



School Accountability Report Card & Annual Report

Academia Avance Charter School

Grade Levels Served: 6th – 12th

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Los Angeles County Office of Education

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I. Executive Summary

(Maximum of three pages to include highlights and accomplishments and any other areas unique to the school; include website where SARC is posted.)

Closing the Gap

As we advance into 2011, Academia Avance continues to fulfill its promise to improve the quality of education and the performance of its students in the communities of Northeastern Los Angeles. In the 2009-2010 academic year, we met the growing needs of our students and exceeded the expectations of our community and our stakeholders through our rigorous academic and life-preparatory programs. In every classroom, in every office, on and off the competition field, our students are excelling. They are "closing the gap". Avance's API index surpasses similar schools in our area. More importantly, our students are proving they can excel under any circumstances, against any fair competition, and are poised in becoming productive, responsible members of our society.

In 2009-2010, Avance students sustained achievement levels from 2008-2009 in language arts and history. Our students not only excelled in these two areas as measured by benchmark testing, they enjoy discourse and exploration in languages and history. In physical and earth sciences, our students had similar achievement levels as in 2008-2009, a testament to their perseverance in an area that has traditionally difficult for them in previous years.

Highland Park is a culturally rich and diverse community. Our students are mainly native Spanish speakers. In 2009-2010, we reclassified 16% of our English learners, surpassing the LAUSD district-wide rate of 13%. We achieved this through our rigorous and individualized language arts programs. This achievement is a testament to the excellence and commitment of our teachers in this department.

Narrowing the Gap

Despite various setbacks throughout the year, an integral part of any growing process, Avance continues to offer an education that ranks among the top 5 public schools in Northeastern Los Angeles. But our work is far from over. It has just begun. There are many areas where we will focus our time and resources in 2011. The critical focus areas are as follows:

Avance students sustained significant setbacks in mathematics at all grades, particularly more advanced courses like Algebra II, Geometry, and Calculus. Transitioning from Math for 6th and 7th grades to Algebra I, and from Algebra I to Geometry, Algebra II, and Pre-Calculus has proven difficult for Avance students. There are a variety of reasons for understanding this phenomenon, but our faculty will focus in 2011 to improve mastery of fundamentals through rigorous coursework and constant benchmark testing to monitor our student's progress in mathematics. We are narrowing the gap in this area, but we aim to close the gap for all students.

Avance 10th graders presented mediocre performance on the CAHSEE with a 71%/70% ELA/Math pass rate, below the 84%/84% 2009 rates, and with low proficiency scores. This is an area we

aim to improve also through rigorous coursework, individualized tutoring, and constant benchmark testing.

Moreover, our student's previous strength on science did not carry over into 2009-2010 in biology and chemistry. 10th and 11th graders scored at mediocre levels across the board. The loss in proficiency meant that Avance missed the "safe harbor" threshold for AYP requirement 2 criteria. Requirements 1, 3, and 4, however, were met.

Illuminating the Numbers

Although we believe that our students' success in life goes beyond standardized test scores and other absolute measurements, we do believe that API rankings and other standardized measures are great tools in understanding our student's performance. At Avance, we conduct regular data-driven testing, and teachers are held accountable for their student's test results measured directly with California benchmark standards, among many other relevant criteria.

Avance's 2010 API score is 709. Our 2009 similar school API ranking is as 7. We are ranked six among all schools in Northeastern Los Angeles. Our enrollment growth, meanwhile, rose by 261%, the only school in Los Angeles which experienced this dramatic an increase. Avance surpasses all LAUSD traditional middle schools and high schools in 2010, except one. Our 2009 similar school ranking places us at the top echelon of all charter schools, except three in Los Angeles. We achieved these rankings while having the second highest proportion of English learners (EL+RFEP) in Los Angeles. Our students not only became proficient in English, they excelled in all areas of language arts including world and comparative literature.

Who Are We?

Demographics tell an important part of who we are at Avance, but it does not encapsulate us. Despite the challenges our students face at home, at school, and in their communities, they are proving they can excel and compete at a high level academically and in athletics. Our students are concerned young citizens interested not only in their own personal growth, but in the advancement of their communities and their peers. They show this in various extra-curricular projects where they excel including Young People's Project for youth development and Solar Cup for environmental consciousness.

According to CBE's identification of three numerically significant subgroups, Avance's student are core in this demographic. We have a high percentage of Latinos, socio-economically disadvantaged students, and English learners. Yet, our students are excelling despite these demographic indicators.

Support & Infrastructure

At Avance, we have very high expectations of our faculty and staff. Teachers participate in bi-weekly professional development programs, above the expected state standards. While we expect our teachers to fully commit to the achievement of our students, we understand that support is integral in making this a reality. We provide our teachers and staff with the tools they need to be successful in their charged endeavors. These include the following which were implemented in 2010.

We have implemented benchmark testing software to increase data-driven teaching through Data Director Zoom which provides great testing methods and detailed reporting. We have implemented mass telephone communication capabilities with individualized messages from teachers to parents using Teleparent software. Hundreds of telephone messages with individualized information are sent from teachers to parents weekly to keep parent's informed and involved. We are growing our facilities to meet our increasing student enrollment. Students have individual access to computers, emails, software current with working world standards in a variety of professional fields, and a variety of cloud computer technologies.

Conclusion

In spite of the challenges faced by Avance today, our students are closing the gap in spectacular fashion in many areas and narrowing the gap in problematic areas. We have grown, not without setbacks, to meet the growing and changing needs of our students. We have risen to the challenges we face in facilities and technology. Overall, the state of Avance is strong.

II. About Our School

A. Contact Information

School Name:	Academia Avance Charter School
CDS Code:	
Address:	115 N Avenue 53 – P.O. Box 42095, Los Angeles, CA 90042
Phone Number	(323) 494-8870
School Website:	www.academiaavance.com
Principal:	Guillermo Gutierrez
E-Mail Address:	Guillermo.Gutierrez@AcademiaAvance.com
District Name:	Los Angeles County Office of Education (Authorizer)
Phone Number:	
Superintendent:	Ricardo Mireles (Executive Director)

B. Vision & Mission (As stated in school's charter)

Academia Avance combines rigorous academic preparation with the development of real-world skills. All of our graduates will have a college career preparation that exceeds all of the University of California class requirements, with emphasis on the development of successful life-long learning habits. This is combined with the application of learned concepts via projects, internships, and multi-cultural experiences.

As a small public charter school, Academia Avance offers an excellent tuition-free education in a safe nurturing environment, and is operated and governed with community input.

Academia Avance: Our Name as the Mission Statement

Kids are constantly hearing the slogan: *Stay in School*. I'll bet more than one kid has asked: *Why?* We want Avance students to find their own answer to the question:

What am I going to DO with my education?

We stress this question because it addresses their reality. The future of their community depends upon them. Our commitment at Academia Avance is to prepare our students to advance in life so that Highland Park can advance with them.

This commitment is captured in the name:

Academia the Greek name of Plato's *school for advanced education*

Avance the imperative verb in Spanish for "*go forward*"

Thus the school's name is the mission statement for our students:

YOU, the future of Highland Park, advance through this school.

