGNATED FEP
2018-19	Academia Avance	<b>15%</b>	<b>42%</b>
	District	<b>20.3%</b>	<b>22.8%</b>

IN 2018-19, THE SCHOOL OUTPERFORMED THE DISTRICT ON ENGLISH LEARNER RECLASSIFICATION RATES.

## WE ARE PREPARING STUDENTS FOR COLLEGE GRADUATION AND BEYOND, NOT JUST HIGH SCHOOL GRADUATION!

College Results for Avance Alumni: Class 2011 through 2019\*

**70%**

are attaining or have attained a college degree, of these

**60%**

are in a 4-year college program

We are also proud that

**14%**

have received a degree or a certification or have career-track employment\*

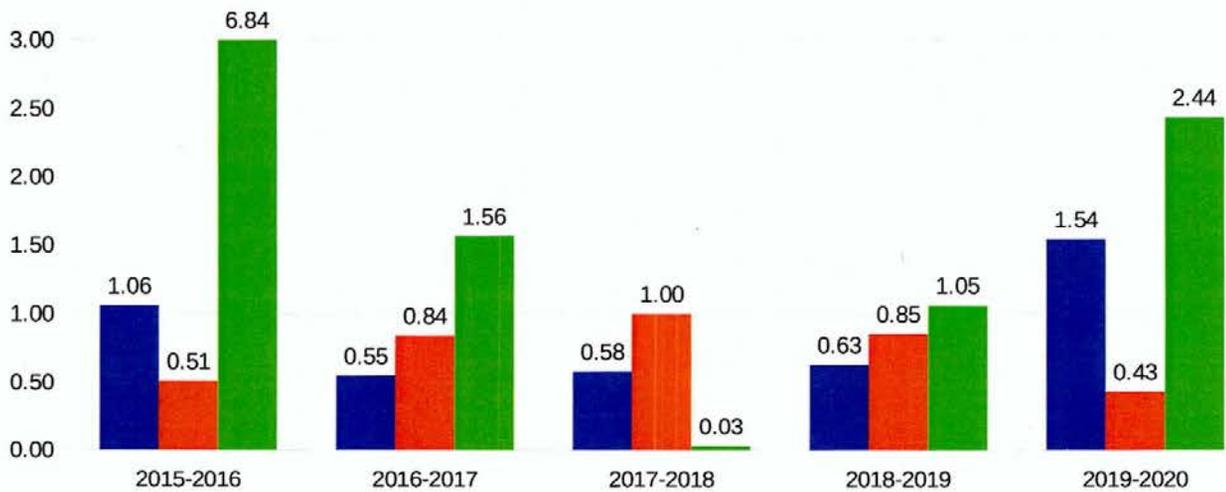
- 10th and 11th grade cohorts achieved growth higher than the LAUSD VCG group in Fall to Spring 2018 across reading, math, and language usage.
- Chronic absenteeism rates dropped from **10.8%** in 2018 to **5.38%** in 2019.

\*2019 Special Needs Student Completion with Survey 2019 (https://www.avance.org/~/media/2019/04/19/2019-Special-Needs-Student-Completion-with-Survey-2019.pdf)

**Longitudinal Analysis of Academia Avance Fiscal Measures - Current Charter Period  
 Fiscal Years 2016 to 2020**

Fiscal Year	Enrollment (CALPADS)	P2 ADA	Attendance Ratio (P2/ Enrollment)	Total Revenues	Total Expenses	FY balance	Current Assets	Current Liabilities	Total Assets	Total Liabilities	Ending Fund Balance (Net Assets)	Net Operating Surplus (or Deficit)(Change in Net Assets)
2015-2016	437	411.66	94.2%	\$5,798,566	\$5,584,739	\$213,827	\$811,794	\$767,188	\$3,108,146	\$1,580,488	\$1,527,658	\$213,827
2016-2017	397	387.15	97.5%	\$6,026,956	\$6,174,077	-\$147,121	\$779,030	\$1,424,621	\$2,365,049	\$1,979,028	\$386,021	\$1,141,637
2017-2018	389	382.41	98.3%	\$5,811,440	\$5,574,717	\$236,723	\$737,894	\$1,278,441	\$1,580,936	\$1,574,374	\$6,562	-\$379,459
2018-2019	391	367.40	94.0%	\$5,852,812	\$6,622,272	-\$230,540	\$776,299	\$1,241,680	\$1,565,735	\$1,328,633	\$237,102	\$230,540
2019-2020	330	313.50	95.0%	\$5,379,848	\$5,138,170	\$241,679	\$450,533	\$292,935	\$875,961	\$374,978	\$500,983	\$263,881

Fiscal Year	Working Capital Ratio (Current Assests/ Current Liabilities) TARGET > 1	Debt Ratio ( Total Liabilities / Total Assests) TARGET < 0.8	Actual Reserve Share (Ending Fund Balance/Reserve Requirement) TARGET > 100%	Reserve Requirement (4% of Expenditures)
2015-2016	1.06	0.51	684%	\$223,389.56
2016-2017	0.55	0.84	156%	\$246,963.08
2017-2018	0.58	1.00	3%	\$222,988.68
2018-2019	0.63	0.85	105%	\$224,890.88
2019-2020	1.54	0.43	244%	\$205,526.79



- Working Capital Ratio (Current Assests/ Current Liabilities) TARGET > 1
- Debt Ratio ( Total Liabilities / Total Assests) TARGET < 0.8
- Actual Reserve Share (Ending Fund Balance/Reserve Requirement) TARGET > 100%

Financial Statements  
June 30, 2019

**Academia Avance Charter School**

**ACADEMIA AVANCE CHARTER SCHOOL  
(A California Nonprofit Public Benefit Corporation)**

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JUNE 30, 2019**

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## INDEPENDENT AUDITOR'S REPORT

Governing Board  
Academia Avance Charter School  
(A California Nonprofit Public Benefit Corporation)  
Highland Park, California

### Report on the Financial Statements

We have audited the accompanying financial statements of Academia Avance Charter School (the School) (A California Nonprofit Public Benefit Corporation), which are comprised of the statement of financial position as of June 30, 2019, and the related statements of activities, cash flows, and functional expenses for the year then ended, and the related notes to the financial statements.

#### *Management's Responsibility for the Financial Statements*

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

#### *Auditor's Responsibility*

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the *2018-2019 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, issued by the California Education Audit Appeals Panel as regulations. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the School's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

***Opinion***

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the School, as of June 30, 2019, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

***Emphasis of Matter Regarding Going Concern***

The accompanying financial statements have been prepared assuming that the School will continue as a going concern. As discussed in more detail in Note 18 of the financial statements, the School assumed debt in 2010 which has affected the School's cash flow and its going concern status. The note also outlines the steps that management has taken to mitigate this going concern risk. The financial statements do not include any adjustments that might result from management's efforts. Our opinion is not modified with respect to this matter.

***Other Matters***

***Other Information***

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying supplementary information as listed on the table of contents are presented for purposes of additional analysis and are not a required part of the financial statements.

The accompanying supplementary information is the responsibility of management, and was derived from, and relates directly to the underlying accounting and other records used to prepare the financial statements. Such information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the accompanying supplementary information is fairly stated, in all material respects, in relation to the financial statements as a whole.

***Other Reporting Required by Government Auditing Standards***

In accordance with *Government Auditing Standards*, we have also issued our report dated August 21, 2019, on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.

*Eide Bailly LLP*

Rancho Cucamonga, California  
August 21, 2019



Financial Statements  
June 30, 2019

## Academia Avance Charter School

**ACADEMIA AVANCE CHARTER SCHOOL**

**STATEMENT OF FINANCIAL POSITION  
 JUNE 30, 2019**

---

**ASSETS**

Current Assets

Cash	\$ 221,142
Accounts receivable	391,024
Other receivable (Note 5)	52,469
Prepaid expenses	<u>111,664</u>
Total Current Assets	776,299

Non-Current Assets

Fixed assets	1,696,421
Less: Accumulated depreciation	<u>(906,985)</u>
Total Non-Current Assets	789,436

Total Assets	<u><u>\$ 1,565,735</u></u>
--------------	----------------------------

**LIABILITIES**

Current Liabilities

Accounts payable	\$ 620,407
Deferred revenue	580,900
Current portion of long-term obligation	<u>40,373</u>
Total Current Liabilities	1,241,680

Long-Term Debt

Non-current portion of long-term obligations	<u>86,953</u>
Total Liabilities	1,328,633

**NET ASSETS**

Without Donor Restrictions

Unrestricted	<u>237,102</u>
--------------	----------------

Total Liabilities and Net Assets	<u><u>\$ 1,565,735</u></u>
----------------------------------	----------------------------

The accompanying notes are an integral part of these financial statements.

**ACADEMIA AVANCE CHARTER SCHOOL**  
**(A California Nonprofit Public Benefit Corporation)**

**STATEMENT OF ACTIVITIES**  
**FOR THE YEAR ENDED JUNE 30, 2019**

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**REVENUES**

Local Control Funding Formula	
State apportionment	\$ 3,364,265
In-lieu property taxes	934,629
Federal revenue	421,476
State revenue	890,679
Local revenues	241,763
Total Revenue	<u>5,852,812</u>

**EXPENSES**

Program services:	
Instruction	4,424,548
Supporting Services:	
Management and general	1,195,481
Fundraising	2,243
Total Expenses	<u>5,622,272</u>

<b>INCREASE IN UNRESTRICTED NET ASSETS</b>	230,540
<b>NET ASSETS, BEGINNING OF YEAR</b>	<u>6,562</u>
<b>NET ASSETS, END OF YEAR</b>	<u>\$ 237,102</u>

The accompanying notes are an integral part of these financial statements.

**ACADEMIA AVANCE CHARTER SCHOOL**  
**(A California Nonprofit Public Benefit Corporation)**

**STATEMENT OF CASH FLOWS**  
**FOR THE YEAR ENDED JUNE 30, 2019**

<b>CASH FLOWS FROM OPERATING ACTIVITIES</b>	
Increase in unrestricted net assets	\$ 230,540
Adjustments to reconcile increase in net assets to net cash provided by operating activities	
Depreciation expense	153,154
Changes in operating assets and liabilities	
Decrease in accounts receivable	153,324
Increase in Other receivable	(5,810)
Increase in prepaid expenditures	(15,818)
Increase in deferred revenue	142,752
Decrease in accounts payable	(219,886)
Decrease in compensated absences	(1,242)
Net Cash Provided by Operating Activities	<u>437,014</u>
<b>CASH FLOWS FROM INVESTING ACTIVITIES</b>	
Purchase of equipment, furniture, and building improvements	<u>(26,096)</u>
<b>CASH FLOWS FROM FINANCING ACTIVITIES</b>	
Note payable repayment	(196,000)
Capital lease repayment	(44,817)
Net Cash Used by Financing Activities	<u>(240,817)</u>
<b>CHANGE IN NET ASSETS</b>	170,101
<b>CASH, BEGINNING OF YEAR</b>	51,041
<b>CASH, END OF YEAR</b>	<u>\$ 221,142</u>
<b>Supplemental cash flow disclosure:</b>	
Cash paid during the period for interest	<u>\$ 5,788</u>
Noncash investing and financing activities:	
Equipment acquired with capital leases	<u>\$ 73,452</u>

The accompanying notes are an integral part of these financial statements.

**ACADEMIA AVANCE CHARTER SCHOOL**  
**(A California Nonprofit Public Benefit Corporation)**

**STATEMENT OF FUNCTIONAL EXPENSES**  
**FOR THE YEAR ENDED JUNE 30, 2019**

	Program Services	Supporting Services		Total
	Instruction	Management and General	Fundraising	
Certificated salaries	\$ 1,556,106	\$ 38,916	\$ -	\$ 1,595,022
Classified salaries	425,331	364,896	950	791,177
Employee benefits	641,054	74,937	169	716,160
<b>Total Salaries and Benefits</b>	<b>2,622,491</b>	<b>478,749</b>	<b>1,119</b>	<b>3,102,359</b>
Books and supplies	574,834	-	-	574,834
Subagreement services	228,374	-	-	228,374
Professional & consulting	438,608	215,185	123	653,916
Facilities	393,853	80,266	189	474,308
Other operations & housekeeping	166,388	38,232	812	205,432
Depreciation	-	153,154	-	153,154
Interest	-	229,895	-	229,895
<b>Total Supplies and Operating Expenses</b>	<b>1,802,057</b>	<b>716,732</b>	<b>1,124</b>	<b>2,519,913</b>
<b>Totals</b>	<b>\$ 4,424,548</b>	<b>\$ 1,195,481</b>	<b>\$ 2,243</b>	<b>\$ 5,622,272</b>

The accompanying notes are an integral part of these financial statements.

**ACADEMIA AVANCE CHARTER SCHOOL  
(A California Nonprofit Public Benefit Corporation)**

**NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2019**

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***NOTE 1 - ORGANIZATION AND MISSION***

Academia Avance Charter School (the School) is operated by Avance Schools, Inc., a California non-profit public benefit corporation. On August 21, 2010, the Los Angeles County Office of Education (LACOE) approved the School's five-year charter expiring June 30, 2015. On September 2, 2015, the California Board of Education approved a five-year charter, retroactive to July 1, 2015, which extends the renewal through June 30, 2020. The School offers education for grades six to twelve. Most of the revenues to support the School's programs are from federal and state grants.

The School is designed to address the critical need for innovative educational alternatives for students in the Los Angeles community. The School has been designed to provide a quality educational program targeting educationally disadvantaged students in high school programs whose state performance measures indicate underperformance. It is the goal of the School to provide students with a rigorous standards-based college preparatory program while preparing them to succeed in the real world through project-based learning, and the Avance Senior Experiences that include internships and other student designed field work.

Charter school number authorized by the State: 0738

***NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES***

The significant policies followed by the School are described below to enhance the financial statements.

**Financial Statement Presentation**

The School is required to report information about its financial position and activities in two classes of net assets: without donor restrictions and with donor restrictions. The School had no donor restricted net assets as of June 30, 2019. In addition, the School is required to present a statement of cash flows and functional expenses.

**Accounting Method - Basis of Accounting**

The financial statements were prepared in accordance with accounting principles generally accepted in the United States of America as applicable to not-for-profit organizations. Basis of accounting refers to when revenues and expenses are recognized in the accounts and reported on the financial statements. Basis of accounting relates to the timing of measurement made, regardless of the measurement focus applied. The School uses the accrual basis of accounting. Revenues are recognized when they are earned and expenditures are recognized in the accounting period in which the liability is incurred.

**ACADEMIA AVANCE CHARTER SCHOOL  
(A California Nonprofit Public Benefit Corporation)**

**NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2019**

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The accompanying financial statements have been prepared utilizing the accrual basis of accounting in accordance with accounting principles generally accepted in the United States of America ("GAAP"). The Financial Accounting Standards Board ("FASB") has established the Accounting Standards Codification ("ASC") as the source of authoritative accounting principles to be applied in the preparation of financial statements in accordance with GAAP. Net assets and revenues, expenses, gains, and losses are classified based on the existence or absence of donor-imposed restrictions. Accordingly, net assets and changes therein are classified and reported as follows:

Net Assets without Donor Restrictions – Net assets available for general use and not subject to donor restrictions. Net assets without donor restrictions also include the investment in property and equipment, net of accumulated depreciation. Designations of the ending net assets indicate tentative plans for financial resource utilization in a future period. As of June 30, 2019, the School has no designated balance.

Net Assets with Donor Restrictions – Net assets that are contributions and endowment investment earnings subject to donor imposed restrictions. Some donor imposed restrictions are temporary in nature that may or will be met, either by actions of the Charter School and/or the passage of time. Other donor imposed restrictions are perpetual in nature, where the donor stipulates that resources be maintained in perpetuity. As of June 30, 2019, the charter has no Net Assets with Donor Restrictions.

Revenues are reported as increases in net assets without donor restrictions unless use of the related assets is limited by donor imposed restrictions. Expenses are reported as decreases in net assets without donor restrictions. Gains and losses on investments and other assets or liabilities are reported as increases or decreases in net assets without restrictions unless their use is restricted by explicitly donor stipulation or by law. Expirations of donor imposed restrictions on net assets (i.e., the donor stipulated purpose has been fulfilled and/or the stipulated time period has elapsed) are reported as reclassifications between the applicable classes of net assets.

**Functional Allocation of Expenses**

The costs of providing and supporting educational programs and other activities have been summarized on a functional basis in the Statement of Functional Expenses. Accordingly, certain costs have been allocated among the instructional program and supporting services benefited.

The financial statements report expenses that are attributed to more than one program or supporting function. Therefore, expenses require allocation on a reasonable basis that is consistently applied. All expenses, excluding depreciation and grant disbursements are allocated on the basis of estimates of time and effort.

**Income Taxes**

The School is a non-profit public benefit corporation that is exempt from income taxes under Section 501(c)(3) of the Internal Revenue Code and classified by the Internal Revenue Service as other than a private foundation and qualifies for deductible contributions as provided in Section 170(b) (1) (A) (vi). It is also exempt from State franchise and income taxes under Section 23701(d) of the California Revenue and Taxation Code. Accordingly, no provision for income taxes has been reflected in these financial statements. Income tax returns for 2015 and forward may be audited by regulatory agencies; however, the School is not aware of any such actions at this time.

**ACADEMIA AVANCE CHARTER SCHOOL  
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**NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2019**

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The School has adopted *Financial Accounting Standards Board (FASB) Accounting Standards Codification (ASC) Topic 740* that clarifies the accounting for uncertainty in tax positions taken or expected to be taken on a tax return and provides that the tax effects from an uncertain tax position can be recognized in the financial statements only if, based on its merits, the position is more likely than not to be sustained on audit by the taxing authorities. Management believes that all tax positions taken to date are highly certain, and, accordingly, no accounting adjustment has been made to the financial statements.

**Cash**

For purposes of the Statement of Cash Flows, the School considers all cash and highly liquid financial instruments with original maturities of three months or less.

**Accounts Receivable**

Accounts receivable are stated at the amount management expects to collect from the outstanding balance. Management provides an analysis of the probable collection of the accounts through a provision for bad debt expense and an adjustment to a valuation allowance. At June 30, 2019, management has determined that all accounts receivable are fully collectible, and no allowance for bad debts has been established.

**Prepaid Expenses**

Prepaid expenses represent amounts paid in advance of receiving goods or services. The School has reported prepaid items either when purchased or during the benefiting period.

**Fixed Assets**

It is the School's policy to capitalize individual property and equipment purchases over \$1,000. Lesser amounts are expensed. Purchased property and equipment is capitalized at cost. Donations of property and equipment are recorded as contributions at their estimated fair value. Such donations are reported as unrestricted contributions unless the donor has restricted the donated asset to a specific purpose. Tenant improvement, furniture, and equipment are depreciated using the straight-line method, over 2 to 5 years. Depreciation expense for the year ended June 30, 2019, was \$153,154.

**Deferred Revenue**

Revenue related to receipts collected prior to the occurrence of State Apportionment Funding is deferred and recognized in the period average daily attendance is identified. In subsequent periods, State Apportionment Funding received in advance are deferred to the applicable period in which the related services are performed or expenditures are incurred, respectively.

**Donated Services and In-Kind Contributions**

Volunteers contribute significant amounts of time to program services, administration, and fundraising and development activities; however, the financial statements do not reflect the value of these contributed services because they do not meet recognition criteria prescribed by generally accepted accounting principles. Contributed goods are fair value at the date of donation. Donated professional services are recorded at the respective fair values of the services received. No significant contributions of such goods or services were received during the year ending June 30, 2019.

**ACADEMIA AVANCE CHARTER SCHOOL  
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**NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2019**

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**Use of Estimates**

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities, and disclosure of contingent assets and liabilities, at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

**Recent Accounting Pronouncements**

On June 21, 2018, the FASB completed its project on revenue-recognition of grants and contracts by not-for-profit entities by issuing Accounting Standards Update No. 2018-08, *Not-for-Profit Entities (Topic 958): Clarifying the Scope and the Accounting Guidance for Contributions Received and Contributions Made*. The amendments in the Update provide a more robust framework for determining whether a transaction should be accounted for as a contribution or as an exchange transaction.

Specifically, the amendments in the Update:

- Clarify how a not-for-profit entity determines whether a resource provider is participating in an exchange transaction or a contribution
- Help an entity to evaluate whether contributions are conditional or unconditional by stating that a conditional contribution must have (1) a barrier that must be overcome and (2) a right of return or release of obligation
- Modify the simultaneous release option currently in generally accepted accounting principles (GAAP), which allows a not-for-profit entity to recognize a restricted contribution directly in unrestricted net assets/net assets without donor restrictions if the restriction is not in the same period that revenue is recognized.

The ASU is effective for the school for the year ended June 30, 2020. Management is evaluating the impact of the adoption on the standard.

**Change in Accounting Policy**

As of July 1, 2018, the School adopted the provisions of Accounting Standards Update (ASU) 2016-14, *Presentation of Financial Statements for Not-For-Profit Entities*. The provisions of the ASU replace the existing three classes of net assets with two new classes (net assets without donor restrictions and net assets with donor restrictions) and enhance the disclosure requirements for the School's donor restricted endowment funds and underwater endowments. The ASU introduces new disclosure requirements to provide information about what is included or excluded from the School's intermediate measure of operations as well as disclosures to improve a financial statement user's ability to assess the School's liquidity and exposure to risk. The ASU also introduces new reporting requirements to present expenses by both function and natural classification in a single location and to present investment returns on the statements of activities net of external and direct internal investment expenses.

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**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2019**

The amendments should be applied on a retrospective basis; however, if presenting comparative financial statements, the ASU allows for the option to omit, for any periods presented before the period of adoption, the analysis of expenses by both natural classification and functional classification (the separate presentation of expenses by functional classification and expenses by functional classification is still required), and the disclosure about liquidity and availability of resources. The School has elected not to present comparative information for these amendments.

The School has adopted this standard as management believes the standard improves the usefulness and understandability of the School's financial reporting.

**Adjustment Resulting from Change in Accounting Policy**

As disclosed above, the School adopted the provisions of ASU 2016-14, Presentation of Financial Statements for Not-For-Profit Entities as of June 30, 2019. Following is a summary of the effects of the change in accounting policy in the Schools's June 30, 2018 financial statements.

	<u>As Previously Reported</u>	<u>Adoption of ASU 2016-14</u>	<u>As Adjusted</u>
Unrestricted	\$ 6,562	\$ (6,562)	\$ -
Net assets without donor restrictions	-	6,562	6,562

**NOTE 3 - CASH**

Cash at June 30, 2019, consisted of the following:

	<u>Reported Amount</u>	<u>Bank Balance</u>
Deposits		
Cash on hand and in banks	<u>\$ 221,142</u>	<u>\$ 446,311</u>

Cash balances held in banks are insured up to \$250,000 by the Federal Deposit Insurance Corporation (FDIC). The School maintains its cash in bank deposit accounts that at times may exceed insured limits. The School has not experienced any losses in such accounts. At June 30, 2019, the School had \$196,311 in excess of insured limits.

**ACADEMIA AVANCE CHARTER SCHOOL**  
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**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2019**

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**NOTE 4 - ACCOUNTS RECEIVABLE**

Accounts receivable at June 30, 2019, consisted of the following:

Local Control Funding Formula	\$ 210,635
Federal receivable	100,529
State receivable	20,035
Lottery	42,825
Other local receivable	17,000
Total Accounts Receivable	<u>\$ 391,024</u>

**NOTE 5 - OTHER RECEIVABLES**

Los Angeles County Charter SELPA holds a 3 percent reserve for excess costs of the School's awarded annual SELPA revenue. As of June 30, 2019, Los Angeles County Charter SELPA had a reserve balance of \$52,469 that the School has rights to collect.

**NOTE 6 - LIQUIDITY AND AVAILABILITY**

Financial assets available for general expenditure, that is, without donor or other restrictions limiting their use, within one year of the statement of financial position sheet date, comprises the following:

Cash and cash equivalents	\$ 221,142
Accounts receivable and other assets	555,157
	<u>\$ 776,299</u>

As part of the School's liquidity management, it has a policy to structure its financial assets to be available as its general expenditures, liabilities, and other obligations become due. The School currently has elected to factor accounts receivables monthly to meet cashflows needs during 2018-2019 fiscal year (see Note 14). Occasionally, the board will designate a portion of any operating surplus to its operating reserve. As of June 30, 2019, no reserves are recorded.

**NOTE 7 - PREPAID EXPENSES**

Prepaid expenses at June 30, 2019, consisted of the following:

Rent	\$ 82,500
Insurance	15,803
Other prepaids	13,361
Total	<u>\$ 111,664</u>

**ACADEMIA AVANCE CHARTER SCHOOL  
 (A California Nonprofit Public Benefit Corporation)**

**NOTES TO FINANCIAL STATEMENTS  
 JUNE 30, 2019**

**NOTE 8 - FIXED ASSETS**

Fixed assets at June 30, 2019, consisted of the following:

	Balance 7/1/2018	Additions	Deductions	Balance 6/30/2019
Fixed Assets Not Being Depreciated				
Construction in process	\$ 188,586	\$ 17,900	\$ 206,486	\$ -
Fixed Assets Being Depreciated				
Land improvements	501,536	285,049	3,452	783,133
Buildings and improvements	594,509	-	-	594,509
Furniture and equipment	312,242	6,537	-	318,779
Total Fixed Assets Being Depreciated	1,408,287	291,586	3,452	1,696,421
Total Fixed Assets	1,596,873	309,486	209,938	1,696,421
Less Accumulated Depreciation				
Land improvements	33,758	101,007	29	134,736
Buildings and improvements	582,225	3,824	-	586,049
Furniture and equipment	137,848	48,352	-	186,200
Total Accumulated Depreciation	753,831	153,183	29	906,985
Fixed Assets, Net	\$ 843,042	\$ 156,303	\$ 209,909	\$ 789,436

During the year ended June 30, 2019, \$153,154 was charged to depreciation expense.

**NOTE 9 - ACCOUNTS PAYABLE**

Accounts payable at June 30, 2019, consisted of the following:

Salaries and benefits	\$ 120,137
Vendor payables	439,332
Due to Los Angeles Unified School District	44,410
Due to grantor	16,528
Total Accounts Payable	\$ 620,407

**NOTE 10 - DEFERRED REVENUE**

Deferred revenue at June 30, 2019, consisted of the following:

Advance on future apportionment payment for 2019-2020	\$ 580,900
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**ACADEMIA AVANCE CHARTER SCHOOL**  
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**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2019**

**NOTE 11 - LONG-TERM OBLIGATIONS**

	Balance, July 1, 2018	Additions	Deductions	Balance, June 30, 2019	Amount Due in One Year
Note payable-City Terrace, LLC	\$ 196,000	\$ -	\$ 196,000	\$ -	\$ -
Capital leases	54,986	73,452	44,825	83,613	40,373
Compensated absences	44,947		1,242	43,705	-
Total	<u>\$ 295,933</u>	<u>\$ 73,452</u>	<u>\$ 242,067</u>	<u>\$ 127,318</u>	<u>\$ 40,373</u>

**Note Payable – City Terrace, LLC**

At June 30, 2017, the School entered into a novation agreement with City Terrace, LLC, in order to refinance a prior loan with a financial institution. Under the terms of the agreement, the School was released of its obligation to repay the loan balance of \$671,875 to the financial institution, in exchange for encumbering a new note payable to City Terrace, LLC for \$500,000. City Terrace, LLC assumed the obligation to pay the loan to the financial institution in return for the School relinquishing its 49 percent interest in the LLC by the 2017-2018 year. As a result, other gains on debt forgiveness of \$171,875 was recognized in 2016-2017. The majority owner of the LLC offered additional debt forgiveness in the amount of \$180,000 in 2017-2018 to reduce the principal to \$196,000. At June 30, 2019, the balance of \$196,000 note payable to the LLC was paid off in 2018-2019 fiscal year.

**Capital Leases**

The School entered into various capital lease agreements for Chromebooks for use in instructional programs by students. As of June 30, 2019, total assets recorded as capital leases are \$86,161, as shown in Note 8 with furniture and equipment. Total amortization of costs is \$17,232, which is included in depreciation expense. The total obligation for payments due was \$21,582, less amounts representing interest of \$785. An imputed interest rate of 6 percent is used to estimate the interest component. The below are the terms of the agreements:

1. On August 21, 2016, the School entered into a capital lease financing agreement with bargain purchase option to purchase Chromebooks. Term of the lease is 36 months with a monthly payment of \$1,121.
2. On January 24, 2017, the School entered into a capital lease financing agreement with bargain purchase option to purchase Chromebooks. Term of the lease is 36 months with a monthly payment of \$840.
3. On August 21, 2017, the School entered into a capital lease financing agreement with bargain purchase option to purchase Chromebooks. Term of the lease is 36 months with a monthly payment of \$962.

Below is a schedule of required future minimum payments:

Year	Payment
2020	\$ 19,660
2021	1,922
Total	21,582
Less, amount representing interest	(403)
	<u>\$ 21,179</u>

**ACADEMIA AVANCE CHARTER SCHOOL**  
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**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2019**

1. The School entered into an equipment lease agreement for a wheel chair lift commencing on September 1, 2018. Term of the lease is 60 months with a monthly payment of \$1,726. As of June 30, 2019, the total obligation for payments due was \$87,530 less amounts representing interest of \$25,096.

Below is a schedule of required future minimum payments:

Year	Payment
2020	\$ 20,713
2021	20,713
2022	20,713
2023	20,713
2024	4,678
Total	87,530
Less, amount representing interest	(25,096)
	\$ 62,434

**Compensated Absences**

The policy of the School is that all classified employees may accrue up to 80 hours of paid vacation time each year, with a maximum of 200 hours of accrued vacation per employee. Certificated employees receive 80 hours of sick time each year, which is not payable upon termination. At June 30, 2019, compensated absences amounted to \$43,705.

**NOTE 12 - EMPLOYEE RETIREMENT SYSTEMS**

Qualified employees are covered under multiple-employer defined benefit pension plan maintained by an agency of the State of California. Certificated employees are members of the California State Teachers' Retirement System (CalSTRS). The School is a participant in the plan and its contributions do not exceed 5 percent of the total plan-level contributions.

The risks of participating in these multi-employer defined benefit pension plans are different from single-employer plans because: (a) assets contributed to the multi-employer plan by one employer may be used to provide benefits to employees of other participating employers, (b) the required member, employer, and State contribution rates are set by the California Legislature, and (c) if the School chooses to stop participating in the multi-employer plan, it may be required to pay a withdrawal liability to the plan. The School has no plans to withdraw from this multi-employer plan.

**ACADEMIA AVANCE CHARTER SCHOOL  
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**NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2019**

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The details of each plan are as follows:

**California State Teachers' Retirement System (CalSTRS)**

**Plan Description**

The School contributes to the State Teachers Retirement Plan (STRP) administered by the California State Teachers' Retirement System (CalSTRS). STRP is a cost-sharing multiple-employer public employee retirement system defined benefit pension plan. Benefit provisions are established by State statutes, as legislatively amended, within the State Teachers' Retirement Law. According to the most recently available Comprehensive Annual Financial Report and Actuarial Valuation Report for the year ended June 30, 2018, total actuarial value of assets are \$180 billion, the actuarial obligation is \$287 billion, contributions from all employers totaled \$4.0 billion, and the plan is 62.6 percent funded.

A full description of the pension plan regarding benefit provisions, assumptions (for funding, but not accounting purposes), and membership information is listed in the June 30, 2017, annual actuarial valuation report, Defined Benefit Program Actuarial Valuation. This report and CalSTRS audited financial information are publically available reports that can be found on the CalSTRS website under Publications at: <http://www.calstrs.com/member-publications>.

**Benefits Provided**

The STRP provides retirement, disability and survivor benefits to beneficiaries. Benefits are based on members' final compensation, age and years of service credit. Members hired on or before December 31, 2012, with five years of credited service are eligible for the normal retirement benefit at age 60. Members hired on or after January 1, 2013, with five years of credited service are eligible for the normal retirement benefit at age 62. The normal retirement benefit is equal to 2.0 percent of final compensation for each year of credited service.

The STRP is comprised of four programs: Defined Benefit Program, Defined Benefit Supplement Program, Cash Balance Benefit Program and Replacement Benefits Program. The STRP holds assets for the exclusive purpose of providing benefits to members and beneficiaries of these programs. CalSTRS also uses plan assets to defray reasonable expenses of administering the STRP. Although CalSTRS is the administrator of the STRP, the State is the sponsor of the STRP and obligor of the trust. In addition, the State is both an employer and nonemployer contributing entity to the STRP.

The School contributes exclusively to the STRP Defined Benefit Program, thus disclosures are not included for the other plans.

**ACADEMIA AVANCE CHARTER SCHOOL  
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**NOTES TO FINANCIAL STATEMENTS  
 JUNE 30, 2019**

The STRP provisions and benefits in effect at June 30, 2019, are summarized as follows:

	STRP Defined Benefit Program	
	On or before December 31, 2012	On or after January 1, 2013
Hire date	December 31, 2012	January 1, 2013
Benefit formula	2% at 60	2% at 62
Benefit vesting schedule	5 years of service	5 years of service
Benefit payments	Monthly for life	Monthly for life
Retirement age	60	62
Monthly benefits as a percentage of eligible compensation	2.0% - 2.4%	2.0% - 2.4%
Required employee contribution rate	10.25%	10.205%
Required employer contribution rate	16.28%	16.28%
Required state contribution rate	9.828%	9.828%

**Contributions**

Required member, Charter School and State of California contributions rates are set by the California Legislature and Governor and detailed in Teachers' Retirement Law. The contributions rates are expressed as a level percentage of payroll using the entry age normal actuarial method. In accordance with AB 1469, employer contributions into the CalSTRS will be increasing to a total of 19.1 percent of applicable member earnings phased over a seven year period. The contribution rates for each plan for the year ended June 30, 2019, are presented above and the School's total contributions were \$244,416.

**On Behalf Payments**

The State of California makes contributions to CalSTRS on behalf of the School. These payments consist of State General Fund contributions to CalSTRS in the amount of \$157,369 (9.828 percent of salaries subject to CalSTRS). Under accounting principles generally accepted in the United States of America, these amounts are to be reported as revenues and expenditures. Accordingly, these amounts have been recorded in these financial statements.

**NOTE 13 - OPERATING LEASES**

The School leases several local facilities to accommodate students with classroom space. The following are operating leases for which the School was under agreement during the 2018-2019 year, including a schedule of future lease payments in accordance with lease terms:

**ACADEMIA AVANCE CHARTER SCHOOL**  
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**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2019**

Lease with Avance Community Foundation for the main campus, which provides facilities for grades 9-12. Term is July 1, 2017 - June 30, 2020, and monthly payments are \$25,000. The term is renewable for another 60 months upon mutual agreement of the parties. A security deposit of \$25,000 is required. Total amounts paid in 2018-2019 were \$300,000.

<u>Year</u>	<u>Amount</u>
2020	<u>\$ 300,000</u>

Lease with Avance Community Foundation, which provides facilities for grades 6-8. Term is July 1, 2017-June 30, 2019, and monthly payments are \$7,500. The School elected to renew one additional year upon mutual agreement of the parties. A security deposit of \$10,000 is required. Total amounts paid in 2018-2019 were \$90,000.

<u>Year</u>	<u>Amount</u>
2020	<u>\$ 90,000</u>

**NOTE 14 - SALE OF RECEIVABLES**

The School sold to Charter School Capital, Inc., and transferred without recourse, various receivables applicable to the School's 2018-2019 fiscal year (July 1, 2018 through June 30, 2019). The School's receivables that were sold for the fiscal year, with associated costs, are as follows:

<u>Receivables Face Value</u>	<u>Purchase Price</u>	<u>Purchase Discount</u>	<u>Program Fees</u>	<u>Total Costs</u>	<u>Net Funds to School</u>	<u>Rate</u>
<u>\$ 3,809,100</u>	<u>\$ 3,642,129</u>	<u>\$ 166,971</u>	<u>\$ 157,136</u>	<u>\$ 224,107</u>	<u>\$ 3,584,993</u>	<u>6.25%</u>

Face value represents the initial fair value of the receivables sold, while purchase price represents the discounted value provided to the school, less program fees..

As of June 30, 2019, the School paid to Charter School Capital \$224,107, representing a finance rate of 6.25 percent, which is a ratio of total costs to net funds to the school.

**NOTE 15 - RELATED PARTY TRANSACTIONS**

- A. The School hired a relative of a board member as an instructor during 2018-2019. The School paid \$3,275 in payroll for that instructor, as of June 30, 2019.
- B. On January 26, 2019, Maria Espinoza Booth joined the Avance Executive Board. At the time of joining, she was employed as the interim Chief Business Development Officer for the Success For All Foundation (SFAF), a public benefit corporation registered in the state of Maryland. Her position with SFAF started in September 2018, and ended on June 1, 2019. Academia Avance has had a business agreement with SFAF since 2017 for instructional support consulting, thus prior to Ms. Espinosa Booth joining the Avance Executive Board. She recused herself from all Academia Avance matters related to the Success For All Foundation during the period overlap.

**ACADEMIA AVANCE CHARTER SCHOOL**  
**(A California Nonprofit Public Benefit Corporation)**

**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2019**

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***NOTE 16 - CONTINGENCIES***

The School has received State and Federal funds for specific purposes that are subject to review and audit by the grantor agencies. Although such audits could generate disallowances under terms of the grants, it is believed that any reimbursement, if required, would not be material.

**Litigation**

The School is not currently a party to any legal proceedings.

***NOTE 17 - SUBSEQUENT EVENTS***

The School's management has evaluated events or transactions that may occur for potential recognition or disclosure in the financial statements through August 21, 2019, which is the date the financial statements were available to be issued. Management has determined that there were no subsequent events or transactions that would have a material impact on the current year financial.

**Sale of Receivables**

After June 30, 2019 through August 21, 2019, the School completed 5 sales of receivables through Charter School Capital, Inc. The receivables relate to fiscal year 2019-2020 LCFF and In-Lieu revenues, with an initial face value of \$355,700 representing cash received of \$344,963.

**Charter Renewal**

The current charter authorized by the State Board of Education on September 2, 2015 expires on June 30, 2020. State Charter law specifies that renewal of the charter must be sought in the final year of the five year charter period with a petition to the local district that first denied the petition, thus the Los Angeles Unified School District. The LAUSD has specified an intake date of August 19, 2020, with a public hearing before the Los Angeles Board of Education on September 3, 2019, for board action on October 15, 2019. Should an appeal be necessary, the petition will be submitted to the California Department of Education by December 2, 2019 for consideration by the Advisory Commission for Charter Schools at their meeting on February 4, 2020, and by the State Board of Education meeting of March 11-12, 2020.

**ACADEMIA AVANCE CHARTER SCHOOL**  
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**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2019**

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***NOTE 18 - GOING CONCERN***

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).

Supplementary Information  
June 30, 2019

## Academia Avance Charter School

**ACADEMIA AVANCE CHARTER SCHOOL  
 (A California Nonprofit Public Benefit Corporation)**

**LOCAL EDUCATION AGENCY ORGANIZATION STRUCTURE  
 JUNE 30, 2019**

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**ORGANIZATION**

The Academia Avance Charter School is operated by Avance Schools, Inc. a California nonprofit public benefit corporation. Avance Schools, Inc. was established on June 22, 2005. On May 24, 2005, the Los Angeles Unified School District (LAUSD) approved the School's charter petition for a period of three years, and granted two one-year extensions in 2008 and 2009. The LAUSD authorized charter expired on June 30, 2010. On August 21, 2010, the Los Angeles County Office of Education (LACOE) approved a five-year charter expiring June 30, 2015. On September 2, 2015, the California Board of Education approved the renewal of a five-year charter, retroactive to July 1, 2015, expiring June 30, 2020. The School operates grades 6-12. The School's California Charter School number is 0738.

**GOVERNING BOARD**

<u>MEMBER</u>	<u>OFFICE</u>	<u>TERM</u>
Miguel Juárez	President	October 30, 2020
Eric Sarábia	Treasurer	October 30, 2020
Francisco Flores	Secretary	October 30, 2019
Maria Espinoza Booth	Member	October 30, 2020
Margaret Godinez	Member	October 30, 2020
Carolyn Harris	Member	October 30, 2019
Rosalinda Meza	Member	October 30, 2020
Noemí Lujan Pérez	Member	October 30, 2020

**ADMINISTRATION**

Ricardo Mireles	Executive Director
Ricardo Gonzalez	Co-Principal
E. Vonn Webb	Co-Principal
Marcelo Olmos	COO

See accompanying note to supplementary information.

**ACADEMIA AVANCE CHARTER SCHOOL**  
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**SCHEDULE OF AVERAGE DAILY ATTENDANCE**  
**FOR THE YEAR ENDED JUNE 30, 2019**

	Final Report	
	Second Period Report	Annual Report
Regular ADA		
Sixth	34.18	34.46
Seventh through eight	100.97	100.49
Ninth through twelfth	232.25	227.67
Total Regular ADA	<u>367.40</u>	<u>362.62</u>
Classroom based ADA		
Sixth	34.18	34.46
Seventh through eight	100.97	100.49
Ninth through twelfth	232.25	227.67
Total Classroom Based ADA	<u>367.40</u>	<u>362.62</u>

See accompanying note to supplementary information.

**ACADEMIA AVANCE CHARTER SCHOOL  
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**SCHEDULE OF INSTRUCTIONAL TIME  
 FOR THE YEAR ENDED JUNE 30, 2019**

Grade Level	1986-87 Minutes Requirement	2018-19 Actual Minutes	Number of Days		Status
			Traditional Calendar	Multitrack Calendar	
Grade 6	54,000				
Grade 6		74,116	178	N/A	Complied
Grades 7 - 8	54,000				
Grade 7		74,116	178	N/A	Complied
Grade 8		74,116	178	N/A	Complied
Grades 9	64,800				
Grade 9		82,812	178	N/A	Complied
Grade 10		82,812	178	N/A	Complied
Grade 11		83,764	178	N/A	Complied
Grade 12		85,441	178	N/A	Complied

See accompanying note to supplementary information.

**ACADEMIA AVANCE CHARTER SCHOOL**  
**(A California Nonprofit Public Benefit Corporation)**

**RECONCILIATION OF ANNUAL FINANCIAL REPORT WITH AUDITED  
FINANCIAL STATEMENTS  
FOR THE YEAR ENDED JUNE 30, 2019**

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Net assets without donor restrictions	
Balance, June 30, 2019, Unaudited Actuals	\$ 235,942
Increase in:	
Accounts receivable	<u>1,160</u>
Balance, June 30, 2019, Audited Financial Statements	<u>\$ 237,102</u>

See accompanying note to supplementary information.

**ACADEMIA AVANCE CHARTER SCHOOL  
(A California Nonprofit Public Benefit Corporation)**

**NOTE TO SUPPLEMENTARY INFORMATION  
JUNE 30, 2019**

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***NOTE 1 - PURPOSE OF SUPPLEMENTARY SCHEDULES***

**Local Education Agency Organization Structure**

This schedule provides information about the school operated, members of the governing board, and members of the administration.

**Schedule of Average Daily Attendance**

Average daily attendance (ADA) is a measurement of the number of pupils attending classes of the Charter School. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of State funds are made to local education agencies. This schedule provides information regarding the attendance of students.

**Schedule of Instructional Time**

This schedule presents information on the amount of instructional time offered by the Charter School and whether the Charter School complied with the provisions of *Education Code* Sections 47612 and 47612.5, if applicable.

Charter schools must maintain their instructional minutes at the 1986-87 requirements, as required by *Education Code* Section 47612.5.

**Reconciliation of Annual Financial Report With Audited Financial Statements**

This schedule provides the information necessary to reconcile the net assets of all funds reported on the Unaudited Actual Financial Report to the audited financial statements.



Independent Auditor's Reports  
June 30, 2019

**Academia Avance Charter School**

**INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER  
FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS  
BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN  
ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS***

Governing Board  
Academia Avance Charter School  
(A California Nonprofit Public Benefit Corporation)  
Highland Park, California

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Academia Avance Charter School (the School) which comprise the statement of financial position as of June 30, 2019, and the related statements of activities and cash flows for the fiscal year then ended, and the related notes to the financial statements, and have issued our report thereon dated August 21, 2019.

**Emphasis of Matter**

The accompanying financial statements have been prepared assuming that the School will continue as a going concern. As discussed in the Notes to the financial statements, the School has suffered from inadequate cash flow that raises substantial doubt about its ability to continue as a going concern. Management's plans in regard to these matters are also described in Note 18. The financial statements do not include any adjustments that might result from the outcome of this uncertainty. Our opinion is not modified with respect to this matter.

**Internal Control Over Financial Reporting**

In planning and performing our audit of the financial statements, we considered the School's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

*A deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the School's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

#### **Compliance and Other Matters**

As part of obtaining reasonable assurance about whether the School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

#### **Purpose of This Report**

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

*Ede Sally LLP*

Rancho Cucamonga, California  
August 21, 2019

## INDEPENDENT AUDITOR'S REPORT ON STATE COMPLIANCE

Governing Board  
Academia Avance Charter School  
(A California Nonprofit Public Benefit Corporation)  
North Hollywood, California

### **Report on State Compliance**

We have audited Academia Avance Charter School's (the School) compliance with the types of compliance requirements as identified in the *2018-2019 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting* that could have a direct and material effect on each of the School's State government programs as noted below for the year ended June 30, 2019.

#### ***Management's Responsibility***

Management is responsible for compliance with the requirements of State laws, regulations, and the terms and conditions of its State awards applicable to its State programs.

#### ***Auditor's Responsibility***

Our responsibility is to express an opinion on compliance of each of the School's State programs based on our audit of the types of compliance requirements referred to above. We conducted our audit in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the *2018-2019 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. These standards require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the compliance requirements referred to above that could have a material effect on the applicable government programs noted below. An audit includes examining, on a test basis, evidence about the School's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinion. Our audit does not provide a legal determination of the School's compliance with those requirements.

#### ***Unmodified Opinion on Each of the Programs***

In our opinion, the School complied, in all material respects, with the compliance requirements referred to above that are applicable to the government programs noted below that were audited for the year ended June 30, 2019.

