



School Accountability Report Card / Annual Report to the County Board

Academia Avance Charter School

Grade Levels Served: 6th to 12th Grade

School Administrator: Mr. Jose Varela, Principal

School Address: 115 N. Avenue 53, Los Angeles, CA 90042

School Telephone: (323) 230-7270

School Website: www.AcademiaAvance.org

December 2011

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.)

In the 2010-2011 academic year, the 6th year of operations for Academia Avance, the school reached the full grade span as specified in the charter: grades 6-12. The first class with 15 students graduated in June of 2011. All received at least one letter of acceptance to a college, with 49% accepted to the UC/CSU system, and with 83% enrolled in a college for the Fall of 2011. These metrics are strong initial evidence that Avance's unique "Get S.E.T, Go!" program (Senior Experiential Transition), especially the Workplace Education Experience in a professional setting, will have a tremendous impact in Northeast Los Angeles, a region with a long history of very poor educational attainment (less than 40% of the adults have even a high school level of education). Avance is on track to accomplish its dual College prep and Professional prep missions.

But there is still much more needed for the full development of the school. The Avance process of continual improvement made some gains in 2010-2011, but also identified specific areas of growth. Academia Avance did not meet its 2011 API Growth Targets, and did not meet its 2011 AYP criteria. The school leadership has been reconstituted for the 2011-2012 academic year, with a new strategic plan to address the areas of need identified from the Spring 2011 data, summarized below.

The 2011 STAR results and 713 schoolwide API represent a small 4 point increase in overall performance from 2010. Following an 89 point jump in 2007-2008, Avance has maintained an API in the 700s during its doubling of enrollment since then. The 2011 target growth API for Avance was 714. Avance missed the target by 1 point.

The single most significant statistic for 2011 is the loss of 79 API points for the English Learner sub-group from the 2010 Base API for this sub-group. This area of need has been identified as the biggest goal for 2011-2012, and replaces the previous primary goal for 2010-2011 and years prior of increasing math proficiency, although emphasis on math remains the secondary goal.

The plan seeks to leverage the strong gains in the non-academic facets of Avance. Chief among these are the strong parent participation, evidenced by the October 2010 and 2011 teacher-parent conferences with an over 93% participation rate, the sustained ADA of over 96% overall for the past three years, and the lower rates of discipline issues relative to earlier in the first charter. In other words, Avance students want to come to school, and they come eager to learn, and their parents are engaged in their learning.

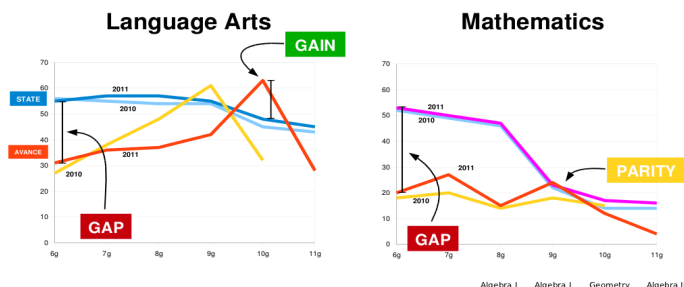
Summary of 2011 Growth Areas

- Avance made gains over 2010 in Algebra I for the 9th grade.
- Avance sustained similar achievement levels from 2010 in Language Arts and History, and for Physical Science and Life Science.
- Avance 10th grade CAHSEE pass rate and proficiency performance increased over 2010 to surpass the outcomes of all the LAUSD traditional high schools in Northeast Los Angeles.
- Avance continues to rank by API among the top 6 of all traditional and charter public middle and high schools in Northeast Los Angeles.

Summary of Critical Areas of Need for 2012

- Avance must extend the gains in Algebra I to Geometry to Algebra II
- Performance for English Learners fell dramatically over 2010. New EL instruction strategies will be implemented. The drop from 66% of the EL sub-group count to 33% will be reviewed.
- Good performance in lower grade science must be extended to Biology and Chemistry.
- Avance can meet Requirement 2 via the “safe harbor” alternative measure Avance has met and will meet AYP Requirements 1 and 3 (4 is NA).

The 2011 outcomes schoolwide and for the Latino and Socioeconomically Disadvantaged sub-groups were relatively constant to 2010 for ELA (1 percentage point in ELA proficiency) with a minor gain for Math (5 points in Math proficiency). These gains were not enough to achieve the Safe-Harbor target (+10%), nor to off-set the significant loss in performance for the English Learners sub-group.



School-wide 2011 Outcomes Compared to 2010 and to State-wide Outcomes

In Language Arts, incoming Avance students are far behind the statewide 6th grade level, but returning Avance students trend up. (The Class of 2012 is the exception.) In 2011, the 10th grade surpassed the statewide level.

