

Executive Summary School Accountability Report Card, 2011–2012

Academia Avance

Address 115 N Avenue 53, Los Angeles, CA, 90042 **Phone:** (323) 230-7270

Principal: Jose Varela **Grade Span:** 6-12

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to individual public schools. Most data presented in this report are reported for the 2011–12 school year. School finances and school completion data are reported for the 2010–11 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2012–13 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

Academia Avance is a charter public school in the Northeast Los Angeles neighborhood of Highland Park, serving grades 6-12. 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.

Student Enrollment

Group	Enrollment
Number of students	448
Black or African American	0.7%
American Indian or Alaska Native	0.7%
Asian	0.2%
Filipino	0.0%
Hispanic or Latino	97.5%
Native Hawaiian or Pacific Islander	0.0%
White	0.2%
Two or More Races	0.0%
Socioeconomically Disadvantaged	92.6%
English Learners	62.9%
Students with Disabilities	6.0%

Teachers

Indicator	Teachers
Teachers with full credential	26
Teachers without full credential	1
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

Student Performance

Subject	Students Proficient and Above on STAR* Program Results
English-Language Arts	41%
Mathematics	24%
Science	51%
History-Social Science	40%

*Standardized Testing and Reporting Program assessments used for accountability purposes include the California Standards Tests, the California Modified Assessment, and the California Alternate Performance Assessment.

Academic Progress*

Indicator	Result
2012 Growth API Score (from 2012 Growth API Report)	710
Statewide Rank (from 2011 Base API Report)	3
Met All 2012 AYP Requirements	no
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	Met 8 of 17
2012–13 Program Improvement Status (PI Year)	Year 2

*The Academic Performance Index is required under state law. Adequate Yearly Progress is required by federal law.

School Facilities

Facilities capacity continues to be addressed with a satellite campus. Construction efforts for the additional classrooms at the main campus is moving forward for 2013-2014. Inter-campus transportation was provided to all students for the satellite campus. In 2011-2012 and the three years prior, additional classrooms were secured as follows:

	Program at Main Highland Park Campus	Program at Satellite Campus	Satellite Campus
2009-2010	Grades 9-11	Grades 6-8	3838 Eagle Rock Blvd
2010-2011	Grades 8-12	Grades 6-7	2670 N Griffin Ave
2011-2012	Grades 6-8	Grades 9-12	350 S Figueroa St

Staff of the LACOE Facilities and Risk Management office inspected the main campus and satellite campus prior to start of the 2011-2012 academic year in August. No written report was issued. All recommendations made during the visits were implemented.

Summary of Most Recent Site Inspection

A School Facilities report was not issued for 2011-2012.

Repairs Needed

A School Facilities report was not issued for 2011-2012.

Corrective Actions Taken or Planned

A School Facilities report was not issued for 2011-2012.

Curriculum and Instructional Materials

Core Curriculum Area	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0
Mathematics	0
Science	0
History-Social Science	0
Foreign Language	0
Health	0
Visual and Performing Arts	0
Science Laboratory Equipment (grades 9-12)	0

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	9,903
District	NA*
State	\$5,455

* Data not provided by CDE

School Completion

Indicator	Result
Graduation Rate (if applicable)	NA*

* Graduation rate data is published only when a school has great than 50 graduates for two or more consecutive years. This was not the case for Avance for 2011-2012.

Postsecondary Preparation

Measure	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	NA*
Graduates Who Completed All Courses Required for University of California or California State University Admission	86.7%

* Avance did not offer a Career Technical Education Program for 2011-2012.

Academia Avance

School Accountability Report Card

Reported Using Data from the 2011–12 School Year

Published During 2012–13

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

Ed-Data Partnership Web Site

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

II. About This School

Contact Information (School Year 2012–13)

School		District	
School Name	Academia Avance	District Name	Los Angeles County Office of Education
Street	115 N Avenue 53	Phone Number	(562) 922-6111
City, State, Zip	Los Angeles, CA, 90042	Web Site	www.lacoe.edu
Phone Number	(323) 230-7270	Superintendent	Arturo Delgado
Principal	Jose Varela	E-mail Address	delgado_arturo@lacoe.edu
E-mail Address	jose.varela@academiaavance.com	CDS Code	19101990109926

School Description and Mission Statement (School Year 2011–12)

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.

Opportunities for Parental Involvement (School Year 2011–12)

There are many ways for parents to be partners in their children's education at Avance. Parent involvement is critical to our daily operations. Monthly there are two regular meetings with parents:

- First Tuesday of the Month: meeting of the Parent Advisory Committee
- Second Tuesday of the Month: general Parent Forum open to all parents and members of the community

The Parent Advisory Committee (PAC) is formed by the collection of designated parent leaders of each Avance House. The House leader then communicates with the rest of the parents and the House teacher. There are 29 PAC leaders this school year.