In connection with the audit referred to above, we selected and tested transactions and records to determine the School's compliance with the State laws and regulations applicable to the following items:

	<u>Procedures Performed</u>
<b>LOCAL EDUCATION AGENCIES OTHER THAN CHARTER SCHOOLS</b>	
Attendance	No, see below
Teacher Certification and Misassignments	No, see below
Kindergarten Continuance	No, see below
Independent Study	No, see below
Continuation Education	No, see below
Instructional Time	No, see below
Instructional Materials	No, see below
Ratio of Administrative Employees to Teachers	No, see below
Classroom Teacher Salaries	No, see below
Early Retirement Incentive	No, see below
Gann Limit Calculation	No, see below
School Accountability Report Card	No, see below
Juvenile Court Schools	No, see below
Middle or Early College High Schools	No, see below
K-3 Grade Span Adjustment	No, see below
Transportation Maintenance of Effort	No, see below
Apprenticeship: Related and Supplemental Instruction	No, see below
Comprehensive School Safety Plan	No, see below
District of Choice	No, see below
<b>SCHOOL DISTRICTS, COUNTY OFFICES OF EDUCATION, AND CHARTER SCHOOLS</b>	
California Clean Energy Jobs Act	Yes
After/Before School Education and Safety Program:	
General Requirements	No, see below
After School	No, see below
Before School	No, see below
Proper Expenditure of Education Protection Account Funds	Yes
Unduplicated Local Control Funding Formula Pupil Counts	Yes
Local Control Accountability Plan	Yes
Independent Study - Course Based	No, see below
<b>CHARTER SCHOOLS</b>	
Attendance	Yes
Mode of Instruction	Yes
Non Classroom-Based Instruction/Independent Study for Charter Schools	No, see below
Determination of Funding for Non Classroom-Based Instruction	No, see below
Annual Instruction Minutes Classroom-Based	Yes
Charter School Facility Grant Program	Yes

Programs listed above for local education agencies are not applicable to charter schools; therefore, we did not perform any related procedures.

The School does not operate a before or after school program within the After School Education and Safety Program; therefore, we did not perform any related procedures.

The School does not operate Independent Study – Course Based instruction; therefore, we did not perform any related procedures.

The School does not offer Non Classroom-Based Instruction; therefore, we did not perform any procedures related to Non Classroom-Based Instruction/Independent Study for Charter Schools or Determination of Funding for Non Classroom-Based Instruction.

*Ede Bailly LLP*

Rancho Cucamonga, California  
August 21, 2019



Schedule of Findings and Questioned Costs  
June 30, 2019

## Academia Avance Charter School

**ACADEMIA AVANCE CHARTER SCHOOL  
(A California Nonprofit Public Benefit Corporation)**

**SUMMARY OF AUDITOR'S RESULTS  
FOR THE YEAR ENDED JUNE 30, 2019**

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**FINANCIAL STATEMENTS**

Type of auditor's report issued:	<u>Unmodified</u>
Internal control over financial reporting:	
Material weakness identified?	<u>No</u>
Significant deficiency identified?	<u>None reported</u>
Noncompliance material to financial statements noted?	<u>No</u>

**STATE AWARDS**

Type of auditor's report issued on compliance for programs:	<u>Unmodified</u>
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**ACADEMIA AVANCE CHARTER SCHOOL**  
**(A California Nonprofit Public Benefit Corporation)**

**FINANCIAL STATEMENT FINDINGS**  
**FOR THE YEAR ENDED JUNE 30, 2019**

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None reported.

**ACADEMIA AVANCE CHARTER SCHOOL  
(A California Nonprofit Public Benefit Corporation)**

**STATE AWARDS FINDINGS AND QUESTIONED COSTS  
FOR THE YEAR ENDED JUNE 30, 2019**

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None reported.

**ACADEMIA AVANCE CHARTER SCHOOL  
(A California Nonprofit Public Benefit Corporation)**

**SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS  
FOR THE YEAR ENDED JUNE 30, 2019**

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Except as specified in previous sections of this report, summarized below is the current status of all audit findings reported in the prior year's schedule of financial statement findings.

**Financial Statement Findings**

**2018-001 30000**

**Cash Disbursements**

**Finding**

**Criteria:** According to the School's fiscal policy for purchasing: The Executive Director or Business Manager must approve all purchases and invoices for payment. Purchase requisitions, authorizing the purchase of items greater than \$500, must be signed by the Executive Director or Business Manager and submitted to the financial services provider, with the related invoice. Also, when making payments on invoices, the Executive Director shall request the financial services provider, Charter Impact, to issue check payments on the School's behalf.

**Condition:** During our test of cash disbursements, we noted seven exceptions of ten disbursements tested, which deviated from the School's fiscal policy for purchasing and accounts payable, in the following categories:

- Four disbursements were not accompanied by written evidence of authorized prior approval for items exceeding \$500, through way of a purchase request form.
- Three disbursements were not accompanied by prior purchase authorizations through way of a purchase request form.

We noted that the School is also not consistently applying its requirements to provide supporting documentation to Charter Impact on a timely basis when manual checks are written on site. We selected five manual checks near the cutoff date, and determined that there were four exceptions where Charter Impact did not receive invoices and/or receipts to support the disbursements. We also determined that authorizations for purchases are not forwarded to Charter Impact with supporting documentation necessary to record the transactions.

**Recommendation**

We recommend that the School adhere to its adopted fiscal policies for purchasing and accounts payable by ensuring all disbursements are properly approved and paid through the appropriate internal control procedures.

**Current Status**

Implemented

***Federal Awards Findings***

There were no audit findings reported in the prior year schedule of Federal Award Findings.

**ACADEMIA AVANCE CHARTER SCHOOL  
(A California Nonprofit Public Benefit Corporation)**

**SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS  
FOR THE YEAR ENDED JUNE 30, 2019**

---

*State Awards Findings*

2018-003 40000

**CALPADS Unduplicated Pupil Count**

**Finding**

**Criteria:** Supplemental and concentration grant amounts are calculated based on the percentage of "unduplicated pupils" enrolled in the LEA on Census Day (first Wednesday in October). The percentage equals:

- Unduplicated count of pupils who (1) are English learners, (2) meet income or categorical eligibility requirements for free or reduced-price meals under the National School Lunch Program, or (3) are foster youth. "Unduplicated count" means that each pupil is counted only once even if the pupil meets more than one of these criteria (*Education Code* sections 2574(b) (2) and 42238.02(b) (1)).
- Divided by total enrollment in the LEA (*Education Code* sections 2574(b) (1) and 42238.02(b) (5)). All pupil counts are based on Fall 1 certified enrollment reported in the CALPADS as of Census Day.

**Condition:** During our testing of the students who were classified in the CALPADS 1.17 and 1.18 reports as having an English Language Acquisition Status of "English Learner" (EL) on Census Day, we noted one student who was classified in EL, but did not have sufficient evidence to support the designation.

**Recommendation**

We recommend that the School implement a review procedure of the CALPADS information prior to its submission to the California Department of Education to ensure that EL students are properly classified.

**Current Status**

Implemented

2018-003 71000

**Teacher Credentials**

**Finding**

**Criteria:** Per California *Education Code* §47605(1), teachers in charter schools shall hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. These documents shall be maintained on file at the charter school and are subject to periodic inspection by the chartering authority. It is the intent of the Legislature that charter schools be given flexibility with regard to noncore, noncollege preparatory courses.

**ACADEMIA AVANCE CHARTER SCHOOL**  
**(A California Nonprofit Public Benefit Corporation)**

**SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS**  
**FOR THE YEAR ENDED JUNE 30, 2019**

---

**Condition:** It was noted that out of the ten teachers randomly selected for teacher credential testing, one grade 7 core-classroom teacher did not hold a valid Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. After disallowance of the affected instructional minutes for grade 7, the school remained in compliance with instructional minute requirements. See the calculation below for revised instructional minutes:

Original instructional minutes for grade 7	64,473
Less: Disallowed instructional minutes	<u>(6,939)</u>
Revised instructional minutes for grade 7	<u>57,534</u>

**Question Costs:** None.

**Cause:** The School does not have an adequate process in place to determine that all teachers are appropriately credentialed and teaching subjects consistent with the authorization of the respective certification.

**Effect:** Due to there not being a process to ensure that teachers are properly certificated for core classrooms there are misclassifications and miss-assignments of teachers, resulting in disallowance of instructional minutes.

**Recommendation**

We recommend that the School verify all certificated employees involved in instruction have a valid teacher credential and are teaching subjects consistent with their authorized certification.

**Current Status**

Implemented

**Charter Petition and Appendices  
(Submitted to the County Board on February 2, 2015)**

The charter petition and all the supporting documents as specified by the Los Angeles County Office of Education are presented in three separate binder, submitted together with this binder.

# **Tab 2**

## Governing Board Resolution



RESOLUTION  
OF THE  
BOARD OF DIRECTORS OF  
ACADEMIA AVANCE CHARTER SCHOOLS, INC.  
A California Nonprofit Public Benefit Corporation  
**Academia Avance Charter School Renewal Petition**

We, the Board of Directors of Academia Avance Charter Schools, Inc., a California nonprofit public benefit corporation, hereby consent to and adopt the following Resolution:

Whereas, it is time to renew the Academia Avance Charter School Petition, the Academia Avance Charter Schools, Inc. Board of Directors do hereby consent to the adoption of the following:

**Assign Ricardo Mireles, Academia Avance Executive Director as the Lead Petitioner to submit the Academia Avance Charter School Renewal Petition, Ricardo Gonzalez and Edward Vonn Webb as Co-Principals, and Marcelo J. Olmos, Chief Operations Officer.**

Additionally, it is resolved, that the corporation shall:

Continue to use Charter Impact as Academia Avance Charter School's back office provider. Additionally, it is the desire of Academia Avance Charter Schools, Inc. Board to move to approve that the completed Academia Avance Charter School Petition move forward.

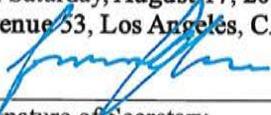
The officers of this corporation are authorized to perform the acts to carry out this corporate resolution.

**CERTIFICATE OF SECRETARY**

The Secretary of the Corporation certifies that the above is a true and correct copy of the resolution that was duly adopted at a meeting of the dated meeting of the Board of Directors.

I, the undersigned, being all the directors of this corporation consent and agree that the following corporate resolution was made:

On Saturday, August 17, 2019, at 9:00 a.m., at Academia Avance Charter School, 115 North Avenue 33, Los Angeles, CA 90042

  
\_\_\_\_\_  
Signature of Secretary

8/17/19  
Date

Francisco Flores  
Printed name of Secretary

# Tab 4

## Fiscal Policies & Procedures

## **Academia Avance Charter School**

### **Fiscal Policies**

(as of February 15, 2019)

This document, updated as of January 1, 2019, presents the internal controls and financial policies for the Academia Avance charter school (the "School"). The Governing Board has reviewed and adopted the following updated policies and procedures to ensure the most effective use of the funds of the School to support the mission and to ensure that the funds are budgeted, accounted for, expanded, and maintained appropriately.

#### **Delegation of Responsibilities**

The Avance Executive Board acts as the Governing Board of the School. The Governing Board delegates all operations tasks to the Executive Director but retains all oversight over the Executive Director. The School contracts with a back office financial services provider ("FSP") to complete various tasks and operations identified in this policy.

#### **Policy Version Record**

2006, June 20	Initial policy ratified by the Avance Executive Board
October 16	Updated policy ratified by the Avance Executive Board
2009, May 11	Updated policy aligned with new IRS Form 990 regulations ratified by the Avance Executive Board
2013, April 12	Policy reaffirmed, with revision of FSP, by the Avance Executive Board
2018, December 12	Updated policy adopted and ratified by the Avance Executive Board

#### **General Policies**

1. The Governing Board formulates financial policies and procedures, delegates administration of the policies and procedures to the Executive Director and reviews operations and activities on a regular basis.
2. The Executive Director has responsibility for all operations and activities related to financial management.
3. Financial duties and responsibilities must be separated so that no one employee has sole control over cash receipts, disbursements, payrolls, and reconciliation of bank accounts.
4. All administrative employees are required to take annual vacations of at least five (5) consecutive days.
5. All documentation related to financial matters will be completed by computer, word processor, typewriter, or ink.
6. The Governing Board will commission an annual financial audit by an independent third-party auditor who will report directly to them. The Governing Board will approve the final audit report, and a copy will be provided to the charter granting agency. Any audit exceptions

and/or deficiencies will be resolved to the satisfaction of the Governing Board and the charter granting agency.

### **Annual Financial Audit**

1. The Governing Board will annually appoint an audit committee by January 1 to select an auditor.
2. Any persons with expenditure authorization or recording responsibilities within the School may not serve on the committee, other than members of the Governing Board.
3. The committee will annually contract for the services of an independent certified public accountant to perform an annual fiscal audit.
4. The audit shall include, but not be limited to:
  - An audit of the accuracy of the financial statements
  - An audit of the attendance accounting and revenue accuracy practices
  - An audit of the internal control practices

### **Purchasing**

1. The President or the Treasurer of the Governing Board reserves final authority on all purchases. The procurement procedures are, however, divided as follows:
  - Business Manager: Steps related to the ordering of goods and services, and the receipt of such goods and services.
  - Executive Director or the Business Manager must approve all invoices for payment
  - FSP: Issuance of checks for approved invoices and final accounting of all financial transactions.
2. The Executive Director or the Business Manager may authorize expenditures and may sign related contracts within the approved budget. The President of the Governing Board must approve contracts over \$2,500.
3. The President of the Governing Board must approve all purchases that exceed \$2,500, and the Executive Director or the Business Manager must approve all purchases below \$2,500. Purchase requisitions, authorizing the purchase of items greater than \$500 (format to be provided by FSP), must be signed by the Executive Director or the Business Manager and submitted to FSP with the related invoice.
4. When approving purchases, the Business Manager must:
  - Determine if the expenditure is budgeted
  - Determine if funds are currently available for expenditures (i.e. cash flow)
  - Determine if the expenditure is allowable under the appropriate revenue source
  - Determine if the expenditure is appropriate and consistent with the vision, approved charter, School policies and procedures, and any related laws or applicable regulations
  - Determine if the price is competitive and prudent. All purchases over \$2,500 must include documentation of a good faith effort to secure the lowest possible cost for comparable goods or services
  - **Submit his or her determinations above to either the President or the Treasurer of the Governing Board for review and approval**

5. Any individual making an authorized purchase on behalf of the School must provide the Business Manager, with copy to FSP, with appropriate documentation of the purchase.
6. Individuals other than those specified above are not authorized to make purchases without preapproval.
7. Individuals who use personal funds to make authorized purchases will be reimbursed as soon as practicable by a bank check following receipt of appropriate documentation of the purchase.
8. The Executive Director or the Business Manager may not authorize an individual to use a School credit card/debit card to make a purchase on behalf of the School

### Petty Cash

1. The Business Manager will manage the petty cash fund.
2. The petty cash fund will be capped at \$500.
3. All petty cash will be kept in a locked petty cash box in a locked drawer or file cabinet. Only the Business Manager and Executive Director will have keys to the petty cash box and drawer or file cabinet.
4. All disbursements will require a completed and signed petty cash slip. A register receipt for all purchases must be attached to the petty cash slip.
5. FSP will insure that the petty cash slip is properly completed and that a proper receipt is attached.
6. At all times the petty cash box will contain receipts and cash totaling \$500. A register receipt must support the petty cash slip. The individual using the petty cash to make a purchase is responsible for submitting the receipt for the petty cash slip to the Office Manager within 48 hours of withdrawing the petty cash.
7. When expenditures total \$200 (when cash balance is reduced to \$150), the Business Manager will total the disbursements, complete a petty cash reimbursement form, and obtain the approval of the Executive Director. This should be done on at least a quarterly basis. The petty cash slips and supporting receipts will be attached to the reimbursement request form and forwarded to FSP.
8. Petty cash fund reimbursement checks will be made payable to the Executive Director.
9. Any irregularities in the petty cash fund will be immediately reported in writing to the Executive Director.
10. Loans will not be made from the petty cash fund.
11. FSP will conduct surprise counts of the petty cash fund.

### Contracts

1. Consideration will be made of in-house capabilities to accomplish services before contracting for them with contract service providers. No contract with a third party may be entered into without the President of the Governing Board approving the determination that in-house capabilities are not sufficient to accomplish the proposed service.
2. Written contracts clearly defining work to be performed will be maintained for all contract service providers (i.e. consultants, independent contractors, subcontractors).

3. Contract service providers must show proof of being licensed and bonded, if applicable, and of having adequate liability insurance and worker's compensation insurance currently in effect. The Executive Director may also require that contract service providers list the School as an additional insured.
4. The Executive Director will approve proposed contracts under \$2,500 (in the aggregate) in writing.
5. Contract service providers will be paid in accordance with approved contracts as work is performed.
6. The President of the Governing Board will approve all contracts over \$2,500, including the audit. Any contracts entered into by the School over \$2,500 without such approval shall be null and void. For purposes of determining this \$2,500 threshold, any and all contracts in any given fiscal year with the same contract service provider shall be aggregated.
7. The Governing Board will approve all contracts over \$20,000. For purposes of determining this \$20,000 threshold, any and all contracts in any given fiscal year with the same contract service provider shall be aggregated.

## Accounts Payable

### Bank Check Authorization

1. All original invoices will immediately be forwarded to the Executive Director or the Business Manager for approval.
2. The Executive Director or the Business Manager will carefully review each invoice, attach all supporting documentation, and verify that the specified services and/or goods were received. When receiving tangible goods from a vendor, the person designated to receive deliveries should trace the merchandise to the packing list and note any items that were not in the shipment. The packing list should be submitted to FSP with the invoice. FSP will adjust the invoice for any missing items noted on the packing list before processing for payment.
3. Once approved by the Executive Director, he/she will stamp a check authorization on the invoice and complete the required information, including noting the specific budget line item that is to be charged for the specified expenditures. The invoice and supporting documentation will be sent to FSP on at least a weekly basis (Executive Director should be aware of invoice due dates to avoid late payments). FSP will then process the invoices with sufficient supporting documentation.
4. The Executive Director may authorize FSP to pay monthly and/or annual recurring expenses (e.g. utilities) without the Executive Director's formal approval (signature) on the invoice when dollar amounts fall within a predetermined range. A list of the vendors and the dollar range for each vendor must be provided to FSP in writing and updated on an annual basis.

### Bank Checks

1. The Executive Director will be authorized to open and close bank accounts only with the approval of the Governing Board. The Executive Director, the Director of Business Operations at FSP, and any other employee authorized by the Governing Board may sign bank checks within the established limitations described below.

2. FSP will ensure that payments from private funds are drawn on the appropriate bank account.
3. FSP and the Executive Director will be responsible for all blank checks and will keep them under lock and key.
4. When there is a need to generate a bank check, the Executive Director will send appropriate approved documentation to FSP.
5. Once approved by the Executive Director, FSP types/writes the check based on the check authorization prior to obtaining the appropriate signature(s).
6. The Executive Director and either the President or the Treasurer of the Governing Board will cosign checks in excess of \$2,500 for all nonrecurring items. All checks less than \$2,500 or recurring items (e.g. rent, food vendors) require only the signature of the Director of Business Operations at FSP, or when not available the Executive Director.
7. Checks may not be written to cash, bearer, or petty cash. Under no circumstance will any individual sign a blank check.
8. FSP will record the check transaction(s) into the appropriate checkbook and in the general ledger.
9. FSP will distribute the checks and vouchers as follows:
  - o Original mailed or delivered to payee
  - o Duplicate or voucher attached to the invoice and forwarded to the Office Manager who will file by account number
  - o Cancelled Checks filed numerically with bank statements by the Office Manager
10. Voided checks will have the signature line cut out and will have VOID written in ink. The original check will be attached to the duplicate and forwarded to FSP who will attach any other related documentation as appropriate.

### **Bank Reconciliation**

1. Bank statements will be received directly, unopened, by the Director of Business Operations at FSP.
2. FSP will examine all paid checks for date, name, cancellation, and endorsement. Any discrepancies regarding the paid checks or any checks over 60 days will be researched and if applicable deleted from the accounting system.
3. An FSP accountant will prepare the bank reconciliation, verifying the bank statements and facilitating any necessary reconciliation.
4. The FSP accountant will compare the reconciled bank balance to the cash in the bank account and to the general ledger, immediately reporting any material discrepancies to the Director of Business Operations at FSP and the Executive Director.
5. The FSP accountant will prepare a monthly summary report to be approved by the Director of Business Operations at FSP.

### **Imprest Account**

1. The Imprest account will be established and maintained with the amount of \$2,500 of cash on hand and will be used for checks written manually at the School's office.

2. The Executive Director and Board Treasurer and President will be authorized signers of checks for the Imprest account.
3. Once an approved invoice, not exceeding the cash limit of the Imprest account, is received by the Executive Director, Board Treasurer and/or President, a manual check may be written to the vendor.
4. A copy of the signed check and the approved invoice must be emailed to the FSP immediately after the check is written or no later than 5 business days.
5. All copies of checks written from the Imprest account along with approved invoices must be emailed to the FSP within the same month of the check date.
6. The FSP will monitor the Imprest account and will request from the Executive Director an approval of funds to transfer from the Operating Account to the Imprest account to maintain the cash-on-hand balance as needed.

## Accounts Receivable

Documentation will be maintained for accounts receivable and forwarded to FSP. Accounts receivable will be recorded by FSP in the general ledger and collected on a timely basis.

## Cash Receipts (Cash and Checks)

7. All cash and check receipts will be immediately endorsed with the School deposit stamp.
8. By the close of business each day, the Office Manager will log cash or checks received into the Cash Receipts Log. The Cash Receipt logs should be sent to FSP with the weekly mailing of invoices
9. A deposit slip will be completed by the Office Manager and initialed by the Executive Director for approval to deposit. The deposit slip will be duplicated and documentation for all receipts (copy of check, letter, etc.) will be attached to the duplicate deposit slip.
10. Deposits totaling greater than \$2,000 will be deposited within 24 hours by the designated School employee. Deposits totaling less than \$2,000 will be made weekly by the designated School employee. All cash will be immediately put into a lock box.
11. All checks will be endorsed as follows: For Deposit Only; Agency; Program; Bank Account number.
12. The duplicate deposit slip and deposit receipt will be attached to the deposit documentation and forwarded to FSP to be filed and recorded monthly.

## Returned Check Policy

1. A returned check processing fee will be charged for checks returned as nonsufficient funds (NSF). Unless otherwise preapproved by FSP or the Executive Director, payment of the NSF check and processing fee must be made by money order or certified check.
2. In the event that a second NSF check is received for any individual, in addition to the processing fee, the individual will lose check writing privileges. Payment of the NSF check, the processing fee and any subsequent payment(s) by that individual must be made by money order or certified check.
3. In the case of NSF checks written by parents of students, failure to pay may result in the withholding of report cards/transcripts at the end of the semester and/or School year until

payment is received, unless other mutually agreeable arrangements are approved by the Executive Director and/or Governing Board.

4. If unsuccessful in collecting funds owed, the School may initiate appropriate collection and/or legal action at the discretion of the Executive Director and/or Governing Board.

## Personnel

The Executive Director will be responsible for all new employees completing or providing all of the items on the attached Personnel File Checklist. The Executive Director will be responsible for maintaining this information in the format as shown on the Personnel File Checklist. An employee's hiring is not effective until the employment application, form W4, form I9, and health insurance forms have been completed.

## Payroll Timesheets

1. All classified employees will be responsible for completing a timesheet including vacation, sick, and holiday time (if applicable). The employee and the appropriate supervisor will sign the completed timesheet.
2. The completed timesheets will be submitted to FSP on the last working day of the designated payroll period.
3. Incomplete timesheets will be returned to the signatory supervisor and late timesheets will be held until the next pay period. No employee will be paid until a correctly completed timesheet is submitted.
4. If an employee is unexpectedly absent and therefore prevented from working the last day of the pay period or turning in the timesheet (such as an employee calling in sick), the employee is responsible for notifying the signatory supervisor or for making other arrangements for the timesheet to be submitted. However, the employee must still complete and submit the timesheet upon return.

## Overtime

1. Advanced approval in writing by the authorized supervisor is required for compensatory time and overtime.
2. Overtime only applies to classified employees and is defined as hours works in excess of forty (40) hours within a five-day period of time. Any hours worked in excess of an employee's regular work schedule must be preapproved by the supervisor, unless it is prompted by an emergency. No overtime will be paid without the approval of the employee's supervisor. Overtime will not be granted on a routine basis and is only reserved for extraordinary or unforeseen circumstances. If a supervisor identifies a recurring need for overtime in any given position, the supervisor should immediately consult with the Executive Director for further guidance.

## Payroll Processing

1. For classified employees, the signatory supervisor will verify the timesheets for appropriate hours worked, resolve absences and compensations, and monitor number of hours worked versus budgeted. No overtime hours should be listed on timesheets without the supervisor's initials next to the day on which overtime was worked. The signatory supervisor

will submit a summary report of timesheets to FSP who will verify the calculations for accuracy.

2. For certificated employees, the authorized supervisor will verify working days for accuracy, tracking the attendance of certificated employees using the monthly log (to minimize recall at the end of the month as to which certificated employees worked). The authorized supervisor will provide the designated School employee with any payroll-related information such as sick leave, vacation pay, and/or any other unpaid time,
3. For confidential employees, the Executive Director will verify working days for accuracy, tracking the attendance of certificated employees using the monthly log (to minimize recall at the end of the month as to which certificated employees worked). The Executive Director will provide the designated School employee with any payroll related information such as sick leave, vacation pay, and/or any other unpaid time.
4. For substitute teachers, the Office Manager will maintain a log of teacher absences and the respective substitutes that work for them. The Office Manager will verify that the substitutes initial the log next to their names before they leave for the day and that teachers, upon returning back to work, initial next to their names. This form will be verified and signed by the appropriate supervisor and submitted to FSP.
5. The Executive Director will notify FSP of all authorizations for approved stipends.
6. FSP will prepare the payroll worksheet based on the summary report from the designated School employee.
7. The payroll checks (if applicable) will be delivered to the School. The Executive Director will document receipt of the paychecks and review the payroll checks prior to distribution.

### **Payroll Taxes and Filings**

1. FSP will prepare payroll check summaries, tax and withholding summaries, and other payroll tracking summaries.
2. FSP will authorize the contracted payroll processor to process federal and state payroll taxes.
3. FSP will prepare the state and federal quarterly and annual payroll tax forms, review the forms with the Executive Director, and submit the forms to the respective agencies.

### **Personnel Record Keeping**

1. The designated School employee will maintain written records of all full-time employees' use of sick leave, vacation pay, and any other unpaid time.
2. The designated School employee will immediately notify the Executive Director if an employee exceeds the accrued sick leave or vacation pay or has any other unpaid absences.
3. Records will be reconciled when requested by the employee. Each employee must maintain personal contemporaneous records.

### **Expenses**

#### **Expense Reports**

1. Employees will be reimbursed for authorized expenditures within ten (10) days of presentation of appropriate documentation.
2. Employees will complete expense reports monthly, as necessary, to be submitted to FSP.
3. Receipts or other appropriate documentation will be required for all expenses over five dollars to be reimbursed.
4. The employee and the Executive Director must sign expense reports.
5. Executive Director expense reports should always be submitted to FSP for processing and payment.

### **Employee Travel**

1. Employees will be reimbursed for mileage when preapproved by an administrator. Mileage will be reimbursed at the government mandated rate for the distance traveled, less the distance from the employee's residence to the School site for each direction traveled. For incidental travel, mileage will only be reimbursed if the one-way mileage exceeds 10 miles.
2. The Executive Director must preapprove all out of town travel of employees for business purposes.
3. Employees will be reimbursed for overnight stays at hotels/motels when preapproved by an administrator and the event is more than 50 miles from either the employee's residence or the School site. Hotel rates should be negotiated at the lowest level possible, including the corporate, nonprofit or government rate if offered, and the lowest rate available. Employees will be reimbursed at the established per diem rate for any breakfast, lunch, or dinner that is not included as part of the related event.
4. No travel advances are allowed.
5. After the trip, the employee must enter all of the appropriate information on an expense report and submit it to the Executive Director for approval and then on to FSP for processing. In the case of travel by the Executive Director, the appropriate information must be submitted to the Governing Board for approval.

### **Governing Board Expenses**

1. The individual incurring authorized expenses while carrying out the duties of the School will complete and sign an expense report.
2. The Executive Director will approve and sign the expense report and submit it to the FSP for payment.

### **Telephone Usage**

1. Employees will not make personal long distance calls on the telephones without prior approval from a supervisor.
2. Employees will reimburse the School for all personal telephone calls.
3. The Office Manager will review and properly account for all long-distance calls in excess of five dollars per call.

### **Finance**

### **Financial Reporting**

1. In consultation with the Executive Director, FSP will prepare the annual financial budget for approval by the Governing Board.
2. FSP will submit a monthly balance sheet and monthly revenue and expense summaries to the Executive Director including a review of the discretionary accounts and any line items that are substantially over or under budget (< or > 10% of established budget). The report will be reviewed monthly with the Finance Committee of the Governing Board and at the scheduled board meeting and action will be taken, if appropriate.
3. FSP will provide the Executive Director and/or Governing Board with additional financial reports, as needed.

### **Loans**

1. The Executive Director and the Governing Board will approve all loans from third parties. In the case of a long-term loan, approval may also be required from the charter granting agency in accordance with the terms of the charter petition and/or other lenders in accordance with the loan documents.
2. Once approved, a promissory note will be prepared and signed by the Executive Director before funds are borrowed.
3. Employee loans are not allowed.

### **Financial Institutions**

1. All funds will be maintained at a high-quality financial institution.
2. All funds will be maintained or invested in high quality, short maturity, and liquid funds.
3. Physical evidence will be maintained onsite for all financial institution transactions.

### **Retention of Records**

1. Financial records, such as transaction ledgers, canceled/duplicate checks, attendance and entitlement records, payroll records, and any other necessary fiscal documentation will be retained for a minimum of seven (7) years. At the discretion of the Governing Board or Executive Director, certain documentation may be maintained for a longer period of time.
2. FSP will retain records at their site for a minimum of two (2) years; after which, the remaining five years will be the responsibility of the School.
3. Financial records will be shredded at the end of their retention period.
4. Appropriate backup copies of electronic and paper documentation, including financial and attendance accounting data, will be regularly prepared and stored in a secure offsite location, separate from the School.

### **Risk Management**

#### **Funds Balance Reserve**

A funds balance reserve of at least 5% of the total unrestricted General Funds revenues will be maintained.

### **Insurance**

1. FSP will work with the Executive Director to ensure that appropriate insurance is maintained at all times with a high-quality insurance agency.
2. The Executive Director and FSP will maintain the files of insurance policies, including an updated copy of all certificates of insurance, insurance policies and procedures, and related claim forms.
3. The Executive Director and FSP will carefully review insurance policies on an annual basis, prior to renewal.
4. Insurance will include general liability, worker's compensation, student accident, professional liability, and directors and officers coverage. Supplementary coverage will cover the after hours and weekend activities. Coverage will be in line with the limits listed in the School's approved charter petition.

### **Asset Inventory**

1. An asset is defined as all items, purchased or donated, with a value of \$1,000 or more and with a useful life of more than one year.
2. FSP will file all receipts for purchased assets.
3. FSP will maintain an inventory or log of all assets. The log will include the original purchase price and date, a brief description, serial numbers, and other information appropriate for documenting assets.
4. FSP will take a physical inventory of all assets at least 90 days before the end of each fiscal year, indicating the condition and location of the asset.
5. The Executive Director will immediately be notified of all cases of theft, loss, damage or destruction of assets.
6. The Executive Director will submit to FSP written notification of plans for disposing of assets with a clear and complete description of the asset and the date of disposal.

### **Parking Lot Liability**

1. 1. Parking lot related incidences are not covered under any insurance policy. The School assumes no liability for damage to cars:
  - a. Parked in the parking lot during School hours
  - b. Parked in the parking lot after School hours
2. The only exception to this policy will be when a student is observed by an adult accidentally causing damage to a vehicle while engaged in a School activity, such as physical education equipment breaking a window (e.g. a ball)
3. Otherwise, liability is as follows:
  - a. If a student willfully causes damage (i.e. not an accident as described above), the student's parent or guardian is responsible.
  - b. If a parent or other visitor causes damage, that individual is responsible.
  - c. If an employee causes damage, the employee is responsible.
  - d. If an unknown person causes damage and there is no witness, the affected individual would determine if they have applicable coverage through his/her individual insurance policies.



**Minutes of the August 17, 2019  
Special Meeting of the Board of Directors of  
Academia Avance Charter School**

**Avance Executive Board – Special Meeting of August 17, 2019 09:00AM**

This meeting will be held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act California Government Code Sections 54953(b), et seq. which allows for the use of teleconferencing technology, provided that:

1. The meeting notice must specifically identify all teleconference locations.
2. An agenda must be posted at each teleconference location and list each teleconference location in the notice and agenda.
3. Each teleconference meeting agenda must ensure the public's right to testify at each teleconference location in accordance with section 54954.3
4. The meeting location must be fully accessible to members of the public, and be accessible to the disabled.
5. At least a quorum of the members of the body must participate from locations that are within the boundaries over which the body exercises jurisdiction.
6. All votes taken during a teleconference meeting must be conducted by roll call.

**Meeting Location:**

Avance Main Office, 115 N Avenue 53, Los Angeles, CA 90042

These locations will host a teleconference location:

115 N Avenue 53, Los Angeles, CA 90042

Teleconference access number: 605-475-6333 code 187887#

**1. Preliminary**

1. Call to order: **09:25 a.m.**
2. Roll call:

**Miguel Juarez, Marie E. Booth, Eric Sarabia, Margaret Godinez & Noemi L Perez (via phone)**

Not Present: Francisco Flores, Carolyn Harris and Rosalinda Meza



**Minutes of the August 17, 2019  
Special Meeting of the Board of Directors of  
Academia Avance Charter School**

Members of Public:

Ricardo Mireles, Executive Director

Marcelo Olmos, COO

Josh Frankfurt, Instructional Consultant

Ricardo Gonzalez, HS Co-Principal

Edward V. Webb, MS Co-Principal

Isaac Escobar, Renewal Consultant

3. Approval of Agenda:

Only approve July 12, 2019 minutes (June 22, 2019 had already been approved) and move item #3 to the end of the meeting.

***Motion; M. Godinez***

***2<sup>nd</sup>: M. E. Booth***

***All Approve Unanimously.***

4. Approval of Meeting Minutes of prior meetings: ~~06/22/2019~~ and 07/12/2019

E. Sarabia: Enter who was absent from the meeting on 07/12/2019

Agenda item #3 needs correction.

***Motion to approve 07/12/2019 minutes with changes; Maria E. Booth***

***2<sup>nd</sup>: Eric Sarabia***

***All Approve Unanimously.***



**Minutes of the August 17, 2019  
Special Meeting of the Board of Directors of  
Academia Avance Charter School**

2. Communications

1. Public Comment on Agenda Items

At this time the board will hear comments from members of the public who wish to speak on an agenda item. Public comment on each item may be limited by the Board based on the number of speakers who wish to be heard. Members of the public who wish to speak on an item should contact the central office directions on process and to establish their order of speaking.

***No members in the public who wish to comment.***

2. Public Comment on Non-Agenda Items

At this time members of the public may bring up an item not on the agenda. Board members will hear the item but may not comment or take any action. Board members may ask that the item be placed on a future agenda. The Board may limit the time allocated for such comment and interested members of the public should follow the procedures outlined above for "Agenda Items."

4. For Action and Approval:

of the current fiscal policies and procedures in the school year in which the school's current charter expires, presented by the Executive Director.

***R. Mireles: Requirements of submission form LAUSD is to re-approve within 6-months.***

***E. Sarabia: Fiscal Policies are updated with today's date of 08/17/2019.***

***M. Juarez: These policies have helped us with the current 18/19 audit.***

***Motion; E. Sarabia***

***2<sup>nd</sup>: M. Godinez***

***All Approve Unanimously.***



**Minutes of the August 17, 2019  
Special Meeting of the Board of Directors of  
Academia Avance Charter School**

5. For Action and Approval:

of the 2019-2020 School Calendar and Bell Schedule, presented by the Executive Director.

***R. Mireles: 177 instructional days, requires 175 from State, # of minutes are surpassed.***

***This calls for contracts with instructional staff with 200 days.***

***History of this calendar has been used since 2005, start in the third week of August and first week of June.***

***Avance has gotten more efficient in adjusting testing season by staggering the grades causes less disruptions, more focus on testing and testing done in one week.***

***R. Gonzalez: Testing for 18/19 was move strategically and incentives attendance and engagement, but added more spacing between testing .***

***R. Mireles: Bell schedule has been consistent for the past three years.***

***Motion to approve the 2019-2020 School Calendar and Bell Scheudle;***

***Margaret Godinez***

***2<sup>nd</sup>: Noemi L. Perez***

***All Approve Unanimously.***

6. For Action and Approval:

of the revised 2019-2020 Avance Executive Board Regular Meeting Calendar Dates, presented by the Executive Director.

***R. Mireles: strike out August 17, 2019 meeting since it is today's Special Meeting  
Adding a board meeting close to the 30<sup>th</sup> of June to close out the year.***



**Minutes of the August 17, 2019  
Special Meeting of the Board of Directors of  
Academia Avance Charter School**

***Motion to approve 2019-2020 Avance Executive Board Regular Meeting  
Dates; Eric Sarabia***

***2<sup>nd</sup>: Maria E. Booth***

***All Approve Unanimously.***

7. For Action and Approval:

of the receipt of the 2018-2019 Independent Audit, presented by the Executive Director.

***R. Mireles: Final audit report for 18/19 and will be sent to the State on Monday.***

***Timing is to include this audit into our renewal petition audit to LAUSD.***

***The report***

- 1. On page 4, the first thing to note is that we have a net positive position***
- 2. There are no notes that are pointing to deficiencies***
- 3. Findings during the last two audit reports, all stakeholders have made a big push to address any findings. For the 2018/19 audit has listed as "implemented", thus no new findings.***
- 4. Recognize that the Finance Committee and Chief Operating Officer's efforts to have a successful audit.***

***M. Booth: On page 2 there is a comment on a growing concern and as we read this ongoing concern, how to suggest reframing the statement to be more supportive to the school's work.***

***M. Juarez : This has been a concern in the audits for the past three years, however this year, we will have a positive net asset position. We've reduced the number of receivable sales and are projected to continue to do so.***

***M. Booth: have a call with auditors to explain and understand how to better support the board members and how do we address this in the future for fundraising.***

***E. Sarabia : Auditors need to change the language and it counters what we have said that it is a positive audit report.***

***M. Godinez: we can ask auditors to change***

***R. Mireles/M. Juarez: we are receiving this audit, but want to present a change of context and add management comments.***



**Minutes of the August 17, 2019  
Special Meeting of the Board of Directors of  
Academia Avance Charter School**

*We are accepting with a response back on the growing concern section.*

*M. Godinez: moved over the language to reflect positive language.*

*ME Booth: If it doesn't reflect positive change in language, it could effect future funding opportunities.*

*Motion to accept the 18/19 auditors report with caveat to suggest to reframe language about the growing concerns.*

*Motion: ME Booth to accept the draft with future modifications.*

*2<sup>nd</sup>: M. Godinez*

*All Approve Unanimously.*

3. For Action and Approval:

of the LAUSD Renewal submission of Academia Avance's (Avance) Charter School Petition application and Resolution, presented by the Executive Director.

*R. Mireles: modifications to change titles to reflect the current job descriptions and roles.*

*I. Escobar: Item #1 has a resolution listing the lead petitioner, principals and onsite financial manager.*

*Bylaws have to be current and assigned*

*Articles of incorporation to be current and assigned*

*Have a 3-yr budget presentation*

*Lottery and Enrollment Forms*

*Resume and due diligence forms from directors and board members*

*R. Mireles: I am proud of the program that we have had at Avance since 2005 and I stand by the outcomes this school has produced to date.*



**Minutes of the August 17, 2019  
Special Meeting of the Board of Directors of  
Academia Avance Charter School**

***Motion; Margaret Godinez motions to approve LAUSD Renewal Petition Resolution***

***2<sup>nd</sup>; Maria E. Booth***

***All Approve Unanimously.***

3. Closed Session

Under the authority of Government Code Section 54956.9, the Avance Executive Board may recess to Closed Session to consider these items:

***No Closed Session Scheduled***

4. Adjournment:

***Time: 10:05 a.m.***

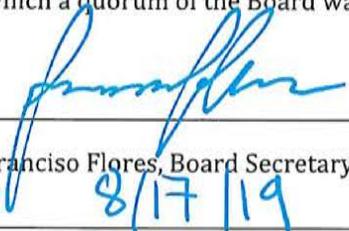
***Motion; Margaret Godinez***

***2<sup>nd</sup>; Noemi L. Perez***

***All Approve Unanimously.***

---

The undersigned Secretary of Academia Avance's Charter School (the "Corporation"), a California nonprofit public benefit corporation, certifies that foregoing Resolutions were duly adopted by a majority vote of the members of the Board then in office at a meeting of the Board duly called and held on **August 17, 2019**, in compliance with the Bylaws of the Corporation and in compliance with the notice, agenda and open meeting requirements of the Ralph M. Brown Act and which a quorum of the Board was present and acting throughout the meeting.



---

Franciso Flores, Board Secretary

Date



**Minutes of the July 12, 2019  
Meeting of the Board of Directors of  
Academia Avance Charter School**

**Avance Executive Board – Special Meeting of July 12, 2019 12:00PM**

This meeting will be held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act California Government Code Sections 54953(b), et seq. which allows for the use of teleconferencing technology, provided that:

1. The meeting notice must specifically identify all teleconference locations.
2. An agenda must be posted at each teleconference location and list each teleconference location in the notice and agenda.
3. Each teleconference meeting agenda must ensure the public's right to testify at each teleconference location in accordance with section 54954.3
4. The meeting location must be fully accessible to members of the public, and be accessible to the disabled.
5. At least a quorum of the members of the body must participate from locations that are within the boundaries over which the body exercises jurisdiction.
6. All votes taken during a teleconference meeting must be conducted by roll call.

Meeting Location:

Avance Main Office, 115 N Avenue 53, Los Angeles, CA 90042

These locations will host a teleconference location:

115 N Avenue 53, Los Angeles, CA 90042

Teleconference access number: 605-475-6333 code 187887#

1. Preliminary
  1. ***Call to order at 12:10 pm***
  2. Roll call: Present:  
***Francisco Flores***  
***Margaret Godinez***  
***Miguel Juarez***



**Minutes of the July 12, 2019  
Meeting of the Board of Directors of  
Academia Avance Charter School**

*Carolyn Harris*

*Eric Sarabia*

*Maria E. Booth*

***Members Absent:***

*Noemi L. Perez*

*Rosalinda Meza*

Public:

Ricardo Mireles, Executive Director

Josh Frankfort, Instructional Coach

Marcelo Olmos, COO

3. Approval of Agenda:

***Carolyn Harris moves to approve agenda***

***Margaret Godinez seconds***

***Approves: Eric Sarabia, Miguel Juarez and Francisco Flores.***

4. Approval of Meeting Minutes of prior meetings:

***Tabled.***



**Minutes of the July 12, 2019  
Meeting of the Board of Directors of  
Academia Avance Charter School**

2. Communications

1. Public Comment on Agenda Items

At this time the board will hear comments from members of the public who wish to speak on an agenda item. Public comment on each item may be limited by the Board based open the number of speakers who wish to be heard. Members of the public who wish to speak on an item should contact the central office directions on process and to establish their order of speaking.

2. Public Comment on Non-Agenda Items

At this time members of the public may bring up an item not on the agenda. Board members will hear the item but may not comment or take any action. Board members may ask that the item be placed on a future agenda. The Board may limit the time allocated for such comment and interested members of the public should follow the procedures outlined above for "Agenda Items."

3. For Review, Action and Approval:

of the 2019 - 2020 LCAP & LEA Federal Addendum , presented by Co-Principals and Executive Director.

***Vote to approve the Local Control Accountability Plan, LCAP.***

***Background: LCFE setup to allow Schools with special/extra expenses (depending on the population served) to submit the accountability plan and receive appropriate funding.***

***The LCAP executive summary highlights program goals for next year and gives summary of last year's benchmarks and KPIs.***

***This particular LCAP will be included in Charter renewal.***

***Maria E. Booth enters call at 12:30PM***

***Question from Carolyn Harris:***

***In goal 3, overall goal and analysis on LCAP summary mentions that the steps taken did not have a meaningful effect on the goal. Per Josh Frankfort, Avance is addressing LCAP goal 3 in this future plan.***



**Minutes of the July 12, 2019  
Meeting of the Board of Directors of  
Academia Avance Charter School**

***LEA Federal Addendum was reviewed and also included in the submission of LCAP.***

***Carolyn Harris moves to approve the submission of the 2019-2020 LCAP and LEA Federal Addendum***

***Margaret Godinez seconds motion***

***Approved: Francisco Flores, Eric Sarabia, Miguel Juarez and Maria Espinoza***

**3. Closed Session**

Under the authority of Government Code Section 54956.9, the Avance Executive Board may recess to Closed Session to consider these items:

No Closed Session Scheduled.

**4. Adjournment**

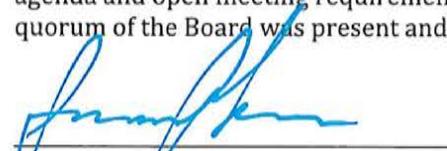
***Carolyn Harris moves to adjourn meeting at 12:42 PM***

***Francisco Flores seconds motion***

***All approve: Eric Sarabia, Maria Espinoza, Miguel Juarez, and Margaret Godinez***

---

The undersigned Secretary of Academia Avance's Charter School (the "Corporation"), a California nonprofit public benefit corporation, certifies that foregoing Resolutions were duly adopted by a majority vote of the members of the Board then in office at a meeting of the Board duly called and held on **July 12, 2019**, in compliance with the Bylaws of the Corporation and in compliance with the notice, agenda and open meeting requirements of the Ralph M. Brown Act and which a quorum of the Board was present and acting throughout the meeting.