Across the state, student proficiency drops sharply by the 9th grade in Mathematics. Incoming Avance students are far behind the statewide 6th grade level. Returning Avance students have narrowed the gap compared to the statewide level. In 2011, the 9th grade level matched the state.

The single 2011 statistic with the greatest impact was that for the English Learners sub-group which experienced significant drops: a 16 percentage point drop (50%) in ELA; a 5 percentage point drop (22%) in Math. One factor that is being reviewed is the significant drop in this cohort count, dropping from 66% in 2010 to 33% in 2011.

The sub-group API for the English Learners sub-group (34%, 74% with RFEPS) was to have increased from the 2010 Base of 686 by 6 points; instead it dropped by 79. It is believed that this drop also is the cause of the failure to meet the target for the Socioeconomically Disadvantaged sub-group, given that 88% of all students are in this sub-group, and which is highly conflated with the EL sub-group. The other numerically significant sub-group established by the CDE is Latinos (98%), also highly conflated with the other sub-groups. That is to say, strategies to address the EL students will also support the needs of the other two sub-groups.

Facilities capacity continues to be addressed with a satellite campus. Construction efforts for the additional classrooms to have all Avance students at the main campus is moving forward for

occupancy in the 2012-2013 academic year. In 2010-2011 and the two 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
2012-2013	Grades 6-12		(No satellite campus)

Inter-campus transportation was provided to all students for the satellite campus. With the single campus plan, there is a projected operations efficiency increase for staffing and costs.

Strategies to Achieve to Increased Student Academic Outcomes

Academia Avance: A Thinking Maps School - During the 2011 summer, the faculty received an intensive 2 day training in national recognized program *Thinking Maps*. The Principal will visit every classroom at least one a week to ensure the usage of Thinking Maps schoolwide. In addition, the new Principal has implemented a teacher evaluation strategy that draws on the research conducted by the Learning & Performance Support Lab at the University of Georgia, specifically the Video Analysis Tool (VAT). All teacher will prepare videos, which act to foment self-reflection and collaborative reflection, and allow for the evaluation of how Thinking Maps strategies are be used.

Using Data to Guide Intervention - In the 2010-2011 year Avance initiated the use of Data Director, a tool for all teachers to analyze student academic progress, using assessments aligned with the California Content Standards. For 2011-2012, the teacher will use the three tier **Response to Intervention Pyramid** as the model for intervention design.

Strategies for English Learners - The results of CST/STAR testing reflect an overall need to continue strategies for English Learners, emphasis in reading comprehension, and writing. A concentration on Mathematical skills to be used in both Algebra and Geometry. The Thinking Maps materials include *Path to Proficiency*, targeted for English Language Learners, as is the *Hands-On Equations* tools, a strategy that gives students a concrete representation of the symbols and processes utilized in solving algebra problems.

The school was issued a Notice of Concern from the LACOE Superintendent dated September 30, 2011 due to the failure to meet AYP in 2011, as described above. The required Student Achievement Plan for 2011-2012 is presented as Appendix IX.

Conclusion

Avance continues to make progress towards achieving an 800 API. There is clear evidence for the intended outcomes of the schools mission, evidenced by the college acceptance rates for the first graduating class, and for the current Seniors. This report is posted on the schools web-site at: www.AcademiaAvance.org/sarc .

II. ABOUT OUR SCHOOL

A. Contact Information

School Name:	Academia Avance
CDS Code:	19-10199-0109926
Address:	115 N. Avenue 53, Los Angeles, CA 90042
Phone Number	323-230-7270
School Website:	www.AcademiaAvance.org
Principal:	Mr. Jose Varela
E-Mail Address:	Jose.varela@academiaavance.com
Information about Authorizing Agency	
District Name:	Los Angeles County Office of Education
Phone Number:	562-922-6111
Superintendent:	Arturo Delgado, Ed.D.

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.

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. Over 90% 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.

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 for the current charter is detailed below.

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.

The school has experienced a year-to-year return rate of 90% since the 2007-2008 academic year. Avance has had an over 99% Mobility statistic since 2009-2010 (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	405
African American	0.10%
American Indian or Alaska Native	0.70%
Asian	0.20%
Filipino	0.00%
Hispanic or Latino	97.80%
Pacific Islander	0.00%
White (not Hispanic)	0.20%
Multiple or No Response	0.00%
Socioeconomically Disadvantaged	99.00%
English Learners	76.80%
Students with Disabilities	5.20%

E. Applicant Pool Demographics

(Provide data as reported by applicants)

Ethnicity	Demographics of 2009-2010 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	Grades 9 to 12
Luther Burbank Middle	Grades 6 to 8
Florence Nightingale Middle	Grades 6 to 8