Parents agree to volunteer a minimum of 40 hrs per year upon enrollment. Parents volunteer on a daily basis to help run our meal program. Parents may also volunteer on select weekends for clean up or special events such as school dances, college tours.

Student Enrollment by Grade Level (School Year 2011–12)

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	0	Grade 8	83
Grade 1	0	Ungraded Elementary	0
Grade 2	0	Grade 9	73
Grade 3	0	Grade 10	73
Grade 4	0	Grade 11	41
Grade 5	0	Grade 12	28
Grade 6	30	Ungraded Secondary	0
Grade 7	120	Total Enrollment	448

Student Enrollment by Student Group (School Year 2011-12)

Group	Percent of Total Enrollment
Black or African American	0.7%
American Indian or Alaska Native	0.7%
Asian	0.2%
Filipino	0.0%
Hispanic or Latino	97.5%
Native Hawaiian or Pacific Islander	0.0%
White	0.2%
Two or More Races	0.0%
Socioeconomically Disadvantaged	92.6%

English Learners 62.9%

Students with Disabilities 6.0%

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*			Avg. Class Size	2011–12 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	Grade not offered				Grade not offered				Grade not offered			
1	Grade not offered				Grade not offered				Grade not offered			
2	Grade not offered				Grade not offered				Grade not offered			
3	Grade not offered				Grade not offered				Grade not offered			
4	Grade not offered				Grade not offered				Grade not offered			
5	Grade not offered				Grade not offered				Grade not offered			
6	26		3		24	3			30	1		
Other	NA				NA				NA			

* Number of classes indicates how many classes fall into each size category (a range of total students per classroom).

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*			Avg. Class Size	2011–12 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	26.8	1	9	0	24.5	3	10	0	27.4	2	14	0
Mathematics	26.8	1	9	0	24.8	3	10	0	23.9	2	14	0
Science	26.8	1	9	0	24.6	3	10	0	26.5	2	14	0
Social Science	26.8	1	9	0	24.4	3	10	0	26.8	2	14	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

III. School Climate

School Safety Plan (School Year 2011–12)

In the 2008-2009 and 2009-2010 school years, Academia Avance participated in a consortium with 22 other Los Angeles County charter schools for the development of a comprehensive emergency plan. This plan was kept in place for the 2010-2011 and 2011-2012 school years. Documentation of the plan was filed with the LACOE Charter Schools Office as an appendix to the charter. The plan was developed via a US Department of Education Readiness and Emergency Management for Schools grant under the direction of the firm Strategic Planning Schools Group (www.SPSchoolsGroup.com).

The resulting Avance plan addresses all four phases of crisis response: Prevention/Mitigation, Preparedness, Response and Recovery. The development of the plan included input from the Los Angeles City and County law enforcement, government, public safety, public health, and mental health agencies, and is aligned with the National Incident Management System (known as SEMS in California). The collaboration provided multiple levels of trainings for school staff and students with vulnerability assessments, training, table top exercises, and crisis simulation drills, as well as the development of a plan for communicating emergency response policies and procedures to parents.

Suspensions and Expulsions

Rate*	School 2009–10	School 2010–11	School 2011–12	District (LAUSD) 2009–10	District (LAUSD) 2010–11	District (LAUSD) 2011–12 **
Suspensions	29%	22%	21%	5.6%	5.2%	*
Expulsions	0%	0%	0%	0.02%	0.01%	*

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

** Data not provided by CDE

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2012–13)

Facilities capacity continues to be addressed with a satellite campus. Construction efforts for the additional classrooms at the main campus is moving forward for 2013-2014. Inter-campus transportation was provided to all students for the satellite campus. In 2011-2012 and the three years prior, additional classrooms were secured as follows:

	Program at Main Highland Park Campus	Program at Satellite Campus	Satellite Campus
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Staff of the LACOE Facilities and Risk Management office inspected the main campus and satellite campus prior to start of the 2011-2012 academic year in August. No written report was issued. All recommendations made during the visits were implemented.

School Facility Good Repair Status (School Year 2012–13)

A School Facilities report was not issued for 2011-2012 nor 2012-2013.