Thus the goal of an Avance student is stated as:

It's not just about getting into college. It's about succeeding in college ... so I can advance in life.

C. Community Served

(Describe whom the school is attempting to educate; Summarize what is stated in charter)

Academia Avance serves the communities of Northeast Los Angeles, California centered in Highland Park. 99% of students reside within five miles of the main campus located on Avenue 52 and Figueroa, a quarter mile from the Metro Gold Line Highland Park station.

Students Served by Avance

Academia Avance is a site-based school serving students in grades six through twelve. This school will reach its targeted enrollment of 525 students by the 2013-2014 school year. The projected enrollment growth plan is detailed below. In addition to adding the 12th grade in 2010-2011, Avance will increase the number of students at each grade level until it reaches its projected enrollment of 525 students, with 75 students in each grade.

Grade	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
12		15	30	50	75	75
11	15	30	50	75	75	75
10	30	50	75	75	75	75
9	50	75	75	75	75	75
8	75	75	75	75	75	75
7	75	75	75	75	75	75
6	75	75	75	75	75	75
Total	320	395	455	500	525	525

All students are targeted and welcome and will be supported in achieving academic success through a developmentally appropriate, rigorous, challenging, project-based 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 and other disabilities can thrive socially and academically in an innovative environment. We therefore seek to recruit an ethnically, racially and academically diverse population, with the goal of enrolling a student body that is reflective of Northeast Los Angeles. Avance will comply with the provisions of NCLB as they apply to Charter School students.

Demographics of Student Body

Demographically the ethnic composition of the school has remained relatively constant since the Fall of 2005. For the Fall of 2009 the composition was 98% Latino, 0.03% African American, 1% Native American, Asian/Pacific Isles 0.03%, and 0.06% White (non-Latino). Factors which are often used to identify “at risk” populations aptly describe the Avance student body: 46% are English Language Learners, 87.5% qualify for Free or Reduced Priced Meals, and 9% are identified as having special needs. The school has an even gender ratio.

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

D. Student Enrollment Profile
(Provide data as reported via CALPADS)

Group	Enrollment
Number of students	334
African American	0.58 %
American Indian or Alaska Native	1.17 %
Asian	0.00 %
Filipino	0.00 %
Hispanic or Latino	97.38 %
Pacific Islander	0.29 %
White (not Hispanic)	0.58 %
Multiple or No Response	0.00%
Socioeconomically Disadvantaged	86 %
English Learners	31 %
Students with Disabilities	7 %

E. Applicant Pool Demographics
(Provide data as reported by applicants)

Ethnicity	Demographics of 09-10 Applicant Pool	Demographics of Newly Enrolled Students	Overall School Demographics
Native American	1.00%	1.00%	1.00%
African American	1.00%	0.87%	0.87%
Asian	0.00%	0.13%	0.13%
Latino/Hispanic	97.0%	97.00%	97.00%

Caucasian	1.00%	1.00%	0.5%
Declined to State/other	0.00%	1.00%	0.5%

F. Student Recruitment

(Describe the recruitment process and how, if appropriate, it reduces or eliminates the gap between the demographics of the charter school and comparison schools)

Academia Avance has an open enrollment policy set by capacity for the middle school grades. There are no residency nor academics requirements. Any student residing in California is welcome, of any academic status, including special needs students with an IEP. Openings for the middle school grades are filled from the waiting list for those grades. The order of the list is set at the close of the inscription period in the Spring before the start of the academic year.

Parents take the following step to enroll their children at Avance:

1. Attend an Orientation Session. Learn about the school, its mission, and the inscription process and rules. Sessions are held every Saturday in March at 9 am.
2. Submit an Inscription Application packet. All students with a completed packet will be included in the public random drawing.
3. Attend the Inscription Day and Candidate Lottery
4. Order uniforms and confirm enrollment.

G. Comparison Schools

(List the schools, provided by the Charter School Office, used in this report for comparing the performance of the charter school to local public schools. Include grade levels served by comparison schools)

Benjamin Franklin Senior High (9 to 12)

Abraham Lincoln Senior High (9 to 12)

Eagle Rock High (9 to 12)

Luther Burbank Middle (6 to 8)

Florence Nightingale Middle (6 to 8)

Charter School & Comparison Schools API and Rank

School	2010 API Score	2009 State Wide Rank	2009 Similar School Rank
Academia Avance Charter School	709	4	7
Benjamin Franklin Senior High	640	2	4
Abraham Lincoln Senior High	588	1	1
Eagle Rock High	715	5	2
Luther Burbank Middle	626	1	2
Florence Nightingale Middle	687	3	3

H. Demographics of Charter School & Comparison Schools

(Provide Ethnicity/Race data from DataQuest, School Enrollment by Ethnicity Report. Use STAR/CBEDS data from the Accountability Progress Reporting (APR) for other demographic categories)

Demographic Variable	Academia Avance Charter School	Benjamin Franklin High	Abraham Lincoln High	Luther Burbank Middle
Ethnicity/Race	%	%	%	%
African American	1.00%	0.50%	1.00%	1.40%
American Indian/ Alaska Native	1.00%	1.00%	0.01%	0.67%
Asian	0.00%	3.00%	17.4%	2.10%
Filipino	0.00%	3.00%	0.02%	3.00%
Hispanic or Latino	97.00%	92.0%	81.4%	92.2%
Pacific Islander	0.00%	0.00%	0.02%	0.01%
White	1.00%	0.50%	0.04%	0.4%

Other Demographics				
Free/Reduced Price Lunch	%	%	%	%
Gifted and Talented Program	12.6%	%	%	%
Migrant Education Program	0.00%	%	%	%
English Language Learners	31.4%	58.0%	68.5%	60.0%
Reclassified Fluent English Language Proficient	72.3%	%	%	%
Students with Disabilities	7.00%	11.0%	10.8%	15.00%
Average Parent Education Level				
Parents not a High School Graduate	%	%	%	%

I. Student Enrollment by Grade

Grade Level	Number of Students
Kindergarten	0
Grade 1	0
Grade 2	0
Grade 3	0
Grade 4	0
Grade 5	0
Grade 6	83
Grade 7	88
Grade 8	70
Grade 9	43
Grade 10	34
Grade 11	16
Grade 12	0
Total Enrollment	334

J. Schools of Residence

(List schools students attending the charter would otherwise attend in order of greatest to lowest percentage of enrollment at the charter. For schools providing less than 5% of the charter's enrollment, group these schools by district and provide the data)

School	District	# of Enrolled Students	% of Total Enrollment
Benjamin Franklin Senior High	LAUSD	1810	

Abraham Lincoln Senior High	LAUSD	1910	
Eagle Rock High	LAUSD	2391	
Luther Burbank Middle	LAUSD	1335	

K. Average Class Size & Distribution

(Provide data to show the average class size and number of classrooms that fall into each category)

Elementary School

Grade Level	2007-08			2008-09			2009-10					
	Average Class Size	Number of Classrooms		Average Class Size	Number of Classrooms		Average Class Size	Number of Classrooms				
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K												
1												
2												
3												
4												
5												
6												
K-3												
3-4												
4-8												
Other												

Secondary School

Subject	2007-08			2008-09			2009-10					
	Average Class Size	Number of Classrooms		Average Class Size	Number of Classrooms		Average Class Size	Number of Classrooms				
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
English	24.5	3	5	0	26.3	3	8	0	23.5	7	22	0
Math	24.5	2	6	0	23.0	4	4	0	22.8	13	19	0
Science	24.9	2	6	0	26.0	3	8	0	23.4	9	20	0
Social Science	24.9	3	5	0	26.0	3	7	0	23.9	8	20	0

L. Opportunities for Parental Involvement

(Describe the opportunities and activities available for parental involvement in the school. Include an Annual Calendar of Events as Appendix I.M)

At Academia Avance, Parents are partners in their children’s education. Parent involvement is critical to our daily operations. Parents agree to volunteer a minimum of 40 hrs per year upon enrollment.