Charter School & Comparison Schools API and Rank

School	2011 API Score	2010 State Wide Rank	2010 Similar School Rank
Academia Avance	714	3	4
Franklin HS	663	2	4
Burbank MS	663	1	2
Nightingale MS	733	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	Avance	Franklin HS	Burbank MS	Nightingale MS
African American	0.10%	1.00%	0.50%	1.00%
American Indian/ Alaska Native	0.70%	1.00%	1.00%	0.01%
Asian	0.20%	0.00%	3.00%	17.4%
Filipino	0%	0.00%	3.00%	0.02%
Hispanic or Latino	97.8%	97.00%	92.0%	81.4%
Pacific Islander	0%	0.00%	0.00%	0.02%
White	0.20%	1.00%	0.50%	0.04%
Other Demographics				
Free/Reduced Price Lunch	100%	73%	81%	99%
English Language Learners	29%	21%	21%	26%
Reclassified Fluent English Language Proficient	38%	47%	35%	42%
Students with Disabilities	5%	13%	15%	12%
Parents not a High School Graduate	21%	49%	41%	47%
Average Parent Education Level*	2.33	1.82	2.0	1.83
* The average of all responses where "1" represents "Not a high school graduate" and "5" represents "Graduate school."				

I. Student Enrollment by Grade

Grade Level	Number of Students
Grade 6	73
Grade 7	84
Grade 8	85
Grade 9	74
Grade 10	44
Grade 11	29
Grade 12	16
Total Enrollment	405

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 of Residence	District	# of Enrolled Students	% of Total Enrollment
Franklin HS	LAUSD	74	18
Burbank MS	LAUSD	266	66
Nightingale MS	LAUSD	21	5

K. Average Class Size & Distribution

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

Elementary & Middle School

Grade Level	2008-09			2009-10			2010-11					
	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+
4-8	27	-	9	-	28	-	9	-	29	-	8	-

Secondary School

Subject	2008-09			2009-10			2010-11					
	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	26.3	0	3	0	23.5	1	3	0	29.4	3	4	0
Math	23	0	3	0	22.8	1	3	0	24.7	3	4	0
Science	26	0	3	0	23.4	1	3	0	22.5	3	4	0
Social Science	26	0	3	0	23.9	1	3	0	27.6	3	4	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)

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.

See Appendix I.M for the calendar of parent events for 2010-2011.

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 (LAUSD)		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Number of Suspensions	14	22	26	*	*	*
Number of Expulsions	0	0	0	*	*	*
Suspension Rate	27.2	29.0	21.98	13.76	15.45	42.63
Expulsion Rate	0	0	0	0	0	0.07

* Data not provided by CDE

N. Compliance with Special Education Services

Number of students with an Individualized Education Program (IEP): 28

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.

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.

III. CHARTER SPECIFIC ACCOUNTABILITY

Student enrollment at Academia Avance has increased by 400% since the opening of the school in the Fall of 2005. This is a simple measure of how the Northeast community positively values Avance as an option for their youth.

The mission of Academia Avance as stated in the charter is to provide students in Northeast Los Angeles a rigorous college preparatory education while also having them develop real-world skills in a professional setting. The 2010-2011 year was the first for the school with Seniors, thus was the first year to implement the “Get S.E.T. Go!” (Senior Experiential Transition) elements of the Avance Life Prep program, and to gauge the college preparatory program. Evidence that the school attained progress on both goals is provided via the following:

- For the Class of 2011, 100% received acceptance to a post-secondary institution, with 73% percent accepted to the CSU system and/or a private four year college, and with 93% enrolled in 2011-2012 academic year.
- The Avance Workplace Education Experience element of the Life Prep program placed 73% of the Seniors in internships with professional mentors, with placements including
 - Huntington Memorial Hospital
 - Field Office of Los Angeles City Councilman Ed Reyes
 - Pasadena Waldorf School
 - Pasadena VETCO Pet Hospital
 - Crown City Medical Clinic
 - SPACE – the South Pasadena Arts Center
 - J Bullock & Associates, the architecture firm in Pasadena
 - The 2011 Asian Music Festival

Many of the college admissions counselors cited the Avance WEE program as a contributing factor to the acceptance of Avance student to their undergraduate program.

Additionally, as a measure of Avance success in involving parents in the education of their child, the participation rate for the October 2010 and March 2011 teacher-parent conference was over 93%.

The table below presents status and progress on specific student and school-wide measurable outcomes identified in the charter in the 2010-2011 school year.