V. Teachers

Teacher Credentials

Teachers	School 2009–10	School 2010–11	School 2011–12	District 2011–12
With Full Credential	15	21	26	Data not provided by CDE
Without Full Credential	3	1	1	Data not provided by CDE
Teaching Outside Subject Area of Competence (with full credential)	0	1	0	Data not provided by CDE

Teacher Misassignments and Vacant Teacher Positions

Indicator	2010–11	2011–12	2012–13
Misassignments of Teachers of English Learners	1	0	0
Total Teacher Misassignments*	2	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2011–12)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor’s degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100%	0%
All Schools in District	Data not provided by CDE	Data not provided by CDE
High-Poverty Schools in District	Data not provided by CDE	Data not provided by CDE
Low-Poverty Schools in District	Data not provided by CDE	Data not provided by CDE

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2011–12)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	60
Counselor (Social/Behavioral or Career Development)	1.5	70
Library Media Teacher (librarian)	0	NA
Library Media Services Staff (paraprofessional)	0	NA
Psychologist	0	NA
Social Worker	0	NA
Nurse	0	NA
Speech/Language/Hearing Specialist	0.25	10
Resource Specialist (non-teaching)	1.5	22
Other	0	NA

Note: Cells shaded in black do not require data.

* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012–13)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school’s use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: _____

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	LEA Provided	LEA Provided	LEA Provided
Mathematics	LEA Provided	LEA Provided	LEA Provided
Science	LEA Provided	LEA Provided	LEA Provided
History-Social Science	LEA Provided	LEA Provided	LEA Provided
Foreign Language	LEA Provided	LEA Provided	LEA Provided
Health	LEA Provided	LEA Provided	LEA Provided
Visual and Performing Arts	LEA Provided	LEA Provided	LEA Provided
Science Laboratory Equipment (grades 9-12)	LEA Provided	LEA Provided	LEA Provided

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010–11)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	9,903	1,683	8,219	50,000
District (LAUSD)	N/D	N/D	N/D	N/D
Percent Difference – School Site and District	N/D	N/D	N/D	N/D
State	N/D	N/D	5,455	N/D
Percent Difference – School Site and State	N/D	N/D	+50%	N/D

"N/D" : Data not provided by CDE

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. **Basic/unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the *CDE Current Expense of Education & Per-pupil Spending* Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the *CDE Certificated Salaries & Benefits* Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2011–12)

College preparatory curriculum in a general instruction setting aligned with the state Content Standards and the UC/CSU A-G eligibility requirements.

Teacher and Administrative Salaries (Fiscal Year 2010–11)

Category	School Amount	State Average For Districts In Same Category
Beginning Teacher Salary	45,000	Data not provided by CDE
Mid-Range Teacher Salary	50,000	Data not provided by CDE
Highest Teacher Salary	59,000	Data not provided by CDE
Average Principal Salary (Elementary)	NA	Data not provided by CDE
Average Principal Salary (Middle)	NA	Data not provided by CDE
Average Principal Salary (High)	90,000	Data not provided by CDE
Superintendent/Executive Director Salary	90,000	Data not provided by CDE
Percent of Budget for Teacher Salaries	29%	Data not provided by CDE
Percent of Budget for Administrative Salaries	10%	Data not provided by CDE

Note: For detailed information on salaries, see the *CDE Certificated Salaries & Benefits* Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)

Subject	School			District			State		
	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12
English-Language Arts	45%	39%	41%	28%	30%	33%	52%	54%	56%
Mathematics	13%	20%	24%	20%	19%	23%	48%	50%	51%
Science	43%	53%	51%	22%	24%	27%	54%	57%	60%
History-Social Science	44%	50%	40%	18%	19%	24%	44%	48%	49%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Standardized Testing and Reporting Results by Student Group – Most Recent Year

Percent of Students Scoring at Proficient or Advanced

Group	English- Language Arts	Mathematics	Science	History- Social Science
	All Students in the LEA	33%	23%	27%
All Students at the School	41%	24%	51%	40%
Male	42%	28%	55%	48%
Female	39%	20%	46%	31%

Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	41%	24%	51%	40%
Native Hawaiian or Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged	41%	24%	51%	40%
English Learners	7%	8%	11%	9%
Students with Disabilities	4%	0%	0%	0%
Students Receiving Migrant Education Services				

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB.

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12
English-Language Arts	70%	64%	44%	28%	31%	29%	54%	59%	56%
Mathematics	71%	41%	36%	26%	28%	30%	54%	56%	58%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California High School Exit Examination Grade Ten Results by Student Group – Most Recent Year (if applicable)

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	71%	14%	15%	70%	22%	8%
All Students at the School	56%	24%	20%	64%	30%	6%
Male	52%	29%	19%	45%	48%	6%
Female	60%	20%	20%	81%	14%	6%
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino	55%	25%	20%	63%	31%	6%
Native Hawaiian or Pacific Islander						
White						
Two or More Races						
Socioeconomically Disadvantaged	56%	24%	20%	64%	30%	6%

English Learners _____

Students with Disabilities _____

Students Receiving Migrant Education Services _____

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Physical Fitness Test Results (School Year 2011–12)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE *PFT* Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	_____	_____	_____
7	_____	_____	_____
9	_____	_____	_____

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE *API Web page* at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school’s statewide and similar schools’ API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched “similar schools.” A similar schools rank of 1 means that the school’s academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school’s academic performance is better than at least 90 of the 100 similar schools.