Parents participate in many ways. Parent Advisory Committee is a House Model where a each House/Homeroom has a designated parent leader. They communicate with the rest of the parents and the House teacher. This group of House Parent leaders is called the PAC (Parent Advisory Committee), we have 29 PAC leaders this school year.

Parents also volunteer on a daily basis to help run our meal program at Avance, we have volunteers in the AM and PM. Parents may also volunteer on select weekends for clean up or special events such as school dances, tamalisa, etc.

Calendar of Parent Events (2009 and 2010)

- Sept. 2010- Parent/ teacher BBQ
- Sept. 2010- Back to School night
- Oct. 2010- Parent/ Teacher conferences
- October 2010- Halloween Events
- November 2010- Tamalisa
- Nov. 2010- College Week Chaperons
- Dec. 2010- NE Holiday Parade
- Dec. 2010- Winter Formal
- Feb. 2010- Valentine's Sweetheart Dance Activities
- March 2010- College Week Chaperons
- April 2010- TBD/ Prom
- May 2010- TBD/ Solar Cup Camping trip
- June 2010- 8th grade Culmination/ Senior Graduation

M. Suspensions and Expulsions

(Provide the number and rate of suspensions and expulsions at the school and district for the most recent three-year period)

	School Data			District Data		
	2007-08	2008-09	2009-10	2006-07	2007-08	2008-09
Number of Suspensions	18	14	22	NA*	NA	NA

Number of Expulsions	0	0	0	NA	NA	NA
Suspension Rate	5%	4%	6.4%	0.0	7.1	7.2
Expulsion Rate	0.00%	0.00%	0.00%	-7.7	0.0	0.0

* Academia Avance is an independent charter school under the supervision of the Los Angeles County Board of Education.

N. Compliance with Special Education Services

a. Special Education / 504

Special Education is a program under IDEA (Individuals with Disabilities Education Act) which provides specialized services for students with at least one of 13 classifications (determined through a battery of standardized assessments). The services are outlined in an Individual Education Plan, and can modify academic instruction (either within a general education classroom or in a classroom that provides specialized instruction), provides use of specialized tools and equipment, and provides other programs and services outside of academics (such as Counseling, adaptive PE, Occupational Therapy, Physical Therapy, Speech/Language, etc). The goal is for the student to have as much access to General Education population/curriculum as possible within the student's Least Restrictive Environment (LRE). At Academia Avance, we have worked with Special Education students since the beginning and continually look for ways to improve our program to provide better services for students with IEPs.

Section 504 is a federal law under The Rehabilitation Act of 1973. It prohibits any educational institution which receives federal funds to discriminate against any student based on disability. Public institutions (which includes K-12 Districts, Colleges/Universities, etc.) must provide a Free and Appropriate Public Education (FAPE) to any student regardless of disability. Special Education students can also have a Section 504 plan, but Section 504 is not limited to Special Education students. We currently have one student who is on a Section 504 plan. He has ADHD and takes medication. He has classroom accommodations (such as extra time), but he does not qualify for Special Education services (he gets good grades and is proficient in both LA and Math on CSTs).

There is a full-time Resource Specialist on staff who provides daily services to students with an IEP. The Resource Specialist provides a combination of push-in services (by going into the classrooms as extra support for the students and teachers), and pull-out services (pulling small groups for about 45 minutes for additional instruction outside of the classroom). Amount of services for each student is determined by the number of minutes indicated on their IEP.

Number of students with an Individualized Education Program (IEP):_

47 Students in 2009-2010_____

III. Charter Specific Accountability

A. Measurable Outcomes

(List all schoolwide and pupil outcomes, academic and nonacademic, as stated in the charter. State whether each was met /not met and provide substantiating data indicating the means by which progress was measured. If not met, indicate the degree/percent of progress and the manner in which the school plans to improve/increase performance in the current school year)

Ed. Code § 47605 (b)(5)(B) which requires a description of “the method by which pupil progress in meeting those outcomes is to be measured.” These outcomes apply to each grade level.

Outcome Goals – Skills, Knowledge, and Attitudes

Academia Avance Charter School will satisfy state requirements for student assessments pertaining to Education code Section 60605.

Avance is committed to closing achievement gaps and increasing the academic performance of all its students, including low achievers, high achievers, and English Language Learners and students with Special Needs. The goals and performance outcomes for all students who attend Avance are as follows:

Pupil Outcome Goals

Academia Avance will be high performance school that will deliver a consistent educational environment and experience for students—preparing every student with the skills, experience, and knowledge to enter college. Avance will accomplish its educational mission through clear expectations and an intensive focus on students meeting Grade Level/Subject State Standards in English/Language Arts, Science, Mathematics, History/Social Sciences and Foreign Language.

The education mission will be measure by the following: Academia Avance will continue to pursue the following pupil outcome goals:

- Students will demonstrate a proficiency in reading and writing commensurate with expectations delineated by AYP targets.
- Students will demonstrate a mastery of designated outcome goals in the areas of English Literature, History, Math, Science, Art, and a Foreign Language, commensurate with expectations delineated by AYP targets. Suggested goals, subject to revision, are listed in Section C below.
- Students will demonstrate mastery of skills related to college preparation and success in continued education.
- Students will complete coursework and related activities needed to be considered for admission at the University of California and California State Universities (i.e. A-G requirements).
- 90% of enrolling 9th-grade students who do not enroll at another school prior to the 12th grade will graduate from Academia Avance.

- 100% of students will pass the CAHSEE prior to graduation.
- Decrease by 5% annually the percentage of students at all grade levels scoring Far Below Basic or Below Basic on the English CST exam.
 - Increase by at least 2% annually, the percentage of students scoring proficient or advanced in English Language Arts as measure by CST.
 - Avance will meet all criteria of Adequate Yearly Progress goals as required by No Child Left Behind.
 - Increase by 2% annually the percentage of all students scoring Proficient or Advanced on the CST Algebra I exam.
 - Increase by 2% annually the percentage of students scoring proficient or advanced performance in Mathematics CST and Science CST's.
 - Increase annually by 10% the percentage of 10 th graders who pass the English Language Arts portion of the CAHSEE at the census administration. For grade 10, Avance will use the results of the month of February and for make-up administration results from March and May to ensure 95% participation rate.
 - Increase by 10% annually the percentage of English Learners who will achieve proficient to advanced levels of fluency in English Language Development as measured by the CELDT test and as defined by Avance's EL Plan.
 - To better serve Avance students and our community, Avance will continue to examine and improve its list of student outcomes over time to reflect the school's mission and any changes to state or local standards that support such mission. Avance is responsible for following the California State Standards for students in grade 6 through 12; specific emphasis will be place on those standards which prepare students for entry into and success in universities. These will include all or part of the following:

School-wide Performance Outcomes

Schoolwide Outcome Measures:

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

- Be fully WASC accredited by Spring of 2012.