Status and Progress on Charter Specific Outcomes for 2010-2011

Measure	Status	Progress
At least 90% of the graduating Seniors who have been enrolled at Avance since the 9 th grade, will, at graduation, have successfully met all the UC/CSU A-G requirements for application. This measure will be met beginning with the 2010-2011 year.	In progress	The Class of 2011 was the first to graduate from Avance. Of the 15 Seniors, all met the State graduation requirements, and 73% met all the UC/CSU A-G requirements for application.
At least 75% of all 10th grade students who have been enrolled at Avance since the 6 th grade, will pass both parts of the California High School Exit Exam, with 95% of all Seniors passing both parts. This measure will be met beginning with the 2010-2011 year.	Met	For the Class of 2011, 100% passed the CAHSEE. For the Class of 2013 (10 th grades students) the pass rates were 95% for the ELA test, and 85% for the Math test.
Increase the combined number of students in grades 7 to 11 attaining the “Proficient” performance level in English Language Arts (ELA) and Math by 10%, or meet the CDE established Annual Measurable Outcomes (AMOs) in these subjects. This measure will be met for each year beginning with the 2010-2011 year.	In progress	The AMOs of 67.6% for ELA and 68.5% for Math were not met for 2010-2011, nor was the share of Proficient and Advanced students in these subjects increased by 10%.
The Avance rate of reclassification of English Learner will be at least 15%. This measure will be met for each year beginning with the 2010-2011 year.	Met	Of the English Learner population for 2010-2011, 24% were reclassified .
Achieve the annual API growth target and AYP each year.	In progress	The 5 point API growth target was missed by 1 point in 2010-2011, and the AYP status was not achieved.
Achieve a minimum schoolwide API score of 800 by 2014.	In progress	Progress continues towards this goal.
Achieve a CDE calculated graduation rate of at least 90% by 2014.	Not Applicable for 2010-2011	The CDE graduation rate is calculated only after a school has two consecutive years of a Senior class with over 50 students. This was not the case for Avance in 2010-2011.

The charter also identifies an additional school-wide measurable outcomes for the retention rate of students, namely that the Avance rate will be equal to or greater than the resident comparison schools of Franklin HS, and Burbank Middle School. The retention rate for Avance, i.e., the number of student re-enrolling from 2009-2010 to 2010-2011 was over 90%. The data for the LAUSD has not been published at the time of this report.

The school made further progress towards full WASC accreditation, having received Candidate status in June of 2009. The accreditation process is set for a final site visit in the Spring of 2012.

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 (LAUSD)			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English/ Language Arts	37	45	39	38	38	30	50	50	54
Mathematics	25	13	20	37	45	19	46	59	50
Science	74	43	53	38	37	24	50	50	56
History/ Social Science	38	44	50	29	24	19	41	36	48

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.

Summary of 2011 Growth Areas

- Avance made gains over 2010 in Algebra I for the 9th grade.
- Avance sustained similar achievement levels from 2010 in Language Arts and History, and for Physical Science and Life Science.

Summary of Critical Areas of Need for 2012

- Avance must extend the gains in Algebra I to Geometry to Algebra II
- Performance for English Learners fell dramatically over 2010. New EL instruction strategies will be implemented. The drop from 66% of the EL sub-group count to 33% will be reviewed.
- Good performance in lower grade science must be extended to Biology and Chemistry.

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	2008-09				2009-10				2010-11			
	English/ Language Arts	Math	History/ Social Science	Science	English/ Language Arts	Math	History/ Social Science	Science	English/ Language Arts	Math	History/ Social Science	Science
All	37	25	38	58	41	15	41	49	39	19	50	39
Male	36	31	29	38	43	21	43	56	42	22	65	47
Female	33	17	18	41	33	9	23	40	36	16	36	32
Hispanic or Latino	36	25	39	57	40	15	41	48	39	19	50	38
Economically Disadvantaged	37	25	38	55	42	16	41	50	39	19	50	39
English Learners	12	10	24	29	18	5	18	31	12	8	22	9

*The table presents data for the CDE identified sub-groups for Avance. The following are not CDE identified sub-groups for Avance: African American, American Indian/Alaska Native, Asian, Filipino, Pacific Islander, White (not Hispanic), Students with Disabilities, Students Receiving Migrant Education Services.

**** The data does not include counts for sub-group with 10 or fewer students, as these are not reported by the CDE to protect privacy, thus sub-group counts vary from All student cohort data.**

Provide a brief analysis of any significant trends or patterns extracted from this data.)

The 2011 outcomes schoolwide and for the Latino and Socioeconomically Disadvantaged sub-groups were relatively constant to 2010 for ELA (1 percentage point in ELA proficiency) with a minor gain for Math (5 points in Math proficiency). These gains were not enough to achieve the Safe-Harbor target (+10%), nor to off-set the significant loss in performance for the English Learners sub-group.

In Language Arts, incoming Avance students are far behind the statewide 6th grade level, but returning Avance students trend up. (The Class of 2012 is the exception.) In 2011, the 10th grade surpassed the statewide level.