API Rank	2009	2010	2011
Statewide	3	3	3
Similar Schools	3	3	3

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2009–10	Actual API Change 2010–11	Actual API Change 2011–12
All Students at the School	4		-5
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	7		-5
Native Hawaiian or Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	-4		-2
English Learners	-79		-33
Students with Disabilities			

Note: “N/D” means that no data were available to the CDE or LEA to report. “B” means the school did not have a valid API Base and there is no Growth or target information. “C” means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group – 2012 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2012 Growth API at the school, LEA, and state level.

Group	2012 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	393	710	1,852	667	4,664,264	788
Black or African American	0	NA	221	580	313,201	710
American Indian or Alaska Native	0	NA	5	—	31,606	742
Asian	0	NA	77	877	404,670	905
Filipino	0	NA	35	904	124,824	869
Hispanic or Latino	393	710	1,174	631	2,425,230	740
Native Hawaiian or Pacific Islander	0	NA	6	—	26,563	775
White	0	NA	304	831	1,221,860	853
Two or More Races	0	NA	24	439	88,428	849
Socioeconomically Disadvantaged	393	710	1,152	570	2,779,680	737
English Learners	168	576	569	547	1,530,297	716
Students with Disabilities	28	367	240	458	530,935	607

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2011–12)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate - English-Language Arts	Yes	Yes
Met Participation Rate - Mathematics	Yes	No
Met Percent Proficient - English-Language Arts	No	No
Met Percent Proficient - Mathematics	No	No
Met API Criteria	No	Yes
Met Graduation Rate	N/A	No

Federal Intervention Program (School Year 2012–13)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE *PI Status Determinations Web* page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2008-2009
Year in Program Improvement	Year 2	Year 3
Number of Schools Currently in Program Improvement	1	12
Percent of Schools Currently in Program Improvement	100%	36.4%

Note: Cells shaded in black do not require data.

XI. School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the *UC Admissions Information* Web page at <http://www.universityofcalifornia.edu/admissions/>. (Outside source)

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the *CSU Web page* at <http://www.calstate.edu/admission/admission.shtml>. (Outside source)

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Dropout Rate	NA	NA	11.1	NA	18.9	15.7	NA	16.6	14.4
Graduation Rate	NA	NA	83.33	NA	70.48	71.53	NA	74.72	76.26

Note: Avance did not serve Grade 12 in 2008-2009.

Career Technical Education Participation (School Year 2011-12)

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

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2011-12 Students Enrolled in Courses Required for UC/CSU Admission	83.1%
2010-11 Graduates Who Completed All Courses Required for UC/CSU Admission	86.7%

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2011–12 school year in grade twelve and were a part of the school’s most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2012		
	School	District	State
All Students	96%	Data not provided	Data not provided
Black or African American	NA	Data not provided	Data not provided
American Indian or Alaska Native	NA	Data not provided	Data not provided
Asian	NA	Data not provided	Data not provided
Filipino	NA	Data not provided	Data not provided
Hispanic or Latino	96%	Data not provided	Data not provided
Native Hawaiian or Pacific Islander	NA	Data not provided	Data not provided
White	NA	Data not provided	Data not provided
Two or More Races	NA	Data not provided	Data not provided
Socioeconomically Disadvantaged	96%	Data not provided	Data not provided
English Learners	100%	Data not provided	Data not provided
Students with Disabilities	100%	Data not provided	Data not provided

Note: “N/D” means that no data were available to the CDE or LEA to report.

Career Technical Education Programs (School Year 2011–12)

Avance did not offer a Career Technical Education Program for 2011-2012.

Advanced Placement Courses (School Year 2011–12)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	NA
English	0	NA
Fine and Performing Arts	0	NA
Foreign Language	0	NA
Mathematics	0	NA
Science	0	NA
Social Science	1	9%
All courses	1	1.3%

*Where there are student course enrollments.

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

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.

The initiation of ongoing professional development follows from quarterly assessments. Reflective data taken from leadership, faculty, staff, and parents helps develop the planning for professional development. 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. This training was made possible through a grant awarded by NCLR (National Council of La Raza).

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. In addition, there were 15 pupil free full days of instruction related professional development.

Academia Avance Charter

School Accountability Report Card, 2011-2012

Los Angeles County Office of Education

Provided by the Ed-Data Partnership

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