ContentSpecific Performance Outcomes:

English/Language Arts

Measurable Outcomes

- Students will demonstrate knowledge and skills necessary to deconstruct and analyze grade-level expository text and literature.
- Students will write essays competently and persuasively and working-world vocabulary in context-both writing and speaking
- Students will recognize genre, style, and elements of literature.
- Students will read with comprehension, write with clarity, speak with meaning, and possess familiarity with literary works.

Mathematics

- Students will demonstrate an understanding of the symbolic language of mathematics and the use of mathematics in a variety of problem-solving situations.
- Students will be able to use geometric skills and concepts. They will be able to construct formal, logical arguments and proofs in geometric settings and problems. Students will apply advanced algebra and trigonometry to biology, chemistry, and physics problems.
- Students will be able to apply advanced algebra, geometry, and trigonometry to solve authentic real-world or working-world problems.
- Students will be able to use trigonometric functions and to provide basic identities regarding them for the study of more advanced mathematics and science.
- Students will gain experience with algebraic solution of problems, including the solution of systems of quadratic equations, logarithmic and exponential functions and the binomial theorem, and the complex number system.

Science

- Students will use biology and chemistry knowledge to purposefully manipulate substances at the molecular level in a laboratory.
- Students will demonstrate an understanding of the symbolic language of chemistry and physics.
- Students will demonstrate, through investigation and experimentation, an understanding of the principles of physical and life science as well as ecology.

History and Social Science

- Students will demonstrate an understanding of world history, government, and economics.
- Students will demonstrate an understanding of American history, government, and economics.
- Students will demonstrate an understanding of world cultures in the areas of sociology, literature, art, archaeology, geography, and history.
- Students will provide well-organized, competent, and reasoned essay responses and essays that demonstrate an understanding of world and American history, government, and economics.

Foreign Language - Chinese (Mandarin)

- Students will demonstrate the ability in a foreign language to read with comprehension, write with clarity, and speak with meaning, as well as possess familiarity with literary world.

School Outcome Goals

Although renewal of the Academia Avance is contingent solely on the requirements set forth in AB 1137, Academia Avance also is committed to meeting specified benchmarks and outcome goals.

Comparison Schools

California Ed. Code Section 47607(b) establishes three categories for the establishment of comparison schools for evaluation of academia performance of a charter school:

- Schools with a "demographic similarity" as established via the CDE Similar School Ranking (SSR), which is in turn based on the 13 demographic characteristics established by the Public Schools Accountability Act (PSAA) of 1999 (Chapter 3, Statutes of 1999). These are used in the CDE School Characteristics Index (SCI). The SSR establishes a list of 100 "similar schools" - 50 above and 50 below in their SCI to school under analysis.
- Those schools determined that Avance "pupils would otherwise have been required to attend."
- 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.

Academia Avance proposes that groups 1. and 3. be combined so that a comparison groups is formed of the LAUSD schools within the CDE group of 100 schools, thus addressing the demographic and location factors. Thus, two comparison groups would be established:

Avance's academic achievement in the renewal charter term will be compared to the achievement of selected LAUSD schools that are similar in demographic and other characteristics. The comparison district schools will be selected that meet the following criteria:

- (a) The district schools most representative of the schools that 75% of Avance's students would otherwise have been required to attend.
- (b) The LAUSD schools included in the group of similar schools determined by the CDE used for the Similar Schools Ranking.

Academic Measures

At the time of renewal, if the charter school has met the established and agreed benchmarks either in the previous year or in two of the previous three years, the charter school will be considered an academic success. The following benchmarks will be used to define the academically success of Academia Avance:

1. The charter school's API score at the time of renewal is greater than the median API score for the comparison schools.
2. The percentage of charter school students scoring Advanced & Proficient in ELA on the CST is greater than the median percentage for comparison schools.
3. The percentage of charter school students scoring Advanced & Proficient in Math on the CST is greater than the median percentage for comparison schools.
4. The percentage of charter school students scoring Below Basic & Far Below Basic in ELA on the CST is below the median percentage for comparison schools.
5. The percentage of charter school students scoring Below Basic & Far Below Basic in Math on the CST is below the median percentage for comparison schools.

6. The percentage of charter school ELL students redesignated to English proficiency is greater than the median for comparison schools.
7. The school has met its AYP goals and is not in Program Improvement

Suggested Subject Matter Competencies

As indicated above, Academia Avance expects its graduates to demonstrate a mastery of specific subject matter competencies, as detailed by the California State Content Standards for Reading/Language Arts, Math, Science, History, and recommended standards in Fine Arts, Physical Education, and Foreign Language. The following is a list of suggested goals for subject matter competencies. It should be noted that the lists have been developed from the State Content Standards and are by no means meant to replace the standards. The following lists detail broad learning targets by content area. State content standards detailing specific learning targets as mandated by the State of California will be utilized by all faculty (a detailed scope and sequence of standards can be found in Appendix S). Additionally, in-depth discussions with the school community on what students should know and be able to do will occur.

English/Language Arts

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

- e) Understand and appreciate literature and the arts as expressions of and ways to interpret the human experience
- f) Obtain meaning from a variety of complex texts
- g) Be well read as demonstrated by reading a variety of literary works representing different genres
- h) Make informed interpretations of the purpose and meaning of literary works
- i) Convey interpretations of the purpose and meaning of literary works
- j) Explain how literature from various cultural/ethnic groups expresses both distinctive and similar values, experiences, struggles, and contributions
- k) Evaluate how the form and content of literary work contributes to its message and impact

Percentage of students who are proficient or advanced in Language Arts will be 67 percent for the year 2010-2011, increasing annually to reach 100 percent in 2013-2014 as established in the CDE Adequate Yearly Progress Report Information Guide.

History

In the area of History, students will:

- Understand and apply civic, historical, and geographical knowledge in order to become a citizen in a diverse world
- Apply information, concepts, and perspectives from the history of our nation and the history and development of other nations
- Deliberate on public issues which arise in a representative democracy
- Use historical research to ask and answer questions about the past
- Recognize that regions can be defined in cultural, physical, or political terms
- Accurately interpret and summarize information from maps, charts, and

graphs

- Understand the building blocks of representative government
- Understand the evolution of early civilizations and the development of new ideas, institutions, and systems of thought
- Recognize that events in the past inform the present
- Understand the rich and varied achievements of diverse peoples

Math

In Math, students will:

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

Percentage of students who are proficient or advanced in Math will be 67.3 percent for the year 2010-2011, increasing annually to reach 100 percent in 2013-2014 as established in the CDE Adequate Yearly Progress Report Information Guide.