Across the state, student proficiency drops sharply by the 9th grade in Mathematics. Incoming Avance students are far behind the statewide 6th grade level. Returning Avance students have narrowed the gap compared to the statewide level. In 2011, the 9th grade level matched the state.

The single 2011 statistic with the greatest impact was that for the English Learners sub-group which experienced significant drops: a 16 percentage point drop (50%) in ELA; a 5 percentage point drop (22%) in Math. One factor that is being reviewed is the significant drop in this cohort count, dropping from 66% in 2010 to 33% in 2011.

The sub-group API for the English Learners sub-group (34%, 74% with RFEPS) was to have increased from the 2010 Base of 686 by 6 points; instead it dropped by 79. It is believed that this drop also is the cause of the failure to meet the target for the Socioeconomically Disadvantaged sub-group, given that 88% of all students are in this sub-group, and which is highly conflated with the EL sub-group. The other numerically significant sub-group established by the CDE is Latinos (98%), also highly conflated with the other sub-groups. That is to say, strategies to address the EL students will also support the needs of the other two sub-groups.

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
2009	725	4	7
2010	709	3	4
2011	713	Data not published until March 2012	Data not published until March 2012

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

Avance's 2011 growth API score is 713. Our 2010 similar school API ranking is 4. We are ranked six among all public schools in Northeastern Los Angeles. Avance's 2011 GROWTH API score surpasses all LAUSD traditional middle schools and high schools in 2011, except two. Our 2010 similar school ranking places us at the top three of all charter schools in Northeast 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 2009 to 2011				
Year	Base	Target	Growth	Growth API
2009	701	5	26	727
2010	725	5	-16	709
2011	709	5	4	713

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

The 2011 STAR results and 713 schoolwide API represent a small 4 point increase in overall performance from 2010. Following an 89 point jump in 2007-2008, Avance has maintained an API in the 700s during its doubling of enrollment since then. The 2011 target growth API for Avance was 714. Avance missed the target by 1 point.

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 Student				Hispanic/Latino Students			
	Base	Target	Growth		Base	Target	Growth
2009	*	*	*	2009	725	724	-1
2010	*	*	*	2010	706	711	5
2011	*	*	*	2011	713	NA	NA
SES Disadvantaged Students				English Language Learners			
	Base	Target	Growth		Base	Target	Growth
2009	725	725	0	2009	725	703	-22
2010	715	720	5	2010	686	692	6
2011	711	NA	NA	2011	607	NA	NA

** Data is not presented for African American students, as this is not a CDE identified sub-group.*

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.

Avance's core demographic are students of Latino descent and are socio-economically disadvantaged. A significant majority are English learners. The CST scores for Latinos and socio-economically disadvantaged students closely match that of the school overall, as these cohorts are highly conflated with the school-wide cohort. This outcomes for English Learners had strong outcomes in years prior, but had a precipitous drop for 2010-2011. It is believed that the drop by 50% of this cohort (from 66% of all students to 33%) presents a factor to explore. Specifically the way the students were identified for the 2011 STAR tests.

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 (LAUSD)
Overall	No	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	No	No
Percent Proficient - Mathematics	No	No
API	Yes	Yes
Graduation Rate	NA	No

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)

English and Language Arts												
Cohort*	2009**				2010				2011			
	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
All Students	276	103	37.30%	Yes	279	104	37.3%	No	278	108	38.8%	No
Latinos	269	98	36.40%	Yes	271	99	36.5%	No	273	106	38.8%	No
Economic Disadvantaged	265	94	36.70%	Yes	250	95	38.0%	No	273	105	38.5%	No
English Learners	100	12	12.00%	Yes	185	59	31.9%	No	91	15	16.5%	No
Mathematics												
All Students	276	103	37.30%	Yes	279	104	37.3%	No	278	108	38.8%	No
Latinos	269	98	36.40%	Yes	271	99	36.5%	No	273	106	38.8%	No
Economic Disadvantaged	265	94	36.70%	Yes	250	95	38.0%	No	273	105	38.5%	No
English Learners	100	12	12.00%	Yes	185	59	31.9%	No	91	15	16.5%	No

* The table presents data for the CDE identified sub-groups for Avance. The following are not CDE identified sub-groups for Avance: African American, American Indian/Alaska Native, Asian, Filipino, Pacific Islander, White (not Hispanic), Students with Disabilities, Students Receiving Migrant Education Services.

** The data does not include counts for sub-group with 10 or fewer students, as these are not reported by the CDE to protect privacy, thus sub-group counts vary from All student cohort data.

*** AYP Requirement 2 AMOs met in 2009 for each cohort via the Safe Harbor alternative measure. Safe Harbor was not met in 2010 nor 2011.