  
\_\_\_\_\_  
Francisco Flores, Board Secretary

  
\_\_\_\_\_  
Date

## Inscription Packet 2020 - 2021

### Information Packet Checklist

Student Name: _____
Grade of Enrollment (Grade student will be entering): <input type="checkbox"/> 6th <input type="checkbox"/> 7th* <input type="checkbox"/> 8th <input type="checkbox"/> 9th <input type="checkbox"/> 10th <input type="checkbox"/> 11th <input type="checkbox"/> 12th
Parent/Guardian Name: _____

#### Public Random Drawing & Inscription: February XX, 2020

##### ***Information for parent/guardian***

- Avance 2020-2021 Enrollment Process (pg. 2)
- Avance Process Requirements (pg. 3)
- Avance 2020-2021 Avance Uniform Policy (pg. 13)
- Avance 2020-2021 Food Service Summary (pg. 21)

##### ***I have completed the following:***

- Enrollment Application (pgs 4-11):**
  - Student Information (pg.4)
  - Student Education History (pg.5)
  - Special Services (pg.6)
  - Family Information (pg.7)
  - Parent/Guardian Information (pg.8)
  - Emergency Contact Information (pg.9)
  - Home Language Survey (pg.10)
  - Application Attestation Page (pg.11)
- Publication Release Form (pg.12)
- Student/Parent/Guardian Pledge (pg.14)
- Declaration of Additional School Pursued (pg.15)
- Household Financial Information (pg.16)
- Authorization for Medical Treatment (pg.17)
- Avance Behavior Plan (pg.18)
- IT User Agreement (pg.19-20)
- Authorization to Participate in School Counseling Services (pg.22)
- Inscription Receipt (pg.23)

##### ***I have attached a copy of:***

- Birth Certificate       Immunization Record      (\*Incoming 7th graders must have TDap)
- IEP (if applicable)       Most Recent Report Card
- Court Guardianship (If applicable)
- Transcript (Grades 9-12)

## **2020 - 2021 Enrollment Process**

### **Enrollment Goals**

The goals of the school are to balance the following:

- To reach a sustaining enrollment for budget purposes
- To match enrollment to facilities and staff capacity
- To manage the growth of the school's culture to achieve the school's mission

The enrollment target for all grades from 6 to 12 is 60 students.

### **Process Timeline**

Below are the dates that define the inscription process:

January 18, 2020	Orientation for new student enrollment
January 22, 2020	Orientation for new student enrollment
February 1, 2020	Public random drawing by grade for all students
June 5, 2020	Last day of classes for 2019-2020 Academic year
June 26, 2020	Confirmation of Enrollment (forms due)
August 17, 2020	First day of classes for 2020-2021 Academic year

### **Process Requirements**

Below are the requirements that define the inscription process:

- State law requires open enrollment.
- State law requires public random drawing (lottery) per capacity by grade.
- State law permits prioritization for these groups:
  - pupils currently attending the charter school
  - pupils who reside in the district
- All students must participate in the inscription process, including existing students.
- Failure to confirm enrollment by June XX, 2020 forfeits registration.

### Student Information

In order to best serve the needs of your child, please ensure all information is complete and accurate.

Legal Last Name:	Legal First Name:	Legal Middle Name:	Other/Nickname:	Grade level (2020-21)
Gender: <input type="checkbox"/> Female <input type="checkbox"/> Male	Date of Birth (MM/DD/YY):	City of Birth:	State of Birth:	Country of Birth:

Primary Residence is:

- Permanent housing     Foster Family or Kinship placement     Other (Please describe):

Street Address:	Apt./Unit #:	City:	Zip Code:

Race and Ethnicity:

**Is the student Hispanic or Latino?** (Select only one)

- Yes, Hispanic or Latino       No, not Hispanic or Latino

**What is the student's race?** (check all that apply)

- Asian;     Chinese     Japanese     Korean     Vietnamese     Asian Indian  
 Laotian     Cambodian     Filipino     Hmong     Other Asian
- Black or African American       Native American or Alaskan Native
- Native Hawaiian or Other Pacific Islander;     Hawaiian     Guamanian     Samoan  
 Tahitian     Other Pacific Islander
- White

The information that I have given above is correct to the best of my knowledge.

**Parent/Guardian Printed Name**

**Parent/Guardian Signature**

**Date**

<b><u>For Office Use Only:</u></b>
Name/Birth Date Verification: <input type="checkbox"/> Birth Certificate <input type="checkbox"/> Affidavit <input type="checkbox"/> Other_____

### Student Education History

Previous Schools

Please provide the history of the schools your child has attended (kindergarten or beyond) for each of the following questions. If you know the month and date, please provide those as well.

1. Date student first attended (K-12) school in the United States: \_\_\_\_\_ Grade Level: \_\_\_\_\_

2. Date student first (K-12) attended school in California: \_\_\_\_\_ Grade Level: \_\_\_\_\_

3. Has the student ever repeated a grade level?  Yes  No

3 (a). If "yes," which grade level(s) has the student has repeated? \_\_\_\_\_

4. Name of previous school attended in the 2019-2020 school year: \_\_\_\_\_

5. Previous school city and state: \_\_\_\_\_

6. Has your child been identified as gifted and talented education services (GATE)?  Yes  No

Previous Schools/Programs Attended	City/State	Dates Attended	Grade Levels	LAUSD School?
1.				<input type="checkbox"/> Yes <input type="checkbox"/> No
2.				<input type="checkbox"/> Yes <input type="checkbox"/> No
3.				<input type="checkbox"/> Yes <input type="checkbox"/> No
4.				<input type="checkbox"/> Yes <input type="checkbox"/> No

The information that I have given above is correct to the best of my knowledge.

**Parent/Guardian Printed Name**

**Parent/Guardian Signature**

**Date**

<b><u>For Office Use Only:</u></b>	
SSID: _____	New SSID Needed? <input type="checkbox"/> Yes <input type="checkbox"/> No

## Special Services

The following is required to best serve the needs of your child. The fact that your child has been in Special Education will not keep him/her out of the charter school. If your child has ever received Special Education services, please complete the following:

1. Has your child ever received Special Education services?  Yes  No
2. Did your child receive Special Education services at his/her previous school?  Yes  No
3. Did your child have an Individualized Education Plan (IEP) at his/her previous school?  Yes  No  
 3(a). If yes, do you have a copy of the IEP with you?  Yes  No  N/A
4. Did your child have a Section 504 Plan at his/her previous school?  
 4(a). If yes, do you have a copy of the Section 504 Plan with you?  Yes  No  N/A
5. Does your child have difficulties with his/her ability to go to school or learn?  Yes  No

Types of Services Received (e.g. speech therapy, special education, etc.):	School, Program, or Agency that provided those services:	Date Services Began and Duration:

**If your child does have an IEP, under which classification does he/she qualify? Please check all that apply:**

- |  |  |   |
|--|--|---|
| <input type="checkbox"/> Intellectual Disability       | <input type="checkbox"/> Hearing Impairment                      | <input type="checkbox"/> Emotional Disturbance  |
| <input type="checkbox"/> Speech or Language Impairment | <input type="checkbox"/> Visual Impairment (including blindness) | <input type="checkbox"/> Traumatic Brain Injury |
| <input type="checkbox"/> Orthopedic Impairment         | <input type="checkbox"/> Other Health Impaired                   | <input type="checkbox"/> Multiple Disabilities  |
| <input type="checkbox"/> Specific Learning Disability  | <input type="checkbox"/> Deaf-Blindness                          | <input type="checkbox"/> I Don't Know           |
| <input type="checkbox"/> Autism                        | <input type="checkbox"/> Deafness                                | <input type="checkbox"/> Not applicable         |
| <input type="checkbox"/> Other _____                   |  |   |

The information that I have given above is correct to the best of my knowledge.

**Parent/Guardian Printed Name**

**Parent/Guardian Signature**

**Date**

<p><b><u>Office (RSP) Use Only:</u></b></p> <p>RSP Date Reviewed:_____ RSP Initials:_____</p>
---

## Family Information

**1. Who does the student live with? (Check all that apply)**

- Mother     Father     Stepmother     Stepfather     Grandparent(s)  
 Relative(s) \_\_\_\_\_  Foster/Group Home     Other (Describe): \_\_\_\_\_

**2. Is there a legal custody agreement (If yes, you must submit a copy of the court agreement)?**  Yes     No

**3. If you answered yes to the question above, please indicate whether the custody agreement is:**  
 Joint Custody     Sole Custody     Guardian     N/A

**4. What is the HIGHEST level of education attained among any of the parents/guardians living with the student?**

- Not a high school graduate     Some college or Associate Degree     Graduate Degree or Higher  
 High school graduate     College Graduate

Country of Education: \_\_\_\_\_

*The information you provide is strictly confidential. This information will not be connected to your student. The information is used only in reporting group level results, never individual results.*

“Some college” means completion of any courses within a two- or four-year academic program - it does not include vocational or technical schools. “College graduate” means a parent or guardian graduated with a B.A. or B.S. (Bachelor of Arts or Sciences) degree or an equivalent degree from a foreign university. Vocational or trade school should be marked as “High school graduate.”

**Siblings Information:**

Name	Age	Grade Level	School of Attendance	Applying to Academia Avance
1.				<input type="checkbox"/> Yes <input type="checkbox"/> No
2.				<input type="checkbox"/> Yes <input type="checkbox"/> No
3.				<input type="checkbox"/> Yes <input type="checkbox"/> No
4.				<input type="checkbox"/> Yes <input type="checkbox"/> No
5.				<input type="checkbox"/> Yes <input type="checkbox"/> No

The information that I have given above is correct to the best of my knowledge.

**Parent/Guardian Printed Name**

**Parent/Guardian Signature**

**Date**

<b>Office Use Only:</b>
Legal Custody Documents Received: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
Sibling(s) at Avance: <input type="checkbox"/> Yes <input type="checkbox"/> No

## Parent(s)/Guardian(s) Information

### Parent/Legal Guardian #1:

Birth Certificate  Legal Custody Statement

First Name                      Last Name                      Relationship                      Relationship Verification

Street Address                      Apt#                      City                      State                      Zip

Home Phone                      Work Phone                      Cell Phone                      E-mail

Does this parent/guardian live with the student?  Yes  No

Does this parent/guardian of the student maintain primary employment in agricultural or fishing activities on a seasonal or temporary basis?  Yes  No

### Parent/Legal Guardian #2:

Birth Certificate  Legal Custody Statement

First Name                      Last Name                      Relationship                      Relationship Verification

Street Address                      Apt#                      City                      State                      Zip

Home Phone                      Work Phone                      Cell Phone                      E-mail

Does this parent/guardian live with the student?  Yes  No

Does this parent/guardian of the student maintain primary employment in agricultural or fishing activities on a seasonal or temporary basis?  Yes  No

**The information that I have given above is correct to the best of my knowledge.**

**Parent/Guardian Printed Name**

**Parent/Guardian Signature**

**Date**

**Office Use Only:**

Migrant:  Yes  No    Migrant ID: \_\_\_\_\_

New Migrant ID Needed:  Yes  No

Parent/Guardian #1 Relationship Verified:  Birth Certificate  Legal Custody Statement  Other \_\_\_\_\_

Parent/Guardian #2 Relationship Verified:  Birth Certificate  Legal Custody Statement  Other \_\_\_\_\_

### Emergency Contact Information

**Student Release**

In case we are unable to reach you during an emergency, you authorize to contact and, if necessary, release your child to any of the following:

Emergency Contact Name	Relationship to Student	Phone	Address
1.			
2.			
3.			

**School-wide Announcements/Messages from Staff**

Who should we contact for messages from staff/faculty such as announcements and individual messages about your child's behavior, attendance, and academic performance?

**Contact 1:**

First Name	Last Name	Preferred Language
Primary Phone	Alternate Phone	Email

**Contact 2:**

First Name	Last Name	Preferred Language
Primary Phone	Alternate Phone	Email

The information that I have given above is correct to the best of my knowledge.

**Parent/Guardian Printed Name**

**Parent/Guardian Signature**

**Date**

### Home Language Survey

Directions: The California Education Code contains legal requirements which direct schools to determine the language(s) spoken in the home of each student. This information is essential in order for the school to provide adequate instructional programs and services.

As parents or guardians, your cooperation is requested in complying with this legal requirement. Please respond to each of the questions listed below as accurately as possible. For each question, write the name of the language that applies in the space provided. Please do not leave any question unanswered.

Note: Please list only one language per question.

1. Which language did your child learn when he/she first began to talk? \_\_\_\_\_
2. Which language does your child most frequently speak at home? \_\_\_\_\_
3. Which language do you (the parents or guardians) most frequently use when speaking with your child? \_\_\_\_\_
4. Which language is most often spoken by the adults in the home? \_\_\_\_\_
5. Has this student ever received formal English Language instruction through a class specifically for English Language Learners (ELL)?     Yes             No             I don't know
6. What is the first date the student attended a K-12 school in the United States? \_\_\_\_\_

The information that I have given above is correct to the best of my knowledge.

**Parent/Guardian Printed Name**

**Parent/Guardian Signature**

**Date**

**For Office (CELDT COORDINATOR) Use ONLY:**

KEY: Q1 First Language Q2 Home Language Q3 Adult Language

Primary Language: \_\_\_\_\_

3+ years of US School     Yes     No

Student is:     EO     EL

**Academia Avance Application Attestation**

I have filled out this application completely and accurately. I understand that any omissions or misstatements could result in the rejection of the application and loss of placement in our lottery system. I verify that the information in this application is true and correct to the best of my knowledge.

X \_\_\_\_\_  
Parent / Legal Guardian

Date: \_\_\_\_\_

**Please return this application form by fax, mail, or in person to:**

**Academia Avance Front Office  
115 N Avenue 53  
P.O. Box 42095  
Los Angeles, CA 90042  
Phone: 323-230-7270  
Fax: 213-652-0994**

**Publication Release Form  
2020 - 2021**

I hereby grant permission to allow for my daughter/son,

Student Name: \_\_\_\_\_ to be photographed. I fully understand that these pictures may be used for a variety of publications; such as community newspapers, school slide/picture presentations, brochures, internet publications or other similar school publications.

I also give permission for his/her name to be printed along with the photographs.

\_\_\_\_\_  
Parent / Guardian Name (Print)

\_\_\_\_\_  
Parent / Guardian Signature

\_\_\_\_\_  
Date

## Avance Uniform Guidelines

2020 - 2021

Making a good impression upon our community will help foster productive relationships with our community partners and help each student represent Avance in the classroom and future networking opportunities. Dressing for college and career readiness will allow our students to:

- Establish a professional appearance
- Establish themselves as positive figures in the community
- Provide students a sense of pride
- Direct focus to performance

Therefore, students of Academia Avance are required to wear a uniform. Please read carefully as adjustments and clarifications from previous years are provided below. Complete uniform guidelines can be found online at [www.academiaavance.org](http://www.academiaavance.org).

### Daily Uniform

1. Student ID badge must be displayed on lanyard or necklace.
2. Green Avance Polo (middle school) or Navy Blue (high school) (white undershirt).
3. Khaki Pants/ Shorts; shorts NO shorter than 2" above the knees and no lower than 2" below the knees.
4. Navy blue blazer, crew neck sweatshirt, cardigan sweater, track jacket with Avance Logo.
5. All Black Shoes with all black laces.
6. Black belt.

**Avance does not allow HOODED SWEATSHIRT OR HOODED JACKET unless it bears**

### Spirit Day

1. Any Academia Avance Extracurricular Activities or Club T-Shirts.
2. College T-shirt, Polo, or Crew Neck sweatshirt.
3. Shorts/Jeans: shorts no shorter than 2" above the knees and no lower than 2" below the knees.

**Avance does not allow COLLEGE HOODED SWEATSHIRT OR HOODED JACKET.**

### Free Dress (Only given as incentives)

1. No inappropriate logos on clothing.
2. No torn attire.
3. Shorts/Jeans: no shorter than 2" above the knees and no lower than 2" below the knees. Pants must fit to student's size.
4. Dresses: no shorter than 2" above the knees.

**Avance does not allow HOODED SWEATSHIRT OR HOODED JACKET on Free Dress Day.**

### **NOT ACCEPTED DAILY**

Sandals or open toe shoes

More than 1 facial piercings- **No ear stretchers or plugs**

Visible tattoos- Any visible tattoos must be covered at all times

Flashy hair dyes

Torn attire, Leggings or fishnet stockings

Writing OR graffiti on backpacks

\*\*Avance students must remove all facial piercings when attending a community or special event.

I \_\_\_\_\_ understand that my student \_\_\_\_\_ must comply with the uniform guidelines set forth by Academia Avance. Failure to do so will result in disciplinary action in compliance with Academia Avance Charter & California Code of Education.

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

School Uniforms Purchased at Academia Avance. For more information, call us at: (323) 230-7270.

**Academia Avance Student / Parent / Guardian Pledge**

**Student Academic Pledge:**

I recognize that going to school is very important. I am aware that my parents and the school expect me to be a hard worker at Academia Avance so that I may be successful in college. I understand that during the academic year I will be responsible for:

- Coming to school everyday on time, ready to learn, and prepared with all supplies.
- Reading at least 30 minutes everyday beyond the assigned homework.
- Taking care of my books and other materials that the school has assigned to me.
- Completing all assignments to the best of my ability and turning them in on time.
- Upholding the integrity of all my work, never succumbing to plagiarism, forgery, or any other form of cheating.
- Communicating with my teachers in a timely manner when there are questions about my work and/or progress.
- Obeying the school's Code of Conduct and Code of Respect.
- Maintaining respectful relationships with my peers and resolving conflicts effectively.
- Being trustworthy and faithful in delivering school communication to my parents.
- Following directions given by the administration and staff.
- Demonstrating respect and appreciation for my community by completing at least 20 hours of community service.
- Participate in the Avance Restorative Justice practices to resolve issues with other students.

**Parent/Guardian Academic Pledge:**

I understand that my child's studies are of extreme importance and that my participation in activities at Academia Avance are a critical component in my child's academic success. I will be responsible for:

- Ensuring that my child is at school by 7:30am each morning
- Providing my child with a clean uniform every day.
- Ensuring he/she obeys the uniform policy.
- Enforcing the school's Code of Conduct with my child providing the appropriate consequences at home for non-compliance.
- Providing a quiet place for my child to concentrate on his/her studies.
- Ensuring that my child completes his/her homework and/or projects on time by reinforcing good study habits.
- Ensuring that my child reads material other than school assignments each night for at least 30 minutes.
- Understanding that my child will participate with all learners at Academia Avance.
- Enrolling my child in academic enrichment programs as advised by the school.
- Attending all parent workshops during the school year.
- Attending all scheduled parent/teacher conferences.
- Granting my child permission to participate in all school field trips and off-campus activities.
- Understanding that my child will need to make up all missing assignments due to any absences.
- Maintaining ongoing, scheduled communication with my child's teachers.
- Respecting the classroom environment when visiting my child's classrooms.
- Supporting the Avance Restorative Justice practices to resolve issues that may involve my student.
- Following the procedures proscribed in the Avance Uniform Complaint & Procedures (UCP) policy to resolve concerns with the school, available here: [www.AcademiaAvance.org/ucp](http://www.AcademiaAvance.org/ucp)

My child and I have discussed these responsibilities and the Code of Conduct. In consideration of the unique opportunities offered by Academia Avance, we voluntarily agree to fulfill all of the commitments listed above.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Declaration of Additional Schools Pursued  
2020 - 2021**

Declaration for (Student name): \_\_\_\_\_

Please mark any and all schools for which you are also seeking admission in **2020 - 2021**:

- Alliance Tennenbaum High School (PUC Charter School)
- CALS Early College High School (PUC Charter School)
- CALS Charter Middle School (PUC Charter School)
- eCALS - Early College Academy for Leaders & Scholars (PUC Charter School)
- Santa Rosa Middle School (PUC Charter School)
- Excel Charter Academy (PUC Charter School)
- iPrep (PUC Charter School)
- KIPP LA Prep
- Renaissance Arts Academy
- Anahuacalmecac International Preparatory High School/Semillas del Pueblo
- LA International Charter HS
- LA Leadership Academy
- Blair High School
- Other \_\_\_\_\_

Parent/Guardian Name: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**Household Financial Information**  
**2020 - 2021**

Academia Avance is subject to federal & state funds that require submission of the information requested below. The information you provide is kept strictly confidential.

Please indicate:

Household size: \_\_\_\_\_

Annual Income (12 months): \$\_\_\_\_\_

Student Name: \_\_\_\_\_

Parent/Guardian Name: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**Authorization for Emergency Medical Treatment**  
**2020 - 2021**

The undersigned, as parent/legal guardian of (student name) \_\_\_\_\_ a minor, hereby authorizes the principal or designee, into whose care the student has been entrusted, to consent to any X-ray examination, anesthetic, medical or surgical diagnosis, treatment, and /or hospital care to be rendered to the student upon the advice of any licensed physician and/or dentist. It is understood that this authorization is given in advance of any required diagnosis, treatment or hospital care and provides authority and power to **Academia Avance** to give specific consent to any and all such diagnosis, treatment, or hospital care with a licensed physician or dentist may deem necessary. This authorization is given in accordance with Section 49407 of the California Education Code, and shall remain effective until revoked in writing and delivered to the District. I understand that the District, its officers and its employees assume no liability of any nature in relation to the transportation of the student. I further understand that all costs of paramedic transportation, hospitalization and any examination, X-ray or treatment provided in relation to this authorization shall be my sole responsibility as the student's parent/guardian.

**Health Alerts:**

Please list any medical condition which restricts physical activity or requires special attention. Include conditions such as asthma and allergies such as peanut and bee stings. If none, please indicate "none".

--

My child is allergic to the following medication: \_\_\_\_\_ My child currently takes the following medication: \_\_\_\_\_

--	--

Does the student have health insurance?  YES  NO

If YES,

Medi-Cal/Healthy Family ID number	
-----------------------------------	--

OR

Private Health Insurance Name	
Private Health Insurance Group Number	
Name of Doctor/Medical Office	

I certify that I have read and understood this form and do hereby give my authorization for emergency medical treatment, and that all of the information I have provided on this form is true and correct.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
 Parent  Legal Guardian

**Avance Behavior Plan**

The Avance Behavior Plan was created to meet three goals:

1. To establish clear standards for a respectful, safe, and productive learning community.
2. To ensure that all students benefit from a high level of support in learning to meet these standards.
3. To ensure that students receive equitable and consistent consequences when they do not meet these standards.

The plan has 5 tiered levels of behaviors and consequences. Complete Behavior guidelines and matrix can be found online at [www.academiaavance.org](http://www.academiaavance.org).

The schools follows the practices of Restorative Justice to find resolution for issues with students. An overview is provided in this guide:  
<http://fromdiaperstodiamonds.com/wp-content/uploads/2015/06/Restorative-Practice-Parent-Booklet-Real-Justice.pdf>

\*\*In addition, positive programs to support and motivate students will accompany the plan.

### **Cell Phone/ Smart Device Usage**

In order to maintain a focused academic environment and support all student learning, students at the Middle School, must turn in cell phones and smart devices at the beginning of the day. Devices are returned to students at the end of the day. High School students are not allowed to use personal cell phones in all classes or during passing period. During lunch time, students will be allowed to use their cell phones with the following conditions:

- No negative pictures/posts/texts or communication of:
  - Themselves
  - Other students
  - Faculty and Staff

***Defamation of Academia Avance Charter School will not be tolerated and will result in loss of cell phone privileges.***

If student fails to abide by this policy, cell phone will be forfeited and if it is continuous problem a meeting with parent and student will be held to determine disciplinary action. Students are NOT allowed to use Academia Avance's Internet/ WIFI for personal use. We ask that parent/guardian not contact students during class/instructional time.

**Academia Avance is not responsible for loss, damage or theft of any electronic device. If lost, there will be no compensation.**

My signature below indicates that I have read and accepted the Avance Behavior Plan.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## **IT Use Policy and User Agreement**

Academia Avance encourages students (user) to use its information technology resources, including the Avance network, Avance intranet (inside Avance), Internet and all electronic equipment and hardware in the Academia Avance IT system in a creative and productive way. However, there are limitations on how these resources may be used.

With this in mind, Academia Avance wishes to ensure that all users understand the following:

#### **Account Information & Privacy**

1. Non-privacy of communications, messages, files and sites: Users should have no expectation of privacy of their communications, messages, emails, chats, attachments, sites, and files made transmitted, received, or stored on or through Avance IT system on all school sites. This understanding also pertains to all communications, messages, emails, chats, attachments, sites, and files using Avance remote systems on all personal devices used for the benefit of Avance. This understanding also includes all communications, messages, emails, chats, attachments, sites, and files transmitted, received, or stored using remote access into Avance IT systems. Even when computer resources may be password-protected, there is no special confidentiality or privacy on communications, messages, or files. The user's signature on this User Agreement indicates the user's agreement to this provision and the following understandings.
2. With no notice to the user, network administrators routinely monitor and make backup copies of certain Avance IT system resources and databases, including but not limited to the thin clients, network use, communication systems, E-mail messages, chats, google app sites, Avance tools, internet sites log, individual and group MAC addresses, and individual and group IP addresses to assure the optimum functionality of the system and to protect against violations of use pursuant to this agreement, and that they have the ability to view the user's files, messages, or other communications.
3. With no notice to the user, network administrators may review the user's files, messages, chats, or other communications and, if misuse of the IT system resources is discovered, record or otherwise use them as a basis for disciplinary action, up to and including termination, suspension, expulsions, or use them as evidence in litigation. Misuse of Avance provided resources or misuse during remote access to Avance systems using devices used for the benefit of Avance may also result in prosecution under applicable federal and state laws and/or required reimbursement to the Avance for damages.
4. Avance may be subject to subpoenas or other court orders requiring the recording and/or release of the user's files, messages, or other communications, and that the Avance may comply with those subpoenas or court orders under California State and Federal Laws.
5. All data contained within Avance systems is the property of Academia Avance Charter School and its corresponding district.
6. The network administrators may impose restrictions to ensure maximum performance and fairness to all users. These restrictions may include, but are not limited to disk quotas, time restrictions, and concurrent connections.
7. Avance is not responsible for loss of user files, communications, emails, attachments, and chat histories. Each user is responsible for backing up his or her files separate from the server backup.
8. Users should be aware of any policy changes or updates. Users can check the account information section on the Avance website ([www.academiavance.org](http://www.academiavance.org)) for additional or updated information.
9. Accounts are available to all employees and students while he or she is employed with Avance subject to certain restrictions deemed appropriate and necessary by network administrators pursuant to this agreement.

#### **Security Guidelines**

1. Security is understood to include the control of access to information, protection of information against unauthorized modification, and protection of systems against denial of service.
2. Users are responsible for understanding security guidelines and maintaining the security of the systems they are using. Therefore, users are responsible for information system activity conducted under their username and password.
3. All users must use only their assigned username and password when using Avance resources. Under no circumstances should a user give out his/her password or allow anyone else to use your account. Users who require access to another user's files should see the network administrator. If someone else uses your account, it will be disabled without notice. If a user grants permission to another user to use their account, the granting user violates Avance IT use agreement and will be responsible for all violations of use subject to reasonable limitations pursuant to this agreement and California and Federal laws.
4. Users are to report any observed violations of or attempts to violate Avance security to the network administrator.

#### **Non-Avance Equipment and Use**

1. Network access via non-Avance workstations and equipment is permitted with written authorization from Avance IT administrators. Remote access to Avance networks are subject to restrictions and limitations based on Avance IT administrators' discretion.

2. Network access via non-Avance workstations and equipment, i.e. personal laptops, PDA, cell phones, etc., is not permitted without clearance from the Avance IT administrators
3. Communications, files, and other information stored on non-Avance equipment used for benefit of Avance such as laptops, PDA's, and other devices is private to the user and is protected under California and Federal privacy laws EXCEPT in the following instances.
  - a. Communications, emails, chats, files, attachments has been transmitted or stored by the user via Avance networks either through Google Applications emails or chat or through authorized remote access to the Avance network from non-Avance equipment.
  - b. Communications, emails, chats, files, attachments, and other media is under official criminal investigation by legal authorities in which non-Avance equipment and its contents may be subject for use as evidence.

**Uses Must Be Lawful and Inoffensive**

1. Users of Avance systems must adhere to the Avance Community Standards.
2. Users of Avance systems must not be false, unlawful, offensive, or disruptive.
3. Users of Avance systems must not infringe on any copyrighted material, this includes streaming, downloading, and distributing of unlawfully obtained copyrighted material.

**Policy Violations**

1. Avance will review alleged violations of policy and procedures on a case-by-case basis. Violations of the policy will result in referral for disciplinary action as appropriate.

**Criminal Penalties**

1. Unauthorized access or use of any Avance resource may subject offenders to criminal prosecution under federal law or California state law.

By signing below, I agree to abide by the requirements set forth above for the types of access I have to Avance IT resources, both on school site and through remote access of Avance systems. I specifically agree to the monitoring of communications and non-privacy provisions set forth above. I understand that any violation of this agreement may result in loss of access or services, disciplinary action, termination of employment, or prosecution under federal and state laws.

**Signatures**

**If the user is a student and is under 18 year of age, he or she must have his or her parents or guardians read and sign this agreement.** Avance cannot provide access to any student who, if 18 or older, fails to sign and submit this agreement to Avance as directed or, if less than 18, does not return this agreement as directed with the signatures of the students and his/her parents or guardians. Upon reviewing, signing, and returning this agreement, the student will be given the opportunity to use the Avance network.

Student Signature: \_\_\_\_\_

Print Name: \_\_\_\_\_ Date: \_\_\_\_\_

Parent Signature: \_\_\_\_\_

Print Name: \_\_\_\_\_ Date: \_\_\_\_\_

## **Avance Food Service Summary 2020 - 2021**

Academia Avance offers a food service program funded through the federal school nutrition program, and must follow the federal and state service guidelines. Ensuring that each student is well nourished is a requirement of the Avance student/parent pledge. The school is facilitating this responsibility for all parents via the federal nutrition subsidy for reducing cost to eligible households. Eligible households must meet the federal eligibility requirement as determined in an application completed for each household. You will be notified if you are eligible after your application has been reviewed by our staff.

The cost of service will be billed on a monthly basis. Payment are to be made to the Avance Front Office in a timely manner. Credit can be applied to students' accounts to use over time. The cost to **Non-eligible students (paid students) is subject to change and is dependent on the cost per meal to the school.** You will be notified in writing prior to any change in price.

The cost for service is as follows:

- \$3.00 per day for students in non-eligible households **(Paid)**
- \$0.40 per day for students in reduced-price eligible households
- \$0.00 per day for students in free eligible households

Parent/Guardian Name: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**AUTHORIZATION TO PARTICIPATE IN SCHOOL COUNSELING SERVICES**

Academia Avance is pleased to announce that we will be offering counseling services to our students. Parents/guardians or school staff may refer students for counseling, or students may request counseling. All counseling is voluntary. We will be providing Academic, Career, and/or Personal and Behavioral Counseling (CA Ed. Code 49600). We are committed to helping our students achieve greater success in their academics, social development, emotional growth, and career aspirations.

The counseling relationship requires an atmosphere of trust and confidence. Confidentiality is fundamental in the counselor-student relationship. We support the students' rights to privacy, and therefore, information received during counseling sessions will be kept confidential.

This Confidentiality Agreement is designed to advise you of the limits of confidentiality between student and counselor. State law and professional ethics require counselors to maintain confidentiality, with the exception of the following situations or circumstances:

1. If there is suspected child abuse, elder abuse, or dependent adult abuse.
2. A situation in which serious threat to a reasonably well-identified victim is communicated to the counselor.
3. When threat to injure or kill oneself is communicated to the counselor.
4. Court order disclosure. If counseling records are court ordered, the counselor will attempt to contact you first.
5. Consultation with other school professionals/education staff, with regard to treatment support of the student and/or family.
6. Referral to an outside agency, with the written consent of the parent/legal guardian.

By signing the bottom of the form, you the parent/legal guardian, are indicating that you understand any information shared with the counselor will remain confidential with the exceptions mentioned above. It is your right to accept, refuse, and/or stop these services at anytime.

\_\_\_\_\_ I accept the services                      \_\_\_\_\_ I decline the services

Student Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

Parent Name: \_\_\_\_\_ Parent Number: \_\_\_\_\_

Parent Signature: \_\_\_\_\_ Today's Date: \_\_\_\_\_

\*\* If you have any specific questions or need further assistance, please contact Ms. Vizcaya at (323) 230-7210 ext. 202 or at (323) 230-7270.

### Inscription Receipt

Student's Name: \_\_\_\_\_ Student Grade 2020-2021: \_\_\_\_\_

By signing this form, Academia Avance acknowledges that you have fully completed and turned in your application.

This form is proof of receipt of application. It does NOT indicate that the student has been accepted to Academia Avance. You will be contacted by the school with notification of acceptance following Inscription Day (February 04, 2017).

Parent's signature: \_\_\_\_\_

Avance Administrator: \_\_\_\_\_

Date: \_\_\_\_\_

We are an equal opportunity employer.

## Paquete de Inscripción 2020 - 2021

### Lista de informativos y requisitos

Nombre de Estudiante: \_\_\_\_\_

Grado de Inscripción (grado que estudiará):  6  7  8  9  10  11  12

Nombre de Padre/Tutor Legal: \_\_\_\_\_

#### **Lotería pública e Inscripción: XX de febrero 2020**

##### ***Informativos para los padres***

- Proceso de inscripción y matriculación 2020-2021 (p. 2)
- Proceso de Inscripción (p. 3)
- Breve descripción del uniforme escolar 2020-2021 (p. 13)
- Breve descripción del servicio de alimentos 2020-2021 (p. 21)

##### ***Formularios necesitados de los padres***

- Solicitud de Inscripción (pgs.4-11)**
  - Información del Estudiante (p.4)
  - Historia Educativa (p.5)
  - Servicios Especiales (p.6)
  - Información Familiar (p.7)
  - Información de Padre/Tutor (p.8)
  - Información de Contacto De Emergencia (p.9)
  - Encuesta del Idioma del Hogar (p.10)
  - Página de Firma (p.11)
- Formulario permiso de publicación (p.12)
- Compromiso del estudiante y padre (p.14)
- Declaración de inscripción en escuelas adicionales (p.15)
- Encuesta de Ingreso (p.16)
- Autorización de Tratamiento Médico (p. 17)
- Plan de comportamiento (p.18)
- Acuerdo del usuario de tecnología (p.19-20)
- Recibo de Inscripción (p.22)

##### ***Documentos necesitados de los padres***

- Acta de nacimiento  Expediente de vacunas
- Comprobante de domicilio: Cuenta de luz, gas o del teléfono

(excepto cuenta del teléfono celular)

- Reporte de STAR 2013       IEP (si es aplicable)       Boleta mas reciente (Grades 6-12)  
 Transcripción (Grados 9-12)       Orden de Tutela (si aplica)

## 2020 - 2021

### Proceso de Inscripción y Matriculación

Las metas del proceso son de balancear lo siguiente:

- Alcanzar una inscripción que sostiene el presupuesto.
- Operar dentro de la capacidad del plantel y personal educativo.
- Desarrollar el crecimiento de la cultura de la escuela hacia la misión de la escuela.

El objetivo de inscripción para todos los grados del 6 al 12 es de 60 estudiantes.

#### **Fechas del proceso**

Abajo se presentan las fechas que definen el proceso de la inscripción y matriculación:

18 de enero 2020      Orientación para nuevo estudiantes  
21 de enero 2020      Orientación para nuevo estudiantes  
1 de febrero 2020      Inscripción para estudiantes nuevos  
5 de junio 2021      Último día del año escolar 2019-2020  
26 de junio 2021      Confirmación de matriculación  
17 de agosto 2021      Primer día del año escolar 2020-2021

#### **Requisitos del proceso**

Abajo se presentan los requisitos que constituyen el proceso de inscripción:

- La ley estatal requiere un proceso de inscripción abierto
- La ley estatal requiere lotería pública dentro de la capacidad del plantel y personal educativo para cada grado (el proceso específico para cada grado se presenta en las hojas siguientes).
- La ley estatal permite los siguientes grupos de prioridad:
  1. Estudiantes actuales
  2. Estudiantes de domicilio común
- Se requiere que todos los estudiantes participen en el proceso de inscripción, inclusivos los estudiantes actuales.
- Se requiere confirmación de matriculación el XX de junio del 2020 para no cancelar matriculación.

### Información Sobre el Estudiante

Para servir las necesidades de su hijo/a, por favor asegúrese que esta información esté completa y correcta.

Apellido Legal:	Nombre Legal	Segundo Legal:	Otro Nombre/Apodo:	Grado (2020-21)
Genero: <input type="checkbox"/> Femenino <input type="checkbox"/> Masculino	Fecha De Nacimiento (MM/DD/AA):	Ciudad de Nacimiento:	Estado de Nacimiento:	País de Nacimiento:

**Residencia Principal es:**

Residencia permanente    Familia de Acogida o Casa Provisional    Otro (Por favor Describa):

Domicilio:	Apto./Unidad #:	Ciudad:	Codigo Postal:

**Raza y Etnicidad:**

**El Estudiante es Hispano o Latino? (Elija una)**

Sí, Hispano o Latino    No, no es Hispano o Latino

**Cual es la Raza de su estudiante? (marque todo lo que aplique)**

- Asiatico;    Chino    Japones    Koreano    Vietnamita    Indio Asiatico
- Laosiano    Camboyano    Filipino    Hmong    Otro Asiatico
- Negro o Afro Americano
- Nativo Americano o Nativo de Alaska
- Hawaiano Nativo o Otro isleno del Pacifico;
- Hawaiano    Guamano    Samoano    Tahitiano    Other Isleno del Pacifico
- Blanco

La información que he dado es correcta a lo mejor de mi conocimiento.

Padre/Tutor Legal Nombre (Imprima)

Padre/Tutor Legal (Firma)

Fecha

<u>For Office Use Only:</u>
-----------------------------

Birth Date Verification:  Birth Certificate  Affidavit  Other \_\_\_\_\_

### Historia de Educación

**Escuelas Previas:**

Proporcione la historia de las escuelas que su hijo /a a asistido (desde kinder y adelante) para cada una de las siguientes preguntas. Si conoce el mes y la fecha, por favor proporcione esos también.

1. Fecha en la que el estudiante primero asistió una escuela (k-12) en Los Estados Unidos

Fecha: \_\_\_\_\_ Nivel de Grado: \_\_\_\_\_

2. Fecha en la que el estudiante primero asistió a una escuela en California:

Fecha: \_\_\_\_\_ Nivel de Grado: \_\_\_\_\_

3. El estudiante a repetido algún curso  Si  No

3 (a). Si la respuesta es "Sí," cual nivel de grado repitió el estudiante? \_\_\_\_\_

4. Nombre de la escuela anterior que asistió en el año escolar 2019-2020: \_\_\_\_\_

5. Ciudad y estado de la escuela anterior: \_\_\_\_\_

6. Se ha identificado a su hijo/a para recibir servicios para estudiantes dotados o talentosos(GATE)?

Si  No

Escuelas Previas/ Programas Asistidos	Ciudad/Estado	Fechas de Asistencia	Niveles de Grado	Escuela de LAUSD
1.				<input type="checkbox"/> Si <input type="checkbox"/> No
2.				<input type="checkbox"/> Si <input type="checkbox"/> No
3.				<input type="checkbox"/> Si <input type="checkbox"/> No
4.				<input type="checkbox"/> Si <input type="checkbox"/> No
5.				<input type="checkbox"/> Si <input type="checkbox"/> No

La información que he dado es correcta a lo mejor de mi conocimiento.

Padre/Tutor Legal Nombre (Imprima)

Padre/Tutor Legal (Firma)

Fecha

<u>For Office Use Only:</u>			
SSID: _____	New SSID Needed?	<input type="checkbox"/>	Yes <input type="checkbox"/> No

### Servicios Especiales

Lo siguiente es necesario para servir mejor a las necesidades de su hijo/a. El hecho de que su hijo/a ha estado en educación especial no mantendrá a él / ella fuera de la escuela charter. Si alguna vez su niño ha recibido servicios de educación especial, por favor complete lo siguiente:

- 1. Su Hijo/a a recibido servicios de educacion especial?  Si  No
- 2. Su hijo/a recibio servicios de educación especial en su escuela previa?  SI  No
- 3. Su hijo/a tenía un Plan Educativo Individualizado (IEP) en su escuela previa?  Si  No  
 3a. En caso afirmativo, ¿tiene usted una copia del IEP con usted?  Si  No  N/A
- 4. Su hijo/a tenía un Plan de la Sección 504 en su escuela previa?  
 4a. En caso afirmativo, ¿tiene usted una copia del Plan de la Sección 504 con usted?  Si  No  N/A
- 5. Su hijo/a tiene dificultades con su capacidad de ir a la escuela o aprender?  Si  No

Tipos de servicios recibidos (por ejemplo, terapia de lenguaje, educación especial, etc):	Escuela, programa o agencia que proporcionó los servicios de:	Fechas que los servicios comenzaron y la duración de los servicios:

**Si su hijo/a tiene un IEP, Bajo cual clasificación califica él / ella ? Por favor, marque todas las que apliquen:**

- Discapacidad intelectual (antes conocida como retraso mental)
- Impedimento del Habla o Lenguaje
- Impedimento Ortopedico
- Discapacidad Específica del Aprendizaje
- Autismo
- Otra \_\_\_\_\_
- Impedimento Auditivo
- Impedimento Visual (incluyendo la ceguera)
- Otra Impedimento de la Salud
- Sordo-ciego
- Yo No Se
- Sordera
- Trastorno Emocional
- Discapacidades Multiples
- Lesion Cerebral Traumatica
- No Aplica

La información que he dado es correcta a lo mejor de mi conocimiento.

**Padre/Tutor Legal Nombre (Imprima)**                      **Padre/Tutor Legal (Firma)**                      **Fecha**

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Office (RSP) Use Only	RSP Date Reviewed: _____	RSP Specialist Initials: _____
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### Información de Familia

**1. Con quien vive el estudiante? (Marque todo lo que aplique)**

- Madre     Padre     Madrastra     Padrastro     Abuelos  
 Pariente(s) \_\_\_\_\_     Casa Provisional     Otro ( Describe ) : \_\_\_\_\_

**2. Hay un acuerdo de custodia legal? (Si hay, debe presentar una copia del acuerdo de la corte)**     Si     No

**3. Si ha respondido afirmativamente a la pregunta anterior, por favor indique si el acuerdo de custodia es:**  
 Custodia Compartida     Tutela exclusiva     Tutor Legal     N/A

**4.Cuál es el nivel más alto de educación alcanzado entre cualquiera de los padres / tutores que viven con el alumno?**

*La información que proporcione es estrictamente confidencial. Esta información no se puede conectar a su estudiante. La información se utiliza solamente para reportar los resultados a nivel de grupo, nunca resultados individuales.*

Un poco de universidad "significa la finalización de algunos de los cursos dentro de un programa académico de dos o cuatro años - que no incluye las escuelas vocacionales o técnicas. "Graduado" significa que un padre o tutor se graduó con un BA o B.S. (Licenciado en Artes o Ciencias) o un título equivalente de una universidad extranjera. Profesional o de la escuela de comercio deben estar marcados como "Graduado de escuela secundaria."

- No es Graduado de la Escuela Secundaria     Un Poco de Universidad o Bachillerato de Asociado  
 Graduado de la Escuela Secundaria     Graduado del Colegio     Postgrado o Superior

Pais de Educación: \_\_\_\_\_

**Información de Hermanos:**

Nombre	Edad	Grado	Escuela que Asiste	Esta Aplicando para Academia Avance
1.				<input type="checkbox"/> Si <input type="checkbox"/> No
2.				<input type="checkbox"/> Si <input type="checkbox"/> No
3.				<input type="checkbox"/> Si <input type="checkbox"/> No
4.				<input type="checkbox"/> Si <input type="checkbox"/> No
5.				<input type="checkbox"/> Si <input type="checkbox"/> No

La información que he dado es correcta a lo mejor de mi conocimiento.

**Padre/Tutor Legal Nombre (Imprima)**

**Padre/Tutor Legal (Firma)**

**Fecha**

<b>Office Use Only:</b>
Legal Custody Documents Received: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
Sibling(s) at Avance: <input type="checkbox"/> Yes <input type="checkbox"/> No

### Information de Padre(s)/Tutor Legal(es)

**Padre / Tutor Legal #1:**

Acta de Nacimiento  Declaración de Custodia Legal

Nombre	Apellido	Relación	Verificación de Relación		
Domicilio		Apto#	Ciudad	Estado	Código Postal
Telefono de Casa		Telefono de Trabajo	Celular	Correo Electronico	

Vive este padre / tutor con el alumno?  Si  No

Lleve a cabo este padre/tutor legal del estudiante empleo primario en actividades agrícolas o de pesca sobre una base estacional o temporal?  Si  No

**Padre / Tutor Legal #2:**

Acta de Nacimiento  Declaración de Custodia Legal

Nombre	Apellido	Relación	Verificación de Relación		
Domicilio		Apto#	Ciudad	Estado	Código Postal
Telefono de Casa		Telefono de Trabajo	Celular	Correo Electronico	

Vive este padre / tutor con el alumno?  Si  No

Lleve a cabo este padre/tutor legal del estudiante empleo primario en actividades agrícolas o de pesca sobre una base estacional o temporal?  Si  No

**La información que he dado es correcta a lo mejor de mi conocimiento.**

Padre/Tutor Legal Nombre (Imprima)	Padre/Tutor Legal (Firma)	Fecha
------------------------------------	---------------------------	-------

Migrant: <input type="checkbox"/> Yes <input type="checkbox"/> No	Migrant ID: _____	<b>Office Use Only:</b>	New Migrant ID Needed: <input type="checkbox"/> Yes <input type="checkbox"/> No
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Parent/Guardian #1 Relationship Verified:  Birth Certificate  Legal Custody Statement  Other\_\_\_\_\_

Parent/Guardian #2 Relationship Verified:  Birth Certificate  Legal Custody Statement  Other\_\_\_\_\_

### Información de Contactos de Emergencias

#### Encargados de Estudiante en caso de Emergencia

En caso de que no podamos contactar a usted durante una emergencia, usted autoriza al contacto y, si es necesario, liberar a su hijo a una de las siguientes personas:

Nombre de Contacto de Emergencia	Relación al Estudiante	Telefono	Domicilio
1.			
2.			
3.			