Science

In Science, students will:

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

Arts

In the Arts, students will:

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

Foreign Language (Mandarin)

In the area of Foreign Language, students will:

Standard 1 : Use the target language to engage in conversations, express feelings and emotions, and exchange opinions and information

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

Physical Education

In the area of Physical Education, students will:

- Exhibit a physically active life style

Demonstrate responsible personal and social behavior in physical activity settings

Understand and apply the rules of multiple sports

Understand how individual contributions lend themselves to the success of a team

IV. Student Performance & Accountability

A. CST Results for All Students – 3 year trend

(Provide requested data using the three most recent DataQuest STAR CST Results Full Report)

Percentage of Students Achieving at the Proficient or Advanced Level

Subject	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English/ Language Arts	34	37		35	38		46	50	
Mathematics	19	25		35	37		43	46	
Science	35	74		36	38		46	50	
History/ Social Science	20	38		24	29		36	41	

Provide a brief analysis of the current years performance on the STAR CST. Highlight any areas of strength or weakness and actions taken to improve upon this metric.

Avance students sustained sustained achievement levels in the areas of Language Arts and History. Avance students had similar achievement in 2009 from 2008 in science. However, Avance students experienced major setbacks in the area of mathematics in 2009.

B. CST Results by Student Group – 3 year trend

(Provide requested data using the three most recent DataQuest STAR CST Results Reports by Subgroup)

Percentage of Students Scoring at the Proficient or Advanced Level—By Student Group

Group	2007-08				2008-09				2009-10			
	English/ Language Arts	Math	Science	History/ Social Science	English/ Langua ge Arts	Math	Science	History/ Social Science	English/ Language Arts	Math	Science	History/ Social Science
African American												
American Indian/Alaska Native												
Asian												
Filipino												

Hispanic or Latino					36				36			
Pacific Islander												
White (not Hispanic)												
Male					38				38			
Female					36				36			
Economically Disadvantaged					37				37			
English Learners					14				14			
Students with Disabilities					4				4			

Students Receiving Migrant Education Services												
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Provide a brief analysis of any significant trends or patterns extracted from this data.

Avance’s core demographic are students of Latino descent, socio-economically disadvantaged, and English learners. The CST scores reflect this demographic. Student typically excel in language arts and history while having difficulties in mathematics and science.

C. Academic Performance Index Ranks – 3 year trend
(Provide requested data using the DataQuest API Base Similar Schools Report)

Year	API Score	State Wide Rank	Similar School Rank
2008	701	4	9
2009	725	4	7
2010	NA	NA	NA

Provide a brief narrative of the schools API Rank and note any changes resulting in such rankings.

Avance's 2010 API score is 709. Our 2009 similar school API ranking is as 7. We are ranked six among all schools in Northeastern Los Angeles. Avance surpasses all LAUSD traditional middle schools and high schools in 2010, except one. Our 2009 similar school ranking places us at the top echelon of all charter schools, except three in Los Angeles.

D. Academic Performance Index

(Provide data from the charter school's three most recent DataQuest Accountability Progress Reporting (APR) Growth and Base Reports including all subgroups)

Numerical Increase of API from 2008 to 2010				
Year	Base	Target	Growth	API
2008	701	706	5	4
2009	725	730	5	4
2010	NA	NA	NA	NA

Provide any inferences or conclusions drawn from the APR reports including growth or decline patterns or trends. Elaborate upon any significant findings.

E. Academic Performance Index Growth by Student Group –3 year trend

(Provide requested data using the DataQuest Accountability Progress Reporting (APR) Growth and Base Reports for subgroups)

African American Students					Hispanic /Latino Students			
	Base	Target	Growth			Base	Target	Growth
2008					2008			
2009					2009			
2010					2010			
SES Disadvantaged Students					English Language Learners			
	Base	Target	Growth			Base	Target	Growth

2008					2008			
2009					2009			
2010					2010			

Provide a brief narrative of the schools API Growth by Student Group and note any changes resulting in such rankings. Identify any steps being taken to achieve equitable performance for all students.

F. Adequate Yearly Progress Overall and by Criteria

(This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria)

AYP Criteria	School	District
Overall	Y	
Participation Rate - English-Language Arts	Y	
Participation Rate - Mathematics	N	
Percent Proficient - English-Language Arts	Y	
Percent Proficient - Mathematics	Y	
API	Y	
Graduation Rate	Y	

G. Adequate Yearly Progress

(Provide the charter school's three most recent DataQuest Accountability Progress Reporting (APR) AYP School Report showing all indicators used to measure AYP as Appendix III.F)

3-Year AYP Summary Table in English & Language Arts and Mathematics	2008				2009				2010			
	# Valid Scores	# Proficient and Above	% Proficient and Above	Met AYP	# Valid Scores	# Proficient and Above	% Proficient and Above	Met AYP	# Valid Scores	# Proficient and Above	% Proficient and Above	Met AYP
English & Language												

ua ge Art s													
	Overall												
	African American												
	SED												
		2008				2009				2010			
M at h e m a t i c s		# Valid Score s	# Proficient and Above	% Proficient and Above	Met AYP	# Valid Scores	# Proficient and Above	% Proficient and Above	Met AYP	# Valid Scores	# Proficient and Above	% Proficient and Above	Met AYP
	Overall												
	African American												
	SED												

H. Federal Intervention Program – Title I Programs Only

(Provide data from the charter school's most recent DataQuest Accountability Progress Reporting (APR) School Report – PI Status)

Is the school designated as a Program Improvement school? No Yes

If yes, specify the specific PI year designation _____

Indicator	School	District
Program Improvement Status	n/a	
First Year of Program Improvement	n/a	
Year in Program Improvement	n/a	
Number of Schools Currently in Program Improvement	n/a	
Percent of Schools Currently in Program Improvement	n/a	

Describe steps the school is taking to maintain/achieve Safe Harbor or exit PI. (Include the two-year PI Plan as Appendix III.H)

I. California High School Exit Examination Results for All Students – 3 year trend

(Provide data using the most recent DataQuest CAHSEE School Report for All Grades, both English-Language Arts and Mathematics)

CAHSEE Pass Rates for All Students

Subject	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts	N/A		70.00%	N/A		70.00%	N/A		78.00%
Mathematics			71.00%			71.00%			78.00%

CAHSEE Pass Rates for 10th Graders & All Students (Overall)

	2007-08				2008-09				2009-10			
	English/ Language Arts		Mathe matics		English/ Language Arts		Mathe matics		English/ Language Arts		Mathe matics	
10 th Graders	N/A		N/A		N/A		N/A		70.00 %		71.00 %	
Overall									71.00 %		71.00 %	

Summarize CAHSEE pass rates for 10th grade and for all students using California's pass rate standard. Indicate if rates are an increase or decrease from the previous year. Compare the charter school's pass rates to those of its assigned comparison schools.

J. California High School Exit Examination Results by Student Group

(Provide data using the most recent DataQuest CAHSEE School Report for Mathematics and English Language Arts by Gender and Ethnic Designation)

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	na	na	na	na	na	na
African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino						

Pacific Islander						
White (not Hispanic)						
Male						
Female						
Economically Disadvantaged						
English Learners						
Students with Disabilities						
Students Receiving Migrant Education Services						

Provide a brief discussion and analysis of the above results and include any steps being taken to continue improving upon this metric.