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 for 2010-2011? No Yes

If yes, specify the specific PI year designation NA

Indicator	School 2010-2011	District (LAUSD)
Program Improvement Status	No for 2010-2011	Yes
First Year of Program Improvement	2011-2012	2004-2005
Year in Program Improvement	Year 1	Year 3
Number of Schools Currently in Program Improvement	NA	507
Percent of Schools Currently in Program Improvement	NA	56%

(Describe steps the school is taking to maintain/achieve Safe Harbor or exit PI.)

The PI status was not assigned to the school for 2010-2011.

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 (LAUSD)			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	84	70	95	26	28	31	52	54	59
Mathematics	84	71	85	24	26	28	52	54	56

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

	2008-09*		2009-10		2010-11	
	English/ Language Arts	Mathematics	English/ Language Arts	Mathematics	English/ Language Arts	Mathematics
10 th Graders	84	84	70	71	95	85
Overall	84	84	70	71	95	85

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.

Avance performance on the 2011 CAHSEE for 10th graders (41) was 95%/85% for the ELA and Math tests, an improvement over 2010 (70%/71%). The Avance pass rate for the 2011 CAHSEE test surpassed all the LAUSD traditional high school in Northeast Los Angeles, and is on par with the other area charter schools. The percent of Avance students who passed the ELA/Math tests at a Proficient or Advanced level (64%/41%) increased over 2010 (36%/26%).

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	36%	41%	23%	59%	27%	15%
African American	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Hispanic or Latino	36%	41%	23%	59%	27%	15%
Pacific Islander	*	*	*	*	*	*
White (not Hispanic)	*	*	*	*	*	*
Male	21%	47%	32%	47%	26%	26%
Female	50%	35%	15%	68%	27%	5%
Economically Disadvantaged	35%	38%	26%	56%	31%	14%
English Learners**	--	--	--	--	--	--
Students with Disabilities	*	*	*	*	*	*
Students Receiving Migrant Education Services	*	*	*	*	*	*

* Data not provided as subgroup is not defined by CDE for the school.

** Per CDE: "To protect privacy, "-" appears in place of test scores wherever those scores are based on 10 or fewer students..

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

The CAHSEE results for 2011 show a need to focus on the math skill among the female students, so as to match the performance of the male students.

K. California Physical Fitness Test Results

(Provide data from the most recent (10-11) 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
7 th	37.9%	0%	0%
9 th	39.7%	0%	0%

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	6		7		8		9		10		11		12		Total	
Advanced	18	53%	3	11%	5	17%	9	43%	0	0%	0	0%	0	0%	35	28%
Early Advanced	13	38%	14	52%	19	63%	11	52%	4	57%	3	75%	0	0%	64	52%
Intermediate	0	0%	9	33%	6	20%	1	5%	2	29%	1	25%	0	0%	19	15%
Early Intermediate	2	6%	1	4%	0	0%	0	0%	1	14%	0	0%	0	0%	4	3%
Beginning	1	3%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	1	1%
Number Tested	34	100%	27	100%	30	100%	7	100%	7	100%	7	100%	0	0%	123	100%

CELDT Criterion Report-All Students Meeting CELDT Criterion

	6	7	8	9	10	11	12	All
# Students	29	13	20	16	4	3	0	85
% Students	85	48	67	76	57	75	0	69
Number Tested	34	27	30	21	7	4	0	123

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

Avance had results on par with previous years in moving students to high performance levels. The total number of students at the Advanced and Early Advanced levels increased to 80%, up from 66% in the previous year.

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	Avance			District (Local LAUSD Schools)***					State		
	2008-2009	2009-2010	2010-2011	2008-2009	2009-2010	2008-2009	2009-10	2010-2011	2008-2009	2009-2010	2010-2011
				Franklin HS		Eagle Rock					
Dropout Rate (1-year)	-	-	**	7.9%	5.6%	2.9%	2.5%	*	4.5%	4.6%	*
Graduation Rate	-	-	**	67.7%	73.6%	88.6%	89%	*	78.6	80.5	*

* CDE Graduation and Dropout data is not available for 2010-2011.

** Avance did not have grade 12 students prior to 2010-2011.

*** Data provided for the two high schools in Northeast Los Angeles that are in LAUSD Local District 4: Franklin HS and Eagle Rock HS.

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 2010		
	School	District (LAUSD)	State
All Students	No graduating class	**	**
Hispanic or Latino	100%	**	**
Socioeconomically Disadvantaged	100%	**	**
English Language Learners	100%	**	**

* The table presents data for the CDE identified sub-groups for Avance. The following are not CDE identified sub-groups for Avance: African American, American Indian/Alaska Native, Asian, Filipino, Pacific Islander, White (not Hispanic), Students with Disabilities, Students Receiving Migrant Education Services.

** CDE Graduation and Dropout data is not available for 2010-2011

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.)