#### Anuncios Escolares/ Mensajes del Personal

A quién debemos contactar para mensajes del administración / facultad, tales como anuncios y mensajes individuales sobre el comportamiento de su hijo, la asistencia y el rendimiento académico?

#### Contact 1:

Nombre	Apellido	Idioma Preferido
Telefono Principal	Telefono Alterno	Correo Electronico

#### Contact 2:

Nombre	Apellido	Idioma Preferido
Telefono Principal	Telefono Alterno	Correo Electronico

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La información que he dado es correcta a lo mejor de mi conocimiento.

Padre/Tutor Legal Nombre (Imprima)

Padre/Tutor Legal (Firma)

Fecha

## Encuesta de Idioma del Hogar

Instrucciones: El Código de Educación de California contiene los requisitos legales que dirige escuelas para determinar el idioma (s) que hablan en el hogar de cada estudiante. Esta información es esencial para que la escuela provea programas y servicios educativos adecuados.

Como padres o tutores, se solicita su cooperación en el cumplimiento de este requisito legal. Por favor, responda a cada una de las siguientes preguntas con la mayor precisión posible. Para cada pregunta, escriba el nombre de la lengua que se aplica en el espacio proporcionado. Por favor, no deje ninguna pregunta sin contestar.

Nota: Por favor escriba sólo un idioma por pregunta.

1. Qué idioma aprendió su hijo cuando él / ella comenzó a hablar ? \_\_\_\_\_

2. Qué idioma habla su hijo con más frecuencia en el hogar ? \_\_\_\_\_

3. Que idioma habla usted (Padre o Tutor Legal) con más frecuencia cuando usted habla con su estudiante? \_\_\_\_\_

4. Cual idioma hablan los adultos con más frecuencia en el hogar ? \_\_\_\_\_

5. Este estudiante ha recibido instrucción formal de Inglés a través de una clase específicamente para Aprendices del Idioma Inglés (ELL)?  Si  No  No Se

6. Cuál es la primera fecha en que el estudiante asistió a una escuela K-12 en los Estados Unidos? \_\_\_\_\_

La información que he dado es correcta a lo mejor de mi conocimiento.

Padre/Tutor Legal Nombre (Imprima)

Padre/Tutor Legal (Firma)

Fecha

<b><u>For Office (CELDT COORDINATOR) Use ONLY:</u></b>	
KEY: Q1 First Language	Primary Language: _____
Q2 Home Language	3+ years of US School <input type="checkbox"/> Yes <input type="checkbox"/> No
Q3 Adult Language	Student is: <input type="checkbox"/> EO <input type="checkbox"/> EL

### Certificación de Aplicaciones de Academia Avance

He completado esta solicitud completa y precisa. Entiendo que cualquier omisión o errores podrían dar lugar a la denegación de la solicitud y la pérdida de la colocación en nuestro sistema de lotería.

Confirmó que la información en esta solicitud es verdadera y correcta a lo mejor de mi conocimiento.

X \_\_\_\_\_  
Padre/Tutor Legal (Firma)

Fecha: \_\_\_\_\_

**Por favor, envíe este formulario por fax, correo o en persona a:**

**Academia Avance Front Office  
P.O. Box 42095  
Los Angeles, CA 90042  
Phone: 323-230-7270  
Fax: 213-652-0994**

**Formulario Permiso de Publicación**  
**2020 - 2021**

Por el presente doy permiso para permitirles que mi hija/o,

\_\_\_\_\_ sea fotografiada/o. Yo comprendo perfectamente que estas fotografías pueden ser usadas para una variedad de publicaciones, tales como en un periódico de la comunidad, presentaciones de diapositivas/fotos de la escuela, folletos, publicaciones del Internet, o otras publicaciones similares de la escuela.

Yo también doy permiso para que el nombre de él/ella sea publicado en conjunto con las fotos .

\_\_\_\_\_  
Nombre del Padre / Tutor Legal

\_\_\_\_\_  
Firma del Padre / Tutor Legal

\_\_\_\_\_  
Fecha

## Breve Descripción del Uniforme Escolar 2020 - 2021

El uniforme escolar para el año entrante sigue el del año actual, con algunos ajustes y clarificaciones menores. Detalles de las pólizas se pueden encontrar en el sitio [www.academiaavance.org](http://www.academiaavance.org). Los componentes del uniforme son:

### Uniforme Diario

- \*El ID debe ser usado en cordón o collar. Identificación con foto y el nombre deben ser visibles en todo momento en el plantel.
- \*Camisa Azul Marino estilo Polo para estudiantes de prepa y Verde oscuro para la Secundaria con logotipo de Avance
- \*Pantalones/Shorts Caquis. Shorts NO menos de 2" por arriba de las rodillas y no más de 2" debajo de las rodillas .
- \*Cinturón Negro
- \*Zapatos Completamente Negros con cintas negras.
- \*No se permiten tatuajes visibles. Cualquier tatuaje visible debe estar cubierto en todos momentos.
- \***MOCHILAS deben estar limpias. SIN GRAFFITI U OTROS RAYONES.**

### Días de Orgullo Escolar

- \*Camisetas de actividades extracurriculares o clubes de Academia Avance.
- \*Camisetas de Universidades o Colegios, Polos, o sudaderas : NO sudaderas con capucha .
- \*Shorts/Pantalones de mezclilla: Deben estar limpios. Shorts no mas de 2" arriba de las rodillas y no mas de 2" debajo de las rodillas.
- \***NO SUDADERA O CHAMARRA CON CAPUCHA.**

### Días de Vestido Libre

- \*No se permiten logotipos inapropiados en la ropa .
- \*No se permiten sombreros o cachuchas dentro de las clases.
- \*Shorts/Pantalones de Mezclilla limpios y ordenados. Shorts no mas de 2" arriba de las rodillas y no mas de 2" debajo de las rodillas.
- Pantalones deben ser de talla apropiada. No se permiten pantalones de yoga o licras.
- \***NO SUDADERA O CHAMARRA CON CAPUCHA .**

### **NO ACEPTADO TODOS LOS DIAS**

Zapato abierto o sandalias.

No mas de un arete facial- **No stretchers o plugs**

Tatuajes visibles- Cualquier tatuaje visible tiene que ser cubierto.

Cabello pintado color muy fosforescente.

Ropa rota, medias de rejilla.

Mochilas con grafiti o rayadas.  
Sudadera o chamarra con capucha.

\*\*Estudiante que participe en un evento en la comunidad representando a Avance tiene que removerse cualquier arete facial.

Yo \_\_\_\_\_ comprendo que mi estudiante \_\_\_\_\_ debe cumplir con las directrices de uniforme establecidas por Academia Avance. El no hacerlo resultará en una acción disciplinaria de acuerdo con Academia Avance y el Código de Educación de California.

Firma de Padres: \_\_\_\_\_ Fecha: \_\_\_\_\_

Firma de Estudiante: \_\_\_\_\_ Fecha: \_\_\_\_\_

## Compromiso del Estudiante y Padre/Tutor Legal

### Compromiso Académico del Estudiante:

Reconozco que el ir a la escuela es muy importante. Estoy enterado que mis padres y la escuela esperan que sea trabajador duro en la Academia Avance de modo que pueda tener éxito en la universidad. Entiendo que durante este año académico seré responsable de:

- Viniendo a la escuela diario a tiempo, listo para aprender, y preparado con todas los materiales.
- Leyendo por lo menos 30 minutos de diario más allá de la tarea asignada.
- Tomando el cuidado de mis libros y de otros materiales que la escuela me ha asignado.
- Terminar todas las tareas al mejor de mi capacidad.
- Entregar a todas las tareas adentro el tiempo.
- Mantener la integridad de todo mi trabajo, nunca sucumbiendo al plagio, a la falsificación, o a cualquier otra forma de engaño.
- El comunicarse con mis profesores de una manera oportuna cuando hay preguntas sobre mi trabajo y/o progreso.
- Obedecer el código de la conducta de la escuela y el código del respeto.
- Mantener relaciones respetuosas con mis compañeros y la resolución de cualquier conflicto con eficacia.
- Siendo digno de confianza y fiel en entregar cualquier comunicación de la escuela a mis padres.
- Siguiendo direcciones dadas por la administración y el personal.
- Demostrando respeto y el aprecio para mi comunidad terminando por lo menos 20 horas de servicio de comunidad.
- Participe en las prácticas de Justicia Restaurativa de Avance para resolver problemas con otros estudiantes.

### Compromiso académico del padre:

Entiendo que los estudios de mi niño son de importancia extrema y que mi participación en actividades en la Academia Avance es un componente crítico en el éxito académico de mi niño. Así, porque este año académico será responsable de:

- Asegurando de que mi niño/a esté en la escuela a las 7:30 de la mañana cada mañana.
- Asegurando de que mi niño/a termina una asignación independiente del estudio por todos los días que falte en la escuela.
- Proveyendo a mi niño diario un uniforme limpio, asegurando de que él/ella obedece las reglas del uniforme.
- Haciendo cumplir mi niño/a con el código de la conducta de la escuela, y proporcionando las consecuencias apropiadas en casa para el incumplimiento.
- Provisión de un lugar reservado para mi niño para concentrarse en su estudios.
- Asegurándose de que mi niño termine su preparación y/o proyectos a tiempo de manera de reforzando buenos hábitos del estudio.
- Asegurándose de que mi niño lea el material más allá de la tarea asignada en la escuela cada noche por lo menos treinta minutos.
- Entendiendo que mi niño participará con todos los estudiantes en la academia Avance.
- Registrando a mi niño/a en programas académicos del enriquecimiento aconsejados por la escuela.
- Atender a todos los talleres de padres durante el año escolar.

- Asistir a todas las conferencias del padre/del profesor.
- Completar la encuesta al fin de año sobre la satisfacción en los programas de la escuela.
- Concediendo mi permiso al niño/a de participar en todas las excursiones y actividades.
- Entendiendo que mi niño/a necesitará completar todas las asignaciones que falta en cada clase.
- Mantener la comunicación continuo con los profesores de mi niño/a.
- Apoyar las prácticas de Justicia Restaurativa de Avance para resolver problemas que puedan involucrar a mi estudiante.
- Respetar el ambiente del salón de mi niño/a.

**Mi niño/a y yo entendemos estas responsabilidades y el código de la conducta. En consideración de las oportunidades únicas ofrecidas por Academia Avance, acordamos satisfacer voluntariamente todas las comisiones enumeradas arriba.**

Firma del Estudiante \_\_\_\_\_ Fecha \_\_\_\_\_

Firma del Padre / Tutor Legal \_\_\_\_\_ Fecha \_\_\_\_\_

**Declaración de escuelas adicionales  
2020 - 2021**

Declaración para (nombre del estudiante): \_\_\_\_\_

Marcar por favor cualquiera y todas las escuelas para las cuales también están buscando la matriculación en  
**2020 - 2021:**

- Alliance Tennenbaum High School
- CALS Early College High School
- CALS Charter Middle School
- Santa Rosa Middle School
- Excel Charter Academy
- Kipp LA Prep
- Renaissance Arts Academy
- Academia Semillas del Pueblo
- L A International Charter School
- Los Angeles Leadership Academy
- Blair High School
- Early College Academy for Leaders and Scholars (eCALS)
- Other \_\_\_\_\_

Firma del Padre/Tutor Legal: \_\_\_\_\_

Nombre del Padre/Tutor Legal: \_\_\_\_\_

Fecha: \_\_\_\_\_

**Encuesta de Ingreso**  
**2020 - 2021**

Academia Avance está sujeto a los fondos federales estatales que requieren la presentación de la información solicitada a continuación. La información que usted proporciona es estrictamente confidencial.

Por favor Indique:

El número total de personas en el hogar: \_\_\_\_\_

El ingreso anual del hogar (12 meses):\$ \_\_\_\_\_

Nombre del Estudiante: \_\_\_\_\_.

Nombre del Padre/Tutor Legal: \_\_\_\_\_.

Firma de Padre/Tutor Legal : \_\_\_\_\_.

Fecha: \_\_\_\_\_.

## Autorización Para Tratamiento Médico De Emergencia 2020 - 2021

El abajo firmante, como padre/tutor legal de (nombre de alumno) \_\_\_\_\_, menor de edad, por medio del presente autoriza al director o persona designada, habiéndosele encomendado el cuidado del alumno, a acceder a cualquier análisis con radiografía, anestesia, diagnóstico médico o quirúrgico, tratamiento y/o atención en hospital para el alumno, según lo especifique un médico acreditado y/o dentista. Estoy al tanto de que esta autorización se extiende antes de cualquier diagnóstico, tratamiento o atención en hospital necesaria y otorgó la autoridad y facultad al Distrito Escolar de Academia Avance de dar consentimiento a todo y cualquier diagnóstico, tratamiento, o atención en hospital con un médico acreditado o dentista conforme se determine necesario. Esta autorización se extiende de acuerdo con el Artículo 49407 del Código de Educación de California, y seguirá en vigencia hasta que se revoque por escrito y dicha revocación se entregue al Distrito. Entiendo que el Distrito, sus funcionarios y empleados no asumen responsabilidad de cualquier índole en relación con el transporte del alumno. También estoy al tanto de que el costo de transporte de paramédicos, hospitalización, análisis, radiografías, o tratamiento que se proporcione en relación con esta autorización será responsabilidad exclusivamente mía, como padre/tutor del alumno.

**Alerta De Salud**

*incluir cualquier condición médica del alumno que limite actividad física o requiera atención especial. Incluir condiciones tales como asma y alergias (por ejemplo: a la crema de mano, cacahuate, o picaduras de abeja). Si el alumno no presenta ninguna condición indicar "ninguna."*

--

*Mi hijo/a es alérgico a los siguientes medicamentos:*

*Mi hijo/a actualmente toma los siguientes medicamentos:*

--	--

Indicar si el alumno tiene seguro médico (marcar uno)?

SI

NO

Si responde "sí,"

Medi-Cal/Healthy Family ID number (numero de poliza)	
--	--

Seguro Medico Particular (privado)	
Numero de Grupo: #	
Nombre Del Doctor/Clinica	

Hago constar que leí y entiendo este formulario y otorgo mi autorización para tratamiento médico de emergencia, y que toda la información que proporcione en este formulario es verdad y correcta.

Firma: \_\_\_\_\_ Fecha: \_\_\_\_\_

Padre       Tutor Legal

## **Plan de Comportamiento de Avance**

El plan de comportamiento se inicia con el fin de:

1. Establecer reglas claras para una comunidad respetuosa, segura, y productiva.
2. Asegurar de que todos los estudiantes beneficien de un nivel alto de apoyo para aprender como cumplir con las reglas.
3. Asegurar que los estudiantes reciban consecuencias justas y constantes cuando no cumplen con las reglas.

El plan tiene 5 niveles de comportamiento negativo con consecuencias distintas por cada nivel. Se describe estos niveles en el sitio [www.academiaavance.org](http://www.academiaavance.org).

Las escuelas siguen las prácticas de Justicia Restaurativa para encontrar una solución a los problemas con los estudiantes. Se proporciona una descripción general en esta guía:

<http://fromdiaperstodiamonds.com/wp-content/uploads/2015/06/Restorative-Practice-Parent-Booklet-Real-Justice.pdf>

\*\*Tomen en cuenta que también hay programas positivos para apoyar y motivar los estudiantes.

### Nota especial sobre los aparatos electrónicos

Todo tipo de aparato electrónico (para música, juegos, etc.) son prohibido en todas partes de la escuela sin importar la hora. Las consecuencias de no cumplir son:

- Primera vez: El maestro toma el electrónico y se lo entrega al Director de Disciplina.  
**Sera entregado solamente a los padres del estudiante.**
- Segunda vez: El maestro toma el electrónico y se lo da al Director de Disciplina. quien se lo tendrá en posesión hasta el viernes. Sera entregado solamente a los padres del estudiante.
- Tercera vez: El Director de Disciplina guardará el electrónico hasta el **final del año escolar.**

\*\* Academia Avance no es responsable de pérdida, de daño o de robo de cualquier dispositivo electrónico.

**Academia Avance no sera responsable de pérdida, de daño o de robo de cualquier aparato electrónico. No habra compensación ninguna.**

Mi firma abajo indica que he leído y aceptado el plan de comportamiento Avance.

Firma del Estudiante: \_\_\_\_\_.

Fecha: \_\_\_\_\_.

Firma del Padre/Tutor Legal: \_\_\_\_\_ Fecha: \_\_\_\_\_.

## **Acuerdo de Uso y Póliza de tecnología informática para empleados y estudiantes**

Academia Avance (Avance) anima a los empleados (usuarios) y estudiantes (usuarios) a utilizar sus recursos de tecnología, incluyendo la red de Avance, Avance intra-net (dentro de Avance), Internet y todos los equipos electrónicos e informáticos en Academia Avance de una manera creativa y productiva. Sin embargo, hay limitaciones en cuanto a estos recursos y como pueden ser utilizados. Con esto en mente, Academia Avance desea asegurarse de que todos los usuarios entiendan lo siguiente:

### **INFORMACIÓN DE LA CUENTA Y PRIVACIDAD**

1. No hay privacidad en las comunicaciones, mensajes, archivos y sitios: Los usuarios deben tener ninguna expectativa de privacidad de sus comunicaciones, mensajes, correos electrónicos, chats, archivos adjuntos, los sitios, y los archivos hechos transmitidos, recibidos o almacenados a través del sistema de Avance. Esta comprensión se refiere también a todas las comunicaciones, mensajes, correos electrónicos, chats, archivos adjuntos, los sitios y archivos utilizando los sistemas de Avance a distancia en todos los dispositivos personales utilizados para el beneficio de Avance. Este entendimiento también incluye todas las comunicaciones, mensajes, correos electrónicos, chats, archivos adjuntos, los sitios y archivos transmitidos, recibidos o almacenados mediante el acceso remoto a los sistemas "IT" de Avance. Aun cuando los recursos informáticos pueden ser protegidos con contraseña, no hay confidencialidad o privacidad. La firma del usuario en este Acuerdo de Usuario indica el acuerdo del usuario de esta disposición y al siguiente acuerdo.
2. Sin previo aviso al usuario, los administradores de red controlan de rutina y hacen copias de seguridad de ciertos recursos del sistema y bases de datos, incluyendo pero no limitado a los clientes ligeros, el uso de la red, los sistemas de comunicación, mensajes de correo electrónico, chats, sitios de google, herramientas de Avance, registro de sitios de Internet, direcciones individuales y grupos MAC e IP individual y de grupo para asegurar el funcionamiento óptimo del sistema y para proteger contra violaciones de uso de conformidad con este acuerdo, y que tienen la posibilidad de ver los archivos del usuario, mensajes y otras comunicaciones.
3. Sin previo aviso al usuario, los administradores de red pueden revisar los archivos del usuario, mensajes, chats, u otras comunicaciones y, si el mal uso de los recursos del sistema se descubre, pueden utilizarlos como base para una acción disciplinaria, hasta e incluyendo terminación, suspensión, expulsión, o utilizarlos como prueba en los litigios. El mal uso de recursos en Avance o mal uso durante el acceso remoto a los sistemas de Avance el uso de dispositivos utilizados para el beneficio de Avance también puede resultar en acciones legales bajo las leyes federales y estatales y/o el reembolso a Avance para los daños.
4. Avance puede estar sujeto a las citaciones u otras órdenes judiciales que requieren la grabación y/o la liberación de los archivos del usuario, mensajes u otras comunicaciones, y que Avance puede cumplir con las citaciones u órdenes judiciales en California y las Leyes Federales.
5. Todos los datos contenidos en los sistemas de Avance es propiedad de Academia Avance Charter School y su distrito correspondiente.
6. Los administradores de red pueden imponer restricciones para asegurar el máximo rendimiento y la equidad para todos los usuarios. Estas restricciones pueden incluir, pero no se limitan a las cuotas de disco, las restricciones de tiempo, y conexiones simultáneas.
7. Avance no se hace responsable por la pérdida de los archivos de usuario, comunicaciones, correos electrónicos, archivos adjuntos, y las historias de chat. Cada usuario es responsable de realizar copias de seguridad de archivos separados de la copia de seguridad del servidor.
8. Los usuarios deben ser conscientes de cualquier cambio de póliza. Los usuarios pueden consultar la sección de información de la cuenta en el sitio web de Avance ([www.academiaavance.org](http://www.academiaavance.org)) para obtener información adicional o actualizada.
9. Las cuentas están disponibles para todos los empleados y estudiantes, mientras que él o ella se emplea en Avance y considere ciertas restricciones apropiado y necesario por los administradores de red en este acuerdo.

### **GUIA DE SEGURIDAD**

1. La seguridad se entiende que incluye el control de acceso a la información, protección de la información contra la modificación no autorizada, y la protección de los sistemas contra la denegación de servicio.
2. Los usuarios son responsables de la comprensión de las pautas de seguridad y el mantenimiento de la seguridad de los sistemas que están utilizando. Por lo tanto, los usuarios son responsables de la actividad del sistema de información llevado a cabo bajo su nombre de usuario y contraseña.
3. Todos los usuarios deben usar sólo su nombre de usuario y la contraseña asignados al uso de los recursos Avance. Bajo ninguna circunstancia debe un usuario a dar a conocer su contraseña o permitir que otra persona use su cuenta. Los usuarios que necesiten acceso a los archivos de otro usuario debe ver al administrador de la red. Si alguien usa su cuenta, se desactiva sin previo aviso. Si un usuario da permiso a otro usuario de utilizar su cuenta, el usuario viola el acuerdo de "IT" de Avance y será responsable de todas las violaciones de uso sujetos a una limitación razonable de conformidad con este acuerdo y las leyes federales y de California.
4. Los usuarios deben informar de cualquier violaciones observado o intentos de violar la seguridad de Avance al administrador de red.

### **USOS DE EQUIPO QUE NO PERTENECE A AVANCE**

1. Acceder a la red a través de estaciones de trabajo y equipos está permitido con la autorización por escrito de el administradores de "IT" de Avance. El acceso remoto a las redes de Avance están sujetos a restricciones y limitaciones basadas en el criterio de los administradores "IT" de Avance.
2. Acceder a la red a través de estaciones de trabajo que no son de Avance y equipo, es decir, ordenadores portátiles, "PDA", teléfonos celulares, etc no se permiten sin la aprobación de los administradores de "IT" de Avance.
3. Comunicaciones, archivos y otra información almacenada en equipos que no pertenecen a Avance utilizados para el beneficio de Avance, como ordenadores portátiles, "PDAs" y otros dispositivos es privado al usuario y se protegen en California y las leyes federales de privacidad excepto en los casos siguientes:
  - a. A. Comunicaciones, correos electrónicos, chats, archivos adjuntos ha sido transmitida o almacenada por el usuario a través de las redes de Avance ya sea a través de aplicaciones de correo electrónico o chat de Google o acceso no autorizado a través de control de la red de Avance equipo que no le pertenece a Avance.
  - b. Comunicaciones, correos electrónicos, chats, archivos, archivos adjuntos y otros medios de comunicación se encuentra bajo investigación penal oficial por las autoridades judiciales en los que el equipo que no pertenecen a Avance y sus contenidos pueden estar sujetos para su uso como evidencia.

**USOS DEBEN SER LEGAL E INOFENSIVO**

1. Los usuarios de los sistemas de Avance deben cumplir las Normas Comunitarias de Avance.
2. Los usuarios de los sistemas de Avance no deben ser falso, ilegal, ofensivo o perjudicial.

**VIOLACIONES DE PÓLIZA**

1. Avance revisará presuntos violaciones de las pólizas y procedimientos sobre una base de caso por caso. Violaciones de la póliza resultará en acción disciplinaria, según proceda.

**SANCIONES PENALES**

1. Acceso no autorizado o uso de cualquier recurso Avance puede someter a los delincuentes a un proceso penal bajo la ley federal o la ley del estado de California.

Al firmar abajo, estoy de acuerdo en cumplir con los requisitos establecidos por Avance, tanto en el sitio de la escuela y a través del acceso remoto de los sistemas de Avance. Yo estoy de acuerdo con el monitoreo de las comunicaciones y las provisiones de falta de privacidad. Yo entiendo que cualquier violación de este acuerdo puede resultar en la pérdida de acceso o de servicios, acción disciplinaria, despido, o el enjuiciamiento bajo las leyes federales y estatales.

**FIRMAS**

**Si el usuario es un estudiante y es menor de 18 años de edad, él o ella debe tener sus padres o tutores leer y firmar este acuerdo.** Avance no puede proporcionar el acceso a cualquier estudiante que, si tiene 18 años o más, no firma y envía este acuerdo a Avance como se indica o, si es menor de 18 años, no devuelve este acuerdo como se indica con las firmas de los estudiantes y sus padres o tutores. Al revisar, firmar y devolver este acuerdo, el estudiante se le dará la oportunidad de utilizar la red de Avance.

Firma de Estudiante : \_\_\_\_\_

Escriba el Nombre : \_\_\_\_\_

Fecha : \_\_\_\_\_

Firma de Padre : \_\_\_\_\_

Escriba el Nombre : \_\_\_\_\_

Fecha : \_\_\_\_\_

## Breve descripción del Servicio de Alimentos 2020 - 2021

Academia Avance ofrece servicio de alimentos debido al acceso a fondos federales para programas escolares de nutrición. En si, la escuela tiene que seguir los reglamentos de dicho programa federal.

El programa del servicio se ha desarrollado con los siguientes objetivos:

- Aumentar el ambiente académico de la escuela por medio de la nutrición de cada estudiante.
- Educar cada estudiante de los buenos alimentos.
- Promover el respeto de los rituales de las comidas y de reducir desperdicios.

Almuerzo servido de las horas 11:00 am a 12:25 pm. Servicio los cinco días de la semana.

Los padres tienen el compromiso de asegurar el bien alimento de su alumno como parte del pacto con la escuela. La escuela está facilitando esta responsabilidad vía un subsidio federal para reducir el costo para estudiantes de hogares elegibles. La determinación de elegibilidad será determinado según una declaración de finanzas. Si son elegible recibirán aviso en escrito.

**El precio para estudiantes inelegibles se determina según el costo a la escuela, lo cual esta sujeto a cambio. La escuela les mandará aviso en escrito si son sujetos a este cambio.**

El costo del servicio (cual se podrá cambiar) por día será de:

- \$3.00 para estudiantes de hogares **inelegibles**
- \$0.40 para estudiantes de hogares parcialmente elegibles
- \$0.00 para estudiantes de hogares elegibles

Firma del Padre/Tutor Legal: \_\_\_\_\_

Nombre del Padre/Tutor Legal: \_\_\_\_\_

Fecha: \_\_\_\_\_

**AUTORIZACIÓN PARA PARTICIPAR EN SERVICIOS DE CONSEJERÍA DE ESCUELA**

Academia Avance se complace en anunciar que vamos a ofrecer servicios de consejería a nuestros estudiantes. Todo la consejería es voluntario. Vamos a proporcionar académico, profesional y/o servicios de consejería personales y sociales (CA Ed. Código 49600). Estamos comprometidos a ayudar a nuestros estudiantes lograr un éxito en su desarrollo académico, desarrollo social, crecimiento emocional y aspiraciones profesionales.

La relación de consejería es de confianza y seguridad. La confidencialidad es fundamental en la relación del consejero y estudiante. Apoyamos el derecho de los estudiantes, su privacidad, y la información recibida durante las sesiones de orientación se mantendrá confidencial.

Este Acuerdo de Confidencialidad está diseñado para informarle de los límites de confidencialidad entre estudiante y consejero. La ley estatal y la ética profesional requieren que los consejeros mantengan la confidencialidad con a excepción de las siguientes situaciones:

1. Si hay sospecha de abuso infantil, abuso de ancianos o abuso adulto dependiente.
2. Una situación en la que se comunica al consejero una amenaza grave a una víctima razonablemente bien identificada.
3. Cuando la amenaza de herir o matarse se comunica al consejero.
4. Divulgación de órdenes judiciales. Si los registros de consejería son ordenados por la corte, el consejero de la escuela tratará de contactarlo primero.
5. La consulta con otros miembros del personal profesionales de la escuela/educación, en apoyo al estudiante y la familia.
6. Remisión a una agencia externa, con el consentimiento por escrito del padre/tutor legal

Al firmar el formulario, el padre/tutor legal está indicando que entiende la información compartida con el consejero permanecerá confidencial con las excepciones mencionadas anteriormente. Es su derecho de aceptar, rechazar, y/o detener estos servicios en cualquier momento.

\_\_\_\_\_ Acepto los servicios                      \_\_\_\_\_ Rechazo de los servicios

Nombre del Estudiante: \_\_\_\_\_ Fecha de Nacimiento: \_\_\_\_\_

Nombre del Padre: \_\_\_\_\_ Teléfono del Padre: \_\_\_\_\_

Firma del Padre: \_\_\_\_\_ Fecha: \_\_\_\_\_

\*\*Si tiene preguntas adicionales o necesita asistencia, por favor comuníquese a (323) 230-7210 o (323) 230-7270.

### **Recibo de Inscripción**

Nombre de Alumno: \_\_\_\_\_ Grado de Estudiante 2020-2021: \_\_\_\_\_

Al firmar este formulario, Academia Avance reconoce que usted ha completado y entregó la aplicación. Este formulario es una prueba de recibo. Por favor, mantenga esta copia para sus archivos.

Firma de Padre/Madre/Tutor Legal: \_\_\_\_\_

Avance Administrador : \_\_\_\_\_

Fecha: \_\_\_\_\_

Academia Avance es un empleador y proveedor de servicios que ofrece igualdad de oportunidades.

## Statement of Intent for Inscription 2020 - 2021

I, the undersigned parent or guardian of,

---

Child's Name

Date of Birth

state my intent to inscribe the child listed below for the  
2020 - 2021 academic year at Academia Avance.

I fully understand that I will need to meet the inscription  
requirements and furthermore, understand that acceptance may  
be based on a random drawing.

- Please check box if more than one child is to apply**  
(complete a separate form for each child)

---

Street Address

City

Zip Code

---

( )

Daytime Phone

---

( )

Evening or Cell Phone

---

Email Address

---

Parent or Guardian Name (Printed)

- Mother  
 Father  
 Guardian

---

Signature

Date

## Intento de Matriculación 2020 - 2021

Yo, padre/guardián de,

---

Nombre de Hijo/a

Fecha de Nacimiento

Estoy haciendo el intento de matricular a mi hija/o la escuela Academia Avance, para el año escolar del 2020 – 2021.

Yo entiendo que necesito llenar los requisitos para matriculación, entiendo que mi hijo/a puede ser admitido por uso de una lotería que se hará.

- Marque la caja si mas de un estudiante esta aplicando**  
(llene una aplicación para cada estudiante)

---

Dirección

Ciudad

Código Postal

(      )

(      )

---

Numero de Teléfono

Otro Numero o Mobil

---

Dirección de Correo Electrónico

---

Nombre de Padre o Guardián (letra molde)

- Madre  
 Padre  
 Guardián

---

Firma

Fecha

# Tab 6

**Edward Vonn Webb**

Resume  
Cover Letter  
&  
Credentials

## **E. Vonn Webb**

300 S. Hazel St. 254 La Habra, Ca. 90631 (951) 941-8401  
Vonn.webb@academiaavance.com

---

### **OBJECTIVE:**

Seeking a full-time social science teaching position utilizing over twenty years of educational and professional experience where I can implement my excellent verbal, written communication, leadership, and outstanding organizational skills.

### **TEACHING/WORK HISTORY:**

**Principal**, *Academia Avance Charter School, March 2019-Present*

**Teacher**, *Academia Avance Charter School, November 2015-March 2019*

**Personal Time/Travel**, *June 2015 – October 2015*

**Substitute Teacher/Temp Specialist**, *Roosevelt High School, CNUSD, August 2013-May 2015*

**Athletes to Business-Career Game Plan**, *Executive Director, July 2011- June 2013*

**Multicultural Studies & Health/ Physical Education**, *Washington Union High School, Fresno, CA  
21<sup>st</sup> Century Learning Center- Senior Projects, 1995-1999, 2000-2003*

**Academic Block Teacher**, *Clovis Unified School District, Clovis, CA*

7<sup>th</sup> grade Literature, Language, World History, “Quest” Adolescent Development courses, *1989-1995*

### **SUMMARY OF QUALIFICATIONS:**

- Over twenty years of experience in coaching basketball
  - .835 winning percentage in seven years as a high school Varsity Head Coach, 226-45
  - Two California Interscholastic Federation (CIF) State Championships (*Div. III '99 & Div. IV '96*)
  - Five CIF Sectional (*'96-'99, '03*), seven undefeated League Championships (*'96-'99, '01-'03*), and two CIF Sectional Runner-ups (*'01-'02*)
- California “State Coach of the Year” (*'96*); Fresno Bee “Coach of the Year” (*'96, '98, '99*); Sierra/Sequoia Division “Coach of the Year” (*'96-'99, '02, '03*); North Sequoia League “Coach of the Year” (*'97, '99, '01-'03*)
- Head Coach of Elite Basketball Organization (EBO) - one of the nation’s most prestigious AAU basketball programs (*1989-2002*)
- Coached and developed over forty players currently playing NCAA Division I basketball, internationally, or in the National Basketball Association
- Fifteen years of intermediate and high school teaching experience including: English, Literature, Multicultural Studies, World History, Health, Physical Education, Senior Projects and 21<sup>st</sup> Century Learning Center
- Fresno City/County Hall of Fame Inductee (July 2014)

### **EDUCATION:**

- **Bachelor of Science Degree in Education, 1989**  
Western New Mexico University, Silver City, NM
- **Self-Directed Professional Development, 1983-1984**  
Kansas State University, Manhattan, KS
- **Associate of Arts Degree, 1983**  
Neosho County Community College, Chanute, KS

### **PROFESSIONAL ORGANIZATIONS:**

- The National Association of Basketball Coaches, *member*
- “Hope for Youth” Group Homes, *Board Member*

**COACHING EXPERIENCE/WORK HISTORY:**

**Head Varsity Basketball Coach**

*June 2013-May 2015*

**Eleanor Roosevelt High School, Corona, CA**

- Coordinate and facilitated all aspects of building a successful basketball program from lower level contests to varsity level competitions
- Prepare students academically and athletically for collegiate experiences
- Develop positive, professional and rewarding relationships with parents, faculty and community members in gaining support for our student-athletes and overall basketball program
- Implement individual player development and conditioning programs
- Encompass a well-rounded basketball program emphasizing academic and athletic success

**Interim Head Men's Basketball Coach**

*September 2006-May 2007*

**Assistant Men's Basketball Coach**

*May 2005-September 2006, June 2007-July 2011*

**University of California-Riverside, Riverside, CA**

- Assumed all daily operation, budgeting, academic monitoring, and coaching responsibilities for the program
- Assisted in all recruiting activities locally, in-state, nationwide, and internationally including talent evaluation, official campus visits, & home visits
- Maintained all practice and program schedules, player development and strength conditioning programs
- Developed all scouting reports

**Assistant Men's Basketball Coach**

*2003- May 2005*

**California State University-Fresno, Fresno, CA**

- Assisted in recruiting activities locally, in-state, nationwide, and internationally
- Coordinated program recruiting efforts including talent evaluation, official campus visits, & home visits
- Maintained practice and program schedules, player development and strength conditioning programs, & on floor coaching
- Developed scouting reports

**Head Varsity Boys' Basketball Coach**

*1999-2000 & 2000-2003*

**Washington Union High School, Fresno, CA**

- Coordinated and facilitated all aspects of building a successful basketball program from lower level contests to varsity level competitions
- Prepared students academically and athletically for collegiate experiences
- Developed positive, professional and rewarding relationships with parents, faculty and community members in gaining support for our student-athletes and overall basketball program
- Implemented individual player development and conditioning programs
- Encompassed a well-rounded basketball program emphasizing academic and athletic success

**Assistant Men's Basketball Coach**

*1999-2000*

**University of Wyoming, Laramie, WY**

- Assisted in all recruiting activities of the men's program which included; evaluating player talent, Coordinating campus visits, and home visit consultation
- Developed individual player work-out schedules and on-floor coaching direction

**SKILLS**

- Educator Development (Athletics)
- Proficient in Microsoft Office (Word, Excel, Outlook)
- Google Cloud Platform

## Edward Vonn Webb

300 South Hazel #254 \* La Habra, CA 90631 \* (951) 941-8401 cell

Email: [evonnwebb@gmail.com](mailto:evonnwebb@gmail.com)

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Dear Hiring Manager:

I believe my qualifications align well with the type of candidate you are seeking for the position of Middle School Principal. In particular, my role as a former NCAA Division I Interim Head Coach, Associate Head Coach, and Assistant Coach have provided me direct knowledge and understanding of the University of California and California State University systems, traditions, principles, and expectations. I have first-hand experience with Mountain West Conference rules and policies, including compliance regulations and eligibility criteria. Moreover, my career experience has given me the advantage of attaining the administrative, management, teamwork, and leadership capabilities and competencies necessary to accomplish the demands of any position. These career assignments have also advanced my skill set in the areas of organization, communication, and customer service.

I possess the following knowledge and abilities to:

- Assume all daily operation, budgeting, academic monitoring, and coaching responsibilities;
- Maintain all program schedules; and
- Encompass a well-rounded program emphasizing academic compliance.

Additionally, with 9 years' experience at the NCAA Division I level, I am adept in basketball recruiting, player development, team conditioning and training, game strategy development, film breakdown, academic support monitoring, financial/budget reporting, and community relations. Over the past twenty-five years, I have had the pleasure of coaching and developing over fifty student-athletes who have played NCAA Division I basketball and/or continued their career professionally, whether it be internationally or in the National Basketball Association.

I am extremely enthusiastic about the opportunity to contribute to the future success of Academia Avance Charter Middle School. I am confident I will make a valuable addition to your team; student body, staff, faculty, and athletic program.

Please review my attached application for additional details regarding my expertise and career achievements. I look forward to hearing from you in the near future to discuss how my experience and background meets your needs.

Thank you for your time and consideration.

Sincerely,

Edward Vonn Webb

Academia Avance Charter  
 Appendices and Attachments

8/17/2019

Document: 150157274

Last Name: WEBB  
 First Name: EDWARD  
 Middle Name: VONN  
 Last Known County of Employment:

Fingerprint Status: Complete: No Action Req If flag displayed, click the Adverse and Commission

Adverse and Commission Action Indicator:

Document Number	Document Title	Term	Status	Issue Date	Expiration Dat	Original Issue Date
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110008519	Multiple Subject Teaching Credential	Clear	Valid	1/12/2011	2/1/2016	1/2/1990
130223999	Crosscultural, Language and Academic Development Permit	Emergency	Valid	8/5/2013	9/1/2014	8/5/2013
020013004	Multiple Subject Teaching Credential	Professional Clear	Valid	10/31/2001	11/1/2006	1/2/1990
010189488	30-Day Substitute Teaching Permit	Emergency	Valid	9/1/2001	10/1/2002	6/25/1993
000167802	Multiple Subject Teaching Permit	Emergency Long Term	Valid	8/14/2000	9/1/2001	12/3/1991
990050779	Multiple Subject Teaching Permit	Emergency Long Term	Valid	8/11/1998	9/1/1999	12/3/1991
960152270	Multiple Subject Teaching Permit	Emergency Long Term	Valid	11/30/1995	6/30/1996	12/3/1991
950081884	Multiple Subject Teaching Credential	Preliminary	Valid	8/25/1994	12/1/1995	11/2/1990
930118760	Multiple Subject Teaching Credential	Emergency Long Term	Valid	9/3/1993	6/30/1994	12/3/1991

Authorization/Subjects

Authorization Code	Authorization Description	Subject Code	Subject Description
> R2M	This credential authorizes the holder to teach all subjects in a self-contained class and, as a self-contained classroom teacher, to team teach or to regroup students across classrooms, in grades twelve and below, including preschool, and in classes organized primarily for adults. In addition, this credential authorizes the holder to teach core GS classes consisting of two or more subjects to the same group of students in grades five through eight, and to teach any of the core subjects he or she is teaching to a single group of students in the same grade level as the core for less than fifty percent of his or her work day.		General Subjects

Academia Avance Charter  
Appendices and Attachments

8/17/2019

Document: 150157274

Last Name: WEBB  
First Name: EDWARD  
Middle Name: VONN  
Last Known County of Employment:

Fingerprint Status: Complete: No Action Rec  
Adverse and Commission Action Indicator:

Last Known County of Employment:

Document Number	Document Title	Term	Status	Issue Date	Expiration Dat	Original Issue Date	Grade	Special Grade	Recommending
> 150157274	Multiple Subject Teaching Credential	Clear	Valid	2/1/2016	2/1/2021	1/2/1990			
110008519	Multiple Subject Teaching Credential	Clear	Valid	1/12/2011	2/1/2016	1/2/1990			
130223999	Crosscultural, Language and Academic Development Permit	Emergency	Valid	8/5/2013	9/1/2014	8/5/2013			
020013004	Multiple Subject Teaching Credential	Professional Clear	Valid	10/31/2001	11/1/2006	1/2/1990			NATIONAL UNIV
010189488	30-Day Substitute Teaching Permit	Emergency	Valid	9/1/2001	10/1/2002	6/25/1993			
000167802	Multiple Subject Teaching Permit	Emergency Long Term	Valid	8/14/2000	9/1/2001	12/3/1991			
990050779	Multiple Subject Teaching Permit	Emergency Long Term	Valid	8/11/1998	9/1/1999	12/3/1991			
960152270	Multiple Subject Teaching Permit	Emergency Long Term	Valid	11/30/1995	6/30/1996	12/3/1991			
950081884	Multiple Subject Teaching Credential	Preliminary	Valid	8/25/1994	12/1/1995	11/2/1990			
930118760	Multiple Subject Teaching Credential	Emergency Long Term	Valid	9/3/1993	6/30/1994	12/3/1991			

Authorization/Subjects

Authorization Code	Authorization Description	Subject Code	Subject Description	Major/ Minor	Added Authorization Date
> R2M	This credential authorizes the holder to teach all subjects in a self-contained class and, as a self-contained classroom teacher, to team teach or to regroup students across classrooms, in grades twelve and below, including preschool, and in classes organized primarily for adults. In addition, this credential authorizes the holder to teach core GS classes consisting of two or more subjects to the same group of students in grades five through eight, and to teach any of the core subjects he or she is teaching to a single group of students in the same grade level as the core for less than fifty percent of his or her work day.		General Subjects	MAJ	

# **Tab 6**

**Marcelo J. Olmos**

Resume  
Cover Letter

**MARCELO J. OLMOS, MPA**

8535 N West Knoll Drive #205 · West Hollywood, CA 90069 · (562) 355-8719 ·  
olmosmarcelo.mpa@gmail.com

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**OVERVIEW**

Over ten years of proven experience in the nonprofit education sector working alongside dedicated Executive Directors, bringing forth systemic change via effective leadership, strategic planning, development, oversight and strong business acumen.

**EXPERIENCE**

**Academia Avance Charter School** – *Chief Operating Officer, May 2018 – Current*

- Lead a \$4.5+ Million organization in both internal and external facing responsibly such as operational, financial, program oversight & development, human resources, data & compliance, strategic planning, and fund/resource development.
- Work closely with the Executive Director and Principal to chart Avance's continued success of 100% graduation, over 75% college attainment, and over 70% persistence rate in college
- Facilitated and collaborated with the Board of Directors to create a three-year strategic plan (vision, mission, objectives, strategies and action plan) annual LCAP, WASC, and charter renewal inclusive of all the governing board and all stakeholder involvement, program development, budget/finance, and marketing/communications
- Develop and provide professional training to the governing board, leadership and staff setting SMART goals, lead team projects/programs, contract-pricing negotiations, oversee consultants and external vendors, foster relationships and capacity building to a team of 20 educators and 10 administrative staff members

**Academia Avance Charter School** – *Director of Development, July 2015 – May 2018*

- Collaborate with the Board of Directors and Executive Director to create a fund development plan that increases revenues to support the strategic direction of the organization through strategic planning.
- Build relationships with community stakeholders to advance the mission and fundraising goals of the organization.
- Provides vital input in short- and long-term strategic and operational planning and positioning within the organization.
- Created a development plan that increased revenues of over \$500,000 to support the strategic direction of the organization and programs for students and families
- Successfully created, implemented, and managed the Building Healthy Relationships Program targeting over 800 students and families focusing on prevention and intervention on the topics of mental and sexual health education via Kaiser Permanente Foundation
- Draft all communication (brochures, social media, website, email) to promote advocacy and programming, utilized to promote enrollment and education

**Academia Avance Charter School** – *Director Operations, August 2014 – June 2015*

- Head of Administration for nonprofit charter school, working under Executive Director, responsible for a team of 5, establishing and maintaining relationships with community, Los Angeles Unified School District, LA County Office of Education and City. Main focus consisted of leading human resources, project management, financials, technology, budgets and facilities
- Head weekly administrative meeting, develop and provide training to staff delivering effective presentations, relationship-building, strategic planning and communications programs for team of 20 educators and 5 admin staff.
- Oversee and conduct office hiring, on boarding, exit interviews, performance evaluations, compensation analysis, payroll, and ensure proper documentation for legal and personnel issues in accordance with labor law
- Effectively create and implement program, policy, and procedures for student nutrition program, student/community events, facilities expansion projects, transportation program, and continued strategic leadership planning
- Develop and draft communication and grants to management, board of directors, community members about the schools mission and work. Assist Executive Director in preparing reports for board meetings, ad hoc committees and external members
- Maintain overall school budget of 4.0 million in addition to department, grade-level and teacher budgets within it.
- Direct and ensure compliance with Federal and State requirements, sustain enrollment and assist in meeting charitable contribution goals
- Lead and finalize contract-pricing negotiations between external vendors for facility, technology, supply, and external consultants

**New Los Angeles Charter School (Nonprofit)** – *Director of Operations - October 2011-July 2014*

- Head of Operations for nonprofit charter school, working under Executive Director, responsible for a team of 4, establishing and maintaining relationships with community, Los Angeles Unified School District, City, and manage financials, technology, budgets, human resources and facilities
- Oversee and conduct office hiring, on boarding, exit interviews, performance evaluations, compensation analysis, payroll, and ensure proper documentation for legal and personnel issues in accordance with labor law
- Head weekly operational meeting, develop and provide training to staff delivering effective presentations, relationship-building, strategic planning and communications programs for team of 15 educators and 4 admin staff
- Direct and ensure compliance reporting with Federal and State, sustain enrollment and assist in meeting charitable contribution goals
- Lead and finalize contract-pricing negotiations between external vendors for facility, technology, supply, and external consultants

**Avance Schools Inc. (Nonprofit)** – *Director of Administration & Operations, April 2007- October 2011*

- Head of Administration for nonprofit charter school, working under Executive Director, responsible for a team of 5, establishing and maintaining relationships with community, Los Angeles Unified School District, LA County Office of Education and City. Main focus consisted of leading human resources, project management, financials, technology, budgets and facilities

- Head weekly administrative meeting, develop and provide training to staff delivering effective presentations, relationship-building, strategic planning and communications programs for team of 20 educators and 5 admin staff.
- Oversee and conduct office hiring, on boarding, exit interviews, performance evaluations, compensation analysis, payroll, and ensure proper documentation for legal and personnel issues in accordance with labor law
- Effectively create and implement program, policy, and procedures for student nutrition program, student/community events, facilities expansion projects, transportation program, and continued strategic leadership planning.
- Develop and draft communication and grants to management, board of directors, community members about the schools mission and work. Assist Executive Director in preparing reports for board meetings, ad hoc committees and external members
- Maintain overall school budget of 3.7 million in addition to department, grade-level and teacher budgets within it.
- Direct and ensure compliance with Federal and State requirements, sustain enrollment and assist in meeting charitable contribution goals
- Lead and finalize contract-pricing negotiations between external vendors for facility, technology, supply, and external consultants

#### **EDUCATION**

##### **California State University Northridge - May 2015**

Master of Public Administration: Nonprofit Management (*Honors*) - Northridge, CA

##### **California State University Fullerton - May 2005**

Bachelor of Art: Communications – Fullerton, CA

##### **California Charter School Development Center - August 2008**

Chief Business Officer Training Certification -

#### **SKILLS**

Proficient in Microsoft Office Suite, Google Cloud Platform, Basecamp Project Management Too, Lumen Network Project Management, Rapid Learning Curve, Spanish Fluency (written and spoken). Personal skills such as detail-oriented, exceptional people skills, communication, and independent thinker.