K. California Physical Fitness Test Results

(Provide data from the most recent (08-09) California Physical Fitness Test for the table below)

Grade Level	Percentage of Students Meeting Healthy Fitness Zones		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5 th	N/A	N/A	N/A
7 th	35.00%	N/A	N/A
9 th	40.00%	N/A	N/A

L. California English Language Development Test (CELDT)

(Provide data from the most recent DataQuest CELDT Report)

Annual Assessment- All Students (Number and Percent at each level)

Performance Level	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Advanced							1/4 %	6/2 2%	10/37 %	5/1 9%	4/1 5%	1/4 %		27
Early Advanced							10/22 %	15/33 %	7/1 6%	5/1 1%	6/1 3%	2/4 %		45
Intermediate							16/44 %	9/2 5%	3/8 %	4/1 1%	4/1 1%	0/0 %		36
Early Intermediate							3/6 0%	2/4 0%	0/0 %	0/0 %	0/0 %	0/0 %		5
Beginning							1/2 0%	1/2 0%	2/4 0%	1/2 0%	0/0 %	0/0 %		5

Number Tested							31	33	22	15	14	3		
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CELDT Criterion Report-All Students Meeting CELDT Criterion

	K	1	2	3	4	5	6	7	8	9	10	11	12
# Students							3	2	5	4	3	1	
% Students							10	6	23	27	21	67	
Number Tested							31	33	22	15	14	3	

Analyze the school's current year performance. Describe trends or patterns over the previous year.

Avance reclassified 16% of our English learners in 2010 surpassing LAUSD and state averages at approximately 12% to 13%.

V. School Completion and Postsecondary Preparation (High Schools Only)

A. Dropout Rate and Graduation Rate

(Provide data from the school's most recent DataQuest Graduation Data Reports: Graduation Rates Based on National Center for Education Statistics (NCES) Definition by School; Grade 12 Enrollment and Graduates; Graduates and Graduates with UC/CSU required Courses by Gender and Ethnicity Reports)

Dropout & Graduation Rate

Indicator	School			District (LACOE)			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Dropout Rate (1-year)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Graduation Rate	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

B. Completion of High School Graduation Requirements

(Provide data from the DataQuest Graduation Data-Grads & Grads with UC/CSU required Courses by Gender & Ethnicity Report)

Group	Graduating Class of 2009		
	School	District (LACOE)	State
All Students	na		
African American	na		
American Indian or Alaska Native	na		
Asian	na		
Filipino	na		
Hispanic or Latino	na		
Pacific Islander	na		
White (not Hispanic)	na		
Socioeconomically Disadvantaged	na		
English Language Learners	na		
Students with Disabilities	na		

Summarize the charter school's graduation and UC/CSU credit rates. If data is unavailable, explain the reason and how the school is addressing this issue.

C. Courses for University of California and/or California State University Admission
(Provide data from the DataQuest Graduation Data-Grads & Grads with UC/CSU required Courses by Gender & Ethnicity Report)

Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	100%
Graduates Who Completed All Courses Required for UC/CSU Admission	n/a

D. Advanced Placement Courses
(Provide data from the DataQuest Course Enrollment by School- Advanced Placement Classes)

Course Name	Students Enrolled
AP U.S. History	16

E. Career Technical Education Programs

Measure	CTE Program Participation
Number of pupils participating in CTE	n/a
Percent of pupils completing a CTE program and earning a high school diploma	n/a
Percent of school's CTE courses sequenced or articulated between the school and institutions of postsecondary education	n/a

Provide information about degree to which pupils are prepared to enter the workforce including the Career Technical Education (CTE) Programs offered at the school

VI. School Staff

A. Teacher Credential Summary Table (Provide data from the California Department of Education)

Teacher Qualification	School Data			District-Wide
	2007-2008	2008-09	2009-10	2009-10
With Full Credential	7	11	15	
Without Full Credential	0	2	3	
Teaching Outside Subject Area of Competence	0	0	0	

B. Teacher Mis-assignments and Vacant Teacher Positions (Use data provided by the SARC Template from the California Department of Education)

Indicator	2007-08	2008-09	2009-10
Mis-assignments of Teachers of English Learners	0	0	0
Total Teacher Mis-assignments	0	0	0
Vacant Teacher Positions	0	0	0

C. Core Academic Classes Taught by No Child Left Behind Compliant Teachers
(Provide data for classes taught by NCLB and non-NCLB Compliant Teachers)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	15	0
All Schools in District	15	0

D. Support Staff/Non-certificated Staff Table

(List all non-certificated staff members including, but not limited to principals, directors, coordinators, consultants, counselors, instructional assistants, etc.)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	n/a
Library Media Teacher (librarian)	0	n/a
Library Media Services Staff (paraprofessional)	0	n/a
Psychologist	1	n/a
Social Worker	0	n/a
Nurse	0	n/a
Speech/Language/Hearing Specialist	1	n/a
Resource Specialist (non-teaching)	1	n/a
Other	0	n/a

E. Teacher and Administrative Salary Table

(Provide salary data for each of the following areas; modifications can be made to positions)

Position	Annual Salary	Annual Benefits (\$)
Median Paraprofessional/Aide	N/A	N/A
Median Classified	32,000	8,000
Median Custodian	N/A	N/A
Beginning Teacher	42,000	10,500
Median Teacher	48,000	12,000
Highest Teacher	60,000	15,000
Lowest Assistant Principal	75,000	18750
Median Assistant Principal	75,000	18750
Highest Assistant Principal	75,000	18750
Lowest Principal	85,000	21250
Median Principal	85,000	21250
Highest Principal	85,000	21250
Director(s)	85,000	21250
Supt./Executive Director	85,000	21250

F. Professional Development Plan

(Provide a brief summary of the main focus or foci of professional development activities for the year.

Explain how the focus was chosen and how it supports the school's vision and student achievement needs.

Include a full table of all professional development opportunities as Appendix V.G)

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

Continuous Professional Development

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

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

- collaborative learning
- writing to learn

- literacy groups
- questioning strategies
- scaffolding texts
- academic classroom talk

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

NCLR Partnership for Professional Development

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

All Avance teachers take part in a bi-weekly teacher meeting that focuses on operations and instruction. These meetings are held every other Wednesday from 2:20 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 towards strengthening of instructional strategies.