For the Class of 2011, the first for the school, 100% of the Seniors met the state graduation requirements, and 100% received acceptance to a post-secondary institution, with 73% percent accepted to the CSU system and/or a private four year college, and with 93% enrolled in 2011-2012 academic year.

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	73

D. Advanced Placement Courses

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

Course Name	Students Enrolled
AP US History	23

E. Career Technical Education Programs

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

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

Avance did not offer a Career Technical Education program. Avance did offer a Workplace Education Experience program, placing student in internships in professional settings. The placements included:

- Huntington Memorial Hospital
- Field Office of Los Angeles City Councilman Ed Reyes
- Pasadena Waldorf School
- Pasadena VETCO Pet Hospital
- Crown City Medical Clinic
- SPACE – the South Pasadena Arts Center
- J Bullock & Associates, the architecture firm in Pasadena
- The 2011 Asian Music Festival

VI. SCHOOL STAFF

A. Teacher Credential Summary Table

(Provide data from the California Department of Education)

Teacher Qualification	School Data			District-Wide (LAUSD)
	2008-2009	2009-10	2010-11	2010-11
With Full Credential	11	15	21	NA
Without Full Credential	2	3	1	NA
Teaching Outside Subject Area of Competence	0	0	0	NA

B. Teacher Mis-assignments and Vacant Teacher Positions

(Use data provided by the SARC Template from the California Department of Education)

Indicator	2008-09	2009-10	2010-11
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	10	90
All Schools in District (LAUSD)	Data not provided by CDE	Data not provided by CDE

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	-
Library Media Teacher (librarian)	0	-
Library Media Services Staff (paraprofessional)	0	-
Psychologist	1	28
Social Worker	0	-
Nurse	0	-
Speech/Language/Hearing Specialist	1	28
Resource Specialist (non-teaching)	1	28
Other	0	-

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	-	-
Median Classified	50,000	5,000
Median Custodian	-	-
Beginning Teacher	45,000	4,000
Median Teacher	50,000	4,000
Highest Teacher	70,000	4,000
Lowest Assistant Principal	50,000	4,000
Median Assistant Principal	60,000	4,000
Highest Assistant Principal	70,000	4,000
Lowest Principal	50,000	4,000
Median Principal	60,000	4,000
Highest Principal	85,000	4,000
Director(s)	60,000	4,000
Supt./Executive Director	80,000	4,000

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

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. 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.

VIII. 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
Juan-Carlos De La Cruz	None	No	Member	Voting	None

B. Board Meetings

(List Board Meetings for the Report Year)

Number of Board Members required to reach quorum: 3

Date	Time	Location	# of Board Members Present
08/20/10	03:00:00 PM	129 N. Avenue 53, Los Angeles, CA 90042	5
10/13/10	06:00:00 PM	129 N. Avenue 53, Los Angeles, CA 90042	3
12/01/10	06:00:00 PM	129 N. Avenue 53, Los Angeles, CA 90042	3
01/27/11	06:00:00 PM	129 N. Avenue 53, Los Angeles, CA 90042	5
02/07/11	08:00:00 AM	129 N. Avenue 53, Los Angeles, CA 90042	3
03/01/11	06:00:00 PM	129 N. Avenue 53, Los Angeles, CA 90042	3
03/12/11	03:30:00 PM	129 N. Avenue 53, Los Angeles, CA 90042	5
03/23/11	06:00:00 PM	129 N. Avenue 53, Los Angeles, CA 90042	5
04/04/11	06:00:00 PM	129 N. Avenue 53, Los Angeles, CA 90042	5
04/15/11	08:30:00 AM	129 N. Avenue 53, Los Angeles, CA 90042	3
05/11/11	04:00:00 PM	129 N. Avenue 53, Los Angeles, CA 90042	5
06/23/11	06:00:00 PM	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.)

Facilities capacity continues to be addressed with a satellite campus. Construction efforts for the additional classrooms at the main campus is moving forward for 2012-2013. Inter-campus transportation was provided to all students for the satellite campus. In 2010-2011 and the two 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
2012-2013	Grades 6-12		(No satellite campus)

Staff of the LACOE Facilities and Risk Management office inspected the main campus and satellite campus prior to start of the 2010-2011 academic year in August. No written report was issued. All recommendations made during the visits were implemented.

B. School Facility Good Repair Status

A School Facilities report was not issued for 2010-2011.

C. School Safety Plan

(Provide a summary of the Comprehensive Safe Schools Plan)

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 school year. 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.