#### **PROFESSIONAL MEMBERSHIP/VOLUNTEER**

HONOR PAC, VP of Communications and Member, March 2014 - Current

- Responsible for the development, integration, and implementation of all communication activities.
- Participate in board meetings, vetting and selection process of local, State and Federal candidates for elections.

## MARCELO J. OLMOS, MPA

8535 N West Knoll Drive #205 • West Hollywood, CA 90069 • (562) 355-8719 •  
olmosmarcelo.mpa@gmail.com

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My first introduction to public education came shortly after I graduated from California State University – Fullerton in 2007. It was then that I was hired with Academia Avance Charter School (Avance) as a Data & Compliance Manager working alongside a dedicated Executive Director, bringing forth systemic change via effective leadership, strategic planning, development, oversight, and strong business acumen.

Over the years I quickly learned the intricate details that encompass overseeing public charter schools such as Avance and New Los Angeles Charter. Because of my strong passion for education and the dedication to my career, I decided to enroll in a Master's Program with California State University –Northridge, CA, with a focus in Public Administration: Nonprofit Management. Upon successful graduation with honors, I was now equipped to fully contribute to the director level experience in administration, program, and business.

Throughout my education and career I have prided myself in my ability to build strong and lasting business relationships with all stakeholders while bringing innovative ideas to assist in the prosperity of the organization's mission and business operations. As a leader, I have developed strong staff to support these efforts, resulting in a proven track record of implementing and managing programs and projects to successful completion.

My recent accomplishments include developing a 3-year strategic plan (vision, mission, objectives, strategies, and action plan) inclusive of all stakeholder involvement. Securing over \$450,000 in federal, state, and corporate grants towards college and career readiness programs, designing and managing a mental and preventative health program impacting over 800 students and families via the Kaiser Foundation. Over ten years of business services, operations, human resources, project management, information technology, facilities, and leadership managing over 20 staff members during my tenure.

My passion lies in serving under-resourced communities and bringing forth a lasting change that empowers and opens opportunities –particularly promoting diversity, equity, and inclusion. I believe my educational preparation and professional experiences have prepared me for this role and the future ones that lie ahead.

Sincerely,

Marcelo Olmos, MPA

# Tab 6

**Ricardo Gonzalez**

Resume  
Cover Letter  
&  
Credentials

**Ricardo Gonzalez**

5323 Kinston Ave, Culver City, CA 90230  
Cell: 310-801-0749 | Cell: 323-216-8595  
r310gonzalez@gmail.com

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**Professional Summary**

Current High School Principal working to serve my students and all stakeholders.

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**Experience**

**Co-Principal/Athletic Director  
Academia Avance Charter**

**8/3/2015 - Present  
Los Angeles, CA**

- Lead Administrator for the WASC cycle review; coordinate the work of involved administrators, faculty, and staff, serve as stakeholder liaison, and direct the work of assigned consultants. Collaborate in producing the scope of work involved in achieving the final WASC Report that was presented to the WASC Visiting Committee, resulting in the approval of a six year accreditation
- Site Administrator with responsibilities for planning weekly meetings and professional development, manage discipline and academic issues, serve as liaison to faculty and administrative staff, and administer the school's placement exams and ELPAC assessments for English Learners
- Trained in Greater Coaching Model of Success For All organization with instruction on building cooperative learning strategies, teacher coaching, and evaluation models
- Responsible for observing, coaching, and evaluating 12 high school (HS) teachers and serve as Site Administrator for a student body of 250 students
- Responsible for scheduling, transporting, facility booking, uniform purchasing, fund-raising, and managing the eligibility/academic intervention of eight HS teams and six middle school teams
- Conduct annual mandatory meetings with athletics coaches, student-athletes, and participating parents to review program expectations, accountability measures, and codes of conduct
- Develop team manager and financial accountant positions, for non-participating athletics students, to teach management and business skills in lieu of athletics participation
- Manage and execute fund-raising through various forms to offset total program costs and eliminate all student-athlete costs
- Lead school-wide initiative, with positive results, with all stakeholders to support the school's color scheme and mascot update

**Educator Contract - 11 Month Agreement**

**6/16/2015 – 8/02/2015**

**Athletic Director/PE Teacher  
New West Charter**

**8/14/2014 –6/15/2015  
Los Angeles, CA**

- Led athletic program in 1<sup>st</sup> year of Associate status under CIF LA City Section (400% program growth)
- Developed athletics training class for student-athletes to participate in off season conditioning and in-season practices
- Responsible for program fund-raising (raised over 50% of the year's operating costs), eligibility checks, facility booking, development of athletic gear for uniform purchases, and spirit pack sales

**Educator Contract – 11 Month Agreement**

**7/16/2014 – 8/13/2014**

**Athletic Director/PE Teacher  
Academia Avance Charter**

**8/1/2008 – 7/15/2014  
Los Angeles, CA**

- Created and executed standard based curriculum through backward design for grades 6-10
- Increased pass rate for Physical Fitness Test for 9<sup>th</sup> graders in consecutive years from 45-75%
- Served as Co-leader of Instructional Design group for WASC accreditation and Co-lead Teacher for High School staff leading meeting, professional development meetings and mentoring new teachers
- Trained in strategic design and backwards planning, Explicit Direct Instruction, CSUDH ISLI School Leadership program training, EL strategies and intervention, NWEA map data based instruction, Special Needs and 504 plan accommodations

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**Core Qualifications**

- Certifications (NFHS Fundamentals of Coaching, Concussion Protocol, Sudden Cardiac Arrest)
- CPR/First Aid Certification
- CTC California Clear Credential- PE Examination
- ELPAC (English Language Proficiency Assessments for California) training completion certificate
- Proficient written communication skills (Microsoft tools and programs)
- Proficient in google tools (drive, email, spreadsheets, documents)
- Effective communicator with various stakeholders (students, teachers, parents, administration)
- Bilingual in Spanish (read, write, speak)
- Success For All Foundation training in Great Coaching Model and collaborative group work

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**Education**

<b>Master Degree in Coaching and Athletics Administration</b>	<b>2018</b>
Concordia University Irvine	Irvine, CA
<b>Teacher Credential – Single Subject, PE Examination</b>	<b>2014</b>
Mount St. Mary's University	Los Angeles, CA
<b>Bachelor Degree in Political Science</b>	<b>2006</b>
University of California, Los Angeles	Los Angeles, CA

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**Memberships**

- Alumni Member of Gamma Zeta Alpha, Fraternity Inc.
- UCLA Eta Chapter

---

**Skills**

- Proficient in Microsoft Office (Word, Excel, PowerPoint, Outlook), Google Cloud Platform,
- Basecamp Project Mgt., Fluent in Spanish (written & spoken)

## **Ricardo Gonzalez**

5323 Kinston Ave, Culver City, CA 90230  
Cell: 310-801-0749 | Cell: 323-216-8595  
r310gonzalez@gmail.com

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As the attached resume will detail, I am currently serving as Co-Principal at Academia Avance Charter School (Avance), where I am the High School (HS) educational leader and administrator in charge of Avance's HS educational programs and initiatives and also serve as Director of its Athletics program.

As a teacher and the Athletics Director for Avance, I have been responsible for many different assignments and special projects. During my seven year tenure with Avance, some of these responsibilities have included the scheduling, transportation, program budget, fundraising, and academic intervention for the athletics program. The program has been developed to fit the needs of Avance's student-athletes and overall student-body and involves the collaboration of the stakeholders; students, faculty, staff, parents, and the community. One component of this collaboration is the communication between student-athletes, coaches, teachers, administration, CIF officials, Parks and Recreations directors, and parents which requires clear expectations and accountability measures by all involved. Avance is part of a diverse socioeconomic community, but more so with a majority of its community population coming from low income Hispanic families, it is imperative to be understanding to the circumstances that the student-athletes encounter daily, both academically and personally, and guide and develop them through athletics as a learning tool towards academic success.

In my current role as Co-Principal, I am responsible for providing support and direction to the HS staff through meetings, professional development, conference assistance, observations, and evaluations. I have been trained by the Success For All Greater Coaching Program to assist me in best training Avance's faculty team. Staff development is key in preparing students for HS graduation, but further, to prepare them to attend a 4-year university. This work experience and training has developed my skills in dealing with sensitive situations involving confidential material, timely and sound decisions, and discretion. In addition, my time management skills, focused organizational skills, and the ability to prioritize have given me the advantage to create a positive teamwork environment.

In my 11 years as an educator, I have developed professionally and academically, having earned a Bachelor in Political Science Degree and a Master in Coaching and Athletic Administration Degree. My educational experience, coupled with my professional career background has been the foundation that has given me the confidence, work ethic, and growing knowledge of the skills-set required for the position of Co-Principal, where empowering students, athletes, co-workers, and stakeholders has allowed me the opportunity for leadership.

Sincerely,

Ricardo Gonzalez

8/17/2019

Document: 190071351

Last Name: GONZALEZ  
 First Name: RICARDO  
 Middle Name:  
 Last Known County of Employment:

Fingerprint Status: Complete: No Action Req If flag displayed, click the Adverse and Commission

Adverse and Commission Action Indicator:

Document Number	Document Title	Term	Status	Issue Date	Expiration Date	Original Issue Date
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130126405	Single Subject Teaching Credential	Preliminary	Valid	5/23/2013	6/1/2018	5/23/2013
123143883	Certificate of Clearance		Valid	8/29/2012	9/1/2017	8/29/2012
123148429	Single Subject Teaching Credential	Intern	Valid	8/20/2012	9/1/2014	
110213890	Short-Term Staff Permit		Valid	10/1/2011	7/1/2012	10/1/2011
110008940	Provisional Internship Permit		Valid	9/21/2010	10/1/2011	9/21/2010
081075901	30-Day Substitute Teaching Permit	Emergency	Valid	6/1/2008	6/1/2009	5/4/2007
070242685	30-Day Substitute Teaching Permit	Emergency	Valid	5/4/2007	6/1/2008	5/4/2007

Authorization/Subjects

Authorization Code	Authorization Description	Subject Code	Subject Description
> ELA1	The following instructional services may be provided to English learners: (1) instruction for English language development in grades twelve and below, including preschool, and in classes organized primarily for adults. If the prerequisite credential or permit is a designated subjects adult education teaching credential, a child development instructional permit, or a child development supervision permit, English language development instruction is limited to the programs authorized by that credential or permit; (2) specially designed content instruction delivered in English in the subjects, programs and at the grade levels authorized by the prerequisite credential or permit. This English learner authorization also covers classes authorized by other valid, non-emergency credentials or permits held, as specified in Education Code Section 44253.3.	NONE	
R1S	This document authorizes the holder to teach the subject area(s) listed in grades twelve and below, including preschool, and in classes organized primarily for adults.	PEX	Physical Education (Examination)

Academia Avance Charter  
Appendices and Attachments

8/17/2019

Document: 190071351

Last Name: GONZALEZ  
 First Name: RICARDO  
 Middle Name:  
 Last Known County of Employment:

Fingerprint Status: Complete: No Action Req  
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Document Number	Document Title	Term	Status	Issue Date	Expiration Dat	Original Issue Date	Grade	Special Grade	Recommending
> 190071351	Single Subject Teaching Credential	Clear	Valid	7/1/2019	7/1/2024	5/23/2013			
140115603	Single Subject Teaching Credential	Clear	Valid	6/14/2014	7/1/2019	5/23/2013			MOUNT SAINT N UNIVERSITY
130126405	Single Subject Teaching Credential	Preliminary	Valid	5/23/2013	6/1/2018	5/23/2013			MOUNT SAINT N UNIVERSITY
123143883	Certificate of Clearance		Valid	8/29/2012	9/1/2017	8/29/2012			
123148429	Single Subject Teaching Credential	Intern	Valid	8/20/2012	9/1/2014				MOUNT SAINT N UNIVERSITY
110213890	Short-Term Staff Permit		Valid	10/1/2011	7/1/2012	10/1/2011			
110008940	Provisional Internship Permit		Valid	9/21/2010	10/1/2011	9/21/2010			
081075901	30-Day Substitute Teaching Permit	Emergency	Valid	6/1/2008	6/1/2009	5/4/2007			
070242685	30-Day Substitute Teaching Permit	Emergency	Valid	5/4/2007	6/1/2008	5/4/2007			

Authorization/Subjects

Authorization Code	Authorization Description	Subject Code	Subject Description	Major/ Minor	Added Authorization Date
> ELA1	The following instructional services may be provided to English learners: (1) instruction for English language development in grades twelve and below, including preschool, and in classes organized primarily for adults. If the prerequisite credential or permit is a designated subjects adult education teaching credential, a child development instructional permit, or a child development supervision permit, English language development instruction is limited to the programs authorized by that credential or permit; (2) specially designed content instruction delivered in English in the subjects, programs and at the grade levels authorized by the prerequisite credential or permit. This English learner authorization also covers classes authorized by other valid, non-emergency credentials or permits held, as specified in Education Code Section 44253.3.	NONE		MAJ	
R1S	This document authorizes the holder to teach the subject area(s) listed in grades twelve and below, including preschool, and in classes organized primarily for adults.	PEX	Physical Education (Examination)	MAJ	

# Tab 6

**Ricardo Mireles**

Resume

Cover Letter

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## Ricardo Mireles

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### Contact Information

5936 Hayes Ave., Los Angeles, CA 90042 Telephone: 323-216-8177 Email: [ricardo.mireles@academiaavance.com](mailto:ricardo.mireles@academiaavance.com)

### PROFESSIONAL

#### Charter School Experience

July 12, 2004 to Present

**Academia Avance**, Highland Park, California

Founder and Executive Director

Responsible for the overall mission and vision of a 6th-12th grade public charter school in Highland Park which opened in the Fall of 2005. For the 2015-2016 academic year over 420 students are enrolled using two school sites. Responsible for all operations on an annual budget of over \$5 million with a staff of 42 persons. Responsible for all communications with the Executive Board of the school, and with all external oversight agencies and partnerships. Have overseen upgrades to the main building of the school that total \$1.5 million. Successfully directed the charter renewal process via appeal to the Los Angeles County Board of Education in 2010, then again via the State Board of Education in 2015.

November 18, 2004 to January 31, 2005

**California Charter Schools Association**, Los Angeles,

California Community Outreach Consultant

Represented the Association for the San Diego City Schools Superintendent's NCLB Program Improvement Year 4 Reconstitution project. Designed and managed the parent signature collection campaigns for Keiller Middle School (600 initial students) and Gompers Middle School (1000 initial students).

October 18, 2003 to July 5, 2004

**California Charter Schools Association**, Los Angeles,

California Technology Services and Products, Director

Oversaw the launch of the new charter school member association with three statewide offices and 24 initial staff. Managed the development of the Association's initial web-site, and oversaw the initiation of all communications systems (telephone, voice-mail, e-mail), information systems, and the contracted desktop support services.

#### Information System Experience

March 17, 2000 to October 17, 2003

**Los Angeles Unified School District Facilities Services Division**, Los Angeles,

California Facilities Information Systems, Director

Built a team of information systems specialist to manage the systems needed to support the LAUSD Facilities Services Division central staff operations. The team was launched with 3 staff to support 50 desktops in 2000. By 2003 the responsibilities had expanded to design, build or integrate, and maintain the central servers for the New Construction project, now a \$14 billion dollar school construction initiative. Direct technical support was provided for over 600 desktop systems. Central applications were developed and implemented for:

- The public project status reporting via the Internet at LASchools.org
  - The Real Estate Acquisition Database, used to manage \$1.4 billion in transactions
  - The Facilities Integrated Reporting System that presented for the first time the anticipated costs with the actual expenditures and actual year budgets of both the modernization and new construction projects.
- The data was synchronized from the official LAUSD accounting system.

All three system were developed on the same web-based infrastructure leveraging previous development and systems investment. Direct management responsibilities grew to a staff of over 20 direct employees and consultants, with an annual budget over \$5 million.

February 1994 to February 2000

**Metropolitan Transportation Authority**, Los Angeles,

California Senior GIS Specialist

Developed and implement numerous tools for the evaluation of spatial and non-spatial data in support of the Regional Planning team.

**Teaching Youth/Leadership Development Experience**

Spring Quarter of 1997 and 1998

**University of California**, Los Angeles, California

School of Public Policy and Social Research, Lecturer

Prepared and delivered the Advanced GIS course for the Master's Program students in Urban Planning. The 10 week course organized the students into teams to complete real spatial analysis projects for local city planning departments (e.g.: West Covina, Carson, South El Monte).

Summer of 1993

**Coro Foundation**, New York City, New York

Youth Leadership Program Co-Trainer

Co-developed and co-lead an experiential based program for sixteen 12 to 16 year old students, with the objective of becoming future board members for the community based organization Banana Kelly in the South Bronx.

September 1998 to August 1989

**INROADS, Inc.**, Los Angeles, California

Administrative Assistant

Coordinated the recruitment, training and assessment data for all interns and

corporate clients. August 1987 to July 1988

**Don Bosco Technical Institute**, Rosemead, California

Electronics Instructor

Developed and presented a 10 week course for the incoming 9<sup>th</sup> graders as an introduction to electronics technology.

**EDUCATION**

September 1990 to May 1993

**Massachusetts Institute of Technology**, School of Architecture and

Planning Student in the Masters in City Planning Program

Course work within the Community Development and Planning Support Systems concentrations, with thesis research on residential segregation of Latinos in Los Angeles from 1980 to 1990 using US Census data.

September 1989 to July 1990

**Coro Foundation**, New York City, New York

Public Affairs Fellow

May 1997

**Columbia College**, New York City, New York

Bachelor Degree in Anthropology

May 1983

**Don Bosco Technical Institute**, Rosemead, California

Associate in Science Degree in Electronics Technology

**MEMBERSHIPS/VOLUNTEER**

August 2010 to Present

**Los Angeles County Charter  
SELPA**

Los Angeles, California

Executive Council, Chair

July 2018 to Present

**Coalition for Independent Charter  
Schools (CPICS)**

Los Angeles

Board of Directors

January 2018 to Present

**Immigration Dream Center**

Los Angeles

Board of Directors, Chair

June 2009 to Present

**LURN**

Los Angeles

Board of Directors

August 2002 to 2016

**United Latino Fund**

Los Angeles, California

Board of Trustees, Chair

January 2010 to 2018

**OneLA/IAF**

Los Angeles, California

Board of Directors

**SKILLS**

*Fluent in English and Spanish*

*References available upon request.*

**RICARDO MIRELS**

5936 Hayes Avenue, Los Angeles, CA 90042

**Telephone:** 323-216-8177 **Email:** [ricardo.mireles@academiaavance.com](mailto:ricardo.mireles@academiaavance.com)

It is with pleasure that I present the enclosed resume for your review. As an accomplished Executive Director with more than 15 years of operational and leadership experience in challenging, goal-oriented environments, I am prepared to excel as the Executive Director of your company.

My background lies in managing operations, teams, and processes to propel revenue increases while realizing enhanced corporate success and productivity. From establishing and implementing visionary business strategies to driving employees to achieve peak performance levels, I excel at directing strategic enhancements to outperform the objectives of the organization, while communicating openly and productively with staff and management teams.

Highlights of my experience include the following:

- Directing the development and implementation of key initiatives to drive organizational success and achievement; consistently surpassing goals.
- Spearheading all aspects of staff development and management—including recruitment, training, and direction—to stimulate top team performance.
- Leveraging effective relationship management, problem-solving, and communication abilities to propel enhanced productivity.
- Maintaining a reputation for excellent presentation skills, cultivating a solid history of productivity.

I am confident that my professional experience, in addition to my leadership strengths, will readily translate to a successful business relationship outcome. Thank you; I look forward to discussing what I can bring to the role of Executive Director in further detail.

Sincerely,

Ricardo Mireles

# **Tab 7**

**Carolyn P. Harris**

Resume  
and  
Board Member Questionnaire

CAROLYN P. HARRIS  
5137 N Maywood Ave., Los Angeles, CA 90041  
[harriscarolynp@sbcglobal.net](mailto:harriscarolynp@sbcglobal.net) 213-500-6949

#### **Education**

Mount Holyoke College, B.A. in religion.  
Harvard Graduate School of Education, M.A.T. in Social Science  
Pacific Oaks College, Early Childhood Specialist Instructional Credential 1980

#### **Career Experience in Education**

*2008 – Present, RETIRED.*

Director, Westminster Child Center Eagle Rock 1985-2008.  
Teacher, Westminster Child Center 1977-1985  
Instructor, American University in Cairo, Egypt for Educational Sociology 1975  
Instructor, Cuttington College, Liberia, West Africa, Political Science 1969  
Teacher, Newton, Massachusetts, 8<sup>th</sup> grade English/ Social Science 1956-1959

#### **Community Activities and Professional Organizations**

I have lived in Los Angeles since 1965 and am involved in a number of non-profit and professional organizations such as the American Association of University Women. I represented AAUW on Delaine Easton's Universal Preschool Task Force in 1997. I am active with the National Association for the Education of Young Children and the Church Related Early Childhood Education Fellowship. I served on the Los Angeles Child Care Planning Committee 1993-1996, the United Nations Association-USA, The Presbyterian Church in many roles local, state and national, and the Middle East Fellowship of Southern California.



Charter Schools Division  
LOS ANGELES UNIFIED SCHOOL DISTRICT

Name of Board Member: Carolyn Harris
Name of Proposed/Renewing Charter School: Academia Avance Charter School

CHARTER SCHOOL  
GOVERNING BOARD MEMBER QUESTIONNAIRE\*

Dear Board Member:

As you know, it is a position of great trust and responsibility to serve as a member of the governing board of a charter school. As part of its fiduciary duties, the governing board not only is responsible for ensuring that the school provides a high quality educational opportunity for all students, but also must ensure that all public monies it receives are spent responsibly in accordance with the law and charter.

In order to make its recommendation to the LAUSD Board of Education, the Charter Schools Division (CSD) must determine whether the charter school petition is likely to be successfully implemented (California Education Code §47605(b)). By providing complete and detailed responses to the questions below, you will provide the CSD with critical information necessary to ascertain whether the proposed/renewing charter school will be run in a financially, operationally, and educationally sound manner.

Please answer all questions, initial each page, including any supplemental pages, and sign at the end of the document. Responses of "Not Applicable" are not acceptable. If your initial response to any question is "yes" or "no", please provide a detailed explanation of the basis for the response.

1. Describe at least five of the key roles, functions, and/or responsibilities of a public charter school governing board. Based on your experience and understanding, prioritize them and briefly explain their importance.  
The governing board has many key roles, however, I believe that a clear understanding, support, and taking the specific steps in the student's educational advancement, complete integrity of the school's finances and ensure it's the schools longevity for continued growth, establishing policies, procedures, and guidelines that monitor and periodically audit the school's administration of the students, funds, grants, and other programs, contribute to and promote a positive, active, and progressive culture, and the uniqueness of each of the board member's work history, background, and connection to the community are fundamental to have a successful charter school governing board.
2. Describe the innovative features of your petition and how they will lead to improved student outcomes for the community you are planning to serve. Please be specific.

\* This questionnaire must be current within 12 months of petition submission.



Charter Schools Division  
LOS ANGELES UNIFIED SCHOOL DISTRICT

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The school's mission, vision, and values promote the preparedness of student's for bright futures not only in their college careers, but well beyond into their adulthood and professional careers. The school addresses disadvantaged youth, promotes educational learning, and allows students to participate in internships that get them ready for college and beyond. The school encourages stakeholder engagement; students, parents, teachers, staff, and faculty are involved in the success not only of the school, but also of its immediate community. Students are given the learning tools and skills to engage in life-long-learning; they are taught to embrace learning with effective and efficient learning strategies.

3. Please describe the specific expertise and experience, as well as personal attributes, that you bring to the board, including service on any other governing boards, and how they will contribute to the board's ability to monitor the school's academic, operational, and fiscal policies and practices.

I am a life-long-learner myself. I have lived in Los Angeles since 1965 and am involved in a number of non-profit and professional organizations such as the American Association of University Women. I represented AAUW on Delaine Easton's Universal Preschool Task Force in 1997. I am active with the National Association for the Education of Young Children and the Church Related Early Childhood Education Fellowship. I served on the Los Angeles Child Care Planning Committee 1993-1996, the United Nations Association-USA, The Presbyterian Church in many roles local, state and national, and the Middle East Fellowship of Southern California. I believe that these life-long professional, educational, and personal experiences will help the board and the school to achieve its short term goals and long term vision.

4. Describe a scenario that represents a conflict of interest. Outline the steps, if any, you would expect your governing board to take to address such a conflict.

Any time a board member has any; transactional situations involving other board members, members of the staff, faculty, etc., where there are relationships, no contractual agreements can be presented, obtained, and supported unless, first, the board is advised of this fact and a consensus is reached according to procedures, policies, guidelines, rules, and the law.

5. As a decision-making body, what are the most important factors that the charter school's governing board will consider in order to ensure sound decisions?

The board considers impact to the students, school, staff, faculty, parents, community, and all stakeholders-at-large. The decision-making process involves an effective process of contributions by debate, active participation, and positive feedback on all ideas brought to the table. Decisions have to be strategic, methodical, tactful, and analytically involved so that best choices can be made and the best outcomes had.

6. Describe your experience and/or connection with the community that your school proposes to serve.

I have lived in Los Angeles since 1965 and have been an active member in the community. I

\* This questionnaire must be current within 12 months of petition submission.



Charter Schools Division  
LOS ANGELES UNIFIED SCHOOL DISTRICT

have been and continue to be very involved in numerous interactions with the staff, faculty, and parents of the community. I visit the school, attend functions, and participate in many aspects of education, cultural, and social events.

7. Describe a difficult professional or financial decision that you have had to make. What factors did you consider and how did you implement the decision?

The hardest decisions I've had to make have been those where I have had to address issues of unprofessionalism in the work place. Although most often times its part of the human nature to be engaged with your co-works, there is a find line between friendly and personal. I consider the individual's work history, how they comport themselves in the past, and any previous violations in making such difficult decision. I believe in professionalism and my hardest decisions have been made when relieving an individual of their responsibilities with demotions or dismissal from their positions.

8. In the event that the governing board finds it necessary to replace or add a board member, what qualifications and other factors will you expect and/or consider in evaluating candidates?

This decision is one where many factors are reviewed such as, but not limited to, work history, community engagement, educational or life experience, expertise in law, finance, community leadership, parent engagement, etc. The potential candidate would have to have a clean criminal background and positive present standing in all facets of their profession, persona, and social life.

9. Please identify your relationship, if any, with each of the following:

- a. Lead petitioner: SELECT ALL DESCRIPTORS THAT APPLY.

- Immediate Family (spouse, domestic partner, child, parent) (Specify:\_\_\_\_)  
 Non-immediate family (Specify:\_\_\_\_)  
 Professional/business Friend (Specify:\_\_\_\_)  
 Casual/social (Specify:\_\_\_\_)  
 Other (Specify:\_\_\_\_)  
 None

- b. Board chair or president: SELECT ALL DESCRIPTORS THAT APPLY.

- Immediate Family (spouse, domestic partner, child, parent) (Specify:\_\_\_\_)  
 Non-immediate family (Specify:\_\_\_\_)  
 Professional/business Friend (Specify:\_\_\_\_)  
 Casual/social (Specify:\_\_\_\_)  
 Other (Specify:\_\_\_\_)  
 None

\* This questionnaire must be current within 12 months of petition submission.



Charter Schools Division  
LOS ANGELES UNIFIED SCHOOL DISTRICT

c. Proposed executive director/chief executive officer: SELECT ALL DESCRIPTORS THAT APPLY.

- Immediate Family (spouse, domestic partner, child, parent) (Specify:\_\_\_\_\_)
- Non-immediate family (Specify:\_\_\_\_\_)
- Professional/business Friend (Specify:\_\_\_\_\_)
- Casual/social (Specify:\_\_\_\_\_)
- Other (Specify:\_\_\_\_\_)
- None

d. Proposed director/principal: SELECT ALL DESCRIPTORS THAT APPLY.

- Immediate Family (spouse, domestic partner, child, parent) (Specify:\_\_\_\_\_)
- Non-immediate family (Specify:\_\_\_\_\_)
- Professional/business Friend (Specify:\_\_\_\_\_)
- Casual/social (Specify:\_\_\_\_\_)
- Other (Specify:\_\_\_\_\_)
- None

e. Other members of the governing board: SELECT ALL DESCRIPTORS THAT APPLY.

- One or more is immediate family (spouse, domestic partner, child, parent) (Specify:\_\_\_\_\_)
- One or more is non-immediate family (Specify:\_\_\_\_\_)
- I have a professional/business relationship with one or more (Specify:\_\_\_\_\_)
- One or more is a friend (Specify:\_\_\_\_\_)
- One or more is a casual/social acquaintance (Specify:\_\_\_\_\_)
- Other (Specify:\_\_\_\_\_)
- None

f. Any prospective employees or vendors, including the on-site financial manager: SELECT ALL DESCRIPTORS THAT APPLY.

- One or more is immediate family (spouse, domestic partner, child, parent) (Specify:\_\_\_\_\_)
- One or more is non-immediate family (Specify:\_\_\_\_\_)
- I have a professional/business relationship with one or more (Specify:\_\_\_\_\_)
- One or more is a friend (Specify:\_\_\_\_\_)
- One or more is a casual/social acquaintance (Specify:\_\_\_\_\_)
- Other (Specify:\_\_\_\_\_)
- None

\* This questionnaire must be current within 12 months of petition submission.



Charter Schools Division  
LOS ANGELES UNIFIED SCHOOL DISTRICT

10. List other charter schools for which you serve as a board member or of which you are an employee.

- None  
 Specify: \_\_\_\_\_

11. Do you have a child or any relative who attends the charter school?

- None  
 Yes, specify relationship and grade level \_\_\_\_\_

Carolyn Harris  
Printed Name of Board Member

08/02/2019  
Date

*Carolyn Harris*  
Signature of Board Member

\* This questionnaire must be current within 12 months of petition submission.

# **Tab 7**

**Eric P. Sarabia**

Resume  
and  
Board Member Questionnaire

**ERIC P. SARABIA**

(626) 376-8703      333 S. Grand Ave., Suite 3310, Los Angeles, CA 90071      esarabia07@gmail.com

**LEGAL EXPERIENCE**

**LEXIS NEXIS, Remote**

*Legal Editor—Executive Compensation and Employee Benefits Group*      06/2017 – 01/2019  
Draft practice guides and annotated forms for practicing attorneys in the executive compensation and employee benefits practice area.

**PERSONAL/TRAVEL,**      02/2014 – 03/2014

**MORGAN LEWIS & BOCKIUS LLP, New York, NY**

*Associate—Executive Compensation and Employee Benefits Group*      04/2012 – 01/2014  
Approximately 65% of time spent on transactional work for private sector clients (private equity funds, Fortune 100 companies and startups), including:

- Negotiated and drafted specific provisions of purchase agreements in connection with buy-side and sell-side domestic and international acquisitions
- Drafted corresponding employment, management equity, retention, severance and other agreements
- Conducted due diligence, prepared written memorandums and oversaw other junior associates in the diligence process
- Advised senior management on compensation matters  
Approximately 35% of time spent on ongoing matters for portfolio companies and other clients, such as
- Drafted equity plans, severance plans and deferred compensation plans
- Researched complex tax issues, including under Sections 162m, 280G, and 409A of the Tax Code
- Drafted portions of 10Ks, Proxy statements, S-1 statements and other statements on behalf of issuers and underwriters

Pro Bono Work: Represent undocumented individuals in obtaining U.S. permanent residency.

**ATTENDED GRADUATE SCHOOL, MBA**      06/2010 – 04/2011

**SIMPSON THACHER & BARTLETT LLP, New York, NY**

*Associate—Executive Compensation and Employee Benefits Group*      06/2007 – 05/2010  
Approximately 80% of time spent on transactional work for private equity groups and strategic buyers, such as

- Negotiated and drafted employee benefit-related provisions of purchase agreements in connection with multi-billion-dollar acquisitions; notable transactions include the Pfizer acquisition of Wyeth--\$76 billion and the Hilfiger sale to Philips Van Heusen--\$3 billion
- Drafted corresponding employment, management equity, retention, severance and other agreements
- Conducted due diligence, prepared written memorandums and oversaw other junior associates in the diligence process
- Advised senior management on compensation matters  
Approximately 10% of time spent on ongoing matters for portfolio companies and other clients, such as
- Drafted equity plans, severance plans and deferred compensation plans
- Researched complex tax issues, including under Sections 162m, 280G, and 409A of the Tax Code.
- Drafted equity incentive plan prospectuses for information statements
- Drafted portions of 10Ks, Proxy statements, S-1 statements and other statements on behalf of issuers and underwriters

Pro Bono Work: Represented legal permanent resident in cancellation of deportation proceedings.

**NON-LEGAL EXPERIENCE**

**ACELERA.LA, (501(C) (3) NONPROFIT ORGANIZATION, Los Angeles, California**  
*Executive Director/Co-Founder*      10/2017 – Present

- Develop educational and networking events to support the advancement of Latino entrepreneurs in the Los Angeles technology ecosystem
- Develop and host an annual tech accelerator program
- Prepare grant applications to obtain operational funding

**ENTREPRENEURSHIP ENDEAVORS**

12/2015 – 06/2017

**MANHATTAN BAR & LOUNGE**, Santo Domingo, Dominican Republic

*Owner*

04/2014 – 11/2015

- Purchased the assets of, and operated, a bar in the Dominican Republic targeted at the local Dominican market
- Interviewed, hired and managed 10 employees
- Maintained daily inventory and cash flow accounts
- Sold the bar to an interested buyer

**PRICEWATERHOUSECOOPERS LLP**, New York, NY

*Senior Associate—Human Resources Transaction Services*

05/2011 – 04/2012

Transactional work for private equity groups and strategic buyers, including:

- Analyzed and quantified the financial and tax impact of executive compensation and employee benefits arrangements in buy-side and sell-side transactions
- Conducted financial due diligence of pension plans, employment, management equity, retention, and other agreements/arrangements

**EDUCATION**

**GEORGETOWN UNIVERSITY LAW CENTER**, Washington, DC

*Master of Laws (LLM) in Taxation, May 2007*

**Activities:** Tax Council, *President* 2006/2007

**SYRACUSE UNIVERSITY**, Syracuse, NY

*Juris Doctor, cum laude, May 2006*

**Activities:** *Associate Editor*, Syracuse Journal of International Law and Commerce

*President*, Latin American Law Students Association

*Master of Arts, Economics, May 2006*

**CALIFORNIA STATE UNIVERSITY, NORTHRIDGE**, Northridge, CA

*Bachelor of Science, Business Administration: Finance, May 2002*

**Honors:** *Honors Portfolio Management Class* – helped manage \$1.1 million for the University Corp.

**MEMBERSHIP AND VOLUNTEER EXPERIENCE**

**ACADEMIA AVANCE CHARTER SCHOOL**, Highland Park, CA

Board member and Treasurer

06/2018– Present

**SAN FERNANDO VALLEY SMALL BUSINESS DEVELOPMENT CORPORATION**, San Fernando, CA

Board member

02/2018 – Present

**SCHOOL ON WHEELS**, Los Angeles, CA

Tutor

01/2017 – Present

- Tutor homeless children in math and English for four hours a week on average

**NORTHERN MANHATTAN COALITION FOR IMMIGRANTS RIGHTS**, New York, NY

Board member and Secretary of Executive Committee

2009 – 2014

**BAR ADMISSIONS:** New York State,

2007

**SKILLS**

Proficient in verbal and written Spanish.



Charter Schools Division  
LOS ANGELES UNIFIED SCHOOL DISTRICT

Name of Board Member: Eric Sarabia
Name of Proposed/Renewing Charter School: Academia Avance

CHARTER SCHOOL  
GOVERNING BOARD MEMBER QUESTIONNAIRE\*

Dear Board Member:

As you know, it is a position of great trust and responsibility to serve as a member of the governing board of a charter school. As part of its fiduciary duties, the governing board not only is responsible for ensuring that the school provides a high quality educational opportunity for all students, but also must ensure that all public monies it receives are spent responsibly in accordance with the law and charter.

In order to make its recommendation to the LAUSD Board of Education, the Charter Schools Division (CSD) must determine whether the charter school petition is likely to be successfully implemented (California Education Code §47605(b)). By providing complete and detailed responses to the questions below, you will provide the CSD with critical information necessary to ascertain whether the proposed/renewing charter school will be run in a financially, operationally, and educationally sound manner.

Please answer all questions, initial each page, including any supplemental pages, and sign at the end of the document. Responses of "Not Applicable" are not acceptable. If your initial response to any question is "yes" or "no", please provide a detailed explanation of the basis for the response.

1. Describe at least five of the key roles, functions, and/or responsibilities of a public charter school governing board. Based on your experience and understanding, prioritize them and briefly explain their importance.
  1. Ensuring that the school provides a quality education
  2. Ensuring that the school is fiscally prudent with public monies
  3. Ensure that the school creates and maintains an atmosphere free from intolerance and discrimination in order for students to thrive in their learning environment
  4. Managing the executive director
  5. Ensuring that the school has adequate resources
2. Describe the innovative features of your petition and how they will lead to improved student outcomes for the community you are planning to serve. Please be specific.  
The most innovative feature of our petition is the parallel teaching model that will be implemented for our ESL and Special Education high school students in three core subjects:

\* This questionnaire must be current within 12 months of petition submission.



Charter Schools Division  
LOS ANGELES UNIFIED SCHOOL DISTRICT

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Math, English, and Social Studies. This parallel teaching model, where two teachers are assisting students, will lead to further improvement in EL reclassification rates and to improved academic performance among our Special Education students.

3. Please describe the specific expertise and experience, as well as personal attributes, that you bring to the board, including service on any other governing boards, and how they will contribute to the board's ability to monitor the school's academic, operational, and fiscal policies and practices.  
My legal background as a practising lawyer allows me to contribute my legal experience and analytical skills when reviewing the school's contracts, policies, and other legal documents and laws
4. Describe a scenario that represents a conflict of interest. Outline the steps, if any, you would expect your governing board to take to address such a conflict.  
One scenario involves a board's decision for the school to enter into a long-term contract with a third-party service provider that currently employs a school board member. In this scenario, we would as the board member to recuse himself or herself from any decisions related to that particular service provider.
5. As a decision-making body, what are the most important factors that the charter school's governing board will consider in order to ensure sound decisions?  
The most important factors that the board will consider to ensure sound decisions include: the decision's impact on our students, its fiscal impact (i.e., will the decision be a prudent use of public monies), whether it is within the school's policy, and whether the board has assessed all relevant facts and has engaged in thoughtful deliberations regarding the decision.
6. Describe your experience and/or connection with the community that your school proposes to serve.  
I currently live within 2 miles from the school in the same community.
7. Describe a difficult professional or financial decision that you have had to make. What factors did you consider and how did you implement the decision?  
As a school board member responsible for ensuring compliance with fiscal policy, one difficult financial decision that I made involved a decision to reduce certain items in the school's budget in order to be within budget. When taking this decision, I reviewed every line item in the budget and conferred with the executive director and relevant staff to understand the impact that a reduction in a particular budget would have on the school's ability to provide a quality education.
8. In the event that the governing board finds it necessary to replace or add a board member, what qualifications and other factors will you expect and/or consider in evaluating

\* This questionnaire must be current within 12 months of petition submission.



Charter Schools Division  
LOS ANGELES UNIFIED SCHOOL DISTRICT

candidates?

The key qualifications that I consider include: time commitment, experience in education, initiative, leadership, and values.

9. Please identify your relationship, if any, with each of the following:

a. Lead petitioner: SELECT ALL DESCRIPTORS THAT APPLY.

- Immediate Family (spouse, domestic partner, child, parent) (Specify: \_\_\_\_\_)
- Non-immediate family (Specify: \_\_\_\_\_)
- Professional/business Friend (Specify: \_\_\_\_\_)
- Casual/social (Specify: \_\_\_\_\_)
- Other (Specify: \_\_\_\_\_)
- None

b. Board chair or president: SELECT ALL DESCRIPTORS THAT APPLY.

- Immediate Family (spouse, domestic partner, child, parent) (Specify: \_\_\_\_\_)
- Non-immediate family (Specify: \_\_\_\_\_)
- Professional/business Friend (Specify: I serve on the board of his organization)
- Casual/social (Specify: \_\_\_\_\_)
- Other (Specify: \_\_\_\_\_)
- None

\* This questionnaire must be current within 12 months of petition submission.



Charter Schools Division  
LOS ANGELES UNIFIED SCHOOL DISTRICT

c. Proposed executive director/chief executive officer: SELECT ALL DESCRIPTORS THAT APPLY.

- Immediate Family (spouse, domestic partner, child, parent) (Specify: \_\_\_\_\_)
- Non-immediate family (Specify: \_\_\_\_\_)
- Professional/business Friend (Specify: \_\_\_\_\_)
- Casual/social (Specify: \_\_\_\_\_)
- Other (Specify: \_\_\_\_\_)
- None

d. Proposed director/principal: SELECT ALL DESCRIPTORS THAT APPLY.

- Immediate Family (spouse, domestic partner, child, parent) (Specify: \_\_\_\_\_)
- Non-immediate family (Specify: \_\_\_\_\_)
- Professional/business Friend (Specify: \_\_\_\_\_)
- Casual/social (Specify: \_\_\_\_\_)
- Other (Specify: \_\_\_\_\_)
- None

e. Other members of the governing board: SELECT ALL DESCRIPTORS THAT APPLY.

- One or more is immediate family (spouse, domestic partner, child, parent) (Specify: \_\_\_\_\_)
- One or more is non-immediate family (Specify: \_\_\_\_\_)
- I have a professional/business relationship with one or more (Specify: \_\_\_\_\_)
- One or more is a friend (Specify: \_\_\_\_\_)
- One or more is a casual/social acquaintance (Specify: \_\_\_\_\_)
- Other (Specify: \_\_\_\_\_)
- None

f. Any prospective employees or vendors, including the on-site financial manager: SELECT ALL DESCRIPTORS THAT APPLY.

- One or more is immediate family (spouse, domestic partner, child, parent) (Specify: \_\_\_\_\_)
- One or more is non-immediate family (Specify: \_\_\_\_\_)
- I have a professional/business relationship with one or more (Specify: \_\_\_\_\_)
- One or more is a friend (Specify: \_\_\_\_\_)
- One or more is a casual/social acquaintance (Specify: \_\_\_\_\_)
- Other (Specify: \_\_\_\_\_)
- None

\* This questionnaire must be current within 12 months of petition submission.



Charter Schools Division  
LOS ANGELES UNIFIED SCHOOL DISTRICT

10. List other charter schools for which you serve as a board member or of which you are an employee.

- None  
 Specify: \_\_\_\_\_

11. Do you have a child or any relative who attends the charter school?

- None  
 Yes, specify relationship and grade level \_\_\_\_\_

8/15/19  
Date

Eric Sarabia  
Printed Name of Board Member  
*Eric Sarabia*  
Signature of Board Member

\* This questionnaire must be current within 12 months of petition submission.

# Tab 7

## Francisco Noel Flores

Resume  
and  
Board Member Questionnaire

**Francisco Noel Flores**  
[www.linkedin.com/in/franciscoflores](http://www.linkedin.com/in/franciscoflores)  
franciscoflores@gmail.com | (562) 472-9792  
725 Sandia Ave, La Puente CA 91746

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## **SUMMARY**

Director of Finance and controller for an expanding LA County Based nonprofit. Responsible for oversight of \$28 Million annual budget and Finance Department.

## **PROFESSIONAL EXPERIENCE**

### **The Chrysalis Center**

**01/2018 - Current**  
03/2017 - 12/2017

**Director of Finance and Controller**  
Financial Analyst/Grants Specialist

Ensure that all accounts payable, accounts receivable, and payroll transactions are made accurately, on time, and with the correct documentation and management approvals. Ensure accurate and secure filing of all accounting documentation.

Prepare monthly close functions and journal entries.

Hire, train, supervise, and lead the accounting, billing, payroll, and human resource coordinators.