VII. School Governance

A. Board Composition

(Provide the following information the charter school's governing board)

Name	Relationship to Charter/other board member(s)*	Charter School Employee (Yes/No)	Position Held on the Board	Voting or Non Voting Member	Compensation Received (if any)
Matthew Jaime	None	No	President	Voting	None
Neil Shah	None	No	Treasurer	Voting	None
M. Lou Calanche	None	No	Secretary	Voting	None
Barbara Maxwell	None	No	Member	Voting	None
Tony Gourdine	None	No	Member	Voting	None
Alfredo Rasch	None	No	Member	Voting	None

B. Board Meetings

(List Board Meetings for the Report Year)

Number of Board Members required to reach quorum: 4

Date	Time	Location	# of Board Members Present
09/22/2009	5:30pm	3838 Eagle Rock Blvd, Los Angeles, CA 90065	5
11/04/2009	6:30pm	129 N Avenue 53, Los Angeles, CA 90042	4
12/08/2009	6:00pm	129 N Avenue 53, Los Angeles, CA 90042	5
03/11/2010	6:00pm	129 N Avenue 53, Los Angeles, CA 90042	4
03/31/2010	8:30am	129 N Avenue 53, Los Angeles, CA	5

		90042	
04/24/2010	8:00am	115 N Avenue 53, Los Angeles, CA 90042	5
04/28/2010	1:30pm	115 N Avenue 53, Los Angeles, CA 90042	4
05/24/2010	6:00pm	129 N Avenue 53, Los Angeles, CA 90042	6
06/18/2010	5:00pm	129 N Avenue 53, Los Angeles, CA 90042	4
06/30/2010	3:00pm	129 N Avenue 53, Los Angeles, CA 90042	5

VIII. School Facilities

A. School Facility Conditions and Planned Improvements

(Describe any changes, needs, improvements to school site facilities. Provide the date(s) of LACOE Facilities and Risk Management inspection(s), recommendations provided, and the actions taken by the Charter School. Attach LACOE Reports as Appendix VIII.A)

Facilities Improvements for Student Population Growth

Avance will meet our facilities requirements based on our goal student population of 550 by August of 2011 while adding significant improvements on all our facilities by consolidating two campuses into one large campus and the addition of various activity spaces.

10 New Classrooms

Avance will add 10 new modular classrooms each with a 30 seat capacity on our main campus. The 2-story building will provide classroom space and our library and multi-media center.

Science Laboratory

Avance will add a new laboratory for chemistry and physics lab requirements for all students.

Library & Multi-Media Center

Avance will add a library & multi-media center in our new modular building which will include at least 15 new computer terminals for student use, research materials, and books. This space will serve as research and study space for all students under staff supervision.

College & Parent Resource Center

The Avance College Center called "Universidad De Padres" will be under the direction of the Parent Advisory Committee (PAC) which will include office space and a college resource center for parents and students. This space will have at least 10 additional computer terminals.

Gymnasium Improvement

Avance will improve our gymnasium space in 2011 to meet all athletic requirements.

Campus Planning and Landscape Design

Our Akron campus in Highland Park will be designed and built into an enclosed campus with student courtyards and mutiple building integrated together into a small community.

B. School Facility Good Repair Status

(Provide the results of the most recently completed LEA school site inspection)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	N/A				
Interior: Interior Surfaces	N/A				
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	N/A				
Electrical: Electrical	N/A				
Restrooms/Fountains: Restrooms, Sinks/ Fountains	N/A				
Safety: Fire Safety, Hazardous Materials	N/A				
Structural: Structural Damage, Roofs	N/A				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	N/A				
Overall Rating	N/A				

C. School Safety Plan

(Provide a summary of the Comprehensive Safe Schools Plan)

Avance School Emergency & Safety Response Plan

Introduction

The purpose of the Avance Emergency Response Plan is to provide a concise reference for staff when facing a crisis or an emergency. Accident and crisis prevention are particularly important whenever children are involved, but even the most thorough and imaginative forethought cannot prevent all emergencies.

It is our responsibility to be prepared with management plans for foreseeable emergencies and for all staff members to be apprised of their roles in these plans.

History of Academia Emergency Response Plan

This plan is being implemented through the assistance of the US Department of Education's Readiness and Emergency Management for Schools Grant. This grant was awarded to Academia Avance in February of 2008. Assistance with implementation is being provided by Stacey Newton, safety coordinator for PUC schools. The plan includes the following: monthly meetings, initial school site meetings, plan development and distribution, cpr/first aid training, emergency response/crisis management training, security and vulnerability assessments, emergency drills, emergency go-kits, and communication devices. Implementation of the recommendations began in August 2008 during the Avance Faculty & Staff Orientation Meetings. Planning and organization is under the direction of the Academia Avance Principal.

Academia Avance Executive Board Policies

1. Certain policies governing emergency preparedness and response within the school are established.

The safety of students is paramount. All actions taken shall bear this in mind as well as the safety and well-being of employees.

If a disaster occurs during school hours, school will not be dismissed without the express approval of the Principal and/or Charter Board President. Students will remain under the supervision of school authorities until released to parents or their pre-authorized representative. The following entities shall be notified as soon as a closure decision is made through the Principal's Office, as needed.

- Academia Avance Executive Board
- Charter Authorizer, LAUSD
- Local area media
- Police, fire, and other agencies
- State & Federal legislators and other officials
- California Office of Emergency Services
- California Department of Education
- Local hospitals and County Emergency Medical Services

If parents or guardians come to the school and properly identify themselves, students will be released.

Since school personnel are expected to assist in post-disaster care of students, arrangements for care of their own family should be prearranged in order to permit discharge of this emergency responsibility. We take these steps to ensure employees are ready to fulfill their disaster responsibilities.

The Principal, or designee shall prepare a list of staff to be assigned specific emergency response roles as outlined in this plan.

Each Principal or designee shall conduct a survey of certificated and classified personnel to determine each employee's status in terms of first aid training, disaster preparedness training, and other emergency experience and training. Records will be kept current as changes of personnel occur. Copies of records will be kept on file in the Principals office.

Solicit cooperation of the Parent Advisory Board and other parent groups in organizing disaster response activities and assignments.

In preparation for the possibility of a long stay at schools, the Principal or designee shall prepare a list of students and staff who have special conditions requiring medications and/or special attention.

CAMPUS EMERGENCIES

Actual Fire Emergency: The fire alarm will ring **solely** in the affected buildings. Only buildings in which alarms are ringing should be evacuated. Follow procedures contained on the wall chart in your classroom. If the chart is missing, contact the Principal for a replacement.

Fire Drills: During a fire drill, all the alarms in all campus buildings will sound.

Preparation for an emergency evacuation is of the utmost importance. Each and every faculty/staff member is to regard such an event with extreme seriousness. Adults will be expected to conduct themselves in such a way as to leave no doubt in any student's mind that fooling around, talking or any type of festive attitude is not to be tolerated. At the sound of the evacuation bell, the following procedure is to be carefully followed:

- a. *Everyone is to leave any building in which the bells are ringing.* The alarm will consist of a continuous bell. In classrooms, at the sound of the bell, each one is to stop their lesson and guide students to their predetermined location.
- b. *Evacuate the building in a quick but controlled and orderly manner.* Avoid running and pushing. All unnecessary talking should be stopped. The first one to reach any door should open it, and hold it open, unless door checks are provided. In this case he should see that the door is properly secured.
- c. *Go to your predetermined evacuation area and remain there until you and your class receive an all-clear signal.* Students should be at least 25 feet from any building and away from entrances which could possibly be used by firemen. An evacuation map is included in the appendix of this handbook.
- d. *Teachers should bring an attendance sheet or an Emergency Roster for attendance purposes.* Nothing else should be carried out from the building.
- e. During a fire drill, the Principal and Student Services Coordinator should check to see that all teachers and pupils are out of the classrooms and that all doors are closed. Also, report any bells not sounding during the drill or alarm to the Principal.
- f. Students and Faculty are not to return to their proper areas until the all-clear signal has been given (silencing of the bells) and the Principal has directed them to return.
- g. All personnel in the Administration offices will evacuate at the sound of the fire signal bell with the exception of the phone operator who will leave only during an actual emergency.