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	7,528	2,148	5,380	50,000
District	NA	NA	NA	NA
Percent Difference at School Site and District	NA	NA	NA	NA
State	8,452	2,939	5,513	71,246
Percent Difference at School Site and State	-10.9%	-26.9%	-2.4%	-29.8%

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)

In addition to core course curriculum aligned to the state content standards at all grades, and the high school curriculum aligned to the UC/CSU A-G requirements, the school offers the Avance Life Prep program to prepare students for the real-world in a professional setting. The Life Prep program starts with courses in the 10th and 11th grades that focus on career path exploration and the development of a personal portfolio with a vision statement, college application plan and resume. For the 12th grade the Life Prep program offers the "Get S.E.T. Go!" program which gives Avance students a head start for the modern American professional world by getting them "set" to go, via the Senior Experiential Transition (S.E.T.) courses. The Avance "Get SET. Go!" program gives students an opportunity to explore an area of interest either through both an independent research project and an internship in the community -- before they Go to college. Students will also find someone in the community with whom they collaborate, whether through research opportunities or through a project on a site with the community contact person. The program has two required courses for Avance graduation: College Bridge and the Senior Final Writing/Research Project. The Internship Prep courses are also required of all Avance students, as they provide critical professional development in line with the mission of the school to prepare all students for a professional life after college. The Avance Work Education Experience (WEE) program, and the Senior Class Project Management Experience are courses open to students who have completed or are on track to complete all the UC/CSU requirements.

In 2010-2011 Avance offered an athletics program with inter-mural components at these levels and sports:

- High School teams in the Los Angeles CIF: cross-country, soccer and basketball
- Middle School teams in the PUC School league: soccer and basketball

Both the middle school and high school boys soccer teams were champions in their leagues. The high school team was undefeated in their Los Angeles CIF league, and participated in the State post-season.

X. LISTING OF APPENDICES

(The following supporting documentation is submitted in one single packet to the LACOE Charter Schools Office.)

- I.M Annual Calendar of Events for Parent Participation
- III.A STAR CST Results Full Report
- III.B STAR CST Results Reports by Subgroup
- III.C Accountability Progress Reporting (APR) Growth and Base Reports
- III.D API Base Similar Schools Report
- 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
- III.K CAHSEE School Report for Mathematics and English Language Arts by Gender and Ethnic Designation
- III.M CELDT Report
- IV.A Graduation Data Reports
- IV.D Course Enrollment by School- Advanced Placement Classes
- V.G Professional Development Opportunities
- VIII.A LACOE Facility Inspection Reports

Appendix I.M Annual Calendar of Events for Parent Participation

Fall Semester	Event	Spring Semester	Event
Jul 6	Parent Advisory Committee meeting	Jan 4	Parent Advisory Committee meeting
Jul 13	Parent Forum	Jan 11	Parent Forum
Aug 3	Parent Advisory Committee meeting	Jan 28	Avance Academic Awards Assembly
Aug 10	Parent Orientation for 2010-2011	Feb 1	Parent Advisory Committee meeting
Sep 2	Parent/ teacher BBQ	Feb 5	New student 2011-2012 Orientation
Sep 7	Parent Advisory Committee meeting	Feb 8	Parent Forum
Sep 14	Parent Forum	Mar 1	Parent Advisory Committee meeting
Sep 16	Back to School night	Mar 5	New student 2011-2012 Public Random Drawing
Oct 5	Parent Advisory Committee meeting	Mar 8	Parent Forum
Oct 12	Parent Forum	Mar 15-18	Parent/ Teacher conferences (over 90% participation rate)
Oct 19-22	Parent/ Teacher conferences (over 90% participation rate)	Mar 28-29	College Tour Chaperons
Oct 29	Halloween Events	Apr 5	Parent Advisory Committee meeting
Nov 2	Parent Advisory Committee meeting	Apr 12	Parent Forum
Nov 9	Parent Forum	May 3	Parent Advisory Committee meeting
Nov 8-9	College Tour Chaperons	May 10	Parent Forum
Nov 23	Thanksgiving Tamalisa	May 31- Jun 2	Year End Academic Presentations
Dec 5	Northeast Los Angeles Holiday Parade	Jun 7	Parent Advisory Committee meeting
Dec 7	Parent Advisory Committee meeting	Jun 14	Parent Forum
Dec 14	Parent Forum	Jun 6-10	Academic Awards, 8 th Grade Culmination and Senior Graduation

Appendix III.A DataQuest STAR CST Results Full Report

Appendix III.B DataQuest STAR CST Results Reports by Subgroup

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

Appendix III.D DataQuest API Base Similar Schools Report

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

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

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

Appendix III.J DataQuest CAHSEE School Report for All Grades

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

Appendix III.M DataQuest CELDT Report

Appendix IV.A DataQuest Graduation Data Reports

Data not provided for 2010-2011 by CDE at time of report preparation.

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

Course Name	Students Enrolled
AP US History	23

Appendix V.G Professional Development Opportunities

List the professional development activities provided for school staff.

Appendix VIII.A LACOE Facility Inspection Reports

No facilities report was filed in 2010-2011.