Prepare grant budget, financial performance, and reconciliation reports for both public and private grantors. Prepare and submit budget modifications when necessary. Prepare and submit all invoices for government grant funds, including any and all backup documentation. Meet with grant auditors as required and ensure no negative findings regarding financial management.

Direct engagement on annual organization audit

Assist the CFO with the weekly cash flow projection.

Oversight and Management of Finance Department team of 3 staff members

Perform financial analysis as directed by the CFO.

### **UCLA Grad. School of Education & Information Studies**

07/2015– 02/2017

Fund Manager – Administrative Analyst

04/2014 – 06/2015

Assistant Fund Manager - Administrative Assistant III

09/2009 – 03/2015

Administrative Assistant III

05/2008 – 09/2009

Assistant Public Administration Analyst

University Research Administrator with UCLA CRESST, responsible for contract and grant portfolio of center Director with \$10M yearly budget

### **Proposal Review and Approval**

Assist Investigators in the development and submission of accurate proposal budgets and compliant proposal materials by interpreting sponsor guidelines, university policies, and Federal regulations

Create personnel salary and benefit calculations for financial projections for inclusion in new budget proposals for grants and contracts

Review proposal budgets for accuracy, correct rates, and allowability of items proposed.  
Suggest changes when issues are identified

Ensure that all required documentation for subcontractors is complete prior to proposal submission

Review proposals to ensure the completed proposal package meets sponsor submission standards

Act as a liaison between UCLA Office of Research Administration, sponsors and investigators to resolve issues during proposal, award, and closing of project.

#### **Financial and Administrative Management**

Analyze monthly ledgers and prepare financial reports for sponsored projects; monitor compliance with Sponsor's terms and conditions and University's policies and procedures; reconciles all financial information on Sponsor reports to University general ledger; review for compliance and cash flow issues, and resolve identified problems

Assist in the management of subrecipient awards

Create personnel salary and benefit calculations for financial projections for inclusion in report to investigators

Provide administrative oversight for all proposed award changes to ensure appropriate level of approval is sought

Ensure timely financial closeout of sponsored projects per university and sponsor requirements

Monitor awarded/funded projects for compliance within the regulatory framework established for the University

Monitor awards made to subcontractors

Provide oversight regarding all financial compliance

Keep abreast of changes involving internally and externally imposed policies and procedures

Responsible for interpreting policies regarding allowable costs

Assist with resolution of financial non-compliance

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#### **MEMBERSHIP and VOLUNTEER SERVICE**

##### **Academia Avance Charter School**

2017 - Present

Secretary - Executive Board of Directors

07/2014 - 2017

Treasurer - Executive Board of Directors

07/2014 - 2018

Member, Finance Committee

Accountable for oversight of Public Charter School with \$5M yearly school budget, responsible for approval and guidance in financial, disciplinary, and developmental actions for the school. Providing analysis and recommendations to Executive Board as member of Finance Committee.

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**TRAINING and SKILLS**

Microsoft Office (Word, Excel, PowerPoint, Access) Visual Basic, Adobe Photoshop,  
Quickbooks and financial models in Excel, Google Documents

SurveyMonkey, HTML, JavaScript

National Council of University Research Administrators NCURA- Research Administrator  
Training

National Council of La Raza - Governance Capacity training through NCLR's "Strengthening  
the Board- School Board Development Project" for School Year 14-15 & 15-16

UCLA Online Financial Systems Reporting

Federal portals for proposal submission (Grants.gov, Cayuse, G5.gov)

Spanish, fluent writer and speaker (Including translation work at UCLA)

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**EDUCATION**

Ongoing - UCLA Extension - Business Administration, emphasis in Entrepreneurship

2005 – 2007 - California State University, Long Beach  
Political Science/International Affairs, Bachelor of Arts Degree, 2007

2002 – 2005 - University of California, Riverside  
Computer Science, Bachelor of Science, Completed 100+ Units (Junior Standing)

1999-2002 - California Academy of Math and Science  
Honors, Computer Networking (CompTIA A+)



Charter Schools Division  
LOS ANGELES UNIFIED SCHOOL DISTRICT

Name of Board Member:
Francisco Noel Flores
Name of Proposed/Renewing Charter School:
Academia Avance Charter School

CHARTER SCHOOL  
GOVERNING BOARD MEMBER QUESTIONNAIRE\*

Dear Board Member:

As you know, it is a position of great trust and responsibility to serve as a member of the governing board of a charter school. As part of its fiduciary duties, the governing board not only is responsible for ensuring that the school provides a high quality educational opportunity for all students, but also must ensure that all public monies it receives are spent responsibly in accordance with the law and charter.

In order to make its recommendation to the LAUSD Board of Education, the Charter Schools Division (CSD) must determine whether the charter school petition is likely to be successfully implemented (California Education Code §47605(b)). By providing complete and detailed responses to the questions below, you will provide the CSD with critical information necessary to ascertain whether the proposed/renewing charter school will be run in a financially, operationally, and educationally sound manner.

Please answer all questions, initial each page, including any supplemental pages, and sign at the end of the document. Responses of "Not Applicable" are not acceptable. If your initial response to any question is "yes" or "no", please provide a detailed explanation of the basis for the response.

1. Describe at least five of the key roles, functions, and/or responsibilities of a public charter school governing board. Based on your experience and understanding, prioritize them and briefly explain their importance.

The Governing Board must act as fiduciary for the school and make sure that it serves the best interests of the school, the students, and its mission

Board members must utilize their expertise and connections to bring opportunity to the school and offer the benefits of your social and philanthropical networks

Board members must research and become familiar with the CA Educational code and upcoming laws and regulations that affect the school so that they can be better prepared to make decisions

Board members must make sure to lead the board when they believe an action must be taken in the best interests of the School and its students and staff.

\* This questionnaire must be current within 12 months of petition submission.

FF

Board Member  
Initials



Charter Schools Division  
LOS ANGELES UNIFIED SCHOOL DISTRICT

2. Describe the innovative features of your petition and how they will lead to improved student outcomes for the community you are planning to serve. Please be specific.  
Academia Avance's Charter is innovative in that its greatest focus is to achieve academic excellence through a rigorous curriculum, college preparatory classes, a focus on academic readiness and college/career development. Avance's petition outlines our innovative educational program, that has been in implementation, in one way or another, for over 10 years. Our Life Prep program and curriculum is innovative in that it is truly student focused, multidisciplinary, and career/college oriented.
3. Please describe the specific expertise and experience, as well as personal attributes, that you bring to the board, including service on any other governing boards, and how they will contribute to the board's ability to monitor the school's academic, operational, and fiscal policies and practices.  
I worked for 9 years for UCLA's Graduate School of Education under the Center For Research on Evaluation, Standards, and Student Testing, I worked as part of the center leading all research with Smarter Balanced for 13 States's Common Core testing. I currently work as Director of Finance and Controller for a large LA Based non-profit called The Chrysalis Center, our focus is to help people who are or have experienced homelessness, we run a vocational training and a large Social Enterprise which provides temporary employment to over 1,700 clients a year.
4. Describe a scenario that represents a conflict of interest. Outline the steps, if any, you would expect your governing board to take to address such a conflict.  
Conflict of interests can arise when a board member is directly involved, will directly benefit, or when there is a perception that a board member will benefit from taking action as trustee of the School, using its resources, committing to contractual agreements, or spending funds to which it holds fiduciary duties. Conflicts, and the perception of conflicts can be addressed by informing voting members of the board during open session that one is in a position of conflict in taking action, approving a motion, or making a recommendation. THE voting member who is perceived at conflict can make this conflict known to the other voting members and either recuse themselves from taking action if appropriate.
5. As a decision-making body, what are the most important factors that the charter school's governing board will consider in order to ensure sound decisions?  
Board decisions should be driven by our School's charter, the decision should be in line with the mission of the school and all decisions should be considered to act in benefit of the school and justified as advancing the interests of the school and its stated mission.
6. Describe your experience and/or connection with the community that your school proposes to serve.

\* This questionnaire must be current within 12 months of petition submission.

FF

Board Member  
Initials



**Charter Schools Division  
LOS ANGELES UNIFIED SCHOOL DISTRICT**

I personally have a long history with the School and its community, my current work serves the community of Highland Park and the school serves a community of children which are over 90% latino and of low income, a population which I serve through my various work and volunteering.

7. Describe a difficult professional or financial decision that you have had to make. What factors did you consider and how did you implement the decision?  
As controller and director for a non-profit and social enterprise, I deal with difficult decisions on a regular basis. One recent decision that comes to mind is having to make personnel recommendations based on financial projections and projected revenue, because of the nature of my work at the time, my personnel recommendations to our Director were not based on productivity or discipline issues, but instead on available funding for contracted work. Having to evaluate staff whose contracts would not be extended even if I knew this staff personally was difficult, but I had a job to do and had to make decisions keeping in mind the best interest of our center.
8. In the event that the governing board finds it necessary to replace or add a board member, what qualifications and other factors will you expect and/or consider in evaluating candidates?  
Our board has adopted onboarding rules and requisites for this reason. The prospective board member must make a time commitment, be willing to lead and work with other board members, they will need to have experience which allows them to govern efficiently, have an interest in the school and it's mission, and of course should bring in connections and be open to fundraise for the school.
9. Please identify your relationship, if any, with each of the following:
- a. Lead petitioner: SELECT ALL DESCRIPTORS THAT APPLY.
- Immediate Family (spouse, domestic partner, child, parent) (Specify:\_\_\_\_\_)
  - Non-immediate family (Specify:\_\_\_\_\_)
  - Professional/business Friend (Specify:\_\_\_\_\_)
  - Casual/social (Specify:\_\_\_\_\_)
  - Other (Specify:\_\_\_\_\_)
  - None
- b. Board chair or president: SELECT ALL DESCRIPTORS THAT APPLY.
- Immediate Family (spouse, domestic partner, child, parent) (Specify:\_\_\_\_\_)
  - Non-immediate family (Specify:\_\_\_\_\_)
  - Professional/business Friend (Specify:\_\_\_\_\_)
  - Casual/social (Specify:\_\_\_\_\_)
  - Other (Specify:\_\_\_\_\_)
  - None

\* This questionnaire must be current within 12 months of petition submission.

FF



**Charter Schools Division  
LOS ANGELES UNIFIED SCHOOL DISTRICT**

- c. Proposed executive director/chief executive officer: SELECT ALL DESCRIPTORS THAT APPLY.
- Immediate Family (spouse, domestic partner, child, parent) (Specify: \_\_\_\_\_)
  - Non-immediate family (Specify: \_\_\_\_\_)
  - Professional/business Friend (Specify: \_\_\_\_\_)
  - Casual/social (Specify: \_\_\_\_\_)
  - Other (Specify: \_\_\_\_\_)
  - None
- d. Proposed director/principal: SELECT ALL DESCRIPTORS THAT APPLY.
- Immediate Family (spouse, domestic partner, child, parent) (Specify: \_\_\_\_\_)
  - Non-immediate family (Specify: \_\_\_\_\_)
  - Professional/business Friend (Specify: \_\_\_\_\_)
  - Casual/social (Specify: \_\_\_\_\_)
  - Other (Specify: \_\_\_\_\_)
  - None
- e. Other members of the governing board: SELECT ALL DESCRIPTORS THAT APPLY.
- One or more is immediate family (spouse, domestic partner, child, parent) (Specify: \_\_\_\_\_)
  - One or more is non-immediate family (Specify: \_\_\_\_\_)
  - I have a professional/business relationship with one or more (Specify: \_\_\_\_\_)
  - One or more is a friend (Specify: \_\_\_\_\_)
  - One or more is a casual/social acquaintance (Specify: \_\_\_\_\_)
  - Other (Specify: \_\_\_\_\_)
  - None
- f. Any prospective employees or vendors, including the on-site financial manager: SELECT ALL DESCRIPTORS THAT APPLY.
- One or more is immediate family (spouse, domestic partner, child, parent) (Specify: \_\_\_\_\_)
  - One or more is non-immediate family (Specify: a teacher at the school is related to me)
  - I have a professional/business relationship with one or more (Specify: \_\_\_\_\_)
  - One or more is a friend (Specify: \_\_\_\_\_)
  - One or more is a casual/social acquaintance (Specify: \_\_\_\_\_)
  - Other (Specify: \_\_\_\_\_)
  - None

\* This questionnaire must be current within 12 months of petition submission.

FF



Charter Schools Division  
LOS ANGELES UNIFIED SCHOOL DISTRICT

10. List other charter schools for which you serve as a board member or of which you are an employee.

- None  
 Specify: \_\_\_\_\_

11. Do you have a child or any relative who attends the charter school?

- None  
 Yes, specify relationship and grade level \_\_\_\_\_

08/09/19  
Date

Francisco Flores  
Printed Name of Board Member  
  
Signature of Board Member

\* This questionnaire must be current within 12 months of petition submission.

Form - REV 05/14/18

FF  
Board Member  
Initials

# Tab 7

**Margaret Godinez**

Resume  
and  
Board Member Questionnaire

**MARGARET RANGEL GODINEZ**

128 South El Molino Street, Alhambra, California 91801  
Office (213) 480-4279 Email: mgodinez@seacharter.net Home (626) 281-6153

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**SKILLS**

Effective Communication and Writing Skills  
Crisis Management, Strategic Planning  
30 plus years in Education  
Project Management, Conflict Resolution  
Instructional Leadership, Human Resources  
Professional Developer, Budget and Finance Expertise

**EDUCATION**

**CALIFORNIA STATE UNIVERSITY AT LOS ANGELES** Master of Science, Educational Administration 1989

**IMMACULATE HEART COLLEGE**

Bachelor of Liberal arts 1981

**CREDENTIALS STATE OF CALIFORNIA**

**CALIFORNIA STATE UNIVERSITY AT LOS ANGELES** 1989

Professional Clear Administrative Services

**LOYOLA MARYMOUNT UNIVERSITY** 1981

Ryan Multiple Subject

Bilingual/Cross Cultural Emphasis: Spanish

**PROFESSIONAL EXPERIENCE**

**2019 Academia Avance Board Member**

**2019 Educational Generalist, Moderna**

September 2018-July 2019 Retired School Administrator

2004-2018 **SOLEDAD ENRICHMENT ACTION CHARTER HIGH SCHOOL**

2011-2018 **Superintendent/Principal**

■ Serve as chief executive officer of charter school, with oversight of 15 school sites, overseeing daily school/business operations, maintaining state/federal compliance.

- Directed, managed and supervised over 300 certificated and classified staff.
- Oversaw establishment of school departments, aligning school structure to ensure students' path to a high school diploma and to a career; ensuring charter school achieved its academic goals.

2009-2011 **Deputy Superintendent**

- Led core curriculum (ELA, math, social studies, and science) directors in developing, supporting, supervising, and evaluating instructional programs in the charter school. Recruitment, hiring, evaluation of all school personnel

2007-2009 **Assistant Superintendent**

- Assisted Superintendent and Charter Board for the purpose of providing support with their ongoing functions, and developed proposals, new programs, budgets and grand opportunities for the purpose of meeting charter school goals.

2005-2007 **Director of Education, Principal**

2001-2004 **CHARTER OAK UNIFIED SCHOOL DISTRICT**  
**Assistant Principal, Royal Oak Middle School**

2001-2002 **AZUSA PACIFIC UNIVERSITY**  
**Adjunct Instructor, Teacher Education Program** ■ Cross Cultural Language and Academic Development.

**VOLUNTEER SERVICES**

San Gabriel Mission  
Academia Avance

**ADDITIONAL SKILL AREAS**

WASC Accreditation, LCAP, Charter Petitions  
State and Federal reporting  
Compliance of Schools in Attendance, Instructional, Title I, Special Education  
Bilingual in Spanish  
PBIS, Results, Restorative Justice, Writing Process



Charter Schools Division  
LOS ANGELES UNIFIED SCHOOL DISTRICT

Name of Board Member: Margaret Godinez
Name of Proposed/Renewing Charter School: Academia Avance Charter School

CHARTER SCHOOL  
GOVERNING BOARD MEMBER QUESTIONNAIRE\*

Dear Board Member:

As you know, it is a position of great trust and responsibility to serve as a member of the governing board of a charter school. As part of its fiduciary duties, the governing board not only is responsible for ensuring that the school provides a high quality educational opportunity for all students, but also must ensure that all public monies it receives are spent responsibly in accordance with the law and charter.

In order to make its recommendation to the LAUSD Board of Education, the Charter Schools Division (CSD) must determine whether the charter school petition is likely to be successfully implemented (California Education Code §47605(b)). By providing complete and detailed responses to the questions below, you will provide the CSD with critical information necessary to ascertain whether the proposed/renewing charter school will be run in a financially, operationally, and educationally sound manner.

Please answer all questions, initial each page, including any supplemental pages, and sign at the end of the document. Responses of "Not Applicable" are not acceptable. If your initial response to any question is "yes" or "no", please provide a detailed explanation of the basis for the response.

1. Describe at least five of the key roles, functions, and/or responsibilities of a public charter school governing board. Based on your experience and understanding, prioritize them and briefly explain their importance.  
Key functions of board members are to establish a clear vision, mission and goals for the Charter School. Make decisions that improve the needs of students. Adopt policies that support school priorities, Educational objectives, curriculum, fiscal ,daily facility and school operations. Adopt a fiscally sound budget. Monitor/audit/review all aspects of the school program,attendance, school academic performance facilities. Serve as public servant for the community. Evaluation of classified and certified staff. Work with the Executive Director to insure accountability.
2. Describe the innovative features of your petition and how they will lead to improved student outcomes for the community you are planning to serve. Please be specific.  
Innovative features of our school petition. Avance's mission is to prepare students for

\* This questionnaire must be current within 12 months of petition submission.

  
Board Member  
Initials



Charter Schools Division  
LOS ANGELES UNIFIED SCHOOL DISTRICT

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professional careers after college. Address critical needs of disadvantaged youth. Learning and Technology are integrated across subjects enabling students to succeed. Promotes educational practices that foster learning where curriculum is clearly articulated and curriculum is student focused. Academia Avance students are part of Houses that individualize instruction in grade level and students have a Student Individual Learning Plan. Highschool students participate in internships and experience real jobs that prepare them for success in the real world job market.

3. Please describe the specific expertise and experience, as well as personal attributes, that you bring to the board, including service on any other governing boards, and how they will contribute to the board's ability to monitor the school's academic, operational, and fiscal policies and practices.

Served 30 years plus in Education, held classified to certificated positions from teacher, school administrator, assistant principal, school principal, director, superintendent. Expertise and competency in supervision, school organization, instruction, finance and management in all aspects of school operations. Personal attributes: responsible, trustworthy, honest strategic thinker, problem solver, collaborative leader, inspire others to give there best. Committed to making a difference, decision maker, effective communications listener

These attributes have prepared me to be a effective board member.

4. Describe a scenario that represents a conflict of interest. Outline the steps, if any, you would expect your governing board to take to address such a conflict.

A board member approving the employment of an employee related to me would be a conflict of interest Steps: Recluse myself from any part of the hiring process. It is critical to let the board know upfront of any relationship before any decisions are made. Establish a clear process to avoid conflict of interest. Ask for policy regarding conflict of interest.

5. As a decision-making body, what are the most important factors that the charter school's governing board will consider in order to ensure sound decisions?

Factors to consider to insure sound decisions: Consider impact on students school and organization. Identify goals and priorities, gather research and all information, collaborate as a Board. Make a decision and evaluate that decision

6. Describe your experience and/or connection with the community that your school proposes to serve.

I was fortunate to start my childhood in Highland Park where Academia Avance resides and we have a home locally. I believe it is my duty to contribute to the community as a board member. My expertise spans over 30 years in education having started as a student in the Highland Park community, service as a teacher, administrator and than retiring in 2018 as a Superintendent working in Elementary, Middle and Highschool.

\* This questionnaire must be current within 12 months of petition submission.



Charter Schools Division  
LOS ANGELES UNIFIED SCHOOL DISTRICT

7. Describe a difficult professional or financial decision that you have had to make. What factors did you consider and how did you implement the decision?

We had a case where a verbal presentation did not match the proposed contract. We read the contract carefully and it did not meet the Needs of our students. We as a board were tactful and honest. A verbal presentation did not match the written contract for services promising legal advice. We requested changes to improve the contract. The contractor was not able to comply with our request. It was a difficult process because of the positive reputation of the contractor.

8. In the event that the governing board finds it necessary to replace or add a board member, what qualifications and other factors will you expect and/or consider in evaluating candidates?

.A new board member must add value via a skill set, based on experience in order to make decisions regarding policy that promotes the goals of the Charter school and the success of the students we serve. A new board member must work as a team member in collaboration with the board to make decisions in support of the school and the population it serves. This individual must be honest, of integrity with no criminal background.

9. Please identify your relationship, if any, with each of the following:

- a. Lead petitioner: SELECT ALL DESCRIPTORS THAT APPLY.

- Immediate Family (spouse, domestic partner, child, parent) (Specify: \_\_\_\_\_)  
 Non-immediate family (Specify: \_\_\_\_\_)  
 Professional/business Friend (Specify: \_\_\_\_\_)  
 Casual/social (Specify: \_\_\_\_\_)  
 Other (Specify: \_\_\_\_\_)  
 None

- b. Board chair or president: SELECT ALL DESCRIPTORS THAT APPLY.

- Immediate Family (spouse, domestic partner, child, parent) (Specify: \_\_\_\_\_)  
 Non-immediate family (Specify: \_\_\_\_\_)  
 Professional/business Friend (Specify: \_\_\_\_\_)  
 Casual/social (Specify: \_\_\_\_\_)  
 Other (Specify: \_\_\_\_\_)  
 None

\* This questionnaire must be current within 12 months of petition submission.



Charter Schools Division  
LOS ANGELES UNIFIED SCHOOL DISTRICT

c. Proposed executive director/chief executive officer: SELECT ALL DESCRIPTORS THAT APPLY.

- Immediate Family (spouse, domestic partner, child, parent) (Specify:\_\_\_\_\_)
- Non-immediate family (Specify:\_\_\_\_\_)
- Professional/business Friend (Specify:\_\_\_\_\_)
- Casual/social (Specify:\_\_\_\_\_)
- Other (Specify:\_\_\_\_\_)
- None

d. Proposed director/principal: SELECT ALL DESCRIPTORS THAT APPLY.

- Immediate Family (spouse, domestic partner, child, parent) (Specify:\_\_\_\_\_)
- Non-immediate family (Specify:\_\_\_\_\_)
- Professional/business Friend (Specify:\_\_\_\_\_)
- Casual/social (Specify:\_\_\_\_\_)
- Other (Specify:\_\_\_\_\_)
- None

e. Other members of the governing board: SELECT ALL DESCRIPTORS THAT APPLY.

- One or more is immediate family (spouse, domestic partner, child, parent) (Specify:\_\_\_\_\_)
- One or more is non-immediate family (Specify:\_\_\_\_\_)
- I have a professional/business relationship with one or more (Specify:\_\_\_\_\_)
- One or more is a friend (Specify:\_\_\_\_\_)
- One or more is a casual/social acquaintance (Specify:\_\_\_\_\_)
- Other (Specify:\_\_\_\_\_)
- None

f. Any prospective employees or vendors, including the on-site financial manager: SELECT ALL DESCRIPTORS THAT APPLY.

- One or more is immediate family (spouse, domestic partner, child, parent) (Specify:\_\_\_\_\_)
- One or more is non-immediate family (Specify:\_\_\_\_\_)
- I have a professional/business relationship with one or more (Specify:\_\_\_\_\_)
- One or more is a friend (Specify:\_\_\_\_\_)
- One or more is a casual/social acquaintance (Specify:\_\_\_\_\_)
- Other (Specify:\_\_\_\_\_)
- None

\* This questionnaire must be current within 12 months of petition submission.



Charter Schools Division  
LOS ANGELES UNIFIED SCHOOL DISTRICT

10. List other charter schools for which you serve as a board member or of which you are an employee.

- None  
 Specify: \_\_\_\_\_

11. Do you have a child or any relative who attends the charter school?

- None  
 Yes, specify relationship and grade level \_\_\_\_\_

08/16/2019  
Date

Margaret Godinez  
Printed Name of Board Member

  
Signature of Board Member

\* This questionnaire must be current within 12 months of petition submission.

  
Board Member  
Initials

# **Tab 7**

## **Maria Espinosa Booth**

Resume  
and  
Board Member Questionnaire

## Maria Espinosa Booth

6322 W. 6th Street, Los Angeles, CA 90048  
Home: 310-502-5660 [Maria.Espinosa@gmail.com](mailto:Maria.Espinosa@gmail.com)

### SUMMARY

Former CEO with background as COO and VP of Programs with intention to join a growing Social and Policy Impact organization on the Executive team. Twenty years of experience in philanthropy, fundraising, management, business development, planning, developing and implementing impactful programs, and building a high access/high influence network.

### EXPERIENCE

**Co-Founder**, 09//2018 to Present

**Booth Consulting** — Los Angeles, CA

- Co- Founder of Booth Consulting, with a primary focus on Business Development, Strategic Partnerships, Event Development, Branding, Marketing, Sponsorship, Executive Coaching and Operational and Programmatic Development . With over 25 years of executive management experience, I have worked in the corporate and non-profit sectors maximizing each entity to its fullest potential and profitability. Booth has built and lead out large scale teams, developed institutional growth for non-profits, and created presence on a national level. I have proven effective programmatic offerings that have changed the trajectories of students' lives and outcomes that are unprecedented in the educational space. I have also developed digital platforms for classroom engagement and managed IT and Development teams for over 15 years.

**Interim Chief Business Development Officer**, 06/2018 to 09/2018

**Success for All Foundation** — Los Angeles, CA

- Interim Chief Business Development Officer in charge of developing the organization's fundraising model, fundraising, and building partnerships

**CEO**, 02/2000 to 05/2018

**Fulfillment Fund** — Los Angeles, CA

- Led 53 employees and an annual budget of \$5M
- Secured donations of \$25M, over the last five years
- Developed and implemented the vision for the digital learning platform in Title I Schools.
- Will be used for national distribution. Worked with the Dodger Foundation to secure initial funding
- Developed a partnership with Stedman Graham- implementation of a parent program
- Raised school wide participation of FASFA from 40% to 90% across five low income

- schools, utilizing campaign and grass root strategies
- Development data and management tracking systems for the Fulfillment Fund
- Spearheaded two strategic plans for organizational growth
- Led expansion of programs in three cities, Los Angeles, Las Vegas and Vail
- Led the marketing and communication initiatives
- Responsible for large scale events, Super Bowl Party, Destination College, STARS, Legacy Event

### **EDUCATION AND TRAINING**

**Bachelor of Arts:** History, 1995

**University of California - Los Angeles** — Los Angeles, CA

Business Management, 1995

**GAP Management Training Program** — Los Angeles, CA

Two year program for college students that are transitioning into a career in management. Competitive international program, designed two sales programs for the retail team. Implemented company-wide for the GAP KIDS division.

### **ACTIVITIES AND HONORS**

#### **Volunteer Activities**

Girl Scouts of America, Los Angeles- Volunteer (Data Committee) 2006-2008

LA's Best Friend's Auxiliary Group- Volunteer 2007-2009

Step Up Women's Network, Los Angeles- Luminary Member 2008-2012

Leadership Development Program- Center for Non-Profit 2010

Women's Leadership Council- 2012-Present

#### **Professional Activities and Partnerships**

Founder and Founding Member of Southern Calif. College Access Network- 2006

Voting Member, National College Access Network, Wa., DC- 2010 to Present

Mentor Coalition, Los Angeles

UCLA

Windsong Trust

Tull Family Foundation

### **SKILLS**

Relationship and Change Management; Operations Management; Strong Communicator and Collaborator; Strategist; Project and I.T. Management; Budgeting, and Computer Proficient



Charter Schools Division  
LOS ANGELES UNIFIED SCHOOL DISTRICT

Name of Board Member:

Maria E Booth

Name of Proposed/Renewing Charter School:

Avance Academia

CHARTER SCHOOL  
GOVERNING BOARD MEMBER QUESTIONNAIRE\*

Dear Board Member:

As you know, it is a position of great trust and responsibility to serve as a member of the governing board of a charter school. As part of its fiduciary duties, the governing board not only is responsible for ensuring that the school provides a high quality educational opportunity for all students, but also must ensure that all public monies it receives are spent responsibly in accordance with the law and charter.

In order to make its recommendation to the LAUSD Board of Education, the Charter Schools Division (CSD) must determine whether the charter school petition is likely to be successfully implemented (California Education Code §47605(b)). By providing complete and detailed responses to the questions below, you will provide the CSD with critical information necessary to ascertain whether the proposed/renewing charter school will be run in a financially, operationally, and educationally sound manner.

Please answer all questions, initial each page, including any supplemental pages, and sign at the end of the document. Responses of "Not Applicable" are not acceptable. If your initial response to any question is "yes" or "no", please provide a detailed explanation of the basis for the response.

1. Describe at least five of the key roles, functions, and/or responsibilities of a public charter school governing board. Based on your experience and understanding, prioritize them and briefly explain their importance.

The board is responsible for supporting the vision, mission and values of the organization- which encompasses the following- personally I feel all of these items are important to the success of the school- short and long term

1. Fiduciary responsibilities of the organization- budgets, fiscal planning and approval of prioritized budget needs to ensure the, staff, parents and importantly the students are getting what they need to achieve the school's goals.
2. Provide leadership and oversight of the E.D. goals, performance and needs to ensure the organization can thrive
3. Fundraising for the organization to ensure their yearly budget goals are met and provide support for future growth
4. Brand building and as ambassadors- we are responsible for attracting new people, talents and importantly support in the community for Avance's work and fiscal support

\* This questionnaire must be current within 12 months of petition submission.

  
Board Member  
Initials



Charter Schools Division  
LOS ANGELES UNIFIED SCHOOL DISTRICT

- 
5. Student and school performance is being achieved and in our roles it is to understand how our fiscal decisions, management of the ED and all the activities we approve align to the mission and work of the school.
2. Describe the innovative features of your petition and how they will lead to improved student outcomes for the community you are planning to serve. Please be specific.  
I feel the school is innovative in the way the approach career and professional development of their students and staff. By utilizing collaborative learning practices, as well as investing in professional development of their teaching team, they are moving the needle in college access and achievement for the students at Avance. Today, schools are balancing a lot of priorities and feel Avance works hard to ensure the practical approach to career development through internships is a innovative way for students to learn the theory and the practical of their goal setting and attainment. It better prepares them for the future
3. Please describe the specific expertise and experience, as well as personal attributes, that you bring to the board, including service on any other governing boards, and how they will contribute to the board's ability to monitor the school's academic, operational, and fiscal policies and practices.  
Being a former CEO to a college access program, I bring a level of expertise and experience in the following areas
1. Professional and Programmatic Development
  2. Brand building and partnership in the LA community
  3. Fundraising in the community
  4. Development and Execution of strategic plans
  5. Board Development
  6. Marketing and Communications experience for campaigns to building capacity
4. Describe a scenario that represents a conflict of interest. Outline the steps, if any, you would expect your governing board to take to address such a conflict.  
In schools, resources can be limited and at times, board members would like to make suggestions to advance the school, with a vendor they may have done business with in the past. If this occurs and the board member does not recuse themselves or openly admit a previous relationship with the vendor a conflict may occur. In these cases it is important, it is critical for a school to have a conflict of interest policy and an open dialogue to previous relationships that may seem of benefit to all parties.
5. As a decision-making body, what are the most important factors that the charter school's governing board will consider in order to ensure sound decisions?  
It is important for a board to understand the following in ensuring sound board decisions or evaluation of something that will be brought to votes.
1. What is the financial implication of the decision, immediate and long term
  2. Ultimately, does it benefit the students

\*This questionnaire must be current within 12 months of petition submission.



**Charter Schools Division**  
**LOS ANGELES UNIFIED SCHOOL DISTRICT**

- 
3. Does it achieve the goals of the school
4. Are there long term ramifications on the decision
6. Describe your experience and/or connection with the community that your school proposes to serve.  
My experience and connection is due to my desire to see more students achieve- higher graduation rates to long term career attainment. I have seen first hand the benefits of a great foundation in education, college access, knowledge and goal setting is critical. I know how hard everyone is working to achieve these goals and hope I can be of service to all.
7. Describe a difficult professional or financial decision that you have had to make. What factors did you consider and how did you implement the decision?  
I have had to make many difficult decisions in my life, especially in my work with education. Unfortunately, I have been part of work force reduction discussions, budget discussions that resulted in cutting back on service or changing a scope of service due the economics- always with the end goal of finding mutual decisions that will benefit schools and students. Not always easy and knowing you may not be favored when it can create change, but communication and openness is the key in those difficult decisions
8. In the event that the governing board finds it necessary to replace or add a board member, what qualifications and other factors will you expect and/or consider in evaluating candidates?  
Expertise they bring to the table is always critical and so is what gap will the replacement be filling from the former board members. Needs and expertise the board is mission, fundraising and brand building in the community is important. Will they represent the school, community and work with an understanding and alignment to mission
9. Please identify your relationship, if any, with each of the following:
- a. Lead petitioner: SELECT ALL DESCRIPTORS THAT APPLY.
- Immediate Family (spouse, domestic partner, child, parent) (Specify:N/A)
  - Non-immediate family (Specify:N/A)
  - Professional/business Friend (Specify:N/A)
  - Casual/social (Specify:N/A)
  - Other (Specify:N/A)
  - None
- b. Board chair or president: SELECT ALL DESCRIPTORS THAT APPLY.
- Immediate Family (spouse, domestic partner, child, parent) (Specify:N/A)
  - Non-immediate family (Specify:N/A)
  - Professional/business Friend (Specify:N/A)
  - Casual/social (Specify:N/A)
  - Other (Specify:N/A)
  - None

\* This questionnaire must be current within 12 months of petition submission.



**Charter Schools Division**  
**LOS ANGELES UNIFIED SCHOOL DISTRICT**

- c. Proposed executive director/chief executive officer: SELECT ALL DESCRIPTORS THAT APPLY.
- Immediate Family (spouse, domestic partner, child, parent) (Specify: \_\_\_\_\_)
  - Non-immediate family (Specify: \_\_\_\_\_)
  - Professional/business Friend (Specify: \_\_\_\_\_)
  - Casual/social (Specify: \_\_\_\_\_)
  - Other (Specify: \_\_\_\_\_)
  - None
- d. Proposed director/principal: SELECT ALL DESCRIPTORS THAT APPLY.
- Immediate Family (spouse, domestic partner, child, parent) (Specify: \_\_\_\_\_)
  - Non-immediate family (Specify: \_\_\_\_\_)
  - Professional/business Friend (Specify: \_\_\_\_\_)
  - Casual/social (Specify: \_\_\_\_\_)
  - Other (Specify: \_\_\_\_\_)
  - None
- e. Other members of the governing board: SELECT ALL DESCRIPTORS THAT APPLY.
- One or more is immediate family (spouse, domestic partner, child, parent) (Specify: \_\_\_\_\_)
  - One or more is non-immediate family (Specify: \_\_\_\_\_)
  - I have a professional/business relationship with one or more (Specify: \_\_\_\_\_)
  - One or more is a friend (Specify: \_\_\_\_\_)
  - One or more is a casual/social acquaintance (Specify: \_\_\_\_\_)
  - Other (Specify: \_\_\_\_\_)
  - None
- f. Any prospective employees or vendors, including the on-site financial manager: SELECT ALL DESCRIPTORS THAT APPLY.
- One or more is immediate family (spouse, domestic partner, child, parent) (Specify: \_\_\_\_\_)
  - One or more is non-immediate family (Specify: \_\_\_\_\_)
  - I have a professional/business relationship with one or more (Specify: \_\_\_\_\_)
  - One or more is a friend (Specify: \_\_\_\_\_)
  - One or more is a casual/social acquaintance (Specify: \_\_\_\_\_)
  - Other (Specify: \_\_\_\_\_)
  - None

\* This questionnaire must be current within 12 months of petition submission.



Charter Schools Division  
LOS ANGELES UNIFIED SCHOOL DISTRICT

10. List other charter schools for which you serve as a board member or of which you are an employee.

- None  
 Specify: \_\_\_\_\_

11. Do you have a child or any relative who attends the charter school?

- None  
 Yes, specify relationship and grade level \_\_\_\_\_

Maria Espinosa Booth  
Printed Name of Board Member

  
Signature of Board Member

8/17/2019  
Date

\* This questionnaire must be current within 12 months of petition submission.

# Tab 7

**Miguel A. Juarez**

Resume  
and  
Board Member Questionnaire

# Miguel A. Juárez

1932 Yosemite Dr., LA, CA 90041

■ (213)300-1667

■ migueljuarez@me.com

## Skills

More than 19 years of experience within the banking/financial industry. Extensive knowledge of complex financial structures within debt markets. Strong quantitative and analytical skills. Strong financial management experience. Thorough understanding of financial analysis and risk management.

## Experience

March 2017 – Present

San Fernando Valley SBDC dba Golden State CDC, Van Nuys, CA

*President and Executive Director*

- Responsible for overseeing the administration, lending programs and strategic plan of a SBA Certified Development Corporation ("CDC"), which services an \$18MM SBA loan portfolio.
- Responsible for the overall management of the CDC's Credit Administration, including the underwriting and loan review analysis process, and all functions providing lending support, direction, credit information, and loan policies, procedures and processes to ensure the overall quality of the CDC's lending portfolio.
- Responsible for budget management, cost/benefit analysis, forecasting needs and the securing of new funding.
- Manage Special Assets, including interfacing with legal counsel.
- Turned company around from declining revenues, net losses and a negative equity position to profitability and solvency within 12 months.

June 2015 – February 2017

VEDC, Van Nuys, CA

*Director of Lending – West/SBA Manager*

- Oversaw origination of SBA Community Advantage loans.
- Oversaw origination and underwriting of all Small Business lending in California, Nevada and Utah.
- Conducted access to capital seminars in partnership with the SBA, SBDC and Chambers of Commerce.
- Negotiated secondary market loan sales.

December 2014 – June 2015, Recovered from health issues.

April 2008 – November 2014

ProAmérica Bank, Los Angeles, CA

*Vice President & SBA Relationship Manager*

- Originated SBA 7(a) and 504 loans as well as C&I and Commercial Real Estate Loans.
- Managed a \$40MM portfolio of SBA (7(a) and 504), C&I and CRE loans.
- Monitored credit risk ratings for portfolio of SBA, C&I and CRE loans.
- Conducted access to capital seminars in partnership with the SBA, SBDC and Chambers of Commerce.
- Analyzed new SBA loan requests for credit worthiness and compliance with SBA SOP.
- Managed special assets to insure compliance with SBA Servicing and Liquidation SOP and insure maximum recovery.

2006 – 2008

Comerica Bank, Los Angeles, CA

*AVP/SBA Business Development Officer*

- Originated SBA 7(a) and 504 loans.
- Conduct access to capital seminars.
- Represented bank in the community.

2003 – 2006

Business Partners, LLC, Chatsworth, CA  
AVP/SBA Business Development Officer

- Originated SBA 7(a) and 504 loans.
- Prescreened SBA loan applications.
- Conduct access to capital seminars.

2000 – 2003

Small Business Development Center (hosted by VEDC), Van Nuys, CA  
Capital Access Center Manager/ Small Business Consultant

- Managed team of five loan consultants.
- Packaged SBA Microloans, 7(a) and 504 loans
- Conducted access to capital seminars.

#### Education

8/2009 – 9/2011

Pacific Coast Banking School, Seattle, Washington  
Graduate Banking Certificate

1995 – 2000

California State University-Northridge, CA  
BS Business Administration

Continuing

National Association of Development Companies (NADCO) trainings

NADCO University Credit Risk Institute

Regulatory and Policy Updates

504 Policy and OCRM Roundtable

Developing & Maintaining Strong Internal Controls

Central Servicing Agent and Funding: Updates, Innovations and e504 Modernization

Economic Development Activities & Measuring Impact

What's New with the SOP and Franchise

Outside the Box Eligibility Case Studies

Fiscal Agent and CSA Updates and e504 Modernization

Office of Credit Risk Management Matters

504 Hot Topics

The ABCs of Underwriting Riskier 504 Projects

All Things Franchise

National Association of Government Guaranteed Lenders (NAGGL)

SBA SOP 5010 Training, SBA Cash Flow Analysis, Advanced SBA Servicing Issues and Loan Workout

#### Community

2011 – February 2017

San Fernando Valley Financial Development Corporation  
Loan Committee Member

August 2017 – Present

Academia Avance Charter School  
Board President  
Finance Committee Member



Charter Schools Division  
LOS ANGELES UNIFIED SCHOOL DISTRICT

Name of Board Member:
Miguel Juarez
Name of Proposed/Renewing Charter School:
Academia Avance

CHARTER SCHOOL  
GOVERNING BOARD MEMBER QUESTIONNAIRE\*

Dear Board Member:

As you know, it is a position of great trust and responsibility to serve as a member of the governing board of a charter school. As part of its fiduciary duties, the governing board not only is responsible for ensuring that the school provides a high quality educational opportunity for all students, but also must ensure that all public monies it receives are spent responsibly in accordance with the law and charter.

In order to make its recommendation to the LAUSD Board of Education, the Charter Schools Division (CSD) must determine whether the charter school petition is likely to be successfully implemented (California Education Code §47605(b)). By providing complete and detailed responses to the questions below, you will provide the CSD with critical information necessary to ascertain whether the proposed/renewing charter school will be run in a financially, operationally, and educationally sound manner.

Please answer all questions, initial each page, including any supplemental pages, and sign at the end of the document. Responses of "Not Applicable" are not acceptable. If your initial response to any question is "yes" or "no", please provide a detailed explanation of the basis for the response.

1. Describe at least five of the key roles, functions, and/or responsibilities of a public charter school governing board. Based on your experience and understanding, prioritize them and briefly explain their importance.
  - (1) ensuring that the school provides high quality educational opportunity for all students
  - (2) ensuring that all public monies received are spent responsibly in accordance with the law and charter
  - (3) The board should ensure that the chief executive has the moral and professional support he or she needs to further the goals of the organization.
  - (4) Setting policies and procedures and ensure that they are being adhered to
  - (5) Monitor, Audit, Review all Aspects of the School Program, Attendance, School Academic and Financial Performance
2. Describe the innovative features of your petition and how they will lead to improved student outcomes for the community you are planning to serve. Please be specific.

\* This questionnaire must be current within 12 months of petition submission.

Board Member  
Initials

A handwritten signature in red ink, appearing to be "MJ", is written over the "Board Member Initials" text.



Charter Schools Division  
LOS ANGELES UNIFIED SCHOOL DISTRICT

An innovative feature of our charter petition is the new parallel teaching model for ESL and Special Ed students, which would cover three key subjects: English, Math and Social Sciences. This model will involve two teachers assisting ESL and Special Ed High School students, which we expect will result in improved academic performance and higher reclassification rates for our ESL students.

3. Please describe the specific expertise and experience, as well as personal attributes, that you bring to the board, including service on any other governing boards, and how they will contribute to the board's ability to monitor the school's academic, operational, and fiscal policies and practices.

I bring experience and expertise in financial management. I sit on the board of my company, which is a non-profit, small business commercial lending company that is licensed and regulated by the U.S. Small Business Administration. I bring experience in developing and managing budgets, establishing policies and procedures as well as internal controls.

4. Describe a scenario that represents a conflict of interest. Outline the steps, if any, you would expect your governing board to take to address such a conflict.

An example of a scenario that would represent a conflict of interest at a charter school is one in which a board member recommends their relative to provide painting services to the school. Our board would (1) require a minimum of two additional bids from qualified painters; (2) would have the recommending board member recuse themselves from the deliberation and voting; and (3) would make a decision based on which provider would deliver the best results for our students at an acceptable price that is within our approved budget.

5. As a decision-making body, what are the most important factors that the charter school's governing board will consider in order to ensure sound decisions?

The most important factors would include a review of all relevant facts, seeking advice from experts when necessary, followed by thoughtful deliberation with the ultimate goal of achieving the highest possible benefit for our students while ensuring public funds are spent responsibly. A charter school's governing board should also ensure that any proposals are within established policies and procedures, and are within the board approved budget.

6. Describe your experience and/or connection with the community that your school proposes to serve.

I have lived in the community our school serves for 14 years and share the same socio-economic background as most of our students. My parents were immigrants from Latin America who had limited education and worked hard to make sure my brother and I had better opportunities. I was the first person in my family to attend and graduate from college and understand firsthand the importance a good education will have on an individual's life.

\* This questionnaire must be current within 12 months of petition submission.



Charter Schools Division  
LOS ANGELES UNIFIED SCHOOL DISTRICT

7. Describe a difficult professional or financial decision that you have had to make. What factors did you consider and how did you implement the decision?

A difficult professional decision I have had to make in a work setting was pursuing legal action against someone I knew personally. After discovering the issues caused by this individual and researching the situation, I met with the individual to get their point of view of what had transpired. As the individual was not able to provide a valid reason or explanation for the actions, they had taken I had to proceed to follow our established policies and exercise my fiduciary duties, which called for me to report the issue to my board of directors and take the necessary actions to preserve the assets of the corporation.

8. In the event that the governing board finds it necessary to replace or add a board member, what qualifications and other factors will you expect and/or consider in evaluating candidates?

I would first see what areas of expertise we are missing on our board at the time and seek prospective board members who can fill any voids we have. I would then consider the prospective board member's available time commitment, initiative, industry experience, and commitment to faithfully exercise the fiduciary duties of a charter school governing board member.

9. Please identify your relationship, if any, with each of the following:

- a. Lead petitioner: SELECT ALL DESCRIPTORS THAT APPLY.

- Immediate Family (spouse, domestic partner, child, parent) (Specify: \_\_\_\_\_)  
 Non-immediate family (Specify: \_\_\_\_\_)  
 Professional/business Friend (Specify: \_\_\_\_\_)  
 Casual/social (Specify: \_\_\_\_\_)  
 Other (Specify: \_\_\_\_\_)  
 None

- b. Board chair or president: SELECT ALL DESCRIPTORS THAT APPLY.