In the event of any emergency, remember to the 3 “C”s

1. *Stay **Calm***
2. *Keep **Control***
3. *Use **Common Sense**.*

EARTHQUAKE PROCEDURES

During the Shaking:

- a. If indoors, stay indoors. Take shelter under any sturdy furniture, away from glass, or in a door jam.
- b. Do not use candles, matches, or other open flame.
- c. Do not run through or near buildings where there is danger of falling debris.
- d. If outside, stay in the open away from buildings and utility wires.
- e. If in a moving vehicle, stop but stay inside.

After the Shaking:

- a. Follow the procedures for evacuation of buildings, assembly, and attendance accounting of students as given in above section on Fire Drills.
- b. Stay out of damaged buildings; aftershocks can shake them down.

LOCKDOWN EMERGENCY ACTION PLAN

1. Lockdown procedures will be used for the following crisis:

- | | |
|----------------------------------|--------|
| a. dangerous intruder | Code I |
| b. person(s) with weapon | Code W |
| c. bomb/explosive threat | Code B |
| d. environmental threat/disaster | Code E |

2. CRISIS TEAMS

Command:	Principal, Executive Director,
Operations:	Student Services Coordinator, Office Staff
Planning/Logistics:	Manager of Operations, Student Records

(Please make sure to keep a copy of all your class rosters). g. Do not leave classroom/lab to find missing students.

PHYSICAL EDUCATION CLASS

1. The instructor will blow his whistle and give a verbal command to stop activities.
 - a. Quickly escort to nearest building available (Gym, Westminster, Akron, etc)
 - b. If shelter is not available, the nearest cover available (back of building, etc.)
 - c. If feasible, students should lie flat on ground, face down.
 - d. Be prepared to place clipboard/status report outside door or in a visible location.

LOCKDOWN DURING LUNCH OR PASSING PERIODS

1. All instructors, staff and administrators who have supervision duties will be responsible for students in outside areas (parking lot, courtyard, etc).
2. Instructors conducting a help-session or lunch-time meeting will be asked to clear hallways and walkways in a quick and orderly manner.
3. All available instructors should also assist.
 - a. Direct students to nearest classroom, or building.
 - b. Once in building, have students lie face down on floor.
 - c. Instructor should position students near the door.
 - d. Remain vigilant for students still outside.
 - e. Be prepared to place a paper underneath the door indicating status of injuries, missing students or information concerning crisis. Put instructor name and classroom.

(Please make sure to keep a copy of all your class rosters). * Do not leave classroom to find missing students.

OFFICE/SUPPORT STAFF

1. Staff members will cease work, lock doors and turn-off lights.
 - a. Look for students who need shelter.
 - b. Place a status report underneath door.

MAINTENANCE STAFF

1. Staff members will cease work and secure any entrance that is not locked.
 - a. Assist any student that needs shelter.
 - b. Turn hand-radio to channel "1", indicate status, and wait for instructions.

RESPONSE AND SWEEP

1. Once the authorities have arrived and defused the situation, they will conduct a sweep throughout the campus.

"ALL CLEAR" SIGNAL AND FINAL INSTRUCTIONS

1. Once the campus is determined safe an all clear signal will be addressed
2. Please do not dismiss your students.

3. Teachers and students may return to their seats and await instructions from the Response Team

IX. School Finances

A. Per Pupil Expenditures and School Site Teacher Salaries

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	9195	3340	5855	45,000
District	N/A			
Percent Difference at School Site and District	N/A			
State	N/A			
Percent Difference at School Site and State	N/A			

B. Types of Services Funded

(Provide any information about the programs and supplemental services that are provided at the school through either categorical funds or other sources)

N/A

X. Listing of Appendices (The following supporting documentaton is submitted in one single packet to the LACOE Charter Schools Office)

- I.M Annual Calendar of Events (In Report)
- III.A STAR CST Results Full Report (Attached)
- III.B STAR CST Results Reports by Subgroup (Attached)
- III.C Accountability Progress Reporting (APR) Growth and Base Reports (Attached)
- III.D API Base Similar Schools Report (Attached)
- III.E Accountability Progress Reporting (APR) Growth and Base Reports for subgroups
- III.F Accountability Progress Reporting (APR) AYP School Report
- III.H Accountability Progress Reporting (APR) School Report- PI Status
- III.J CAHSEE School Report for All Grades (if applicable) (Attached)
- III.K CAHSEE School Report for Mathematics and English Language Arts by Gender and Ethnic Designation(if applicable) (Attached)
- III.M CELDT Report (Attached. See 2010 Academic Performance Summary.)
- IV.A Graduation Data Reports: Graduation Rates Based on National Center for Education Statistics (NCES) Definition by School; Grade 12 Enrollment and Graduates; Graduates and Graduates with UC/CSU required Courses by Gender and Ethnicity (if applicable) (N/A)
- IV.D Course Enrollment by School- Advanced Placement Classes (if applicable) (N/A)
- V.G Professional Development Opportunities (In Report)
- VIII.A LACOE Facility Inspection Reports

Appendix I.M Annual Calendar of Events

Enclosed in Report.

Appendix III.A DataQuest STAR CST Results Full Report

See Attached in Email.

Appendix III.B DataQuest STAR CST Results Reports by Subgroup

See Attached in Email.

Appendix III.C DataQuest Accountability Progress Reporting (APR) Growth and
Base Reports

See Attached in Email.

Appendix III.D DataQuest API Base Similar Schools Report

N/A

Appendix III.E DataQuest Accountability Progress Reporting (APR) Growth and Base Reports for subgroups

N/A

Appendix III.F DataQuest Accountability Progress Reporting (APR) AYP School
Report

N/A

Appendix III.H DataQuest Accountability Progress Reporting (APR) School
Report- PI Status

N/A

Appendix III.J DataQuest CAHSEE School Report for All Grades

See Attached in Email.

Appendix III.K DataQuest CAHSEE School Report for Mathematics and English
Language Arts by Gender and Ethnic Designation

See Attached in Email.

Appendix III.M DataQuest CELDT Report

See Attached in Email.

Appendix IV.A DataQuest Graduation Data Reports: Graduation Rates Based on National Center for Education Statistics (NCES) Definition by School; Grade 12 Enrollment and Graduates; Graduates and Graduates with UC/CSU required Courses by Gender and Ethnicity

N/A

Appendix IV.D DataQuest Course Enrollment by School- Advanced Placement
Classes

N/A

Appendix V.G Professional Development Opportunities

List the professional development activities provided for school staff

Enclosed in Report.

Date	Title/Topic	Presenter/s	Job Title of Attendees (teacher, paraprofessionals, administrators)	Grade Level Focus	Rationale (How it supports student achievement, school vision, etc)

Appendix VIII.A LACOE Facility Inspection Reports

N/A