- Immediate Family (spouse, domestic partner, child, parent) (Specify: \_\_\_\_\_)  
 Non-immediate family (Specify: \_\_\_\_\_)  
 Professional/business Friend (Specify: \_\_\_\_\_)  
 Casual/social (Specify: \_\_\_\_\_)  
 Other (Specify: \_\_\_\_\_)  
 None

\* This questionnaire must be current within 12 months of petition submission.



Charter Schools Division  
LOS ANGELES UNIFIED SCHOOL DISTRICT

- c. Proposed executive director/chief executive officer: SELECT ALL DESCRIPTORS THAT APPLY.
- Immediate Family (spouse, domestic partner, child, parent) (Specify: \_\_\_\_\_)
  - Non-immediate family (Specify: \_\_\_\_\_)
  - Professional/business Friend (Specify: \_\_\_\_\_)
  - Casual/social (Specify: \_\_\_\_\_)
  - Other (Specify: \_\_\_\_\_)
  - None
- d. Proposed director/principal: SELECT ALL DESCRIPTORS THAT APPLY.
- Immediate Family (spouse, domestic partner, child, parent) (Specify: \_\_\_\_\_)
  - Non-immediate family (Specify: \_\_\_\_\_)
  - Professional/business Friend (Specify: \_\_\_\_\_)
  - Casual/social (Specify: \_\_\_\_\_)
  - Other (Specify: \_\_\_\_\_)
  - None
- e. Other members of the governing board: SELECT ALL DESCRIPTORS THAT APPLY.
- One or more is immediate family (spouse, domestic partner, child, parent) (Specify: \_\_\_\_\_)
  - One or more is non-immediate family (Specify: \_\_\_\_\_)
  - I have a professional/business relationship with one or more (Specify: I have a professional/business relationship with board member Eric Sarabia. Mr. Sarabia sits on the board of directors of my non-profit company.)
  - One or more is a friend (Specify: \_\_\_\_\_)
  - One or more is a casual/social acquaintance (Specify: \_\_\_\_\_)
  - Other (Specify: \_\_\_\_\_)
  - None
- f. Any prospective employees or vendors, including the on-site financial manager: SELECT ALL DESCRIPTORS THAT APPLY.
- One or more is immediate family (spouse, domestic partner, child, parent) (Specify: \_\_\_\_\_)
  - One or more is non-immediate family (Specify: \_\_\_\_\_)
  - I have a professional/business relationship with one or more (Specify: \_\_\_\_\_)
  - One or more is a friend (Specify: \_\_\_\_\_)
  - One or more is a casual/social acquaintance (Specify: \_\_\_\_\_)
  - Other (Specify: \_\_\_\_\_)
  - None

\* This questionnaire must be current within 12 months of petition submission.



Charter Schools Division  
LOS ANGELES UNIFIED SCHOOL DISTRICT

10. List other charter schools for which you serve as a board member or of which you are an employee.

- None  
 Specify: \_\_\_\_\_

11. Do you have a child or any relative who attends the charter school?

- None  
 Yes, specify relationship and grade level \_\_\_\_\_

Miguel Juarez  
Printed Name of Board Member

Signature of Board Member

8/17/2019  
Date

\* This questionnaire must be current within 12 months of petition submission.

# **Tab 7**

**Noemi Lujan Perez**

Resume  
and  
Board Member Questionnaire

## **NOEMÍ LUJAN PÉREZ**

4418 2nd Avenue, Los Angeles, CA 90045

(703) 338-3651

Noemilujanperez@gmail.com

### ***PERSONAL SNAPSHOT***

- A senior executive with over 20 years of experience in position of increasing responsibility managing diversity and inclusion initiatives, workforce innovation, strategic communications, and partnerships across government, corporate, and nonprofit sectors.
- A self-motivated, highly adaptive, and collaborative professional with deep core values. Adept at managing organizational change and fully committed to support and improve workplace diversity and talent strategy.
- Widely embraced by current/former managers, peers and employees as an inspiration leader who successfully develops and manages teams, functional budgets, and critical/complex projects aligned with and fully support business objectives.
- Communications thought leader. Uses proven and effective business communications best practices to develop award-winning campaigns to protect/enhance brand reputation, position executives and companies as diversity champions, and inform/align/engage key internal and external stakeholders.

### ***PROFESSIONAL EXPERIENCE AND SKILLS***

#### **ECO DIVERSITY MEDIA LLC – VP, Government & Media Relations**

**Aug. 2016-Present**

- Provide strategic government, media, and corporate relations consultation services for diversity-focused initiatives and campaigns to clients and allied business partners including the National Association of Hispanic Journalists, USC Center for Black Culture and Student Affairs, the U.S. Fish and Wildlife Service, and Women in the Housing & Real Estate Ecosystem.
- Oversee development and implementation of *ECODiversity Top 50 Diversity Leaders Awards* recognizing eco, green, and conservation brands, and executives for innovative diversity and inclusion initiatives.
- Manage relationship to federal agencies and congressional offices on environmental and diversity initiatives and concerns.

#### **U.S. FISH AND WILDLIFE SERVICE – Director, Nontraditional Stakeholders**

**Sept. 2013-July 2016**

- Advised the Agency Directorate on engaging diverse stakeholders, EEO-1 and OFCCP compliance, talent pipeline strategy, and wildlife habitat conservation issues.
- Handpicked for this specially-created external affairs role and tasked with creation of signature program to expand agency, foundation, and outdoor industry reach with diverse audiences.
- Efforts included providing guidance in the development of the first fishing and boating industry marketing campaign targeting Latino/Hispanic outdoor recreationists.
- Conceptualized, launched and managed [award-winning](#) nontraditional stakeholder engagement program to amplify stakeholder outreach for Agency's legislative, grant development, and mission priorities.

#### **U.S. FISH AND WILDLIFE SERVICE – Deputy Chief of Communications**

**Sept. 2011-Sept. 2013**

- Supported the Chief of Communications officer for a \$1.3 billion, 10,000 employee federal agency with international brand reputation, stakeholder engagement, employee communications, issues management, crisis communications, special event/trade shows, and team leadership and development.
- Supervised internal team of 12 staff, and collaborative external affairs work with 8 regional offices including 36 external affairs staff; and, supported HR and diversity and inclusion staff across regions.
- Advised the Agency Directorate Office of Diversity & Inclusion Workforce Management, and [Department of Interior](#) leadership on strategic diversity engagement including EEO-1 and OFCCP compliance.
- Executed and led nationwide public relations campaign to increase engagement and brand recognition among diverse audiences resulting in Tier 1 story placements and key diversity awards including the [“CEO in Diversity Award”](#) and the #1 position in the 2013 [“Top Innovation in Diversity Award”](#).
- Developed coalition-building efforts with diversity organizations focused on President's *My Brother's Keeper*, First Lady Michelle Obama's *Let's Move Outside!* initiatives, and industry-focused efforts to engage new audiences in outdoor recreation.

Noemi Lujan Perez Resume  
Page 2 of 2

**DESERT RUNNER, LLC – VP, Government and Media Relations** **May 2008 – Sept. 2011**

- Led strategic diversity PR and corporate social responsibility campaigns for blue-chip clients including HITN TV, Intuit, LISTA (Latinos in Information Science Technology Association), PAE, Raytheon Corp., and the Virginia Leadership Institute.
- Coordinated public affairs activity for presidential campaign programming by [HITN TV](#) and [Azteca America](#) TV Washington, DC bureau.
- Coordinated tribal fund development and event planning for the American Indian Society Inaugural Ball, and congressional meetings for Canadian First Nations delegates.

**U.S. HISPANIC CHAMBER OF COMMERCE – Director, Communications** **June 2007 – May 2008**

- Developed and managed national and international strategic communications and provided public relations support of corporate fund development for Chamber, Foundation, and *Hispanics Today* show. Responsible for driving strategic messaging to position nation's 2.5 million Hispanic-owned businesses.
- Increased overall awareness about the nation's largest and fastest-growing business segment, Latina-owned businesses, and co-implemented the organization's first Latina-focused summit.
- Managed integrated communications platform including marketing materials, media relations, member information portal, and external-facing websites.
- Led and managed media relations and press coverage of the 2008 MSNBC Democratic *Presidential Debate on Black-Brown Issues*, and White House-USHCC issues briefings with then-President George W. Bush.
- Leveraged strategic insight of diversity media, emerging markets, and new media to create business investment interest among Fortune 500 corporations.

**THE CARAWAY GROUP, INC. – Director, Media Relations** **Feb. 2005 – June 2007**

- Led diversity PR/marketing, partnerships, and stakeholder initiatives for Microsoft Corporation, MGM MIRAGE Properties, RLJ Companies, Heinz Foundation, and other key clients.
- Developed and implemented national marketing and media campaigns to drive consumer awareness of products, and diversity and inclusion initiatives, for companies and brands across multicultural audiences.
- Responsible for development and implementation of PR Tracking & ROI structure of agency client services worth \$5mill in annual fees.
- Managed agency media relationships and account media partnerships with diversity trade press, and worked with Vice President of New Business Development to acquire new business accounts for agency.

**EDUCATION**

**University of Southern California** - Bachelor of Arts, Political Science, 1996

- Order of Cuauhtémoc and Order of Troy Honors

**West Los Angeles College** – Transfer Student

**PROFESSIONAL AFFILIATIONS**

- Member, National Association of Hispanic Journalists** – Dedicated to the recognition and advancement of Hispanics in the news industry.
- Member, Zeta Phi Beta Sorority, Inc.** – Historically African American women's sorority dedicated to scholarship and community service.
- Board Member, Academia Avance Public Charter School** – Los Angeles public charter school dedicated to college and career preparation.

**PROFESSIONAL HONORS**

- 2015 LULAC [Federal Advocate Award](#)
- 2015 Fish and Wildlife "Star Award" - Wildlife Hunting & Heritage Conservation Council
- 2015 Bureau of Land Management "Difference Maker" Recognition Certificate
- 2014 Urban America Outdoors TV Perspective Award
- 2014 *Diversity Journal* [Diversity Leader Communications Award](#)
- 2012 State of Virginia Department of Aging and Disabilities "Disabilities Champ" Award
- 2003 Certificate of Appreciation from District of Columbia Mayor Anthony Williams
- 2001 Certificate of Recognition from California State Senator Sheila J. Kuehl



Charter Schools Division  
LOS ANGELES UNIFIED SCHOOL DISTRICT

Name of Board Member: Noemi Lujan Perez
Name of Proposed/Renewing Charter School: Academia Avance Charter School

CHARTER SCHOOL  
GOVERNING BOARD MEMBER QUESTIONNAIRE\*

Dear Board Member:

As you know, it is a position of great trust and responsibility to serve as a member of the governing board of a charter school. As part of its fiduciary duties, the governing board not only is responsible for ensuring that the school provides a high quality educational opportunity for all students, but also must ensure that all public monies it receives are spent responsibly in accordance with the law and charter.

In order to make its recommendation to the LAUSD Board of Education, the Charter Schools Division (CSD) must determine whether the charter school petition is likely to be successfully implemented (California Education Code §47605(b)). By providing complete and detailed responses to the questions below, you will provide the CSD with critical information necessary to ascertain whether the proposed/renewing charter school will be run in a financially, operationally, and educationally sound manner.

Please answer all questions, initial each page, including any supplemental pages, and sign at the end of the document. Responses of "Not Applicable" are not acceptable. If your initial response to any question is "yes" or "no", please provide a detailed explanation of the basis for the response.

1. Describe at least five of the key roles, functions, and/or responsibilities of a public charter school governing board. Based on your experience and understanding, prioritize them and briefly explain their importance.
  1. Oversee charter school compliance to state and federal regulations governing educational and fiscal standards.
  2. Oversee executive director compliance to assigned roles and responsibilities overseeing staff and school operations.
  3. Oversee school's compliance in everyday operations as an academic institution.
  4. Oversee school's academic rankings in testing at the state and local levels and monitor school accountability.
  5. Oversee school's accountability to students, parents, and local community.
2. Describe the innovative features of your petition and how they will lead to improved student

\* This questionnaire must be current within 12 months of petition submission.



Charter Schools Division  
LOS ANGELES UNIFIED SCHOOL DISTRICT

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outcomes for the community you are planning to serve. Please be specific.

Academia Avace is unique its role both in Los Angeles and California state at large for offering an academic environment that emerses children from lower economic backgrounds in the environmental sciences, social sciences, and STEM programming through state-of-the-art enrichment courses and after-school activities.

3. Please describe the specific expertise and experience, as well as personal attributes, that you bring to the board, including service on any other governing boards, and how they will contribute to the board's ability to monitor the school's academic, operational, and fiscal policies and practices.  
Specifically, I bring a background in the conservation sciences from my work with the U.S. Fish and Wildlife Service (Department of Interior), as well as experience in corporate and federal government programming that seeks STEM development among minority youth.
  
4. Describe a scenario that represents a conflict of interest. Outline the steps, if any, you would expect your governing board to take to address such a conflict.  
A conflict of interest would involve the hiring or contracting of the Executive Director's (or other executive officer's) relatives in the role to audit fiscal operations. The board members would be ethically required and mandated to investigate and report the conflict of interest and terminate the executive officers and/or the contracted individual.
  
5. As a decision-making body, what are the most important factors that the charter school's governing board will consider in order to ensure sound decisions?  
All of the governing board's decisions are based upon thorough investigation, research, and vetting. Board members are presented with proposals and related information following proper state mandated guidelines, and prescribe discussions on issues in official meetings following the Brown Act.
  
6. Describe your experience and/or connection with the community that your school proposes to serve.  
I am a Los Angeles native with a vested interest in educational programming that include environmental and/or conservation enrichment coursework and programming.
  
7. Describe a difficult professional or financial decision that you have had to make. What factors did you consider and how did you implement the decision?  
A difficult decision that had to be made involved the decision to curtail an environmental and social sciences program for graduating seniors. The governing board had to weigh all aspects of expenses connected to the program as well as the benefits to students that would be impacted by cuts in the program. The board voted to curtail as much expenses to the program while attempting to maintain other cost-effective programs for graduating seniors.

\* This questionnaire must be current within 12 months of petition submission.



**Charter Schools Division**  
**LOS ANGELES UNIFIED SCHOOL DISTRICT**

8. In the event that the governing board finds it necessary to replace or add a board member, what qualifications and other factors will you expect and/or consider in evaluating candidates?

The governing board looks for a candidate's expertise in key areas like law, finances, accounting, and organizational management.

9. Please identify your relationship, if any, with each of the following:

- a. Lead petitioner: **SELECT ALL DESCRIPTORS THAT APPLY.**

- Immediate Family (spouse, domestic partner, child, parent) (Specify: \_\_\_\_\_)  
 Non-immediate family (Specify: \_\_\_\_\_)  
 Professional/business Friend (Specify: \_\_\_\_\_)  
 Casual/social (Specify: \_\_\_\_\_)  
 Other (Specify: \_\_\_\_\_)  
 None

- b. Board chair or president: **SELECT ALL DESCRIPTORS THAT APPLY.**

- Immediate Family (spouse, domestic partner, child, parent) (Specify: \_\_\_\_\_)  
 Non-immediate family (Specify: \_\_\_\_\_)  
 Professional/business Friend (Specify: \_\_\_\_\_)  
 Casual/social (Specify: \_\_\_\_\_)  
 Other (Specify: \_\_\_\_\_)  
 None

\* This questionnaire must be current within 12 months of petition submission.



**Charter Schools Division**  
**LOS ANGELES UNIFIED SCHOOL DISTRICT**

c. Proposed executive director/chief executive officer: SELECT ALL DESCRIPTORS THAT APPLY.

- Immediate Family (spouse, domestic partner, child, parent) (Specify: \_\_\_\_\_)
- Non-immediate family (Specify: \_\_\_\_\_)
- Professional/business Friend (Specify: \_\_\_\_\_)
- Casual/social (Specify: \_\_\_\_\_)
- Other (Specify: \_\_\_\_\_)
- None

d. Proposed director/principal: SELECT ALL DESCRIPTORS THAT APPLY.

- Immediate Family (spouse, domestic partner, child, parent) (Specify: \_\_\_\_\_)
- Non-immediate family (Specify: \_\_\_\_\_)
- Professional/business Friend (Specify: \_\_\_\_\_)
- Casual/social (Specify: \_\_\_\_\_)
- Other (Specify: \_\_\_\_\_)
- None

e. Other members of the governing board: SELECT ALL DESCRIPTORS THAT APPLY.

- One or more is immediate family (spouse, domestic partner, child, parent) (Specify: \_\_\_\_\_)
- One or more is non-immediate family (Specify: \_\_\_\_\_)
- I have a professional/business relationship with one or more (Specify: \_\_\_\_\_)
- One or more is a friend (Specify: \_\_\_\_\_)
- One or more is a casual/social acquaintance (Specify: \_\_\_\_\_)
- Other (Specify: \_\_\_\_\_)
- None

f. Any prospective employees or vendors, including the on-site financial manager: SELECT ALL DESCRIPTORS THAT APPLY.

- One or more is immediate family (spouse, domestic partner, child, parent) (Specify: \_\_\_\_\_)
- One or more is non-immediate family (Specify: \_\_\_\_\_)
- I have a professional/business relationship with one or more (Specify: \_\_\_\_\_)
- One or more is a friend (Specify: \_\_\_\_\_)
- One or more is a casual/social acquaintance (Specify: \_\_\_\_\_)
- Other (Specify: \_\_\_\_\_)
- None

\* This questionnaire must be current within 12 months of petition submission.



Charter Schools Division  
LOS ANGELES UNIFIED SCHOOL DISTRICT

10. List other charter schools for which you serve as a board member or of which you are an employee.

- None  
 Specify: \_\_\_\_\_

11. Do you have a child or any relative who attends the charter school?

- None  
 Yes, specify relationship and grade level \_\_\_\_\_

08/24/2017  
Date

Noemi Lujan Perez  
Printed Name of Board Member  
  
Signature of Board Member

\* This questionnaire must be current within 12 months of petition submission.

  
Board Member  
Initials

# **Tab 7**

## **Rosalinda Meza**

Resume  
and  
Board Member Questionnaire

## Rosalinda Meza

213-908-3953 | [rosalindameza@gmail.com](mailto:rosalindameza@gmail.com) | 1034 W. 49th Street Los Angeles, CA 90037

### Summary

Bilingual Urban Planner with five years of experience in Community and Economic Development

### Experience

July 2019 - Present

**Consultant** - Latino Restaurant Association Inc. Los Angeles, CA

- Assisting the President with restarting the non-profit association.

January 2019 - Present

**Yoga Instructor**- Los Angeles, CA

- Bilingual instructor at Avalon Gardens public housing; guiding multi-generational and beginner students
- Instructor to young girls at the Girasoles En Marcha summer program, providing culturally and age appropriate yoga
- Substitute instructor at The Tree South LA, instructing beginner and bilingual students

June 2018 - March 2019

**Career Coach** - Coalition for Responsible Community Development, Los Angeles, CA

- After five months of being a career coach, ranked number two in participant job placements out of six seasoned coaches.
- Lead counselor for the partnership between Metro's Workforce Initiative Now and the Vernon-Central WorkSource Center; supported an estimate of forty-five participants within a three week timeline with one-on-one resume development, interview techniques and customer service training. Successfully recruited more participants than other WorkSource Centers.
- Connected monolingual Spanish speakers laid off by American Apparel to job-training and support services.

August 2017 - June 2018

**Executive Administrator and Assistant Planner** - Optimum Seismic, LLC, Vernon, CA

- Managed the local hire campaign. Connected and outreached to local community colleges and LAUSD Adult and Career Education to recruit construction employees. Assisted with applying for local and statewide incentives for local hire.
- Led the permit application process for one of the company's worksites in the City of Huntington Park; applying for permits with the Building and Safety Division and Planning and Zoning Division.
- Improved the marketing department's management of projects; established a project timeline resulting in better organization and an increase in project completion.

## Rosalinda Meza

213-908-3953 | [rosalindameza@gmail.com](mailto:rosalindameza@gmail.com) | 1034 W. 49th Street Los Angeles, CA 90037

April 2016 – August 2017

### **Community and Economic Development Manager** - L.A. Más, Los Angeles, CA

- Coordinated and implemented the organization's small business outreach, marketing and programming for *On Avalon*, a local redevelopment project in the community of Wilmington.
- Communicated the *On Avalon* project updates to the local council office, community, organizations and businesses.
- Co-wrote and translated the organization's monthly newsletter using Mailchimp.
- Mediated the iterative design process between the business owners and the organization's architects, ensured that the redesign of storefronts were on time and within the budget.

August 2015 - March 2016

- Recovering from health issues.
- Travelled to Mexico to learn more about my ancestry, traditions and culture.

February 2012 – July 2015

### **Housing and Financial Counselor** - East LA Community Corporation, Los Angeles, CA

- Counseled and coached a minimum of 100 homebuyers annually, providing one-on-one guidance on personal budgets, credit and case management.
- Augmented the referral pool of real estate agents and mortgage lenders by 25%.
- Assisted with program planning and outcome measurement.
- Engaged potential corporate and individual donors.

March 2010 - February 2012

### **Caregiver** - Guzman Martinez Family, Los Angeles, CA

- Caregiver to my grandmother who had limited mobility.
- Managed doctor's appointments and advocated for quality care.
- Prepared diabetic meals and assisted with feeding.
- Assisted with physical therapy and recreational activities.

October 2008 - March 2010, **Attended Graduate School**

December 2006 - October 2008

### **Card Marketing Bilingual Representative**, Bank of America, Brea, CA

- Educated customers on appropriate types of credit products and services.
- After two months of being in the department, ranked in the top 10 % of marketing representatives; exceeded in selling credit cards, products, and credit.

### **National Direct Sales Bilingual Representative**, Bank of America, Glendale, CA

- Advised customers on appropriate banking services, products, and practice.
- Mediated customer relationship with the bank by opening deposit accounts.

### **Bilingual Customer Service Representative**, Bank of America, Glendale, CA

- Resolved escalated and non-escalated customer requests and inquiries providing the best solution for both the customer and the bank.

## Rosalinda Meza

213-908-3953 | [rosalindameza@gmail.com](mailto:rosalindameza@gmail.com) | 1034 W. 49th Street Los Angeles, CA 90037

### Education

June 2010

**Master's in Urban and Regional Planning**, University of California, Irvine

December 2006

**Bachelor of Arts. Native American Studies and Spanish**, University of California, Davis

### Skills Set

Proficient in Microsoft Office (Word, Excel, PowerPoint, Outlook)

Google Cloud Platform

Spanish (Written and Spoken)

### Membership and Volunteer Work

May 2018 - Present

**Co-Facilitator | Co-Planner** - Oaxacan Mapping Project

March 2018 - Present

**Board Member** - Academia Avance Charter School

### Awards

October 2018

**Recipient** - The Tree South LA; Work-Trade Scholarship for 200-Hour Yoga Teacher Training

2017-2018

**Fellow** - Arts for LA; Activate Arts Advocacy Leadership Program

2016

**Fellow** - Liberty Hill's Wally Marks Leadership Institute for Change; Commission Training Program for Emerging Leaders

### Wellness + Recreation

January 2019

**Certified Yoga Instructor** - Specializing in bilingual, beginner, and accessible mindful Hatha yoga



Charter Schools Division  
LOS ANGELES UNIFIED SCHOOL DISTRICT

Name of Board Member: Rosalinda Meza
Name of Proposed/Renewing Charter School: Academia Avance Charter School

CHARTER SCHOOL  
GOVERNING BOARD MEMBER QUESTIONNAIRE\*

Dear Board Member:

As you know, it is a position of great trust and responsibility to serve as a member of the governing board of a charter school. As part of its fiduciary duties, the governing board not only is responsible for ensuring that the school provides a high quality educational opportunity for all students, but also must ensure that all public monies it receives are spent responsibly in accordance with the law and charter.

In order to make its recommendation to the LAUSD Board of Education, the Charter Schools Division (CSD) must determine whether the charter school petition is likely to be successfully implemented (California Education Code §47605(b)). By providing complete and detailed responses to the questions below, you will provide the CSD with critical information necessary to ascertain whether the proposed/renewing charter school will be run in a financially, operationally, and educationally sound manner.

Please answer all questions, initial each page, including any supplemental pages, and sign at the end of the document. Responses of "Not Applicable" are not acceptable. If your initial response to any question is "yes" or "no", please provide a detailed explanation of the basis for the response.

1. Describe at least five of the key roles, functions, and/or responsibilities of a public charter school governing board. Based on your experience and understanding, prioritize them and briefly explain their importance.  
Board members must make certain that student educational advancement goals set for, and by the school, and the board are zeroed in on by the school, and the board is to evaluate the school's progress towards those goals. Financial integrity and transparency must be assured by the board. The board is responsible for proper oversight to assure the longevity and continued growth and advancement of every student. The board is to establish policies and procedures that drive a clear pathway towards the mission of the Academia Avance Charter School, while achieving the highest degree of ethical, honest, and legal standards. Board actions should contribute to , and promote as well as preserve Academia Avance's culture. Each board members unique history and background serves to provide good and sound direction for the board itself and the school. The board is responsible for fundraising on behalf of the school.

\* This questionnaire must be current within 12 months of petition submission.



Charter Schools Division  
LOS ANGELES UNIFIED SCHOOL DISTRICT

2. Describe the innovative features of your petition and how they will lead to improved student outcomes for the community you are planning to serve. Please be specific.

Academia Avance is a 6th through 12th grade college preparatory school in the Northeast Los Angeles community of Highland Park. We address the critical needs of our disadvantaged students through innovative and educational alternatives. We create a mutually supportive and positive learning environment in which every member develops communication, technological and leadership skills to foster self-confidence and personal growth. Emphasis is placed on challenging students to develop problem-solving and interpersonal skills to succeed in the 21st Century through Service-Learning, Linked Learning and Technology Integrated across subjects. Our learning environment provides quality educational programs within a small learning community, which targets educationally disadvantaged students. Our goal is to ensure that all students' complete A-G requirements, graduate and be equipped to be accepted into colleges and universities. Students at Avance have opportunities to develop into active citizens characterized by the ideals of a diverse and democratic society. Our students will continue to provide service to their community, take responsibility in their own learning and form habits of mind that will continue to empower them for success in high school, college and beyond. All students are welcome and will be supported in achieving academic success through a developmentally appropriate, rigorous and challenging college preparatory curriculum. We believe that students of any and all ethnic backgrounds can benefit from this type of rigorous, student-centered approach. Poor academic performance and prior disciplinary problems will not preclude a student from attending the school, as we believe that the personal attention and quality of our academic program can greatly benefit many students who may have experienced problems at larger schools. We also believe that students with learning challenges and disabilities can thrive socially and academically in an innovative environment. Academia Avance program has three components - School preparation, College preparation, and Life preparation:

- a) Prepare the student for high quality study habits
- b) Prepare students for college by providing experiences, academics, and career readiness.
- c) Set students up for life after college, by providing opportunities during their high school years and assisting in their attendance in college and universities. Academia Avance addresses the critical transition from elementary school to secondary school - grades 6th through 8th. We emphasize strong reading, writing and critical thinking skills. Our small, safe and nurturing school environment allows students to advance on the Common Core State Standards, while gaining successful study habits and respect for others. Emphasis is placed on fostering supportive communication between students, parents and teachers.

3. Please describe the specific expertise and experience, as well as personal attributes, that you bring to the board, including service on any other governing boards, and how they will contribute to the board's ability to monitor the school's academic, operational, and fiscal policies and practices.

I have served on Academia Avances board for two years. My main contribution has been to accompany the senior class as a chaperone on their final senior trip. On this trip I have served as a human relations contributor, academic and professional mentor. I also have 5

\* This questionnaire must be current within 12 months of petition submission.

  
Board Member  
Initials



Charter Schools Division  
LOS ANGELES UNIFIED SCHOOL DISTRICT

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years of experience working in three non-profit organizations where I participated in the strategic planning of the organization.

4. Describe a scenario that represents a conflict of interest. Outline the steps, if any, you would expect your governing board to take to address such a conflict.  
Recently, someone was considering becoming a board member, however, my fellow board member recalled that this interested person's husband had been previously contracted by the school for graphic design services. The board made clear to the potential board member that those services would have to end before she could become part of the board.
5. As a decision-making body, what are the most important factors that the charter school's governing board will consider in order to ensure sound decisions?  
The decisions of the board must promote and facilitate the mission of the school. All the decisions, whether financial, academic or operational must be consistent with our mission. All decisions must meet the highest legal, moral and ethical standards. These decisions must be consistent and equitable.
6. Describe your experience and/or connection with the community that your school proposes to serve.  
I am from the same socio-cultural and economic background that this school serves. I understand and have lived through similar experiences that the students at Academia Avance experience. Many are the first in their family to be exposed to the opportunity of college preparedness and readiness. My commitment is professional and carries my own value of quality public education and college preparedness.
7. Describe a difficult professional or financial decision that you have had to make. What factors did you consider and how did you implement the decision?  
In my past employment my supervisor was very apathetic about the work we were responsible for. Her apathy also manifested as hostility. I was new to the organization and the position and she provided little guidance when I sought it. I would do my best to seek the answers to my questions myself, when I couldn't help myself, I would reach out to my peers for help and guidance and to other supervisors. I would do my best to continue a good relationship regardless of her hostility and apathy. When it was difficult to do so, I reached out to the department's director to find a solution for the both of us. That resulted in a better work environment.
8. In the event that the governing board finds it necessary to replace or add a board member, what qualifications and other factors will you expect and/or consider in evaluating candidates?  
The board members must add value in skills. The qualifications and experience that will be expected and considered in evaluating board candidates are that in finance, education, community, outreach, stakeholder connections, and an ability in sound decision making in

\* This questionnaire must be current within 12 months of petition submission.



Charter Schools Division  
LOS ANGELES UNIFIED SCHOOL DISTRICT

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addition to adding honesty, integrity, inclusion, and commitment.

9. Please identify your relationship, if any, with each of the following:

a. Lead petitioner: SELECT ALL DESCRIPTORS THAT APPLY.

- Immediate Family (spouse, domestic partner, child, parent) (Specify: \_\_\_\_\_)
- Non-immediate family (Specify: \_\_\_\_\_)
- Professional/business Friend (Specify: \_\_\_\_\_)
- Casual/social (Specify: \_\_\_\_\_)
- Other (Specify: \_\_\_\_\_)
- None

b. Board chair or president: SELECT ALL DESCRIPTORS THAT APPLY.

- Immediate Family (spouse, domestic partner, child, parent) (Specify: \_\_\_\_\_)
- Non-immediate family (Specify: \_\_\_\_\_)
- Professional/business Friend (Specify: \_\_\_\_\_)
- Casual/social (Specify: \_\_\_\_\_)
- Other (Specify: \_\_\_\_\_)
- None

\* This questionnaire must be current within 12 months of petition submission.

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Board Member  
Initials



Charter Schools Division  
LOS ANGELES UNIFIED SCHOOL DISTRICT

- c. Proposed executive director/chief executive officer: SELECT ALL DESCRIPTORS THAT APPLY.
- Immediate Family (spouse, domestic partner, child, parent) (Specify: \_\_\_\_\_)
  - Non-immediate family (Specify: \_\_\_\_\_)
  - Professional/business Friend (Specify: \_\_\_\_\_)
  - Casual/social (Specify: \_\_\_\_\_)
  - Other (Specify: \_\_\_\_\_)
  - None
- d. Proposed director/principal: SELECT ALL DESCRIPTORS THAT APPLY.
- Immediate Family (spouse, domestic partner, child, parent) (Specify: \_\_\_\_\_)
  - Non-immediate family (Specify: \_\_\_\_\_)
  - Professional/business Friend (Specify: \_\_\_\_\_)
  - Casual/social (Specify: \_\_\_\_\_)
  - Other (Specify: \_\_\_\_\_)
  - None
- e. Other members of the governing board: SELECT ALL DESCRIPTORS THAT APPLY.
- One or more is immediate family (spouse, domestic partner, child, parent) (Specify: \_\_\_\_\_)
  - One or more is non-immediate family (Specify: \_\_\_\_\_)
  - I have a professional/business relationship with one or more (Specify: \_\_\_\_\_)
  - One or more is a friend (Specify: \_\_\_\_\_)
  - One or more is a casual/social acquaintance (Specify: \_\_\_\_\_)
  - Other (Specify: \_\_\_\_\_)
  - None
- f. Any prospective employees or vendors, including the on-site financial manager: SELECT ALL DESCRIPTORS THAT APPLY.
- One or more is immediate family (spouse, domestic partner, child, parent) (Specify: \_\_\_\_\_)
  - One or more is non-immediate family (Specify: \_\_\_\_\_)
  - I have a professional/business relationship with one or more (Specify: \_\_\_\_\_)
  - One or more is a friend (Specify: \_\_\_\_\_)
  - One or more is a casual/social acquaintance (Specify: \_\_\_\_\_)
  - Other (Specify: \_\_\_\_\_)
  - None

\* This questionnaire must be current within 12 months of petition submission.

Handwritten initials in blue ink, appearing to be "P.M." or similar.

Board Member  
Initials



Charter Schools Division  
LOS ANGELES UNIFIED SCHOOL DISTRICT

10. List other charter schools for which you serve as a board member or of which you are an employee.

- None  
 Specify: \_\_\_\_\_

11. Do you have a child or any relative who attends the charter school?

- None  
 Yes, specify relationship and grade level \_\_\_\_\_

08/02/2019  
Date

Rosalinda Meza  
Printed Name of Board Member  
  
Signature of Board Member

\* This questionnaire must be current within 12 months of petition submission.

Form - REV 05/14/18

  
Board Member  
Initials

# Tab 8

## English Learner Master Plan



## **ENGLISH LEARNER PLAN (EL)**

### **Mission Statement**

Academia Avance is a 6 through 12<sup>th</sup> grades college preparatory school located in the heart of Highland Park. Our goal is to ensure that all students' complete A-G requirements graduate and be equipped to be accepted into colleges and universities. Students at the Academia Avance have opportunities to develop into active citizens characterized by the ideals of a diverse and democratic society. Our students will continue to provide service to their community, take responsibility in their own learning and form habits of mind that will continue to empower them for success in high school, college and beyond.

**School Year 2019-2020**

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## Introduction

Included in this revised English Language Learners Performance and Improvement Plan is the use of the following supporting two main legislations addressing the needs of English Learners. In July 2017, the California State of Education adopted a historic new English learner education policy, the English Learner Roadmap. This policy recognizing English learners as a system-wide responsibility, recognizing a need to provide EL students with rich and challenging curriculum from early childhood to grade 12, and respects the value of English learner's primary language and culture. On July 1, 2018 the California Department of Education regulations for implementing Prop. 58 to establish programs for English Learners that promote proficiency in multiple languages and leverage students' home language as an asset, the following principles as outline at [cde.ca.gov](http://cde.ca.gov):

### Principle One: Assets-Oriented and Needs-Responsive Schools

*Pre-schools and schools are responsive to different English learner (EL) strengths, needs, and identities and support the socio-emotional health and development of English learners. Programs value and build upon the cultural and linguistic assets students bring to their education in safe and affirming school climates. Educators value and build strong family, community, and school partnerships.*

### Principle Two: Intellectual Quality of Instruction and Meaningful Access

*English learners engage in intellectually rich, developmentally appropriate learning experiences that foster high levels of English proficiency. These experiences integrate language development, literacy, and content learning as well as provide access for comprehension and participation through native language instruction and scaffolding. English learners have meaningful access to a full standards-based and relevant curriculum and the opportunity to develop proficiency in English and other languages.*

### Principle Three: System Conditions that Support Effectiveness

*Each level of the school system (state, county, district, school, pre-school) has leaders and educators who are knowledgeable of and responsive to the strengths and needs of English learners and their communities and who utilize valid assessment and other data systems that inform instruction and continuous improvement. Each level of the system provides resources and tiered support to ensure strong programs and build the capacity of teachers and staff to leverage the strengths and meet the needs of English learners.*

### Principle Four: Alignment and Articulation Within and Across Systems

*English learners experience a coherent, articulated, and aligned set of practices and pathways across grade levels and educational segments, beginning with a strong foundation in early childhood and appropriate identification of strengths and needs, and continuing through to reclassification, graduation, higher education, and career opportunities. These pathways foster the skills, language(s), literacy,*

*and knowledge students need for college- and career-readiness and participation in a global, diverse, multilingual, twenty-first century world.*

This document builds on our core beliefs. First, students' learning and achievement are at the center of all our policy decisions and are the focus of the English Learner Master Plan. Families are critical partners in the privilege and responsibility of ensuring that all multilingual students become proficient in English and master the academic content required of every student in California. English learners face the dual tasks of learning rigorous academic subject matter while simultaneously mastering a new language.

We acknowledge that English learners face enormous challenges, yet they also bring vital linguistic and cultural assets to our community. At Academia Avance we value and promote 21<sup>st</sup> Century college and career ready knowledge and skills, as well as multilingual and multicultural proficiencies that provide real advantages to our students in today's complex, interconnected world. We strive to achieve these academic and linguistic goals by implementing the highest quality, evidence-based programs and services for these students. While the plan describes procedures and systems that are required by state and federal law, this plan describes what is to occur in the classroom. We promote culturally responsive teaching that acknowledges the strong cultural heritages of all ethnic and linguistic members that live in Los Angeles.

Our goal is to build on that rich heritage and expand upon it to ensure that our students have the tools they need to achieve their dreams. A teacher handbook is included with this document that describes some of the research-based practices that Academia Avance endorses and expects to see these strategies used in classrooms. Professional development efforts will be focused around the use and implementation of California Common Core State Standards for English Language Development strategies.

The mastery of standard, academic English is an issue of access, equity, and social justice. The Academia Avance believes that a student's education should not be determined by his or her race, ethnicity, linguistic background, or socioeconomic status. We acknowledge the role that each of our individual characteristics plays in making our students who they are, and in our language learners; whether we are learning a new language, new vocabulary related to a program of study or a job, or different registers of speech in varied social settings. We are all continually learning to use language. Therefore, all teachers are teachers of language. With California's adoption of the new Common Core State Standards, and their emphasis on academic language and literacy across the disciplines using the English Language Development component will further support our students in the acquisition of English.

Academia Avance further supports and provides language enrichment through the use of Success for All program as we build students' mastery of standard, academic English and academic content proficiency. In this plan, we endorse teaching practices and strategies that respect, affirm, and build upon the language and culture of each child.

The ***English Learners Plan*** was developed to successfully provide educational services to our English Learners by addressing the following eight components:

1. Goals for English Learners
2. Initial Student Identification
3. Instructional Programs
4. Placement of Students and Reclassification Process
5. Evaluation, Monitoring and Accountability
6. Staffing and Professional Development
7. Parent Advisory Committees
8. Funding

This comprehensive ***English Learners (EL) Plan*** is premised on the ideal of equal educational opportunities for ALL students; it provides a comprehensive delivery system that will meet the needs of our English Learner students by:

- a) Providing a framework of the English Learners Program.
- b) Providing identification and assessment of appropriate instructional placement.
- c) Providing staff training programs, which will enhance bilingual competencies of personnel.
- d) Providing a balanced curriculum to ensure preparation and ongoing guidance to our students.
- e) Providing a method and criteria for selections, development, evaluation, and adoption of curriculum materials.
- f) Providing in-service training to develop and improve instructional strategies.
- g) Insuring the participation of staff, parents, students, and community members in the planning and implementation of the programs for our English Learners students.
- h) Determining and providing administrative leadership and fiscal needs to actualize the *English Learners Plan*.
- i) Providing periodic and ongoing evaluations of the instructional programs.
- j) Ensuring that the evaluation of resources is supplemental and distributed equally through all schools.

This *EL Plan* is the structure and foundation for an effective and successful instructional program for our EL students. The plan will be monitored and evaluated for necessary modifications to best meet the needs of our students on an ongoing process.

All Academia Avance personnel, teachers, staff, and administrators-are expected to follow the procedures specified in this *EL Master Plan*. Staff members who find ways to improve on these practices are encouraged to bring any proposed modifications to the attention of the principal, for written approval to ensure that any such modifications meet the standards set by our governing board and are consistent with state and federal law. All

responsible personnel of Academia Avance are to fully implement this EL Master Plan; failure to do so will be reflected in the employees' evaluation.

The major goals for English learners are to develop proficiency in English and in the school's core curriculum as rapidly and as effectively as possible in an established English-language classroom. English learners are reclassified as fluent English proficient after meeting established criteria to ensure these students have overcome language barriers, have recouped any academic deficits incurred in other areas of the curriculum, and can demonstrate English-language proficiency comparable to that of the school's average native English-language speakers.

### English Learners Vision Statement

*We believe in the potential of our students.*

*We believe **ALL** students must have equal access to a high quality education.*

*We believe and acknowledge that English Learner (EL) students have a rich language and cultural background that provides a strong foundation for learning.*

*We hold that knowledge is not language-based.*

*We acknowledge that academic proficiency in the English Language is necessary for educational and professional success.*

Based on these beliefs, Academia Avance addresses the needs of its EL students, grades 6<sup>th</sup> through 12<sup>th</sup> through a comprehensive educational plan, which incorporates the acquisition of the English language while providing the option of increasing academic proficiency in the students' primary language and preserving their cultural heritage.

### Components of the Vision

1. English is a vehicle for access to education. Not being able to speak the language used in schools for instruction is, therefore, a barrier to an education and limits the potential of students in Academia Avance.
2. A child's primary language is part of his or her identity. Learning to speak and write in one's home language, having that language incorporated into one's education, and making the choice about how and when one uses it are basic human rights. To ask children not to use their home language or adopt a new language is the same as asking them to deny their identity or to take on a new one.
3. Language resources. A child's home language is a resource to be conserved, protected, and developed. **ALL** EL students should have the option to become fully bilingual and bi-literate.

As we create an excellent English Learner Program for our students, it is important that our school community:

- Builds an understanding about the needs of English Learners and about the impact of language and culture on education.
- Provides the leadership, builds the will, and create the attitudes to better enable educators to welcome and embrace English Learners.
- Creates the structures that support academic success for English Learners.

- Builds the capacity to deliver programs that address the specific needs of our English Learners.
- Implements an accountability model that ensures the success of English Learners in our schools.

### **Academia Avance Core Values**

The **Academia Avance** philosophy and vision, built around these core values:  
**Avance's Four Core Principles / Schoolwide Learning Objectives (SLO-WASC)**

#### **Consciousness**

**An Academia Avance graduate is...conscious.**

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

#### **Reason**

**An Academia Avance graduate uses...reason.**

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

#### **Synergy**

**An Academia Avance graduate uses...synergy.**

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

#### **Action**

**An Academia Avance graduate takes...action.**

1. Develops personal goals and undertakes the necessary steps to accomplish them.
2. Able to present ideas and information clearly and effectively through various media.

3. Contributes to the improvement of the quality of life in their families, community, and the world.
4. Demonstrates leadership skills, including integrity, vision, creativity, and self-discipline.

These foundational values inform the school's philosophy and the Schoolwide Learner Objectives (SLO). The faculty through discussion and collaboration developed the SLOs. The school leader annually sets academic goals and the SLOs to evaluate both students and faculty. In this respect, the school's vision, philosophy, goals, core values and SLOs have a common thread of setting high expectations for students in academic and personal success.

#### How Students Become Self-Motivated, Competent, Lifelong Learners

Academia Avance is committed to enabling students to become self-motivated, competent, lifelong learners by providing a multicultural, student-centered environment in which all students are held to high academic and behavioral standards. Academia Avance continually strives to develop a culture that fosters in students self-motivation, competence and the foundation of lifelong learning.

#### Purpose

Administrators, faculty, parents and staff working with students demonstrate a shared purpose to develop each student's knowledge and skill to its highest potential. There is evident belief that this purpose is primary for the school and possible to achieve for virtually every student. The school's goals, policies, practices, attitudes and allocation of resources reflect the primacy of this purpose.

#### Leadership

Leadership is shared among administrators, faculty, classified staff, students and parents. Decisions are reached through consensus and minority opinions are considered and valued. Departments and individual teachers enjoy a large degree of professional autonomy. They are encouraged to use their best professional judgment in accordance with California State, and or Common Core State Standards (or other content standards in areas in which there are no California State Standards) in achieving high levels of student learning.

#### Environment

The environment of the school is safe, orderly and supportive. Students find the school a good place to study and a pleasant place to be. Schoolwide standards for students' behavior are perceived by students and staff members to be fair and equitably enforced. Instances of vandalism and violence on campus are dealt with in a timely manner; student absenteeism and dropout rates are maintained at a minimum level.

5. Diagnostic assessments that will be used to enable Academia Avance to monitor the effects of proposed changes on student performance

**A. Avance Assessments**

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

NWEA MAP is used to generate assessments and provide results for analysis. Avance data analysis tools assist teachers to target areas of academic need.

PowerSchool provides performance. Information includes attendance, enrollment, demographics, curriculum embedded assessments, NWEA MAP and Smarter Balanced data.

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

Each House instructor reviews the Smarter Balanced results with each student and with parents during Parent-Teacher conferences.

**Goals For English Learners Program**

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

*Six studies have involved ELL and have shown that Success for All teachers are prepared to support English learners special needs and are successful in increasing their reading levels substantially more than control schools.<sup>1</sup>*

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

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<sup>1</sup> <http://www.successforall.org/results/evidence-for-success/>

### ***English Learners***

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

The HLS consists of the following four questions:

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

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

Avance is required to timely identify potential English Learners (ELs) and provide them with an effective English language acquisition program that affords meaningful access to the school's academic Common Core State Standards curriculum for English Language Arts and English Language Development instructional plans for English Learners must be (1) researched-based, sound educational theory; (2) adequately supported professional development/trained teachers and appropriate materials and resources; and (3) periodically evaluated to ensure the program is successful and modified when the program strategies are not successful. This process has resulted in a Redesignated/Reclassification Rate of 41% in school year 2018-2019

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

- How English Learners' needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided
- How the school will evaluate its EL program each year, and how the results of this evaluation will be used to improve the program, including the provision of EL services
- Avance administers the English Language Proficiency Assessment for California (ELPAC) annually in accordance with federal and state requirements.
- Academia Avance reclassifies English Learners in accordance with federal and state requirements. Academia Avance continues to monitor students who have been reclassified for the required three-years (as RFEP). Intervention is provided

to students who are classified as Standards Nearly Met or Standards Not Met on the Smarter Balanced assessment.

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

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

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

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

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

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

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

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

after-school supplemental programs or summer classes will be available to support EL development.

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

- Performance level on the ELPAC ( a 4)
- Performance level in Language Arts on the Smarter-Balanced
- Performance in the Fall and/or Spring semester course in English Language Arts
- Teacher observations

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

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

Title III funding from the federal government to help English learners to speak, read, and write in English and to achieve in reading and mathematics. Academia Avance will receive Title III funds that are reviewed each year, as required under the Every Student Succeeds Act, 2015 (ESSA) to see if they meet the three Avance Annual Measurable Achievement Objectives (AMAOs) for our students who are identified as English learners:

Table 1: AMOS for English Learners

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

Participation Rate Percentage Proficient or Above	Arts of 5% (Increasing yearly)
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Hold quarterly meetings with parents to discuss each student's progress toward English language proficiency. The Parent Advisory Council and the School Site Council provide leadership for our EL students.

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

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

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

- Academic preparation
- Information literacy
- Fluency in technology
- Cross-Cultural sensitivity
- Interpersonal communication
- Community and civic participation
- Social and environmental responsibility.

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

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

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

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

Some students may enter the school better prepared or be able to learn at a faster pace than the majority. Academia Avance will use the student cumulative files to determine which students have been identified as gifted students. The mission of Academia Avance

includes assuring that all students' educational experience is rigorous. This will be accomplished via the educational program components described above:

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

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

Recognizing that students work and learn at different paces they will be paired so that students who excel in a particular subject can help students who are struggling with that subject. Research shows that people deepen understanding through the process of teaching others.

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

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

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

engagement, oral language, vocabulary acquisition, reading comprehension, and writing strategies.

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

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

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

### **Essential Elements for English Learner Programs**

In order to create the necessary conditions for English Learners to achieve at higher levels Avance will implement the following essential elements.

#### **Learning Environment**

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

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

#### **Curriculum**

English Learners will have access to a challenging, well-articulated curriculum, which builds bilingualism and bi-literacy. This curriculum will be:

- Based on and aligned to Common Core State Standards in English Language Arts, English Language Development.
- Rigorous, meaningful, purposeful, interesting, and rich.
- Student-centered and student-friendly Project-Based Learning(PBL)
- Multicultural
- Designed to provide authentic and ongoing reflection

## **Pedagogy**

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

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

## **Instructional Resource**

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

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

The English Language Arts courses will prepare students for thoughtful study by conveying the importance of being active thinkers during reading and writing exercises. In the area of curriculum development and language arts instruction for grades 6<sup>th</sup>-12<sup>th</sup>, Academia Avance will:

- Develop an English Language Arts curriculum that incorporates the grade-level curriculum content specified in the Common Core State Standard. (CCSS Appendices)
- Integrate reading, writing, speaking, and listening to form a greater understanding of history-social science, mathematics, and science.
- Develop important "habits of mind" in the form of evidence, connections and patterns, supposition, and meaning that will produce active and thoughtful writers, poets, researchers, and speakers.
- Teach students to read with ease, fluency, and enjoyment.
- Expose students to multicultural fiction, non-fiction, poetry, essays, and scripts.
- Teach students to write with clarity, expression, and purpose.
- Coach students to deliver and critique oral presentations effectively.
- Engage students to reflect upon ways literature and writing impact their lives through authentic writing and multicultural literature selections.
- Integrate appropriate technology and technological analysis into the study of English-Language Arts.
- Adopt and implement Common Core State Standards.

As stated the Common Core State ELD Standards, which emphasize that ELs at all, English language proficiency levels are engaged in the type of rich instruction called for in the CA CCSS for ELA/Literacy, with appropriate scaffolding that attends to their particular language learning needs. The goal of the CA ELD Standards is that at each grade level or span, is to ensure that ELs are fully supported as they  
Read, analyze, interpret, and create a variety of literary and informational text types;

- Develop an understanding of how language is a complex, dynamic, and social resource for making meaning;
- Develop an understanding of how content is organized in different text types across disciplines using text organization and structure, language features, and vocabulary depending on purpose and audience;
- Become aware that different languages and varieties of English exist;
- Recognize their home languages and cultures as resources to value in their own right and to draw upon in order to build proficiency in English;
- Contribute actively to class and group discussions by asking questions, responding appropriately, and providing useful feedback;
- Demonstrate knowledge of content through oral presentations, writing, collaborative conversations, and multimedia; and Develop proficiency in shifting registers based on task, purpose, audience, and text type.
- This framework for implementation of the CA CCSS for ELA/Literacy and CA ELD Standards is a critical and essential contribution toward achieving this goal.

### Guiding Principles

The following guiding principles and beliefs informed the development of the framework:

- Schooling should help all students achieve their highest potential.
- The responsibility for learners' literacy and language development is shared. ELA/ELD curricula should be well designed, comprehensive, and integrated. Effective teaching is essential to student success.
- Motivation and engagement of students play crucial roles in learning.

## BACKGROUND

### Family and Community Engagement

Avance promotes strong family and community engagement programs. These programs include: Quarterly Parent Conferences, Parent Advisory Committee equivalent to the English Learners Advisory Committee (ELAC), Annual Mini-Conferences, and monthly Parent Meetings at school site; which will include ongoing communications through letters, telephone, which support meaningful involvement and actively promote the development of parent and community leaders who effectively advocate on behalf of English Learners.

These programs help English Learner families establish home environments, which support their children's learning. First, they develop communication strategies that

engage everyone to design effective forms of school-to-home and home-to-school communication. Secondly, they recruit and organize family/community to support parents in their Academia Avance policy as well as the decision making process.

Ensuring the educational success of every child requires a concerted, collaborative effort on the part of parents, teachers, administrators, and the community at large.

### **Staffing and Professional Development**

Based on clear and common vision of what constitutes effective teaching for English Learners, along with well-defined standards of practice and performance which explicitly state what teachers should know and do to meet the diverse needs of English Learners, Academia Avance is developing a coherent and comprehensive professional development program. This program will assist teachers who work with English Learners to close the achievement gap and accelerate student achievement and language proficiency through grade twelve. The program will also be designed to increase the rate of English Learners who successfully attend college and advanced learning institutions.

### **Record Keeping**

To ensure that accurate records are kept, every student identified as EL attending Academia Avance has an English Learner Folder (ELF). The ELF is maintained with the student's ELD teacher in grades 6-through 8. The ELF contains the following:

1. ELPAC Reports
2. Primary Language Assessments (IPT-Spanish)
3. Reclassification Documents
4. Home Language Survey
5. Parent Notifications
6. Waiver Documents
7. Other Norm-Referenced Standardized Test Results-Smarter Balanced, and NWEA
8. Alternative Reclassification
9. Follow Up Reclassification
10. All assessments and score

## **INITIAL IDENTIFICATION (CCR-EL4)**

### **Initial Identification**

**EL4** Avance will properly identify, assess, and report all students who have a primary language other than English.

### **Home Language Survey**

**EL4a** A Home Language Survey (HLS) is used to determine the primary language and is on file for each student at Avance.

Schools in California are required, at the time of the student's enrollment into Avance to determine the language(s) spoken in the student's home in order to provide meaningful and appropriate instruction. This information is provided on the Home Language Survey (HLS). When enrolling a student at Academia Avance, a parent or guardian is required to complete a Home Language Survey as part of the process.

### **Assessment of English Language Proficiency**

**EL4b** Each student whose home language is other than English as determined on the HLS has been assessed within 30 school days of initial enrollment in English comprehension, speaking, reading, and writing using the state-designated instrument.

Note: Administration of the HLS must include all four questions. The decision to test students who indicate a language other than English only on the fourth question should be made on an individual basis. Alternative assessments may be used for special education students with low-incidence and severe disabilities.

All students whose Home Language Survey indicates a language other than English on the survey's first three questions must be assessed in English language skills within thirty calendar days of initial enrollment in Academia Avance. The questions are: (1) first language learned by the child, (2) the language most frequently spoken by the child at home, and (3) which language is most frequently used by the parents or guardians when speaking with the child.

The English Language Proficiency Assessment (ELPAC) state approved instrument for testing English language proficiency, is used for this purpose. The ELPAC assesses the student's proficiency in English reading, writing, speaking, and listening skills. Students identified as having a home language other than English by the Home Language Survey, but score at level 4 on the ELPAC are designated initially as fluent English Proficient and placed in the appropriate language program.

- Initial Fluent (IFEP) Well developed, Intermediate English Learner-somewhat to moderately developed, Novice English Learner - minimally developed must reach English Proficient level bringing all skills to Intermediate Level.
- English Proficient levels are expected to maintain that level.
- Emerging: Students at this level typically progress very quickly, learn to use English for immediate needs, and begin to understand and use academic language for the grade level, with substantial language support provided.
- Expanding: Students at this level use their growing language skills in more advanced ways that are appropriate to their age and grade level, with moderate language support provided.
- Bridging: Students at this level can independently use a variety of high-level English language skills and fully participate in grade-level academic activities in all content areas, with light language support provided.

Students who indicate a language other than English only on the fourth question of the HLS, the language spoken most frequently by adults in the home need not be assessed with the ELPAC, and will be initially designated as English Only (EO) and placed in the appropriate program.

### **Primary Language Proficiency Assessment**

**EL4c** Academia Avance has further assessed each English learner for primary-language proficiency, including comprehension, speaking, reading, and writing within 90 calendar days of initial enrollment. Parallel forms of the tests to determine English-language proficiency are used if available.

All identified English Learner students are assessed for primary language proficiency in reading, writing, speaking, and listening within ninety (90) calendar days of initial enrollment. An administrator trained and a fluent speaker of the student's primary language conducts the assessment. When no staff person is available for speakers of other languages, an informal assessment will be administered.

### **Parental Notification**

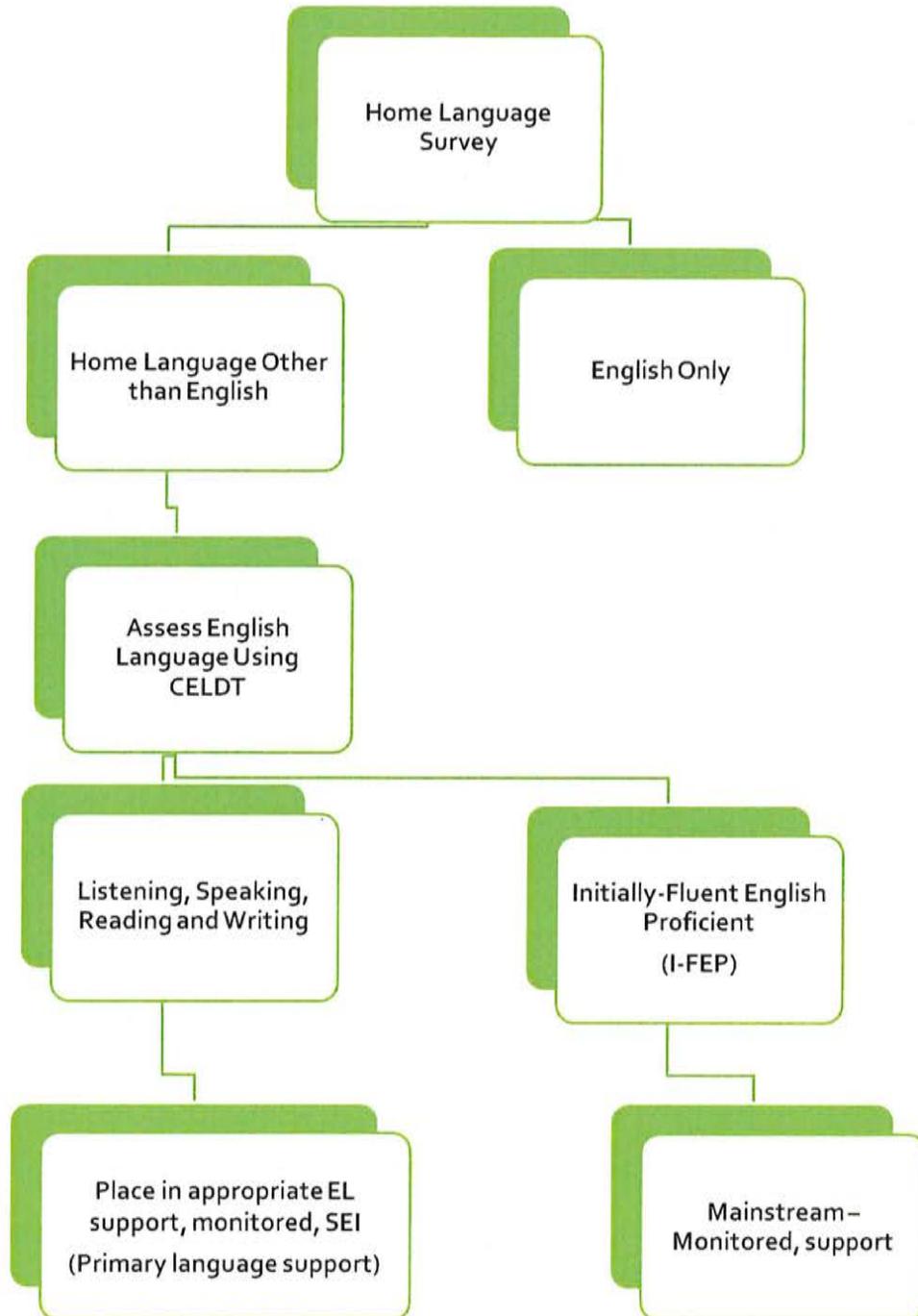
**EL4d** All parents of EL and FEP students have been notified in writing of their child's English-language and primary-language proficiency results.

Every effort should be made to inform parents immediately of results of assessments; no later than ten (10) days following the completion of all initial assessments, the Initial Language Identification Form and the Initial Primary Language Identification Form will be sent to parents by the site resource teacher.

### **Maintenance of Records**

Upon completion of the assessment process in grades 6<sup>th</sup> through 12<sup>th</sup>, the school will record the results into Academia Avance's database. Results of initial assessments are entered for each student and communicated to the student's teacher(s). A copy of the Home Language Survey, original forms with assessment results in English and Primary Language, and Parent Notification forms are placed in the student's English Learner Folder (ELF).

**FLOW CHART – Figure 1**  
**Assessment for Initial identification and Program Placement**



These programs consist of a Common Core State Standards-English Language Development component and access to the core curriculum including the following:

1. Self-image/Cross-Cultural Awareness
2. Differentiated Instruction
3. Differential Materials
4. Student Assessments (multiple measures)
5. Qualified Staff
6. Catch-Up Plan (Computer Assisted Learning)

### **Parental Involvement**

Parental involvement in decisions regarding the education of their children is required and critical to the student's academic success. At initial enrollment and every year thereafter, parents are notified of the educational options for their children including waivers for alternative programs.

All descriptions of the program are disseminated in the language comprehensible by the parent.

## Instructional Programs [CCR-EL3]

### Instructional Programs

**EL3** Academia Avance is providing services to English learners to ensure that they are acquiring English-language proficiency and recovering any academic deficits that may have been incurred, in other areas of the core curriculum. Avance provides additional and appropriate educational services to English learners in grades 6 through 12th in all classroom situations. These services are for the purposes of enabling English learners to overcome language barriers and must be provided until they have demonstrated English-language proficiency comparable to that of Avance's average native English-language speakers and recouped any academic deficits that may have been incurred in other areas of the core curriculum as a result of language barriers.

**EL3a** Each English learner receives a program of instruction in English-language development in order to develop proficiency in English as rapidly and as effectively as possible.

**EL3b** English learners are meeting Avance' content and performance standards for their respective grade levels in core curricular areas. Academia Avance may choose to ensure that English learners acquire English and learn grade-level academic content simultaneously by implementing a program designed to keep English learners at grade level in all areas of the curriculum. Avance may choose to concentrate first on teaching English so long as Avance' subsequently brings students to grade level in all other areas of the curriculum within a reasonable amount of time. Avance has a plan that describes any academic deficits will be monitored and remedied.

These models comply with all current state and federal laws, including Proposition 227 (1998), and Proposition 58. Parental involvement in decisions regarding the education of their children is required and critical to the student's academic success. At initial enrollment and every year thereafter, parents are notified of the educational options for their children.

All programs for English Learners provide Common Core State Standards English Language Development (ELD) and access to the core curriculum. All descriptions of programs are disseminated in the language comprehensible to the parent.

Placement in Structured English Immersion (SEI) or the English Language Mainstream setting is based on assessment, of the student's English proficiency. ELs that lack Reasonable Fluency in English are initially placed in SEI with support in primary language when needed. Those scoring above this level are placed in the English Language Mainstream.

### Elements of Program Options

The goal and expectations for two English Learners programs are as follows: In the SEI, students scoring at ELPAC Levels 1 and 2, are expected to reach reasonable fluency 1-3 years with a time period of 5 to 7 years to be reclassified as FEP.

In our Mainstream program, students are expected to be reclassified in 3-5 years and 5 to 7 years to be reclassified as FEP.

### **English Learners Program Settings\* -**

\*All of the instructional programs designed for English Learners must contain the following components:

1. Explicit, well-articulated, standards-based, differentiated English Language Development (ELD) instruction, specifically designed for English Learners;
2. Well –articulated standards-based core curriculum instruction provided with primary language support and/or through specially designed academic instruction in English (SDAIE); and
3. Structured activities designed to develop multicultural competency and positive self-esteem, integrated through the core curriculum.

Task-based instruction allows students to work with concepts and language in a variety of ways (e.g. via reframing, where students can act, draw, or map out the concepts, or use poetry, song, chant, letters, or keep diaries);

1. Grade-level content instruction in English designed for English Learner;
2. Facilitating English Learners in accessing the same core curriculum as that of English-only students;
3. Language-sensitive and culture-sensitive content teaching;
4. Developed through comprehensible language;
5. Making accommodations in the learning environment so more students are able to access the content;
6. An ideal place to use language for communication;
7. A natural vehicle through which to teach English;
8. Good language teaching when the input is made comprehensible;
9. Instruction encouraging the active use of language and the emphasis on big ideas;
10. Instruction that allows the teacher to check for understanding frequently using interactive strategies;
11. Integrating assessment in an on-going and formative manner through observations portfolios, journals, and product-development; and
12. Built on language modifications such as pause time, questioning, pacing, and highlighting.

### **Key Features of SDAIE**

In effective SDAIE classrooms, principals, and teachers work together to ensure the use of sound practices that make content comprehensible for English Learners. These practices include:

- |   |                               |
|---|-------------------------------|
| 1) modeling                                 | 7) bridging                   |
| 2) contextualizing                          | 8) building schema            |
| 3) reframing                                | 9) developing metacognition   |
| 4) checking for comprehension               | 10) monitoring/assessing      |
| 5) questioning                              | 11) adjusting speech register |
| 6) orchestrating all modalities of learning | 12) interacting               |

For English Learners at Beginning, Early Intermediate, and sometimes at the Intermediate level, access to the core can be facilitated by primary language support. The assignment of a BCLAD teacher is always the best method for providing language support.

However, when there are 10 or more students of the same language who need a particular course and a BCLAD teacher is not available, then the students will be grouped together with a CLAD-certificated teacher and provided a bilingual instructional assistant, who will use the primary language to motivate, clarify, direct, support, and explain.

### **Structured English Immersion (SEI)**

The Structured English Immersion Program is an English language acquisition process for young children in whom nearly all classroom instruction is in English but with the curriculum and presentation designed for children who are learning the language. Students are taught subjects “nearly all,” but not exclusively in English. Teachers may use the student’s primary language to motivate, clarify, direct, support, and explain. The goal of this program is for English Learners to demonstrate a reasonable fluency in English.

Avance makes every effort to use a simultaneous approach designed to allow English Learners to learn English and to keep up academically on grade level in the content areas. In instances when a student does fall behind in his/her academic progress, an individualized catch-up/recovery plan will be developed to address specific needs. Student identified for this type of support will be placed in a setting that offers additional English Learner Support.

English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE) are both used to meet the requirements of Structured English Immersion. ELD specifically teaches students English: listening, speaking, reading and writing. SDAIE provides grade level academic instruction, which gives students access to the core curriculum and teaches English vocabulary and reinforces English structures. Primary language support is provided as needed for the student to access the core.

### **Program Requirements**

- All teachers must be appropriately certified, i.e., CLAD, BCLAD or in training, providing core instruction for ELs.
- Parents must be informed of the placement of their children in a Structured English Immersion Program and must be notified of the opportunity to apply for a parental exception waiver. In order to request a waiver, parents must visit the school unless a specific hardship exists.
- Core instruction in Language Arts, Math, Science, and Social Science is taught “overwhelmingly” in English using primary language support and SDAIE strategies.
- ELD instruction is provided daily using the Academia Avance adopted programs delivered by an appropriately certified teacher, i.e., CLAD, BCLAD or in-training. In grades 6 through 12<sup>th</sup> students are grouped according to their level of English proficiency, for 45 minutes as determined by the ELPAC and other local ELD assessments students are provided ELD instruction per day at ELPAC levels 1 and 2, and at ELPAC Levels 3-5 placement is determined per each individual student diagnosis. At all levels, ELD instruction is coordinated with English Proficiency levels as determined by the ELPAC. Instruction must include listening, speaking, reading, and writing.
- Primary language materials may be used in all subjects.
- All students participate in activities, which promote a positive self-image and cross-cultural understanding.
- After participating in this program for one year, students will be placed in the English Language Mainstream Program unless the student has not reached the level of reasonable fluency.

**\*Note:** Best practice and evidence from schools throughout the state support a design that provides substantial ELD (Two to three separate periods daily) for ELs at ELPAC levels 1 and 2. It is also good practice to have separate, 2-hour blocks of ELD for ELPAC level 3. A reading laboratory, as well as access to articles and materials on the Internet will be provided in Avance House to support student advisement, and supplemental support.

However, for some ELPAC 3s, and for ELPAC 4s and 5s, ELD instruction may be provided within sheltered or even “mainstream” English Language Arts/Literature (ELA) classes. Here are reasonable criteria for judging whether such ELD instruction meets the needs of students and the requirements of law:

- a. The ELA teacher knows the ELPAC levels of students (oral, reading, and writing).
- b. The teacher holds a CLAD, BCLAD, or equivalent EL authorization.
- c. The teacher also uses interim ELD assessments beyond ELPAC
- d. ELs are grouped (for at least some time) for ELD instruction by ELD level, and that instruction matches their ELD diagnosed need. It is different from the grade-level, ELA content. ELD need not be taught daily. Time and frequency should be justified.
- e. The teacher and students can identify which ELD Standards are being taught.

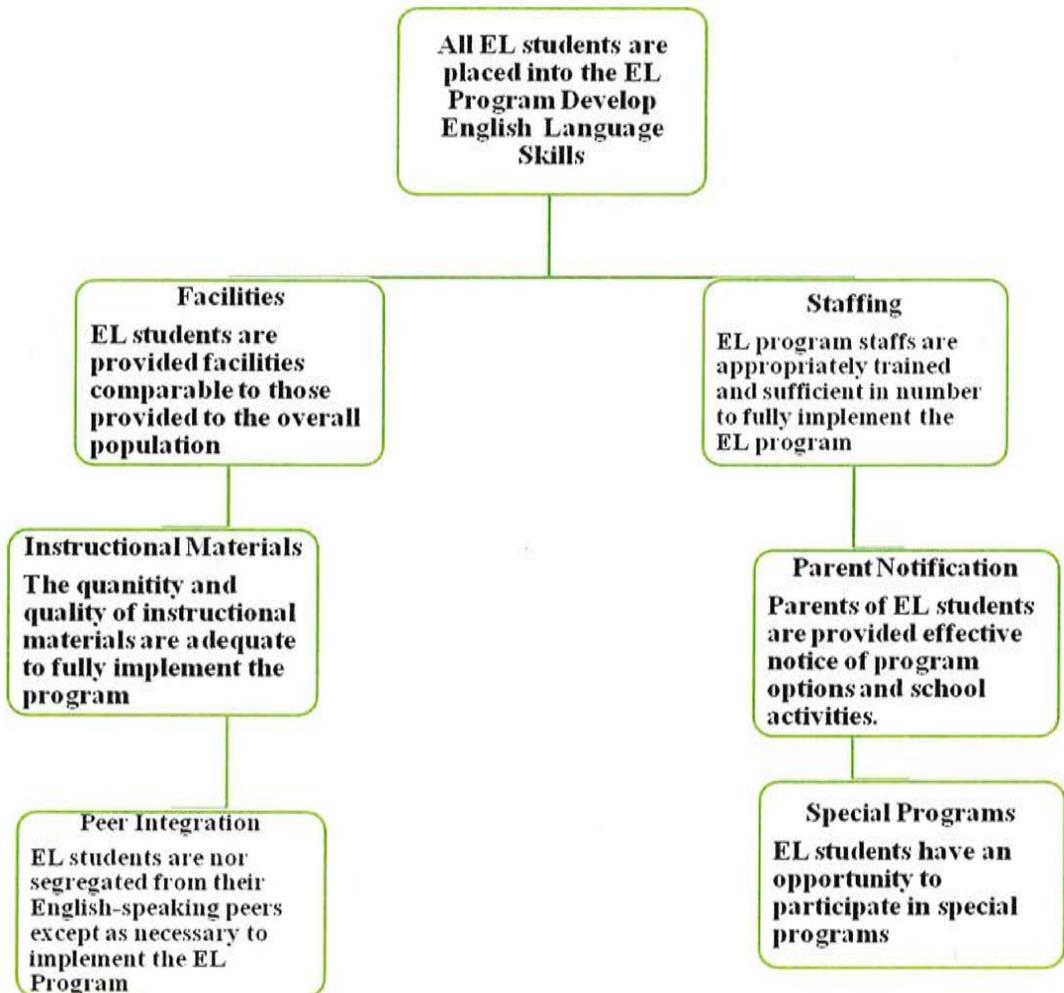
- f. The right materials for ELD are available and used.
- g. The teacher has evidence (see "c", above) that ELs are making reasonable progress (i.e., there is progress toward reaching ELD benchmarks).

### **English Language Mainstream Program**

In the English Language Mainstream Program, the student is placed into an all-English class with minimal primary language support. The student will receive ELD from the classroom teacher and be assigned to a section of ELD until they acquire reasonable fluency in English. English Language Mainstream Program teachers will be responsible for providing ELD instruction that continues the students' English language development, preparing them for reclassification, and make up any academic deficits which may have been incurred in the core curriculum as a result of language barriers. In addition, students will be provided with one or more core subjects taught using SDAIE. SDAIE is an instructional methodology designed to make lessons as comprehensible as possible to non-native speakers of English so that these students will be able to progress in their studies of Language Arts, Math, Science, and Social Science and meet grade-level standards.

### **Program Requirements**

- All teachers must be appropriately certified, i.e., CLAD, BCLAD, or in training for these authorizations.
- ELD instruction is provided using Academia Avance's-adopted program from an appropriately certified teacher, i.e., CLAD, or BCLAD,. In grades 6<sup>th</sup> through 12<sup>th</sup>, students are provided 1 period of ELD instruction per day at ELPAC Levels 1 and 2, and at ELPAC Levels 3-5. At all levels, ELD instruction is coordinated with English proficiency levels as determined by the ELPAC. Instruction must include listening, speaking, reading, and writing.



**Expanded Program (Grades 6-12)**

The Instructional program for students enrolling with ELPAC scores at levels 1 or 2, will consist of a 5 to 6 year program and/or a modified program.

**Example of Teacher Monitoring Template (To be completed by English Language Arts Teacher)**

Sample

Year	Criteria	ELPAC Score	Smarter Balanced Results/ English Language Arts	Grade English Language Arts	Teacher Recommendation

## **ENGLISH LEARNERS (EL's)**

Avance will administer the California English Language Development Test (**ELPAC**) initial identification assessment to students within 30 calendar days of enrollment for those students who indicate on the **Home Language Survey** that their primary language is other than English and for those students who have no record of English language development assessment results. Avance will also administer the **ELPAC** annually to identify English Learners until they are re-designated from English Learner to Fluent English Proficient. According to the California State Board of Education ELD Standards:

- Initial Fluent (IFEP) Well developed, Intermediate English Learner-somewhat to moderately developed, Novice English Learner - minimally developed must reach English Proficient level bringing all skills to Intermediate Level.
- English Proficient levels are expected to maintain that level.
- Emerging: Students at this level typically progress very quickly, learn to use English for immediate needs, and begin to understand and use academic language for the grade level, with substantial language support provided.
- Expanding: Students at this level use their growing language skills in more advanced ways that are appropriate to their age and grade level, with moderate language support provided.
- Bridging: Students at this level can independently use a variety of high-level English language skills and fully participate in grade-level academic activities in all content areas, with light language support provided.

### **Reclassification**

#### **The California State Board of Education's Reclassification Guidelines for English Learners**

1. Comparison of performance in basic skills – earning C grades on core subject of English at grade level.
2. Assessment of English Proficiency- English Language Proficiency Assessment (ELPAC 4)
3. Teacher evaluation of student academic performance
4. Parent opinion and consultation

As stated Academia Avance continues to work closely, one-on-one with teachers reviewing student portfolios in determine if students are eligible for the reclassification redesignation process; which indicates that students, while achieving a 3 and below on the ELPAC were not able to be re-designated as the student did not meet the criteria listed above, specifically the comparison of performance in basic skills

Goals for ELs are :

1. English learners (ELs) acquire full proficiency in English as rapidly and effectively as possible. (20 USC 1703[f], 6892; EC 300[f], 5 CCR 11302[a])

2. ELs meet state standards for academic achievement. (20 USC 1703[f], 6812, 6892; 5 CCR 11302[b]; *Castañeda v. Pickard* [5<sup>th</sup> Cir. 1981] 648 F.2d 989.)

The instructional improvement plan is based on the student academic achievement, student goals, organizational components of Academia Avance's and various organizational perspectives or frameworks.

### **Stage 1: Implementing an English Mainstream Service Option**

**Time Frame:** September 2019 through June 30, 2020

**Implementation Target Date:** September 1, 2021

- Integration of the Common Core State Standards English Language Development (ELD) standards into the school-wide curriculum with performance indicators
- Staff development on reviewing ELD Curriculum and ELD/language arts program, and programs to increase vocabulary and English acquisition.
- Staff development on utilizing curriculum standards instruction and assessments to determine academic levels upon enrollment
- Implement assessments to determine academic levels upon enrolling
- Staff development for teachers to learn how to incorporate an English Mainstream (EMI) Service Option and learn and use ELD Teaching strategies.
- Lead Teacher observations of other charter school's EMI model
- Implementation of an English Language Development Course, at least two courses ELD 1 for beginning and Early Intermediate. ELD 2 for Intermediate and Early Advance. Since most courses have multiple levels professional development will be provided to staff to differentiate ELD for the multiple proficiency levels.
- Implement state-approved ELD language arts program into ELD courses.
- Action Research: Stages of Concern.

### **Stage 2: Follow-up and Monitor Progress**

**Time Frame:** September 2014 through June 30, 2021

**Implementation target date:** September 1, 2020

- Action Research: Survey Levels of Use (LOU)
- Coordinator of Instructional Support and Student Achievement will be available to encourage teachers to focus on lesson design and delivery on the diagnosed linguistic needs of EL's.
- Staff development follow-up to review ELD strategies and ELD program
- Monitor and follow-up on post-assessment results on a monthly basis
- Monitor teachers that are working toward CLAD/BCLAD emphasis.
- Implement ELD component to student portfolio (writing sample graded on set rubric and rubrics for professional levels). A pre and post-writing sample is to be implemented rubric for proficiency levels.
- Provide staff development on the student language proficiency reclassification process
- Implement student language proficiency reclassification process.

Table 3: Professional Development

<b>Training Component</b>  <b>Professional Development as per California Department of Education</b>	Staff development on reviewing and implementing ELD Curriculum and ELD/Language arts program, and other vocabulary and language acquisition programs. Three Series (Introduction, Implementation, Follow-up) 2 workshops each	Staff development on use assessments aligned to ELD standards to determine academic levels upon enrollment.	Staff development for teachers to learn how to incorporate an English Mainstream (EMI) Service Option and learn and use ELD teaching strategies.
<b>Theory Presentation</b>	Power Point Presentation on English Learner Program	Professional trainer will conduct workshop on using the assessment	Current English Mainstream Instruction (EMI) teachers will conduct an ELD lesson, focusing on ELD strategies.
<b>Modeling</b>	The various features of the materials will be modeled	The trainer will model how to set up the assessments on the computer.	Current EMI teachers will come and conduct an ELD lesson, focusing on ELD strategies.
<b>Practice</b>	Participants will practice using the instructional materials	Participants will practice using the computerized assessment	Participants will form groups and practice ELD strategies on each other
<b>Feedback</b>	Facilitator and other participants will provide feedback.	Facilitator will provide feedback	Current EMI teachers will provide feedback to groups.
<b>Coaching</b>	Facilitator will provide coaching to participants groups	Facilitator will provide coaching to participants groups	Current coach will provide support to individual teachers

### **Success Indicators**

The implementation of the ELD program will be reviewed by using assessment data results from indicators as it relates to student academic achievement. Growth on English Language Proficiency Assessment (ELPAC) will be used to determine if students are meeting set growth target as indicated in their individual learning plan. Goals for ELs are :

1. English learners (ELs) acquire full proficiency in English as rapidly and effectively as possible. (20 USC 1703[f], 6892; EC 300[f], 5 CCR 11302[a])
2. ELs meet state standards for academic achievement. (20 USC 1703[f], 6812, 6892; 5 CCR 11302[b]; *Castañeda v. Pickard* [5<sup>th</sup> Cir. 1981] 648 F.2d 989.)

The following assessment instruments will be used to monitor progress and to determine student placement.

- Set growth achievement detailed in individual student learning plan.
- Annual Smarter Balanced Assessment
- Performance Assessments, including an oral presentation and inquiry format
- Student Portfolio: Writing Sample
- ELPAC

In addition, Academia Avance will work during the 2014-2015 school year toward achieving the following success indicators:

1. English Learners will increase by 3% on the basic re-designation in the Smarter Balanced scores for English/Language Arts section

Teachers will attend appropriate English Learner training or receive such staff development . This will allow our teachers to become qualified to train other teachers during in-service professional development.

### **Professional Development**

The development of the faculty and staff is of primary importance to the Academia Avance community. As the school progresses, student learning needs will be primarily addressed through the formal faculty meetings, leadership meetings, and assessment of student achievement data. For example, recognized that due to the low proficiency rates for incoming students in English Language Arts, the school staff needed assistance with strategies specific for English Learners. Steps will be taken every year to increase professional development for leadership and staff. Academia Avance recognizes the importance of being strategic and allocate sufficient funding to ensure ongoing professional development.

#### Continuous Professional Development

A key component of the Academia Avance instructional goals is the use of backward design in teacher developing their unit plans and instructional effectively. The use of the Success For All (SFA) protocols and curriculum. For support Academia Avance has received instructional coaching and professional development from the SFA, this includes strategic design unit planning and instructional support.

During ongoing professional development teachers use benchmark results, mid-year and end of the year assessments, as well as other student data. Reflective data taken from leadership, faculty, staff, and parents helps develop the planning for professional development. As stated above, the school has focused much of the professional development toward strengthening of instructional strategies.

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

- Collaborative learning
- Writing to learn
- Literacy groups
- Questioning strategies
- Scaffolding texts
- Academic classroom talk

A main component of the induction process is Avance teacher summer preparation session. This is a two week teacher led orientation prior to the start of the academic school year. New teachers attend various meetings and workshops to acquaint them with procedures and processes relative to the operation of the school and culture of the campus. Teachers are introduced to the Avance instructional model and veteran teachers present workshops.

All Avance teachers take part in a weekly teacher meeting that focuses on operations and instruction. These meetings are held every Wednesday from 2:30 p.m. to 4:00 p.m. The initiation of ongoing professional development follows from mid-year and end of the year assessments. Reflective data taken from leadership, faculty, staff, and parents helps develop the planning for professional development. As stated above, the school has focused much of the professional development toward strengthening of instructional strategies.

Avance will provide trainings and access to workshops in support of on-going standards based alignment for instructional delivery to provide for successful student academic achievements. Teachers, administrators and staff will participate in the training process to identify activities that will provide:

Teachers with the subject matter knowledge and teaching skills to provide all students the opportunity to meet challenging state academic achievement standards, and Instructional leadership with educational skills to help teachers provide all students the opportunity to meet the state's academic achievement standards.

Professional Staff Development plan is aligned with the *Every Student Succeeds Act (ESSA)* legislation incorporated in this plan.

Staff professional development is aimed at closing the achievement gap. Orientation begins two week before the school year begins. This time is used not only to express in detail the values and expectations of the school, but also allows the teachers the time necessary to collaborate and learn about each other. All teachers attend professional development in-services offered by the administration twice every semester. Faculty meetings are held on designated Wednesday from 2:30 pm until 4:00 pm. Teachers are offered the opportunity to observe their colleagues teach, be observed by staff or education consultants; as well as other stakeholders Teachers have been provided with weekly, individual planning time to be used to plan, reflect, and improve their quality of teaching. All teachers have specific planning time. Academia Avance's Block Schedule allows for teacher to prepare, observe other classroom, research, and work on individual student plans.

Teachers will have the opportunity to review benchmarks, assessments, and progress of each of their students in their classroom and progress in other classes. They also can gain knowledge from observed trends in data collected, data analysis, strategies that work, challenges and strategize to meet student needs. Staff is encouraged to attend workshops and professional development seminars throughout the year.

In-service themes include: Special Education-Teaching strategies, Student Study Team (SST), LACOE System, effective school-wide study practices, and an opportunity for teachers to collectively reflect and assess individual student academic achievement. Experienced staff members, educational consultants or professional experts facilitate these faculty meetings and in-services. Staff development supports the quality of teaching that occurs at Academia Avance and assist teachers with planning and implementing a rigorous, college preparatory curriculum that is research-based and aligned to the California Common Core ELD State Standards. Professional development also provides teachers with resources and strategies to collaborate and share their expertise.

#### Collaboration and Integration

Academia Avance also uses professional development time to assist teachers accentuate key concepts school-wide, make cross-curricular connections, coordinate units, and integrate content areas. Academia Avance ensures that teachers of related subjects (i.e. science and math) meet for common planning time during the week. This time has been built into teachers' schedules as part of the school day. This time is used to plan strategically and build units around "big ideas" or knowledge networks. This time has also been used to refine schoolwide writing rubrics and other instructional tools. During their weekly collaborative, cross-curricular planning times, teachers build on the school-wide projects and concepts that have been introduced.

Academia Avance understands the importance of utilizing research-based instructional practices to promote student achievement. In order to address how learning best

occurs, faculty will be provided professional development and support in the following areas:

- Design standards-based instruction (using the principles of backwards design)
- Align appropriate assessments to the standards
- Implement instructional activities that are aligned to standards and reflect research-based best practices

Teachers will incorporate instructional strategies detailed in *Classroom Instruction that Works*, by Marzano, Pickering, and Pollock. In addition to using the Marzano's observation and self-assessments instruments:

The traditional backwards design process guides teachers through a three step process:

- internalization and prioritization of the State Content Standards
- differentiated assessment methods aligned to prioritized standards and identified learning targets
- innovative, research-based instructional strategies clearly articulating student learning objectives

The third step is a process of aligning standards and assessments to real-world learning applications that take the shape of meaningful, rigorous, and assessable projects.

At Avance, it will be the expectation that students are engaged in the curriculum and learning objectives at all times. Teachers are expected to continuously communicate learning objectives to all students while formatively and summative assessing for student mastery of all concepts and Common Core State Standards. Research clearly suggests that learning best occurs when students are actively engaged in their own learning. This requires that students are involved in conversations about learning objects, instruction, and assessment. Furthermore, this student-centered approach supports a more culturally relevant curriculum that connects with student's interests and prior experiences. Frequent and meaningful connections with parents, and engaging them in conversations about their child's education will also ensure that the academic program reflects the diversity of the community being served.

As part of the curriculum design process, research-based instructional strategies for increasing student achievement will be embedded into the daily culture of the classroom. Strategies brought to light in *Classroom Instruction that Works* (Marzano, Pickering, and Pollock) will be utilized by teachers in their classrooms. These researchers have compiled teaching practices and strategies that "have a high probability of enhancing student achievement for all students in all subject areas at all grade levels" (Marzano, Pickering, Pollock, 2001). Teachers will be challenged to examine the three elements of effective pedagogy: Instructional Strategies, Management Techniques, and Curriculum Design.

The professional development in preparation and during the initial year will focus on this integration, as a transition period towards a more complete use of the technique in subsequent years. The foundational coursework, as outlined above, will use a repertoire of instructional strategies, curriculum, and materials. Instructional strategies will include:

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

Curriculum will address all state required standards and will utilize:

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

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

- Academic Rigor
- Social Emotional Learning
- Cooperative Learning

Academic Rigor:

Lessons at Avance are planned and assisted through coaching meetings and weekly classroom observation to maintain the highest standard of rigor. This begins with rooting daily learning objectives in grade level standards and progresses into the planning of text dependent questions that stretch student thinking at a high level depth of knowledge. Teachers are then trained during professional development and coached in class to preserve rigor by establishing conventions of discussion that include, but are not limited to opening the floor for student to student response more often than a student, teacher, student, teacher structure (we push for class discussion to resemble volleyball, rather than tennis). Teachers practice probing students to pull answers from them, rather than giving answers for students to simply repeat. Teachers task student groups to discern strongest responses and to support their claims. Students are writing

frequently and assessed based on rubrics that are aligned to the Smarter Balanced Writing Rubrics. Mathematics courses are kept to a similar high standard by ensuring that class time is spent on grade level standards and that tutoring, house periods and homework are used for closing the gaps that students may come to Avance with. IXL is being deployed to provide mastery based practice activities for current grade level standards as well as below grade level standards that may require practice.

Social Emotional Learning:

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

Cooperative Learning:

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

Active Instruction:

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

Teamwork:

The bulk of learning time is done in teams. Every member of each team is held accountable through rotating jobs with clearly defined responsibilities. Teamwork combines independent reading and annotation, partner sharing (with emphasis given to wait time), and group collaboration and response refinement. All group members are further held accountable through cold-calling practices, while still being preserving emotional safety due to the collaboration of the team ensuring all members are prepared to share.

Assessment:

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

Celebration:

The final phase of the cycle is to celebrate student growth based on formative and summative assessment. Teachers build relationship capital as they focus on success and deepen the social and emotional trust that they have built with their students.

The National Assessment of Educational Progress (NAEP), Scholastic Aptitude Test (SAT), and American College Test (ACT) consistently demonstrate gaps in performance between students by race and income. African-American, Latino/a, Native American, and low-income students demonstrate lower performance than their white, Asian, and economically advantaged peers. The Academia Avance development team has studied examples of effective practices that have worked to close this achievement gap.

Avance has incorporated the following recommendations:

- Have uniform standards: Academia Avance will have clear and high expectations of all students that fully align with the California state standards.
- Make the curriculum challenging: Rigorous curriculum will be organized around major concepts that students are to know deeply.
- Help students catch up: A personalized environment and regular assessments will ensure that no students fall behind. Extra support before and after school will be given to those students in need.
- Provide good teachers: All Academia Avance core subject teachers will have an appropriate credential in their subject matter based on ESSA requirements for highly qualified teachers. In addition, regular planning and professional development time will allow teachers to improve their practice.

Young people want to make a difference in their families and communities and they value experiences that empower them to do so. Learning must both reflect students' lives and expand their understanding to encompass a global perspective. Schools must provide opportunities for students to develop personal responsibility, self-management of their own learning, and practice democratic principles. They must celebrate authentic accomplishments; as well as, cultural and individual diversity in an environment of tolerance and respect. These concepts are the foundation of the Academia Avance.

## Program Goals

Avance will create an educational environment that will foster success in the classroom; as well as, the community. To this end, the school works relentlessly toward the following program goals:

- Prepare students for academic success in high school as well as post-secondary education.
- Prepare students to be responsible and active participants in their community.
- Enable students to become life-long learners.

In accordance with the Expected School-wide Learning Results (ESLRs), every student who graduates from Avance will be:

Individual Learning Plans are monitored by their Advisory-House instructor. Regular meetings (two times a quarter) are held with each student, to monitor the student's academic and social progress. As needed, new goals are set with clear benchmarks identified for yearly growth.

Academia Avance will use the following methods to assess student progress and fulfillment of instructional objectives:

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

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

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

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

State Standardized Testing: Students will be expected to meet or exceed the standard educational benchmarks established by the California Department of Education and demonstrated by the California Smarter Balanced Testing and Reporting exams. Smarter Balanced Test Results will be mailed to our school, and in turn Academia Avance mails individual data results home to the student's parents. Parents and others can also access school data by using the California Department of Education website, Dataquest.

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

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

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

structure and guidance to teachers to drive classroom instruction. The Administrators and teachers will be accountable to the students, parents, our community, the District and the state for student progress and student achievement.

**Reclassification Form for English Learners**

Student Name: \_\_\_\_\_ Birthday: \_\_\_\_\_

Date of ELAC Meeting: \_\_\_\_\_ Grade: \_\_\_\_\_

**Student Performance:**

Assessment	Date	Score	Required Score
1. Smarter Balanced Achievement Level – ELA/NWEA MAP ELA RIT			(NWEA MAP) 212 or higher RIT (SBAC) Upper Level 2 or higher Upper Nearly Met Standards or higher
2.ELPAC– Overall Proficiency			4 or 5
3.ELPAC– Listening			3, 4, or 5
4. ELPAC – Speaking			3, 4, or 5
5. ELPAC- Reading			3, 4, or 5
6. ELPAC– Writing			3, 4, or 5
7. Academic Performance			Grade of C or higher in English – Language Arts

**Reclassification Committee Recommendation:**  Yes  No

Student has acquired sufficient English language fluency and academic skills to succeed in an English-only program.

**Action Taken:**

\_\_\_\_\_ Student meets the district's reclassification criteria.

\_\_\_\_\_ Student does not meet the district's reclassification criteria.

Comments:

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Executive Administrator Signature: \_\_\_\_\_

Committee's Signature: \_\_\_\_\_

Teacher's Signature: \_\_\_\_\_

Parent's Signature: \_\_\_\_\_ Date: \_\_\_\_\_